A1 | A2 | B1 | B2 | C1 | C2

**CEFR correlation:**
Outcomes Pre-intermediate is for students who are around level A2 and want to progress towards B1.

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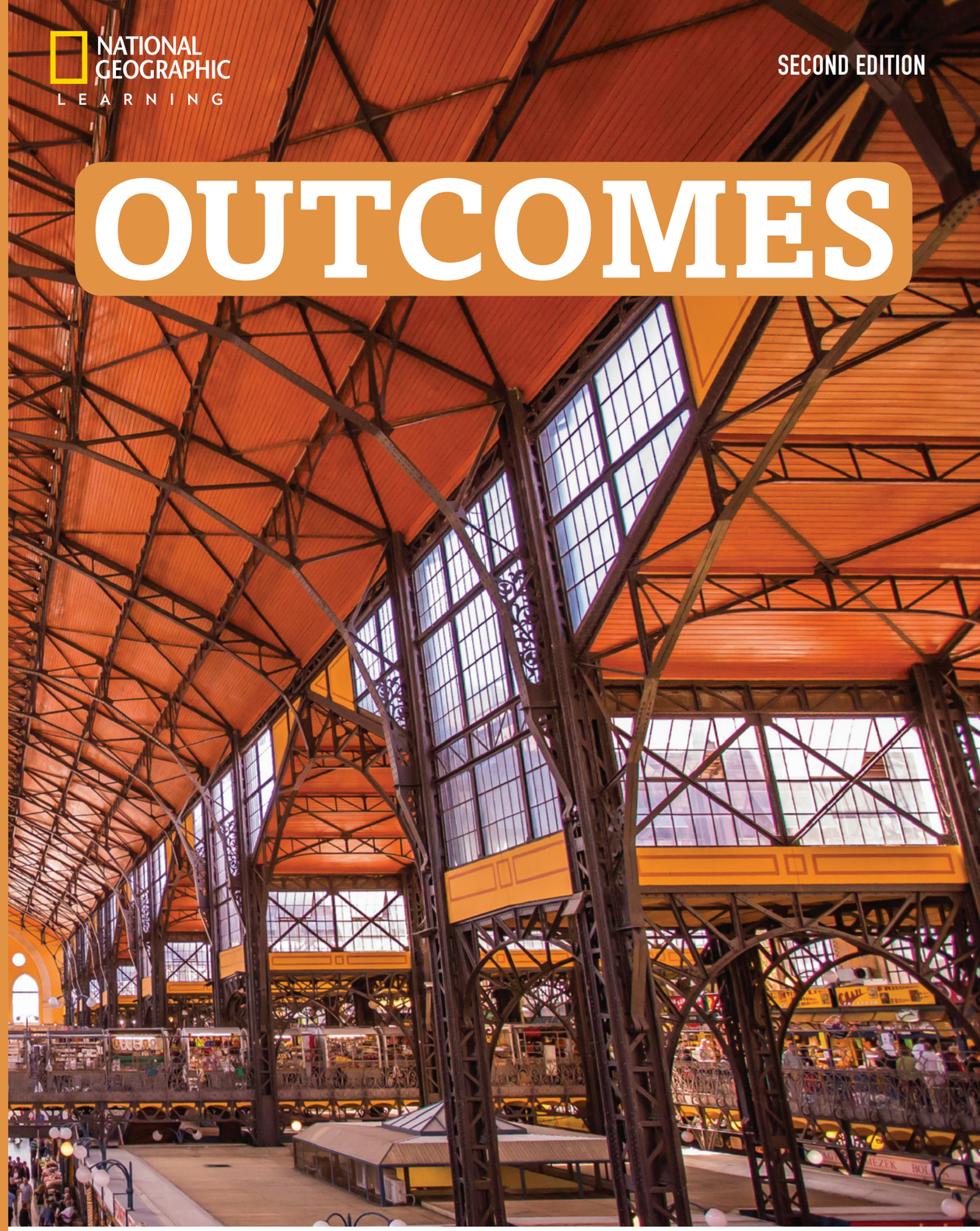
OUTCOMES PRE-INTERMEDIATE TEACHER'S BOOK SAYER DELLAR WALKLEY

NATIONAL GEOGRAPHIC LEARNING

SECOND EDITION

# OUTCOMES



## PRE-INTERMEDIATE
TEACHER'S BOOK

MIKE SAYER
HUGH DELLAR ANDREW WALKLEY

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# TEACHER'S BOOK

MIKE SAYER
HUGH DELLAR ANDREW WALKLEY

## PRE-INTERMEDIATE

# OUTCOMES

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***Outcomes* Pre-intermediate Teacher's Book**
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# INTRODUCTION TO *OUTCOMES* PRE-INTERMEDIATE

In this introduction we try to answer these questions:
- What are the goals of language students?
- How did we choose language for students at this level?
- What makes *Outcomes* better for teachers?
- How can we help students learn?

## Goals and Outcomes

The Common European Framework of Reference (CEFR) states that language learning and teaching overall goals should be:
*1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;*
*1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;*
*1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.*
(Council of Europe, 2001, *Common European Framework of Reference for Languages,* p3)

These ideas underpin everything we do in the *Outcomes* series. At Pre-intermediate, we look at some can-do statements at B1 as a guide to what students might want to achieve. On the **opening double-page** of each unit you will see a list of outcomes. The vocabulary, grammar and skills practice that is provided in each unit aim to help students to do these things better.

**Business of everyday life**
*Outcomes* has a strong practical thread. For example, students at Pre-intermediate learn the grammar and vocabulary to:
- ask for – and give – directions, pages 26–27
- understand medical advice and instructions on medicines, pages 81 and 84–85
- book somewhere to stay and deal with problems in hotels, pages 88–91
- give and take phone messages, pages 106–107
- compare prices and talk about money issues and problems, pages 135 and 138.

For many students passing **exams** is also the business of everyday life, which is why *Outcomes* has a **Grammar reference** with exercises on all the grammar you'd expect. The **Review pages** after every two units also make use of exercise types found in common exams such as **Cambridge First**, such as cloze tests, wordbuilding and transformation exercises.
**Writing** sections deal with both practical types of writing task (letters of complaint, pages 162–163) and exam-type writing (a personal profile, pages 154–55; describing places, pages 156–157).

**Communicating thoughts and feelings**
Practicalities are important, but just as important, and perhaps more motivating, is the ability to communicate in a way which reflects your personality, feelings and opinions. That's why most of the **Developing conversations** and **Conversation practice** sections work towards practising typical conversations we have to establish and maintain friendships. For example:
- complimenting people, page 17
- explaining who people are, page 53
- responding to news and comments, page 99

This is also why we constantly give students the chance to exchange their ideas, through **Speaking**, practice activities in **Vocabulary** and **Grammar**, the lead-ins to **Reading** and **Listening** and discussions about the texts.

**Understanding other cultures**
Students will best understand other cultures by talking with other students and by having the language to express themselves, which the language input and **Speaking** activities in *Outcomes* always encourage. However, many classrooms may not have people from a large mix of backgrounds, which is why we use texts and **National Geographic videos** with international contexts to reflect cultures throughout the world, both English-speaking and non-English speaking. Students may well realise they share many of the same desires and concerns as others from very different cultures.
You'll watch videos about:
- a father teaching his son to catch baby alligators, page 22
- the problems caused by a particularly smelly fruit in Malaysian Borneo, page 40
- the World of Music, Arts and Dance festival, page 58
- a goat farm in Texas that breeds a special kind of goat, page 76
- difficult choices for the future of a historic fishing village in Morocco, page 94
- an Italian man with an amazing memory, and research into the influence of genes and the environment, page 112
- the historic city of Oxford and its connection with Alice in Wonderland, page 130
- Columbus and his discovery of the New World, page 148.

**Choosing specific outcomes**
We want to work towards specific conversations and outcomes. We consulted documents such as the ALTE can-do statements which identify situation and levels for the purposes of writing exams. For example, they take the social and tourist situation of sightseeing and give different levels students may be able to achieve.
For example, B1 levels suggest:
- Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation.

- Can cope with less routine situations in shops, post offices, banks, … Can make a complaint.
- Can find out and pass on straightforward factual information. Can ask for and follow detailed directions.
- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
- Can make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).

We also make judgements based on the kinds of things we ourselves talk about (as people rather than authors!) and the kinds of conversations we've had with students over the the years.

## Language and *Outcomes* Pre-intermediate

In *Outcomes* it is generally the topic and conversation that comes first. We sometimes write dialogues or texts and work backwards to consider what vocabulary and grammar will help students have those conversations, talk about those topics, or read / listen to those texts. We grade the texts and choose language input in the following ways:

- to reflect CEFR level descriptors
- to meet expectations of grammar input at this level
- to include frequent words students are likely to use and see / hear outside the class.

**CEFR level**

Pre-intermediate students are aiming to move from around level A2 towards level B1, where they are, for example, expected to 'understand the main point of many radio or TV programmes on current affairs or matters of personal or professional interest … deal with most situations likely to arise whilst travelling … understand descriptions of events, feelings and wishes … give reasons and explanations for opinions and plans … enter unprepared into conversations on topics that are familiar, of personal interest, or pertinent to everyday life … and use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with predictable situations'. (*Common European Framework of Reference for Languages,* pages 24–28)

**Grammar**

You will see the same grammar syllabus as you would expect in other books at this level. We know because we've checked! In fact there are not only the 32 **Grammar** sections, but a different kind of grammar is often seen in **Developing conversations**. Where you might find the grammar presentation slightly different to other books, is that texts may only have one or two examples of the key grammar, and the text may not always have an example of all forms (e.g. question, statement, negative). That's because we write the texts for the outcome and to sound natural, and often negatives or questions are much less common. We want to show the grammar as it is really used. However, the Grammar reference and other exercises will normally give examples of how these other forms are used. We sometimes suggest that your students translate the target grammar pattern into their own language in order to identify where the differences and similarities lie; this is an optional activity presented in the Teacher's Book and can be very effective with classes who all have the same L1.

**Frequent words**

We refer to frequency guides in the British National Corpus (phrasesinenglish.org) and published dictionaries such as Cobuild and Macmillan which provide information on frequency. We try to choose those words with a higher frequency (top 5,000 most common words). This is especially true when we focus on words with **reading** and **listening** texts. In some cases, the word you really need is not frequent within the whole of the language but might be within a topic (e.g. *asthma*). In this case, we may teach it. All these important words are found in the **Vocabulary Builder**, with phonetics, definitions, collocations (often very frequent words) and examples where relevant.

Other words will appear that are part of a story but aren't otherwise worth teaching and remembering. These words are glossed or ignored and don't appear in the Vocabulary Builder.

## Better for teachers

Most teachers need or want material that:

- is quick and easy to prepare
- motivates students.

**Quick and easy to prepare**

A Student's Book is easy to use when the relation between input and outcomes is clear, and we hope you already see that this is the case with *Outcomes*. However, other aspects of the Student's Book and components should help you just pick up the book and teach:

- **Grammar** and **Vocabulary** have clear links to texts and / or topics.
- **Clear structured grammar presentations** which get students to do the work:
  - short explanation boxes allow you to introduce grammar points
  - examples from the texts with questions or tasks get students to think about the rules
  - grammar reference provides short clear explanations for students to check their ideas
  - simple to more difficult tasks allow students to check and practise their understanding.
- **Fully integrated pronunciation**. Regular pronunciation work is integrated as part of language input and listening tasks based on simple drills and dictation exercises. The video pages include Understanding fast speech activities, which show how words in spoken English are grouped in chunks, and help students to understand and imitate fast speech.
- **Simple instructions** in the Student's Book fully explain tasks.
- **Straightforward numbering** of exercises and audio on each page helps teachers orient students and manage the class.

- **New design** makes navigation around the pages easy.
- **Regular unit structure** allows you to teach as discrete lessons.
- Every spread has its own identity and **lesson title**, which is usually a fixed expression or collocation, using every opportunity to teach students real English.
- **There is thorough recycling and revision of language** throughout the course.
- **The Teacher's Book** provides background information, additional activities and language support. Audio scripts and full answer keys with additional explanations accompany the activity notes.
- **Tests** in the Teacher's Book allow you to assess students' progress after every unit, and to review and assess what they have learnt so far on the course at regular intervals through the year.
- **Quickly-prepared photocopiables** provide additional practice. They involve limited cutting, are quick to set up and provide full practice and revision of language in the Student's Book.
- **The Vocabulary Builder** follows the spreads of the book so you and your students can easily look up words in class. All of the target vocabulary is contained in a database on the website. Students can search for specific words, create their own word lists, add translations and examples, as well as print out pdfs organised by spread.
- **ExamView tests** allow you to make your own revision tests in a matter of minutes.
- **The course website** gives access to all of the additional materials, videos and audio.
- **MyOutcomes online resource.** Teachers can use the online resources practising grammar and vocabulary if they apply for an access code. Go to myelt.heinle.com and request a MyELT instructor's account. This will allow you to set specific work for all your students and then receive their results. You can then store these results through the Grade book, so both you and your student have a record of their marks and progress.
  1 Go to the MyELT.heinle.com website.
  2 Click Create an Account!
  3 Click Instructor and then click Next.
  4 Complete the online form and click Submit Request. New accounts will be processed within 72 business hours. You will receive a verification email after submitting your account request. A second email will include instructions for logging in to MyELT once your account has been approved. Please print and / or save these emails for your records.

**Motivating students**

As a teacher, motivating students will be a major part of your job. However, we know a Student's Book can often work against student motivation by having irrelevant or boring content, unclear, unrealistic or unfulfilled outcomes or simply by a dull design. *Outcomes* helps you motivate students by having:

- **outcomes** that reflect many students' wants and needs
- **vocabulary** and **grammar** input and tasks that really help to fulfil those outcomes
- a beautiful design which makes the material clear and easy to navigate
- **National Geographic photos** that inspire, including a full double-page spread photo as the starting point for each unit, intended to raise questions and provoke debate
- **National Geographic videos** that bring in real world content and speech
- fun and funny **Conversation practice videos** on the DVD-ROM, which incorporate role plays into the lesson, and include a Karaoke feature!
- **reading** and **listening** texts based on authentic sources that we think you'll find by turns informative, funny, even moving
- a range of **speaking** tasks that allow for play, humour and gossip, as well as serious discussion.

## Key to learning

There are many ways to learn but it seems there are a few essentials:

- Students need to notice.
- Students need to understand.
- Students need to remember language.
- Students need to practise – spoken, written, receptive.
- Students need to make mistakes.
- Students need to repeat these steps a lot.

**Noticing and understanding**

Obviously, **Grammar** and **Vocabulary** encourage students to notice and understand language. Grammar has simple explanation boxes, lots of examples and questions and tasks that guide students to notice form and understand meaning. Words in bold help students to notice key words. **Pronunciation** tasks and drills also help students pay attention to form. Explanations in the **Vocabulary Builder** and many additional collocates and examples allow students to see and understand useful vocabulary. Finally, **reading** and **listening** tasks often ask students to notice words and how they are used.

**Remember**

Students do have to remember the language they have studied if they are going to use it. That's why you will see exercises in the Student's Book which encourage students to study, cover and remember language. Students often will avoid this work! In class they may say things like 'it's impossible'! Don't give in. Give students time to study in class, and encourage them. They won't remember everything – which is why you need to repeat over time (see below) – but they will remember more than they (and perhaps you) think! Regular **Review** units get students to recall language, and additional tests in the Teacher's Book review and assess what students have learnt so far on the course at regular intervals throughout the year. Additionally, **ExamView** allows you to create your own tests. Further practice that helps students remember the language they have studied includes photocopiable **communicative activities** in the Teacher's Book, and some of the **reading** and **listening** tasks that provide key words and encourage students to try to remember how they were used.

**Practice**
There are controlled, written practice tasks for all the **Vocabulary** and **Grammar** sections, in the **Grammar reference**, **Workbook** and **Vocabulary Builder**. However, students also need to try and make language their own and there is also always an opportunity to experiment with the language that's presented and practise real communication. You might model some of these activities to show students how they can make use of the language taught. Encourage students to incorporate some of the new language – but don't expect them to use it all or get it right (see Making mistakes below). **Photocopiable activities** in this Teacher's Book also provide more of this kind of practice.

**Making mistakes**
Students will make mistakes with new language as part of the process of learning how to use it. See this as a positive thing and use these moments to extend their knowledge. Not all teaching and input can or should be provided by the Student's Book. We all know from experience and research that people learn new language when they are struggling to express something and the 'correct' or better word is given. This is also why we have lots of **Speaking** activities and speaking after **Listening** and **Reading** texts. They are not just opportunities for students to practise what they know; they are chances for them to try to say something new, stretch themselves and make mistakes, which you can then correct.

**Repetition**
Seeing a word once is not enough! Some say you need to see and understand vocabulary ten times before you have learnt to use it! Maybe grammar takes even longer. Recycling and revision is therefore a key part of the design of *Outcomes*. We try to repeatedly re-use language from **Vocabulary** in **Listening** and **Reading**; in **Grammar** and **Grammar reference**; in **Developing conversations**; in Workbook texts; in exercises and texts in other units of the Student's Book and even in other levels of the series. We also re-use grammar structures in vocabulary exercises. And as we have seen, the **Speaking** and **Conversation practice** exercises also allow students to re-use language they've learnt, because we work backwards from the outcome to the language.
You as a teacher can help recycle vocabulary and grammar by correcting students after they speak and asking questions about language as you go through exercises. The **Teacher's Book** gives tips and advice on this.

Grammar and vocabulary is also specifically revised and tested in the **Workbook, MyOutcomes** online resource, **Reviews** after every two units, **Grammar reference**, and grammar-focused exercises in the **Vocabulary Builder**. You can help students by using these elements over time rather than in one go. For example, you could:

- tell students to study the relevant Vocabulary Builder pages before you teach pages in the Student's Book
- set grammar homework from the reference or MyOutcomes the night after they do it in the Student's Book
- ask students to use the Vocabulary Builder material to create their own word lists, adding their own translations and examples
- ask students to start working through the Workbook exercises after they finish the whole unit
- get students to prepare for the review unit by doing the Vocabulary Builder exercises
- do the review unit in class
- set an ExamView test every four or five units.

# 1 JOBS

## Speaking

**Aim**

**to set the scene and introduce the theme with a photo; to get students talking about jobs; to preview ways of describing jobs**

**1** Start by telling the class that in this unit they're going to be learning how to talk about jobs, work, arrangements and appointments.

- Ask students to look at the photo on pages 6–7. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Use the board to build up a list of good or bad things about the person's job, and use the opportunity to correct any errors or rephrase what students are trying to say.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**

Work with your students' answers. Possible suggestions for the person's job include explorer, surveyor or archaeologist. Students may suggest he is looking for water, planning a building project or doing geographical research.

Good: he can travel, be outside in the open air, see interesting places, do important work (perhaps).

Bad: he might have to travel too much, be away from home for a long time, and work long hours in hostile conditions.

Questions: What do you do? What's the most exciting part of your job? Why do you do your job? Who do you work with? Do you enjoy your job?

## Culture notes

The photo actually shows Jeffrey Rose, who is an 'Emerging Explorer' and archaeologist with National Geographic. In the photo, Rose checks his Google Earth location on an iPad during an archaeological survey of the southern Rub' al Khali desert. In the background can be seen the shores of an ancient lake-bed. The Rub' al Khali (which means 'empty quarter' in Arabic) is the second largest sand desert in the world and takes up much of the southern third of the Arabian peninsula.

**2** Mix the pairs so that students are working with someone new. Ask students to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** In a small, new class, extend the pairwork in Exercise 2 into a mingle. Students go round and ask each other about their jobs and plans, thus providing more speaking practice, and allowing students to get to know each other better.

## Teacher development: using *Outcomes* photos

*Outcomes* aims to start each unit with a large, interesting photo to stimulate interest in the topic and to get students 'on board' with the theme and topics. You can often use the photo to do the following:

- get students talking and personalise the topic
- get students interacting and sharing ideas and opinions
- introduce key or useful vocabulary
- preview language structures that will come up in the unit (here, expressing habits), and find out how well students can already use them.

# WHAT DO YOU DO?
# Student's Book pages 8–9

**Communicative outcomes**
**In this two-page spread, students will practise asking about and describing jobs using present forms.**

## VOCABULARY Talking about jobs

**Aim**
**to introduce and practise words for jobs and phrases to describe jobs**

**1** Ask students to look at the photos on page 8. Ask: *What does he / she do?* and point to different photos. Ask students to say the job if they know it. Elicit all the words students already know.
- Organise the class into pairs to match the jobs to the photos. In feedback, elicit answers, and check any words that students are unsure of. You could do this by miming the jobs or giving a simple example of what they do (e.g. *An actor is in films, Brad Pitt is a famous actor*).

**Answers**
(left to right, top to bottom)
photographer, pilot, politician,
nurse, engineer, soldier,
journalist, actor, lawyer
Jobs not in the photos:
police officer – wears a uniform, stops crime
sales manager – sells products for a company, other people work for him / her
scientist – does experiments, works in a laboratory, wears a white coat (e.g. Einstein, Newton)

### Teacher development: using visuals to elicit and check words

There are (at least) two ways of introducing and checking a set of simple, concrete words like the nouns in Exercise 1 to describe jobs. Both approaches have strengths. It is advisable to vary your approach so that your lessons feel varied.

1 Use visuals, mime or realia to elicit new or revised words in a teacher-centred, whole-class activity. By using flashcards with photos of jobs on them, photos of jobs on an IWB or on powerpoint, or by simply holding up and pointing to photos in the Student's Book, you can easily elicit the jobs on this page. The students enjoy guessing and showing what they know, and it is easy for you to correct errors and drill for pronunciation.
2 Get students to work in pairs to match photos to words in a student-centred, pairwork (or groupwork) activity. Students enjoy being hands-on and being able to teach each other. This sort of activity gets students talking to each other and frees up the teacher to notice problems and errors and to provide support when necessary.

### Culture notes

Most jobs are not gender specific in English. In fact, there is a tendency now to avoid gender specific terms, so *policeman* is more often *police officer*, *fireman* is *fire fighter*, *chairman* is *chair*, and *manager* and *actor* (once male terms) now cover both male and female jobs.

## PRONUNCIATION

**Aim**
**to practise strong stress in nouns to describe types of jobs**

**2** 1 Point out the example and show students how to mark stress. Make sure students are ready with a pen to mark stress. Then play the recording.
- Let students compare their answers in pairs.
- Play the recording again. Students listen and repeat.

Play and pause the recording if students have problems saying the words. If you are confident in your own pronunciation, model the words yourself.

**1 and answers**
actor, engineer, journalist, lawyer, nurse, photographer, pilot, police officer, politician, sales manager, scientist, soldier

### Background pronunciation notes

When words have more than one syllable, the stress is stronger on one syllable than on the others. Often, it's on the first syllable in nouns, but not always, and stress has to be just learnt on a word to word basis. A good dictionary shows where the stress is. For example:
'æktə(r) = *actor*

**Optional extra activity** Ask students to work in A and B pairs. Set a one-minute time limit. Student A must mime and student B must guess as many of the jobs in Exercise 1 as they can in one minute. Find out which pair managed to mime and guess the most words.

**3** Organise the class into groups of four or five to discuss the questions. In feedback, elicit any interesting comments or stories you heard. It is a good idea to make a note of any useful and reuseable pieces of language students use in this discussion, and to comment on this language in feedback, correcting or improving it if necessary.

**4** Ask students to read and match the sentence beginnings about work to the pairs of alternative endings. Let students compare their answers in pairs. In feedback, check that students have noticed how the dependent prepositions work in the word partnerships in bold (see notes below).

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

## Background language notes for teachers

*work in* (a place); *work on* (a task or project); *work for* (a company or a person)
*run* = manage, be in day to day control of

**5** Explain that students should imagine they have one of the jobs in the box in Exercise 1, and describe it using sentences like those in Exercise 4 for their partner to guess the job. Model the activity by acting out the following model conversation (or your own) in front of the class with a reliable student.
A: *I work for a local paper.*
B: *Journalist*?
A: *No. I run my own studio.*
B: *Photographer*?
A: *That's right. Now you try.*
• Organise the class into new pairs to describe and guess jobs. Monitor and note how well students use the new language. You could pick up errors to discuss in feedback at the end. Tell students to change roles once they have guessed the first job. Set a five-minute time limit and see how many jobs students can describe and guess.

**Optional extra activity** If your students have a job, ask them to prepare and present a description of their job.

# Developing conversations

## Questions about jobs

**Aim**
**to introduce and practise common questions used to ask about jobs**

**6** Read through the information in the box as a class.
• Ask students to read and match the questions and answers. Let students compare answers in pairs. In feedback, check that students know all the words (*get on with* = have a positive relationship with or be friends with; *What're the hours like?* is basically asking what sort of hours they work – whether they have to work late, work difficult hours, do a long working day or just 9 to 5, etc.; *a couple* = two).

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

**7** Ask students to memorise the questions. Tell them to say the words over and over, in their head or quietly, then with the questions covered, until they can remember them all. Give students three minutes to do this. Then put students in pairs to tell each other what they remember.

**Optional extra activity** Ask students to interview each other briefly with the questions (but note that students will be asked to use these questions in an extended interview at the end of this spread).

# Listening

**Aim**
**to practise listening to hear the questions speakers use and for specific information**

**8** 2 Ask students to read the situation and the task. Play the recording. Students listen and note the questions they hear from Exercise 6 (they can just note the number of the questions for each conversation). In feedback, elicit answers.

**Answers**
**Conversation 1**
1 So what you do?
2 Where do you work?
4 And do you enjoy it?
5 What're the hours like?
**Conversation 2**
1 So what do you do?
3 So how long have you worked there?
6 So do you get on with the other people you work with?

2
**1**
A: So what do you do?
B: I'm an engineer.
A: Oh, right. Where do you work?
B: Well, I travel around quite a lot, actually.
A: Oh, OK.
B: Yeah, I'm working in Scotland at the moment – in Glasgow. They're building a new sports stadium there and I'm working on that.
A: Really? So where do you live, then?
B: Well, in London most of the time, but I'm renting an apartment in Glasgow while I'm there. I usually come down to London every two weeks, if I can.
A: And do you enjoy it?
B: Yeah, it's great. I don't really mind the travelling and the money's good. Plus, I don't really have much time to spend it!
A: Well, I guess that's good, then. What are the hours like?
B: Oh, I usually work quite long hours. I mean, I often do a sixty-hour week.
A: Really? That sounds hard.
B: No, it's good and I get on really well with the other people I work with.
**2**
C: So, what do you do?
D: Oh, I work for a small company back in Korea, but I'm actually a student at the moment.
C: Oh, OK. What are you studying?
D: I'm doing a Master's degree in Marketing.
C: Is that what you do in your company? Marketing?
D: Yes, kind of.
C: So how long have you worked there?
D: About two years now.
C: Only two years and they're sending you to another country to study! That's fantastic!

D: Yeah, well, actually my father runs the company and he wants me to become the marketing manager.
C: Oh right. I see. So do you get on with the other people you work with?
D: Yeah, we get on OK, but it can be difficult sometimes because I'm the boss's daughter, you know?
C: Yeah, I can imagine.
D: I sometimes feel like I have to work harder to show everyone I can actually do my job.
C: I'm sure.

**9** 2 Play the recording again. Students listen and note the answers. Let students compare their answers in pairs. Don't worry if students didn't catch all the information necessary to answer these questions – just find out what they heard.

**Answers**
**Conversation 1**
1 I'm an engineer.
2 Well, I travel around quite a lot, actually.
4 Yeah, it's great. I don't really mind the travelling and the money's good.
5 I usually work quite long hours. I mean, I often do a sixty-hour week.
**Conversation 2**
1 I work for a small company back in Korea, but I'm actually a student at the moment.
3 About two years now.
6 We get on OK, but it can be difficult sometimes because I'm the boss's daughter.

**10** Organise the class into groups of four to discuss the questions. Monitor and note errors and interesting uses of language.
• Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Organise Exercise 10 as a mingle. Ask students to walk round the class and interview three or four other students.

# Grammar

## Present simple and present continuous

**Aim**
**to check students' understanding of how to use present tenses**

**11** Read through the information in the box as a class. Then organise the class into pairs to match the rules to the tenses. Monitor and note how well students understand the rules. If necessary, explain that the third person form is the form used for *he / she / it*.
• In feedback, elicit students' answers. Then ask them to check in the Grammar reference on page 166.

**Answers**
PS: 2, 4, 5, 7
PC: 1, 3, 6

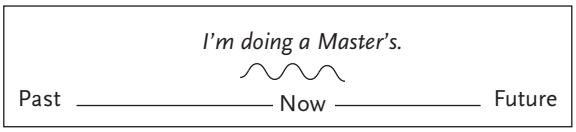
**G Students complete Exercise 1 in the Grammar reference on page 166.**

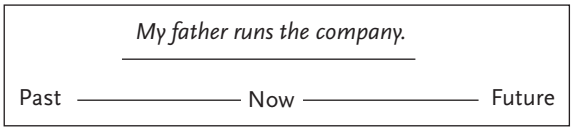
**Answers to Exercise 1, Grammar reference**
1 what do you do?
2 How's your job going at the moment? ... We're working
3 do you start, I usually leave, get up
4 is doing
5 I'm looking
6 I'm doing

**Optional extra activity** If you don't have access to an IWB, you might want to write example sentences from the Grammar box on the board. Use the examples to highlight form and use.

## Background language notes for teachers: present simple and present continuous

In English we use the present simple to express permanency (*I live in an old house*) and the present continuous to express temporariness (*I'm staying in a hotel*). Students often have problems deciding when to use the tenses because, in their L1, the uses are different. Spanish speakers, for example, may be familiar with the idea of using continuous forms to describe things happening now, but will naturally feel that they should use simple forms to talk about something that is happening these days, temporarily, or to talk about future arrangements. Russian has no continuous form, so they will find it really hard to recognise when to use which form. It is a good idea, if you have a monolingual class, to familiarise yourself with problems your students may face.
• Timelines can be used to check the difference between the present simple and continuous. Here, a straight line is used to show permanency, a wavy line is used to show temporariness. Note the examples below, which you could incorporate into a board stage check when doing Exercise 11.




**12** Elicit the correct form for sentences 1 a and 1 b to get students started. Then ask students to work individually to complete the sentences before checking their answers with a partner.
• Have a brief class feedback and discussion session and deal with queries. In feedback, ask: *Is the situation temporary or is it generally true?*

**Answers**

| | | |
|---|---|---|
| 1 | a run | b 'm running |
| 2 | a try | b 's trying |
| 3 | a 'm waiting | b wait |
| 4 | a 'm doing | b do |

**13** Organise the class into groups of four or five. Give them two or three minutes to prepare things to say to answer the questions. Ask them to take turns to ask and answer questions. Monitor and note errors and interesting uses of language.

- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**G For further practice, see Exercise 2 in the Grammar reference on page 166.**

**Answers to Exercise 2, Grammar reference**

1 **Are** your friends staying in a hotel or with you?
2 **I** sometimes **cycle** to work.
3 (correct)
4 Karen knows the guy who **owns** that restaurant.
5 We **aren't getting** much work at the moment, unfortunately.
6 (correct)

## Conversation practice

**Aim**

**to practise language from the lesson in a free, communicative, personalised speaking activity**

**14** This is an opportunity to bring together several parts of the lesson and for students to practise talking about their own jobs or dream jobs.

- Ask students to look back at the questions they memorised in Exercise 6. Ask them to prepare personal answers. Go round and help with ideas.
- Once students have ideas, organise the class into pairs and ask them to practise. Encourage them to try three or four times – practice makes perfect. Tell them to refer to the questions and answers they noted first, but to then try to have conversations without prompts.
- Mix pairs. You could do this as a mingle – ask students to stand up and find new partners to talk to. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**1 Refer students to the video and activities on the DVD-ROM.**

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

## TIME MANAGEMENT
## Student's Book pages 10–11

**Communicative outcomes**
**In this two-page spread, students talk about the jobs they have to do, time management issues, and arrangements and appointments.**

## Speaking

**Aim**
**to talk about time management issues; to check the meaning of key words in the topic of time management**

**1** Ask students to read through the ten sentences in pairs and to explain any words they aren't sure of to each other. Tell students that they can use a dictionary or ask the teacher for help if they need to. Make sure students know all the words before asking them to decide which sentences are true.

### Background language notes for teachers

*rush* = hurry or go too fast, often because you are late
*a priority* = something that is more important than other things
*to delay* = to not do something that you need to do (e.g. delay doing your homework or a difficult job at work)
*arrange* = organise (a date, a party, an event)
*take a break* = stop working for a period of time

**2** Organise the class into groups of four or five to compare their answers and discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Use the board to build up a list of good or bad things in time management, and use the opportunity to correct any errors or rephrase what students are trying to say.

Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly.

**Answers**
Good things to do: 3 (make a list); 5 (prioritise); 10 (take a break); some students may argue that 9 is a good thing

## Listening

**Aim**
**to practise listening for detail**

**3** 3 Ask students to read the situations and check that they are ready to take notes. You could set a gist task first (see below), then ask students to listen a second time in order to take notes.
- Play the recording. Students listen and note answers.

**Possible answers**
1 Martin: answer emails, meet a customer, appointment with the dentist, give and prepare a presentation, attend a training session on time management
Tula: write something for marketing, attend a training session on time management
2 Rachel: hang the clothes outside and sort out her room (according to Mum); study for a test, finish a project, meet Jane (according to Rachel)

3
**1**
**T = Tula, M = Martin**
T: Hey Martin.
M: Oh hi, Tula.
T: Are you busy?
M: Well … kind of. I'm just answering some emails. Why?
T: Oh, I need a break.
M: Why? What are you doing?
T: I'm trying to write something for marketing, but I'm finding it difficult.
M: Oh, right.
T: Do you want to go for a coffee? Maybe you can give me some ideas.
M: I don't know. I'm meeting a customer at twelve.
T: You have time!
M: Yeah, but I need to finish these emails and I've got an appointment with the dentist at one.
T: So, you can answer your emails this afternoon.
M: Yeah, but I'm giving that presentation on Friday and I need to start preparing.
A: So you need a break now!
M: Oh, alright. Where do you want to go?
T: Just to the place on the corner.
M: Hey, by the way, are you going to that training session tomorrow?
T: No. What's that?
M: Time management. There was an email about it.
T: Really? Maybe I missed it.
M: It said all the sales staff have to attend.
T: Really. What's it about?
M: The usual thing, I imagine – using your time more efficiently, making lists, deciding what your priorities are. Things you probably know already.
T: It's probably a waste of time then.
M: Almost certainly.
T: You ready?
M: Yeah. Let's go.
**2**
**M = Mum, R = Rachel**
M: Rachel? … Rachel? … Rachel!
R: What?
M: I said it three times.
R: I'm watching something!
M: I'm going. Can you do a couple of things for me?
R: Ohhhh. What?
M: Don't talk to me like that!

R: Just tell me what you want me to do. I'm trying to watch this.
M: The washing machine's on. Can you hang the clothes outside?
R: OK.
M: And can you sort out your room. It's a mess.
R: Ohhh. I'll do it another day.
M: But you told me you don't have classes today.
R: Yeah, but I need to study. I've got a test tomorrow. And I need to finish a project before Thursday. And I'm meeting Jane tonight.
M: Why can't you meet her at the weekend? Or stop watching TV? You need to change your priorities, my girl. You're nineteen, not a child!
R: Mum! I have to relax too! I can't work *all* day!
M: *I* work all day and then do housework.
R: Yeah, but you get paid for your work. And anyway, you're my mum. That's what mums do!
M: Is that right?
R: I'm joking.
M: Well, I'm not. Please tidy your room!
R: OK. OK.
M: I'll be back at seven.
R: Oh! What time are we having dinner? I need to leave at eight.
M: I'll get a pizza on my way home.

## Teacher development: listening for gist

You may wish to set a gist task for first listening here, e.g. *Are the speakers at home or at work? What is the relationship between the speakers?* (in 1, they are colleagues at work; in 2, they are a mother and daughter at home). Setting a simple gist task enables students to get an understanding of the situation and relationships before having to listen for key words. It also means that when you play the second time, they are more prepared to listen and take notes on details.
If your students find it difficult to listen for details or key words on first listening, think about setting gist or focus tasks as a first task throughout the course.

**4** Ask students to compare their answers in pairs after they have taken notes. Monitor unobtrusively and note how much or how little your students understood. In feedback, elicit answers to the question. Don't worry if students didn't catch all the information – just find out what they heard and thought.

**Possible answers**
The suggestion is that Martin and Rachel's mother organise their time quite well. Martin has a lot to do and seems to be planning ahead. Tula and Rachel do not organise their time well: they leave things to the last minute, get distracted by others, forget things; Rachel wastes time watching TV.

**5** 3 Start by asking students in pairs to remember or guess what the missing words might be.
- Play the recording. Students listen and note words. You could play and pause if you wish to help students catch the individual words. In feedback, write up answers on the board.

**Answers**
1 finding it difficult
2 by the way
3 the sales staff
4 waste of time
5 a couple of
6 Can you hang
7 change your priorities
8 get paid for

**6** Organise the class into pairs or small groups of four or five to discuss the questions. In feedback, encourage ideas from different pairs, and open out any interesting points for class discussion.

**Optional extra activity** Ask students to improvise a conversation at work or in the home using their own ideas and four of the sentences or chunks in Exercise 5. Give students two minutes to prepare and practise conversations, then ask a few pairs to act their conversation out for the class.

## GRAMMAR Present simple and present continuous for the future

**Aim**
**to check students' understanding of how to use present tenses to talk about appointments and arrangements**

**7** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss whether the sentences refer to the future or not. Do the first as an example in open class. Monitor and note how well students understand the uses.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 166.

**Answers**
1 present
2 future
3 present
4 future
5 future
6 future
7 future
8 present / generally true
9 future
10 present / generally true

**G Students complete Exercise 1 in the Grammar reference on page 167.**

**Answers to Exercise 1, Grammar reference**
1 What are you doing on Saturday?
I'm meeting a friend for dinner.
2 Is your boyfriend coming to the party tomorrow?
He has to work late.
3 Are you busy this afternoon?
I've got several appointments with clients.
4 We're going to Italy in the summer.
How long are you staying there?
5 There's a meeting later … Are you going?
I don't need to go.

## Background language notes for teachers: present simple and present continuous for the future

Basically, when we are talking about the future we use the present simple to talk about timetables and appointments. It is impersonal, e.g. *The train leaves at five tomorrow. The party starts at eight*. We also use it with verbs that can't be used in continuous forms, e.g. *I need to get up early. I've got to leave tomorrow*.
We use the present continuous to talk about personal arrangements. These are personal plans that you could put in your diary, e.g. *I'm going away at the weekend. I'm having a coffee with June at three*.
Students often have problems at this level because this differentiation between the uses of the two present forms, simple and continuous, is often not reflected in the students' L1. Many students will naturally try to use the present simple to talk about personal future plans or arrangements. It is worth emphasising that the present continuous is the most common way of talking about our personal arrangements, and that the present simple has a much more restricted use as a future tense.

**8** Elicit three or four ideas from the class to get students started. Then ask students to work individually to prepare their lists. Let students share their ideas with a partner and expand or change their own ideas. Monitor at this stage and help with vocabulary.

**9** Organise the class into groups of four or five. Explain that they will first need to take turns to describe their plans, using the present simple and continuous, and using ideas from Exercise 7. They will then discuss the questions. Give them time to read the questions before they start. Monitor and note errors and interesting uses of language, particularly in the choice of present simple or continuous forms.
- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**G For further practice, see Exercise 2 in the Grammar reference on page 167.**

# Understanding vocabulary

## Collocations

**Aim**
**to introduce the importance of collocations and to provide practice in recognising words that go together**

**10** Read through the information in the box with the class and ask students if they can think of examples of collocations from their own learning. Ask students to match the nouns in the box in Exercise 10 to the groups of words they go with. Elicit the answer for the first group to get students started. Let students compare their answers in pairs before discussing as a class.
- In feedback, point out that common collocations include verb + noun (*lose a job*) and adjective + noun (*a well-paid job*).

**Answers**
1 job
2 staff
3 interview
4 training
5 meeting
6 priority
7 contract
8 project

## Teacher development: the importance of collocation

*Outcomes* emphasises the importance of learning chunks of language. In particular, learning collocations or word partnerships enables students to learn new words in a way that is more memorable and more useable. Learning a word in isolation invites errors. Encourage your students to notice and learn words in partnerships (verb + noun, adjective + noun, verb + adverb, verb + dependent preposition, etc.). Encourage them to notice whether the partnerships are fixed and worth learning as a complete chunk (*apply for, basic training*, for example) or whether they are less fixed (*have a job, go to a meeting,* etc.).

## Background language notes for teachers: *have* and *have got*

Point out the use of *have* and *have got* in the collocations and phrases on the Student's Book page, and make sure students understand that either form can be used in the present simple with the same meaning, e.g. we can say *I've got* or *I have a test tomorrow, he's got* or *he has two sisters*, etc. The choice is often a matter of style and emphasis: *have got* is more informal. Both forms are used throughout this course.
- The negative and question forms of *have got* use the auxiliary *have*, whereas sentences with *have* use the auxiliary *do*.
*'**Have** you **got** a busy week?' 'Yes, I **have**.'*
or *'**Do** you **have** a busy week?' 'Yes, I **do**.'*
- Note that *have got* is only used in the present simple, for all other tenses we use *have*.

**11** Organise the class into pairs to think of alternative collocations. Elicit ideas and build up a list on the board.

**Possible answers**
1 get / find a job, a full-time / temporary / demanding job
2 join the staff, medical / teaching / office staff, a member of staff
3 give an interview, an interview with, call somebody for an interview
4 receive training, job training
5 a meeting on / about, hold / attend a meeting
6 have a priority, a high priority
7 break a contract, a full-time contract
8 start / finish a project, an important project, a construction project

**12** Organise the class into groups of four or five to discuss the questions. Allow two or three minutes' preparation time first, and monitor to help students with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Use learner dictionaries in class to help students research and find new collocations for the words in this lesson. You could use dictionaries in class to support students when doing Exercise 11 or as an extension activity at the end of this spread.

**Web research activity** Ask students to find out more about time management. Ask them to find advice websites and come up with a list of five pieces of advice for improving time management at work or in our daily lives.

## ALL WORK, NO PAY
## Student's Book pages 12–13

**Communicative outcomes**
**In this two-page spread, students will read about and discuss the work choices of three people who are doing voluntary or unpaid work; they will practise using vocabulary to describe activities at work.**

### Speaking

**Aim**
**to introduce the theme of the lesson and reading text**

**1** Organise the class into pairs. Ask students to work together to produce a list of types of unpaid work. Elicit one or two ideas to start students off. Set a time limit of four minutes and find out which pair produced the longest and best list.

**2** Organise groups of four by putting each pair in the class with another pair. Tell them to discuss their lists and then discuss the questions. In feedback, you could build up a list of jobs on the board and check their meaning, or you could simply find out which groups thought of the most interesting or unusual jobs.

**Possible answers**
housewife or househusband; childcare; looking after the elderly; working with young people; charity fundraising; voluntary work overseas; working for a campaign group; looking after the environment (e.g. clearing litter); working in local politics; getting work experience as a young person; working for a club or society (organising activities, etc.)

### Reading

**Aim**
**to give students practice in reading for specific information; to focus on useful chunks of language used in the text**

**3** Give students time to read the questions. Then ask them to read the texts and note answers. Let students compare their answers in pairs before discussing as a class.

**Answers**
**Claudia**
1 works in public relations
2 needed work experience
3 not happy / frustrated / feels exploited
4 is looking for a new job
**Jerome**
1 works as a doctor
2 was bored / wanted a change
3 is very happy, having the best time of his life
4 is planning to stay

**Sulochana**
1 is working for an organisation for women's rights
2 wants women to get paid for housework
3 doesn't mind
4 plans to start a website and is thinking of going on strike

**4** Ask students to discuss in pairs who mentioned each of the things. Tell them not to worry if they can't remember exactly but to try to remember as much as they can.

**5** Once students have had time to share what they can remember, tell them to look back at the text to check or find answers. Let them compare their answers with their partner before discussing as a class.

**Answers**
1 Sulochana (see example in the Student's Book)
2 Sulochana (her organisation is thinking of going on strike)
3 Claudia (public relations is a competitive area, a lot of people want to work there)
4 Jerome (got bored after he retired) or Claudia (she was only doing boring jobs )
5 Sulochana (this is what she is campaigning for for women)
6 Jerome (people in Sierra Leone have a positive attitude)
7 Claudia (making coffee is the sort of job she was doing at first)
8 Sulochana (women play an important role in building the nation)
9 Jerome (is advising doctors on how to improve services)
10 Claudia (is organising distribution of a new German film)
11 Jerome (his contract ends in three months)
12 Claudia (feels the company is exploiting her)

## Background language notes for teachers

*going on strike* = stopping work and asking for more pay or better working conditions
*to begin with* = at the start
*a fixed salary* = a salary that is the same and doesn't change and is paid regularly
*building the nation* = helping to make the country (nation) richer and better
*the company is exploiting me* = the company is using me unfairly

**6** Ask students to work individually first to prepare their ideas. Organise the class into new groups of four or five to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** In an extension to Exercise 5, ask groups to choose two or three interesting chunks from the texts and to write them on a piece of paper. Tell them to pass them to another group who must decide what they mean and who mentioned them and in what context.

## Culture notes

- Sierra Leone /sɪ'ɛərə lɪ'oʊn/ is in West Africa. Affected by civil war and the Ebola virus outbreak, it is a very poor country with a low life expectancy.
- Kerala /'kɛrələ/ is a state on the south-west coast of India.
- VSO (Voluntary Services Overseas) is an international development charity with a vision for a 'world without poverty'. Founded in the UK in 1958, VSO has sent over 50,000 volunteers to over 140 developing countries.

## VOCABULARY Activities at work

**Aim**
**to introduce and practise phrases to describe activities at work**

**7** Ask students to complete the sentences. You could elicit the first answer to get students started. Let them compare their answers in pairs before discussing as a class. In feedback, check new words (*negotiate a deal* = talk to people until you agree on a compromise; *install a kitchen* = put in or build a kitchen). Note, however, that while other words aren't necessarily new, the collocations could be unfamiliar. Get students to note and learn the words as collocations.

**Answers**
1 'm ... advising
2 'm doing, I'm teaching
3 'm organising
4 're negotiating
5 'm ... doing
6 'm working on
7 'm installing
8 'm attending, 'm giving

## Teacher development: checking words

Instead of relying on definitions or translations, it is a good idea to check words by asking students to use them or personalise them in a way that helps them understand the meaning and remember the words. Here are some suggestions:
1 Personalise the words. So, in Exercise 7, ask students to give personal examples.
2 Order, match or categorise words. Encourage students to manipulate words by putting them into categories (negative and positive words, for example) or into order (least strong to strongest, for example).
3 Use mimes, visuals or realia whenever possible to show the meaning of words.

**8** Ask students to think of examples for the different activities, then compare their examples in pairs. In feedback, make sure students are clear about the meaning of the new words by providing your own examples.

**Possible answers**
1 teach (somebody) how to cook / how to drive
2 organise a conference / a meeting
3 do research on a new drug / the causes of something
4 install software / a new bathroom
5 give a talk on a new product / on their research

**9** Personalise the language by asking students to describe activities that they sometimes do. Give them two or three minutes to prepare. Then ask them to work with new partners to talk about what they do, as in the example dialogue.

**Optional extra activity** Ask students to use learner dictionaries to find other common collocations using some of the nouns in this task (*training, talks, a deal, research, a collection, a conference*).

## SOUNDS AND VOCABULARY REVIEW

**Aim**
**to practise the sounds /t/ and /d/; to revise collocations**

**10** 4 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /t/ and /d/.

4
/trə/, /drə/, /a:t/, /te/, /tɪ/, /dɪ/, /stei/, /sta:/, /drai/, /trei/, /ənt/, /end/

**11** 5 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings again, or play and pause them, but students should be able to write complete sentences after two or three listenings.

5
1 You need to make an appointment.
2 Staff only get very basic training.
3 It's hard to keep good staff.
4 I need to pass a test in English.
5 I'm phoning because my train's delayed.
6 She's now the head of her department.
7 It depends on the day.
8 They really need to develop a new policy.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds, but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer.

**Sounds**
You can play the audio or you can model the sounds yourself if you prefer. The key sounds mentioned in the rubric are heard in combination with other sounds that students will hear in the dictation. You may choose to focus only on correcting the key sounds for this review, or you may pick up on other problem sounds in the audio. When using the audio, you can play it all the way through and let students repeat as a class, or you can play each sound and pause and ask individual students to repeat. After playing the audio, you might want to drill the words in the box as a whole class and individually.

**Correction**
Students sometimes don't differentiate /t/ and /d/ sufficiently. Usually the problem is that students don't put enough breath on (aspirate) the *t* sufficiently. Put a piece of paper in front of your mouth and say /t/ and /d/. The paper should move for /t/ but not /d/. You can also place your hand on your throat to feel the voiced /d/ as opposed to the unvoiced /t/. Students may also have problems with consonant clusters like /tr/ and /str/. If students can't do it, allow them to put a small vowel sound between the consonants (t(ə)rɪp). This will help students be understood better than if they miss one of the consonant sounds (/tɪp/ or /rɪp/). Students may have problems with vowel sounds too. Some problems will be discussed in the later units.

**Dictation**
Don't play the audio over and over again until they 'get it'. The point of this task is that it's collaborative and will force students to repeat the language (and key sounds) in the process. It's also helping students to develop hearing of familiar words in connected speech. It also raises awareness of grammar if students didn't get all the words on two listenings.
- Put the students in groups. Tell them they will hear eight sentences including each word in the box. The audio is at 'normal' speed. They can't write every word but they can compare together. Probably it's best to play the first sentence, then pause. Ask students to work together to write the sentence. Then replay the first sentence again and allow students to compare. Elicit the sentence from the whole class and write it on the board. This should show students how the task works. Then tell them you'll play the other seven sentences in one go. You can pause the tape briefly after each one if you want to allow a brief comparison first time, or just play all seven. Then students work together to write what they heard. Then play all the sentences again and students compare one last time. Elicit the answers from students and write them on the board.

- You can make it more competitive by getting students to swap papers and give each team a point for a correct word.
- They could also check and mark each other's work by looking at the audio script (and not using the board).

Finally, you might ask the students to practise saying the sentences in pairs. Again you can make this a little more competitive by getting students to say the sentence slowly first and then take turns in their pairs to say the sentence a bit faster each time.

**12** Organise the class into teams of four to six. Give students five minutes to think of collocations. When students are ready, ask them to compare and discuss with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

**Communicative activity worksheet** The photocopiable worksheet on page 239 can be used for further practice.

# 2 SHOPS

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about shopping; to introduce types of clothes**

**1** Start by telling the class that in this unit they're going to be learning how to talk about shopping and things they buy, and will learn how to make compliments, offer help and compare places and products.

- Ask students to look at the photo on pages 14–15. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

**Possible answers**
Work with your students' answers. The photo shows a shop assistant in an old-fashioned clothes shop serving a young, teenage customer who is being measured for a suit or jacket. The young boy seems to be feeling nervous and is trying to be serious. His mother looks amused but proud.
Things they might say: *Can I help you? You look good / smart. Is this the right size? Does it fit / suit me? Do you have this jacket in another colour?*
You can see the following in the photo: suit, shoes, shirt, trainers, jeans (on shelves in the background).

**2** Mix the pairs so that students are working with someone new. Ask students to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Use the opportunity to check the meaning of the words in the box by pointing to examples of the clothes in the classroom, and by drilling the words for pronunciation.

**Optional extra activity** In a small, new class, extend the pairwork in Exercise 2 into a mingle. Students go round and ask each other about shopping and clothes, thus providing more speaking practice, and allowing students to get to know each other better.

## Teacher development: organising pairs

*Outcomes* aims to encourage lots of spoken interaction between students by means of pairwork and groupwork. However, this can become frustrating for students if they always end up with the same partner. That's why the Student's Book regularly mixes pairs during the unit opener.
Here are some tips for varying pairwork:

- Encourage adult students to speak to different people in the class, and get to know them, by mixing pairs during the initial warmer or lead-in parts of the lesson. Use instructions like *find a partner you didn't speak to in the last lesson*, or *find a partner who has been to the same famous place as you*, to empower students to seek out new speaking partners. This builds relationships and class dynamics.
- On the other hand, don't mix pairs for the sake of it. Adult students often want to sit with a partner they are comfortable with when talking about grammar rules, doing vocabulary exercises, or checking answers to a reading text, for example. However, aim to change pairs when the task is creative or productive. So, students should have a new partner when they do a speaking or writing task.
- When preparing to do a speaking or writing activity, ask students to prepare with one partner, then do the activity with another partner.

# WHERE DID YOU GET IT?
# Student's Book pages 16–17

**Communicative outcomes**
**In this two-page spread, students will practise describing things they have bought.**

## Vocabulary

### Describing things you bought

**Aim**
**to introduce and practise chunks of language used to describe things people buy**

**1** Ask students to complete the sentences. Start them off by eliciting the pair of missing words in the first sentence. If students find it difficult, point out that they should be able to guess the answers by working out the required parts of speech (the first sentence requires a noun – *quality* – and a verb in the past tense – *lasted*) and by looking at the context and the collocations (*good quality*; *lasted for*). Let students compare their answers in pairs before discussing as a class.

**Answers**
1 quality, lasted
2 thick, keep
3 fit, uncomfortable
4 complicated, follow
5 comfortable, lie
6 wear, smart
7 suit, dark
8 light, carry
9 designed, unique

### Teacher development: checking words

When you feed back on a vocabulary task, don't assume that students know all the words simply from doing the task. Use or ask for examples, or synonyms and antonyms, to check the words. Here are suggested ways of checking the words in Exercise 1.

1 Which word means *difficult to understand*? (complicated)
2 Which word is the opposite of *thin*? (thick) / *heavy*? (light)
3 Can you name two things you can carry?
4 If your bag is *unique*, how many other similar bags are there? (none)

**2** Organise the class into groups of four or five to discuss the questions. Monitor and help students with any vocabulary they are unsure of. You could make this exercise a dictionary research task or be available to explain words yourself and to encourage student explanations.

**Possible answers**
1 leather / wool; other materials: cotton, silk
2 because you got fatter / grew taller / it got smaller in the wash (shrank)
give it to someone / throw it away / sell it on eBay
3 shoes / a table or other furniture / a meeting or film
4 a woolly hat / a thick coat / a cup of tea / hot food; keep you cool
5 bright / light colours
6 gold / silver (metal)
7 for work / for an interview / for a wedding
8 because it has lots of buttons / lots of functions / long instructions

**3** Organise the class into new pairs. Encourage them to try to use as much of the new vocabulary (in bold) as they can to describe their own possessions. In feedback, elicit some of the more interesting descriptions students made, and comment on good examples of language use.

**Optional extra activity** It is a good idea to model Exercise 3 by describing some of your own possessions in a live listening before students do the activity.

## Listening

**Aim**
**to practise listening to hear the questions speakers use and for specific information**

**4** 6 Ask students to read the situation and the task. Play the recording. Students listen and note the information about each of the three items the people buy. Let students compare their answers in pairs. In feedback, elicit answers from the class.

**Answers**
1 a new camera (good quality / lots of functions but not too complicated / light)
2 earrings (old / second hand)
3 a jacket (second hand / warm / thick / wool / only £15)

6
**K = Keira, C = Claire, D = Dan**
K: Did you have a nice weekend?
C: Yeah, it was good.
K: What did you do?
C: Oh, nothing much. I went for a walk with some friends round Sutton Park yesterday.
K: Oh, nice. It was a lovely clear day.
C: Yeah. It was a bit cold, but it was great. I was taking photos with my new camera.
K: That one? Let's have a look. Wow! That's really neat. Where did you get it?
C: In Jessops in town. I'm really pleased with it. It's really good quality and it's got quite a few different functions.

K: Really? Is it complicated to use?
C: No, not really. There are a few things I don't know yet, but it's OK.
K: Yeah. Well, the pictures look good and it's nice and light as well.
C: Hmm, yeah. It's cool, isn't it? Anyway, what about you two? Did you do anything?
D: Yeah, we went shopping.
C: Oh, OK. Did you buy anything nice?
K: Well, I got these earrings.
B: They're lovely! They look quite old.
K: Yeah, they are. I got them in a second-hand shop near here. They've got all kinds of things there – books, CDs, clothes. Dan got that jacket there.
C: Really? I love it. It looks really nice and warm.
D: Yeah, it is. It's pure wool and it's nice and thick. And it only cost fifteen pounds.
C: You're joking! That's fantastic. It really suits you as well. It's a great style and colour!
D: Thanks.
C: Did you get any clothes, Keira?
K: No, there were some really nice things, but I didn't find anything that fitted me. Everything was either too big or too small.

**5** Organise the class into pairs to discuss the questions. In feedback, find out if your students regularly buy second-hand things or if they have recently bought anything second-hand. You could also ask if they ever get things second-hand, e.g. from friends or family members.

**Answers**
You can buy second-hand things in charity shops, jumble sales, markets, car boot sales and online through websites that specialise in second-hand goods.
Buying electronic goods (computers, etc.) second-hand may be a bad idea because you don't know if they will work and often they are out of date.
Many people buy second-hand cars because new ones are very expensive.
Kids grow out of clothes quickly, so buying second-hand clothes is a popular option, but some people don't like the idea of wearing clothes that once belonged to other people.
Books are commonly sold second-hand.

## GRAMMAR Past simple

**Aim**
**to check students' understanding of how to form and use the past simple, and to provide practice**

**6** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the sentences and complete the rules. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 167.

**Answers**

| | | |
|---|---|---|
| 1 -ed | 3 did | 5 weren't |
| 2 go, get | 4 didn't | |

**G Students complete Exercise 1 in the Grammar reference on page 168.**

**Answers to Exercise 1, Grammar reference**

| | | | |
|---|---|---|---|
| 1 | 1 did you do | 2 stayed | 3 spent |
| 2 | 1 Did you get | 2 bought | 3 Did they have 4 were |
| 3 | 1 Did you have | 4 did you go | 7 paid |
| | 2 was | 5 Was it | 8 didn't say |
| | 3 went | 6 told | 9 was |

**Optional extra activity 1** If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use.

**Optional extra activity 2** After the students have read the grammar rules and before they do Exercise 1 in the Grammar reference, you might want to get students to test themselves on the irregular past forms using the reduced list on page 167. For example:
Student A: *go*
Student B: *went*
Student A: *take*
Student B: *took*

### Background language notes for teachers: past simple

The form of the past simple may cause some problems for students at this level, particularly in terms of manipulating the auxiliary verb *did / didn't*. With regular verbs, we add *-ed* to the base form in affirmative sentences. With irregular forms, students have to learn and remember the various forms (*get – got, find – found,* etc.). To form negative or question forms, we use the infinitive of the verb with the auxiliary verb *did*.

| subject | verb in past form | object |
|---|---|---|
| *I* | *bought* | *a new coat.* |

| q word | auxiliary | subject | verb |
|---|---|---|---|
| *What* | *did* | *you* | *buy?* |

| subject | auxiliary + infinitive verb | object |
|---|---|---|
| *I* | *didn't buy* | *a new coat.* |

## PRONUNCIATION

**Aim**
**to practise the weak forms of the auxiliary verbs and pronouns when asking past simple questions**

**7** 7 Tell students to listen to the questions in the past simple and notice the way *did* and pronouns like *you*, *she* and *it* are pronounced. Play the recording. Let students compare what they noticed in pairs.
- Play the recording again. Students listen and repeat.

If you are confident in your own pronunciation, model the sentences yourself.

**7**

| | |
|---|---|
| did you | What did you do? |
| did she | Where did she go? |
| did it | Did it take long? |
| were you | Were you OK? |
| was it | What was it like? |
| were they | Were they expensive? |

## Background pronunciation notes

Notice that there is linking (or catenation) between *did* and pronouns that begin with vowels (*did_it, was_it*). *Did you* becomes /dɪdʒə/, and some sounds are weakly stressed with a schwa sound (e.g. *was* /wəz/).

**8** Elicit one or two possible questions for the first sentence to get students started. Then ask them to work individually to think of other questions for each sentence. Have a brief feedback session and make sure students have some good questions.

**Possible answers**

1 Did you have anything nice?
  Where did you go?
2 How old were you?
  Did you do anything to celebrate?
3 Where(abouts) did you go exactly?
  When did you get back?
4 What did you do before?
  Why did you leave?
5 Did they win?
  How much were the tickets?

**9** Organise the class into new pairs to improvise and practise conversations. Model one first with a reliable student to get the class started. Monitor and note how well students use question forms and pronounce /dɪdʒə/ and other features of continuous speech. Correct poor pronunciation, and note errors of form to feed back on at the end of the activity.

**10** Organise the class into new pairs. Give them two or three minutes to think of stories to tell, and go round and help with ideas and vocabulary. When students are ready, ask them to improvise conversations. Note down errors with the form and pronunciation of questions which you could feed back on at the end.

**G For further practice, see Exercise 2 in the Grammar reference on page 168.**

**Answers to Exercise 2, Grammar reference**

1 I didn't **see** anything
2 Where did you **get** them?
3 What did he say?
4 (correct)
5 and I **did** too
6 I **broke** a glass
7 after we **left**
8 Why **weren't** you
9 neither **did** I.
10 when I **took** it out

**Optional extra activity** Write *What, When, Where, How, Who* and *Why* on the board. Tell the class to ask you questions using the question words to find out as much as they can about what you did last weekend. Tell them to start with the question *What did you do?* Answer as honestly as you can (or want to). If a question is incorrect or badly pronounced, don't speak until the student has corrected or rephrased the question accurately.

# Developing conversations

## Complimenting

**Aim**
**to introduce and practise compliments and follow-up questions**

**11** Read through the information in the box as a class.
- Ask students to order the words to make questions or comments. Let them compare their answers in pairs.

**12** **8** Play the recording. Students listen and check their answers. You could play the recording a second time and ask students to listen and repeat to practise the pronunciation. Note that because students are complimenting and showing interest, they need to exaggerate their intonation pattern.

**8 and answers**

1 I love your ring. Where did you get it?
2 That's a great bag. Is it new?
3 Hey, cool phone! How long have you had it?
4 I love your shirt. It's a really nice design.
5 I like your boots. They look really comfortable.
6 That's a lovely jacket. It really suits you.

## Background language notes for teachers

*cool*: We often say something *looks cool* if it has a modern design. A *cool person* looks fashionable and attractive.
*It looks cool too.*
*I bought this really cool new mobile phone.*
*He looks very cool with those new sunglasses.*
*neat*: We say something is *neat* if it is clever and does a good job, particularly a gadget or a tool. In American English it has a more general meaning – 'good' or 'nice'. Note that in more formal English it is used to mean 'tidy'.

**Optional extra activity** Ask students to compliment each other briefly with the compliments and questions, just to practise the pronunciation and intonation.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**13** This is an opportunity to bring together several parts of the lesson, and for students to practise complimenting each other and talking about their weekends using past forms.

- You could decide as a class which task to practise, or you could put students in groups of four and ask them to decide as a group. Or students could do both tasks. Give students a short amount of preparation time to think of what to say, but, essentially, let students decide what to say and how much to say.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

2 Refer students to the video and activities on the DVD-ROM.

### Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

## I BOUGHT IT ONLINE
## Student's Book pages 18–19

**Communicative outcomes**
**In this two-page spread, students talk about shopping online, and practise telling stories.**

## Speaking

**Aim**
**to read and comment on a fact file about online shopping; to lead in to the topic of the lesson**

**1** Ask students to read the fact file in pairs and to explain any words they aren't sure of to each other. Tell students that they can use a dictionary or ask the teacher for help if they need to. Make sure students know all the words before asking them to discuss the questions.

- Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

## Vocabulary Shopping online

**Aim**
**to introduce and practise phrases connected with shopping**

**2** Ask students to discuss the meanings of the words in bold in pairs. Tell students that they can use a dictionary or ask the teacher for help if they need to. Once students think they know the words, ask them to explain their ideas to their partner.

**Answers**

| | | | | |
|---|---|---|---|---|
| 1 B | 3 G | 5 G | 7 B / G | 9 G |
| 2 G | 4 B | 6 B | 8 B | 10 B |

**3** Organise the class into new groups of four or five to discuss the experiences. Give students two or three minutes to prepare ideas first, and monitor briefly to help. As they speak, encourage students to particularly focus on using the words and phrases in bold.

- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Tell your own story about a time you found a bargain, bid for something and won, or tried to buy something that was out of stock. Encourage students to ask you follow-up questions to find out more about your story.

## Reading

**Aim**
**to give students practice in reading for specific information; to do a jigsaw reading that creates an information gap and lots of spoken interaction**

**4** Organise the class into mixed A/B pairs (or see Teacher development notes below). Tell the students that they are each going to read two different stories and then tell their partner about them. Make sure students have found their stories and had time to read the questions. Then set a five-minute time limit for students to read and answer the questions.

**5** Ask students to take turns to ask and answer questions with their partner. Encourage them to ask follow-up questions to make sure they both understand the content of their partner's texts.

**Answers**
**Sandra**
1 shoes
2 It's hard to find shoes in her size.
3 They were the wrong colour and too small.
4 She returned them and got her money back.
**Adam**
1 guitar
2 Because he saw a band / a concert inspired him.
3 He bid £1,000 instead of 100 and he had to pay £750 / his wife was angry.
4 He's having lessons.
**Jochem**
1 laptop
2 It was a birthday present for his son.
3 His son dropped the laptop, it was badly damaged / didn't work.
4 (We don't know.)
**Kristin**
1 a part for her car
2 Because her car had a problem.
3 It was out of stock, they needed to order it and she had to wait three weeks.
4 She finally got the part.

**6** Ask students to read their partner's texts. Ask students to discuss the texts then feed back on their answers as a class.

**Answers**
1 Kristin 2 Sandra 3 Adam 4 Jochem

### Teacher development: managing a jigsaw reading

Jigsaw readings require carefully-planned management. It can be a good idea to let students prepare their texts together first in AA and BB pairs. If you wish to do this, start by splitting the class in half. The left-hand side of the class should be As and the right-hand side Bs, or simply go round the room and say AA / BB / AA / BB / AA / BB, etc. to pairs around the class.

- Tell the As to read the texts on the page. Tell the Bs to read the texts on page 186. Give them around five minutes to read and answer their questions. They can check their answers with a partner who has read the same text.
- Now organise the class into mixed A/B pairs to ask and answer questions about their texts. Listen and note any problems and help if necessary. Give them around five minutes for this task.
- When most people seem to have finished, stop the task. You could ask if anyone has any questions at this point and answer any that come up.

### Culture notes

eBay is an online auction and shopping website in which people and businesses buy and sell a broad variety of goods and services worldwide in auction-style sales.

## Pronunciation

**Aim**
**to practise the /t/, /d/ and /ɪd/ pronunciation of past simple *-ed* endings**

**7** 9 Ask students to write /t/, /d/ and /ɪd/ in their notebooks as headings. They can then write each verb they hear under the correct heading. Check that they understand the difference in the three pronunciations.
- Play the recording. Students listen and note the past forms. Let students compare their answers in pairs before writing up the answers on the board.

**Answers**
/t/ dropped, looked
/d/ delivered, ordered, arrived, loved, returned, opened
/ɪd/ recommended, needed, decided, wanted

9
1 recommended
2 delivered
3 ordered
4 dropped
5 arrived
6 needed
7 loved
8 decided
9 looked
10 returned
11 wanted
12 opened

### Background pronunciation notes

If the infinitive of the verb ends with an unvoiced sound (e.g. *p, k*), we pronounce *-ed* with a /t/ sound. If the infinitive of the verb ends with a voiced sound (e.g. *v, n* or a vowel), we pronounce *-ed* with a /d/ sound. If the infinitive of the verb ends with a *t* or a *d*, we pronounce *-ed* /ɪd/.

**8** 9 Play the recording again. Students listen and repeat.

**9** Organise the class into pairs or small groups of four or five to discuss the questions. In feedback, encourage ideas from different pairs, and open out any interesting points for class discussion.

**10** Ask students to match the verbs 1–8 to the phrases a–h. Do the first as an example to get them started. Let them compare their answers in pairs. You could ask students to look back at the stories to check their answers.

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

**11** Organise the class into pairs to take turns to talk about the stories using the phrases from Exercise 10. Monitor and correct both the form and pronunciation of the past simple sentences students use. In feedback, you could model some good examples of sentences that you heard.

**Possible answers**
1 Sandra's friend recommended a new website for buying shoes.
2 When they delivered Sandra's shoes, they were the wrong colour.
3 Adam's wife took him to a concert for his birthday. It was great.
4 Adam's wife went to bed, and he went on online.
5 Jochem looked at lots of different websites before he bought his son the laptop.
6 Jochem's son opened the box in a rush and dropped the laptop.
7 Kristin needed a new part for her car, so she ordered one online.
8 The company Kristin ordered the car part from forgot to tell her it was out of stock.

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** Organise the class into groups of three to tell the story. Explain that each student must add a sentence to the story, so they need to listen to the other students, and think of another idea that continues the story in a logical way. This helps students with fluency by encouraging them to speak quickly and spontaneously, and to respond to what other people say. Encourage them to carry on as long as they can, even if the stories get very silly!

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity 1** You could extend this activity with other story starters about different shopping experiences: *Last summer I went to the world's biggest shopping mall; I only had one day to buy Christmas presents for my family; It was the first day of the January sales.*

**Optional extra activity 2** Alternatively, you could get students to write stories. Organise the class into groups of five or six sitting in a circle. Give each student a blank sheet of paper. Tell each student to write one sentence across the top of the piece of paper. It should be the start of a story and must have at least one verb in the past tense. Tell students to pass on the piece of paper in a clockwise direction. The next student writes the next line of the story, then folds the paper so that their line is visible but the first line of the story is not visible. Students pass on their story and write the next line. Then they fold the paper so only their line is visible. Students continue until the piece of paper reaches the person who began the story. That person opens up the piece of paper, reads the story, then adds one final line to finish the story. Put the stories on the wall for all the class to read.

# CAN I HELP YOU?
# Student's Book pages 20–21

**Communicative outcomes**
**In this two-page spread, students will practise language used in shopping situations, and will practice comparing things they buy.**

## Listening

**Aim**
**to listen for general understanding and to listen for phrases in a text**

**1** Organise the class into groups of four or five. Read the list of shopping situations with the class and check students understand the language, then ask students to work together to think of examples. Elicit one or two ideas to start students off. Set a time limit of five minutes to get students working with a sense of urgency, and find out answers in feedback. Some possible answers are given below, but accept any valid suggestions that students make.

**Possible answers**
1 it's broken / it doesn't fit / you decided you don't like it
2 to show them where something is / to help them carry something / to help them get something from a high shelf
3 it has long queues / things are out of stock / assistants are rude
4 Where's X? / Do you have this in a bigger size? / Can you wrap it?
5 Are you paying by cash or credit card? / Do you want a bag? / Would you like it wrapped?

**2** 10 Give students time to read the situations and the questions. Then play the recording. Students listen and match each conversation to a situation and answer the question. Let students compare their answers in pairs, then round up from the whole class. If students haven't managed to note all the answers, play the recording again, then check the remaining answers.

**Answers**
Conversation 1: b – They let the other person go first in the queue.
Conversation 2: e – *Would you like it wrapped?*
Conversation 3: a – It was damaged (a button was loose).
Conversation 4: c – There was no-one to serve them. / They had to wait a long time.
Conversation 5: d – *Do you have it in a smaller size?*

10
**1**
A: Is that all you have?
B: Yeah, it is.
A: Well, do you want to go first?
B: Are you sure?
A: Yes, of course. I have a lot to get.
B: Great. Thanks.
**2**
C: Would you like it wrapped?
D: Um ... what's the paper like?
C: It's this green paper.
D: Hmm, it's a bit plain. Do you have anything a bit prettier? It's a special present.
C: Well, there's quite a big selection in the stationery department. Do you want to choose something and bring it here and I'll wrap it for you?
D: Really? You don't mind?
C: Of course not.
D: Thanks.
**3**
E: Yes Sir. How can I help you?
F: I bought this the other day and it's damaged. When I got it home and took it out of the box, I found the button was loose and it's damaged here. Look, you see?
E: Are you sure you didn't drop it or anything?
F: No, of course not!
E: It's just that this kind of damage doesn't happen unless you do something. It's not a manufacturing fault.
F: Honestly, when I got home I took it out of the box and it was already damaged.
E: Have you got a receipt and the box?
F: I didn't bring the box. I've got the receipt, though.
**4**
G: Is there anyone serving here?
H: Yes, but I don't think you can pay here.
G: That's OK. I just want to find out if they have something in stock.
H: Well, there was a guy here and he said he would be back in a minute, but that was ten minutes ago.
G: Oh right.
H: It's typical! The service is always terrible here.
G: Hmm.
H: Hatton's is better really. Their service is much more reliable and their things are generally better quality.
G: Really? Well, why didn't you go there?
H: Well, I do normally, but I saw in the window they had a sale here.
G: Ah!
H: There he is! About time!
I: Sorry.
H: That's OK.
**5**
J: Excuse me. Do you have one of these in a smaller size? This one's a bit big.
K: I'm afraid not. That's why they're at a reduced price.
J: Never mind, Timmy. You'll grow into it.
L: But I don't like it.

J: Don't be silly. You look lovely. It really suits you.
L: It's not as nice as the other one we saw.
J: That was much more expensive. This one's fine.
L: It's not fair.

**3** Organise the class into pairs to discuss where the phrases come from. You could elicit answers to the first one to get them started.

**4** 10 Check the answers to Exercise 3 by either playing the recording again, or by telling students to find and underline the phrases in the audio script on page 193. In feedback, make sure you both provide answers and check what the phrases mean.

**Answers**

1 Conversation 3
2 Conversation 2
3 Conversation 4
4 Conversation 5
5 Conversation 3
6 Conversation 2
7 Conversation 1
8 Conversation 5
9 Conversation 4
10 Conversation 3
11 Conversation 2
12 Conversation 4

## Background language notes for teachers

*loose* /lu:s/ = not tight / not attached properly
*plain* /pleɪn/ = without any interesting features (e.g. without much colour or pattern)
*About time!* – we say this when somebody is late or takes a long time
*You'll grow into it* = it's too big for you now but when you grow taller or bigger it will fit
*a fault* /fɔ:lt/ = a problem
*stationery* = paper, pens, etc.
*reduced price* = a lower price
*in stock* = we have it in the shop
*receipt* /rɪ'si:t/ = the piece of paper you get to say you bought something

**5** Ask students to work individually first to prepare their ideas. Organise the class into new groups of four or five to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Show the following sentences on the board and ask students to write them in their language. Remove the English sentences from the board, and ask students to translate their sentences back into English. Then show the originals again for them to compare.
*I bought this the other day and it's damaged.*
*I saw Kenji just the other day.*
*I tried to phone you the other day, but your phone was off.*
*I was thinking about you the other day when the Arsenal game was on.*
*I went shopping there just the other week.*

# Developing conversations

## Offering to help

**Aim**
**to introduce and practise phrases used to offer help, check, reassure and accept help**

**6** Read through the information box as a class. Ask students to put the sentences in order to make the two conversations. You could elicit the second line of the first conversation to get students started. Let them compare their answers in pairs before discussing as a class. In feedback, check any new words (*Gosh* = a phrase we use to express surprise – it needs to be strongly stressed; *if you like* = if you want me to; if that's OK with you). You could ask students to say whether each phrase in the conversation is offering help, checking, reassuring or accepting (see answers below).

**Answers**

1 a, e, c, b, d
2 e, b, d, a, c

1: e offering, c checking, b reassuring, d accepting
2: b offering, d checking, a reassuring, c accepting

## Teacher development: repetition drilling

Pronunciation, stress and intonation play an important part in being able to use phrases appropriately when offering to help, checking and reassuring. Once students have ordered their conversations, you could check answers by asking students to listen and repeat sentences after your model. When you model the sentences, try to show pausing and a rising or falling intonation pattern as shown below with phrases from the first conversation:

*Gosh*. (falling steeply) *That's heavy*. (falling)
*Are you sure?* (rising)
*Of course.* (falling) *I'm happy to help.* (falling)

In a repetition drill, use an open arm gesture to get the whole class to repeat after your model. Then, at random, use an open palm gesture to ask individuals to repeat. Correct here by repeating the phrase and asking them to repeat. Once students have had practice in open class, put them into pairs to practise saying the two dialogues with good pronunciation.

**7** Ask students in pairs to prepare and practise the conversations. Depending on the level and confidence of your class, you could either ask them to script one or two dialogues, or to prepare two or three dialogues verbally without writing them down. In the preparation stage, monitor and help with ideas and vocabulary. Once students have put together a couple of good dialogues, give them time to practise them fully in their pairs, paying attention to the pronciation. You could finish by asking a few pairs to act out a conversation for the class or by doing a feedback stage in which you pick out and comment on language students tried to use.

**Optional extra activity** Ask students in pairs to think of and write down five problems they might have, e.g. *I haven't got any money on me, I didn't do my homework, I'm thirsty, I have a headache.* Ask everybody to stand up with their lists, and walk round. You could play some quiet music as they do this. When you say stop (or stop the music), they must talk to the nearest person. They must share their problem with that person who must offer to help. After ten or twenty seconds, tell students to start walking again. Continue until students have practised five or six conversations.

## GRAMMAR Comparatives

**Aim**
**to check students' understanding of how to form and use the comparatives of adjectives and adverbs**

**8** Read through the information in the box as a class. Then organise the class into pairs to look at the sentences and complete the rules. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 168.

**Answers**
1 -er 2 -ier 3 more 4 much 5 not as

**G Students complete Exercise 1 in the Grammar reference on page 168.**

**Answers to Exercise 1, Grammar reference**
1 larger
2 thicker, better
3 more comfortable, nicer
4 more convenient, expensive
5 better, earlier, as heavy

**Optional extra activity** If you don't have access to an IWB, you might want to write example sentences from Exercise 8 on the board. Use the examples to highlight form and use.

### Background language notes for teachers: comparatives of adjectives and adverbs

Students are often (traditionally) first presented with comparative forms in a simple, neat sentence. For example:
*My brother is taller than my sister.*
*History is more interesting than geography.*
In real language use, however, comparatives are much more likely to come in a variety of chunks. Get students to notice from the examples in Exercise 8 and 9 that comparatives are often found before a noun (*Do you have this in a smaller size?*), with qualifiers like *a lot, much, a bit* and *no* (*a bit prettier*), and are used with adverbs as often as with adjectives (*something you can fold more easily*).

**9** Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let them compare answers with a partner before checking in feedback.

**Answers**
1 smaller
2 easier
3 bigger
4 smarter
5 better, longer
6 brighter, more colourful
7 more comfortable, more practical, lighter, more easily

**10** Organise the class into groups of four to discuss what the people are talking about in the sentences in Exercise 9. Set a time limit of three or four minutes, then elicit ideas.

**Possible answers**
1 shoes / boots
2 TV / computer / microwave
3 jacket / coat
4 jacket / skirt / dress / suit
5 chair / table
6 dress / wrapping paper
7 buggy / pushchair

**11** Organise the class into new pairs. Ask them to read through the shop assistant expressions first, and answer any questions about meaning. You could model them and ask students to repeat, pointing out the tricky pronunciation of *suits* and the weak stress on *as* in *not as cheap*, and on *of* and *the* in *the top of the range*.
- When students are ready, ask them to improvise conversations using the situations in Exercise 9. Monitor and note their language use.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**G For further practice, see Exercise 2 in the Grammar reference on page 168.**

**Possible answers to Exercise 2, Grammar reference**
1 The market is much cheaper than the supermarket.
2 My new job is better paid than my old one.
3 This school is much better than my local one.
4 People here are not as friendly as people in my country.
5 The shop isn't doing as badly as / is doing worse than last year.
6 The design of your phone is not as nice as mine.

**Communicative activity worksheet** The photocopiable worksheet on page 240 can be used at this point or at the end of the unit for further practice.

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** Organise the class into groups of four or five and tell them to select five topics and to think of two examples of each thing, e.g. students living in the UK might choose to compare Tesco supermarket with the more upmarket Waitrose, or ITV, which has very populist programmes, to BBC 4, which specialises in documentaries and history programmes. Monitor and help with ideas at this stage, and suggest things that students might find it interesting to compare.

**13** When students have thought of some ideas, set a time limit of five minutes and ask students to compare their examples and explain their preferences, using comparatives and the past simple. You might also give an example or two of the things they can say, e.g. *Of the supermarkets, I prefer Fuller's. It's a bit more expensive, but the food is better quality. It's fresher and there's a wider selection of things. I don't like Costsave because it's quite dirty. The other day, I went there and there was rubbish on the floor and it was very messy.*

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** A way of extending and personalising this activity is to ask students in groups to argue in favour of their own possessions and passions. Write a list on the board, which will depend on your students' age group, but could read: *your car, your neighbourhood, your phone, your favourite restaurant, your favourite TV programme*. Tell students in groups to discuss each thing on the list. Tell them to compare their car, neighbourhood, etc. to that of others in their class and to say why theirs is the best.

## Sounds and vocabulary review

**Aim**
**to practise the sounds /s/ and /ʃ/; to revise collocations**

**14** 11 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /s/ and /ʃ/.

11
/sə/, /ʃ/, /ɪːs/, /st/, /ɪst/, /siː/, /ʃt/, /ʃən/, /sɜː/, /vɪs/, /ʃɜː/

**15** 12 Give students a moment to look at the words in the box. Read the words out so that students can hear their pronunciation. Play the recording, pausing after each sentence. Students listen and note words or parts of words they hear, then work in groups to try to reconstruct the sentence. Then play the recording again. Students listen and complete the sentences. You could play the recordings more times or play and pause them, but students should be able to write complete sentences after two or three listenings.

12
1 I missed the last class.
2 They increased sales.
3 For the last several years ...
4 Ask for a receipt.
5 We need to rush to the station.
6 Make sure you wear a smart shirt.
7 They've got a good selection of shoes.
8 They've got an efficient delivery service.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
The /s/ sound is usually made by spreading the lips and putting the tongue further forward in the mouth, below the roof of the mouth and behind the teeth while the /ʃ/ sound is made by pursing the lips, with the tongue further back.

**16** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from the collocations in this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving you a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 1: A CHILD'S GARDEN OF GATORS
## Student's Book page 22

**Aim**

**to provide insight into customs and practices in different parts of the world; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing**

**1** Lead in to the topic by asking students to look at the photo and say what they can see (it shows a child in a tent with a cobra). Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

### Culture notes

The photo shows a small boy of the Vadi tribe playing with his father's cobra in Gujarat, India. The Vadi community have been performing as snake charmers for over a thousand years, and children as young as two are trained to deal with the snakes. This one is a poisonous cobra! However, the snakes are fed a herbal mixture which is supposed to make the poison harmless and snakes bites are extremely rare.

**2** 3 Give students time to read through the sentences first. As students watch the video, they should note answers. Let them compare their notes in pairs before discussing as a class.

**Answers**
1 in the United States, in swampland, probably somewhere like the Florida Everglades
2 They are catching baby alligators.
3 The main risk is that the mother alligator will attack them.
4 The mother comes out of the water and they run away.

**3** 3 Give students time to read through the sentences and guess possible answers.
- Ask students to watch the video, and decide if the sentences are true or false. Let them compare their answers in pairs before discussing as a class.

**Answers**
1 T
2 F (he's nine)
3 F (he looks left instead of right)
4 T
5 F (the noise is to attract the babies)
6 T

3
**Narrator:** Along the canal the lesson in gator catching is just getting under way.
**Father:** Right now, big alligators are looking for smaller gators, and do you know for what?
**Son:** To eat.
**Father:** To eat them. They're cannibals; they eat each other up. I think I see one.
**Son:** Yeah, there's one right there.
**Father:** Oh, there they are, there they are. Yep. Got to go way out.
Right now, I don't want him catching any alligators more than three feet. It does scare me a little bit but his instincts, his coordination, it's excellent for a kid of nine.
You have to lean way over.
**Son:** Right. Where's the mother?
**Father:** I'm watching for the mother.
**Son:** These are hard to catch.
**Father:** There's one right in front of you. Off to your right a little bit. Look, look. Your right. Your Indian right, not your white man left.
**Son:** I see him. I see him.
**Father:** Bend way over. You had to bend way over. Come here. There's one, there's two, there's three. Squat way down and grunt for them. Get way down. Make a little bitty noise. OK, I'll look for the mamma. Get your hand out there. See the mamma coming? Stand still. Joe, you're going to have to do it very quickly, wet or not you're going to have to grab him. Grab him real quick. Take him. Grab him, grab him! Grab him, good boy. OK, here comes the mamma. Get out of the water! Let me have him.
**Son:** Alright.
**Father:** Hey Joe, here comes the mamma. Alright, let's get out of the way.
**Son:** She's in close.
**Father:** Yep. She's mad too. Get out. Run over there! She's looking for her baby. 'I got one missing. I think it's that little short guy.' She say, 'you messing with my baby, I'm going to bite you'. Be ready to run.

**4** This exercise practises present forms. Ask students to choose the correct answer, then compare their answers with a partner.

**Answers**
1 is just getting
2 are looking for
3 eat
4 I see
5 I'm watching
6 She's looking for

**5** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions, then put them in pairs or small groups and give them seven or eight minutes to discuss them.

- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## Culture notes

In some areas of the US, such as Louisiana, alligator hunting is an important part of native American tradition, and a skill that parents pass on to their children. The Houma people, for example, live mainly from hunting and fishing for fish and crayfish, as well as alligators, in the swamps that predominate the area. The captured alligators are sold for hides and for meat. Alligator hunting is highly regulated: hunters have to have a licence, can only hunt in the open season (which lasts only 30 days) and must follow strict regulations. However, hunting is also important to limit alligator numbers and prevent the population from growing out of control.

## Understanding fast speech

**6** 4 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract for students to listen and compare what they said.

**7** Encourage students to practise saying the extract several times.

## REVIEW 1
## Student's Book page 23

**Aim**

**to consolidate vocabulary and grammar from Units 1 and 2**

**1**

| | |
|---|---|
| 1 'm training | 7 make |
| 2 really like | 8 help |
| 3 'm doing | 9 want |
| 4 learned | 10 had |
| 5 passed | 11 didn't get |
| 6 work | 12 is organising |

**2**

1 What do you do?
2 Did you have a nice weekend?
3 What time are you meeting Maria tomorrow?
4 How long did the meeting last?
5 Does your brother work with you?
6 Do you want me to wrap it?

**3**

| | |
|---|---|
| 1 I didn't understand | 4 'm going to |
| 2 not as fast as | 5 are better quality |
| 3 Did you pay | 6 easier to use |

**5**

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

**6**

**jobs and work:** experience, a journalist, a soldier, a strike, training
**clothes and shopping**: a bargain, jewellery, smart, stock, thick, a top, trainers

**7**

| | |
|---|---|
| 1 selection | 5 uncomfortable |
| 2 reliable | 6 competitive |
| 3 recommend | 7 manager |
| 4 deliver | 8 lawyer |

**8**

| | |
|---|---|
| 1 broke | 7 giving |
| 2 fault | 8 recommended |
| 3 rush | 9 sale |
| 4 dropped | 10 reduced |
| 5 damaged | 11 delay |
| 6 attending | 12 orders |

**13 and answers to Exercise 4**

1 It doesn't really suit me.
2 Do you have anything a bit bigger?
3 It's not as good as my old one.
4 What did you think of it?
5 I'm thinking of buying it.
6 I work late most nights.

# 3 GETTING THERE

## Speaking

**Aim**

**to set the scene and introduce the theme with a photo; to get students talking about ways of travelling; to preview describing ways of travelling**

**1** Start by telling the class that in this unit they're going to be learning how to talk about buildings and places, ways of travelling, problems on journeys, and giving directions.

- Ask students to look at the photo on pages 24–25. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Work with your students' answers, but some ideas are given in the answer key and culture notes below. Use the board to build up a list of ways of travelling, and use the opportunity to correct any errors or rephrase what students are trying to say.
- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**

Students may suggest they are travelling in this way because it is part of their way of life (they are part of a floating market, selling goods; they are travelling from one place to another) or because something catastrophic has happened (they are refugees; they have lost their home in a flood). However, fishing nets and fish can be seen in the boat, which suggests they live from fishing.

Good: can see lots of places, countryside, be in the fresh air, be independent

Bad: there is water in the bottom of the boat, so it would be wet and uncomfortable

### Culture notes

The photo was taken on the Periyar river, on the outskirts of the city of Kochi, in southern India. It shows a fisherman arranging his fishing net as his wife paddles their boat. Their daughter lies asleep in the bottom of the boat.

**2** Mix the pairs so that students are working with someone new. Ask students to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

**Possible answers**

Ways of travelling: on foot, by bike, by car, by bus, by tram, by train, by taxi, by coach, by plane, on the underground

**Optional extra activity 1** Introduce and check the following words, which are often confused: *a journey, a day trip, a holiday, a tour*. Ask students what ways of travelling are typical for each of these different types of travel.

**Optional extra activity 2** Ask students to describe how they get to some of the following places: their work, their school, their favourite holiday destination, a boyfriend or girlfriend's house, the city centre.

### Teacher development: feedback on language and errors

After any speaking stage, it is good practice to highlight or teach new language based on what students have tried to say. This is especially important at the start of a new level. As a teacher, you want students to feel that they aren't just chatting away, but that the teacher has listened to them and understood them and given them some new language or useful feedback. Here are three feedback ideas.

1 Write up new or difficult words or phrases students said (or tried to say).
2 Write up sentences they said (correctly or incorrectly) with two or three words missing. Students must fill in the words.
3 Write up incorrect sentences and ask students to correct them in pairs.

# WE'RE LOST!
# Student's Book pages 26–27

**Communicative outcomes**
**In this two-page spread, students will practise describing places in a town and giving directions.**

## VOCABULARY Places in town

**Aim**
**to introduce and practise describing places in a town**

**1** Ask students to look at the picture of the town on page 26. Ask: *What places can you see?* Elicit all the words students already know.
• Organise the class into pairs to match the words in the box to the places in the picture. In feedback, elicit answers, and check any words that students are unsure of. You could do this by asking for examples of a bridge, a church or a monument in the town you are in, or by asking concept check questions (see below). If you have a multi-national class, you may wish to elicit and teach *mosque*, *temple* or *synagogue* as well as *church*.

**Answers**
1 a playground
2 a town hall
3 a church
4 a police station
5 traffic lights
6 a bridge
7 a subway
8 a roundabout
9 a monument
10 a crossroads
11 a crossing
12 a sports ground

### Teacher development: using concept check questions to check words

Using concept check questions (or CCQs) is a good way of getting students to show that they understand a word. Try out some of the questions below, or design your own:
**yes / no questions**
*Does a subway go under a road?* (yes)
*Does a bridge go under a road?* (no)
**either / or questions**
*Is a playground for adults or children?* (children)
*Do people go to church on Saturday or Sunday?* (Sunday)
**personalised questions**
*What do you do at a crossing?* (look right and left; look for cars before walking)

### Culture notes

English has two words, *town* and *city*, where most languages have only one. In the UK, a town is only a city if it has a cathedral or if it is granted special city status by the monarch. The towns of Preston and Brighton have recently been given city status by Queen Elizabeth II. For your students, however, it is perhaps best to simply say that cities tend to be just very big towns.
In British English, a *subway* is an underground walkway that goes under a main road or railway line, but, in US English, the word *subway* is used to describe the underground railway system. In London, the underground railway system is called *the underground* or *the tube*. Traffic lights are often just referred to as *the lights*, and crossings with black-and-white stripes are often called *zebra crossings*.

**2** Ask students to complete the sentences individually. Let them compare their answers in pairs before discussing as a class.

**Answers**
1 playground
2 monument
3 town hall
4 roundabout
5 bridge
6 police station
7 sports ground
8 traffic lights

**3** Organise the class into new pairs to describe places where they live or work. Before you do this, it is a good idea to do a repetition drill to model the pronunciation of the words in the box in Exercise 1, and to provide a model by describing one or two places where you live. As students speak in pairs, go round and monitor, and prompt students to correct any errors.
• In feedback, comment on any errors students made, or point out any really good sentences students used.

### Background pronunciation notes

Note that all the words in the box in Exercise 1 have a strong stress on the first syllable, except for *police station*. Point out and practise the difficult /dʒ/ sound in *bridge* and the /tʃ/ sound in *church*.

**Optional extra activity 1** In a live listening, describe places near where you live, or in a place you used to live. Ask students to listen and draw a picture of what they hear. At the end, students compare pictures. Say which one looks most like the place you described.

**Optional extra activity 2** Ask students to give directions (as if to a tourist) from where they are now to each place they described in Exercise 3. This is a test-teach-test task ahead of more work on directions after the Listening. It will allow the teacher to find out what students can do already.

## LISTENING

**Aim**
**to practise listening for general understanding, and to introduce the language of directions in context**

**4** 14 Ask students to read the situation and the questions. Play the recording. Students listen and note answers to the questions. In feedback, elicit answers. You could follow up by asking students if they can remember any of the questions the couple asked.

**Answers**
1 A museum
2 Conversation 1: They don't listen / remember the information they were given.
Conversation 2: The woman doesn't understand English / they have the wrong bus stop.
Conversation 3: They got off at the wrong stop and have to walk (half a mile).
3 by bus and on foot (walking)
4 not on the recording, but they now know where it is ('I told you that was it!')

14
**1**
A: Listen, we're obviously lost. Ask this guy here.
B: OK, OK. ... Sorry. Do you speak English?
C: Sure.
B: Oh, great. Do you know the way to the museum from here?
C: Yes, but it is far. It's better to get a bus.
B: OK. So how do we get to the stop?
C: Go down this road. Take the second road on the right. Then cross, turn left and then left again and it's directly opposite the town hall.
B: OK, great.
C: No problem.
B: So did he say second right or second left?
A: I'm not actually sure, you know. And what bus did he say we need?
B: No idea! Anyway, it's down here somewhere, I think.
**2**
B: It's your turn. Ask that old lady.
A: Excuse me. Is this the right bus stop for the museum?
D: Eh?
A: The bus? Brmm ... To the museum?
D: Eh?
A: To the museum?
D: Eh?
E: You want the number 67 bus.
A: Oh, thanks.
E: You need to go over the road. This stop, it goes the wrong way. Go over the crossing. It's after the traffic lights there.
A: I see it. Thanks.
E: They come often.
A: Thanks.
**3**
A: Excuse me, sorry. Do you speak English?
F: Sure I do. How can I help?
A: Do you know the way to the museum? Is it near here?
F: Yes, quite near, but you got off at the wrong stop, really. Go down this road until you come to a church. Then turn left. It's quite a big road. Then go past a monument and a football ground – and just keep going. It's maybe half a mile. It's on the right. You can't miss it.
B: I told you that was it! Why do you never listen to me?

**5** 14 Ask students to choose the correct option. Play the recording again. Students listen and check their answers. Let students compare answers in pairs before checking in feedback.

**Answers**

| | |
|---|---|
| 1 way | 6 right |
| 2 It's | 7 near |
| 3 opposite | 8 got off |
| 4 Take | 9 going |
| 5 did he say | 10 miss |

## Background language notes for teachers

Students may be confused in terms of form and meaning between the prepositions *opposite* (face to face) and *in front of* (opposite of *behind*). You could show this by standing in front of a student then turning to face them. Similarly, students confuse *next to* and *near*. Stand next to a student then move around to show *near* (i.e. in the area close by). Usually, we don't say *to* with *near* (*It's near here*; *It's near the shops*), but it is sometimes possible to say *to* (you can't say *near to here* but you can say *near to the shops*).

**6** Organise the class into groups of four to discuss the questions. Ask them to take turns to ask and answer questions. Monitor and note errors and interesting uses of language.
- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Here are further questions to ask and discuss: *What are the most famous buildings and places in your town or city? Do you ever visit them? What's your favourite building? Explain why.*

# DEVELOPING CONVERSATIONS

## Giving directions

**Aim**
**to introduce and practise ways of asking for and giving directions**

**7** Read through the information in the box as a class.
- Ask students to complete the text with the prepositions from the box. Let students compare their answers in pairs. In feedback, check that students know all the words and notice the collocations. At the end, it is a good idea to get students to note the phrases in a memorable way (see notes below).

**Answers**

| | |
|---|---|
| 1 over | 5 to |
| 2 through | 6 at |
| 3 along | 7 on |
| 4 past | 8 opposite |

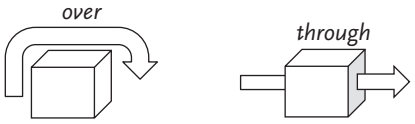
## Teacher development: organising and recording vocabulary

It is important that students remember and record new vocabulary in useable chunks – i.e. as fixed expressions or as word partnerships or collocations. After doing Exercise 7, ask students in pairs to think of ways of organising and recording the new language. Here are three possibilities:

1 Verb + preposition
*Get on / get off*
*Go down / along / past / through*
*Walk / drive / cross over*
2 Fixed expressions
*It's on the left.*
*Take the first right.*
*You can't miss it.*
3 Prepositions of place and movement
place: *It's on / at / opposite*
movement: *Go over / across / along / past / through*

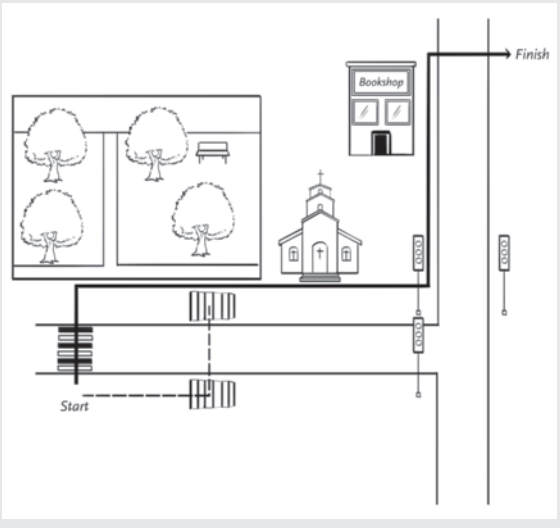
## Background language notes for teachers

You could check the meaning of the prepositions of movement by using mime or by drawing simple shapes on the board.




**8** Ask students to read the completed text in Exercise 7 carefully and to draw a map that shows the route described. Monitor and help.

**Answers**




**9** When students have finished, ask them to compare their maps in pairs or small groups.

**Optional extra activity** Ask students to try to remember and say the route described in Exercise 7 while just looking at the maps they have drawn.

**10** Ask students to use the text in Exercise 7 as a model to write their emails. Monitor to help with ideas and to prompt students to use good language and to correct any errors. Once students have finished, ask them to compare their emails in pairs, or divide the class into small groups and ask students to pass round their emails. Tell students to correct each other's work as they do.

**Optional extra activity** Write a list of well-known places near your school on the board. It could be the sandwich shop students go to, a well-known sight, a café, a taxi rank. Ask students to take turns to ask *Do you know the way to ...?* and to describe routes.

## CONVERSATION PRACTICE

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**11** This is an opportunity to bring together several parts of the lesson and for students to practise asking for, giving and understanding directions.

- Organise the class into new A and B pairs. Ask students to find and look at their maps. Then ask them to practise asking for and giving directions using the language in the box. Encourage them to repeat their conversations three or four times – practice makes perfect. Tell them to refer to the questions in the box first, but to then try to have conversations without using the prompts.
- Once students feel confident asking for and giving directions, ask a few pairs to act out an exchange in front of the class. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

5 Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# I MISSED MY FLIGHT
# Student's Book pages 28–29

**Communicative outcomes**
**In this two-page spread, students read a blog about missing flights, and practise telling stories about flights and apologising.**

## VOCABULARY Travelling by plane

**Aim**
**to introduce and practise phrases connected with travelling by plane**

**1** Ask students to look at the pictures. Elicit all the words students already know.
- Organise the class into pairs to match the phrases to the stages of flying in the picture. In feedback, elicit answers, and check any words that students are unsure of. You could do this by using mime, examples or concept check questions.

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

## Background language notes for teachers

*board* = get on (a plane or boat)
*take off* = leave the ground; opposite of *land*
*get stuck* (in traffic) = be unable to move forward because there are too many cars on the road
*take ages* = take a long time

**Optional extra activity 1** Ask students in pairs to take turns miming the phrases in Exercise 1. Their partner must guess which phrase they are miming.

**Optional extra activity 2** Spend a few minutes trying to memorise the phrases in Exercise 1. Then work in pairs. Close your books and try to say the phrases in order.

## READING

**Aim**
**to read for general and specific understanding; to contextualise past forms**

**2** Ask students to read the introduction and discuss in pairs what they can guess about the writer. Elicit ideas from the class (answers will vary, but some ideas are given below).

**Possible answers**
The writer is someone who travels a lot. Maybe they work for an international company, or have family abroad or like travelling. Maybe they work for an airline. It's an older person (*several years since I last missed a flight*). He / she is disorganised (missed 15 flights). They might be rich (can afford to miss flights!).

**3** Organise the class into pairs to discuss ideas. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. At this stage, elicit as many ideas as you can from the class, but don't confirm or reject any stories. Students will find out more when they read the blog in the next exercise. Use the opportunity to pick up on and check any interesting phrases students use in their stories.

**4** Ask students to read the whole blog and match the lessons in Exercise 3 to the paragraphs. They can also find out how he missed the flights. Then, let them compare their ideas with a partner.
- In feedback, go through the answers, and ask students to say what they remember about each of his stories. Ask which one they think is the most stupid reason to miss a flight.

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

## Culture notes

- Ivory Coast (or *Côte d'Ivoire* in French) is a country in West Africa.
- London has five airports: London City Airport, London Heathrow, London Gatwick, London Stansted and London Luton. Gatwick is very large airport to the south of the city. Stansted is a smaller airport that serves budget airlines and is to the north of the city.
- Jo Nesbø is a famous Norwegian crime writer.

**5** Organise the class into pairs or small groups of four or five to discuss the questions. Encourage students to refer to the blog text for information. In feedback, elicit ideas from different pairs, and open out any interesting points for class discussion.

**Answers**
1 When he got a tablet, he could read, watch films, etc. (maybe didn't have time for this normally).
2 Probably it was expensive and he didn't realise the bus would take so long.
3 It was very early and he was tired and didn't set his alarm. No-one woke him. (Airlines often don't call if you only have hand luggage and have checked in online, which the author does.)
4 He didn't realise the airport was so big (and maybe the ticket was cheaper). Perhaps he didn't want to have to wait a long time for a connection.
5 He normally goes to that particular airport and he didn't check his ticket carefully enough.
6 He arrived so early that the boarding gate wasn't listed on the departures board.

**Optional extra activity** Ask students to think of as many reasons for missing a flight as they can in two minutes. Find out which students have the longest list. Possible ideas: arriving on the wrong day (or month, or year!) or at the wrong time; having your watch or phone set at the wrong time; forgetting your tickets or passport; getting lost in the terminal; getting locked in the toilet; getting ill in an airport restaurant.

## GRAMMAR Past simple and past continuous

**Aim**
**to check students' understanding of how to use past tenses to tell stories**

**6** Read through the information in the Grammar box as a class. Then organise the class into pairs to read the sentences and answer the questions. Monitor and note how well students understand the use of the two forms.
- In feedback, elicit students' answers. Then ask them to check in the Grammar reference on page 169.

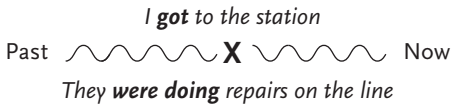
**G Students complete Exercise 1 in the Grammar reference on page 169.**

**Answers**
1 got, woke up, heard
2 were doing, was walking away, was reading
The past continuous is formed with *was / were* + verb *-ing*.
3 a doing repairs
b walking away
c reading
4 a got to the station
b woke up
c heard the last call

**Answers to Exercise 1, Grammar reference**
1 got on
2 bought
3 was still packing
4 met
5 was driving
6 were you going, saw

### Background language notes for teachers: past simple and past continuous

When telling stories, we use the past continuous to set the scene and provide background information (*I was reading the last few pages when …*), and we use the past simple to narrate events (*I suddenly heard …*).
- The past continuous is formed with the auxiliary verb *be* in the past form + the present participle form of the main verb (*was(n't) / were(n't)* + verb *-ing*).
- Timelines are often used to check the meaning and use of narrative tenses. Note the example below, which you could incorporate into a board stage check when doing Exercise 6. It shows that the past continuous action is longer and is interrupted by a finished action:




**7** Elicit the missing verbs from the first sentence from the class to get students started. Then ask students to work individually to complete the sentences. Let students compare their answers with a partner. In feedback, refer students to the rules or use concept check questions and timelines to check that students understand.

**Answers**
1 was going, searched
2 started, didn't stop
3 wasn't looking, walked, was anyone watching
4 turned round, was walking

**Optional extra activity** Ask students in pairs to write a 50-word story. It must have at least one past simple and one past continuous sentence in it and it must last exactly 50 words. When students have finished, put the stories on the wall or pass them round the class for other students to read.

## PRONUNCIATION

**Aim**
**to practise pronouncing past continuous sentences**

**8** 15 Play the recording. Students listen and write down the phrases they hear. Let students compare their answers in pairs before eliciting the answers from the class. Alternatively, you could let students check their answers using the audio script, or come to the board and write up what they think they heard.

**15 and answers**
1 I was going to work the other day …
2 The other day, I was coming home …
3 He was driving along the motorway …
4 She wasn't looking where she was going …
5 It was late and we were trying to get to sleep …

### Background pronunciation notes

Note the weak stress on *was* and *were* (pronounced /wəz/ and /wə/), and the full stress on *wasn't* and *weren't* (pronounced /'wɒzənt/ and /'wɜːnt/).

**Optional extra activity** Ask students to work in pairs. Tell them to make a sentence using one of the past continuous phrases from Exercise 8, then tell a partner their sentence, e.g. *I was going to work the other day, and I left my phone on the bus. / I saw an accident when I was going to work the other day.*

**9** This activity provides freer fluency practice of telling stories using narrative tenses. In preparation, make sure students can think of their own interesting, personalised story to tell. The more real the stories, and the more prepared students are, the better the stories will be.

- A good way of managing this activity is to start by telling a short, simple story of your own as a model before asking students to choose a situation and note down the key events of their story. Monitor and help with vocabulary and ideas at this stage. You might even let students compare ideas in pairs, encouraging them to help each other in preparing stories.
- Organise the class into groups of four to six to take turns to tell their stories. Encourage students to ask questions at the end to check details or find out more.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**G For further practice, see Exercise 2 in the Grammar reference on page 169.**

**Answers to Exercise 2, Grammar reference**

**1**

1 went
2 offered
3 decided
4 was having
5 walked
6 sat

**2**

1 did
2 was writing
3 was starting / started
4 went
5 made
6 put
7 started
8 rang
9 jumped
10 spilled

## Developing conversations

### Apologising for being late

**Aim**

**to practise apologising, giving reasons, and accepting apologies**

**10** Read through the information in the box as a class. Point out how past forms are used to give reasons, for example, we often use the past continuous to explain what we were doing at the time we needed to leave. It is a good idea to model and drill the pronunciation of the phrases in the box, showing how a strong intonation pattern (starting high and falling at the end) can make the apology in phrases like *Sorry I'm late* more heartfelt, and the acceptances in phrases like *Never mind* and *Don't worry* more forgiving and believable.

- Organise the class into new pairs to practise using the phrases. Tell them to improvise different excuses and different ways of accepting the apology. If students need extra support, write the following list of excuses on the board for them to use: *I was waiting for the bus*; *I woke up late*; *I was having dinner*; *I had an accident on the way*; *my boss was talking to me*; *I missed my train*; *I got lost*; *I was looking for a parking space*.
- Monitor and note how well students form and pronounce the new language.

**Optional extra activity** Ask students to improvise conversations around other typical situations when we have to apologise. Start by writing the following situations on the board: *Sorry I forgot your birthday*; *Sorry I missed your call*; *Sorry I lost your bag*; *Sorry I ate your sandwich*. Then ask pairs to make and perform dialogues.

**Web research activity** Ask students to research stories in which people have missed flights. In the next lesson, ask students if they found any funny or interesting stories about why people missed their flight.

**Communicative activity worksheet** The photocopiable worksheet on page 241 can be used at this point or at the end of the unit for further practice of the past simple and past continuous.

## COMPLETE CHAOS
## Student's Book pages 30–31

**Communicative outcomes**
**In this two-page spread, students will talk about travelling and travel problems.**

## VOCABULARY Transport

**Aim**
**to introduce and practise phrases used when describing forms of transport**

**1** Ask students to match the sentences to the forms of transport. You could elicit the first answer to get students started. Let them compare their answers in pairs before discussing as a class. In feedback, check new words, drill them for pronunciation, and point out any difficult or interesting areas of pronunciation (see below). Get students to note and learn the words as collocations or expressions.

**Answers**

| | |
|---|---|
| 1 taxi | 6 car |
| 2 coach | 7 train |
| 3 plane | 8 truck |
| 4 van | 9 underground |
| 5 bike | 10 motorbike |

### Teacher development: drilling words and phrases for stress and pronunciation

Pronunciation is just as important as form and meaning when teaching a set of active vocabulary that you hope students can learn and use. It is a good idea to model the stress and pronunciation of any hard-to-say words or phrases in a vocabulary activity, and ask students to repeat as a class and as individuals.

- It is also a good idea to write up on the board any areas of pronunciation or stress that students need to be aware of.
- Introduce the phonemic script to students so that they recognise symbols for hard-to-say sounds.
- Mark strong stress by underlining the stress or putting a dot over the stressed syllable. Here are some words and phrases to look at from Exercise 1 above:

Difficult sounds:
*charge* /tʃɑːdʒ/
*hire a vehicle* /ˈhaɪə(r)ə ˈviːɪkəl/
*a huge load* /ə hjuːdʒ ləʊd/
Strong stress on first syllable: ***ser**vice* ***sta**tion*; ***cy**cle lane*; ***tra**vel card*
Strong stress and weak /ə/ stress: ***mo**torway*; ***pa**ssengers*; ***can**celled*; ***li**cence*

**2** Ask students in pairs to choose five words or phrases each, and take turns to explain, act or draw the words and phrases. In feedback, make sure students are clear about the meaning of the new words by providing your own examples.

**3** Personalise the language by asking students to prepare their own transport stories. You could model this first using your own experiences, so that students are clear what to do (e.g. *I went to Jersey last year on holiday. It's an island near France. We drove to Portsmouth and then we sailed to the island by boat. It took about five hours.*).

- Give students two or three minutes to prepare. Then ask them to work with new partners to share their experiences and ask questions.

**Optional extra activity** You could turn Exercise 2 into a competitive game. Put students in pairs. Tell them to sit back to back so that one student can see the board and one can't. Write words and phrases from the vocabulary task on the board in a list. The student who can see the board must give clues from which their partner must guess and say the word or phrase, e.g. plane: *you use it to travel long distances / you fly in it*. Say GO, and see which pair can describe and guess all the words and phrases first. This activity idea works well as a warmer at the start of lessons to revise recently learnt words and phrases.

## LISTENING

**Aim**
**to practise listening for general and detailed understanding, and to introduce phrases with prepositions in context**

**4** 16 Ask students to read the task. Ask what sort of things they expect to hear on a travel news broadcast, and elicit phrases like *bad weather, break down, terrible accident* and *traffic jam*.

- Play the recording. Students listen and note answers.

In feedback, elicit answers, and find out what students heard.

**Answers**
There are eight items of news, two of them are good news.

16
**M = Mark, L = Lisa**
M: And now, over to Lisa Verity for the travel news.
L: Thanks Mark. There's not much good news, I'm afraid. For many travellers today, getting anywhere could be difficult. There are terrible problems in a lot of places out there at the moment.
So, starting with the airports. Air traffic controllers in France are on strike this week so expect a bit of trouble there. Plenty of flights are delayed and quite a few cancelled unfortunately. Not many planes can fly over France. Most have to fly a different route to avoid French air space. There's not much hope of a deal any time soon, so any passengers who are flying in the next few days should ring their airline or check their airline's website.

Onto the roads ... a truck crashed earlier this morning on the A516 entering Milton Keynes and lost its load of fruit. Lanes in both directions are closed at the moment while police try to clear up the mess – a big mess I would imagine too! Avoid the area, if you can.
Elsewhere on the roads, the M6 motorway between junctions 5 and 6 is completely closed for repair work. There is a diversion, but you can expect some delays there all day. Traffic's moving very slowly, so best to take other routes.
Large sections of the Northern Line in London are closed today because of continuing repair work to renew the tube. A replacement bus service is in operation.
Also on the underground, East Ham station is closed at present because of a flood. This follows some heavy rain in the area overnight.
Better news elsewhere. The rail service between London and Birmingham is now running normally after a cow was removed from the line.
And I'm pleased to say that there aren't any more problems on the A6 now that the traffic lights are working again at the crossroads with the B761. The traffic's moving freely there.
Finally, one event tonight to tell you about. Just to remind anyone travelling to Wembley for the big concert there – there's no parking in or around the ground. Police in the area will remove any cars parked there, so go on foot or take public transport.
That's all from me – back to you, Mark.

**5** 16 Ask students to look at the table and complete what they can. Play the recording again. Students listen and note the information. Let students compare their answers in pairs before checking in class feedback.

**Answers**
1 ring their airline
2 check their airline's website
3 both lanes closed (truck lost its load of fruit onto the road)
4 avoid the area
5 repair work
6 use the replacement bus service
7 station is closed
8 go on foot or take public transport

## Culture notes

Roads in Britain are designated as follows:
motorways (three-lane fast roads – the M6 goes from the midlands up the west of England to the border with Scotland)
A roads (single or dual carriageway major roads).
B roads (single carriageway minor roads or country roads).
All A and B roads are numbered. Three-figure numbers are given as digits, e.g. The A five-one-six (A516) and B seven-six-one (B761), but the A fifty-six (A56).
Milton Keynes is a new town, built in the 1960s, about halfway between London and Birmingham.

**Optional extra activity** As an alternative to asking students to fill in the chart with problems, causes and advice, you may prefer to simply ask students to listen intensively to the news, compare in pairs, and pool what they heard. You could then elicit and put what they heard on the board before playing the recording again. Repeat the process up to five or six times until the class basically have everything. This approach encourages students to show and share what they hear rather than face a test which may simply show them what they don't hear.

**6** Organise the class into pairs to discuss which prepositions are missing. Let students remember or guess before checking in the audio script on page 194 of the Student's Book.
• Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Answers**
1 in
2 in
3 in
4 on, between
5 on
6 at
7 on

## Background language notes for teachers

The uses of the prepositions in Exercise 6 are best learnt as parts of fixed expressions (e.g. *Elsewhere on the roads ...*). However, you may wish to revise rules for using *in, at* and *on* which are shown in these examples, e.g. ***on*** *the roads,* ***on*** *the underground,* ***on*** *a bus or a train,* but ***at*** *a crossroads,* ***at*** *a bus stop,* ***at*** *a station*. We travel ***on*** *foot* but ***by*** *bus* or ***by*** *car*.

## SPEAKING

**Aim**
**to introduce and practise language for talking about traffic and travel problems**

**7** Organise the class into groups of four to discuss the situations. Elicit one or two causes to get students started (or remind them of causes from earlier in the lesson). In feedback, you could build up a list of good examples on the board.

**Possible answers**
1 a strike, bad weather, problems with the aircraft
2 an accident, a mechanical problem, shortage of staff or trains, other delays on the network
3 flooding, fire, structural problems, repair work, a strike
4 an accident, repair work, other roadworks, bad weather (e.g. snow, ice)
5 too much traffic caused by a special event, rush hour, roadworks, an accident

**8** Ask students in their groups to take turns to describe their own experiences. Monitor and note errors and interesting uses of language.

- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Write some headlines on the board: *Motorway closed*; *Rail accident*; *All flights cancelled*. Ask students in pairs or groups to prepare and deliver a brief news report for one of these stories.

## GRAMMAR Quantifiers with countable and uncountable nouns

**Aim**
**to introduce and practise countable and uncountable nouns**

**9** Read through the information in the Grammar box as a class. Ask students to discuss the statements in pairs. Monitor and note how well students understand the uses.

- In feedback, elicit the students' answers. Then ask them to check their ideas in the Grammar reference on page 169.

**Answers**
1 T
2 F (*some* can go with plural countable nouns)
3 F (they can all be used with uncountable nouns; see also the Grammar reference)
4 T (but see the Grammar reference)
5 F

**G Students complete Exercise 1 in the Grammar reference on page 170.**

**Answers to Exercise 1, Grammar reference**
1 some, many
2 bit
3 any
4 plenty (or *lots*)
5 much, few
6 lot (*bit* is possible here, but it is unlikely that you would use it with *anger*)
7 any
8 no

### Background language notes for teachers: countable and uncountable nouns

It is a good idea to get students to categorise the way the different quantifiers are used. Write up the information below and ask students to complete it with phrases from the lesson:

Used with countable nouns: *many, a few*
Used with uncountable nouns: *much, a bit of*
Used with both countable and uncountable nouns: *some, any, no, a lot of, plenty of*

- Although *much*, *many* and *any* are generally used in negative sentences and questions, and *some* and *a lot of* are generally used in affirmative sentences, this is not always the case. For example, *some* is used in requests (*Can I have some money?*) and *any* is used when it means 'no matter which' (*Come to the party any time you like*).

**10** Ask students to choose the correct option, then discuss their answers in pairs. Monitor and note how well students understand the uses.

- In feedback, elicit the students' answers. If they make errors, refer them back to the rules in the Grammar reference.

**Answers**

| | |
|---|---|
| 1 much | 6 any |
| 2 any | 7 no |
| 3 some | 8 bit |
| 4 many | 9 a lot of |
| 5 plenty | 10 few |

**G For further practice, see Exercise 2 in the Grammar reference on page 170.**

**Answers to Exercise 2, Grammar reference**
1 a few
2 too many
3 no
4 too few
5 a few
6 lot of

**11** This is an opportunity to bring together several parts of the lesson and for students to practise talking about their own experience of transport problems.

- Organise the class into groups of four or five. Then ask them to prepare ideas from the prompts. Give them three or four minutes to prepare individually and monitor to help with ideas and vocabulary.
- When students are ready, ask them to discuss the issues. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** You could turn Exercise 11 into a more structured activity by organising it as a meeting. Have groups of five, and tell one student to be the chair of the meeting and one student to be the secretary. The chair must manage the meeting and make sure all other students have a chance to express their views. The secretary must note what others say, and may ask questions if they are not sure what people are trying to say. At the end, ask secretaries to summarise what was said at the meeting.

## Sounds and vocabulary review

**Aim**
**to practise the sounds /k/ and /g/; to revise collocations**

**12** 17 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /k/ and /g/.

17
/krɒ/, /ɒk/, /kræ/, /graʊ/, /kjʊə/, /geɪ/, /kju:/, /ʌk/, /æg/, /ek/, /aɪk/, /ɪg/

**13** 18 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Then play the recording again. Students listen and complete the sentences. You could play the recording again or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

18
1 They lost my bags when I missed my connection.
2 Don't forget to set the alarm clock.
3 There was a crash at the crossroads.
4 When we got to the gate it was closed.
5 There's a big queue to go through security.
6 The game was cancelled because the ground was flooded.
7 The coach drivers are going on strike.
8 We got stuck behind a big truck.

### Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction** The sounds /k/ and /g/ are both formed by the back of the tongue lifting to touch the roof of the mouth. The sound /k/ forces air through – you can feel the air on your hand, or if you put a sheet of paper in front of the mouth, it will move as you say /k/. The sound /g/ is voiced, and you can feel the sound by touching your throat.

**14** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss their collocations with other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

# 4 EAT

## Speaking

**Aim**

**to set the scene and introduce the theme with a photo; to get students talking about restaurants and food; to preview ways of describing restaurants and food**

**1** Start by telling the class that in this unit they're going to learn how to describe restaurants and meals, talk about dining experiences and eating habits, and explain dishes.

- Ask students to look at the photo on pages 32–33. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**

Work with your students' answers. Students may comment on the unusual, casual appearance and dress of the two men (Owners? Waiters? Chefs?) and on the food available, which seems to be limited to cakes, children's breakfast cereals and tea or coffee (the mugs).

### Culture notes

The photo actually shows Belfast-born identical twins and self-confessed cereal obsessives Alan and Gary Keery in the *Cereal Killer Café*, which opened on London's Brick Lane in 2014. It is the UK's first café completely dedicated to serving boxes of different types of breakfast cereal. The shirts they are wearing show a cartoon of the honey monster, the character from packets of a popular children's cereal.

**2** Mix the pairs so that students are working with someone new. Ask students to discuss different types of food and restaurant. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Write adjectives on the board and ask students to say which type of food they think they go with best, e.g. *spicy, tasty, boring, sweet, healthy, unusual, expensive, difficult to prepare.*

### Teacher development: providing a task and a goal

*Outcomes* aims to encourage a lot of personalised speaking, in which students find out about each other, their interests and their opinions. The groupwork activity on this spread is an example of this. However, you may wish to vary this task type to make it more fun or more goal-orientated. Here are some ideas.

1 Ask students to do a class survey or questionnaire. Ask them first to work in pairs to adapt the questions and tasks in Exercise 1 and 2 to prepare a survey. Then they each interview four students from the rest of the class, then they collate answers, then they present what they found out to the class.
2 Ask students to stand up and mill round the class. Tell them to interview a number of students and find one with very similar interests in restaurants and food. Once they have found a kindred spirit, tell them to sit down and discuss the questions at greater length.

# ARE YOU HUNGRY?
# Student's Book pages 34–35

**Communicative outcomes**
**In this two-page spread, students will practise describing restaurants; talking about food experiences using the present perfect; discussing where to eat; and making and responding to suggestions.**

## VOCABULARY Restaurants

**Aim**
**to introduce and practise phrases to describe restaurants**

**1** Ask students to complete the sentences. Elicit the answers to the first sentence to get students started. Let students compare their answers in pairs before discussing in feedback.

**Answers**

| | |
|---|---|
| 1 place, does | 6 disgusting, rude |
| 2 busy, seat | 7 choice, options |
| 3 service, staff | 8 terrace, view |
| 4 dishes, choose | 9 had, delicious |
| 5 value, portions | |

## Background language notes for teachers

Students often confuse the following: *a meal, a dish, a course, a portion*.
*a meal* = all the food eaten at one sitting, including starter, main course and dessert
*a dish* = a food prepared and cooked in a particular way – e.g. a seafood dish
*a course* = one part of a meal – e.g. the main course or the dessert course
*a portion* = a serving of food – it refers to the amount – e.g. a large portion
Note also some of the other language in this exercise:
*sushi* = a Japanese dish of parcels of rice and fish or seafood

**2** Start by putting students into pairs and asking them to briefly tell their partner about two restaurants they can think of. You could start them off by describing a restaurant you have been to. Once students have got at least one idea, ask them to find and underline phrases they can use to describe the restaurants they know.
- Organise the class into groups of four to six. Ask them to take turns to describe places. Go round the room and check students are doing the task and note errors and examples of good language use.
- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity.

## LISTENING

**Aim**
**to practise listening for specific information**

**3** 19 Ask students to read the situation and the task. Play the recording. Students listen and note the answer. In feedback, ask why they decided to go there, and find out what students heard, but don't worry if they didn't catch everything at this stage.

**Answers**
They decide to go to a Turkish restaurant called *Selale*, because Victor thinks it's really good, Sara has never eaten Turkish food, and there's a great selection of dishes. Also, Sara doesn't want to go to the other restaurants that Victor suggests.

**19**
**S = Sarah, V = Victor**
S: So Victor. Are you hungry?
V: Yeah, a bit.
S: Do you want to get something to eat?
V: I'd love to, yeah. Where are you thinking of going?
S: Well, there's a really nice Thai place just down the road. Have you ever been there?
V: Yeah, I go there a lot. I actually went there yesterday.
S: Oh right. So maybe you don't want to go there again today.
V: I'd rather not, if you don't mind. And I actually don't really feel like anything very spicy today.
S: OK. No problem. I'm happy to go somewhere else.
V: There's a nice seafood restaurant near the big department store. How about that?
S: To be honest, I don't really like seafood. I prefer meat.
V: Well, why don't we go to Selale instead? Have you been there?
S: No. I've never heard of it. Where is it?
V: It's about fifteen minutes' walk from here. It's just round the corner from the bus station.
S: Oh, OK. And what kind of restaurant is it?
V: It's Turkish. It's really good. I've been there a few times.
S: Really? I haven't ever had Turkish food.
V: You're joking. You'll love it. They do lots of grilled meat, but they also have a great selection of other dishes, so there's plenty to choose from.
S: It sounds great.
V: Yeah. The only problem is that it gets really busy, so sometimes you have to wait a while to get a table.
S: Oh right, well can we ring them to check they have a table?
V: I guess so. Let me see if I can find their number on my phone.

**4** 19 Play the recording again. Students listen and decide if the sentences are true or false. Let students compare their answers in pairs.

**Answers**
1 T (both like it but Victor doesn't want it today)
2 F (it's near a department store)
3 F (she doesn't really like seafood)
4 F (it's fifteen minutes' walk)
5 F (she has never tried it)
6 F (though they would like to – they are going to phone to see if they have a table)

**5** Organise the class into groups of four to discuss the questions. Monitor and note errors and interesting uses of language.
• Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Write *The Best Place for ...* on the board. Ask students in their groups to debate the best place in their town (or the town you are all now in) for coffee, for sandwiches, for breakfast, for lunch, for dinner, for seafood, for a late-night snack, etc.

## GRAMMAR Present perfect simple

**Aim**
**to check students' understanding of how to form and use the present perfect simple**

**6** Read through the information in the box as a class. Then organise the class into pairs to discuss the statements. Monitor and note how well students understand the use and form of the present perfect.
• In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 170.

**Answers**
1 T (usually, but not always – regular past participles are the same as past simple forms – *wanted / have wanted* – and many irregular forms are the same – *got / have got, put / have put* – but many other irregulars are different – *ate / eaten*; *gave / given*; *broke / broken*, etc.)
2 F
3 T
4 T

**G Students complete Exercise 1 in the Grammar reference on page 170.**

**Answers to Exercise 1, Grammar reference**
1 went, Have you been, get
2 Have you had, I made
3 eaten, had, tasted
4 Have you visited, is
5 was, was, hasn't arrived

**Optional extra activity** If you don't have access to an IWB, you might want to write example sentences from Exercise 6 on the board. Use the examples to highlight form and use.

### Background language notes for teachers: present perfect simple

In this initial presentation of this tense, all students need to know is that we use it to describe experiences when we don't say when (i.e. we don't use a past time marker). You could show this by asking concept check questions and drawing a timeline. See the example below:

*Did he go in the past?* (yes)
*Do we say when?* (no)
*Is when important?* (no)
*What's important?* (his experience)

**7** Elicit two or three possible sentences to get students started. Then ask them to make their own sentences. Go round the class and help with ideas and vocabulary.

**Optional extra activity 1** If you think your students need practice in remembering past participle forms, dictate the list of verbs below before doing Exercise 7 and get students to write the past participle. Alternatively, test individual students round the room or put them in teams of three or four students to shout out the answers.

| | | | | | | |
|---|---|---|---|---|---|---|
| be | catch | drive | leave | sell | break | eat |
| bring | hear | buy | make | take | find | meet |
| read | teach | give | see | think | lose | go |
| do | spend | say | have | try | win | write |

**Optional extra activity 2** Ask students in pairs to take turns asking the question *Have you been to Paris?* Each time they must give a different answer (e.g. *No, I haven't*; *No, never*; *Not yet*; *I don't remember* ...). See how long they can continue. Then give them a different question to ask. The point here is a kind of real communicative drill. Students need to master the simple present perfect questions they'll hear most often and get quicker with replies.

**8** Ask students to share ideas with others in groups of four or five. Monitor and note how well students manipulate the form, paying particular attention to whether they are using past participles correctly.
• Have a brief class feedback session and discussion and deal with queries. In feedback, correct any errors you collected while monitoring.

**9** Ask students to complete the sentences individually. Let them compare their answers in pairs before discussing as a class. In feedback, check that students understand the rules of use for the two tenses by asking check questions: *Are we asking about the experience? Do we say when?*

**Answers**
1 Have you ever eaten, had
2 Have you ever been, went, paid
3 Have you ever complained, complained, wasn't
4 Have you ever found, found
5 Have you tried, 've never heard
6 Have you watched, I've seen it

## Culture notes

- The UK is rich in cookery programmes and celebrity chefs on TV. *MasterChef* is a long-running competitive reality TV show which first aired on the BBC in 1990. Contestants compete weekly to produce complicated dishes and are judged and knocked out as the series progresses.
- Jamie Oliver is a celebrity chef who has achieved worldwide fame on the back of his TV programmes and cookbooks. He first appeared on TV at the age of 24, presenting the series *The Naked Chef*.

# Pronunciation

**Aim**
**to practise the pronunciation of *Have you ever ...?* questions**

**10** 20 Play the recording. Ask students to say what they notice about the pronunciation of *Have you ever eaten ...?* and *Have you ever been to ...?* etc. Play and pause and ask students to repeat the questions.

20
1 Have you ever eaten anything unusual?
2 Have you ever been to an expensive restaurant?
3 Have you ever complained in a restaurant?
4 Have you ever found a hair in your food?
5 Have you tried any of Jamie Oliver's recipes?
6 Have you watched Masterchef?

## Background pronunciation notes

Features to point out here are the stress on the participles, and the way *Have, you* and *ever* run into each other, particularly the intrusive /w/ sound between *you* and *ever*.

**11** Organise the class into pairs to ask the questions. Tell them to prepare or improvise other *Have you ever ...?* questions to practise the language. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Play *Find someone who ...*. Ask students in pairs to prepare six *Have you ever ...?* questions to ask students in the class. You could provide some verbs for them to use. When students have their questions, ask them to stand up, walk round the class and interview as many people as they can in five minutes. When they find someone who says yes to a question, they write the name down next to the question and ask follow-up questions with *Who, What, When*, etc. At the end, find out which students got positive answers to all their questions.

**Communicative activity worksheet** The photocopiable worksheet on page 242 can be used at this point or at the end of the unit for further practice.

**G For further practice, see Exercises 2 and 3 in the Grammar reference on page 171.**

**Answers to Exercise 2, Grammar reference**

| | | |
|---|---|---|
| 1 | a lost | b has lost |
| 2 | a have ... had | b had |
| 3 | a 've ... tried | b didn't try |
| 4 | a Have ... seen | b Did ... see |
| 5 | a 've known | b didn't know |
| 6 | a went | b haven't been |

**Answers to Exercise 3, Grammar reference**
1 Have you been here before?
2 Have you ever eaten chicken feet?
3 Have you tried that new restaurant?
4 Has Dave spoken to you about tonight yet?
5 Have you two been introduced?
6 How long has she lived there?

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

# Developing conversations

## Making and responding to suggestions

**Aim**
**to introduce and practise ways of making and responding to suggestions**

**12** Read through the dialogue in the box as a class. Ask students to underline the suggestions: *How about that? Why don't we go to ...?* Then ask them to point out the phrases used to respond: *To be honest, ...; I don't feel like ...; I went there once but ...*

• Ask students to work in pairs to prepare conversations. Monitor and help with ideas, vocabulary and corrections. Answers will vary, but you could elicit and build up a model dialogue first on the board. For example:
A: *Where do you want to go?*
B: *How about Gino's Pizzas?*
A: *To be honest, I had pizza yesterday.*
B: *Well, why don't we go to the Thai place next to it?*
A: *OK. That's great.*
• When students are happy with their conversations, ask them to practise reading them out in pairs.

## Culture notes

Curry is a spicy dish which is very popular in Britain. It originated in South Asian countries, particularly India, Pakistan and Bangladesh. It usually takes the form of meat and / or vegetables in a spicy sauce, often with a lot of chillies, and is eaten with rice and flat breads.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**13** This is an opportunity to bring together several parts of the lesson and for students to practise discussing where to eat.
• Ask students to work in pairs or small groups of four. Give them at least five minutes to think of places they know, and things to say about them.

**14** In their groups, tell students to practise improvising conversations using the questions given and their ideas from Exercise 13. Encourage them to do it three or four times – practice makes perfect. Listen for errors, new language or interesting conversations to use in feedback.
• In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**6** Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# WHAT ARE YOU HAVING?
# Student's Book pages 36–37

**Communicative outcomes**
**In this two-page spread, students practise conversations in a restaurant, making polite offers, requests and suggestions.**

## Speaking

**Aim**
**to lead in to the topic of the lesson by getting students to talk about their eating habits in a personalised free speaking activity**

**1** Organise the class into groups of four or five to discuss the questions. You could model the activity first by briefly describing what you have eaten today. Ask one person from each group to briefly share two or three things from their discussion with the rest of the class in feedback.

**Optional extra activity** Give each group in your class a kind of food to brainstorm (e.g. Group A fruit, B vegetables, C meat, fish and seafood). Ask groups to think of and write down ten examples of their type of food. Make it a race. Which group can write ten correct examples first?

## Vocabulary Describing food

**Aim**
**to check students' understanding of words used to describe food**

**2** Organise the class into pairs to write the words in the table. Tell them to make guesses if necessary, and to try to explain words to each other. Point out that they can guess some words from the part of speech (e.g. *grilled* goes with *fried* and *boiled*) and from L1 or previous knowledge (e.g. words like *herb* and *mild* may be similar to words in their L1 – or they may be false friends).
• In feedback, check the words. You could do this by asking students to look in dictionaries. Alternatively, you could draw, mime or give examples of the words in the table (see notes below). Drill words that have pronunciation problems.

**Answers**
**how eaten:** fried, grilled, boiled, roast, raw
**taste and texture:** hard, bitter, sweet, soft, mild
**part of food:** leg, shell, seed, stone, skin
**kind of food:** meat, seafood, vegetable, herb, fruit

## Background language notes for teachers

There are a variety of ways of checking the words in the table without reverting to dictionaries. For example, check 'how eaten' words with examples and concept check questions: *Is pasta cooked in water?* (yes – so it's boiled) *Is bacon cooked in oil in a pan?* (yes, it's fried). Check taste words with examples (*lemons are bitter*; *sugar is sweet*).
Note the strong stress and unstressed second syllable: ***veg****etable*.
Note the difficult sounds: *mild* /maɪld/; *boiled* /bɔɪld/; *raw* /rɔː/.

**3** Ask students to work individually to read the two descriptions and match them to the foods in the photos. Let them compare their answers in pairs before checking as a class.

**Answers**
1 scallops
2 avocado (the Mexican dip *guacamole* is the best-known sauce you can make with avocadoes)

**4** Organise the class into pairs. Give students time to prepare their descriptions first, following the models in Exercise 3. They don't have to choose all foods which are shown in the photos, but if they do it will make it easier for their partner. If they choose other foods, they should make sure their partner knows. Monitor and note errors or good examples of language use which you could focus on at the end of the activity.

**Optional extra activity** Write the following pairs on the board and ask students to say (in pairs) which they prefer and why: *roast chicken / grilled chicken*; *mild cheese / strong cheese*; *chicken legs / chicken breast*; *fried egg / boiled egg*; *strong coffee / mild coffee*; *raw vegetables / cooked vegetables*.

## Listening

**Aim**
**to practise listening to restaurant conversations and noticing the phrases people use**

**5** Ask students to look at the menu. Ask some quick, easy focus questions to get students started, e.g. *How many starters are there? Are there seafood dishes? Is it a cheap café or an expensive restaurant?*
• Ask students to read the menu carefully and mark the dishes with a tick, cross or question mark.

**6** Organise the class into small groups to compare their ideas. Monitor and help students as they explain dishes. In the feedback, explain any dishes students are still not sure about after their discussion.

**7** Ask students to read the questions in pairs to decide who says what. You could elicit the answer to the first one at the start. Have a brief feedback session and go through answers.

**Answers**

| | |
|---|---|
| a C | f W |
| b W | g W |
| c C | h W |
| d C | i C |
| e C | j C |

**8** 21 Play the recording. Students listen and order the questions. Let students compare answers in pairs. Take brief feedback and go through the answers.

**Answers**

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

21
**C1 = customer 1, C2 = customer 2, W = waiter**
**1**
W: How many people is it?
C1: There are three of us.
W: And have you booked?
C1: No. Is that a problem?
W: No, but do you mind waiting?
C1: How long?
W: Maybe ten or fifteen minutes.
C2: OK. That's fine.
C1: Could I change the baby somewhere?
W: I'm afraid we don't have any special facilities. You can use the toilet. It's not very big, though.
C1: That's OK.
W: It's just at the end there, down the stairs.
**2**
W: Is this table here OK?
C1: Yeah, this is fine. Thank you.
W: Would you like a high chair for the little girl?
C1: That'd be great. Thanks. He's actually a boy, though!
W: Oh, I'm so sorry! Anyway, here are your menus. I'll get the chair.
**3**
W: Are you ready to order?
C1: Not quite. Could you just give us two more minutes?
W: Yes, of course.
...
C2: Right. OK. Could I have the grilled squid for starters, please? And for my main course, I think I'll have the chicken.
W: Uh-huh, and what kind of potatoes would you like?
C2: Roast potatoes, please.
W: OK.
C1: I'll go for the aubergines stuffed with rice for my main course, please. And the soup of the day? Does it contain any meat? I'm vegetarian.
W: Yes. I'm afraid it's got lamb in it.
C1: Oh, OK. Well, I'll just have the tomato and avocado salad, then. And could we get some water as well?
W: Of course. Sparkling or still?
C1: Just tap water, please, if possible.
W: Sure.
C2: And could we have a small plate for our son? We'd like to share our dishes with him.

**4**
C1: Oh, dear – what a mess!
C2: I'll get the waiter. Er, excuse me. I'm really sorry, but could you get us a cloth, please? My son's dropped some water on the floor.
W: Certainly madam. I'll just go and get one.
C2: Thank you.
**5**
W: Would you like to see the dessert menu?
C1: I'm OK, thanks. I'm really full, but if you want something ...
C2: No, no. I couldn't eat another thing. It was lovely, though. Could I just have a coffee, please?
C1: Me too. Thank you.
**6**
C1: Could we have the bill, please?
W: Yes, of course.
C1: Great. Thanks.
C2: That's very reasonable, isn't it? Shall we leave a tip?
C1: No, look. Service is included.
C2: Wow. Then that really is good value for money. We should come here again sometime.

**9** 21 Ask students to work together to remember and write down any answers. Monitor and note how well students can remember the answers.
• Play the recording. Students listen and check. You could play and pause if you wish to help students catch any individual words or phrases. In feedback, write up any interesting or difficult-to-hear answers on the board.

**Answers**
a Me too. Thank you.
b I'm OK, thanks. I'm really full, but if you want something ...
c Yes. I'm afraid it's got lamb in it.
d No, look. Service is included.
e Of course. Sparkling or still?
f Not quite. Could you just give us two more minutes?
g No. Is that a problem?
h That'd be great. Thanks. He's actually a boy, though!
i Yes, of course.
j Certainly madam. I'll just go and get one.

## Developing conversations

### Offers, requests, suggestions

**Aim**
**to check students' understanding of how to make polite offers, requests and suggestions**

**10** Read through the information in the box as a class. Ask students to work individually to complete the questions. Let them check their answers in pairs before discussing as a class.

**Answers**
1 Could
2 Shall
3 Could
4 Would, Could
5 Shall
6 Could
7 Would
8 Shall

**11** Organise the class into new pairs to practise the conversations. It's a good idea to work on the pronunciation and intonation of the questions and responses first by modelling and drilling the language in open class (see below).
• Monitor and note how well students use the language and pronounce the language. After students have practised the exchanges once, tell them to cover part of each question and to try to remember and improvise the exchanges.

### Teacher development: open-class drilling

Practising functional dialogues of the sort in Exercise 10 requires work on remembering the form of fixed phrases, and work on getting stress and intonation right. When making a polite request, it is important that the intonation starts high and rises at the end to show tentativeness and politeness. A flat intonation pattern sounds very rude to the ear of a native English speaker, and students need to be aware of that.
• Start by modelling at least one request, offer and suggestion for students to hear and repeat. Then ask questions of a few individuals in the class, using the questions in Exercise 10, and prompt students to respond. Then ask individuals in the class to ask questions across the class to other individuals. Try to keep it pacy and correct flat intonation and any errors of form. Once all students have had a go at asking or responding to a question in open class, put them in pairs to practise further.

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** This is an opportunity to bring together several parts of the lesson and for students to roleplay a conversation in a restaurant.
• Ask students to work in small groups of four or five. Students decide on their roles. Give them at least five minutes to prepare ideas. They can refer to the questions in Exercise 7 and the phrases in the Developing conversations box for help and ideas.

**13** Tell students to practise roleplaying the situation. Encourage groups to try it three or four times if you have time – practice makes perfect. They can change waiters each time. Listen for errors, new language or interesting conversations to use in feedback.

- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity 1** To help students prepare for their roleplay, you could read out or write on the board the following list of things to think about.

- entering the restaurant and where to sit
- what to order / recommend from the menu
- the different stages of the meal
- making at least one special request / suggestion
- introducing at least one problem

**Optional extra activity 2** Ask students to prepare and write their own menu for use in a roleplay activity.

**Web research activity** Ask students to find a menu online for a top restaurant. In the next lesson, ask students to present the menu, explaining the dishes, and saying what they would choose.

## START THE DAY
## Student's Book pages 38–39

**Communicative outcomes**

**In this two-page spread, students will read about and discuss breakfasts from around the world; they will practise using *too* and *not ... enough* to complain about things.**

## Reading

**Aim**

**to read for general and detailed understanding; to learn words in context**

**1** Organise the class into groups of four or five to discuss the questions. In feedback, ask one person from each group to report back to the class.

**Optional extra activity** Before doing Exercise 2, ask students to predict the text by either asking them to look at the photos, describe the food, and guess the country, or by writing the names of the countries in the text on the board and asking students to guess what sort of food people from such countries might eat for breakfast.

**2** Ask students to read the article and match the photos to the countries.

**Answers**

a Egypt (photo shows foul medammes and boiled egg, topped with parsley)
b Costa Rica (photo shows gallo pinto, fried plantain, a fried egg, cheese or cream, a mango and a cup of coffee)
c South Korea (photo shows kimchi in soup)
d Ireland (photo shows an Irish breakfast or *fry*, with bacon, sausages, black and white pudding, scrambled eggs, tomato, a hash brown – fried patty of grated potato – and baked beans, served with toast)

### Teacher development: predicting content

Encourage students to predict the content of a text from any clues they have before they read. You could ask students to predict from photos on the page, from the title of the text, or from a handful of key words or phrases in the text which you could pull out and write on the board before students start reading. Predicting helps students read because it allows them to focus on the topic and situation of a text, and to think about the vocabulary that is in the text.

**3** Give students time to read the sentences. Then ask them to read the texts and match the sentences to the countries. Let students compare their answers in pairs before discussing as a class.

**Answers**
1 Costa Rica
2 Bulgaria
3 South Korea
4 Egypt
5 South Korea and Ireland
6 Egypt (from street stalls) and Ireland (if they stay in a hotel)

**4** Ask students to find the words and complete the sentences. Do the first as an example to get students started. Let students compare their answers in pairs and briefly feed back on answers before asking students to discuss the questions.

**Answers**

| | |
|---|---|
| 1 typical, consist | 4 stomach |
| 2 grab | 5 concerned |
| 3 stalls | 6 secret |

**Optional extra activity** Ask students to find food words in the text and check what they mean (see below).

## Background language notes for teachers

There are interesting words connected with food in the text that students may not know. Ask them to find and categorise words under the headings provided below, and use a dictionary or examples to check their meaning.
Adjectives: *fattening, spicy, traditional, strong*
Food: *cabbage, honey, olives, yoghurt, black beans, plantain, cream, sugar cane, flat bread, black pudding, toast*
Ways of cooking or preparing food: *grilled, pickled, fried*

## GRAMMAR too and not … enough

**Aim**
**to check students' understanding of how to use too and not … enough**

**5** Read through the information in the Grammar box as a class. Ask students to work in pairs to note how we use *too* and *not … enough* in the example sentences. Tell them to complete the sentences 1–5. In feedback, elicit reasons why we complete the gaps with the words students say.
- Ask students to check their answers on page 171 of the Student's Book.

**Answers**
1 too
2 much
3 many
4 to
5 not (n't), enough

**G Students complete Exercise 1 in the Grammar reference on page 171.**

**Answers to Exercise 1, Grammar reference**

| | |
|---|---|
| 1 enough | 1 d |
| 2 too | 2 g |
| 3 enough | 3 b |
| 4 enough | 4 a |
| 5 too much | 5 h |
| 6 too | 6 e |
| 7 too many | 7 c |
| 8 enough | 8 f |

## Background language notes for teachers

Depending on their L1, students may confuse *too* and *very*, thinking that *too* means *very, very*. For example, they may say: *My girlfriend is too beautiful.* You need to show that *too* has a negative meaning. So, contrast *Robert is very tall – and that's great – he's in the basketball team* with *Robert is too tall to get in my small car – and that's a problem!*
In feedback to Exercise 5, you could show form on the board:
*too* + adjective + *to do* something
*not* + adjective + *enough* + *to do* something
*not enough* + noun + *to do* something
*too much* + uncountable noun
*too many* + countable noun

**6** Look at the example (for *coffee*) with students and elicit one or two ideas to complain about cars in order to get them started (*It's too old and unreliable – get a new one. / It isn't big enough to get the whole family in.*). Organise the class into pairs to prepare ideas. An alternative way of doing this is to ask pairs to think of things to say together, then pair one pair with another pair to share their ideas.

**Optional extra activity** Write the headlines below on the board. Ask students to speculate about why these things have happened using *too* and *not … enough*.
*Factory closed down*
*Bridge under repair*
*Footballer sold*

**G For further practice, see Exercise 2 in the Grammar reference on page 172.**

**Answers to Exercise 2, Grammar reference**
1 The restaurant we went to for my birthday was great value. The food was delicious and it was ~~too~~ really cheap.
2 Have you put **enough** salt ~~enough~~ in that soup? Just check.
3 It tasted disgusting. They put too ~~much~~ **many** chillies in it for my liking.
4 I find it too bitter ~~for~~ to drink if I don't add any sugar.
5 (correct)
6 I don't think this pan is ~~enough~~ big **enough** to cook pasta for everyone. I might need two pans.

## Speaking

**Aim**
**to practise using *too* and *not ... enough* in a discussion**

**7** Ask students to work in groups of four or five. Tell them to read through the statements individually first and decide whether they agree or disagree. Ask one student in each group to lead the discussion and make sure everybody else gets a chance to contribute.

- In feedback, ask one person from each group to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

## Sounds and vocabulary review

**Aim**
**to practise the sounds /v/, /b/, /f/ and /p/; to revise collocations**

**8** 22 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /v/, /b/, /f/ and /p/.

22
/vjuː/, /ɜːv/, /fɪ/, /bɪ/, /pɪ/, /bʊ/, /pɔː/, /fæ/, /feɪ/, /ve/, /və/, /pɑː/

**9** 23 Give students a moment to look at the words in the box. Read the words out so that students can hear their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again, or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

23
1 The café has a very nice view over the park.
2 They serve the fish with boiled vegetables.
3 I didn't have enough money to pay the bill.
4 Have you booked a table for four people or five?
5 There's a typical French café opposite my apartment building.
6 They have half portions for kids.
7 Chips are bad for you because they're high in fat.
8 It's a fixed price so fill your plates.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction** The sounds /v/ and /f/ are both formed by placing the top teeth on the bottom lip – you might exaggerate this for students. The sounds /b/ and /p/ are made by forcing air through the lips which initially come together. The sounds /v/ and /b/ are both voiced (you can feel the sound being made if you put your hand against your throat), whereas the sounds /f/ and /p/ force air out (you can feel the air on your hand, or show paper moving).

**10** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 2: FORBIDDEN FRUIT
## Student's Book page 40

**1** Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

### Culture notes

The photo shows a big display of durian fruit on a market stall in Hanoi, Vietnam. Other fruit visible on the stall (at the left of the photo) include dragon fruit and a large water melon, possibly mangos or paw paw.

**2** 7 As students watch the video, they should note the three problems caused by this fruit. Let them compare their notes in pairs before discussing as a class.

**Answers**
People smuggle them into hotels, where the smell causes problems; they are very expensive; people can kill for them!

7
**Narrator:** Here in Malaysian Borneo, a seasonal invasion is underway. Staff at hotels watch nervously for a food that is smelly, awful, and loved by millions. Meet the durian fruit. Its smell is hard to describe.
'It smells like rotten fish and custard.'
'A rubbish dump.'
'Blue cheese.'
'Perhaps a dead dog.'
**Narrator:** Other cultures love foods that smell strongly. Cheese, a favourite in the West, is actually rotted milk – a smell people in Asia find disgusting. Like cheese in France, durian is precious in South East Asia. Some believe it's worth killing for. Durian trees don't bear fruit until they're fifteen years old. A single durian can cost as much as fifty dollars (American). Here in Kuching, the capital of Malaysian Borneo, hotels are on the front lines of the durian war. When the fruit is in season, hotel managers maintain a constant vigil to keep it out. For them, the problem is really about money. One smelly durian fruit can scare off a hotel full of customers.
**Hotel Manager:** It goes into the curtains, it sticks into the carpet, it sticks into the bedspreads.
**Narrator:** That doesn't stop people from trying to smuggle it in.
**Cleaner:** We can immediately smell it. They always deny it but we know that they've got them.
**Narrator:** Every hotel has its own method of dealing with a durian alert.
**Hotel Owner:** There's only two methods of getting rid of the smell we've found. One is charcoal. Charcoal absorbs the smell. And the other – that takes quite a long time – and the other one, we've got an ioniser that, erm, it's an industrialised one, and within three hours we can pull the smell out of the room.
**Cleaner:** Please no durians here. Not in the hotel. Outside in the fresh air you can do it, but definitely not here.
**Narrator:** In Borneo, visitors can decide for themselves if the durian is delicious or just plain disgusting, as long as they do their taste testing outdoors.

**3** Give students time to discuss the questions in pairs.

**4** 7 Ask students to watch the video and check their answers to Exercise 3.

**Answers**
1 rotten fish and custard; a rubbish dump; blue cheese; a dead dog
2 Durian is compared to cheese because it also smells very strongly and is very popular in the West.
3 up to fifty dollars
4 the curtains, the carpets, the bedspreads
5 charcoal or an industrial ioniser

**5** Ask students to read the sentences individually and decide which they think are facts and which are opinions. Then ask them to discuss with a partner.

**Answers**
1 F 2 O 3 F 4 O 5 F 6 F

**6** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to read the questions, then put them in pairs or small groups and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## UNDERSTANDING FAST SPEECH

**7** 8 Tell students to work on their own for a few minutes to practise saying the extract. Then play the extract. Students listen and compare what they said.

**8** Encourage students to practise saying the extract several times.

# REVIEW 2
## Student's Book page 41

**Aim**
to consolidate vocabulary and grammar from Units 3 and 4

**Answers**

**1**

| | |
|---|---|
| 1 never | 6 right |
| 2 lot | 7 've |
| 3 was | 8 asked |
| 4 were | 9 of |
| 5 any | 10 didn't |

**2**

1 Did he go with you? Have you eaten here before?
2 What would you like for dessert? Has he finished eating?
3 Where have you been? What time did you get here?
4 How much did it cost? How long has she lived here?
5 Could I have a coffee please? Who were you talking to earlier?

**3**

1 some, had
2 Could, no, some
3 seen, a few, didn't like
4 did, was texting, much

**6**

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

**7**

**flights:** cancelled, check in, land
**driving:** a licence, a roundabout, a service station, a truck, a vehicle
**food:** mild, roast, seafood, skin

**8**

| | |
|---|---|
| 1 stuck | 5 Japanese |
| 2 departure | 6 directly |
| 3 boarding | 7 choice |
| 4 friendly | 8 grilled |

**9**

| | |
|---|---|
| 1 queues | 7 keep |
| 2 park | 8 monument |
| 3 underground | 9 miss |
| 4 ground | 10 delicious |
| 5 line | 11 portions |
| 6 main | 12 value |

**24 and answers to Exercise 4**

1 Could you get us a cloth?
2 Shall we leave a tip?
3 Could you show me the way?
4 Would you like anything to drink?
5 Could I have the vegetarian option?
6 Shall we call a taxi?

# 5 RELAX

## Speaking

**Aim**

**to set the scene and introduce the theme with a photo; to get students talking about free-time activities and what they do to relax**

**1** Start by telling the class that in this unit they're going to be learning how to talk about free-time activities and related places and equipment, sports and relaxing experiences, and making plans and arrangements.

- Ask students to look at the photo on pages 42–43. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Work with your students' answers, but some suggestions are given below. Use the opportunity to correct any errors or rephrase what students are trying to say.
- Once you have given feedback on content, look at good pieces of language that students used and any language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**

It seems likely that the woman is at the London Olympics (see Culture notes below).

People enjoy the excitement of attending live sporting events, perhaps also the camaraderie and feeling of pride in their country / region / town, etc. It is a chance to see extraordinary athletes / sportspeople perform at the highest level, and to support and encourage them after the years of training they have put into their sport.

It is probably a stressful experience rather than relaxing, but it can be exciting and uplifting when your team does well.

### Culture notes

The photo shows a fan at the London Olympics in 2012 cheering as Great Britain's Mo Farah runs by on the last lap of the 5,000m final. This was Mo Farah's second Olympic gold medal (he won the 10,000m final the week before). He is the first Briton to win an Olympic gold medal in a men's long-distance event, and the seventh man to win a gold medal in both the 5,000m and 10,000m at the same Olympic games.

- Note that the woman in the photo is waving the Union Jack flag, which is British, not English, so this excludes many sports such as football, rugby etc. where there are teams for England, Wales and Scotland, but no British team. However, in the Olympic games and in other athletic events, competititors compete as part of a single British team rather than as the individual nations that make up Great Britain.

**2** Mix the pairs so that students are working with someone new. Ask students to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary. You may wish to read through and check the meaning of the words in the box first (use mime), although these are words students should know. Point out the pronunciation of *yoga* /ˈjəʊgə/ and *drawing* /ˈdrɔːɪŋ/.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Extend the pairwork in Exercise 2 into a mingle. Students go round and ask each other about their hobbies or free-time activities, thus providing more speaking practice.

### Teacher development: mingles

It is a good idea to encourage students to get out of their seat, walk round, and speak to a number of students in mingles or milling activities when practising new language. It creates a more realistic task than just talking in pairs or open class. It encourages interaction between students who don't often speak to each other. It creates variety and a change of focus in class.

Here are some management tips.

1 Provide lots of preparation time so students are clear about their role and what they need to say.
2 Participate in the mingle to provide a good model of what you want students to say.
3 Set clear time limits and goals. So before they do the mingle, tell students how long they have, how many people they must speak to, and what they have to find out.
4 Ensure there is a good space for students to use. This could involve moving desks, or moving students to a clear space in the room. Make sure you plan this before doing the mingle.
5 At the end, ask students to sit down, and feed back on both content and errors.

# WHAT ARE YOUR PLANS?
# Student's Book pages 44–45

**Communicative outcomes**
**In this two-page spread, students will talk about places and equipment for doing different activities; listen to a conversation and practise discussing their own plans; introduce negative comments in conversations; describe sports.**

## VOCABULARY Places and equipment

**Aim**
**to introduce and practise language for sports places and equipment**

**1** Ask students to match the pairs of words to the sports. Elicit the first pair as an example. Let students compare their answers in pairs before discussing as a class. In feedback, use mime or drawings on the board to check the meaning of any words students are not sure of.

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

## Background language notes for teachers

*a (fishing) rod* = the long carbon or fibreglass stick, with a hook and line attached, that fishermen use to catch fish with
*gear* /gɪə/ = equipment
*trunks* = shorts men wear for swimming; women wear a *swimsuit* or *swimming costume*
*clubs* = the long, hard sticks players use to hit golf balls in golf
*racket* (sometimes spelt *racquet*) = a wooden frame with a springy, tight net, used for hitting the ball in tennis, badminton, squash, etc.
Note the different words for places.
A *pitch* is usually made of grass and is for outdoor team sports (football, rugby, hockey).
A *court* is for indoor sports or racket sports (tennis, squash, badminton, basketball, volleyball).
A *course* is long and grass-covered (a racecourse, golf course).
A *track* goes round in a loop and is for running or racing on (athletics track, racetrack).

**2** Organise the class into pairs to have the conversations. You could start them off by modelling the example conversation with a reliable student. Monitor and note how well students use the new vocabulary. In feedback, point out any errors students make with use and pronunciation.

**3** Organise the class into groups of four or five to discuss the questions. In feedback, build up a list of extra vocabulary students think of on the board.

**Possible answers**
cards: card table, pack of cards, dice (sometimes), casino
dance: dance studio / dance floor, dance shoes, leotard, costume, etc.
swimming: sea, lake, river, swimsuit, goggles, swimming cap
athletics: track, shoes
football: pitch / park / sports centre / stadium, ball, net / goal, boots, shirt, pads, gloves
basketball: court, basket, boots
yoga: sports hall / leisure centre, mat, leotard
running: park / river bank, shorts, top
fishing: river / sea / lake, net, hook, line, bait, waders
tennis: ball, net, trainers (tennis shoes), shorts
golf: clubhouse, hole, ball, golf shoes, bag, tee
drawing: studio, easel, charcoal, pencils, paper / drawing pad

**Optional extra activity 1** Ask students to think of other sports that use the places or equipment in Exercise 1 (squash and badminton use rackets; volleyball and basketball are played on a court; horse racing and Formula 1 are on a track; hockey and rugby are on a pitch; diving and water polo are in a pool).

**Optional extra activity 2** Ask students to tell you about places and equipment for sports they are interested in.

## LISTENING

**Aim**
**to listen for plans and arrangements in a conversation, to give practice in listening for general and specific understanding; to provide a model for the conversation practice at the end of the lesson**

**4** 25 Give students a moment to read through the plans. Check any words students aren't sure of, and check students know how to pronounce the words. (Note that we say *I'm doing nothing special* to say that we haven't got any important plans.)
• Play the recording. Students listen and tick the plans the girls discuss doing (note that they should not tick things they mention that other people are doing). Let students compare their answers before discussing in feedback.

**Answers**
They talk about:
relaxing and doing nothing (she says she's going to take it easy)
looking round the shops
doing some exercise (Maribel might go running)
going on a trip to the country
They don't plan to do any of the following:
taking a flight (she's meeting someone at the airport, but isn't taking a flight)
watching a sports event (Corinne suggests going running at the track)
going to a dance class (there's a party and Maribel says she likes to dance)
going to a swimming pool (Maribel prefers a heated pool for swimming but they're going to a lake)

25
**C = Corinne, M = Maribel**
C: So what are you going to do while you're here?
M: I'm just going to take it easy, Corinne. I guess I might go shopping in the morning. You're working tomorrow, aren't you?
C: Yes – and Saturday morning, I'm afraid.
M: Oh dear.
C: Yeah, I know. I'm sorry, but some important clients are coming and I need to go and meet them at the airport and make sure everything's OK.
M: Right. What time are you going to be back?
C: Hopefully about two.
M: That's OK, then. I'm not going to be up before eleven anyway and I've brought my trainers, so I might go running. Is there anywhere to go near here?
C: There's actually an athletics track just down the road.
M: OK. To be honest, though, I'd prefer a park or somewhere like that.
C: Hmm. There's not much near here. I usually just run on the streets when I go.
M: OK. Well, I'll see. Do you have any plans for us at the weekend?
C: Well, a friend is having a party for his birthday on Saturday night, if you'd like to go.
M: Oh great. You know I always like a dance!
C: And the forecast is really good for Sunday, so we're thinking of going for a walk in the mountains near here.
M: Oh right. That sounds nice.
C: Yes, it's great there. There's a lovely river we can go swimming in.
M: Oh right. Do you have any spare swimming gear? I don't have anything with me.
C: Yeah, I'm sure I can lend you something.
M: Thanks. Isn't the water cold, though?
C: A bit, but you soon warm up.
M: Hmmm. I must admit, I'm a bit soft. I like a heated pool, myself.
C: Honestly, it's not so bad and the water's really clear. It's just beautiful with the mountains and everything!
M: OK. So what time are you thinking of leaving?
C: Well, it's two or three hours by car, so if we want to make the most of the day, we need to leave early – maybe around six o'clock.
M: Six in the morning?!

**5** 25 Play the recording again. Students listen and note the missing words. Let students compare their answers before discussing in feedback.

**Answers**
1 you're here
2 take it easy
3 I'm afraid
4 some important clients
5 down the road
6 I'd prefer
7 at the weekend
8 for a walk
9 spare swimming gear
10 make the most

## Teacher development: listening intensively for chunks of language

In Exercise 5, students need to listen to a text very intensively. This develops listening skills and tests students' abilities to hear particular chunks of sound. It also introduces students to a set of useful and common chunks of language, which they can learn and use.
In order to develop your students' ability to listen for chunks, do the following.
1 Give them time to predict what words might be missing, or what parts of speech the words might be before they listen.
2 Allow them to listen two or three times to extracts from the listening so that they can really work at hearing chunks of language.
3 Introduce your students to the way words link together when spoken naturally, the way pronouns and auxiliary verbs contract, and the way words such as *for, at* or *a* are reduced to weak forms.
4 Drill the missing chunks, and get students to manipulate them by making their own sentences, in order to consolidate their understanding of what the chunks mean and how to say them.

**6** Organise the class into groups of four or five to discuss the questions. Monitor and note how well students use the new language. You could make a note of any errors to discuss in feedback at the end.

**Optional extra activity** Write *go*, *take* and *do* on the board and ask students to find as many collocations as they can in Exercises 4 and 5. Tell students to note and learn these common collocations:
*take a flight / take it easy*
*go to a class or a pool / go on a trip / go for a walk / go walking, running or swimming*
*do some exercise / do activities outside.*

## DEVELOPING CONVERSATIONS

### Introducing negative comments

**Aim**
**to introduce and practise short phrases used in conversations before making negative statements**

**7** Read through the information in the box as a class.
• Check the meaning of the words and phrases in the box. Then provide two or three examples about yourself, e.g. *I must admit, I'm a bad loser. If I lose a game of tennis, I feel angry all day. / To be honest, I'm very messy. I never put my clothes in a cupboard. I usually leave them on the bedroom floor.* Give students two minutes to think of things to say to their partner. Then ask them to talk in pairs. Monitor closely, and correct any errors.
• In feedback, ask different students to say what they found out about their partner.

## Background language notes for teachers

Note the colloquial expression *I'm a bit soft*, used in the listening and in the Developing conversations box. If you say *I'm a bit soft* it means you're not very strong or tough physically, e.g. you don't like the cold, or hard physical work, or exercise or being outside in the rain, etc. Native speakers might also describe other people as *soft*, but note that this is very informal language, often used in a jokey way, e.g. *Oh, don't be so soft, it's perfectly safe!* It should be used with caution, or avoided by non-native speakers.

**8** It is a good idea to mix pairs before doing this activity. Give students time to prepare ideas before sharing them with their new partner. You could instruct students to respond naturally by saying either: *Me too!* or *Me neither*, or *Really? I ...*

**Optional extra activity** Write the following invitations on the board. Ask students to take turns reading them out and responding with a negative comment.
*Do you fancy a coffee?*
*Shall we get an Indian takeaway?*
*Would you like to come to my party?*
*Do you want to meet my boyfriend / girlfriend?*
*Shall we go and see the new Brad Pitt film?*

## GRAMMAR Plans and arrangements

**Aim**
**to check students' understanding of how to use present tenses**

**9** Read through the information in the Grammar box as a class. Then organise the class into pairs to match the sentences to the two meanings. Monitor and note how well students do.
- In feedback, elicit students' answers. Then ask them to check in the Grammar reference on page 172.

**Answers**
a 1, 3, 4, 5 b 2, 6, 7

**G Students complete Exercise 1 in the Grammar reference on page 172.**

**Answers to Exercise 1, Grammar reference**
1 to watch, to get
2 are ... doing, 're meeting, to see
3 having, having, hire
4 're playing, to play

**Optional extra activity** If you don't have access to an IWB, you might want to write example sentences from Exercise 9 on the board. Use the examples to highlight form and use.

## Background language notes for teachers: plans and arrangements

Aspects of form you may wish to highlight include:
*might* + infinitive without *to*
*(to be) going to* + infinitive
*(to be) thinking of* + *-ing* (we use *-ing* after prepositions).
There is a subtle difference between using the present continuous form to talk about arrangements, and *going to* + infinitive to talk about plans. Native speakers tend to use the present continuous when they are talking of a fixed personal arrangement that could be in a diary (e.g. *I'm playing tennis on Friday* or *We're leaving at three*) and tend to use *going to* when it is clearly a plan and not arranged (e.g. *I'm going to tidy up later* or *I'm just going to take it easy*). In truth, however, the two uses are often interchangeable, so it's best that students learn these phrases as useful phrases rather than worrying about grammar rules. One thing you might want to get across to students, however, is that English speakers tend to use the present continuous if they can (because it's shorter) and tend to avoid using the verbs *go* and *come* with *going to*, e.g. *I'm going for a walk later* not ~~*I'm going to go for a walk*~~.

**10** Elicit the first question to get students started. Then ask students to work individually to write the other questions before checking answers with a partner.
- Have a brief class feedback and discussion session and deal with queries. In feedback, point out how the auxiliary verb *be* is used in questions.

**Answers**
1 a Who else is going?
b Where are you going to have it?
2 a Who are they playing?
b When are you thinking of getting the tickets?
3 a How long is she going to stay?
b What are you thinking of doing while she's here?

## Culture notes

Leeds United is a professional football team currently playing in the Championship (the second division) in England.

**11** Organise the class into pairs. Model the activity first with a good student by saying sentence 1 from Exercise 10 and getting the student to respond with question a. Make up an answer to the question, e.g. *John and Alison from our English class are coming, and my brother, Dave, might be there. He's really funny, you'll like him.* Then elicit question b and respond. Give students two minutes to prepare things to say to answer the questions. Ask them to change roles and repeat the exercise once they have asked and answered questions. Monitor and note errors and interesting uses of language.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the

activity. Show students better ways of saying what they were trying to say.

**12** Ask students to read through the sentences and change them so that they are true for them. First elicit what phrases they should use if the plan is not yet fully decided (*might* + infinitive without *to*, or *thinking of* + *-ing*).
- Read the example sentences, which are modifications of sentence 1, and elicit more ideas from the class.
- Monitor and help students with ideas as they adapt the sentences.

**13** Organise the class into pairs and ask them to share information and ask follow-up questions. Monitor and note errors and interesting uses of language.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**G For further practice, see Exercise 2 in the Grammar reference on page 172.**

**Answers to Exercise 2, Grammar reference**
1 I might call you later.
2 What are you going to do?
3 We're thinking of having a meeting about it.
4 I'm not going to go on holiday this year.
5 I might not be in class tomorrow.
6 Where are you thinking of staying?
7 I'm going to go fishing this weekend.
8 What are you thinking of going to see?
9 I may not come. It depends how I feel.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**14** This is an opportunity to bring together several parts of the lesson and for students to practise talking about plans and arrangements.
- Ask students to prepare a list of interesting things to do in their town or area. If your students all live in the same town, get them to do this in pairs. If your students are from different places, get them to prepare for the town you are all in, or ask students to prepare individually and be ready to talk about their home city.

**15** Once students have ideas, ask pairs to practise. Encourage them to practise three or four times – practice makes perfect. Tell them to take turns to play the two roles. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**9 Refer students to the video and activities on the DVD-ROM.**

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# THE BEST GAME IN THE WORLD
## Student's Book pages 46–47

**Communicative outcomes**
**In this two-page spread, students talk about different sports; they use superlatives to compare one thing with several others; they read a text about different sports from around the world.**

## VOCABULARY Sports and games

**Aim**
**to introduce and practise ways of describing sports**

**1** Ask students to complete the sentences with the verbs. Elicit the first answer as an example. Let students compare their answers in pairs before discussing as a class. In feedback, use examples, mime or drawings on the board to check the meaning of any words students are not sure of.

**Answers**

| | |
|---|---|
| 1 won | 5 beats |
| 2 scored | 6 kicked |
| 3 time | 7 throw |
| 4 drew | 8 support |

### Background language notes for teachers

Note the difference between *win* and *beat*, two words that students often confuse. We *win a match, a competition* or *a prize (medal, trophy,* etc.*)*, but we *beat another team, an opponent*, etc.

### Culture notes

- SK Slavia Prague (or Slavia Praha, pronounced /'slavja 'praɦa/) is a Czech professional football club founded in 1892 in the city of Prague. They are the second most successful club in the Czech Republic since its independence in 1993.
- A season ticket is a ticket football fans buy so they can go and watch every match during a season.

**2** Organise the class into pairs to explain, act or draw the words. Monitor and help with ideas and make sure everybody understands all the verbs.

**3** Organise the class into groups of four or five to compare their answers and discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Use the opportunity to correct any errors or rephrase what students are trying to say.

Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## LISTENING

**Aim**
**to practise listening for detail; to debate the good and bad things about football**

**4** Organise the class into pairs to think of reasons for football's popularity. You could do this by finding out who likes football and who doesn't first, and organising them either into mixed pairs or into similar pairs (i.e. pairs of football fans and pairs of students who have no interest in football). Elicit a few ideas from the class before playing the recording.

**5** 26 Play the recording. Students listen and note answers. Let students compare their answers in pairs before discussing as a class. Find out if the speaker mentioned any of the points made by students in your class.

**Answers**
**People don't like it because** it can be very boring / nothing happens / players earn too much money.
**It's popular because** it's simple to play and understand, you don't need expensive equipment, no skill is needed, it's different every time / you don't know what'll happen.

**26**
Last night I watched the big game in England between Manchester City and Chelsea. I was one of a billion people watching in places as far apart as Peru, Saudi Arabia and Vietnam. Now, when football's good, it can be amazing ... but when it's bad, it can be awful – and this game was maybe the most boring game I've ever seen. It was a nil-nil draw and almost nothing happened for the whole 90 minutes. Honestly, it was terrible! Football's the most popular sport in the world, but it's hard to understand why when you watch a game like that. Knowing that the players earn millions a year just makes it worse! So why do we watch when there are plenty of alternatives? The Olympics features around 30 sports; other countries have different national sports such as cricket; and new sports are being created all the time.

Maybe the main reason is because football is the simplest game to play. The basic rules are among the easiest to grasp of any sport. In contrast, does anyone really understand the rules of cricket? In addition, football doesn't require expensive equipment. In fact, you need hardly any gear at all and on top of that you need no real skill to play – who can't kick a ball? So nearly everyone has played at least once in their life – and of course once you've played a sport, you appreciate it more. Finally, football's different every game. Last night's game was boring, but next time Chelsea might win five-four, with a goal in the last minute! You just never know.

**6** Organise the class into mixed groups of four or five (including fans and non-fans) to debate the issue. Give students time to organise their ideas and arguments first. Go round the room and check students are prepared for the task and help with ideas and vocabulary if necessary. Monitor and listen for errors or good examples of language use to feed back on at the end.

**Optional extra activity** If this topic is really interesting for your class, you could turn the discussion into a class debate. Write *Football is the world's greatest sport* on the board. Divide the class into people who support the statement and students who disagree with it. Then tell the two groups to prepare arguments for or against. In the debate, ask three speakers from each group to present arguments. At the end, find out if anyone changed their mind after listening to the arguments.

## GRAMMAR Superlatives

**Aim**
**to check students' understanding of how to form and use the superlative form**

**7** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the questions. Monitor and note how well students understand the rules of form.

- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 172.

**Answers**
1 When an adjective has three or more syllables (some two-syllable adjectives also use *most*).
2 We use *-est* when the adjective has one or two syllables (but remember that some two-syllable adjectives also use *most*).
3 Because the adjective ends in *-y* and the *y* becomes *i* + *est*.

**G Students complete Exercise 1 in the Grammar reference on page 173.**

**Answers to Exercise 1, Grammar reference**
1 the worst
2 thickest
3 the most generous
4 the busiest
5 the most interesting
6 the saddest
7 the most disgusting
8 the widest

## Background language notes for teachers

Superlative forms of adjectives follow the same form rules as comparatives. In addition to the rules in the answer key above, note the following:
Adjectives with consonant-vowel-consonant usually double the consonant: *big – biggest*; *thin – thinnest*.
Adjectives that end in *-e* are followed by *-st* not *-est*: *fine – finest*; *pure – purest*.
Two-syllable adjectives that end in *-y* drop the *-y* and add *-iest*: *friendly – friendliest*; *messy – messiest*.
There is a grey area with regard to other two-syllable adjectives. Some always take *-est* (*simplest, narrowest*) whilst others always take *most* (*most useful, most thorough*). Others can be used with both forms (*most subtle, subtlest*), and native speakers often switch between the forms.

**8** Elicit three or four ideas from the class for the first sentence to get students started. Then ask students to work individually to prepare their sentences before comparing ideas with a partner.

## PRONUNCIATION

**Aim**
**to practise the /ɪst/ pronunciation in superlative forms**

**9** 27 Play the recording. Students listen and notice the pronunciation, then practise repeating the different forms.

27
1 It's the simplest game to play.
2 It's not the easiest game to understand.
3 He's the tallest person I know.
4 She's the fittest person I know.
5 He's the cleverest person I know.
6 It's the ugliest building in town.

**10** Organise the class into groups of four or five. Then ask them to take turns to share their sentences from Exercise 8. Monitor and note errors and interesting uses of language.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**G For further practice, see Exercise 2 in the Grammar reference on page 173.**

**Answers to Exercise 2, Grammar reference**
1 He's the nicest person I've ever met.
2 It's the most exciting race I've taken part in.
3 That computer is the most reliable we have ever had.
4 This is the most complicated game I have ever played.
5 It's the funniest book I've read in a long time.
6 That is the smartest I've ever seen you look.

## Reading

**Aim**
**to give students practice in reading for general and specific information; to focus on useful chunks of language used in the text**

**11** Organise the class into pairs to look at the photos and discuss the questions. Encourage students to discuss any ideas they have about the sports without worrying too much about whether they are right or wrong. Feed back very briefly. At this stage, there is no need to give the names of the more unusual sports; students will find out more when they read the article.

**12** Students read the article and match each sport to one of the six photos. Make sure they understand that three of the photos show sports not in the article. You could set a short, four-minute time limit to encourage students to skim and find the answer quickly.

**Answers**
Pato: photo c
Keirin: photo e
Bossaball: photo a

**13** Ask students to discuss the questions in pairs. Encourage them to refer back to the text to check answers.

**Answers**
1 Keirin
2 Pato
3 Bossaball
4 Pato
5 Keirin

**14** Ask students to match the words in bold to their meanings. Elicit the first one to get students started. Let students compare their answers in pairs before discussing as a class.

**Answers**
1 aim (to)
2 prevent
3 the outcome
4 the pace
5 an opponent
6 the referee
7 banned
8 bet

## Background language notes for teachers

There is an interesting set of vocabulary in the article that you could get students to find and put in two categories:
People doing sport: *teams, players, riders, cyclists, competitors, opponents*
People watching sport: *crowds, spectators, fans*

## Culture notes

*Pato*, or *juego del pato* is pronounced /'xweɣo ðel 'pato/ in Spanish and means 'game of the duck'.
*Keirin* is pronounced /keiɾiɴ/ and means 'racing wheels' in Japanese. Races are about two kilometres long: eight laps on a 250m track, six laps on a 333m track, or five laps on a 400m track. Since 2000, it has been an Olympic sport.
The word *bossa* suggests style, flair or attitude in Brazillian Portuguese, and is commonly associated with *Bossa Nova*, a samba-influenced type of Brazilian music. *Bossaball* expresses the aim to combine sports, music and positive vibrations.

## Speaking

**Aim**
**to encourage students to discuss their ideas about sport in a free speaking activity**

**15** Organise the class into groups of four or five to discuss the questions. Allow two or three minutes' preparation time first, and monitor to help students with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Write the following pairs of sports on the board: *rugby / American football, tennis / squash, boxing / wrestling, basketball / volleyball*. Put students in pairs. Tell students they are going to argue about which sport is best in each pair. Tell students to decide who will argue for rugby, and who for American football. Then give students 30 seconds to argue why their sport is best. At the end, elicit who made the strongest arguments. Move on to the next pair of sports, and ask students to repeat their argument.

**Web research activity** Ask students to find out more about unusual sports. Tell them to research some of the following: *marbles, pooh sticks, ostrich racing, tossing the caber, finger wrestling*.

**Communicative activity worksheet** The photocopiable worksheet on page 243 can be used at this point or at the end of the unit for further practice of sport collocations.

# TAKE THE STRESS OUT OF LIFE
## Student's Book pages 48–49

**Communicative outcomes**
**In this two-page spread, students will listen to a radio programme about hobbies that combat stress, and talk about issues raised by the listening; they look at some word families.**

## Speaking

**Aim**
**to introduce the theme of the lesson and listening text; to get students talking in a personalised speaking activity**

**1** Organise the class into groups of four or five. Start by reading out the words in the box, pointing out pronunciation and checking the meaning of words. Use mime to show what the words mean. Model the activity and the patterns in the grey box by describing how you feel about one of the activities. Then ask the groups to share their views. Monitor and make sure students know all the words. In feedback, point out any errors or good use of language you noticed.

### Background language notes for teachers

Note the pronunciation of *drawing* /ˈdrɔːɪŋ/, *colouring* /ˈkʌlərɪŋ/, *repairing* /rɪˈpɛərɪŋ/, and *massage* /ˈmæsɑːʒ/. Note that after *It depends* and a question word, the sentence follows statement word order, not question word order, e.g. *It depends how easy it is* NOT ~~*It depends how easy is it*~~.

## Listening

**Aim**
**to practise listening for general understanding and to hear chunks of language in a text**

**2** Organise the class into pairs to discuss the words. You will need to choose whether to let students look up the words in dictionaries or whether to check them yourself (see notes below). In feedback, find out what students think, but don't confirm or reject anything at this stage.

### Background language notes for teachers

*depression* = when you feel extremely unhappy (it is a medical condition)
*furniture* /ˈfɜːnɪtʃə/ = tables, chairs, sofas, cupboards, etc.
*pattern* = a set of lines, shapes or colours that are repeated (a pattern on a dress, carpet, wallpaper)
*personal* = about you
*publish* = produce a book
*retail therapy* = the idea that shopping will cheer you up and make you happy

**3** 28 Play the recording. Students listen and check their ideas. Let students compare their answers in pairs before discussing as a class. Find out if the speaker mentioned any of the points made by students in your class.

**Answers**
Colouring books and the maker movement are both relaxing and creative hobbies that have started to become popular.
Colouring books: depression (colouring is an alternative way of dealing with stress and depression), pattern (the books have all kinds of patterns), publish (the books are one of the biggest growth areas in publishing)
Maker movement: furniture (people make it); retail therapy (we are made to think that shopping is relaxing and will make us feel better, but the opposite is true); personal (the things you make are more personal than those you buy)

28
**P = presenter, C = Clare Ellis, K = Karen Miller, T = Professor Townsend**

P: Perhaps like me, you spent hours drawing and colouring things when you were young, but then just stopped. Personally, I can't remember when or why, but I suppose I felt it was childish and wanted more adult things – make up, shopping, boys. So you might be interested to learn that one of the biggest growth areas in publishing at the moment is colouring books for adults. These books have been around for a while but in France they've become best sellers thanks to some clever marketing, as book trader Clare Ellis explains:

C: Several of these books were actually first published in the UK with only moderate success, but when French publishers added 'anti-stress' or 'art therapy' to the titles, there was a dramatic increase in sales. Thirty-three per cent of French people have taken pills like Prozac for depression, so there's clearly a big market for anything that helps reduce stress.

P: Watching any child with pens and paper, you can see how the simple task of carefully filling in a pattern can completely occupy their attention, and it's that focus on the present which Karen Miller – a lawyer and colouring fan – likes.

K: Law is a very stressful occupation and it's difficult to stop thinking about work, but colouring has really made a difference for me. Some designs are very detailed and complicated, so you really need to concentrate, and I quickly forget about everything else. It really helps me relax. I even sleep better.

P: And it's not just colouring that's coming back into fashion. In the States, there is a growing interest in making things – everything from clothes to furniture to cakes. The sociologist, Professor John Townsend suggests why:

T: I think the maker movement is a reaction against life being so commercial. We were sold the idea of retail therapy – shopping as relaxation – but many people's experience of shopping is far from relaxing: it involves difficult decisions, debt and worrying about what others have. Making your own things is the opposite: you follow a recipe or instructions; it's cheaper; and it involves sharing ideas and helping each other. There's nothing commercial about the outcome either – you're not buying or selling it. It's personal. It's yours. It's you.
P: Hmm, I'm not sure *my* baking or making are 'me', because I'm awful at it – but anyway here in the studio to discuss the rise of making, I have Professor Townsend, Karen Miller and a keen maker, Lisa O'Sullivan. Lisa, if I could ask you first ...

**4** 28 Organise students into pairs to discuss the sentence endings. Monitor and help with ideas and vocabulary. Elicit a few ideas. Then play the recording again so that students can check their ideas. In feedback, write answers up on the board.

**Answers**
1 stopped doing colouring
2 colouring books for adults
3 'anti-stress' or 'art therapy' to the titles
4 they need to concentrate / they forget about everything else / focus on the present
5 very detailed and complicated
6 sleeps better
7 so commercial
8 sharing ideas and helping each other

**5** Organise students into pairs to discuss the words in bold. You could ask them to translate the words (if you have a monolingual class) or explain the meaning of the words.

**Answers**
*make-up* – coloured substance you put on the skin of your face (mime putting it on / point to examples of make-up)
*growth* = increase (draw a line graph)
*dramatic* = big and / or sudden
*task* = job / action
*made a difference* = changed something, usually in a good way
*debt* = owing money (to the bank), spending more money than you have

**6** Organise the class into groups of four or five to discuss the questions.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

# Understanding vocabulary

## Word families

**Aim**
**to introduce and practise words that are connected in word families**

**7** Read the information about word families in the box. Ask students to look at the words in the box in Exercise 7, and elicit any other words students know from the same word families. Then ask students in pairs to look at the audio script for Track 28 on page 197 of the Student's Book and find any words from the word families in the box. In feedback, build up a list on the board, and categorise the words under the headings nouns, adjectives, adverbs and verbs.

**Answers**
child: childish (adj)
drama: dramatic (adj)
person: personal (adj), personally (adv)
publish: published (verb); publishing (noun); publisher (noun)
occupy: occupation (noun)
relax: relaxing (adj); relaxation (noun)
sell: sales (noun); best seller (noun), selling (verb – present participle)
stress: stressful (adj); anti-stress (adj)

## Teacher development: categorising words

Organising words into groups is a good way of recording, remembering and revising them. Encourage your students to categorise words in a variety of ways.
1 Categorise words according to the part of speech (as in the exercise above).
2 Categorise words according to words that they collocate with.
3 Categorise words according to topic.

**8** Ask students to complete the sentences with the correct word from the word family. Point out that the form may need to be changed, e.g. nouns may need to be plural or verbs may need to be a different form. Elicit the word for the first sentence to get them started. Let students compare their answers in pairs before feedback. Note that each word family is based on a word from the first five units of this book.

**Answers**

| | | |
|---|---|---|
| 1 | a expenses | b inexpensive |
| 2 | a add | b addition |
| 3 | a support | b supporters |
| 4 | a heating | b heat |
| 5 | a manage | b management |
| 6 | a secure | b security |

**9** Make sure students are clear about the meaning of the words used, by providing your own examples, eliciting student examples, or by asking for translations (in a monolingual class).

**Answers**
1 *travel expenses* = money that is paid back to you after a business trip, e.g. rail travel or petrol, hotel costs, meals, etc.
2 *add some salt* = put salt in food
*In addition to* = as well as
3 (*not have*) *much support for* = not many other people think it is a good idea
*rival supporters* = groups of people who follow opposite teams
4 *turn the heating on* = start heating the house, e.g. start the central heating
*escape the summer heat* = go to a different place (e.g. the coast or mountains) where it is less hot
5 *manage to do everything* = be able to do everything, fit in all the jobs you have
*style of management* = way that you organise things and people
6 *to secure the airports* = to make sure the airports are safe from terrorist attack
*security was very tight* = there were very strict security measures, e.g. a lot of police officers, thorough security checks

**10** Ask students in small groups to discuss the questions. Monitor closely and note how well students use the new collocations. In feedback, comment on any errors or good uses of language.

**Optional extra activity** Ask students to use learner dictionaries to find other words in the word families in this lesson.

## SOUNDS AND VOCABULARY REVIEW

**Aim**
**to practise the sounds /l/ and /r/; to revise collocations**

**11** 29 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /l/ and /r/.

29
/pleɪ/, /u:l/, /əʊl/, /læ/, /reɪ/, /træ/, /θru:/, /eɪl/, /əl/, /pəl/, /ləʊ/, /treɪ/

**12** 30 Give students a moment to look at the words in the box. Read the words out so that students can hear their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this.

- Then play the recording again. Students listen and complete the sentences. You could play the recording again or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

30
1 I play football every Friday in a local park.
2 There's an Olympic-size swimming pool just round the corner.
3 The cycle race usually attracts lots of spectators.
4 I like to relax with my family at the weekend.
5 I have to drive miles to get to the nearest athletics track.
6 He threw me his keys, but I dropped them down a hole.
7 I bought these trainers in a sale.
8 The rules are simple and easy to follow.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction** To make the sound /l/, the lips should be relaxed and slightly apart, not rounded, and the tongue touches the roof of the mouth just behind the teeth.
To make the sound /r/, the lips are more rounded, and the tongue should be curled but not touching the top of the mouth.

**13** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

# 6 FAMILY AND FRIENDS

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about favourite photos**

**1** Start by telling the class that in this unit they're going to be learning how to describe people, discuss similarities and differences, talk about work tasks and abilities, and uses of social media and online habits.
- Ask students to look at the photo on pages 50–51. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Ask students to work individually to prepare a story based on the photo. Monitor and help with ideas and vocabulary if necessary.

**2** Organise the class into pairs to tell their stories. In feedback, ask different pairs to briefly tell the class how they interpreted the photo.
- Tell students the true story of the photo (see below).
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Answers**
This is the true story of the photo, taken by the National Geographic photographer Michael 'Nick' Nichols.
In 1987 Nick's family lived in the Rwandan village of Bisoki while he was working on a book on gorillas. His guide, Shambani, became his friend, and Shambani's son, Fidele, played with Nick's son, Ian. Nick returned home to the USA, and when his second son Eli Nichols was born in 1989, Nick sent a snapshot to Shambani. Returning to Bisoke in 1994, Nick learned that his friend Shambani had died in a Zairean refugee camp. He managed to find Fidele (pictured in the photo), who exclaimed, 'I still have your picture!' The boy had little else. 'They lost all they had,' says Nick, who bought Shambani's widow clothes and tools. 'But Fidele had held onto that photo. He kept asking, "How is your family? How is Ian?".'

**3** Mix the pairs so that students are working with someone new. Ask students to discuss their favourite photos. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- Once you have given feedback on content, look at good pieces of language that students used and any language students didn't quite use correctly during the activity.

**Optional extra activity** Bring in a photo of your own, or show one digitally, and ask students to speculate about why it is important to you. Then describe the photo and the people in it in a live listening.

### Teacher development: handling feedback

- After a speaking activity, give feedback on both content and language use. It is important that you give the class an opportunity to say what they found out about each other or to show the results of the completed task. Do this first before commenting on the students' language use.
- It is also important to comment on how well students did the task, so write up any interesting chunks of language students used when speaking in pairs, and check the meaning and pronunciation. You could also write up phrases they didn't use, but might have used, or phrases they used incorrectly, which you could correct and improve. Responding to what students say, and confirming, correcting or improving what they say, is a way of giving your class immediate and specific input. It means you are helping them say what they want to say.

# WHO'S THE GUY IN THE MIDDLE?
## Student's Book pages 52–53

**Communicative outcomes**
**In this two-page spread, students will listen to a conversation about people in a photo, and will practise describing people in photos and people they know.**

## Listening

**Aim**
**to practise listening for general understanding and to recognise question forms**

**1** 31 Ask students to look at the photo. Ask a few open questions to focus them on the listening: *Who are the people in the photo? Where are they? What is the relationship between them? What are they looking at? What are they saying?*

- Ask students to read the situation and the task. Play the recording. Students listen and note their answers. Let students compare their answers in pairs. In feedback, elicit answers.

**Answers**
The blond girl on the right is Anna, Maya's friend from Poland.
The guy in the middle is Maya's brother.
The girl with the dark hair on the left is a friend from Maya's Spanish class.

31
**L = Laura, M = Maya, A = Anna**
L: Maya.
M: Hi Laura. Sorry I'm a bit late.
L: That's OK.
M: How long have you been here?
L: Oh, not long. Ten minutes.
M: Sorry. The traffic was bad.
L: Are you looking for something?
M: Another chair. Oh ... there's one.
L: So, who else is coming?
M: My friend Anna from Poland.
L: Oh yeah? How do you know her?
M: I met her on an exchange trip.
L: Really? Why Poland?
M: There was some connection between the schools. Anyway, it was great and I got on really well with Anna. Here. I've got a picture of her on my mobile.
L: OK.
M: Here. She's the girl on the right.
L: Oh wow! She's very pretty.
M: Yeah.
L: So is she just visiting?
M: No, she's studying here.
L: OK. Quite clever too, then.
M: Definitely. She's one of those people who's good at everything: studying, languages, sports ... . We play tennis sometimes, but she always beats me.
L: How annoying!
M: Isn't it! No ... she's really nice. You'll like her.
L: So, who's the guy? Is that her boyfriend?
M: No! That's my brother!
L: Really? You don't look very similar.
M: I know. He's quite dark – but look at the nose and mouth.
L: Let me see. Yeah, I guess. So what does he do?
M: He's a nurse. He lives in the States.
L: Really? Why did he go there?
M: His wife's from there.
L: Really? He's married? How old is he?
M: 24.
L: OK. That's quite young.
M: I guess.
L: Do you get on well?
M: Yes, we're quite close. Although, obviously, I don't see him very often now. We Skype a lot.
L: Right.
M: I might actually go over there in a few months because they're having a baby.
L: Really? That's great. A boy or a girl?
M: A boy, apparently. My first nephew or niece.
L: OK. So, Auntie Maya. Amazing.
M: I know.
L: Do you have any other brothers or sisters?
M: Just my little sister.
L: Is that the other girl in the picture?
M: No, she's a friend from my Spanish class.
A: Maya!
M: Anna! How are you? We saved you a seat. Anna – I don't think you know my friend Laura. She's a friend from work. Laura, this is Anna.
A: Nice to meet you.
L: Hi – I've heard a lot about you.
A: All good I hope!

**2** 31 Ask students to work in pairs to complete the questions. Play the recording. Students listen and check their answers.

**Answers**
1 How long
2 Who
3 How
4 Is
5 What
6 Why
7 How old
8 Do

**3** Ask students to work in pairs to correct the responses in Exercise 2. Elicit the first correction to get students started. Once students have made corrections, let them check their answers in the audio script on page 197 before checking as a class.

**Answers**
1 Not long. Ten minutes.
2 My friend Anna from Poland.
3 (I met her) on an exchange trip.
4 No, she's studying here.
5 He's a nurse.
6 His wife's from there.
7 24.
8 Yes, we're quite close.

**Optional extra activity** Ask students to practise the conversations once they have corrected them. Tell them to read out the questions and corrected responses first, then cover them up and see if they can remember the phrases.

## VOCABULARY Family and friends

**Aim**
**to introduce and practise chunks of language used to describe family and friends; to look at male and female words for family members and friends**

**4** Ask students to discuss the words in pairs. Start them off by eliciting whether *aunt* is used only for females (i.e. women or girls), or for both men and women (of course, it's for women only). In feedback, you could categorise words in a table on the board for students to copy. Model the pronunciation of words that are difficult to say.

**Answers**

| **Female only** | **Male and female** |
|---|---|
| 1 aunt | 2 classmate |
| 5 ex-wife | 3 colleague |
| 7 girlfriend | 4 cousin |
| 8 gran | 6 flatmate |
| 9 little sister | 11 neighbour |
| 10 niece | 14 partner |
| 12 mum | |
| 13 mother-in-law | |
| 15 sister-in-law | |

**5** Ask students in pairs to make a list of male equivalents of the female words and write them on the board. Again, model any difficult pronunciations. In feedback, you might want to ask students whether their language is similar to English (see below).

**Answers**
1 uncle
5 ex-husband
7 boyfriend
8 granddad / grandpa
9 little brother
10 nephew
12 dad
13 father-in-law
15 brother-in-law

## Background language notes for teachers

Since English doesn't have masculine, feminine and neuter endings to nouns, it doesn't have masculine and feminine forms of the same word. In French, for example, the word for *cousin* is *le cousin* (if male) or *la cousine* (if female). Students may find it strange that English has either completely different words for family members of different sexes, or uses exactly the same word and doesn't differentiate. It is worth finding out how students' L1 differs.

- Your *mother-in-law* is your wife or husband's mother.
- Note that *gran, grandma* or *granny* (or even *nan / nanny*) are more familiar terms for *grandmother*, and *granddad* or *grandpa* are used for *grandfather*. *Mum* or *mummy* (usually said by smaller children) are familiar terms for *mother* (also *mam / mammy* in Ireland and parts of England) and *dad* or *daddy* are terms for *father*. In the US *mom, mommy* and *ma* are more common, and *pa* or *pop* as well as *dad*.
- Note the difficult pronunciation of the following words: *aunt* /ɑːnt/; *uncle* /ˈʌŋkəl/; *niece* /niːs/; *nephew* /ˈnɛvjuː/; *neighbour* /ˈneɪbə/.

**6** Organise the class into new pairs to discuss the phrases. Monitor and note how well students can explain the words. You could make this exercise a dictionary research task or be available to explain words yourself and to encourage student explanations. In feedback, elicit which people are being talked about in each sentence, and check that students know all the words in bold.

**Answers**
1 niece (and sister-in-law)
2 colleagues
3 flatmates
4 ex-wife
5 neighbours
6 father-in-law
7 granddad
8 little sister

## Background language notes for teachers

*had a baby girl* = gave birth to a daughter
*get to know someone* = become friends over a period of time
*work closely* = work in the same place, seeing each other every day or doing the same job
*share an apartment* = live in the same apartment
*move next door* = come and live in the house next to ours
*get on* = have a good relationship
*not good enough for* = often said when a parent thinks that their son or daughter could have chosen a better boy- or girlfriend.
*retired* = no longer working because you are old (usually over 65)
*run a company* = manage or be in control of a company
*a big age gap* = a big difference in the age of two people (e.g. sisters who are ten and eighteen)
*very close* = have a relationship that is intimate and supportive

**7** Read the example sentences with the class, and give students some time to find six phrases in bold that they can use in sentences to describe their own family. Encourage them to try to use as much of the new vocabulary as they can. Organise the class into pairs to share their sentences. In feedback, elicit some of the more interesting descriptions students made, and comment on good examples of language use.

**Optional extra activity** You could describe some of your own family and friends in a live listening before students do Exercise 7.

## GRAMMAR Question formation

**Aim**
**to check students' understanding of how to form and use questions in a variety of tenses**

**8** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the examples and discuss the questions. Monitor and note how well students understand how to form questions in the different tenses.
- In feedback, elicit students' answers. Then ask them to check in the Grammar reference on page 173.

**Answers**
1 a present perfect
b present simple
c present continuous
d past simple
2

| auxiliary | pronoun |
|---|---|
| a have | you |
| b does | he |
| c Is | she |
| d did | he |

**G Students complete Exercise 1 in the Grammar reference on page 174.**

**Answers to Exercise 1, Grammar reference**
1 does, Has
2 Do, do, Did
3 do, are
4 are, Have

**Optional extra activity** If you don't have access to an IWB, you might want to write the example sentences from Exercise 8 on the board. Use the examples to highlight form and use.

### Background language notes for teachers: question formation

Forming questions in English can be tricky for students at this level because it involves manipulating auxiliary verbs. Many other languages don't use auxiliaries and express questions by simply using a rising intonation or by inverting subject and verb. So, instead of saying *Where do you live?* students may attempt *Where you live?* or *Where live you?* They may guess wrongly at the auxiliary (e.g. *Where is you live?*). It is important to give students plenty of accuracy practice in manipulating auxiliary verbs.
- You may wish to point out the repeatable patterns for question formation shown in the tables in the Grammar reference on page 173.

**9** Read through the example as a class. Ask students to order the words individually to make the questions. Let students compare their answers in pairs. Play the recording (see Exercise 10) or discuss answers as a class.

**Answers**
1 Where do you live?
2 Do you know anyone in the class?
3 How long have you known them?
4 Why are you studying English?
5 Have you studied in this school before?
6 Are you enjoying the class?
7 Did you have a nice weekend?
8 What did you do?

## PRONUNCIATION

**Aim**
**to practise the weak forms of the auxiliary verbs and pronouns when asking past simple questions**

**10** 32 Play the recording. Let students check their answers to Exercise 9 first, then underline sounds that are stressed in the faster version. In feedback, elicit what students noticed about the stressed sounds. Point out (if students don't comment on it) that in the faster speech the stress is more marked, and that the auxiliary verbs and pronouns are not stressed, and are quite difficult to hear, as they almost disappear completely.
- Play the recording again. Students listen and repeat. If you are confident in your own pronunciation, model the sentences yourself.

**32 and answers**
1 Where do you live?
2 Do you know anyone in this class?
3 How long have you known them?
4 Why are you studying English?
5 Have you studied in this school before?
6 Are you enjoying the class?
7 Did you have a nice weekend?
8 What did you do?

### Background pronunciation notes

Notice that in questions like *Where do you live?* and *What did you do?* the strong stress is on the main verb (i.e. *live* and *do*) and a secondary stress is on the question word. The auxiliary and pronoun are not stressed – *do you*, for example, is reduced to /də jə/.

**11** Organise the class into groups of four or five. Ask them to take turns to ask the questions and think of true, personal answers. Monitor closely and note down errors with the form and pronunciation of questions which you could feed back on at the end.

**For further practice, see Exercises 2 and 3 in the Grammar reference on page 174**

**Answers to Exercise 2, Grammar reference**
1 (correct)
2 Which battery ~~do~~ lasts longer?
3 Who ~~did~~ gave you this?
4 (correct)
5 (correct)
6 What ~~did~~ happened to you? You're really late.
7 (correct)
8 Who ~~do~~ wants coffee? Put your hand up.
9 (correct)

**Answers to Exercise 3, Grammar reference**
1 How old is your gran?
2 What kinds of things do you do at the weekend?
3 What film did you see last Friday?
4 How long have you lived here?
5 What questions did / do they ask in the exam?
6 What time are you leaving tomorrow morning?
7 How far do you travel to get to work?
8 How many students are there in your class?

**Optional extra activity** Write *How old ...? How long ...? How many ...? How often ...?* on the board. Tell the class to ask you questions using the question words to find out as much as they can about your relatives. Answer as honestly as you can (or want to). If a question is incorrect or badly pronounced, don't speak until the student has corrected or rephrased the question accurately.

## Developing conversations

### Explaining who people are

**Aim**
**to introduce and practise ways of explaining exactly who we are talking about**

**12** Read through the information in the box as a class.
- Ask students to complete the sentences. Let students compare answers in pairs.

**Answers**
1 in
2 with, from
3 next
4 sitting, front
5 with (or *holding*), from / at

**13** Start by pointing to the photo at the bottom of the Student's Book page and asking students: *What can you see in the photo? Where are the people?* Tell students to imagine they know the people and to spend one minute preparing ways of describing who is in the photo. When students are ready, put them in pairs and tell them to take turns questioning each other. So, Student A asks questions for two minutes and B answers. Then they switch roles.
- Monitor for errors or good language use; after the activity, feed back on what you heard.

**Optional extra activity** Ask students to interview you about the people in the photo. The aim is for them to keep asking questions until you make a mistake and contradict your description of someone in the photo.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**14** This is an opportunity to bring together several parts of the lesson and for students to practise describing people in a photo.
- Give students four or five minutes to find or prepare pictures, and to think of what to say.

**15** Organise students into pairs or small groups to describe the people in their photo or picture from Exercise 14.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**10 Refer students to the video and activities on the DVD-ROM.**

### Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# A FAMILY BUSINESS
## Student's Book pages 54–55

**Communicative outcomes**
**In this two-page spread, students talk about families and family businesses; they practise describing similarities and contrasts and talking about general characteristics and abilities in relation to jobs and business.**

## Speaking

**Aim**
**to lead in to the topic of the lesson; to talk about family businesses**

**1** Ask students to look at the photo. Ask: *What sort of business is it?* Use the opportunity to elicit and check *run a business* and *a family-run business / company / restaurant / shop*.

- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## Listening

**Aim**
**to practise listening for general understanding and to listen intensively for chunks of language in a text**

**2** 33 Ask students to read the situation and the task. Play the recording. Students listen and note their answers. Let students compare their answers in pairs. In feedback, elicit answers, and ask students what they heard that helped them reach their answers.

**Answers**
1 wedding planning
2 very successful (*it grew and grew*)
3 Her husband is the finance director, negotiates prices.
Her little boy welcomes the guests.
Her daughter (Sophie) negotiates prices, might take over the business.
Her son (Jerome) loves fashion and design.
4 Sophie

**33**
We have a wedding planning business which we've run for almost twenty years now. I was a model when I was younger and I did work for several wedding magazines, which is how I first got interested in the business. I stopped modelling after I got married and had my two babies, but I never wanted only to be a mum and my husband was very supportive when I decided to start my company.
I think he thought it would always be small – something like a hobby – but it grew and grew – and eventually he left his job to work with me as the finance director. We have three kids now and they're all part of the business too. Even my little boy – who's only six – sometimes welcomes the guests. He's so cute in his little suit! The clients love him.
I hope my daughter, Sophie, will take over the business eventually. I think she combines the best of her parents. She and I are both very determined – she doesn't stop until she succeeds at something! And then, she also shares her father's head for figures. They're both very good at negotiating prices, whereas I think maybe my son, Jerome, is a bit too soft. He loves fashion and design, but I don't think he has the business skills. We'll see.

**3** 33 Give students a minute or two to read through the sentences and see if they remember any of the missing words. Play the recording again for students to listen and note or complete the missing words. Let students compare answers in pairs. Write up the answers on the board in feedback or let students check their answers using the audio script on page 198.

**Answers**
1 when I was
2 when I decided
3 grew and grew
4 take over the
5 She and I
6 head for figures
7 the business skills

**4** 34 Play the recording. Students note answers to the question. Put students into pairs to share answers and encourage them to express the arguments in their own words. End with whole-class feedback, but remember that you don't need to get all the answers perfectly correct. What's important is that the students get a chance to communicate what they heard to each other and to justify their answers.

**Answers**
**Sophie**
**Agrees:** She sounds like a strong character, which is in line with what her mother says, but she doesn't actually agree with anything her mother said.
**Disagrees:** She doesn't want to take over the business and wants to become a scientist instead.
**Jerome**
**Agrees:** He likes the fashion and design aspect of the business. His comments about romance might suggest he lacks business skills (as his mother says), but not necessarily.
**Disagrees:** He would like to run the company.

34
**Sophie:** Yeah, the wedding business, it's OK. I guess it's nice to do things together as a family. It means we're pretty close, I guess, and of course, we have nice things from the success, but it is work and Mum can be quite strict sometimes. My mum sometimes says things like 'When you take over the business, blah, blah, blah' or 'When I retire, you need to know blah, blah, blah' but I actually don't want to run the business – none of us do! Well, I guess Ben might, but he's only six. I want to make a difference in the world. I want to become a scientist. Discover things.
**Jerome:** Did she say I wasn't interested? I suppose I've never really said anything to her when we've talked, because she gets so, kind of, angry about it. It's easier just to agree. She's like my mum. They're very strong characters. Neither of them take no for an answer. Me and Dad, we're more the calm, quiet types. Anyway, I love the business. I like the fashion and design aspect, but also you meet people, you make this amazing special day for them. It's so happy and romantic. And you can make money from it. What's not to like? Of course I'd like to run the company.

**5** Organise the class into groups of four or five to discuss the statements. Give students two minutes to prepare ideas first, and monitor briefly to help.
- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Ask students to make a list of what they have in common with each of their parents. Ask students to share ideas in their group. Ask groups to feedback on whether they are more similar, as a group, to their mothers or fathers.

# Grammar

## Similarities and contrasts

**Aim**
**to check students' understanding of how to use *both, neither, all* and *none* to show similarities, and *whereas* to show a contrast**

**6** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the sentences and discuss the questions. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 174.

**Answers**
1 *all* – three; *both* – two; *none* – three; *neither* – two
2 none / neither
3 when the word comes first in the clause and is followed by a pronoun
4 whereas

**G Students complete Exercise 1 in the Grammar reference on page 174.**

**Answers to Exercise 1, Grammar reference**
1 all
2 both
3 Neither
4 both
5 of
6 us
7 all
8 them

## Background language notes for teachers: similarities and contrasts

- *All* is the opposite of *none,* and *both* is the opposite of *neither*. All four words can be used at the beginning of a clause, followed by *of* and a noun or pronoun (e.g. ***all of the players*** *surrounded the referee*; ***both of them*** *left early*; ***neither of them*** *had any money*). Note that you can't use *all* or *both* with negatives – you have to change to *none* or *neither*: ~~*Both of them didn't come*~~. ***Neither of them*** *came.*
- *All* and *both* are used to emphasise the idea that everybody shares the characteristic, or that each of the two share it. Compare *she and I are determined* and *she and I are* ***both*** *determined* (it emphasises the similarity). *All* and *both* can go before the main verb (*they* ***all like*** *ice cream*) unless they are used with the verb *to be* or an auxiliary verb (*they* ***are both*** *tall*; ***they have all left***).
- *Whereas* joins two clauses. It can go at the start of a sentence, or in the middle. It is used to compare two things, showing that there is an important difference between them.

**7** Organise the class into pairs to prepare and ask questions. Elicit two or three questions from the class first, e.g. *Where do you live? How old are you? Do you have any brothers or sisters? Do you like sport? Do you like music?* etc. It is a good idea to model this activity with a reliable student first. Ask three or four simple questions, and show that you are noting or recalling the information you find out.

## Teacher development: instructing

When instructing tasks, ask students to listen, instruct simply (use the imperative), and try to show students what to do (for example, 'front' the Student's Book by holding it in front of you and point to the task you want students to do). Here are some other tips.
1 Always do the first item as an example when doing gap-fills, answering questions, etc. This shows students what to do and gets them started.
2 Act out tasks. So, if you want students to interview their partner (as in the activity above), act this out with a reliable student. Similarly, set up roleplays and other speaking activities in this way.

3 When a task is a little complicated to explain, use information check questions (ICQs) to check that students understand. For example, in the activity above, ask: *Why are you asking questions?* (to find what I have in common) *How long do you have?* (five minutes).

**8** Put each pair of students with another pair to form a group of four. Students must use *both of us, neither of us*, etc. to explain their similarities and differences with their partners. Again, model what students should say (e.g. *Both of us like watching sport on TV.*) in order to set up the activity. Monitor and note errors students make when manipulating the structures.

**9** Ask different groups to report back to the class using *all* or *none*. Model this again. At the end, write up any errors you heard while the students were using language at any stage of this activity, and ask students to correct the errors on the board.

**G For further practice, see Exercise 2 in the Grammar reference on page 175.**

**Answers to Exercise 2, Grammar reference**

| | |
|---|---|
| 1 either | 5 either |
| 2 Neither, any | 6 any |
| 3 None | 7 Neither, any |
| 4 any | 8 either |

**Optional extra activity** Ask students to prepare a class survey on one of the following topics: favourite foods; pets; sports; favourite soap operas. Ask students in groups of four to think of five or six *yes / no* questions about their chosen topic. When they are ready, students walk round the class and interview three other class members. Students return to their groups and collate their findings. Each group present their findings to the class using *all, both, none* and *neither*.

## VOCABULARY Character and habits

**Aim**
**to introduce and practise adjectives to describe general characteristics**

**10** Ask students to match the sentences to the follow-up explanations. Start them off by eliciting the first match. In feedback, you could categorise words in a table on the board as positive and negative. You will need to point out the strong stress in each word, and drill for pronunciation.

**Answers**

| | | | | |
|---|---|---|---|---|
| 1 c | 3 a | 5 b | 7 e | 9 g |
| 2 f | 4 d | 6 h | 8 i | |

**11** Ask students to prepare descriptions of their family and themselves. Give them one minute to prepare ideas before organising the class into pairs or small groups to share their ideas.

## Background language notes for teachers

Note the strong stress: *determined, practical, organised, patient, confident*.
Note also the use of *soft* here and in the listening, with a meaning similar to *weak* or *sensitive*. Jerome is considered *too soft* to succeed in business. The opposite used in sentence 6 is *strict*, meaning they make people follow the rules and do what they are supposed to do. Another word with an opposite meaning is *tough*, often used of people in business that are strong, determined, and prepared to do difficult things that are necessary for success.

## PRONUNCIATION

**Aim**
**to practise the weak /ən/ stress of *and* when pairing words**

**12** 35 Read through the information on the pronunciation of *and* /ən/ with the class. Model saying *friendly and open*, showing the way the words run together from the consonant sound at the end of one word to the vowel sound at the start of the next, and the /j/ sound added between two vowels: /ˈfren(d)li‿j‿ən‿əʊpən/.
• Play the recording. Students listen and repeat the pairs of words.

35
1 friendly and open
2 fit and healthy
3 calm and patient
4 clear and confident
5 strong and determined
6 peace and quiet
7 cooking and cleaning
8 more and more
9 bigger and better
10 try and help
11 go and see
12 scream and shout

**13** Organise the class into pairs. Ask students to work together to recall as many word pairs as they can, then check their answers using the audio script on page 198.

**Optional extra activity** Ask students to form their own common word pairs using *and*.

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**14** This activity aims to use the new language to describe personal characteristics in the context of business and jobs. Organise the class into pairs to prepare ideas. Allow two or three minutes' preparation time first, and monitor to help students with ideas and vocabulary.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and any language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Write the following on the board: *a partner, a teacher, a parent, a best friend*. Ask students in pairs or groups to decide which general characteristics are most important for each of these people.

**Communicative activity worksheet** The photocopiable worksheet on page 244 can be used at this point or at the end of the unit for further practice of discussing similarities.

# MY SOCIAL NETWORK
# Student's Book pages 56–57

**Communicative outcomes**
**In this two-page spread, students will read about online friends and behaviour on social networking sites; they will practise talking about social networking.**

## Reading

**Aim**
**to listen for general understanding and to listen for phrases in a text**

**1** Organise the class into groups of four or five. Focus students on the first question: *What exactly do you think the girl did wrong?* Then ask them to read the short text and discuss the question in their groups. Elicit answers briefly. Then ask students to discuss the other questions in their groups.

- In feedback, find out about your students' own experiences of having friends online.

**Possible answers**
1 She shouldn't have posted inappropriate photos of her friend online.
2 Maybe she did it for a joke, or perhaps she was angry with her friend, or perhaps she just didn't realise how serious it would become.
3–5 Students' own answers

**2** Give students time to discuss the words in bold in pairs. You could start them off by eliciting what *this* refers to and what words it replaces (see notes below). Go through the answers in feedback, asking students to say what the words refer to.

**Answers**
1 meeting new people and making friends
2 the inappropriate photos
3 thousands more people (online)
4 the teenage girl's
5 the situation in which the inappropriate photos were sent and the parents complained
6 the head teacher
7 the online friends
8 the teenage girl who posted the photos

## Background language notes for teachers

- In a text, a writer uses pronoun reference to avoid repeating nouns that have already been stated. So, they write, *The photos soon went viral. Over 100 people shared them* ... to avoid writing, *The photos soon went viral. Over 100 people shared the photos* ... There are examples in the text of subject pronouns (*he*), object pronouns (*them*), and possessive adjectives (*her*).
- Writers use the demonstrative pronoun *this* to refer back to and replace whole ideas that have already been described (so, in the opening sentence, *this* replaces

'meeting new people and making friends'). The plural of *this* is *these*. The determiner *these* is used to avoid repeating 'the online friends'.

- The writer uses *the girl* because we already know exactly which girl. The definite article is used because the text has already told us about the girl, so we know who it refers to.

**3** Focus students on the online quiz by holding up (or fronting) the page in the Student's Book, and eliciting possible choices for the first question. Ask students to choose their own answers first, then think of reasons why they chose their answers.

**4** Ask students to complete the definitions individually. Let them check their answers in pairs before discussing as a class.

**Answers**
1 tag
2 permission
3 make
4 unfriend
5 vague
6 block

## Background language notes for teachers

Notice that the vocabulary of social networking is new (like the medium) and often involves using existing words in new ways. So nouns are used as verbs, e.g. *to 'friend' or 'unfriend' someone*. Verbs are used in a new way, e.g. *to like something* means to click on the 'like' icon to show that you support or approve of a comment. Words like *post, block, send, upload* and *download, update, share, comment, ignore, delete, attach* and *insert* are commonly used in this context. You may wish to brainstorm other English words students have come across in the context of social networking.

**5** Ask students to work in groups of three to discuss and justify their choices in the quiz. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, look at good pieces of language that students used and any language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Ask your students to prepare a list of things that annoy them about people's behaviour on social networking sites like Facebook or Twitter. Ask them to share their ideas in groups: *What really annoys me about ... is (the way that) ...*

# Understanding vocabulary

## Words with the same verb and noun forms

**Aim**
**to check students' understanding of how some words have the same form as both verbs and nouns**

**6** Read through the information in the box as a class. Then organise the class into pairs to discuss which words can be both verbs and nouns. Give brief feedback and point out the pronunciation of the words.

**Answers**
The following can't be used as both verb and noun:
*accept* (verb), *acceptance* (noun)
*ignore* (verb), *ignorance* (noun)
We can say *to quote* (verb) and *a quote* (noun, meaning the words somebody says), although students may also suggest a *quotation* (= the price that a workman thinks a job will cost).

**7** Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let them compare answers with a partner before checking in feedback.

**Answers**
1 posted
2 comment
3 update
4 email
5 quote
6 stream

**Optional extra activity** Ask students to write a sentence showing the other meaning of each word (i.e. the noun if the sentence in Exercise 7 used the verb, and the verb if it used the noun). Alternatively, supply the following gapped sentences showing the other meaning, for students to complete.

1 *I need to ___ my page.*
2 *On my last birthday, he wrote a really lovely ___ on my wall.*
3 *She posts lots of those positive ___ from famous people.*
4 *I really enjoyed your last blog ___. It was very funny.*
5 *You can ___ the song if you just want to listen to it once.*
6 *Thanks for your last ___ – and sorry it took me so long to reply.*

**Answers**
1 update
2 comment
3 quotes
4 post
5 stream
6 email

**8** Organise the class into new pairs to think of and write more examples. You could let students look back through their Student's Book to find words if they can't think of any themselves. Set a time limit of five minutes, then elicit ideas.

**Possible answers**
download, insert, tweet, review, file

**Optional extra activity** Ask students to go to a Facebook or Twitter page in English (or another social network page) and find as many words as they can which are specific to the topic of social networking.

## Sounds and vocabulary review

**Aim**
**to practise the sounds /w/ and /g/; to revise collocations**

**9** 36 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /w/ and /g/.

36
/wɪər/, /gəʊ/, /weɪ/, /wiː/, /we/, /waɪ/, /kwəʊ/, /kwɪ/, /gən/, /eɪg/, /wɜː/, /gæ/

**10** 37 Give students a moment to look at the words in the box. Read the words out so that students' can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again, or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

37
1 We're going away for the weekend.
2 I found a really funny quote on the web.
3 His wife negotiated a special deal.
4 We organised a quiz night.
5 It was a very vague answer.
6 I need to go to work.
7 I want to go into the wedding business.
8 There's a big age gap, but we get on very well.

### Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
/w/ is a semivowel in that the tongue doesn't move to touch the top of the mouth. Start by pursing the lips and then release and blow air.
/g/ is formed by the back of the tongue moving to touch the top of the mouth, and is voiced.

**11** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 3: WOMAD
## Student's Book page 58

**1** Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

### Culture notes

The picture shows the audience at the 2009 Ventura Hillsides Music Festival in Ventura, California.

**2** 11 Give students time to read through the sentences first. As students watch the first part of the video (0.00–1.22), they should note answers. Let them compare their notes in pairs before discussing as a class.

**Answers**
1 People from around the world
2 World of Music, Arts and Dance
3 Peter Gabriel
4 He was inspired by all the different music from all round the world.

**3** Organise the class into groups of three to five students to discuss the questions. In feedback, you could open up the discussion to the class, especially if your students are from different places and have different examples of music and musicians to talk about.

**4** 11 Give students time to read through the sentences first. Check key words like *tambourine*.
- Ask students to watch the second part of the video (1.23–4.24) and decide whether the sentences are true or false. Let them compare their notes in pairs before discussing as a class.

**Answers**
1 T
2 F (It's their first performance.)
3 F (His father taught him.)
4 T (*two traditional Italian dances – the tarantella and the tammurriata*)
5 F (*People here often sing in the street.*)
6 T (It's about giving his lover – referred to as 'beautiful eyes' – a secret note.)

**5** This is a word-building exercise. Ask students to write the correct answer then compare answers with a partner.

**Answers**
1 combination
2 performance
3 inspiration
4 neighbourhood
5 personal
6 celebration
7 traditional

**6** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to prepare their presentations, then put them in pairs to talk. You could supply the questions below, or show them on an interactive whiteboard, to help students with the follow-up discussion.

**A festival I know about**
*Where is it held?*
*What kind of thing do they show?*
*How long does it last?*
*What kind of people does it attract?*
*Where do people stay?*
*Have you ever been?*
*Why? / Why not?*
*What was it like?*

**Music I like**
*What kind of music is it?*
*What's your favourite song / piece?*
*Who's your favourite band?*
*How long have they been together?*
*How many albums have they made?*
*Have you ever seen any bands live?*
*Were they any good?*

- Monitor and listen to each pair. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

**11**
**Narrator:** Hundreds of people from around the world are arriving in the English countryside. They are coming for a music festival called WOMAD. WOMAD means World of Music, Arts and Dance. The artists come to WOMAD to perform traditional music and dance from their cultures in a celebration of world music. One fan of world music is singer and songwriter Peter Gabriel. He co-founded WOMAD in 1982.
**Peter Gabriel:** I had a very personal, practical attraction to what is now world music and I would hear all these fantastic things from all over the world. And there were these really stunning voices, doing much better than I ever could, so that was really inspiring for me. What I love to see when I go to WOMAD now is so many people being open minded and listening to music from all over the world.
**Part 2**
**Narrator:** Spaccanapoli, an eight-piece band, is coming from Naples, Italy to perform at WOMAD. The head of the group, Marcello Colasurdo, sings and plays the tambourine.
He is getting the group ready for its first performance at WOMAD.

**Marcello Colasurdo:** My name is Marcello Colasurdo and I am from Naples. My father taught me to love the tambourine when I was just a young boy.
**Narrator:** The band's music is a combination of folk rock and the music from two traditional Italian dances – the tarantella and the tammurriata.
**Marcello Colasurdo:** Tammurriata music is like rap. It's a mountain rap, a country rap. It's part of our culture.
**Narrator:** Marcello gets the inspiration for his music from the streets of Naples where he lives. People here often sing in the street. It can happen at any time and at any place.
**Singer (translation):** My dear horse if you climb this moutain, I will buy you a new harness with bells, ...
**Narrator:** For Marcello, everyone on the street is a neighbour and every street is a stage in his neighbourhood in Naples.
**Singer (translation):** I passed my note under the door ... 'Get up beautiful eyes and take it!'
And I placed it under your door ..., and I placed it under your door ...
And I am pacing back and forth ..., And I am pacing back and forth ... Come, take it!

## Understanding fast speech

**7** 12 Tell students to work on their own for a few minutes to practise saying the extract. Play the video extract. Students listen and compare what they said.

**8** Encourage students to practise saying the extract several times.

## REVIEW 3
## Student's Book page 59

**Aim**
to consolidate vocabulary and grammar from Units 5 and 6

**Answers**

**1**

| | |
|---|---|
| 1 is | 7 both |
| 2 the | 8 not |
| 3 coming | 9 are |
| 4 going | 10 Have |
| 5 might | 11 do |
| 6 them | 12 thinking |

**2**
1 Why did you move here? How long have you known each other?
2 How old is your gran? When are they thinking of leaving?
3 Who are you going with? What happened last night?
4 What team do you support? What is the quickest way to get there?

**3**
1 Have you ever done
2 are thinking of going
3 Neither of us
4 the funniest thing
5 all hate football
6 is the fastest swimmer

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

**7**
**sport:** bet, draw, opponent, pitch, race, (retired), track
**friends and family:** age gap, classmate, forgetful, niece, retired, soft

**8**

| | |
|---|---|
| 1 growth | 6 organised |
| 2 difference | 7 practical |
| 3 heat | 8 publishing |
| 4 security | 9 sales |
| 5 supporters | 10 additional |

**9**

| | |
|---|---|
| 1 club | 7 loser |
| 2 get on | 8 calm |
| 3 supports | 9 know |
| 4 whereas | 10 open |
| 5 beats | 11 networking |
| 6 admit | 12 determined |

**38 and answers to Exercise 4**
1 We might go running at the track.
2 Is there a pool near here?
3 Who's the guy with the basketball?
4 A friend from university is coming to stay.
5 How do you know each other?
6 I'm going to watch the game with some friends.

# 7 YOUR PLACE

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about different places in their country and in the world**

**1** Start by telling the class that in this unit they're going to be learning how to talk about where they're from, their town or area, and their house or apartment; they will practise asking for permission.

- Ask students to look at the photo on pages 60–61. Ask: *What can you see?* Elicit a brief description of the picture, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. You could use the opportunity to brainstorm words connected to the map that students come up with (e.g. continents – Asia, Africa, Europe, America, Australasia or Oceania). Work with your students' answers, but some ideas, and the facts about the photo, are given below.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Possible answers**
The picture shows a simple building in a rural location. It looks like it could be in Africa – it is a hot, dry country with very red soil. It could be someone's home but it looks more like a functional building – perhaps a local community centre or administrative centre.

### Culture notes

The photo actually shows a new school in Sandrandahy, Madagascar, painted with a map of the world. Madagascar is a large island in the Indian Ocean, off the coast of south-east Africa. It is most well known for its rich biodiversity: 90% of its wildlife is found nowhere else on Earth. Sandrandahy is a small town in the centre of the island, where the vast majority of the population are farmers or raise livestock.

**2** Mix the pairs so that students are working with someone new. Ask students to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used and any language students didn't quite use correctly during the activity. Use the opportunity to check the meaning of the words in the box by pointing to examples of the clothes in the classroom, and by drilling the words for pronunciation.

**Optional extra activity** In a small, new class, extend the pairwork in Exercise 2 into a mingle (see Teacher development notes to the Unit 5 opener on page 56). Students go round and ask each other about favourite towns or cities, thus providing more speaking practice, and allowing students to get to know each other better.

# WHEREABOUTS EXACTLY?
# Student's Book pages 62–63

**Communicative outcomes**
**In this two-page spread, students will practise describing places and talking about where they are from; they will practise explaining exactly where places are.**

## Listening

**Aim**
**to practise listening to hear the phrases speakers use and for specific information**

**1** Start by asking where Italy, Texas and Oman are. Elicit that they are in southern Europe (Italy), southern USA (Texas) and the Middle East (Oman). Ask students to work in groups of four or five to come up with ideas. In feedback, elicit ideas from students and, if they don't know much about any of the places, feed in some information. However, work with what students say rather than giving them lots of extra information.

### Culture notes

There are lots of things students could say about Italy, Texas and Oman, so work with what students tell you, but here are some facts to help.
**Italy:** The country is famous for its many historical cities, which include remains of the Roman Empire and beautiful medieval and renaissance buildings. Students might mention the canals and palaces of Venice, and St Peter's Basilica in Rome. Italy has great artists such as Leonardo, Michelangelo, Raphael and Titian, famous sports stars, such as footballers Dino Zoff and Roberto Baggio, designers such as Enzo Ferrari and Guccio Gucci, and actors Sophia Loren and Marcello Mastroianni. It has a mild, Mediterranean climate.
**Texas:** Known as the Lone Star state, Texas is the second largest US state (after Alaska) and borders Mexico. Houston (home to major oil companies such as Phillips 66 and Halliburton), San Antonio and Dallas are its largest cities. Austin is the state capital. Texas is twice the size of Germany, and has many distinct regions in terms of geography and climate. In the summer, much of Texas is really hot and dry. Presidents George W Bush and Lyndon B Johnson are from Texas, as are entertainers Beyonce Knowles and Willie Nelson.
**Oman:** Located on the south-eastern coast of the Arabian peninsula, Oman is ruled currently by Sultan Qaboos bin Said al Said. The country is very wealthy. Its economy is based on oil exports and tourism. It has one of the world's hottest climates and receives very little rainfall, although some of its mountainous regions can be relatively cool and damp.

**2** 39 Play the recording. Students listen and note answers. Let students compare their answers in pairs. In feedback, elicit answers.

**Answers**
**Conversation 1**
1 Treviso, in the north-east of Italy, about 40km from Venice
2 It's small, it has an old city centre with beautiful buildings, but is mainly modern. It has a river and a park.
**Conversation 2**
1 Harlingen, in south Texas (by the Mexican border)
2 It's quiet, the climate is nice, it's by the sea and there are beaches.
**Conversation 3**
1 Muscat, in the north of Oman (on the Indian Ocean)
2 It's quite big, beautiful, and spreads along the coast with mountains behind. It's exciting and there are lots of nationalities there.

39
**1**
A: Where are you from?
B: Italy.
A: Oh nice! Which part?
B: Treviso.
A: Oh. Where's that?
B: It's a small city in the north-east. It's about 40 kilometres from Venice. So, say that's Venice, OK? Well, Treviso is just here – to the north.
A: Oh, OK. So what's it like?
B: It's great. The centre's very old with some beautiful old buildings, but the city's also quite modern. You know Benetton? The clothes?
A: Yes.
B: Well, Benetton's based in Treviso.
A: Oh wow! OK. So where do you live? In the centre?
B: Not exactly, but everything is quite near. It's small – only eighty thousand people. And it's easy to get round. I live near the river and you can walk along the banks, which is nice. There's a nice park too.
**2**
C: So, where are you from, Chuck?
D: Texas.
C: Whereabouts?
D: I doubt you'll know it. It's a little town called Harlingen. It's right in the south – by the Mexican border.
C: Yeah, I know it. In fact, I've been there! I have a friend who lives in Port Isabel.
D: Port Isabel! Wow, that's real close. So what did you think of Harlingen?
C: Yeah, it was lovely. I mean, it's a bit quiet, but for a holiday it was great.
D: When were you there? What time of year?
C: February, but the climate's lovely. It's so warm. We went to the beach quite a lot.
D: Sure.
C: And we took a boat along the coast a couple of times and went fishing.
D: Did you catch anything?

C: Not much, but it was just nice to be on the sea.
D: So what's your friend called?
C: Harry Dancey.
D: You're kidding me! Skip Dancey? I went to high school with him!
C: No! Really? What a small world!

**3**
E: Where are you from?
F: Oman.
E: Oh, OK. Oman. I'm really sorry, but where is that exactly? My geography isn't very good.
F: It's in the Middle East – on the Indian Ocean. So imagine you've got Saudi Arabia here and then the UAE – the United Arab Emirates – is up here and Oman goes down here to the right.
E: Oh, OK. I think I know where you mean. And where do you live?
F: In the capital, Muscat – in the north of the country.
E: Oh OK. And what's it like? Is it a big city?
F: Yes, quite big – it's about a million people and it spreads along the coast.
E: Oh, sounds nice.
F: It is. It's beautiful because you have the sea and the mountains behind. And it's a very exciting place because lots of people from different countries live there and, you know, there's lots to do there.

**3** Organise the class into pairs to discuss where the phrases come from. Ask them to justify their answers. Monitor and note how well students can do this task.

**4** 39 Play the recording. Students listen and check their answers to Exercise 3. Let students compare their answers in pairs. You could play the recording again and pause after the phrases if you think students are having problems hearing them.

**Answers**

| | | | | |
|---|---|---|---|---|
| a 3 | c 2 | e 1 | g 2 | i 2 |
| b 1 | d 3 | f 3 | h 1 | |

**5** Ask students to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- Once you have given feedback on content, look at good pieces of language that students used and any language students didn't quite use correctly during the activity.

**Optional extra activity** Write the following pairs of places on the board and ask students which place in each pair they would prefer to visit and why: *London / Paris, Alps / Pyrenees, New York / San Francisco, North Pole / South Pole, Beijing / Moscow.*

## Developing conversations

### Explaining where places are

**Aim**
**to introduce and practise ways of saying exactly where we are from**

**6** Read through the information in the box as a class.
- Ask students to look at the map of Scotland and say what places they can see. Then ask students to match the sentences to the places on the map. Let students compare answers in pairs.

**Answers**

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

**7** Start by reading through the example conversation and eliciting a similar conversation using a different town or region on the map. Once students have got the idea, put them in pairs to have conversations about the places on the map. Once they have done this a few times, tell them to cover the phrases in Exercise 6 and have further conversations using just the map as a prompt. Monitor and correct any errors with form or pronunciation.

### Background language notes for teachers

In feedback, after Exercise 7, point out the way the prepositions *in, on* and *off* are used: *in* (*in a city / a region / a country*; *in the west of / the centre of*); *on* (*on the coast of / an island / the border with*); *off the coast* means not far from the coast in the sea (e.g. describing an island).

**8** Start by asking students to think of places they know, and think about how to describe them. Go round and help with the spelling and punctuation of the places in English. Then organise the class into groups to take turns to describe their places. Depending on your class, you could get them to describe places in the country you are all in, or well-known places from around the world. Monitor and note errors and good examples of language use.
- In feedback, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Find or draw a simple map of Wales (or a country / region that is familiar to students) to practise the language of this lesson. You could draw or project the map on the board, describe the different places on it and ask students to write them in. Or you could give half the class a copy of the map and ask them to describe the shape of the country and the places on it to a partner who must draw it.

## VOCABULARY Describing places

**Aim**
**to introduce and practise words to describe places**

**9** Ask students to work in pairs to decide on the odd one out for each group. You could elicit the answer to the first to get students started. There may be some variation in answers if students can justify their decisions, but the key below gives the most obvious answers. In feedback, ask students to justify their decisions, and check any unknown words by providing definitions or examples. Model and drill any words that are difficult to pronounce or stress correctly.

**Answers**
1 buildings (the others are to do with weather / climate)
2 a forest (the others are to do with industry)
3 dirty (the others are to do with plants / trees, etc.)
4 churches (the others are to do with transport and its effects)
5 village (the others are more likely to describe a city)
6 squares (found in a city; the others describe countryside / rural areas)
7 desert (the others are connected to the sea)
8 modern (the others are connected to history)
9 lovely (the others are to do with crimes)
10 financial (the others are connected to rivers, including (*river*) *bank*)

### Background language and pronunciation notes

Most of the words in Exercise 9 have stress on the first syllable. Here are the exceptions: *industrial*, *pollution*, *exciting*, *museum*, *historic*, *financial*.

### Teacher development: noticing stress

Help students to note stress by asking them to mark the stress on key words you are teaching. Ask them to underline the stressed syllable or put a dot over it.

*climate* *industrial*

- As you model and drill words, signal the stress by using your fingers, e.g. for *industrial*, hold up four fingers of your left hand, and point to the second finger with your right hand to signal the stressed syllable.

**10** Organise the class into new pairs to discuss the places. Monitor and help students with ideas. At the end, feed back briefly by asking different pairs to tell you about a place they talked about.

## CONVERSATION PRACTICE

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**11** This is an opportunity to bring together several parts of the lesson and for students to practise saying where they are from.
- Give students a short amount of preparation to think of what to say and how to answer the questions.

**12** Organise students into small groups to take turns to ask and answer the questions. This works well as a mingle. Ask students to stand up, walk round, and talk to as many students as they can in five minutes.
- In feedback at the end, look at good pieces of language that students used and any language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Write the following amusing names of places in England on the board: 1 *Durdle Door,* 2 *Abinger Hammer,* 3 *Crouch End,* 4 *Great Snoring*. Ask students in pairs to guess and say where in England each place is, guessing from the name. In feedback, reveal the answers: (1 a natural feature off the south coast of England near Lulworth; 2 a small village between the towns of Dorking and Guildford in the south-east of England; 3 a suburb in north London; 4 a country village in the county of Norfolk in the east of England near the sea – it's not far from Little Snoring).

**Web research task** Ask students to research different places from the lesson. For example, students could find out more about the Scottish places: Rum, Thurso, Glasgow and Inverness.

13 Refer students to the video and activities on the DVD-ROM.

### Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

## A BIG MOVE
## Student's Book pages 64–65

**Communicative outcomes**
**In this two-page spread, students talk about the place where they live and read about four people who have moved to a new place; they practise talking about rules where they live.**

## VOCABULARY Where I live

**Aim**
**to introduce and practise phrases used to describe the place where you live**

**1** Ask students to work in pairs to discuss the questions about living in the six different places. Tell students that they can use a dictionary or ask the teacher for help if they need to check the meaning of any words.

**Possible answers**
1 It could be fun living with lots of young people, but you might have to live with people who are noisy, dirty, untidy, inconsiderate, etc.
2 You might have good views and be near a city centre, but it might be noisy, small, you'd have to use a communal lift.
3 You would live and work with the same people all day, you might not have much space or privacy, but a sense of cameraderie.
4 Likely to vary: the best homes have friendly, caring staff, a bright clean environment and good food. It might be depressing seeing very old people who are ill or can't look after themselves.
5 It can be fun living with friends, having people to talk to and go out with. There are often problems sharing the cleaning and dealing with money.
6 You would have privacy and would be free to keep it how you like it. It would be quiet, you might feel lonely, it might be cramped.

**2** Ask students to match the places in Exercise 1 to the phrases. In feedback, elicit answers and check any words students aren't sure of.

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

**Optional extra activity** Ask students to describe places where they live or have lived using some or any of the phrases in Exercise 2.

## READING

**Aim**
**to give students practice in reading for specific information; to do a jigsaw reading that creates an information gap and lots of spoken interaction**

**3** Organise the class into groups of four – two As and two Bs. Tell the students that they are each going to read two stories, but that As will read different stories to Bs. Make sure students have found their stories and had time to read the texts. Then set a five-minute time limit for students to read and answer the questions. Pair students who have read the same stories to discuss their questions.

**4** Mix the pairs in each group so that each A student now works with a B student. Ask students to take turns to ask and answer the questions from Exercise 3 with their partner. Encourage them to ask follow-up questions to make sure they both understand the content of their partner's texts. Ask students to decide which person made the best move and explain why.

**Answers**
**Dong Mei**
1 Wales
2 halls of residence
3 to do a masters
4 good: shared kitchen is a good place to make friends; she's more confident, has more freedom
bad: has to share a bathroom, misses family
**Kenta**
1 Togliatti, Russia
2 an apartment
3 had to move for work in his company
4 good: good opportunity to find out about other cultures; getting good experience for his career
bad: misses family; feels lonely; (maybe also cold weather / bad food)
**Yohannes**
1 Eritrea
2 army base
3 he had to do it for military service
4 good: doesn't have to fight; he's helping his country develop (doing construction)
bad: he has less money to send to his parents; he may have to be there a long time (over 18 months)
**Elsie**
1 south coast of England
2 old people's home
3 her husband died, she didn't want to stay in her house, too many memories
4 good: own room; staff are wonderful, they look after her; she has freedom; they do nice trips
bad: none mentioned!

**5** Ask students to read their partner's texts. Ask students to discuss the texts, then feed back on their answers as a class.

**Answers**

| | |
|---|---|
| 1 Yohannes | 5 Dong Mei |
| 2 Elsie | 6 Kenta |
| 3 Kenta | 7 Yohannes |
| 4 Elsie | 8 Dong Mei |

## Teacher development: managing a jigsaw reading

Jigsaw readings require carefully-planned management. See the suggestions in the notes on page 25 of this Teacher's Book.

**6** Organise the class into small groups to discuss the questions.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

## Culture notes

- A *hall of residence* is usually a purpose-built block of rooms or apartments built for students. Many are built on a university campus so that they are close to places of study. They may consist of several individual or shared rooms off a corridor, with a shared bathroom and kitchen. However, nowadays, many have their own bathroom and others are organised in smaller units so that a small number of students share a kitchen and shared communal space. In the UK, where many students leave home to study, halls of residence are common places for students to live.
- Togliatti or Tolyatti (named after a famous Italian communist) is a city famous for its large car-manufacturing plant.

## GRAMMAR *have to, don't have to, can and can't*

**Aim**

**to check students' understanding of how to use *have to, don't have to, can* and *can't* to talk about rules, necessity and possibility**

**7** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the sentences and complete the rules in the box. Monitor and note how well students understand the rules.

- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 175.

**Answers**

1 have to (or *has to*)
2 don't have to (or *doesn't have to*)
3 can
4 can't

**G** **Students complete Exercise 1 in the Grammar reference on page 175.**

**Answers to Exercise 1, Grammar reference**

1 have to
2 Do you have to
3 don't have to
4 can't
5 has to
6 can
7 Can you
8 don't have to / can

**Optional extra activity 1** If you don't have access to an IWB, you might want to write the example sentences from Exercise 7 on the board. Use the examples to highlight form and use.

## Background language notes for teachers: *have to, don't have to, can* and *can't*

- In terms of form, point out that *have to* changes like a regular verb: *Do you have to ...? I don't have to ...*
*Can* and *can't* are modal verbs, so they are followed by the infinitive (without *to*) and invert with the subject in questions, e.g. *Can we leave our bikes here?*
- In terms of meaning, you may wish to talk about a lack of obligation or necessity when we use the negative form *don't have to*. We use this to say that there is no necessity, just a personal choice about what you do. In contrast, we use *have to* when there is an obligation to do something, and *can't* when there is an obligation not to do something.
- Note that *have to* and *can't* are often used when giving rules, especially spoken rules.

**8** Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let them compare answers with a partner before checking in feedback.

**Answers**

| | |
|---|---|
| 1 can | 4 doesn't have to |
| 2 have to | 5 have to |
| 3 can | 6 can't |

## PRONUNCIATION

**Aim**

**to practise the pronunciation of *have to* /hæftə/ and *can* /kən/**

**9** 40 Play the recording. Students listen and notice the pronunciation of the words. Model how to say /hæftə/ and /kən/. Then play the recording again. Students listen and repeat.

**40**

1 We can walk there in ten minutes.
2 Do you have to pay extra for the bills?
3 Friends can stay at my house if they want to.
4 She doesn't have to do any housework at all!
5 I have to help with all the cooking and cleaning.
6 I can't talk to her.

## Background pronunciation notes

The way the voiced sound /v/ in *have* changes to the unvoiced sound /f/ when followed by *to* is an example of assimilation. Because /t/ is an unvoiced sound, /v/ becomes /f/ to make it easier to say.

**10** Provide two or three examples of good things and bad things where you live to get students started, or remind students of the examples in Exercises 7 and 8. Then give students three or four minutes to prepare a personal list. Go round and help with ideas and vocabulary.

**11** Organise the class into pairs or small groups of four or five to compare ideas. In feedback, find out what pairs or groups decided, open out any interesting points for class discussion, and comment on and correct any errors you heard with *have to, don't have to, can* or *can't*.

**G For further practice, see Exercises 2 and 3 in the Grammar reference on page 175.**

**Answers to Exercise 2, Grammar reference**
1 I'm afraid we aren't able to help you with that.
2 It's not a palace or anything, but at least I'm able to pay the rent!
3 We have five bedrooms, so we are able to invite friends to stay, which is nice.
4 I think there's some kind of problem because I'm not able to enter the site.
5 She isn't able to sleep at the moment because she has very bad pain in her leg.
6 You're lucky you are able to stay with friends. It saves you a lot of money!
7 The clients called earlier and said they aren't able to make the meeting today.
8 He has to work overseas, but he is able to visit four times a year.

**Answers to Exercise 3, Grammar reference**
1 We have to **tell** our landlord ...
2 My sister **can** stay with my uncle ...
3 My friend Juan **has** to find a new place to live.
4 You **don't** have to do it if you don't want to.
5 If you want, I can ~~to~~ drive you home.
6 but I **can't** afford it.

**Optional extra activity** Write up the following people on the board and ask students to say what the good and bad things are about each position: *queen of a country, captain of an international football team, Hollywood film star, mafia boss*.

**Communicative activity worksheet** The photocopiable worksheet on page 245 can be used at this point or at the end of the unit for further practice of *can / can't, have to* and *don't have to*.

# LET ME SHOW YOU ROUND
# Student's Book pages 66–67

**Communicative outcomes**
**In this two-page spread, students will listen to a conversation between a host family and a foreign student; they will practise asking permission, and talking about future actions or giving opinions about the future.**

## Listening

**Aim**
**to listen for general and detailed understanding**

**1** Organise the class into groups of four or five. Explain that students should discuss what normal behaviour would be in their own culture, rather than what they think might be normal in the UK. Ask students to work together to discuss the situations. Elicit one or two ideas to start students off. Set a time limit of five minutes to get students working with a sense of urgency, and find out answers in feedback. Discuss any differences around the class.

**Possible answers**
The following would be normal in the UK:
Many British people are still unsure what to do about kissing, and would be more likely just to shake hands.
You would probably be introduced to everyone in the house.
Hosts would ask about the journey and offer something to drink (but not necessarily something to eat).
You might be expected to take your shoes off in some houses.
If you had had a long journey, you might be offered a shower.
If you were staying for a while, you might be shown all the rooms, or just the rooms you would be using.
A small gift (flowers or chocolates, for example) would be appreciated but not necessarily expected.

**2** 41 Give students time to read the situations and the question. Then play the recording. Students listen and decide which things in Exercise 1 happen in the conversation. Let students compare their answers in pairs before discussing as a class.

**Answers**
They talk about the journey, Maksim takes his shoes off, he has something to drink (water), he gives presents.

41
**I = Isabel, O = Oliver, M = Maksim**

O: Hi there Maksim. Come in, come in.
M: Oliver, good to meet you finally.
O: This is my wife Isabel.
I: Welcome. Nice to meet you. How was your journey?
M: OK, but very long.
I: I can imagine. Anyway, you're here now. Do you want me to take your coat?
M: Oh, yes. Thank you.
O: You can just leave your bag and things over there for now.
M: OK. Is it OK if I take my shoes off?
I: Sure. Go ahead. You don't have to, though.
M: I've brought some – what do you call them? House shoes? ... I'll find them ... .
I: Oh – sure. Slippers.
M: Oliver, I also bought you this. It's a traditional knife from Uzbekistan – it's called a *pichok*. And Mrs Isabel, this is a special hat – very traditional in my country.
I: Gosh – thank you.
M: And your son?
I: He's sleeping.
O: How did you get this through security?
M: Oh, it's not hand luggage.
O: Doh. Of course. Ow! Wow, it's sharp!
M: Yes – yes.
O: I think I've cut myself.
M: Oh yes. So sorry.
O: No, don't be silly. It's amazing, thanks.
I: Would you like a cup of tea or something to eat, Maksim?
M: No, no, thank you. I'm fine. Maybe just some water.
O: Sure. Come through to the kitchen.
M: Thanks.
I: Are you sure you're not hungry?
M: No really. I ate on the plane, but er ... do you mind if I smoke?
O: Well, actually, I'd rather you didn't inside. Isabel goes outside.
I: To be honest, it's better – it means I smoke less. I'm trying to give up.
M: Of course – no problem. I'll go now, if you don't mind.
I: You can go in the garden, if you like. The door's here.
M: OK, great, great.

## Culture notes

Uzbekistan is a large, landlocked country in Central Asia. It was once part of the Soviet Union and became independent in 1991. Its capital is Tashkent and it has Central Asia's largest population – over 30 million people. In this text, the differences between British and Uzbeki customs create humour. In the UK, you would not necessarily be expected to remove your outdoor shoes when visiting other people's houses, and the idea of bringing your own slippers might surprise some British people. Similarly, in the UK, a simple gift of flowers or chocolates would be more typical than souvenirs from your own country – particularly a traditional hat and a sharp knife! Smoking indoors is generally frowned upon, and you would not expect to smoke in somebody's house.

**3** Organise the class into new groups of four or five to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, look at good pieces of language that students used and any language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

# Developing conversations

## Asking for permission

**Aim**
**to introduce and practise phrases used to ask for permission and respond to requests**

**4** Read through the information box as a class. Ask students to match the questions to the responses. Let students check their answers in pairs before discussing as a class.

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

**5** 42 Play the recording. Students listen and check their answers. Put students into pairs to practise the exchanges. Monitor and insist on good pronunciation. As well as making sure that students link words together, encourage them to attempt a polite intonation pattern (see notes below).

42
1 A: Do you mind if I open the window?
B: No, of course not. It is quite hot, isn't it?
2 A: Do you mind if I use your computer?
B: No, of course not. One minute. I'll just log off.
3 A: Do you mind if I borrow your phone for a minute?
B: Actually, I'd rather you didn't. I don't have much credit.
4 A: Is it OK if I leave class early today?
B: Yes, of course. Just make sure you do your homework.
5 A: Is it OK if I close the window?
B: Yes, of course. It is quite cold, isn't it?
6 A: Is it OK if I leave these papers here?
B: I'd rather you didn't. I'm trying to tidy up.

## Background pronunciation notes

Notice that *Do you* becomes /dj/ or even /d/, and there are examples of consonant and vowel linking (or catenation) between *mind, if* and *I* and between all the words in *Is it OK if I ...?*

To be polite when asking for permission, students need a wide rather than a flat intonation pattern. Encourage them to start each phrase with a high intonation, and to make sure they have rising intonation at the end of the request (showing tentativeness and politeness).

## Teacher development: modelling intonation when drilling

After playing the recording in Exercise 5, model and drill three or four of the requests in Exercise 4 in order to model the linking and the wide intonation patterns of these phrases. In order to show students how to say the phrases, break them into bite-sized pieces and use your hand to show which way the intonation goes as you speak.

Say *Do you mind*, and move your hand up to show a rise. Say *if I open the window* and move your hand again to show a rise. Students repeat after each part. Then say the whole phrase and ask students to repeat.

**6** 43 Play the recording. Students listen and take notes. Let students compare their answers before discussing as a class.

**Answers**
kitchen: help yourself to food, there's a washing machine (Isabel will do the washing)
living room: he can watch TV but her son watches a lot / plays videos
Oliver's study: very messy
toilet: need to press quickly for water (to flush)
bathroom: new shower, only one bathroom, can use it whenever it's free (there's a lock)
Isabel and Oliver's room: no comment
Theo's room: messy (he's sixteen)
Maksim's room: has drawers and a wardrobe he can use, can get a blanket if necessary

43
**I = Isabel, O = Oliver, M = Maksim**
O: Oh gosh. Sorry. I forgot to tell you about Boris. Did he scare you?
M: A little.
O: He won't bite you. I promise. He's very friendly.
M: I'm sure, but maybe I'll go out the front next time.
O: Sorry.
I: Let me show you around the house.
M: OK, yes. thanks.
I: So you've seen the garden, and obviously this is the kitchen. Please help yourself to food.
M: Could I use the washing machine while I'm here?
I: Oh, I'll do it for you if you like.
M: Oh really? Are you sure?
I: Absolutely.
M: Thanks
I: So this is the living room. You're welcome to watch TV. Although you'll probably have to watch repeats of *The Big Bang Theory* as that's all my son Theo seems to watch – or play video games.
M: Oh right. Like my little brother. And here?
I: Oh, that's Oliver's study, but we won't go in there. It's a mess! So come up the stairs. The toilet's in here. It's a bit, er, funny. Look – you need to press quick for the water … Like this.
M: Oh right. OK. Quickly.
I: This is the bathroom. We just have a shower. It was actually installed last month.
M: Very nice. Do I use this?
I: Yes. There's only one bathroom. We share it.
M: Oh, OK. So is it OK if I have a shower in the morning?
I: Of course. I'll get you some towels in a moment. Just go in if it's free. There's a lock on the door. OK, this door is our room and that's Theo's.
M: How old is he?
I: 16.
M: Oh yes? Like my baby brother. He'll remind me of home.
I: I hope not. He's very messy, too.
M: Oh really? No. I think my brother is quite tidy. My mother is very strict with him.
I: Yes, maybe I'm too soft.
M: Oh, no. I didn't mean … I'm sure you are a very good mother.
I: I try. So this is your room.
M: Oh, it's so lovely.
I: So, you can use these drawers and there's space in the wardrobe to hang some things.
M: OK.
I: I think you'll be warm enough, but I can get you a blanket if you want.
M: Oh, no. I'll be fine. It was minus six degrees in Tashkent this morning.
I: Minus six? Wow. I'm sure you will be OK then.

**7** 43 Ask students in pairs to share their notes and work together to answer the questions. Monitor and help by prompting and finding out how well students have done. Play the recording again if your students need to check or add detail to their answers. Use the feedback to find out how much they understood. It doesn't matter if they missed a few details.

**Answers**
1 garden or kitchen, talking about the dog
2 kitchen, talking about washing clothes
3 living room, talking about Theo / TV
4 Oliver's study, talking about the room
5 bathroom, talking about having a shower
6 outside Theo's room, talking about Theo
7 (Maksim's) bedroom, talking about blankets

**Optional extra activity** If your students are staying (or have stayed) with host families, ask them to take a minute to remember as much as they can from the first conversation they had with their hosts on arriving. Ask: *What did you say? What did they say? How did you feel? What felt strange about the experience?*

## GRAMMAR *will / won't*

**Aim**
**to check students' understanding of how to use *will / won't* + verb to talk about future actions or give opinions about the future**

**8** Read through the information in the Grammar box as a class. Then organise the class into pairs to find the different examples. Monitor and note how well students understand the rules.
- In feedback, elicit students' answers. Then ask them to check in the Grammar reference on page 175.

**Answers**
a 2, 5 b 3, 6, 7 c 4 d 1

**G Students complete Exercise 1 in the Grammar reference on page 176.**

**Answers to Exercise 1, Grammar reference**

| | |
|---|---|
| 1 'll | 5 'll |
| 2 won't | 6 'll, won't |
| 3 'll | 7 will, 'll |
| 4 'll, won't, 'll | 8 'll, won't, 'll |

### Background language notes for teachers: *will / won't* to talk about the future

- In English we use the modal verb *will / won't* with the infinitive without *to* when making offers and promises, and giving opinions.
- We tend to use *will / won't* when making spontaneous decisions. Compare *We won't go in there!* (a decision made at the moment of speaking) to *We're not going to Spain this summer* (a decision made before speaking).
- As well as offers, promises and opinions, *will* and *won't* are also used in other comparable functional contexts – making threats (*I'll kill you!*) and giving warnings (*Be careful – it'll fall*), for example.

**9** Ask students to work in pairs to think of responses. Elicit the first answer to get them started. Monitor and note some of the students' best ideas which you could focus on in the feedback.

**Possible answers**
1 I'll carry them, if you like.
2 I'll get you something if you like.
3 Sure, I'll give you a key.
4 Yes, I'll give it back to you tomorrow!
5 It's just down here, I'll show you.
6 I will.
7 It won't be very cold, so probably just some jeans and shirts.
8 Yes, I'll have the fish, please.

**10** Organise the class into pairs to prepare and practise the conversations. Set a time limit of five or six minutes, then ask a few pairs to act out their conversations for the class. Use the opportunity in feedback to correct errors and comment on language use.

**G For further practice, see Exercise 2 in the Grammar reference on page 176.**

**Answers to Exercise 2, Grammar reference**
1 is coming
2 won't hurt
3 I'm just going to go
4 is getting
5 I'll help
6 I'm going, I'll post

## VOCABULARY Staying with people

**Aim**
**to introduce and practise phrases used when staying with people**

**11** Ask students to complete the sentences individually. Elicit the first answer to get them started. Let students compare their answers in pairs. Tell students that they can use a dictionary or ask the teacher for help if they need to check the meaning of any words.
- As you go through the answers, you might ask students who says the sentence – the host or the guest (sentences 1, 2, 3, 6 and 9 are spoken by the guest, the others by the host). You might also ask them to think of two more useful things a guest or host might say or ask.

**Answers**

| | |
|---|---|
| 1 take off | 6 lend |
| 2 borrow | 7 lock |
| 3 clear | 8 show |
| 4 leave | 9 use |
| 5 hang | 10 Help |

**Optional extra activity 1** Ask students in pairs to cover the sentences, just leaving the box with the verbs uncovered. Tell them to try to improvise conversations, using the verbs in the box, and remembering the sentences.

**Optional extra activity 2** Do a memory test. First, get all students to close their books. Say a key word from the box and ask if any student can remember the whole sentence. Once you have demonstrated the task, give students a few minutes to try to memorise the sentences before testing each other. One student says a word from the box. The other student guesses.

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** Organise the class into pairs and ask them to read their roles carefully on page 187 of the Student's Book (for As) or page 190 of the Student's Book (for Bs). Ask students to prepare things to say individually. Monitor and help with ideas at this stage.

- When students have got things to say, ask them to roleplay the conversation. Ask fast finishers to switch roles and practise again. Alternatively, ask students to change partners and roleplay the situation with two or three other students.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Ask students to make a list of things that a foreign visitor would find unusual if they came to stay at their house. Ask different students to present their ideas to the class.

**Web research activity** Ask students to research 'customs when visiting a home in ...'. Tell students to choose a country they are interested in (e.g. India, China, Japan, Tanzania). Ask students in the next lesson to present any strange or unexpected customs they discovered.

## Sounds and vocabulary review

**Aim**
**to practise the sounds /æ/, /aː/ and /aɪ/; to revise collocations**

**13** 44 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /æ/, /aː/ and /aɪ/ after the different consonants.

> 44
> /æ/, /aː/, /aɪ/, /mæ/, /maː/, /maɪ/, /bæ/, /faː/, /faɪ/, /kæn/, /kaːn/, /kaɪn/

**14** 45 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them but students should be able to write complete sentences after two or three listenings.

> 45
> 1 You can cycle along the path by the river bank.
> 2 The climate's warm and the people are kind.
> 3 My family have a farm where they grow rice.
> 4 It's a financial centre where many banks are based.
> 5 It's a large island off the south coast of France.
> 6 I don't mind travelling, but I prefer to stay at home.
> 7 I can't find it on a map because it's so tiny.
> 8 There's a market in the square on Fridays.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction** It's important students distinguish between long and short vowel sounds. The sounds/æ/, /aː/ and /aɪ/ can be distinguished by touching the tip of your tongue as you say the sound – the tongue is at the front of the mouth for /æ/ and the back for /aː/. Also exaggerate a little the lengthening of the sound /aː/, or at least the shortness of /æ/. Show students how neither the lips nor mouth move when saying /æ/ or /aː/ but does move with /aɪ/ because it is a composite of two vowels (a diphthong).

**15** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss their collocations with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

# 8 EDUCATION

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about school subjects and their educational experiences**

**1** Start by telling the class that in this unit they're going to be learning how to talk about academic experiences and the education system in their country; they will practise talking about future situations and expressing surprise.
- Ask students to look at the photo on pages 68–69. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Possible answers**
Work with your students' answers. The picture shows a young teacher helping two elderly ladies in a computer laboratory. The two ladies could be learning how to work with computer programmes, or they could be communicating online. They might even be learning a foreign language (they have headphones and microphones).

**2** Mix the pairs so that students are working with someone new. Check the meaning of the subjects in the box and drill them for pronunciation. Ask students to discuss the subjects. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** In a small, new class, extend the pairwork in Exercise 2 into a mingle. Students go round and ask each other about their school experiences.

## GET THE GRADES
## Student's Book pages 70–71

**Communicative outcomes**
**In this two-page spread, students will practise talking about future plans, and about the different stages of education.**

## Vocabulary Stages of education

**Aim**
**to introduce and practise chunks of language used to describe stages of education**

**1** Ask students to complete the sentences. Start them off by eliciting the missing words in the first sentence. If students find it difficult, point out that they should be able to guess the answers by looking at the context. Let students compare their answers in pairs before discussing as a class.

**Answers**
1 nursery
2 primary school
3 second year
4 left school
5 a year off
6 university
7 my finals
8 graduated
9 do a Master's

### Culture notes

- Point out that in British English, you *graduate* when you finish university. In American English, you can *graduate* from high school as well as from university.
- In Britain, you attend primary school between the ages of about five and eleven, and secondary school from the age of eleven to eighteen. You used to be able to legally leave school at sixteen, but it is now compulsory to stay in some form of education to the age of eighteen.
- In the USA, similar stages are called elementary school (roughly 5–11), middle school or junior high (11–15) and high school (15–18).

## Pronunciation

**Aim**
**to practise the stress patterns of different words**

**2** 46 Start by saying *design* and asking students to match it to the correct stress pattern. Make sure students are clear that o is an unstressed syllable and O is a stressed syllable in each pattern. Play the recording. Students match the words to the patterns. Let students compare their answers in pairs.

**Answers**
1 design
2 interested, history, graduate, nursery, primary, secondary
3 economics
4 geography
5 university

**3** Organise the class into groups of four or five to discuss the questions. In feedback, elicit some of the more interesting descriptions students made, and comment on good examples of language use.

**Possible answers**
1 three
2 any age over 16
3 twelve or thirteen
4 any age over 16
5 18
6 18 to 21
7 about 21
8 any age above 21
9 about 21

## Listening

**Aim**
**to practise listening to hear the questions speakers use and for specific information**

**4** 47 Ask students to read the situation and the task. Play the recording. Students listen and note their answers. Let students compare their answers in pairs. In feedback, elicit answers.

**Answers**
**Conversation 1**
1 Yes
2 OK / quite enjoys some of it
3 Spanish, art, history (Business at university)
4 plans to take a year off
**Conversation 2**
1 Yes
2 really enjoying it
3 Pure Maths (Astrophysics Master's )
4 hopes to do a Master's
**Conversation 3**
1 No
2 enjoyed it up to a point, but too theoretical
3 (international) law
4 no plans mentioned

47
**1**
A: So, how's school, Ollie? Your father told me you're doing well.
B: It's OK, I suppose. Some bits are good.
A: Yeah? What are your favourite subjects?
B: Spanish and art. And history's OK as well.
A: And what year are you in now?
B: Year eleven.
A: So how long have you got left?
B: Well, if it all goes well, I'll have two more years.
A: What are you going to do when you finish? Have you got any plans?
B: Well, if I can save enough money between now and then, I'll try and take a year off. Dad doesn't want me to, though.
A: No?
B: No, he just wants me to stay in the system and go straight to university and study Business or something and graduate and become just like him.
A: Yeah, well. He's probably just worried about you.
B: Yeah, right. Whatever!
**2**
C: So what course are you doing, Pep?
D: Pure Maths.
C: Wow! OK. That sounds hard.
D: Yeah, it can be, but I'm really enjoying it. To be honest, the most difficult thing for me is doing the whole degree in English, but my tutors are great. Everybody has been very helpful.
C: What year are you in?
D: My third, unfortunately. I've got my finals next April!
C: Oh, OK. Well, good luck!
D: Thanks!
C: What are you going to do after you graduate? Any plans?
D: Well, if I get the grades I want, I'll probably do a Master's somewhere.
C: Oh, OK. What in? The same subject?
D: Maybe. I'm not sure. I'm thinking of maybe doing Astrophysics, actually.
C: Oh, right. Have you applied anywhere yet?
D: No, I haven't, actually – not yet. But I probably will in the next few weeks.
**3**
E: So, did you go to university, Dhanya?
F: Yes, I did. The Paul Cézanne University in Marseille. It's one of the oldest universities in France.
E: Oh, OK. What did you study?
F: International Law.
E: And did you enjoy it?
F: Yes, up to a point, I suppose, but to be honest, it was quite theoretical. It wasn't very practical and I think I've learned much more since I started working.
E: I know what you mean! I mean, I left school at sixteen and started working straight away. To begin with, I did lots of horrible jobs, but I learnt a lot as well and it made me hungry for success. I was running my own business by the time I was 22. I'm not sure many university graduates can say the same!
F: You can't beat the university of life, eh?!

**5** 47 Organise the class into pairs to discuss and complete the questions. Then play the recording so that students can check their answers. You could play and pause to give students time to write the missing words. In feedback, elicit answers and write them on the board if necessary.

**Answers**
1 How's
2 are your
3 have you got
4 when you finish
5 are you doing
6 are you in
7 applied anywhere
8 to university
9 did you
10 you enjoy

**6** Organise the class into pairs to discuss the answers to the questions. They should try and remember as much as they can before checking using the audio script.

**Answers**
**Conversation 1**
1 It's OK, I suppose. Some bits are good.
2 Spanish and art. And history's OK as well.
3 If it all goes well, I'll have two more years.
4 If I can save enough money between now and then, I'll try and take a year off.
**Conversation 2**
5 Pure Maths.
6 My third, unfortunately.
7 Not yet. But I probably will in the next few weeks.
**Conversation 3**
8 Yes. The Paul Cézanne University in Marseille.
9 International Law.
10 Up to a point ... it was quite theoretical. It wasn't very practical.

## Teacher development: listening for chunks

In Exercise 5, students are asked to listen to a text very intensively. They have to hear particular chunks of sound, and note collocations and meaning.
In order to develop your students' ability to listen for chunks, do the following.
1 Give them time to predict what words might be missing, or what parts of speech the words might be before they listen.
2 Allow them to listen two or three times to extracts from the listening so that they can really work at hearing chunks of language.
3 Introduce your students to the way words link together when spoken naturally, and the way words such as *to* are reduced to weak forms.
4 Drill the missing chunks, and get students to manipulate them by making their own sentences, in order to consolidate their understanding of what the chunks mean and how to say them.

**7** Organise the class into groups of four or five to discuss the questions. In feedback, elicit some of the more interesting descriptions students made, and comment on good examples of language use.

**Optional extra activity** Organise a class debate on the advantages and disadvantages of not going to university. Split your class into two groups – one must think of five advantages, and the other group must think of five disadvantages. Ask two speakers from each group to present their arguments. Encourage students from each group to ask questions about the issues raised. Then have a class vote and find out which group made the most convincing arguments.

## DEVELOPING CONVERSATIONS *No?*

**Aim**
**to introduce and practise saying *No?* to show surprise**

**8** Read through the information in the box as a class.
- Ask students to work in pairs to practise the conversations. It is a good idea to model this activity first with your class. Ask them to listen to and repeat *No?* Model the correct intonation pattern (an exaggerated rise to show surprise and interest). Then say: *I didn't really like English when I was at school*, and nominate a student to reply with *No?* Then invent a reason or explanation (e.g. *I preferred French* or *There were too many words to learn*).
- Once students have the idea, let them practise in pairs. Monitor and correct any examples of poor pronunciation.

## Teacher development: open and closed drilling

In order to get students to be accurate in form, pronunciation and intonation when having conversations like those in Exercise 8, it is a good idea to model and drill an example conversation first. It is also a good idea to get students to practise the conversation in open pairs before they have a go in closed pairs. So, here, once you have done a teacher–student model of a conversation, ask one student to read out *I don't want to go to university* and nominate another student, across the class, to respond with *No?* Ask the first student to then give a reason. Do this three or four times, nominating students to ask and answer across the class before putting students in closed pairs.
Open pairs practice allows the students to have a go under the eye of the teacher, which means that they know exactly what to do and say in closed pairs. It also gives the teacher a chance to correct and help in a very controlled way before students start working independently.

**Optional extra activity** Ask fast finishers to come up with other negative sentences from which to initiate conversations. Ask them to use *Really?* as well as *No?*

## GRAMMAR First conditionals

**Aim**
**to check students' understanding of how to form and use the first conditional**

**9** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the sentences and decide if the statements are true or false. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 176.

**Answers**
1 T
2 F (uses present tense)
3 T
4 F

**G Students complete Exercise 1 in the Grammar reference on page 176.**

**Answers to Exercise 1, Grammar reference**

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

**Optional extra activity** If you don't have access to an IWB, you might want to write example sentences from Exercise 9 on the board. Use the examples to highlight form and use.

## Background language notes for teachers: the first conditional

- The conditional clause states a situation (*If I get the grades I want, ...*), and the result clause states the possible or likely result of that situation being true (*I'll probably do a Master's*).
- Students get confused about the form, notably by using *will / won't* in both clauses. Make sure students are clear that the present form is always used in the *if* clause.
- A comma is typically used to separate the two clauses when the *if* clause comes first.

**10** Ask students to complete the sentences with the correct forms. Elicit the first answer to get them started. Let students compare their answers in pairs before discussing in feedback.

**Answers**
1 need, 'll work
2 pass, 'll buy
3 don't get, 'll retake
4 don't get, won't get into
5 won't consider, miss
6 will you do, happens, 'll probably just start

**11** Organise the class into new pairs. Ask them to improvise and practise endings. You could model one with a reliable student to get the class started.
- Monitor and note how well students use the form. Pay attention to whether students are using *will / won't* or the present form correctly. Correct poor pronunciation, and note errors of form which you could feedback on at the end of the activity.

**G For further practice, see Exercise 2 in the Grammar reference on page 177.**

**Answers to Exercise 2, Grammar reference**
1 If I **go** to England, my English will get better.
2 You **won't** do well at the interview tomorrow if you don't look smart enough.
3 (correct)
4 If I find the website address, I **will** send it you later.
5 (correct)
6 If I **don't** go to university, my parents will be really upset.

**Optional extra activity** Write the following questions on the board and ask students to discuss them in pairs or groups:
*What will you do if the weather's bad this weekend?*
*If I give you extra homework today, how will you feel?*

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** This is an opportunity to bring together several parts of the lesson and for students to practise using first conditionals.
- Give students a short amount of preparation time to think of what to say, but, essentially, let students decide what to say and how much to say.

**13** Organise the class into pairs to practise. Set a short time limit. Monitor closely as students speak to note how well they use the new language. After a few minutes, ask one student in each pair to move on in a clockwise direction to start a new conversation with a new partner. Alternatively, do this activity as a mingle.
- In feedback at the end, look at good pieces of language that students used and any language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**14 Refer students to the video and activities on the DVD-ROM.**

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# A GOOD SYSTEM
# Student's Book pages 72–73

**Communicative outcomes**
**In this two-page spread, students talk about education systems and things they had to do at school.**

## Speaking

**Aim**
**to get students talking about classrooms and approaches to education; to lead in to the topic of the lesson**

**1** Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
• In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Possible answers**
Students are looking at their books while the teacher reads out loud. They look as if they are reading a story.
Good: they are all concentrating on their work, they are well behaved, they are neatly dressed, the classroom looks tidy and has lots of posters on the walls and examples of students' work.
Bad: the students are not interacting very much at the moment.

## Culture notes

The photo was taken at La Salle school in Aguas Calientes, Peru (which is near Macchu Picchu). The school has a primary and a secondary section; the pupils in the photo might be in the top year of the primary school or the first year of secondary.

## Vocabulary Education systems

**Aim**
**to introduce and practise phrases connected with the education system**

**2** Ask students to discuss the meanings of the words in bold in pairs. Tell students that they can use a dictionary or ask the teacher for help if they need to. Once students think they know the words, ask them to discuss and answer the questions.

**Answers**
1 A good grade is usually an A or a B, or 8 out of 10, or 90%.
2 People don't normally pay fees (= money to pay for your education) at a state school because it is a government-funded school.
3 A private school is a fee-paying school and not a state school. Parents might send their children because they think they will get a better education, be in a smaller class, meet nicer friends, get better opportunities later in life, etc.
4 bad behaviour: bullying other children, running in the corridors, talking in class, not doing homework; good behaviour: listening to the teacher, being quiet, answering questions
5 Yes, *compulsory* means you have to do it; the opposite is *optional*.
6 a degree (e.g. BA, BSc, MA)
7 Teachers or the school set tests, and students study for them.
8 If you fail your exam, you might have to retake it, or you can't go to college or university, or you stay in the same class for another year, or you leave school without qualifications. The opposite of *fail* is *pass*.
9 books, computers, interactive whiteboards, any other supplies and equipment (e.g. for art, science, sport, etc.)
10 A top university (e.g. Oxford and Cambridge in the UK, Harvard and Yale in the US) is one that requires either very high qualifications (very good grades) or require you to pass an entrance exam and have an interview.
11 They might copy a text, a table or a graph.
12 It generally involves a more teacher-centred approach, with the teacher writing on a blackboard, giving lectures and dictations; students might have to listen to the teacher, copy from the board, learn things by heart, do a lot of written exercises, etc. Discipline is likely to be more strict.

**Optional extra activity** Ask students to close their eyes and remember their first morning at primary or secondary school. Tell them to remember how they felt, what they did, which teachers and students they first met, and what their classroom was like. Then they should tell their partner as much as they can.

## Listening

**Aim**
**to give students practice in listening for general and specific information**

**3** 48 Ask students to read the situation and the task. Play the recording. Students listen and choose the correct sentence. Let students compare answers in pairs. In feedback, elicit answers, and ask students to say what they heard to justify their answers.

**Answers**
c (When the interviewer asks, 'which do you prefer?' she says, 'It's difficult to say.' She mentions the heavy workload in Spain, and some boring lessons, and in England they did *more projects and arty things*. But in Spain they have longer holidays and finish the school day earlier, at two.

48

**I = interviewer, R = Rebecca**

I: So, how did you find school when you came here?
R: A bit mixed. I made friends quickly. I knew a bit of Spanish and people were friendly, but I remember that to begin with, my brother just stood in the corner of the playground watching everyone play. It was sad!
I: But he made friends in the end?
R: Yeah.
I: So you spoke Spanish?
R A bit, but in class I couldn't understand very much. It was horrible.
I: Did you have to do extra Spanish classes?
R: Not really. There was another girl in the class who spoke English so she translated a lot at the beginning. Then Mum and Dad helped me at home with my homework. And, oh my gosh, we have to do so much here!
I: Really?
R: Yeah – I remember really crying about it when I first came because we didn't have to do much in primary in England – a bit of reading or something. Even now my friends in England complain when they have to do 45 minutes in secondary school, but I often have two hours – and sometimes study for tests on top of that.
I: OK. So are classes different?
R: Primary was. For some reason, I did the last year of primary here, although I'd already done it in England. Maybe it was because they have five years of secondary school in England, but there are only four here. Sorry, what was the question?
I: Are classes different?
R: Oh yeah. Basically, in primary in England we had the same teacher all day, but here we changed teachers. I liked some, but some – like Don Miguel – were really boring! Sometimes we just had to copy from the book. We didn't use textbooks much in England and we did more projects and arty things.
I: Right. So which do you prefer?
R: It's difficult to say. Now I'm at instituto ...
I: Instituto?
R: Sorry, secondary school. We finish at two o'clock every day and then we get almost three months off in the summer, whereas in England my friends finish at four and they only get six weeks' summer holiday. I chat to my friends in England still or read their updates on Facebook and they say school is boring too, and they get stressed with exams and stuff, but then they have this thing here, where if your teacher fails you in some subjects, you have to repeat the whole year! I don't like that stress.

**4** Organise the class into pairs to read and discuss the sentences, and help with any unknown words in the task (*approach* = the way teachers teach). Play the recording again. Let students compare answers a final time after playing the recording. Then go through the answers and ask students to justify what they wrote.

**Answers**

1 F (*to begin with, my brother just stood in the corner of the playground watching everyone play*)
2 T (*There was another girl in the class who spoke English so she translated a lot at the beginning.*)
3 T (*I did the last year of primary here, although I'd already done it in England.*)
4 F (*we didn't have to do much in primary in England ... but I often have two hours* [in Spain])
5 T (*they have five years of secondary school in England, but there are only four here.*)
6 T (*in primary in England we had the same teacher all day, but here we changed teachers.*)
7 T (*We didn't use textbooks much in England and we did more projects and arty things.*)
8 F (*they say school is boring too and they get stressed with exams and stuff*)
9 F (*only in Spain: if your teacher fails you in some subjects, you have to repeat the whole year!*)

**5** 49 Go through the words in the box and ask students to predict what Rebecca's father might say about each topic, e.g. *Fees are too high* or *Students' behaviour is worse than when I was young*. Elicit as many ideas as you can. Play the recording and ask students to tick the topics mentioned.

**Answers**

resources, approach (more traditional in Spain, students learn to listen), behaviour (very responsible, no violence or bullying), fees (in England fees for universities are high), textbooks (spends 400 euros a year), holidays (too long, impossible for working people to organise time with their kids during holidays)

49

You hear politicians and parents here saying education is bad, but you get the same complaints in Britain, where there are generally more resources. Parents send their kids to private schools or move house to be near good state schools.
From what Rebecca says, her teachers here are generally more traditional in the way they teach, but I don't mind that. Students probably learn to listen and concentrate better. Anyway, no method's perfect. There's good and bad everywhere. Luckily, Rebecca's very responsible and she has some great teachers. She's happy and the school has a good atmosphere, small classes, and there's no violence or bullying – that's the most important thing. And if we stay, university will be much cheaper here. Fees in England are very high, even though nearly all universities are state run.
The only policies I really don't like here are textbooks and holidays. I spend 400 euros on books every year. In Britain, they're free. Schools buy the books and the students borrow them. And the summer holidays here are too long when you both work! When we were in the UK, my wife and I could organise our holidays to be at home with the kids most of the time, but here it's impossible!

## Teacher development: predicting content

Listenings can be demanding at this level, so it's a good idea to prepare students by asking them to predict content as much as possible. Here are some possibilities.

1 Ask students to predict from the situation. In Exercise 3, for example, ask them what they think Rebecca might say about school. Ask them what topics a fourteen-year-old might talk about (teachers, homework, schoolmates, holidays, etc.).
2 Ask students to predict from what they already know. So, here, ask them to talk about the English and / or Spanish systems if they are likely to know about them.
3 Ask students to predict from pictures, from sentences in the task, or from words provided. So, before doing Exercise 5, ask students to predict what Rebecca's father might say from the words provided.

**6** 49 Ask students to discuss their ideas from Exercise 5 with a partner, and see if they can remember more detail. Then play the recording again and ask them to read the audio script on page 201 as they listen. In feedback, there is no need to elicit exactly what was said. Ask students to tell you what information they caught and what they missed.

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**7** Organise the class into groups of four or five to discuss the statements. Allow two or three minutes' preparation time first, and monitor to help students with ideas and vocabulary.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

## Grammar *had to* and *could*

**Aim**
**to check students' understanding of how to use *had to* and *could***

**8** Read through the information in the Grammar box as a class. You may wish to remind students of the rules from Unit 7 for *have* to (to say something is an obligation) and *can* (to say something is allowed). Then ask students to complete the sentences. Monitor and note how well students understand the rules. Let students compare answers in pairs.

- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 177.

**Answers**
1 couldn't
2 Did … have to
3 didn't have to
4 had to
5 could

**G Students complete Exercise 1 in the Grammar reference on page 177.**

**Answers to Exercise 1, Grammar reference**
1 could
2 had to
3 didn't have to, have to
4 couldn't, had to
5 don't have to

**9** Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Then let them compare their answers with a partner before checking as a class.

**Answers**
1 couldn't, Did we have to
2 can't, have to
3 had to
4 don't have to
5 had to, could
6 had to, couldn't
7 didn't have to, have to

**10** Elicit two or three example sentences for the first pair of situations to get students started. Monitor and prompt students, and help them produce sentences. Make sure you correct errors at this stage. Set a time limit of five minutes for students to prepare sentences.

## Teacher development: correcting at accuracy and fluency stages

It is important to decide when, how, and how much to correct students. If the aim is accuracy, you should correct everything students say or write strictly. If the aim is fluency, you should let the communication flow, and save correction for a feedback stage at the end. So, in this lesson, make sure that you correct any errors students make in Exercise 9, go round and prompt students to correct themselves in Exercise 10, and monitor and note errors for the feedback stage in Exercise 11.

**11** Organise the class into pairs to share and discuss their ideas about the situations.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**G For further practice, see Exercise 2 in the Grammar reference on page 177.**

**Answers to Exercise 2, Grammar reference**

1 We **couldn't** come yesterday because of the bad weather.
2 (correct)
3 We **didn't** have to study English when I was at school.
4 I'm sorry I **wasn't** able to come to class last week. I was ill.
5 When I was at school, we always **had to** stand up when the teacher came into the classroom.
6 (correct)
7 He **had** to retake the test twice before he passed.
8 The question was so difficult, I couldn't ~~to~~ answer it.
9 (correct)

# HE CHEATED!
## Student's Book pages 74–75

**Communicative outcomes**

**In this two-page spread, students will read an article about cheating and discuss the reasons for cheating in life.**

## Speaking

**Aim**

**to get students talking about cheating; to lead in to the topic of the lesson**

**1** Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Possible answers**

Ways of cheating in tests: using mobiles and going online, writing things on the back of their hands, signalling answers to friends, bringing in books or notes to the exam, finding out what is in the test before they do it
Ways of cheating in homework: copying from friends, from books, from websites; downloading essays or paying for someone online to write an essay
What happens: you might be punished, e.g. get sent home or kept at school (detention), you might not be given a grade, have to resit, or not be allowed in school (excluded)

## Reading

**Aim**

**to read for specific detail and to match headings to paragraphs**

**2** Ask students to read through the six statements first, and ask them what they think the introduction will be about from the statements. Ask students to read the introduction (all the text in the article on pages 74 and 75 that comes before the numbered paragraphs) and decide if the statements are true or false. Let them compare answers in pairs.

**Answers**
1 T (*has become very widespread*)
2 F (*part of a much bigger problem*)
3 F (*the majority of the students questioned said they sometimes cheated*)
4 T (*contrary to expectations, it's not only weaker students who cheat*)
5 T (*buy essays from online firms that write to order*)
6 T (*modern technology is constantly coming up with clever ways of breaking the rules*)

**3** Give students time to read the headings and discuss them in pairs. In feedback, elicit ideas, and encourage students to speculate about what the paragraphs in the article might say.

**4** Students read the article and match the headings to the paragraphs. Let students compare answers in pairs. In feedback, ask students to justify their answers with reference to the text.

**Answers**
1 e 2 c 3 a 4 d 5 b

**5** Students complete the definitions. Elicit the first word to get them started. Let students compare their answers in pairs. In feedback, check the new words by providing further definitions or examples (see notes below).

**Answers**
1 push
2 motivation
3 patience
4 effort
5 tempted
6 step
7 challenge
8 profits

## Background language notes for teachers

*push kids* = put a lot of pressure on them to succeed
*motivation* = enthusiasm for, or interest in doing something
*make an effort* = work hard and try hard
*one step ahead* = used to say that you are thinking more quickly or that you are more advanced or up-to-date than others. It can often mean that you have anticipated what other people (e.g. competitors) are going to do, and changed your strategy to deal with this.

**6** Ask students to work individually first to prepare their ideas. Organise the class into new groups of four or five to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.
• At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Ask students which of the following they have done, and ask them to say when, how, why, and how they felt about it afterwards.
1 looked over someone's shoulder in a test and copied answers
2 plagiarised something from the internet when writing an essay
3 found the questions or answers to a test before it was set
4 signalled answers to a friend during a test
5 used digital technology to cheat during a test
6 written answers on their hands or arms

## VOCABULARY Cheating

**Aim**
**to introduce and practise phrases used to talk about cheating**

**7** Ask students to work individually to complete the sentences. You could elicit the words for the first sentence to get students started. Let them compare their answers in pairs before discussing as a class. In feedback, check any new words.

**Answers**
1 claimed, check
2 got stuck, complete
3 ordered, pretended
4 declare, earned
5 taking, improve
6 lied, resign

## Background language notes for teachers

*get stuck on a level* – in a video game, sometimes it is difficult to do the final task to get from one level to another, so gamers cheat
*declare income* = tell the tax office what money you earned

**8** Ask students in pairs to match the sentences to the areas of life. Point out that two of the areas of life are not needed. Again, elicit the first answer to get students started.

**Answers**
1 job interviews / CVs
2 video / online games
3 cooking
4 tax and personal finances
5 sport
6 politics

**9** Organise the class into groups of four or five to discuss the questions.
• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying

to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**
Cooking: buying ready-made meals from supermarkets and pretending you cooked them; using ready-made sauces
Game shows: famous examples include having an audience member signalling answers or having an ear-piece that allows a friend to tell you answers remotely
Job interviews and CVs: lying about qualifications, using fake references; getting a friend to give you a reference; bribing the interviewer
Politics: lying, bribery, corruption
Relationships: telling lies about where you have been; dating other people
Sport: taking drugs; deliberately losing games; gambling on games
Tax and personal finances: not giving full information on tax forms; getting paid in cash; claiming money you haven't spent
Video games: using 'cheats' to go to different levels

**Optional extra activity** Ask students to talk about any well-known examples of cheating in public life they know from their country.

**Web research task** Ask students to research famous examples of cheating and tell the class what they found out. Here are some famous American examples for them to look for: Chicago Black Sox (sport); Tiger Woods (relationships); Richard Nixon (politics); Charles Van Doren (game shows).

## Sounds and vocabulary review

**Aim**
**to practise the sounds /ʃ/, /tʃ/and /dʒ/; to revise collocations**

**10** 50 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /ʃ/, /tʃ/and /dʒ/.

50
/dʒə/, /tʃe/, /tʃeɪ/, /dʒɒ/, /ʃən/, /tʃɪ/, /ɪʃt/, /ɪdʒ/, /ɪːtʃ/, /əʊtʃ/, /tʃæ/, /dʒu/

**11** 51 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again or play it and pause, but students should be able to write complete sentences after two or three listenings.

51
1 They rejected my application for university.
2 We need to change our traditional approach.
3 You need to challenge students to succeed.
4 Did you check your work after you finished?
5 All children have religious education in primary school.
6 I have to do a project before I can graduate.
7 The website has a jobs section for teachers.
8 You can't mention some subjects in conversation.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
The /ʃ/ sound is made by pursing the lips, with the tongue back. To make /tʃ/and /dʒ/, the shape of lips and tongue are the same but the tongue touches the front of the palate at the start of the sound. A /tʃ/sound is unvoiced, but a /dʒ/ sound is voiced.

**12** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Communicative activity worksheet** The photocopiable worksheet on page 246 can be used at this point or at the end of the unit for further practice of education vocabulary.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 4: FAINTING GOATS!
## Student's Book page 76

**Aim**

**to provide insight into different ways of life; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses and pausing**

**1** Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

### Culture notes

The picture shows Maasai children herding goats. The Maasai are an ethnic group of semi-nomadic people inhabiting southern Kenya and northern Tanzania.

**2** 15 Give students time to read through the questions first. As students watch the first part of the video (0.00–0.40), they should note their answers. Let them compare their answers in pairs before discussing as a class.

**Answers**
1 in Texas
2 They are missing good meat. People where they are eat a lot of salad and food like hot dogs, and in Kenya they are used to eating a lot of goat meat.
3 They go to a goat farm to find out about getting some goat meat.

**3** Ask students to discuss the words in pairs and to predict what they will hear in the recording. Encourage students to share their ideas in feedback but don't confirm or deny at this stage.

### Background language notes for teachers

*play dead* = pretend to be dead
*muscles* = the parts of the body that allow us to move, lift things, etc.
*expanded* = got bigger
*gene* = information in the cells of the body that is passed from parents to their children
*scared* = frightened
*hyena* = a large dog-like African animal that has strong jaws which allow it to eat large animals and their bones

**4** 15 Ask students to watch the second part of the video (0.41–3.48), and check their ideas. Let them compare their notes in pairs before discussing as a class.

**Answers**
1 The goats play **dead**.
2 The goats' **muscles** get really tight.
3 The muscles **expand** out.
4 The goats carry a **gene** called myotonia, which makes them behave in this way.
5 When the goats **get scared**, their muscles tighten up.
6 Then the goats **fall over**.
7 In Kenya, **hyenas** would eat the goats if they had myotonia.
8 The men imagine what would happen if they had myotonia from eating goat, and what would happen when they wanted to **cross** the road.

**5** 15 After students have discussed and chosen the correct answers in pairs, play the video so they can check.

**Answers**
1 months
2 of their genes
3 joke about taking
4 can't
5 not to

**15**

**Lemarti:** We hope, around Texas, because they have a lot of cows, we'll be able to get some good meat. So far, where we've been trying to go and eat, everything is salad, hot dogs and, back at home, we don't eat that kind of stuff. We eat a lot of goat meat and we've been missing it. A lot! And Jimmy said, why didn't you guys say something? There's a goat farm just down the road.

**Part 2**

**Rick:** Hello!
**Nancy:** Hi!
**Rick:** I'm Rick.
**Lemarti:** Hello. Lemarti.
**Rick:** Lemarti. Glad to meet you. My wife Nancy.
**Nancy:** Nancy, nice to meet you.
**Rick:** You guys are a long way from home.
**Lemarti:** Yeah! We want to buy a goat.
**Rick:** We have a lot of goats. These goats are from six to seven months old.
**Lemarti:** What's happening to them?
**Rick:** Come on girls, get up. Uh oh!
**Lemarti:** What did you do to them?
**Rick:** You scared them.
**Lemarti:** This is really strange American goats.
**Boni:** That's stuck! That one's stuck!
**Lemarti:** They play dead?
**Rick:** They play dead.
**Lemarti:** Holy cow, this is new. Seriously, what's happening to them? Look, all look like they dying.
**Boni:** Are you sure you didn't give them something wrong yesterday? The wrong food?
**Rick:** You see their muscles get really tight and they expand out? OK, because they have myotonia.
**Lemarti:** What's myotonia?

**Rick:** Myotonia is a gene that they carry ...
**Boni:** Gene?
**Rick:** A gene, in their body. And when they get scared their muscles tighten up, and they can't walk, and when they try to walk they fall over.
**Lemarti:** Really?
**Rick:** Yes.
**Lemarti:** Do you scare them?
**Boni:** Holy moly, yes! Come on goat. I won't scare you anymore. I'm sorry.
**Lemarti:** I said to Boni, what do you think the elders would think if we take one of these guys home and show them. They'll definitely think this is a white man's crazy goat, and I agree with him.
**Lemarti:** In Africa, if these are my goats, and I take them out, I'll come back with no goats, because there's a lot of hyenas, jackals, and they'll get very good chance for them to catch a goat. I don't know about eating because if we eat one of them and we faint like them all the time ...
**Rick:** But it'll make your muscles grow. See, when you get stiff your muscles will grow, your legs will get big. Yes.
**Lemarti:** How about fainting? What happens if you're crossing the road and somebody hoot at you? Beep! Because you ate too much goat. Or let's say you're in Africa and, you know, you come across elephant and they chase you. AHHHH!
**Rick:** You'd be elephant food.
**Lemarti:** Really?
**Rick** No!
**Lemarti:** Are you sure?
**Rick:** No, positive. When you cook the goat, the myotonia goes away.
**Lemarti:** We have a lot of story to tell when we go back about the goat. But I think we're going to leave him behind. There was no way we were going to eat the fainting goats.

**6** This exercise offers students the chance to relate the topic of the video to their own experiences and opinions.
- Give students time to read the questions then put them in pairs or small groups and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## Understanding fast speech

**7** 16 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

**8** Encourage students to practise saying the extract several times.

## REVIEW 4
## Student's Book page 77

**Aim**
to consolidate vocabulary and grammar from Units 7 and 8

**Answers**
**1**
1 OK
2 course
3 'll
4 had
5 could
6 if
7 can
8 mind
9 can
10 rather
11 have
12 can

**2**
1 have to
2 can't
3 didn't have to
4 can't
5 closes
6 Of course not
7 I'll make
8 don't, will

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

**7**
**education:** an approach, compulsory, graduate, a textbook
**places:** an army base, a car plant, a desert, a square
**cheating:** claim, lie, pretend, resign

**8**
1 computing
2 optional
3 behaviour
4 traditional
5 qualifications
6 performance
7 historical
8 dangerous
9 industrial
10 financial

**9**
1 tiny
2 fields
3 farm
4 primary
5 secondary
6 residence
7 state
8 fees
9 treat
10 culture
11 coast
12 ocean

**52 and answers to Exercise 4**
1 I'll do it in a minute.
2 Is it OK if I use it?
3 It won't happen.
4 Sorry, I had to leave early.
5 I couldn't hear anything.
6 I'll let you know.

# 9 MIND AND BODY

## Speaking

**Aim**
**to set the scene and introduce the theme with a picture; to get students talking about seasonal illnesses and health problems**

**1** Start by telling the class that in this unit they're going to be learning how to describe illnesses, give and understand medical advice, give instructions and understand instructions on medicines.

- Ask students to look at the photo on pages 78–79. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Ask students to discuss the questions in pairs or small groups. Monitor and help with ideas and vocabulary if necessary. In feedback, ask different pairs to briefly tell the class how they interpreted the photo. Work with your students' answers, then give them the information about what the photo shows (see the answer key below).
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Possible answers**
The photo shows a group of people at a health spa in the Black Forest, Germany, in winter. They are getting light therapy to help them overcome depression caused by lack of sunlight. In northern countries (in particular Scandinavia), where days are very short during the winter, a lot of people are affected by a lack of sunlight.

**2** Mix the pairs so that students are working with someone new. Ask students to discuss the personalised questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Write three different months on the board, e.g. *February, May, August*. Ask students in pairs to brainstorm as many adjectives as they can think of that describe each month.

## Teacher development: personalisation

*Outcomes* aims to use personalisation to get students interested in a topic, and to make communication meaningful. Using new language to talk about your own experiences and opinions brings it alive. Think of other ways you can personalise a topic for students. Here are some examples of ways of personalising topics further.

1 Ask students to bring in photos or objects connected with the topic, which others can ask about. And bring in your own photos or objects.
2 Ask students to prepare and tell stories from their own experience connected with the topic.
3 Ask students to prepare questionnaires, quizzes and interviews in order to question their classmates about interests, experiences and opinions.

# UNDER THE WEATHER
## Student's Book pages 80–81

**Communicative outcomes**
**In this two-page spread, students will practise describing illnesses and health problems.**

## VOCABULARY
### Illnesses and health problems

**Aim**
**to introduce and practise words to describe illnesses and health problems**

**1** Ask students to match the health problems in the box to the pictures that are connected to them. Start them off by eliciting the first match from the class. Note that there is sometimes more than one possible answer, so work with your students' ideas.
- Make sure students are aware that they must explain the link between the health problem and the picture, e.g. picture a) relates to asthma because you have to use an inhaler if you have asthma; b) relates to an allergy because a lot of people are allergic to cats, etc.

**2** Let students compare and explain their answers in pairs before discussing as a class.
- In feedback, model the pronunciation of words that are difficult to say, pointing out strong stress and difficult vowel sounds.

**Answers**
a asthma (an inhaler helps you breathe)
b an allergy (cats often cause allergies) – or possibly asthma (a cat allergy can result in asthma)
c hay fever (flowers / pollen cause hay fever) – or possibly allergy
d a temperature (a thermometer measures temperature)
e headache (aspirin helps with the pain)
f sore throat (honey and lemon helps with the pain)
g upset stomach (oysters can cause the problem)
h the flu (sleeping helps you get better)
i a nose bleed (tissues help you clean the blood) – students might also match this to hay fever or the flu

### Background language notes for teachers

Note the strong stress: *temperature*, *thermometer*
Note the difficult sounds: *sore* /sɔː/ *throat* /θrəʊt/, *asthma* /'æsmə/, *headache* /'hɛdˌeɪk/, *tissue* /'tɪsjuː/
*I'm feeling* (*a bit*) *under the weather* = I'm not feeling very well today
*an allergy* = when you feel ill from eating certain types of food (e.g. nuts)
*hay fever* = when you feel ill (often with watery eyes and cold-like symptoms) because of pollen in the air from grass or flowers
*asthma* = a condition that involves breathing problems

**3** Ask students to discuss the questions in pairs or small groups. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Possible answers**
Asthma and allergies can be very serious, although they are usually manageable or treatable. Flu is more serious than the other problems that are quite minor. Hay fever can be very unpleasant and last a long time, but is not dangerous. Some of the problems are minor, but could be symptoms of something more serious (e.g. a temperature, an upset stomach).

**4** Ask students to look through the sentences individually first and to decide which of the phrases in bold they know, and which ones they aren't sure of. Put students in pairs to explain the words to each other and to match the sentences to the problems in Exercise 1.
- Once you have given feedback on the answers, use mime, actions and drawings to check the words.

**Answers**
1 hay fever
2 an upset stomach
3 an allergy
4 asthma
5 a headache
6 the flu
7 a sore throat
8 a nosebleed
9 a temperature

**5** Organise the class into new pairs. Ask them to take turns to explain, act or draw the words for their partner to guess. Monitor and note how well students now understand the vocabulary in this lesson, and check any words students are still unsure of at the end.

### Teacher development: using mime, actions and drawings to check meaning

Avoid an over-reliance on dictionaries or translation by getting students to learn, revise and remember vocabulary visually.
- You could check all the words in Exercise 4 using simple mimes.
- You could get students to attempt drawings in their notebooks to show the meaning of the words.
- You could also extend Exercise 5 by playing mime games. For example, ask students to work in pairs, with one student sitting with their back to the board. Write a list of illnesses on the board. Ask the student who can see the board to act out or mime the words to their partner as quickly as they can. Find out which pair can act out and guess each mime the quickest.
- Do the same, but have the student draw the words instead of miming, in a game of *Pictionary*.

## Listening

**Aim**
**to practise listening for general understanding and to recognise chunks of language in a listening text**

**6** 53 Ask students to read the situation and the task. Play the recording. Students listen and note their answers. Let students compare their answers in pairs. Then elicit answers from the class and give feedback.

**Answers**
**Conversation 1**
1 flu
2 weak and tired, muscles ache
3 go home and rest
4 yes
**Conversation 2**
1 hay fever
2 eyes sore, sneezing
3 get some sunglasses
4 probably not (unless it's very bad)

53
**1**
A: Hi, how are you?
B: Not very well, actually. I think I have the flu.
A: Oh no! You poor thing! Are you sure it's not just a cold?
B: It might be, I suppose, but it doesn't feel like it. I've had it for a few days now. I just feel really weak and tired all the time and my muscles ache a lot.
A: That sounds horrible. Maybe you should go home and get some rest.
B: Yes, maybe you're right.
A: No-one will thank you if you stay and spread it!
B: That's true. Could you tell Mr Einhoff I'm sick?
A: Yes, of course.
B: Oh, and could you give him my homework?
A: Yeah, of course.
B: Thanks.
A: No problem. Well, you take it easy and get well soon.
B: I'll try! Bye.
A: Bye. See you.
**2**
D: Atchoo!
C: Bless you!
D: Oh! I am sorry! That's the fifth time in as many minutes!
C: That's OK.
D: I always get like this at this time of year! It's awful, because I hate winter, but then as soon as the sun comes out, I can't stop sneezing! And my eyes get really sore as well. I really want to rub them, but that just makes them worse!
C: Oh, that sounds horrible. Are you taking anything for it?
D: Yes, I went to the chemist's last year and they recommended these pills so I take four of these every day, and they help, but they don't stop it completely.
C: Well, why don't you get some sunglasses to protect your eyes a bit?
D: That's not a bad idea, actually ... but I think I might feel a bit funny walking round in sunglasses all day!
C: Yeah, I know what you mean, but maybe you ought to try it. You never know. It might work for you.
D: Well, maybe if things get really bad.

**7** 53 Ask students to work in pairs to complete the sentences, or work individually, then check in pairs. Play the recording. Students listen and check answers.

**Answers**
1 you poor thing
2 weak and tired
3 stay and spread
4 get well soon
5 time of year
6 makes them worse
7 a bad idea
8 work for you

## Background language notes for teachers

When you sneeze, you don't have to say anything, but it's polite to say *Excuse me* or *I'm sorry*. When someone else sneezes, we usually say *Bless you!*
- *Take it easy* and *Get well soon* are also expressions said to somebody who is ill.

**Optional extra activity** Ask students to practise saying the sentences from the audio. Tell them to read them out, then cover them up and see if they can remember them.

## Grammar Giving advice

**Aim**
**to check students' understanding of how to use different structures to give advice**

**8** Read through the information in the box as a class. Then ask students to complete the sentences individually. Organise the class into pairs to check their answers. Monitor and note how well students can use the structures.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 177.

**Answers**
1 should
2 Why don't you
3 ought to

**G Students complete Exercise 1 in the Grammar reference on page 177.**

**Answers to Exercise 1, Grammar reference**
1 Why don't you go on a diet?
2 You should put some cream on that rash.
3 What do you think we ought to do?
4 Why don't you phone and make an appointment?
5 Anyone taking drugs to improve their performance ought to be banned.
6 Maybe you should / ought to drink less coffee.

## Background language notes for teachers: giving advice

*You should* and *You ought to* offer stronger advice than *Why don't you ...?* They imply that the speaker thinks the advice needs to be taken whilst *Why don't you ...?* is used when the speaker merely has a good idea. Note though that the use of *maybe* in these sentences makes *should* and *ought to* less forceful.

- Students may need to be reminded to use *to* after *ought* but not after *should*.
- The difficult vowel sounds in *ought* /ɔːt/ and *should* /ʃʊd/ need to be practised by modelling and drilling the words.

**9** Ask students to complete the sentences individually. Let students compare their answers in pairs. Then discuss the answers as a class.

**Answers**
1 should
2 ought
3 should, Why
4 should
5 don't
6 should, should
7 to
8 ought, should, you

**10** Start by eliciting possible advice for the first situation from the class. Once students have the idea, organise them into pairs to prepare some advice. Monitor and help students with ideas and vocabulary, and correct any errors. In feedback, you could elicit good examples from the class or ask a few pairs to act out situations for the class.

**Possible answers**
1 You should join a gym / do exercise / go jogging.
2 You should see a doctor / count sheep / take a sleeping pill / relax.
3 You should see a psychiatrist / talk about it with friends.
4 You should see a doctor / have therapy / put your foot up / put a bandage on it.
5 You should talk to your teacher / do more revision.
6 You should get a part-time job.

**G For further practice, see Exercise 2 in the Grammar reference on page 177.**

**Answers to Exercise 2, Grammar reference**
1 shouldn't eat
2 should watch
3 should go, shouldn't, ignore
4 should do
5 shouldn't miss

**Optional extra activity** If you have fast finishers, or students need more practice, write up some other problems to give advice for on the board: *I've lost my wallet*; *My girlfriend's left me*; *I've lost my passport and I'm going on holiday next week*; *I'm allergic to eggs.*

# DEVELOPING CONVERSATIONS

## Common questions about illness

**Aim**
**to introduce and practise ways of asking common questions about illness**

**11** Read through the information in the box as a class.
- Ask students to match each question to two answers. Let students compare their answers in pairs.

**Answers**
1 b, f
2 c, e
3 a, d

**12** Ask students to think of other possible answers. In feedback, elicit answers and ideas, and discuss and accept or reject good or not so good ideas.

**Optional extra activity** Before moving on to the roleplay, ask students to practise asking and answering the questions in Exercise 11 with the answers they thought of in Exercise 12.

# CONVERSATION PRACTICE

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**13** This is an opportunity to bring together several parts of the lesson and for students to practise giving advice about health problems.
- Give students four or five minutes to prepare their roles, and to think of what to say. Go round and help with ideas and vocabulary at this stage. Use mime to remind students of some of the 'illness' words and phrases they could use. When students are ready, organise them into pairs to do the roleplay.

**14** Allow students time to practise their roleplay. In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**17** Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# THE POWER OF THE MIND
# Student's Book pages 82–83

**Communicative outcomes**

**In this two-page spread, students read about and talk about how the power of the mind can be used to fight illness.**

## Reading

**Aim**

**to read for general and specific understanding; to work out the meaning of words in context**

**1** Start by asking students to read the introduction to the article (in the white panel). You could read it out yourself and ask them to listen and read. Organise the class into pairs or small groups to discuss the questions. In feedback, elicit a few ideas from the class.

**2** Ask students to read the article and make notes about each topic in the box. Let them compare their answers in pairs before discussing as a class.

**Possible answers**

emotional reactions: we can train ourselves to react calmly rather than emotionally to pain
exercise in old age: if we decide that we want to exercise or do sport, we can continue to do it well into old age
hypnotherapy: it can save you from using drugs in operations and help you to recover quickly
meditation: can have a positive effect, e.g. stops monks getting cold
nocebos: they cause illness because you think they will
placebos: you get better because you believe the pills will make you better

**3** Start students off by reading the first sentence, and eliciting from the class whether the writer makes this argument in the article. Ask students to work individually, then check with a partner before discussing in feedback.

**Answers**

1 No (The placebo effect can sometimes help, but that doesn't mean drugs are never needed.)
2 Yes (Sometimes doctors can measure physical changes after patients take a placebo, e.g. their blood pressure may fall.)
3 No (only some are)
4 Yes (The monk concentrated and increased his body temperature to 40°C.)
5 No (People can be trained to deal with pain.)
6 Yes (Alama Kante was hypnotised before her operation, so she did not need any drugs and she could sing during the operation: her voice was not damaged and she recovered more quickly.)
7 Yes (People give up because they think they are too old.)
8 No (not stated in the article, though possibly true!)

**4** Elicit the word for the first phrase to get students started. Let them work in pairs to discuss possible answers and to find the phrases in the text to check their answers.

**Answers**

| | |
|---|---|
| 1 difference | 5 emotional |
| 2 treat | 6 operation |
| 3 scientist | 7 recover |
| 4 experience | 8 injury |

**5** Organise the class into new groups of four or five to discuss the issues. Give students two or three minutes to prepare some ideas first, and monitor briefly to help.

- In feedback, ask different pairs to tell the class what they discussed. Ask them which of the six suggestions in the article have the most potential to help. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## Understanding vocabulary

### Phrases with *mind* and *matter*

**Aim**

**to introduce and practise phrases with *mind* and *matter***

**6** Read through the information box with the class, and ask students if they understand why the quote from the text is funny (see language notes below). Then ask students to complete the sentences individually. Elicit the answer to the first one to get students started. Let students compare their answers in pairs.

**Answers**

| | |
|---|---|
| 1 matter | 6 matter |
| 2 matter | 7 mind, mind |
| 3 mind | 8 mind |
| 4 matter | 9 matter |
| 5 mind | |

### Background language notes for teachers

- The noun *mind* refers to your brain and your thinking (*it's on my mind* means 'I'm thinking about it' or 'It worries me'). We say '*I've changed my mind*' when we've decided to do something different to what we intended. *I've got a lot on my mind* is often used to explain why we made a mistake.
- The verb *mind* means 'to be concerned about' (so *mind the gap* means 'Watch out for (be concerned about) the gap', and *I don't mind* means 'I'm not concerned – it isn't important').
- The noun *matter* means 'an issue' or 'a problem', e.g. *What's the matter?* = What's the problem? It can also mean the physical form of things (e.g. *all the matter in the universe*).
- The verb *matter* is used to say that something is important (*it doesn't matter* means 'it isn't important').
- The quote *Age is a question of mind over matter. If you don't mind, it doesn't matter!* is funny because it is a play on words, and combines three fixed phrases with *mind* and *matter*. The phrase *mind over matter* is used to say that we can do things if we are determined, or strong minded enough, and suggests that we can control our health. However the second sentence explains the phrase in a different way, it suggests that the problems haven't gone away, we are just ignoring them.

## Pronunciation

**Aim**

**to practise the stress on words in sentences**

**7** 54 Play the recording. Students listen and notice which sounds are stressed. Then play the recording again. Students repeat.

54

1 It's just a question of mind over matter.
2 What's the matter?
3 I don't mind.
4 It doesn't matter.
5 Never mind.
6 To make matters worse ...
7 You don't mind?
8 I've got a lot on my mind.
9 That's a matter of opinion.

**8** Organise the class into pairs. Ask students to work together to complete the dialogues. Once you have checked the answers, ask students to practise saying the sentences.

**Answers**

1 to make matters worse, never mind
2 I've got a lot on my mind
3 I don't mind
4 that's a matter of opinion
5 What's the matter, Would you mind? / You don't mind?

**Optional extra activity** Students write two dialogues of their own using phrases from Exercise 6. They then practise them with a partner.

## DON'T WORRY. YOU'LL BE FINE.
## Student's Book pages 84–85

**Communicative outcomes**
**In this two-page spread, students will practise giving instructions and talking about parts of the body.**

## VOCABULARY Parts of the body

**Aim**
**to introduce and practise parts of the body**

**1** Ask students to look at the photos. Ask them to tell you as many different parts of the body as they can. Then put students in pairs to label the photos with the words in the box. In feedback, model and drill the words to practise pronunciation.

**Answers**

| | | |
|---|---|---|
| 1 face | 7 chest | 13 eye |
| 2 finger | 8 stomach | 14 mouth |
| 3 hand | 9 foot | 15 lip |
| 4 shoulder | 10 knee | 16 ear |
| 5 back | 11 leg | |
| 6 arm | 12 hair | |

**2** Start by eliciting the part of the body for the first set of collocations to get students started. Then ask them to match the rest. Let students compare their answers in pairs.

**Answers**
1 back
2 feet
3 lip
4 hair
5 face
6 stomach

## Background language notes for teachers

*bite my lip* = stop myself from saying something that it isn't a good idea to say
*pull a face* = have a negative expression on your face
*settle my stomach* = make my stomach feel better / calmer

**3** Organise students into pairs to practise. If you have the classroom space, ask students to sit facing each other to do this exercise, allowing them enough space to stand up and move. Monitor and correct any students who are not acting out the instructions correctly.

**Optional extra activity** Ask students to make their own sentences to instruct their partner to perform actions. You could change the context a little and tell them to imagine they are a fitness instructor or chiropractor rather than a doctor.

## LISTENING

**Aim**
**to listen for general and detailed understanding**

**4** 55 Give students a moment to read the instruction and the task and make sure they are clear about what to listen for. Play the recording. Students listen and write the number of each conversation next to the correct place. Let students compare answers in pairs.

**Answers**
1 d 2 e 3 b

55
**1**
A: Are you OK?
B: Hic! Yeah, I've just got hiccups. Oh gosh! Hic! It's really annoying.
A: Here. I know a cure. It never fails.
B: Hic.
A: Take some water in your mouth, but don't drink it.
B: Mmm.
A: Now put your fingers in your ears. Bend down and put your head between your knees and swallow the water slowly.
B: Mmmm?
A: Swallow the water!
B: Mmm.
A: OK. You can breathe now. Have you still got them?
B: Um, no. No, I don't think so.
A: You see. It works every time.
B: Maybe, but I wouldn't want to do it in public! People would think I was mad!
**2**
C: Yes. Can I help you?
D: Yes, I would like something for a bad stomach, please.
C: Does it hurt or have you been sick?
D: Not sick. It's more gas. It's uncomfortable.
C: OK. It sounds like indigestion. It's after you eat, right?
D: Yes.
C: And you're going to the toilet normally? No diarrhoea?
D: Diarrhoea? No.
C: OK, so I think these are what you need. They're indigestion tablets. You mix them with water and drink them after your meals. They're the most effective, I think.
D: OK.
C: What flavour would you like? Orange or blackcurrant?
D: Oh, orange.
C: That'll be four twenty five. Don't take more than four tablets a day – and if they don't deal with the problem, consult your doctor.
D: OK. Thanks. I will.

**3**
E: The burn's not too bad. We'll give you some cream for it, but you'll need some stitches in that cut. It's quite deep. What happened?
F: Well, I cut my head dancing with my son.
E: I'm sorry?
F: I was dancing with my five-year-old son and I stepped on one of his toys and I fell and hit my head on the side of the table.
E: Oh dear. What about the burn, then?
F: Well, my wife came in when she heard me shout and while she was helping me stand up, she knocked a cup of coffee off the table and it went all over my leg.
E: Oh dear. I am sorry. I shouldn't laugh!
F: Don't worry. It was very stupid!
E: Nurse, could you dress the burn after I've done these stitches?
G: Of course.

**5** 55 Give students time to read the questions and check any unknown words (particularly *diarrhoea*, *indigestion* and *vomiting*). Play the recording. Students listen and note their answers. Let students compare their answers in pairs.

**Answers**
1 hiccups
2 She put her fingers in her ears, then bent down and put her head between her knees and swallowed some water slowly.
3 indigestion
4 She is told to take indigestion pills: *mix them with water and drink them after your meals, but don't take more than four pills a day, and if they don't deal with the problem, consult your doctor.*
5 a cut and a burn
6 He cut his head dancing with his son, and got a burn when his wife came in and knocked a cup of coffee off the table and it went all over his leg.

## Background language notes for teachers

*diarrhoea* = when you have to go to the toilet a lot
*indigestion* = when your stomach feels bad
*vomiting* = being sick – you can't keep food down

**6** Ask students to work in groups of four or five to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.
• At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

## GRAMMAR Imperatives

**Aim**
**to check students' understanding of how to use imperatives to give instructions, advice and warnings**

**7** Read through the information in the box as a class. Then organise the class into pairs to discuss the statements. Monitor and note how well students understand the rules.
• In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 178.

**Answers**
1 T 2 F 3 T 4 F

**G Students complete Exercise 1 in the Grammar reference on page 178.**

**Answers to Exercise 1, Grammar reference**
1 Don't panic. Stay calm.
2 Don't whisper. Speak up. We can't hear you.
3 Be careful. Don't slip.
4 Don't just sit there. Do something.
5 Take your time. Don't rush.
6 Be quiet. Don't make so much noise.
7 Get up. Don't be so lazy.
8 Don't wait for me. Go ahead. I'll catch you up.

## Background language notes for teachers: imperatives

Imperatives are straightforward to use in English as they are the same as the infinitive form and don't change depending on formality or plurality. Students are likely to make errors by over-applying rules from their own language. Watch out for errors such as putting *you* unnecessarily in front of imperatives or in using *not* instead of *don't*.

**8** Elicit the first answer to get students started, then ask them to work individually to choose the correct words. Let them compare answers with a partner before checking in feedback.

**Answers**
1 Don't take
2 Eat
3 Put
4 Don't stop
5 Don't try
6 Wash
7 Don't put
8 Let

**9** Organise the class into pairs to match the imperative sentences in Exercise 8 with the warnings a–h.

**Answers**

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

**Optional extra activity** Ask students to write their own imperative sentences for each of the situations in Exercise 9.

**10** Organise the class into pairs to practise imperatives in conditional sentences, to give advice or make suggestions. You could start them off by eliciting or providing further examples for the first situation.
- Monitor and correct any errors. Collect examples of good language use to share with the class in feedback.

**G For further practice, see Exercise 2 in the Grammar reference on page 178.**

**Answers to Exercise 2, Grammar reference**
1 Could you pour me some water, please?
2 You should try talking to someone about it.
3 Could you bring me the bill?
4 Could you help me carry these bags to the car?
5 You shouldn't drive if you're taking that medication.
6 You shouldn't call him now. It's too late.

## Speaking

**Aim**
**to practise language from the lesson in a personalised, communicative speaking activity**

**11** Start by describing a real or imaginary scar of your own. Tell students to look at the questions on the page and listen to your description. When you have finished, ask students to say which questions were answered. Check the meaning of *scar* and *stitches*.
- Give students three or four minutes to prepare their own descriptions, using the questions as a guide. Monitor and help with ideas and vocabulary.

**12** Put students in small groups of four or five to take turns to talk about their scar. Monitor and note errors or examples of good language use.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** If you think it might be a sensitive subject in your class, instead of asking students to describe scars, ask them to talk about injuries they have had. Introduce the verb *break*, and ask students if they have ever broken a leg, an arm, etc. Ask students to prepare and describe their injuries, e.g. a bad cut, a burn or a broken arm, etc. Students could try to find out others in the class who have had similar problems.

**Communicative activity worksheet** The photocopiable worksheet on page 247 can be used at this point or at the end of the unit for further practice of health advice.

## Sounds and vocabulary review

**Aim**
**to practise the sounds /e/, /iː/ and /eɪ/; to revise collocations**

**13** 56 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /e/, /iː/ and /eɪ/.

56
/bliː/, /fiː/, /niː/, /breː/, /sweː/, /beː/, /heː/, /tʃeː/, /peɪ/, /reɪ/, /eɪk/, /feɪ/

**14** 57 Give students a moment to look at the words in the box. Read the words out so that students can note the pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. Students should be able to write complete sentences after two or three listenings.

57
1 My eyes ache and I need to sleep!
2 I can't bend my knee very well.
3 She was bleeding from her head.
4 Can you take a deep breath for me, please?
5 These shoes really hurt my feet.
6 I had a terrible pain in my chest.
7 Raise your head and face me, please.
8 The bed was wet with sweat.

### Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' hearing of English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
The sound /e/ is a short vowel sound made with the lips wide, and /iː/ is a long vowels sound made with the lips narrower. The diphthong /eɪ/ is made by starting with the mouth in the position for /e/ and moving the tongue back.

**15** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss their lists with the other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses using key nouns from this lesson (see page 19).

# 10 PLACES TO STAY

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about places to stay**

**1** Start by telling the class that in this unit they're going to be learning how to describe places they have stayed in, book somewhere to stay, apologise for bad news, and deal with problems in hotels; students will talk about imagined situations and past habits.

- Ask students to look at the photo on pages 86–87. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Ask students to discuss the questions in groups of four or five. Monitor and help with ideas and vocabulary if necessary.

### Culture notes

The photo shows a new resort being built on the Gulf of Aqaba coast, at the northern tip of the Red Sea. It is a very popular holiday destination, particularly for tourists wanting to dive on the gulf's coral reef, and diving contributes a lot to the local economy. Jordan, Israel, Saudi Arabia and Egypt all have shoreline on the Gulf of Aqaba. There has been massive development along the coastline over the last twenty years or so, and there is increasing concern about the damage caused to the environment.

**2** Organise the class into new pairs to discuss the personalised questions. In feedback, ask different pairs to briefly tell the class what they discussed.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Write on the board: *The most unusual place I've ever stayed.* Then tell the class a short story of an unusual place you have stayed at. Ask the class what was unusual about it. Then ask students to share their own stories of unusual places to stay.

## BOOKING A ROOM
## Student's Book pages 88–89

**Communicative outcomes**
**In this two-page spread, students will practise booking rooms, describing hotel facilities, and apologising.**

## Vocabulary Places to stay

**Aim**
**to introduce and practise chunks of language used to describe places to stay**

**1** Ask students to discuss the words and complete the exercise in pairs. Start them off by eliciting the collocation to complete the first sentence. In feedback, model the pronunciation of words that are difficult to say.

**Answers**

1 low season
2 including breakfast
3 reduced rate
4 babysitting service
5 put up the tent
6 provided meals
7 real fire
8 share a room
9 heated pool
10 shower block
11 basic furniture
12 free wi-fi

**2** Elicit one or two examples to get students started, then ask them to work in pairs to match each sentence to one of the places.

**Answers**

1 an apartment (you don't usually rent the other places for a week)
2 a hotel (the only one that costs £50 a night and provides breakfast)
3 a campsite (the provision of electricity is the clue here)
4 a hotel (none of the others usually provide babysitting)
5 a campsite (the only place you would put a tent up)
6 a hostel (guests sometimes share the kitchen and prepare their own meals)
7 an apartment (they have a living room)
8 a hostel (because sometimes you have to share rooms in hostels)
9 apartment (apartments are in a block and often have a shared pool)
10 a campsite (the only place to have toilet and shower blocks)
11 an apartment (basic furniture, and it has a kitchen)
12 a hotel (rooms and reception area)

## Teacher development: organising vocabulary

Organising new words and vocabulary into categories using tables, diagrams and spidergrams is a good way of helping students note, learn and remember words. Here, for example, ask students to write *apartment*, *campsite*, *hotel* and *hostel* in different circles in the centre of their own spidergrams and then draw lines connecting them to relevant words or phrases from the lesson. Ask students to add further words or phrases to each spidergram as the unit and later lessons progress.

**3** Organise the class into pairs or small groups to discuss the questions. In feedback, elicit any really useful phrases and write them on the board. Work with students' answers, but some ideas are given in the answer key. Ask students to order or categorise the examples in their notebooks.

**Possible answers**

1 a room, a bathroom, a dining area, a kitchen, a living room, a laundry room
2 a single room, an en-suite room (with bathroom), a family suite / room
3 room service, laundry, pick-up from the airport or station, wake-up calls, valet parking, conference rooms, Internet access, etc.
4 breakfast, meals, drinks, a packed lunch, car parking, flights, pick-up from the airport, tax, trips
5 for early booking, if you're over-65 / retired, if you had problems (e.g. noise, problems with heating etc.), if the room you had booked wasn't available, if you booked with a big group, if you are a regular visitor
6 taking the tent down
7 In Europe, the high season is in the summer, during school holidays (July and August), at Christmas or at Easter. For skiing, the high season is likely to be February, near school holiday time and when there is most likely to be snow.

**4** Organise the class into new pairs to discuss the questions. In feedback, find out in what ways the students' experience of hotels is different.

**Optional extra activity** Ask students in pairs to brainstorm facilities in a hotel (laundry, room service, gym, sun terrace, pool, etc.). Ask students to choose and order the top five facilities they would look for in a hotel.

## Listening

**Aim**

**to practise listening for detail and to learn words in context**

**5** 58 Read the exercise instructions and ask students to look at David's notes on the notepad. Ask a few open questions to focus them on the task: *Where is David's friend going? Who with? What information does he want?*

- Play the recording. Students listen and note the information David needs. Note that the information in brackets in the answer key is extra to the essential information to be checked, but it is nice to see if students have got it or not.

**Answers**

Triple rooms? No, only doubles (but should be possible to put an extra bed in a double room)
How much? 110 euros a night for the room (including child's bed)
With breakfast? 125 euros with breakfast
Dates: fully booked on the weekend of the 16th–17th, but 10th–15th is possible
Car hire: yes, they have a partnership with a local firm (prices start from 25 euros a day)
Parking: yes (but 20 euros a day; also street parking available nearby)
Deposit? Need to pay 10% deposit when booking (on a credit card)

58

**R = receptionist, D = David**

R: Hillborough Hotel.
D: Oh, hello. I'm ringing on behalf of a friend. He wants some information.
R: Sure. What would you like to know?
D: Um, well, do you have any triple rooms?
R: I'm afraid not. We only have doubles.
D: Oh, right. Is it possible to get a double with an extra bed? They have a small kid.
R: That should be possible.
D: And how much would that be per night?
R: For the room, that's 110 euros per night, with a supplement for a child's bed.
D: Sorry. Does that include the cost of the extra bed or not?
R: It does include it, yes.
D: And breakfast is included too?
R: I'm afraid not. It's 125 with breakfast. What dates are they thinking of coming?
D: Um, Tuesday the twelfth to the seventeenth of August.
R: OK. Let me just check our availability. Hmm, I'm afraid we're fully booked that weekend on the sixteenth and seventeenth.
D: And what if they came the previous weekend?
R: Saturday night no, but from Sunday through to Friday we currently have rooms available.
D: So that's the 10th till the 15th – including Friday night?

R: That's correct.
D: OK. I'll need to check with them about that. And just a couple of other things.
R: Sure.
D: They're thinking of hiring a car. Can they get any reduced rates if they book through the hotel?
R: They can, actually. We have a partnership with a local hire firm. The cost starts at 25 euros a day.
D: OK. Great. Do you have parking at the hotel?
R: There is a car park, which is 20 euros a day, and there is some street parking nearby.
D: Right. OK. Well, I think they're travelling around Ireland after Dublin, so maybe they could hire the car later in the week.
R: Of course, whatever suits them.
D: OK. Let me just talk to my friends. Could you tell me your name for when I call back?
R: Yes, it's Jackie, but any of my colleagues can deal with the booking.
D: Oh wait, sorry – one last thing. Will they need to make a payment when they make the booking?
R: Yes, we'll need to take a 10% deposit on a credit card.
D: So if for whatever reason they didn't come, they'd lose that money?
R: I'm afraid so. The complete payment is made on arrival.
D: OK. Thanks.

## Culture notes

- Dublin is the capital city of the Republic of Ireland. It is an attractive, historic city and a popular destination.
- Note that Ireland is part of the Eurozone and uses the euro, unlike the United Kingdom which uses the pound.

**6** 58 Ask students to work in pairs to compare their notes. In feedback, elicit information from students and build up key information on the board.

**Optional extra activity** Show the following sentences on the board and ask students to write them in their language. Remove the English sentences from the board, and ask students to translate their sentences back into English. Then show the originals again for them to compare.
*Let me just check our availability.*
*Let me just talk to my friends.*
*Let me see that for a second.*
*Let me have a go.*
*Let us think about it and we'll let you know.*

**7** Ask students to work in pairs to read the audio script on page 202 and underline useful phrases they would like to learn. In feedback, find out what words students have chosen, and check their meaning.

## Teacher development: selecting words

Asking students to select their own words to learn from a reading or listening text is a way of empowering students to take responsibility for their own learning. It also means that they choose to learn words they don't know rather than preselected words that they may already know, and obliges them to work out or find out meaning for themselves by looking at context.

- Encourage students to learn words that collocate, not words in isolation, (e.g. *on behalf of*, not *behalf*, and *make a payment*, not *payment*). Encourage students to share and justify phrases they choose, and to work together to work out and explain meanings.
- Some useful phrases in the audio script include the following: *on behalf of, a supplement* (=an extra payment), *included, fully booked, available, hire a car, make a payment*.

**Optional extra activity** Ask students to write personalised sentences using the words they chose.

# Developing conversations

## Apologising

**Aim**
**to introduce and practise using *I'm afraid* to apologise**

**8** Read through the information in the box as a class.

- Ask students to work in pairs to prepare and practise conversations. You could ask them to write one or two dialogues first, then improvise others. Or you could ask them to prepare responses in note form first, then work together to improvise conversations.
- Work with what students suggest, but if they are stuck, some suggestions are given in the answer key.

**Possible answers**
1 I'm afraid not. There's a small charge for internet use in the hotel. But we are looking at getting free wi-fi early next year.
2 I'm afraid so. The cancellation fee is 50 euros. It'd be 10% of the original booking.
3 I'm afraid not. But it won't be very cold at that time of year. / But a swim there will certainly wake you up!
4 I'm afraid not. We had a terrible accident a few years ago, you see. / Health and safety regulations, you see!
5 I'm afraid so. Maybe you should contact your bank. / Do you have any other cards you could use?
6 I'm afraid not. But we do have tickets available for tomorrow. / But if you come back just before the show starts, there may be some returns. You never know.
7 I'm afraid so. It would be a good time to visit some of our museums. / But we do have plenty of indoor activities.
8 I'm afraid not. I'm terribly sorry. Not without the permission of the manager, and she's not here at the moment.

## Background language notes for teachers

*I'm afraid* is followed by a clause. *I'm afraid so* is used to confirm and apologise. *I'm afraid not* is used to contradict and apologise. Note that they are used in a similar way to *I hope so* or *I hope not*. It is also possible to say *I'm afraid it isn't* or *I'm afraid you would*, etc.

**9** Start by organising students into groups of four or five. Elicit one or two examples to get students started. Set a time limit and find out in feedback which group thought of the most sentences, and which group had the best and the funniest. You could write up some of the best examples on the board. There are no fixed answers here, but a few possible ideas are given in the answer key.

**Possible answers**
I'm afraid the restaurant is fully booked this evening.
I'm afraid there's a ten-pound charge for that.
I'm afraid that's not possible.
I'm afraid we don't have any record of your booking.
I'm afraid we're fully booked that weekend.

**10** 59 Start by checking the meaning of the words on the form. You could do this by asking students to find the information (expiry date, etc.) on their own cards.
• Play the recording. Students listen and complete the form. Let students check their answers in pairs before discussing as a class.

**Answers**

| | |
|---|---|
| Name on the card: | Mr D E Gwaizda (check spelling with class) |
| Card number: | 1003 6566 9242 8307 |
| Security number: | 718 |
| Expiry date: | 06-17 |
| Contact number: | 0044 796 883 412 |

59
**R = receptionist, C = customer**
R: OK, so can I take your credit card details for the deposit?
C: Sure.
R: What kind of card is it?
C: Visa.
R: And the name on your card?
C: Mr D E Gwaizda. That's G – W – A – I – Z – D – A.
R: OK. That's an unusual name.
C: Yeah, it's Polish originally.
R: OK. And the card number on the card?
C: 1003 6566 9242 8307.
R: And the security number on the back of the card – the last three digits there?
C: 718.
R: And the expiry date?
C 06 17.
R: And can I just take a contact number in case there are any problems?
C: Sure. 0044 796 883 412.

## Pronunciation

**Aim**
**to practise saying and recognising the letters of the alphabet**

**11** 60 Model the pronunciation of the sounds and the letters already in the table. Then play the recording. Students listen and complete the table. Let students compare answers in pairs.

**Answers**

| | | | |
|---|---|---|---|
| /ɪː/ | b, c, d, e, g, p, t, v | /eɪ/ | a, h, j, k |
| /e/ | f, l, m, n, s, x, z | /aɪ/ | i, y |
| /əʊ/ | o | /uː/ | q, u, w |
| /aː/ | r | | |

60
A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**12** Organise the class into pairs to practise asking for and providing card details. Students could use their own cards if they like (changing some numbers for security reasons!). Monitor and correct any errors.

**Optional extra activity** If you want to give students extra practice at using the alphabet, there are plenty of spelling activities to play. Try getting them to dictate email addresses (introduce 'at', 'dot' and 'com'). Or ask them to spell out the names of well-known celebrities.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**13** This is an opportunity to bring together several parts of the lesson and for students to practise asking for information about accommodation and apologising.
• Organise students into pairs and ask them to decide on which roles to take. Give them four or five minutes to find and read their role cards, and to think of what to say.

**14** When students are ready, ask them to roleplay the conversations. Then tell them to change roles and act out the conversation a second time.
• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

18 Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# WE'LL DEAL WITH IT RIGHT AWAY
# Student's Book pages 90–91

**Communicative outcomes**
**In this two-page spread, students talk about hotel problems and use second conditional forms to say how they would react in difficult situations.**

## SPEAKING

**Aim**
**to lead in to the topic of the lesson; to talk about problems people have in hotels**

**1** Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

• In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## VOCABULARY Solving hotel problems

**Aim**
**to introduce and practise chunks of language used to describe places to stay**

**2** Ask students to work in pairs to match the sentences to the follow-up questions and discuss the meanings of the words in bold. Start them off by eliciting the first pair. In feedback, check meanings and model the pronunciation of words that are difficult to say.

**Answers**

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

**3** Give students two or three minutes to memorise the questions, then ask them to take turns to test each other. Monitor and prompt as students do this exercise. It is fine if they cheat by looking a few times so long as they keep working on trying to memorise the phrases.

**Optional extra activity** A way of extending this activity is to write some 'chunks' from the sentences and questions on the board, and to ask pairs to try to remember the whole original sentences and to improvise conversations using some of the chunks. For example, write up: *noise outside, a wake-up call, change rooms, turn down, send someone up to.*

**4** Organise the class into new pairs to prepare and practise the roleplay. Monitor and help students as they select problems. Monitor and note errors or good language use for the feedback at the end while students are doing the roleplay (see notes below).

## Teacher development: preparing and organising a roleplay

Here are some tips for preparing and organising a roleplay of the sort in Exercise 4.

1 Organise the class into new pairs first – ideally get students to work with somebody they don't often work with. This is not only good for class dynamics. It also creates a genuine sense that this is a different 'performance' part of the lesson.
2 Make sure students are clear about their role and are fully prepared to speak. The more time is spent preparing, the longer the roleplay will last, and the more accurate and creative students will be. It is a good idea to set a short time limit of four or five minutes for students to talk together and gather ideas. They should think of what they want to talk about and phrases they want to use.
3 Give a clear start signal so that all pairs begin at the same time. Monitor briskly, moving from pair to pair, and signalling that you are listening. Note errors or good phrases on a notepad as you monitor. Use these to feedback at the end.
4 If your students aren't confident about improvising roleplays, let them work in pairs to write their roleplay first. Let them act it out two or three times, just reading. Then ask them to turn over the written roleplay and to act it out without reading.

## Listening

**Aim**

**to practise listening for general understanding and to order phrases as they are used in the text**

**5** Ask students to look at the photos, and ask: *What can you see?* Elicit descriptions and make sure students are clear about what the photos show. Then put students in pairs to discuss how the photos are connected to hotel problems. Elicit ideas in feedback but don't confirm or reject any.

**6** 61 Play the recording. Let students compare their answers in pairs before discussing in open class. Ask students what they heard that helped them reach their answers.

**Answers**

1 kittens: Lady Zaza wants a white kitten. The receptionist doesn't think she can find one.
2 chocolates: She wants her favourite chocolates, and the hotel have to remove the ones with nuts. The receptionist agrees.
3 a bunch of roses: Lady Zaza wants 100 bunches of red flowers and 80 bunches of white flowers sent to the room. The receptionist says someone will bring them up in a minute.
4 light bulb: Lady Zaza wants the light bulbs changed. She says it's too dark. The receptionist agrees.
5 the gym: Lady Zaza wants to get a wake-up call at 4 a.m. and to use the gym. The receptionist says the gym doesn't usually open till 6 a.m., but she thinks they can organise something.

61

**R = receptionist, M = manager, L = Lady Zaza**

R: Hello. Reception.
M: Hi. I'm calling on behalf of Lady Zaza, in the presidential suite.
R: Oh, yes. It's a real pleasure to have her in the hotel.
M: Yeah, well, there was no way we could stay in that last place. The service there was a joke!
R: Well, I hope everything's OK with our rooms. We really didn't have much time to prepare them.
M: Yeah, everything's fine, basically, but there are just a couple of things she's asked for.
R: OK.
M: Well, first, can you ask room service to send some fresh flowers to the room? Lady Zaza enjoys arranging them. She'd like a hundred bunches of red flowers and eighty bunches of white.
R: Certainly. I'll send someone up with them in a minute.
M: And tell them to bring more of her favourite chocolates too, please. And please remember to remove the ones with nuts. She'd be very ill if she ate one by mistake. And the hotel wouldn't want that.
R: Absolutely not. I'll make sure they're taken out.
M: She'd also like the light bulbs in her room changed. She said it's too dark.
R: Oh ... of course.
M: And can you bring her a kitten?
R: Er, a kitten?!
M: Yeah. Stroking it helps her relax. She wants a white one.
R: I doubt I can find one ...
M: What Lady Zaza wants, Lady Zaza gets.
R: Would it be OK if the cat was a different colour?
M: No. It needs to match the colour of the flowers. Oh, and one last thing. Can she get a wake-up call at four a.m., please? She'd like to use the gym.
R: Well, the gym doesn't usually open until six, but I'm sure we can organise something for her.
M: Great. That's it for now. Oh, wait. Just one second. She's saying something.
L: They did it again! You've got to do something!
M: Yeah, OK. OK. Hello?
R: Yes, hello.
M: Lady Zaza can hear the people downstairs. They're talking or watching TV or something and she wants them to be moved.
R: Moved? I'm afraid that's just not possible.
M: Sure it's possible. You've got hundreds of rooms in this place.
R: I know, but I'm afraid we're fully booked. We don't have any other rooms available.
M: So you're telling me you can't move them?
R: I really would move them, if I could, but I'm afraid it's absolutely impossible. I'm terribly sorry.
M: Well, that's just not good enough. I'd like to talk to the manager.
R: She's not here at the moment, I'm afraid, but I'm sure that if she was, she'd tell you exactly the same thing.
M: Is that right?
R: I'm afraid so, yes.
M: OK. Well, I'll tell her ... but she's not going to like it.

**7** 61 Ask students to work individually to order the sentences. If they have problems, put them in pairs to help each other. Play the recording again. Students listen and check their answers. Let students compare their answers in pairs once more. Write up the order of the sentences on the board in feedback or let students check their answers in the audio script on page 203.

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

**8** Ask students to discuss and justify their choice of adjectives in pairs. You could let students look up words they aren't sure of, or pre-teach the words using examples or definitions.

**Possible answers**
selfish: She's only interested in what she wants and needs; doesn't seem at all concerned with the thoughts or feelings of others.
demanding: She makes lots of demands and gets angry if the demands can't be met.
If students try to argue in favour of the other three, ask them to explain why and see if you agree with their justifications, e.g. she could be seen as lazy because she gets people to do everything for her, rather than doing it herself. Then again, do lazy people get up at 4 a.m. to go to the gym?

**9** Organise the class into new groups of four or five to discuss the questions. Give students two or three minutes to prepare ideas first, and monitor briefly to help.
• In feedback, ask different groups to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Ask students to decide whether these demands made by hotel guests are real or not (they are all real, actually):
1 one glass of water on the hour every hour, throughout the night
2 15 cucumbers a day
3 toilet to be filled with mineral water
4 bath of honey
5 sound of goats' bells to aid sleep
6 only the right legs of a chicken
7 a dead mouse
8 bath of chocolate milk
9 16 pillows (for a single guest)
10 crocodile soup for breakfast

## Background language notes for teachers

We often say *one second* or *one minute* when we want someone to wait for us to do something. It is often used just to mean a very short period of time.
*That's it for now. Oh, wait. Just one second ...*
*I'll send someone up with the flowers in a minute.*
*I'm nearly ready. Give me two seconds.*
*I just need to make a phone call. I won't be a minute.*

## GRAMMAR Second conditionals

**Aim**
**to check students' understanding of how to use second conditional forms to say how we would react in difficult situations**

**10** Read through the information in the box as a class. Then organise the class into pairs to look at the sentences and discuss the questions. Monitor and note how well students understand the rules.
• In feedback, elicit the students' answers. Then ask them to check their ideas in the Grammar reference on page 178.

**Answers**
1 No, she isn't ill and she isn't likely to eat a chocolate with nuts, because it would make her ill (she's allergic to them).
2 Yes, he does want to move the people, but he can't move them.

**G Students complete Exercise 1 in the Grammar reference on page 178.**

**Answers to Exercise 1, Grammar reference**
1 1 c 2 e 3 a 4 f 5 d 6 b
2 1 The company has problems because the staff don't speak good English.
2 I don't like camping here because the weather isn't very good.
3 It's a nice hotel but the rooms aren't very child-friendly.
4 They don't have a branch in Brighton.
5 I don't have a lot of money so I don't stay in expensive hotels.
6 It didn't happen to me, it happened to someone else.

## Background language notes for teachers: second conditional

• Note the form:
*If* + past form, *would* + infinitive
*would* + infinitive, *if* + past form
• Note that in formal English we often use *were* instead of *was* when expressing hypothesis, e.g. *If I were you, I'd ...* In modern usage, however, native speakers often don't bother with this distinction, and *If I was / wasn't ...* is accepted.
• Note the meaning: *If* clause (= if this unlikely or impossible situation happens) + result clause (this is the unlikely or impossible result).

**11** Elicit the first verb from the class to get them started, then ask students to work individually to complete the sentences. Organise the class into pairs to compare their answers before going through the answers as a class. Write the answers up on the board.

**Answers**
1 would be, had to
2 would never do, had
3 wouldn't stay, paid
4 would post, were / was
5 would you recommend, had to, would probably go
6 could

**12** Ask students to work individually to complete the sentences with their own ideas. Monitor and help with ideas and vocabulary, and prompt students if they make grammatical errors.

• Organise the class into groups to share their ideas. It is a good idea to model this activity first by saying two or three sentences of your own. Monitor groups as they speak and pick up on any errors with form and meaning that you could go over at the end of the practice.

**Possible answers**
1 If I had more money, I'd buy a new car / I'd go for a long holiday somewhere hot and sunny.
2 I wouldn't eat oysters even if you paid me!
3 If I had to choose between Stockholm and Copenhagen, I'd go to Copenhagen.
4 If I could only have one holiday a year, I'd spend it in the mountains.
5 If I wasn't so unfit, I'd take up running.

**13** Organise the class into new pairs to discuss the situations. You could start them off by eliciting a few ideas for the first situation. As students speak, monitor and note errors or examples of good language use for feedback.

**Possible answers**
1 Take his word for it and apologise for the mistake.
2 Call reception to complain. / Put ear plugs in.
3 Check the tent is put up properly. / Tighten the tent pegs. / Pack up some essentials and go and find a hotel.
4 Point out politely that they are supposed to wash up their things. / Ignore them but feel angry!
5 Go outside and sit in the shade.
6 Hand it in to reception in case they come back for it. / Keep it, it must be a very generous tip because you did such a good job of cleaning!

**G For further practice, see Exercise 2 in the Grammar reference on page 179.**

**Answers to Exercise 2, Grammar reference**
1 was
2 I'd, wasn't
3 were, wouldn't, I'd
4 It'd, was
5 would be, wasn't
6 were, could

**Optional extra activity** Write *What would you do if …?* on the board. Organise the class into groups of about four. Tell each group member to take two small squares of paper and complete the question in a different way on each piece of paper. Possible endings could be: *… you had three wishes*; *… you could live anywhere in the world*; *… you could change one thing about yourself.* Encourage students to think of interesting and unusual ideas so that there is a good range of questions. Place the squares in a pile in the middle of the group. Students turn over the first piece of paper. Each student gives an answer to the question. The group decides who should win the piece of paper for giving the best answer. Then they turn over and discuss the next question.

**Communicative activity worksheet** The photocopiable worksheet on page 248 can be used at this point or at the end of the unit for further practice of second conditionals.

## BEST HOLIDAY EVER!
## Student's Book pages 92–93

**Communicative outcomes**
**In this two-page spread, students will read about and talk about favourite holidays now and in the past.**

## Speaking

**Aim**
**to lead in to the topic of the lesson; to talk about holidays for children**

**1** Read through the kinds of holidays and check students' understanding. Ask students: *Which of these holidays did you have when you were a child?* Let students rank the holidays individually. Ask them to think of reasons for their decisions.

**2** Organise the class into groups of four or five to explain their choices and discuss the types of holiday. Ask them to think about what would be good for the parents as well as the children. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
• In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Ask students in their groups to say which of the types of holiday they remember doing as a child.

## Reading

**Aim**
**to read for general understanding and for phrases in context in a text**

**3** Ask students to look at the photo and the messages on the social networking site on page 93, and establish that they are going to read different posts about memories of childhood holidays. Give students a moment to read the task before asking them to read the posts and find answers. Let them compare their answers in pairs. Elicit answers briefly from the class.

**Answers**
1 Because this week he's going to visit the place he used to spend his childhood holidays.
2 She had no access to TV or technology, and the summer camp was really strict, whereas nowadays summer camps are much more creative and child-friendly.
3 Zinaida (messing around by the river), Biggi (an apartment on the beach), Mark (south coast of England)
4 Christina Rebuffet-Broadus – the black bear climbing a tree near the terrace where they had breakfast. Big bears can kill!
5 Sandy Millin remembers making homemade pizzas with one grandma and cornflake cakes with the other. She says *really fond memories.*
6 Christina sometimes stayed in Disneyworld in Florida.
7 Julia – her dog was taken away.
8 Sandy spent a fortnight with each set of grandparents.
9 Mark – he hasn't been back to Eastbourne for more than two decades. He has to go there for work, to meet new clients.

**4** Organise students into pairs and give them time to discuss and match the verbs 1–8 to the words a–h. You could start them off by eliciting the first match. Go through the answers in feedback.

**Answers**
1 e (Zinaida used to mess around by the river when she went to stay with her grandparents.)
2 a (Julia remembers sitting on the fence as the sun went down, watching the cows coming home.)
3 d (Christina's family used to rent a cottage in the Smoky Mountains.)
4 g (The bear that appeared in the mountains was climbing a tree when Christina saw it.)
5 c (Christina and her family used to have breakfast on the terrace.)
6 h (Julia never used to get bored, even though she was out in the countryside.)
7 f (Julia's dog scared the chickens, so the neighbours took it away!)
8 b (Sandy, her brother and her grandparents used to go for long walks.)

### Background language notes for teachers

*mess around* = spend time doing unimportant things (e.g. for fun); it can also be used in a more negative way, to mean wasting time or being silly, e.g. *Stop messing around and get on with your work.*

**Optional extra activity** Ask students to discuss some or all of the following questions: *Which of the people in the thread do you think had the best holidays? Why? Which holidays sound similar to ones you had? Have you ever seen any dangerous animals in the wild? Was food and cooking important to you when you were a kid?*

## Grammar *used to*

**Aim**
**to check students' understanding of how to use *used to* + infinitive to describe past habits or states that have changed**

**5** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the example sentences in Exercise 5 and discuss the uses. Monitor and note how well students understand the rules.
• In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 179.

**Answers**
1 b and f
2 a and e
3 c
4 d

**G** **Students complete Exercise 1 in the Grammar reference on page 179.**

**Answers to Exercise 1, Grammar reference**
1 used to
2 used to
3 never used to
4 usually
5 never used to, used to

## Background language notes for teachers: *used to*

- Make sure students understand that *used to* is used only for things that happened repeatedly in the past, and to describe states in the past. We do not use it to talk about single events or actions, or to talk about things that still happen now.
- We use *used to* to emphasise that something was a habit or something that happened regularly, and to talk about situations that are no longer the same. It can convey a sense of nostalgia. The past simple can nearly always be used instead.
- The standard negative form is *didn't use to*, but we also often use *never used to*. The question form is *Did you use to ...?*, though we often just use a past simple with a time phrase, e.g. *Where did you spend your holidays when you were a kid?*
- Note the pronunciation of *used to*: /'juːstə/. The *d* is not pronounced and *to* is weakly stressed.

**6** Elicit the first sentence to get students started. Ask students to rewrite the sentences individually before comparing their answers in pairs. In feedback, write the sentences on the board, and refer back to the rules if students have any problems. Alternatively, use the recording (see Exercise 7) to check answers.

**Answers**
1 I never used to like camping, but I love it now.
2 I used to do judo when I was younger, but then I stopped.
3 (a present habit and a single past event, can't use *used to*)
4 He's quite fit and healthy now, but he used to smoke quite heavily when he was younger.
5 I used to have really long hair when I was at college, but I had it cut short a few years ago.
6 It's become very popular. It never used to be crowded before.

## Pronunciation

**Aim**
**to check students' understanding of how some words have the same form as both verbs and nouns**

**7** 62 Play the recording. Students listen and check the answers to Exercise 6. In feedback, ask students what they noticed about the pronunciation of *used to*. Drill the phrase in isolation so that students can hear it and have a go at saying it.

62
1 I never used to like camping.
2 I used to do judo when I was younger.
4 He used to smoke quite heavily when he was younger.
5 I used to have really long hair when I was at college.
6 It never used to be crowded before.

**Optional extra activity** Ask students to discuss why they think the changes happened in each situation in Exercise 6. For example, they might say that, in 1, the person moved to a warmer country so camping is easier now.

**8** Ask students to work individually to prepare ideas. Then organise the class into new groups of four or five. Students take turns to share their thoughts. Monitor and note errors and examples of good language use, especially with reference to the use of *used to*.
- In feedback, comment on errors and on examples of good language use by the students.

**G** **For further practice, see Exercise 2 in the Grammar reference on page 179.**

**Answers to Exercise 2, Grammar reference**
1 Last week, I **had to** study for my exams.
2 Before I started working here, I used **to** work as a researcher for a drug company.
3 (correct)
4 I **never** used to (OR **didn't** use to) have lunch at school. I always had lunch at home.
5 (correct)
6 Most Sundays, me and my kids ~~use to~~ watch a DVD at home together.
7 When I was a kid, we **used to** go to the mountains during the summer.
8 (correct)

## Sounds and vocabulary review

**Aim**
**to practise the sounds /ʌ/, /ɒ/, /ʊ/ and /uː/; to revise collocations**

**9** 63 Play the recording. Students listen and repeat the words, paying attention to the pronunciation of /ʌ/, /ɒ/, /ʊ/ and /uː/.

63
/rʌʃ/, /hɒl/, /lʊk/, /puːl/, /mʌn/, /pɒ/, /bʊk/, /luːz/, /dʌb/, /hɒs/, /kʊd/, /ruːm/

**10** 64 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

64
1 Could I make a booking for Friday?
2 We don't want to lose our deposit.
3 I never used to like group holidays, but now I do.
4 Could I have a look at your book?
5 How much money did you spend?
6 I spent the whole week by the pool.
7 I'd like to book a double room.
8 I lost my toothbrush somewhere in the hostel.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**

- The short /ʌ/ sound is a mid-central vowel slightly lower and farther back than the schwa sound. It is pronounced with unrounded lips. It commonly occurs in words spelt with *u*, *o* or *ou* (*but, love, enough*).
- The short /ɒ/ sound is not quite a fully back vowel. It is between low mid and low in tongue height and the lips are slightly rounded. It commonly occurs in words spelt with *o* (*pot, not, fog*).
- The sounds /ʊ/ and /uː/ are pronounced with rounded lips. The sound /uː/ is longer. Compare the short sound in *pull* with the long sound in *pool*.

**11** Organise the class into teams of four to six. Give students five minutes to prepare collocations, e.g. *make a **booking**, cancel my **booking**, have no record of your **booking***. When students are ready, ask them to compare and discuss with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 5: THE FUTURE OF A VILLAGE
## Student's Book page 94

**1** Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board. Encourage students to justify their opinions and argue their cases.

### Culture notes

Essaouira is a historical city on Morocco's western coast, facing the Atlantic. It has a fortress, ancient walls and a famous medina. Jimi Hendrix and Cat Stevens stayed in the town in the 1960s, and Orson Welles filmed *Othello* there.

**2** 19 Give students time to read through the task first. As students watch the video, they should take notes on the topics. Let them compare their notes in pairs before discussing as a class.

**Answers**
Essaouira: in Morocco; a fishing town; historic town centre on UNESCO's world heritage list
Its economy: traditionally dependent on fishing, but tourism increasingly important
How it's changing: fishing is not such a good job anymore – fewer fish and more competition from big boats; tourism more important

**3** 19 Organise the class into pairs to complete the summary. Play the video again for students to check and complete answers.

**Answers**
1 fish
2 to the south
3 compete
4 tourism
5 1960s
6 UNESCO
7 300% increase
8 pollution
9 big fishing boats
10 the historic town centre

**19**
**Narrator**: In Essaouira, Morocco, the fisherman are preparing for another year out on the water. All around the port you can hear the sounds of boat-building and smell fresh paint in the air. Everything seems great in Essaouira. But in reality things are not very good.
In Essaouira, fishing is no longer such a good job. The number of fish has gone down. Some of the fishing work has moved to the south. The small boats which leave from this port can't compete with the big fishing boats. Those boats, or trawlers, can simply catch more fish.
**Abdelhadi**: The life of a fisherman now is hard. Sometimes you work for one day, then you don't work for two days. Then you work for one week, then no work for 15 days.
**Narrator**: The fishing industry here is trying to survive. But now there's new hope. Recently, this town has a new breadwinner – tourism.
Last year, thousands of tourists visited Essaouira and this tourism has brought hope and money to the town. Essaouira's first tourist boom was in the 1960s. Rock stars and people from many different cultures visited the village. Now, the small town is trying to bring in tourists again. They want a different way to make money. The plan is working well. Since 1996, tourism in Essaouira has increased by more than 300%.
It's not difficult to see why people like the historic village. Essaouira's medina, or historic town centre, was built in the 1700s and was recently put on UNESCO's world heritage list.
Essaouira now has a very good chance to develop tourism and help its economy. But they must also try not to sell out the local people, culture and the environment.
The people who are developing tourism say that conservation is important to them. However, for the people of Essaouira, there are still questions about water, land use and pollution. Perhaps fishing may now be part of Essaouira's past. Maybe the town has a chance to make a new life for itself.
Will the people of Essaouira choose well? No one knows. But the future of this village may depend on the decisions they make today.

**4** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.
- Give students time to prepare their ideas, then put them in groups to discuss the questions.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class, or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## UNDERSTANDING FAST SPEECH

**5** 20 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and read the extract again.

**6** Encourage students to practise saying the extract several times.

## REVIEW 5
## Student's Book page 95

**Aim**

**to consolidate vocabulary and grammar from Units 9 and 10**

**Answers**

**1**

1 If
2 don't
3 used
4 then
5 would
6 not
7 ought
8 Go

**2**

1 Where did you use to do that?
2 Why don't you go and see a doctor about it?
3 What would you do if it happened to you? / If it happened to you, what would you do?
4 What do you think I ought to do about it?
5 Who do you think I should ask about it?
6 Could you give me the password for the wifi please? (or 'Please could you ...')
7 If you could go anywhere in the world, where would you go? / Where would you go if you could go anywhere in the world?
8 When you went to the islands, where did you use to stay? / Where did you use to stay when you went to the islands?

**4**

1 usually
2 went
3 Don't
4 would
5 wouldn't, were
6 wouldn't, didn't have to
7 weren't
8 didn't use to

**6**

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

**7**

**illnesses and health problems:** ache, aspirin, get a rash, an inhaler, sneeze, a temperature
**places to stay:** the heating, the low season, a reduced rate, serve breakfast, the shower block, a wake-up call

**8**

1 of
2 up
3 on
4 on
5 down
6 from
7 of
8 to

**9**

1 whole
2 lasted
3 tent
4 basic
5 matters
6 throat
7 headache
8 voice
9 mind
10 provides
11 wifi
12 babysitting

**65 and answers to Exercise 5**

1 Where would you go if you could go anywhere in the world?
2 I never used to enjoy camping, but I've grown to really love it.
3 Don't have any more of that coffee if you want to sleep tonight!
4 I don't think you should worry too much about it.
5 I used to get terrible nosebleeds, and then one day they just stopped!
6 I'd never go to work again if I didn't really have to.

# 11 SCIENCE AND NATURE

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about the weather and weather experiences**

**1** Start by telling the class that in this unit they're going to be learning how to talk about the weather, news stories, animals, and scientists and research.
- Ask students to look at the photo on pages 96–97. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**
freezing, snow, a storm, windy

### Culture notes

The photo actually shows a woman in Boston, Massachusetts, USA, struggling with her umbrella in heavy winds as she walks down a city street at night under heavy snowfall during the blizzard of 2013.

**2** Organise the class into groups of four or five. Ask students to prepare ideas individually first. Go round the room and help with ideas and vocabulary if necessary. When students are ready, ask them to take turns to talk about their experience.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Extend the pairwork in Exercise 2 into a mingle. Students go round and ask each other about their weather experiences.

## DID YOU SEE THE NEWS?
## Student's Book pages 98–99

**Communicative outcomes**
**In this two-page spread, students will practise responding to news, making a comment and agreeing with comments about news.**

## Vocabulary

### Science and nature in the news

**Aim**
**to introduce and practise verb + noun collocations on the theme of science and nature in news stories**

**1** Ask students to complete the sentences. Elicit the first full sentence as an example. Let students compare their answers in pairs before discussing them as a class. In feedback, use examples to check the meaning of any words students are not sure of.

**Answers**

| | |
|---|---|
| 1 hit | 6 launch |
| 2 conduct | 7 fund |
| 3 build | 8 ban |
| 4 become | 9 spread |
| 5 find | 10 investigate |

### Background language notes for teachers

*hit (the coast)* = arrive in a place with great force
*conduct (an experiment)* = do or carry out
*become extinct* = die out (when there are no longer any living examples of a species)
*fund* = give money to help
*ban* = stop or prohibit
*spread* = take to many different places
*investigate* = find out about

**2** Organise the class into groups of four or five to discuss the news stories. Monitor and note how well students use the new vocabulary. In feedback, point out any errors students make with use and pronunciation.

**Possible answers**
Work with students' ideas. 1 and 4 are clearly negative, and 5, 7 and 9 are clearly positive, but students may have varying views about 2, 3, 6, 8 and 10.

**3** Organise the class into new pairs to prepare ideas and examples. Elicit one or two ideas to get them started. In feedback, build up a list of good ideas on the board.

**Answers**
1 buildings are destroyed, people are hurt or killed, people evacuate the area, phone lines are cut
2 medicine, social trends, weapons, renewable energy, climate change
3 tigers, northern white rhinos
4 cancer, Parkinson's disease
5 an investigation, an enquiry, a career, a product
6 driving in city centres, drugs, alcohol
7 rats, badgers

**Optional extra activity** Extend this with a class dictionary task. Ask students in pairs to choose a verb from the box in Exercise 1 and find five useful collocations with that verb in their dictionaries. Tell students to use appropriate learner dictionaries. In feedback, ask different pairs to present their most interesting findings to the class.

## Teacher development: using learner dictionaries

Left to their own devices, students will look up words in bilingual dictionaries, which merely translate words, or, increasingly, on online translation or dictionary sites which, again, merely translate. Encourage your students to check new words and collocations with learner dictionaries, either online or in book form, which use English to explain words and provide a lot more information. Ask students to find the following when looking up a word in a learner dictionary:

- part of speech
- stress and pronunciation
- common collocations with the word
- synonyms and antonyms
- example sentences to show the meaning of the word
- frequency – how useful is the word they are looking up?

# Listening

**Aim**
**to listen for general understanding and to recognise sentences used in a listening text**

**4** 66 Give students a moment to read through the four topics. Check any words students aren't sure of, and check students know how to pronounce the words. (Note the stress on *discovery* and *environment*.)

- Play the recording. Students listen and note their answers. Let students compare answers before discussing in feedback.

**Answers**
1 Conversation 4 (could save millions of lives)
2 Conversation 3 (pulling down horrible houses in Morovia)
3 Conversation 1 (bees becoming extinct – no fruit or vegetables)
4 Conversation 2 (forecast – hot and sunny)

66
**1**
A: Did you read this article about bees?
B: No.
A: They're all dying, for some unknown reason.
B: Really? That's terrible!
A: I know. It's really bad news because we really depend on bees. If bees become extinct, we won't have any fruit or vegetables.
B: I hadn't thought about that. They should do something – fund research or something.
A Absolutely.
**2**
C: Did you see the forecast for tomorrow?
D: No.
C: It's going to be nice – really hot and sunny.
D: Really? That's great!
C: I know. It's good. It's been so wet and windy recently.
D: We should go out, then – go to the beach or somewhere.
C: Yeah, that's a good idea.
**3**
E: Did you hear what they want to do in Morovia?
F: No. What?
E: It said on the news that they're going to pull down a lot of the horrible houses they've built along the coast and create a national park instead.
F: Really? That's great.
E: I know. It's good news.
F: They should do more to protect the countryside here, too.
E: Definitely. We need more green spaces.
**4**
G: Did you see they've discovered a new way to kill the mosquitoes that spread malaria?
H: No.
G: Yeah, it said it could save millions of lives.
H: Really? That's great.
G: I know. It's really good.
H: It makes a change to hear some good news.
G: Absolutely.

**5** 66 Organise the class into pairs to discuss where the sentences are from. Students should be able to guess from both their memory of the first listening and from the words and context of the sentences.

- Play the recording again. Students listen and check their answers or note where the phrases are from. Let students compare answers before discussing in feedback.

**Answers**
a 3 b 4 c 2 d 4 e 1 f 1 g 3 h 2

**Optional extra activity** Ask students to try to recall and write in complete sentences any other phrases they can recall from listening to the recording twice. Elicit and correct ideas and ask students to say where the sentences are from and what they refer to.

## Culture notes

In case your students ask, Morovia isn't a real place. It's a fictional or 'virtual' country which was invented for a game, and which appeared on the internet in the 1990's. It has a constitution and a royal family, and publishes a newspaper, *The Briesk Evening Standard*.
Moravia on the other hand is a real place. It is a region in the Czech Republic.

# Developing conversations

## Responding to news and comments

**Aim**
**to introduce and practise using fixed expressions to respond to news and agree with comments, opinions and suggestions**

**6** Read through the information in the box as a class.
- Give students time to read through the sentences and decide what they express. Let them compare answers in pairs. Then take feedback briefly and establish what the sentences express.
- Ask students to work in pairs to write suitable responses. In feedback, elicit, confirm and correct answers.

**Possible answers**
1 reporting news
2 comment / opinion
3 suggestion
4 comment / opinion
5 comment / opinion
6 reporting news
7 reporting news
8 comment / opinion

**Possible responses**
1 *Really? That's good news. We can play ball there.*
2 *Yeah! I know. It's a real shame.*
3 *Yeah, that's a good idea. I'll bring something to eat.*
4 *Absolutely! I'm really pleased.*
5 *Definitely! It's a disgrace. They should ban it.*
6 *Really? How amazing.*
7 *Really? I'll bring my sleeping bag.*
8 *Absolutely!*

# Pronunciation

**Aim**
**to practise the intonation of different responses to news stories**

**7** 67 Play the recording, which includes a range of different responses to news (note that these do not relate directly to the sentences in Exercise 6). Students listen and notice the intonation (see notes below).
- Play the recording again. Students listen and repeat, imitating the intonation they hear.

67
1 Really? That's great!
2 Really? That's interesting.
3 Really? That's nice.
4 Really? That's bad news.
5 Really? That's awful.
6 I know. It's fantastic.
7 Yeah. It's good news.
8 Yeah, I know. It's really bad news.
9 I know. It's terrible.
10 That's a good idea.
11 Absolutely.
12 Definitely.

**8** Ask students to look back at the responses they wrote in Exercise 6. Tell them to practise saying the sentences and responding in pairs, paying attention to the intonation pattern of the responses they prepared. Give students time to practise a little first before going round and listening to a few dialogues. Insist on good intonation patterns and accurate use of expressions as you go round and monitor.

**Optional extra activity** Ask a few pairs to act out their conversations for the class.

## Background pronunciation notes

Notice the exaggerated fall-rise intonation over *Really?* and the exaggerated rise-fall intonation over phrases like *That's interesting* and *I know* and *Absolutely*.
The more exaggerated and emphasised the rise-fall or fall-rise intonation, the stronger the feeling, so the exaggeration of *Absolutely* should be stronger than *That's awful*, which, in turn, should be stronger than *I know*.

# Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**9** This is an opportunity to bring together several parts of the lesson and for students to practise giving and responding to news.
- Organise the class into pairs. Ask students to decide who is A, and who B, and to read their news files. Monitor and answer any questions about meaning.

**10** Once students know their news stories, ask pairs to practise. Encourage them to try the conversations three or four times – practice makes perfect. Tell them to take turns to play each role. Listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

21 Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# ANIMAL MAGIC
# Student's Book pages 100–101

**Communicative outcomes**
**In this two-page spread, students read about and tell stories about animals in the news.**

## VOCABULARY Animals

**Aim**
**to introduce words to describe animals**

**1** Ask students to match six of the words in the box to the photos. Let students compare answers in pairs before discussing as a class. In feedback, drill the pronunciation of the words.

**Answers**
From left to right, top to bottom:
shark lion fly
parrot sheep rat

## Background language notes for teachers

Note that the plural of *sheep* is *sheep*. There are a few other animal words in English that don't change in the plural, e.g. *deer, antelope*, and some animals have irregular plurals, e.g. *ox – oxen, goose – geese, mouse – mice*.

**2** Organise the class into pairs to categorise the animals. Note that the animals can often go in more than one category. You could build up a table on the board in feedback.

**Answers**
Wild animals: rabbit, shark, lion, pigeon, rat
Farm animals: cow, sheep, (possibly dog)
Insect: fly
Pets: parrot, rabbit, dog, rat

**3** Ask students to work in pairs to think of other animals for the categories. You could add the words to your table on the board in feedback.

**Answers**
Wild animals: bear, tiger, rhino, elephant, etc.
Farm animals: pig, chicken, horse, etc.
Insect: bee, butterfly, beetle, etc.
Pet: cat, goldfish, gerbil, hamster, budgerigar

**4** Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas.
• In feedback, ask different pairs to tell the class what they discussed. Use the opportunity to correct any errors or rephrase what students are trying to say.

## Reading

**Aim**
**to practise listening for general understanding and to work out the meaning of words in context**

**5** Start by asking students to read through the headlines in the box. Ask students to predict the content from the headlines. Ask: *What sort of animal do you think is in each story? What do you think the story is about?*
- Ask students to read the stories on page 101 and match them to the headlines. Let students compare their answers in pairs before discussing as a class. Ask students in feedback to justify their answers.

**Answers**
1 Wedding goes with a 'woof'
2 Dinner not well done
3 Tips for birds
4 From zero to hero
5 Milk of human kindness
6 Barking witness
Jail bird – no match

**6** Organise the class into pairs to discuss the questions. Elicit ideas in feedback, and, again, ask students to justify their answers. The joke or play on words in each headline is tricky, so be prepared to explain them (see answer key).

**Answers**
**Wedding goes with a 'woof':** we say something *goes with a bang* if it goes really well; it is changed here to *goes with a woof,* which is the sound a dog makes.
**Dinner not well done:** *well done* is used to describe food that is cooked for a long time, but we also say *well done!* to somebody when they have done something good, or difficult, or done a good job. Here *not well done* means it was not a good thing that they ate the shark.
**Tips for birds:** play on *tips* which can mean advice as well as money waiters get for good service
**From zero to hero:** from being somebody with a negative reputation to somebody with a really positive reputation
**Milk of human kindness:** a quote from Shakespeare meaning to show care and compassion for others; here, being kind to cows literally results in more milk
**Barking witness:** *barking* is the noise a dog makes, but it also means crazy, from the expression *barking mad*
**Jail bird:** an expression used to describe a person who has been in prison a lot
The story about the parrot is not true. However, a Japanese restaurant did train some monkeys to do a similar job!

**7** Ask students to find the words in bold and discuss their meanings with a partner. Encourage them to use the context of the sentence to try to work out the meaning. In feedback, you could elicit ideas from the class and check with definitions or examples, or let students use dictionaries to check their answers.

**Answers**
*big day* = important day (here, wedding day)
*a net* = a thing used to catch fish which is made from string or rope knotted together
*insist on* = do something even if everyone asks you not to, or says it's a bad idea
*a cage* = a thing made of metal bars and used to keep a bird or small animal inside so that it can't get out
*train somebody to do something* = teach somebody to do something by repeated practice
*sense of smell* = ability to smell through your nose
*detect* = find something using different senses
*boost* = improve or increase
*investigation* = the process of finding out what happened, e.g. after a crime
*main suspect* = the person police think did the crime

### Teacher development: using context to check meaning

Reading texts are useful for building a student's passive knowledge of vocabulary because they contextualise new words clearly. Use the following techniques to guide students to work out words they are not sure of.
1 Tell them to work out the part of speech of a word from the context, e.g. *a cage* is a noun (the parrots *lived in a cage*) and *trained* is a past tense verb (*he trained them to* ...).
2 Tell them to work out whether words refer to other words in or around a sentence, e.g. *big day* must refer to the day the couple *got married* (so it is a way of saying *wedding day*).
3 Tell them to notice which words they collocate with in a sentence, e.g. *detect diseases* and *live in a cage*.
4 Tell them to find words that give clues as to their meaning because they are on the same topic or in the same lexical set, e.g. *shark, fishermen* and *caught* all give clues as to what *net* might mean.

**8** Organise the class into groups of four or five to discuss the questions. Give students time to organise their ideas and arguments first. Go round the room and check students are prepared for the task and help with ideas and vocabulary if necessary. Monitor and listen for errors or good examples of language use to feedback on at the end.

**Optional extra activity** Ask students to find other words in the text that they aren't sure of, and to work out the meaning from the context.

## Grammar Past perfect simple

**Aim**
**to check students' understanding of how to form and use the past perfect simple**

**9** Read through the information in the Grammar box as a class. Then organise the class into pairs to look at the examples and complete the rules. Monitor and note how well students understand the rules of form.

• In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 179.

**Answers**
1 before
2 usually
3 simple

**G Students complete Exercise 1 in the Grammar reference on page 179.**

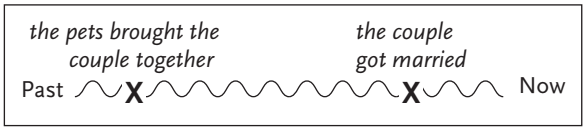
**Answers to Exercise 1, Grammar reference**
1 had seen
2 had forgotten
3 had left
4 had been, hadn't met
5 hadn't told, had eaten
6 had done, had cheated

## Background language notes for teachers: past perfect simple

When telling stories, we use the past simple to narrate events (e.g. *Andrew and Harriet Athay got married*), and we use the past perfect to refer back to earlier events (e.g. *Humbug and Goulash had brought the couple together*).

• The past perfect is formed with the auxiliary verb *have* in the past form + the past participle form of the main verb (*had / hadn't* + verb *-ed*).

• Timelines are often used to check the meaning and use of the past perfect. Note the example below, which you could incorporate into a board stage check when doing Exercise 9.




*When Andrew and Harriet Athay **got married** in the west of England, their dog Ed **acted** as the best man! Also present on the big day **were** their two female dogs, Humbug and Goulash. These pets **had brought** the couple together.*

**10** Elicit the first full sentence to get students started. Then ask students to work individually to match the sentence parts before comparing their ideas with a partner. In feedback, go through the answers and refer back to the rules and the Grammar reference if students cannot explain why the different forms are used.

• When explaining the answers, bear in mind that the past perfect is used when one event happens before another. In 4d, both halves are in the past simple because the sentence describes two states that were true at the same time.

**Answers**
1 b (pp because the rain happened the night before the time in 1)
2 g (pp because the wallet had been dropped before he found it)
3 e (pp because he hadn't paid his bills in the time before)
4 d (ps because the roadworks happened at the same time)
5 a (pp because they forgot the keys in the time before)
6 c (pp because they hadn't made a speech in the time before)
7 h (ps because both things happen at the same time)
8 f (pp because the dog hadn't had a walk in the day before)

**11** Elicit three or four ideas from the class for the first sentence to get students started. Then ask students to work individually to prepare their sentences before comparing ideas with a partner.

**Possible answers**
1 ... I hadn't eaten all day.
2 ... he had been rude. /... her dog had died. /... she had failed the exam.
3 ... I hadn't slept the night before. /... I'd run all the way home.
4 ... I'd never had a job interview / given a presentation before.
5 ... been abroad. / ... fallen in love. / ... been away from home.

**12** Again, elicit one or two ideas for the first situation to get students started. Then ask groups to brainstorm ideas. In feedback, work with the students' ideas, and encourage them to be imaginative.

**13** Ask students to find the actual answers in the reading file on page 191.

**Answers**
The pigeon had flown over 60 kilometres to carry drugs to prisoners at the jail.
The dog had fallen into the sea and had swum to the island, and had survived by eating small animals.
The couple hadn't turned off the gas, the rabbit detected the smell and woke his owners.

**G For further practice, see Exercise 2 in the Grammar reference on page 179.**

**Answers to Exercise 2, Grammar reference**
1 After they **had had** one date, he asked her to marry him.
2 I rang you as soon as I **had heard** the news.
3 I **had** never **been** on a plane until I went to Japan.
4 They **had had** an argument before I arrived, so there was a bad atmosphere. It was quite uncomfortable.
5 I was fed up after I found out I **hadn't got** the job.

## Speaking

**Aim**
**to encourage students to share stories about animals in a free speaking activity**

**14** Organise the class into pairs to choose and prepare a story. Allow two or three minutes' preparation time first, and monitor to help students with ideas and vocabulary.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Web research activity** Ask students to choose an animal, a country and an adjective at random – e.g. *bear, Australia, friendly*. Tell them to put the words into their search engine and find a story. Ask students to present their story to the class.

# DID YOU KNOW ...?
# Student's Book pages 102–103

**Communicative outcomes**
**In this two-page spread, students will listen to a radio programme about science and produce news stories about science subjects.**

## Speaking

**Aim**
**to introduce the theme of the lesson and listening text; to get students talking in a personalised speaking activity**

**1** Organise the class into groups of four or five to discuss the questions. Monitor and note students' interest and knowledge. In feedback, point out any errors or good use of language you noticed.

**Optional extra activity** Write the names of three famous scientists on the board and tell students to ask you questions about them.

### Culture notes

Some living scientists you might want to tell students about (or ask them to research) include: Tim Berners-Lee (inventor of the world wide web), Persi Diaconis (mathematician), Jane Goodall (zoologist and primate expert), Alan Guth (cosmologist), and Stephen Hawking.

## Listening

**Aim**
**to practise listening to take notes and to pick out key words**

**2** Organise the class into pairs to match the questions to the groups of words. In feedback, find out what students think, but don't confirm or reject anything at this stage.

**Answers**
1 c 2 a 3 b

**3** 68 Play the recording. Students listen and note their answers to questions 1–3 in Exercise 2.

**4** Let students compare their answers in groups of four or five before discussing as a class.

**Answers**
1 Yes and no: there are some genetic factors, but other factors are due to the environment.
2 Their feet are covered in hairs, which are covered in other hairs. The electric charge on the hairs makes the spider stick to the ceiling.
3 Graphene is a very thin layer of graphite, it's the world's thinnest material, but incredibly strong.

68

**P = presenter, S = scientist**

P: OK. So the first question from listener Mary Martin is based on a recent news story: Are there crime genes?

S: Well, yes and no. First, remember we share 50% of our genes with bananas, but you wouldn't say humans were half banana! There are studies that have found some violent criminals share a particular gene. But, BUT, this is one of many, many factors. Many people have the gene, but aren't violent. Violence and crime can be learned. Home life, culture, war, even the environment and pollution can be factors.

P: OK. Something rather different now. Yevgeny from Russia asks: How do spiders walk on ceilings?

S: OK, right, yes, well researchers have discovered that spiders' feet are covered in hairs. But then each hair is also covered in hundreds of thousands of tiny hairs, each about an atom wide. Basically, when these tiny hairs move next to the atoms of the ceiling material, it creates a small electric charge so the hairs and ceiling atoms are attracted to each other. It's a bit like how you can rub a balloon on your hair, then stick it to a wall. The spider has so many hairs, the attraction is quite strong: strong enough to hold 100 times the weight of the spider.

P: Right, well, from some very thin hairs to Graphene and Jamie Seguro's question: What is Graphene?

S: Graphene, OK. Well, this is probably the most important discovery of the last 20 years.

P: Really? So what is it and who discovered it?

S: It's the world's thinnest material. It's just one atom thick, and it was discovered by two Russian scientists working at the University of Manchester. The first amazing thing is it's very easy to find, because it's basically a very, very thin layer of the stuff in a pencil.

P: What, a normal pencil?

S: Yep. That stuff is called graphite. Basically, you take some graphite and put it on some sticky tape – normal sellotape. Then you take some more tape, press it on the graphite. If you peel this tape away, some layers of graphite come off. And if that process is repeated a few times, it eventually leaves a layer one atom thick.

P: So can you see it?

S: Not without a microscope, no, but even though it's so thin Graphene is incredibly difficult to tear: it's the strongest material we know. But then because it's thin you can bend it easily. And it's really, really good at conducting electricity – much better than the wires that are used in our home or the chips in computers.

P: So could those things be replaced by Graphene?

S: Some day, hopefully, because it's so easy to get and so efficient. We could save a lot of money. It's an incredible discovery and it was awarded a Nobel Prize.

## Culture notes

*Graphene* and *graphite* are two allotropes of carbon. They are pure forms of the same element and only differ in structure. The system of carbon allotropes spans an astounding range of extremes. Other allotropes include diamond and coal.

- Uses of graphene include durable display screens, electric circuits, solar cells, and various medical, chemical and industrial processes.
- Nobel Prize winners (for sciences) include Einstein, Pierre and Marie Curie, Watson and Crick, Hermann Muller, Alexander Fleming, Tsung-Dao Lee.

**5** 68 Give students a moment to read through the sentences and choose any options they can remember from the first listening. Play the recording again. Let students compare their answers in pairs. In feedback, write the answers up on the board. Note that this is a very intensive listening task that gets students to try to hear the difference between different sounds.

**Answers**

1 50%
2 a particular
3 be learned
4 tiny
5 to
6 thick
7 peel
8 awarded

**6** Organise the class into pairs to discuss the questions.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**

Violent behaviour can be caused by pollution (e.g. lead in the atmosphere has been shown to have an effect on behaviour), war (because people are exposed to extreme violence, sometimes at a young age), home life (if young children grow up in difficult environments without much parental support, or where violence is normal)
See also the Culture notes above.

## GRAMMAR Passives

**Aim**
**to introduce and practise the form and use of passives**

**7** Read through the information in the box as a class. Then ask students to look at the examples and discuss the questions in pairs.
- Students can then check their ideas using the Grammar reference on page 180. Deal with any queries in whole-class feedback.

**Answers**
1 Passive verbs: was discovered, is repeated, are left, be replaced, is called, was awarded
Active verbs: discovered, leaves, repeat, replace, call, awarded
2 verb *be* + past participle form
3 In 1 and 3 we know because it is stated after *by* (1 two Russian scientists, 3 Graphene). In the other sentences we don't know who does the action.

**G Students complete Exercise 1 in the Grammar reference on page 180.**

**Answers to Exercise 1, Grammar reference**
1 The test is repeated a number of times.
2 I am sent junk emails all the time.
3 It is usually made with lamb, but beef can be used.
4 Graphene could be used in mobile phones.
5 Stricter limits on pollution were introduced last year.
6 Two men were arrested after a bomb was found in their car.

### Background language notes for teachers: passives

- At this level, students may have problems remembering irregular past participles (*eaten, taken, written*, etc.) and with manipulating the different forms of *be*. Provide lots of accuracy practice to support.
- Be aware that English uses passive forms quite a lot (in particular when describing processes, in factual texts, and in formal writing) when other languages may use forms such as reflexive verbs. It might not, therefore, always seem logical to students that a passive should be used. Explain that we use the passive to make sentences impersonal or to emphasise the object, which receives the action, rather than the subject.

**8** Ask students to read the article quickly first for comprehension. You could ask students to summarise the experiment briefly in their own words. Then ask students to choose the correct forms. Let students compare their answers in pairs before feedback.

**Answers**
1 conducted
2 were taken away
3 were replaced
4 was made
5 spent
6 were put
7 explored
8 weren't touched
9 are not allowed
10 is seen

**9** Read through the information in the box as a class. Then ask students to look at the headlines and discuss the stories in pairs. Elicit brief versions of each story from different pairs in feedback.

**10** Ask students in their pairs to expand one of the stories into a short news report. Let them discuss ideas and make notes first before writing the report individually. Let them compare their stories in pairs or with other pairs.

### Teacher development: feeding back on written work

It is important to feed back naturally on the content of written work as well as on the language use. Here are some ideas for giving feedback on the task in Exercise 10.
1 Put students' news stories on the wall or on a notice board and ask the class to stand up and read the stories. Have a class feedback session in which students say what they liked about each story. At the end, comment on errors or good language use you noticed.
2 Sit students in a circle and ask them to pass around their news stories. Students read and add a comment at the bottom of each news story. As the story passes through your hands, you can comment on errors or good language use.
3 Ask students to work together to make a newspaper with the stories they have written. They must choose a name for the paper and decide which page, from front page to back page, to stick each story they have written.

**G For further practice, see Exercises 2 and 3 in the Grammar reference on page 180.**

**Answers to Exercise 2, Grammar reference**

| | |
|---|---|
| 1 a fund | b was funded |
| 2 a catch | b was caught |
| 3 a broke | b was broken |
| 4 a Were you woken up | b woke up |
| 5 a are not allowed | b allow |
| 6 a gave | b was given |

**Answers to Exercise 3, Grammar reference**
1 How **did** the accident **happen**?
2 (correct)
3 A dog ~~was~~ suddenly appeared in front of me.
4 Fortunately, none of us **was badly** hurt.
5 (correct)
6 Those batteries **didn't last** very long.

**Communicative activity worksheet** The photocopiable worksheet on page 249 can be used at this point or at the end of the unit for further practice of passives in news stories.

## Sounds and vocabulary review

**Aim**
**to practise the sounds** /aʊ/, /ɔː/ **and** /ɒ/; **to revise collocations**

**11** 69 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of the sounds /aʊ/, /ɔː/ and /ɒ/.

69
/laʊ/, /lɔː/, /rɒk/, /pɒ/, /paʊ/, /faʊ/, /stɔː/, /dɒ/, /kɔː/, /bɒ/, /mɔː/, /ɔːt/

**12** 70 Give students a moment to look at the words in the box. Read the words out so that students can hear their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

70
1 You're not allowed to keep pets.
2 They found the bomb before it went off.
3 They took it to court and won.
4 You ought to feed your dog less.
5 The last version was launched in October.
6 They have a policy to fund more research.
7 The rocket lost power and crashed.
8 The storm caused a lot of damage.

### Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
Note the different mouth positions for these sounds. The lips are very spread and rounded when making the short sound /ɒ/, rounded but more closed when making the long vowel sound /ɔː/, and, when producing the diphthong /aʊ/, the lips start wide and round, then close to a rounded but more closed position.

**13** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

# 12 ON THE PHONE

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about phones**

**1** Start by telling the class that in this unit they're going to be learning how to talk about phones, give and take phone messages, explain stories and report crimes, and report what people have said.
- Ask students to look at the photo on pages 104–105. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Use the opportunity to correct any errors or rephrase what students are trying to say.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

### Culture notes

The photo shows old phones on display at the Museum of Alaska Transportation and Industry, in Wasilla, Alaska, USA.

**2** Mix the pairs so that students are working with someone new. Ask students to order the criteria for choosing a phone in order of importance. You might want to pre-teach some of the words (*coverage* = how good the phone is at getting a signal). Elicit any other criteria that students consider important. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Ask students to show and compare their mobile phones in pairs. Ask them to find three things that are similar and three that are dissimilar about their phones.

## CAN I LEAVE A MESSAGE?
## Student's book pages 106–107

**Communicative outcomes**
**In this two-page spread, students will practise having phone conversations and giving and taking messages.**

## Vocabulary Using phones

**Aim**
**to introduce and practise phrases to talk about using phones**

**1** Organise the class into pairs to match the words in bold to the definitions. Do the first as an example to get students started. In feedback, elicit answers, and check any words that students are unsure of. You could use mime to check many of the words (e.g. mime hanging up; mime putting someone through).

**Answers**

| | | | | |
|---|---|---|---|---|
| 1 b | 3 f | 5 d | 7 i | 9 a |
| 2 e | 4 g | 6 h | 8 c | |

**2** Organise the class into groups of four or five to discuss the questions. As students speak in pairs, go round and monitor, and prompt students to correct.
- In feedback, comment on any errors students made, or point out any really good sentences students used.

### Background language notes for teachers

Note that there are a number of phrasal verbs used in this situation. You could point out examples that are separable (*put me through* is usually used with a pronoun; similarly, *call someone back* and *cut someone off*). *Hang up* is intransitive.

## Listening

**Aim**
**to practise listening to and noting telephone messages**

**3** 71 Ask students to read the messages carefully. Ask them to predict what the missing information might be. Play the recording. Students listen and complete the messages. Let them compare their answers in pairs. In feedback, elicit answers.

**Answers**
1 Brendan
2 seven
3 eight
4 Lincoln
5 Price
6 details
7 07729 651 118
8 away on holiday

**71**
**1**
A: Hello.
B: Hi, it's Brendan. Is Neil there?
A: No, he's not got up yet. Is it urgent?
B: No, it's OK. Just tell him we're meeting earlier – at seven, not eight. And tell him he's very lazy! Twelve o'clock and still in bed!
A: Well, he was out late last night. Has he got your number, Brendan?
B: Yeah, he has. So what time will he be up?
A: I imagine in about an hour. He didn't get back home till four.
B: Oh right. Well, I'll see him later. Thanks.
A: That's OK. I'll give him your message. Meet at seven, not eight.
B: Yeah.
A: Bye now.
**2**
C: Good morning, DBB. How can I help you?
D: Yeah, hi. Could I speak to Jane Simpson, please?
C: Of course. I'll just put you through to her.
D: Thanks.
E: Hello.
D: Hi, Jane?
E: No, it's actually Poppy. I'm afraid Jane's out visiting a client. Would you like to leave a message?
D: Yeah, could you tell her Diane called? I've already spoken to my boss and he's fine with the price, so we can go ahead with the work. Can you ask her to phone me when she gets back so we can sort out the details?
E: Of course. Has she got your number?
D: I don't think she has my mobile. It's 07729 651 118
E: OK. 07729 651 118. And what was your name again? Sorry.
D: Diane Lincoln. L-I-N-C-O-L-N. So when will she be back?
E: Probably later this afternoon. I think she said she was going for lunch.
D: Oh, right. Well, hopefully I can speak to her today. I'm actually away on holiday from tomorrow.
E: Oh, right. Well, I'll let her know anyway.
D: OK. Thanks. Bye.
E: Bye.

## Pronunciation

**Aim**
**to practise the stress in key words**

**4** **72** Ask students to look at the sentences and read them as you play the recording. In feedback, point out that, generally, the words we stress are not grammar words or linking words like articles, auxiliary verbs or pronouns.

**72**
No, he's not up yet. Is it urgent?
Just tell him we're meeting earlier – at seven, not eight.

**5** Ask students to find audio script 71 on page 205 and underline the stressed words. Monitor and note how well they can do this. You could replay the recording for students to check.
- Ask students to take turns practising the different roles in the conversation.

**Optional extra activity** Practice makes perfect. Ask students to practise the first conversation until they can memorise it. Then ask them to recreate the conversation, inventing different information to share.

### Background pronunciation notes

Students need to recognise that English is a stress-timed language which puts a lot of weight on strong stresses and tends to very weakly pronounce other sounds, often reducing them to barely audible schwa sounds. Encourage your class to exaggerate strong stresses and 'swallow' weak ones.

## Developing conversations

### Explaining where people are

**Aim**
**to introduce and practise ways of explaining where people are in phone conversations**

**6** Read through the information in the box as a class.
- Ask students to complete the conversations with the missing words. Let students compare answers in pairs. In feedback, drill key chunks of language to focus on pronunciation.

**Answers**
1 out
2 away
3 in
4 off
5 up
6 from (*at* would also be possible, but is not in the box)

## Background language notes for teachers

*She's out* = she isn't in the office just at this moment (i.e. she's at lunch or busy, but will be back soon)
*He's away* = he is absent from work (i.e. on holiday or ill)

**7** Ask students to take turns practising the different roles in the conversation, and continuing each conversation for a line or two, using their own ideas. Monitor and note how well students do. Pick up errors or examples of good language use to feed back on at the end.

## GRAMMAR *yet, already, still* and *just*

**Aim**
**to practise using adverbs to emphasise the time something happened or when we expect something to happen**

**8** Read through the information in the box as a class.
• Ask students to discuss the meanings and answer the question in pairs. In feedback, go through answers or ask them to check in the Grammar reference on page 181.

**Answers**
a 3 (yet: present perfect)
b 2 (already: present perfect)
c 1 (just: present perfect)
d 4 (still: present simple – could also use the present perfect with a negative verb, or the present continuous with an active verb)

**G** **Students complete Exercise 1 on page 181 of the Grammar reference.**

**Answers to Exercise 1, Grammar reference**
1 Have you spoken to the bank yet?
2 I haven't had time yet. I'll do it tomorrow.
3 She has only just graduated.
4 She is still trying to decide what to do with her life.
5 I'm afraid he isn't back yet.
6 Don't worry! I've already sorted out everything.
7 She has just handed the work to me this second.
8 He has already made $1 million and he's only 26!

## Background language notes for teachers

• *Just* (to show an action is recent) and *already* (to show something happened sooner than expected) are often used in affirmative present perfect sentences and go between the auxiliary and the main verb.
• *Yet* (to show that something hasn't happened but we expect it to happen soon) goes at the end of negative present perfect sentences.
• *Still* is used with present tenses and negative present perfect tenses. It shows that a situation has not changed.

**9** Ask students to choose the correct endings. Let them compare answers in pairs before feedback.

**Answers**
1 a 2 b 3 b 4 a 5 a 6 a

**10** Ask students to work in pairs to write sentence starters for the incorrect endings in Exercise 9.

**Possible answers**
1 Could you tell him I haven't spoken to Brittany yet ...
2 Tell him I've just got confirmation of the price ...
3 Just tell him I've already / just received the money ...
4 We've already left the house ...
5 Could you tell her we haven't sorted out the problem yet ...
6 I've just received the package, ...

**Optional extra activity** Ask students to write their own sentence starters and ask them to exchange them with a partner who must write a correct ending. Here are a couple of possibilities: *Could you let Anne know I've already sold the car ...*; *Paul has just come back from holiday ...*

## CONVERSATION PRACTICE

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**11** This is an opportunity to bring together several parts of the lesson and for students to practise leaving phone messages.
• Organise the class into new pairs. Ask students to prepare their messages individually. Monitor and help with ideas.

**12** Ask students to look at the guide in File 8 on page 189 and use it to help them do the roleplay. Encourage them to repeat it three or four times – practice makes perfect. Tell them to use the guide at first, but to then try to have conversations without prompts.
• Once students feel confident, ask a few pairs to act out an exchange in front of the class. Listen for errors, new language or interesting conversations to use in feedback.
• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**22** **Refer students to the video and activities on the DVD-ROM.**

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

## PHONE FOR HELP!
## Student's Book pages 108–109

**Communicative outcomes**
**In this two-page spread, students read and discuss newspaper stories and tell stories connected with the use of phones.**

## Reading

**Aim**
**to read to check predictions and to work out the meaning of words in context**

**1** Ask students to work in pairs to discuss the questions. Make sure they understand that there are no correct answers, they just need to think of possible ideas around the questions. Monitor and help students with vocabulary if necessary. You could have a brief feedback session and find out what students think, or you could just move straight on to the reading task.

**2** Ask students to read the stories and find answers to the questions in Exercise 1. Let them compare their answers in pairs before discussing as a class.

**Answers**
1 a 999
b They are calling about things that aren't emergencies. Children are calling accidentally.
c sending out leaflets and introducing fines
2 a He fell off his bike and hit his head.
b He needed to make a hole in the boy's head. He didn't have a medical drill.
c He had never done the operation before so he phoned a colleague.
3 a He was in a pub in England.
b A spider bit him.
c It was poisonous and twelve centimetres long.
d Experts used it to identify the type of spider and find an antidote.

**3** Ask students to work in pairs to work out the meanings of the words in bold. Encourage them to look closely at the context, and to work out the parts of speech, and which words the words in bold go with.

**Answers**
1 fine
2 collapsed
3 reported
4 despite
5 species
6 transferred
7 rushed
8 swelling

**4** Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
• In feedback, ask different pairs to tell the class what they discussed. Use the opportunity to pick up on and check any interesting phrases students use in their stories.

### Culture notes

The emergency number for police, fire or ambulance in the UK is 999. In the US, it's 911. You could find out what the number is in your students' countries.

**Optional extra activity** Ask students to write an alternative news story to those in the articles, based on what they predicted when first answering the questions in Exercise 1.

## Understanding vocabulary

### Forming negatives

**Aim**
**to introduce and practise negative prefixes**

**5** Read through the information in the box as a class. Ask students to give you examples of negative words they know using the different prefixes.
• Ask students to write the opposites of the adjectives in the list. Elicit the first to get them started. Organise the class into pairs to compare their answers.

**Answers**
1 unwise
2 legal
3 unfortunate
4 polite
5 unhappy
6 unexpected
7 impractical
8 unfair
9 uncomfortable
10 common
11 impatient
12 convenient
13 impossible
14 unnatural
15 rational
16 pleasant

### Background language notes for teachers

*Un* is the most common negative prefix, and *in* is the second most common. We use *il* in front of adjectives beginning with *l* (*illegal, illicit*), *im* in front of adjectives beginning with *m* or *p* (*immature, impolite*), and *ir* in front of adjectives beginning with *r* (*irregular*). Note that sometimes adjectives beginning with these letters use *un*, *in* or even *dis* as negative prefixes (*unpopular, unreliable, disloyal*).

**6** Organise the class into pairs to discuss the questions.

**Possible answers**
1 They do something against the law (e.g. steal something, kill someone).
2 They say *please* and *thank you*, hold doors open for other people. If they are impolite, they say rude words, ignore people, push in front of people.
3 a bed (sleepless night), a chair (bad back), a situation (you feel embarrassed)
4 love, friendship, listening to your partner, shared interests; not having these might make an unhappy marriage – also arguments, affairs
5 Common surnames in the UK include Smith, Brown, Jones.
6 *I'm sorry but I'm busy right now. / I can't talk right now, I'll call you back later.*

**7** Organise the class into pairs to take turns to explain the words. Tell students to give definitions, provide examples or put words in a story to show the meaning.

## Teacher development: personalising vocabulary

Students remember new words best if they can relate them to their own personal situation. Encourage students to write sentences in their notebooks about themselves or people they know using new vocabulary. Personalise speaking activities so that they use new words to describe themselves or personal situations.

**Optional extra activity 1** Ask students to pair negative adjectives from this lesson with an example from their own experience, e.g. *my sister-in-law always phones at an inconvenient time*; *my sister always uses natural products*; *I'm impatient when I'm in a traffic jam.*

**Optional extra activity 2** Show the following sentences on the board and ask students to write them in their language. Remove the English sentences from the board, and ask students to translate their sentences back into English. Then show the originals again for them to compare.
*A 13-year-old boy from a remote town in Australia ...*
*The one-minute operation was successful.*
*I got a 40-euro fine for parking in the wrong place.*
*There's a 50-metre swimming pool next to the hotel.*
*It's a 12-hour flight.*

## Speaking

**Aim**
**to practise telling phone stories**

**8** Ask students to choose one of the situations and then prepare their story. Monitor and help with ideas and vocabulary. You could write the prompt questions (*When was it? Where were you?* etc.) on the board to support and prompt students.

**9** Organise the class into groups of four or five to tell their stories. Monitor and note errors or examples of good language use to feed back on at the end.

**Optional extra activity** Tell your own phone story as a live listening. Include one 'fact' in the story that is not true. At the end, ask the class to discuss and decide which part of your story was not true.

**Web research activity** Ask students to research stories which involve a phone on the internet.

# WHAT A NIGHTMARE!
# Student's Book pages 110–111

**Communicative outcomes**
**In this two-page spread, students will discuss what they would do in certain crime situations and will practise reporting crimes.**

## Speaking

**Aim**
**to introduce the theme of the listening; to get students to talk about situations when they lost something**

**1** Organise the class into groups of four to discuss the questions. Elicit one or two situations in which people lose things to get students started. Monitor and note errors and interesting uses of language.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## Listening

**Aim**
**to practise listening for general and detailed understanding**

**2** 73 Ask students to read the task and the questions.
- Play the recording. Students listen and note their answers. In feedback, elicit answers, and find out what students heard.

**Answers**
1 Somebody grabbed her bag while she was talking on the phone – she lost her money, cards and keys.
2 1 is to a bank; 2 is to the police; 3 is to a lock company
3 1 to cancel bank cards; 2 to report the crime; 3 to get into her apartment and get new locks fitted

73
**1**
A: Hello. Better Banking.
B: Oh, hello there. I need to cancel my cards, please. As soon as possible.
A: OK, no problem, but I'm afraid I have to take you through security first. Can I get your full name, please?
B: Um ... oh, yes. Of course. It's Bettina Kraus. That's B-E-double T-I ...
...
A: OK. That's fine. I'll just put you through to the right department. One moment, please.
...
C: That's fine. So I've cancelled your cards and ordered new ones, and they'll be with you in the next three or four days. We'll also send you a new PIN.

B: Oh, that's great. Thank you so much for help.
C: You're welcome. Is there anything else I can do for you today?
B: No. That's all for now. Thanks again. Bye.

**2**

D: OK. So can you just tell me how it happened?
B: Yes. I was walking from the bus stop to my friend's house and I was talking on the phone so I wasn't really paying attention. Then someone came past me on a bicycle and just grabbed my bag and rode off. The strap on the bag broke because he pulled so hard.
D: And can you give me a description of the person on the bike?
B: Not really. Young. Maybe fifteen or sixteen. Wearing dark clothes. And a hood.
D: Anything else?
B: I'm afraid not. It all happened so quickly, you know.
D: OK. Well, I can give you a reference number so you can contact your insurance company, if you have one.
B: OK. And what about my bag?
D: Well, it's a big city out there and obviously we don't have the people to go and look for the person who did this, but if we do hear or find anything, we'll let you know.

**3**

E: Hello. Abbey Locks. How can I help you?
B: Yeah. Hello, er, basically, my bag's been stolen and it had my keys in it, so I need to get into my apartment.
E: OK. Do you want us to change the lock or just get you in? Was there anything with your address in the bag?
B: Oh gosh, yes. I had my driving licence in my purse.
E: OK. You'll want new locks then. Are you at the property?
B: No, I'm phoning from my friend's house.
E: Right, well I suggest you go back home. We can send someone within an hour. Can I just get the address, please?
B: Sure. It's Apartment 4, number 72 Montague Terrace, BR2 0SZ.
E: OK. Got it. Someone will be with you soon. Do you have proof of ID and proof of address?
B: No, I don't. No. Everything was in my bag. I mean normally I'd ask my landlady who lives next door, but she's away.
E: Wait, you rent the apartment?
B: Yes – is that a problem?
E: Well, we would normally talk to the owner of the property.
B: But she's abroad!
E: Don't you have a contact number?
B: I did – in my phone ... oh what a nightmare!

**3** 73 Ask students to read the sentences and decide on any answers they can remember from the first listening. Play the recording again. Students listen and decide if the sentences are true or false. Let students compare answers in pairs before checking in feedback.

**Answers**

1 a T (for security)
  b F (They're cancelled immediately.)
2 a F (She was walking to her friend's house.)
  b T
  c F (They just say: *if we do hear anything we'll let you know.*)
3 a F (She's at her friend's house.)
  b T
  c F (She rents it.)

## Culture notes

- *PIN number* = personal identification number, a numeric password used to prove identity (particularly with credit or debit cards, where it is four digits, e.g. 2222)
- In the UK, postcodes come at the end of an address. The first two letters show the main designated town or city for an area (OX = Oxford). This is usually a big area and includes other towns.
- *ID* = identity (as in *ID card*)

**4** Organise the class into pairs to discuss what they would do in the different situations. Have a brief feedback session and elicit ideas.

**5** 74 Ask students to read the questions. Play the recording. Students listen and note answers to the questions. Let students compare their answers in pairs before checking in feedback.

**Answers**

1 She's calling the bank because she hasn't received her new cards.
2 Somebody has taken money from her account. They probably stole her card and her PIN number from the post, before they reached her.

74

F: Hello there. You're speaking to Alan. I understand you're calling about your cash and credit cards. Is that correct?
B: Yes, that's right. I called last week. Someone stole my bag and I phoned to cancel my cards.
F: OK.
B: And the guy I spoke to told me he'd cancelled them and that the new cards would be with me in three or four days ... but I still haven't received them.
F: Right. Let me just check. OK. I can see that the cards were actually sent out as promised. Last Tuesday. And in fact, your credit card was used just yesterday.
B: No, that's not possible.
F: £1,845, spent in IKEA in Aberdeen.
B: But I've never even been to Aberdeen. How did that happen?
F: I'm not sure. I'm very sorry. I think I have to speak to my manager.

## GRAMMAR Reporting speech

**Aim**
**to introduce and practise ways of reporting speech**

**6** Read through the information in the Grammar box as a class. Then ask students to look at the sentences and discuss the questions in pairs. Monitor and note how well students understand the uses.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 181.

**Answers**
1 present perfect, *will* + infinitive
2 past perfect, *would* + infinitive
3 She told me she was very sorry. / He told me he was very sorry.

**G Students complete Exercise 1 in the Grammar reference on page 181.**

**Answers to Exercise 1, Grammar reference**
1 were installing
2 had tried
3 had already arrived
4 would be
5 could offer

### Background language notes for teachers: reporting speech

As well as moving one tense back, we often change subject, object and possessive pronouns as well as references to time and place when reporting speech. Note how the words change in the examples below:

*'I haven't seen **your** brother **here** since **yesterday**.'*
*He said (that) he hadn't seen **my** brother **there** since the **day before**.*
*'**We'll** help out **next** weekend.'*
*They told us that **they'd** help out **the following** weekend.*

When reporting *yes / no* questions, we use *if* or *whether,* and the word order changes from that of a question to that of a statement. When reporting *wh-* questions we use the *wh-* word in the reported speech. Note how the words change in the examples below:

*'**Do you have** any money?'*
*I asked **if they had** any money.*
*'**How will you** get there?'*
*She asked **how I would** get there.*

When reporting instructions or orders, we use *tell* (someone) *to* + infinitive, e.g. *Please wait* becomes *She told me to wait*.

**7** Ask students to change the reported speech to direct speech. Elicit the first answer to get students started. Tell them to discuss their answers in pairs. Monitor and notice how well students understand the uses.
- In feedback, elicit the students' answers. If they make errors, refer them back to the rules in the Grammar reference.

**Answers**
1 How did that happen?
2 I have to speak to the manager.
3 We / They sent the cards to the wrong address.
4 There have been some security issues.
5 (Please) change all your passwords. / You should change all your passwords.
6 The bank will repay any money you've lost.

**8** Ask students to select two ideas and prepare things to say. You could start them off by reporting a problem that you have had, just to give students an idea of what to say. Set a time limit of five minutes for students to prepare ideas, and monitor and help.
- When students are ready, ask them to share their stories in groups of four or five. Monitor and note how well students use reported speech. Feedback on errors or examples of good language use.

**G For further practice, see Exercise 2 in the Grammar reference on page 181.**

**Answers to Exercise 2, Grammar reference**
1 I wanted to work for them
2 my career goals were
3 I had spoken to
4 I had gone to school
5 if I had had many other interviews
6 if there was anything I wanted to ask / if I wanted to ask anything

## VOCABULARY Reporting crimes

**Aim**
**to introduce and practise phrases used when reporting crimes**

**9** Ask students to complete the sentences. You could elicit the first answer to get them started. Let them compare their answers in pairs before discussing as a class. In feedback, check new words, drill them for pronunciation, and point out any difficult or interesting areas of pronunciation. Get students to note and learn the words as collocations or expressions.

**Answers**
1 grabbed, ran
2 hacked, stole
3 came, kicked
4 bought, got
5 hitting, kicking
6 texting, crashed
7 followed, threatening
8 having, making

**10** Ask students to work individually to prepare their roles. Monitor and help with ideas and vocabulary.

**11** Organise the class into pairs. Students take turns to roleplay the conversation. Monitor and note errors and good examples of language use which you could focus on in feedback at the end.

**Optional extra activity** Play *Alibi*. Organise the class into groups of four or five. Choose two students to be the criminals and two or three students to be the police in each group. Tell students that two people broke into the school and stole computers between 8p.m. and midnight yesterday. The criminals have to invent an alibi (a story) of what they were doing from 8p.m. to midnight. The police prepare questions. The police then interview each suspect separately (while the other suspect isn't listening). At the end, ask groups to get together. The police must say whether they found any holes in the students' alibis.

**Communicative activity worksheet** The photocopiable worksheet on page 250 can be used at this point or at the end of the unit for further practice of reporting speech.

## Sounds and vocabulary review

**Aim**
**to practise the sounds** /ʊə/ **and** /əʊ/ **to revise collocations**

**12** 75 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /ʊə/ and /əʊ/.

75
/jʊə/, /stəʊl/, /həʊm/, /aʊə/, /fəʊ/, /ʃʊə/, /fəʊn/, /kjʊə/, /məʊ/

**13** 76 Give students a moment to look at the words in the box. Read the words out so that students can hear their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again or play and pause after each sentence, but students should be able to write complete sentences after two or three listenings.

76
1 He had to pay a 200-euro fine.
2 I usually work from home.
3 She'll be back in about an hour.
4 Do you have insurance for your phone?
5 I've lost my mobile somewhere.
6 Take a photo with your phone.
7 I'm lucky my job's quite secure.
8 My car was stolen from outside my home.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
The sounds /ɪə/ and /eə/ are both diphthongs. The lips are wider and the tongue higher when producing the /ɪ/ sound than they are when producing the /e/ sound.

**14** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 6: MEMORY MAN
## Student's Book page 112

**1** Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board. Encourage students to justify their opinions and argue their cases.

**2** 23 Give students time to read through the task and the note-taking form first. Play the first part of the video (up to 1.59). As students watch the video, they should complete the notes. Let them compare their notes in pairs before discussing as a class.

**Answers**
1 numbers
2 250
3 every detail of every day of this life
4 the Golfera family and more forgetful families
5 it is stored
6 lose their memories

**3** 23 Organise the class into pairs to discuss the question. You could have a brief class feedback session and find out what students think. Play the next part of the video (2.00 to end) for students to find out.

**Answers**
Researchers don't really know how much a good memory is because of genes, and how much it is because of learning and environment. Both are important.

**4** 23 Ask students to work individually to rewrite the sentences before checking in pairs. You could elicit the first answers as a class to get students started. Play the second part of the video again to check answers.

**Answers**
1 He practises continuously to improve the power of his memory.
2 He's even memorised a series of historical books.
3 Improving his memory has become almost like a full-time job.
4 He has a relatively normal life.
5 In other words, he's just like other people.
6 His genes are partly responsible for his great memory.
7 Researchers think it's mainly because of his very hard work.
8 Basically, learning how to remember to remember.

23
**Narrator:** Gianni Golfera is in front of a group of people. He's blindfolded but he can still show them something that's amazing. The young Italian man calls it 'the art of memory'. First, the people randomly choose 60 numbers. After that, a helper reads the numbers to Gianni. Then Gianni repeats the numbers in the correct order from memory. First in the order he heard them, then again, backwards.
**Gianni Golfera (translation):** It's a kind of memory that is connected to what I see. It means that every idea I learn, everything I read, becomes a part of me. Normally, a person who doesn't have this gift and who hasn't studied memory tends to just forget things – even an entire book. Not me.
**Narrator:** Gianni has a special kind of memory. He has memorised more than 250 books. He also says that he can remember every detail of every day of this life, from the time he was less than one year old. Memory is very difficult to understand, and scientists don't really know how it works. The Golfera family genes may hold important information about Gianni's memory. Neurobiologist Dr Antonio Malgaroli plans to compare the Golfera family's genes with the genes of more forgetful families.
**Dr Antonio Malgaroli (translation):** The crucial question is to understand which is the contribution from heredity, and which is the contribution that comes from the environment.
**Narrator:** When we process new information, such as reading a book or newspaper, it goes into our brains through the hippocampus. There, it's coded as memory. But how is memory coded? Where is it stored? Why is it stored there? Nobody knows. Nobody knows why some people lose their memories, or why so few people, like Gianni, never forget things.
**Part 2**
**Narrator:** Researchers are now studying how memory and learning change the brain. They're also trying to match those changes to specific genes. Some research shows that a great memory may not depend on the right DNA.
**Dr Antonio Malgaroli (translation):** If you really need to use your brain capacity to store some kind of information, you have this ability, and you know, it's just a matter of exercise.
**Narrator:** The same idea is true for Gianni. His genes are only part of the story. Since the age of eleven, he's been training his brain to remember. He practises continuously to improve the power of his memory. He has even memorised a whole series of historical books. For Gianni, improving his memory has become almost like a full-time job.
**Dr Antonio Malgaroli:** Golfera has an extraordinary ability. The question is, you know, how much it's really because of, you know, the Golfera family genes and how much comes from his sort of, you know, maniac type of activity.

**Narrator:** Gianni's life is not all about science, though. He has a relatively normal life. He has a dog and a girlfriend. He likes to take time away from work. In other words, he's just like other people – and that's part of what's so interesting. His genes are partly responsible for his great memory. However, researchers think it's mainly because of his very hard work, and Gianni agrees. He even offers proof. He holds classes to teach people how to improve their memories. His system involves organisation and hard work – basically learning how to remember to remember.
**Gianni Golfera:** I think the only problem with memory is getting the correct order. There is a lot of brain space so I think there are no limits.
**Narrator:** If there is a memory gene, Gianni Golfera probably has it. But the success of 'the memory man' may be more about determination than DNA. Gianni's practice and hard work are making his memory even better. He might just be showing scientists that a great memory can be made and not just born.

**5** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to prepare their own ideas for memorising vocabulary, then put them in pairs to order the activities.
- Monitor and listen to each pair. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## Understanding fast speech

**6** 24 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

**7** Encourage students to practise saying the extract several times.

## REVIEW 6
## Student's Book page 113

**Aim**
to consolidate vocabulary and grammar from Units 11 and 12

**Answers**

**1**

| | |
|---|---|
| 1 had | 5 told |
| 2 where | 6 be |
| 3 whether | 7 already |
| 4 was | 8 just |

**2**
1 had never seen
2 haven't finished it yet
3 should be banned
4 I had left
5 my car was stolen

**3**
1 told
2 wanted
3 did that happen
4 You've
5 haven't received
6 what
7 I'm still waiting
8 is imported

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

**6**
**science and nature in the news:** become extinct, find a cure, fund research, investigate the effect
**phones:** a busy line, get cut off, a poor signal, put on hold
**crimes:** crash, pay a fine, run off, threaten

**7**

| | |
|---|---|
| 1 into | 5 through |
| 2 up, at | 6 into |
| 3 from | 7 in |
| 4 down | 8 from (or *at*) |

**8**

| | |
|---|---|
| 1 answers / answered | 6 storm |
| 2 texted | 7 wind |
| 3 called | 8 unpleasant |
| 4 inconvenient | 9 impossible |
| 5 coverage | 10 unwise |

**77 and answers to Exercise 4**
1 We've only just left the house.
2 I suddenly realised I'd left my keys in my flat.
3 I was stopped by the police as I was driving home.
4 The lions are usually fed at about three in the afternoon.
5 I knew we'd met before, but I just couldn't remember where.
6 They said the new battery would be here within three or four days.

# 13 CULTURE

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about films**

**1** Start by telling the class that in this unit they're going to be learning how to talk about films and the film industry, favourite books, music and films, as well as what they have heard about things, how things make them feel and how long they've been doing things.

- Ask students to look at the photo on pages 114–115. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Use the board to build up a list of good or bad things about the person's job, and use the opportunity to correct any errors or rephrase what students are trying to say.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**
Two people are playing with, acting with, or training North American grizzly bears. The bears are trained to be used in films. They have appeared in documentaries and wildlife programmes as well as Hollywood films.

## Culture notes

The photo actually shows Ruth LaBarge, a Hollywood animal trainer, wrestling with one of the grizzly bears (a subspecies of the brown bear) she trains for film and TV. Trainer Scott Handley works with another bear in the background. Ruth's bears have appeared in many TV programmes and films including *Brokeback Mountain*, *Anchorman* and *The Last Trapper*. The bears are with her from when their eyes open, and stay with her their whole life.

**2** Organise the class into groups of four or five. Ask students to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Extend Exercise 2 into a mingle and a survey. Students go round and ask each other about films, thus providing more speaking practice. At the end, they produce a report on types of films students in the class seem to like.

# IT'S SUPPOSED TO BE AMAZING
## Student's Book pages 116–117

**Communicative outcomes**
**In this two-page spread, students will practise discussing different types of films and talking about films they have seen or have heard about.**

## VOCABULARY Films

**Aim**
**to introduce and practise types of films and features of films**

**1** Ask students to work in pairs to think of examples of the different types of films. Elicit some ideas for the first category as an example. In feedback, work with students' own ideas but be ready to suggest some well-known and current examples of your own. The answer key has some American examples that may be familiar to your students, depending on their background.

**Possible answers**
an action movie (*Die Hard* films; *The Fast and the Furious* films)
a comedy (*Dumb and Dumber*; *Austin Powers*; *Airplane*)
a historical drama (*Elizabeth*; *Troy*; *Spartacus*; *Kingdom of Heaven*)
a martial arts movie (*Enter the Dragon*; *The Karate Kid*; *Kung Fu Panda*)
a musical (*Sound of Music*; *Mary Poppins*; *West Side Story*; *Evita*)
a romantic comedy (*When Harry Met Sally*; *Notting Hill*; *Pretty Woman*)
a science-fiction film (*2001: A Space Odyssey*; *Gravity*; *Interstellar*)
a thriller (*Rear Window*; *Usual Suspects*; *LA Confidential*)
a war movie (*Saving Private Ryan*; *Apocalypse Now*; *American Sniper*)
**Other genres:** fantasy, animation, bio-pics, film noir, western

### Background language notes for teachers

- Explain to students that *film* and *movie* mean the same thing. In the UK people are generally more likely to use *film,* though *movie* is becoming increasingly common. In the US people usually use the word *movie*, though they may use *film* for more serious, arty film types.
- Use mime and examples to check the different types of film. You could also check them with adjectives (e.g. *comedy – funny*; *thriller – exciting*; *horror – scary*). This is tested in Exercise 2.
- The stress is on the second syllable in two of the words taught here: *historical* and *romantic*.

**2** Organise the class into groups of four or five to discuss the types of films. In feedback, elicit ideas and ask students to provide examples to justify their opinions.

**Answers**
amazing special effects: science-fiction, maybe horror or action movies
a happy ending: romantic comedy, musical
complicated plots: thriller, maybe science-fiction
car chases and explosions: action movies and some thrillers and martial arts films
amazing costumes: historical dramas, possibly science-fiction films or musicals
set in space: science-fiction, possibly a few comedies and horror movies
really scary: horror, possibly war movies
quite violent: action, thrillers, martial arts, war
quite predictable / really boring: students' own views

### Background language notes for teachers

*complicated plot* = the story is difficult to understand because a lot happens
*predictable* = you know what is going to happen
The stress is on the second syllable in *predictable*.

**Optional extra activity 1** Mime different types of movies (e.g. driving fast for an action movie, screaming for a horror movie, etc.) and ask students to say which type of movie you are acting out. You could then ask students to do this in pairs, or organise students into groups to act out specific movies. Students have to act out a movie and the rest of the class must guess the movie and say the genre.

**Optional extra activity 2** Ask pairs to invent possible movie titles for different genres of films. See if the rest of the class can guess the genre from their imaginary titles.

## LISTENING

**Aim**
**to listen for general and specific understanding; to listen for specific chunks of language in a text**

**3** 78 Give students a moment to read through the situation and questions. Ask students to predict the type of films from the titles.
- Play the recording. Students listen and note their answers. Let students compare their answers before discussing in feedback.

**Answers**
1 *In the Heat of the Moment:* good costumes, set in Thailand, looks amazing but a bit slow / boring / predictable, has a really annoying actor in it
*The Cottage:* scary horror movie
*It's a Love-Hate Thing:* romantic comedy set in Paris and New York
2 *It's a Love-Hate Thing*
3 The Galaxy in Cambridge Road
4 2.30 or 4.45 / quarter to five

78
A: What a boring lecture!
B: I know. It wasn't very good. I was starting to fall asleep near the end!
A: So what're you doing this afternoon? Have you got any plans?
B: Yeah, I'm thinking of going to see a movie and … um … listen, would you like to come with me?
A: Maybe. What's on?
B: Well, there's this film called *In the Heat of the Moment* – directed by Umberto Collocini. It's supposed to be really good.
A: Yeah, I've seen it already, actually. I saw it the other day.
B: Oh yes? What was it like?
A: Not bad, but not as good as everyone is saying. The costumes were great and it's set on an island in Thailand, so it looks amazing.
B: Yeah, that's what I'd heard. So what was wrong with it?
A: Oh, I don't know. I just found it a bit too slow. I got a bit bored with it after a while – and the ending was very predictable.
B: Oh, right.
A: And that Scottish actor's in it as well. You know. What's his name?
B: Bryan McFletcher?
A: Yeah, that's him. I just find him really, really annoying. He can't act! Anyway, what else is on?
B: Um … let me see. Oh, there's *The Cottage*.
A: Yeah? What's that?
B: It's a new horror movie. It's supposed to be really scary.
A: OK. To be honest, I don't really like horror movies. I'd rather see something a bit lighter, if possible.
B: OK. Right. Well, how about this? *It's a Love–Hate Thing*. It's a romantic comedy set in Paris and New York and it stars Ellen McAdams and Ryan Rudd.
A: That sounds more like it! Where's it on?
B: The Galaxy in Cambridge Road.
A: OK. And what time does it start?
B: There's one showing at two thirty and then another one at quarter to five.
A: So shall we try the half past two one? We could go and have a coffee or something first.
B: OK. Great.

**4** 78 Play the recording again. Students listen and note the missing words. Let students compare their answers in pairs before discussing in feedback. Point out the weakly-stressed words in feedback – words like *to, a* and *and,* which are hard to hear in continuous speech.

**Answers**
1 near the end
2 going to see
3 the other day
4 everyone is saying
5 a bit bored, was very predictable
6 To be honest
7 more like it
8 go and have

## Teacher development: listening intensively for chunks of language

In Exercise 4, students are asked to listen to a text very intensively in order to hear and write three-word chunks. This tests students' abilities to hear particular chunks of sound, and develops listening skills. It also introduces students to a set of useful and common chunks of language, which they can learn and use. See the Teacher development notes on page 58, in Unit 5, for ideas on how to exploit this activity further.

**Optional extra activity 1** Ask students to find and note interesting collocations that interest them from this listening lesson.
**Optional extra activity 2** Ask students to improvise conversations using five of the sentences in Exercise 4.

# Developing conversations

## *supposed to*

**Aim**
**to introduce and practise *supposed to* + infinitive to report what we have heard or read about something**

**5** Read through the information in the box as a class.
- Ask students to match the sentence halves. Elicit the first match to get students started, and point out that they need to use lexical, not grammatical, clues to help them match. Let them compare answers in pairs. In feedback, elicit answers.

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

## Teacher development: using repetition and prompt drills

To practise the tricky pronunciation of *supposed to*, and to reinforce the form (the use of the infinitive after *to* and the use of the verb *to be*), it is a good idea to drill some of the sentences in feedback. Repetition drilling is a confidence-building exercise that allows students to get their head and tongue round the form and pronunciation of new language.
- Start by saying the first half of the sentence clearly (*I haven't seen Hell Blood 3,)* and getting the whole class to repeat.
- Then say the second half (*but it's supposed to be a violent film*) and ask students to repeat that.
- Repeat this with the other sentences.
- Then say the first half of the first sentence, and ask students, chorally then individually, to say the second half.
- After a while, ask students to close their books, say the first half of each sentence and get them to say the second half from memory.

## Background language notes for teachers

We use *supposed to* + infinitive to say that we believe something is probably true based on experience, knowledge or information. It implies that the speaker has read a review or spoken to someone who has seen or heard the band / film, etc. under discussion.

- Note that there is another common use of *supposed to*, not taught here, meaning that something is planned or expected to happen in a certain way. We often use it when things don't in fact happen as we expected (e.g. *Where's Jack? He was supposed to meet us here!*).
- Note the weak stresses and the assimilation in the pronunciation of *supposed to* – the /d/ sound is lost and the /z/ sound at the end of *suppose* becomes a /s/ sound before *to*: /səˈpəʊstə/.

**6** It is a good idea to organise students into groups of three or four before doing this activity. Give students time to prepare ideas individually.

**7** Ask students to share their ideas with their group. Monitor and note how well and accurately the students use the new language, and correct errors as you hear them. In feedback, ask students with interesting ideas to share them with the class.

**Optional extra activity** Bring in photocopies of a page from a *What's On* guide for your city, or a TV page for this evening for your region, or show one of either on the IWB or digitally in your classroom. Ask students in groups to discuss the events or the programmes, using *supposed to* if they haven't experienced them personally.

## Understanding vocabulary

### *-ed / -ing* adjectives

**Aim**

**to check students' understanding of how to use *-ed / -ing* adjectives**

**8** Read through the information in the box as a class. Then ask students to choose the correct options. Organise the class into pairs to compare their answers. Monitor and note how well students do.

- In feedback, elicit the students' answers. Refer them to the rules in the box to check or confirm.

**Answers**

1 bored (*-ed*: person's feeling)
2 surprising (*-ing*: cause of feeling)
3 excited
4 interested
5 tiring
6 depressing
7 confused
8 annoying

## Background language notes for teachers

Students often get confused about when to use *-ed* or *-ing*. In simple terms, we are likely to describe how people feel with *-ed* adjectives (*I'm bored, she's annoyed*) and things, events, situations, etc. with *-ing* adjectives (*the film was boring, the end was surprising*). A funny way to get students to think about the difference is to write the sentence below on the board and ask students to explain its meaning:

*Teacher! Teacher! I'm very boring in this class. Can I go?*

- Note that we use both *be* and *get* with these adjectives. *Be* describes a state and *get* a change of state (e.g. *It's getting boring* = it was OK to begin with but it's starting to be boring now).
- Speakers of romance languages may get confused because these words are sometimes false friends, not cognates. Point out that *annoyed* means 'angry', not 'bored', and feeling *excited* is a positive feeling – something is happening or about to happen that makes you feel happy and interested. If something is *boring*, it is very uninteresting, whereas if it is *tiring*, it uses a lot of energy and makes you feel exhausted.

**9** Elicit a possible sentence for *boring* to get students started. Then ask students to work individually to write sentences. Let them compare answers with a partner.

- Have a brief class feedback and discussion session and deal with queries. In feedback, provide one or two good examples of your own.

**Possible answers**

1 This film is really boring, let's watch something else.
2 I was surprised that John came to the party. He doesn't like parties.
3 The match was really exciting. It finished 4-4.
4 History is my favourite subject – it's very interesting.
5 I'm tired. I'm going to bed.
6 He's depressed because his girlfriend left him.
7 Maths can be confusing.
8 I was annoyed when he arrived an hour late.

**Optional extra activity** Ask students in groups to talk about one of the following situations they have recently experienced: a *depressing film*; a *boring day out*; a *lesson that confused you*.

## Conversation practice

**Aim**

**to practise language from the lesson in a free, communicative, personalised speaking activity**

**10** This is an opportunity to bring together several parts of the lesson and for students to practise describing films.

- Ask students to prepare notes on their chosen films in words or short phrases on a piece of paper or in their notebook. Monitor and help with ideas and vocabulary.

**11** Once students have ideas, ask them to roleplay conversations in pairs. Encourage them to repeat them three or four times – practice makes perfect. Tell them to take turns to play each role. Listen for errors, new language or interesting conversations to use in feedback.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

25 Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# MAKING MOVIES
# Student's Book pages 118–119

**Communicative outcomes**

**In this two-page spread, students read about the Nigerian film industry and discuss film industries in their own country and abroad.**

## Speaking

**Aim**

**to introduce the theme of the lesson and listening text; to get students talking about the film industry in their country**

**1** Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## Reading

**Aim**

**to practise reading for detail; to introduce and check words in context**

**2** Ask students to read the article and answer the questions. Let students compare their answers in pairs before discussing as a class. In feedback, ask students to justify their answers.

**Answers**

1 Nollywood, the Nigerian film industry, is very big – it produces 1,500 films a year (second only to India).
2 It is successful, employs thousands of people and is worth $7 bn a year. The low budget approach has allowed it to grow quickly.
3 Most films go straight to DVD because there are only 30 cinemas.
4 Voodoo horror, gangster, crime, stories of poor people becoming rich, and domestic dramas
5 *Invasion 1897* is an important film.
6 Lancelot Oduwa Imasuen is a famous director.
7 He has made 200 feature films.
8 The writer doesn't really express a personal opinion. *His early films followed the Nollywood pattern* sounds quite negative, but the next comment (*Imasuen's recent films are more ambitious*) is more positive.

## Culture notes

- *Nollywood*, the light-hearted name for the Nigerian film industry, is a play on *Hollywood* (centre of the American film industry) and *Bollywood* (centre of the Hindi film industry based in Bombay – now called Mumbai – in India). In terms of film production, Nigeria ranks second, behind India, but ahead of the USA, China, Japan, the UK, France, South Korea, Germany and Spain.
- The kingdom of Benin, or the Benin Empire, was a pre-colonial African empire, with a fortified capital which was located in what is now Edo State in Nigeria. It dated back to the eleventh century and retained its independence until forcibly annexed by the British Empire in 1897. The Republic of Benin is a modern-day country that neighbours Nigeria.

**Optional extra activity** Before reading, ask students to look at the picture and the title and to predict what the text is about.

## Teacher development: predicting from titles and pictures

It is a good idea to use visual clues on the page to support students when reading and listening. Think about asking students to predict text content from pictures, from layout (which usually tells you what type of text it is), titles, captions and opening sentences. The more students predict, the better they are likely to understand and digest the text.

**3** Ask students to match the verbs to the words they are used with, and reread the article to check.

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

**4** Ask students to compare their answers in pairs, and discuss who or what did each thing. Discuss the answers as a class. In feedback, ask students to define or give examples of the words.

**Answers**
1 Nollywood (the film industry)
2 Nollywood films
3 the focus on black magic and crime
4 the producers of the films
5 Imasuen's recent films
6 the British
7 *Invasion 1897* (Imasuen's film)
8 films like *Invasion 1897*

**5** Organise the class into groups of four or five to discuss the questions. Give students time to organise their ideas and arguments first. Go round the room and check students are prepared for the task and help with ideas and vocabulary if necessary. Monitor and listen for errors or good examples of language to feed back on at the end.

**Optional extra activity 1** If your students are from the same country, ask them to work in small groups to list the country's top three films of the last ten years.

**Optional extra activity 2** Show the following sentences on the board and ask students to write them in their language. Remove the English sentences from the board, and ask students to translate their sentences back into English. Then show the originals again for them to compare.
*Some dramas deal with current issues such as AIDS, corruption and women's rights.*
*He's starred in films such as* Frogs, Blue River *and* Hulk.
*The course covers areas such as music, theatre, TV and film.*
*Korean films such as* Old Boy *were big hits in Europe.*

## GRAMMAR Noun phrases

**Aim**
**to check students' understanding of how to recognise and use noun phrases**

**6** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the questions. Monitor and note how well students understand the way noun phrases work.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 182.

**Answers**
1 a films
b cameramen
c works
d issue
2 a film / films
b cameraman / cameramen
c work / works
d issue / issues

**G Students complete Exercise 1 in the Grammar reference on page 182.**

**Answers to Exercise 1, Grammar reference**
**1**
1 war film
2 world war
3 quality of life
4 life guard
5 bookshelf
6 cookery book
7 university gym
8 member of a gym
9 friend from university
**2**
1 war films
2 world wars
3 (not possible)
4 life guards
5 bookshelves
6 cookery books
7 university gyms
8 members of a gym
9 friends from university

**7** Ask students to work individually to prepare their phrases before comparing with a partner.

**Answers**
1 the fashion industry
2 a famous film director
3 the films from our country
4 a photo of my parents

**8** Ask students to write their own sentences, then compare their ideas with a partner.

## Pronunciation

**Aim**
**to listen and practise the main stress in compound nouns**

**9** 79 Play the recording. Students listen and notice the main stress. Play the recording again and ask students to listen and repeat.

**Answers**
All the compounds have a stress on the first syllable of the first noun except for *security system* and *success story*, where the stress on the second syllable of the first noun, and *city centre*, which has the stress on the first syllable of the second word.

79
cash machine, city centre, crossroads, flatmate, film industry, football boots, heart disease, security system, success story, sunglasses, tennis court, traffic lights

**10** Organise the class into new pairs. Then ask them to memorise the compound nouns. Tell students to take turns to test each other. Monitor and help with errors and areas of confusion.

**11** Organise the class into groups of four or five. Make sure the class are clear about the task and make sure they all start thinking and discussing at the same time. Once one group has twelve new compound nouns, stop the class, and elicit and write their words up on the board. If they are all correct compound nouns, they have won. Elicit some of the best ideas of other groups too.

**Possible answers**
washing machine, cash payment
shopping centre, leisure centre
main roads, crossword
housemate, checkmate, roommate, flatshare
fashion industry, computer industry, film star, film review
hiking boots, rugby boots, wellington boots, football pitch, football match
liver disease, heart problems, heart condition
surveillance system, security camera, security officer
news story, love story, success rate
reading glasses, suncream, sunshade, sun hat
basketball court, badminton court, tennis racket, tennis shoes
garden lights, traffic cone, traffic jam

**G For further practice, see Exercise 2 in the Grammar reference on page 182.**

**Answers to Exercise 2, Grammar reference**
1 fashion industry
2 shoe designer
3 my sister's shoes
4 fashion channel
5 fashion shows
6 cost of clothes
7 credit card bill

**Web research activity** Ask students to find out more about film industries in unusual countries. You could ask them to research some of the following: Vietnam, Morocco, New Zealand, South Africa. Ask students to choose a country, find information, and present it to the class in future lessons.

# I'M A BIG FAN
# Student's Book pages 120–121

**Communicative outcomes**
**In this two-page spread, students will listen to a conversation about hobbies and talk about hobbies and issues raised by the topic of the listening.**

## VOCABULARY Music, art and books

**Aim**
**to introduce and practise words connected to music, art and books**

**1** Ask students to organise the words under the three categories in the table. Elicit the category for the first word as an example. In feedback, drill words for pronunciation and provide or elicit examples to show the meaning (e.g. *J K Rowling is an author; Beyoncé is a singer*).

**Answers**
**Music:** album, composer, concert, instrument, singer
**Art:** exhibition, landscape, painting, portrait, sculpture
**Books:** author, comedy, crime fiction, novel, poetry

### Background pronunciation notes

Note the pronunciation: *author* /ˈɔːθə/, *sculpture* /ˈskʌlptʃə/.
Note the stress: *composer, exhibition.*

**2** Ask students to read through the example and check any words they aren't sure of. Give students two or three minutes to prepare their questions.

**3** Give students time to read through the useful language in the box, and check any words they aren't sure of. Organise students into pairs or small groups to ask and answer their questions from Exercise 2, using the useful language in the box.

**Optional extra activity** Model this activity by telling students about who you are a fan of, or what you've been reading or listening to. Alternatively, follow up the activity by asking the class to interview you about your tastes in music, art and books.

## LISTENING

**Aim**
**to practise listening for general and detailed understanding**

**4** 80 Start by asking students to describe what they can see in the photos. They could do this in open class, or you could ask them to talk to a partner, then share ideas briefly with the whole class.

- Play the recording. Ask students to listen and match each speaker to one photo. Let students compare their answers in pairs before discussing in feedback.

**Answers**
1 c
2 a (Gustavo is young and in an orchestra, so it can't be e.)
3 b (Wallander in the Swedish detective series)
4 f (Henry Moore sculpture of king and queen)

80
**1**
I'm a big fan of a Turkish singer called Sertab Erener. I first heard her when she won the Eurovision Song Contest and I've liked her ever since then. I think she's got an amazing voice. She actually trained as an opera singer. I've got five or six of her albums and a couple of years ago I went to Istanbul to see her sing live. In fact, I've discovered Turkey through her music and want to spend more time there. I've been learning Turkish since 2012 and I'm now starting to understand her songs better too. My all-time favourite is *Life Doesn't Wait – Hayat Beklemez*. Excuse my bad pronunciation.
**2**
I've been playing the trumpet for ten years now with El Sistema, which is a programme that helps young people from poor backgrounds learn classical music. I really really love playing and without El Sistema I would probably be in a bad situation! When I joined, I was only eight, but I was already in trouble with the police. My favourite composers are Russian – Shostakovich and Stravinsky. We've been rehearsing The Rite of Spring recently for a concert. It's fantastic – the best.
**3**
My favourite author is the Swedish crime writer Henning Mankell, especially his stories with the detective Wallander. The stories are good thrillers. They're unpredictable, but they're also about social issues and are a bit political which makes them extra interesting. For the last few weeks, they've been showing a series on TV based on the books. It's OK, but the main character is different to the character in my imagination and, of course, there's less suspense because I've already read the books! I don't know if I'll keep watching.
**4**
I'm at art school, where I'm studying Fine Art. I've known I wanted to be an artist since I was three. I've always been more of a painter, especially people – portraits, but recently I've become much more interested in sculpture. I think my favourite artist at the moment is an English sculptor called Henry Moore. He did these beautiful, strange, abstract sculptures – often based on human figures. I saw an exhibition of his work last year. I don't know why I liked it so much, I just did – especially a sculpture called King and Queen.

## Culture notes

In order a–h the photos show El Sistema (an organisation consisting of over a hundred youth orchestras and 270 music centres), b: a scene from the Swedish TV series of *Wallander*; c the Turkish singer Sertab Erener in a Danish TV show about Eurovision Song Contest winners – Sertab Erener was the winner in 2003; d: a famous scene from the horror movie *The Shining* (directed by Stanley Kubrick and based on a Stephen King novel); e: a trombone player playing for the day of the dead in Mexico; f: the King and Queen sculpture by Henry Moore; g: a landscape painting; h: a group of cabaret singers.

**5** 80 Play the recording again. Ask students to listen and decide on the answers. Organise students into pairs to discuss and check their ideas. In feedback, ask students to justify their answers.

**Answers**
a Speaker 3
b Speaker 2
c Speaker 1
d Speaker 4
e Speaker 4
f Speaker 2
g Speaker 1
h Speaker 3

**6** Give students time to choose a topic and prepare what they want to say, then organise the class into groups of four or five to discuss their ideas.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

## GRAMMAR Present perfect continuous

**Aim**
**to check students' understanding of how to form and use the present perfect continuous to talk about activities that started in the past and are unfinished**

**7** Read through the example sentences as a class. Then organise the class into pairs to complete the rules in the Grammar box. Monitor and note how well students understand the rules.
- In feedback, elicit students' answers. Then ask them to check in the Grammar reference on page 182.

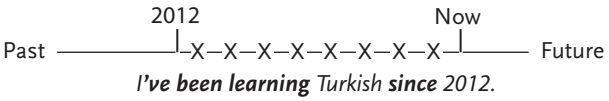
**Answers**
1 have
2 been (past participle form of *be*)
3 for
4 since
5 / 6 like / know

**G Students complete Exercise 1 in the Grammar reference on page 182.**

**Answers to Exercise 1, Grammar reference**
1 I have been learning Chinese since I was eight.
2 I have been to / been going to the gym every day for the last two months.
3 They have been together for quite a long time.
4 The Social Democrats have been in power since the last election.
5 He has lived / been living there since last year.
6 I have been trying to find a job for months.
7 She has been making amazing films for quite a while now.
8 I haven't really liked much of her work since her first album.

## Background language notes for teachers: present perfect continuous

- The present perfect continuous form (*have* + *been* + the *-ing* form of the verb, or present participle) is used with active verbs to talk about an action that began in the past and continued to now. Its use emphasises the activity, its duration, and its effect on now (e.g. *We've been rehearsing The Rite of Spring because we are about to do a concert*).
- It is also possible to draw a timeline on the board to show how this form works:



*I've* ***been learning*** *Turkish* ***since*** *2012.*

**8** Elicit the first *How long ...?* question from the class to get students started. Then ask students to work individually to prepare their questions before comparing with a partner.
- Feedback briefly on students' answers. You will check the answers in Exercise 9.

## PRONUNCIATION

**Aim**
**to practise questions with the present perfect continuous**

**9** 81 Play the recording. Students listen and check their answers.
- Play the recording again and ask students to listen and note the pronunciation and repeat.

**81**
1 How long have you been going there?
2 How long have they been doing that?
3 How long has she been learning?
4 How long have you been playing?
5 How long has he been training?
6 How long have you known him?
7 How long has she been going out with him?
8 How long have you been married?

**10** Organise the class into new pairs. Start students off by modelling the first conversation with a reliable student, using the comments and follow-up questions from Exercise 8. For example:

*T: I'm a member of a gym.*
*S: How long have you been going there?*
*T: Oh, for about six months.*

- Ask students to take turns to ask and answer the questions. Monitor and correct errors. If students are all making similar errors of form, use or pronunciation, note an example down, and write it up on the board for discussion in feedback.

**11** Organise the class into new pairs to practise further. Make sure the class are clear about the task and emphasise that they should speak about true life experiences. Monitor and note errors and examples of good language use which you could focus on in feedback.

- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**G For further practice, see Exercise 2 in the Grammar reference on page 183.**

**Answers to Exercise 2, Grammar reference**

**1** 1 for
2 has produced
3 has been conducting
4 has had

**2** 1 has been writing
2 started
3 has won
4 since

**3** 1 loved
2 since
3 have been showing

**Optional extra activity** Write *How long have you been …?* on the board. Ask pairs to brainstorm as many ways of completing the question as they can. Put pairs together in groups of four and ask them to interview each other with the questions they made.

**Communicative activity worksheet** The photocopiable worksheet on page 251 can be used at this point or at the end of the unit for further practice of the present perfect continuous and *How long …?* questions.

## Sounds and vocabulary review

**Aim**

**to practise the sound /h/; to revise collocations**

**12** 82 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /h/.

82
/haɪnd/, /həd/, /hɒrə/, /hiːz/, /hæ/, /hɑːf/, /hɪs/, /hɒŋ/, /hɒb/, /hɜːs/, /hɔːl/, /hɪə/

**13** 83 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again, but students should be able to write complete sentences after two or three listenings.

83
1 The woman behind me had a horrible laugh.
2 He's got some really annoying habits.
3 I left about halfway through the film.
4 It's quite sad, but it has a happy ending.
5 It's a historical drama set in Hong Kong.
6 Everyone needs to have a hobby.
7 I really hate horror movies.
8 We rehearse every week in a hall near here.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**

The sound /h/ in English is an unvoiced fricative which is only lightly aspirated. Students often use too much friction when producing the sound or, especially in the case of French speakers, drop the sound altogether.

**14** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

# 14 STUFF

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about rooms and things in a house**

**1** Start by telling the class that in this unit they're going to be learning how to talk about household objects and how to describe things when they don't know what they are called; students will talk about where things are, shopping, gifts and environmental issues.

- Ask students to look at the photo on pages 122–123. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task, and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Possible answers**
Work with your students' answers. The picture shows a young couple moving in or out of a home. They are wrapping or unwrapping things using bubble wrap and are looking at documents – perhaps sorting out things to throw away.

**2** Ask students to rank the rooms individually first. Tell them to think about the reasons for their choices as they do this.

**3** Put students into pairs to discuss their order and explain their decisions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Use the opportunity to check the pronunciation of the words in the box by drilling them.

**Optional extra activity** Organise the class into pairs and give each pair a different room to think about. Give the class three minutes to write down as many objects as they can for their room. After three minutes, stop the class, and find out which pair has got the most words. Elicit their list to the board to check.

## Teacher development: using realia

This unit is an opportunity to bring in some realia to get students talking. For example, you could bring in a bag with some of the smaller objects in Exercise 3 on page 124, or you could just bring in two or three small, unusual gifts, ornaments or souvenirs.
There are plenty of extension games you can play with realia of this nature. Here are some suggestions for how to practise the language in this lesson.

1 Put a strange object in a soft bag. Students pass it round and feel in the bag, or through the bag, and describe what they felt and what they think the object is. At the end, you reveal the object.
2 Give pairs a strange object and ask them to think of how to describe it in detail. Collect all the objects and put them on the table. Students take turns to read out their descriptions. The class guess which object is being described.
3 Show an unusual ornament or souvenir and get the class to ask you about it, e.g. *Where did you get it? What is it for? Why is it important to you?*
4 Hand out objects and get students to invent a story about how they got them and why they are important.
5 Hand out everyday objects and ask students to rank them according to different criteria (usefulness, price, age, etc.).

## WHAT'S IT CALLED IN ENGLISH?
## Student's Book pages 124–125

**Communicative outcomes**
**In this two-page spread, students will practise describing household objects and explaining where things are in the home.**

## Listening

**Aim**
**to practise listening for general understanding and to hear chunks of language in a text**

**1** 84 Introduce the situation, and ask students in pairs to describe and name as many of the objects in the pictures as they can, but don't reveal names at this stage.
• Play the recording. Students listen and note what the flatmates are going to buy. Let students compare answers in pairs. In feedback, elicit answers.

**Answers**
3 an ironing board
4 a shower curtain and shower rail
6 a kettle
7 a dustpan and brush
8 an iron
(They also mention a rubbish bin (1) and bleach (9), but don't need to buy these.)

84
A: It's nice.
B: Yes, it is, but it's also very dirty!
C: I know. We'll have to give everything a good clean and sort the place out. Maybe we should go into town and buy some stuff.
A: Yeah, it's a good idea. One minute. I'll get a pen and we can write a list. OK. So ... .
B: Well, we need those things for cleaning. A brush and a ... I don't know the name. The thing that you put rubbish in. What's the name?
C: Do you mean a rubbish bin?
B: No, not that. When you use the brush, what do you call the thing that you use to get rubbish from the floor? The thing that you put the dirt into with the brush?
C: Oh, you mean a dustpan. A dustpan and brush.
B: A dustpan and brush. Yes, that's very useful.
C: And maybe we should get some cleaning stuff as well. Have we got any bleach?
A: What is bleach?
C: Oh, it's a kind of liquid that's really good for cleaning things, you know, like for cleaning the floor and the toilet. It's a kind of chemical. It's quite strong.
A: Oh, we have some. It's in the kitchen – in the cupboard under the sink.
C: Oh, OK. I didn't notice that, but that's good.
B: We need to buy that machine that you use for the clothes. After you wash them. I can't remember the name. Oh, and I know this word as well.
A: You mean an iron?
B: Yes, an iron! And also the thing that you put the clothes on when you use the iron.
C: Yeah, an ironing board. OK. What else?
A: Oh, for the bathroom we need a thing for the shower. You know, the plastic thing that stops the water from leaving the shower – and the metal thing that holds it.
C: A shower curtain and a shower rail. Yeah, I noticed there wasn't anything like that in the bathroom. It's crazy, isn't it? Why doesn't the landlord provide things like that? It's so basic.
B: I know!
A: We should charge the landlord for these things.
B: Oh, one more thing. Before I forget. We need the machine that makes hot water – to make tea and coffee.
C: Oh, yes, of course. A kettle! I can't live without a kettle! I need my tea in the morning!

**2** 84 Play the recording again. Students listen and complete the sentences. Let students compare their answers in pairs. In feedback, elicit answers, and point out the weakly stressed words students may have missed.

**Answers**
1 a good clean
2 buy some stuff
3 write a list
4 do you call
5 for cleaning things
6 under the sink
7 charge the landlord
8 can't live without

## Background language notes for teachers

• We use *stuff* and *things* when we are referring to objects that we don't know the name of or can't be bothered to name. *Things* is always used for countable objects, and *stuff* is usually uncountable. Compare: *What are those things on the table?* (i.e. a group of countable objects) with: *What's that stuff on the table?* (e.g. something spilt or stuck to the table, e.g. chewing gum, orange juice). Note, however, that *stuff* can also be used to talk in a general way about a variety of things, belongings, etc., e.g. *You can just leave all your stuff in the spare room. / I've put all the cleaning stuff in this cupboard.*
• The word *iron* is pronounced /'aɪən/. Tell students not to pronounce the /r/ sound.

## VOCABULARY Things in the house

**Aim**
**to introduce and practise language used to describe household objects**

**3** Ask students to match the words in the box to the pictures in Exercise 1. Point out that several words are not shown in the picture. Let students compare their answers in pairs before discussing as a class. In feedback, use mime and examples to consolidate understanding. You could also drill the words to practise the pronunciation.

**Answers**
You can see a bin (1), a pan (2), a needle and thread (10), a mop and bucket (11), a towel (5), a rubber (12) and a torch (13).

### Background pronunciation notes

Note the pronunciation of the following hard-to-say words: cloth /klɒθ/, torch /tɔːtʃ/, towel /ˈtaʊəl/.

**4** Ask students to complete the sentences. Start them off by eliciting the missing words in the first sentence. Let students compare their answers in pairs before discussing as a class.

**Answers**
1 a towel
2 a cloth
3 a plaster
4 a pan
5 a torch
6 a needle and thread
7 a mop and a bucket
8 a stapler

**5** Organise the class into new pairs. Encourage them to try to use as much of the new vocabulary as possible as they talk about the objects in this personalised activity. In feedback, elicit some of the more interesting comments students made, and comment on good examples of language use.

**Optional extra activity 1** It is a good idea to model Exercise 5 by talking about which objects you use in a live listening.

**Optional extra activity 2** Ask students to categorise the words in Exercise 3 under these headings: *In the kitchen, In the bathroom, In the office*. Ask students to brainstorm other words for each category.

## DEVELOPING CONVERSATIONS

### Explaining where things are

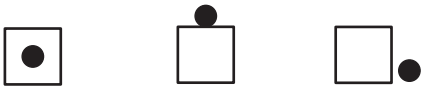
**Aim**
**to introduce and practise language used to explain where things are in a house**

**6** Read through the information in the box as a class. Elicit other prepositions that could be used, before asking students to do the exercise. Let students compare their answers in pairs. In feedback, elicit answers from the class.

**Answers**
1 in, on
2 above
3 on
4 on
5 in
6 in, under
7 in, next to
8 by

### Background language notes for teachers

- Revise *in, at* and *on* as prepositions of position. You can use pictures to show the difference:




- *Under* and *above* are prepositions of position whereas *down* and *up* are prepositions of movement. We can say, *Tom is up the tree* or *downstairs* or *down that hole* but only because he's 'gone' there.
- Point out the phrase *on the side* meaning on the surface along the side of a room (particularly the work surface of a kitchen). We can also use *at* with *side*, but it would normally be *at the side of* something, e.g. *There was a lot of rubbish **at the side of** the road. There is a small garden **at the side of** the house.*

**7** Organise the class into pairs to discuss which things might be in the places described in Exercise 6. Elicit an example to get them started.

**Answers**
1 a towel, a bar of soap, a toothbrush
2 a brush, a bar of soap, a towel
3 a stapler, a pen, a computer
4 a kettle, a cloth, a tea towel
5 a lawn mower, a work bench, a ladder
6 a vacuum cleaner, an iron, an ironing board, a mop
7 a knife, a tin opener, a towel.
8 a hammer, a screwdriver

**Optional extra activity** Ask students to say where they keep objects from the lesson in their house.

## GRAMMAR Relative clauses

**Aim**
**to check students' understanding of how to form and use sentences with relative clauses**

**8** Organise the class into pairs to name as many as they can of the things and people described in the sentences. You could make it a competition if you think your students will know many of the words – set a time limit of four minutes, and see which pair has the most correct answers. Don't confirm or correct their answers until you have completed Exercise 9.

**9** Ask pairs to match the words in the box to the descriptions in Exercise 8. In feedback ask students to say why they chose each person or thing.

**Answers**
1 drawer /drɔː/
2 shelf
3 mortgage
4 neighbour (NB we say *next-door neighbour* if they live in the house next to us – a neighbour can live in any flat or house nearby)
5 landlord
6 spare room
7 garage
8 balcony

**10** Write the first sentence from Exercise 8 on the board: *What do you call the thing in the kitchen* ***that*** *you can pull open and keep things like knives and forks in?* Point out which part is the relative clause (underlined), and which word is the relative pronoun (in bold). Then ask students to underline the relative clauses in 2–8 in Ex 8, and circle the relative pronouns.
- Then read the information in the Grammar box with the class, and ask students to complete the rules. Let students check their answers in pairs. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 183.

**Answers**
1 that / which 2 that / who 3 where

**G Students complete Exercise 1 in the Grammar reference on page 183.**

**Answers to Exercise 1, Grammar reference**
1 who
2 that
3 where
4 who
5 which
6 where

## Background language notes for teachers: relative clauses

The relative clauses presented here are all *defining* relative clauses, though students don't need to know that at this point. They add essential information about the thing or person that comes before, e.g. explaining which person or thing you are talking about.
- Relative clauses use a relative pronoun (*that, which, who* or *where*) to refer back to the noun (or person) in the first clause.
- Make sure students don't make the common mistake of using both a relative pronoun and a normal pronoun, e.g. *It's a pan* ***which*** *has a special handle,* NOT *It's a pan* ***which it*** *has a special handle.*
- Note that in a normal sentence you have to repeat an object pronoun, e.g. in Grammar reference Exercise 2, *You wear* ***it*** *round your waist and keep money in* ***it***. When we use a relative pronoun we do not need to repeat it, so the example above becomes: *I need to buy one of those things* ***that*** *you wear round your waist and keep money in.*

**11** Ask students to complete the sentences. Let students check their answers in pairs. In feedback, refer back to the grammar rules to make sure students understand.

**Answers**
1 that / which
2 that / who
3 where
4 that / which
5 that / who
6 where
7 that / which
8 where
9 that / who

**12** Ask students to work individually to prepare questions. Elicit two or three examples to get students started and monitor to help with ideas and vocabulary. Then put students in small groups to ask and answer their questions. Monitor closely and note errors or examples of good language use to feed back on at the end.

**G For further practice, see Exercise 2 in the Grammar reference on page 183.**

**Answers to Exercise 2, Grammar reference**
1 Sertab Erener is a Turkish singer who won the Eurovision Song Contest in 2003.
2 Storaplan is a very trendy area where there are lots of nice shops and restaurants.
3 Sue Briggs was an English teacher who persuaded me to go to university.
4 A campsite is a place where you stay when you go camping.
5 Shostakovich was a Russian composer who wrote some amazing pieces of music.
6 Istanbul is a city where Europe and Asia meet.
7 What do you call those machines that do the washing-up for you?
8 I need to buy one of those things that you wear round your waist and keep money in.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**13** This is an opportunity to bring together several parts of the lesson and for students to practise using relative clauses.

- Organise the class into pairs and ask them to choose to be A or B and to find and read their files. Give students a short amount of preparation time to think of what to say. Monitor and help, if necessary, encouraging students to use relative clauses.

### Teacher development: scripting dialogues

If your students aren't very good at free speaking activities, and lack confidence in expressing themselves, give them lots of preparation time. This could involve fully preparing individually or in pairs so that they have ideas and phrases ready to use or it could involve students scripting or partially scripting dialogues. Students can then practise the script before turning it over and trying to remember it as they speak. They could, once confident, try to act out the situation without reference to the script, and with the freedom and confidence to ad lib some lines.

**14** Ask pairs to act out their roleplays. Monitor each pair and note their language use, noting down any errors involving relative clauses which you could focus on at the end.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

26 Refer students to the video and activities on the DVD-ROM.

### Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

## WHAT A LOAD OF RUBBISH!
## Student's Book pages 126–127

**Communicative outcomes**
**In this two-page spread, students describe containers and express rules and laws using *must* and *mustn't*.**

## Vocabulary Containers

**Aim**
**to introduce and practise words for describing containers**

**1** Ask students to label the pictures. Let them work individually then check their answers in pairs. Fast finishers could list any other foods and their packaging that they can name on the pictures (see the answers in brackets in the answer key).

**Answers**
Picture 1 includes a bar of chocolate, a box of cereal, a can of cola, a jar of honey, a packet of biscuits (also a tin of fish, bottles of sauce, a pot of noodles).
Picture 2 includes a carton of milk, a tray of meat, a tin of tomatoes, a pot of yoghurt (also a bottle of grape juice, a jar of olives, a packet of pasta, a tin of crabmeat).
Picture 3 includes a sack of rice (and a sack of onions, but no other packaging).

### Teacher development: using flashcards (or their digital equivalent)

Flashcards are a fun way of moving away from the coursebook to elicit, check and drill core vocabulary of this sort. Prepare flashcards by making simple drawings of different types of containers on A4 paper and sticking them on card. Hold up each picture in turn and elicit the container and what it contains. Model the phrase (e.g. a bar of chocolate) and ask students to repeat, paying attention to the weakly stressed *a* and *of* sounds.
If flashcards are too old school for you, find relevant pictures online and show them on the board using your classroom digital media. Elicit phrases and ask students to listen and repeat after your model.

**2** Ask students to discuss the container material in pairs. Tell students that they can use a dictionary or ask the teacher for help if they need to. In feedback, make sure students know all the words.

**Answers**
Metal: can, tin (possibly *tray*)
Glass: jar (also *bottle*)
Plastic: pot, tray (possibly *carton*, *bar* and *packet*)
Cardboard: box, carton
Cloth: sack

**Optional extra activity** Ask students to give you other examples of shopping that goes in these containers (e.g. a packet of crisps, a tin of peas, a jar of coffee). Ask for other common containers (bag, bottle) and materials (paper, foil).

**3** Organise the class into pairs to discuss the questions, then take brief feedback from the class. Some ideas are given in the answer key, but note that the issues around damage to the environment will be discussed in more detail in Exercise 7.

**Possible answers**
Family 1 probably spends the most as they eat a lot of packaged products, which are more expensive than fresh foods. However, they have not got any meat, which is more expensive. Their diet looks less healthy, they eat a lot of processed foods, which contain a lot of sugar, salt and other additives. They probably cause most damage to the environment because they consume so much packaging.
Family 2 probably spend quite a lot. Their diet includes meat, which is expensive, but they eat a lot of vegetables, which are usually cheap. They don't eat a lot of packaged foods and their diet looks quite healthy. They use less packaging than 1, and their vegetables look locally grown, so they will need less transport.
Family 3 uses very little packaging, and no plastics, which is better for the environment than 1 or 2, and also cheaper. The foods look locally grown. They eat a lot of fresh vegetables, which is very healthy.

## Reading

**Aim**
**to give students practice in reading for specific information**

**4** Ask students to discuss the pre-reading questions. In feedback, elicit possible issues around supermarket shopping and the environment, and write them in brief on the board. You can refer back to them later in the lesson to see how the article deals with them.

**5** Ask students to read the article and find which things they shouldn't buy. Let students compare answers in pairs before discussing as a class in feedback.

**Answers**
New Zealand kiwi fruits – flown a long distance, creating carbon dioxide / packaged in polystyrene, which is hard to recycle
Bottles of water / cans of cola – have to mine tonnes of rock to get the aluminium for cans / transport costs
Small bottles / small boxes of cereal – use more material than large ones
Meat (beef and lamb) – animals produce natural gas that causes global warming / inefficient way to get food energy

**6** Ask students to discuss the sentences with a partner. When they have ended their discussion, tell them to work together to look back at the text to confirm or correct their answers. In feedback, ask students to justify their answers.

**Answers**
1 T (*everything we produce and consume leads to waste*)
2 F (the kiwi fruit are from New Zealand)
3 F (he recycles bottles and cans)
4 T (4 tonnes of rock needed for 1 tonne of aluminium)
5 T (they are lighter than glass)
6 T (no packaging, more efficient transport by pipe)
7 T (*the next problem is the amount of meat I've bought*)
8 T (you shouldn't eat too many dairy products)
9 Doesn't say (but the papers next to them were)

**7** Organise the class into small groups to discuss the questions and compare the weekly shop of the three families. In feedback, elicit ideas and open up anything interesting for class discussion.

**Answers**
The first family uses too much packaged food, in particular bottles and cans of drinks, jars, boxes and tins. They eat no fresh local food, but they also have no meat or dairy products in their shopping, and both of these are bad for the environment.
The second family eats much more fresh, unpackaged food (fresh fruit and vegetables) which looks as if it is locally produced, but they buy tins, glass jars and bottles, and plastic trays of meat. Meat is also bad for the environment.
The third family is the most environmentally friendly, their food looks mainly locally produced, and they use very little packaging. The only packaging is large sacks, which is efficient as there is less packaging relative to the volume of food. Cloth is more environmentally friendly than plastic.

**8** Ask students to read and discuss the fact file in pairs or small groups. In feedback, find out what the class as a whole found surprising.

## Grammar *must / mustn't*

**Aim**
**to check students' understanding of how to use *must* and *mustn't* to show something is essential**

**9** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the extracts. In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 183. Make sure students understand the very different meaning of *mustn't* and *don't have to*.

**Answers**
In a and b, *must* can be replaced by *have to* because it means something is essential.
c *must* can't be replaced by *have to* because it means 'I imagine this is definitely true'.
d *mustn't* can't be replaced by *don't have to*, the meanings are totally different: *mustn't* means it is not permitted / not allowed, whereas *don't have to* means there is no obligation, it's not necessary (but you can do it if you want to).

**G** Students complete Exercise 1 in the Grammar reference on page 183.

**Answers to Exercise 1, Grammar reference**
1 must / have to
2 must
3 mustn't
4 don't have
5 must
6 must / have to
7 must

## Background language notes for teachers: *must / mustn't*

*Must* and *mustn't* are modal verbs. When followed by the infinitive without *to*, they can refer to the present or future. There are two uses of *must* covered here: obligation (when *must* has a similar but slightly stronger use to *have to*), and speculation (when *must* is used to say something is definitely true based on a logical deduction).
When saying that something is essential, the opposite of *must* is *mustn't*. When speculating, the opposite is *can't*. Compare the following:

*You must leave the rubbish outside. / You mustn't leave the rubbish inside.*
*You must feel tired after all that running. / You can't feel tired – you've done nothing all day.*

# Pronunciation

**Aim**
**to practise the pronunciation of *must* and *mustn't***

**10** 85 Play the recording. Students listen and notice that the final /t/ is not normally pronounced in continuous speech. Play the recording again and ask students to repeat.

**85**
I must remember to call her later.
You mustn't forget to set your alarm.
You can, if you must.
We mustn't leave it here.
You must be tired.
He mustn't do anything till the doctor's seen him.
I must speak to them later.

## Background pronunciation notes

The final /t/ in *must* and *mustn't* is not pronounced unless the following word begins with a vowel sound, or unless the word comes at the end of a sentence.

**11** Ask students to complete the sentences. Do the first as an example to get them started. Let them compare their answers in pairs.

**Answers**
1 must / have to reduce
2 mustn't pour
3 must be
4 must / have to get back
5 must / have to remember
6 mustn't forget
7 don't have to pay
8 must / have to eat

**12** Ask the class to work individually to write their laws. You could elicit two or three ideas to get them started or write up some useful vocabulary on the board first. Organise the class into small groups to take turns to share sentences and decide on the best. In feedback, you could model some good examples of sentences that you heard.

**Possible answers**
You must switch off lights in the home.
You must use energy-saving light bulbs.
You must put your rubbish in the correct recycling bins.
You mustn't throw away waste in the countryside.
You mustn't drop litter.

**G** For further practice, see Exercise 2 in the Grammar reference on page 184.

**Answers to Exercise 2, Grammar reference**
1 have to pay tax
2 aren't allowed to leave
3 mustn't forget to
4 must be very excited
5 can't enter

**Web research activity** Ask students to find a website with information about environmental dos and don'ts. They could try looking for ways to save energy in the home, ways of protecting rivers, ways of protecting the sea, ways of disposing of waste, etc. Ask students to write a list of dos and don'ts using *must* and *mustn't* based on their research.

**Communicative activity worksheet** The photocopiable worksheet on page 252 can be used at this point or at the end of the unit for further practice of *must / mustn't, have to / don't have to* and *should*.

## THANK YOU SO MUCH
## Student's Book pages 128–129

**Communicative outcomes**
**In this two-page spread, students will practise talking about experiences involving giving and receiving cards and presents.**

## Speaking

**Aim**
**to introduce students to the theme of the listening; to get students talking about presents**

**1** Organise the class into groups of four or five. Ask students to discuss the questions. Monitor and note what students say and elicit interesting experiences students have had. Use the opportunity in feedback to rephrase anything students struggled to say and to suggest useful words and expressions.

## Listening

**Aim**
**to listen for general understanding and to practise retelling stories**

**2** 86 Give students time to read the situation and the questions. Then play the recording. Students listen and note answers to the questions. Let students compare their answers in pairs before discussing as a class.

**Answers**
**Speaker 1**
1 her own website (from her sister)
2 her birthday
3 Yes, it's her favourite gift ever.
**Speaker 2**
1 a mountain bike
2 Christmas
3 Yes, it's one of the most useful presents ever.
**Speaker 3**
1 an iron and a dress in a style he thought she ought to wear (from her ex-boyfriend)
2 her birthday
3 No, they gave a very bad message about the way he saw her.
**Speaker 4**
1 a rock (from a girl he went out with)
2 their first date together
3 Not really, he thought it was a bit stupid, but he married her and now he likes it.

**86**
1 For my birthday this year, my big sister bought me my own website. She's really good with computers and I'm not, but the website has become something fun we work on together. I also loved the way she told me. She sent me an email where she gave me clues about the present for me to guess what it was, but I didn't know. Then she sent me another email with a link to a website. When I clicked on the link, I understood everything and I realised that the site was the present. I was really excited! It's my favourite ever gift because, as I said, it's something we do together.
2 I got a mountain bike for Christmas a few years ago and it's been one of the most useful presents ever. Over the last year, I've lived close enough to work to be able to cycle and so I've saved loads of money on petrol. A birthday present that also saves me money! Excellent. I'm also fitter and have lost weight.
3 One of my ex-boyfriends was the king of bad presents. One year, he gave me an iron for my birthday! An iron! I mean, what kind of message does that send about our relationship and the way that he saw me? The following year, he bought me a dress that HE really liked and told me that he wanted me to start wearing more clothes like that from then on – because they would make me more attractive. I couldn't believe it! A couple of weeks after that, we broke up!
4 A few years ago, I went out with a girl and as we were getting out of the taxi to go to dinner, she suddenly said, 'I got you a present.' I was quite embarrassed because it was our first date and I hadn't thought of getting her anything. Then she handed me a rock from a beach. I was confused. Why had she given me this thing? She said, 'I wanted to give you something you'd never forget and you could tell your children about'. I said thanks to be polite, but I actually thought it was a bit stupid and it was a bad start to the evening! Now, though, I use that rock to stop papers on my desk blowing away and that girl is my wife!

**3** Organise the class into pairs to retell the stories. Monitor and support students, providing prompts for students who struggle to remember. Give students plenty of time to work together to retell the stories. You could have a whole-class stage in which you ask different pairs to deliver their versions of a story, or you could move straight to Exercise 4.

**4** 86 Play the recording again and let students compare their stories to the recording. They could make a note of any details they missed. You could also, finally, let them check the stories in the audio script for Track 86 on page 207. In feedback, ask students what they missed.

## Background language notes for teachers

Some difficult words in Exercise 3 and the audio script include:

*gave me clues* = gave me ideas to help me guess what the present was
*loads of money* = lots of money
*from then on* = from then until now
*confused* = didn't understand or know what to say
*blowing away* = moving and being carried away when it's windy

**5** Ask students to work individually first to prepare their ideas. Organise the class into pairs to discuss the questions. As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, elicit ideas and look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Show the following sentences on the board and ask students to write them in their language. Remove the English sentences from the board, and ask students to translate their sentences back into English. Then show the originals again for them to compare.
*She's really good with computers.*
*I'm not very good with money.*
*She's amazing with children.*
*He's very good at Physics and Chemistry.*
*She's great at painting and drawing.*
*I'm not very good at swimming.*

# Understanding vocabulary

## Verbs with two objects

**Aim**
**to introduce and practise verbs with two objects**

**6** Read through the information box as a class, then ask students to complete the sentences. You could elicit the missing words for the first sentence to get students started. Let them compare their answers in pairs before discussing as a class.

**Answers**
1 send, a card
2 read, a story
3 buy, a car
4 cook, dinner
5 lend, some money
6 make, some tea
7 tell, a secret
8 ask, a personal question

## Background language notes for teachers

It is worth emphasising that in English we have a tendency to put the indirect object before the direct object when using verbs with two objects. As many languages have different forms to express direct and indirect objects, you may find your students overuse 'to me' in these situations. Compare:
*She asked me a question.*
~~*She asked a question to me*~~.
The second sentence is possible, but unlikely, and does not sound like native speaker English.
There are a number of other words that take two objects: *give, bring, fetch, leave, sing,* etc.
We use *to* when the action involves something going from one person to another (e.g. *she sent him a letter / she sent a letter to him*) and we use *for* when the action is done for the benefit of the recipient (e.g. *she made me a coffee / she made a coffee for me*).

## Teacher development: collocation

Recognising collocation, and learning which words most commonly go with which other words in phrases that are fixed, is an important part of language learning. Get your students to look at the verb + noun collocations in Exercise 6 and note them down. Then ask them to think of other collocations with the verbs (e.g. *send a letter, make dinner, tell a story*).

**7** Ask students in pairs to discuss the questions. Have a brief class feedback session and find out what students' experiences are. After feeding back on content, comment on any errors you heard regarding verbs with two objects.

**8** Ask students to complete the sentences. Elicit the first answer to get them started. Let students compare their answers in pairs before discussing as a class.

**Answers**
1 We paid them **a lot of money** so I expected something better.
2 I sent presents **to all the family** for Christmas, but they haven't called. I wonder if they received them.
3 My husband made **me** breakfast in bed on Valentine's Day.
4 My grandparents have been married for 40 years so we want to give them **something special** for their anniversary.
5 She cooked this amazing meal **for us**. Honestly, she should start her own restaurant.
6 It was a bit embarrassing because they brought **us** some wine, but we don't drink!

**Optional extra activity** Ask students to complete the sentence starters below with ideas from their own lives and involving people in their own family. Start by writing the sentence starters on the board:
*Last summer, I made ...*
*Last Christmas, I bought ...*
*Last weekend, my ... gave ...*
*On my birthday, my ... bought ...*
*Not long ago, my ... cooked ...*

# Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**9** Organise the class into groups of four or five to discuss the best presents for the different situations. Start by reading through the expressions and making sure students understand them. You could model a conversation using some of the expressions and the first situation to show students what to do.
- Monitor students as they discuss the different situations, and note down any interesting pieces of language you hear.

• At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** A different way of approaching this activity is to ask pairs to script a dialogue for one of the situations, practise it fully, try to memorise it, and present it for the class (see below).

**Possible answers**
1 It depends what their interests are: perhaps pay for a special holiday, organise a trip away with the whole family, buy something special for the house.
2 a token so she can buy her own clothes or music; some special jewellery
3 baby clothes, toys, blankets or something for a child's room
4 jewellery, romantic music, a meal at a special restaurant
5 flowers, special cakes or chocolates, something special to drink
6 It depends what their interests are: gardening tokens, something for the kitchen, a token for a hotel or a spa, travel tokens
7 something useful for the home, or flowers, or chocolates

## Sounds and vocabulary review

**Aim**
**to practise the sounds /e/, /ə/, /ɔ:/ and /ɜ:/; to revise collocations**

**10** 87 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of /e/, /ə/, /ɔ:/, /ɜ:/.

87
/e/, /ə/, /ɔ:/, /ɜ:/, /be/, /bɜ:/, /pre/, /pɔ:/, /zənt/, /zɜ:rv/, /drɔ:/, /tɔ:/

**11** 88 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note down words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again, but students should be able to write complete sentences after two or three listenings.

88
1 I burnt my hand on the cooker.
2 We found some money buried in the garden
3 You mustn't pour chemicals down the sink.
4 There's a torch in the drawer over there.
5 There are strict laws to protect the environment.
6 I didn't get any birthday presents this year.
7 The old church is perfectly preserved.
8 Where do you store all your food?

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
The short sound /e/ is produced with the lips a little wider than they are when producing the weak, short schwa sound /ə/, which is made with the lips completely slack. The long sounds /ɔ:/ and /ɜ:/ differ in that the lips are wider and the tongue lower when making the latter sound.

**12** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.
• In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 7: OXFORD
## Student's Book page 130

**1** Lead in to the topic by asking students to look at the picture and say what they can see. Organise the class into pairs or small groups to discuss what they know about the place. If they don't know much, encourage them to speculate, based on what they see in the photo. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

### Culture notes

The picture shows Oxford University buildings: the Radcliffe Camera on the right (part of the Bodleian library) and All Soul's College on the left. They are in the city of Oxford, which, along with Cambridge, is one of England's most famous and historic university cities.

**2** 27 Give students time to read through the sentences first. Play the first part of the video (up to 1.14). As students watch the video, they should note their answers. Let them compare their notes in pairs before discussing as a class.

**Answers**
1 F
2 T (farmers took cattle across the river; cows are a type of cattle, as are oxen)
3 T
4 F (people were teaching there in 1096, but it probably began before that)
5 T
6 F (parts of them were filmed there)

**3** 27 Give students time to read through the questions first. As they do, tell them to guess possible answers.
• Ask students to watch the second part of the video (1.15–end), and note the information. Let them compare their notes in pairs before discussing as a class.

**Answers**
1 He became friends with the children of the head of the college, including his daughter Alice.
2 While he was out taking them on boat rides down the river.
3 In the story there is a shop run by a sheep, possibly based on a shop near Christchurch, where the shopkeeper had a sheep-like voice. In the book, things in this shop float away off the shelves: in reality the shop was often flooded with water from a stream.
4 A group of authors met in this pub, including J R R Tolkien (author of *The Hobbit* and *Lord of the Rings*) and C S Lewis (author of the Narnia books).

**4** This exercise practises present, present perfect and past forms. Ask students to choose the correct answer, then compare answers with a partner.

**Answers**
1 know, were teaching and studying
2 has become
3 took, told
4 based
5 has also influenced
6 often met

27
About 80 kilometres north-west of London is the city of Oxford. Oxford began as 'Ford of the Oxen', a simple place for farmers to take their cattle across the river. Today it is a city, famous for being the home of the University of Oxford, the oldest university in the English-speaking world. Although no-one knows exactly when the university began, historians know that people were teaching and studying here as far back as 1096. Today, more than 900 years later, it is the combination of the university's fame and the beauty of its buildings that brings thousands of visitors here each year.
One of the largest colleges in Oxford is Christchurch College. In recent years, the college building, in particular its great hall, has become famous as a filming location for the Harry Potter movies.

**Part 2**
But Christchurch is also well known as the home of Charles Lutwidge Dodgson, also known as Lewis Carroll. And it was at Christchurch that Dodgson first met the children of the head of the college, Henry Liddell. The Liddell children, in particular young Alice Pleasance Liddell, became good friends with Dodgson. He took them on boat rides along the river and told them many stories. One of these stories told the adventure of a girl called Alice, in a confusing underground land that he called Wonderland. Although the stories were fantastic and strange, Dodgson based them on situations, places and people that were familiar to the children. For example, in *Through the Looking Glass*, Alice visits a shop where she meets a sheep, and things on the shelves float away when Alice tries to look at them. Many believe the shop in the story represents a small shop just across the road from Christchurch. In Dodgson's time the shopkeeper was an old woman with a sheep-like voice. The shop itself was often flooded with water from a nearby stream.
However, it is not unusual for Oxford to appear in fantasy stories. Besides Dodgson, the city has also influenced the writing of other great fantasy writers like Philip Pullman and Diana Wynne Jones and, most famously, J.R.R. Tolkien and C.S. Lewis. These two writers formed a writing club called The Inklings. They often met here, at The Eagle and Child, and it was here that Lewis' *Narnia* series and Tolkien's *Lord of the Rings* began to take shape. Having inspired so many wonderful writers and their amazing stories, it is no wonder the city of Oxford will be visited and treasured for a long time to come.

**5** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions, then put them in pairs or small groups and give them seven or eight minutes to discuss them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## Understanding fast speech

**6** 28 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

**7** Encourage students to practise saying the extract several times.

## REVIEW 7
## Student's Book page 131

**Aim**

to consolidate vocabulary and grammar from Units 13 and 14

**Answers**

**1**

| | |
|---|---|
| 1 last | 7 has |
| 2 been | 8 never |
| 3 which | 9 can't |
| 4 of | 10 allowed |
| 5 must | 11 where |
| 6 who | 12 since |

**2**

1 The cost of living
2 have been married for
3 are not allowed to
4 mustn't forget to
5 an interest in history
6 You must be

**3**

| | |
|---|---|
| 1 leather boots | 5 You |
| 2 since | 6 mustn't |
| 3 known | 7 where |
| 4 that | 8 seen |

**6**

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

**7**

**films:** a comedy, costumes, an explosion, special effects
**things in the house:** a carton, a pan, a stapler, a torch
**music and art:** a composer, an exhibition, a landscape, sculpture

**8**

| | |
|---|---|
| 1 historical | 4 annoying |
| 2 scary | 5 poetry |
| 3 predictable | 6 valuable |

**9**

| | |
|---|---|
| 1 tiring | 6 hammer |
| 2 bucket | 7 plasters |
| 3 dining | 8 romantic |
| 4 portrait | 9 plate |
| 5 living | |

**89 and answers to Exercise 4**

1 I've been wanting to see that for ages.
2 It's just one of those things that happen sometimes.
3 I don't have to work tomorrow, so I guess I can, yeah.
4 How long have you been working in the music industry?
5 He's one of those people who can always make you laugh.
6 There's been an accident on the crossroads in the city centre.

# 15 MONEY

## Speaking

**Aim**
**to set the scene and introduce the theme with a picture; to get students talking about banknotes**

**1** Start by telling the class that in this unit they're going to be learning how to talk about the economy, use time phrases to say when things happen, compare prices, talk about money issues and problems, and say different kinds of numbers.

- Ask students to look at the photo on pages 132–133. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Ask students to discuss the questions in groups of four or five. Monitor and help with ideas and vocabulary if necessary.

**Answers**
The illustration on the obverse side of a $20 bill shows the White House in Washington DC, official home of the President of the United States. All American banknotes show a US president on one side and a building or event that is famous in US history on the other (see culture notes).

**2** Organise the class into groups of four or five to work together to think of ideas. In feedback, ask different groups to briefly tell the class what they discussed.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

### Culture notes

American banknotes show the following on the front and obverse sides:
$1: George Washington; great seal of the United States
$2: Thomas Jefferson; signing of declaration of independence
$5: Abraham Lincoln; Lincoln memorial
$10: Alexander Hamilton; US Treasury Building
$20: Andrew Jackson; White House
$50: Ulysses S Grant; Capitol building
$100: Benjamin Franklin; Independence Hall

**Optional extra activity** If your students have banknotes in their pocket, ask them to show them and say what people, places or events are shown.

## COST OF LIVING
## Student's Book pages 134–135

**Communicative outcomes**
**In this two-page spread, students will practise talking about the economy and quality of life in their country and other countries.**

## Vocabulary

### The economy and quality of life

**Aim**
**to introduce and practise chunks of language used to describe the economy and quality of life**

**1** Ask students to discuss the words in bold in pairs. Start them off by eliciting the meaning of the first phrase. In feedback, check the meaning of the phrases by providing examples, and model the pronunciation of words that are difficult to say. Work with any logical suggestions students may come up with for the good and bad consequences, and don't expect too much if students are not very knowledgeable about the economy. Some suggestions for answers are given in the answer key.

**Answers**
1 A currency is strong when it is worth more relative to other currencies. When a currency is strong, you can exchange it for more money in weaker currencies, so you can go abroad more cheaply. However, goods that are exported are more expensive for other countries to buy, so it can be bad for businesses that mainly export goods. Costs for tourists from other countries are higher, so it is bad for tourism.
2 A currency is weak when it is worth less relative to other currencies. Exported goods from that country are cheaper for other countries to buy, but imported goods are more expensive. It can be good for businesses that export goods, but bad for companies that rely on imports or imported materials. More tourists might come from other countries.
3 If the cost of living is high, basic things like food are expensive to buy. Real incomes may fall, there may be more poverty, people might have to work longer hours, there might be social unrest.
4 Inflation is low when prices don't increase much over time. The cost of living stays the same, but wages don't increase either, which is bad for the economy. It might encourage saving, as savings keep their value, though interest rates are also likely to be low. Borrowing can be cheaper, which is good for new businesses.

5 If there's a lot of unemployment, a lot of people don't have jobs, which can lead to social unrest, high costs of social benefits, and more government debt. Emigration might increase as people look for work in other countries.
6 If unemployment has fallen, people will spend more and the economy should improve. There will be more money to pay for services.
7 If the average salary is higher, then the cost of living is also likely to be higher. High salaries might encourage immigration, which can be good for the economy.

## Background language notes for teachers

*currency* = the money you use in your country (e.g. the euro, the dollar)
*cost of living* = how much you spend on basic things like food, rent, etc.
*salary* = the money you earn every year from your job

**2** Start by checking that students understand all the words in the list (*time off* = time when you aren't working; *pace of life* = a slow life in the country or a fast life in a city). Organise the class into pairs or small groups to discuss the questions. In feedback, elicit ideas and write any really useful phrases on the board.

## Listening

**Aim**
**to practise listening for detail and to hear key words in a text**

**3** 90 Ask students to look at the situation and questions.
- Play the recording. Students listen and note answers.

**Answers**
1 He has a good quality of life: warm climate, near the beach, not too much work.
2 It's not doing very well, unemployment has gone up and salaries are not very high.
3 He could get paid more in Canada, he will have better career opportunities, and he will be able to see his family and friends more.

90
**L = Laima, A = Aidan**
L: So how long have you been living here?
A: Almost two years.
L: Wow! You must like it.
A: Yeah, it's nice. I have a good quality of life here – warm climate, near the beach, not too much work.
L: It sounds fantastic.
A: Yeah, it's great, but I'm actually going back to Canada in a few months.
L: Forever?
A: Yeah, I think so.
L: Why? It sounds perfect here.
A: Well, the economy's doing quite badly at the moment. I mean, unemployment has gone up quite a lot over the last few months, so I'm not sure I'm going to have a job in a year's time.
L: Really?
A: Yeah, and also salaries aren't so high here, you know. I could get paid a lot more back home.
L: Sure, but I bet the cost of living's a lot higher in Canada as well. Everything's so cheap here. I mean, eating out is twice the price in my country. You can get a three-course meal for about six dollars here.
A: Yeah, that's true, but it used to be cheaper in the past. Inflation has gone up over the last two years and if it stays high, well, you know, it won't be so cheap.
L: I know, but it's still a big difference, no?
A: Yeah, maybe, but anyway, in the end, I miss my family and friends and maybe money isn't so important, but I'll still have more opportunities back home, I think, so work might be more interesting there.
L: I guess so. It seems a shame, though. It's so nice here. Won't you miss the heat?
A: Yeah, probably, but I don't mind the cold weather so much. You get used to it after a while.
L: Mmm.
A: So what about your country? How are things there? Is it a good place to live?

**4** 90 Play the recording again. Ask students to choose the correct words, then work in pairs to compare their answers. In feedback, elicit answers from students and point out that the key words are often weakly stressed and difficult to hear.

**Answers**

| | |
|---|---|
| 1 at the | 5 twice |
| 2 in | 6 in |
| 3 last few months | 7 in |
| 4 back home | 8 while |

**5** Organise the class into pairs or small groups to discuss the questions. In feedback, elicit ideas and write any really useful phrases on the board.

**Optional extra activity** Ask students to work in pairs to read through the audio script on page 208 and underline three phrases they would like to learn. Ask students, in groups, to say why they selected the phrases.

## GRAMMAR Time phrases and tense

**Aim**
**to check students' understanding of how to use time phrases and the tenses they are usually used with**

**6** Read through the information in the Grammar box as a class. Then organise the class into pairs to find sentences with the time phrases in the audio script on page 208 of the Student's Book, and match them to the tense they are used with. Monitor and note how well students understand the rules.

- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 184.

**Answers**
1 I'm actually going back to Canada in a few months. (a)
2 The economy's doing quite badly at the moment. (a)
3 Unemployment has gone up quite a lot over the last few months. (b)
4 I'm not sure I'm going to have a job in a year's time. (d)
5 It used to be cheaper in the past. (c)
6 Inflation's gone up over the last two years. (b)

**G Students complete Exercise 1 in the Grammar reference on page 184.**

**Answers to Exercise 1, Grammar reference**
1 over the last five years, since last year, in the last six months
2 at the moment
3 last month, three months ago, the other week, when I was young
4 in two years, in three months' time

## Background language notes for teachers: time phrases and tense

Understanding which time phrase goes with which tense helps students understand how to use the tense itself. For example, *at the moment* is used with the present continuous specifically because that tense is used to describe things happening now. Encourage your students to make that link between time phrase and tense.

**7** Ask students to complete the sentences individually first before comparing their answers with a partner. Monitor and note how well students use the language, prompting them to self-correct.

**Answers**
1 is doing
2 has fallen
3 has gone up
4 used to be
5 is going to be
6 is … losing
7 is going to fall
8 used to be
9 is getting
10 used to have

## Teacher development: correcting at an accuracy stage

Written accuracy practice stages are opportunities for students to think about what they have learnt and show that they understand and can use language. It is a time to work with other classmates to clarify and confirm understanding, and to ask the teacher questions. As a teacher, use the opportunity, as students work, to look at what they are doing, to prompt and encourage students to think about how to correct themselves, and to make decisions about whether you need to go over rules again, revise rules, or move on to more demanding practice. Try to be flexible, moving on when things are easy, but going over things again when they are hard.

**8** Organise the class into groups to discuss the sentences. Monitor closely and correct errors or examples of good language use that you could focus on in feedback.

**G For further practice, see Exercise 2 in the Grammar reference on page 184.**

**Answers to Exercise 2, Grammar reference**
1 The prime minister has been losing / has lost popularity in the last year.
2 I used to spend a lot more money in the past.
3 I got a loan from the bank the other month.
4 The recession is getting worse at the moment.
5 They are going to / will invest more in schools over the next five years.
6 He lost his job three years ago.

**Optional extra activity** Ask students to write their own personalised sentences using time phrases from this lesson. Alternatively, ask them to write five personalised sentences (three of which are true, two of which are false) and ask them to compare sentences with a partner and guess which of their partner's sentences are probably false.

**Communicative activity worksheet** The photocopiable worksheet on page 253 can be used at this point or at the end of the unit for further practice of time phrases and tense.

## Developing conversations

### Comparing prices

**Aim**
**to introduce and practise ways of comparing prices**

**9** Read through the information in the box as a class. Ask students to complete the sentences 1–4.
• Ask students to work in pairs to compare their completed sentences and write follow-up sentences for 5–8. In feedback, elicit and check answers. Go with students' ideas for the prices, which will depend on the country they are talking about.

**Possible answers**
1 suit
2 packet
3 can
4 laptop
5 A litre is twice the price in my country.
6 A good pair of shoes costs … .
7 A smartphone is much more expensive in my country.
8 A kilo costs … .

### Background language notes for teachers

You may need to revise comparative forms here (see page 168 of the Student's Book, Unit 2 of the Grammar reference). Remind students that we use *-er* with one-syllable adjectives and *more* with adjectives of two or more syllables. Remind them that we can use words like *much, a lot* and *far*, and words like *a little* or *a bit* to intensify or weaken the comparative.

**10** Organise the class into new pairs to prepare and practise conversations. Depending on your class, ask them to write a dialogue first before trying to improvise further dialogues, or ask them simply to improvise dialogues following the example. Practice makes perfect, so encourage the students to repeat dialogues and to spend lots of time getting their dialogues right. Monitor and help with ideas, prompting students to correct and improve.

**Optional extra activity** Once they have had lots of practice, ask some pairs to act out example dialogues for the class.

**11** Organise students into groups to share their own experiences. You could start them off by giving some examples from your own experience first.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** This is an opportunity to bring together several parts of the lesson and for students to practise talking about the economy and quality of life.
• Organise students into pairs and ask them to decide on which roles to take. Give students four or five minutes to read their role cards, and to think of what to say. When students are ready, ask them to talk.

**13** Tell students to change roles and act out a new conversation following the instructions. In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

29 Refer students to the video and activities on the DVD-ROM.

### Teacher development: using the video

The video and activities on the DVD–ROM can be used in various ways:
1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# MY INHERITANCE
## Student's Book pages 136–137

**Communicative outcomes**
**In this two-page spread, students talk about money, wills and inheritance.**

## Reading

**Aim**
**to read for general and specific understanding**

**1** Organise the class into groups of four or five. Focus students on the situation and the questions. Ask them to discuss the questions and in feedback, elicit any interesting things students discussed.

**2** Ask students to read the story and discuss the question with a partner. In feedback, ask the class to say why the author was surprised.

**Answers**
The author was surprised because her father had always seemed poor, they had little money and few possessions as children, but, in fact, he had left millions in his will.

**3** Ask students to discuss the questions with a partner. In feedback, ask the class to explain and justify their views.

**Answers**
1 *Money's silver, but a needle and thread is gold!* – practical skills, like being able to make or repair clothes, are more useful in life than money.
*Early to bed, early to rise, makes a man healthy, wealthy and wise* – if you get up early and do a good day's work, rather than staying up late having fun, you will do well in life.
*Never buy what you can borrow, never throw away what you can repair* – you can save money by doing this.
2 Their parents were caring and they did a lot of things together; the girls probably liked watching their dad make toy boats and making clothes with their mum, and spending time together. They might have complained about not having a TV, or soft drinks, and having to share a room.
3–5 Students' own ideas

**Optional extra activity** Ask students to discuss the sayings in the text, and ask them to say whether they agree with them or not. Write the sayings up on the board: 'Money's silver, but a needle and thread is gold!' 'Early to bed, early to rise, makes a man healthy, wealthy and wise'; 'Never buy what you can borrow, never throw away what you can repair.'

## Listening

**Aim**
**to practise listening for specific understanding**

**4** 91 Ask students to read the sentences and guess which might be true. Play the recording. Students listen and decide if the sentences are true or false. Let students compare answers in pairs. In feedback, elicit answers, and ask students what they heard which helped them reach their answers.

**Answers**
1 F (he earned the money and invested it
2 F (they more than doubled – they cost 8p and sold for £4.12)
3 T (a lot of it was left to a charity)
4 F (she had a happy childhood and she doesn't need the money)
5 T (it will help teenagers with problems)
6 F (she doesn't say what she will spend it on)

**91**
The lawyer continued reading. It seemed Dad had actually been a good salesman. He earned quite a good salary, but he just preferred to save it. And he had been good at investing money too. The most expensive technology he had was a radio, but he bought shares in some camera and electronic shops. In 1965, the shares cost eight pence each and he sold them 35 years later for £4.12 each.
Of the 2.7 million pounds he was leaving, he had decided to give two million to a charity that looked after teenagers with problems. The rest was divided between me and my sisters.
For a moment, I felt angry. Why hadn't he said anything? Why had we lived like poor people? Why was he giving the money to other children? But then I thought, it's stupid to think like that. Really, I had a happy childhood and I'm very happy now. I remembered my parents reading us books they'd borrowed from the library and the hours we played cards together. It was fantastic what my parents had done. The love we had was more important than money, but now maybe the money they saved can bring some love to others.
The only problem I have now is what to do with a quarter of a million pounds – when I honestly don't really need anything!

**5** Organise the class into pairs to discuss the statements. Give students two or three minutes to prepare ideas first, and monitor briefly to help.
• In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## VOCABULARY Money verbs

**Aim**
**to introduce and practise money verbs**

**6** Ask students to work in pairs to brainstorm words connected with money from the story and the audio script. Ask students to note all the words down and to think about what they mean. In feedback, you could categorise words in a map on the board. You will need to point out the strong stress in each word, and drill for pronunciation.

**Possible answers**
From the story: leave anything of value, buy, borrow, afford, money, silver, gold, wealthy, spends, saves, worth, having so little money, how much, nearly three million pounds
From the audio script: salary, save it, investing money, expensive, bought shares, cost eight pence each, sold ... for £4.12, 2.7 million pounds, give two million to a charity, giving the money to, the money they saved, a quarter of a million pounds.

### Teacher development: brainstorming and categorising words

When brainstorming words students know, or collecting words from a text (as in Exercise 6 ), it is a good idea to draw a mind map or spidergram on the board to clearly categorise the words. Here, for example, write *money* in the middle of the board and put a circle round it. Then draw four or five short lines from the circle and write *verbs, expressions, adjectives,* etc. at the end of each line. Then when you elicit words, categorise them according to each category. It makes words easier to copy, remember and revise.

**7** Ask students to complete the conversations. Let them compare answers with a partner before discussing as a class.

**Answers**
1 borrow, owe
2 saving
3 won, Invest, buy
4 give, earn
5 worth, left

### Background language notes for teachers

Students sometimes confuse *win* and *earn* (they may use the same word for both in their language). You win a prize / a lottery / a competition, but you earn money from working (e.g. *I earn £30,000 a year*).
*Worth* is actually an adjective (e.g. *It is worth a million pounds*).

**8** Ask students to discuss the questions in pairs.

**Answers**
1 with cash, by credit or debit card, by cheque
2 gas, electricity, water, telephone / mobile phone bills
3 when you have borrowed money from a bank or person
4 Many employees get paid at the end of the week or month, usually by bank transfer.
5 when you have borrowed money on your credit card, or from a bank, or when you have a mortgage
6 workmen and people who provide a service – plumbers, electricians, hairdressers, car mechanics, etc.
7 in class, at a lecture / a presentation / a talk
8 a coffee, lunch, petrol (after having a lift)

## PRONUNCIATION

**Aim**
**to practise the pronunciation of numbers**

**9** Organise the class into pairs to practise saying the numbers. Monitor and note how accurate they are.

**10** 92 Play the recording. Students listen and check their answers. Play the recording again and ask them to repeat.

**92**
1 Two million pounds
2 Seven hundred and eighty-one thousand
3 Six hundred and fifty-three
4 Nineteen sixty-five
5 Four pounds twelve
6 Two point seven
7 A quarter

### Background language and pronunciation notes

- In long numbers, the stress is on each of the numbers.
- Note the use of *and* which is inserted after the word *hundred*. Notice that both *hundred* and *thousand* are not pluralised.
- When saying prices, we can say, for example, *four pounds twelve* or *four pounds (and) twelve pence*.

**11** 93 Play the recording. Students listen and complete the sentences. Let them check their answers in pairs. Play the recording again if necessary, or play and pause.

**Answers**
1 £5.73
2 3.4%
3 700 million
4 $\frac{3}{4}$
5 825
6 360,000 euros
7 194,000
8 2051

93
1 The minimum wage at that time was five pounds seventy-three an hour.
2 Inflation fell to three point four per cent last month.
3 The government is going to invest seven hundred million in schools.
4 Three-quarters of the population own a car.
5 The new factory will create eight hundred and twenty-five jobs.
6 The house cost three hundred and sixty thousand euros.
7 We borrowed a hundred and ninety-four thousand from the bank.
8 We'll finally pay back the mortgage in twenty fifty-one.

**Optional extra activity 1** Ask students to write six other large numbers and to practise dictating them to a partner.

**Optional extra activity 2** Ask students to write a year that is important to them, a salary they once earned, a price they paid for an object that is important to them, and a large number that has a special importance. Ask students to tell a partner what they wrote and why.

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** Organise the class into groups of four or five to discuss the questions. Allow two or three minutes' preparation time first, and monitor to help students with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

# MONEY, MONEY, MONEY!
# Student's Book pages 138–139

**Communicative outcomes**
**In this two-page spread, students will practise discussing and roleplaying money problems.**

## Listening

**Aim**
**to listen for general understanding and to listen for phrases in a text**

**1** Organise the class into groups of four or five. Ask them to read and discuss the situations. Elicit ideas briefly.

**Possible answers**
a arguments over pocket money, arguments over jobs the teenager does for money in the home, cost of things teenager wants or needs for school, having / not having a job to earn money
b bill higher than expected, problems sharing the bill, forgetting wallet or money, credit card not accepted
c losing money, being robbed, problems exchanging money or accessing money from banks or bank machines, not understanding exchange rates
d cost of living, cost of childcare, cost of clothes and equipment
e only takes cash not cards, haggling over price, paying too much for something
f having no cash, needing to call bank, possible cyber theft

**2** 94 Play the recording. Students listen and match each conversation to one of the situations. Let students work in pairs to compare ideas and discuss the follow-up tasks.

**Answers**
1 b The man offers to pay the bill, but he left his wallet in a jacket; the woman will pay, but she will need to pay by credit card, if they take them.
2 e The price they ask is ridiculously expensive, and there is a mark on it; the woman doesn't buy it.
3 a The teenager wants to buy a car, but has no money; the parents offer to pay half, and he will borrow the rest from the bank.
4 f The credit card has been cancelled because of fraud; a new card is being sent out and insurance will cover the stolen money.

94

**1**

A: Yes, sir?
B: Can we get the bill, please?
A: Certainly. One moment.
B: Thanks.
C: How much is it?
B: Don't worry. I'll get this. It's my treat.
C: Are you sure? I don't mind paying half.
B: No, really. It's fine. After all, I asked you out.
C: Thanks. It's really kind of you.
B: Oh no!
C: What's up?
B: I've just realised I left my wallet in my other jacket. It's got all my credit cards and cash in it! I'll have to go and get it.
C: Don't be silly. It's too far to go. I'll pay today.
B: Are you sure? I'll pay you back as soon as I can, I promise.
C: No, it's fine. Honestly. Oh! Wow! Right. That's a lot! I hope they accept my credit card!

**2**

D: That looks great on you.
E: Really?
D: Yeah. Really suits you.
E: Maybe. How much is it?
D: Well, it's vintage sixties.
E: Sorry?
D: It's very old. From the nineteen sixties. It's hard to find things like that in this condition.
E: Oh. Yes. So how much?
D: Let's call it 200.
E: Pounds?
D: Yes, of course pounds.
E: Two hundred pounds! But it's not in perfect condition. Look – there's a mark here.
D: OK. So let's say 180.
E: No, sorry. It's too much. Thank you.
D: OK, OK. The best price I can manage is 150. Any lower than that and I'll lose money.

**3**

F: But if I don't buy it, someone else will.
G: So you've said, but a thousand pounds is a thousand pounds.
F: I know, but if I don't have a car, then I'll have to keep getting the bus into town. And that's not cheap either. Fares have just gone up.
G: OK, OK. Look, you did well in your exams and we'd be happy to help, but it is a lot of money. You're working now, so why don't you pay half?
F: I would if I could, Mum, honestly, but I haven't managed to save much yet!
G: Well, maybe we can borrow some money from the bank.
F: Really? Oh, that'd be brilliant!
G: And you can pay us half back when you have the money, OK?

**4**

H: Your card was cancelled because of some irregular activity that we noticed.
I: Irregular activity? What do you mean?
H: Well, for instance, did you have lunch in Singapore last week?
I: No. I've never been there in my life.
H: Exactly. We suspect that your card was copied sometime last month and that someone then used it overseas.
I: Oh no! How did they manage to do that? And will I get a refund?
H: Everything is covered by your insurance and we're sending out a new card today. You'll receive your new PIN number after you get the card. They're sent separately for security reasons.

**3** 94 Start students off by eliciting the first missing word. Then ask students to complete the rest of the sentences in pairs. Play the recording again, playing and pausing if necessary, until students have completed all the sentences. In feedback, point out the weakly stressed words that students may have found it hard to hear.

**Answers**

1 treat
2 up
3 left
4 condition
5 mark
6 manage
7 Fares
8 managed
9 borrow
10 irregular
11 suspect
12 insurance

## Background language notes for teachers

*it's my treat* = I'll pay for this as a kind of 'gift' to you
*What's up?* = What's the problem?
*fares* = the price of tickets on buses and trains, etc.

**4** Ask students to discuss the questions in groups of four or five. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Ask your students to prepare a dialogue for one of the other situations in Exercise 1 of this section.

## GRAMMAR Time clauses

**Aim**
**to check students' understanding of how we start time clauses with words like *when* and *as soon as***

**5** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the questions. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 184.

**Answers**
1 as soon as I get paid; when you have the money; after you get the card
2 future
3 present
4 *will / can* + infinitive

**G Students complete Exercise 1 in the Grammar reference on page 184.**

**Answers to Exercise 1, Grammar reference**

| | |
|---|---|
| 1 when | 6 before |
| 2 until | 7 As soon as |
| 3 After | 8 when |
| 4 until | 9 as soon as |
| 5 before | |

### Background language notes for teachers: time clauses

The key thing for students to recognise here is that we use the present form in the clause after words like *when* and *as soon as*, even when the clause refers to future time.

**6** Ask students to work individually to choose the options. Elicit the first answer to get them started. Let them compare their answers with a partner before checking in feedback.

**Answers**

| | |
|---|---|
| 1 I'm | 6 you get |
| 2 are you going to do | 7 I'll pay |
| 3 arrive | 8 I leave |
| 4 I'm going to move | 9 We'll support |
| 5 you have | 10 I'll call |

**7** Organise the class into new pairs to think of and write endings for the sentences. Set a time limit of five minutes, then elicit ideas.

**Possible answers**
1 cook dinner / have a shower.
2 buy a car / go on holiday.
3 do another course / go home.
4 travel round the world / go to New York.
5 I'm fluent / I pass all the exams.

**G For further practice, see Exercise 2 in the Grammar reference on page 184.**

**Answers to Exercise 2, Grammar reference**
1 We'll obviously discuss the deal with everyone before we~~'ll~~ **make** a final decision.
2 (correct)
3 We **will / can** have something to eat when we get home.
4 After you~~'ll~~ **register**, you'll be able to access your account online.
5 (correct)
6 (correct)
7 Inflation **will continue** to rise until the government does something about it!
8 I **will** believe in UFOs **when** I see one with my own eyes! / I **won't** believe in UFOs **until** I see one with my own eyes!

## VOCABULARY Dealing with banks

**Aim**
**to introduce phrases used when talking about banking**

**8** Ask students to complete the collocations. Let them compare their answers in pairs before going through the answers in feedback.

**Answers**

| | |
|---|---|
| 1 open | 5 transfer |
| 2 take out | 6 pay |
| 3 make | 7 cancel |
| 4 change | 8 charge |

**9** Ask students to work in new pairs to memorise the collocations, then test each other.

**10** Ask students to discuss the questions in pairs. Monitor and note how well students understand the meanings here. In feedback, elicit ideas and check any words students had problems with.

**Possible answers**
1 when you get married, or if you live with other people and share bills
2 to buy a car, to start a business, to move house
3 if they are charged unfairly, if service is poor, if money has gone from their account
4 if they have a new card and they want a PIN they can remember easily, or if they think someone has found out their PIN
5 if it is lost or stolen
6 if the goods haven't been supplied, or the service hasn't been carried out

## Speaking

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**11** Organise the class into pairs to prepare and act out their roleplays, following the instructions in the Student's Book. Monitor and help with ideas and vocabulary.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Web research activity** Ask students to find a webpage belonging to a UK bank (e.g. Barclays, HSBC, NatWest). Tell them to note down as many money collocations as they can from the page to share with the class.

## Sounds and vocabulary review

**Aim**
**to practise the sounds /ɪ/, /ɔɪ/, /ə/ and /əʊ/; to revise collocations**

**12** 95 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of the vowel sounds.

95
/ɪ/, /ɔɪ/, /ə/, /əʊ/, /rəʊ/, /ləʊ/, /rɪdʒ/, /gɪdʒ/, /rəns/, /ʃən/, /dʃɔɪ/, /plɔɪ/

**13** 96 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recording again, but students should be able to write complete sentences after two or three listenings.

96
1 What's the average salary?
2 Can I borrow fifteen euros?
3 I don't know what the local currency is.
4 They won't win the election.
5 It was a joint decision to go.
6 The interest on our mortgage is low.
7 Thanks. I owe you a favour.
8 Youth unemployment is almost 50%.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**Sounds and correction**
Both the diphthongs /ɔɪ/ and /əʊ/ are made with rounded lips. To make /əʊ/ the lips narrow and tighten.

**14** Organise the class into teams of four to six. Give students five minutes to prepare collocations. When students are ready, ask them to compare and discuss with other groups.
- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

# 16 EVENTS

## Speaking

**Aim**
**to set the scene and introduce the theme with a photo; to get students talking about special events**

**1** Start by telling the class that in this unit they're going to be learning how to describe different kinds of parties and events, ask and answer linked questions, explain major historical events in a country's history, say dates and talk about special days.

- Ask students to look at the photo on pages 140–141. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Organise the class into pairs to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Possible answers**
It is on the main square (Zócalo) in Mexico City. The people are dressed in Aztec costume because the festival has its origins in Aztec culture.

### Culture notes

The photo actually shows dancers clad as the ancient Aztecs performing a ritual dance at Mexico City's Zócalo (the main square) for the celebration of All Saints' Day and the Day of the Dead. Although now merged with Christian traditions, the festival has its origins in an Aztec festival dedicated to the goddess Mictecacihuatl.

**2** Organise the class into groups of four or five. Ask students to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

## HAVE A FEW FRIENDS ROUND!
## Student's Book pages 142–143

**Communicative outcomes**
**In this two-page spread, students will practise describing parties and events.**

## Vocabulary

### Describing parties and events

**Aim**
**to introduce and practise ways of describing types of parties**

**1** Ask students to work in pairs to complete the sentences. Elicit the answer to the first one as an example. In feedback, go through the answers and use definitions and examples to show meaning.

**Answers**
1 housewarming
2 leaving party
3 wedding reception
4 launch
5 friends round
6 surprise

### Background language notes for teachers

*a housewarming party* = a party to celebrate moving into a new house or flat
*a leaving party* = a party when somebody leaves a job
*a wedding reception* = a party after a wedding
*a launch party* = a party to celebrate a new product or company
*have friends round* = have a small informal gathering at home
*surprise party* = a party for somebody who didn't know it was going to happen
*hold a party* = have a party at your place or organise a party

**2** Organise the class into pairs to discuss their experience of parties. In feedback, elicit ideas and ask students to share their experiences with the class.

### Teacher development: collocation

A good way of getting students to build their vocabulary is to get them to brainstorm or research (using dictionaries) as many words and phrases that go with one word or set of words as they can.
Lots of words collocate with *party*, for example. Write the word in the middle of the board and ask students to give you verbs, nouns and adjectives that go with the word.

verbs: *go to, invite someone to, have, hold, (give, throw), have / hold a party for* (someone)
nouns: *a birthday party, a Christmas party*
adjectives: *a great / brilliant party, a boring party, a fun party*

**Optional extra activity** Ask students to make a list of other types of party, e.g. *a family party, a farewell party, a children's party, a fancy dress party, a dinner party.*

**3** Ask students to match each question to two answers. Elicit the answer to the first one as an example. Let students work in pairs to compare their answers. In feedback, go through the answers and use definitions and examples to show meaning.

**Answers**
1 g, h
2 c, j
3 e, i
4 b, f
5 a, d

## Background language notes for teachers

*background music* = music that is played quietly, that people aren't really listening to
*venue* /'vɛnjuː/ = place (for a party or event)
*no-one was mixing* = no-one was talking to people they didn't know – they were just staying in their own little groups
*buffet* /'bu feɪ/ = party food which is placed on a table so that you can serve yourself (help yourself)
*clear the dance floor* = when a DJ (disc jockey) puts on music that nobody likes or nobody can dance to, then it clears the dance floor (everybody sits down)
*pick at* (food) = eat small amounts of food

**4** Start by checking the structure *What ... like?* (see below). Organise the class into pairs to think of other ways to answer the questions. In feedback, elicit ideas and write up any interesting ideas.

**Possible answers**
1 It was great fun. / It was a bit disappointing.
2 It was really big and very cool. / It was dark and crowded.
3 It was delicious / disgusting / boring.
4 It was modern / loud / dull / old-fashioned.
5 They were friendly / reserved / interesting.

## Background language notes: *What ... like?*

We use *What ... like?* to ask someone to describe something. If we ask about people, it specifically means we want to know about their personality rather than their appearance. Here, *like* is a preposition and goes after the thing or person being asked about. Watch out for students making the error of trying to use *How ...?* instead of *What ... like?* It is possible to say *How was the party?* or *How was the food?* but it means *Was it OK?* or *Did you enjoy it?* – it isn't used to ask for a detailed description.

**Optional extra activity** Ask pairs to practise asking *What ... like?* questions in pairs. Tell them to improvise dialogues about a party they went to.

## Listening

**Aim**
**to listen for general and specific understanding; to listen for specific chunks of language in a text**

**5** 97 Give students a moment to read through the situation and questions.
• Play the recording. Students listen and note their answers. Let students compare their answers with a partner before discussing as a class.

**Answers**
**Conversation 1**
1 a wedding reception
2 one of the speaker's oldest friends
3 in a castle on the coast
4 amazing venue and excellent music
**Conversation 2**
1 a housewarming
2 a friend of the speaker
3 in a flat in a converted church
4 great at first, warm, friendly people, then her ex-boyfriend arrived
**Conversation 3**
1 a dinner party
2 the speaker's
3 at the speaker's home
4 lovely

97
**1**
A: Did you have a nice weekend?
B: Yes, it was great, actually.
A: Yeah? What did you do?
B: One of my oldest friends got married on Saturday, so I went to the wedding in the afternoon and then the reception later on. It was really good.
A: Oh yeah?
B: Yeah. They hired an old castle on the coast for it. It was an amazing venue. And they had a big buffet there, with really good food, and a DJ and everything.
A: That sounds great. What was the music like?
B: Excellent. I was expecting typical wedding reception music, but this DJ played lots of modern things as well. The dance floor was full all evening.
**2**
C: Did you do anything last night?
D: Yeah, I did, actually. I went to a friend's housewarming. She's just moved into this new place. It's an amazing flat – in a converted church. It's a really impressive place.

C: Oh, wow! So what was the party like? Was it good?
D: It was great to begin with, yeah. All the other guests were lovely. Everyone was really warm and friendly and very easy to talk to, but then my ex arrived with his new girlfriend.
C: Oh no!
D: Yes, and to make things worse, she was absolutely gorgeous!
C: Oh, you poor thing! That's awful.
D: I know. It ruined the night for me, to be honest. I didn't stay much longer after that.

**3**

E: So what did you do last night? Anything interesting?
F: Yeah, I had a little dinner party.
E: Oh really? What was the occasion?
F: There wasn't one. I just felt like inviting some friends round and cooking for them.
E: Nice. So how did it go? Was it good?
F: Yeah, it was lovely. It was nice to see people and chat.
E: How many people came?
F: Twelve.
E: Wow! That's a lot of cooking.
F: I know! It took me ages to get everything ready.
E: Did you cook everything yourself?
E: Yeah.
F: You must be a good cook.
E: I don't know about that! I just follow recipes.
F: So what did you do?
E: Well, for starters, I did grilled aubergines covered in yoghurt and served with a slightly spicy sauce and then ...

**6** 97 Ask students to discuss the adjectives briefly in pairs. Play the recording again. Students listen and note the conversations they heard the words in. Let students compare their answers in pairs. In feedback, point out the stress on the words and note which words were hard to hear in continuous speech.

**Answers**
Conversation 1: typical (wedding reception music); modern (things – music); full (dance floor)
Conversation 2: impressive (place); lovely (guests); easy to talk to (guests); gorgeous (girlfriend)
Conversation 3: lovely (evening); grilled (aubergines); spicy (sauce)

**7** Ask students to discuss the questions in pairs. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
• In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Ask students to find and note interesting collocations that interest them from this listening lesson.

## Developing conversations

### Linked questions

**Aim**
**to introduce and practise linked questions**

**8** Read through the information in the box as a class.
• Ask students to match the questions 1–8 to the connected questions a–h. Elicit the first match to get students started, and point out that they need to use lexical, not grammatical clues to help them match. Let them compare their answers in pairs. In feedback, elicit answers.

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

### Background language notes for teachers

*go on till* = continue up to (a certain time)
*go according to plan* = go in the way that people intended
*How did it (the party) go?* = we use *go* here to ask about how something happened (in a particular way); you can answer: *it went well* or *it didn't go very well at all*
Note that we often use *round* when we talk about visiting people's homes, e.g.
*I just felt like inviting some friends round.*
*My parents are coming round tonight.*

**9** It is a good idea to check that students are clear about the need to make either positive or negative responses before doing this activity. Model the dialogue with a reliable student to show the class how to do it. Organise the class into new pairs to improvise dialogues.
• Monitor and note how well and accurately the students use the new language, and correct errors as you hear them. In feedback, ask students with interesting dialogues to share them with the class.

**Optional extra activity** Turn this into a mingle. Students walk round and improvise conversations with four or five different students.

## Conversation practice

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**10** This is an opportunity to bring together several parts of the lesson and for students to practise describing parties.
• Ask students to prepare notes on parties they remember, using words or short phrases on a piece of paper or in their notebook. Monitor and help with ideas and vocabulary.

**11** Once students have ideas, ask them to practise conversations in pairs. Encourage them to repeat them three or four times – practice makes perfect. Tell them to take turns to play each role. Listen for errors, new language or interesting conversations to use in feedback.

- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

30 Refer students to the video and activities on the DVD-ROM.

## Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

1 as an alternative to the conversation practice
2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
3 at the end of the unit as a revision exercise.

# A BRIEF HISTORY
# Student's Book pages 144–145

**Communicative outcomes**

**In this two-page spread, students read a fact file about the history of Britain and an article about Kazakhstan, and practise describing the history of their country.**

## VOCABULARY Historical events

**Aim**

**to introduce and practise words to describe historical events**

**1** Start by writing *Romans, Vikings, Parliament, EU* and *UN* on the board. Ask students to say what they know about them. Then ask students to work in pairs to complete the fact file. Elicit the word for the first space as an example. In feedback, go through the answers and use definitions and examples to show meaning.

**Answers**
1 was established
2 invaded
3 won
4 was killed
5 lasted
6 ruled
7 became
8 join

**2** Ask students to work in pairs to talk about their countries using the words in bold. In feedback, elicit examples from your students' history. If you have a mixture of nationalities in your class, use the opportunity to get students to tell each other a little about their countries' history.

## Culture notes

- The Romans occupied Britain (called *Britannia* by the Romans) from 43 AD to 410 AD.
- Vikings invaded from what is now Denmark, southern Sweden and Norway in the eighth and ninth centuries. From the ninth through to the eleventh century they occupied an area called the Danelaw, which included much of northern and eastern England.
- Charles I was beheaded after his defeat in the Civil War, and Britain was ruled as a protectorate under Oliver Cromwell until Cromwell's death and the peaceful return of Charles II (Charles I's son) from exile in France in 1660.
- In the nineteenth century, the British Empire included India, Burma (now Myanmar), Malay (modern Malaysia), Canada, Australia and many regions of Africa (Kenya, Uganda, South Africa, Zambia, etc.). Between 1945 and the 1970s, most countries won independence.
- The EEC stands for European Economic Community. It was founded in 1959 and changed its name to the EU (European Union) in 1993.

## Reading

**Aim**
**to practise reading for detail; to introduce and check the use of articles**

**3** Ask students to read the introduction to the article (on the green panel) and discuss the questions in pairs before discussing as a class. In feedback, write up students' facts and opinions about Kazakhstan on the board. You can refer back to these and discuss whether they were correct or not after the students have read the whole text.

**4** Ask students to read the article and find answers to the questions. Let students compare their answers in pairs before discussing as a class.

**Answers**
1 since the Stone Age
2 The nomadic lifestyle ended during the 1800s when the country was occupied by Russia. In Soviet times, people were forced to live on farms. Now, the economy has grown because of oil and gas.
3 1991
4 oil and gas production; exporter of other natural resources
5 and 6 Students' own ideas

## Culture notes

*Stone Age* = the period when humans used stone tools: it lasted roughly 3.4 million years, and ended between 8,000 and 4,000 years ago when we started using metal tools instead
*Silk Road* = The trade route from China across Asia to Persia and India and then on to Arabia and Europe. It extended over 4,000 miles and was first developed over two thousand years ago to carry silk products from China.
Genghis Khan – a 13th-century Mongolian warrior who conquered much of Asia, including China and Persia
Soviet Union – From 1917 to 1991, the Soviet Union was a communist bloc made up of a number of countries that are now independent (Russia, Ukraine, Latvia, Estonia, Lithuania, Armenia, Georgia, etc. as well as Kazakhstan). During that time, agricultural life was collectivised, so people were expected to live and work on large state farms, and large towns and cities developed.
Astana – Kazakhstan's capital is a planned city, designed by a Japanese architect. It only became the capital in 1997, and it was only given the name Astana in 1998 (previously, it was a much smaller town called Akmola). Its buildings are new, modern and futuristic, and built with oil and gas money.

**5** Ask students to work in pairs to find and underline the prepositions and the phrases they go with. In feedback, ask students to say how the preposition works.

- Elicit one or two examples to get pairs started, then ask them to come up with as many alternative phrases as they can in four or five minutes. In feedback, elicit ideas and write good ones on the board.

**Answers**
The name comes **from** a word meaning 'free spirit'.
Islam was introduced **by** the Arabs.
**Over** the next 200 years, the unique Kazakh culture developed.
This traditional lifestyle changed **during** the 1800s.
This led **to** fighting and a civil war.
Kazakhstan became part **of** the Soviet Union.

**Optional extra activity** Before reading, ask students to look at the photos and the title and to predict what the text is about.

## Background language notes: prepositions

Point out how the prepositions are being used in the text, and the collocations with other words (*comes from, led to, part of*), the use of *by* + agent (here, the people that did the action) with passive forms, and the prepositions of time *over* and *during*, which are both used with a period of time.

**Optional extra activity 1** Ask students to listen to dates from the fact file and the article and to practise saying them. Read out the following list and ask students to write them down. Read them out again and ask students to repeat them:
*1219 1800s 1916 1920 1991 1997*
*16th century 20th century 22nd March*
*16th December January 1649*

**Optional extra activity 2** Ask students to write down three important dates from their country's history and to tell other students what they are and why they are important.

**Web research task** Ask students to research and find the dates of the following: the end of WWII, the Middle Ages, Christmas Eve, American Independence, the death of Shakespeare and Cervantes, the anniversary of the fall of the Berlin Wall.

**Communicative activity worksheet** The photocopiable worksheet on page 254 can be used at this point or at the end of the unit for further practice of historical information and dates.

## Grammar Articles

**Aim**
**to check students' understanding of how to use articles**

**6** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the sentences. Monitor and note how well students understand the way articles work.

• In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 185.

**Answers**
1 there is only one ninth largest country
2 one of several examples – there are other exporters
3 one of several and not important which it is – there are other borders
4 the Arabs (there are no others); the eighth century (there was only one)
5 there was only one Soviet Union
6 if it is 'the only thing' then there is only one

**G Students complete Exercise 1 in the Grammar reference on page 185.**

**Answers to Exercise 1, Grammar reference**

| | |
|---|---|
| 1 a | 7 a |
| 2 the | 8 The |
| 3 the | 9 the |
| 4 a | 10 an |
| 5 the | 11 the |
| 6 the | 12 The |

## Background language notes for teachers: articles

• Students often have significant problems with articles. This might be because they aren't used in their language (Russian or Japanese, for example, don't have articles at all) or because they are used very differently (French and Italian use the definite article with most nouns, so these students tend to over-use *the*). A way of making students aware of how English differs is to get them to translate example sentences into their language and to comment on the differences.
• Students need to get the hang of the basic rule for *the* and *a* – there is nothing else it can be (*the)* or it is one of several examples (*a*).
• Other uses can be learnt as fixed expressions (e.g. places: *the United States, the River Nile* but *Europe* and *London*).

**7** Elicit the first option from the class to get students started. Then ask students to work individually to choose options before comparing with a partner.

**Answers**
1 **The** best day of my life was **the** day I got married. (only one special day; we always use *the* with superlatives)
2 **The / A** day I will never forget is when I met President Putin. (both possible – *The* if it is the only day or *A* if you see it as one of many days you will never forget)
3 I've never seen **a** whale in the wild, but I'd love to. (there are many whales)
4 I'd love to go to **the** United States and see **the** Grand Canyon one day. (we use *the* with some place names that have a common noun in the name, e.g. *the United* ***Kingdom****, the United* ***States****, the Grand* ***Canyon****,* 185 *the Soviet* ***Union***)
5 I'm glad to say, I've never broken **a** bone. (we have several bones)
6 **The / A** left-wing party won **the** last election here. (*The* if there was only one left-wing party; *A* if there was more than one left-wing party; there was only one most recent election)
**The** party's leader is quite young. (refers back to the party that won the election)

**8** Ask students to prepare their own sentences first before comparing with a partner. You could model a few examples of your own to show students what sort of things to say.

**G For further practice, see Exercise 2 in the Grammar reference on page 185.**

**Answers to Exercise 2, Grammar reference**
1 He died during **the** Second World War.
2 I think it's very important to study ~~the~~ history .
3 Our friends have **a** lovely cottage in the Black Forest.
4 I'm meeting **a** friend of mine later.
5 One day I'd love to try and climb ~~the~~ Mount Everest.
6 My father is **a** pilot, so he's away from home a lot.
7 ~~The~~ Happiness is more important than money.
8 I don't like ~~the~~ eggs. I don't know why. I just don't.

## SPEAKING

**Aim**
**to practise language from the lesson in a free, communicative, personalised speaking activity**

**9** This is an opportunity to bring together several parts of the lesson and for students to practise using articles in a realistic context.
• Organise the class into groups of four or five to prepare the task by discussing ideas. If your students come from a variety of countries, ask them first to decide which country to discuss, or tell them to share ideas about all of their countries. Monitor and help with ideas and vocabulary.
• In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

**Optional extra activity** Ask students to write a short article about their country based on their ideas from the discussion.

## A DAY I'LL NEVER FORGET
## Student's Book pages 146–147

**Communicative outcomes**
**In this two-page spread, students will listen to a conversation about memorable events, and talk about important days in their own lives.**

## Speaking

**Aim**
**to set the scene and introduce the theme of the listening; to get students talking about special dates**

**1** Organise the class into pairs or small groups to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity.

**Optional extra activity** Write three important dates from your life on the board. Ask students to guess why they are important and / or to ask you questions to find out why they are important. You could make it more challenging by saying that you can only say *yes* or *no* in response to their questions.

## Listening

**Aim**
**to practise listening and note-taking; to listen for chunks of language in a text**

**2** 98 Play the recording. Ask students to listen and take notes. Let students compare answers in pairs before discussing as a whole class.

**Answers**
Speaker 1: April the 21st, Kartini Day – the day that Raden Ajeng Kartini was born in 1879
Speaker 2: the day the speaker spent a night in the house where her great-grandmother was born
Speaker 3: June the 25th – the anniversary of the day that Michael Jackson died (in 2009)
Speaker 4: the day the speaker climbed Mount Kinabalu in Malaysia
Speaker 5: March the 24th – the anniversary of the day that the speaker's sight was restored

98
1 We call April the 21st Kartini Day. It's the day that Raden Ajeng Kartini was born in 1879. She's very important in Indonesia because she fought for women's rights and against sexual discrimination at a time when we were very much second-class citizens. She set up the country's first all-girls school and really helped to change the country for the better. There's still some way to go, sure, but it's important to remember her life and celebrate it every year.
2 My great-grandmother on my mum's side was Ukrainian. We never met, as she died before I was born, but a few years ago my mum and I decided to go on a trip to the village that she came from. We spent a night in the house she'd been born in, which was very moving. The people were very welcoming and I felt a real connection with the place. It was incredible – a day I'll never forget.
3 June the 25th will always be a very special day for me as it's the anniversary of the day that Michael Jackson died. His death in 2009 was a real tragedy and I still feel his loss today. I know he was a controversial figure, but he touched the lives of millions of people all over the world. One of my biggest regrets is that I wasn't able to go to Los Angeles for his memorial service. I wanted to be there, but I just couldn't afford to buy a ticket from Bulgaria.
4 When I was 23 or 24, I spent six months travelling round South East Asia. It was an amazing time in my life and I had lots of great experiences, but perhaps the day I remember best was when I climbed Mount Kinabalu in Malaysia, one of the highest mountains in the region. We started climbing at midnight, with a local guide, and we reached the peak just as the sun was coming up. It was incredibly beautiful.
5 March the 24th is a very special day for me as it's the anniversary of the day that my sight was restored. Thirteen years ago, my eyes were severely damaged in an accident at work and I was told I'd never see again. However, two years ago, I agreed to have this special new operation. It was still in the experimental stage, but amazingly, it worked, and thanks to my surgeon, I can now see my two kids. I'll always be grateful for that!

**3** 98 Ask students to try to remember the missing words in pairs. Play the recording again. Ask students to listen and finalise the answers. Organise students into pairs to discuss and check their answers. In feedback, point out words that were hard to hear because of weak or unusual pronunciation.

**Answers**
1 a against sexual discrimination
  b way to go
2 a my mum's side
  b a real connection
3 a the anniversary of
  b a real tragedy
4 a in the region
  b reached the peak
5 a sight was restored
  b thanks to my

**4** Organise the class into pairs to discuss the questions.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

## GRAMMAR Verb patterns (*-ing* or infinitive with *to*)

**Aim**
**to check students' understanding of how to use verb patterns accurately**

**5** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the correct pattern for each of the verbs in the box in Exercise 5. Monitor and note how well students understand how to use verb patterns.
- In feedback, elicit the students' answers. Then ask them to check in the Grammar reference on page 185.

**Answers**
Infinitive with *to*: agree, arrange, decide, fail, hope, offer, plan, promise, refuse
*-ing* form: avoid, can't stand, consider, enjoy, finish, mind, miss, practise, recommend

**G Students complete Exercise 1 in the Grammar reference on page 185.**

**Answers to Exercise 1, Grammar reference**
1 to take
2 to become
3 writing
4 speaking
5 to take, trying
6 working
7 to meet
8 working, to do

**6** Elicit the first verb from the class to get students started. Then ask them to work individually to complete the sentences before comparing their answers with a partner and with the audio script on page 210 of the Student's Book.

**Answers**
1 to change
2 to go
3 to be, to buy
4 travelling
5 to have

**7** Read through the information in the Grammar box as a class. Then organise the class into pairs to discuss the meaning of the different patterns. Monitor and note how well students understand the change of meaning depending on the pattern.
- In feedback, elicit the students' answers.

**Answers**
In 1, 3 and 5 the meaning is basically the same.
In 2, *remember* + *-ing* means you have memories of something that happened in the past (often good or bad memories) but *remember to phone* means you are reminding yourself or someone else to phone in the future.
In 4, the use is comparable to 2. *Stopped buying* means you used to buy the products before, then stopped. *Stopped to buy* means you were doing something else, then stopped in order to buy something.

**8** Organise the class into small groups of three or four. Give students a few minutes to choose and prepare their topic, then ask them to share their thoughts with the rest of the group. Monitor and help with ideas and vocabulary at the preparation stage.
- As students speak, note down errors, particularly with the use of verb patterns, and do an error feedback stage at the end of the discussion.

**G For further practice, see Exercise 2 in the Grammar reference on page 185.**

**Answers to Exercise 2, Grammar reference**
1 I've decided not **to go** to university.
2 (correct)
3 Do you mind **waiting** here for a few minutes?
4 I don't really enjoy **shopping** for clothes.
5 I spent nine months **travelling** round Africa.
6 (correct)
7 (correct)
8 I'm considering **looking** for work overseas.
9 (correct)
10 Sorry we're so late. We stopped **to have** lunch on the way.
11 Can you please stop **making** so much noise?
12 (correct)

## Speaking

**Aim**
**to provide communicative speaking practice in a personalised activity**

**9** Give students four or five minutes to prepare ideas. Monitor and help with vocabulary and encourage students to make brief notes to guide them when they talk.

**10** Organise the class into new groups of four or five to discuss their special day. Students take turns to speak. Encourage the others to ask questions to find out more about each student's special day. Monitor and note errors and examples of good language use which you could focus on in feedback.

- In feedback, ask different pairs to tell the class what they discussed.
- Once you have given feedback on content, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**Optional extra activity** Instead of asking students to talk about their own special days, ask them to imagine they witnessed special days in history. For example, they could imagine they were present on VE Day in London (the end of WWII) or the day their country became independent, or the day the Berlin Wall fell. Ask students to prepare answers to the questions in Exercise 9 and to speak as if they were there at the event.

## Sounds and vocabulary review

**Aim**
**to practise consonant clusters; to revise collocations**

**11** 99 Play the recording. Students listen and repeat the sounds, paying attention to the pronunciation of consonant clusters.

> 99
> /graʊ/, /klɪə/, /skrɪ/, /stæ/, /blɪ/, /fre/, /pre/, /spaɪ/, /trə/, /aʊnd/, /end/, /əsts/

**12** 100 Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note down words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them but students should be able to write complete sentences after two or three listenings.

> 100
> 1 They played some nice background music.
> 2 The DJ almost cleared the dance floor.
> 3 Women still face a lot of discrimination in the workplace.
> 4 A new government was established after the war.
> 5 On my birthday, I had some friends round for dinner.
> 6 The organisation of the whole event was very impressive.
> 7 I cooked my special spicy chicken dish.
> 8 You should try the traditional breakfasts here.

## Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see the Teacher development section in Unit 1).

**13** Organise the class into teams of four to six. Give students five minutes to prepare their collocations. When students are ready, ask them to compare and discuss with other groups.

- In feedback at the end, build up a list of some of the best collocations on the board.

**Optional extra activity** Play noughts and crosses. Draw a noughts and crosses table on the board. Write a key noun from this lesson in each of the noughts and crosses squares. Divide the class into two teams. Team X must win a square by giving a correct collocation with the word in the square. Wipe out the word and write in an X. Team O must win a different square by giving you a correct collocation with the word in the square. If either team gives an incorrect collocation, put the other team's symbol (X or O) in the square. The winning team is the first to get three Xs or three Os in a row.

## VIDEO 8: COLUMBUS AND THE NEW WORLD

## Student's Book page 148

**1** Lead in to the topic by asking students to look at the pictures and say what they can see. Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board. Encourage students to justify their opinions and argue their cases.

**2** 31 Give students time to read through the task first. As students watch the video, they should take brief notes about how the words are connected to Columbus. Let them compare their notes in pairs and explain the significance of the words to one another before discussing as a class.

**Answers**
spices: Columbus wanted to find a better route to the east to get spices more easily
a new route: Columbus wanted to find a new route to Asia
three ships: Columbus took three ships on his voyage
a month: after a month at sea the sailors on the ships wanted to turn back
a new continent: when Columbus arrived in the Americas he didn't know he was on a new continent
Indians: Columbus called the people he met Indians, because he thought he was in India
Native Americans: Columbus met native Americans – the original people who lived in the Americas
gold / parrots: Columbus brought back gold and parrots from the New World
the high point: Columbus's discovery was the high point of his life
disappointed: Columbus was always disappointed that he didn't find a new route to the east
the Vikings: reached America 500 years before Columbus

**3** 31 Organise the class into pairs to discuss the true and false questions. Play the video again and ask students to check answers. Let them compare answers in pairs before discussing as a class.

**Answers**
1 F (educated people knew this, but not everyone)
2 T (the King and Queen of Spain had to give him money)
3 T (they were about to give up and turn back)
4 F (it was the island of **San** Salvador, in the Bahamas)
5 T (he thought he was in Asia)
6 F (he returned three times)
7 T (he died 'a disappointed man' because he hadn't found a route to the east)
8 F (he died 14 years later)

**4** Ask students to work individually to choose the correct options. You could elicit the first answer as a class to get students started. Let students compare answers in pairs. In feedback, revise rules for articles and verb patterns if students have problems.

**Answers**
1 to study
2 to find
3 the
4 to give
5 a
6 a, the, the
7 the
8 the

31
Christopher Columbus was born in Italy in 1451. At that time, educated Europeans realised that the earth wasn't flat as some people thought. They knew that it was round. When Columbus was a young man he decided to study geography and go to sea. Columbus wanted to find the answer to a major problem. Europeans wanted spices from India and China. However, it cost too much money to carry these products from the East using the traditional land and sea routes. Columbus wanted to find a new sea route from Europe to Asia. He now knew that the earth was round. Because of this, Columbus thought he could reach the East by sailing west. However, he needed a lot of money to find out if he was right. In 1492, Columbus persuaded King Ferdinand and Queen Isabella of Spain to give him money for the voyage. He received enough money for three small ships: the Niña, the Pinta and the Santa Maria.
Columbus then sailed west but he didn't know what was waiting for him. On October 9th, after a month at sea, the sailors were very tired of looking for land; they wanted to go back. Finally, Columbus agreed. He said that they would look for land for three more days. If there was still no land, they would go back to Europe. Then, on October 12th 1492, just three days later, a sailor on the Pinta cried out. He could see land! It was a small island in the Bahamas. Probably the island known today as San Salvador. Columbus and his sailors got into a small boat and went to the island. There, they walked onto the land that would one day be called the Americas. Columbus didn't know he was on a new continent. He thought he was near the coast of Asia in the islands of the East Indies. He even called the people who came to meet him 'Indians'. Because of this, people incorrectly called Native Americans 'Indians' for hundreds of years. Columbus returned to Spain. He brought gold, parrots and other things from the New World to show the King and Queen. For him, this was the high point of his life as a sailor. Columbus made three more voyages to the New World, but in the end he didn't achieve what he wanted. He didn't find a new route to bring spices from Asia to Europe. Columbus was a disappointed man when he died on May 20th 1506.

Today, there are still many concerns about Columbus' voyage. For hundreds of years, people believed Columbus was the first European to reach America. We now know that the Vikings reached North America 500 years earlier than Columbus. It's also true that Columbus found a new world for Europeans to explore, but in the end this exploration caused many problems for Native Americans. Columbus made 1492 one of the most important years in world history. Important for both good and bad reasons. However, one thing is certain, on October 12th 1492, the new world and the old changed for all time.

**5** This exercise offers students the chance to relate the topic of the video to their own general knowledge.

- Give students time to prepare a topic individually. Monitor and help with ideas, facts and vocabulary.
- Organise the class into small groups to share their ideas.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

## Understanding fast speech

**6** 32 Tell students to work on their own for a few minutes to practise saying the extract. Then play the video extract. Students listen and compare what they said.

**7** Encourage students to practise saying the extract several times.

## REVIEW 8
## Student's Book page 149

**Answers**

**1**

| | |
|---|---|
| 1 used | 6 a |
| 2 when | 7 played |
| 3 in | 8 stand |
| 4 being | 9 get |
| 5 the | 10 a |

**2**

1 used to go swimming
2 until I've discussed
3 must remember to call
4 has fallen since
5 rising at the moment

**3**

1 taking, to wait
2 has fallen
3 'm going
4 to get, cats
5 I'll phone, have
6 talking, attention
7 when I was a kid
8 a student, the bills

**6**

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

**7**

**banks:** cancel my card, charge interest, a mortgage
**historical events:** become independent, a civil war, an empire, establish a city, a republic
**parties:** an amazing venue, a buffet, cold and distant, a housewarming

**8**

| | |
|---|---|
| 1 into | 5 on |
| 2 in | 6 over |
| 3 on | 7 into |
| 4 by | 8 from, to |

**9**

| | |
|---|---|
| 1 set | 5 afford |
| 2 launch | 6 security |
| 3 economy | 7 average |
| 4 unemployment | 8 background |

**101 and answers to Exercise 4**

1 To be honest, I avoid talking to him if I can help it.
2 I guess it'll take some time before I get used to it.
3 He's a computer programmer based in the States.
4 I'm going to go back as soon as I save enough money.
5 He always promises to help, but then he fails to keep all his promises.
6 I'm currently living at home, but I'm planning to leave after I graduate.

# AN INTRODUCTION TO WRITING IN *OUTCOMES*

In this section we will look at two broad reasons for writing in a foreign language: to practise and play, and for the real world. We explain what we mean by them and how they may differ in teaching, tasks and feedback.

**Practice and play** The first reason for writing in a foreign language is simply to practise new language, experiment and learn more English. Writing may have significant benefits for students learning English. In contrast to speaking, students have time to plan what they want to say; they can look words up in a dictionary, they can check and re-write grammar and they may be more able to see how English works. That might then give benefits in terms of their overall competence in English.
Writing for the purpose of practice and play does not depend on any particular genre or standard organisation; it could be short sentences, paragraphs, dialogues, etc.; it could be about anything the student wants or it could be on a theme the teacher chooses; it could be random connections of sentences – true or imagined. Some grammar and vocabulary tasks in the Student's Book are of this nature, with students having to complete sentences using their own ideas. Below are some more tasks. The ideas focus on revising language, but it doesn't have to be so. Here are some ideas your students could try:

- Write a diary about your day, trying to include new words or structures that you've learnt.
- Write five to ten lines of English every day about anything you like.
- Write every day / week about a story in the news you saw or read about.
- Write a poem or story using a new word you've learnt.
- Write a conversation based on one you had with someone during the class.
- Write an imagined conversation with someone you know, based on a topic you've studied.
- Write an imagined conversation that takes place in a particular place.

As these kinds of writing tasks are unconnected to any particular genre, they require no 'teaching' or preparation, and can be set at any time. In terms of feedback, you may want to simply write a personal response to what the student wrote such as, *This really made me laugh* or *That's interesting*. Alternatively, you could engage in a dialogue with the student by asking them genuine questions, which they answer in writing. You may want to correct aspects of the key structure or words that they practised, or use common errors from different students as a way to re-teach language in class. However, we feel correction should be kept to a minimum with these kinds of texts. The aim is not assessment, it is to encourage students, to engage with them and get them to play with language.

**For the real world** The second broad reason for writing is that students need to write a specific kind of text for an assessment or for a 'real life' task such as sending an email. These texts are generic in some way. They often have specific vocabulary (including large chunks or expressions) or grammar connected with them. They also have rules about the way they are presented, how they are paragraphed and ordered and other aspects of discourse. The problem for foreign learners of English is that these rules of discourse might be different in their languages. Unlike speaking, where listeners might accept errors because they can see other things to help interpret the message, with writing a reader may misunderstand a message or even be offended when the rules or conventions of a genre are broken. For this reason, students need careful preparation for writing such texts, and feedback should be more thorough.
The writing units in the Student's Book aim to provide this careful preparation. They are based on genres commonly tested in international exams such as PET, FCE and IELTS, or on functional writing tasks we may perform at work or when studying in an English-speaking context.

## WHAT'S IN *OUTCOMES* WRITING UNITS?

Each double-page spread teaches a different style of writing. You can follow them in any order or do them after every two units in the main Student's Book. The units have the following sections.

**Speaking** The units aim to be interactive. Speaking activities provide a warmer, relate to the topic, discuss the text types or may be part of planning for writing.

**Writing** The writing sections present model texts. While there may be some basic comprehension questions around these, the main focus is noticing useful language for the genre and how the texts are organised.

**Key words** This section focuses on words / expressions which link sentences and clauses and give texts coherence. They follow a similar pattern to grammar exercises, with a short explanation or guided questions and a controlled practice.

**Vocabulary and grammar** There are often short grammar or vocabulary sections if there is a close relation to the text type. Note there's *no* link to the Grammar reference.

**Practice** This is a task for students to write a similar kind of text to the one they looked at in **Writing**, and to incorporate some of the other language they have learnt in the unit. This section can be set as homework or be done in class. Doing the practice in class can be interactive, particularly if using a 'process writing' approach.

**Process writing**
Process writing approaches focus on the fact that good writers often go through several stages to produce a good piece of writing. They may:

- brainstorm ideas
- write a plan
- write a draft
- discuss their draft with someone
- write a second draft
- put it through a spell-checker
- have corrections made by someone
- write the final draft.

Obviously, we don't always go through these stages when we write, but in the case of our students, having different stages and allowing for more than one draft gives more opportunity for teaching and learning. In fact, brainstorming and planning stages are often included in **Practice** or at some other stage of the lesson. However, there is no reason why any of the stages above shouldn't be done in pairs in class. Another way you might want to incorporate a process approach is to give the **Practice** task for homework *before* they do the actual writing lesson. They then re-write their work in light of what they learn.

**Marking and feedback**
There are a number of options available to teachers to mark and give feedback on students' writing.

**Using symbols** You can mark essays using symbols above the inappropriate word or grammar. Here are some examples:

- t = wrong tense
- wf = wrong word form (e.g. noun not adjective)
- col = wrong collocation (e.g. the noun is the right meaning but doesn't go with the verb)
- voc = you have the wrong word (it makes no sense here)
- prep = you need a different preposition
- pl = plural is wrong or should be plural
- sp = wrong spelling
- wo = the word order is wrong
- art = the article is wrong or absent

The idea of doing this is to make students notice their errors and try to find answers. You could do this as pairwork in class. It may help them to become more aware of their common errors and edit their own work more carefully. The difficulty is that mistakes don't fit neatly into categories and students may still get the language wrong. You should mark the text again.

**Re-formulation** You may simply want to cross out and re-write things that are 'wrong' in the text. This may have the advantage of teaching students the correct language (though note they may still be unclear *why* it was wrong). It may also be time-consuming for you and demoralising for students if they see lots of crossing out.
In this case – and indeed with all cases of teacher feedback – you need to strike a balance. At Pre-intermediate level, students should already be able to write a simple connected text on a familiar topic, such as a personal letter describing experiences, hopes and plans, and giving reasons for their opinions. They should be able to connect sentences in simple ways with *because, so, but,* etc. and link elements into a connected sequence. You may need to reformulate ideas and give more guidance where students are attempting more complex sentences. With other text types you may also need to help students with the standard phrases and organisation related to the genre.
**Content and structure** When you mark the texts you could ignore 'grammar' and individual vocabulary mistakes and focus only on whether the writing answers the question and is organised well. You simply write comments on the writing or at the end. This is often quicker for you, the teacher.
Marking this way trains students to appreciate the importance of these aspects of writing over basic 'accuracy'. Readers in fact will often ignore mistakes if the overall structure of the text is clear and the content is relevant, logical and / or interesting.
However, students will want to know if their writing is correct unless you clearly warn them beforehand that you'll only deal with content and structure.

**Peer correction** Students can also give feedback. Get them to read each other's writing and evaluate the texts and / or suggest changes. To do this they really need a 'mark scheme'; this could be a list of statements they tick or adapt such as:

- *I enjoyed this.*
- *I wanted to know more about ...*
- *I didn't understand the bit about ... .*
- *You used some words / grammar I didn't know how to use.*

Another way is to give them marking criteria from an established source such as the FCE exam. Check they're not too difficult for your students.

The advantage of peer correction is that it's interactive and based on genuine readers' responses. It's also easy on the teacher! However, it is not so good for dealing with language, apart from general statements, as students may not trust each other's judgement – often with good reason! However, it is a useful stage and may save you time by reducing mistakes or inconsistencies before you come to mark the texts.

## Writing and portfolios

Whichever way you choose to correct the students' texts, we suggest you get students to re-write them. This would guarantee that the students focus on their errors and produce an improved text which they could then keep in a portfolio. Portfolios of work are recommended by the Common European Framework of Reference (CEFR) and can provide evidence of students' progress and level.

# WRITING LESSONS ANSWER KEY

## 1 ORGANISING IDEAS
## Student's Book pages 150–151

**2**

1 tiring
2 well-paid
3 brilliant
4 boring
5 satisfying
6 technical
7 lonely
8 part-time

**5**

*pressure* = being expected to do more than is comfortable
*relax* = to rest and feel calm
*experiment* = a test to see how something works, or to try out something new
*impatient* = always wanting to have things done more quickly
*stressful* = causing anxiety and worry
Marta mentions being lonely because she works on her own a lot. It's tiring, she often has to work long hours and she feels under pressure from her bosses. She doesn't like being in the same place all the time, she would like a job where she could get more exercise.

**6**

1 Firstly, I have to
2 Secondly, there's
3 what's more, it's tiring
4 Thirdly, my bosses
5 finally,

**8**

Accept any logical suggestions, but the following are some ideas about what Luc might enjoy about a job as a car mechanic:
working on cars, repairing cars, mending things, solving problems, doing a practical job, working with his colleagues, dealing with customers, not working in an office

## 2 ANECDOTES
## Student's Book pages 152–153

**2**

Good things: they had a great chat, Scott's dish was OK, they changed Kaori's meal quickly and the new one was nice
Bad things: the restaurant was crowded, Kaori's meal was awful, the musicians were next to them so they couldn't have a conversation, the bill included the dishes they sent back

**3**

1 during 2 while 3 when

**4**

1 during
2 When
3 During
4 While
5 when
6 when

**5**

1 the dinner
2 Scott
3 The restaurant
4 life in California
5 Kaori's dish
6 dish
7 the waiters
8 dish

**6**

1 it
2 it
3 it
4 mine
5 hers
6 them
7 her
8 it
9 It
10 one

**7**

1 obviously
2 unfortunately
3 luckily
4 amazingly
5 Sadly
6 Stupidly

## 3 PERSONAL PROFILE
## Student's Book pages 154–155

**2**

1 Glynn might be doing a course in Czech, and Maureen is probably doing a course to teach English, and a course to improve her French.

**3**

1 *As well as* is at the start of the sentence. *Also* is directly before the main verb.
2 *As well as* is often followed by an *-ing* form, or it can be followed by a noun. It can come after a clause (e.g. *I speak some Russian* ***as well as speaking*** *Welsh and English*).
*Also* can be after the subject, or after the auxilliary verb if there is one (***I am also having*** … or ***I also have*** *French lessons*).
3 In the first sentence there is a comma before the main clause. If the two parts of the sentence were swapped, there would be no comma. There is no comma with *also*.

**4**

1 also
2 As well as
3 also
4 also
5 As well as
6 As well as

**5 possible answers**

1 CV or job application
2 to introduce yourself
3 introduction to a blog
4 application for a course
5 to introduce yourself
6 to introduce yourself

**8**

1 go
2 doing
3 went
4 has
5 have visited

## 4 DESCRIBING PLACES
## Student's Book pages 156–157

**2**

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

**3**

1 modern
2 humid
3 lively
4 polluted
5 noisy
6 green

**4**

1 d 2 c 3 a 4 b

**6**

1 really / very
2 really
3 a bit
4 a bit
5 really
6 very / really

**8**

1 so
2 because
3 so
4 because
5 because
6 because

## 5 POSTCARDS
## Student's Book pages 158–159

**1**

All the words are connected to cruises.

**2**

1 Sarah is enjoying the holiday, she likes seeing lots of sights and having lots of activities on the ship. Bruce is not enjoying it as much, he doesn't seem to be enjoying the sightseeing and would prefer to have more time on his own with Sarah. They both agree that the food is really good.

**3**

Bruce might prefer a quiet, relaxing beach holiday.

**4**

1 Wish you were here
2 Hope you're all well.
3 Can't wait to tell you about it.
4 Here we are in Panama.
5 Looking forward to seeing you soon.
6 Greetings from Greece.
7 Writing this in a café.
8 Having a great time here in London.

**5**

1 Despite
2 although
3 although
4 Despite

**6**

1 despite the rain
2 Although it was crowded
3 Although we were really tired
4 despite being really sunny
5 despite having a headache

## 6 PLANS AND SCHEDULES
## Student's Book pages 160–161

**1**

Work with any ideas the students come up with, depending on their background and work / study experience. The suggested answers below give some ideas, and the schedule in the email in Exercise 2 also matches the activities in the pictures.

a It's the start of the meeting, the man on the right is greeting people, he might be the manager / director.
b A woman is giving a presentation to the group. She may well be describing trends in sales of a product. She might be from the sales department.
c A brainstorming session, maybe as a follow-up to the presentation. The people have split up into groups. They might be discussing strategy in light of the presentation, *what we really need to do next is ...*
d Lunch or dinner after a hard morning's / day's work. They may well now be making small talk, catching up with news, or continuing with the brainstorming they started earlier.

**2**

1 is
2 meet
3 starts
4 move
5 gives
6 continue
7 begin
8 present
9 feed back
10 break

**3**

c

**5**

1 is
2 leaves
3 don't land
4 does, arrive
5 break
6 lasts
7 don't start
8 does, end

**6**

1 until
2 Then
3 until
4 until, after that
5 until
6 then
7 until
8 after that / then

## 7 COMPLAINTS
## Student's Book pages 162–163

**2**

1 headphones
2 screen
3 button
4 volume control

**3**

1 crack
2 slow
3 damaged
4 properly
5 received
6 battery, recharge
7 faulty

**4**

1 very serious
2 quite serious
3 not very serious
4 very serious
5 quite serious
6 quite serious
7 very serious

**5**

1 Further to
2 enquire
3 purchased
4 requested
5 numerous
6 received
7 not at all satisfied with
8 Yours faithfully

**6**

The address of the person writing goes at top right, or across the top if it is headed writing paper. The address of the person receiving the letter is at top left, and the date is below that on the right. A letter starts *Dear Sir / Madam* and ends with *Yours faithfully* when you don't know the name of the person you are writing to.
Paragraph 1 states reason for writing.
Paragraphs 2 and 3 outline the history of the problem and makes a complaint.
Paragraph 4 says what action is expected from the company, and what action the author will take.

**7**

1 formal complaint about
2 from your store
3 the following day
4 I was having
5 brand new player
6 after-sales service

**9**

1 but
2 However
3 however
4 but

## 8 INVITATIONS
## Student's Book pages 164–165

**4**

1, 3, 4 show informality; 2 and 5 are used in more formal writing.

**6**

| | | | |
|---|---|---|---|
| 1 MF | 6 LF | 11 LF | 16 LF |
| 2 MF | 7 LF | 12 MF | 17 LF |
| 3 LF | 8 LF | 13 MF | 18 MF |
| 4 LF | 9 MF | 14 LF | 19 MF |
| 5 LF | 10 MF | 15 MF | 20 MF |

**7**

Phrases 2, 3, 6, 14, 19 are likely to be at the start of an invitation.

**8**

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

**9**

1 when
2 If
3 if
4 unless
5 when
6 unless

# GRAMMAR REFERENCE ANSWER KEY

## 1 JOBS
## Student's Book pages 166–167

### Present simple and present continuous

**Exercise 1**

1 what do you do?
2 How's your job going at the moment? ... We're working
3 do you start, I usually leave, get up
4 is doing
5 I'm looking
6 I'm doing

**Exercise 2**

1 **Are** your friends staying in a hotel or with you?
2 **I** sometimes **cycle** to work.
3 (correct)
4 Karen knows the guy who **owns** that restaurant.
5 We **aren't getting** much work at the moment, unfortunately.
6 (correct)

### Present simple and present continuous for the future

**Exercise 1**

1 What are you doing on Saturday?
I'm meeting a friend for dinner.
2 Is your boyfriend coming to the party tomorrow?
He has to work late.
3 Are you busy this afternoon?
I've got several appointments with clients.
4 We're going to Italy in the summer.
How long are you staying there?
5 There's a meeting later ... Are you going?
I don't need to go.

## 2 SHOPS
## Student's Book pages 167–168

### Past simple

**Exercise 1**

1 1 did you do 2 stayed 3 spent
2 1 Did you get 3 Did they have
2 bought 4 were
3 1 Did you have 6 told
2 was 7 paid
3 went 8 didn't say
4 did you go 9 was
5 Was it

**Exercise 2**

1 I didn't **see** anything
2 Where did you **get** them?
3 What did he say?
4 (correct)
5 and I **did** too
6 I **broke** a glass
7 after we **left**
8 Why **weren't** you
9 neither **did** I.
10 when I **took** it out

### Comparatives

**Exercise 1**

1 larger
2 thicker, better
3 more comfortable, nicer
4 more convenient, expensive
5 better, earlier, as heavy

**Exercise 2**

1 The market is much cheaper than the supermarket.
2 My new job is better paid than my old one.
3 This school is much better than my local one.
4 People here are not as friendly as people in my country.
5 The shop isn't doing as badly as / is doing worse than last year.
6 The design of your phone is not as nice as mine.

## 3 GETTING THERE
## Student's Book pages 169–170

### Past simple and past continuous

**Exercise 1**

1 got on 4 met
2 bought 5 was driving
3 was still packing 6 were you going, saw

**Exercise 2**

1 1 went 4 I was having
2 offered 5 walked
3 decided 6 sat
2 1 did 6 put
2 was writing 7 started
3 was starting / started 8 rang
4 went 9 jumped
5 made 10 spilled

## Quantifiers with countable and uncountable nouns

**Exercise 1**

1 some, many
2 bit
3 any
4 plenty (or *lots*)
5 much, few
6 lot (*bit* is possible here, but it is unlikely that you would use it with *anger*)
7 any
8 no

**Exercise 2**

1 a few
2 too many
3 no
4 too few
5 a few
6 lot of

# 4 EAT
# Student's Book pages 170–171

## Present perfect simple

**Exercise 1**

1 went, Have you been, get
2 Have you had, I made
3 eaten, had, tasted
4 Have you visited, is
5 was, was, hasn't arrived

**Exercise 2**

1 a lost
b has lost
2 a have ... had
b had
3 a 've ... tried
b didn't try
4 a Have ... seen
b Did ... see
5 a 've known
b didn't know
6 a went
b haven't been

**Exercise 3**

1 Have you been here before?
2 Have you ever eaten chicken feet?
3 Have you tried that new restaurant?
4 Has Dave spoken to you about tonight yet?
5 Have you two been introduced?
6 How long has she lived there?

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

## *too / not ... enough*

**Exercise 1**

1 enough
2 too
3 enough
4 enough
5 too much
6 too
7 too many
8 enough

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

**Exercise 2**

1 The food was delicious and it was ~~too~~ really cheap.
2 Have you put **enough** salt ~~enough~~ in that soup?
3 They put too ~~much~~ **many** chillies in it for my liking.
4 I find it too bitter ~~for~~ to drink if I don't add any sugar.
5 (correct)
6 I don't think this pan is ~~enough~~ big **enough** to cook pasta for everyone.

# 5 RELAX
# Student's Book pages 172–173

## Plans and arrangements

**Exercise 1**

1 to watch, to get
2 are ... doing, 're meeting, to see
3 having, having, hire
4 're playing, to play

**Exercise 2**

1 I might call you later.
2 What are you going to do?
3 We're thinking of having a meeting about it.
4 I'm not going to go on holiday this year.
5 I might not be in class tomorrow.
6 Where are you thinking of staying?
7 I'm going to go fishing this weekend.
8 What are you thinking of going to see?
9 I may not come. It depends how I feel.

## Superlatives

**Exercise 1**

1 the worst
2 thickest
3 the most generous
4 the busiest
5 the most interesting
6 the saddest
7 the most disgusting
8 the widest

**Exercise 2**

1 He's the nicest person I've ever met.
2 It's the most exciting race I've taken part in.
3 That computer is the most reliable we have ever had.
4 This is the most complicated game I have ever played.
5 It's the funniest book I've read in a long time.
6 That is the smartest I've ever seen you look.

## 6 FAMILY AND FRIENDS
## Student's Book pages 173–175

### Question formation

**Exercise 1**

1 does, Has
2 Do, do, Did
3 do, are
4 are, Have

**Exercise 2**

1 (correct)
2 Which battery ~~do~~ lasts longer?
3 Who ~~did~~ gave you this?
4 (correct)
5 (correct)
6 What ~~did~~ happened to you? You're really late.
7 (correct)
8 Who ~~do~~ wants coffee? Put your hand up.
9 (correct)

**Exercise 3**

1 How old is your gran?
2 What kinds of things do you do at the weekend?
3 What film did you see last Friday?
4 How long have you lived here?
5 What questions did / do they ask in the exam?
6 What time are you leaving tomorrow morning?
7 How far do you travel to get to work?
8 How many students are there in your class?

### Similarities and contrasts

**Exercise 1**

1 all
2 both
3 Neither
4 both
5 of
6 us
7 all
8 them

**Exercise 2**

1 either
2 Neither, any
3 None
4 any
5 either
6 any
7 Neither, any
8 either

## 7 YOUR PLACE
## Student's Book pages 175–176

### *have to, don't have to, can* and *can't*

**Exercise 1**

1 have to
2 Do you have to
3 don't have to
4 can't
5 has to
6 can
7 Can you
8 don't have to / can

**Exercise 2**

1 I'm afraid we aren't able to help you with that.
2 It's not a palace or anything, but at least I'm able to pay the rent!
3 We have five bedrooms, so we are able to invite friends to stay, which is nice.
4 I think there's some kind of problem because I'm not able to enter the site.
5 She isn't able to sleep at the moment because she has very bad pain in her leg.
6 You're lucky you are able to stay with friends. It saves you a lot of money!
7 The clients called earlier and said they aren't able to make the meeting today.
8 He has to work overseas, but he is able to visit four times a year.

**Exercise 3**

1 We have to **tell** our landlord
2 My sister **can** stay with my uncle
3 My friend Juan **has** to find a new place to live.
4 You **don't** have to do it if you don't want to.
5 If you want, I can ~~to~~ drive you home.
6 but I **can't** afford it.

### *will / won't*

**Exercise 1**

1 'll
2 won't
3 'll
4 'll, won't, 'll
5 'll
6 'll, won't
7 will, 'll
8 'll, won't, 'll

**Exercise 2**

1 is coming
2 won't hurt
3 I'm just going to go
4 is getting
5 I'll help
6 I'm going, I'll post

## 8 EDUCATION
## Student's Book pages 176–177

### First conditionals

**Exercise 1**

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

**Exercise 2**

1 If I **go** to England, my English will get better.
2 You **won't** do well at the interview tomorrow ...
3 (correct)
4 If I find the website address, I **will** send it you later.
5 (correct)
6 If I **don't** go to university ...

### *had to / could*

**Exercise 1**

1 could
2 had to
3 didn't have to, have to
4 couldn't, had to
5 don't have to

**Exercise 2**

1 We **couldn't** come yesterday ...
2 (correct)
3 We **didn't** have to study English when I was at school.
4 I'm sorry I **wasn't** able to come to class last week.
5 ... we always **had to** stand up ...
6 (correct)
7 He **had** to retake the test twice before he passed.
8 The question was so difficult, I couldn't ~~to~~ answer it.
9 (correct)

## 9 MIND AND BODY
## Student's Book pages 177–178

### Giving advice

**Exercise 1**

1 Why don't you go on a diet?
2 You should put some cream on that rash.
3 What do you think we ought to do?
4 Why don't you phone and make an appointment?
5 Anyone taking drugs to improve their performance ought to be banned.
6 Maybe you should / ought to drink less coffee.

**Exercise 2**

1 shouldn't eat
2 should watch
3 should go, shouldn't, ignore
4 should do
5 shouldn't miss

### Imperatives

**Exercise 1**

1 Don't panic. Stay calm.
2 Don't whisper. Speak up. We can't hear you.
3 Be careful. Don't slip.
4 Don't just sit there. Do something.
5 Take your time. Don't rush.
6 Be quiet. Don't make so much noise.
7 Get up. Don't be so lazy.
8 Don't wait for me. Go ahead. I'll catch you up.

**Exercise 2**

1 Could you pour me some water, please?
2 You should try talking to someone about it.
3 Could you bring me the bill?
4 Could you help me carry these bags to the car?
5 You shouldn't drive if you're taking that medication.
6 You shouldn't call him now. It's too late.

## 10 PLACES TO STAY
## Student's Book pages 178–179

### Second conditionals

**Exercise 1**

1 1 c 2 e 3 a 4 f 5 d 6 b
2 1 The company has problems because the staff don't speak good English.
2 I don't like camping here because the weather isn't very good.
3 It's a nice hotel but the rooms aren't very child-friendly.
4 They don't have a branch in Brighton.
5 I don't have a lot of money so I don't stay in expensive hotels.
6 It didn't happen to me, it happened to someone else.

**Exercise 2**

1 was
2 I'd, wasn't
3 were, wouldn't, I'd
4 It'd, was
5 would be, wasn't
6 were, could

### *used to*

**Exercise 1**

1 used to
2 used to
3 never used to
4 usually
5 never used to, used to

**Exercise 2**

1 Last week, I **had to** study for my exams.
2 I used **to** work as a researcher for a drug company.
3 (correct)
4 I **never** used to (OR **didn't** use to) have lunch at school.
5 (correct)
6 Most Sundays, me and my kids ~~use to~~ watch a DVD at home together.
7 ... we **used to** go to the mountains ...
8 (correct)

## 11 SCIENCE AND NATURE
## Student's Book pages 179–180

### Past perfect simple

**Exercise 1**

1 had seen
2 had forgotten
3 had left
4 had been, hadn't met
5 hadn't told, had eaten
6 had done, had cheated

**Exercise 2**

1 After they **had had** one date, ...
2 I rang you as soon as I **had heard** the news.
3 I **had** never **been** on a plane until I went to Japan.
4 They **had had** an argument before I arrived, ...
5 I was fed up after I found out I **hadn't got** the job.

### Passives

**Exercise 1**

1 The test is repeated a number of times.
2 I am sent junk emails all the time.
3 It is usually made with lamb, but beef can be used.
4 Graphene could be used in mobile phones.
5 Stricter limits on pollution were introduced last year.
6 Two men were arrested after a bomb was found in their car.

**Exercise 2**

1 a fund b was funded
2 a catch b was caught
3 a broke b was broken
4 a Were you woken up b woke up
5 a are not allowed b allow
6 a gave b was given

**Exercise 3**

1 How **did** the accident **happen**?
2 (correct)
3 A dog ~~was~~ suddenly appeared in front of me.
4 Fortunately, none of us **was badly** hurt.
5 (correct)
6 Those batteries **didn't last** very long.

## 12 ON THE PHONE
## Student's Book page 181

### *just, already, yet, still*

**Exercise 1**

1 Have you spoken to the bank yet?
2 I haven't had time yet. I'll do it tomorrow.
3 She has only just graduated.
4 She is still trying to decide what to do with her life.
5 I'm afraid he isn't back yet.
6 Don't worry! I've already sorted out everything.
7 She has just handed the work to me this second.
8 He has already made $1 million and he's only 26!

### Reporting speech

**Exercise 1**

1 were installing
2 had tried
3 had already arrived
4 would be
5 could offer

**Exercise 2**

1 I wanted to work for them
2 my career goals were
3 I had spoken to
4 I had gone to school
5 if I had had many other interviews
6 if there was anything I wanted to ask / if I wanted to ask anything

## 13 CULTURE
## Student's Book pages 182–183

### Noun phrases

**Exercise 1**

1 1 war film
2 world war
3 quality of life
4 life guard
5 bookshelf
6 cookery book
7 university gym
8 member of a gym
9 friend from university

2 1 war films
2 world wars
3 (not possible)
4 life guards
5 bookshelves
6 cookery books
7 university gyms
8 members of a gym
9 friends from university

**Exercise 2**

2 shoe designer
3 my sister's shoes
4 fashion channel
5 fashion shows
6 cost of clothes
7 credit card bill

### Present perfect continuous

**Exercise 1**

1 I have been learning Chinese since I was eight.
2 I have been to / been going to the gym every day for the last two months.
3 They have been together for quite a long time.
4 The Social Democrats have been in power since the last election.
5 He has lived / been living there since last year.
6 I have been trying to find a job for months.
7 She has been making amazing films for quite a while now.
8 I haven't really liked much of her work since her first album.

**Exercise 2**

1 1 for
2 has produced
3 has been conducting
4 has had
2 1 has been writing
2 started
3 has won
4 since
3 1 loved
2 since
3 have been showing

## 14 STUFF
## Student's Book pages 183–184

### Relative clauses

**Exercise 1**

1 who
2 that
3 where
4 who
5 which
6 where

**Exercise 2**

1 Sertab Erener is a Turkish singer who won the Eurovision Song Contest in 2003.
2 Storaplan is a very trendy area where there are lots of nice shops and restaurants.
3 Sue Briggs was an English teacher who persuaded me to go to university.
4 A campsite is a place where you stay when you go camping.

5 Shostakovich was a Russian composer who wrote some amazing pieces of music.
6 Istanbul is a city where Europe and Asia meet.
7 What do you call those machines that do the washing-up for you?
8 I need to buy one of those things that you wear round your waist and keep money in.

## *must / mustn't*

**Exercise 1**

1 must / have to
2 must
3 mustn't
4 don't have
5 must
6 must / have to
7 must

**Exercise 2**

1 have to pay tax
2 aren't allowed to leave
3 mustn't forget to
4 must be very excited
5 can't enter

# 15 MONEY
# Student's Book page 184

## Time phrases and tense

**Exercise 1**

1 over the last five years, since last year, in the last six months
2 at the moment
3 last month, three months ago, the other week, when I was young
4 in two years, in three months' time

**Exercise 2**

1 The prime minister has been losing / has lost popularity in the last year.
2 I used to spend a lot more money in the past.
3 I got a loan from the bank the other month.
4 The recession is getting worse at the moment.
5 They are going to / will invest more in schools over the next five years.
6 He lost his job three years ago.

## Time clauses

**Exercise 1**

1 when
2 until
3 After
4 until
5 before
6 before
7 As soon as
8 when
9 as soon as

**Exercise 2**

1 ... before we ~~'ll~~ make a final decision.
2 (correct)
3 We **can / will** have something to eat when ...
4 After you~~'ll~~ register, you'll be able to ...
5 (correct)
6 (correct)
7 Inflation **will continue** to rise until ...
8 I **will** believe in UFOs **when** I see one ... / I **won't** believe in UFOs **until** I see one ...

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## Articles

**Exercise 1**

1 a
2 the
3 the
4 a
5 the
6 the
7 a
8 The
9 the
10 an
11 the
12 The

**Exercise 2**

1 He died during **the** Second World War.
2 I think it's very important to study ~~the~~ history.
3 Our friends have **a** lovely cottage in the Black Forest.
4 I'm meeting **a** friend of mine later.
5 One day I'd love to try and climb ~~the~~ Mount Everest.
6 My father is **a** pilot, so he's away from home a lot.
7 ~~The~~ Happiness is more important than money.
8 I don't like ~~the~~ eggs. I don't know why. I just don't.

## Verb patterns

**Exercise 1**

1 to take
2 to become
3 writing
4 speaking
5 to take, trying
6 working
7 to meet
8 working, to do

**Exercise 2**

1 I've decided not **to go** to university.
2 (correct)
3 Do you mind **waiting** here for a few minutes?
4 I don't really enjoy **shopping** for clothes.
5 I spent nine months **travelling** round Africa.
6 (correct)
7 (correct)
8 I'm considering **looking** for work overseas.
9 (correct)
10 Sorry we're so late. We stopped **to have** lunch on the way.
11 Can you please stop **making** so much noise?
12 (correct)

# TESTS

## UNIT 1 TEST

## GRAMMAR

**1 Choose the correct option.**

1 Janice and I *go / are going* to the seaside every summer.
2 Hi Katy. It's Mark. I *stand / 'm standing* outside your house. Open the door.
3 They *don't mind / aren't minding* the rain.
4 I *never watch / 'm never watching* horror films.
5 We *look after / 're looking after* the twins while their mum is at the theatre. She'll be back soon.
6 I *go / 'm going* to the gym at least once a week.
7 We *paint / 're painting* the bedroom walls this week. It's hard work!
8 Jerry *doesn't know / isn't knowing* Emily very well.

/ 8

**2 Complete the sentences about the future with two words. Use the word in brackets. Change its form if necessary.**

1 I _____ (meet) two old friends on Sunday for lunch.
2 Paul _____ (got) an exam next Friday.
3 Amy _____ (have) finish her essay on Monday.
4 Jo _____ (have) lunch with two clients at one.
5 I _____ (leave) as soon as the taxi gets here.
6 They _____ (need) get up early tomorrow.
7 Julia and I _____ (do) a Russian course together.
8 She _____ (play) tennis tomorrow.

/ 8

**3 Put the words in order to make questions.**

1 doing / are / What / weekend / next / you / ?

_____

2 get / time / he / What / up / does / ?

_____

3 working / you / enjoy / here / Do / ?

_____

4 your / Does / a / shop / own / brother / ?

_____

5 she / meeting / Penny / later / Is / ?

_____

/ 5

**4 Match the answers a–e to the questions in Exercise 3.**

a No, she isn't.
b No, he doesn't.
c I'm playing tennis with Jo.
d At eight.
e Yes, I do.

/ 5

## VOCABULARY

**5 Choose the correct word to complete each sentence.**

1 Peter _____ his own company.
a runs b works c makes
2 I work _____ a bank in the city centre.
a on b to c in
3 Are you working _____ any interesting projects at the moment?
a by b in c on
4 Fiona is _____ work experience in an office. She isn't getting paid.
a working b doing c making
5 My sister is a _____ who works nights at the hospital.
a nurse b pilot c soldier
6 Currently, Frank is doing _____ in electronics.
a a course b a company c a studio

/ 6

**6 Match each verb (1–10) to a noun in the box that it collocates with. You can use the words more than once.**

| a job | a meeting | staff | an interview |
|---|---|---|---|
| a project | a contract | | |

1 launch _____
2 sign _____
3 employ _____
4 apply for _____
5 arrange _____
6 lose _____
7 train _____
8 work on _____
9 agree _____
10 attend _____

/ 10

**7 Choose the correct option.**

1 We're currently *advising / negotiating* teachers on how to improve classroom behaviour.
2 I'm *organising / installing* a conference for all the company's sales staff.
3 My company is *attending / negotiating* a deal with an American multinational.
4 They are *doing / making* a lot of research into this new technology.
5 The workmen are currently *giving / installing* a new bathroom in the company offices.
6 I'm *working / doing* on a new project at the moment. It's really interesting.
7 I'm *attending / teaching* the students how to write in Arabic.
8 Henry often *gives / teaches* talks on local history.

/ 8

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## UNIT 2 TEST

## Grammar

**1 Complete the sentences with the correct past form of the verbs in brackets.**

1 I _____ (buy) this coat in the market last weekend.
2 We _____ (not know) where he was.
3 The meeting _____ (last) an hour.
4 It _____ (be) late when the match ended.
5 Terry and Sue _____ (go) skiing last month.
6 They didn't eat because they _____ (not be) hungry.
7 Danny _____ (break) his leg last February.
8 I left early, so I _____ (not see) the film.

/ 8

**2 Complete the sentences with one word.**

1 Tom is _____ tall as Bob.
2 My new car is much _____ reliable.
3 This table is bigger but _____ as nice. I think I'll buy the other one.
4 Jenny's _____ better at maths than Annie, but she doesn't work as hard.
5 They look the same. Perhaps the green one is a _____ smaller.

/ 5

**3 Complete the sentences with the correct comparative form of the word in brackets.**

1 Emma's cakes taste _____ (good) with cream on top.
2 It's _____ (difficult) to drive these old cars.
3 The city centre is _____ (busy) on Saturdays.
4 Sue feels _____ (bad) than she did yesterday.
5 I can see the island _____ (clearly) now it's stopped raining.

/ 5

**4 Complete the description with an appropriate form of the adjectives and verbs in brackets.**

**Souks**

In the Middle East and North Africa, open-air markets are called *souks*. The Khan el-Khalili souk in Cairo is [1] _____ (old) than most other souks. It first [2] _____ (open) its doors in the fourteenth century, and it [3] _____ (be) very important at that time because it [4] _____ (control) a lot of the trade in the world.
I [5] _____ (go) to the souk last year. It was much [6] _____ (large) and [7] _____ (interesting) than other souks I've visited.
I [8] _____ (not do) any shopping but I visited a great coffee house.

/ 8

## Vocabulary

**5 Add one word from the box to each list.**

| smart | leather | trousers | dark | ring |
|---|---|---|---|---|

1 materials: wool, _____
2 clothes: suit, _____
3 jewellery: necklace, _____
4 appearance adjectives: cool, _____
5 descriptions of colours: light, _____

/ 5

**6 Match the sentence beginnings 1–6 to the endings a–f.**

| | |
|---|---|
| 1 It looks | a a new suit. |
| 2 I wore | b for years. |
| 3 It'll keep | c you – you look lovely! |
| 4 It'll last | d very nice. |
| 5 It suits | e you very warm. |
| 6 It fits | f Katy – she's the right size. |

/ 6

**7 Choose the correct preposition.**

1 This bag is damaged. I'd like to get my money *back / from / off*.
2 I haven't taken the pullover *over / out of / out* its box yet.
3 It has been reduced in price *from / at / off* $20 to $15.
4 A lot of products are reduced *at / in / on* the sale.
5 I'm afraid the dresses are *about / for / out of* stock. We're going to order new ones.

/ 5

**8 Complete the sentences with the words in the box.**

| damaged | reduced | dropped | wide |
|---|---|---|---|
| service | bargain | fee | bid |

1 The books were _____ by the rain. You'll have to throw them out.
2 The shop is huge and they have a _____ selection of clothes to choose from.
3 We can bring the wardrobe to your door if you pay a small delivery _____.
4 All the clothes have been _____ in price because they're in the sale.
5 I _____ the tray and broke all the cups.
6 How much did you _____ for the painting at the auction?
7 They have a very reliable delivery _____. The orders arrive very quickly.
8 The holiday is a real _____. You can't get any other luxury holiday for this price.

/ 8

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## UNIT 3 TEST

## Grammar

**1 Complete the stories with the past simple or past continuous form of the verbs in brackets.**

A
While we [1] _____ (drive) back home last night, we suddenly [2] _____ (hear) a loud noise. It [3] _____ (be) the sound of a tree falling. We [4] _____ (stop) the car and [5] _____ (look) behind us. A huge tree [6] _____ (lie) in the middle of the road.

B
Joe [7] _____ (not know) why Deborah [8] _____ (not wait) for him at the bus stop when he [9] _____ (get) there. She was usually there at that time. He [10] _____ (just / start) to worry about her when he [11] _____ (see) her on the roof of the house across the road. What [12] _____ (she / do) there?

/ 12

**2 Choose the correct form to complete the sentences.**

1 Not _____ people know why Jill left her job.
a much b some c many
2 There are only _____ seats left, so hurry!
a a few b some c no
3 Have you got _____ biscuits?
a much b any c some
4 I don't have _____ money on me.
a much b some c many
5 There's _____ need to clean up.
a a few b no c many
6 Peter's been to _____ of different countries.
a a lot b a bit c a few
7 There weren't _____ good films on last week.
a some b much c many
8 We were only having _____ fun.
a plenty of b much c a bit of

/ 8

**3 Choose the correct forms to complete the dialogue.**

A: How [1] *did you get / were you getting* back home from the theatre last night?
B: Oh, we [2] *took / were taking* a taxi.
A: I guess there are [3] *no / any* buses at that time of night. Was the traffic bad?
B: No, we didn't have [4] *any / some* problems with the traffic.
A: There aren't [5] *much / many* taxis in town on a Sunday evening. How did you get one?
B: Well, you're wrong there! There were [6] *a bit of / plenty of* taxis near the theatre. I think the taxi drivers knew what time the play ended!

/ 6

## Vocabulary

**4 Match a–f to 1–6 to make compound nouns.**

| | |
|---|---|
| 1 a town | a ground |
| 2 a police | b roads |
| 3 a play | c about |
| 4 a round | d hall |
| 5 traffic | e station |
| 6 a cross | f lights |

/ 6

**5 Match the words in the box to the descriptions.**

a church a football ground a subway
a monument a playground a bridge
a crossing

1 Where do the children play at break time at school?
_____
2 Where can you cross over the river?
_____
3 Where do you go to watch matches?
_____
4 How can you go under the busy road?
_____
5 Where do religious people go on Sundays?
_____
6 Where can I walk across the road?
_____
7 What's the thing to remember people who died in the war?
_____

/ 7

**6 Match the two parts of the sentences.**

| | |
|---|---|
| 1 I booked | a on time. |
| 2 The plane landed | b through security. |
| 3 We got | c the queue. |
| 4 She joined | d my flight online. |
| 5 We went | e stuck in traffic. |

/ 5

**7 Complete the sentences with the correct form of the words in the box.**

charge hire cycle cancel tip park

1 Our flight was _____ because of the bad weather.
2 The airline _____ us more money because we had a lot of luggage.
3 We left a _____ for the waiters in the restaurant.
4 Karen _____ a car when she was on holiday so she could drive around.
5 It's impossible to _____ your car in the centre. It's too crowded.
6 I only use my bike on roads which have a _____ lane.

/ 6
/ 50

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## UNIT 4 TEST

## Grammar

**1 Complete the sentences with the present perfect form of the verb in brackets.**

1 I _____ (eat) out three times this week.
2 We _____ (not see) any James Bond films.
3 Jeff _____ (never / be) abroad in his life.
4 _____ (you / ever / have) Japanese food?
5 Katy _____ (not find) her watch.
6 _____ (Tom / ever / go) skiing?
7 I _____ (never / have) the chance to go to Disneyland.
8 _____ (they / meet) Anne?
9 We _____ (cook) pasta for lunch.
10 Which countries _____ (you / visit) recently?

/ 10

**2 Choose the correct option.**

1 Tim *sent / has sent* Joe an email yesterday.
2 Graham *stayed / has stayed* there twice before, and wants to go again.
3 When *did you go / have you been* to Australia?
4 I *never played / have never played* rugby in my life.
5 Last weekend, I *met / have met* Louise at the Grand Café.
6 *Did you ever lose / Have you ever lost* an important piece of jewellery?
7 A few years ago, I *ran / have run* the London Marathon.
8 I *never was / have never been* married. But perhaps one day I will get married.

/ 8

**3 Complete the sentences with two words. Use *too* or *enough* and any other words necessary.**

1 We have twelve guests for dinner, and there are _____ _____ plates. Can you buy some more?
2 There is _____ _____ sugar in this tea. It's really sweet!
3 Some students aren't taking the exam because they are _____ good _____ .
4 I'm _____ busy _____ do the washing up. I'll do it later.
5 We couldn't get close to the stage because there were _____ _____ people.
6 Have you got _____ time _____ finish the job?
7 I'd like to make two omelettes but there are _____ _____ eggs. I can only make one.
8 I'm _____ _____ to watch this film. I'm going to bed.

/ 8

## Vocabulary

**4 Choose the verb that cannot be used to complete each sentence.**

1 The café on the corner _____ great coffee.
a goes b does c serves
2 There is a _____ outside with a view of the lake.
a terrace b portion c place
3 There are so many _____ to choose from.
a options b service c dishes
4 The _____ in the restaurant were very friendly.
a courses b staff c waiters
5 The food tasted absolutely _____ .
a delicious b disgusting c valuable
6 We thought that the _____ were good value.
a portions b staff c prices

/ 6

**5 Match the words in the box to their opposites (1–6).**

| soft | mild | raw | bitter | thick | strong |
|---|---|---|---|---|---|

1 spicy _____
2 sweet _____
3 hard _____
4 cooked _____
5 weak _____
6 thin _____

/ 6

**6 Add two words from the box to each list.**

| stone | fried | seafood | skin | fish | boiled |
|---|---|---|---|---|---|

1 meat, _____, _____
2 shell, _____, _____
3 grilled, _____, _____

/ 6

**7 Write one word using the letter provided to complete the text.**

It's a lovely restaurant with a great [1] v_____ of the sea. The [2] s_____ are really friendly, and the [3] p_____ are huge. I had [4] r_____ chicken, cooked in the oven, with chips and [5] v_____ . It's really popular at weekends, and you sometimes have to wait for a [6] s_____ there, but you should try it – it's great!

/ 6

/ 50


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## UNIT 5 TEST

## Grammar

**1 Complete the sentences that are talking about the future with the correct form of *go*.**

1 I might _____ out later.
2 We _____ to visit Julie at the weekend.
3 I'm thinking of _____ to Spain for my holidays.
4 Do you think you might _____ to John's party?
5 We _____ to stay up really late tonight.
6 Jack _____ shopping later.
7 Are you _____ to play outside?
8 I don't think Simon and Emily _____ to invite him again.

/ 8

**2 Complete the answers to the questions. Use *might* or *going* and the verb in brackets in each answer.**

1 'Any plans?' 'No, not really. I _____ (stay) in, but I'm not sure.'
2 'Any plans?' 'Oh, yes, definitely. We _____ (swim) later. We've booked the pool.'
3 'Are you staying in bed tomorrow? 'Yes, I _____ (not be) up before 11.
4 'Is Jo coming? 'She isn't sure. She _____ (come) but she needs a babysitter.'

/ 8

**3 Write the superlative form of the word in brackets. Add any other words necessary.**

1 Everest is the world's _____ (high) mountain.
2 Susie is one of _____ (good) students in the class.
3 This is possibly _____ (interesting) book I've ever read.
4 _____ (difficult) questions are the ones children ask.
5 Emily is wearing _____ (ugly) dress you can imagine.
6 It was _____ (bad) performance by a football team in history.
7 I was born in one of _____ (big) houses in the area.
8 Anne is _____ (tidy) student in the class.
9 Joe was _____ (clever) boy in his family.
10 I saw _____ (great) game ever!

/ 10

## Vocabulary

**4 Match the places in the box to the sentences.**

| court | pitch | pool | track | course |
|---|---|---|---|---|

1 I dive in and swim twenty lengths. _____
2 I put on my shorts, shirt and shoes and run five kilometres. _____
3 I leave the club house and walk onto the first green and hit the ball with my club. _____
4 I have a new racket and I'm about to play doubles! _____
5 I put on shirt and shorts and run out with my team. It's 1-0 at half-time. _____

/ 5

**5 Match 1–5 to a–e to make collocations.**

| | |
|---|---|
| 1 tennis | a rod |
| 2 football | b racket |
| 3 running | c trunks |
| 4 fishing | d shoes |
| 5 swimming | e boots |

/ 5

**6 Complete the collocations with the verbs in the box.**

| support | win | kick | draw | time | score |
|---|---|---|---|---|---|

1 _____ a medal, a prize, a competition
2 _____ a match 2–2
3 _____ yourself in a race
4 _____ a team, a football club
5 _____ a goal, a point
6 _____ the ball, an opponent in the leg

/ 6

**7 Complete the sentences with a word formed from the word in brackets.**

1 There has been a lot of _____ in the financial sector. (grow)
2 The _____ of the club has resigned. (manage)
3 I feel very _____ on my own late at night in this part of the city. It isn't very safe here. (secure)
4 It's a very _____ restaurant. It costs a lot. (expense)
5 This amount of work is _____ . I think I can do it on time. (manage)
6 Have you switched the central _____ off? It's very cold. (heat)
7 I had a very _____ day. It was very busy and there was a lot to do. (stress)
8 Karen works for a _____ company. (publish)

/ 8

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# UNIT 6 TEST

## Grammar

**1 Complete the questions with one word.**

1 _____ you live there now?
2 When _____ they leaving? Soon, I hope.
3 How _____ John get home last night?
4 How many times _____ she been there?
5 _____ you have a nice weekend?
6 How long _____ Claire and Ken lived together?
7 How's Sue? _____ she still work in the same school?
8 Why _____ she waiting at the bus stop when we drove past?

/ 8

**2 Put the words in order to make questions.**

1 had / have / how long / that / you / bag / ?
_____
2 to / you / are / the / radio / listening / why / ?
_____
3 city / this / have / visited / you / before / ?
_____
4 enjoying / you / the / are / weather / nice / ?
_____
5 you / see / did / last night / the / game / ?
_____
6 you / did / those / where / buy / gloves / ?
_____

/ 6

**3 Rewrite the sentences using the word in brackets.**

1 Sheila and Jo are exceptionally clever. (both)
Sheila _____.
2 We don't like the hotel. (us)
Neither _____.
3 They spent the night in the forest. (of)
Both _____.
4 No friends of ours have gone away for the summer.
None _____.
5 My classmates really enjoy swimming. (all)
My _____.
6 The twins don't go out on their own. (Neither)
_____

/ 12

## Vocabulary

**4 Match each description to a word in the box. There are six words you do not need.**

| | | | | |
|---|---|---|---|---|
| niece | uncle | aunt | ex-wife | mother-in-law |
| classmate | nephew | cousin | flatmate | colleague |
| sister | boyfriend | sister-in-law | father-in-law | |
| neighbour | ex-husband | gran | grandad | |

1 My father's sister. _____
2 My brother's wife. _____
3 The man I was married to from 2007 to 2015. _____
4 The person who lives next door. _____
5 My uncle's son. _____
6 A friend at work. _____
7 My dad's mum. _____
8 The friend I share a flat with. _____
9 My brother's daughter. _____
10 My aunt's husband. _____
11 A friend at school. _____
12 My wife's father. _____

/ 12

**5 Match the verbs 1–6 to the phrases a–f they collocate with.**

| | |
|---|---|
| 1 have | a your parents |
| 2 run | b closely together |
| 3 get on with | c a company |
| 4 share | d a flat with friends |
| 5 get to | e know your neighbours |
| 6 work | f a baby |

/ 6

**6 Match the adjectives to the descriptions.**

| | | | |
|---|---|---|---|
| strict | fit | patient | practical |
| bright | confident | | |

1 Sally goes to the gym five times a week. She's _____.
2 Paul likes speaking in public. He's _____.
3 Sue knows everything and gets As at school. She's _____.
4 Henry never gets angry and is always happy to wait for people. He's _____.
5 My teacher sends us home if we are five minutes late. She's _____.
6 Jack is good at repairing things. He's _____.

/ 6

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# UNIT 7 TEST

## Grammar

**1 Match the two parts of the sentences.**

1 You can
2 You don't have to
3 You have to
4 You can't

a do exercise during the break if you want to.
b eat here, but you can use the canteen upstairs.
c pay for the bread here. It's free.
d stop eating fast food. It's unhealthy.

/ 4

**2 Complete the sentences with the correct form of *have to, don't have to* or *can*.**

1 We _____ get up early tomorrow because our flight is at seven.
2 You _____ take one of the books if you like. I never read them.
3 Joe _____ work because he's extremely rich.
4 Neither of the students _____ graduate because they've failed their exams.
5 My father _____ work nights. He is a doctor and people need doctors at 3a.m.!
6 Paul and Fiona _____ cook this evening because they have been invited out to dinner.

/ 6

**3 Complete the sentences with *'ll* or *won't* and the correct form of the verb in brackets.**

1 I _____ (walk) home with you if you're worried about the dark.
2 We _____ (cycle) there because it's too far.
3 I _____ (have) the steak. I always order steak when I go to a restaurant.
4 Be careful in the corridor or you _____ (fall) over.
5 I don't think I _____ (come) with you. I'm tired.
6 It _____ (taste) nice. I've put too much salt in.

/ 6

**4 Write the responses from the prompts. Use *can, can't, have to, don't have to, will* or *won't*.**

1 'Are you ready to order?'
Yes. I / have / the fish.
_____

2 'I'm tired. Is it OK if I stay at home?'
Of course. You / come.
_____

3 'Is it OK if I leave my car here?'
No. You / park / anywhere round here.
_____

4 'Who do you expect to be the next President?'
I like Stephens. I think he / win.
_____

5 'Why did you move nearer the office?'
Because now I / drive to work.
_____

/ 10

## Vocabulary

**5 Complete each sentence with a pair of words from the box.**

| | |
|---|---|
| fields / rural | traffic / transport |
| plant / industrial | port / coast |
| museum / historic | river / bridge |

1 The ship sailed into the _____ on the eastern _____ of the island.
2 The _____ over the _____ was damaged when it was hit by a passenger boat passing under it.
3 In the _____ sector, there is a large engineering _____ and a number of smaller factories.
4 The local _____ has a number of objects that show the _____ city's past.
5 It is a very _____ region of small villages, farms and open _____ .
6 Public _____ in my city is poor. There are few buses, so people drive their cars. This means that there is too much _____ in the centre.

/ 12

**6 Match the verbs 1–6 to the phrases a–f they collocate with.**

| | |
|---|---|
| 1 treat | a clean the bathroom |
| 2 have | b military service |
| 3 take | c the lift |
| 4 do | d people with respect |
| 5 split | e a great view |
| 6 take turns to | f the bill |

/ 6

**7 Complete the sentences with the correct form of the word in brackets.**

1 Please _____ your shoes before you come in the house.
a show b take off c use
2 If you _____ the table, we can play cards on it.
a lock b help c clear
3 It's cold outside. Why don't you _____ my coat? Just bring it back tomorrow.
a borrow b lend c leave
4 _____ yourself to coffee. I'll be back soon.
a Show b Help c Use
5 I'll just _____ my coat, scarf and umbrella on the back of the door.
a hang b lend c take
6 Did you remember to _____ the door? There is a lot of crime in this area.
a show b take off c lock

/ 6

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## UNIT 8 TEST

## Grammar

**1 Complete the sentences with the most appropriate words from the box.**

| won't | can | if | might | what | don't |
|---|---|---|---|---|---|

1 I _____ go for a walk if it's sunny later. It depends.
2 I'll come round _____ you need help.
3 If I _____ save enough money, I'll buy a bike.
4 If you _____ complete the form, they'll cancel your membership.
5 It _____ work if you leave it outside in the rain. You have to look after it.
6 If you fail, _____ will you do?

/ 6

**2 Put the words in order to make first conditional sentences.**

1 we / our own vegetables / grow / If / healthily / eat / we'll / .
If _____ .
2 have / Jo / money / any / doesn't / If / lunch / pay / I'll / for / .
If _____ .
3 the prize / You'll / win / like that / you / if / sing / .
_____ .
4 won't / much / fun / They / have / doesn't / it / raining / if / stop / .
_____ .

/ 8

**3 Complete the first conditional sentences with the correct form of the verb in brackets.**

1 If you _____ (take) these pills, you'll feel better.
2 If I lend you my umbrella, _____ (you / bring) it back later?
3 I _____ (have) a coffee if you're making one.
4 If we go now, we _____ (not know) how the film ends.
5 I _____ (study) Maths if I get a place at the university.
6 I'll stay and talk if you _____ (stop) playing with your phone.

/ 6

**4 Complete the gaps in the text with *could, couldn't, had to* or *didn't have to*.**

My primary school was very strict and old-fashioned. We [1] _____ wear a uniform – a shirt, tie and blue jacket. We [2] _____ wear T-shirts or jeans. It wasn't allowed. At lunchtime, most students ate at the school. We [3] _____ eat all the food on our plate even if we didn't like it. We [4] _____ leave the canteen until we ate everything! The parents of some students didn't want their children to eat in the canteen. These students [5] _____ bring sandwiches to school if they wanted to. They [6] _____ eat the school food in the canteen.

/ 6

## Vocabulary

**5 Put the sentences in order from the earliest stage of education to the latest.**

a Jo is taking a year off before starting university.
b David has just started secondary school.
c Holly is at nursery.
d Polly is going to leave secondary school next year.
e Louise is doing a Master's.
f Rachel has just graduated from university with a BA.
g George is at primary school.
h Susie is doing her finals.
i Simon is in his first year at university.
j Tom is in his last year at secondary school and taking exams.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

/ 10

**6 Complete the sentences with the missing prepositions.**

1 We had to copy sentences _____ a textbook.
2 It's hard to get _____ some universities.
3 I got good grades _____ school.
4 Some parents send their children _____ private schools.
5 I'm studying _____ a test on Monday.
6 There was a lot of bad behaviour _____ class.
7 The school has a traditional approach _____ teaching.
8 I did my last year _____ primary school in France.

/ 8

**7 Complete the sentences with the verbs in the box in the correct form.**

| cheat | pretend | lie | get |
|---|---|---|---|
| stuck | declare | take | |

1 At the party, Tim _____ to be a film star. All the girls believed him!
2 Matthew didn't _____ his earnings to the tax office. He said that he had earned nothing!
3 I don't like playing Sam at cards because he always _____ . He has extra cards in his pocket!
4 They banned the athlete because she was _____ drugs.
5 You _____ to me! You said you loved me, but now I know you don't!
6 I've _____ on level 5 of the game. Do you know a cheat to get to the next level?

/ 6
/ 50


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# UNIT 9 TEST

## Grammar

**1 Match the two parts of the sentences.**

| | |
|---|---|
| 1 Why don't | a buy some new jeans. |
| 2 You should | b shouldn't come. |
| 3 You ought | c to buy Kay a present. |
| 4 Perhaps you | d you get something to eat? |

/ 4

**2 Complete the sentences with one word. Contractions count as one word.**

1 Why _____ you come round?
2 You _____ to put a plaster on it.
3 People _____ go out in such hot weather. It's bad for them.
4 _____ don't you take a break?
5 _____ shouldn't be so nervous. You'll be fine!
6 Perhaps you _____ work harder. You don't seem to be doing any work at the moment.
7 You ought _____ buy a ticket.
8 Why don't _____ visit us in the summer?

/ 8

**3 Put the words in order to make sentences.**

1 leave / shoes / your / there / Don't
_____
2 play / Don't / in front of / football / house / my
_____
3 take / If / can't / sleep / you / these pills
_____
4 for / there / me / Wait / over
_____

/ 8

**4 Complete the sentences with the imperative form of the word in brackets.**

1 If you miss the train, _____ (take) a taxi.
2 _____ (not go) to work if you feel ill.
3 _____ (look) up the word in your dictionary.
4 Please _____ (tell) Claire about the picnic.
5 If Joe phones, _____ (not invite) him over.
6 _____ (let) me help you.

/ 6

## Vocabulary

**5 Match the words in the box to the definitions.**

| inhaler | honey | tissues | aspirin | thermometer |
|---|---|---|---|---|

1 a type of pill that is good for headaches _____
2 something that helps some people breathe better _____
3 something that takes your temperature _____
4 paper things you use when you have a cold _____
5 a sweet food that is good for your throat _____

/ 5

**6 Choose the correct option (a or b) to complete each collocation.**

| | | |
|---|---|---|
| 1 a sore | a throat | b cough |
| 2 an upset | a head | b stomach |
| 3 lose | a my appetite | b the flu |
| 4 get | a my voice | b out of breath |
| 5 hay | a fever | b ache |

/ 5

**7 Complete the sentences with *mind* or *matter*.**

1 What's the _____ ? Are you OK?
2 You don't _____ if I take this chair, do you?
3 Well, that's a _____ of opinion. Actually, I don't agree with you.
4 To make _____s worse, the baby cried all the way through the flight.
5 I've lost my umbrella, but never _____ . I've got another one at home.
6 I don't _____ where we go. I like both cafés.
7 Would you _____ opening the window, please?

/ 7

**8 Complete the sentences with a part of the body.**

1 I'm coming. I just need to brush my h_____ .
2 I need something to settle my s_____ . I think I ate something bad.
3 I've got a pain in my lower b_____ . I need to lie down.
4 I had to bite my l_____. I didn't want to say anything rude.
5 I've got a terrible h_____ache.
6 Sue has a big smile on her f_____. She seems happy.
7 Wipe your f_____ on the mat before you come in.

/ 7

/ 50

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## UNIT 10 TEST

## Grammar

**1 Complete the second conditional sentences with the correct form of the verbs in brackets.**

1 If I _____ (be) you, I _____ (buy) a new car. Your old one is unreliable.
2 If Jill _____ (have) her own apartment, she _____ (invite) her friends over more often.
3 The children _____ (not play) football in the street if there _____ (be) a pitch for them to play on.
4 Fiona _____ (cook) dinner if she _____ (not have) so much work to do.
5 I _____ (help) you if I _____ (can), but I know nothing about algebra.
6 What _____ (you / do) if you _____ (see) a ghost?

/ 12

**2 Complete the conditional sentences using the prompts.**

1 If I were you, I / do / more exercise.
If I were you, _____ .
2 I'd buy a tennis racket if they / not be / so expensive.
I'd buy a tennis racket _____ .
3 If he had some money, Dan / not stay in / tonight
If he had some money, _____ .
4 I'd read the book if you / lend it / to me.
I'd read the book _____ .
5 If you lived in that region, you / help / the victims / ?
If you lived in that region, _____ .
6 We wouldn't be brave enough to talk to the film star if we / not know / him / from school
We wouldn't be brave enough to talk to the film star _____ .

/ 6

**3 Whenever possible, rewrite the sentences using *used to*. If not possible, put an X on the line.**

1 Last weekend, I won the local golf championship.
_____
2 We stayed in a cottage by the sea every summer.
_____
3 I was a lot less confident in those days.
_____
4 Children worked in coal mines in the nineteenth century.
_____

/ 8

## Vocabulary

**4 Choose the correct option to complete the collocations.**

1 the *low* / *small* season
2 *put* / *share* a room
3 a *warmed* / *heated* pool
4 a shower *place* / *block*
5 *take up* / *put up* a tent
6 the *large* / *high* season

/ 6

**5 Complete the sentences with the words in the box.**

| | | | | |
|---|---|---|---|---|
| real | site | rate | including | service |
| wi-fi | hostel | provide | basic | provided |

1 Our room has a _____ fire. You have to put wood on it.
2 There is a babysitting _____ at the hotel, so we can go out and leave the kids.
3 We got the room for a reduced _____ because the restaurant at the hotel is closed.
4 All meals are _____ in the holiday village. You don't have to find a restaurant.
5 I'd like a double room, _____ breakfast, please, for two nights.
6 There is only _____ furniture in the room. Nothing special, but it's OK.
7 We're staying at a youth _____ because hotels are so expensive here.
8 We have free _____ in all the rooms, so you can email friends.
9 What services does the hotel _____ ?
10 We stayed at a camp_____ .

/ 10

**6 Complete the sentences with the correct preposition.**

1 Could you turn the heating _____ , please? It's really cold.
2 I'd like an early morning wake-_____ call, please.
3 Could you send a cleaner _____ to our room on the top floor?
4 Would you mind having a look _____ our air conditioning? It isn't working.
5 We don't have a record _____ your booking.
6 We have a morning free _____ sightseeing.
7 There's a lot of noise _____side our room. Is there a street party?
8 Turn _____ the heating. It's boiling in here!

/ 8

/ 50


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## UNIT 11 TEST

### Grammar

**1 Complete the sentences with the past perfect form of the verbs in brackets.**

1 Before we bought this house, we _____ (live) in Spain.
2 I was thirsty because I _____ (not drink) anything all day.
3 By the time the day ended, Robert _____ (catch) eight fish.
4 Sylvia _____ (know) Paula since they were at school together.
5 Emma got the question wrong because she _____ (not understand) the question.
6 Will was disappointed because they _____ (lose).
7 It was only after we _____ (build) the house that we realised what the problem was.
8 Although we _____ (not see) any wild animals, we still felt happy at the end of the day in the forest.

/ 8

**2 Complete the sentences with *had, hadn't, was, were, wasn't* or *weren't*.**

1 Many of these novels _____ published in the 1920s.
2 A number of players _____ asked to change their shirts by the referee.
3 None of the scientists _____ discovered anything.
4 The teacher was angry because we _____ done our homework.
5 I _____ told to wear this shirt.
6 Jack _____ already left when we got there.
7 The television _____ invented until the twentieth century.

/ 7

**3 Write the correct passive or active form to complete the sentences.**

1 Last year, several new homes _____ (build) near the historic city centre.
2 Every year, the best performers _____ (choose) to appear on the show.
3 Last Tuesday, the manager _____ (leave) the football club because his team had lost nine games.
4 Every day, paper _____ (manufactured) in large amounts in Canada.
5 Some man-made objects _____ (can / see) from space.
6 Many snakes _____ (know) to be poisonous.
7 Josephine couldn't go cycling because she _____ (break) her leg.
8 I _____ (live) in Moscow since 2014.
9 An experiment _____ (carry) out last year to find out how it worked.
10 We _____ (not tell) about the play until yesterday evening.

/ 10

### Vocabulary

**4 Match the verbs 1–6 to the nouns they collocate with.**

| | |
|---|---|
| 1 ban | a extinct |
| 2 launch | b a rocket |
| 3 conduct | c smoking |
| 4 spread | d a disease |
| 5 find | e an experiment |
| 6 become | f a cure |

/ 6

**5 Complete the newspaper headlines with the correct form of the verbs in the box.**

| | | | | |
|---|---|---|---|---|
| fund | investigate | hit | launch | spread |
| become | conduct | find | build | |

1 Storm _____ coast
2 Flu _____ across country
3 Government _____ new power plants
4 Researchers hope to _____ cancer cure
5 UN _____ research by giving $5 million
6 Company _____ why bus crashed
7 NATO _____ satellite into space
8 Experiments _____ on rats
9 Amazon snake _____ extinct

/ 9

**6 Add the words in the box to the correct list. One word is in more than one list.**

| | | | | |
|---|---|---|---|---|
| cow | fly | parrot | shark | rabbit |
| lion | sheep | pigeon | | |

| | | |
|---|---|---|
| birds: | 1 _____ | 2 _____ |
| fish: | 3 _____ | |
| wild animals: | 4 _____ | |
| farm animals: | 5 _____ | 6 _____ |
| pets: | 7 _____ | 8 _____ |
| insects: | 9 _____ | |

/ 9

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# UNIT 12 TEST

## Grammar

**1 Complete the sentences with *still, yet, already* or *just*.**

1 Petra has _____ left. She walked out of the house ten seconds ago.
2 I don't want to see the film because I've _____ seen it. I saw it a year ago.
3 We're _____ waiting for our coffees. We've been here forty minutes.
4 Have you finished the washing up _____ ?
5 I _____ haven't heard from Jo. I don't know where she is.
6 Amy has _____ had lunch. She ate an hour ago.
7 We haven't played the match _____ .
8 Peter's _____ walked into the room. Here he is now.

/ 8

**2 Rewrite the statements in reported speech.**

1 Joe: 'Susie is at work.'
Joe said that Susie _____ .
2 Mark: 'Carl has broken his leg.'
Mark told me that Carl _____ .
3 Susan: 'I'm surfing the internet.'
Susan said she _____ .
4 Jamie: 'I didn't have time to do my homework.'
Jamie told me that he _____ .
5 Melanie: 'My grandmother will be 60 years old on Saturday.'
Melanie said that her grandmother _____ .
6 Peggy: 'Penny helped with the shopping.'
Peggy told me that Penny _____ .

/ 12

**3 Complete the sentences with one word.**

1 They told _____ I had failed. I couldn't believe it!
2 I asked Tom _____ he said.
3 She told me _____ write a letter of complaint.
4 He promised he _____ lend me some money.
5 He said _____ was sorry. I believed him.
6 Someone told her _____ she should go on a diet.

/ 6

## Vocabulary

**4 Complete the sentences with the words in the box. Words can be used twice.**

| back | off | up | away | in | off | through | on | out |
|---|---|---|---|---|---|---|---|---|

1 I was talking to Andy on the phone, and he got angry and hung _____ .
2 Could you put me _____ to the finance department, please?
3 I've been put _____ hold. I'm having to wait.
4 I'll call you _____ in five minutes. I'm busy right now.
5 We got cut _____ because the phone line failed.
6 I'm afraid Tom's _____ of the office. He'll be back in a minute.
7 Emma's _____ on holiday. Can I help?
8 Mr Jones is _____ a meeting. He can't come to the phone.
9 Joe is _____ sick. He's not at work.
10 Is Paul _____ ? Or is he still in bed?

/ 10

**5 Complete the sentences with the negative form of the word in brackets.**

1 I'm feeling very _____ (happy). I've had a disappointing day.
2 These drugs are _____ (legal).
3 The weather is very _____ (pleasant). It's rained all day.
4 Jill is so _____ (patient). She won't wait for anybody.
5 You're very rude – the most _____ (polite) person I know.
6 I'm afraid I can't come then. It's _____ (convenient).
7 _____ (fortunately), I've lost my passport.
8 These maths problems are _____ (possible) to work out.

/ 8

**6 Complete the sentences with the correct past form of the verbs in the box.**

| crash | hack | steal | grab | hit | kick |
|---|---|---|---|---|---|

1 A thief _____ my bag and ran off. I lost all my money.
2 Someone _____ into my bank account online and took my money.
3 Burglars _____ all my jewellery while I was away from home.
4 The police _____ the criminal's door down, and went in to arrest him.
5 Somebody _____ into my car because they weren't watching the road.
6 A man _____ me really hard in the face. I don't know why, but I was badly hurt.

/ 6

/ 50


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# UNIT 13 TEST

## Grammar

**1 Put the words in order to make noun phrases.**

1 a / crisps / large / of / packet
_____

2 of / Abyssinian / the / capital / the / Empire
_____

3 one / mountains / highest / the / world's / of
_____

4 the / of / manager / centre / the / sports
_____

5 a / fashion / in / leading / designer / the / industry
_____

6 alien / space / invaders / from / outer
_____

/ 6

**2 Complete the present perfect continuous sentences with two words.**

1 How _____ have you _____ sitting there?
2 Graham _____ been working _____ the film company all summer.
3 Jane has _____ _____ feeling very well recently.
4 _____ they _____ trying to call you?
5 I've _____ working in the garden _____ lunchtime.

/ 10

**3 Complete the sentences with the correct present perfect simple or continuous form. Use the continuous whenever possible.**

1 Jack _____ (drive) all morning. He must be tired.
2 We _____ (know) about the accident since yesterday.
3 What _____ (she / do) since she graduated?
4 Recently, Sara _____ (not / go) to the gym as often as she used to.
5 The children _____ (play) outside in the rain.
6 Amanda _____ (always / like) the beaches near her home.
7 _____ (you / work) on any interesting projects recently?
8 Jo's upstairs. She _____ (chat) to friends on Facebook.
9 So far, I _____ (not understand) a word you've said.
10 Samantha _____ (apply) for places in lots of universities.

/ 10

## Vocabulary

**4 Match the words 1–6 to a–f to make compound nouns.**

| | |
|---|---|
| 1 science | a comedy |
| 2 special | b drama |
| 3 car | c fiction |
| 4 romantic | d arts |
| 5 martial | e chases |
| 6 historical | f effects |

/ 6

**5 Match the type of movie to the movie titles.**

a war movie  a comedy  a horror movie
a thriller  a martial arts movie  a musical
a science-fiction film

1 *Space 2050*
2 *Night of the Zombies*
3 *24 Hours to Escape*
4 *Singing in Austria*
5 *Funny Days*
6 *Kung Fu Fighter*
7 *Battleship*

/ 7

**6 Choose the correct form to complete the sentences.**

1 That was the most *bored / boring* book I've ever read.
2 We felt really *tired / tiring* by the time we reached the top.
3 Sue is *depressed / depressing* because she didn't get the job she wanted.
4 Do you think the museum is an *interested / interesting* place to visit?
5 These instructions are very *confused / confusing*. What am I supposed to do?

/ 5

**7 Match the people 1–3 to two things they are connected to.**

| | |
|---|---|
| 1 author | a portrait |
| 2 composer | b instrument |
| 3 artist | c novel |
| | d landscape |
| | e concert |
| | f poetry |

/ 6

/ 50

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## UNIT 14 TEST

## Grammar

**1 Complete the sentences with the relative pronouns in the box.**

| who | which | where |
|---|---|---|

1 Joe visited the city _____ Michelangelo was born.
2 The girl _____ came to the party is Andrew's sister.
3 The car _____ he bought last Thursday was very expensive.
4 Southampton is a port _____ they build ships.
5 That's the actor _____ I was telling you about.
6 I have some stamps _____ are worth a lot of money.
7 Some of the students _____ lived here have written their names on the wall.
8 The village _____ we live is still very quiet and peaceful.

/ 8

**2 Join the sentences using the relative pronoun in brackets.**

1 That's the woman. She reads the news on TV. (who)
_____
2 I bought a magazine. It is full of celebrity gossip. (that)
_____
3 Shelley has a new car. It's really fast. (which)
_____
4 Tina met a celebrity. She regularly appears on TV. (who)
_____
5 We visited a museum. There was an exhibition about the Vikings. (where)
_____
6 I have a lovely garden. It is full of flowers. (that)
_____

/ 12

**3 Complete the sentences with *must* or *mustn't*, or *have to* or *don't have to*, and the verb in brackets. Sometimes more than one answer is possible.**

1 I really _____ (call) my mum. She'll be worried if I don't.
2 You _____ (walk) alone at night in this neighbourhood. It's dangerous.
3 If you _____ (eat) in the cinema, please eat something that isn't so noisy!
4 We _____ (make) a noise when we go in. I don't want to wake my parents.
5 Children _____ (run) in the corridors. It's a school rule.
6 You _____ (eat) lunch in the work canteen. There are lots of coffee shops in the area if you prefer to go there.

/ 6

## Vocabulary

**4 Complete the sentences with the words in the box.**

| torch | nails | kettle | plaster |
|---|---|---|---|
| pan | mop | thread | bin |

1 Use a hammer and _____ to fix the fence.
2 Use a _____ and bucket to clean the floor.
3 Use a needle and _____ to sew the button back on the jacket.
4 Take a _____ when you leave the tent so you can find your way in the dark.
5 Boil the potatoes in a large _____ .
6 If you switch on the _____ , I'll make tea when it boils.
7 Could you put the rubbish in the _____ outside, please?
8 I've cut my finger. Do you have a _____ ?

/ 8

**5 Choose the correct container.**

1 a *bar / carton / tin* of chocolate
2 a *tin / packet / can* of cola
3 a *pot / tin / can* of tomatoes
4 a *packet / bar / can* of biscuits
5 a *tray / carton / sack* of milk
6 a *jar / box / packet* of jam

/ 6

**6 Rewrite the sentences with two objects. Use the word in brackets or omit the word in brackets.**

1 Diana cooked me dinner. (use *for*)
Diana _____ .
2 Brian gave a lovely gift to me. (omit *to*)
Brian _____ .
3 Tom made his guests a cup of tea. (use *for*)
Tom _____ .
4 Jack lent his sister £100. (use *to*)
Jack _____ .
5 Amy sent a card to me. (omit *to*)
Amy _____ .

/ 10

/ 50



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## UNIT 15 TEST

## Grammar

**1 Complete the sentences with the correct preposition and the present continuous or present perfect form of the verb.**

1 *Over / Under* the last few weeks, prices _____ (not change) very much.
2 We _____ (stay) near the beach *at / on* the moment.
3 I _____ (not work) on this *for / since* ages.
4 Nobody _____ (be) here *for / since* the late nineteenth century.

/ 8

**2 Choose the correct option and write the correct form of the verb to complete the sentences. Use *going to* or *used to*.**

1 We _____ (go) away on holiday *in / at* a few days.
2 *In / At* a year's time, we _____ (buy) a new car.
3 People _____ (live) in these caves *in / at* the past.
4 *When / At* I was younger, we _____ (go) away every summer.

/ 8

**3 Choose the correct word.**

1 Hopefully, we'll get there *before / after* the plane leaves. We won't be late.
2 *When / Until* Jo finishes her exams, we'll have a holiday. I can't wait!
3 *As soon as / Before* I get home, I'll take a bath. Only five more minutes and we'll be there!
4 We won't know the results *until / when* 5.30.
5 *After / Until* the show ends, we'll meet all the actors backstage.

/ 5

**4 Complete the sentences with the correct form of the verb in brackets.**

1 Mark will call as soon as he _____ (get) there.
2 When I see Pete, I _____ (ask) him.
3 We won't start the party until all the guests _____ (arrive).
4 Before you _____ (leave), will you help me move the chairs?
5 After the concert starts, we _____ (have to) be quiet.

/ 5

## Vocabulary

**5 Complete the sentences with words in the box.**

| low | strong | about | lot | high | weak |
|---|---|---|---|---|---|

1 The currency is very _____ . Other countries can't afford to buy our products.
2 Inflation is quite _____ . It's at 0.5%.
3 There's a _____ of unemployment.
4 The average salary is _____ £20,000 a year.
5 The currency is so _____ that we can't go abroad because it's too expensive.
6 Inflation is really _____ . It's at 7%.

/ 6

**6 Complete the sentences with the correct verb.**

1 I'd like to *invest / owe / worth* my savings in shares in the company.
2 Peter *left / saved / borrowed* £20 from me yesterday.
3 This painting is *worth / owing / given* about $1 million.
4 I'm *owing / winning / saving* my money to pay for a new car, so I'm not going out much this month.
5 How much do you *worth / earn / win* each month in your job?
6 Adam *borrows / owes / leaves* his parents thousands of pounds. It'll take him years to pay them back.
7 My friends and I *won / bought / earned* lots of money on the lottery.
8 I'd like to *buy / give / worth* the guitar in the window. How much is it?
9 Do you *give / win / earn* much money to charity?
10 My grandmother *owed / borrowed / left* me some money in her will when she died.

/ 10

**7 Match 1–4 to a–d to make collocations. Then match 5–8 to e–h.**

| | |
|---|---|
| 1 take out | a a bank account |
| 2 open | b money to your parents |
| 3 transfer | c 2% interest |
| 4 charge | d a mortgage |
| 5 cancel | e a profit |
| 6 pay | f a cheque |
| 7 change | g bills by direct debit each month |
| 8 make | h some money from dollars to euros |

/ 8

/ 50

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## UNIT 16 TEST

## Grammar

**1 Complete the sentences with *a*, *an* or *the*.**

1 Do you have _____ en-suite room in the hotel? I'd like _____ biggest room you have available.
2 This is _____ last time I am going to have _____ party. It's too much hard work!
3 He's _____ much fitter person than I am; he jogs at least five times _____ week.
4 Although Ljubljana isn't _____ large city, it's _____ capital of Slovenia.
5 We need to find _____ better way of doing this without making such _____ mess.
6 I've never seen _____ wild elephant. _____ elephants in my country are domesticated.

/ 12

**2 Match the sentence beginnings in each pair to the correct ending, a or b.**

1 Could you remember
2 Do you remember
a meeting Jo on holiday last year?
b to lock the door when you leave?
3 After many years, I recently stopped
4 On my way home, I stopped
a studying German.
b to pick some flowers.
5 One day I'd love
6 I love
a gardening.
b to travel from Colombia to Chile.

/ 6

**3 Complete the sentences with the correct form of the verb in brackets.**

1 I can't stand _____ (get) wet.
2 Do you mind _____ (wait) for a few minutes?
3 I practise _____ (play) the piano once a day.
4 We decided _____ (take) the train.
5 I haven't finished _____ (decorate) the bathroom yet.
6 I promise _____ (come) round later.
7 The children refused _____ (do) their homework.
8 Nobody offered _____ (help).

/ 8

## Vocabulary

**4 Match the two parts of the sentences.**

| | |
|---|---|
| 1 We're having friends | a party. |
| 2 What a great wedding | b launch. |
| 3 It's an important product | c round. |
| 4 After 30 years, it's Dan's leaving | d warming. |
| 5 Come to our house | e surprise. |
| 6 Everyone's on the dance | f like? |
| 7 My birthday party was a | g reception. |
| 8 What was the party | h floor. |

/ 8

**5 Complete the sentences with the words in the box.**

| | | | | |
|---|---|---|---|---|
| distant | impressive | background | converted | |
| ruined | cleared | pick | venue | |

1 The village hall is a great _____ for a party because it's so large.
2 You shouldn't _____ at all the food. Wait until the guests arrive before you eat anything.
3 What sort of _____ music should we have during the dinner party?
4 The reception in the old hall was very _____ – both the food and the service was great.
5 They have _____ the old factory into an arts centre.
6 Bob's terrible music _____ the dance floor.
7 Susie doesn't want to talk to us – she is very cold and _____ .
8 The bride started fighting with her sister and that _____ the party. After that, we didn't enjoy ourselves much.

/ 8

**6 Choose the correct word to complete the sentences.**

| | | | | |
|---|---|---|---|---|
| King | ruled | Empire | War | independent |
| invade | last | Union | | |

1 When did Kenya become _____ ?
2 When was the American Civil _____ ?
3 Why did the Roman _____ end?
4 Which countries are in the European _____ ?
5 How long did the First World War _____ ?
6 Which emperor _____ France in the early nineteenth century?
7 What was the name of the _____ who ruled Britain before Queen Elizabeth II?
8 Why did English soldiers _____ Ireland in the seventeenth century?

/ 8

/ 50



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## REVIEW TEST 1 Units 1–6

## Grammar

**1 Complete the sentences with one word.**

1 Which company _____ you work for?
2 _____ you leaving now? It's really early.
3 What time _____ Samantha get up yesterday morning?
4 This car isn't _____ reliable as the other one I had.
5 Today's lesson was great. It was _____ more interesting than yesterday's.
6 There were only a _____ people in the centre. It was very quiet.
7 I've _____ eaten meat. I've been a vegetarian all my life.
8 Andy doesn't have _____ money to buy the laptop he wants.
9 I'm thinking _____ going to Mexico next summer.
10 Sarah and Jill are _____ very out-going. Neither of them are quiet!

/ 10

**2 Complete the text with the correct form of the verbs in brackets.**

Seven years ago, while she [1] _____ (work) part-time in a hospital, Emily [2] _____ (become) interested in medicine. However, she [3] _____ (not want) to be a doctor, so she [4] _____ (decide) to study Pharmacy at Liverpool University. She [5] _____ (leave) university three years ago and now she [6] _____ (have) a job with a large pharmaceutical company in Germany. At the moment, she [7] _____ (do) research into pain-killing drugs. Next month, she [8] _____ (go) to Paris to present her research findings at an important conference. She [9] _____ (never / speak) at a major conference before, so she is nervous and excited. She [10] _____ (need) to do a lot of preparation for her talk.

/ 10

## Vocabulary

**3 Complete each list with one word from the box.**

| | | | |
|---|---|---|---|
| bitter | niece | crossing | book |
| roast | pilot | portion | court |

| | | | |
|---|---|---|---|
| 1 | lawyer | engineer | _____ |
| 2 | subway | roundabout | _____ |
| 3 | call | check in | _____ |
| 4 | dish | option | _____ |
| 5 | raw | mild | _____ |
| 6 | fried | grilled | _____ |
| 7 | pitch | track | _____ |
| 8 | gran | aunt | _____ |

/ 8

**4 Choose the correct word to complete each sentence.**

1 We're working _____ a new project.
a in b at c on
2 Our well-trained _____ are friendly and efficient.
a job b staff c training
3 Those white trousers don't _____ you. They are the right size but you look better in dark colours.
a look b fit c suit
4 The price was reduced _____ £25 to £20.
a for b off c from
5 The plane landed _____ time.
a on b at c for
6 They have built a new cycle _____ . It will make going into town safer for cyclists.
a lane b way c road
7 They _____ great Moroccan food in the restaurant near my house.
a place b serve c choose
8 We _____ the football match 1-1.
a drew b won c lost
9 You should take extra supplies in _____ to the supplies we will give you.
a adding b addition c additional
10 We _____ to know each other well when we lived together.
a made b took c got
11 My brother goes running every day, so he's really _____ .
a soft b fit c bright
12 My parents were very _____ . I had to go to bed early and they had lots of rules.
a soft b strict c patient

/ 12

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## Listening

**5 Listen to the interview and choose the correct answers. Each question has only one correct answer.**

1 When was Pete's last race?
  a last week
  b three days ago
  c a month ago
  d three weeks ago
2 What did he do first after the Bahrain Grand Prix?
  a He flew to Rome.
  b He did some training.
  c He made a film.
  d He went to Spain.
3 What do we find out about the film in Rome?
  a Pete isn't in the film.
  b It's an Italian film.
  c It's a comedy.
  d Pete doesn't like the film.
4 Why did Pete go to Majorca?
  a He had to make an advert.
  b He wanted to meet Ben Pitt.
  c He had to do some training.
  d His brother lives in Majorca.
5 Where did Pete spend the weekend with his brother?
  a Spain
  b New York
  c Los Angeles
  d London

/ 15

## Speaking

**6 Talk about one of the following topics.**

- your first job
- your favourite restaurant
- an aunt, uncle or cousin you know well

/ 15

## Reading

**7a Read the text and decide if these sentences are true (T) or false (F).**

1 The writer has visited the Dubai Mall. T / F
2 The Dubai Mall has more shops than any other mall in the world. T / F
3 The Mall is much more popular with tourists than it is with people who live in Dubai. T / F
4 More people go to New York on holiday than Dubai. T / F
5 More people went to the Dubai Mall in 2009 than they did last year. T / F
6 They built the lake a few years after they opened the Dubai Mall. T / F
7 There is an original old Arab market in the centre of the mall and it is more than a hundred years old. T / F
8 The Dubai Shopping Festival usually takes place early in the year. T / F
9 The Shopping Festival only takes place in the Dubai Mall. T / F

/ 9

**7b Write complete sentences to answer the questions.**

1 What three countries have enormous shopping malls, according to the writer?

_____

2 What things can visitors do at the Dubai Mall if they don't want to go shopping? Name at least three.

_____

/ 6

**The Dubai Mall**

Have you ever got lost in a shopping mall? It has happened to me. However, I have a good excuse – I was in the Dubai Mall in the city of Dubai in the United Arab Emirates. It's the world's biggest shopping mall! Actually, there are shopping centres in China and the Philippines with more shops, but no malls in the world have a greater total area. The Dubai Mall really is enormous. It's also incredibly popular with both tourists and locals, and it's always really crowded. In fact, it attracts almost a million customers a week. In 2012, it attracted more tourists than New York City, and it's a more popular destination than some of the world's greatest tourist spots, such as Niagara Falls and Hollywood studios.

Since it opened in 2009, the number of visitors has gone up every year. This is not only because you can find almost every major shop in the world in the Dubai Mall. You can also find a fabulous aquarium and an Olympic-sized ice rink. So if you get bored shopping, you can spend the afternoon ice skating or watching some of the world's most amazing sea life. While they were building the Dubai Mall, the owners introduced some very exciting attractions. These included an indoor waterfall with sculptures of divers, a traditional Arabic market hall which looks like an ancient traditional market, and a large lake in the middle of the mall. At night, visitors come here to watch fountains dance to music in the lake and to eat out in some of the world-class restaurants in the mall.

Since February 1995, the Dubai Shopping Festival has taken place every year in the city, and, although all the malls in Dubai take part, the Dubai Mall has always been at the centre of the festival. Every February, prices are much lower than they are at other times of the year in the one thousand and more stores of the mall, and many tourists visit the city just to go shopping. There are thousands of bargains, especially if you are looking for top designer brands at low prices, and there are also competitions with great prizes. In fact, every day you can win a car in one of the competitions! If you get the chance, you should visit the Dubai Mall. It is one of the most exciting shopping experiences on the planet.

## Writing

**8 Write one of the following.**

- an email to a friend recommending good places for shopping in your city
- a description of similarities and differences between you and someone in your family
- a story about a journey you have made

/ 15

/ 100



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## REVIEW TEST 2 Units 7–12

# Grammar

**1 Complete each sentence with a modal verb from the box. Sometimes more than one verb is possible. One verb is not needed.**

| | | | | |
|---|---|---|---|---|
| will | won't | have to | can't | had to |
| could | should | don't have to | ought to | |
| can | would | | | |

1 It's cold and wet outside so I think I _____ stay in this evening and watch TV.
2 When I was younger, we _____ cycle in the park. But now it's not allowed.
3 I know you have your own ideas, but I think you _____ listen to your teacher more. That's my advice, anyway.
4 You _____ bring sandwiches. There is a café at the leisure centre.
5 I know you're planning a surprise party for Julie, so if I see her, I _____ say anything about it.
6 Paul _____ visit the museum any time he wants to. His father works there and he has a key!
7 Do we really _____ come to work on Monday? It's a national holiday and all the other shops are closed.
8 If I were you, I _____ write to the bank and complain.
9 Last year, I _____ go into hospital for an operation. I didn't want to, but I had no choice. It was life or death.
10 You _____ ring your mum. She'll be worried.

/ 10

**2 Complete the text with the correct form of the verbs in brackets.**

Yakutsk in Siberia is the world's coldest city. It's so cold that some days its citizens can't [1] _____ (go) outside for more than a few minutes because, if they [2] _____ (do), they'd get frostbite. In January, temperatures are usually below –40°C, and, sometimes, temperatures below –60°C [3] _____ (record) in the city. Yakutsk didn't become a city until gold [4] _____ (discover) in the Yakutsk region in the late nineteenth century. However, previously, there [5] _____ (be) a settlement there for 500 years. Turkic people called *Yakuts* [6] _____ (used to / live) in the region, but today the inhabitants are mostly Russians. Yakutsk is a place that I [7] _____ (not visit / yet), although I [8] _____ (travel / already) across Russia three or four times. If I [9] _____ (have) the chance, I'll definitely go. You should go, too. Just don't [10] _____ (go) in the middle of the winter unless you like your holidays really cold!

/ 10

# Vocabulary

**3 Match each adjective in the box to the noun it collocates with.**

| | | | |
|---|---|---|---|
| shared | industrial | extinct | rural |
| compulsory | reduced | sore | top |

1 _____ plants or factories
2 _____ farms or fields
3 _____ house or flat
4 _____ floor
5 _____ subject or course
6 _____ eyes or throat
7 _____ rate or price
8 _____ animals or dinosaurs

/ 8

**4 Choose the correct word to complete each sentence.**

1 You can _____ the lift to the top floor.
a take b make c go
2 We should _____ the bill between the three of us.
a change b split c cover
3 _____ yourself to sandwiches if you are hungry.
a Make b Bring c Help
4 Please take _____ your shoes before going upstairs.
a over b off c from
5 The teacher _____ a spelling test at school today.
a set b put c made
6 Peter _____ stuck on the third question on the maths paper. It was too hard.
a had b got c took
7 I can't concentrate _____ my work when I feel ill.
a on b at c with
8 You should take something to _____ your upset stomach.
a matter b settle c empty
9 Can you help me _____ up my tent?
a put b place c make
10 The scientists are _____ important experiments into how insects produce energy.
a spreading b launching c conducting
11 Could you put me _____ to head office, please?
a over b through c along
12 Somebody has hacked _____ my online bank account.
a into b down c off

/ 12

# Listening

**5 ▶ Listen to the interview and choose the correct answers. Each question has only one correct answer.**

1 What does the presenter say about languages?
a Scottish Gaelic is similar to English.
b English is a much older language than Gaelic.
c Some people in the Outer Hebrides don't speak Scottish Gaelic.
d Nobody speaks English in the Outer Hebrides.

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2 What does the presenter say about Harry Lark?
  a He lives on an island in the Outer Hebrides now.
  b He has studied Gaelic at university.
  c He is currently studying Gaelic at university.
  d He hasn't been to the Hebrides for a long time.
3 What do we find out about Gaelic speakers in the Outer Hebrides today?
  a A few of them don't speak much English.
  b People only really use Gaelic in schools and colleges.
  c They speak both English and Gaelic fluently.
  d They speak English more often than Gaelic.
4 What do we find out about Gaelic in schools in the Outer Hebrides?
  a It is only used when teaching Gaelic.
  b Quite a lot of lessons can be in Gaelic.
  c Only the bigger schools have teachers who speak Gaelic.
  d They don't use Gaelic in rural schools.
5 What do we find out about the history of Gaelic?
  a It has always been taught in schools.
  b There was a time when it wasn't taught in schools.
  c There are more Gaelic speakers going to school nowadays.
  d In the past, children were punished if they didn't speak Gaelic.

/ 15

## Speaking

**6 Talk about one of the following topics.**
- your town and area
- your school days
- your favourite book

/ 15

## Reading

**7a Read the text and decide if these sentences are true (T) or false (F).**

1 A hundred years ago, there used to be more heat waves in most countries in the world. T / F
2 The weather is changing in different ways in different parts of the world. T / F
3 In Libya, heavy rain storms are more frequent than in the past. T / F
4 According to the statistics, every year since 1998 has been warmer than the previous year. T / F
5 In 2010, scientists found that the amount of sea ice in the world was at a record low. T / F
6 According to the text, governments have taken no action on climate change yet. T / F
7 In Bangladesh, temperatures have risen by 2°C in recent years. T / F
8 The results of the research study into climate change were as the researchers expected. T / F
9 Most scientists had already predicted the results of the survey before it was conducted. T / F

/ 9

**7b Answer the questions.**

1 What three changes have happened to the sea and sea ice on the planet since the 1990s?

_____

2 In what three ways might a poor country like Bangladesh be affected by rising sea levels?

_____

/ 6

**Global warming**

According to an important new study, extreme heat waves and heavy rain storms are already happening much more regularly than they used to, because of man-made climate change. Since the Industrial Revolution of the nineteenth century, temperatures have risen by 0.85°C around the world, and this has resulted in changes in the weather. In fact, in most parts of the world, people currently experience a heavy storm or a really hot day five times more often now than in the past. In other parts, however, climate change is having a different effect. Dry regions have to deal with the fact that there is a lot less rainfall. Countries like Chile, Libya and Australia need to think about a future where they have very long periods where it simply doesn't rain at all.

If you believe that global warming isn't happening, you should think again, because all the evidence shows that our planet is heating up. Since 1998, the ten warmest years in recorded history have taken place. In 2010, scientists recorded the warmest temperatures ever on the surface of the world's oceans, and, in the same year, they recorded the smallest amount of sea ice on the planet. Sea levels are rising faster than at any time in the last three thousand years.

Governments have promised to keep temperature rises under 2°C, and have introduced some measures, but many scientists believe that their actions aren't enough to stop the problem. In fact, if there were a 2°C rise in temperatures, it could have a terrible impact on poorer countries like Bangladesh. Increased rainfall and rising sea levels would wash away many of the buildings in the country's cities and damage crops in the countryside. For a poor and overcrowded country this would be disastrous. There would be homelessness and hunger, and inevitably, a rise in sea levels would bring disease, too.

The results of the research study have surprised the scientists who conducted it. Most ordinary people currently think that we should be acting to prevent problems that may happen in the future because of global warming. What the scientists have found out is that the changes and the problems are already with us now. And it is now that we should be doing something about it.

## Writing

**8 Write one of the following.**
- a review of a film you saw recently
- a description of a major historical event in your country's history
- a letter to a hotel complaining about poor facilities and service during your recent stay

/ 15

/ 100


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## REVIEW TEST 3 Units 13–16

## Grammar

**1 Complete the sentences with one word.**

1 How long have you _____ learning English?
2 It's a small object _____ is made of wood and metal.
3 We visited the small house _____ Sarah was born.
4 You _____ go near the water. It's really dangerous.
5 I've had this car _____ June.
6 We'll probably move _____ a year's time.
7 I'll call you as _____ as I hear any news.
8 Greenland is _____ world's largest island.
9 I haven't had _____ very good day today.
10 I _____ stand getting up early.

/ 10

**2 Complete the text with the correct form of the verbs in brackets.**

I [1] _____ (not have) friends round for dinner since last summer. And that's because that dinner party went really badly. I planned [2] _____ (have) a barbecue outside in the garden but it started [3] _____ (rain) about twenty minutes before my guests were due to arrive. Anyway, I decided [4] _____ (cook) inside but not before all the meat and salads had got wet in the rain. It was a disaster! Actually, I [5] _____ (do) an Indian cookery course over the last two months, so I'm thinking of [6] _____ (have) another dinner party soon. Let's face it – these days it's the only way of meeting friends and eating well. The cost of [7] _____ (live) is so high, and people are getting [8] _____ (pay) so badly, that we can hardly afford [9] _____ (go) out to a restaurant for dinner these days. The next time, however, I mustn't [10] _____ (try) to cook outside!

/ 10

## Vocabulary

**3 Complete each list with one word from the box.**

| | | | |
|---|---|---|---|
| author | invade | cloth | thriller |
| owe | jar | painting | party |

1 horror, war, _____
2 landscape, portrait, _____
3 writer, novelist, _____
4 towel, mop, _____
5 carton, pot, _____
6 borrow, invest, _____
7 reception, launch, _____
8 occupy, rule, _____

/ 8

**4 Choose the correct word to complete each sentence.**

1 I was _____ when I read Ian's novel. It wasn't very good.
a disappoint b disappointed c disappointing
2 I have an old _____ next to my bed.
a my grandparents' photo
b photo of my grandparents
c photo my grandparents
3 My best friend gave _____ his old laptop.
a me b to me c for me
4 Inflation is _____ at the moment, so prices aren't going up.
a short b low c small
5 You _____ me a hundred euros. When are you going to pay me back?
a borrow b worth c owe
6 How much do you _____ each month in your new job?
a earn b win c leave
7 I'm taking _____ a mortgage to buy a house.
a off b out c over
8 We want to _____ a new bank account.
a take b open c pay
9 The DJ played such terrible songs that he _____ the dance floor.
a cleaned b laid c cleared
10 I like picking _____ food when I'm at a party.
a at b on c off
11 My country _____ independent in 1945.
a became b took c joined
12 World War II _____ about six years.
a ruled b longed c lasted

/ 12

## Listening

**5 Listen to the interview and choose the correct answers. Each question has only one correct answer.**

1 What does the presenter say about the Wildlife Photographer of the Year award?
a Rosie Swann has won it before.
b It took place last week.
c Rosie Swann usually organises it.
d It's on television.
2 When did Rosie become interested in photography?
a In her teens.
b About ten years ago.
c When she did a course.
d Just after university.
3 Which place has Rosie *not* been to as a photographer?
a China c Thailand
b Australia d Borneo
4 What do we find out about the photo of a spider?
a It was taken from a long way away.
b Rosie took it from the window of her car.
c It was taken in the countryside near Rosie's house.
d The spider was on the window of her father's house.
5 Where did Rosie go to most recently?
a Japan c China
b the United States d Morocco

/ 15

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## Speaking

**6 Talk about one of the following topics.**

- your favourite music
- the economy in your country
- a party you went to recently

/ 15

## Reading

**7a Read the text and decide if these sentences are true (T) or false (F).**

1 The writer thinks it's a bad idea to keep any old holiday souvenirs when you move house. T / F
2 The writer suggests putting anything you don't want any more in the rubbish. T / F
3 The writer says that supermarkets are the best place to get plastic boxes to help you when you move house. T / F
4 The writer doesn't think that anybody should try to move house without the help of a professional removals company. T / F
5 The writer says that you shouldn't just choose the cheapest removals company. T / F
6 The writer says that removals companies are generally less expensive at the weekend. T / F

/ 6

**7b Answer the questions.**

1 What three things does the writer say people moving house should do with objects they don't need or value any longer?

_____

2 What three things does the writer suggest collecting to use to pack things when you move house?

_____

3 According to the writer, why might young people decide not to hire a professional removals company? Name three reasons.

_____

/ 9

## Writing

**8 Write one of the following.**

- an email to a friend recommending a film you have seen
- a description of an unusual object that you own
- an invitation to a special event that you are holding

/ 15

/ 100

**So, you're moving house ...**

*Packing up*

If you're thinking of moving house in the near future, then you should think of it as an opportunity to sort out the possessions you really need and value from those you don't need at all. We're not suggesting you throw away all your souvenirs and ornaments, just the things that you have had at the bottom of boxes and drawers for years which you never use, and have never loved. Separate the objects you find into rubbish to throw away, stuff to take to the local charity shop, and things which you think friends of yours might like. And be strict! When you have decided to throw something away, don't change your mind and put it back in a box. Remember that everything you get rid of is one less thing to carry on the day you move.

If you're doing your own packing, you really need to think in advance, and not leave everything to the last minute. Pick up large cardboard boxes every time you go to the supermarket, and save any newspapers you buy because these are useful for wrapping objects that will break easily. Nowadays, you can order plastic boxes from companies that specialise in storing or removing objects and furniture, but we think it is best to collect your own stuff. Make sure you have lots of plastic bags as well as all the boxes you can find. It all keeps the cost down.

*Removals*

Deciding on when and how to move all your belongings is sometimes quite difficult. It depends on a number of factors, including how much stuff you have, how strong you are, and how much money you want to spend.

You shouldn't underestimate how tiring it can be to lift hundreds of boxes in and out of cars and vans all day. But if you're young and don't have much money, hiring a van and doing it yourself is a good idea. Why not invite a few friends round to help? For most people, however, who have too much stuff to carry, calling in a professional removals company to help is the only option. We still advise filling up all your own boxes yourself before they come, though. There is no need to pay them to do the packing and unpacking. Just leave all the heavy lifting to the experts.

In order to avoid being disappointed or over-charged, it is advisable to call three or four removal companies to get a quote showing how much money they will charge. You should make your choice not just on price, but on reliability of service. Find out what sort of van they use, whether they have good reviews online, and whether they are insured. There is a lot of choice out there, so be prepared to do some research and ask lots of questions. Remember that some removal companies won't work at weekends, while others may offer you a lower rate if you move on Saturdays and Sundays. And of course the more economical or more reliable companies are likely to get booked early, so make sure you organise the removals van at least two weeks in advance.


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## MID-YEAR TEST Units 1–9

## Grammar

**1 Choose the correct option.**

1 Where _____ ?
a you work b you do work c do you work
2 I _____ to leave at eight tomorrow morning.
a need b am needing c needs
3 Where did you _____ that bag?
a get b got c getting
4 Jo's not as clever _____ she thinks she is.
a than b that c as
5 Not _____ people live round here.
a much b many c some
6 I haven't got _____ money to pay for this.
a so b too c enough
7 Jake caught the _____ fish you've ever seen.
a most big b bigger c biggest
8 Neither _____ are out-going.
a them b of them c from them
9 You _____ come to the party if you don't want to.
a can't b mustn't c don't have to
10 If _____ money in shares, we'll hopefully make money in the future.
a we invest b we'll invest c we'd invest
11 You _____ go and see a doctor. You look awful.
a should b ought c can
12 _____ go cycling without a helmet.
a No b Not c Don't

/ 12

**2 Complete the sentences with the correct form of the verbs in brackets.**

1 Gareth _____ (not know) Lisa very well, but he likes her.
2 While I _____ (ride) home on my bike, it started to rain.
3 I _____ (never / hear) of *Smoke*. Are they a good band?
4 Why _____ (we / not / go) out this evening? Come on! I feel like doing something fun.
5 We _____ (go) on holiday in June. The flight's booked.
6 Where _____ (you / think) of staying when you get there on Friday?
7 How long _____ (you / have) that coat? I really like it. Where did you get it?
8 I can't _____ (say) no to chocolate.
9 I'll marry you if you _____ (buy) me a ring.
10 If we catch the next bus, we _____ (get) to the theatre before eight.
11 You _____ (not have) to wash all my clothes, mum. I could have washed them myself.
12 You should _____ (watch) that film one day! It's great.
13 If you feel ill, _____ (call) the doctor immediately.
14 _____ (not / go) in the sea in bad weather.
15 Jo and I _____ (get) married in June. We've sent the invitations out and we're so excited.
16 What time _____ (Paul / go) to bed last night?

/ 16

## Vocabulary

**3 Complete the sentences with adjectives or nouns formed from the word in brackets.**

1 You should wait at the _____ (board) gate until the plane is ready.
2 Check the _____ (depart) board for the time your flight is leaving.
3 Our local restaurant is friendly but there isn't much _____ (choose) on the menu.
4 The food tasted _____ (disgust).
5 There is a _____ (grow) interest in women's football around the world.
6 Andy has a very _____ (stress) job.
7 My neighbours are all very _____ (friend) people.
8 The band gave a great _____ (perform).
9 We rented a holiday flat in the _____ (history) city centre.
10 I hope to get a good _____ (qualify) in engineering.

/ 10

**4 Choose the correct word to complete each sentence.**

1 I'm advising a major company _____ how to develop their software.
a by b on c for
2 My new coat is exactly the right size but it doesn't _____ me. I don't look good in it.
a fit b suit c show
3 Mobile phones are _____ sale in our local electronics store.
a at b in c on
4 You should get your money _____ if you return it with the receipt.
a back b over c up
5 A premier league team are playing at the football _____ in our city this weekend.
a place b ground c centre
6 Don't forget to check _____ online before you go to the airport.
a in b up c out
7 These vegetables are _____ . They haven't been cooked at all.
a mild b roast c raw
8 Joe is already out on the running _____ . He's competing in the 800 metres.
a track b court c pitch
9 I _____ a medal for coming second.
a drew b won c scored
10 I don't get on with my flat _____ .
a mate b friend c partner
11 My brother and I _____ turns to clean the bathroom.
a make b do c take
12 I've had _____ throat all week.
a a sore b an upset c a sick

/ 12

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## Listening

**5 Listen to the radio programme and choose the correct answers. Each question has only one correct answer.**

1 What do we find out about the opening of Café Football?
- a It opened to the public recently.
- b It will open to the public soon.
- c It hasn't been built yet.
- d It won't open until next summer.

2 Which of the following statements about Café Football is true?
- a It is owned by a football club.
- b It serves breakfast, lunch and dinner to the general public.
- c It is inside a new hotel.
- d It has a red and blue décor.

3 What does Charlie say about the menu or the waiters?
- a The waiters aren't very experienced.
- b The waiters look like famous football players.
- c There are a lot of different dishes on the menu.
- d The dishes on the menu are quite expensive.

4 What did Charlie order?
- a fish and chips
- b a burger
- c Chinese Chicken
- d chicken wings

5 What does Susie say about the desserts?
- a She thinks they didn't taste good.
- b There wasn't enough variety.
- c The portions were too small.
- d She didn't like the chocolate cake.

/ 10

## Reading

**6a Complete the text with the sentences below. There is one sentence you don't need.**

A It wasn't good news for the world record holder.
B Everybody expected her to lose the match.
C It was a popular victory with everybody in her sport.
D And, fortunately, it was a dream that came true for her five years later.
E The player has never won a race before.
F She only had to win a few more points.
G That's still a world record today.
H The remarkable long-distance athlete finished in twenty-third place.

/ 7

**6b Read the text and decide if these sentences are true (T), false (F) or not given (NG).**

1 Jana won the Wimbledon Final twice. T / F / NG
2 Jana played better at the start of the 1993 Wimbledon final than she did at the end. T / F / NG
3 Jana played better tennis in 1998 than she did in 1993. T / F / NG
4 Jana was older than her opponent in the 1998 Wimbledon final. T / F / NG
5 Between 2002 and 2007, Paula won four marathons. T / F / NG
6 Paula wasn't successful in the Olympics of 1996 and 2002 because of injury. T / F / NG
7 Paula wasn't able to compete in the marathon in the Olympics in 2008. T / F / NG
8 Paula retired as soon as the Olympics finished in 2008. T / F / NG

/ 8

**So near yet so far ... sports stars and their dreams**

*Jana Novotná*

In 1993, Jana Novotná, from the Czech Republic, was one of the best tennis players in the world, and she was playing great tennis. She reached the final of Wimbledon, the world's most important tournament, beating her opponents with an exciting style of tennis. In the final, however, she had to play world number one, Steffi Graf of Germany. [1] _____. From the start of the match, Jana played brilliantly, and, in the final set, she was winning 4-1. [2] _____. But then she got nervous, and started making mistakes. The German player became more confident, and, in the end, Jana lost. She was really disappointed and started to cry after the match finished.

In tennis, if you want to be a great player, you have to win one of the Grand Slam tournaments – the Australian Open, the US Open, Wimbledon, or the French Open. Naturally, Jana aimed to be a champion. [3] _____. In 1998, Jana reached the Wimbledon Final again. She was nervous, of course, but this time she didn't start making lots of mistakes, and she beat her opponent. [4] _____. It was also her only success in any Grand Slam tournament. At the age of 29, Jana was the oldest women's singles champion at Wimbledon in history.

*Paula Radcliffe*

In the New York Marathon, in 2007, the British athlete Paula Radcliffe crossed the finishing line in first place. It was only her fourth city marathon, but she was already a winner in the other three. In the Chicago Marathon of 2002, and the London Marathon of 2003, she broke the women's world record. Her amazing world record time of two hours, fifteen minutes and twenty-five seconds was much faster than anybody believed a woman could run. [5] _____. In her career, Paula had risen to every challenge on the road, but she hadn't achieved her goal on the running track. In the Olympic Games of 1996, she was fifth, in 2000, she finished fourth, and in 2004, she didn't finish because she hurt her leg before the race. However, in 2007, everybody believed that she was now the greatest female marathon runner in history. Surely, she could win the marathon at the Beijing Olympic Games in 2008.

Three months before the games, Paula felt some pain in one of her legs, and went to see a doctor. [6] _____. She was carrying an injury. Despite this, she continued to train every day, and to try to find a way to be at her best. On the day of the race, she started well and felt confident, but she couldn't keep up with the leaders. [7] _____. Unfortunately, she didn't win the gold medal that she had dreamed of winning all her life.


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## Speaking

**7 Talk about one of the following topics.**

- what you're doing at work at the moment
- where and what to eat in your city
- a person who is important to you

/ 10

## Writing

**8 Write one of the following.**

- a story about a journey when something went wrong
- a description of your house and apartment
- *My first day at school*. Write an essay, describing your feelings and experiences.

/ 15

/ 100

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## END-OF-YEAR TEST 1 Units 1–16

## Grammar

**1 Choose the correct options (a, b or c) to complete the text.**

**Book of the year**

*One Day* has been [1] _____ popular with our readers than any other novel this year. It [2] _____ millions of copies [3] _____ it [4] _____. In the story, a young couple called Dexter and Emma, [5] _____ are [6] _____ at Edinburgh University, meet and get to know each other. It is July 15th. The novel then revisits their lives and relationships on one day – July 15th – [7] _____ the next twenty years. If you [8] _____ romantic but realistic stories, you [9] _____ buy a copy. It's an [10] _____ story, but also a very sad one. There aren't [11] _____ real-life stories like this one on the market. You won't want to stop [12] _____ it.

| | | | |
|---|---|---|---|
| 1 | a more | b much | c most |
| 2 | a sells | b is selling | c has sold |
| 3 | a for | b since | c from |
| 4 | a has published | b was published | c had published |
| 5 | a who | b where | c which |
| 6 | a two | b all | c both |
| 7 | a by | b from | c over |
| 8 | a love | b are loving | c will love |
| 9 | a might | b should | c ought |
| 10 | a excite | b excited | c exciting |
| 11 | a so | b enough | c too |
| 12 | a read | b reading | c to read |

/ 12

**2 Choose the correct option to complete each sentence.**

1 These dresses are _____ more fashionable than the ones in the other shop.
a lot b much c as

2 How long _____ there?
a you have been b have been you c have you been

3 _____ I get the bill, please, waiter?
a Could b Would c Shall

4 Samantha has got _____ homework to do to go out this evening.
a too b too much c too many

5 Do you have _____ money to pay for the taxi?
a many b too c enough

6 I'm thinking _____ buying a car.
a to b for c of

7 This is the _____ popular book in the library.
a most b much c more

8 That looks heavy. _____ it for you.
a I carry b I'll carry c I'm carrying

/ 8

**3 Complete the sentences with the correct form of the verbs in brackets.**

1 Jack _____ (stay) with his grandparents near the lake at the moment.
2 While I was walking home from work, I _____ (meet) my old school teacher.
3 How long _____ (you / have) your current job?
4 If you buy the tickets, I _____ (get) some sandwiches to take with us.
5 Our house _____ (build) thirty years ago.
6 Tom _____ (pay) the bill if he had enough money.
7 The book wasn't very _____ (interest). In fact, I got bored halfway through it.
8 You shouldn't _____ (be) rude to Melanie.
9 I've decided _____ (look) for a new job.
10 I remember _____ (drive) along the coast last summer. That was a great trip.

/ 10

## Vocabulary

**4 Complete the sentences with one word.**

1 Wear your gloves. They'll _____ your hands warm all day.
2 We stopped at the traffic _____ and waited for them to go green.
3 You should always check _____ for your flight online.
4 The players ran out on to the football _____ .
5 Jo _____ a goal in the first minute. It was 1-0!
6 Patrick is my flat _____ . We live together.
7 It's hard to get _____ a really good university.
8 I've got a really bad head_____ . Do you have any aspirin?
9 Andy was so rude on the phone that Kay hung _____ on him.
10 She spilled water all _____ the floor.

/ 10

**5 Write the correct form of the word in brackets to complete the sentences.**

1 Katy is a _____ (law) and works for a big law firm.
2 The food tastes _____ (disgust). I really can't eat it.
3 The hotel was very _____ (expense).
4 We had to carry Jim's bags in _____ (add) to our own.
5 We live in an _____ (industry) area of the country.
6 I always enjoy _____ (romance) comedies.
7 I found the film _____ (confuse).
8 Babic is one of the world's greatest _____ (compose). His music is amazing.

/ 8


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**6 Choose the correct word to complete each sentence.**

1 Tom _____ his own company. He's the boss.
a runs b works c trains
2 You have to go _____ security at the airport.
a over b through c along
3 Jill _____ a comment online.
a sent b posted c streamed
4 I _____ good grades at school.
a got b went c made
5 They manufacture vehicles in the car _____ .
a place b station c plant
6 Please _____ your feet before you come in.
a wipe b wave c water
7 There are five showers in the shower _____ at the campsite.
a place b block c square
8 When it hit the ground, it _____ a terrible noise.
a spent b took c made
9 Could you _____ me £10?
a lend b owe c borrow
10 I love the special _____ in science fiction films.
a aspects b effects c objects
11 The war _____ four years.
a moved b lasted c occupied
12 Sheila doesn't _____ the minimum wage.
a win b do c earn

/ 12

## Listening

**7 Listen to the radio programme and choose the correct answers. Each question has only one correct answer.**

1 How long has Emily been travelling since she left England?
a a few months
b a year
c more than a year
d a few weeks
2 What was the main reason why Emily decided to go travelling?
a She lost her job.
b Her boyfriend left her.
c She didn't like her house.
d She argued with her family.
3 How many times has she been away on a long trip before?
a once
b never
c twice
d many times
4 How much money did Emily have when she left home?
a a lot more money than she has now
b a lot less money than she has now
c hardly any money at all
d about as much money as she has now
5 How does Emily earn money while she is travelling?
a She writes articles.
b She teaches English.
c She sells things.
d She works in beach resorts.

/ 10

## Speaking

**8 Talk about one of the following topics.**

- your arrangements and appointments for next week
- a restaurant you liked or one you didn't like at all
- your favourite sport

/ 10

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## Reading

**Lake Baikal**

In the heart of Siberia lies Lake Baikal, one of the world's most beautiful lakes, and a place which is full of history and the holder of a number of amazing records. As well as being the world's deepest lake, Baikal also contains more unfrozen fresh water than any other place on earth. In fact, you would have to go to the Arctic or Antarctic to find more water. Although there are longer and wider lakes in the world, none are clearer and none of them are anywhere near as ancient. It is estimated that the lake existed over 25 million years ago.

Baikal is a rift lake. That means that it was formed when water filled a deep valley. This also explains why most of its sides are very high and steep, and why its length is so much greater than its width. Although there aren't as many different types of fish in the lake as there are in other large lakes around the world, there are a couple of species which have a significant commercial value. The omul, a type of white fish, is extremely popular among people who live near the lake. Visiting tourists will find many market stalls in villages around the lake selling smoked fish.

People have lived by the lake from ancient times, surviving on the fish. Two thousand years ago, it was the scene of wars between rival Chinese dynasties. However, Europeans knew nothing about the place until the explorer Kurbat Ivanov was the first Russian to reach its shores in 1643. During the seventeenth century, the Russians had gradually moved east across Siberia, and as they did, they heard tales of strange peoples and places. In the first decade of the seventeenth century, they heard of the Buryat tribe who lived by a huge lake, and it was then that they decided to head there.

Although Russia took control of Lake Baikal, and made the region part of the Russian Empire, it wasn't until the late nineteenth century that they were able to develop Lake Baikal as a tourist attraction. The building of the Trans-Siberian Railway, which went past the lake, allowed hotels to open and wealthy visitors from around the world to go there for the first time. Engineers had to build many tunnels and over two hundred bridges in order to create a scenic route around the south-western end of the lake.

Today, Lake Baikal is one of Russia's greatest tourist attractions, and the southern end has a number of luxury hotels. In other quieter parts of the lake, there are a number of centres which organise adventure tours and extreme sports activities for younger or less well-off visitors. Tourists visit in summer to enjoy sport fishing and climbing, and in winter, more adventurous visitors come to ski across the frozen lake.

**9 Read the text and decide if these sentences are true (T), false (F) or not given (NG).**

1 There is more fresh water in Lake Baikal than in any other lake in the world. T / F / NG
2 Baikal is deeper, clearer and older than any other freshwater lake. T / F / NG
3 Baikal is narrower than most other rift lakes. T / F / NG
4 The number of fish in the lake is surprisingly small. T / F / NG
5 It isn't difficult for tourists to try a fish called an 'omul' when they go to Lake Baikal. T / F / NG
6 Fish was a source of food to the people who first lived by Baikal's shores. T / F / NG
7 Chinese people went to Lake Baikal before Europeans went to the lake. T / F / NG
8 Russians hadn't heard anything about Lake Baikal until the early seventeenth century. T / F / NG
9 As soon as they took control of Baikal, the Russians started developing the tourist industry there. T / F / NG
10 The majority of richer visitors probably go to the south of the lake. T / F / NG

/ 10

## Writing

**10 Write one of the following.**

- a description of a festival in your country
- a review of a film you saw recently
- *We should spend more on protecting the environment.* Discuss arguments on both sides of the statement, and express your opinion.

/ 10

/ 100



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## END-OF-YEAR TEST 2 Units 1–16

## Grammar

**1 Choose the correct options (a, b or c) to complete the text.**

**Film of the week**

This week's [1] _____ film is *Ex Machina*, a science fiction film which is cleverer [2] _____ you think. [3] _____ it if you can. At the start of the film, a young computer programmer called Caleb wins the chance to visit the house [4] _____ his boss lives. Not [5] _____ people go there. It's a fantastic building in the middle of a forest. Caleb discovers that his boss [6] _____ a robot with artificial intelligence. The robot's name is Ava and she looks like a beautiful woman. When Caleb meets her, he starts [7] _____ to know her. He can't stop [8] _____ about her. Ava tells him that he [9] _____ believe his boss because he isn't telling the truth. If you [10] _____ to know what happens in the end, you [11] _____ go and watch the film. I recommend [12] _____ it. It's fantastic.

| | | | |
|---|---|---|---|
| 1 | a good | b better | c best |
| 2 | a as | b than | c that |
| 3 | a You watch | b Watch | c To watch |
| 4 | a who | b which | c where |
| 5 | a much | b more | c many |
| 6 | a makes | b has made | c was made |
| 7 | a get | b to get | c got |
| 8 | a think | b to think | c thinking |
| 9 | a wouldn't | b mustn't | c doesn't have to |
| 10 | a want | b will want | c are wanting |
| 11 | a will have to | b would have to | c must have to |
| 12 | a see | b to see | c seeing |

/ 12

**2 Choose the correct option to complete each sentence.**

1 Sophie isn't as tall _____ I am.
a that b so c as

2 When _____ ?
a you arrived b did you arrive c you did arrive

3 _____ we go out tonight? There's a good film on.
a Shall b Would c Do

4 If I _____ you, I'd put a coat on. It's cold outside.
a were b would be c had been

5 I haven't repaired the car _____ .
a already b just c yet

6 These bikes _____ by a company in this country.
a designed b have designed c were designed

7 We visited the town _____ Shakespeare was born.
a who b which c where

8 Neither _____ like ice cream.
a us b of us c from us

/ 8

**3 Complete the sentences with the correct form of the verbs in brackets.**

1 Jack _____ (have) two sisters. They're waiting for us at the station.
2 What _____ (you / do) next Saturday? Are you busy?
3 _____ (Tom / ever / travel) abroad? If not, he should go.
4 I _____ (need) to call Fiona later.
5 Penny _____ (not earn) much last month.
6 I _____ (work) in the garden all morning so I'm tired.
7 We're going _____ (have) a barbecue at the weekend.
8 I can't _____ (play) football very well.
9 We can't afford _____ (eat) out.
10 We don't mind _____ (help).

/ 10

## Vocabulary

**4 Complete the sentences with one word.**

1 I'm working _____ a new project at the moment.
2 This jacket doesn't _____ me. It's too small.
3 When did you first _____ to know Gareth?
4 We returned it to the shop and got our money _____ !
5 Go to the boarding _____ . The plane has landed.
6 I saw Karen at the indoor swimming _____ today. She was diving.
7 Could you put me _____ to accounts, please?
8 I would like to take _____ a mortgage because I want to buy a house.
9 Somebody has _____ a complaint about the service in the restaurant.
10 What was the food _____ at the party? Was it good?

/ 10

**5 Write the correct form of the word in brackets to complete the sentences.**

1 Simon is an _____ (act) and works in the theatre.
2 _____ (fry) vegetables taste great.
3 Football _____ (support) are really noisy when their team is playing well.
4 I'm worried about _____ (secure) at the airport.
5 There is a lot of _____ (pollute) in the city because there are so many cars.
6 I watched a _____ (history) drama on TV last night.
7 We went to an interesting _____ (exhibit) of paintings.
8 France is a part of the _____ (Europe) Union.

/ 8

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**6 Choose the correct word to complete each sentence.**

1 I lost my _____ last month.
a job b interview c meeting
2 Amy bought a new _____ of shoes.
a couple b pair c suit
3 It's break time at school. The children are in the _____ .
a playground b play station c play hall
4 The teachers are _____ strike so the school's closed.
a in b at c on
5 You need football _____ when you play outside on pitches in winter.
a shoes b boots c trunks
6 Your mother-in- _____ is very nice.
a law b life c rule
7 Mr Jones is a _____ teacher. He has firm rules and you are in trouble if you break them.
a fit b soft c strict
8 Let me _____ you round our new flat.
a show b leave c hang
9 Don took a year _____ before starting university.
a in b over c off
10 Some insects _____ diseases.
a hit b launch c spread
11 Can I put you _____ hold while I speak to my colleague?
a at b in c on
12 You should _____ that money in shares. Don't spend it all.
a earn b invest c owe

/ 12

## Listening

**7 Listen to the radio programme and choose the correct answers. Each question has only one correct answer.**

1 What did the first speaker usually do with his pocket money?
a He spent it on sweets.
b He put it in the bank.
c He gave it to friends.
d He saved it for later.
2 What did the first speaker do with his salary when he started working?
a He started his own business.
b He invested in the stock market.
c He bought himself a new computer.
d He spent a lot of it on clothes.
3 What is the financial situation of the first speaker now.
a He has to pay back a lot of money.
b He is much richer than he used to be.
c He is running his own successful business.
d He makes a huge profit every year.
4 Why was the second speaker in debt when she was young?
a She borrowed a lot of money from her brother.
b She never had a job or saved any money.
c She didn't get any pocket money from parents.
d She used to go on holidays in the summer.
5 Why did she get into debt at university?
a She lived in a house that was too expensive.
b She bought lots of expensive clothes.
c She spent too much on travel expenses.
d She had to pay off what she owed to other people.

/ 10

## Speaking

**8 Talk about one of the following topics.**

- where you go shopping and what you buy
- a story about a holiday experience
- the weather in your country in winter

/ 10


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## Reading

**The 'selfie' stick**

If you go to a place popular with tourists anywhere in the world, you'll see lots of people taking photos. In the past, people on holiday used to take photos of famous buildings, or, if they were with friends, they would take photos of their friends in front of famous buildings. Nowadays however, thanks to the invention of mobile phones which have built-in cameras, people are only really interested in taking photos of themselves. Historical city centres from London to Beijing are full of smiling people holding a phone in front of their face – the whole world is taking 'selfies'! In the future, our great-grandchildren will look back on this period of history and laugh at us. And the thing that will make them laugh the most won't be the phone or the big smiles on our faces but the 'selfie' stick – the long metal stick that more and more people are using so that they can hold their phones far enough from their faces to take a perfect 'selfie'.

'Selfie' sticks are not new. As far back as the 1980s, a development engineer called Hiroshi Ueda, who worked for a Japanese camera company, was the first man to design a selfie stick. He was a very keen photographer, and he loved taking photos of his family while they were on holiday, but he hated the fact that he was never in any of the photos. Once, when he was on holiday in France, he asked a young boy to take a photo of himself and his wife, but, instead of taking the photo, the boy ran away with the expensive camera. Back home in Japan, Hiroshi decided to find a solution to the problem, and made a long metal stick that you could attach to a typical pocket camera of the 1980s. He also included a mirror that you could attach to the front of the camera so that photographers could see what they were doing. It was a brilliant idea but it wasn't successful. Very few were sold. Most cameras were too heavy for the stick, the quality of the photographs wasn't very good, and most people in Japan, especially women, didn't like the idea of taking 'selfies'. In the 1980s, the idea of taking photos of yourself was very strange to most people.

Over twenty years later, a Canadian inventor called Wayne Fromm, who didn't know anything about Hiroshi's invention, had the idea of making a hand-held metal stick that you could use to hold a camera. He spent many years improving his design and promoting it around the world, but, at first, nobody was particularly interested in it. However, in time, unlike Hiroshi, he was lucky. As mobile phones became lighter and slimmer, more popular, and much better at taking photos, users began to realise that the selfie stick was a good idea. And now, of course, everybody's buying one! It has made Wayne a rich man, although he is annoyed that a lot of other manufacturers have stolen his idea and are making cheaper versions of his stick. Hiroshi, meanwhile, is not angry that he didn't make any money. He is just one of many inventors who had a brilliant idea at the wrong time.

**9 Read the text and decide if these sentences are true (T), false (F) or not given (NG).**

1 Nowadays, people take more photos than they used to. T / F / NG
2 The subject of holiday photos has changed over the years. T / F / NG
3 Although Hiroshi Ueda worked for a Japanese camera company, he didn't like taking photos. T / F / NG
4 One of Hiroshi's cameras was stolen during a trip to Europe. T / F / NG
5 Hiroshi developed the selfie stick while working in France. T / F / NG
6 In the end, Hiroshi's company decided not to manufacture the selfie stick. T / F / NG
7 The writer says that Japanese women found the selfie stick too heavy and difficult to use. T / F / NG
8 Wayne Fromm based his selfie stick on Hiroshi Ueda's research. T / F / NG
9 Wayne's selfie stick wasn't successful when he first invented it. T / F / NG
10 If you want to buy a selfie stick, you can only get one from Wayne Fromm's company. T / F / NG

/ 10

## Writing

**10 Write one of the following.**

- a description of a favourite teacher
- a review of an event you attended
- *Having a holiday abroad is more rewarding than having one in your own country.* Discuss arguments on both sides of the statement, and express your opinion.

/ 10

/ 100

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# TESTS ANSWER KEY

## UNIT 1

**1**

1 go
2 'm standing
3 don't mind
4 never watch
5 're looking after
6 go
7 're painting
8 doesn't know

**2**

1 'm meeting
2 has got
3 has to
4 is having
5 'm leaving
6 need to
7 are doing
8 's playing

**3**

1 What are you doing next weekend?
2 What time does he get up?
3 Do you enjoy working here?
4 Does your brother own a shop?
5 Is she meeting Penny later?

**4**

1 c 2 d 3 e 4 b 5 a

**5**

1 a 2 c 3 c 4 b 5 a 6 a

**6**

1 a project
2 a contract
3 staff
4 a job
5 a meeting / an interview
6 staff / a contract
7 staff
8 a project / a contract
9 a contract
10 a meeting

**7**

1 advising
2 organising
3 negotiating
4 doing
5 installing
6 working
7 teaching
8 gives

## UNIT 2

**1**

1 bought
2 didn't know
3 lasted
4 was
5 went
6 weren't
7 broke
8 didn't see

**2**

1 as 2 more 3 not 4 much 5 bit

**3**

1 better
2 more difficult
3 busier
4 worse
5 more clearly

**4**

1 older
2 opened
3 was
4 controlled
5 went
6 larger
7 more interesting
8 didn't do

**5**

1 leather
2 trousers
3 ring
4 smart
5 dark

**6**

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

**7**

1 back
2 out of
3 from
4 in
5 out of

**8**

1 damaged
2 wide
3 fee
4 reduced
5 dropped
6 bid
7 service
8 bargain

## UNIT 3

**1**

1 were driving
2 heard
3 was
4 stopped
5 looked
6 was lying
7 didn't know
8 wasn't waiting
9 got
10 was just starting
11 saw
12 was she doing

**2**

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

**3**

1 did you get
2 took
3 no
4 any
5 many
6 plenty of

**4**

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

**5**

1 a playground
2 a bridge
3 a football ground
4 a subway
5 a church
6 a crossing
7 a monument

**6**

1 d 2 a 3 e 4 c 5 b

**7**

1 cancelled 3 tip 5 park
2 charged 4 hired 6 cycle

## UNIT 4

**1**

1 've eaten
2 haven't seen
3 has never been
4 Have you ever had
5 hasn't found
6 Has Tom ever been
7 've never had
8 Have they met
9 've cooked
10 have you visited

**2**

1 sent
2 has stayed
3 did you go
4 have never played
5 met
6 Have you ever lost
7 ran
8 have never been

**3**

1 not enough
2 too much
3 not, enough
4 too, to
5 too many
6 enough, to
7 not enough
8 too tired

**4**

1 a 2 b 3 b 4 a 5 c 6 b

**5**

1 mild
2 bitter
3 soft
4 raw
5 strong
6 thick

**6**

1 seafood, fish
2 stone, skin
3 fried, boiled

**7**

1 view
2 staff
3 portions
4 roast
5 vegetables
6 seat

## UNIT 5

**1**

1 go
2 are going
3 going
4 go
5 are going
6 is going
7 going
8 are going

**2**

1 might stay
2 're going swimming
3 'm not going to be
4 might come

**3**

1 highest
2 the best
3 the most interesting
4 The most difficult
5 the ugliest
6 the worst
7 the biggest
8 the tidiest
9 the cleverest
10 the greatest

**4**

1 pool
2 track
3 course
4 court
5 pitch

**5**

1 b 2 e 3 d 4 a 5 c

**6**

1 win
2 draw
3 time
4 support
5 score
6 kick

**7**

1 growth
2 manager
3 insecure
4 expensive
5 manageable
6 heating
7 stressful
8 publishing

## UNIT 6

**1**

1 Do
2 are
3 did
4 has
5 Did
6 have
7 Does
8 was

**2**

1 How long have you had that bag?
2 Why are you listening to the radio?
3 Have you visited this city before?
4 Are you enjoying the nice weather?
5 Did you see the game last night?
6 Where did you buy those gloves?

**3**

1 Sheila and Jo are both exceptionally clever.
2 Neither of us like the hotel.
3 Both of them spent the night in the forest.
4 None of our friends have gone away for the summer.
5 My classmates all really enjoy swimming.
6 Neither of the twins go out on their own.

**4**

1 aunt
2 sister-in-law
3 ex-husband
4 neighbour
5 cousin
6 colleague
7 gran
8 flatmate
9 niece
10 uncle
11 classmate
12 father-in-law

**5**

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

**6**

1 fit
2 confident
3 bright
4 patient
5 strict
6 practical

## UNIT 7

**1**

1 a 2 c 3 d 4 b

**2**

1 have to
2 can
3 doesn't have to
4 can
5 has to
6 don't have to

**3**

1 'll walk
2 won't cycle
3 'll have
4 'll fall
5 'll come
6 won't taste

**4**

1 I'll have the fish
2 You don't have to come.
3 You can't park anywhere round here.
4 I think he will win.
5 I don't have to drive to work.

**5**

1 port, coast
2 bridge, river
3 industrial, plant
4 museum, historic
5 rural, fields
6 transport, traffic

**6**

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

**7**

1 b 2 c 3 a 4 b 5 a 6 c

## UNIT 8

**1**

1 might
2 if
3 can
4 don't
5 won't
6 what

**2**

1 If we grow our own vegetables, we'll eat healthily.
2 If Jo doesn't have any money, I'll pay for lunch.
3 You'll win the prize if you sing like that.
4 They won't have much fun if it doesn't stop raining.

**3**

1 take
2 will you bring
3 'll have
4 won't know
5 will study
6 stop

**4**

1 had to
2 couldn't
3 had to
4 couldn't
5 could
6 didn't have to

**5**

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

**6**

1 from
2 into
3 at
4 to
5 for
6 in
7 to
8 at

**7**

1 pretended
2 declare
3 cheats
4 taking
5 lied
6 got stuck

## UNIT 9

**1**

1 d 2 a 3 c 4 b

**2**

1 don't
2 ought
3 shouldn't
4 Why
5 You
6 should
7 to
8 you

**3**

1 Don't leave your shoes there.
2 Don't play football in front of my house.
3 If you can't sleep, take these pills.
4 Wait for me over there.

**4**

1 take
2 Don't go
3 Look
4 tell
5 don't invite
6 Let

**5**

1 aspirin
2 inhaler
3 thermometer
4 tissues
5 honey

**6**

1 a 2 b 3 a 4 b 5 a

**7**

1 matter
2 mind
3 matter
4 matters
5 mind
6 mind
7 mind

**8**

1 hair
2 stomach
3 back
4 lip
5 head
6 face
7 feet

## UNIT 10

**1**

1 were / was, would buy
2 had, would invite
3 wouldn't play, was
4 would cook, didn't have
5 would help, could
6 would you do, saw

**2**

1 I would do more exercise
2 if they weren't so expensive
3 Dan wouldn't stay in tonight
4 if you lent it to me
5 would you help the victims
6 if we didn't know him from school

**3**

1 X
2 We used to stay in a cottage by the sea every summer.
3 I used to be a lot less confident in those days.
4 Children used to work in coal mines in the nineteenth century.

**4**

1 low
2 share
3 heated
4 block
5 put up
6 high

**5**

1 real
2 service
3 rate
4 provided
5 including
6 basic
7 hostel
8 wi-fi
9 provide
10 site

**6**

1 up / on
2 up
3 up
4 at
5 of
6 for
7 out
8 down

## UNIT 11

**1**

1 had lived
2 hadn't drunk
3 had caught
4 had known
5 hadn't understood
6 had lost
7 had built
8 hadn't seen

**2**

1 were
2 were
3 had
4 hadn't
5 was
6 had
7 wasn't

**3**

1 were built
2 are chosen
3 left
4 is manufactured
5 can be seen
6 are known
7 had broken
8 have lived
9 was carried
10 were not told

**4**

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

**5**

1 hits
2 spreads
3 builds
4 find
5 funds
6 investigate
7 launches
8 conducted
9 becomes

**6**

1 parrot / pigeon
2 parrot / pigeon
3 shark
4 lion
5 cow / sheep
6 cow / sheep
7 rabbit / parrot
8 rabbit / parrot
9 fly

## UNIT 12

**1**

1 just
2 already
3 still
4 yet
5 still
6 already
7 yet
8 just

**2**

1 was at work
2 had broken his leg
3 was surfing the internet
4 hadn't had time to do his homework
5 would be 60 years old on Saturday
6 had helped with the shopping

**3**

1 me
2 what
3 to
4 would
5 he
6 that

**4**

1 up
2 through
3 on
4 back
5 off
6 out
7 away
8 in
9 off
10 up

**5**

1 unhappy
2 illegal
3 unpleasant
4 impatient
5 impolite
6 inconvenient
7 Unfortunately
8 impossible

**6**

1 grabbed
2 hacked
3 stole
4 kicked
5 crashed
6 hit

## UNIT 13

**1**

1 a large packet of crisps
2 the capital of the Abyssinian Empire
3 one of the world's highest mountains
4 the manager of the sports centre
5 a leading designer in the fashion industry
6 alien invaders from outer space

**2**

1 long, been
2 has, for
3 not been
4 Have, been
5 been, since

**3**

1 has been driving
2 have known
3 has she been doing
4 hasn't been going
5 have been playing
6 has always liked
7 Have you been working
8 has been chatting
9 haven't understood
10 has been applying

**4**

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

**5**

1 a science-fiction film
2 a horror movie
3 a thriller
4 a musical
5 a comedy
6 a martial arts moive
7 a war movie

**6**

1 boring
2 tired
3 depressed
4 interesting
5 confusing

**7**

1 c, f 2 b, e 3 a, d

## UNIT 14

**1**

1 where
2 who
3 which
4 where
5 who
6 which
7 who
8 where

**2**

1 That's the woman who reads the news on TV.
2 I bought a magazine that is full of celebrity gossip.
3 Shelley has a new car which is really fast.
4 Tina met a celebrity who regularly appears on TV.
5 We visited a museum where there was an exhibition about the Vikings.
6 I have a lovely garden that is full of flowers.

**3**

1 must (have to) call
2 mustn't walk
3 must (have to) eat
4 mustn't make
5 mustn't run
6 don't have to eat

**4**

1 nails
2 mop
3 thread
4 torch
5 pan
6 kettle
7 bin
8 plaster

**5**

1 bar
2 can
3 tin
4 packet
5 carton
6 jar

**6**

1 Diana cooked dinner for me.
2 Brian gave me a lovely gift.
3 Tom made a cup of tea for his guests.
4 Jack lent £100 to his sister.
5 Amy sent me a card.

## UNIT 15

**1**

1 Over, have not changed
2 are staying, at
3 haven't worked, for
4 has been, since

**2**

1 are going to go (or *are going*), in
2 In, are going to buy
3 used to live, in
4 When, used to go

**3**

1 before
2 When
3 As soon as
4 until
5 After

**4**

1 gets
2 will ask
3 arrive / have arrived
4 leave
5 will have to

**5**

| | | |
|---|---|---|
| 1 strong | 3 lot | 5 weak |
| 2 low | 4 about | 6 high |

**6**

| | |
|---|---|
| 1 invest | 6 owes |
| 2 borrowed | 7 won |
| 3 worth | 8 buy |
| 4 saving | 9 give |
| 5 earn | 10 left |

**7**

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

## UNIT 16

**1**

| | | |
|---|---|---|
| 1 an, the | 3 a, a | 5 a, a |
| 2 the, a | 4 a, the | 6 a, The |

**2**

1 b 2 a 3 a 4 b 5 b 6 a

**3**

| | |
|---|---|
| 1 getting | 5 decorating |
| 2 waiting | 6 to come |
| 3 playing | 7 to do |
| 4 to take | 8 to help |

**4**

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

**5**

| | |
|---|---|
| 1 venue | 5 converted |
| 2 pick | 6 cleared |
| 3 background | 7 distant |
| 4 impressive | 8 ruined |

**6**

| | |
|---|---|
| 1 independent | 5 last |
| 2 War | 6 ruled |
| 3 Empire | 7 King |
| 4 Union | 8 invade |

## REVIEW TEST 1 Units 1–6

**1**

| | |
|---|---|
| 1 do | 6 few |
| 2 Are | 7 never |
| 3 did | 8 enough |
| 4 as | 9 of |
| 5 much | 10 both |

**2**

| | |
|---|---|
| 1 was working | 6 has |
| 2 became | 7 is doing |
| 3 didn't want | 8 is going |
| 4 decided | 9 has never spoken |
| 5 left | 10 needs |

**3**

| | |
|---|---|
| 1 pilot | 5 bitter |
| 2 crossing | 6 roast |
| 3 book | 7 court |
| 4 portion | 8 niece |

**4**

| | | | | | |
|---|---|---|---|---|---|
| 1 c | 3 c | 5 a | 7 b | 9 b | 11 b |
| 2 b | 4 c | 6 a | 8 a | 10 c | 12 b |

**5**

1 d 2 b 3 c 4 a 5 c

**7a**

| | | |
|---|---|---|
| 1 T | 4 F | 7 F |
| 2 F | 5 F | 8 T |
| 3 F | 6 F | 9 F |

**7b**

1 China, the Philippines, the UAE
2 ice skating, watching sea life at the aquarium, eat out in a restaurant, watch the fountains

## REVIEW TEST 2 Units 7–12

**1**

| | |
|---|---|
| 1 will | 6 can |
| 2 could | 7 have to |
| 3 should / ought to | 8 would |
| 4 don't have to | 9 had to |
| 5 won't | 10 should / ought to |

**2**

| | |
|---|---|
| 1 go | 6 used to live |
| 2 did | 7 have not visited yet |
| 3 are recorded | 8 have already travelled |
| 4 was discovered | 9 have |
| 5 was | 10 go |

**3**

| | |
|---|---|
| 1 industrial | 5 compulsory |
| 2 rural | 6 sore |
| 3 shared | 7 reduced |
| 4 top | 8 extinct |

**4**

| | | | | | |
|---|---|---|---|---|---|
| 1 a | 3 c | 5 a | 7 a | 9 a | 11 b |
| 2 b | 4 b | 6 b | 8 b | 10 c | 12 a |

**5**

1 c 2 b 3 c 4 b 5 b

**7a**

| | | | | |
|---|---|---|---|---|
| 1 F | 3 F | 5 T | 7 F | 9 F |
| 2 T | 4 F | 6 F | 8 F | |

**7b**

1 Amounts of sea ice have fallen, sea levels have risen, the temperature of the sea has risen.
2 They might wash away buildings, damage crops, bring disease.

## REVIEW TEST 3 Units 13–16

**1**

| | |
|---|---|
| 1 been | 6 in |
| 2 which / that | 7 soon |
| 3 where | 8 the |
| 4 mustn't | 9 a |
| 5 since | 10 can't |

**2**

| | |
|---|---|
| 1 haven't had | 6 having |
| 2 to have | 7 living |
| 3 to rain | 8 paid |
| 4 to cook | 9 to go |
| 5 have been doing | 10 try |

**3**

| | |
|---|---|
| 1 thriller | 5 jar |
| 2 painting | 6 owe |
| 3 author | 7 party |
| 4 cloth | 8 invade |

**4**

| | | | | | |
|---|---|---|---|---|---|
| 1 b | 3 a | 5 c | 7 b | 9 c | 11 a |
| 2 b | 4 b | 6 a | 8 b | 10 a | 12 c |

**5**

| | | | | |
|---|---|---|---|---|
| 1 d | 2 a | 3 b | 4 c | 5 d |

**7a**

| | | | | | |
|---|---|---|---|---|---|
| 1 F | 2 F | 3 F | 4 F | 5 T | 6 F |

**7b**

1 give them to friends, throw them away, take to charity shop
2 cardboard boxes, newspapers, plastic bags
3 If they are young, don't have much money or don't have much stuff.

## MID-YEAR TEST Units 1–9

**1**

| | | | | | |
|---|---|---|---|---|---|
| 1 c | 3 a | 5 b | 7 c | 9 c | 11 a |
| 2 a | 4 c | 6 c | 8 b | 10 a | 12 c |

**2**

| | |
|---|---|
| 1 doesn't know | 9 buy |
| 2 was riding | 10 'll get |
| 3 have never heard | 11 don't have |
| 4 don't we go | 12 watch |
| 5 are going | 13 call |
| 6 are you thinking | 14 Don't go |
| 7 have you had | 15 are getting |
| 8 say | 16 did Paul go |

**3**

| | |
|---|---|
| 1 boarding | 6 stressful |
| 2 departure | 7 friendly |
| 3 choice | 8 performance |
| 4 disgusting | 9 historical |
| 5 growing | 10 qualification |

**4**

| | | | | | |
|---|---|---|---|---|---|
| 1 b | 3 c | 5 b | 7 c | 9 b | 11 c |
| 2 b | 4 a | 6 a | 8 a | 10 a | 12 a |

**5**

| | | | | |
|---|---|---|---|---|
| 1 b | 2 c | 3 c | 4 b | 5 b |

**6a**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 B | 2 F | 3 D | 4 C | 5 G | 6 A | 7 H |

**6b**

| | | | |
|---|---|---|---|
| 1 F | 3 T | 5 T | 7 F |
| 2 T | 4 T | 6 NG | 8 NG |

## END-OF-YEAR TEST 1 Units 1–16

**1**

| | | | | | |
|---|---|---|---|---|---|
| 1 a | 3 b | 5 a | 7 c | 9 b | 11 b |
| 2 c | 4 b | 6 c | 8 a | 10 c | 12 b |

**2**

| | | | |
|---|---|---|---|
| 1 b | 3 a | 5 c | 7 a |
| 2 c | 4 b | 6 c | 8 b |

**3**

| | |
|---|---|
| 1 is staying | 6 would pay |
| 2 met | 7 interesting |
| 3 have you had | 8 be |
| 4 'll get | 9 to look |
| 5 was built | 10 driving |

**4**

| | |
|---|---|
| 1 keep | 6 mate |
| 2 lights | 7 into |
| 3 in | 8 ache |
| 4 pitch | 9 up |
| 5 scored | 10 over |

**5**

| | |
|---|---|
| 1 lawyer | 5 industrial |
| 2 disgusting | 6 romantic |
| 3 expensive | 7 confusing |
| 4 addition | 8 composers |

**6**

| | | | | | |
|---|---|---|---|---|---|
| 1 a | 3 b | 5 c | 7 b | 9 a | 11 b |
| 2 b | 4 a | 6 a | 8 c | 10 b | 12 c |

**7**

| | | | | |
|---|---|---|---|---|
| 1 c | 2 a | 3 b | 4 d | 5 a |

**9**

| | | | | |
|---|---|---|---|---|
| 1 T | 3 NG | 5 NG | 7 T | 9 F |
| 2 T | 4 NG | 6 T | 8 T | 10 T |

## END-OF-YEAR TEST 2 Units 1–16

**1**

| | | | | | |
|---|---|---|---|---|---|
| 1 c | 3 b | 5 c | 7 b | 9 b | 11 a |
| 2 b | 4 c | 6 b | 8 c | 10 a | 12 c |

**2**

| | | | |
|---|---|---|---|
| 1 c | 3 a | 5 c | 7 c |
| 2 b | 4 a | 6 c | 8 b |

**3**

| | |
|---|---|
| 1 has | 6 have been working |
| 2 are you doing | 7 to have |
| 3 Has Tom ever travelled | 8 play |
| 4 need | 9 to eat |
| 5 didn't earn | 10 helping |

**4**

| | |
|---|---|
| 1 on | 6 pool |
| 2 fit | 7 through |
| 3 get | 8 out |
| 4 back | 9 made |
| 5 gate | 10 like |

**5**

| | |
|---|---|
| 1 actor | 5 pollution |
| 2 Fried | 6 historical |
| 3 supporters | 7 exhibition |
| 4 security | 8 European |

**6**

| | | | | | |
|---|---|---|---|---|---|
| 1 a | 3 a | 5 b | 7 c | 9 c | 11 c |
| 2 b | 4 c | 6 a | 8 a | 10 c | 12 b |

**7**

| | | | | |
|---|---|---|---|---|
| 1 d | 2 b | 3 a | 4 a | 5 a |

**9**

| | | | | |
|---|---|---|---|---|
| 1 NG | 3 F | 5 F | 7 F | 9 T |
| 2 T | 4 T | 6 NG | 8 F | 10 F |

# TESTS AUDIO SCRIPTS

## REVIEW TEST 1 Units 1–6
## CD 3 Track 1

**Pr = presenter, P = Pete**

**Pr:** Welcome back to *The Sports Show*. On the line, we have Formula 1 racing driver, Pete Lewis. Hi Pete, how are things?

**P:** Great, thanks.

**Pr:** Right. Well, there have been three weeks between your last race in Bahrain and this weekend's Spanish Grand Prix. Have you had a good break?

**P:** Well, no, not really. I haven't had much of a break. I've been really busy, but I've had a great time.

**Pr:** OK. So, what did you do after the last race?

**P:** After Bahrain, I had a couple of days off at home and did some training, and then I flew to Rome to do some filming.

**Pr:** Filming. So, you were in a movie?

**P:** That's right. They're making a new film in Rome. It's an American comedy. My part was really small.

**Pr:** So, who do you play in the film?

**P:** I play myself, appearing in a scene at a fashion show. We started filming at 10 p.m. that night and went straight through to six o'clock the next morning. I didn't like that!

**Pr:** Wow. Were you tired?

**P:** Yes, very. But I met some really famous film stars. Ben Pitt came to talk to me on set, which was pretty cool. I had a training session that day as well, and then I flew to Majorca to shoot an advert for a car company.

**Pr:** Unbelievable.

**P:** That night I flew back to Italy for some more filming the next day. Then I went back to London to meet my brother and go away with him for the weekend.

**Pr:** In London?

**P:** Oh no, we went to Los Angeles. I had some meetings while I was there but I spent most of the time with my brother. We went to Hollywood Boulevard and Disneyland.

**Pr:** OK.

**P:** Then I had to come back to London for some more work before going back to the US, to New York this time. I attended a charity event at the Metropolitan Museum of Art. That was really interesting.

**Pr:** Amazing. You've been to more places in three weeks than I've been to in my life.

**P:** Well, I am really busy these days. And now I'm in Spain, and I have three days to prepare for the Spanish Grand Prix.

## REVIEW TEST 2 Units 7–12
## CD 3 Track 2

**P = presenter, H = Harry**

**P:** English isn't the only language spoken in the United Kingdom. In the Outer Hebrides, a group of islands off the northern coast of Scotland, over half the population speak Scottish Gaelic, an old language that is very different from English. Here to tell us more about it is expert Harry Lark, who used to live on the Hebridean island of Lewis before he moved to Edinburgh to do a Master's at the university there in Gaelic. Hello, Harry. Welcome to the show.

**H:** Hello.

**P:** So, if I went to the Hebrides, would I find that most people were speaking a foreign language?

**H:** Well, no, not necessarily. There was a time, a hundred years ago and more, when some islanders didn't use to speak any English, but naturally, nowadays everybody speaks English. It's just that many people there grow up bilingual. You'll hear local people chatting in Gaelic in shops, and all the road signs are in English and Gaelic. Of course, some people on the islands only speak English.

**P:** OK. So do people study Gaelic in school?

**H:** More than that. In many schools, lessons are in both English and Gaelic, so students might have a maths class in English and a geography class in Gaelic. Some schools have to employ teachers who can speak Gaelic, too. Of course it depends on where the schools are. On some of the more rural islands, just about everybody speaks Gaelic, but in the bigger towns there are a lot of people who have moved there from mainland Scotland or even England, so in these schools, teachers and students aren't expected to use Gaelic so much.

**P:** I guess that can be a problem.

**H:** It can be, yes. If you have children from families who have lived in the Hebrides for a long time, and children from families who haven't been there long, then you have fluent Gaelic speakers and beginners in the same class.

**P:** OK. So, why don't they just all speak English?

**H:** Well, because many want to keep Gaelic alive. In the nineteenth century, the language wasn't taught in schools and children were punished if they tried to speak it. The British government wanted to stop people using the language. That's why, today, a lot of islanders feel strongly that they want to protect Gaelic. It's part of their history, their culture and their identity.

**P:** Fascinating. Right. There's one more question I'd like to ask. If you were a ...

## REVIEW TEST 3 Units 13–16
## CD 3 Track 3

**P = presenter, R = Rosie**

**P:** A major event taking place this weekend is the Wildlife Photographer of the Year award. It's going to be on TV and you really mustn't miss it. On today's programme, I'm talking to Rosie Swann, one of the photographers hoping to win this year's prize. Welcome to the show, Rosie.

**R:** Hi.

**P:** So, Rosie, how long have you been working as a photographer?

**R:** Well, I've had this job since I left university. And that was ten years ago. It's my dream job. I've wanted to be a photographer since I was sixteen or seventeen, when I used to spend my weekends taking photos of my pet dog!

**P:** Really?
**R:** Absolutely. Yes.
**P:** Have you done a lot of travelling in your job?
**R:** Yes, of course. I've spent a lot of time in South America, the Amazon rainforest in particular, and I've been to some really unusual places – Borneo was the best – and I've been to parts of China and South East Asia — Thailand ... you know .... I haven't been to Australia yet, which is disappointing because I'd love to go there.
**P:** It's supposed to be amazing in Borneo.
**R:** Oh, it is. But, in this job, it's not where you go but what you see. I've taken some of my best photos here in the UK, including this one. The photo of the spider.
**P:** Yes, it's a fabulous picture. It shows a real close-up of the creature on the window of a house, I think.
**R:** Well, it's actually on a car windscreen. It was taken not far from my house. I was visiting my father out in the country, and he has an old car in his garage, a car which hasn't seen the road for a long time. And that spider was on it. I got my camera up really close.
**P:** Your most recent trip was to China, wasn't it?
**R:** No. I've been to Japan and the US since then. And I've just come back from Morocco. The Sahara Desert. That was amazing. The blue sky and bright sun. We took photos of wild animals near an oasis.
**P:** It sounds exciting. Thanks for coming in Rosie, and good luck in the competition.
**R:** Thank you.
**P:** Fascinating. Right, time for a break, When we come back ...

## MID-YEAR TEST Units 1–9
## CD 3 Track 4

**S = Susie, C = Charlie**

**S:** On *Local Scene* this week we've been dining out with special guests in one of the city's newest restaurants, haven't we, Charlie?
**C:** Absolutely. It's called Café Football and it's going to open to the public from next weekend. The restaurant is hoping to appeal to football-mad fans of both major football teams in the city, so its menu of classic comfort food is named after famous players who have played in blue and famous players who have played in red.
**S:** You'll find the restaurant on the top floor of the brand new Tower Hotel. And, although only hotel guests will be able to enjoy breakfast there, it'll be open to the public for lunch and dinner. I loved it. How about you, Charlie?
**C:** Oh, me, too. There was a lot of choice on the menu and the waiters were really friendly, and lots of fun. They all wore football shirts.
**S:** Yes, that was funny.
**C:** Main courses were named after famous football players. In fact, if you go there and don't know what to choose, why not just select your favourite player and see what you get?
**S:** That's a good idea. The food is simple but delicious and includes chicken wings, large burgers, and Asian dishes, too.
**C:** Yes, I went for a classic American burger in the end, although I really fancied the Chinese Chicken dish. I was a bit worried that it might be too hot for me.
**S:** Oh, yes, you don't like it hot, do you, Charlie? I'm surprised you didn't choose fish and chips. I know you like traditional food. The portions were huge, by the way, and great value.
**C:** Absolutely. We were in a lovely restaurant in one of the city's best hotels, and we didn't have to worry about the price too much. Actually, if I'm honest, I thought the desserts were a bit disappointing. Portions were smaller than I expected, and there were only five dishes to choose from. I think they should try to offer more variety.
**S:** Well, I agree with you up to a point. It would be nice to have more desserts to choose from. But I thought they tasted great. I had a chocolate cake that looked like a piece of a football pitch. I think that was a good idea, and quite funny.
**C:** I think the best thing about the restaurant was that it was fun. Oh, and, of course, it showed football matches while you were eating. On really big screens. If you like watching football, you'll love this place.
**S:** Yes. I suppose it isn't the place to take someone who hates football! But I'd recommend it to everyone else. If you'd like to go, you ought to hurry, though. The restaurant is already taking reservations and I think it'll be really popular in the first few weeks.

## END-OF-YEAR TEST 1 Units 1–16
## CD 3 Track 5

**P = presenter, E = Emily**

**P:** During her two years on the road, Emily Shaw has spent a lot of time travelling in South East Asia and Latin America. When she first left England, she planned to go away for just a few months, but she loved it so much she decided not to go home. And she's still travelling. Hopefully, she's on the line now. Hi, Emily. Can you hear me?
**E:** Sure. Hi. Hi.
**P:** Hi. It's Patrick May in London. Where are you?
**E:** I'm in Cambodia. In Phnom Penh. The capital. It's really hot here.
**P:** I bet. Thanks for coming on the show. We've been getting lots of emails and texts asking you for stories and for advice. I'd like to ask you why you decided to leave home in the first place.
**E:** Well, I lost my job after they closed my department in the publishing company I was working for. I'd broken up with my boyfriend a few months before, and I just wasn't at all happy really. I didn't even like where I was living. More than anything else, I suppose it was not having a job any longer that was what really made me pack my bags and leave. Before then, my longest holiday had lasted two weeks.
**P:** But what about money? How have you financed your trip?
**E:** Well, I saved a lot of money while I was working, so I had the money to pay for flight tickets and things like that, but I have been able to pay my way most of the time. In fact, I have the same amount of money in my bank account back home now as I did two years ago.

**P:** Really?
**E:** Yes, there are lots of ways of making some money on the road. I've met people who have taught English or other languages for money, people who have got part-time jobs in beach resorts, in bars and hotels. Fortunately, I had contacts in journalism and I've been able to earn money by doing some writing. I've written for newpapers and magazines, especially articles about the places I've visited, and because I can do that online, it's a great thing to do while I'm travelling.
**P:** How fabulous!
**E:** It is actually. Some days, I sit on a beach in the sunshine with my laptop, writing emails to people, and they think I'm back home in England, where it's cold and wet most of the time.
**P:** OK! So, where are you planning on going next?
**E:** Well, I only arrived here yesterday, so I think I'll stay in this country for a few weeks. There is a lot to see here. And then, I'll probably go to China.
**P:** Sounds great. Well, I've got an email here from Jan Harrison, and Jan would like to know how you ... [fade]

## END-OF-YEAR TEST 2 Units 1–16
## CD 3 Track 6

**Speaker 1 :** I've always been good with money. When I was young, all the other kids used to spend their pocket money on sweets, things like that. But I didn't spend very much. I used to save my money in a box that I had under my bed in my bedroom. Then, after a few months, I took it out and spent it on something I really wanted, like clothes. When I started to earn money, when I started working, I was the same. At the end of the month, my salary would go into the bank and I'd try to save as much as I could. After a while, I had quite a bit of money, and I decided that I should invest it in a business. I learned as much as I could about the stock market. It's quite complicated, and you need to know a lot about business. The idea is that you buy shares in different businesses, and if they do well, you make money. I decided to invest in a computer company. Well, I made a huge profit the first year, so I was really pleased with that and I kept putting more money in. I was hoping to make a fortune, because it's always been my aim to become really wealthy so that I wouldn't have to worry about money. Anyway, the business did really badly and I lost all my money. Now I owe money to the bank and to friends, and I don't know how I'm going to pay those debts. I suppose I've learned an important lesson.

**Speaker 2:** It's funny really. I've always been absolutely terrible with money. When I was young, I spent my pocket money as soon as I got it. In fact, I remember working in the holidays because I had borrowed money from my brother and I had to pay him back. I think I owed him £300 because he had lent me money for driving lessons. I worked all summer and I didn't see a penny. I had to give it all to him. When I went to university, I got into debt. I don't think that was my fault, really. I didn't go on lots of holidays or buy lots of clothes or anything like that. It's just that university life can be expensive, especially if you go to a university in London. I was living in a house with other students a long way from the centre of the city, and the rent was so high that I couldn't afford it really. Anyway, when I left university and got my first job, with an advertising company in London, I was giving all the money I earned to the bank to pay off my debts. But then, of course, I bought that lottery ticket. £500,000! Can you believe it? I've paid off all my debts, and now I'm living in a really cool, expensive flat, and I only have to work part-time!

# WEBB ANDERSON

Exciting new positions at WEBB ANDERSON. **Apply now!**

### ENGINEER

We're looking for a junior engineer to work on our new project in Africa. We are building a dam and a bridge over the dam, and providing water for millions of people.

### JOURNALIST

We're looking for an experienced journalist to join our company magazine. In the job, you will write articles about our company and staff for our monthly magazine and weekly online journal.

## STUDENT A

You work in recruitment for Webb Anderson. You are going to interview candidates for the two jobs. Prepare questions to ask them, using the prompts.

What / you / do / ? _____

Where / you / work / at the moment / ? _____

How long / you / work there / ? _____

What / hours / like / ? _____

What / work on / at the moment / ? _____

Why / you / want this job / ? _____

## STUDENT B

Read the advertisements and decide which job you would like to apply for. Then complete your CV. Use your imagination to make your CV exciting!

**Curriculum vitae**

Name: Which job interests you?: *engineer / journalist*

Current position:

Qualifications:

Work experience:

Current projects:

Reasons for applying for the job:

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## 2 COMPARATIVELY SPEAKING

### STUDENT A

Complete the sentences so that they are correct in your opinion. Use *more … than*, *-er than*, or *not as … as*. Then discuss whether you think the sentences are true or false with your partner.

**1** The south of Australia is _____ (far south) the south of Chile.

**2** Top basketball players are _____ (well paid) top footballers.

**3** England is _____ (wet) Holland.

**4** A Ferrari is _____ (expensive) a Rolls Royce.

**5** The Statue of Liberty is _____ (high) the Eiffel Tower.

**6** Cricket is _____ (popular) baseball.

**Answers to Student B quiz**

**1** Insurance company statistics show that drivers under thirty are much more dangerous than drivers over seventy. People over 70 make up nine per cent of drivers, but only six per cent of driver casualties. Drivers under 30 make up 20 per cent of drivers, but over 35 per cent of casualties.
**2** India's population is not as big as China's. India's population is 1.25 billion, but China's is 1.35 billion.
**3** Ottawa, the capital of Canada, is colder than Nuuk, the capital of Greenland. Ottawa's lowest temperature is –37C, but Nuuk's lowest is –29.5.
**4** F1 cars are slower now than they were ten years ago. This is true. They are 4-8 seconds slower than in the mid to late 2000s.
**5** The Atlantic is not as deep as the Pacific. At one point, the Pacific is 110,00 metres deep.
**6** There are buildings in China that are taller than any buildings in the USA. There are four, in fact. China's highest building, the Shanghai Tower, is 632 metres high. Willis Tower in Chicago is 442 metres high.

### STUDENT B

Complete the sentences so that they are correct in your opinion. Use *more … than*, *-er than*, or *not as … as*. Then discuss whether you think the sentences are true or false with your partner.

**1** Drivers under thirty are _____ (dangerous) drivers over seventy.

**2** India's population is _____ (big) China's.

**3** Ottawa, the capital of Canada, is_____ (cold) Nuuk, the capital of Greenland.

**4** F1 cars now are _____ (slow) they were ten years ago.

**5** The Atlantic is _____ (deep) the Pacific. (110,000m)

**6** There are buildings in China that are _____ (tall) any buildings in the USA.

**Answers to Student A quiz**

**1** The south of Australia is not as far south as the south of Chile. It is, however, further south than the north of Chile!
**2** Basketballers are not as well paid as footballers. In 2015, footballers Lionel Messi and Cristiano Ronaldo earned more than top basketball players LeBron James and Kevin Durant.
**3** England is not as wet as Holland. Holland is much wetter. Amsterdam gets over 80 centimetres of rain every year.
**4** A Ferrari is as expensive as a Rolls Royce. There are a lot of different prices you can get, but the price of both cars starts at about $250,000 when they are new.
**5** The Statue of Liberty is not as high as the Eiffel Tower. The Statue of Liberty in New York is 93 metres high. The Eiffel Tower is much higher at 301 metres.
**6** Cricket is more popular than baseball. It's true! Mostly because it is very popular in India (1.25 billion people, remember!).


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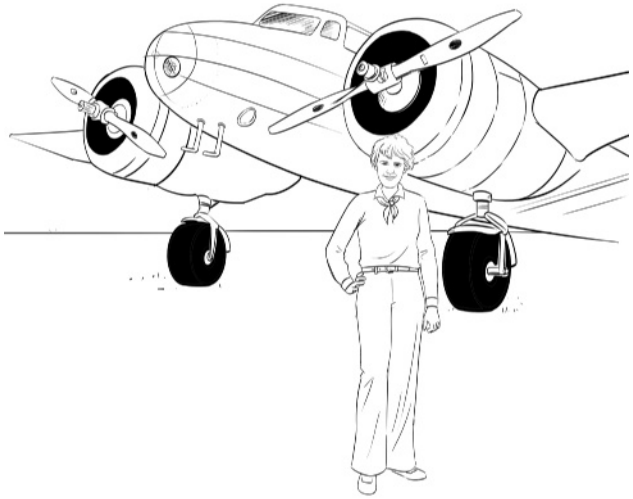
## 3 THE STORY OF AMELIA EARHART



### STUDENT A

Read your story. Then ask your partner questions to find the missing information. Use the question words in brackets.

**Amelia Earhart**

In December 1920, Amelia Earhart went to [1] _____ (*Where ...?*) with her father. She was living [2] _____ (*Where?*) at the time and she was twenty-three. She fell in love with [3] _____ (*What ...?*) , and decided to be a pilot. She saved [4] _____ (*How much ...?*) for flying lessons, and bought her [5] _____ (*What ...?*), which she called 'the Canary'. In May 1932, Amelia flew across [6] _____ (*What ...?*) from Canada to Europe. She landed in Northern Ireland after a flight that lasted [7] _____ (*How long ...?*). In 1936, while she was working at Purdue University, Amelia started planning [8] _____ (*What ...?*). In June 1937, Amelia and her co-pilot Fred Noonan flew from Miami to [9] _____ (*Where ...?*). On July 2nd, they took off from Lae and disappeared. Nobody ever saw Amelia Earhart again.

### STUDENT B

Read your story. Then ask your partner questions to find the missing information. Use the question words in brackets.

**Amelia Earhart**

In December 1920, Amelia Earhart went to an airfield with [1] _____ (*Who ...?*). She was living in California at the time and she was [2] _____ (*How old ...?*). She fell in love with flying, and decided to be [3] _____ (*What ...?*). She saved $1,000 for [4] _____ (*What ...?*), and bought her first plane, which she called [5] _____ (*What ...?*). In May 1932, Amelia flew across the Atlantic from Canada to Europe. She landed in [6] _____ (*Where ...?*) after a flight that lasted fifteen hours. In 1936, while she was working [7] _____ (*Where ...?*), Amelia started planning a flight round the world. In June 1937, Amelia and her co-pilot Fred Noonan flew from [8] _____ (*Where ...?*) to Lae in New Guinea. On [9] _____ (*When ...?*), they took off from Lae and disappeared. Nobody ever saw Amelia Earhart again.

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## 4 FIND SOMEONE WHO ...

Ask questions to find one person in the class for each experience.

Name

**1** ... has never eaten Chinese food. _____

**2** ... has cooked dinner for more than eight people. _____

**3** ... has decided to be a vegetarian. _____

**4** ... has eaten something which still had eyes. _____

**5** ... has complained in a restaurant. _____

**6** ... has felt ill because of something they ate on holiday. _____

**7** ... has been fishing or hunting and caught something for lunch. _____

**8** ... has been to an extremely expensive restaurant. _____

**9** ... has made a traditional dish from their country. _____

**10** ... has bought a cookery book. _____

**11** ... has made their own pizza. _____

**12** ... hasn't eaten enough food today. _____

**13** ... has cooked something for a competition. _____

**14** ... has eaten something really disgusting. _____

**15** ... has been to a really unusual restaurant. _____

**16** ... has worked in a restaurant or café. _____

**17** ... has gone 24 hours without eating. _____

**18** ... has cooked something that was a complete disaster. _____


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## 5 COLLOCATION DOMINOES

| | | | | | |
|---|---|---|---|---|---|
| pitch | swimming | trunks | play | tennis | golf |
| course | do | dance | football | boots | fishing |
| rod | swimming | pool | running | shoes | golf |
| club | tennis | shoes | football | pitch | rugby |
| boots | fishing | gear | tennis | racket | ride |
| a horse | running | track | rugby | stadium | support |
| a team | tennis | racket | watch | football | throw |
| a ball | play | cards | do | yoga | kick |
| a ball | running | track | ride | a bike | football |

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## 6 WHAT WE HAVE IN COMMON

**1** Choose three people below who are or have been important in your life. Think about how to ask and answer the questions about these three people. You can make notes in the table.

**2** Tell your partner which three people are important to you. Take turns to ask and answer questions about these people. Complete the table with notes about your partner's three special people and what your partner has or had in common with each one.

| | |
|---|---|
| **A a classmate**<br>*When and where / you / first meet?*<br>*How / you / get to know each other?*<br>*What / you / have in common?*<br>*You / still get on well?*<br>*How often / you / see each other now?*<br>*What / you / do together?* | **D a flatmate**<br>*Where / you / live?*<br>*What / the place / like?*<br>*How many people / you / share with?*<br>*What / you / have in common?*<br>*What / you / do together*<br>*What / you / like about them?* |
| **B a teammate**<br>*When and where / you / first meet?*<br>*What sport or activity / do together?*<br>*How often / you / see each other?*<br>*You / get on well? Why? / Why not?*<br>*What / you / have in common?*<br>*You / do other things together?* | **E a colleague**<br>*Where / you / both work?*<br>*What / you / both do?*<br>*How / you / get to know each other?*<br>*How often / you / work together?*<br>*You / get on well?*<br>*How often / you / see each other after work?* |
| **C one of your cousins**<br>*When and where / your cousin / born?*<br>*How / you / related?*<br>*You / close when you were young?*<br>*What / you / do together?*<br>*What / you / have in common?*<br>*How often / you see each other now?* | **F a little brother or sister**<br>*When and where / he or she / born?*<br>*Is there a big gap between you?*<br>*What / you / have in common?*<br>*What / you / do together?*<br>*How often / you / see each other?*<br>*What / he or she / doing now?* |

| My special people | My partner's special people |
|---|---|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |


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# 7 NEW YEAR IN CHINA

Spring Festival, which is called 'Chinese New Year' in the West, starts in late January or in February every year. It is China's most important festival, but, if you want to be lucky or rich, you have to do the right thing during the festival!

Read the sentences and decide if these are things you can or can't, have to or don't have to do during the festival. Talk to your partner and tell them why you made your decision. Then check in the key.

**1** You _____ eat cooked rice.
**2** You _____ visit people in hospital.
**3** You _____ wash your clothes.
**4** If you want to give money, you _____ put it in a red envelope.
**5** You _____ decorate streets, buildings and houses with red.
**6** You _____ borrow money.
**7** You _____ eat porridge.
**8** You _____ wear white.
**9** You _____ buy presents for people you know who have a job.
**10** You _____ eat fish.
**11** You _____ wear red underwear.
**12** You _____ dress up and go to firework parties.

**Key**

**1** You have to eat cooked rice for breakfast. People have cooked rice for the first meal of the year, in the hope that the family will be rich for the whole coming year.
**2** You can't visit people in hospital. Traditionally, people think that it brings illness to the whole family.
**3** You can't wash your clothes. This washes away all your good luck.
**4** If you want to give money, you have to put it in a red envelope. People often give money to children, and always in a red envelope because red is the colour that brings money and luck.
**5** You have to decorate streets, buildings and houses with red. Red is the lucky colour at Spring Festival so there are red lanterns and decorations everywhere.
**6** You can't borrow money. People think this is unlucky during Spring Festival and it leads to debt.
**7** You can't eat porridge. People think porridge is a food for poor people, so, if you eat porridge at Spring Festival, you'll always be poor.
**8** You can't wear white. This is an unlucky colour.
**9** You don't have to buy presents for people you know who have a job. It is not typical to buy presents for people with a job – they can buy their own!
**10** You have to eat fish. If you eat fish, you'll be lucky and rich.
**11** You have to wear red underwear. Because red is a lucky colour, it is a good idea to wear it – everywhere!
**12** You can dress up and go to firework parties. Of course you can! Spring Festival is a time for traditional celebrations.

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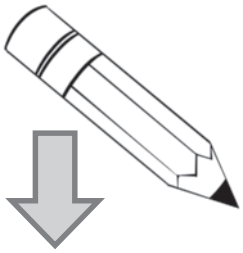
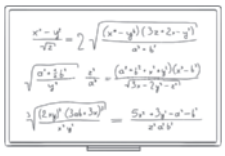
# 8 THE EDUCATION GAME

| | | | |
|---|---|---|---|
| **START**<br>  | **9** If you do well, you'll get A+. If you do badly, you'll get D–. What are these examples of?<br>**G** | **10** The school year is in three parts. What are the parts called?<br>**T** | **FINISH**<br> |
| **1** You go to pre-school when you are three. What is it called?<br>**N** | **8** If you don't get the pass mark of 40% in the exam, what will you do?<br>**F** | **11** When you read words in a textbook, and write them in your notebook, what do you do?<br>**C** | **18** When somebody successfully finishes and leaves university, what do we say they have done?<br>**G** |
| **2** Between 5 and 11, you go to school every day. What type of school is it?<br>**P** | **7** Your school has a gym, a computer room and a library. What are these examples of?<br>**R** | **12** What do you take at the end of your time at school?<br>**E**<br> | **17** What qualification do you get when you leave university?<br>**D** |
| **3** Your parents send you to a private school. What do they have to pay?<br>**F** | **6** You have to do maths at school. What do you call a subject that you have to do?<br>**C**<br>  | **13** If you go travelling after leaving school, we say that you take a year ... *what?*<br>**O** | **16** If somebody gets a friend to text answers to them during their finals, what is this an example of?<br>**C** |
| **4** What type of school do you start going to when you are eleven?<br>**S** | **5** Your teacher wants to find out if you are good at a subject. What does she set?<br>**T** | **14** What's the name of the place you go to study at after you leave school?<br>**U** | **15** What do you call the things you study? – History, Geography, Art, Science, etc.<br>**S** |

**Team A answers**

**1** nursery
**3** fees
**5** test
**7** resources
**9** grades
**11** copy
**13** out
**15** subjects
**17** degree

**Team B answers**

**2** primary
**4** secondary
**6** compulsory
**8** fail
**10** terms
**12** exam
**14** university
**16** cheat(ing)
**18** graduate(d)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## 9 THE GOOD HEALTH MATCHING GAME

Look at the health problems (1–8). Read out the remedies from your cards and discuss which you think is a good remedy. Choose one answer for each problem, then check using the answer card.

**1** I've got a sore throat.
**2** I'm having a nosebleed.
**3** I can't stop sneezing.
**4** I've lost my appetite.
**5** I've cut my finger (a bit).
**6** I've got toothache.
**7** I've got hay fever.
**8** I've got a headache.

**Student A Card**

**1** Squeeze fresh lemon juice, mix with a little honey, and drink.
**2** Take a metal spoon and hold it to the back of your neck until the bleeding stops.
**3** Boil water, add lemon juice, and breathe in the steam.
**4** Mix some ginger and salt and eat half a teaspoon of the mix half an hour before you are going to eat.
**5** Place your finger in a glass of strong alcohol and hold it there for five minutes.
**6** Drink ice cold water to stop the pain and keep your mouth clean – avoid warm or boiled water.
**7** Eat a spoonful of honey every day, which is delicious as well as good for hay fever.
**8** Eat lots of dairy products like butter, cheese, and even chocolate.

**Student B Card**

**1** Mix cayenne pepper and sea salt in warm water and gargle with it every 15 minutes.
**2** Drink a glass of water while breathing in.
**3** Crush a lot of garlic in a bowl and breathe in the strong smell.
**4** Boil potatoes, add salt, pepper and water, and eat a small amount from a bowl before your meal.
**5** Wrap a plaster loosely over the cut and keep checking on it to see if it's stopped bleeding.
**6** Eat a raw onion if you have toothache, or, if you can't bite, place a piece of onion next to the tooth that hurts.
**7** Add lots of fish and mushrooms to your daily diet.
**8** Pickled onions and cucumbers are great for headaches.

**Student C Card**

**1** A glass of fresh milk, straight from the farm, is great for your throat.
**2** Lean forward and hold your nose gently. You'll need to do this for at least ten minutes.
**3** Hold your nose as long as you can without breathing.
**4** Add chilli pepper to your favourite food and eat a small amount as a starter before your main meal.
**5** Use ordinary soap and water to clean the cut, then hold your finger above your head.
**6** Rub butter on the tooth and avoid washing it off until the pain stops.
**7** Avoid wearing sunglasses, which can increase the irritation in your eyes.
**8** Rub natural oils from herbs like mint or basil on your forehead.

**Answer card**

**1** B (Milk can make a sore throat or cough worse. Both salt and lemon juice can kill bacteria, but neat lemon juice is acidic and can make the soreness worse.)
**2** C (Neither the metal spoon nor the glass of water will stop bleeding.)
**3** B (Garlic has natural antibiotic and antiviral properties, which can help with sneezing from a cold.)
**4** A (Ginger and salt are a good way to get your appetite back. It's good for stomach ache, too.)
**5** C (Holding your finger above your head stops the bleeding. Alcohol cleans the cut but can be irritating.)
**6** B (Onions kill the germs that cause toothache. Warm water is better than cold, and butter isn't good for toothache.)
**7** A (Honey is good. You should wear sunglasses to protect your eyes. Fish and mushrooms might be good but there is no scientific evidence.)
**8** C (Mint and basil oil are good for headaches. Dairy products and pickled vegetables can cause headaches.)

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## 10 WHAT WOULD YOU DO?

**Situation 1**

When you arrive at your hotel, a group of very large, strong rugby players are checking in before you. You go up to your room. They are in the rooms to your left and to your right. Everything is quiet until 1 am when they come in from a night in the city. Then the party starts.

*What would you do and why?*

---

**Situation 2**

You are at an expensive New York Hotel. Although you say you'd prefer to carry your bags because you are staying on the ground floor, a porter picks up your bags, carries them to your room for you, and puts out his hand. You give him $2 but he just looks at you and holds out his hand again.

*What would you do and why?*

---

**Situation 3**

When you get to your hotel, the receptionist offers you a choice of two rooms. The first is an attractive double room on the first floor with en-suite bathroom but no view. And the second choice is on the tenth floor – it is much bigger with a huge bathroom and a fantastic view of the city. But the lift is out of order.

*Which would you choose and why?*

---

**Situation 4**

You have booked a table for two by the window of the five star restaurant in your city's best hotel. It is to celebrate your boyfriend or girlfriend's birthday. When you arrive, the hotel apologise because the table is taken. A local pop star has arrived and is sitting at your table with his girlfriend. They take you and your partner to another table, a long way from the window, and offer you a free drink.

*What would you do and why?*

---

**Situation 5**

You are staying at the Tropical Hotel. It is a lovely place, but when you come back from the restaurant late one night, you find that there is a big spider in the bathroom, lizards on the ceiling, and a snake on your bed.

*What would you do and why?*

---


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## 11 WATSON – THE COMPUTER

### STUDENT A

You and your partner have two versions of this science news story. Read your story, and prepare questions to find out your partner's information for the details in bold. Make a note of your partner's information. Then discuss with your partner which information you think is correct.

**Watson**

Watson is an artificially intelligent computer. It was designed by a team of scientists at an **American** computer company between **2001** and **2006**. It has **60** terabytes of memory and cost **3 million American dollars** to build. The computer was first developed to compete on **a famous quiz show called *Jeopardy***. On the show, contestants **answer general knowledge questions** and win money. In **2006**, the computer competed against **three people** who were former winners on the show. Watson won the first prize – **one million American dollars**! Today, Watson is used by doctors and nurses in hospitals to help them diagnose illnesses.

### STUDENT B

You and your partner have two versions of this science news story. Read your story, and prepare questions to find out your partner's information for the details in bold. Make a note of your partner's information. Then discuss with your partner which information you think is correct.

**Watson**

Watson is an artificially intelligent computer. It was designed by a team of scientists at a **Japanese** computer company between **2006** and **2011**. It has **16** terabytes of memory and cost **6 million Japanese yen** to build. The computer was first developed to compete on **a famous reality TV show called *Pop Stars***. On the show, contestants **sing songs** and win money. In **2011**, the computer competed against **two people** who were former winners on the show. Watson won the first prize – **two million Japanese yen**! Today, Watson is used by doctors and nurses in hospitals to help them diagnose illnesses.

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## 12 PERSONAL QUESTIONS

### STUDENT A

Ask your partner the questions and make notes of their answers. Then work in groups. Tell your group what you found out about your partner.

**1** How often do you go shopping? _____

**2** Where did you go on your last holiday? _____

**3** What are you going to eat for dinner this evening? _____

**4** What social media sites do you use, and how often? _____

**5** What kind of weather do you like the most? _____

**6** How many brothers and sisters do you have? _____

**7** What time did you get up this morning? _____

**8** How long have you been learning English? _____

**9** What are your favourite items of clothing? _____

**10** Where will you be living ten years from now? _____

### STUDENT B

Ask your partner the questions and make notes of their answers. Then work in groups. Tell your group what you found out about your partner.

**1** What did you do last weekend? _____

**2** How often do you go to the cinema? _____

**3** How many close friends do you have? _____

**4** What time did you go to bed last night? _____

**5** What's your favourite food? _____

**6** When are you going to do your homework? _____

**7** How long have you lived in this town or city? _____

**8** What is your favourite type of music? _____

**9** How many cousins do you have? _____

**10** Where will you be working ten years from now? _____


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## 13 HOW LONG HAVE YOU BEEN DOING THAT?

**1** Look at the activities in the box below, and choose five activities that you do now or have done in the past. Write them on the timeline in the 'Me' column, next to the time you started doing the activity. If you no longer do the activity, write how long you did it for.

| |
|---|
| read poetry  be a vegetarian  do a martial art  study a foreign language (not English)<br>belong to a film or book club  go to a gym  sing in a choir  do dance classes<br>play for a team  do voluntary work  play a musical instrument  make things<br>do outdoor activities (cycling, walking)  do art or photography  try out new recipes |

| | **Me** | **Other students** |
|---|---|---|
| More than ten years ago | | |
| Ten years ago | | |
| Five years ago | | |
| Two years ago | | |
| Last year | | |
| Six months ago | | |
| Last month | | |
| Last week | | |
| Today | | |

**2** Now interview people in the class and find people who have done the same activities as you – but for longer. Use the question prompts below. Write their information in the timeline.

| |
|---|
| *So, do you ...?*  *How long have you been ...? / How long did you ...?*  *Do / did you enjoy ...?*<br>*Who do / did you do it with?*  *How often do / did you do it?* |

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## 14 RULES FOR LIVING

Read the rules for living and decide if you agree, partly agree or disagree. Then discuss your ideas in groups, and say why.

**Around the house**

| | | | |
|---|---|---|---|
| You should clean the house properly at least once a week. That means dusting, vacuuming and mopping the floor. | **agree** | **partly agree** | **disagree** |
| If you want to live comfortably, you have to be tidy. That means putting cups and plates in the dishwasher as soon as you've finished with them, and putting clothes away, too. | **agree** | **partly agree** | **disagree** |
| If you live with other people, you must have a rota so that everybody knows which jobs to do and when, and you must share jobs equally. | **agree** | **partly agree** | **disagree** |
| You mustn't put rubbish in the wrong bin. Make sure you put things you can recycle in the correct bin. We mustn't waste the world's resources! | **agree** | **partly agree** | **disagree** |
| You have to iron clothes and bed sheets before you use them. There's nothing worse than looking untidy. | **agree** | **partly agree** | **disagree** |
| You should clear out cupboards, fridge and freezer at least once a month. Throw out old tins and jars that are past their sell-by date. | **agree** | **partly agree** | **disagree** |
| You mustn't go to bed before the washing up has been done. | **agree** | **partly agree** | **disagree** |

**Out and about**

| | | | |
|---|---|---|---|
| You mustn't buy all your stuff from the big out-of-town supermarkets. You should shop locally, and in markets, to support local producers. | **agree** | **partly agree** | **disagree** |
| You should always bring your own shopping bag when you go to the supermarket so that you don't have to use the plastic bags in the supermarket. | **agree** | **partly agree** | **disagree** |
| You mustn't buy fruit and vegetables in packets. Always buy them fresh and loose. | **agree** | **partly agree** | **disagree** |
| You mustn't eat in the street. | **agree** | **partly agree** | **disagree** |
| You should always look for clothes in second-hand shops before buying them new. | **agree** | **partly agree** | **disagree** |
| You must never drive to the local shops or supermarket if it's close enough to walk, cycle or go by bus. Get fit and protect the environment! | **agree** | **partly agree** | **disagree** |
| You shouldn't eat fast food. It's better to cook at home with fresh ingredients. | **agree** | **partly agree** | **disagree** |


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## 15 TRUE OR FALSE?

Complete the sentences about yourself. In each category, write three true sentences and one false. Use some of the verbs provided. Then share sentences with your partner, and guess which of your partner's sentences are false.

**My finances**

| spend | owe | earn | win | save | buy | borrow | invest |
|---|---|---|---|---|---|---|---|

**1** At the moment, I _____

**2** Over the last few months, I _____

**3** In a month's time, I _____

**4** In the last two years, I _____

**My job or studies**

| work on | run | train | study | take | pass | sign | apply for |
|---|---|---|---|---|---|---|---|

**1** Currently, I _____

**2** Over the last six months, I _____

**3** A year from now, I _____

**4** At the moment, I _____

**My travels or holidays**

| visit | book | get stuck | miss | fly | cycle |
|---|---|---|---|---|---|

**1** Recently, I _____

**2** Over the last couple of weeks, I _____

**3** In a year's time, I _____

**4** In the last few years, I _____

**My free time**

| go | play | do | watch | take up | go on | relax | give up |
|---|---|---|---|---|---|---|---|

**1** Currently, I _____

**2** In the last two years, I _____

**3** In a few days' time, I _____

**4** A year from now, I _____

**My relationships**

| meet | get on with | fall out with | date | make friends with | call | kiss | write |
|---|---|---|---|---|---|---|---|

**1** Currently, I _____

**2** Over the last few months, I _____

**3** In a month's time, I _____

**4** In the last five years, I _____

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# 16 THE HISTORY OF AMERICA SINCE 1900

| | | | |
|---|---|---|---|
| The Wright brothers made their first powered flight in the Wright Flyer. | The first Ford motor car was manufactured in Detroit. | Walt Disney made his first long film – *Snow White and the Seven Dwarves* | Bill Gates founded Microsoft. |
| The pop star Michael Jackson died in Los Angeles. | The Wall Street Crash took place and the Great Depression began. | The USA declared war on Japan and entered WWII. | Martin Luther King became leader of the African-American Civil Rights Movement. |
| President John F. Kennedy was assassinated in Dallas, Texas while travelling in an open car. | American astronauts Neil Armstrong, Buzz Aldrin and Michael Collins became the first men to land on the moon. | During a visit to Berlin, President Reagan told Soviet Premier Mikhail Gorbachev to tear down the Berlin Wall. | World War II ended when Japan surrendered to the Americans on the deck of an American ship. |
| Elvis Presley, the King of Rock and Roll, died at his home in Graceland. | American athletes did not go to the Summer Olympics in Moscow. | President Richard Nixon became the first and only President to resign from office. | MTV, the first 24-hour cable network dedicated to airing music videos, was launched. |
| Mark Zuckerburg and friends launched the social networking site Facebook. | Nineteen terrorists hijacked planes and crashed them into the World Trade Center. | Barack Obama became the 44th President of the United States. | Musician John Lennon was assassinated outside a hotel in New York City. |

**Key**

| | |
|---|---|
| The Wright brothers made their first powered flight in the Wright Flyer. | December 1903 |
| The first Ford motor car was manufactured in Detroit. | October 1908 |
| The Wall Street Crash took place and the Great Depression began. | October 1929 |
| Walt Disney made his first long film – *Snow White and the Seven Dwarves*. | February 1939 |
| The USA declared war on Japan and entered WWII. | December 1941 |
| World War II ended when Japan surrendered to the Americans on the deck of an American ship. | September 1945 |
| Martin Luther King became leader of the African-American Civil Rights Movement. | 1955 |
| President John F. Kennedy was assassinated in Dallas, Texas while travelling in an open car. | November 1963 |
| Americans astronauts Neil Armstrong, Buzz Aldrin and Michael Collins became the first men to land on the moon. | July 1969 |
| President Richard Nixon becomes the first and only President to resign from office. | August 1974 |
| Bill Gates founded Microsoft. | April 1975 |
| Elvis Presley, the King of Rock and Roll, died at his home in Graceland. | August 1977 |
| American athletes did not go to the Summer Olympics in Moscow. | July 1980 |
| Musician John Lennon was assassinated outside a hotel in New York City. | December 1980 |
| MTV, the first 24-hour cable network dedicated to airing music videos, was launched. | August 1981 |
| During a visit to Berlin, President Reagan told Soviet Premier Mikhail Gorbachev to tear down the Berlin Wall. | June 1987 |
| Nineteen terrorists hijacked planes and crashed them into the World Trade Center. | September 2001 |
| Mark Zuckerburg and friends launched the social networking site Facebook. | February 2004 |
| Barack Obama became the 44th President of the United States. | January 2009 |
| The pop star Michael Jackson died in Los Angeles. | June 2009 |


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# TEACHERS' NOTES TO COMMUNICATIVE ACTIVITIES

## 1 WHAT ARE YOU WORKING ON?

**Aim:** to practise describing jobs and asking questions about jobs
**Genre:** pairwork
**Before the lesson:** Photocopy one worksheet for every pair of students in the class. Cut along cut line.
**Procedure:** Write *Engineer* and *Journalist* on the board. Ask students the following: *What do you do in your jobs? What's interesting about them? Would you like to do a different job? Why? Why not?* Elicit ideas. You could write any interesting phrases on the board for students to use later.

- Hand out a worksheets to each pair of students. Tell students to read about the two different jobs. Student A must prepare questions to ask. Student B must decide which job they would like to apply for, and then complete their CV. Tell them to use their own name but to use their imagination to invent a job history. Monitor and help at this stage as students will need some help with question forming (Student As) and ideas and vocabulary (Student Bs).
- When students are ready, Student A interviews Student B. At the end, Student A must decide whether to give Student B the job or not.

**Extra**
You could ask Student Bs to move one place in a clockwise direction round the class after the first interview. Student As then interview a new Student B. Move them on one more time and have a third interview. Then ask Student As to choose who they would give at least one of the jobs to after having interviewed three people.

## 2 COMPARATIVELY SPEAKING

**Aim:** to practise making comparisons
**Genre:** pairwork
**Before the lesson:** Photocopy one worksheet for every pair of students in the class. Cut along cut line.
**Procedure:** Write *Australia* and *India, China* and *Chile* on the board. Ask students the following: *What are they? Where are they?* Elicit answers. Then ask students to compare the two places in as many ways as they can.

- Organise the class into pairs. Half the class are A pairs and half are B pairs. Hand out the worksheets to students in pairs, making sure that A pairs get the same A worksheet, and B pairs get the same B worksheet.
- Tell students to read the incomplete sentences and complete them so that they are correct in their opinion. It doesn't matter if pairs disagree.
- When students have written their sentences, mix pairs so that a Student A is with a Student B. Students take turns to read out their sentences. Their partner corrects them or congratulates them for getting the sentence right. In the end, find out which students got most right answers.

## 3 THE STORY OF AMELIA EARHART

**Aim:** to practise asking questions to find out about a story using past simple and continuous
**Genre:** pairwork
**Before the lesson:** Photocopy one worksheet for every pair of students in the class. Cut along cut line.
**Procedure:** Write *Amelia Earhart* on the board. Ask students to tell you what they know about her, or ask them to say what they would like to find out.

- Organise the class into pairs and hand out the A and B versions of the story to each pair. Tell students they have different versions to their partner. Tell them not to look. Give students a few minutes to prepare questions to ask their partner to find the missing information. Monitor and help with past tense question forms.
- When students are ready, tell them to take turns to ask questions to find and write the missing information. When they have finished, they can compare their written versions or check their answers with the answer key below. Student A answers are in bold in the answer key, and Student B answers are underlined.

**Extra**
Ask students to write their own gapped text, telling a story about themselves. They could write any story, or if they need some guidance, suggest that they write about an amazing holiday they had. They should say where they went and what they did, leaving gaps for dates, people, places, objects and ages. They then work in pairs, swap their texts and ask and answer questions to fill the gaps.

**Answers**
In December 1920, Amelia Earhart went to **an airfield** with her father. She was living **in California** at the time and she was twenty-three. She fell in love with **flying**, and decided to be a pilot. She saved **$1,000** for flying lessons, and bought her **first plane**, which she called 'the Canary'. In May 1932, Amelia flew across **the Atlantic** from Canada to Europe. She landed in Northern Ireland after a flight that lasted **fifteen hours**. In 1936, while she was working at Purdue University, Amelia started planning **a flight round the world**. In June 1937, Amelia and her co-pilot Fred Noonan flew from Miami to **Lae in New Guinea**. On July 2nd, they took off from Lae and disappeared. Nobody ever saw Amelia Earhart again.

## 4 FIND SOMEONE WHO...

**Aim:** to practise asking personal information using the present perfect
**Genre:** groupwork or whole class activity
**Before the lesson:** Photocopy one worksheet for each student in the class.

**Procedure:** Ask open questions in class to model the activity. For example, *Have you ever eaten Indian food? Oh really! When did you last eat Indian food? Did you go to a restaurant? Did you eat at home? Do you like Indian food?*

- Hand out a worksheet to each student in the class and ask them to read through the question prompts carefully. Check any problem words. Tell students to decide which are true for them and which not true.
- Tell your students to prepare questions. If your class are strong, they are ready to go. If weaker, you could let them write and practise the questions first.
- Ask the class to stand up and come to a part of the classroom where they can mingle easily. If you have a large class, you could split the class into two groups to mingle.
- Tell students to interview different people. For each question, they need to find and write down the name of one student, until they have found someone for each item. Tell students they can only spend one minute with a person before finding a new partner. When they find someone who fits the category, they must ask at least one follow-up question to find more information, and note the information so they can report back to the class. Monitor and help. Prompt students to speak and to move to different partners.
- End after ten to fifteen minutes, or when somebody has found a person for each question. Go through the answers in feedback by asking *Who* questions (e.g. *So, who has cooked dinner for eight people?*).

## 5 COLLOCATION DOMINOES

**Aim:** to practise compounds and collocations in the topic of sport
**Genre:** groupwork
**Before the lesson:** Photocopy one worksheet for every four students in the class. Cut up the worksheets along the dotted cutting lines only to make dominoes (or bring in scissors so students can cut them up).
**Procedure:** Write *football* on the board and ask students to make as many compounds and collocations as they can (*football player, football pitch, play football*, etc.).

- Organise the class into groups of three. Place the dominoes in a pile face down on a table so that everyone in the group can see them. Tell students to spread out and mix up the dominoes.
- Ask each student to choose four dominoes at random. Tell them to hold them and keep them secret. Turn over one of the six remaining dominoes and place it in the middle of the table.
- In a clockwise direction, students take turns to play a domino. They must place a domino next to either end of the domino on the board to make a compound. So, for example, if the first domino reads PITCH / SWIMMING, they could add STADIUM / FOOTBALL to the front end, to make *football pitch,* or POOL / RUNNING to the rear end to make *swimming pool*. If they haven't got a domino they can use, they must pick up one of the remaining unused dominoes. When there are no dominoes left, they just miss a go.
- The first player to use all their dominoes is the winner.

## 6 WHAT WE HAVE IN COMMON

**Aim:** to practise question forming and using *both* and *neither* to talk about things you have in common
**Genre:** pairwork or groupwork
**Before the lesson:** Photocopy one worksheet for each student in the class.
**Procedure:** Start by writing *classmate, teammate, cousin, flatmate,* etc. on the board and checking the words. Explain that students can choose someone they knew well in the past, e.g. an old classmate or flatmate, or someone they live with or work with now.

- Ask a few questions in open class to model the task: *When did you first meet your classmate? Where did you live? How do you stay in touch?*
- Hand out one worksheet to each student in the class. Read instruction 1 out loud and ask students to listen and follow. Once they have chosen their three people, give them a few minutes to look at the question prompts provided and to note down answers.
- When students are ready, put them into pairs to ask and answer questions about their important people. Read instruction 2 out loud. Tell them to say first which people they are ready to talk about (a flatmate, a cousin and a little sister, for example) so that their partner will know which set of question prompts to use. Students take turns to ask and answer questions.
- At the end, ask students to summarise what their partner has in common with their three people, e.g. *Paul gets on well with a friend from his basketball team because they are both very competitive and take the game really seriously. He gets on well with his little sister because they both have the same sense of humour, and they also both work in finance,* etc.

**Extra**
Instead of doing this activity in pairs, organise the class into fours or fives to ask and answer questions.

## 7 NEW YEAR IN CHINA

**Aim:** to practise *can or can't, have to* and *don't have to do,* and to find out about New Year in China
**Genre:** pairwork or groupwork
**Before the lesson:** Photocopy one worksheet for each student in the class.
**Procedure:** Ask students what they know about Chinese New Year.

- Hand out one worksheet to each student in the class. Tell them to fold over the key so they can't see it. Read the introduction out loud and ask students to listen and follow. Organise students into pairs or small groups to work together to decide what to write in each gap. You could do the first as a class (for example, should it be *You can't eat cooked rice* or *You have to eat cooked rice*?).
- At the end, reveal the key, and go through the official answers and ask students which information was surprising. WARNING: If you have Chinese students or China experts in your class, don't insist on the answers as what people say you can and can't do in traditional situations like this is not always the same as people's actual experiences.

## 8 THE EDUCATION GAME

**Aim:** to practise vocabulary connected with the topic of education
**Genre:** team, pair and groupwork
**Before the lesson:** Photocopy one worksheet for each group of four students in the class and cut off the two answer key sections.
**Procedure:** Write *Education* on the board and brainstorm as many words and phrases as you can connected with the topic. Write them up on the board, but rub them off before playing the game.

- Organise the class into groups of four. Hand out one worksheet to each group in the class. Tell groups to split into two teams of two and tell each team to place a small counter on the START square. This could be a coin, button, or anything else flat and small.
- Tell Team A that they will answer odd questions (1, 3, 5, 7, etc.) and tell Team B they will answer even questions (2, 4, 6, 8, etc.). Each team will have to check the other team's answers, so give Team A a set of Team B answers, and give Team B a set of Team A answers.
- Team A move their counter to square 1, read out the question and say the answer. The letter in the square is a clue. If correct, it is Team B's go. If incorrect, they stay in the square and miss a go next time.
- Team B move their counter to square 2, read out the question and say the answer. The letter in the square is a clue. If correct, it is Team A's go again unless they have to miss a go, in which case Team B move to square 4 and answer the next question. If incorrect, they stay in the square and miss a go next time.
- The aim is for each team to move round the board, answering odd or even questions, until they reach square 17 or 18. Once they answer that question, they move to the FINISH square and win the game.

**Answers**

| | | |
|---|---|---|
| 1 nursery | 7 resources | 13 out |
| 2 primary | 8 fail | 14 university |
| 3 fees | 9 grades | 15 subjects |
| 4 secondary | 10 terms | 16 cheat(ing) |
| 5 test | 11 copy | 17 degree |
| 6 compulsory | 12 exam | 18 graduate(d) |

## 9 THE GOOD HEALTH MATCHING GAME

**Aim:** to practise vocabulary connected with the topic of health
**Genre:** groupwork
**Before the lesson:** Photocopy one worksheet for each group of three students in the class. Cut up the cards along the cut lines.
**Procedure:** Write on the board: *I've got a cold,* and ask students: *What should I do?* Elicit as many suggestions as you can (e.g. *go to bed, buy tissues, get some aspirin*). Try to elicit some more unusual suggestions of what to do.

- Organise the class into groups of three. Hand out the cards so that one student has the A card, one the B, one the C. Place the instruction card with the list of illnesses face up, and the answer card face down in front of the students. (If your class doesn't divide into three, have a group of two with the extra card face up, and / or a group of four in which two students have the C card.)
- Tell students that each have three possible remedies to typical common illnesses, and they must discuss their remedies and decide which one is best.
- Student A reads out the problem: *I've got a sore throat*. Then she reads out the suggested solution from the A card. B and C then read out their suggested solutions. Students then discuss which remedy they think is best and give reasons why.
- Once students have read out all eight illnesses, and chosen the best remedy, they can check their answers on the answer card and find out which student got most answers right.

## 10 WHAT WOULD YOU DO?

**Aim:** to practise the second conditional
**Genre:** groupwork
**Before the lesson:** Photocopy one worksheet for each group of three or four students in the class.
**Procedure:** Give a hotel scenario, e.g. *imagine you arrive at a hotel at 10.30pm and last check-in was at 10pm. You've booked a room, but they've given it to someone else. What would you do?* Elicit ideas using *I would*.

- Organise the class into groups of three or four. Hand out one worksheet to each group in the class. Tell students to take turns to read out a story and to elicit and note suggestions from others in their group. They should then decide as a group on the best thing to do. In feedback, ask different groups what they would do in each situation, and agree on what the best thing to do in each situation might be.
- Fast finishers can write their own situations.

## 11 WATSON – THE COMPUTER

**Aim:** to practise asking questions about a science news story, and using passive forms
**Genre:** pairwork
**Before the lesson:** Photocopy one worksheet for each pair of students in the class. Cut the worksheets into two along the cut lines.
**Procedure:** Write *Watson – the computer* on the board. Ask the class to predict what the story might be about.

- Organise the class into pairs. Hand out one version of the story to Student A, and the other version to Student B. The details in bold are different in the two texts. Give students five minutes or more to read their story and prepare questions to find out their partner's information, e.g. *Where was the computer designed? When was it designed?* etc.

- Then tell A/B pairs to ask and answer questions to find the ten factual differences between their stories. They should note their partner's information between the lines on their text. Then, they should discuss which facts are correct.
- Ask students in feedback which pieces of information they think are correct. Then read out the correct text.

**Answers**
Watson is an artificially intelligent computer. It was designed by a team of scientists at an **American** computer company **between 2006 and 2011**. It has **16** terabytes of memory and cost **3 million American dollars** to build. The computer was first developed to compete on a famous **quiz show** called ***Jeopardy***. On the show, contestants **answer general knowledge questions** and win money. In **2011**, the computer competed against **two** people who were former winners on the show. Watson won the first prize – **one million American dollars**! Today, Watson is used by doctors and nurses in hospitals to help them diagnose illnesses.

## 12 PERSONAL QUESTIONS

**Aim:** to practise reported speech
**Genre:** pairwork and groupwork
**Before the lesson:** Photocopy one worksheet for every pair of students in the class. Cut into two along the cut line.
**Procedure:** Start by asking three or four of the questions round the class to model the task.
- Hand out the sheets so each pair has a Student A and a Student B section. Ask Student A to read through the questions on his or her card, and ask B to do the same. Then ask students to take turns to ask and answer the questions, and make a note of the answers.
- When students have completed their interviews tell them to think about how to report the questions using *said that* and *told me that*. Monitor and help students to prepare reported statements. However, do this orally. Don't let students write down sentences – make them think about how to prepare them in their heads.
- Organise the class into groups of four or five. Make sure students are not with the partner they initially interviewed in their new group. Tell students to report their findings, using reported speech, and to put the findings together in order to make a report. In feedback, ask each group to report what they found out about other groups. For example: *Most students said that they went shopping every weekend, but both Paul and Sylvia said that they went shopping once every two weeks, and Gregor said that he never went shopping.*

## 13 HOW LONG HAVE YOU BEEN DOING THAT?

**Aim:** to practise asking about activities using *how long ...?* and other questions
**Genre:** mingle and groupwork
**Before the lesson:** Photocopy one worksheet for every student in the class.
**Procedure:** Ask students *What hobbies do you have?* and follow up with *How long have you been doing that?* or *Do you enjoy it?* Then ask: *Have you done any hobbies in the past that you don't do now? How long did you do it for?*
- Hand out the worksheets to each student and explain the timeline. Tell students to write any relevant activities listed on the worksheet next to the time they started doing them.
- Point out the question prompts and elicit what students could say using the prompts.
- Ask students to stand up, walk round and interview as many people as they can in ten minutes. Tell them to find out as much as they can about each other's hobbies. Tell them that the aim of the game is to find as many people as they can who have the same hobbies but have been doing them longer than they have.
- As students mingle, join in and find out about their hobbies by asking questions. In feedback, ask students to tell you what they found out. Find out which students have been doing each of the activities or hobbies the longest.

**Extra**
Ask students to write a report about two or three people who have been doing activities for a long time.

## 14 RULES FOR LIVING

**Aim:** to practise *must, have to, mustn't, should* and household objects
**Genre:** groupwork
**Before the lesson:** Photocopy one worksheet for every student in the class.
**Procedure:** Write on the board: *You should clean the house properly at least once a week*. Ask the class to say whether they agree or not, and why. This models the task. Encourage them to use the modal verbs in their answers, e.g. *I don't agree, I don't think you have to clean the whole house every week.*
- Organise the class into groups of four (the odd three or five is OK, too). Hand out a copy of the worksheet to each person in each group. Explain that it contain 'rules for living' – advice about how best to live and to shop. Tell them to firstly work alone to tick *agree, partly agree* or *disagree* in response to each situation.
- When students have decided, ask one person in each group to read out the first situation and to ask *Do you agree? Why? Why not?* The aim is to get each group to discuss each of the situations and to explain why they agree or not. If possible, they should try to reach a consensus. Set a time limit of fifteen minutes.
- In feedback, ask each group to summarise what they found out about group members from the discussion.

## 15 TRUE OR FALSE?

**Aim:** to practise time phrases and the tenses that go with them
**Genre:** pairwork
**Before the lesson:** Photocopy one worksheet for every student in the class.
**Procedure:** Write *At the moment, I ...* and *In a month's time, I ...* and ask students how they might complete the sentences. Elicit a few ideas.

- Organise the class into pairs. Hand out one worksheet to each student in each pair. Tell students to work individually to complete each sentence in their own way, but on the topic given and using some of the verbs given. They must make one sentence incorrect in each set. You could model this first by producing four sentences of your own, one of which is a lie, and asking students to guess which is the lie.
- Monitor and help students with ideas, making sure they are using present perfect, present continuous and future forms correctly. Make sure they are including a lie in each section, too.
- Once students are ready, tell pairs to share their sentences. Tell students to guess which of the four sentences in each category is a lie.

**Extra**
Encourage students to ask follow-up questions to test the truth of any statement their partner makes. For example, if they say, *Over the last few months I have been investing in a company,* ask *Which company? How much have you invested?* to test the possible lie.

## 16 THE HISTORY OF AMERICA SINCE 1900

**Aim:** to practise historical vocabulary and dates
**Genre:** groupwork
**Before the lesson:** Photocopy one worksheet for every group of four students in the class. Cut out the twenty cards on each worksheet and have them ready in a pile for each group. Cut out the dates key which you will give to one student in each group.
**Procedure:** Ask students what historical events they know from American history since 1900.

- Organise the class into groups of four and ask them to decide which student will be the referee. Hand out a pile of twenty cards to each group and give the key to the referee. Tell referees to deal five cards out to the three players.
- Player A plays a card by placing it face up on a table, and reads out the historical fact and the year they think it happened (e.g. *The USA declared war on Japan and entered WWII ... I think that was 1940 or 1941*). Tell students that it doesn't matter if they are wrong – but they must guess the year. The next player then plays a card from his or her hand. They must decide if the card goes before or after the card already played – chronologically. So they could place the card to the left of the card already played (if they think it happened before 1940) or to the right (if they think it happened after 1940).
- Once the card is played, and the player has stated the date, the referee must say whether it is correct or not, and says the actual date the event happened.
- The third player has a go. This player can play a card to the left, to the right, or between the two existing cards, and must state the date. The referee corrects. If a player incorrectly plays a card, they must take back their card, and must also take another card from the pile of cards remaining.
- Students take turns to play cards across the table until one student is able to use up all his or her cards.

**Answers**

| | |
|---|---|
| The Wright brothers made their first powered flight in the Wright Flyer. | December 1903 |
| The first Ford motor car was manufactured in Detroit. | October 1908 |
| The Wall Street Crash took place and the Great Depression began. | October 1929 |
| Walt Disney made his first long film – *Snow White and the Seven Dwarves*. | February 1939 |
| The USA declared war on Japan and entered WWII. | December 1941 |
| World War II ended when Japan surrendered to the Americans on the deck of an American ship. | September 1945 |
| Martin Luther King became leader of the African-American Civil Rights Movement. | 1955 |
| President John F. Kennedy was assassinated in Dallas, Texas while travelling in an open car. | November 1963 |
| American astronauts Neil Armstrong, Buzz Aldrin and Michael Collins became the first men to land on the moon. | July 1969 |
| President Richard Nixon becomes the first and only President to resign from office. | August 1974 |
| Bill Gates founded Microsoft. | April 1975 |
| Elvis Presley, the King of Rock and Roll, died at his home in Graceland. | August 1977 |
| American athletes did not go to the Summer Olympics in Moscow. | July 1980 |
| Musician John Lennon was assassinated outside a hotel in New York City. | December 1980 |
| MTV, the first 24-hour cable network dedicated to airing music videos, was launched. | August 1981 |
| During a visit to Berlin, President Reagan told Soviet Premier Mikhail Gorbachev to tear down the Berlin Wall. | June 1987 |
| Nineteen terrorists hijacked planes and crashed them into the World Trade Center. | September 2001 |
| Mark Zuckerburg and friends launched the social networking site Facebook. | February 2004 |
| Barack Obama became the 44th President of the United States. | January 2009 |
| The pop star Michael Jackson died in Los Angeles. | June 2009 |

# WORKBOOK ANSWER KEY

## UNIT 1
## Workbook pages 4–5

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

**2**
1 nurse
2 scientist
3 police officer
4 pilot
5 journalist
6 sales manager
7 soldier
8 engineer

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

**4**
1 What do you do?
2 Do you enjoy it?
3 What are the hours like?
4 How long have you worked there?
5 Do you get on with the people you work with?

**5**
1 F (there are over 200 women firefighters in London)
2 F (only one in five calls is about a fire)
3 T 4 T 5 F 6 T

**7**
The following should be ticked:
rescue people and animals; write reports on accidents; go to fires; check equipment; give first aid; make visits to schools; do fitness training

**8**
1 Megan enjoys rescuing people.
2 She also likes giving talks in schools talking to the children.
3 The most difficult part of the job is when someone dies.
4 Megan really doesn't like writing reports.

**9**
1 do you do
2 Do you work
3 run
4 do you work
5 are working
6 are you working
7 are designing
8 Do you ever get
9 don't work
10 share

**10**
1 organise
2 experience
3 have
4 am checking
5 are preparing
6 is looking
7 are placing
8 is

## Workbook pages 6–7

**1**
1 list
2 rushing
3 priority
4 appointment
5 arrange
6 stay up late
7 delay
8 take a break

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

**3**
1 I haven't got an appointment with the sales manager this morning.
2 We aren't working on the new project this afternoon.
3 There isn't a meeting next Friday to discuss progress.
4 My contract doesn't end in two months.
5 Jorge isn't attending a training course tomorrow.
6 I'm not leaving work at the end of this month.

**4**
1 are you doing
2 I'm flying
3 starts / is starting
4 I'm working
5 I'm going
6 I've got
7 I'm travelling
8 takes off

**5**
1 manage a ~
2 attend ~ training
3 (not) be a ~
4 agree a new ~
5 need more ~
6 go to a ~
7 a positive ~
8 a part-time ~

**6**
1 manage a project
2 attend staff training
3 (not) be a priority
4 agree a new contract
5 need more staff
6 go to a meeting
7 a positive meeting
8 a part-time job

**7**
1 staff
2 project
3 meeting
4 contract
5 priority
6 job
7 interview
8 training

**8**
1 B 2 D 3 A 4 C

**9**
1 D
2 B & C
3 A
4 C
5 B & C
6 A
7 D
8 A

**10**
1 long hours
2 work experience
3 temporary contract
4 job advertisement
5 training session
6 marketing department

## Workbook pages 8–9

**1**
1 are installing, is causing
2 am doing, am gaining
3 am studying
4 am attending, are advertising

**2**
1 working on
2 teaching
3 advising
4 learning
5 organise
6 negotiate

**3**
1 Viktor: doesn't want to travel long distances to and from work; Yoko: single parent, needs to be home for kids.
2 Viktor: not so tired, works more effectively, more time and energy for family; Yoko: is able to arrange work around kids' timetables, and is there if they get sick.

**4**
go to a meeting
negotiate a deal
make a proposal
sign the contract
work from home
do research
make someone an offer
employ new staff

**7**
Information and an application form

**8**
1 B 2 C 3 D 4 A

**9**

| informal email | formal email |
|---|---|
| **Hi Gill** | **Dear Ms Dunn** |
| I'm working in a pub at the moment. | At present, I am studying marine biology at Southampton University. |
| Can you send me the photos from your party? | Could you please send me more information? |
| Can't wait to hear from you! | I look forward to hearing from you. |
| Lots of love | Yours sincerely |
| Charlie | Chad Duffy |

**10**

Example answer: Dear Mr Norman,
I saw your advertisement for researchers on the Natural History Museum's website, and I am writing to ask for further information about the position.
At present, I am a second-year post-graduate student, studying for a PhD in Marine Biology at Southampton University. I have a special interest in endangered sea plants, and am hoping to gain some work experience in this area.
I am very interested in the post. Could you please send me an application form, and some more information about which seas you are studying and whether we will be going on study trips?
I look forward to hearing from you.
Yours sincerely,
Chad Duffy

## Vocabulary Builder Quiz 1

**1**

1 arrange
2 interview
3 temporary
4 launching
5 break
6 staff
7 giving
8 management

**2**

1 presentation
2 relaxation
3 management
4 distribution
5 advertisement

**3**

1 T 2 F 3 F 4 T 5 T 6 F

**4**

1 research
2 exploiting
3 attending
4 customers
5 rights
6 strike

## UNIT 2
## Workbook pages 10–11

**1**

| Things we wear | Materials | Things we use |
|---|---|---|
| coat, hat, jewellery, shoes, suit, trousers, T-shirt, jeans, shirt, skirt, dress, top, trainers | leather, gold, silver, wool | sofa, bike, mobile phone, laptop, camera |

**2**

1 trousers, suits, skirts, dresses
2 shoes, trainers
3 mobile phone, camera, laptop, bike
4 coat, suit
5 T-shirt, dress, skirt, shirt, top
6 sofa
7 jewellery
8 mobile phone, laptop, camera

**3**

1 quality
2 last
3 looked better
4 functions
5 complicated
6 easy
7 cool
8 to follow

**4**

1 F 2 T 3 F 4 F 5 F 6 T

**5**

1 Maria's husband told her to go and see a doctor.
2 It has caused problems between Keith and his wife.

**6**

1 love / like
2 suits you
3 design
4 did you get it
5 great
6 long have you had it
7 like / love
8 comfortable

**7**

1 c 2 e 3 b 4 d 5 a

**8**

1 bought
2 sold
3 went, found
4 gave
5 costs
6 spent, saw

**9**

1 Did you go
2 was
3 Did you find
4 didn't have
5 got / did get
6 did you get
7 bought
8 Did
9 found
10 didn't you buy

## Workbook pages 12–13

**1**

1 reduced
2 service
3 stock
4 delivered
5 bid
6 suits

**2**

1 wide selection
2 second-hand
3 bargain
4 dropped
5 reliable
6 out of the box
7 damaged
8 my money back
9 fault

**3**

A 1 F 2 T 3 F 4 F 5 T 6 F

B 1 C 2 C 3 A 4 B 5 B 6 A 7 A 8 C 9 C 10 B

**4**

| food and drink | clothing | toiletries and cosmetics | electrical goods |
|---|---|---|---|
| wine<br>cheese<br>chicken | shirt<br>trousers<br>skirt | toothbrush<br>face cream<br>lipstick | hairdryer<br>vacuum cleaner<br>dishwasher |

**5**

2

**6**

1 b 2 a 3 a 4 b

**7**

1 greater ability
2 are more interested than men
3 greater consumers
4 more popular
5 most noticeable
6 younger men
7 more interested in
8 more active role

## Workbook pages 14–15

**1**

Making offers: Would you like a; Do you want me to; Do you want to
Checking: You don't mind; Are you sure
Reassuring: Of course; Not at all
Accepting the offer: Thanks; Thanks a lot

**2**

1 Would you like a
2 Do you want me to
3 Are you sure
4 Of course
5 Thanks / Thanks a lot
6 Do you want to
7 You don't mind
8 Not at all
9 Thanks a lot / Thanks

**3**

1 c 2 b 3 a 4 c 5 b

**4**

1 Have you got / Do you have a larger one?
2 Have you got / Do you have anything cheaper?
3 Have you got / Do you have one of a better quality?
4 Have you got / Do you have anything more modern?
5 Have you got / Do you have anything more comfortable?

**5**

1 c
2 To thank him for her birthday present and to tell him her news.
3 She went shopping.
4 Enrique is coming to stay in Milan and they are going on a camping trip.

**6**

| | | |
|---|---|---|
| 1 went | 4 wished | 7 bought |
| 2 played | 5 gave | 8 paid |
| 3 thought | 6 decided | |

**7**

Hi, James!; Dear Julie; How are you?; It was great to hear from you again; I wanted to ask you something; Write soon; Take care; Best wishes

**8**

Example answer:
Hi, Elena!
Thanks for your email. I'm glad you like the top, and enjoyed your birthday. It sounds like you had a good night out! Can't wait to go to some of these night clubs you mention!
Well done with your shopping. I also bought a new sleeping bag last week, and some new climbing shoes. So, don't worry, I won't forget to pack them! My dad's already got me some money in euros, so I'm ready for the trip!
Are we going to the beach? If so, I'll pack my swimming things. Can you think of anything else I need to bring? Let me know.
Can't wait to see you!
Take care,
Enrique

## Vocabulary Builder Quiz 2

**1**

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

**2**

| | |
|---|---|
| 1 instructions | 5 present |
| 2 delivery | 6 material |
| 3 designs | 7 quality |
| 4 receipt | |

**3**

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

**4**

1 F 2 T 3 T 4 F 5 F 6 T

## UNIT 3
## Workbook pages 16–17

**1**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [1]P | A | R | K | | | | |
| | | | | | | [2]C | R | O | S | S | R | O | A | D | S |
| | | | [3]F | O | O | T | B | A | L | L | G | R | O | U | N | D |
| | | | | | | [4]B | R | I | D | G | E | | | | |
| | | | | | [5]C | H | U | R | C | H | | | | | |
| | | | | [6]M | O | N | U | M | E | N | T | | | | |
| | | | | | | [7]M | U | S | E | U | M | | | | |
| [8]T | R | A | F | F | I | C | L | I | G | H | T | S | | | |
| | | | | | [9]S | U | B | W | A | Y | | | | | |
| | | | | | | | | [10]T | O | W | N | H | A | L | L |
| | | | | [11]C | R | O | S | S | I | N | G | | | | |
| | | | | | | | [12]R | O | U | N | D | A | B | O | U | T |
| | | [13]P | L | A | Y | G | R | O | U | N | D | | | | | |

**2**

1 sports TV
2 police day
3 town shop (you can say 'a shop in town')
4 cross shirt
5 traffic car (you can say 'cars in a traffic jam')
6 play person
7 bus drink
8 church person (you can say a *churchgoer*)

**3**

| | | |
|---|---|---|
| crossroads | roundabout | underground |
| playground | traffic lights | sports ground |
| town hall | police station | traffic warden |
| sports programme | town centre | police woman |

**5**

1 Excuse me. How do I get to the sports ground?
2 Excuse me. Is there a tube station near here?
3 Excuse me. Do you know where the police station is?
4 Excuse me. Do you know the way to the town hall?
5 Excuse me. Can you tell me how to get to the museum, please?
6 Excuse me. Where's the nearest bank?

**6**

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

**7**

The sports ground

**8**

Tick: 1, 4, 5, 6, 7, 8, 9, 10

**9**

1 The town hall.
2 He says, 'Go straight on at the roundabout.'
3 The cinema.

## Workbook pages 18–19

**1**

b

**2**

1 F 2 T 3 F 4 T 5 F 6 F
7 F 8 F

**3**

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

**4**

| | |
|---|---|
| 1 were waiting | 4 were sitting, told |
| 2 was going | 5 were travelling, had to |
| 3 stole | 6 was taking off, went |

**5**

| | |
|---|---|
| 1 was travelling, lost | 4 was talking, heard |
| 2 wasn't running, took | 5 knocked, was leaving |
| 3 dropped, was running | |

**6**

| | |
|---|---|
| 1 went | 9 arrived |
| 2 bought | 10 took |
| 3 came | 11 was going |
| 4 was raining | 12 stopped |
| 5 called | 13 was getting |
| 6 asked | 14 got |
| 7 was getting | 15 were closing |
| 8 went | |

**7**

1 was chatting to, At least
2 got stuck in, Don't worry
3 missed, haven't been here

**8**

1 a 2 b 3 b 4 a

**9**

| | |
|---|---|
| 1 valley, National Park | 3 cadillac, monument |
| 2 river, arch | |

**10**

| | |
|---|---|
| 1 St Louis | 3 Grand Canyon |
| 2 Cadillac Ranch | |

## Workbook pages 20–21

**1**

| | |
|---|---|
| 1 truck | 5 coach |
| 2 huge load | 6 service station |
| 3 motorway | 7 passengers |
| 4 long line of cars | 8 train |

| | |
|---|---|
| 1 licence | 2 test |
| 3 ride | 4 motorbike |

1 taxi
2 charge
3 tip
4 underground
5 travel card
6 lines

1 rail service
2 cancelled
3 on strike
4 hire a vehicle
5 drive
6 van
7 park
8 bikes
9 cycle lanes

**2**
1 car
2 crashed
3 underground
4 licence
5 policeman
6 a website

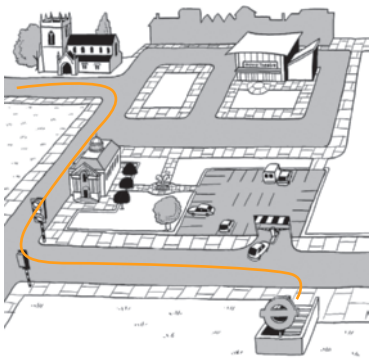
**3**
a 2 b 1 c 3

**4**
1 There isn't much traffic on the road.
2 There isn't a lot of traffic on the road.
3 There isn't any traffic on the road.

**5**
1 There aren't many car parks in this town.
2 There's a strike today, so there's no public transport.
3 It's very polluted here because there's a lot of industry in this area.
4 I can't lend you anything because I've only got a little money on me.
5 She's in a terrible hurry because she only has a few minutes before her bus arrives.

**6**
many, much, any, a few, much, a lot of

**7**
1 Dinner on Saturday
2 Take the tube to Scott's Park and then walk
3



4 Call Peter on 09736727887.

**8**
Example answer:
From: (Your name)
Subject: Lunch on Friday
Date: (Today's date)
To: Martine Kovacs
Hi Martine,
I'm pleased to hear that you can come round for lunch on Friday. It's probably best if you take the tube to Scott's Park station and then walk to my house. When you come out of the station, turn left and go down the road until you come to the traffic lights. Then, turn right, go past the town hall and take the second turning on the right. This is the High Street and I am at number 23, opposite the cinema.
If there's a problem, give me a call on (your phone number).
Look forward to seeing you at 1.00 on Friday.
Best wishes,
(Your name)

## Vocabulary Builder Quiz 3

**1**
1 council
2 traffic jam
3 roundabout
4 playground
5 licence
6 town hall

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

**3**
1 departures
2 unfortunately
3 delayed
4 connection
5 security
6 service

**4**
1 T 2 T 3 F 4 T 5 F 6 T 7 F

## UNIT 4
## Workbook pages 22–23

**1**
1 fast food
2 Japanese
3 seafood
4 Mexican
5 Italian
6 Chinese

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

**3**

| describing food | describing service | describing the restaurant |
|---|---|---|
| choice, disgusting, delicious, portions, big selection, fixed menu, options, dishes, plenty to choose from | staff, rude, friendly | busy, place, value, view, terrace, expensive |

**4**
1 big selection, dishes, plenty to choose from
2 delicious, portions
3 busy, value
4 terrace, view
5 disgusting, rude
6 place, staff, friendly
7 fixed menu, choice
8 expensive, options

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

**6**
1 Have you ever eaten
2 Have you been, I've been
3 Have you ever tried
4 I've made
5 has never eaten
6 Have you read

**7**
1 Have you been, I came, I've never been, Have you visited, I haven't, I went
2 Have you been, I went, Was he

**8**
1 How about that Thai place round the corner?
Well, we could go to that vegetarian restaurant in the square, instead.
2 How about the new sushi bar on Samson Street?
Well, we could go to that Greek restaurant down the road instead.
3 How about that seafood restaurant in the centre?
Well, we could go to The Cooking Pot on James Street instead.

**9**
1 d 2 b 3 e 4 f 5 c 6 a

## Workbook pages 24–25

**1**
A France
B Vietnam
C Ireland
D Austria

**2**
1 A, C, D 2 B 3 A 4 D 5 B

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

**4**
1 coffee, orange juice, ice cream
2 football team, restaurant, person, Mexican
3 food, ingredients, dishes, colours
4 fruit, fish, water, vegetables, bread
5 fast, spicy, health, junk, frozen
6 reasonable, discount, full, half

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

**6**
1 could, book
2 champagne, pancake
3 rough, hungry
4 root, fruit

**9**
1 c 2 a 3 b 4 d 5 a 6 d 7 c 8 b

**10**
1 No, thank you. I don't drink (alcohol). Could you bring me a bottle of sparkling water, please?
2 Could I leave early, please?
3 (To be honest) I don't feel like Chinese / noodles. Could we go for a pizza, instead?
4 Shall I help you look for them, sir?

## Workbook pages 26–27

**1**
1 too spicy
2 too hard
3 cooked enough
4 chilled enough
5 too expensive
6 not big enough

**2**
1 haven't been
2 too slow
3 Have you tried
4 I've never heard
5 wasn't hot enough
6 has had

**3**
Answers may vary. Example answers:
The kitchen is too untidy to work in.
The kitchen is too dirty to cook in.
The chef has got too much work.
There isn't enough room to work in *or* The room isn't big enough.

**4**
A Greek restaurant

**5**
tzatziki, spetsofai, souvlaki, wine

**6**
1 It's too hot / She doesn't like sausage.
2 No, she doesn't. There's too much garlic in it.
3 No, they don't. (They just have coffee.)

**7**
Socrates is enthusiastic. Claire likes some of it

**8**
1 c 2 a 3 d 4 b

**9**
1 The Flying Fish
2 The Taj Mahal

**10**
1 (A) delicious. squid soft and juicy, cooked perfectly. (B) tasty and well-prepared. Vindaloo spicy and full of flavour.
2 (A) good. Staff extremely helpful. (B) not good. Staff unfriendly and service slow.
3 (A) room too dark, couldn't see food. (B) pleasant, nicely decorated.
4 (A) reasonable, good value for money. (B) very expensive, disappointing

**11**
Answers will vary slightly, but students should choose from the following for each section.
Name of restaurant: Answers will vary.
1 quality of food: delicious, full of flavour, well-prepared, tasteless, overcooked
2 the service: friendly and polite, fast, helpful, unfriendly and rude, slow
3 the interior design: modern, tastefully decorated, well-lit, dark, unwelcoming
4 the price: reasonable, good value for money, cheap, too expensive

## Vocabulary Builder Quiz 4

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

**2**
1 properly
2 mixture
3 traditional
4 cookery
5 bookings
6 choice

**3**
1 raw
2 delicious
3 skins
4 suggested
5 tip
6 contained

**4**
1 spicy
2 sweet
3 soft
4 bitter
5 salty

## UNIT 5
## Workbook pages 28–29

**1**
1 course
2 river
3 studio
4 pitch
5 pool
6 court
7 gym
8 track

**2**
1 tennis
2 golf
3 dance
4 drawing
5 running
6 fishing
7 swimming
8 football team
9 sports gear
10 game

**3**
1 the acting wasn't (very) good.
2 I was disappointed that / because Chelsea didn't win.
3 I don't like romantic novels.
4 I can't stand swimming.
5 I'm useless at tennis.
6 I think golf's boring.

**4**
Suggested answers:
1 I must admit
2 to be honest
3 I have to say
4 it was too difficult.
5 I prefer dancing.
6 I don't like sport much any more.

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

**6**
1 We're meeting
2 I'm thinking of going
3 What are you doing; I might go
4 I'm going to do; I might do
5 Are you going to come; are you going to meet?
6 I'm going to watch

**7**
1 are meeting
2 are you coming / are you going to come; I might go
3 What are you doing? I'm going to go
4 are having; are we going to do

**8**
1 B 2 A 3 D 4 C

**9**
Dave: sepak takraw
Heidi: underwater rugby
Beret: sepak takraw

**10**
1 Heidi likes water sports.
2 Dave suggests that girls can't do certain sports.
3 Because Beret is not a good swimmer.

4 Because it's played under the water.
5 legs and feet
6 Because sepak takraw is like volleyball, which Beret likes playing.

## Workbook pages 30–31

**1**

| | | |
|---|---|---|
| 1 beat | 3 won | 5 supported |
| 2 scored | 4 timed | 6 throw |

**2**

football pitch; tennis racket; tennis court; running track; golf course; golf clubs; swimming gear; swimming pool; dance class; sports event

**3**

| | | |
|---|---|---|
| 1 football pitch | 3 tennis racket | 5 golf course |
| 2 swimming gear | 4 running track | |

**4**

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

**5**

| | |
|---|---|
| 1 most exciting | 6 hardest |
| 2 biggest | 7 worst |
| 3 easiest | 8 most popular |
| 4 best | 9 fittest |
| 5 most expensive | 10 most successful |

**6**

1 This is the most expensive car I've ever bought.
2 This is the most exciting sport I've ever tried.
3 That's the biggest pizza I've ever seen.
4 That was the best game he's ever played.
5 She's the most successful tennis player I've ever known.
6 That was the easiest game I've ever won.

**7**

| | | |
|---|---|---|
| 1 longest | 4 fastest | 6 largest |
| 2 largest | 5 most expensive | 7 longest |
| 3 most challenging | | |

**8**

| | | |
|---|---|---|
| a 24 hours | d 8 days | f 594 |
| b 98,772 people | e $132 million | g 31 hours |
| c 3,000 miles | | |

**9 & 11**

| /ɪ/ | /eɪ/ | /æ/ | /ɪst/ | /iː/ |
|---|---|---|---|---|
| w**i**n | pl**a**y | ch**a**llenging | larg**est** | sk**i** |
| **i**nstruct | br**ea**k | m**a**rathon | cycl**ist** | **ea**sy |
| b**u**siness | r**a**ce | b**a**dminton | fast**est** | t**ea**m |
| **i**nteresting | st**a**dium | ex**a**m | long**est** | compl**e**te |
| pr**e**tty | g**a**me | | | ach**ie**ve |

## Workbook pages 32–33

**1**

| adjective | noun | adjective | noun |
|---|---|---|---|
| tired | tiredness | homeless | homelessness |
| happy | happiness | weak | weakness |
| aware | awareness | ill | illness |
| conscious | consciousness | lazy | laziness |
| fit | fitness | mad | madness |

**2**

| | | |
|---|---|---|
| 1 homelessness | 3 lazy | 5 madness |
| 2 populated | 4 awareness | 6 weak |

**3**

The picture features a yoga breathing technique.

**4**

1 T 2 F 3 T 4 F 5 T 6 T

**5**

1 chess
2 His father taught him when he was five.
3 12 years
4 He's going to play in a tournament.

**6**

1 b 2 c 3 a

**7**

Answers will vary. Suggested answers: join a club; I've been a member for ... ; it's the most exciting / enjoyable / interesting ... ; team game; you can meet people; I play against / with; practise / train hard; do well; take part in a match / tournament ...

## Vocabulary Builder Quiz 5

**1**

| | | |
|---|---|---|
| 1 beat | 3 pitch | 5 prevent |
| 2 messy | 4 difference | |

**2**

| | | |
|---|---|---|
| 1 on | 3 at | 5 by |
| 2 against | 4 at | |

**3**

| | | |
|---|---|---|
| 1 rivalry | 3 unfit | 5 strength |
| 2 originally | 4 forgetful | |

**4**

1 b 2 e 3 a 4 c 5 d

**5**

| | | |
|---|---|---|
| 1 rod | 3 racket | 5 a film |
| 2 scores | 4 a season | |

# UNIT 6

## Workbook pages 34–35

**1**

| | |
|---|---|
| Jim: granddad | Shirley: gran |
| Brian: dad | Jean: mum |
| Dave: uncle | Sheila: aunt |
| Declan: brother | Sara: sister-in-law |
| James: cousin | Matt: nephew |
| Susie: niece | |

**2**

| | |
|---|---|
| 1 dad | 7 uncle |
| 2 mum | 8 aunt |
| 3 brother | 9 cousin |
| 4 sister-in-law | 10 granddad |
| 5 nephew | 11 gran |
| 6 niece | |

**3**

| | |
|---|---|
| 1 ex-wife / husband | 5 mother / father-in-law |
| 2 neighbour | 6 classmate |
| 3 partner | 7 flatmate |
| 4 girlfriend / boyfriend | 8 colleague |

**4**

1 Question: When did you start learning English?
Example answer: Two years ago.
2 Question: How long have you known your best friend?
Example answer: Twelve years.
3 Question: What is your favourite food?
Example answer: Vegetable lasagne.
4 Question: Do you like Madonna?
Example answer: Yes, I do / No, not really.
5 Question: How much do you pay to go to the cinema in your country?
Example answer: Eight euros.
6 Question: Is your hair dark or fair?
Example answer: It's dark.
7 Question: Why do you like your best friend?
Example answer: Because she's honest, and we like the same things.
8 Question: How old are you? Do you still go to school? Or do you work?
Example answer: I'm 23, and I work in a bank.

**5**

1 Why do you like him?
2 How long have you been waiting?
3 Did you like Kerry's new boyfriend?
4 When did you meet your wife?
5 How do you make that delicious spaghetti dish?
6 Where are you from?
7 How long have you known him?
8 Did you meet her at university?

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

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

**8**
1 c 2 e 3 b 4 a 5 d

**9**
Speaker 1 D; Speaker 2 A; Speaker 3 C

**10**
1 d 2 b 3 f 4 a 5 e 6 c

## Workbook pages 36–37

**1**
1 both
2 whereas / but
3 both, neither
4 All
5 Neither
6 None, all
7 whereas / but
8 whereas / but

**2**
1 All
2 Both
3 but / whereas
4 but
5 both
6 whereas / but
7 neither
8 neither
9 all
10 None

**3**
1 c 2 l 3 i 4 g 5 k 6 j
7 b 8 e 9 a 10 f 11 h 12 d

**4**
1 strict
2 practical
3 determined
4 friendly
5 calm
6 patient

**5**
1 bright
2 open
3 soft
4 confident
5 fit
6 organised

**6**
1 c 2 a 3 b 4 b

**7**
1 F 2 T 3 F 4 F 5 T 6 F

**8**
1 keeps
2 human
3 paints
4 spend
5 plays
6 family

## Workbook pages 38–39

**1**
Example answers:
Similarities: They both like swimming and going to the cinema.
Differences: Jill is tall and slim, whereas Paul is short and overweight; Jill goes out a lot and does sport, but Paul stays at home and plays on his computer.

**6**
1 update
2 quote
3 emailed
4 streams
5 updates
6 stream
7 post
8 commented
9 comments
10 email
11 quoted
12 posted

**7**
1 Dear
2 Thank you for
3 also
4 In her spare time
5 I am sure
6 any more information

**8**
1 B 2 F 3 C 4 A 5 D 6 E

**9**
Example answer:
From: Peter North
To: Mrs Mojewski
Subject: Reference for Rashid Kirijian
Dear Mrs Mojewski,
Thank you your letter, asking me about my student, Rashid Kirijian.
I have known Rashid for three years. He is clever and hardworking, friendly and polite. He is good at Polish, and wants to practise speaking the language, as he is hoping to be a translator. In his spare time, Rashid likes playing basketball and swimming. He plays in a water polo team three times a week.
I think you will find him to be good company. I hope you enjoy your time together!
Please write back to me if you need any more information or have any questions.
Yours sincerely,
Peter North

## Vocabulary Builder Quiz 6

**1**
1 cousin
2 liberal
3 remove
4 ignore
5 attitude

**2**
1 neighbourhood
2 traditional
3 comparison
4 inspiration
5 supportive
6 inappropriate
7 performance
8 succeed

**3**
1 married
2 to know
3 frustrated
4 on with
5 divorced

**4**
1 between
2 to
3 of
4 over
5 for
6 in
7 out

## UNIT 7
## Workbook pages 40–41

**1**
1 So where are you from?
2 Really? Whereabouts?
3 Where's it near?
4 So what's it like?
5 How big is it?
6 What do you like most about living there?
7 Have you always lived there?
8 And is there anything you don't like about it?

**2**
1 plant
2 square
3 area
4 system
5 coast
6 bank
7 culture
8 climate

**3**
1 industrial
2 historic
3 rural
4 parks
5 beach
6 24-hour culture
7 bank
8 factories
9 murders
10 desert

**4**
1 desert /z/
2 industrial /s/
3 historic /s/
4 factories /z/
5 square /s/
6 coast /s/
7 system /s/
8 museum /z/
9 forest /s/
10 bars /z/
11 boats /s/
12 place /s/
13 circle /s/
14 dangerous /s/

**5**
1 B 2 C 3 A

**6**
1 C 2 A 3 C 4 B 5 A 6 A

## Workbook pages 42–43

**1**

1 an old people's home, a good reputation, people with respect
2 army base, military service, at war with
3 studio flat, not much space, tiny
4 a block of flats, take the lift, have a great view
5 a hall of residence, my own sink, noisy students
6 a shared house, split the bills, take turns

**2**

1 can
2 doesn't have to
3 can
4 don't have to
5 don't have to
6 have to
7 don't have to
8 can't

**3**

1 have to
2 don't have to
3 can
4 can
5 have to
6 can't
7 can
8 have to
9 have to

**4**

b

**5**

1, 2, 4, 5

**6**

1 T 2 T 3 F 4 T 5 T 6 F
7 T 8 F

**7**

c

**8**

1 C 2 D 3 A 4 B

**9**

1 Because he has just found somewhere to live.
2 In a small room in a family house in Portsmouth.
3 It's near to the university and the beach.
4 A bed, a desk and a chair.
5 A TV.
6 Because the family has small children who go to bed early.
7 He can't invite guests to his room during the week.
8 The rent is very cheap.

**10**

1 F 2 T 3 F 4 T 5 F 6 T

## Workbook pages 44–45

**1**

1 mind if I borrow your umbrella?
2 OK if I switch on the TV?
3 mind if I use your computer?
4 OK if I take some food from the fridge?
5 mind if I invite a friend to stay tonight?
6 OK if I borrow your phone to make a quick call?

**2**

1 a 2 a 3 b 4 a 5 b 6 b

**3**

Suggested answers:
1 you mind if I
2 actually, I'd rather you didn't
3 it OK if
4 of course
5 help yourself / feel free
6 help yourself / feel free

**4**

1 I won't do it again.
2 I'll pay you back.
3 I'll pick you up in the car.
4 I'll get it.
5 I'll look into it.
6 I won't be able to.
7 I'll carry them for you.
8 I'll see who it is.

**5**

1 P
2 P, IR
3 O, IR
4 IR
5 IR
6 IR
7 O
8 IR

**6**

1 'll
2 'll
3 'll
4 won't
5 'll
6 won't

**7**

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

**8**

1 H 2 G 3 G 4 G 5 H 6 H
7 G 8 H

## Vocabulary Builder Quiz 7

**1**

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

**2**

1 home
2 industrial
3 affect
4 banks
5 lend
6 historic

**3**

1 money
2 job
3 takeaway
4 base
5 with freedom
6 a bank

**4**

1 T 2 F 3 T 4 T 5 F 6 F 7 T

## UNIT 8
## Workbook pages 46–47

**1**

1 A: Is your daughter still at primary school?
B: No, she's fifteen now, so she goes to secondary school.
A: And what's her favourite subject?
B: Well, she's very good at sports so she loves PE.
2 A: So, Maxine, what do you do?
M: I'm studying graphic design at Middlesex university. I'm in my second year.
A: I thought you had a daughter.
M: Yes, I do. I got married as soon as I left school and Jodie was born the following year. I waited until she started nursery school, and then went back to my studies.
3 A: Are you going to university when you leave school?
B: Yes, if I get a place. But I don't want to go immediately, so I'll take a year out first.
A: Are you going to get a job?
B: Yes, but I want to do other things as well, so I'll work part time.
4 A: When are you going to graduate from university?
B: Well, I'm taking my finals in the summer, so it won't be long.
A: And what are you going to do after that?
B: If I get a good degree, I'll stay at university and do a Master's.

**2**

1 BA 2 BSc 3 MA 4 MSc 5 PhD

**3**

| subject | person |
|---|---|
| biology | *biologist* |
| chemistry | *chemist* |
| economics | *economist* |
| geography | *geographer* |
| history | *historian* |
| mathematics / maths | *mathematician* |
| philosophy | *philosopher* |
| physics | *physicist* |
| science | *scientist* |
| sociology | *sociologist* |

**4**

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

**5**

b

**6**
I don't really like history.
No. I'm interested in the future, not the past.
I don't know why people study Latin.
No. It's a dead language. Nobody speaks it.
I can't see the point of IT classes.
No. Everyone knows how to use a computer these days.

**7**
1 history and IT
2 history and IT
3 Latin

**8**
1 If you don't work harder, you won't pass your exams.
2 They'll miss the train home if they're not quick.
3 If you study law, you'll find it easy to get a good job.
4 He'll reply to you if you send him an email.
5 If the teacher doesn't arrive, we'll go home early.
6 I'll lend you the book if you promise to give it back.

**9**
1 are, will be
2 will go, finishes
3 don't see, will call
4 won't, don't
5 doesn't, will email
6 won't, don't
7 miss, won't be able to
8 won't be able to, don't
9 plays, 'll come
10 will leave, arrives

## Workbook pages 48–49

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

**2**
1 private school
2 fees
3 grades
4 universities
5 fail
6 traditional
7 resources
8 textbooks
9 compulsory
10 tests
11 behaviour
12 state school

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

**4**
1 She couldn't finish her assignment.
2 He had to stay up all night to revise.
3 She could do any sport she liked at school.
4 They didn't have to do their homework.
5 I couldn't find the book in the library.
6 We had to complain about the teacher.
7 Did you have to stay late after class?
8 Could you understand the last question in the exam?
9 He could go home early because he had finished his work.
10 Did they have to buy their textbooks?

**5**
The parents' evening was a complete disaster. We *had to* start late because lots of the parents were stuck in a traffic jam and *couldn't* get to the school on time. Then, there weren't enough chairs in the school hall, so lots of people *had to* stand. Finally, the microphone didn't work, so the audience *couldn't* hear anything. Still, at least we *didn't have to* listen to the headmaster's speech. He's always so boring!

**6**
c

**7**
1 consistently above average
2 stimulating and challenging environment
3 outstanding musical tradition
4 thriving multinational community
5 excellent modern facilities
6 high academic standards

**8**
1 F 2 F 3 T 4 F 5 T 6 F
7 T 8 T 9 F 10 F

## Workbook pages 50–51

**1**
1 pretended
2 cheated
3 claimed
4 lied

**2**
1 lied
2 resign
3 declare, earned
4 pretended
5 got stuck, complete
6 claimed, checked
7 take, improve
8 ordered

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

**4**
1 *ch*emistry 2 *ch*eck 3 teac*h*er

**5**
1 Year
2 62%
3 course work
4 contributions
5 more

**6**
Model answer:
You have made some progress in Year 2 of your history course. Although your exam mark of 59% was disappointing, your contributions in class have been good. However, your course work has been poor. If you work harder, you will do much better next year.

## Vocabulary Builder Quiz 8

**1**
1 in
2 off
3 into
4 with
5 on
6 under

**2**
1 Technological
2 impatient
3 textbooks
4 retake
5 value
6 qualification

**3**
1 offer
2 resign
3 claimed
4 tempted
5 declares
6 set
7 challenged

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

## UNIT 9
## Workbook pages 52–53

**1**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | [1]T | E | M | P | E | R | A | T | [2]U | R | E |
| | | | | | | | | | | | P | | |
| | | [3]H | | | | | | | [4]F | | S | | |
| | | A | | [5]N | O | S | E | B | L | E | E | D | |
| | | Y | | | | | | | U | | T | | |
| | | F | | | | | | | | | S | | |
| [6]S | O | R | E | T | H | R | O | [7]A | T | | T | | |
| | | V | | | | | S | | | | O | | |
| [8]A | L | L | E | R | G | Y | | T | | | M | | |
| | | R | | | | | H | | | | A | | |
| | | | | | | | M | | | | C | | |
| | | | | [9]H | E | A | D | A | C | H | E | | |

**2**
1 water
2 swallow
3 sweating
4 sneezing
5 aches
6 last
7 concentrate
8 cough

**3**
1 should
2 why don't you
3 you ought to
4 should
5 should
6 why don't you
7 should
8 you ought to

**4**
1 I *don't* think you should ...
2 Maybe you should *put* ...
3 ... He *ought* to stop ...
4 Why *don't* you ...
5 You ought *to* stay ...
6 You *oughtn't to / shouldn't* eat ...

**5**
1 Are you OK?
2 Have you been to the doctor's about it?
3 Are you taking anything for it?
4 Have you been to the doctor's about it?
5 Are you OK?
6 Are you taking anything for it?

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

**7**
1 He has a headache and sore throat.
2 She feels dizzy and weak (because she hasn't eaten).

**8**
1 You should go to the doctor; take some throat sweets.
2 You should sit down; you ought to go to see the nurse.

**9**
He tells her to eat something.

**10**
1 b 2 a

## Workbook pages 54–55

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

**3**
1, 4, 6

**4**
1 school
2 read and write
3 type
4 an actress
5 speeches / talks

**5**
1 What's the matter, I've got a lot on my mind
2 would you mind
3 you don't mind. I don't mind
4 To make matters worse, Never mind, That's a matter of opinion
5 It doesn't matter
6 It's a question of mind over matter

**6**
1 f 2 i 3 d 4 a 5 g 6 c

**7**
unbe**lie**vable **mu**sical en**joy**able in**dus**trial
re**li**able **phy**sical **cur**able

**10**
1 research at the new clinic in London
2 Her son had a stroke when he was small, and Different Strokes helped them.
3 She's going to take part in the London to Paris Cycle Ride.
4 She's hoping to raise €2,000.

**11**
1 e 2 a 3 c 4 f 5 d 6 b

**12**
Example answer:
Target: £5,000
Raised so far: £1,140
Donate now!
**My Story**
In 2005, I had a car accident and suffered a bad head injury. Afterwards I discovered that I could not speak. The medical name for this is aphasia. I suffered from this for two years.
During this time, I received a lot of help and support from Speakability. Their speech therapists helped me to speak again. I decided that I wanted to help other people with this problem.
I'm going to walk from Edinburgh to Brighton next month to raise money to help fund training for Speakability's speech therapists.
Thank you for your support.

## Workbook pages 56–57

**1**
1 legs
2 face
3 finger
4 hair
5 lips
6 ear
7 stomach
8 feet

**2**
1 eye hair
2 yellow hair
3 armstand
4 back arm
5 mouth ache

**3**
1 call 3 Don't leave 5 Don't take 7 Drink
2 put 4 eat 6 Let 8 Don't touch

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

**5**
Example answers:
1 Take these painkillers three times a day.
2 Go to bed and rest.
3 Don't eat so many sweets. Eat more fruit.
4 Drink hot drinks and fruit juice.
5 Stay at home and put on this cream twice a day.

**6**
1 hydrotherapy
2 aromatherapy
3 nutrition

**7**
1 rub 3 gargle 5 burn 7 symptoms
2 radiator 4 remedy 6 steam 8 virus

**8**
1 a 2 b, c 3 b 4 a, c 5 a

## Vocabulary Builder Quiz 9

**1**
1 anxious
2 acceptable
3 disabled
4 religious
5 cultural
6 depressed
7 generous

**2**
1 I've got an upset stomach
2 Take a deep breath
3 She's made a speedy recovery from the flu
4 He broke out in a rash after touching the cat
5 I lost my voice after shouting so much at the match.

**3**
1 T 2 F 3 T 4 F 5 F 6 T 7 F

**4**
1 put on an
2 throat
3 wise
4 bite my
5 back
6 suffer from

# UNIT 10

## Workbook pages 58–59

**1**
babysitting service; basic furniture; free wi-fi; heated pool; including breakfast; low season; provide meals; put up the tent; real fire; reduced rate; share a room; shower block

**2**
1 furniture, breakfast
2 the tent, block
3 pool, service
4 rate, season
5 fire, meals
6 a room, wi-fi

**3**
Students should circle:
1 low
2 price
3 tent
4 leave
5 free
6 campsite

**4**
1 hotel
2 pic B – apartment
3 pic A – hostel
4 campsite

**5**

1 babysitting service
2 free wi-fi
3 fixed timetable
4 low season
5 share a room
6 online forums
7 shower block
8 provides meals

**6**

1 I'm afraid not
2 I'm afraid so
3 I'm afraid not
4 I'm afraid so
5 I'm afraid not
6 I'm afraid so

**7**

1 I'm afraid we don't accept credit cards, but you can pay by cheque.
2 I'm afraid we're fully booked until the end of the month.
3 I'm afraid you'll have to park in the car park down the road.
4 I'm afraid so. There's a wedding party tomorrow evening and all the guests are staying in the hotel.
5 I'm afraid not. It is currently closed for repairs.
6 I'm afraid not. We don't have enough staff to offer that service.

**8**

1 Jorg Oskarsson
2 Applecote Guest House
3 four (two adults, two children)
4 2 September 2015
5 eight nights
6 yes – son's 16th birthday
7 yes – £10 per night for the one child under 12
8 no

**9**

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

## Workbook pages 60–61

**1**

1 get the jacuzzi to work
2 boiling
3 free for sightseeing
4 no record
5 an early flight
6 noise outside
7 an upset stomach
8 more expensive than I expected
9 before you serve breakfast
10 no toothbrush or toothpaste

**2**

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

**3**

1 If I were you, I'd book a room first. / I'd book a room first if I were you.
2 If it happened to you, what would you do? / What would you do if it happened to you?
3 It would be better if you went home.
4 He might listen to you if you called him. / If you called him, he might listen to you.
5 Do you think it would be better if we left?

**4**

1 What would you do if there was no hot water in your hotel bathroom?
2 If I asked you to marry me, what would you say?
3 Would you complain if it happened to you?
4 If I ordered breakfast in my room, how much would it cost?
5 Would you think I was crazy if I bought that hotel?
6 Would you know what to do if you were on your own?

**5**

Answers may vary. Possible answers:
1 If I were you, I'd complain to the chef.
2 If I were you, I'd ask the maid.
3 If I were you, I'd search on the Internet.
4 If I were you, I'd complain to the head waiter.
5 If I were you, I'd tell the manager.
6 If I were you, I'd ask for a refund.

**6**

1 Conversation 2 2 Conversation 3 3 Conversation 1

**7**

1 Conversation 3 2 Conversation 1 3 Conversation 2

**8**

1 turn down
2 find
3 put his coat over it
4 the main speaker
5 wedding anniversary
6 roses

**9**

1 I would get her some perfume.
2 I would call the hotel manager.
3 I would change room.
4 I would ask room service to call a plumber.
5 I would ask the receptionist to call and explain that there's a problem.
6 I would ask the receptionist to recommend a restaurant.

**10**

W: Hurry up, Henri! We're going to be late!
M: Just a minute. I'm nearly ready ... Oh, wait, Cherise! I can't open the door!
W: What? OK! I'm coming. Give me two seconds ... Right! You pull, I'll push.
M: Wait. Just one second ... OK, ready!
W: Right. One, two, three ... go!
M: Aaagh! ... It's no good! It won't move!
W: OK, I'll phone reception for help. I won't be a minute ... It's all right, Henri. They'll send someone up in a minute. Be patient.

## Workbook pages 62–63

**1**

c

**2**

1 c 2 b 3 c 4 c 5 a

**3**

| /juː/ | /ʌ/ |
|---|---|
| used to | umbrella |
| usually | uninteresting |
| useful | summer |
| beautiful | suntan |
| cute | done |

**7**

1 a, b, d 2 c

**8**

1 When I was young, I used to walk to school every day.
2 When I was a kid, I never used to go on holiday with my parents, so now family holidays are special to me.
3 We used to go to North Wales every summer, until I went to university.
4 My dad used to go fishing with his friend every morning.
5 We used to stay in the same place every year, so we made lots of friends there.
6 I used to swim in the sea every day of the holidays.

**9**

1 I **never used** to like singing round camp fires, but I do now.
3 We use**d** to like going to the outdoor swimming pool.
4 When I was at school, we **used to** go on skiing trips every February.
6 Last weekend, I **had** to get up early for a hockey tournament.
8 Rob **used to go** to summer camp every August.

## Vocabulary Builder Quiz 10

**1**

1 climbing
2 entertainment
3 arrangement
4 babysitting
5 Parking
6 achievement

**2**

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

**3**

1 T 2 T 3 F 4 F 5 T 6 F

**4**

1 take
2 warn
3 send
4 turn
5 climbed
6 messed

## UNIT 11
## Workbook pages 64–65

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

**2**
1 find
2 spread
3 become
4 fund
5 hit
6 building
7 launched
8 investigate
9 ban
10 conduct

**3**
1 product
2 smoking
3 research
4 experiments
5 extinct
6 diseases
7 effect
8 cure
9 coast
10 science block

**4**
Emily Cummins 2; Tommy Jones 3; weather forecast 1

**5**
1 b 2 b 3 b 4 b 5 a 6 a

**6**
1 flooding
2 puppy
3 invented
4 shed
5 recycled
6 energy

**7**
Suggested answers:
1 Really? That's great news / fantastic / wonderful!
2 No change
3 No change
4 Really? That's good news / great / really good. Yes, I know. It's really good.
5 Definitely / Absolutely.
6 No change
7 Good idea.
8 Really? That's interesting.

**8**
1 Really? That's amazing!
2 They should do more
3 No. So is it going to snow?
4 Really? That's awful!
5 Maybe we should

**9**
popu**la**tion – 4 syllables
**re**search – 2 syllables
in**vent** – 2 syllables
ex**per**iment – 4 syllables
pol**lu**tion – 3 syllables
**en**ergy – 3 syllables

**10**

| 2 syllables, stress on first syllable | 2 syllables, stress on second syllable | 3 syllables, stress on first syllable | 3 syllables, stress on second syllable | 4 syllables, stress on second syllable | 4 syllables, stress on third syllable |
|---|---|---|---|---|---|
| study<br>shortage<br>research*<br>natural* | extinct<br>explore<br>invent<br>protect<br>research* | energy<br>natural* | solution<br>pollution<br>resources | experiment<br>investigate<br>participant | population |

* both pronunciations are acceptable

## Workbook pages 66–67

**1**

| pets | farm animals | marine animals | birds | wild cats |
|---|---|---|---|---|
| dog<br>cat<br>rabbit<br>horse<br>parrot | sheep<br>hen<br>cow<br>horse | shark<br>dolphin<br>whale | eagle<br>parrot<br>pigeon | lion<br>tiger<br>panther |

**2**
1 ground
2 dogs
3 excited
4 less
5 success
6 school
7 workers
8 bones

**3**

| | magnetic fridge | methane farming | green machine | floating wind turbines |
|---|---|---|---|---|
| air pollution | | ✓ | | ✓ |
| water shortage | | | ✓ | |
| energy resources | ✓ | ✓ | ✓ | ✓ |

**4**
1 a, c 2 b, d 3 c 4 b, d 5 c (washes and dries)

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

**6**
1 checked, called
2 had followed, realised
3 had already finished, told
4 looked at, had discovered
5 had fallen, got home

**7**
1 had finished
2 had been hit
3 had never been
4 had forgotten
5 had not been
6 had already left
7 had forgotten
8 had discovered

**8**
1 lived
2 existed
3 discovered
4 had looked
5 had died
6 had eaten

## Workbook pages 68–69

**1**
1 The first earthship was developed by Michael Reynolds in the 1970s;
2 Earthships can be built from available recycled materials;
3 Worn out car tyres are used to build the external walls;
4 The tyres are filled with rammed earth to make the walls;
5 The first earthship was built in the UK in Fife, in Scotland;
6 Could glass bottles be used to build walls?;
7 Can the earthships be heated naturally?;
8 The buildings are heated with solar panels

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

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

**4**
1 One thing
2 Secondly
3 but
4 Another
5 However
6 although

**5**
Answers may vary slightly. Suggested answers:
1 *Although* I like most animals, I don't like rats.
2 *Although* more homes are needed in the city centre, there should be parks.
3 Paris is a beautiful city, with wide streets. *Another thing* I like are the cafés on street corners with tables outside.
4 It's a good thing that governments are talking about climate change, *but* they should do more.
5 *Although* I like living by the sea, it gets cold in the winter.
6 I like sweets but they're not healthy.

## Vocabulary Builder Quiz 11

**1**
1 witnessed
2 fund
3 banned
4 conducting
5 investigating

**2**

1 cage
2 detected
3 evidence
4 Freezing
5 sight

**3**

1 c 2 d 3 e 4 a 5 b

**4**

1 to 2 on 3 in 4 at 5 in

**5**

1 accidentally
2 environmental
3 kindness
4 confidently
5 security

## UNIT 12

## Workbook pages 70–71

**1**

1 back
2 through
3 on
4 off
5 up
6 call
7 busy
8 text

**2**

1 line
2 busy
3 signal
4 coverage
5 text

**3**

1 on business
2 a meeting
3 sick
4 visiting a client
5 from home
6 the factory

**4**

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

**5**

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

**6**

Tina Morrison called about your meeting next Tuesday. She's going to be away on holiday that day, so can you change the meeting to Thursday? Two o'clock at her office. If there are any problems, please call her mobile on 08857678548.

**7**

Tina Morrison called about your meeting next Thursday. She's going to be away on business that day, so can you change the meeting to Friday? Three o'clock at her office. If there are any problems, please call her mobile on 088976576548.

**8**

1 just 2 yet 3 already 4 still

**9**

1 I've just spilled my coffee.
2 I've already called him.
3 I haven't seen her yet.
4 We're still waiting for it.
5 I haven't spoken to them yet.
6 He's just gone out for a moment.
7 She's still looking for it.
8 They've already paid us.

## Workbook pages 72–73

**1**

b

**2**

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

**3**

1 the early 1990s
2 because the signal wasn't always very good
3 it fell dramatically
4 teenagers in rich countries
5 the way people do business and socialise
6 in the developing world

**4**

1 F 2 T 3 F 4 T 5 F 6 T

**5**

1 the best market for their fish
2 unnecessary waste
3 local weather forecasts
4 plan their work
5 farming methods
6 that we can't imagine yet

**6**

| | |
|---|---|
| **un-** | wise, fortunate, happy, expected, fair, comfortable, common, natural, pleasant |
| **im-** | polite, practical, patient, possible |
| **in-** | appropriate, convenient |
| **il-** | legal |
| **ir-** | rational |

**7**

1 unhappy
2 inappropriate
3 impolite
4 illegal
5 unfortunate
6 unwise
7 impatient
8 irrational
9 unexpected
10 inconvenient

**8**

1 D 2 S 3 D 4 S 5 S 6 D

## Workbook pages 74–75

**1**

1 R
2 ASAP
3 docs
4 eve
5 4
6 l8r
7 msg
8 meet
9 poss
10 c
11 txt
12 2
13 u
14 yr

**2**

Answers may vary. Example answer:
From: Brian Dufriss
Subject: This evening's meeting
Date: 14 January 2015
To: Steve Zizek
Dear Steve,
Thanks for your messages. Are you coming to the meeting this evening? If so, could you please bring the documents that we discussed?
Please let me know if this is possible as soon as you can.
See you soon,
Brian

**3**

1 came
2 kicked
3 threatening
4 hitting / kicking
5 kicking / hitting
6 having
7 making
8 grabbed
9 ran
10 bought
11 got
12 hacked
13 stole
14 follow
15 crashed
16 texting

**4**

1 a bank
2 four
3 check your bank balance
4 three
5 four
6 approximately 12 minutes

**5**

1 a new account
2 is important
3 will be available
4 training purposes
5 high volume of
6 more convenient

**6**

1 were helping
2 hadn't seen
3 had phoned
4 were going
5 had seen
6 hadn't heard

**7**

1 She said Anna had posted the letter on Tuesday.
2 You said you were sending me the books today.
3 You said you hadn't been to the office all day.
4 You said you hadn't brought your notes with you.
5 They told us they hadn't delivered the letters yet.
6 You said you were going to the post office right now.

**8**

1 said
2 asked
3 told
4 asked
5 told / asked
6 said

## Vocabulary Builder Quiz 12

**1**

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

**2**

1 coverage
2 inconvenient
3 resend
4 irrational
5 unexpected
6 initially

**3**

1 T 2 F 3 F 4 T 5 F 6 T
7 F 8 T

**4**

1 transfer
2 campaign
3 continuously
4 relatively
5 threatening

## UNIT 13
## Workbook pages 76–77

**1**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 S | C | I | E | N | C | E | F | I | C | T | I | O | N |
| 2 H | I | S | T | O | R | I | C | A | L | D | R | A | M | A |
| | 3 A | C | T | I | O | N | | | | | | | | |
| 4 T | H | R | I | L | L | E | R | | | | | | | |
| | | | 5 C | O | M | E | D | Y | | | | | | |
| | 6 M | A | R | T | I | A | L | A | R | T | S | | | |

**2**

1 a horror
2 special effects
3 past
4 predictable
5 martial arts
6 romantic

**3**

1 A 2 C 3 A 4 B 5 A 6 B
7 B 8 C

**4**

1 c 2 a 3 b

**6**

1 C 2 A 3 B 4 C 5 B 6 A

**7**

1 T 2 F 3 F 4 T 5 T 6 F

**8**

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

**9**

1 What are you doing
2 Would you like
3 is supposed to
4 really talented
5 amazing
6 Why don't you
7 are supposed to
8 do you fancy

**10**

1 bored
2 interesting
3 excited
4 shocked
5 disappointing
6 annoying
7 tiring
8 confused

**11**

1 annoying
2 surprised
3 worried
4 disgusting
5 boring
6 amazing

## Workbook pages 78–79

**1**

1 film cameraman
2 fashion industry
3 film director
4 photo of my family
5 works of art
6 cinema audience

**2**

1 film cameraman
2 cinema audience
3 works of art
4 film director

**3**

1 fashion industry
2 film director
3 works of art
4 cinema audiences
5 photo of my family
6 film cameraman

**4**

1 b 2 a 3 a 4 b 5 b 6 a
7 a 8 b 9 b 10 b

**5**

| /id/ | /d/ |
|---|---|
| excited | bored |
| disappointed | tired |
| interested | starred |
| treated | amazed |
| directed | played |
| recorded | surprised |

**8**

1 B 2 C 3 A

**9**

1 B 2 A 3 B,C 4 A 5 B,C 6 C

**10**

| adjective | verb |
|---|---|
| moving | move |
| exciting | excite |
| disappointing | disappoint |
| amazing | amaze |
| shocking | shock |
| surprising | surprise |
| upsetting | upset |

## Workbook pages 80–81

**1**

1 instruments
2 composer
3 albums
4 concert
5 singer
6 portrait photographer
7 sculptures
8 exhibition
9 landscape
10 paintings
11 novel
12 comedy
13 crime fiction
14 authors
15 poetry

**2**

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

**3**

1 been acting, starred
2 directed, been working
3 started, has held
4 has been playing, has had
5 known, have been going
6 become, published

**4**

1 has been playing
2 has gained
3 has recorded
4 has worked
5 has been touring

**5**

1 moving
2 interested
3 surprising

**6**

1 c; 2 a; 3 b

## Vocabulary Builder Quiz 13

**1**

1 in
2 on
3 of
4 at
5 in

**2**

1 composers
2 social
3 unpredictable
4 explosion
5 leading
6 director
7 wealthy
8 conductor

**3**

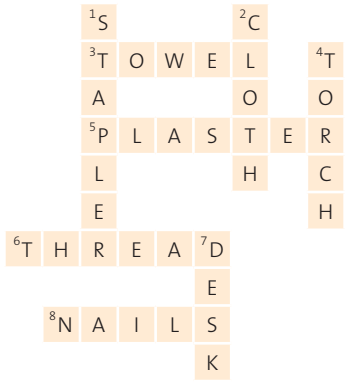
1 rehearsing
2 promote
3 Festival
4 talent
5 depressing
6 source

**4**

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

## UNIT 14
## Workbook pages 82–83

**1**




**2**

1 mop and bucket, a
2 needle and thread, c
3 dustpan and brush, d
4 hammer and nails, b

**3**

1 A: Can I borrow a hairdryer?
B: There's one on the bathroom wall.
2 A: Where do you keep the plasters?
B: There's a first aid kit in the kitchen cupboard.
3 A: Have you got any snacks?
B: Yes, there are some in the fridge.
4 A: Have you got a needle and thread?
B: There's a sewing box on the shelf.
5 A: Can I make a drink?
B: Yes, the coffee is on the shelf.
6 A: Have you got today's paper?
B: It's on the table by the TV.

**4**

1 next
2 in
3 at
4 on
5 under
6 in
7 on
8 in

**5**

1 where you can keep fit
2 who prepares food in a restaurant
3 which cleans carpets
4 who make things from wood
5 where you can watch the latest movies
6 which helps you to get dry
7 where horse racing takes place
8 which hold water

**6**

1 who
2 where
3 who
4 when
5 who
6 where
7 who
8 when

**7**

1 which
2 which
3 who
4 who
5 which

**8**

The following should be ticked:
Clean carpets in lobby; Clean marble floor in dining room; Wipe mirrors; Put up picture

**9 & 10**

| | | |
|---|---|---|
| 1 | A vacuum cleaner | Under the stairs |
| 2 | A mop and a bucket | In the cupboard behind the reception area |
| 3 | A cloth | In the drawer in the staff room |
| 4 | A hammer and some nails | In the cellar |

**11**

A torch

## Workbook pages 84–85

**1**

1 shampoo
2 bread
3 fish
4 butter
5 cheese
6 sausages
7 crisps
8 eggs

**2**

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

**3**

b

**4**

1 In an empty shop in Oxford Street, London.
2 10
3 7,227
4 *Break Down*
5 consumer society
6 his cat
7 He felt an incredible sense of freedom.
8 He has become one of the most respected artists in the UK.

**5**

1 T 2 F 3 F 4 F 5 T 6 F

**6**

1 Why do you think that?
2 It was so wasteful!
3 I think he made a good point.
4 We all have too many possessions these days.
5 But he could have given them to charity.
6 You're always going shopping.

**7**

1 c 2 b 3 a

**8**

1 You must
2 You mustn't
3 You must
4 You mustn't
5 You don't have to
6 You must
7 You don't have to
8 You don't have to
9 You mustn't
10 You mustn't

## Workbook pages 86–87

**1**

1 for
2 to
3 to
4 for
5 to
6 to
7 to
8 for

**2**

1 He gave me the books.
2 I bought a cup of coffee for you.
3 He poured me a glass of milk.
4 I sent a postcard to you.
5 She made me a sandwich.
6 He read the report to them.
7 They lent us their car.
8 We cooked them dinner.

**3**

1 class
2 gave
3 bin
4 pair
5 gold
6 could
7 ban
8 pad
9 goal
10 pouring

**4**

1 T 2 T 3 F 4 T 5 F 6 F

**5**

a 3 b 4 c 1 d 2

## Vocabulary Builder Quiz 14

**1**

1 rid
2 clue
3 sack
4 shame
5 spilt
6 consumed

**2**

1 T 2 F 3 F 4 T 5 T 6 F 7 F

**3**

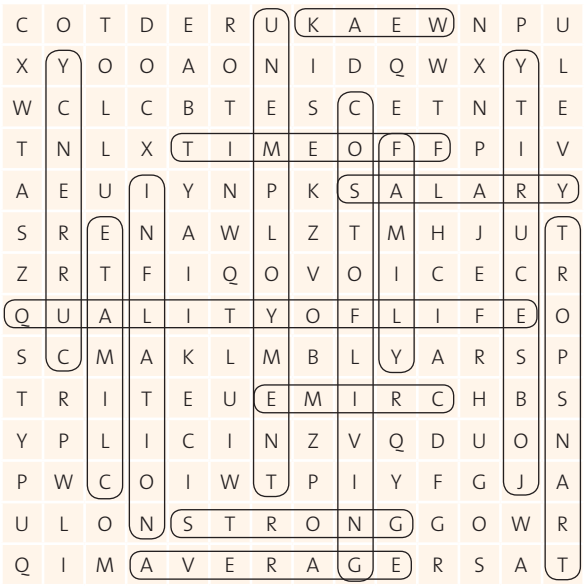
1 reduction
2 guilty
3 consumers
4 dispose
5 inefficient
6 recycling

**4**

1 clue
2 petrol
3 exhausted
4 soap
5 jam
6 plaster

## UNIT 15
## Workbook pages 88–89

**1**




**2**

| | | |
|---|---|---|
| 1 unemployment | 4 quality of life | 7 inflation |
| 2 pace of life | 5 climate change | 8 salary |
| 3 job security | 6 weak | |

**3**

1 Yes, she does.
2 It's doing better than before.
3 She and Miguel want to get married, and she wants him to try living in Prague for a while so that he can understand her culture.

**4**

| | | |
|---|---|---|
| 1 higher | 3 cheaper | 5 higher |
| 2 lower | 4 expensive | 6 happier |

**5**

1, 3, 4, 6

**6**

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

**7**

1 The government used to spend more on education.
2 Yesterday they opened a new shopping centre on the ring road.
3 She's going to start a new job in advertising next week.
4 He's had three jobs in the last two years.
5 The economy is improving at the moment.
6 She's had three loans from the bank in the last five years.

**8**

1 Unemployment has risen over the last few months.
2 The average salary used to be higher when I was at school.
3 Inflation has fallen since last year.
4 The price of petrol has risen again in the last few weeks.
5 The cost of living is falling at the moment, and prices are lower.
6 I think the economy will improve next year.

**9**

| | |
|---|---|
| 1 cheaper | 4 cheaper |
| 2 cheaper than (it is) | 5 the same |
| 3 more expensive | 6 slightly lower than |

**10**

1 they cost €300,000 in Faroland.
2 it costs €20,000 in Celtonia.
3 whereas it costs €1 in Celtonia.
4 whereas they cost €1,000 in Faroland.

## Workbook pages 90–91

**1**

1 an Economics teacher at university
2 the Grameen Bank.
3 the Nobel Peace prize.

**2**

1 F 2 T 3 T 4 T 5 F 6 T
7 T 8 F

**3**

| | | |
|---|---|---|
| 1 interest | 3 micro-credit | 5 borrowed |
| 2 lend | 4 pay back | 6 loan |

**4**

| | | | |
|---|---|---|---|
| 1 owed | 3 won | 5 left | 7 lose |
| 2 borrowed | 4 gave | 6 save | 8 plays |

**5**

| | | | |
|---|---|---|---|
| 1 credit card | 3 back | 5 attention | 7 interest |
| 2 bill | 4 to do it | 6 paid | |

**6**

| | |
|---|---|
| 1 paying bills online | 3 at first he is worried, then he likes it |
| 2 easy | |

**7**

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

**8**

/aɪ/ b**i**ll /əʊ/ **ow**l /aʊ/ thr**ou**gh /eɪ/ s**ai**d

## Workbook pages 92–93

**1**

1 I'll pay back the money I owe you as soon as **I'm able to** / **I can.**
2 Call me after **you transfer** the money. OK?
3 **I'll lend** you the money until you get paid.
5 When I find a job, **I'm going to / I'll** open a savings account.
7 As soon as **I get** confirmation of payment, I'll let you know.
8 When **I have** enough money, I'll buy a new car.

**2**

| | | |
|---|---|---|
| 1 when | 3 until | 5 after |
| 2 as soon as | 4 before | 6 as soon as |

**3**

| | | |
|---|---|---|
| 1 will cancel | 4 recovers | 7 take out, check |
| 2 have | 5 won't invest, falls | 8 finish, will come |
| 3 won't fall | 6 win, will take | |

**4**

| | | |
|---|---|---|
| 1 take out | 4 charge | 7 transfer |
| 2 cancel | 5 make | 8 change |
| 3 open | 6 pay | |

**5**

1 I will transfer some money to him / my brother.
2 I will pay some money into my account.
3 I will charge them some money / a fee for the translation.
4 I will take out a mortgage.
5 I will open an account.
6 I will cancel my credit card.

**6**

| | | |
|---|---|---|
| 1 cost of living | 3 cost | 5 expenses |
| 2 pay | 4 charges | 6 spend |

**7**

£170: rent / accommodation per week
£13: lunches in the university canteen
£210–220: minimum total spending per week

**8**

1 c 2 a 3 b

**9**

Example answer:
From: Marita Bland
To: Paco Mendoza
Subject: re: social life in Lisbon
Dear Paco,
You asked about the social life in Lisbon. Lisbon is a very exciting, lively city, but it is quite expensive, so as a student here, you'll need to budget carefully.
There are ways that you can save some money. The college student centre offers free films and parties, and discount prices at the bar. Also, the local cinema and theatre offer student discounts, and entry to the art gallery is free. However, some sports facilities are expensive. The cheapest is probably the swimming pool. Also, restaurants are usually expensive here, but don't worry, my mum's a good cook!
We look forward to welcoming you here. Don't hesitate to write again if you have any more questions.
Best wishes,
Marita

## Vocabulary Builder Quiz 15

**1**

1 T 2 T 3 F 4 T 5 F

**2**

1 It's an old motorbike, so it **isn't worth** much.
2 Our **insurance policy covers** fire and flooding.
3 It cost us €10,000 to **repair the damage** to the house.
4 In times of recession, people want more **job security**.
5 She decided to **buy shares** in the company.

**3**

1 loan
2 popularity
3 owed
4 currency
5 charity

**4**

1 c 2 e 3 d 4 b 5 a

**5**

1 up
2 down
3 down
4 out
5 into

## UNIT 16
## Workbook pages 94–95

**1**

1 reception
2 launch
3 surprise
4 leaving
5 housewarming
6 dinner

**2**

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

**3**

1 host
2 comfortable and convenient
3 backward
4 general
5 full
6 past

**4**

1 Did you have a good time?
2 What time did you leave?
3 And what was the venue like?
4 Was there anything to eat?
5 Or did you hang out with your friends?
6 Was anyone I know there?
7 Is he the person you went to school with?
8 What's he like?

**5**

d

**6**

| | |
|---|---|
| Kind of party | 21st birthday |
| Atmosphere | Fun and noisy |
| Venue | Converted warehouse |
| Food | Cold buffet |
| Music | DJ |
| End time | 3.00 – 4.00 am |

**7**

1 What kind of party is it going to be?
2 What sort of venue do you want?
3 Have you got any suggestions?
4 Can you think of anywhere else?
5 And are you going to serve any food?
6 What kind of music would you like?
7 What time do you want the party to finish?

**8**

1 With lots of people? ↗
2 Oh, yes, at least a hundred. ↘
3 How about a cold buffet? ↘
4 Yeah, a cold buffet's good. ↘
5 Shall we say three to four in the morning? ↗
6 Yeah, that's great. ↘

**9**

1 Where did you go last night? ↘
2 Did you see what she was wearing? ↗
3 Why were you so rude to him? ↘
4 Have you been here before? ↗
5 How many people here do you know? ↘
6 Are you going to eat something? ↗
7 Who's that man in the sunglasses near the bar? ↘
8 Do you have the time? ↗

## Workbook pages 96–97

**1**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1E | M | P | I | R | E | | | | |
| | | 2R | U | L | E | S | | | | |
| | 3I | N | D | E | P | E | N | D | E | N | T |
| | | 4O | C | C | U | P | Y | | | |
| | 5E | S | T | A | B | L | I | S | H | |
| | | | 6K | I | L | L | | | | |
| | | | | | 7I | N | V | A | D | E | |
| | | | | | 8C | I | V | I | L | W | A | R |

**2**

1 independent
2 established
3 Empire
4 occupied
5 Republic
6 invaded

**3**

1 Civil
2 Union
3 lasted
4 ruled
5 king
6 killed

**4**

3

**5**

500 *The first settlers arrived.*
1778 *Captain Cook visited the islands.*
1779 *Captain Cook was killed.*
1805 *King Kamehameha established a monarchy.*
1820 *Christian missionaries arrived.*
1893 *American businessmen seized power in a revolution.*
1898 *Hawaii became a territory of the USA.*
1941 *Japan attacked Pearl Harbor.*
1959 *Hawaii became the 50th state of the USA.*
1961 *Barack Obama was born.*

**6**

1 the, -
2 The, -
3 -, the, -
4 A, -, the, a, a
5 -, the, the
6 The, the, the
7 -, the, -
8 a, -, a

**7**

1 ~~the~~ civil war
2 ~~the~~ people, ~~the~~ refugees
3 ~~the~~ oil
4 ~~the~~ farming
5 ~~the~~ unfair taxation
6 ~~a~~ war, ~~the~~ Germany
7 ~~the~~ 2011, ~~the~~ 28,000
8 ~~the~~ power
9 ~~the~~ soldiers
10 ~~the~~ Queen Victoria

**8**

| | | |
|---|---|---|
| 1 the | 6 a | 11 the |
| 2 the | 7 the | 12 the |
| 3 - | 8 - | 13 the |
| 4 the | 9 - | 14 the |
| 5 The | 10 A | |

## Workbook pages 98–99

**1**

The Normans sailed across the English Channel.
The Normans established a camp.
The Normans and the English fought a battle.
King Harold was killed.
William marched to London.
William was crowned king.

**2**

1 1066 is the year that the Normans invaded Britain.
2 William was the first in a line of kings and queens which includes Queen Elizabeth II.
4 Meanwhile = at the same time as

**4**

1 T 2 F 3 T 4 F 5 F 6 T 7 F 8 T

**5**

1 I forgot to post the letter. I remember telling her to go home early.
2 He spent two weeks doing nothing. She decided to review all the work.
3 They hated going to the theatre. They persuaded us to play tennis.
4 I'd like to help my parents with their business. I don't feel like watching TV this evening.
5 She enjoyed taking her brother to school. She asked me to help with her assignment.
6 Her new boss offered to help her sort out the accounts. The new job stopped her spending so much time at home.

**6**

1 Yes. I hate taking the bus.
2 No. I stopped smoking last year.
3 I'd like to go to Hawaii.
4 No, thanks. I feel like watching TV at home.
5 Because I forgot to pay my bill.
6 I remember seeing my brother's face.
7 I spent a year working for my father's business.
8 Yes. I managed to speak to her yesterday.

## Vocabulary Builder Quiz 16

**1**

| | |
|---|---|
| 1 settled | 4 unique |
| 2 converted | 5 ceremony |
| 3 venue | 6 independent |

**2**

| | |
|---|---|
| 1 impressive | 4 economic |
| 2 religious | 5 leader |
| 3 shortage | 6 persuade |

**3**

1 F 2 T 3 F 4 F 5 T 6 T 7 T

**4**

| | |
|---|---|
| 1 colony | 4 rule |
| 2 parade | 5 bowl |
| 3 region | 6 agriculture |

## FACT FILE for page 12, Exercise 3

- Globally, we now buy 22% of everything we need online.
- Most online shopping happens between eight and nine in the evening.
- 55% of us use a laptop to do our online shopping, while 20% use a smartphone.
- 29% of us sometimes buy things online while we are at work.
- 25% of what we spend online goes on books, music and software.
- Women return more than 20% of the clothes they buy online, men return less than 10%.
- Men spend 20–30% more money than women online.
- Online sales are increasing all the time, but in the UK over 10,000 shops close every year.

| CD 1: Units 1–8 | |
|---|---|
| **Unit 1** | **Unit 5** |
| Track 1 | Track 25 |
| Track 2 | Track 26 |
| Track 3 | Track 27 |
| Track 4 | Track 28 |
| Track 5 | Track 29 |
| **Unit 2** | Track 30 |
| Track 6 | **Unit 6** |
| Track 7 | Track 31 |
| Track 8 | Track 32 |
| Track 9 | Track 33 |
| Track 10 | Track 34 |
| Track 11 | Track 35 |
| Track 12 | Track 36 |
| Track 13 | Track 37 |
| **Unit 3** | Track 38 |
| Track 14 | **Unit 7** |
| Track 15 | Track 39 |
| Track 16 | Track 40 |
| Track 17 | Track 41 |
| Track 18 | Track 42 |
| **Unit 4** | Track 43 |
| Track 19 | Track 44 |
| Track 20 | Track 45 |
| Track 21 | **Unit 8** |
| Track 22 | Track 46 |
| Track 23 | Track 47 |
| Track 24 | Track 48 |
| | Track 49 |
| | Track 50 |
| | Track 51 |
| | Track 52 |

| CD 2: Units 9–16 | |
|---|---|
| **Unit 9** | **Unit 13** |
| Track 53 | Track 78 |
| Track 54 | Track 79 |
| Track 55 | Track 80 |
| Track 56 | Track 81 |
| Track 57 | Track 82 |
| **Unit 10** | Track 83 |
| Track 58 | **Unit 14** |
| Track 59 | Track 84 |
| Track 60 | Track 85 |
| Track 61 | Track 86 |
| Track 62 | Track 87 |
| Track 63 | Track 88 |
| Track 64 | Track 89 |
| Track 65 | **Unit 15** |
| **Unit 11** | Track 90 |
| Track 66 | Track 91 |
| Track 67 | Track 92 |
| Track 68 | Track 93 |
| Track 69 | Track 94 |
| Track 70 | Track 95 |
| **Unit 12** | Track 96 |
| Track 71 | **Unit 16** |
| Track 72 | Track 97 |
| Track 73 | Track 98 |
| Track 74 | Track 99 |
| Track 75 | Track 100 |
| Track 76 | Track 101 |
| Track 77 | |

| CD 3: Class tests | |
|---|---|
| Track 1 | Review test 1 |
| Track 2 | Review test 2 |
| Track 3 | Review test 3 |
| Track 4 | Mid-year test |
| Track 5 | End-of-year test 1 |
| Track 6 | End-of-year test 2 |