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English Plus

Teacher's Book 4

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Introducing *English Plus*

Description of the course

English Plus is a four-level course for gimnazjum students. It will give students all the skills they need to communicate with confidence in English. The course has been designed on the basis of extensive research in gimnazjum schools to ensure that it really works in the classroom. The core material covers all the requirements of the gimnazjum curriculum in a clear unit structure, and the extensive Options section at the back of the book provides further variety and challenge. Extra material covering culture, CLIL, communication, and vocabulary practice will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

Aims of the course

To make planning and preparation easy

Each unit starts with a clear and detailed summary of the unit contents. It also directs you to the relevant *English Plus* Options section, so you can easily locate the most appropriate ways to extend each lesson.

Each lesson in the Student's Book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalize and apply what they have learnt.

Each lesson in the Teaching notes starts by clearly stating the aims of the lesson, which extend the ***I can ...*** statements.

The Student's Book follows a carefully designed system of colour coding in each section, so both you and your students will recognize the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend the work, the Online Teacher's Photocopiable Resources are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

To keep students interested and involved

English Plus is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Options** at the back of the Student's Book provide variety and enable you to adapt the course to suit students' interests.

To give students opportunities to use English in a personal and practical way

The Activate and About you exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The Key phrases sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

To set goals and see outcomes

Every lesson starts with an ***I can*** ... statement, so the aim is always evident. Lessons finish with an Activate exercise which is the productive outcome as described by the ***I can*** ... statement. Setting clear, achievable, short-term goals should increase students' motivation.

To be flexible and to cater for all learning needs

English Plus has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *English Plus* you can choose the most appropriate material for your class and for individual students. The Options at the back of the Student's Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities in the class, the Workbook, Online Tests and Online Teacher's Photocopiable Resources are graded at three levels of difficulty, so that you can select the right material for each student.

To develop effective reading, writing, listening and speaking skills

English Plus places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are extra listening and speaking sections at the back of the Student's Book and the Culture and Curriculum extra pages provide a variety of additional challenging reading material.

To develop students' ability to understand and apply language rules accurately

English Plus presents new language both in context and in tables to ensure that students fully understand usage, as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learnt. There is always a Rules section, which encourages students to think about and complete language rules themselves.

To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A Review section follows every unit and a Cumulative review section follows every two units and there are further opportunities to consolidate and check progress in the Workbook.

To incorporate the latest developments in teaching methodology

English Plus follows a tried and tested structure, but it also gives you the flexibility to introduce newer teaching methods into your class. For example, the Curriculum extra sections in the Student's Book and the Cross-curricular extension sections in the Online Teacher's Photocopiable Resources will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

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To be compatible with the Common European Framework

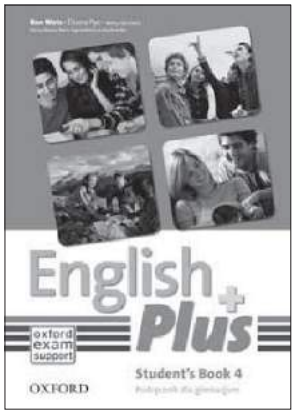
The European Framework *Key Competences for Lifelong Learning* were introduced into education legislation with the aim of identifying and promoting specific areas which individuals need to develop in order to maximise their long-term educational and career development. Students develop transferable skills, and learn to apply knowledge, skills and attitudes to solve problems in a range of contexts. *English Plus* develops Key competences as described by the European Reference Framework. The Teacher's Book contains optional activities with explanatory notes that promote Key competences.

Further information, along with students' self-assessment checklists can be downloaded from our website; www.oxford.pl.

To provide a comprehensive digital solution

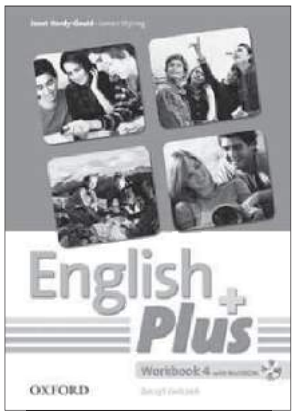
English Plus offers the facility to incorporate interactive teaching and learning in the classroom. The iTools package contains digital versions of the Student's Book and Workbook, which you can use to bring the Student's Book to life with fully interactive activities on the interactive whiteboard. You can also refer students to the *English Plus* MultiROM, which offers self-study exercises tailored to supplement the content of each unit.

Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, three or more grammar presentations, and three or more communication sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- eight **Review** pages, which provide revision of all the language covered in the unit.
- eight two-page **Exam preparation sections** which consolidate the language of the unit, whilst focusing on developing students' exam skills, including useful tips in Polish and exam practice tasks.
- thirty-two pages of ***English Plus* Options** which include:
- eight **Extra listening and speaking** pages to give further practice in these skills.
- eight **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
- eight **Culture** pages with topics that invite cultural comparisons.
- four **Project** pages with quizzes, posters and games which provide a further opportunity for review and consolidation.
- four **Cumulative review** sections which provide revision of all the language and skills studied up to that point in the book.



The **Workbook** contains:

- six pages of **additional practice** for each Student's Book unit. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- a two-page **Progress review** after every unit with **self-assessments** and ***I can ...*** statements.
- eight pages of **Exam preparation** activities and tasks.
- a **Reference section** which includes: a **Language focus reference in Polish** and additional practice exercises for each grammar point; a **Pronunciation bank** with exercises for each pronunciation point; an alphabetical **Wordlist with illustrations, Polish translations** and a phonetic chart; an **Expression bank** with *Key phrases* from the Student's Book; an **Irregular verbs list**.
- The **Answer key** for the Workbook can be found on our website (www.oxford.pl) and on iTools.

The **MultiROM** is an interactive self-study resource that has been designed to give students additional practice, support and consolidation of the language and skills taught in the Student's Book. The MultiROM is divided into units and lessons corresponding to those in the Student's Book.
An **audio CD** element is included, with all the **Exam preparation** and **Pronunciation bank** listening tasks from the Workbook, which can be played on a CD player.

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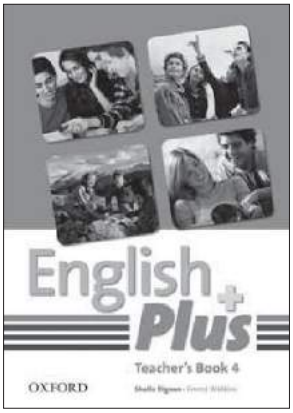
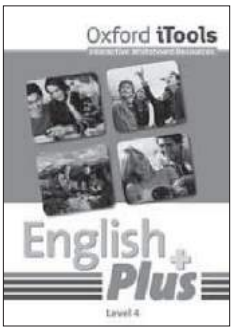
The three **Audio CDs** contain:

- all the listening material for the **Student's Book**.



The **Teacher's Book** contains:

- an introduction with **teaching tips**, including information on **mixed ability**, **dyslexia**, **CLIL**, **project work**, **evaluation and testing**, and **using technology**.
- **teaching notes** and **answers** for all the Student's Book material.
- ideas for **extra optional activities** linked to the *Key competences*.
- **background notes** with **cultural information**, and **language notes**.
- the **tapescripts**.



The **iTools software** contains:

- digital versions of **three books**: the Student's Book, Workbook and Culture and Curriculum Extra DVD Book.
- **answer keys**, **audio files**, **interactive grammar tables** that can be launched directly from the pages.
- a wealth of **resources** including wordlists, grammar tables, audio files and scripts, DVD clips, worksheets and flashcards.

For more information about iTools, see page xiii.

The **Online Test Bank** is available to be downloaded from our website, www.oxford.pl, as editable Word files and PDFs, and includes:

- a **Diagnostic test** to be used at the beginning of the year.
- **End-of-unit tests**, including listening, vocabulary, grammar, reading, writing and communication activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
- **End-of-term** and **End-of-year tests** at three levels: basic, standard and higher.
- **Five-minute tests** covering language from the vocabulary and language focus lessons.
- **Parallel (A/B) tests** are also offered to prevent copying.
- **Audio** with recordings for all the listening tasks.

The **Online Teacher's Photocopiable Resources** are available to be downloaded from our website, www.oxford.pl., and include:

- **language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **communicative pairwork** activities.
- **drama** worksheets and audio.
- two-page **cross-curricular extension** worksheets for each of the Curriculum extra topics in the Student's Book.
- Common European Framework student **self-assessment checklists** and notes on the Common European Framework Key Competences.

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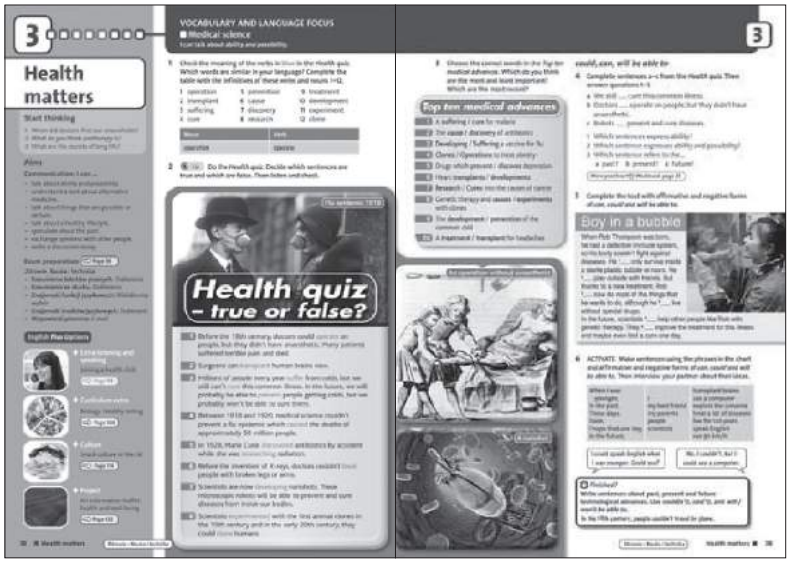
Student's Book 4 at a glance

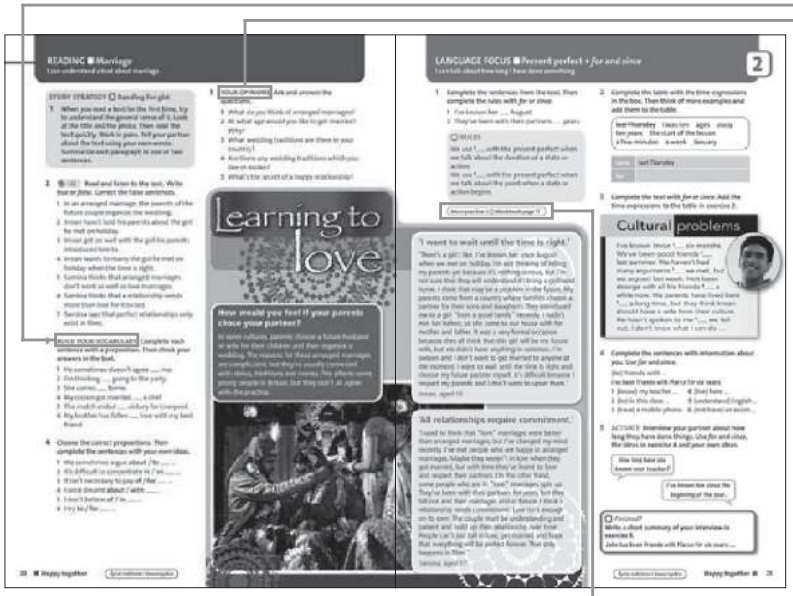
There are **eight units** and a **Starter unit** in the Student's Book. Each unit has **seven lessons**, a **Review** and an **Exam preparation** lesson. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units



Lesson 1

- The **unit aims** summarize the language and skills that students are going to study in the unit. The **Start thinking** questions encourage students to start thinking about the unit topic and the ***English Plus*** **Options** refer to the extra optional material at the back of the Student's Book.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz**, **questionnaire**, **puzzle** or **game** contextualizes the first vocabulary set.
- A variety of **comprehension** exercises practises the vocabulary. Where relevant a **Key phrases** section provides practice of the vocabulary in everyday language for communication.
- The **first grammar section** is presented and practised on the second page.



Lesson 2

- A **reading text** contextualizes the first vocabulary set and models grammatical structures which students will study in the following section.
- A **Build your vocabulary** section highlights key vocabulary from the reading text. This vocabulary is practised further in the Workbook.
- **Your opinions** questions provide more personalized practice of the vocabulary.

Lesson 3

- The **second grammar section** presents and practises one or more grammatical structures in a guided inductive way. Students may be asked to complete sentences or grammar tables using examples from the readings or listenings. Then they develop rules or answer questions about rules based on the example sentences.
- A **reference** to the Workbook shows students where they can find further practice activities.
- The **grammar practice exercises** are graded and are often topic-based.

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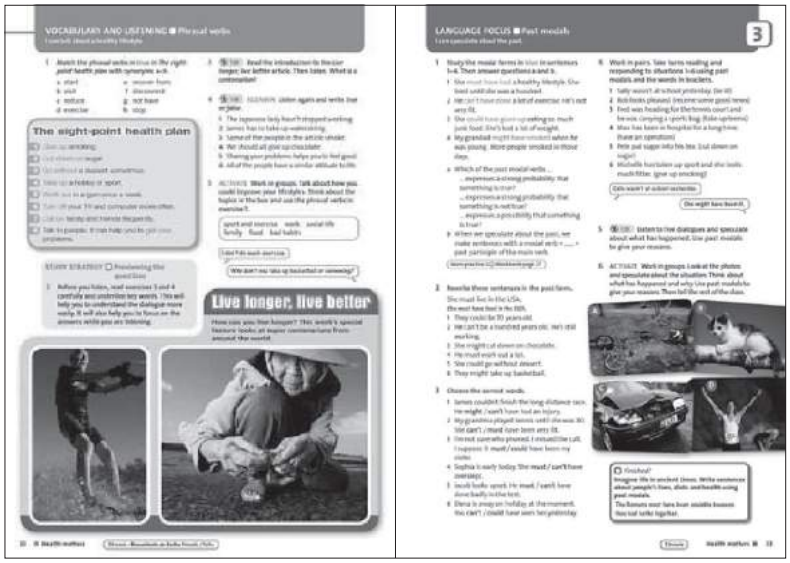
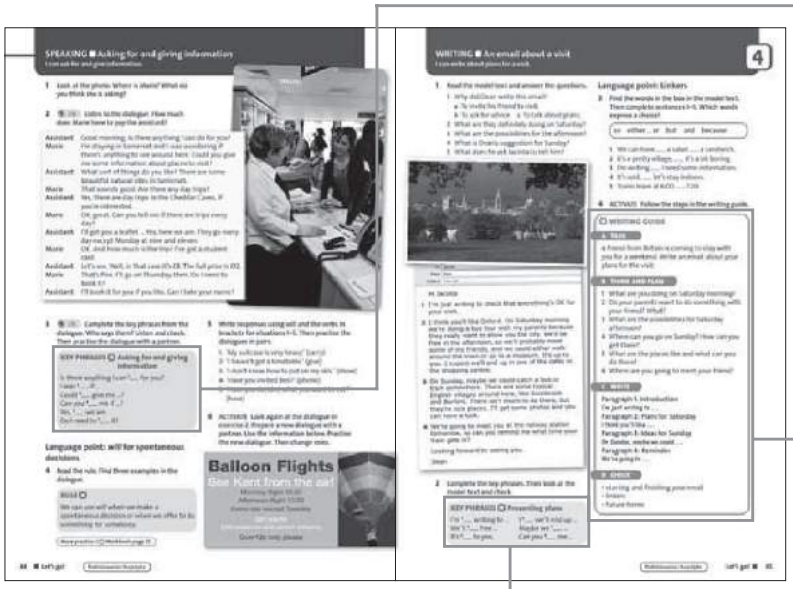


Lesson 4

- The **second vocabulary set** is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary.
- One or more **listening activities** contextualize the vocabulary and model grammatical structures which students will study in the following section.

Lesson 5

- The **third grammar section** presents and practises one or more grammar structures. Where relevant a **Key phrases** section provides practice of the grammar in everyday language for communication.



Lesson 6

- There is a double page of **skills practice** in every unit, which further recycles and consolidates language practised in the unit.
- A whole page is devoted to **speaking skills** with a functional focus.
- The **speaking model** presents the target dialogue and language.
- The **Key phrases** box highlights structures which students can use in their own speaking dialogue.
- **Speaking activities** lead students step-by-step towards producing their own dialogues. This 'presentation, practice and production' approach is suitable for mixed-ability classes and offers achievable goals.

Lesson 7

- A whole page is devoted to **writing skills**.
- The lesson always begins by looking at a **writing model** and studying the language, structure and format.
- The **Key phrases** box highlights structures which students can use in their own writing task.
- The **Language point** presents and practises useful writing skills and structures, such as punctuation and paragraphs.
- The **Writing guide** encourages students to think and plan before writing a specific task.
- This supported approach increases students' linguistic confidence.

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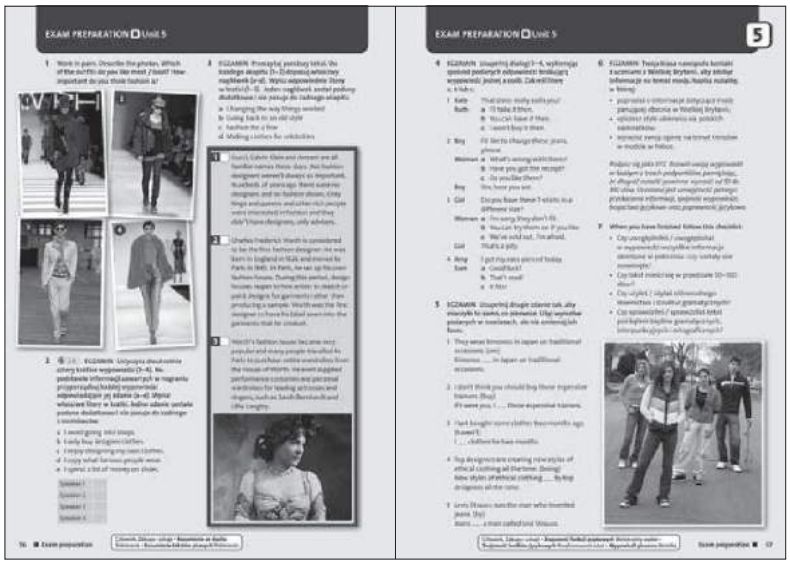
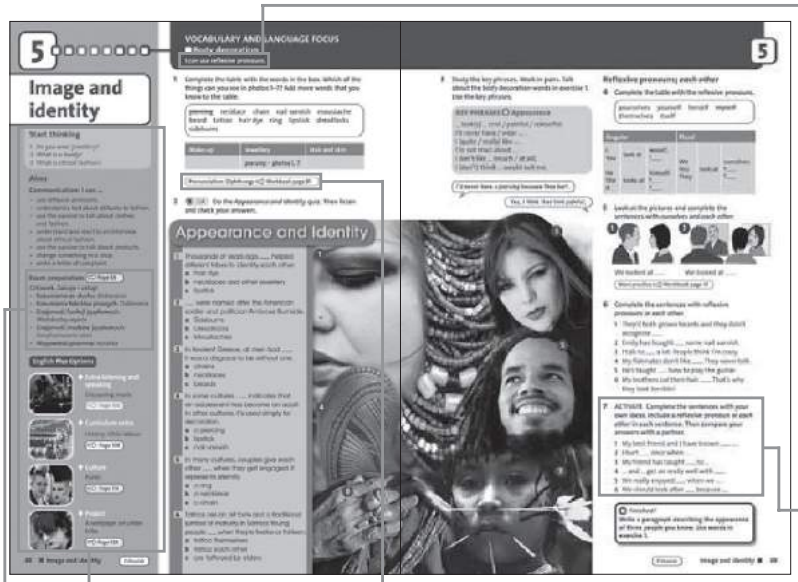


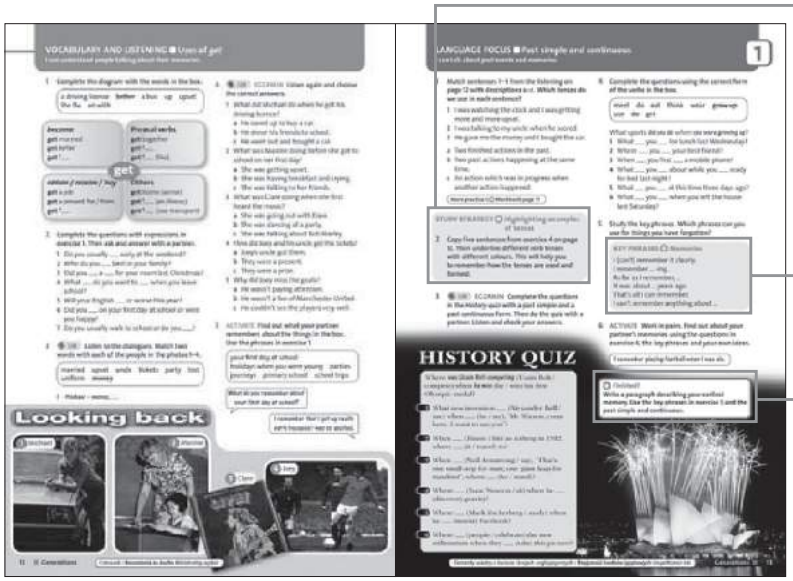
Lessons 8 and 9

- The **Exam preparation** lesson at the end of each unit focuses on developing exam skills and includes exam tasks and tips in Polish.
- These lessons also recycle the language from the previous unit and link with the unit topic.
- In levels 3 and 4 there are exercises to practise **Exam writing** activities, focusing on developing skills for the writing part of the Exam.
- There is a **revision** lesson at the end of every unit. The **Review page** features **vocabulary**, **grammar**, **communication** and **listening** activities.

Other features of the Student's Book



- Every lesson has an explicit learning objective, beginning with ***I can ...*** .
- The **unit aims** section lists all the objectives of the unit and the ***English Plus* Options** section directs you to the relevant optional lesson making it easy for you to locate the most appropriate ways to extend each lesson.
- There are references to **Exam topics and tasks** covered in each lesson.
- The reference to **Pronunciation** takes students to the Pronunciation bank in the Workbook, which has activities for each pronunciation point.
- A final **Activate** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the productive aim of the lesson as described by the ***I can ...*** statement.



- The **Study strategy** builds students' study skills and encourages autonomous learning.
- The **Key phrases** sections present and practise communicative and functional language.
- The **Finished?** activity provides support for mixed ability classes.

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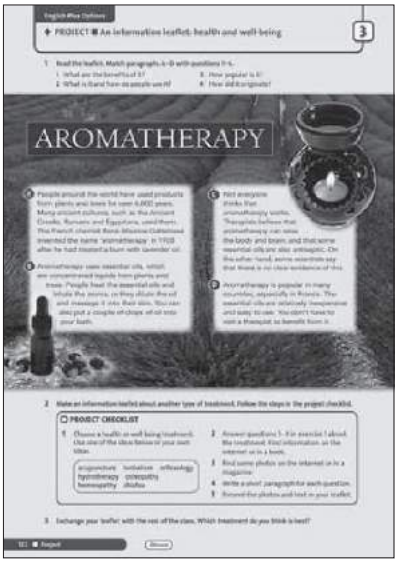
English Plus Options

The ***English Plus* Options** section at the back of the Student's Book provides a wealth of optional extra material. There are four extra lessons for each unit which review and extend the language: **Extra listening and speaking**, **Curriculum extra**, **Culture** and **Cumulative review / Project** pages.

There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.

- There are eight **Curriculum extra** sections linked to the curriculum for other subjects studied in gimnazjum.
- Subjects such as language and literature, natural science and geography, are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.

- There are eight **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture. Each lesson finishes with a mini-project (**Task**).



- At the end of every two units, there is a **Cumulative review** or **Project** lesson.
- The Project lesson includes quizzes, posters and games.

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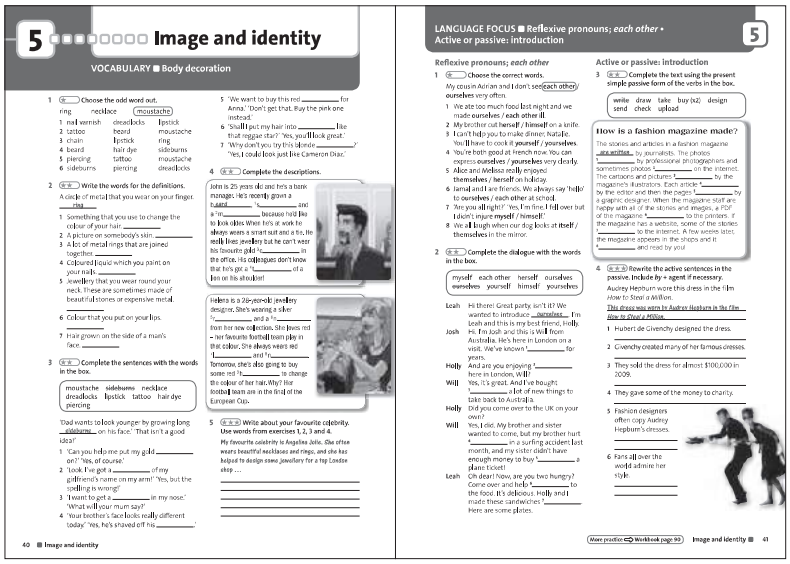
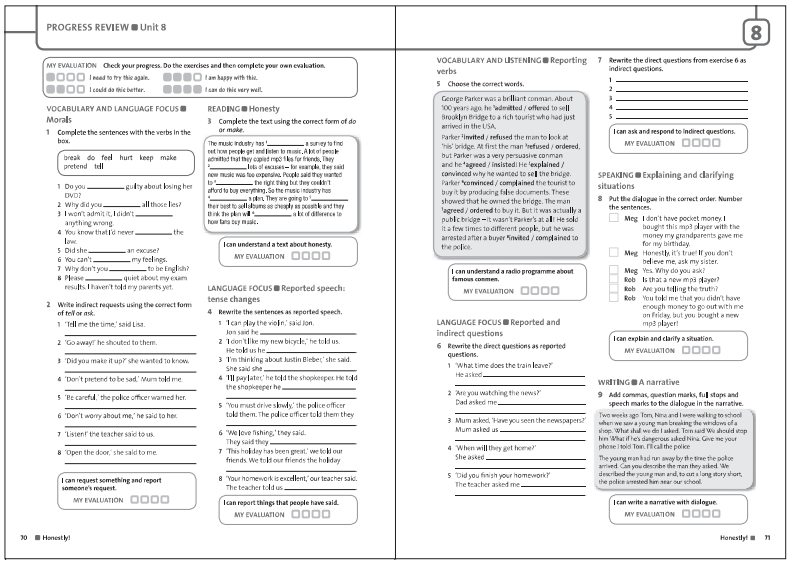
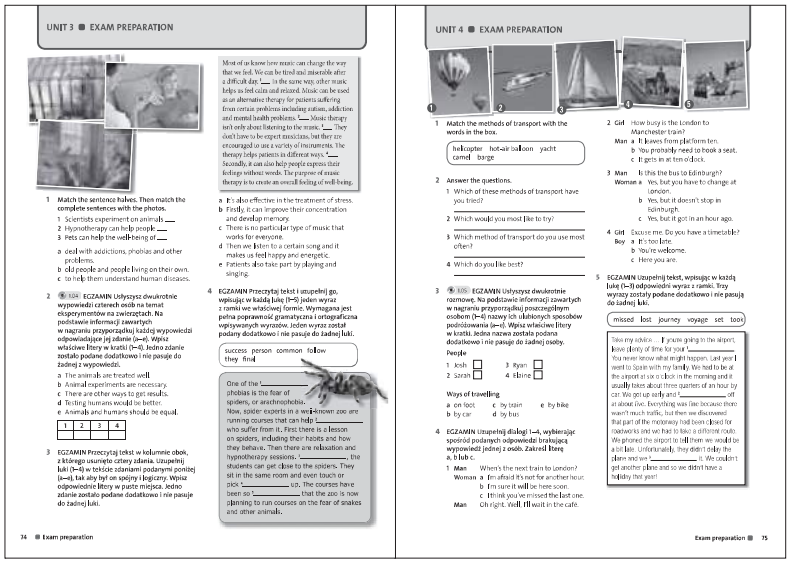
Workbook 4 at a glance



- The Workbook includes exercises in **grammar**, **vocabulary** and **skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises; and **three-star** activities are more open and offer more challenge.



- There is a two-page **Progress review** at the end of each unit.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the unit. They also provide a record of what has been learnt in the unit.
- The **Self-evaluation** feature encourages students to think about their progress. This type of activity is also very helpful in students' development as learners because it encourages them to take responsibility for their own learning.



- There is a page of **Exam preparation** for every unit which provides additional Exam preparation in the form of practice activities and Exam tasks.
- These activities also recycle the language from the previous unit and link with the topic.

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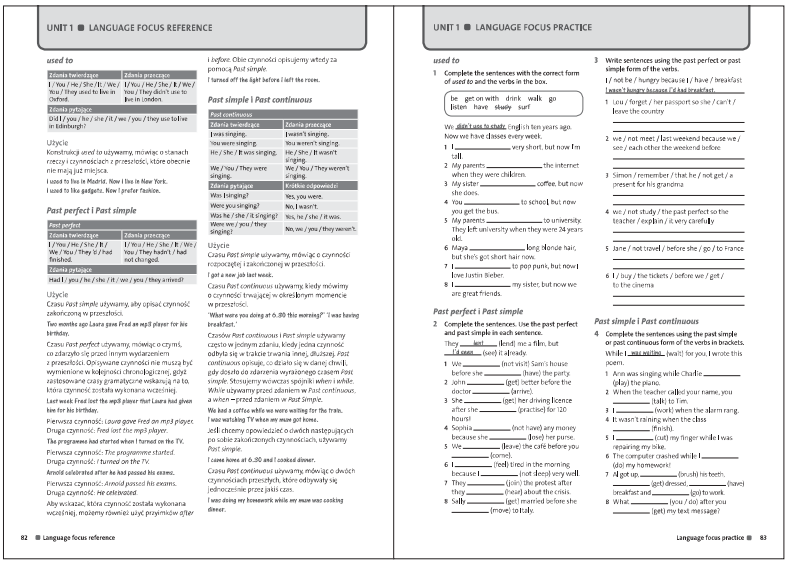


UNIT 1 ■ LANGUAGE FOCUS REFERENCE

used to

Zdania twierdzące	Zdania przeczące
I / You / He / She / It / We / You / They used to live in Oxford.	I / You / He / She / It / We / You / They didn't use to live in London.
Zdania pytające	
Did I / you / he / she / it / we / you / they use to live in Edinburgh?	

Użycie

Konstrukcja *used to* używamy, mówiąc o stanach rzeczy i czynnościach z przeszłości, które obecnie nie mają już miejsca.

I used to live in Madrid. Now I live in New York.
I used to like gadgets. Now I prefer fashion.

Past perfect i Past simple

Past perfect	
Zdania twierdzące	Zdania przeczące
I / You / He / She / It / We / You / They'd had finished.	I / You / He / She / It / We / You / They hadn't / had not finished.
Zdania pytające	
Had I / you / he / she / it / we / you / they arrived?	

Użycie

Czasu *Past simple* używamy, aby opisać czynność zakończoną w przeszłości.

Two months ago Laura gave Fred an mp3 player for his birthday.

Czasu *Past perfect* używamy, mówiąc o czymś, co zdarzyło się przed innym wydarzeniem z przeszłości. Do używanie czynności nie muszą być wymienione w kolejności chronologicznej, gdyż zastosowanie czasu gramatyczne wskazują na to, która czynność została wykonana wcześniej.

Last week Fred lost the mp3 player that Laura had given him for his birthday.

Pierwsza czynność: *Laura gave Fred an mp3 player.*
Druga czynność: *Fred lost the mp3 player.*
The programme had started when I turned on the TV.
Pierwsza czynność: *The programme started.*
Druga czynność: *I turned on the TV.*
Arnold celebrated after he had passed his exams.
Pierwsza czynność: *Arnold passed his exams.*
Druga czynność: *He celebrated.*

Aby wskazać, która czynność została wykonana wcześniej, możemy również użyć przysłówków *after* i *before*. Obie czynności opisujemy wtedy za pomocą *Past simple*.

I turned off the light before I left the room.

Past simple i Past continuous

Past continuous	
Zdania twierdzące	Zdania przeczące
I was singing.	I wasn't singing.
You were singing.	You weren't singing.
He / She / It was singing.	He / She / It wasn't singing.
We / You / They were singing.	We / You / They weren't singing.
Zdania pytające	**Krótkie odpowiedzi**
Was I singing?	Yes, you were.
Were you singing?	No, I wasn't.
Was he / she / it singing?	Yes, he / she / it was.
Were we / you / they singing?	No, we / you / they weren't.

Użycie

Czasu *Past simple* używamy, mówiąc o czynności rozpoczętej i zakończonej w przeszłości.

I got a new job last week.

Czasu *Past continuous* używamy, kiedy mówimy o czynności trwającej w określonym momencie w przeszłości.

'What were you doing at 6.00 this morning?' 'I was having breakfast.'

Czasów *Past continuous* i *Past simple* używamy często w jednym zdaniu. Kiedy jedna czynność odbyła się w trakcie trwania innej, dłuższej. *Past continuous* opisuje, co działo się w danej chwili, gdy doszło do zdarzenia wyrażonego czasem *Past simple*. Stosujemy wówczas spójniki *when i while*. *While* używamy przed zdaniem w *Past continuous*, a *when* – przed zdaniem w *Past Simple*.

We had a coffee while we were waiting for the train.
I was watching TV when my mum got home.

Jeśli chcemy opowiedzieć o dwóch następujących po sobie zakończonych czynnościach, używamy *Past simple*.

I came home at 6.30 and I cooked dinner.

Czasu *Past continuous* używamy, mówiąc o dwóch czynnościach przeszłych, które odbywały się jednocześnie przez jakiś czas.

I was doing my homework while my mum was cooking dinner.

UNIT 1 ■ LANGUAGE FOCUS PRACTICE

used to

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

be get on with drink walk go
listen have slowly surf

We *didn't use to study* English ten years ago. Now we have classes every week.
1 I _____ very short, but now I'm tall.
2 My parents' _____ the internet when they were children.
3 My sister _____ coffee, but now she does.
4 You _____ to school, but now you get the bus.
5 My parents' _____ to university. They left university when they were 24 years old.
6 Maya _____ long blonde hair, but she's got short hair now.
7 I _____ to pop punk, but now I love Justin Bieber.
8 I _____ my sister, but now we are great friends.

Past perfect i Past simple

2 Complete the sentences. Use the past perfect and past simple in each sentence.

They _____ (*not / listen*) to the film, but _____ (*see*) it already.
1 We _____ (not visit) Sam's house before she _____ (*have*) the party.
2 John _____ (*get*) better before the doctor _____ (*arrive*).
3 She _____ (*get*) her driving licence after she _____ (*practise*) for 120 hours!
4 Sophia _____ (*not have*) any money because she _____ (*lose*) her purse.
5 We _____ (*leave*) the café before you _____ (*come*).
6 I _____ (*feel*) tired in the morning, because I _____ (*not sleep*) very well.
7 They _____ (*join*) the protest after they _____ (*hear*) about the crisis.
8 Sally _____ (*get*) married before she _____ (*move*) to Italy.

3 Write sentences using the past perfect or past simple form of the verbs.

I / not be / hungry because I / have / breakfast
I wasn't hungry because I'd had breakfast.
1 Lou / forget / her passport so she / can't / leave the country
2 we / not meet / last weekend because we / see / each other the weekend before
3 Simon / remember / that he / not get / a present for his grandma
4 we / not study / the past perfect so the teacher / explain / it very carefully
5 Jane / not travel / before she / go / to France
6 I / buy / the tickets / before we / get / to the cinema

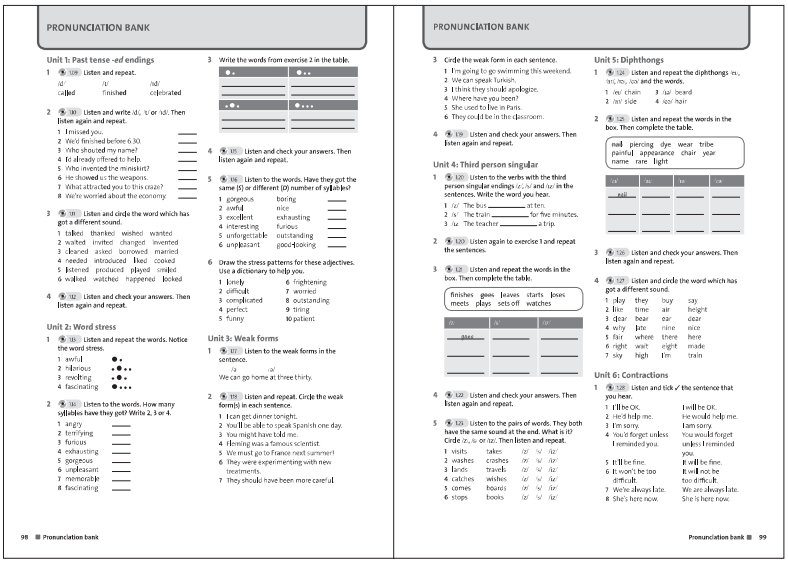
Past simple i Past continuous

4 Complete the sentences using the past simple or past continuous form of the verbs in brackets. While I *was writing* (*write*) for you, I wrote this poem.
1 Ann was singing while Charlie _____ (*play*) the piano.
2 When the teacher called your name, you _____ (*talk*) to Tim.
3 I _____ (*work*) when the alarm rang.
4 It wasn't raining when the class _____ (*finish*).
5 I _____ (*cut*) my finger while I was repairing my bike.
6 The computer crashed while I _____ (*do*) my homework!
7 Al got up, _____ (*brush*) his teeth, _____ (*get*) dressed, _____ (*have*) breakfast and _____ (*go*) to work.
8 What _____ (*you / do*) after you _____ (*get*) my text message?

Workbook reference section

The **reference section** in the Workbook contains grammar and vocabulary reference material, as well as more activities for consolidation and extension.

- There is a **Language focus** section for each unit, which **reviews** all of the grammar points in the unit.
- The left-hand page provides full grammar explanations in Polish, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar point.



PRONUNCIATION BANK

Unit 1: Past tense *-ed* endings

1 1.09 Listen and repeat.

/d/	/t/	/ɪd/
called	finished	celebrated

2 1.10 Listen and write /d/, /t/ or /ɪd/. Then listen again and repeat.
1 I missed you. ___
2 We'd finished before 6.30. ___
3 Who shouted my name? ___
4 I'd already offered to help. ___
5 Who invented the minaret? ___
6 He showed us the weapons. ___
7 What attracted you to this craze? ___
8 We're worried about the economy. ___

3 1.11 Listen and circle the word which has got a different sound.
1 talked thanked wished wanted
2 waited invited changed invented
3 cleaned asked borrowed married
4 needed introduced lived cooked
5 listened produced played smiled
6 walked watched happened looked

4 1.12 Listen and check your answers. Then listen again and repeat.

Unit 2: Word stress

1 1.13 Listen and repeat the words. Notice the word stress.
1 awful ●•
2 hilarious •●••
3 exciting •●•
4 fascinating •●••

2 1.14 Listen to the words. How many syllables have they got? Write 2, 3 or 4.
1 angry ___
2 terrifying ___
3 furious ___
4 exhausting ___
5 gorgeous ___
6 unpleasant ___
7 memorable ___
8 fascinating ___

3 Write the words from exercise 2 in the table.

●•	●●•
●●•	**●•••**

4 1.15 Listen and check your answers. Then listen again and repeat.

5 1.16 Listen to the words. Have they got the same (S) or different (D) number of syllables?
1 gorgeous boring ___
2 awful nice ___
3 excellent exhausting ___
4 interesting furious ___
5 unforgettable outstanding ___
6 unpleasant good-looking ___

6 Draw the stress patterns for these adjectives. Use a dictionary to help you.
1 lonely 6 frightening
2 difficult 7 worried
3 complicated 8 outstanding
4 perfect 9 tiring
5 funny 10 patient

Unit 3: Weak forms

1 1.17 Listen to the weak forms in the sentence.
/ə/ /ər/
We can go home at three thirty.

2 1.18 Listen and repeat. Circle the weak form(s) in each sentence.
1 I can get dinner tonight.
2 You'll be able to speak Spanish one day.
3 You might have to call me.
4 Fleming was a famous scientist.
5 We must go to France next summer!
6 They were experimenting with new treatments.
7 They should have been more careful.

PRONUNCIATION BANK

3 Circle the weak form in each sentence.
1 I'm going to go swimming this weekend.
2 We can speak Turkish.
3 I think they should apologize.
4 Where have you been?
5 She used to live in Paris.
6 They could be in the classroom.

4 1.19 Listen and check your answers. Then listen again and repeat.

Unit 4: Third person singular

1 1.20 Listen to the verbs with the third person singular endings /ɪz/, /s/ and /z/ in the sentences. Write the word you hear.
1 /ɪz/ The bus _____ at ten.
2 /s/ The train _____ for five minutes.
3 /z/ The teacher _____ a trip.

2 1.20 Listen again to exercise 1 and repeat the sentences.

3 1.21 Listen and repeat the words in the box. Then complete the table.

finishes goes leaves starts loses
meets plays sets off watches

/ɪz/	/s/	/z/
plays		

4 1.22 Listen and check your answers. Then listen again and repeat.

5 1.23 Listen to the pairs of words. They both have the same sound at the end. What is it? Circle /ɪz, s/ or /z/. Then listen and repeat.

1	visits	takes	/ɪz/	/s/ /z/
2	washes	crashes	/ɪz/	/s/ /z/
3	lands	travels	/ɪz/	/s/ /z/
4	catches	wishes	/ɪz/	/s/ /z/
5	comes	leaves	/ɪz/	/s/ /z/
6	stops	books	/ɪz/	/s/ /z/

Unit 5: Diphthongs

1 1.24 Listen and repeat the diphthongs /eɪ, aɪ, ɔɪ, əʊ, aʊ/ and the words.
1 /eɪ/ chain 3 /ɪə/ beard
2 /aɪ/ side 4 /ɛə/ hair

2 1.25 Listen and repeat the words in the box. Then complete the table.

nail piercing dye wear tribe
painful appearance chair year
name rare light

/eɪ/	/aɪ/	/ɪə/	/ɛə/
nail			

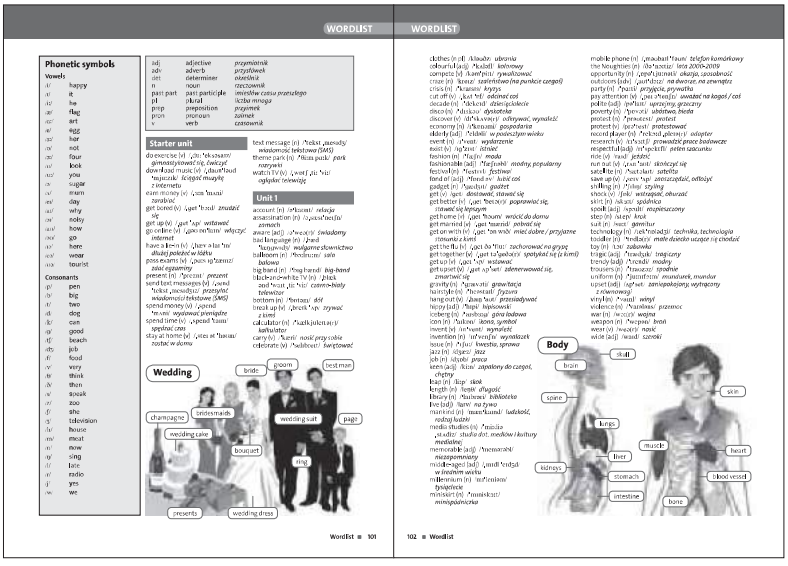
3 1.26 Listen and check your answers. Then listen again and repeat.

4 1.27 Listen and circle the word which has got a different sound.
1 play they buy say
2 like time air height
3 dear hear ear clear
4 why pie nine nice
5 flair where there here
6 right wait eight made
7 sky high I'm train

Unit 6: Contractions

1 1.28 Listen and tick ✓ the sentence that you hear.
1 ☐ I'll be OK. ☐ I will be OK.
2 ☐ He'll help me. ☐ He would help me.
3 ☐ I'm sorry. ☐ I am sorry.
4 ☐ You'd forget unless I reminded you. ☐ You would forget unless I reminded you.
5 ☐ It'll be fine. ☐ It will be fine.
6 ☐ It won't be too difficult. ☐ It will not be too difficult.
7 ☐ We're always late. ☐ We are always late.
8 ☐ She's here now. ☐ She is here now.

- The **Pronunciation bank** contains the pronunciation exercises referred to in the Student's Book. There are pronunciation exercises for each unit of the Student's Book.



WORDLIST

Phonetic symbols

Vowels

i:	happy
ɪ	it
iː	be
æ	flag
ɑː	art
e	egg
ɜː	her
ɒ	not
ɔː	four
ʊ	look
uː	you
ʌ	sugar
ə	mum
eɪ	day
aɪ	why
əʊ	noisy
aʊ	how
ɪə	go
eə	here
ʊə	wear
ɔɪ	tourist

Consonants

p	pen
b	big
t	two
d	dog
k	can
g	good
tʃ	beach
dʒ	job
f	food
v	very
θ	think
ð	then
s	speak
z	zoo
ʃ	she
ʒ	television
h	house
m	meat
n	now
ŋ	sing
l	late
r	radio
j	yes
w	we

adj	adjective
adv	adverb
det	determiner
n	noun
past part	past participle
pl	plural
prep	preposition
pron	pronoun
v	verb

przymiotnik
przysłówek
określnik
rzeczownik
imiesłów czasu przeszłego
liczba mnoga
przyimek
zaimek
czasownik

Starter unit

do exercise [v] /ˈdu: ˈeksəsaɪz/ *gimnastyka/wykonać ćwiczenie*
down-load music [v] /ˌdaʊnˈləʊd ˈmjuːzɪk/ *ściągnąć muzykę*
e-book [n] /ˈiːbʊk/ *książka elektroniczna*
e-mail [n] /ˈiːmeɪl/ *poczta elektroniczna*
earn money [v] /ɜːn ˈmʌnɪ/ *zarabiać*
get bored [v] /ˌget ˈbɔːd/ *znudzić się*
get up [v] /ˌget ˈʌp/ *wstawać*
go online [v] /ˌgəʊ ɒnˈlaɪn/ *włączyć internet*
have a text [v] /ˌhæv ə ˈtekst/ *wysłać/dostać wiadomość tekstową*
pass exams [v] /ˌpɑːs ɪgˈzæmz/ *zdać egzaminy*
present [n] /ˈprezənt/ *prezent*
send text messages [v] /ˌsend ˈtekst ˌmesɪdʒɪz/ *przesyłać wiadomości tekstowe (SMS)*
spend money [v] /ˌspend ˈmʌnɪ/ *wydawać pieniądze*
spend time [v] /ˌspend ˈtaɪm/ *spędzać czas*
stay at home [v] /ˌsteɪ ət ˈhəʊm/ *zostać w domu*
text message [n] /ˈtekst ˌmesɪdʒ/ *wiadomość tekstowa (SMS)*
theme park [n] /ˈθiːm pɑːk/ *park rozrywki*
watch TV [v] /ˌwɒtʃ ˌtiːˈviː/ *oglądać telewizję*

Unit 1

account [n] /əˈkaʊnt/ *relacja*
assassination [n] /əˌsæsɪˈneɪʃn/ *zamach*
aware [adj] /əˈweə/ *świadomy*
bad language [n] /ˌbæd ˈlæŋgwɪdʒ/ *brzydkie słownictwo*
ballroom [n] /ˈbɔːlruːm/ *sala balowa*
big brand [n] /ˌbɪg ˈbrænd/ *big-brand*
black-and-white TV [n] /ˌblæk ən ˌwaɪt ˌtiː ˈviː/ *czarno-biały telewizor*
bottom [n] /ˈbɒtəm/ *dół*
break up [v] /ˌbreɪk ˈʌp/ *rozpaść się, rozwalić się*
calculator [n] /ˈkælkjʊleɪtə/ *kalkulator*
carry [v] /ˈkærɪ/ *nosić przy sobie*
celebrate [v] /ˈselɪbreɪt/ *świętować*
clothes [n pl] /kləʊðz/ *ubrania*
colourful [adj] /ˈkʌləfl/ *kolorowy*
compete [v] /kəmˈpiːt/ *rywalizować*
cross [n] /krɒs/ *krzyżyk (na punkcie cegoś)*
cross [v] /krɒs/ *krzyżować*
cut off [v] /ˌkʌt ˈɒf/ *odcinać coś*
decade [n] /ˈdekeɪd/ *dziesięciolecie*
disco [n] /ˈdɪskəʊ/ *dyskoteka*
discover [v] /dɪˈskʌvə(r)/ *odkrywać, wynaleźć*
economy [n] /ɪˈkɒnəmɪ/ *gospodarka*
elderly [adj] /ˈeldəlɪ/ *w podeszłym wieku*
event [n] /ɪˈvent/ *wydarzenie*
exist [v] /ɪgˈzɪst/ *istnieć*
fashion [n] /ˈfæʃn/ *moda*
fashionable [adj] /ˈfæʃnəbl/ *modny, popularny*
festival [n] /ˈfestɪvl/ *festiwal*
fond of [adj] /ˈfɒnd əv/ *lubić coś*
gadget [n] /ˈgædʒɪt/ *gadżet*
get [v] /get/ *dostawać, stawać się*
get better [v] /ˌget ˈbetə(r)/ *poprawiać się, stawać się lepszym*
get home [v] /ˌget ˈhəʊm/ *wrócić do domu*
get married [v] /ˌget ˈmærɪd/ *pobrać się*
get on with [v] /ˌget ˈɒn wɪð/ *mieć dobre / przyjazne stosunki z kimś*
get the flu [v] /ˌget ðə ˈfluː/ *zachorować na grypę*
get together [v] /ˌget təˈgeðə/ *spotykać się (z kimś)*
get up [v] /ˌget ˈʌp/ *wstawać*
get upset [v] /ˌget ʌpˈset/ *zdenerwować się, zmartwić się*
gravity [n] /ˈgrævətɪ/ *grawitacja*
hairstyle [n] /ˈheəstaɪl/ *fryzura*
hangout [v] /ˈhæŋ ˌaʊt/ *przesiadywać*
hippy [adj] /ˈhɪpɪ/ *hipisowski*
iceberg [n] /ˈaɪsbɜːg/ *góra lodowa*
icon [n] /ˈaɪkɒn/ *ikona, symbol*
invent [v] /ɪnˈvent/ *wynaleźć*
invention [n] /ɪnˈvenʃn/ *wynalazek*
issue [n] /ˈɪʃuː/ *kwestia, sprawa*
jazz [n] /dʒæz/ *jazz*
job [n] /dʒɒb/ *praca*
kem [adj] /kem/ *zepsuty do czegoś, chyżny*
lean [n] /liːn/ *skok*
length [n] /leŋθ/ *długość*
library [n] /ˈlaɪbrərɪ/ *biblioteka*
live [adj] /laɪv/ *na żywo*
mankind [n] /ˌmænˈkaɪnd/ *ludzkość, rodzaj ludzki*
media studies [n] /ˈmiːdɪə ˌstʌdɪz/ *studia dot. mediów i kultury medialnej*
memorable [adj] /ˈmemərəbl/ *niezapomniany*
middle-aged [adj] /ˌmɪdl ˈeɪdʒd/ *w średnim wieku*
millennium [n] /mɪˈlenɪəm/ *tysiąclecie*
minister [n] /ˈmɪnɪstə(r)/ *minister/ka*
miniskirt [n] /ˈmɪnɪskɜːt/ *minispódniczka*
mobile phone [n] /ˌməʊbaɪl ˈfəʊn/ *telefon komórkowy*
the Noughties [n] /ðə ˈnɔːtɪz/ *lata 2000–2009*
opportunity [n] /ˌɒpəˈtjuːnətɪ/ *okazja, possibność*
outdoors [adv] /ˌaʊtˈdɔːz/ *na dworze, na zewnątrz*
party [n] /ˈpɑːtɪ/ *przyjęcie, prywatka*
pay attention [v] /ˌpeɪ əˈtenʃn/ *uważać na lekcji / coś*
polite [adj] /pəˈlaɪt/ *uprzejmy, grzeczny*
poverty [n] /ˈpɒvətɪ/ *ubóstwo, bieda*
protest [n] /ˈprəʊtest/ *protest*
protest [v] /prəˈtest/ *protestować*
record player [n] /ˈrekɔːd ˌpleɪə(r)/ *adapter*
research [v] /rɪˈsɜːtʃ/ *prowadzić prace badawcze*
respectful [adj] /rɪˈspektfl/ *pełen szacunku*
rote [n] /rəʊt/ *pamięć*
run out [v] /ˌrʌn ˈaʊt/ *skończyć się*
sacrifice [n] /ˈsækrɪfaɪs/ *ofiara*
save up [v] /ˌseɪv ˈʌp/ *zaoszczędzić, odłożyć*
shifting [n] /ˈʃɪftɪŋ/ *zmiany*
shock [v] /ʃɒk/ *wstrząsać, oburzać*
skint [n] /skɪnt/ *spłukiwa*
speak [adj] /spiːkt/ *wypowiedziany*
step [n] /step/ *krok*
suit [n] /suːt/ *garnitur*
technology [n] /tekˈnɒlədʒɪ/ *technika, technologia*
toddler [n] /ˈtɒdlə(r)/ *małe dziecko wczesnym wieku*
toy [n] /tɔɪ/ *zabawka*
tragic [adj] /ˈtrædʒɪk/ *tragiczny*
trendy [adj] /ˈtrendɪ/ *modny*
trousers [n] /ˈtraʊzəz/ *spodnie*
uniform [n] /ˈjuːnɪfɔːm/ *mundurek, mundur*
upset [adj] /ʌpˈset/ *zaniepokojony, wytrącony z równowagi*
vinyl [n] /ˈvaɪnl/ *winyl*
violence [n] /ˈvaɪələns/ *przemoc*
war [n] /wɔː(r)/ *wojna*
weapon [n] /ˈwepən/ *broń*
wear [v] /weə(r)/ *nosić*
wide [adj] /waɪd/ *szeroki*

- The alphabetical **Wordlist** provides a list of the words used in every unit of the Student's Book with Polish translations.
- A **phonetic chart** provides a summary of the phonetic symbols.
- The **Expression bank** contains a list of **Key phrases** from the Student's Book.
- The **Irregular verbs list** provides a quick reference to the past simple and past participle forms of irregular verbs used in the Student's Book.

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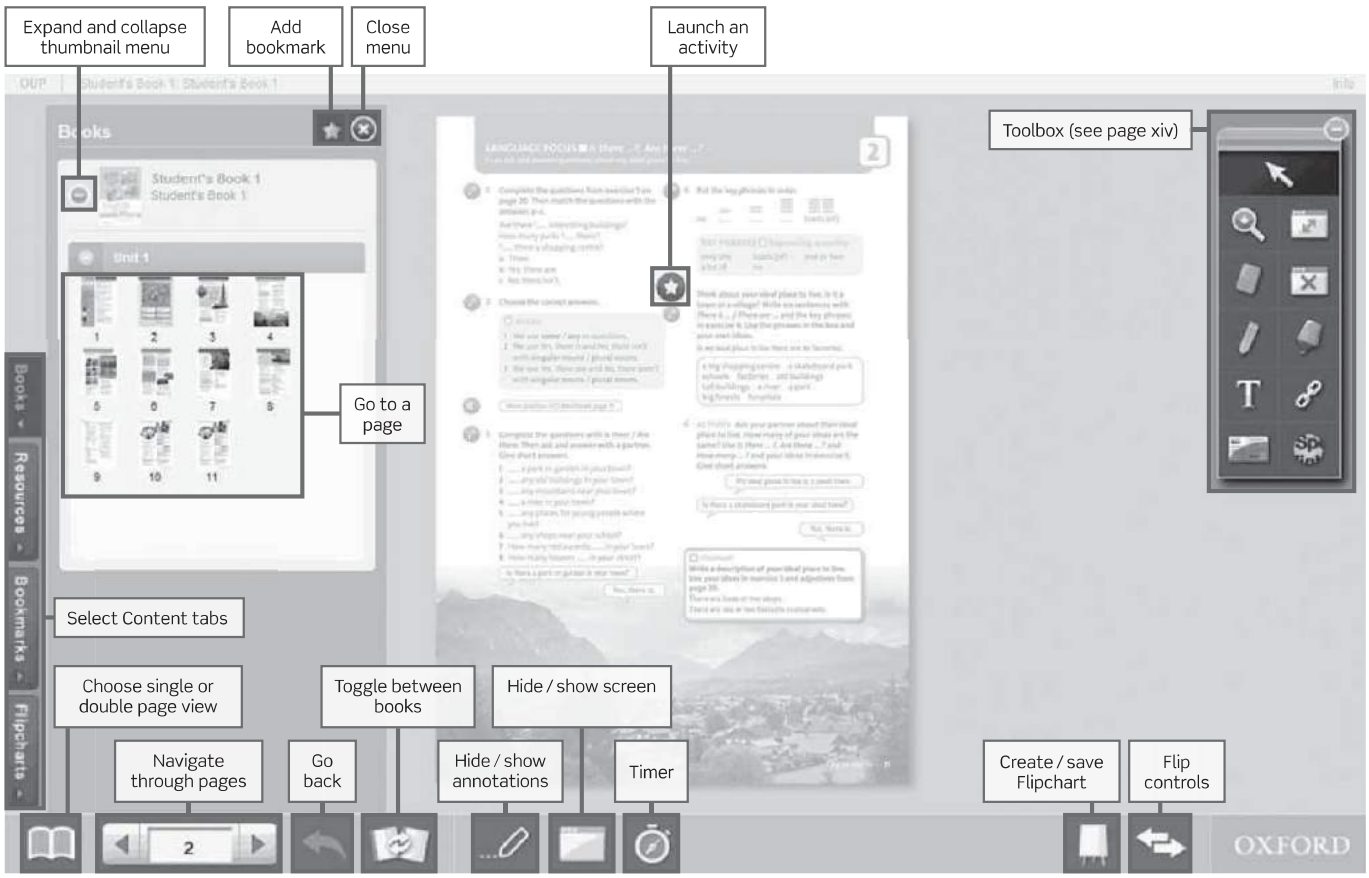
English Plus iTools

Oxford iTools is software that allows you to present and manipulate course content: pages from one or multiple books, audio, video, flashcards and other resources in an interactive way. ***iTools*** is designed to be projected in class. To take full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.



Content in ***English Plus* iTools** is organized into four **tabs**:

- Books
- Resources
- Bookmarks
- Flipcharts

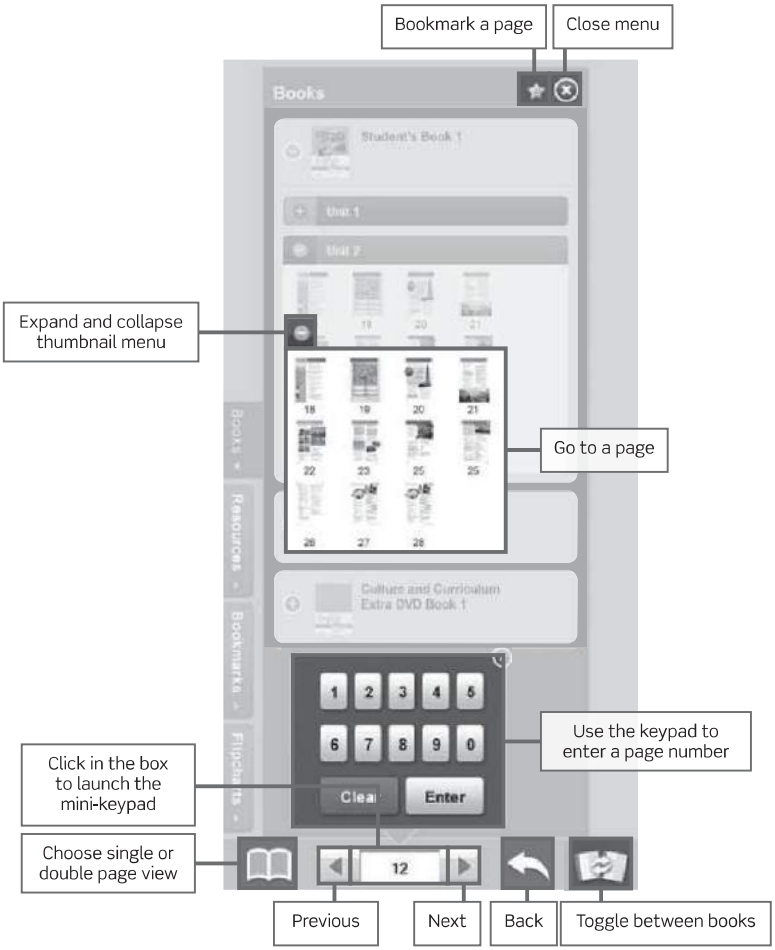
Books

English Plus iTools contains the complete content of **three books**:

- Student's Book
- Workbook
- Culture and Curriculum Extra DVD Book

Once you select a book, you can click on a unit and then the page you want to display on the screen. To move between pages, you can either use the arrows at the bottom of the screen, or just type in the number of the page that you want to open.

The **toggle** button at the bottom of the screen will automatically take you to a corresponding page in the Workbook and back again to the Student's Book.



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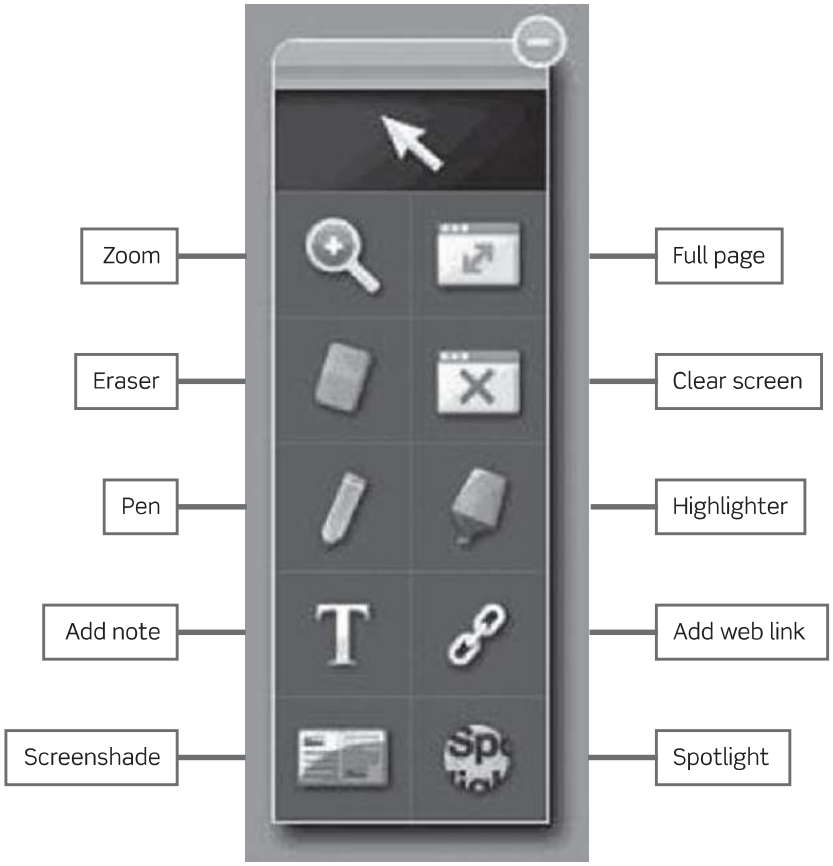
In addition to the standard functions common to interactive whiteboards, every Student's Book, Workbook and DVD Book page includes the following features that can be launched by clicking the icons on the pages:

- **Answer keys** for all Student's Book, Workbook and DVD Book exercises.
- Full **audio** content launched directly from the pages.
- **Quick page links** to the **Options** pages in the Student's Book, the relevant Workbook and DVD Book pages.
- Additional **interactive activities** for every core lesson in the Student's Book.
- **Videos** launched directly from the Student's Book **Options** and DVD Book pages.
- **Flashcards** launched from the Workbook Wordlist.
- Interactive **grammar tables** launched from the Workbook Language focus reference.
- Possibility of adding your own documents, notes and web links.
- The following features are also available:
- Full **zoom** functionality.
- Floating **toolbox** with the following tools:



Resources

In this tab you will find a large amount of additional resources that come with **iTools**. All resources are printable, and can also be projected in class. They include the following additional material:

- A **reference** section with a colour version of the Workbook **Wordlist**, and **interactive grammar tables**.
- All the Student's Book and Workbook **audio files** and **tapescripts**.
- **DVD clips**, worksheets, teaching notes and scripts.
- All the **worksheets** from the **Online Teacher's Photocopiable Resources**.
- Interactive **alphabet**, **phonetics** and **numbers** charts.
- **Flashcards** with vocabulary items.

Bookmarks

Bookmarks allow you to plan your lessons by selecting specific pages, exercises or resources that you want to use in the lesson. You can then save them in folders and use in future lessons. All your folders are organized in the Bookmarks tab, where you can manage and edit them.

Flipcharts

Flipcharts are blank pages for you to create and save your own resources. The Flipcharts tab will allow you to organize and edit your flipcharts.

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English Plus methodology

Vocabulary

Two vocabulary sets are presented in each unit of *English Plus*. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures and / or short texts. There is a variety of practice exercise types. Students are often asked to use language either in a personalized or creative way, and some exercises have open answers, so students can complete the tasks according to their ability.

The target vocabulary is recycled and reinforced in texts and exercises throughout the unit, and there are also Cumulative reviews in the Options section after every two units.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The vocabulary from each unit is also tested in the Progress review. The Online Teacher's Photocopiable Resources also provide photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The Wordlist in the Workbook provides students with an extensive vocabulary resource, which can be utilized in various ways:

- **For reference**: it can be used as a mini-dictionary.
- **For extension**: additional words are provided in the picture dictionary sections to widen students' vocabulary.

Language focus

Each unit of *English Plus* has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learnt.

New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning and usage of the grammar before manipulating its form. Students remember rules better if they work them out for themselves. Grammar is therefore presented in a guided-discovery way. Students are asked to analyse either examples or tables, based on the listening or reading text, and then they are encouraged to deduce rules. If necessary, these can be checked in the Language focus reference in the Workbook. This inductive method helps students to engage with the language, which in turn should help them to remember it.

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and some are more open. Every lesson concludes with an **Activate** exercise that allows students to use the new language structures in a more productive, personalized or creative way. Where appropriate, a Key phrases section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There are further grammar practice activities in the Workbook. As with the vocabulary exercises in the Workbook, there are one-star activities which provide basic revision and language manipulation; two-star activities which involve more productive exercises; and three-star activities which are more open and offer more challenge. The Online Teacher's Photocopiable Resources also provide photocopiable Language focus worksheets at three levels.

There is also a Language focus reference in the Workbook. This includes a more detailed explanation of the grammar point. You can read through the explanation with your class, and use the practice activities for revision.

Reading

In *English Plus* there is a wide range of text types, including articles, questionnaires, emails, web pages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. All of the texts are recorded on the Audio CD.

Reading texts are used in different ways throughout the book:

To preview grammar: the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.

For integrated skills work: model texts on the skills pages also provide input for the speaking and writing activities. They present Key phrases for students to use in a communicative and functional way.

For extensive reading: texts in the Curriculum extra and Culture sections also recycle language from previous units, but are more challenging in terms of length, lexis and / or structure.

The main reading text in each unit has comprehension exercises. The first exercise generally helps students to gain a global understanding of the text and to develop the skill of skimming. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. Build your vocabulary sections present key language from the reading text.

The texts on the Curriculum extra pages focus on cross-curricular subjects, such as language and literature, technology and natural science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in gimnazjum. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too many unfamiliar structures.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Book so that you can pre-teach vocabulary if necessary, and preempt any difficulties. Discuss the photos with the class, eliciting as much key vocabulary as possible, and elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

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Listening

The listening texts in *English Plus* follow the second vocabulary set. They put the new vocabulary in context. They provide a range of speakers in different situations, including radio programmes, interviews, conversations and announcements. The language used in the recordings is carefully graded.

The listening exercises are usually in three stages. Pre-listening warm-up activities are given in the teaching notes in the Teacher's Book. The first listening exercise then helps students to gain a general understanding of the text and develops the skill of listening for gist. The second exercise asks students to listen for specific information.

There are eight Extra listening and speaking pages at the back of the book which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as understanding longer numbers.

The listening and reading texts have been recorded using a variety of accents. Playing the Audio CD as students are reading will help them to become familiar with the sound of spoken English.

Speaking

English Plus offers a variety of speaking opportunities which are well guided and supported. The Key phrases sections give students language to use in a communicative and functional way. On the speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the Audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The eight Extra listening and speaking pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

Pronunciation

There is one pronunciation teaching point in each unit. The reference in the Student's Book will take you to the Pronunciation bank at the back of the Workbook. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Audio CD.

Teaching notes and an answer key can be found on our website; www.oxford.pl.

Writing

English Plus devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and reports. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as time expressions, conjunctions or punctuation. There is practice of this language point before students move on to the writing guide, which prepares them for the writing task. Often students do not know what to write, so the Think and plan section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in the Workbook.

English Plus Options

Each unit offers four of the following optional pages which can be found at the back of the book:

- Extra listening and speaking
- Curriculum extra
- Culture
- Project / Cumulative review

You can choose the options which are best suited to your class, according to the time you have available and the students' level.

Teaching tips

Teaching vocabulary

Brainstorming Check to see what words students already know before presenting the vocabulary set. After presentation, ask students to think of or find more words for the set.

Modelling and drilling Students need opportunities to hear and say words. Use the Audio CD or model new vocabulary yourself, and be positive about students' efforts to repeat words. Vary the way in which you drill new words: as a whisper, only boys, only girls, four students together, half the class together.

Student-made exercises Ask students to make their own simple exercises, which you can compile and copy. Use activities from the Workbook as models, for example: odd-word-out activities, anagrams, wordsearch puzzles and simple quiz clues, such as *This is the opposite of … / You can swim here. / French is the language here.*

Vocabulary notebooks Encourage students to record new words in a notebook. They can group words according to the topic or by part of speech. Encourage them to use a variety of ways to record the meanings, e.g. definitions, translations, example sentences, pictures.

Collocations We often learn words in isolation, but a vocabulary item can be more than one word, e.g: *play computer games*, *read magazines*. Make students aware

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of this and encourage them to record phrases as well as individual words. You could help students practise this by asking them to give examples of words which often combine with a particular word. This can work well with common verbs, like: *have*, *go*, *play*, *read*, etc.

Teaching grammar

Modelling and drilling Just as with vocabulary items, give a clear spoken model of the structures and have the students repeat after you. This allows the students to hear what the new language sounds like and gives them confidence when they're asked to produce it themselves.

Posters and photos Make posters with examples of different structures to put on the walls of the class. You might like to take photos of students to illustrate these.

Practice exercises The Student's Book exercises usually have around six items, so the majority of the class aren't involved if you simply ask six individual students to give the answers. Here are some ideas for involving as many students as possible in an exercise:

- As you go through an exercise, pause before naming the student you want to answer. This will ensure all students think about the answer, in case they are asked.
- Ask students to read through the whole exercise silently and work out the answers before oral feedback.
- Ask students to do the whole exercise orally or in pairs before you check the answers.
- Ask the students to write the answers in their notebooks.

Personalized reference Encourage students to keep a list of personalized grammar examples. For each new structure they should make a heading in their notebooks and think of two or three examples which include information about themselves, their family and friends, and their home or home town. When you want to revise a structure, start by asking several students for examples from their personalized notes.

Spot-the-structure If you are revising before a test or exam, it is always a good starting point to ask students to find or provide examples of structures from a text or from their notebooks.

Substitution Write a sentence on the board and underline one or two words which you want students to change. Let them work in pairs or groups and accept a suggestion from a group if their new sentence makes sense. Put the new sentence on the board and underline one or two more words for students to change. When you have five or six sentences on the board, erase some of the words and ask students to write down the missing words.

Example:

1 Paul is watching tennis with Hannah.
2 Paul isn't watching football with Hannah.
3 Susan isn't playing football with Carl.
4 They aren't playing volleyball with Carl.

Teaching reading

Preparing and predicting Before starting a Reading section, read the background information about each text and find what vocabulary needs to be pre-taught. It's important to create a desire to read, so encourage students to predict the content by asking questions in their own language or in English. Ask students to look at the pictures and headings, and elicit any information that they already know about the topic. Then ask students to read and see if the text contains any of their ideas.

Reading race When students read a text for the first time, they usually listen to it at the same time. You can vary this approach by setting a time limit for the first comprehension exercise, and asking students to read the text without listening to the CD. You can also set the reading exercise as a team competition. Teams write their answers on a piece of paper, and hand in the paper when they finish.

Autonomy Encourage students to use the Wordlist in the Workbook, or a dictionary, to check new words. If you can get students into this habit from the beginning, it will save you and them a lot of time and effort. Make sure that students realize, however, that they don't need to understand and learn every word.

Memory game Ask students to work in pairs and write four sentences about information in the reading text – two true and two false. Then ask students to close their books and choose various students to read their sentences. The rest of the class decide if the sentences are true or false, and try and correct the false ones.

Teaching listening

Preparing and predicting This is an important stage. Listening to something 'cold' isn't easy, so prepare the students well. Here are some things you can do:

- Engage students by asking them to look at the pictures and headings, and to predict content.
- Pre-teach vocabulary, and record it on the board. Model it for students, so they know in advance how it's pronounced.
- Make sure that students read and understand the questions they have to answer before they start listening.
- Tell students how many people they'll hear speaking, whether they are male or female, adults or teenagers, and roughly what they'll be talking about.

Playing the recording It isn't easy to listen, read the exercise and write answers at the same time. Tell students you'll play the recording a number of times and that they shouldn't worry if they don't get the answers immediately. You could insist that they don't write anything the first time they listen, to ensure that they listen carefully to everything.

Using the tapescript As a follow-up activity, you may want to hand out copies of the tapescript for students to read while listening. It may be useful to use parts of the tapescript to focus on pronunciation (see below). If less able students are demotivated by listening activities, you may occasionally want to give them a tapescript at an earlier stage. All the tapescripts can be found in the Teacher's Book and on the iTools disc.

Other sources for listening Apart from the recorded material on the Audio CD, students should be exposed to English at every opportunity. It is important, therefore, that you use English in class as much as possible, both for instructions and for conversation.

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Teaching writing

Time and training Most students need to be taught the process of writing. Use class time, especially when dealing with the first few writing sections, to show students how they can use the model text and preparation questions to help them with their own piece of writing. For the first term, for example, you could produce a collaborative piece of writing on the board, referring to the model and using answers and ideas from the students. After one or two sessions producing a collaborative piece of writing on the board, ask students to write in pairs.

Computer time If possible, use a session in the computer room for writing. Students may prefer to key in rather than write in long-hand. Also, if they save their work you can ask them to correct and edit it. They may also be able to add photos to a document, or create material for a web page.

Correction There are various ways of assessing written work, but always make it very clear to your students that you will correct and mark it. This is important for students' motivation. Also make it clear to students whether you are assessing them on accuracy or on content. If you want students to self-correct, make sure that you indicate clearly where they have made mistakes, and what type of mistake they have made. You could use the following code to help students identify the mistake:

s	indicates a spelling mistake
∠	indicates a missing word
gr	indicates a grammatical error
v	indicates an error of vocabulary
w o	indicates incorrect word order

Feedback and display Try to create an atmosphere of appreciation, whereby students are happy to hear you or others read out a piece of written work. It is also very motivating to display students' written work on the walls. If students are keeping their written work, encourage them to keep it together in one place.

Teaching speaking

Motivation Speaking is often perceived as difficult because students feel that they lack the language or confidence to express themselves in English. Some students, particularly teenagers, feel embarrassed about speaking in front of the class. It is important, therefore, to ensure that the experience of speaking English is successful. Your expectations should be both clear and realistic, for example, reading aloud from texts, reading out answers to questions, and answering basic questions about themselves.

Preparation Students often need time to think about what they are going to say. All of the speaking activities in *English Plus* are staged and structured in such a way that students should be able to read out answers or prepare a script if necessary. More able students may need less support, and you can encourage them to memorize lines or to look up from a script before speaking.

Correction Be careful not to correct students too frequently, if the activity they are doing is designed to improve fluency, such as a discussion or role play. A useful approach is to make a note of errors that students make during the activity, and only address them when they've finished. You could write a selection of errors you heard on the board, and ask students to correct them.

Conversation Every class also presents opportunities for 'free speaking' in the form of short conversations: *How are you? / Is this easy or difficult? / How was your weekend? / What do you think?* It is important that you encourage genuine communication of this type.

Teaching pronunciation

Revise Remind students of previous pronunciation points as they go through the course. In particular, ask students to identify word stress and to practise difficult sounds whenever there is an opportunity.

Correction Pronunciation errors are best corrected quickly, but without interrupting. Errors can be corrected by 'echoing' students who mispronounce; in other words, say the word as they did, but with a rising intonation so that they self-correct. Or simply say the sound or word correctly, and ask them to repeat it again.

Mimicry and body language Encourage students to mimic the intonation of the characters on the Audio CD. It helps to exaggerate intonation, and students who like acting out will be happy to do this. Also encourage students to use gestures – pointing, shrugging, frowning – when they are practising dialogues. It will help them to express themselves better in English.

Reading aloud If students are having problems with pronunciation, ask them to listen to a short piece of text at home, and then to practise reading it aloud. This is a good exercise for listening, speaking and confidence building. If your students are not speaking in class, you could also include a reading aloud exercise as part of an evaluation.

Further practice After completing each pronunciation point in the Student's Book, ask students to find more examples of words or phrases with that particular point throughout the book. For example, they could look for words that contain a particular sound or stress pattern, or they could identify weak forms in a sentence.

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Mixed ability

Introduction

To a certain extent, all classes are mixed ability. Students learn in different ways and at different paces, and they are individuals with different personalities and interests. Some may be quite extrovert and enjoy working in groups, whereas others may be more reserved and prefer to work on their own. One student may be motivated by the topic of sport, while another may be interested in art.

Studies have identified many different learning strategies. Varying your techniques for presenting and practising language to match students' preferred learning styles can help to ensure they benefit more from the lesson and therefore progress more quickly.

Practical issues

In some cases, teachers may be able to split the class according to their level and have one group work with another teacher in a different room. Another possibility is for different groups to work in different areas of the classroom with material specially adapted for their level. However, these options are not open to the vast majority of teachers, who have to deal with both stronger and weaker students at the same time.

One way of accommodating the needs of weaker students is to encourage them to participate to the best of their ability. Engage them in the lesson before they open their books by playing a memory game to revise the grammar or vocabulary of the previous lesson or by brainstorming the topic of the next unit. Make sure students know classroom language in English, so that they can ask questions using the correct English expression.

With stronger students, it is important to plan what fast finishers can usefully do while they are waiting for other students to finish an activity. You can also encourage them to participate actively in the class by using them as a resource when other students ask questions.

Below are more techniques you can use in the different areas of an English class to deal with students both below and above the average level of your class.

Students below the level

Grammar

- Where possible, elicit a translation of the new grammar structure from students at the end of each presentation.
- Leave a model sentence on the board for weaker students to refer to when practising grammar structures either orally or in writing.
- Complete the first two sentences in a grammar exercise with the whole class, so that students know exactly what they have to do and so feel more confident.
- Encourage students to see how many sentences they can complete within a certain time limit, so that they don't feel obliged to complete the whole exercise.
- If there are several grammar exercises on one page, ask the weaker students to do the easier ones and the stronger students to do the harder ones.
- Allow students to compare their answers before you ask for them.
- Let individual students correct their own mistakes by giving a prompt to indicate the error.
- Encourage peer correction among all the students by using the prompt: *Can anyone help?*

Vocabulary

- Make your vocabulary presentations as visual as possible by using pictures from magazines or the internet.
- Make sure that students always make a note of new vocabulary, with a translation if appropriate.
- Leave the first few letters of new words on the board while students are doing vocabulary exercises. Write blanks for the rest of the letters.

Pronunciation

- Make a note of pronunciation mistakes and correct them as a whole class after an activity has finished. First, model the correct pronunciation yourself and then drill the word with the whole class. Finally, ask individual students to say the word; ask a stronger student to go first then ensure that the student who made the mistake also gets a turn.
- Be sensitive when correcting pronunciation. Focus on correcting serious errors which would impede communication by repeating the word correctly yourself and asking students to repeat it.

Speaking

- Be prepared to accept one word answers from weaker students as long as they are in English.
- If students have to interview each other, get them to interview you first with the questions.
- Allow students to keep their books open during interviews, so that they can see the questions when they ask and answer them.
- When students have to answer questions about themselves, get them to write their answers first.
- Elicit dialogue phrases and write them on the board and leave some words on the board as prompts.

Reading

- Read the article aloud with the class and ask them to underline any new vocabulary. Stop after each paragraph and answer any questions students have. Make sure that students ask about vocabulary using appropriate expressions in English.
- Read through the reading task with students and make sure they understand the questions and what they have to do.
- Encourage students to underline the part of the text which contains the answers to the questions.
- Divide the class in two and ask one half to answer the first half of the questions and the other to answer the second half of the questions.

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Listening

- Ask students to read the task and predict the answers before listening to the text.
- Adapt listening tasks by writing sentences on the board as they appear in the listening script with gaps added in.
- Elicit the sentences where the answers occur in the listening text. Write part of the sentence on the board to help students.
- Give students two or three possibilities for the answers and ask them to listen and tell you the correct answer.
- If students have to respond orally to questions on the CD, get them to write down their responses first.
- After students have listened once for gist and a second time for specific information, get them to listen a third time with the audio script, so that they can finish answering any questions they find difficult.
- If you have enough CD players and copies of the CD, get students to complete the listening task in groups. They can listen to the text as often as they need and replay parts that they find difficult.

Students above the level

Grammar

- Do grammar exercises orally.
- Get students to write questions to ask the rest of the class using the new grammar.
- Ask students to make up their own gap fills to exchange with a partner.
- Give students plenty of opportunities to use the new structures in freer practice activities.

Vocabulary

- Brainstorm vocabulary before getting students to open their books. See how many words they can guess that will come up later in the class.
- Do any vocabulary exercises orally, especially gap fills, and get students to make a record of the new words. They could write their own examples and share these with the rest of the class.
- Get students to make up their own activities, e.g. wordsearches or puzzles to exchange with a partner.

Pronunciation

- Teach students the phonetic symbols. Use phonetics to present new vocabulary or revise new words from a previous class.
- Get students to organize vocabulary into groups of words with the same sound.

Speaking

- Insist that stronger students always speak in English. If they don't, ask them to translate what they have said into English.
- Encourage students to use complete sentences when they speak rather than one word answers.
- When stronger students finish a speaking activity, encourage them to invent more questions or a similar dialogue.
- Allow students to chat about things unrelated to the class as long as they are using English and not causing any disruption.

Reading

- Ask students to choose five new words and prepare example sentences with them to write on the board.
- Get students to write some extra comprehension questions to ask the rest of the class.
- Tell students to find something they agree with and something they disagree with in the text.
- Encourage students to close their books and write a short summary of the text.

Listening

- Adapt listening tasks to make them more challenging for students. Ask *Wh-* questions instead of using true or false tasks.
- After listening once, get students to tell a partner what they have understood.
- Ask students to make a note of five important words while they're listening, and afterwards get them to tell the class the words and explain why they chose them.
- If the listening is an interview, students could write their own questions on the subject and then act out a role play together.

Mixed ability and *English Plus*

English Plus caters for mixed ability students in a number of different ways:

- The **Student's Book** contains fast finisher activities.
- Student's Book **Options** can be used with fast finishers, stronger students or students with different interests.
- The **Workbook** has vocabulary, language focus, reading and writing exercises at three levels: basic, standard and higher. For students who need more revision of grammar, the Language focus reference section also contains clear explanations in Polish and further practice exercises.
- The **Teacher's Book** contains optional extra activities and tips on how to do the Student's Book activities with stronger and weaker classes, and further tips on extending the exercises for fast finishers.
- The **Online Teacher's Photocopiable Resources** contain language focus and vocabulary worksheets at three levels.
- The **Online Test Bank** includes end-of-unit, end-of-term and end-of-year tests at three levels.
- **iTools** provides additional activities for students at different levels of ability and those with different interests.

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Students with dyslexia

It is important to state that research into dyslexia is on-going and sophisticated. This section therefore does not attempt to enter into this discussion, but aims to highlight difficulties and to provide some teaching tips for students who may be disadvantaged in ways described by the term, dyslexia.

Students with dyslexia may have difficulties in the following areas of language learning:

- Reading
- Learning new vocabulary
- Grammar
- Writing
- Speaking
- Confidence

This is because a dyslexic student has problems with processing the phonology of a language. Difficulties arise because these students have problems distinguishing sound differences in a word and in sequencing them thereafter. This difficulty in sequencing elements of language can also impact on understanding and producing grammatical structures.

Reading

Although most dyslexic students will have developed strategies for reading, they may have difficulties with their speed of reading, comprehension and, crucially, technique. As their teacher, you will need to monitor and support students in the following tasks:

- Scanning for specific detail in dictionaries, reference books and on internet search engines.
- Skimming for gist.
- Reading for detail when answering comprehension questions or following instructions.

Learning new vocabulary

It is difficult for dyslexic students to remember vocabulary and expressions, and how individual words are formed.

Regular and fun activities to revise vocabulary are important. Play whole-class games, for example:

- **Memory board** brainstorm a set of vocabulary or expressions and write them randomly on the board. Check students understand meanings. Allow two minutes for students to memorize the words. Students then close their eyes while you erase a word. Students then tell you the missing word. Repeat the process until all words or expressions have gone.

To help with word formation, encourage students to approach words systematically. Draw attention to roots of words, suffixes, prefixes and compound words. This will also help with spelling. Rather than trying to learn words as a whole, dyslexic students will be better able to reproduce words if they have understood how each part of the word has contributed to the whole.

Grammar

Grammar often causes problems for dyslexic students. As with vocabulary, regular revision is important, and clear explanations of structures will help dyslexic students. Some helpful things may be:

- Encouraging students to produce grammar tables themselves to demonstrate the patterns in syntax.
- Using 'colour-coding' for various elements of a sentence. Make sure to always use the same colour, for example blue for verbs, green for nouns, red for prepositions, etc.
- Presenting grammar rules step by step: try to divide rules into single, clearly formulated steps.

Writing

The same systematic and structured approach recommended for vocabulary and grammar also applies to writing. Students should be encouraged to plan their work. *English Plus* writing tasks are all very structured and will provide a clear foundation for all students.

For dyslexic students an additional checklist can be introduced in the planning stage. Not all aspects of the list will be appropriate to every task and students should be aware of this. Ask students to think about the content of their texts as follows:

- ***Who?*** Describe characters.
- ***What?*** Arrange ideas into a beginning, middle and end.
- ***When?*** Decide which tenses need to be used.
- ***Where?*** Choose locations and describe them.

Spelling can also be problematic for dyslexic students. However, consistent and repeated work on the structure of words when learning new vocabulary will help with this.

Speaking

Problematic recall of vocabulary items and syntax create difficulties with speaking English. Whole-class activities where nobody is singled out can build confidence in the dyslexic student.

Word games, such as tongue twisters will draw attention to sounds and allow them to be sequenced and practised in a fun way. Reading out words or expressions in amusing ways can also help focus dyslexic learners. For example, the class could pronounce something quietly, loudly, musically, mechanically, etc.

Confidence

All students need to feel supported if they are to confidently pursue their language learning and this is especially true for the dyslexic student. Without drawing attention to problems in front of their peers, strategies should be introduced into everyday classroom activities. The above ideas are a starting point to build on.

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Introduction to CLIL

Background

What is CLIL?

CLIL is Content and Language Integrated Learning. It can involve teachers and learners of content subjects (e.g. science, geography, or art) using a foreign or second language as the medium of communication and instruction. Alternatively, it can also involve teachers and learners of English using another area of the curriculum (e.g. science, geography, or art) as the content of their English classes.

Why use CLIL?

CLIL is widely seen as an excellent means of learning a language, not least because it provides opportunities for using English in varied and motivating contexts. English teachers using CLIL methodology are able to engage and motivate students with widely different interests. Through CLIL, English teachers can motivate those students who would otherwise struggle to see the relevance of English to their own lives.

CLIL not only draws on the different interests of students, it also exploits their different learning styles, making the most of their abilities, background knowledge and skills from other disciplines.

CLIL is considered an excellent way of introducing an international aspect into the teaching of content subjects. Secondary students who become accustomed to conducting their studies in English will be at a definite advantage in their future education. Since English is the common language of the internet and many journals and academic papers, a confident command of English is often indispensable for research purposes.

Tips for using CLIL

Be prepared and encourage students to be prepared

Teaching another subject in a foreign language can, of course, be a daunting experience. One of the best ways to gain confidence and make sure your lessons are successful is to be well prepared. Take time to research and understand the content of each lesson in advance.

Learning another subject in a foreign language can also be daunting. One of the most practical ways to help your students to gain confidence is to encourage them to do a little preparation in advance of a lesson, too. If you are concerned that there may be a lot of new vocabulary in a lesson, you can help students by asking them to find out how to say a set number of key words in English. To do this they can use a dictionary or the internet. You can also encourage them to review the topic in their own language, if they have studied it previously in another subject. Or you could direct them towards material which will aid their understanding, for example, a particular website on the internet. When preparation requires internet research, it is important that you have checked the website recently, to make sure that the information is accurate and the website is reliable.

Exploit students' background knowledge

The more motivated and engaged your students are, the easier the lesson will flow for you. In order to motivate the students with the subject, it can help if they are asked to contribute and make a personal investment in the lesson early on.

It is likely that most students will have at least a small amount of knowledge of the subjects you are dealing with, as well as varying levels of English. If the small amount of knowledge of each student in a class is added together, it could result in quite a considerable amount of knowledge before the lesson even begins.

Focus primarily on the content

The principle aim of the CLIL lesson is first and foremost to impart knowledge of the subject area, albeit in English. As long as students understand the key concepts of a lesson, they do not need to understand every single word of the material in English. A passive understanding of some areas of language is sufficient. It is not necessary for students to be able to actively use all the language, especially grammar, which they encounter.

Make tasks as easily achievable as you can

It is recommended that students are allowed to answer questions in different ways. It is more important that they participate in the lesson, than that they participate only in English, so they may sometimes need to use their first language. You can help them to use English more by making your own language straightforward. It is also important that you take into consideration how easily students will be able to formulate answers to your questions in English. As well as asking questions which require phrases as a response, you can also use questions that they can answer simply with a 'Yes' or a 'No', for example.

Provide other forms of support where necessary

In the CLIL classroom, meaning is paramount. The students have to be able to grasp the concept of the lesson before anything else. It is therefore vital to give plenty of visual support, in the form of illustrations, photos, realia, sections of a DVD film, PowerPoint presentations, miming and gesture, etc.

As well as providing visual support, students may sometimes need some support in their first language. Many teachers adopt the successful strategy of switching briefly and naturally from one language to another in order to explain a difficult concept or overcome an unexpected breakdown in communication.

CLIL and *English Plus*

English Plus allows you to experiment with CLIL in the English class. Each unit has a **Curriculum extra** lesson in the **Options** section at the back of the Student's Book. These lessons are linked to the curricula of other subject areas, such as natural sciences, language and literature, ICT.

The **Online Teacher's Photocopiable Resources** provide a two-page **Extra Curricular worksheet** for each unit. These worksheets serve as an extension of the material in the Student's Book lesson.

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Introduction to project work

English Plus contains four **Project** lessons, which encourage your students to work in groups and extend their English language learning in engaging and creative ways.

Project work is very motivating for students. It focuses on subjects which they will know a lot about, or have a strong interest in – their hobbies and interests, their families and communities, their dreams, and their pasts and futures.

Benefits

In addition to being engaging, project work helps develop students' organization and communication skills and their sense of initiative and entrepreneurship. Starting with an idea, students have to plan, organize, manage and present their work. They will need to be self-disciplined and work collaboratively in groups.

Project work provides a very relevant outlet for students' language skills. Students will see that they can use English to communicate information which is important to them. They will employ English more creatively and independently than in some other classroom situations.

Another benefit of project work is the development of a curriculum-wide range of key skills, such as:

- Researching
- Interviewing
- Conducting surveys
- Organizing information
- Writing and editing texts
- Producing or sourcing visuals
- Using ICT
- Designing.

Group work and mixed ability

Many projects are particularly suited to group work. Cooperative behaviour within the group is essential to complete the work effectively. Students will have to delegate tasks, negotiate and come to agreements.

By dividing the class into groups there is an opportunity to create groups which will benefit from a variety of individuals' strengths. Teachers may fear that weaker students will either be left behind or 'carried' by the stronger ones and will therefore gain little from the experience. However, given the diversity of tasks required, the weaker students may have a different skill they can offer the group, thereby encouraging them to participate confidently. Also, while stronger students are working independently, the teacher will be able to spend time with students who need more help with their English.

Tips for project work

Planning

Decide when in the term you want students to do project work and allow plenty of time for preparation: students will not automatically know how to conduct their research, organize their material and present well.

Initially you may need to show the different examples of projects to give students an aim. These might include:

- Posters
- Portfolios of work
- PowerPoint presentations
- Oral presentations
- Short films or audio clips.

Research

Next you need to explain how to research the chosen topic and suggest resources to exploit. Set the collection of information as homework well in advance of the planned production time. Alternatively, provide resources in the classroom and allow lesson time for students to do research. Suggested resources include:

- Internet
- Magazines in English and students' own language
- Reference books in both languages
- Dictionaries and grammar references.

Students are likely to conduct some initial research in their own language and, if working in groups, will probably not always use English to discuss ideas. This is fine. Eventually they will have to translate their work into English. In turn this will show students the relevance of their previous efforts in studying grammar and vocabulary.

Organizing ideas

Once information has been collected, students are likely to need help organizing and editing their work. Suggest they collect their ideas under sub-headings and then decide what is essential and non-essential information.

Writing and editing

Having decided on content, students should work on making their texts interesting and accurate. To check for clarity and accuracy, students could exchange texts and ask for feedback from each other. Encourage use of dictionaries and grammar references.

Suggest that students provide you with a rough draft of their work first, so that you can identify errors. This is preferable to marking their final work as students may be demoralised if your corrections draw attention away from the positive aspects of their finished projects.

Presentation

Possible presentation materials include:

- Card and paper
- Scissors
- Glue
- Digital camera
- Design packages for computers
- Audio and video equipment
- Portfolios.

Once the project is finished, display or allow students to present their work, as appropriate. Ensure that students are able to take pride in the final outcome. They will have invested a lot of themselves into their work and should take pleasure in seeing the finished work.

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Using technology

Introduction

Recent advances in technology have opened up new possibilities in all fields of life, not least in English language teaching. There are now many more opportunities to use technology in the classroom, and increasing numbers of students have access to their own computers and to the internet independently. Below is a list of some of these new technologies, together with an explanation of what they are, their potential benefits and how they might be used in the English class.

Interactive whiteboards

Interactive whiteboards are large touch-sensitive boards connected to a digital projector and a computer. They are usually at the front of the class, in place of a blackboard. The teacher and students can work with the interactive whiteboard to move and change images, text and objects. You use a special wireless pen, or in some cases your finger, to act like a mouse, controlling the computer from the board itself. Everything that can be displayed on a computer can be projected onto the whiteboard.

Benefits of use

- They are an excellent visual resource, which can help teachers present lessons in lively and engaging ways.
- They allow the whole class to interact with the same content at the same time.
- They help to maintain a good pace in the lesson, as the resources are instantly available during the class.
- Functionality, such as hide and reveal allows you to focus students' attention and makes it easy to check answers or do activities involving prediction.
- As interactive whiteboards can be used to access the internet, teachers can focus the whole class on educational websites and online resources.

Ideas for use

- Use the digital versions of the Student's Book, Workbook and DVD Book (provided on *iTools*) on the interactive whiteboard to engage students and motivate them actively to participate in the class.
- Show how to do an activity by working through an example on the interactive whiteboard. Alternatively, you could ask one of your students to come to the board and demonstrate an activity.
- Present grammar using the interactive grammar presentations on *iTools*.
- Ask students to predict the topic of reading and listening activities by highlighting the picture or title and hiding the rest.
- Focus on listening tasks with the whole class and click on the listening icon to hear the audio.
- Show the course videos and accompanying activities on the interactive whiteboard.
- Display the answers to the exercises so that students can check their answers quickly and accurately.

The web

Benefits of use

- It helps to engage and motivate students in the class as many are used to using it in their free time.
- It gives teachers and students access to a huge amount of information and resources beyond the content of the course book.
- Web-based activities require students to use English in activities that reflect real life and are therefore highly motivating.
- Teachers can share their own activities and benefit from resources prepared by other colleagues.
- If you have access to a virtual learning environment or learning management system, it can be used to mark students' work automatically and track their progress.

Ideas for use

- Download images and diagrams to use for presenting the target language of the lesson.
- Get students to consult given websites to research different topics. With a bit of advance planning, you can ask students to carry out a webquest activity. This will develop their skills in searching for specific information and reading for gist.
- Use the web as a resource for students to find the answers to their own questions.
- Show relevant online videos in class to supplement a certain topic or situation.

Blogs

Blogs are web pages created by individuals or groups and stored online. They usually contain texts and images. Blogs are often used like an online diary, giving regular updates on what is happening. Each new entry in the 'diary' is called a post. Readers can add comments to existing posts.

Benefits of use

- Blogs are really easy to create and publish.
- They teach students to express and defend their ideas and opinions with a real audience.
- Students can use blogs to develop a topic of interest.
- They allow teachers to explain difficult concepts students may not have grasped in class. A teacher can offer support and guidance while the learner can ask further questions.
- They motivate students to practise writing in what is perceived as a 'cool' format.

Ideas for use

- Provoke a debate by posting a controversial statement about your topic on your class blog. Students write their own opinions about the statement, and also give their opinion on what other members of the class have written.
- Create a class diary by asking one student in each class to write up their notes for the class on the blog. This will prove really useful for students who have been absent.

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Evaluation and testing

Testing what students have learnt

In the Student's Book

Review sections Every unit ends with a **Review** page, covering the grammar, vocabulary and communication points of the unit. There is a **Cumulative review** after every two units which tests the skills covered in all the previous units. Suggest that students revise using the Language focus reference and Expression bank in the Workbook before doing these sections.

In the Workbook

Progress review There is a Progress review for every unit, which focuses on all the lessons from the unit. The Progress review is an opportunity for students and teachers to see what students already know and where more work needs to be done. You can set the Progress reviews for homework, or ask students to do them in class. Students also have the opportunity to evaluate their own progress using the self-evaluation feature and ***I can …*** statements.

Evaluation

A wide range of tests is available in the **Online Test Bank**. You can download the tests from our website (www.oxford.pl) as editable Word files and as PDFs, along with the answer key and the accompanying audio files.

The Online Test Bank contains a wide range of material to evaluate your students including: a diagnostic test; end-of-unit tests; end-of-term tests; end-of-year tests; speaking tests; and five-minute tests. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities. The standard tests are also available in A and B versions (parallel) to avoid copying. All the tests for levels 1 and 2 are available with Polish rubrics.

Assessing Speaking and Writing

Speaking

The speaking tests in *English Plus* are in three parts:

1 About you (suggested weighting: 20%)
Students respond to personal questions about themselves, their experiences, their likes and dislikes, etc. The questions recycle vocabulary from the units and use a variety of tenses.

2 Role play (suggested weighting: 40%)
This part of the test assesses students' ability to use the communicative expressions taught in the Speaking section of each unit. Students complete a dialogue with the target expressions, and then practise the dialogue. There is an extension section, which provides an alternative format for students of higher ability.

3 Photo description (suggested weighting: 40%)
Students are given one of two photographs and asked to describe general and detailed aspects of the image or images, and also to give their opinions in response to what they see. There is an extension section, which includes some more general opinion-based questions, or questions comparing the two photos.

For the diagnostic speaking test, the suggested weighting is: **About you –** 40%; **Photo description –** 60%.

The following criteria can be used to assess students' performance in the speaking tests:

Content: How well did students complete each task? Did they answer the questions and add relevant opinions?

Fluency: How natural did the students sound? Did they manage to speak without hesitating too much?

Interaction: How well did students interact with you or their partner? To what extent did they have a real conversation?

Language: Did students use appropriate vocabulary and grammar? For the unit tests, did they use new vocabulary and grammar taught in the unit? How rich / varied was their language?

Accuracy: How many errors were there, especially basic errors?

Writing

The writing section of each test in *English Plus* asks students to produce a written text of a similar type as in the corresponding unit in the Student's Book. The following criteria can be used to assess each piece of writing:

Content: Have students completed the task successfully? Have they included all the information specified in the instructions?

Appropriacy: Have students used language appropriate to the task type, for example informal expressions in an email to a friend?

Organization: Is the writing appropriately organized into paragraphs, and appropriately laid out?

Language: Have students used appropriate vocabulary and grammar? How rich / varied is the language used?

Linking: Are linking words and expressions used appropriately to give the text cohesion?

Accuracy: How many errors are there in lexis and grammar?

Assessing project work

Projects provide a great opportunity for self-assessment. Suggest that students evaluate their projects for overall design, relevant content, interest and accuracy. Evaluation of project work is a good group activity. Students benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

Exam preparation

English Plus prepares students for the final exam by providing specific exam focus throughout all levels of the course. There is a page dedicated to Exam preparation and practice after each unit in the Student's Book and the Workbook. Levels 3 and 4 provide additional Exam Writing practice, to prepare students for the writing part of the exam. Students have the opportunity to practise Exam task types in the main body of the unit. In this way, students become familiar with the tasks they might encounter in the exam. In addition, exam tips provide advice on how to tackle them. By providing students with thorough exam training throughout gimnazjum, students become more motivated, more confident and more skilled exam-takers.

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UNIT	VOCABULARY	LANGUAGE FOCUS	
Starter unit	p4 Verb collocations *spend time, do exercise, pass exams*, etc.	p5 Present tenses Verbs + *-ing / to* **Key phrases:** Talking about your interests	

UNIT	VOCABULARY AND LANGUAGE FOCUS	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING	
1 Generations	p8–9 Past decades *economy, crisis, poverty*, etc. *used to*	p10 Comparing generations **Build your vocabulary:** Adjectives + prepositions	p11 Past perfect and past simple	p12 Uses of *get* *get married, get upset*, etc.	
Exam Preparation: Szkoła, Człowiek, Życie społeczne • **Rozumienie ze słuchu** *Dobieranie* • **Rozumienie tekstów pisanych** *Dobieranie*					
2 Happy together	p18–19 Relationships *make friends, get to know someone, fall out with someone*, etc. Present perfect + *just, still, already* and *yet*	p20 Marriage **Study strategy:** Reading for gist **Build your vocabulary:** Verbs + prepositions	p21 Present perfect + *for* and *since*	p22 Extreme adjectives *awful, outstanding, exhausting*, etc.	
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3 Health matters	p28–29 Medical science *operate, transplant, cure*, etc. *could, can, will be able to*	p30 Alternative therapy **Build your vocabulary:** Noun suffixes	p31 *may, might, could, must, can't*	p32 Phrasal verbs *give up, cut down, take up*, etc. **Study strategy:** Previewing the questions	
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4 Let's go!	p38–39 Travel: nouns *guidebook, travel agent, return ticket*, etc. **Study strategy:** Extending your vocabulary *be going to*	p40 Holiday advice **Build your vocabulary:** Words which are often confused	p41 *will* and *be going to*	p42 Travel: verbs *board, check in, set off*, etc.	
Exam Preparation: Podróżowanie i turystyka • **Rozumienie ze słuchu** *Dobieranie* • **Rozumienie tekstów pisanych** *Dobieranie*					
5 Image and identity	p48–49 Body decoration *beard, chain, dreadlocks*, etc. **Key phrases:** Appearance Reflexive pronouns; *each other*	p50 Fashion **Build your vocabulary:** Negative prefixes	p51 Active or passive: introduction	p52 Commerce *grower, exporter, importer*, etc. **Study strategy:** Prediction	
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6 A perfect world	p58–59 Nations and government *borders, citizens, currency*, etc. *make* and *let*	p60 Micronations **Study strategy:** Guessing meaning from context **Build your vocabulary:** Prepositions + nouns	p61 First conditional + *if* or *unless*	p62 Government policies *ban, elect, invest*, etc.	
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7 Ups and downs	p68–69 Attributes and personality *anxiety, confidence, generosity*, etc. Comparing adjectives and adverbs	p70 The Yes Man **Build your vocabulary:** Antonyms	p71 Third conditional	p72 Feelings *astonished, fascinated, horrified*, etc. **Study strategy:** Dictionary skills	
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Starter unit

VOCABULARY ● Verb collocations

I can talk about my lifestyle.

1 1.02 **Complete phrases 1–10 with the verbs in the box. Then listen and check.**

do go send download pass get
get up ~~spend~~ earn stay watch

spend time

1 ___ text messages
2 ___ bored
3 ___ exercise
4 ___ late
5 ___ music from the internet
6 ___ TV
7 ___ at home
8 ___ exams
9 ___ online
10 ___ money

2 **Complete the sentences with phrases in exercise 1.**

1 I like surfing the internet. I ___ every day.
2 I often ___ and listen to it on my mp3 player.
3 Sally always carries her mobile phone so that she can ___ to her friends. She's sending one now!
4 Tim doesn't ___ at the weekend. He plays football on Saturday mornings.
5 Rob needs to ___ some ___. He isn't very fit!
6 Do you ___ when you're on your own? Or do you have some interesting hobbies?
7 I'm doing my homework at the moment. I want to ___ my ___.

3 1.03 **Listen to Liza and Sam doing the *Your lifestyle* questionnaire. Who likes studying, Liza or Sam?**

4 **ACTIVATE** **Do the *Your lifestyle* questionnaire with a partner. How similar or different are your lifestyles? Who has got a more active lifestyle?**

How much time do you spend doing exercise each day?

About forty minutes. I usually walk to and from school.

I don't do much exercise on weekdays, but I go swimming on Saturdays.

1 How much time do you spend doing these things each day?
a Doing exercise.
b Doing nothing.
c Doing homework.

2 Which of these activities do you enjoy most?
a Going shopping. b Watching TV.
c Doing sport.

3 How do you spend your time on Saturdays? Choose the statement which is most true for you.
a I usually stay at home with my family.
b I get up late and then I watch TV.
c I usually do sport.

4 How often do you ...
a send text messages? b read a book?
c go swimming?

5 When you get bored, what do you usually do?
a I watch TV. b I have something to eat.
c I go online.

6 Do you ever make dinner for your family?
a No, never. I hate cooking.
b Yes, sometimes.
c I sometimes make a meal, but only for me.

7 Which of these things do you dislike most?
a Tidying my room. b Getting up early.
c Doing nothing.

8 Which of these things is most important in your life?
a Passing exams.
b Earning money.
c Having fun.

Życie rodzinne i towarzyskie, Życie społeczne

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S

Starter unit

Unit summary

Communication
I can …
talk about my lifestyle.
talk about my interests.
ask and answer questions about things people remember.
talk about things I did in the past.

Vocabulary
Core vocabulary:
Verb collocations: *do exercise, download music from the internet, earn money, get bored, get up late, go online, pass exams, send text messages, spend time, stay at home, watch TV*
Irregular verbs: *be, buy, do, eat, get, give, go, have, hear, make, ride, see, speak, take, teach*

Language focus
Present simple and present continuous
Verbs + -ing / to
Past simple
Object and subject questions

VOCABULARY ■ Verb collocations

I can talk about my lifestyle.

S

Aims

- Review verb collocations.
- Read a lifestyle questionnaire.
- Listen to a conversation about a questionnaire.
- Ask and answer questions using verb collocations.

Warm-up (2–3 minutes)

- Write *lifestyle* on the board and add some suitable adjectives, e.g. *healthy*, *comfortable*, *glamorous*. Ask students what their impressions of such a lifestyle are.

Exercise 1 1.02

- Students work individually to complete the phrases.

ANSWERS

1 send **2** get **3** do **4** get up **5** download **6** watch **7** stay **8** pass **9** go **10** earn

Exercise 2

- In a **weaker class**, do the first item as an example. In a **stronger class**, ask students to write similar sentences with the remaining phrases from exercise 1, e.g. *I am looking for a holiday job. I want to ___ some ___ and buy a new bike.*

ANSWERS

1 go online
2 download music from the internet
3 send text messages
4 get up late / get bored
5 do, exercise
6 watch TV / get bored
7 pass, exams

Exercise 3 1.03 Tapescript page T128

- Allow students to check answers in pairs.

ANSWER

Liza

Exercise 4

- Ask a few pairs to report back on what they learnt about their partner.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Give students an example of a clue for one of the expressions, e.g. *This is an easy way to communicate with friends.* (send text messages). Ask students to write five clues, working individually. Put students into pairs to read clues and guess expressions.

Social and civic competences

This activity will help your students interact in a cooperative manner.

More practice

Workbook page 4

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LANGUAGE FOCUS ■ Present simple and present continuous • Verbs + *-ing / to*

I can talk about my interests.

S

Aims

- Review the present simple and present continuous.
- Review verb patterns with *-ing / to*.
- Learn key phrases for talking about your interests.
- Practise talking about your interests.

Warm-up (2–3 minutes)

- Ask: *What do you usually do on Saturdays?* Elicit answers, write a couple on the board and underline the verbs.
- Ask: *What are you doing now?* Elicit answers using the present continuous. Underline the verbs and elicit which are present simple and which are present continuous.

Exercise 1

- In a **weaker class**, ask students to work in pairs to complete examples and answer questions. In a **stronger class**, tell students to try to complete the sentences themselves first, then look back to page 4 to check.

ANSWERS

1 sending **2** doesn't **3** 'm doing **4** go

Rules

a present simple: 2, 4; present continuous: 1, 3

b 1, 3 **c** 2, 4

LANGUAGE NOTE Students sometimes forget that they need to use *do / does* to form negatives and questions in the present simple: *He doesn't play tennis on Saturdays*. NOT ~~*He not play tennis on Saturdays*~~.

LANGUAGE NOTE Students sometimes forget that we use *be* to form negatives and questions in the present continuous: *Are you working now?* NOT ~~*Do you working now?*~~ and *I'm not working now*. NOT ~~*I don't working now*~~.

More practice

Workbook page 5

Exercise 2

- Students complete the email with the correct verb forms.

ANSWERS

1 Do you like **2** 'm having **3** aren't staying **4** go
5 don't come **6** doesn't swim **7** gets up **8** is calling
9 's cooking

Exercise 3

- Focus on the example with the class. Students may need reminding how to form questions in the two tenses.
- In a **weaker class**, ask students to decide which tense they are going to use for each question, then let them do the whole activity in pairs. In a **stronger class**, ask students to write questions with *Why* about the email, e.g. *Why aren't they staying in a flat?* (Because camping is much more fun.)

ANSWERS

1 Are Kathy's family staying in a flat? No, they aren't.
2 Does Kathy like camping? Yes, she does.
3 When does Kathy go swimming? She goes swimming every morning.
4 What does Scott do in the morning? He sleeps late / stays in bed until lunchtime.
5 Is Kathy's dad cooking lunch? No, he is cooking dinner.
6 Are they having a barbecue? Yes, they are.

Exercise 4

- Students match the question halves individually.

ANSWERS

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

More practice

Workbook page 5

Exercise 5

- Tell students to compare answers in pairs.

ANSWERS

Students' own answers.

Exercise 6

- Students interview each other. Find out if any of the students have exactly the same interests.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

Optional activity: Speaking

Write on the board: *What do you enjoy doing in your free time?*

Tell students they are going to work in pairs and interview their partner about their free-time activities.

Ask students first to prepare notes on one or two of their favourite free-time activities: when they do them, where, and who with, etc.

Ask students then to prepare questions for their partner. If necessary, refer them back to the questionnaire on page 4 for ideas. Elicit some questions with the whole class and write them on the board, e.g.

What do you enjoy doing? How often do you … ?

Where do you … ? Who do you … with?

Put students into pairs to ask and answer questions. Ask some students to report back on what they learnt about their partner.

Social and civic competences

This activity will help your students interact in a cooperative manner.

More practice

Workbook page 5

Language focus reference and practice, Workbook pages 80–81

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Present simple and continuous

1 Complete the sentences from exercise 2 on page 4. Then answer questions a–c.

1 She's ___ one now!
2 Tim ___ get up late at the weekend.
3 I ___ my homework at the moment.
4 I ___ online every day.

a Which sentences are present simple and which are present continuous?
b Which sentences refer to actions happening now?
c Which sentences refer to repeated actions or routines?

More practice ⇨ Workbook page 5

2 Complete the email using the correct form of the verbs in brackets.

To: Phil
From: Kathy

Hi Phil

How are things? *Are you enjoying* (you / enjoy) your holiday? [1]___ (you / like) Spain? I [2]___ (have) a fantastic time here in Greece. We [3]___ (not stay) in a flat, we decided to camp this year instead. It's much more fun. Every morning, I [4]___ (go) swimming very early. I enjoy being on my own on the beach. Most people [5]___ (not come) until later. Of course, my brother Scott [6]___ (not swim) with me. He never [7]___ (get up) before lunchtime!

I must go now. Dad [8]___ (call) me. He [9]___ (cook) dinner on the barbecue and I think it's ready.

Kathy

3 Write questions for 1–6. Then look at the email and ask and answer the questions with a partner.

Kathy / have a good holiday?
Is Kathy having a good holiday?

1 Kathy's family / stay in a flat?
2 Kathy / like camping?
3 when / Kathy / go swimming?
4 what / Scott / do in the morning?
5 Kathy's dad / cook lunch?
6 they / have a barbecue?

Is Kathy having a good holiday?

Yes, she's having a fantastic time.

Verbs + *-ing / to*

4 Match the sentence halves. Which verbs are followed by *to* and which are followed by *-ing*?

1 I'm really tired. I need ...
2 I enjoy sport, but I hate ...
3 I'm quite lazy. I can't stand ...
4 I'm into maths. I don't mind ...
5 I need to pass my exams. I want ...
6 I like watching DVDs and I love ...
7 I'm into cooking. I enjoy ...
8 I'm having a great time. I don't want ...

a going to the cinema.
b to be a lawyer when I'm older.
c doing algebra.
d tidying my room.
e to go home yet.
f playing basketball.
g to go to bed early.
h making dinner for my family.

More practice ⇨ Workbook page 5

5 Complete the sentences with your own ideas.

1 I like ...
2 I love ...
3 I hate ...
4 I enjoy ...
5 I need ...
6 I don't mind ...
7 I don't want ...
8 I'm into ...

6 ACTIVATE Study the key phrases. Then interview people in your class and find someone with the same interests as you. Use the key phrases, the words in the box and your own ideas.

KEY PHRASES ○ Talking about your interests

Do you like / enjoy ... -ing?	Yes, I (really) love it.
Are you into ... -ing?	It's OK. / I don't mind it.
	No, I (really) hate it.

read get up late play video games
go online watch TV do exercise

Are you into doing exercise?

No, I hate it.

○ *Finished?*
Write sentences about things your partner likes or doesn't like doing.
He likes playing video games.

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VOCABULARY ■ Irregular verbs

I can ask and answer questions about things people remember.

1 Look at the verbs in blue in the *Memory quiz*. Put them in the correct column below and then complete the table.

Infinitive	Past simple form
see	saw

2 Do the *Memory quiz* with a partner. Who has got the best memory?

Memory quiz

1. What was the last film that you saw?
2. When was the last time that you ate in a restaurant?
3. When did you last go to a theme park or a zoo?
4. Where and when did you first ride a bike?
5. Who taught you at primary school?
6. How old were your parents on their last birthdays?
7. What was the last song that you heard?
8. When did you last make your bed?
9. What mark did you get in your last English exam?
10. At what age did you first have a mobile phone?
11. Who spoke to you first at school today?
12. What did you do on your last birthday?
13. Who gave you a present for your last birthday? What was it?
14. Who did you last buy a present for? What was it?

3 1.04 Study the key phrases. Then listen to four dialogues and answer the questions.

KEY PHRASES ○ Asking about the past

1. What was the last *exam* that you *took*?
2. When did you last *go to London*?
3. At what age did you first *ride a horse*?
4. What did you *do* on *Saturday*?

4 ACTIVATE Test your partner's memory again. Write six new questions using the key phrases and your own ideas.

At what age did you first see a film?

I was four.

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VOCABULARY ● Irregular verbs

I can ask and answer questions about things people remember.

S

Aims

- Learn verbs with irregular past simple forms.
- Learn how to ask about the past.
- Practise using irregular verbs to talk about the past.

Warm-up (2–3 minutes)

- With books closed, write the word *memory* on the board and elicit or teach the meaning.
- Ask: *Have you got a good memory?* Elicit some answers, then ask: *What's your earliest memory? How old were you? What happened?* Elicit a range of answers.

Exercise 1

- Students work individually or in pairs to complete the table.
- Check answers.

ANSWERS

Infinitive: see, eat, go, ride, teach, be, hear, make, get, have, speak, do, give, buy
Past simple form: saw, ate, went, rode, taught, were, heard, made, got, had, spoke, did, gave, bought

Exercise 2

- Students ask and answer the questions in pairs.
- Ask some students to report back on who has got the best memory.

ANSWERS

Students' own answers.

Exercise 3 1.04 Tapescript page T128

- Read the key phrases with the class before listening to the four dialogues. Elicit the answers to the questions. (a chemistry exam at university, last June, age 8, a day out at a theme park with friends and then to a restaurant and the cinema)
- Tell students to listen to the dialogues again and focus on the intonation in the key phrases. Play it several times if necessary, for students to listen and repeat before they ask and answer in pairs.

ANSWERS

Students' own answers.

Exercise 4

- Allow students time to prepare six questions individually. In a **weaker class**, point out that students can replace the text in italics in the key phrases to ask about other things. Allow them to write the questions out in full. In a **stronger class**, encourage students to write their ideas in note form and then formulate the questions as they are speaking. This will help them to think on their feet and speak more fluently.
- Students ask and answer the questions in pairs. Tell them to make notes of their partner's answers while they are speaking, but not to write out full sentences yet.
- When both partners have been tested, tell students to write down their partner's answers.
- Share some answers with the class.

Optional activity: Vocabulary

Write these questions on the board, or dictate them to the class.

1 When did you last swim in the sea?
2 What did you drink for breakfast this morning?
3 What did you spend money on last week?
4 When did you last break something?
5 When did you begin learning English?

Ask students to underline the verbs and write the irregular past simple forms.

Check answers. Then ask students to ask and answer the questions in pairs.

ANSWERS

1 swam **2** drank **3** spent **4** broke **5** began

Communicative competence

This activity will help your students to understand the way language is structured.

Optional activity: Language focus

Ask students to write down five things that they did last weekend. Tell them not to let anyone see what they are writing.

Put students into pairs and tell them they are going to guess what their partner did.

Tell students they must take turns to ask *yes / no* questions, e.g. *Did you go shopping?* Tell them to note down how many questions they ask.

The student who guesses all five of their partner's activities with the fewest questions is the winner.

Social and civic competences

This activity will help your students interact in a cooperative manner.

More practice
Workbook page 6

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LANGUAGE FOCUS ■ Past simple • Object and subject questions

I can talk about things I did in the past.

S

Aims

- Revise the past simple.
- Practise using the past simple to talk about the past.
- Revise object and subject questions.
- Practise writing object and subject questions.

Warm-up (2–3 minutes)

- Write on the board: *Yesterday I . . . ,* elicit and add different endings to the sentence, e.g. *. . . came to school / watched TV,* etc. Include a mix of regular and irregular verbs and underline them. Elicit that they are in the past simple.

Exercise 1

- Students complete the sentences and answer the questions.

ANSWERS

1 wasn't **2** bought **3** were **4** started **5** did **6** didn't

Rules

a regular: *start* irregular: *buy, be, do* **b** add *-ed* **c** the past simple form of *do*

LANGUAGE NOTE Students often make the mistake of using the past simple form of the verb in negatives and questions: *I didn't see the news last night.* NOT ~~*I didn't saw the news last night*~~. *Did you eat all the chocolate?* NOT ~~*Did you ate all the chocolate*~~? In questions, they also forget to invert the subject and verb: *When did she leave?* NOT ~~*When she did leave?*~~

More practice
Workbook page 7

Exercise 2 1.05 Tapescript page T128

- Tell students to think about the kinds of words the answers are going to contain. Ask them to listen once and write key words for each question.
- Students check their answers in pairs before writing complete sentences.

ANSWERS

1 Jim gave Tina a ticket for the Arsenal – Chelsea football match.
2 The match was last Saturday.
3 They travelled there by bus.
4 Yes, 60,000 people watched the match.
5 Yes, Chelsea won the match.
6 Drogba scored two goals.
7 Jim was sad because he supports Arsenal.

Exercise 3

- Ask a volunteer to read the example and make sure everyone understands that the sentences should be true.
- Students write the sentences individually. In a **stronger class**, ask students to complete the negative sentences with whatever they did instead, e.g. *I didn't go to a football match last year. I went to a theme park.*

ANSWERS

Students' own answers.

Exercise 4

- Make sure students understand *subject* and *object*. Write several sentences on the board and ask students to identify the subject and the object, e.g. *Our football team won the match. She bought a new mobile phone. Nina invited me to the party.*
- In a **weaker class**, point out that the subject and object can be a noun (*the match, Nina*), noun phrase (*our football team, a new mobile phone*) or pronoun (*she, me*). In a **stronger class**, ask students to look at the sentences again and say what parts of speech the subject and object can be.
- Students find more examples of subject questions in the Memory quiz. Elicit the example questions and write them on the board, underlining the subject in green to match the Student's Book presentation.

ANSWERS

b, examples: Who taught you at primary school? Who spoke to you first at school today? Who gave you a present for your last birthday? *Did* is not used in a subject question.

LANGUAGE NOTE Write an example sentence on the board, e.g. *I bought a present for my mother.* Draw students' attention to the preposition *to*. Point out that when the object is introduced by a preposition, the preposition comes at the end in the object question *Who did you buy a present for?* NOT before the question word ~~*Who for did you buy a present?*~~ Give more examples if necessary, e.g. *I sent an email to Petra. (Who did you send an email to?), We talked about music and films. (What did you talk about?).*

More practice
Workbook page 7

Exercise 5

- Students complete the questions and check with a partner.

ANSWERS

1 sat **2** did you talk **3** taught **4** did you read
5 did you have **6** happened **7** cooked **8** did they cook
Students' own answers.

Exercise 6

- Encourage students to ask and answer spontaneously.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

More practice
Workbook page 7
Language focus reference and practice, Workbook pages 80–81

End-of-unit activities

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)

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LANGUAGE FOCUS ■ Past simple • Object and subject questions

I can talk about things I did in the past.

S

Past simple

1 Complete the sentences from the listening on page 6 with the words in the box. Then answer questions a, b and c.

bought wasn't didn't were did started

I [1]___ scared, but I was nervous.
I [2]___ some new clothes.
You [3]___ young!
She [4]___ when she was only six.
What [5]___ you do on Saturday?
I [6]___ see you at the sports centre.

a Which of the verbs are regular and irregular?
b How do we form the past simple of regular verbs?
c Which verb do we use to form negatives and questions?

More practice ⇨ Workbook page 7

2 1.05 Listen to Tina talking about a football match and answer the questions. Write complete sentences.

1 What did Jim give Tina?
2 When was the match?
3 How did they get to the match?
4 Did a lot of people watch the match?
5 Did Chelsea win the match?
6 How many goals did Drogba score?
7 Why was Jim sad?

3 Write true affirmative and negative sentences about you.

(go to a football match) last year
I went to a football match last year.
I didn't go to a football match last year.

1 (watch TV) last night
2 (listen to music) yesterday
3 (meet friends) on Sunday
4 (do homework) yesterday
5 (play video games) this morning
6 (ride a bicycle) last week
7 (buy a present) last weekend
8 (be at home) on Saturday evening

Object and subject questions

4 Look at structures a and b. Find three more examples of structure b in the *Memory quiz* on page 6. When do we not use *did* in a question?

a question word + *did* + subject + main verb
Who did you visit? I visited my aunt.
Which did you get, the bus or the train?
I got the bus.
(The question word refers to the object.)

b question word + main verb
Who visited you? My grandfather visited me.
Which cost more? The train cost more.
(The question word refers to the subject.)

More practice ⇨ Workbook page 7

5 EGZAMIN Complete the past simple questions with object or subject question forms. Then ask and answer with a partner.

1 Who ___ (sit) next to you on your first day at school?
2 What ___ (you / talk) about?
3 Who ___ (teach) you to read?
4 What books ___ (you / read)?
5 What toys ___ (you / have) when you were young?
6 What ___ (happen) to those toys?
7 Who ___ (cook) dinner last night at home?
8 What ___ (they / cook)?

6 ACTIVATE Find out about things your partner did in the past. Use the ideas in exercise 3 and the question words in the box. Ask object and subject questions.

when what who where why

When did you last go to a football match?
Last year.
Who won?

Finished?
Write a paragraph about a great day out.
Last month I went ...

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1 Generations

Start thinking

1 What kind of hairstyles and clothes were popular in the twentieth century?
2 When were mobile phones invented?
3 When did a person first walk on the moon?

Aims

Communication: I can ...

- talk about my habits when I was younger.
- understand a text comparing generations.
- talk about events at different times in the past.
- understand people talking about memories.
- talk about past events and memories.
- talk about events in the past.
- write an account of a decade.

Exam preparation Page 16

Szkoła, Człowiek, Życie społeczne

- **Rozumienie ze słuchu:** *Dobieranie*
- **Rozumienie tekstów pisanych:** *Dobieranie*
- **Znajomość funkcji językowych:** *Dobieranie*
- **Znajomość środków językowych:** *Uzupełnianie luk*
- **Wypowiedź pisemna:** *Wiadomość*

English Plus Options

+ Extra listening and speaking
Talking about a family likeness
Page 96

+ Curriculum extra
History: The Berlin Wall
Page 104

+ Culture
Britain in the 1960s
Page 112

+ Project
An interview summary: teenage years
Page 120

VOCABULARY AND LANGUAGE FOCUS
Past decades

I can talk about my habits when I was younger.

1 Check the meaning of the words in blue. Think of examples for each. Then compare with a partner.

TV is a great invention.

1 a great invention
2 a pop icon
3 a current crisis
4 a recent craze
5 a gadget
6 a place where there's poverty
7 a place where there's a war
8 a protest group
9 a booming world economy
10 a modern weapon

2 1.06 Do the *Generations quiz* with a partner. Then listen and check your answers.

Generations quiz

1 The generation born between the 1940s and the 1960s were called 'baby boomers' because ...
a the economy was booming.
b there were a lot of births.
c there was an energy crisis.

2 There were a lot of protests in the 1950s and 1960s. What did the symbol on this banner mean before it became the universal symbol of peace?
a End poverty.
b Stop the war.
c Ban nuclear weapons.

3 There are film, fashion and music icons in every generation. Both before and after her death in 1962, people adored Marilyn Monroe. She was a ...
a film star and model.
b TV presenter.
c fashion designer.

4 This hairstyle used to be popular in the 1950s and 1960s. It's called a ...
a mosquito net.
b beehive.
c spider's web.

Elementy wiedzy o świecie i krajach anglojęzycznych

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Generations

Unit summary

Communication
I can …
talk about my habits when I was younger.
understand a text comparing past and present generations.
talk about events at different times in the past.
understand people talking about their memories.
talk about past events and memories.
talk about events in the past.
write an account of a decade.

Vocabulary
Core vocabulary:
Past decades, nouns: *craze, crisis, economy, gadget, icon, invention, poverty, protest, war, weapon*
Uses of *get*: *get married, get better, get upset, get together, get up, get on with, get a job, get a present for / from, get a driving licence, get home, get the flu, get a bus*
Build your vocabulary: Collocations: Adjectives + prepositions

Language focus
used to
Past perfect and past simple
Past simple and continuous

English Plus Options
Extra listening and speaking: Talking about a family likeness (page 96)
Curriculum extra: History: The Berlin Wall (page 104)
Culture: Britain in the 1960s (page 112)
Project: An interview summary: Teenage years (page 120)

Exam preparation
Tematy: Elementy wiedzy o świecie i krajach anglojęzycznych, Życie rodzinne i towarzyskie, Szkoła, Człowiek, Życie społeczne
Zadania egzaminacyjne: Znajomość funkcji językowych *Dobieranie, Wielokrotny wybór* Znajomość środków językowych *Uzupełnianie luk* Rozumienie ze słuchu *Wielokrotny wybór, Dobieranie* Wypowiedź pisemna *Wiadomość* Rozumienie tekstów pisanych *Dobieranie*

Start thinking

Read the questions together; elicit answers from individual students. Encourage them to guess the answers they don't already know; use suggestions to start a class discussion.

ANSWERS

1 Students' own answers. For example, long hair for men and women in the 1960s, flared trousers in the 1970s, permed hair and stone-washed jeans in the 1980s, etc.
2 Mobile phones were invented in the 1980s.
3 A person first walked on the moon in the 1960s (Neil Armstrong, 21 July 1969).

Aims

- Learn vocabulary for talking about generations.
- Do a quiz on different generations.
- Learn *used to*.
- Practise using *used to* to talk about the past.

Warm-up (2–3 minutes)

- With books closed, ask: *What kind of clothes are fashionable now?* Elicit a range of answers.
- Ask: *What kind of clothes were fashionable ten years ago? / twenty years ago? / when your parents were young? / when your grandparents were young?* Elicit a range of ideas, but don't confirm or reject any at this stage.

Background

The term *generation* tends to refer to people who were in their teens during a particular decade, so we talk about the 'sixties generation' (people in their teens in the 1960s) or the 'seventies generation'. Generations are often associated with particular fashions or types of music, so we refer to the 'hippy generation' of the 1960s or the 'punk generation' of the 1970s–80s. Generations can also be associated with political eras, so in Britain we refer to the 'Thatcher generation' for people who grew up while Margaret Thatcher was Prime Minister (from 1979–1990).

Exercise 1

- Students use their dictionaries to check the meaning of the words. If necessary, check pronunciation and stress and model the words for the students to repeat.
- In a **weaker class**, or if students don't have access to enough dictionaries, provide the following definitions for students to match to the words in blue:
  a strong but temporary interest or fashion (craze)
  b the state of being poor (poverty)
  c a thing that is designed to harm or kill (weapon)
  d a small mechanical or electronic device (gadget)
  e a time of great difficulty or danger (crisis)
  f an action that shows strong disagreement (protest)
  g a person or thing that is considered a symbol of something (icon)
  h a state of fighting between nations or groups; the opposite of peace (war)
  i the organization of money in a country (economy)

Continued on page T9

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j something completely new, which didn't exist before (invention)

ANSWERS

Students' own answers.

- Give students a few moments to think of examples. In a **weaker class**, allow students to compare ideas and brainstorm in pairs.
- Elicit some examples from the class. In a **stronger class**, encourage students to give full answers in complete sentences. If necessary, get students to explain their choices to check their understanding of the words. Discuss some recent crazes and important pop icons.

Exercise 2 1.06

- Play the CD for students to listen and check their answers.

ANSWERS

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

Exercise 3

- Focus on item 4 in the Generations Quiz. Ask: *Is this hairstyle popular now?* (no) *When was it popular?* (in the 1950s and 60s). Focus on item 7 in the quiz and ask: *Do teenagers buy mobile phones now?* (yes) *Did they buy them in the 1980s?* (no).

ANSWERS

1 used to **2** didn't use to **3** did, use

Rules

a past, different **b** didn't use to **c** did

LANGUAGE NOTE Students may confuse the form of *used to* with *be / get used to*. This can lead to errors such as ~~*People were used to have this hairstyle*~~ instead of *People used to have this hairstyle*.

Draw attention to the negative and question form and make sure students are aware that the infinitive is required in these forms after *did / didn't*, i.e. *People didn't use to* … NOT ~~*People didn't used to*~~ … or *Did they use to …?* NOT ~~*Did they used to*~~ …*?*

More practice

Workbook page 9

Exercise 4

- Ask students to think about the 1950s and quickly tell you three things that were common, and three things that were not common, or unknown in that decade. Tell students to read the sentences carefully, and think about the form and the content when completing them.
- Students can complete the sentences alone or in pairs.

ANSWERS

1 used to listen **2** used to be **3** Did, use to send **4** didn't use to carry **5** Did, use to play, used to have **6** didn't use to have **7** Did, use to wear, didn't use to wear

Exercise 5

- In a **weaker class**, you could do the activity as a class or write the verbs on the board, and tell students to choose the correct verb for each gap.
- In a **stronger class**, students complete the text individually. Point out to students that they must think about which verb is correct for each sentence, and whether it should be in the affirmative or negative form. They should use the context and the words around the gap to help them.

ANSWERS

1 used to go **2** didn't use to go **3** used to cut
4 used to have **5** didn't use to be / get **6** used to play

Exercise 6

- Read the instructions with the class and make sure everyone understands. Look at the topics in the box and briefly discuss what these things were like, or how students felt about them when they were younger. If necessary, do one or two examples with a stronger student.
- Allow students time to make questions for each topic in the box. In a **weaker class**, allow students to write their questions down for support as they talk. In a **stronger class**, encourage students to ask and answer spontaneously.
- Students work in pairs and find out about each other's past. Ask some students to say some of their sentences.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

Optional activity: Language focus

Write these sentences on the board, and tell students that they all contain one error.

Ask students to work in pairs and correct the errors in them.

1 I used to going to the cinema every week.
2 I wasn't use to like fish when I was young.
3 My parents used to listened to jazz music.
4 We used stay near the beach in the summer holidays.
5 I didn't used to play football when I was five.

Ask individual students to come out and correct the sentences on the board.

ANSWERS

1 I used to **go** to the cinema every week.
2 I **didn't** use to like fish when I was young.
3 My parents used to **listen** to jazz music.
4 We used **to stay** near the beach in the summer holidays.
5 I didn't **use** to play football when I was five.

Communicative competence

This activity will help your students to understand the way language is structured.

More practice

Workbook pages 8 and 9
Language focus reference and practice, Workbook pages 82–83

Tests

Five-minute test, Online Test Bank

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used to

3 Complete the sentences from the *Generations quiz*. Then choose the correct words in the rules.

1 This hairstyle ___ be popular.
2 Most teenagers ___ have them.
3 When ___ people ___ to wear them?

RULES

a We use *used to* when we talk about a **past** / **present** habit or state which is the **same** / **different** now.
b The negative form is ***didn't use to*** / ***wasn't used to***.
c We form questions with ***was*** / ***did***.

More practice ⇨ Workbook page 9

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

send	listen	wear (x2)	play	have (x2)
~~exist~~	carry	be		

In the 1950s ...
Video games *didn't use to exist*.
1 People ___ to the radio a lot.
2 TVs ___ black-and-white.
3 ___ people ___ emails? No, there weren't any computers!
4 People ___ phones in their pockets.
5 ___ families ___ games together? Yes, they did. Not many households ___ a TV.
6 Children ___ electronic toys.
7 ___ young people ___ more formal clothes? Yes, young people ___ jeans in the 1950s.

5 Complete the text using the correct verbs and the correct form of *used to*.

My parents were very anti-TV, so I *didn't use to watch* TV when I was young. In fact, they were 'anti' a lot of things. They often [1]___ to protests, but I [2]___ with them. I stayed with my gran. She was a hairdresser and she [3]___ my hair. I [4]___ a really cool hairstyle in those days. It was great at her house. I [5]___ bored. She [6]___ the piano and sing for me.

6 **ACTIVATE** Find out about your partner's habits when he / she was seven years old. Ask questions using *used to* and the ideas in the box.

sports	clothes	music	food	toys	gadgets

Did you use to play football when you were seven years old?
Yes, I did. What about you?
No, I didn't. I used to play basketball.

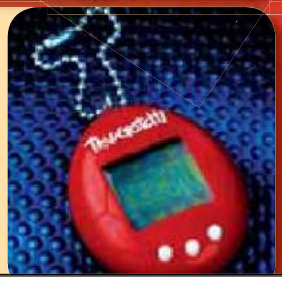
Finished?
Think of changes in your life in the last ten years. Write sentences using affirmative and negative forms of *used to*.
I didn't use to send text messages when I was younger, but I do now.

5 These boots are called platform boots. When did people use to wear them?
a The 1960s.
b The 1970s.
c The 1990s.

6 This gadget from the 1970s and 1980s was portable and played music on cassettes. It was called a ...
a Runboy.
b Boom Box.
c Walkman.

7 Mobile phones were a new invention in the 1980s. But until the end of the 1990s, most teenagers didn't use to have them because they were ...
a too expensive.
b illegal for under eighteens.
c dangerous.

8 In the late 1990s, there was a craze for Tamagotchi. These were ...
a electronic pets.
b digital watches.
c video games.



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READING ■ Comparing generations

I can understand a text comparing past and present generations.

1 1.07 **Which of these things do you think were common in the 1950s? Which are common now? Read, listen and compare your answers with the text.**

ballrooms big bands mobile phones
computers jobs for women discos
black-and-white TV bad language

2 **Read the text again. Write *true* or *false*. Correct the false sentences.**

1 The cinema wasn't popular in the fifties.
2 Alice's family bought a TV.
3 Alice thinks that teenagers are spoilt today.
4 Becky thinks that the fifties style of clothes was awful.
5 Alice doesn't like the violence on TV today.
6 Alice thinks that life is better for women today.
7 People get married earlier now than in the fifties.
8 Becky is respectful to older people.

3 **BUILD YOUR VOCABULARY** **Complete the sentences with prepositions. Then check your answers in the text.**

1 Most teenagers aren't keen ___ jazz.
2 She's sometimes shocked ___ the bad language and violence on TV.
3 She's cool ___ most things.
4 She's really interested ___ that.
5 I'm polite ___ older people.

4 **Complete the sentences with the prepositions in the box and your own ideas.**

of about for with from at

1 I'm not very fond ___ ...
2 I never get bored ___ ...
3 These days people are crazy ___ ...
4 I'm not very good ___ ...
5 Marilyn Monroe was famous ___ ...
6 ... today are very different ___ those in the fifties.

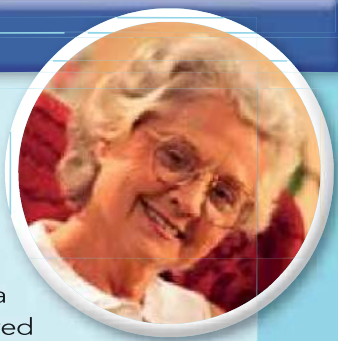
5 **YOUR OPINIONS** **Ask and answer the questions.**

1 How was life different for women in the fifties in your country?
2 Do parents spoil their children more now than in the past in your country?
3 Do you think people should respect the older generation? Why?
4 What do the older generation think about the younger generation in your country?
5 Do you think it's better to be a teenager now than in the fifties? Why?

My generation

How different was a teenager's life fifty years ago? Alice and her granddaughter, Becky, share their experiences and compare life today and in the fifties.

Alice



'I was a teenager in the fifties. They were exciting times. A lot of terrible things had happened in the Second World War and when it ended in 1945 people needed to have some fun. Every Saturday, I used to go to a ballroom where a big band played live jazz. There was a craze called swing dancing, which we loved. We went to the cinema a lot, too. It used to cost two shillings then.*

Nowadays, there are so many machines and gadgets. I remember that a family in our street bought a black-and-white TV and we all went to their house to watch it. I'd only seen them in the shops before that. And of course, in those days we hadn't seen a computer or a mobile phone.

I find most young people today are respectful, but they want everything now. Maybe their parents buy them too many things.'

** Two shillings (1957) = ten pence*

Życie rodzinne i towarzyskie

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READING ● Comparing generations

I can understand a text comparing past and present generations.

1

Aims

- Read about life in the 1950s.
- Read for general meaning and specific information.
- Express your own opinions on different generations.
- Learn about adjectives + prepositions.
- Practise using adjectives + prepositions.

Warm-up (2–3 minutes)

- With books closed, ask students if they have seen photographs of their parents and grandparents when they were young. Ask: *What were their clothes like? What were their hairstyles like?*
- Ask: *What do you think life was like in the 1950s?* Elicit a range of ideas, but don't confirm or reject any at this stage.

Background

In the 1950s in Britain people were starting to feel better off and more optimistic after the Second World War. Rock and roll music became popular, with singers like Chuck Berry and Buddy Holly, and bands like Bill Haley and the Comets, who had one of the first rock and roll hits with the song *Rock Around the Clock*. Most families in Britain didn't own their own car, and most didn't have a TV.

Exercise 1 1.07

- Read through the items in the list with the class and check that students understand them. In a **weaker class**, allow students to use dictionaries or pre-teach *ballroom* (a place where people used to go to dance) and *big band* (a style of jazz music played by a group of twelve to fifteen musicians). In a **stronger class**, elicit suggestions and guesses for unfamiliar vocabulary, and then discuss again after the first reading, encouraging students to use context to work out the meaning.
- In pairs, or as a group, discuss the questions. Then let students listen and read, and check their answers.

ANSWERS

Common in the 1950s
ballrooms, big bands, black-and-white TV
Common now
mobile phones, computers, jobs for women, discos, bad language

Exercise 2

- In a **weaker class**, encourage students to underline the parts of the text where they found the answers. In a **stronger class**, encourage students to identify the false sentences and correct them from memory. Then they should read again and confirm.

ANSWERS

1 False. The cinema was popular in the fifties.
2 False. A family in her street bought a TV.
3 True.
4 False. She really likes the fashions.
5 True.
6 True.
7 False. People wait longer these days.
8 True.

Exercise 3

- In a **weaker class**, explain that prepositions are words like *in*, *from*, *to*, *in front of*, *at* and *on*, which are usually used before a noun or pronoun to show place (*He lives in Paris.*), position (*The book is on the table.*), time (*The film starts at 9 o'clock.*) or method (*Shall we walk or go by bus*?). In a **stronger class**, ask students what prepositions are and elicit examples.
- Explain that many adjectives are followed by particular prepositions. Point out to students that often the preposition cannot be guessed, and when they learn new adjectives they should learn which prepositions they are used with.
- Ask students to complete the sentences with the correct prepositions.

ANSWERS

1 on 2 by 3 about 4 in 5 to

Exercise 4

- In a **weaker class**, ask students to choose the correct prepositions first. Check the answers with the class, then tell students to complete the sentences with their own ideas.
- In a **stronger class**, ask students to look at the sentences in exercise 3 again and tell you what part of speech usually follows the preposition (noun). Write on the board: *She's keen on playing tennis. Are you interested in joining the drama club?* Ask students what part of speech are the words after *on* and *in* (verb). Point out that when students use verbs after prepositions, they should use *-ing* forms, not infinitives.

ANSWERS

1 *of* + students' own answers
2 *with* + students' own answers
3 *about* + students' own answers
4 *at* + students' own answers
5 *for* + students' own answers
6 *from* + students' own answers

Exercise 5

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers and opinions, and have a brief class discussion if there are some interesting differences of opinion.

ANSWERS

Students' own answers.

More practice
Workbook page 12

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LANGUAGE FOCUS ● Past perfect and past simple

I can talk about events at different times in the past.

1

Aims

- Learn the past perfect, and the difference between the past perfect and past simple.
- Practise using the past perfect and past simple together.

Warm-up (2–3 minutes)

- With books closed, ask the students what they remember about the reading text from last lesson. Write on the board the example *I visited my gran last weekend and she'd found some of her old photos.*
- Underline *she'd found.* Ask: *When did I visit my gran?* (last weekend) *When did she find the photos, before or after I visited?* (before I visited). Elicit the full form of the contraction (had found).
- Tell students that this tense is called the past perfect.

Exercise 1

- Ask students to open their books and look at the timeline. Tell them to read the sentence again and match the events to the diagram.
- Ask students to translate the examples into their own language. Discuss how the equivalent tense is formed in the students' own language, and whether this is similar to English.

ANSWERS

Recent past: I visited my gran
Earlier past: she'd found some of her old photos
Rules: **a** before **b** past simple **c** had

LANGUAGE NOTE Students sometimes make mistakes with past participles with regular and irregular verbs: *Had you studied Mandarin before you moved to China?* NOT ~~*Had you study Mandarin before you moved to China?*~~ *What had they written on the message board?* NOT ~~*What had they wrote on the message board?*~~

The past perfect form of *have* is often confusing to students: *I* ***had had*** *that mobile phone for five years before it broke. John was unhappy because he* ***had had*** *a bad day at work.* They may not realize that the first *had* is the auxiliary verb and the second one is the past participle of the main verb.

More practice
Workbook page 9

Pronunciation: Past tense *-ed* endings
Workbook page 98

Exercise 2

- Read the example with the class and ask: *Which action happened first?* (I saw the film).
- Focus on the next sentence and ask *Which action happened first?* (Alice didn't study). Elicit which verb should be in the past perfect (*study*) and which in the past simple (*tell*).
- Remind students that some irregular verbs have the same form for the past tense and past participle, but others have different forms. Tell students to use the irregular verbs list on page 119 of the Workbook.
- Check answers and ask students to say for each sentence which action happened first.

ANSWERS

1 told, hadn't studied
2 got, went, hadn't seen
3 hadn't invented, was
4 was, had left, had found
5 hadn't started, arrived
6 wanted, had had

Exercise 3

- Make sure students understand the logical order of events. In the example, one fact is a consequence of the other. Remind them to use context and to look out for time markers, e.g. *when, by the time, after* in the prompts.

ANSWERS

Students' own answers.

LANGUAGE NOTE Students often forget that *go* has two past participles. Remind them of the difference between *been* and *gone*. Write two sentences on the board, e.g. *I heard that John had been to the USA in 2009.* and *I heard that John had gone to the USA in 2009.* Elicit which sentence implies that John has come back, and which one implies that John is still in the USA.

Exercise 4

- Remind students to use the both the positive and the negative – to talk about things they had and had not done.
- In a **weaker class**, allow students time to prepare some notes and questions individually, then ask and answer their questions in pairs. In a **stronger class**, encourage students to ask and answer spontaneously.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and compare with another fast finisher.

Optional activity: Language focus

Write these pairs of sentences on the board.

1 I finished my meal and then I went out.
I went _____ my meal.

2 I left my money at home, so I didn't buy anything.
I didn't _____ because _____.

Ask students to complete the second sentence so that it has the same meaning as the first. Point out that in each case the past perfect is used for the first action.

Communicative competence

This activity will help your students understand the way language is structured.

More practice
Workbook page 9
Language focus reference and practice, Workbook pages 82–83

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Past perfect and past simple

I can talk about events at different times in the past.

1

1 Study the timeline and the sentence. Write the events in the correct place on the timeline. Then choose the correct words in the rules.

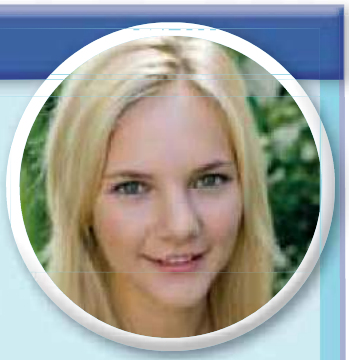
I visited my gran last weekend and she'd found some of her old photos.

RULES

a We use the past perfect to talk about an action that happened **before / after** another action in the past.
b We use the **past simple / past perfect** for the more recent action.
c We form the past perfect with ***have / had*** and a past participle.

More practice ⇨ Workbook page 9

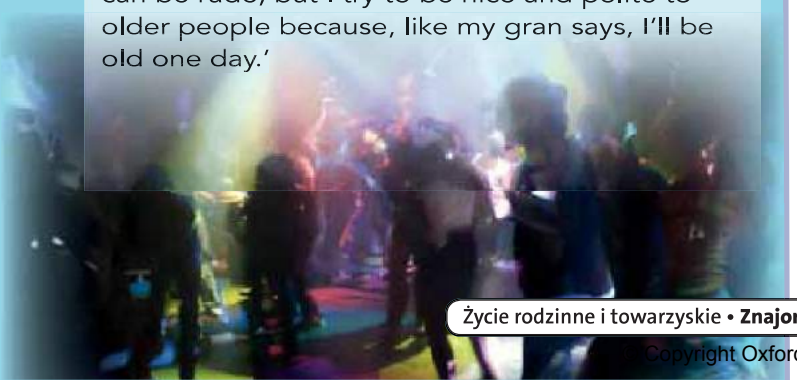
Becky



'I visited my gran last weekend and she'd found some of her old photos. They were interesting. I really liked the hairstyles and fashions, especially the big skirts and teenage guys in suits!

Things are different now. We go to discos, but we don't dance to live music there. Most teenagers aren't keen on jazz today and nobody watches black-and-white TV anymore. My gran is sometimes shocked by the bad language and violence on TV, but she's cool about most things. She thinks it's good that more women study and work now. She says women have more opportunities now. I want to do media studies and she's really interested in that. My gran left school when she was sixteen and got married when she was twenty. I think people wait longer these days. By the time she was twenty-two, she and my grandad had bought a house.

It's true that teenagers have got more these days, but I don't think we're all spoilt. Some teenagers can be rude, but I try to be nice and polite to older people because, like my gran says, I'll be old one day.'



Pronunciation: Past tense *-ed* endings ⇨ Workbook page 98

2 Complete the sentences. Use the past perfect and the past simple in each sentence.

I'*d seen* (see) the film before, but I *watched* (watch) it again yesterday.

1 Alice ___ (tell) me that she ___ (not study) at university.
2 When her neighbours ___ (get) a TV, she ___ (go) round to watch it. She ___ (not seen) one before.
3 They ___ (not invent) computers when Alice ___ (be) young.
4 By the time he ___ (be) eighteen, he ___ (leave) school and ___ (find) a job.
5 The band ___ (not start) playing when we ___ (arrive).
6 In the 1950s, people ___ (want) to enjoy themselves because they ___ (have) a hard time during the war.

3 EGZAMIN Complete the sentences using the past perfect and your own ideas.

The girl was in hospital because ... .
The girl was in hospital because she had broken her leg.

1 We were tired because ... .
2 By the time we arrived, ...
3 We went home after ... .
4 Before I came to this school, ...
5 When I got into town I realized ... .
6 My friend became crazy about ... after ... .

4 ACTIVATE Work in pairs. Find out what your partner had or hadn't done before arriving at school today.

I had eaten breakfast before I arrived at school today.

Finished?

Look again at the sentences in exercise 3. Think of different ways to complete each sentence.

The girl was in hospital because her mother had had a baby.

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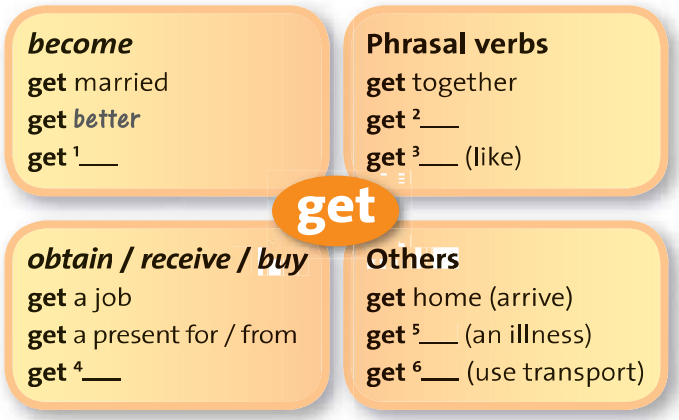
VOCABULARY AND LISTENING ■ Uses of *get*

I can understand people talking about their memories.

1 Complete the diagram with the words in the box.

a driving licence ~~better~~ a bus up upset the flu on with



2 Complete the questions with expressions in exercise 1. Then ask and answer with a partner.

1 Do you usually ___ early at the weekend?
2 Who do you ___ best in your family?
3 Did you ___ a ___ for your mum last Christmas?
4 What ___ do you want to ___ when you leave school?
5 Will your English ___ or worse this year?
6 Did you ___ on your first day at school or were you happy?
7 Do you usually walk to school or do you ___?

3 1.08 Listen to the dialogues. Match two words with each of the people in the photos 1–4.

married upset uncle tickets party test uniform ~~money~~

1 Michael – money, ...

4 1.08 **EGZAMIN** Listen again and choose the correct answers.

1 What did Michael do when he got his driving licence?
a He saved up to buy a car.
b He drove his friends to school.
c He went out and bought a car.
2 What was Maxine doing before she got to school on her first day?
a She was getting upset.
b She was having breakfast and crying.
c She was talking to her friends.
3 What was Clare doing when she first heard the music?
a She was going out with Dave.
b She was dancing at a party.
c She was talking about Bob Marley.
4 How did Joey and his uncle get the tickets?
a Joey's uncle got them.
b They were a present.
c They were a prize.
5 Why did Joey miss the goals?
a He wasn't paying attention.
b He wasn't a fan of Manchester United.
c He couldn't see the players very well.

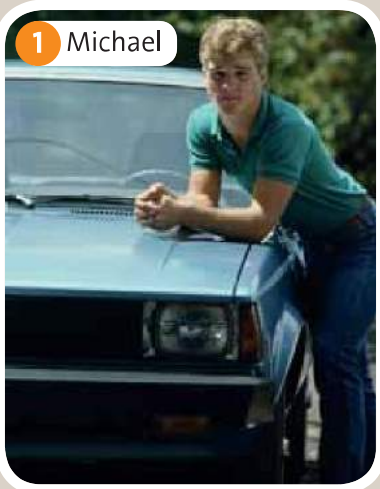
5 **ACTIVATE** Find out what your partner remembers about the things in the box. Use the phrases in exercise 1.

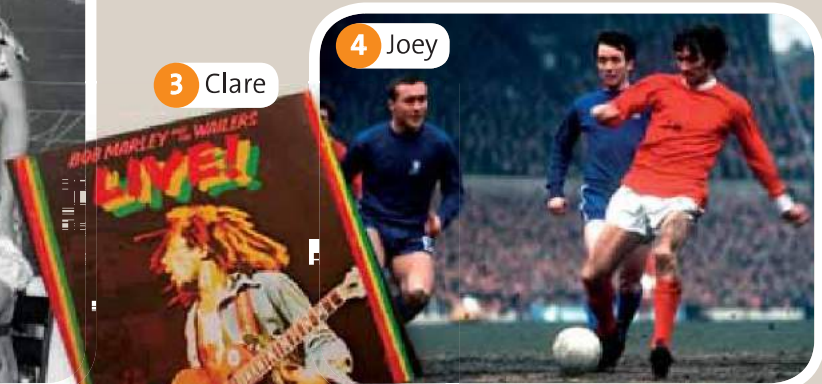
your first day at school
holidays when you were young parties
journeys primary school school trips

What do you remember about your first day at school?

I remember that I got up really early because I was so excited.

Looking back





Człowiek • **Rozumienie ze słuchu** *Wielokrotny wybór*

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VOCABULARY AND LISTENING ● Uses of *get*

I can understand people talking about their memories.

1

Aims

- Learn uses of *get*.
- Ask and answer questions using expressions with *get*.
- Listen to four people talking about their memories.
- Listen for general meaning and specific details.

Warm-up (2–3 minutes)

- Ask students what memories they have from when they were younger. Ask: *Can you remember your first day at school / a birthday party / a trip?* Elicit a range of answers.

Exercise 1

- Check understanding of any expressions that are new to students. In a **weaker class,** elicit translations and then make example sentences as a class. In a **stronger class**, encourage students to record the new phrases with their own example sentences.
- Point out that recording vocabulary in a diagram like this can be an effective learning strategy that students may wish to work with.

ANSWERS

1 upset **2** up **3** on with **4** a driving licence **5** the flu **6** a bus

Exercise 2

- Students complete the questions individually. Remind them to think carefully about context and refer to the headers in the diagram.
- Check answers, then put students into pairs to ask and answer the questions.
- Ask some students to report back on what they learnt about their partner.

ANSWERS

1 get up **2** get on with **3** get, present **4** job, get **5** get better **6** get upset **7** get a bus

Students' own answers.

Exercise 3 1.08 Tapescript page T128

- Focus on the photos and elicit what they show. Elicit whether they are modern or old photos (*old*). Tell students they are going to hear people talking about the past.
- Allow students time to read through the words in the box.
- Students listen and match the words with the people.

ANSWERS

1 Michael: money, test **2** Maxine: uniform, upset
3 Clare: party, married **4** Joey: uncle, tickets

Exercise 4 1.08

- Allow students time to read the questions. Encourage them to make notes from the first listening, which they can confirm when listening again.

ANSWERS

1 c **2** a **3** b **4** c **5** a

Exercise 5

- Allow students time to think about their memories and how they could express them using the expressions with *get*.
- In a **weaker class**, encourage students to prepare some notes and questions individually, then ask and answer their questions in pairs. In a **stronger class**, encourage students to ask and answer spontaneously.
- Ask a few students to report their partner's memories to the class. Encourage wider participation by asking if other students had the same experience or different.

Optional activity: Vocabulary

Put students into pairs and ask them to use their dictionaries to find three more expressions or phrasal verbs with *get*.

Ask them to use the expressions or phrasal verbs to write questions to ask other students. Monitor and help while students are working.

Put pairs into groups of four to ask and answer their questions. Tell students to help each other by explaining the new expressions they have used if the other pair can't guess the meaning from the context.

Ask some students to report back to the class on the new expressions they have learnt.

Learning to learn

This activity will help your students be aware of the resources they should use. It will also help them self-evaluate.

Optional activity: Listening

Dictate these sentences to the class.

1 Joey watched Manchester United play against Chelsea.
2 George Best scored two goals.
3 Clare is now married to Dave.
4 Michael started learning to drive when he was eighteen.
5 Maxine didn't like her school uniform.

Put students into pairs and ask them to decide from memory whether the sentences are true or false.

Play the recording again, pausing to allow students to check their answers.

ANSWERS

1 False – He watched Manchester United play against Everton.
2 False – He scored three goals.
3 True.
4 False – He got his driving licence when he was seventeen.
5 True.

Communicative competence

This activity will help improve students' listening skills.

More practice

Workbook page 10
Online Teacher's Photocopiable Resources: Vocabulary

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LANGUAGE FOCUS ■ Past simple and continuous

I can talk about past events and memories.

1

Aims

- Learn the use of the past simple and past continuous.
- Learn how to highlight examples of tenses.
- Learn key phrases for talking about memories.
- Practise talking about memories.

Warm-up (2–3 minutes)

- Refer students back to the photos on page 12. Ask: *What was Clare doing when she first heard the music?*
- Elicit the answer (*she was dancing*) and write the sentence on the board: *She was dancing when she heard the music.*
- Underline the verbs and elicit that they are in the past continuous and past simple.
- Ask: *Which action happened first?* (she was dancing); *Did she continue dancing when she heard it?* (yes)

Exercise 1

- Students work in pairs to study the sentences and match them to the descriptions.
- Check answers with the class. Elicit which tenses are used.

ANSWERS

1 b (past continuous)
2 c (past continuous and past simple)
3 a (past simple)

More practice

Workbook page 11

LANGUAGE NOTE Students sometimes forget the *-ing* ending in the past continuous: ~~*I was sit in the garden*~~.
As with questions in other tenses, students often forget to invert the subject and the auxiliary verb in past continuous questions: ~~*Where you were going when I saw you yesterday?*~~
Another common error is for students to use the past simple for actions in progress in the past, rather than the past continuous: ~~*I had a shower when the phone rang*~~ instead of *I was having a shower when the phone rang*.

Exercise 2

- Students copy the sentences from exercise 4 and highlight or underline the tenses.
- Tell students to use different colours to indicate different tenses.
- Discuss as a class how this technique might be helpful, for example by giving students memorable examples of tenses that they can remember easily. In a **stronger class**, write on the board: *When I arrived, she had made a cake. When I arrived, she was making a cake.* and *When I arrived, she made a cake.* Ask students to underline or highlight the verbs in the sentences, then identify the tenses and explain the difference in meaning.

Exercise 3 1.09 Tapescript page T128

- Focus on the example and ask: *Which action was in progress?* (he was competing) *Which action is finished?* (he won).
- In a **weaker class**, focus next on the first question and elicit which action was in progress (*using*) and which finished (*said*). Elicit the correct verb forms from the class. In a **stronger class**, one example should be enough.
- Students continue writing their questions individually. Check answers as a class.
- Put students into pairs to answer the questions. Listen and check answers to the quiz questions. Ask students how many they got right.

ANSWERS

1 What new invention was Alexander Bell using when he said, 'Mr Watson, come here. I want to see you'? (the telephone)
2 When *Titanic* hit an iceberg in 1912, where was it travelling to? (New York)
3 When Neil Armstrong said, 'That's one small step for man; one giant leap for mankind', where was he standing? (on the moon)
4 Where was Isaac Newton sitting when he discovered gravity? (under a tree)
5 Where was Mark Zuckerberg studying when he invented Facebook? (Harvard University)
6 Where were people celebrating the new millennium when they took this picture? (Sydney, Australia)

Exercise 4

- Students complete the questions individually or in pairs.

ANSWERS

1 did, eat 2 did, meet 3 did, use 4 were, thinking, were getting 5 were, doing 6 were, wearing

Exercise 5

- Read the key phrases with the class, and check that students understand them.
- Elicit which phrases are for things we have forgotten.

ANSWER

I can't remember anything about …

Exercise 6

- Read the example and elicit which question it answers from exercise 4 (the example).
- Put students into pairs to ask and answer the questions in exercise 4, using the key phrases.
- Ask a few students to report back on their partner's memories.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Encourage them to check each other's work and suggest improvements.

More practice

Workbook page 11
Language focus reference and practice, Workbook pages 82–83
Online Teacher's Photocopiable Resources: Language focus

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Past simple and continuous

I can talk about past events and memories.

1

1 Match sentences 1–3 from the listening on page 12 with descriptions a–c. Which tenses do we use in each sentence?

1 I was watching the clock and I was getting more and more upset.
2 I was talking to my uncle when he scored.
3 He gave me the money and I bought the car.

a Two finished actions in the past.
b Two past actions happening at the same time.
c An action which was in progress when another action happened.

More practice ⇨ Workbook page 11

STUDY STRATEGY ○ Highlighting examples of tenses

2 Copy five sentences from exercise 4 on page 12. Then underline different verb tenses with different colours. This will help you to remember how the tenses are used and formed.

3 1.09 **EGZAMIN** Complete the questions in the *History quiz* with a past simple and a past continuous form. Then do the quiz with a partner. Listen and check your answers.

4 Complete the questions using the correct form of the verbs in the box.

meet do eat think wear ~~grow up~~ use ~~do~~ get

What sports *did you do* when *you were growing up*?

1 What ___ you ___ for lunch last Wednesday?
2 Where ___ you ___ your best friend?
3 When ___ you first ___ a mobile phone?
4 What ___ you ___ about while you ___ ready for bed last night?
5 What ___ you ___ at this time three days ago?
6 What ___ you ___ when you left the house last Saturday?

5 Study the key phrases. Which phrases can you use for things you have forgotten?

KEY PHRASES ○ Memories

I (can't) remember it clearly.
I remember ... -ing.
As far as I remember, ...
It was about ... years ago.
That's all I can remember.
I can't remember anything about ...

6 **ACTIVATE** Work in pairs. Find out about your partner's memories using the questions in exercise 4, the key phrases and your own ideas.

I remember playing football when I was six.

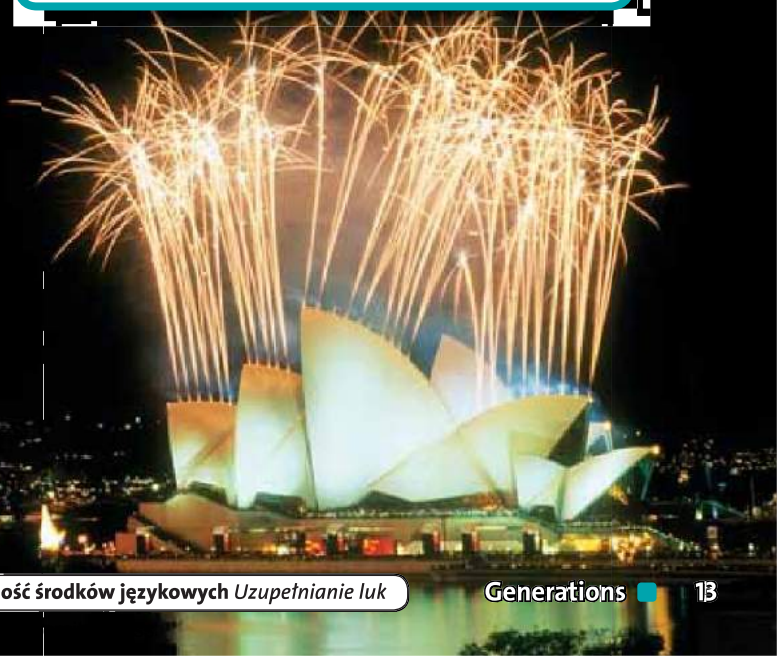
HISTORY QUIZ

Where *was Usain Bolt competing* (Usain Bolt / compete) when *he won* (he / win) his first Olympic medal?

1 What new invention ___ (Alexander Bell / use) when ___ (he / say), 'Mr Watson, come here. I want to see you'?
2 When ___ (*Titanic* / hit) an iceberg in 1912, where ___ (it / travel) to?
3 When ___ (Neil Armstrong / say), 'That's one small step for man; one giant leap for mankind', where ___ (he / stand)?
4 Where ___ (Isaac Newton / sit) when he ___ (discover) gravity?
5 Where ___ (Mark Zuckerberg / study) when he ___ (invent) Facebook?
6 Where ___ (people / celebrate) the new millennium when they ___ (take) this picture?

○ *Finished?*

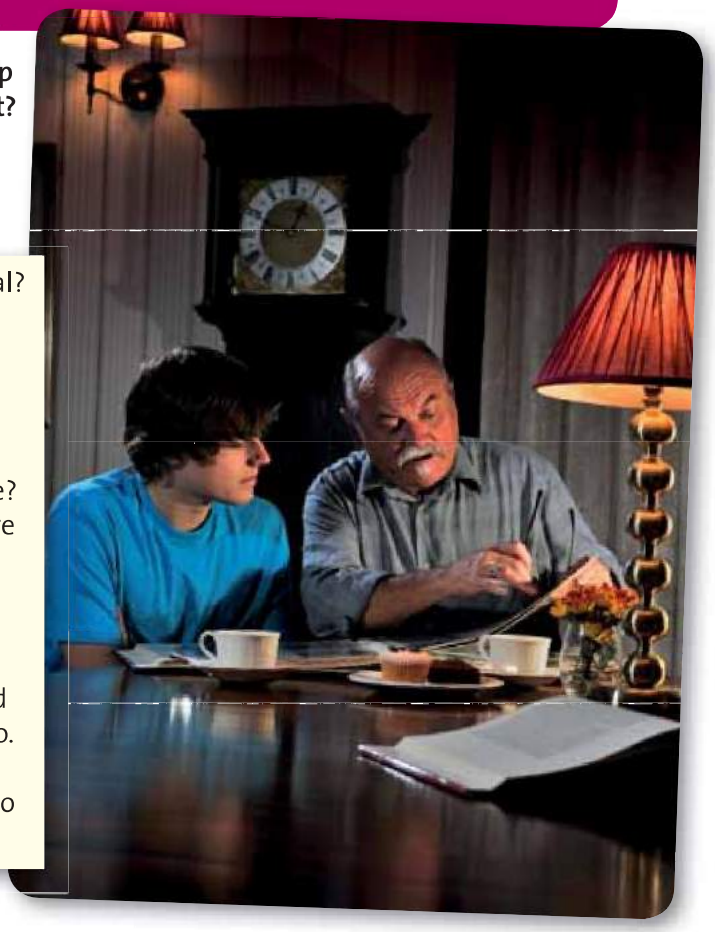
Write a paragraph describing your earliest memory. Use the key phrases in exercise 5 and the past simple and continuous.



SPEAKING ■ Talking about past events

I can talk about events in the past.

1 Look at the photo. What do you think the relationship between Colin and Dean is? What are they looking at?



2 1.10 Listen to the dialogue. Which part of the festival did Colin enjoy most?

Colin Did I ever tell you about the Isle of Wight Festival?
Dean No, when was that?
Colin Oh, it was around forty years ago now. I've got some photos.
Dean Oh, can I see? Were there many people there?
Colin Oh yes, there were over 600,000.
Dean That sounds amazing! Did you have a good time?
Colin Yes, we did. Fantastic! All the famous bands were there – The Doors, The Who, everyone. It was brilliant. But the best bit was at the end of the last day.
Dean What happened then?
Colin My favourite band was playing and a girl started dancing with me. Look – a friend took this photo.
Dean Is that you?
Colin Yes, and the girl is your gran. We got married two years later!

3 1.11 Complete the key phrases from the dialogue. Then listen and check your answers. Practise the dialogue with a partner.

KEY PHRASES ○ Talking about a past event

Did I [1]___ tell you about ... ?
When [2]___ that?
It was around forty years [3]___ now.
Did you [4]___ a good time?
The best [5]___ was ...
What [6]___ then?

4 1.12 **EGZAMIN** Listen and choose the correct answers.

1 a It was the best bit.
  b It was brilliant!
  c It was around two years ago.
2 a I'm having a fantastic time!
  b What happened then?
  c It was a bit boring actually.
3 a No, when was that?
  b What happened next?
  c Yes, here it is.
4 a Yes, it was.
  b Last summer.
  c By 5 p.m.

5 Complete the mini-dialogue with the key phrases. Then change the words in **blue** and practise the new mini-dialogue.

Rose Did I ever [1]___ you about my birthday party?
Hannah No, [2]___ was that?
Rose It was [3]___ a year ago now.
Hannah [4]___ you have a good time?
Rose Yes, we did. The [5]___ bit was at the end of the party.
Hannah [6]___ happened then?
Rose We hired a stretch limousine to drive everyone home.

6 **ACTIVATE** Prepare a new dialogue with a partner. Imagine that you were at a concert or a sports event. Practise your dialogue. Then change roles.

Człowiek, Życie rodzinne i towarzyskie • **Znajomość funkcji językowych** *Wielokrotny wybór*

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SPEAKING ● Talking about past events

I can talk about events in the past.

1

Aims

- Listen to a conversation about events in the past.
- Learn key phrases for talking about events in the past.
- Practise talking about events in the past.

Warm-up (2–3 minutes)

- With books closed, ask students what important days they can remember from the past.
- Elicit some answers, e.g. the first day at a new school, a holiday, Christmas day, etc. Ask students to describe what they remember and how they felt.

Exercise 1

- Draw students' attention to the photo and elicit a description. In a **weaker class**, encourage students to participate by accepting factual descriptions. In a **stronger class**, ask students to speculate about the answers to the questions and explain their answers.

Exercise 2 1.10

- Tell students they are going to listen to a conversation between the man and the boy. (Colin is Dean's grandfather.) They should listen for general understanding and to find the answer to the question.
- After listening once, ask which part of the festival Colin enjoyed most.

ANSWER

The end of the last day.

Exercise 3 1.11

- Students work in pairs to complete the key phrases. In a **stronger class**, tell them to cover the dialogue and try to do it from memory.
- Students listen again to check their answers. Tell them to listen to the intonation of the phrases, as well as the words.
- Students practise the dialogue in pairs.

ANSWERS

1 ever
2 was
3 ago
4 have
5 bit
6 happened

Exercise 4 1.12 Tapescript page T128

- Tell students they are going to hear parts of a dialogue, and they must choose the most appropriate responses. Students listen and answer individually.
- Play the CD again and elicit the answers.

ANSWERS

1 b 2 b 3 a 4 b

Exercise 5

- Students complete the key phrases and compare answers in pairs before checking as a class.
- Individually students rewrite the mini-dialogue by changing the blue words.
- Then students read their new dialogues in pairs.

ANSWERS

1 tell
2 when
3 around
4 Did
5 best
6 What

Exercise 6

- Read the suggested scenarios and ask students to work in pairs to write a new dialogue.
- Monitor round the class and help as necessary.
- When students have completed their dialogues, ask them to practise with a partner.
- Ask them to swap roles and practise again.
- Don't interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors, especially with key phrases and unit structures.

Optional activity: Speaking

Write *My last holiday* on the board and tell students they are going to tell each other about their last holiday: where they went, what they did, etc.

Allow students time to prepare their ideas. Then put them into groups of four. Ask students to tell each other about their holidays. Encourage the others to ask questions and to respond to show they are interested.

Ask each group to decide which holiday was the most fun.

When students have finished, ask each group to report back on whose holiday sounded the most fun and why.

Sense of initiative and entrepreneurship

This activity will help your students use their own initiative and decision-making skills. It will also encourage cooperation.

More practice

Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 1, Online Test Bank

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WRITING ● Describing a decade

I can write an account of a decade.

1

Aims

- Study a model account of a decade.
- Learn key phrases for writing about a decade.
- Learn about giving examples.
- Write an account of a decade.

Warm-up (2–3 minutes)

- With books closed, write the following on the board: *Berlin Wall built, first moon landing, Marilyn Monroe dies, Star Trek starts on TV, the Beatles become popular in America.* Ask students what they think all these events have in common. If necessary, tell them that they all happened in the same decade and invite students to guess which one. Confirm that it is the 1960s.
- Ask: *What else do you know about the 1960s?* Elicit ideas, and write useful vocabulary on the board.

Exercise 1

- Read through the questions and make sure everyone understands. In a **weaker class**, students can compare answers in pairs before checking as a class. In a **stronger class**, set a short time limit and tell students to skim read the text for the information in the questions.

ANSWERS

1 a 2 Paragraph 3 3 Paragraph 4
4 Two: the Vietnam War and the assassination of Kennedy
5 Neil Armstrong walking on the moon

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

ANSWERS

Paragraph 1: The … was a decade which …
Paragraph 2: One of the most memorable …
Paragraph 3: In the world of music …
Paragraph 4: By the end of the decade …

Exercise 3

- Look at the words in blue in the model text. Elicit what their role is (to introduce examples).
- Point out the use of commas with *for instance* and *for example*.
- Students complete sentences 1–4 individually with their own ideas.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 4

- Read the task with the class.
- Students think and plan their accounts individually.
- Students write their account of 2000–2009. This can be set for homework.
- When marking writing activities, give feedback on appropriate style and coherence of the text as well as on accuracy.
- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (Vocabulary), P (punctuation), Pr (preposition).
- Allow students time to correct the mistakes themselves, using the codes.

Optional activity: Writing

Dictate these sentences to the class with books closed.

1 What do you remember about the sixties?
2 It was an era of memorable events, for example, the moon landing in July 1969.
3 Many people remember exciting events such as England's World Cup win.
4 Some bands became incredibly successful, for instance, The Beatles.

Check answers by asking students to come out and write the sentences on the board. Check spellings, and correct use of punctuation.

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Workbook page 13

End-of-unit activities

Progress review

Workbook page 14

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension

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WRITING ■ Describing a decade

I can write an account of a decade.

1

1 Read the model text and answer the questions.

1 What type of text is it?
a A historical account. b A narrative.
c A news item.
2 Which paragraph describes fashions in the sixties?
3 Which paragraph describes what had changed by the end of the sixties?
4 How many bad things does the writer mention?
5 What event did millions of people watch on TV?

1 The sixties was a decade which people remember for many reasons. There were good times and happy events such as music festivals like Woodstock. There were also difficult times, for instance, the Vietnam War.

2 One of the most memorable events of the sixties took place in 1969, when a person walked on the moon for the first time. Over five hundred million people were watching on 21st July when Neil Armstrong took the famous 'first step'. A tragic event which shocked the world was the assassination of President Kennedy in 1963.

3 In the world of music, there were a lot of pop artists in the charts, for example, The Beatles and The Rolling Stones. In cinemas, James Bond was a big hit. There were six Bond films between 1962 and 1969. Fashions were bright and interesting – it was the era of miniskirts, long hair and hippy clothes.

4 By the end of the decade, the world was a different place. People were more aware of issues such as women's rights and inventions like the calculator and the satellite had changed their lives.

2 Study the key phrases. Which phrases introduce the paragraphs in the text?

KEY PHRASES ○ Describing a past decade

The ... was a decade which ...
There were good / bad / difficult times.
One of the most memorable ...
In the world of music / films / fashion,
It was the era of ...
By the end of the decade,
People were more aware of issues such as ...

Language point: Giving examples

3 Study the words in blue in the model text. Then complete sentences 1–4 with these words and your own ideas.

1 There are some nice places near here ___ ...
2 She watches reality shows ___ ...
3 I like some unusual food, ___ ...
4 Some English verbs are irregular, ___ ...

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Write an account of the 'Noughties' (2000–2009).

B THINK AND PLAN

1 What positive events happened in the Noughties?
2 Were there any difficult or tragic events?
3 What music and films were popular?
4 What were the fashions like?
5 What issues did people become more aware of?
6 What new inventions changed the world?

C WRITE

Paragraph 1: Introduction
The Noughties was a decade ...
Paragraph 2: Events
One of the most memorable ...
Paragraph 3: Music, film and fashion
In the world of music, ...
Paragraph 4: How the world changed
By the end of the decade, ...

D CHECK

• phrases for giving examples • past tenses

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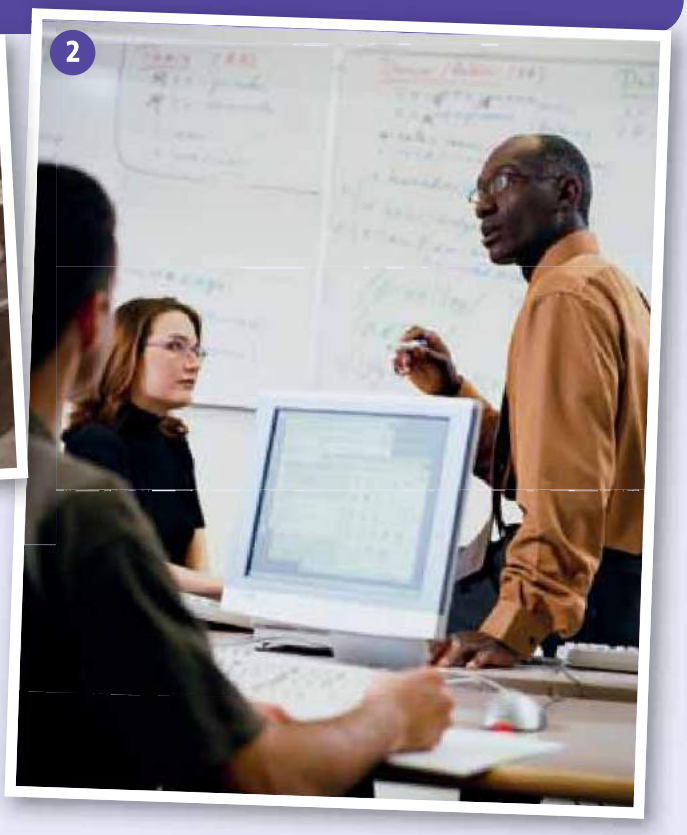

1 Work in pairs. Describe the photos. What were schools like 100 years ago? What are they like now? Think about lessons, teachers, buildings and equipment.

Lessons used to be very formal. Today they're more informal.

2 1.13 **EGZAMIN** Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Na podstawie informacji zawartych w nagraniu przyporządkuj każdej wypowiedzi odpowiadające jej zdanie (a–e). Wpisz właściwe litery w kratki. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego z rozmówców.

a I'm interested in the development of technology.
b I spend hours on social-networking sites.
c I talk about serious subjects with my friends.
d I talk to my grandparents regularly.
e I share a computer with my parents.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

3 **EGZAMIN** Przeczytaj tekst obok. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (a–d). Wpisz odpowiednie litery w kratki (1–3). Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego akapitu.

a A past generation
b Celebrating success
c Not equal yet
d Things have improved

1 ☐

In many places around the world, the position of women in society is better today than it was a hundred years ago. There are more businesswomen, more female politicians and even female astronauts. School girls are welcomed into university, women can work and have a family, and there is greater equality in law.

2 ☐

However, in some places women are still not paid the same, there aren't enough women in business and politics, and generally women's education and health is worse than men's. This is why events such as the International Women's Day are so important.

3 ☐

The day takes place every year on 8th March. Thousands of events are held throughout the world to remember women's achievements. Activities range from business conferences to theatre productions and fashion parades. In some countries like China, Russia, Vietnam and Bulgaria, it's a national holiday.

Szkoła, Człowiek, Życie społeczne • **Rozumienie ze słuchu** *Dobieranie* • **Rozumienie tekstów pisanych** *Dobieranie*

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Tematy

- Szkoła, Człowiek, Życie społeczne

Aims

- To revise the vocabulary and language of Unit 1.
- To provide practice of exam-type tasks.

Warm up (4 minutes)

- With books closed, ask students to think about what life was like 100 years ago. Encourage them to think about many different aspects of society, from practical things like transport and communication to accepted social attitudes, e.g. to women, children, and other groups or nationalities. In a **weaker class**, ask students to look back at the vocabulary on Student's Book page 8 to help them express their ideas.
- Put students in pairs to discuss how their lives would have been different 100 years ago, and to decide on the three most significant advances of the last century.
- Share ideas as a class and encourage students to discuss the significance of different developments and agree on a 'top three' for the class.

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each picture. Encourage as many students as possible to contribute to building up the descriptions. In a **stronger class**, encourage full sentences and interpretation of the scenes.
- Read the questions together. Ask a volunteer to read the example and make sure everyone understands *formal* and *informal*. Use the position and body language of the people in the photos to help illustrate the difference.
- In a **weaker class**, brainstorm different topics together and write them on the board before putting students in pairs to discuss how things have changed.
- Bring the class back together to share ideas.

ANSWERS

Students' own answers.

Exercise 2 EGZAMIN Rozumienie ze słuchu *Dobieranie* 1.13

- Read the exam task with the class. Make sure students understand what they have to do. Draw attention to the statements and ask: *How many statements are there?* (five) *How many speakers are there?* (four) and remind students that there is one statement that they don't need.
- Tell students they can prepare to listen by thinking about the things that they may hear. Elicit what the speakers are talking about (different generations). Read each statement and briefly discuss what they mean. Tell students to underline the key words and think about the vocabulary they might hear, e.g. for statement A elicit some examples of new technology in recent generations, and its effects. For statement B ask what people could do for hours on a social-networking site. In a **weaker class**, discuss each statement as a class. In a **stronger class**, students can prepare alone or in pairs.
- Remind students that they will hear the audio twice. They should listen the first time for general understanding and just make a note of their answers, then listen again to confirm or correct their answers.

ANSWERS

Speaker 1 d **Speaker 2** a **Speaker 3** e **Speaker 4** c

Exercise 3 EGZAMIN Rozumienie tekstów pisanych *Dobieranie*

- Read the exam task with the class, and elicit what students have to do. Point out that there is one paragraph title that they will not need.
- Remind students that preparing to read can help them to understand the general topic of a text, and this will help them to guess the meaning of parts that they may not understand.
- In a **stronger class**, elicit strategies for dealing with this task type. In a **weaker class**, talk it through in stages.
- Tell students it is a good idea to read the text several times. They should read it once for general understanding. Then again for detail.
- Discuss the role of a paragraph (it groups ideas within a text that deal with the same subject). Allow students time to read the paragraph titles and point out that the first sentence in a paragraph is often a 'topic sentence', which introduces or summarizes the paragraph. Ask students to read just the first sentence of each paragraph and try to match the headings. Then they read the rest of the paragraph to check their answers.
- Remind them that there will be one title left over. They should compare this title carefully at the end, and make sure it doesn't fit better than their previous choices.
- As you check answers, ask students to explain their reasons for the choice. Discuss the key words they underlined, or the topic of each paragraph.

ANSWERS

1 d **2** c **3** b

Exercise 4

- Students work in pairs to group the words in the box.
- Check answers as a class. Check that everyone understands the after-school activities vocabulary. Elicit explanations or examples for each one, and find out if anybody does any of them.

ANSWERS

School subjects: art, Information Technology, music, biology, chemistry, history, physics, geography, drama, foreign languages, maths

After-school activities: choir, modern dance, karate, chess, school magazine, photography, orchestra, volleyball team, chemistry / maths / history club

Exercise 5

- In a **weaker class**, allow students time to prepare their ideas before putting them into pairs to discuss their preferences and activities.
- Discuss answers with the class.

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- In a **stronger class**, ask students to discuss their ideas without making notes, then to report their partner's answers back to the class.

ANSWERS
Student's own answers.

Exercise 6 EGZAMIN Znajomość funkcji językowych *Dobieranie* 1.14

- Read the task together and make sure that students understand what they have to do.
- Allow time for students to read all the responses before they listen.
- Students work in pairs to prepare to listen by discussing the kinds of question structures and content that would generate each answer. In a **weaker class**, discuss each one as a class before students listen to the audio. Ask students to underline what they think are the key words in the answers and elicit suggestions for the questions.
- Tell students that they are going to hear the questions twice. They should listen and make notes, then listen again and confirm or correct their answers.
- Check answers as a class. Discuss how the questions and answers fit together, and why the extra answer doesn't fit with any of the questions.

ANSWERS
1 e 2 a 3 c 4 b

Exercise 7 EGZAMIN Znajomość środków językowych *Uzupełnianie luk*

- Read the task with the class and make sure everyone understands what they have to do.
- In a **weaker class**, quickly revise the form and function of the past tenses covered in Unit 1. Allow students to look at the prompt sentences in pairs and discuss which tenses they think ought to be used.
- Allow students to compare their answers in pairs before checking as a class. Discuss the prompts, eliciting structures which act as clues, e.g. *when* in the middle of sentence 1, which suggest an interruption. Ask: *What tenses do we use when an event interrupts another activity?* (Past continuous and past simple).

ANSWERS
1 I was looking at some photos when I saw a picture of my great-grandparents.
2 I didn't have a mobile phone until I went to secondary school.
3 I wasn't keen on the film my parents were watching last night, so I decided to go to my friend's house.
4 By the time I arrived at the party, my relatives had eaten (all) the food and there was nothing left for me.
5 I had read the book already, so I gave it back to my friend.
6 My sister found an interesting website when she was looking for information about our surname.

Exercise 8 EGZAMIN Wypowiedź pisemna *Wiadomość*

- Read the tip with the class. Remind students that it is a good strategy to plan their answers before beginning to write, and that in these types of question, they should begin by identifying the information they need and making notes of their ideas for each of these.
- Allow time for students to read the whole task.
- Elicit the structure of the writing text and elicit a suitable beginning and ending. Point out that they have been instructed to sign the letter XYZ.
- Emphasize the importance of following all of the instructions in the task. Elicit the three points that students must include, and point out that they should develop each point, to give a full answer for each.
- In a **weaker class**, allow students to plan their writing, then compare plans in pairs and comment on whether their partner has covered all the requested points.
- In a **stronger class**, you could ask students to complete this exercise under exam conditions.
- Point out the word limit for this task and remind students that they should write with this in mind, and edit their texts as necessary to make them fit.

ANSWERS
Students' own answers.

Optional Activity: Reading

Dictate the following sentences, or write them on the board:

1 The text suggests that things have improved for women everywhere.
2 A hundred years ago, girls didn't go to university.
3 On the whole, women are healthier than men.
4 International Women's Day happens annually in summer.
5 It's a public holiday in several countries.

Students reread the text and the sentences and decide whether they are true or false. They can check their answers in pairs and correct the false sentences.

ANSWERS
1 False. Things have improved in many places.
2 True.
3 False. Generally women's health is worse than men's.
4 False. It happens annually in spring.
5 True.

Communicative competence
This activity will help your students to understand different types of text in detail.

More practice
Workbook page 72

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4 **Which of the words in the box are most likely to be school subjects and which after-school activities? Write the words in the table.**

art Information Technology music biology chemistry choir history modern dance karate physics chess school magazine photography orchestra geography drama volleyball team chemistry / maths / history club foreign languages maths

School subjects	After-school activities

5 **Work in pairs. Discuss the questions.**

1 What is your favourite / least favourite subject? Why?
2 What activities can you do at your school? Which ones do you do?
3 Are there any activities you would like to have at your school?

6 1.14 **EGZAMIN Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz właściwą odpowiedź (a–e). Wpisz właściwe litery w kratki (1–4). Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.**

a Of course! It was one of the most memorable days of my life!
b Oh yes, he was fighter pilot in the war.
c It was around five years ago.
d I have no memory of my grandparents.
e There were some good times and some bad times.

1	
2	
3	
4	

7 **EGZAMIN Uzupełnij zdania, wstawiając podane w nawiasach wyrazy we właściwej formie. Dodaj niezbędne elementy, tak aby utworzyć logiczne i gramatycznie poprawne zdania.**

1 I ___ (look / some photos) when I ___ (see / picture) of my great-grandparents.
2 I ___ (not have / mobile phone) until I ___ (go / secondary school).
3 I ___ (not / keen) the film my parents were watching last night, so I ___ (decide / go / friend's house).
4 By the time I ___ (arrive / party), my relatives ___ (eat / food) and there was nothing left for me.
5 I ___ (read / book) already, so I ___ (give / back) to my friend.
6 My sister ___ (find / interesting website) when she ___ (look / information) about our surname.

WSKAZÓWKA

Przeczytaj uważnie polecenie i zastanów się, jakiego rodzaju tekst musisz napisać. Popatrz na trzy informacje, które powinny się w nim znaleźć, i zanotuj swoje pomysły. Upewnij się, że twoja wypowiedź zawiera wszystkie trzy informacje i że są one właściwie rozwinięte.

8 **EGZAMIN Internetowy magazyn dla nastolatków poprosił swoich czytelników o nadesłanie opisów osób, które są dla nich wzorem do naśladowania. Napisz krótką wiadomość, w której:**

- poinformujesz, kto jest dla ciebie wzorem do naśladowania;
- wyjaśnisz, dlaczego ta osoba jest dla ciebie wzorem;
- wyraź swoją opinię w następującej kwestii: czy ważne jest, aby mieć wzór do naśladowania.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość wiadomości powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

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2 Happy together

Start thinking

1 What is an arranged marriage?
2 What is the best age to get married?
3 What is a first date?

Aims

Communication: I can ...

- talk about friends and relationships.
- understand a text about marriage.
- talk about how long I have done something.
- use extreme adjectives to describe experiences.
- talk about things that happened or started in the past.
- make and respond to invitations.
- write an email invitation to a friend.

Exam preparation Page 26

Życie rodzinne i towarzyskie

- **Rozumienie tekstów pisanych:** *Dobieranie*
- **Rozumienie ze słuchu:** *Wielokrotny wybór*
- **Znajomość funkcji językowych:** *Wielokrotny wybór*
- **Znajomość środków językowych:** *Tłumaczenie fragmentów zdań*
- **Wypowiedź pisemna:** *E-mail*

English Plus Options

+ Extra listening and speaking
Changing a plan
Page 97

+ Curriculum extra
Language and literature: The realist novel
Page 105

+ Culture
Getting married in the UK
Page 113

+ Cumulative review
Starter – Unit 2
Page 121

VOCABULARY AND LANGUAGE FOCUS
Relationships

I can talk about friends and relationships.

1 Read the situations in the text. Which do you think are the most and least serious problems? Write the infinitive form of the phrases in blue. Then check their meanings.

2 1.22 Listen to five people giving advice about the problems in the text. Match speakers 1–5 with the problems. What advice would you give?

The problem is ...

Mike: 'My family has just moved to a new town and I don't know anyone here. I've never felt so lonely. I've already joined a sports club, but I still haven't made any new friends. I don't know how to get to know people. What should I do?'

Estelle: 'I've just fallen out with my best friend. She's met a new group of people, but I don't get on with them. She goes out with the others all the time and I feel left out. Do you think I should make up with her? I don't know what to do.'

Sean: 'My brother got married last month. I really like his wife Angie, but now he's left home I don't see him very often and I really miss him. Has anyone ever had a similar experience?'

Paul: 'A friend introduced me to Tom a year ago. We became close friends because we've got a lot in common. But he's changed recently. He won't go out and he often sounds depressed. He's never been like this before. I haven't talked to him about it yet. Should I be worried?'

Kath: 'I've just had an argument with my friend. I feel sad because we've never argued before. She says that I'm too young to get engaged. She thinks I should concentrate on my studies and not get involved in a serious relationship.'

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Happy together

Unit summary

Communication
I can …
talk about friends and relationships.
understand a text about marriage.
talk about how long I have done something.
use extreme adjectives to describe experiences.
talk about things that happened or started in the past.
make and respond to invitations.
write an email invitation to a friend.

Vocabulary
Core vocabulary:
Verbs: Relationships: *fall out with, get engaged, get married, get on with, get to know, go out with, have got a lot in common, have an argument with, introduce someone to, make friends, make up with, meet someone*
Extreme adjectives: *awful, exhausting, fascinating, furious, hilarious, gorgeous, outstanding, revolting, terrifying, unforgettable*
Build your vocabulary: Collocations: Verbs + prepositions

Language focus
Present perfect + *just, still, already* and *yet*
Present perfect + *for* and *since*
Present perfect and past simple
Present perfect simple and continuous

English Plus Options
Extra listening and speaking: Changing a plan (page 97)
Curriculum extra: Language and literature: The realist novel (page 105)
Culture: Getting married in the UK (page 113)
Cumulative review: Starter – Unit 2 (page 121)

Exam preparation
Tematy: Życie rodzinne i towarzyskie, Człowiek
Zadania egzaminacyjne: Znajomość środków językowych *Uzupełnianie luk* Rozumienie tekstów pisanych *Dobieranie* Rozumienie ze słuchu *Wielokrotny wybór* Znajomość funkcji językowych *Wielokrotny wybór* Znajomość środków językowych *Tłumaczenie fragmentów zdań* Wypowiedź pisemna *E-mail*

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to put forward suggestions to start a class discussion, even if they are unsure of an answer.

ANSWERS

1 An arranged marriage is a marriage where parents choose a wife / husband for their son / daughter.
2 Students' own answers.
3 A first date is the first time that you go out with someone.

Aims

- Learn verbs for talking about relationships.
- Read about problems with relationships.
- Learn the present perfect with *ever, never, just, still, already* and *yet*.
- Practise using the present perfect with *ever, never, just, still, already* and *yet*.

Warm-up (3–4 minutes)

- With books closed, brainstorm words that students know and associate with different relationships (family, friends, boyfriends / girlfriends, etc.).
- Ask: *What problems do people have with relationships?* Elicit a range of ideas.

Exercise 1

- Students write the infinitive forms of the verbs and then use their dictionaries to check the meanings. If students are not used to looking up phrasal verbs, you may have to help them find the entries in their dictionaries. They are usually listed in alphabetical order at the end of a main verb entry.

ANSWERS

make friends get to know fall out with
meet someone get on with go out with make up with
get married introduce to have got a lot in common
have an argument with get engaged

Exercise 2 1.22 Tapescript page T129

- Tell students to prepare for listening by thinking about each situation and imagining the advice they would give. They can write down key words for each problem.
- After the first listening, ask whether students need to listen again. In a **weaker class**, students can compare answers in pairs before listening again to confirm.
- When checking answers, briefly discuss the advice for each problem and whether students would give the same advice. Students can refer to the key words they wrote down to help them. In a **stronger class**, encourage students to give full answers and justify them.

ANSWERS

Speaker 1 – Sean's problem
Speaker 2 – Estelle's problem
Speaker 3 – Mike's problem
Speaker 4 – Kath's problem
Speaker 5 – Paul's problem

Continued on page T19

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Exercise 3

- Students refer back to the text to complete the questions.
- Allow students time to prepare their ideas individually.
- Put students into pairs to ask and answer the questions.

ANSWERS

1 make
2 in common
3 an argument, make
4 fall out
5 engaged / married
6 get to know

Students' own answers.

Exercise 4

- Students work individually to find the sentences in the text and write the adverbs. They can check answers to questions a and b in pairs.
- Copy and complete the table together on the board. Discuss the meaning of the adverbs.

ANSWERS

1 already
2 still
3 yet
4 just

a We use *yet* and *still* with negative sentences.
b *Yet* always comes at the end of a phrase or sentence.
We know that these things have happened: My family has just moved to a new town. I've already joined a sports club. I've just had an argument with my friend.
We think or hope that these things will happen: I still haven't made any new friends. I haven't talked to him about it yet.

LANGUAGE NOTE The most common error with the adverbs *just, still, already* and *yet* is using them in the incorrect position in a sentence. Both *just* and *already* come between the auxiliary *has / have* and the past participle: *I've just got engaged!* NOT ~~*I just have got engaged!*~~ Unlike these, *still* comes before the auxiliary: *He still hasn't phoned me.* NOT ~~*He hasn't still phoned me*~~.

Another common error is the use of *yet* in affirmative sentences. *Yet* can be used only in negative sentences and questions. It always comes at the end of the phrase: *Have you tidied your room yet?* NOT ~~*Have you yet tidied your room?*~~

More practice
Workbook page 17

Exercise 5

- Point out to students that each of the adverbs has its own rules for where it occurs in sentences and in which types of sentences it can be used. Refer students back to the sentences in exercise 4 to check how each time expression is used.
- Ask students to compare their answers in pairs and discuss any differences.

ANSWERS

1 I've just met the girl of my dreams.
2 You're lucky. I still haven't met mine.
3 We've just arrived.
4 Have you seen that new adventure film yet?
5 Pat has already seen it.
6 I haven't been to the sports club yet.

Exercise 6

- Read the instructions with the class.
- In a **weaker class**, elicit some ideas and write them on the board, e.g. *see an interesting film, go shopping, send an email, tidy my room, do my homework.*
- In a **stronger class**, encourage students to write at least two sentences with each adverb.
- If you have a big class, put students into two or three groups and ask them to find someone in their group who has done the same thing.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Ask students to write their problems. Tell them to explain the problem and say how they feel, as in the problem page extracts in exercise 2. Remind them to use the adverbs.
- Students share their problems with another fast finisher and give advice.
- Students can read their problems to the class. Find out what they thought of the advice they were given.

Optional activity: Language focus

Write these sentence prompts on the board.

Ask students to work in pairs and write sentences and questions in the present perfect.

1 I / not try / water-skiing / yet
2 you / just / speak / to your best friend / ?
3 Tom / still / not phone / me
4 I / just / buy / a new phone
5 I / already / finish / my exams
6 you / do / your English homework / yet / ?

Check answers with the class. Ask students to make changes to the sentences to make them relevant, true or memorable for themselves. Explain to students that they can then record the sentences and use them as models to remember how each of the adverbs is used.

Learning to learn
This activity will help your students develop study skills.

More practice
Workbook pages 16 and 17
Language focus reference and practice, Workbook pages 84–85

Tests

Five-minute test, Online Test Bank

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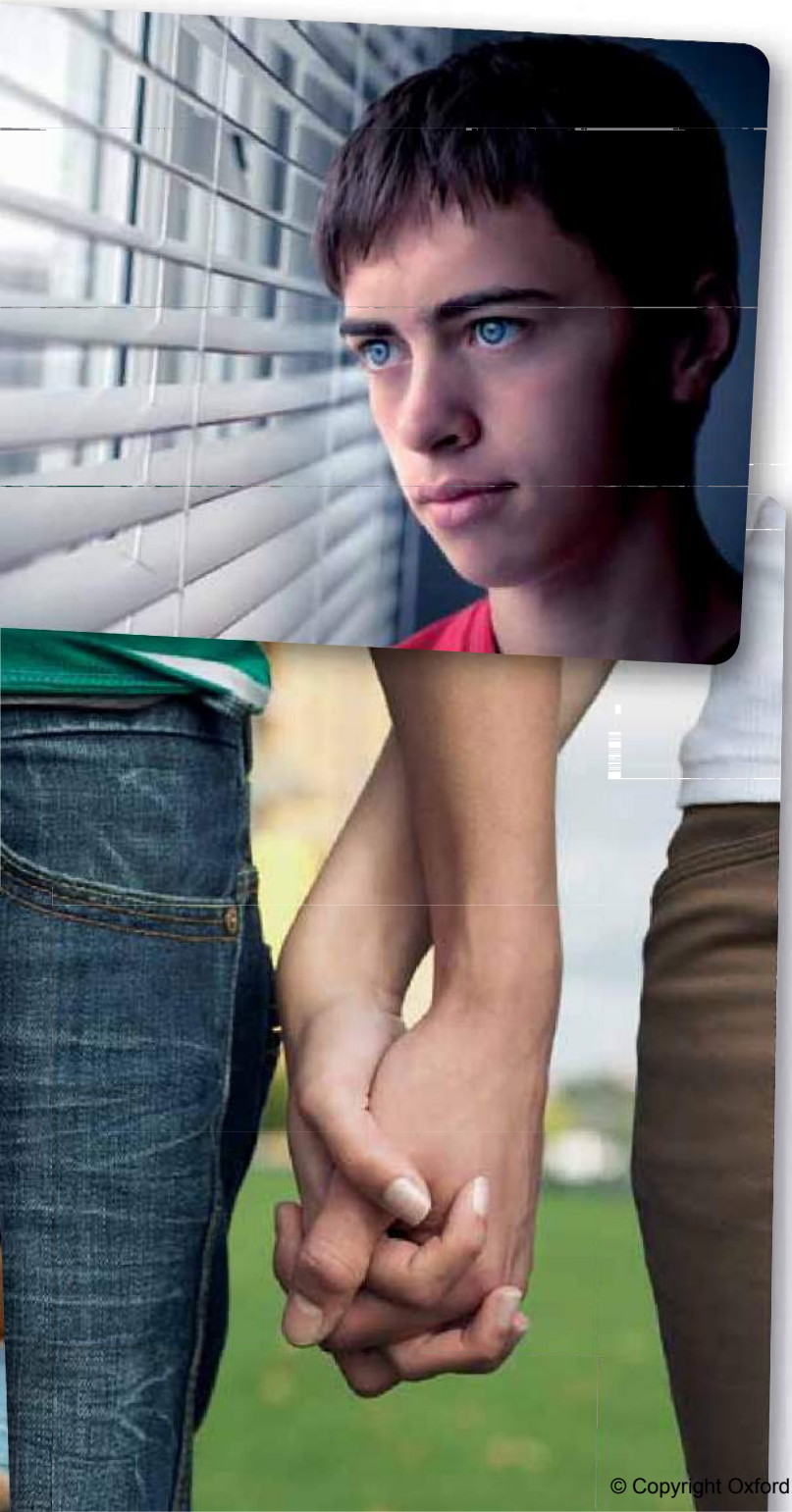
3 Complete the questions with the correct form of the phrases in blue in the text. Then ask and answer with a partner.

1 What is the best way to ___ new friends?
2 What have you got ___ with your best friend?
3 Have you ever had ___ with a close friend? How did you ___ up with him / her?
4 When you ___ with someone, do you forget about it quickly?
5 Should young people wait until they have finished studying before they get ___?
6 What is a good way to ___ people if you start a new school?



Present perfect + *just*, *still*, *already* and *yet*

4 Complete the sentences from the text and answer questions a and b. Then complete the table with sentences 1–4.

My family has *just* moved to a new town.

1 I've ___ joined a sports club.
2 I ___ haven't made any new friends.
3 I haven't talked to him about it ___.
4 I've ___ had an argument with my friend.

a Which of the adverbs do we use with negative sentences?
b Which of the adverbs always comes at the end of the phrase or sentence?

We know that these things have happened	We think or hope that these things will happen
My family has just moved to a new town.	

More practice ⇨ Workbook page 17

5 Rewrite the sentences with the correct adverb in brackets. Then add them to the table in exercise 4.

Has David phoned you? (still / yet)
Has David phoned you yet?

1 I've met the girl of my dreams. (just / yet)
2 You're lucky. I haven't met mine. (still / already)
3 We've arrived. (just / still)
4 Have you seen that new adventure film? (still / yet)
5 Pat has seen it. (already / yet)
6 I haven't been to the sports club. (just / yet)

6 ACTIVATE Write about things you have or haven't done this week using *just*, *still*, *already* and *yet*. Then find someone in the class who has done the same thing.

I've already been to the gym twice this week.

Finished?
Write four more problems for the problem page. Use *just*, *still*, *already* and *yet*. Then read your problems to your partner and exchange advice.
I've already failed two English exams this year.

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READING ■ Marriage

I can understand a text about marriage.

STUDY STRATEGY ○ Reading for gist

1 When you read a text for the first time, try to understand the general sense of it. Look at the title and the photo. Then read the text quickly. Work in pairs. Tell your partner about the text using your own words. Summarize each paragraph in one or two sentences.

2 1.23 Read and listen to the text. Write *true* or *false*. Correct the false sentences.

1 In an arranged marriage, the parents of the future couple organize the wedding.
2 Imran hasn't told his parents about the girl he met on holiday.
3 Imran got on well with the girl his parents introduced him to.
4 Imran wants to marry the girl he met on holiday when the time is right.
5 Samina thinks that arranged marriages don't work as well as love marriages.
6 Samina thinks that a relationship needs more than love for it to last.
7 Samina says that perfect relationships only exist in films.

3 BUILD YOUR VOCABULARY Complete each sentence with a preposition. Then check your answers in the text.

1 He sometimes doesn't agree ___ me.
2 I'm thinking ___ going to the party.
3 She comes ___ Rome.
4 My cousin got married ___ a chef.
5 The match ended ___ victory for Liverpool.
6 My brother has fallen ___ love with my best friend.

4 Choose the correct prepositions. Then complete the sentences with your own ideas.

1 We sometimes argue **about** / **to** ___ ...
2 It's difficult to concentrate **in** / **on** ___ ...
3 It isn't necessary to pay **of** / **for** ___ ...
4 I once dreamt **about** / **with** ___ ...
5 I don't believe **of** / **in** ___ ...
6 I try **to** / **for** ___ ...

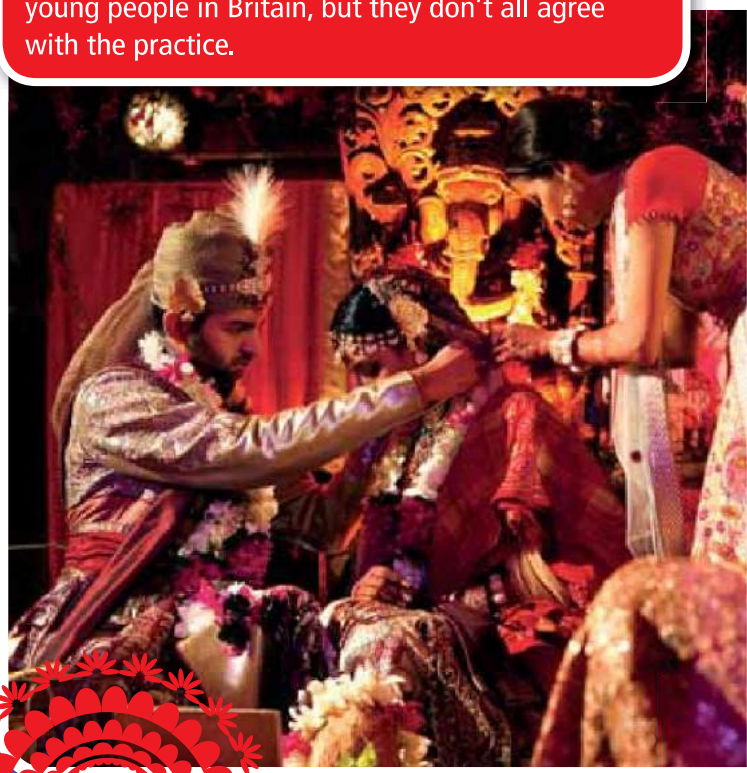
5 YOUR OPINIONS Ask and answer the questions.

1 What do you think of arranged marriages?
2 At what age would you like to get married? Why?
3 What wedding traditions are there in your country?
4 Are there any wedding traditions which you like or dislike?
5 What's the secret of a happy relationship?

Learning to love

How would you feel if your parents chose your partner?

In some cultures, parents choose a future husband or wife for their children and then organize a wedding. The reasons for these arranged marriages are complicated, but they're usually connected with status, traditions and money. This affects some young people in Britain, but they don't all agree with the practice.



Życie rodzinne i towarzyskie

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READING ● Marriage

I can understand a text about marriage.

2

Aims

- Read about arranged marriages.
- Read for general meaning and specific information.
- Express your own opinions on marriage.
- Learn about verbs + prepositions.
- Practise using verbs + prepositions.

Warm-up (2–3 minutes)

- With books closed, write *marriage* on the board and elicit the meaning. Elicit the words *married* and *get married*.
- Ask students if they want to get married in the future. Ask: *How will you choose your husband / wife?* Elicit ideas.
- Write *arranged marriage* on the board and elicit the meaning. Tell students they are going to read about arranged marriages.

Background

Arranged marriages were common in Europe in the past, especially among members of royal families and aristocracy. In modern Britain, arranged marriage can be an important issue for young people who have grown up in Britain but whose parents come from cultures where arranged marriages are expected. There can be a clash of cultures between young people who would prefer a 'love marriage', and their parents, who want to arrange a marriage for them. 'Forced marriage', in which a person is married without giving his / her agreement, is against the law.

Exercise 1

- Read the instructions together and focus on the photo and the title. Elicit students' predictions about what the text will be about. What does the photo suggest? How do they interpret the title?
- Ask students to read the text quickly. Tell them to skim read it to get the general idea, and not to worry about any unknown vocabulary.
- Give students time to discuss their summaries in pairs before asking some students to report back on the text.

Exercise 2 1.23

- Give students time to read the statements before playing the CD. Students can check their answers in pairs and correct the false statements.

ANSWERS

1 True. **2** True. **3** False. They had nothing in common. **4** False. He doesn't want to get married to anyone at the moment. **5** False. She used to think this but has changed her mind recently. **6** True. **7** True.

Exercise 3

- In a **weaker class**, students can find the words in the text and complete the sentences. In a **stronger class**, encourage students to complete the sentences from memory.

ANSWERS

1 with **2** of **3** from **4** to **5** in **6** in

Exercise 4

- Allow students time to compare their answers in pairs.
- In pairs, students discuss which verbs take a different preposition in their own language.
- Point out to students that they should always record collocating prepositions when they are recording verbs, adjectives or nouns.

ANSWERS

1 about **2** on **3** for **4** about **5** in **6** to

Students' own answers.

Exercise 5

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually. In a **stronger class**, insist on full answers with explanations, descriptions and examples where appropriate.
- Students can ask and answer the questions in pairs. Ask some students to report back on their partner's answers and opinions.

ANSWERS

Students' own answers.

Optional activity: Reading

Write these sentences on the board. Ask students to read the text again and decide if they are true or false.

1 The girl Imran's parents chose came to his house alone.
2 Imran doesn't share any interests with the girl his parents chose.
3 Imran is happy to have an arranged marriage.
4 Samina thinks that people can love each other in an arranged marriage.
5 She says that people in love marriages don't usually argue with each other.

ANSWERS

1 False. She came with her parents.
2 True.
3 False. He wants to choose a partner.
4 True.
5 False. She says they still have arguments.

Communicative competence, Social and civic competences

This activity will improve students' reading skills. It will also help them appreciate and accept cultural differences.

More practice

Workbook page 20

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LANGUAGE FOCUS ● Present perfect + *for* and *since*

I can talk about how long I have done something.

2

Aims

- Learn the present perfect with *for* and *since*.
- Practise using the present perfect with *for* and *since* to talk about how long you have done something.

Warm-up (2–3 minutes)

- With books closed, briefly revise the form and use of the present perfect tense and elicit some examples. Elicit the time frame that the present perfect describes (the past up to now).
- Write some dates and time frames on the board, e.g. 2009, three years, last Christmas, etc. Elicit sentences in the present perfect. In a **weaker class**, give several examples and build up more sentences together. In a **stronger class**, give an example with *for*, and with *since*, and encourage students to work out the pattern.

Exercise 1

- Ask students to look back at the texts about Imran and Samina and find the sentences.
- Students study the examples and complete the rules.
- Ask students to translate the examples into their own language. Discuss how the idea of something that started in the past and still continues is expressed in the students' own language. Discuss whether the students' own language has a similar distinction between *for* and *since*.

ANSWERS

1 since 2 for **Rules: 1** for **2** since

More practice

Workbook page 17

LANGUAGE NOTE Students may need reminding of the difference between present perfect and past simple. Elicit the fact that we use the past simple to talk about a completed event at a specific time in the past. The present perfect is used to speak about a past event or state that has a connection with or continues in the present. Check understanding by writing two sentences on the board: *I lived in London for five years*. (past simple); *I've lived in London for five years*. (present perfect).

A common error is for students to use the present simple, rather than the present perfect, to express the idea of a situation that started in the past and still continues in the present: ~~*I live here for ten years*~~ instead of *I've lived here for ten years*.

Students often make the mistake of using *since* incorrectly with a period of time: ~~*I've known her since three years*~~ instead of *I've known her for three years*.

Exercise 2

- Students work in pairs to copy and complete the table.

ANSWERS

since: last Thursday, I was ten, 2009, the start of the lesson, January

for: ages, ten years, a few minutes, a week

Exercise 3

- Discuss any points students are finding difficult. Add the time expressions to the table on the board.

ANSWERS

1 for 2 since 3 since 4 for 5 for 6 since

Exercise 4

- Students complete the sentences with their own ideas.
- In a **weaker class**, allow students to compare their answers in pairs before you check with the class.
- In a **stronger class**, ask students to look at the verbs in the sentences and decide whether *be*, *have*, *know* and *understand* describe states or actions (*states*). Remind students that these verbs are not usually used with continuous tenses.

ANSWERS

1 I've known my teacher …
2 I've been in this class …
3 I've had a mobile phone …
4 I've lived here …
5 I've understood English …
6 I haven't had an exam …

Students' own answers.

Exercise 5

- Read the example question with the class, and remind students that they should use the present perfect.
- Students write their questions individually.
- Put students into pairs to ask and answer the questions.
- Ask some students to report back to the class on what they learnt about their partner.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

Optional activity: Language focus

Ask students to write three true and three false sentences using the present perfect with *for* and *since*.

Then put them in pairs to exchange sentences and guess which sentences are true.

Tell students to check each other's sentences for correct spelling and use of the present perfect.

Communicative competence, Learning to learn

This activity will help your students understand the way language is structured. It will also help them self-evaluate.

More practice

Workbook page 17

Language focus reference and practice, Workbook pages 84–85

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Present perfect + *for* and *since*

I can talk about how long I have done something.

2

1 **Complete the sentences from the text. Then complete the rules with *for* or *since*.**

1 I've known her ___ August.
2 They've been with their partners ___ years.

RULES

We use [1]___ with the present perfect when we talk about the duration of a state or action.
We use [2]___ with the present perfect when we talk about the point when a state or action begins.

More practice ⇨ Workbook page 17

2 **Complete the table with the time expressions in the box. Then think of more examples and add them to the table.**

~~last Thursday~~ I was ten ages 2009
ten years the start of the lesson
a few minutes a week January

since	last Thursday
for	

3 **Complete the text with *for* or *since*. Add the time expressions to the table in exercise 2.**

Cultural problems

I've known Imran [1]___ six months. We've been good friends [2]___ last summer. We haven't had many arguments [3]___ we met, but we argued last week. He's been strange with all his friends [4]___ a while now. His parents have lived here [5]___ a long time, but they think Imran should have a wife from their culture. He hasn't spoken to me [6]___ we fell out. I don't know what I can do …

4 **Complete the sentences with information about you. Use *for* and *since*.**

(be) friends with …
I've been friends with Marco for six years.

1 (know) my teacher …
2 (be) in this class …
3 (have) a mobile phone
4 (live) here …
5 (understand) English …
6 (not have) an exam …

5 **ACTIVATE** **Interview your partner about how long they have done things. Use *for* and *since*, the ideas in exercise 4 and your own ideas.**

How long have you known your teacher?

I've known him since the beginning of the year.

Finished?
Write a short summary of your interview in exercise 5.
John has been friends with Marco for six years …

'I want to wait until the time is right.'

'There's a girl I like. I've known her since August, when we met on holiday. I'm not thinking of telling my parents yet because it's nothing serious, but I'm not sure that they will understand if I bring a girlfriend home. I think that may be a problem in the future. My parents come from a country where families choose a partner for their sons and daughters. They introduced me to a girl "from a good family" recently. I hadn't met her before, so she came to our house with her mother and father. It was a very formal occasion because they all think that this girl will be my future wife, but we didn't have anything in common. I'm sixteen and I don't want to get married to anyone at the moment. I want to wait until the time is right and choose my future partner myself. It's difficult because I respect my parents and I don't want to upset them.'

Imran, aged 16

'All relationships require commitment.'

'I used to think that "love" marriages were better than arranged marriages, but I've changed my mind recently. I've met people who are happy in arranged marriages. Maybe they weren't in love when they got married, but with time they've learnt to love and respect their partners. On the other hand, some people who are in "love" marriages split up. They've been with their partners for years, but they fall out and their marriages end in failure. I think a relationship needs commitment. Love isn't enough on its own. The couple must be understanding and patient and build up their relationship over time. People can't just fall in love, get married and hope that everything will be perfect forever. That only happens in films.'

Samina, aged 17

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VOCABULARY AND LISTENING ● Extreme adjectives

I can use extreme adjectives to describe experiences.

1 1.24 Match adjectives 1–9 with the extreme adjectives in the box. Then listen and check your answers.

awful outstanding exhausting
hilarious gorgeous unforgettable
terrifying revolting furious ~~fascinating~~

interesting *fascinating*
1 tiring
2 funny
3 angry
4 good-looking
5 frightening
6 bad
7 memorable
8 good
9 unpleasant

Pronunciation: Word stress ⇨ Workbook page 98

2 Work in pairs. Ask and answer 1–6 using extreme adjectives.

film / good? No

Was the film good? *No, it was awful.*

1 journey / tiring? Yes
2 lesson / boring? No
3 dad / angry? Yes
4 food / tasty? No
5 TV programme / funny? Yes
6 exam results / bad? No

3 Read the ideas for great dates. Tell your partner which things you have and haven't done. Use adjectives in exercise 1.

I've never done a bungee jump. It looks terrifying.

4 1.25 Listen. Which three activities in exercise 3 do the people mention?

5 1.25 Listen again. Complete the table.

Person	Activity	When?	Who with?	His/her opinions of the date
Lauren	1___	*yesterday*	2___	*terrifying*, 3___
Matt	4___	5___	*Kelly*	*boring*, 6___
Lucinda	7___	8___	9___	10___, *bad*

6 ACTIVATE Find out about your partner's experiences. Ask about the things in the box or use your own ideas. Use extreme adjectives.

film day out meal party night out
holiday book

What's the most hilarious film you've ever seen?

Nacho Libre.

Great dates

Some of our readers' ideas for great dates …

do a bungee jump
go to a funfair
walk in the moonlight
play beach volleyball
go to the theatre
learn to dance salsa
climb a mountain
watch a horror film
go to a basketball match
eat sushi

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VOCABULARY AND LISTENING ● Extreme adjectives

I can use extreme adjectives to describe experiences.

2

Aims

- Learn extreme adjectives.
- Practise using extreme adjectives.
- Listen to three people talking about ideas for great dates.
- Listen for general meaning and specific details.

Warm-up (2–3 minutes)

- Focus on the photos of great dates and elicit what the people are doing. Ask: *What adjectives can you use to describe these things?* Elicit some ideas, e.g. *frightening, exciting.*

Exercise 1 1.24

- Focus on the example and elicit or explain that extreme adjectives have a stronger meaning than normal adjectives.
- In a **weaker class**, students can refer to dictionaries. In a **stronger class**, encourage students to try to match the pairs using existing knowledge and logic.
- Play the CD once for students to listen and check their answers.
- Write on the board: *awful = very bad, hilarious = very funny*, etc. Explain to students that an extreme adjective already has a strong meaning and can't be used with *very*: ~~*very awful*~~, ~~*very hilarious*~~.

ANSWERS

1 exhausting **2** hilarious **3** furious **4** gorgeous
5 terrifying **6** awful **7** unforgettable **8** outstanding
9 revolting

Pronunciation: Word stress

Workbook page 98

Exercise 2

- Focus on the first set of prompts. Read the question out: *Was the journey tiring?* Elicit: *Yes, it was exhausting.*
- Students continue writing the short dialogues in pairs.

ANSWERS

1 Was the journey tiring? Yes, it was exhausting.
2 Was the lesson boring? No, it was fascinating.
3 Was Dad angry? Yes, he was furious.
4 Was the food tasty? No, it was revolting.
5 Was the TV programme funny? Yes, it was hilarious.
6 Were the exam results bad? No, they were outstanding.

Exercise 3

- Students talk about the list in pairs. Share ideas as a class.

Exercise 4 1.25 Tapescript page T129

- Elicit what students are listening out for, and emphasize that they don't need to listen for detail, but for general understanding and to hear the items in the list.

ANSWERS

do a bungee jump, go to the theatre, go to a basketball match

Exercise 5 1.25

- Ask students to study the table carefully and focus on which information they need to listen for.
- Play the CD twice for them to listen and complete the table.

ANSWERS

1 bungee jumping **2** Sam **3** unforgettable
4 go to the theatre **5** Sunday **6** awful
7 go to a basketball match **8** Tuesday **9** Charlie
10 memorable

Exercise 6

- In a **weaker class**, allow students to make notes for their questions before they start speaking.
- Remind students to think about their pronunciation and where to put stresses (on the extreme adjectives).

Optional activity: Vocabulary

Write these adjectives and extreme adjectives on the board. Ask students to use their dictionaries and match the normal adjectives with the extreme adjectives.

hungry surprised big old ugly good happy overjoyed excellent ancient astonished starving hideous huge

Ask students to write sentences using three of the extreme adjectives and invite some to read their sentences to the class.

ANSWERS

hungry – starving, surprised – astonished, big – huge, old – ancient, ugly – hideous, good – excellent, happy – overjoyed

Learning to learn

This activity will help your students develop study skills.

Optional activity: Listening

Dictate these sentences to the class.

1 Lauren didn't enjoy the weekend.
2 Kelly works in a theatre.
3 The play Matt saw was over three hours long.
4 Lucinda has just been on a first date.
5 Charlie keeps texting Lucinda.

Put students into pairs and ask them to decide from memory whether the sentences are true or false.

ANSWERS

1 False. **2** False. **3** True. **4** True. **5** True.

Communicative competence

This activity will help your students to understand the communicative intention of the interlocutor in oral texts.

More practice

Workbook page 18
Online Teacher's Photocopiable Resources: Vocabulary

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Present perfect and past simple • Present perfect simple and continuous

I can talk about things that happened or started in the past.

2

Aims

- Revise the difference between the present perfect and past simple.
- Practise asking about experiences using the present perfect and past simple.
- Learn the difference between present perfect simple and present perfect continuous.
- Practise talking about what someone has been doing.

Warm-up (3–4 minutes)

- With books closed, write *Present perfect* and *Past simple* on the board. Ask what students already know about the two tenses, e.g. we use the present perfect with *for, since, just, already, yet, still, never* and *ever.*
- Elicit that we use the past simple to talk about finished actions in the past, and the present perfect to talk about general experiences, or about actions that started in the past and continue in the present.
- Elicit examples of use to write on the board to highlight the differences, e.g. *I've been to L.A. I went to L.A. last year.*

Exercise 1

- Students work in pairs to study the time expressions and check answers with the class. Elicit the answer to the question. (unfinished)

ANSWERS

Unfinished time period: this week, this month, today
Finished time period: a couple of months ago, on Sunday, yesterday

More practice

Workbook page 19

LANGUAGE NOTE Students also forget that we must use the present perfect, not the past simple, when talking about an experience with no time reference, for the recent past, or when the period of time is unfinished: *I've seen that film.* and *I haven't seen him this week.* NOT ~~*I saw that film*~~. or ~~*I didn't see him this week*~~.

Exercise 2 1.26

- Focus on the photo and ask: *What is happening?* (*Two people are getting married under water.*)
- Ask students to read the text through quickly to find out more about the picture. Students complete the text.
- Work as a class to add the time expressions to the table.

ANSWERS

1 met **2** 've been **3** 've visited **4** decided **5** was **6** had **7** haven't had **8** have gone
Unfinished time period: since then, in the last six years, since we got married, these last few weeks
Finished time period: when I was seventeen, last month

Exercise 3

- Read the experiences in the box with the class, and check that students understand them.
- Focus on the example to ensure students understand what they need to do. In a **weaker class**, analyze why the different tenses have been used.
- Put students into pairs to ask and answer questions.

ANSWERS

Students' own answers.

Exercise 4

- This is a simple introduction to the present perfect continuous and students may need more practice with it. You may wish to do the exercises on Workbook page 19 in class. In a **weaker class**, they could be done orally, and then students can write them up for homework.

ANSWERS

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

More practice

Workbook page 19

Exercise 5

- Focus on the first sentence and ask: *Is the action complete?* (Yes. We know because the second part of the sentence is in the past simple tense.) Elicit that the verb should be in the present perfect simple.
- Focus on the second sentence and ask: *Is the action complete?* (No. The speaker hasn't managed to speak to Anna, so he / she still needs to phone her. The act of phoning is continuing.) Elicit that the verb should be in the present perfect continuous.

ANSWERS

1 've read **2** 've been trying **3** 've been driving
4 've finished **5** 've already seen **6** 've been looking
7 have, been learning **8** 've been watching

LANGUAGE NOTE Point out to students that questions with *How long … ?* can sometimes be used with both present perfect simple and continuous without difference in meaning: *How long have you lived in London? How long have you been living in London?* Remind students that verbs which describe a state are only used with the simple form: *How long have you known your teacher?* NOT ~~*How long have you been knowing your teacher?*~~

Exercise 6

- Students use their own ideas to explain the situations.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

More practice

Workbook page 19
Language focus reference and practice, Workbook pages 84–85

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Present perfect and past simple • Present perfect simple and continuous

I can talk about things that happened or started in the past.

2

Present perfect and past simple

1 Study the sentences from the listening on page 22. Complete the table with the time expressions in blue. Do we use the present perfect with finished or unfinished time expressions?

1 I haven't been out much this week.
2 I've been out with Sam a few times this month.
3 That guy you met a couple of months ago.
4 We went to a play on Sunday.
5 Have you seen Charlie today?
6 I didn't see him yesterday either.

Unfinished period of time	this week
Finished period of time	

More practice ⇨ Workbook page 19

2 1.26 Complete the text using the present perfect or the past simple form of the verbs in brackets. Listen and check. Then add the time expressions in blue to the table in exercise 1.

I [1]___ (meet) Andy on a diving course when I was seventeen. We [2]___ (be) together since then and in the last six years we [3]___ (visit) some awesome places on our holidays. Last month, we [4]___ (decide) to get married. The wedding [5]___ (be) great, but exhausting because we were underwater and I [6]___ (have) a big wedding dress on. Since we got married, we [7]___ (not have) time to think or relax. These last few weeks [8]___ (go) very fast. Time flies when you're in love.

3 Work in pairs. Ask and answer questions about what you have done this year. Use the time expressions in exercise 1, the phrases in the box and your own ideas.

ride a horse lose some money
swim in the sea do any sport eat foreign food

Have you ridden a horse this year?

Yes, I rode one when I was on holiday.

When was that?

It was last July.

Present perfect simple and continuous

4 Study sentences a–d and match them with descriptions 1–4. When do we use the present perfect simple and when do we use the continuous?

a I'm exhausted. I've been running.
b I've run three long distance races.
c I've been running for 30 minutes.
d I've always liked running.

1 An action that is finished and complete.
2 A verb which describes a state.
3 An action that started in the past and is still going on.
4 An action that has recently stopped and which explains the present situation.

More practice ⇨ Workbook page 19

5 EGZAMIN Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

1 I ___ (read) one of his books, but I didn't like it.
2 I ___ (try) to phone Anna all day. Is she there?
3 We ___ (drive) for hours and we still haven't arrived.
4 Hurray! We ___ (finish) at last!
5 We ___ (already / see) this film twice. It's brilliant.
6 I ___ (look) for my keys for ages, but I can't find them!
7 How long ___ you ___ (learn) English?
8 They're terrified. They ___ (watch) a horror film.

6 ACTIVATE Work in pairs. Give explanations for 1–6. Use the present perfect continuous.

1 You look cold.
2 Her English is good.
3 You're wet.
4 The room's a mess.
5 The teacher's angry.
6 He's tired.

You look cold.

I've been waiting for the bus.

Finished?
Think of some imaginative excuses for arriving late to class.
I'm sorry I'm late. I've been having dinner with Brad Pitt.

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SPEAKING ■ Invitations

I can make and respond to invitations.

1 Look at the photo. Where are Marie and Dean?

2 1.27 Listen to the dialogue. Does Marie accept Dean's invitation?

Marie Hi, Dean. I haven't seen you for a while. How are things?
Dean Not bad. How are you?
Marie I'm OK. What are you doing in town today?
Dean Oh, I've just returned some books to the library.
Marie Hey, I'm going to Tate's for coffee. Have you got time for one?
Dean I can't, I'm afraid, I've got to get home. Sorry!
Marie No problem. I haven't got much time anyway.
Dean Have you seen that new horror film yet? It's on at the cinema in town this week.
Marie No, I haven't, but I've heard it's terrifying.
Dean I'm going to see it with some friends tomorrow. Do you fancy coming?
Marie I'd love to. What time?
Dean I'm not sure. I'll text you, OK?
Marie That would be great. See you later then, Dean.
Dean OK. Bye, Marie.

3 1.28 Complete the key phrases from the dialogue. Which phrase is used to refuse an invitation politely? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ○ Making and responding to invitations

Have you got [1]___ for one?
I can't, I'm [2]___.
Do you [3]___ coming?
I'd [4]___ to.
I'll [5]___ you, OK?
That [6]___ be great.

4 Order sentences a–d to make a different ending for the dialogue. Then practise the dialogue again.

Dean I'm going to see it with some friends tomorrow. Do you fancy coming?
a Oh, I see. OK then. Bye, Marie.
b Oh well, maybe we can go out next week.
c I can't, I'm afraid. I'm going out with my sister.
d I don't know. I'm quite busy next week, too.

5 Work in pairs. Accept or refuse your partner's invitations to 1–5. Use phrases from exercises 3 and 4.

1 a sushi restaurant
2 a salsa class
3 a comedy film
4 the new shopping centre
5 a climbing wall

Do you fancy coming to a sushi restaurant with me?

I can't, I'm afraid, I've already got a date tonight.

6 **ACTIVATE** Prepare and practise a new dialogue with a partner. Use the information below or your own ideas. Decide if you want to accept or refuse the invitation. Then change roles.

The Twin Monkeys
at the Central Auditorium
Saturday 14 November
8.00 p.m.
VOTED NEW BAND OF THE YEAR!

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SPEAKING ● Invitations

I can make and respond to invitations.

2

Aims

- Listen to a conversation about asking someone out.
- Learn key phrases for asking someone out.
- Practise asking someone out.

Warm-up (2–3 minutes)

- With books closed, introduce the topic of free time. Ask: *What do you do at weekends? Do you go into town? Do you meet your friends?* Elicit some answers.
- Discuss how students arrange to meet. Do they make arrangements at school? Do they get in touch by phone or by email?

Exercise 1

- Focus on the photo. Elicit descriptions from the students.
- Ask: *What do you think Dean is saying to Marie?* Elicit some ideas. Ask: *Is she happy? Why?* Elicit some ideas.
- Write *invite* and *invitation* on the board and elicit or teach the meaning. Ask: *Do you think Dean is inviting Marie somewhere?* Elicit some ideas.

Exercise 2 1.27

- Read the task and clarify that the first time students listen, they should just identify whether Marie accepts or refuses Dean's invitation. They do not need to understand every word at this stage.

ANSWER

Yes, she does.

Exercise 3 1.28

- In a **weaker class**, ask students to find the key phrases in the dialogue, complete them and translate them into their own language.
- In a **stronger class**, ask students to try to complete the key phrases and identify the speakers from memory, before checking their answers in the dialogue.
- Identify the phrase for refusing politely. (*I can't, I'm afraid.*) Allow time for students to practise the dialogue in pairs.

ANSWERS

1 time **2** afraid **3** fancy **4** love **5** text **6** would

Exercise 4

- Students work in pairs to order the sentences to make a new ending for the dialogue, then practise it in pairs.

ANSWERS

c, b, d, a

Exercise 5

- Focus on the example speech bubbles. Ask two students to read the exchange for the class.
- Students practise inviting each other in pairs.
- Monitor and help as necessary.
- Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 6

- Ask students to work in pairs and rewrite the dialogue. In a **weaker class**, allow students to write out the whole dialogue. In a **stronger class**, ask them to write it in note form, and try to speak freely when they perform it.
- When students have completed their dialogues, ask them to practise the dialogue with a partner.
- Tell them to swap roles and practise again. Remind them to think about pronunciation and natural intonation.
- Don't interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class, then conduct a short feedback session in which you correct any common errors.

ANSWERS

Students' own answers.

Optional activity: Communication

Draw this simple table on the board.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Tell students this represents their diary for next week. Ask them to fill in three evenings with things they are doing. Give an example by filling in one or two of the gaps on the board, e.g. Monday: cinema – horror film, Thursday: Italian restaurant.

Allow students time to complete their diaries.

When students are ready, explain that they must complete their diaries by moving around the classroom inviting other people to their events, and accepting other people's invitations on the evenings they are free.

Demonstrate the activity by pointing to the board and saying: *Hey, do you fancy coming to the cinema with me on Monday?* If they are free, they can accept the invitation and write it in their diary, but if they are already busy, they should reject the invitation.

After three or four minutes, stop the activity and ask who has got a full diary. Ask some students to read their diaries to the class, and ask other students if it sounds fun.

Communicative competence

This activity will help your students use language conventions appropriate to the situation.

More practice

Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 2, Online Test Bank

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WRITING ■ An email to a friend

I can write an email invitation to a friend.

2

Aims

- Study a model email invitation.
- Learn key phrases for inviting a friend to do something.
- Learn about *both* and *neither*.
- Write an email invitation to a friend.

Warm-up (2–3 minutes)

- With books closed, write *keeping in touch* on the board and elicit or explain the meaning. Ask: *How do you keep in touch with your friends?* Elicit different options, e.g. mobile phone (calls and texts), social-networking sites, email.
- Ask students which one they would choose if they wanted to make holiday plans with a friend.

Exercise 1

- If you want to practise scanning for specific information, and you have a competitive class, set this as a race. Remind students to read quickly and look out for key words and features that signal the information they are looking for.

ANSWERS

1 She's writing to Paul to invite him to do a surfing course.
2 Paragraph 2
3 A music festival in Kingston
4 Paragraph 3
5 Her cousins told her about it.

Exercise 2

- Ask students to find the key phrases in the model text and translate them into their own language.
- Identify which phrase is used to make an invitation. (*Do you fancy … ?*)

Exercise 3

- Read through the examples with the class. Explain that *both* means 'the two' or 'the one as well as the other' and it is always used with a plural verb.
- Explain that *neither* means 'not one nor the other of two things or people'. It is usually used with a singular verb. A plural verb is sometimes possible but sounds more informal: *Neither of my parents speaks / speak a foreign language.* Point out that although *neither* has a negative meaning, it is always used with a positive verb.
- Check answers with the class. Remind students that *both* and *neither* can only be used when talking about two people or things, not three or more. In a **stronger class**, elicit which words we can use when talking about more than two people or things (*all*, *none*).

ANSWERS

1 Neither of us can dive.
2 Neither of them eats meat.
3 Both of them are laughing.
4 Neither of them is going.
5 Both of us have been on holiday.

Exercise 4

- Read the task with the class. Students write their emails, or set it for homework.
- Tell students to make sure they have used contractions, *both* and *neither*, and the past simple and present perfect.
- When marking writing activities give feedback on appropriate style and coherence of the text as well as on accuracy. Use correction codes rather than writing corrections on students' work (for more details on codes to use, see page T15, exercise 4). Allow students time to correct the mistakes themselves, using the codes.

Optional activity: Language focus

Write these sentences on the board, and tell students that each sentence contains one error.

1 Neither of us have a car.
2 I think your right.
3 Both them like rock music.
4 Ive decided to get a job.
5 He hasn't phoned me still.

Ask students to come out and correct the sentences.

ANSWERS

1 Neither of us **has** a car.
2 I think **you're** right.
3 Both **of** them like rock music.
4 **I've** decided to get a job.
5 He **still** hasn't phoned me. / He hasn't phoned me **yet**.

Communicative competence

This activity will help your students understand how language is structured.

More practice

Workbook page 21

End-of-unit activities

Progress review

Workbook page 22

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension

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WRITING An email to a friend

I can write an email invitation to a friend.

2

1 Read the model text and answer the questions.

1 Who is Carly writing to? Why is she writing?
2 Which paragraph gives Carly's news?
3 Where did Carly go last week?
4 Which paragraph gives details of the course?
5 How did Carly hear about the water sports centre?

Hi Paul

1 How are things? I hope you had a good time in Spain. Did you make any new friends?

2 I haven't done much since the start of the holidays. I've been relaxing at home most of the time. Things are quiet here because most of my friends have gone away. I've been out with Jan a few times. We went to a music festival in Kingston last weekend. It was good fun, but it rained on Sunday.

3 Have you made any plans for August? Do you fancy going on a four-day surfing course with me in the first week? Neither of us has been surfing before, so it would be a new experience. The course is at a water sports centre near Porthkerris in Cornwall and it doesn't cost a lot. Apparently there's a campsite at the centre and everyone is very friendly. My cousins told me about it. Both of them have been there and they say it's brilliant. I've attached a link to the course website so you can have a look.

4 What do you reckon? I think it sounds like fun. I really hope that you can come.

Let me know then.

Carly

2 Study the key phrases. Which phrase is used to make an invitation?

KEY PHRASES Inviting a friend

Have you made any plans for ... ?
Let me know then.
I really hope that you ...
What do you reckon?
Do you fancy ... ?

Language point: *both* and *neither*

3 Study the examples. Then write sentences with *both* or *neither*. Include the pronouns in brackets.

Both of them have been there. = plural verb
Neither of us has been diving. = singular verb

Paul is happy. You're happy. (you)
Both of you are happy.

1 He can't dive. I can't dive. (us)
2 Tom doesn't eat meat. Jo doesn't eat meat. (them)
3 Sandra is laughing. David is laughing. (them)
4 She isn't going. He isn't going. (them)
5 I've been on holiday. She's been on holiday. (us)

4 ACTIVATE Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an email to a friend. Give your news and invite him / her to a music festival or another event.

B THINK AND PLAN

1 Where are you? What have you been doing lately?
2 What did you do last weekend? What happened?
3 What do you want to do with your friend?
4 When do you want to do it?
5 Where could you stay?
6 What is it like?
7 Who told you about it?

C WRITE

Paragraph 1: Introduction
... I hope you ...
Paragraph 2: Your news
I've / haven't ...
Paragraph 3: What you want to do
Do you fancy going ... ?
Paragraph 4: Conclusion
What do you reckon?

D CHECK

- *both* and *neither*
- past simple
- present perfect simple and continuous

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1 Work in pairs. Describe the photos. What do you think the relationship is between the different people?

2 Complete the table with the words in the box.

mother father brother sister
grandmother grandfather cousin
step-brother step-sister
mother-in-law father-in-law niece
nephew uncle aunt parent
grandparent son daughter

3 Complete the sentences using the words in exercise 2.

1 My mother's brother is my ___.
2 My aunt's daughter is my ___.
3 My father's mother is my ___.
4 My uncle's son is my mother's ___.

4 Make eight free-time activities using the words in the boxes. Which of these activities do you do the most? What other activities do you do?

visit surf watch read listen to
do send go

sport friends shopping
magazines the internet TV music
text messages

5 EGZAMIN Przeczytaj oferty trzech zajęć rekreacyjnych (a–c) oraz pytania dotyczące tych ofert (1–4). Do każdego pytania dopasuj właściwą ofertę. Wpisz odpowiednią literę obok każdego pytania. Jedna oferta pasuje do dwóch pytań.

Try something different!

a Interested in dancing? Worried you have two left feet? Or perhaps you dance already and want to get better or try something new? At the Dance Academy you can take part in a wide range of dance classes for adults in a fun, relaxed atmosphere and find the style and level that suits you best. Classes take place once a week. Try ballet, street dance, hip-hop and salsa. Bring a partner, or come alone and we'll find a partner for you.

b Ever wanted to go skydiving but don't fancy the idea of jumping out of a plane? Indoor skydiving may be the answer for you. Indoor skydiving is great fun and involves floating in a tunnel on air. It's the perfect activity for a birthday celebration or if you just want a day doing something different. Come with a crowd, everyone can join in! You can be as young as five to try indoor skydiving.

c Get up close and personal with some of the world's most beautiful creatures with an introduction to zoo keeping. Work one to one with our experienced keepers in the enclosures. Bring boots and a thick coat as it can get cold out there. This is a one-day course for complete beginners which is ideal if you're thinking about working with animals in the future. It's also a lot of fun.

Which course is best for someone who would like to ...	
1 take their children?	
2 go regularly?	
3 be outdoors?	
4 improve existing skills?	

Życie rodzinne i towarzyskie • **Rozumienie tekstów pisanych** *Dobieranie*

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Tematy

- Życie rodzinne i towarzyskie

Aims

- To revise the vocabulary and language of Unit 2.
- To provide practice of exam-type tasks.

Warm up (2 minutes)

- With books closed, ask students to think about the important people in their lives. Ask: *If you have a problem, who do you talk to? If you have a secret, who do you share it with? If you get some good news, who do you tell?*
- Put students in pairs to talk about their closest relationships.
- Share answers with the class and discuss who students talk to in different situations. In a **stronger class**, encourage students to give full answers and explanations.

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each photo.
- Ask students what the relationship is between the people in each photo. Encourage as many students as possible to contribute their interpretation, and give reasons based on e.g. similar appearance, body language, etc.

ANSWERS

Students' own answers.

Exercise 2

- Look at the table with the class and elicit what the students have to do.
- In a **weaker class**, allow students to work in pairs to sort the words.
- Check answers as a class.

ANSWERS

[female] mother, sister, grandmother, step-sister, mother-in-law, niece, aunt, daughter
[male] father, brother, grandfather, step-brother, father-in-law, nephew, uncle, son
[either] parent, grandparent, cousin

Exercise 3

- In a **weaker class**, allow students to check their answers in pairs before checking answers as a class.
- In a **stronger class**, or if there are **fast finishers**, ask students to make two more sentences, and swap with a partner.

ANSWERS

1 uncle **2** cousin **3** grandmother **4** nephew

Exercise 4

- Read through the words in the boxes. Put students into pairs to combine them to make free-time activities.
- In a **weaker class**, check understanding by asking students to translate the phrases. In a **stronger class**, check understanding by asking students to think of sentences using each phrase.
- Students discuss the questions in pairs.
- Share answers by asking one or two students to tell the class about their partner's interests.

ANSWERS

visit friends, surf the internet, watch TV, read magazines, listen to music, do sport, send text messages, go shopping

Exercise 5 EGZAMIN Rozumienie tekstów pisanych *Dobieranie*

- Read the exam task with the class. Ask students what they are going to read (adverts for courses) and what they have to do (match them to the questions). Point out that one advert matches two of the questions.
- Ask students to prepare to read by looking at the questions.
- Give students a short time limit to read the three adverts for the first time. Remind students that the first time they read should be a quick read-through for general understanding. Tell them not to pick up their pens.
- Students read the questions again and read the text to find the matching information. Tell them to underline the parts of the text that hold the answers.
- Allow students to check answers in pairs before checking as a class.

ANSWERS

1 b **2** a **3** c **4** a

Exercise 6 EGZAMIN Rozumienie ze słuchu *Wielokrotny wybór* 1.29 Tapescript page T129

- Read through the exam task with the class and check understanding. Ask how many listening texts students will hear. (*two*)
- Give students time to read the multiple-choice questions. Elicit predictions about the type of text they are going to hear. Ask: *What kind of listening do you think text 1 is? Is it a monologue? Who is speaking?* (a dialogue between Joe and Suzie) *And what about text 2?* (a radio programme)
- Remind them that the questions are usually in the same order as the information on the CD, so if they miss a question, they shouldn't worry, but should move on and listen out for it next time.
- Encourage students to make notes the first time they listen, and then listen again to confirm or correct their answers. Remind them to listen carefully for meaning, because key words are often used in the questions as distractors.
- Allow students to check their answers in pairs before checking as a class.

ANSWERS

Text 1: 1 b **2** c **3** a
Text 2: 4 b **5** c **6** b

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Exercise 7 EGZAMIN Znajomość funkcji językowych *Wielokrotny wybór*

- Read through the exam task with the class and check understanding. If necessary, let students look back at Student's Book page 24 for a couple of minutes.
- In a **stronger class**, give students a time limit and ask them to complete the task under exam conditions. Discuss how students felt about it afterwards, and elicit any strategies that they employed for working out answers that they weren't sure of.
- In a **weaker class**, students do the task individually, but allow them to check answers in pairs before checking as a class.
- Ask volunteers to read each mini-dialogue. Tell them to think about the context, and try to put the appropriate emotion and emphasis into their delivery.

ANSWERS

1 b 2 b 3 c 4 a

Exercise 8 EGZAMIN Znajomość środków językowych *Tłumaczenie fragmentów zdań*

- Read through the exam task and make sure everyone understands.
- Remind students that English and Polish don't always use tenses in the same way, or have equivalent tenses and structures. It is important, therefore, to read the fragment and the surrounding sentence, and be aware of the function of the sentence and the most appropriate tense in English for expressing that function. In a **weaker class**, revise some structures and their functions before students do the exercise individually.
- Remind students that their translation must fit the rest of the sentence exactly, so when they have translated the phrase, they should read the whole sentence carefully and check that all pronouns, etc. match the surrounding sentence.
- Allow students to check answers in pairs before checking as a class. When checking answers, focus on function and context and make sure students understand why a particular tense or structure has been used.

ANSWERS

1 I've just met
2 Have you ever been
3 How long have you been going out
4 agree with
5 doesn't believe in

Exercise 9 EGZAMIN Wypowiedź pisemna *E-mail*

- Read through the tip with the class. Emphasize the importance of fulfilling the whole task. Encourage students to plan their writing, so that they know what they have to include, and can plan how many words to allocate to each piece of information.
- Remind students that checking and correcting their work is extremely important. Marks are allocated for accuracy as well as for content, so they could lose marks by carelessness.
- Now read through the task with the class. In a **stronger class**, set a time limit and ask students to do the task under exam conditions.
- In a **weaker class**, talk through the text type and the information they have been asked to include. Elicit what type of text they are writing (an email) and ask whether it requires formal or informal language (informal, it's an email to a friend). Discuss the tenses they will need, and the phrases they should draw on (inviting a friend). Allow students time to plan and write a draft of their email.
- Ask students in pairs to swap emails and check each other's work. They should check for correct use of language, inclusion of all the pieces of information and that the word limit isn't exceeded. Ask them to highlight mistakes and suggest improvements. Students write an improved draft of the email.

Optional activity: Communication

Ask students to work in pairs and choose one of the exchanges in exercise 7 as a starting point for a longer dialogue. They work in their pairs to expand the topic, e.g. making specific plans, discussing a film, etc.

In a **stronger class**, ask them not to write the dialogue out in full, but to write notes and try to speak as freely and fluently as possible. In a **weaker class**, students can write out the whole dialogue.

Students practise their dialogues in pairs.

Ask a few pairs to perform their dialogues for the class.

Cultural awareness and expression, Communicative competence

This activity will help your students to develop their creative abilities. It will also help them to use language appropriate for different contexts.

Optional activity: Vocabulary

Write the following definitions and synonyms on the board. Students in pairs reread the text in exercise 5 and find words or phrases that match the definitions.

1 to participate, to join in
2 happen
3 a lot of people in one place
4 perfect or completely suitable
5 a fenced off area to keep an animal in
6 like the idea of (informal)

ANSWERS

1 take part 2 take place 3 crowd 4 ideal
5 enclosure 6 fancy

Communicative competence

This activity will help your students to understand different types of text in detail.

More practice

Workbook page 73

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6 1.29 **EGZAMIN** **Usłyszysz dwukrotnie dwa teksty. Pytania 1–3 odnoszą się do pierwszego tekstu, a pytania 4–6 – do drugiego. Na podstawie informacji zawartych w nagraniu odpowiedz na te pytania. Zakreśl literę a, b lub c.**

Tekst 1

1 Joe tells Suzie that his friends ...
- a are going to be late.
- b know that he's going to be late.
- c never arrive late.

2 Suzie says that her cousins ...
- a are younger than her.
- b both enjoy being active.
- c are interested in different things.

3 The conversation takes place ...
- a in town.
- b at school.
- c at the cinema.

Tekst 2

4 Visitors to the dry-ski slope can ...
- a take a course on the main slope.
- b ski without any experience.
- c learn to be an instructor.

5 The presenter says that the music festival ...
- a is in a different place this year.
- b is less popular than before.
- c is going to sell out soon.

6 The purpose of the radio programme is to ...
- a advertise a local sporting event.
- b recommend activities to do over the holiday.
- c complain about facilities in the area.

7 **EGZAMIN** **Uzupełnij dialogi 1–4, wybierając spośród podanych odpowiedzi brakującą wypowiedź jednej z osób. Zakreśl literę a, b lub c.**

1 **Jim** Do you fancy going out tonight?
Ann
- a Well done!
- b I'd love to!
- c That's good!

2 **Alice** What did you think of the film?
Danny
- a I went last night!
- b It was awful!
- c I don't agree!

3 **Clare** I haven't seen you for ages.
Sue
- a I'm not doing anything.
- b It was exhausting.
- c I've been busy.

Clare Well, it would be great to go out when you're free.

4 **Tom** Can you come to my party next weekend?
Rachel
- a I'll let you know.
- b I went last week.
- c I'm planning a party.

Tom I hope you can make it.

8 **EGZAMIN** **Przetłumacz fragmenty zdań podane w języku polskim na język angielski, tak aby powstały logiczne i poprawne zdania.**

1 ___ (Właśnie poznałem / poznałam) the nicest person in the world!
2 ___ (Czy kiedykolwiek byłeś / byłaś) in love?
3 ___ (Jak długo chodzisz) with your girlfriend?
4 I don't always ___ (zgadzam się z) my parents.
5 My sister ___ (nie wierzy w) love at first sight.

WSKAZÓWKA

Po napisaniu krótkiego tekstu upewnij się, że w twojej wypowiedzi znalazły się tylko te informacje, które zostały określone w poleceniu. Sprawdź, czy długość tekstu mieści się w przedziale od 50 do 100 słów. Następnie przeczytaj go ponownie i popraw błędy gramatyczne, interpunkcyjne i ortograficzne.

9 **EGZAMIN** **Chcesz spróbować wspinaczki górskiej. Napisz e-mail do przyjaciela, w którym:**

- wyjaśnisz, dlaczego chcesz się tym zająć;
- poinformujesz go, gdzie i kiedy zamierzasz to zrobić;
- zaproponujesz mu, aby się do ciebie przyłączył.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

Życie rodzinne i towarzyskie • **Rozumienie ze słuchu** *Wielokrotny wybór* • **Znajomość funkcji językowych** *Wielokrotny wybór* • **Znajomość środków językowych** *Tłumaczenie fragmentów zdań* • **Wypowiedź pisemna** *E-mail*

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3 Health matters

Start thinking

1 When did doctors first use anaesthetic?
2 What do you think *zootherapy* is?
3 What are the secrets of long life?

Aims

Communication: I can ...

- talk about ability and possibility.
- understand a text about alternative medicine.
- talk about things that are possible or certain.
- talk about a healthy lifestyle.
- speculate about the past.
- exchange opinions with other people.
- write a discussion essay.

Exam preparation Page 36

Zdrowie, Nauka i technika

- **Rozumienie tekstów pisanych:** *Dobieranie*
- **Rozumienie ze słuchu:** *Dobieranie*
- **Znajomość funkcji językowych:** *Wielokrotny wybór*
- **Znajomość środków językowych:** *Dobieranie*
- **Wypowiedź pisemna:** *E-mail*

English Plus Options

+ Extra listening and speaking
Joining a health club
Page 98

+ Curriculum extra
Biology: Healthy eating
Page 106

+ Culture
Snack culture in the UK
Page 114

+ Project
An information leaflet: health and well-being
Page 122

VOCABULARY AND LANGUAGE FOCUS
Medical science
I can talk about ability and possibility.

1 Check the meaning of the verbs in blue in the *Health quiz*. Which words are similar in your language? Complete the table with the infinitives of these verbs and nouns 1–12.

1 operation	5 prevention	9 treatment
2 transplant	6 cause	10 development
3 suffering	7 discovery	11 experiment
4 cure	8 research	12 clone

Noun	Verb
operation	operate

2 1.36 Do the *Health quiz*. Decide which sentences are true and which are false. Then listen and check.

Health quiz – true or false?

1 Before the 19th century, doctors could operate on people, but they didn't have anaesthetic. Many patients suffered terrible pain and died.

2 Surgeons can transplant human brains now.

3 Millions of people every year suffer from colds, but we still can't cure this common illness. In the future, we will probably be able to prevent people getting colds, but we probably won't be able to cure them.

4 Between 1918 and 1920, medical science couldn't prevent a flu epidemic which caused the deaths of approximately 50 million people.

5 In 1928, Marie Curie discovered antibiotics by accident while she was researching radiation.

6 Before the invention of X-rays, doctors couldn't treat people with broken legs or arms.

7 Scientists are now developing nanobots. These microscopic robots will be able to prevent and cure diseases from inside our bodies.

8 Scientists experimented with the first animal clones in the 19th century and in the early 20th century, they could clone humans.

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Health matters

Unit summary

Communication
I can …
talk about ability and possibility.
understand a text about alternative medicine.
talk about things that are possible or certain.
talk about a healthy lifestyle.
speculate about the past.
exchange opinions with other people.
write a discussion essay.

Vocabulary
Core vocabulary:
Nouns and verbs: Medical science: *cause, clone, cure, develop, development, discover, discovery, experiment, operate, operation, prevent, prevention, research, suffer, suffering, transplant, treat, treatment*
Phrasal verbs: Health and lifestyle: *call on, cut down on, get over, give up, go without, take up, turn off, work out*
Build your vocabulary: Noun suffixes

Language focus
Ability: *could, can, will be able to*
Possibility and certainty: *may, might, could, must, can't*
Past modals: *may / might / could have, must have, can't / couldn't have*
Advice and obligation: *should, must, have to*

English Plus Options
Extra listening and speaking: Joining a health club (page 98)
Curriculum extra: Biology: Healthy eating (page 106)
Culture: Snack culture in the UK (page 114)
Project: An information leaflet: health and well-being (page 122)

Exam preparation
Tematy:
Zdrowie, Nauka i technika
Zadania egzaminacyjne:
Rozumienie tekstów pisanych *Dobieranie*
Rozumienie ze słuchu *Prawda / Fałsz, Dobieranie*
Znajomość funkcji językowych *Wielokrotny wybór*
Znajomość środków językowych *Dobieranie*
Wypowiedź pisemna *E-mail*

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 1846
2 'Zootherapy' is the use of animals in alternative medicine.
3 Students' own answers.

Aims

- Learn nouns and verbs relating to medical science.
- Do a health quiz.
- Talk about medical science.
- Learn the use of *could, can* and *will be able to.*
- Practise using *could, can* and *will be able to* to talk about ability in the past, present and future.

Warm-up (2–3 minutes)

- With books closed, write *medical science* on the board and elicit or teach the meaning (the science of finding new treatments to cure illnesses).
- Ask: *What did doctors do to treat people in the past? Did they do operations? What medicines did they use?* Elicit some ideas.

Exercise 1

- Students use their dictionaries to check the meaning of the verbs in the quiz. If you want to speed this up, put them in pairs and ask each student to find half the words.
- Focus on the example in the table and explain that students must match the verbs in the quiz with the nouns. Draw attention to the way many nouns are created from verbs in modern English.

ANSWERS

Noun: operation, transplant, suffering, cure, prevention, cause, discovery, research, treatment, development, experiment, clone
Verb: operate, transplant, suffer, cure, prevent, cause, discover, research, treat, develop, experiment, clone

Exercise 2 1.36 Tapescript page T129

- Put students into pairs to read the sentences in the *Health quiz* and decide whether they are true or false. If there seems to be a lot of disagreement, briefly discuss the questions as a class, and share knowledge and opinions before playing the CD to check the answers.
- Find out who got the most answers right. Were there any answers that really surprised students?

ANSWERS

1 True.
2 False. They can't transplant brains.
3 True.
4 True.

Continued on page T29

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5 False. Alexander Fleming discovered antibiotics.
6 False. They could treat them.
7 True.
8 False. They couldn't clone humans.

Exercise 3

- Check answers and discuss the questions. If possible, ask students to research some of these advances for homework, and report back on the progress of medical advances in a future lesson.

ANSWERS

1 cure
2 discovery
3 Developing
4 Operations
5 prevent
6 transplants
7 Research
8 experiments
9 prevention
10 treatment

Exercise 4

- Ask students to find an example of *can* in the *Health quiz* (*Surgeons can transplant human brains now*). Focus on the example and ask: *Does it refer to the past, present or future?* (the present).
- Students complete sentences a–c by referring back to the *Health quiz*. Check answers with the class, and ask students to translate the examples into their own language. Elicit the negative and question forms.
- Read questions 1–3 with the class. Make sure that students understand the meaning of *ability* and *possibility*.

ANSWERS

a can't
b could
c will be able to
1 a, b and c
2 c
3 past: sentence b, present: sentence a, future: sentence c

More practice

Workbook page 25

LANGUAGE NOTE Students often make the mistake of using *can / can't* to talk about ability in the past: ~~*In the past, doctors can't do operations*~~.

With *be able to*, students often miss out the verb *be* or the *to* before the infinitive: ~~*They will able to clone people. They will be able clone people*~~.

Students often make the mistake of using *can* for making deductions: ~~*He's blond. He can be Swedish*~~. Other modal verbs should be used: *might, may, could*.

Exercise 5

- Ask students to read the text through quickly, ignoring the gaps. Ask: *What problem has Rob got?* (He's got a defective immune system.)
- In a **weaker class**, ask students to skim the text and find three time markers (*when Rob Thompson was born, now, in the future*). Point out that this can help students to divide the text into three time periods, and therefore help them choose the appropriate tense.
- Ask students what they know about gene therapy and elicit some ideas. In a **stronger class**, elicit opinions and encourage students to give full answers.

ANSWERS

1 could
2 couldn't
3 can
4 can't
5 will be able to
6 will be able to

Exercise 6

- Ask two students to read out the example dialogue.
- Make sure students understand what they have to do. If necessary, do the first sentence as an example.
- Students write their sentences individually and then compare their answers in pairs.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and compare with another fast finisher. Alternatively, they can read their sentences to the class when everyone has finished. Have a class vote on the most important technological advance.

Optional activity: Language focus

Write these sentence beginnings on the board:

When I was five, I . . . , *Now I . . . ,* *When I'm twenty, I . . .*

Ask students to write three sentences about what they could and couldn't do when they were five, what they can and can't do now, and what they will and won't be able to do when they are twenty. Elicit some ideas from the whole class first if necessary.

When students have finished, put them into pairs to read their sentences to each other and compare their answers.

Ask some pairs to report back to the class on what they learnt about their partner.

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Workbook pages 24 and 25
Language focus reference and practice, Workbook pages 86–87

Tests

Five-minute test, Online Test Bank

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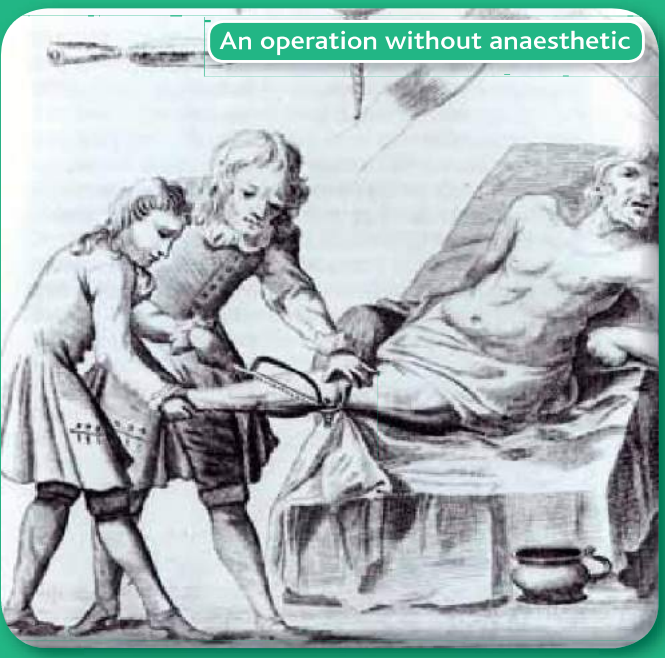
3 Choose the correct words in the *Top ten medical advances*. Which do you think are the most and least important? Which are the most recent?

Top ten medical advances

1. A **suffering** / **cure** for malaria
2. The **cause** / **discovery** of antibiotics
3. **Developing** / **Suffering** a vaccine for flu
4. **Clones** / **Operations** to treat obesity
5. Drugs which **prevent** / **discover** depression
6. Heart **transplants** / **developments**
7. **Research** / **Cures** into the causes of cancer
8. Genetic therapy and **causes** / **experiments** with clones
9. The **development** / **prevention** of the common cold
10. A **treatment** / **transplant** for headaches


An operation without anaesthetic

A nanobot

could, can, will be able to

4 Complete sentences a–c from the *Health quiz*. Then answer questions 1–3.

a We still ___ cure this common illness.
b Doctors ___ operate on people, but they didn't have anaesthetic.
c Robots ___ prevent and cure diseases.

1 Which sentences express ability?
2 Which sentence expresses ability and possibility?
3 Which sentence refers to the ...
a past? **b** present? **c** future?

More practice ⇨ Workbook page 25

5 Complete the text with affirmative and negative forms of *can*, *could* and *will be able to*.

Boy in a bubble

When Rob Thompson was born, he had a defective immune system, so his body *couldn't* fight against diseases. He [1]___ only survive inside a sterile plastic bubble or room. He [2]___ play outside with friends. But thanks to a new treatment, Rob [3]___ now do most of the things that he wants to do, although he [4]___ live without special drugs.
In the future, scientists [5]___ help other people like Rob with genetic therapy. They [6]___ improve the treatment for this illness and maybe even find a cure one day.

6 **ACTIVATE** Make sentences using the phrases in the chart and affirmative and negative forms of *can*, *could* and *will be able to*. Then interview your partner about their ideas.

When I was younger,	I	transplant brains
In the past,	my best friend	use a computer
These days,	my parents	explain the universe
Soon,	people	treat a lot of diseases
I hope that one day,	scientists	live for 120 years
In the future,		speak English
		run 50 km/h

I could speak English when I was younger. Could you?

No, I couldn't, but I could use a computer.

Finished?
Write sentences about past, present and future technological advances. Use *could(n't)*, *can('t)*, and *will / won't be able to*.
In the 19th century, people couldn't travel by plane.

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READING ■ Alternative therapy

I can understand a text about alternative medicine.

1 Look at the photos and the title of the text and answer the questions. Then read the text and check your answers.

1 What are the animals?
2 How do you think they're helping to treat people in each picture?

2 1.37 **EGZAMIN** Complete the text with sentences a–e. There is one extra sentence that you do not need. Listen and check your answers.

a For example, they noticed that people who were ill usually became much happier when they were with their horses.
b It can also be a very good cure for other behavioural problems like aggressiveness.
c However, doctors who use these treatments are sure they help patients.
d They agree that zootherapy can't cure everything.
e Some skin diseases are difficult to treat with modern medicine.

3 **BUILD YOUR VOCABULARY** Complete the table with words from the text. What suffixes are used to form the nouns?

Verb / Adjective	Noun
specialize *v*	1___
treat *v*	2___
infect *v*	3___
ill *a*	4___
depress *v*	5___
lonely *a*	6___

4 Complete the sentences with a noun formed from the words in brackets. Use the suffixes in the box.

-ion -ness -ist -ence -ment

1 Is there a cure for ___? (sad)
2 We can test people's ___. (intelligent)
3 People get a lot of ___ from animals. (enjoy)
4 There's a strong ___ between humans and animals. (connect)
5 The doctor's ___ asked me to wait in the waiting room. (reception)

5 **YOUR OPINIONS** Ask and answer the questions.

1 Which of the treatments in the text would you accept or refuse? Why?
2 In your opinion, is it good for people to have pets? Why / Why not?
3 Which do you think is better, alternative medicine or conventional medicine?
4 What other alternative medicines do you know? What's your opinion about them?
5 What alternative medicines are popular in your country?

Creature cures

Journalist Mark Elliott has been researching zootherapy: the use of animals in alternative medicine around the world.

It was in China that I first saw doctors using bees. A specialist was using the stings from bees to help people suffering from arthritis. The treatment is called apitherapy and although the stings must hurt, patients say that they feel much better afterwards because the treatment reduces the pain. In another part of the same clinic, a boy had his foot in a bath of small fish. The fish were cleaning an infection of the skin on his foot. [1]___ Research has shown that for people with these skin problems, this fish therapy could be more effective than creams and drugs.

Zdrowie • **Rozumienie tekstów pisanych** *Dobieranie*

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READING ● Alternative therapy

I can understand a text about alternative medicine.

3

Aims

- Read about zootherapy.
- Read for general meaning and specific information.
- Express your own opinions on alternative medical treatments.
- Learn about and practise noun suffixes.

Warm-up (2–3 minutes)

- With books closed, write the word *zootherapy* on the board and ask students what they think it means. Elicit or explain that it is using animals to treat illnesses.
- Ask: *What types of animals do you think people use in zootherapy? What types of illnesses do they treat?* Elicit some ideas, but don't confirm or reject any at this stage.

Background

As stated in the text, some treatments involving animals have been used for hundreds of years. As well as the treatments mentioned, maggots have also been used traditionally to clean wounds and prevent infections.

Modern treatments involving pets tend to be for mental or emotional problems, for example autism, depression, stress and behavioural problems. The animals used for this type of therapy are dogs, cats and horses, as well as more unusual animals such as dolphins.

Exercise 1

- Draw students' attention to the photos and elicit a description. In a **weaker class**, encourage students to participate by accepting factual descriptions. In a **stronger class**, ask students to speculate about and explain their answers.
- Students discuss the questions in pairs, then ask them to read the text quickly to find the answers.

ANSWERS

bees to treat arthritis; fish to treat skin infection; donkeys for mental health

Exercise 2 1.37

- Read the instructions and make sure students understand what they have to do. Tell them to use context and meaning, but also to look at structural elements like tenses or words such as *however*.

ANSWERS

1 e 2 a 3 b 4 c

Exercise 3

- In a **stronger class**, ask students to predict or guess the noun form and share ideas as a class.
- Elicit the suffix that is used in each case to turn the verb or adjective into a noun. Elicit any other examples that students are familiar with.

ANSWERS

1 specialist 2 treatment 3 infection 4 illness
5 depression 6 loneliness

Exercise 4

- Do the first sentence with the class as an example.

ANSWERS

1 sadness 2 intelligence 3 enjoyment 4 connection
5 receptionist

Exercise 5

- Ask some students to report back on their partner's answers and opinions, and have a brief class discussion if there are some interesting differences of opinion.

Optional activity: Vocabulary

Tell students that texts they come across in exams and other places will contain words that they have not seen before. It is useful to develop strategies and skills for guessing the meaning of new words.

Write the following words on the board: *arthritis*, *clinic*, *infection*, *benefits*, *patients*, *effective* and ask students to find them in the text.

Ask: *What part of speech are the words? Are there clues to meaning in the context?* Elicit answers. Then put them in pairs to answer the following questions:

1 *arthritis* Is this a mental or a physical illness? 2 *clinic* Is this a person or a place? 3 *infection* Is the skin healthy? 4 *benefits* Are these positive or negative results? 5 *patients* Are these people part of the medical staff? 6 *effective* Does this mean having a good or a bad result?

In a **weaker class**, talk through the process for each word, looking at the context and eliciting the clues that point to meaning.

Learning to learn

This activity will help develop students' study skills.

Optional activity: Reading

Dictate these sentences to the class. Ask students to decide if they are true or false.

1 Some doctors use bees to treat infected skin.
2 The bee stings aren't painful.
3 People in the West have used zootherapy for thousands of years.
4 Zootherapy is used to help people who feel lonely.
5 Being with animals can help people to feel more relaxed.

ANSWERS

1 False. They use bees to treat arthritis.
2 False. The stings must hurt.
3 False. They have used it in China for thousands of years.
4 True.
5 True.

Communicative competence

This activity will help improve students' reading skills.

More practice

Workbook page 28

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LANGUAGE FOCUS ■ *may, might, could, must, can't*

I can talk about things that are possible or certain.

3

Aims

- Learn the use of *may, might, could, must* and *can't* for possibility and certainty.
- Practise using *may, might, could, must* and *can't* to express possibility and certainty in opinions.

Warm-up (2–3 minutes)

- Refer students back to the text on page 30 and ask: *Do you think that treatments with animals work?* Elicit a range of ideas, including the idea that it is possible they work.
- Write on the board: *Treatments with animals might work* and underline *might*. Elicit or explain the meaning (it is possible that they work).
- Tell students they are going to learn some other ways of expressing possibility and certainty.

Exercise 1

- Students study the examples in pairs and complete the rules.
- Check answers with the class.
- Point out that we don't usually use *can* to express possibility.
- Ask students how they would express these ideas in their own language.

ANSWERS

a possibility
b are
c don't

More practice

Workbook page 25

LANGUAGE NOTE Students are often reluctant to use modals to express possibility and certainty, especially if their own language expresses the ideas in a different way. Students often produce correct but unnatural-sounding sentences, such as *It's possible that he's ill.* instead of the more natural-sounding *He might be ill.*

Students sometimes use *can* wrongly to express possibility: ~~*It can be a good film*~~ instead of *It might be a good film*. Students also sometimes make the mistake of using *mustn't* to express 'definitely not': ~~*They mustn't be effective*~~ instead of *They can't be effective.*

Exercise 2

- Students complete the sentences with the correct modals.
- Allow students time to compare their answers in pairs before you check with the class. Discuss what helped students make their choices.

ANSWERS

1 might
2 can't
3 may
4 must
5 might
6 might

Exercise 3

- In a **weaker class**, do a few examples and discuss them before students continue in pairs. In a **stronger class**, ask students to provide not just one sentence for each item, but all the possible sentences for each item.
- Allow students to compare their answers in pairs before you check with the class.
- If your students need extra practice, you may want to do the activities on page 25 of the Workbook in class. Exercise 3 could be done individually or in pairs. Exercise 4 could be done orally in class, and students could write it up for homework.

ANSWERS

1 He / She may / might / could have flu.
2 He must be tired.
3 They may / might / could be Mexican.
4 He / She can't be angry.
5 She must be ill.
6 He may / might / could be a surgeon.

Exercise 4

- Read through all the vocabulary with the class and make sure that students understand it.
- Read the example opinions and then elicit some more opinions about acupuncture.
- In pairs, students discuss the topics.
- Ask some students to report back to the class on what they and their partner agreed and disagreed about.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and then compare with another fast finisher and see if they have described the same photos.

More practice

Workbook page 25

Language focus reference and practice, Workbook pages 86–87

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ *may, might, could, must, can't*

I can talk about things that are possible or certain.

3

1 **Study the modal forms in blue in sentences 1–5. Then choose the correct options in the rules.**

1 The stings must hurt.
2 This fish therapy could be more effective than creams and drugs.
3 Some people may find it difficult to believe.
4 They can't be imaginary.
5 It might be good for you.

RULES

a We can use *may*, *might* and *could* to express **possibility** / **ability**.
b We use *must* and *can't* when we ***are*** / ***aren't*** certain about things.
c We **do** / **don't** use *to* after a modal verb.

More practice ⇨ Workbook page 25

In Europe, we've become more interested in alternative treatments like these in recent times, but Chinese practitioners have been using methods like apitherapy for thousands of years. The Ancient Greeks also understood the benefits of using animals to cure or improve certain medical problems. [2]___ They also believed that dogs could help cure certain illnesses.

This form of zootherapy is still popular. The patients of modern zootherapists spend time with domestic animals such as dogs and donkeys. It's particularly effective for people suffering from depression or loneliness. [3]___ The scientific reasons for this aren't 100% clear, but it seems that if we have contact with friendly, gentle, calm animals, we also become friendlier, gentler and calmer.

Some people may find it difficult to believe that these unusual treatments work. [4]___ The doctors say that the positive effects of animal treatments are so clear that they can't be imaginary, as some people suggest. So, if in the future, your doctor wants to treat you with a dog, some fish or some bees, don't be surprised – it might be good for you!

2 **Choose the correct words.**

1 You're improving. Perhaps you **might** / **can't** play in the school team one day.
2 Her leg **can't** / **might** be broken. She can still walk.
3 That experiment **must** / **may** work, but I'm not totally confident.
4 The treatment **could** / **must** be good. All the patients are better.
5 The weather is bad, but with luck it **can't** / **might** change.
6 Acupuncture **might** / **must** help you. I'm not sure, I've never tried it.

3 **Make sentences using the modal verbs in exercise 1 and the words in brackets. Then compare your answers with a partner.**

Sarah is crying. (in pain)
She may be in pain.

1 Your friend looks ill. (flu)
2 Richard is asleep. (tired)
3 They are speaking Spanish. (Mexican)
4 The teacher is laughing. (angry)
5 Lucy has gone to hospital. (ill)
6 Andy works in a hospital. (surgeon)

4 **ACTIVATE** **Exchange opinions about topics 1–6 using the phrases in the box and the modal verbs in exercise 1.**

be fun be effective relax you be healthy
be good exercise be boring be difficult
be a good idea hurt

1 acupuncture
2 doing a triathlon
3 smoking
4 being with pets
5 doing yoga
6 research into the causes of arthritis

I think that acupuncture might be effective.

It must hurt.

Finished?

Choose five photos in your Student's Book and write sentences with the modal verbs in exercise 1. Then swap with a partner and guess which photos they have described.

I think the man might be eighty years old. He must be fit. (page 32)

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VOCABULARY AND LISTENING ● Phrasal verbs

I can talk about a healthy lifestyle.

1 Match the phrasal verbs in blue in *The eight-point health plan* with synonyms a–h.

a start
b visit
c reduce
d exercise
e recover from
f disconnect
g not have
h stop

The eight-point health plan

1. Give up smoking.
2. Cut down on sugar.
3. Go without a dessert sometimes.
4. Take up a hobby or sport.
5. Work out in a gym once a week.
6. Turn off your TV and computer more often.
7. Call on family and friends frequently.
8. Talk to people. It can help you to get over problems.

STUDY STRATEGY ○ Previewing the questions

2 Before you listen, read exercises 3 and 4 carefully and underline key words. This will help you to understand the dialogue more easily. It will also help you to focus on the answers while you are listening.

3 1.38 Read the introduction to the *Live longer, live better* article. Then listen. What is a *centenarian*?

4 1.38 EGZAMIN Listen again and write *true* or *false*.

1 The Japanese lady hasn't stopped working.
2 James has to take up waterskiing.
3 Some of the people in the article smoke.
4 We should all give up chocolate.
5 Sharing your problems helps you to feel good.
6 All of the people have a similar attitude to life.

5 ACTIVATE Work in groups. Talk about how you could improve your lifestyles. Think about the topics in the box and use the phrasal verbs in exercise 1.

sport and exercise work social life
family food bad habits

I don't do much exercise.

Why don't you take up basketball or swimming?

Live longer, live better

How can you live longer? This week's special feature looks at super centenarians from around the world.

Zdrowie • **Rozumienie ze słuchu** *Prawda / Fałsz*

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VOCABULARY AND LISTENING ● Phrasal verbs

I can talk about a healthy lifestyle.

3

Aims

- Learn phrasal verbs about health and lifestyle.
- Read an eight-point health plan.
- Listen to a conversation about living longer.
- Learn how to prepare for listening tasks.

Warm-up (2–3 minutes)

- With books closed, write *health* and *lifestyle* on the board and elicit or teach the meanings.
- Ask: *How can your lifestyle affect your health?* Elicit some ideas.
- Ask: *How can you change your lifestyle to make you healthier?* Elicit a range of ideas.

Exercise 1

- Read the eight-point health plan together and see if any of the students' ideas from the warm-up are mentioned.
- Students match the phrasal verbs with their synonyms.

ANSWERS

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

Exercise 2

- Elicit any strategies students have for doing listening activities.
- As a class, read through the study strategy tip. Ask if anyone prepares for listening in this way. Emphasize that preparing to listen can make the task significantly easier, as it helps to predict the types of information you need.
- Elicit the task type for which students have to be particularly careful (true / false) and ask why (some of the statements are false, so students may not hear these words or ideas in the recording). Point out that the ideas in the statements might not be expressed in the same way as those in the recording.
- Remind students that they will hear a listening task twice, so it is a good idea to prepare well, listen and make notes on the first listening, and then use the second one to confirm or fill in any doubtful answers.

Exercise 3 1.38 Tapescript page T130

- Focus on the photos and the title *Live longer, live better.* Ask *How old do you think the people are? What are they doing?*
- Ask students to read the introduction to the article. Elicit suggestions as to what a *centenarian* might be. Remind students to listen for general understanding, and to pick out the meaning of the word.

ANSWER

A centenarian is a person who is over a hundred years old.

Exercise 4 1.38

- Look at the statements and tell students they should prepare to listen by following the advice in the study strategy. Give them some time to read the statements and underline key words.
- Compare key words as a class and discuss the students' suggestions. In a **weaker class**, draw attention to words like *all* and negative statements, and make sure students have read and understood each complete statement, as well as identifying the key words.
- Get feedback after the second listening. Find out if most students are confident, or if they would like to listen again before checking answers.

ANSWERS

1 True. 2 False. 3 False. 4 False. 5 True. 6 True.

Exercise 5

- Read the items in the box together and make sure everyone understands *social life* and *bad habits* by eliciting explanations and / or examples from the class.
- Put students in groups of three or four to discuss how they could improve their lifestyles.
- Go round listening and monitoring for any recurring mistakes with phrasal verbs for a quick error correction exercise at the end of the lesson.

Optional activity: Listening

Dictate these questions to the class or write them on the board.

1 How old is the man on water skis?
2 Can James eat some chocolate?
3 Where do the old people spend a lot of time?
4 What do they talk to their friends and family about?
5 What is James going to try?

Put students into pairs and ask them to discuss the answers to the questions from memory.

Play the CD again, pausing to allow students to check and complete their answers.

ANSWERS

1 He's a hundred.
2 Yes, he can.
3 They spend a lot of time outside.
4 They talk about their problems.
5 He's going to try smiling more.

Communicative competence

This activity will help improve students' listening skills.

More practice

Workbook page 26

Online Teacher's Photocopiable Resources: Vocabulary

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ● Past modals

I can speculate about the past.

3

Aims

- Learn the use of *must have, can't have, could have* and *might have* to speculate about the past.
- Practise speculating about the past using past modals.

Warm-up (2–3 minutes)

- With books closed, ask students to remember how we express possibility in the present. Give them some scenarios and elicit sentences using *may*, *might*, *could*, and *must*, *can't*. For example, say: *Joe's doing his driving test after only three lessons.* (He can't be ready / must be very confident.) *Look, it's getting cloudy.* (It may / might rain this afternoon.), etc.
- Tell students they are going to learn how to express possibility in the past.

Exercise 1

- Students read the sentences and answer the questions.
- Check answers and remind students what past participles are.

ANSWERS

a must, can't, could / might **b** have

LANGUAGE NOTE Point out that in these past modals, *have* is used as an auxiliary verb as in the perfect tenses.

More practice

Workbook page 27

Exercise 2

- Remind students that some verbs have irregular past participles. Tell them to look up any they are not sure of in the irregular verbs list on page 119 of the Workbook.
- Allow students time to compare their answers in pairs before you check with the class.

ANSWERS

1 They could have been seventy years old.
2 He can't have been a hundred years old. He was still working.
3 She might have cut down on chocolate.
4 He must have worked out a lot.
5 She could have gone without dessert.
6 They might have taken up basketball.

Exercise 3

- Students complete the sentences with the correct modals.
- Check answers by asking some students to read out their sentences and asking the class to say whether they are correct or not.

ANSWERS

1 might **2** must **3** could **4** can't **5** must **6** can't

Exercise 4

- Read the example as a class. Then put students in pairs to speculate about the situations. In a **weaker class**, do a few more together and discuss them first. Establish that *might*, *could* and *must* are largely interchangeable; it depends on your level of certainty.

ANSWERS

1 She might / could / must have been ill.
2 He might / could / must have received some good news.
3 He might / could / must have taken up tennis.
4 He might / could / must have had an operation.
5 He might / could / can't have cut down on sugar.
6 She might / could / must have given up smoking.

LANGUAGE NOTE Point out to students that the emphasis they put on the modals can change the meaning of what they say. Extra stress on the modal in *can't / must have* implies that they are more sure of what they are saying. Conversely, added stress on the modal in *might / could have* implies an element of doubt.

Exercise 5 1.39 Tapescript page T130

- Read the instructions and check that students understand. Play the first dialogue for students to listen, then pause and elicit speculation from the class.
- In a **weaker class**, pause after each one and speculate together. In a **stronger class**, play the other dialogues and encourage students to discuss in pairs before sharing with the group.

POSSIBLE ANSWERS

1 They must have been burgled.
2 They must have been on holiday.
3 He could have left his essay on the bus.
4 He must have hit the man.
5 He must have got a part in a play.

Exercise 6

- Put students into groups of three or four. Encourage them to come up with several ideas for each picture. In a **weaker class**, encourage students to make notes to help them contribute in the whole-class feedback stage.
- In a **stronger class** you could set this as a contest to see which group can come up with the most complex and imaginative speculations for each situation.
- Circulate and monitor, noting any recurrent mistakes with past modals for an error correction exercise at the end.
- Bring the groups together to share ideas as a class. Have a vote on the most likely and the most fanciful speculations.
- Hold a brief error correction session if you have noticed persistent errors, otherwise use this activity to focus on fluency and confidence building.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

More practice

Workbook page 27
Language focus reference and practice, Workbook pages 86–87
Online Teacher's Photocopiable Resources: Language focus

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Past modals

I can speculate about the past.

3

1 Study the modal forms in blue in sentences 1–4. Then answer questions a and b.

1 She must have had a healthy lifestyle. She lived until she was a hundred.
2 He can't have done a lot of exercise. He's not very fit.
3 She could have given up eating so much junk food. She's lost a lot of weight.
4 My grandad might have smoked when he was young. More people smoked in those days.

a Which of the past modal verbs ...
... expresses a strong probability that something was true?
... expresses a strong probability that something was not true?
... expresses a possibility that something was true?

b When we speculate about the past, we make sentences with a modal verb + ___ + past participle of the main verb.

More practice ⇨ Workbook page 27

2 Rewrite these sentences in the past form.

She must live in the USA.
She must have lived in the USA.

1 They could be 70 years old.
2 He can't be a hundred years old. He's still working.
3 She might cut down on chocolate.
4 He must work out a lot.
5 She could go without dessert.
6 They might take up basketball.

3 Choose the correct words.

1 James couldn't finish the long-distance race. He **might** / **can't** have had an injury.
2 My grandma played tennis until she was 80. She **can't** / **must** have been very fit.
3 I'm not sure who phoned. I missed the call. I suppose it **must** / **could** have been my sister.
4 Sophia is early today. She **must** / **can't** have overslept.
5 Jacob looks upset. He **must** / **can't** have done badly in the test.
6 Elena is away on holiday at the moment. You **can't** / **could** have seen her yesterday.

4 Work in pairs. Take turns reading and responding to situations 1–6 using past modals and the words in brackets.

1 Sally wasn't at school yesterday. (be ill)
2 Bob looks pleased. (receive some good news)
3 Fred was heading for the tennis court and he was carrying a sports bag. (take up tennis)
4 Max has been in hospital for a long time. (have an operation)
5 Pete put sugar into his tea. (cut down on sugar)
6 Michelle has taken up sport and she looks much fitter. (give up smoking)

Sally wasn't at school yesterday.

She might have been ill.

5 1.39 Listen to five dialogues and speculate about what has happened. Use past modals to give your reasons.

6 ACTIVATE Work in groups. Look at the photos and speculate about the situation. Think about what has happened and why. Use past modals to give your reasons. Then tell the rest of the class.

Finished?

Imagine life in ancient times. Write sentences about people's lives, diets and health using past modals.

The Romans must have been sociable because they had baths together.

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SPEAKING ■ Exchanging opinions

I can exchange opinions with other people.

1 Look at the photo. What are the posters campaigning against?

2 1.40 Listen to the dialogue. Which poster has got the clearest message?

Marie Hi, Dean. Have you seen these?
Dean No, what are they?
Marie They're posters for an anti-drugs campaign. All the students in the school have to say which one's best, and why.
Dean Oh, OK. Well, that one's only got text. To be really effective, it should definitely have a photo. What do you think?
Marie I can't really decide, but I suppose the one with the photo has got a clearer message. Do you agree?
Dean I'm not sure about that. I reckon it should be more positive. Of course the message must be clear, but it shouldn't try to scare us.
Marie Mmm. You might be right.

3 1.41 Listen to the key phrases. Which phrase expresses a strong opinion? Practise the dialogue.

KEY PHRASES ○ Exchanging opinions

It should definitely ...	Do you agree?
What do you think?	I'm not sure about that.
I can't really decide, ...	I reckon it should be more ...
I suppose ...	You might be right.

Language point: *should, must, have to*

4 Look at sentences 1–5 and read the rules. Then change the words in blue using your own ideas.

1 You shouldn't smoke. It's dangerous.
2 You mustn't take drugs. It's illegal.
3 You don't have to diet. It isn't healthy.
4 You have to give your opinion.
5 The message should be clearer.

○ RULES

a We can use *must / have to* to express obligation.
b We use *should / must* to express advice.
c We use *mustn't* to express prohibition.
d We use *don't have to* to express a lack of obligation.

More practice ⇨ Workbook page 27

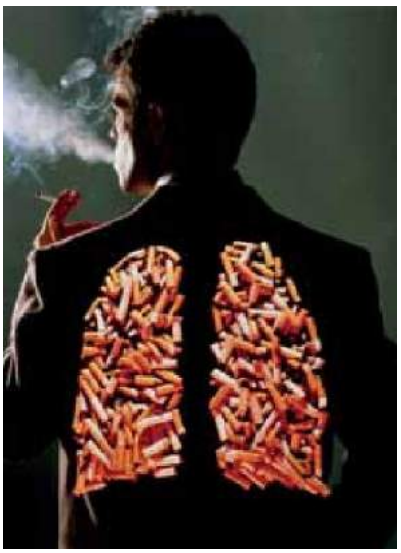
Pronunciation: Weak forms ⇨ Workbook page 98

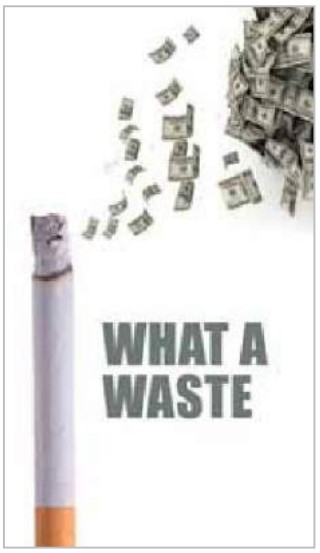
5 Work in pairs. Talk about opinions 1–4. Use the key phrases in exercise 3.

1 We have to use animals to test drugs.
2 We mustn't create clones of humans.
3 Drugs should be made legal.
4 Cigarettes must be made illegal.

6 ACTIVATE Look at the anti-smoking posters. Prepare a new dialogue about the posters with a partner. Use the adjectives in the box and the key phrases in exercise 3. Practise your dialogue. Then change roles.

weak clear clever direct strong subtle





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SPEAKING ● Exchanging opinions

I can exchange opinions with other people.

3

Aims

- Listen to a conversation in which people exchange opinions.
- Learn key phrases for exchanging opinions.
- Learn how to use *should, must, have to*
- Practise exchanging opinions.

Warm-up (3–4 minutes)

- With books closed, see how many suggestions for a healthy lifestyle students can remember from the eight-point health plan on page 32.
- Ask where students come across advice about health. Elicit suggestions for how the government and schools can communicate with young people about health issues, e.g. TV advertising and posters.

Exercise 1

- Focus on the photo. Ask: *What are Marie and Dean looking at? What do the posters show?* Elicit ideas and then ask: *Which poster do you prefer? Why?* Elicit a range of opinions.

ANSWER

They are campaigning against drugs.

Exercise 2 1.40

- In a **stronger class**, tell students to cover the dialogue and just listen. Play the CD once and ask whether Marie and Dean agree about the posters.

ANSWERS

Marie thinks the poster with the photo has a clearer message, but Dean prefers the poster with a more positive message.

Exercise 3 1.41

- Play the CD and ask students to listen to the intonation, and try to copy it when they practise the dialogue themselves.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Students practise the dialogue in pairs.

ANSWER

It should definitely … expresses a strong opinion.

Exercise 4

- Read the sentences and the rules with the class. Make sure that students understand *advice* (a suggestion about what somebody should do in a particular situation), *obligation* (something you must do because you have promised, or because of a law or a rule) and *prohibition* (a law or a rule that stops something being done or used).
- In a **weaker class**, ask students to work in pairs to create new sentences.

LANGUAGE NOTE Students often confuse *mustn't* and *don't have to*. They may use *mustn't* incorrectly for a lack of obligation: ~~*You mustn't pay – it's free*~~. They may also use *don't have to* incorrectly for prohibition: ~~*You don't have to use your mobile phone in class – it's against the rules.*~~

More practice

Workbook page 27

Pronunciation: Weak forms

Workbook page 98

Exercise 5

- Read the four statements with the class. Elicit opinions about the first statement, and encourage students to use key phrases from exercise 3.
- Ask some students to report back on whether they and their partner agreed or disagreed.

ANSWERS

Students' own answers.

Exercise 6

- Read through the adjectives in the box and check students understand them. Model pronunciation of *subtle*.
- Focus on the anti-smoking posters and elicit some ideas from the class.
- When students have completed their dialogues, ask them to practise them with a partner, then ask them to swap roles and practise again. Do not interrupt students or correct them at this stage, but monitor and note down any common errors.

ANSWERS

Students' own answers.

Optional activity: Communication

Ask students to work in pairs and prepare a poster against using animals to test cosmetics.

Collect the posters in. Put students into groups of four and give each group two posters, but not the ones they made themselves.

Ask students to discuss in their groups which poster they prefer and why.

Monitor and encourage students to use the key phrases from exercise 3 and the adjectives from exercise 6.

Ask each group to report back on which poster they prefer. Discuss as a class which is the best poster overall, and why.

Sense of initiative and entrepreneurship, Cultural awareness and expression, Social and civic competences

This activity will help students use their own initiative and decision-making skills during the planning, organization and management of their work. It will also help them express their opinions and work in a cooperative manner.

More practice

Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 3, Online Test Bank

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WRITING ● A discussion essay

I can write a discussion essay.

3

Aims

- Study a model discussion essay.
- Learn key phrases for a discussion essay.
- Learn about discourse markers.
- Write a discussion essay.

Warm-up (3–4 minutes)

- With books closed, write *animal testing* on the board and elicit the meaning. Ask: *Do you think we should test on animals for medical research?* Elicit some opinions.
- Write *For* and *Against* on the board and list arguments under the two headings as students give them.
- Tell students they are going to learn how to present arguments for and against in a discussion essay.

Exercise 1

- Students read the model text and answer the questions.

ANSWERS

1 The writer is against animal testing except in some circumstances.
2 Yes, the writer gives both sides of the argument.
3 There are two arguments for animal testing: new drugs and medical techniques cannot be tested on humans; it's more efficient because animals mature faster than humans.
4 The writer's personal opinion is that he / she is not in favour of animal testing and that he / she believes there should be stricter controls.

Exercise 2

- In a **weaker class**, allow students to find the key phrases in the text. In a **stronger class**, encourage students to complete them from memory.
- If necessary, ask students to translate the phrases into their own language.

ANSWERS

1 for 2 against 3 arguments 4 other 5 in 6 favour

Exercise 3

- Focus on the table and words in the box to make sure that students understand everything. Elicit an example of one contrasting discourse maker and one summarizing.
- Students copy and complete the table.
- Check answers.

ANSWERS

Adding: in addition, furthermore, also, what's more
Contrasting: although, but, however, on the other hand, even though
Summarizing: all in all, to sum up, in conclusion

Exercise 4

- Students can work in pairs to choose the correct words.

ANSWERS

1 In addition 2 Although 3 What's more 4 However
5 On the other hand 6 all in all

Exercise 5

- Read the task with the class.
- Students think and plan their essays individually.
- Students write their essays. This can be set for homework.
- Tell students to check their work, and check they have used paragraphs and discourse markers correctly, and have used *may, might, could* and *should* correctly.
- When marking writing activities give feedback on appropriate style and coherence of the text as well as on accuracy.
- Use correction codes rather than writing corrections on students' work (for more details on codes to use, see page T51, exercise 4). Allow students time to correct the mistakes themselves, using the codes.

More practice
Workbook page 29

End-of-unit activities

Progress review

Workbook page 30

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension
Drama: Doctor on the plane

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WRITING ■ A discussion essay

I can write a discussion essay.

3

1 Read the model text and answer the questions.

1 Is the writer for or against animal testing?
2 Does the writer give both sides of the argument?
3 How many arguments are there for animal testing?
4 Which opinions in the text are the writer's own point of view?

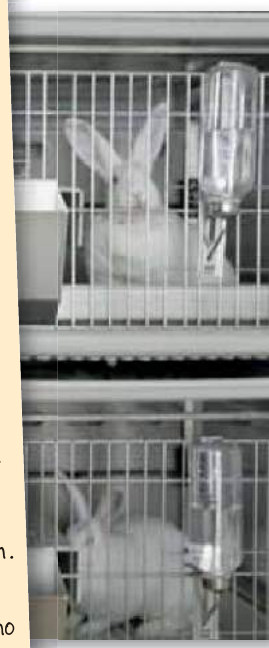
Are you for or against using animals for medical research? Explain your answer.

1 At the moment, it is legal in some countries to use animals for medical research. Many people think we should ban animal testing, although there are arguments both for and against this practice.

2 One of the arguments for using animals to test new drugs and medical techniques is that we cannot test them on humans. Animal experiments have helped to develop many drugs and medical procedures, like transplants. In addition, animal testing is efficient because animals mature faster than humans.

3 On the other hand, many people argue that animal testing is cruel. Also, they say that we should not test non-essential products like shampoos and cosmetics on animals because there is already enough information.

4 All in all, I am not in favour of animal testing, but it is necessary when there is no alternative. I believe that there should be stricter controls on research and experiments and scientists should develop computer models to replace animal testing.



2 Complete the key phrases. Then read the model text and check.

KEY PHRASES ○ Presenting arguments

There are arguments both [1]___ and [2]___ ...
One of the [3]___ for ... is ...
In addition, ...
On the [4]___ hand, ...
All [5]___ all, ...
I am (not) in [6]___ of ...

Language point: Discourse markers

3 Which words or phrases in the box can you use to replace the phrases in blue in the text? Complete the table.

furthermore but also to sum up
what's more in conclusion however
on the other hand even though

Adding	Contrasting	Summarizing
in addition	*although*	*all in all*

4 Choose the correct words in sentences 1–6.

1 This experiment is dangerous. **In addition** / **To sum up**, it's expensive.
2 **Although** / **Also** she was tired, she helped us.
3 You need to work out. **On the other hand** / **What's more**, you need to change your diet.
4 The operation is dangerous. **In conclusion** / **However**, there is no alternative.
5 You can have an operation. **On the other hand** / **All in all**, you could try acupuncture.
6 I've got your test results and **all in all** / **although** you have done quite well.

5 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Write a discussion essay with this title:
Are you for or against vegetarianism?
Explain your answer.

B THINK AND PLAN

1 What's the situation at the moment?
2 What arguments for and against vegetarianism can you think of?
3 What's your personal opinion? Why?

C WRITE

Paragraph 1: Introduction
At the moment, it is ...
Paragraph 2: Arguments for
One of the arguments for ...
Paragraph 3: Arguments against
On the other hand, ...
Paragraph 4: Conclusion
All in all, ...

D CHECK

• paragraphs • discourse markers
• *may, might, could, should*

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1 Work in pairs. Describe the photos. What activities could you do in each place? Do you like / dislike the activities?

2 Check the meaning of the words in blue and then read what the people say. Match the addictions in the box with the people.

alcohol cigarettes social networking drugs

Alice: 'It was expensive, my clothes smelt of smoke and it was really bad for my health. I gave up when I discovered patches. You put these on your skin and they take away the nicotine craving. Life is so much better now that I'm a non-smoker.'

John: 'Somebody gave me a cigarette at a party. I didn't realize that there was more than tobacco inside. It led to harder stuff and soon I was completely addicted. Eventually, I went into rehab and now I'm clean again.'

Tom: 'It changes your behaviour. You become aggressive and really unpleasant to be with. If you reach this state, you have to stop completely. You can never have a drink again.'

Michael: 'People told me I was an addict, but I didn't believe them. I became irritable and unsociable and spent hours in my room. In the end my parents took away my computer.'

3 Complete the advice for staying healthy. Use the verbs in the box. Which of the advice do you follow?

join cut eat relax keep get do drink

1 ___ down on fast food like burgers and chips.
2 ___ a healthy diet with plenty of fruit and vegetables.
3 ___ regular sport.
4 ___ plenty of water.
5 ___ fit! 6 ___ a gym or try a new sport.
7 ___ plenty of fresh air and plenty of sleep.
8 ___! Take the stress out of your life!

4 **EGZAMIN** **Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Uzupełnij luki (1–4) w tekście zdaniami podanymi poniżej (a–e), tak aby był on spójny i logiczny. Wpisz odpowiednie litery w luki. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

There are no real rules for living a healthy life. However, people living in Okinawa in Japan seem to have got things right. [1]___ In addition, people live longer and have a better quality of life. There are various reasons for this. [2]___ Another is the environment. However, the diet in Okinawa also plays an important role. So, how is the diet in Okinawa different from ours? In general, it is low in fat, sugar and salt. [3]___ They also eat a lot of fish. But there is another important difference between the diet in Okinawa and in many other countries. [4]___ Their approach is to eat only until they are 80% full, in contrast to people in Europe who often continue eating even when they have had too much.

a On average, the people eat less and consume fewer calories.
b Most of the people eat whatever they want.
c Here, the death rate from serious diseases like heart disease is lower than in any other part of the world.
d People eat low calorie food that is full of nutrients, such as seaweed and soy products.
e One of them, of course, is genetics.

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Tematy

- Zdrowie

Aims

- To revise the vocabulary and language of Unit 3.
- To provide practice of exam-type tasks.

Warm up (2 minutes)

- With books closed, write *Healthy Lifestyle* on the board and elicit what it means.
- Put students into pairs to discuss the important elements of a healthy lifestyle. Share answers as a class.
- Ask: *Why is it important to be fit and healthy?* Elicit answers. Encourage as many students as possible to contribute.

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each photo. Encourage as many students as possible to contribute to building up the descriptions. In a **stronger class**, encourage full sentences and interpretation of the scenes.
- Read the questions together. Students discuss their answers in pairs.
- Bring the class back together to share ideas.

ANSWERS

Students' own answers.

Exercise 2

- Read the words in the box together and elicit whether they are things that are good or bad for you. If students are in doubt about social networking, elicit reasons why it could be unhealthy. Point out that the instructions refer to *addictions*. Explain or elicit that an addiction is a habit that someone is unable to control.
- Focus on the words in blue. In a **weaker class**, ask students to check the meanings in their dictionaries. In a **stronger class**, ask students to look at the words in context and try to guess their meaning from the words around them.
- Check the definitions. Elicit the parts of speech, and an explanation, translation or example for each word.
- Students work in pairs to match the people's statements with the addictions in the box.

ANSWERS

Alice: cigarettes
John: drugs
Tom: alcohol
Michael: social networking

Exercise 3

- Students work in pairs to complete the advice. In a **stronger class**, elicit the collocations when checking answers. In a **weaker class**, allow students to look back at Student's Book page 32 to revise the phrasal verbs.
- Check answers with the class. Find out how many of the rules students follow, and who is the healthiest in the class.

ANSWERS

1 Cut **2** Eat **3** Do **4** Drink
5 Keep / Get **6** Join **7** Get **8** Relax

Exercise 4 EGZAMIN Rozumienie tekstów pisanych *Dobieranie*

- Read the task with the class and make sure everyone understands what to do. Remind students that there is one sentence that doesn't fit any of the gaps.
- Remind students that the best way to approach this kind of task is to read the text through once, ignoring the gaps, to get a general understanding of what it is about.
- Give students a time limit for this first reading. When the time is up, elicit the topic of the text from the class.
- Now tell students to read the missing sentences carefully. Don't allow them to check vocabulary at this stage. Encourage students to use strategies for guessing meaning from context, and using logic to help them find the answers. Remind them that they can use the context of the parapraphs, and also the structure of the sentences around the gap to give them clues about what kind of information is missing.
- Students do the task individually. Remind them to check the unused sentence at the end. They should try it in each gap, and make sure it doesn't fit better than the sentence they have chosen there.
- When checking answers, elicit the clues and structures that helped students to choose the right answers. Talk through each gap and make sure that, if students made any errors, they can analyse what they did wrong.

ANSWERS

1 c **2** e **3** d **4** a

Exercise 5 EGZAMIN Znajomość środków językowych *Dobieranie*

- Read the instructions with the class and make sure everyone understands what to do.
- Ask students to suggest strategies for this kind of exam task. Accept sensible answers and explain that different techniques work for different people. A **stronger class** can attempt the task under exam conditions.
- In a **weaker class**, suggest that students try the following strategy: ask them to read through the text and decide what kind of information is missing, and what part of speech is required.
- Then students can look at the words in the box, and complete word families for them.
- Now students look back at the text and work with the context to see which of their new words fits the meaning. Remind them that there is one word in the box that they don't need. Tell them to reread the completed text carefully to make sure they have got the correct word, and that the whole thing flows and sounds right.
- Check answers as a class.

ANSWERS

1 building **2** the most peaceful **3** treatments
4 first **5** extremely

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Exercise 6 EGZAMIN Rozumienie ze słuchu *Dobieranie* 1.42 Tapescript page T130

- Write *cloning* on the board and elicit the meaning. Briefly elicit what students remember about advances in cloning from the Health Quiz on Student's Book page 28.
- Read the exam task with the class and make sure everyone understands what they have to do.
- Tell students to prepare for listening by reading the sentences. Ask them to give an example for each statement. In a **weaker class**, allow students to discuss examples in pairs. Check students understand *interfere*.
- Students should listen twice, to match the speakers with the statements. Check answers as a class.

ANSWERS

1 d 2 a 3 e 4 b

Exercise 7 EGZAMIN Znajomość funkcji językowych *Wielokrotny wybór*

- Read through the exam task with the class.
- Point out that you should read all the options you are given before deciding which one to choose. Allow students time to read the situations and options carefully. Point out that you should read all the options you are given before deciding which one to choose. Allow students time to read the situations and options carefully.
- In a **weaker class**, check that students understand the options by giving or eliciting translations.
- In a **stronger class**, you could ask students to translate the situations into English, and discuss in pairs what other reactions might be appropriate.
- Students work individually to choose the best phrases for the situations. In a **stronger class**, or if you have **fast finishers**, ask them to write another situation and three options similar to those in the task. They can swap with a partner to choose the correct response.
- Check answers as a class.

ANSWERS

1 a 2 a 3 c

Exercise 8 EGZAMIN Wypowiedź pisemna *E-mail*

- In a **weaker class**, read through the exam question with the class. Remind students that they should prepare their answer by writing brief notes.
- In a **stronger class**, you could ask students to complete this exercise under exam conditions.
- Give students a specified amount of time to complete the writing task. Tell them you will inform them when they are halfway through, and when they have five minutes left.

Exercise 9

- When students have completed their emails, draw their attention to the checklist and tell them to check their work.
- Give them five minutes to check and improve their writing.
- Explain to students how points are allocated for writing tasks in the exam, and that they should be aware of this while checking through their work.
- If there is time, ask students to swap their work with a partner and use the exam mark scheme to mark each other's work. Discuss the results and tell students to make a note of weaker areas, so that they can focus on them next time.

Optional activity: Listening

Dictate the following questions or write them on the board. Tell students they are going to listen to the four speakers in exercise 5 again. They should listen and identify which speaker …

a says there have been problems with experiments.

b trusts scientists.

c thinks science is potentially dangerous.

d says cloning already exists in nature.

ANSWERS

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

Communicative competence

This activity will help your students to interpret listening texts in detail.

Optional activity: Reading

Dictate the following questions or write them on the board. Students can work in pairs to find the answers in the text in exercise 4. Remind them that the answers might be in the cut sentences as well as in the main text.

1 What three examples does the text give of the healthy lifestyle in Okinawa?
2 What, according to the text, are the three main factors that affect people's health and how long they live?
3 What do people outside Okinawa eat a lot of?
4 What do people in Okinawa eat a lot of?
5 What habit helps people in Okinawa to eat less than people in other countries?

ANSWERS

1 lower rate of heart disease, people live longer and have a better quality of life
2 genetics, environment and diet
3 fat, sugar and salt
4 seaweed, soy products and fish
5 they stop eating when they are 80% full

Communicative competence

This activity will help your students to understand reading texts in detail.

More practice
Workbook page 74

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5 **EGZAMIN** **Przeczytaj tekst obok i uzupełnij go, wpisując w każdą lukę (1–5) jeden wyraz z ramki we właściwej formie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.**

extreme build peaceful treat one stay

To: Lizzie
From: Helen

Dear Lizzie

I'm at a health spa with my cousin and I'm really enjoying it. The spa is in a lovely old eighteenth century [1]___ in the countryside and it's surrounded by beautiful gardens. It's one of [2]___ places I've ever been to. You can have lots of alternative [3]___ here, such as acupuncture and aromatherapy. I'm also doing a yoga class. It was the [4]___ time I'd done yoga so I was a bit nervous. But now I feel more confident and I'm really enjoying it. The food here is healthy and the staff are [5]___ friendly. I definitely recommend this place!

Love,
Helen

6 1.42 **EGZAMIN** **Usłyszysz dwukrotnie wypowiedzi czterech osób na temat klonowania. Na podstawie informacji zawartych w nagraniu przyporządkuj każdej wypowiedzi odpowiadające jej zdanie (a–e). Wpisz właściwe litery w kratki (1–4). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego z rozmówców.**

a It's best not to interfere with nature.
b Science can learn from nature.
c It's never likely to happen.
d The experts know best.
e We have to consider the risks.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

7 **EGZAMIN** **Do każdej z opisanych sytuacji (1–3) dopasuj właściwą reakcję. Zakreśl literę a, b lub c.**

1 Bierzesz udział w dyskusji na temat eksperymentów na zwierzętach. Kolega podaje argument, z którym częściowo się zgadzasz. Co powiesz?
a You might be right.
b I'm not sure about that.
c I totally agree with you.

2 Koleżanka uważa, że roboty potrafią operować tak dobrze jak ludzie. Nie zgódź się z jej opinią.
a I don't think that's true.
b That's one of the reasons.
c It isn't really necessary.

3 Dyskutujecie z kolegą na temat terapii genowej. Jak rozpoczniesz dyskusję?
a Yes, I suppose that's a good idea.
b On the other hand, it may save lives.
c I think there are arguments both for and against.

8 **EGZAMIN** **Wstąpiłeś / Wstąpiłaś do organizacji, która jest przeciwna eksperymentom na zwierzętach i rozpoczęła kampanię. Napisz e-mail do koleżanki, w którym:**

- opowiesz o organizacji, do której wstąpiłeś / wstąpiłaś;
- opiszesz narysowany przez siebie plakat, nawołujący do zaprzestania eksperymentów na zwierzętach;
- zachęcisz koleżankę do przyjścia na spotkanie organizacji.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

9 **When you have finished follow this checklist:**

- Czy uwzględniłeś / uwzględniłaś w wypowiedzi wszystkie informacje określone w poleceniu i czy zostały one rozwinięte?
- Czy tekst mieści się w przedziale 50–100 słów?
- Czy użyłeś / użyłaś różnorodnego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś tekst pod kątem błędów gramatycznych, interpunkcyjnych i ortograficznych?

Zdrowie, Nauka i technika • **Rozumienie ze słuchu** *Dobieranie* • **Znajomość funkcji językowych** *Wielokrotny wybór* • **Znajomość środków językowych** *Dobieranie* • **Wypowiedź pisemna** *E-mail*

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4

Let's go!

Start thinking

1 What is your favourite kind of holiday?
2 What kind of space tourism exists today?
3 Where can you get tourist information about your area?

Aims

Communication: I can ...

- talk about holiday plans.
- understand a text about travel.
- talk about future plans and predictions.
- understand a travel announcement.
- talk about travel arrangements.
- ask for and give information.
- write about plans for a visit.

Exam preparation Page 46

Podróżowanie i turystyka

- **Rozumienie ze słuchu:** *Dobieranie*
- **Rozumienie tekstów pisanych:** *Dobieranie*
- **Znajomość funkcji językowych:** *Wielokrotny wybór*
- **Znajomość środków językowych:** *Dobieranie*
- **Wypowiedź pisemna:** *E-mail*

English Plus Options

+ Extra listening and speaking
Buying a coach ticket
Page 99

+ Curriculum extra
Physics and chemistry: Satellites and spacecraft
Page 107

+ Culture
Volunteer holidays
Page 115

+ Cumulative review
Starter – Unit 4
Page 123

VOCABULARY AND LANGUAGE FOCUS

Travel: nouns

I can talk about holiday plans.

1 Match the words in the boxes. How many compound nouns can you make? Then look at the *My Dream Holiday* quiz and compare the compound nouns with your list. How many more did you make?

luxury hotel, luxury accommodation

luxury guide return	equipment flight book
sun diving mosquito	break ticket trip hotel
long-haul five-star	net accommodation
day city	cream

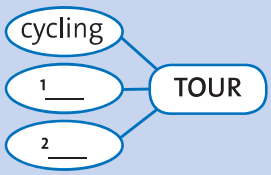
2 Write definitions for six of the compound nouns in exercise 1. Work in pairs and test your partner.

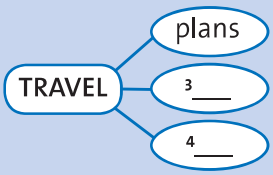
You use this to find information about a place. — *Guidebook?*

3 Do the *My Dream Holiday* quiz. Do you agree with the results? Why / Why not?

STUDY STRATEGY Extending your vocabulary

4 Add two nouns from the quiz to each list. Can you think of any other words which could go with these nouns? Compare your answers with a partner.





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4

Let's go!

Unit summary

Communication
I can …
talk about holiday plans.
understand a text about travel.
talk about future plans and predictions.
understand a travel announcement.
talk about travel arrangements.
ask for and give information.
write about plans for a visit.

Vocabulary
Core vocabulary:
Compound nouns: Travel: *city break, day trip, diving equipment, five-star hotel / accommodation, guidebook, long-haul flight, luxury hotel / accommodation, mosquito net, return flight / ticket / trip, suncream*
Verbs: travel: *board, book, come across, check in, fasten, set off, stop off, turn back*
Build your vocabulary: Travel words often confused

Language focus
be going to
will and *be going to*
Present simple and continuous for future
will for spontaneous decisions

English Plus Options
Extra listening and speaking: Buying a coach ticket (page 99)
Curriculum extra: Physics and chemistry: Satellites and spacecraft (page 107)
Culture: Volunteer holidays (page 115)
Cumulative review: Starter – Unit 4 (page 123)

Exam preparation
Tematy: Podróżowanie i turystyka
Zadania egzaminacyjne: Rozumienie ze słuchu *Dobieranie* Rozumienie tekstów pisanych *Wielokrotny wybór, Dobieranie* Rozumienie ze słuchu *Wielokrotny wybór, Dobieranie* Znajomość funkcji językowych *Wielokrotny wybór* Znajomość środków językowych *Uzupełnianie luk, Dobieranie* Wypowiedź pisemna *E-mail*

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 Students' own answers.
2 Current space tourism is limited to trips to the International Space Station run by the Russian Space Agency, costing over $20 million. Fewer than ten people have made the trip. Other companies are working on space flights, but they are not yet operating commercially.
3 Students' own answers.

Aims

- Learn compound nouns associated with travel.
- Complete a dream holiday quiz.
- Learn how to extend your vocabulary.
- Learn the use of *be going to* for plans and intentions.
- Practise using *be going to* to talk about plans and intentions.

Warm-up (2–3 minutes)

- With books closed, ask students where they usually go on holiday. Elicit some ideas.
- Write *Dream holiday* on the board and elicit the meaning.
- Ask: *What is your dream holiday?* Elicit a range of ideas from the class and write useful vocabulary on the board.

Exercise 1

- Read the instructions with the class and make sure students understand what a compound noun is (a noun which is made of two or more words or parts of words).
- Student pairs make as many compound nouns as possible, then read the text and compare it with their lists.
- Check answers and expand the list with any more compound nouns from the text.

ANSWERS

guidebook, return ticket / trip / flight, day trip, suncream, diving equipment, long-haul flight, five-star hotel / accommodation, city break, mosquito net, luxury hotel / accommodation

Exercise 2

- Read the example definition, and elicit a definition of *city break* (a very short holiday in a city) as a further example.
- Allow students time to write their definitions individually and then put students into pairs to test each other.
- Ask some students to read their definitions to the class. In a **stronger class**, check understanding by asking students to put the words into sentences.

ANSWERS

Students' own answers.

Continued on page T39

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Exercise 3

- Students complete the quiz individually; put them into pairs to compare their answers.
- Ask some students to tell the class about their partner's dream holiday.

ANSWERS

Students' own answers.

Exercise 4

- Elicit another combination with *tour*, e.g. *sightseeing*.
- Put students into pairs to continue writing new combinations. Point out that nouns other than those seen in exercise 1 will need to be used.

ANSWERS

1 sightseeing
2 guided
3 agent
4 brochures

Exercise 5

- Ask students to read the quiz again and say if it refers to the past, present or future (the future). Ask: *Does it talk about someone's plans?* (yes)
- Ask students to identify the verb forms that are used to talk about plans, and complete the sentences.

ANSWERS

1 'm going to
2 'm not going to
3 are, going to
4 Are, going to

Rule

1 **a** intentions
2 **c** plans

More practice
Workbook page 33

LANGUAGE NOTE In affirmative sentences with *be going to*, students may forget to include the appropriate part of *be*: ~~*I going to visit New York*~~.

In negative sentences, students sometimes use the auxiliary *do / does* instead of *be* to form the negatives: *She isn't going to come with us*. NOT ~~*She doesn't going to come with us*~~.

Exercise 6 2.08 Tapescript page T130

- In a **weaker class**, ask students to write their answers in pairs. In a **stronger class**, students write them individually.
- Tell students to use the first listening to make notes. Give them time to write sentences, then play the CD again for any answers they missed or were unsure of.
- Check answers as a class. Insist on full sentences.

ANSWERS

1 He's going to spend one week there.
2 He's going to travel with Charlie.
3 They're going to stay in a three-star hotel.
4 He's going to swim in the pool.
5 He's going to try diving.
6 They're going to travel there by coach.

Exercise 7

- Students work individually to read the email and write the sentences.

ANSWERS

1 Susie isn't going to have a skiing holiday.
2 She isn't going to fly to Rome.
3 Her brother is going to travel with her.
4 They're going to visit some galleries.
5 They aren't going to go to any museums.
6 Susie is going to take Mark to the shops.

Exercise 8

- Read the example with the class. Check students know how to form the short answer.
- Students ask and answer the rest of the questions.

ANSWERS

Students' own answers.

Exercise 9

- Read the example mini-dialogue with the class. Then elicit one or two more questions from the whole class using the words in the box as prompts.
- In a **weaker class**, allow students time to prepare some notes and questions individually, then ask and answer their questions in pairs. In a **stronger class**, encourage students to ask and answer spontaneously.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and then compare with another fast finisher.

Optional activity: Language focus

Write on the board:

next weekend *my next birthday* *the summer holidays*

Ask students to make some notes on their plans for these three things. Give one or two examples yourself to help give them ideas, for example: *Next weekend I'm going to go to the cinema with some friends.*

Put students into pairs to ask and answer questions about their plans. Monitor while students are working, and note down any common errors to correct.

Communicative competence

This activity will improve students' speaking and listening skills.

More practice
Workbook pages 32 and 33
Language focus reference and practice, Workbook pages 88–89

Tests

Five-minute test, Online Test Bank

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be going to

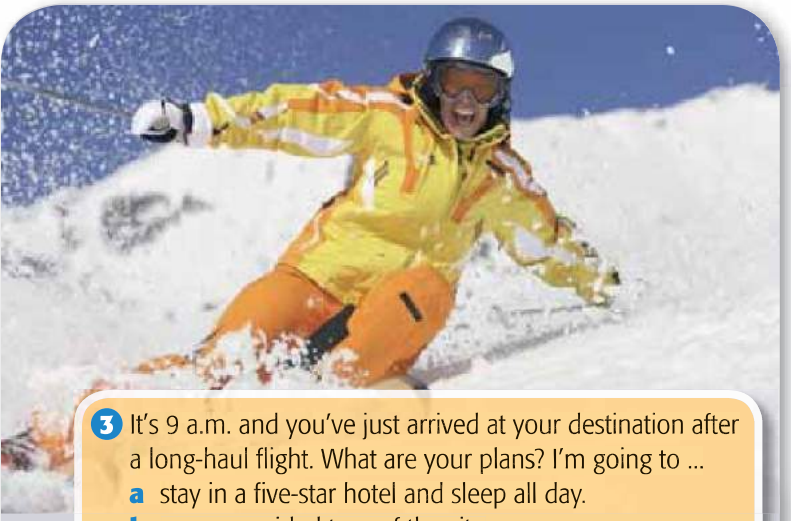
5 Complete the sentences from the quiz. Then choose two correct words to complete the rule.

1 I ___ stay in a five-star hotel.
2 I ___ camp or go on a cycling tour.
3 How ___ you ___ spend the time?
4 ___ you ___ take a bus trip?

RULE

We use *be going to* when we talk about [1]___ and [2]___.
a intentions **b** instant decisions **c** plans

More practice ⇨ Workbook page 33



3 It's 9 a.m. and you've just arrived at your destination after a long-haul flight. What are your plans? I'm going to ...
a stay in a five-star hotel and sleep all day.
b go on a guided tour of the city.
c buy a guidebook and explore the city.

4 You've got seven hours between flights in Hong Kong. How are you going to spend the time?
a Stay at the airport and read travel brochures about the city.
b Go on a sightseeing tour of the city.
c Visit the city on my own.

5 After a few days in the city, you plan to visit other places. Are you going to ...
a take a bus trip to a seaside resort?
b go on day trips to tourist attractions?
c hitchhike around the country?

6 Choose the statement that is true for you. On my dream holiday I am not going to ...
a camp or go on a cycling tour.
b go on an ocean cruise or a coach tour.
c stay in a luxury hotel or go on a helicopter trip.

Your dream holiday is ...

Mostly a answers: package holidays and city breaks
Mostly b answers: activity and sightseeing holidays
Mostly c answers: budget adventure holidays and round-the-world trips

6 2.08 Listen to Dave talking about his plans and answer the questions with full sentences.

Where is Dave going to have his holiday?
He's going to have his holiday in Greece.
1 How long is he going to spend there?
2 Who is he going to travel with?
3 Where are they going to stay?
4 Where is he going to swim?
5 What sport is he going to try?
6 How are they going to travel there?

7 Read Susie's email. Then write affirmative and negative sentences using *be going to*.

To: Dave
From: Susie

I got our plane tickets today. I can't wait! Paris in April is so nice and my brother Mark is great fun. He's into art and I don't mind going to some galleries with him. (No museums though!) He doesn't mind shopping – so we're OK.

Susie / travel / abroad in April
Susie is going to travel abroad in April.
1 Susie / have / a skiing holiday
2 she / fly / to Rome
3 her brother / travel / with her
4 they / visit / some galleries
5 they / go / to any museums
6 Susie / take / Mark to the shops

8 Work in pairs. Ask and answer questions to check your answers to exercise 7.

Is Susie going to travel abroad in April?
Yes, she is. She's going to visit Paris.

9 ACTIVATE Imagine you have booked a dream holiday. Ask questions and find out about your partner's plans.

How How long Who What Where When How much

How are you going to get there?
I'm going to travel by plane.

Finished?
Write sentences about plans for a weekend trip in your area.

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READING ■ Holiday advice

I can understand a text about travel.

1 2.09 **Look at the title and the headings in the text. What advice would you give someone about these things? Read, listen and compare your answers with the text.**

2 EGZAMIN Read the text again and choose the correct answers.

1 What should you remember when you pack?
   a A torch.
   b Your sports equipment.
   c Not to take too much.
2 What do local people appreciate?
   a Chatting with strangers.
   b Foreigners who speak their language.
   c People who tell them their life story.
3 How can you avoid getting sunburnt?
   a By keeping away from the beach.
   b By using suncream.
   c By getting a tan before you go.
4 What should you consider when you buy souvenirs?
   a Whether they are useful.
   b Whether they are typical of the country.
   c Whether they'll fit in your suitcase.
5 When's the best time to listen to music?
   a When you're travelling.
   b When you're alone.
   c When you're with strangers.
6 Why did the author write this text?
   a To warn about the dangers of travelling.
   b To give advice to travellers.
   c To suggest things to do on holiday.

3 BUILD YOUR VOCABULARY Check the meaning of the words in the box. Then choose the correct words in 1–5.

trip travel journey voyage

1 That was an interesting **travel** / **journey**.
2 The ship passed Neptune on its amazing **trip** / **voyage** through the solar system.
3 Space **travel** / **trip** will be cheaper in the future.
4 Did you enjoy your fishing **trip** / **journey**?
5 How did you **travel** / **journey** when you went to India?

4 Check the meaning of the words below and write an example sentence with each.

I forgot my wallet, so my friend lent me €10.

1 borrow / lend
2 look / see / watch
3 spend / waste
4 wear / carry

5 YOUR OPINIONS Ask and answer the questions.

1 Which is the most / least useful piece of advice in the text?
2 What do you think makes a good souvenir?
3 What items do you always pack when you go on holiday?
4 What are your favourite holiday destinations? Why?
5 What problems have you had on holiday?

What *not* to do on holiday

Luggage

You probably won't use half the things which you pack, so think carefully about what you'll need. You won't need a torch in a luxury hotel, but it might be useful if you're going to be camping in a field full of cows.

Sports gear

There's loads of stuff which you can hire when you're on holiday, like tennis rackets, a snorkel, skiing gear and so on. So you probably won't need to take all your sporting equipment.

Chat

Some people like chatting to strangers and others don't. So don't tell everyone your life story. Remember – the person next to you on your journey can't escape and didn't sit there to become your friend. On the other hand, if you're going to travel abroad, it's a good idea to learn a few phrases in the local language. People will appreciate it.

Podróżowanie i turystyka • **Rozumienie tekstów pisanych** *Wielokrotny wybór*

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READING ● Holiday advice

I can understand a text about travel.

4

Aims

- Read about good ideas for a holiday.
- Read for general meaning and specific information.
- Express your own opinions about holidays.
- Learn about words which are often confused.
- Practise using words which are often confused.

Warm-up (3–4 minutes)

- With books closed, ask: *What do you usually take with you when you go on holiday?*
- Put students into pairs to write a list of things they take.
- Elicit ideas from the class and write them on the board.

Exercise 1 2.09

- Look at the title and the headings together. Make sure everyone understands *luggage* and *sports gear*. Explain what *chat* means and establish that in this instance it refers to talking to people on holiday.
- In a **weaker class**, prompt students by giving them some example advice and elicit whether they think it is good or not. Write on the board, e.g. *Talk to everyone you meet. Use suncream.*
- Share ideas as a class.
- In a **stronger class**, ask students to cover the text and listen to see if the same ideas are mentioned in the article.

ANSWERS

Students' own answers.

Exercise 2

- Students read the text again and answer the questions individually.
- Ask students to compare their answers in pairs before you check with the class.

ANSWERS

1 c 2 b 3 b 4 a 5 b 6 b

Exercise 3

- Read the words with the class, and give an example of the use of each of the words, e.g. *Have a good trip! Air travel has got more affordable. It was a difficult journey. My voyage on that ship was wonderful.*
- Explain that there are certain words which are easily confused. Tell students to look them up in their dictionaries. Encourage students to record the words with examples of how they are used, so that they can learn them in context. In a **weaker class**, give brief definitions of the words: a *trip* involves you going to a place and back again, and it is usually short (but there are exceptions, for example we say *round-the-world trip*); *travel* is the most general word and can be used as a noun or a verb; a *journey* is usually one-way and is more often used when the travelling takes a long time and is difficult; a *voyage* is a long journey, especially by sea or in space.

ANSWERS

1 journey 2 voyage 3 travel 4 trip 5 travel

Exercise 4

- Ask some students to read their example sentences to the class. Write good examples on the board.

ANSWERS

Students' own answers.

Exercise 5

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Ask some students to report back on their partner's answers and opinions. Have a brief class discussion if there are some interesting differences of opinion.
- Give them time to reread the text and discuss the questions from a new perspective before asking groups to share their ideas. Discuss the different needs and experiences of different groups, and the attitudes that they may encounter.

ANSWERS

Students' own answers.

Optional activity: Language focus

With books closed, write these gapped sentences on the board, or dictate them to the class.

1 Some people like _____ to strangers.
2 That person didn't sit there _____ your friend.
3 Maybe it's kinder _____ it with its friends in the shop.
4 There's loads of stuff which you can _____ on holiday.
5 It's great _____ music with you.

Write these verbs on the board: *become, chat, have, hire, leave.*

Ask students to copy the sentences and complete them with the correct form of the verbs.

Ask students to compare their answers in pairs and then check their answers in the text.

Point out that *like* is followed by the *-ing* form of the verb. Elicit other verbs that are followed by the *-ing* form, e.g. *enjoy, hate, don't mind.*

Point out that adjectives can be followed by the infinitive with *to.*

Remind students that *can* and other modal verbs are followed by the infinitive without *to.*

ANSWERS

1 chatting 2 to become 3 to leave 4 hire 5 to have

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Workbook page 36

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LANGUAGE FOCUS ■ *will* and *be going to*

I can talk about future plans and predictions.

4

Aims

- Learn the difference between *will* and *be going to*.
- Practise using *will* and *be going to* to talk about predictions, plans and intentions.

Warm-up (3–4 minutes)

- Refer students back to the holiday advice text on page 40. Ask: *Why shouldn't you play your mp3 player?* Elicit the answer *You'll annoy travel companions.* and write it on the board.
- Underline *You'll annoy* and ask: *Does this refer to the past, present or future?* (the future) *Does it describe a plan, or a prediction?* (a prediction).
- Write *It's raining. You're going to get wet.* on the board. Ask: *Does this refer to the past, present or future?* (the future) *Does it describe a plan, or a prediction?* (a prediction). Point out that this is another function of *going to*.
- Tell students they are going to study the use of *will* and *going to* for making predictions about the future.

Exercise 1

- Students work in pairs to complete the example sentences and the rules.
- Check answers with the class. Elicit the examples students have found in the text.

ANSWERS

1 will **2** won't **3** are going to **4** are, going to **5** are going

Rules

1 will **2** be going to **3** be going to

More practice

Workbook page 33

LANGUAGE NOTE Students often overuse *will* to talk about the future, and so may use it wrongly instead of *going to* to talk about plans or predictions based on things we can see now: ~~*I'll meet my friends at eight o'clock*~~. instead of *I'm going to meet my friends at eight o'clock*. ~~*Look at the clouds – it will rain*~~. instead of *Look at the clouds – it's going to rain*.

Exercise 2

- Before starting the exercise you might like to check students are familiar with the negative form *won't* by looking back at examples of *will* they found in the text.
- Students work individually to complete the sentences, then they can check answers in pairs and decide which sentences are plans and which are predictions.
- If your students need extra practice, you may want to do the activities on page 33 of the Workbook in class. Exercise 3 could be done individually or in pairs. Exercise 4 could be done orally in class.

ANSWERS

1 she won't forget (prediction)
2 we aren't going to have (plan)
3 Are you going to stay (plan)
4 You're going to spill (prediction)
5 it will have (prediction)
6 we're going to get (prediction)
7 they will build (prediction)

Exercise 3

- Focus on the example question and answer. Read the example with the class and elicit one or two more examples from the whole class. Check that students understand *in my lifetime*.
- In a **weaker class**, allow students time to prepare some notes and questions individually, then ask and answer their questions in pairs. In a **stronger class**, encourage students to ask and answer spontaneously.
- Ask some students to report back on similar and different predictions that they and their partner had.

ANSWERS

1 Will people have space holidays in my lifetime?
2 Is your family going to go camping in the holidays?
3 Is our class going to go on a day trip soon?
4 Are you going to visit the USA next year?
5 Are you going to travel around the world in a few years' time?
6 Will you buy a private jet one day?
7 Will people travel to other planets soon?

Exercise 4

- In a **weaker class**, brainstorm a few ideas for everyday activities and future plans. Allow students to write their predictions in pairs, then swap partners for the interviews.
- Ask individual students one or two questions about their plans and predictions, e.g. *Are you going to go to the sports centre after school? Do you think you'll travel much in the future?* Put students into pairs to continue asking and answering questions about their plans and predictions.
- Ask some students to report back to the class on their partner's plans and predictions.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write up their interviews and then compare with another fast finisher.
- Alternatively, **fast finishers** can read their paragraphs to the class when everyone has finished, and see if anyone in the class has the same plans and predictions.

More practice

Workbook page 33

Language focus reference and practice, Workbook pages 88–89

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ *will* and *be going to*

I can talk about future plans and predictions.

4

1 **Complete the sentences and complete the rules with *will* and *be going to*. Then find more examples in the text.**

1 I'm sure you ___ have a great holiday!
2 You ___ need skiing gear at the beach.
3 We ___ stay at the hotel for one week.
4 What ___ you ___ do on the first day?
5 Look! The train is leaving. You ___ to miss it.

RULES

We use [1]___ when we talk about predictions about the future, especially after *I'm sure* ... and *I don't think*.
We use [2]___ when we talk about plans and intentions.
We use [3]___ when we make predictions based on something we can see now.

More practice ⇨ Workbook page 33

Health

Think of your health as well as your image. It's nice to have a tan, but don't forget your suncream! You'll look silly with a face like a tomato! And you won't enjoy the beach if you get sunburnt on the first day.

Souvenirs

Memories of your trip are precious, but will you really wear that Hawaiian shirt in a month's time? And where are you going to keep that giant fluffy penguin when you get home? Maybe it's kinder to leave it with its friends in the souvenir shop. So avoid things you'll never wear or use again.

Customs

Different places have different customs. You won't be popular in a mosque or a monastery in shorts or a miniskirt. If you're going to visit a different country, find out about the customs before you go.

Music

Loud music will probably annoy your travel companions. It's great to have music with you, but for other people, your mp3 player sounds like you've got a gang of mad flies in your ears. So watch the volume or save your music for moments when you're on your own. And remember that a guitar is OK if you're with friends, but strangers might not agree that you're the next big pop star.

2 **EGZAMIN** **Complete the sentences using affirmative and negative forms of *will* and *be going to*. Which sentences are plans and which are predictions?**

1 She's very sensible. I know ___ her train ticket. (she / forget)
2 We haven't got much money, so we've decided that ___ a holiday this year. (we / have)
3 ___ in a luxury hotel? (you / stay)
4 Be careful! ___ your drink. (you / spill)
5 It isn't a luxury hotel, so I don't think ___ a big swimming pool. (it / have)
6 The holiday was terrible. I've complained to the travel agent and ___ our money back. (we / get)
7 I think ___ hotels in space one day. (they / build)

3 **Complete the questions using *will* or *be going to*. Then ask and answer with a partner.**

1 people / have space holidays / in my lifetime?
2 your family / go camping / in the holidays?
3 our class / go on a day trip / soon?
4 you / visit the USA / next year?
5 you / travel around the world / in a few years' time?
6 you / buy a private jet / one day?
7 people / travel to other planets / soon?

Will people have holidays in space in my lifetime?

Yes, they will.

4 **ACTIVATE** **Write down three things you plan to do after school today and three things you think you will do in the future. Then work in pairs and interview your partner. Find out about their plans and predictions.**

Finished?
Write a summary of your interview in exercise 4.

Podróżowanie i turystyka • **Znajomość środków językowych** *Uzupełnianie luk*

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VOCABULARY AND LISTENING ● Travel: verbs

I can understand a travel announcement.

1 **Check the meaning of the words in the box. Then complete the sentences.**

book board check in stop off fasten
turn back set off come across

1 Please sit down and ___ your seat belts.
2 We ___ on our journey at 9 a.m.
3 We'll ___ in Moscow on the way to China.
4 People with children can ___ the plane now.
5 The boat will ___ if the weather's really bad.
6 Tell me if you ___ anything interesting.
7 If you ___ flights early, they cost less.
8 How much luggage did you ___?

2 2.10 **Read the spaceship announcement below and choose the correct words. Then listen and check your answers.**

'Welcome aboard from Captain 'Mitch' Mitchell and the crew. The flight [1]**stops off** / **takes off** at 7 p.m. and the last passengers are now [2]**boarding** / **checking in** the ship. Our safety film starts in five minutes. Before this, can we please ask you to [3]**book** / **fasten** your seat belts? This flight is the *Tourist Special* and will [4]**stop off** / **set off** at the moon on the way to Jupiter, where we will arrive in about six months. We don't expect to [5]**land** / **come across** any meteor showers on this trip, but if we have to [6]**turn back** / **take off** or change course, we will inform you.'

3 2.11 **EGZAMIN** **Listen to another announcement on board the *Tourist Special* to Jupiter. Who is making the announcement?**

a A flight attendant. b The captain.
c A tourist guide.

4 2.11 **Read the text and decide what type of information is missing. Then listen again and complete the text.**

Cosmos 9 visits three places on its way to Jupiter. The voyage takes [1]___ months to reach Jupiter and arrives in [2]___. On the moon, passengers can visit the [3]___ and the [4]___. The ship reaches Mars in [5]___. The passengers spend [6]___ days on Mars. Before it arrives at Jupiter, the ship stops off at Ganymede. The passengers stay [7]___ nights there in a hotel. The trip from Ganymede to Jupiter takes ten [8]___. The passengers won't meet any [9]___ during the voyage.

5 **ACTIVATE** **Work in pairs. Prepare a travel announcement for a sightseeing trip to the moon. Use the words in exercise 1 and the ideas in the box. Then present your announcement to the class.**

departure date accommodation
length of journey / trip
activities and sights stop offs

Podróżowanie i turystyka • **Rozumienie ze słuchu** *Wielokrotny wybór*

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VOCABULARY AND LISTENING ● Travel: verbs

I can understand a travel announcement.

4

Aims

- Learn verbs to talk about travel.
- Read a spaceship announcement.
- Listen to a travel announcement about a trip into space.
- Practise using travel verbs to talk about a trip to the moon.

Warm-up (2–3 minutes)

- Focus on the picture and elicit that it shows space travel. Elicit the words *moon* and *planet*.
- Ask: *Do you think more people will travel into space in the future? Do you think people will ever go on holiday to other planets?* Elicit a range of ideas.

Exercise 1

- Students use their dictionaries to check the meaning of the verbs and then complete the sentences. In a **weaker class**, remind students that they are looking for verbs, so for words like *book* and *board*, which have several meanings, they must make sure they get the right definition. This can be useful dictionary skills practice.

ANSWERS

1 fasten **2** set off **3** stop off **4** board **5** turn back
6 come across **7** book **8** check in

Exercise 2 2.10

- Ask students to read the text through quickly. Ask: *Where is the flight going to?* (Jupiter)
- Play the CD for students to listen and check their answers.

ANSWERS

1 takes off **2** boarding **3** fasten **4** stop off
5 come across **6** turn back

Exercise 3 2.11 Tapescript page T130

- Tell students to read the options and think about the kind of announcement each person would make. Listen once and check answers.

ANSWER

c A tourist guide

Exercise 4 2.11

- Put students into pairs to discuss the missing information. Elicit what types of words go in the gaps. In a **stronger class**, students can do both parts of the exercise before you check answers.
- Play the CD again for students to listen and check their answers.

ANSWERS

1 six
2 September
3 moon base
4 Neil Armstrong museum
5 June
6 five
7 two
8 hours
9 aliens

Exercise 5

- Read through the ideas in the box and check that everyone understands by eliciting some examples.
- Put students into pairs to plan their announcement. Monitor and help as necessary.
- In a **weaker class**, allow students to write out their announcements in full. At the end, they could swap with another pair and correct each other's text.
- In a **stronger class**, encourage students to prepare their announcement in note form, which they can use to speak from. They could write it up for homework.

Optional activity: Writing

Ask students to imagine they are on a spaceship, travelling to Jupiter. Ask them to write a short email to a friend at home, using at least four of the verbs from exercise 1.

Students can compare their emails in pairs. Ask some students to read their emails to the class. Check that they have used the verbs correctly.

Communicative competence

This activity will help to develop your students' writing skills. It will also help them use language conventions appropriate to the situation.

Optional activity: Listening

With books closed, write these sentences on the board or dictate them to the class.

1 The flight does not stop off on the way to Jupiter.
2 It takes six months to get to the moon.
3 There are places to visit on the moon.
4 The final stop before Jupiter is Ganymede.
5 The passengers always sleep on the ship.
6 Passengers may come across some aliens in space.

Put students into pairs and ask them to decide from memory if the sentences are true or false.

Play the CD again, pausing to allow students to check their answers.

ANSWERS

1 False. It visits three places.
2 False. It takes six months to get to Jupiter.
3 True.
4 True.
5 False. They stay in hotels.
6 False. They won't meet any aliens.

Communicative competence

This activity will improve students' listening skills.

More practice

Workbook page 34
Online Teacher's Photocopiable Resources: Vocabulary

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LANGUAGE FOCUS ■ Present simple and continuous for future

I can talk about travel arrangements.

4

Aims

- Learn the use of the present simple and present continuous to talk about the future.
- Learn how to ask about times and timetables.
- Practise talking about the future using the present simple and present continuous.

Warm-up (3–4 minutes)

- With books closed, conduct a quick review of the future forms that students have learnt.
- If anyone mentions present continuous or present simple for future, include them in your discussion. If not, write two sentences on the board and elicit what time they refer to, past, present or future: *The plane leaves at six o'clock this evening. I'm meeting Dave at the airport.* Elicit the tenses of the underlined verbs (present simple and present continuous). Tell students they are going to learn about the use of these tenses to talk about the future.

Exercise 1

- Students copy and complete the rules.
- Check answers with the class. Elicit situations in which we come across schedules and timetables. In a **stronger class**, remind students that we also use *be going to* for future plans. The difference is that the present continuous is used to talk about events that have been arranged, especially in the near future, at a specific time or on a particular day. Make sure students understand the difference between *plan* and *arrangement*.

ANSWERS

1 present simple **2** present continuous

More practice

Workbook page 35

LANGUAGE NOTE Students often overuse *will* to talk about the future, and may use *will* instead of the present simple to talk about timetables: ~~*When will the train leave?*~~ instead of *When does the train leave?*

They may also use *will* instead of the present continuous to talk about future arrangements: ~~*I will see him this evening*~~. instead of *I'm seeing him this evening*.

Exercise 2 2.12

- Read the key phrases with the class, and check that students understand them.
- Focus on the timetable and elicit that it shows trains going from Birmingham to Liverpool, via Wolverhampton and Stockport. In a **weaker class**, check that students know how to say the times, e.g. *seven nineteen, nine oh nine.*
- Students complete the dialogue.
- Check answers with the class.

ANSWERS

1 nineteen
2 get in
3 9.09
4 direct
5 change
6 Stockport

Exercise 3

- Put students into pairs to practise the new dialogues. In a **stronger class**, tell the students who are playing the role of the passenger to familiarize themselves with the situation, but to close their books while practising the dialogue.

ANSWERS

Students' own answers.

Pronunciation: Third person singular

Workbook page 99

Exercise 4

- Ask students to read the dialogue through quickly, ignoring the gaps. Ask: *What's Frank doing tomorrow?* (going to a match)
- Students complete the dialogue. If necessary, read the rules again as a reminder.

ANSWERS

1 are you meeting **2** leaves **3** does the next one go
4 sets off **5** arrives **6** doesn't start **7** Are you doing
8 'm going

Exercise 5

- Allow students to work in pairs to complete the questions. In a **weaker class**, talk them through and match the verbs to the questions before students work together to complete them with the correct tense.
- Check answers.

ANSWERS

1 are, visiting **2** are, getting **3** are, leaving **4** does, take
5 do, arrive **6** Are, staying **7** are, seeing **8** are, eating

Exercise 6

- In a **weaker class**, do an example together then tell students to make notes for their own answers. In a **stronger class**, students can plan their weekend individually.
- Ask a few students to report their partner's plans back to the class. Have a vote on which weekend sounds the nicest.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their paragraphs and then compare with another fast finisher.

More practice

Workbook page 35
Language focus reference and practice, Workbook pages 88–89
Online Teacher's Photocopiable Resources: Language focus

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Present simple and continuous for future

I can talk about travel arrangements.

4

1 Study the sentences from the listening on page 42. Then complete the rules with *present simple* or *present continuous*.

1 The first night on Mars you're staying in the luxury Inter Stellar Hotel.
2 The tour starts at 2.30.

RULES

We can use the [1]___ to talk about schedules and timetables.
We can use the [2]___ to talk about arrangements in the future.

More practice ⇨ Workbook page 35

2 2.12 Study the key phrases. Look at the timetable. Imagine that you are in Birmingham station and complete the dialogue. Then listen and check. Practise the dialogue with a partner.

KEY PHRASES ○ Asking about times and timetables

When's the next ... to ... ?
What time does it get in?
Is that direct?
The next one leaves at ...
You have to change at ...

Birmingham	07.19*	10.36	16.20*
Wolverhampton	07.36	10.53	16.37
Stockport	08.09	11.31	17.09
Liverpool	09.09	12.09	18.15

* Change at Stockport

Passenger When's the next train to Liverpool?
Assistant The next one leaves at seven [1]___.
Passenger And what time does it [2]___?
Assistant It gets in at [3]___.
Passenger And is that [4]___?
Assistant No, you have to [5]___ at [6]___.

3 Work in pairs. Prepare new dialogues for the situations below.

1 You live in Wolverhampton. It's 4 p.m. You want to go to a music festival in Liverpool which starts at 7 p.m. this evening.

2 You live in Birmingham. It's 9 a.m. You have a ticket for a football match in Liverpool which starts at 2 p.m.

Pronunciation: Third person singular ⇨ Workbook page 99

4 2.13 Complete the dialogue with the present simple or continuous form of the verbs in brackets. Then listen and check.

Mum What time [1]___ (you / meet) John tomorrow?
Frank 8.00.
Mum 8.00? That's a bit late. The bus [2]___ (leave) at 8.10.
Frank When [3]___ (the next one / go)?
Mum Let's see. There's one which [4]___ (set off) at 9.00 and [5]___ (arrive) in London at 9.45.
Frank Oh, that's OK. There's no hurry. The match [6]___ (not / start) until 3 p.m. tomorrow.
Mum [7]___ (you / do) anything after the match?
Frank Yes, I [8]___ (go) for a pizza with the team.

5 Complete the questions about a weekend trip using the present simple or continuous form of the verbs in the box.

stay visit get leave arrive take eat see

1 What city ___ you ___?
2 How ___ you ___ there?
3 What time ___ you ___?
4 How long ___ the journey ___?
5 What time ___ you ___ at your destination?
6 ___ you ___ in a hotel?
7 What sights ___ you ___ on the first day?
8 Where ___ you ___ on the first evening?

6 ACTIVATE Plan a weekend trip to a city. Answer the questions in exercise 5 using your own ideas. Then interview your partner to find out about their plans.

What city are you visiting? — I'm visiting Paris.

Finished?

You are a tour guide in London. Write a paragraph explaining the day's itinerary for your tour group.

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SPEAKING ■ Asking for and giving information

I can ask for and give information.

1 Look at the photo. Where is Marie? What do you think she is asking?

2 2.14 Listen to the dialogue. How much does Marie have to pay the assistant?

Assistant	Good morning. Is there anything I can do for you?
Marie	I'm staying in Somerset and I was wondering if there's anything to see around here. Could you give me some information about places to visit?
Assistant	What sort of things do you like? There are some beautiful natural sites in Somerset.
Marie	That sounds good. Are there any day trips?
Assistant	Yes, there are day trips to the Cheddar Caves, if you're interested.
Marie	OK, great. Can you tell me if there are trips every day?
Assistant	I'll get you a leaflet ... Yes, here we are. They go every day except Monday at nine and eleven.
Marie	OK. And how much is the trip? I've got a student card.
Assistant	Let's see. Well, in that case it's £8. The full price is £12.
Marie	That's fine. I'll go on Thursday, then. Do I need to book it?
Assistant	I'll book it for you if you like. Can I take your name?

3 2.15 Complete the key phrases from the dialogue. Who says them? Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ○ Asking for and giving information

Is there anything I can [1]___ for you?
I was [2]___ if ...
Could [3]___ give me ...?
Can you [4]___ me if ...?
Yes, [5]___ we are.
Do I need to [6]___ it?

Language point: *will* for spontaneous decisions

4 Read the rule. Find three examples in the dialogue.

RULE ○

We can use *will* when we make a spontaneous decision or when we offer to do something for somebody.

More practice ⇨ Workbook page 35

5 Write responses using *will* and the verbs in brackets for situations 1–5. Then practise the dialogues in pairs.

1 'My suitcase is very heavy.' (carry)
2 'I haven't got a timetable.' (give)
3 'I don't know how to put on my skis.' (show)
4 'Have you invited Ben?' (phone)
5 'Have you decided what you want to eat?' (have)

6 **ACTIVATE** Look again at the dialogue in exercise 2. Prepare a new dialogue with a partner. Use the information below. Practise the new dialogue. Then change roles.

Balloon Flights
See Kent from the air!
Morning flight 08.00
Afternoon flight 13.00
Every day except Tuesday
£80 adults
£50 students and senior citizens
Over 12s only please

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SPEAKING ● Asking for and giving information

I can ask for and give information.

4

Aims

- Listen to a conversation in which people ask for and give information.
- Learn key phrases for asking for and giving information.
- Learn the use of *will* for spontaneous decisions.
- Practise asking for and giving information.

Warm-up (1–2 minutes)

- With books closed, tell students to imagine they are on holiday in a place they don't know. Elicit ideas for how they can find out what there is to do there, e.g. buy a guidebook, look on the internet, find posters and leaflets, go to the tourist information office.

Exercise 1

- Focus on the photo. Elicit that Marie is in a tourist office and she is asking for information.
- Ask: *What do you think she is saying?* Elicit some ideas, but don't confirm or reject any at this stage.

Exercise 2 2.14

- Students read and listen. Ask how much Marie has to pay.

ANSWER

Marie has to pay £8.

Exercise 3 2.15

- In a **weaker class,** students can find the phrases in the dialogue and complete them before listening to check. In a **stronger class**, encourage students to complete the key phrases from memory.
- Students practise the dialogue in pairs.

ANSWERS

1 do (Assistant)
2 wondering (Marie)
3 you (Marie)
4 tell (Marie)
5 here (Assistant)
6 book (Marie)

Exercise 4

- Read the rule with the class and make sure students understand 'spontaneous decision' (a decision you make as you are speaking).
- Students find the examples in the dialogue. In a **stronger class**, ask students to find examples of other future forms in the dialogue and explain why they are used (*They go every day except Monday at nine …* – present simple for timetables and schedules).

ANSWERS

I'll get you a leaflet. I'll go on Thursday, then. I'll book it for you if you like.

More practice
Workbook page 35

Exercise 5

- Read through the situations with the class and make sure that students understand them.
- Elicit a response to the first situation and then put students into pairs to write the responses and practise the dialogues.
- Monitor while students are working, and make sure they are using *will* for spontaneous decisions correctly.
- Ask some pairs to perform some of their dialogues for the class.

ANSWERS

1 I'll carry it for you.
2 I'll give you one.
3 I'll show you.
4 I'll phone him.
5 I'll have …

Exercise 6

- Ask students to work in pairs to write a new dialogue. Monitor round the class and help as necessary.
- When students have completed their dialogues, ask them to practise the dialogue with a partner.
- Ask them to swap roles and practise again.
- Don't interrupt students or correct them at this stage, but monitor and note down any common errors.
- Conduct a short feedback session in which you correct any common errors.

ANSWERS

Students' own answers.

Optional activity: Communication

Write *Bike hire* on the board and elicit the meaning. Tell students they are going to prepare information about bike hire for a tourist information office.

Write these prompts on the board to help them:

Hire bikes – where?

Times? Day / half day? What time / collect / bring back?

Book in advance?

Prices?

Students work individually to prepare their information.

Put students into pairs and ask them to take turns being a tourist asking about bike hire. Remind them to use the key phrases from exercise 3.

Monitor while students are working, and note down any common errors for a feedback session at the end.

When students have finished, ask some pairs to report back on whose hire was the best value for money.

Sense of initiative and entrepreneurship, Communicative competence

This activity will help your students use their own initiative and decision-making skills during the planning, management and organization of their work. It will also improve their listening and speaking skills.

More practice
Workbook page 35
Language focus reference and practice, Workbook pages 88–89
Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 4, Online Test Bank

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WRITING ● An email about a visit

I can write about plans for a visit.

4

Aims

- Study a model email.
- Learn key phrases for writing about plans for a visit.
- Learn about linkers.
- Write an email about plans for a visit.

Warm-up (2–3 minutes)

- With books closed, ask: *What tourist attractions are there in your town / city?*
- Ask students if friends or relatives ever come from other places to stay. Ask: *What do you take them to visit?*

Exercise 1

- Allow students to check their answers in pairs before checking answers with the class.

ANSWERS

1 c
2 They're doing a bus tour.
3 They could meet friends, walk around town or go to a museum.
4 They could go on a day trip by bus or train.
5 He wants her to remind him when her train gets in.

Exercise 2

- Encourage students to complete the key phrases from memory. In a **weaker class**, allow students to find the phrases in the text and complete them.

ANSWERS

1 just
2 be
3 up
4 expect
5 could
6 remind

Exercise 3

- Focus on the words in the box. Ask students to find examples of the words in the text in exercise 1.
- In a **weaker class**, if students are struggling to understand, ask: *Which word gives a reason?* (because) *Which gives a result?* (so) *Which adds more information?* (and) *Which gives a contrast?* (but) *Which gives two alternatives?* (either … or). In a **stronger class**, encourage students to explain the reasons for their choices, and to say why the other options were not suitable.

ANSWERS

1 either, or
2 but
3 because
4 so
5 and

either ... or and *and* express choice.

Exercise 4

- Students think and plan their emails individually. This can be set for homework.
- Tell students to check their work to make sure they have started and finished their emails correctly, and used linkers and future forms correctly.
- Use correction codes rather than writing corrections on students' work (for more details on codes to use, see page T15, exercise 4).

Optional activity: Writing

Write these sentences on the board, or dictate them to the class.

1 I don't want to go out. I'm tired.
2 Jack's very good at football. He can't play tennis.
3 I haven't got any money. I can't go to the cinema.
4 We can: a) go swimming, b) watch a film.
5 We're going to visit Oxford. We're also going to visit Cambridge.

Ask students to rewrite them each as one sentence, using the linkers from exercise 3.

Check answers by asking students to come out and write the sentences on the board.

ANSWERS

1 I don't want to go out because I'm tired.
2 Jack's very good at football, but he can't play tennis.
3 I haven't got any money, so I can't go to the cinema.
4 We can either go swimming or watch a film.
5 We're going to visit Oxford and Cambridge.

Communicative competence

This activity will help your students understand how language is structured.

More practice

Workbook page 37

End-of-unit activities

Progress review

Workbook page 38

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension

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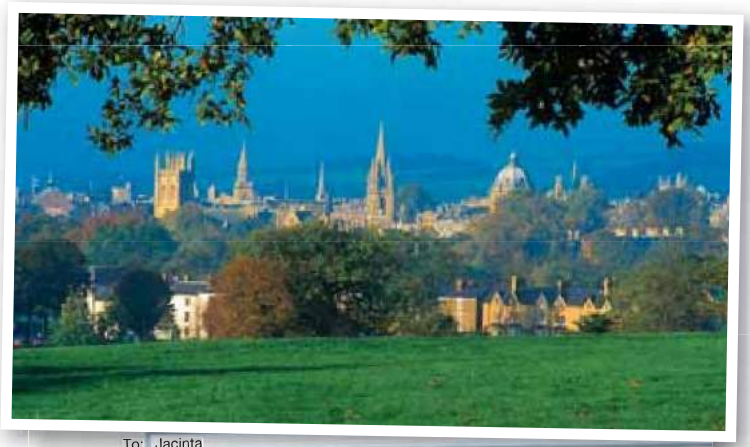
WRITING ■ An email about a visit

I can write about plans for a visit.

4

1 Read the model text and answer the questions.

1 Why did Dean write this email?
a To invite his friend to visit.
b To ask for advice. c To talk about plans.
2 What are they definitely doing on Saturday?
3 What are the possibilities for the afternoon?
4 What is Dean's suggestion for Sunday?
5 What does he ask Jacinta to tell him?



To: Jacinta
From: Dean
Subject: Your visit

Hi Jacinta

1 I'm just writing to check that everything's OK for your visit.

2 I think you'll like Oxford. On Saturday morning we're doing a bus tour with my parents because they really want to show you the city. We'll be free in the afternoon, so we'll probably meet some of my friends, and we could either walk around the town or go to a museum. It's up to you. I expect we'll end up in one of the cafés in the shopping centre.

3 On Sunday, maybe we could catch a bus or train somewhere. There are some typical English villages around here, like Swinbrook and Burford. There isn't much to do there, but they're nice places. I'll get some photos and you can have a look.

4 We're going to meet you at the railway station tomorrow, so can you remind me what time your train gets in?

Looking forward to seeing you.

Dean

2 Complete the key phrases. Then look at the model text and check.

KEY PHRASES ○ Presenting plans

I'm [1]___ writing to ...
We'll [2]___ free ...
It's [3]___ to you.
I [4]___ we'll end up ...
Maybe we [5]___ ...
Can you [6]___ me ...

Language point: Linkers

3 Find the words in the box in the model text. Then complete sentences 1–5. Which words express a choice?

so either ... or but and because

1 We can have ___ a salad ___ a sandwich.
2 It's a pretty village, ___ it's a bit boring.
3 I'm writing ___ I need some information.
4 It's cold, ___ let's stay indoors.
5 Trains leave at 6.00 ___ 7.20.

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

A friend from Britain is coming to stay with you for a weekend. Write an email about your plans for the visit.

B THINK AND PLAN

1 What are you doing on Saturday morning?
2 Do your parents want to do something with your friend? What?
3 What are the possibilities for Saturday afternoon?
4 Where can you go on Sunday? How can you get there?
5 What are the places like and what can you do there?
6 Where are you going to meet your friend?

C WRITE

Paragraph 1: Introduction
I'm just writing to ...
Paragraph 2: Plans for Saturday
I think you'll like ...
Paragraph 3: Ideas for Sunday
On Sunday, maybe we could ...
Paragraph 4: Reminder
We're going to ...

D CHECK

- starting and finishing your email
- linkers
- future forms

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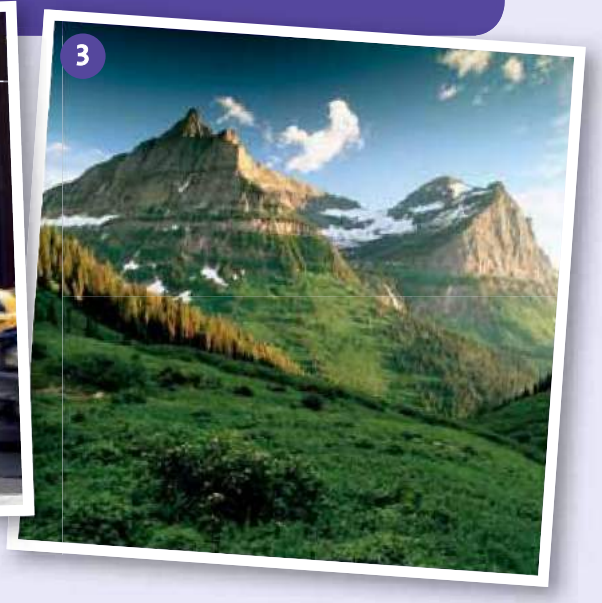


1 Work in pairs. Describe the photos. Which of these places would you most / least like to visit? Why?

2 Complete the table with the words in the box.

train helicopter car hot-air balloon lorry ship space rocket motorbike ferry bicycle taxi canoe bus plane boat barge

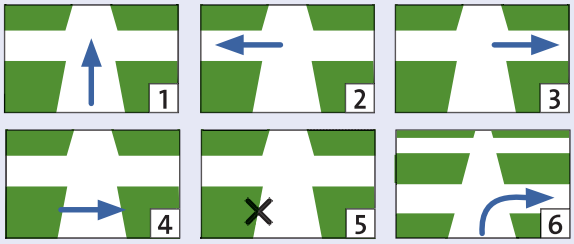
in the air	
on land	
on water	

3 Work in pairs. Answer the quiz questions.

1 What form of transport do you catch from a port?
2 In what place do you usually stand on a platform?
3 What do passengers board at an airport?
4 What is the largest form of transport to travel on a motorway?
5 What kind of transport travels on rails?

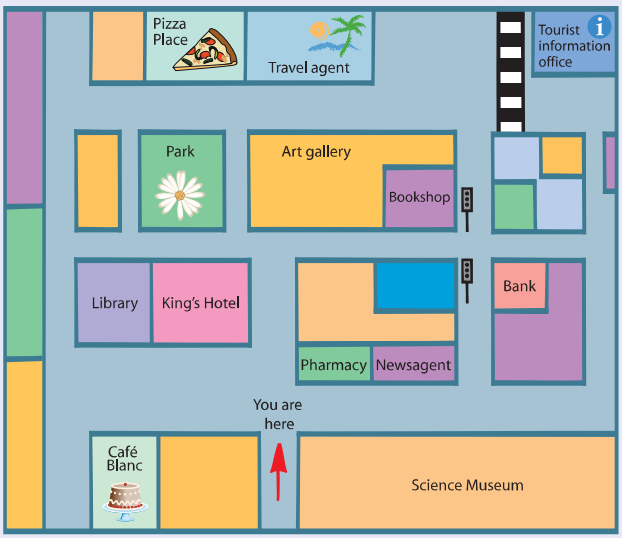
4 Match the directions in the box with the diagrams.

Turn right. It's on the left. Go straight on. Take the first turning on the right. Turn left. Cross the road.



5 Work in pairs. Take it in turns to ask about and give directions to these places:

1 the Science Museum
2 the King's Hotel
3 the art gallery
4 the bank
5 the park
6 the tourist information office



6 2.16 **EGZAMIN** Usłyszysz dwukrotnie rozmowę. Na podstawie informacji zawartych w nagraniu przyporządkuj poszczególnym osobom (1–4) ich ulubione sposoby spędzania wakacji (a–e). Wpisz właściwe litery w kratki. Jeden sposób został podany dodatkowo i nie pasuje do żadnej osoby.

People
1 Lucy ☐
2 Tom's mum ☐
3 Lucy's mum ☐
4 Tom ☐

Holidays
a camping
b cruise
c beach holiday
d activity holiday
e sightseeing holiday

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Tematy

- Podróżowanie i turystyka

Aims

- To revise the vocabulary and language of Unit 4.
- To provide practice of exam-type tasks.

Warm up (3 minutes)

- With books closed, brainstorm words for types of holiday, e.g. *beach holiday*, *adventure holiday*, *city break*, etc. and write them on the board.
- Put students into pairs to briefly discuss their favourite type of holiday, before asking them to report back to the class. Find out which holiday is the most popular.

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each picture. Encourage as many students as possible to contribute to building up the descriptions. In a **stronger class**, encourage full sentences and interpretation of the scenes.
- Read the questions. You could give students time to prepare their ideas individually before they discuss the question in pairs.
- In a **stronger class**, students can discuss the questions without a planning stage. Allow them time to talk, then elicit ideas from individual students. Encourage them to give reasons and to use adjectives in their answers.

ANSWERS

Students' own answers.

Exercise 2

- In a **weaker class**, students can complete the table in pairs.
- Check answers as a class. Elicit translations of some of the less common forms of transport, e.g. *barge*, *hot-air balloon*.
- **Fast finishers** can try to think of other forms of transport to add to the table.

ANSWERS

in the air: helicopter, hot-air balloon, space rocket, plane
on land: train, car, lorry, motorbike, bicycle, taxi, bus
on water: ship, ferry, canoe, boat, barge,

Exercise 3

- Read through the quiz questions. Put students into pairs to answer them.
- In a **weaker class**, check key vocabulary, or allow students to use dictionaries.
- **Fast finishers** can think of another form of transport for each question (e.g. *hovercraft, tram stop, helicopter, bus, trams*)

ANSWERS

1 a ferry / ship
2 a train station / underground station
3 a plane
4 a lorry
5 trains

Exercise 4

- Read through the directions in the box.
- Put students into pairs to match them to the diagrams.
- Check answers.

ANSWERS

1 Go straight on.
2 Turn left.
3 Turn right.
4 Cross the road.
5 It's on the left.
6 Take the first turning on the right.

Exercise 5

- Put students into pairs to ask and answer about the places in the list. Monitor and note down any persistent mistakes with the directions for an error correction session at the end.
- Elicit directions. You could check answers as a chain activity, in which one student starts the directions, then each subsequent sentence is supplied by another student. Pick students at random to make sure everyone is concentrating!

ANSWERS

Students' own answers.

Exercise 6 EGZAMIN Rozumienie ze słuchu

Dobieranie 2.16 Tapescript page T131

- Read the exam task with the students. Elicit what they have to do in the students' own words.
- Focus on the two lists and tell students to prepare to listen. Elicit what they can do to prepare for this kind of task. Accept sensible suggestions.
- Tell students to read through the list of holidays, and think about the words and phrases they associate with each holiday. In a **weaker class**, allow students to discuss in pairs and then share ideas as a class.
- Remind students that there is one type of holiday that they don't need.
- Play the CD twice, giving students time to reread their answers in between listenings. Remind them that this will help them to focus on the information that they still need to complete the task.

ANSWERS

1 d 2 b 3 e 4 a

Exercise 7 EGZAMIN Rozumienie tekstów pisanych

Dobieranie

- Read the exam task with the class and elicit what they have to do. Remind them that one description doesn't match any of the people.
- Elicit tips and strategies that students could use to approach this task. Tell students that they are going to do the task under exam conditions, and give them the time limit for the task.

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- Time the students, and tell them when half the time has passed, and when they have 5 minutes left. When the time is up, ask students to stop writing. Find out with a show of hands how many students have finished the task.
- Check answers and then discuss the time limit. Ask students how it made them feel, and what they did differently. Emphasize the importance of doing the task within the time allowed, but not panicking and forgetting to apply the exam tips they have learnt.

ANSWERS

1 b 2 d 3 a

Exercise 8 EGZAMIN Znajomość funkcji językowych *Wielokrotny wybór*

- Read through the exam task with the class and check understanding.
- In a **stronger class**, give students a time limit and ask them to complete the task under exam conditions. Discuss how students felt about it afterwards, and elicit any strategies that they employed for guessing answers that they weren't sure of.
- In a **weaker class**, students do the task individually, but ask them to check answers in pairs before checking as a class.
- Ask volunteers to read each mini-dialogue. Elicit the probable context for each one, and who might be speaking, e.g. two friends, a passenger and railway clerk, etc. Tell students to think about the context, and to try to put the appropriate emotion and emphasis into their delivery.

ANSWERS

1 b 2 a 3 c

Exercise 9 EGZAMIN Znajomość środków językowych *Dobieranie*

- In a **weaker class**, you may want to check understanding of the words in the box. Ask students to match similar words in pairs and point out that this exercise is testing commonly confused words.
- In a **stronger class**, ask students to think of new sentences using each of the words in the box, to check they can use them in a correct context.
- Check answers as a class.

ANSWERS

1 trip 2 agent 3 book

Exercise 10 EGZAMIN Wypowiedź pisemna *E-mail*

- Read the whole exam task with the class.
- Elicit the things that students should be aware of when completing writing tasks (including all the pieces of information, appropriate use of language (register), staying within the word count).
- Establish what type of text this is, and whether the language should be formal or informal. In a **weaker class**, revise some examples of formal language for the context, and informal equivalents.
- Remind students to plan their writing before they start and to check it at the end. They should check for content and mistakes, but also for style. Explain that by using varied language and avoiding repetitions, they can display a wider knowledge of vocabulary to the examiner, as well as making their work more interesting to read and mark.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Refer students back to the words in exercises 2 and 3. Remind them about the value of mind mapping for vocabulary learning.

Start to build up a mind map on the board with the word *transport* in the middle. Use the categories from the table as branches, then ask students to look at the vocabulary in exercise 3 and suggest other categories, e.g. *people* (passenger, driver, etc.), *places* (airport, station, etc.), *networks* (motorways, rails, etc.).

Emphasize that there is no fixed right and wrong for the way a mind map is organized; students can use their own ideas and logic to add words and expand the categories. Encourage use of dictionaries to add items to each category.

Learning to learn

This activity will help develop students' learning strategies and increase their confidence and autonomy.

Optional activity: Speaking

Test understanding by eliciting some simple routes through the school, e.g. Ask: *How do you get to the library / canteen / sports hall from here?* and elicit the directions. The class listens and comments on or corrects the directions.

Students continue in pairs or small groups, asking for and giving directions to familiar places.

Communicative competence

This activity will help students apply what they have learnt to clear, everyday scenarios.

More practice

Workbook page 75

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7 **EGZAMIN** **Przeczytaj wypowiedzi trzech osób (1–3) i cztery oferty wakacyjne (a–d). Do każdej osoby dopasuj ofertę, która by jej najbardziej odpowiadała. Wpisz odpowiednie litery w kratki (1–3). Jedna oferta została podana dodatkowo i nie pasuje do żadnej osoby.**

1 **Maria:** 'I love going to the seaside! It's fun playing about on the sand and swimming in the sea. But it can get a bit boring too, so I also like to go out and about and explore different places.'

2 **Anna:** 'I'm not a hotel and beach type of person. I prefer doing adventurous things like going on different forms of transport and camping out. I try to avoid staying in the same place the whole time.'

3 **Jessica:** 'I'm an active kind of person. I can't keep still when I'm on holiday. I'm always looking for a new challenge, something a bit different from the usual type of sports.'

a If you don't like being uncomfortable, but you love adventure, this is the holiday for you. Stay in one of our five-star hotels and choose from any of our amazing activities. Try rock climbing, hang gliding or how about a trip in a hot-air balloon? You'll have an amazing time.

b Visit the Greek island of Zakynthos for beautiful beaches and warm seas. Go on a guided tour and search for turtles, visit the nearby villages or take a boat trip to another island. There's always something to do.

c Visit the beautiful Italian city of Venice. Explore the sights: the churches and the galleries. Take a trip on a gondola: the city's traditional boat. Eat pizza in the restaurants, relax in the cafés or go shopping for souvenirs.

d We offer amazing holidays that are a little bit different from the rest. Hire one of our boats and spend a week on a river or a canal. Float past pretty villages and historic towns. Do a bit of fishing; do a bit of swimming; cook your food outdoors. You'll never be bored.

8 **Uzupełnij dialogi 1–3, wybierając spośród podanych odpowiedzi brakującą wypowiedź jednej z osób. Zakreśl literę a, b lub c.**

1 **Man** Good afternoon. Is there anything I can do for you?
Woman **a** You're welcome.
b I'm fine, thank you.
c That's right!

2 **Girl** Is this a direct train to London?
Man **a** You have to change at Oxford.
b Go to platform six.
c It gets in at 3 o'clock.

3 **John** Would you prefer to go to London or Manchester?
Mark **a** It's a great idea!
b It's a long way!
c It's up to you!

9 **EGZAMIN** **Uzupełnij tekst, wpisując w każdą lukę (1–3) odpowiedni wyraz z ramki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

book hire trip agent guidebook travel

Travelling in different countries

Going abroad can be great fun, but you should always plan your [1]___ before you go. The first thing you need to do is to choose your destination. Look on a website, or visit a travel [2]___ and get as much advice as you can. If you're not an experienced traveller, it's best to [3]___ your hotel or campsite in advance – you don't want to be in a strange place with nowhere to stay. Remember that safety is the most important thing!

10 **EGZAMIN** **Wybierasz się na wycieczkę do Londynu i zarezerwowałeś / zarezerwowałaś dwuosobowy pokój w schronisku młodzieżowym. Napisz e-mail do przyjaciela, w którym:**

- poinformujesz go, dokąd jedziesz i jak długo chesz tam zostać;
- opiszesz schronisko, w którym chcesz się zatrzymać;
- zaprosisz przyjaciela do udziału w wycieczce.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

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5 Image and identity

Start thinking

1 Do you wear jewellery?
2 What is a *hoody*?
3 What is ethical fashion?

Aims

Communication: I can ...

- use reflexive pronouns.
- understand a text about attitudes to fashion.
- use the passive to talk about clothes and fashion.
- understand and react to an interview about ethical fashion.
- use the passive to talk about products.
- change something in a shop.
- write a letter of complaint.

Exam preparation Page 56

Człowiek, Zakupy i usługi

- **Rozumienie ze słuchu:** *Dobieranie*
- **Rozumienie tekstów pisanych:** *Dobieranie*
- **Znajomość funkcji językowych:** *Wielokrotny wybór*
- **Znajomość środków językowych:** *Parafrazowanie zdań*
- **Wypowiedź pisemna:** *Notatka*

English Plus Options

+ Extra listening and speaking
Discussing music
Page 100

+ Curriculum extra
History: Child labour
Page 108

+ Culture
Punks
Page 116

+ Project
A webpage: an urban tribe
Page 124

VOCABULARY AND LANGUAGE FOCUS

Body decoration

I can use reflexive pronouns.

1 Complete the table with the words in the box. Which of the things can you see in photos 1–7? Add more words that you know to the table.

~~piercing~~ necklace chain nail varnish moustache beard tattoo hair dye ring lipstick dreadlocks sideburns

Make-up	Jewellery	Hair and skin
	piercing – photos 1, 7	

Pronunciation: Diphthongs Workbook page 99

2 2.24 Do the *Appearance and Identity* quiz. Then listen and check your answers.

Appearance and Identity

1 Thousands of years ago, ___ helped different tribes to identify each other.
a hair dye
b necklaces and other jewellery
c lipstick

2 ___ were named after the American soldier and politician Ambrose Burnside.
a Sideburns
b Dreadlocks
c Moustaches

3 In Ancient Greece, all men had ___. It was a disgrace to be without one.
a chains
b necklaces
c beards

4 In some cultures, ___ indicates that an adolescent has become an adult. In other cultures, it's used simply for decoration.
a a piercing
b lipstick
c nail varnish

5 In many cultures, couples give each other ___ when they get engaged. It represents eternity.
a a ring
b a necklace
c a chain

6 Tattoos are an art form and a traditional symbol of maturity in Samoa. Young people ___ when they're twelve or thirteen.
a tattoo themselves
b tattoo each other
c are tattooed by elders

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Image and identity

Unit summary

Communication
I can …
use reflexive pronouns.
understand a text about attitudes to fashion.
use the passive to talk about clothes and fashion.
understand & react to an interview about ethical fashion.
use the passive to talk about products.
change something in a shop.
write a letter of complaint.

Vocabulary
Core vocabulary:
Nouns: Body decoration: *beard, chain, dreadlocks, hair dye, lipstick, moustache, nail varnish, necklace, piercing, ring, sideburns, tattoo*
Verbs and nouns: Commerce: *design, designer, export, exporter, grow, grower, import, importer, manufacture, manufacturer, produce, producer, shop, shopper, supply, supplier, work, worker*
Build your vocabulary: Negative prefixes

Language focus
Reflexive pronouns; *each other*
Active or passive: introduction
Passive: past, present and future
Passive: questions

English Plus Options
Extra listening and speaking: Discussing music (page 100)
Curriculum extra: History: Child labour (page 108)
Culture: Punks (page 116)
Project: A webpage: an urban tribe (page 124)

Exam preparation
Tematy: Człowiek, Zakupy i usługi, Życie społeczne
Zadania egzaminacyjne: Rozumienie ze słuchu *Wielokrotny wybór, Dobieranie* Znajomość środków językowych *Uzupełnianie luk, Parafrazowanie zdań* Znajomość funkcji językowych *Wielokrotny wybór* Rozumienie tekstów pisanych *Dobieranie* Wypowiedź pisemna *Notatka*

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class or during the class if you have access to the internet.

ANSWERS

1 Students' own answers.
2 A *hoody* is a sweatshirt with a hood.
3 Ethical fashion is fashion that is produced paying fair wages to workers and that is not harmful to the environment.

Aims

- Learn words for body decoration.
- Do a quiz about appearance and identity.
- Learn how to express likes and dislikes.
- Listen to opinions about fashion.
- Learn how to use reflexive pronouns.

Warm-up (2–3 minutes)

- With books closed, write *Personal appearance* on the board and elicit or teach the meaning.
- Ask: *What can people do to change their personal appearance?* Elicit a few ideas. Ask: *Why do you think people like to change their appearance?* Elicit ideas and guide students to the idea of image or self-expression.
- Brainstorm ideas and write useful vocabulary on the board.

Exercise 1

- Read through the words in the box together and ask students to find as many as possible in the photos. Check understanding of any words that aren't in the photos by eliciting translations, examples or explanations.
- Look at the table and make sure students understand the headings. In a **weaker class**, copy and complete the table together on the board. Model and drill the pronunciation of difficult words, especially *beard* /bɪəd/, *moustache* /məˈstɑːʃ/ and *dreadlocks* /ˈdredlɒks/.
- Elicit suggestions for other words for body decoration and classify them in the table. In a **stronger class**, ask students to use the new words to write five sentences describing the appearance of famous people, e.g. *Angelina Jolie has at least a dozen tattoos over her body. Reggae artist Bob Marley was famous for his dreadlocks.*

ANSWERS

Make-up: nail varnish, lipstick
Jewellery: piercing, necklace, chain, ring
Hair and skin: moustache, beard, tattoo, hair dye, dreadlocks, sideburns

Pronunciation: Diphthongs

Workbook page 99

Exercise 2 2.24 Tapescript page T131

- Draw attention to the *Appearance and Identity* quiz.

Continued on page T49

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- Check answers as a class. Are there any answers or facts that students find surprising?

ANSWERS
1 b 2 a 3 c 4 a 5 a 6 a

Exercise 3

- Read the key phrases with the class and check that students understand them. Model the pronunciation of *suit* /suːt/.
- Ask two volunteers to read the example.
- In a **weaker class**, allow students time to prepare some notes individually and then put them into pairs to exchange opinions about the things in exercise 1. In a **stronger class**, elicit a few opinions and then encourage students to discuss spontaneously.

ANSWERS
Students' own answers.

LANGUAGE NOTE Students often make the mistake of saying ~~*I'm agree with you.*~~ instead of *I agree with you*.

Exercise 4

- Focus on question 6 in the *Appearance and Identity* quiz. Draw students' attention to answers a and b and write on the board the sentences: *They tattoo themselves. They tattoo each other.* Ask students what they think the difference in meaning is between the sentences.
- Underline *themselves* and elicit or teach that it is a reflexive pronoun. Tell students they are going to learn about reflexive pronouns and *each other*.
- Allow students time to read the table and the words in the box. In a **weaker class**, complete the table together on the board. In a **stronger class**, ask students to do it in pairs.

ANSWERS
1 yourself
2 herself
3 itself
4 yourselves
5 themselves

Exercise 5

- Look at the pictures together and ask students to complete the sentences.
- Check understanding by asking what you would need in order to look at yourself (a mirror). Explain that reflexive pronouns show that the person who does the action is also the person who is affected by it.
- Ask students to look at the quiz again and find more examples of reflexive pronouns and *each other*.

ANSWERS
1 each other 2 ourselves

LANGUAGE NOTE Students often forget that we use *each other*, not *themselves,* to indicate a reciprocal action: *They sent emails to each other*. NOT ~~*They sent emails to themselves.*~~

More practice
Workbook page 41

Exercise 6

- Tell students to read the sentences carefully and decide how to complete them.

ANSWERS
1 each other
2 herself
3 myself
4 each other
5 himself
6 themselves

Exercise 7

- Do the first sentence with the whole class as an example if necessary.
- Allow students time to check their answers in pairs before you check with the class.

ANSWERS
1 each other
2 myself
3 himself / herself
4 each other
5 ourselves
6 ourselves / each other
Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their paragraphs and then compare with another fast finisher.
- Tell them to check each other's work for mistakes and suggest improvements.

Optional activity: Language focus

Play a mime game to practise the use of reflexive pronouns and *each other*.

Ask students to come to the front of the class in pairs. Ask them to mime one of the actions below, and ask the class to say what they are doing, using *they're … themselves* or *they're … each other*.

Talking to each other
Washing themselves
Putting make-up on each other
Chatting to each other on the phone
Taking photos of themselves
Shouting at each other
Taking photos of each other
Making a cup of coffee for themselves
Falling and hurting themselves
Making a cup of coffee for each other

Sense of initiative and entrepreneurship
This activity will encourage teamwork in the classroom, the management of personal resources, and social skills such as cooperation and negotiation.

More practice
Workbook pages 40 and 41
Language focus reference and practice, Workbook pages 90–91

Tests

Five-minute test, Online Test Bank

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3 Study the key phrases. Work in pairs. Talk about the body decoration words in exercise 1. Use the key phrases.

KEY PHRASES ○ Appearance

... look(s) ... cool / painful / colourful.
I'd never have / wear ... .
I (quite / really) like ... .
I'm not mad about ... .
I don't like ... (much / at all).
I (don't) think ... would suit me.

I'd never have a piercing because they hurt.

Yes, I think they look painful.

Reflexive pronouns; *each other*

4 Complete the table with the reflexive pronouns.

yourselves yourself herself ~~myself~~ themselves itself

Singular			Plural		
I You	look at	myself. 1___.	We You They	look at	ourselves. 4___. 5___.
He She It	looks at	himself. 2___. 3___.			

5 Look at the pictures and complete the sentences with *ourselves* and *each other*.

We looked at ___. We looked at ___.

More practice ⇨ Workbook page 41

6 Complete the sentences with reflexive pronouns or *each other*.

1 They'd both grown beards and they didn't recognize ___.
2 Emily has bought ___ some nail varnish.
3 I talk to ___ a lot. People think I'm crazy.
4 My flatmates don't like ___. They never talk.
5 He's taught ___ how to play the guitar.
6 My brothers cut their hair ___. That's why they look terrible!

7 ACTIVATE Complete the sentences with your own ideas. Include a reflexive pronoun or *each other* in each sentence. Then compare your answers with a partner.

1 My best friend and I have known ___ ... .
2 I hurt ___ once when ... .
3 My friend has taught ___ to ... .
4 ... and ... get on really well with ___.
5 We really enjoyed ___ when we ... .
6 We should look after ___ because ... .

○ *Finished?*
Write a paragraph describing the appearance of three people you know. Use words in exercise 1.

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READING ■ Fashion

I can understand a text about attitudes to fashion.

1 Read the words in the box. Which of the clothes can you see in the pictures?

baggy jeans a miniskirt a top hat
a hooded sweatshirt underwear
a suit and tie

2 2.25 Read the title of the text and look at the pictures. What do you think the text will be about? Choose a, b or c. Then read, listen and check your answer.

a Fashionable criminals.
b Clothes that shock people.
c Famous fashion designers.

3 Read the text again and write *true* or *false*. Correct the false statements.

1 It's always people, not their clothes, which provoke negative reactions.
2 People were scared by the top hat.
3 Trousers weren't usually worn by women until the 1960s.
4 All skirts and trousers were accepted in the 1960s.
5 The author thinks that it's bad to wear hoodies.
6 Some people have a negative opinion of hip hop fans.
7 The author thinks that we should look at people's clothes before we judge their character.

4 BUILD YOUR VOCABULARY Find the negative form of adjectives 1–6 in the text. Then complete the table.

1 moral 3 responsible 5 decent
2 fair 4 legal 6 respectful

Prefix	Adjective	Negative adjective
im-	moral	immoral

5 Check the meaning of the adjectives in the box. Add negative prefixes and include them in the table in exercise 4. Then think of an example sentence for each word.

common regular possible sensitive
organized legible

6 YOUR OPINIONS Ask and answer the questions.

1 What do you think about hoodies and baggy jeans?
2 Are any fashions shocking these days? Why?
3 What do you think of the way people dress in your country?
4 What kind of clothes do you like wearing?
5 What do your parents think about your clothes?

Clothes Crimes

Clothes can be comfortable and casual, smart and stylish, or colourful and eccentric. That's fine, but beware if what you're wearing is too different or daring. It isn't your personality or opinions, but your appearance that can cause disapproval. Clothes, it seems, can sometimes provoke a strong reaction.

There are many examples of clothes which have attracted the attention of the law. The inventor of the top hat, for example, was arrested in London in 1797 for wearing 'a tall structure calculated to frighten timid people'. People screamed and panicked when they saw it. Women have also caused controversy with their clothes. In 1926, the actress Marlene Dietrich wore a man's suit and tie in Paris and was warned that her clothes were causing offence. It wasn't until the sixties that trousers were accepted as part of a woman's wardrobe, even though women of all ages wear trousers these days. Miniskirts caused similar shock waves in the sixties because some people thought they were 'immoral'.

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READING ● Fashion

I can understand a text about attitudes to fashion.

5

Aims

- Read about clothes that cause offence.
- Read for general meaning and specific information.
- Express your own opinions on clothes.
- Learn about negative prefixes.
- Practise using negative prefixes.

Warm-up (2–3 minutes)

- With books closed, ask students if there are any types of clothes they really do not like. Elicit some ideas.
- Ask: *What type of person wears a suit / sports clothes / designer labels / a fur coat / old clothes? Do you think you can tell what a person is like by the clothes that they wear?* Elicit opinions and encourage as many students as possible to participate.

Background

Marlene Dietrich was a German-born American actress and singer who was popular during the 1920s and 1930s.

The banning of 'hoodies' in some towns and cities in Britain caused a lot of controversy, as many people felt that it was very unfair to make judgements about people based on their clothes.

Exercise 1

- Check the meanings of the words in the box, using the photographs, students' own clothes and explanations.

ANSWERS

baggy jeans, underwear, suit and tie, a top hat

Exercise 2 2.25

- Students read the title and decide what they think the text is about. Remind them that it is a good habit to prepare to read in this way, using the title and photos to help them anticipate what they will read.
- After listening, check how many students predicted correctly.

ANSWER

b

Exercise 3

- Students read the text again and decide if the sentences are true or false. In a **weaker class**, tell them to underline the parts of the text where they found the answers. Remind them to correct the false sentences.
- In a **stronger class**, encourage students to explain how they arrived at the answers by recalling details from the text.

ANSWERS

1 False. Your appearance can cause disapproval.
2 True.
3 True.
4 False. Some people thought miniskirts were immoral.
5 False. The author thinks it is unfair and irresponsible to persecute people who wear hoodies.
6 True.
7 False. The author hopes that one day people will be judged on who they are and not on the clothes they wear.

Exercise 4

- Elicit other examples of negative adjectives which use each prefix (see examples in brackets below).

ANSWERS

1 im-: immoral (impolite, impractical, immature)
2 un-: unfair (unhappy, uncomfortable, unusual)
3 ir-: irresponsible (irrelevant, irrational)
4 il-: illegal (illogical, illiterate)
5 in-: indecent (incorrect, inconvenient)
6 dis-: disrespectful (dishonest, disloyal)

Exercise 5

- Read the words in the box together and check the meaning by sharing explanations as a class. In a **weaker class**, allow students to use their dictionaries if necessary.
- Students make the adjectives in the box negative and then add them to the table. Encourage them to figure out as many as possible, by looking at the patterns in the table, and then checking them in the dictionary.
- Allow students to work in pairs to make example sentences. Elicit a few examples for each word and discuss them as a class.

ANSWERS

un-: uncommon; ir-: irregular; im-: impossible; in-: insensitive; dis-: disorganized; il-: illegible
Students' own answers.

Exercise 6

- Read through the questions with the class and make sure that students understand everything.
- In a **weaker class**, allow students time to prepare some notes individually, then ask and answer their questions in pairs. In a **stronger class**, encourage students to ask and answer spontaneously.
- Ask some students to report back on their partner's answers and opinions.
- Alternatively, write *Generation gap* on the board and elicit its meaning. Divide the class into three groups: teenagers, parents and grandparents. Ask students in each group to imagine what might might shock that group about today's fashions. For example, some students in the 'grandparents' group may appreciate the greater freedom teenagers have today, but others might think there is too much freedom and that teenagers have too much choice.
- Hold a class debate between the generations. Find out if there is anything that they agree on.

ANSWERS

Students' own answers.

More practice

Workbook page 44

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LANGUAGE FOCUS ■ Active or passive: introduction

I can use the passive to talk about clothes and fashion.

5

Aims

- Learn the difference between the active and passive.
- Learn about *by* + agent.
- Practise recognizing passive sentences.
- Practise transforming active sentences to passive.

Warm-up (3–4 minutes)

- Refer students back to the text on page 50. Ask: *What happened to the man wearing a top hat?* Elicit the answer and write it on the board: *He was arrested.*
- Ask: *What happened to young people wearing hooded sweatshirts in Britain?* Elicit the answer and write it on the board: *They were banned from shopping centres.*
- Focus on the sentences on the board and underline the verbs. Elicit that they are in the passive. Ask: *Who arrested the man?* (the police), *Who banned the young people?* (probably the shopping centre managers). Elicit that this information isn't important in these sentences.

Exercise 1

- Students work in pairs to compare the sentences and decide if the statements are true or false.

ANSWERS

1 True. 2 True. 3 False.
The inventor … was arrested …
Marlene Dietrich … was warned …
It wasn't until the sixties that trousers were accepted …
Young people … were banned …
… 'hoodies' are sometimes worn by criminals …
… an 'outrage' which was banned …
… people will be judged on …

LANGUAGE NOTE Students often forget to include *be* in passive sentences: ~~*He arrested by the police*~~. instead of *He was arrested by the police*.

Students often forget that we use *by* to introduce the agent in a passive sentence: *He was arrested by the police*. NOT ~~*He was arrested for the police*~~.

More practice

Workbook page 41

Exercise 2

- In a **weaker class**, ask students to read the sentences in pairs and decide whether they are active or passive. Ask students which tense they are going to use for each sentence (present simple for sentences 1, 4 and 5; past simple for sentences 2, 3 and 6). In a **stronger class**, ask students to work individually.

ANSWERS

1 buy 2 were worn 3 was invented 4 is made
5 are banned 6 became

Exercise 3

- Do the first sentence with the class as an example.
- Discuss why *by* + agent is not necessary in some cases. Explain it is not necessary to mention the agent if it is unknown (e.g. *someone*) or obvious (e.g. *the police*).

ANSWERS

1 The bikini was named after an island in the Pacific Ocean.
2 Kate Middleton's wedding dress was designed by Sarah Burton.
3 The first fashion house was established in Paris by Charles Worth in 1858.
4 The top US tennis player, Serena Williams, is sponsored by Nike.
5 The first jeans were made in Genoa, Italy.
6 Traditional skirts, or kilts, are often worn by Scottish men.

LANGUAGE NOTE Students may not know that we use *with*, not *by*, when we refer to an instrument which is used by the agent to do the action: *He was stabbed (by the mugger / criminal) with a knife*. NOT ~~*He was stabbed by a knife*~~. Explain that the knife is the instrument, and the mugger / criminal is the agent.

Exercise 4

- Refer students back to the text, and tell them to read it again carefully and underline facts and ideas that they could use. In a **weaker class**, do another example together, eliciting a true and a false passive statement about the text.

ANSWERS

Students' own answers.

Optional activity: Language focus

Write these sentences on the board and tell students they each contain an error.

1 Shoes don't sold in this shop.
2 A lot of clothes made in poor countries.
3 Miniskirts were became fashionable in the 1960s.
4 Hooded sweatshirts wasn't banned everywhere.
5 People are shocked by Marlene Dietrich's clothes.

Ask students to copy the sentences and correct the errors. Then ask students to come out and correct the sentences on the board. Also ask which sentence is active (3).

ANSWERS

1 Shoes **aren't** sold in this shop.
2 A lot of clothes **are** made in poor countries.
3 Miniskirts ~~were~~ **became** fashionable in the 1960s.
4 Hooded sweatshirts **weren't** banned everywhere.
5 People **were** shocked by Marlene Dietrich's clothes.

Communicative competence, Learning to learn

This activity will help your students understand the way language is structured. It will also encourage self-evaluation and develop study skills.

More practice

Workbook page 41
Language focus reference and practice, Workbook pages 90–91

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Active or passive: introduction

I can use the passive to talk about clothes and fashion.

5

1 Compare the active and passive sentences in the tables. Then write *true* or *false* for 1–3. Find more examples of passive sentences in the text.

Active			
Subject	Verb	Object	Other words
Police	arrested	him	in London.
Women	wear	trousers	these days.

Passive				
Subject	*be*	Past participle	*by* + agent	Other words
He	was	arrested	(by police)	in London.
Trousers	are	worn	by women	these days.

1 We often use the passive when the action is more important than the person who does it.
2 The subject in active sentences becomes the agent in the passive.
3 The agent is always needed in passive sentences.

More practice ⇨ Workbook page 41

You may think that people are more open-minded now. But that isn't always true. Recent clothes 'criminals' were teenagers wearing fairly standard clothes. In Britain, young people wearing hooded sweatshirts were banned from some shopping centres because 'hoodies' are sometimes worn by criminals who want to hide their faces. But does that mean that all people who wear hoodies are criminals? It seems unfair and irresponsible to persecute people if they simply want to wear practical, comfortable clothes.

And in the United States, it was baggy jeans that shocked the public. A popular fashion with hip hop fans is to wear very baggy jeans and show their underwear – an 'outrage' which was banned and became illegal in some American towns. This probably wasn't because the clothes were indecent or immoral, but because some people thought that this style was typical of the disrespectful or criminal nature of some hip hop fans. Maybe the day will come when people will be judged on who they are and not on the clothes that they wear.

2 Complete the sentences using the correct active or passive form of the verbs in brackets.

1 These days, people ___ a lot of clothes on the internet. (buy)
2 The first wellington boots ___ by the Duke of Wellington in the early 19th century. (wear)
3 In the eighteenth century, new machinery ___ which revolutionized the textile industry. (invent)
4 A lot of cheap clothing ___ in Thailand these days. (make)
5 Very thin models ___ in some fashion shows. (ban)
6 Torn jeans ___ a popular fashion in the 1970s. (become)

3 Make the active sentences passive. Include the agent if necessary.

Did you know?

1 Someone named the bikini after an island in the Pacific Ocean.
2 Sarah Burton designed Kate Middleton's wedding dress.
3 Charles Worth established the first fashion house in Paris in 1858.
4 Nike sponsors the top US tennis player, Serena Williams.
5 People made the first jeans in Genoa, Italy.
6 Scottish men often wear a traditional skirt, or kilt.

4 ACTIVATE Write three true passive sentences and three false passive sentences about the *Clothes Crimes* text. Then read your sentences to a partner. Guess if your partner's sentences are true or false.

Miniskirts were invented in 1797.

False!

Finished?
Write example sentences for the vocabulary in exercise 1. Use the passive.
Baggy jeans are worn by teenagers.

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VOCABULARY AND LISTENING ● Commerce

I can understand and react to an interview about ethical fashion.

1 Complete the table with nouns and the infinitive form of the verbs. Read the *Unethical fashion* article and check your answers. How are the nouns formed?

Noun	Verb
grower	grow
1___	produce
2___	work
manufacturer	3___
importer	4___
exporter	5___
6___	shop
7___	design
8___	supply

STUDY STRATEGY ○ Prediction

2 2.26 You are going to hear an interview with Stella Franks. Read the *Unethical fashion* article again and try to predict the answers to the questions (1–3). Then listen to the interview and check your answers.

1 Why was Stella invited to the interview?
2 How much are workers in the clothes industry paid?
3 Will more clothes be recycled in the future?

3 2.26 EGZAMIN Listen to the interview again and choose the correct answers.

1 The purpose of Stella's article is to ___ people.
a shock b inform c change
2 The chemicals which are used to produce clothes are ...
a dangerous. b recycled. c expensive.
3 Shoppers can reduce the use of chemicals by buying ___ clothes.
a designer b Fair Trade c organic
4 Fair Trade clothes are more expensive because ...
a they are made by famous designers.
b the workers are paid higher wages.
c they are made of organic cotton.
5 People shouldn't ___ old clothes.
a throw away b recycle c buy
6 Stella is ___ about the future of ethical fashion.
a negative b uncertain c positive

4 ACTIVATE Work in groups. Think about the problems described in this lesson. Discuss how the people in exercise 1 could help to solve these problems.

I think shoppers should ...

It would be better if the growers ...

Unethical fashion

The Jeans Journey: cotton, chemicals and costs
by Stella Franks, eco-designer

- Cotton is grown in many countries around the world. In some African countries, it is the main agricultural crop.
- 25% of all the world's pesticides are used by cotton growers.
- These days, producers use special chemicals to make denim soft. These chemicals can harm the environment and they are dangerous for workers.
- Clothes such as jeans are often manufactured in foreign countries. When clothes are imported and exported, they are often sent thousands of miles by ship or plane, using a lot of oil and petrol.
- Shoppers want cheaper clothes as well as clothes made by top designers. When prices in shops are low, suppliers and workers are paid less.
- When clothes are cheap, we buy more than we need. More clothes are thrown away and they aren't recycled very often.

Zakupy i usługi, Życie społeczne • **Rozumienie ze słuchu** *Wielokrotny wybór*

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VOCABULARY AND LISTENING ● Commerce

I can understand and react to an interview about ethical fashion.

5

Aims

- Learn verbs and nouns of commerce.
- Read about unethical fashion.
- Learn how to predict what is in a text.
- Listen to an interview about ethical fashion.

Warm-up (2–3 minutes)

- With books closed, write *ethical* and *unethical* on the board and elicit or teach the meaning (things that are ethical are fair to people and respect the environment).
- Ask students what they think *ethical fashion* is. Elicit some ideas. Ask if they think about whether the clothes they buy are ethical or unethical. Elicit some ideas.

Exercise 1

- In a **weaker class**, students can refer to the article while completing the table. In a **stronger class**, students copy and complete the table, then read the article and check.
- Focus on the article and read the title and subtitle with the class. Ask students to identify the plant shown in the photograph (cotton).
- Elicit how the nouns are formed and elicit spelling rules.

ANSWERS

1 producer **2** worker **3** manufacture **4** import
5 export **6** shopper **7** designer **8** supplier
The nouns are formed by adding *-er*.

Exercise 2 2.26 Tapescript page T131

- Ask students to compare their ideas in pairs.
- Elicit a few answers from the class before listening to the interview, but don't confirm or reject any at this stage.

ANSWERS

1 She was invited because she's an eco-designer and because she's an expert on ethical fashion.
2 Many workers are paid as little as a dollar a day.
3 Yes, Stella thinks that people's attitudes are changing so they will recycle clothes more in the future.

Exercise 3 2.26

- Play the CD again for students to listen for the information and choose the best answer. In a **weaker class**, check whether students are confident, or need to listen again.
- Allow students time to compare their answers in pairs before you check with the class.

ANSWERS

1 b **2** a **3** c **4** b **5** a **6** c

Exercise 4

- In a **weaker class**, or a class that needs more structured support, write these questions on the board: *1 Do you think that too many clothes are produced and sold? 2 What can manufacturers do to help growers? 3 What can importers do to help workers in poor countries? 4 Do you buy Fair Trade clothes? Why / Why not? 5 What can shoppers do to help the environment?* Ask students to prepare their answers to the questions individually. Then put them into pairs to compare their ideas. Ask some pairs to report back on their discussions. Conduct a class discussion on issues that students are interested in.
- In a **stronger class**, allow students time to read the instructions. If necessary, elicit the problems described in the article and the interview and write them on the board. Choose a problem and ask confident volunteers to read out and complete the example sentences. Put students in groups of three or four to discuss the problems and the roles of the people in the table in exercise 1.
- Ask whether students will try to shop differently now that they have learnt about the cotton industry.

Optional activity: Listening

Write these sentences on the board or dictate them to the class.

1 A lot of chemicals are used when jeans are made.
2 Organic cotton is always labelled.
3 Workers suffer because clothes are more expensive.
4 The Fair Trade label shows that exporters were paid a fair price.
5 Stella thinks that people should give all their clothes to charity shops.

Put students into pairs and ask them to decide from memory if the sentences are true or false. Ask them to correct the false sentences. Play the CD again, pausing to allow students to check their answers.

ANSWERS

1 True.
2 False. There is usually a label.
3 False. They suffer because clothes are cheaper.
4 False. It shows that workers were paid a fair price.
5 False. She thinks that people could also use their old clothes to make new clothes.

Communicative competence

This activity will develop your students' listening skills.

More practice

Workbook page 42
Online Teacher's Photocopiable Resources: Vocabulary

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LANGUAGE FOCUS ■ Passive: past, present and future • Passive: questions

I can use the passive to talk about products.

5

Aims

- Learn the use of the passive in the past, present and future.
- Learn how to form questions in the passive.
- Practise using the passive in the past, present and future.

Warm-up (2–3 minutes)

- With books closed, ask students to think back to the interview with Stella. Ask: *What does Stella think will happen in the future?* Write the sentence beginning: *She thinks that more clothes …* and elicit the sentence end *… will be recycled in the future.*
- Underline the verb *will be recycled* and elicit that it is passive and that it refers to the future.

Exercise 1

- Students study the example sentences and identify the tense. Elicit which part of the sentence changes.
- Check answers. Make sure students understand how to form negative sentences in the passive (by adding *not* between *be* and the past participle of the main verb).

ANSWERS

1 present **2** past **3** future *be* changes tense

LANGUAGE NOTE With the future passive form, students often forget to include the appropriate form of *be*: *More Fair Trade clothes will be sold*. NOT ~~*More Fair Trade clothes will sold.*~~

Exercise 2

- Do the first sentence together. Elicit how we know what tense it should be (the time phrase, *each year*). Remind students to use context and time expressions to help them to decide which tense to use.
- In a **weaker class**, ask students to underline the part of the sentences that give them the 'clue'.
- In a **stronger class**, ask students to complete the sentences individually.

ANSWERS

1 are thrown away **2** will be imported
3 is used, is not grown **4** were worn, were called
5 wasn't made, was tied **6** will be developed

Exercise 3 2.27

- Ask students to read the text through quickly, ignoring the gaps. Ask: *Who wore this jacket?* (Johnny Depp).

ANSWERS

1 are created **2** were worn **3** are worn / have been worn
4 are usually kept **5** are sold **6** was worn **7** was sold
8 will be auctioned **9** are often advertised

Exercise 4

- Students work in pairs to study the examples and answer the questions. Check answers with the class.

ANSWERS

1 past: **b**; present: **a**; future: **c**
2 *be* comes between the subject and the past participle of the main verb.

More practice

Workbook page 43

LANGUAGE NOTE As with all question forms, students often forget that we have to invert the subject and auxiliary verb: *When were they made?* NOT ~~*When they were made?*~~ Students may make the mistake of putting the past participle before the subject, as well as the auxiliary verb: ~~*Where were produced these clothes?*~~ instead of *Where were these clothes produced?*

Exercise 5

- Do the first question with the whole class as an example.
- In a **weaker class**, ask students to order the questions individually, then allow them to compare answers in pairs.
- In a **stronger class**, encourage students to ask and answer spontaneously. Students can do both parts of the exercise before you check answers.

ANSWERS

1 What products are manufactured in your region?
2 When was your house built?
3 Will students be taught by robots in the future?
4 Who was this book written by?
5 When were miniskirts first worn?
6 What new gadgets will be invented in 2030?
Students' own answers.

Exercise 6

- Read the options in the box and elicit examples of products that the imaginary company might produce. In a **weaker class**, write suggestions on the board and let students do the whole exercise in pairs.
- Check answers, then put pairs together to interview each other. Ask some groups to perform their dialogues for the class.

ANSWERS

1 What is your product called?
2 Who was your product designed by?
3 Where is it sold?
4 Where is it advertised?
5 Which famous people is your product worn / used / driven by?
6 Where is it produced?
7 Where will your products be exported to in the future?
Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

More practice

Workbook page 43
Language focus reference and practice, Workbook pages 90–91
Online Teacher's Photocopiable Resources: Language focus

Tests

Five-minute test, Online Test Bank

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Passive: past, present and future

1 Study the sentences from the listening on page 52. Which of these sentences refers to the past, present and future? Which part of the sentence changes?

1 A lot of chemicals are used when jeans are produced.
2 The article was written to shock people.
3 In the future, old clothes won't be thrown away.

2 **EGZAMIN** Complete the sentences with the correct passive form of the verb in brackets.

1 190 million items of clothing ___ each year. (throw away)
2 More clothes ___ from the Far East in the next five years. (import)
3 Most of the cotton which ___ in the fashion industry ___ organically. (use, not grow)
4 The first platform boots ___ in the sixteenth century and ___ 'chopines'. (wear, call)
5 Roman clothing ___ in different sizes, it ___ together. (not make, tie)
6 In a few years' time, new fabric ___ which can generate power for your mp3 player using thermal energy. (develop)

3 2.27 Complete the text. Use past, present and future passive forms. Then listen and check.

Famous clothes

Special clothes **are** often **made** (make) for films. These clothes [1]___ (create) by costume designers, who find out what clothes [2]___ (wear) in different periods of history.

After the clothes [3]___ (wear) by the actors, they [4]___ (usually / keep) by the studios. Occasionally, however, they [5]___ (sell) at auctions. This jacket, for example, [6]___ (wear) by actor Johnny Depp in *Pirates of the Caribbean*. It [7]___ (sell) for £12,367.

If you want to wear your favourite star's clothes, then search the internet, as more clothes [8]___ (auction) in charity sales. These sales [9]___ (often / advertise) online.

Passive: questions

4 Study the sentences from page 52 and answer questions 1 and 2.

a How much are workers in the clothes industry paid?
b Why was Stella invited to the interview?
c Will more clothes be recycled in the future?

1 Which of these questions refers to the ...
a past? b present? c future?
2 Where do we put *be* in questions in the future form?

More practice ⇨ Workbook page 43

5 Order the words to make passive questions. Then ask and answer with a partner.

1 manufactured / in your region / are / what products / ?
2 when / built / was / your house / ?
3 students / will / taught / be / in the future / by robots / ?
4 was / who / this book / by / written / ?
5 when / miniskirts / worn / first / were / ?
6 what / be / new gadgets / invented / 2030 / will / in / ?

6 **ACTIVATE** Work in pairs. Imagine that you own a company that makes one of the products in the box. Complete questions 1–6 using the passive and prepare answers about your company and your product. Then find another pair and interview them to find out about their company.

clothes electronic gadgets cars

1 What ___ your product ___ ? (call)
2 Who ___ (*your product*) ___ by? (design)
3 Where ___ it ___ ? (sell)
4 Where ___ it ___? (advertise)
5 Which famous people ___ (*your product*) ___ by? (wear / use / drive)
6 Where ___ it ___ ? (produce)
7 Where ___ (*your product*) ___ to in the future? (export)

Finished?
Design a leaflet to advertise your company in exercise 6. Write a paragraph describing your product. Include passive sentences.

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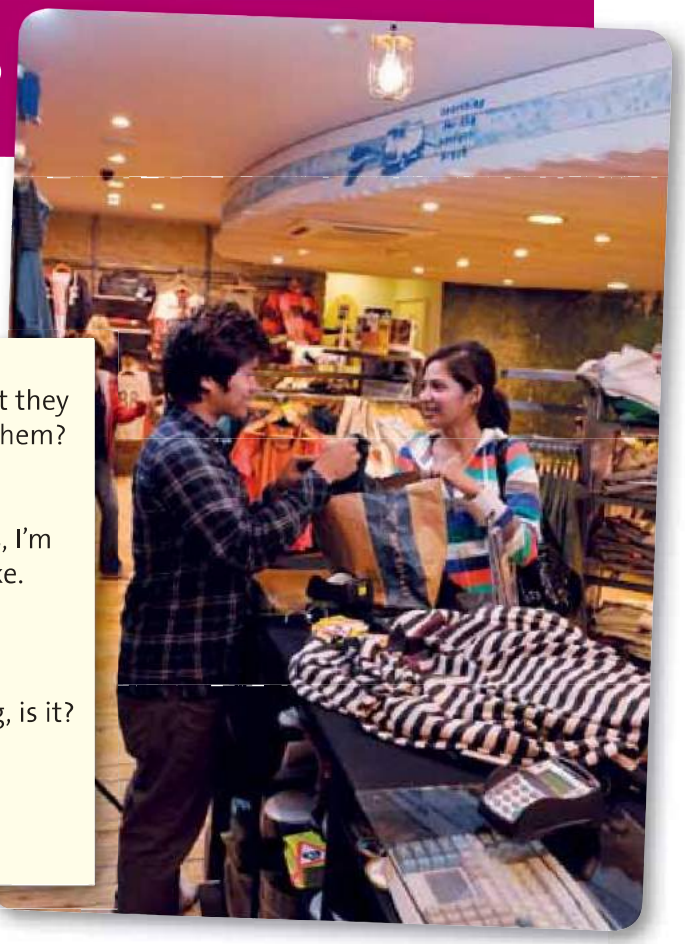
SPEAKING ■ Changing something in a shop

I can change something in a shop.



1 Look at the photo. What is Marie doing?

2 2.28 Listen to the dialogue. What does Marie want to change? What does she get instead?

Assistant Hello. Are you OK there?
Marie Yes, hi. I was given these jeans as a present, but they don't fit. They're too small. Is it OK if I change them?
Assistant That should be OK. Have you got the receipt?
Marie Yes, here you are.
Assistant OK. Well actually, we've sold out of those jeans, I'm afraid. You can choose something else if you like.
Marie Oh, right. ... Can I try these things on?
Assistant Yes, sure. The changing rooms are over there.
...
Marie What do you think of this coat? It isn't too long, is it?
Assistant No, I don't think so. It really suits you.
Marie I'm not sure about the colour.
Assistant We've got it in dark red as well.
Marie Oh, I like the red one. I'll take it then, thanks.

3 Study the key phrases. Who says the phrases? Practise the dialogue.

KEY PHRASES ○ Changing clothes

They don't fit.
Is it OK if I change them?
Have you got the receipt?
We've sold out of those, I'm afraid.
Can I try these things on?
The changing rooms are over there.
It really suits you.
I'll take it then.

4 2.29 **EGZAMIN** Listen and choose the correct answers.

1 a No, they really suit you.
b No, I like the blue ones.
c They aren't baggy.
2 a It doesn't fit.
b Have you got the receipt?
c Yes, here you are.
3 a Oh, OK. Can I try these on instead?
b I really like the style.
c The changing rooms are over there.
4 a No, I don't think so.
b We've got them in blue as well.
c Yes, sure.
5 a I'll take it then.
b Yes, it suits you.
c You can choose something else.

5 2.30 Look again at the key phrases and complete the mini-dialogues. Then listen and check. Practise the mini-dialogues for situations 1–4 with a partner.

1 **Tim** Is it OK if I [1]___ this T-shirt?
Assistant I don't like the colour.
Tim That should be OK. Have you got [2]___?
Yes, here you are.

2 **Jan** This top [3]___ fit. Is it OK if I [4]___?
Assistant We've [5]___ of those, I'm afraid. You can choose another one if you like.
Jan Right. Can I [6]___ this one on?
Assistant Sure. The [7]___ are over there.

1 jacket / too small
2 trousers / don't fit
3 sunglasses / too big
4 watch / wrong colour

6 **ACTIVATE** Read the situation below. Prepare a dialogue with a partner. Practise your dialogue. Then change roles.

Situation
Imagine that you were given something for your birthday, but you want to change it.

Zakupy i usługi • **Znajomość funkcji językowych** *Wielokrotny wybór*

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SPEAKING ● Changing something in a shop

I can change something in a shop.

5

Aims

- Listen to a conversation in which someone changes something in a shop.
- Learn key phrases for changing something in a shop.
- Practise changing something in a shop.

Warm-up (2–3 minutes)

- With books closed, ask students if they enjoy shopping. Find out what they buy with their pocket money (allowance, etc.) and what their parents buy for them.
- Ask: *What do you do if you buy something or get it as a present and it isn't right?* Elicit you can return it to the shop.
- Briefly brainstorm reasons why you might take something back to change it.

Exercise 1

- Focus on the photo. Ask: *Where is Marie? What is she doing?* Elicit she is in a shop and wants to change something.
- Ask: *What do you think she is saying?* Elicit some ideas, but don't confirm or reject any at this stage.

ANSWER

Marie is returning / exchanging some clothes.

Exercise 2 2.28

- Read the task and clarify that the first time students listen, they should just identify what Marie wants to change. They do not need to understand every word at this stage.

ANSWERS

She wants to change some jeans. She gets a (red) coat from the shop.

Exercise 3

- Read the key phrases together. In a **weaker class**, if necessary, play the CD again and ask students to listen carefully to the key phrases and try to mimic the pronunciation and intonation. In a **stronger class**, ask if students remember who says the phrases before they look back at the dialogue to check.

ANSWERS

Marie: They don't fit. Is it OK if I change them? Can I try these things on? I'll take it then.
Assistant: Have you got the receipt? We've sold out of those, I'm afraid. It really suits you.

Exercise 4 2.29 Tapescript page T131

- Explain that students are going to hear a statement or a question, and they should choose the best response to it from the options. Remind them to read through all the options first and try to predict the kind of thing they might hear for each one.
- Play the CD twice. Students can make notes the first time they listen, then confirm their answers the second time.

ANSWERS

1 a **2** b **3** a **4** b **5** a

Exercise 5 2.30

- Put students into pairs to practise new mini-dialogues based on situations 1–4.
- Ask some pairs to perform some of their dialogues for the class.

ANSWERS

1 change **2** the receipt **3** doesn't **4** change it
5 sold out **6** try **7** changing rooms

Exercise 6

- Look at the pictures together. Establish what the items are, and ask students what they think of them.
- Ask students to work in pairs to write a new dialogue. In a **stronger class**, encourage students to expand on the model dialogue.
- When students have completed their dialogues, ask them to practise the dialogue with a partner. Ask them to swap roles and practise again.
- Ask some students to perform their dialogues for the class, then conduct a short feedback session in which you correct any common errors.

ANSWERS

Students' own answers.

Optional activity: Communication

Write *a refund* on the board and elicit the meaning (when a shop gives you your money back for something).

Teach the meaning of *faulty* (doesn't work properly).

Write these phrases on the board and ask students to decide who would say them: a customer or a shop assistant.

I think it's faulty. (customer)

Is it faulty? (assistant)

I'd like a refund, please. (customer)

I can offer you a refund. (assistant)

Ask students to imagine that they were given a new phone, mp3 player, or camera for their birthday, but it is faulty. They can either take it back and ask the shop to change it, or ask for a refund.

Ask students to prepare and practise their dialogues in pairs and then ask some pairs to perform their dialogues for the class.

Communicative competence

This activity will help your students use language conventions appropriate to the situation.

More practice

Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 5, Online Test Bank

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WRITING ● A formal letter

I can write a letter of complaint.

Aims

- Study a model text.
- Learn key phrases for writing formal letters.
- Learn about adverbs of degree.
- Write a formal letter of complaint.

Warm-up (3–4 minutes)

- With books closed, ask students to recall the previous lesson (Speaking, page 54) and elicit what they remember about the scenario.
- Ask: *Where was Marie?* (In a clothes shop.) *What was she doing?* (Returning a pair of jeans.) *What did she want?* (To change them.) *Did she get what she wanted?* (No, but she chose something else.)
- Ask whether students have ever returned something. Find out if they were successful. Elicit a few examples from the class.
- Now ask students what they could do if they were not happy with the shop's response. Tell them they are going to learn about letters of complaint.

Exercise 1

- In a **weaker class**, pre-teach *compensation* and allow students to compare answers in pairs before checking answers as a class.

ANSWERS

1 b
2 The manager of the shop.
3 Paragraph 2
4 The shop assistant was extremely unhelpful and refused to exchange or give a refund for the item.
5 The action and the result of the action is more important than knowing the agent.

Exercise 2

- Ask students to order the key phrases from memory and then check them in the text.

ANSWERS

I am writing to complain about …
I would be very grateful if you would …
I enclose the receipt.
I look forward to hearing from you.
Yours faithfully,

Exercise 3

- Elicit the function of the adverbs (they modify the strength of the adjective that follows). Ask: *Which adverb weakens the adjective that follows?* (rather) *Which two adverbs have the same effect?* (really and very) *Which adverb is the strongest modifier?* (extremely)
- Write the adverb *quite* on the board. In a **weaker class**, provide an example sentence. In a **stronger class**, elicit one.
- Elicit the function of the adverb by asking which of the ones in the text has a similar function (rather). You may want to point out that *quite* is a little bit stronger than *rather*.

ANSWERS

Adverbs of degree come before the noun or adjective they modify.

1 They're very expensive!
2 She looks really cool in those jeans.
3 The trousers are a bit tight, but they still fit.
4 The assistant wasn't very helpful.
5 That jacket is quite nice, but I prefer the other one.

Exercise 4

- Allow students time to read the questions and make notes for their answers.
- Students think and plan their letters individually. In a **weaker class**, brainstorm some ideas and vocabulary first with the class.
- Tell students to check their work to make sure they have used appropriate formal language, adverbs of degree and the passive correctly. Remind them that the structure of a formal letter is important.
- In a **stronger class**, encourage students to swap their letters with a partner for correction.
- Use correction codes rather than writing corrections on students' work (for more details on codes to use, see page T15, exercise 4).

ANSWERS

Students' own answers.

More practice
Workbook page 45

End-of-unit activities

Progress review

Workbook page 46

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension

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WRITING ■ A formal letter

I can write a letter of complaint.

5

1 Read the model text and answer the questions.

1 Why did the author write this letter?
   a To ask for an explanation.
   b To request compensation.
   c To criticize a product.
2 Who is the person writing to?
3 Which paragraph describes the problem?
4 What happened when the person took the sweatshirt back to the shop?
5 Study the highlighted sentence in the model text. Why has the author used the passive tense here?

5 East Street
Plimford
PL2 7LA
11th May 2011

The Manager
Streetwear lcl
Oval Street
Oxford

1 Dear Sir or Madam,

I am writing to complain about a product that I bought from your shop in Oxford.

2 Two weeks ago, I bought a rather expensive blue hooded sweatshirt. The first time it was washed, the colour came out and all my other clothes were dyed blue. I took it back to the shop yesterday with the receipt, but the assistant was extremely unhelpful. She refused to change it for something else or to give me a refund. I was told that I had not followed the washing instructions. I was really upset because I had read the label carefully. In my opinion, the problem was caused by the bad quality of the sweatshirt.

3 I would be very grateful if you would refund the price of the sweatshirt. I enclose the receipt. I would also appreciate compensation for the other clothes that were damaged.

I look forward to hearing from you.

4 Yours faithfully,

J. Stevens

2 Study the key phrases. Put the phrases in the order of the text. Then check your answers.

KEY PHRASES ○ Formal letters

I am writing to complain about ...
I enclose the receipt.
Yours faithfully,
I would be grateful if you would ...
I look forward to hearing from you.

Language point: Adverbs of degree

3 Study the words in blue in the model text. Do they come before nouns or adjectives? Rewrite the sentences with the correct adverbs.

The assistant was rude to me. She walked away when I spoke to her.
(quite / extremely)
The assistant was extremely rude to me.

1 Those designer jeans cost 800 euros. They're expensive! (very / a bit)
2 Wow! She looks cool in those jeans. (really / a bit)
3 The trousers are tight, but they still fit. (a bit / really)
4 The assistant wasn't helpful. (very / rather)
5 That jacket is nice, but I prefer the other one. (extremely / quite)

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Write a letter of complaint about something you have bought.

B THINK AND PLAN

1 What is the product?
2 Where did you buy it?
3 How much did it cost?
4 What is wrong with it?
5 What do you believe the cause is?
6 What have you done about it?
7 What action are you requesting?

C WRITE

Paragraph 1: The reason for writing
I am writing to complain about ...
Paragraph 2: The problem
... I bought ... at the store.
The first time ...
Paragraph 3: Requested action
I would be grateful if ...

D CHECK

- formal language
- adverbs of degree
- the passive

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1 Work in pairs. Describe the photos. Which of the outfits do you like most / least? How important do you think fashion is?

2 2.31 **EGZAMIN** Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Na podstawie informacji zawartych w nagraniu przyporządkuj każdej wypowiedzi odpowiadające jej zdanie (a–e). Wpisz właściwe litery w kratki. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego z rozmówców.

a I avoid going into shops.
b I only buy designer clothes.
c I enjoy designing my own clothes.
d I copy what famous people wear.
e I spend a lot of money on shoes.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

3 **EGZAMIN** Przeczytaj poniższy tekst. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (a–d). Wpisz odpowiednie litery w kratki (1–3). Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego akapitu.

a Changing the way things worked
b Going back to an old style
c Fashion for a few
d Making clothes for celebrities

1 Gucci, Calvin Klein and Armani are all familiar names these days. But fashion designers weren't always so important. Hundreds of years ago there were no designers and no fashion shows. Only kings and queens and other rich people were interested in fashion and they didn't have designers, only advisers.

2 Charles Frederick Worth is considered to be the first fashion designer. He was born in England in 1826 and moved to Paris in 1845. In Paris, he set up his own fashion house. During this period, design houses began to hire artists to sketch or paint designs for garments rather than producing a sample. Worth was the first designer to have his label sewn into the garments that he created.

3 Worth's fashion house became very popular and many people travelled to Paris to purchase entire wardrobes from the House of Worth. He even supplied performance costumes and personal wardrobes for leading actresses and singers, such as Sarah Bernhardt and Lillie Langtry.

Człowiek, Zakupy i usługi • **Rozumienie ze słuchu** *Dobieranie* • **Rozumienie tekstów pisanych** *Dobieranie*

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Tematy

- Człowiek, Zakupy i usługi

Aims

- To revise the vocabulary and language of Unit 5.
- To provide practice of exam-type tasks.

Warm up (3-4 minutes)

- With books closed, write *fashion* on the board. Put students in pairs to discuss current fashion trends.
- Share ideas as a class. Discuss whether what is fashionable is different in different groups or places. Ask students whether they try to keep up with the latest fashions.

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each picture. Encourage as many students as possible to contribute to building up the descriptions. In a **stronger class**, encourage full sentences and interpretation of the scenes.
- Allow students to discuss the questions in pairs before sharing ideas as a class. Encourage students to support their opinions with reasons and examples.

ANSWERS

Students' own answers.

Exercise 2 EGZAMIN Rozumienie ze słuchu

Dobieranie 2.31 Tapescript page T131

- Read through the exam task with the class and check students understand what they have to do. Point out that there is one statement that they will not need.
- Allow students time to read the statements. In a **weaker class**, allow students to discuss the statements in pairs. Tell them to think about why someone might make the statement, and think of some reasons they might give.
- Remind students that they will hear the audio twice. Tell them to use the break between listening to review their notes and focus on the information they need to listen out for or confirm on the second listening.
- When checking answers, ask students to identify the words or phrases that helped them make their decision. Play the CD again if necessary.

ANSWERS

1 e 2 c 3 a 4 d

Exercise 3 EGZAMIN Rozumienie tekstów pisanych

Dobieranie

- Read the exam task with the class, and elicit what students have to do. Point out that there is one paragraph title that they will not need.
- Remind students that, in this type of task, they need to be able to interpret the meaning of a complete paragraph, rather than individual sentences. The skill of summarizing is an important exam skill. In a **stronger class**, elicit strategies for dealing with this task type.
- In a **weaker class**, talk it through in stages.
- Tell students it is a good idea to read the text several times. Remind them to read the text through once for general understanding. Give them a deliberately short time limit to skim read the text and summarize the gist of it. In a **weaker class**, students can discuss their summaries in pairs. In a **stronger class**, elicit the main points of the text and agree on a summary.
- Discuss the role of a paragraph (it groups ideas within a text that deal with the same subject). Students should read each paragraph in turn. They can underline key words or write them in the margin. Encourage them to write a brief summary sentence of their own. Now they can look back at the paragraph titles and decide which one matches each topic. Remind them that there will be one title that they don't need. They should compare this title carefully at the end, and make sure it doesn't fit better than their previous choices.
- As you check answers, ask students to explain their reasons for each choice. Discuss the key words they underlined and ask a few students to read out their summary sentences. Compare them to the sentences in the task. Are any of them better? Ask students to justify why their summary sentence is better.

ANSWERS

1 c 2 a 3 d

Exercise 4 EGZAMIN Znajomość funkcji językowych

Wielokrotny wybór

- Read through the exam task with the class and check understanding. Remind them to read the whole dialogue, and make sure the answer they have chosen fits both the line before it, and the line after it if the dialogue is three lines long.
- In a **stronger class**, give students a time limit and ask them to complete the task under exam conditions. Discuss how students felt about it afterwards, and elicit any strategies that they employed for guessing answers that they weren't sure of.
- In a **weaker class**, students do the task individually, but allow them to check answers in pairs before checking as a class.
- Ask volunteers to read each mini-dialogue. Elicit the probable context for each one, and who might be speaking, e.g. two friends, a customer and a shop assistant, etc. Tell them to think about the context, and try to put the appropriate emotion and emphasis into their delivery.

ANSWERS

1 a 2 b 3 c 4 b

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Exercise 5 EGZAMIN Znajomość środków językowych *Parafrazowanie zdań*

- Read the exam task and elicit what the students have to do. Remind them that they must not change the meaning of the sentence.
- In a **weaker class**, elicit strategies for approaching the task. If necessary, talk through the first item, and ask students to identify key words and clues like word order that will tell them which structure to use. Tell students to use the words in brackets, but also to look out for small, structural words in the new sentences that will help them to choose the correct tense or structure.
- When checking answers, discuss each sentence and ask students to explain their decisions.

ANSWERS

1 are worn
2 wouldn't buy
3 haven't bought
4 are being created
5 were invented by

Exercise 6 EGZAMIN Wypowiedź pisemna *Notatka*

- Read through the exam task with the class and check students understand what they have to do. Identify the three key pieces of information that should be covered in this task. Encourage students to make notes about each of these, in order to organize their ideas.
- In a **weaker class**, brainstorm ideas for each part of the task to help students form their ideas. Help with any vocabulary they might need.
- In a **stronger class**, you could ask students to complete this exercise under exam conditions.
- Remind students to think about the word count as they write.

ANSWERS

Students' own answers.

Exercise 7

- When students have completed their emails, draw their attention to the checklist and tell them to check their work.
- Give them five minutes to check and improve their writing.
- Explain to students how points are allocated for writing tasks in the exam, and that they should be aware of this while checking through their work.
- If there is time, ask students to swap compositions with a partner and use the exam mark scheme to mark each other's work. Discuss the results and tell students to make a note of weaker areas, so that they can focus on them next time.

Optional activity: Listening

Dictate or write the following statements on the board. Tell students they are going to listen to the statements in exercise 2 again and complete the sentences with the missing words.

Play the CD again. Then put students into pairs to discuss which statements they agree with, and which one best reflects their opinion on fashion.

1 I think being _____ is more important.
2 The problem is, fashion _____ too often.
3 I try to get _____ clothes.
4 There's too much _____ on young people to look good.
5 Everybody wants to wear _____ clothes.

ANSWERS

1 comfortable 2 changes 3 second-hand
4 pressure 5 designer

Communicative competence

This activity will help your students to understand listening texts in detail.

Optional activity: Writing

Put students in groups of three or four. Tell them they are going to make a poster about Polish fashion. Ask them to plan their poster in class, then do research on the internet to find out about their topic. They should find information and photographs, and produce a paragraph each for their poster.

In a **weaker class**, brainstorm topics that students might want to focus on, e.g. well-known Polish fashion designers or models, fashion in Poland in different decades, ethical fashion in Poland, etc.

Ask students to complete their posters for homework, and bring them in to the next lesson to share and discuss with the class.

Sense of initiative and entrepreneurship, Social and civic competences, Digital competence

This activity will help your students to develop their ability to plan and manage their own work. It will also help them to collaborate and work appropriately in groups. Using the internet for research helps pupils to learn to use and evaluate different sources of information.

More practice

Workbook page 76

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4 **EGZAMIN** **Uzupełnij dialogi 1–4, wybierając spośród podanych odpowiedzi brakującą wypowiedź jednej z osób. Zakreśl literę a, b lub c.**

1 **Kate** That dress really suits you!
Ruth
a I'll take it then.
b You can have it then.
c I won't buy it then.

2 **Boy** I'd like to change these jeans, please.
Woman
a What's wrong with them?
b Have you got the receipt?
c Do you like them?
Boy Yes, here you are.

3 **Girl** Do you have these T-shirts in a different size?
Woman
a I'm sorry, they don't fit.
b You can try them on if you like.
c We've sold out, I'm afraid.
Girl That's a pity.

4 **Amy** I got my ears pierced today.
Sam
a Good luck!
b That's cool!
c It fits!

5 **EGZAMIN** **Uzupełnij drugie zdanie tak, aby znaczyło to samo, co pierwsze. Użyj wyrazów podanych w nawiasach, ale nie zmieniaj ich form.**

1 They wear kimonos in Japan on traditional occasions. (are)
Kimonos ___ in Japan on traditional occasions.

2 I don't think you should buy those expensive trainers. (buy)
If I were you, I ___ those expensive trainers.

3 I last bought some clothes two months ago. (haven't)
I ___ clothes for two months.

4 Top designers are creating new styles of ethical clothing all the time. (being)
New styles of ethical clothing ___ by top designers all the time.

5 Levis Strauss was the man who invented jeans. (by)
Jeans ___ a man called Levi Strauss.

6 **EGZAMIN** **Twoja klasa nawiązała kontakt z uczniami z Wielkiej Brytanii, aby zdobyć informacje na temat mody. Napisz notatkę, w której:**

- poprosisz o informacje dotyczące mody panującej obecnie w Wielkiej Brytanii;
- opiszesz style ubierania się polskich nastolatków;
- wyrazisz swoją opinię na temat trendów w modzie w Polsce.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość notatki powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

7 **When you have finished follow this checklist:**

- Czy uwzględniłeś / uwzględniłaś w wypowiedzi wszystkie informacje określone w poleceniu i czy zostały one rozwinięte?
- Czy tekst mieści się w przedziale 50–100 słów?
- Czy użyłeś / użyłaś różnorodnego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś tekst pod kątem błędów gramatycznych, interpunkcyjnych i ortograficznych?

Człowiek, Zakupy i usługi • **Znajomość funkcji językowych** *Wielokrotny wybór* • **Znajomość środków językowych** *Parafrazowanie zdań* • **Wypowiedź pisemna** *Notatka*

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6 A perfect world

Start thinking

1 How many presidents can you name?
2 What does your country's flag look like?
3 At what age can you vote in your country?

Aims

Communication: I can ...

- talk about permission and obligation.
- understand a text about micronations.
- talk about a future situation and its consequences.
- talk about government policies.
- talk about what I would do in likely or unlikely situations.
- apologize and express regrets.
- write an opinion essay.

Exam preparation Page 66

Elementy wiedzy o świecie i krajach anglojęzycznych, Życie społeczne

- **Rozumienie ze słuchu:** *Dobieranie*
- **Rozumienie tekstów pisanych:** *Dobieranie*
- **Znajomość funkcji językowych:** *Wielokrotny wybór*
- **Znajomość środków językowych:** *Tłumaczenie fragmentów zdań*
- **Wypowiedź pisemna:** *Zaproszenie*

English Plus Options

+ Extra listening and speaking
Doing an interview
Page 101

+ Curriculum extra
Language and literature: Word building: adjectives
Page 109

+ Culture
High school elections
Page 117

+ Cumulative review
Starter – Unit 6
Page 125

VOCABULARY AND LANGUAGE FOCUS
Nations and government

I can talk about permission and obligation.

1 Match definitions 1–9 with the words in blue in the *Nations quiz*.

1 A country's money.
2 The rules that everyone in a country must obey.
3 Lines which separate different countries or regions.
4 The heads of different ministries.
5 The process to choose a representative or leader.
6 People who are members of a country and have the nationality of that country.
7 A coloured design that symbolizes a country.
8 A group of people who govern something.
9 The most important representative of a country.

2 Do the *Nations quiz*. Then check your answers with a partner.

Nations quiz

1 How many borders has your country got with other countries?
2 At what age do the laws of your country allow marriage?
3 How many ministers in your country can you name?
4 How many nations are there in the European Union?
5 What is the currency of Japan and what colours and symbol are on its flag?
6 What is the name and title of the head of state in your country?
7 Has the European Union got more citizens than China?
8 Are the majority of politicians in your country's government from the left, right or centre?
9 What is a democracy?
10 When is the next national election in your country? How often are elections held? Do people have to vote in elections?

Życie społeczne, Elementy wiedzy o świecie i krajach anglojęzycznych

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A perfect world

Unit summary

Communication
I can …
talk about permission and obligation.
understand a text about micronations.
talk about a future situation and its consequences.
talk about government policies.
talk about what I would do in likely or unlikely situations.
apologize and express regrets.
write an opinion essay.

Vocabulary
Core vocabulary:
Nouns: Nations and government: *border, citizen, currency, democracy, election, flag, government, head of state, law, minister, nation*
Verbs: Policies: *ban, cut, elect, introduce, invest, lower, permit, raise, reduce, stand for, tax, vote*
Build your vocabulary: Prepositions

Language focus
make and *let*
First conditional + *if* or *unless*
Second conditional
First and second conditionals
Regrets about past and present

English Plus Options
Extra listening and speaking: Doing an interview (page 101)
Curriculum extra: Language and literature: Word building: adjectives (page 109)
Culture: High school elections (page 117)
Cumulative review: Starter – Unit 6 (page 125)

Exam preparation
Tematy: Życie społeczne, Elementy wiedzy o świecie i krajach anglojęzycznych, Człowiek, Życie rodzinne i towarzyskie
Zadania egzaminacyjne: Znajomość środków językowych *Uzupełnianie luk, Tłumaczenie fragmentów zdań* Rozumienie ze słuchu *Dobieranie* Rozumienie tekstów pisanych *Dobieranie* Znajomość funkcji językowych *Wielokrotny wybór* Wypowiedź pisemna *Zaproszenie*

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS
Students' own answers.

Aims

- Learn nouns of nations and government.
- Do a quiz on nations and government.
- Learn about *make* and *let*.
- Practise using *make* and *let*.

Warm-up (3–4 minutes)

- With books closed, write *nation* on the board and elicit or explain the meaning.
- Put students into pairs and give them two minutes to write down as many names of countries as they can in English.
- Elicit answers and write the country names on the board. Point to one or two and ask: *What do you know about (Germany)?* Elicit some information about the countries.

Exercise 1

- Students work in pairs to match the definitions with the words. In a **weaker class**, read the definitions together and discuss any unknown vocabulary, e.g. *ministries*, *representative*, *govern*. In a **stronger class**, encourage students to attempt the matching task first, and discuss any difficulties afterwards.
- Check answers and drill pronunciation of new words. Draw students' attention to the silent *n* in *government*.

ANSWERS

1 currency
2 laws
3 borders
4 ministers
5 election
6 citizens
7 flag
8 government
9 head of state

Exercise 2

- Students do the *Nations quiz* individually, then compare answers in pairs. Check answers as a class and find out who got the most right.

ANSWERS

1 Students' own answers.
2 Students' own answers.
3 Students' own answers.
4 There are 27 countries in the European Union.
5 The currency of Japan is the yen. Its flag is red and white, and it has an image of the sun on it.
6 Students' own answers.
7 No. The population of China is approximately 1 billion. The population of the EU is approximately 500 million. China has twice as many people as the EU.

Continued on page T59

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8 Students' own answers.
9 A democracy is a form of government whose members are elected by the people.
10 Students' own answers.

Exercise 3

- Students can work individually or in pairs to complete the sentences with the correct words.
- Check answers and then put students into pairs to discuss the ideas.
- Ask some students to report back on their discussions, and hold a class discussion about any of the ideas where there are interesting differences of opinion.

ANSWERS

1 elections
2 flag
3 government
4 citizens, borders
5 laws
6 currencies

Students' own answers.

Exercise 4

- Write *make* and *let* on the board.
- Ask students to find examples of *make* and *let* in the ideas in exercise 3.
- Ask students if they notice anything about the way the verbs are used in a sentence. Elicit some ideas, but don't confirm or reject any at this stage.
- Students complete the sentences and the rules.
- Check answers and students' understanding. Ask: *Which word means 'allow' or 'permit'?* (let) Ask: *What does 'make' mean?* (force someone to do something).

ANSWERS

1 let
2 make
3 let
4 make

Rules

1 permission, obligation
2 infinitive

More practice

Workbook page 49

Exercise 5 3.02 Tapescript page T131

- Allow students time to read through the sentences carefully before you play the CD.
- Look at the example with the class. Ask: *Can students go home early if they want to?* Elicit the answer (*no*).
- Students continue completing the sentences individually.
- In a **weaker class**, ask students to compare their answers with a partner before you check with the class. If necessary, play the CD again.

ANSWERS

1 let
2 let
3 make
4 make
5 let
6 make

LANGUAGE NOTE Students may not know that *let* is not used in the passive. If they want to make the sentence passive, they need to replace *let* with *allowed to*: the active sentence *My dad let us watch the film.* should become *We were allowed to watch the film.* NOT ~~*We were let to watch the film.*~~

Exercise 6

- Elicit one or two sentences from the class and then ask students to write their sentences individually. In a **stronger class**, you could ask students to write one affirmative and one negative sentence for each subject.
- Put students into pairs to compare their sentences.
- Ask some students to report back on whether they and their partner agreed.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and then compare with another fast finisher.
- Alternatively, **fast finishers** can read their sentences to the class when everyone has finished, and other students can say whether they think the rules are reasonable and fair.

Optional activity: Language focus

Ask students if they think their parents are very strict. Elicit some answers. Then write these questions on the board, or dictate them to the class.

Do your parents make you help with jobs at home? What do they make you do?

What things didn't your parents let you do when you were younger? What things don't they let you do now?

Allow students some time to prepare their answers and then put them into pairs to ask and answer the questions.

Ask some students to report back on whose parents are stricter. If students are interested, you could have a class discussion on what parents should make their children do to help at home, and what things they should let them do at different ages.

Communicative competence, Cultural awareness and expression

This activity will improve your students' speaking skills. It will also encourage them to express their opinions.

More practice

Workbook pages 48 and 49
Language focus reference and practice, Workbook pages 92–93

Tests

Five-minute test, Online Test Bank

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3 Complete the sentences with the words in the box. Tell your partner which ideas you agree or disagree with. Give your reasons.

borders laws currencies flag elections citizens government ~~democracy~~

1 Most teenagers can't vote, so is this really a *democracy*? Should we let all people over sixteen vote in ___?
2 Our ___ isn't very colourful or interesting. Maybe we could let children design a new one.
3 Many politicians are very old. We should make them leave ___ when they are sixty.
4 Why not let ___ from every country cross our ___ when they like?
5 In my ideal society there aren't any ___ and we let people do anything they want.
6 Why are there different ___? We should make everybody use the same money.

make and *let*

4 Complete the sentences from exercise 3. Then choose the correct options in the rules.

1 Should we ___ teenagers vote in elections?
2 We should ___ politicians leave government when they are sixty.
3 We ___ people do anything they want.
4 We should ___ everybody use the same money.

RULES

1 We use *let* to express **obligation / permission** and *make* to express **obligation / permission**.
2 We use *make* and *let* with an object pronoun or noun + **infinitive / to + infinitive**.

More practice ⇨ Workbook page 49

5 3.02 Listen and complete the sentences with *make* or *let*.

He won't *let* the students go home early.
1 Can you ___ Helen play, please?
2 My dad ___ us watch the film.
3 They ___ all citizens vote in Australia.
4 Did they ___ you and Anna eat the cabbage?
5 John's girlfriend doesn't ___ him watch football if there's a good film on TV.
6 I'm going to ___ the kids clean the kitchen.

6 **ACTIVATE** Make six sentences with your own ideas. Work in pairs and find out if your partner agrees or disagrees with you.

We Parents Teachers The police Politicians	should shouldn't	make let	children ... people ... the Government ... students ... us ...

Teachers should let us use mobile phones in class.

I don't agree. I think they should make students turn them off.

Finished?
Write sentences about what your parents and teachers make or let you do. Do you think it's fair or not?
Our teacher makes us learn irregular verbs.

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READING ■ Micronations

I can understand a text about micronations.

1 Look at the title and the photos. What do you think a *micronation* is?

2 3.03 Read and listen to the text. Write *true* or *false*. Correct the false sentences.

1 Most micronations do not appear on official maps.
2 All micronations start online.
3 Britain doesn't recognize Sealand as a country.
4 Bergonia only exists on the internet.
5 The planet Verden is part of the Aerican Empire.
6 The citizens of the Aerican Empire voted for their emperor in an election.

STUDY STRATEGY ○ Guessing meaning from context

3 Reading new words in context can help you to guess their meaning. Find the words in blue in the text. What parts of speech are they? Look at the context of each word and match with the correct synonyms 1–5.

1 unreal 2 before 3 land
4 started 5 group

4 BUILD YOUR VOCABULARY Look again at the text and find prepositions to go with these words. Then write an example sentence for each.

the internet fun holiday advance
reality trouble

5 Choose the correct prepositions and answer the questions with your own ideas. Then ask and answer with a partner.

1 Have you ever done something silly **in** / **on** purpose?
2 How do you learn things **by** / **with** heart?
3 Do you think you will have the same friends **for** / **of** life?
4 Have you ever taken something that wasn't yours **by** / **in** mistake?
5 Do you always get to lessons **on** / **at** time?
6 Would you like to work **in** / **at** business when you leave school?

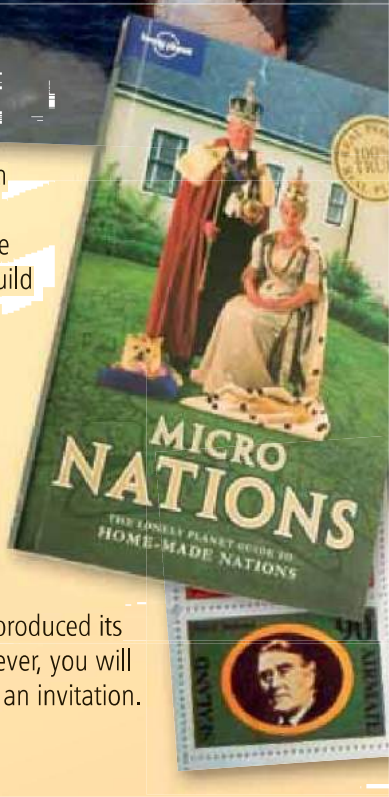
6 YOUR OPINIONS Ask and answer the questions.

1 Which micronation in the text do you think is the most interesting? Why?
2 What do you think of the people who have started micronations?
3 What are the good and bad things about your own nation?
4 Would you like to rule a nation? Why / Why not?
5 Where would you start a new nation and what would you call it?

Micronations

If you look for Sealand, Bergonia or the Aerican Empire on a map, you won't find them. People sometimes try to create new countries either in reality or on the internet, but usually they aren't recognized by the UN or the rest of the world. Why create a new country? Well, it seems that there are always people who are unhappy with the government, policies or laws where they live and they want to create a better place. Others simply do it for fun.

If you want to start a new nation in the real world, you will need some territory. To do that, people sometimes claim, buy or even build islands. In the case of Sealand, the territory is a metal platform in the sea near the British coast. Since they claimed the platform, the Bates family – 'Prince' Roy, 'Princess' Joan and 'Prince' Michael – have tried to be recognized as rulers of a nation, but without success. Sealand has got a flag and has produced its own currency and stamps. However, you will be in trouble if you visit without an invitation.



Życie społeczne, Elementy wiedzy o świecie i krajach anglojęzycznych

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READING ● Micronations

I can understand a text about micronations.

6

Aims

- Read about micronations.
- Read for general meaning and specific information.
- Express your own opinions on nations and micronations.
- Practise guessing meaning from context.
- Learn about collocations with prepositions.

Warm-up (3–4 minutes)

- With books closed, have a quick quiz about nations of the world. Ask: *Which is the biggest country in the world?* (Russia) *Which is the biggest country in Europe?* (The Ukraine is the biggest country which is completely in Europe.) *Which country has the biggest population?* (China) *Which country is also a continent and the biggest island in the world?* (Australia)
- Ask students which country they think is the smallest in the world. Elicit some guesses, but don't confirm at this stage. (The smallest officially recognized state is Vatican City.)

Exercise 1

- Focus on the title of the text and ask students to guess what they think it means. Explain that trying to predict what the text is about before they read will help them to understand it better.
- Focus on the picture of the platform in the sea and ask: *Where do you think this is? Do you think it is a real country?*
- Focus on the picture of the Lonely Planet Guide and ask: *Do you think these people are a real king and queen? Why do you think they are wearing these clothes?* Elicit ideas, but don't confirm or reject any at this stage.

Background

Hundreds of micronations have been created over the last hundred years, most of which have lasted for a limited time only. As well as the ones mentioned in the text, they include:

Bjorn Socialist Republic, which occupies a large rock of about six square metres in a lake in Sweden.

Frestonia, the name given to Freston Road in West London, when it supposedly broke away from the UK because of a dispute between some of the residents and the local authority.

Nutopia, an imaginary world founded by John Lennon and Yoko Ono, inspired by their song *Imagine*.

Peaceland, located in the Czech Republic and controlled by the charity Greenpeace.

Exercise 2 3.03

- Tell students to prepare for the task by reading the statements first.
- Students read the text again and decide if the sentences are true or false. Remind students to correct the false sentences.

ANSWERS

1 True.
2 False. (Some micronations are created in reality.)
3 True.
4 True.
5 False. (The text says that the Aerican Empire will own the planet Verden, but it hasn't been discovered yet.)
6 False. (Eric Lis declared himself the emperor.)

Exercise 3

- In a **weaker class**, work together to identify the parts of speech, and discuss how students can figure it out. Tell them to look at the words around the unknown word and its place in the sentence.
- In a **stronger class**, students work individually, then check their answers in pairs.

ANSWERS

1 unreal (adjective) – fictional (adjective)
2 before (preposition) – in advance (idiom)
3 land (noun) – territory (noun)
4 started (verb) – founded (verb)
5 group (noun) – gang (noun)

Exercise 4

- Check answers and elicit some example sentences.

ANSWERS

on the internet, for fun, on holiday, in advance, in reality, in trouble
Students' own answers.

Exercise 5

- Look at the sentences together and identify the words that the prepositions collocate with (the word that follows the preposition). Point out that these are the words that students must look up to find the correct collocation.
- Students work in pairs with dictionaries to find the correct prepositions. Then they ask and answer the questions.

ANSWERS

1 on 2 by 3 for 4 by 5 on 6 in
Students' own answers.

Exercise 6

- Read through the questions with the class and check understanding. In a **weaker class**, tell students to select three out of the five questions to answer.
- Allow students time to prepare their answers individually, then students ask and answer the questions in pairs. In a **stronger class**, encourage them to give as much detail as possible in their answers.
- Ask some students to report back on their partner's answers and opinions.

ANSWERS

Students' own answers.

More practice
Workbook page 52

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LANGUAGE FOCUS ■ First conditional + *if* or *unless*

I can talk about a future situation and its consequences.

6

Aims

- Learn the first conditional.
- Practise using the first conditional to talk about possible situations.

Warm-up (2–3 minutes)

- With books closed, ask: *What will happen if you look for Sealand on the map?* Elicit the answer (*You won't find it*).
- Write on the board: *If you look for Sealand on the map, you won't find it.* Ask students to translate it into their own language. Elicit or teach that it is a first conditional sentence.
- Ask: *Does it refer to a present action, or a possible action in the future?* (a possible action in the future).

Exercise 1

- In a **weaker class**, ask students to find the first conditional sentences in the text and complete them with the words in the box. In a **stronger class**, students should try to complete the sentences before looking back at the text.
- Point out that each conditional sentence consists of two clauses: a condition clause ('*if* clause') and a result clause.

ANSWERS

1 apply **2** 'll be, visit **3** won't let, know **4** should, if

Rules

1 likely or possible **2** is **3** never **4** can **5** negative

LANGUAGE NOTE Students often make the mistake of using *will* in the *if* clause: *If it rains, we won't go to the beach.* NOT ~~*If it will rain, we won't go to the beach.*~~

When using *unless*, students often forget to change the verb from affirmative to negative, or vice versa: *We'll go to the beach if it doesn't rain.* -> *We'll go to the beach unless it rains.* NOT ~~*We'll go to the beach unless it doesn't rain.*~~

Exercise 2

- Students complete the sentences with the correct form of the verbs. In a **weaker class**, allow students to check answers in pairs before checking as a class.
- In a **stronger class**, check answers, then ask students to rewrite sentences 3, 4 and 6 using *if* instead of *unless* (*I will go to the party if you decide to go. I will buy this CD if it's in the sale. The minister will reply to you if you send her your email address.*)

ANSWERS

1 find, I'll ring
2 Will, come, buy
3 won't go, decide
4 won't buy, it's
5 wins, she'll change
6 won't reply, send

Exercise 3

- Ask students to complete the rules for the Wetzian Empire.
- Focus on the first sentence and elicit ideas. Make sure students are forming the conditional elements correctly.
- In a **weaker class**, students can work in pairs to discuss ideas and write the rules.

ANSWERS

Students' own answers.

Exercise 4

- Put students into pairs to ask and answer the questions.
- Ask some students to report back to the class on whether they had the same ideas as their partner.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and then compare with another fast finisher. Tell them to check each other's sentences for accuracy and then discuss and compare the answers.

Optional activity: Language focus

Tell students they are going to play a game to test each other on first conditional sentences.

Put students into pairs and tell them they are going to write five sentences about themselves using the first conditional. Elicit some examples from the class and write them on the board, making sure you elicit examples starting with both the *if* clause and the result clause, e.g.

If it's sunny at the weekend, I'll have a barbecue.

I'll be very happy if I pass all my exams this year.

Ask students to write their sentences in pairs.

Divide the class into two teams, A and B. Ask a student from Team A to read the beginning of one of their sentences, e.g. *If it's sunny at the weekend, ...* Ask a student from Team B to complete the sentence with their own idea. Make sure they say the whole sentence, e.g. *If it's sunny at the weekend, I'll go to the beach.* If the sentence is correct, Team B gets a point and it is their turn to give a sentence beginning. If the sentence is incorrect, a Team A student completes the sentence. If this sentence is correct, their team gets a point.

Make sure that all students participate in the game. The team with the most points at the end wins.

Communicative competence

This activity will help your students to understand the way language is structured.

More practice

Workbook page 49

Language focus reference and practice, Workbook pages 92–93

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ First conditional + *if* or *unless*

I can talk about a future situation and its consequences.

6

1 **Complete sentences 1–4 from the text with the words in the box. Then choose the correct options in the rules.**

should visit know apply 'll be if won't let

1 If you ___ for a Bergonian passport, you'll receive one.
2 You ___ in trouble if you ___ without an invitation.
3 They ___ you land unless they ___ you.
4 You ___ contact them in advance ___ you want to visit.

More practice ⇨ Workbook page 49

You should contact them in advance if you want to visit. The Bates family won't let you land unless they know who you are. The platform was once invaded by a small gang of people, so visitors are no longer welcome.

Apart from the micronations which have real territory, there are now hundreds of virtual countries on the internet. Bergonia, for example, was started as a hobby by an American lawyer, Joseph Cometti. He has written a complete online history of his fictional country and has invented flags, maps, laws and other documents. If you apply for a Bergonian passport, you'll receive one, but you won't actually be able to travel with it.

Another popular, but less sensible micronation is the Aerican Empire, which was founded in 1987 and has more than a hundred citizens. The nation's website says that it owns a house in Canada, land on Pluto and will also own the planet Verden, if somebody discovers it. It's the ideal nation for people with a sense of humour. Eric Lis declared himself emperor and there are elections for jobs such as Minister of Silly Things. There are also twenty-eight public holidays every year, including Happy Things Day and Idiots' Day. Therefore, if you want to go on holiday all the time, just become an Aerican.

Życie społeczne, Elementy wiedzy o świecie i krajach anglojęzycznych • **Znajomość środków językowych** *Uzupełnianie luk*

RULES

1 We use the first conditional to talk about the results of actions which are **likely or possible** / **unlikely or imaginary**.
2 When *If* + present simple clause is first, there **is** / **isn't** a comma between the two clauses.
3 We **never** / **always** use *will* in the *if* clause.
4 We **can** / **can't** use modal verbs (like *should* or *might*) instead of *will*.
5 *Unless* + affirmative means the same as *if* + **negative** / **affirmative**.

2 **EGZAMIN** **Complete the sentences using the correct form of the verbs in brackets.**

1 If I ___ your jacket, I ___ you. (find / ring)
2 ___ you ___ with me if I ___ the tickets? (come / buy)
3 I ___ to the party unless you ___ to go. (not go / decide)
4 I ___ this CD unless it ___ in the sale. (not buy / be)
5 If she ___ the election, she ___ the country. (win / change)
6 The minister ___ to you unless you ___ her your email address. (not reply / send)

3 **The Wetzian Empire is another micronation. Make rules for the Empire by completing the sentences.**

1 The Empire will welcome anyone as a citizen if ...
2 The citizens will elect the Emperor unless ...
3 The Empire will not start a war unless ...
4 Citizens will lose their citizenship if ...
5 If you visit the Empire, you should ...
6 The Empire will not tax its citizens unless ...
7 The Empire will come to an end if ...

4 **ACTIVATE** **Work in pairs. Ask and answer the questions using the first conditional.**

What will you do at the weekend if ...

1 it rains?
2 you're bored?
3 you're tired?
4 you get some money?
5 you meet some friends?
6 you can't go out?

What will you do at the weekend if it rains?

If it rains, I'll play video games.

Finished?

Rewrite your answers to the questions in exercise 4 using *unless*.

I'll play video games at the weekend unless it rains.

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VOCABULARY AND LISTENING ■ Government policies

I can talk about government policies.

1 Check the meaning of the verbs in the box. Then read policies 1–9 below. Which do you agree with? Which do you disagree with?

ban reduce raise lower invest stand for introduce elect tax vote cut permit

If I was president, I'd ...

1 lower the age that people can leave school.

2 raise the price of petrol and improve public transport.

3 ban violent computer games.

4 cut politicians' salaries and reduce the money spent on the military.

5 build better schools.

6 tax super-rich sports stars and invest more money in sports facilities.

7 permit all people over fifteen to vote and people over sixteen to stand for Parliament.

8 introduce a holiday for each person on their birthday.

9 elect celebrities to the government and not politicians.

2 3.04 Listen to Sophie and Ross talking about what they would do if they were president. Which ideas from exercise 1 do they mention?

3 3.04 Listen again and complete the sentences.

1 If Sophie was president, she would ___.
2 People like nurses don't earn ___.
3 If you taxed footballers more, they'd ___.
4 If classrooms were more comfortable, people would ___.
5 If petrol was more expensive, people wouldn't ___.
6 If Ross was a politician, Sophie would ___.

4 ACTIVATE Work in pairs. Read the policies in exercise 1 again. Replace the underlined words with your own ideas. Then present five of the most important ideas to the class and give your reasons.

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VOCABULARY AND LISTENING ● Government policies

I can talk about government policies.

6

Aims

- Learn verbs for policies.
- Listen to a conversation about imagining you were president.
- Practise using verbs for policies by imagining you were president of a country.

Warm-up (2–3 minutes)

- With books closed, ask: *Would you like to be the president of your country? Why?* Elicit some ideas.
- Ask: *What things would you change? Why?* Elicit some ideas. Don't worry at this stage if students don't use the correct verb forms, but just concentrate on encouraging them to think of ideas.

Exercise 1

- Check that everyone understands *policy* by eliciting some examples of government or school policies.
- Students use their dictionaries to check the meaning of the words in the box. In a **weaker class**, or to save time, allow them to work in pairs and look up half the words each and share answers. In a **stronger class**, ask students to use the words in sentences to check understanding.
- Put students into pairs to decide which policies they agree with.
- Ask some students to report back on their discussions, or you could conduct a class vote to find the most popular policies.

ANSWERS

Students' own answers.

Exercise 2 3.04 Tapescript page T131

- Tell students they are going to listen to two people discussing what policies they would have if they were president.
- Ask students to note down which ideas from exercise 1 are mentioned. If necessary, play the CD twice.

ANSWERS

tax super-rich sports stars, build better schools, raise the price of petrol

Exercise 3 3.04

- Allow students time to read the sentences.
- In a **weaker class**, play the CD again and ask students to complete the sentences. Allow students to compare their answers in pairs and discuss any differences before you check with the class.
- In a **stronger class**, encourage students to complete the sentences from memory, then play the CD for them to check their answers.

ANSWERS

1 introduce a new tax
2 much money
3 go to a different country
4 be happier at school
5 use cars
6 vote for him

Exercise 4

- Focus on the first sentence and elicit other possible ideas, e.g. *vote, drive a car, buy a lottery ticket*.
- Students work individually to replace the words with their own ideas.
- Put students into pairs to compare their ideas. They decide which are the most important policies that they are going to present to the class.
- Elicit some ideas from the class and ask other class members if they agree. Have a class discussion about the policies. Encourage students to express their opinions and to use the verbs and the conditional tense.

ANSWERS

Students' own answers.

Optional activity: Listening

Write these sentences on the board or dictate them to the class.

1 Sophie has to write an essay on how to become president.
2 Sophie says that footballers earn a million euros for each game.
3 Ross would build more schools if he was president.
4 Sophie thinks it would be a good idea if more people used public transport.
5 Sophie thinks that Ross would be a good politician.

Put students into pairs and ask them to decide from memory if the sentences are true or false. Ask them to correct the false sentences.

Play the CD again, pausing to allow students to check their answers.

ANSWERS

1 False. The essay is on what she would do if she was president.
2 False. She says they earn a million euros a year.
3 False. He would build better schools, not more schools.
4 False. Ross thinks this.
5 True.

Communicative competence

This activity will improve students' listening skills.

More practice

Workbook page 50

Online Teacher's Photocopiable Resources: Vocabulary

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LANGUAGE FOCUS ■ Second conditional • First and second conditionals

I can talk about what I would do in likely or unlikely situations.

6

Aims

- Learn the second conditional.
- Practise using the second conditional to talk about imaginary situations.
- Learn the difference between the first and second conditionals.

Warm-up (2–3 minutes)

- With books closed, write on the board: *If I was president, …* and elicit an ending to the sentence. Write the ending so that you have a complete sentence on the board.
- Ask students to translate the sentence into their own language and elicit or teach that it is a second conditional sentence.

Exercise 1

- Ask: *Does the second conditional refer to a real situation, or an imaginary situation?* (an imaginary situation). Ask: *Is the situation in the past or the present / future?* (the present / future). Explain that although we use a past tense in the second conditional, the meaning is present or future. The past tense is used to 'distance' the situation from reality.
- Check answers and elicit the contracted form of *would* ('d).
- Point out that traditionally we use *were* instead of *was* in second conditional sentences (*If I were president, I would …*). *Was* is also acceptable now, but it is more informal.

ANSWERS

1 taxed **2** they'd go **3** would **4** would use **5** raised

We use the second conditional to talk about imaginary situations.

More practice

Workbook page 51

LANGUAGE NOTE Students often make the mistake of using *would* in the *if* clause: *If I was / were president, I would build better schools*. NOT ~~*If I would be president, I would build better schools*~~.

Students may also use the present tense instead of the past simple in the *if* clause: *If I won the lottery, I would buy a big house*. NOT ~~*If I win the lottery, I would buy a big house*~~.

Exercise 2

- In a **weaker class**, allow students to check answers in pairs before checking as a class.

ANSWERS

1 banned, would **2** played, think **3** didn't, would
4 wouldn't, stood **5** would, had **6** would, had
7 buy, had

Exercise 3

- Study the example sentence with the class. Focus on the next policy and elicit some possible sentences.
- In a **weaker class**, students can work in pairs and help each other find vocabulary and formulate their ideas in English.
- In a **stronger class**, students should prepare their answers individually. Monitor and help while students are working.

ANSWERS

Students' own answers.

Exercise 4

- Read descriptions **a** and **b** with the class.
- Check answers. Remind students that both the first and the second conditionals refer to the present or future. The only difference is how the speaker sees the situation: is it real / possible (first conditional) or unreal / imaginary (second conditional)?

ANSWERS

a 2, 4 (second conditional)
b 1, 3 (first conditional)

More practice

Workbook page 51

LANGUAGE NOTE Students sometimes mix up the first and second conditionals, and use the present simple + *would*: ~~*If I have time, I would help you*~~.

Exercise 5

- Focus on the example and elicit that the first sentence uses the first conditional because it is possible that a tourist on safari in Africa will see a lion. Elicit that the second sentence uses the second conditional because this situation is unlikely or imaginary.
- Focus on the next situation and elicit for which person the situation is possible, and for which it is imaginary.
- In a **weaker class**, allow students time to compare their answers in pairs and correct any mistakes.

ANSWERS

1a If I earned a million euros, I'd buy a Ferrari.
1b If I earn a million euros, I'll buy a Ferrari.
2a It will be brilliant if we win the league.
2b It would be brilliant if we won the league.
3a If I became president, I'd cut taxes.
3b If I become president, I'll cut taxes.

Exercise 6

- Ask students to compare their answers in pairs and discuss whether they agree with their partner's ideas.
- Ask some students to read their sentences to the class and correct any errors of form.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their chain and then compare with another fast finisher.

More practice

Workbook page 51
Language focus reference and practice, Workbook pages 92–93
Online Teacher's Photocopiable Resources: Language focus

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Second conditional • First and second conditionals

I can talk about what I would do in likely or unlikely situations.

6

Second conditional

1 Read the rules. Then complete the table with five of the words and phrases in the box. Do we use the second conditional to talk about possible or imaginary situations?

RULES

1 We form the second conditional with *if* + past simple and *would / wouldn't* + infinitive.
2 We use *if* + past simple to describe the situation and *would / wouldn't* + infinitive to describe the result.
3 We form questions with *Would* + infinitive and *if* + past simple.

would taxed they'll go they'd go use would use raise ~~were~~ used raised

Situation	Result
If you **were** a politician,	I'd vote for you.
If you [1]___ the footballers more,	[2]___ to a different country.

Result	Situation
What [3]___ you do	if you were president?
People [4]___ public transport	if we [5]___ the price of petrol.

More practice ⇨ Workbook page 51

2 Choose the correct words.

1 If we **would ban / banned** violent games, people **do / would** still play them.
2 If politicians **played / play** football, would people **think / thought** they were cool?
3 If people **wouldn't / didn't** have cars, they **will / would** be healthier.
4 We **didn't / wouldn't** vote for you if you **stood / would stand** for president.
5 I **would / will** buy a new computer if I **had / would have** more money.
6 She **would / will** stand for the election if she **had / would have** more support.
7 Would you **buy / bought** a big car if you **had / will have** a lot of money?

3 Look again at the ideas in exercise 1 on page 62. Write about the results of each policy. Use the second conditional.

If we lowered the school-leaving age, many young people would stop studying.

First and second conditionals

4 Match examples 1–4 with descriptions a and b. Which conditional is used in each sentence?

1 If I have time, I'll help you.
2 If I had time, I'd help you.
3 He'll win the election if he's honest.
4 He'd win the election if he was honest.

a The speaker thinks that this situation is imaginary or unlikely.
b The speaker thinks that this situation is possible.

More practice ⇨ Workbook page 51

5 EGZAMIN Write two versions of each sentence, one for person a and one for person b. Use first and second conditionals.

If I *see* a lion, I'*ll* take a photo. (tourist on safari)
If I *saw* a lion, I'*d* take a photo. (tourist in London)

1 If I ___ (earn) a million euros, I ___ (buy) a Ferrari.
a you b famous footballer
2 It ___ (be) brilliant if we ___ (win) the league.
a manager of good team
b manager of bad team
3 If I ___ (become) president, I ___ (cut) taxes.
a your friend b politician

6 ACTIVATE Complete the sentences with your own ideas and the first or second conditional. Then ask and answer with a partner.

1 If I was the mayor of this town, ...
2 If I have time tonight, ...
3 If I pass my exams, ...
4 If I go on holiday next summer, ...
5 If I visited the USA, ...
6 If I won a million euros, ...

What would you do if you were mayor?

I'd build a new sports stadium.

Finished?
Continue the chain of consequences.
If I won a million euros, I'd buy a beautiful island in the Pacific. If I had an island, I'd ...

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SPEAKING ■ Apologizing and expressing regrets

I can apologize and express regrets.

1 Look at the photo. Where are Dean, Marie and Grace? Do you think Dean looks ...

a apologetic? b worried? c angry?

2 3.05 Listen to the dialogue. Why is Dean apologizing?

Marie What's up, Dean? You look upset. Is something wrong?
Dean I'm afraid so. I've done something silly. It's the party on Saturday. I said we could have it at my house.
Grace And now we can't?
Dean I'm afraid not. My grandparents are coming to stay.
Grace But didn't you say that your parents were spending the weekend with them?
Dean I got it wrong. I didn't realize they were coming here. I'm really sorry.
Marie Oh no! I wish we hadn't sent out the invitations!
Grace We'll have to do them all again.
Marie First, we'll have to find somewhere else to have the party. I wish we had a bigger house. Ours is too small.
Grace I suppose we could have it at my place. My parents probably won't mind and we've got a big garden.
Marie If I were you, I'd ask your parents before we decide anything.
Grace OK. I'll phone you both this evening.

3 Study the key phrases. Which phrases express regret? Practise the dialogue with a partner.

KEY PHRASES ○ Apologizing and expressing regrets

Is something wrong?
I'm afraid so / not.
I got it wrong.
I didn't realize ...
I'm really sorry.
I wish I hadn't ...
If I were you, I'd ...

Pronunciation: Contractions ⇨ Workbook page 99

Language point: Regrets about past and present

4 Read the rules. Then find examples in the dialogue.

RULES ○

1 We use *I wish* + past perfect to talk about past regrets.
2 We use *I wish* + past simple to talk about present regrets.

More practice ⇨ Workbook page 51

5 3.06 Complete the mini-dialogues using the correct form of the verbs in brackets. Then listen and practise the mini-dialogues with your partner.

1 **Ann** Is something wrong?
Ed Yes. I wish John [1]___ (be) here. We can't win the game without him.
Ann Oh dear! I forgot to tell him about today's match. I'm really sorry.
Ed I wish I [2]___ (tell) him yesterday.

2 **Jill** I think it's going to snow!
Alex Oh no! I wish I [3]___ (not forget) my coat.
Jill I wish we [4]___ (catch) the bus.

6 ACTIVATE Work in pairs. Prepare a new dialogue with a partner. Use situation 1. Practise your dialogue. Then change roles and use situation 2.

Situation 1
You and your friend want to go to a concert. You forgot to buy the tickets and they've sold out.

Situation 2
Your friend gave you money to buy him / her something in town. You bought the wrong thing.

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SPEAKING ● Apologizing and expressing regrets

I can apologize and express regrets.

6

Aims

- Listen to a conversation in which people apologize and express regret about a situation.
- Learn key phrases for apologizing and expressing regrets.
- Learn how to express past and present regrets with *I wish*.
- Practise apologizing.

Warm-up (2–3 minutes)

- With books closed, write *I'm sorry* on the board and elicit its meaning. Ask students in what kinds of situations they might apologize. Elicit examples and suggestions.
- Briefly discuss a few of the scenarios that the students suggest. Establish how we feel when we apologize, and why it is sometimes difficult to apologize. Elicit the concept of regret and teach the word.

Exercise 1

- Ask: *Where is Dean?* (in a café) *Who is he with?* (Marie and another girl, Grace) *What's happening?* Look at the options and ask students to interpret Dean's expression.

ANSWER

They are in a café and Dean looks apologetic.

Exercise 2 3.05

- In a **stronger class**, ask students to cover the dialogue and just listen.
- Ask: *Why is Dean apologizing?*

ANSWER

Dean is apologizing because they can't have a party at his house.

Exercise 3

- Check that everyone has understood the concept of regret. Students study the key phrases and identify those that express regret. In a **weaker class**, play the dialogue again if necessary.
- Ask students to listen carefully to the intonation, and to try to sound sincere when they say the phrases. Point out that an apology delivered with a flat intonation can sound sarcastic and rude. It is important to convey meaning with the way we speak, as well as with the words.

ANSWERS

I wish I hadn't …
I got it wrong.
I'm really sorry.
I'm afraid so / not.
I didn't realize …

Pronunciation: Contractions

Workbook page 99

Exercise 4

- Allow students time to read the rules.
- Elicit the examples from the dialogue and write them on the board. Underline the structures and elicit some more past and present regrets from the class.

ANSWERS

I wish we hadn't sent out the invitations.
I wish we had a bigger house.

More practice

Workbook page 51

Exercise 5 3.06

- Tell students to read the mini-dialogues, and decide whether the regrets are about a present or past situation. Students listen and check their answers, then practise the dialogues in pairs.

ANSWERS

1 was / were 2 'd / had told 3 hadn't forgotten
4 'd / had caught

Exercise 6

- Read situations 1 and 2 with the class, then put students into pairs to write a new dialogue.
- When they have finished, ask them to practise the dialogue with a partner, then write a dialogue for the other scenario and swap roles.
- Conduct a short feedback session in which you correct any common errors.

ANSWERS

Students' own answers.

Optional activity: Communication

Ask students to work in their pairs and think of a new situation in which they might apologize and express regret. Share ideas as a class and write suggestions on the board for pairs to choose from.

Tell them they are going to prepare a dialogue and act it out for the class. Allow students a few minutes to prepare their dialogues, but tell them not to write anything down. In a **weaker class**, allow students to write notes, but not full sentences.

Tell them to think about what they will do, as well as what they will say. Point out that gestures and actions can help them to make themselves understood.

When students are ready, ask them to come to the front of the class in turn and act out their dialogues from memory. Ask other students to comment on how successfully they communicated with each other.

Sense of initiative and entrepreneurship, Communicative competence

This activity will encourage students to use their own initiative and decision-making skills during the planning of their work. It will also help them use language conventions appropriate to the situation.

More practice

Workbook page 51
Language focus and practice, Workbook pages 92–93
Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 6, Online Test Bank

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WRITING ● An opinion essay

I can write an opinion essay.

6

Aims

- Study a model opinion essay.
- Learn key phrases for writing an opinion essay.
- Learn about references and pronouns.
- Write an opinion essay.

Warm-up (2–3 minutes)

- Focus on the photo. Ask: *How old do you think this boy is? What is he riding?* Elicit some ideas, and elicit or teach the words *scooter* and *motorbike*.
- Ask: *At what age can you ride a scooter?* Elicit the answer, then ask: *Do you think this is too old / too young? Why?* Elicit a range of ideas.

Exercise 1

- Students read the model text and answer the questions.

ANSWERS

1 The writer disagrees with the policy that won't let anyone younger than eighteen ride scooters or motorbikes.
2 Young people would be most affected because it would restrict their ability to travel.
3 Paragraph 2
4 Paragraph 3
5 The writer summarizes his arguments by using 'In conclusion, …'.

Exercise 2

- In a **weaker class**, ask students to find the key phrases in the model text first, and then answer the question.
- In a **stronger class**, encourage students to read through the key phrases and identify their function from memory.

ANSWERS

In the first place, …
In conclusion, …

Exercise 3

- Focus on the first blue pronoun. Ask students to read that part of the text carefully and decide what *this* refers to. Refer them to options a–d and ask them to choose the correct answer (b).
- Point out that in English nouns like *government* and *police* are replaced by the plural pronoun *they*.

ANSWERS

a they
b this
c who
d them

Exercise 4

- In a **weaker class**, you could elicit some ideas from the whole class first.
- Tell students to check their work to ensure they have used phrases to introduce opinions, references and pronouns, and first and second conditionals correctly.
- Use correction codes rather than writing corrections on students' work (for more details on codes to use, see page T15, exercise 4). Allow students time to correct the mistakes themselves, using the codes.

Optional activity: Language focus

Dictate the following gapped text to the class. Ask students to complete it by adding the correct pronoun in each space.

In my view, young people watch too many violent films and I believe that the government should ban ___. If young children watch a violent film, ___ can upset them a lot. The government plans to introduce stricter controls on violence in films and I think ___ is a good idea. This will protect young people, ___ could be emotionally hurt by watching these films.

Ask students to come up in turn and write a sentence on the board. Check spellings and the use of punctuation. Ask students what each pronoun they have added refers to (answers in brackets below).

ANSWERS

them (the films) it (the film) this (introducing stricter controls) who (young people)

Communicative competence

This activity will help your students understand the way language is structured.

More practice
Workbook page 53

End-of-unit activities

Progress review

Workbook page 54

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension
Drama: In fashion

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WRITING ■ An opinion essay

I can write an opinion essay.

6

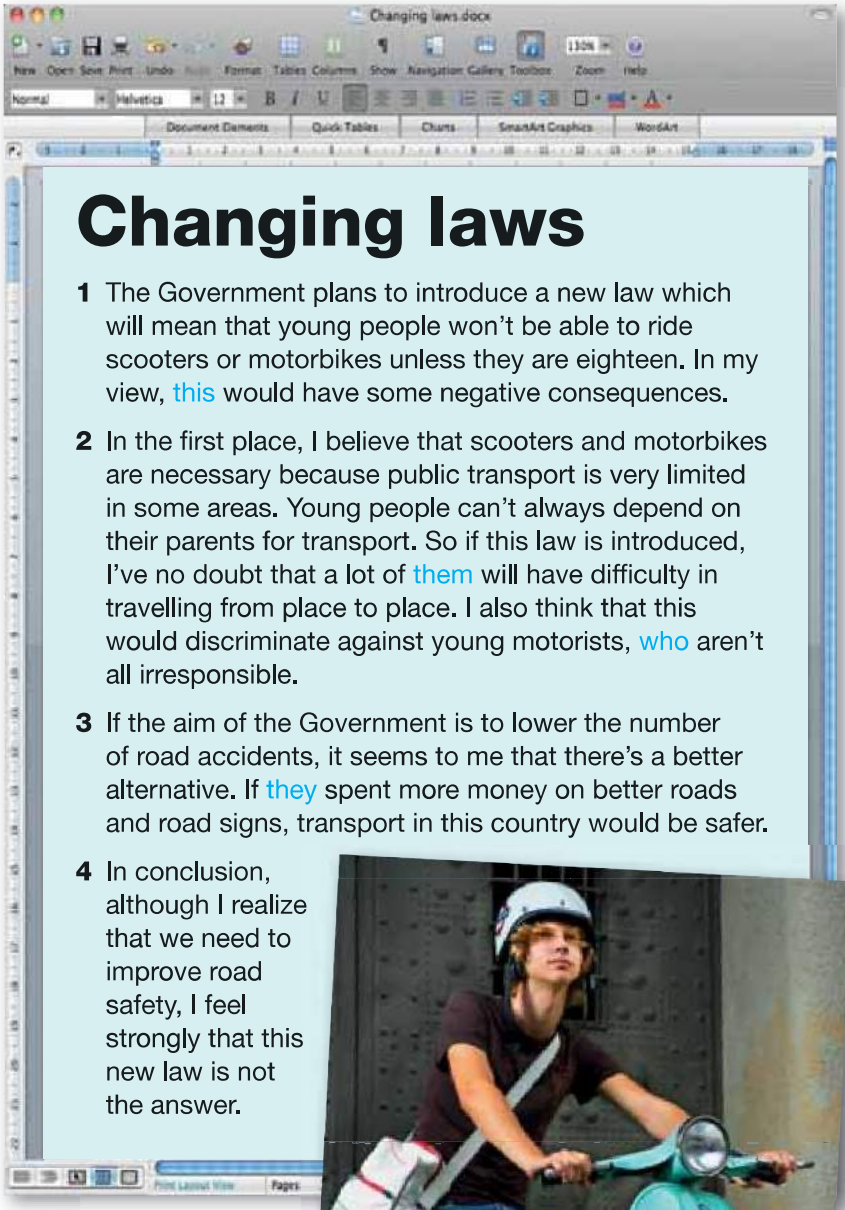
1 Read the model text and answer the questions.

1 What policy does the writer disagree with?
2 Who would be most affected by the new law? Why?
3 Which paragraph describes the negative effects of the new law?
4 Which paragraph suggests an alternative policy?
5 How does the writer summarize his arguments?

2 Study the key phrases. Which key phrases do not introduce opinions?

KEY PHRASES ○ Opinions

In my view, ...
In the first place, ...
I believe that ...
I've no doubt that ...
It seems to me that ...
In conclusion, ...
I feel strongly that ...



Changing laws

1 The Government plans to introduce a new law which will mean that young people won't be able to ride scooters or motorbikes unless they are eighteen. In my view, this would have some negative consequences.

2 In the first place, I believe that scooters and motorbikes are necessary because public transport is very limited in some areas. Young people can't always depend on their parents for transport. So if this law is introduced, I've no doubt that a lot of them will have difficulty in travelling from place to place. I also think that this would discriminate against young motorists, who aren't all irresponsible.

3 If the aim of the Government is to lower the number of road accidents, it seems to me that there's a better alternative. If they spent more money on better roads and road signs, transport in this country would be safer.

4 In conclusion, although I realize that we need to improve road safety, I feel strongly that this new law is not the answer.

Language point: References and pronouns

3 Look again at the text. Match the words in blue with a–d.

a the Government
b the new law
c young motorists
d young people

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Imagine that the Government in your country plans to shorten the length of the school holidays in order to improve the level of education. Write an opinion essay.

B THINK AND PLAN

1 In general, do you think that this would have positive or negative consequences?
2 What will be the effects of this law if it is introduced?
3 Is it fair or unfair? Why?
4 Is there an alternative method to achieve the Government's aims?
5 What are the alternative methods and their results?

C WRITE

Paragraph 1: Introduction
The Government plans to ...
Paragraph 2: Argument
In the first place, I believe that ...
Paragraph 3: Alternative
If the aim of the Government is ...
Paragraph 4: Conclusion
In conclusion, ...

D CHECK

- phrases to introduce opinions
- references and pronouns
- first and second conditionals

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1 Work in pairs. Describe the photos. What kind of things would you protest about?

2 Use the words in the box to complete the sentences about the European Union.

headquarters	presidency	official currency	based	stars	joined	elected	members

1 In 2011, twenty-seven countries were ___ of the EU.
2 There are twelve ___ on the EU flag.
3 Poland ___ the EU in 2004.
4 The name of the ___ used by most countries in the EU is the euro.
5 Members of the European Parliament (MEPs) are ___ every five years.
6 The ___ of the European Central Bank are based in Frankfurt.
7 The European Parliament is ___ in Brussels, Luxembourg and Strasbourg.
8 The ___ of the EU changes every six months.

3 3.07 **EGZAMIN** Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Na podstawie informacji zawartych w nagraniu przyporządkuj do nich zdania podsumowujące (a–e). Wpisz właściwe litery w kratki (1–4). Jedno podsumowanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

a It's important to encourage healthy living.
b They should improve road safety.
c It's mad to have so many new buildings.
d We need to keep popular places open.
e It's necessary to improve public transport.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

4 **EGZAMIN** Przeczytaj wypowiedzi trzech osób (1–3) i cztery oferty wycieczek do różnych miast europejskich (a–d). Do każdej osoby dopasuj ofertę, która by jej najbardziej odpowiadała. Wpisz odpowiednie litery w kratki (1–3). Jedna oferta została podana dodatkowo i nie pasuje do żadnej osoby.

1 ☐
Henry: 'I'm looking for a city break, but I'd also like to see other bits of the country, so that I can get a real feel of the culture.'

2 ☐
Eliza: 'I love history and enjoy the feeling that I'm stepping back in time. I love shopping, too, and I like trying the local food.'

3 ☐
Jack: 'I'm not really into sightseeing – I find taking photos and visiting monuments a bit boring. I like the arts and prefer to do something a bit more cultural.'

a **Istanbul** is steeped in the romance of past centuries. In this amazing city, you'll see Roman aqueducts, Byzantine churches, monuments, museums and stunning mosques. Take a boat trip; wander through the winding streets; visit the spice bazaar and the markets; stop for regional specialities such as coffee, cakes and sweets. It's an unforgettable place.

Elementy wiedzy o świecie i krajach anglojęzycznych, Życie społeczne • **Rozumienie ze słuchu** *Dobieranie* • **Rozumienie tekstów pisanych** *Dobieranie*

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Tematy

- Elementy wiedzy o świecie i krajach anglojęzycznych, Życie społeczne

Aims

- To revise the vocabulary and language of Unit 6.
- To provide practice of exam-type tasks.

Warm up (2 minutes)

- With books closed, ask: *At what age can you vote in this country?* Elicit answers. Ask: *Why do people vote?*
- Put students into pairs to discuss ways that people can communicate with their government, and make their concerns and opinions known.
- Share ideas as a class, and discuss which process is the most effective. Elicit examples from around the world.

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each photo. If necessary, refer students back to pages 58 and 62 for useful vocabulary.
- Encourage as many students as possible to contribute to building up the descriptions. In a **stronger class**, encourage full sentences and interpretation of the scenes.
- Allow students to discuss the questions in pairs before sharing ideas as a class. Encourage students to support their opinions with reasons and examples.

ANSWERS

Students' own answers.

Exercise 2

- Ask: *When did Poland become a member of the European Union?* (2004) Briefly elicit what students already know about the EU.
- Read through the words in the box with the class. In a **weaker class**, check understanding and help with any difficult vocabulary. In a **stronger class** encourage students to work together and use the context provided by the sentences to help them work out the meaning of the words they don't know.
- Students work in pairs to complete the sentences.

ANSWERS

1 members
2 stars
3 joined
4 official currency
5 elected
6 headquarters
7 based
8 presidency

Exercise 3 EGZAMIN Rozumienie ze słuchu *Dobieranie* 3.07

- Read through the task with the class and remind students to always be aware of the extra sentence in matching activities. Remind them that this is why, when they first listen to a CD, they should try to understand the overall meaning rather than start trying to answer straight away.
- Allow students time to read the five sentences carefully before playing the CD. In a **weaker class**, check understanding at this stage and help with any difficult vocabulary.
- In a **stronger class**, ask the students to work in pairs to briefly discuss the ideas raised in the sentences and decide which ones they agree with. Encourage them to give reasons for their answers.
- Play the CD twice for students to complete the exam task.

ANSWERS

1 d 2 b 3 e 4 a

Exercise 4 EGZAMIN Rozumienie tekstów pisanych *Dobieranie*

- Read through the exam task with the class. Check students understand what they have to do, and remind them that there is an extra advert that isn't used.
- Remind students that the first time they read, they should try to read for overall meaning.
- In a **weaker class**, suggest students underline key words in statements 1–3 and adverts a–d, to help them identify the matching elements. Remind them to be careful of negative sentences.
- Give students a time limit to complete the task, and tell them to do it under exam conditions. Tell them when the time is halfway through, and when they have five minutes left.
- **Fast finishers** can write a statement about their travel preferences, similar to the ones in the task.

ANSWERS

1 d 2 a 3 c

Exercise 5 EGZAMIN Znajomość funkcji językowych *Wielokrotny wybór*

- Read through the exam task with the class and check students understand what they have to do.
- In a **stronger class**, give students a time limit and ask them to complete the task under exam conditions.
- In a **weaker class**, students do the task individually, but allow them to check answers in pairs before checking as a class.
- Ask volunteers to read each mini-dialogue. Tell them to think about the context, and try to put the appropriate emotion and emphasis into their delivery.

ANSWERS

1 b 2 c 3 c

Exercise 6 EGZAMIN Znajomość środków językowych *Tłumaczenie fragmentów zdań*

- Read through the exam task and check students understand what they have to do.

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- Remind students that English and Polish don't always use tenses in the same way, or have equivalent tenses and structures. Students should read both the Polish phrase and the surrounding sentence carefully and be aware of the function of the whole sentence. They can then choose the most appropriate tense in English for expressing that function. In a **weaker class**, revise some of the structures and their functions before students do the exercise individually.
- Remind students that their translation must fit the rest of the sentence exactly, so when they have translated the phrase, they should read the whole sentence carefully and check that all pronouns, etc., match the surrounding sentence.
- Allow students to check answers in pairs before checking as a class. When checking answers, focus on function and context and make sure students understand why a particular tense or structure has been used.

ANSWERS

1 you lost your passport
2 If we go on holiday
3 was formed
4 unless we organize
5 wouldn't take a lot of
6 will be used

Exercise 7 EGZAMIN Wypowiedź pisemna *Zaproszenie*

- Read through the exam task with the class and check students understand what they have to do. Identify the three key pieces of information that students need to include in this task.
- Emphasize the importance of the word limit in exam tasks, and remind students that they should leave enough time to count the words as they work and be prepared to revise their work if necessary.
- In a **weaker class**, remind students that they should prepare their answer by writing notes for each required piece of information.
- In a **stronger class**, you could ask students to complete this exercise under exam conditions.

ANSWERS

Students' own answers.

Exercise 8

- When students have completed their letters, draw their attention to the checklist and tell them to check their work.
- Give them five minutes to check and improve their writing.
- Explain to students how points are allocated for writing tasks in the exam, and that they should be aware of this while checking through their work.
- If there is time, ask students to swap compositions with a partner and use the exam mark scheme to mark each other's work. Discuss the results and tell students to make a note of weaker areas, so that they can focus on them next time.
- Students could write a corrected version for homework, making reference to the exam mark scheme, and try to score top marks.

Optional activity: Language focus

Write the following words on the board:

encourage, important, necessary, improve, impossible

Ask students to find them in the sentences in the listening exercise and use the context to decide what part of speech they are.

Then tell them to use their dictionaries to find other words in the same word family. Tell them to find the noun that goes with each word, and to write an example sentence using the noun.

In a **weaker class**, students can work in pairs. In a **stronger class**, they can compare answers in pairs before comparing answers as a class.

Communicative competence

This activity will help your students to understand how language works and to extend their vocabulary for more fluent expression.

Optional activity: Class discussion

- With books closed, ask students to think of some facilities in a town that are important for young people, and some that are important for old people. Brainstorm suggestions, and write them on the board.
- Now tell students they are town councillors and they only have enough money in the budget to fund three of the facilities. Ask students to discuss in pairs and decide which ones are the most important.
- Bring the class together to share ideas. Ask students to explain their choices, and try to convince the class that their facilities are the most important. Encourage discussion and try to bring in as many students as possible. Try to get the class to agree on a shortlist of four facilities.

Cultural awareness and expression, Social and civic competences

This activity will help your students to express their own ideas, and to think about issues which affect other people.

More practice

Workbook page 77

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b **Monte Carlo**, with its beautiful views, stunning buildings, luxury hotels and casino, has always attracted the rich and famous including film stars and royalty. It's also home to most of the Circuit de Monaco. During the Grand Prix, the streets of the city itself become a race track for Formula One cars. It's an exciting event to watch.

c The historic city of **Edinburgh** really comes alive during the four weeks of festivals in August. Thousands of people visit to watch performers from all over the world. You can enjoy amazing shows in the theatre, street performance and comedy. Some of the best known names in entertainment have begun their careers here.

d **Luxembourg City** mixes historical landmarks with state-of-the-art museums and galleries, smart hotels, chic boutiques and award-winning restaurants. And you only need to travel a short way to find green hills and valleys, ancient forests, steep vineyards and farmland dotted with traditional buildings and castles.

5 EGZAMIN **Uzupełnij dialogi 1–3, wybierając spośród podanych odpowiedzi brakującą wypowiedź jednej z osób. Zakreśl literę a, b lub c.**

1 **Girl** I forgot to meet my friend and now she's really angry with me!
Mother
a Congratulations!
b Oh dear!
c I'm afraid not.

2 **Sam** It's Joe's birthday today.
Mark
a I got it wrong.
b I wish I hadn't.
c I didn't realize.
Sam Me neither. I forgot to buy him a present.

3 **Ben** I didn't have time to do my homework last night!
Harry
a I wish I'd apologized.
b I'm afraid you apologized.
c If I were you, I'd apologize.

6 EGZAMIN **Przetłumacz fragmenty zdań podane w języku polskim na język angielski, tak aby powstały logiczne i poprawne zdania.**

1 What would you do if ___ (zgubił / zgubiła swój paszport) abroad?
2 (Jeśli pojedziemy na wakacje) ___ this year, we'll probably go to Greece.
3 The EU ___ (została utworzona) after the Second World War.
4 We won't change anything ___ (jeśli nie zorganizujemy) a demonstration.
5 If I were you, I ___ (nie brałbym / nie brałabym dużo) cash on holiday.
6 Do you think the euro ___ (będzie używane) by all European countries one day?

7 EGZAMIN **Bierzesz udział w proteście przeciw zamykaniu lokalnych obiektów rekreacyjnych przeznaczonych dla młodzieży. Napisz zaproszenie dla znajomych, w którym:**

- wyrazisz swoją opinię na temat problemu;
- wyjaśnisz, na czym polega protest;
- zaprosisz znajomych do udziału w proteście.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość zaproszenia powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

8 EGZAMIN **When you have finished follow this checklist:**

- Czy uwzględniłeś / uwzględniłaś w wypowiedzi wszystkie informacje określone w poleceniu i czy zostały one rozwinięte?
- Czy tekst mieści się w przedziale 50–100 słów?
- Czy użyłeś / użyłaś różnorodnego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś tekst pod kątem błędów gramatycznych, interpunkcyjnych i ortograficznych?

Życie społeczne, Życie rodzinne i towarzyskie • **Znajomość funkcji językowych** *Wielokrotny wybór* • **Znajomość środków językowych** *Tłumaczenie fragmentów zdań* • **Wypowiedź pisemna** *Zaproszenie*

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7 Ups and downs

Start thinking

1 What makes you happy?
2 What are *ups and downs*?
3 What are the Paralympics?

Aims

Communication: I can ...

- compare people and the things they do.
- understand a text about a man who changed his attitude to life.
- talk about imaginary situations in the past.
- understand a discussion about phobias.
- describe things using relative clauses.
- sympathize with someone.
- write about a personal experience.

Exam preparation Page 76

Człowiek

- **Rozumienie ze słuchu:** *Wielokrotny wybór*
- **Rozumienie tekstów pisanych:** *Wielokrotny wybór*
- **Znajomość funkcji językowych:** *Wielokrotny wybór*
- **Znajomość środków językowych:** *Dobieranie*
- **Wypowiedź pisemna:** *List*

English Plus Options

+ Extra listening and speaking
Telling an interesting story
Page 102

+ Curriculum extra
Biology: The brain
Page 110

+ Culture
The British sense of humour
Page 118

+ Project
A personality game
Page 126

VOCABULARY AND LANGUAGE FOCUS
Attributes and personality

I can compare people and the things they do.

1 Complete the table with words from the *Ups and Downs* questionnaire. Which adjectives are negative?

Noun	Adjective	Noun	Adjective
success	successful	6___	optimistic
generosity	1___	7___	responsible
2___	passionate	8___	respectful
moodiness	3___	9___	polite
anxiety	4___	10___	confident
pessimism	5___	frustration	11___

2 Complete the sentences with your own ideas using words in exercise 1.

1 I think I'm usually ___.
2 Happy people tend to be ___ and ___.
3 ___ and ___ can make you unhappy.
4 I don't get on with people who are ___ and ___.
5 I admire people who are ___ and ___.
6 ___ and ___ are qualities that I see in older people.
7 ___ and ___ are qualities which are typical of people from my country.

3 Do the *Ups and Downs* questionnaire. Then compare your opinions with a partner. How does your partner cope with life's ups and downs? Choose three adjectives which best describe him / her.

Ups and Downs

How do you cope with life's ups and downs?

1 It's most important to be ...
  a successful.
  b wealthy.
  c generous.

2 In life, it's best not to be ...
  a too honest.
  b too passionate.
  c selfish.

3 Which kind of person is the most difficult?
  a Someone who's often moody and anxious.
  b Someone who's always pessimistic.
  c Someone who's always mean.

4 If someone treats you disrespectfully, what's the best way to react?
  a Politely but firmly.
  b Angrily.
  c In a friendly way.

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Ups and downs

Unit summary

Communication
I can …
compare people and the things they do.
understand a text about a man who changed his attitude to life.
talk about imaginary situations in the past.
understand a discussion about phobias.
describe people, things and places using relative clauses.
sympathize with someone.
write about a personal experience.

Vocabulary
Core vocabulary:
Nouns and adjectives: Attributes and personality: *anxiety, anxious, confidence, confident, frustrated, frustrating, generosity, generous, moodiness, moody, optimism, optimistic, passion, passionate, pessimism, pessimistic, politeness, polite, respect, respectful, responsibility, responsible, success, successful* Feelings: *annoyed, annoying, astonished, astonishing, embarrassed, embarrassing, fascinated, fascinating, horrified, horrifying, interested, interesting, relaxed, relaxing, shocked, shocking, terrified, terrifying, worried, worrying*
Build your vocabulary: Antonyms

Language focus
Comparing adjectives and adverbs
Third conditional
Defining relative clauses
Non-defining relative clauses

English Plus Options
Extra listening and speaking: Telling an interesting story (page 102)
Curriculum extra: Biology: The brain (page 110)
Culture: The British sense of humour (page 118)
Project: A personality game (page 126)

Exam preparation
Tematy: Człowiek
Zadania egzaminacyjne: Rozumienie ze słuchu *Wielokrotny wybór, Dobieranie* Rozumienie tekstów pisanych *Wielokrotny wybór* Znajomość funkcji językowych *Wielokrotny wybór* Znajomość środków językowych *Dobieranie* Wypowiedź pisemna *List*

Start thinking

Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion.

ANSWERS

1 Students' own answers.
2 *Ups and downs* refers to the mixture of good and bad things that happen to us in life or in a particular situation.
3 The Paralympics is the name of an international athletics competition for people who are disabled.

Aims

- Learn nouns and adjectives of attributes and personality.
- Do a questionnaire on the ups and downs in life.
- Learn about forming adverbs from adjectives.
- Learn about comparative and superlative adjectives and adverbs.
- Practise using comparative and superlative adjectives and adverbs.

Warm-up (3–4 minutes)

- With books closed, ask: *How would you describe your personality?* Elicit a few ideas from individual students.
- Put students into pairs to write down as many words they can think of associated with personality.
- Write *ups and downs* on the board and elicit that it refers to the good and bad things that happen to us in life.
- Ask: *What kinds of people cope best with the ups and downs of life?* Elicit a range of answers.

Exercise 1

- In a **weaker class**, ask for translations. In a **stronger class**, encourage students to put the words into sentences to show understanding.

ANSWERS

1 generous **2** passion **3** moody **4** anxious
5 pessimistic **6** optimism **7** responsibility **8** respect
9 politeness **10** confidence **11** frustrated
Negative adjectives: moody, anxious, pessimistic, frustrated

Exercise 2

- In a **weaker class**, you could help students to prepare for the task by deciding together whether the missing words are adjectives or nouns.
- In a **stronger class**, ask students to give reasons and justify their opinion.

ANSWERS

Students' own answers.

Exercise 3

- Ask some students to report back to the class on how similar or different they and their partner are.

ANSWERS

Students' own answers.

Continued on page T68

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Exercise 4

- Write on the board: *In life, it's best not to act too ….* Elicit possible endings for the sentence (*quickly, carefully,* etc.). Refer students back to question 2 in the questionnaire for ideas if necessary.
- Write the adverbs on the board and underline them. Elicit that they are adverbs, they end in *-ly,* and they are formed from the adjectives in exercise 1.
- Check that students understand the difference between adjectives and adverbs. Write on the board: *Petra is a good singer. Petra sings well.* Underline *good* and *well*. Explain or elicit that adjectives modify nouns (What kind of *singer* is Petra?), and adverbs modify verbs (How does she *sing*?).
- Read the table and complete the first row together. Ask students to find other adverbs in the questionnaire. Warn them that some adverbs are irregular.

ANSWERS

1 -ly **2** firmly **3** -ily **4** angrily
5 -ally **6** optimistic **7** fast **8** hard

More practice
Workbook page 57

LANGUAGE NOTE Students may make spelling mistakes when forming adverbs, *e.g.* ~~*moodyly*~~, ~~*optimisticly*~~.
They may also forget that some adverbs are irregular and don't end in **-***ly*: *We drove fast*. NOT ~~*We drove fastly*~~. Point out that not all words that end in **-***ly* are adverbs: for example, *friendly* is an adjective.

Exercise 5

- In a **weaker class**, allow students to work in pairs to write their sentences.
- Ask some students to write some of their sentences on the board. Discuss if they are logical and correctly formed.

ANSWERS

Students' own answers.

Exercise 6

- Focus on the example and elicit one or two more examples from the class. Check answers. Make sure students understand we use *less*, *the least*, *more*, *the most* to form comparative and superlative forms of adverbs.

ANSWERS

We use *less* and *more* to form comparative adjectives. We use *the least* and *the most* to form superlatives.
Comparative adjectives: meaner, more comfortable, less stressful
Comparative adverbs: less seriously, more positively, more happily
Superlative adjectives: the most selfish, the least successful, the most optimistic, the richest
Superlative adverbs: the least generously, the most rudely

LANGUAGE NOTE Students often forget that we use *the* before *most* and *least: These ones are the most expensive.* NOT ~~*These are most expensive.*~~

Exercise 7

- Focus on the first sentence and elicit that the missing word is an adverb and a superlative. Elicit the answer (*most successfully*).
- In a **weaker class**, allow students to work in pairs. In a **stronger class**, ask students to complete the sentences individually, but allow them to check their answers in pairs before you check with the class.

ANSWERS

1 the most successfully
2 less pessimistically
3 more carefully
4 less noisy
5 more slowly
6 the least sensitive

Exercise 8

- Elicit a few more examples and encourage students to use a mixture of adjectives and adverbs.

Finished?

- Refer **fast finishers** to the *Finished?* activity. Students write and compare descriptions with another fast finisher.

Optional activity: Language focus

Write these pairs of sentences on the board.

1 Everyone in my family is more optimistic than me.
I'm _____.
2 I drive faster than Jack.
Jack drives _____.
3 No one can dance as well as Maria.
Maria is _____.
4 The others were more anxious than me.
I was _____.
5 No one else gave as generously as Lisa.
Lisa gave _____.

Ask students to work in pairs and complete the second sentence so that it has the same meaning as the first. Point out we use *than* (not *that*) in comparative sentences.

ANSWERS

1 I'm the least optimistic / most pessimistic person in my family.
2 Jack drives more slowly than me.
3 Maria is the best dancer.
4 I was less anxious than the others.
5 Lisa gave the most generously.

Communicative competence
This activity will help your students understand the way language is structured.

More practice
Workbook pages 56 and 57
Language focus reference and practice, Workbook pages 94–95

Tests

Five-minute test, Online Test Bank

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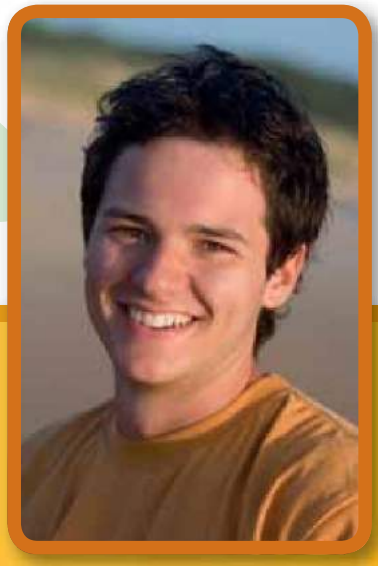
Comparing adjectives and adverbs

4 Complete the examples and the rules in the table.

Forming adverbs from adjectives	
Rules	**Examples**
Most adjectives: add [1]___	firm → [2]___
Adjective ends in *-y*: take off *-y*, add [3]___	angry → [4]___
Adjective ends in *-ic*: add [5]___	[6]___ → optimistically
Irregular forms	fast → [7]___ hard → [8]___ good → well late → late early → early

More practice ⇨ Workbook page 57



5 What's the best philosophy for life?
- **a** Live life more slowly.
- **b** Work hard and play hard.
- **c** Live fast, die happy.

6 Which pair of attributes best describe your personality?
- **a** Optimism and passion.
- **b** Responsibility and respect.
- **c** Politeness and honesty.

7 What is your attitude when things aren't going well?
- **a** I stay positive. Things can only get better.
- **b** I lose confidence. What am I doing wrong?
- **c** I get frustrated. It's not my fault.

☐ ***Finished?***
Write a short description of a person you know.

5 Write six sentences describing how you do different things. Use the verbs in the first box and adverbs formed from the adjectives in the second box.

~~speak~~ spell play work shout learn behave

good hard correct ~~polite~~ angry successful responsible careful

I usually speak to my teacher politely.

6 Study sentences 1–5. Which words do we use to form the comparative and superlative forms of adverbs? Complete the table with the words in blue.

Comparatives		Superlatives	
Adjectives	**Adverbs**	**Adjectives**	**Adverbs**
meaner		*the most selfish*	

1 He's meaner than anyone I know. He's also the most selfish person I know.
2 You should take life less seriously and more positively.
3 We're the least successful team, but we're the most optimistic.
4 I work more happily at home. It's more comfortable and less stressful.
5 The richest people gave the least generously and spoke to us the most rudely.

7 Complete the sentences with the comparative or superlative form of an adjective or adverb. Use *more / less* and *the most / the least*.

1 The person who does the interview ___ will get the job. (successful)
2 That isn't very positive. Try to think ___. (pessimistic)
3 Watch out! You should drive ___. (careful)
4 I like living in a village because it's ___ than the city. (noise)
5 You need to speak ___ or people won't understand you. (slow)
6 He always hurts people's feelings. He's ___ person I know. (sensitive)

8 **ACTIVATE** Work in pairs. Take turns describing and guessing people. Use adjectives and adverbs.

He's the most powerful man in the US.

President Obama?

Człowiek

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READING ■ The Yes Man

I can understand a text about a man who changed his attitude to life.

1 3.15 **Look at the title of the text and the photos. What do you think the text is about? Choose a or b. Read and listen to the text and check your answer.**

a A positive philosophy for life.
b A man asking his girlfriend to marry him.

2 **Read the text again and answer the questions.**

1 Where did Danny spend his free time after his girlfriend left him?
2 How did he use to communicate with his friends?
3 According to the stranger, what kind of people say 'no'?
4 Why did Danny start his experiment?
5 Why did Danny buy a newspaper?
6 Why did Danny's life change when he bought the newspaper?
7 How long did Danny's experiment last?

3 **Complete the summary with six of the words in the box.**

money pessimistic interesting generous advice a beggar positive a stranger polite

Danny Wallace became [1]___ and depressed after his girlfriend left him. Then one day he met [2]___ who gave him some [3]___. Danny's new philosophy was to be [4]___ about everything and more [5]___ towards other people. As a result, his life became much more [6]___.

4 **BUILD YOUR VOCABULARY** **Find antonyms in the text for 1–6.**

1 accepted (paragraph 1)
2 complicated (paragraph 2)
3 poorer (paragraph 4)
4 meanness (paragraph 4)
5 luckily (paragraph 4)
6 exciting (paragraph 5)

5 **Match the words in the box with their antonyms in exercise 3. Then write sentences with the words.**

mean rude boring negative optimistic

6 **YOUR OPINIONS** **Ask and answer the questions.**

1 How often have you said 'no' to something this week? Why?
2 Has anyone ever given you any good advice? Who? What was it?
3 What makes people happiest, in your opinion?
4 How can you help a friend who is unhappy?
5 Do you agree with the writer? What would happen if you always said 'yes'?

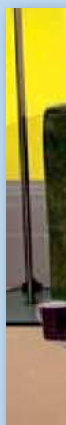
THE YES MAN

One little word can change your life ...

When his girlfriend left him, Danny Wallace stopped going out and developed a strong relationship with his sofa and remote control. His attitude to everything was negative and his passion for life had gone. He politely refused his friends' invitations and sent 'happy birthday' emails instead of going to parties. He texted people instead of phoning, and phoned people instead of visiting. Danny became the man who always had an excuse.

It was only when a mystery man said three magic words that Danny's whole world started to change and he became more positive and passionate. The stranger, who Danny met on a bus, had a simple philosophy. In his opinion, people without passion always said 'no', so they missed a lot of opportunities in life. His advice to Danny was simple: 'say "yes" more.' The man's philosophy interested Danny and he decided to try an experiment. From that moment, he would always say 'yes'.

So the next time that a friend invited him to play football, Danny said 'yes'. Near his flat, on the way to football, someone was begging for money. The beggar asked for a pound. Danny said 'yes', but he didn't have any change, so he went to the newsagent's, bought a newspaper and then gave the man a pound coin. When a scratch card fell out of the paper, Danny decided to play and he won!



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READING ● The Yes Man

I can understand a text about a man who changed his attitude to life.

7

Aims

- Read about the Yes Man.
- Read for general meaning and specific information.
- Express your own opinions on being positive.
- Learn about antonyms.

Warm-up (2–3 minutes)

- With books closed, write *yes* and *no* on the board. Ask: *Which word do you say more – yes or no?* Elicit some ideas.
- Ask: *Do you think your life would be different if you always said 'yes'? How? Would the consequences be good or bad?* Elicit a range of ideas.

Background

Danny Wallace is a British film maker, comedian, writer and TV presenter. His book *Yes Man* was published in 2005 and describes how he spent six months saying 'yes' where normally he would have said 'no', to make his life more interesting and positive. The book has now been turned into a successful film.

Exercise 1 3.15

- Look at the title and the images and elicit students' predictions about the text. Ask students to justify their answers, e.g. the images aren't associated with marriage. Remind them that scanning the title and photos is a useful strategy when preparing to read.

ANSWER

a

Exercise 2

- In a **weaker class**, encourage students to underline the parts of the text where they find the answers, so that they can refer to them quickly and check they have understood correctly.
- In a **stronger class**, encourage students to give detailed answers. Remind them not to copy the text for their answers, but to paraphrase the meaning.

ANSWERS

1 Danny spent his free time at home on the sofa.
2 He phoned and texted people.
3 People without passion always say 'no'.
4 Because the man's philosophy interested him.
5 Because he needed change.
6 Because he realized that being optimistic and generous could make a difference to his life.
7 Six months.

Exercise 3

- Ask students to complete the summary individually, then compare their answers in pairs and discuss any differences.

ANSWERS

1 pessimistic 2 a stranger 3 advice
4 positive 5 generous 6 interesting

Exercise 4

- Elicit that an antonym is a word with an opposite meaning. Check that students understand by writing some simple adjectives on the board (e.g. *big, hot*) and eliciting the antonyms (*small, cold*).
- Students find the antonyms in the text. In a **weaker class**, you could ask students to translate the words into their own language. Then encourage them to use the words in example sentences. In a **stronger class**, ask students to contextualize the words in sentences directly.

ANSWERS

1 refused 2 simple 3 wealthier
4 generosity 5 unfortunately 6 dull

Exercise 5

- Students match the antonyms individually. If necessary, you could allow students to use their dictionaries. Point out that some dictionaries include synonyms and antonyms as well as definitions.
- Check answers. Ask a few students to read out their sentences and ask the class to comment.

ANSWERS

mean – generous
rude – polite
boring – interesting
negative – positive
optimistic – pessimistic
Students' own sentences.

Exercise 6

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers and opinions. Have a brief class discussion if there are some interesting differences of opinion.
- Alternatively, you could put two or three pairs together to discuss the answer to question 3. Tell them to compare the things that they think are most important for happiness. Tell them to discuss their ideas, and agree on the top three most important ingredients for happiness.
- When the groups have agreed, bring the class together and ask the groups to report back. Have they all chosen the same things? Discuss their choices and ask them to agree on a top three for the whole class.

ANSWERS

Students' own answers.

More practice
Workbook page 60

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LANGUAGE FOCUS ■ Third conditional

I can talk about imaginary situations in the past.

7

Aims

- Learn the third conditional.
- Practise using the third conditional to talk about unreal situations in the past.

Warm-up (3-4 minutes)

- Refer students back to the text on the Yes Man. Ask: *What was the day that changed Danny's life? What happened?* Elicit that Danny got on a bus and met a mystery man.
- Ask: *What if he'd been ill that day? What if he'd stayed at home?* Elicit some ideas and then write on the board: *If he'd stayed at home, he wouldn't have met the man.*
- Ask: *Does the sentence refer to the past, present, or future?* (the past). Ask: *Did it happen or not?* (it didn't happen).
- Tell students that this is a third conditional sentence and that we use it to talk about unreal past situations.

Exercise 1

- In a **stronger class**, encourage students to complete the sentences from memory.
- Check answers with the class. Remind students that each conditional sentence consists of two clauses: a condition clause (also called '*if* clause') and a result clause.

ANSWERS

1 'd / would have **2** wouldn't have **3** hadn't
4 wouldn't have **5** 'd / had
Rules: 1 past **2** had, past participle

More practice
Workbook page 57

LANGUAGE NOTE Students often make the mistake of using *would have* in both clauses of third conditional sentences: *If I had stayed at home, I wouldn't have met the man*. NOT ~~*If I would have stayed at home, I wouldn't have met the man*~~.

Students may use the past simple rather than *had* + past participle in the *if* clause: *If I hadn't gone out, I wouldn't have met him*. NOT ~~*If I didn't go out, I wouldn't have met him*~~.

Students may also use an infinitive instead of a past participle in either clause: ~~*If I hadn't gone out, I wouldn't have meet him. If it hadn't rain, we would have gone to the beach.*~~

Exercise 2

- Read the example with the class.
- In a **weaker class**, allow students to check answers in pairs before checking as a class.

ANSWERS

1 wouldn't have met, 'd / had stayed
2 would be, had got
3 hadn't said, wouldn't have known
4 Would, have been, had worked
5 had asked, would have helped
6 Would, have gone, 'd / had known

Exercise 3 3.16

- Read the example with the class. Ask students to underline the verbs in the two sentences.
- Point out that the *if* clause can come either at the beginning or the end of the sentence (e.g. *If Hayley hadn't been tired, she would have gone. = Hayley would have gone if she hadn't been tired.*) Remind students to use a comma when the *if* clause comes first.

ANSWERS

1 If John hadn't felt moody, he would have gone to the party.
2 They wouldn't have respected the captain if he hadn't played well.
3 I would have seen you if I had been there.
4 The team wouldn't have been pessimistic if they hadn't lost last week.
5 If he hadn't met his girlfriend, he wouldn't have given up smoking.
6 He would have been optimistic about passing his exams if he 'd / had revised more.
7 If she hadn't had a positive attitude, she wouldn't have been very successful.

Exercise 4

- In a **weaker class**, allow students time to prepare some notes individually, then put them into pairs to read their sentences to each other and compare their answers.
- In a **stronger class**, encourage students to ask and answer spontaneously.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

Optional activity: Language focus

Ask students to think about three important things that they did or three decisions that they made in the past. Give some examples, e.g. *I joined a tennis club. I decided to have piano lessons.* Ask students to write third conditional sentences saying what they think would have happened if they hadn't made those decisions, e.g. *If I hadn't joined the tennis club, I wouldn't have learnt how to play tennis.*

Allow students time to write their sentences. Put students into pairs and ask them to take turns to read the beginnings of their sentences to their partner (e.g. *If I hadn't joined the tennis club, …*). Their partner should try to guess the ending.

Ask some students to report back on how many endings their partner guessed.

Communicative competence, Social and civic competences

This activity will help your students understand the way language is structured. It will also help them work in a cooperative manner.

More practice
Workbook page 57
Language focus reference and practice, Workbook pages 94–95

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Third conditional

I can talk about imaginary situations in the past.

7

1 Complete the sentences from the text. Then choose the correct words in the rules.

Situation	Result
If he'd said 'no' to his friend,	he [1]___ stayed at home.
If he'd stayed in,	he [2]___ met the beggar.
If he [3]___ done the scratch card,	he [4]___ won the prize.

Result	Situation
Would he have done these things	if he [5]___ stayed on his sofa?

RULES

1 The third conditional describes the imaginary results of **past** / **future** events which never happened.
2 We form the third conditional with: *If* ... + ***had*** / ***have*** + past participle (situation) + *would have* + **past participle** / **past simple** (result).

More practice ⇨ Workbook page 57

The prize was £25,000. 'Yes' had suddenly made Danny a wealthier man. If he'd said 'no' to his friend, he'd have stayed at home. If he'd stayed in, he wouldn't have met the beggar, and if he'd said 'no' to the beggar, he wouldn't have bought the newspaper or done the scratch card. And if he hadn't done the scratch card, he wouldn't have won the prize. His optimism and generosity had made a difference. Unfortunately, he lost the £25,000 five minutes later, but that's another story.

It was the beginning of Danny's adventures. In the next six months, he continued to say 'yes' and his life got better and more exciting. As a result, he became a politician and an inventor, met Buddhist monks, travelled to some unusual places, got into some embarrassing situations and met the woman of his dreams! Would he have done these things if he'd stayed on his sofa? So remember … if life is getting dull, just say the magic word.

2 Complete the third conditional sentences.

If you'*d gone* (go) out more, you'*d have made* (make) more friends.

1 Danny ___ (not meet) the man if he ___ (stay) in his flat.
2 Paul ___ (be) happy if he ___ (get) the job.
3 If you ___ (not say) anything, I ___ (not know).
4 ___ we ___ (be) successful if we ___ (work) harder?
5 If you ___ (ask) me politely, I ___ (help) you.
6 ___ Sue ___ (go) to the party if she ___ (know) about it?

3 3.16 **Rewrite the sentences using the third conditional. Include the words in brackets. Then listen and check.**

Hayley didn't go because she was tired.
If *Hayley hadn't been tired, she would have gone*. (gone)

1 John didn't go to the party because he felt moody. If ___. (hadn't)
2 The fans respected the captain because he played well. They ___. (wouldn't)
3 I wasn't there, so I didn't see you. I ___. (seen)
4 The team were pessimistic because they lost last week. The team ___. (wouldn't)
5 He gave up smoking when he met his girlfriend. If ___. (hadn't)
6 Sam wasn't optimistic about passing his exams because he hadn't revised much. He ___. (would)
7 She was very successful because she had a positive attitude. If ___. (hadn't)

4 **ACTIVATE** **Ask and answer with a partner.**

What would you have done if you ...

1 had lived a thousand years ago?
2 hadn't come to school today?
3 had met the US President this morning?
4 had met a film star on the way to school?
5 had found a twenty-euro note in the street?
6 hadn't studied at this school?

Finished?

Continue the chain of consequences into the past with your own ideas.

Tom wouldn't have broken his leg if he hadn't fallen out of the tree. He wouldn't have fallen out of the tree if ...

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VOCABULARY AND LISTENING ● Feelings

I can understand a discussion about phobias.

STUDY STRATEGY ○ Dictionary skills

1 Look at the dictionary entry and find the abbreviations for the words in the box. Which phrases in the entry are definitions?

verb somebody adjective noun

fright /fraɪt/ *n* a sudden feeling of fear:
That spider gave me a fright.

frighten /'fraɪtn/ *v* to make sb afraid:
1 *Spiders frighten me.*

frightened /'fraɪtənd/ *adj* afraid:
2 *I feel frightened when I see a spider.*

frightening /'fraɪtənɪŋ/ *adj* causing fear:
3 *Spiders are frightening.*

2 Study the example sentences 1–3 in the dictionary entry and match them with a–c. What are two adjective suffixes?

a The adjective refers to the reason for the feeling.
b This is a verb and not an adjective.
c The adjective refers to how you feel.

3 Complete the table. Make adjectives using the verbs in the box. Then use a dictionary to find the nouns.

~~bore~~ relax astonish embarrass shock fascinate interest

Verb	*-ed* adjective	*-ing* adjective	Noun
bore	bored	boring	boredom

4 3.17 Listen to a radio programme about phobias. Which of the things in the photos do the speakers mention?

5 3.17 EGZAMIN Listen again and match the speakers, Ben, Jackie and Mary, with descriptions a–d. There is one extra description that you do not need.

a This is a person who used to be terrified of open spaces and crowds.
b This is a person who is scared of heights.
c This is a person who's got a phobia of snakes.
d This is a person who used to be frightened of heights.

6 Choose the correct words in the *All about me* profile. Then write your own answers for 1–10.

7 ACTIVATE Work in pairs. Compare your answers to the *All about me* profile.

Is there something which terrifies you?

Yes, I'm terrified of rats.

All about me ...

1 Something which **terrifies** / **terrifying** me.
2 Something which I'm **worried** / **worry** about.
3 The most **horrifying** / **horrified** thing that I've seen or heard this year.
4 A piece of news which **astonished** / **astonishing** me.
5 A TV programme which I saw recently which I found **fascinated** / **fascinating**.
6 A celebrity who often **shocking** / **shocks** people.
7 A singer whose voice is so bad that it's **embarrassed** / **embarrassing**.
8 Somewhere **interesting** / **interested** that I've always wanted to visit.
9 The place where I feel most **relaxed** / **relaxing**.
10 Something people do which I find **annoying** / **annoyed**.

Człowiek • **Rozumienie ze słuchu** *Dobieranie*

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VOCABULARY AND LISTENING ● Feelings

I can understand a discussion about phobias.

7

Aims

- Learn words for expressing feelings.
- Learn how to understand dictionary entries.
- Listen to a radio programme about phobias.
- Complete a personal profile.

Warm-up (2–3 minutes)

- With books closed, write the word *phobia* on the board and elicit its meaning. If necessary, explain that a phobia is a strong, unreasonable fear of something.
- Elicit examples of phobias from the class and find out if anyone suffers from a phobia. Ask students how a phobia makes the sufferer feel and brainstorm words for feelings.

Exercise 1

- Read the instructions together and check that everyone understands *abbreviation*.

ANSWERS

verb – v; somebody – sb; adjective – adj; noun – n
Definitions: a sudden feeling of fear, to make sb afraid, afraid, causing fear

Exercise 2

- Ask volunteers to read out the three example sentences in the dictionary entry.
- Check that everyone understands what a suffix is, and elicit the two adjective suffixes *-ed* and *-ing*.
- In a **weaker class**, give more examples with *-ed* and *-ing* adjectives, e.g. *They're bored because the film is boring. They're confused because the instructions are confusing.* Ask: *How do they feel?* (bored, confused) *What is the reason for the feeling?* (the film is boring, the instructions are confusing).

ANSWERS

a 3 **b** 1 **c** 2
The two adjective suffixes are *-ed* and *-ing*.

Exercise 3

- Make sure everyone understands that the words in the box are verbs. Students must convert them to adjectives. Elicit how they will do this (by adding suffixes).
- Students complete the adjective columns. Allow them to work in pairs to look up the noun forms in a dictionary. Remind them to use the abbreviations to help them use the dictionary entries.

ANSWERS

Verb	*-ed* adjective	*-ing* adjective	Noun
relax	relaxed	relaxing	relaxation
astonish	astonished	astonishing	astonishment
embarrass	embarrassed	embarrassing	embarrassment
shock	shocked	shocking	shock
fascinate	fascinated	fascinating	fascination
interest	interested	interesting	interest

Exercise 4 3.17 Tapescript page T132

- Draw students' attention to the *All about me …* profile and ask them to look at the photos. Elicit what they show (a plane, a spider, a snake, a high cliff).
- Tell students they are going to listen to a radio programme about phobias. Ask them to prepare by deciding what phobias the photos represent.
- Ask students to listen for which of the things in the photos are mentioned. In a **stronger class**, ask students to name as many phobias as possible (e.g. snakes, flying, heights, small spaces, crowds).

ANSWERS

snakes, flying, heights

Exercise 5 3.17

- Allow students time to compare their answers in pairs before you check with the class.

ANSWERS

Ben – d Jackie – b Mary – a

Exercise 6

- Students can work in pairs to choose the correct words for the sentences, and then write their answers individually.

ANSWERS

1 terrifies **2** worried **3** horrifying **4** astonished
5 fascinating **6** shocks **7** embarrassing **8** interesting
9 relaxed **10** annoying

Exercise 7

- Put students into pairs to compare their answers to the *All about me …* profile.

Optional activity: Listening

Write these sentences on the board:

1 Wendy has a phobia about an animal.
2 Ben was terrified, but he went to his meeting.
3 Ben used to be scared of heights.
4 Jackie has three different phobias.
5 Mary was embarrassed by her phobias.

Put students into pairs and ask them to decide from memory if the sentences are true or false. Ask them to correct the false sentences. Play the recording again, pausing to allow students to check their answers.

ANSWERS

1 True. **2** False. He couldn't board the plane. **3** True.
4 False. She has two: heights and small spaces. **5** True.

Communicative competence

This activity will improve your students' listening skills.

More practice

Workbook page 58
Online Teacher's Photocopiable Resources: Vocabulary

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LANGUAGE FOCUS ■ Defining and non-defining relative clauses

I can describe people, things and places using relative clauses.

7

Aims

- Learn about defining and non-defining relative clauses.
- Practise using defining and non-defining relative clauses.

Warm-up (3–4 minutes)

- With books closed, write on the board: *What do you remember about the man?* Ask students whether they know which man you are talking about. (*no*)
- Now ask students what they remember about the 'Yes Man' from the reading text on page 70. Ask: *What do you remember about the man who said 'Yes' to everything?* Elicit some answers and then write the question on the board. Underline the relative clause.
- Ask students to look at the two questions and discuss the function of the relative clause. Establish it adds information, so we know which man the question is about.

Exercise 1

- Put students into pairs to study the rules and find examples in the text on page 72.

ANSWERS

1 Sentences 1, 2, 4, 5, 6, 9, 10
2 Sentences 3, 8
3 Sentence 7
4 Sentence 2

More practice
Workbook page 59

Exercise 2

- Talk through the example, drawing attention to the photo. Establish that the sentence is about a man, and elicit the relative pronouns that can be used in the relative clause (*who* or *that*).
- Ask what this man's most noticeable feature is (his sideburns).
- In a **weaker class**, allow students to check their answers in pairs before you check answers with the class.

ANSWERS

1 **c** I know a man who has got weird sideburns.
2 **g** Do you know the village where Dani lives?
3 **a** Can we watch the DVD which you got yesterday?
4 **d** Is there a shop in town where I can buy a video game?
5 **b** These are the boys who I often spend time with.
6 **f** Surfing is something which I'd like to have a go at.
7 **e** They are the parents whose child I sometimes look after.

Exercise 3

- Look at the chart and ask a volunteer to read the example. Make sure everyone understands how to use the chart.
- Students make sentences and explain them to a partner. In a **weaker class**, they can write the sentences out in full before talking in pairs. In a **stronger class**, encourage students to make notes rather than writing their answers in full.
- Ask a few students to share their sentences with the class.

ANSWERS

Students' own answers.

Exercise 4

- Draw students' attention to the subheading. Point out that they have just learnt about defining relative clauses, and now they are going to learn about non-defining relative clauses. Ask them to think about what the difference might be. Allow them to compare ideas in pairs.
- Check answers and ask students to explain the difference between clauses in their own words.

ANSWERS

1 who is from London University
2 who've had similar problems
3 where there are a lot of people
4 where I had a meeting
5 whose job includes travelling

Rules: **a** 2, 3 **b** 1, 4, 5

LANGUAGE NOTE Students often make mistakes with the punctuation in non-defining relative clauses. Non-defining relative clauses are separated from the rest of the sentence by commas: *Angelina Jolie, who is a famous actress, has six children*. In spoken language this is indicated by pauses.

Exercise 5

- Read the example with the class. Write the sentence on the board and draw attention to the pronouns and the punctuation. Rub out the relative clause and ask: *Does the sentence still make sense?* (yes)
- In a **weaker class**, allow students to work in pairs to combine the sentences. Check answers as a class

ANSWERS

1 Marc, whose dad comes from Paris, speaks French.
2 My sister, who lives in Dublin, sings in a band. / My sister, who sings in a band, lives in Dublin.
3 Last summer, I visited Ireland, where my father was born.
4 I can't find my new coat, which I bought last week.
5 My uncle, who is very rich, has got a yacht. / My uncle, who has got a yacht, is very rich.
6 Jan works for a big company, which makes toys.

Exercise 6

- Read the instructions and the example with the class.
- Ask a few students to read out their sentences to the class. Their partner can read out their complex sentence.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

More practice
Workbook page 59
Language focus reference and practice, Workbook pages 94–95
Online Teacher's Photocopiable Resources: Language focus

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Defining and non-defining relative clauses

I can describe people, things and places using relative clauses.

7

Defining relative clauses

1 Read the rules and find examples for each rule in the *All about me* profile on page 72.

RULES

1 We can use the relative pronoun *who*, when we refer to people, *which* when we refer to things and *where* when we refer to places.
2 We can use *that* instead of *who* and *which*.
3 We can use *whose* for possession.
4 We put prepositions at the end of a relative clause.

More practice ⇨ Workbook page 59

2 Join the sentence halves with *where*, *who*, *whose* and *which*.

1 I know a man ...
I know a man who has got weird sideburns.
2 Do you know the village ...
3 Can we watch the DVD ...
4 Is there a shop in town ...
5 These are the boys ...
6 Surfing is something ...
7 They are the parents ...

a you got yesterday?
b I often spend time with.
c has got weird sideburns.
d I can buy a video game?
e child I sometimes look after.
f I'd like to have a go at.
g Dani lives?

3 Make sentences using the phrases in the chart. Then explain your ideas to a partner.

... is someone something somewhere	who which that	I can / can't I'm / I'm not I get I feel

talk to frightened of shocked by	relax with bored with embarrassed by	interested in annoyed with fascinated by

My brother is someone who I get annoyed with because he spends hours in the bathroom!

Non-defining relative clauses

4 Study the sentences from the listening on page 72. Which is the relative clause in each sentence? Match sentences 1–5 with rules a and b.

1 Wendy Nichols, who is from London University, is a phobia psychologist.
2 You meet people who've had similar problems.
3 I just keep away from places where there are a lot of people.
4 I was supposed to go to Barcelona, where I had a meeting, but I couldn't board the plane.
5 Ben, whose job includes travelling, has a phobia of flying.

RULES

a A defining relative clause gives important information about the noun. The sentence doesn't make sense without this clause.
b A non-defining relative clause gives extra information about a noun. The sentence makes sense without this clause. We don't use *that* with these clauses.

5 Combine the two sentences to make one sentence. Use a non-defining relative clause with *who*, *which*, *where* and *whose*.

Tom plays basketball brilliantly. He's very tall.
Tom, who's very tall, plays basketball brilliantly.
1 Marc speaks French. His dad comes from Paris.
2 My sister sings in a band. She lives in Dublin.
3 Last summer, I visited Ireland. My father was born there.
4 I can't find my new coat. I bought it last week.
5 My uncle has got a yacht. He's very rich.
6 Jan works for a big company. It makes toys.

6 ACTIVATE Write five sentences about famous people. Then read them to your partner for them to add extra information.

The Queen of England lives in Buckingham Palace.

The Queen of England, who has met Lady Gaga, lives in Buckingham Palace.

Finished?
Write definitions for words in this unit. Then ask questions to guess your partner's word.
Is it a person who ... / a place where ... / something which ... ?

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SPEAKING ■ Reacting to news and sympathizing

I can sympathize with someone.

1 Look at the photo. How do you think Marie is feeling? Choose the correct answer.

a terrified b fed up c excited

2 3.18 Listen to the dialogue. Is Dean optimistic or pessimistic about Marie's situation?

Dean Hey, Marie, you look a bit down. What's the matter?
Marie Oh, I've just heard that my brother's got a job in Manchester and he's moving away.
Dean Oh, right. Sorry to hear that. It isn't the end of the world though.
Marie I know, but I'll really miss him.
Dean Don't take it too badly. At least he won't be very far away and you can visit him.
Marie That's true, I suppose. But it would have been better if he'd found a job here.
Dean Manchester's a really cool city. You could go up there for weekends.
Marie Yeah, maybe you're right.
Dean Look at it this way; if he hadn't got that job, he'd have been really disappointed.
Marie Yes, I know. It's a fantastic opportunity. He's very excited about it. I mustn't spoil things for him.
Dean Cheer up! Come on. Let's go to a café or something.
Marie OK. Thanks, Dean. I feel a bit better now.

3 3.19 Complete the key phrases from the dialogue. Listen and check. Then practise the dialogue with a partner.

KEY PHRASES ○ Sympathizing

You [1]___ a bit down.
Sorry to [2]___ that.
It isn't the [3]___ of the world.
Don't take it too [4]___.
At least ...
Look at it [5]___ way.
Cheer [6]___!

4 3.20 Listen. Which words do you hear?

1 At least you **were** / **weren't** in the same class.
2 She **won't** / **wouldn't** move to another city.
3 I think he'd **be** / **have been** happier here.
4 If you **stayed** / **'d stayed**, it would be great.
5 **I would** / **wouldn't** have been happy with her.

Pronunciation: /θ/, /ð/, /f/ and /v/
⇨ Workbook page 100

5 3.21 Read and listen to the mini-dialogue. What positive aspect does Liz mention? Practise mini-dialogues for situations 1–4 with a partner. Use the key phrases in exercise 3.

Liz You look a bit down. What's the matter?
Shaun I auditioned for a band and they chose another guitar player.
Liz Don't take it too badly. At least you had a new experience.

1 I lost my favourite sweatshirt yesterday.
2 I failed two of my exams.
3 My pet has just died.
4 We aren't going away for a holiday. We're staying here all summer.

6 ACTIVATE Work in pairs. Prepare a new dialogue with a partner. Use the situation below. Practise your dialogue. Then change roles.

My best friend is moving to the USA.

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SPEAKING ● Reacting to news and sympathizing

I can sympathize with someone.

7

Aims

- Listen to a conversation in which someone reacts to news and sympathizes with a friend.
- Learn key phrases for sympathizing.
- Practise listening for detail.
- Practise reacting to news and sympathizing with someone.

Warm-up (2–3 minutes)

- With books closed, write on the board: *A problem shared is a problem halved.* Tell students this is an English proverb and ask them what they think it means. Accept suggestions and establish that talking about a problem can help us feel better about it.
- Ask students who they talk to when they are feeling upset or worried.

Exercise 1

- Focus on the photo. Ask: *What are Marie and Dean doing? How do you think Marie is feeling?* Elicit that they are chatting and Marie doesn't look very happy.

ANSWER

b

Exercise 2 3.18

- Play the CD. Students read and listen.
- Elicit the answer to the question.

ANSWER

Dean is optimistic.

Exercise 3 3.19

- In a **weaker class**, students can find the key phrases in the dialogue and complete them before listening to check. In a **stronger class**, encourage students to complete the key phrases from memory.
- Remind students to listen carefully to the intonation of the key phrases, and to try to convey the same emotion when they practise the dialogue.

ANSWERS

1 look
2 hear
3 end
4 badly
5 this
6 up

Exercise 4 3.20

- Allow students time to read the sentences.
- Play the CD twice if necessary.

ANSWERS

1 weren't
2 won't
3 have been
4 stayed
5 wouldn't

Pronunciation: /θ/, /ð/, /f/ and /v/
Workbook page 100

Exercise 5 3.21

- In a **stronger class**, ask students to listen without reading the mini-dialogue. Elicit Liz's positive thought.
- Ask students to work in pairs to write their mini-dialogues.
- Monitor while students are working and make sure they are using the key phrases correctly.

ANSWERS

Liz mentions the fact that Shaun has had a new experience with his audition.
Students' own answers.

Exercise 6

- Students continue working in their pairs to write a new dialogue.
- When students have completed their dialogues, ask them to practise the dialogue in their pairs.
- Ask them to swap roles and practise again.
- Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors.

ANSWERS

Students' own answers.

Optional activity: Communication

Ask students to work individually and think of another situation which might make them unhappy.

Ask two students to tell the class their situation and elicit some positive aspects from the class.

Tell students they are going to move around the class and have conversations with different classmates, reacting and sympathizing with each other. Tell students that with each new partner they should tell their partner their situation, then listen to their partner's situation, and sympathize and encourage them.

Allow students to move around the classroom practising their conversations.

Monitor while students are working; note down any errors.

After about five minutes, stop the activity and ask students to report back on whose situation they found it most difficult to be positive about.

Correct any errors you heard in a short feedback session.

Communicative competence, Social and civic competences

This activity will help your students use language conventions appropriate to the situation. It will also help them work in a cooperative manner.

More practice
Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 7, Online Test Bank

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WRITING ● An experience

I can write about a personal experience.

Aims

- Study a model text.
- Learn key phrases for writing about a personal experience.
- Learn about modifying comparatives.
- Write about an experience.

Warm-up (3–4 minutes)

- With books closed, write *volunteer* on the board. Elicit the meaning (someone who does a job without being paid).
- Ask whether anyone has experience of doing voluntary work, or elicit jobs that young people can do as volunteers.

Exercise 1

- Ask students to look at the title and photos and make predictions about text content. Elicit some ideas.
- Students compare their answers in pairs.

ANSWERS

1 The writer had failed some exams and had had an argument with his best friend.
2 Paragraph 2
3 Watching a programme about volunteering changed the writer's life.
4 Volunteering made the writer feel happier, more useful and sociable.
5 Paragraph 3

Exercise 2

- In a **weaker class**, students can find the phrases in the dialogue. In a **stronger class**, encourage students to put the key phrases in order from memory.

ANSWERS

Things weren't going too well for me.
Everything changed for me …
… made me realize that …
These days, I feel …
If I hadn't …, I'd never have …

Exercise 3

- Elicit that a modifier is a word or expression that makes the meaning of an adjective or adverb stronger or not so strong.
- Ask students to identify the adjectives in the sentences (more positive, happier, more optimistic, harder, stressful). Elicit that they are all comparative forms.
- Students write the words in the correct order to make sentences. Ask students to identify the modifiers (a bit, much, a lot, slightly, a little, less).

ANSWERS

1 Peter was a lot more optimistic.
2 Can you work slightly harder?
3 I'm feeling a bit happier.
4 Please behave a little more respectfully.
5 Life should be much less stressful.

Exercise 4

- Students think and plan their stories individually. This can be set for homework.
- Use correction codes rather than writing corrections on students' work (for more details on codes to use, see page T15, exercise 4). Allow students time to correct the mistakes themselves, using the codes.

Optional activity: Language focus

Write these sentences on the board. Tell students that they each include one mistake.

1 Jack seems much happy now.
2 I'm feeling bit more optimistic today.
3 Can you walk slightly more faster?
4 We're much least anxious now.
5 They're little more relaxed these days.

Check answers by asking students to come out and correct the sentences on the board.

ANSWERS

1 Jack seems much **happier** now.
2 I'm feeling **a** bit more optimistic today.
3 Can you walk slightly ~~more~~ **faster**?
4 We're much **less** anxious now.
5 They're **a** little more relaxed these days.

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Workbook page 61

End-of-unit activities

Progress review

Workbook page 62

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension

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A happy ending

1 This time last year, things weren't going too well for me. I'd failed some exams and I had to take them again. I'd also had a big argument with my best friend, who wasn't talking to me. I was feeling fed up and I wasn't interested in anything. Friends invited me out, but I didn't really want to see them. I spent a lot of time watching DVDs in my room.

2 Everything changed for me the day I saw a TV programme about volunteering. It was about volunteers who were working with athletes who were training for the Paralympic Games. Both the volunteers and athletes were really optimistic and enthusiastic. They made me realize that my problems weren't at all serious and that I should be a bit more positive. I found out that volunteers in my town were working with a Paralympic team too, so I started to go to meetings.

3 These days, I feel much happier. Working as a volunteer has made me feel more useful and sociable. We're helping the athletes to prepare for the next Games, and I aim to go to the Games with the team as a helper. If I hadn't seen the programme, I'd never have had the opportunity.

1 Read the model text and answer the questions.

1 What caused the writer's unhappiness?
2 Which paragraph describes how the writer's life changed?
3 What event changed the writer's life?
4 How did volunteering change the writer's attitude to life?
5 Which paragraph describes how the writer feels now?

2 Study the key phrases. Put the key phrases in the order of the text. Then check your answers.

KEY PHRASES ○ Describing a personal experience

Things weren't going too well for me.
If I hadn't ... , I'd never have ...
Everything changed for me ...
These days, I feel ...
... made me realize that ...

Language point: Modifying comparatives

3 Study the examples. Then order the words in 1–5.

I should be a bit more positive.
I feel much happier.

1 Peter / a lot / more / was / optimistic
2 you / slightly / harder / can / work / ?
3 feeling / I'm / happier / a bit
4 respectfully / please / a little / more / behave
5 life / should / less / stressful / much / be

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Imagine that you were feeling depressed. Write a story with the title *A happy ending*.

B THINK AND PLAN

1 Things weren't going well for you. Why?
2 Things changed suddenly for you. Where were you and what were you doing?
3 What did you start to do and why did you like it?
4 How did you become happier?
5 How do you feel now? Why?

C WRITE

Paragraph 1: In the beginning
This time last year, ...
Paragraph 2: How things changed
Everything changed for me the day I ...
Paragraph 3: My life now
These days, I feel ...

D CHECK

- modifiers
- relative clauses
- conditionals

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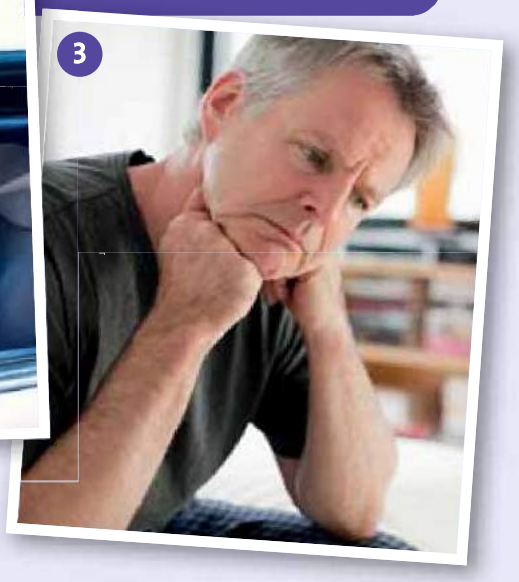

1 Work in pairs. Describe the photos. How do you think these people are feeling? What situations make you feel like this?

2 3.22 **EGZAMIN** Usłyszysz dwukrotnie dwa teksty. Pytania 1–3 odnoszą się do pierwszego tekstu, a pytania 4–6 – do drugiego. Na podstawie informacji zawartych w nagraniu odpowiedz na te pytania. Zakreśl literę a, b lub c.

Tekst 1

1 What does Maria say about Ben's girlfriend?
- a She liked her.
- b She's only met her once.
- c She thought she was his sister.

2 Ben tells Maria that his girlfriend ...
- a changed her mind about going on a date with him.
- b met somebody she liked more than him.
- c hated his interest in sport.

3 What is the conversation about?
- a Ben's school friends.
- b Ben's ex-girlfriend.
- c Ben's interests.

Tekst 2

4 When Heather's parents told her she was going to Spain, she ...
- a felt worried about flying.
- b was happy about going.
- c wanted to stay behind.

5 What happened on the return journey?
- a They had to go home a different way.
- b They stayed in Spain for longer than they wanted.
- c They came home as planned.

6 Heather has since ...
- a given up flying.
- b started to get over her phobia.
- c been on a course.

3 **EGZAMIN** Przeczytaj poniższe teksty. W zdaniach 1–4 z podanych możliwych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę a, b lub c.

Hi Tess
I'm really sorry, but I can't meet you in town tomorrow. My sister's going to university next week and we're having a family meal to say goodbye. Maybe we can meet up next Saturday instead? I fancy going to see a film.
Love
Ana

Done

1 Why is Ana writing to Tess?
- a To invite her to a meal.
- b To postpone an arrangement.
- c To suggest going to town.

Hi Ben
Sorry I didn't turn up yesterday. I've been feeling a bit down recently and didn't fancy being with anyone. Hope the match went OK and that Jack played better than me!
Speak soon
Max

Done

2 How is Max feeling at the moment?
- a Angry.
- b Bored.
- c Depressed.

Człowiek • **Rozumienie ze słuchu** *Wielokrotny wybór* • **Rozumienie tekstów pisanych** *Wielokrotny wybór*

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Tematy

- Człowiek

Aims

- To revise the vocabulary and language of Unit 7.
- To provide practice of exam-type tasks.

Warm up (3–4 minutes)

- With books closed, give students two minutes to work individually to list as many different words for feelings and emotions as they can think of.
- Ask for their ideas, and write them on the board. Who had the most correct answers?

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each photo. Encourage as many students as possible to contribute to building up the descriptions. In a **stronger class**, encourage full sentences and interpretation of the scenes. If necessary, refer students back to page 72 for useful vocabulary.
- Read the questions together. Put students in pairs to discuss the emotions shown in the pictures, and their own emotional responses.
- In a **weaker class**, or if students lack ideas, suggest situations to elicit mild and extreme emotions. For example, ask: *How do you feel if you see a spider / snake / horror film? How do you feel when you are just about to take an exam?* etc.

ANSWERS

Students' own answers.

Exercise 2 EGZAMIN Rozumienie ze słuchu *Wielokrotny wybór* 3.22 Tapescript page T132

- Read through the exam task with the class and check students understand what they have to do.
- Remind students that they should read all the options carefully before they listen. Ask students to read the questions and make predictions about the form of the listening texts. Students discuss their predictions in pairs.
- Tell students they will hear the CD twice. The first time they hear the conversation they should try to get a general understanding of it, rather than try to answer all the questions. Remind them to use the time between the first and second listening to reread the task and assess what information they need to focus on.
- Tell students they are going to do the task under exam conditions, and should apply all the strategies that they have learnt so far.

ANSWERS

1 b 2 a 3 b 4 b 5 c 6 b

Exercise 3 EGZAMIN Rozumienie tekstów pisanych *Wielokrotny wybór*

- Read through the exam task with the class and check students understand what they have to do.
- In a **weaker class**, do the first item with the class as an example. Talk though the key words and phrases in the email that identify the writer's intention. Ask what *postpone* means. Discuss how students can work out the answer even if it contains an unknown word (by process of elimination).
- Students can check answers in pairs before checking as a class.

ANSWERS

1 b 2 c 3 b 4 a

Exercise 4 EGZAMIN Znajomość funkcji językowych *Wielokrotny wybór*

- Read through the exam task with the class.
- Point out that students should read all the options they are given before deciding which one to choose. Allow students time to read the situations and options carefully.
- In a **weaker class**, check students' understanding of the options by giving or eliciting translations.
- In a **stronger class**, you could ask students to translate the situations into English, and discuss in pairs what other reactions might be appropriate.
- Students work individually to choose the best phrases for the situations. In a **stronger class**, or if you have **fast finishers**, ask them to write a situation and three options similar to those in the task. They can swap with a partner to choose the correct response.
- Check answers as a class.

ANSWERS

1 a 2 b 3 c

Exercise 5 EGZAMIN Znajomość środków językowych *Dobieranie*

- Read the exam task together. In a **stronger class**, ask students to suggest ways to approach it, and ask students to attempt it individually.
- In a **weaker class**, suggest the following strategy and go through it together step by step.
- Tell students to read the text quickly, ignoring the gaps, to get a general sense of what it is about. Give students a restricted time limit to do this, and then elicit quick summaries of the text.
- Ask them to read through the text again and decide what kind of information is missing, and what part of speech or structure is required. Remind students that they need to read the whole of the sentence on either side of each gap to guess what kind of word is missing.

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- Now look at the words in the box, and make sure students understand them. Students complete word families for each word.
- Now they look back at the text and work with the context to see which of their new words fits the meaning. Remind them that there is one word in the box that they don't need. Tell them to reread the completed text carefully to make sure they have got the correct word, and that the whole thing flows and sounds right.
- Check answers as a class.

ANSWERS

1 first **2** stressful **3** are having **4** quietly **5** yourself

Exercise 6 EGZAMIN Wypowiedź pisemna *List*

- In a **weaker class**, read through the exam question with the class. Remind students that they should prepare their answer by writing notes. Elicit other things that students should think about when doing writing tasks, and write them on the board.
- In a **stronger class**, you could ask students to complete this exercise under exam conditions.

ANSWERS

Students' own answers.

Exercise 7

- When students have completed their letters, draw their attention to the checklist and tell them to check their work.
- Give them five minutes to check and improve their writing.
- Explain to students how points are allocated for writing tasks in the exam, and that they should be aware of this while checking through their work.
- If there is time, ask students to swap compositions with a partner and use the exam mark scheme to mark each other's work. Discuss the results and tell students to make a note of weaker areas, so that they can focus on them next time.
- Students could write a corrected version for homework, making reference to the exam mark scheme, and try to score top marks.

Optional activity: Writing

Ask students to produce a review of a film they have seen recently.

Tell students that a review should briefly summarize the plot of a film, as well as giving the reviewer's opinion of it. Tell them to choose carefully and write about a film that portrays or evokes emotion. They should focus on the characters and their feelings in the story, as well as the feelings of the audience and their reaction to the story. Encourage them to give as much detail as is appropriate, and also to use varied and interesting language.

Cultural awareness and expression

This activity will help your students to develop their creative abilities.

Optional activity: Speaking

- Ask students who they turn to for help or advice. Do they speak to their friends, their parents, their brothers and sisters? Who gives the best advice?
- Now tell students to imagine a situation where they are asking someone for advice. Put them in pairs to think of a problem and write a role-play of someone seeking and giving advice.
- Remind students to describe their feelings and to use conditional tenses to talk about possible outcomes for different courses of action.
- Circulate and listen while students practise their dialogues.
- Ask one or two pairs to perform their role-play for the class.

Cultural awareness and expression, Sense of initiative and entrepreneurship

This activity will help your students to develop their creative and imaginative skills and to take charge of their own work to plan and prepare something independently. It will also help them to work appropriately in pairs.

More practice

Workbook page 78

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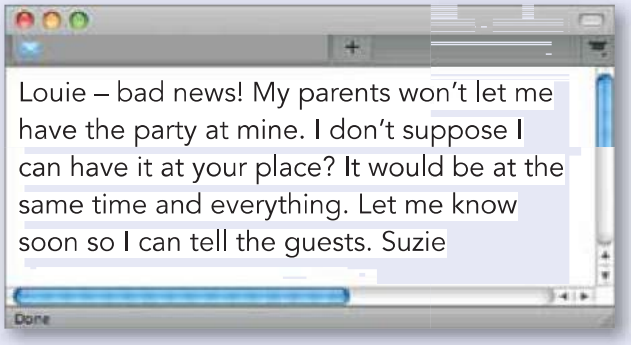
Tom
Your exam results came in the post today – the envelopes on the table in the kitchen. I haven't opened it! I'll be home at my usual time, so I'll get dinner ready for seven.
Love
Mum

3 What is true about Tom's mum?
a She knows Tom's exam results.
b She's planning to cook for Tom.
c She's going to be home late.



4 What does Suzie want to change about her party?
a The place.
b The date.
c The guest list.

4 EGZAMIN Do każdej z opisanych sytuacji (1–3) dopasuj właściwą reakcję. Zakreśl literę a, b lub c.

1 Twój przyjaciel jest przygnębiony z powodu niezdanego egzaminu. Wyraź współczucie.
a Sorry to hear that!
b That's fine!
c Congratulations!

2 Odwiedziła cię kuzynka, która nie zdała jednego z egzaminów. Daj jej do zrozumienia, że to nie jest najgorsza rzecz, która mogła jej się przytrafić.
a I'm pleased for you.
b It isn't the end of the world.
c I've no idea.

3 Zastajesz swoją siostrę samą w jej pokoju. Wydaje ci się, że jest przygnębiona, ale nie wiesz, dlaczego. Jak zaczniesz rozmowę?
a Look at it this way!
b You should take it seriously!
c You look a bit down!

5 EGZAMIN Przeczytaj tekst i uzupełnij go, wpisując w każdą lukę (1–5) jeden wyraz z ramki we właściwej formie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

quiet stress behave one have your

Feeling frustrated and being moody is part of being a teenager. The question is, what can you do about it? The [1]___ thing is to recognize that it's normal. Then decide why you feel like this. It may be because you are going through a [2]___ time at school. Perhaps you [3]___ problems with friends at the moment, or maybe you're in the middle of your exams. In these situations, talking to a good friend, a teacher or someone in your family may help you. On the other hand, you may not really know what the problem is. In that case, try sitting [4]___ in your room, or perhaps you could do some sport, or listen to some music – do anything that you enjoy. Being by [5]___ and having the time to think can sometimes be the answer.

6 EGZAMIN Przydarzyło ci się ostatnio coś niemiłego związanego ze szkołą. Napisz list do przyjaciela, w którym:

- wyjaśnisz, co się stało;
- opiszesz, jak się czujesz;
- opowiesz, co zamierzasz zrobić w tej sprawie.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość listu powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

7 When you have finished follow this checklist:

- Czy uwzględniłeś / uwzględniłaś w wypowiedzi wszystkie informacje określone w poleceniu i czy zostały one rozwinięte?
- Czy tekst mieści się w przedziale 50–100 słów?
- Czy użyłeś / użyłaś różnorodnego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś tekst pod kątem błędów gramatycznych, interpunkcyjnych i ortograficznych?

Człowiek • **Znajomość funkcji językowych** *Wielokrotny wybór* • **Znajomość środków językowych** *Dobieranie* • **Wypowiedź pisemna** *List*

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8 Honestly!

Start thinking

1 What is a *white lie*?
2 What is a *conman*?
3 Where is the Statue of Liberty?

Aims

Communication: I can ...

- request something and report someone's request.
- understand a text about honesty.
- report things that people have said.
- understand a radio programme about famous conmen.
- ask and respond to indirect questions.
- explain and clarify a situation.
- write a narrative with dialogue.

Exam preparation Page 86

Życie społeczne, Życie rodzinne i towarzyskie
- **Rozumienie ze słuchu** *Dobieranie*
- **Znajomość funkcji językowych** *Dobieranie*
- **Rozumienie tekstów pisanych** *Dobieranie*
- **Znajomość środków językowych** *Uzupełnianie luk*
- **Wypowiedź pisemna** *Wiadomość*

English Plus Options

+ Extra listening and speaking
Dealing with money
Page 103

+ Curriculum extra
Civic and ethical education: Moral values
Page 111

+ Culture
Boot camps in the USA
Page 119

+ Cumulative review
Starter – Unit 8
Page 127

VOCABULARY AND LANGUAGE FOCUS
Morals

I can request something and report someone's request.

1 Complete phrases 1–11. Then check your answers in the *Right or Wrong?* survey.

hurt keep do pretend ~~break~~ break get feel make (x2) tell (x2)

break a promise
1 ___ something wrong
2 ___ quiet about something
3 ___ the law
4 ___ guilty about something
5 ___ a lie
6 ___ to do something
7 ___ something up
8 ___ around a problem
9 ___ an excuse
10 ___ the truth
11 ___ someone's feelings

2 Work in pairs. Ask and answer using the phrases in exercise 1.

Do you usually ... ? Would you ... ? Have you ever ... ?

Have you ever broken a promise?

Yes, I have. Last week, I promised to visit my gran, but I didn't go.

3 3.28 Read and listen to the *Right or Wrong?* survey. Then work in pairs and exchange opinions about the situations.

I think Mike was wrong in number 1. I would have told the assistant.

Were the people right or wrong in each of these situations? What would you have done?

1 Mike was buying a computer game in a supermarket. The assistant made a mistake and gave Mike too much change. Mike didn't say anything, but later he felt that he had done something wrong and he gave the money to charity.

2 It was Layla's birthday, but she was shy and didn't want a party or a lot of fuss. She told her brother not to say anything about her birthday and he promised to keep quiet about it. But then he broke his promise and told some of her friends because he didn't think that his sister would mind.

3 John was riding his motorbike at sixty-five kilometres an hour in a fifty kilometres-an-hour zone. He knew that he was breaking the law, but he didn't feel guilty about it. In his opinion, the speed limit was too low and there was no danger. Unfortunately, a police officer stopped him.

Życie rodzinne i towarzyskie, Życie społeczne

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Honestly!

Unit summary

Communication
I can …
request something and report someone's request.
understand a text about honesty.
report things that people have said.
understand a radio programme about famous conmen.
ask and respond to indirect questions.
explain and clarify a situation.
write a narrative with dialogue.

Vocabulary
Core vocabulary:
Verbs: Morals: *break a promise, break the law, do something wrong, feel guilty about something, get around a problem, hurt someone's feelings, keep quiet about something, make an excuse, make something up, pretend to do something, tell a lie, tell the truth*
Reporting verbs: *admit, agree, complain, convince, explain, insist, invite, offer, order, refuse*
Build your vocabulary: Collocations with *make* and *do*

Language focus
Indirect requests
Reported speech: tense changes
Reported and indirect questions

English Plus Options
Extra listening and speaking: Dealing with money (page 103)
Curriculum extra: Civic and ethical education: Moral values (page 111)
Culture: Boot camps in the USA (page 119)
Cumulative review: Starter – Unit 8 (page 127)

Exam preparation
Tematy: Życie rodzinne i towarzyskie, Życie społeczne
Zadania egzaminacyjne: Rozumienie tekstów pisanych *Dobieranie* Rozumienie ze słuchu *Prawda / Fałsz* Rozumienie ze słuchu *Dobieranie* Znajomość funkcji językowych *Dobieranie* Znajomość środków językowych *Uzupełnianie luk* Wypowiedź pisemna *Wiadomość*

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know and use their suggestions to start a class discussion.

ANSWERS

1 A white lie is a small lie that you tell to avoid hurting somebody's feelings.
2 A conman deceives people in order to make money.
3 The Statue of Liberty is in New York Harbour in the United States.

Aims

- Learn verb phrases to do with honesty and morals.
- Do a questionnaire on rights and wrongs.
- Learn about indirect requests.
- Practise forming indirect requests.
- Learn how to make requests.
- Practise making requests.

Warm-up (3–4 minutes)

- With books closed, write *Right* and *Wrong* on the board and elicit the meaning. Ask: *What things is it wrong to do?* Elicit some answers, e.g. stealing, murder, etc.
- Put students into pairs and give them two minutes to write down as many things as they can that are wrong. Encourage them to think about small things that we do every day, as well as actual crimes.

Exercise 1

- Ask students to read the survey to check their answers.

ANSWERS

1 do 2 keep 3 break 4 feel 5 tell 6 pretend
7 make 8 get 9 make 10 tell 11 hurt

Exercise 2

- Ask for two volunteers to read the example. In a **weaker class**, point out that the specific example given in the answer is in the past simple. In a **stronger class**, elicit the form, and remind students to use past participles in forming these questions.
- Students work in pairs to ask and answer about the things in exercise 1.
- Ask a few pairs to report back to the class.

Exercise 3 3.28

- Look at the title of the *Right or Wrong* survey and read the introduction together.
- After listening, elicit some opinions about the first situation, and encourage students to agree and disagree with each other.
- Ask students to report back on which situations they agreed and disagreed about.

ANSWERS

Students' own answers.

Continued on page T79

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Exercise 4

- Refer students back to number 4 in the questionnaire. Ask: *What did Stefan's mum ask?* Elicit the answer and write it on the board (*She asked him to tidy his room*).
- Point out to students that in this context *ask* refers to a request, not to a question. Ask: *What exact words do you think she said?* Elicit answers, e.g. *Can you tidy your room, please?* or *Please tidy your room*. Write this on the board.
- Focus on the two sentences on the board, and ask: *Which is a direct request, and which is an indirect request?* Elicit the answer. Make sure students understand that a direct request is what someone actually says and an indirect request is when someone reports the request later.
- Focus on the pronouns and the possessives in the example sentences. Ask students to match them (you – him, your – his). Ask students what they notice – do they change, or do they stay the same? If necessary, do a few more examples.

ANSWERS

1 not **2** asked **3** to tidy **4** told **5** her

We use *tell* for reporting an order.

We report negative requests by adding *not* before the infinitive.

More practice

Workbook page 65

LANGUAGE NOTE Students often forget that we change the pattern after the reporting verb in indirect requests: *She asked me to help her*. NOT ~~*She asked me can I help her*~~. Students sometimes make mistakes with the position of *not* in negative requests: *He told me not to be late*. NOT ~~*He told me to not be late*~~. Students may also forget that we can't use *say* in the same pattern as *tell*: *She told me to go home*. NOT ~~*She said me to go home*~~.

Exercise 5

- In a **weaker class**, allow students to check answers in pairs before checking as a class. In a **stronger class**, ask students to rewrite the sentences as direct requests, e.g. *Don't leave. Don't tell anyone. Be quiet, please,* etc.

ANSWERS

1 her **2** not **3** asked **4** not to give us **5** us **6** to wear

Exercise 6

- Allow students time to compare their answers in pairs and correct any mistakes before you check with the class.

ANSWERS

1 The police officers told them not to break the law again.
2 I told myself not to feel guilty.
3 Mum asked us to wash the dishes when we had finished.
4 He told his girlfriend to stop laughing.
5 You asked me to walk a bit faster.
6 I asked my friend to meet me later.

Exercise 7 3.29 Tapescript page T133

- Play the CD, pausing after each dialogue for students to make notes of the requests. Then play the CD again for students to check and make any changes.
- In a **weaker class**, allow students to compare answers in pairs before checking answers as a class.

ANSWERS

1 A police officer asked John to be more careful next time.
2 Stefan's mum asked him to pick his clothes up off the floor.
3 Cathy's mum told her to turn off the computer and do something else.
4 Jess asked her to tell the truth for once.

Exercise 8

- Focus on the example and elicit other possible direct requests, e.g. *It would be great if you could close the window.* or *Would you mind closing the window?*
- In a **weaker class**, students can work in pairs to prepare requests, then change partners and do the task in a new pair. In a **stronger class**, ask them to prepare two requests, using different phrases, for each situation.
- Focus on the example reported request and allow students time to report the requests that their partner made.
- Ask individual students to say what their partner asked them. Correct any mistakes.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

Optional activity: Language focus

Play a game to practise indirect requests further.

Ask students to work individually and prepare two requests for a classmate. Elicit some examples from the class to give students ideas, e.g. *I'm hot. Could you open the window? I'm trying to work. Would you mind not making so much noise?*

Divide the class into two teams. Ask a student from each team to make a request to a student in the other team. Encourage them to use the correct intonation. The student from the other team must report the request to the class, e.g. *Elisa asked me to open the window.* If the student reports the request correctly, their team gets a point. If not, the student who made the request reports it, e.g. *I asked Thomas to open the window.* If correct, their team gets a point.

Continue until all students have participated. The team with the most points wins.

Communicative competence, Social and civic competences

This activity will help your students to understand the way language is structured. It will also help them work in a cooperative manner.

More practice

Workbook pages 64 and 65

Language focus reference and practice, Workbook pages 96–97

Tests

Five-minute test, Online Test Bank

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Indirect requests

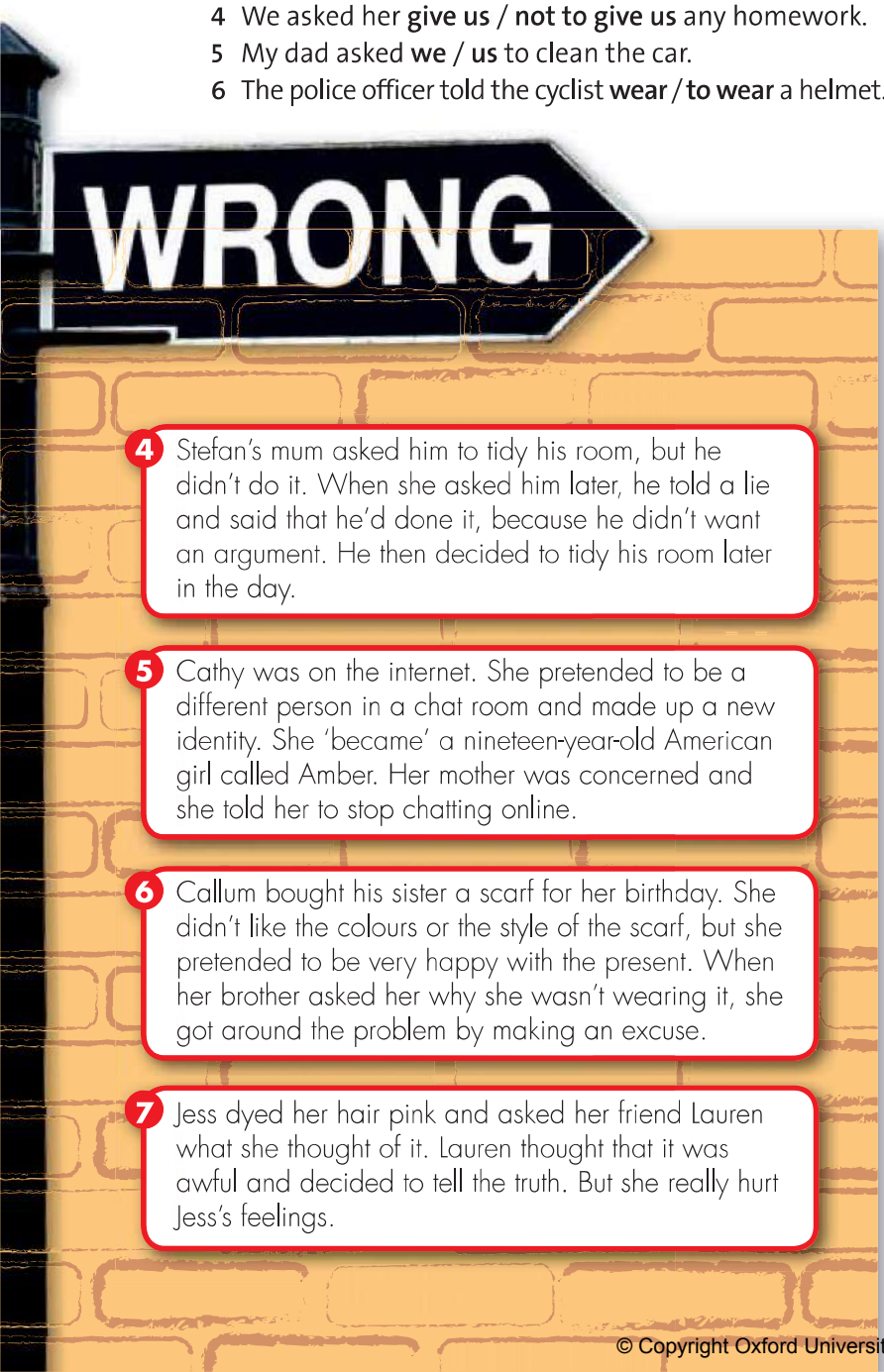
4 Complete the sentences from the survey. Do we use *tell* or *ask* for reporting an order? How do we report negative requests?

Subject + *ask / tell*	Object	*(not) to* + infinitive	Other words
She *told*	her brother	[1]___ to say	anything.
She [2]___	him	[3]___	his room.
She [4]___	[5]___	to stop	chatting online.

More practice ⇨ Workbook page 65

5 Choose the correct words.

1 They told **she / her** not to leave.
2 I asked her **don't / not** to tell anyone.
3 The teacher **said / asked** us to be quiet.
4 We asked her **give us / not to give us** any homework.
5 My dad asked **we / us** to clean the car.
6 The police officer told the cyclist **wear / to wear** a helmet.



4 Stefan's mum asked him to tidy his room, but he didn't do it. When she asked him later, he told a lie and said that he'd done it, because he didn't want an argument. He then decided to tidy his room later in the day.

5 Cathy was on the internet. She pretended to be a different person in a chat room and made up a new identity. She 'became' a nineteen-year-old American girl called Amber. Her mother was concerned and she told her to stop chatting online.

6 Callum bought his sister a scarf for her birthday. She didn't like the colours or the style of the scarf, but she pretended to be very happy with the present. When her brother asked her why she wasn't wearing it, she got around the problem by making an excuse.

7 Jess dyed her hair pink and asked her friend Lauren what she thought of it. Lauren thought that it was awful and decided to tell the truth. But she really hurt Jess's feelings.

6 Rewrite the sentences to make indirect requests.

The criminal told his friend, 'Keep quiet about the robbery.'
The criminal told his friend to keep quiet about the robbery.

1 'Don't break the law again,' the police officers told them.
2 'Don't feel guilty,' I told myself.
3 'Wash the dishes when you've finished,' Mum asked us.
4 He told his girlfriend, 'Stop laughing!'
5 'Walk a bit faster!' you asked me.
6 'Meet me later,' I asked my friend.

7 3.29 Listen to five dialogues and report what the people have requested. Then listen again and check.

Layla
Layla asked her brother not to tell her friends about her birthday.

1 a police officer
2 Stefan's mum
3 Cathy's mum
4 Jess

8 **ACTIVATE** Work in pairs. Study the key phrases and situations 1–6. Take turns to make requests. Then report your partner's requests to the class.

KEY PHRASES ○ Requests

Could you ...
Can you ...
It would be great if you could ...
Would you mind (not) ...-ing?

I'm cold. Can you close the window? — *Anna asked me to close the window.*

1 I'm cold.
2 I don't understand my homework.
3 I've missed the bus into town.
4 I haven't got any money and I want to go out.
5 The phone's ringing.
6 I can't reach something on the shelf.

○ ***Finished?***
Write requests that your parents and friends have made this week.
My mum asked me to do the washing-up.

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READING ■ Honesty

I can understand a text about honesty.

1 Look at the photos and the title of the text. Which of the topics 1–4 do you think the text mentions? Read the text and check your answers.

1 Hurting someone's feelings.
2 Cheating in an exam.
3 Downloading music.
4 Keeping money that isn't ours.

2 3.30 **EGZAMIN** Read the text again and complete gaps 1–4 with sentences a–e. There is one extra sentence that you do not need. Then listen to the text and check your answers.

a So are older people less honest, or more thoughtful?
b Telling the truth in some situations is considered to be rude.
c In the same way, most people thought that it was OK to buy copied DVDs at a market.
d For young people, it depends on the type of shop.
e They said that it was acceptable to take money from a supermarket because they were very rich.

3 **BUILD YOUR VOCABULARY** Complete the phrases with *make* or *do*. Then check your answers in the text.

1 ___ a survey
2 ___ a difference
3 ___ excuses
4 ___ your best
5 ___ the right thing

4 Complete the sentences with the correct form of *make* or *do*.

1 Have you ___ the washing-up yet?
2 I'm going to ___ a sandwich in a minute.
3 What job do you want to ___?
4 I haven't ___ any plans for the summer.
5 You should ___ a habit of doing exercise every day.
6 Can you ___ me a favour, please?

5 **YOUR OPINIONS** Ask and answer the questions.

1 If you were given too much change in a supermarket, what would you do?
2 How do you feel about copying music illegally?
3 When did you last tell a white lie?
4 Is it always possible to be honest? Why / Why not?
5 Do you think most people are honest?

How honest are we really?

Surprise, surprise, we aren't all perfect! A popular magazine recently published a survey about honesty. Virtually everyone who did the survey admitted that they had been dishonest at some time in their lives. But people had very different ideas about what was acceptable in different situations.

One classic test of honesty is when we're given too much change in a shop. In the survey, 67% of people said that they would return the money, but others said that the answer depended on the shop assistant and the type of shop. Some said, for example, that they would return the money to a small shop, but not to a supermarket, unless the assistant had been very kind. [1]___ They thought that it wouldn't make a difference to a big company.

There was a similar attitude towards software and music: 45% of the people in the survey said that they had already downloaded software or music illegally. They said that this was OK because the companies which sell the software or music 'have got enough money already'. [2]___ It seems that we make excuses for our dishonesty so that we don't feel too guilty.

We also persuade ourselves that it's OK to lie, and we tell 'white lies' when we don't want to hurt people's feelings. [3]___ So if someone asks, 'How do I look?' and they look terrible, what do you say? In that type of situation, it's often kinder to be dishonest. Most people said that they couldn't tell the truth. They'd say that the person looked good. Or if you see your friend's partner with someone else, do you tell your friend? The survey showed very different results for younger and older people: 55% of young people said that they would tell the friend, while only 18% of people over fifty said the same thing. [4]___ The answer isn't clear.

Obviously we should all do our best to be honest, but the survey showed that we don't always do the right thing. Unfortunately, for a lot of people, what's right and wrong isn't always black and white.

Życie społeczne • **Rozumienie tekstów pisanych** *Dobieranie*

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READING ● Honesty

I can understand a text about honesty.

8

Aims

- Read a text about honesty.
- Read for general meaning and specific information.
- Express your own opinions on being honest.
- Learn about collocations with *make* and *do*.

Warm-up (2–3 minutes)

- With books closed, write *honest* on the board and elicit the meaning. Elicit the opposite *dishonest*.
- Ask: *Are you always honest? What things do you do that are dishonest?* Elicit a range of answers. If students are struggling for ideas, ask: *What about downloading music or films from the internet?* Elicit ideas about who does this and whether they think it is honest or dishonest.

Background

Among the other 40,000 dilemmas in the honest survey mentioned in the text were:

- making personal calls on a work telephone
- copying a CD from a friend
- buying a dress for a special occasion, wearing it and then returning it to the shop to get a refund
- lying about your age on the internet
- snapping off broccoli stalks in a supermarket and then just weighing the heads
- eating grapes in a supermarket while you are shopping.

Exercise 1

- Read the topics together and give students a moment to discuss the options in pairs.
- Tell students to read the text quickly, ignoring the gaps, then check answers and discuss what the photos represent. Find out if students' predictions were correct.

ANSWERS

1, 3, 4 are mentioned in the text.

Exercise 2 3.30

- Read the sentences together. Encourage students to underline the key words in the sentences and think about how they fit into the text.
- In a **weaker class**, look at the first gap together and guide students through the process: elicit summary words for the paragraph (e.g. change, shops). Ask students to read the sentences, and see if there are any answers that seem more likely than others. Then look at the sentences on either side of the gap. Encourage students to focus on key words and work out which sentence fits best.
- In a **stronger class**, elicit strategies students have learnt to deal with this kind of exercise, and encourage them to talk through some examples.

ANSWERS

1 e 2 c 3 b 4 a

Exercise 3

- Ask students how they would translate *make* and *do* in their own language.
- Elicit that in English they have very similar meanings, but collocate with different nouns.

ANSWERS

1 do 2 make 3 make 4 do 5 do

Exercise 4

- Students complete the sentences individually and then compare their answers in pairs. Remind students to pay attention to tense.

ANSWERS

1 done 2 make 3 do 4 made 5 make 6 do

Exercise 5

- Ask students to prepare their answers individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers and opinions. Have a brief class discussion if there are some interesting differences of opinion.

ANSWERS

Students' own answers.

Optional activity: Language focus

Ask students in pairs to think of three examples of dishonesty that they think are unacceptable, and three examples that they feel are justifiable. Point them back to the text as a reference for the kinds of scenarios and justifications that they could think about. In a **weaker class**, give them some examples, e.g. reusing a stamp that wasn't date stamped at the post office; using a neighbour's wifi internet connection if their network is not locked, etc.

Ask each pair to write their examples on slips of paper, keeping a note of the scenarios they wrote. Collect the slips.

Read out the examples to the class. Discuss as a group whether each example is an unacceptable or a justifiable act of dishonesty. Stick them on the board in two groups.

Ask pairs to look for their examples, and say whether the class has put them in the right category, i.e. justifiable, or unacceptable. If they disagree, elicit their explanation.

Social and civic competences

This activity will help your students to work in a cooperative manner and encourage them to use language appropriate to the situation.

More practice

Workbook page 68

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LANGUAGE FOCUS ■ Reported speech: tense changes

I can report things that people have said.

8

Aims

- Learn about tense changes in reported speech.
- Practise transforming direct speech to reported speech.

Warm-up (3–4 minutes)

- With books closed, ask students to think again about the text about honesty. Find out if anyone does or has done any of the things mentioned in the survey. If necessary, 'confess' to some small dishonesty and write it on the board, e.g. say: *I have taken pens and Post-it notes home from work.*

Exercise 1

- Write on the board: *Everyone who did the survey admitted that they _____ dishonest at some time in their lives.* Refer students back to paragraph 1 of the text on page 80 and elicit the missing verb (*had been*).
- Underline the verb and elicit that it is in the past perfect. Ask: *What words did the people actually say?* If necessary, write on the board: *I ___ dishonest.* and elicit the missing verb (*have been*).
- Focus on the two sentences on the board and elicit which is in direct speech and which is reported speech. Ask: *Does the verb change in reported speech, or does it stay the same?* Elicit that the verb changes.
- Put students into pairs to find the reported speech and complete the rules.

ANSWERS

Rules

1 past simple **2** past perfect **3** past perfect **4** had to

More practice

Workbook page 65

LANGUAGE NOTE Students often forget to change the tense in reported speech: ~~*He said that he is tired*~~. instead of *He said that he was tired*. Students also make the mistake of adding an object after say: ~~*He said me that he was tired*~~.

Students may also forget to change the pronoun: *Jake: I saw my friend in the park.* ~~*Jake said he had seen my friend in the park*~~. instead of *Jake said he had seen his friend in the park.* Students may not know that *have got* has no future or past tense forms, and is not used in the continuous tenses: ~~*We had got tickets for the concert. They hadn't got a house*~~. The forms of *have* are used instead: *We had tickets for the concert. They didn't have a house.* Because students are used to *have got*, they often make mistakes when changing direct to reported speech: '*I have got two brothers,' she said.* should be reported as *She said that she had two brothers.* NOT ~~*She said that she had got two brothers*~~.

Exercise 2

- Focus on the example and remind students that pronouns also often change in reported speech.
- In a **weaker class**, get volunteers to stand up and be the characters (Jane, Pete, Pete's friend and Liz) and the reporter. Have the reporter stand to one side of the group. Elicit how they would describe each other, e.g. Pete says *my friend*, Jane says *your friend*. Point to the boy and ask: *Whose friend is he?* (Pete's friend) and elicit the pronoun (his), so the reporter says *his friend*. When Jane says *we,* who is she talking about? (Liz and herself) Ask the girls to stand together. Ask: *Is the reporter in that group?* (No) *So what pronoun does the reporter use?* (they)

ANSWERS

1 his **2** he **3** him **4** her **5** she **6** him **7** they **8** him

Exercise 3

- In a **weaker class**, ask students to underline the words that will change, and talk them through if necessary. In a **stronger class**, refer students back to the rules, and encourage them to rewrite the sentences.

ANSWERS

1 The man said that he didn't feel guilty.
2 My brother said that I was making a big mistake.
3 Phil's father said that Phil had to stay at home.
4 John said that he would keep quiet about the crime.
5 The children said that their teacher could be quite strict.
6 The teacher said that some students hadn't done much revision.
7 His friends said that they had already seen that film.

Exercise 4

- Ask volunteers to read out the instructions and the example, and make sure that everyone understands what they have to do.
- Give the students a few minutes to prepare their true and false sentences. Then put them in pairs to guess which ones are true.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

Optional activity: Language focus

Ask students to write three sentences about themselves, using three different tenses or verb forms listed in Rules in exercise 1. Give some sentences about yourself as examples, e.g. *I live in a flat. I'm teaching. I have to teach English on Mondays.*

Put students into pairs. Ask them to say their sentences to each other and report their partner's sentences, e.g. *Maria said that she lived in a flat.*

Ask some students to read out the reported sentences of what their partner said. Ask the class to guess what was said in direct speech. The student who made the statement can confirm if they are right.

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Workbook page 65

Language focus reference and practice, Workbook pages 96–97

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Reported speech: tense changes

I can report things that people have said.

8

1 Study sentences 1–5. Find these sentences in reported speech in the text. How do the verbs change? Choose the correct words in the rules.

1 'We'll return the money.'
2 'It's acceptable to take money from a supermarket.'
3 'We've already downloaded music.'
4 'We can't tell the truth.'
5 'You look good.'

More practice ⇨ Workbook page 65

RULES

When you change direct to reported speech:
1 Verbs in the present simple change to the **future / past simple**.
2 Verbs in the past simple change to the **present perfect / past perfect**.
3 Verbs in the present perfect change to the **past perfect / past simple**.
4 We change *can* to *could*, *will* to *would* and *must* to ***had to / have to***.
5 The pronouns and possessive adjectives usually change:
'I like your hair,' Mark said.
Mark said that he liked my hair.

2 Read the dialogue and complete the summary with the correct pronouns.

Jane I want to meet your friend.
Pete I'll introduce you to him.
Jane I saw him at a party with Liz. We both liked him.

Jane told Pete that she wanted to meet [1]___ friend. Pete said that [2]___ would introduce [3]___ to [4]___. Jane said that [5]___ had seen [6]___ at a party with Liz and that [7]___ had both liked [8]___.

3 Rewrite the sentences using reported speech.

Mary: 'I've never told a lie.'
Mary said that she'd never told a lie.

1 The man: 'I don't feel guilty.'
2 My brother: 'You're making a big mistake.'
3 Phil's father: 'Phil must stay at home.'
4 John: 'I'll keep quiet about the crime.'
5 The children: 'Our teacher can be quite strict.'
6 The teacher: 'Some students didn't do much revision.'
7 His friends: 'We've already seen that film.'

4 ACTIVATE Work in pairs. Take turns making true and false reported statements. Guess the true statements.

Bill told me that he'd bought a new bike.

I don't think that's true. Bill hasn't got a bike.

Finished?
Write five things people have said to you today.
Tania said that she was going shopping after school.

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VOCABULARY AND LISTENING ■ Reporting verbs

I can understand a radio programme about famous conmen.

1 Check the meaning of the verbs in the box. Then choose the correct words in the text.

invite order refuse explain convince
offer agree complain admit insist

FOR SALE: THE EIFFEL TOWER

Tuesday 19.30 **Channel 6**

In 1925, a conman called Victor Lustig [1]**invited** / **refused** businessmen to attend a meeting, where he [2]**admitted** / **offered** to sell the Eiffel Tower to them. Lustig didn't own the tower, but he [3]**complained** / **explained** that he represented the city of Paris. It was a lie. He told the businessmen that the city council didn't want the tower, but [4]**refused** / **insisted** that it was a secret because the people of Paris would [5]**complain** / **order** if they knew about the plans. In the end, a man called Poisson [6]**agreed** / **admitted** to buy the tower.

This week's programme tells the story of Victor Lustig and other conmen who have [7]**convinced** / **agreed** people to buy some of the world's most famous buildings.

STUDY STRATEGY ○ Learning verb patterns

2 Study the verb patterns in the table. Add five more verbs from the text in exercise 1 to the table.

Verb + object + infinitive	
order ask tell invite [1]___	someone to do something
Verb + infinitive	
refuse [2]___ [3]___	to do something
Verb + *that*	
complain admit [4]___ [5]___	that ...

3 3.31 **Rewrite sentences 1–6. Then listen and check your answers.**

'Yes, I lied.' (He admitted ...)
He admitted that he'd lied.

1 'Go to your room, Sandra!' (He ordered ...)
2 'No, I won't go!' (He refused ...)
3 'Shall I open the window?' (She offered ...)
4 'Will you all come to my party?' (He invited ...)
5 'We haven't got any money.' (They complained ...)
6 'I didn't do it!' (He insisted ...)

4 3.32 **Listen to the radio programme. Who was George C. Parker? What happened to him?**

5 3.32 **EGZAMIN Listen again and write *true* or *false*. Correct the false sentences.**

1 Poisson's wife had some doubts about the deal.
2 Poisson didn't complain to the police because he was happy with the deal.
3 George C. Parker told visitors to New York that he owned buildings in the city.
4 Parker had authentic documents for the buildings.
5 Parker sold the Brooklyn Bridge twice.
6 The other prisoners didn't respect Parker.

6 **ACTIVATE Work in pairs. Invent a new crime story using verbs in exercise 1. Then present your stories to the rest of the class.**

Życie społeczne • **Rozumienie ze słuchu** *Prawda / Fałsz*

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VOCABULARY AND LISTENING ● Reporting verbs

I can understand a radio programme about famous conmen.

8

Aims

- Learn reporting verbs.
- Read about a conman who sold the Eiffel Tower.
- Learn how to learn verb patterns.
- Listen to a radio programme about cons involving famous buildings.

Warm-up (2 minutes)

- Focus on the photo and elicit that it shows the Eiffel Tower in Paris. Focus on the title of the text and ask: *Do you think the Eiffel Tower is really for sale? What do you think the text is about?* Elicit a range of ideas.

Exercise 1

- Ask students to read the text through quickly for general meaning. Ask: *What did Victor Lustig do?* Elicit the answer (*he 'sold' the Eiffel Tower*). Elicit or teach the word *conman*.

ANSWERS

1 invited 2 offered 3 explained 4 insisted
5 complain 6 agreed 7 convinced

Exercise 2

- Read through the verb table with the class. Ask students to find more verbs in the text in exercise 1.

ANSWERS

1 convince 2 offer / agree 3 agree / offer
4 explain / insist 5 insist / explain

Exercise 3 3.31

- In a **weaker class**, do the first sentence together. Elicit the reporting verb (order) and ask students to find it in the table in exercise 2. Students find the appropriate verb pattern and rewrite the sentence.
- In a **stronger class**, you could ask students to cover up the exercise, and read out the direct speech to them. If necessary, use tone of voice to help convey meaning.
- Check answers. Remind students that *have got* has no form for the past simple.

ANSWERS

1 He ordered Sandra to go to her room.
2 He refused to go.
3 She offered to open the window.
4 He invited us all to come to his party.
5 They complained that they didn't have any money.
6 He insisted that he hadn't done it.

Exercise 4 3.32 Tapescript page T133

- Tell students to listen for general understanding, and just focus on the two pieces of information they need to find.

ANSWERS

George C. Parker was a conman who conned many rich people into buying famous buildings in New York. He ended up in prison.

Exercise 5 3.32

- Allow students time to read through the sentences. Encourage them to think about what they have already heard and to make notes.
- In a **weaker class**, ask whether students need to listen again to correct the false statements.

ANSWERS

1 True.
2 False. He didn't want to admit that he was a fool.
3 True.
4 False. The documents were false.
5 False. He usually sold it twice every week.
6 False. He was very popular in prison, and the other prisoners always asked him how he had tricked so many people.

Exercise 6

- Brainstorm ideas for a crime story with the whole class.
- In a **weaker class**, students can write the whole story and read it to the class in the presentation stage. In a **stronger class**, encourage students to make notes for their presentation, but not to write it out in full.

Optional activity: Vocabulary

Write these prompts on the board:

1 Sammy: 'I missed my train.' (explain)
2 Mike: 'I stole the money.' (admit)
3 Sara: 'Would you like to stay for dinner?' (invite)
4 Rob: 'It's too cold for a barbecue.' (complain)
5 Maria: 'OK, I'll come with you.' (agree)
6 Paul: 'Go away!' (tell)

Ask students to rewrite the sentences using the verbs in brackets. Do the first one with the class if necessary.

Allow students time to compare answers in pairs.

ANSWERS

1 Sammy explained that he had missed his train.
2 Mike admitted that he had stolen the money.
3 Sara invited me to stay for dinner.
4 Rob complained that it was too cold for a barbecue.
5 Maria agreed to come with me.
6 Paul told me to go away.

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Workbook page 66
Online Teacher's Photocopiable Resources: Vocabulary

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LANGUAGE FOCUS ■ Reported and indirect questions

I can ask and respond to indirect questions.

8

Aims

- Learn about reported and indirect questions.
- Practise writing reported questions.
- Practise using indirect questions.

Warm-up (3–4 minutes)

- With books closed, briefly revise reported speech. Elicit some examples of direct speech, and ask different students to change the direct sentences into reported speech.
- Elicit the rules for reported speech. If necessary prompt students by asking about tenses, and any other changes (pronouns).

Exercise 1

- Put students into pairs to study the tables and decide if sentences 1–4 are true or false.

ANSWERS

1 False. **2** False. **3** True. **4** True.

More practice

Workbook page 67

LANGUAGE NOTE Students often forget that we change the word order in reported questions: *'How old are you?'* should be reported as *She asked me how old I was*. NOT ~~*She asked me how old was I*~~. They may also forget to change the verb tense: ~~*She asked me how old I am*~~.

Students may make the mistake of using the auxiliary *do* or *did* in reported questions: ~~*She asked me where did I live*~~. instead of *She asked me where I lived*.

In *yes / no* questions, students often forget that we use *if* or *whether: He asked me if / whether I had enjoyed the show.* NOT ~~*He asked me had I enjoyed the show*~~.

Exercise 2

- Students choose the correct words in the sentences.

ANSWERS

1 knew **2** had **3** I thought **4** I came **5** had **6** wanted

Exercise 3

- Focus on the example with the class and elicit or point out all the changes that have been made from the direct question to the reported question (tense change, word order, pronouns, use of *if*). Write the list up on the board.
- In a **weaker class**, talk it through step-by-step, referring to the list on the board, eliciting the changes from the class.
- In a **stronger class**, students rewrite the questions individually, swap sentences and check each feature together.

ANSWERS

1 Piers asked Maya when she had lost her bag.
2 A man asked us if / whether the bank was near the station.
3 The police officer asked me if / whether I had seen the thief.
4 I asked my friend if / whether I could borrow €2.
5 Sarah asked Chris who the police officer was talking to.
6 The teacher asked the students if / whether they had heard about the robbery.

Exercise 4

- Put students into pairs to ask and report the questions. Remind them that they are not supposed to answer the questions, but to report them.
- Ask a few students to report some of their partner's questions to the class.

ANSWERS

Students' own answers.

Exercise 5

- Explain that an indirect question is one which is introduced by a phrase (e.g. *I'd like to know* …).

ANSWERS

The tense of the verb doesn't change in indirect questions. Indirect questions are more polite (and formal) than direct questions.

More practice

Workbook page 67

Exercise 6

- Ask students in what situations it might be better to use an indirect question instead of a direct one. Elicit that the phrases in the box could be used if you are asking for information, perhaps in a tourist office, or in formal situations, or with people you don't know very well.
- Read the example with the class and then ask students to write the indirect questions individually. Check that they have used the correct punctuation: question mark if they begin with *Can you tell me*, but full stop if they choose *I'd like to know* or *I was wondering*.

ANSWERS

Can you tell me? / I'd like to know / I was wondering
2 … when the summer holiday starts
3 … if / whether you are staying at this school next year
4 … what the best place to go on holiday is
5 … if / whether there is anything good on TV tonight
6 … what interesting films are on at the cinema

Exercise 7

- Put students into pairs to ask each other the indirect questions and give replies.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.

More practice

Workbook page 67
Language focus reference and practice, Workbook pages 96–97
Online Teacher's Photocopiable Resources: Language focus

Tests

Five-minute test, Online Test Bank

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LANGUAGE FOCUS ■ Reported and indirect questions

I can ask and respond to indirect questions.

8

1 Study the direct and reported questions from the listening on page 82. Then write *true* or *false* for 1–4.

Direct questions

a 'Why is everything so secret?'
b 'Have you got any documents?'
c 'How did you trick so many people?'

Reported questions

a She asked him why everything was so secret.
b They asked if / whether he had any documents.
c They asked Parker how he had tricked so many people.

1 The word order is the same in direct and reported questions.
2 Reported questions have question marks.
3 The tense changes in reported questions.
4 We can use *if* or *whether* in reported yes / no questions.

More practice ⇨ Workbook page 67

2 Choose the correct words.

I met a man in London who asked me ...
1 whether I **knew** / **know** where Big Ben was.
2 if I **have** / **had** been there before.
3 what **did I think** / **I thought** of the city.
4 where **did I come** / **I came** from.
5 how much money I **have got** / **had**.
6 whether I **want** / **wanted** to buy a souvenir.

3 Rewrite the direct questions as reported questions.

We → John: 'Have you ever broken the law?'
We asked John if he had ever broken the law.
1 Piers → Maya: 'When did you lose your bag?'
2 A man → us: 'Is the bank near the station?'
3 The police officer → me: 'Did you see the thief?'
4 I → my friend: 'Can I borrow €2?'
5 Sarah → Chris: 'Who's the police officer talking to?'
6 The teacher → the students: 'Have you heard about the robbery?'

4 Write six questions. Then work in pairs and report your partner's questions.

What's the date?

You asked me what the date was.

5 Study the examples. Does the tense of the verb change in indirect questions? Is it more polite to ask a direct or an indirect question?

Direct question
'Where is the church?'
Reported question
She asked where the church was.
Indirect question
'I'd like to know where the church is.'

More practice ⇨ Workbook page 67

6 Write indirect questions using the phrases in the box. Then ask and answer with your own ideas.

Can you tell me ... ? I'd like to know ... I was wondering ...

1 Will I pass my English exam this year?
2 When does the summer holiday start?
3 Are you staying at this school next year?
4 What's the best place to go on holiday?
5 Is there anything good on TV tonight?
6 What interesting films are on at the cinema?

I was wondering if I'll pass my English exam this year.

I'm sure you'll pass.

7 ACTIVATE Work in pairs. Imagine that you are a tourist in New York asking for information. Take turns asking and answering using indirect questions. Use the phrases in exercise 6, and the ideas below or your own ideas.

Central Park / near here
change money / any bank
how / get to Brooklyn
when / Metropolitan Museum / open
how far / Central Station
Chinatown / a good place for shopping

Can you tell me if Central Park is near here?

Yes, it's only about ten minutes away.

Finished?
Write your partner's responses in exercise 7. Use different reporting verbs.

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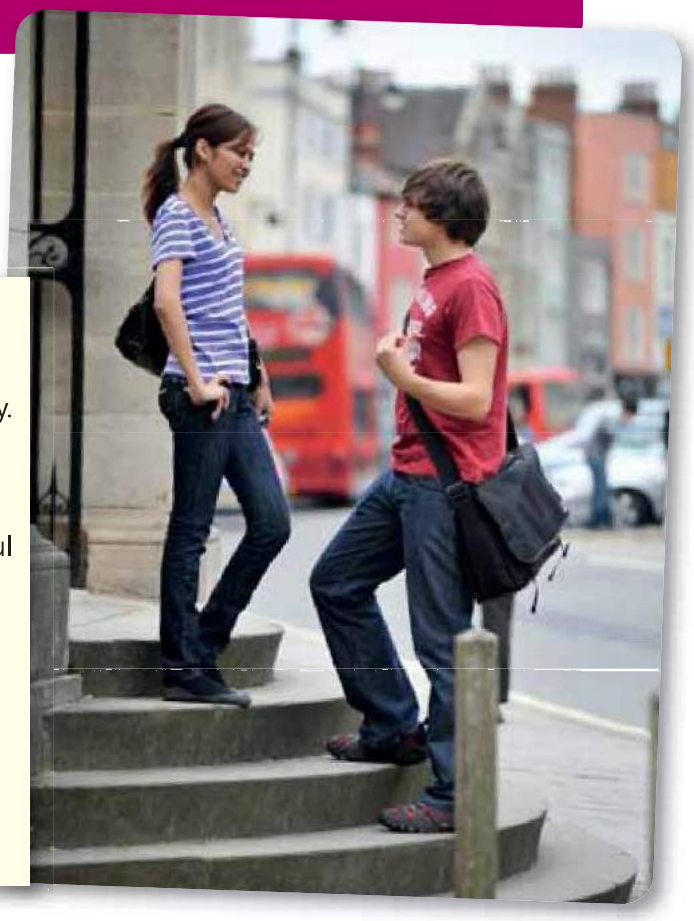
SPEAKING ● Explaining and clarifying situations

I can explain and clarify a situation.



1 Look at the photo. Do you think Marie is pleased to see Dean?

2 3.33 Listen to the dialogue. Why is Marie upset? Does Marie believe Dean in the end?

Marie Hi, Dean. How was your weekend?
Dean Not bad, thanks. Why do you ask?
Marie Because you told me that you were staying in on Saturday night, but I heard that you were at a party.
Dean Who told you that?
Marie Grace said that she'd seen you. How come you didn't tell me about it?
Dean 'Cause I was only there for an hour. I chatted to Paul for a while and then I left.
Marie But why did you go at all?
Dean I was only taking my sister. My dad asked me to because he was busy.
Marie Are you telling me the truth, Dean?
Dean Honestly, it's true! I wouldn't tell you a lie. If you don't believe me, you can ask Grace.
Marie OK, OK. I believe you. Sorry, Dean.
Dean That's OK.

3 Study the key phrases. Which sentence is in reported speech? Practise the dialogue with a partner.

KEY PHRASES ○ Explaining and clarifying

Why do you ask?
You told me that ... , but I heard that ...
How come you didn't tell me about it?
I was only (taking) ...
Are you telling me the truth?
Honestly, it's true!
If you don't believe me, you can ...

Pronunciation: Sentence stress
⇨ Workbook page 100

4 3.34 Complete the mini-dialogues with the key phrases in exercise 3. Listen and check. Then practise with a partner.

1
Dan I hear that you were at Callum's after school.
Viv I went to get my maths book. I was only there five minutes. ___ ask my sister.
Dan OK, OK. I believe you. Sorry.

2
Sal Where were you on Saturday night?
Kev ___ ?
Sal You told me that you were staying in, but I heard that you were in town.

3
Ruth We went to see a great band at the Zenith on Saturday.
Andy ___ ?
Ruth Sorry. I didn't think you'd want to go.

5 ACTIVATE Prepare a new dialogue with a partner. Use situation 1. Practise your dialogue. Then change roles and use situation 2.

Situation 1
You told your parents that you were going to a friend's house for the afternoon to study, but a neighbour saw you in town. The reason you were in town was that you needed a book from the library.

Situation 2
You told your friend that you were going to see a film on Saturday. He / She went to the cinema and you didn't turn up. The reason you didn't go was that you were ill in bed.

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SPEAKING ● Explaining and clarifying situations

I can explain and clarify a situation.

8

Aims

- Listen to a conversation in which someone explains and clarifies a situation.
- Learn key phrases for explaining and clarifying a situation.
- Practise explaining and clarifying a situation.

Warm-up (2–3 minutes)

- With books closed, remind students about the quiz at the beginning of the unit. Ask them whether they think honesty is important in a friendship.
- Put students into pairs to talk about situations where honesty is important, and situations where they think it is acceptable to lie to someone.
- Ask: *Is not telling a friend something as bad as lying to them?* Elicit ideas.

Exercise 1

- Focus on the photo. Ask: *Where are Dean and Marie? Do you think they are happy? What do you think they are talking about?* Elicit a range of ideas.
- Focus on Marie's body language and ask the class if she is pleased to see Dean.
- Write the words *explain* and *clarify* on the board and elicit or explain the meaning. Ask: *What do you think Dean is explaining and clarifying? What do you think he is saying?* Elicit some ideas, but don't confirm or reject any at this stage.

Exercise 2 3.33

- Play the CD. Students read and listen.
- Elicit the answer to the questions.

ANSWERS

Marie is upset because she thinks that Dean lied to her and went to a party without telling her. She believes him in the end.

Exercise 3

- Ask volunteers to read out the key phrases. Elicit the answer to the question.
- Ask students about how the characters feel. (Marie is upset, Dean is explaining, but he gets upset when Marie doesn't believe him.) Ask students to listen to the dialogue again and pay particular attention to the intonation and feeling behind the words. Tell them to try to express the same emotions when they practise the dialogue.

ANSWERS

You told me that …, but I heard that …

Pronunciation: Sentence stress

Workbook page 100

Exercise 4 3.34

- Allow students time to complete the dialogues before they listen to the CD and check their answers. Then ask students to practise the mini-dialogues in pairs.
- In a **stronger class**, ask students to try to memorize the short dialogues and practise them without reading, trying to speak as naturally as possible.

ANSWERS

1 If you don't believe me, you can
2 Why do you ask
3 How come you didn't tell me

Exercise 5

- Allow students time to read the situations and make sure that they understand everything.
- Students work in pairs to write a new dialogue.
- Monitor round the class and help as necessary. In a **stronger class**, encourage students to write notes, not full dialogues, and to concentrate on fluency and intonation when they practise the first dialogue in pairs.
- Students then write a dialogue for situation 2. Ask them to swap roles and practise again.
- Don't interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors.

ANSWERS

Students' own answers.

Optional activity: Communication

Put students into different pairs and ask them to think of a new situation in which they need to explain or clarify a situation. Elicit some examples from the class, e.g.

– you haven't done your homework because you were ill;
– your mum asked you to tidy your room, but you didn't have time because you had so much homework;
– your friend asked you to phone, but you forgot because some relatives came to visit.

Tell students they have a few minutes to plan their dialogues, and then they are going to practise them from memory.

Allow students a few minutes to prepare. Monitor and help as necessary. When students are ready, ask them to practise their dialogues once in their pairs and then ask them to perform their dialogues for the class.

Encourage them to act the dialogues, using gestures as well as language to convey their meaning.

Communicative competence

This activity will help students show that they can use language conventions appropriate to the situation.

More practice

Communication (Pairwork): Online Teacher's Photocopiable Resources

Tests

Speaking test 8, Online Test Bank

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WRITING ● A narrative

I can write a narrative with dialogue.

8

Aims

- Study a model text.
- Learn key phrases for writing a narrative.
- Learn about punctuation in dialogues.
- Write a narrative with dialogue.

Warm-up (2–3 minutes)

- Focus on the photo and the title of the text. Ask: *What has happened? How do you think it happened? Who do you think did it?* Elicit a range of ideas.
- Ask: *Do you think the people who did this will admit it? Why?* Elicit some answers, but don't confirm or reject any yet.

Exercise 1

- In a **weaker class**, allow students to read through the model text and check any unknown words before reading again and answering the questions. In a **stronger class**, ask students to read the text through once, and then work in pairs to summarize it in one or two sentences. Discuss the summaries with the class and decide which is the most successful. They then read the text again and answer the questions.

ANSWERS

1 He kicked a football in the park and it broke the statue's head.
2 The writer's friend didn't tell the truth.
3 The gardener didn't do anything about the accident because the writer had told the truth.
4 Three people speak.
5 There are speech marks to indicate dialogue.

Exercise 2

- Ask students to order the key phrases from memory and then find them in the model text and check.

ANSWERS

Something happened …
We were (having a great time) when …
To cut a long story short, …
Just then, …
At first …
In the end, …

Exercise 3

- Study the examples with the class and point out the use of commas, question marks, full stops and speech marks.
- Check answers by asking individual students to come out and write the sentences on the board.

ANSWERS

1 'I'm going home now,' I said.
2 'Why did you say that?' my friend asked.
3 'I didn't see what happened,' I told him.
4 'Are you feeling guilty?' she asked.
5 'Who found it?' the police officer asked.
6 'You weren't breaking the law,' he told us.

Exercise 4

- Students plan and write their narratives individually. This can be set for homework.
- Tell students to check their work to ensure they have used punctuation in dialogues and past tenses correctly.
- Use correction codes rather than writing corrections on students' work (for more details on codes to use, see page T15, exercise 4). Allow students time to correct the mistakes themselves, using the codes.

Optional activity: Language focus

To test students on punctuation in direct speech, dictate these sentences to the class. Ask students to write them down, paying particular attention to the punctuation.

1 'Did you tell the truth?' I asked.
2 'I think she'll be OK,' he said.
3 'Where's he going?' she asked.
4 'I've got too much homework,' she complained.
5 'That's terrible!' he agreed.

Ask students to come out and write the sentences on the board. Check spelling and the use of punctuation.

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Workbook page 69

End-of-unit activities

Progress review

Workbook page 70

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

Online Teacher's Photocopiable Resources

★ Vocabulary and language focus
★★ Vocabulary; Language focus
★★★ Vocabulary; Language focus
Communication (Pairwork)
Cross-curricular extension
Drama: Right for the job?

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WRITING ■ A narrative

I can write a narrative with dialogue.

8

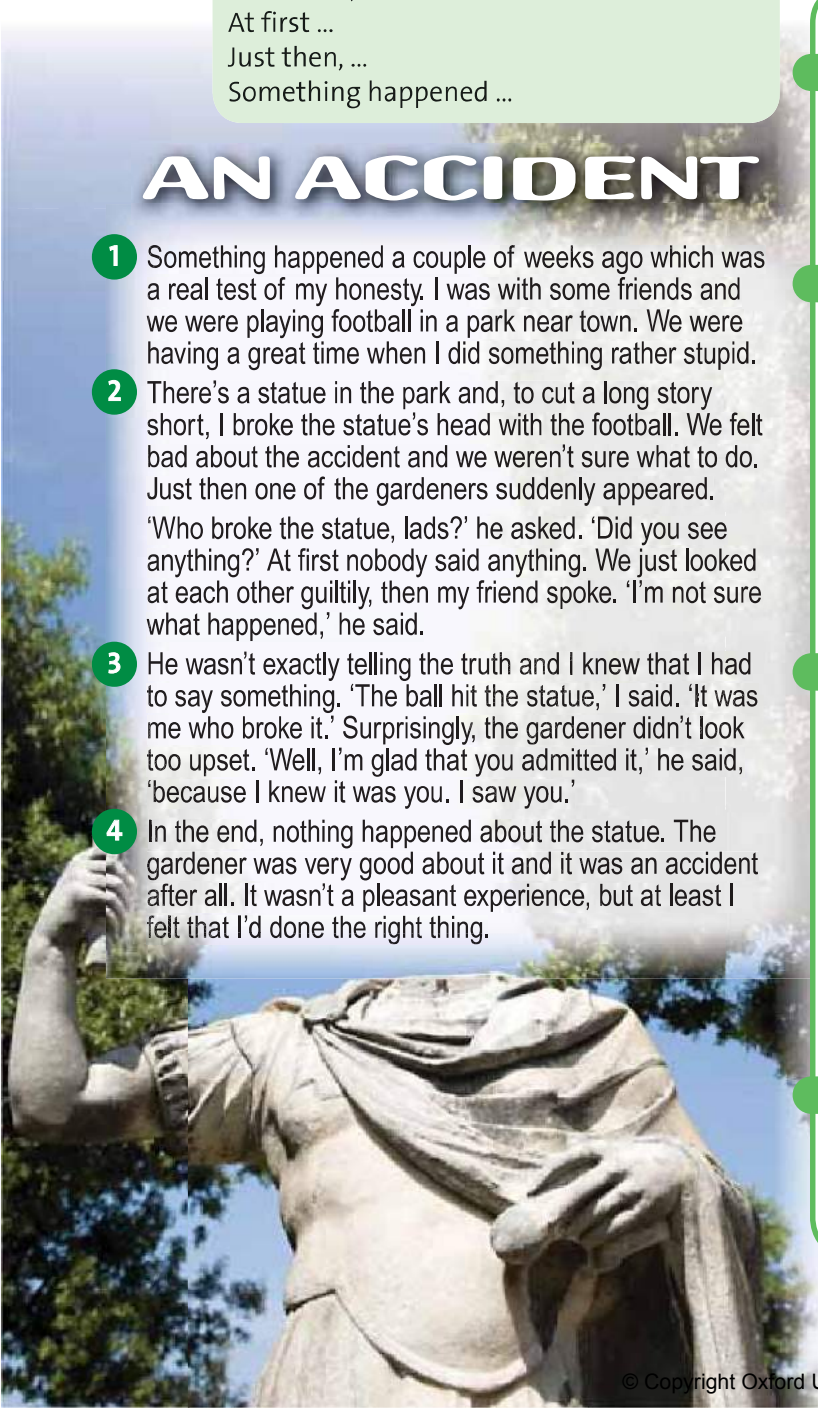
1 Read the model text and answer the questions.

1 What did the writer do?
2 Who didn't tell the truth?
3 What did the gardener do about the accident? Why?
4 How many people speak in the story?
5 How do you know which parts of the story are dialogue?

2 Study the key phrases. Put them in the order of the text. Then read the model text again and check your answers.

KEY PHRASES ○ Telling a story

We were (having a great time) when ...
To cut a long story short, ...
In the end, ...
At first ...
Just then, ...
Something happened ...



AN ACCIDENT

1 Something happened a couple of weeks ago which was a real test of my honesty. I was with some friends and we were playing football in a park near town. We were having a great time when I did something rather stupid.

2 There's a statue in the park and, to cut a long story short, I broke the statue's head with the football. We felt bad about the accident and we weren't sure what to do. Just then one of the gardeners suddenly appeared.

'Who broke the statue, lads?' he asked. 'Did you see anything?' At first nobody said anything. We just looked at each other guiltily, then my friend spoke. 'I'm not sure what happened,' he said.

3 He wasn't exactly telling the truth and I knew that I had to say something. 'The ball hit the statue,' I said. 'It was me who broke it.' Surprisingly, the gardener didn't look too upset. 'Well, I'm glad that you admitted it,' he said, 'because I knew it was you. I saw you.'

4 In the end, nothing happened about the statue. The gardener was very good about it and it was an accident after all. It wasn't a pleasant experience, but at least I felt that I'd done the right thing.

Language point: Punctuation in dialogues

3 Study the sentences from the text. Then rewrite sentences 1–6 including commas, question marks, full stops and speech marks.

'Who broke the statue, lads?' he asked.
'I'm not sure what happened,' he said.
'The ball hit the statue,' I said.

1 I'm going home now I said
2 Why did you say that my friend asked
3 I didn't see what happened I told him
4 Are you feeling guilty she asked
5 Who found it the police officer asked
6 You weren't breaking the law he told us

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Imagine that you were with a friend when you found a wallet with €1,000 inside it. Write a narrative to explain what happened. Include the conversation which you had with your friend.

B THINK AND PLAN

1 Who were you with and what were you doing when you found the wallet?
2 How did you feel and what did you say to each other?
3 What happened after that?
4 Did you tell anybody about your actions? What did they say?
5 How did you feel about the experience in the end?

C WRITE

Paragraph 1: Introduction – the situation
Something happened ...
Paragraph 2: Action – what happened?
We were ... when ...
Paragraph 3: Action – what happened next and what people said
Just then, ...
Paragraph 4: Conclusion – what happened in the end and how people felt
In the end, ...

D CHECK

- punctuation in dialogues
- past tenses
- time connectors

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1 Work in pairs. Describe the photos. If you saw somebody doing these things, would you say anything? Why / Why not?

2 3.35 **EGZAMIN** Usłyszysz dwukrotnie cztery krótkie wypowiedzi na temat kłamstwa (1–4). Na podstawie informacji zawartych w nagraniu przyporządkuj każdej wypowiedzi odpowiadające jej zdanie (a–e). Wpisz właściwe litery w kratki. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego z rozmówców.

a I tried to be honest.
b I lied to my best friend.
c I pretended I liked something.
d I gave away a present.
e I regret lying.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

3 3.36 **EGZAMIN** Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz właściwą odpowiedź (a–e). Wpisz właściwe litery w kratki (1–4). Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.

a Because I forgot all about it!
b Because I was invited!
c I made an excuse.
d Of course I am!
e Everybody has!

1	
2	
3	
4	

Życie społeczne, Życie rodzinne i towarzyskie • **Rozumienie ze słuchu** *Dobieranie* • **Znajomość funkcji językowych** *Dobieranie*

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Tematy

- Życie społeczne, Życie rodzinne i towarzyskie

Aims

- To revise the vocabulary and language of Unit 8.
- To provide practice of exam-type tasks.

Warm up (2 minutes)

- With books closed, write *Honesty is the best policy* on the board and elicit or explain the meaning. With a show of hands, find out who believes this to be true. Ask: *Is it always necessary to be completely truthful?* Ask students to give examples of when a lie is acceptable and discuss the concept of a white lie.
- Ask: *If someone discovers your white lie, what is the best thing to do?* Elicit ideas.

Exercise 1

- Focus on the photos. Give students a minute to prepare in pairs before eliciting descriptions of each photo. Encourage as many students as possible to contribute to building up the descriptions. In a **stronger class**, encourage full sentences and interpretation of the scenes.
- Read the questions together. Put students into pairs to discuss how they would respond to the situations.
- Bring the class back together to share ideas.

ANSWERS

Students' own answers.

Exercise 2 EGZAMIN Rozumienie ze słuchu *Dobieranie* 3.35 Tapescript page T133

- Ask students to read the exam task. Remind them that they only need to match four of the statements.
- Tell students that they are going to do the task under exam conditions. Give them time to prepare, and time between playing the audio for the first and second time, as you would in an exam.
- Go round monitoring and assessing how students are approaching the task.
- When the task is done, check answers with the class. Talk through the exercise and how students approached it. Did they apply the strategies they have learnt?
- Discuss elements of listening tasks that students are worried about or find difficult, and discuss ways to deal with them.

ANSWERS

1 c 2 a 3 d 4 e

Exercise 3 EGZAMIN Znajomość funkcji językowych *Dobieranie* 3.36 Tapescript page T133

- Read through the exam task with the class and check students understand what to do.
- Ask students how many responses they need to match (four) and how many times they will hear each prompt (twice).
- Tell students to treat the task as if they were in an exam. Ask them what they will do to prepare. Elicit any sensible ideas, then give students time to prepare to listen.
- Play the CD twice, pausing between each playing.
- Check answers and discuss the exam task. Ask whether students are confident about this kind of task.

ANSWERS

1 d 2 a 3 e 4 b

Exercise 4 EGZAMIN Rozumienie tekstów pisanych *Dobieranie*

- Read the task with the class and check students understand what to do. Remind them that there is one sentence that doesn't fit any of the gaps.
- Remind students that the best way to approach this kind of task is to read the text through once, ignoring the gaps, to get a general understanding of what it's about.
- Give students a time limit for this first reading. When the time is up, elicit the topic of the text from the class. Ask if anyone has seen the film.
- Now tell students to read the missing sentences carefully. Don't allow them to check vocabulary at this stage. Encourage students to use strategies for guessing meaning from context, and using logic to help them find the answers. Remind them that they should use both overall meaning and the structure of the sentence on either side of the gap to help them decide what kind of information is missing.
- Students do the task individually. Remind them to check the unused sentence at the end. They should try it in each gap, and make sure it doesn't fit better than the sentence they have chosen.
- When checking answers, elicit the clues and structures that helped students to choose the right answers. Talk through each gap and make sure that, if students got any answers wrong, they can analyse what they did wrong.

ANSWERS

1 b 2 d 3 e 4 a

Exercise 5 EGZAMIN Znajomość środków językowych *Uzupełnianie luk*

- Read the question and the exam task with the class and check students understand what to do.
- In a **weaker class**, allow students to work in pairs to expand the prompts into correct sentences.
- In a **stronger class**, ask students to work individually, then compare their answers with a partner.
- As you check answers, discuss the 'clues' in the prompts that identify the correct tense or structure.

ANSWERS

1 turning off the lights
2 said he didn't like me
3 refused to go
4 was stolen by an Italian man
5 said (that) she had marked

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Exercise 6 EGZAMIN Wypowiedź pisemna *Wiadomość*

- Read through the exam task with the class and check students understand what to do.
- In a **weaker class**, put them in pairs to remember all the exam tips and good advice they have learnt.
- If you think they are confident, tell students they are going to complete the task under exam conditions. If not, allow students to look back at Student's Book page 64 and practise language for apologizing.

ANSWERS

Students' own answers.

Exercise 7

- When students have completed their letters, draw their attention to the checklist and tell them to check their work.
- Give them five minutes to check and improve their writing.
- Explain to students how points are allocated for writing tasks in the exam, and that they should be aware of this while checking through their work.
- If there is time, ask students to swap compositions with a partner and use the exam mark scheme to mark each other's work. Discuss the results and tell students to make a note of weaker areas, so that they can focus on them next time.
- Students could write a corrected version for homework, making reference to the exam mark scheme, and try to score top marks.

Optional activity: Speaking

- With books closed, ask students to think of films and TV shows that have crime as the theme. Brainstorm titles. If possible try to elicit the English titles of popular shows like *CSI New York / Miami*. Ask: *Are these films and programmes popular in Poland?* Find out if students enjoy crime drama. As a class, discuss why this is such a popular genre in TV, film and fiction.
- Then put students into pairs to choose their favourite show and discuss why they think it has been successful.
- Students in pairs prepare a presentation of their favourite show. Tell them to think about the themes, the actors, the setting and the stories and present the show to the class with enthusiasm, so that other students will want to watch it.
- Ask as many pairs as possible to present their programmes.

Cultural awareness and expression, Social and civic competences

This activity will help your students to plan and express their opinions. It will also help them to work cooperatively and respectfully in pairs.

Optional activity: Listening

Dictate these sentences to the class or write them on the board. Play the CD from exercise 2 again and ask students to match the statements to the speakers.

a Speaker ___ took something without asking.
b Speaker ___ misunderstood what he / she saw.
c Speaker ___ doesn't regret his / her behaviour.
d Speaker ___ told a white lie to protect someone's feelings.
e Speaker ___ told a lie and was found out.
f Speaker ___ solved his / her problem without lying.
g Speaker ___ made his / her friend angry.
h Speaker ___ wanted to be kind.

ANSWERS

a 4 **b** 2 **c** 3 **d** 1 **e** 4 **f** 3 **g** 2 **h** 1

Communicative competence

This activity will help your students to understand listening texts in more detail.

More practice

Workbook page 79

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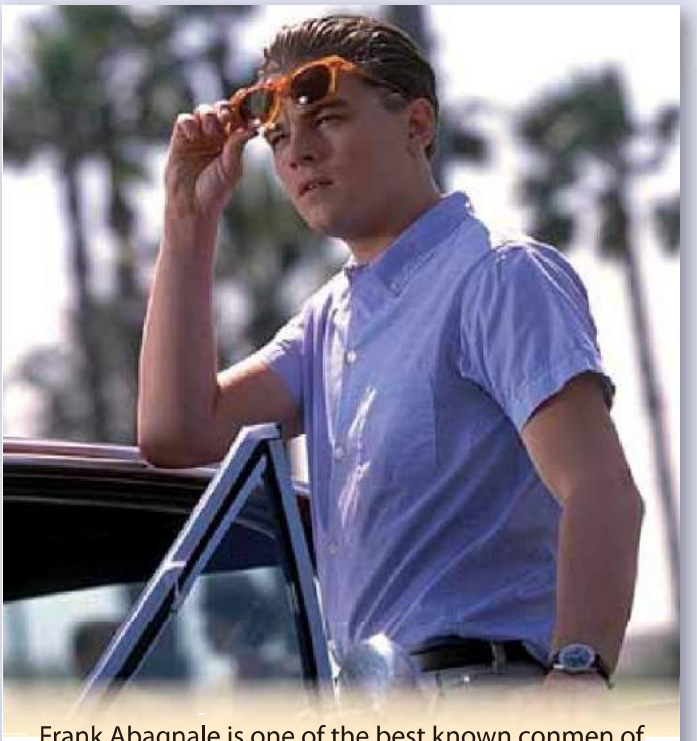
4 **EGZAMIN** **Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Uzupełnij luki (1–4) w tekście zdaniami podanymi poniżej (a–e), tak aby był on spójny i logiczny. Wpisz odpowiednie litery w luki. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**



Frank Abagnale is one of the best known conmen of all time. He was born in New York in 1948. He had an unhappy childhood and his parents divorced when he was sixteen. [1]___ Alone in the world and with no job or qualifications, he turned to a life of crime. [2]___ Then as he became more confident, he began impersonating people to make money. [3]___ At last, he was caught and sent to prison. However, he was then offered the chance to work as an advisor to the FBI. [4]___ Abagnale eventually wrote a book which was turned into the film *Catch me if you can*, starring Leonardo DiCaprio and Tom Hanks.

a He accepted and has since helped thousands of companies fight against fraud.
b After this, he left school and ran away from home.
c He worked in a bank before he became a criminal.
d He started by forging cheques and making money from banks.
e Between the ages of 16 and 21, he pretended to be a lawyer, a teacher, a doctor and even a pilot.

5 **EGZAMIN** **Uzupełnij zdania, wstawiając podane w nawiasach wyrazy we właściwej formie. Dodaj niezbędne elementy, tak aby utworzyć logiczne i gramatycznie poprawne zdania.**

1 Would you mind ___ (turn off / lights) when you leave?
2 Jamie ___ (say / he / not like) me! I was so upset!
3 My sister ___ (refuse / go) to university because she wanted to go to drama school.
4 In 1911, the *Mona Lisa* ___ (stole / Italian man) called Vincenzo Peruggia from the Louvre Museum.
5 Miss Jones ___ (say / she / mark) my exam and that I had done very well.

6 **EGZAMIN** **Umówiłeś / Umówiłaś się wczoraj z przyjaciółką, ale nie zjawiłeś / zjawiłaś się na spotkaniu. Napisz do niej wiadomość, w której:**

- przeprosisz za swoją nieobecność;
- opiszesz swoje plany na kilka następnych dni;
- zaproponujesz spotkanie.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość wiadomości powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność wypowiedzi, bogactwo językowe oraz poprawność językowa.

7 **When you have finished follow this checklist:**

- Czy uwzględniłeś / uwzględniłaś w wypowiedzi wszystkie informacje określone w poleceniu i czy zostały one rozwinięte?
- Czy tekst mieści się w przedziale 50–100 słów?
- Czy użyłeś / użyłaś różnorodnego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś tekst pod kątem błędów gramatycznych, interpunkcyjnych i ortograficznych?

Życie społeczne • **Rozumienie tekstów pisanych** *Dobieranie* • **Znajomość środków językowych** *Uzupełnianie luk* • **Wypowiedź pisemna** *Wiadomość*

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Vocabulary

1 **Choose the correct words.**

1 During the energy **crisis** / **protest**, people had to save electricity.
2 Many people protested against nuclear **gadgets** / **weapons**.
3 Approximately 14% of the population of the UK live in **poverty** / **economy**.
4 Marilyn Monroe was a fashion **craze** / **icon**.
5 People suffer during times of **war** / **economy**.
6 My parents went to an anti-war **protest** / **invention**.

2 **Match the sentence halves.**

1 They're keen	a with football.
2 Tom gets bored	b by Dan's bad language.
3 I'm very fond	c at skiing.
4 Jill isn't interested	d on jazz.
5 I'm not very good	e of chocolate.
6 Mum was shocked	f in science.

3 **Complete the sentences with the words in the box.**

job better upset married up present

1 It's Anna's birthday. I must get her a ___.
2 Dad got his first ___ when he was sixteen.
3 You need to take your medicine so you get ___.
4 She gets ___ when she sees programmes about poverty.
5 My sister got ___ in church last week.
6 I can't get ___ in the mornings.

Language focus

4 **Choose the correct words.**

1 When I got home I realized I **'d forgotten** / **forgot** my jacket.
2 By the time I **'d got** / **got** there, everyone had gone home.
3 We watched *Spider-Man II* last night. It's an old film, but I **saw** / **hadn't seen** it before.
4 We **hadn't eaten** / **didn't eat** dinner by the time Dad got home.
5 I didn't recognize Liz because she **'d cut** / **cut** her hair.
6 I didn't play in the match on Sunday because I **'d broken** / **broke** my leg.

5 **EGZAMIN** **Complete the sentences. Use the past simple or the past continuous form of the verbs in brackets.**

1 Caroline ___ (go) into the shop and ___ (buy) a new mobile phone.
2 I ___ (get) really bored while I ___ (wait) for my friend to arrive.
3 My friend ___ (not give) me a present because he ___ (not have) much money.
4 Jack ___ (not watch) TV when you ___ (phone) him.
5 My favourite song ___ (play) on the radio and I ___ (start) to dance.
6 Lucy ___ (lose) her key while she ___ (walk) to school.

Communication

6 **EGZAMIN** **Match sentences 1–7 with responses a–g.**

1 What music did you use to listen to?
2 Did you get upset on your first day at school?
3 Did I ever tell you about my first holiday?
4 The best bit was when we got to Paris.
5 When was that?
6 We had a party after our last exam.
7 Did you have a good time?

a What happened then?
b It was around fifty years ago.
c I don't think so. I can't remember anything about when I was younger.
d Yes, we really enjoyed it.
e Did you have a good time?
f We used to be crazy about jazz.
g No, when was that?

Listening

7 1.15 **EGZAMIN** **Listen to Jenny describing an early memory. Write *true* or *false*.**

1 Jenny used to live in the country.
2 Her earliest memory is from when she was four.
3 Her cat had caught a mouse in the house.
4 The mouse escaped and hid under a chair.
5 Jenny screamed and she and her mum jumped onto the sofa.
6 Her dad thought that the incident was funny.

Elementy wiedzy o świecie i krajach anglojęzycznych, Życie rodzinne i towarzyskie • **Znajomość środków językowych** *Uzupełnianie luk* • **Znajomość funkcji językowych** *Dobieranie* • **Rozumienie ze słuchu** *Prawda / Fałsz*

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Vocabulary

Exercise 1

ANSWERS

1 crisis
2 weapons
3 poverty
4 icon
5 war
6 protest

Exercise 2

ANSWERS

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

Exercise 3

ANSWERS

1 present
2 job
3 better
4 upset
5 married
6 up

Language focus

Exercise 4

ANSWERS

1 'd forgotten
2 got
3 hadn't seen
4 hadn't eaten
5 'd cut
6 'd broken

Exercise 5

ANSWERS

1 went, bought
2 got, was waiting
3 didn't give, didn't have
4 wasn't watching, phoned
5 was playing, started
6 lost, was walking

Communication

Exercise 6

ANSWERS

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

Listening

Exercise 7 1.15 Tapescript page T133

ANSWERS

1 False.
2 False.
3 False.
4 True.
5 False.
6 True.

Optional activity: Consolidation

Refer students back to the description of the 1960s on page 15.

For homework, divide the class into groups of five or six. Allocate a decade to each group, for example, the 1950s, 1970s, 1980s, 1990s, etc. Ask students in each group to go online and find information about their decade. Ask them to find information about the music, fashion and important events of that decade. Ask them to download pictures of the decade, showing the fashions, and important people and events.

In the next lesson, students can work in their groups to bring together the information they have collected and produce a short presentation.

Groups can then give their presentations to the class.

Ask the class which decade they think sounds most interesting, or most fun.

Digital competence, Cultural awareness and expression

This activity will encourage use of digital learning resources. It will also help them understand the cultural heritage of a country.

Optional activity: Language focus

Tell students they are going to ask each other about an event they went to recently, for example, a party, a sports event, a concert, etc.

Tell students to think about what event they want to talk about and then tell their partner.

Allow students time to prepare some questions. Monitor and help around the class while students are working, and encourage them to ask a range of subject and object questions, plus questions using past perfect and past continuous structures, e.g. *Who did you go with? Who paid for the tickets? How did you get there? What were you wearing? What had you done before going?*

When students are ready, they can take turns to ask their partner about the event.

Ask some students to report back to the class on their partner's event.

Communicative competence, Sense of initiative and entrepreneurship

This activity will help your students understand the way language is structured. It will also help them manage personal resources and social skills.

Tests

Unit 1 test, Online Test Bank

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Vocabulary

Exercise 1

ANSWERS

1 made
2 know
3 common
4 met
5 gets
6 introduce
7 fell out

Exercise 2

ANSWERS

1 terrifying – very scary
2 revolting – horrible or disgusting
3 fascinating – very interesting
4 hilarious – very funny
5 furious – very angry
6 gorgeous – very attractive or beautiful
7 unforgettable – very important and memorable
8 outstanding – very good, brilliant

Language focus

Exercise 3

ANSWERS

1 've / have been
2 've / have known
3 had
4 didn't go
5 did, get
6 hasn't eaten

Exercise 4

ANSWERS

1 yet
2 just
3 for, still
4 yet
5 since
6 already
7 just

Exercise 5

ANSWERS

1 been running
2 played
3 visited
4 been waiting
5 seen
6 been listening

Communication

Exercise 6

ANSWERS

1 for a while
2 time
3 Do you fancy
4 I've heard
5 love to

Listening

Exercise 7 1.30 Tapescript page T133

ANSWERS

Speaker 1 – c
Speaker 2 – e
Speaker 3 – a
Speaker 4 – d

Optional activity: Consolidation

Play 'Twenty questions' to consolidate students' ability to use past tenses.

Demonstrate the activity by telling students you are a famous person from the past, and they must guess who you are by asking yes / no questions, e.g. *Were you a politician? Were you Italian? Did you play football?*

Students ask questions and try to guess the person. If they haven't guessed after twenty questions, tell them who you are and what you did.

Ask students in turn to come to the front of the class and choose a person. If students are short of ideas, you could suggest some, e.g. Picasso, Leonardo Da Vinci, Christopher Columbus, Mozart, Elvis Presley.

Make sure that when students reveal which famous person they are they say something about what they did, to practise the affirmative form of the past simple.

When you have finished the game, ask the class which of the famous people from the game were the most important in history, and why.

Communicative competence, Sense of initiative and entrepreneurship

This activity will help your students understand how language is structured. It will also help them manage personal resources and social skills such as cooperation.

Tests

Unit 2 test, Online Test Bank

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Vocabulary

1 **Complete the dialogue with the words in the box.**

gets met common made fell out introduce know

Dan Have you [1]___ many new friends?
Zoe No, I haven't got to [2]___ many people yet and I haven't got a lot in [3]___ with the ones I have met. I really miss my old friends!
Dan Have you [4]___ Sally? She's nice. Everyone [5]___ on with her. I can [6]___ you to her if you like.
Zoe Sally Fields? I've already met her. I [7]___ with her on the first day!

2 **Reorder the letters to make extreme adjectives. Then write definitions of the adjectives.**

1 yigfiterrn ___
2 einrgltvo ___
3 scfaitinang ___
4 hrioiusla ___
5 rifusuo ___
6 eougrogs ___
7 rgfounetletab ___
8 tsoutanngdi ___

Language focus

3 **Complete the sentences using the present perfect simple or past simple form of the verbs in brackets.**

1 I ___ late to school twice this week. (be)
2 I ___ Sam since last February. (know)
3 We ___ a fantastic holiday in Spain last year. (have)
4 Sam ___ to the football match yesterday. (not go)
5 When ___ your parents ___ married? (get)
6 She ___ her lunch yet. (not eat)

4 **Complete the sentences with the words in the box.**

yet (x2) just (x2) for already since still

1 David hasn't told his parents ___.
2 He's really happy. He's ___ heard that he's passed the exam.
3 I've been here now ___ an hour and Jim ___ hasn't come.
4 Have you met Ella ___?
5 They've been friends ___ they were little.
6 No, I'm not coming. I've ___ seen that film.
7 I've ___ been introduced to Vic. I didn't know her before.

5 **Choose the correct words.**

1 You look very hot. Have you **been running** / **run**?
2 How many times has he **been playing** / **played** this CD?
3 I'm excited because I've never **been visiting** / **visited** the USA before.
4 Have you **been waiting** / **waited** for a very long time?
5 We've **been seeing** / **seen** three films today.
6 I haven't **been listening** / **listened**. What did you say?

Communication

6 **Complete the dialogue with the phrases in the box.**

I've heard love to time for a while Do you fancy

Sue Hi, Mark. I haven't seen you [1]___. Where have you been?
Mark Nowhere. I've just been busy.
Sue Have you got [2]___ for a coffee now?
Mark Sorry. I've got to get back. Maybe another time.
Sue No problem. [3]___ going to a concert tomorrow? I'm going with some friends and there's a spare ticket.
Mark Who's playing?
Sue It's a band called Spikes. [4]___ they're really good.
Mark I'd [5]___. What time?
Sue It starts at 8.30.
Mark OK. I'll meet you there.

Listening

7 1.30 **EGZAMIN** **Listen to four people talking about their friends. Match speakers 1–4 with sentences a–e. There is one extra sentence that you do not need.**

Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

a My best friend didn't know anyone at school.
b I've never fallen out with my best friend.
c My best friend is very different from me.
d My best friend is getting married to my brother.
e I was angry with my best friend.

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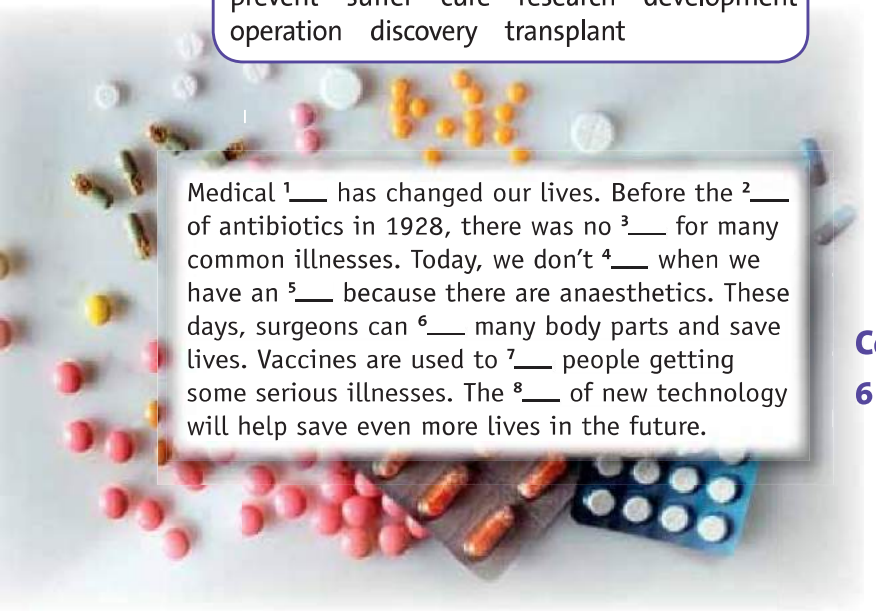
Vocabulary

1 Write nouns for these verbs.

1 specialize ___
2 depress ___
3 suffer ___
4 experiment ___
5 develop ___
6 connect ___
7 prevent ___
8 treat ___

2 Complete the text with the words in the box.

prevent suffer cure research development operation discovery transplant



Medical [1]___ has changed our lives. Before the [2]___ of antibiotics in 1928, there was no [3]___ for many common illnesses. Today, we don't [4]___ when we have an [5]___ because there are anaesthetics. These days, surgeons can [6]___ many body parts and save lives. Vaccines are used to [7]___ people getting some serious illnesses. The [8]___ of new technology will help save even more lives in the future.

3 Complete the sentences with the words in the box.

on without up (x2) off down

1 You should cut ___ on chocolate. You eat too much.
2 I can't go ___ salt.
3 My dad has got to give ___ smoking.
4 I've taken ___ yoga.
5 Please turn ___ the light when you leave.
6 She's going to call ___ her parents after work.

Language focus

4 Complete the sentences with the affirmative or negative form of *could*, *can* and *will be able to*.

1 I hope that one day doctors ___ cure all diseases.
2 When I was young, I ___ speak English, but I ___ now.
3 I ___ speak German because I've never had lessons.
4 I ___ go to school yesterday because I was ill.
5 My brother is very clever. He ___ read when he was four years old.
6 No, we ___ transplant human brains by 2020.

5 Choose the correct words.

1 Perhaps acupuncture **could** / **must** relieve the pain.
2 He fell asleep at his desk! He **might** / **must** have been exhausted.
3 Ann isn't here. She **must** / **can't** have forgotten.
4 You **don't have to** / **shouldn't** make a noise near the hospital.
5 She's walking to school. She **might** / **can't** have missed the bus.
6 He **can't** / **could** have gone home. He's left his bag on the chair.
7 We **mustn't** / **don't have to** learn Chinese at school.
8 Tania's in Spain. You **must** / **could** have seen someone else.

Communication

6 Complete the dialogue with the words in the box.

suppose have sure might should think

Kate Look at these adverts for the new science course, Nick.
Nick Do we [1]___ to choose one for the school webpage?
Kate Yes. What do you [2]___ of this one?
Nick It's quite well-designed, but I'm not [3]___ about the message. It isn't very clear.
Kate It [4]___ definitely have more text. It shouldn't have so many photos.
Nick What about the other one?
Kate I can't really decide, but I [5]___ it's quite effective.
Nick Yes, I agree. But it isn't very interesting. The colours are dull.
Kate You [6]___ be right.

Listening

7 2.02 **EGZAMIN** Listen to a dialogue and write *true* or *false*.

1 Emma and Dave are at a restaurant.
2 Emma is a vegetarian.
3 Dave is in favour of vegetarianism.
4 They both think that producing meat harms the environment.
5 Dave orders rabbit in cream sauce.
6 Emma chooses fish.

Zdrowie, Nauka i technika • **Rozumienie ze słuchu** *Prawda / Fałsz*

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Vocabulary

Exercise 1

ANSWERS

1 specialist
2 depression
3 suffering
4 experiment
5 development
6 connection
7 prevention
8 treatment

Exercise 2

ANSWERS

1 research
2 discovery
3 cure
4 suffer
5 operation
6 transplant
7 prevent
8 development

Exercise 3

ANSWERS

1 down
2 without
3 up
4 up
5 off
6 on

Language focus

Exercise 4

ANSWERS

1 will be able to
2 couldn't, can
3 can't
4 couldn't
5 could
6 won't be able to

Exercise 5

ANSWERS

1 could
2 must
3 must
4 shouldn't
5 might
6 can't
7 don't have to
8 must

Communication

Exercise 6

ANSWERS

1 have
2 think
3 sure
4 should
5 suppose
6 might

Listening

Exercise 7 2.02 Tapescript page T134

ANSWERS

1 True.
2 True.
3 False.
4 True.
5 False.
6 False.

Optional activity: Consolidation

Refer students back to the text on *Creature cures* on page 30.

For homework, ask students to go online and find information about another type of alternative medical treatment. You could elicit a few from the class and write them on the board to give students ideas, e.g. homeopathy, acupuncture, herbalism, hypnotherapy, reflexology.

Ask them to find information about how the treatment is supposed to work and what things it says it can cure.

In the next lesson, put students into groups of four to present their findings to each other and discuss which treatment they think is best.

Ask each group to report back to the class on which treatment they think is best and why.

Digital competence, Communicative competence

This activity will encourage students to use digital learning resources. It will also help them express their opinions.

Tests

Unit 3 test, Online Test Bank

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Vocabulary

Exercise 1

ANSWERS

1 travel agent
2 guidebook
3 long-haul flight
4 mosquito net
5 climbing equipment
6 five-star hotel
7 ocean cruise
8 coach tour

Exercise 2

ANSWERS

1 lend
2 journey
3 wear
4 voyage
5 saw
6 spent

Exercise 3

ANSWERS

1 check in
2 stop off
3 fasten
4 turn back
5 board
6 come across

Language focus

Exercise 4

ANSWERS

1 won't need
2 's going to rain
3 're going to see
4 is she going to stay
5 'll drive
6 'm going to work
7 will increase

Exercise 5

ANSWERS

1 are you doing
2 'm staying
3 's taking
4 Are you travelling
5 'm taking
6 leaves
7 arrives
8 'm playing

Communication

Exercise 6

ANSWERS

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

Listening

Exercise 7 2.17 Tapescript page T134

ANSWERS

1 France
2 15th
3 with a Spanish family
4 three
5 by the sea
6 in her house

Optional activity: Consolidation

Refer students back to the description of the flight to Jupiter on page 42. Have a brief discussion about the trip, and the likelihood of this kind of space travel in the students' lifetime.

For homework, ask students to research the real possibilities for space tourism. Ask students to go online and find information about current or recent opportunities, what the procedure is, and how much it costs, and future plans for tourist space flights, what it will involve, and how much it will cost. Ask them to download pictures of the spacecraft, the international space station, etc.

In the next lesson, put students in groups to bring together the information they have collected and produce a short presentation.

Groups can then give their presentations to the class.

Ask the class whether they would like to travel in space.

Digital competence, Sense of initiative and entrepreneurship

This activity will expose your students to a range of resources and encourage use of digital learning resources. It will also allow them to use their own initiative and decision-making skills during the planning, organization and management of their work.

Tests

Unit 4 test, Online Test Bank

End-of-term test 1, Online Test Bank

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Vocabulary

1 Complete the compound nouns with the words in the box.

ocean	guide	mosquito	five-star
travel	long-haul	climbing	coach

1 ___ agent
2 ___ book
3 ___ flight
4 ___ net
5 ___ equipment
6 ___ hotel
7 ___ cruise
8 ___ tour

2 Choose the correct words.

1 Could you **lend** / **borrow** me some money?
2 The train **journey** / **travel** takes an hour.
3 Do you always **carry** / **wear** a watch?
4 NASA is planning a **travel** / **voyage** to Mars.
5 We **looked** / **saw** a snake in the road.
6 I only **wasted** / **spent** twenty euros on souvenirs, but I got some amazing things.

3 Complete the sentences with the verbs in the box.

board	check in	stop off	fasten
turn back	come across		

1 You must ___ your luggage an hour before departure.
2 We ___ for three hours in Madrid.
3 Please ___ your seat belts.
4 The plane had to ___ because of storms.
5 Come on! It's time to ___ the plane.
6 Did you ___ anyone you knew?

Language focus

4 EGZAMIN Complete the sentences with the correct form of *will* or *be going to*.

1 It's easy to find. You ___ a map. (not need)
2 Look at that black cloud. It ___. (rain)
3 We ___ our grandparents in the holidays. (see)
4 How long ___ in the USA? (she / stay)
5 I'm sure he ___ you to the airport. (drive)
6 I ___ very hard next term. (work)
7 Scientists predict that temperatures ___ all over the world in the next few years. (increase)

5 Complete the dialogue with the correct form of the present simple or continuous.

Joe What [1]___ (you / do) this weekend? Have you got any plans?
Lucy Yes. I [2]___ (stay) with my cousin in London. She [3]___ (take) me on a sightseeing tour of the city. I've never been before.
Joe That sounds fun! [4]___ (you / travel) up by train?
Lucy No. I [5]___ (take) the coach because it's cheaper. It [6]___ (leave) at 8.10 and [7]___ (arrive) at Victoria Station at 10.15. What about you?
Joe Not much, but I [8]___ (play) basketball at 2 p.m. on Saturday.

Communication

6 EGZAMIN Match sentences 1–6 with responses a–f.

1 Is there anything I can do for you?
2 What time does the train leave?
3 What sort of things do you like?
4 I don't know how to get to the station.
5 I'll book it for you if you like.
6 How much is the trip?

a My sister will take you.
b OK, thanks.
c I'll get you a timetable.
d It's five euros if you've got student cards.
e I was wondering if I can book theatre tickets here.
f We enjoy visiting art galleries.

Listening

7 2.17 Listen to a dialogue and choose the correct words.

1 Tamzin is going to stay in **France** / **Spain** in July.
2 Billy's course begins on **15th** / **13th** July.
3 Billy is staying **with a Spanish family** / **at a language school**.
4 Billy is going to spend **two** / **three** weeks in Spain.
5 Tamzin is going to camp **in the mountains** / **by the sea**.
6 Tamzin is having the party **in her house** / **in the garden** if it rains.

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Vocabulary

1 Choose the correct words.

1 I like your **hooded** / **baggy** jeans.
2 They **grow** / **manufacture** coffee in Brazil.
3 He's growing a **tattoo** / **beard**.
4 She never wears **lipstick** / **piercings**.
5 90% of the cotton is **exported** / **manufactured** to other countries.
6 Her **piercings** / **sideburns** really suit her.
7 That shirt was **produced** / **supplied** in China.
8 He is a famous clothes **worker** / **designer**.

2 Add prefixes to make the negative of the adjectives in the box. Then complete the sentences with the adjectives.

organized legal fair respectful
possible responsible common

1 It was ___ to punish him. It was an accident.
2 You shouldn't wear shorts in church. It's ___.
3 You can't find anything. You're so ___.
4 His writing is ___ to read.
5 It's ___ to drive a car without a licence.
6 It's ___ to see people in top hats these days.
7 It was ___ of you to leave your bag in the car.

Language focus

3 EGZAMIN Complete the sentences with the correct form of the passive.

1 Our school ___ ten years ago. (build)
2 Cars ___ in twenty years' time. (not use)
3 ___ better next year? (workers / pay)
4 Their products ___ all over the world in the next ten years. (sell)
5 *Hamlet* ___ by Shakespeare. (write)
6 Pesticides ___ by organic cotton growers. (not use)
7 ___ in Britain these days? (grapes / grow)
8 Trousers ___ by women in the 1920s. (not wear)

4 Make the active sentences passive. Include the agent if necessary.

1 Designer shops sell these shoes.
2 We will recycle more rubbish.
3 Someone stole my mobile phone.
4 They make clothes in India.
5 The author didn't sign the novel.
6 People don't speak English here.
7 A lot of fans watched the match.

5 Write questions and answers for the sentences in exercise 4. Use the passive.

Are these shoes sold in designer shops? Yes, they are.

Communication

6 Choose the correct answers.

1 Do you like his hairstyle?
a No, it doesn't suit him. b Maybe.
c It looks like it, yes.
2 She's dyed her hair green!
a It really suits you.
b I think it looks cool.
c It doesn't fit her.
3 Those shoes really suit you.
a I'll take them then. b Yes, it suits me.
c That sounds great.
4 Can I try this on, please?
a Yes, here it is. b That's OK.
c Yes, sure.
5 It isn't too short, is it?
a I'm sure. b No, I don't think so.
c I don't like it.
6 Those piercings look really cool, don't they?
a Yes, they are. b No, they look awful!
c They don't fit him.

Listening

7 2.32 Listen and complete the text.

London is an important fashion capital. The London Fashion Week is held [1]___ a year. At this show, there will be a lot of [2]___ of new fashion. This week, nearly [3]___ ethical designers will present their clothes in the EstEthica section of the show.
Ethical clothes are made of organic or recycled materials to reduce their impact on the [4]___. The popularity of ethical fashion is [5]___ and many big labels are now interested.
The Fashion Show is only open to journalists and [6]___ because it is a business event. The general public can visit the London Fashion Weekend and the tickets for this event are sold [7]___.

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Vocabulary

Exercise 1

ANSWERS

1 baggy
2 grow
3 beard
4 lipstick
5 exported
6 piercings
7 produced
8 designer

Exercise 2

ANSWERS

1 unfair
2 disrespectful
3 disorganized
4 impossible
5 illegal
6 uncommon
7 irresponsible

Language focus

Exercise 3

ANSWERS

1 was built
2 won't be used
3 Will workers be paid
4 will be sold
5 was written
6 are not used
7 Are grapes grown
8 were not worn

Exercise 4

ANSWERS

1 These shoes are sold by designer shops.
2 More rubbish will be recycled.
3 My mobile phone was stolen.
4 Clothes are made in India.
5 The novel wasn't signed by the author.
6 English isn't spoken here.
7 The match was watched by a lot of fans.

Exercise 5

ANSWERS

1 Are these shoes sold by designer shops? Yes, they are.
2 Will more rubbish be recycled? Yes, it will.
3 Was your mobile phone stolen? Yes, it was.
4 Are clothes made in India? Yes, they are.
5 Was the novel signed by the author? No, it wasn't.
6 Is English spoken here? No, it isn't.
7 Was the match watched by a lot of fans? Yes, it was.

Communication

Exercise 6

ANSWERS

1 a
2 b
3 a
4 c
5 b
6 b

Listening

Exercise 7 2.32 Tapescript page T134

ANSWERS

1 twice
2 exhibitions
3 40
4 environment
5 increasing
6 buyers
7 on the internet

Optional activity: Consolidation

Divide the class into two groups: journalists and fashion designers.

Tell the fashion designers they are putting on an exhibition of ethical fashion for the London Fashion Show. Tell them that they need to produce a presentation to explain to buyers how their fashion is ethical and environmentally sound.

Tell the journalists that they are researching an article about ethical fashion. They need to think of the important questions that buyers will want to know the answers to, if they are going to buy the ethical designs.

Refer the class to the table of nouns and verbs on page 52. As a class, brainstorm a few questions that buyers will want to know about, e.g.

- Were the workers paid fairly?
- Were chemicals used by the growers?
- Will the designs be sold in high street shops?
- Will the items be clearly labelled?, etc.

Put pairs of journalists and fashion designers together to prepare questions and answers. Tell them to work together to prepare a presentation about ethical fashion.

Ask some groups to present their fashion ranges to the class; then the journalists in the audience ask questions to make sure that the products are really ethical.

Communicative competence, Sense of initiative and entrepreneurship

This activity will improve your students' speaking skills. It will also encourage teamwork in the classroom, the management of personal resources, and social skills such as cooperation and negotiation.

Tests

Unit 5 test, Online Test Bank

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Vocabulary

Exercise 1

ANSWERS

1 democracy
2 head of state
3 election
4 citizens
5 borders
6 nations
7 flag
8 currency

Exercise 2

ANSWERS

1 elect 2 ban 3 stand for 4 lower 5 invest
6 introduce 7 raise 8 permit

Language focus

Exercise 3

1 John's sister lets him drive her car.
2 My parents won't let me go out on weekdays.
3 Should they make every citizen vote?
4 The teacher made us stay after school.
5 Does your teacher let you sit next to your friend?
6 Our teacher didn't make us take a test.

Exercise 4

ANSWERS

1 'll arrive 2 won't go 3 would / 'd call 4 lost
5 will you cook 6 had

Exercise 5

ANSWERS

1 I wish I hadn't bought a concert ticket.
2 I wish I had a smart phone.
3 I wish we hadn't cycled to school.
4 I wish I was / were taller.
5 I wish I hadn't gone out last night.
6 I wish I lived in a big city.

Communication

Exercise 6

ANSWERS

1 wrong
2 let
3 so
4 wish
5 not
6 were

Listening

Exercise 7 3.08 Tapescript page T134

ANSWERS

1 False.
2 False.
3 False.
4 True.
5 True.
6 True.

Optional activity: Consolidation

Refer students back to the vocabulary page on policies (page 62).

For homework, ask students to go online and find information about a problem in the world, for example, global warming, pollution, poverty, drugs. Ask them to find information about the subject in English. If they go to the BBC website (www.bbc.com), they will find information about most current affairs topics. Charities' websites, such as Oxfam and Greenpeace, also have useful information.

Ask students to prepare information to answer these questions:

- What is the problem?
- What do you think your government should do about it?
- What should other countries do about it?
- What would the results of different policies be?
- What will happen if governments do nothing?

In the next lesson, put students into groups of four to discuss ideas and say whether they agree or disagree with each other. Ask each group to report back to the class on which problem they think is the most worrying and why.

Social and civil competences, Digital competence

This activity will help students appreciate and accept cultural differences. It will also encourage use of digital learning resources.

Optional activity: Vocabulary

Write these problems on the board.

1 Food is too expensive.
2 There aren't enough play areas for children.
3 Very rich people don't pay enough tax.
4 Violent films are bad for young children.
5 Public transport isn't very good.
6 People use too much electricity and gas in their homes.

Elicit other problems that students think exist in their town / city or country.

Focus on the first item. Ask: *What would you do about this problem?* Elicit answers, e.g. *I would cut the price of food.*

Ask students to work in pairs and write what they would do about the other problems. Monitor while students are working.

When students have finished, ask some pairs to tell the class their ideas, and ask other class members to say whether they agree and why.

Communicative competence, Social and civic competences

This activity will improve your students' speaking and writing skills. It will also help them interact in a cooperative manner.

Tests

Unit 6 test, Online Test Bank

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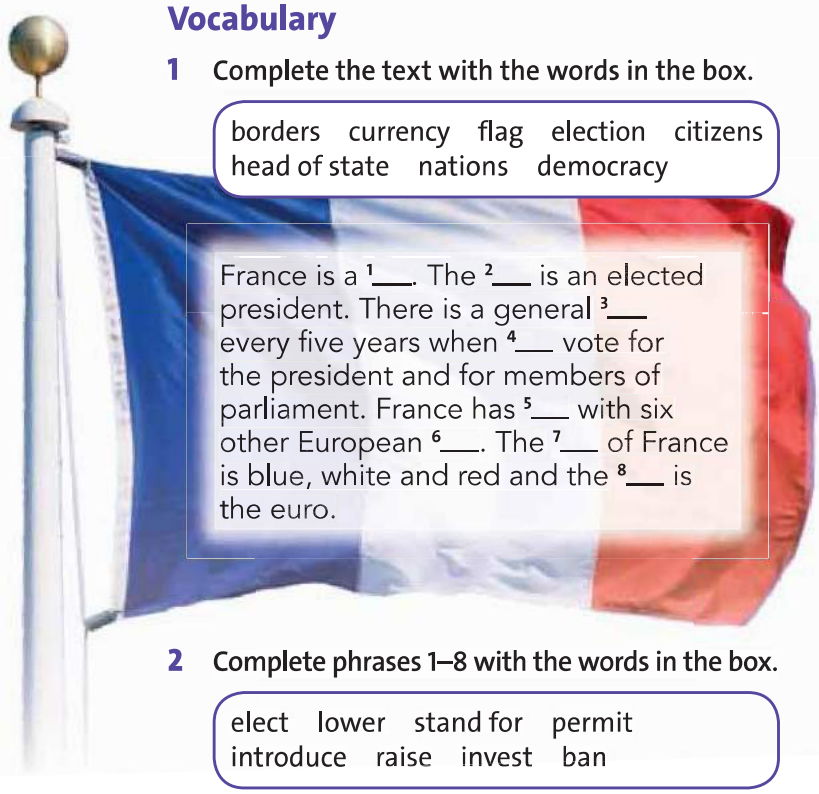
Vocabulary

1 Complete the text with the words in the box.

borders currency flag election citizens head of state nations democracy



France is a [1]___. The [2]___ is an elected president. There is a general [3]___ every five years when [4]___ vote for the president and for members of parliament. France has [5]___ with six other European [6]___. The [7]___ of France is blue, white and red and the [8]___ is the euro.

2 Complete phrases 1–8 with the words in the box.

elect lower stand for permit introduce raise invest ban

1 ___ a new president
2 ___ violent films
3 ___ Parliament
4 ___ the voting age from 18 to 16
5 ___ in better schools
6 ___ new policies
7 ___ taxes on tobacco
8 ___ young people to ride scooters

Language focus

3 Order the words and write sentences.

1 lets / John's sister / drive / him / her car
2 on weekdays / won't / me / my parents / go out / let
3 citizen / should / they / every / vote / make / ?
4 stay / the teacher / us / after school / made
5 your friend / does / next to / your teacher / sit / you / let / ?
6 take / make / us / didn't / our teacher / a test

4 EGZAMIN **Complete the sentences using the correct form of the verb in brackets.**

1 If you leave early, you ___ on time. (arrive)
2 I ___ unless Dad pays for my ticket. (not go)
3 If someone stole my scooter, I ___ the police. (call)
4 What would you do if you ___ your passport? (lose)
5 If you make dinner, what ___? (you / cook)
6 If I ___ a vote, I'd be more interested in politics. (have)

5 Write past or present regrets for the situations.

I didn't phone John earlier and now he's out.
I wish I'd phoned him earlier.

1 I bought a concert ticket and now I can't go.
2 You've got a mobile phone, but you'd like to have a smart phone.
3 We cycled to school and now it's raining.
4 I'm no good at basketball because I'm not tall.
5 I did badly in the history test because I went out last night.
6 I live in the country, but I'd prefer to live in a big city.

Communication

6 Complete the dialogue with the words in the box.

so wrong were let wish not

Lucy Is something [1]___, Phil? You look upset.
Phil It's my science project. I [2]___ my little brother use my computer and he deleted the file.
Lucy You mean Adam deleted your science project?
Phil I'm afraid [3]___. I [4]___ I hadn't let him use the computer.
Lucy Didn't you make a copy?
Phil I'm afraid [5]___. I've told Mr Butler. I've got until next Monday to redo it.
Lucy If I [6]___ you, I'd make Adam do it!

Listening

7 3.08 EGZAMIN **Listen to people interviewing a politician. Write *true* or *false*.**

1 The woman in the interview is the Prime Minister.
2 Her government will cut taxes for everyone.
3 She thinks all citizens should vote by law.
4 Her government would reduce the number of students in classes.
5 A lot of students find jobs in other countries.
6 Her government would consider introducing longer school terms.

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Vocabulary

1 **Write the nouns for these adjectives.**

1 frustrated ___
2 confident ___
3 polite ___
4 generous ___
5 pessimistic ___
6 moody ___

2 **Complete the sentences using a word formed from the word in brackets.**

1 Snakes and spiders ___ me. (fright)
2 I feel really ___ at the moment. (bore)
3 Speaking to the class makes me feel ___. (embarrass)
4 I find my younger brother really ___. (annoy)
5 I was ___ when I saw how tall he'd grown. (astonish)
6 My friend was ___ when I told her the story. (shock)
7 Watching TV after school is quite ___. (relax)
8 That TV documentary on Channel 4 was ___. (fascinate)

Language focus

3 **Choose the correct words.**

1 She sang more **beautifully** / **beautiful** than ever.
2 The people who work **less hard** / **the hardest** are usually the most **successful** / **successfully**.
3 The children played **noisy** / **noisily** while their parents were chatting **happy** / **happily**.
4 I'm less **optimistic** / **optimistically** these days.
5 The boy loves football more **passionate** / **passionately** than anything else.
6 He did **good** / **well** in the exam. He got the **better** / **best** results.

4 **Complete the third conditional sentences with the correct form of the verbs.**

1 He ___ (train) harder if he ___ (know) how good the other team was.
2 If I ___ (not / tidy) my room, I ___ (not / find) the library book.
3 If I ___ (not be) so tired, I ___ (go) out.
4 ___ (you / work) harder if your parents ___ (send) you to private school?
5 If he ___ (tell) the truth, his mum ___ (not be) so angry.
6 What language ___ (you / chose) if you ___ (not take) English?

5 **Complete the sentences with *who*, *which*, *where* or *whose*.**

1 I'm not sure ___ pen this is.
2 Is that the shop ___ Tom works?
3 The police officer, ___ loved animals, returned the lost dog to its owner.
4 Football is a sport ___ I find really boring.
5 That's the boy ___ skateboard was stolen.
6 Do you know the guy ___ is singing?
7 I visited Bratislava, ___ I was born.
8 That's a machine ___ makes ice cream.

Communication

6 **Complete the mini-dialogue with the phrases in the box.**

I suppose fed up I know
the end of the world too badly
What's the matter?

Sally You look [1]___, Josh. [2]___
Josh I failed my driving test.
Sally Oh, sorry to hear that. It isn't [3]___ though.
Josh [4]___, but life would be much easier if I could drive.
Sally Don't take it [5]___. At least you can take the test again.
Josh Yeah, that's true, [6]___.

Listening

7 3.23 **EGZAMIN** **Listen to four people talking about happiness. Match speakers 1–4 with sentences a–e. There is one extra sentence that you do not need.**

Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

a I think that sort of behaviour is irresponsible.
b Some people are incredibly generous.
c Money doesn't always make people happy.
d Optimistic people tend to be happy.
e People who are moody are no fun to be with.

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Vocabulary

Exercise 1

ANSWERS

1 frustration
2 confidence
3 politeness
4 generosity
5 pessimism
6 moodiness

Exercise 2

ANSWERS

1 frighten
2 bored
3 embarrassed
4 annoying
5 astonished
6 shocked
7 relaxing
8 fascinating

Language focus

Exercise 3

ANSWERS

1 beautifully
2 the hardest, successful
3 noisily, happily
4 optimistic
5 passionately
6 well, best

Exercise 4

ANSWERS

1 would have trained, had known
2 hadn't tidied, wouldn't have found
3 hadn't been, would have gone
4 Would you have worked, had sent
5 had told, wouldn't have been
6 would you have chosen, hadn't taken

Exercise 5

ANSWERS

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

Communication

Exercise 6

ANSWERS

1 fed up
2 What's the matter?
3 the end of the world
4 I know
5 too badly
6 I suppose

Listening

Exercise 7 3.23 Tapescript page T135

ANSWERS

Speaker 1 – c
Speaker 2 – a
Speaker 3 – e
Speaker 4 – b

Optional activity: Consolidation

Ask students to think about the radio programme about phobias in the Vocabulary and Listening lesson. Elicit the phobias that were mentioned. If necessary, play the CD again for students to listen and write them down (flying, heights, small spaces, crowds and open spaces). Ask students what Wendy says a fear of small spaces is called (claustrophobia).

Write the following words on the board and ask if anyone knows what they mean:

arachnophobia, anthophobia, aviophobia, xenophobia, spectrophobia, aquaphobia.

For homework, ask students to go online and find out what the words mean and what fears they describe.

In the next lesson, put students in groups to compare the answers they have found. Now ask them to discuss how these fears would limit people's lives. Tell them to think about the things that they have done in the last year, and how they would have been different if they had been suffering from one of these phobias. Remind them to use the vocabulary from page 72 and the nouns and adjectives from page 68. Share answers as a class.

ANSWERS

1 arachnophobia: fear of spiders
2 anthophobia: fear of flowers
3 aviophobia: fear of flying
4 xenophobia: fear of strangers or foreigners
5 spectrophobia: fear of ghosts
6 aquaphobia: fear of water

Communicative competence

This activity will help improve students' speaking skills and help them understand the way language is structured.

Tests

Unit 7 test, Online Test Bank

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Vocabulary

Exercise 1

ANSWERS

1 break
2 hurt
3 tell
4 feel
5 keep
6 do
7 make
8 pretend

Exercise 2

ANSWERS

1 do
2 make
3 doing
4 does
5 made
6 make

Exercise 3

ANSWERS

1 ordered
2 admitted
3 invited
4 convinced
5 refused
6 explained

Language focus

Exercise 4

ANSWERS

1 if she would go out / to go out
2 hadn't seen
3 were going
4 was
5 had hurt
6 had bought

Exercise 5

ANSWERS

1 She said that she liked chocolate.
2 He asked me if I could ride a scooter.
3 The teacher asked us if we had done the exercise yet.
4 Mum said that Clare wasn't lying.
5 He told me that he couldn't swim.
6 My friend asked me why I was late.
7 The coach told us that we had to arrive on time.

Communication

Exercise 6

ANSWERS

1 c
2 b
3 a
4 b
5 c
6 c

Listening

Exercise 7 3.37 Tapescript page T135

ANSWERS

1 cool
2 didn't admit
3 Suzy
4 a fortnight
5 guilty
6 wrong

Optional activity: Consolidation

Refer students back to the text about the Yes Man on page 70.

Tell students they are going to imagine that they are the Yes Man and are going to write a narrative of one day in their life, describing who they met, what kinds of things they said yes to, and what happened as a result. Tell students they should write the narrative in the first person, using *I*, and should include some dialogue in their narrative. They should also use some of the new vocabulary from Units 7 and 8.

Ask students to write their narrative for homework.

In the next lesson, put students into groups of four to read their narratives to each other. Ask each group to select their preferred narrative and read it to the class. Students can then decide which narrative they like the most.

Cultural awareness and expression, Communicative competence

This activity will encourage students to express their own creativity in an appropriate way. It will also help improve their writing skills.

Tests

Unit 8 test, Online Test Bank

End-of-term test 2, Online Test Bank

End-of-year test, Online Test Bank

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Vocabulary

1 **Complete the sentences with the verbs in the box.**

tell hurt make feel keep pretend break do

1 Why did you ___ your promise?
2 She really ___ my feelings.
3 You should always ___ the truth.
4 You shouldn't ___ guilty. It wasn't your fault.
5 I wish they'd ___ quiet.
6 My mum is very strict – if I ___ something wrong she stops my pocket money.
7 Giles doesn't ___ a good excuse when he forgets his homework.
8 Don't ___ to be happy if you aren't.

2 **Complete the sentences with the correct form of *make* or *do*.**

1 She asked me to ___ her a favour.
2 I'm going to ___ sandwiches for lunch.
3 Are you sure you are ___ the right thing?
4 He always ___ the washing-up.
5 I haven't ___ any plans for the weekend yet.
6 Please don't ___ a habit of being late.

3 **Choose the correct words.**

1 The police officer **ordered** / **refused** the driver to get out of his car.
2 He **complained** / **admitted** that he had taken the wallet.
3 I **invited** / **ordered** her to join us for a coffee.
4 He **insisted** / **convinced** me that he wasn't lying.
5 They **refused** / **agreed** to help me, so I did it myself.
6 She **explained** / **convinced** that she had missed the bus.

Language focus

4 EGZAMIN **Complete the reported sentences with the correct form of the verbs in brackets.**

1 He asked her ___ with him. (go out)
2 Tom told me that he ___ Amy recently. (not see)
3 She asked us if we ___ on holiday the next day. (go)
4 After the race, I asked her if she ___ tired. (be)
5 Ted told me that his brother ___ his feelings the night before. (hurt)
6 Dad told us that he ___ a new car the day before. (buy)

5 **Rewrite the sentences in reported speech.**

1 'I like chocolate.' She said that ___.
2 'Can you ride a scooter?' He asked me if ___.
3 'Have you done the exercise yet?' The teacher asked us if we ___.
4 'Clare isn't lying.' Mum said that Clare ___.
5 'I can't swim.' He told me that ___.
6 'Why are you late?' My friend asked me ___.
7 'You must arrive on time.' The coach told us that we ___.

Communication

6 **Choose the correct answers.**

1 It would be great if you could clear the table.
a I don't agree. b Why do you ask?
c OK, I'll do it right away.
2 Would you mind not saying anything?
a No, I wouldn't. b OK. I'll keep quiet.
c I don't mind.
3 I was wondering if you've seen Phil.
a No, I haven't. b Yes, OK.
c I'm meeting him in town.
4 I heard you went to a party last night.
a Honestly, it's true.
b Who told you that?
c Are you telling the truth?
5 Could you tell me where the post office is?
a Why do you ask? b That's OK.
c Yes, it's in West Street.
6 How come you didn't tell me about the party?
a But I heard that you were at a party.
b If you don't believe me, ask Ted.
c Because I was only there for an hour.

Listening

7 3.37 **Listen and choose the correct words.**

1 Luke thinks Suzy's hair looks **cool** / **terrible**.
2 A woman damaged another car and **didn't admit** / **admitted** it.
3 **Luke** / **Suzy** doesn't think it's dishonest to pick apples in the countryside.
4 Luke has had the phone for **a week** / **a fortnight**.
5 Luke doesn't feel **guilty** / **dishonest** because he kept the mobile phone.
6 Suzy doesn't think it's **right** / **wrong** to download music for free.

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+ EXTRA LISTENING AND SPEAKING ● Talking about a family likeness

1

I can talk about someone I take after.

1 Look at the photo. Choose two people and say if they look similar or not. What do you think their relationship is?

They've got the same ...
They've got different ...
I think they're ... and ...

2 1.16 Listen to a conversation between Michael and Melissa. Which members of Michael's family do they mention?

3 1.16 EGZAMIN Study the key phrases. Then listen again and choose the correct answers (1–6).

KEY PHRASES ○ Talking about a family likeness

You (don't) look like ...
We've got similar / the same ...
You don't look anything like him.
Neither of us has / is ...
He's / She's like me in other ways.
Who do you take after?

1 Who did Melissa see when she arrived?
   a Michael, then Ed.
   b Michael's mum, then Michael.
   c Ed, then Michael.
2 How are Michael and Ed similar?
   a They've got the same colour hair.
   b Their personality is similar.
   c They're both tall.
3 Which is true?
   a Melissa does a lot of sport.
   b Melissa looks like her sister.
   c Melissa's sister is lazy.
4 Michael is looking through the photos because ...
   a he loves looking at old photos.
   b he wants to show the photos to Melissa.
   c he's doing a project for school.
5 What's different about Michael now?
   a The colour of his hair.
   b The length of his hair.
   c The style of his hair.
6 Michael doesn't like his mum's ___ in the old photo.
   a clothes
   b nose
   c hairstyle

4 1.17 Listen and number the sentences in the order you hear them.

a I'm like him.
b She's like you.
c I look like him.
d I like him.
e She looks like you.
f She likes you.

5 1.18 Listen. Then practise the dialogue.

Sally Who do you look like in your family?
Phil I look like my brother. We've got the same blond, curly hair and we're both quite tall.
Sally And what about personality? Who do you take after?
Phil I'm more like my mum. We're both quite shy and neither of us is keen on sport. What about you?
Sally I'm more like my dad. We're both very sporty, and we both love travelling. We're also very sociable and we like meeting people.
Phil And who do you look like?
Sally I don't look anything like my mum. I look more like my dad. We're both tall and we've got the same eyes and nose.

6 ACTIVATE Prepare answers to the questions in blue in exercise 5 using information about you and your family. Then practise your new dialogue with a partner.

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EXTRA LISTENING AND SPEAKING ● Talking about a family likeness

I can talk about someone I take after.

1

Aims

- Learn key phrases for talking about a family likeness.
- Listen to a conversation about a family likeness.
- Practise talking about a family likeness.

Warm-up (3–4 minutes)

- With books closed, put students into pairs and ask them to tell their partner who they look like in their family, and in what ways they are similar. In a **weaker class**, briefly revise vocabulary for family members and physical features and write it on the board, e.g. *aunt, uncle, cousin, grandmother, blue eyes, brown hair,* etc. In a **stronger class**, encourage students to mention personality traits, preferences and habits that they have in common with family members as well as just physical similarities.
- Monitor while students are discussing, but don't correct them at this stage.
- Ask some students to report back to the class what they learnt about their partner.

Exercise 1

- Put students into pairs to discuss the people in the photo.
- Elicit some answers from the class.

ANSWERS

Students' own answers.

Exercise 2 1.16 Tapescript page T135

- Students listen and note down the members of Michael's family that are mentioned.
- Check answers.

ANSWER

They mention his brother Ed, his mum and his dad.

Exercise 3 1.16

- Read through the key phrases with the class.
- Point out the difference between *look like* (have a similar appearance) and *be like* (have a similar personality).
- Ask students to translate the phrases into their own language. Point out that *take after* is a non-separable phrasal verb, so the object comes after the particle: *I take after him* , NOT ~~*I take him after.*~~ Explain that *take after* means 'to look or behave like an older member of your family' and can't be used when talking about people who are not relatives. It has no passive form and is not used in the continuous tenses.
- Allow students time to read the questions. Encourage students to remember what they have already heard and make notes, which they can confirm or correct on the second listening.
- Play the CD again and ask students to answer the questions.
- Ask students to compare their answers in pairs and then check answers with the class.

ANSWERS

1 c **2** b **3** b **4** c **5** a **6** c

Exercise 4 1.17

- Students copy the sentences. In a **weaker class**, elicit translations to check students have understood the different uses of *like*. In a **stronger class**, check understanding by eliciting examples or reasons for each statement, e.g. *I'm like him. We're both very sporty. I look like him. We have the same hair.*, etc.
- Play the CD for students to number the sentences in the order they hear them.
- Check answers.

ANSWERS

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

Exercise 5 1.18

- Students listen and read. Tell them to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak. If necessary, play the CD again, pausing for students to listen and repeat.
- Put students into pairs to practise the dialogue.
- Ask them to swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

Exercise 6

- Students prepare their answers to the questions individually.
- Put students into pairs to prepare their dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

For the next lesson, ask students to bring in some photos of other members of their family.

Students can work in pairs to look at the photos and say who they take after in their family and in which ways.

Monitor while students are working and make sure that they are using the key phrases.

Students can repeat the activity with more than one partner.

Social and civic competences

This activity will help your students to work in a cooperative manner.

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EXTRA LISTENING AND SPEAKING ■ Changing a plan

I can talk about changing plans.

Aims

- Learn key phrases for changing a plan.
- Listen to a conversation about changing a plan.
- Practise changing a plan.

Warm-up (3–4 minutes)

- With books closed, ask students where they usually go with their friends and what they do together.
- Ask: *Did you go somewhere with your friends to celebrate your last birthday? What are you going to do for your next birthday?* Elicit some ideas.

Exercise 1

- Students work in pairs to look at the adverts and answer the questions.

ANSWERS

A
1 The advert is for a nightclub.
2 You can dance to the music of the 80s there.
3 It has a special offer for free entry if you're wearing 80s clothes.

B
1 The advert is for a cinema.
2 You can watch classic and modern horror films there.
3 The special offer applies every night at midnight when tickets are £4 instead of the usual price of £7.

C
1 The advert is for a pizza restaurant.
2 You can buy pizza there.
3 The special offer is for Tuesdays and Thursdays when you can buy one pizza and get one free.

D
1 The advert is for an ice-skating rink.
2 You can have a disco on the ice there.
3 The special offer is for a free drink with entry before 9 p.m. every day.

Exercise 2 1.31 Tapescript page T135

- Tell students to look at the adverts again and think of key words associated with each.

ANSWERS

They mention the pizza restaurant and the cinema.

Exercise 3 1.31

- In a **weaker class**, ask students to translate the phrases into their own language. In a **stronger class**, ask students to identify which phrases are for checking arrangements, which are for cancelling or postponing, and which are for suggesting alternatives.
- Play the CD again and ask students to decide if the sentences are true or false. Remind them to correct the false sentences.

ANSWERS

1 True.
2 True.
3 False. Louise and Tom were together for over two years (two years, three months and ten days).
4 False. Louise can't make it on Friday.
5 False. They agree to meet on Tuesday instead.
6 False. Louise is going out with Robbie on Friday.

Exercise 4 1.32

- Students listen and read. Tell them to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak.
- Ask them to swap roles and practise again, and ask some students to perform the dialogue for the class.

Exercise 5

- Students practise their dialogues in pairs, then swap roles and practise again.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

Put students into groups of four or five. Ask one student in each group (Student A) to prepare a plan for a night out this week. Student A chooses a day of the week, without telling the other students in the group, and creates an advert for the venue, similar to the adverts in exercise 1.

The other students work individually to fill their diary for the whole week, leaving two random days free (e.g. Monday – cinema, Tuesday – free, Wednesday – dinner with a friend, Thursday – visiting grandparents, etc.).

When everyone is ready, Student A reminds the other students that they have all arranged to meet at (place) on (day) and asks Student B if he / she is still coming. Student B checks his / her plan for the week and gives a reason why he / she can't go and suggests a new date, or says: *Yes, I can make it.* The aim is to find a day that is convenient for all students in the group.

Remind them to use the key phrases from the Student's Book. When students have finished, ask if they managed to arrange to meet.

Social and civic competences, Communicative competence

This activity will help your students to work in a cooperative manner. It will also help improve their communication skills and encourage them to use language conventions appropriate to the situation.

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+ EXTRA LISTENING AND SPEAKING ● Changing a plan

I can talk about changing plans.

2

1 Read adverts A–D. For each advert, answer questions 1–3.

1 What type of place is the advert for?
2 What can you do there?
3 What special offer has it got?

2 1.31 Listen to a conversation between Hayley and Louise. Which of the places in exercise 1 do they mention?

3 1.31 EGZAMIN Study the key phrases. Then listen to the conversation again and write *true* or *false* for 1–6. Correct the false sentences.

KEY PHRASES ○ Changing a plan

Are you still coming?
What's happening on (Wednesday)?
I can't make it.
Something's come up.
Can we do it another time?
How about ... instead?
Is ... any good for you?

1 Hayley has just been doing some exercise.
2 Louise and Tom have just split up.
3 Louise and Tom went out with each other for over three years.
4 Hayley can't make it on Friday.
5 Hayley and Louise agree to meet on Thursday instead.
6 Louise is going out with Gemma on Friday.

4 1.32 Listen. Then practise the dialogue.

Steph Are you still coming on Wednesday night?
Mark Why? What's happening on Wednesday night?
Steph We're going to The Picture Palace to watch a horror film, remember?
Mark Oh, I'm really sorry, but I can't make it.
Steph But we planned it two weeks ago!
Mark I know, but something's come up. Can we do it another time?
Steph Well, I suppose so.
Mark How about next week instead? Is Friday any good for you?
Steph Yes, that's fine with me.
Mark Great. I'm sorry about Wednesday, Steph.
Steph Oh, don't worry.

5 ACTIVATE Change the words in blue in exercise 4. Use the places in exercise 1 or your own ideas. Then practise your new dialogue with a partner.

Życie rodzinne i towarzyskie, Zakupy i usługi • **Rozumienie ze słuchu** *Prawda / Fałsz*

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+ EXTRA LISTENING AND SPEAKING ● Joining a health club

I can ask for information and give personal details.

1 Imagine that you want to join a health club. What information do you need? What questions would you ask the receptionist?

2 2.03 Listen to the conversation. Are any of your questions from exercise 1 mentioned?

3 2.03 Study the key phrases. Then listen to the conversation again. Complete the missing information in the form.

KEY PHRASES ○ Joining a health club

I'm interested in joining the club.
Could you tell me when you are open?
How do you spell your first name / surname?
What's your date of birth?
Can I take a contact number, please?
Is ... convenient?

MEMBERSHIP FORM

First name: [1] .....

Surname: [2] .....

Date of birth: [3] .....

Address: [4] .....

Contact number: [5] .....

Mobile number: [6] .....

Email: [7] .....

Time of appointment: [8] .....

Personal trainer: [9] .....

Option: [10] .....

4 2.04 Listen and write six dates of birth.

5 2.05 Listen. Then practise the dialogue.

Receptionist Good morning, Active Health Club. How can I help you?
Anne I'm interested in joining your club. Could you tell me when you are open?
Receptionist The club is open all day from 10 a.m. to 10 p.m. First you'll need to complete a questionnaire. We can do that over the phone. What's your name?
Anne Anne Rousseau.
Receptionist How do you spell your surname, please?
Anne It's R – O – U – S – S – E – A – U.
Receptionist What's your date of birth?
Anne It's the sixth of August, 1993.
Receptionist Can I take a contact number, please?
Anne It's 0399 7630921.
Receptionist Right. I can make an appointment for you now. Have you got an email address?
Anne Yes, it's anne-rousseau@bmail.com.

6 ACTIVATE Prepare answers to the receptionist's questions in blue in exercise 5 using information about yourself. Then practise your new dialogue with a partner.

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EXTRA LISTENING AND SPEAKING ■ Joining a health club

I can ask for information and give personal details.

Aims

- Learn key phrases for joining a health club.
- Listen to a phone conversation about joining a health club.
- Practise joining a health club.

Warm-up (3–4 minutes)

- With books closed, ask students what sports they enjoy. Elicit the names of sports and ask: *Where do you do sports? Is anyone a member of a health club?*
- Ask: *Why do people join health clubs? Why should we do exercise?* Elicit students' suggestions.
- Do a quick class survey to see how many times a week students do exercise or play sports.

Exercise 1

- Students work in pairs to guess what questions the receptionist will ask.
- Elicit a few ideas from the class, but don't confirm or reject them at this stage.

ANSWERS

Students' own answers.

Exercise 2 2.03 Tapescript page T136

- Students listen to see if any of the questions they guessed are used. In a **stronger class**, ask students to listen and tell you what three things Siobhan needs to do in order to be able to use the gym (complete a questionnaire, make an appointment with a personal trainer and bring a doctor's certificate).

ANSWERS

Students' own answers.

Exercise 3 2.03

- Read through the key phrases with the class.
- Ask students to translate them into their own language.
- Allow students time to copy the form.
- Play the CD again and ask students to complete the form with the missing information.
- Check answers with the class.

ANSWERS

1 Siobhan
2 Kuszczak
3 25 October 1992
4 22 Brown Street, Oxford, OX4 8LA
5 03795835211
6 07456321998
7 Siobhan-K@sting.com
8 5.30
9 Janet Roblin
10 basic

Exercise 4 2.04

- In a **weaker class**, quickly revise the way we say dates, and the way we write them. In a **stronger class**, write some dates on the board and elicit the spoken form from the class.
- Ask students to swap answers and compare.
- Play the CD again for them to check if necessary.
- Check answers with the class and then ask individual students to give their date of birth.

ANSWERS

1 31 December 1999
2 15 March 2001
3 1 November 1975
4 22 July 1993
5 11 January 1968
6 8 April 2002

Exercise 5 2.05

- Students listen and read. Tell them to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak. If necessary, play the CD again, pausing for students to listen and repeat.
- Put students into pairs to practise the dialogue.
- Ask them to swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

ANSWERS

Students' own answers.

Exercise 6

- Students prepare their answers to the questions individually.
- Put students into pairs to prepare their dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- You could ask students to sit back to back for this, to make it more realistic as a telephone conversation.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

Ask: *Where else might you register?* Elicit some ideas from the class, e.g. at a library, a language school or college, a doctor's surgery. Write students' ideas on the board and then ask: *What would you say if you wanted to register or join one of these places? What questions might the receptionist ask?* Elicit some ideas, and elicit which of the key phrases from exercise 3 would be relevant for the new situations.

Put students into pairs to prepare a new dialogue in which they register at one of these places. Tell them the dialogue can be over the phone or face-to-face.

Monitor and help while students are working.

When students are ready, they can practise their dialogues. Ask some students to perform their dialogues for the class.

Cultural awareness and expression

This activity will help your students express their own creativity in an appropriate way.

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EXTRA LISTENING AND SPEAKING ■ Buying a coach ticket

I can ask about coach timetables and buy a ticket.

Aims

- Learn key phrases for buying a coach ticket.
- Listen to two conversations about buying coach tickets.
- Practise buying a coach ticket.

Warm-up (3–4 minutes)

- Focus on the photo and elicit the word *coach*.
- Ask: *What are the advantages and disadvantages of travelling by coach?* Elicit that it is cheaper than travelling by rail, but usually takes longer.
- Ask: *Do you ever travel by coach? Do you think you will in the future?* Elicit ideas, and encourage students to join in and talk about their own experiences.

Exercise 1

- Students work in pairs to decide which information the screen shows.
- Check answers, and check understanding of *departure bay* and *fares* if necessary.

ANSWERS

destination, departure bay, departure time, arrival time, services available on the coach

Exercise 2 2.18 Tapescript page T136

- Students listen and answer the questions.
- Check answers. Encourage students to give full answers and to use complete short answers for question 2. In a **weaker class**, accept one-word answers.

ANSWERS

Conversation 1

1 The passenger is travelling on the coach to Cardiff at 11.00 (number 5 on the screen).
2 Yes, he has.

Conversation 2

1 The passenger is travelling on the coach to Derby at 11.20 (number 6 on the screen).
2 No, she hasn't.

Exercise 3 2.18

- Ask students if they can remember who says each phrase.
- Ask students to translate the phrases into their own language.
- Ask students to listen and choose the correct answers.

ANSWERS

1 c 2 a 3 c 4 b 5 c

Exercise 4 2.19 Tapescript page T136

- In a **weaker class**, briefly revise the way we can say times, and dictate a few for students to write down. Check answers by getting students to write the times on the board.
- In a **stronger class**, ask individual students to read out the times from the timetable. Elicit both 12-hour and 24-hour times, but point out that timetables are usually expressed using the 24-hour clock to avoid any confusion.
- Check answers by asking students to come and write the times on the board.

ANSWERS

1 15.50 2 19.15 3 18.40 4 10.30 5 23.45

Exercise 5 2.20

- Students listen and read. Tell them to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak. If necessary, play the CD again, pausing for students to listen and repeat.
- Ask them to swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

Exercise 6

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

Put students into pairs, and divide pairs into A and B. Tell them that Student A is an assistant at a coach station and Student B is a traveller.

Ask the A students to prepare a timetable of coach journeys in their area. Discuss as a class which towns and cities it should include. Tell students to include on their timetable the same information as on the timetable in exercise 1, and decide on fares for the journeys, too.

Ask the B students to decide where they want to travel to in their area. Tell them to plan what day they want to travel, what time, and how long they want to stay.

When students are ready, ask the A students to spread out around the class. Tell the B students to visit different assistants at their different coach stations and find out details of the journey they want to make: how much it will cost, how long it will take, etc. Ask them to note down the information they find. Remind students to use the key phrases from exercise 3.

When the B students have asked information from two or three A students, stop the activity. Ask the travellers to report back on which coach station offered the best deal.

Cultural awareness and expression

This activity will help your students express their own creativity in an appropriate way.

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+ EXTRA LISTENING AND SPEAKING ● Buying a coach ticket

I can ask about coach timetables and buy a ticket.

4

1 Look at the information screen. Which information in the box does it show?

departure bay destination arrival time
services available on the coach fares
departure time number of stops

	Destination	Bay	Departs	Arrives	Facilities
1	Newport	5	10.15	13.25	WC
2	Edinburgh	11	10.25	17.45	WC, TV
3	Derby	7	10.30	12.55	–
4	Birmingham	2	10.50	13.05	–
5	Cardiff	5	11.00	14.30	WC
6	Derby	7	11.20	13.45	–
7	Truro	8	11.35	18.50	WC, TV

2 2.18 Listen to two conversations. Answer questions 1 and 2 for each one.

1 Which coach from the screen is the passenger travelling on?
2 Has the passenger got a *Young Person's Coachcard*?

3 2.18 **EGZAMIN** Study the key phrases. Then listen again and choose the correct answers (1–5).

KEY PHRASES ○ Buying a coach ticket

What time does the next coach leave?
What bay does it leave from?
A single / return to ... , please.
When are you coming back?
What time does it get in?
Do I have to change?
No, it's direct.

1 The first passenger wants ...
  a to visit Newport.
  b an earlier coach.
  c a direct coach.
2 The direct coach to Cardiff ...
  a gets to Cardiff later than the Newport coach.
  b gets to Cardiff earlier than the Newport coach.
  c leaves at 14.30.
3 How much does the first passenger's ticket cost?
  a £9.04
  b £19.04
  c £9.40
4 The second passenger wants to come back ...
  a in a month.
  b on the 23rd.
  c in 23 days.
5 The second passenger wants ...
  a a direct coach.
  b the first coach.
  c a later coach.

4 2.19 Listen and write the departure and arrival times you hear.

5 2.20 Listen. Then practise the dialogue.

Passenger What time does the next coach to Ipswich leave?
Assistant Ipswich? Let's see. You can get one at 14.25.
Passenger What time does it get in?
Assistant That coach gets into Ipswich at 16.05.
Passenger Do I have to change?
Assistant No, it's direct. Do you want a single or return?
Passenger A single, please.
Assistant Have you got a *Young Person's Coachcard*?
Passenger No, I haven't.
Assistant OK. That'll be £24.50 then.
Passenger What bay does it leave from?
Assistant Number 5, just by the newspaper stand.

6 **ACTIVATE** Change the words in blue in exercise 5. Use the information in exercise 1 and decide where you want to travel to. Then practise your new dialogue with a partner.

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+ EXTRA LISTENING AND SPEAKING ● Discussing music

5

I can understand and talk about tastes in music.

1 Look at the words in the box. Which ones are not types of music?

pop	stone	classical	hip hop	yellows
rap	punk	blues	heavy metal	dirt
rock	jazz			

2 2.33 Listen to a conversation between Jake and his dad. What kind of music does Jake like? What kind of music does his dad like?

3 2.33 **EGZAMIN** Study the key phrases. Then listen to the conversation again and choose the correct answers (1–5).

KEY PHRASES ○ Talking about music

I've never heard of them.
What sort of music is it?
The lyrics are ...
They write the songs themselves.
It was released ...
I reckon they're going to be really big.

1 Jake's dad ___ the band.
a used to listen to b has heard of
c doesn't know

2 Where did Jake first hear their music?
a On his computer. b At a gig.
c On their album.

3 When was their debut album released?
a A while ago. b Last month.
c Last week.

4 What does Jake's dad think about the song?
a It's got no rhythm. b It's too noisy.
c The lyrics are shocking.

5 What's Jake's opinion of his dad's taste in music?
a It's boring. b It's exciting.
c It's relaxing.

4 2.34 Listen and write the adjectives you hear in sentences 1–6.

5 2.35 Listen. Then practise the dialogue.

Guy What are you listening to?
Shona A rapper that I'm really into at the moment – Dizzee Rascal. He's had quite a few number one hits. I love his music.
Guy I've never heard of him. Where's he from?
Shona I think he's from London.
Guy What sort of music is it?
Shona It's a mixture of rap and hip hop. The lyrics are really clever. He writes them himself.
Guy Have you got any of his albums?
Shona Yes, the latest one. It was only released last month. I saw him on TV, then I bought his album.
Guy Have you ever been to one of his gigs?
Shona No, I've never been to a live performance, but I'd like to. He's due to go on tour later this year, so I'll make sure I get tickets.

6 **ACTIVATE** Prepare answers to the questions in blue in exercise 5. Use information about your favourite music. Then practise your new dialogue with a partner.

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EXTRA LISTENING AND SPEAKING ● Discussing music

I can understand and talk about tastes in music.

Aims

- Learn key phrases for discussing music.
- Listen to a conversation about music.
- Practise discussing music.

Warm-up (3–4 minutes)

- With books closed, ask students what types of music they like. Elicit ideas and write vocabulary for types of music on the board.
- Focus on the words on the board. Ask students to discuss in pairs which of the types of music they like, dislike, or haven't listened to.
- Ask some students to report back to the class on what they learnt about their partner.

Exercise 1

- Students work in pairs to decide which words aren't types of music.

ANSWERS

stone, yellows, dirt

Exercise 2 2.33 Tapescript page T136

- Play the CD and ask students to listen and note down which types of music are mentioned.

ANSWERS

Jake likes rock, pop and punk. Jake's dad likes blues.

Exercise 3 2.33

- Read through the key phrases with the class. Model pronunciation of *lyrics* /ˈlɪrɪks/.
- Allow students time to read the questions and possible answers.
- Play the CD again. Students listen and choose the correct answers.

ANSWERS

1 c
2 a
3 b
4 b
5 a

Exercise 4 2.34 Tapescript page T137

- In a **weaker class**, remind students that an adjective describes a person or a thing. Give several examples.
- Students listen and write the adjectives that they hear.
- Check answers. In a **stronger class**, play the CD again and ask students to identify other parts of speech, e.g. verbs or nouns.

ANSWERS

1 boring **2** shocked **3** frightened **4** embarrassed
5 annoying **6** interesting

Exercise 5 2.35

- Students listen and read. Tell them to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak. If necessary, play the CD again, pausing for students to listen and repeat.
- Put students into pairs to practise the dialogue.
- Ask them to swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

Exercise 6

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

Tell students that they are going to plan a music concert for their town or city. Ask students to work individually and choose three singers or bands who they think should play, and what type of music they play.

Put students into groups of three or four. Tell them they are going to discuss their ideas and explain to each other why they have chosen particular bands or singers. The group must then choose three bands or singers for their concert. Tell them that the bands and singers they choose should not all play the same type of music.

Remind students to use the key phrases in exercise 3. Tell them they should agree and disagree with each other, and express their opinions about music.

Monitor while students are working and make sure that they are using the key phrases correctly.

When students are ready, they can present the line-up for their concert to the class, giving their reasons for their choices. The class could vote for the best concert overall.

Sense of initiative and entrepreneurship

This activity will encourage teamwork, the management of personal resources, and social skills such as cooperation and negotiation.

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EXTRA LISTENING AND SPEAKING ■ Doing an interview

I can interview an election candidate.

6

Aims

- Learn key phrases for doing an interview.
- Listen to an interview with a political candidate.
- Practise doing an interview.

Warm-up (2–3 minutes)

- Focus on the photograph and ask: *Who do you think these people are?* Elicit or explain that they are members of a youth parliament.
- Ask: *What do you think a youth parliament is? What does it do? Is it useful? Is there anything like this in your country?* Elicit a variety of ideas.

Background

The UKYP (UK Youth Parliament) was set up in 1999. There are currently 600 elected members of the youth parliament, from all over Britain. They meet locally and nationally to discuss issues that are important to young people. They also meet with members of the UK parliament to put their ideas across and represent the views of young people to the government.

Exercise 1

- Students can work individually to match ideas with topics. Ask which idea they think is most important.

ANSWERS

1 public transport 2 health 3 jobs

Exercise 2 3.09 Tapescript page T137

- Play the CD for students to listen and then ask the questions to the whole class.

ANSWERS

UKYP stands for the United Kingdom Youth Parliament.
Boris mentions public transport and the environment.

Exercise 3 3.09

- Allow time for students to read the questions. Students listen and choose the correct answers.

ANSWERS

1 c 2 c 3 a 4 a 5 b

Exercise 4 3.10

- Write *UKYP* on the board and elicit that it is an acronym (in a **weaker class**, just elicit the concept, in a **stronger class**, you may wish to teach the word).
- Elicit other common acronyms that students are familiar with.
- Students listen and write the letters that they hear.
- Check answers. Then put students into pairs to discuss what the letters mean. Elicit answers from the class.

ANSWERS

1 the UN (United Nations)
2 the EU (European Union)
3 the USA (United States of America)
4 IT (Information Technology)
5 the BBC (British Broadcasting Corporation)
6 the UAE (United Arab Emirates)

Exercise 5 3.11

- Tell students to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak.
- Put students into pairs to practise the dialogue.
- Ask them to swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

Exercise 6

- Students work in pairs to prepare their own interviews.
- Students practise their interviews in pairs, then swap roles and practise again.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

Tell students they are going to have a political debate and vote for a member of a youth parliament. Refer students back to the topics in exercise 1 and ask them to choose the three that they are most interested in. Write these on the board.

Ask for three volunteers to be candidates, or choose three strong students. Allow the three candidates to each choose two helpers to help them prepare their ideas.

Put the rest of the class into pairs to prepare questions for the candidates.

After a few minutes, ask the three candidates to come to the front of the class. Their helpers now join the audience and can also ask questions.

Explain to students that they are going to ask the candidates questions. Then they are going to vote for the candidate who gave the best answers.

Students ask questions. All three candidates should answer each question. When students have run out of questions, ask the class to vote to choose the best candidate.

Ask some students to explain who they voted for and why.

Cultural awareness and expression, Social and civic competences

This activity will help your students express their own creativity in an appropriate way. It will also encourage them to interact in a cooperative manner.

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+ EXTRA LISTENING AND SPEAKING ● Doing an interview

I can interview an election candidate.

6

1 Match ideas 1–3 with three of the topics in the box.

health public transport education environment jobs

1 lower the price of train tickets
2 build gyms and sports centres
3 raise salaries for young people

2 3.09 Listen to an interview with Boris. What is the UKYP? Which ideas in exercise 1 does Boris mention?

3 3.09 EGZAMIN Study the key phrases. Then listen to the interview again and choose the correct answers (1–5).

KEY PHRASES ○ Interviewing an election candidate

Can I ask you some questions about ...
What do you feel strongly about?
I see. In that case, ...
What changes would you make?
How would that improve things?
I see what you mean, but ...
My final question is this: ...

1 Boris says that he ___ interested in politics.
a 's only b isn't really
c isn't only
2 The UKYP wants to improve life for ...
a everyone in the UK.
b all people in Europe.
c all young British people.
3 Boris says that young people don't use the buses and trains because ...
a they're too expensive.
b of the effect on the environment.
c their parents drive them everywhere.
4 Boris thinks there should be more buses in ...
a the countryside. b cities.
c both the countryside and cities.
5 Boris thinks he'll be a good candidate because he's ...
a optimistic. b reliable.
c successful.

4 3.10 Listen and write the letters you hear. Do you know what the abbreviations stand for?

5 3.11 Listen. Then practise the dialogue.

Interviewer Can I ask you some questions about your policies? What do you feel strongly about?
Caitlin Education, because young people won't be successful unless they get a good education.
Interviewer I see. In that case, what changes would you make?
Caitlin I'd spend more money on IT in schools and I'd make sure there's a computer for every student.
Interviewer How would that improve things?
Caitlin Students would get the latest information from the internet and wouldn't use books.
Interviewer My final question is this: what makes you a good election candidate?
Caitlin I get on well with different types of people and I'm good at communicating.

6 ACTIVATE Imagine that you're an election candidate. Prepare answers to the questions in blue in exercise 5 using the topics in exercise 1 or your own ideas. Then practise your new interview with a partner.

Życie społeczne • **Rozumienie ze słuchu** *Wielokrotny wybór*

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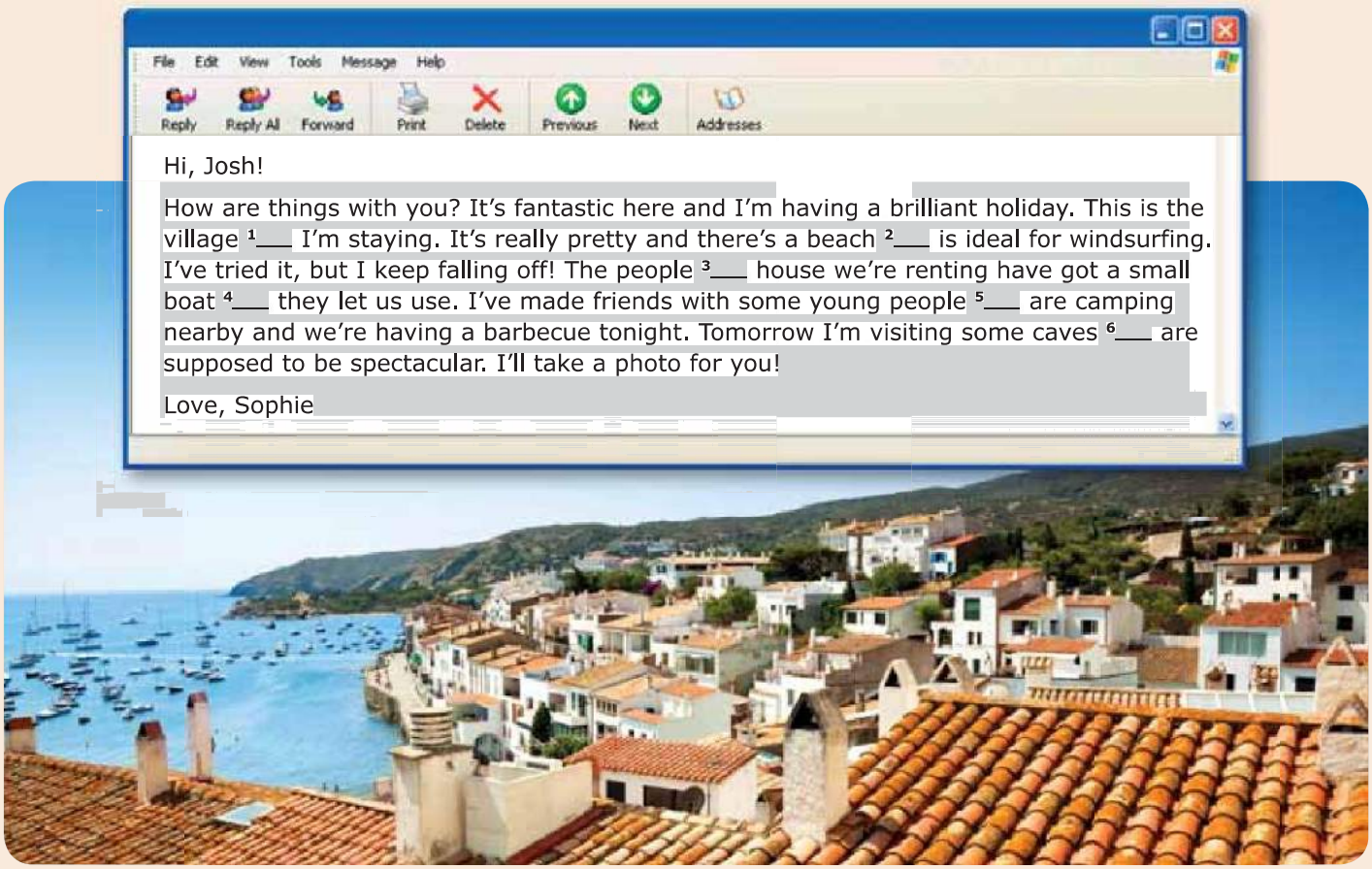
+ EXTRA LISTENING AND SPEAKING ● Telling an interesting story

I can understand and tell a story.

7

1 Complete the email with *who*, *which*, *where* or *whose*.



2 3.24 **Listen to a conversation between Natalie and Lee. Where has Natalie been? Where's Lee going?**

3 3.24 **Study the key phrases. Then listen to the conversation again and answer the questions (1–6).**

KEY PHRASES ○ Telling a story

That reminds me.
You'll never guess what happened.
Guess who ...
No way!
Honestly! It was him / her.
You mean to say you actually ... ?

1 What was the weather like in the UK while Natalie was away?
2 What sports did she do on holiday?
3 Where did Natalie see Rafael Nadal?
4 What was he like?
5 What language did Natalie and Rafael speak? Why?
6 Which places did he talk about?

4 3.25 **Listen. Then practise the dialogue.**

Lydia You'll never guess what happened to me the other day while I was going to London.
Mike What?
Lydia Well, I was on the train and I was buying something to eat. Anyway, guess who stood next to me.
Mike I've got no idea.
Lydia Alesha Dixon, the pop star!
Mike No way!
Lydia Honestly! It was her. She was really friendly and interesting.
Mike You mean to say you actually spoke to her?
Lydia Yes, we chatted a bit about her music.
Mike Then what happened?
Lydia She said, 'Have a good time in London.'

5 ACTIVATE **Change the words in blue in exercise 4 using your own ideas. Then practise your new dialogue with a partner.**

Podróżowanie i turystyka

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EXTRA LISTENING AND SPEAKING ■ Telling an interesting story

I can understand and tell a story.

Aims

- Learn key phrases for telling an interesting story.
- Listen to a conversation in which someone tells an interesting story.
- Practise telling an interesting story.

Warm-up (3–4 minutes)

- With books closed, ask: *Where did you go on holiday this year? What did you do? Did anything interesting happen?*
- Elicit some answers from individual students and then put students into pairs to talk about their holidays.
- Ask some students to report back to the class on what they learnt about their partner.

Exercise 1

- Students work in pairs to read the email and complete it with the correct relative pronouns. In a **weaker class**, tell students to underline the things that the relative pronouns refer to.
- In a **stronger class**, ask students whether the clauses with *who*, *which*, *where* and *whose* are defining or non-defining (all are defining), then ask which of the pronouns can be replaced with *that* (*who* and *which*).

ANSWERS

1 where
2 which
3 whose
4 which
5 who
6 which

Exercise 2 3.24 Tapescript page T137

- Play the CD for students to listen.
- Ask the questions to the whole class.

ANSWERS

Natalie has just been to Majorca. Lee is going to Ibiza.

Exercise 3 3.24

- Read through the key phrases with the class. In a **weaker class**, discuss the meaning and function and make sure everyone understands them. If necessary, play the conversation again for students to listen and pick them out.
- Allow students time to read the questions.
- Play the CD again. Students listen and answer the questions individually, then compare their answers in pairs.

ANSWERS

1 It was cool and cloudy.
2 She went swimming and played tennis.
3 She saw Rafael Nadal on the plane.
4 He was really polite and friendly.
5 They spoke English because she doesn't speak Spanish very well.
6 He talked about the Caves of Drach in Majorca.

Exercise 4 3.25

- Students listen and read. Tell them to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak. If necessary, play the CD again, pausing for students to listen and repeat.
- Put students into pairs to practise the dialogue. Remind them to speak with feeling, and to try to sound excited or surprised.
- Ask them to swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

Exercise 5

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

Tell students they are going to imagine that they are Lee and that they have just come back from Ibiza. Tell students they have had a very exciting time and they want to tell their friends all about it.

Ask students to prepare their ideas individually about what happened, what they did and who they met. Tell them to make their story as interesting as possible.

Put students into groups of four. Tell them they are going to tell their story about their holiday in turn. They will then decide which story is the most interesting. Refer students back to the key phrases in exercise 3 and tell them to use these phrases to make their story as interesting as possible.

Students work in their groups, telling their stories and then deciding on the most interesting. Monitor while students are working to make sure they use the key phrases correctly.

When students have finished, ask each group to say which story they chose as the most interesting and why.

Cultural awareness and expression, Social and civic competences

This activity will help students to express their own creativity in an appropriate way. It will also help them to interact in a cooperative manner.

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EXTRA LISTENING AND SPEAKING ■ Dealing with money

I can pay for things and check the change.

Aims

- Learn key phrases for dealing with money.
- Listen to two conversations in which people deal with money.
- Practise dealing with money.

Warm-up (2–3 minutes)

- With books closed, ask: *What currency is used in the UK?* (pounds and pence). To revise prices, write a few examples on the board and ask students to say them aloud, e.g. *£4.99, £7.50, £6.48.*
- Ask students what problems you can have when you pay for things in a shop. Elicit a range of ideas.
- Tell students they are going to practise dealing with money.

Exercise 1

- Focus on the price lists and ask students where they think the lists are from. Elicit a range of ideas, but don't confirm or reject any at this stage.
- Practise saying the prices and elicit which English-speaking country uses euros. (The Republic of Ireland)

ANSWERS

A newsagent's **B** grocer's **C** café

Exercise 2 3.38 Tapescript page T137

- Read the problems with the class. Explain *total* and *change* if necessary.
- Students listen and identify the problem for each dialogue and the price list that is mentioned. With a **weaker class**, you could play the CD once for students to match the price lists and again for them to identify the problem.
- Check answers. Confirm locations of the conversations.

ANSWERS

Dialogue 1: The assistant calculates the total wrongly; C
Dialogue 2: The assistant gives too much change; A

Exercise 3 3.38

- Read through the key phrases with the class.
- Ask students to translate them into their own language.
- Play the CD again and ask students to compare their answers in pairs and then check answers with the class.

ANSWERS

1 The first customer orders three large hot chocolates and one small hot chocolate, plus four muffins.
2 She is going to sit by the window.
3 She tells her not to worry and says we all make mistakes.
4 He couldn't see a motor racing magazine.
5 The assistant explains that she is exhausted today.

Exercise 4 3.39

- Students listen and write the prices.
- Check answers and then play the CD again for students to listen and repeat.

ANSWERS

1 £19.87
2 4 euros 45 cents
3 £3.62 a kilo
4 39p
5 64 dollars and 56 cents

Exercise 5 3.40

- Students listen and read. Elicit the mistake that the assistant has made (the assistant calculates the total wrongly).
- If necessary, play the CD again, pausing for students to listen and repeat. Tell them to listen carefully for pronunciation and sentence stress, and try to reproduce a natural delivery when they speak.
- Put students into pairs to practise the dialogue.
- Ask them to swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

Exercise 6

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again. With a **stronger class**, encourage students to adapt the scenario and create new dialogues reflecting the other two situations given in exercise 2.
- Ask a few pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Communication

Ask students to work in pairs and prepare their own price list for a café or shop. Tell them to include at least six items on their list, with different prices. Their prices can be in pounds, euros or dollars.

Ask them to study the key phrases in exercise 3 and the dialogue in exercise 5 and then close their books.

Ask them to work in their pairs and use their price list to take turns to buy things and make mistakes with money. Tell them to try and make their conversations as natural as possible.

Monitor while students are working to make sure they are using the key phrases correctly.

Students could swap price lists with a different pair and practise again using the different list.

Communicative competence, Social and civic competences

This activity will help your students to use language conventions appropriate to the situation. It will also help them interact in a cooperative manner.

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+ EXTRA LISTENING AND SPEAKING ● Dealing with money

8

I can pay for things and check the change.

1 Look at the price lists A–C. Where do you think they are from?

2 3.38 Read problems 1–3. Then listen to two dialogues. For each dialogue say what the problem is, and which price list from exercise 1 is mentioned.

1 The assistant calculates the total wrongly.
2 The customer hasn't got enough money.
3 The assistant gives too much change.

3 3.38 Study the key phrases. Then listen again and answer the questions (1–5).

KEY PHRASES ○ Paying for things

I make that ...
I'm terribly sorry.
Not to worry.
I owe you ...
I think you've given me too much change.

1 What does the first customer order?
2 Where is the first customer going to sit?
3 What does she say when the assistant apologizes?
4 What couldn't the second customer see?
5 What excuse does the second assistant make?

A

Magazines & Newspapers	See individual prices
Stamps	31p, 39p
Phonecard (UK & International)	£5, £10, £20
Envelopes	£1.20 per packet

B

oranges	6 for €1.50
apples	8 for €1.49
melon	€1.49 each
pineapple	€1.80 each

C

	small	large
Hot chocolate	£1.75	£2.50
Coffee	£1.50	£2.25
Tea	£1.40	£1.90
Apple juice	80p	£1.50
Muffins, cookies	£1.00 each	
Sandwiches	£2.50 each	

4 3.39 Listen to the sentences and write the prices you hear.

5 3.40 Listen. Then practise the dialogue. What mistake has the assistant made?

Customer A melon and three oranges, please.
Assistant Anything else?
Customer No, that's everything, thanks.
Assistant OK, that's €2.44, please.
Customer Here you are.
Assistant And 56 cents change.
Customer Excuse me, I think you've overcharged me.
Assistant Let's see. €1.49 for the melon, and 75 cents for the oranges.
Customer I make that €2.24.
Assistant Oh yes, you're quite right. So I owe you 20 cents. I'm terribly sorry.
Customer Not to worry.

6 ACTIVATE Change the words in blue in exercise 5 using the information in exercise 1 or your own ideas. Then practise your new dialogue with a partner.

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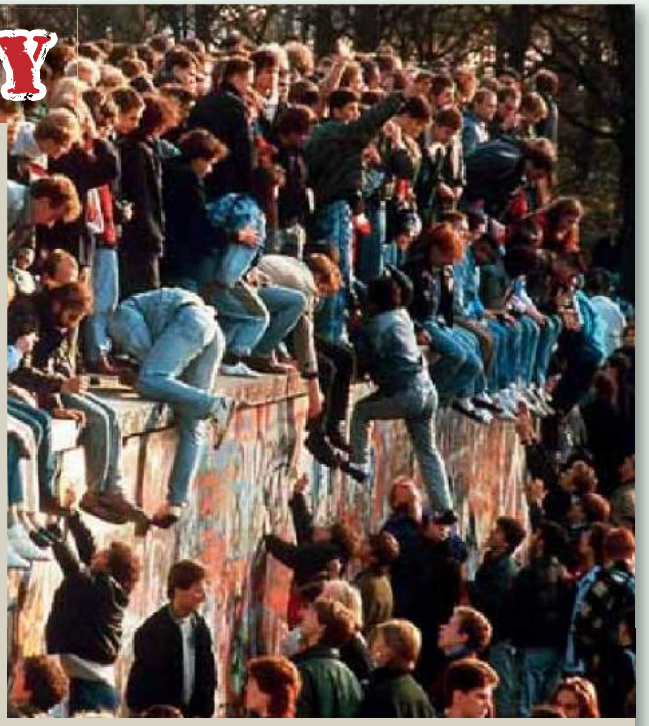
✚ CURRICULUM EXTRA ● History: The Berlin Wall

I can understand people talking about their personal experiences of the Berlin Wall.

A DIVIDED CITY



In 1949, after the Second World War, Germany was divided into two countries: West Germany and East Germany. Berlin was the largest city and it was also divided into West Berlin and East Berlin. The [1]___ was higher in West Germany and West Berlin, so many people who were living in East Germany chose to move. By 1961, around 20% of the population of East Germany had left for a better life, either in West Germany or West Berlin.

The East German Government wanted to stop so many people leaving the country. They had already closed the main [2]___ with West Germany, but on 13th August 1961, they installed a temporary [3]___ between West Berlin and East Berlin. Days later, the East German army built a permanent [4]___ wall there – the Berlin Wall. People who were living in East Berlin weren't allowed to travel to the West, or to have any contact with people living there.

For twenty-eight years, people living in the East and West had completely separate lives. Life in East Germany was hard. There were food [5]___ and the secret police monitored people's lives. During this time, around 5,000 people escaped from East to West Berlin. However, [6]___ killed around 100 people as they were trying to get over the wall.

By 1989, other countries had begun to open their borders between Eastern and Western Europe. On 9th November 1989, the East German Government allowed people to cross the wall into West Berlin. Thousands of people heard the news and came to the wall, where they met friends and family who they hadn't seen for years. Many people started to pull down the wall in a celebration of the [7]___ of their city.

1 **Check the meaning of the words in the box. Then complete the text.**

barbed wire fence border reunification
guards standard of living concrete
shortages

2 1.19 **Read and listen to the text. Check your answers to exercise 1.**

3 **Read the text again and answer the questions.**

1 How was Berlin similar to Germany in 1949?
2 Why did many people in East Germany want to move to the West?
3 What did the East German Government do in 1961 to stop people leaving?
4 Why did people in East Germany have less privacy than people in the West?
5 How many people escaped from East to West Berlin?
6 When did the Berlin Wall open?
7 What did some people do when it opened?

4 1.20 **Listen to two people talking about their experiences. Who used to live in East Berlin? Listen again and complete the sentences with *L* (Liesel) or *H* (Hans).**

1 ___ lived in West Berlin.
2 ___ used to have a job in West Berlin.
3 ___ had relatives on the other side of the wall.
4 ___ wanted to move.
5 ___ has got a piece of the Berlin Wall.
6 ___ knew someone who escaped over the wall.
7 ___ never crossed the border until the wall opened.

5 **ACTIVATE** **Imagine that your town, city or country is divided by a wall. Complete the sentences with your own ideas.**

1 When I saw them building the wall, I felt ___.
2 I tried to ___, but ___.
3 Before they built the wall, people used to ___.
4 My family was affected because ___.
5 Things are different now because ___.

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CURRICULUM EXTRA ● History: The Berlin Wall

I can understand people talking about their personal experiences of the Berlin Wall.

1

Aims

- Read about the Berlin Wall.
- Listen to personal accounts of the Berlin Wall.
- Imagine life with a dividing wall in your country.

Warm-up (2–3 minutes)

- Focus on the photo on page 104 and elicit that it shows the Berlin Wall.
- Ask students what they know about the Berlin Wall. Point out or elicit that the photo is from the fall of the wall. Elicit facts that students know and then ask: *What do you think life was like for people when the wall was there? How do you think people felt when the wall came down?* Elicit some ideas and encourage students to express their opinions.

Exercise 1

- Students use their dictionaries to check the meaning of the words. In a **weaker class**, check and discuss the words before students do the task.
- Tell students to read the text quickly and complete it with the missing words. Tell them not to worry at this stage if they don't understand everything in the text.

Exercise 2 1.19

- If necessary, pre-teach *temporary*, *permanent*, *monitor* and *pull down*.

ANSWERS

1 standard of living
2 border
3 barbed wire fence
4 concrete
5 shortages
6 guards
7 reunification

Exercise 3

- Students read the text again and answer the questions. In a **weaker class**, tell students to underline the parts of the text that contain the answers, so that they can refer to them quickly when checking answers.
- In a **stronger class**, encourage students to give full answers and ask them to use their own words.
- Allow students to compare answers in pairs before you check answers with the class.

POSSIBLE ANSWERS

1 Both Berlin and Germany were divided into West and East regions in 1949.
2 People wanted to move because the standard of living in West Germany was higher.
3 The East German Government built a permanent concrete wall to separate West and East in 1961.
4 They had less privacy because secret police monitored people.
5 About 5,000 people escaped from East to West Berlin.
6 The Berlin Wall opened on 9th November 1989.
7 Some people started to pull down the wall in celebration.

Exercise 4 1.20 Tapescript page T139

- Tell students they are going to listen to Liesel and Hans, talking about the Berlin Wall. Ask them to listen and answer the gist question.
- In a **stronger class**, allow students time to read the sentences before the first listening, and encourage them to make notes which they can confirm when they listen again.
- Students listen again and complete the sentences. In a **weaker class**, ask whether students want to listen again before comparing answers in pairs.

ANSWERS

1 L 2 H 3 L 4 H 5 L 6 H 7 H
Hans used to live in East Berlin.

Exercise 5

- In a **weaker class**, read the sentences together and share some ideas before students complete the sentences with their own ideas.
- Put students into groups of three or four to compare their ideas and discuss what life would be like in their imagined situation.
- Ask some students to report back to the class on their discussions.

ANSWERS

Students' own answers.

Optional activity: Writing

For homework, ask students to imagine that they are Hans or Liesel. Ask them to write a diary entry for the day that the wall came down. Tell them they should write about how they heard the news, what they did, what was happening in the streets and how they felt.

In the next lesson, pin the diary entries around the classroom and ask students to read them. Ask them which ones they think are best and why.

Cultural awareness and expression

This activity will help promote an understanding of the contribution of others to the cultural heritage of a country. It will also help students express their own creativity in an appropriate way.

More practice

Cross-curricular extension, Online Teacher's Photocopiable Resources

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CURRICULUM EXTRA ● Language and literature: The realist novel

I can understand an extract from a novel.

Aims

- Read about realist novels.
- Read the beginning of *Pride and Prejudice* by Jane Austen.
- Talk about famous novelists from your country.

Warm-up (2–3 minutes)

- Ask students what type of novels they like reading and what their favourite novel is. Elicit some ideas, and try to elicit words for types of novel, e.g. *adventure novel, science fiction novel, romantic novel*.
- Write *realist novel* on the board and ask students what they think it means. Elicit some ideas, but don't confirm or reject anything at this stage.

Exercise 1

- Teach or elicit the word *century*, and practise saying some dates. Focus students on the photo and elicit guesses about the era in which the novel is set. Encourage students to talk about the things they can see in the photo, e.g. the clothes, the hairstyles, the carriage in the background.
- Tell students to read the paragraph, and check their guesses. Find out if anyone has heard of Jane Austen, read any of her books, or seen any of the TV or film adaptations.

ANSWER

It is set in the 19th century.

Exercise 2 1.33

- Tell students they are going to read the first few paragraphs of *Pride and Prejudice*.
- Students listen and read. Encourage them to listen for general understanding, and to find the answer to the question. Play the CD twice if necessary.
- Ask students to discuss the answer to the question in pairs and then check their answers.

ANSWERS

She has news that a very rich young man who is single will be renting Netherfield Park (an expensive house in the neighbourhood).

Exercise 3

- Students read the text again and decide if the sentences are true or false. Remind them to correct the false sentences.
- Ask students to compare their answers in pairs before you check with the class.

ANSWERS

1 True.
2 True.
3 False. Netherfield Park is the finest house in the area.
4 False. His servants will be arriving by the end of the week and Bingley will arrive soon afterwards.
5 True.
6 False. Mrs Bennet hopes that Bingley will marry one of their daughters.

Exercise 4

- In a **weaker class**, brainstorm famous novelists as a class. If students don't have much knowledge of literature, do the whole activity together. Alternatively, ask students to think of famous modern novelists they are familiar with.
- Allow time for students to prepare their ideas individually.
- Put students into pairs to discuss novelists from their country.
- Ask some students to report back on their discussions and share knowledge about the novels.
- In a **stronger class**, ask students to research one of their country's novelists for homework, and present their findings to the class in a future lesson.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Focus on the text again and ask students what they think about the style. Elicit that it is written in a formal, literary style. Write these words on the board.

1 not married (x2)
2 a very large amount of money
3 owning
4 needing
5 living nearby
6 extremely happy

Ask students to look at the text again and find words or expressions in the text with the meanings of the words on the board.

Check answers with the class.

ANSWERS

1 unmarried, single
2 a fortune
3 in possession of
4 in need of
5 surrounding
6 delighted

Communicative competence

This activity will help your students understand the way language is structured.

More practice

Cross-curricular extension, Online Teacher's Photocopiable Resources

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✚ CURRICULUM EXTRA ■ Language and literature: The realist novel

2

I can understand an extract from a novel.

1 Look at the photo from a film adaptation of an English novel. In which period of history do you think the novel is set? Why? Then read the paragraph below and check.

Realist novels describe fictional people and events in real places during particular periods of history. They give the reader a realistic picture of society at that time. *Pride and Prejudice* is a realist novel set in the south of England in the early 19th century. It describes the relationships of the Bennet sisters. Its author, Jane Austen, was one of the most famous English realist novelists.

2 1.33 Read and listen to the text. What is Mrs Bennet's news?

3 Read the text again and write *true* or *false*. Correct the false sentences.

1 Families with unmarried daughters consider men with a lot of money as good future husbands.
2 Mr Bennet doesn't know who is moving in to Netherfield Park.
3 The Bennets' house is finer than Netherfield Park.
4 Bingley and his servants are arriving on Monday.
5 Mrs Bennet is pleased that the young man is going to live in Netherfield Park.
6 All the Bennet girls are married.

4 ACTIVATE Think about a famous novelist from your country. Answer questions 1–4.

1 What are his / her most famous novels?
2 What period of history are his / her novels set in?
3 What sort of people did he / she write about?
4 What sort of things happen in his / her novels?

Pride and Prejudice by Jane Austen

It is a truth well known to all the world that an unmarried man in possession of a large fortune must be in need of a wife. And when such a man comes to a neighbourhood, even if nothing is known about his feelings or opinions, this truth is so clear to the surrounding families, that they think of him immediately as the future husband of one of their daughters.

'My dear Mr Bennet,' said Mrs Bennet to her husband one day. 'Have you heard that someone is going to rent Netherfield Park at last?'

'No, Mrs Bennet, I haven't,' said her husband.

'Don't you want to know who is renting it?' cried Mrs Bennet impatiently.

'You want to tell me, and I don't mind listening.'

Mrs Bennet needed no more encouragement. 'Well, my dear, I hear that he's a very rich young man from the north of England. It seems he came to see Netherfield on Monday and was so delighted with it that he arranged to rent it immediately. Of course, it is the finest house in the area with the largest gardens. His servants will be here by the end of the week, and he will be arriving soon afterwards!'

'What is his name?' asked Mr Bennet.

'Bingley.'

'Is he married or single?'

'Oh, single my dear, of course. A single man of large fortune – he has an income of four or five thousand pounds a year. How wonderful for our girls!'

'Why? How can it affect them?' Mr Bennet asked.

'My dear Mr Bennet, how can you be so annoying? You must realize that I'm thinking of his marrying one of our daughters!'

Kultura

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✚ CURRICULUM EXTRA ● Biology: Healthy eating

3

I can talk about healthy eating.

1 Match definitions 1–5 with the words in blue in the text.

1 Made from milk.
2 Made in a factory.
3 Groups of cells of particular types.
4 Information which proves something.
5 The part of food we don't digest.

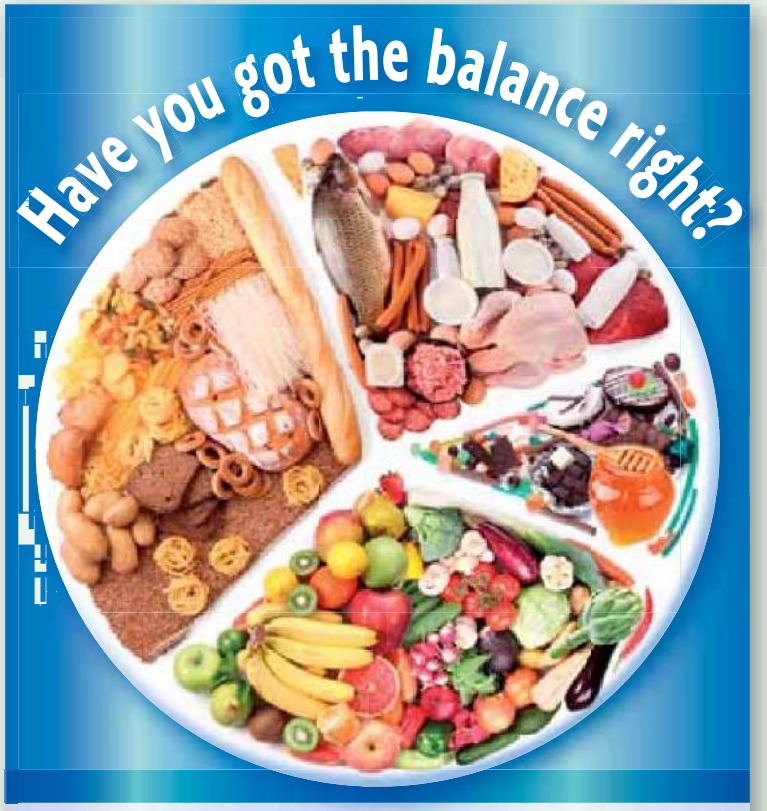
2 2.06 Read and listen to the text. How does healthy eating affect our lives?

3 EGZAMIN Read the text again and choose the correct answers.

1 A healthy diet can ...
  a help to prevent heart disease.
  b increase the risk of depression.
  c reduce the need for exercise.
2 What type of food is the main source of vitamins?
  a Oily fish.
  b Carbohydrates.
  c Fruit and vegetables.
3 We need around ___ of our daily diet to be protein.
  a one third
  b 15%
  c five portions
4 Why do we need oily fish or nuts in our diet?
  a To provide calories.
  b To absorb vitamins.
  c To increase cholesterol levels.
5 Which fats are not good for us?
  a Saturated fats.
  b Unsaturated fats.
  c Omega-3 fatty acids.
6 What has the most influence on the way we feel?
  a The type of food we eat.
  b Eating regular meals.
  c Eating breakfast every day.

4 ACTIVATE Complete the sentences about your diet. Discuss how healthy or unhealthy your diet is. What should you change?

1 I eat a lot of ___ and ___.
2 I never eat ___ or ___.
3 My favourite foods are ___ and ___.
4 I have at least ___ snacks a day.
5 I ___ eat regular meals.



Healthy eating really does keep the doctor away and it may also help us feel better. A balanced diet along with regular exercise can reduce the risk of illnesses such as heart disease, diabetes and perhaps even depression. The human body needs three essential types of nutrient – protein, fat and carbohydrates – as well as fibre, vitamins and minerals. The key to healthy eating is getting the balance right between the different types of food. The perfect balance is to eat plenty of fruit, vegetables and carbohydrates, some dairy foods, meat and fish, but to go easy on the fats and sugars.

Nutritionists say we should eat at least five portions of fruit and vegetables a day to get all the vitamins and minerals we need. These also provide fibre which helps us digest our food and control our weight. Carbohydrates, such as bread, pasta and potatoes, provide calories and other nutrients and should make up at least a third of our diet. While protein is essential for building and repairing tissues, it only needs to make up about 15% of an adult diet. The body needs fat to absorb some vitamins, and some fats like omega-3 fatty acids are essential for the brain and may even help learning. Foods rich in unsaturated fats, such as oily fish and nuts, are better than saturated animal fats which increase harmful cholesterol levels in our blood. Processed foods are particularly unhealthy because they are full of fats, sugar and salt and are very high in calories.

So far, there is little evidence to show that the type of food we eat affects our mood. But studies show that eating three meals a day affects the way we feel. Scientists believe that eating breakfast regularly is even more important. Studies show that it improves our mood and memory, gives us more energy and helps us to feel more relaxed. So if you want to feel good throughout the day, don't miss your breakfast!

Żywienie, Zdrowie • **Rozumienie tekstów pisanych** *Wielokrotny wybór*

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CURRICULUM EXTRA ● Biology: Healthy eating

I can talk about healthy eating.

3

Aims

- Learn vocabulary to do with nutrition and healthy eating.
- Read a text about healthy eating.
- Talk about diet and ways it could be improved.

Warm-up (3–4 minutes)

- With books closed, write *An apple a day keeps the doctor away* on the board. Explain that this is an old proverb and ask students what they think it means.
- Elicit that the proverb is not meant literally, but suggests that if we eat healthy foods like fruit, we will not get ill.
- Ask students whether they think their diets are healthy. Do they think about what they eat?
- Elicit examples of healthy and unhealthy foods.

Exercise 1

- Students match the definitions with the highlighted words. Allow students to use their dictionaries if necessary.
- Check answers with the class.

ANSWERS

1 dairy
2 processed
3 tissues
4 evidence
5 fibre

Exercise 2 2.06

- Students listen and read. Ask the question to the whole class.

ANSWER

Healthy eating affects our physical and mental health. It can reduce the risk of serious illnesses such as heart disease, diabetes and possibly also mental illness like depression. Eating regular meals can help with energy, as well as mood and memory.

Exercise 3

- Tell students to read the questions and multiple-choice answers.
- In a **weaker class**, encourage students to reread the text carefully and underline the parts of the text that contain the answers, so that they can find them again easily. When comparing answers with a partner, they can refer back to the text extracts, and check that they have understood the question and the text correctly.
- In a **stronger class**, they can make notes based on their first reading of the text. Then they read the text again, and confirm or correct their answers.
- Remind students to look carefully at the whole question, and watch out for little words or negatives that change the meaning of the sentences e.g. question 5 (*Which fats are not good for us?*).
- Students read the text again and answer the questions.

ANSWERS

1 a 2 c 3 b 4 b 5 a 6 c

Exercise 4

- In a **weaker class**, read the sentences together and establish the type of words that are required (foods, number, adverb of frequency).
- Students complete the sentences individually, before comparing answers and discussing the questions with a partner. In a **stronger class**, encourage students to give reasons for their answers and examples where possible.
- Ask some students to report back to the class on whether they think their diet is healthy. Share suggestions for things students can do to improve their eating habits.

ANSWERS

Students' own answers.

Optional activity: Writing

For homework, ask students to keep a food diary for a week, in which they write down everything they eat.

If this may be a sensitive topic for some students, emphasize that they do not have to share the contents of the diary with their classmates.

At the end of the week, the students compare their food diary with the answers that they wrote in exercise 4. Did they have a realistic impression of their diet? Is there anything that surprised them?

Ask students to think of three ways they can improve their diet and health generally. Encourage them to write four health resolutions, and stick to them.

In a future class, ask students to report back on their resolutions. Was it difficult to change? Have they improved their habits? How do they feel about their health? Emphasize that diet and lifestyle are different for each individual, and we all make our own choices, but we can all make improvements!

Sense of initiative and entrepreneurship

This activity will help your students use their own initiative and decision-making skills during the planning, organization and management of their work.

More practice

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CURRICULUM EXTRA ● Physics and chemistry: Satellites and spacecraft

I can talk about the future of space travel and exploration.

4

Aims

- Learn vocabulary for satellites and spacecraft.
- Read a text about satellites and spacecraft.
- Talk about what things will be possible in the future.

Warm-up (2–3 minutes)

- With books closed, draw a large circle on the board and label it *Earth*. Check that students understand the meaning, then point to the area around it and ask: *What is this?* (space).
- Ask: *What is there in space?* Elicit students' ideas. Ask: *Would you like to travel into space? Why?* Elicit ideas. Encourage students to join in and give their opinions.

Exercise 1

- Students use their dictionaries to check the meaning of the words and match the words with the photos.
- In a **stronger class**, ask students to use the photos and the context to work out the meaning of the words. Point out that a word like *weightlessness* looks complicated, but they can figure out what it means by breaking it down into three parts: *weight* (a familiar word), *-less* (a negative suffix), *-ness* (a noun suffix).

ANSWERS

A weightlessness
B space station
C space shuttle
D satellite
E Earth

Exercise 2 2.21

- Ask students to read the text quickly and complete it with the words they have just learnt.
- Students listen, read and check their answers.

ANSWERS

1 satellite
2 Earth
3 space station
4 space shuttle
5 weightlessness

Exercise 3

- Students read the text again and decide if the sentences are true or false. Remind them to correct the false sentences.
- Check answers with the class.

ANSWERS

1 True.
2 False. *Sputnik 1* was the first artificial satellite.
3 True.
4 False. Teams of researchers have lived in space continuously since November 2000.
5 False. Charles Simonyi has visited space twice.
6 False. Sub-orbital spacecraft reach the boundaries of space.
7 True.

Exercise 4

- Allow students time to read the sentences and prepare their ideas.
- Put students into pairs or small groups to discuss the sentences.
- Ask some students to report back on their discussions, paying attention to the use of tenses.
- Conduct a class discussion if there are interesting differences of opinion. Encourage students to join in by expressing their opinions and agreeing and disagreeing with each other.

ANSWERS

Students' own answers.

Optional activity: Writing

Ask students to imagine that they are space tourists on a sub-orbital or orbital spacecraft. Ask: *What can you see? How do you feel? What's it like to experience weightlessness?* Elicit ideas and write useful vocabulary on the board.

Ask students to write an email home describing their trip into space and explaining what it feels like to be one hundred kilometres above the Earth.

Put students into groups of four and ask them to read their emails to each other and choose the one which best conveys the feeling of being in space.

Ask each group to read their chosen email to the class.

Cultural awareness and expression

This activity will help students express their own creativity in an appropriate way.

More practice

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✚ CURRICULUM EXTRA ■ Physics and chemistry: Satellites and spacecraft

4

I can talk about the future of space travel and exploration.

1 Check the meaning of the words in the box. Then match them with A–E in the photos.

space station weightlessness
space shuttle Earth satellite

Out of this world

A [1]___ is an object that orbits another object in space. There are natural satellites like the moon, which orbits [2]___, and there are also artificial satellites. Artificial satellites are man-made objects which are sent into space. In 1957, the Soviet Union launched the first artificial satellite, *Sputnik 1*, and today there are about three thousand artificial satellites in orbit around Earth. We use them to transmit phone calls and TV signals across the world, to navigate journeys, to forecast the weather, and to study the universe.

The largest artificial satellite in orbit is the International [3]___ or ISS. The American [4]___ started taking material into space to build the ISS there in the late 1990s, and different teams of researchers have lived there continuously since November 2000. The ISS was also the destination of the world's first space tourists. One of them, the Hungarian-American billionaire Charles Simonyi, enjoyed the visit so much that he paid $35 million for a second trip. During his visits to space, he helped with research projects and chatted to schoolchildren in the USA via a video link.

Space tourism will be more popular in the future, thanks to the development of sub-orbital spacecraft. Travelling to altitudes of over one hundred kilometres, these craft reach the boundaries of space, at the edge of the Earth's atmosphere. From there, passengers get a breathtaking view of Earth, and can also experience [5]___. Prices started at $200,000 for a three-hour trip, but flights will certainly become cheaper in the future. Scientists hope that the increase in space tourism will help to raise money to fund further space projects.

2 2.21 **Complete the text with the words in exercise 1. Then read and listen to the text and check.**

3 **Read the text again and write *true* or *false*. Correct the false sentences.**

1 The Soviet Union put the first artificial satellite in orbit.
2 *Sputnik 1* was the first natural satellite.
3 Astronauts constructed the ISS in space.
4 Teams of researchers have been living in space since 1990.
5 Charles Simonyi has been on one trip into space.
6 Sub-orbital spacecraft are spaceships which travel into space.
7 People can experience weightlessness on sub-orbital spacecraft.

4 **ACTIVATE** **Read sentences 1–6. Work in pairs and discuss whether you think these things are already possible, will be possible in the future, or will never be possible.**

1 Hotels will open in space.
2 Tourists will be able to visit other planets.
3 People will have their own personal space shuttle.
4 People will be able to experience weightlessness in their own home.
5 People will grow plants in space.
6 There will be budget flights to the moon costing about €100.

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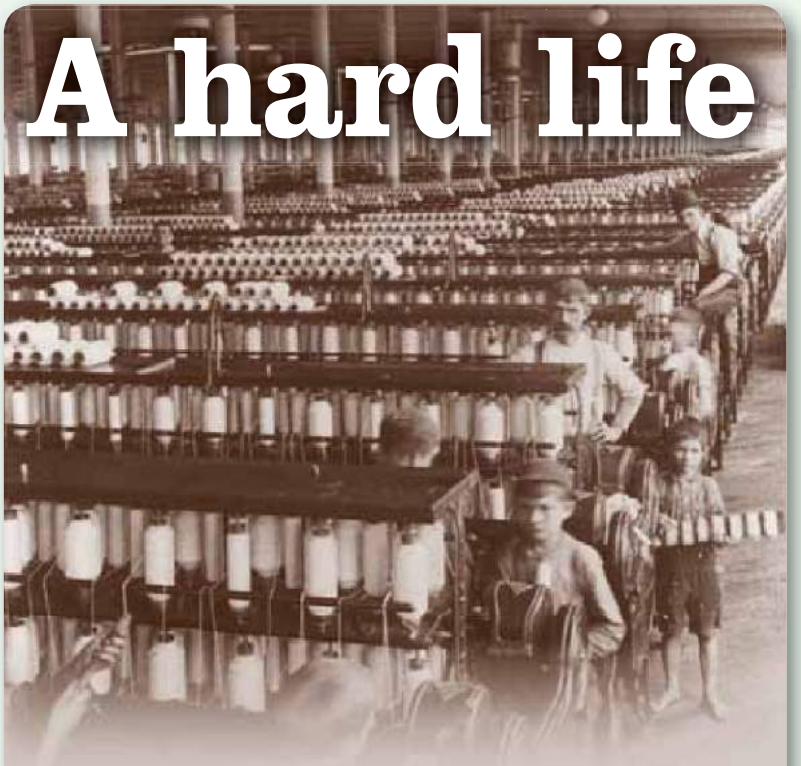
+ CURRICULUM EXTRA ■ History: Child labour

I can talk about child labour laws in my country.

A hard life



The Industrial Revolution started in Britain in the 18th century. This was the social and economic transformation of the nation from an agricultural to an industrial society. The production of textiles became very important and many huge cotton mills were built. Thousands of workers were employed in them, including a large number of children. Child labour wasn't a new phenomenon; children from working-class families had always worked to earn money as soon as they were old enough. They were usually employed locally in houses and shops, or on farms.

However, working life in the cotton mills was often much worse for children than before. They usually lived away from their families, and children as young as five were employed. They were small enough to get under the huge machines and pick up loose pieces of cotton. This was a very dangerous job, and many children were killed or injured by the machinery. Children often worked up to twenty hours a day in the mills. If they sat down or fell asleep, they were punished and their low wages were reduced or stopped. Orphans and homeless children weren't paid at all – food and a bed were considered enough for them.

These conditions may seem appalling to us today, but most of the mill owners didn't think about the children they were exploiting. There were no laws to protect children in the workplace, so they weren't breaking the law. In many countries today, there are strict laws on how old children have to be to work, and how many hours a week they can work. However, child labour in the textile industry isn't completely a thing of the past. In some countries, young children continue to work long hours in clothes factories to meet the demand for cheap clothing.

1 **Check the meaning of the words in bold. Then choose the correct answers.**

During the Industrial Revolution in Britain, a lot of [1]**working-class** / **upper-class** children worked in [2]**machinery** / **cotton mills**. [3]**Orphans** / **Mill owners** didn't usually receive any [4]**wages** / **factories** and there weren't any laws about [5]**textiles** / **child labour**.

2 2.36 **Read and listen to the text. Check your answers to exercise 1.**

3 **Read the text again and answer the questions.**

1 Why were cotton mills built in Britain?
2 Where did working-class children usually work before the Industrial Revolution?
3 Why did mill owners employ very young children?
4 What happened to children if they stopped working?
5 What did the orphans receive instead of wages?
6 Were the mill owners doing anything illegal? Explain your answer.
7 Has child labour stopped now? Explain your answer.

4 **ACTIVATE** **Read the laws about child labour in the UK. Do you think the rules are a good idea or not? Explain your answers. What are the rules in your country?**

1 You must be over fourteen years old to work.
2 You mustn't work before seven o'clock in the morning or after seven o'clock at night.
3 You mustn't work in a factory, a mine or a ship.
4 You mustn't work during school hours on a school day.
5 You mustn't work for more than two hours on a school day or a Sunday.
6 You mustn't work for more than four hours a day without a break of one hour.

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CURRICULUM EXTRA ● History: Child labour

I can talk about child labour laws in my country.

5

Aims

- Read a text about child labour in Britain in the past.
- Discuss the current UK laws on child labour.

Warm-up (3 minutes)

- With books closed, ask students if any of them have a job. Ask what type of job they have and how many hours a week they work.
- Find out who works the most hours per week in the class and who doesn't work at all.
- Ask: *Do you think it's a good idea to have a job while you are still at school? Why?* Elicit ideas, and encourage students to join in and give their opinions.

Exercise 1

- Students use their dictionaries to check the meaning of the words, then choose the correct words in the sentences.
- Don't check answers at this stage.

Exercise 2 2.36

- In a **weaker class**, pre-teach *phenomenon*, *loose*, *consider*, *appalling* and *demand*.
- Students listen, read and check their answers to exercise 1. Play the CD twice if necessary.
- Check answers as a class.

ANSWERS

1 working-class
2 cotton mills
3 Orphans
4 wages
5 child labour

Exercise 3

- Students read the text again and answer the questions.
- Ask students to compare answers in pairs and then check answers with the class. In a **stronger class**, encourage students to give full answers, and to paraphrase, not just to read out relevant sections of the text.

POSSIBLE ANSWERS

1 Cotton mills were built because the production of textiles became very important in the Industrial Revolution.
2 Before the Industrial Revolution, working-class children usually worked in houses, shops or on farms.
3 Young children were employed because they were small enough to get under the machinery and pick up loose pieces of cotton.
4 If children stopped working, they were punished and their low wages were reduced or stopped.
5 Orphans received food and somewhere to sleep instead of wages.
6 The mill owners weren't doing anything illegal because there were no child protection laws at that time.
7 Child labour hasn't stopped. In many countries children still work, although there are strict laws to protect them. In some countries, children continue to work long hours in clothes factories.

Exercise 4

- Allow students time to read the laws and prepare their ideas individually. Point out that these laws in Britain relate to children between the ages of fourteen and sixteen. Over the age of sixteen, young people can leave school and work as adults.
- Put students into pairs or small groups to compare their ideas and discuss the laws.
- Ask each pair or group to report back to the class on their discussion. Hold a class discussion if there are differences of opinion. Encourage students to join in and express their opinions.

Optional activity: Vocabulary

Ask students to close their books.

Write these gapped sentences on the board, or dictate them to the class.

1 A lot of children were _____ in factories.
2 The children worked to _____ money.
3 They were punished if they _____ asleep.
4 The mill owners weren't _____ the law.
5 Some young children now work to _____ the demand for cheap clothing.

Put students into pairs and ask them to try to complete the missing verbs from memory.

When students are ready, tell them to open their books and check their answers in the text.

Check answers, and point out that the words are all collocations (words that go together).

ANSWERS

1 employed
2 earn
3 fell
4 breaking
5 meet

Communicative competence

This activity will help your students to understand the way language is structured.

More practice

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CURRICULUM EXTRA ● Language and literature: Word building: adjectives

I can form adjectives using suffixes.

6

Aims

- Learn about adjective suffixes.
- Read an extract from *Gulliver's Travels* by Jonathan Swift.

Warm-up (2 minutes)

- Focus on the extract of *Gulliver's Travels*. Ask students if they know what the book is about and when it was written.
- Focus on the picture and elicit what it shows. Ask: *Which person do you think is Gulliver? Where do you think he travels to?* Elicit ideas, but don't confirm or reject anything at this stage.

Background

Jonathan Swift (1667–1745) was born in Dublin, but moved to London in 1688. *Gulliver's Travels* is a satire, intended to highlight the vices and political corruption of the age through the various places that Gulliver visits and the characters he meets on his travels. Although it was originally intended for adults, it is often read by children in Britain, and there have been film and stage versions aimed at young audiences.

The names of some of the creatures that Gulliver encounters during his travels are now used as common words and are even included in dictionaries. For example, during his first voyage, Gulliver visits the country of Lilliput where he meets the Lilliputians. They are only six inches tall. The word *Lilliputian* is now used as an adjective meaning 'very small'. His second voyage is to Brobdingnag, the land of giants. The word *Brobdingnagian* means 'very big' but it is not very common. Perhaps the most popular word is *Yahoo*. In the book, the Yahoos are primitive creatures that look like humans, so the word is now used to mean 'a rude and noisy person'.

Exercise 1

- In a **weaker class**, tell students to look up the meaning, and also take note of the part of speech, for each word, as this will help them to complete the text. Remind them that some words can be both nouns and verbs, e.g. *judge*, *murder*.
- Students read the text and complete it with the missing words.
- Don't check answers at this stage.

Exercise 2 3.12

- Ask students to listen, read and check their answers.

ANSWERS

1 customs 2 proudly 3 laws 4 judges
5 army 6 neighbours 7 murder 8 dishonesty

Exercise 3

- Students read the text again and decide if the sentences are true or false. Remind them to correct the false sentences.

ANSWERS

1 True.
2 True.
3 False. In Gulliver's country, they grow much of their own food.
4 True.
5 False. Gulliver's country is often at war.
6 False. The King thinks that the recent history of Gulliver's country displays cruelty, jealousy, dishonesty and madness.

Exercise 4

- Read the instructions and check that students understand what a suffix is. If necessary, explain that it is a letter or group of letters added to a word to make another word.

ANSWERS

1 intelligent 2 -t 3 understanding 4 -ing 5 political
6 -al 7 delightful 8 -ful 9 enjoyable 10 -able
11 peaceful 12 -ful

Exercise 5

- In a **weaker class**, students can work in pairs to transform the words and complete the sentences.
- Look at the table in exercise 4 and discuss which / whether suffixes are used to form adjectives in students' own language. Elicit examples.

ANSWERS

1 interesting 2 powerful 3 manageable 4 interested
5 traditional

Students' own answers.

Optional activity: Writing

Read the final paragraph of the text with the class and ask: *What questions does the King ask Gulliver? (Why are you so often at war? Why do you need an army at all?) How do you think Gulliver replied? How would you reply to this question?* Elicit some ideas, and encourage students to join in.

For homework, ask students to write Gulliver's reply to the King. Ask them to write it on a loose sheet of paper, and not to put their name on it.

In the next lesson, collect the replies in. Put students into groups of four and hand each group four of the anonymous replies. Ask them to read them and decide which one has the best ideas and why.

Ask each group to read out the reply that they think is best and then ask the class to decide which one is the best overall and why.

Ask students if they can guess which student wrote it.

Cultural awareness and expression

This activity will help your students express their own creativity in an appropriate way.

More practice

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✚ CURRICULUM EXTRA ● Language and literature: Word building: adjectives

6

I can form adjectives using suffixes.

1 Check the meaning of the words in the box. Then complete the text.

proudly army dishonesty neighbours
customs murder judges laws

2 3.12 Read and listen to the text. Check your answers to exercise 1.

3 Read the text again and write *true* or *false*. Correct the false sentences.

1 The King of Brobdingnag is interested in Gulliver's country.
2 The head of state in Gulliver's country is a king.
3 Gulliver's country has no agriculture.
4 Gulliver describes the political and legal systems in his country.
5 Gulliver's country is rarely at war.
6 The King of Brobdingnag admires Gulliver's country.

4 Complete the table with adjectives from the text. Then write the adjective suffixes.

Related word	Adjective	Suffix
interest	*interesting*	*-ing*
intelligence	1___	2___
understand	3___	4___
politics	5___	6___
delight	7___	8___
enjoy	9___	10___
peace	11___	12___

5 ACTIVATE Complete the sentences with an adjective. Use suffixes from exercise 4. Which suffixes do you use to form adjectives in your language? Give examples.

1 *Gulliver's Travels* is an ___ work of fiction. (interest)
2 The country was ruled by a ___ king. (power)
3 The King ruled three countries, but they were small and ___. (manage)
4 The King is very ___ in the customs of Gulliver's country. (interest)
5 He explained the ___ customs of his country to the King. (tradition)

Gulliver's Travels *Jonathan Swift*

Gulliver reaches Brobdingnag, a land of giants.

In the next few weeks, I began to have some very interesting conversations with the King. He was an intelligent, understanding person.

'Tell me more about your country,' he said to me one day. 'I would like to hear about your laws, your political life, and your [1]___ and traditions. Tell me everything. There may be something that we can usefully copy here in Brobdingnag.'

'I shall be delighted, sir,' I answered [2]___. 'Our king controls our three great countries, Scotland, Ireland and England. We grow much of our own food, and our weather is neither too hot nor too cold. There are two groups of men who make our [3]___. One is called the House of Lords – they are men from the oldest and greatest families in the country. The other is called the House of Commons – these are the most honest, intelligent, and sensible men in the country, and are freely chosen by the people. We have [4]___ to decide punishments for criminals, and we have a large [5]___, which cannot be defeated by any other in the world.'

While I was talking, the King was making notes. For several days I continued my explanation, and I also described British history over the last hundred years. Then the King asked me a large number of questions.

'Why,' he asked, 'are you so often at war? Either you find fighting enjoyable, or you have very difficult [6]___! Why do you need an army at all? You would not be afraid of any other country if you were peaceful people. And in the last hundred years, you've done nothing but rob, fight and [7]___! Your recent history shows the very worst effects of cruelty, jealousy, [8]___ and madness!'

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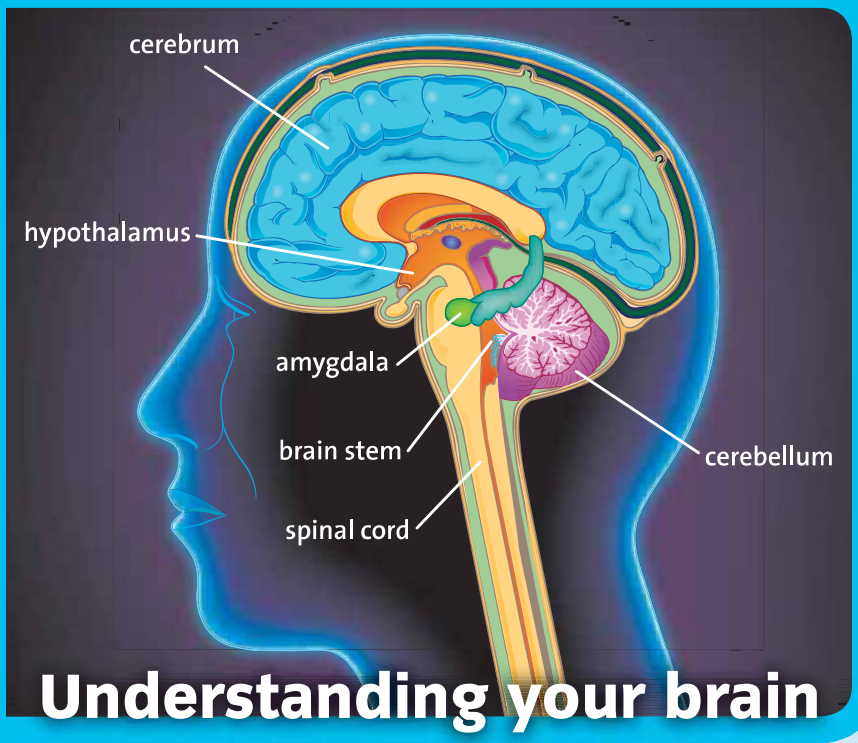
+ CURRICULUM EXTRA ■ Biology: The brain

I can understand a text about the brain and its functions.



Understanding your brain

Every animal has a brain, but the human brain is unique. It controls everything we do, think or feel and allows us to speak and imagine. It constantly analyses and responds to messages from outside and inside the body.

The three main parts of the brain – the brain stem, the cerebellum and the cerebrum – have evolved over millions of years. The brain stem is the most primitive part that we share with all animals. It links the rest of the brain to the spinal cord and controls involuntary body functions like breathing and digestion, as well as basic instincts like danger. It may be responsible for phobias, which scientists think are primitive survival instincts.

Next to evolve was the cerebellum at the back of the brain. It isn't very large, but it contains over half of all the brain cells, or neurones, and deals with huge amounts of information. It controls balance, movement and coordination and without it we couldn't stand or walk straight.

The largest and final part of the brain to develop was the cerebrum. This is the centre of thinking, memory and language, and it is highly specialized in humans. It is this part that makes us more intelligent than other animals. The cerebrum is divided into two hemispheres which each control opposite sides of the body and seem to have slightly different functions. The right hemisphere helps us think about creative things like music, art and shapes, while the left side is better at maths, logic and language.

Other smaller parts of the brain also have important functions. The hypothalamus is essential for keeping our body temperature constant, while the amygdala below it controls our emotions.

The human brain is incredibly complex and scientists are only just starting to understand it. A lot more research is needed to complete the picture.

1 **Match definitions 1–5 with the words in blue in the text.**

1 Always the same.
2 Extremely old and not highly developed.
3 Not consciously controlled.
4 Halves.
5 Developed and changed gradually over time.

2 3.26 **Read and listen to the text. What are the three main parts of the brain called?**

3 **Read the text again and answer the questions.**

1 Which part of the body does the brain stem connect to the rest of the brain?
2 What body functions does the brain stem control?
3 Where are the majority of the brain's neurones?
4 Which part of the brain was the last to develop?
5 Why does the cerebrum make humans unique?
6 What would happen if the hypothalamus was damaged?

4 ACTIVATE **Work with a partner and decide which parts of the brain are responsible for 1–6.**

1 A fear of snakes.
2 Being good at drawing.
3 Being good at solving problems.
4 Being able to ride a bike.
5 Feeling unhappy.
6 Keeping cool in hot weather.

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CURRICULUM EXTRA ● Biology: The brain

I can understand a text about the brain and its functions.

7

Aims

- Learn vocabulary to do with the brain and its functions.
- Read a text about the human brain.

Warm-up (2–3 minutes)

- With books closed, introduce the topic of animal intelligence. Ask: *Are animals intelligent? Which is the most intelligent animal?* Elicit students' suggestions.
- Ask: *What can animals do that shows their intelligence?* Elicit examples of animal behaviour, for example, animals can communicate with each other, and understand other animals, some animals have evolved to use tools to do certain tasks, etc.
- Now ask: *Are people more intelligent than animals? What can we do that shows we are more intelligent?* Elicit students' ideas.

Exercise 1

- Students match the definitions with the highlighted words in the text. Allow students to use their dictionaries if necessary.

ANSWERS

1 constant
2 primitive
3 involuntary
4 hemispheres
5 evolved

Exercise 2 3.26

- Draw students' attention to the diagram, and elicit what it shows (the parts of the human brain).
- If students are familiar with the biology of the brain, ask them to guess the answers to the questions before they listen and read.
- Model the words for the students and ask them to find them on the diagram.
- Ask students to think back to their ideas in the warm-up. Ask: *What makes our brains unique?* Elicit that the human brain has evolved to allow us to speak and to imagine.

ANSWER

The brain stem, the cerebellum and the cerebrum.

Exercise 3

- Students read the text again and answer the questions.
- Allow students time to compare their answers in pairs before you check with the class.
- In a **weaker class**, or if students have lots of questions about vocabulary, this would be a good opportunity to work on guessing meaning from context. See the Optional activity that follows.

ANSWERS

1 The brain stem connects the rest of the brain to the spinal cord.
2 It controls involuntary body functions like breathing and digestion, as well as basic instincts like danger.
3 The majority of the brain's neurones are in the cerebellum.
4 The cerebrum was the last part of the brain to develop.
5 The cerebrum makes humans unique because it gives us our ability to think, remember and communicate, and therefore makes us more intelligent than other animals.
6 If the hypothalamus was damaged, the body's temperature would be affected.

Exercise 4

- Read through the list with the class and then put students into pairs to find the answers in the text.
- In a **stronger class**, ask students to add more things to the list, then give it to a partner to continue the exercise.

ANSWERS

1 brain stem
2 right hemisphere of the cerebrum
3 left hemisphere of the cerebrum
4 cerebellum
5 amygdala
6 hypothalamus

Optional activity: Vocabulary

Tell students that texts they come across in English exams, newspapers, magazines and books will contain words that they have not seen before. It is useful to develop strategies and skills for guessing the meaning of new words.

Encourage students to look at unknown words in context, establish what part of speech they are, and then deduce the meaning from the sense of the text around them.

Write the following words on the board: *digestion*, *instincts*, *balance*, *functions*, *incredibly* and ask students to find them in the text.

Ask: *What part of speech are the words? How do you know? Are there clues to meaning in the context?* Elicit answers. Then put students into pairs to answer the following questions:

1 *digestion* Is this a mental or a physical process?
2 *instincts* Are they uniquely human or shared with animals?
3 *balance* Is this a mental or a physical process?
4 *functions* Is this a general or a specific word?
5 *incredibly* What is the adjective form of the word?

Share answers to the questions as a class, and discuss how students found them. In a **weaker class**, talk through the process for each word, looking at the context and eliciting the clues that point to meaning.

Learning to learn

This activity will help develop students' study skills.

More practice

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CURRICULUM EXTRA ● Civic and ethical education: Moral values

I can talk and write about a moral dilemma.

8

Aims

- Learn vocabulary to do with moral dilemmas.
- Read a text about a moral dilemma.
- Discuss what you would do in a moral dilemma.

Warm-up (2–3 minutes)

- Focus on the title of the text and elicit the meaning.
- Focus on the photos and ask: *What do you think is happening? Why are the girls happy? Why does the boy look sad? What is the moral dilemma?* Elicit some ideas, but don't confirm or reject any at this stage.

Exercise 1

- Students use their dictionaries to check the meaning of the words. In a **weaker class**, remind students to note the part of speech for each word as this will help them to choose correctly in the second part of the exercise.
- Students read through the text quickly and complete it with the missing words. In a **stronger class**, students can work individually and check their answers in pairs.
- Don't check answers at this stage, but ask students if any of their predictions from the warm-up were correct.

Exercise 2 3.41

- Ask students to listen, read and check their answers to exercise 1.

ANSWERS

1 reward **2** envious **3** deceived **4** unfair **5** identities **6** consequences **7** trust

Exercise 3

- Ask students to read the sentences and try to remember who did what. Tell them to make notes.
- Then tell them to read the text again, check their notes and complete the sentences with the correct names.

ANSWERS

1 M **2** J **3** M **4** P **5** M **6** N **7** J

Exercise 4

- Allow students time to prepare their ideas individually.
- Put students into pairs to discuss the questions.
- Ask some pairs to report back on their discussions and say whether they agreed or disagreed with each other.

ANSWERS

Students' own answers.

Exercise 5

- Read the task with the class.
- In a **weaker class**, work together to plan a structure for the story. Encourage students to look at the structure of the story in the text (paragraph 2) and use it as a model.
- Point out some of the tenses in the text and elicit why they have been used: past perfect to talk about an event that is further in the past; conditional forms to talk about the consequences of real and imaginary actions and events. Elicit the word that the text uses to present contrast (*however*).
- In a **stronger class**, refer students back to the phrases on page 78 and encourage students to include varied vocabulary and focus on style as well as content.
- Students can plan their story in class and write it up for homework.

Optional activity: Language focus

Ask students to close their books.

Write the following sentences on the board, or dictate them to the class:

1 Jasmine's parents: We'll buy you a new computer!
2 Marc: I'm disappointed.
3 Jasmine: I cheated in the exams.
4 Marc: Why did you do that, Jasmine?
5 Jasmine: Don't tell anyone about it, Marc.
6 Marc: Don't worry. I won't break my promise.

Ask students to rewrite the sentences using reported speech.

ANSWERS

1 Jasmine's parents said that they would buy her a new computer.
2 Marc said that he was disappointed.
3 Jasmine admitted that she had cheated in the exams.
4 Marc asked Jasmine why she had done that.
5 Jasmine asked Marc not to tell anyone about it.
6 Marc told her not to worry. He wouldn't break his promise.

Communicative competence

This activity will help your students to understand the way language is structured.

More practice

Cross-curricular extension, Online Teacher's Photocopiable Resources

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✚ CURRICULUM EXTRA ● Civic and ethical education: Moral values

I can talk and write about a moral dilemma.

8

1 Check the meaning of the words in the box. Then complete the text.

deceived	trust	envious
consequences	reward	
identities	unfair	

2 3.41 Read and listen to the text. Check your answers to exercise 1.

3 Read the text again and write *M* (Marc), *J* (Jasmine), *P* (their parents) or *N* (no one) for sentences 1–7.

1 ___ didn't get good exam results.
2 ___ acted dishonestly.
3 ___ experienced negative emotions about what had happened.
4 ___ didn't find out that Jasmine had cheated.
5 ___ had a difficult decision.
6 ___ broke a promise.
7 ___ benefited from someone else's moral values.

4 Work with a partner and discuss questions 1–6.

1 If you were Marc, what would you have done? Why?
2 Does it make a difference that Jasmine is Marc's sister?
3 What would you do if you were Jasmine's mum or dad and you found out what had happened?
4 Can you think of a reason why Jasmine cheated?
5 Is it important to keep a promise? Why / Why not?
6 Have you ever been in a situation like this? What happened?

5 ACTIVATE **Write about a moral dilemma that you have experienced. Describe the situation and what you did. What happened in the end?**

A moral dilemma

Life is full of decisions, but some are more difficult than others. Sometimes we have to make a decision where every option seems like a bad one, and those are the most difficult of all.

Marc and his sister Jasmine had important exams at school recently. Marc studied hard, but he found the exams difficult and his results were poor. However, Jasmine's results were much better. Her parents were delighted and bought her a new computer as a [1]___. Marc was a bit [2]___ – he'd worked hard too – but he was pleased for his sister. However, a few weeks later, Jasmine admitted to Marc that she had cheated in the exams. She made him promise not to say anything. Marc was shocked and angry that Jasmine had [3]___ everyone, particularly their parents. However, he knew that Jasmine would hate him if he broke his promise. In the end, although he felt that it was completely [4]___, he decided to keep quiet.

In situations like this, the action that a person takes will depend on their moral values. These are the principles that make us decide what are the right and wrong things to do. In the same way that people have different appearances and personalities, we have different moral [5]___. A value that is extremely important to one person, such as honesty, might not be as important to another person. In Marc's situation, he faced a moral dilemma, but his moral values helped him to make a decision. He strongly wanted Jasmine to face the [6]___ of her actions, but he felt that breaking his sister's [7]___ would be even worse. Jasmine was lucky – other people might feel that uncovering her dishonesty was the most important thing.

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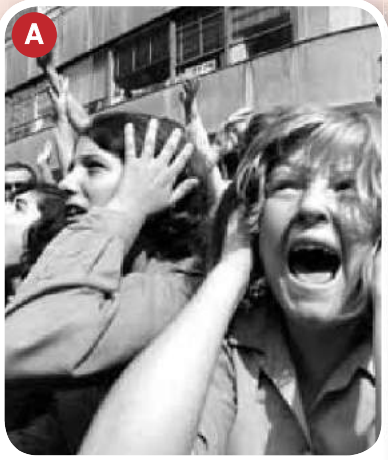
+ CULTURE ■ Britain in the 1960s

I can plan and give a presentation about the Noughties.

1

1 Look at photos A and B and answer the questions.



1 Who are these people?
2 Who or what do you think they are looking at?

1 What do you think this person's job is?
2 Why do you think people chose her for the job?

2 1.21 **Read and listen to the text. Check your answers to exercise 1.**

The Swinging Sixties

Life in Britain after the Second World War wasn't easy. During the 1940s, food was rationed, which meant that people could only buy small amounts of food such as butter, meat and sugar. Clothes were also rationed until 1949 because there wasn't enough material to produce new ones. However, at the start of the 1960s things started to change. Rationing had ended in 1954 and by the end of the decade the economy was recovering. There were plenty of jobs and more goods in the shops than ever before. There was a general mood of hope and optimism in the country and this increased when England won the football World Cup for the first time in 1966. Britain had become a vibrant and exciting place and the centre of a provocative new youth culture. The new fashions symbolized these changes. Clothes became more brightly coloured and fun, and the miniskirt and the bikini arrived on the scene. Trendy new boutiques opened on London's King's Road and Carnaby Street. They sold very fashionable clothes to a new generation of stylish young people. This was also the era of Lesley Hornby, who became the fashion icon of the 60s with her boyish looks. Her childhood nickname was 'Twiggy' because she was so thin and she became the world's first supermodel at the age of sixteen.

There was also a revolution in British music in the 1960s. American rock and roll had dominated the music scene in the 1950s, but suddenly The Beatles, a band from Liverpool, became the latest craze. Wherever they went there was hysteria, which people called 'Beatlemania'. People screamed so loudly at their concerts that they could hardly hear the music! Beatlemania reached the USA, too. When The Beatles sang live on TV there in 1964, around 74 million viewers watched – that was about half of the population. The 1960s became known in Britain as 'the swinging sixties' – a time when the country was at the centre of the world for fashion, pop music and culture.

3 **Read the text again and answer the questions.**

1 What did rationing mean for people?
2 How many times had England won the football World Cup before 1966?
3 How did fashion change in the 1960s?
4 Which parts of London were famous for clothes shops?
5 What was Twiggy famous for?
6 What did some people do at The Beatles concerts?
7 Did people in the USA like The Beatles? How do you know?

4 YOUR CULTURE **Answer the questions.**

1 Which people in your country were famous in the 1960s?
2 Has the football World Cup ever taken place in your country? When?
3 What fashions were popular in your country in the 1960s?
4 What music was popular in your country in the 1960s?
5 Are The Beatles popular in your country?

5 TASK **Give a presentation about the Noughties.**

1 Work in groups of three or four and list a few important events which took place during the Noughties.
2 Make notes about the following things:
   • popular music: types of music, bands, singers
   • fashion trends
   • new technology
   • TV programmes
   • famous people
   • political and social changes.
3 Give your presentation to the rest of the class.
4 Vote for the best presentation.

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CULTURE ● Britain in the 1960s

I can plan and give a presentation about the Noughties.

Aims

- Read about Britain in the 1960s.
- Talk about the 1960s in your country.
- Give a presentation about the Noughties.

Warm-up (3 minutes)

- With books closed, write *1960s* on the board. Ask: *What do you know about the 1960s? What was happening in your country? / in Britain? / in the world?*
- Put students into pairs to brainstorm ideas and then elicit ideas from the class.

Background

As stated in the text, the 1960s was a time of great social change and liberalization in Britain. In 1965 the death penalty was abolished, and in 1969 a new law made it much easier for married couples to get divorced. Life was changing for women, as more of them were choosing to go out to work. The increasing wealth and consumer goods available to people in the 1960s created a feeling that the decade was a new beginning.

Exercise 1

- Put students into pairs to look at the photos and answer the questions.Ask some students to report back to the class on their ideas, but don't check answers at this stage.

Exercise 2 1.21

- Students listen, read and check their answers to exercise 1. In a **stronger class**, ask students to find the name of the woman in B and the name for the hysteria in A.

ANSWERS

A

1 The people are fans.
2 They are looking at The Beatles.

B

1 She is a model.
2 She was chosen for her boyish looks and because she was thin.

Exercise 3

- Give students time to read the questions and try to remember details from the text.
- Ask students to compare their answers in pairs before you check with the class.

ANSWERS

1 People could only buy small quantities of food and clothing.
2 England hadn't won the World Cup before 1966.
3 Clothes became more exciting and colourful and new designs, such as the miniskirt, arrived on the scene.
4 King's Road and Carnaby Street were famous for clothes shops.
5 She was famous for becoming the fashion icon of the 60s and the world's first supermodel.
6 People screamed very loudly at the concerts.
7 People in the USA liked The Beatles. We know this because about half the population watched The Beatles on TV when they sang live in 1964.

Exercise 4

- Students can plan their ideas then discuss the questions in pairs.In a **weaker class**, do the whole task together, encouraging as many students as possible to contribute to the discussion.

ANSWERS

Students' own answers.

Exercise 5

- Read the instructions as a class. Elicit which decade the Noughties refers to (2000–2009) and elicit or explain why. (*Nought* is a word for zero, and this decade was the start of a new century and millennium.)
- Put students into groups to discuss the trends and events of the decade. In a **weaker class**, brainstorm a few ideas for each category together at the start, before groups continue with their own ideas.
- Tell students to plan their presentation. They should think about logical links and groupings of topics, for example, and decide who is going to say what. Remind students that everyone must contribute. In a **stronger class**, encourage students to prepare notes, not complete sentences, which will help them to speak more spontaneously and fluently. Less confident students can write out their parts in full, but remind them to think about their delivery and try to make it as natural as possible.

ANSWERS

Students' own answers.

Optional activity: Writing

Ask students to imagine that they are living in London in the 1960s. Tell them to imagine that they have just been to a Beatles concert, a fashion show, or the 1966 World Cup final.

Ask them to write a diary entry for that day, describing what happened and how they felt.

Monitor and help out with ideas and vocabulary while students are working.

When students have finished, put them into small groups to read their diary entries to each other. Ask: *Do you think life was more exciting in the 1960s than it is now? Why?* Ask students to discuss the question in pairs.

Cultural awareness and expression

This activity will help students express their own creativity in an appropriate way.

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CULTURE ■ Getting married in the UK

I can design a brochure for a wedding venue.

Aims

- Learn vocabulary to do with weddings.
- Read about weddings in the UK.
- Talk about weddings in your country.

Warm-up (3–4 minutes)

- Focus on the photos and elicit that they show weddings.
- Ask: *Have you been to any weddings? When? Who was getting married?* Elicit a range of ideas, and encourage students to join in and talk about their experiences.
- Ask: *Would you like to get married? What sort of wedding would you like? Why?* Elicit a range of answers, and encourage students to join in and express their opinions.

Background

Traditional white weddings are still popular in Britain, although the cost does put a lot of people off. The dress alone costs over £1,000, on average. Traditionally, the bride's family pays for the wedding, but over half of couples now pay for their wedding themselves. The average age of people getting married in Britain is 29 for women and 31 for men, and over 90% of couples live together before they get married.

Exercise 1

- Share knowledge and use the photos to check the meaning of the words.
- In a **weaker class**, students can use their dictionaries to look up any words that they don't know. In a **stronger class**, encourage students to try to find the words in the text and figure out the meaning from context. (NB *vicar* is not in the text)

ANSWERS

bride, groom, church, wedding dress, bouquet, guests

Exercise 2 1.34

- Students read and listen to the text. If students haven't got them all after the first listening, tell them to read the text again very quickly, and practise scanning (reading quickly to find a specific reference point).

ANSWERS

1972: The year in which 500,000 couples got married.
500,000: The number of couples who got married in 1972.
fourth: The finger on the left hand on which the wedding ring is worn.
14th: The century from which the tradition of throwing the bouquet comes.
a hundred: The number of years since the tradition started of wearing 'something old, something new, something borrowed and something blue'.
two thirds: The proportion of British couples who get married in a civil ceremony.

Exercise 3

- Allow students to check their answers in pairs before you check with the class.
- In a **weaker class**, accept shorter answers and direct quotations. In a **stronger class**, encourage students to give full, complete answers and paraphrase them, rather than simply reading from the text.

POSSIBLE ANSWERS

1 Yes, the number of weddings is changing. It is declining.
2 People believe she will be the next to get married.
3 Brides wear something blue for good luck.
4 The best man is responsible for getting the groom to the wedding on time and for looking after the rings before the ceremony.
5 Bridesmaids help the bride get ready, walk behind her down the aisle and hold her bouquet during the ceremony.
6 Most civil ceremonies take place in a government register office.
7 In Britain it's possible to get married in any public place as long as it has a licence, even places such as a football ground, a zoo and a theme park.

Exercise 4

- In a **weaker class**, do the whole task together, encouraging as many students as possible to contribute.

ANSWERS

Students' own answers.

Exercise 5

- Put students into groups to discuss possible venues and their facilities and services. In a **weaker class**, brainstorm a few ideas together at the start, before groups continue with their own ideas.
- Tell students to plan their brochure. They should think about the most important and attractive features, and to decide how to present them. Remind students that everyone must contribute. Students can plan and write their brochure together in class, and complete the project for homework. They should decide who is going to be responsible for finding photos.
- In the next lesson, have each group present their brochure, and then give students time to look at them all. Have a vote for the most imaginative venue.

Optional activity: Writing

Ask students to write an email inviting a friend to be their best man or bridesmaid at their wedding.

Tell them the email should include information about where the wedding will be, what people will wear, and what the ceremony will be like. It should also explain to the friend what exactly their role will be.

In the next lesson, students can read each other's emails and decide which wedding sounds most fun.

Cultural awareness and expression, Communicative competence

This activity will help students express their own creativity in an appropriate way. It will also help improve their writing skills.

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+ CULTURE ■ Getting married in the UK

I can design a brochure for a wedding venue.

1 Check the meaning of the words in the box. Which things can you see in the photo?

bride groom church wedding ring
wedding dress bouquet guests vicar

2 1.34 Read and listen to the text. What do these numbers refer to?

1972 500,000 fourth 14th
a hundred two thirds

3 Read the text again and answer the questions.

1 Is the number of weddings which take place in the UK each year changing? If so, how?
2 What do people believe will happen to the woman who catches a bride's bouquet?
3 Why do brides often wear something blue?
4 What role does the best man have at a wedding?
5 What do bridesmaids do at a wedding?
6 Where do most civil ceremonies take place?
7 Where can you get married in the UK?

4 YOUR CULTURE Answer the questions.

1 Is marriage as popular as ever in your country? Why / Why not?
2 What traditions are associated with weddings in your country?
3 Which are more popular in your country, civil weddings or religious weddings?
4 Are there any unusual places in your country where people get married?
5 Do you want to get married when you're older? Why / Why not?

5 TASK Design a brochure for an unusual wedding venue.

1 Work in groups and choose a venue.
2 What special services and facilities are there? Include details of costs.
3 Write a short introduction presenting the venue. Say why it is a unique place for a wedding.
4 Choose photos to illustrate your brochure.
5 Present your brochure to the class. Vote for the most popular wedding venue.

Wedding bells

The popularity of marriage in the UK has been declining over recent years. Almost 500,000 couples got married in 1972, but in 2007, there were only 270,000 weddings. It seems that these days more people prefer to live together without getting married.

Today's wedding ceremony dates back to the early 19th century, but many of the traditions associated with weddings are much older. Since the 1100s, the groom has placed the wedding ring on the fourth finger of the bride's left hand. Since the 14th century, the bride has thrown her bouquet towards the female guests. According to superstition, the one who catches it will be the next bride. Also, for more than a hundred years, the bride has worn 'something old, something new, something borrowed and something blue' for good luck.

As well as the bride and groom, other people are important at a wedding. The groom has a 'best man' – usually the groom's brother or a close friend. He's responsible for getting the groom to the wedding on time, and he looks after the rings before the ceremony. The bride often has bridesmaids – friends or relatives who help her to get ready. They walk behind her down the aisle and hold her bouquet during the ceremony. The bride's father is also very important. He makes a speech at the reception after the ceremony and traditionally he pays for everything, although these days many couples pay for their own wedding.

Fewer couples get married in church today and about two thirds of British couples choose a civil ceremony in a government register office. However, it's possible to get married in any public place with a special licence and some places are more unusual than others. Manchester United fans can get married at Old Trafford stadium and animal lovers can do it at London Zoo. You can even get married at Alton Towers, one of the UK's biggest theme parks!

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+ CULTURE ■ Snack culture in the UK

I can make a survey about snacking habits.

3

1 Match definitions 1–6 with the words in blue in the text.

1 Salty.
2 Something which is difficult to give up.
3 To be responsible.
4 Foods which are quick and easy to prepare.
5 Slow process of damage.
6 Sweet snacks.

2 2.07 Read and listen to the text. Answer the questions.

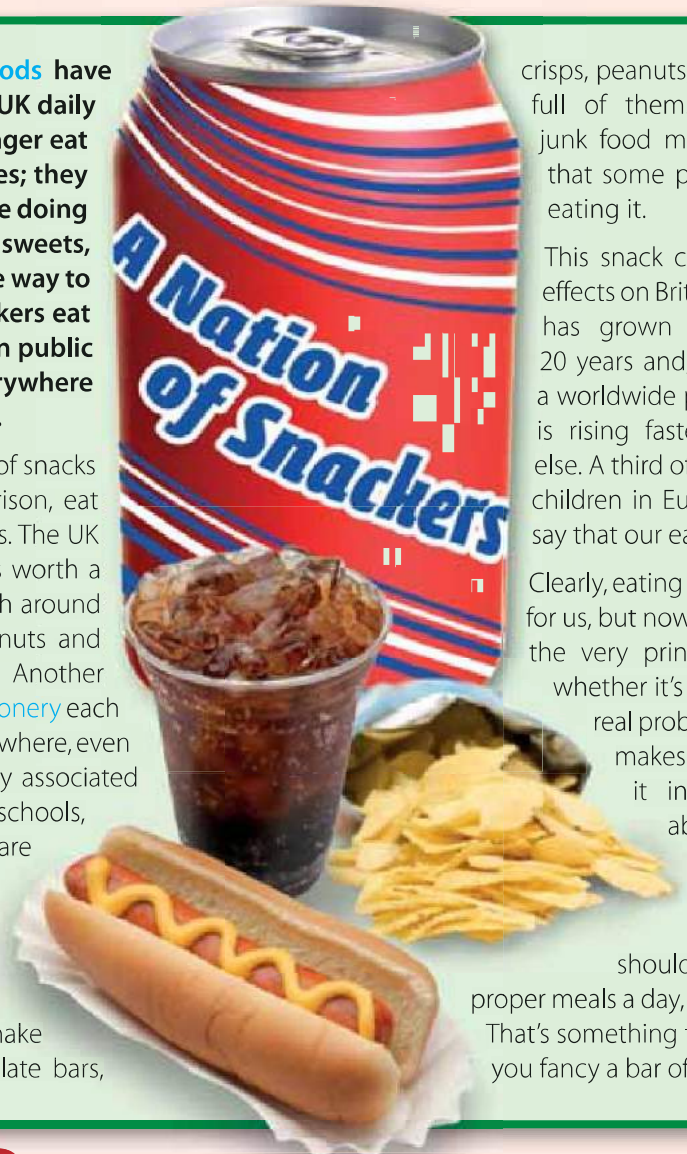
1 When and where do people in Britain eat snacks?
2 How much is the confectionery market worth in the UK?
3 Why do we like eating snacks?
4 How do manufacturers make their products attractive to consumers?
5 What effect is snacking having on British children?
6 How does eating snacks help to cause obesity?
7 When should we eat snacks?

3 YOUR CULTURE Answer the questions.

1 What snacks are popular in your country?
2 Do most people in your country eat regular meals?
3 When and where do people eat snacks?
4 Where do you buy snacks?
5 Can you buy snacks at school?

4 TASK Make a survey of snacking habits in your class.

1 Work in pairs and prepare a short questionnaire. Write notes about the following and your own ideas:
• favourite snacks
• when and where
• how often
• how much.
2 Interview the other students in your class and make notes of their answers.
3 Write a short summary of the results, or present your information in a graph.



Snacks and convenience foods have become a major part of the UK daily diet. People in Britain no longer eat at a table or at set meal times; they eat on the move while they're doing other things. Kids consume sweets, crisps and fizzy drinks on the way to and from school. Office workers eat a sandwich at their desks. On public transport, in the street, everywhere you go, people are snacking.

The average Briton eats 7.2 kg of snacks each year. Italians, by comparison, eat just 1kg and Russians even less. The UK savoury snack market alone is worth a massive £2.4 billion a year, with around 27 million packets of crisps, nuts and other snacks eaten every day. Another £6.1 billion is spent on confectionery each year. Bad food is available everywhere, even in places that are not normally associated with food, like chemists and schools, while healthier alternatives are more difficult to find.

Our bodies are genetically programmed to enjoy the tastes of fat, salt and sugar and the food manufacturers make sure that our snacks – chocolate bars, crisps, peanuts, sandwiches, burgers – are full of them. Research suggests that junk food may even be addictive and that some people simply cannot stop eating it.

This snack culture is having disastrous effects on British people's health. Obesity has grown by 300% over the past 20 years and, although rising obesity is a worldwide problem, in the UK the rate is rising faster than almost anywhere else. A third of the total number of obese children in Europe is British and experts say that our eating habits are to blame.

Clearly, eating lots of junk food is not good for us, but now some nutritionists say that the very principle of snacking all day, whether it's healthy or junk food, is the real problem. They say that snacking makes us even hungrier because it interferes with the body's ability to burn fat, therefore causing obesity as well as tooth decay. So what is the answer? It seems that we should go back to having three proper meals a day, with no snacks in between. That's something to remember the next time you fancy a bar of chocolate.

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CULTURE ● Snack culture in the UK

I can make a survey about snacking habits.

Aims

- Learn vocabulary for snacks and junk food.
- Read about changing eating habits in the UK.
- Talk about snacking habits in your country.
- Conduct a snacking survey.

Warm-up (2–3 minutes)

- With books closed, revise the words students know for meals and ask students if they eat the traditional three meals a day.
- Ask: *Which is the most important meal? Which meals do you eat with friends / alone / with your family?* Elicit a range of answers.

Background

Research in the UK in 2011 suggested that nearly half of families are no longer eating together at least once a day. Busier lifestyles, the pressures of work, and the television are among the main things blamed for the change. However, 69% of parents acknowledged that their children would probably have better manners if more meals were eaten together around the table.

The issue of schoolchildren's meals and nutrition has been a topic for public debate since TV chef Jamie Oliver's campaign to improve school meals in 2005. The campaign convinced the government to increase spending on school meals and reassess the nutritional standards required. However, many children still choose not to have the healthier school meals (almost 50% in primary schools and 66% in secondary) in favour of packed lunches and snacks from vending machines and shops. A study found only 1 in 100 packed lunches prepared by parents met the nutritional standards set for schools.

Exercise 1

- Check answers. If necessary, model the pronunciation of the words, and encourage students to mark the stress.

ANSWERS

1 savoury **2** addictive **3** are to blame
4 convenience foods **5** decay **6** confectionery

Exercise 2 2.07

- Read through the questions together. Prepare to read and listen by asking students to predict the answers based on their general knowledge.
- In a **weaker class**, accept shorter answers and direct quotations. In a **stronger class**, encourage students to give full, complete answers and paraphrase them, rather than simply reading from the text.

POSSIBLE ANSWERS

1 People in Britain eat snacks throughout the day and wherever they happen to be.
2 The confectionery market is worth £6.1 billion a year.
3 People like eating snacks because they contain fat, salt and sugar, which our bodies are genetically programmed to enjoy.
4 Manufacturers fill snacks with fat, salt and sugar to make them appeal to consumers.
5 British children are becoming obese at a faster rate than anywhere else in Europe.
6 Eating snacks makes us hungrier because it interferes with the body's ability to burn fat, therefore leading to obesity.
7 We shouldn't eat snacks at all, we should eat regular meals.

Exercise 3

- In a **weaker class**, do the whole task together, encouraging as many students as possible to contribute to the discussion.
- Encourage **stronger students** to give full answers offering reasons and examples where appropriate.

ANSWERS

Students' own answers.

Exercise 4

- Put students into pairs to discuss possible questions and plan their questionnaire. In a **weaker class**, brainstorm a few ideas together, before groups continue with their own ideas. Remind students of question forms and useful time phrases like *in a week*, *per month / week / day*.
- Tell students to prepare their questionnaire and think about how they are going to record the results.
- Students mingle, asking each other their questions. Tell students to interview as many of their classmates as possible.
- When students have conducted their surveys, put them back in their pairs to analyse their results.

Optional activity: Writing

Use the information in the background notes to start a discussion about school meals. Elicit ideas from students about why it is important for school children to eat a healthy lunch. (Hungry students don't concentrate, too much sugar can make students hyperactive, etc.)

Tell students that they are going to produce a poster that promotes healthy eating in schools. They can choose the issue, e.g. meals not snacking, balanced diet, anti-obesity, etc., and decide which facts and figures from the text and background notes they can use to support their text.

Put students in pairs. Tell them to think of an eye-catching slogan, and produce a short text to develop the idea and convince people of their message. They should find photos to illustrate their poster.

When students have finished, put the posters up around the class, and give students time to look at each other's work. Discuss the posters as a class, and talk about which poster is the most effective.

Cultural awareness and expression, Communicative competence

This activity will help your students express their own creativity in an appropriate way. It will also help develop their communication skills.

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CULTURE ● Volunteer holidays

I can plan and present a volunteer holiday for a family.

4

Aims

- Read about volunteer tourism.
- Talk about volunteer work in your country.
- Plan and present a volunteer holiday.

Warm-up (3–4 minutes)

- With books closed, ask students: *Do you go on holiday with your family? Where do you go? What do you do?* Elicit a range of answers, encouraging as many students as possible to contribute.
- Ask students to think of the possible benefits of tourism to an area, and any negative aspects.

Background

Volunteer tourism is an industry that has seen its most significant growth in the years since 1990. It has largely grown out of the gap-year culture of students taking a year out between school and university, and statistics suggest that up to 70% of volunteers are between the ages of twenty and twenty-five. However, in recent years the demographic of volunteers has broadened to include retired people and professionals who want to do something positive with their time and skills. The idea is that volunteers donate their time and money to a cause, and in return they get to experience a new place and a new culture. It is estimated that 1.6 million volunteers a year contribute to an industry worth up to £1.3 billion.

Exercise 1

- In a **weaker class**, brainstorm vocabulary for things in the photos, and write it on the board. Then ask students to make sentences using the vocabulary. In a **stronger class**, encourage students to describe what they can see, but also to speculate and interpret the pictures. Ask the question and share ideas as a class.

ANSWERS

Students' own answers.

Exercise 2 2.22

- Students read and listen to the text and check their guesses from exercise 1.

ANSWERS

Voluntourism means 'volunteer tourism'. It's a new type of adventure travel involving doing volunteer work while you're on holiday. It's popular with people wanting a different kind of holiday.

Exercise 3

- In a **weaker class**, accept shorter answers and direct quotations. In a **stronger class**, encourage students to give full, complete answers and paraphrase them, rather than simply reading from the text.

POSSIBLE ANSWERS

1 Students or skilled workers, e.g. nurses, used to do volunteer work abroad.
2 Volunteer projects can now be short-term and are organized like holidays.
3 Child volunteers can do simple things like cleaning beaches, planting trees or spending time working with local children.
4 Voluntourism can be good for young people because it helps them to learn important values and put into perspective things which they find difficult in their lives, like homework and housework.
5 Volunteers hope to help communities by bringing in money and by helping with development projects.
6 Critics say that some voluntourists lack skills and the time to properly understand the problems faced by local people. They may also be taking away work from local people and could be bad for the economy.

Exercise 4

- In a **weaker class**, do the whole task together, encouraging as many students as possible to contribute.

ANSWERS

Students' own answers.

Exercise 5

- Put students into pairs to discuss possible destinations and types of work. In a **weaker class**, brainstorm a few ideas together at the start, before groups continue with their own ideas. Tell students that the majority of volunteer tourism is to countries in Africa, South America and South East Asia, but people may be interested in joining projects closer to home.
- Students plan their holiday. In a **stronger class**, encourage students to compare their presentation with another pair. They should suggest improvements and comment on style and coherence of the presentation.
- Ask students to present their holidays. Remind them that they are trying to promote their ideas, so their presentation should be enthusiastic and positive. When all holidays have been presented, have a class vote for the most popular package. Discuss the pros and cons of different trips.

Optional activity: Writing

Ask students to produce a leaflet for their volunteer holiday. They can use their presentation in exercise 5 as a basis, but make any improvements and changes they want following the discussion of the presentations.

Tell them the leaflet should include the information in the task, and photos to illustrate the brochure.

In the next lesson, students can read each other's brochures and decide which holiday is the most attractive.

Cultural awareness and expression

This activity will help students express their own creativity in an appropriate way.

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+ CULTURE ● Volunteer holidays

I can plan and present a volunteer holiday for a family.

4

Volunteer family holidays

A new type of adventure travel is becoming popular with people who want a different kind of holiday. Volunteer tourism or 'voluntourism' involves doing volunteer work while you are on holiday. In the past, volunteer projects lasted several weeks or months and were mainly for students or skilled people like nurses. Nowadays, however, there are plenty of short-term volunteer holidays for just about every interest or age group, including family-friendly holidays. Instead of swimming in the hotel pool or sunbathing on the beach, you can go to South Africa and study rhinos, work in an elephant sanctuary in Thailand, or help on a construction project in Latin America. Even children can take part by doing simple tasks like cleaning beaches, planting trees or simply spending time working with local children.

A volunteer holiday can be a very rewarding experience for a family. Volunteering as a family is a good way for young people to learn important values like kindness, responsibility and cooperation. By meeting people from around the world and experiencing different cultures, they learn to put their own problems into perspective, especially if they are used to an easy consumer lifestyle. They learn that annoying things in their daily lives, like housework or homework, are nothing compared to the problems that people from poorer countries face every day.

However, not everyone is happy with voluntourism. Some people feel that it may do more harm than good. Voluntourists believe that they make a positive difference by bringing money to local communities and by helping with development projects, but critics argue that voluntourists lack the skills and the time to really understand the problems and make a difference. In some cases they may even replace local workers and cause further poverty. What's more, if people are working all the time, they aren't spending money on tourist activities and this is bad for local economies. That's why it's important that voluntourists research their holiday carefully and choose a project that will really benefit the local community.

1 Look at the photos. Where are the people and what are they doing?

2 2.22 Read and listen to the text. What is voluntourism? Why is it becoming popular?

3 Read the text again and answer the questions.

1 Who used to do volunteer work abroad?
2 How have volunteer projects changed these days?
3 What can child volunteers do?
4 Why is voluntourism good for young people?
5 How do volunteers hope to help communities?
6 Why do some people criticize voluntourism?

4 YOUR CULTURE Answer the questions.

1 Is volunteer work popular in your country?
2 What sort of things do volunteers do?
3 Do you know anyone who has been on a volunteer holiday?
4 Would you like to go on a volunteer holiday? Why / Why not?
5 What kind of holidays do people in your country go on?

5 TASK Plan a volunteer holiday for a family.

1 Work in pairs and plan a volunteer holiday suitable for a family. Choose a suitable destination and type of volunteer work.
2 Write notes about the following features of the holiday and your own ideas:
   • what adults / children can do
   • positive impact of the work
   • accommodation and other facilities
   • length of stay, transport
   • cost of the holiday.
3 Present your volunteer holiday to the rest of the class. Which is the most popular holiday?

Podróżowanie i turystyka, Życie społeczne

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+ CULTURE ■ Punks

I can prepare a quiz about alternative subcultures.

5

An alternative subculture

1 The punk movement started in the USA and the UK in the mid-1970s as a reaction to the political and economic situation at the time. There was a recession and many young people didn't have jobs, so it wasn't surprising that a lot of them became disillusioned with society. This discontent led some young people to rebel against authority. They were concerned with individualism and free thinking and they expressed their ideas and feelings through a new identity, which became known as punk.

2 Punks used their appearance to express their views. They wore clothes that were unconventional and untidy – ripped clothes, T-shirts with anarchic slogans, leather jackets with studs, tight jeans with a lot of zips, and dresses made out of black bin liners. Punks spiked their hair, often into a Mohican style, and used hair dye in bright colours like neon pink, orange and green. Everyday items like chains and padlocks were worn as jewellery. Body piercing was also fashionable, particularly in the eyebrows, nose and lips.

3 Just as punk fashion aimed to shock people, punk music was loud and angry. The records were often produced by the punk bands themselves, not record companies. The lyrics were usually short and direct and they were shouted, not sung. Anything traditional or conventional – popular culture, music, rock groups, the Government, the monarchy – was attacked by punk musicians.

4 In some parts of the world, there are still punks with the same look and ideology as those in the 1970s. However, in Britain and many other countries, punk culture has mixed with mainstream fashion and music. In Britain, the supermodel Agyness Deyn sometimes incorporates elements of punk fashion into her look, and in the USA, there are many pop punk bands such as Green Day. Ironically, this mainstream culture is something that the original punks hated and rebelled against.

1 Check the meaning of the words in the box. Which things can you see in the photos?

ripped clothes bin liner leather jacket
Mohican stud chain padlock
safety pin

2 2.37 Match titles a–d with paragraphs 1–4 in the text. Then read, listen and check your answers.

a Current culture
b Origin
c Sound
d Appearance

3 Read the text again and answer the questions.

1 What problems did many young people have in the mid-1970s? Why?
2 How did they react to the situation?
3 Why did punks wear unconventional clothes?
4 What did punks do to their hair?
5 What sort of jewellery did punks wear?
6 Do you think that punk music was relaxing to listen to? Why / Why not?
7 What did punk bands do in their song lyrics?
8 How has punk culture changed since the 1970s?

4 YOUR CULTURE Answer the questions.

1 Was punk culture popular in your country? When?
2 Are there punks in your country today?
3 Do you like modern punk fashion? Why / Why not?
4 What do you think of pop punk music?
5 What other subcultures are popular in your country?

5 TASK Prepare a quiz about alternative subcultures.

1 Work in small groups and choose three or four past and present alternative subcultures, e.g. skinheads, hippies, rockers, goths, etc.
2 Write two quiz questions about each group. You can look at the quizzes in the main units in this book for ideas.
3 Work in small groups and ask and answer your quiz questions.

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CULTURE ● Punks

I can prepare a quiz about alternative subcultures.

5

Aims

- Learn vocabulary about punk fashions.
- Read a text about the punk movement.
- Talk about punk culture in your country.
- Prepare a quiz about alternative subcultures.

Warm-up (2–3 minutes)

- With books closed, ask: *What do you know about punks? Do you like the punk look? Do you like punk music?* Elicit a range of ideas.

Background

As stated in the text, punk started as a true subculture, with a strong element of political protest. Bands such as The Clash and The Sex Pistols openly challenged the conventions of British society, including the monarchy. However, modern punk is now more of a mainstream fashion look.

Exercise 1

- Students use their dictionaries to check the meaning of the words and match them with the photos.

ANSWERS

leather jacket, Mohican, stud, chain, padlock, safety pin

Exercise 2 2.37

- Explain to students that skimming is a fast reading technique used to quickly identify the main ideas in the text. When skim reading, they should focus on the title, subtitles, topic sentences and key words, but they do not need to read every word in every sentence. Ask students in what situations skimming might be useful (e.g. to decide if an article in a newspaper or magazine is interesting and whether they should read it in more detail).
- In a **weaker class**, tell students to skim the whole text for general meaning and match the titles with the paragraphs. Ask them to underline any key words that helped them to identify the correct titles.
- In a **stronger class**, ask students to read the first sentence of each paragraph only and then try to decide which title goes with which paragraph.

ANSWERS

1 b 2 d 3 c 4 a

Exercise 3

- Allow students time to compare their answers in pairs before you check with the class.

POSSIBLE ANSWERS

1 Many young people were unemployed in the mid-1970s because there was a recession.
2 They rebelled against authority and wanted to demonstrate their individuality and free thinking, which they did through their clothing and music.
3 They wore unconventional clothes to reflect their views.
4 They spiked their hair into a Mohican style and used brightly coloured hair dyes.
5 They wore everyday objects like chains and padlocks as jewellery. Piercings were also very fashionable.
6 Punk music wasn't relaxing because it was loud and angry.
7 They attacked anything traditional or conventional.
8 Punk culture has become mainstream.

Exercise 4

- In a **weaker class**, do the whole task together, encouraging as many students as possible to contribute to the discussion.

ANSWERS

Students' own answers.

Exercise 5

- In a **weaker class**, brainstorm a few ideas together at the start, before groups continue with their own ideas.
  In a **stronger class**, ask them to write three questions for each subculture.
- Remind students to look back through the book for ideas if necessary.
- When all the groups have finished, they can swap quizzes with another group and answer their questions.

ANSWERS

Students' own answers.

Optional activity: Speaking

Divide the class into A and B students. Tell the A students they are going to be punk teenagers, and tell the B students they will be their parents. Explain that the parents are going to ask the teenagers about why they are punks.

Put students into AA and BB pairs.

Ask the AA pairs to prepare ideas on why they are punks – why they feel angry and why they like the punk style and punk music. Tell them they should try to persuade their parents that punk music is exciting.

Ask the BB pairs to prepare questions for the teenagers on why they are punks, why they like the punk clothes and hairstyles, etc. Tell the parents that they should try to persuade their teenager to become more conventional.

When students are ready, put them into AB pairs and tell them to have conversations about being a punk.

Ask some students to report back on how well their parent / teenager managed to persuade them.

Social and civic competences

This activity will help students interact in a cooperative manner.

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CULTURE ■ High school elections

I can plan and give an election speech.

Aims

- Read about high school elections in the USA.
- Talk about student representation in your country.
- Prepare and give an election speech.

Warm-up (3–4 minutes)

- With books closed, ask: *Is there anything you would like to change about your school?* Elicit some ideas and then ask: *What can you do to make your school change?*
- Ask: *Do you think students should have more power to make changes in their school?* Elicit some ideas, and encourage students to join in and express their opinions.

Background

Most schools in the USA have a system of class presidents. The class president works with students in their class to resolve problems, and they inform school leaders of ideas for changes to the school that come from their class. They also organize student activities and events. Most class presidents stand for a year, but they can stand for election for further years if they wish.

Exercise 1

- Refer students to the photo.
- Put them into pairs to answer the questions.
- Don't check answers at this stage.

Exercise 2 3.13

- Students listen, read and check their answers to exercise 1.
- Ask: *How did Billy become class president?* and elicit answers.

ANSWERS

1 They are in the USA.
2 They are in a school hall.
3 They are making speeches for a school election campaign.

Billy became class president by being elected by his classmates.

Exercise 3

- Allow students to check their answers in pairs and discuss any differences before you check with the class. As usual, in a **stronger class**, encourage full, complete answers in the students' own words.

POSSIBLE ANSWERS

1 Being a class president looks good on college application forms as people will see that you are responsible, charismatic and hard-working.
2 Class presidents propose policies which will benefit students such as improving sports facilities.
3 A good slogan needs to be something simple and memorable which attracts attention and has a clear message. If it's funny or it rhymes, then it's good.
4 Supporters can help a campaign by wearing their candidate's badge and sticking posters around the school.
5 Candidates should campaign at all times.
6 The most important part is the election speech.

Exercise 4

- Students can plan their ideas then discuss the questions in pairs.
- In a **weaker class**, do the whole task together, encouraging as many students as possible to contribute to the discussion.
- Alternatively, students could prepare written answers. This could be done in class time or for homework.

ANSWERS

Students' own answers.

Exercise 5

- In a **weaker class**, brainstorm ideas for policies together, before putting students in groups to continue with their own ideas. Candidates can prepare in pairs or groups of the three, and present their policies together. Remind them that each student must contribute to the preparation, and speak in the presentation.
- Read the task together. In a **stronger class**, let students discuss possible policies in groups, but then ask each student to prepare a speech individually.
- When the speeches are over, hold a class vote for the most convincing candidate.

Optional activity: Writing

Ask students to look back at the text and find Billy's third piece of advice. Tell them they are going to produce a campaign poster.

Students can use the notes from their speech to make their posters. Ask students to choose their best policies, display their slogan, and make a poster to publicize their campaign.

Monitor and help with vocabulary and ideas while students are working.

When students have finished, number the posters and pin them around the classroom. Allow students to move around and look at them, then ask them to write down on a piece of paper the number of the campaign they would vote for (tell them they cannot choose to vote for their own campaign).

Collect votes and see which campaign is the most popular.

Cultural awareness and expression

This activity will help your students express their own creativity in an appropriate way.

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+ CULTURE ■ High school elections

I can plan and give an election speech.

6

1 Look at the photo below and answer the questions.

1 Which country are the people in?
2 Where do you think the people are?
3 What do you think is happening?

2 3.13 Read and listen to the text. How did Billy become class president?

3 Read the text again and answer the questions.

1 How can being a class president help you in the future?
2 What kind of policies do class presidents propose?
3 What qualities has a good slogan got?
4 How can supporters help a campaign?
5 When is a good time to campaign?
6 What's the most important part of a high school election campaign?

4 YOUR CULTURE Answer the questions.

1 Are there class presidents and a student government in your school?
2 Do you think that it's a good thing to have? Why / Why not?
3 If you were the class president, what would you campaign for?
4 Are young people in your country interested in politics?
5 How do political parties in your country publicize their election campaigns?

5 TASK Prepare and give an election speech.

1 Work in small groups. Imagine you are standing for president in the class elections.
2 Plan two or three policies. Make notes about:
   • what you will do
   • why these things are important
   • how this can be achieved.
3 Think of a good slogan for your campaign.
4 Present your speech to the rest of the class.
5 Have a class vote for the best candidate.

Billy's election blog

Hi! I'm Billy Smith. I go to Ford High School in Virginia, USA, and I'm class president of Class 4, 10th grade. That means that I was elected by my classmates to represent them. As class president, I'm part of the school's student government, and together we're the voice of the students in our school. It's so rewarding to have the opportunity to improve the school, and being class president looks good on college application forms. It makes people realize that you're responsible, hard-working and charismatic. Almost every high school in the country has elections, so what are you waiting for? Read my tips on how to win a high school election and run for class president next year!

If you want to win your high school election, you'll need to ...

★ ***plan your policies.***
You should decide what you'll do for the other students if you're elected. For example, you might say that you'll raise money to build a new school library, or try to improve the sports facilities.

★ ***think of a good slogan.***
It must be simple, but memorable. If it's funny or it rhymes, great! You want to attract attention and communicate your message at the same time, for example: *Be cool! Improve your school!* or *Vote 'Billy' for a better school!*

★ ***publicize your campaign.***
You could make posters and badges with your picture and slogan. Stick the posters in every corridor and classroom, and make your supporters wear your badge.

★ ***campaign at all times.***
Talk to students whenever you can, even on the school bus or when you're having lunch. Don't let them leave unless they promise to vote for you!

★ ***make a great election speech.***
This is your biggest and most important opportunity to make people vote for you. If your speech is long and boring, people won't listen. You should practise it so you can really connect with the audience.

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+ CULTURE ■ The British sense of humour

I can perform a comedy sketch.

1 Check the meaning of the words and phrases in the box. Then complete the text.

bizarre good sense of humour comedians
laughter sarcasm make fun of

IT'S GOOD TO LAUGH!

Humour is an important aspect of life in Britain. British people can laugh and make jokes in almost any everyday situation. A lot of people consider that a [1]___ is more important in a partner than good looks or money. Britain's comedy industry is huge, with a large number of TV comedy programmes and comedy festivals. The nation's top [2]___ are superstars who perform live shows all over the country in front of thousands of fans. So why are humour and comedy particularly important in Britain? It's well known that [3]___ is good for you. When you laugh, your body releases hormones which make you feel happier, healthier and more optimistic about life. Sunshine has a similar effect, so maybe the British need laughter because the weather is so bad.

Unlike film actors and musicians, Britain's comedians and TV comedy shows generally aren't very popular in other countries. Of course, every nation has its own sense of humour, but the British sense of humour seems to be particularly difficult to understand if you aren't British. The British often use [4]___ – for example, they might say 'Well done!' when someone makes a mistake. British comedy characters are often very unkind and rude to each other and British people love to [5]___ themselves, too. For people from other cultures, this can all seem negative, embarrassing or offensive.

However, not all British humour is incomprehensible to people outside the UK. The Mr Bean TV shows and films, for example, have been popular in over 200 countries over the last twenty years. Mr Bean is funny because he does simple, everyday things in an extremely [6]___, absurd way. People laugh at Mr Bean, but they also appreciate his eccentric behaviour. Loving eccentricity is another important side to the British sense of humour and maybe one that they share with people around the world.

2 3.27 Read and listen to the text. Check your answers to exercise 1.

3 Read the text again and answer the questions.

1 According to the text, what three qualities might be important in choosing a partner?
2 How do people feel when they laugh? Why?
3 What may be the connection with the weather and laughter in Britain?
4 According to the text, what's the difference between British musicians and comedians?
5 Are people in British comedy shows always polite to each other? Explain your answer.
6 Is Mr Bean popular around the world? Explain your answer.
7 According to the text, why do people like Mr Bean?

4 YOUR CULTURE Answer the questions.

1 Is it important to have a good sense of humour in your country?
2 Which are the most popular comedians and TV comedy shows from your country?
3 Is live comedy popular in your country?
4 Do people in your country laugh about the same things as British people?
5 Do you know any British or American TV comedy programmes? Which ones?

5 TASK Prepare and perform a comedy sketch.

1 Work in groups. Plan a short comedy sketch or copy a sketch you have seen on TV. Decide on a role for each person in the group.
2 Write and practise the sketch.
3 Perform the sketch to the class.

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CULTURE ● The British sense of humour

I can perform a comedy sketch.

Aims

- Learn vocabulary to do with humour.
- Read a text about the British sense of humour.
- Talk about the sense of humour in your country.
- Prepare and perform a comedy sketch.

Warm-up (2–3 minutes)

- With books closed, ask students what makes them laugh. Elicit ideas about films, books, TV programmes, etc. and encourage students to express their opinions.
- Ask students if they know the character *Mr Bean*. Ask: *Do you find him funny?* Elicit a range of answers.

Background

Mr Bean, mentioned in the text, first appeared in a British TV comedy series in the early 1990s. The character was created by Rowan Atkinson, who has described Mr Bean as 'a child in a grown man's body'. Mr Bean has appeared in two feature films and also an animated cartoon.

Exercise 1

- In a **weaker class**, remind students to note the part of speech as well as the meaning for the words.
- In a **stronger class**, check understanding of the new words by eliciting example sentences. Pay particular attention to *make fun of* and make sure students are formulating it correctly.
- Don't check answers at this stage.

Exercise 2 3.27

- Students listen, read and check their answers to exercise 1.

ANSWERS

1 good sense of humour
2 comedians
3 laughter
4 sarcasm
5 make fun of
6 bizarre

Exercise 3

- Allow students time to compare their answers in pairs and discuss any differences before you check with the class. As usual, in a **stronger class**, encourage full, complete answers in the students' own words.

POSSIBLE ANSWERS

1 A good sense of humour, good looks and money might be important qualities when choosing a partner.
2 People feel happier, healthier and more optimistic when they laugh because laughing releases hormones which have this effect.
3 Sunny weather has a similar effect on people to laughing, so the writer suggests that British people need to laugh because their weather is so bad.
4 British musicians are popular in other countries whereas British comedians usually aren't.
5 People in British comedy shows aren't always polite to each other because part of the humour is based on them being unkind and rude.
6 We know Mr Bean is popular around the world because his shows and films have been seen in more than 200 countries over the last twenty years.
7 People like Mr Bean because he does everyday things in a bizarre way and because they like his eccentricity.

Exercise 4

- In a **weaker class**, do the whole task together, encouraging as many students as possible to join in.
- In a **stronger class**, ask students to translate a joke into English and see how many work in translation.

ANSWERS

Students' own answers.

Exercise 5

- Have a short discussion about the elements of a good comedy sketch. Elicit examples that students are familiar with, and discuss what makes them funny.
- Put students into groups and go round monitoring and helping, and making sure everyone participates.
- Invite groups to perform their sketches. In a **stronger class**, encourage students to learn their words and perform from memory.

Optional activity: Writing

For homework, ask students to find some information about a well-known comedian from their country, who they admire. Ask them to find out personal information about them and also information about films or TV programmes they have made. Ask students to make notes, and bring them to the next lesson.

In the next lesson, put students into groups of three or four. Explain that they are going to put their notes together to write a short article for a teenage magazine about popular comedians in their country.

When they have finished, ask groups to swap their articles with each other to make comments and suggestions for improvements. Ask some groups to read their articles to the class and correct any errors of grammar or vocabulary.

Communicative competence, Sense of initiative and entrepreneurship

This activity will improve students' writing skills. It will also help them use their own initiative and decision-making skills during the planning, organization and management of their work.

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CULTURE ● Boot camps in the USA

I can discuss youth crime and punishment.

Aims

- Read about boot camps in the USA.
- Talk about discipline and juvenile crime in your country.
- Prepare a youth punishment programme.

Warm-up (3–4 minutes)

- With books closed, ask students if they think they are well behaved. Do they do everything their parents ask them to?
- Ask: *What do you think is more effective: rewarding good behaviour, or punishing bad behaviour?* Elicit some ideas, encouraging students to join in and express opinions.
- Elicit some examples of possible bad behaviour, and ask them what their parents might do to punish them. Ask, e.g. *Do your parents ground you (stop you going out and seeing your friends)? Or stop your allowance?*

Background

As the text states, boot camps were introduced in the USA as an alternative to prison for young offenders. They were intended to be less harsh than prison, but tougher than probation. The emphasis is on military-style discipline and physical drilling. Commercial boot camps are institutions outside the correctional system, where parents can choose to send teenagers whose behaviour is problematic, and who they fear may be heading towards crime. The teenager's agreement is not required. The camps have some success, and claim to work best as a short, sharp shock to rebellious teenagers. Many camps have been criticized for putting too much emphasis on discipline, and not enough on confidence-building activities and rehabilitation. There have been controversies over the use of physical violence, and some teenagers have died. Countries outside the USA have been slow to adopt boot camps as a solution to youth crime.

Exercise 1

- Put students into pairs to answer the questions.

ANSWERS

1 The people are at a boot camp.
2 They are doing an outdoor activity.
3 They are probably there as a punishment or because they have been through a difficult time or experience. This is a way of learning new skills and discipline.

Exercise 2 3.42

- Students listen, read and check their answers to exercise 1.

ANSWERS

Boot camps are residential camps or schools which focus on physical activity and discipline. They started as an alternative to prison for young criminals in the early 1980s.

Exercise 3

- In a **weaker class**, allow students to check their answers in pairs and discuss any differences before you check with the class. In a **stronger class**, encourage full, complete answers in the students' own words.

POSSIBLE ANSWERS

1 Alvin was sent to a boot camp because he was behaving badly.
2 Young criminals were the first people to be sent to boot camps.
3 Commercial boot camps aim to raise teenagers' self-discipline and self-esteem through activities.
4 Alvin was at a boot camp for two years.
5 Alvin hated the boot camp and was angry at first.
6 Life at a boot camp is strict and challenging, but can also be very rewarding.
7 Alvin gained confidence and became more positive. His school work improved and he became much happier.

Exercise 4

- In a **weaker class**, do the whole task together, encouraging as many students as possible to contribute.

ANSWERS

Students' own answers.

Exercise 5

- In a **weaker class**, brainstorm ideas for other offences together, before putting students into groups to continue with their own ideas.
- Students work in groups to devise punishments. Monitor and help, making sure that everyone is contributing.
- Invite groups to present their punishments and explain their reasoning.
- When each group has presented their punishment programme, discuss them as a class. Talk about the justifications and discuss whether students think the punishments would work.

Optional activity: Writing

Ask students to imagine that they are a parent of a problem teenager. They are very worried that their child is getting into bad habits, and may end up in prison. A friend has recommended that they send their child to boot camp.

Tell students to think about their reaction to this idea, and ask them to write lists of pros and cons. Then they are going to write an email to their friend, to say whether they have decided to follow the advice, and explaining their decision. In a **weaker class**, the activity can be done in pairs.

When they have finished, ask students to swap their emails with each other and discuss their arguments. Ask some students to read their emails to the class.

Cultural awareness and expression

This activity will help your students express their own creativity in an appropriate way.

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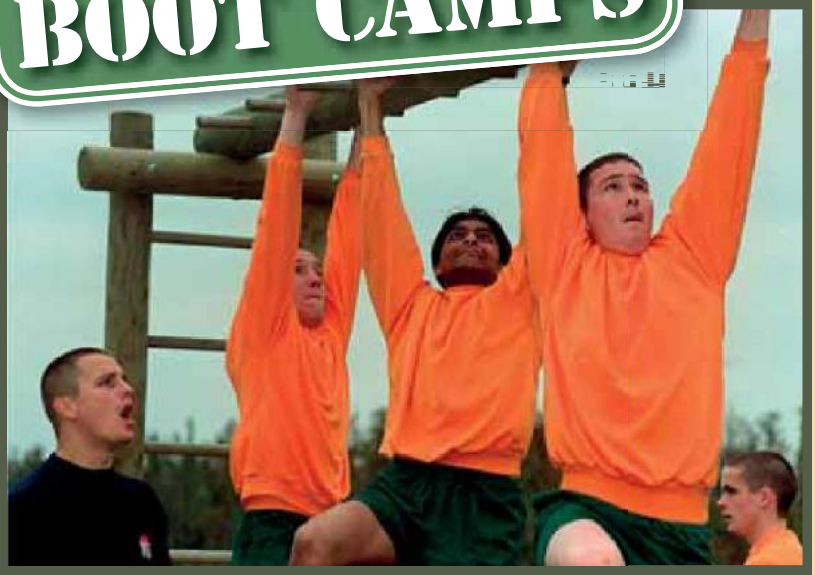
+ CULTURE ● Boot camps in the USA

I can discuss youth crime and punishment.

BOOT CAMPS



Two years ago, Alvin Craig was a very difficult teenager. He was rude and rebellious and was failing at school. 'He argued with us all the time and he missed school a lot,' said Alvin's parents. 'He was out of control and we didn't know how to help him.'

Many teenagers go through a difficult time, but Alvin was heading for serious trouble. 'It was a bad time for me. I was confused and I didn't care about anything,' said Alvin. 'I was hanging round with the wrong people and staying out all night. I couldn't talk to my parents because they didn't seem to understand me.' Alvin's parents were so worried that they decided to send him to a boot camp.

The first boot camps were started in the USA in the early 1980s as an alternative to prison for young criminals. The idea was to discipline teenagers with a tough military-style programme. Since then, commercial boot camps have become a popular solution in the USA for dealing with 'problem teenagers'. These special boarding schools have programmes which combine a strict routine with plenty of physical exercise. The focus is on developing the students' self-discipline and self-esteem. By doing challenging outdoor activities and learning new skills, students discover who they are and what they are capable of.

Alvin attended High Winds Academy for two years and the experience changed his life. 'At first, I hated everything – the uniform, getting up early, the strict discipline and all the chores,' said Alvin. 'I wasn't allowed to phone or text my friends back home. And I was very angry with my parents for sending me there.' But gradually, Alvin's attitude changed. As he gained confidence, his school work improved and he became more positive about life. 'I achieved things I never thought I'd be able to do,' he said, 'and I made some great friends.'

Boot camp may not suit everyone, especially teenagers with serious emotional problems, but for Alvin it worked. Alvin is starting college in September and his parents are very proud of him. 'Our son has completely changed. He's so much happier and he's making plans for the future.'

1 **Look at the photo and answer the questions.**

1 Where are the people?
2 What are they doing?
3 Why do you think they are doing this?

2 3.42 **Read and listen to the text. What are boot camps? When were they created?**

3 **Read the text again and answer the questions.**

1 Why was Alvin sent to a boot camp?
2 Who was sent to the first boot camps?
3 How do commercial boot camps aim to help students?
4 How long did Alvin spend at a boot camp?
5 How did Alvin feel at first?
6 What is life at a boot camp like?
7 How did Alvin change during his time at boot camp?

4 **YOUR CULTURE** **Answer the questions.**

1 Are there boot camps in your country?
2 How do parents and schools deal with teenagers who behave badly?
3 What happens to young people who break the law in your country?
4 What sort of offences and crimes do young people commit?
5 Why do you think young people commit crimes?
6 How do you think young criminals should be treated?

5 **TASK** **Prepare a youth punishment programme.**

1 Work in groups. Choose five offences or crimes, for example, playing truant, shoplifting, damaging public property, stealing cars, etc.
2 Discuss and decide what punishments are suitable for each type of offence. Write a sentence to justify each decision.
3 Present your programme to the rest of the class.
4 Have a class debate about the programmes.

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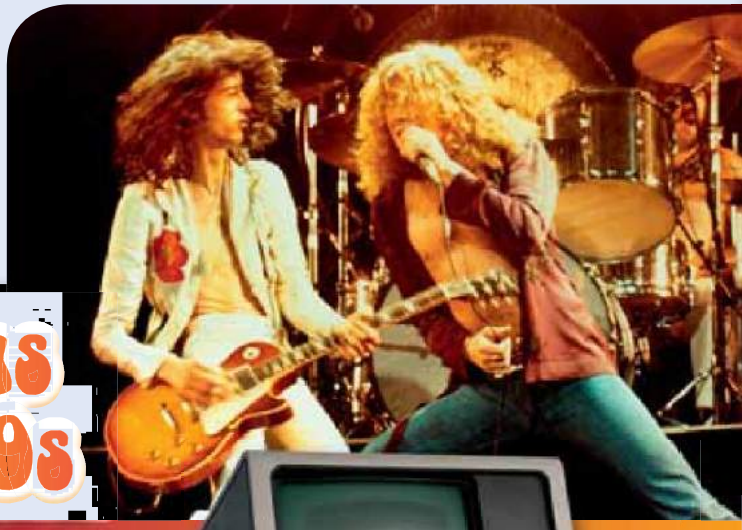
+ PROJECT ■ An interview summary: Teenage years

1

1 Read the interview summary. Match paragraphs A–E with the interview questions 1–5.

1 What are your special memories?
2 What was different in the seventies?
3 What did teenagers wear then?
4 What music did you like?
5 What did you do in your free time?



Uncle Steve's life as a teenager in the 70s

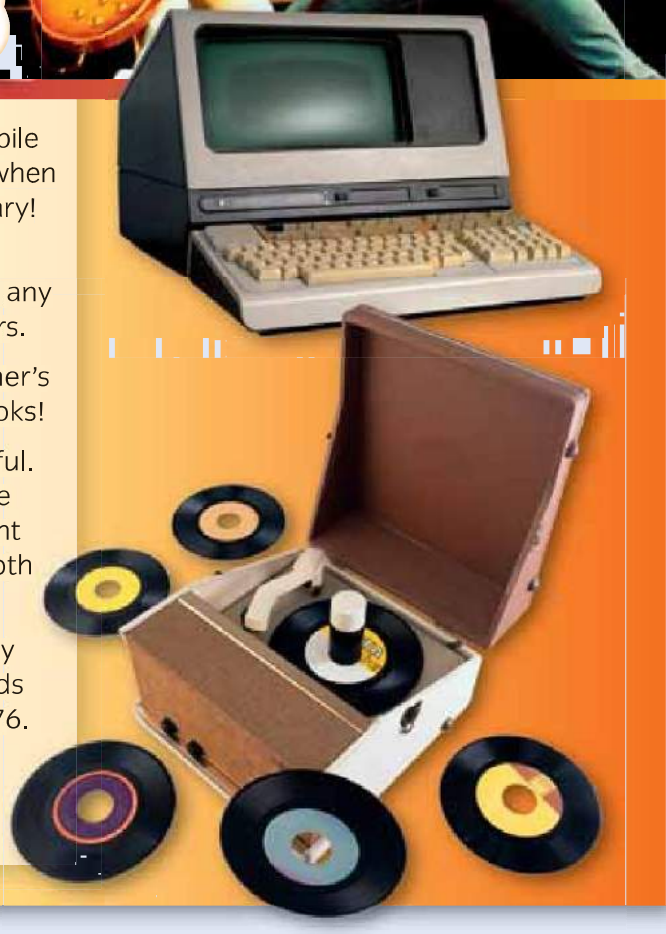
A There was a lot less technology in those days. People didn't have mobile phones and they didn't text. They didn't have the internet either, so when he wanted to research something for school, he had to go to the library!

B Steve was into bands like Led Zeppelin, Queen and Pink Floyd. He remembers that The Beatles were breaking up then. There weren't any CDs in those days. People played vinyl records on big record players.

C Steve and his friends used to ride bikes and spend time at each other's homes. There were no video games, so he used to read a lot of books!

D Fashion was fun and very colourful. Trousers with wide bottoms were trendy and skirts were all different lengths. It was fashionable for both girls and guys to have long hair.

E His special memories were of lazy evenings outdoors with his friends during the long hot summer of '76. It was so dry that there wasn't enough water and some houses had their supply cut off!



2 Write about an older person's teenage years. Follow the steps in the project checklist.

○ PROJECT CHECKLIST

1 Work in pairs. Think of an older person who you can interview (a relative, a neighbour, etc).
2 Prepare a short questionnaire. Include some of the questions above and your own ideas.
3 Interview the person and make notes of their answers.
4 Write a summary of the interview. Organize your writing into sections.
5 Find photos on the internet or in magazines to illustrate the person's memories.

3 Exchange your interview summary with the rest of the class. Did any other students find out similar information?

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PROJECT ■ An interview summary: Teenage years

1

Aims

- Read a summary of an interview with a family member.
- Interview an older person about their teenage years and their generation.
- Write a summary of your interview about an older person's youth.

Warm-up (2 minutes)

- With books closed, write *My teenage years* on the board and elicit or explain the meaning.
- Elicit ideas that students associate with being a teenager and some things that define and unify a group of people who are teenagers in the same decade.
- If students are struggling, give them some categories and decades and brainstorm associations, for example, fashion and hair styles in the 1980s, music in the 1960s, exciting new technology in the 1990s.

Background

The word *teenager* to describe a person between the ages of 13–19 originated in the 1950s. Prior to that, this age group was not a clearly defined demographic grouping. In the 1950s adolescents began to stand out as a group of people for whom modern music, fashions and trends were very important. They had more freedom than previous generations, and more money to spend. They rebelled against the norms of their parents, creating what became recognized as the 'generation gap'. Over the next couple of decades, the teenage years became a recognized life stage.

Exercise 1

- Look at the photos and elicit what they show. Ask students to guess the decade, then read the text quickly and check their guesses.
- Students work individually to read the paragraphs and match them to the questions.
- Check answers.

ANSWERS

1 E
2 A
3 D
4 B
5 C

Exercise 2

- Read through the project checklist with the class.
- In a **weaker class**, brainstorm other questions or topics that students could ask about. Tell them to choose five questions and point out or elicit that this means their summary will have five paragraphs.
- Remind students that to write a whole paragraph, they will need to get detailed answers, so it might be a good idea to prepare some follow-up questions.
- Ask students to write their summaries for homework.

ANSWERS

Students' own answers.

Exercise 3

- Collect in the summaries and arrange them on desks around the class for students to look at.
- Find out which generation was the most researched and whether people had the same experiences. Ask students whether they would rather be teenagers now, or in another decade. Have a vote for the most popular decade.

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Warm-up (2–3 minutes)

- With books closed, write *adventure sports* on the board and elicit what it means.
- Brainstorm examples of adventure sports and find out if anyone has done any of them. Ask: *Can you do these activities in this area? Where can you do them?* Encourage students to share their experiences.

Listening

Exercise 1

- Focus on the photos and elicit what they show (sailing, white-water rafting, forest zipwire, mountaineering). Were any of them mentioned in the warm-up?
- Read the questions with the class, and put students in pairs to discuss their answers. In a **weaker class**, share some ideas first, discuss the risks or things students might be afraid of. Remind students of the extreme adjectives on page 22. Students continue to discuss in pairs.
- Share answers as a class.

ANSWERS
Students' own answers.

Exercise 2 1.35 Tapescript page T138

- Tell students they are going to listen to some people talking about adventure sports.
- In a **weaker class**, tell students to prepare to listen by looking at the sports in the photos and thinking of key words that they might hear people use when talking about each one.
- They listen and find out the sport Max has tried. Check answers with the class.

ANSWER
Max has tried climbing.

Exercise 3 1.35

- Tell students to read the sentences carefully and prepare to listen again. In a **weaker class**, go through them and elicit the information that students need to listen for to complete each sentence. Tell students to look at the sentence and decide what type of word goes in the gap, e.g. a name, a number, a time, etc.
- Students listen again. Allow them to check their answers in pairs before checking answers as a class.

ANSWERS
1 wildlife 2 two 3 white-water rafting 4 Dan 5 four 6 unforgettable 7 girlfriend 8 Jonny's girlfriend

Speaking

Exercise 4

- Read the task and the questions with the class. Make sure everyone understands the scenario.
- In a **weaker class**, share some ideas for each question before giving students time to write their answers individually. In a **stronger class**, encourage students to answer in note form, and to expand their answers when speaking, so that they speak more fluently.

ANSWERS
Students' own answers.

Exercise 5

- Read through the conversation flow-chart with the class, and make sure everyone understands. If necessary, ask for a volunteer and demonstrate by describing your own experiences.
- Students work in pairs to talk about their extreme weekend. Then they swap roles and have the conversation again.

ANSWERS
Students' own answers.

Writing

Exercise 6

- Read the task together. Students can use their notes from exercise 4 as a basis for their email.
- Elicit the new detail in the email (one exciting or frightening incident).
- The writing can be done in class or for homework.
- **Fast finishers** can swap emails with another fast finisher. Tell them to check each other's work for mistakes and comment on the content. Students can then write a corrected version.

Optional activity: Consolidation

Ask students what they know about the history of adventure sports and adventurers. Ask, for example: *When was the first successful climb up Mount Everest?* (1953) *Who was the first person to sail around the world alone?* (Robin Knox-Johnson in 1969) *When and where was the first bungee jump?* (New Zealand, 1986)

Refer students back to the description of the 1960s on page 15.

For homework, divide the class into groups of five or six. Allocate a decade to each group, for example the 1950s, 1960s, etc. Ask students in each group to go online and find information about their decade. Ask them to find information about memorable sporting achievements for their decade. Ask them to download pictures of the decade, showing the fashions, and important people and events.

In the next lesson, students can work in their groups to bring together the information they have collected and produce a short presentation.

Digital competence, Sense of initiative and entrepreneurship

This activity will encourage your students to use digital learning resources. It will also help them to use their own initiative and decision-making skills during the planning, organization and management of their work.

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✚ CUMULATIVE REVIEW ■ Starter–Unit 2

2

Listening

1 Look at the photos and answer the questions.

1 Which activities are dangerous? What risks are the people taking?
2 Why do people do these activities?
3 How do you think the people feel?
4 Which activity would you like to try?

2 1.35 Listen to a conversation. What new sport has Max tried?

3 1.35 Listen again and complete the sentences.

1 Annie was going too fast to see a lot of ___ when she was on the canopy zipwire.
2 Max went climbing with ___ other people.
3 Max met Dan when he went ___ last summer.
4 ___ has already climbed Mont Blanc.
5 They started the climb at ___ in the morning.
6 The view from the top of the mountain was ___.
7 Annie went sailing with her brother and his ___.
8 ___ had never been sailing before.

Speaking

4 Work in pairs and prepare a conversation. Imagine you are going on an 'extreme weekend'. One of you has been on a weekend like this before and is describing the experience. Answer the questions.

1 What extreme activity did you do last time?
2 When and where did you do it?
3 What was it like? How did you feel?
4 What did you enjoy most / least?
5 When are you planning to go on the trip?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A and one of you is B. Change roles.

A *Did I ever tell you about ... ?*
→ B *No, when was that?*
A Give details of the event.
→ B Ask what it was like.
A Describe your feelings.
→ B Comment on the experience.
A Invite B. *Do you fancy going ... ?*
→ B Accept.
A Suggest a date.
→ B Suggest another date.
A Agree.

Writing

6 Write an email to a friend. Describe your extreme weekend. Include details of the weekend and describe one exciting or frightening incident. Begin like this:

I've done something really amazing. I've been ... with .... We went .... It was the most exciting / terrifying / amazing thing I've ever done.

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+ PROJECT ■ An information leaflet: health and well-being

3

1 Read the leaflet. Match paragraphs A–D with questions 1–4.

1 What are the benefits of it?
2 What is it and how do people use it?
3 How popular is it?
4 How did it originate?

AROMATHERAPY

A People around the world have used products from plants and trees for over 6,000 years. Many ancient cultures, such as the Ancient Greeks, Romans and Egyptians, used them. The French chemist René-Maurice Gattefossé invented the name 'aromatherapy' in 1928 after he had treated a burn with lavender oil.

B Aromatherapy uses essential oils, which are concentrated liquids from plants and trees. People heat the essential oils and inhale the aroma, or they dilute the oil and massage it into their skin. You can also put a couple of drops of oil into your bath.

C Not everyone thinks that aromatherapy works. Therapists believe that aromatherapy can relax the body and brain, and that some essential oils are also antiseptic. On the other hand, some scientists say that there is no clear evidence of this.

D Aromatherapy is popular in many countries, especially in France. The essential oils are relatively inexpensive and easy to use. You don't have to visit a therapist to benefit from it.

2 Make an information leaflet about another type of treatment. Follow the steps in the project checklist.

○ PROJECT CHECKLIST

1 Work in pairs. Choose a health or well-being treatment. Use one of the ideas below or your own ideas.

acupuncture herbalism reflexology
hydrotherapy osteopathy
homeopathy shiatsu

2 Answer questions 1–4 in exercise 1 about the treatment. Find information on the internet or in a book.
3 Find some photos on the internet or in a magazine.
4 Write a short paragraph for each question.
5 Present the photos and text in your leaflet.

3 Exchange your leaflet with the rest of the class. Which treatment do you think is best?

Zdrowie

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PROJECT ■ An information leaflet: health and well-being

3

Aims

- Read an information leaflet about aromatherapy.
- Make an information leaflet about another type of treatment.

Warm-up (2–3 minutes)

- With books closed, write the word *aromatherapy* on the board and elicit or explain the meaning.
- Ask: *Have you used aromatherapy? Do you think it can work to treat illnesses?* Elicit a range of ideas.
- Ask: *What other types of treatments are there?* Elicit some ideas, e.g. homeopathy, herbalism, etc. Ask: *Which ones would you try? Which do you think might work?* Elicit a range of ideas, and encourage students to join in and express their opinions.

Exercise 1

- In a **weaker class**, read the questions and check understanding of key words e.g. *benefit*, *originate*. If necessary, pre-teach *liquid*, *inhale*, *dilute* and *antiseptic*.
- In a **stronger class**, encourage students to guess the meaning of unknown words from context.
- Students work individually to read the paragraphs and match them to the questions.
- Check answers.

ANSWERS

1 C
2 B
3 D
4 A

Exercise 2

- Read through the project checklist with the class. Brainstorm knowledge about the treatments in the box, or, if you have access to the internet, ask students to look them up and briefly explain them to the class.
- Ask students to make their leaflet for homework.

ANSWERS

Students' own answers.

Exercise 3

- Collect in the leaflets and arrange them on desks around the class for students to look at.
- Conduct a class discussion on which treatment students think is best and why.
- Alternatively, you may want to turn this into a more formal presentation activity, in which students use their projects as the basis for a presentation exploring the pros and cons of trying alternative therapy.
- Put students in groups of three or four, and ask them to pool their research and decide which therapies they wish to present, and whether there are any that they think seem more effective than others. Use the activities below to activate some of the language from the unit, and then give groups a time limit to prepare their presentation.
- Ask as many groups as possible to present their presentations to the class.

Optional activity: Writing

Remind students of the discourse markers in the Writing lesson. Tell them they may want to use them in their project paragraphs. Write these sentences on the board, and tell students that each sentence contains two errors. Tell them the errors can be spelling or punctuation. Ask students to copy the sentences and correct the errors.

1 Acupuncture is not a new therapy althouh it has not been used widely in the West.
2 I'm not in favor for all kinds of alternative therapies.
3 On other hand hydrotherapy brings some benefits.
4 Whatever I think it is probably psychological.
5 For conclusion I am happy to try reflexology.

Check answers by asking students to come out and correct the sentences on the board. Point out the use of commas after the discourse makers when they are used at the beginning of a sentence.

ANSWERS

1 Acupuncture is not a new therapy**,** [comma] **although** it has not been used widely in the West.
2 I'm not in **favour of** all kinds of alternative therapies.
3 On **the** other hand**,** [comma] hydrotherapy **brings** some benefits.
4 **However,** [comma] I think it is probably psychological.
5 **In** conclusion**,** [comma] I am happy to try reflexology.

Communicative competence

This activity will help your students understand the way language is structured.

Optional activity: Vocabulary

With books closed, write these gapped sentences on the board, or dictate them to the class.

1 Last year I _____ up tennis and I really enjoy it now.
2 I really think you should cut _____ chocolate – you shouldn't eat so much!
3 It was a serious accident. It took me three months to get _____ it.
4 I'd like to see you. Can I call _____ you tomorrow?
5 I didn't enjoy doing aerobics, so I _____ it up.

Ask students to work in pairs and complete the sentences using the correct phrasal verbs. Students can check their answers by looking back at the phrasal verbs in the eight-point health plan on page 32.

ANSWERS

1 took 2 down on 3 over 4 on 5 gave

Learning to learn

This activity will help your students self-evaluate and develop study skills.

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Warm-up (2–3 minutes)

- With books closed, ask students to think back to the dream holiday quiz at the beginning of Unit 4. What type of holiday did it recommend for them? Elicit a few examples. Ask students whether they think the results were right. Do they enjoy that kind of holiday?
- Ask: *What is your dream holiday? Where would you go? What would you do?* Allow students to discuss their ideas in pairs for a minute before sharing answers as a class. Encourage as many students as possible to participate and share their ideas. In a **weaker class**, accept shorter contributions. In a **stronger class**, encourage students to participate and share their ideas.

Listening

Exercise 1

- Focus on the photos and elicit what they show (surfing, safari, sightseeing, river cruise). Were any of them mentioned in the warm-up?
- Read the questions with the class, and put students into pairs to discuss their answers.
- Share answers as a class.

ANSWERS

Students' own answers.

Exercise 2 2.23 Tapescript pages T138

- Tell students they are going to listen to some people talking about a recent holiday.
- Students listen and find the answers to the questions. Check answers with the class.

ANSWERS

Annie has been to Kenya. Jack is going to Italy in August.

Exercise 3 2.23

- Tell students to read the sentences carefully and prepare to listen again. In a **weaker class**, go through the sentences and elicit the information that students need to listen for to complete each sentence. Tell students to look at the sentence and decide what type of word goes in the gap, e.g. a day, a number, a place, etc.
- Students listen again. Allow them to check their answers in pairs before checking answers as a class.

ANSWERS

1 Saturday
2 safari
3 food
4 nets
5 two
6 Max
7 Rome
8 camping

Speaking

Exercise 4

- Read the task and the questions with the class. Make sure everyone understands the scenario.
- In a **weaker class**, share some ideas for each question before giving students time to write their answers individually. In a **stronger class**, encourage students to write answers in note form, and to expand their answers when speaking, so that they speak more fluently.

ANSWERS

Students' own answers.

Exercise 5

- Read through the conversation flow-chart with the class, and make sure everyone understands. If necessary, ask for a volunteer and demonstrate by describing your own 'holiday of a lifetime'.
- Students work in pairs to talk about their plans. Then they swap roles and have the conversation again.
- Invite a few pairs to perform their conversation in front of the class.

ANSWERS

Students' own answers.

Writing

Exercise 6

- Read the task together. Students can use their notes from exercise 4 as a basis for their leaflet.
- The writing can be done in class or for homework.
- **Fast finishers** can swap leaflets with another fast finisher. Tell them to check each other's work for mistakes and comment on the content.

Optional activity: Consolidation

Ask students to imagine that they are on a 'once-in-a-lifetime' holiday with a friend. They are going to write an email to their parents telling them how it's going. In their email they should:

- Say how they got there and what the journey was like.
- Describe where they are staying.
- Talk about the excursion or activity they have planned for tomorrow, giving the itinerary and what they will see and do.
- Mention the possibilities for the following days.

Remind students to look back through their Student's Book for useful language. In a **weaker class**, point students towards the extreme adjectives in Unit 2, the modals of possibility in Unit 3, etc.

Students can plan their emails in class, but do the writing for homework, if necessary. Remind them to check their work, and write a corrected draft.

Cultural awareness and expression, Learning to learn

This activity will help your students to develop their own aesthetic and creative abilities. It should help them to reflect on and analyze their capabilities and be aware of the learning process.

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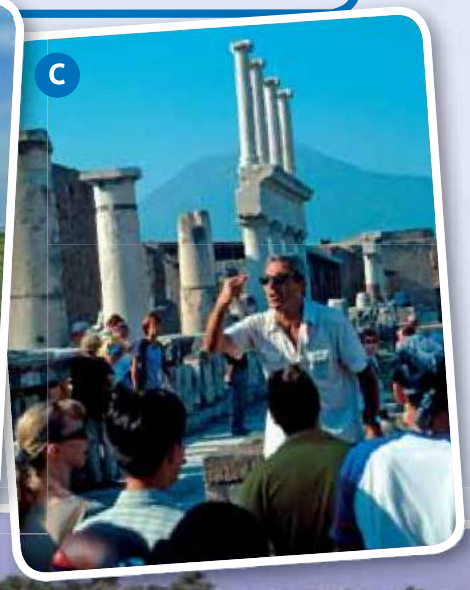
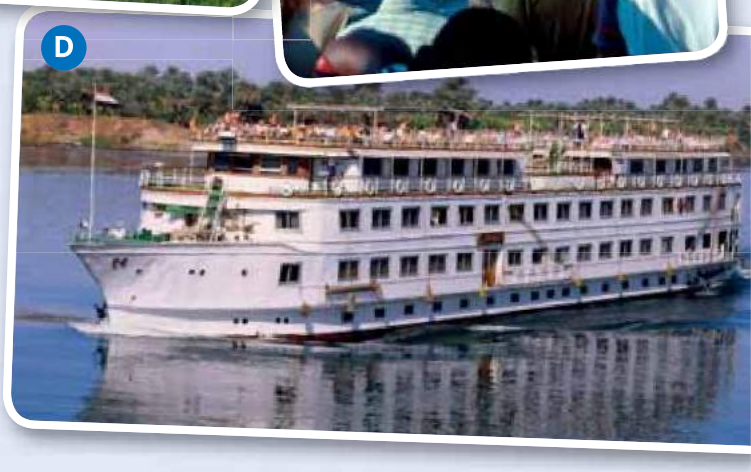
+ CUMULATIVE REVIEW ■ Starter–Unit 4

4





Listening

1 **Look at the photos and answer the questions.**

1 What types of holiday are the people in the photos having?
2 Which holiday would you most / least like to go on? Why?
3 Where did you last go on holiday?
4 What type of holiday is most / least popular with young people? Why?

2 2.23 **Listen to a conversation. Where has Annie been? Where is Jack planning to go in August?**

3 2.23 **Listen again and complete the sentences.**

1 Annie got back from her holiday on ___.
2 Tessa couldn't go on a ___ trip because she was ill.
3 Tessa got ill because of the ___ she ate.
4 They used ___ at night to prevent mosquitoes from biting them.
5 Jack is going to have ___ weeks' holiday in the summer.
6 He's going to go with ___ and his parents.
7 They are flying home from ___.
8 Jack doesn't usually like ___.

Speaking

4 **Work in pairs and prepare a conversation. Imagine you are planning a 'once-in-a-lifetime holiday' in a foreign country. Answer the questions.**

1 Where are you going to?
2 How are you getting there and how long are you planning to stay?
3 Where are you going to stay?
4 What preparations do you need to make and what will you take with you?
5 What are you planning to do there: sightseeing, day trips, cultural tours?

5 **Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A and one of you is B. Change roles.**

A Tell B about your plans.
→ B Ask for details.
A Give details of your plans.
→ B Ask about preparations. *Have you booked ... ? Are you going to ... ?*
A Reply.
→ B Give advice.
A *You might be right. I'll remember that.*

Writing

6 **Write a tourist leaflet for a holiday destination. Mention things you can do and see there and how you can get around. Begin like this:**

... is a great holiday destination. There are plenty of things to see and do here.
A popular tourist attraction is the ... .

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+ PROJECT ■ A webpage: an urban tribe

5

1 Look at the webpage. Match links 1–4 with sections A–D.

The Goth scene

1 Attitude | 2 Hair and make-up | 3 Clothes and jewellery | 4 Music

Goth culture developed in the 1980s in Britain from the punk-rock movement. Like the punks, goths are seen by society as rebels. Goths have a very distinctive dark look and they often shock people because of their appearance.

A Goths define themselves by their dark look. The typical goth will only wear black clothing. They also wear a lot of silver jewellery, especially chains and rings. Some goths, like the punks before them, wear huge black boots and have large piercings. Goth fashion aims to shock people and to make them think.

B All goths dye their hair either black or blue or both. A true goth won't leave home without a lot of black make-up. They wear black eyeliner and often black lipstick and nail varnish as well.

C Goths like dark, heavy music with lyrics about horror, magic and death which create a mysterious atmosphere. Goths listen to bands like The Cure and Nine Inch Nails.

D Goth culture is all about attitude. They don't care about what other people think of them. They see society differently and they make up their own minds. Although they look dark and gloomy, a sense of humour is important to most goths. They like to laugh at society and at themselves.

2 Write a webpage about another urban tribe. Follow the steps in the project checklist.

○ PROJECT CHECKLIST

1 Work in pairs. Choose an urban tribe. Use one of the ideas below or your own idea.

emos skaters grungers preppies hippies

2 Write an introduction to your urban tribe. Include information about its origins and main characteristics. Use the internet to find information, if necessary.

3 Use headings 1–4 or your own headings to plan the contents of your webpage.

4 Find photos to illustrate your webpage on the internet or in magazines.

3 Exchange your webpage with the rest of the class.
What is the most popular tribe in the class? Which is the best webpage?

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PROJECT ■ A webpage: an urban tribe

5

Aims

- Read a webpage about an urban youth culture.
- Write material for a webpage describing another urban youth grouping.

Warm-up (3–4 minutes)

- With books closed, write *tribe* on the board and elicit or explain the meaning. (Historically, or in developing countries, a tribe is a group of people with shared origins, culture and language living together in a certain place, often under a tribal chief.)
- Ask students what their associations with this word are, what sort of society and place the word makes them think of. If necessary, introduce the idea of rainforest tribes in the Amazon.
- Now present the word *urban*, elicit or teach its meaning and write it in front of *tribe*. Ask students what they think this phrase might mean. Does it have different associations?
- Elicit ideas for what an *urban tribe* might be, then tell students they are going to read about an urban youth culture.

Exercise 1

- Focus on the photos and the title and discuss whether the students' guesses were correct. In a **stronger class**, discuss why someone might call a group like this a *tribe*.
- Draw attention to the structure of the text and the fact that it represents a webpage.
- Students work individually to read the paragraphs and match them to the tabs across the top of the page.
- Check answers.

ANSWERS

1 D **2** B **3** A **4** C

Exercise 2

- Read through the project checklist with the class.
- Look at the groups in the box and elicit students' associations with these groups of people. Ask about clothes, music, attitudes, etc.
- Remind students that they can think of their own headings, or use the ones in the model webpage.
- Ask students to produce their webpages for homework.

ANSWERS

Students' own answers.

Exercise 3

- Collect in the summaries and arrange them on desks around the class for students to look at.
- Find out how many urban tribes the students have identified. Have a quick class discussion to see if the students feel that they belong or relate to any of the groups that have been introduced. Are the others common in their country?

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Warm-up (2–3 minutes)

- With books closed, write *demonstration* on the board and elicit or explain what it means (a public meeting or march at which people show that they are protesting against or supporting something).
- Ask: *Have you seen demonstrations in your town? Have you seen them on the news? Have you taken part in a demonstration?* Encourage students to contribute and talk about their experiences.

Listening

Exercise 1

- Focus on the photos and elicit what they show (demonstrations, a protest camp, a ballot box for votes). Ask students to look at the banners and slogans and guess what the protests are about (spending cuts, particularly for education).
- Read the questions with the class, and put students into pairs to discuss their answers.

ANSWERS
Students' own answers.

Exercise 2 3.14 Tapescript page T139

- Tell students they are going to listen to some people talking about a protest. Check answers with the class.

ANSWER
The students are unhappy about the government's plan to increase university fees.

Exercise 3 3.14

- Tell students to read the sentences carefully before listening. In a **weaker class**, tell students to look at the sentence and decide what type of word goes in the gap, e.g. a location, a number, a name, etc.

ANSWERS
1 the news
2 in Central London and in other big cities
3 fifty thousand
4 violence
5 Max
6 environmental

Speaking

Exercise 4

- In a **weaker class**, start by sharing some ideas for each question. In a **stronger class**, encourage students to answer in note form, and to expand their answers when speaking, so that they speak more fluently.

ANSWERS
Students' own answers.

Exercise 5

- Read through the conversation flow-chart, and make sure everyone understands.
- Students work in pairs to talk about their issue. Then they swap roles and have the conversation again.
- Invite a few pairs to perform their conversation.

ANSWERS
Students' own answers.

Writing

Exercise 6

- Read the task together. Students can use their notes from exercise 4 as a basis for their article.
- The writing can be done in class or for homework.
- **Fast finishers** can swap articles with another fast finisher. Tell them to check each other's work for mistakes and comment on the content. Students can then write a corrected version.

Optional activity: Consolidation

Ask students what they know about famous protests and movements for change in history. Elicit examples. If students lack ideas, ask them to think of big social changes in the last hundred years and suggest a few, e.g. votes for women, racial equality, peace movements and environmental campaigns.

Write these names on the board: Emmeline Pankhurst, Rosa Parks, Gandhi, Nelson Mandela, Anita Roddick.

For homework, divide the class into groups of five or six. Allocate one of the names to each group. Ask students in each group to go online and find information about their person. Ask them to find information about the issues that they are associated with, and the kind of protest that they engaged in, or how they got their message across.

In the next lesson, groups collaborate to bring together the information they have collected and produce a short presentation.

Groups can then give their presentations to the class.

Digital competence, Cultural awareness and expression

This activity will encourage students to use digital learning resources. It will also help them understand the contribution of others to the cultural and artistic heritage of a country.

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+ CUMULATIVE REVIEW ■ Starter–Unit 6

6

Listening

1 Look at the photos and answer the questions.

1 What do the photos show?
2 Why do people do these things?
3 What is the best way for citizens to change things?
4 What protest actions have there been in your country? What were the results?

2 3.14 Listen to a conversation. What are the students unhappy about?

3 3.14 Listen again and complete the sentences.

1 Max didn't see ___ last night.
2 The protests were held ___.
3 More than ___ people participated in the London demonstration.
4 There wasn't a lot of ___ during the protest marches.
5 ___ would like to join the students.
6 Max admires the ___ protestors.

Speaking

4 Work in pairs and prepare a conversation about an issue that you feel strongly about. Discuss possible actions you could take. Answer the questions.

1 What is the issue and why is it a problem?
2 Who will it affect and what will happen?
3 Why do you feel strongly about this issue?
4 What do you want to achieve? Why?
5 What actions are you going to take? Why?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A and one of you is B. Change roles.

A *Have you heard the news?* State the issue.
→ B Respond.
A Suggest action. *We could ...*
→ B Express doubt. *I'm not sure about that. They won't ... unless ...*
A Agree and suggest an alternative action.
→ B Decide on an action.

Writing

6 Write a short article about an issue you feel strongly about. Describe the consequences if people don't take action. Include information about actions that people are planning and how to support them. Begin like this:

Our town council has decided to ... . We oppose this project because ... . In our view, the environmental / social / economic impact will be ... .

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+ PROJECT ■ A personality game

1 Read the rules and play the personality game.

FEELINGS

How well do you know your classmates?

Rules

1. Play the game in groups of four.
2. Pick a situation card and read it to the rest of your group – 'the guessers'.
3. The guessers decide what they think you would do in that situation and how you would feel. They write their answers and you write yours.
4. Each guesser reads their answer, e.g. *I think that Jacob would … . He's an optimistic person so he would(n't) feel …*
5. Read your answer. Any person who guessed your answer scores five points.
6. Repeat the process until everyone has picked a situation card.
7. The winner is the person with the highest score.

A close friend has asked you to lend him / her some money to buy his / her mum a birthday present. He / She can't pay you back for a week or two. You need the cash to buy a new DVD that's just come out. **What would you do and how would you feel?**

Your friends have got together and bought you a bungee jump ticket for your birthday present. They really think that it's something you've always wanted to try. **What would you do and how would you feel?**

You arrive at a party. You don't know many people and you are wearing an old T-shirt and jeans. You suddenly realize that everyone is looking at you. All the other guests are dressed in smart clothes. **What would you do and how would you feel?**

You've been looking forward to a camping trip at the seaside next weekend. You've already booked a boat trip to an island. On Saturday morning, it's raining when you wake up. **What would you do and how would you feel?**

2 Make a personality game. Follow the steps in the project checklist.

○ PROJECT CHECKLIST

1. Work in pairs. To make your situation cards, first choose four personality attributes you want to test, e.g. *optimism*, *confidence*, *generosity*, *responsibility*, *honesty*, etc., and then think of four situations which could test these attributes. Choose situations which could create strong feelings.
2. Cut a piece of paper into four cards.
3. Write each situation on a different card.

3 Play a new personality game in groups of four. Make a note of your score. Who knows the people in your group the best?

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PROJECT ■ A personality game

7

Aims

- Play a personality game.
- Make your own personality game and play it.

Warm-up (3–4 minutes)

- With books closed, ask students if they ever play games with their friends and family. Ask what games they play and what games they enjoy.
- Elicit the names of some popular board games (games that are played on a board, often using dice and small pieces that are moved around), e.g. chess, backgammon, Monopoly, trivia games, Scrabble, etc. Check if students know the rules for any of these.
- Tell students they are going to play a game. Focus on the photos and elicit what is happening in each one.
- Focus on the words *Personality game* and ask: *How do you think you play this game?* Elicit a range of ideas.

Exercise 1

- Read the rules with the class and make sure that students understand them.
- Ask students to look at the situation cards and use the photos to elicit some vocabulary, e.g. *cash*, *bungee jump*, *smart clothes*.
- Put students into small groups to play the game.
- Monitor and help around the class while students are working. Note down any common mistakes.
- When students have finished, ask some groups to read their answers for the class.
- Correct any errors you noted in a short feedback session at the end.

Exercise 2

- Put students into groups of four and ask them to read through the project checklist with the class.
- Encourage students to think of a different personality attributes from those shown in exercise 1, so that they think of new ideas.
- Help students delegate tasks. Stronger students might be responsible for writing ideas, but all the group should contribute. You could suggest that when students prepare the situation cards, they could each write one and then make corrections as a group.
- Other tasks which need to be delegated will include research for details and images. Encourage students to share these tasks.
- Students prepare their personality game in their groups. They can write the situation cards for homework.
- Further ideas on organizing projects can be found on page xxiii in this Teacher's Book.

ANSWERS

Students' own answers.

Exercise 3

- Set aside time in class for students to play their personality game in their groups.
- If students enjoy the activity, they could swap cards with another group and play again.
- Encourage students to evaluate their work. See page xxix in this Teacher's Book for ideas on how students can assess their work.

ANSWERS

Students' own answers.

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Warm-up (2–3 minutes)

- With books closed, write *crime* on the board and ask students to brainstorm examples of different crimes.
- Look at the list together and ask students to discuss and put the crimes in order of seriousness.
- Elicit answers and compare students' lists as a class. Does everyone agree?

Listening

Exercise 1

- Focus on the photos and elicit what they show (picking up money on the street, pickpocketing, parking in a disabled bay, cycling in a prohibited area).
- Read the questions with the class, and put students into pairs to discuss their answers.

ANSWERS
Students' own answers.

Exercise 2 3.43 Tapescript page T139

- Tell students they are going to listen to some people talking about an incident.
- Play the first part of the dialogue. They listen and find out what has happened to Tessa.
- Ask students who they agree with, Tessa or Jack? Do they think Tessa will get her bag and her money back?

ANSWER
Tessa has lost her bag.

Exercise 3 3.43

- In a **weaker class**, go through the sentences and elicit the information that students need to listen for to complete each one. Tell students to decide what type of word goes in the gap, e.g. a name, a number, a time, etc.
- In a **stronger class**, you could ask students to make notes and try to complete the sentences from memory before listening again to check.
- Students listen again. Play the whole dialogue this time.

ANSWERS
1 furious
2 £50 (and a mobile phone)
3 Jack
4 bus station
5 news
6 bus stop
7 out running

Speaking

Exercise 4

- In a **weaker class**, share some ideas for each question before giving students time to write their answers individually. In a **stronger class**, encourage students to answer in note form, and to expand their answers when speaking, so that they speak more fluently.

ANSWERS
Students' own answers.

Exercise 5

- Read through the conversation flow-chart with the class to make sure everyone understands. If necessary, ask for a volunteer and demonstrate by describing your own experiences or using the scenario from the listening exercise.
- Students work in pairs to talk about their lost property. Then they swap roles and have the conversation again.

ANSWERS
Students' own answers.

Writing

Exercise 6

- Students can use their notes from exercise 4 as a basis for their letter. The writing can be done in class or for homework.

Optional activity: Consolidation

Ask students to imagine that they have witnessed a crime, and they have decided to report it to the police. If necessary, brainstorm ideas and examples of crimes as a class, and write them on the board. Then put students in pairs to work on the details. Suggest that they think about the following:

What were they doing when they saw the crime?

What did they see and hear?

How did they feel?

Did the criminal or the victim speak? What did they say?

Remind them to look back through their Student's Book for useful language such as modals for speculating in Unit 3, words for feelings in Unit 7, reported speech in Unit 8, etc.

Students plan their dialogue at the police station in pairs. They can practise their dialogue, then swap partners and swap roles, so that the police officer from each original pair is the witness the second time around.

Ask a few pairs to perform their dialogues for the class.

As an extension, you could ask students to write up their dialogue for homework. Tell them to imagine they are writing about the incident in an email to a friend. They tell their friend what happened, and report what they told the police, and what the police told them to do.

Cultural awareness and expression, Communicative competence

This activity will help your students express their own creativity in an appropriate way. It will also help them understand the way language is structured.

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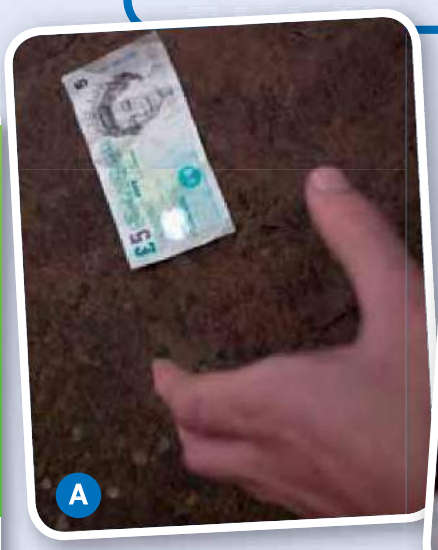
+ CUMULATIVE REVIEW ■ Starter–Unit 8

8



Listening

1 **Look at the photos and answer the questions.**

1 What is each person doing wrong?
2 Which of these actions is the most / least serious?
3 Have you ever done or seen someone do any of these things?
4 What would you do if you saw someone do these things?

2 3.43 **Listen to a conversation. What has happened to Tessa?**

3 3.43 **Listen again and complete the sentences.**

1 Tessa was ___ when she realized she had lost her bag.
2 There was ___ in the bag.
3 ___ wouldn't have kept the bag.
4 Tessa decides to phone the ___.
5 Tessa is happy because she's had some good ___.
6 Tessa lost her bag on the way to the ___.
7 A woman found her bag when she was ___.

Speaking

4 **Work in pairs and prepare a conversation. Imagine you have lost your bag or wallet and you are telling a friend. Answer the questions.**

1 What have you lost and what important things were in it?
2 Where do you think you might have lost it?
3 How do you feel?
4 What have you done about it?
5 What else can you do?

5 **Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A and one of you is B. Change roles.**

A *You look a bit down. What's the matter?*

B *I've lost my ...*

A Sympathize. *I'm sorry to hear that. It isn't the end of the world.*

B Respond. *I know, but I had ... and ... in it.*

A *Where do you think you might have lost it?*

B *I'm not sure. It might have been ... I only realized I'd lost it ...*

A Make a suggestion. *If I were you, I'd ...*

B Respond. *You might be right. I wish I'd ...*

Writing

6 **Write a letter to a friend telling him / her about something you lost and found again. Explain how it happened, what you did and what happened in the end. Begin like this:**

Hi,
How are you? I've had an unpleasant experience. I was ... . When I got ... I realized that ... .

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Starter unit

Page 4, exercise 3

L = Liza, S = Sam

L What are you reading?
S I'm not reading. You know I hate reading. I'm doing a questionnaire about lifestyle.
L I did that yesterday. Let's look at it together and see how different we are. Look at this question. How much time do you spend doing these things? Hmm! Let's see if I can guess your answer. You never do exercise. You don't spend a lot of time doing your homework, but you spend a lot of time doing nothing!
S Well, at least I don't spend hours studying like you! And I do exercise every day. I walk to school.
L I forgot. Sorry. What about this one? Well, I don't send many text messages. I prefer phoning my friends. I go swimming twice a week and I read every day. What about you?
S My answers are the opposite of yours. I send hundreds of text messages, I never go swimming and I never read books!
L You don't do a lot! Look at the next question. When I get bored I watch TV.
S Me, too. I'm getting bored now. Let's turn on the TV.
L What's on?
S I think there's a comedy on Channel 1. . . .

Page 6, exercise 3

D = Dad, K = Kathy, S1 = Sam, S2 = Sarah, L = Lucy, W = Will, J1 = Jon, J2 = Jane

1 **D** How was your maths exam, Kathy?
K Awful. I made a lot of mistakes. Were you scared when you took exams, Dad?
D I wasn't scared, but I was nervous. Nobody likes taking exams.
K What was the last exam that you took?
D It was a chemistry exam at university. It lasted six hours.
2 **S1** When did you last go to London, Sarah?
S2 I think it was last June. Yes, that's right. I went with my parents one weekend. What about you?
S1 I was there last Sunday. I bought some new clothes.
3 **L** You and your sister ride well, Will. At what age did you first ride a horse?
W I rode a horse for the first time when I was eight.
L You were young! What about your sister?
W She started when she was only six.
L She was very young!
W That's why she's so good.
4 **J1** What did you do on Saturday, Jane? I didn't see you at the sports centre.
J2 I didn't go. I had a day out with my friends. They took me to a theme park. Then we went to a restaurant and in the evening we saw a film. It was a great day.
J1 Why did you do all that?
J2 It was my birthday!
J1 Sorry. I forgot!

Page 7, exercise 2

I was really lucky. My brother Jim got two tickets for the Arsenal – Chelsea football match last Saturday and he gave me one. We travelled there by bus with his football club. 60,000 people watched the match and Chelsea won 3 goals to 1. Didier Drogba scored two goals. It was a great day, but Jim was a bit sad because he supports Arsenal.

Unit 1

Page 12, exercises 3 and 4

M1 = Michael, M2 = Maxine, G = Girl, C = Clare, J = Joey, B = Boy

1 **M1** I got my driving licence when I was seventeen. I had saved and saved for this car, so when I passed the test my dad gave me the rest of the money I needed. I went to a garage and bought it immediately. When I got to school the next day, I showed it to all my friends. I was so proud. For the first week I used to look at it every ten minutes. I couldn't believe it was my car.
2 **M2** Well, I was OK when I got up, but as the time got nearer, I was watching the clock and I was getting more and more upset. When I finally got to school, I was crying and crying. My uniform was much too big, the place seemed big, in fact it was all big – my bag, my teacher, everything. I hated it. Of course, I didn't want to go back the next day. At breakfast I was crying again and my mum was getting upset, too. Then mum started crying, so dad had to take me! But by the end of the week I'd made some friends, so things got better.
3 **G** This music's good.
C Yes, I love reggae. I first heard it when I was at a party. I was dancing with a boy called Dave. I loved it. A few weeks later I was sixteen, so I had a party at my place. I invited Dave and he got me a Bob Marley record for my birthday.
G That was nice of him.
C Yes. We started going out together after that.
G Isn't your husband called Dave?
C Yes, we got married! That record is still one of our favourites. It gets better each time I hear it.
4 **J** I won some tickets to a football match once.
B You won tickets?
J Yeah, to my first football match. It was Manchester United against Everton. I gave my uncle a ticket because he was a Man United fan. Their best player was called George Best, and he got three goals, but I didn't see two of them.
B You missed two goals?
J Yes, I was talking to my uncle when he scored!
B Oh no!
J My uncle missed them too, and he's never forgotten it. He still talks about those goals today and he's eighty-two!

Page 13, exercise 3

G = Girl, B = Boy

G This *History Quiz* is hard. How are you getting on?
B Where was Usain Bolt competing when he won his first Olympic medal? That's easy. It was in Beijing and he won the 100 metres race. I saw it on TV.
G I remember that now.
B Who was Alexander Bell?
G An American inventor. What new invention was he using when he said, 'Mr Watson, come here. I want to see you.'? It was a telephone. I think Mr Watson was his assistant in another room.
B What about question two. When *Titanic* hit an iceberg in 1912, where was it travelling to?
G To New York. Now question three. When Neil Armstrong said 'That's one small step for man; one giant leap for mankind', he was standing on the moon.
B What about Newton? Where was Isaac Newton sitting when he discovered gravity?
G He was sitting under a tree. It was an apple tree and an apple fell on his head.
B Where was Mark Zuckerberg studying when he invented Facebook?
G Oh, I know that one. I've seen the film about it. He was studying at Harvard.
B What about the last question? Where were people celebrating the new millennium when they took this picture? What's that building?
G It's Sydney Opera House. They were celebrating in Sydney, Australia.

Page 14, exercise 4

Presenter One
Voice 2 Did you have a good time?
Presenter Two
Voice 1 The best bit was at the end of the day.
Presenter Three
Voice 1 Did I ever tell you about my first seaside holiday?
Presenter Four
Voice 2 When was that?

Page 16, exercise 2

Presenter Speaker one
Teen A I get on really well with my grandparents. I visit them every week and they talk about what their generation used to do and I talk about what mine does now. They used to meet their friends and chat and I do the same with my friends. I suppose the difference is that we have social-networking sites these days.
Presenter Speaker two
Teen B I don't see my grandparents that often, but when I do, we talk non-stop about important things that have changed in our lifetimes. For them, it was telephones and TVs. For me, it's computers and mobile phones.
Presenter Speaker three
Teen C There doesn't seem to be a generation gap in my house. For example, I thought social-networking sites were for young people. But my parents are always on them: looking for old school friends.

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It's very annoying because I can only get on the computer when they're out somewhere.

Presenter Speaker four

Teen D The generation gap isn't only to do with technology, is it? There are moral questions, too. For example, my grandparents think that divorce is wrong, but most people my age don't have a problem with it. We talk about these kinds of things at school all the time. In the past, people didn't really talk about them.

Page 17, exercise 6

Presenter One

Male voice What was it like in the 1980s?

Presenter Two

Female voice Do you remember going to school for the first time?

Presenter Three

Male voice When did you start learning English?

Presenter Four

Female voice Did I ever tell you about my grandfather?

Unit 2

Page 18, exercise 2

1 The same thing happened to me when my sister went to university. I was unhappy at first, but I spent weekends with her. These days, I don't miss her and I really look forward to our time together. Make sure you visit him regularly and have a good time when you do.

2 It's always difficult when you don't get on with someone else's friends. It sounds as if your friend doesn't care much about your feelings. Perhaps you should try and meet people you have more things in common with.

3 The main thing is to do things with other people and you sound as if you're doing the right thing. You've joined a sports club, so you'll get to know people there and if you're friendly, they'll introduce you to other people. It'll take a bit of time, but it can also be fun.

4 Perhaps your friend is upset that you have got engaged. She feels that she is going to lose her best friend. I think you should make her feel better by making plans to do things with her. But make it clear that it's your choice.

5 Your friend sounds as if he's got a serious problem. Has something happened in his family to make him depressed? You can't make him go out, but go around to see him regularly. Let him know that you are there if he wants to talk.

Page 22, exercises 4 and 5

L1 = Lauren, C1 = Carl, L2 = Luke, M = Matt, L3 = Lucinda, C2 = Caz

Lauren

L1 Hi, Carl. I haven't seen you around much.

C1 Hi, Lauren. No. I haven't been out much this week. I've been too busy.

L1 School work?

C1 Yes, I've got an exam next week. How about you? Have you done anything exciting recently?

L1 Well, I've been out with Sam a few times this month.

C1 Oh, yes. Is that the guy you met a couple of months ago who's into extreme sports?

L1 Yes. And yesterday we did something really extreme.

C1 What did you do?

L1 We did a bungee jump! I've never done anything like that before.

C1 Wow! I can't imagine you doing a bungee jump. Was it good?

L1 It was absolutely terrifying, but it was unforgettable. I've been thinking about it all day.

Matt

L2 So Matt, I haven't seen you for ages. Where have you been?

M Oh, around. I've been out with Kelly a couple of times.

L2 Yeah? Where have you been with her, then?

M Well, her mum works in a theatre, so we went to a play there on Sunday.

L2 You went to the theatre. That's interesting.

M Not really. The play was three and a half hours long. It was quite boring, actually. To tell you the truth, it was awful. I fell asleep before the end!

L2 Oh dear! How did Kelly react?

M She was furious!

Lucinda

C2 Hey, Lucinda.

L3 Hi, Caz. All right?

C2 Yes. Not too bad. Have you seen Charlie today?

L3 No, sorry. I didn't see him yesterday either. Perhaps he's gone away. Have you been out with him this week?

C2 Yes, don't remind me.

L3 Why?

C2 We went out on Tuesday, right, our first date – and do you know where he took me?

L3 Where?

C2 To a basketball match.

L3 A basketball match? That's cool. Well, it's memorable anyway.

C2 Oh yes, very memorable, because it was so bad! Charlie knows I hate basketball! But he loved it. I can't believe he did that.

L3 So are you seeing him again, then?

C2 I don't know. Maybe. He's been texting me all week. He knows that I'm furious.

Page 27, exercise 6

Presenter Text 1

Joe Hi Suzie. I haven't seen you around for a while. What are you doing here?

Suzie I need to get some new pens and stuff for school – nothing interesting. What about you?

Joe Oh, I'm going to meet a couple of friends outside the cinema.

Suzie What time?

Joe One o'clock.

Suzie But it's ten past now. You'd better go.

Joe It's all right, I've just rung them to say I'll be there soon. The film doesn't start for half an hour anyway. So, what have you been doing lately?

Suzie Not much really. We've had visitors for the last couple of weeks.

Joe Oh, yeah? Who's that?

Suzie My aunt and uncle – the ones that live in Canada, and their two children: Jake and Sara.

Joe What are they like?

Suzie My cousins?

Joe Yeah.

Suzie They're all right. Jake's closer to my age, but he's quite annoying. All he does is sit and play computer games. Sara's OK. She's a bit older and likes sport, so I've got more in common with her really. Anyway they've gone back to Canada now.

Joe Right, well, why don't you come to the cinema with us? You can get your school stuff later.

Suzie That sounds good to me.

Presenter Text 2

Journalist Hello, and welcome to the programme. Summer's coming and there are lots of things for young people to do, so listen out for a few of our favourite choices. For all you active people out there, there's a new leisure centre opening in town and one of its biggest attractions is the dry-ski slope. If you've never skied, don't worry, you can take your chances on the main slope or do a course with one of their expert instructors. These courses take place firstly inside the leisure centre and then on the smaller outdoor slope, so it's a nice, gentle introduction. There's also a gym and an Olympic swimming pool at the centre, so plenty of reasons to visit. I'd also like to recommend the annual music festival. It takes place in the Park as usual and is attracting plenty of local bands as well as a few bigger names. This festival gets bigger every year. Check out the website for more details, but you need to hurry because there won't be any tickets left. They've sold three quarters of them already – so I'm told.

Unit 3

Page 28, exercise 2

T = Tom, Z = Zoe

T Right. Let's check the answers. Question one is true.

Z True? That's a bad start for me.

T Imagine surgery without any anaesthetic! I'm not surprised a lot of people died in those days. Now two. That one's false. Nobody's ever had a brain transplant, have they? Next one. There's no cure for the common cold. That's true. That was easy.

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Z Yes. I get colds all the time and if there was a cure I'd know about it. What about four? I put true.
T Then you were right. I got that one wrong.
Z We did it in history. More people died of flu than died in World War I.
T Oh dear! I got five wrong, too. It's false.
Z False! I thought Marie Curie researched radiation?
T She did, but she didn't discover antibiotics, Fleming did.
Z Oh!
T You're not doing very well. You've only got two out of five so far.
Z I've got all the others right! Oh no. I put 'true' for six.
T Me, too. Could doctors treat broken bones?
Z Yes. It says that doctors could treat simple breaks to leg or arm bones. They used pieces of wood to hold the broken parts together.
T I put 'true' for seven. I've read a lot about nanobots.
Z Then we're both right. I read that they will be able to treat a lot more diseases with nanobots. Last one then. That's false!
T Yeah, human clones are still science fiction. So how many did you get right? I got five out of eight. That's not brilliant.
Z No, but I only got four right. That's awful!

Page 32, exercises 3 and 4

J = James, C = Chloe

J Hi, Chloe. What are you reading?
C Oh, hi James. It's an article called 'Live longer, live better'. It's about people in some parts of the world who live much longer than other people. This lady in Japan is a centenarian and she's still working.
J You're kidding! She must have had a healthy lifestyle.
C Yes. And this man on the waterskis is a hundred, too.
J Wow! So I have to take up waterskiing to live to a hundred? Is that the secret?
C No, actually most of the advice is obvious – for example, you shouldn't smoke. None of these people smoke.
J Obviously.
C And they have a very healthy diet. It says most of us must cut down on fatty foods and sugar. Our bodies don't need much sugar.
J Do I have to give up chocolate?
C No, you don't have to give up all chocolate – just cut down a bit. We all eat too much.
J Mmm. What else?
C Well, all of these people are pretty active, you know – lots of work, and exercise.
J Lots of work? That's bad news …
C Well, work and activities. They spend a lot of time outside. Maybe you should turn off your computer occasionally. You shouldn't stay in your room all day.
J I suppose so.
C But there are two things that all of these people have got in common, right. Firstly, they often call on their families and friends. They chat about problems and their friends and family help them. Friends and family make you feel good.
J And the second thing?
C The second thing is the most important. It says that they're all very positive. Happiness is the secret ingredient.
J Happiness?
C Happiness. 'Smile and the world smiles with you,' they said.
J OK, I'll try that. Thanks, Chloe.

Page 33, exercise 5

M1 = Mum 1, M2 = Matt, D = Dad, M3 = Mum 2, K = Katie, M4 = Mark, C = Clare, M5 = man, J = Jack, B = Bob, H = Helen, M6 = Mike

1 **M1** That's strange … The front door's wide open! Matt, did you lock it when you left for school this morning?
M2 Ummm, I think so. I can't really remember.
M1 Oh no! What's happened? What a mess!
M2 Mum! The TV has gone! And Dad's laptop!
2 **D** Ah! Home sweet home!
M3 Yes, it's good to be back, isn't it? The hotel was fantastic, but there's nothing like your own bed. I think we'll have fish and chips for dinner as it's so late.
K Oh no! Not chips *again*! I've had chips every night for the last week! Ah! Tickles! Did you miss us?
3 **M4** Oh no! I can't find my essay. Mrs Jenkins is going to go mad!
C Is it in your bag?
M4 Of course not! I just checked in my bag!
C When did you last see it? Didn't you get some stuff out of your bag when we were on the bus? You were looking for your phone to text Phil.
M4 Hmm. Yes, I think you're right. I think that was the last time I saw it.
4 **M5** Ouch! Be careful! Look what you've done!
J Oh, sorry! Are you OK? I'm so sorry!
M5 You need to watch where you're going! There's a cycle path, you know! The pavement is for pedestrians!
5 **B** Congratulations! That's fantastic news!
H You're so lucky! When did you find out?
M6 They rang me last night.
B Do you think they'll show it on TV?
M6 No, I shouldn't think so, but there's going to be a performance in London in June. I can't believe it! I'm so excited!
H Will you have to do loads of rehearsals?

Page 37, exercise 6

Presenter Speaker one
Teen A I don't know much about cloning really. I mean, I don't really understand how they do it, but in my view if it can help save lives or make peoples' lives better in some way then it must be a good thing. I trust that scientists know what they're doing and will only use cloning in the right way. I don't believe they'll use it for anything bad. I mean, what could they do anyway?
Presenter Speaker two
Teen B In my view, just because we can do something doesn't mean we should. I think it's wrong to mess about with our lives or those of animals and plants. We have to let things happen the way they are supposed to. It's dangerous for scientists to experiment with things like this.
Presenter Speaker three
Teen C Well, I'm a bit confused, but I think there are some important things to think about. I mean, some of the clones they've made already haven't worked, have they? They've had defects of some kind or in some cases they've died. We can't clone humans if this is the case, can we?
Presenter Speaker four
Teen D Cloning is really exciting. I've read quite a bit about the subject and I know that it already exists in the natural world with some plants and insects, so why shouldn't scientists copy these ideas and do it, too? Cloning is progress and can improve our lives.

Unit 4

Page 39, exercise 6

C = Cilla, D = Dave

C Are you going to camp with your friends again this summer, Dave?
D No. I've booked a package holiday in Greece for the last week of July. I can't wait! Charlie is going to come, too. We've booked a hotel by the sea. It'll be the first time I've ever stayed in a three-star hotel. It's got a swimming pool and a disco. We won't have to go to the beach at all! And we can dance all night!
C What's the point in staying by the sea if you aren't going to go to the beach?
D Charlie's into diving and there's a centre there. I've never been diving, so I'm going to try it. There are also lots of boat trips we can go on. That's going to be fun.
C Are you going to fly?
D No, that's why it's so cheap. We're going to travel on an overnight coach. I'm not looking forward to that!
C I bet!

Page 42, exercises 3 and 4

G = Guide, P1 = Passenger 1, P2 = Passenger 2, P3 = Passenger 3, P4 = Passenger 4

G Ladies and gentlemen, welcome aboard Cosmos 9. My name's Clara Zeffa and I am your tourist guide for this voyage to Jupiter. Before we take off I'll give you a few details about the trip and answer questions.
The whole journey takes six months and we arrive in Jupiter's orbit in September. However, we stop off at a number of places on the way.
P1 What's the first place we stop off at?
G The moon. We land there tomorrow at 2 a.m. and set off again five hours later. It will be possible to visit the moon base there. Also, there is a guided tour of the Neil Armstrong museum, which you might find interesting. It tells the story of early space travel. The tour starts at 2.30 and lasts an hour. If you're interested, send me a message.
P2 Where do we go next?

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G After that we go to Mars. We arrive there in June and we stay five days. That will give you plenty of time to visit the main tourist attractions. I've already booked accommodation in Mars City for the first night. You're staying in the luxury Inter Stellar Hotel in Mars City. After that there are two options. I'm taking a group for a two-day tour of the mountains. Alternatively, you can stay in Mars City and go sightseeing.
P3 Are we going to Jupiter after Mars?
G Yes, but first we're travelling to Ganymede, one of the moons of Jupiter. It's a long journey, so you can sleep on the way. We're spending two days on Ganymede at another five-star hotel which I've booked for two nights. It is a lovely moon and there are day trips to the most beautiful areas. The journey to Jupiter from Ganymede takes ten hours. The weather is cold there in September, so we will give you special space suits to make your stay more comfortable.
P4 Will we see any aliens on the journey?
G I'm sorry, but we won't meet any aliens. Right, the safety film is starting in a minute. Sit back and enjoy the trip.
The spaceship takes off in five minutes' time. Please fasten your seat belts…

Page 46, exercise 6

Tom Hi, Lucy! What are you looking at?
Lucy It's a holiday website. I'm planning where to go next year!
Tom And what have you decided?
Lucy Well, I really fancy this holiday here – look! You can go surfing, water skiing, and scuba diving. It's exactly the kind of thing I like doing. The problem is I don't think my mum will be into it.
Tom Why? Would she prefer to go off on a ship somewhere and lie in the sun all day? That's exactly the kind of thing my mum likes doing.
Lucy But that's really boring.
Tom She doesn't think so. She says you get to see lots of different countries that way.
Lucy Yeah, but only for two minutes. Actually my mum's more into going round cities, doing tours and taking photographs – that kind of thing.
Tom Now that's what I call boring! I'd prefer to go somewhere remote – up a mountain or to a desert – and sleep under the stars.
Lucy Hmm. I think I like the idea of a hotel better.

Unit 5

Page 48, exercise 2

G = Girl, B = Boy

G How did you get on with the quiz?
B Terribly. I only got two answers right.
G Which ones?
B Question four was *a piercing*. That was easy because the other answers were obviously wrong. And I got question five right as well. Everyone knows that people give each other rings when they get engaged. But I didn't know any of the other answers. How did you do?
G OK. I got question six wrong. I put *c* but it's *a;* they tattoo themselves when they're twelve or thirteen. I also got question one wrong. I put *hair dye* and the answer is *necklaces and other jewellery*.
B How did you know that *sideburns* was the right answer in question two?
G I didn't. I guessed. The man's name helped me.
B And what about question three. How did you know that?
G I didn't. I guessed that beards were important in Greece because Ancient Greek gods like Zeus always have beards in pictures and statues.
B You don't know any more than me, but you're good at guessing.

Page 52, exercises 2 and 3

I = Interviewer, S = Stella

I … and welcome to Stella Franks, who's an eco-designer. But Stella is also an expert on ethical fashion, and she's here today to tell us more about this exciting new type of commerce which she hopes will change our buying habits. Hi, Stella.
S Hello.
I Stella, your article about jeans was surprising. I guess it was written to shock people.
S Not really. The idea was to tell people the facts behind their clothes. You see, most people don't know about the chemicals which are used on cotton, plus all the other chemicals which are used when jeans are produced. A lot of these chemicals are not recycled and they damage the environment. They are also harmful for the factory workers.
I So is there anything that shoppers can do about that?
S Yes, they can buy *organic* products.
I So, look for special labels like this.
S Yes, that's right. Organic cotton usually has this label.
I But of course, those products are more expensive. Should people pay more?
S Yes, I think that people should pay more, and think about the environment when they buy things.
I Well, clothes are certainly cheaper these days, but you say that workers suffer because of this.
S Yes, many workers in clothes factories are paid very little money, often as little as a dollar a day.
I And what's your solution for that?
S Well again, I think that people must try to shop in an ethical way.
I How can we do that?
S If you want to shop in an ethical way, look for the Fair Trade label. If something has got the Fair Trade label, it means that workers were paid a fair price.
I Finally Stella, what can we do with all those clothes that we don't want?
S Well, it's quite easy to make things like this …
I Ah … recycled clothes. They're great! So do you think that in the future, more new clothes will be made from our old clothes?
S Exactly. Well, I hope so. I also think that people could give more clothes to charities, for example, instead of putting old clothes in the bin. Things are getting better because attitudes are changing. In the future, old clothes won't be thrown away. A lot more will be reused or recycled.
I Great idea. Thanks, Stella. I'm sure people will look more carefully at those labels now they know what they mean.

Page 54, exercise 4

1 What do you think of these jeans? They aren't too baggy, are they?
2 Is it OK if I change it?
3 We've sold out of those, I'm afraid.
4 I'm not sure about the colour.
5 I think that one really suits you. And it fits well.

Page 56, exercise 2

Presenter Speaker one
Teen A I don't really care about fashion as I think being comfortable is more important. That's why I'm happy to wear jeans and T-shirts every day. I suppose if I have a weak spot for anything, it's for expensive, designer trainers but that's only because they're better quality so they last longer and of course they're comfortable.
Presenter Speaker two
Teen B Fashion is pretty important to me because I like to look good. The problem is, fashion changes too often and this means that if I want to follow all the latest trends, I have to keep buying new clothes. I try to get second-hand clothes and I even make them sometimes, which is good fun. But it's still difficult to keep up.
Presenter Speaker three
Teen C I try not to worry about fashion because I think there's too much pressure on young people to look good and it can be really annoying! Why do they make us feel like that? I don't go to the High Street if I can help it. I find it easier to get stuff on the internet. But even buying things online is annoying.
Presenter Speaker four
Teen D There are too many celebrity magazines and too much stuff about what celebrities are wearing. Everybody wants to wear designer clothes, but nobody can afford them. I know I can't. All we can get is cheap imitations. Still, that's exactly what I buy. I'm just like everybody else!

Unit 6

Page 59, exercise 5

Ex He's very strict. Students can never go home early even if they have a good reason.
1 Helen wants to play with you. She likes that game.
2 There was a really good film on last night. My dad said that me and my brother could stay up late to watch it.
3 In some countries, like Australia, people over eighteen have to vote in elections. It's the law.
4 Anna and I hated school dinners when we were at primary school, but we had to eat everything on our plates.

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5 John always misses the football when there's a good film on the other channel. His girlfriend is mad about movies.
6 Oh no! The kids have been cooking. The kitchen is in a horrible state.

Page 62, exercises 2 and 3

R = Ross, S = Sophie

R Hi, Sophie. What are you doing?
S Oh, I have to write this essay for school. What I'd do if I was president, and why.
R Oh yes. Have you had any ideas?
S Well, the first thing I'd do is introduce a new tax.
R What kind of tax?
S A tax for all those people with ridiculous amounts of money which I don't think they deserve.
R Like?
S Well, like footballers, for example. How come they can earn a million euros a year for playing a game, and then there are people like nurses who earn much less?
R Yes, but you know what would happen, don't you?
S No, what?
R Well, if you taxed the footballers more, they'd go to a different country.
S Mmm. I suppose you're right. What would you do if you were president then, Ross?
R Ooh. If I was president, I'd do a lot of things. Build better schools for a start.
S What do you mean by better schools?
R Well, more comfortable classrooms, for example. If classrooms were more comfortable, people would be happier at school.
S OK. What else?
R Erm, let me think – I would raise the price of petrol.
S Petrol? Why?
R Because if petrol was more expensive, people wouldn't use cars.
S And what good would that do?
R Well, it would encourage people to use public transport, and then we wouldn't have so much noise and pollution.
S Right. Sounds like you've thought about this. I can use some of those ideas in my essay, thanks. Are you sure you don't want a career in politics, Ross? If you were a politician, I'd vote for you.
R Mmm. President Ross Taylor. Nice idea.

Page 66, exercise 3

Presnter Speaker one
Teen A The Government says that people don't use libraries any more and therefore we should get rid of them. Well, I'm a student and I say that's not true. Whenever I go to the library there are always lots of people there: borrowing books, studying and using the computers. Libraries are a part of our community – of the way we live.
Presenter Speaker two
Teen B The Government tells us to look after the environment by cycling more. Well, this would be OK if everyone decided to cycle rather than drive their cars. At the moment, though, there's so much traffic in towns that cycling is actually unhealthy. You have to breathe in all those car and bus fumes. It's also far too dangerous to cycle. They should build more cycle lanes – that would help.
Presenter Speaker three
Teen C I live in the countryside and I don't have a car, so I rely on the buses. There used to be several each day, but now there's only one in the morning and one back again in the evening. The last bus is at 7 o'clock. That's mad, isn't it? It means that if there's a party or something, I have to stay with a friend – or walk, and I'm not that fit!
Presenter Speaker four
Teen D I would like to see more sports facilities in our town. I mean the Government want us to be fit, don't they? Well, we've got a swimming pool, but it's a really old building and it's pretty unpopular with most people. There's no gym either, or anywhere to do athletics. The only place for young people to go is the park. They need to build something new that we can use.

Unit 7

Page 72, exercises 4 and 5

P = Presenter, W = Wendy, B = Ben, J = Jackie, M = Mary

P Welcome to today's programme, which is about things that frighten people. Wendy Nichols, who is from London University, is a phobia psychologist. Can you tell us more about phobias, Wendy?
W Well, it's shocking how many people are affected, and some phobias make life very difficult.
P What about animal phobias?
W They're very common. It was my phobia of snakes that got me interested in psychology.
P Right. We've got Ben on the line. Ben, whose job includes travelling, has a phobia of flying.
B Yes, I'm terrified of flying. Last week I was supposed to go to Barcelona, where I had a meeting, but I couldn't board the plane. Is there anything I can do?
W It's surprising how easily that can be treated, Ben. There are courses which are very effective. You meet people who've had similar problems. Are you afraid of heights, too?
B Not any more. I'm fine with heights now. I even go climbing.
P That's interesting. We've got Jackie next. I think she's frightened of heights.
J Yes. When I'm in a high place, I always imagine that I'm going to fall. It's terrifying. But it isn't as bad as my fear of small spaces, which is much worse.
W Yes, that's called claustrophobia. It's extremely annoying.
J I know. I can't go to places where I have to take the lift. I'm having treatment.
P Good luck, Jackie. Mary is on the line now with a success story.
M Yes. I used to have a phobia of open spaces and crowds. It was terribly embarrassing because I couldn't go anywhere. But I'm fine now. I just keep away from places where there are a lot of people.
W Did you get treatment?
M Yes, it's astonishing how my life has changed.
P Thanks, Mary. It's good to hear about positive experiences. Now just one more question. How did you get over your phobia of snakes, Wendy?
W Errr… well, I'm lucky because errr… there aren't too many snakes in London …

Page 76, exercise 2

Presenter Text 1
Maria Hello, Ben. How's it going?
Ben Oh, hi, Maria. Things aren't going that well, actually.
Maria Why? What's the problem?
Ben I split up with my girlfriend.
Maria Your girlfriend?
Ben Yeah – Ana.
Maria That girl I saw you with last week at the cinema?
Ben That's the one.
Maria Oh, right. I didn't know that it was serious. I mean that was the first time I've seen you with her. In fact, that's the first time I've ever seen her. Who is she?
Ben A friend of a friend.
Maria But why are you so upset if you've only just met?
Ben Well, things seemed good, even my sister liked her and you know what she's like.
Maria In that case, I'm really sorry. So … what happened?
Ben Well, we were supposed to be going out … to a football match.
Maria A football match?
Ben Yeah, she's crazy about football and she had some tickets.
Maria But you don't even like it.
Ben I know, but I said I'd go … for her. Anyway, then she rang me and said she'd given the ticket to one of her school friends because he's far more into football than I am.
Maria That's not fair.
Ben I know. But what could I do? Anyway, I think it was an excuse because she said that she didn't want to see me again after that.
Maria Oh well, never mind. Why don't you come for a pizza with me instead?
Ben Now?
Maria Yeah. Live for the moment! Come on!

Presenter Text 2
Heather Hi. My name's Heather and I used to be afraid of flying. In fact, I was terrified. It started when I was young. I remember my parents took me on a plane because we were going on holiday to Spain. I didn't have any idea where Spain was, but it seemed like a good idea. At first, the flight was fine. Then we hit bad weather and you know what that's like. We had to put on our seat belts and I felt really sick. Anyway, we got to Spain and had a great holiday. The problems started again on the way back. At first, I refused to get on the plane. My parents were so embarrassed. They even thought about giving

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up and catching the train home! But they couldn't spend more time on holiday because they had to get back to their jobs, so they made me get on. I cried all the way home, even though there was no bad weather. These days, I've learnt to control my feelings when I get on a plane, but I still don't like it. A friend of mine suggested I went on a course for people that are afraid of flying. I might do that.

Unit 8

Page 79, exercise 7

T = Ted, L = Layla, O = Officer, J = John, M1 = Mum, S = Stefan, M2 = Mum, C = Cathy, J = Jess, L = Lauren

Example

T It's your sixteenth. What are you going to do?
L Nothing at all. Would you mind not telling any of my friends that it's my birthday?
T OK. I'll keep quiet about it.

1 **O** Hello there! What's your name?
J John.
O You do know that you're breaking the law, young man?
J I'm very sorry, Officer. I didn't realize.
O It's all right this time. But you need to go more slowly in future, John. Can you be a bit more careful next time? If not, you'll end up in serious trouble.

2 **M1** Stefan! Your room's a terrible mess. I can't even open the door! Please can you pick the clothes up off the floor!
S OK. I'll do it in a minute, Mum.

3 **M2** I'm not happy about it, Cathy. I don't like you chatting online. It isn't safe. Could you turn off the computer and do something else for a change?
C It's fine, Mum. You see, I don't give my real name. I've made up a new identity.
M2 Don't make excuses.

4 **J** What do you think of my new hairdo, Lauren?
L Umm! Well, it's different.
J It would be great if you could tell the truth for once! You're my best friend!
L Yes, well, no, it looks awful.

Page 82, exercises 4 and 5

P1 = Presenter 1, P2 = Presenter 2

P1 . . . and welcome back to the programme. Tim, you were telling us how Victor Lustig sold the Eiffel Tower, but how did he convince the businessmen that the City wanted to sell it?
P2 Well, he simply told them that it was in very bad condition, and that it was very expensive to paint it and to maintain it.
P1 And nobody was suspicious? Not even Poisson?
P2 No, but his wife certainly was, and she asked her husband why everything was so secret.
P1 But her husband gave Lustig the money anyway.
P2 Yes, he paid Lustig and when he found out that Lustig had tricked him, he didn't complain to the police.
P1 Why didn't he complain?
P2 Probably because he didn't want to admit that he was a fool. Everybody in Paris would have known.
P1 Haha! Now, there was another famous conman who did something similar in New York, wasn't there?
P2 Yes, a man called George C. Parker conned many travellers who arrived in New York City on ships from other countries. He paid the ships' crews for information about any rich passengers.
P1 And how did he trick them exactly?
P2 It was simple. He persuaded them that he owned a famous building, such as the Brooklyn Bridge. Then he said that he needed some money, and he tried to sell them the building.
P1 And people believed him? Did they ask if he had any documents?
P2 Yes, people certainly believed the documents which he produced, but they were all false. He was an expert conman. He usually sold the Brooklyn Bridge twice every week.
P1 Amazing. What other famous buildings did he sell?
P2 Oh, the Statue of Liberty, The Metropolitan Museum of Art. You name it, he could sell it. Eventually he ended up in prison, but he was very popular there. The other prisoners always asked him how he had tricked so many people.
P1 Yes, it's a very interesting story and I expect . . .

Page 86, exercise 2

Presenter Speaker one
Teen A I try not to lie, but sometimes, it really seems like the best thing to do. For example, my cousin was going to a wedding and she bought a really expensive dress. I thought it looked awful, but I couldn't say that, could I? She'd spent so much money on it! And anyway, I didn't want to be rude.
Presenter Speaker two
Teen B Sometimes, lying, or just not saying anything, is the best idea. I mean, one day I saw my friend's boyfriend with somebody else. I didn't know what to do at first, but then I phoned my friend. My friend was really upset, but I thought it was for the best. Then it turned out her boyfriend had been with his sister! Now my friend isn't talking to me!
Presenter Speaker three
Teen C There's nothing wrong with telling lies, as long as the person doesn't find out. I mean, my uncle gave me a CD once. I loved it! The problem was, I already had it! But I didn't want to hurt his feelings, so I didn't tell him. It was my friend's birthday soon after, so guess what? Yes, I wrapped it up and took it round his house. It's just easier to do things like that sometimes.
Presenter Speaker four
Teen D Lying is a bad idea! For example, I used my dad's laptop without asking. And then it stopped working! My dad asked me if I had used it and I said no. Then he took it to a shop and they fixed it. When Dad opened up his emails, he discovered there were lots for me! He said he didn't mind that I'd used it, but he was angry because I didn't tell him. I wish I'd told the truth! Then, maybe, he would still let me use his laptop.

Page 86, exercise 3

Presenter One
Teen A Are you telling me the truth?
Presenter Two
Teen B How come you didn't tell me?
Presenter Three
Teen C Have you ever told a lie?
Presenter Four
Teen D Why did you go to the party?

Review

Unit 1

Page 88, exercise 7

I can't remember very much before I was about four years old. After that I can remember quite a lot of things, mostly happy memories of holidays in the country with the family. We used to live by the seaside, so many of my early memories are of the beach. But one early memory happened at home when I was about two. I can remember it very clearly. I know I was only two because my mum remembers the incident very well, too.

I was with my mum in the kitchen when our cat, Snooker, ran into the house. Snooker was carrying a mouse he had caught and I think he wanted to give it to us as a present. Unfortunately, he hadn't killed the mouse and it got away. My mum screamed and jumped onto the kitchen table and pulled me up beside her. She was terrified of mice and this one had a long tail. I remember feeling very frightened, too. I'd never seen a mouse before and I was very upset because of my mum's reaction. Anyway, Snooker tried to catch it again, but he gave up after a bit and went to sleep on the sofa. We stayed on the table until my dad got home from work. It seemed like a long time, but mum says that it was only for about five minutes. When dad arrived, he laughed and that made mum angry. I don't remember what happened after that, but mum says that dad moved the furniture until he found the mouse. It was hiding under an armchair and it ran out of the house as soon as he lifted the chair. After that we kept the door closed so the cat couldn't bring us any other presents.

Unit 2

Page 89, exercise 7

1 I've got a lot of friends, but only one best friend. I met Joey at primary school and we've been friends ever since. It's a funny friendship because we don't have a lot in common. Joey is into sport and he loves going out to concerts and films. I hate sport, except on the TV, and I prefer reading or playing on the computer.

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2 I've just had an argument with my best friend. We were in a café and he spent the whole time texting. He didn't hear anything I said to him. I was furious and I shouted at him. He just got up and he walked out. Since then I've heard that his mum is in hospital. I feel awful because he was texting his dad.
3 The first time I met my friend was at the school canteen. She was new at school and I didn't like her at first. She seemed very distant and she didn't say anything. A few days later she sat down next to me and we chatted. I felt bad because she was lonely. We've been friends ever since and I can't imagine life without her now.
4 My brother is getting married in June to my best friend. I introduced him to Janet last summer. They got on well from the start and they've been engaged for six months. It's really strange because soon my best friend will be my sister-in-law!

Unit 3

Page 90, exercise 7

E = Emma, D = Dave

E This place looks quite good, Dave. There's a lot of choice.
D OK. Let's go in.
E What are you going to have?
D I fancy the rabbit in cream sauce with potatoes.
E What? You can't eat rabbit! They're lovely little animals!
D I love rabbit. What's the difference between eating rabbit and eating beef? They're both animals. I'm not a vegetarian. Either you eat meat or you don't.
E Well, I don't. I can't understand people who eat meat. It's cruel to kill animals for food.
D I don't agree with you. Humans have always eaten meat. It's part of our natural diet. Children need meat to grow.
E Maybe, but that was in the past. We have a lot more choice nowadays so there's no reason to eat meat. And it's also bad for the environment. Millions of cows and sheep produce greenhouse gases, which makes global warming worse.
D I agree with you there. We should definitely eat less meat, but I don't believe that we should give it up completely.
E What's more, if we were all vegetarians we could feed everyone in the world. People wouldn't die of hunger. Instead of growing crops to feed animals, we should grow them for us to eat.
D I'm not sure about that. There are lots of places where farmers can't grow crops, in the mountains, for example, or other very cold places. People couldn't survive without eating cows or sheep. I'm not against vegetarianism, but I think people should be able to choose. Anyway, what are you going to have?
E I'll have the pasta with tomato sauce and cheese.
D OK, I won't have rabbit. I'll have fish instead.
E Oh no! Fish is just as bad as meat. There are hardly any fish left in the oceans. You mustn't eat fish.
D You're impossible, Emma! Why don't you order for me?

Unit 4

Page 91, exercise 7

T = Tamzin, B = Billy

T Hi, Billy. It's Tamzin. How are things with you?
B Good. I'm looking forward to next week.
T Yeah, me too. I'm having a party on Saturday. Are you free?
B Yes. That sounds good. Is it your birthday or something?
T No. It's just so we can all get together before the holidays. We won't see each other again until September. Everyone's doing something different in the holidays. I'm going to spend three weeks in July in France with my cousins. Helen is going to work in a shop at the seaside for a month. What are your plans?
B I'm going to do a two-week language course in Spain. It starts on 15th July. I got terrible results this year so my mum says it's the only way to improve my Spanish.
T Well, after two weeks you'll probably speak better than anyone else in the class. Are you going to stay with a Spanish family?
B I had the choice between that and staying at the school. Mum said I'd learn more with a family. I hope they're nice. They've got a daughter my age, so maybe she'll take me out in the evenings.
T And she might be the girl of your dreams!
B Maybe! There will be other British people on the course, so I'll have to keep away from them if I want to practise speaking Spanish.
T What are you going to do after the course?
B I'm going to spend a week at the seaside near Barcelona. So that'll be more language practice. And you? When are you leaving for France?
T I fly from London on 13th July at 4 p.m. That's next Wednesday. My cousins are coming to meet me in Marseilles. We're spending a week at their house in the mountains then we're going to camp for a week on the Mediterranean coast.
B Don't forget your suncream. It'll be hot in July. Anyway, tell me more about the party. Who's coming?
T I've invited all the class, but not everyone can come. I'm planning a barbecue. I hope it won't rain. My dad says we'll make a mess if we have it indoors.
B No, we won't. We'll all help clear up after it. What can I do?
T Could you organize the music? I know you've got a lot of CDs.
B Yeah, no problem. Listen, Tamzin. I've got to go now. I told Mum I'd make lunch and she'll be back in a few minutes.
T OK. See you on Saturday, then. Bye.

Unit 5

Page 92, exercise 7

P = Presenter, J = Jenny

P In the past few years, London has become one of the most important cities in the world when it comes to fashion. The London fashion scene is younger and more exciting than in Paris, Milan or New York, which are more conservative and traditional. One of the biggest events in the fashion year is The London Fashion Show, which opened today. Jenny Adams is there to tell us more.
J Hello there. Well, The London Fashion Show takes place in February and September each year. This year's February show was big, but the September event looks as if it will be even bigger. There are over 150 exhibitions by top designers and some of these are really amazing.
This morning I saw an exhibition of EstEthica ethical fashion. EstEthica includes Fair Trade and organic fashion and this year it is bigger than ever before. During the week, clothes by nearly forty designers will be presented. EstEthica promotes ethical fashion by designers who try to reduce the environmental impact of their clothes. Clothes are made of organic or recycled materials and they are produced by workers who are guaranteed decent working conditions and pay. A lot more ethical clothes are sold in the shops these days and a lot of big labels are showing an interest. EstEthica is becoming a bigger part of The London Fashion week every year and some people say that London is the most environmentally friendly of all the world's fashion capitals.
The Fashion Show is a big business event and it is attended by over 5,000 journalists and buyers from all over the world. It isn't open to the public, but if you're crazy about fashion, you can visit The London Fashion Weekend which will be held next weekend. You can buy clothes, shoes and jewellery made by over one hundred designers there. Check out the website for tickets, but the event is very popular so you need to hurry if you want to go. That's all from me, Jenny Adams …

Unit 6

Page 93, exercise 7

C = Candidate, G1 = Girl 1, B1 = Boy 1, G2 = Girl 2, B2 = Boy 2

C … That's right. If I become the next prime minister, my government will cut taxes. The present government has raised taxes for families and it hasn't done anything to help poor people. This must change and the rich must pay more taxes instead.
G1 A lot of people think that there should be a law to make people vote. In the last elections only 55% of people voted. Would you introduce a law to make it illegal not to vote if you were prime minister?
C I don't believe there should be a law. We live in a democracy and people should be free to make their own choices. However, I think politicians and the media should do more to make people interested in politics. Elections are very important.
B1 There are serious problems with education in this country. Classes are too big and the school buildings are very old. There are fewer and fewer sports facilities. What will you do for education if you become our next prime minister?
C My government will invest more money in new schools, but our first priority will be the size of classes. We need more teachers and smaller classes.
G2 My sister hasn't got a job. She's been trying to find one now since she left university six months ago. She's decided to move to Australia. A lot of students are moving abroad to find jobs. What will you do to improve the job situation?

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C The first thing is to improve the economy and save our industry. If the big companies didn't move their factories to places like China, people would have jobs. Unless we stop this trend, the situation will get worse.
B2 What about the plans to introduce school on Saturday mornings? Will you support this new law if you become prime minister?
C Well, I think it would be a good way to improve the level of education, but I'm not sure that families would be happy if they didn't have a full weekend. I think that shorter holidays would be a better option.
B2 If you are planning to reduce school holidays, I certainly won't vote for you!

Unit 7

Page 94, exercise 7

1 My uncle Stephen is the only person who is wealthy in our family. When he was eighteen he got a job in a local travel agency and soon became the manager. He must have been very good at his job because he quickly moved up to the head office and now he's the boss. Since he took on the responsibility he has changed a lot. He used to be optimistic and easy-going and now he's the opposite. He doesn't seem to enjoy life so much, even though he goes on luxury holidays and drives a Jaguar.
2 We had a match last night which was important for the championship. Unfortunately, our best player didn't turn up in time to play and we lost. She got here towards the end of the match. The coach was furious because if she'd been there, we would probably have won. It's not the first time she's forgotten a match. If she wasn't the best player, the coach wouldn't let her play again.
3 I went hiking in Scotland for a week in the holidays with a friend. We'd known each other for ages but we'd never been together for so long and things didn't work out very well. On the first day everything was fine, but on the second day Tim didn't speak to me all morning. Then suddenly he became friendly again. He was like that all week and I didn't enjoy it at all. We hadn't fallen out so I didn't understand why he was behaving like that.
4 There's a teacher at our school who spends his holidays teaching children in Africa. He started being a volunteer when he was a student and he's never stopped. I really admire him because he pays for his own plane ticket and food when he goes out there. He has shown us photos of the village where he goes each summer and students are organizing events to collect money for books for the school.

Unit 8

Page 95, exercise 7

S = Suzy, L = Luke

S What are you reading?
L It's an article about dishonest things people do. It's quite interesting. According to the writer everyone tells lies or steals, but most people don't even know that it's wrong.
S What do you mean? Things like telling white lies so you don't hurt people's feelings?
L Yes. For instance, your hair looks really terrible since you dyed it last week, but I told you it looked cool.
S What? You really think it looks bad! You should have told me.
L Calm down! I'm only joking. I would have told you if you looked awful. That was just an example. The article also mentions other things. There's a story of a woman who was parking her car late at night and she hit another parked car. She broke the front light of the car, but she drove away without leaving a note.
S That's awful. I'd have been furious if I'd been the owner. If I damaged someone's car, I'd admit that I'd done it.
L Another person thinks it's perfectly OK to pick apples from fruit trees in the countryside.
S Well, that's not really stealing, is it? I'd do the same.
L Of course it's stealing! Those apples belong to a farmer who sells them to make a living.
S I hadn't thought of that. Hey, is that a new mobile phone you've got there, Luke?
L No, not really, I found it on the bus.
S But it isn't yours, Luke! Someone lost that and is probably feeling upset. If I'd found it, I'd have given it to the bus driver.
L Well, people should be more careful with their things. Anyway, I've had it for a couple of weeks, so it's too late now.
S I think you're dishonest. If I lost something, I'd be really grateful if someone gave it back to me. You should be ashamed.
L Oh, come on. It's only a phone. I don't feel guilty about it. Well, you aren't always honest, are you? You download music and videos from the internet illegally all the time.
S That's different. Everyone does it.
L That doesn't make it any better.
S Luke, are you sure my hair looks OK?
L Of course it does. Ask Jenny if you don't believe me.

Extra listening and speaking

Unit 1

Page 96, exercises 2 and 3

M1 = Melissa, B = Brother, M2 = Michael

M1 Hi, is Michael home?
B Yes, he's upstairs in his room.
M1 Thanks.
M1 Hi, Michael!
M2 Oh, hi, Melissa.
M1 Who's that boy?
M2 Which boy?
M1 When I arrived, a boy opened the door and let me in.
M2 Oh, that was my brother Ed.
M1 I didn't know you had a brother! You don't look anything like him.
M2 I look a bit like him. We've got the same colour eyes.
M1 Yes, but he's got blond hair, and yours is brown! And he's much shorter than you.
M2 Yes, I suppose. But he's like me in other ways. We're both really untidy. We're both allergic to cats. Oh, and we both hate hot weather.
M1 How can anyone hate hot weather? My sister and I are the opposite. We look similar, but actually, we're completely different. She does a lot of sport, and I'm really lazy!
M2 That's true!
M1 Hey! Anyway, what are you doing?
M2 Oh, I'm just looking through some old photos. I'm doing a history project about my family.
M1 Can I have a look? I love looking at old photos.
M2 OK, but they're really embarrassing.
M1 Look at that one! Is that Ed?
M2 No, that's me! I was five.
M1 So you used to have blond hair as well?
M2 Yes, it went brown when I was about eight.
M1 So who do you take after? Your mum or your dad?
M2 Well, I think I'm more like my dad in personality. But I look more like my mum. We're both tall, and we've got the same eyes and nose.
M1 Is there a photo of her here?
M2 I think so … There! That's Mum when she was about fifteen.
M1 Wow. You're right, you look just like her.
M2 I know. But her hair looks awful there!
M1 That was the fashion then. And her clothes are really cool. I love them.

Unit 2

Page 97, exercises 2 and 3

H = Hayley, L = Louise

H Hi, Louise!
L Hi, Hayley. How are things?
H I'm really tired, actually. I've just been jogging.
L Jogging! But, Hayley, you can't stand running!
H I know, but I want to get fit so I've started jogging in the park. I only ran for a quarter of an hour though.
L Fifteen minutes?! That isn't very long.
H I know, Louise, but it was exhausting! Anyway, how are you?
L I'm OK. Not great.
H Why? What's the matter?
L Tom and I have just split up.
H No! I don't believe it! You've been going out with Tom for ages!
L I know. Two years, three months and ten days to be exact, but I'm not going out with him any more.
H Why not? What happened?
L I don't know exactly. We've been having a lot of arguments recently.

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H What about?
L Mainly about how much time he spends with his friends instead of with me.
H Maybe you haven't got much in common any more.
L Yes, maybe. But it feels strange now that I'm not his girlfriend.
H Sure. Well, try not to think about it. You'll forget about it on Friday night, remember?
L Why? What's happening on Friday night?
H Louise! We're going for a pizza and then to the cinema! Are you still coming?
L Oh, Hayley. I'm really sorry, but I can't make it on Friday night.
H But we planned it ages ago!
L I know, but something's come up. Can we do it another time?
H Well, I suppose so.
L How about next week instead? Is Tuesday night any good for you?
H Yes, that's fine with me. I think there's a special offer on at the pizza place then.
L Great. I'm sorry about Friday, Hayley.
H Oh, don't worry. I'll see if Gemma wants to do something instead.
L Great.
H Louise?
L Yes?
H Why can't you make it on Friday night?
L Er, it's just that … you know Robbie …
H Tom's friend, Robbie?
L Yes, that's the one. Well, he's asked me out on Friday night.
H You're unbelievable!

Unit 3

Page 98, exercises 2 and 3

R = Receptionist, S = Siobhan

R Good morning, Top Form Health Club. How can I help you?
S Hello. I'm interested in joining your club. I've only been in Oxford since August. I've just started school here and I'd like to work out in a gym after school. Is it possible to do that at your club?
R Yes, of course. We've got a gym and there's also a swimming pool and a sauna.
S Could you tell me when you are open?
R The club is open all day from 10 a.m. to 10 p.m.
S Can I come to the gym at any time or are there set times?
R Well, before you start, you will meet one of our personal trainers and together you can work out an exercise plan to suit your level of fitness. Then we'll give you a timetable. If you want to come at other times, you'll need to phone first and check if it's possible.
S What do I have to do to join?
R Oh, it's very easy. You just need to complete a short questionnaire and then I'll make an appointment for you to meet a trainer. You can do it now over the phone … OK. What's your name?
S Siobhan Kuszczak.
R How do you spell your first name, please?
S It's S … I …O … B … H … A … N.
R And your surname?
S K … U … S … Z … C … Z … A … K.
R OK. I've got that. What's your date of birth?
S The twenty-fifth of October, 1992.
R OK. Now, what's your address?
S The address is 22, Brown Street, Oxford.
R And the postcode?
S OX4 8LA.
R And can I take a contact number, please?
S It's 037958 …
R 037958.
S 35211.
R 35211. Have you got a mobile?
S Yes, my mobile number is 07456321998.
R Right, I can make an appointment for you now.
S Thanks. Are there any appointments this week?
R Let's see. Is 10.15 next Tuesday morning convenient?
S I'll be in class then. Could I come after school?
R Yes, that's fine. So that's next Tuesday at 5.30 with Janet Roblin. That's R – O – B – L – I – N.
Er, oh there's one last thing. You'll need to bring a medical certificate so I suggest you see your doctor first and then phone me back to confirm the appointment.
S Oh, right. I'll do that. Thanks. Oh, I nearly forgot. Could you tell me how much it will cost?
R Well, that depends on the option you choose. We've got a basic option for students at £25 a month. There is also a pay-as-you-go option which is cheaper if you only come once a week.
S The basic option sounds good.
R OK, I'll email you the details. Have you got an email address?
S Yes, it's Siobhan-K@sting.com. Thanks. Bye.

Unit 4

Page 99, exercise 2 and 3

A = Assistant, P = Passenger

1 **A** Hello, can I help you?
P Hello. What time does the next coach leave?
A The next coach to where? Where do you want to go?
P Sorry. I'm going to Cardiff.
A OK, let's see … Cardiff. Right, you can get the Newport coach at 10.15 and change there.
P How long do I have to wait in Newport?
A About half an hour.
P And what time will I be in Cardiff?
A That gets into Cardiff at 14.20 – twenty past two in the afternoon.
P Hmm, I'm not sure. I don't really want to change. Is there a direct coach?
A Er, yes – there's a direct one to Cardiff at 11 o'clock.
P And what time does it get in?
A At 14.30.
P Well, I'd rather go on that one.
A OK, do you want a single or return?
P Just a single, please with a *Young Person's Coachcard*.
A In that case, that'll be £9.40.
P There you are.
A There's your ticket and the coach leaves Bay 5 at 11 o'clock.
P Thanks. Bye.

2 **A** Who's next, please?
P A return to Derby, please.
A When are you coming back?
P In a week. So that's the 23rd, isn't it?
A Yes. That's fine, you can come back any time within one month. Have you got a *Young Person's Coachcard*?
P No, I haven't.
A That'll be £34.20 then, please.
P There you are.
A And there's your ticket and 80 pence change. The next coach leaves at 10.30 from Bay 7.
P Oh, is there a coach a bit later? I'm not ready to leave yet.
A The next one goes at 11.20. Also from Bay 7.
P What time does it get into Derby?
A That coach gets in at 13.45.
P Thanks. Oh, is there a TV on it?
A Sorry, but there isn't a TV on that service.
P Oh, OK. Bye.

Page 99, exercise 4

1 The 15.50 coach to Newcastle is leaving from Bay 4 in five minutes.
2 We apologize for the late arrival of the 19.15 service from York.
3 Passenger Brown travelling on the 18.40 service to Bristol – please come to the information desk.
4 Please note, the 10.30 coach to Manchester is leaving from Bay 3, not Bay 5.
5 The coach arriving at Bay 10 is the 23.45 service from Brighton.

Unit 5

Page 100, exercises 2 and 3

D = Dad, J = Jake

D What are you listening to, Jake?
J Oh, hi Dad. It's just a band that I'm really into at the moment.
D Which one?
J I'm sure you won't know them. They really aren't your style.
D I might! You never know. Try me.
J OK. They're called Neo Man.
D Who?
J Neo Man! See? You don't know who they are.

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D No, I've never heard of them. Are they from London?
J No, they're local, they're from Luton. There was an article on them in last week's local paper. They're quite new on the music scene.
D Have they got an album out?
J Yes, their debut album was released last month, but I haven't got it. I first heard their music on the internet a while ago and I really liked it, so I downloaded a few tracks.
D What sort of music is it?
J It's a mixture. A bit of rock, some pop and punk, you know.
D That's different.
J They're good, Dad. Honestly! They've got some great songs. Their music's got rhythm and the lyrics are unusual. They write the songs themselves. The lead guitarist is very talented. They've already got a huge internet following and I reckon they're going to be really big. They're doing a gig next month in town.
D Really? Are you going to go?
J Well, I want to. I'd love to see them playing live.
D Can I listen to a track?
J If you like. Here … have a listen to this.
D How do I switch this thing on?
J Dad! Press that!
J Hang on! Listen to a different song. You won't like the lyrics to that one. You might find them a bit … er … shocking!
D Oh no, Jake. I'm not very keen on that.
J Why not? That's one of my favourite songs.
D But they shout the lyrics and the music is terribly loud.
J Yes, I know. It's exciting to listen to. It's really got rhythm.
D Hmm. I'm just not really into that kind of thing. I prefer something with a pleasant tune. And I prefer singers with good voices. Here you are.
J Where are you going?
D Upstairs … to listen to some of my favourite music.
J And what's that?
D You know what I like, Jake. Blues. It's very relaxing to listen to.
J You mean boring, Dad!

Page 100, exercise 4

Presenter One
Male I find jazz really boring.
Presenter Two
Female We were shocked by the lyrics.
Presenter Three
Male She isn't frightened of punk fans.
Presenter Four
Female The singer was embarrassed when he dropped his microphone.
Presenter Five
Male His voice is really annoying.
Presenter Six
Female There are some interesting bands at this festival.

Unit 6

Page 101, exercises 2 and 3

P = Presenter, B = Boris

P Hello, and welcome to 'That's politics' on Radio 9. With me in the studio is one of the candidates for this year's Youth Parliament elections – Boris Atkins. Hello, Boris.
B Hello.
P First, can you tell the listeners about yourself, Boris?
B Yes, of course. Well, I'm sixteen years old, I'm a student and I'm very interested in politics, although I've got a lot of other interests. I think politics is important because we can all do things to make life better. In my opinion, all citizens should get involved in politics.
P Now, you've decided to be an election candidate for the UKYP, haven't you?
B That's right.
P And what is the UKYP? Is it organized by the European Union?
B No, it's a national organization. It means the United Kingdom Youth Parliament. The members are all young people between eleven and eighteen. Basically, they're the voice of all young citizens in Britain.
P What do they do?
B They campaign to make things better for young people in the UK.
P Can I ask you some questions about your policies? What do you feel most strongly about?
B For me, the most important issue is public transport. It isn't good enough for young people in this country. Young people can't afford to travel on the trains and buses, and they don't go to enough places. In my village, for example, there's only one bus a day! It's ridiculous.
P I see. In that case, what changes would you make?
B I'd lower the price of train and bus tickets for young people, and I'd increase the number of buses in rural areas.
P I see what you mean, but how would that improve things?
B Well, if young people used public transport more, they wouldn't have to ask their parents to take them to places in their cars. So there'd be fewer cars on the roads.
P Which would be good for the environment.
B Obviously! And that is something everyone should be concerned about.
P Right. My final question is this: what makes you a good election candidate, Boris?
B I've got a lot of energy and I'm a dedicated person. I really want to make a difference for young people. If I'm elected, you can rely on me to do what I can to improve things.
P Are you optimistic about your chances?
B Yes, I think I've got a good chance.
P How will you celebrate if you're elected?
B I'm not sure! I haven't thought about it. If I succeed, I'll just be incredibly happy.

Unit 7

Page 102, exercises 2 and 3

L = Lee, N = Natalie

L Natalie! Hi! How are you?
N I'm fine, thanks, Lee. How are you?
L Yes, fine, thanks. You look really brown. Have you been on holiday?
N Yes, I have. I've just been to Majorca with my family for two weeks.
L Did you have a good time?
N It was fantastic, thanks – really hot and sunny every day.
L Not like here! It's been cool and cloudy for the last two weeks.
N Really? That's a pity.
L So what did you do on holiday?
N Oh, the usual things, you know, sunbathing, swimming, we did some sightseeing, and I played tennis a few times … oh, that reminds me. You'll never guess what happened to me while we were flying to Majorca.
L What?
N Well, we were all sitting on the plane, waiting for it to take off. My dad was sitting on one side of me, but there was nobody sitting on the other side. Anyway, guess who sat next to me?
L I've got no idea.
N Rafael Nadal!
L No way!
N Honestly! It was him. He's from Majorca and he was going there to visit some relatives for a few days.
L You mean to say you actually spoke to Rafael Nadal?
N Yes! He was really polite and friendly.
L Did you speak Spanish to him?
N I tried to, but I don't speak it very well so we spoke in English.
L What did you talk about?
N We chatted a bit about Majorca, and he suggested visiting the Caves of Drach.
L Then what happened?
N That was it, really. The plane landed, and he said 'Have a good holiday!'
L Wow! You're so lucky. I've never spoken to anyone famous! Maybe I'll meet someone when I go to Ibiza next week.
N Maybe! Have a good holiday!

Unit 8

Page 103, exercises 2 and 3

A = Assistant, C = Customer

1 **A** Can I help you?
C Yes, I'd like four hot chocolates, please.
A Are those large or small hot chocolates?
C Er, three large and one small, please.
A Would you like anything to eat?
C Ooh, those muffins look nice. I'll have four of those, please.
A Is that to eat in or take away?
C Eat in, please.

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A Where are you sitting?
C Over there, by the window.
A OK, that's £14, please.
C Here you are.
A And £6 change. I'll bring the drinks and muffins to your table.
C OK. Er … are you sure that's right? I think you've overcharged me.
A Let's see. Three large hot chocolates £7.50, one small hot chocolate £1.75 and £4 for the muffins.
C I make that £13.25.
A You're quite right, that is £13.25. I've charged you for four large hot chocolates. I'm terribly sorry.
C Not to worry. We all make mistakes.
A So I owe you 75p, then.
C Yes, that's right.
A Here you are. Sorry again about that.
C No problem. Thanks.

2 C Excuse me, have you got this month's motor racing magazine?
A Yes, it's just come in. It's over there, under the football magazines.
C Oh, yeah. I couldn't see it before.
A That's £4.10.
C £4.10? OK.
A Anything else?
C I need a phonecard, too.
A Five, ten or twenty pounds?
C Er, five pounds, please.
A Anything else?
C There is something else … I know, do you sell stamps?
A Yes, we do.
C Great, one second class stamp, please.
A OK. That's £9.42.
C There you are.
A And here's your change.
C Thanks. Er, excuse me, I think you've given me too much change.
A Oh, really?
C Yes. I gave you ten pounds, and you've given me £10.58. So this ten pounds is yours.
A Oh yes, you're quite right. Sorry, I'm exhausted today. Thanks for being so honest.
C That's OK. Bye.

Curriculum extra

Unit 1

Page 104, exercise 4

I = Interviewer, L = Liesel, H = Hans

I Liesel, how did the Berlin Wall affect your life?
L Well, life was OK in West Berlin. I was living with my parents and brothers and I had a lot of friends. But the worst thing was not seeing my grandparents.
I Did you see them after they built the wall?
L Yes, just once. In 1963, they allowed people from West Berlin to visit their relatives in East Berlin.
I What was it like?
L My grandparents hardly recognized me. I'd grown up and changed my hairstyle and my look. Sadly, they died the next year.
I Tell me about 9th November, 1989.
L I was listening to the radio when I heard that the wall was open. I went there and thousands of people were walking into West Berlin. It was incredible. People were crying, laughing and dancing. And then I saw my relatives – my uncles and aunts, and cousins who I'd never met before. It was so emotional.
I And what's that, Liesel?
L It's a piece of the wall. I took it away on that day as a souvenir.
I Hans, did the Berlin Wall change your life?
H Yes, it did. I was twenty when they built the wall and divided the city. I used to work in West Berlin, but when the border closed, I lost my job because I couldn't get to work. I wanted to leave, but I couldn't.
I Did you try to leave?
H Never, but a friend of mine escaped to West Berlin. He climbed over the wall two days after they had built it. But it became more difficult to leave after that.
I Why was that?
H Well, the wall was very near to some flats, and at first, people used to jump out of their windows and onto the wall. But then people weren't allowed to live in those flats any more.
I But did people get to the other side in other ways?
H Yes, that's right. Some people tried to fly over in hot-air balloons. Others went under, in tunnels.
I And why didn't you try?
H Well, I didn't really need to – I was lucky and my family were all together. Or maybe I wasn't brave enough.

Cumulative review

Unit 2

Page 121, exercises 2 and 3

M = Max, A = Annie

M Look at this photo of you on the canopy zipwire, Annie.
A Oh, it's really good. I didn't know you'd taken a photo of me, Max. It was fantastic – and not as frightening as I'd imagined. But we didn't see much wildlife in the trees because we were going too fast. Are those photos of your trip to the Alps?
M Yeah. Do you want to see them?
A Yes, please. This one's good. Is that you in the middle?
M Yes, we've just arrived at the top in this photo. We asked someone up there to take the three of us together.
A Have I ever met any of these people?
M No, you haven't. That's Clara on my right and Dan in the front. I met him when I was doing a white-water rafting trip last summer. We got on really well and we exchanged email addresses. We've been in contact since then. He's very keen on sport, like me, especially climbing and skiing. He's already been up Mont Blanc and he's planning to climb Everest one day. Anyway, he invited me to join him in Italy, so I said yes. It was an incredible experience.
A Weren't you scared?
M I was terrified at first, because I'd never done it before. We had to set out at four the first morning and it was freezing and dark, so we had to wear head lamps.
A It doesn't sound like you enjoyed it much!
M Oh, I did. It was amazing. When the sun rose, it was so beautiful. The best bit was when we got to the top. You could see for miles. It was unforgettable.
A Well, it certainly looks exciting, but isn't it very dangerous?
M It's like anything, it's only dangerous if you take risks. It isn't any more dangerous than sailing. By the way, have you been sailing recently?
A Yes, we went out last weekend. My brother brought his girlfriend, which was a bad idea. It was the first time she'd ever been on a boat and she was sick. I felt sorry for her because I used to get seasick and it's horrible. Anyway, Jonny wasn't very kind to her and they fell out. She hasn't spoken to him since then. I don't blame her.
M Next time you go, let me know. I've never been sailing and I'd like to try.
A OK. I will.

Unit 4

Page 123, exercises 2 and 3

J = Jack, A = Annie

J Hi, Annie. I didn't know you were back.
A Oh, hi Jack. Yes, I got home on Saturday, but I haven't been able to go out.
J What's the matter? You don't look as if you've had a holiday.
A I've been ill since I got back. I must have eaten something on the last day.
J Well, at least you weren't ill during the holiday. What about Tessa? Is she OK?
A Poor Tessa! She was sick for nearly three days. She couldn't go with us on the first safari trip because she was feeling so awful. She had to stay at the hotel.
J That's terrible! Was it the food?
A Probably. She bought some food from a street trader. She should have been more careful.
J Is there malaria in Kenya?
A Yes. We had to be careful not to get bitten by any mosquitoes. We used nets when we were camping and we had to take anti-malaria tablets.
J Is there no vaccine?
A No, and there's no treatment either. A lot of people still die from it. We're lucky here in Europe.
J So tell me all about it. Did you see elephants and lions? Did you climb Kilimanjaro? I've always wanted to do that!

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A No, I didn't. You have to be very fit to do that, but we saw it in the distance. Kenya's a wonderful country! There's wildlife everywhere. We could see giraffes not far from Nairobi airport! Anyway, what about your holiday plans? Have you decided where to go yet?
J Yes. I'm going to spend two weeks in Italy in August. I'm going with Max and his parents. We're flying to Milan and then we're going to tour around the country and visit some of the famous sights.
A That sounds good. Are you going to visit Venice?
J Of course. That's where we're going first. We're spending two days there. After that we're going to Florence, then to Pisa. We're catching the plane in Rome on the 16th and we'll get back home in the evening.
A Are you going to stay in hotels?
J No, it's too expensive. We're going to camp.
A I thought you hated camping!
J I do in Britain because it rains all the time. I'm sure it'll be sunny and hot in Italy in August.
A And you won't need mosquito nets or vaccines. But don't forget your suncream!

Unit 6

Page 125, exercises 2 and 3

A = Annie, M = Max

A Hi, Max. Did you see the news last night?
M Hi, Annie. No, I didn't. Did I miss something?
A Yes, there have been strikes and demonstrations all over Britain about the Government's plan to increase university fees. They want to nearly double them.
M That's terrible. If they do that, only rich people's kids will be able to go to university. I hope there were a lot of protestors.
A Yes, apparently over fifty thousand students marched through Central London. And thousands more students demonstrated in the other big cities. In some places there were sit-ins and the street and buildings were occupied by students.
M Was there much violence?
A I don't think so. Some people were arrested, but not many. But the students are very angry and they're planning more protest actions.
M I agree with them. I wish there'd been a demonstration near here. We could have gone. It's going to be our problem soon. I mean, who's going to pay for our studies?
A They say that students will have to borrow money from the banks to pay for their education.
M They already have to do that. If they double the fees, a lot of people won't study. I think we should go to the next demonstration.
A I wouldn't go to a demonstration. I don't think my parents would like me to go.
M Well, I'm definitely going to go. I think the students should do something spectacular to draw the media's attention. You know, like the environmental protestors who make the headlines. They're amazing and their actions are really effective. Do you remember those people who tied themselves to trees to stop them being cut down? They were on TV every night for a week and everyone supported them.
A But they still cut the trees down, didn't they? Anyway, you've got to have lots of free time to do that. If I tied myself to a tree for a week, my parents would go mad.

Unit 8

Page 127, exercises 2 and 3

J = Jack, T = Tessa

1 **J** You look fed up, Tessa. What's wrong?
T Oh, hi Jack. I've done something stupid. I've lost my bag. I think I might've left it on the bus on the way back from town. I only realized it was missing when I got home. I'm furious with myself.
J That's bad news. Have you phoned the bus station? Someone might have handed it in.
T You must be joking! I'd just been to the bank and got some money out. What would you have done if you'd found a bag with £50 in it? I bet you'd have kept it.
J No, I wouldn't. That would be stealing. Not everyone is dishonest.
T Anyway, I couldn't phone the bus station because my mobile was in my bag.
J Well, you can phone now. I think you should. And you could also contact the police station.
T Yeah, maybe you're right. I'll phone now and I'll go to the police station on the way home. It isn't the end of the world, anyway.
J Cheer up! You might get lucky.
T Yeah …

2 **T** Hi, Jack. How are things?
J Hi, Tessa. You sound pleased. Have you had some good news?
T Yes. Something amazing's happened. Do you remember I told you that I'd lost my bag?
J Yes, last week. You'd left it on the bus or something.
T That's right. Well, I've got it back! This morning I got a phone call from a woman who said that she'd found it in the park. I didn't leave it on the bus after all! I must have dropped it when I was walking to the bus stop. She said she'd noticed it this morning when she was out running. I've just been round to her place to pick it up.
J Is anything missing?
T Nothing at all. She was so kind. She even apologized for looking inside to get my phone details! I can't believe it!
J That's fantastic news! You see, there are some honest people around!

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