

UNIT 9

Achievements



UNIT OBJECTIVES

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

- understand texts and conversations related to achievements in careers and education
- talk about future possibilities using conditional sentences
- describe actions and feelings
- make telephone calls
- write a personal profile

UNIT CONTENTS

G GRAMMAR

- First conditional
- Verb patterns

V VOCABULARY

- Degree subjects: *art, drama, education, engineering, law, medicine, business management, psychology*
- Education collocations: *do a degree in (a subject), get a place at university, hand (work / an essay) in, revise (for an exam), write an essay, get into university, take notes, get good/bad marks*
- Verbs followed by *to* + infinitive / verb + *-ing*: *agree, arrange, avoid, dislike, imagine, manage, miss, recommend, refuse, regret, seem, forget*
- Wordpower: multi-word verbs with *put*: *put back, put down, put off, put on, put (someone) through, put up*

P PRONUNCIATION

- Word groups
- Main stress: contrastive

C COMMUNICATION SKILLS

- Talking about future possibilities
- Describing actions and feelings
- Making and receiving telephone calls
- Writing a personal profile

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Ask students: *What have you read today?* Give some examples of things you have read, e.g. *bus timetable, email, Facebook update, staff notice board*. Put students in pairs to think of different things that we read every day. After two minutes, ask the class to tell you their ideas and build up a list on the board. Ask students if they are surprised by how much they read every day. Tell them to think about the list of ideas on the board, e.g. You would need to ask other people what time the buses came. Elicit ideas for each text type on the board.

- a** In pairs, students look at the picture and talk about the questions. Take feedback as a class and write students' ideas on the board. Elicit which country students think the picture was taken in.
- b** **3.2** Play the recording for students to check their ideas from Exercise a. Then discuss the questions as a

class. Elicit from students what kind of difficulties they think Kimani might have beginning school so late in life and also what he might have particularly enjoyed. If you wish, give students information from the Culture notes below.

Answers

- 1 Kimani is 84. The children are eight years old.
- 2 He is studying because he didn't go to school when he was young.

Audioscript

Kimani Maruge became the world's oldest primary student in 2006. He was 84 when he first went to school with his eight-year-old classmates at a primary school near Nairobi, in Kenya. Mr Maruge never had the chance to go to school when he was younger, but he believed education was important and wanted it for himself; it didn't matter to him how old he was. He was thankful for the opportunity to go to school and he hardly ever missed a day. He wanted to improve his maths and reading ability. Sadly, Mr Maruge died in 2009. A film was made about his life in 2011, called *The First Grader*.



CULTURE NOTES

Kimani Maruge was the subject of an interesting film in 2011, *The First Grader*. (In the USA the first class children go into at school is called *first grade*.) Kimani was born in Kenya in about 1920. He never got the chance to go to school and grew up unable to read or write. In 2003, Kenya introduced free education for all primary school children. Kimani decided to go to school and finally learn the basic skills. When he was asked why he decided to go to school at such an age, Kimani said that he wanted to be able to read so that he could do business and read letters from family and friends. In 2005, he was invited to New York to address the UN on the importance of education in Africa.

- c** In pairs, students predict three things they will find out about Kimani in the film (for example, Kimani's childhood and early life, why he couldn't go to school, how he managed in his adult life, why he thinks learning to read and write is important, the progress he made in his studies). Check ideas as a class and see if all students thought the same.



EXTRA ACTIVITY

Put students into pairs. Ask them to imagine that one is Kimani and the other is his wife. They should write the conversation when Kimani tells his wife that he is going to go to school. When they have finished, ask one or two pairs to act out their conversations. The class votes on the best one.

9A If I don't pass this exam, I won't be very happy



OPTIONAL LEAD-IN

Books closed. Individually, students think of their favourite subject at school and write three reasons why they like or liked it, e.g. *I learned about other countries. I loved drawing diagrams. My teacher was really interesting.* (geography) In pairs, students read each other their reasons. Their partner tries to guess the subject. Take a class vote. Which school subjects are popular?

1 VOCABULARY Degree subjects

- a Students discuss the questions and give their opinions. If your class is multilingual, put different nationalities together if possible.



CULTURE NOTES

Statistics for the percentage of young people in further education in the UK vary, but in 2013 it was reported that around 40% of school leavers had entered some form of higher education by the age of 19. Popular degree subjects in the UK are Business Studies, Law, IT, Social Studies, Art and Design, any form of Medical studies, and Biosciences.

- b 3.3 Ask students to cover their books. Ask: *What other subjects can people study at university today?* Elicit any more ideas that students can think of for subjects that can be studied at university and add them to the list on the board. Then let the class read the list of subjects and match them with the pictures. Play the recording to check answers. Pay special attention to the pronunciation and stress pattern on *engineering, psychology, medicine* and *management*.

Answers

1 drama 2 law 3 engineering 4 psychology
5 education 6 medicine 7 business management 8 art



LANGUAGE NOTES

The *p* at the beginning of *psychology* is silent. Students may try to pronounce it.



CAREFUL!

Check for the correct spelling of *business*, e.g. *I'm going to study bussiness or bussines*. (Correct form = *business*.) Also look out for the spelling of *management* e.g. He wants to work in *managment*. (Correct form = *management*.)



EXTRA ACTIVITY

In pairs, students choose one of the subjects from 1b and say something that a student of that subject might need to do. Their partner guesses the subject, e.g. *check your temperature* (medicine), *learn lines* (drama).

- c Students discuss the questions in pairs. Take feedback as a class. Elicit any other degree subjects which are popular in students' home countries – e.g. degrees related to computer science. Ask students: *Which subjects do you think are the most popular? Why?*

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

- use the first conditional correctly
- use vocabulary related to degree subjects
- use education collocations
- read and understand a text about unusual degree subjects
- understand people talking about their study habits
- talk about plans for the future

2 READING AND SPEAKING

- a Tell students that they are going to read an article about unusual degrees that people can do at university today. Ask if they have heard of any unusual degrees themselves. Students read the introduction, and look at the pictures and the names of the unusual degrees. Discuss the questions briefly as a class.



VOCABULARY SUPPORT

bakery (B2) – place where bread is made or sold

ceramics – plates, dishes, vases

citrus – fruits like oranges, lemons

- b Ask students to read the article to check their ideas. While reading, they should underline the words which say what students study. You could clarify by saying the students should underline words that tell you what exactly the students learn about or do on the course.

Answers

Football Studies: business, society, the media, sports injuries, coaching

Citrus Studies: grow, chemistry, biology

Toy Design: design toys, child psychology, 3D design, mechanical engineering

Bakery Science: chemistry, manage production

Popular Music: science of sound, production, engineering

Ceramics: produce ceramics

- c In pairs, students discuss the meaning of any new words. In feedback, check the meanings and see if the rest of the class can explain any words the other students don't know.



VOCABULARY SUPPORT

ceramics – the art of making objects by shaping pieces of clay and baking them

coach (B2) – to teach someone so that they improve at sport, skill or school subject

design (B1) – the art of making plans or drawings for something which show how it will be made

exhibition (B1) – when objects such as paintings are shown to the public

injury (B2) – when you hurt a part of your body in an accident


lecture (B1) – a talk by an expert

lime – a small green citrus fruit, which is not sweet

mechanical engineering (B2) – the study of the design and production of machines

psychology (B2) – the study of the mind and how people behave

society (B1) – large group of people who live in the same country or area and have the same laws, traditions, etc.

- d  Read through the questions with the class. If possible, put different nationalities together in pairs for them to discuss the questions. Monitor and help with vocabulary as necessary. Ask for ideas during full group feedback.

3 VOCABULARY Education collocations


- a Put students in pairs and ask them to note down things that good students do and things that bad students do in class or while learning. Give an example: *arrive on time / be late for class*. Ask for ideas during feedback and put them on the board in two lists. Point out which list is longer! Read through the words and phrases in the box with the class and check them against the lists. If they are not included, ask students which list they should go in.

Answers

G: pass your exams, take notes, revise
B: fail your exams, get low grades, hand an essay in late

LANGUAGE NOTES


A *grade* (B2) or a *mark* (B1) means a number or letter that is written on a piece of work, saying how good the work is. *Grade* is the term commonly used in the US; in the UK, *mark* is more common.

- b  **3.4** Students complete the exercises in Vocabulary Focus 9A on SB p.139. Play the recording where indicated for students to check their answers to Exercise b. Check answers to Exercises a and d as a class. Tell students to go back to SB p.88.

Answers (Vocabulary Focus 9A SB p.139)

- a 1 e 2 c 3 a 4 b 5 d 6 g 7 f
b 1 get into 2 do 3 get 4 write
5 took 6 handed 7 got 8 failed
d 1 degree 2 essay 3 exam 4 mark
5 notes 6 place 7 university

4 LISTENING

- a  **3.5** Ask the class: Remind me: *what do successful students do, those who have good study habits? For example, they hand in their essays ...* Elicit on time from the class. Continue revising the collocations from 3a by eliciting other examples of what good students do - *they take notes, they revise*, etc. and getting students to add more ideas, e.g. *they ask questions in class, they go to bed early and get enough sleep*, etc. Then play the recording for students to listen and decide which of the speakers have good or bad study habits. Check ideas as a class.

Answers

good habits: B, C, D revising a lot/studied hard/hours in the library
bad habits: A, E late starting an essay/no revising

Audioscript

- A I'm writing an essay at the moment. But I'm a bit worried, because I only started today and I have to hand it in on Friday. I really need to speak to my lecturer. I might fail the year if she doesn't give me more time.
B I can't believe it's all over – the last exam was yesterday. Now I just have to wait for the results. I studied hard, so I'm quite confident. If I pass, I'm going to have a big party! If I don't, well ... I'm not going to think about that ...
C So I've got my results and ... I'm really happy with my marks. All those hours in the library paid off! The problem now is that I have to choose which course to do at which university. I've got three places to choose from and they're all really good, but they're slightly different. I have to be quick – if I don't decide soon, I'll miss the deadline.


- D Well, my exams start next week, so I'm revising a lot at the moment. I really want to do an economics degree but it won't be easy to get a place – there are a lot of people who want one. But I'm sure I'll get the grades I need if I work hard.
E The exam's in a couple of hours. I'm not really ready, because I went to a few parties this week and I haven't had time to revise. If the questions aren't too hard, I might be OK. But this lecturer normally gives us difficult exam papers, so I think I'm in trouble!

VOCABULARY SUPPORT

deadline (B2) – the latest time to do something by
fail the year – fail a whole year of studying and need to repeat
it's all over – it's completely finished
paid off (B2) – produced good results
be in trouble (B2) – be in a difficult, unpleasant or dangerous situation


LANGUAGE NOTES

When we use *deadline*, the verbs that collocate with this are *meet a deadline* (to do the work by the time) and *miss a deadline* – not to do the work by the time).


- b  **3.5** Encourage the class to underline the key words in the list of factors they have to match with the speakers (e.g. *finished, worried, decision*). Explain that if they can identify these key words as they listen, this will help them with the matching. You may also wish to help students with the words and expressions in the Vocabulary support box. Play the recording again for students to answer the questions, pausing after each speaker if appropriate. Check answers as a class at the end of the recording.

Answers

1 B 2 E 3 C 4 A 5 D

- c  Students discuss the question in pairs. and feed back as a class. Which of the speakers 1–5 do students identify with the most?

5 GRAMMAR First conditional

- a  **3.6** Books closed. Ask individual students: *What will you do / are you going to do if you pass your exam(s)?* Don't correct students if they make a mistake with the first conditional form at this stage, but note down their errors. Ask students: *Can you remember what Speaker B said he was going to if he passed his exams.* Students open books to check. Play the recording for students to complete the sentences. Check answers as a class. Give the students the opportunity to correct their sentences after they have completed 5c Grammar Focus, by writing the sentences on the board.

Answers

1 pass 2 don't decide 3 doesn't give 4 aren't 5 work




LOA TIP CONCEPT CHECKING

Write sentence 1 from 5a on the board: *If I pass my exam, I'm going to have a big party!* Ask concept questions to reinforce the idea that the first conditional refers to something that may happen in the future. Ask: *Has the speaker taken the exam?* (no) *Is he going to pass?* (we don't know) *Is it possible?* (yes)

- b** Ask students to answer the questions and complete the rules.

Answers

1 future 2 possible 3 present tense

- c**  **3.7** Students read the information in Grammar Focus 9A on SB p.158. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 9A on SB p.159. Check answers as a class, making sure students are using the present simple for the *if*-clause. Tell students to go back to SB p.89.




Answers (Grammar Focus 9A SB p.159)

- a** 1 g 2 c 3 e 4 a 5 h 6 d 7 b 8 f
b 1 pay/I'll pay 2 don't/I'll 3 isn't going to/doesn't
 4 will/there is 5 like/might stay 6 won't/don't
 7 Are you going to/get
c 1 will you do 2 it breaks 3 I'll ask 4 it's 5 I'll take
 6 I have 7 I'll make 8 you don't 9 we'll be
 10 I won't finish 11 the cat doesn't get 12 I push
 13 he'll jump



LANGUAGE NOTES

- The two clauses of a conditional sentence can come in either order. The *if*-clause can come first or second. However, if it comes first, we use a comma after it.
- Remember that the result clause can also use *might* to give less certainty.


- d**  **3.8 Pronunciation** Choose a sentence from 5a or Grammar Focus 9A and say it to students, e.g. *If I pass, I'm going to have a big party.* Then say the sentence without a pause. Ask the class what was different between the way you said the sentence the first time and the second time. Then ask students to look at the sentences. Play the recording for students to listen to examples of where to pause between the two parts of a conditional sentence. The sign // means there is a pause.
- e**  **3.8** Play the recording again and pause after each sentence for students to repeat.
- f** Give students two or three minutes to change the second half of the sentences so that they are true for them. Then they compare their sentences with their partners. Ask students to share some examples with the class.
- g**  Tell students about a plan: *I'm going to meet my friend in the park.* Write *And if it rains?* on the board. Tell them: *If it rains, we're going to meet in the café.* Elicit another possibility, e.g. *And if the café is full? If the café is full, we'll go to the café in the shopping centre.* Read through the examples in bubbles with the class and ask them to work in pairs to make as many exchanges for each sentence in 5d as they can. Ask one or two pairs to act out their best/longest exchanges.



FAST FINISHERS

Fast finishers can write two new sentences like the ones in 5d and 5f and think of further exchanges. Check these during feedback.

6 SPEAKING

- a** Tell students that they are going to talk to each other about their own long-term future. Read through the topics and ask students to note down their plans regarding these topics individually. Monitor and give encouragement and ideas where necessary.
- b**  Put students into small groups. Read through the examples with the class. Students should tell their group about their plans. Other students should ask first conditional about these plans. Monitor but don't interrupt fluency unless students make mistakes with first conditional structures. Point out the errors for students to self correct. When the groups have finished, ask them to share examples of different plans and their questions with the class. Point out any language problems at this point, remembering to praise good use of language as well.

ADDITIONAL MATERIAL




- Workbook 9A
- Photocopiable activities: Grammar p.220, Vocabulary p.244, Pronunciation p.283

9B I managed to stop feeling shy

OPTIONAL LEAD-IN

Books closed. Think of a celebrity students will all know. Write down five facts about the celebrity's life. Make sure some of the facts focus on the personal life of the celebrity. Write the facts on the board, one sentence at a time, and see how quickly the class can guess the name of the person. Ask students to do the same in pairs. Ask one or two students to play the game with the whole class.

1 SPEAKING AND LISTENING

- a**  Ask students to look at the pictures. Ask: *Where are the people? What are they doing? How do you think they are feeling?* Elicit adjectives, e.g. *shy, worried, nervous, anxious, happy, confident*. Then ask: *Why are they feeling like this?* Ask the class if they find the situations in the pictures easy or not, and why / why not. Elicit examples of when students have been in these situations recently. Find out how many people in the class feel shy in these situations.
- b**  In pairs, students discuss their reactions to the statements before you take feedback as a class. Encourage students to justify their opinions as far as possible.
- c**  **3.9** Tell the class that they are going to listen to an interview about shyness. Tell them not to worry if they don't understand everything they hear, but encourage them to focus on listening for the specific information they need to check their answers for 1b. You may need to play the recording twice and/or pause it after the information is given.

Answers

1 T 2 F 3 F 4 T

Audioscript

PRESENTER So, let's have a look at another story in the news today. A study reported in the newspapers this week has found that 50% of people in the USA say they are shy. And also that this is an increase, and shyness is becoming more common. Well, here to talk about this is Dr Lamb, from the University of South London. Dr Lamb, good morning.

DR LAMB Good morning. Thanks for inviting me here.

- P** Let's talk first about shyness in general. Obviously we all feel shy sometimes. When does it become a problem?
- L** Well, it becomes a problem when it stops you doing what you want to do. Shy people normally want to communicate with other people. They don't want to be on their own. But they find it difficult when they need to talk to other people. Or when people talk to them.
- P** OK, and is it true that people are becoming shyer? Is shyness becoming more common in the world?
- L** That's a difficult question to answer. But some people say that modern technology is making us shyer.
- P** Yes, in fact the study mentions technology. What is the relationship between technology and shyness?
- L** Yes, well, the idea is basically that we speak to other people much less now ... because of technology. The Internet has changed things a lot. We maybe use email or Facebook more than we talk on the phone or meet our friends. We check our bank account online. We don't go to the bank much anymore and speak to someone. We book our holidays online, not at a travel agent's. So there are all of these things. We just speak to other people less than in the past. So when we do speak to someone, it's more difficult for us.

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

- use verbs followed by *to* + infinitive / verb + *-ing* correctly
- read and understand a text about difficulties in celebrities' lives
- understand someone talking about shyness

- P** So tell us – what makes shy people feel the way they do? What's going on in a shy person's head?
- L** Well, first it's important to say – everyone is different so there's no single answer. But in general, shy people worry a lot and they expect things to go wrong. Let's imagine a shy person wants to go to a party. He or she will probably make lots of predictions about the party, normally bad ones. So they'll say, 'If I go to the party, I won't know anyone and it will be difficult. I won't enjoy it.' And so on. Or often they imagine terrible situations – 'Everyone will laugh when I speak', 'Everyone will hate me', that kind of thing.
- P** These are, I think, the kinds of feelings we all get sometimes. But you're saying that very shy people get more of them.
- L** Yes, yes – absolutely.
- P** And what can you do to help shy people?
- L** Well, when I work with shy people, I ask them to talk about these feelings. I tell them to make a list of all the things they worry about. Then I can ask, 'Well, do you think these things will really happen?' At the beginning they say, 'yes'. But I work with them and I hope in the end they'll realise the things probably won't happen. That's important. And after this training, I ask the shy person to go out and speak to people, to see what happens. And normally nothing bad happens. Then they can compare this real experience they've had to the list of fears they wrote on Day 1. There's normally a big difference and this really helps them to deal with their shyness.
- P** OK, Dr Lamb, we have to finish there. Thanks for coming to speak to us.
- L** Thank you.

VOCABULARY SUPPORT

basically (B2) – simply

becoming more common (B1) – happening more often

on their own (B1) – alone

report (B1) – to say/tell the results of something


study (B2) – a survey / some research

LANGUAGE NOTES

The verbs *increase* and *study* both have a countable noun which is the same form, e.g.


*There is **an increase** in the number of students at this school.*

*There has been **a study** about people's social habits.*

- d**  **3.9** Read through the questions with the class. You may wish to help students with the words in the Vocabulary support box at this point. Encourage them to underline the key words in the question (problem, technology, worries, problem) and listen out for those in particular. Play the recording again for students to answer the questions. If students need more support, you can play the recording twice and pause for them to answer. Check answers as a class.

Answers

- 1 Shyness becomes a problem when it stops you doing what you want to do.
- 2 Because of technology / the Internet, we speak to other people much less now.
- 3 They worry a lot and they expect things to go wrong.
- 4 She asks them to talk about their feelings and make a list of all their fears; then she asks if things will really happen and they say 'yes'; she works with them and in the end they say 'no'; they go out and speak to people and see what happens – normally nothing bad.

- e**  In pairs, students discuss what they think of Dr Lamb's advice. Take feedback as a class and elicit tips from the group for what people can do if they feel nervous or shy.

2 READING

- a** Elicit from the class the different kinds of celebrities there are – e.g. film stars, singers, sports celebrities, politicians and people in power, reality TV celebrities etc. – and also elicit and write on the board examples from each group. Ask for a show of hands for people who are interested in celebrities' lives and those who are not. Nominate students from each group to explain the reasons for their answer.
- b** Ask students to look at the pictures of the celebrities in the article. Ask: *Do you know the celebrities? What are they famous for?* Then read through the list of problems with the class and check students understand *bullying* (C1) – hurting or making fun of people who are weaker/less powerful than you. In pairs, students try to match the celebrities with the problems.



CULTURE NOTES

Lady Gaga is from Manhattan in the USA. She is one of the best-selling musicians of all time. Her debut album *The Fame* has sold 15 million copies worldwide.

Michael Phelps has won more Olympic medals than any other Olympic athlete. The American swimmer won eight gold medals in the Beijing Olympics. After the 2012 Olympics in London, he had won 22 Olympic medals.

Salma Hayek was born in Mexico, but now lives in the USA. She has starred in over 40 films and also produces both film and TV shows. She was nominated for an Oscar™ for her role as artist Frida Kahlo in the film *Frida*.

Johnny Depp is probably most famous for his role as Captain Jack Sparrow in the *Pirates of the Caribbean* films. He has been nominated for an Oscar™ for this role as well as for his roles in *Finding Neverland* and *Sweeney Todd: The Demon Barber of Fleet Street*.

Sir Peter Jackson is a film director and producer from New Zealand. He directed the very successful *The Lord of the Rings* film trilogy as well as *The Hobbit*.

Benicio del Toro is from Puerto Rico. He won an Oscar™ for his role in *Traffic* (2000). Other film credits include *The Usual Suspects*, *Fear and Loathing in Las Vegas*, *Sin City* and he played Che Guevara in *Che* (2008).

- c** Ask students to read the article to check their ideas from 2b. You may wish to help them with the words in the Vocabulary support box at this point. Check answers as a class.



VOCABULARY SUPPORT

budget (B2) – the money you have to do something

bullying (C1) – when children hurt or are unkind to weaker or less popular children

champion (B1) – a winner who beats everyone else

dyslexia – problem with reading words and writing

give up (B1) – to stop doing something

remade – made a new version of a film

Answers

family disagreements – Benicio Del Toro
language problems – Salma Hayek
shyness – Lady Gaga, Johnny Depp
not finishing school – Peter Jackson
bullying – Michael Phelps




LANGUAGE NOTES

- The word *celebrity* is often abbreviated to *celeb*.
- Michael Phelps says: *I kind of laugh ...* We use *kind of* to mean, a little bit, or almost, e.g. *I laugh a little bit / I almost laugh about it*.

- d** Ask students to cover the article. Read out the sentences for students to try to remember and write down who the sentences refer to. Then they read the text again to check. Finally, check answers as a class.


Answers

1 Johnny Depp 2 Benicio Del Toro 3 Peter Jackson
4 Michael Phelps 5 Salma Hayek 6 Lady Gaga

- e**  Students answer the questions in pairs. Check answers as a class.

Answers

1 people she doesn't know
2 no (because people who read fast forget it)
3 It made him stronger.
4 no (he's done everything he can to avoid it)
5 so he could get a job and save money for film equipment
6 be(come) a lawyer

- f**  Discuss the questions as a class. Take a vote on which celebrity the group think had the most difficult time and which celebrity (if any) they admire the most.



EXTRA ACTIVITY

Ask students in small groups to discuss the question: *Do you think celebrities have an easy life?* Put some ideas on the board to help them, e.g. *money, friends, photographers, travelling*. Monitor and support students with any vocabulary they may need. Encourage students to justify their opinions as far as possible.

3 GRAMMAR Verb patterns

- a** Ask: *Who decided to leave university to study acting?* (Benicio Del Toro). Write *Who loved using the family video camera?* (Peter Jackson) Elicit the different verb patterns after each main verb: verb + *-ing* and *to infinitive*. Then students look at the sentences and answer the question.

Answer

1 *to + infinitive* 2 verb + *-ing*



LOA TIP ELICITING

Verb patterns are complex in English and students need to learn that different verbs take different patterns. Establish the need to learn these patterns in this way: Ask students: *Which celebrity did you enjoy reading about most? Which celebrity – NOT in the article – would you like to know more about?* Put some of their answers on the board in full form, e.g. **I enjoyed reading** about Johnny Depp. **I would like to know** more about Robert Pattinson. Underline *reading* and *to know* and ask what these forms are: *to + infinitive* and *verb + -ing*.

- b** Remind students that it is important to know which form follows a main verb. Tell them that we need to learn this when we learn the main verb. Advise them to record new words in sentences so they remember this, e.g. *give up – I gave up running because I had an injury.*

Students complete the table with verbs from the texts. Check answers as a class. In feedback, ask for more example sentences from students for each verb, to practise using the correct form.

Answers

Verbs followed by *to + infinitive*: decide, learn, want

Verbs followed by *verb + -ing*: love, enjoy, think about, start



CAREFUL!

Students may omit *to* before the infinitive, e.g. *We want see the new movie.* (Correct form = *We want to see the new movie.*)

- c** Students read the information in Grammar Focus 9B on SB p.158. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises Grammar Focus 9B on SB p.159. Check answers as a class. Tell students to go back to SB p.91.

Answers (Grammar Focus 9B SB p.159)

- a** 1 to leave 2 playing 3 working 4 starting 5 to visit
6 to live 7 talking 8 to help 9 to go 10 to save
b both OK 2 not doing 3 to make 4 both OK
5 to start 6 to become 7 both OK 8 both OK
9 having 10 both OK
c 1 to pass 2 not to be 3 getting 4 not putting 5 to speak
6 doing 7 to visit 8 not to play
d 1 hates 2 thinks of 3 didn't expect 4 started 5 hated
6 continued 7 needed 8 discussed 9 preferred

4 VOCABULARY

Verbs followed by *to + infinitive / verb + -ing*

- a** Ask students to find four more verbs in the text followed by either form and add them to the table. Check answers together. Point out the use of a verb with a different pattern: *help + object + to + infinitive* (Phelps).

Answers

verb + *to + infinitive*: refuse (Hayek), manage (Jackson)

verb + *-ing*: avoid (Gaga), regret (Del Toro)

- b** In pairs, students discuss the meanings of the verbs in 4a before you check answers as a class. Elicit any other verbs the class knows which follow the patterns, e.g. + **-ing** – verbs of liking and disliking: *like, love,*

enjoy, fancy, dislike, detest, hate, can't stand; phrases with mind: *would mind, don't mind;* verbs of saying and thinking: *admit, consider, deny, imagine, intend, remember, suggest;* verbs of stopping and starting: *start, begin, stop, finish;* other common verbs: *avoid, miss, practise.*

+ **to + infinitive** – *afford, agree, allow, ask, choose, decide, encourage, expect, forget, hope, learn, manage, mean, need, offer prepare, pretend, promise, refuse, teach, want, would like.*

Tell students that they need to learn what verb pattern the verb takes when they learn the verb; there aren't any short cuts. However, as their English improves they will start using the most common patterns automatically.

Answers

refuse: say no

manage: do but with difficulty

avoid: stay away from

regret: feel sad about something that happened in the past

- c** Students complete the exercises in Vocabulary Focus 9B on SB p.139. Tell students to use infinitive forms for the table in Exercise b. Play the recording where indicated for students to underline the stressed syllables in Exercise a and to practise saying the sentences. Tell students to go back to SB p.91.

Answers (Vocabulary Focus 9B SB p.139)

- a** 2, 10, 3, 4, 6, 1, 7, 5, 8, 11, 9, 12
b *to + infinitive*: refuse, arrange, forget, seem, agree, manage
+ *verb + -ing*: recommend, imagine, miss, dislike, regret, avoid
c 1 refused 2 arranged 3 forgot 4 recommended
5 imagined 6 missed 7 disliked 8 seemed 9 agreed
10 managed 11 regretted 12 avoids
d 1 regretted 2 dislikes 3 forgot 4 imagined 5 refused
6 agreed/arranged 7 avoids 8 recommended 9 misses
10 agreed 11 managed 12 seemed

5 SPEAKING

- a** Put students into pairs. Tell them that they are going to take turns to make and guess phrases using the verb patterns. Look at the example in the book and give another example of your own for students to guess, e.g. *clean fridge*. Elicit guesses, e.g. *Are you avoiding cleaning your fridge? No. My fridge is beautifully clean. I'm very proud of it. Did you manage to clean your fridge recently? Yes, that's right. It was really dirty, but I had been so busy at work I hadn't had time to clean it!* Students choose five topics each and then prepare their sentences. They put their key words in the boxes.

- b** In pairs, students guess their partner's sentences from the key words. Monitor and help with question forms. Take feedback and ask students to tell their partner's most interesting or surprising sentence to the class.



FAST FINISHERS

Fast finishers can write sentences and key words for two more topics.

ADDITIONAL MATERIAL

- Workbook 9B
- Photocopiable activities: Grammar p.221, Vocabulary p.245

9C Everyday English

Who's calling, please?

OPTIONAL LEAD-IN

Books closed. Ask students in pairs to think of as many reasons why people might call this school as they can in two minutes. Give examples, e.g. *to give a message to someone who works or studies here or to ask for information about course prices*. Ask students to share some examples with the class.

1 SPEAKING AND LISTENING

- a** Look at the questions with the class and tell students about your own phone use, whom you call often, how long you spend on the phone, your experiences of using the phone in a foreign language. Students work in pairs and discuss the questions with a partner before you take feedback as a class.
- b** **3.12** Ask students to tell you the story so far. Tell the class that they are going to hear Annie making a phone call. Play Part 1 of the video or play the audio recording for students to listen and find out who Annie wants to speak to and if she is going to call back later. Check answers as a class.

Answers

Mark (Riley)
No, Mark will call her back.

Video/audioscript (Part 1)

- RECEPTIONIST** Good morning, Turner and Collins.
- ANNIE** Oh, good morning. Is it possible to speak to Mark Riley in Marketing?
- R** I'll just put you through.
- COLLEAGUE** Hello, Mark Riley's phone?
- A** Oh, hello. Is Mark there?
- C** I'm afraid he's not available – he's in a meeting. Can I take a message?
- A** Umm, can you just tell him that I called?
- C** And who's calling, please?
- A** This is Annie Morton speaking.
- C** OK. And shall I ask him to call you back?
- A** Ah, yes please.
- C** Did you say your name was Annie Morgan?
- A** No, sorry, Annie Morton. That's M-O-R-T-O-N.
- C** OK. And has he got your number?
- A** Yes, he has.
- C** Fine, I'll ask him to call you.
- A** Thanks very much.
- C** No problem. Bye.
- A** Goodbye.

- c** **3.12** Read through the detailed questions with the class and check students understand the meaning of *colleague* – a person you work with. 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 Mark's in a meeting.
- 2 Annie asks him to tell Mark that she called.
- 3 He offers to ask Mark to call Annie back.
- 4 Annie's name; if Mark has Annie's number

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

- make phone calls with people they know and don't know
- understand a phone conversation about trying to speak to a person
- use contrastive stress correctly
- deal with problems on the phone

2 USEFUL LANGUAGE

Telephoning people you don't know

- a** **3.13** Tell students that there are a lot of short set phrases that are commonly used in phone calls and these (taken from the recording) are some common examples. Students complete the missing words in pairs before you play the recording again for them to check their answers.

Answers

- 1 possible 2 put 3 there 4 available 5 take
6 calling 7 speaking 8 back 9 got

- b** Elicit from the class which phrases are used by the person who is making the call and which by the person receiving the call.

Answers

- 1 1, 3, 7
2 2, 4, 5, 6, 8, 9

- c** Answer the questions together. In pairs, students match the phrases to the functions. Check the answers as a class.

Answers

- 1 2 2 4 3 6 4 8

EXTRA ACTIVITY

Books closed. Write sentences from 2a on the board, but leave out key words, e.g. *Is it ... speak to Mark Riley?* (possible to).

- d** Put students into groups of three and ask them to have a similar conversation to the one they've just heard. If you used the Optional lead-in, refer back to the ideas students gave then. If not, elicit some reasons for phoning someone at work. As the receptionist only has one thing to say, ask this student to listen to the rest of the conversation and give feedback. Students can then swap roles and do the role play again. Monitor the role plays and point out errors for students to self-correct. After the activity, ask students to tell the class examples from the conversations and if appropriate, choose a group to act out their conversation for the class.

3 LISTENING

- a** **3.14** Tell students that they are going to hear some more conversations. Play Part 2 of the video or play the audio recording for students to say when Mark and Annie arrange to meet. Then ask how many different conversations they heard (Three: Annie and Rachel, Mark and Annie, Rachel and Mark). Check answers together.

Answers

at 2.30 tomorrow / the next day

Video/audioscript (Part 2)

- RACHEL** So, how are you doing?
Are you feeling better about finding a new job?
- ANNIE** Yeah, definitely. I'm sure I'll find something.
- R** Good ... thank you, Tina.
- A** And I called Mark this morning. He wasn't there, but I left a message for him.
- R** Great. And did you speak to your boss? Did you ask about other jobs at your company?
- A** Yeah, I did. But she said there won't be anything else there.
- R** Oh dear. Well, it was still a good idea to ask.
- A** Yes, definitely. It was good to get everything clear. I understand the situation now.
- R** Exactly. And what happened with Leo in the end? Is everything OK?
- A** I met him just now for lunch actually. But yeah, everything's fine. He wasn't very well – that was all.
- R** Oh dear.
- A** Anyway, what about you? How are things here at the shop?
- R** Fine. Actually, it's been quite quiet this week.
- A** Oh, this could be Mark now.
- R** Answer it!
- A** Hello?
- MARK** Hi, is that Annie?
- A** Yes?
- M** Hi, it's Mark here.
- A** Oh hi, Mark!
- M** Is now a good time?
- A** Yes, it's fine.
- M** Well, I got your message. And Rachel explained you're looking for a new job.
- A** Sorry, Mark, I didn't catch that.
- M** Yeah, I was just saying, Rachel explained you're looking for a job.
- A** Yes, that's right.
- M** Well, look, why don't you come in to the office some time? We're always looking for new people here. Come in and we can have a chat.
- A** OK, that sounds great. How about two thirty tomorrow?
- M** Sorry, was that three thirty tomorrow?
- A** No, two thirty.
- M** Er ... OK, that's fine.
- A** Great. Well, see you tomorrow then. Oh, I'm with Rachel and she wants to speak to you.
- R** Hi, Mark.
- M** Yep.
- R** Yes, I just wanted to ask you if you could buy a few things on your way home.
- M** Er ...
- R** We need some milk, some orange juice ...
- M** Sorry, can I call you back? I've got a meeting now, so I've got to go.
- R** OK ...
- M** I'll call you in about an hour.
- R** All right. Speak to you soon.
- Bye.
- M** Bye.

VOCABULARY SUPPORT

How are you doing?/How are things? – How are you?
leave/get/give/take – all collocate with a message

CAREFUL!

Students sometimes confuse *quite* and *quiet*. In the dialogue, you can point out *quite quiet* and the pronunciation and spelling.

- b** **3.14** Read through the questions with the class. Play Part 2 of the video or play the audio recording again. Students answer the questions. If necessary, pause after the information is given so that they can note answers. Check answers as a class.

Answers

- Annie's feeling better and she's sure she'll find something.
- She's called Mark. She's spoken to her boss.
- so they can have a chat (because they're [the company is] always looking for new people in Mark's office)
- Rachel wants to ask Mark to buy a few things on his way home.

4 USEFUL LANGUAGE

Telephoning people you know

- a** **3.15** In pairs, students complete the sentences. See if students are able to do this from memory, then play the recording for them to check their answers. Model the sentences for students to repeat, paying particular attention to intonation and word stress.

Answers

- is that
- it's
- good time
- call you
- got to
- to you

- b** **3.16** Ask students to find and correct the mistakes in pairs. Point out that there aren't mistakes in every line, but there is a case where there are two mistakes in one line. Play the recording for them to check their answers.

Answers

- A Oh hi, is that Bernice?
A Is now a good time?
B Well, I'm a bit busy. Can I call you back?
B Yeah, fine. But I've got to go. Speak to you soon.

- c** Students practise the conversation in pairs using their own names.

5 CONVERSATION SKILLS

Dealing with problems on the phone

- a** **3.17** Elicit from the class what kind of problems you can have when you're talking on the phone – for example, technical problems – you can't hear the person you're speaking to, it's too noisy; language problems – you can't understand the person you are speaking to, etc. Build up a list on the board. See if students are able to complete the exchanges from memory and play the recording for them to check their answers. If necessary, play the recording again and pause so that students can complete the sentences. Check as a class.

Answers

- I didn't catch that
- was that

- b** In pairs, students match the phrases with the situations. Check answers as a class.

Answers

- to say that you didn't hear what someone said
- to check that you heard what someone said correctly

6 PRONUNCIATION

Main stress: contrastive

- a** **3.18** Students listen to the exchange and answer the question. To consolidate the idea of corrective stress ask a student: *What time did you get up this morning?* Then make an obvious mistake: *Was that **five** thirty?* The student may make the correct emphasis in his/her reply: *No, **six** thirty.* Then ask the class: *Did he/she say **four** thirty?* This should elicit the correct emphasis.

Answer

two

- b Answer the question as a class. Tell students that when you are correcting something, you can repeat the false information with the stress on the mistake, before giving the correct version with the stress on the correct word – *No, not three thirty, two thirty.*

Answer

2



LOA TIP ELICITING

- Tell students that they have to correct things you say.

Say: *I'm going home at four thirty.*

Students repeat: *I'm going home at four thirty.*

Say: *Did you say **five** thirty?*

Students reply: *No, we said **four** thirty.*


- Repeat the drill with these sentences:

My favourite subject is Maths. (English)



I have a black car. (red)

I live in Jackson Road. (Clarkson Road)

My son is 15. (14)

- c Students do the task in pairs, but they don't look at each other's ideas. They complete the sentences about their partner, guessing any information they don't know.
- d  To model the activity, ask for two volunteers to read the example with the correct contrastive stress (on *Valencia*). Students then ask their partners the questions for them to say *Yes, ...* or *No, ...* and correct their partner's error. Monitor the activity and encourage self-correction if students get the contrastive stress wrong.

7 SPEAKING

- a  Tell students that they are going to practise the phrases they have learned in this lesson by role playing some more phone conversations. Read through the situations with them. Then ask them to choose one of the situations and have the telephone conversation.
- b  Students swap roles and choose another situation. Monitor and correct students' pronunciation as appropriate. Listen for correct usage of target language from this lesson and note any errors to deal with later, but do not interrupt fluency.



FAST FINISHERS

Fast finishers can choose another situation to role play.

ADDITIONAL MATERIAL

- ▶ Workbook 9C
- ▶ Photocopiable activities: Pronunciation p.282
- ▶ Unit Progress Test
- ▶ Personalised online practice

9D Skills for Writing

Online courses are new to me

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

- write a personal profile
- talk about ways of learning
- read and understand a text about learning experiences
- avoid repetition when writing

OPTIONAL LEAD-IN

Books closed. If you have a multilingual class, put students in pairs to find out the differences between the education systems in their countries. Put some ideas on the board to guide them, e.g. ages for different school stages, size of classes, school times, technology in the classroom.

If the class is monolingual, ask them to talk about the differences between ways of learning English at state schools and other places, e.g. universities, private language schools. Monitor and contribute to the conversations. Take feedback and ask pairs for comments.

1 LISTENING AND SPEAKING

a Read through the ideas and the questions with the class and ask for some examples of when we might use some of these different ways of learning, e.g. reading – for an essay; online or with an app – for languages in the classroom; – for all secondary school subjects; one-to-one – for music lessons, driving lessons. Ask students to talk about the questions, and allow the discussion to continue if they're interested.

b **3.19** Tell the class that they are going to hear two women talking about online learning. Read the question and play the recording for students to listen and answer. Check answers together.

Answer

Janina; her IT skills aren't very good

Audioscript

ROBERTA Hi Janina. What are you reading?

JANINA I'm just looking at the course information for next year.

R Oh, OK.

J It says that one of the psychology courses I have to do is going to be online.

R That's good.

J You think so? I've never done an online course.

R I did one this year – it was great. I wouldn't mind doing my whole degree online.

J Really, Roberta? What's so good about it?

R Well, we only had about two classes on the whole course. And they recorded them and put them online anyway. I was free to study whenever I wanted. Good for people like me who are always late for classes!

J Yeah, I don't have a problem with that but it sounds good.

R I mean, you still have to write essays and hand things in on time and all that kind of thing.

J Of course.

R And I got good grades on that course.

J But did you ... I mean, didn't you miss asking your teachers questions? And what about meeting other students?

R Well, we could go and meet the teachers if we wanted to ... you know, make an appointment and ask about something one-to-one. And at the beginning of the course, we had to write an online profile. We had students from all round the world in our class, so the profiles were really interesting.

J How many international students were there?

R About 15, I think. And from all kinds of different places – Colombia, China, Morocco, Turkey, Oman – all over the place.

J And did they talk about their countries a lot?

R Yeah, that's what I really enjoyed.

J The only thing I'm not sure of ... well, you know that my IT skills aren't very good. Like, I'm OK making documents and using the Internet. But this could be a bit more ... I don't know ... difficult?

R Not really. You don't need any special skills. It's quite easy. And there's an introduction course you can do.

J Yeah, I was just reading about that. At least it's free.

R Yeah, you should do it, Janina. It's only two weeks long and you can do it any time. It really helped me.

J OK – sounds like a good idea.

c **3.19** Read through the sentences with the class and encourage them to underline the key words. Play the recording again for students to choose true or false and to correct the false sentences. Check answers as a class.

Answers

- 1 T
- 2 F – She thinks online courses are great.
- 3 T
- 4 F – She could meet teachers if she wanted to.
- 5 T
- 6 F – She doesn't need any special skills.
- 7 F – She can do it any time.

LANGUAGE NOTES

- Make sure students understand the meaning of an *online profile* (a short description of yourself for other people you communicate with online).
- In the conversation, there are some good examples of words we use to make our speaking more natural or to give us more thinking time, e.g. *I mean ... You know ... Well ... Like ...*
- We sometimes miss out words when we're speaking, e.g. *(It's) Good for people like me!*

d Individually, students make lists of the good and bad points of learning with a teacher and learning online, as shown in the book. Monitor and help with vocabulary as necessary.

e In small groups, students discuss their ideas and which they prefer, and why. Take feedback and build up a list on the board of the good and bad points of each method of learning. (Suggested answers: in class: the teacher can correct you; you can ask questions; you can talk to other students; however, you can't work at your own pace, you can be distracted by other students. Online: you can choose when to work; you can do it when you've got the time; you don't have to travel; however, you can't ask questions, you have no contact with people.) Take a vote on which way of learning the class prefers overall.

Finish this stage by asking: *Do you think online learning will ever completely replace learning in a classroom with a teacher? Why / Why not?*

2 READING

- a Elicit from students when they last wrote a profile of themselves, and why, e.g. for a social media site, for a company website, etc. Ask them to read the two profiles and find out what is similar about the two people. Check answers as a class.

Answers

They both speak two languages. They are both studying in their second languages.



CULTURE NOTES

With over a million people, Birmingham is the second largest UK city outside London. Birmingham has six universities and 40% of the population are under the age of 25.

- b Students read the profiles again to complete the table individually, and then compare notes with a partner. Check answers as a class.

Answers

Degree subjects: Janina – psychology; Gonzalo – sports science, business
Languages: J – Polish, English; G – Spanish, English
Reason: J – improve IT skills; G – get a place on a business degree programme, own a gym
Work/free time: J – part-time job in restaurant, doesn't have a lot of time; G – manager of a gym, watch sport, football



LANGUAGE NOTES

The adjective *poor*, as well as meaning *not rich*, can also refer to something that is weak, e.g. *poor memory*, *poor skills*.

3 WRITING SKILLS Avoiding repetition

- a Ask students to read the first paragraph of Janina's profile again and then cover it. Then ask them to look at the sentences in 3a and try to do the task from memory. They can then uncover the paragraph to do the task. Check answers as a class. Elicit that Janina replaced certain words with pronouns in order to avoid repeating them. This makes her text shorter and easier to read and digest.

Answers

My psychology degree course is a great course and I'm really enjoying the course, although the course is hard work.
The sentence above is longer, repetitive and unnatural.

- b In pairs, students look at the highlighted words in the profiles and in pairs find and underline the information the pronouns replace. Check answers together.

Answers

1 My psychology degree course 2 year
3 online courses 4 my IT skills
5 work(ing) one night in the week and all day on Saturday
6 the degree 7 Spanish 8 studying with people in the UK
9 a gym 10 Claudia

- c Students look at the sentences and tell you the difference between *it* and *one*.

Answers

it: definite pronoun; refers to the gym where Gonzalo works (definite means specific)
one: indefinite pronoun; refers to any gym (indefinite means unspecific)

- d In pairs, students select appropriate pronouns to replace the highlighted words in the text about Muneera. Remind them to think about whether the word they are replacing is singular or plural and whether it refers to one specific thing or a general category of things. Check answers as a class.

Answers

1 It 2 it 3 They 4 it 5 This/It 6 them 7 them 8 her

4 WRITING

- a Tell students that they are going to write a similar student profile about themselves. Give them time to prepare by making notes under the headings. Monitor and help with vocabulary as necessary.
- b Students write their profiles. Remind them to use pronouns to avoid repetition. Monitor and point out errors for students to self-correct.
- c Students swap profiles with a partner to read and check for use of pronouns.



EXTRA ACTIVITY

Give each student in the class a new identity, e.g. Tom from Scotland, Katya from Russia. They should take a few minutes to invent the following information about this person: studies, how they feel about their studies, languages spoken, one or two interests. Then in pairs they interview each other to find out information about their new partner. Elicit interview questions students could ask, e.g. *What are you studying? Do you like the course? Why is that? How many languages do you speak? What do you do in your free time?* With the information they write a profile for this person, e.g. *Tom is from Scotland and he's a psychology student. He loves his subject and thinks it will be very important in his future life because ...*



LOA TIP REVIEW AND REFLECT

- Put students into pairs and ask them to write down three things they've learned to do this lesson. Take feedback and put a list on the board.
- Ask the class to rank the importance of these different things they have learned and also to say which they need to practise more to feel confident.

ADDITIONAL MATERIAL

▶ Workbook 9D

UNIT 9

Review and extension

1 GRAMMAR

- a Ask students to choose the correct forms to complete the sentences. Check answers as a class.


Answers

1 study 2 'm going to go 3 don't
4 work 5 might buy 6 can't

- b Students complete the conversation individually. Point out that both options may be correct. Check answers as a class.

Answers

1 to leave 2 to do 3 to think / thinking 4 working
5 to be / being 6 to use / using 7 to talk 8 to bring

- c  Model the conversation for students to repeat. In pairs, they can practise again.



EXTRA ACTIVITY

Ask students to work in pairs and write five *if*-clauses for conditional sentences, e.g. *If I miss the train at 4.30, ...* Then students swap partners. They take turns to give their partner an *if*-clause to complete. However, their partner only has 10 seconds to finish the sentence. If they do it inside 10 seconds, they win a point. Monitor to check accuracy as far as possible. Tell students to ask you if they are unsure about their partner's sentence. Take feedback and ask students to share some of their sentences with the class.

2 VOCABULARY

- a Students complete the words individually or in pairs. Check answers.

Answers

1 drama 2 education 3 medicine
4 business management 5 engineering 6 psychology




EXTRA ACTIVITY

Ask students to look back through the unit and find six words to revise. They should write them down as in 2a with just the first and last letters and a clue. They swap these with a partner who tries to solve them. Ask students to tell some of their clues to the class.

- b Students complete the sentences with the verbs in the box. Check answers together.

Answers

1 get 2 take 3 fail 4 get 5 revise 6 hand in

- c  Discuss the question as a class and encourage students to justify their answers as far as possible.

3 WORDPOWER

Multi-word verbs with *put*

- a Write the word *put* on the board and ask for a sentence using the verb. Write it on the board. Ask students to tell you different prepositions we can use after *put*, with examples, e.g. *I put **on** a scarf this morning because it was cold.* Put the prepositions on the board. Look at the words in bold in the replies in 3a with the class. See how many you have already got on the board. Ask students to match the sentences 1–7 with the replies a–g. Check answers as a class.

Answers

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

- b Do the matching task as a class. Ask for an example from students for each multi-word verb. Extend by asking: *What have you put off recently? What's the last thing you put down? What prices have been put up recently? Do you always put things back if you borrow them?*


Answers

1 put off 2 put on 3 put on 4 put down
5 put through 6 put up 7 put back

- c Students complete the sentences individually. Check answers as a class.

Answers

1 puts, down 2 put(s) up 3 put, off 4 put on
5 put, through 6 put on 7 put, back

- d  In pairs, students talk about which sentences in 3c are true for them or which they agree with.

Photocopiable activities: Wordpower p.260



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.