

UNIT 8

Culture



UNIT OBJECTIVES

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

- understand texts and conversations related to culture and cultural events
- talk about music, art and literature
- talk about sports and leisure activities
- apologise, make and accept excuses
- write a book review

UNIT CONTENTS

G GRAMMAR

- The passive: present and past simple
- Present perfect with *for* and *since*
- Linking using *although* and *however*

V VOCABULARY

- Art and music: *architecture, novel, photograph, poem, sculpture, TV series, painting, album, classical music, film*
- Common verbs in the passive: *base on, design, direct, perform, play, write, paint*
- Sports and activities: *athletics, (scuba) diving, golf, gymnastics, ice hockey, ice skating, jogging, rock climbing, skateboarding, snowboarding, squash, surfing, volleyball, windsurfing, yoga*
- Wordpower: different meanings of *by*: *created/written, near / next to, not later than, using*; phrases: *by far, by hand, by heart, by mistake*

P PRONUNCIATION

- Tones for continuing or finishing

C COMMUNICATION SKILLS

- Talking about music, art and literature
- Talking about sports and activities
- Apologise, make and accept excuses
- Writing a book review
- Making positive and negative comments

GETTING STARTED



OPTIONAL LEAD-IN

Bring a few postcards of paintings into the class. These could be paintings by artists from your own country, paintings by British artists or paintings you particularly like. Students discuss each painting in small groups. Encourage the discussion by asking questions: *Which painting do you like / not like? Why / Why not? What does it remind you of? How would you describe the colours? (e.g. bright, happy, dull, pale) Who is the painting by? Would you like to see more works by this artist?* Students share their ideas with the class. Are any of the paintings popular with the class as a whole?

- a** Ask students to tell you what they can see in the painting. Monitor and support students with any new vocabulary they may need, e.g. *cave art/paintings, clean (off), pressure washer*.



- b** Ask: *What style of painting is this? Who did it and how?* Elicit or input: *graffiti, graffiti artist, spray paint / spray can (n), spray (on) (v), stencil*. Students may want to mention famous graffiti artists at this stage such as Banksy (from the UK), Blek le Rat (France), Zephyr (New York). Students discuss the questions in pairs. Ask students to share their ideas and comments with the class.



- c** **2.57** Play the recording for students to compare their ideas about the painting with the speaker's. Discuss the similarities and differences as a class. Ask some detailed questions, e.g. *Which city is the festival in?* (London) *Where exactly can you see the paintings?* (in an old underground station) *Who organises the festival?* (Banksy) If you wish, give students information from the Culture notes below.

Audioscript

I saw this painting at The Cans Festival in London. It's a graffiti festival and it takes place in an old London Underground tunnel. The festival is organised by Banksy, the famous graffiti artist. He painted this piece for the event. For me, the painting makes me think about how every time somebody cleans graffiti off a building, it's like they're removing history, like they're cleaning away the future history of art. It definitely gives you something to think about, so I think it's a really clever piece of art.



- d** Students discuss the questions in pairs. Check ideas in feedback. Elicit or input: *art gallery, exhibition*.



CULTURE NOTES

Banksy is a very famous graffiti artist from the UK. People know very little about him because he never shows his face or gives interviews. Banksy's work is controversial – some people think it is great art, but others think it is criminal. They say it encourages people to paint on walls and buildings illegally. Banksy does most of his paintings at night and in cities, especially in poorer areas. His work sometimes has a political message, is sometimes funny and sometimes beautiful. Once (in disguise, so no one would recognise him), he sold 25 original paintings, signed by himself, to tourists in New York for \$60 each. These are now worth up to \$31,000 each.



EXTRA ACTIVITY

Write on the board. *Graffiti should not be allowed*. Divide the class into groups of around six students and divide each group into two teams. Ask one team to agree with the sentence and one team to disagree. The teams prepare their ideas for a debate. Ask each group to debate the sentence. Set a fixed amount of time for the debate, e.g. ten minutes. Monitor but don't interrupt fluency. Note down any common mistakes or errors to deal with during feedback. Ask if any students were persuaded to change their point of view!

8A My favourite book is based on a true story

OPTIONAL LEAD-IN

Books closed. Ask students to say which they think is the most popular music album, piece of classical music, painting, novel in the English language, film and TV series ever and write some of their examples on the board. Then ask them to look at the pictures on SB pp. 78 and 79. Compare as a class.

1 VOCABULARY Art and music

- a** Ask students to cover the article and the pictures on the page. Read through the words in the box and check understanding of each term by eliciting examples of it from the class, e.g. ask individual students *Tell me a novel/painting/film that you like*. Then elicit what we call the people who create these things (*producer, director, novelist, writer, poet, sculptor, architect, photographer, painter, artist, singer, composer*). Students match the pictures with the words in the box. Check answers as a class. If you wish, give students information from the Culture notes below.

Answers

1 photograph 2 album 3 classical music 4 painting
5 architecture 6 poem 7 sculpture 8 novel 9 film
10 TV series

- b** 2.58 Ask students to read the words aloud and guess which syllables are stressed. Then play the recording for them to underline the correct stressed syllables and compare with their guesses. How many students got the correct answers? Model the words again for students to repeat.

Answers and audioscript

photograph album classical music painting architecture
poem sculpture novel film TV series

LANGUAGE NOTES

If students try to use the noun *photographer* during the lesson, note that the stress moves to the second syllable: *photograph* – *photographer*.

- c** In pairs, students discuss with their partner which kinds of art and music they are interested in. Encourage them to ask about their partner's favourite music at the moment and compare their tastes. Take feedback as a class on what students found out about their partner's tastes in music and art and anything that surprised them.

EXTRA ACTIVITY

In pairs, students think of three questions for another pair, asking them to name an artist from a particular country, e.g. *Can you name a painter from Italy? Can you name a writer from the USA?* Students then swap questions with another pair and try to answer the questions. Ask one or two students to share their ideas with the class.

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

- use the passive (present and past simple) correctly
- talk about art and music using related vocabulary
- read and understand a text about the most popular works of art
- understand and use common verbs related to the arts in the passive

2 READING

- a** Ask students to look at the pictures and titles in the article and tell you which of the things they have read, seen or listened to. Encourage students to give more details, e.g. when and where they saw them. Ask: *Did you like/enjoy them? Why / Why not?* Be prepared to give your own opinion.

CULTURE NOTES

- 1 *The Lord of the Rings* is a best-selling trilogy of fantasy novels by English author J. R.R. Tolkien. The novels were published in 1954 and are set in the magical world of Middle-earth. The novels were made into a highly successful series of films between 2001 and 2003. The films, which starred Elijah Wood as the hero, Frodo Baggins (pictured), cost around \$280 million dollars to make. They won a number of Oscars, including Best Film for the third film in the series, *The Return of the King*.
- 2 Michael Jackson lived from 1958 to 2009. He was first a member of a family group with his brothers, The Jackson Five, and then was extremely successful as a solo singer. His 1982 album *Thriller* is the best-selling album of all time.
- 3 Beethoven was a German composer who lived from 1770 to 1827. He lived at the same time as Mozart and Haydn. In his later life, Beethoven became deaf but continued to compose, and some of his most popular work is from this period. Beethoven's Fifth Symphony written at the beginning of the nineteenth century is probably now his most famous work.
- 4 Leonardo da Vinci was a famous artist, sculptor, architect, engineer and inventor. He was Italian and lived from 1452 to 1519. He is most famous for his paintings, in particular *La Gioconda* (*Mona Lisa*).
- 5 Rupert Brooke was an English war poet who wrote during the First World War. He wrote about patriotism rather than the horrors of war as later war poets did. His most famous poem is *The Soldier*.
- 6 Charles Dickens wrote novels and short stories about Victorian England. He lived from 1812 to 1870. In particular, his books describe the life of poor people in big cities like London. However, he is also famous for the funny characters he created.
- 7 Michelangelo (1475–1564) was an artist from Florence, Italy. A sculptor, architect and painter, he is considered the most influential artist of the Italian Renaissance. The statue of David (pictured) was completed when he was still in his twenties.
- 8 Stephen King is a famous American writer and has written many frightening horror and fantasy stories. Many of these, such as *The Shining*, *Carrie* and *The Green Mile* have been made into successful films.
- 9 *Game of Thrones* is an American TV fantasy series and computer game. It has one of the largest casts ever used in a series. It has an enormous number of fans.

- b** Tell students that some sentences have been taken out of the article. Ask them to ignore the gaps and read the article to answer the questions. You may wish to help students with the words in the Vocabulary support box at this point. Encourage them to underline the key words or terms in the questions (*many years, sold, crime*) and then scan the texts for words/ideas that are related to them. Check answers as a class.

Answers

took many years to become popular: Beethoven's *Fifth Symphony*, *La Gioconda* (Mona Lisa), *The Shawshank Redemption*
has sold more than any other: *Thriller* by Michael Jackson, *A Tale of Two Cities* by Charles Dickens
people have committed a crime to see: *La Gioconda*, *Game of Thrones*



VOCABULARY SUPPORT

best-selling – very popular / has sold in large numbers

currently (B2) – at the moment

electro dance – energetic form of street dance

previous (B1) – one before

surf rock – music from 1960s famous band: The Beach Boys

track (B2) – song (on an album)

- c** Read through the sentences with students to check understanding. Students do the task individually. Check answers as a class and ask students to say how and why they chose their answers. Go through the sentences and elicit or point out the clues (a single novel, b It's/named Khaleesi, c *da da da dah* introduction, d ten million more, e the story, f taken/return/Italy).

Answers

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

- d** In pairs, students look at the highlighted words and phrases and discuss what they mean. Encourage students to look carefully at the context of a word – the sentence and the sentences before and after – to work out its meaning. Check answers as a class.

Answers

copies: individual (albums)

notes: tones made by music

well-known: known by lots of people, famous

best-selling: very popular; selling lots of copies

voted: chosen in a vote (formal way of choosing between things)

illegally downloaded: copied from the Internet without permission or payment



LANGUAGE NOTES

Compound adjectives placed before the noun are usually formed with a hyphen, e.g. *best-selling*, *well-known*.



EXTRA ACTIVITY

Ask the following questions to practise some of the words and phrases from 2d: *Have you bought a copy of a music album or book recently? What was it? Do many people you know illegally download things, like films or music? Is this a big problem? Do you ever vote in reality TV shows? Why / Why not? Who is the most well-known American actor or singer in your country at the moment?*

- e** Discuss the question briefly as a class. Ask the class to compile a list of their own most popular things by giving suggestions and then voting.

3 GRAMMAR

The passive: present and past simple

- a** Books closed. Ask: *Who wrote A Tale of Two Cities?* On the board write *Charles Dickens wrote A Tale of Two Cities*. Highlight *Charles Dickens* by writing it in a different colour or circling it. Now write *A Tale of Two Cities* on the board and highlight it. Can students tell you the rest of the sentence? (*A Tale of Two Cities was written by Charles Dickens.*) Ask students to use the example sentences to answer the questions. Check answers as a class.

Answers

- 1 the same
- 2 the second, the first
- 3 be + past participle (the third part of the verb, e.g. *go/went/gone*)



EXTRA ACTIVITY

Revise the past participles of irregular verbs with a quickfire test. Give the infinitive and ask the whole class to respond with the past simple and past participle. Students can test each other by using the list on SB p.176.




LOA TIP CONCEPT CHECKING

Check understanding of the passive by asking concept questions for the following sentences from the Grammar Focus:

1 *This house was built in the 1960s.* Ask: *What is the subject of this sentence?* (the house) *Do we know who built it?* (no) *Is it important for us to know who built it?* (no) *What do we find out from the sentence?* (the date) Summarise: *We are interested in the date the house was built, not who built it.*

2 *The picture was stolen last night.* Ask: *What is the subject of this sentence?* (the picture) *What happened?* (It was stolen.) *Do we know who stole it?* (no)

- b**  **2.59** Students read the information in Grammar Focus 8A on SB p.156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises Grammar Focus 8A on SB p.157. Check answers as a class, making sure students are using the correct word order and correct form of the verb *be*. Tell students to go back to SB p.79.



LOA TIP CONCEPT CHECKING

- Point to something in the room, e.g. a notice on the wall or board.
- Then ask questions about it using the passive: *When was the notice put on the board?* (yesterday) *Why was the notice put on the board?* (to advertise a trip) Write the answers up: *The notice was put on the board yesterday. It was put on the board to advertise a trip.*
- Use concept questions to check that we don't know WHO put up the notice:
Ask: *Do we know who put the notice on the board?* (no)
Ask: *Is it important for us to know who put up the notice?* (no)
Ask: *Is the information in the notice important?* (yes)

Answers (Grammar Focus 8A SB p.157)

a

- 1 The story was written two hundred years ago.
- 2 My car was made in Germany.
- 3 That book isn't sold in your country.
- 4 Sushi is eaten all over the world.
- 5 In the UK, the number 1 song is played on the radio every hour.
- 6 A window was broken in the night.
- 7 India wasn't described very well in the article.

b

- 1 The Guggenheim in Bilbao was designed by Frank Gehry.
- 2 Chanel No. 5 perfume was worn by Marilyn Monroe.
- 3 The Taj Mahal is visited by 3 million people every year.
- 4 Many parts of London were destroyed by a fire in 1666.
- 5 Pluto was discovered by Clyde Tombaugh in 1930.

c

- 1 Where was the film made?
- 2 When was the book written?
- 3 How is cheese made?
- 4 When was your bike stolen?
- 5 Was the statue made in France?
- 6 Who was her wedding dress designed by?

LANGUAGE NOTES

- It is important that students work out the correct tense they want and then make sure that the verb *be* is in that form when using the passive, e.g. *The book is written in 1975.* (Correct form = *The book **was written** in 1975.*)
- Also remember that the passive is most often used in written work, such as newspaper articles, essays, etc, or more formal speech. Do not encourage students to overuse the form.

- c** Ask students to work in pairs to find and underline five more examples of the passive in the article. Explain that there are seven more altogether, but they only need to find five. Check answers together.

FAST FINISHERS

Ask fast finishers who have found five passive verb forms to find the remaining two passive verb forms.

Answers

- 1 ... around 130,000 copies are sold in the USA ...
- 2 ... the first four notes were used by other musicians ...
- 3 ... which is called the *Mona Lisa* ...
- 4 ... it was stolen from the Louvre ...
- 5 The painting was found two years later ...
- 6 The film ... was based on a book ...
- 7 ... the programme as soon as it was shown.

4 VOCABULARY

Common verbs in the passive

- a** Read through the verbs in the box and ask students to complete the sentences using the past participles of the verbs. First, read the example with the class and ask which other verb in the box is irregular (*set*). Point out that some of the sentences are not true. Check answers as a class.

Answers

- 1 written 2 performed 3 painted 4 based
- 5 played 6 directed 7 set 8 designed

- b** 2.60 Students tell their partners which sentences they think are true and, if possible, correct the ones that aren't. Play the recording to check their ideas. Ask if students were surprised by any of the answers, and discuss any of the details of interest in the recording.

Answers and audioscript

Number one is false. Only four of the songs on *Thriller* were written by Michael Jackson.

Number two is true. The performance wasn't very successful. The orchestra made a mistake. It was also a very cold day and the audience was cold and tired at the end of the performance.

Number three is false. The *Mona Lisa* was painted by Leonardo Da Vinci.

Number four is true. *The Dark Knight Rises* contains many of the ideas in *A Tale of Two Cities*.

Number five is false. Morgan Freeman is in the film, but the main character is played by Tim Robbins.

Number six is false. *Game of Thrones* is directed by many different people, but not Peter Jackson.

Number seven is true, although, of course, none of the magical places are real places.

Number eight is false. The building was designed by Antoni Gaudí.

EXTRA ACTIVITY

Ask students what information people like to know about a new film before they go to see it. Elicit the ideas: language, actors, director, the story, costumes, soundtrack. Then ask students if they can talk about a film they have seen recently using some of the passive forms of the verbs they have learned, e.g. *The film was set in Spain. The main character was played by George Clooney. The songs were written by Adele.*

CAREFUL!

Students may miss out the verb *be* when using a present passive form, and they may use the verb in the present simple instead of the present passive, e.g. *It's a great film which calls The Return of the King.* (Correct form = *It's a great film which **is called** The Return of the King.*)

5 SPEAKING

- a** Individually, students complete the sentences so that they are true for themselves. Monitor and help as necessary.
- b** In small groups, students tell each other about their sentences. Ask for examples during feedback. Ask some students to give clues for the class to guess their sentences. For example, they can hum the song, recite the first line of the poem, describe the sculpture, start the story of the book, say what we can see in the painting, etc. Give an example yourself for them to guess. See which student in the group is the first to guess each item.

ADDITIONAL MATERIAL

- ▶ Workbook 8A
- ▶ Photocopiable activities: Grammar p.218, Vocabulary p.242

8B I've hated rugby since I was at school

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

- use present perfect with *for* and *since*
- understand people talking about record breakers
- use vocabulary related to sports and activities
- talk about their own attitudes to sports

OPTIONAL LEAD-IN

Books closed. Put students into small groups. Ask them to write down a sport that begins with each letter of the alphabet, e.g. A = athletics, B = baseball, etc. If they can't think of a sport for a particular letter, they move on to the next one. After a few minutes, tell them to stop. Then ask each group in turn for a sport beginning with A, then B and so on. Each group to give a different sport gets a point.

Some suggestions: *athletics, basketball, cricket, diving, equestrian sports, football, golf, horse racing, ice skating, judo, karate, lacrosse, mountain biking, netball, off-road motorcycle racing, polo, quoits, rugby, skiing, tennis, underwater hockey, volleyball, windsurfing, xare* (a racquet sport from the north of Spain), *yoga, zumba*.

1 SPEAKING

- a** Tell students about some things you did related to sport – one of which is a lie, e.g. *I won a lot of swimming competitions when I was at school*. Ask students which was a lie and why they thought this. Ask them to talk about the question with their partner. Monitor and help where necessary. Ask students to share their ideas with the class.
- b** Discuss the question as a class. Students may mention card games such as *Cheat* where you have to lie about the cards you have or haven't got, or some TV game shows.

2 LISTENING

- a** **2.61** Tell students they are going to listen to a radio show called *I can't believe it!* and ask them to guess what the show is about. Play the recording for students to check their ideas and answer the two questions. Check answers.

Answers

- 1 (famous) world record breakers 2 two

Audioscript

HOST Welcome to *I can't believe it!* Today's topic is famous world record breakers, and, as usual, we have three players: Michael, Alice and Neil. Each player is going to talk about one record breaker. While they're talking, they'll tell two lies. The other players are going to guess which information is not true. Michael, we'll start with you ... Who are you going to talk about today?

MICHAEL Yes, I'm going to talk about ...

VOCABULARY SUPPORT

record (B1) – the best someone has ever done
record breaker – someone who beats a record

LANGUAGE NOTES

We talk about *telling lies* or to *tell a lie*, but to express the opposite idea we use a construction with the noun **truth**, e.g. *She always tells the truth*. (Correct form = *She always tells the truth*.)

- b** Tell students that Michael is going to talk about Usain Bolt. Ask students what they know about him – they may use the picture to help. Don't say whether they're right or wrong.
- c** **2.62** Read through the sentences with the class. Play the recording. Ask students to look at the sentences again and decide which they think are Michael's two lies. They then compare their ideas with a partner. Don't check answers at this point.

Audioscript

H Michael, We'll start with you ... Who are you going to talk about today?

M Yes, I'm going to talk about the fastest man in the world – Usain Bolt from Jamaica. Well, Bolt has been in the Jamaican Olympic team since 2004. He was only 17 when he was chosen. He's 1.95m tall – that's a lot taller than most runners. And because of this, his team mates call him 'Giraffe'. Runners as tall as Usain don't usually win races. So it's amazing that he's held both the 100 metres and 200 metres world records since 2008. And we all know that, in 2012, he became the first person ever to win those races in two Olympics. In the 100 metres in 2012 he forgot to tie his shoes and he also slowed down at the end of the race. But amazingly he still won!

H Thank you, Michael. Alice and Neil, can you guess what Michael's lies were?

VOCABULARY SUPPORT

giraffe (B1) – animal with a very long neck

hold a record (B1) – officially be the best at something

tie your shoes (B1) – to fasten shoes

- d** **2.63** Before playing the recording for students to check their answers, you may wish to help them with the words in the Vocabulary support box. Afterwards take feedback from the class and find out how many students managed to correctly identify the lies.

Answers

- 2 His team mates don't call him 'Giraffe'.
6 He didn't tie one of his shoes in 2008.

Audioscript

H Thank you, Michael. Alice and Neil, can you guess what Michael's lies were?

ALICE I don't think it's true that he slowed down at the end of the race.

H Michael – is that true?

M It is true, actually!

H Bad luck, Alice! Neil ...

NEIL Well, I think he forgot to tie his shoes.

M You're right. He did run with one shoe untied, but it was in 2008 not in 2012!

H Well done on that one, Neil. What was lie number 2?


N Hmm. Is it true that tall runners don't usually win races?

M Yes, that one's also true.

H So, what was the lie, Michael?

M Well, he is very tall but his team mates don't call him 'Giraffe'.

- e** Ask students to look at the other two men and discuss the questions with a partner. Take feedback from the class on their ideas but don't check answers at this point.

- f**  **2.64** Play the recording for students to check their answers. Emphasise that they are not listening for details at this point, just to find out where each person is from, their sports and their world records. Pause after each speaker, to let students note their answers. Check answers as a class – and remind them that this information may not all be true!

Answers

Konishiki is from Hawaii. His sport is sumo wrestling. He is the heaviest professional (sumo) wrestler ever (287 kilos). Kittinger is from the USA. He is getting ready to jump out of a plane from a great height. He made the highest jump ever; made the longest free fall ever; travelled through the air fastest.

Audioscript

- H** Alice – what are you going to talk about?
- A** Well, I'm going to talk about Konishiki Yasokichi, the sumo wrestler. He's actually from Hawaii, but he's lived in Japan for most of his life. He is famous, because he was the heaviest professional sumo wrestler ever. He weighed an incredible 287 kilos. Konishiki used his huge weight to help him win fights – he usually sat on people until he won. As Konishiki got older he started to lose against smaller, faster wrestlers. But in Japan, sumo wrestlers are as famous as film stars and the Japanese people loved him even when he lost, because he was so big. He has been really successful since he stopped fighting. He's a musician, he's acted in films and he's had his own radio show for many years now. He even had his own TV cookery show for a while – he showed people how to cook sumo meals.
- H** And finally, let's hear from Neil.
- N** Thank you. I'm going to talk about a captain in the US Air Force, Joseph Kittinger. In 1960, he broke three world records when he jumped to earth from the stratosphere – that's the edge of space, 31 kilometres above the earth. He travelled up there by balloon and when he jumped he broke the record for the highest jump ever. He fell for more than four minutes – the longest free fall ever. He fell at a speed of 988 kilometres per hour, and got the record for travelling through the air faster than any other human. He actually fell faster than the speed of sound. He later wrote a song about the experience, called 'Jump into Space', which is quite good! But Kittinger's story doesn't end there. In 2012, a man called Felix Baumgartner tried to break his three records. Kittinger helped him because he was the only person who had ever jumped from space before. But Baumgartner didn't break all of Kittinger's records, he only broke two. He opened his parachute early and so Kittinger has held his amazing record of longest free fall for over 50 years!

VOCABULARY SUPPORT


captain (B2) – person in charge of a plane or a ship

free fall – a jump from a plane or another high point with a parachute. The free fall is how far the person falls before opening the parachute.

professional (B1) – able to earn money for playing a sport


stratosphere – very high above the surface of the earth, on the edge of space


wrestle – to fight with someone (especially as a sport) by holding them and trying to throw them to the ground

- g**  **2.64** Check students understand what information they have to listen for this time. You may wish to help them with the words in the Vocabulary support box. Play the recording for students to note answers. Students will probably benefit from listening twice to each speaker and having longer to note down answers. You may also need to pause after an answer has been given.

Answers

Konishiki: 1 heaviest professional sumo wrestler 2 has been a musician, has acted in films, has had own radio show and TV cookery show
Kittinger: 1 broke three world records when he jumped to earth from stratosphere 2 has written a song, has helped Felix Baumgartner try to break his records

- h**  Students compare their notes in pairs and discuss which pieces of information they think are lies.


- i**  **2.65** Play the recording for students to check their ideas.

Answers

Konishiki Yasokichi
Lie 1: sat on people in his fights
Lie 2: had a cookery show
Captain Joseph Kittinger:
Lie 1: fell faster than the speed of sound
Lie 2: wrote a song

Audioscript

- H** Thank you, Alice. Right – Neil and Michael. What do you think the lies were about Konishiki Yasokichi?
- N** Hmm. I don't know ... I don't think he sat on people in his fights. That sounds too dangerous.
- H** Alice?
- A** You're right. That isn't true. He won his fights by pushing the other man out of the ring, not by sitting on him.
- H** Well done, Neil! Anything else?
- N** Hmm. I don't think he acted in films.
- A** No, that was true. He was in a couple of films.
- H** How about you, Michael?
- M** I don't think he's originally from Hawaii.
- A** Sorry, that's true.
- H** Tell us the lie then, Alice.
- A** The lie was the cookery show. He didn't have one.
- H** Interesting story about Captain Kittinger, Neil. What do you think, Michael and Alice?
- M** What about the balloon? Was that really how he got up there?
- N** Yes, it was. Sorry.
- H** Alice?
- A** Well, I'm not sure he was the person who helped Felix Baumgartner.
- N** Actually, he was. And he was there on the ground when Baumgartner landed.
- H** So, what were the lies?
- N** Well, he didn't fall faster than the speed of sound. And he didn't write a song about his parachute jump. He wrote a book about it.
- H** Well done, Neil! Alice and Michael believed both of your lies! You're today's winner on / *can't believe it!*

- j**  Discuss the question as a class and encourage students to give their reasons. Ask: *Would you like to do any of the things they did? Why / Why not?*

EXTRA ACTIVITY

Put students into pairs to think of a famous person they both know some information about. They write three sentences about the famous person – one which is true, and two lies. Each pair reads out their sentences to another pair who guess which sentence is true.

3 GRAMMAR

Present perfect with *for* and *since*

- a** Books closed. Read out the following sentences from the listenings in this lesson. Can students remember the time expressions? *Konishiki Yasokichi has had his own radio show ...* (for many years). *Joseph Kittinger has held his record ...* (for over 50 years). *Usain Bolt has been in the Jamaican Olympic team ...* (since 2004). Don't worry if students get the time expressions wrong at this stage but give them the opportunity to correct their ideas during the following activity. Students look at the sentence and answer the question.

Answer

yes

- b** Students complete the rule with the correct words. Check answers together.

Answers

past; present

- c** Ask students to complete the rules and the sentences in pairs. Check answers as a class.

Answers

1 for 2 since
for; since



LOA TIP ELICITING

- To establish the concept of: period + *for* and point of time + *since*, say: *We've been in this classroom today since ...* (invite a response with a gesture perhaps pointing to the clock, e.g. 9.30). Ask: *Is 9.30 a period of time or a point in time?* Elicit that it's a point in time.
- Then, say: *We've been in this classroom for (25) minutes.* Ask: *Is 25 minutes a period of time or a point in time?* Elicit that it's a period of time.
- Write *since* and *for* on the board. Elicit examples of different periods and points of time to list under each, e.g. *for*: seconds, minutes, hours, days, weeks, months, years, ages, a long time; *since*: 10 o'clock, Monday, April, 24th May, 2014.

- d** 2.66 Students read the information in Grammar Focus 8B on SB p.156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises Grammar Focus 8B on SB p.157. Check answers as a class, making sure students are using *has/had* and past participles correctly. Tell students to go back to SB p.81.

Answers (Grammar Focus 8B SB p.157)

- a 1 since 2 for 3 for 4 since 5 for 6 since 7 since
8 for 9 since 10 for 11 for 12 since
- b 1 I've worked here since January.
2 I've lived here for three months.
3 He's held the record since the last Olympics.
4 She's owned the car since 2011.
5 They've been married for two days.
6 I haven't listened to pop music for a long time.
7 We haven't been friends since we had a fight.
8 I haven't had a TV in my home for a few years.
9 He hasn't eaten meat since New Year's Day.
- c 1 have you studied 2 has she lived 3 has Mr Bell taught
4 have we had 5 has he been
- d 1 She's worked 2 She started 3 did you buy
4 have you had 5 We haven't seen 6 We didn't see
7 I loved 8 I've loved



CAREFUL!

Remember that to talk about a finished period in the past, we use the past simple, and not present perfect or past continuous: e.g. *I have studied / I was studying in Madrid for a year when I was a student.* (Correct form = *I studied in Madrid for a year when I was a student.*)

- e** Ask students to complete the sentences individually. They should write four true sentences and two lies. Check for correct use of *for* and *since*. To extend, you can ask them to write an additional sentence in the past simple to give extra detail, e.g. *I've owned my car for six months. My parents gave it to me for my birthday.*
- f** In pairs, students take turns to read their sentences and guess which were lies. Take feedback and ask students to share their ideas with the class.

4 VOCABULARY Sports and activities

- a** In pairs, students look at the pictures at the bottom of the page and make a list of the sports and activities. Check their ideas as a class.

Answers

ice skating jogging surfing snowboarding

- b** Discuss the question as a class. Encourage students to give reasons for wanting / not wanting to try the sports.

- c** 2.67 Students complete the exercises in Vocabulary Focus 8B on SB p.138. Check their answers to Exercise a and play the recording for them to underline the stressed syllables, and then to listen and repeat. Monitor the conversations in Exercise e and correct students' pronunciation as appropriate. Tell students to go back to SB p.81

Answers (Vocabulary Focus 8B SB p.138)

a/b

1b surfing 2d snowboarding 3j golf 4c volleyball
5f skateboarding 6k rock climbing 7l gymnastics
8m scuba diving 9h yoga 10g jogging 11o windsurfing
12a athletics 13i ice hockey 14e squash 15n ice skating

5 SPEAKING

- a** Students read through the different points 1–4 and make some notes about them.
- b** Put students into small groups to compare their interests and experiences. Ask them to find the person who is most similar to them in the group. Read through the examples before they start. Listen for correct usage of the target language in this lesson. Point out errors for students to self correct. After the activity, ask students to say who they are most similar to in their group, and why.

ADDITIONAL MATERIAL

Workbook 8B

Photocopiable activities: Grammar p.219, Vocabulary p.243, Pronunciation p.279

8C Everyday English

I'm really sorry I haven't called

OPTIONAL LEAD-IN

Write on the board: a) arrive late b) phone the dentist and say you will be late c) phone the dentist and see if you can arrange the appointment for another day d) don't go. Say: You have an appointment at the dentist. You don't want to go! On the way to the dentist you get stuck in traffic. What do you do? Point to the board and ask students what they would do. Encourage them to explain why.

1 LISTENING

- a In pairs, students look at the list and discuss whether these things are annoying. Encourage them to justify their answers as far as possible. Ask one or two students to share their ideas with the class. Ask students if the discussion has made them think of any other annoying situations.
- b 2.68 Ask students what has happened in the story so far. Then ask them to look at the pictures and say how Annie and Leo seem and what they think is happening. Play Part 1 of the video or play the audio recording for them to check their ideas.

Answer

Leo is explaining to Annie why he hasn't called. Annie doesn't believe him.

Video/Audioscript (Part 1)

- LEO** Hi, Annie.
ANNIE Oh, hi.
L Are you busy? Can I come in?
A Er, yeah – come in ... Do you want anything to drink? A coffee?
L No, no, I'm fine.
A So, how are you?
L I'm ... well, I'm OK. Look, I'm really sorry I haven't called you.
A It doesn't matter.
L No, look – let me explain. I couldn't call or send you a message. I've had a really bad back. I was in bed for days.
A What do you mean you couldn't call? Did your arms stop working? How hard is it to call someone?
L No, no – you don't understand. I was going to call you, but I couldn't find my mobile.
A I don't know, Leo. How can I believe you?
L It's true!
A I thought you were avoiding me.
L No, of course not.
A So, what happened? Did you have an accident?
L No, nothing. I just woke up one day and it was hurting. And then every day it got worse.
- A** Oh.
L So, in the end, I went to the doctor.
A And what did the doctor say?
L Well, he said it was because I'm always behind my desk, in the office.
A I was worried, you know?
L I'm sorry. I didn't mean to make you worry. And then I meant to call you after I went to the doctor, but I was working so much.
A Well, it's not your fault. But why were you working so much?
L Well, because I missed so much work. Because of my back.
A Leo, the doctor said you had a bad back because of your work. And then you work even more?
L I know, I know. I had to work that much. I didn't have a choice.
A Oh, Leo.
L I'm sorry, Annie.
A Don't worry about it.
L No, there's no excuse.
A No really, it's fine. Are you sure you don't want that coffee?
L Oh, that would be great – thanks.

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

- use phrases to make apologies and to make and accept excuses
- understand a conversation where someone apologises and makes excuses
- recognise and use tones to indicate they are continuing or finishing a sentence

- c 2.68 Read through the questions with the class and check understanding. Teach or elicit the meaning of *avoid* – to deliberately stay away from someone. Then play Part 1 of the video or play the audio recording again for students to answer the questions. Check answers as a class.

Answers

- 1 He had a bad back and was in bed.
 2 No. Did your arms stop working? 3 He couldn't find his mobile.
 4 She thought Leo was avoiding her.
 5 because he missed so much / a lot of work 6 no

- d Students talk about the questions in pairs. Circulate and encourage students to give reasons for their answers. During group feedback, build up a list on the board of things that the class agree you should always or don't have to apologise for.

2 USEFUL LANGUAGE

Apologies and excuses

- a 2.69 Read through the sentences. With the class and give students the opportunity to complete the sentences before hearing the recording again. Then play the recording to check answers. If necessary, you could play the recording for students to listen and complete the sentences.

Answers

- 1 really sorry 2 couldn't 3 was going 4 didn't mean
 5 meant 6 had to 7 there's

- b Elicit from the class the difference between to *apologise* and to *make an excuse*. Write on the board the sentence from the optional activity at the beginning of the lesson – *I'm sorry I haven't got my homework, but I was walking beside the river and my bag fell into the water* and ask students to tell you which part is an apology and which is an excuse. Establish that an apology is when you say you are sorry for something and an excuse is when you try to justify or give reasons for your actions. Then ask students to classify Leo's phrases in 2a as either apologies or excuses.

Answers

- 1 1, 4, 5, 7 2 2, 3, 6

- c 2.69 Play the recording for students to repeat. Encourage students to try and imitate the 'rhythm' of the sentences – the word stress and intonation.
- d Students complete the sentences individually, and compare with a partner before you check as a class.

Answers

- 1 was 2 meant 3 had to 4 didn't mean 5 couldn't

- e 2.70 Before playing the recording, ask if students can remember what Annie said to accept Leo's apologies. They look at the sentences and see if they can complete them before you play the recording for them to check.

Answers

- 1 matter 2 fault 3 worry 4 fine

f **2.70** Play the recording for students to listen and repeat. Tell the class that to sound apologetic in English, your voice should go down at the end of the sentence rather than up and encourage them to try to achieve this.

g Tell students that they are going to apologise and give excuses in different situations. First, look at the situations with the class and then suggest that they may want to use the possible excuses given. However, they can think of their own if they wish. Model one of the situations with a student as an example. In pairs, students take turns to apologise, give an excuse and respond appropriately. Monitor and prompt if necessary. During feedback, ask for examples of excuses students gave.

3 PRONUNCIATION

Tones for continuing or finishing

a **2.71** Read through the instructions with the class and play the recording. Model the sentences and get the students to repeat after you and then elicit whether students think the speaker's voice goes up or down.

Answers

1, 3 down then up 2, 4 down

b Students complete the rule. Check answers.

Answers

down then up; down

c **2.72** Play the recording for students to answer the question.

Answers

1 more to say 2 finished 3 finished 4 more to say

EXTRA ACTIVITY

Model the sentences in 3c and ask students to repeat them with the same intonation. Then elicit what they might say next, e.g. *1 because he wasn't there, 4 because I couldn't find my phone*. They should join the information together with the correct intonation. Model this first if it's hard for the class. Write the sentence parts on the board. Divide the class in half and ask one group to say the first parts and the second group to say the second parts. Swap roles and repeat for practice. Make sure they are using the correct intonation.

4 LISTENING

a **2.73** Tell students that they are going to listen to the next part of the story. Ask for examples from the class about what Annie and Leo might talk about next. Read the question and play Part 2 of the video or play the audio recording for students to answer the question. Check answer as a class.

Answer

go to the gym (with Mark)

Video/audioscript (Part 2)

ANNIE Oh, is it hurting now?	L What?
LEO A bit.	A I saw it on a TV programme! It'll help.
A Did the doctor give you anything?	L Annie, I don't really think that's for serious back problems.
L Yeah, he gave me some pills. They're helping, but not much.	A No, of course not – sorry.
A Ooh, I know! Lie down and I'll walk on your back.	

L No, it's fine – it's just, you know – I think I should do what the doctor says.	A They do water aerobics too ... in the swimming pool ...
A Well, you could come to my yoga class! I think yoga's really good for your back.	L Annie, that sounds worse than yoga.
L Hmm, yoga ... I'm not sure.	A Well, what about the gym? I know ... you can go with Mark! He asked you, remember. You should call him! What do you think?
A Come on – you'll love it!	L Yeah, I suppose.
L Do any other men go?	A Call him! It'll be fun!
A Well, no, but you could be the first.	L OK, OK – I will. I promise.
L It's not really my kind of thing.	

VOCABULARY SUPPORT

water aerobics – exercise in water

yoga (B1) – exercises for the mind and body

b **2.73** Play Part 2 of the video or play the audio recording again for students to find the other three suggestions that Annie makes and say why Leo doesn't like them. Check answers as a class.

Answers

- walk on Leo's back; I don't really think that's for serious back problems.
- come to Annie's yoga class; It's not really my kind of thing.
- go to a water aerobics class; That sounds worse than yoga.

c Discuss the questions as a class. Encourage students to use the phrases for making suggestions where appropriate, e.g. *be careful when you pick something up, go to a chiropractor, do gentle exercise*.

5 SPEAKING

a In pairs, students talk about who might say each of the things. Encourage them to take turns to read the phrases aloud to each other with correct stress and intonation. Check answers as a class.

Suggested answers

boss, policeman, friend on phone, waiter, ticket inspector, friend, wife/husband, parking attendant, people waiting in a shop / at an airport / at a bus stop

b Individually, students think of excuses to use in the different situations. Then ask them to compare their ideas with a partner and make sure they have at least two excuses prepared for each situation.

c Students swap partners and role play the situations, taking it in turns to give excuses. Encourage them to put expression into their voices. Ask for students' examples in class feedback and see which excuses were the best.

FAST FINISHERS

Working with the same partners, students discuss whether they themselves have been in situations like the ones in 5a and what happened.

ADDITIONAL MATERIAL

- Workbook 8C
- Photocopiable activities: Pronunciation p.280
- Unit Progress Test
- Personalised online practice


8D Skills for Writing

I couldn't put the book down

OPTIONAL LEAD-IN

Books closed. Write some questions on the board: *What book are you reading now? What was the last book you finished? Can you name a book that you started but didn't finish? Can you name a book from your country that you would recommend to other people? Can you name the first book you remember reading as a child? Can you name a book you have read that has been made into a film?* Give students two minutes to think about their answers and then talk about their ideas with a partner. Take feedback and ask students to share some examples with the class. Encourage students to justify their opinions as far as possible.

1 LISTENING AND SPEAKING

- a**  Ask students to look at the book covers and describe what they can see. Then they give suggestions for what they think the stories are about. Ask for comments during feedback but don't check answers at this point.
- b** In pairs, students read the summaries and match them with the book covers. Check answers as a class.

Answers

- 1 *Two Lives* 2 *Eye of the Storm* 3 *A Puzzle for Logan*

VOCABULARY SUPPORT

fall in love (B1) – to start to love someone


hurricane – a big storm with very strong winds

murder (B1) – to kill someone (person = *murderer*)

LANGUAGE NOTES

When we talk about the story of a film or book, we generally use the present tense. Focus students' attention on this.

Ask: *What tense is mainly used in the summaries?*

- c**  **2.74** Play the recording for students to answer the two questions. Tell students not to worry about details at this stage. Check answers together.

Answers

- 1 Speaker 3 has finished the book; 1 and 2 are still reading.
2 They all think the stories are good.

VOCABULARY SUPPORT

escape (B1) – to get away

fiction (B1) – stories

LANGUAGE NOTES

The *eye of the storm* is the centre of the storm and is quiet and calm.

Audioscript


- 1 I'm reading a book called *Two Lives*. I've had this book for about a year, but I only started reading it last week. It's about a man and a woman who fall in love, but then something happens in the family and the man has to leave. He goes abroad and lives there, but then

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

- understand people talking about books they have read
- read and understand online reviews
- write negative and positive comments
- link sentences with *although* and *however*
- write a review


he comes back and they meet again years later. The man still loves her, but of course he's been away for years and now she's found another man and she's going to marry him. I don't know what's going to happen, but I hope they'll be happy in the end! I'm really enjoying it. I usually read it on the way to work.

- 2 I'm reading a very good book at the moment. It's fiction, but I think it's based on a true story. It's called *Eye of the Storm*, and it's about a hurricane – a very strong storm – which is coming towards the coast of Florida, in the USA. The main characters in the story are a man and his daughter, and her friend. And the man is out in his fishing boat and he hasn't heard about the hurricane. So, his daughter and her friend have to go out to sea and try to tell him before it's too late. It's very exciting. I can't stop reading it!
- 3 I'm not reading anything at the moment, but I've just finished a book called *A Puzzle for Logan*. It's a crime story and it happens in Edinburgh, in Scotland. It's a murder mystery. The police have found a woman who was murdered, and at the same time a man has just escaped from prison. He's been in prison for six years and he knows the woman, so of course everyone thinks that he murdered her. But the police officer, Inspector Logan, doesn't believe it. So, he tries to find out who really murdered the woman. It's a good story, I liked it.

- d**  **2.74** Read through the questions with the class. Give students the opportunity to answer before hearing the recording again. Play the recording for them to check anything they aren't sure about. Pause after each speaker and elicit answers from the class.

Answers

- 1 Something happens in the family.
2 The woman has found another man and she's going to marry him.
3 Yes, it's based on a true story.
4 She goes out to sea, with her friend, to try to tell him about the storm.
5 He's just escaped from prison and he knows the woman.
6 He tries to find out who really murdered the woman.

- e** Students make notes about a book they are reading, or have read. Explain that *kind of story* relates to the kind of topic, e.g. a romantic book, a crime story. Monitor and help with vocabulary as necessary.
- f**  Put students into small groups. They should talk to the group about their book and discuss if they enjoyed it and if they would recommend their book to other readers. Listen and note down any interesting points to mention during feedback. Find out which of the books that has been discussed most students would now like to read, and why.



LOA TIP MONITORING


When monitoring, the purpose is not always to note things students are doing wrong. It is also to note things they are doing right. In this case, note down interesting points they mention and tell the rest of the class about them in full group feedback. Also note examples of good language and draw attention to these.

2 READING

- a** Ask students how they usually find out about new books or films to read or see. Elicit different ways we can find out and put these on the board, e.g. articles in magazines, newspapers, online. Students might also suggest TV programmes where people and/or critics talk about new books and films. We can also learn about them from friends. Tell students that these are called *reviews*. Ask: *Have you read an online review recently? Was it useful? Why / Why not?* Students read the online reviews and match them with the books in the pictures. Check answers together.

Answers

- 1 A Puzzle for Logan
- 2 Two Lives
- 3 Eye of the Storm
- 4 A Puzzle for Logan

- b**  Discuss the question as a class. Ask: *Which book would you most like to read? Why?*

Suggested answers

- 2 five stars 3 one or two stars 4 four or five stars

3 WRITING SKILLS

Positive and negative comments;
Linking: *although, however*

- a** Ask students to categorise the comments in pairs. Check answers as a class and put two lists on the board. Brainstorm other words or phrases they could add to the list, e.g. Positive: *fantastic, informative, easy to follow, amazing, imaginative, educational*. Negative: *confusing, boring, scary, very slow*.

Answers

Positive: well written, realistic, wonderful, couldn't put the book down
Negative: hard to follow, not brilliant, not very exciting, a bit dull, quite complicated

- b** Remind students that when writing, it is important not to have lots of short sentences but to link sentences and ideas. Students look at the examples and answer the questions.

Answers

- 1 b
- 2 a However
b although

- c** Students underline four more examples in the texts. Check as a class.

Answers

- 1 However, the story is quite hard to follow, because ...
- 2 It's a beautiful story, although it's also very sad ...
- 3 However, it's not very exciting, because ...
- 4 Although the story is quite complicated, you should ...

- d** Ask students about the position of *although* in a sentence.

CAREFUL!

Make sure that students are clear that *however* usually goes at the beginning of a sentence to link back to the previous sentence. Students may try to use it in the middle to join two parts, but this is likely to result in clumsy over-long sentences. *Although* can be placed either at the beginning or middle of a sentence.

Answer

2

- e** Students join the sentences individually. Check answers as a class.

Answers

- 1 I can recommend the book. However, it's difficult to read. / Although I can recommend the book, it's difficult to read. / I can recommend the book, although it's difficult to read.
- 2 The story is a bit boring. However, the characters are interesting. / Although the characters are interesting, the story is a bit boring. / The characters are interesting, although the story is a bit boring.
- 3 It's an exciting story. However, it's not the best story I've ever read. / Although it's an exciting story, it's not the best story I've ever read. / It's an exciting story, although it's not the best story I've ever read.
- 4 It's fiction. However, it's based on a true story. / Although it's fiction, it's based on a true story. / It's fiction, although it's based on a true story.



EXTRA ACTIVITY

Ask students to work in pairs. They take it in turns to start a sentence which uses *although* in the middle. Their partner has to complete the sentence so that it makes sense. They could also start a new sentence with *However* and ask their partner to continue, e.g. *I watched a reality TV show last night, although ... (I don't really enjoy them!) I watched a good film last night on television. However, ... (I didn't see the end because my friend phoned me.)* Ask students to share examples during feedback.

4 WRITING

- a** Tell students that they are going to write a book review. Go through the points they need to think about with the class. Give students some time to note down their ideas for 1 and 2, and remind them to use *although* and *however* for linking. Monitor and help with vocabulary and ideas as necessary.
- b** Students write their reviews and give their star rating. Monitor and answer questions. Point out errors for students to self-correct. or encourage self-correction if you see mistakes.



FAST FINISHERS

Fast finishers can add another paragraph about other reasons why a reader might like / not like the book, e.g. length, setting, style, kind of book, etc.

- c** Students read their partner's review and check for the points mentioned in the task. Monitor and find something to praise in all the reviews.
- d** Pass students' reviews around the group or choose some to read aloud to the class. Ask students to choose which book they would like to read from these reviews and to give their reasons.

ADDITIONAL MATERIAL

▶ Workbook 8D

UNIT 8


Review and extension

1 GRAMMAR

- a Ask students to read and complete the text with the passive forms of the verbs in the box. Check answers as a class. Ask students what they think should be top of the DVD popularity list.

Answers

1 were sold 2 weren't performed 3 were/are loved
4 was directed 5 was filmed 6 is shown 7 were written

- b  Students tell their partner about a film that they like. If students have already discussed this at some stage during the unit, ask them to start describing a film and their partner has to guess the film as quickly as possible.

- c Students complete the sentences. Point out there is more than one possible answer for some. Check answers as a class.

Answers

1 was created 2 took / has taken 3 is/was based
4 directed 5 wrote 6 is/was designed

- d Students correct the sentences. Check answers.

Answers

1 We've lived 2 for two years 3 since 2010
4 They've been 5 since 2012 6 I've loved



EXTRA ACTIVITY


Individually, students write down the names of a favourite book, film and song. Now put students into small groups. Each group in turn says one of the names they have written down. The other groups try to make a correct passive sentence about it. The first group to say a sentence which is correct both grammatically and factually wins a point.

2 VOCABULARY

- a Students complete the sentences. Check answers together.

Answers

1 sculpture 2 concert 3 series 4 poem 5 architecture

- b  Students tell the class which sentences are true for them.

- c Students complete the sports and activities. Tell students that one is two words. Check answers together.

Answers

1 snowboarding 2 gymnastics 3 windsurfing 4 scuba diving
5 jogging 6 athletics 7 golf 8 yoga



EXTRA ACTIVITY

In pairs, students can mime a sport from this task or Vocabulary Focus 8B on SB p.138 for their partners to guess.

3 WORDPOWER *by*

- a Write the word *by* on the board. Ask students in pairs to write down some sentences using *by* in different ways. Check their ideas in feedback and put some examples on the board.

Students match the sentences and meanings. Check answers. See if these meanings match any of the sentences on the board.

Answers

1 c 2 b 3 d 4 a

- b Tell students that there are several useful expressions that include the word *by*. Students match the questions and replies. Check answers as a class.

Answers

1 b 2 c 3 e 4 a 5 d

- c Elicit the answer to the question (*by the way*).

- d Students match the meanings with the phrases in 3b. Check answers.


Answers

1 by mistake 2 by hand 3 by far 4 by heart

- e Students complete the sentences with expressions from 3b. Check answers as a class.

Answers

1 by the way 2 by mistake 3 by hand 4 by far 5 by heart

- f  Have a full group discussion about what things students know by heart and do by hand/mistake.

▶ Photocopiable activities: Wordpower p.259



LOA REVIEW YOUR PROGRESS

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