

# UNIT 4

## Life events



### UNIT OBJECTIVES

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

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

### UNIT CONTENTS

#### G GRAMMAR

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

#### V VOCABULARY

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

#### P PRONUNCIATION

- Sounds and spelling: *u*
- Contrastive stress

#### C COMMUNICATION SKILLS

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

### GETTING STARTED

#### OPTIONAL LEAD-IN

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

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

- a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes. Check or explain the meaning of unfamiliar words, e.g. *operate on/operation* (when doctors need to repair our body), *patient* (a person who needs medical help), *prescriptions*



#### CULTURE NOTES

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

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



#### EXTRA ACTIVITY

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

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

## OPTIONAL LEAD-IN

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

getting a first job  
having children  
going to university  
leaving home  
getting married

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

## 1 SPEAKING

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

## LOA TIP MONITORING

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

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

## VOCABULARY SUPPORT

*inherit* (C2) – receive money when someone dies  
*wreck* (C2) – destroy or damage badly

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

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

## 2 READING

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

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

### Answers

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

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

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

### Answers

Student A

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

Student B

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



### LOA TIP ELICITING

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

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



### VOCABULARY SUPPORT

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

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

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



### FAST FINISHERS

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

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

## 3 GRAMMAR *used to* and *would*

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

#### Answers

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

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

#### Answers

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

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

#### Answers

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

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

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

#### Answers (Grammar Focus 4A SB p.141)

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



### CAREFUL!

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



### EXTRA ACTIVITY

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

## 4 LISTENING

- a Tell students they are going to listen to an interview with a researcher into the psychology of money. Ask students how they think she will answer questions 1–3.
- b  2.5 Play the recording for students to check their ideas.

### Answers

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

### Audioscript

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

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

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

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

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

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

**P** Can you give us some examples?

**M** Yes. For example, a recent study in Britain looked at how much of their money people spent if they won the lottery. And it found that people spent a lot in the first five years, but very few people spent all the money in their lifetime, only about 2–3%.

So most people do spend a lot, but they save a lot as well. And then there was an interesting study in California, and they measured how happy people are as a result of winning the lottery. And they found that people get very happy when they win, which isn't surprising, but as they adjust to the idea of being rich and go back to normal again after a few months – they end up feeling just the same as before. So over the long term, getting richer doesn't actually affect how happy you are, you just stay the same ... but with more money, of course.

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

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

**P** Experiences?

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

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

## VOCABULARY SUPPORT

*adjust to* (B2) – change the way you behave

*isolated* (C1) – on your own, away from other people

*misery* (B2) – great sadness, unhappiness

*myth* (C1) – a story that is not true, or an idea that is false

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

### Answers

2 ✓ 4 ✓ 5 ✓

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

## 5 VOCABULARY Cause and result

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

### Answers

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

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

### Answers

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

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

### Answers

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

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

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

## 6 LISTENING

- a Read through the information with the class. As a class, elicit ideas about how the people's lives might have changed because of the events, using the words in the box as prompts.
- b  2.7 Play the recording for students to identify which topics from the box the speakers talk about. You may need to play the recording twice for a weaker group. Check answers as a class.

### Answers

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

### Audioscript

**ALFONSO** For me, the thing that's changed my life most is having a baby.

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

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

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

### Answers

- 1 T
- 2 F – they both had good jobs and they had a small flat in town, so they didn't need to care about money very much
- 3 F – he's become a bit more cautious than he used to be
- 4 F – she's from a fairly small town
- 5 F – she had a good time there
- 6 T

### VOCABULARY SUPPORT

*adapt to* (B2) – change behaviour in a new situation  
*adventurous* (B2) – enjoying new and dangerous things  
*cautious* (B2) – careful  
*steady job* (C2) – a job which is regular and secure

## 7 SPEAKING

- a Read through the task and the different points to consider with the class. Give an example sentence of your own, for example *I used to travel to work by car, but when the traffic started to get bad I changed to using public transport*. Give students a few minutes to note down their own ideas.
- b  In pairs, students use their notes to tell each other about how their lives have changed. Remind the class to use *used to/would* and the expressions to express cause and result that they have looked at in this lesson. Monitor and note down examples of good language use and any common errors to deal with during feedback. Take feedback as a class, with students reporting back on their partners. Deal with any points you noted down while monitoring. Focus on language from the lesson.

### ADDITIONAL MATERIAL

- ▶ Workbook 4A
- ▶ Photocopiable activities: Grammar p.190, Vocabulary p.210

# 4B We weren't allowed to talk in class

## OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask students to think of a job and describe to their partner what this job involves. Students give examples of rules and routines for this job but they mustn't use the actual job title. Their partner tries to guess what the job is. Give an example of your own first, for example *You have to be patient. You don't need to wear a uniform. You must like children. You have to train for three years. You have to be imaginative and creative.* (primary school teacher). Take feedback as a class on what the jobs were. If there are any jobs that haven't been guessed, ask the whole class to join in.

## 1 SPEAKING

- a** In pairs, ask students to name as many different jobs as they can in two minutes. Check answers as a class. Ask if all these jobs require special training. Students then look at the photos and say what each job is. Discuss the questions as a class.
- b** Students read what the people in the photos are saying about training and, in pairs, discuss whether they agree or disagree. Monitor and help as necessary. Take feedback as a class.

## 2 GRAMMAR Modality review

- a** Students underline all the modal verbs and phrases in the quotes. Check answers as a class.

### Answers

You can do all the studying you like  
These days you need a degree no matter what you do;  
you simply can't get a job without one;  
I kept telling myself 'I must finish it'  
You don't have to have a university degree

- b** Individually, students complete the rules. They then compare with a partner. Check answers as a class.

### Answers

1 have to, need to, must 2 don't have to 3 can 4 can't

## EXTRA ACTIVITY

Ask students to look again at the photos of the jobs in 1a and elicit examples of requirements for each job using the modal verbs or phrases, for example *A pilot can't fly a plane without lots of training. A pilot needs to be good at maths.*

## 3 READING

- a** Students look at the photos. Ask them if they know what nationality these people are and whether they have been to those countries. Discuss questions 1 and 2 as a class.

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

- use modals and expressions to talk about obligation and permission correctly
- understand an article about training and discipline
- use a lexical set of adjectives related to difficulty correctly
- understand people talking about training experiences
- talk about learning experiences and following rules

- b** Ask students to read the texts quickly to check their ideas. Check answers as a class. If you wish, give students the information from the Culture notes below.

### Answers

- 1 Photos a and d show acrobats and actors at a traditional Chinese theatre. Photos b and c show Swiss Guards at the Vatican.
- 2 Students at the Peking Opera School train for ten hours every day and perform in theatres at night; Swiss guards need to learn languages, martial arts, and do military training.

## CULTURE NOTES

Jackie Chan is a famous martial artist from Hong Kong who has appeared in more than 150 films, starting in the 1960s. He did all the stunts in his films himself. His films made martial arts popular all round the world.

The Swiss Guard were given the role of protecting the Vatican because a long time ago young Swiss men became mercenaries (fighting wars for other countries as a job). At that time Switzerland was a poor country and the young men needed to find work and money in other places. It has been a tradition to use them in the Vatican since 1506.

The Vatican is the smallest internationally recognised independent state in the world and is a very small area inside Rome, Italy. The Pope lives here, with other important people of the Catholic Church. Tourists often visit the Vatican to see St Peter's Basilica and the Sistine Chapel.

- c** Students read the texts again in more detail to answer the questions individually and then compare their answers with a partner. Check answers as a class.

### Answers

1 P 2 S 3 S 4 P 5 P 6 P 7 S 8 S

- d** Discuss the questions as a class.

## VOCABULARY SUPPORT

*academy* – a type of school

*debt* (B2) – an amount of money you owe

*discipline* (B2) – rules

*handle* – use

*martial arts* (B2) – a sport that is a traditional Japanese or Chinese form of fighting

*striking* (B2) – noticeable

### EXTRA ACTIVITY

Ask students to read both texts again and then close their books. Say the following words or numbers. Students must say what the word or number you say refers to in the texts.

#### Peking:

- 5 (Students at the Peking school had to get up at 5 a.m.)
- 10 (They had to work for 10 hours every day.)
- 1960s (Jackie Chan did his training there at that time.)
- Accommodation (Students were given free accommodation.)
- Contract (The students had to sign a contract about paying back the money.)

#### The Swiss Guard:

- 16th century (The Swiss Guards uniform is from this time.)
- 19 (The youngest age of a Swiss Guard.)
- 30 (The oldest age for a Swiss Guard.)
- 1.74 (The minimum height for a Swiss Guard.)
- English (A language that the Swiss Guards have to speak.)
- Karate and judo (Defence skills the Swiss Guards have to learn.)

### FAST FINISHERS

Ask fast finishers to write a short diary entry for a student at the Peking Opera School or the Swiss Guard training. Check these during feedback.

## 4 VOCABULARY Talking about difficulty

- a Read through the example sentences with the class (modelling the stress clearly on each adjective) and ask which adjective is not as strong as the others.

#### Answer

tricky

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

#### Answers

1 punishing 2 rigorous 3 strict

- c Students ask and answer the questions in pairs. Take feedback as a class, and ask for examples from the conversations. You may wish to ask for further examples of situations and people that could be described using the adjectives.

- d Students complete the exercises in Vocabulary Focus 4B on SB p.157. Check their answers to Exercises a, b, c and d. Monitor the conversations in Exercise e and take feedback as a class. Play the recording for students in the Pronunciation section and check answers as a class after Exercise d. Tell students to go back to SB p.49.

### Answers (Vocabulary Focus 4B SB p.157)

- a 1 demanding 2 awkward 3 testing 4 challenged  
5 delicate 6 not very straightforward 7 a struggle  
8 stretched
- b delicate, awkward
- c 1 demanding/testing 2 awkward/delicate 3 struggle  
4 straightforward 5 challenged/stretched

#### Pronunciation

- b 1 cup - struggle 2 put - cushion 3 true - include  
4 thin - busy

c

sound 1 /ʌ/	sound 2 /ʊ/	sound 3 /u:/ or /ju:/	sound 4 /ɪ/
sub <u>ject</u>	pu <u>ll</u> over	am <u>u</u> sing	bu <u>si</u> ness
un <u>for</u> tunately	pu <u>dding</u>	su <u>per</u>	
su <u>pp</u> er	help <u>ful</u>	ass <u>u</u> me	
pu <u>n</u> ish	fo <u>cu</u> s	un <u>for</u> tunately	

## 5 LISTENING

- a Tell students they are going to hear two people talking about their training experiences. Miranda trained at a drama school and Fred at a football academy. Read through the sentences as a class. Play the recording for students to decide which sentence describes each experience best.

#### Answer

1

#### Audioscript

**MIRANDA** I think the hardest part of drama school was actually getting into it. The audition process took for ever. First of all we had to perform two scenes from plays – one modern, one Shakespeare. Then we got called back to do the scenes again. I was supposed to prepare a song as well, but they forgot to let me know. So I just sang the first song that came into my head – can't even remember what it was. After that, there was a workshop for a day where they made us work on new scenes from plays and do movement and voice classes. After all of that I felt really lucky to get selected. There's no doubt the training was very thorough, I mean, we did everything – the usual voice and movement classes, but also specialised things like learning how to pretend to fight on stage – I really enjoyed those classes. The tutors were all very different – some were really strict and tough. For example, we had a movement teacher and in her class we weren't allowed to talk or use our voices in any way. That was really difficult. But our voice teacher was really relaxed – she was cool. During my second year I went through a bit of a difficult time because I wasn't sure if acting is what I really wanted to do. I mean, drama school is a huge sacrifice. The training sort of swallowed my life – like, I lived it every single moment of the day. I kind of felt like I wasn't having what you'd call 'a normal life' for a 20 year-old. The school was really flexible about this and they let me take a couple of weeks off to make up my mind. I decided to keep going and I'm glad that I did. I graduated last year and I've got an agent and I've just got a small part in a production at the Royal Shakespeare Company. So I guess you could say I'm on my way ...

**FRED** I got into a football academy when I was eleven years old. I was playing at my local club and a scout from a professional club saw me and invited me to play in a trial match. I was really excited about this. My parents had their doubts – they were worried about me not having a normal childhood – but they could see this was a pretty unique opportunity, so they let me do it. Dad was really pleased about one thing: we were allowed to see all the club games for free. But I don't think any of us really understood just how difficult a commitment it would be. Mum and Dad were more or less forced to act as my chauffeurs and they had to drive me to practice three times a week and then to a match every Sunday. I had to do this and keep up with my school homework at the same time. And that

meant I often wasn't allowed to go out and play with my friends when I wanted to. Still, in the academy we had the best coaches and there's no doubt that my playing got so much better. We also used to watch videos of matches all the time and analyse the strategy of the different players. I enjoyed this a whole lot more than I thought I would. In fact, one of the coaches once told me that this is one of the reasons why I stood out from some of the other boys in the academy. It's a really competitive environment and at the end of every year, there were some boys who were forced to give it all up because they didn't get invited back for the following year. I had one mate, Jack. We started at the same time, but when we turned 16 and it became possible for some of us to earn a salary Jack wasn't selected. And it was like the previous five years were all for nothing. And he was like my best mate and I really missed him. I did get selected though, and now I've got a full professional contract, so things are pretty good. Did I have a normal childhood? No, probably not. I kind of regret that, but then I've been given an opportunity, haven't I? I guess you can't have it both ways.

## VOCABULARY SUPPORT

**agent** (B2) – a person you pay to find you work  
**audition** (C1) – short performance to get a part in a play  
**chauffeur** – official driver  
**commitment** (B2) – something you agree to do  
**sacrifice** (C1) – something you have to stop or give up in order to do something else  
**scout** – a person whose job is to look for new talent  
**stand out from** (B2) – noticeable  
**strategy** (B2) – a plan  
**swallow** (B2) – make food or drink go into your stomach  
**unique** (B2) – very special, unusual  
**workshop** (C1) – learning by doing something in a group  
*you can't have it both ways* – you have to make a choice

- b**  **2.10** Give students a few minutes to read through the sentences. Play the recording again for students to decide if the sentences are true or false. Pause after Miranda has spoken to give students time to think and decide. Check answers as a class.

### Answers

1 T 2 F – she thinks she was lucky to be selected. 3 F – one teacher was really relaxed. 4 T 5 T 6 F – he says no one knew how difficult it would be. 7 T 8 T

- c**  Students discuss the question in pairs. Take feedback as a class.

## **6** GRAMMAR Obligation and permission

- a** Elicit the meanings of *obligation* (something you have to do) and *permission* (something you are allowed to do) from the class. As a class, read through the sentences and ask students if they show obligation or permission. Elicit another example for each word or phrase of something the students have recently been obliged to do or been permitted to do. Give an example of your own, for example *Yesterday I was supposed to cook dinner but I didn't have time so I ordered a pizza instead.*

### Answers

1 O 2 O 3 P 4 P 5 P 6 O

- b**  **2.12–2.13** Students read the information in Grammar Focus 4B on SB p.140. Play the recording where indicated and ask students to listen and repeat.

Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.49.

### Answers (Grammar Focus 4B SB p.141)

- a** 2 you ought to write to them  
 3 forced me to give them my phone  
 4 be allowed to park there  
 5 you can go home  
 6 were supposed to bring strong shoes  
 7 didn't let me use a dictionary  
 8 made us stop  
**b** 2 couldn't 3 allowed 4 had/needed 5 supposed  
 6 supposed 7 can't/mustn't 8 allowed/supposed

## CAREFUL!

Students often mistake *must* with *should*, e.g. *Because of the weather we must leave early* (Correct form = *Because of the weather we should leave early*) or *I should wear a uniform in my new job* (Correct form = *I must wear a uniform in my new job*). Whereas *must* is used for strong obligation, *should* is used for making a recommendation.

## LOA TIP CONCEPT CHECKING

Give students some sentences and ask concept questions to check they understand meaning.

*You can go home early today.*

Ask: *Do you have permission to go home early?* (yes)

*Who is giving you permission?* (you are)

*I was supposed to review for a test last night.*

Ask: *Did you review?* (no)

*The personal trainer made us do more exercises in the gym.*

Ask: *Did you do the exercises?* (yes)

*Did you have a choice?* (no)

*Who told you to do the exercises?* (the trainer)

*The boss let us take some work home.*

Ask: *Did you take the work home?* (yes)

*Who gave the permission?* (the boss)

*Was it an obligation to take the work home?* (no)

*At my last job we couldn't drink coffee at our desks.*

Ask: *Did you drink coffee at your desks?* (no)

*Did you have the possibility to drink coffee at your desks?* (no)

*Who made the rule?* (someone in authority)

## **7** SPEAKING

- a** With the class, read through the activity and questions. Give students five minutes to make notes. Monitor and help with ideas where necessary.
- b**  In pairs, students tell their partners about their experiences. Encourage students to ask questions and compare the experiences. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class, and ask for examples from the conversations. Deal with any common errors you noted down. Ask the class to choose which experience was the most difficult.

## ADDITIONAL MATERIAL

-  Workbook 4B
-  Photocopiable activities: Grammar p.191, Vocabulary p.211, Pronunciation p. 241

# 4C Everyday English

Thank you, you've saved my life

## OPTIONAL LEAD-IN

Books closed. Tell students that they are going to review adjectives they learned in the last lesson. On the board, write the first letters of adjectives students learned to describe something that is difficult:

- p\_\_\_\_\_ (punishing)  
a\_\_\_\_\_ (arduous)  
g\_\_\_\_\_ (gruelling)  
r\_\_\_\_\_ (rigorous)  
to\_\_\_\_\_ (tough)  
s\_\_\_\_\_ (strict)  
tr\_\_\_\_\_ (tricky)

In pairs, students complete the words. Stop the activity when the first pair finishes. Check answers, spelling and pronunciation as a class.

## 1 LISTENING

- a** As a class, ask students what they have done recently that they're proud of. Give an example of your own, e.g. *I wrote an article for a magazine and lots of people read it. I was proud of that.* In pairs, students read through the questions and discuss them. Take feedback as a class and find out how most students feel about being criticised. Write the phrase *constructive criticism* on the board and explain that criticism is sometimes OK as long as it is given to help someone do better.
- b** Ask students to summarise the story so far. Tessa and Becky are students. They are studying photography. Becky is working in her cousin's café and she and Tom are planning their wedding. Then ask students to describe the photo and speculate on what Becky is doing.
- c** **2.13** Play Part 1 of the video or audio recording for students to check their ideas.

### Answer

Becky is showing the tutor photos that she and Tessa took for the project.

### Video/Audioscript (Part 1)

**BECKY** Now let's have a look at some of the most successful ones. Tessa took this one.

**TESSA** We really like the way the light is hitting the tree.

**B** And here's a similar shot, but from a different angle with a plane crossing the sky. We got some close-ups of flowers. We managed to get some good shots of daffodils.

**T** The light was really good for this one.

**B** And we were lucky and managed to get a couple of wildlife shots. Here's a shot of a swan that Tessa took, and finally ... my shot of a squirrel.

**B** Thank you for listening.

**TUTOR** OK, thank you, Becky and Tessa. Some very good work. There were some interesting close-up shots there, very sharp details and clear colours. Yes, a very good first assignment. Well done, both of you. OK. Now for your next assignment ... Bridges. Pick a bridge that you like. Photograph it and then write an essay to go with it. OK? We'll see how you get on. You've got one month.

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

- understand informal conversations about taking photos and doing coursework
- use appropriate expressions to present and describe photos
- express careful disagreement
- use contrastive stress correctly
- present and agree with different topics

- d** **2.13** Play the video or audio recording again for students to answer the three questions. Check answers as a class.

### Answers

- 1 Becky's and Tessa's
- 2 close-up shots, sharp details and clear colours
- 3 bridges

## 2 USEFUL LANGUAGE Describing photos

- a** In pairs, students read through the expressions and decide which could be used to describe the photos. Check answers as a class.

### Answers

1 2 2 b 3 n 4 1 5 b 6 1 7 n 8 n

- b** **2.13** Ask students which underlined expressions Becky used. Encourage students to try to remember before they listen again. Play the recording again to check.

### Answers

1, 5

- c** Put students into pairs and assign A and B roles. Tell Student As to go to SB p.128 and Student Bs to go to SB p.131. Students look at the photos and discuss the different points. Monitor to help and give encouragement. Remind students to use phrases for describing photos from 2a. Tell students to go back to SB p.50.
- d** Put students into new pairs. Make sure that a student from a pair A forms a pair with a student from a pair B (who has looked at different photos). They take turns to show their photos to their new partner and talk about them. Encourage the other student to ask questions. Take feedback as a class.



### LOA TIP MONITORING

Monitor and note down examples of good language use and any common errors to deal with later during feedback. With activities like this, where a student is presenting ideas, it is important not to interrupt the flow. Don't mention every mistake in feedback. Weaker students will obviously make more mistakes than stronger ones, and if you focus too heavily on one student's errors in group feedback, this can also knock a student's confidence badly.

- e** Students discuss the photos as a class. To finish, ask students to choose their favourite photo and justify their choice.

### 3 LISTENING

- a** **2.14** Read through the two questions and play Part 2 of the video or audio recording for students to answer. Check answers as a class. Clarify the meaning of *architecture* (the structure of a building).

#### Answers

- 1 college, a presentation, the next assignment  
2 to the café

#### Video/Audioscript (Part 2)

- BECKY** That went quite well. **B** Don't worry, I took loads of notes. You can borrow mine.  
**TESSA** Yeah. **T** Can I?  
**B** It was fun. So, bridges for the next assignment. **B** Sure. Come round to the café later and I'll give them to you.  
**T** Yes, bridges. So boring. **B** Must go now. Bye!  
**B** Oh, I don't know, it's not that boring. All that fantastic architecture. That could be quite interesting.  
**T** Yeah, maybe you're right, I'm not sure. But there's all that theory for the essay. I didn't take any notes in yesterday's lecture.

- b** Discuss the questions as a class.

#### Answers

- 1 B 2 T 3 T

### 4 CONVERSATION SKILLS

#### Expressing careful disagreement

- a** **2.15** Read through the exchange with the class. Play the recording for students to tell you what Becky and Tessa actually said.

#### Audioscript

- TESSA** Yes, bridges. So boring.  
**BECKY** Oh, I don't know, it's not that boring. All that fantastic architecture. That could be quite interesting.

- b** Discuss the question as a class.

#### Answer

It is more polite.

- c** Tell students that they need to read replies 1–5 and match them with the topics in the box. Students work in pairs and do the matching. Take feedback as a class. Elicit what students were talking about, but don't check answers at this point.

- d** **2.16** Play the recording for students to check their answers.

#### Answers

- 1 a football match 2 a restaurant meal 3 bank managers  
4 a party 5 a film

#### Audioscript

- 1**  
**A** I thought the goalkeeper was useless. He was the weakest player in the team.  
**B** Really, did you think so? I thought he played quite well.  
**2**  
**A** €60 for fish and a salad! That's far too much.  
**B** I'm not sure about that. It doesn't seem that expensive.  
**3**  
**A** Did you see that bank managers earn an average of 100,000 a year? It's crazy!  
**B** I know what you mean, but on the other hand it's a very responsible job.  
**4**  
**A** She's having a fancy dress party on her birthday. How boring!  
**B** Oh, I don't know. I think it could be quite good fun.  
**5**  
**A** It was a very boring film. I thought it was far too long.  
**B** Yeah, maybe you're right, but I enjoyed some bits of it.

- e** Tell students that they are going to disagree carefully. Read through comments 1–3 and ask students to think of replies to disagree, using some of the underlined expressions from 4c. Monitor and help as necessary. Put students into pairs. Students take turns to say the comments and disagree. Take feedback as a class and ask for examples of the disagreements.

#### EXTRA ACTIVITY

In pairs, students continue the different conversations from 4e. They should either disagree with the reply or agree with it and add another comment. Monitor and check that students are using appropriate ways to disagree, and if appropriate, ask one or two stronger pairs to repeat their conversations for the class.

### 5 PRONUNCIATION Contrastive stress

- a** **2.16** Play the recording for students to listen to Becky's reply and answer the questions as a class. Ask students to repeat the phrase with the stress on *that*.

#### Answers

- 1 It's not that boring 2 b

- b** Put students into pairs to practise saying and replying to the comments. Monitor to make sure students are using contrasting stress in their replies.

#### LOA TIP DRILLING

Say: *It's very cold.* Students say: *It's not that cold.*

Repeat with these sentences: *It's late. It's ugly. It's depressing. It's interesting. It's cheap.*

In pairs, students take turns to say the sentences again, replying to them using contrastive stress.

- c** **2.17** Play the recording for students to find out if their replies were similar.

## 6 LISTENING

- a 2.18 Tell students that after listening to the next part, they have to choose the best summary. Play Part 3 of the video or audio recording, then read through the summaries and ask students to choose the best. Check the answer as a class.

### Answer

1

### Video/Audioscript (Part 3)

**BECKY** Here you are. My lecture notes.  
**TESSA** Ah great, thanks.  
**B** And these ...  
**T** Thank you.  
**B** And here are some other notes I made earlier.  
**T** Ah, OK, thank you. Plenty to read here.  
**B** It's not too much, is it?  
**T** Um, well ... no, thank you. You've saved my life.  
**B** Don't worry, that's OK. I'm more into the theory than you are.  
**T** You can say that again. I hate it.  
**B** By the way, Tom and I were sorting out the details of the wedding last night.  
**T** Oh yeah?  
**B** And we thought – well, if you're interested – we'd love you to take the photos.  
**T** Me? Are you serious?  
**B** Yeah, why not?  
**T** Well, I'm not ... I don't think I'm good enough.  
**B** Oh, don't be silly. Of course you are. Oh, will you? Please?  
**T** Well, yes, if you want me to. I mean ... I'd love to.

**B** Great. Better get back to work.  
**PHIL** Oh no. No!  
**B** What is it, Phil?  
**P** I've just deleted the whole chapter. I only meant to delete the paragraph.  
**B** Oh no.  
**T** Who's that?  
**B** That's Phil. He's always here. He's writing a book. Well, trying to, anyway. When he isn't accidentally deleting his work!  
**T** A writer ... that's interesting.  
**B** See you later.  
**T** Hi.  
**P** Hi.  
**T** Becky tells me you're writing a book.  
**P** Sort of.  
**T** That's great. I like books.  
**P** Mm.  
**T** I'd like to see what you've written, anyway. I'm sure it's really good.  
**P** Thanks. I haven't written much yet.  
**T** Ah well, I'd better let you get on, bye ...  
**P** Bye ...

### VOCABULARY SUPPORT

*sort out* (B2) – think about the details

*you can say that again* – I agree with you

- b In pairs, students find and correct the false sentences about the recording. Check answers as a class.

### Answers

1 T 2 T 3 T 4 F – she accepts 5 – F he accidentally deletes the chapter 6 F – he doesn't, she asks who he is 7 T

## 7 SPEAKING

- a Put students into pairs and assign A and B roles. Ask Student As to go to SB p.130 and Student Bs to SB p.132. Tell students they will give an opinion on one of the topics mentioned and prepare arguments to support their opinion. Give students five minutes to prepare. Ask students to share their opinions with their partner. Monitor and check that students are using appropriate ways from the lesson to express careful disagreement.
- b Ask students to share their opinions with the class.

### FAST FINISHERS

Ask fast finishers to choose one of the other topics and give their opinions on it. If there is no other fast finisher for them to discuss the topic with, they could write a comment for a webpage and then write another comment to disagree with the first, giving reasons. Ask students to read these out during feedback.

### ADDITIONAL MATERIAL

- Workbook 4C
- Photocopiable activities: Pronunciation p.242
- Unit Progress Test
- Personalised online practice

# 4D Skills for Writing

I'm good at communicating with people

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

- understand people talking about living in different countries
- understand information about becoming an international student buddy
- use appropriate phrases to give a positive impression in a formal email
- write an email to apply for work

## OPTIONAL LEAD-IN

Books closed. Students choose a foreign country they have visited or know a lot about. They note down some things about the country, for example the climate, the food, the music, the way of dressing, etc. In pairs, students take turns to tell each other about the country, but without giving the name. The other students must guess. If they can't guess after the description, they can ask questions. Take feedback in class on what the countries were. If there are any countries that haven't been guessed, ask the whole class to join in.

If you have a monolingual group, elicit what they think visitors to their country might find interesting.

## 1 SPEAKING and LISTENING

- a**  Ask students if they would like to live in another country and why/why not. Put students into pairs to discuss the questions. Take feedback as a class.
- b**  **2.19** Students look at the photos of the cities and describe them. Ask them to say what they think life might be like there and why. Tell students they are going to hear three people, Eva, Nick and Jean, talk about living in these places and they need to say which topics in the box the three people talk about. At this stage, students are not answering questions about details. Play the recording for students to note down the topics. Check answers as a class.

### Answers

Eva: meeting people; the climate; the culture

Nick: the culture; speaking the language; meeting people

Jean: meeting people; the culture; speaking the language

### Audioscript

**EVA** I got a chance to go to Toronto in Canada for a year to work for my company – I didn't have to go there, but I chose to go because I thought it would be interesting. And it was a great experience. And, of course, at the start it was all new and exciting, and there was so much to see, so many places to go out. I'm from quite a small town in Colombia, so it was a huge difference. The most difficult thing, I think, was getting to know people. I think in a big city everyone's busy with their own life, you know, everyone's in a hurry. It was really hard to meet people and make friends. Also, because it's really cold in winter, nothing goes on outside in the street, everyone does things indoors in their own homes and that's quite a big difference. Sometimes you walk down a street and you think, where is everyone? And it was so cold, that really affects your mood, it makes you just want to stay indoors and as a result I felt quite lonely sometimes. So yes, it was a good experience, I'm very glad I went there, but I was quite glad to come back home again and see all my friends.

**NICK** I got a job teaching English in a town called Katowice in Poland. When I first went there I was very lucky, because I stayed with a family who didn't speak English, so I was really forced to speak Polish. It was very difficult at first, I couldn't understand a word. But because I learned Polish, I very quickly got to know lots of people. I think a key to understanding a country is to learn the language – without that you only ever meet the people who speak English and you can't ever get to know the culture. Another thing is that people often go to places that are beautiful to look at, and that's fine if you're a tourist. But to live in a place, I think what it looks like is the

least important thing. People are much more important. For example, I come from a very beautiful old town in England – it looks great in photographs, but there's not much going on there. Where I was in Katowice, it's just a big industrial town, nothing special about it, but the people were very friendly and welcoming, so I very quickly felt at home there and I had a really good time. I was supposed to stay there for three months but I ended up staying for a year!

**JEAN** I work for a large engineering company and I went to work in Oman, in the Gulf, for a year. And I had a very good time there. I had a good salary so I ate out a lot and, at weekends, I went diving and swimming and went on trips into the mountains or the desert. It's a very beautiful country. So, as I say, I had a good time there, but I don't feel I ever really got to know the culture. I never got under the surface of it, so as a result I remained an outsider. People were very friendly, very hospitable, and I spent some time with the local employees who worked with us – we often went out together. But I suppose because the culture is very different and you're working hard every day, it's easier to spend your time with other foreigners, so my friends were mostly Europeans. I know it's not a good excuse, but it's what most foreign visitors do – they end up in a group of expatriates and have their own lifestyle, and that results in them being like a separate community. Maybe I should have tried harder to learn Arabic, I did try to learn a bit, but I never learned to speak it well enough to have a real conversation with people.

## VOCABULARY SUPPORT

*expatriates* – people who decide to go and live in another country

*hospitable* (C1) – friendly and kind to visitors

- c**  **2.19** Read through the questions with the class. Encourage students to answer the questions before they listen again. Play the recording again and pause after each speaker to give students time to think and note answers. Students compare answers with a partner. Check answers as a class.

### Answers

#### Eva

- 1 It was new, exciting; a good experience; a lot to see.
- 2 getting to know people, the cold weather
- 3 It was a big city; cold in winter; people do things indoors.

#### Nick

- 1 He stayed with a family; got to know lots of people; the people were friendly.
- 2 learning the language (at first)
- 3 not as beautiful as his home town but people were friendlier

#### Jean

- 1 He had a good salary, so he had a good time; it's a beautiful country; people were friendly and hospitable
- 2 getting to know the culture
- 3 people had a different lifestyle; he spent his time with other foreigners (expatriates)

- d** In pairs, students read the points and decide which speakers said them. Check understanding of *make an effort* (try very hard) and *worthwhile* (a good/useful experience). Check answers as a class.

**Answers**

- 1 Nick: He learnt the language and had a great time.
- 2 Nick: Katowice was industrial, but a friendly and welcoming place to live.
- 3 Eva: It was so cold in Toronto it affected your mood and people did things inside their houses rather than outside.
- 4 Jean: He spent his time with other foreigners and didn't manage to learn Arabic.
- 5 Eva: It's a good experience.

 **EXTRA ACTIVITY**

Ask students to choose one point in 1d they agree with and one they disagree with. Give them two minutes to think of reasons to support their opinion. They can make notes if they want to. Put students into pairs to discuss their thoughts and give examples of their personal experience. Monitor and note interesting comments to bring into class feedback.

- e**  Students discuss the question in pairs, and then give their ideas as a class. Take a class vote on the most interesting idea.

**2 READING**

- a** Ask students to read the introduction on the webpage and say whether they think the text will be an advert to join the club, to work for the club or to start a club. Read through the questions with the class. Students read the rest of the webpage and answer the questions, then check with a partner. Check answers as a class.

**Answers**

- 1 A volunteer who offers assistance and friendship.
- 2 Free membership of the International Students Club, free training courses, the opportunity to get cross-cultural experiences, and languages and skills look impressive on your CV.
- 3 Someone open-minded and interested in other cultures, with knowledge of English and other languages.

 **VOCABULARY SUPPORT**

*assign to* (C1) – to give someone a job or responsibility for

*eager* (B2) – keen, enthusiastic about doing something

*insight* (C1) – understanding of something that is quite difficult

*open-minded* (C1) – ready to listen to and think about other opinions

- b** Individually, students read the reasons in the box and decide which ones they think Paulo should use in his application. Take feedback as a class, and decide which are the top four reasons why Paulo is suitable for the job. Then read through the email with the class and check their answers.

**Answers**

He speaks several languages; he's outgoing and sociable; he understands the needs of foreign students; he knows London well; he's interested in other cultures; he believes in intercultural contact.

**3 WRITING SKILLS**

Giving a positive impression

- a** Ask students to underline the phrases in Paulo's email that have meanings 1–8. Students compare their answers with a partner. Check answers as a class. Elicit that the phrases Paulo uses are better for the email because they use a range of vocabulary and are more formal.

**Answers**

- 1 I am fluent in English.
- 2 I am also very sociable.
- 3 I am ... good at communicating with people.
- 4 I am in an excellent position to understand the needs of students.
- 5 I ... have a thorough knowledge of the city.
- 6 I have always been very keen on learning about other cultures.
- 7 I would be more than happy to give up my free time.
- 8 I could make a genuine and valuable contribution to your programme.

- b** Remind students that when writing, it is better to avoid repeating the same words and phrases. Instead of *I think*, Paulo uses *I am sure*. Ask students to find four more expressions which replace *I think* in the email.

**Answers**

I am sure, I am confident, I strongly believe, I'm certain

- c** Ask students if they have ever applied for a job in their native language and what they were most careful about in order to make a good impression. Discuss the questions as a class, and choose the answer that is incorrect.

**Answer**

2

**4 WRITING**

- a** Tell students that they are going to write an email applying to do voluntary work. Read through the situations for students to choose which job they are going to apply for. Give students five minutes to note down reasons why they think they would be suitable for this work. Monitor and give help and advice where necessary.
- b** Read through the points for students to include when they write the email. Students write their emails.

 **LOA TIP MONITORING**

Monitor and answer any questions. Look at the way students have organised their emails and point out where paragraphing/sentence structure could be improved. This is an opportunity to give more advice to those who need it.

 **FAST FINISHERS**

Ask fast finishers to write a short email in reply to the application. Ask students to read these out during class feedback.

- c** In pairs, students read each other's emails and check them against the questions.
- d** If appropriate, ask students to swap their emails with other students. If your class is very big, they can do this in smaller groups. Take feedback as a class.

**ADDITIONAL MATERIAL**

 Workbook 4D

# UNIT 4

## Review and extension

### 1 GRAMMAR

- a Elicit a couple of examples from the class about things they used to do but don't do now. Give an example of your own, for example *I used to have to get up at 6 o'clock when I started teaching – I no longer need to do that.*

Students do the task individually and then compare answers with a partner. Check answers as a class.

#### Answers

- 1 I used to be a nurse 2 I no longer do shift work 3 I would sometimes sleep in 4 I don't take my lunch to work any more 5 I used to wear a uniform 6 I no longer have to deal with difficult patients 7 I didn't use to be so happy/I used to be less happy

- b Individually, students find and correct mistakes with expressions for obligation and permission in the text. Check answers as a class.

#### Answers

I went to a very strict primary school when I was a child. I ~~wasn't allowed~~ had/was supposed to do about two hours' homework every night, which meant there was little time to play with friends. But often, my parents told me just to study for an hour and wrote a note for the teacher excusing me from homework. In class we weren't ~~let~~ allowed to talk to each other when we were working on a task because teachers didn't like noisy classrooms. However, we were allowed to put up our hand and ask our teacher a question as she felt it was good to help students. We ~~weren't allowed~~ had/were supposed to do some kind of physical exercise every day after lunch, but that made us very tired in the afternoon. One good thing is that they ~~supposed~~ made/let us learn a musical instrument and I learnt to play the clarinet, which I still enjoy doing.

### 2 VOCABULARY

- a Students complete the sentences with their own ideas. Monitor and prompt where necessary. Check the missing prepositions as a class.

#### Answers

- 1 by 2 on 3 in 4 to 5 of

- b  In pairs, students compare their sentences and discuss why they finished the sentences in these ways. Take feedback as a class.

- c Students complete the task in pairs. Check answers as a class.

#### Answers

- 1 punishing 2 strict 3 tough 4 arduous 5 rigorous 6 tricky

- d  In pairs, students discuss three of the examples from 2c that they have experience of. They ask and answer questions to find out more details. Take feedback as a class.

### 3 WORDPOWER *as*

- a Write the word *as* on the board. Give students a few minutes in pairs to note down expressions they know that include the word *as*. Take feedback as a class, and write examples on the board. Read through the phrases in the box with the class and find out how many expressions the class had thought of. Students complete the task individually and compare answers with a partner. Check answers as a class.

#### Answers

- 1 as for 2 As a whole 3 As a matter of fact 4 as follows 5 as if 6 As far as I'm concerned 7 As far as restaurants are concerned 8 As far as I know

- b In pairs, students add one word to the gaps in 1–8. Students then match them to sentence endings a–h. Check answers as a class.

#### Answers

- 1 g, follows  
2 c, am  
3 e, for  
4 b, know  
5 a, a  
6 d, a  
7 h, if  
8 f, concerned

- c Individually, students complete the sentences. Give an example of your own, for example *As far as I'm concerned, you've worked really hard and that's the end of the lesson!*

- d  Students tell their partners their sentences. Take feedback as a class.

#### FAST FINISHERS

Ask fast finishers to write a short email including as many of the phrases with *as* as they possibly can. Ask them to read these out during feedback.

#### EXTRA ACTIVITY

In pairs, students write the beginnings of five sentences using *as* expressions, for example *As far as I know, our homework ...*. They swap sentences with another pair, who then finish the sentences.

-  Photocopiable activities: Wordpower p.227

#### REVIEW YOUR PROGRESS

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