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2nd edition

Solutions

Upper-Intermediate Teacher's Book



with Teacher's Resource CD-ROM

Meredith Levy, Andrew Jurascheck, Amanda Begg
Tim Falla, Paul A Davies

OXFORD

2nd edition

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Meredith Levy Amanda Begg Tim Falla Paul A Davies

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Introduction

A note from the authors

Welcome to *Solutions 2nd edition*. Teachers' responses to the first edition have been overwhelmingly positive, so we have been careful to follow the same guiding principles in the new edition, providing a course that has:

- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching approach with plenty of extra practice material
- a guided approach to speaking and writing.

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- updated and refreshed all the material, making it more appealing to secondary-school students
- made the vocabulary sets more sophisticated, with increased practice in the Vocabulary lessons as well as in the Culture and Reading lessons
- included more listening exam tasks in the Student's Book and Workbook
- provided more resources to support teachers, including photocopiable worksheets for every lesson in the Student's Book which provide a mixture of extra practice, extension and communicative activities; review games and worksheets
- revised the tests to provide totally new tests at a higher level to those in the first edition
- provided enhanced digital resources, comprising iTools (a digital version of the Student's Book for use with interactive whiteboards); Workbooks; Online and additional resources.

Solutions 2nd edition has benefited from collaboration with teachers with extensive experience of teaching secondary-school students and of preparing students for their school-leaving exam. We would like to thank Meredith Levy for sharing their expertise in writing the procedural notes in the Teacher's Book. Amanda Begg provided the photocopiable classroom activities on the Teacher's Resource CD-ROM.

We are confident that the result is a forward-thinking and modern course that will prepare your students for their exams and provide you with all the support that you need. We hope that you and your students enjoy using it!

Tim Falla and Paul A Davies

The components of the course

Student's Book

The Student's Book contains:

- ten topic-based units, each covering seven lessons
- five *Language Review / Skills Round-up* sections, providing a language test of the previous two units and a cumulative skills-based review
- ten *Get Ready for your Exam* sections providing typical exam tasks and preparation
- a ten-page *Vocabulary Builder* section with practice and extension
- a nineteen-page *Grammar Builder Reference* section containing grammar reference and further exercises

Words mobile phone app

Also available for students to purchase is the *Solutions 2nd edition* Upper-Intermediate Words app for Apple and Android mobile phones. The app offers definitions and contextual sentences for over 1,000 useful words from the Upper-Intermediate Student's Book and Workbook. This helps to consolidate learning by enabling students to check and learn the meaning of the words presented and encountered in class and at home. The app also gives students the opportunity to practise the words through two different types of quiz. The first multiple choice quiz checks student understanding of the meaning of the words by matching words to definitions. The second checks understanding of the context of the words by asking students to drag and drop words into contextual sentences. Please go to www.oup.com/elt/solutions/wordsapp for more information.

Three class audio CDs

The three audio CDs contain all the listening material from the Student's Book, plus recordings of all the reading texts from the Student's Book.

Workbook (with audio CD)

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice lesson-by-lesson of the material taught in class
- more listening practice
- five *Get Ready for your Exam* sections providing typical exam tasks and preparation
- *Challenge!* exercises to stretch stronger students
- writing guides to provide a clear structural framework for writing tasks
- *Self checks* with *Can do* statements at the end of every unit to promote conscious learner development
- reviews to develop students' awareness of their progress
- a *Functions Bank* and *Writing Bank* for reference
- an irregular verbs list
- a unit by unit *Wordlist*.

Online Workbook

The Online Workbook is an interactive version of the content of the print Workbook, with integrated audio and an automated marking system and online markbook.

Teacher's Book

In addition to methodological notes for the course, including ideas for mixed-ability teaching, the Teacher's Book offers:

- optional activities throughout for greater flexibility
- structured speaking tasks to get students talking confidently
- exam teaching notes with useful tips and strategies to improve students' exam techniques
- a full Workbook answer key, including audioscripts
- a full Student's Book answer key, including audioscripts.

Teacher's Resource CD-ROM (TRCD-ROM)

Packed with the Teacher's Book, this contains two types of extra resources:

- digital interactive Vocabulary and Grammar exercises for each unit, and games
- photocopiable PDFs: Classroom Activities for each lesson, Self-Test sheets for students, and suggestions for Warmers and Fillers.

Test Bank CD-ROM

Tests are provided as PDFs and editable Word documents. They consist of:

- two short tests per unit, A and B versions
- longer Progress tests for every unit, A and B versions
- three cumulative tests for Units 1–5, 6–10 and 1–10.

All tests are fully editable, so you can adapt tests to match your students' needs. There is also a Results Table to keep a record of your students' scores.

iTools

Solutions 2nd edition iTools contains:

- Student's Book and Workbook page-on-screen functionality
- pop-up Student's Book and Workbook answer keys and audio
- DVD material for every unit with worksheets
- further interactive resources.

Website

- Further resources and ideas for teaching.

Exam preparation

Student's Book

The Student's Book includes ten exam-specific sections (*Get Ready for your Exam*) designed to familiarise students with the task-types typical for most exams.

These sections provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence.

Each section provides practice of skills that students will need to demonstrate in most exams: listening, reading, speaking and writing.

Workbook

Every other unit in the Workbook is followed by a double-page exam section to practise tasks for both the oral and the written exam. Work in class can be followed up with exam tasks done as homework.

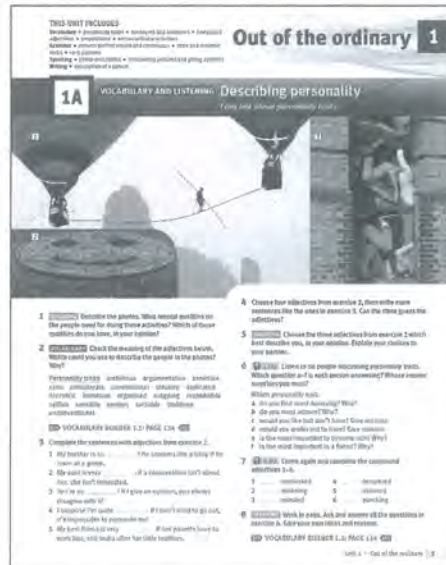
The audio for the Workbook listening tasks is available on the Workbook audio CD. The CD also contains a link to Oxford English Testing (OET), where students can do practice exams and get feedback on their answers.

Teacher's Book

The *Get Ready for your Exam* lessons in the Student's Book are accompanied by full procedural notes with advice and tips for exam preparation.

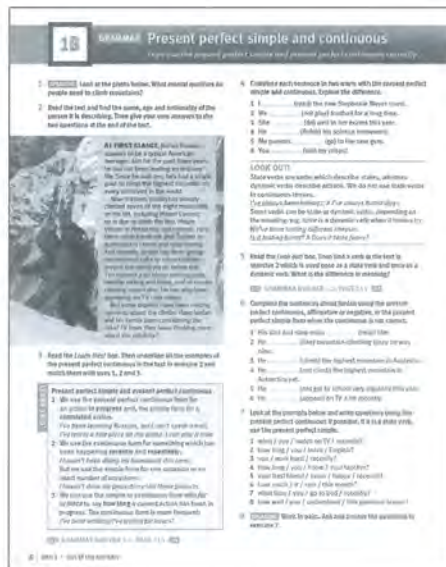
A tour of the Student's Book

There are ten units in the Student's Book. Each unit has seven lessons (A–G). Each lesson provides material for one classroom lesson of approximately 45 minutes.



Lesson A – Vocabulary and listening

- The unit menu states the main language and skills to be taught.
- Every lesson has an explicit learning objective, beginning 'I can ...'
- Lesson A introduces the topic of the unit, presents the main vocabulary set, and practises it through listening and other activities.
- The topics covered in the book correspond to the topics in the Extended Matura syllabus.
- This lesson links to the *Vocabulary Builder* at the back of the book, which provides extra practice and extension.



Lesson B – Grammar

- Lesson B presents and practises the first main grammar point of the unit.
- The new language is presented in a short text or other meaningful context.
- There are clear grammar tables and rules, and grammar presentation is interactive.
- *Learn this!* boxes present key information in a clear and concise form. *Look out!* boxes appear wherever necessary and help students to avoid common errors.
- This lesson links to the *Grammar Builder* at the back of the book, which provides extra practice and grammar reference.

[illegible]

Lesson C – Culture

- Lesson C has a reading text which provides cultural information about Britain, the USA or another English-speaking country.
- Students are encouraged to make cultural comparisons.
- New vocabulary is clearly presented.
- All Culture lessons include practice of both listening and reading skills.

1D

10th Marks Proficiency
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HIGH MATHS ABILITIES BAD SCHOOL LIVES

1 **PROBLEM** What is the time in question time that parents will have to wait to transfer the child from the school?

Solution In a 10:15 bus to a 1:15 school gate

2 **PROBLEM** Suppose we consider about Gamma Functions, what is the value of $\Gamma(1)$ and $\Gamma(2)$ and $\Gamma(3)$ and $\Gamma(4)$ and $\Gamma(5)$ and $\Gamma(6)$ and $\Gamma(7)$ and $\Gamma(8)$ and $\Gamma(9)$ and $\Gamma(10)$ and $\Gamma(11)$ and $\Gamma(12)$ and $\Gamma(13)$ and $\Gamma(14)$ and $\Gamma(15)$ and $\Gamma(16)$ and $\Gamma(17)$ and $\Gamma(18)$ and $\Gamma(19)$ and $\Gamma(20)$ and $\Gamma(21)$ and $\Gamma(22)$ and $\Gamma(23)$ and $\Gamma(24)$ and $\Gamma(25)$ and $\Gamma(26)$ and $\Gamma(27)$ and $\Gamma(28)$ and $\Gamma(29)$ and $\Gamma(30)$ and $\Gamma(31)$ and $\Gamma(32)$ and $\Gamma(33)$ and $\Gamma(34)$ and $\Gamma(35)$ and $\Gamma(36)$ and $\Gamma(37)$ and $\Gamma(38)$ and $\Gamma(39)$ and $\Gamma(40)$ and $\Gamma(41)$ and $\Gamma(42)$ and $\Gamma(43)$ and $\Gamma(44)$ and $\Gamma(45)$ and $\Gamma(46)$ and $\Gamma(47)$ and $\Gamma(48)$ and $\Gamma(49)$ and $\Gamma(50)$ and $\Gamma(51)$ and $\Gamma(52)$ and $\Gamma(53)$ and $\Gamma(54)$ and $\Gamma(55)$ 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Lesson D – Reading

- Lesson D contains the main reading text of the unit.
- It occupies two pages though it is still designed for one lesson in class.
- The text is always interesting and relevant to the students, and links with the topic of the unit.
- The text recycles the main grammar points from lessons B and E.

- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.

[illegible]

Lesson E – Grammar

- Lesson E presents and practises the second main grammar point of the unit.
- The grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- *Learn this!* boxes present key information in a clear and concise form.
- This lesson links to the *Grammar Builder* at the back of the book, which provides extra practice and grammar reference notes.

A final speaking activity allows students to personalise the new language – this happens throughout the book.

1F

SPEAKING Photo description

Listen to a radio or video recording about a

1 **LISTEN** Look at the photo. Choose three phrases below to describe the woman's overall appearance. Then compare your ideas in pairs. Do you agree?

unfashionable
attractive
attractive
attractive
attractive
attractive
attractive
attractive

2 **DISCUSS** Work in pairs. Add the words below to the mind map. Then list in memory new words in you can use in two minutes.

remember something about remember someone's memory
pleasant (opposite of the right)

3 **LISTEN** Listen to a candidate describing the photo in exercise 1. Note any of the words in exercise 2 about the woman!

EXAM TIP

When you describe a photo, talk about what you can see and also what you can guess or imagine. For guesses and deductions, model repeating (I think and I suspect) use phrases like:

I should think she's new... Mustn't be! ...
This looks like it... Don't look like it...
They look as though... They are obviously...
I'd say they are...
They could be new because he...

4 **DISCUSS** Repeat the first Exam tip. Then listen to the candidate again. Which of the phrases in the box does she use?

EXAM TIP

The examiner's first question is the picture description task usually asks you to interpret the picture, the second usually requires you to give a more general opinion. Listen carefully to each question and make sure you

5 Read the second Exam tip. Then read the phrases below and decide which one would be most useful in answering question 1 or question 2 in the exam.

- a I'd say it's... I mean...
- b By and large...
- c Looking at it, I'd say it's...
- d Obviously, I think...
- e In my experience...
- f It's clear from the photo that...

6 Look at the examiner's first question for the photo in exercise 1. Discuss them in pairs and choose your ideas.

- 1 Do you think the girl in the photo seems attractive like her appearance? Why do you think that?
- 2 How much can you tell about the person's personality just from looking at their appearance?

7 **DISCUSS** Now listen to the candidate answering the questions. Do you agree with her answers? Why? Why not?

8 **DISCUSS** Again, listen. Which phrases from exercise 5 does the candidate use?

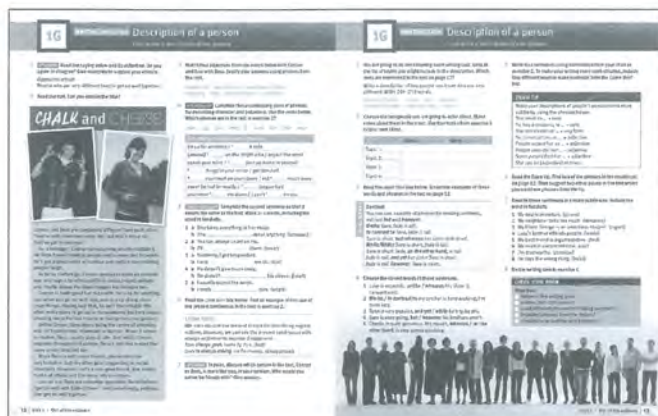
9 **DISCUSS** In pairs, describe the photo below. Then take turns to ask and answer the first two questions. Include at least one phrase from exercise 5.

- 1 What impression does this person want to give to other people?
- 2 Why do some young people want to dress in a way that other people find shocking?

Lesson F – Speaking

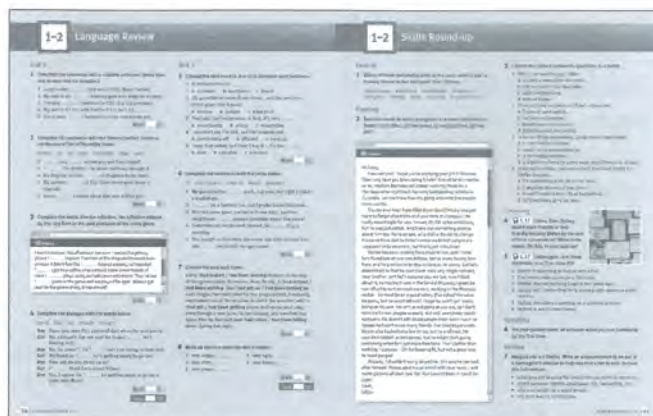
- Lesson F (Speaking) presents an exam-style speaking task.
- The lesson always includes listening practice.
- Extra vocabulary is presented, if necessary.
- Students follow a clear guide when they produce their own dialogue.
- Useful functional phrases are taught and practised.

- The step-by-step approach is suitable for mixed-ability classes and offers achievable goals.



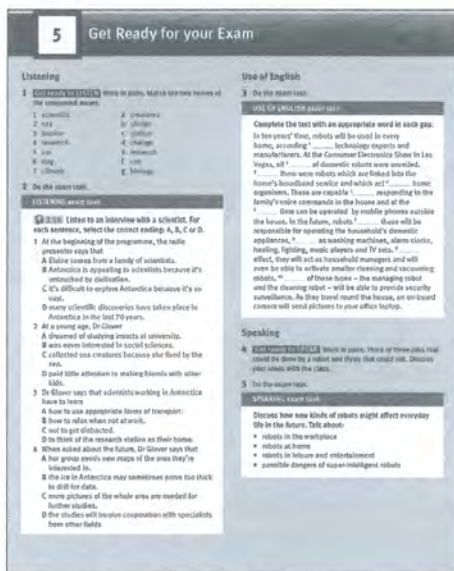
Lesson G – Writing

- Lesson G always begins by looking at a model text or texts and studying the structure and format.
- Students learn and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.
- A supported approach to writing increases students' linguistic confidence.



Language Review / Skills Round-up

- There are five two-page reviews (after Units 2, 4, 6, 8 and 10).
- The first lesson of each review is a *Language Review* of the preceding two units.
- There are exercises focusing on vocabulary, grammar and functions.
- The marks always total 40, so it is easy to monitor progress through the book.
- The second lesson of each review is a *Skills Round-up* which covers all the preceding units of the book.
- The lesson includes practice of all four skills: listening, reading, writing and speaking.



Get Ready for your Exam

- There are ten *Get Ready for your Exam* sections which focus on exam skills and preparation.
- The sections include exam tasks for listening, reading, speaking and writing.
- Each exam lesson includes activities to prepare students for typical exam tasks and provide them with the language and skills they need to do them successfully.
- These sections relate to the topics of the previous unit and provide authentic exam practice.

Strategies and ideas

Teaching vocabulary

Vocabulary notebooks

Encourage students to record new words in a notebook. They can group words according to the topic or by part of speech. Tell them to write a translation and an example sentence that shows the word in context.

Vocabulary does not just appear on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading or culture text and learn them.

Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *surf the Internet*, *have a shower*. Make students aware of this and encourage them to record phrases as well as individual words.

Revision

Regularly revise previously learnt sets of vocabulary. Here are two games you could try in class:

- **Odd one out.** Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind*, *confident*, *rude*, *friendly*, where *rude* is the odd one out as it is the only word with negative connotations.
- **Word tennis.** This game can be played to revise word sets. Call out words in the set, and nominate a student to answer. The student must respond with another word in the set. Continue round the class. Students must not repeat any previous words. For example, with shops:

T: *bookshop*

S1: *supermarket*

T: *jeweller's*

S2: *electrical store*

Teaching grammar

Concept checking

The concept is important. Do not rush from the presentation to the practice before students have fully absorbed the meaning of the new language. You can check that they truly understand a new structure by:

- asking them to translate examples into their own language
- talking about the practice activities as you do them, asking students to explain their answers
- looking beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding
- contrasting new structures with language that they already know.

Practice

Practice makes perfect. Use the activities in the *Grammar Builders*, photocopyables, the Workbook and on iTools.

Progression

Mechanical practice should come before personalised practice. This allows students to master the basic form and use it first, without having to think about what they are trying to express at the same time.

Teaching reading

Predicting content

Before reading the text, ask students to look at the picture and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary

Here are some ideas:

- **Pre-teach vocabulary.** Anticipate which words they will have difficulty with. Put them on the board before you read the text with the class and pre-teach them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about jailbreakers on page 52 of the Student's Book, list these words:
hacker jailbreaker criminals malicious entrepreneur
- Ask students to look at the picture and tell you which word they are not going to find in the text (*criminals*). At the same time, check that they understand the other four words.
- Having read through the text once, tell students to write down three or four words from the text that they do not understand. Then ask them to call out the words. You can then explain or translate them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they do not know. Knowing the part of speech sometimes helps them to guess the meaning.
- After working on a text, have students write in their vocabulary notebooks four or five new words from the text that they would like to learn.

Teaching listening

Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare students well. Focus on teaching rather than on testing. Here are some things you can do:

- Tell students in broad terms what they are going to hear (e.g. a boy and girl making arrangements to go out).
- Predict the content. If there is a picture, ask students to look at the picture and tell you what they can see or what is happening.
- Pre-teach vocabulary. Put new vocabulary on the board and check students understand it. Translating the words is perfectly acceptable.
- Read through the exercise carefully and slowly before students listen. Ensure that students understand both the task and all the vocabulary in the exercise.

Familiar procedure

It is not easy to listen, read the exercise and write the answers all at the same time. Take some pressure off students by telling them you will play the recording a number of times, and that they should not worry if they do not get the answers immediately.

Tell students not to write anything the first time they listen.

Monitor

While students are listening, stand at the back of the class and check that they can all hear.

Teaching writing

Use a model

Ensure that students understand that the text in Lesson G – Analysis serves as a model for their own writing.

Preparation

Encourage students to brainstorm ideas and make notes, either alone or in pairs, before they attempt to write a composition.

Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

Checking

Encourage them to read through their composition carefully and check it for spelling mistakes and grammatical errors.

Correction

Establish a set of marks that you use to correct students' written work. For example:

- sp* indicates a spelling mistake
- w* indicates a missing word
- gr* indicates a grammatical error
- v* indicates a lexical error
- wo* indicates incorrect word order.

Self-correction

Consider indicating but not correcting mistakes, and asking students to try to correct themselves.

Teaching speaking

Confidence-building

Be aware that speaking is a challenge for most students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting.'

Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support

Help students to prepare their ideas: make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling

'Listen and repeat' activities which the class does together can help to build confidence because students feel less exposed. They are also a good chance to practise word stress and intonation.

Teaching mixed-ability classes

Teaching mixed-ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson.

Which group is likely to pose more of a problem – the **stronger students** because they will finish quickly and get bored, or the slower students because they will not be able to keep up? Think how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities and fillers for different abilities.

Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It is often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support

If you are doing pairwork, consider pairing **stronger students** with **weaker students**.

Project work

Provide on-going work for stronger students. You can give stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project.

Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it is best to correct all mistakes, and to do so immediately you hear them. You want students to master the forms now and not repeat the mistake in later work.

Fluency

With activities such as role-play or freer grammar exercises, it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We should not show interest only in the language; we should also be asking ourselves, 'How well did students communicate?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self-correction

Give students a chance to correct themselves before you supply the correct version.

Modelling

When you correct an individual student, always have him or her repeat the answer after you correctly.

Peer correction

You can involve the rest of the class in the process of correction. Ask, 'Is that answer correct?' You can do this when the student has given a correct answer, as well as when the answer is incorrect.

1 Out of the ordinary

Map of resources

1A Vocabulary and listening

Student's Book page 5, Workbook page 3

Photocopiable Activity: 1A Personality traits (TRCD-ROM)

1B Grammar

Student's Book page 6, Workbook page 4

Photocopiable Activity: 1B Born to sail (TRCD-ROM)

1C Culture

Student's Book page 7, Workbook page 5

Photocopiable Activity: 1C Adolescence is... (TRCD-ROM)

1D Reading

Student's Book pages 8–9, Workbook pages 6–7

Photocopiable Activity: 1D Extra curricular activities (TRCD-ROM)

1E Grammar

Student's Book page 10, Workbook page 8

Photocopiable Activity: 1E Verb patterns board game (TRCD-ROM)

1F Speaking

Student's Book page 11, Workbook page 9

Photocopiable Activity: 1F Photo description (TRCD-ROM)

1G Writing

Student's Book pages 12–13, Workbook page 10

Photocopiable Activity: 1G Neighbours (TRCD-ROM)

1 Review and Tests

Review 1–2 Student's Book page 24

Review 1–2 Workbook page 98

Photocopiable Activity: 1 How much can you remember? (TRCD-ROM)

Student Self-Test Sheets 1, 1–3 (TRCD-ROM)

Unit 1 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 14

Workbook page 93 Exam Challenge

iTools Unit 1

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

1A Vocabulary and listening

Describing personality

LESSON SUMMARY

Vocabulary: personality traits; compound adjectives; synonyms and antonyms

Listening: talking about personality traits

Speaking: describing and expressing feelings about personality traits

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 4. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write the headings *People I like* and *People I dislike* on the board. In pairs, students discuss and agree on four adjectives to describe people in each category.
- Ask a few students to write their adjectives on the board. Encourage the others to express agreement or disagreement.

Exercise 1 page 5

- Refer students to the photos and ask them to describe what the people are doing. Discuss the questions as a class.

Exercise 2 page 5

- In pairs, students check the meaning of the adjectives using a dictionary. Check comprehension by giving translations and eliciting the English words.
- Drill words which may be difficult to pronounce, e.g. *eccentric* /ik'sentrik/. Give special attention to the /ə/ sound in the last syllable of *considerate* and *stubborn*, and to the stress on the third syllable in *argumentative*.
- In pairs, students discuss the questions. In class feedback, ask them to give reasons for their choice of adjectives.

Extension

Write the prefixes *un-*, *in-*, *dis-* and *ir-* on the board. Ask students to find at least three adjectives in the list that take the prefix *un-* to form an adjective with the opposite meaning, and one adjective for *in-*, *dis-* and *ir-*. They can use dictionaries to check.

un-: unambitious, unassertive, unconventional,
unselfish, unsociable *in-*: inconsiderate
dis-: disorganised *ir-*: irresponsible

For further practice of Synonyms and antonyms, go to:

Vocabulary Builder 1.1 page 134

1 **positive:** daring – adventurous; energetic – active; friendly – amiable; humorous – witty; intelligent – clever; logical – rational; loyal – faithful; relaxed – calm; unassuming – modest
negative: conceited – vain; condescending – patronising; irritable – grumpy; timid – shy

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

3 1 messy 2 excited 3 exactly 4 dishonest 5 hate
6 optimism

Exercise 3 page 5

- Students read and complete the sentences.
- Students check answers in pairs. Check answers as a class.

1 immature 2 selfish 3 argumentative 4 stubborn
5 considerate

Exercise 4 page 5

- Students write their sentences individually. Point out that they need to think of examples of typical behaviour to illustrate the personality traits they have chosen.
- Students read out one or more of their sentences, leaving out the adjective for the others to guess. If you have a large class, it may be best to do this as a group activity so that everyone gets a chance to read more than one sentence. With a **stronger class**, ask students to guess the adjective without looking at the list in exercise 2.

Extra activity – speaking

Ask students to think of a well-known fictional character (e.g. from a film, a book, a TV drama, a sitcom or a soap opera). In groups, they take it in turns to describe the character they have chosen, without naming them. They can include some information about the person's age, nationality and appearance, but the description must focus on their personality. The other members of the group try to guess the character, asking questions if necessary.

Exercise 5 page 5

- Students discuss in pairs. Tell them to explain their choice of adjectives by describing how they typically behave or react in certain situations.
- Ask a few students to tell the class about their partner's ideas.

Exercise 6 page 5

- Explain the task and give students time to read the questions. With a **weaker class**, tell students to decide which questions ask about a positive personality trait (b, c, f) and which about a negative one (a and d; e could be positive or negative).
- Play the recording, pausing after each speaker for students to find the right question. Play the recording a second time, if necessary. Check answers as a class.
- Elicit the main idea in each speaker's answer. Ask which of these answers students found the most surprising.

Audioscript 1.02 page 5

- 1 I definitely respect people who don't need to be told what to do, who work things out for themselves and then just get on and do it. I think being self-motivated is a great quality. I mean, it's really useful in life, especially at school or at work. It means you're in control of your life. I hope I've got it too, a little bit. But I need to improve! It's definitely the best one to have.

- 2 What you really want from somebody you spend a lot of time with is somebody who cares about you, who wants to do the right thing, even if they don't always get it right! So for me, the most important quality is to be well-meaning. You can't expect anyone to be perfect; we all have our faults, don't we? But basically, they have to be a nice person, and if that's what they're really like inside, then I can forgive a few other faults. Those aren't important.
- 3 It's fine to have strong opinions of your own, but you need to listen to other people too and be a bit, you know, open to things. Some people don't even listen to what other people have got to say. It's like, 'I'm right, this is how it is, and why should I listen to anyone else's point of view?' But that's really negative and ... er ... I just don't know why anybody wants to be so narrow-minded. It makes me angry sometimes.
- 4 There are a few things about myself that I wish I could change. Like, I wish I didn't get angry so easily. I'm so quick-tempered! It's not something I want to do, or mean to do – it just happens. I mean, I don't get angry for no reason, of course – there's always something that sparks it off. Like when somebody pushes in front of me in the queue for the bus – I mean, how dare they? Who do they think they are? Arrgh! That makes me really angry ... but I wish it didn't.
- 5 I'm terrible if people say things about me, even if they don't really mean to be rude! I get upset very easily. It's not their fault, really, it's mine; I take everything so personally. I'm just not very thick-skinned. I definitely think it would be better if I could ignore criticisms or unkind comments, and just think, OK, that's interesting, that's your opinion ... but it isn't going to upset me. That's how I'd really want to react – yes.
- 6 I think lots of different personality qualities might be important, but basically, you have to really care about money! If you're really mean, and never spend the money you get, you'll probably end up with lots of it. Sometimes you hear people say things like, 'That guy's got so much money, why is he so penny-pinching? Why doesn't he buy somebody a drink every now and then?' Well, you know, that's why he's got so much money – because he's careful with it! Most of my friends are really generous with their money, but they've never got much.

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

Exercise 7 1.02 page 5

- Play the recording again. Pause after each speaker to elicit the missing word and the meaning of the whole adjective.

1 self 2 well 3 narrow 4 quick 5 thick 6 penny

Language note – Compound adjective forms

If the second word of a compound adjective is a present participle (verb + *-ing*), it is an active form and means 'doing something' (so a *hard-working* person works hard). If it is a noun + *-ed*, it means 'having something' (so a *kind-hearted* person has a kind heart). If it is a past participle, it has a passive meaning (so a *love-struck* person has been struck by love).

Exercise 8 page 5

- Students discuss the questions in pairs. Encourage them to give reasons for their opinions and to respond to their partner with comments and follow-up questions. Circulate and monitor or join in the conversations as appropriate.

For further practice of Compound adjectives, go to:

Vocabulary Builder 1.2 page 134

- 1 1 big-headed 2 time-wasting 3 Meat-eating
4 kind-hearted 5 long-legged 6 thinly-veiled
- 2 2 densely-populated 3 absent-minded
4 mouth-watering 5 cold-blooded 6 sure-footed
7 level-headed 8 able-bodied
- 3 2 short-haired 3 strong-minded 4 freshly-baked
5 time-saving 6 one-armed 7 and 8 Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can use suitable adjectives to describe personality traits. I have learnt some compound adjectives for describing personality.*

1B Grammar

Present perfect simple and continuous

LESSON SUMMARY

Grammar: present perfect simple and present perfect continuous; state and dynamic verbs

Reading: an article about an exceptional teenager

Speaking: talking about recent actions and activities that have continued over a period of time

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercises 3 and 4 together as a class. The Grammar Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES

- Write the following on the board: *Name three teenagers who have received a lot of publicity. What did they do to attract this attention? Do you admire them? Would you like to be in their shoes?*
- In pairs or small groups, students discuss the questions.

Exercise 1 page 6

- Focus on the photo and elicit answers to the question. Examples of mental qualities could include *courage, determination, self-confidence, independence* and *ambition*.

Exercise 2 page 6

- Students read the text to find the three pieces of information. Check answers as a class.
- Discuss the two questions as a class. The answers can only be speculative, so encourage the use of *might, could, may* or *must (have)* and the adverbs *perhaps* or *probably*.

name: Jordan Romero age: thirteen nationality: American

Exercise 3 page 6

- Establish the difference in form between the present perfect simple (*have / has + past participle*) and present perfect continuous (*have / has been + present participle*).
- Explain at the outset that the two tenses are similar but, like all continuous tenses, the present perfect continuous carries the idea of action continuing over time.

- Go through the *Learn this!* box together. Write more examples for each use on the board and elicit the correct tense: 1 *Look at the rain! It's come / It's been coming down all morning. I've decided / I've been deciding not to go out.* 2 *We've stayed / We've been staying in this hotel four times.* 3 *She's studied / She's been studying in the library since lunch time.*

- In pairs, students identify the present perfect continuous verbs in the text and complete the matching task. With a **weaker class**, do this together as a class activity. Check answers as a class.

has not been leading – 3; has been using – 2; has been giving – 2; has (also) been appearing – 2; have been voicing – 2; Have (Jordan and his family) been considering – 1; have (they) been thinking – 1

Grammar Builder 1.1 page 115

- 1 've been searching, haven't found 2 've visited, never seen
3 Have you seen, 've been looking 4 've just been talking
5 've been eating 6 Have you seen, 's been working
7 've played 8 've been watching 9 has won 10 taken

Language note – Present perfect simple and continuous

The difference between the two tenses is difficult to pinpoint, as both can refer to recent actions. In the text in exercise 2, most of the present perfect continuous verbs could be replaced by verbs in the present perfect simple, but the meaning would be a bit different. The continuous tense emphasises duration – actions continuing or happening repeatedly over a period of time up to the present, and often extending into the present. To help students grasp this idea of action in progress, make a comparison with the present and past continuous forms that they are already familiar with.

You may want to mention that we use *ever, never* and *yet* with the simple form and that *already* is commonly used with the simple form. You could also mention that, as well as *for* and *since*, the expressions *all morning / week*, etc. are most commonly used with the continuous form.

Exercise 4 page 6

- Students work individually to form the two tenses and then discuss the differences in pairs. Allow them to give their explanations in their own language. With a **weaker class**, go through some or all of the sentences together.

- 1 **have read:** I finished reading the book at some time in the past.
have been reading: I was reading the book for some time until recently; I may still be reading it.
- 2 **haven't played:** The last match we played was a long time ago.
haven't been playing: We play football now, but we didn't start until quite recently.
- 3 **has done:** Her exams are finished and she has good results.
has been doing: Her exams aren't finished yet, but she's doing well.
- 4 **has finished:** His homework is done now.
has been finishing: He was working on the last part of his homework until recently and he may still be working on it.
- 5 **have gone:** They're at the gym now.
have been going: They've made repeated visits to the gym recently.
- 6 **have eaten:** There aren't any crisps left.
have been eating: You were eating my crisps until just a moment ago; perhaps there are some left.

Exercise 5 page 6

- Refer students to the *Look out!* box. Remind them that state verbs describe the way things are, as opposed to dynamic verbs, which describe actions or processes. Elicit some examples of state verbs (see Grammar Builder 1.2).
- Give students a few moments to find the verb which is used in both ways. In pairs, they discuss the difference in meaning. Check the answer with the class.

The verb is *appear*. In paragraph 1 it is a state verb meaning 'seem'. In paragraph 2 it is a dynamic verb meaning 'make an appearance'.

Extension

Write on the board a list of state and dynamic verbs, e.g. *climb, hate, seem, call, come, agree, find, watch, know, believe, bring, need*. Ask students to pick out the state verbs. Then write *have* and *look*. Elicit two sentences for each, one using the verb as a state verb, the other as a dynamic one (e.g. *She has a lot of determination. She's having a lesson.*).

For further practice of State and dynamic verbs, go to:

Grammar Builder 1.2 pages 115–116

- 1 're behaving, don't understand, mean
2 are you laughing, doesn't fit
3 'm carrying, weighs, know, contains
4 Do you like, doesn't matter, don't mind
5 need, don't care, 'm enjoying
- 2 1 was looking 2 had 3 'm seeing 4 was thinking
5 were having 6 think 7 see 8 looks

Exercise 6 page 6

- Explain to students that in some of these sentences either tense is possible. However, they should use the present perfect continuous unless it is actually incorrect.
- As you check the answers, ask students why the simple form is needed in sentences 2, 3 and 4. (In 2, *like* is a state verb. In 3 and 4, the verb refers to completed actions.)

- 1 have been helping 2 has liked 3 has climbed
4 hasn't climbed 5 hasn't been going 6 has been appearing

Exercise 7 page 6

- Students write the questions individually and then compare answers in pairs. Check answers as a class.

- 1 What have you been watching on TV recently?
2 How long have you been learning English?
3 Have you been working hard recently?
4 How long have you known your teacher?
5 Has your best friend seemed happy recently?
6 How much has it been raining this month?
7 What time have you been going to bed recently?
8 How well have you understood this grammar lesson?

Exercise 8 page 6

- Choose a pair of students to ask and answer the first question as an example.
- In pairs, students ask and answer. Circulate and monitor to check that they are using the tenses correctly.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt when to use the present perfect simple and when to use the present perfect continuous. I understand dynamic and state verbs.*

1C Culture

Great American writers

LESSON SUMMARY

Listening: a radio talk about two American authors

Reading: an extract from *To Kill a Mockingbird*

Vocabulary: words for religions

Speaking: talking about themes in a work of fiction

Topic: Understanding the culture of English-speaking countries

SHORTCUT

To do the lesson in 30 minutes, do exercises 4 and 5 together as a class.

Exercise 1 page 7

- Check that students understand the word *adolescent* (a young person who is developing from a child into an adult).
- In pairs, students make a list of titles on this theme. Ask one pair to read out their list. Write it on the board and invite the others to add to it. Leave the list on the board for exercise 7.

Exercise 2 page 7

- Write on the board the names of the two authors (J. D. Salinger and Harper Lee) and the novel titles (*The Catcher in the Rye* and *To Kill a Mockingbird*). Ask if anyone in the class has read these novels (in translation) or seen the film version of *To Kill a Mockingbird*.
- Play the recording. In pairs, students note down things that the writers have in common.

Audioscript 1.03 page 7

Most novelists are hungry for publicity. However, a minority of authors have appeared to hate the attention which their success has brought. Among these are two of the best-known American novelists of the twentieth century: J. D. Salinger and Harper Lee.

Jerome David Salinger – known as J. D. Salinger – was born in New York in 1919. He grew up in a Jewish family, and at the age of thirteen went to a private school in Manhattan. Overall, his education was not a success. He was asked to leave school after a series of poor grades, and he dropped out of New York University after studying there for less than a year.

Salinger's passion was writing, and in the 1940s, during and after World War Two, Salinger sent many stories and poems to the magazine *The New Yorker*. They rejected them all. But then his luck changed, and in 1951 Salinger published his first novel, *The Catcher in the Rye*. It was an immediate success, particularly among younger readers, who, for the first time, had an honest portrayal of the stress and confusion of adolescence. Because of its honesty, the novel was controversial: *The Catcher in the Rye* is not only on the list of books that are most often taught in American schools, but also on the list of books that are most often banned.

The success of *The Catcher in the Rye* made Salinger famous – but he did not react well to fame. He moved from New York to a remote house in the country, and gradually became more and more reclusive. He experimented with various different religions, converting first to Buddhism, then to Hinduism, and later to a form of Christianity called Christian Science. Eventually, he abandoned them all. From 1965 until his death in 2010, Salinger published nothing. And for the last thirty years of his life, refused all requests for an interview. Few people even saw or spoke to him.

In a strange way, Salinger's single-minded determination to stay out of the public eye made him even more famous. He was famous for not liking fame! The same can be said of another great writer from the twentieth century, Harper Lee. She was born in Alabama in 1926, worked hard at school and went on to university, where she got a degree in English Literature. Like Salinger, Lee had a passion for writing fiction but did not achieve immediate success. In 1949, at the age of 23, she moved to New York to become a writer, but ten years later, she was still struggling and unknown. Fortunately for her, a friend of hers, who was a successful songwriter, gave her an amazing Christmas present: a whole year's salary in one go! With the money was a note which read: 'You have one year off from your job to write whatever you please. Merry Christmas.' Harper Lee left her job and wrote her first novel: *To Kill A Mockingbird*. It was an immediate success, winning the Pulitzer Prize for Fiction in 1961 and selling millions of copies. After the success of *To Kill A Mockingbird*, the literary world was waiting for Harper Lee's next publication. It never came. Although she worked for a while on a second novel, she never finished it. On the rare occasions when she agreed to appear in public, she always refused to make a speech. Both novels – *The Catcher in the Rye* and *To Kill A Mockingbird* – were published more than half a century ago, but both continue to sell hundreds of thousands of copies every year. Perhaps it is surprising that the authors of two such popular books about the human condition were so keen to avoid contact with their fellow humans.

(Possible answers)

They were both American and spent time living in New York. They both had a passion for writing but did not achieve immediate success. They both had tremendous success with their first novel. They both disliked being famous and avoided public appearances. Neither of them published another novel.

Culture note – *The Catcher in the Rye* and *To Kill a Mockingbird*

In *The Catcher in the Rye*, events are seen through the eyes of Holden Caulfield, a troubled and rebellious sixteen-year-old boy who feels alienated from the world in which he is growing up.

To Kill a Mockingbird is set in a small town in the American south where the narrator, Jean Louise Finch ('Scout'), is growing up with her older brother Jem. Their widowed father is a lawyer and the novel revolves around his defence of a black farm worker. In 1962, the novel was made into a celebrated film starring Gregory Peck.

Exercise 3 1.03 page 7

- Go through the Exam tip together. Remind students that even when they are not sure of the correct answer, they may be able to narrow down the choices by eliminating one or two that they know are not correct.
- Give students time to read the questions, marking the answers they know. You may need to check comprehension of *condemned* (judged with extreme disapproval) and *controversial* (causing disagreement).

1 c 2 c 3 d 4 b 5 a

Exercise 4 page 7

- In pairs, students complete the chart.
- Ask the question about Salinger. Play the first half of the recording again if necessary.

1 Buddhism 2 Christian 3 Christian 4 Hindu 5 Islamist
6 Muslim 7 Judaic 8 Sikhism 9 Sikh

Salinger followed Judaism, Buddhism, Hinduism and Christianity (Christian Science).

Exercise 5 1.04 page 7

- Explain that an implication is a meaning that is suggested, not directly stated.
- Before students read the extract, explain a little about the main characters (see Culture note) and tell students that Calpurnia (Cal) is the family housekeeper.

She has brought a heavy suitcase which hits the floor with a dull permanence. The children know that the phrase 'for a while' may be used to mean 'for a long time'.

Language note

Nome is the way the children say 'No, ma'am', *ma'am* (or *madam*) being a polite way of addressing an older woman.

Exercise 6 page 7

- Ask students to guess the meaning of *bossy* (always telling people what to do) and *tomboy* (a young girl who behaves in a way that is considered more typical of boys).
- Students complete the task individually and then discuss with a partner. Check answers as a class.

(Possible answers)

- 1 The first two things she says when she arrives are orders.
- 2 He takes Calpurnia's heavy suitcase and carries it inside.
- 3 He has forgotten to tell the children their aunt is coming.
- 4 She is not (romantically) interested in boys and can't imagine being interested in clothes.

Exercise 7 page 7

- In pairs, students choose one item from the list on the board to discuss. Advise them to focus on one or two main characters only. To help them organise their ideas, you could write these questions on the board: *What is the character like? How does he / she relate to others? Describe an interesting event that shows this.* Tell students to make notes as they discuss.
- Ask some students to feed back to the class.

Extension

Students work individually to write a paragraph on the topic they have discussed in exercise 7.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about two great American writers. I can recognise implications and discuss a work of fiction.*

1D Reading

A maths prodigy

LESSON SUMMARY

Reading: an article about a teenager with exceptional abilities in maths

Vocabulary: prepositions and prepositional phrases

Speaking: asking for and giving advice

Topic: School

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 4 and 5 together as a class.

LEAD-IN 3-4 MINUTES

- Write on the board: *What are the most important things you have achieved in your life so far? What do you hope to achieve this year?* In pairs, students discuss them briefly.
- As class feedback, elicit examples of achievements which are *academic* (connected with education) and *non-academic*. At this point you could also pre-teach *extra-curricular activities* (activities outside your course of study).

Exercise 1 page 8

- Check the pronunciation of *prodigy* /prɒdɪdʒi/ and elicit, or, if necessary, explain the meaning (a person who is exceptionally good at something at a very early age).
- Check that students understand that *desperate* implies an extreme feeling of need, so you'll do almost anything to get what you want. Also explain that being *hard on yourself* means you make very severe judgements about yourself.
- In pairs, students list as many adjectives as possible. Elicit answers but do not confirm or correct them at this stage.

Exercise 2 1.05 page 8

- Play the recording for students to listen while they read the article.
- Give students a few minutes to reconsider and add to their list from exercise 1. **Fast finishers** can exchange lists to see if they agree and to check each other's spelling.
- As you check the answers, ask students to give supporting evidence from the text.

(Possible answers)

unusual, exceptional, brilliant, gifted, ambitious, hard-working; unsociable, uncommunicative, awkward, isolated, insensitive, naive; honest, self-critical

Exercise 3 page 8

- Go through the Exam tip together. Remind students that some answer options may have 'traps', using words from the text, but in a statement that is not true.
- Students read the text again and answer the questions.

1 a 2 d 3 a 4 b 5 c

Exercise 4 page 9

- Students find the prepositions and phrases in the text, using their dictionaries where necessary. They then compare answers in pairs.
- Check answers as a class. Elicit translations to check that students have understood the meanings correctly.

1 bearing in mind 2 among 3 towards 4 alongside
5 prior to 6 aside from 7 beyond 8 Throughout
9 owing to 10 concerning

Language note

Both *considering* and *bearing in mind* are used to show that you are aware of a certain fact and are keeping it in mind when making a statement. As well as introducing a noun, they can also be used with *that* + clause.

Exercise 5 page 9

- Students choose the correct prepositions. With a **weaker class**, help with vocabulary.
- Ask some students for their opinions on the statements.

1 right through 2 among 3 alongside 4 prior to
5 owing to 6 aside from

Extension – fast finishers

Ask students to write example sentences for *bearing in mind*, *beyond* and *concerning*.

Exercise 6 page 9

- Ask: *If someone has good social skills, what can they do?* and elicit examples.
- In pairs, students discuss and decide on three activities.

Exercise 7 page 9

- Explain that in the role-play, Student B should be prepared to suggest all three activities chosen in exercise 6, giving reasons that will be encouraging. Student A should raise doubts about two of the choices before agreeing to try one.
- Refer B students to the language for suggesting and A students to the language for objecting and agreeing.
- Give students time to practise their role-play. Circulate and give help where necessary.
- **Fast finishers** can swap roles and do the role-play again.

Exercise 8 page 9

- Ask some pairs to perform their role-play for the class.

Extra activity

Students do some research at home about a child prodigy in a field other than maths (e.g. music, art, sport, etc.) and make notes. Ask them to tell the class about this person in the next lesson, referring to their notes only when necessary.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand and react to a text about a high achiever. I can give and respond to advice.*

1E Grammar

Verb patterns

LESSON SUMMARY

Grammar: verbs that are followed by different forms

Speaking: asking questions using different verb patterns

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercises 1 and 2 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES

- Introduce the verb *stand out* (to be clearly noticeable among other people). Brainstorm examples of people who stand out in these contexts: in a sports team, in a band, in a TV drama.
- Ask students to explain why these people stand out.

Exercise 1 page 10

- In pairs, students discuss the statement, and then individually decide on the number (0-5) which best fits their preference.
- Call for a show of hands for each number, to see where the majority of students see themselves.

Exercise 2 page 10

- In pairs, students ask and answer the first three quiz questions. (Others will be asked later, in exercise 7.)

Exercise 3 page 10

- Go through the *Learn this!* box together. Draw attention to the form of each example.
- Focus on quiz questions 1–3. Students find the phrases and put them with the correct pattern in the *Learn this!* box.

1b decide to paint it / seems to be / offer to help
2b avoid helping 3b Invite your friends to come
4b let your friends borrow / help them choose
5b want your room decorated

Exercise 4 page 10

- Students look again at quiz questions 1–3 to find the examples and identify the pattern for each one.

Language note

Pattern 4 is rare, and the verbs that belong to this group are *make* and *let*. *Help* can also be followed by the infinitive with *to* (*I help them to choose*) with no change of meaning.

Pattern 5 (*have / get something done*) is a structure with a specific use. It means 'to arrange for someone (usually a professional) to do a service for you'.

Exercise 5 page 10

- In pairs or groups, students do the task. If they are unsure, they should think of examples to see which form 'sounds right'.
- Students check their answers against the Grammar Builder.
- Ask students to say which verbs they were unsure about. Elicit one or two example sentences for each of these.

agree A; avoid B; can't help B; can't stand B; consider B; deny B; enjoy B; feel like B; finish B; hope A; imagine B; keep (on) B; miss B; practise B; pretend A; refuse A; risk B; spend (time) B; suggest B

Extra exercise

Divide the class into two teams. Students from each team take it in turns to say a verb from exercises 2–5. The other team must say a sentence using the verb. They score a point for a sentence that is grammatically correct. If the verb pattern is wrong, the first team has a chance to give their own sentence for a bonus point. The team with the highest score at the end is the winner.

Exercise 6 page 10

- Go through the examples in the *Look out!* box together and elicit translations to show the differences in meaning.
- Students work in pairs to complete the exercise.

1a He shouted once.

1b He was shouting for some time or he shouted a number of times.

2a She smiled at him, hoping it would have a good effect (but it didn't).

2b She made an effort to smile but couldn't do it.

3a The busker had been chatting but then stopped.

3b The busker stopped in order to chat.

4a You need to speak to Sam – don't forget to do that.

4b You spoke to Sam some time ago – you must remember that you did that.

For further practice of Verb patterns, go to:

Grammar Builder 1.3 pages 116–117

1 1 to come, going 2 to meet, to turn up
3 to contact, trying 4 staying, sleeping 5 to like, being
6 taking, to ask 7 arguing, having 8 playing, to stop
2 1 b 2 c 3 b 4 c 5 b 6 c

Exercise 7 page 10

- Explain that *on behalf of* means 'representing'. If someone speaks on behalf of a group, they act as a spokesperson, expressing the views of the group.
- Students work individually to write the verb forms. Check answers as a class.
- In pairs, students ask and answer.

4 to wear, looking, feeling 5 looking, chatting, making
6 to know, to speak, offering, speak

Exercise 8 page 10

- Explain the task, reminding students of the topic of the quiz. You could start by brainstorming some situations that will show if people prefer to stand out or not (e.g. choosing clothes, performing in public, organising an event, posing for a photo, thinking about a future career, etc.).
- With a **stronger class**, encourage students to think of more than two questions. With a **weaker class**, elicit ideas to write the first question on the board. In pairs, students then write the second question themselves.
- Pairs swap questions and give their answers.
- Ask some students to tell the class whether their partner prefers to fit in or stand out, and to give examples.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can recognise different verb patterns. I can use a range of verbs in the correct pattern.*

1F Speaking

Photo description

LESSON SUMMARY

Listening: a photo description

Vocabulary: language for describing people

Speaking: describing

Topic: People

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 1 together as a class.

LEAD-IN 2–3 MINUTES

- Ask students to think of a photo of themselves that they like. Ask: *Where are you and what are you doing in the photo? If someone looked at this photo without knowing you, what impression of you would they get?* Elicit answers from a number of students.

Exercise 1 page 11

- Ask students to read out the words in the list. Check comprehension and pay attention to the pronunciation of *intriguing* /ɪn'triːɡɪŋ/.

- Students choose adjectives and discuss in pairs. Tell them that it does not matter if they do not agree – their answers will depend on their own personal judgement.

Exercise 2 page 11

- Students add the words to the mind map. You may want to check these answers before pairs go on to brainstorm other words.
- While they are working, copy the mind map onto the board, leaving plenty of room under the headings. As students read out their words, write them on the mind map. Practise the pronunciation where necessary.

Hair: dyed, spiky (other examples: long, short, straight, wavy, curly, frizzy)

Make-up: eye-liner, mascara (other examples: lipstick, lip gloss, eye shadow, nail polish)

Jewellery: bracelet, piercing (other examples: ring, necklace, chain, earrings, studs, brooch, badge)

Expression / Posture: crouching, moody (other examples: cheerful, lively, excited, bored, worried, nervous, frightened, sitting, standing, lying, kneeling, leaning, bending, stretching)

Clothes: tie, tights (other examples: jeans, leggings, skirt, dress, shirt, sweatshirt, jumper, jacket, anorak, gloves, scarf)

Exercise 3 page 11

- Play the recording. Students listen for the expressions listed in exercise 2. Ask them if they heard any other words from the mind map on the board.

Audioscript 1.06 page 11

Candidate This photo shows a boy and a girl – they might be eighteen or nineteen years old. Or a bit older. I'd say they're ... uh ... punks? He's got long, spiky black hair – and some of it's red, actually. It's dyed, of course. He's wearing a black and white T-shirt and a black leather jacket. He's ... uh ... got a piercing in his nose. He's wearing an earring. The girl has got a leather jacket too. I can't quite see what she's wearing on her legs. Perhaps she's got black tights, and long socks up to her knees. She's wearing make-up, dark lipstick and probably some eye-liner. They look as if they're in a photographer's studio, I can't see any background behind them. They're both sitting down. The boy has got his arm around the girl's shoulder, and they're smiling slightly.

spiky, dyed, piercing, tights, make-up, eye-liner

Culture note – Goths and Emos

Drawing on images from traditional horror films, the gothic look is dark, elegant and slightly sinister. Goths typically wear black clothes, often in a nineteenth-century style, with dyed black hair, dark eye make-up and black-painted fingernails. Emos wear tight clothes and have straight hair that may be dyed in a variety of colours and often hangs down over one eye. Both these groups started as offshoots from punk rock in the 1980s and they each have their own genre of music.

Exercise 4 1.06 page 11

- Go through the first Exam tip together. Remind students that the examiner is not looking for a specific answer but wants to hear them expressing their ideas. They will be able to speak more freely if they can speculate about the person in the photo.
- Play the recording again. Students listen for the expressions for guesses and deductions.

might, I'd say, Perhaps, They look as if

Exercise 5 page 11

- Go through the second Exam tip together and then focus on the list of phrases. Explain that there is no rule dictating when these phrases can be used; however, some are likely to be more useful when looking at the photo and others when responding to a more general question.

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

Exercise 6 page 11

- In pairs, students consider the questions. Tell them to make sure first that they understand what each question is asking so that they keep to the topic. They then discuss what they could say in reply and note down their ideas.

Exercise 7 page 11

- Play the recording. In pairs, students compare the candidate's ideas with their own.
- Get feedback from some students whose ideas were similar and from some who had different ideas.

Audioscript 1.07 page 11

Examiner Do you think the boy in the photo cares about his appearance? Why do you think so?

Candidate Yes, I do. I mean, look at his hair. It must take a long time to get it like that – it's amazing! And the clothes are quite unusual, compared to, say, jeans and a sweatshirt. So I reckon he's spent quite a lot of time thinking about his outfit.

Examiner Good, thank you. Now, tell me ... how much can you tell about a teenager's personality just from looking at their appearance?

Candidate It depends. Sometimes, you can't tell very much, if the teenager is wearing really normal clothes. But if they're dressed like a Goth, for example, then you can make some assumptions about their personality. By and large, Goths tend to be fairly quiet, and they aren't aggressive at all. In my experience, they're quite creative.

Examiner OK. Thanks. Now, one more question ...

Exercise 8 1.07 page 11

- Play the recording again. Students listen for the phrases from exercise 5.

a, b, e

Exercise 9 page 11

- Students take it in turns to answer the two questions, using language from the lesson.
- Circulate and monitor, making a note of any important errors to address at the end of the activity.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can answer questions about photos of people.*

1G Writing analysis

Description of a person

LESSON SUMMARY

Reading: a description of two contrasting personalities

Vocabulary: idioms for personality traits

Topic: People

Exercise 1 page 12

- In pairs, students discuss the saying. They should support their views by describing relationships in their own life or between people they know.
- Ask some students to share their opinions with the class.

Exercise 2 page 12

- Give students about one minute to skim-read the text for a general idea of what it is about.
- Elicit what is meant when we say that two people are 'like chalk and cheese'.

The title refers to two people who are very different from each other.

Exercise 3 page 12

- Check that students understand the meaning of *conformist* (behaving and thinking in the same way as most other people and not wanting to be different).
- Students read the text more closely to match the adjectives with the people. Encourage them to underline and label the relevant parts of the text. With a **stronger class**, students can be asked to do the matching before they re-read the text.
- Check answers as a class.

Connor: funny, outgoing, unconventional, unreliable

Bess: conformist, considerate, dependable, shy

Exercise 4 page 12

- Make sure that students understand that the phrases in each pair are opposites, and that only some of them are in the text.
- In pairs, students complete the phrases. They can complete the ones they know first and then guess the others before using a dictionary.
- With a **weaker class**, tell students where to find the phrases in the text so that they can see them used in context and can pick out these verbs first. You may want to go through the new phrases together.
- As you check the answers, ask students to explain the expressions in their own words.

1 play 2 look 3 keep 4 take 5 wear 6 give 7 get
8 let 9 count

Extension

Ask students to think of similar or related expressions in their language. They can do this in pairs or small groups.

Exercise 5 page 12

- Refer students back to exercise 4 to help them with this transformation task. Remind them that they must use the word in brackets without any change and that they may not use more than five words.
- In a **stronger class**, students complete the task individually and then compare answers with a partner to check. In a **weaker class**, they can work in pairs.

1 doesn't get stressed / never gets stressed 2 never let you
3 suddenly lost for 4 wear his heart on 5 look on the bright

Exercise 6 page 12

- Give students a few seconds to find the example. Check comprehension by asking: *How does the writer feel when this happens?* (annoyed / irritated)

(Paragraph 4) ... he's always phoning me at the last minute ...

Exercise 7 page 12

- Students discuss in pairs. Encourage them to use some of the idiomatic phrases from exercise 4.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand a description of two people and talk about two different people. I have learnt some idioms for describing personality and behaviour.*

1G Writing task

Description of a person

LESSON SUMMARY

Vocabulary: expressions for making a contrast; sentence openings to make a statement more subtle

Writing: a description contrasting two very different people

Topic: People

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 2-3 MINUTES

- Tell students to close their books, and then say all they can remember about the two people in the text on page 12.

Exercise 1 page 13

- Students identify the topics that appear in the text.

annoying habits, clothes, hair, personal traits

Exercise 2 page 13

- Students use the chart to plan the general areas they are going to focus on. Remind them that they need to think of areas where the differences between the two people are most obvious.

Exercise 3 page 13

- Go through the *Learn this!* box together. Point out that *unlike* and *in contrast to* are followed by a noun. *Whereas*, *while / whilst* and *and yet* are used to join two clauses.
- Tell students to find and underline examples in the text.
- Draw attention to the use of *Nevertheless* as a more formal alternative to *However* in the last paragraph.

unlike (paragraph 5); but (paragraphs 1, 4, 6), whilst (paragraph 5); however (paragraph 6)

Language note – however

The position of *however* can vary. The most common position is at the beginning of the sentence, as in the example in the *Learn this!* box, but it can also be placed between the subject and verb (*Sarah, however, is short.*) and, less commonly, at the end of the sentence (*Sarah is short, however.*). It is not correct to use it as a conjunction to join two clauses.

Exercise 4 page 13

- Students complete the task individually and then compare answers in pairs.

1 whereas 2 Whilst 3 and yet 4 but 5 on the other hand

Extension

Ask students to choose other expressions from the box that could be used to replace their answers in exercise 4.

1 but / while / whilst 2 Whereas / While 3 but 4 whereas / while / whilst 5 however

Exercise 5 page 13

- Students write four sentences about the people they have chosen. Each sentence should be on a different topic and should include a different expression from the *Learn this!* box.
- Ask some students to read out their sentences to the class.

Exercise 6 page 13

- Go through the Exam tip together. Explain that these expressions are especially useful when we want to soften a statement that would otherwise seem too sweeping or too severe in judging someone.
- Students look back at the model text to find examples.

Connor comes across as very confident. (paragraph 1); he tends to be very talkative (paragraph 6)

Possible alternatives: he can be unreliable at times / he tends to be unreliable at times (paragraph 4); he has a habit of phoning me (paragraph 4); Bess tends to play it safe (paragraph 5)

Exercise 7 page 13

- Check that students understand the meaning of *offend* (to cause someone to feel upset or angry) and *trustworthy* (that you can rely on to be good, honest, sincere, etc.).
- Students rewrite the sentences using the word in brackets.

- 1 My dad comes across as immature.
- 2 My neighbour has a tendency to talk too much.
- 3 People regard my friend George as ambitious / an ambitious student.
- 4 Lucy's brother tends to offend people.
- 5 Some people find my best friend argumentative.
- 6 My mum can be unconventional.
- 7 People consider me trustworthy.
- 8 He has a habit of saying the wrong thing.

Exercise 8 page 13

- Students write their description. Encourage them to use some of the language on pages 11 and 12. Circulate and monitor, giving help where necessary.
- When students have finished writing, they check their work against the checklist.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?*
and elicit answers: *I can write a description contrasting two people.*
I have learnt expressions for making a contrast and for making a statement more subtle.

Get Ready for your Exam 1

LEAD-IN 3-4 MINUTES

- Ask students if any of them have been on a course during the school holidays or during term time at the weekend.
- Ask a few to explain what they did on the course and why they chose to do it.

Listening

Exercise 1 page 14

GET READY TO LISTEN

- Students read through the courses and come up with at least three reasons for choosing the one they want to attend.
- Students discuss their choices in pairs.

Exercise 2 page 14

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Begin by asking concept questions about the task: *Do you know the topic of the listening extracts? What is it? (inventions) Do you need to use all the sentences? (no).*
- Remind students that they will hear the recording twice.
- Students go through the sentences and underline the key words. They think of synonyms they might hear. Do this together as a class or get the students do it in pairs. Then check.
- Play the recording twice.
- Check answers as a class. With a **stronger class**, elicit the synonyms or expressions from the listening text that helped them answer the questions (1 defend themselves, self-defence; 2 karate, original philosophy, deeply spiritual; 3 stressful, feeling pressure, mind and body will become stronger; 4 water, wind in your hair, water sport; 5 travelling at up to 100 miles an hour along the shore).

Audioscript page 14

- 1 Do you find it stressful walking around at night time? If you were attacked or mugged, what would you do? How can a smaller, weaker person defend themselves against a taller, stronger assailant? Which parts of your body are the most vulnerable? How fast can you move? If you don't know the answers to these questions, join our ten-week course on self-defence for students. You will learn basic karate and practise useful techniques with a qualified instructor.
- 2 Everyone thinks they know about karate because they see its fighting techniques showcased in Hollywood films. But would you like to learn about it beyond the basic moves? Understanding the original philosophy and principles behind this most ancient of martial arts can be a deeply spiritual experience. The mind is trained alongside the body – both become stronger and begin to work as one powerful unit. It is a form of meditation and self-defence combined. Try a free class today!
- 3 Our modern day lives are getting increasingly stressful. We work hard and expect a lot from ourselves so it's no wonder that even young people are feeling the pressure. We invite you to look at the world differently for an hour a week. During that hour we guarantee your mind and body will become stronger and your powers of concentration will increase. Meditation: you may not have considered it before, but why not give it a try? Join up today!
- 4 Look at the world differently – standing on the water with the wind in your hair! Stand Up Paddleboarding or SUPboarding is the newest water sport to hit our shores, and it won't take you long to master the basics. Tall, small, weak or strong, anybody can do it. Give your body a complete workout, and give your mind some time out from the stress and pressure of your everyday life. Acquire the basics in just a one-hour introductory session!
- 5 Why not learn to sand-yacht this year? Imagine the wind in your hair – travelling at up to 100 miles an hour along the shore! Contrary to popular

belief, sand-yachting needn't be complicated or expensive. It won't take you very long to master the basics, so that you can swiftly enjoy the very real pleasures of this new and exciting sport. Sign up for one of our 'come and try' sessions at only £16.50 an hour!

1 B 2 C 3 A 4 D 5 F

Use of English

Exercise 3 page 14

USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE CLOZE

- Remind students that only one word will fit in the context of the sentence. Students will have to use their logic and grammar skills to find the correct missing word. Check that they understand that not all the words are needed.
- Encourage students to read the text to gain a general understanding. Elicit that the text is an advert for a summer camp in California where students can learn stunt performing skills.
- Ask students to complete the task individually.
- Before checking the answer with the class, suggest students compare their answers in pairs.
- Ensure that students understand why the chosen words are correct.

1 F 2 A 3 H 4 B 5 I 6 D 7 C 8 J 9 E

Speaking

Exercise 4 page 14

GET READY TO SPEAK

- Students order the benefits individually and then compare their order with a partner's. Encourage them to justify their order and persuade their partner to reorder.
- Monitor their conversations and help with vocabulary if necessary.
- With a **weaker class**, feed back their ideas and elicit an agreed class order.

Exercise 5 page 14

SPEAKING EXAM TASK – COMPARE AND CONTRAST

- Students work in pairs and take it turns to do the task. Remind them that they should not describe the pictures in a lot of detail; the purpose of the pictures is to stimulate discussion. Circulate and monitor.
- Point out that questions 2 and 3 require students to give their own opinion.
- Stress that it is important to always support opinions with examples and refer to the pictures if necessary, partly to make the opinion more convincing and partly to give the examiner another chance to hear them speak. Remind students that they will get higher marks if they give full answers.

2 Rich and poor

Map of resources

2A Vocabulary and listening

Student's Book page 15, Workbook page 11

Photocopiable Activity: 2A Money makes the world go round (TRCD-ROM)

2B Grammar

Student's Book page 16, Workbook page 12

Photocopiable Activity: 2B What life used to be like (TRCD-ROM)

2C Culture

Student's Book page 17, Workbook page 13

Photocopiable Activity: 2C A place to let ... (TRCD-ROM)

2D Reading

Student's Book pages 18–19, Workbook pages 14–15

Photocopiable Activity: 2D What would you do? (TRCD-ROM)

2E Grammar

Student's Book page 20, Workbook page 16

Photocopiable Activity: 2E Past perfect and past perfect continuous (TRCD-ROM)

2F Speaking

Student's Book page 21, Workbook page 17

Photocopiable Activity: 2F To be honest, I was furious! (TRCD-ROM)

2G Writing

Student's Book pages 22–23, Workbook page 18

Photocopiable Activity: 2G An irresponsible driver (TRCD-ROM)

2 Review and Tests

Review 1–2 Student's Book page 24

Review 1–2 Workbook page 98

Photocopiable Activity: 2 Find out who ... (TRCD-ROM)

Student Self-Test Sheets 2, 1–3 (TRCD-ROM)

Unit 2 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 26

Workbook pages 19–20

Workbook page 93 Exam Challenge

iTools Unit 2

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

2A Vocabulary and listening

Value and price

LESSON SUMMARY

Vocabulary: money management; adjectives describing value, price, cost, attitudes to money, being rich or poor; money idioms

Listening: describing ways of handling money

Speaking: talking about spending habits and saving

Topic: Shopping and services

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 3 and the extension. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Give students ten seconds to look at the photos on page 15 and then tell them to close their books. In pairs, they try to remember all the objects in the photos.
- Ask students to estimate the monetary value of the objects. Then focus on the less expensive objects and ask: *Why might someone attach importance to these things? Do you have possessions like these that are important to you?* Elicit responses from several students.

Exercise 1 page 15

- In pairs, students discuss the questions. Encourage them to describe the objects rather than just naming them, and to be ready to respond to their partner with follow-up questions (e.g. *When ... ? Where ... ? Why ... ? How much ... ?*).
- Ask some students to tell the class about the most interesting thing their partner told them.

Exercise 2 page 15

- Focus on the words in the list. Check that students understand *allowance* (a sum of money that is given to someone regularly, often to a school-age person by their parents) and *budget* (to manage your money carefully, according to a plan). Point out that *budget* and *waste* can be nouns as well as verbs.
- Draw attention to the silent *b* in *debt* /det/.
- With a **weaker class**, ask students to sort the words into nouns, verbs and adjectives. Tell them to read through the text and work out what part of speech is needed for each gap before they complete the text.
- Students complete the text. Check answers as a class.

1 income 2 allowance 3 financial 4 debt 5 save
6 repay 7 wastes 8 afford 9 expenses 10 budget

Exercise 3 page 15

- Discuss the question with the class. Find out if there are any tips that some students do not agree with.

Exercise 4 page 15

- Focus on the headings in the chart. Ask: *Which sections of the chart describe people and which describe things?* (The last two sections describe people; the first two describe things.)

- In pairs, students check the meaning of the adjectives, starting with the ones in the chart and referring to a dictionary. They then complete the chart with the adjectives in the list.
- Make sure students do not confuse *priceless* (extremely valuable – so valuable that it is beyond price) with *worthless* (having no value at all).
- Check comprehension by asking questions, e.g. *Which words describe something of very high value?* (precious, priceless, worth a fortune) *Which words mean 'expensive'?* (costly, pricey, dear) *What is a rip-off?* (something that is not worth the money you pay for it) *Which two words mean the opposite of 'generous'?* (stingy, mean) *Which two adjectives mean 'having very little or no money'?* (hard up, broke) *Is 'hard up' informal?* (yes) *Which three adjectives mean 'having a lot of money'?* (affluent, well off, comfortably off)
- Drill pronunciation as necessary, paying special attention to *precious* /'preʃəs/ and *stingy* /'stɪndʒi/.

1 valuable 2 worthless 3 dear 4 extortionate 5 careless
6 mean 7 hard up 8 well off

Extension

Ask students to rearrange the words in each section of the chart. They should group similar words together and put them in order, starting with those that have the strongest meaning. With a **stronger class**, get students to do this in pairs. With a **weaker class**, draw a chart on the board and group and order words together.

(Possible answers)

priceless, worth a fortune, precious, valuable; worthless extortionate, a rip-off; costly, pricey, dear; reasonable; dirt cheap

generous; careful; careless; mean, stingy

affluent, well off, comfortably off; hard up, broke

Exercise 5 page 15

- Students choose the correct adjectives from the chart.
- In pairs, students give their opinions on the statements.

1 dirt cheap 2 priceless 3 affluent 4 stingy

Exercise 6 page 15

- Tell students that they will hear four people talking about their attitudes to money and the way they spend and save it. Give them time to read the five statements and underline key words to highlight the differences between them.
- You may want to pre-teach the first two idioms in exercise 7, which students will hear used by speakers 1 and 4.
- Play the recording, pausing after each speaker for students to choose one of the options. With a **weaker class**, you could elicit some information about each speaker before moving on to the next one.
- Play the recording again for students to check or revise their answers.

Audioscript 1.09 page 15

- 1 I have a very relaxed attitude to money – too relaxed, probably. I've never managed to save anything. I find money burns a hole in my pocket. If I have some, I tend to spend it on books, magazines, music. And when it's gone, it's gone. When I do have money, I'm quite generous with it and pay for my friends if they're a bit hard up. So I find that when I'm broke, there's more often than not a friend that can pay for me. I'd prefer to be like that with money than be stingy. Although I know I should save some, I really don't like people who are mean with their money. Friends are much more valuable than cash.

- 2 My family is not affluent at all, and I was always taught to be careful with money. I've been brought up to know the value of everything, and not to waste anything. My parents work hard but couldn't afford much for us when we were growing up and don't give us much of an allowance. Me and my brothers always found ways to earn a bit of money. If we particularly wanted something, we saved up hard for it. Now I work twice a week in my local supermarket – on Thursday evenings and all day Saturday. I've got my own bank account and I write down my weekly income and expenses so that I can keep track of my finances. I'm always careful to keep some back for a rainy day.
- 3 What can I say – I love shopping! I love buying new clothes and shoes, music and gadgets. But I never buy anything that's really extortionate, because I also hate getting into debt. So I take good care of my finances and I try to budget wisely. I have two part-time jobs – in a newsagent's and a garden centre – but I work hard at my schoolwork, too – honestly! I have a bank account which I pay into weekly. I make sure that I keep most of my money in there. And once a month I go shopping. But I don't use a debit card, because I think that might be dangerous. It's too easy to spend money without thinking. I always use cash.
- 4 I wish I was more interested in money, but I'm not and never have been. If my mum gives me some pocket money, I tend to lose it. I'm not really careless with money – I suppose it's important, and one day I'll have to get a job and earn a living. But I'm just not bothered about having pricey possessions. I suppose I'd rather be comfortably off than severely hard up, but actually I don't think I'll need much money in the future. I like making things and buying second-hand stuff. Things don't have to be expensive to be worth having. I think that other things are much more precious. Things like friendship, I mean, which is priceless.

A 4 B 2 C 1 E 3

Exercise 7 page 15

- Ask students to guess the meaning of the three idioms, reminding them of how the first two were used in the recording. (If *money burns a hole in your pocket*, you want to spend it as soon as you have it. If you *keep some money back for a rainy day*, you save it for a time when you will really need it. If you *shop around*, you compare the quality or prices of goods or services that are offered by different shops / stores, companies, etc. so that you can choose the best.)
- In pairs, students discuss the questions.

For further practice of Money idioms, go to:

Vocabulary Builder 2.1 page 135

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

- 2 1 cost an arm and a leg 2 dip into our savings
3 came into some money 4 live from hand to mouth
5 make ends meet 6 were ripped off 7 made a killing
8 tighten our belts

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can talk about money management, value, price, cost, attitudes to money and being rich or poor. I have learnt some money idioms.*

2B Grammar

used to and would

LESSON SUMMARY

Reading: a short text about a lottery winner

Grammar: *used to* and *would*

Listening: word stress to express irritation

Speaking: talking about habits in the past

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. The Grammar Builder activity can be set for homework.

LEAD-IN 2-3 MINUTES

- Write these questions on the board: *Have you won many prizes in your life? What was the best thing you've won? What was the silliest thing?* In pairs, students ask and answer.
- Ask some students to report on what their partner has said.

Exercise 1 page 16

- Discuss the questions briefly as a class.

Culture note – The lottery

A number of countries, including the UK, run a lottery based on choosing six numbers from 1 to 49. The chances of getting all six numbers are almost 14 million to one.

Exercise 2 page 16

- Pre-teach *state benefits* (money paid by the government to support people who are unemployed or ill) and *the jackpot* (the top prize in a lottery).
- Give students two minutes to read the text and answer the questions.
- As you check the answers, ask students to deduce the meaning of *run-down* (in a very bad condition because it has not been looked after) and *get by* (to manage to live using the money you have or get, but with some difficulty).

1 No, she hasn't. 2 It was quite poor. 3 Because she didn't usually win anything and wasn't expecting to win.

Exercise 3 page 16

- If necessary, revise the form of *used to*. Write a sentence using *used to* on the board (e.g. *She used to live in the country*) and elicit the negative and question forms (*She didn't use to live in the country* and *Did she use to live in the country?*).
- Go through the *Learn this!* box together. Stress that *would* cannot be used to describe past states. Unlike *used to*, it can only be used for repeated actions.
- Ask students to underline the examples in the text. Point out that it would be possible to use a past simple verb in many of these examples. However, using *used to* or *would* emphasises the fact that the actions or states were normal or habitual in the past but do not happen now.

didn't use to be, used to live, never used to win
would buy, 'd (always) choose, 'd (sometimes) forget

Language note – 'd

The contraction *'d* can be used for both *would* and *had*. In the last sentence of the text, *She'd* means *She had*, where *had* is the auxiliary verb of the past perfect, not *She would*. Note the past participle *won* rather than the infinitive *win*.

Extension

Students focus on the verbs they have underlined. Where possible, they substitute *used to* for *would*, and vice versa.

Molly used to buy; She always used to choose; she wouldn't usually look; I'd never win; I sometimes used to forget

Exercise 4 page 16

- In pairs, students identify the sentences with errors and correct them. Check answers as a class.

- I didn't use to wear glasses, but I do now.
- My dad used to have a beautiful old sports car.
- Sally was a teacher for ten years.
- 3 and 6 are correct.

Exercise 5 page 16

- Students complete the sentences. Tell them to use *used to* or *would* wherever possible.
 - Check answers as a class. For answers where only one form is correct, ask students to explain why the other forms cannot be used.
- used to have / had; used to use / would use / used; got; charged; ended
 - used to be / was; worked; used to have to / would have to / had to; didn't use to earn / didn't earn; used to do / would do / did; won

Language note – used to and would

Paragraph 1: *used to charge / would charge* is not correct because the company almost certainly still charges high rates now.

Paragraph 2: *worked*, not *used to work*, is correct because the length of time is given (*for 30 years*). In the next sentence, *didn't use to earn* (or *didn't earn*) is correct but *wouldn't earn* is not: the sentence describes a constant condition of life, not a repeated action.

For further practice of *used to* and *would*, go to:

Grammar Builder 2.1 page 117

1 a 2 both 3 both 4 a 5 both 6 a 7 a 8 b

Exercise 6 page 16

- Go through the *Look out!* box together. Model the example, stressing *would* and showing annoyance.
- Play the recording. Students listen for the sentences that stress *would* to talk about a persistent and annoying habit.

Audioscript 1.10 page 16

- He would go out rather than do his homework.
- If he was short of cash, he would always borrow money from me.
- She would leave her shoes in the middle of the hall where people would trip over them.
- Sometimes Pete would eat a whole packet of biscuits in an evening.
- She would never offer to help with the housework.
- A Fran denies breaking the DVD player.
B Well, she would, wouldn't she?

1 irritated 2 not irritated 3 irritated 4 not irritated
5 not irritated 6 irritated

Exercise 7 page 16

- Students complete the transformation exercise. With a **weaker class**, focus on the original sentences first and make it clear that these all describe habits or conditions in the past.
- Check answers as a class.

1 would interrupt 2 used to spend 3 would always drive
4 Did you use to have 5 never used to be

Exercise 8 page 16

- In pairs, students take it in turns to talk about each topic. You could start by telling the class about some of your own past habits, making the description light-hearted and amusing if possible.
- Encourage students to use the stressed *would* for topic 3.

- Ask some students to tell the class about what their partner said.

Extension

Ask students to write sentences on all three topics.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can use 'would' and 'used to' to describe past habits and situations.*

2C Culture

Squatters

LESSON SUMMARY

Reading: an article about squatters

Listening: a radio interview with a squatter

Vocabulary: collocations connected with housing

Speaking: expressing opinions about squatting

Topic: People, home

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, keep exercise 1 brief and do exercise 5 together as a class. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES

- Ask students to estimate the number of new homes that have been built in their area in the past few years.
- Ask: *Are there any empty buildings in your neighbourhood? How long have they been empty? How were they used in the past? Why are they empty now? Could they be used for anything?* Elicit answers from several students.

Exercise 1 page 17

- Focus on the photo and ask students to describe what they can see. Use the photo to teach *a squatter* (a person who is living in a building or on land without permission and without paying rent) and *a squat* (a building that people are living in without permission and without paying rent).
- In pairs, students read and discuss the questions.
- Ask some students for their opinions and invite others to comment.

Exercise 2 1.11 page 17

- Explain that in the context of the text, *property* refers to a building and the land it stands on. Make sure students understand the meaning of *property developer* (a person or company that buys land or buildings in order to build new houses, shops / stores, etc., or to improve the old ones, and makes a profit from doing this), *profit* (the money that you make in business or by selling things, especially after paying the costs involved) and *evict* (to force somebody to leave a house or land, especially when you have the legal right to do so).
- With a **stronger class**, ask students to read the text themselves. With a **weaker class**, ask students to read it aloud, using a nonsense word like *buzz* for the gapped words. Help them to guess the meaning of new vocabulary from the context.
- Students choose the correct words to complete the text.
- You can play the recording of the text for students to check their answers.

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

Culture note – Squatting in England

In England, it is a crime to enter someone's home or a building that the owner is intending to occupy. But squatting in an empty and unused commercial property is considered to be a civil matter (i.e. a dispute between individuals) rather than a criminal one, as long as the squatters have not forced their way in, caused damage or used the owner's gas, water or electricity supplies. The owner can, however, get a 'possession order' through a civil court and if squatters then refuse to leave, they are committing a crime and the police can be called to remove them. There are an estimated 200,000 squatters across the UK today.

Exercise 3 page 17

- Tell students that they are going to hear an interview with one of the squatters in Mr Lock's property in Bath.
- Give students time to read the sentences before playing the recording. You may need to play it a second time.
- Students compare answers in pairs. Check answers as a class.

Audioscript 1.12 page 17

Reporter I'm at the house that Mr Lock bought and which has been occupied by squatters. I'm going to see if they will talk to me ... Hello! Hello! Is anyone there?

Woman Who is it?

Reporter My name's James Connelly. I'm from Radio Bath, the local radio station. I was wondering if someone would give me an interview.

Woman Hi. This isn't on live radio, is it?

Reporter No, it isn't. But I'm recording it. Is that OK?

Woman Sure. What would you like to know?

Reporter Why are you squatting in this house? It isn't yours, is it?

Woman No, of course it isn't. But it was empty and we all need a place to live.

Reporter Why don't you just rent a flat or house?

Woman You're joking! The rents around here are extortionate. I wouldn't have enough to live on after paying the rent.

Reporter Don't you think it's wrong to live in a property which doesn't belong to you, without getting permission?

Woman No, not if it's empty. There's a shortage of houses in this country. But there are loads of empty properties and most of them are owned by greedy property developers who have bought them as an investment and are leaving them empty for years and then selling them when property prices go up.

Reporter What's wrong buying and selling property to make a profit?

Woman What's wrong with that? There are thousands of people who have become homeless, people with mental health and addiction problems, who need somewhere to live. Everybody's got the right to a roof over their head.

Reporter Why did you choose this place?

Woman We noticed that it looked empty. We came back a few times to make sure, then one of us climbed in through a window that had been left open. Nobody is using the place so we decided to take possession of it.

Reporter What do you say to people who say that squatters are just lazy and want everything for free, and contribute nothing to society?

Woman That's rubbish. We're just normal people. We live like normal people. We contribute to society, yeah. We're not damaging stuff, and in fact we've done a lot of maintenance, and even made some improvements. We've tidied the garden and repaired the roof. It's the people like Mr Lock who own empty properties that are anti-social. They're only motivated by greed. They're the ones that contribute nothing to society.

Reporter Mr Lock has applied for a court order. What will you do when you get evicted?

Woman We'll leave. We'll find another empty property and squat there ... My baby's woken up. I have to go now.

Reporter OK. Thank you for your time.

Woman Bye.

1 F 2 T 3 T 4 F 5 T 6 F

Exercise 4 1.12 page 17

Make sure students understand that five of the sentences reflect opinions that the woman expresses, although they do not use her exact words. Their task is to choose the sentence that is *not* expressed.

- Students read the sentences and decide what is not expressed. If they have trouble deciding, tell them to eliminate as many sentences as they can and then listen to complete the task.
- Play the recording again. Students check their answer.

sentence 3

Extra exercise

Ask students to do some research to find out about the laws concerning squatting in their country and to report back on their findings in the next lesson.

Exercise 5 page 17

- Explain the meaning of *maintenance* (keeping something in good condition by checking or repairing it regularly).
- In pairs, students complete the collocations.
- Ask **fast finishers** to think of example sentences using some of the collocations.

1 rent 2 pay 3 make 4 become 5 take 6 do 7 make 8 get

Language note – rent

The verb *rent* may describe either what a tenant does (*We're renting a house in Lublin*) or what a landlord does (*She rents (out) rooms in her house*). However, *rent out* always refers to what a landlord does.

Exercise 6 page 17

- In pairs, students discuss the question.
- Elicit opinions from both sides of the argument and then take a class vote.

Exercise 7 page 17

- In pairs, students decide what kind of property they are going to talk about, so they can both visualise it. They should decide where the property is, what condition it is in, how long it was empty, and how many squatters are now occupying it.
- Give students time to prepare their roles. With a **weaker class**, you can write prompts on the board:
Student A: Why are you homeless? Why don't you and your friends rent a place to live? How are you living in the property? Have you damaged or improved it?
Student B: Are you a property developer or a private owner? When did you buy the property? What do you want to do with it? Why was it empty? Why do you object to squatters living in it?

Exercise 8 page 17

- Students act out their role-play using their notes as prompts.
- Ask a strong pair to act out their role-play for the class.

Extension

If you have access to video equipment, you can film the role-play. Play it back to the class and encourage students to comment on the strong points made on each side of the argument.

For further practice of *Buying and renting a flat*, go to:

Vocabulary Builder 2.2 page 135

1 top-floor 2 balcony 3 fully-fitted 4 walking distance
5 amenities 6 For sale 7 Spacious 8 furnished
9 double glazing 10 central heating 11 Available
12 Rent

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand an article about squatters and an interview with a squatter. I can express my opinions on the subject of squatting and squatters.*

2D Reading

How the other half live

LESSON SUMMARY

Reading: an article about millionaire philanthropists

Vocabulary: prepositions in verb phrases

Grammar: revision of the second conditional

Speaking: talking about good causes

Topic: People, State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 5. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES

- Write *millionaire* on the board and ask students what they immediately associate with this word. Brainstorm ideas with the class and write them up quickly on the board.
- Pre-teach *benefit* (to be useful to somebody or improve their life in some way) and ask: *Do you know of any millionaires who benefit society?* Elicit examples.

Exercise 1 page 18

- Read out the title, *Secret millionaire*, and focus on the photos. Ask students to describe what they can see and to predict what the article will be about.
- Play the recording while students read the text. With a **stronger class** you can give students one or two minutes to skim-read the text without listening to the recording. Remind them to concentrate on the general meaning, ignoring words they do not know.
- Ask students if their predictions were correct.

Exercise 2 page 18

- Students re-read the first three paragraphs in detail to answer the questions.
- Check answers as a class and ask students to correct the sentences that are false.

1 F 2 T 3 F 4 F 5 F

Exercise 3 1.13 page 19

- Focus on the task, pointing out that each question needs to be matched to one of the four millionaires A–D. There are ten questions so there is a strong possibility that each paragraph (A–D) will contain at least two of the answers.
- Give students a few moments to read the ten questions.

- Go through the tip together. With a **weaker class**, demonstrate the strategy by reading out paragraph A and asking students to find the two descriptions that fit. They can then work in pairs to do the same with paragraphs B–D.
- As students work through the task, ask them to underline and make a note next to the parts of the text that gave them the answers. Check answers as a class.

1 D 2 C 3 A 4 B 5 B 6 A 7 D 8 C 9 B 10 D

Exercise 4 page 19

- Students find the phrases in the text and complete them with the prepositions. Tell them that the phrases are listed in the order in which they appear in the text.
- In a **stronger class**, students can try and complete the phrases before looking at the text to check their answers.

1 from 2 with 3 in 4 in, of 5 for 6 to 7 to 8 in

Exercise 5 page 19

- Ask students to agree on the paragraphs they are going to focus on so they do not both choose the same one. Explain that they can use their own words when they do the task.
- Students take it in turns to tell their partner all they can remember.
- When they have finished talking, students look at the text again to check for any information that was missing or inaccurate.

Exercise 6 page 19

- In pairs, students discuss the questions.
- Negative aspects could include the following: the programme may exploit poor or needy people for the sake of ratings; the reality of the situation may be distorted by the presence of a camera crew; the gift of money may have no long-term effect on the problems people are facing; charity should be given anonymously, not for publicity.

Exercise 7 page 19

- Go through the examples in the *Learn this!* box together to revise the use of the second conditional.
- Check that students understand when we use the second conditional: to talk about unusual situations and events in the present or future.
- Students complete the rule.

past simple, would

For further practice of the Second conditional, go to:

Grammar Builder 2.2 pages 117–118

- 1 worked out, would know 2 would manage, let
3 would be able, didn't spend 4 gave, wouldn't be
5 wouldn't have, weren't 6 won, would retire
- 2 If he weren't (so) stingy, he'd lend you money. / He'd lend you money if he wasn't / weren't (so) stingy.
3 If the painting wasn't / weren't a copy, it would be worth a fortune. / The painting would be worth a fortune if it wasn't / weren't a copy.
4 If the restaurant wasn't / weren't rather pricey, we'd often eat there. / We'd often eat at the restaurant if it wasn't / weren't rather pricey.
5 If he wasn't / weren't (so) careless with his money, he wouldn't always be broke. / He wouldn't always be broke if he wasn't / weren't (so) careless with his money.
6 If he budgeted well, he wouldn't get into debt all the time. / He wouldn't get into debt all the time if he budgeted well.
7 If it wasn't / weren't (so) difficult to pay money back, I'd borrow it. / I'd borrow money if it wasn't / weren't (so) difficult to pay back.
8 If you didn't waste your money, you wouldn't always be short. / You wouldn't always be short of money if you didn't waste it.

Exercise 8 page 19

- Explain the meaning of *a good cause* (an organisation that does good work to help others or to improve conditions in the world).
- In pairs, students discuss the question.

Exercise 9 page 19

- As students report back to the class, write their suggestions on the board. Then take a class vote.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand and react to an article about a TV programme. I can talk about good causes that deserve support.*

2E Grammar

Past perfect simple and continuous

LESSON SUMMARY

Grammar: past perfect simple and continuous

Speaking: talking about past emotions and the reasons behind them

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 5 together as a class and omit the extension activities. The Grammar Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Write the expression *from rags to riches* on the board. Explain *rags* (pieces of old, torn cloth worn as clothing) and elicit the meaning of the expression (from being extremely poor to being very rich).
- Ask students if they know of any rags-to-riches stories, either real or fictional, and encourage them to tell the class about them.

Culture note – J. K. Rowling

J. K. (Joanne) Rowling was born in England in 1965. Her seven fantasy novels about the adventures of Harry Potter and his friends at Hogwarts School for wizards have made her one of the wealthiest women in the UK. Published between 1997 and 2007, the books have been phenomenally popular, selling over 400 million copies. They have been translated into 67 languages and were made into a series of films starring Daniel Radcliffe as Harry.

Exercise 1 page 20

- Write *J. K. Rowling* on the board. Establish that she is the author of the Harry Potter books and ask students to say what else they know about her.
- Elicit the form of the past perfect simple (*had* + past participle) and teach the form of the past perfect continuous (*had been* + present participle). Draw attention to the similarity between these forms and the present perfect simple and continuous.
- Students underline examples of the two tenses in the text.

Past perfect: *had (just) returned; had married; had (only) lasted; had moved*

Past perfect continuous: *had been living; had been teaching; hadn't been feeling; had been going around*

Exercise 2 page 20

- Focus on the first example in the text (*She had just returned*). Point out that the situation is already in the past (*in 1994, J. K. Rowling was living*) and remind students that the past perfect simple is used to refer back to an earlier time in the past.
- Focus on the next example (*she had been living*). Point out that this also refers back to an earlier time. Emphasise that, like all continuous tenses, the past perfect continuous carries the idea of action continuing over a period of time.
- With a **weaker class**, go through the text together and ask concept questions, e.g. *Which came first, living in Portugal or living in Scotland?* (living in Portugal) *How long was she in Portugal?* (for two years) *Was she teaching English during this time?* (yes) *Did she get a teaching job in Scotland?* (no) *Did she get married before or after 1994?* (before).
- With a **stronger class**, ask students to read the *Learn this!* box and choose the correct alternatives. Check the answers before they continue. With a **weaker class**, go through the rules together.
- In pairs, students choose an example to match each rule.
- **Fast finishers** can write their own example sentence for each of the two tenses.

- 1 **Simple:** *She had just returned from Portugal; had married a Portuguese man there; she had moved back to Britain*
- 2 **Continuous:** *She had been teaching English in Porto*
- 3 **Simple:** *But the marriage had only lasted for a few years*
- 4 **Continuous:** *she had been living for two years; She hadn't been feeling well for months; had been going around in her head for a long time*

Language note – Past perfect simple and continuous

In some sentences it is possible to substitute the past perfect simple for the past perfect continuous. For example, in the text it would not be incorrect to say *where she had lived for two years* or *She had taught English in Porto*. However, the continuous form is more suitable here because it emphasises the duration of the state or action.

For further practice of Past perfect simple and continuous, go to:

Grammar Builder 2.3 page 118

- 1 **1** hadn't been **2** had always kept **3** hadn't told **4** had been **5** Had (you ever) visited **6** had got up **7** had known
- 2 **1** had been raining **2** hadn't been sleeping well **3** had been cooking dinner **4** had been travelling for six hours **5** hadn't been paying attention **6** had been sitting at my desk since nine o'clock **7** had been walking in the woods **8** had been sunbathing all day

Exercise 3 page 20

- Students read the sentences and choose the correct verbs. They then compare answers in pairs. Check answers as a class.

- 1 **had** **2** been raining **3** been learning **4** eaten **5** been running **6** seen

Exercise 4 page 20

- Go through the example together.
 - In pairs, students complete the sentences and match them with the rules in the *Learn this!* box.
- 2 **had been learning, Use 4**
 - 3 **had been waiting, Use 4**
 - 4 **had known, Use 3; had (only) been going out, Use 4**
 - 5 **hadn't had, Use 3**
 - 6 **had been working, Use 2**

Extra exercise

Write the following sentences on the board:

- 1 *I went to sleep in front of the TV last night.*
- 2 *We saw Alice in the city centre this morning.*
- 3 *Paul rang me as soon as he got home.*
- 4 *Her face was white and she was trembling.*

For each sentence, students write two follow-up sentences, one using the past perfect simple and the other using the past perfect continuous, e.g. (for the first sentence) *I'd gone to bed late the night before. I'd been watching a boring documentary.*

Exercise 5 page 20

- Write *Ralph Lauren* on the board and ask students why he is famous. (He is a world-famous fashion designer.)
- Tell students to read the whole text before they start to write. With a **weaker class**, it may be useful for students to underline the time expressions; this will help them follow the time shifts in the text.
- In pairs, students write the correct form of the verbs.

- 1 **had dropped out** **2** had been studying **3** hadn't finished **4** had been selling **5** hadn't had **6** had (always) worked **7** had started **8** had been designing

Extension – Fast finishers

Write this sentence on the board for **fast finishers** to complete: *In 2012, at the age of 72, Ralph Lauren still _____ (not retire) although he _____ (work) in the fashion industry for more than 50 years.*

hadn't retired, had been working

Exercise 6 page 20

- Focus on the example. Draw attention to the tenses used in the replies.
- Give students time to think about situations that could have produced the emotions in the list.
- In pairs, students ask and answer. Encourage them to give details about what they had been doing and what had happened.
- Ask some students to tell the class about one or two of the situations that their partner described.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I have learnt when to use the past perfect and when to use the past perfect continuous.*

2F Speaking

Photo description

LESSON SUMMARY

Listening: opinions related to a photo; a description of a related event

Vocabulary: extreme adjectives; comment adverbs

Speaking: answering questions related to a photo; describing a personal experience

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, do exercise 6 orally as a class and keep exercise 8 brief. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Tell students that you want them to think about adjectives for feelings. Put students in groups, and ask one student in each group to write down the words.
- Say ten letters of the alphabet in random order. Pause after each one for groups to think of an adjective beginning with that letter (e.g. *d: depressed, delighted*).
- Elicit the adjectives and write them on the board. Groups score a point for each correct adjective and an extra point if it is a word that no one else thought of. The group with the highest score is the winner.

Exercise 1 page 21

- Pre-teach any words in the list that students are not familiar with.
- In pairs, students describe the photo. At this stage, they should focus on physical details, not on the boy's feelings.

Exercise 2 page 21

- In pairs, students discuss the boy's thoughts and feelings. Remind them to consider why he is feeling this way and encourage them to speculate about various possibilities.

Exercise 3 page 21

- Play the recording. Students make brief notes on the candidate's ideas and then discuss them with their partner.
- Ask some students to report back on the candidate's ideas and on their own.

Audioscript 1.14 page 21

He's clearly astonished. Perhaps he's so surprised because he's received something he's always wanted but didn't expect to get. Another possibility is that it's an incredibly expensive present. Or it could be that it's a complete surprise and he's just delighted to be given whatever it is.

Exercise 4 page 21

- If necessary, play the recording again to elicit the two adjectives. Make sure students understand that these words have a stronger meaning than *surprised* and *happy*.
- Remind them that it is good to find different words to express different shades of meaning, rather than always relying on the obvious ones.

astonished, delighted

Extension

On the board, write the following adjectives that may be used instead of *happy*: *overjoyed, pleased, cheerful, elated, ecstatic, glad, thrilled, contented*. Ask students which ones express a very strong feeling of happiness.

overjoyed, elated, ecstatic, thrilled

For further practice of Extreme adjectives, go to:

Vocabulary Builder 2.3 page 135

1 **angry** – furious; beautiful – gorgeous; crowded – packed; clean – spotless; dirty – filthy; funny – hilarious; hungry – starving; silly – ridiculous; surprising – astonishing; tired – exhausted; ugly – hideous

2 1 **enormous, huge** 2 **fantastic / fabulous, wonderful**
3 **terrible, awful**

3 Audioscript 1.15 page 135

- 1 A Are you hungry?
B Hungry? I'm starving!
 - 2 Is the dining table clean?
 - 3 Was the bus crowded?
 - 4 I think Joanna is beautiful.
 - 5 That was a silly thing to say.
 - 6 I thought that programme was quite funny.
 - 7 Are you tired?
 - 8 Was your dad angry with you?
- 2 **Clean? It's spotless!** 3 **Crowded? It was packed!**
4 **Beautiful? She's gorgeous!** 5 **Silly? It was ridiculous!**
6 **Quite funny? It was hilarious!** 7 **Tired? I'm exhausted!**
8 **Angry? He was furious!**

Exercise 5 page 21

- Go through the tip together.
- Pre-teach *hoodie* (a sweatshirt with a hood).
- Play the recording. Pause after the examiner's question to allow students to consider how they would respond to it.
- Students listen for the tenses the candidate uses.
- Play the recording again, pausing from time to time to elicit the verbs. Point out that the main tense is the past simple.

Audioscript 1.16 page 21

Examiner Tell me about the last time you gave someone a present.

Candidate The last time I gave someone a present ... let me see. That was my sister's birthday. I usually used to buy her make-up or jewellery, but she'd been borrowing my hoodie all the time so I thought I'd get her one of her own. I found a great one on a website, but stupidly I ordered the wrong size. I must have clicked the wrong button. I'd asked for the hoodie to be gift-wrapped and sent directly to her, not to me. So I obviously didn't realise my mistake until she opened the present on her birthday. It was a size 18 instead of a size 8! You should have seen her face when she unwrapped it! Luckily, she saw the funny side. I can laugh about it now, but to be honest I didn't think it was very funny at the time. Fortunately, I was able to return it and they exchanged it free of charge.

past simple, past perfect simple, past perfect continuous, used to, would

Exercise 6 page 21

- Students answer the questions individually and then compare answers with a partner. Check answers as a class.
- 1 **Because her sister had been borrowing her hoodie.**
- 2 **She thinks she must have clicked the wrong button.**
- 3 **Because she had asked for it to be sent directly to her sister.**
- 4 **She was probably astonished and disappointed, but also quite amused.**
- 5 **She was probably horrified and angry with herself. Now she is amused.**

Extra activity

In pairs, students take it in turns to give their own answer to the examiner's question in exercise 5.

Exercise 7 1.16 page 21

- Go through the *Learn this!* box together.
- Make sure students understand the difference between the two examples with *frankly*. In the first example, it means 'I'm going to be honest, even though you might not like what I have to say'. (*To be honest* has the same meaning.) In the second, it means 'in an honest and open way'.
- You could give another pair of examples with *hopefully*, e.g. *Hopefully, it will be warm tomorrow.* (I hope it will be warm tomorrow.) *The dog was looking hopefully at the food on my plate.* (The dog was looking at the food on my plate in a hopeful way, in other words, it was hoping I would give it some food.)
- Students complete the sentences. When they have finished, play the recording again so that they can check their answers.

- 1 **stupidly** 2 **obviously** 3 **Luckily** 4 **To be honest**
5 **Fortunately**

For further practice of *Comment adverbs*, go to:

Vocabulary Builder 2.4 page 135

- 1 **Personally,** 2 **To be honest, / Frankly,**
3 **obviously / unfortunately** 4 **Hopefully / Ideally**
5 **fortunately**

Exercise 8 page 21

- In pairs, students describe the photo. Remind them to say where it was taken, who is in the photo, and what the person is doing.

Exercise 9 page 21

- Give students time to read and think about the three questions.
- In pairs, students take it in turns to ask and answer. Circulate and monitor, making a note of any important errors to address at the end of the activity.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can describe and discuss a photo. I can answer a question about a personal experience in the past. I have learnt how to use comment adverbs.*

2G Writing analysis

Story

LESSON SUMMARY

Reading: a story about an unexpected find

Grammar: sequencing clauses

Topic: People

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and set the Grammar Builder activity for homework.

LEAD-IN 3-4 MINUTES

- Write the following phrases from the story in exercise 2 on the board: *a waste collector, a filthy plastic bag, the police, a robbery, wonderful news.*
- In pairs or small groups, students construct the outline of a story that could contain all the phrases on the board.
- Ask some students to tell the class about the story they have devised.

Exercise 1 page 22

- In pairs, students ask and answer the questions. If some students have not had these experiences with money, they can talk about something else that they found or lost.

Exercise 2 page 22

- Ask students to describe what they can see in the photo. Then give them about one minute to read the story.
- With a **stronger class**, ask students to summarise the main events without looking at their books. With a **weaker class**, prompt them with questions, e.g. *What does Graham Hill do in his job?* (He collects rubbish.) *Where did he find the banknotes?* (in a plastic bag in a dustbin) *What was strange about them?* (They were cut into pieces.) *What did the police do with the money in the end?* (They gave it back to Mr Hill.) *Why was this good news for Mr Hill?* (Because the bank will give him new banknotes for all the old ones that he can put together.)
- Invite students to speculate about where the money came from.

Exercise 3 page 22

- Students identify the stages in the story. They can do this together as a class.
- Point out that while the main narrative tense is the past simple, other tenses are also used. Elicit some examples.

Background information that sets the scene: *It was a day like any other ... a waste collector.*

The first event: He was putting bags of rubbish onto his handcart when he noticed something unusual in one of the dustbins.
Leaning over the bin, ... But they were all cut into pieces!
Later events: second paragraph
The final resolution or outcome: last paragraph

Exercise 4 page 22

- Students read the three uses in the *Look out!* box and complete the examples.
- Tell them to find other examples in the story.

Look out!

- 1 was raining, was blowing 2 stood up, opened, left
3 was reading, rang

Examples from the story

- 1 ... Graham Hill was doing his normal round as a waste collector.
2 ... he took a closer look and saw a filthy plastic bag ...; As soon as he realised ... Hill called the police, who quickly arrived on the scene; The police thanked Hill and said ...
3 He was putting bags of rubbish onto his handcart when he noticed something unusual in one of the dustbins

For further practice of Past simple and past continuous, go to:

Grammar Builder 2.4 pages 118–119

- 1 1 was shining, were singing, left 2 saw, realised
3 were (you) doing, called 4 were waiting, started
5 walked, sat down, started 6 was living, moved
7 played / was playing, was living 8 was leaving, came out

Exercise 5 page 22

- Go through the *Learn this!* box together. Point out that these structures are useful for showing when actions took place in relation to each other.
- Students find examples in the text.

- 1 after investigating for a long time
2 Having looked in the bag 3 As he pulled it out
4 As soon as he realised 5 Leaning over the bin

Language note

Note that the rule about subject agreement in point 5 also applies to the other participle clauses (1 and 2).

After losing his wallet, he called the police. ✓

After losing his wallet, the police questioned him. ✗

Having found the money, he took it to the police station. ✓

Having found the money, the police let him keep it. ✗

Exercise 6 page 22

- Students use structures from exercise 5 to combine the sentences. Do the first one together as an example.
- 1 'I've lost my wallet,' said Mary, closing her handbag / as she closed her handbag.
2 As soon as / The moment / As I stepped outside, it started to snow.
3 After sitting down / Having sat down, he opened the newspaper.
4 Walking to the shops / As I walked to the shops, I thought about what my mum had just said.
5 After having lunch / Having had lunch, she went out.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can recognise the stages in a story. I can use sequencing clauses to order events in a story.*

2G Writing task

Story

LESSON SUMMARY

Vocabulary: time expressions used in a story

Writing: a story

Topic: People

SHORTCUT

To do the lesson in 30 minutes, do exercises 1–6 in class and get students to complete the story for homework.

LEAD-IN 2–3 MINUTES

- Ask students to describe the photo.
- Brainstorm ideas for other valuable things, apart from money, that might be lost or hidden and then found. Examples might include a treasure from the ancient past, a rare document, a painting, a piece of jewellery, or perhaps something of purely personal value, like a treasured photo or a family pet.

Exercise 1 page 23

- Read the topic and give students three or four minutes to think of some ideas for the basic outline of the story.

Exercise 2 page 23

- Go back over the four stages in the story on page 22.
- Point out that the story on page 22 has three paragraphs, but they may need more. After the first event, it may be a good idea to use a separate paragraph for each of the events that follow, and to have a shorter resolution at the end. Remind students that when the action shifts from one time to another, or when one train of events ends and a new one begins, they will probably need to start a new paragraph.
- Students use the chart to plan their story in paragraphs.

Exercise 3 page 23

- Students write their first paragraph. Circulate and monitor, checking tenses and giving help where necessary.

Exercise 4 page 23

- Remind students of the importance of time expressions in a story to make the sequence of events clear to the reader.
- Students complete the chart. To check comprehension, give translations and elicit the English expressions.

1 same 2 end 3 shortly 4 after 5 later 6 time 7 blue

Exercise 5 page 23

- Go through the tip together. Ask a strong student to read out the example, bringing out the sudden drama created by the change to short sentences.
- Students look for a similar example in the story.

As he pulled it out, he gasped. It was money. Inside the carrier bag were lots of banknotes! But they were all cut into pieces!

Exercise 6 page 23

- Tell students to find examples of this language in the story.

1 filthy, wonderful

2 Surprisingly, Apparently

3 the police told him they would find out what had happened;
the Bank of England said that for every note that he could put
back together, Hill would receive a new one

Exercise 7 page 23

- Students use their plan to write the middle paragraphs.

Exercise 8 page 23

- Point out that the last sentence of the story on page 22 is short. It wraps up the story neatly and creates an image that lingers in the mind. This then makes a good title.
- Explain that it is a good strategy to think of an effective ending before writing the last paragraph. It is important not to drift towards a weak and inconclusive ending.

Exercise 9 page 23

- Students write their final paragraph.
- When they have finished writing, they check their work against the checklist.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?*
and elicit the answer: *I can plan and write an interesting story.*

Language Review / Skills Round-up

1–2 Language Review

Exercise 1 page 24

- 1 selfish / self-centred 2 calm / unemotional 3 ambitious
4 immature / childish 5 creative / artistic

Exercise 2 page 24

- 1 Have (you) remembered 2 have been reading 3 has been
4 have been staying 5 has wanted

Exercise 3 page 24

- 1 repaired 2 standing 3 to go 4 playing 5 join

Exercise 4 page 24

- 1 like 2 say 3 though 4 should 5 could

Exercise 5 page 24

- 1 b 2 a 3 c 4 c 5 a

Exercise 6 page 24

- 1 didn't use to 2 used to 3 would 4 'd 5 wouldn't

Exercise 7 page 24

- 1 had been looking 2 had arrived 3 had got up
4 had been getting 5 had fallen down

Exercise 8 page 24

- 1 furious 2 filthy 3 spotless 4 hideous 5 hilarious

1–2 Skills Round-up

Exercise 1 page 25

Students' own answers

Exercise 2 page 25

Anna's brother: paragraph 3
Anna's new home: paragraph 4
Anna's ex-boyfriend: paragraph 2
Anna's new job: paragraph 1

Exercise 3 page 25

- 1 d 2 b 3 d 4 a

Exercise 4 page 25

Audioscript 1.17 page 25

Stefan Hi, can I ask you ... does this newspaper have property adverts?

Shopkeeper Are you planning to buy somewhere?

Stefan No, I need to rent a flat.

Shopkeeper Oh right. Well, that paper has a few adverts at the back. But you know there's a weekly property newspaper as well. It comes out on Fridays.

Stefan I didn't know that.

Shopkeeper Come back in tomorrow. I'll save you a copy.

Stefan Thanks!

Shopkeeper And while you're here, have a look in our window. We've got a few adverts there for flats to rent.

Stefan Thanks, I will. Bye!

Spikey Hi. Looking for somewhere to live?

Stefan Yes, I'm looking for a flat to rent. Why? Do you know of one?

Spikey Not exactly. But I might be able to help you out.

Stefan Really? That's great.

Spikey When did you arrive in London?

Stefan About a month ago. I've been staying with friends ...

Spikey You're not originally from the UK, are you?

Stefan No, I'm from Poland.

Spikey Your English is fantastic.

Stefan Thanks. I've been learning it for ten years, so it should be OK ...

Spikey Anyway, look ... I'm sharing a place with a few friends. It's massive! Seven or eight bedrooms ...

Stefan Sounds great.

Spikey Yes, and the best thing is, we don't have to pay a penny for it!

Stefan Ah, you're squashing.

Spikey It's squatting, not squashing, actually. And yes, we're squatting. Well, you know, it's such a waste, having all these big, empty houses. It's criminal, really, when you think about all the homeless people there are in London.

Stefan I see your point ...

Spikey That's why I do it really. It's a kind of protest. I used to pay over a thousand pounds a month for a tiny room in a flat. I worked seven days a week to pay for it, and every day I would walk past ten empty houses. Well, I mean, somebody has to challenge the way the capitalist society works – somebody has to stand up and say, no, this is unfair, for one person to own a huge property they don't even need when other people are homeless, or paying rent they can't afford.

Stefan Yes, it does seem unfair ...

Spikey So, feel free to drop round and visit us. Have a look. If you like it, you're welcome to move in. It's the big house on the corner of Williams Street and Western Avenue.

Stefan Right, thanks. My name's Stefan, by the way.

Spikey I'm Spikey.

Stefan Spikey.

Spikey Well, that's what everybody calls me now anyway. So, do you think you'll come round and see us?

Stefan Well, it's really kind of you. But I'm not really looking for a house share – or a squat. If I could find a place on my own, I'd prefer that.

Spikey In this part of London? But rents are extortionate here – a complete rip-off! Only bankers and people like that can afford to rent a place on their own.

Stefan Well, actually, I do work in the financial sector.

Spikey Oh ... I see. Well ... you're still welcome to drop round, I suppose. I mean, we don't hate all bankers.

Stefan Thanks. Well, see you around.

Spikey Yeah. Bye.

(Possible answers)

He is less friendly.

He probably thinks Stefan is a capitalist, and he is against capitalists.

Exercise 5 1.17 page 25

- 1 F 2 T 3 T 4 F 5 F 6 T

Exercise 6 page 25

Students' own answers

Exercise 7 page 25

Students' own answers

Get Ready for your Exam 2

LEAD-IN 3-4 MINUTES

- Ask students to describe their favourite advert.
- Elicit why it appeals to them.

Reading

Exercise 1 page 26

GET READY TO READ

- In pairs, students discuss the questions.
- Elicit answers from different pairs and encourage other students to comment.

Exercise 2 page 26

READING EXAM TASK – MATCHING SENTENCES TO TEXTS

- Draw attention to the instructions and make sure students understand that they need to insert sentences A–E into gaps 1–4, and that there is one sentence they do not need to use.
- Ask students to read quickly through the text to gain understanding, ignoring the gaps at this stage.
- Then ask them to read through the statements. Encourage students to underline linking expressions and pronouns, such as *so, also, this, they*. Remind them that these words indicate that the sentences they start will provide either a consequence or additional information related to the content of the previous sentence.
- Then ask students to underline other key words and expressions in sentences A–E, e.g. *advertising, products, increased activity in the brain, general public, predict*.
- In a **weaker class** do the first gap together. Elicit the key words in the preceding sentence in the text (*endless surveys asking us what we buy, not an exact science*). Elicit that the correct match is sentence D because it adds further information about the scientific approach to surveys and asking us why we buy what we do.
- Students do the reading task individually.
- Ask students to check answers in pairs before checking as a class.

1 D 2 E 3 A 4 C

Speaking

Exercise 3 page 26

GET READY TO SPEAK

- Students make their lists in pairs. Make sure they all start listing at the same time and give them two minutes.
- After two minutes ask pairs to read out their lists to see who has named the highest number of objects.
- List the objects on the board and encourage students to add any they didn't get to their own lists.

Exercise 4 page 26

SPEAKING EXAM TASK – PICTURE DESCRIPTION

- Draw attention to the first task, which asks students to describe the picture. Remind them to include as much detail as possible.
- Elicit that the questions require students to speculate, give personal opinions and information. Elicit some useful vocabulary for speculating, e.g. *In my view, It seems to me that, He could be, They might be*. Remind students that they will earn more marks if they can elaborate on their answers with examples.
- In pairs, students take turns to do the task, with one student being the examiner and the other the candidate. Encourage the examiner student to give feedback on how the candidate could improve.
- Monitor while students are doing the task, noting down correct as well as incorrect use of English to share with the class in the feedback session.

3 Generations

Map of resources

3A Vocabulary and listening

Student's Book page 27, Workbook page 21

Photocopiable Activity: 3A Relating to people (TRCD-ROM)

3B Grammar

Student's Book page 28, Workbook page 22

Photocopiable Activity: 3B Can I ask you ...? (TRCD-ROM)

3C Culture

Student's Book page 29, Workbook page 23

Photocopiable Activity: 3C Ageing population (TRCD-ROM)

3D Reading

Student's Book pages 30–31, Workbook pages 24–25

Photocopiable Activity: 3D Phrasal verbs (TRCD-ROM)

3E Grammar

Students's Book page 32, Workbook page 26

Photocopiable Activity: 3E Making comparisons (TRCD-ROM)

3F Speaking

Student's Book page 33, Workbook page 27

Photocopiable Activity: 3F Describing places (TRCD-ROM)

3G Writing

Student's Book pages 34–35, Workbook page 28

Photocopiable Activity: 3G Wish you were here (TRCD-ROM)

3 Review and Tests

Review 3–4 Student's Book page 24

Review 3–4 Workbook page 99

Photocopiable Activity: 3 How much can you remember? (TRCD-ROM)

Student Self-Test Sheets 3, 1–3 (TRCD-ROM)

Unit 3 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 36

Workbook page 94 Exam Challenge

iTools Unit 3

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

3A Vocabulary and listening

Relating to people

LESSON SUMMARY

Vocabulary: expressions describing how we relate to people; verbs for verbal interaction

Listening: describing family relationships

Speaking: discussing family relationships; giving and responding to a monologue

Topic: People, Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, keep exercise 1 brief and do exercises 8 and 9 orally as a class. The Vocabulary Builder activities can be set for homework.

LEAD-IN 2 MINUTES

- Read out the following sentences, pausing after each one for students to write the correct family word.
 - My aunt's son is my ... (cousin)
 - My husband's mother is my ... (mother-in-law)
 - My mother's grandfather is my ... (great-grandfather)
 - The woman my father married is his ... (wife)
 - My daughter's husband is my ... (son-in-law)
 - A girl who has the same father as me, but not the same mother, is my ... (step-sister)
- Check answers as a class.

Exercise 1 page 27

- Give students three minutes to find out all they can about their partner's family, making brief notes of the answers.
- Ask several students to tell the class what they have learnt about their partner's family. You can ask questions to elicit information, e.g. *Is there anyone who lives in an extended family? Who has more than six cousins? Who has a very young sister or brother? Who has twins in their family? Who has relatives living outside Europe?*

Exercise 2 page 27

- In pairs, students read through the list, using their dictionaries where necessary. They then decide whether the expressions describe a negative or a positive feeling, or relationship.
- Check answers as a class. Note that *feel sorry for* could be seen as either positive or negative.
- Pay special attention to the pronunciation of *wary* /'weəri/.

(Possible answers)

negative: be wary of, despise, envy, feel sorry for, have nothing in common (with), look down on, not see eye to eye (with)

positive: admire, adore, be on the same wavelength (as), be (very) close (to), feel sorry for, have a lot in common (with), look up to, respect, trust

Extension – fast finishers

Ask **fast finishers** to find: (a) a synonym for *admire* (look up to), (b) an antonym for *look up to* (look down on), (c) the word that expresses the strongest negative feeling (*despise*), and (d) the word that expresses the strongest positive feeling (*adore*).

Exercise 3 page 27

- Explain the task. Make sure students understand that their first step is to choose the best expression for the first half of each sentence. They will then have more time to complete the sentences in their own words.
- Ask students to read through the sentences first. With a **weaker class**, ask them to say whether the speaker's feeling about the person is positive or negative.
- Play the recording. Pause after each speaker for students to choose the best verb or expression in the sentence. Play the recording again. Students make brief notes to help them with the second part of the task.
- Give students time to complete the sentences. Their answers will vary, so elicit a number of different endings when you check as a class.

Audioscript 1.18 page 27

Brianna My mum's life isn't easy at all. She has to cope with a lot. She works long hours in the hospital – she's a nurse – and she also does most of the cooking and housework. But she manages it all somehow, without complaining! My brother and I argue all the time about whose turn it is to do the washing-up or empty the bins. My mum always says she'd rather do it herself than listen to us arguing! I feel bad about it really, because I think she's amazing ...

Ryan I'm quite an easy-going person, I think. I mean, I don't get annoyed very easily. But I'm always disagreeing with my dad about ... well, about nearly everything! We have a completely different way of looking at the world, even though, on the surface, we like the same things, like football and films. If we weren't in the same family, we'd probably never speak to each other. But because we live in the same house, we have to. I always complain to my mum about him – and she always listens. She's a good listener. Unlike my dad.

Sophia My granddad lives with us – he's lived with us for about ten years, so I know him really well. And I've learnt a lot from him. He's had an amazing life and I love listening to his stories about his early life. In many ways, I'd say he's my best friend – at least, within my family – even though we aren't that alike. You see, I don't always find it easy to talk to my parents. My dad's always too busy. And my mum's always telling me to do my schoolwork – she says it ten times every evening, it drives me mad! That's why I'd rather be with Granddad. He's cool.

Isaac My cousin Noah is the top of his class in just about every subject. I really wish I was like that. I mean, I work hard and everything, but I still don't do that well. I'm average, I suppose. But Noah's a genius – and he doesn't mind admitting it! He's always telling me about his incredible exam results – that he got 95 per cent in this exam or 98 per cent in that exam. I just smile and try to look pleased for him! But really, I wish he didn't go on about it so much! And, in some ways, I wish I was more like him.

Ella I've got a twin brother called Sam. Because we're twins, people assume that we're going to be similar – you know, have the same hobbies and interests, that kind of thing. But we haven't. In fact, we couldn't be more different! He's into football, I hate it. I like books, he never reads. His favourite subjects at school are all the sciences – physics, chemistry ... but I like history, music, English, languages. It's odd, isn't it? The only thing we share is a birthday. Apart from that, everything about us is different – even our hair. I'm the only one in the family with black hair. Dad's always teasing me about it. He says maybe the hospital gave them the wrong baby to take home. But that can't be true because I really look like Mum ...

David My dad is really close to his sister, Kate. We visit her quite often – which is fine because she's really nice. Her husband – my uncle – is nice too, but he makes me a bit nervous because he's always playing tricks on me. Like, once, when I was washing up in the kitchen, he put a plastic eyeball in the sink. It really gave me a shock when I picked it up! I know he's just trying to be funny, but I don't really like that kind of joke. Anyway, I don't complain about it. My aunt says it's good that I'm so patient. But still, I wish he'd stop doing it. I can't relax when he's around!

(Possible answers)

- 1 (Brianna) admires (her mother, because) she works extremely hard for other people without complaining.

- 2 (Ryan) doesn't see eye to eye with (his father, because) they have a different way of looking at the world.
3 (Sophia) is very close to (her grandfather, because) she can talk to him easily and loves listening to his stories.
4 (Isaac) envies (his cousin, because) he always gets outstanding results at school.
5 (Ella) has nothing in common with (her twin brother, because) they have completely different interests and don't even look alike.
6 (David) is wary of (his uncle, because) he likes to play tricks on David that aren't very pleasant.

Exercise 4 page 27

- Students ask and answer in pairs.

Exercise 5 page 27

- In pairs, students go through the list and check the meanings in a dictionary. They then test each other by giving English verbs to elicit the translations.

Exercise 6 page 27

- Students work individually to complete the sentences.

1 with 2 in 3 about 4 about 5 about 6 for

Exercise 7 1.18 page 27

- Play the recording again. Students answer the questions.
- With a **stronger class**, ask students to write down any answers they can remember before they listen.

1 her brother 2 his mother 3 (doing) her homework
4 his exam results 5 her black hair 6 his patience

Exercise 8 page 27

- Play the first item on the recording as an example.
- Play the rest of the recording, pausing after each speaker so that students can choose the verbs.

Audioscript 1.19 page 27

- 1 Hey, well done! You played really well. I didn't realise you were so good at tennis. It wasn't an easy match, but you kept going and showed a lot of determination. I was really impressed.
- 2 Hey, guess what I got in my maths test! Come on, guess! No? OK – I got 98 per cent! Isn't that great! I'm sure it was top of the class. I mean, I can't imagine anyone getting more than 98 per cent, can you? I knew I'd done well, but I didn't realise I'd done that well. 98 per cent! So anyway, what did you get?
- 3 Look, if you've got Mr Edwards for history, be careful. He gets angry really easily – you know, if you talk in class or don't pay attention. And you don't want to see Mr Edwards when he's angry. It isn't nice. So be careful!
- 4 Do you want to know who my favourite singer is? Don't tell anyone, will you? OK – it's Justin Bieber. Yeah, I know. But I just really like his voice – and the songs are great too. I think I like *Baby* the best. What a great song!
- 5 I hear you got a birthday present from Jake. A book of poems, wasn't it? How romantic! I didn't know he felt that way about you. What do you mean, he's just a friend. Oh, come on! Tell the truth now ...
- 6 I can't believe you borrowed my bike without asking! I opened the garage to get it and it wasn't there. I needed it! Why didn't you tell me you were taking it? It's my bike! And that's the second time this week that you've taken it without asking. It's really unfair – you should say sorry.

Speaker 2: boasting; Speaker 3: warning; Speaker 4: confiding;
Speaker 5: teasing; Speaker 6: telling off

Exercise 9 1.19 page 27

- Read out the example. Draw attention to the preposition *for* and point out that the word following a preposition can be a gerund as well as a noun.

- Students expand their answers in exercise 8 into sentences.

(Possible answers)

Speaker 2 is boasting about his exam results.

Speaker 3 is warning somebody about a teacher's hot temper.

Speaker 4 is confiding in somebody about his liking for Justin Bieber.

Speaker 5 is teasing somebody about her relationship with a boy.

Speaker 6 is telling somebody off for borrowing his bike.

Exercise 10 page 27

- Students think of a verb and plan a monologue like the ones in the recording.

Exercise 11 page 27

- In pairs, students take it in turns to speak and guess what the verb is.
- Ask some students to deliver their monologue for the class to guess.

Extra exercise

Turn the activity in exercise 11 into a team game. In turn, students from each team deliver their monologue to the class. Their team has a maximum of 30 seconds to guess what they are doing, using the correct verb with the correct preposition(s). Time the activity and record the times on the board. The team with the smallest time total at the end is the winner.

For further practice of Stages of life, go to:

Vocabulary Builder 3.1 page 136

1 1 infancy 2 childhood 3 adolescence 4 adulthood
5 middle age 6 old age

2 **Infancy:** nappies, toddler, kid

Childhood: kid, toddler

Adolescence: kid, teenager

Adulthood: career, forties, marriage, twenties

Middle age: career, forties, grey hair, marriage, wrinkles

Old age: elderly, OAP, retirement, seventies, walking stick, white hair, wrinkles

3 Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can describe relationships. I can use different verbs to show how people interact.*

3B Grammar

Question forms

LESSON SUMMARY

Grammar: indirect questions; subject and object questions

Listening: a market research survey

Speaking: asking polite questions; asking and answering subject and object questions

SHORTCUT

To do the lesson in 30 minutes, do exercise 3 orally as a class. The Grammar Builder activity can be set for homework.

LEAD-IN 2-3 MINUTES

- Focus on the photo. Ask: *Where are they? What do you think she's doing? How well do they know each other?* Establish that the young woman is conducting a survey.
- Find out if anyone has been approached in the street to answer survey questions. Did they agree to do so? If they did, what were the questions about? If they did not agree to answer them, why not?

Exercise 1 page 28

- Play the recording while students read. You can elicit the answer to the question at this point.
- Play the recording again, pausing for students to write the answers. Then play it once again so that they can check.
- Check answers, paying special attention to word order.

Audioscript 1.20 page 28

Ava Excuse me. I'm doing a survey about families. I wonder whether you could spare a moment?

Tom OK, fine.

Ava Thank you. First, I need a few details about you. Could you tell me how old you are?

Tom I'm twenty.

Ava Can I ask what you do?

Tom I'm a web designer.

Ava Would you mind telling me who you work for?

Tom I'm self-employed. I work at home.

Ava Great. So, question one. What do you argue about most in your family?

Tom Er ... whose turn it is to use the car.

Ava OK. Question two. Who cooks most of the meals in your home?

Tom We don't have family meals. We help ourselves.

Ava And finally, question three. Who do you get on with best in your family?

Tom My sister, definitely. We've got a lot in common.

Ava That's all. Thanks very much for your help.

Tom No problem. I wonder if I can ask you a question.

Ava Sure. Go ahead.

Tom I'd like to know if you're free this evening.

1 I wonder whether 2 Could you tell me how
3 Can I ask what 4 Would you mind telling me who
5 I wonder if 6 I'd like to know if
Yes, he does. He wants to ask her out this evening.

Exercise 2 page 28

- Go through the *Learn this!* box together. Point out that Ava's questions to a stranger about his personal life are quite delicate and she needs to be very polite.
- Students look back to exercise 1 to answer the questions. Point out that *if* and *whether* are often used after *I wonder*, but can also be used with the other phrases in the *Learn this!* box.

Question word: 2, 3, 4

if / whether: 1, 5, 6

Exercise 3 page 28

- Focus on the example. Point out that the direct question, with its use of *could*, is already quite polite, but the indirect form that Ava uses is even more polite.
- Students work individually to rewrite the questions.

2 How old are you?

3 What do you do?

4 Who do you work for?

5 Can I ask you a question?

6 Are you free this evening?

For further practice of Indirect questions, go to:

Grammar Builder 3.1 page 119

- 1 1 How much does this shirt cost?
2 Is the help desk open?
3 Where's the bank?
4 Do you need any help?
5 What time will she be back?
6 What's the matter?
- 2 1 telling me why you're laughing
2 if / whether they're married or just engaged
3 tell me what this word means
4 ask how old you are
5 if / whether there's a fast train to Liverpool from here
6 if / whether your sister eats pasta
7 to know when the film finishes
8 tell me if / whether you prefer football or basketball

Exercise 4 page 28

- Students work in pairs or individually to make indirect questions. There are many different phrases that can be used to begin the question, but the word order and the use of *if / whether* for *yes / no* indirect questions is always the same.

(Possible answers)

- 1 Would you mind telling me if you share a bedroom?
- 2 Can I ask who you bicker with most at home?
- 3 I'd like to know if you're the only teenager in your home.
- 4 Could you tell me how often you all have a meal together at home?
- 5 Can you tell me who goes to bed first in your family?
- 6 I wonder if you're often alone in your home.
- 7 Can I ask you whether you help with the housework?

Exercise 5 page 28

- Give students a couple of minutes to think of three more questions to ask about home and family life.
- In pairs, students ask and answer. With a **stronger class**, encourage them to begin questions 1–7 with phrases that are different from the ones they used in exercise 4.

Exercise 6 page 28

- Go through the *Learn this!* box together. Remind students that in object questions there is always a noun or pronoun subject (in the examples, the subject is *you*), whereas in subject questions the question word itself is the subject.
- Stress the difference in word order between the two forms.
- Students identify the underlined examples.

Subject question: Who cooks most of the meals in your home?
Object questions: What do you argue about most in your family?
Who do you get on with best in your family?

Language note

If students have trouble deciding which form to use, tell them to ask themselves whether the verb has a noun or pronoun subject. If not, it is a subject question and the verb must be in the form of a statement. This means that in the present and past simple there is no use of the auxiliary *do*.

For further practice of Subject and object questions, go to:

Grammar Builder 3.2 pages 119–120

- 1 did he give his number to 2 did they win
3 drove them to the airport 4 caused the fire
5 won the rally 6 does Sandy always sit next to

Exercise 7 page 28

- Students write the questions. With a **weaker class**, ask them to see if the prompts include a subject and, if so, to underline it.
 - Ask **fast finishers** to write one more sentence of each type.
 - Students compare their answers in pairs. Check answers as a class.
- 2 What do you have for breakfast?
 - 3 Which letter does your surname start with?
 - 4 Which month has the fewest days?
 - 5 Which subject do you have first on Mondays?
 - 6 Who buys your clothes?
 - 7 What makes you laugh?
 - 8 Who do you admire most in the world?
 - 9 Who has the most in common with you?

Exercise 8 page 28

- In pairs, students ask and answer the questions in exercise 7.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can use indirect questions to ask formally and politely. I understand the difference between subject and object questions.*

3C Culture

Ageing population

LESSON SUMMARY

Listening: a radio interview about the ageing population

Vocabulary: compound nouns related to old age

Speaking: giving opinions about ageing and the lives of elderly people

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, keep exercise 1 brief and do exercise 2 as a class.

LEAD-IN 3–4 MINUTES

- Ask students to think of an elderly person they know and to describe this person to their partner.
- Ask: *What difficulties do elderly people face?* Elicit ideas and write them up in note form on the board.

Exercise 1 page 29

- In pairs, students describe the man in the photo. Ask some students to feed back to the class.
- In pairs, students discuss a definition of *elderly*. They may specify an age, but their answers will probably vary. Point out that *elderly* is a gentler and more tactful expression than *old*.

Exercise 2 page 29

- Elicit or explain the meaning of *life expectancy* (the number of years that a person is likely to live).

- In pairs, students read the sentences and guess the ages. Elicit a range of possible answers, but do not confirm or correct them at this stage.

Exercise 3 page 29

- Play the recording and elicit the correct answers for exercise 2. Find out which piece of information students found most surprising or significant.

Audioscript 1.21 page 29

See the first half of audioscript 1.22 below.

1 16 2 82 3 69 4 68

Culture note – Woody Allen

Woody Allen is an American film actor and director who is renowned for his wry humour. The 'alternative' to ageing referred to in the recording is, of course, dying.

Exercise 4 page 29

- Give students time to read the questions and underline key words. Explain that *Classical* refers to the time of ancient Greece and Rome.
- Ask students to choose one answer option for each question that seems unlikely and put a question mark beside it.
- Play the recording of the whole interview. Tell students to eliminate any options that are definitely wrong.
- Play the recording again. Students concentrate on the remaining options and make their choices.

Audioscript 1.21 and 1.22 page 29

Presenter Hello, and welcome to *Family Matters*. And today, we'll be discussing ageing and the elderly. With me in the studio is Professor Terence Clark from the University of London. Professor Clark – how would you sum up people's attitude to old age?

Professor Hmm. Well, nobody really likes the idea of getting old. But as Woody Allen remarked, getting old is better than the alternative. And we'd better get used to it because more and more of us are living longer and longer. Here in the UK, we've got more people who are over 65 than under sixteen. It's the first time in history that this has happened.

Presenter So, how long can most of us expect to live? Is it possible to say?

Professor Life expectancy here in the UK is now 78 for men and 82 for women.

Presenter And what did it use to be?

Professor Well, way back in Classical times – the Romans and Greeks – the average life expectancy was 28. And in fact, it was similar in many other civilizations throughout history – right up until the modern age.

Presenter That's amazing. 28! So when you reached fourteen, you'd already lived 50 per cent of your life!

Professor Er, no. Actually, that's not right.

Presenter But you said 28 ...

Professor Yes, that's the average life expectancy. But not many people actually died at that age. The majority actually died before the age of four. If you were lucky enough to reach the age of fourteen – if you survived all those childhood illnesses – you had quite a good chance of a long life. You might even live to be 60! But 70 was unusual. This was true for most of human history, right up until the twentieth century. Then life expectancy began to increase sharply. Only four decades ago, it was only 69 for men and 75 for women. Today, living to 90 isn't unusual. That's why most governments are trying to raise the retirement age. For example, in the UK, it's due to go up to 68 by 2027.

Presenter So how do you explain this rise in life expectancy?

Professor It's mainly down to medical science and healthcare. Also, we're more conscious of trying to stay healthy these days – eating healthier food, taking regular exercise. People didn't worry about those things so much in the past because, quite frankly, they didn't expect to live so long.

[Recording 1.21 ends here.]

Presenter I suppose the idea of getting old is less frightening if you think you're going to stay healthy.

Professor Yes, it is. Maybe you heard about the British man who recently set several athletics records at the age of 100.

Presenter That's amazing! Can you imagine a time in the future when the parks are full of 100-year-old joggers trying to keep fit?

Professor Well, personally I think it's very unlikely – the human body doesn't seem to be designed to live that long, although there are exceptions. But certainly, I think we'll see more people in their eighties leading healthy and active lives.

Presenter So, it isn't time for me to give up exercise yet – at the age of 56?

Professor No! Certainly not.

Presenter Although perhaps I should lose some weight before I start jogging.

Professor Well, a few kilos, yes.

Presenter So does this increase in life expectancy cause any problems?

Professor Yes, it does. Firstly, there's an economic problem: governments can't afford to pay everyone the state pension if they're going to live for twenty or thirty years after retiring. Then, there's also the problem of how we, as a society, take care of all these elderly people. Many countries are having to face this problem right now.

Presenter And how do we compare with other countries and societies? Are we more or less the same in the way we treat the elderly?

Professor No, not at all. There are very significant differences between cultures.

Presenter Can you give us a couple of examples?

Professor Yes, well, in many societies, elderly people always live with their families – in fact, the families think of it as an honour to have their elderly relatives in their home. In Britain and North America, it's more usual for elderly people to live in nursing homes if they can't look after themselves. And at the other extreme, there are traditional nomadic tribes who simply abandon their elderly people because there's no way of looking after them.

Presenter So some cultures treat their elderly people worse than we do ...

Professor Yes – but not many. And interestingly, some societies who in the past took good care of their elderly relatives are becoming more like us ... places like China and India, particularly in the big, modern cities. Younger people in those places want to live their lives and be independent – they don't want to look after an ageing grandparent.

Presenter Hmm. Yes, I see. Fascinating stuff. But I'm afraid we've run out of time, Professor Clark from the University of London, thank you for coming into the studio.

1 a 2 a 3 d 4 b 5 b 6 d

Exercise 5 page 29

- Students match the words to form compound nouns from exercise 4. With a **stronger class**, ask students to do the matching before checking their answers.
- Check comprehension by eliciting translations.

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

Exercise 6 page 29

- Students complete the sentences individually and then compare answers with a partner. Check answers as a class.

2 nursing homes 3 lifespan / life expectancy, healthcare
4 state pension 5 elderly relatives 6 old age, retirement age

Exercise 7 page 29

- Ask some students to read out the example dialogue.
- In pairs, students give their opinions.
- Ask some students to share their opinions with the class and invite others to agree or disagree.

Exercise 8 page 29

- In pairs, students discuss the topic. Advise them to start by deciding what they think the major problems are for elderly people. They can refer to the notes on the board from the lead-in activity.
- Elicit a range of ideas and discuss them with the class.

Extra exercise

For homework, ask students to write an essay on the topic in exercise 8. They should structure it by giving a paragraph to each of their proposed improvements, together with a brief introduction and conclusion.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about the ageing population in the UK. I can talk about elderly people.*

3D Reading

Closing the generation gap

LESSON SUMMARY

Reading: an article on good parenting by a teenager

Vocabulary: phrasal verbs; colloquial phrases; adjective suffixes

Speaking: a presentation on relationships between teenagers and parents

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, do exercise 8 orally as a class, and omit the discussion stage in exercise 9.

LEAD-IN 2-3 MINUTES

- Ask: *What are some differences between your life and the lives of your parents when they were your age?*
- Ask students to discuss in pairs and get feedback from the class.

Exercise 1 page 30

- Read out the quotation and discuss the question as a class.
- Ask students what their own personal experiences are or have been.

Exercise 2 page 30

- Focus on the title of the article and ask a student to read out the last sentence. Elicit or give a translation for *cotton wool* and ask students what they think is meant by *wrapping someone in cotton wool* (being over-protective of someone).
- Students read the four options and predict which one will fit with the article. Do not check the answer yet.

Exercise 3 page 30

- Students read the article. Elicit the correct answer to exercise 2 and ask students if they agree with it.
- Ask: *How old is Ellie?* (sixteen) *Which parent does she have a good relationship with?* (her father) *What's the main problem with her mother?* (She treats Ellie like a child.)

b

Exercise 4 page 30

- Students answer the question, giving supporting evidence from the text.

It contains mainly opinions. The text is subjective, written on the basis of Ellie's experience and that of her friends.

Exercise 5 page 30

- Go through the Exam tip together.

- Focus on sentences A–G and ask students to find examples of the types of language given in the tip. (A and G each have a pronoun that must refer back to something or someone in the previous sentence; B, C and E make comparisons with something that has just been described; D makes a contrast and F exemplifies something.)
- Students read the text and complete the task. With a **weaker class**, ask students to read the text aloud, each student reading two or three sentences, and help with vocabulary where necessary.
- Do not check answers at this stage.

Exercise 6 1.23 page 31

- In pairs, students compare their answers and discuss how they arrived at them.
- Play the recording for students to check their answers.

1 F 2 C 3 H 4 A 5 G 6 D

Extension

Write these questions on the board for students to answer: *According to the text, who ...*

- is always calm? (Ellie's father)
- is capable of behaving responsibly? (Ellie)
- provokes arguments? (Ellie's mother)
- over-reacted after an accident? (Ellie's mother)
- reacts in different ways to different people? (Ellie)
- agrees with Ellie's opinions? (Ellie's friends)
- made a legal agreement with Ellie? (a book publisher)

Exercise 7 page 31

- Students match the verbs with the definitions.

1 turns into 2 grow up 3 get on with 4 comes down to
5 ended up 6 brings out 7 storm out 8 answer back

Exercise 8 page 31

- Elicit possible translations of the phrases. Make sure that students understand that the phrases in 1, 3 and 4 are informal, as is the use of *moan* to mean 'complain'.
- In pairs, students rewrite the sentences in their own words.

(Possible answers)

- All adults think teenagers are awful to live with.
- I complain until I get what I want.
- Mum made me feel exasperated and furious a few weeks ago.
- Why did she think it was so important?
- It is natural for a teenager to want the freedom to try out new experiences for themselves.

Exercise 9 page 31

- Students match the parts of the words. They should try to do this before referring to the text.
- In pairs, students discuss the questions.
- Ask some students to share their opinions with the class.

1 moody 2 argumentative 3 responsible 4 unpredictable
5 confusing 6 reasonable 7 combative

Extension

Ask students to underline the stressed syllable in the adjectives in exercise 9. Then practise saying the words.

moody, argumentative, responsible, unpredictable, confusing, reasonable, combative

Exercise 10 page 31

- In pairs, students agree on three practical suggestions on the topic. Ask them to describe problems and outcomes as well as the actions that should be taken.

Exercise 11 page 31

- In pairs, students prepare and practise a formal presentation of their ideas, using the structures.
- Ask some pairs to present their ideas to the class. At the end, ask the class which of the ideas they found most persuasive.

For practice of Phrasal verbs with up and down, go to:

Vocabulary Builder 3.2 page 136

Audioscript 1.24 page 136

- 1 You're welcome to visit us on Saturday but I'm afraid we can't put you up.
- 2 He doesn't play as well as he can because he doesn't want to show the rest of the team up.
- 3 They often have terrible rows because they both refuse to back down.
- 4 When you talk to my grandfather about his health problems, he always plays them up.
- 5 At the time, his marriage was a huge scandal that took years to die down.
- 6 It's a comfortable hotel, but they need to do it up.
- 7 As the teacher started to wind down the lesson, the students put their books away.
- 8 He only took up skiing after he'd retired.
- 9 There was an accident on the motorway which held us up for two hours.
- 10 He turned down a job in a bank because he wanted to be a dancer.

1 1 up 2 up 3 down 4 up 5 down 6 up 7 down
8 up 9 up 10 down

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

3 Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand and react to a text about parents and teenagers. I can present ideas in a logical sequence.*

3E Grammar

Comparison

LESSON SUMMARY

Grammar: comparative structures

Speaking: statements with comparatives and superlatives

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and exercise 1. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES

- Draw the following chart on the board:

Comparative adjective	Superlative adjective	Adverb	Comparative adverb

- Briefly revise comparative and superlative forms by asking students to complete the chart using these words: *quiet* (quieter, the quietest, quietly, more quietly), *easy* (easier, the easiest, easily, more easily), *important* (more important, the most important, importantly, more importantly), *late* (later, the latest, late, later), *good* (better, the best, well, better) and *bad* (worse, the worst, badly, worse).

Exercise 1 page 32

- In pairs, students discuss the question. If they find it hard to answer, prompt with more specific questions, e.g. *What are some examples of teenage slang? Do you and your friends use words your parents don't understand? How often do you use formal language? Is it important to you to use correct grammar when you're speaking your language?*

Exercise 2 1.25 page 32

- Students read the text to find and identify the comparative and superlative forms.

Comparative: smaller (adjective, regular); worse (adjective, irregular); younger (adjective, regular); more frequently (adverb, regular); noisier (adjective, regular); harder (adjective, regular)
Superlative: commonest (adjective, regular)

Exercise 3 page 32

- Go through the *Learn this!* box together. Check that students understand the meaning of the qualifying words in points 1 and 2.
- All the examples in the box use comparative adjectives, except for the comparative adverb *faster* in point 5. Make sure students understand that all five points also apply to comparative adverbs. Remind them that for points 3–5 we can use *less* + adjective / adverb.
- Students work individually to find examples in the text. Tell them that some illustrate more than one point.

- 1 far smaller; even worse
- 2 almost as worrying; nowhere near as important as; nothing like as varied as; just as worrying
- 3 smaller than you might think; worse ... than previous generations were
- 4 more and more frequently
- 5 the noisier their surroundings, the harder it is ...

Language note

In the examples *almost as worrying* and *just as worrying*, the second half of the comparison is implied. The writer means 'almost / just as worrying as the situation I have just described'.

Exercise 4 page 32

- Go through the *Look out!* box together. Point out that the verb form after *as* depends on the first verb in the sentence. If the first verb has an auxiliary (or modal), this is what is used after *as*. The auxiliary will be singular or plural, depending on its subject. If the first verb is in the present or past simple, we use *do*, *does* or *did*.
 - Students complete the sentences.
- 2 as have our neighbours 3 as can her dad
4 as will the pre-school 5 as did her boyfriend

Exercise 5 page 32

- Students work individually to do the matching task and then compare answers in pairs. Check answers as a class.
- 1 d 2 a 3 g 4 b 5 c 6 e 7 h 8 f

Extension

Ask **fast finishers** to write their own sentence endings for the following: *I'm nearly as ... , I'm nothing like as ... , The more ... the better I ...*

For further practice of Comparison, go to:

Grammar Builder 3.3 page 120

- 1 1 near as big as 2 more difficult than 3 further south than 4 as big / large as it looks 5 smaller (and smaller) 6 you drink, the worse
- 2 2 This restaurant is more popular than it used to be.
3 It should be easier than it is to use this phone.
4 I spent more money than I had planned to.
5 This hotel is more comfortable than it looked from the outside.
6 Chicago is a more exciting city than I had imagined.

Exercise 6 page 32

- Look at the example and elicit one or two other possible beginnings for this sentence.
- Students use their own ideas to write alternative beginnings.
- Elicit a few different alternatives for each sentence.

Exercise 7 page 32

- With a **stronger class**, students work individually to do the transformation exercise. Then tell them to compare answers in pairs. If they have different answers, are both correct or is one of them wrong?
 - With a **weaker class**, reduce the number of alternatives by giving students the first word or phrase for each sentence.
- 2 Sam is nowhere near as talkative as Jack (is).
 - 3 Getting online is becoming less and less difficult / hard. / It is becoming less and less difficult / hard to get online.
 - 4 My dad drives (just) as badly as my sister. / My sister drives (just) as badly as my dad.
 - 5 I'm the worst singer in the class. / No one in the class is a worse singer than me / I am.
 - 6 He doesn't play football as badly as he thinks (he does). / He plays football less badly than he thinks (he does).
 - 7 The town centre is nowhere near as busy as it used to be. / The town centre is nothing like as busy as it used to be. / The town centre is far / much less busy than it used to be.

Exercise 8 page 32

- In pairs, students use their own ideas to complete the sentences.
- Ask some students to read out their sentences. Encourage others to say if they agree and to add their own comments.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can use a variety of comparative structures correctly.*

3F Speaking

Role-play

LESSON SUMMARY

Listening: a role-play

Grammar: question tags

Speaking: role-playing a conversation about a visit

Topic: Family and social life, Travel and tourism

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 4. The Grammar Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES

- Ask students to imagine their ideal hotel and describe it to their partner. Write these prompts on the board: *Where? Surroundings? Rooms? Facilities? Food? Entertainment?*
- Ask some students to tell the class about their partner's ideal hotel.

Exercise 1 page 33

- In pairs, students describe the hotel in the photo.

Exercise 2 page 33

- Read through the task together and give students a little time to think of some ideas of their own before they listen.
- Play the recording twice. Students listen for the suggestions made and write the ones that are agreed on in the chart.
- As you check answers, ask what other suggestions the candidate made and why they were rejected.

Audioscript 1.26 page 33

Examiner So, I'm coming to visit you soon.

Candidate Yes. Your grandfather is coming too, isn't he?

Examiner That's right.

Candidate Would you like to come and stay with us?

Examiner Thanks. But I don't think that's a great idea. You haven't got a big flat, have you?

Candidate No. But you can sleep in my room. I've got a sleeping bag.

Examiner Hmm. I'm not sure about that. I don't think my granddad would enjoy sleeping on the floor. He's 75.

Candidate Alternatively, we could book a hotel. There's a good one in the town centre. It's called the Bear Hotel. It's about ten kilometres from our house.

Examiner Is there anywhere closer?

Candidate No, not really.

Examiner Hmm. I don't know ...

Candidate I really think you should stay there. It's far better than any of the other hotels – and it isn't too expensive.

Examiner Does it have a restaurant?

Candidate Yes, it does. It serves Thai food. It's a really good place to eat.

Examiner Ah – Thai food is spicy, isn't it? My grandfather hates Thai food. Are there any other restaurants?

Candidate Yes, there's an Italian restaurant near the hotel. I'm sure your grandfather will like that. Everybody likes Italian food, don't they?

Examiner Yes, I guess. Is it reasonable?

Candidate I'm sorry, I'm not sure what you mean by 'reasonable'?

Examiner 'Reasonable' means 'not expensive'. Is the Italian restaurant reasonable?

Candidate Yes, it is. It's a little more expensive than the Thai one, but the food is nicer.

Examiner Good. It sounds perfect then. The other thing we should do is arrange a few day-trips during our stay.

Candidate Well, there's a castle.

Examiner I'm not that interested in castles.

Candidate And there's a fantastic wildlife centre. You really must go there.

Examiner That sounds more interesting.

Candidate There are lots of other places too.

Examiner I should look online, shouldn't I?

Candidate Yes, that's a good idea. Is there anything else you need to know about? Transport?

Examiner Yes, transport. How are we going to get around while we're there?

Candidate You could hire a car, couldn't you?

Examiner I'm not sure. My grandfather doesn't really like driving.

Candidate But taxis are expensive. And the big advantage of hiring a car is, you're completely independent.

Examiner I suppose you're right. Where's the best place to hire a car?

Candidate Let's decide later, shall we? We could always look online.

Examiner OK. But can you book a room for us at the Bear Hotel, please?

Candidate Yes, of course.

Examiner Don't forget, will you?

Candidate I won't!

Place to stay: Bear Hotel; **Day-trip:** wildlife centre; **Getting around:** hire a car; **Eating out:** Italian restaurant

Exercise 3 page 33

- Point out to students that in a role-play in which they have to make suggestions, the examiner is likely to raise doubts or objections to keep them talking. They should be ready for these and try to prepare themselves with alternatives to suggest for each topic.
- Students complete the phrases.
- Check comprehension and check answers as a class.
- You could ask students to complete the unfinished sentences.

1 know 2 idea 3 got 4 think 5 could 6 other 7 sure
8 great 9 side 10 why 11 That's 12 Alternatively

Exercise 4 1.26 page 33

- Play the recording again. Students mark the phrases they hear.

I really think you should ...; you could ...; I don't think ...

Exercise 5 1.27 page 33

- Go through the *Learn this!* box together to revise question tags. Remind students that we use the tag *will / won't you?* after a command and *shall we?* after *Let's*.

Students complete the sentences with question tags.

1 isn't he 2 have you 3 isn't it 4 don't they 5 shouldn't I
6 shall we 7 will you

For further practice of Question tags, go to:

Grammar Builder 3.4 pages 120–121

1 is it 2 hasn't it 3 will you 4 do they 5 have you
6 didn't it 7 shall we 8 won't you 9 didn't they
10 aren't you

Exercise 6 1.27 page 33

- Play the recording again. Students listen for the intonation.

1 down 2 up 3 down 4 down 5 down 6 up 7 down
The intonation falls when we expect the answer to confirm something we already know. It rises when we are not sure what the answer will be.

Exercise 7 page 33

- Students prepare the role-play in pairs. They should think of several ideas for each of the topics in the chart and choose the ones that they will agree on. Remind them to think about the expressions they will use.

Exercise 8 page 33

- In pairs, students act out their role-play. When they have finished, they can swap roles and do the role-play again.
- Ask a strong pair to act out their role-play for the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can make and respond to suggestions and objections.*

3G Writing analysis

Essay: pros and cons

LESSON SUMMARY

Reading: an essay on being home alone as a teenager

Grammar: language for making concessions

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief.

LEAD-IN 3–4 MINUTES

- Write on the board: *In an average week, how much time do you spend alone at home?* In groups of four or five, students give their answers and explain the circumstances.
- When they have finished talking, they work out the average amount of time their group spends alone at home and report back to the class.

Exercise 1 page 34

- In pairs, students discuss the questions.

Exercise 2 page 34

- In pairs, students agree on one advantage and one disadvantage. Elicit a range of ideas and write them in note form on the board.

Culture note – *Home Alone*

The phrase *home alone* refers to the title of a series of five comedy drama films released between 1990 and 2012. In each film, a young boy, accidentally left alone at home, finds ingenious ways to defeat a couple of burglars, who are trying to break into the house.

Exercise 3 page 34

- Give students a minute or two to read the essay. Ask them to say which of the ideas on the board appear in the text.

Exercise 4 page 34

- Go through the Exam tip together. Tell students that they may prefer to reverse the order of paragraphs 2 and 3 – that is, to put the cons before the pros.
- Individually or in pairs, students study the essay in exercise 3 to answer the questions.

1 Yes, it does. 2 (a) three, (b) three 3 say, lasagne; like a doctor's appointment; For example, if the bathroom floods, you need to sort it out! 4 Overall, I think ...

Exercise 5 page 34

- Read through the information in the *Learn this!* box.
- Students find examples in the text.

... even though you may forget one or two little things; Although preparing your own food may be fun, ...; Despite the risk of problems, ...

Language note

We can use *despite the fact that* and *in spite of the fact that* + clause, e.g. *He won the race despite / in spite of the fact that he had hurt his foot.*

Extension

Write the following sentence halves on the board:

1 *We decided to eat outdoors, in spite of ...*

2 *... , even though she sometimes drives me crazy.*

3 *Despite being nervous, ...*

4 *Although ... , it's a worthwhile thing to do.*

Students use their own ideas to complete the sentences.

Exercise 6 page 34

- Students do the transformation task. With a **weaker class**, focus on the words in brackets and ask students to say which are followed by a noun or *-ing* form, and which by a clause.
- 2 **Despite their friendship / being friends, they often argue.**
- 3 **In spite of our teasing, we're actually very close.**
- 4 **Although it was raining, they walked home together.**
- 5 **Many parents watch too much TV, even though they lecture their children about the same thing.**
- 6 **She doesn't respect her dad in spite of his well-paid job.**

Exercise 7 page 34

- In pairs, students discuss the essay's conclusion.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I know how to structure a 'pros and cons' essay. I can use language to express concession.*

3G Writing task

Essay: pros and cons

LESSON SUMMARY

Writing: a 'pros and cons' essay

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 2 MINUTES

- Focus on the photo. Ask: *How old are these people? What's the relationship between them? Where are they? What are they doing? Are they enjoying themselves?* Elicit answers from the class.
- Ask students if they have a similar relationship with their own friends.

Exercise 1 page 35

- Give students two or three minutes to read the task and then in pairs, exchange a few preliminary ideas.

Exercise 2 page 35

- Working individually, students note down all the advantages and disadvantages they can think of. They can include or build on ideas discussed in exercise 1.
- Check that students understand *get mugged* (to be attacked violently by a person who wants to steal your money).

Exercise 3 page 35

- Students compare notes and choose the strongest points for paragraphs 2 and 3, with examples where possible. Ask them to write these in note form in the plan.

Exercise 4 page 35

- In pairs, students give translations. They may need to use a dictionary for the word *bonding* (coming together to form a close relationship), but should be able to work out the meaning of the other expressions from context. Encourage them to use any of these that fit with their essay plan.

Exercise 5 page 35

- In pairs, students write their introductory paragraph.

Exercise 6 page 35

- Students plan their conclusion together.

Exercise 7 page 35

- Warn students not to keep repeating the wording used in the task. Ask them to complete the sentences as examples of different ways of expressing the same idea.

- 1 **Not having adults around**
- 2 **while your parents are away**
- 3 **Without your parents at home**

Exercise 8 page 35

- Students write their essay. When they have finished, they check their work against the checklist.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can write a well-structured essay setting out pros and cons.*

Get Ready for your Exam 3

LEAD-IN 3-4 MINUTES

- Write the word *weekend* on the board and brainstorm activities associated with the weekend. As students make suggestions, write them up on the board.
- Circle four of the activities and ask students, in pairs, to think of two adjectives to describe each one. Elicit a variety of adjectives and write the best ones on the board.

Listening

Exercise 1 page 36

GET READY TO LISTEN

- In pairs, students describe their preferences. Encourage them to give reasons and examples, and to ask their partner follow-up questions, e.g. *Why do you prefer to be alone? Do you see the same friends every weekend?*

Exercise 2 page 36

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Tell students to read the task. Ask: *How many speakers will you hear?* (five) *What do you have to do in the chart?* (tick the speaker described by each sentence) *Will some speakers match with more than one sentence?* (yes) *Are the answers in the recording in the same order as the sentences?* (no)
- Students read the sentences and underline key words.
- Tell students to focus on the words they have underlined and to make a note of any synonyms or other associated words. They can compare answers briefly in pairs.
- Play the recording twice. Students complete the task.

Audioscript 1.28 page 36

- 1 You can't beat spending the weekend in the countryside, somewhere really remote, away from the constant racket, bustle, dirt and smog of the city. Every so often, I drag my rucksack down from the top of the wardrobe, fling a few things in it and set off hiking and camping overnight with a couple of friends. We get exhausted, muddy and laugh a lot. We can't get enough of the wide open spaces, the beauty and the sense of adventure.
- 2 My brother and I are kart fanatics. We are completely obsessed with racing, so you'll find us at the track every weekend without fail. It's a totally awesome sport. It's our ambition to get into Formula One. All those drivers started with karts. Our superhero of all time has got to be Ayrton Senna. We want to be as classy a driver as him. Right now we're saving every penny for our own kart, because we've got to get faster!
- 3 My best weekends are with my mates, a screen and a console. We consider ourselves extreme gamers and we're all pretty good. Every Friday after school is game time – we create competitions which can carry on into the night, or at least for as long as our parents let us! They keep nagging us about spending so much time on the computer, but what with school, sports and endless homework, it's not that long. They should chill a bit.
- 4 It's dead easy to describe my ideal weekend. Two words: 'city' and 'shopping'! We live in the back of beyond, so I'm usually dying to get away to the Big Smoke and visit my auntie. I adore arriving in central London. My aunt usually plans a treat like the theatre, but mostly we're shopaholics! We're both really into clothes and design, but I don't need to spend much. Just feeling the buzz and vibrancy of city life is cool.
- 5 My ideal weekend? Doing absolutely nothing for a whole 48 hours. Sure this sounds lazy, but I'm a student doctor slaving away on an 80-hour week, which is super stressy. My ideal weekend wouldn't start before noon and the alarm clock would be in a drawer. I'd have a long bath, not a quick shower. Then I'd have friends round and watch back-to-back films on TV – as long as we ordered take-aways! There's no way I'd be shopping or cooking!

1 D 2 C 3 E 4 B 5 C 6 A 7 B 8 A 9 D

Use of English

Exercise 3 page 36

USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE CLOZE

- Point out that this task tests vocabulary and grammar.
- Individually or in pairs, students do the first question as an example. Tell them to use a dictionary only if necessary and to guess the answer first. Remind them to look closely at the previous sentence as well as the one with the gap.
- Students complete the task.
- Check the answers and ask students to explain why the other options are not correct.

1 B 2 D 3 B 4 C 5 C 6 A

Speaking

Exercise 4 page 36

GET READY TO SPEAK

- In pairs students briefly agree on when old age starts. Take an average and agree that the discussion will be based on people at this age and older.
- In the same pairs students make their two lists. Get feedback.
- Ask students to tell the class about their personal experiences with older people.

Exercise 5 page 36

SPEAKING EXAM TASK – STATEMENT-BASED DISCUSSION

- Draw attention to the picture. Make it clear that the picture is there to stimulate discussion only, and that they are not required to describe it.
- Focus on the task and the statement. Elicit that it requires students to give clear personal opinions supported by reasons. Remind students that they will earn more marks if they can elaborate on their answers with examples.
- In pairs, students take turns to do the task, with one student being the examiner and the other the candidate. Encourage the examiner student to give feedback on how the candidate could improve.
- Monitor while students are doing the task, noting down correct as well as incorrect use of English to share with the class in a feedback session.

4 Taking a stand

Map of resources

4A Vocabulary and listening

Student's Book page 37, Workbook page 29

Photocopiable Activity: 4A Politics and protest (TRCD-ROM)

4B Grammar

Student's Book page 38, Workbook page 30

Photocopiable Activity: 4B Expressing probability (TRCD-ROM)

4C Culture

Student's Book page 39, Workbook page 31

Photocopiable Activity: 4C Conflict (TRCD-ROM)

4D Reading

Student's Book pages 40–41, Workbook pages 32–33

Photocopiable Activity: 4D Suffixes (TRCD-ROM)

4E Grammar

Students's Book page 42, Workbook page 34

Photocopiable Activity: 4E Looking forward to the future (TRCD-ROM)

4F Speaking

Student's Book page 43, Workbook page 35

Photocopiable Activity: 4F Alternatively we could ... (TRCD-ROM)

4G Writing

Student's Book pages 44–45, Workbook page 36

Photocopiable Activity: 4G A letter of protest (TRCD-ROM)

4 Review and Tests

Review 3–4 Student's Book page 46

Review 3–4 Workbook page 99

Photocopiable Activity: 4 Find out who ... (TRCD-ROM)

Student Self-Test Sheets 4, 1–3 (TRCD-ROM)

Unit 4 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 48

Workbook pages 37–38

Workbook page 94 Exam Challenge

iTools Unit 4

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

4A Vocabulary and listening

Politics and protest

LESSON SUMMARY

Vocabulary: collocations; political terms

Listening: talking about attitudes to politics

Speaking: expressing opinions on political attitudes

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and set a time limit of three minutes for the quiz in exercise 1. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- In pairs, students choose two major events in the news at the moment, one of which is taking or has taken place in their country. They exchange information about what has happened, giving details and explanations where they can.
- Ask some students to describe one of their news stories. Invite others to add information or comments.
- Ask the class: *Which of these news stories can be described as 'political'?*

Exercise 1 page 37

- Focus on the photos and elicit the names of the politicians.
 - In pairs, students answer the quiz questions.
 - Check answers as a class. Students score 1 point for each correct piece of information. Find out which pair had the most correct answers.
- 1 **Nelson Mandela:** (a) South African; (b) He was imprisoned for 27 years for his opposition to apartheid in South Africa.
Barack Obama: (a) American; (b) He was the first African American to be elected President of the USA.
Aung San Suu Kyi: (a) Burmese; (b) She carried out a campaign for democracy while being held under house arrest for almost fifteen years by Burma's military rulers.
Angela Merkel: (a) German; (b) She was the first woman to be elected Chancellor of Germany.
Lech Walesa: (a) Polish; (b) He was leader of the Gdansk shipyard strike and head of the Solidarity labour union which spearheaded opposition to Soviet power in Poland.
Hanna Gronkiewicz-Waltz: (a) Polish; (b) She was the first woman to be elected Mayor of Warsaw.
 - 2 Answers will depend on the current situation.
 - 3 18
 - 4 27 (Austria, Belgium, Bulgaria, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, the United Kingdom)
 - 5 2004
 - 6 Answers will depend on the current situation.
 - 7 Mikhail Gorbachev

Extension

Fast finishers can work individually or in pairs to write two more quiz questions to ask the class.

Exercise 2 1.29 page 37

- Elicit or explain what the House of Commons is (see the Culture note). You may also need to pre-teach other words, e.g. *demonstration, protest, petition, cynical*.
- Ask students to read the list of verbs. Pay special attention to the pronunciation of *launch* /lɔːntʃ/ and *gauge* /geɪdʒ/.
- In pairs, students complete the task. Point out that the form of some words will need to be changed to fit the text.

1 taken part 2 written 3 joined 4 launching
5 influencing 6 sign 7 called for 8 tackle 9 change
10 gauge

Culture note – House of Commons

The UK parliament has two bodies, the House of Commons and the House of Lords. The most important legislative powers belong to the House of Commons, which has 650 democratically elected members. The prime minister, the leader of the opposition and most government ministers belong to this house.

Exercise 3 page 37

- Students can use dictionaries to check the meanings.
- In pairs, they test each other as in the example.

For further practice of Elections, go to:

Vocabulary Builder 4.1 page 137

1 General elections 2 constituencies 3 candidates
4 member of parliament 5 proportional representation
6 votes 7 majority 8 prime minister 9 hung parliament
10 coalition

Exercise 4 page 37

- Give students time to read the sentences. Tell them to write + or –, depending on whether the attitude to politics seems to be positive or negative.
- Play the recording twice. Students complete the task.

Audioscript 1.30 page 37

- 1 I'm old enough to marry, have children, work, own a house, join the army, which could mean dying for my country. But I'm not old enough to vote. I think we need to reform the electoral system so that anyone over the age of sixteen can vote in a general election. The government spends a lot of money on education, but school students have no say in how that money is spent. I think we should. Many teenagers have thought about things and have opinions on how politicians should tackle the important issues. People sometimes say we aren't responsible enough and wouldn't take it seriously. But a lot of young people get involved in single-issue politics, like animal rights, and so on. And if you gave them the vote, they'd take the trouble to find out what the other, more general, issues are.
- 2 Imagine what it would be like if you couldn't vote at all. Many young people in the West can't imagine what that would be like. Being female, I think it's especially important to vote. It took a long time before women were allowed into politics – which, frankly, I think is shocking – and there are still countries in the world where women can't vote. So, if you want to change the world, you have to use your vote. Otherwise we may lose our freedoms and end up living under a dictatorship. There are so many countries where you can't vote, where your opinion doesn't count. OK, so politicians here sometimes don't listen, but you have to appreciate the political system that we have. We should value our democracy and not take it for granted. And remember, democracy only works if people take part. When I'm eighteen next year, I'll be first at the polling station!
- 3 I just switch off when I hear politicians droning on on the telly. I don't know who's left wing or who's right wing. I'm not even sure I know the name of the Prime Minister. And I probably wouldn't remember to vote even if the

Government passed a law allowing me to at sixteen. I think a lot of teens just wouldn't bother to vote. They aren't interested in politics. They think it's boring and that it doesn't affect them. None of my friends have taken part in a demonstration or even signed a petition. And also, it seems that those people at school who are interested in politics just have the same political opinions as their parents. If they are going to get into politics and stand for public office, they need to think for themselves. Having said all that, maybe when I'm eighteen and able to vote, I'll change my mind.

- 4 It seems to me that whether people vote or not, things never change. All political parties seem interchangeable and say the same things. I don't think politicians pay any attention to what the general public think about government policy. They are far more interested in arguing amongst themselves. They just say what people want to hear when they want the public's votes in order to get elected. But when they're in government, they're not interested in public opinion any more. When I get the vote, I hope someone different will come along with a new attitude and new approach to politics. I'm not sure I'll care if they're left wing or right wing, as long as I can believe that they mean what they say. My mum says that not all politicians are the same and that I should take an interest in politics. Perhaps she's right.
- 5 I admire people who go into politics and put themselves up for election. They mostly do it because they want to change things and make things better. I don't think they're in it for the money or the fame. Having said that, I'm pretty fed up with politics in general. I think the main problem is the electoral system. We don't have proportional representation in this country so the political party that wins isn't necessarily the one that gets the most votes in the general election. That's why I think a lot of people have become disillusioned with mainstream politics and get involved with single-issue politics, like climate change, gun control, things like that.

A 4 B 2 C 1 D 3 E 5

Exercise 5 1.30 page 37

- Play the recording again, pausing after each speaker for students to make brief notes.
- Give students time to expand their notes into sentences.
- Check answers as a class.

(Possible answers)

- 1 Young people like me have thought and formed opinions about important issues.
- 2 Democracy allows us to make our opinions count, but the system only works if people take part.
- 3 Young people think politics is boring and doesn't affect them.
- 4 Politicians say what people want to hear in order to get elected, but when they're in government they aren't interested in public opinion.
- 5 The party that wins an election isn't necessarily the one that got the most votes.

Exercise 6 page 37

- In pairs or small groups, students give translations for the phrases. They can use dictionaries where necessary, but encourage them to guess first.
- Check answers as a class.

Exercise 7 page 37

- In pairs, students give their own opinions on the statements in exercise 4.

Extra exercise

Have a debate on statement D in exercise 4. Divide the class into two teams, one to speak for the statement and the other against. Each team chooses three speakers and the whole group works together to help them prepare arguments and decide who will say what. Alternate speakers from each team have one minute to speak in front of the class. You will be the adjudicator, but encourage other students to comment on the strong points of the speakers' presentations.

For practice of International organisations, go to:

Vocabulary Builder 4.2 page 137

- 1 1 the UN 2 Amnesty International 3 NATO
4 World Trade Organisation 5 European Central Bank 6 the Red Cross 7 WWF 8 the EU

2 (Possible answers)

- 1 It promotes peaceful cooperation between countries.
- 2 It protects human rights.
- 3 It is a military alliance of 28 North American and European countries.
- 4 It regulates international trade.
- 5 It regulates financial transactions in the European Union.
- 6 It supports refugees and victims of natural disasters.
- 7 It campaigns for action to protect the environment.
- 8 It promotes and regulates trade among its member states.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt verbs and collocations for talking about politics and political campaigns. I can express opinions about politics.*

4B Grammar

Probability: present and future

LESSON SUMMARY

Grammar: modals for present and future probability

Listening: a conversation at a demonstration

Speaking: discussing a photo

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES

- Write *student fees* on the board. Then elicit answers to these questions: *Do students have to pay anything for university education here? Do students from other EU countries have to pay? What about students from other countries?*
- Give some information on tuition fees in England (see Culture note) and ask students how they think this scheme would be received in their country.

Exercise 1 1.31 page 38

- Play the recording. Students listen and answer the questions.

- 1 They are university students.
- 2 Students are occupying the library and holding demonstrations to protest against student fees.

Culture note – Student fees

University education was free for British residents until 1998, when tuition fees were introduced. The amount students have to pay has risen sharply over the years to a maximum of £9,000 per year. It can be paid by means of an interest-free loan, repayable when the person starts earning a salary. The rise in fees has sparked protests, and the law does not apply in Scotland, where tuition fees have been abolished.

Exercise 2 page 38

- Go through the *Learn this!* box together. With a **weaker class**, check that students remember the differences in form between modals and other verbs.
- Test students' understanding by asking concept questions, e.g. (point 2) *What's the difference between 'Emily will have left' and 'Emily will be leaving'?* (*Emily will have left* means that she will no longer be there; *Emily will be leaving* means that she will still be there, but in the process of leaving.) (point 3) *Can we also conclude 'He mustn't be at work'?* (No. We use *can't* when we conclude about something negative.) (point 5) *Can we also say 'We may not play tennis'?* (yes) *What about 'We couldn't play tennis'?* (No. The meaning is different. *We couldn't play* means 'We were unable to play'.) (point 6) *What's the difference between 'Spain should beat England' and 'Spain might beat England'?* (*Spain should beat England* implies we are expecting Spain to beat England. *Spain might beat England* means it is possible that Spain will beat England.)
- Students find examples that express probability in the text.

Chances are, will be there, must be wondering, are likely to occupy, could march, it might be better, are bound to sit up, should be here

For further practice of Talking about possibility, go to:

Grammar Builder 4.1 pages 121–122

- 1 1 may / might / could 2 can't 3 may / might / could
4 must 5 can't 6 should 7 can't 8 may / might / could 9 should
- 2 3 Chances are you'll have an accident one day. / You're likely to have an accident one day.
6 ... so chances are I'll get home just after five twenty. / I'm likely to get home just after five twenty.
7 It's bound to be no good – there was nobody in it.
8 Chances are he's in town shopping. / He's likely to be in town shopping.
9 ... so they're bound to win.

Exercise 3 page 38

- In pairs, students complete the task.
- Check answers as a class and discuss the differences in meaning between the alternatives in sentences 1, 3 and 6.

- 1 shouldn't / won't 2 must / could 3 might / should
4 have arrived 5 can't 6 should / may 7 might not

Exercise 4 page 38

- With a **stronger class**, ask students to do the transformations individually, referring to the *Learn this!* box where necessary.
- With a **weaker class**, you could give students the first word or two in each sentence. Remind them that the expressions with *bound*, *likely* and *chances* use the present tense, even though they refer to probability in the future.

- 2 The Government is bound to be defeated.
- 3 I rang Liam at home but there was no answer. He can't be at home.
- 4 Do you think that Josh is likely to arrive soon?
- 5 Sam really shouldn't fail his driving test.
- 6 Chances are Fran is lying.
- 7 It's one o'clock. She'll be having lunch.

Exercise 5 page 38

- In pairs, students describe the photo. Encourage them to speculate, using a range of expressions from the *Learn this!* box.
- Elicit sentences from several students.

Extension

With a **stronger class**, you could ask students to speculate about the past as well as the present and future. Remind them that to do this they can use modals with *have + past participle* (e.g. *The Government must have announced cuts in spending*).

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can use modals and other expressions to say that something is possible, probable or certain.*

4C Culture

Religion and politics

LESSON SUMMARY

Reading: an article about Northern Ireland

Vocabulary: compound nouns related to political protest

Listening: a conversation about Northern Ireland

Speaking: summarising a text

Topic: Knowledge of English-speaking countries, State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 3 orally as a class and omit extensions.

LEAD-IN 3-4 MINUTES

- Ask: *What four countries make up the United Kingdom?* (England, Scotland, Wales, Northern Ireland) *What about the southern part of Ireland?* (It is an independent country, the Republic of Ireland, or Eire.)
- Draw a rough map of the UK, including the whole of Ireland, on the board. Invite students to come and draw in the borders between the countries and to identify the capital cities of England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast) and the Republic of Ireland (Dublin).

Exercise 1 page 39

- In pairs or small groups, students exchange information about the politics of Ireland.
- Get feedback from the class. Use this discussion to introduce the words *Catholic*, *Protestant* and *partition*.

Culture note – Ireland

Opposition to British rule has a long history in Ireland. Especially in the seventeenth century, rebellions against English rule were brutally suppressed, and it was at this time that many Protestant colonists moved into Ireland, enjoying rights and access to power and wealth that were denied to the Catholic majority. In 1801, Ireland was merged with the United Kingdom, to be ruled directly from Westminster. Nationalist uprisings in the early twentieth century finally led to Irish independence and the Republic of Ireland today is a mainly Catholic country. However, the northern part of the island, with its Protestant majority, wished to remain part of the UK, and this led to partition. The resulting 'Troubles' that flared up in the 1960s divided Northern Ireland in a violent struggle between mainly Protestant unionists (people who wish to remain part of the UK) and mainly Catholic republicans (people who wish to break from the UK and become merged with the Republic of Ireland). Some outbreaks of violence continue to this day.

Exercise 2 page 39

- Go through the words together and check students' comprehension. Practise the pronunciation of *riot* /'raɪət/, *rioter* /'raɪətə/, *shield* /ʃi:ld/ and *weapon* /'wepən/.
- In pairs, students describe the photo. Encourage them to use some of the modals from lesson 4B.

Exercise 3 1.32 page 39

- Play the recording while students read the text.
- Students find the information. Check answers as a class.
 - a Ireland gained its independence.
 - b There were demonstrations, violence and rioting in Northern Ireland.
 - c The British Army was sent into Northern Ireland.
 - d The Irish Republican Army (IRA) attempted to murder the British Prime Minister.
 - e The IRA agreed to give up its armed struggle.

Extension

As you check answers, ask further comprehension questions:

- Independence from which country?* (the UK)
- Were Catholics in the minority or in the majority in Northern Ireland?* (in the minority)
- Which side in the conflict was opposed to the presence of the British army, do you think?* (the Catholics / the Republicans)
- What does IRA stand for?* (Irish Republican Army)
- Were the victims of violence Catholic or Protestant?* (both)

Exercise 4 page 39

- Pre-teach *aggrieved* (discontented or angry because you feel you have been treated unfairly).
- Students read the text again and answer the questions.
 - 1 two thirds
 - 2 Because they were less well off than the Protestant community and were often excluded from public office.
 - 3 To restore law and order after rioting had broken out.
 - 4 To have a united Ireland, totally independent of the UK.
 - 5 over 3,500 people

Exercise 5 page 39

- Students complete the expressions and then check against the text.

- Focus on the expressions in context and elicit translations to explain what they mean.

1 rights 2 civil 3 group 4 peace 5 struggle

Language note

- The word *civil* comes from a Latin word meaning 'citizen'. So *civil rights* (closely connected to *civil liberties*) are the rights that every citizen in a society has, e.g. the right to vote, to live free from discrimination, to follow their own religion, etc. *Civil unrest* is some form of disturbance by a group of people who are reacting or protesting against something they see as a social problem.

Exercise 6 page 39

- Write the speakers' names, *William* and *Niamh*, on the board. Explain that they both come from Northern Ireland.
- Pre-teach *Union Jack* (the name of the British flag). Also pre-teach *faith* (religious belief) and elicit the meaning of *faith school* (a school that identifies itself with a particular religion and may be run by officials belonging to that religion).
- Play the recording. Students listen for the general position of each speaker.
- Check the answer and ask: *Which speaker wants this?* (*Niamh*) *Is she Catholic or Protestant?* (Catholic)

Audioscript 1.33 page 39

William I remember going on Protestant marches when I was a little kid, and watching the bands, and waving a Union Jack. It was a lot of fun. My granddad, who died a few years back, was a police officer and so was my uncle. But he was killed back in the 80s by Republican terrorists. That was a terrible time for my mum and dad. My parents think that Northern Ireland should remain part of the UK, and I'm of the same opinion. But you know, as I grew up I realised that the labels we give each other do a lot of harm. I can see now that dividing people into those who want Ireland to be united and those who want Northern Ireland to stay part of the UK isn't helpful. It divides the two communities and stops us from getting to know and understand each other. I've decided that I don't want to be part of religious intolerance any more. We need to break out of the mindset where we view people from the other community as the enemy. It isn't easy, though, and it'll take a long time.

Niamh I'm glad that the IRA have given up their weapons because you get nowhere by shooting and bombing. But I come from a nationalist family, and I'd like to see a united Ireland. The island of Ireland should never have been divided into two parts. But I think we should try to achieve reunification by peaceful means. The other thing that really needs to change in Northern Ireland is the education system, because most Protestants and Catholics go to separate schools. They don't mix. About nine out of ten children in Northern Ireland go to faith schools. You can spend your entire childhood without having a conversation with someone from the other faith community. Until that changes, it'll be very difficult to heal the divisions in our society. I'm going to send my kids to an integrated school – one that both Protestants and Catholics go to, for sure.

Sentence b is correct.

Exercise 7 1.33 page 39

- Give students time to read the sentences. Ask them to pencil in *T* or *F* for any sentences that they feel fairly sure about.
- Play the recording again. Students complete the task.
- Check answers as a class and ask students to correct the false statements.
- Ask: *Do William and Niamh agree about anything?* (Yes, they both want to get rid of the division between the two communities so that people can get to know and understand each other.)

1 *T* 2 *F* (Only one relative, his uncle, was killed.) 3 *F* (He wants to break out of that mindset.) 4 *F* (She is glad they did this.) 5 *T* 6 *F* (She will send them to an integrated school.)

Exercise 8 page 39

- Make sure students understand that the object of this exercise is not to reproduce large parts of the text word for word, but to select the essential information and summarise it in their own words.
- Students read the text again to select and memorise the most important information. With a **weaker class**, allow them to make brief notes of dates and other figures.
- In pairs, students take it in turns to summarise the text.
- Ask some students to present their summaries to the class.

Extra activity

In place of class feedback, ask students to write a one-paragraph summary of the text, without looking at their books. Working in new pairs, they exchange and read each other's work. Tell them to correct any factual or grammatical errors they see and to point out any important information that their partner left out.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about the history of Northern Ireland and its present political situation. I have learnt words related to political protest.*

4D Reading

Freedom of speech

LESSON SUMMARY

Reading: opinions on free speech and freedom of the press

Vocabulary: words with the suffixes *-ism* and *-ist*

Listening: a song by John Lennon

Speaking: expressing and justifying opinions

Topic: State and society, People

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 6 as a class discussion.

LEAD-IN 3–4 MINUTES

- Write the following quotations on the board:
Freedom means you are unobstructed in living your life as you choose. Anything less is a form of slavery. (Wayne Dyer, American author)
True individual freedom cannot exist without economic security and independence. (Franklin D. Roosevelt, US President)
You have freedom when you're easy in your harness. (Robert Frost, American poet)
Freedom is just Chaos with better lighting. (Alan Dean Foster, American author)
- In small groups, students discuss what the quotations mean and whether or not they agree with them.
- Get feedback from one or two groups and encourage class discussion.

Exercise 1 page 40

- In pairs, students discuss the questions.
- Elicit a number of different views on this subject.

Exercise 2 2.02 page 40

- Go through the task and the example together.
- Play the recording for students to listen to while they read the article.
- Students complete the task individually and then compare answers in pairs.

Jane Simmons: Governments have the right to censor information and restrict free speech ... for the prevention of disorder or crime.

Peter Greenwood: ... we should limit people's rights to express racist, sexist, ageist or homophobic views. The lesson is: be intolerant of intolerance.

Annie Thatcher: The press must not invade people's privacy, ... without clear evidence that they are true.

Exercise 3 page 41

- Focus on the photos and ask students what they show. Use the second photo to pre-teach *censor* (to remove the parts of a book, film / movie, etc. that are considered to be offensive, immoral or a political threat) and *censorship*.
- Go through the Exam tip together.
- Students read the text and complete the task.

1 d 2 d 3 a 4 a 5 b 6 d

Extra exercise

Ask students to find a word in the text for the following definitions.

- (a) *horrible, repulsive* (abhorrent – paragraph 1)
- (b) *rude in a way that causes you to feel upset, insulted or annoyed* (offensive – paragraph 2)
- (c) *to prevent something from being expressed* (stifle – paragraph 3)
- (d) *unwillingness to accept views or ways of living that are different from your own* (intolerance – paragraph 4)
- (e) *to publicise secret information* (leak – paragraph 5)
- (f) *something that affects a situation or people's lives in a way that they do not want* (intrusion – paragraph 6)

Exercise 4 page 41

- Go through the *Learn this!* box together.
- Students find the words in the text and add the suffixes.
- Make sure students understand that the words ending in *-ist* can be either a noun (a type of person) or an adjective (describing a person or their beliefs / behaviour). Explain that there is a noun form with *-ism* (a set of beliefs) for all of these words.

1 activist – 2 2 liberalism – 1 and 3 3 racist – 2 4 sexist – 2
5 ageist – 2 6 fascist – 2 7 journalist – 4 8 terrorism – 1

For further practice of Suffixes *-ism* and *-ist*, go to:

Vocabulary Builder 4.3 page 137

- 1 2 vandal 3 atheist 4 extremist 5 pessimist
6 capitalist 7 socialist 8 patriot 9 nationalist
- 2 1 atheism 2 patriot 3 extremist 4 pessimism
5 feminism 6 vandal 7 nationalist 8 capitalism
9 socialism

Exercise 5 page 41

- Give students time to think about and give a score to each of the statements. Tell them to make brief notes of reasons that justify their opinions. Do not ask them for their answers at this stage.

Exercise 6 page 41

- In groups, students compare and discuss their opinions.
- For each statement, ask a group to give their most representative score and to report on areas of disagreement. Encourage other students to respond with their opinions.

Exercise 7 2.03 page 41

- Write the name *John Lennon* on the board and ask students to say what they know about him.
- You may want to pre-teach *heaven* and *hell* before students listen.
- Give them a few moments to read through the song lyrics and tell them they need to listen for one word for each gap.
- Play the recording twice. Students write the missing words.
- Check answers as a class. Then play the recording again and encourage students to sing along if they want to.

1 heaven 2 sky 3 countries 4 die 5 peace 6 dreamer
7 world 8 possessions 9 hunger 10 sharing

Culture note – *Imagine*

John Lennon, formerly a member of The Beatles, wrote and recorded *Imagine* in 1971, shortly after the break-up of the band, and nine years before he was shot dead by a gunman in New York. It was the most commercially successful of all his post-Beatles recordings.

Exercise 8 page 41

- In pairs, students discuss the questions.
- Ask some pairs to share their opinions with the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand and react to a text presenting opinions on freedom of speech. I have learnt how to use words with the suffixes -ism and -ist.*

4E Grammar

Future continuous and future perfect

LESSON SUMMARY

Grammar: future continuous and future perfect

Listening: a conversation about the future consequences of a train journey

Speaking: making predictions about specific times in the future

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercises 2 and 3 together as a class. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- To revise simple predictions with *will*, write the following topics on the board: *In my home*, *At our school*, *In my country* and *Abroad*. For each topic, ask students to make a prediction about something they think will happen during the next seven days.
- In pairs, students tell each other their predictions. Ask some students to tell the class what their partner has said.

Exercise 1 page 42

- Ask a student to read the text aloud.
- Discuss the questions with the class.

Culture note – School councils

Most schools in the UK have a school council – a group of students who are elected to represent the views of all students in the school. The council meets, usually with a teacher present, to discuss problems, plan events and make proposals about improving the school.

Exercise 2 page 42

- Revise the form of the future continuous (*will be + -ing*) and the future perfect (*will have + past participle*). Write an example sentence for each of these tenses on the board, e.g. *This time next year I'll be studying at university. This time next year I'll have started my university course.*
- Go through the first two rules in the *Learn this!* box together.
- Teach the form of the future perfect continuous (*will have been + -ing*) and add a further example to the ones on the board, e.g. *This time next year they'll have been living there for thirty years.*
- Go through the third rule.

- Students underline the examples of the tenses in the text.

Future continuous: *we'll (all) be wearing; We'll be meeting*

Future perfect: *we'll have made*

Future perfect continuous: *we'll have been running*

Exercise 3 page 42

- With a **stronger class**, students can work in pairs to discuss the differences and translate the sentences.
- With a **weaker class**, go through the sentences together. Focus on sentences 3 and 4 and ask concept questions, e.g. *Is the film on now?* (no) *Is it on already?* (no) *Do you know when it will start?* (3: no; 4: yes, at three o'clock) *Will we be watching the film at four o'clock?* (3: no; 4: yes) *Do you know when the film will finish?* (3: not exactly, but some time before four o'clock; 4: no)
- **Fast finishers** can be asked to write their own example sentence for each of the three tenses.

For further practice of Future continuous, future perfect simple and future perfect continuous, go to:

Grammar Builder 4.2 page 122

- 1 He'll be having breakfast
 - 3 He'll be taking the bus to school / He'll be going / travelling to school on the bus
 - 4 He'll be arriving at school
 - 5 He'll be having a maths lesson
 - 6 He'll be playing football
-
- 2 I will have known
 - 2 I will have been working
 - 3 I will have passed
 - 4 I will have washed up
 - 5 I will have been living
 - 6 I will have been playing
 - 7 I will have started
 - 8 I will (she) have taken

Exercise 4 page 42

- Students read the *Learn this!* box. Point out that this use of the future continuous goes with use 1a in the previous box.
- Students write the questions using the future continuous.

- 1 What time will you be leaving school?
- 2 What will you be doing this evening?
- 3 Who will you be seeing at the weekend?
- 4 Where will you be going for your next holiday?
- 5 What will you be wearing to school tomorrow?

Exercise 5 page 42

- In pairs, students ask and answer the questions.

Exercise 6 page 42

- Tell students they are going to hear a phone conversation between a young man called Sam and his father.
- Play the recording. Students listen and answer the question.

Audioscript 2.04 page 42

Dad Hello, Sam.

Sam Oh, Dad, where are you? It's five o'clock. You were supposed to be here hours ago.

Dad I'm still on the train.

Sam Oh no, really?

Dad Yes, the train was 40 minutes late, then we were delayed for two hours outside Leeds.

Sam Oh, dear, I'm really sorry.

Dad Anyway, we'll be arriving in Birmingham soon.

Sam Birmingham? But you must have been on the train for hours!

Dad Yes, about five hours. By the time I arrive home I'll have been travelling for eight hours.

Sam Will you be wanting something to eat when you arrive?

Dad No, don't worry, I won't be hungry. I'll have eaten.

Sam Can you get something to eat on the train?

Dad Yes, I'll go to the buffet car.

Sam OK ... I hope you won't be too tired for tomorrow.

Dad Me too. But don't worry, by tomorrow afternoon the wedding will be over. By five o'clock, we'll be sitting down to a lovely meal.

Sam I'm very nervous.

Dad Sam, everyone gets nervous about their own wedding. Everything's going to be fine.

Sam OK, but hurry up and get here. I need my dad!

Sam will have got married. / Sam's wedding will have taken place.

Exercise 7 2.04 page 42

- Tell students to read and try and remember the missing words.
- Play the recording again, pausing where necessary to give students time to write. Check answers as a class.

1 be arriving 2 have been travelling 3 be wanting 4 have eaten 5 be sitting

Exercise 8 page 42

- Students complete the task individually. With a **weaker class**, you may want to elicit the verb needed for each sentence before students think about the tenses.
- Check the answers as a class.

1 will have found 2 will have spread 3 will be speaking
4 will be living 5 will have melted 6 will be going

Exercise 9 page 42

- In pairs, students give their opinions. Monitor to check that they are using future tenses correctly.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can use future tenses with 'will' correctly. I can make predictions and talk about expectations.*

4F Speaking

Role-play: agreeing and disagreeing

LESSON SUMMARY

Listening: a discussion about organising a protest

Vocabulary: expressions for persuading and responding to persuasion

Speaking: planning a campaign

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and the listening stage in exercise 7. The Grammar Builder activity can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask the class for examples of demonstrations that have taken place recently, either in their country or abroad.
- Ask: *What were people demonstrating about? Do you agree with them? Do demonstrations get results?* Elicit students' opinions.

Exercise 1 page 43

- Explain any words in the list that students do not know. Pay attention to the pronunciation of *placard* /'plækɑːd/.
- In pairs, students describe the photo. Encourage them to speculate about the location, the demonstrators and the reason for their demonstration.

Exercise 2 page 43

- Read out the task. You might like to specify a particular town that students will be familiar with, so that they can visualise the setting and talk in specific detail about it.
- Give students two or three minutes to brainstorm ideas.
- Elicit their ideas and write them in note form on the board.

Exercise 3 page 43

- Play the recording. Students listen for four objections.
- Ask them which of the ideas on the board match those expressed in the recording.

Audioscript 2.05 page 43

Emma Have you seen this article in the paper, Ollie? They're going to build a massive car park in the town centre.

Ollie Really?

Emma Don't you think it's awful?

Ollie Um, well ... Why?

Emma The town centre is already congested enough. We don't want even more cars coming in.

Ollie No, I suppose you're right.

Emma And it'll just cause more pollution. They should be encouraging people to use public transport.

Ollie Where are they going to build it?

Emma Next to the school.

Ollie That isn't very sensible, is it? It'll make the roads around the school even more dangerous.

Emma It says here it's going to be four storeys high!

Ollie Four storeys! That's massive! It'll look awful.

Emma Yes, it'll be an eyesore. It says here they expect a lot of objections from residents. We should object.

Ollie Yes, I agree.

Emma The council meets in a month's time so we need to move quickly. Let's meet up this evening and work out a plan of action.

Ollie I can't. I'm going out this evening.

Emma What about tomorrow evening?

Ollie Fine.

Emma I'll ring Jane and get her involved.

Ollie Good idea. She's great at this sort of thing.

Exercise 4 2.05 page 43

- Students read the sentences and write down what they expect the verb forms to be.
- Play the recording again. Students confirm or correct their answers.
- Check answers as a class.

1 're going to build 2 meets 3 'm going 4 'll ring

Exercise 5 page 43

- Give students one minute to complete the matching task.
- Check answers as a class.

1 c 2 b 3 a 4 d

Extension

Point out that there are several predictions with *will* in the conversation (*It'll cause more pollution, It'll look awful, etc.*). Ask students if they can remember another form for predictions, when the speaker is very sure of a future outcome on the basis of present evidence (*going to*). Elicit one or two example sentences.

For further practice of Future forms, go to:

Grammar Builder 4.3 pages 122-123

1 a 2 b/c 3 b 4 a/c 5 c 6 a/c 7 a/b/c 8 b
9 b/c 10 b/c

Exercise 6 page 43

- Students read the list. Tell them that the first time they listen, they should focus on the actions and put a tick (agreement) or a cross (rejection) next to each one they hear.
- Play the recording. Students complete this part of the task. With a **weaker class**, you may want to check the answers before students listen again. Note that number 7, *put up posters*, is not mentioned in the conversation.
- Play the recording again, pausing briefly where necessary to allow students time to write. Students focus only on the rejected actions and note down the reasons.

Audioscript 2.06 page 43

Emma OK, we need a plan of action. What do you suggest we do?
Jane Well, first of all, I think we should write letters of protest.
Ollie Who to?
Jane To the town council. They are the ones who will give permission for the car park to go ahead. And to the local newspaper.
Emma Yes, and we could always write to our Member of Parliament too.
Ollie OK. Good plan. Shall we all write?
Jane Yes, the more letters they get, the better.
Ollie I know, why don't we organise a march?
Jane I'm not sure about that. It would be difficult to organise.
Ollie The big advantage of a march is that it would involve hundreds of people and attract a lot of attention.
Jane I see what you're saying, but it would be a huge amount of work and it would involve the police.
Emma Here's an idea. What about a rally? That'd be much easier to organise and we could hold it outside the school.
Ollie OK, let's agree on that. Emma, can you start thinking about that, then?
Emma Sure. We'll need to make placards for the rally, and also hand out leaflets.
Jane OK. I'll get started on those.
Ollie What else can we do?
Jane Well, we could draw up a petition.
Emma That's not a bad idea, but I don't think there's time for that.
Ollie Wouldn't it be better to put a petition on the Internet? We could set up a website.
Emma Maybe, but I still think there won't be time.
Jane And it'd be a lot of work.
Ollie I guess you could be right.
Jane The other thing we should do is contact the media.
Emma Yes, absolutely. We need to fix a date and time for the rally and let the local paper and radio station know, so that they send reporters and photographers along on the day.
Ollie Shall I do that then?
Emma Yes, please.
Ollie Good. That's decided then.

Things they decide to do: 2, 4, 6, 8, 9

Things they reject: 1 (not enough time), 3 (difficult to organise, a huge amount of work, police involvement), 5 (not enough time, a lot of work)

Exercise 7 2.06 page 43

- Working individually, students complete the phrases. Check understanding and answers as a class.
- Play the recording again. Students mark the phrases they hear in order to isolate the ones that are not used.

1 advantage 2 it 3 Don't 4 Maybe 5 right
6 persuaded 7 agree 8 decided
3 and 6 are not used.

Exercise 8 page 43

- Point out that in exercise 6, *protest* is used as a noun.
- Model and practise the pronunciation for both parts of speech. For the verb form, make sure students produce the /ə/ sound in the unstressed first syllable.

Noun: protest; Verb: protest

For further practice of Variable stress, go to:

Vocabulary Builder 4.4 Audioscript 2.07 page 137

1 2 import, verb (import = noun) 3 permit, verb (permit = noun) 4 increase, noun (increase = verb) 5 produce, verb (produce = noun) 6 protest, noun (protest = verb) 7 record, noun (record = verb) 8 suspect, verb (suspect = verb)
2 1 increase 2 record 3 protesting 4 suspect
5 imports 6 produces

Exercise 9 page 43

- Go through the instructions together.
- In groups, students choose an issue and plan their protest, using language from exercises 6 and 7. Monitor the activity, helping with ideas and vocabulary as necessary.
- Ask some groups to present their plans to the class. Encourage others to comment and add their own ideas.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can use appropriate verb forms to talk about the future. I can discuss and agree on a plan of action.*

4G Writing analysis

Formal letter: letter of protest

LESSON SUMMARY

Reading: a letter of protest to a local council

Vocabulary: formal language for a letter of protest

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit extensions.

LEAD-IN 3-4 MINUTES

- Ask students: *How do you usually communicate with people in writing? Do you ever receive or write letters?*
- Tell students to look quickly at the letter on page 44 and ask: *When might you need to write a formal letter?* In pairs, students make a list of occasions (e.g. to apply for a job; to request information; to request some form of action to be taken by a business or government department; to make a complaint to an organisation; in a job, to communicate with clients or other businesses).

Exercise 1 page 44

- Focus on the salutation (*Dear Mrs Jones*) and the sign-off (*Yours sincerely*) for this question.
- If necessary, explain that we write *Dear Madam* if we do not know the recipient's name but we do know she is a woman, whereas if we know he is a man, we write *Dear Sir*. If we do not know whether the recipient is male or female, we write *Dear Sir / Madam*.

She would start with *Dear Madam* or *Dear Sir / Madam* and end with *Yours faithfully*.

Extension

Write these phrases for ending a letter on the board:

a Kind regards, b Yours faithfully, c Bye, d Best wishes, e Love, f Yours sincerely, g All the best.

Ask students to put them in order from 1 (most formal) to 7 (most informal).

(Possible answers)

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

Exercise 2 page 44

- Students read the letter and answer the questions. They can compare answers in pairs before you check as a class.
- 1 They are planning to close the public library at the end of the year.
 - 2 three
 - 3 They research homework assignments and projects there.
 - 4 It will have a bad effect, as many of these people will lose their only source of reading matter.
 - 5 They drop in to read newspapers and meet friends.
 - 6 She requests them to keep the library open.

Exercise 3 page 44

- Go through the five lists together.
- Students find the examples in the letter, ignoring the numbered gaps in the lists for the moment. Tell them to pay particular attention to the parts of the letter where each set of phrases could be used.

I am writing to protest against ...; I am particularly concerned about ...; In addition, ...; It is important to recognise that ...; The fact is that ...; ... is bound to adversely affect ...; Furthermore, ...; The consequences of ... will be very damaging ... It is for these reasons that I think ...

Extension

Focus on the phrases that are not used in June's letter. Ask students to expand each one into a full sentence that could be used in a letter of protest against the library closure.

Exercise 4 page 44

- Students add the phrases a–e to the lists in exercise 3.

Opening the letter: c

Introducing your reasons for protesting: b

Making a point forcefully: a

Describing ill effects: e

Requesting action: d

Exercise 5 page 44

- Ask students to refer back to the letter to complete the tip.

1 your address 2 receiver's address 3 the date 4 Sir
5 sincerely 6 informal 7 abbreviations 8 exclamation
9 name

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I have learnt expressions for writing a formal letter of protest.*

4G Writing task

Formal letter: letter of protest

LESSON SUMMARY

Reading: a news article about a new retail development

Writing: a letter of protest

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 2–3 MINUTES

- To quickly revise the structure and layout of a formal letter, draw an empty page on the board. Then draw in rectangles to represent the elements of the letter: addresses, date, *Dear ...*, first paragraph stating the reason for writing, paragraphs setting out each point, last paragraph summing up and requesting action, *Yours ...*, handwritten signature, printed name.
- Elicit what goes in each part of the letter.

Exercise 1 page 45

- Ask students to look at the photo and make sure they understand what a *retail park* is (an area containing a group of large shops / stores, located outside a town).
- Ask individual students to describe the photo. The others can add any details or comments they wish.

Exercise 2 page 45

- Give students time to read the text. Elicit or explain the meaning of *on the outskirts* (the parts of a town or city that are furthest from the centre), *greenfield site* (an area of land that has not yet had buildings on it, but for which building development may be planned) and *retailer* (a business that sells goods to the public).
- Students complete the task individually and then compare answers in pairs.

- 1 They have to decide whether or not to approve plans for a retail park on the outskirts of Aylesmarsh.
- 2 Harrington plc (a property developer)
- 3 The park will be 200 hectares and cost £20 million.
- 4 It will create hundreds of jobs and attract major retailers to the area.
- 5 It will have a bad effect on the shops in the town centre and it will destroy the natural environment.

Exercise 3 page 45

- Go through the task together and elicit the answer to the question. Make sure students understand that they should write a separate paragraph for each of their two objections.

four paragraphs

Exercise 4 page 45

- Students write their first paragraph. Remind them that this should be a general statement of one or two sentences only.

Exercise 5 page 45

- In pairs, students discuss what to write in the next two paragraphs. Point out that this is the most important part of the letter – they will need to come up with clear objections supported by convincing reasons.

Exercise 6 page 45

- Working individually, students write the two paragraphs.

Exercise 7 page 45

- In pairs again, students discuss the possible content of this paragraph.

Exercise 8 page 45

- Students complete their letter. When they have finished, they check their work using the checklist. You could ask them to exchange letters with their partner to get comments and possible corrections, before they write their final version using the correct layout.

Extension

If your class has access to computers, ask students to key in their letter and print it out. Alternatively, they can do this as homework.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can plan and write a letter of protest.*

Language Review / Skills Round-up

3–4 Language Review

Exercise 1 page 46

- 1 praising, for 2 boasting, to 3 warning, about
4 confiding, in, about 5 telling, for

Exercise 2 page 46

- 1 Who did Keira go to Spain with? / Who went to Spain with Keira?
2 How long did they stay in the hotel?
3 What were they unhappy about?
4 Who did they complain to?
5 What did he tell the maid off about?

Exercise 3 page 46

- 1 and harder 2 the most 3 near as 4 can 5 the less

Exercise 4 page 46

- 1 shall we 2 shouldn't we 3 have you 4 did they 5 will you

Exercise 5 page 46

- 1 take part in 2 gauge 3 tackle 4 influence 5 launch

Exercise 6 page 46

- 1 must 2 Chances 3 might 4 bound 5 won't

Exercise 7 page 46

- 1 a 2 b 3 b 4 b 5 a

Exercise 8 page 46

- 1 idea 2 sure 3 think 4 can 5 why

1–4 Skills Round-up

Exercise 1 page 47

Students' own answers

Exercise 2 page 47

Audioscript 2.08 page 47

Crowd Say no to Wesley's! Stop the superstore!

Daisy I wonder if I could give you this leaflet.

Stefan Yes, sure.

Daisy It's about the plans for a new superstore on this site.

Stefan OK. I'll read it later. Thanks.

Daisy Do you know about the plans?

Stefan Er ... no, I wasn't aware of them. But I haven't been living in this area for long.

Daisy Really? Where have you moved here from?

Stefan Lublin.

Daisy Dublin?

Stefan No, Lublin. It's in Poland. I'm Polish.

Daisy Your English is better than mine!

Stefan Thanks. Where are you from, then?

Daisy London. I'm English.

Stefan Oh. Sorry! I thought ... well, you don't look English. Your hair's very dark, and your eyes ... you could be Italian, or Spanish.

Daisy My mum is Spanish. I guess I take after her quite a lot ...

Spikey Hello, it's you. Our friendly banker ...

Stefan Well, I'm not exactly a banker ...

Spikey What was the name again?

Stefan Stefan.

Spikey That's right. Stefan.

Daisy You two know each other, then, do you?

Spikey Kind of. We met once.

Stefan Yes, outside the newsagent's. You're Spikey.

Spikey So, did you find a place to rent?

Stefan Yes, I did. It's a two-bedroom flat on Western Avenue. By this time next week, I'll have moved in.

Daisy That's just down the road from us!

Stefan You're one of the squashers, are you?

Daisy Pardon?

Spikey He means squatters.

Stefan Oh, yes, sorry – I always get that wrong.

Daisy Yes, I live in the same squat as Spikey. My name's Daisy.

Stefan Hi, Daisy. Pleased to ...

Spikey A two-bed flat in Western Avenue. Wow! How much does that cost you a month?

Stefan Oh, quite a bit ...

Spikey Were you passing? Or going into the shop?

Stefan Going in. I just want to buy some bananas.

Spikey That's the worst thing you can buy!

Stefan No, it isn't. I like bananas.

Spikey I mean, you know why bananas are so cheap, don't you?

Stefan Not really ...

Spikey They're cheap because the poor people who actually grow the bananas are paid almost nothing. Less than £1 a day.

Stefan That's wrong.

Daisy No, he's right. Look it up on the Internet.

Stefan I mean, it's wrong that people can work hard and earn less than £1 a day.

Daisy Oh, I see.

Stefan But if I don't buy bananas, how would that help them?

Daisy Well, one person can't make much difference. But what if everyone did the same? What if everyone stopped buying bananas?

Stefan I don't see how that would help them either.

Spikey Forget it, Daisy. You're talking to a banker. He's bound to disagree with you!

Daisy Oh, I don't know. I've won over harder cases than him before. My dad is a director of Wesley's supermarket, remember!

Spikey You didn't exactly win him over though, did you? In fact, he kicked you out of his house. That's why you're living in the squat!

Daisy True. But Stefan is more sympathetic to our cause, aren't you? Just give me a bit more time!

Stefan Well, I know where you live. Maybe I'll drop round after all – just to say hello.

Daisy Sure, whenever you like. Before you know it, you'll be joining us on our demonstrations!

Stefan Maybe. Anyway, I'd better go and buy those bananas now. See you around.

Daisy Bye.

Spikey Capitalist.

outside a shop

Exercise 3 2.08 page 47

- 1 b 2 a 3 c 4 b

Exercise 4 page 47

b

Exercise 5 page 47

- 1 F 2 T 3 T 4 F 5 T

Exercise 6 page 47

Students' own answers

Exercise 7 page 47

Students' own answers

Get Ready for your Exam 4

Reading

LEAD-IN 3-4 MINUTES

- Write *science fiction* on the board and elicit some examples of recent or famous science fiction films (e.g. *Blade Runner*, *ET*, *Close Encounters of the Third Kind*, *Star Wars*, *Minority Report*, *Brazil*).
- In pairs, students choose one science fiction film and discuss this question: *How is the world in the film different from the world we live in today?* You may want to write some prompts on the board, e.g. *buildings / transport / machines / wars and weapons / government / non-human life forms / the condition of humans*.
- Elicit answers about several different films.

Exercise 1 page 48

GET READY TO READ

- In pairs, students discuss the questions. They may need a dictionary for the word *android* (a robot that looks like a real human being).

Exercise 2 page 48

READING EXAM TASK - MATCHING SENTENCES TO TEXTS

- Focus on the task and ask: *What do you have to write in the gaps?* (the letters A-E) *Will you use all the letters from A to E?* (No, one sentence does not fit the text.)
- Remind students to read through the text and sentences for an overall understanding, before trying to fill the gaps. Tell them that if they cannot decide on an answer, they should move on and return to it later. When some sentences have been assigned, it will be easier to choose between the remaining options.
- Remind students to read again after deciding on the answers, to check that the text flows smoothly and makes logical sense.
- Check answers as a class. Ask students to say what thematic and grammatical links helped them to arrive at the answers.

1 B 2 A 3 E 4 C

Use of English

Exercise 3 page 48

USE OF ENGLISH EXAM TASK - WORD FORMATION

- Again, advise students to read the whole text before they focus on individual answers.
- Point out to students that the grammatical forms they will need to consider are nouns, verbs, adjectives and adverbs. Tell them to decide what kind of word is needed for each gap and then to think of the appropriate form of the word in brackets. Warn them that, depending on the context, they may have to use a negative form.
- Students complete the task.
- Ask them to compare answers in pairs and then check as a class.

1 latest 2 Unemployment 3 jobless 4 severely
5 inadequately 6 earnings 7 encouraging 8 Surprisingly

5 Technology

Map of resources

5A Vocabulary and listening

Student's Book page 49, Workbook page 39

Photocopiable Activity: 5A IT troubles (TRCD-ROM)

5B Grammar

Student's Book page 50, Workbook page 40

Photocopiable Activity: 5B A better fit (TRCD-ROM)

5C Culture

Student's Book page 51, Workbook page 41

Photocopiable Activity: 5C Technology and ethics (TRCD-ROM)

5D Reading

Student's Book pages 52–53, Workbook pages 42–43

Photocopiable Activity: 5D Cybercrime (TRCD-ROM)

5E Grammar

Students's Book page 54, Workbook page 44

Photocopiable Activity: 5E Passive forms (TRCD-ROM)

5F Speaking

Student's Book page 55, Workbook page 45

Photocopiable Activity: 5F Choosing a summer job (TRCD-ROM)

5G Writing

Student's Book pages 56–57, Workbook page 46

Photocopiable Activity: 5G Story telling (TRCD-ROM)

5 Review and Tests

Review 5–6 Student's Book page 68

Review 5–6 Workbook page 100

Photocopiable Activity: 5 How much can you remember? (TRCD-ROM)

Student Self-Test Sheets 5, 1–3 (TRCD-ROM)

Unit 5 Progress Tests & Short Tests (Test Bank CD)

Cumulative Test, Units 1–5 (Test Bank CD)

Get Ready for your Exam

Student's Book page 58

Workbook page 95 Exam Challenge

iTools Unit 5

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

5A Vocabulary and listening

Computing

LESSON SUMMARY

Listening: conversations between people

Vocabulary: computing verbs and phrases

Speaking: explaining a technological process

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- In groups, students think of three nouns connected with computers and write definitions for them without including the word itself.
- Groups take it in turns to read out their definitions. The other groups guess the words and write them down.
- Groups score one point for a good definition (awarded by you) and one point for each word that they guessed correctly. The group with the highest score is the winner.

Exercise 1 page 49

- Focus on the photos. Ask the questions and elicit a range of answers from the class.

Exercise 2 page 49

- Students work individually to complete the chart. If they are not sure of some of the answers, tell them to guess. Then ask them to compare answers in pairs.
- Check answers as a class.
- In pairs, students translate the phrases.

1 update 2 log on 3 post 4 join 5 download 6 upload
7 stream

Extension

Ask further questions to test comprehension, e.g.

- 1 Find: (a) two social networking sites (Facebook, MySpace) and (b) a site for sharing photos (Flickr).
- 2 What's the word for: (a) an Internet discussion site? (forum) (b) the information you present about yourself on a social networking site? (profile) (c) options that let you choose how you want the computer to act? (preferences)
- 3 What's the advantage of Wi-fi? (It lets you connect devices or get on the Internet without wires or cables.)
- 4 What's the difference between a downloaded film and a streamed film? (A downloaded film is transferred to your computer so you can watch it whenever you want to. You watch a streamed film while it is being transmitted; it is not stored permanently on your computer.)
- 5 What are your two favourite apps?

Exercise 3 page 49

- Tell students that the people in the conversations are all doing something on a computer.

- Play the recording, pausing after each conversation for students to find and write the appropriate phrase.
- Allow them to compare answers in pairs, and then play the recording again. Check answers as a class.

Audioscript 2.09 page 49

- 1 A Have you seen this video? It's gone viral over the past couple of days. It's hilarious.
B What's it called?
A It's just called *Man and dog*. Look, there have been over three million views.
B That's great! What are you typing?
A Just a comment.
B 'LOL – who says dogs are man's best friend?' Nice one! What have other people said? Let's scroll down and see what they've written underneath the video.
A Read that one!
B That's really unkind! He isn't that ugly. He just isn't the sort of man ...
- 2 A Which is your coffee?
B That one – with chocolate on top.
A OK. So ... what time does the museum open?
B I don't know. But you've got your phone – why don't you look online?
A I haven't got an Internet connection.
B You didn't enter the correct password.
A What is the password?
B I'm not sure. Try the name of the café: *Luigi*.
A No, that's not right either.
B Oh, wait. There's a sign over there. *Connectme* is the password, all one word.
A Thanks. Yeah, that works. Great, we're online ... What were we going to search for? I've forgotten.
- 3 A It's great – look. I just click on this button and I've ordered it. I don't need to key in my card details. Or my home address. It should arrive tomorrow.
B And it's got your new address and everything, has it?
A Oh no! We've just moved house! I forgot!
B What will happen? They'll deliver it to the old address?
A Yes – I need to change it quickly!
B Click on that button.
A OK. Password ... I need my password. What is it? Oh yes ...
B *Justin Bieber*. That's your password?
A Yes. Easy to remember! Now ... I just need to ... here. Name and address. I can change them ...
- 4 A Can we watch a video on your phone?
B Not right now. I'm in the middle of sharing some photos.
A Which ones?
B The ones I took at the end-of-term party. Look, this is a good one.
A What's that boy doing in the background?
B Which boy?
A That one. Zoom in so we can see him more clearly.
B Hang on. Oh dear. I don't think we want that photo on the website, do we? How do I stop it?
A Just swipe from left to right, then tap the red button with your finger.
B OK, it's stopped. Phew, that was close! Thanks for spotting it!
- 5 A How long do we have to wait before we can watch it?
B You can find out. Use the cursor to highlight the name of the film and then press the return key.
A OK. Wait a moment ... here we are.
B Let's see. Four hours and 53 minutes remaining. You're joking!
A We can't wait that long. How do we cancel the download?
B I'm not sure. Try pressing the delete key.
A That isn't working.
B Click on the back button, then.
A That doesn't work either.
B Fancy a game of cards?
A Yes, OK.

- 1 posting a comment 2 logging on
- 3 updating personal details 4 uploading photos
- 5 downloading a film

Exercise 4 page 49

- With a **stronger class**, ask students to read the list of verbs and use a dictionary to check any they do not know.
- With a **weaker class**, elicit translations of the verbs from the students where possible and translate the others for them.
- Students complete the task. Do not check answers yet.

Exercise 5 2.09 page 49

- Play the recording again. Students listen for the sentences and check their answers.
- Point out that we *press* a key on a keyboard or an on / off button. We *click on* something on the screen when using a mouse, but *tap* it (with a finger) when using a touchscreen. *Swiping* and *zooming in / out* are also done with the fingers on a touchscreen device, like a smartphone or tablet.

- 1 scroll down 2 search 3 key 4 Click 5 Zoom in
- 6 swipe, tap 7 highlight, press 8 cancel

Exercise 6 page 49

- Ask a student to read out the example. Ask: *Which topic is this?* (1). Draw attention to the clear steps in the explanation (*First ... Then ... Next ...*).
- To avoid repetition, tell pairs to consult and choose different topics, either 2 or 3. Give them time to think about the process and consider the language they will need.
- In pairs, students take it in turns to speak. When they have both finished, encourage them to comment on their partner's explanation. Was it clear and logical?

For further practice of Technology components, go to:

Vocabulary Builder 5.1 page 138

- 1 1 dial 2 aerial 3 lens 4 spring 5 switch 6 SIM card 7 bulb 8 cog
- 2 A circuit board, lens, microphone, microprocessor, SIM card, speaker, touchscreen
B (possible answers) aerial, antenna – a TV; blade – a knife; brake – a motorbike; bulb – a torch; cog – a car (gears); dial – a clock; fan – a computer; lead – a vacuum cleaner; motor – a car; plug – a dishwasher; pulley – a lift; spring – a bed; strap – a watch; switch – a washing machine; thermostat – a cooker
- 3 1 battery, blade, cog, motor, switch 2 fan, motor, plug, switch 3 battery, circuit board, lens, microphone, microprocessor, motor 4 blade, lead, motor, plug 5 axle, brake, bulb, cog, motor 6 dial, plug, switch, thermostat

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt verbs and phrases for actions using a computer. I can explain a process.*

5B Grammar

Passive: all forms

LESSON SUMMARY

Grammar: the passive

Reading: an article about 'magic mirrors'

Speaking: discussing ideas for innovations

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, restrict exercise 1 to a brief class discussion and omit extensions. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- Write these questions on the board: *How often do you go shopping for clothes? Where do you go? Do you enjoy it? Do you ever order clothes online? Why? / Why not?*
- In pairs, students ask and answer.

Exercise 1 page 50

- Give students a few moments to choose adjectives to complete the sentence.
- In pairs, students give their opinions.
- Ask students for a show of hands to find out if their answers were mainly positive or negative.

Exercise 2 page 50

- Students work individually to complete the sentences.

1 bought, returned 2 tried 3 introduced 4 done, closed

Exercise 3 page 50

- Give students a few moments to consider the form of the verbs and then elicit answers.

1 present perfect, present simple 2 present with modal *can*
3 present continuous 4 future with *will*, future perfect

For further practice of Passive: all forms, go to:

Grammar Builder 5.1 page 123

- 1 has been stolen 2 will have won 3 had been removed 4 were being fed 5 won't be completed 6 is being decorated 7 had been worn 8 was built
- 1 Paper was invented by the Chinese about 2,000 years ago.
2 The first computer program was written by Ada Lovelace.
3 Polonium and radium were discovered by Marie Skłodowska-Curie.
4 The world's first aircraft was built by the Wright brothers.
5 The first CD player was manufactured by Sony.
6 The first successful home computer was designed by the computer giant IBM.
7 Twitter was created by Jack Dorsey in 2006.
8 YouTube was bought by Google for \$1.65 million.
- 1 must be worn 2 must have been stolen
3 might be cancelled 4 should have been handed in
5 can be exchanged 6 could have been taken 7 can be used 8 can't have been recharged

Exercise 4 page 50

- Go through the *Learn this!* box together.
- With a **stronger class**, students rewrite the sentences on their own and then compare answers with a partner.

- With a **weaker class**, tell students to underline the active verbs. Emphasise that the passive form must keep the same tense, so the same auxiliaries and modals will be used again, sometimes with a change of singular or plural. Do the first sentence together as an example.
- Check answers as a class.

- The earth might be destroyed by a giant asteroid.
- Our theories about the universe are being tested at CERN.
- Gunpowder may have been invented by the Chinese.
- The Wi-fi network can be joined free of charge.
- The new Metro lines will have been completed by the time they hold the Olympics.
- (no passive form for the past perfect continuous)
- If your complaint had been received, you would have been notified.

Language note – Passive forms

The present and past forms are the only passive forms for modals; there are no continuous forms. We do not say ~~A bridge will be being built~~ or ~~The roads must have been being repaired~~.

Exercise 5 page 50

- Go through the *Look out!* notes and examples together.
- Tell students to read through the whole text before they complete it. For verbs without modals, remind them to look carefully at the context, and especially for time markers, e.g. *recently*, *a few seconds later*, *at the moment*, to determine the tense they need to use.
- Students can work in pairs to complete the text. Check answers as a class.

- have been installed 3 can be tried on
- is instantly scanned 5 is displayed
- are automatically calculated 7 has been / is done
- can be chosen 9 are superimposed 10 may be added
- is often needed 12 can instantly be shared
- will be / is posted 14 aren't often found
- are quickly being introduced

Language note – Position of adverbs

The position of adverbs of manner can vary; they can also be placed after the past participle, e.g. *The results will be checked thoroughly*. *Your measurements are calculated automatically*. In this position, the adverb has greater prominence or emphasis.

Extra exercise

Students re-read paragraph 2 of the text and then close their books. In pairs, they help explain how a magic mirror works.

Exercise 6 page 50

- In pairs, students discuss and agree on endings for the three sentences, preparing reasons to support their statements.
- Ask some pairs to read out their sentences and invite others to say if they agree or disagree.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can use passive verbs in all tenses and with modals.*

5C Culture

Designer babies

LESSON SUMMARY

Listening: people expressing opinions about designer babies

Reading: an article on testing to prevent genetic disorders

Speaking: discussing the ethics of testing for genetic disorders

Topic: Science and technology, Health

SHORTCUT

To do the lesson in 30 minutes, do exercise 3 orally with the class and keep exercise 5 very brief.

LEAD-IN 2-3 MINUTES

- Ask students to say what they can see in the photo and use it to teach *embryo* /'embri,əʊ/.
- Write *in vitro fertilisation* on the board and elicit a translation. Ask students to say what they know about this process (see the Culture note below).

Exercise 1 page 51

- Students complete the definition, using a dictionary where necessary.

1 fertilisation 2 genes 3 engineering 4 embryo
5 implanted

Culture note – IVF and designer babies

In vitro fertilisation (IVF) is a process by which an embryo is conceived outside a woman's body. Human eggs, taken from the woman, are fertilised and then implanted in the woman's uterus. IVF is now quite commonly used when natural means of reproduction have failed.

It is already possible to screen IVF embryos for many genetic diseases and also to test for gender so that one sex or the other can be selected.

The term *designer babies* is an extension of *designer clothes*. It is usually a derogatory expression.

Exercise 2 page 51

- Revise or pre-teach the words listed in exercise 3. Practise the pronunciation, paying special attention to *diagnosis* /,daɪəg'nəʊsɪs/, *laboratory* /lə'bɒrət(ə)rɪ/ and *technician* /tek'nɪʃ(ə)n/.
- Ask students which of these words they would expect to hear in comments on designer babies.
- Play the recording. Students listen and decide if each speaker is mainly for or mainly against designer babies. With a **stronger class**, you could also ask them to make brief notes on the points that the speakers make.
- Check answers as a class.

Audioscript 2.10 page 51

- 1 It can be dangerous if you allow parents to choose. I mean, a lot of societies don't really value girls as much as they value boys. So if you give parents a choice, they'll choose to have boys all the time – and then how will the human race survive? It's true of people everywhere, in all societies, that if you give them too many choices, they choose badly. Look at all the choices of food we have on offer, for example – and look how unhealthy our diet is! In the old days, we didn't have fast food and we were much healthier. We should keep it simple. I don't think a technological advance is the same as progress. Do you see what I mean?

- 2 It's all about money, isn't it? Clinics invent new techniques, then they patent them. And who can afford to take advantage? The rich – as usual. So we could end up with two types of human being. The rich will pay technicians to genetically improve their babies. And then there will be 'natural' humans, with all their physical problems and flaws. It will be a divided world. And that will cause all kinds of conflicts in the future. You can imagine huge wars taking place between the rich, genetically-advanced humans and the savage, violent underclass. I think I've seen a film about that, actually, so, you know, it isn't just my opinion.
- 3 I reckon in a few years' time, women won't get pregnant at all – nobody will be born in a natural way. I think all babies will be created in a test tube one day. The parents will specify exactly what kind of baby they want: hair colour, skin colour, height, intelligence ... It will be like ordering a new car – you can customise it! And pick it up when it's ready. I guess if that's where technology is heading, then what's the problem? We can't stop it so we had better make the most of it.
- 4 I can see why parents want to make choices – say, they've got three sons already and they really want a daughter – but really, it's not natural, is it? I don't think scientists should interfere with nature. We don't understand it well enough, for a start. Scientists only found out about DNA in the 1950s. It's still new technology, so we should be careful. What if an experiment created a gene that damaged the human race? My friend's dad is a scientist and he says that could really happen. We shouldn't experiment with human embryos. What if it goes wrong? We could accidentally change human DNA forever.
- 5 I think people are a bit frightened of science, aren't they? There's the typical image of a mad scientist in his laboratory. You know, Frankenstein's monster – scientists desperate to create artificial life at all costs. But I think the reality is very different. It's just ordinary parents who want the best for their children. I think it's just a medical procedure, like any other. I really don't think we should be scared of it – we should welcome it as an advance.

1 A 2 A 3 F 4 A 5 F

Exercise 3 page 51

- Students use words from exercise 2 to complete the six sentences from the recording. Do not check answers yet.

Exercise 4 2.10 page 51

- Play the recording again for students to check their answers.
- Elicit some of the other reasons that the speakers give for supporting or opposing the idea of designer babies.

1 advance 2 technicians 3 test tube 4 experiment
5 DNA 6 procedure

Exercise 5 page 51

- In pairs, students give their opinions on the statements. Keep the activity brief, as they will discuss this in exercise 8.

Exercise 6 2.11 page 51

- Give students one minute to read through the text, without worrying about the gaps. Ask them to say whether the writer is for or against some form of genetic engineering (for).
- Students focus on the gapped sentences and choose the correct words. If they are not sure of an answer, tell them to eliminate options that are definitely not correct and then make an intelligent guess. Remind them to re-read the whole sentence to see if it makes sense and flows well.
- Play the recording for students to check their answers.
- Ask students to decide between fact and opinion. Get them to pick out sections of the text that are factual (e.g. the first paragraph and the last part of the second paragraph).

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

It contains mostly opinion.

Exercise 7 page 51

- Students choose the correct summary.
- Ask them to say why the other two statements are not accurate. (a: The text says that the idea of selecting traits is not an issue, as the possibilities for doing this are very limited. c: The text says that we *should* be using technology if either of the *parents* has a serious genetic disorder.)

b

Extra exercise

Write the following statements about the text on the board. Students decide if they are true (T) or false (F).

The writer ...

- 1 *is making a case for altering human genes.* (F)
- 2 *believes parents should try not to pass on genetic diseases to their children.* (T)
- 3 *says that IVF should be compulsory for all parents with genetic disorders.* (F)
- 4 *supports parents' rights to choose the features they want their baby to have.* (F)
- 5 *believes that people's objections to genetic engineering are not based on reason.* (T)

Exercise 8 page 51

- In pairs, students discuss the statements.
- Ask some students to share their opinions with the class and encourage class discussion.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand arguments for and against genetic engineering. I can express my opinion on this issue.*

5D Reading

Jailbreakers

LESSON SUMMARY

Reading: an article about teenage 'jailbreakers'

Vocabulary: words connected with cybercrime

Speaking: presenting opinions about cybercrime

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 6 and 7 as a class discussion without the pairwork stage. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- Write the word *hacking* on the board and ask students to explain what it means (getting into someone's computer system without permission).
- Ask: *What motivates people to go in for hacking?* Tell students to discuss this in pairs and then elicit their answers. Students may know about 'black hats', whose motivation is personal gain or a desire to cause disruption, and 'white hats', who may be employed by companies to test their security.

Exercise 1 page 52

- Explain the meaning of *poacher* (a person who illegally hunts birds, animals or fish on somebody else's property) and *gamekeeper* (a person whose job is to take care of wild animals and birds on private land so that they can be hunted). Explain, if necessary, that *game* in this context means 'wild animals that are hunted for food or sport'.
- In pairs, students discuss the questions.

The person has stopped illegal hacking and is using their knowledge to prevent it, e.g. by testing and improving computer security systems or by helping the police to identify hackers.

Exercise 2 page 52

- Students read the questions. Ask them to predict what is meant by *jailbreaker* in a computing context. Check the meaning of *unauthorised* (without official permission).
 - Students skim-read the text and then scan to find the information.
- a Jailbreakers ... write code which removes the manufacturers' restrictions on everyday devices like smartphones and games consoles.
 - b DarkMalloc, chronic, ih8sn0w, Geohot, Comex
 - c Barrel, Multiflow
 - d Apple, Sony, Facebook

Exercise 3 2.12 page 54

- Go through the Exam tip together.
- Give students a few minutes to read the text without paying attention to the gaps, and then to read sentences A–H.
- Remind them to underline key words in sentences A–H, and in the sentences before and after the gaps in the text.
- Students complete the task and compare answers in pairs.
- Play the recording for students to check their answers.
- Ask them to identify content and grammatical links that helped them arrive at the correct answers.

1 E 2 H 3 B 4 G 5 A 6 C

Exercise 4 page 53

- Students read the text and answer the questions.
- 1 Because they do not commit criminal acts.
 - 2 His jailbreaking discovery drew interest from big names in the hacking scene and this Internet exposure attracted people to invest in his new software company.
 - 3 He wanted to write apps for his iPhone, but was too young to sign up to Apple's official iPhone development program.
 - 4 Because most people who use his apps have pirated versions that they haven't had to pay for.
 - 5 Because he now knows more than most of his teachers.
 - 6 They have been recruited by big companies.

Extra exercise

Put students in pairs, A and B. Assign the first three paragraphs of the text to Student A and the rest to Student B. Students use a dictionary to check the meaning of unfamiliar words in their section of the text. Then they take it in turns to test each other by giving a definition in their own language and identifying the paragraph. Their partner has to find the English word.

Exercise 5 page 53

- Students complete the chart and then check their answers by looking at the text.
- Explain that the verb *hack* is used with *into*, e.g. *to hack into a computer / a network / a phone*, etc.

1 **hack** 2 **hacker** 3 **jailbreaking** 4 **jailbreaker** 5 **piracy**

For further practice of Crime, go to:

Vocabulary Builder 5.2 page 138

- 1 1 **arsonist** 2 **blackmail** 3 **burglar** 4 **drug dealer**
5 **forge** 6 **fraud** 7 **hacker** 8 **hijack** 9 **kidnapper**
10 **joyrider** 11 **mugging** 12 **murder** 13 **rape** 14 **rob**
15 **shoplifter** 16 **theft** 17 **trafficker** 18 **vandalism**
- 2 1 **convicted** 2 **sentenced** 3 **pleaded** 4 **jury**
5 **verdict** 6 **trial** 7 **acquitted** 8 **found** 9 **evidence**
10 **witnesses** 11 **alibi** 12 **question** 13 **offences**
14 **accused** 15 **issued** 16 **arrest**

Exercise 6 page 53

- In pairs, students discuss the descriptions and rank them in order, giving reasons. Tell them to come to an agreement if possible. Remind them of language for compromising or agreeing on page 43 of the Student's Book.

Exercise 7 page 53

- Ask a pair to read out their list, and write it on the board. Go through it, asking if everyone agrees with the ranking. Have a class discussion and try to reach an agreement.
- If some points of disagreement remain, have a class vote to find out the majority opinion.

Exercise 8 page 53

- In pairs, students choose one of the topics and prepare a presentation. They should announce their general position on the topic clearly at the start and go on to present two or three arguments supported by examples. Tell them to make notes and to decide beforehand who will say what.

Exercise 9 page 53

- Pairs give their presentations to the class. Encourage them to use their notes as little as possible.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand an article about jailbreaking. I can talk about cybercrime.*

5E Grammar

Use of the passive

LESSON SUMMARY

Grammar: the passive

Speaking: asking questions using the passive

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Revise passive forms by writing this chart on the board:

Nicholas Allegra	was	installed	by 3.5 million people.
IVF embryos	have been	developed	by Charles Darwin.
The Theory of Evolution	is	employed	in some UK stores.
Magic mirrors	is being	done	by Apple now.
One of Aaron Ash's apps	might be	used	online.
In the future, most of our shopping	can be	tested	for genetic diseases.

- Students work in pairs to make six correct sentences with information from Unit 5. Check answers as a class.

Nicholas Allegra is employed by Apple now.
IVF embryos can be tested for genetic diseases.
The Theory of Evolution was developed by Charles Darwin.
Magic mirrors have been installed in some UK stores.
One of Aaron Ash's apps is being used by 3.5 million people.
In the future, most of our shopping might be done online.

Exercise 1 page 54

- Read out the question. In pairs, students exchange information and make brief notes.
- Get feedback from the class and build up profiles of the company and Steve Jobs on the board (see exercise 2 and the Culture note below for information). Ask students if they use any Apple products and what they think of them.

Exercise 2 page 54

- Elicit or explain **CEO** (chief executive officer, or managing director in UK English – the top position in a company).
- Working individually, students read down each column in the chart and answer questions 1 and 2. Tell them to underline the passive verbs to answer questions 3 and 4.

1 **A** 2 **B** 3 **A** 4 **B**

Extension

Ask **fast finishers** to combine the two columns of the chart so that the information is in chronological order.

Culture note – Steve Jobs and Apple

Steve Jobs (1955–2011) was twenty-one when he and his friend Steve Wozniak formed the Apple Computer company in the Jobs family garage. Jobs launched the first Macintosh computer in 1984, but resigned from the company a year later. In the 1990s, the company was close to bankruptcy and Steve Jobs returned in 1998. As CEO, he supervised the development of the iMac, iTunes, the iPad and the iPhone, turning Apple Inc into the most valuable company in the world. Steve Jobs died of cancer in 2011.

Exercise 3 page 54

- Go through the *Learn this!* box. Elicit an explanation of the use of active and passive verbs in the chart in exercise 2.

The passive is used more in column A because the focus is on the company affected by the actions, not on who performed them. In some cases we do not know exactly who performed or will perform the action. In column B, the active is used more because the focus is on Steve Jobs and what he did.

Grammar Builder 5.2 page 124

- 1 1 A new kind of TV is going to be released by Panasonic next year.
- 2 A quantum computer is being built by scientists in Oxford.
- 3 This picture was painted by van Gogh in 1890 and given to a friend.
- 4 All the Harry Potter novels were written by J.K. Rowling between 1996 and 2007.
- 5 The next awards ceremony will be hosted by Jim Carrey, the Hollywood actor.
- 6 The Model T, one of the earliest motor cars, was designed by Henry Ford.
- 2 2 My brother was awarded first prize for art by the school.
- 3 We were shown our room by the hotel manager.
- 4 I've been told that story many times by my grandfather.
- 5 My friend was paid £20 to hand out leaflets.
- 6 I was offered my money back, but I refused.
- 7 The suspect was shown the CCTV footage by the police.
- 8 My grandmother was taught piano by Arthur Rubinstein.

Exercise 4 page 54

- With a **stronger class**, ask students to work in pairs to change the underlined clauses from active to passive. Remind them to use *by* + agent where necessary.
 - With a **weaker class**, go through each of the clauses and ask students to say what the new subject will be when it is changed to the passive. You could also ask them to circle the verb to focus attention on the tense needed.
 - Play the recording for students to check their answers.
- 1 Google is the world's best-known search engine and is used by about 620 million people every day.
 - 2 Google began as a research project, and was created by Larry Page and Sergey Brin in 1996.
 - 3 The first Google storage unit was 4GB – less than a modern phone – and was made from Lego bricks.
 - 4 Today, Google's information is stored on more than 450,000 servers around the world.
 - 5 Google has been criticised for storing too much information about the public without their consent.
 - 6 In a survey for *Business Excellence* magazine, Google was named by British adults as the company they would most like to work for.

Exercise 5 page 54

- Students work individually to write passive sentences.
 - With a **weaker class**, first check that students have underlined the correct object in each sentence. Then elicit the subject that will begin the passive sentence.
- 2 her; She was left some money by her grandfather in his will.
 - 3 We were taught to ski by my cousins.
 - 4 me; I have been sent a really funny video clip.
 - 5 my dad; My dad has been lent a laptop by the computer shop.
 - 6 My neighbours had been told about the party.

Language note – Direct and indirect objects

When the direct object comes before the indirect object, we use a preposition before the indirect object. With some verbs, e.g. *award, give, lend, offer, pay, sell, send* and *show*, we use *to*. With other verbs, e.g. *book, buy, cook, find, get* and *make*, we use *for*. When we transform sentences from the active voice to the passive beginning with the direct object, we use *for*:
They've booked us a table. A table has been booked for us.
Someone found her a seat. A seat was found for her.

Exercise 6 page 54

- Give students time to talk about the things in the list and prepare to talk about them. Tell them to make notes about each item and how it was sent / shown / given / lent to them.

Exercise 7 page 54

- Ask several students to read out the questions and elicit example answers.
- In pairs, students ask and answer.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I understand the difference between active and passive sentences. I can use the passive correctly.*

5F Speaking

Stimulus description

LESSON SUMMARY

Listening: a stimulus description

Vocabulary: expressions for speculating about a photo

Speaking: choosing between two photos and giving reasons

Topic: Work, Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 1 together as a class and also do exercise 8 orally as a class activity.

LEAD-IN 3-4 MINUTES

- Ask students if they have ever had a holiday job, and to say what they did and what it was like.
- Write this question on the board for students to discuss in pairs: *What conditions would you like to have in your ideal holiday job?* You can write up prompts to give them some ideas, e.g. *Outdoors or indoors? Pay? People? Physical work? Challenging / Stimulating work? Experience for a future career?*
- Ask some students to tell the class about their own and their partner's ideas.

Exercise 1 page 55

- In pairs, students match the words with the photos, using their dictionaries if necessary.
- Students will have ideas for other words to add to the lists, but possibilities might include *chemicals, craftsmanship, dangerous, demanding, efficient, machinery, massive, noisy, patience, quiet, skill, slow, small-scale*. Write suggestions on the board for later.

(Possible answers)

Photo 1: *hi-tech, modern, precise, sterile; components, face-masks, factory, production line, protection*

Photo 2: *precise, traditional; components, factory, instruments, tools*

Exercise 2 page 55

- Read out the task. Point out that students need to talk about a holiday job in one of these factories. Stress the importance of giving reasons for the choice they make. Students can use words from exercise 1 and those on the board if they like.
- Students discuss in pairs.
- Get feedback from several different pairs.

Exercise 3 page 55

- Play the recording. Students listen to identify the choice made by the speaker and the reasons he gives.
- Emphasise that there is no 'correct' choice and no right or wrong reasons. The important thing is to be able to express a preference clearly and give the reason for it.

Audioscript 2.14 page 55

There's something really appealing about the guitar factory. There seems to be an atmosphere of calm and concentration. And it's bright too. It looks to me as if there's some natural light, although I can't see the window. That makes it a nice place to work. Whereas in the other factory, there is just a lot of artificial light. The guitar factory is a far nicer environment, from my point of view. So my choice would be the guitar factory. That's because it looks calm and relaxing. The reason I wouldn't go for the other factory is that I would find it stressful to work under those very bright, artificial lights all day.

Exercise 4 page 55

- Go through the Exam tip together and ask students to pick out the synonyms. Point out that it is good to use a variety of structures and to avoid repeating the same words.

opt (for), go for, pick

Exercise 5 2.14 page 55

- Play the recording again. Students listen for the phrases in the Exam tip.

**So my choice would be the ... That's because ...
The reason I wouldn't go for the ... is that ...**

Exercise 6 page 55

- Play the recording of a different response to the same Exam task. Students listen and answer the questions.
- Ask: *Has she given an answer that's on the topic? (yes) Has she given reasons for choosing the first factory, as well as rejecting the second one? (yes)*

Audioscript 2.15 page 55

The musical instrument factory looks like a pleasant place to work. But I wouldn't choose it. The reason I wouldn't go for the guitar factory is that I probably wouldn't earn very much there. It looks to me as though the work needs a lot of skill, and I haven't got that skill. I should imagine they've had a lot of training in order to do the job. I'd probably end up sweeping the floor. I think the other factory would be the better option because jobs in hi-tech factories are usually better paid. Judging by the protection they're wearing, I'd say it's quite a dangerous environment. More likely than not there are toxic chemicals. All of that usually means more money! So my choice would definitely be the hi-tech factory.

She chooses the hi-tech factory. She rejects the guitar factory because she probably wouldn't earn much money there because she hasn't got the necessary skills to do any interesting work.

Exercise 7 2.15 page 55

- Point out that in this answer the student is speculating about work conditions for a temporary employee that are not immediately evident from the photo.

- Students complete the phrases for speculating and compare answers in pairs. Check answers as a class. Note that the answer for 3 could be *likely* as well as *possible*.
- Play the recording again. Students listen for the phrases.

**1 seems 2 though 3 possible 4 imagine 5 say
6 Chances 7 likely**

It looks to me as if ...; There seems to be ...

Exercise 8 page 55

- Students use their own ideas about the photos to write full sentences for five of the phrases in exercise 7. **Fast finishers** can be asked to do this for the remaining two phrases as well.
- Ask some students to read out their sentences.

Exercise 9 page 55

- Give students a few moments to read the task and think about the photos individually.
- In pairs, students agree on a choice and the reasons for it.

Exercise 10 page 55

- In pairs, students take it in turns to do the task and take the role of the examiner, using phrases from the Exam tip box and exercise 7, and speaking on the topic for about one minute.
- Circulate and monitor, making a note of any important errors to address at the end of the activity.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt expressions for choosing and rejecting options, I can make a choice between two photos and give reasons.*

5G Writing analysis

Story

LESSON SUMMARY

Reading: a short story

Grammar: future in the past

Topic: Science and technology, Travelling and tourism

SHORTCUT

To do the lesson in 30 minutes, omit the writing task in exercise 6. The Grammar Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES

- Ask: *What are some common problems that people have with modern technology?* Elicit a few examples.
- Ask students to tell their partner about a problem they have had. Prompt them with questions: *What happened and when? Was it a serious problem and, if so, why? How was it resolved?*

Exercise 1 page 56

- Ask students if they know what *satnav* is short for (*satellite navigation*) and elicit the translation.
- In pairs, students discuss the questions.

Exercise 2 page 56

- Read out the task and give students time to read the story.
- Elicit the main event in the story. (*The satnav gave the couple the wrong directions and they ended up in a river.*)

Extra exercise

Pairs role-play a conversation between Mr Martin and his wife when he gets home. Start them off:

Mrs Martin Oh, there you are, Fred. So the new people have arrived. Is everything OK?

Mr Martin Well ... yes and no. ...

Exercise 3 page 56

- In pairs, students identify the stages in the the story. Point out that this is a common structure for a short story.
- 1 Paragraphs 1 and 2
- 2 'After 50 metres, turn left,' ordered the satnav. ... 'I knew the satnav was wrong!' exclaimed Zena.
- 3 Alex tried to start the car ... There was no signal.
- 4 At that moment, there was a loud tap on the window. ... 'Most visitors from London follow their satnav into the river!'

Exercise 4 page 56

- Focus on the example in the *Learn this!* box. Point out that this is part of a past narrative, but the narrator is referring to events that were, at that time, still in the future.
- To show how the tenses are used, elicit how to rewrite the example in the present: *It's Monday. Dad is coming home tomorrow. We're sure he will be happy with the changes we're making ... But are we going to finish them on time?* Explain that the future forms move 'one step back' into the past.
- Students find examples of the verb forms in the text.

they would soon arrive, was to meet, What were they going to do? the water would rush in

Language note

Was / Were to + infinitive expresses something that someone was expected or required to do. Am / Is / Are to + infinitive can also be used, e.g. *Everyone is to be here at eight o'clock. What am I to do with this piece of equipment?*

For further practice of Future in the past, go to:

Grammar Builder 5.3 page 124

- 1 Jack was on the diving board. He was going to jump.
- 2 I was excited because we were going on holiday the next day.
- 3 I didn't know my exam result, but I would find out soon.
- 4 I'd borrowed my brother's laptop. Would he notice?
- 5 We were at the station. The train would leave in ten minutes.
- 6 It was going to be a long winter.

Exercise 5 page 56

- Go through the Exam tip together and elicit the answer to the question. Point out that the story goes on to set the scene and give some background after the dialogue.
- Give students time to write alternative openings. They can work on this in pairs.

type 2

Exercise 6 page 56

- With a **weaker class**, start by focusing on the future verbs in the dialogue and elicit the 'future in the past' forms (*start* → *would start*, *is coming* → *was coming*, etc.).
- Working individually, students rewrite the story opening.

Exercise 7 page 56

- Students exchange and discuss their work. Encourage them to make improvements as a result of this discussion.
- Ask some students to read out their paragraph to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can talk about the future from a point of view in the past. I have learnt different ways to begin a story.*

5G Writing task

Story

LESSON SUMMARY

Vocabulary: speech verbs

Writing: a story about a problem caused by technology

Topic: Science and technology, Travelling and tourism

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 2-3 MINUTES

- With their books closed, students briefly re-tell the story from the previous lesson.
- Encourage them to speculate about how Zena and Alex eventually got out of the river.

Exercise 1 page 57

- Focus on the photos and ask students to identify the items.
- In pairs, they think of one possible problem that could be caused by each item.

Exercise 2 page 57

- In groups of four, students compare ideas and discuss the follow-up questions about the consequences of the problems and the reactions of the people.
- Ask students from several different groups to describe the most interesting situation they have discussed.

Exercise 3 page 57

- Students work individually to plan a basic outline for their story.

Exercise 4 page 57

- In pairs, students read each other's plans and write follow-up questions for their partner. Tell them to ask about important information that they, as readers, will want to know.
- Students add further details to their plan in response to their partner's questions.

Exercise 5 page 57

- Go through the Exam tip together. Refer students back to the story in the previous lesson to show them how dialogue can be included in a story. Point out that we normally start a new paragraph when someone starts to speak.
- Check that students understand the meaning of the speech verbs and encourage them to use alternatives to *said*.
- Go through the punctuation of direct speech together.

Four: **said, ordered, muttered, exclaimed**

Extension

To test understanding of the speech verbs, get different students to say the words *Don't do that!* in the manner of the verbs in the Exam tip (*insist, joke, moan, etc.*).

Exercise 6 page 57

- Students do the matching task in pairs, checking in a dictionary where necessary.

admit – acknowledge; announce – declare; bellow – scream;
caution – warn; complain – grumble; emphasise – stress;
promise – assure; mutter – mumble; remark – comment;
wonder – ask yourself

Exercise 7 page 57

- Explain that each sentence contains direct speech. Students have to add a speech verb and punctuate the direct speech.
- Students compare their answers in pairs before you check as a class. Make sure that the punctuation is accurate.

(Possible answers)

- 'You must tell her,' he warned, 'before it's too late.'
- 'What is he doing here?' she muttered, spinning around.
- 'Look out, Gloria!' he screamed. 'It's heading straight for us!'
- 'The worst thing,' she grumbled, 'is not knowing.'
- 'I hate this film,' he declared. 'It's worse than you said it was.'

Exercise 8 page 57

- Students write the opening of their story. Remind them to use what they learnt in the previous lesson.

Exercise 9 page 57

- Students complete their story.
- When they have finished, they go through the checklist.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can write a well-structured story containing dialogue.*

Get Ready for your Exam 5

Listening

Exercise 1 page 58

GET READY TO LISTEN

- Tell students that they are going to listen to an interview with a scientist who works in Antarctica.
- To introduce some of the key vocabulary, ask them to work in pairs and match the words to make compound nouns.
- Check answers as a class.

1 e scientific research 2 a sea creatures 3 g marine biology
4 c research station 5 f ice cap 6 b dog sledging
7 d climate change

Exercise 2 page 58

LISTENING EXAM TASK – MULTIPLE CHOICE

- Stress the importance of pre-listening preparation. Tell students to underline key words not only in the options A–D, but also in the stem of the sentence. Information given here will direct them to specific parts of the interview where they need to listen for the answer.
- Give students time to read the sentences.
- Play the recording twice. Students complete the task.
- Check answers as a class.

Audioscript 2.16 page 58

Presenter Welcome to *Science Now*. We talk today with Dr Elaine Glover, one of a new generation of scientists with a fascination for Antarctica. Remote, isolated and frozen all year, Antarctica is one of the most pristine places on the planet. It is therefore one of the world's most important places to do scientific research. Only in the last 70 years have people started to really explore this vast unspoiled continent. So, Dr Glover, what drew you to science in general?

Scientist Well, as a girl I was always outside studying insects and observing our garden pond. When we went to the seaside I collected seaweed, sea creatures and all sorts, really. I was fascinated by nature – especially water – but not so interested in socialising! Rather than on kids around me, I focused on science at school, eventually specialising in marine biology at university.

Presenter And what drew you to Antarctica?

Scientist I realised how little we know about the Antarctic seas, but how vitally important they are to the survival of the rest of our planet. Britain has a big research station there, where I've been for four years now. We are trying to understand the dynamics of Antarctic ice and how climate change might affect the ice cap and sea levels. It's a truly fascinating and beautiful place.

Presenter What's life like on an Antarctic station?

Scientist It's actually quite relaxing. There is plenty of time for research and few distractions! But you have to learn to ski and travel by dog sled. You also have to get on with other people because there are a lot of us in a rather confined area. And you have to be sure that you will manage living there as it's not easy to come back again if you change your mind!

Presenter And what does the future hold?

Scientist We'll be working closely with geologists and meteorologists to get a more complete picture of the region. Locked up in Antarctica's four-kilometre-thick ice sheet is a record of our climate for the last 500,000 years. We share data and are mapping changes in the area. And when I come back, I want to write a book for children about the hidden world of Antarctica.

Presenter Sounds fascinating. Many thanks, Dr Glover.

1 B 2 D 3 A 4 D

Use of English

Exercise 3 page 58

USE OF ENGLISH EXAM TASK – OPEN CLOZE

- Remind students that they need a general comprehension of the text before they can make connections between particular sentences and ideas. Encourage them to read the text through first without concentrating on the missing words.
- In a **weaker class**, look at the first gap together and elicit the missing word (to). Remind students that they need to use logic and their language knowledge to find the missing words.
- Students complete the task individually, then compare answers in pairs. Check answers as a class.

1 to 2 kinds / sorts / types 3 Amongst 4 as 5 of
6 same 7 like 8 such 9 In 10 Two

Speaking

Exercise 4 page 58

GET READY TO SPEAK

- In pairs, students make a list of their ideas.
- Pairs tell their ideas to the class. Encourage them to support their choices with reasons and examples. Equally encourage the rest of the students to ask them follow-up questions.

Exercise 5 page 58

SPEAKING EXAM TASK – FOR AND AGAINST ARGUMENTS

- In the same pairs, ask students to do the speaking task. Remind them that they should provide examples and evidence for their opinions. They should also make sure that they speak on each of the points in the question.
- While students are talking, monitor and help as necessary.
- Give feedback on any common errors and highlight any good expressions you heard.

6 A matter of taste

Map of resources

6A Vocabulary and listening

Student's Book page 59, Workbook page 47

Photocopiable Activity: 6A Describing food (TRCD-ROM)

6B Grammar

Student's Book page 60, Workbook page 48

Photocopiable Activity: 6B Unusual food bans (TRCD-ROM)

6C Culture

Student's Book page 61, Workbook page 49

Photocopiable Activity: 6C Food and nutrition (TRCD-ROM)

6D Reading

Student's Book pages 62–63, Workbook pages 50–51

Photocopiable Activity: 6D Word formation (TRCD-ROM)

6E Grammar

Students's Book page 64, Workbook page 52

Photocopiable Activity: 6E Articles and quantifiers (TRCD-ROM)

6F Speaking

Student's Book page 65, Workbook page 53

Photocopiable Activity: 6F Food for thought (TRCD-ROM)

6G Writing

Student's Book page 66–67, Workbook page 54

Photocopiable Activity: 6G Restaurant recommendations (TRCD-ROM)

6 Review and Tests

Review 5–6 Student's Book page 68

Review 5–6 Workbook page 100

Photocopiable Activity: 6 Find out who ... (TRCD-ROM)

Student Self-Test Sheets 6, 1–3 (TRCD-ROM)

Unit 6 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 70

Workbook pages 55–56

Workbook page 95 Exam Challenge

iTools Unit 6

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

6A Vocabulary and listening

Describing food

LESSON SUMMARY

Vocabulary: adjectives describing food

Listening: people complaining in a restaurant

Speaking: talking about the taste and texture of food

Topic: Food

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and exercise 5. The Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *Food* on the board, followed by these letters: A, B, C, E, F, L, M, O, P, S, T. In pairs, students think of a food starting with each letter. The first pair to finish calls *Stop!* and scores a point. Ask them to read out their words and elicit alternatives from other pairs.
- Pairs score a point for each correct word and an extra point if it is a word that no one else thought of. The pair with the highest score is the winner.

Exercise 1 page 59

- In pairs, students tell each other about their ideal meal.
- For each course, ask one or two students to tell the class what they and their partner would choose.

Exercise 2 page 59

- In pairs, students decide which adjectives describe taste and which texture. Tell them to use a dictionary if they need to, but to guess the meanings as far as possible from words they already know.
- Check answers as a class. Note that some adjectives can describe either taste or texture.
- Check comprehension by giving translations and eliciting the English words. Drill words that may be difficult or tricky to pronounce, e.g. *crumbly* /'krʌmbli/, *smooth* /smu:ð/, *sour* /sauə(r)/, *tough* /tʌf/.

Taste: bitter, bland, creamy, disgusting, fresh, fruity, greasy, mild, mouth-watering, peppery, raw, ripe, rich, salty, smoky, sour, spicy, stale, strong, sugary, sweet, tasteless, tasty, unpleasant, unripe

Texture: chewy, creamy, crispy, crunchy, crumbly, disgusting, dry, greasy, juicy, raw, ripe, runny, smooth, sticky, stodgy, tender, tough, unpleasant, unripe

Extension

Choose some of the new or less familiar adjectives and write them on the board. Ask students to think of an example of food that can be described by each adjective.

Exercise 3 page 59

- Students work individually to answer the first question.
- Check answers as a class. Note that some answers will depend on students' individual tastes.

- In pairs, students look for opposites. There are many possible combinations, so you may want to set a time limit of two minutes for this task.

(Possible answers)

Negative: bland, disgusting, greasy, stale, stodgy, tasteless, tough, unpleasant, unripe (+ students' own answers)

Opposites or near opposites: bitter – sweet; bland – peppery / rich / salty / spicy / strong / tasty; chewy – creamy; crispy / crunchy / crumbly – smooth; disgusting – mouth-watering / tasty; dry – greasy / juicy / runny; fresh – stale; mild – peppery / spicy / rich; ripe – unripe; sour – sweet; tasty – tasteless / unpleasant / disgusting; tender – tough

Exercise 4 page 59

- Students complete the sentences individually.
- Check answers as a class and elicit translations.

1 juicy 2 crispy 3 bitter 4 salty 5 crumbly 6 tender
7 unripe, sour

Exercise 5 page 59

- Focus on the photos and ask students to suggest some of the ingredients in each dish (lamb curry: lamb, spices; salad: rocket, lettuce, tomatoes, onions; toffee pudding with ice cream: flour, sugar, butter, cream).
- Tell students to make notes on the dishes. Encourage them to use different adjectives for different parts of each dish, e.g. (1) *tender meat – strong, spicy sauce*; (2) *crisp, fresh vegetables*; (3) *sweet, rich pudding – sticky, sugary sauce – creamy ice cream*.
- Ask some students to give their description. Write key words for each dish on the board.

Exercise 6 page 59

- Tell students that they will hear seven customers who are not happy with their food. You may need to pre-teach *rare* for meat (cooked lightly so that it is still red inside).
- Play the recording, pausing after each conversation for students to write. Then play it again for students to check or complete their answers. Check answers as a class.

Audioscript 2.17 page 59

- Customer** Excuse me ... The fish is overdone. It's actually quite tough and chewy.
Waiter Oh dear, I am sorry. I'll change it for you.
- Waitress** Is everything all right?
Customer The chicken is OK, but the sauce is a bit bland. Could I have some salt?
Waitress Yes, I'll get some for you.
- Customer** Could I change this bread, please? It's a bit stale and dry.
Waiter I'm sorry about that, madam. I'll get some fresh.
- Customer 1** (coughing and spluttering)
Customer 2 What is it?
Customer 1 This soup is too peppery.
Customer 2 Ask the waiter to change it.
Customer 1 I can't. I added the pepper myself.
- Customer** Excuse me ... This steak is undercooked. I asked for rare. But this is practically raw.
Waitress I'll get the chef to cook it for a little longer.
- Customer** Excuse me. These chips are very greasy. And the bacon isn't crispy. It says crispy bacon on the menu.
- Waiter** Is everything OK with your meal?
Customer No, not really. The rice is stodgy. And the wine isn't chilled.
Waiter I'm sorry, madam. I'll change them for you.

1 fish – overdone, tough, chewy 2 chicken – OK;
sauce – bland 3 bread – stale, dry 4 soup – peppery

5 steak – undercooked, (practically) raw 6 chips – greasy;
bacon – not crispy 7 rice – stodgy; wine – not chilled

Exercise 7 page 59

- Give students time to read the questions and underline key words.
- Play the recording, pausing after each speaker. With a **weaker class**, stop after Jenny's speech and elicit the two questions before continuing with the rest of the recording.
- As you check the answers, ask students to name the foods that each speaker mentioned. Ask: *Did he / she like or dislike this food in the past? What about now?* With a **stronger class**, ask students to give more information.

Audioscript 2.18 page 59

- Jenny** I never used to like cheese. My parents regularly had cheese and biscuits at the end of a meal instead of dessert, and I found it terribly disappointing when they did that. They used to say 'You don't know what you're missing. Just try a bit, it's fantastic,' but I really couldn't stand the texture. In Britain, we have a hard cheese called Cheddar – and I found it crumbly and greasy at the same time. They also loved Stilton, which is a really strong cheese with blue mould through it. I found the smell of it unpleasant, never mind the taste. I thought I would never like cheese, until I went to France and tried Brie for the first time on crusty white bread. Brie is mild and creamy and is best when it's ripe and runny. I was so surprised that I liked it that I slowly became more adventurous and started to try other cheeses. Although it's not my favourite thing, I've got to like a few types of cheese now, even some hard cheeses, as long as they're mild. It's just as well because I'm now vegetarian. However, I can safely promise that I will never get to like Stilton.
- Ed** I used to have such trouble with vegetables when I was a child. So did my brother. I loathed cauliflower – yuck! – and my brother absolutely detested Brussels sprouts. Our parents insisted that we put a little of each vegetable on our dinner plates. 'A bit of everything,' they would say, so we couldn't avoid eating them. But cauliflower to me looked like bits of brain, and seemed bland and tasteless with an unpleasant, watery texture. And my brother thought that sprouts just looked disgusting and tasted really bitter. He couldn't even bear the smell of them. But we had to have them on our plates. We used to try and hide them in our paper serviettes, or drop some on the floor when our parents weren't looking. Or sometimes we'd swap vegetables because, if I had to, I'd rather eat sprouts than cauliflower, and my brother would rather have cauliflower any day than eat one single sprout. We're much better with vegetables now – if they're not overcooked. But, although it's traditional to have Brussels sprouts for Christmas lunch, neither of us will eat them.
- Rosie** As a kid I had a passion for baked beans – you know, those ones in tomato sauce in a tin. I would rather eat them than almost anything else. I adored the smooth texture of the beans in the rich, creamy, sweet sauce. You could also get them with sausages in. I loved that variety almost as much, with salty, chewy mini sausages – mouth-wateringly delicious! My favourite meal was beans on toast, sometimes with grated cheese on top or extra tomato. My mum used to despair of getting me to eat 'proper food' as she called it. After a while, in an attempt to get me to experiment more with a wider range of meals, she refused to buy any more beans. So I just bought them with my pocket money. They weren't expensive, and I was happy to eat them cold, straight out of the tin! When my mum found out, she didn't know whether to laugh or cry. She used to say, 'You'll make yourself sick of them one of these days,' and actually, she was right. I can't look at a baked bean now!

1 R 2 J 3 E 4 E 5 R 6 J

Exercise 8 2.19 page 59

- Ask students to read the sentences and see if they can remember what the missing words are.
- Play the recording again. Students listen for the sentences to check or correct their answers.

1 stand 2 found, mind 3 got 4 loathed, detested 5 bear
6 had 7 adored

Exercise 9 page 59

- Give students some time to decide on several foods they can talk about and to think about ways to describe them.
- Students do the exercise in pairs.

For further practice of Informal food idioms, go to:

Vocabulary Builder 6.1 page 139

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

2 1 couch potato 2 out to lunch 3 full of beans
4 butter him up 5 In a nutshell

3 1 It's pie in the sky 2 don't spill the beans
3 I've got a lot on my plate 4 gone pear-shaped
5 peanuts

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can describe the taste and texture of food. I can say why I like and dislike some foods.*

6B Grammar

Passive: advanced structures

LESSON SUMMARY

Grammar: passive with *know*, *believe*, etc.; passive modals, gerunds and infinitives

Reading: a quiz about food

Speaking: sentences with advanced passive structures

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 3 orally as a class. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- Write this chart on the board:

Pasta	is	eaten ...
Steak	are	drunk ...
Apples	can be	grown ...
Cakes	should be	used ...
Champagne	isn't	served ...
Chips	has been	cooked ...
Yoghurt	shouldn't be	made ...

- Give students two minutes to make as many true sentences as they can, choosing different words from the three columns and adding their own endings.
- Elicit at least one example for each passive verb form.

Exercise 1 2.20 page 60

- In pairs, students read the quiz and choose their answers.
- Play the recording. Students listen for the correct answers.

1 China 2 9000 BC 3 South America 4 Saffron
5 tomatoes 6 sea water 7 apple

Exercise 2 page 60

- Go through the *Learn this!* box together.

- Point out that the first structure uses the impersonal *it*. The pronoun does not refer back to anything mentioned earlier.
- For the second structure, elicit the difference between *There are thought to be* and *There are thought to have been* (*to be* refers to the present, *to have been* refers to the past). The form of the infinitive is the same as for the third structure.
- Students find examples in the quiz. Draw attention to the passive form of the infinitive in the passive structure *to have been cultivated*.

1 It is believed that; it was thought that
2 There are known to be
3 Wheat is first thought to have been cultivated; The potato is known to have originated; Saffron is considered to be; tomatoes were thought (by many people) to be

Language note

Other verbs that can be used with these structures include *calculate*, *estimate*, *expect*, *intend*, *judge*, *said* and *understand*.

Exercise 3 page 60

- Complete the example with the class. With a **weaker class**, look at one or two more sentences together and elicit the words that begin the sentence.
 - In pairs, students rewrite the sentences from exercise 1.
- 1 Ice cream is believed to have been invented by the Chinese in about 650 BC.
2 It is thought that wheat was cultivated in Turkey in about 9000 BC.
3 It is known that the potato originated in South America.
4 It is considered that saffron is the most expensive spice in the world.
5 Until the 19th century, it was thought that tomatoes were poisonous.
6 In the 17th century, bathing in sea water was thought to cure most ills.
7 It is known that there are over 7,500 types of apple.

Exercise 4 page 60

- Ask students to complete the exercise individually.
- 1 For centuries, mercury wasn't thought to be poisonous.
2 The universe is known to be about 13.7 billion years old.
3 There are thought to be fewer than 500 Siberian tigers living in the wild.
4 In 16th-century England, it was considered that taking a bath was unhealthy.
5 It is thought that the Chinese invented tea.

Exercise 5 page 60

- Go through the second *Learn this!* box together.
 - With a **stronger class**, students complete the sentences individually. With a **weaker class**, ask them to pick out the modals first. Then focus on the other verbs and establish whether they are followed by the infinitive or the *-ing* form.
- 1 being expelled 2 to be loved 3 be found 4 being bitten
5 be booked 6 to be chosen 7 be handled 8 being told

Exercise 6 page 60

- In pairs, students complete the exercise on verb patterns. If they need to do more work on these, refer them back to Grammar Builder 1.3 on page 116.
- 1 imagine 2 can't stand 3 agree 4 expect 5 remember

Exercise 7 page 60

- Explain the task and read out the example. If necessary, elicit one or two more examples from the class. With a **weaker class**, you can prompt students with some possible sentence openings, e.g. *I ...*, *My friend ...*, *Nobody ...*, *Celebrities ...*, *The thieves ...*, *Most politicians ...*
- Students complete the task in pairs.

For further practice of *Passive: advanced structures*, go to:

Grammar Builder 6.1 pages 124–125

- 1 1 It is thought that the burglar climbed in through a window.
The burglar is thought to have climbed in through a window.
 - 2 It is said that she owns five houses.
She is said to own five houses.
 - 3 It was once believed that the world was flat.
The earth was once believed to be flat.
 - 4 It was reported that the ship sank very quickly.
The ship was reported to have sunk very quickly.
 - 5 It is expected that the Government will raise taxes.
The Government is expected to raise taxes.
 - 6 It is now known that the car was stolen.
The car is now known to have been stolen.
- 2 1 Coats can be left ...
 - 2 They enjoyed being taken ...
 - 3 The washing-up ought to have been done ...
 - 4 ... to avoid being bitten ...
 - 5 My mum expects to be promoted ...
 - 6 Batteries must be disposed of ...
 - 7 Don't let yourself be bullied.
 - 8 ... what it's like to be followed ...

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can use advanced passive structures.*

6C Culture

Healthy living

LESSON SUMMARY

Reading: an article on obesity in the USA

Listening: opinions on Government health policies

Speaking: giving opinions about the problem of obesity

Topic: Knowledge of culture in English-speaking countries, Food, Health

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and choose one or two pairs only for the presentation in exercise 8. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3–4 MINUTES

- Write the following words on the board: *apples, beef, bread, butter, cheese, chocolate, cream, eggs, fish, flour, oil, potatoes, rice, salad, sugar*. Ask students, in pairs, to choose some of these ingredients to create a two-course meal that would be disastrous for someone who wants to lose weight.
- Use ideas from different pairs to put together the most fattening possible meal.

Exercise 1 page 61

- Elicit the meaning of *overweight* (too heavy and fat) and introduce the words *obese* (very fat, in a way that is not healthy) and *obesity* (the condition of being obese).
- Students predict the kind of information that the article will include. Elicit ideas and note them on the board.

Exercise 2 2.21 page 61

- Give students time to read the text first, without trying to complete it.
- In pairs or individually, students complete the task. Remind them to consider what part of speech is needed for each gap and then to find the form that makes sense in the context.
- Check answers as a class.

1 knowledge 2 dramatically 3 advertised 4 easily
5 communities 6 watching 7 national 8 awareness
9 achievement 10 alarming

Exercise 3 page 61

- Students scan the text to find and explain the figures. Ask them to identify any connections with the list on the board.
 - If there is other information in the text that they predicted (e.g. about the consumption of junk food), elicit this too.
- a the number of years during which obesity figures have risen
 - b the percentage of Americans who are overweight
 - c the percentage of Americans who are classed as obese
 - d the number of hours that the average young American child spends watching TV a week
 - e the number of dollars spent on medical care for obesity

Exercise 4 page 61

- Read through the questions with the class and elicit or explain the meaning of *epidemic* (a sudden rapid increase in how often something bad happens) and *stabilise* (to become steady, i.e. in this case, to stop rising).
 - Students answer the questions.
 - When checking the answer to question 5, ask students what the 'government initiatives' might be. This will help to prepare them for the listening in exercise 5.
- 1 They don't use up all the energy in the calories they have consumed so their body stores it in fat cells.
 - 2 People consume more sugar, fat and salt because they eat snacks and fast food.
 - 3 There are often no safe routes for walking or cycling. People are used to driving or sitting down at home.
 - 4 Because the medical costs of obesity are enormous.
 - 5 Government initiatives to combat obesity and greater public awareness.

Exercise 5 page 61

- Play the recording. Students listen and take brief notes on the opinions expressed by each speaker.
- Discuss the question as a class, eliciting a range of views.

Audioscript 2.22 page 61

Anna To be honest, I don't think that the Government should really be involved at all in what health choices people make. I don't think it's any of the Government's business what people do with their lives, unless they're committing a crime or not paying taxes, or that sort of thing. People should be responsible for their own health. Everybody knows that it's not good to eat too much of the wrong things, and everybody knows that exercise is good for you. It's their choice. I don't think the Government telling people what to do has any effect, anyway. People still do what they want to do. Look at the Prohibition era in America, when the Government there banned alcohol. People smuggled

it in instead and still drank it in secret. Look at the high taxation in Britain on cigarettes. The people who want to smoke still smoke. People have stopped smoking in recent years because they realise that it's bad for your health, not because the Government told them not to.

Jonathan I think there's a lot more that the Government could do to improve people's health. They talk about it a lot, but they don't actually do much, do they? Why is food that is bad for you cheaper than healthy food? The Government is happy to tax alcohol and cigarettes to encourage us to have less of them. Why don't they tax fast food, sweets, crisps and fizzy drinks as well? That would make people think a bit harder before they bought them. It's too easy to buy chocolate bars – they're everywhere – and children can afford them with their pocket money. And it would make manufacturers think about making healthier snacks. And why don't they just ban some really unhealthy food? Why have it at all? Hydrogenated fat is good for nobody. That's already been banned in some foods. Artificial additives, added salt, sugar and sweeteners in absolutely everything – why doesn't the Government ban all of that? The food manufacturers will not make our food healthier unless we force them to do so. Food is big business. Our health comes a poor second.

Kyle I think the Government's role is to promote not only healthy eating but also healthy living. I don't know why it doesn't educate people more about the benefits of good food and exercise. And there's no point in the Government just telling people what to do. There should be help to encourage people to lead healthier lives. It should start at primary school, because if you start young, then good habits will be formed. For example, doctors say that children need an hour of exercise a day, but a lot of school kids don't get enough exercise. Why doesn't the Government make schools responsible for this? Also, I don't think that people know enough about how their bodies work. If we learnt at school what an amazing thing the body is and how food and exercise affect it, then we'd all be a lot more careful, I think. And I think young children should learn to grow and cook vegetables and other healthy food at school. Why isn't that part of the school curriculum? These things are as important as maths and English.

Exercise 6 2.22 page 61

- Tell students to read the opinions. Ask them to put names beside any they are fairly sure about, adding a question mark if they are not very sure.
- Play the recording again. Students complete the matching task.

1 J and K 2 A 3 A 4 J 5 K 6 J and K

Extension

With a **stronger class**, write these phrases on the board: *primary schools, government ban on alcohol, taxing fizzy drinks and fast food, an hour of exercise a day, healthier snacks*. Ask students to identify the speaker who talked about each of these and to say how it was used as part of their argument. Replay the recording again if necessary.

Primary schools: Kyle

Government ban on alcohol: Anna

Taxing fizzy drinks and fast food: Jonathan

An hour of exercise a day: Kyle

Healthier snacks: Jonathan

For further practice of Food and nutrition, go to:

Vocabulary Builder 6.2 page 139

- 1 Additives 2 GM foods 3 Organic 4 Wholemeal, fibre
5 low-carb 6 Fair-trade 7 calories 8 use-by date
9 cholesterol

Exercise 7 page 61

- Students discuss the questions in pairs or small groups. Ask them to try to come to an agreement on the issues and to give reasons and examples.

Exercise 8 page 61

- Students prepare their presentation, using the questions in exercise 7 to structure it. Tell them to make notes and to decide beforehand who will say what.
- Pairs or groups give their presentations to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about obesity in the USA. I can give an opinion on government health policy.*

6D Reading

Drinking stories

LESSON SUMMARY

Reading: three texts on the history of beverages

Vocabulary: nouns formed from verbs

Speaking: talking about drinks

Topic: Food

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, keep exercises 1 and 2 brief and omit extensions. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES

- Write the following adjectives on the board: *comforting, energising, fizzy, fragrant, fruity, refreshing, sour, strong, sugary, unpleasant*. Check comprehension and then ask students to think of a drink that fits with each one. They can use the same drink more than once.
- Students compare answers in pairs.
- Elicit several suggestions for each adjective.

Exercise 1 page 62

- In pairs, students note down any information they know about the three drinks. If they are not sure about their origin, ask them to guess. Do not check answers yet.

Exercise 2 2.23 page 62

- Play the recording for students to listen to as they read. Tell them to underline any parts of the texts that confirm information they thought of in exercise 1.
- Students report the information to the class, using their own words.

Exercise 3 page 62

- Students skim-read the text again to choose the correct statement.
- Check the answer. With a **stronger class**, ask students to explain in more detail why alcohol played a part in making the three drinks popular.
- Elicit the drinks described by the other two statements (statement 2: Coca-Cola; statement 3: tea).

statement 1

Exercise 4 page 62

- Read through the sentences together. Check that students understand *endorsed* (publicly supported or recommended) and *commodity* (a product that is bought and sold, especially between countries).

- Go through the Exam tip together. Students follow this procedure to complete the task.
- Check answers as a class. Ask students to identify the parts of the texts that gave them the answers.

1 Coca-Cola 2 tea 3 coffee 4 tea 5 Coca-Cola 6 tea
7 coffee 8 coffee 9 Coca-Cola

Extension

Ask **fast finishers** to find these words in the text: *berries, trade, kettle, jolly, servant, smuggle*. From the context, they identify the part of speech and work out the meaning.

Exercise 5 page 62

- Students complete the exercise individually.
- Tell them to find the nouns in the texts to check the form and the spelling. They are given in the order in which they appear in the text.

1 discovery 2 knowledge 3 approval 4 conversation
5 prohibition 6 consumption 7 success 8 advertisement
9 operation 10 argument 11 endorsement 12 invention

Extension

Ask students to change the form of these words from the text: *legend*: adjective (*legendary*); *alcohol*: adjective (*alcoholic*); *religious*: noun (*religion*); *original*: verb (*originate*); *product*: verb (*produce*); *invention*: adjective (*inventive*).

For further practice of Word formation, go to:

Vocabulary Builder 6.3 page 139

1 thicken 2 Visibility 3 legalise 4 carelessness 5 ripen
6 sharpen 7 frankness 8 Punctuality 9 nationalise
10 similarity

Exercise 6 page 62

- In pairs, students discuss the questions.
- Get feedback from the class.

Culture note – Daily intake of water

It is usually recommended that an adult should drink about two litres of water a day. However, this will vary depending on a person's body weight, the amount of exercise they do and the weather conditions on any given day.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand a text about the history of drinks. I can describe drinks and drinking habits.*

6E Grammar

Articles and quantifiers

LESSON SUMMARY

Grammar: *a, the* and no article; quantifiers

Speaking: talking about numbers and quantities

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 very brief. The Grammar Builder activities can be set for homework.

LEAD-IN 1–2 MINUTES

- Ask students to think of examples of festivals that are associated with a particular food, or where certain foods are traditionally eaten. Start with their own country and then ask about festivals in other countries that they know something about. (Students may have heard of La Tomatina, the tomato fight that takes place every year in Spain.)

Exercise 1 page 64

- In pairs, students describe the photo. Encourage them to speculate about where the place is and what is happening.

Exercise 2 2.24 page 64

- Tell students to read the whole text first. Ask them what it is about (a grape harvest festival in Spain).
- Students complete the exercise individually. When they have finished, give them a few moments to read the completed text. Does it sound correct and flow naturally?
- Check answers as a class.

1 – 2 – 3 a 4 the 5 the 6 the 7 a 8 The

Exercise 3 page 64

- With a **stronger class**, ask students to work in pairs. Tell them to focus on each of the eight answers in the text in exercise 2 and decide which rule fits best. They can then complete the rule with the correct article or '–' (no article).
- With a **weaker class**, go through the task together.
- As you check answers, elicit other phrases or sentences as examples for each rule.

a a, the b the c – d – e a f the g a

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

For further practice of Articles, go to:

Grammar Builder 6.2 page 125

1 a, the, – 2 a 3 the, the 4 the, The 5 –, – 6 –, the
7 a, the 8 –, the, the

Exercise 4 page 64

- Do this exercise together as a class. Start by looking at nouns that fit with the rules already covered in exercise 3, e.g. *grapes* (rule d – grapes in general), *the market square*, *the end of the grape harvest* (rule b – there is only one of these things in this context); *the town* (rule a – the town has been identified earlier).
- Now select these nouns to focus on: *festivals, Valencia, the inhabitants, summer, day*. Elicit a rule for each of these.

all day: We do not use an article with quantifiers.

100 kilometres / 90 tonnes: We do not use an article with numbers.

from Valencia: We do not use an article for towns or cities.

the inhabitants of the town: We use *the* with plural nouns when we are specifying a particular group of things or people.

of summer: We often do not use an article with seasons.

Extra exercise

Give students more practice by choosing an extract from one of the sections of the text (e.g. the first paragraph about coffee on page 63). Write it on the board with gaps instead of the articles, which students fill in. Alternatively, students could choose a paragraph themselves and write it out with gaps for their partner to fill in. They can check by comparing their completed paragraph with the one in the book. If some answers are wrong, students should discuss these in pairs and consult you if they need to.

Exercise 5 page 64

- Go through the *Learn this!* box together. Make sure students understand that all the quantifiers except *a lot* can be followed by a noun (*both hands, each morning*, etc.). If they are used with *of*, we must use *the* (e.g. *most of the peaches*) or some other determiner (e.g. *most of my / your / these / those peaches*) before the noun.
- Remind students that (*a*) *few* is used with plural nouns and (*a*) *little* with uncountable nouns. Elicit translations for the two examples to show the difference in meaning.
- Students complete the exercise individually and then compare answers with a partner. Check answers as a class.

1 most, a few 2 no, another 3 a little 4 both, neither
5 all, none

Language note

Although students should recognise how to use *a little* and *little*, neither of these is used often in normal conversation. We are more likely to say *There's a (little) bit of ham* and *There isn't / There's not much ham*. Similarly, while *very few* is commonly used, it would be more usual to say *There aren't many eggs* than *There are few eggs*.

For further practice of Quantifiers, go to:

Grammar Builder 6.3 pages 125–126

1 1 the whole 2 Any 3 some, some 4 any 5 a few, little
6 both 7 no 8 Any 9 any 10 either
2 1 of 2 – 3 of 4 – 5 – 6 of 7 – 8 of

Exercise 6 page 64

- Explain the task and do the first item with the class as an example. Students complete the exercise individually.

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

Extension

Ask students to list all the quantifiers in the *Learn this!* box and exercise 6 and decide whether the noun that follows them is singular (S), plural (P), or whether it can be singular or plural (S / P).

(a) *few* – P; *a little* – S; *a lot* – S / P; *all* – S / P; *both* – P; *each* – S;
every – S; *hardly any* – S / P; *many* – P; *most* – S / P; *no* – S / P;
several – P; *some* – S / P

Exercise 7 page 64

- Students ask and answer in pairs.

- With a **weaker class**, elicit the questions before they start. Pay special attention to the difference in structure between the subject questions (1, 2, 6, 7, e.g. *How many of your friends live ... ?*) and the object questions (3, 4, 5, e.g. *How many classmates do you see ... ?*).

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to use articles. I can use quantifiers to talk about numbers and quantities.*

6F Speaking

Stimulus description

LESSON SUMMARY

Listening: stimulus descriptions

Vocabulary: expressions for giving opinions

Speaking: choosing between photos and giving reasons; expressing opinions

Topic: Food

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and exercise 6.

LEAD-IN 3–4 MINUTES

- Focus on the photos. Give students two minutes, in pairs or small groups, to brainstorm words to describe them.
- Elicit suggestions and note them on the board in three lists.

Exercise 1 page 65

- In pairs, students ask and answer the questions. Encourage them to ask follow-up questions about the food outlets that their partner uses and what their preferences are.
- Ask some students to tell the class about their own and their partner's habits.

Exercise 2 page 65

- Tell students to read the task and give them a few moments to think about the choice they would make in this situation.
- Play the recording, pausing after each speaker. Students identify the correct photos and make brief notes on each speaker's reasons.
- Check the answers. Then ask students to say why each speaker rejected the other two options.
- Stress that there are no fixed right or wrong answers here – the two students give equally good answers.

Audioscript 2.25 page 65

Candidate 1 I'm going to choose the first option, the barbecue. The weather will be fine at the weekend so it'll be nice to be out in the fresh air. Not only that, but barbecued food is really tasty and I enjoy preparing it, marinating chicken and making kebabs, like in the photo. I wouldn't opt for the second option, a take-away pizza, because although my cousin loves pizza, I wouldn't order it for a guest. And the problem with going for a meal in a restaurant is that it would be quite expensive. So I wouldn't choose to do that.

Candidate 2 Let me see. I think I would go for the third option, that's eating out with my cousin. I'd choose that because it's a special occasion and it would mean we didn't have to go to the trouble of preparing a meal. Now, as to why I'd reject the other options ... barbecues are only successful if the weather is fine, so they are best planned on the spur of the moment. If it rained, it would be a disaster. I wouldn't choose the other option either – the take-away meal – as my cousin isn't keen on pizza, and I'm not a big fan either. Um, that's all.

Candidate 1: option 1. Fine weather – nice to be in the fresh air; food is tasty; she enjoys preparing it

Candidate 2: option 3. Special occasion; avoids the trouble of preparing a meal

Exercise 3 page 65

- Briefly revise the phrases for choosing and rejecting options.
- Give students 30 seconds of preparation time.
- In pairs, they take it in turns to do the task. While listening, they should check the following: *Does my partner's answer fit with the situation described in the task? Does he / she identify a choice clearly? Does he / she give reasons for choosing this option, and for rejecting both other options?* Encourage students to give each other feedback.
- You may want to ask one or two students to give their answer again for the class to hear.

Exercise 4 page 65

- Remind students of the other part of this exam task, where they have to give their opinions on two general questions. Explain that it is quite acceptable to express uncertainty or mixed feelings in answer to a question like this, so long as they are talking about some of the issues.
- In pairs, students complete the phrases. Check answers as a class.

1 mind 2 view 3 of 4 feel 5 clear 6 opinions 7 sure
8 argued 9 arguing 10 hand 11 then 12 Having
13 time

Exercise 5 page 65

- Students read the Exam tip.
- Play the recording and elicit the two questions asked by the examiner. Ask: *Does the student have strong views about these subjects?* (no)
- Play the recording again. Students listen for phrases from exercise 4. With a **stronger class**, you could ask them to listen for any other words or phrases that express a tentative opinion (*I suppose ... , I guess ...*).

Audioscript 2.26 page 65

Examiner I will now ask you two questions. In your opinion, should all students be taught to cook at school?

Candidate Um, let me think about that. I don't really have any strong feelings about it. I suppose that cookery should be an optional subject. Some people just aren't interested in food so in my view they shouldn't be forced to learn how to cook.

Examiner Thank you ... In what ways have people's eating habits changed over the years?

Candidate I'm not sure, really. I guess that there didn't use to be any fast-food restaurants, and now there are lots. So it could be argued that our diets have become less healthy than they were. Having said that, I don't think that the way we cook at home has changed much. Not in my house, anyway!

I don't really have any strong feelings about it; in my view; I'm not sure, really; it could be argued that; Having said that

Exercise 6 page 65

- Give students a few moments to think about what they want to say. Then ask several students to express their opinions.

Exercise 7 page 65

- Students read the questions. Give them 30 seconds to think about their answers.
- In pairs, they take it in turns to do the task, with their partner taking the role of the examiner.

Exercise 8 page 65

- Without any help from their notes, students take it in turns to do the exam task. They have one minute of preparation time.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can make and justify a choice between photos. I have learnt phrases for expressing strong and tentative opinions. I can express opinions on general questions.*

6G Writing analysis

Description of a place

LESSON SUMMARY

Reading: a description of a restaurant

Topic: Food

SHORTCUT

To do the lesson in 30 minutes, reduce the number of topics in the lead-in to one or two and omit the extension.

LEAD-IN 3–4 MINUTES

- Write these notes on the board:

Occasion	Number of people	Age
1 a couple's first date	2	17 and 19
2 a 50th wedding anniversary	40	10–80
3 a child's birthday celebration	12	8–9

- In groups, students discuss suitable venues for the three occasions and decide on the ones they would recommend.
- Write each group's suggestions on the board and ask them to explain why they chose them. With the whole class, discuss the pros and cons and take a vote on the best idea for each occasion.

Exercise 1 page 66

- In pairs, students look at the photos and discuss the question. They should give their impressions of the décor and atmosphere and speculate about the style of food.
- Ask a few students to share their opinions with the class.

Exercise 2 page 66

- Students read the Exam tip. They then read the task and underline the verbs that tell them what to do.
- Point out that for this task it will be important not only to give information about the restaurant but to express positive opinions to convince the reader that it is a good place to go.

describe, recommend

Exercise 3 page 66

- Tell students to underline the key elements in the task.
- Ask them what they think *value for money* means in this context (generous amounts of good food at a price that teenagers can afford).

restaurant for teenagers: location, atmosphere, value for money

Exercise 4 page 66

- Tell students to skim-read the whole text first. They then read the text in more detail to find the topics and number them in order.

- Check the answers and ask students to identify the part of the text that deals with each topic.

1 location 2 value for money 3 decor 4 atmosphere
5 clientele 6 music 7 staff 8 food
The furniture is not described.

Extension

As a comprehension check, read out the following statements and ask students to say if they are true or false. Get them to correct the false sentences.

- 1 The restaurant is close to the university. (true)
- 2 A main course plus a dessert costs less than £20. (true)
- 3 It's a family restaurant that caters for all ages. (false)
- 4 It would be a good place for entertaining business clients. (false)
- 5 You select your food yourself and a waiter brings it to your table. (false)
- 6 Becky is most enthusiastic about the desserts. (true)

Exercise 5 page 66

- Go through the four plans with the class and ask students to select the one that is followed by the text.
- Stress that this is only one approach and the others will work equally well. However, it is often a good idea to highlight one particular aspect of the place and describe it in detail, as the writer has done with the restaurant's food in this text.

plan 4

Extra exercise

Ask students to think of a well-known place in their town – it could be the town hall or post office, a shop, a café, a club, a gallery, etc. In groups of three or four, students take it in turns to describe the place, without mentioning its name or saying exactly what its function is. The others have to guess the place.

Each group then nominates one member, who gives their description for the rest of the class to guess.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I have learnt different ways to approach a description of a place.*

6G Writing task

Description of a place

LESSON SUMMARY

Vocabulary: adjectives describing aspects of a restaurant

Writing: a description of a restaurant

Topic: Food

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 3–4 MINUTES

- Students keep their books closed. Ask them to say all that they can remember about the restaurant in the text in the previous lesson.

Exercise 1 page 67

- Give students a few moments to read through the chart. Focus on any of the words that might need an explanation, e.g. *off the beaten track* (describing a place which is not where lots of people normally go), *minimalist* (referring to an artistic style where only a very few simple elements are used) and *subdued* (quiet, not bright or noisy).
- In pairs, students complete the chart with the adjectives in the list.

1 central 2 conveniently located 3 pricey 4 reasonable
5 old-fashioned 6 trendy 7 lively 8 relaxing 9 attentive
10 welcoming 11 mouth-watering 12 varied

Extension – fast finishers

Ask **fast finishers** to think of at least one more adjective for each of the last four of the categories in the chart. Possibilities could include: decor – *contemporary, elegant, simple, ornate*; atmosphere – *calm, friendly, sociable, laid-back*; staff – *helpful, efficient, courteous, chatty*; food – *plain, healthy, regional, exotic*.

Extra exercise

Tell students to write down the six categories from the chart. Working individually or in pairs, they have two minutes to think of negative adjectives for restaurants that they would definitely not recommend. Possibilities could include: location: *remote, unattractive, inconvenient*; value for money: *overpriced, unaffordable*; decor – *dull, ugly, unimaginative*; atmosphere – *cold, depressing*; staff – *slow, rude, indifferent*; food – *bland, overcooked, tasteless*.

Exercise 2 page 67

- Students find the words in the text.
- Ask them to look for other adjectives and phrases in the text that give a positive impression of the place (*conveniently situated, funky, stylish, appealing, upmarket, freshly made, to die for, wonderful, amazing*).

reasonable, modern, bright, trendy, lively, friendly, welcoming, delicious, varied, mouth-watering

Exercise 3 page 67

- Elicit descriptions from several different students. The words they choose from the chart will depend to some degree on their own judgement, so accept any adjectives that are not definitely inappropriate.

Exercise 4 page 67

- Go through the Exam tip together and stress the importance of using varied language, rather than repeating the same words.
- In pairs, students decide on their own alternatives for the underlined words.
- Ask some students to read out the whole paragraph with their alternative words.

(Possible answers)

lovely square: beautiful / charming / picturesque square
nice dining areas: attractive / appealing / pleasant views
great views: spectacular / magnificent / wonderful views
good atmosphere: lively / vibrant / relaxed atmosphere
staff are nice: staff are friendly / courteous / helpful staff
the food is good: the food is delicious / excellent / superb
a great time: a wonderful / an enjoyable time

Exercise 5 page 67

- Go through the list of phrases together.
- Students find examples in the text.

I was immediately struck by the ...; The ... struck me as ...; What I found most appealing is ...

Exercise 6 page 67

- Students make sentences using the phrases. This can be done orally as a class if there is not enough time for them to write.

Exercise 7 page 67

- Students choose a plan to follow.

Exercise 8 page 67

- In pairs, students decide on a restaurant that they would both like to write about and note down ideas in the chart.
Stronger students can work alone on this planning stage.

Exercise 9 page 67

- Students write their description. Encourage them to use some of the language from this lesson. Circulate and monitor, giving help where necessary.
- When students have finished writing, they check their work against the checklist.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt expressions for making a recommendation. I can write a description recommending a place.*

Language Review / Skills Round-up

5–6 Language Review

Exercise 1 page 68

- 1 downloaded 2 logged 3 posted 4 streamed
5 uploaded

Exercise 2 page 68

- 1 were told off 2 will be built 3 has been stolen
4 's being repaired 5 were / had been damaged

Exercise 3 page 68

- 1 We'll be sent invitations to the wedding soon.
2 We weren't taught Latin at school.
3 My credit card may have been stolen.
4 I had been warned about the dangers.
5 He can't be offered the job because he's too young.

Exercise 4 page 68

- 1 seem 2 say 3 though 4 imagine 5 likely

Exercise 5 page 68

- 1 unpleasant / disgusting 2 tough 3 dry 4 tasty / delicious
5 sour

Exercise 6 page 68

- 1 are known to sense 2 are believed to have evolved
3 were thought to be 4 are known to be
5 was believed to cure

Exercise 7 page 68

- 1 c 2 b 3 c 4 b 5 a

Exercise 8 page 68

- 1 mind 2 time 3 case 4 yet 5 opinion

1–6 Skills Round-up

Exercise 1 page 69

Students' own answers

Exercise 2 page 69

Students' own answers

Exercise 3 page 69

Students' own answers

Exercise 4 page 69

- 1 B 2 A 3 C 4 F 5 E

Exercise 5 page 69

Audioscript 2.27 page 69

Daisy Cheers!

Stefan Cheers!

Daisy And thanks again for taking me out for dinner.

Stefan That's OK. I mean, I was hungry ... and you didn't seem to have much food at your place.

Daisy No. We never do. That's one of the disadvantages of living in the squat.

Stefan Are there any advantages?

Daisy Yes! For a start, it's great being with people who really believe in the same things as I do. It makes you feel strong, like you really can make a

difference. I'm taken seriously now. But when I was at home, I was seen as weird – or just childish and immature.

Stefan You said before that you'd argued with your dad ...

Daisy Yes, we would argue all the time. In the end, he got sick of it.

Stefan So, were you asked to leave?

Daisy No, not really. I mean my dad didn't want me to go, but I decided it would be best for all of us. I already knew Spikey and some of the others because I'd been going to meetings for a while. So it made sense to go and live at the squat.

Stefan How long ago was that?

Daisy Four months ago. And I don't regret it. Spikey ... I really admire him. He isn't the easiest person in the world to get on with ...

Stefan I've noticed that.

Daisy But he really cares about these protests and campaigns. It's his whole life, not just a hobby. He's passionate about it all. That's why he's a bit suspicious of you ... because of your job, you know.

Stefan It's just a job. I'm not really an evil capitalist. I'm interested in your campaigns.

Daisy Spikey didn't look too happy when we left.

Stefan I did ask if he wanted to come ...

Daisy This isn't really his kind of place. He's a vegetarian. He'd hate being surrounded by all these people eating big chunks of meat.

Stefan By the way, how were your ribs?

Daisy Great! Delicious. I was so hungry!

Stefan Good. This place had been recommended to me a few times, but I'd never been here.

Daisy What was I saying? Oh yes, Spikey says I'm spending too much time with you.

Stefan Really? But I've only been round to see you twice, before this evening. Maybe he's jealous ...

Daisy Spikey? Jealous? No. He doesn't think of me in that way ... unfortunately.

Stefan So ... er ... what's being planned for the next protest against Wesley's?

Daisy I'm sorry, that can't be revealed – top secret.

Stefan Oh come on! I am buying you dinner ...

Daisy Oh, all right. But don't tell Spikey that I told you.

Stefan I won't, I promise. He never talks to me anyway. But don't worry, I won't say a word to anyone.

Daisy Well, it's a big cyber-attack. We're going to hack into the whole website ... for the whole supermarket chain. And if anyone visits it, they'll just see our leaflet and some other stuff ... some other anti-capitalist stuff. It'll be so cool.

Stefan And do you know how to do that kind of thing?

Daisy I don't, personally. But a couple of the guys are into that kind of thing ... hacking.

Stefan Interesting. Isn't hacking illegal though?

Daisy I'm not sure. Some kinds are, I think. I'm not really involved, personally, so I'm not worried about that. And anyway, they're hoping not to get caught!

They are at The Steakhouse. It serves ribs and big chunks of meat.

Exercise 6 2.27 page 69

- 1 T 2 F 3 T 4 T 5 F 6 T

Exercise 7 page 69

Students' own answers

Get Ready for your Exam 6

Reading

Exercise 1 page 70

GET READY TO READ

- Write *anorexia* on the board. In pairs, students write a definition.
- Ask pairs to read out their definitions and write the best ones on the board.

READING EXAM TASK – COMPREHENSION

- Remind students that they need a general comprehension of the text before they can make connections between the text and the questions. Encourage them to read the text through first without referring to the questions.
 - Tell students to read each question and underline key words and expressions, e.g. Question 1 *difference between, anorexia, orthorexia*. They should then read the text again and underline the sections of the text that correspond to each question. Explain that this will help them to answer accurately. Point out that the questions will use synonyms and similar expressions but not identical ones to those used in the questions.
 - Students answer the questions individually then compare their answers in pairs.
 - Check answers with the class, eliciting the key words and phrases that helped students answer correctly.
- 1 Anorexia is not eating, or eating very little, to be thinner; orthorexia is not about feeling thin, but about about feeling pure and healthy and can lead to extreme dieting.
 - 2 You begin to view other people as greedy and animalistic, eating with no regard for their health.
 - 3 Orthorexia socially isolates you and you no longer take pleasure in what you eat.
 - 4 He gave up caffeine and dairy products.
 - 5 His friends don't invite him out now because he is so fussy about what he eats and drinks.

Speaking

Exercise 2 page 70

GET READY TO SPEAK

- Go through the list a–f and check students know what each one is.
- Students make their list.
- Ask students for their ideas and write the foods that contain the highest amounts of each thing on the board.
- Do a quick class survey to see who eats the things on the list more than twice a week.

SPEAKING EXAM TASK – PICTURE DESCRIPTION

- Draw attention to the first task, which asks students to describe the picture. Remind them to include as much detail as possible.
- Elicit that the questions require students to give personal opinions and information. Remind students that they will earn more marks if they can elaborate on their answers with examples.
- In pairs, students take turns to do the task, with one student being the examiner and the other the candidate. Encourage the examiner student to give feedback on how the candidate could improve.
- Monitor while students are doing the task, noting down correct as well as incorrect use of English to share with the class in the feedback session.

7 Communication

Map of resources

7A Vocabulary and listening

Student's Book page 71, Workbook page 57

Photocopiable Activity: 7A Headlines and news vocabulary (TRCD-ROM)

7B Grammar

Student's Book page 72, Workbook page 58

Photocopiable Activity: 7B Reported speech (TRCD-ROM)

7C Culture

Student's Book page 73, Workbook page 59

Photocopiable Activity: 7C Communication idioms (TRCD-ROM)

7D Reading

Student's Book pages 74–75, Workbook pages 60–61

Photocopiable Activity: 7D Means of communication (TRCD-ROM)

7E Grammar

Students's Book page 76, Workbook page 62

Photocopiable Activity: 7E Reporting verbs (TRCD-ROM)

7F Speaking

Student's Book page 77, Workbook page 63

Photocopiable Activity: 7F Awkward situations (TRCD-ROM)

7G Writing

Student's Book pages 78–79, Workbook page 64

Photocopiable Activity: 7G Book review (TRCD-ROM)

7 Review and Tests

Review 7–8 Student's Book page 90

Review 7–8 Workbook page 101

Photocopiable Activity: 7 How much can you remember? (TRCD-ROM)

Student Self-Test Sheets 7, 1–3 (TRCD-ROM)

Unit 7 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 80

Workbook page 96 Exam Challenge

iTools Unit 7

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

7A Vocabulary and listening

News

LESSON SUMMARY

Vocabulary: words related to the news

Listening: an interview with teenagers about their interest in the news

Speaking: talking about habits and preferences related to the news

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and use translations to keep exercise 3 brief. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Ask: *What stories have been in the news lately?* Elicit five or six answers and write them up on the board in brief note form. Ask students to say a little about the events without going into great detail.
- Ask: *Which story do you think is the most important? Which is the least important?* Elicit answers from different students and ask them to give their reasons.

Exercise 1 page 71

- In pairs, students briefly describe what they can see in the photos and feed back to the class.
- Use the smaller photo to explain *news correspondent* (a person who reports news from a particular country or on a particular subject for a newspaper or a television or radio station) and *live broadcast* (a broadcast sent out while the event is actually happening, not recorded first and broadcast later).

Exercise 2 page 71

- Discuss the questions with the class. Use examples from a local context to help explain the difference between some of these words.
- 1 A news programme is a TV programme reporting on the news; a news story is the coverage of a particular event or topic within the programme; a news flash is a brief announcement of breaking news; rolling news is broadcast 24 hours a day.
 - 2 A broadsheet has longer articles and more serious, in-depth analysis of important news topics. A tabloid generally has shorter articles, written in a more sensational style, and with a lot of photos. It focuses more on dramatic news events, shocking crimes and the lives of celebrities.

Culture note – Newspapers in the UK

There is a sharp division between broadsheet and tabloid newspapers in the UK, where tabloids are particularly popular. The phrase *tabloid journalism* has a negative meaning, describing a type of reporting that sensationalises events, makes rather simplistic judgements and is interested in gossip and scandal.

Broadsheets were traditionally printed on much larger pages than tabloids, but a number of 'serious' newspapers have now adopted a more compact format, similar to that of tabloids.

Exercise 3 page 71

- Students do the exercise in pairs. With a **stronger class**, ask students to guess all the answers in each text, before using a dictionary to check. With a **weaker class**, read out the first text, saying a nonsense word or *something* for each gap, and help students to deduce the answers. For the second text, pre-teach *broadsheet* and *tabloid* and go through the first sentence together. Students then work in pairs to complete the task.
- Ask three students to read out the completed texts and check the answers as a class.
- Check comprehension by giving the words in their language and eliciting the English translation.

TV news: 1 news programmes 2 news flashes 3 breaking news 4 Rolling news channels 5 correspondents 6 live broadcasts 7 satellite phone

Newspapers: 8 broadsheet 9 articles 10 tabloids 11 human-interest 12 editorials 13 columns 14 front-page 15 headlines

Online news: 16 online editions 17 citizen journalism 18 news blogs 19 eyewitness accounts 20 censorship 21 the press

For further practice of *News*, go to:

Vocabulary Builder 7.1 page 140

- breaking news, citizen journalism, live broadcast, online edition, news programme, news flash
satellite phone, front page, eyewitness account, rolling news channel, news blog, news correspondent
- 1 a piece of writing about a particular subject
2 the title of a newspaper story, printed in large letters
3 a story about the experience of individuals
4 a section of a newspaper that appears regularly and is usually written by the same person
5 an article that expresses the opinion of the editor of the newspaper

Exercise 4 page 71

- Tell students that they will first hear a radio or TV presenter talking about a recent survey and then the opinions of the four teenagers. Write the names on the board: *Toby*, *Becky*, *Mark* and *Sophie*.
- Play the recording. Students listen and identify the two speakers. With a **weaker class**, you may want to pause after the presenter's introduction to elicit a general idea of the survey results and the question that the teenagers are going to answer.

Audioscript 2.28 page 71

Presenter Good morning and welcome to the programme *Current Affairs*, where we investigate the week's news headlines. Today's headline is about the news itself and whether teenagers are interested in it. The results of a news

survey came out today in the USA saying that 60 per cent of teenagers pay little or no attention to daily news, and they particularly ignore war and politics. Twenty-eight per cent of Americans aged twelve to seventeen say they pay no attention whatsoever to the daily news, and 32 per cent say that they pay only casual attention to it. American teenagers rarely pick up a newspaper and tend to get news information from TV and the Internet. But is this generally true for teenagers in Europe and other parts of the world? On the programme today we have a panel of UK teenagers who will give us their views on the news. Good morning! So, the question for our panel is: 'How much attention do you pay to the news and how do you find out what's going on in the world?' Toby, would you be the first to give your view?

Toby Well, I think I'm reasonably well-informed about current affairs but without really trying. My dad always has the news channel on in the mornings, and the headlines and breaking news are repeated in news flashes, so you kind of pick up on what's going on. There are always live broadcasts and correspondents reporting from somewhere in the world. I'll always ask my dad if I'm not sure about something, but the more you pay attention, the more you follow what's going on in the world.

Presenter And would you switch a news programme on yourself in the mornings?

Toby Well, actually I would, yes. My dad has got me into the habit now, and I suppose that's a good thing.

Presenter And Becky, what about you?

Becky Well, it's different for me because I'm studying economics at school and our teacher is always asking us to follow the news, especially economic policy and world trade issues. So I have to.

Presenter How do you get your information?

Becky I look at news websites and news blogs, usually. I'm on my computer every day for other things like homework and Facebook, so it's the quickest and easiest thing to do. The online editions of the newspapers tend to be more up-to-date than the published ones, anyway.

Presenter And Mark, same question to you.

Mark I'm afraid I'm more like the 32 per cent of teenagers in the USA that pay only casual attention to the news. I really don't have time and I'm not really into current affairs. I get up early for school and after going to school, doing homework, studying for exams and playing all the sport I do, there is very little time left for anything else. I rarely watch the TV at all or surf the Internet, anyway. So maybe I'm really like the 28% that pay no attention to it.

Presenter Sophie? Is it the same for you?

Sophie Yes, probably. My parents get a newspaper most days during the week and the big Sunday editions at the weekend, so I'll glance at the headlines if I'm passing. But it usually isn't hard news that attracts my attention, more the human-interest stories and the gossip columns, I'm afraid. I probably should be more interested in the news, but my life is busy with school, studying and friends, and I don't make time to really keep up with what's going on in the world outside.

Presenter Thank you, panel. And now we'd like to hear from you if you are aged between twelve and eighteen. You can contact the show on Twitter, by text or go to our website. Send us your views on the news.

a Toby b Mark

Exercise 5 2.28 page 71

- Give students time to read the sentences. Ask them to pencil in *T* or *F* for any sentences they are fairly sure about.
- Play the recording again. Students complete the task.
- Check answers as a class and ask students to correct the false statements.

1 F (28 per cent pay no attention to the news.) 2 T 3 F 4 T
5 F (He isn't into current affairs.) 6 T

Exercise 6 page 71

- In groups, students discuss the questions.
- Ask some students to report back on their group's answers. Encourage others to say if their habits and opinions are similar or different.

Extra exercise

In groups, students write six survey questions to ask about people's awareness of the news and their use of news media. The questions should have alternatives to tick or number. Students can adapt some ideas from exercise 6 but should add others of their own.

If possible, arrange with the teacher of another English class for your students to come in for ten minutes and survey their students. If this is not possible, they can survey others in their own class. Ask them to collate their results and make a brief report to the class, using the quantifiers they learnt in Unit 6 (page 64).

For further practice of Headlines and news vocabulary, go to:

Vocabulary Builder 7.2 page 140

- 1 1 The mystery surrounding some jewels which were missing has now been solved.
- 2 Some doctors are trying to get smoking made illegal.
- 3 A couple in the royal family have asked for people to respect their privacy.
- 4 The manager (probably of a football team) has promised to resign at the end of the season.
- 5 A Government minister has promised to limit any rise in inflation.
- 6 The Government is going to cut 5,000 jobs.

2 hard news: 2, 5, 6; soft news: 1, 3, 4

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt words connected with the news media. I can talk about my habits and interests related to the news.*

7B Grammar

Reported speech

LESSON SUMMARY

Grammar: reported statements; reported questions

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 4 and 6 orally as a class. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- On the board, write *My news* and the following sentence openings: *I am ...*, *I have ...*, *Last week, I ...*. Tell students to quickly write three sentences.
- Ask different students to read out their sentences. Choose an interesting one for each tense and write it on the board. Then for each sentence, write *[Name] said that ...* and elicit the reported version, reminding students of the tense shift that is needed in each case.

Exercise 1 page 72

- Students complete the sentences. You may need to remind them that there is no tense change if the reporting verb is in a present tense, e.g. in sentence 2.
- With a **weaker class**, go through the sentences together to revise the rules for reporting speech. Focus on the direct speech verbs and elicit the tense that will be needed in the reported sentence. Students then complete the exercise individually.

2 works 3 was going 4 had better 5 would be

Exercise 2 page 72

- Students read the *Learn this!* box and match the rules with two of the sentences in exercise 1.

1 sentence 2 2 sentence 4

For further practice of Reported speech, go to:

Grammar Builder 7.1 pages 126-127

- 1 1 I'll wear my new dress to the party.
- 2 I'm not going dancing with you this evening.
- 3 I'd like to study law at college.
- 4 I went to Italy last spring.
- 5 You've kept me waiting for two hours.
- 6 My team hadn't won a single match before their victory last Sunday.
- 7 I don't want to go out because I haven't been feeling very well.

Exercise 3 page 72

- Students compare the reported sentence and answer the questions.
 - Substitute other pronouns and possessive adjectives in some sentences and elicit the changed forms in the reported version, e.g. *I work for a broadsheet (I → she)*; *My brother works with your cousin (my → her; your → my / our)*; *You'd better call me next week (you → I; me → you)*.
 - Refer students to the Grammar Builder for other time expressions that may change in reported speech.
- a There is no relevant personal pronoun example; *my* changes to *her* (or *his* if the speaker is male)
- b *tomorrow* changes to *the next day*

Language note – Time expressions in reported speech

Time expressions like *today*, *this afternoon*, *tomorrow*, *yesterday*, etc. do not change if we are reporting something that the speaker said today. Similarly, *next week*, *last month*, *last year*, etc. only change if we are reporting the speaker's words in a later week, month or year.

Exercise 4 page 72

- Go through the *Look out!* box together to remind students of the difference between *say* and *tell*. Pay special attention to rule 2, giving one or two examples, e.g. *'Switch off the computer.' He told me to switch off the computer. 'Go away!' She told us to go away.*
- Students write their own example sentences.

Language note

When looking at rule 2, remind students that *tell* is replaced by *ask* when we are reporting a request rather than an instruction or command, e.g. *'Please help me!' He asked me to help him.* There is more on verbs that use this structure in lesson 7E.

Exercise 5 page 72

- Students write the sentences. With a **weaker class**, do the first two together as examples.
- 1 Linda says (that) she hasn't seen the news.
- 2 Kate told me (that) she would buy a tabloid the next / following day.

- 3 Jo said (that) she had never visited a news website before.
- 4 Ed told me (that) I had better look smart for my interview.
- 5 Naomi says (that) she is going to buy a broadsheet.
- 6 Marcus told me (that) that time the next / following day he would be flying to Paris.

Exercise 6 page 72

- Ask a student to read out the paragraph.
 - Working individually or as a class, students match the direct questions with the reported ones.
- 1 He asked me when I wanted it back.
 - 2 Then he asked me which one I had bought.
 - 3 He asked me if he could borrow it.
 - 4 Jake asked me whether I had bought a newspaper that day.

Exercise 7 page 72

- Students compare the direct and indirect speech in exercise 6 and answer the questions.
- 1 yes
 - 2 yes: It is the word order of a statement.
 - 3 if / whether
 - 4 We use the auxiliary or modal from the reported question, in either the affirmative or negative form, and with a tense shift where possible or appropriate.

Exercise 8 page 72

- Go through the example together, drawing attention to the changes.
- With a **weaker class**, tell students to pick out all the *yes / no* questions in the conversation and remind them that they need to use *if* or *whether* for these. You may want to go through a few more sentences together with the class.
- With a **stronger class**, ask students to choose different reporting verbs rather than always using *said* and *asked*. Refer them back to the list on page 57. Note that there is more on reporting verbs in lesson 7E of this unit.
- In pairs, students complete the exercise.

She asked (him) why he was asking her. Ben asked (her) if / whether she had used it the previous day. Pat told him / said (that) she had, but she had put it back in his room. Ben said (that) it wasn't there any more. Pat asked (him) if / whether he had looked properly. Ben told her / said / (that) he had and asked (her) if / whether she would help him look for it. Pat told him / said (that) she couldn't right then because she had to go out. Ben asked (her) where she was going. She asked (him) why he wanted to know. He told her / said (that) he was just curious and asked if / whether it was a secret. Pat told him / said (that) it wasn't (a secret), but she would rather not tell him.

Exercise 9 page 72

- Students do the transformation exercise individually. They can compare answers in pairs before you check as a class.
- 2 Fred (that) she would phone him that night
 - 3 whether Sue had ever been
 - 4 if / whether he had had lunch
 - 5 asked Ed what he

Extension

Write the following on the board and ask **fast finishers** to do the transformations:

- 1 a 'Did your parents read my blog?' Ben asked Amy. (if)
b Ben asked Amy ____ his blog.
 - 2 a She said to us, 'We won't be seeing you next week.'
b She told us that ____ the following week. (us)
 - 3 a 'Alex, why are you blaming yourself?' I asked. (he)
b I asked Alex ____.
 - 4 a 'Don't leave your bag there,' he said to her. (not)
b He ____ her bag there.
- 1 if her parents had read
 - 2 they wouldn't be seeing us
 - 3 why he was blaming himself
 - 4 told her not to leave

For further practice of Reported questions, go to:

Grammar Builder 7.2 page 127

- 1 1 Harry asked me why I hadn't tidied my bedroom.
- 2 Harry asked me when Kate was arriving.
- 3 Harry asked me if I would like a cheese sandwich.
- 4 Harry asked me why I was laughing.
- 5 Harry asked me if he could use my rubber.
- 6 Harry asked me what I thought I was doing.
- 7 Harry asked me what I had been doing.
- 8 Harry asked me if I would be needing a lift home that evening.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can report what people have said and asked.*

7C Culture

Instant news

LESSON SUMMARY

Reading: an article about Twitter

Listening: an interview with a journalist about using Twitter

Speaking: talking about Twitter and other forms of networking

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and set exercise 9 for homework.

LEAD-IN 2-3 MINUTES

- Ask students: *Do you often send text messages? Who do you send them to and for what purposes?* Elicit answers.
- Ask: *What are the advantages of such short messages? Are there any disadvantages?* Elicit answers. You could elicit or explain the meaning of *concise* (giving only the information that is necessary and important, using few words); it will be useful for the listening task later.

Exercise 1 page 73

- In pairs, students exchange information about Twitter.
- Elicit ideas and note them on the board. If some information is uncertain or in dispute, put a question mark beside it but do not correct it at this stage.

Culture note – Twitter

Twitter was created by American web developer Jack Dorsey in 2006. By 2012, it had over 500 million active users making over 340 million tweets a day. Users can post tweets through the website interface, through apps for devices such as smartphones or by SMS.

Exercise 2 2.29 page 73

- Students read the text first and then choose the correct words to complete the text.
- Play the recording for students to check their answers.
- Ask: *What's the word for a message posted on Twitter? (tweet)* *What word is used for people who subscribe to your tweets? (followers)* *What is meant by 'micro-blogging'? (blogging on a very small scale)*

1 c 2 b 3 d 4 b 5 a 6 c 7 c

Exercise 3 page 73

- Ask students to read out any parts of the text that confirm information on the board from exercise 1.

Exercise 4 page 73

- Read out the question. Ask students what they think some of the advantages and disadvantages of Twitter might be for a news journalist.
- Play the recording. Students listen for the general meaning.

Audioscript 2.30 page 73

Interviewer I'm speaking to Maggie Harwood, a TV journalist based in London. How do you use Twitter, Maggie?

Journalist When I wake up, the first thing I do is log on to my Twitter account and see what's going on. If there's any breaking news, like an accident, a disaster, or the death of a celebrity, the first place you'll learn about it is on Twitter. I follow about 1,000 fellow journalists so there's usually something interesting there.

Interviewer It sounds like an amazing way of communicating news.

Journalist Yes, it is, for sharing news, and sharing links. If I see an interesting article about something, I post the link on Twitter and everyone can see it. And you can also ask for news, post a message like 'Who knows about this or that?', and you'll get lots of replies.

Interviewer What else do you like about it?

Journalist It teaches you to be really concise. You've only got 140 characters for each tweet, that's maybe 25 to 30 words. It won't let you overrun so you learn to lose unnecessary words and only include the most important information.

Interviewer It sounds like it's a great tool for journalists, but ...

Journalist Yes, it is.

Interviewer ... are there any drawbacks to Twitter?

Journalist Yes, there are. The main issue is verification. How do you know what someone is tweeting is true?

Interviewer How do you?

Journalist Well, ultimately, you don't. But you'll usually find that if it's an important news story, like an earthquake or a demonstration, lots of other people are tweeting the same kind of thing. You can also check who it is that's tweeting by looking at their 'bio' ...

Interviewer What's their 'bio'?

Journalist Biographical information about them. Are they journalists themselves? You can also check their past tweets. Are they serious or messing around or – worse – spreading misinformation?

Interviewer People do that, do they, spread false information?

Journalist Yes, it happens. And also you can reply to the tweet and ask for more information. So there are ways of building up a picture of the person and getting a good idea if they're reliable or not.

Interviewer Any other disadvantages?

Journalist Yes, the word limit of 140 characters means it's difficult to analyse events properly or to give the context. Many events obviously can't be summed up in twenty or so words. But that isn't what Twitter is for.

Interviewer So you believe the pros far outweigh the cons.

Journalist Yes, I do. Twitter has had an enormous impact on journalism. It's democratised the news.

Interviewer What do you mean by that?

Journalist With Twitter, you get lots of different voices and perspectives, instead of all the information coming from one or two big news agencies. And it isn't edited or censored. So what you've got is lots of ordinary people reporting the news as they see it. And it's free!

Yes, she does.

Exercise 5 2.30 page 73

- Give students time to read the answer options carefully, underlining key words. Remind them to mark any answers that they think are correct and to eliminate any that they think are definitely wrong.
- Play the recording. Students choose the correct answers.

1 b 2 a 3 c 4 b 5 b

Exercise 6 page 73

- Students complete the collocations.
- Test comprehension by asking for translations or explanations.

1 picture 2 impact 3 context 4 news 5 misinformation
6 events

Exercise 7 page 73

- In pairs, students discuss and agree on the advantages and disadvantages and write two summaries.
- Ask some students to read out their summaries to the class.

Exercise 8 page 73

- Students ask and answer in pairs.

Extension

Ask students to try to compress the essential points from their answers about Twitter into a tweet of no more than 140 characters.

Exercise 9 page 73

- If students have access to computers, they may have time to start browsing through websites at the end of the lesson. Ask them to complete the project for homework.

Extra exercise

Read out the last part of the audioscript for exercise 4. Ask students if they agree that Twitter and other forms of modern communication have 'democratised the news' and elicit specific examples if possible. Then ask: *How could we contribute to 'citizen journalism'?* Students discuss the question in small groups and report back to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand a text and an interview about the uses of Twitter. I can make a summary. I can talk about online networking.*

7D Reading

The postal service

LESSON SUMMARY

Reading: an article about the history of the UK postal service

Vocabulary: phrasal verbs with *on*, *off*, *out* and *in*

Speaking: talking about writing and receiving letters

Topic: Shopping and services

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in. Exercise 6, the Grammar Builder activity and the Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write *postal service* on the board. Give students, in pairs, one minute to brainstorm all the words they can think of connected with the postal service. Tell them to list these as nouns, verbs and adjectives. Elicit their words and write them on the board.
- Ask: *What sort of things come through the post in your household?* and elicit a range of replies.

Exercise 1 page 74

- Students discuss the questions in pairs. Ask them to guess when the top picture was painted (probably around 1900).
- Get feedback from the class.

Culture note – The mail sorting process

When focusing on the second picture, point out that nowadays mail sorting is normally an automated process. It uses machines with optical scanners which can read addresses. It is only when addresses cannot be deciphered by the machine that items are sorted manually.

Exercise 2 2.31 page 74

- Tell students to read the four summaries. Check that they understand the meaning of *revolutionise* (to completely change the way something is done).
- Play the recording for students to listen to while they read.
- Elicit the answer and ask why the other options are not correct. Make sure students understand that although sentences a, c and d contain accurate information from the text, they only relate to particular parts of it – they do not give a summary of the text as a whole.

sentence b

Exercise 3 page 75

- Students read the text in detail to complete the task. Ask them to mark the parts of the text that give them the necessary information.
- Check answers as a class and ask students to explain how they arrived at their answers.

1 F 2 F 3 T 4 F 5 T 6 T

Extension

Ask comprehension questions, e.g. *Imagine you lived in the south of England in the early 1800s. Why would you not want to get a long letter from Scotland?* (Because you would have to pay for mail sent to you; the longer the letter and the greater the distance, the more it cost.) *Roland Hill was a 'Victorian' – what does this mean?* (He lived in the period when Victoria was Queen of England.) *What was the aim behind his idea of a single rate of postage?* (to make the postal service cheaper and therefore accessible to everyone) *Why were stamps needed?* (to prove that a letter had been paid for) *What's unusual about British stamps now?* (They do not have the name of the country on them.)

Exercise 4 page 75

- Working individually or in pairs, students look at the verbs in context and complete the matching task.

1 dragged on 2 set up 3 come up with 4 settled on
5 caught on 6 put up with

Extension

Ask students to think of their own sentences using the six phrasal verbs. Tell them to write the sentences but to gap the phrasal verbs. In pairs, they swap sentences and complete their partner's sentences. If they think a sentence contains a grammatical error or misuses the verb, they should point this out to their partner and suggest improvements.

For further practice of Phrasal verbs with *on*, *off*, *out* and *in*, go to:

Vocabulary Builder 7.3 page 140

1 A continuing B ending C discovering / solving
D arriving
2 1 log off 2 Carry on 3 find out 4 called off 5 stay
on 6 checked in 7 work out 8 get in 9 going on
10 pulled in 11 sort out 12 rang off

Exercise 5 page 75

- In pairs, students use dictionaries as necessary to explain what the phrases mean. With a **stronger class**, ask them to give these explanations in English. In a **weaker class**, they can explain in their own language.

(Possible answers)

- People feared the arrival of the postman at their home (because they had to pay for mail they received).
- He tried to force the Government to listen by repeatedly putting forward his ideas to them.
- The post office fees were far too great for ordinary working people to afford.
- It continued slowly and tediously for a very long time.
- It seemed normal and unremarkable to everyone because they became used to it.
- It had a huge effect on people's lives.

Exercise 6 page 75

- Students scan the text to find the pronouns. To make this quicker, you can tell them which paragraphs to look in.
- Elicit other pronouns with *some-*, *any-* and *no-*. You could add pronouns with *every-* to this list. Choose some of these and ask students to use them in example sentences.

something (paragraphs 1 and 2); anyone (paragraph 5); no one (paragraph 6)

For further practice of Indefinite pronouns, go to:

Grammar Builder 7.3 page 127

1 I any 2 some / any 3 No 4 any 5 Any 6 Some

Exercise 7 page 75

- In pairs, students discuss the questions.
- As feedback, get them to ask and answer in open pairs across the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand and react to a text about the history of the postal service. I can describe my own use of the postal service.*

7E Grammar

Reporting verbs

LESSON SUMMARY

Grammar: reporting verbs and structures

Listening: an interview with a politician; short everyday conversations

Speaking: reporting things people say or said to you

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- Write *the economy* on the board and elicit a translation.
- Ask: *What problems have there been lately in the world economy? Has our country been affected? Have the problems affected you or people you know?* Discuss these questions with the class.

Exercise 1 page 76

- Read out the questions and encourage students to guess what the politician's replies will be. Pre-teach *public spending* (money the Government pays for public services, e.g. relating to education, health care, defence, etc.).
- Play the recording. Students answer the questions.

Audioscript 2.32 page 76

Interviewer The economy is in a mess, isn't it?

Minister Well, it's true that the economy has not been performing well, but ...

Interviewer That's because you have failed to make the necessary cuts in public spending, isn't it?

Minister No, it isn't our fault. We didn't cause these problems. If you remember, the previous government left the nation's finances in a terrible mess, and we are doing our best to deal with it.

Interviewer So, you aren't going to cut public spending?

Minister No, that would be very dangerous and deepen the crisis. We are going to cut taxes and create jobs. That will strengthen the economy and put us on the road to recovery.

She blames the previous Government. She promises to cut taxes and create jobs.

Exercise 2 2.32 page 76

- Students read the sentences and complete them with the reporting verbs. Check answers as a class.

1 agreed 2 denied 3 reminded 4 warned 5 announced

Exercise 3 page 76

- Go through the *Learn this!* box together. Focus on the examples and point out that the rules for reported speech apply. However, while we often leave out *that* after *say* and *tell*, these other verbs are nearly always followed by *that*.
- In pairs, students report the sentences. With a **weaker class**, focus on the verbs in brackets and elicit translations before students write.

- 1 Matt reminded / warned Sue that the film started in ten minutes.
- 2 Jessica pointed out / announced that she had already done her homework.
- 3 Ross explained that he had been tired because he hadn't slept well.
- 4 Jim persuaded me / argued / explained that he wouldn't have crashed if there hadn't been ice on the road.
- 5 Mandy complained / announced that Sally had lost her gloves.
- 6 Beth claimed / insisted that Emma was wearing her scarf.

Exercise 4 page 76

- Give students time to read the sentences carefully.
- Play the recording. Students listen and match. Tell them to listen to the way the girl speaks as well as what she says.

Audioscript 2.33 page 76

- 1 Please, please let me stay out late this evening.
- 2 I don't care what you say. I'm not coming home early!
- 3 Look, I definitely won't be home late this evening.
- 4 No, you're wrong. I didn't get home late last night.
- 5 OK, it's true. I arrived home very late last night.
- 6 As I said before, I'm going to be home late this evening.

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

Exercise 5 page 76

- With a **stronger class**, ask students to work individually or in pairs. Tell them to examine the structure that follows each of the reporting verbs in blue and then add the verb to the correct list in the *Learn this!* box.
- With a **weaker class**, go through the six structures in the box and make sure students are clear about the grammatical forms. Then look at the first two sentences, asking students to identify the structure that follows the reporting verb. Continue in the same way with the rest of the sentences if necessary.

- 1 refuse 2 remind 3 deny 4 insist 5 congratulate sb on
- 6 suggest 7 insist

Grammar Builder 7.4 pages 128–129

- 1 1 Andy offered to feed the cat.
- 2 Susannah apologised for being late.
- 3 Brenda accused Zoe of breaking her new smartphone.
- 4 Denise warned her son to stay away from the cliff edge.
- 5 The teacher requested that we should all put our pens down.
- 6 The doctor recommends that Sam take more exercise.
- 7 The minister proposed that smoking be banned.

2 Audioscript 3.02 page 129

- 1 Mum Charlotte, did you do this? Look, this glass is broken.
Daughter Yes, sorry Mum. I did it while I was washing up.
- 2 Sister Simon, please lend me your iPod.
Brother I'm not sure. I might need it.
Sister Oh, please, please. Just this once. I'll take great care of it.
- 3 Boy Did you see that? I played brilliantly today. I scored five goals!
Girl Oh, listen to you. Anyone would think you were Lionel Messi.
- 4 Dad Well done, son. You played really well today.
Son Thanks, Dad. It was a good match.
- 5 Brother Let's go to the cinema this afternoon.
Sister Good idea. What's on?
Brother There's that new comedy with Ashton Kutcher.
- 6 Woman Here, have a biscuit with your coffee.
Man Thanks, but I won't. I need to watch my weight.
- 7 Boy Would you like to come to my party next Saturday?
Girl I'd love to. Thank you very much.
- 8 Man Let me help you with that bag. I can carry it for you.
Woman Thanks, but I can manage.
Man No really. Let me. It's no trouble.
- 2 She begged him to lend her his iPod.
- 3 He boasted of having scored five goals. / He boasted that he had scored five goals.
- 4 He congratulated his son on playing well. / He congratulated his son on having played well.
- 5 He suggested going to the cinema. / He suggested that they go to the cinema. / He suggested that they should go to the cinema.
- 6 He refused to have a biscuit with his coffee.
- 7 He invited her to come to his party the following Saturday.
- 8 He insisted on carrying her bag.

Exercise 6 page 76

- Students complete the sentences. With a **stronger class**, ask them to do this without referring to exercise 5 or the *Learn this!* box. When they have finished, they should look back to check that they have used the correct forms.

1 to ground 2 not to copy 3 to stay out 4 on buying
5 show 6 to sit 7 going 8 for losing

Exercise 7 page 76

- In pairs, students talk about the topics. Encourage them to give details about the situations and the way they feel / felt.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can report what people said in a variety of ways.*

7F Speaking

Photo description

LESSON SUMMARY

Listening: a response to a question

Vocabulary: phrases for handling difficulties when speaking

Speaking: describing a photo; giving opinions in answer to general questions

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, combine the lead-in and exercise 1 as a brief class discussion, and omit exercise 7 if necessary.

LEAD-IN 2–3 MINUTES

- Write these questions on the board: *Are there rules in your home about (a) how often you can go out? (b) where you can go? (c) how late you can stay out? If you have brothers or sisters, are the rules the same for them? What happens if you are late home?* In pairs, students ask and answer the questions.
- Elicit responses from several students.

Exercise 1 page 77

- In pairs, students discuss the question. They should reach agreement on about five items and number them 1–5.
- Find out through a show of hands what the class considers to be the most common cause of arguments.

Exercise 2 page 77

- In pairs, students describe the photo. Remind them of the requirements of the oral exam: to define the place, the people and the actions performed by them.

Exercise 3 page 77

- You may want students to work with a different partner for this task. Students look at the photo and decide on the probability of the ten statements. Answers will vary, depending on students' interpretation of the photo.

Exercise 4 page 77

- Go through the *Learn this!* box together to remind students of the use of modals for speculating.
- Students write a sentence for each statement in exercise 3. Remind them that they must give reasons.
- Elicit one or two answers for each statement. Encourage students to answer directly rather than reading out what they have written.

Language note – Modals

If students are not confident about the forms that are used with modals, write the following sentences on the board and discuss the differences in meaning between them:

She might use her phone. (= Maybe she will do this in the future. / Maybe she does this regularly.)

She might be using her phone. (= Maybe she is doing this now.)

She might have used her phone. (= Maybe she did this. / Maybe she has done this.)

She might have been using her phone. (= Maybe she was doing this.)

Exercise 5 page 77

- Point out to students that there are likely to be times when they are not sure what the examiner is saying or when they cannot immediately think of what to reply. Tell them not to freeze or panic. The phrases in this exercise will help them get around the difficulty.
- Students complete the phrases.

1 mean 2 explain 3 say 4 know 5 words 6 What
7 something 8 kind 9 moment 10 thought 11 see
12 question

Exercise 6 page 77

- Play the recording. Students listen for the phrases.
- Play the recording again and ask students to pick out other phrases for giving a tentative answer (*I don't have any strong feelings about it, really. Having said that, ... But then again ...*). Point out that although there is hesitation and uncertainty in this answer, it is still a good one.

Audioscript 3.03 page 77

Examiner Do you think young people should be allowed to stay out late?

Candidate Um ... I haven't given that a great deal of thought before. I don't have any strong feelings about it, really. ... um ... There'll be times when it's fine for teenagers to stay out late. Let me see, for example when they've been invited to a party at a friend's house, and the parents know where he or she is, and they're sure that they won't ... um, I'm not sure how to say it in English ... that they won't have problems or be in danger. Having said that, there are often times when it isn't sensible or right for teenagers to be out late. To my mind it'd be silly to stay out very late when you have school the next day, but then again, I guess it's OK once in a while.

I haven't given that a great deal of thought before. Let me see, ... I'm not sure how to say it in English.

Extension

Give students some practice with paraphrasing. Write these sentences on the board: *I don't trust (politicians). She didn't read the (warning) on the bottle. You need to use a (vacuum cleaner). I (downloaded) the video. To me, coffee tastes (bitter).* Tell students to imagine that these are things they want to say, but they cannot think of the words in brackets. How could they express the idea to get their meaning across?

Exercise 7 page 77

- Students discuss the question in pairs, giving reasons.

Exercise 8 page 77

- Students take it in turns to do the exam task with their partner taking the role of the examiner.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to paraphrase and gain thinking time. I can speculate about a photo. I can give opinions in answer to a general question.*

7G Writing analysis

Review

LESSON SUMMARY

Reading: a film review

Vocabulary: adjectives for describing a film

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and in exercise 9 make a small selection of adjectives from the list.

LEAD-IN 3-4 MINUTES

- Ask students to think of a well-known film and to write a one-sentence summary describing it, without mentioning the title or naming any of the characters or actors in it.
- In groups, students take it in turns to read out their sentence. The others have to guess the name of the film.
- Groups decide which of the summaries was the best. Ask the person who wrote it to read it out for the class to guess.

Exercise 1 page 78

- Students ask and answer the questions in pairs. At the end, you could take a vote on the class's most popular film.

Exercise 2 page 78

- Discuss the question with the class and make notes on the board.
- In addition to the basic elements given in the key below, students might suggest other information, e.g. about the film's budget, the original source of or inspiration for the story, the writer of the screenplay, the score (music), the special effects, any awards or nominations for awards, interesting facts about the director or actors, or the making of the film.

Most reviews will contain the following: title, type of film (genre), names of the director and main actors, the setting, an introduction to the main character(s), an indication of the story line, the reviewer's opinions.

Exercise 3 page 78

- Students read the tip and identify the angle they would need to take in each of the exam tasks.

A You were disappointed in a film that got rave reviews.

B You enjoyed a film that you didn't expect to like.

C You really liked a film that your friends didn't like.

Exercise 4 page 78

- Ask for a volunteer to read the first paragraph of the review.
- Elicit the answer to the question.

question C

Exercise 5 page 78

- Students read the whole review, underlining the relevant sections.
- 1 However, it received mixed reviews from the critics, and my friends weren't impressed by it ...; My friends maintain that Carrey gives an unconvincing performance in the leading role, ...; Some critics were of the opinion that the story was far-fetched and silly, ...
 - 2 ... I was pleasantly surprised; ... I couldn't disagree more; ... I think they are missing the point

Exercise 6 page 78

- Check that students understand the meaning of *plot* (the story line of a film, novel, etc.).
- Students identify the paragraphs.
- Point out that when describing the plot, the writer just gives an idea of how the action is set in motion, without going into details that would spoil the story for the reader.

a paragraph B b paragraph C

Exercise 7 page 78

- Ask students about the tense. When you have elicited the answer, remind them that the present simple is used in the same way when we are talking about a book, play or TV drama.

present simple

Exercise 8 page 78

- Students scan the text to find the adjectives. Elicit or explain what the adjectives mean.
- Ask students to go through the other words in the list, using dictionaries where necessary to find or check the meanings.
- Check comprehension of the less familiar words by giving translations and eliciting the English words.

entertaining, far-fetched, hilarious, light-hearted, serious, thought-provoking, unconvincing, well-rounded

Exercise 9 page 78

- Students think of examples for the adjectives. If time is short, make a selection of adjectives to consider, e.g. *fast-moving*, *intricate*, *predictable*, *thought-provoking*; *clichéd*, *complex*, *two-dimensional*, *well-rounded*.

Extra exercise

Ask students, in pairs, to think of two positive and two negative adjectives for these elements of a film: (a) the special effects, (b) the score, (c) the dialogue and (d) the ending.

Exercise 10 page 78

- In pairs, students choose a film and discuss the plot and characters, using language from the lesson.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand and talk about a film review. I have learnt a variety of adjectives to describe the plot and characters in a film.*

7G Writing task

Review

LESSON SUMMARY

Vocabulary: expressions for a film review

Writing: a film review

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 2-3 MINUTES

- Write the heading *Types of film* on the board. Brainstorm words for film genres (e.g. romance, horror, science fiction) and write them on the board.
- Ask students to say which genre or genres they like best, and why.

Exercise 1 page 79

- Give students time to read the exam task carefully and to decide on a film that suits the angle they have to take.

Exercise 2 page 79

- Tell students to look at the chart and note down the facts that they know. If they have access to computers, they can do a bit of research on the Internet in class to add to their notes. If not, they can do this later at home.

Exercise 3 page 79

- Go through the list together. Take a particular film as an example and use it to elicit ways in which some of these sentences could continue. Make sure students understand what is meant by *twist* (an unexpected turn of events).
- Using several of these sentence openings, students make notes about the plot of the film they have chosen.

Exercise 4 page 79

- Ask students to divide the list into characters (action hero, anti-hero, hero / heroine, protagonist, side-kick, villain) and actors (comic actor, extra, star, leading role, romantic lead, star, supporting cast). Make sure students understand, for example, that the *hero / heroine* or *protagonist* of a film is the main character, while the *star* is the actor / actress who plays the main role. Similarly, the hero may have a *side-kick* in the film, who is played by a *supporting actor*.
- Elicit examples of characters and actors in particular films to demonstrate the meaning of the words.
- Students make notes about the characters in their film.

Exercise 5 page 79

- In pairs, students take it in turns to present their film to their partner, using their notes. Encourage them to comment on their partner's description of the plot and characters and to ask questions if anything was unclear.

Exercise 6 page 79

- Explain that in this context, *reservations* means 'slight doubts or criticisms that limit your support for something'.
- Working individually or in pairs, students complete the sentences.
- Point out that only some of these sentences will be suitable for this particular task. Ask students to pick these out.

1 reservations 2 praise 3 pleasantly 4 reviews
5 made out 6 expectations 7 expected 8 raved
Useful sentences for this task: 2, 4, 7, 8

Exercise 7 page 79

- Students plan their final paragraph.

Exercise 8 page 79

- Students write their review, using their notes and referring to the text on page 78 as a model.
- When they have finished writing, they check their work against the checklist.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?*
and elicit answers: *I have learnt nouns and other expressions for writing about plot and character. I can contrast my opinions with those of other people. I can write a film review*

Get Ready for your Exam 7

Listening

Exercise 1 page 80

GET READY TO LISTEN

- In pairs, students discuss which shows they would like to see.
- Encourage them to give reasons for their choices and to ask their partner follow-up questions, e.g. *Why don't you like musical shows? Don't you think piano recitals are boring?*

Exercise 2 page 80

LISTENING EXAM TASK – SENTENCE MATCHING

- Students read the sentences. Ask them to underline key words and to write down any synonyms or related words that they can think of.
- Play the recording twice. After the first listening, students should assign the sentences they are sure of and cross them out on the list. They can then concentrate on the remaining options for the second listening.
- Check answers as a class.

Audioscript 3.03 page 80

- 1 See the latest in contemporary dance, inspired by visual art, being showcased at the Lyceum Theatre this weekend. The brilliant choreographer Michael Clark will present *Whose Zoo* – his exciting new production – and performances are free for those who apply in time. Admission is by ticket only, which can be acquired online or in person at the theatre. So do take advantage of this rare opportunity to witness an amazing dance premiere at no cost.
- 2 When you hear the name Todd Barry, you know you are in for an evening of rare entertainment! This man has appeared on chat shows and stand-up shows too numerous to mention. Take the opportunity to see him live tomorrow for one night only at the Caroline Theatre on Broadway. His quick wit, smart one-liners and acute observations of everyday life will have you rolling in the aisles! Book tickets in advance at carolines.com. Tickets cost \$27 for adults.
- 3 Add a little drama and amusement to your life this weekend. Cutting-edge director Daniel Fish highlights the work of the novelist David Foster Wallace in *A Supposedly Fun Thing I'll Never Do Again*. This highly entertaining dramatic piece gives the author's words to six actors in a different way every night. See it this weekend at the Chocolate Factory Theatre in Long Island at 8 p.m. Tickets cost an unbeatable \$15. Book online or by telephone on 212-352-3101.
- 4 Sign up for a Broadway classic this Saturday! If you haven't seen it before, or even if you have, you will enjoy the devilish and delightful tale of murder, greed and corruption that is *Chicago*. Set in this notorious city during the jazz-age Twenties, *Chicago* keeps the story moving with massive show-stopping song and dance numbers. The original choreography by the brilliant Bob Fosse and the now-classic score will hold you spellbound. Join the queue for a ticket – it's worth it!
- 5 Go off-Broadway for something totally different this weekend. This is not a traditional, story-driven production – there isn't even a stage for the performers or seats for the audience. Instead, *Fuerzabruta* is a full-on 360-degree experience – the action happens around, above and among you. The performance is completely non-verbal and uses music, dance, acrobatics and visual art to excite a whole range of emotions, from humour to suspense to pure exhilarating joy. Book a ticket today from \$75.

1 D 2 C 3 F 4 A 5 E

Use of English

Exercise 3 page 80

USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE

- Students complete the task.
- Check answers as a class. Ask students to explain why the other options are not correct.

1 C 2 B 3 D 4 A 5 A 6 D

Exercise 4 page 80

GET READY TO SPEAK

- Ask students which TV talent shows they watch. Do not ask any questions.
- Students discuss what they would do to audition for a talent show.
- Get feedback – it could be amusing and surprising.

Exercise 5 page 80

SPEAKING EXAM TASK – PICTURE DESCRIPTION

- Give students 15 seconds to look at the picture.
- Focus on the questions. Ask: *Which question asks about the photo?* (the first task and question 1) *Which one asks you to express an opinion?* (both 2 and 3).
- Give students 20 seconds of preparation time.
- In pairs, they take it in turns to answer the questions. At the end, ask them to comment on their partner's answers.

Map of resources

8A Vocabulary and listening

Student's Book page 81, Workbook page 65

Photocopiable Activity: 8A Eco-quiz (TRCD-ROM)

8B Grammar

Student's Book page 82, Workbook page 66

Photocopiable Activity: 8B Talking about ability (TRCD-ROM)

8C Culture

Student's Book page 83, Workbook page 67

Photocopiable Activity: 8C Meat free Mondays (TRCD-ROM)

8D Reading

Student's Book pages 84–85, Workbook pages 68–69

Photocopiable Activity: 8D Time to clean up the sky (TRCD-ROM)

8E Grammar

Students's Book page 86, Workbook page 70

Photocopiable Activity: 8E Relative clauses (TRCD-ROM)

8F Speaking

Student's Book page 87, Workbook page 71

Photocopiable Activity: 8F Charity choices (TRCD-ROM)

8G Writing

Student's Book pages 88–89, Workbook page 72

Photocopiable Activity: 8G Opinion essay (TRCD-ROM)

8 Review and Tests

Review 7–8 Student's Book page 90

Review 7–8 Workbook page 101

Photocopiable Activity: 8 Find out who ... (TRCD-ROM)

Student Self-Test Sheets 8, 1–3 (TRCD-ROM)

Unit 8 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 92

Workbook pages 73–74

Workbook page 96 Exam Challenge

iTools Unit 8

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

8A Vocabulary and listening

Global warming

LESSON SUMMARY

Vocabulary: energy and the environment**Listening:** teenagers talking about global warming**Speaking:** describing photos and discussing different energy sources**Topic:** Natural world

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 6. Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write the word *electricity* on the board. Ask: *Where does electricity come from?* Give students a few minutes to think of as many sources as they can (e.g. coal, oil, natural gas power station, turf power station, nuclear power station, wind farm, solar power, hydroelectric power, tidal / wave power).
- Alternatively, put students in teams. Write a list of fuel sources on the board, gapping some of the letters in the words, and ask students to complete the words as quickly as possible. Then ask students to say which are 'green' or renewable forms of energy (wind, solar, hydroelectric, tidal).
- Ask: *How does your country compare with other countries in the EU for renewable energy?* (The EU goal is to get 20 per cent of its energy from renewable sources by 2020. In 2010, the EU average was 12.4 per cent, and the UK figure was 3.2 per cent.)

Exercise 1 page 81

- Students discuss the terms in pairs. Check answers as a class. With a **weaker class**, help students to work out the meaning of words by looking at the root of the words, e.g. *globe* – *global*, *warm* – *warming*, *new* – *renew* – *renewable*.

- global warming:** the increase in temperature of the earth's atmosphere, caused by the increase of certain gases, especially carbon dioxide
- renewable energy:** a type of energy that can be replaced naturally, e.g. wind or solar
- fossil fuels:** fuel such as coal or oil that was formed over millions of years from the remains of animals or plants

Exercise 2 page 81

- Students work individually or in pairs. With a **stronger class**, tell them to complete as much as possible before they use a dictionary.

- solar / tidal / wave
- solar / tidal / wave
- solar / tidal / wave
- coal / oil / biofuel
- coal / oil / biofuel
- coal / oil / biofuel
- power
- pylon
- turbine
- rig
- mine
- panel
- footprint
- change
- CO₂
- greenhouse

Language note – Carbon footprint

Your carbon footprint is a measure of the amount of carbon dioxide produced by your daily activities. It can also be used to describe the amount of carbon dioxide that a company produces. There are a lot of websites which will help you to calculate your carbon footprint. Try: footprint.wwf.org.uk.

Exercise 3 page 81

- Tell students to read the sentences a–i. Answer any vocabulary questions they may have.
- Play the recording, pausing after each speaker for students to find the answers. Play the recording a second time if necessary. Check answers as a class.

Audioscript 3.05 page 81

- 1 **Henry** I've absolutely no doubt that global warming is happening and that it's causing the world's climate to change. Just look at the number of irregular weather phenomena in recent years – hurricanes, storms, floods, drought, and so on. It's beyond doubt – to my mind anyway – that it's caused by human activity. It's imperative that we act now to prevent it getting much worse. Governments should invest massively in renewable energy, set up wind farms, tidal barrages, and so on. And don't fall into the trap of thinking that nuclear energy is the answer to our problems, because there's the problem of disposing of the nuclear waste.
- There are lots of ways to reduce your own carbon footprint too. But to make a real impact on global warming, we have to make radical changes to the way we live. For one, we should travel less. Don't go abroad on holiday. And if you have to travel, avoid flying if you can use a train or coach instead. Second, become a vegetarian. Meat production causes global warming. How? When farm animals digest food, they release vast amounts of methane, which is a very potent greenhouse gas.
- 2 **Millie** I must say I'm a bit of a global warming sceptic. I know I'm in a minority, but I do think people exaggerate the problem. I agree that the earth is getting warmer but I'm not 100 per cent sure that human activity is entirely responsible for it. I think there are natural processes at work too. In the past, the earth has been much hotter – and much colder – than it is today, and that had nothing to do with us.
- And anyway, I don't think there's a great deal we can do about global warming. Governments waste huge amounts of money on inefficient renewable energy schemes, like installing wind turbines and solar panels. Of course we should try to conserve energy, and avoid polluting the atmosphere and oceans, but you can't persuade people to change the way they live. Basically, I don't think we should worry too much about climate change. We just have to learn to live with it.
- 3 **Zak** The vast majority of scientists have linked the increase in the earth's temperature with CO₂ emissions, so I guess it must be true. The problem is what to do about it. It's all very well for us in the developed world to say we must cut carbon emissions and rely less on fossil fuels. We've already benefited from centuries of economic growth based on high energy consumption. What about India and China? They are going through a kind of industrial revolution, as we did. What right have we to tell them what to do? Especially if we don't practise what we preach.
- I think it's down to each of us to do our bit: use public transport to get to school and work, insulate our homes, reuse and recycle. Every little bit helps. As for what the Government should do, personally I think the answer is to build more nuclear power stations. We'll have used up all the natural resources like coal, gas and oil by 2100, so I think we'll have no choice anyway.

1 b, d, h 2 c, f, i 3 a, e, g

Extension

Have a class discussion on global warming. Write the following statement on the board: *We do not need to worry about global warming and climate change as they are greatly exaggerated.* Allow students to give their opinions on the topic. Take a vote by asking: *Do you agree or disagree?*

Exercise 4 3.05 page 81

- Students work in pairs to complete the collocations. Play the recording again for students to check their answers.

1 renewable energy 2 nuclear waste 3 your carbon footprint
4 energy 5 the atmosphere and oceans
6 wind turbines or solar panels 7 carbon emissions
8 fossil fuels 9 natural resources

Extension

- In small groups, students think of another phrase which collocates with each of the verbs in exercise 4.
- Check answers as a class.

(Possible answers)

invest in a company, dispose of rubbish, reduce your speed, conserve water supplies, pollute rivers, install new software, cut spending, rely on a friend, use up all your money

Exercise 5 page 81

- Tell students to look at the photos. Ask: *What can you see?* (a power station that is emitting smoke and steam; a wind farm) In pairs, students discuss the questions.
- Ask a few students to repeat their descriptions to the class.

(Possible answers)

2 a Advantages of fossil fuels: fairly cheap, still readily available;
disadvantages: polluting, damaging to the land when extracted
b Advantages of nuclear energy: clean, uses limited resources;
disadvantages: expensive to install and decommission, danger of contamination
c Advantages of renewable energy: clean, endless supply;
disadvantages: can be expensive to harness, supply is variable

Exercise 6 page 81

- Refer students to the examples. Tell them to look back at the statements in exercise 3 and discuss them with a partner.
- Ask a few pairs to give their opinions on different statements to the class.

Extra activity

Tell students to choose the sentences they disagreed with in exercise 6. Ask them to rewrite the sentences so that they reflect their opinion, e.g. *We can persuade people to live 'greener' lives.* Ask different students to read out some of their sentences to the class.

For further practice of *Wildlife and endangered species*, go to:

Vocabulary Builder 8.1 page 141

1 1 the wild 2 Threats 3 habitat 4 poaching
5 conservation 6 reserves 7 breeding 8 captivity
9 extinction

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about global warming. I can talk about ways of preventing global warming.*

8B Grammar

Talking about ability

LESSON SUMMARY

Grammar: talking about ability in the past, present and future

Reading: an article about an eco-protester

Speaking: talking about personal achievements and abilities

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 6 together as a class. The Grammar Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES

- Write two headings on the board: *Two years ago* and *Now*. Write a sentence about yourself under each heading using *could* and *can*, e.g. *I couldn't play the guitar. I can play the guitar.*
- Ask students to make similar sentences about themselves.
- Change the first heading to *When I was five years old* and repeat the exercise.

Exercise 1 page 82

- Students work in pairs to underline the ability expressions.

1 won't be able to prevent 2 could supply 3 can generate
4 managed to cut 5 can't help, 'll be able to help 6 couldn't find
7 could smell 8 isn't able to cut

Exercise 2 page 82

- Go through the *Learn this!* box together.
- Read out the first sentence in exercise 1 and ask students to match it with one of the rules.
- Students complete the exercise individually. Check answers as a class.

Present ability: *can* – sentence 3; *be able to* – sentence 8

Ability in the past: *could* – sentence 2; *managed to do* / *Succeeded in doing*: sentence 4; *couldn't* – sentence 6; *could with verbs of perception*: sentence 7

Ability in the future: *will be able to* for ability in the future: sentence 1

can / will be able to for future arrangements: sentence 5

Exercise 3 page 82

- Students work individually to choose the best answers from the options given. Remind them that in some cases both answers are correct.
- Check answers as a class.

1 couldn't hear 2 Can you / Are you able to 3 can't
4 couldn't / wasn't able to 5 Can you / Will you be able to
6 managed to

Exercise 4 page 82

- Write the gapped sentence for the first item: *Jo ____ when she left school.* Write the key word (*managed*) next to it. Read out the full sentence (*Jo was able to find a job when she left school.*) and ask a volunteer to come to the board and complete the sentence. Remind students that they must include the key word each time.
- Students work individually. They then compare answers in pairs. Check answers as a class.

1 managed to find a job 2 might be able to ring
3 not being able to 4 succeeded in getting a place
5 couldn't go to school 6 could see the house

For further practice of Talking about ability, go to:

Grammar Builder 8.1 page 128

1 1 not being able to 2 Can 3 won't be able to 4 be able to
5 Can 6 be able to 7 haven't been able to
8 can't

Exercise 5 page 82

- Point to the picture and ask students what the person is doing, and why.

He's lying in a tunnel and holding a torch. He's an eco-protester protesting against a road-building project.

Culture note – Eco-protests

The eco-protest movement can be traced back to the 1960s and 1970s when groups such as CND (the Campaign for Nuclear Disarmament) and Greenpeace (who campaign on a variety of environmental issues, including whaling and global warming) were formed. Taking their inspiration from these early protest groups, environmental direct action groups began to form in the early 1990s. In the UK, groups such as Earth First! organised camps of protesters at the site of road-building projects in order to prevent the work from going ahead. Supporters built tunnels under the ground and chained themselves to trees or digging equipment. In some cases, they successfully prevented the building of major roads. In other cases, little was achieved, although projects were often severely delayed and many protesters were arrested.

Exercise 6 page 82

- Students work in pairs to complete the text. Check answers as a class.

1 can 2 managed to 3 couldn't 4 didn't succeed
5 managed 6 be able to 7 manage to / be able to

Exercise 7 page 82

- Give students a few minutes to think about the things they are going to talk about. Go round the class and monitor the activity to check that students are using the target language correctly.
- Ask students to tell the class about their partner.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about eco-protests. I can talk about ability in the past, present and future.*

8C Culture

Feed the world

LESSON SUMMARY

Reading: an article about global food shortages

Listening: a talk about vertical farming

Vocabulary: prefixes: *anti-*, *under-*, *multi-*

Speaking: arguing for and against a topic

Topic: Natural world

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercises 1 and 2 together as a class.

LEAD-IN 2-3 MINUTES

- Write these numbers on the board: *500 million, 20 billion, 5 billion, 7 billion*. Ask students which figure represents the current world population (7 billion). Take a vote for each figure.
- Ask a student to write the correct number in full on the board (7,000,000,000). If you have access to the Internet, you can look up the exact figure on this website: <http://www.census.gov/main/www/popclock.html>.
- Ask students to guess the predicted population for 2050 (9 billion).

Culture note – Feed the world

The title of the lesson *Feed the world* refers to a charity record by a group of celebrity musicians called Band Aid. It was released in 1984 and became a Christmas Number 1 hit. Two further versions were made in 1989 and 2004 with different musicians. All proceeds from the singles went to support anti-poverty efforts in Africa.

Exercise 1 3.06 page 83

- With a **stronger class**, ask students to read the heading of the first paragraph (*Solving the food crisis*) and predict what the text will be about. With a **weaker class**, check if they know the meaning of *solve* (to find a way of dealing with a problem or difficult situation) and *crisis* (a time of great danger, difficulty or confusion when problems must be solved or important decisions must be made).
- Students discuss the questions in pairs. Ask a few pairs for their answers. Students read the text. Check answers as a class.

1 **weather, insects and natural disasters** 2 **health risks and damage to other plants that grow near GM crops** 3 **more meat**

Exercise 2 page 83

- In pairs, students scan the text quickly to find the numbers. They should highlight the numbers in the text and then decide what they refer to.
- Check answers as a class.

1 **the number of people who go to bed hungry**
2 **the date when the population will reach 9 billion**
3 **1 hectare of indoor land = 5 hectares of outdoor farmland**
4 **seven kilos of corn is needed to make one kilo of beef**
5 **the amount of food wasted in the UK every year**

Extra activity

Divide the class into four groups. Give each group one of the four solutions mentioned in the text (GM crops, Vertical farming, Eat less meat, Increase aid). Tell them they are going to take part in a debate and will attempt to convince the rest of the class that their solution is the best. Give them a few minutes to prepare arguments to support the solution they have been given. Each group chooses two speakers to present their arguments. When they are ready, each pair of speakers puts forward their arguments for two minutes. At the end, take a class vote on the best solution.

Exercise 3 page 83

- Go through the *Learn this!* box together. Check the pronunciation of *anti-* /ænti/ and *multi-* /mʌlti/. Tell students that there is an example of each prefix in the text. Students see who can find the examples first. The first student to do so should raise their hand.

- Point out that some words with these prefixes are hyphenated but others are not. There is no rule and students need to learn each word individually.

anti-GM protesters, undernourished, multi-storey

For further practice of Prefixes with particular meanings, go to:

Vocabulary Builder 8.2 page 141

- I misunderstood what you said.
- Last weekend we took part in an anti-war demonstration.
- He's an ex-policeman.
- You shouldn't overeat.
- This meat is undercooked.
- My dad was born in the post-war era.
- The National Health Service is underfunded.
- If you didn't understand it the first time, reread it.
- The children are misbehaving.

Exercise 4 page 83

Tell students to look again at the paragraph on vertical farming in the text and find two advantages (*year-round crops, easily feed whole cities*).

- Students listen to the recording to identify which countries are mentioned, and why. With a **weaker class**, play the recording once for students to identify the countries. Write the countries on the board.
- Play the recording again for students to identify the reasons.

Audioscript 3.07 page 83

Dr Samuel Friedman Vertical farming isn't actually a very new concept. The idea has existed since at least the 1950s. However, it is only recently that we have begun to seriously explore the idea, and put it forward as a solution to the world food crisis.

So what has vertical farming got going for it? At present, over 80 per cent of the world's land that is suitable for farming is already being used. In order to grow enough food to feed the nine billion people that will be living on our planet in the middle of the 21st century, we'll need TEN million more square kilometres of land – that's an area 20 per cent bigger than Brazil!

The buildings used for vertical farming won't take up much space because they are tall – they're skyscrapers. They can be built in the middle of cities, where all the people are. The food would be on people's doorsteps, almost literally, so transport costs are minimal. That's great for helping to combat global warming and climate change.

Another advantage is that all food could be grown organically. The crops would need less water than traditional ones because all the water is recycled. All the nutrients are recycled too. The only thing that actually leaves the building is the produce, the food.

Vertical farming would create jobs too. Imagine the small businesses that would spring up around these farms – for packaging, distribution, catering, and so on – they would employ thousands of people.

Where is it likely to happen? Who will benefit most from it? First and foremost, countries that don't have agriculture: cold countries, like Greenland and Iceland, and hot, desert countries, like Saudi Arabia. You would have sealed buildings in these places with an artificial climate – artificially warm in Iceland, artificially cool in a hot country.

The social benefits are amazing ... everybody gets good, healthy food. People have reacted really well to this idea – I think the idea's about to develop into reality.

Brazil – to compare it with the area of land needed to grow enough food for 9 billion people

Greenland and Iceland – as examples of cold countries without agriculture

Saudi Arabia – as an example of a hot country without agriculture

Exercise 5 3.07 page 83

- With a **weaker class**, go through the questions with students and help them with vocabulary if necessary. With a **stronger class**, ask students to answer the questions before they listen again.
- Play the recording again. Check answers as a class.

1 T 2 T 3 T 4 T 5 F

Exercise 6 page 83

- Write the words on the board and brainstorm ideas with the class. Write brief notes (e.g. the cost of building skyscrapers for vertical farming would be very great, the variety of food grown there might have to be limited, many farmers would be forced out of business). Students work in pairs to develop the arguments.

Exercise 7 page 83

- Refer students to the examples. Students work in pairs to argue for and against the topic. Ask a few students to tell the class their main arguments. With a **stronger class**, ask Student A to describe Student B's arguments and vice versa.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about world food shortages and some possible solutions to the problem. I can talk about the world food crisis.*

8D Reading

The final dumping ground

LESSON SUMMARY

Reading: an article about rubbish in space

Vocabulary: words with a similar meaning; words related to space

Speaking: ranking a list in order of importance

Topic: Natural world

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 3 and 4 together as a class. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- In groups of four, students make a list of as many different things as they can think of that can be found in space. They should think about man-made objects as well as natural objects (e.g. planets, stars, asteroids, meteorites, rockets, satellites, the Hubble Space Telescope, pieces of rocket or satellite, small pieces of metal and plastic).
- Ask one student from each group to read out their list. Give one point for each correct answer. The group with the most points is the winner.

Exercise 1 page 84

- Tell students to look at the photos and ask them what they show (a space station, space debris, wreckage from a spacecraft). In small groups, students discuss the question. Ask groups to share their answers with the class.

Exercise 2 3.08 page 84

- Tell students to read the text quickly and not try to understand every detail. Give them a time limit of three minutes. Check answers as a class.

Space junk refers to rubbish orbiting in space. It is made up of pieces of rockets and satellites, as well as tiny particles of paint and other material. It could damage a spacecraft or injure somebody on Earth if it re-enters the Earth's atmosphere.

Exercise 3 page 84

- Complete the first gap together as a class. Tell students to read the first paragraph and predict what the missing sentence could be about (a dangerous situation for the six astronauts). Ask: *Which sentence can fit into the gap?* (sentence D). Tell students to look closely at the sentence before and after the gap. Ask them to identify the words which link sentence D with the surrounding text. (*They – the six astronauts; escape capsules – the International Space Station.*)
- Students work in pairs. Check answers as a class.

1 D 2 A 3 F 4 G 5 B 6 E

Exercise 4 page 85

- With a **weaker class**, go through the first question together, and remind students that the questions are in the same order as the task.
- Students work in pairs to answer the questions. Check answers as a class. Ask students to say why the false answers are incorrect.

1 F (They didn't return to Earth.)

2 T

3 F (Not all space junk burns up, and the junk that does so burns up in the Earth's atmosphere, not the Sun's.)

4 F (She wasn't injured.)

5 F (Little bits of burning debris fell to Earth.)

6 F (It is feared that we might not be able to use low-Earth orbit in the future.)

Extra activity

Students work in pairs. Tell them to look back at the text and then write two statements about it. They show their statements to their partners, who must decide whether they are true or false.

Exercise 5 page 85

- Students work individually to find the words in the text. They may need to use their dictionaries.

1 bits 2 particles 3 flakes 4 stuff 5 chunk 6 lump
7 fragments

For further practice of Words with similar meanings, go to:

Vocabulary Builder 8.3 page 141

1 1 damage 2 harm 3 hurt 4 injure 5 wound
6 hurt

2 1 harming 2 damaged 3 hurt 4 wounded
5 hurting

Exercise 6 page 85

- Check that students understand the meaning of the words. You could give a translation where possible and ask students to tell you the English word.
- In small groups students rank the items in order of size. Check answers as a class.

meteorite, asteroid, moon, planet, star, constellation, solar system, galaxy, universe

The three in the text are *planet* (paragraph 1), *meteorites* (paragraph 3), and *Moon* (paragraph 5).

Exercise 7 page 85

- Students remain in their groups. Point out that they need to weigh up both the likelihood of the event and the potential damage. Tell them that there is no correct answer and encourage them to argue different opinions before coming to an agreement. Go round the class checking that all members of the group participate and that they reach an agreement.

Exercise 8 page 85

- Make sure that students give reasons for the order they have chosen. With a **stronger class**, encourage other students to ask about their decisions. Try to reach a consensus for the whole class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about space junk. I can express my views about extra-terrestrial events.*

8E Grammar

Relative clauses

LESSON SUMMARY

Grammar: defining and non-defining relative clauses

Speaking: making sentences with relative clauses

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following sentences on the board:
There's the boy ____ parents were on TV.
This is the book ____ I was telling you about.
I've got a friend ____ lives in New York.
I still live in the house ____ I was born.
Underneath write the relative pronouns *which*, *who*, *where* and *whose*. Ask students to complete the sentences.
- Write sentence beginnings on the board, e.g.: *This is the place ...*, *I read the book ...*, *He's the man ...*, *Those are the people ...*. Ask different students to complete the sentences using a relative clause.

Exercise 1 page 86

- Ask different students to read out the quotes. Help them with vocabulary as necessary.
- Ask students to name some other charities. Write some on the board and ask them what type of work these charities do (e.g. Oxfam works to help reduce the effect of poverty around the world; the World Wide Fund for Nature campaigns for endangered species and conservation issues; Médecins Sans Frontières provide medical care in emergency situations such as famines or natural disasters).

Exercise 2 page 86

- Go through the *Learn this!* box together. Check students' understanding. Ask: *What are the main differences between defining and non-defining relative clauses?* (A sentence with a non-defining relative clause would make sense even without the non-defining clause. We use commas with non-defining relative clauses. A sentence with a defining relative clause does not make sense without the defining relative clause. We can omit *which* or *who* in defining relative clauses if *which* or *who* is the object of the defining relative clause, or we can replace them with *that*. We do not use commas with defining relative clauses.)

- defining: I'm raising money for people whose homes were destroyed in last year's floods. The charity which I support raises money for children who are seriously ill.
non-defining: I support a charity called Anti-Bags, which encourages people to stop using plastic bags. I donate to charities dedicated to helping people in drought-affected areas, who are at risk from starvation and disease.
- The charity which I support ...
- The charity which I support ...

Exercise 3 page 86

- Students complete the exercise individually. Check answers as a class.
- The man who's wearing a tie is my uncle.
 - Space junk is a problem which is getting worse.
 - I've got a friend who lives in Japan.
 - Solar energy is an idea whose time has come.
 - Who did you dance with at the night club? / With whom did you dance at the night club?

For further practice of Relative clauses, go to:

Grammar Builder 8.2 page 129

- I know a lot of people who are opposed to wind farms.
 - Tom works in a factory where they make solar panels.
 - From here you can see the enormous wind turbine which we were protesting about.
 - I met some eco-protesters who the police were trying to evict.
 - I support a charity which campaigns against the use of fossil fuels for energy generation.
 - I found a piece of space junk which hadn't burnt up in the Earth's atmosphere.
 - That's the nuclear power station where my dad has been working for the past five years.
- 3, 4
 - 1, 3, 4, 5, 6
- Fossil fuels, which are found deep underground, are not a renewable source of energy.
 - Shale gas, which is gas trapped in shale formations, is becoming an increasingly important source of natural gas.
 - There are many types of renewable energy, which governments are investing in.
 - People in industrialised countries, who have already benefited from years of economic growth, should be the first to reduce carbon emissions.
 - Farm animals release a lot of methane, which is a very potent greenhouse gas.
 - Nuclear power stations produce a lot of radioactive waste, which is difficult to dispose of.
 - The Intergovernmental Panel on Climate Change (IPCC) is an international organisation, whose aim is to assess the impact of climate change.

Exercise 4 page 86

- Students complete the exercise individually. Check answers as a class.
- 1 Here's the money (that) I owe you.
- 2 I run three times a week, which keeps me healthy.
- 3 I made Joe a sandwich, which he ate at once.
- 4 I live in a village called South Milton, which has a population of 600.
- 5 We look after stray dogs whose owners can't be traced.

Exercise 5 page 86

- Go through the *Learn this!* box together. Ask students to say the sentences with the full relative clause. (e.g. *The charity protects animals which are facing extinction. Global warming is mostly caused by CO₂ which is emitted by power stations.*)

I support a charity called Anti-Bags, ...; I donate to charities dedicated to helping poor people ...

Exercise 6 page 86

- Students work in pairs. Check answers as a class.
- 1 People working for private companies usually get paid more than those in the public sector.
- 2 Is that your dog making a mess on the lawn?
- 3 This self-portrait, painted by van Gogh in 1889, is one of his finest.
- 4 I saw a young girl stealing a CD.
- 5 We visited a castle built in the sixteenth century.
- 6 I only eat food made with fresh ingredients.

For further practice of Shortened relative clauses, go to:

Grammar Builder 8.3 pages 129–130

- The police have arrested the woman seen shoplifting on CCTV.
- I've got a photo of my granddad driving an old Mercedes.
- The man living next door was a climate change scientist.
- I live in a farmhouse built in 1855.
- I can't find the address book containing all my friends' contact details.
- The insurance company have replaced the vase broken by the removal men.

Exercise 7 page 86

- Go through the first prompt together as an example. Suggest an ending for the sentence, e.g. *Last week I met someone who knows my cousin*, and then ask students to suggest alternatives. Students work in pairs to complete the remaining sentences in different ways in one minute.
- Ask different students to say some of their sentences.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can recognise and use relative clauses in written and spoken English.*

8F Speaking

Stimulus description

LESSON SUMMARY

Listening: expressing an opinion

Speaking: expressing and justifying opinions

Vocabulary: justifying opinions

Topic: Travel and tourism

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and omit exercises 6 to 8. The Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write the word *recycling* on the board. Ask students what it means.
- In groups, students make a list of items that can be recycled. Give them three minutes to write their list.
- When the time is up, ask one student from each group to read out their list.

(Possible answers)

glass, paper, cardboard, plastic containers, food cans, drink cans, clothes, electrical items

Exercise 1 page 87

- Ask students to look at the three posters and compare their visual appeal.

Exercise 2 page 87

- Ask a student to read out the task. Then read out the Exam tip. Students listen to the recording before answering the question.

Audioscript 3.09 page 87

Candidate I think the best poster for encouraging people to recycle would be the third one. The reason I'd go for that one is that it's quite serious. What's more, it gives a lot of information about what exactly can be recycled: different metals and so on. That's very useful information.

I wouldn't choose the first poster because it doesn't give very much information. And I also think it looks rather boring. It wouldn't appeal to teenagers of my age. Moving on to poster two ... I don't think poster two is a good choice because it isn't serious enough.

Um, so, to sum up, I'd go for the third poster, because it would have a greater impact and be more effective.

Exercise 3 page 87

- Explain that these are all useful phrases that can be used when justifying an opinion. Students work individually to complete the phrases. Check answers as a class.

1 believe 2 main 3 thing 4 Another 5 reason 6 top

Exercise 4 page 87

- Students work in pairs. Remind them that it is important for them to be able to justify their opinions. When they have finished speaking, ask one or two students to give their opinions to the class.

Exercise 5 page 87

- Before they listen, tell students to read the questions. With a **weaker class**, play the recording twice. Students compare answers in pairs. Check answers as a class.

Audioscript 3.10 page 87

Examiner What can be done to improve the environment where you live?

Candidate Well, I live in a big city, and I do think they should ban cars from the centre. That would be a really good move. Why do I think that? Well, first of all, it would improve the air quality a lot. Let me give you an example. When I go to school in the morning, the exhaust fumes from all the cars are awful. You can hardly breathe! On top of that, banning cars would make the streets a lot safer. At the moment, I daren't cycle to school because it's too dangerous. But if there were fewer cars on the streets, I would cycle. Another thing they could do is plant more trees. They could plant them in the main square, for example. The main reason is that they would make the city look nicer. But another reason is that we really do need more trees in the world because they absorb carbon dioxide and so help stop global warming.

- 1 Why do I think that? On top of that; another reason; The main reason is that; (But) another reason is that
- 2 The candidate thinks cars should be banned from the city centre. To support this argument he says: When the candidate goes to school in the morning the exhaust fumes from all the cars are awful and he can hardly breathe. Banning cars would make the streets a lot safer and he would cycle to school. His second argument is that they should plant trees in the city centre. Trees would make the city look nicer. They also absorb carbon dioxide.

Exercise 6 3.10 page 87

- Go through the *Learn this!* box together. Play the recording again while students listen for the two examples of *do* / *did* for emphasis.

I do think they should ban cars from the centre; we really do need more trees in the world

Exercise 7 page 87

- This is another opportunity for students to practise using the justifying language from exercise 3. Students work in pairs. Go round the class and monitor to make sure they are using the phrases correctly.

Exercise 8 3.11 page 87

- Play the recording twice so that students get the idea of emphasising the words *do* or *did*.
- 1 We've got bins for recycling paper but we do need to recycle glass too.
 - 2 I'm all for cutting our carbon footprint but I do think the Government should come up with some better ideas.
 - 3 We didn't install double glazing, but we did insulate the loft.
 - 4 It isn't easy to save energy, but we do have to try.
 - 5 The Government didn't cut carbon emissions, but it did promise to invest in renewable energy.

For more practice of *do* and *did* for emphasis, go to:

Grammar Builder 8.4 page 130

- 1 You didn't get much sleep last night. Do go to bed early tonight.
- 2 It's a very important meeting. Do be on time!
- 3 I don't much like him, but I do like his brother.
- 4 We did enjoy the play.
- 5 I do like your new top!
- 6 Do be quiet, will you!
- 7 I didn't cook the meal but I did do the washing-up.

Exercise 9 page 87

- Tell students to write notes, not a speech. One minute is quite a long time to speak, so they probably need five or six points to talk about.

Extra activity

Students work in pairs. Tell them to look back at the text and then write two statements about it. They show their statements to their partners, who must decide whether they are true or false.

Culture note – Plastic bags

Plastic bags are a major source of pollution on our planet as they take up to 500 years to biodegrade. Every year, Americans throw away 100 billion plastic bags (which is the equivalent of dumping 12 million barrels of oil). The following countries have banned plastic bags: Australia, Belgium, Bhutan, Botswana, China, Eritrea, Ethiopia, Germany, India, Italy, Japan, Kenya, Malta, Papua New Guinea, the Philippines, Samoa, Singapore, Somalia, South Africa, South Korea, Sweden, Turkey, Uganda and Zanzibar. Many other countries have a tax on the use of plastic bags instead.

Exercise 10 page 87

- Students do the exam task. Remind them that it is important to justify their opinions.

Extra activity

Ask students to design a poster for recycling in their town or school. Tell them to concentrate on the areas that they think are the greatest problems. Students work in groups to design and create the posters. You could display them on a classroom wall.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about recycling. I can discuss a topic and justify my opinions.*

8G Writing analysis

Opinion essay

LESSON SUMMARY

Reading: an opinion essay on the topic of environmental impact

Writing: a concluding paragraph

Topic: Natural world

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 2 together as a class.

LEAD-IN 2–3 MINUTES

- Write the word *pollution* on the board. Ask students: *What are the main types of pollution* (air pollution, water pollution, soil pollution, noise pollution) and write them on the board.
- Ask: *What causes the different types of pollution?* (air pollution – vehicles, factories, fires, volcanic eruptions; water pollution – rubbish, chemicals, human waste; soil pollution – mining, farming, household dumping, chemical waste; noise pollution – traffic, airports, factories, construction, rock concerts).
- Students discuss the question in pairs.
- Ask different pairs to feed back to the class.

Exercise 1 page 88

- Ask different students to read the exam questions to the class. Tell them to scan the essay quickly to find the answer.

exam question c

Exercise 2 page 88

- Ask students to read the first paragraph and find the section where the author gives their opinion (*My view is that it is possible to care for our world and at the same time improve our standard of living*). Students work in pairs to complete the task. Check answers as a class.

Paragraph 1: It's worth acknowledging ... improve our standard of living.

Paragraph 2: Firstly, it's important to recognise ... to dispose safely of most hazardous waste.

Paragraph 3: Secondly, we must bear in mind ... and can therefore act more wisely.

Paragraph 4: Some people argue ... we are able to recycle many non-renewable materials.

Paragraph 5: All things considered, ... to avoid the mistakes of the past.

Exercise 3 page 88

- With a weaker class, make sure that students remember the meaning of the various expressions, and know how to use them.

Introducing additional points: We should also remember that, Moreover, ...

Introducing contrasting points: That said, ...

Exercise 4 page 88

- Tell students that there are several different possible answers for most of these pairs of sentences. Encourage them to use a variety of the expressions. Students work individually to complete the task. Check answers as a class.

Students' own answers

Extension

Tell students to choose two of the expressions for introducing additional points and two for introducing contrasting points from exercise 3. Write the following sentence on the board: *I believe we must solve our economic problems before we consider environmental issues*. Ask students to write a follow-up sentence using each of their chosen phrases (e.g. *What is more, we will need economic stability and growth in order to be able to afford to tackle the wide-ranging environmental problems facing the modern world*). When they have finished, ask individuals to read out some of their sentences.

Exercise 5 page 88

- Read out the tip to the class. Then tell students to look at the final paragraph of the essay and find the items listed in the tip.

Concluding phrase: All things considered, ...

State opinion: I really do think ...

Concede opposing opinion: While a little damage may be inevitable, ...

Repeat strongest argument: We now have the knowledge and technology to avoid the mistakes of the past.

Exercise 6 page 88

- Make sure that students understand that they must give the opposite opinion to the essay writer. Tell them to choose a concluding phrase and write their paragraph. With a **weaker class**, ask students to suggest ideas for the conclusion and write one or two on the board.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about paragraphing, introducing additional points and introducing contrasting points. I can write a concluding paragraph.*

8G Writing task

Opinion essay

LESSON SUMMARY

Writing: an opinion essay

Topic: Natural world

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

Exercise 1 page 89

- In pairs, students take a minute or two to choose the essay title they want to answer.

Exercise 2 page 89

- Go through the Exam tip together. Explain that referring to and countering opposite opinions can help to strengthen your own argument. Students work in pairs to note down ideas for and against the opinion.
- When they have finished, tell them to work with another pair who have chosen the same essay title. They should compare ideas and see if they can add anything to their lists.

Exercise 3 page 89

- Point to the plan in exercise 2 on page 88, or copy it on the board. Tell students to write notes or ideas, not full sentences.

Exercise 4 page 89

- Students work individually to complete the phrases. They compare answers with a partner. Check answers as a class.

1 arguing 2 to say 3 to recognise 4 acknowledging
5 to deny 6 to say 7 to point to 8 pointing out

Exercise 5 page 89

- Students choose the most appropriate phrases from exercise 3 on page 88.

Exercise 6 page 89

- Draw students' attention to the example phrases and refer them back to the opening paragraph of the essay on page 88.

Exercise 7 page 89

- Students expand their notes from exercise 3 to write full paragraphs. As they are working, go round the class checking that they are using the target expressions and phrases correctly.

Exercise 8 page 89

- Point to the Exam tip on page 88 and, if necessary, read it out again. Remind students to use a concluding phrase from exercise 6.

Exercise 9 page 89

- Students may need help with the process of cutting or expanding their essay. Be prepared to answer any questions they have and make suggestions for what action to take.

Exercise 10 page 89

- You could ask students to check their partner's work. Make sure that they do this constructively. They can make pencil marks on their partner's essay and then discuss the corrections that are needed.

Exercise 11 page 89

- Students write out a final draft of their essay, making sure that the word count is correct and that they have checked their grammar and spelling. This can be done for homework.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can write an opinion essay.*

Language Review / Skills Round-up

7–8 Language Review

Exercise 1 page 90

1 c 2 a 3 e 4 b 5 d

Exercise 2 page 90

- 1 told me to put
- 2 said she had better
- 3 when his car would be
- 4 she is not going on
- 5 why I had got

Exercise 3 page 90

- 1 insisted 2 warned 3 offered 4 convinced 5 claimed

Exercise 4 page 90

- 1 must 2 can't 3 might 4 can't 5 must

Exercise 5 page 90

- 1 carbon 2 turbines 3 fossil 4 solar 5 hydroelectric

Exercise 6 page 90

- 1 couldn't 2 succeeded in 3 be able 4 managed to
5 could

Exercise 7 page 90

Students' own answers

Exercise 8 page 90

- 1 thing 2 top 3 thing / reason 4 Another 5 do

1–8 Skills Round-up

Exercise 1 page 91

Students' own answers

Exercise 2 page 91

hactivist: a person who gains unauthorised access to a computer as a form of protest

Exercise 3 page 91

- 1 E 2 B 3 D 4 A

Exercise 4 page 91

Audioscript 3.12 page 91

Stefan Hi, Spikey. How are you?

Spikey What do you want?

Stefan Is Daisy there?

Spikey No, she isn't.

Daisy Who is it, Spikey?

Spikey It's Stefan. I'll have a word with him. She doesn't want to see you.

Stefan Oh. Why not?

Spikey You know.

Stefan No, I don't!

Spikey Why did you inform them about our plan?

Stefan What do you mean? What plan?

Spikey The cyber-attack. On the supermarket website. They knew all about it. Somebody had told them how we were going to do it, the exact time, everything! You must have warned them.

Stefan Me? Why are you accusing me of doing it?

Spikey We hadn't mentioned it to anyone else. It must have been you!

Stefan But I promised Daisy I wouldn't say anything, and I didn't. I didn't even ...

Narrator A week later, in Stefan's office ...

Stefan Stefan speaking.

Daisy Hi, Stefan. It's Daisy.

Stefan Daisy! Good to hear from you. How are you doing?

Daisy I'm fine. And I just want to say, I believed you ... when you said you hadn't told anyone about the cyber-attack.

Stefan Thanks. Spikey didn't believe me though, did he?

Daisy No, I'm afraid not. I've tried to convince him that you aren't like that, but ... well, you aren't exactly his favourite person anyway.

Stefan I know!

Daisy Look, are you going to be at a charity event tonight? I think you mentioned that your company were supporters of Feed The Millions ...

Stefan Yes. The event at the Regal Hotel. I'll be there. Why?

Daisy Well, I'm going to be there too.

Stefan Really? Why? I mean ... good. I'm glad. But why?

Daisy I'll explain later. I just wanted to know there would be a friendly face ... See you later!

Stefan Yes, see you later.

Daisy Hi, Stefan.

Stefan Daisy! Good to see you!

Daisy Thanks. How's it going?

Stefan Fine, I think. But you didn't tell me why you were coming.

Daisy Oh, I'm meeting my dad here. His supermarket – Wesley's Supermarket – are big sponsors of Feed The Millions. That's why he's here.

Stefan Your dad? But you said you didn't get on with him ...

Daisy We're still in touch. I like to see him sometimes, but he won't come to the squat – and I don't like going home too often.

Stefan You still call it 'home' though ...

Daisy I guess.

Stefan Does Spikey know you're here?

Daisy No, he doesn't. I'm not sure he'd be too happy about it. He said I should stay away from you ...

Stefan It's a good cause though, isn't it? Feeding hungry children in Africa ...

Daisy Yes, but the charity is sponsored by Wesley's, and they're the big enemy.

Stefan And I am too, I think.

Daisy Well, he still blames you for the failed cyber-attack.

Stefan That was nothing to do with me. I couldn't have passed on any details – I didn't know any details!

Daisy OK, I believe you. But just to be on the safe side, I won't tell you about our next big protest, which is going to be even better!

Stefan Really? Give me a clue.

Daisy Actually, I can't ... I don't know what it's going to be, exactly. They haven't told me the plan. I just know when and where it's going to happen.

Stefan Oh, right.

Daisy Actually, if you're interested, you can see it all with your own eyes on Saturday.

Stefan How? You're being very mysterious.

Daisy Meet me outside the squat next Saturday at midday. You won't regret it, I promise.

Stefan OK, OK. I'll meet you outside the squat at midday.

Daisy Next Saturday. See you then.

Stefan Great. Now, I really should go and talk to some of the other guests ... Sir Roger! Nice to see you. Have you come far ... ?

Daisy's house (the squat), Stefan's office, the Regal Hotel, a public place

Exercise 5 page 91

- 1 b 2 a 3 c 4 c 5 a

Exercise 6 page 91

Students' own answers

Exercise 7 page 91

Students' own answers

Get Ready for your Exam 8

Reading

Exercise 1 page 92

GET READY TO READ

- Ask students to think of a particularly vivid memory of a happy time in their childhood. Ask them to close their eyes and visualise the moment. Say: *Think about the place and the time. Were you inside or outside? Was it light or dark? What details can you remember? Think about shapes and colours and smells. Were you alone? What was happening around you? What was so special for you?*
- Ask students to tell each other about the experience.
- Invite some students to share their memories with the class.

Exercise 2 page 92

READING EXAM TASK – MULTIPLE-CHOICE COMPREHENSION

- Tell students that they are going to read an extract from a story. Elicit or explain the meaning of *narrator* (a person who tells a story).
- Tell students to read the task. Ask: *What kind of reading task is this?* (multiple choice) *How many options are there for each question?* (four) *How many do you choose?* (one) *Are the questions in the same order as the information in the text?* (yes)
- Students complete the reading task. Encourage them to mark the parts of the text that support their answers.
- Students compare answers in pairs. Check answers as a class.

1 B 2 D 3 A 4 C

Use of English

Exercise 3 page 92

USE OF ENGLISH EXAM TASK – OPEN CLOZE

- Ask students to read the text to get the general meaning. Ask: *What is the text about?* (an insect that was supposed to have become extinct 80 million years ago)
- Ask students to look at the two gaps in the first sentence and say what parts of speech are missing (first gap – comparative adjective; the word *than* tells us this; second gap – part of a superlative adjective; the word *the* and the adjective tell us this).
- Students complete the text individually or in pairs.
- Check answers as a class.

1 taller / higher 2 most 3 supposed 4 tall / high 5 which
6 despite 7 after 8 to 9 when

Map of resources

9A Vocabulary and listening

Student's Book page 93, Workbook page 75

Photocopiable Activity: 9A Behaviour (TRCD-ROM)

9B Grammar

Student's Book page 94, Workbook page 76

Photocopiable Activity: 9B Speculating about the past (TRCD-ROM)

9C Culture

Student's Book page 95, Workbook page 77

Photocopiable Activity: 9C Twitter trouble (TRCD-ROM)

9D Reading

Student's Book pages 96–97, Workbook pages 78–79

Photocopiable Activity: 9D Identical twins separated at birth (TRCD-ROM)

9E Grammar

Students's Book page 98, Workbook page 80

Photocopiable Activity: 9E Mixed conditionals (TRCD-ROM)

9F Speaking

Student's Book page 99, Workbook page 81

Photocopiable Activity: 9F Wishes and regrets (TRCD-ROM)

9G Writing

Student's Book pages 100–101, Workbook page 82

Photocopiable Activity: 9G A story (TRCD-ROM)

9 Review and Tests

Review 9–10 Student's Book page 112

Review 9–10 Workbook page 102

Photocopiable Activity: 9 How much can you remember? (TRCD-ROM)

Student Self-Test Sheets 9, 1–3 (TRCD-ROM)

Unit 9 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam

Student's Book page 102

Workbook page 97 Exam Challenge

iTools Unit 9

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

9A Vocabulary and listening

Behaviour

LESSON SUMMARY

Vocabulary: describing behaviour**Listening:** people describing different types of behaviour**Speaking:** describing past behaviour**Topic:** People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 5 and 6 together as a class. Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Write the following words on the board: *sensible, unfriendly, dangerous, annoying, exciting*. Point to the word *dangerous*. Describe a dangerous situation to the class, e.g. *Yesterday I saw somebody driving a car. While they were driving, they were eating a sandwich and talking on the phone. It was a dangerous thing to do.*
- Write: *It was a ____ thing to do*. In pairs, students describe a situation for each of the words on the board, ending with the sentence *It was a ____ thing to do*.
- Ask students to tell the class about some of the situations they described.

Exercise 1 page 93

- Tell students to look at the photos. Ask individual students to describe them. With a **weaker class**, you may need to prompt them with some vocabulary, e.g. *fall, feed, crocodile, canal, bank, reverse*.

Exercise 2 page 93

- With a **stronger class**, ask students to discuss the meaning of the words in small groups. With a **weaker class**, tell students to look up any words they do not know in a dictionary.

(Possible answers)

Photo 1: *careless / clumsy / foolish / reckless*Photo 2: *courageous / foolish / reckless / short-sighted / thoughtless*Photo 3: *careless / foolish / reckless / short-sighted*

Extra activity

Divide the class into two teams and ask them to group the adjectives into positive and negative. Give them two minutes to complete the task. Note that *cunning* can be either positive or negative, depending on the context in which it is used.

Positive: *altruistic, considerate, courageous, cunning, eager, heroic, hospitable, romantic*

Negative: *careless, clumsy, cowardly, cunning, cynical, deceitful, disloyal, foolish, forgetful, hysterical, over-sensitive, pushy, pretentious, reckless, ruthless, short-sighted, spiteful, thoughtless*

Exercise 3 page 93

- Play the recording. Pause after each speaker and check comprehension. Ask:
(Speaker 1) *Who went to see Lady Gaga?* (the speaker's cousin, Claire)
(Speaker 2) *What does the speaker do?* (She's chief executive of a company. / She manages a company.)
(Speaker 3) *How big was the dog when the man bought it?* (It was small. / It was a puppy.)
(Speaker 4) *What did the speaker do to the flowers?* (She dug them up.)
(Speaker 5) *What's the speaker's real name?* (Edward)
(Speaker 6) *Why didn't the speaker buy a present for her boyfriend?* (She didn't have any money.)
- Play the recording again. In pairs, students decide which adjective describes each speaker.

Audioscript 3.13 page 93

- 1 So I had this ticket to go and see Lady Gaga performing live and I mentioned it to my cousin, Claire. It turned out she just loves Lady Gaga – she's her favourite singer. She tried to book a ticket for herself but they were sold out. So I gave her my ticket. Well, I do like Lady Gaga but I wouldn't say I'm her biggest fan. And Claire was really grateful, so that was nice.
- 2 I've been Chief Executive of the company for three years now. When I arrived, there was a lot of work to do. Some of the employees just weren't trying. So I called everyone into a meeting and told them that half of them were going to lose their jobs. And I was going to make that decision after four weeks so they better impress me! They did work harder after that! And four weeks later, the 50 per cent who weren't performing as well as the others lost their jobs.
- 3 I bought him as a puppy, when he was only a few weeks old. I really wanted a dog. I know I live in a small flat, but I love pets – dogs, especially. Well, what I didn't think about was how big that puppy was going to grow! He's huge! Look at him! Yes, we are talking about you, aren't we? Anyway, he's wrecked the flat, of course. It isn't his fault – he's just too big. I didn't think about that when I got him.
- 4 I got so angry with my dad last week – I can't remember why. I think he told me not to spend so much time on the computer. Anyway, I was cross. So do you know what I did? When he went to work, I went outside and dug up all the roses in his flower bed. He loves his roses. He loves them more than he loves his children, that's what I think sometimes. So I dug them up! He went crazy when he found out.
- 5 My parents gave me the name Edward – which is OK. Lots of people my age are called Edward. But I don't like being the same as lots of people. So I decided to change my name. I changed it to Eduardo. It's similar to Edward but it's got more style. It's more exotic, more interesting, more exciting. I think it's a better reflection of my personality. Eduardo. Sounds good, doesn't it? I've started wearing sunglasses a lot more too.
- 6 I wanted to get something special for my boyfriend last Valentine's Day but I didn't have any money to buy a present. I thought about it for a while and then I decided to write a song for him. I'm quite musical. So anyway, I wrote it and then I recorded it on my computer – singing and playing the guitar. I gave it to him on a CD. He loved it! Well, he said he did ...

(Possible answers)

Speaker 2: **ruthless**

Speaker 3: **foolish, short-sighted, thoughtless**

Speaker 4: **spiteful** Speaker 5: **foolish, pretentious**

Speaker 6: **romantic**

Exercise 4 3.13 page 93

- Go through the *Learn this!* box together. Play the recording of Speaker 1 again and ask a student to read out the example.

- Play the rest of the recording, pausing after each speaker. Ask different students to describe the speaker's actions using the structure.

(Possible answers)

- 2 It was ruthless of her to get rid of / fire 50 per cent of the staff.
- 3 It was short-sighted / foolish of him to buy a dog.
- 4 It was spiteful of her to dig up the roses.
- 5 It was pretentious of him to change his name.
- 6 It was romantic of her to record a song for her boyfriend.

Exercise 5 page 93

- Go through the first example together. Elicit different ideas and write the best ones on the board. Students work in pairs to complete the task. Check answers as a class.

Exercise 6 page 93

- Go through the *Learn this!* box together. To check understanding, write four adjectives on the board: *ghostly, funny, hard, frantic*. Ask students what the adverbial forms are (*in a ghostly way / fashion / manner, funnily, hard / hardly, frantically*).
- Students work individually or in pairs to form the adverbs.

altruistically, carelessly, clumsily, considerably, courageously, in a cowardly way / fashion / manner, cunningly, cynically, deceitfully, disloyally, eagerly, foolishly, forgetfully, heroically, hospitably, hysterically, over-sensitively, pushily, pretentiously, recklessly, romantically, ruthlessly, short-sightedly, spitefully, thoughtlessly

Exercise 7 page 93

- Students work in pairs. Tell them they can talk about somebody else's behaviour if they prefer.

For practice of Adverbs, go to:

Vocabulary Builder 9.1 page 142

- 1 in a friendly way / fashion / manner
- 2 late
- 3 highly
- 4 deep
- 5 wrong
- 6 in a cowardly way / fashion / manner
- 7 closely
- 8 in a leisurely way / fashion / manner
- 9 weekly

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to describe somebody's behaviour. I can form adverbs from adjectives.*

9B Grammar

Criticising past actions

LESSON SUMMARY

Grammar: *should / could / might / needn't have*; third conditional

Listening: an argument between two teenagers

Speaking: talking about hypothetical situations in the past

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in. The Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Tell students to think of an argument they had with a friend. Write prompts on the board: *What was the argument about? What caused the argument? Could you have avoided it?*
- Students describe the argument to their partner.
- Ask several students to tell the class about their partner's argument.

Exercise 1 3.14 page 94

- Tell students to look at the photo. Ask them what they think the teenagers are arguing about. Play the recording and ask students to listen for the missing words. Check answers as a class. With a **stronger class**, ask students to guess the answers before they listen.

1 shouldn't 2 could 3 might 4 needn't 5 should

Exercise 2 page 94

- Go through the *Learn this!* box together.
 - Ask students to close their books. Then write the example on the board, but gap the target language: *She told me Sam's address. I already knew it. She ____ have told me Sam's address because I already knew it.* Ask a student to come to the board and complete the sentence.
 - Students complete the exercise individually. They then compare answers in pairs. Check answers as a class.
- 2 You should have gone to the doctor's because you were feeling ill.
- 3 She should have given her dad a card because it was his birthday.
- 4 Mark needn't have taken his camera to the match because he didn't take any photos.
- 5 We needn't have taken sun cream on holiday because it rained every day.
- 6 You shouldn't have spent all your money because you needed some for the bus.

Extra activity

Write the following jumbled sentences on the board:

- black painted shouldn't You bedroom have your
- your kinder been sister You could have to
- coat a worn I have needn't
- brought He kit should football have his

Next to them, write these sentences:

- It didn't rain all day.
- He's playing a match later today.
- It's very dark in there now.
- She's upset about her exam results.

In small groups, students put the words of sentences 1–4 in the correct order and then match them with sentences a–d.

For further practice of should / could / might / needn't have + past participle, go to:

Grammar Builder 9.1 page 130

- 1 1 might 2 shouldn't 3 could 4 might 5 shouldn't
6 should
- 2 1 You shouldn't have given chocolate to your dog.
2 She needn't have worn formal clothes.
3 You could / should have invited your cousins to your party.
4 You might / could have saved some chips for me!
5 You shouldn't have left the front door unlocked.
6 You needn't have bought me a present.
7 You should have stayed at home.
8 They could / might have given us a lift to the station!

Exercise 3 page 94

- Go through the *Learn this!* box together. Check understanding by writing the following sentence on the board: *We were late for school so the teacher was cross.* Write: *If we hadn't ...* and ask students to complete the sentence (*If we hadn't been late for school, the teacher wouldn't have been cross*).

- Students find the sentence. They then write their explanation and compare their answers with a partner.

If you'd warned me, I'd have stayed at home.

But you didn't warn me so I didn't stay at home.

For further practice of the Third conditional, go to:

Grammar Builder 9.2 pages 130–131

- hadn't left, wouldn't have got
- would have won, had played
- would have been, hadn't mentioned
- hadn't come, would have gone on
- would have gone, hadn't been
- wouldn't have guessed, hadn't given
- wouldn't have written, hadn't been
- had asked, would have said

Exercise 4 page 94

- Do the first sentence together as a class. With a **weaker class**, tell students that the first missing word is *hadn't*. Students work in pairs to complete the exercise. Check answers as a class.

- hadn't run, we wouldn't have
- might have taken some
- shouldn't have eaten
- got lost if he hadn't
- you hadn't helped,
- needn't have bought me

Exercise 5 page 94

- Model the first situation with a student. Check that students understand that they need to use the past perfect. Also check that students know the past perfect form needed for situation 5 (*hadn't been able to*).
- When they have finished, ask different pairs to say what they would have done in the different situations.

Students' own answers

Exercise 6 page 94

- Students take it in turns to ask and answer questions about the situations in exercise 5.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to use the third conditional. I can talk about hypothetical situations in the past.*

9C Culture

Facebook fears

LESSON SUMMARY

Reading: an article about the dangers of using Facebook

Listening: a journalist discussing recording artist Rebecca Black

Vocabulary: adjective suffixes and prefixes

Speaking: talking about mistakes on social networking sites

Topic: Culture, Science and technology

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 3 together as a class. The Vocabulary Builder activities can be set as homework.

LEAD-IN 3-4 MINUTES

- Students work in small groups. Each student writes down their three favourite websites. They then interview each other to find out if they have any websites in common. Groups feed back to the class. Find out if there are any websites that are popular with students.
- Ask some students to tell the class what they like about their favourite websites.

Exercise 1 page 95

- Students ask and answer the questions in pairs. Ask different pairs to feed back to the class. Then follow up with a general discussion. Ask: *Why is Facebook so popular? Do you think it will still be popular in ten years' time?*

Culture note – Facebook

The social networking site Facebook was set up by Mark Zuckerberg and some fellow students at Harvard University in the USA. It was launched in 2004, originally as a service for university students. It was soon made available to anyone over the age of thirteen. Membership grew rapidly and by 2008 there were over 100 million users. When Facebook was launched on the stock exchange in May 2012, it was valued at 104 billion dollars. Facebook is now available in more than 70 different languages, and there are approximately one billion users of the site in the world.

Exercise 2 3.15 page 95

- Tell students to skim-read the text in order to answer the question. You could give them a time limit of two minutes.

So that they can monitor their children's behaviour and what they post on the Internet.

Exercise 3 page 95

- Students read the text again. In pairs, they answer the questions. Check answers as a class.
- Because mistakes could be permanently recorded on the Internet and catch up with them later in life.
 - Because they are immature and their decision-making abilities are still developing.
 - Because there is a permanent record of them and they are seen by far more people.
 - He wants them to make rules on the use of mobile phones and the Internet, and especially rules against sending images that may be used to bully others.

Exercise 4 page 95

- Encourage students to guess the meanings of words that they do not know. Tell them to look at the root of the word first (e.g. *mature*) and then decide how the suffix or prefix (*im-*) changes the meaning.

Prefixes: immature, inappropriate, unknown, unquestionable
Suffixes: retrievable, careless, lasting, hurtful, unquestionable
Both: unquestionable

For practice of Adjective suffixes, go to:

Vocabulary Builder 9.2 page 142

- 1 offensive, intentional 2 hazardous, disastrous
3 mountainous 4 reliable, rainy 5 global
6 enviable, supportive 7 preventable 8 tasteless,
chewy 9 accessible, meaningful
- 2 1 compatible 2 credible 3 suitable 4 indestructible
5 comparable 6 invisible 7 curable 8 breakable

Extension

Write the prefixes and suffixes in exercise 4 on the board (*im-, in-, un-, -able, -less, -ing, -ful*). Ask students to suggest another word using each of the affixes, e.g. *impossible, inadequate, unattractive, believable, meaningless, living, wonderful*.

Exercise 5 page 95

- Tell students to look at the photo. Ask: *Have you heard of Rebecca Black? Have you seen her on YouTube? Why is she famous?*
- Students listen to the recording and answer the questions as a class.

Audioscript 3.16 page 95

It was a classmate who first told Rebecca Black about a company called Ark Music Factory. For a fee of \$4,000, you could have a song recorded, complete with music video. The company even provided the music and lyrics. For Rebecca, who was a thirteen-year-old student with a passion for music and drama, it seemed like a fantastic opportunity. Her mother agreed to pay the \$4,000 and Rebecca recorded a song called *Friday*.

As soon as the music video was ready, Rebecca uploaded it to YouTube. In the first month, a few hundred people watched it. But nothing could prepare her for what would happen next. Thanks to a few mentions on the social networking service Twitter, the video went viral. Within three months, more than 167 million people had viewed the video. And more than three million of those viewers clicked 'dislike' – the most negative reaction a video on YouTube had ever received. The record was previously held by Justin Bieber's song *Baby*. Rebecca Black's single was suddenly famous all around the world – for being the worst song in the world ... ever. Black told *The Daily Beast* website that the negative attention the song received shocked and hurt her. She appeared on *The Tonight Show* on American TV and reiterated the idea, saying she cried when she first read the negative comments on her video.

So was it a mistake to put it on YouTube, where it's so easy for people to make unkind comments – sometimes just for fun? The song was removed in June, four months after first being posted, partly because of all the negative publicity it was creating. After all, Rebecca was still just a young teenager, about to turn fourteen. How could she cope with negative feedback from three million people?

But there's an old saying in show business – that there's no such thing as bad publicity. Suddenly, Rebecca Black was famous! And people at the top of the music business wanted to meet her. Simon Cowell, music boss and inventor of the *X Factor* and other talent shows, said: 'Whatever she's done has worked. Whether you like her or not, she's the most talked-about artist in America right now.'

She put the video of *Friday* back on YouTube and the song entered the music charts in six different countries. Since then she has formed her own record company, released an album, appeared in one of Katy Perry's music videos and travelled to Australia to promote a mobile phone network. Some people think it was a mistake for Rebecca to put *Friday* on YouTube, because it received such negative and hurtful comments – but in reality, that 'mistake' has given her a chance of success. Whether she makes the most of it or not is up to her.

No, because it gave her a chance of success.

Exercise 6 3.16 page 95

- Check that students understand the questions, especially the key verbs (*charge, removed, posted, publicise*). They listen to the recording again and answer the questions.
- Students compare answers in pairs. Check answers as a class.

- 1 F (They provide the music and lyrics.)
- 2 T
- 3 F (A few hundred people watched it.)
- 4 F (3 million out of 167 million clicked 'dislike'.)
- 5 F (She was shocked.)
- 6 T
- 7 F (She travelled to Australia to publicise a mobile phone network.)

Exercise 7 page 95

- Read the situations aloud to the class. Ask one or two students for their opinion about the first situation. Then give students time to think about the other situations.

Exercise 8 page 95

- Students discuss the situations in pairs. Remind them that they do not need to agree, but should give reasons for their opinions.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can talk about the risks of using social networking sites.*

9D Reading

Mistaken identity

LESSON SUMMARY

Reading: an article about two children who were accidentally swapped at birth

Speaking: expressing the feelings of a character in a story

Listening: a song, *Same Mistake*

Topic: People, State and society

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercises 4 and 5 together as a class.

LEAD-IN 3-4 MINUTES

- Tell students to imagine this situation: *You have a cousin the same age as you who lives in Australia. You have never met them before, but they are coming to visit you next month. What sorts of things would you like to ask them when you finally meet?*
- In pairs, students make a list of five questions to ask their cousin. Students share their ideas with the class.
- Write some of the best questions on the board and see if students can suggest answers to some of them.

Exercise 1 page 96

- Students discuss the ideas in pairs. Ask them to give reasons for their opinions. With a **weaker class**, you may want to specify what type of family, e.g. another family in the same town, or another family with a different culture in a different country. With a **stronger class**, you could extend the task by asking students to consider two different situations, one where the other family lives nearby and has the same culture, and one where the other family lives in a foreign country and has a very different culture.
- With a **stronger class**, students could discuss whether genes or the environment has the bigger influence on a child's development.

Extension

In pairs, students think of five more things that might be different if they had been brought up in a different family, e.g. hobbies, music, clothes, relationship with brothers and sisters, attitude to living in a city or the countryside.

Exercise 2 3.17 page 96

- Ask students to read the text quickly. Give them three minutes to find the answer.

b

Exercise 3 page 96

- Go through the Exam tip together. Then ask different students to suggest the names needed to complete the diagram.

Yulia brought up Irina.

Yulia is the biological mother of Anya.

Naimat is the biological father of Irina.

Naimat brought up Anya.

Exercise 4 page 97

- Tell students that the questions follow the order of the text. Tell them to mark the section of the text which each question refers to. Explain that they need to read this section very carefully because each answer option a–d, or aspects of each option, will probably be mentioned in the text, but the details will only be correct for one option.
- Go through the first question as an example. If necessary, tell students where they can find the information (paragraphs 1 to 4). Explain why each incorrect option is wrong. (a: They are looking through family photos, but Yulia has already discovered that Irina isn't her daughter. b: The text says *Yulia has discovered that the baby she'd taken home ... is not her child*, but the tenses used indicate that she has discovered this recently whereas the baby was brought home years ago. d: The text says this happened *more than a decade ago*.) Explain why option c is correct. (The text says *... twelve years on, Yulia Belyaeva has discovered that the baby she'd taken home ... is not her child*.)
- In pairs, students work through the remaining questions. Check answers as a class. Make sure students can explain why an answer is correct by referring to the correct information in the text.

1 c 2 a 3 a 4 c 5 a 6 d 7 d

Exercise 5 page 97

- Tell students to find the phrases in the text and use the context to help them explain their meaning. With a **weaker class**, allow students to use dictionaries if necessary.

(Possible answers)

- 1 The two families were brought together because of the tragic mistake made at the hospital.
- 2 The man Yulia used to be married to refused to give her regular sums of money that would be used to support her daughter financially.
- 3 Yulia had a legal trial to prove her ex-husband was Irina's father.
- 4 Everything in her life changed radically.
- 5 She looks exactly like her biological mother.
- 6 The parents admit they do not get on very well and they have different opinions and views.
- 7 It is a situation that is very difficult to deal with.
- 8 She is not used to being shown love and kindness.
- 9 Both families are making a claim against the hospital in a court of law because of the harm the hospital caused, and they are asking it to pay them \$300,000.
- 10 The hospital cannot afford to pay the money it owes.

Exercise 6 page 97

- Students underline the phrasal verb in the text. Then they underline the noun formed from it.

mix up; mix-up

Exercise 7 page 97

- Students form nouns from the other five phrasal verbs in exercise 6.

- Ask a few students to read their sentences aloud.
drop-out; get-away; hold-up; sellout; turnout
Students own answers

Exercise 8 3.18 page 97

- Tell students to look at the photo. Ask: *Who is this? What do you know about him?* Check that students know the meaning of the adjectives. Play the song and let them discuss the best choice of adjectives in pairs.

Culture note – James Blunt

- James Blunt was born James Hillier Blount in Wiltshire, England in 1974. He was an army officer before beginning a career in pop music in 2002. His first album, *Back to Bedlam*, released in 2004 was an international hit and became the best-selling album of the 2000s in the UK. The single *You're Beautiful* reached Number 1 in ten different countries. The single *Same Mistake* is taken from his second album, *All the Lost Souls*.

Exercise 9 page 97

- Play the recording again if necessary.
- Explain that song lyrics, like poems, may be interpreted in different ways, so there are no right and wrong answers. Encourage students to say what they think the underlined phrases mean.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can answer multiple-choice questions on a text.*

9E Grammar

Mixed conditionals

LESSON SUMMARY

Grammar: mixed conditionals

Speaking: discussing hypothetical situations

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief. The Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- In groups, students brainstorm ideas and agree on a list of the top five inventions of the twentieth century. The items on the list do not need to be in a particular order, and students do not need to worry too much about exact dates.
- Ask one member of each group to read out their list to the class. Write down the inventions on the board. Take a vote on the most important inventions.

Culture note – Inventions

There are many different ideas about the best inventions of the twentieth century. *The Guinness World Records* came up with a list which included Tupperware and the Rubik's cube! Here is one list (from toptenz.net, a website dedicated to top ten lists): radio, the Internet, television, antibiotics, the submarine, the rocket, the car, the aeroplane, the personal computer, nuclear power.

Exercise 1 page 98

- Tell students to look at the photo. Ask: *What is it? Did you ever play with it when you were younger?* Take a vote on which idea students think the inventor was trying to make.

Play-Doh was originally manufactured as a cleaning product for wallpaper.

Exercise 2 3.19 page 98

- Students work individually to complete the text. They compare answers in pairs.
- Play the recording for students to check their answers.

1 would 2 hadn't 3 could 4 wouldn't 5 didn't 6 were

Exercise 3 page 98

- Go through the *Learn this!* box together. Check understanding by asking: *Do mixed conditionals refer to real situations?* (no, imaginary ones)
- Students work in pairs to find the sentences in the text. Check answers as a class.

Many familiar items would not exist if their inventors hadn't made lucky mistakes. A

If he hadn't had that candy bar, microwave ovens probably wouldn't exist today! A

If today's doctors didn't have penicillin and other antibiotics, many of the students in your class wouldn't have survived childhood. B

If scientists were always tidy and well organised, they wouldn't have made some of the most important discoveries in history! B

Exercise 4 page 98

- Students work individually to match the sentence halves. Check answers as a class.

2 a, B 3 d, B 4 b, A 5 f, A 6 c, B

For further practice of Mixed conditionals, go to:

Grammar Builder 9.3 page 131

- 1 If you weren't my best friend, I wouldn't have told you what I really think.
 - 2 If they hadn't closed the bowling alley, we could go there tonight.
 - 3 She might have become a model if she was / were a few centimetres taller.
 - 4 You'd never have stood in a queue for three hours if you weren't British.
 - 5 If there was a good restaurant in town, I wouldn't have bought fish and chips.
 - 6 He wouldn't have become a teacher if he didn't like children.
- 2 If he were / was fit, he would have finished the race.
 - 3 If my grandfather hadn't owned a factory, we wouldn't live in a big house.
 - 4 If she hadn't worked hard last term, she wouldn't be disappointed with her exam results.
 - 5 If I spoke Spanish, I would have applied for a job in South America.
 - 6 If it hadn't rained all night, we could use the tennis courts.
 - 7 If you hadn't been rude to Ellie, she would like you.
 - 8 If we weren't on holiday, we would have gone to the barbecue.

Exercise 5 page 98

- Go through the *Look out!* box together. Ask students the difference between using *were* and *was*. (There is no difference in meaning, but *were* is usually a little more formal.)
 - Students work individually to write mixed conditional sentences. They then compare answers in pairs. Check answers as a class.
- If I could speak Portuguese, I would have visited Brazil.
 - If I hadn't left my phone at home, I would call for a taxi.
 - If we hadn't got on the wrong train, we would be at Heathrow Airport now.
 - If I ate meat, I would have gone to the barbecue last weekend.
 - If it had snowed again after the burglary, the burglar's footprints wouldn't still be visible.

Extra activity

Write the following gapped sentences on the board, or dictate them to the class.

- If you hadn't used all the money, we ____ buy some food.
- If you hadn't studied French at school, you ____ be able to speak it now.
- If she were taller, she ____ have reached the top shelf without a ladder.
- If you were sick, I ____ have called the doctor.

Students work in pairs. Tell them that the missing words are *could*, *couldn't*, *would* or *wouldn't*. Give them two minutes to find the answers.

1 could / would 2 wouldn't 3 could / would 4 would

Exercise 6 page 98

- Give students three minutes to come up with ideas before they discuss them in pairs. Ask different pairs to feed back their ideas to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to use mixed conditionals. I can make hypothetical statements about the past and present using mixed conditionals.*

9F Speaking

Role-play

LESSON SUMMARY

Listening: three students doing a role-play

Speaking: a conversation about a mistake

Topic: People, Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 1 together as a class. The Grammar Builder activity can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students about a shopping trip you made (e.g. *I went to the bookshop to buy a present for my sister. When I got there, I found a new book by her favourite author. I was really pleased. The book cost £9.99, but when I went to pay, I discovered I only had £5 in my purse. I went home to get some more money, but when I got back to the shop it was closed.*)
- Students work in pairs to describe a shopping trip that went wrong.

- Ask several students to describe their partner's story to the class.

Exercise 1 page 99

- Tell students to look at the photo. Ask: *Who can you see?* (a shoplifter). *What is she doing?* (The shoplifter is putting an item of clothing into her bag. She is looking around her.)
- Tell students to look at the words in the list. Check that they understand the meaning of *accuse* (to say that somebody has done something wrong or is guilty of something). Students discuss the photo in pairs. When they have finished, ask one or two pairs to share their ideas with the class.

Exercise 2 page 99

- Ask a student to read the task aloud. Make sure that students understand that this is a mistake, not a stolen item. Tell them it is important that the candidates discuss each of the four bullet points fully.
- Students listen to the recording. In pairs, they decide which candidate performs best. With a **weaker class**, pause after each candidate and ask students to go through the four bullet points, checking how well the candidate covered each point.

Audioscript 3.20 page 99

Examiner So, you've got an item you didn't pay for?

Candidate 1 Yes – this scarf.

Examiner Oh, right. So, why is it in your bag? Why didn't you pay for it?

Candidate 1 I didn't know it was there! My phone rang when I was in the shop. Do you remember?

Examiner Oh yes.

Candidate 1 I think the scarf was in my hand. I probably dropped it into my bag while I was looking for my phone. I wish I hadn't answered it – it was only my brother!

Examiner Hmm, yes. Oh well. It's only a scarf, I guess. They aren't so expensive.

Candidate 1 I know. But I shouldn't have put it in my bag. Basically, I just wasn't thinking. I feel really guilty about it.

Examiner So what do you want to do?

Candidate 1 I think I should take it back to the shop.

Examiner Really? But you might get into trouble for stealing.

Candidate 1 I doubt it. I'll just give back the scarf and explain what happened.

Examiner OK. Good idea.

Examiner What's that in your bag? I don't think you paid for it.

Candidate 2 It's a sweatshirt. It's from that place in the station. Do you remember?

Examiner Oh yes. With the loud music.

Candidate 2 Yes, that's right.

Examiner So what happened?

Candidate 2 Well, I was looking at a few sweatshirts – and then you asked me if I had your ticket. So I started looking for the train tickets in my bag. I must have dropped the sweatshirt in then.

Examiner I see. So, how do you feel about it now?

Candidate 2 Annoyed, really. I'm going to have to send it back.

Examiner Really?

Candidate 2 Yes. I can't keep it, can I? I'll post it. It's easier than going back to the shop – and less embarrassing!

Examiner Yes, I see.

Examiner So, which item did you forget to pay for?

Candidate 3 The T-shirt. I got it from the second-hand shop near the car park.

Examiner Oh, OK. And how did it end up in your bag? Was it a mistake?

Candidate 3 Yes, of course. You see, there was a jumper I liked – and a T-shirt. I tried on the T-shirt and the jumper together.

Examiner Oh yes?

Candidate 3 And when I paid for the jumper, it still had the T-shirt inside. But they didn't notice.

Examiner Yes, I understand. Oh well. Mistakes happen.

Candidate 3 Yes. That's why I feel very relaxed about it all.

Examiner What are you going to do?

Candidate 3 Nothing really, I don't want to go back to the shop. It's too embarrassing!

Examiner Oh, OK.

Candidate 3 And it's only a second-hand T-shirt after all.

Examiner Yes, I see what you mean.

Exercise 3 3.20 page 99

- Go through the Exam tip together.
- Play the recording again and allow students a few minutes to complete the table.

candidate:	1	2	3
what the item is	scarf	sweatshirt	T-shirt
the reason for the mistake	phone	ticket	jumper
how you feel about it	guilty	annoyed	relaxed
what you'll do next	take it back	send it back / post it	nothing

Extra activity

Students recreate the story of one of the candidates. Tell them to choose a story and look at their key words. If necessary, they can write brief notes. They then retell the story to their partner. Ask one or two students to tell their story to the class.

Exercise 4 page 99

- Go through the *Learn this!* box together. Tell students that there is no real difference in meaning between the phrases, but that *I wish* and *If only* are a little stronger than *I'd rather*. Ask different students to suggest a regret about one of the situations from exercises 2 and 3.

Exercise 5 page 99

- Go through the first sentence together. Students work individually to rewrite the sentences. They compare answers in pairs. Check answers as a class.

- 1 I wish I'd put the T-shirt on the floor.
- 2 If only I hadn't answered the phone.
- 3 I'd rather the alarm had gone off.
- 4 I wish I'd looked in my bag earlier.
- 5 If only I hadn't gone into that shop.
- 6 I'd rather I'd done my shopping online.

For further practice of *Wishes and regrets*, go to:

Grammar Builder 9.4 page 131

- 2 I'd (much) rather you hadn't told Jacqui my secret.
- 3 I'd (much) rather you'd worn smart clothes.
- 4 I (really) wish I'd asked for her phone number.
- 5 I (really) wish my favourite team had won.
- 6 I'd (much) rather we had stayed in a hotel.
- 7 I'd (much) rather you had given me money for my birthday.
- 8 I (really) wish I hadn't promised to help Louis with his homework.

Exercise 6 page 99

- Tell students to imagine the situation and think about exactly what happened. They write down four key words.

- With a **weaker class**, give an example (e.g. *same, messages, annoyed, contact*). Write the words on the board and briefly explain the situation. (The phone you picked up was exactly the same as yours; you can find the owner by looking at the text messages they have sent and contacting a person they frequently contact; you feel annoyed with yourself for picking up the wrong phone; you are going to contact the owner and swap phones as soon as possible.)

Exercise 7 page 99

- Point to the *Learn this!* box and tell students to use two different structures to express their regrets.

Exercise 8 page 99

- The 'examiner' needs to be well prepared for the task, as they will be prompting the 'candidate'. Tell the 'examiners' to refer to the four points in exercise 7 as prompts for the four issues. Ask the class how the 'examiner' could begin (e.g. *So you picked up the wrong phone. What happened?*)
- Go round the class monitoring. Do not correct incorrect language. When students have finished, you could briefly address language issues if they seem to be significant.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt different structures for expressing regret. I can do a role-play task.*

9G Writing analysis

Story

LESSON SUMMARY

Reading: a story about a burglary

Vocabulary: expressions and verbs to describe mistakes

Topic: People, Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 2 together as a class.

LEAD-IN 3-4 MINUTES

- In groups students think about stories in which some of the characters make mistakes. The stories could be in books or films. Give an example, e.g. *Romeo and Juliet*, in which Romeo mistakenly thinks that Juliet is dead and so kills himself to be with her. Each group makes a list of book or film titles.
- Students share their lists with the class. Write some of the titles on the board. Ask students to say whether any of the mistakes led to a good outcome.

Exercise 1 page 100

- Tell students to read the story and discuss it in pairs. Ask a pair to explain it to the class.

He goes to visit his friend but arrives at the wrong house. When he rings the doorbell, he disturbs some burglars who rush out, dropping most of the things they were trying to steal.

Exercise 2 page 100

- Ask students which of the events happened first. (The narrator arrived in Western Avenue.)
- Tell them to underline the events in the story and then put them in chronological order. Students compare answers in pairs. Check answers as a class.

Exercise 3 page 100

- Go through the *Learn this!* box together. To check understanding, ask students to make a sentence for each of the phrases describing the mistake in the story. (e.g. *I made a mistake when I went to Nathan's house. I went to number 37 by mistake. I got the number of the house wrong. I went to the wrong house. I mistakenly called at number 37.*)
- Go through the first sentence together. Students complete the remaining sentences individually. Check answers as a class.

- I mistyped the address on the envelope.
- She mistakenly mentioned her party on Facebook.
- They misspelt my name on the poster.
- We got on the wrong train.
- He misunderstood the instructions.

Exercise 4 page 100

- Go through the Exam tip together. Explain that story endings are very important; a good ending makes a strong impression on the reader. Students choose their favourite ending for the story.

Extension

Students work in pairs. Tell them to choose one of the endings and explain it to their partner. They can also add details about what happened before or what happened next. Ask different students to give their explanations to the class.

Exercise 5 page 100

- Give students two minutes to discuss the endings. Ask a few pairs to feed back to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt about story endings. I can talk about mistakes.*

9G Writing task**Story****LESSON SUMMARY**

Grammar: expressing purpose and result

Writing: a story

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

Exercise 1 page 101

- Go through the Exam tip together. Tell students that when they are brainstorming, they should write things down quickly without thinking too hard and not reject any ideas. They can choose the best ideas later. Students work in pairs and brainstorm ideas for different types of mistakes.

Exercise 2 page 101

- Students now begin to narrow down their ideas.

Exercise 3 page 101

- Students work individually to match the sentences. They compare answers in pairs. Check answers as a class.

- d
- b
- e
- a
- c

Exercise 4 page 101

- Tell students to look back at the story on page 100 and read the first paragraph again. Explain that this is a good example of setting the scene.
- Give them five minutes to make notes, and be prepared to respond to any questions they may have.

Exercise 5 page 101

- Go through the *Learn this!* box together. Check understanding by writing the following sentence beginning on the board: *I stayed at home ...* Ask different students to complete the sentence with a different purpose or result clause (e.g. *I stayed at home to do my homework. I stayed at home with the intention of tidying my room. I stayed at home so that I could help my mum with the cooking. I stayed at home so I didn't see my friends.*).
- Then write the following gapped sentences on the board and ask students to complete them: *It was ____ a big pizza ____ I couldn't finish it. (such, that) She was ____ late ____ she missed the party completely. (so, that)*
- Tell students to scan the text and find the purpose or result clauses.

*It was so dark now that I couldn't see the numbers clearly ...
Nobody came to open the door so I rang again.
There were no lights on in the house so I couldn't see much.
They were in such a hurry to leave that they dropped ...
I picked one of them up so I could look at it more closely.
One of them went into the house so that he could look for clues ...*

For further practice of Expressing purpose and result, go to:

Grammar Builder 9.5 page 132

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

Exercise 6 page 101

- Students work in pairs. Tell them that for some of the sentences they will need to change the order of the information.
 - Check answers as a class.
- We went into London in order to see Tia.
 - We weren't enjoying the film so we left the cinema.
 - They put an unkind comment about me on Facebook with a view to making me angry.
 - He's very self-centred so he hasn't got any friends.
 - She was talking so quickly that I couldn't understand her.

Exercise 7 page 101

- Tell students to write one paragraph of 50–60 words for each of the headings in exercise 4. Remind them to check their work thoroughly using the checklist in the Student's Book.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to express purpose and result. I can write a story on a given topic.*

Get Ready for your Exam 9

Listening

Exercise 1 page 102

GET READY TO LISTEN

- Briefly describe a holiday that went wrong to the class. (e.g. *I went on holiday to Disneyland Paris with my family last year. First, our plane was delayed three hours because of fog at the airport so when we arrived in Paris we had missed the last train to Disneyland. We had to find a hotel but it was really difficult because the city was so busy. In the end, the hotel we found was horrible – very noisy and uncomfortable, so we hardly slept. When we finally got to Disneyland, it was very hot, the queues for all the rides were really long and I felt ill when I went on the rollercoaster. I spent the next day in bed and then we had to go home. It was a disaster!*)
- Students can practise the brainstorming they learnt in the previous lesson. As before, they should think of ideas as quickly as they can.
- With a **weaker class**, give them an example or two (e.g. *you miss your flight, your flight is delayed due to bad weather*).
- Students work in pairs. Tell them to describe to each other a holiday they did not enjoy. What went wrong? What didn't they like about it?
- Ask one or two students to tell the class about their holiday or their partner's holiday.

Exercise 2 page 102

LISTENING TASK – MULTIPLE CHOICE

- Tell students to look at the first two questions and answer options in exercise 2. Ask them what they think the listening is about (a holiday that went wrong). Point out to students that it is helpful to predict the vocabulary and information that may feature in a listening task.
- With a **weaker class** read through the questions as a class and help students with any unfamiliar vocabulary. With a **stronger class**, students read through the questions on their own.
- Remind them that, as with all multiple-choice questions, they need to check each option carefully. Wrong options will usually contain information that appears in the recording, but in a different form.
- Play the recording straight through twice. Check answers as a class.

Audioscript 3.21 page 102

Last summer our family excitedly set off on holiday. My parents had never booked such an expensive holiday before and we had certainly NEVER set foot on a Caribbean island!

So it was with eager anticipation that we arrived at the airport with our five suitcases – only to be told that our Unity Airlines flight had been cancelled! We hung around the airport despondently until we were re-routed onto a Sky Eagle flight, but we still missed our connecting flight. So they put us onto another flight to JFK Airport, this time with Omega Airlines, and we had to dash like mad through the airport to catch the plane with minutes to spare.

From JFK we boarded our final flight, and it was with some relief that we arrived in St Maarten Island, ready to forget the stresses and strains of actually getting there. However, one vital thing hadn't kept up with us – our luggage.

The laid-back officials in St Maarten Airport didn't seem particularly worried about our missing bags. They phoned Omega Airlines, who blamed Sky Eagle, because they said that the first flight was responsible for the luggage. Sky Eagle blamed Omega, and they all blamed Unity Airlines for cancelling the original flight.

Meanwhile, through all the accusations, we only had the clothes we stood up in, so Mum took us on a quick shopping trip and bought toothbrushes, swimming stuff, shorts, flip-flops, and a couple of T-shirts each.

For two days we waited in St Maarten until we joined our five-day cruise. Dad went to the airport twice a day, but each time the baggage staff said nothing had arrived. So we had to go on the cruise without our luggage. My brother, sister and I weren't much bothered, but our parents were. Dad missed his diving equipment, and Mum was upset about not being able to wear her new summer wardrobe bought especially for our big holiday. The cruise was fantastic, anyway, even though we had to keep washing our few clothes.

When we got back to the airport to go home, there was a new set of baggage staff who didn't seem to know anything about anything. My dad was so frustrated by this time, he actually sneaked into the storage room and found four of our bags! If he hadn't done that, they might still be sitting there. He just dragged them out without telling anybody, and we went home. When we arrived back in the States, we found our last bag. It hadn't even left the airport! My poor mum and dad are still trying to get some compensation from the airlines ...

1 C 2 B 3 D 4 A

Use of English

Exercise 3 page 102

USE OF ENGLISH EXAM TASK – WORD FORMATION

- Again, advise students to read the whole text before they focus on individual answers.
- Point out the students that the grammatical forms they will need to consider are nouns, verbs, adjectives and adverbs. Tell them to decide what kind of word is needed for each gap and then to think of the appropriate form of the word in brackets. Warn them that, depending on the context, they may have to use a negative form.
- Students complete the task.
- Ask them to compare answers in pairs, then check as a class.

1 inclusion 2 impressive 3 unprofessional 4 glamorous
5 repeatedly 6 unintentionally

Speaking

Exercise 4 page 102

- Students put the phrases into the two groups.
- When you check answers, ask students to read the phrases using the appropriate tone.
- Highlight the use of *I'm afraid*, *I'm sorry* to soften the complaints and make them seem less rude. Ask students if they use expressions like this in their language.

Complaint: a, e, f Responding: b, c, d

Exercise 5 page 102

SPEAKING EXAM TASK – ROLE-PLAY

- Tell students they will do a role-play. One student is a guest in a hotel, the other is the hotel manager.
- Before students begin, elicit some language for making complaints, sympathising with complaints, emphasising points and agreeing to act on a complaint.
- Ask students to brainstorm vocabulary they might need to talk about the rooms and the number of nights. Students prepare for the dialogue by making notes. They then act out their dialogue, taking it in turns to be the guest and manager. Remind the students who is playing the part of the manager to reject some of the guest's argument and suggestions, and for the manager to reject some of the guest's points.

10 Game on!

Map of resources

10A Vocabulary and listening

Student's Book page 103, Workbook page 83

Photocopiable Activity: 10A Sports vocabulary (TRCD-ROM)

10B Grammar

Student's Book page 104, Workbook page 84

Photocopiable Activity: 10B Emphasis and inversion (TRCD-ROM)

10C Culture

Student's Book page 105, Workbook page 85

Photocopiable Activity: 10C Hosting the Olympic games (TRCD-ROM)

10D Reading

Student's Book pages 106–107, Workbook pages 86–87

Photocopiable Activity: 10D Quiz (TRCD-ROM)

10E Grammar

Student's Book page 108, Workbook page 88

Photocopiable Activity: 10E Unreal past, *had better* and *might as well* (TRCD-ROM)

10F Speaking

Student's Book page 109, Workbook page 89

Photocopiable Activity: 10F Relating a past event (TRCD-ROM)

10G Writing

Student's Book pages 110–111, Workbook page 90

Photocopiable Activity: 10G An unforgettable event (TRCD-ROM)

10 Review and Tests

Review 9–10 Student's Book page 112

Review 9–10 Workbook page 102

Photocopiable Activity: 10 Find out who ... (TRCD-ROM)

Student Self-Test Sheets 10, 1–3 (TRCD-ROM)

Unit 10 Progress Tests & Short Tests (Test Bank CD)

Cumulative Test 6–10 (Test Bank CD)

Cumulative Test 1–10 (Test Bank CD)

Get Ready for your Exam

Student's Book page 114

Workbook pages 91–92

Workbook page 97 Exam Challenge

iTools Unit 10

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2 x Vocabulary, 4 x Grammar)

Warmers and fillers

10A Vocabulary and listening

Sports

LESSON SUMMARY

Vocabulary: sports venues and equipment

Listening: teenagers describing sporting events

Speaking: choosing equipment for a summer camp

Mature topic: Sport

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercises 2 and 3 together as a class. The Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Write the following on the board: *Sports which (a) use a ball, (b) involve water, (c) are played indoors.* In small groups, students think of as many sports as they can for each category.
- Give students two minutes to write down the sports. When they have finished, elicit sports from each group. Note: a few sports belong to more than one category.

(Possible answers)

- a** American football, baseball, basketball, cricket, football, golf, handball, hockey, netball, pool, rugby, snooker, squash, table tennis, tennis, volleyball
- b** canoeing, diving, kayaking, kite surfing, rowing, sailing, scuba-diving, surfing, swimming, water polo, windsurfing
- c** badminton, basketball, darts, figure skating, gymnastics, handball, ice hockey, netball, pool, snooker, squash, table tennis, volleyball

Exercise 1 page 103

- Ask students: *What are the three sports in the photos?* (basketball, hockey, skiing)
- With a **stronger class**, ask students to work in pairs and describe a photo to a partner. Ask one or two students to describe a photo to the class.
- With a **weaker class**, write the following words on the board and ask students to match them to the correct photo: *ball, gloves, goggles, hockey stick, hoop, pads, ski poles.* Students then work in pairs and describe the photos to a partner.

Students' own answers

Exercise 2 page 103

- Elicit or explain the meaning of *strip* (the uniform that is worn by the members of a sports team when they are playing).
- In pairs, students underline the words they did not use. Check answers as a class. Practise the pronunciation of words that may pose difficulty, e.g. *cue* /kju:/ and *shuttlecock* /'ʃʌtl.kɒk/.

(Possible answers)

bat: baseball, cricket, table tennis

board: skateboarding, surfing

cap: cricket, baseball

club: golf

flag: American football, football, hurling, rugby

goal: American football, football, hockey, hurling, lacrosse, rugby

helmet: American football, rugby
 net: football, hockey, ice hockey, lacrosse, tennis
 puck: ice hockey
 racket: badminton, squash, tennis
 shuttlecock: badminton
 skates: figure skating, ice hockey, skating
 strip: American football, baseball, basketball, football, hockey, ice hockey, rugby, volleyball
 wetsuit: scuba-diving, surfing, windsurfing

Exercise 3 page 103

- In pairs, students complete the list of venues. Check answers as a class.
- Students then add the names for the people who do each sport. Point out that the answers for items 11, 17 and 19 have two words.

1 ring 2 pool 3 rink 4 swimmer 5 skater 6 track
 7 athlete 8 course 9 golfer 10 court 11 tennis player
 12 pitch 13 footballer 14 slope 15 skier 16 table
 17 pool player 18 circuit 19 racing driver

Exercise 4 page 103

- Students may need help with sports that take place in a ring. Tell them they involve fighting, and one is a famous Japanese sport.
- Give students a maximum of two minutes to think of the sports. Compare answers as a class and write them on the board.

(Possible answers)

- a Sumo wrestling, wrestling
 b badminton, basketball, handball, netball, squash, volleyball
 c American football, baseball, cricket, hockey, hurling, lacrosse, rugby

Exercise 5 page 103

- Tell students they need to listen carefully to the recording. The sports are not mentioned by name, but the equipment should help them work out the venues.
- With a **stronger class**, play the recording once. Check answers by playing the recording a second time, pausing at the relevant points if necessary. With a **weaker class**, play the recording twice for students.

Audiocscript 3.22 page 103

- 1 It was so funny. Every time the referee blew his whistle, this dog ran on. Nobody knew whose dog it was. And when one of the linesmen tried to catch it, he dropped his flag. The dog picked it up and ran! It took ages to catch it. One of the spectators got hold of it in the end. Somebody found a piece of rope and tied the dog to the back of the goal. It didn't seem to mind. It had a great view of the match, I suppose! In fact, I think the goalie got quite fond of it and took it home at the end of the game. I suppose that's the kind of thing that happens in amateur games. You don't see it in the Champions' League, do you?
- 2 It was on TV last night. Did you see it? This golfer was about to play his shot – he was holding the club, getting ready to swing. I think it was the final hole or something – really important, anyway. And there's a small crowd of people near him, all silent, so he can concentrate. And just as he plays his shot, some guy sneezes really loudly. I mean *really* loudly, like an explosion. It completely put the player off and his ball shot off into the trees. He was so angry! But what can you do?
- 3 Did I tell you what happened last night at the sports centre? They were having a swimming gala, with competitors in all different age groups. There was one race that was very close. And something happened, just as the swimmers got to the end – I couldn't see what it was. Maybe one of them kicked the other one under the water. Anyway, the swimmer who won the race – she can't have been any older than fourteen – was furious with the

girl in the next lane. She reached across, pulled her goggles away from her face and then let go. They snapped back and the girl screamed. It must have hurt – mind you, it looked like something you'd see in a comedy film. She was trying to pull the other girl's swimming cap off when the officials came over and stopped it.

- 4 It was the third set, and they'd been playing for over two hours, when one of the players – he was Serbian, I think – played a really terrible shot, straight into the net. The player ran all the way to where the spectators were sitting and handed his racket to a young boy. 'You play,' he said. 'I'm rubbish!' The boy didn't know what to do. At first, he stood up and looked as if he was going to play a few points. But then the player took his racket back and laughed, and the boy sat down. I wish the boy had actually played a few shots, it would have been even funnier.
- 5 It was quite near the end of the game and one team was winning six–two. There was an argument between two players at one end. The referee didn't see it because the puck was right at the other end. But some of the other players saw and skated over. At first, I thought they were going to stop the argument, but instead they joined in. The whole thing became a massive fight! At least they didn't use their sticks – just their hands. Actually, it was a bit more interesting to watch than the match itself, which was a bit boring.

Speaker 1: football pitch; whistle, flag, goal

Speaker 2: golf course; club, ball

Speaker 3: swimming pool / leisure centre; goggles, swimming cap

Speaker 4: tennis court; net, racket

Speaker 5: ice rink; puck, stick

Culture note – Ice hockey

The sport of ice hockey has a long history of violent incidents. In the early 1900s in particular, violence was a frequent part of the game, and four players were killed in such incidents in 1904. In 1927, Boston player Billy Coutu was banned for life after attacking the referee and starting a fight with opposing players. In 2000, a major report was commissioned by the Government of British Columbia, Canada, entitled *Eliminating violence in hockey*. Problems still continue, however, and two players were banned for ten games each after violent incidents in the 2011–2012 season.

Exercise 6 3.22 page 103

- Go through the Exam tip together.
 - Check that students understand the meaning of *sneeze* (to have air come suddenly and noisily out through your nose and mouth in a way that you cannot control). If necessary, play the first recording only and go through the first question as an example. Ask: *Did the dog run on during the match?* (yes) *Did the linesman catch the dog?* (No, a spectator caught it.)
 - Play the rest of the recording for students to answer the remaining questions. They then compare answers with a partner. Check answers as a class.
- 1 F; A dog ran on during the match, but the linesman didn't catch it.
 - 2 F; Somebody sneezed, but it wasn't the golfer. This caused the golfer to play a bad shot.
 - 3 T
 - 4 F; The professional was angry with himself and handed the boy his racket, but the boy didn't play tennis.
 - 5 T

Extra activity

Play the last part of the recording again. Tell students to make notes about what happened. Students should then write the story in their own words but change one detail. They then swap stories with a partner, who must say what detail has changed, and what the correct detail is.

Exercise 7 page 103

- Ask students what they think teenagers on a summer camp would enjoy doing, e.g. the same sports that they play at school? Team games or individual sports? Outdoor or indoor sports? Tell students to brainstorm a list of items and then narrow it down to six.

Students' own answers

Exercise 8 page 103

- As students compare their ideas, go round the class checking that they are explaining their choices appropriately. Make sure that everyone is taking an active part in the discussion and encourage them to question each other's choices.

For further practice of Sports disciplines, go to:

Vocabulary Builder 10.1 page 143

1 (Possible answers)

- 1 baseball, football, netball, volleyball
- 2 diving, figure skating, rowing, skateboarding, skating, skiing, swimming, wrestling
- 3 motor racing, motorbike racing
- 2 A cricket, hockey, ice hockey, water polo
B judo, karate, snooker, squash, tae kwon do
C aerobics, rock-climbing, yoga
- 3 1 ski jump 2 snowboarding 3 speed skating
4 figure skating 5 half-pipe 6 bobsleigh

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to answer True / False questions. I can discuss sports equipment and venues.*

10B Grammar

Emphasis

LESSON SUMMARY

Grammar: emphasis and inversion

Reading: extracts from a snowboarding message board

Speaking: talking about sports stars

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

- Write the word *Snowboarding* on the board. Add the following questions: *What is it? What equipment do you need to do it? What other sports is it like? Where was it invented?*
- In small groups, students discuss the questions and choose one member to write down their answers.
- Compare answers as a class.

Culture note – Snowboarding

Snowboarding is a winter sport that involves sliding down a snow-covered mountain slope while standing on a board. The snowboarder wears a special boot which is attached to the top of the board. Snowboarding was inspired by other sports like skateboarding, skiing and surfing. It was invented in the United States in the 1960s, and became a Winter Olympic Sport in 1998. Famous names in snowboarding include: Shaun White (USA), Mark McMorris (Canada), Paulina Ligocka (Poland) and Torah Bright (Australia).

Exercise 1 page 104

- Tell students that the text consists of a series of comments by snowboarding fans on a message board. They are all talking about an upcoming event.
- Students scan the text quickly to find the names of the snowboarders. Check answers as a class.

Torah Bright, Australia; Aimee Fuller, Northern Ireland; Cilka Sadar, Slovenia

Exercise 2 page 104

- Go through the *Learn this!* box together. Check understanding by writing the following sentences on the board:
It was Sonia who wrote the text.
The album I'm looking forward to is the new one by Kings of Leon.
Never had I watched such a boring match.
Ask students to rewrite the sentences without emphasis or inversion. Tell them to begin with the subject of the sentence, e.g. *Sonia*. (*Sonia wrote the text. I'm looking forward to the new album by Kings of Leon. I had never watched such a boring match.*)
- Students work in pairs to underline examples of emphatic structures in the text. Check answers as a class.

The person I'm looking forward to watching is Torah Bright.
It's her technique that I really admire.

It's Aimee Fuller who has shown the best form ...

All she needs is a bit of luck.

What's amazing is that she's from Northern Ireland ...

How she learnt to snowboard in the first place I really don't know!

What happened was that she went to live in the USA ...

That's where she learnt to snowboard.

No way will she win.

The person with the best chance ... is Cilka Sadar.

What gives her a big advantage is that she used to be a gymnast.

Exercise 3 page 104

- Remind students to look for the subject of the sentence to begin their sentences. Read out the second sentence (*It's her technique that I really admire.*) Ask: *What is the subject of the sentence? (I).*
- Students work individually to rewrite the sentences. Check answers as a class.

I'm looking forward to watching Torah Bright.

I really admire her technique.

Aimee Fuller has shown the best form ...

She just needs a bit of luck.

She's from Northern Ireland ...

I really don't know how she learnt to snowboard in the first place.

She went to live in the USA ...

She learnt to snowboard there.

She won't win.
Cilka Sadar is the person with the best chance.
It's a big advantage that she used to be a gymnast.

Exercise 4 page 104

- Go through the *Look out!* box and the first sentence together.
 - Students work individually to complete the exercise. They then compare answers in pairs. Check answers as a class.
- What happened was (that) they had to postpone the snowboarding final because of the weather.
 - All that happened was (that) they held the final the next morning.
 - What happened was a snowstorm.
 - What nobody could see was the snowboarders in action. / What they couldn't see was the snowboarders in action. / What happened was (that) they couldn't see the snowboarders in action.
 - All they did was (to) turn the floodlights on.

For further practice of *Emphasis and inversion*, go to:

Grammar Builder 10.1 pages 132–133

- One thing (that) I really hate is tomato soup.
 - It was in Japan where my parents met.
 - What happened was (that) the referee awarded a penalty.
 - What Lisa did was (to) spend a year abroad after school.
 - All I did was (to) ask my dad for some money.
 - One person (who) I enjoy talking to is my grandfather.
 - It was my uncle who took me to my first sports event.
 - All we need is one more basketball player.
 - One place where you can't go on holiday is Antarctica.
- 1 have I seen such 2 no circumstances must you
 - 3 our wedding have we been 4 can he speak
 - 5 did she break her arm but she also
 - 6 had we arrived than the party

Exercise 5 page 104

- Go through the first sentence together. Write *The person ...* on the board and ask a student to complete the sentence.
 - Students work individually to complete the sentences. They then compare answers in pairs. Check answers as a class.
- The person the spectators were most excited about seeing was the young Czech snowboarder.
 - It was the Czech girl who had the best chance of winning the event.
 - All she needed to do was (to) finish the course without falling.
 - What happened was (that) she lost her board within ten seconds of starting the course.
 - Rarely has a crowd looked so disappointed.

Exercise 6 page 104

- Check that students understand *role model* (a person that you admire and try to copy). In pairs, students ask and answer questions. Go round the class checking that they are using the emphatic structures correctly.
- Ask different pairs to ask and answer some of the questions in front of the class. When they have finished, correct any mistakes they may have made with the emphatic structures.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to use emphasis and inversion. I can emphasise important information when discussing a topic.*

10C Culture

Sport and money

LESSON SUMMARY

Reading: an article about commercialism in sport

Listening: people discussing the role of money in sport

Vocabulary: noun suffixes

Speaking: talking about money in sport

Topic: Sport

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 4 together as a class. The Vocabulary Builder activities can be set as homework.

LEAD-IN 3–4 MINUTES

- Write the following gapped words representing five sports on the board: f _ _ _ a _ _ , t _ _ _ i _ , _ _ x _ _ _ , b _ _ _ k _ _ _ a _ _ , _ _ l _ _ .
- Tell students that these are the five sports with the highest paid stars in the world.
- Students work in pairs. Give them three minutes to work out the names of the sports and rank them in order from the highest (1) to the lowest (5) paid.

1 boxing 2 golf 3 basketball 4 tennis 5 football

In 2012, the highest paid sports stars were: boxing: Floyd Mayweather, \$85 million; golf: Tiger Woods, \$59 million; basketball: LeBron James, \$53 million; tennis: Roger Federer, \$52 million; football: David Beckham, \$46 million.

Exercise 1 page 105

- Ask students roughly how much they think a top footballer earns. (In 2012, the highest paid player was Lionel Messi of Barcelona, on an annual salary of €33 million, or €90,000 per day.) Students work individually to make their lists.

(Possible answers)

1 a top footballer 2 a top triathlete
3 a TV sports commentator 4 a P.E. teacher
Students' own answers

Culture note – Triathlon

Triathlon is a sport which involves swimming, cycling and running in immediate succession over set distances. Distances vary in different events, but in the Olympics triathletes swim 1.5 kilometres, cycle 40 kilometres and run ten kilometres. This combination of events was first held in the 1920s in France, although the first official triathlon race was in California, USA in 1974. The triathlon requires a very high level of fitness, and athletes train for many hours in each discipline in order to be able to compete at a high level. Most professional triathletes earn very little money from the sport, but the top five to ten per cent are believed to earn around \$50–100,000 per year.

Exercise 2 page 105

- In pairs, students discuss their lists. Encourage them to explain why one job should have a greater value than another. Compare answers as a class. Ask different students to briefly explain the reason for their ranking.

Exercise 3 page 105

- Tell students to scan the text and decide what part of speech is needed to complete each gap.
- Students work individually to complete the text. They compare answers in pairs. Check answers as a class.

Audioscript 3.23 page 105

1 in 2 as 3 of 4 from 5 had 6 with 7 much 8 their
9 to 10 since 11 at 12 how

Exercise 4 page 105

- Go through the Exam tip and the first question together. Ask: *Does the text mention the figure of \$30 million a year? (yes) Does it say that some sportspeople earn this amount of money? (yes) Does it say most top sportspeople earn this amount? (no) Does it say the figure is just for endorsements? (no)*
- Students work individually to answer the remaining questions. Compare answers as a class.

1 F 2 F 3 T 4 T 5 F

Exercise 5 page 105

- With a **stronger class**, ask students to complete the nouns first and then check their answers against the text. With a **weaker class**, tell them to find the nouns in the text.

1 achievement 2 retirement 3 earnings 4 childhood
5 commercialism 6 sponsorship

Extra activity

Tell students to write a sentence for each of the nouns in exercise 5. Then tell them to rewrite them on a piece of paper, gapping the noun each time. Students exchange their sentences with a partner and complete the gaps in their partner's sentences.

For further practice of Noun suffixes, go to:

Vocabulary Builder 10.2 page 143

- 1 a Verbs: -ment, -ation, -ing, -ings
b Adjectives: -hood
c Nouns: -ism, -ship, -hood
- 2 1 savings 2 likelihood 3 recommendations
4 priesthood 5 membership 6 censorship
7 disagreement 8 requirement 9 sportsmanship
10 misunderstanding 11 findings 12 commercialism

Exercise 6 page 105

- Tell students to listen carefully to the speakers. Sometimes (as for Speakers 1 and 4) people appear to say one thing and then say the opposite. Check answers as a class.

Audioscript 3.24 page 105

- 1 Some people say sports stars are overpaid, but how can you really say that? I mean, who decides what people deserve to earn? It's all just a matter of opinion, isn't it? The fact is, sport generates a lot of money – because of TV rights as well as ticket sales. So the best players are worth a lot to their clubs. And they can afford to pay them big salaries. So basically, why shouldn't they? It doesn't make economic sense to pay them any less! They'd just go to a different club. It's called competition.
- 2 Personally, I think it's ridiculous that you can earn millions just for kicking a ball around, throwing it through a hoop or hitting it with a stick! I mean, think of all the really worthwhile jobs that people do – doctors, nurses, teachers – and ask yourself why a golfer should earn twenty times more than they do. If you ask me, it's completely crazy! People's income should

reflect how much they contribute to society, how many people they help, that kind of thing.

- 3 From all the fuss about it, you'd think footballers were the only people who earned a lot of money. What about bankers? Property developers? Chief executives? Some of these people earn even more! The way I look at it, sports stars deserve their money because they've got real talent. We've all tried to play tennis, or golf, or football – we know how difficult it is. These men and women are the best! To my way of thinking, they deserve their high salaries. And remember, they don't have very long careers – sometimes they're finished by the time they get into their early thirties.
- 4 I don't mind them earning a decent amount of money. There's no doubt about it, they do have to train hard. But millions? That's completely unnecessary. There are people all over the world who don't even have enough money for food, and yet the top footballers, for example, are paid thousands of pounds a day. It's obscene, really. The way I see it, nobody should earn thousands a day when people around them are starving. That kind of inequality is just plain wrong.
- 5 I don't understand why people moan about how much money sports stars earn. Why does it matter? They do a good job – they entertain us, don't they? Let's face it, it's envy, isn't it? That's why people complain. Basically, they just want all those things the sports stars have got but they haven't – the fast cars, the lifestyle. The bottom line is, these people are massive, global celebrities – so of course they're going to earn big money, just like film stars and pop stars.

speakers 2 and 4

Exercise 7 3.24 page 105

- Read out the rubric in order to remind students that they have to match five speakers with seven sentences, so two sentences are not used. With a **weaker class**, you may have to play the recording twice. Check answers as a class.

1 B 2 E 3 D 4 G 5 C

Exercise 8 page 105

- Students complete the phrases and then listen again to check their answers.

1 fact 2 ask 3 look 4 thinking 5 doubt 6 look 7 face

Exercise 9 page 105

- While students are speaking, go round the class checking that they are using the phrases from exercise 8 correctly.

Extension

Have a class debate about the subject of sports and money. Write two opposing views on the board: *Sports stars' earnings should be decided by the market* and *Sports stars' income should be based on how much they contribute to society as a whole*. Divide the class into four teams, two for each viewpoint. Each team elects two speakers to express its views. Each speaker has two minutes to give their speech. Give students up to five minutes to discuss their opinions and take notes before they make their speeches. Take a class vote on the issue.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can talk about the relationship between sport and money.*

10D Reading

Getting ahead

LESSON SUMMARY

Reading: an article about things that sportspeople use to enhance their performance

Vocabulary: anatomy

Speaking: discussing ways of improving physical performance

Topic: Sport

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercises 4 and 5 together as a class.

LEAD-IN 3-4 MINUTES

- Conduct a class discussion on performance-enhancing methods used in sport.
- Ask students if they know of any sports stars who have used illegal means to improve their performance (e.g. Ben Johnson, who won an Olympic gold medal in the men's 100 metres but lost his title three days later when he was found to have taken steroids; Lance Armstrong, seven times winner of the Tour de France, who lost all his titles in 2012, when he was found to have used performance-enhancing drugs). Ask: *Why did they do it? What risks did they take?*
- Ask students to name any legal methods that athletes use to improve their performance (e.g. fitness training, skills training, a special diet, weight training, altitude training, special equipment, sports psychology, food supplements). Ask: *Which do you think are the most effective?*

Exercise 1 page 106

- Answers to these questions will vary, but you may want to point out that energy drinks are very high in caffeine and other stimulants, have little or no beneficial health effects and are widely considered to be harmful if consumed in quantity. The standard treatment for a muscular injury is ice, compression (e.g. a tight bandage) and elevation (supporting the limb in a raised position).

Students' own answers

Exercise 2 3.25 page 106

- Give students no more than two minutes to read the text. This will encourage them to scan the text quickly for the information they need.

a wear: 3, 4 b eat: 1 c lie in: 2, 5

Exercise 3 page 106

- Students read the text again in detail. With a **weaker class**, go through the first paragraph together. Ask: *Which words in the summary can be matched with sections of the text?* (recovery of your muscles – recovery process of muscles; nutrients – essential minerals).
- Students work individually to match the remaining summaries. Compare answers as a class.

1 E 2 A 3 C 4 F 5 B

Exercise 4 page 106

- Check that students understand the meaning of *tissue* (a collection of cells in the body), *moisture* (very small drops of water in the air or on a surface) and *organs* (a part of the body that has a particular purpose, e.g. the heart).

- Do the first item together. Tell students to underline the sentence containing the word *circulation*. (*Once the body senses the drop in temperature, it sends more blood to the area which boosts circulation and speeds up healing ...*) Ask: *Which definition does it match?* (7)
- Students work in pairs to match the remaining definitions. Compare answers as a class.
- Practise the pronunciation of words that may pose difficulties, e.g. *ligament* /'lɪɡəmənt/, *long-sightedness* /ˌlɒŋ'saɪtɪdnəs/ and *short-sightedness* /ˌʃɔ:t'saɪtɪdnəs/.

1 swelling 2 fibres 3 sweat 4 ligament
5 long-sightedness 6 lungs 7 circulation 8 passages
9 short-sightedness

Exercise 5 page 107

- Copy the chart on the board. Ask students to call out their answers to exercise 4 until the chart is complete.

A fibres, ligament, lungs, passages

B sweat, circulation

C swelling, long-sightedness, short-sightedness

Exercise 6 page 107

- Give students three minutes to come up with words. Students work in pairs. When the three minutes are up, ask different pairs to share their ideas with the class. Write words on the chart on the board.
- Ask the other students whether they are correct and in the correct part of the chart.

Exercise 7 page 107

- Give students two or three minutes to choose their techniques and note down reasons.

Exercise 8 page 107

- Ask different students to read out the example phrases, substituting 'X' with a technique of their choice. They then discuss their ideas in pairs.
- Ask one or two students to explain their choices to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt vocabulary for anatomy. I can understand a text about ways to boost performance. I can match summaries with paragraphs in a text.*

10E Grammar

Unreal past and *had better*

LESSON SUMMARY

Grammar: unreal past; *had better* / *might as well*

Speaking: giving advice or warnings

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following questions on the board: *Have you ever been to a gym? Did you like it? Why? / Why not? What equipment can you use in a gym?* Students discuss the questions in pairs.
- Ask different pairs to report back to the class.

Exercise 1 page 108

- Ask two students to read out the dialogue.
- Go through the questions together. Invite students to agree or disagree with the different reasons given.

Ava is less keen to go to the gym: Everyone's so image-conscious; I just don't feel relaxed; ... **running on a treadmill is so boring**; I'd sooner we left it until after our exams.

Exercise 2 page 108

- Go through the *Learn this!* box together. To check understanding, write the following sentences on the board: *I'd rather you don't borrow my laptop. It's high time we buy a new washing machine.*
- Ask students whether the sentences are correct. Then ask individual students to correct them.
- Students work in pairs to underline the examples of the unreal past. Check answers as a class.

It's time I got fit.

They act as if they were ...

I'd rather they didn't have ...

Suppose we went together.

Imagine if we went to the gym ...

I'd sooner we left it ...

Exercise 3 page 108

- Go through the first sentence together. Make sure that students notice the change from *him* to *he*.
- Students work individually to complete the sentences. Check answers as a class.

- 1 I'd rather he met me at the arena.
- 2 It's high time we went swimming again.
- 3 She'd sooner I stayed at home this afternoon.
- 4 I'd rather you didn't tell anyone about this conversation.
- 5 I'd sooner you didn't pay for my ticket.
- 6 Suppose you tried sending her a text message.

For further practice of *The unreal past*, go to:

Grammar Builder 10.2 page 133

- 1 I'd rather you didn't read my diary.
- 2 Suppose we invited the whole class.
- 3 Imagine you had a Ferrari!
- 4 It's time we returned these books to the library.
- 5 I'd sooner my parents weren't friends with me on Facebook.
- 6 It's high time the Government allowed online voting.

Exercise 4 page 108

- Go through the *Learn this!* box together. Check understanding. Write the following sentence beginning on the board: *You'd better not forget my birthday ...* Ask students how they could continue the sentence using *or + will* (e.g. *You'd better not forget my birthday or you will be sorry*).
- Ask them how they would replace *might as well* with *had better* in the sentence *We might as well give up. (We'd better give up.)*
- Go through the example together. Tell students that they need to think up possible consequences and that several different answers are possible. Students complete the remaining sentences individually. Ask students to read out their versions of the answers to the class.

(Possible answers)

- 1 You'd better not tell him about it or it will spoil things.
- 2 You'd better go to the doctor or it will just get worse.

- 3 You might as well get rid of them or people will think you've put on weight recently.
- 4 You'd better not eat it or it might make you ill.
- 5 You'd better revise for it now or you might fail it.
- 6 You'd better clean it or she will be angry.
- 7 You might as well do something else instead.

For further practice of *had better / might as well*, go to:

Grammar Builder 10.3 page 133

- 1 1 You'd better not borrow my laptop without asking or I'll be furious.
- 2 They'd better hurry up or they'll be late.
- 3 She'd better apologise or I won't invite her to my house again.
- 4 I'd better not wake my dad up.
- 5 You'd better answer all of the questions or you won't get a good mark.
- 6 I'd better go home now or my mum will be worried.

2 Students' own answers

Exercise 5 page 108

- Go through the first item together. Students complete the sentences individually. They then compare answers in pairs. Check answers as a class.

- 1 'd sooner we travelled
- 2 'd better say sorry
- 3 as though he owned
- 4 rather you came
- 5 time we bought a new car
- 6 might as well go

Extra activity

Write the following structures on the board: *It's (high) time ...*, *I'd rather ...*, *I'd sooner ...*, *Imagine if ...*, *Suppose you ...*, *... as if she were ...*, *He'd better ...*, *We'd better not ...*, *You might as well ...*

Put students into two teams. The first student on Team A reads out one of the structures. The first student on Team B must respond with a sentence using that structure. Team B gets a point for a correct sentence. The second student on Team B then reads out a structure for the second student on Team A to respond with a sentence. Continue alternating until each student has had a turn to say a sentence.

Exercise 6 page 108

- With a **weaker class**, you may need to give students some prompts, e.g. *somebody has not done their homework for several days*, *somebody wants to swim in a dangerous river*, *somebody is thinking about having a party while their parents are away*. Check that students have chosen suitable situations.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to use the unreal past and had better / might as well. I can talk about the unreal past and give advice or warnings.*

10F Speaking

Photo description

LESSON SUMMARY

Listening: two students describing photos

Speaking: a photo description

Topic: Sport

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in.

LEAD-IN 2-3 MINUTES

- Write the following words on the board: *running, exercise class, gym, team sport, cycling, swimming*. In groups, students discuss what is the best way to get fit. They must choose just one answer, they must give reasons, and they must all agree. Give students two minutes to discuss.
- Ask different groups to report back to the class. Make sure they justify their answer fully.

Exercise 1 page 109

- Check that students understand the meaning of *biceps* (the main muscle at the top part of the arm), *logo* (a printed symbol or design that a company uses as its special sign) and *sweatband* (a band of cloth worn around the head or wrist to absorb sweat).
- Students describe the photo in pairs. Ask one pair to describe the photo for the class.

Exercise 2 page 109

- Go through the Exam tip together. Students listen to the recording and answer the questions. You may need to play the recording twice.

Audioscript 3.26 page 109

Candidate 1 The man in the centre of the photo seems to be enjoying the exercise class – I guess it's an exercise class in a gym. He appears relaxed, and doesn't look too tired. All the people in the class are wearing T-shirts or vest tops and shorts or leggings because I guess the class is hard work, physically. It looks like most of them are men, except for the woman in the blue top. But I'm not completely sure – their faces are out of focus. They're all holding weights. The instructor is out of shot, but there must be one there because they're all doing the same thing at the same time.

Candidate 2 This photo shows an exercise class, most likely at a gym. It's quite busy – we can see maybe seven people in the photo but there are probably more in the class, and they're standing in rows. I can just make out a few more faces in the background. I can also see a mirror, I think, although it isn't clear. They're wearing sports clothes – shorts, vest tops and T-shirts. Everyone in the photo is holding weights. They look quite heavy! The man in the centre of the photo looks relaxed and focused, and I think the woman behind him is calm too, although her face is partly hidden. The other people in the photo look as though they're concentrating. Although the man with the blue T-shirt could be looking out of the window – I'm not sure because his face is blurred.

2; yes

Exercise 3 3.26 page 109

- Students work individually to complete the expressions. Check answers as a class.

1 out 2 shot 3 make 4 clear 5 hidden 6 face

Extension

Bring in some photos from magazines, or tell students to look at photos in the Student's Book, e.g. the one on page 99. In pairs, they take turns to describe a photo to their partner, following the advice in the Exam tip and using some of the useful expressions for describing unclear details.

Exercise 4 page 109

- Ask different students to read out the questions. If students cannot think of any answer to question 1, prompt them by asking: *What is the effect of using weights? How is this different from a normal exercise class?*

Exercise 5 page 109

- Students listen and check their ideas. Ask: *Would you like to try this kind of exercise class? Why? / Why not?*

Audioscript 3.27 page 109

Candidate 1 I think the people are using weights because they aren't just trying to get fit – they also want to get stronger muscles. It can be quite boring doing weight-training by yourself in the gym, so this is a great way of getting stronger and having fun at the same time. You can see that it works because all the people in the photo have big muscles in their arms. Their biceps muscles look really strong.

Exercise 6 page 109

- Go through the *Look out!* box together. Play the recording.
- Make sure that students give reasons for their opinions about which answer is better. Ask students which opinion they agree with.

Audioscript 3.28 page 109

Candidate 1 I think it's important to be quite fit, yes. First and foremost, being fit makes it more likely that you'll live to an old age and won't have problems with your heart. Secondly, if you're fit, you can do more things without getting tired – for example, you can play sports. Even day-to-day things like running for a bus are easier if you're fit. And thirdly, people look better when they're fit – slimmer and healthier – and this is good for confidence. I'd even say that fit people are happier than unfit people. So all in all, yes, it's important to be fit.

Candidate 2 I don't think it's particularly important to be fit. For a start, there's a difference between being fit and being healthy. Sure, good health is important. But unless you're a professional sportsperson, I don't think you need to be extra fit. Also, let's not forget that fitness is a big industry. They want you to think it's essential to be super-fit, but basically, they're just trying to sell you their kit, their sports drinks, their clothes, and so on. And most importantly, I think people should worry less about their body and more about their mind. Don't go to an aerobics class, read a book – that would be my advice!

Exercise 7 3.28 page 109

- Play the recording again. With a **stronger class**, ask students to write their answers first and then listen again. Check answers as a class.

First and foremost, ... – 1; For a start, ... – 2; Secondly, ... – 1; And thirdly, ... – 1; Also, let's not forget ... – 2; And most importantly, ... – 2

Exercise 8 page 109

- Play the recording. Students compare their answers in pairs. Check answers as a class. You may need to play the recording twice.

Audioscript 3.29 page 109

Candidate 2 I recently took part in a five-kilometre run for charity. It's not the kind of thing I'd normally do, but I did it with a group of friends who really wanted me to take part. They were school friends. So I said yes. I'm not very fit, so the run itself was really hard work for me. In fact, I stopped half-way and sat down! I was feeling really miserable. But then, when I stood up, some of the spectators started cheering me – and that gave me the strength to finish the course. Looking back, I feel really proud of myself for finishing it. The run took place in a large park near the edge of town. It happened about ... oh, six months ago, I suppose. Yes, it was last summer.

f, c, d, e, a, b

(Possible answer)

A better order might be: a / b. a / b, f, d, c, e.

Exercise 9 page 109

- Remind students to follow the plan in the Exam tip when describing the photo.

- Allow students to read through the questions but do not give them any extra time to prepare, as they need to practise answering these kinds of questions without preparation for the exam.
- In pairs, students describe the photo and answer the questions. Go round the class checking that each student in a pair is taking an equal part in the conversation. You may need to prompt particularly quiet or shy students to speak more.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can describe a photo and answer questions about it.*

10G Writing analysis

Description of an event

LESSON SUMMARY

Reading: a description of a basketball match

Vocabulary: compound nouns; extreme equivalents

Topic: Sport

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercises 3 and 4 together as a class.

LEAD-IN 3-4 MINUTES

- Tell students that they are going to describe a live sporting event to their partner. If they have never experienced a live event, they can talk about some other event they have experienced, e.g. a concert.
- Write the following questions on the board: *What was the atmosphere like? Was it an exciting event? Why? / Why not? What happened? Who won?*
- In pairs, students discuss the event. Give them two minutes to do so before they report back to the class.

Exercise 1 page 110

- Students work in pairs to describe the photo. Remind them of the advice in the Exam tip on page 109.
- Ask a pair to share their description with the class.

It's a professional game. The players are wearing vests with their team's name on them. There are a lot of spectators.

Exercise 2 page 110

- Focus students' attention on the underlined words. Stress that it is very important to address all aspects of the task.

(Possible answer)

This is a very good answer. The text describes a sporting event (a basketball game); it is a professional game; the event is described vividly, with an emphasis on the atmosphere and the writer's feelings before, during and after the event.

Exercise 3 page 110

- Tell students that paragraphs usually contain at least three sentences. Read the text aloud to the class and ask students to put their hand up when they think you have reached a paragraph break. Pause when several students put their hands up and check with the class whether they agree.

Paragraph 2: We arrived at Madison Square Garden ...

Paragraph 3: When the match started, ...

Paragraph 4: Into the cold night air we went, ...

Culture note – Madison Square Garden

Madison Square Garden (MSG) in Manhattan, New York, was built above Pennsylvania Station in 1968 at a cost of \$1.1 billion. At that time it was an enormous sum of money. It is home to two professional sports teams: the New York Knicks (basketball) and the New York Rangers (ice hockey). Major boxing contests have also been held there, including the first Muhammad Ali–Joe Frazier fight. The venue holds approximately 20,000 spectators. MSG is also famous as a concert venue: Michael Jackson played his 30th Anniversary Special there in 2001, and John Lennon appeared live for the last time ever in 1974.

Exercise 4 page 110

- Go through the Exam tip together. Tell students they should be able to find each element in the relevant paragraph.

Exercise 5 page 110

- Students work individually to match the words and write sentences.
- Tell them to re-write their sentences on a piece of paper, gapping the compound nouns. They then swap sentences with a partner. Their partner guesses the missing words.

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

Exercise 6 page 110

- Tell students there are three expressions in the text. In pairs, they scan the text to find the expressions. Check answers as a class.
- Practise pronunciation of words students might find difficult, e.g. *berserk* /bə(ɾ)'zɜ:(ɾ)k/.

be desperate to do it (Connor ... was desperate to see the Knicks go wild (the crowd went wild)
be neck and neck (the Knicks were neck and neck with their opponents)

Exercise 7 page 110

- Tell students there is more than one way to rewrite some of the sentences.
- 1 *When the substitute sprinted onto the pitch the crowd went wild / crazy / berserk.*
 - 2 *I was desperate to play her at tennis because she'd thrashed me the last time.*
 - 3 *The two teams were neck and neck, and both managers were screaming / yelling at their players to give it everything.*
 - 4 *She was heartbroken when she lost the match because she had given it everything.*

Extension

Tell students to choose three of the extreme expressions in exercise 6. Students work individually to write three sentences using the expressions they have chosen. They then swap sentences with a partner, who rewrites the sentences using the less extreme equivalents.

Exercise 8 page 110

- Students may need some help with ideas. You could write these prompts on the board: *comfort, cost, travel, excitement, crowds.*

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt how to make expressions more colourful using more extreme equivalents. I can divide a text into paragraphs.*

10G Writing task

Description of an event

LESSON SUMMARY

Grammar: adverbial phrases

Writing: a description of a sporting event

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

Exercise 1 page 111

- Go through the Exam tip together. Ask students which they think is easier to write about, a real or an imagined event. (A description of a real event may be easier to write because the details just need to be remembered, and it may be more personal. An imagined one may be written to fit the task more closely. One good solution is to use elements from a true story and invent the necessary details.)

Exercise 2 page 111

- Students work individually to write their plans. They then compare plans with a partner. Their partner should ask about the details of the plan, check if anything is missing and, where relevant, suggest additional details.

Exercise 3 page 111

- Go round the class asking students for a beginning using each one of the phrases. Tell them that they are all suitable introductions for a story such as this.

Exercise 4 page 111

- Go through the Exam tip together. Draw a table on the board with the questions from the tip and space for several sports along the top. Students feed back to the class. Complete the table for each sport that is mentioned.

Exercise 5 page 111

- Go through the *Learn this!* box together. Check that students understand which are the different components of the sentence (*In the middle of the room* – adverbial phrase; *stood* – verb; *a policeman* – subject). Ask students to rewrite the sentences with the adverbial phrase at the end. (*A policeman stood in the middle of the room. They drove away. There were three envelopes on the table.*)

In the front row sat dozens of Knicks fans ...

Into the cold night air we went ... (The subject is a pronoun.)

Extension

Write the following sentence beginnings and endings on the board:

- At the end of the hall ...
 - Into the station ...
 - Under the stairs ...
 - The door slammed and away ...
 - Into the room ...
 - On the table ...
- a ... walked my cousin Sam.
b ... was a delicious looking meal.
c ... she went for the last time.
d ... came the train.
e ... was a place to hang coats.
f ... were two more rooms.

In pairs, students match the sentences beginnings 1–6 with the sentence endings a–f.

(Possible answers)

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

Exercise 6 page 111

- Go through the first sentence together. Students complete the remaining sentences in pairs. Check answers as a class.

- On the chair was a tennis racket.
- Towards the corner flag sprinted the striker.
- In the centre of the court stood the umpire.
- Onto the pitch ran a small dog.
- Into the pool jumped all six swimmers.
- In front of the goal were six defenders.

For further practice of Adverbial phrases, go to:

Grammar Builder 10.4 page 133

- At one end of the sofa sat his aunt.
- Asleep in the top floor bedroom is my sister.
- On the grass lay an empty wine bottle.
- In the town centre are three cinemas.
- Out of the room she ran, screaming.
- Behind the football pitch is a tennis court..

Exercise 7 page 111

- Before they begin writing, tell students to re-read the story on page 110. Tell them to notice in particular how the writer sets the scene and builds up the atmosphere of the event.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I can write a description of an event.*

Language Review / Skills Round-up

9–10 Language Review

Exercise 1 page 112

- 1 ruthless 2 heroic 3 romantic 4 considerate
5 over-sensitive

Exercise 2 page 112

- 1 needn't / shouldn't 2 wouldn't 3 could
4 shouldn't / needn't 5 hadn't

Exercise 3 page 112

- 1 be lost if you had remembered to bring the
2 like you if you hadn't teased
3 weren't / wasn't afraid of spiders, he wouldn't have
4 be tired if you hadn't woken me up at
5 weren't on special offer, I wouldn't have bought

Exercise 4 page 112

- 1 hadn't 2 only 3 sooner 4 could 5 wish

Exercise 5 page 112

- 1 in, ring 2 on, pitch 3 on, slope 4 in, pool 5 on, course

Exercise 6 page 112

- 1 b 2 d 3 a 4 e 5 c

Exercise 7 page 112

- 1 time we bought our tickets 2 well take the bus
3 not carry your passport with you
4 you didn't invite the neighbours 5 you left the car at home

Exercise 8 page 112

- 1 First 2 foremost 3 start 4 Also 5 importantly

1–10 Skills Round-up

Exercise 1 page 113

Super Bowl; Tour de France; Monaco Grand Prix: photo

Exercise 2 page 113

Students' own answers

Exercise 3 page 113

- 1 D 2 A 3 E 4 B

Exercise 4 page 113

- 1 T 2 F 3 T 4 F 5 F 6 F 7 T

Exercise 5 page 113

Audioscript 3.30 page 113

Part 1

Daisy Great! You're on time.

Stefan Of course. I can't wait to find out what's going on.

Daisy You'll soon see. But first, we have to get the underground to Southfields Station. Come on!

Stefan Southfields? I've never heard of it. Hey! Hold on, wait for me ...

Part 2

Daisy So, what do you think of Wimbledon?

Stefan It's fantastic! I've always wanted to come here. But what is the protest going to be?

Daisy Shh! I'd rather you didn't shout about it!

Stefan Sorry.

Daisy Anyway, if I knew the details, I would have told you by now. But I don't know. My job is just to video whatever happens with my phone – and then post the clip on YouTube.

Stefan OK. So, it's the centre court – wow! Great tickets!

Daisy My dad got them.

Stefan Really? But of course he doesn't know ...

Daisy No, of course not. If I'd told him why I need to be here ...

Stefan ... we wouldn't be here.

Daisy Exactly. Now, let's find our seats. If we're late, I won't be able ...

Part 3

Daisy It should have happened by now. It's nearly two o'clock. Something's gone wrong ...

Stefan Well you can't blame me this time. I can't have told anyone – I still don't know!

Daisy Shh. I'm not blaming you. I'm just worried.

Stefan Can't you text them?

Daisy I've tried. Nobody's replying. They must have turned their phones off.

Stefan Look over there. There are a lot of police officers ...

Daisy It looks like they're taking some people away.

Stefan Hey! There's Spikey! He's chatting to one of the police officers. He's acting as if he were best friends with them ...

Daisy That's weird. He's always said that he hates the police ...

Part 4

Stefan Don't you want to go home?

Daisy Back to the squat? Not until I know what's happening.

Stefan Hey look! There's something on the news about it.

TV news ... have claimed that the protesters planned to run onto centre court and hold up a large banner protesting against Wesley's Supermarket. They were arrested before they could carry out the protest after police were informed of their plans. In other news today, the ...

Daisy Look, I've got a text at last. No! That's terrible!

Stefan What? Tell me!

Daisy It was Spikey who gave all the details to the police. He was a police officer all along, just pretending to be one of us.

Stefan A kind of spy ...

Daisy Yes. I never imagined it ... He seemed so passionate about our campaigns.

Stefan Oh well. It just shows how easy it is to make mistakes about people ...

Part 5

Daisy Oh hi. Come in.

Stefan Hey! This is a bit better than your other place!

Daisy You mean the squat? Yes! I didn't really want to stay there. None of us did. I mean, we felt so angry. Spikey was so disloyal and deceitful.

Stefan I know. So, you're back home with your parents. How are you getting on with your dad?

Daisy Oh, OK. We still argue a bit – but it's mostly good-humoured.

Stefan And I imagine the food is better than at the squat.

Daisy Yes, it is. Would you like to stay for dinner?

Stefan Well, I was going to suggest going out.

Daisy Yeah, actually that's a better idea. Where shall we go?

Stefan Do you like Chinese?

Daisy I love it.

Stefan There's a new Chinese restaurant quite near here. I went there last week. It's really good.

Daisy OK. Let's go there! And you can tell me all about ...

Because Spikey told the police what was going to happen.

Exercise 6 3.30 page 113

part 1 B part 2 A part 3 E part 4 F part 5 D

Exercise 7 page 113

Students' own answers

Get Ready for your Exam 10

Reading

Exercise 1 page 114

GET READY TO READ

- Ask students if they do or have done yoga. Do / Did they like it? Why? / Why not?
- Ask students to explain briefly what yoga is.
- In pairs, students underline the adjectives they associate with yoga.
- Ask pairs to share their choices with the class, justifying them.

READING EXAM TASK – TRUE OR FALSE

Exercise 2 page 114

- Ask students to glance quickly at the task below the text and ask what kind of task it is (True or False). Ask what other kind of reading tasks they might see in the exam (multiple choice, matching sentences, comprehension).
- Suggest that students skim-read the text first, then underline the key words in sentences 1–6. Then they should go back to the text and re-read it carefully, underlining the sections which relate to the sentences. Remind them that if the answer is not stated they should mark it N.
- Check answers as a class and ask students to tell you which part of the text they underlined for each answer.

1 N 2 T 3 T 4 F 5 F 6 F

Speaking

Exercise 3 page 114

GET READY TO SPEAK

- Students put the adjectives into the two groups.
- When you check answers, ask students to read the adjectives using the appropriate tone.
- Write the best additional adjectives on the board.

1 elated, overjoyed, relieved, triumphant

2 dejected, despondent, devastated, dismayed, inconsolable

Exercise 4 page 114

SPEAKING EXAM TASK – PICTURE DESCRIPTION

- Draw attention to the first task, which asks students to describe the picture. Remind them to include as much detail as possible.
- Elicit that the questions require students to speculate, give personal opinions and information. Elicit some useful vocabulary for speculating, e.g. *In my view, It seems to me that, He could be, They might be*. Remind students that they will earn more marks if they can elaborate on their answers with examples.
- In pairs, students take turns to do the task, with one student being the examiner and the other the candidate. Encourage the examiner student to give feedback on how the candidate could improve.
- Monitor while students are doing the task, noting down correct as well as incorrect use of English to share with the class in the feedback session.

Workbook answer key

Unit 1

1A Vocabulary and listening

Describing personality

Exercise 1 page 3

- 2 assertive 3 stubborn 4 considerate 5 calm
6 creative 7 eccentric 8 immature 9 selfish 10 sociable
11 argumentative 12 conventional 13 unconventional
14 organised 15 serious 16 ambitious 17 responsible
18 outgoing

Exercise 2 page 3

(Possible answers)

stubborn, eccentric, argumentative, conventional,
unconventional, serious, ambitious

Exercise 3 page 3

Audioscript Listening 2 page 3

- 1 **Mum** George, please apologise to your brother.
George No, I won't.
Mum You were very rude to him.
George I'm not going to apologise.
Mum George!
George No, I refuse to apologise.
- 2 **Ella** Hi, Marcus. Can I have one of your chocolates?
Marcus Um, well ... I haven't got many left.
Ella Really?
Marcus Yes. Look.
Ella You've nearly eaten the whole bag!
Marcus Well?
Ella Can I have just one, please?
Marcus No, sorry. I'm saving these for later.
- 3 **Dad** Harriet, when's your maths exam?
Harriet Next Monday.
Dad Hadn't you better do some more revision?
Harriet It's OK, Dad, I've got it all planned. I'm revising every night this week. Then I'm taking Friday evening off. Then Jenny and I are getting together to look at some past exam papers on Saturday. Then it's last minute revision on Sunday.
Dad Oh, OK. Very good.
- 4 **Harry** Have you seen what Finn's wearing today?
Jess No. What?
Harry An old jacket from the 1980s. He got it in a charity shop.
Jess What's wrong with that?
Harry Nothing at all, but who wears jackets like that nowadays?
Jess I think it's cool. Unusual, maybe, but cool.
- 5 **Luke** Where's Hannah? She's really late.
Imogen I don't know. She isn't usually late.
Luke Well, the film starts in ten minutes. I think we should go in.
Imogen She won't be able to find us, though, will she?
Luke That's her problem.
Imogen You go in, then, and get the tickets. I'll wait a bit longer for her. I'm sure she'll turn up in a minute.
- 6 **Simon** What do you want to do when you leave school, Cerys? Are you going to get a job?
Cerys No, I want to study medicine.
Simon Really?

Cerys I want to study at Oxford because it has one of the best medical schools in the country, and I want to get a really good job once I graduate.

Simon Difficult to get into, then, I guess.

Cerys Difficult, yes – it's one of the best universities – but not impossible.

- 1 stubborn 2 selfish 3 organised 4 unconventional
5 considerate 6 ambitious

Exercise 4 page 3

- 1 vain 2 faithful 3 grumpy 4 unassuming 5 witty
6 amiable 7 timid 8 calm

Exercise 5 page 3

- 1 headed 2 meat 3 minded 4 cold 5 haired 6 sure
7 watering 8 space 9 hearted 10 densely

Challenge! page 3

Students' own answers

1B Grammar

Present perfect simple and continuous

Exercise 1 page 4

Students' own answers

Exercise 2 page 4

- 1 have you been waiting 2 recorded 3 been learning
4 been working 5 visited 6 have you spent

Exercise 3 page 4

- 1 Have (you) seen 2 've been ringing 3 's been taking part
4 has forgotten 5 've selected 6 's been playing

Exercise 4 page 4

- 2 ✓
3 Whether we go to the beach depends on the weather.
4 I've always disliked vegetables.
5 ✓
6 That man has been swimming in the sea for over an hour. He must be freezing.

Exercise 5 page 4

- 1 have (you) known 2 haven't been
3 don't care, think 4 's been raining 5 like, prefer
6 've been reading / 'm reading

Challenge! page 4

Students' own answers

1C Culture

Great American writers

Exercise 1 page 5

- 1 Christianity 2 Christian 3 Christian 4 Judaism
5 Jewish 6 Jew 7 Islam 8 Muslim / Islamic 9 Muslim
10 Buddhism 11 Buddhist 12 Buddhist 13 Sikhism
14 Sikh 15 Sikh 16 Hinduism 17 Hindu 18 Hindu

Exercise 2 page 5

1 F 2 T 3 T

Exercise 3 page 5

- 1 The lights ... were just beginning to be turned on ...
- 2 'What kind of job?' asked their Dad. 'Anything I could do, or just for girls?'
- 3 The question took her by surprise. She had just been thinking ... she had bought there the day before.
- 4 'Nobody ought to work until they're around sixteen. Mick should have two more years ...'
- 5 Bill put Ralph down from his lap ...
- 6 'Mick should have two more years ... at Vocational – if we can make it.' 'Even if we have to give up the house and move ...'

Exercise 4 page 5

Audioscript Listening 3 page 5

She felt excited. They were all talking about her – and in a kindly way. She was ashamed for the first scared feeling that had come to her. Of a sudden she loved all of the family and a tightness came in her throat.

'About how much money is in it?' she asked.

'Ten dollars.'

'Ten dollars a week?'

'Sure,' Hazel said. 'Did you think it would be only ten a month?'

'Portia don't make but about that much.'

'Oh, colored people –' Hazel said.

Mick rubbed the top of her head with her fist. 'That's a whole lot of money. A good deal.'

'It's not to be grinned at,' Bill said. 'That's what I make.'

Mick's tongue was dry. She moved it around in her mouth to gather up spit enough to talk. 'Ten dollars a week would buy about fifteen fried chickens. Or five pairs of shoes or five dresses. Or installments on a radio.' She thought about a piano, but she did not mention that aloud.

'It would tide us over,' their Mama said. 'But at the same time I rather keep Mick at home for a while. Now, when Etta –'

'Wait!' She felt hot and reckless. 'I want to take the job. I can hold it down. I know I can.'

'Listen to little Mick,' Bill said.

Their Dad picked his teeth with a matchstick and took his feet down from the banisters. 'Now, let's not rush into anything. I rather Mick take her time and think this out. We can get along somehow without her working. I mean to increase my watch work by sixty per cent soon as –'

'I forgot,' Hazel said. 'I think there's a Christmas bonus every year.'

Mick frowned. 'But I wouldn't be working then. I'd be in school. I just want to work during vacation and then go back to school.'

'Sure,' Hazel said quickly.

'But tomorrow I'll go down with you and take the job if I can get it.'

It was as though a great worry and tightness left the family. In the dark they began to laugh and talk. Their Dad did a little trick for George with a matchstick and a handkerchief. Then he gave the kid fifty cents to go down to the corner store for Coca-Colas to be drunk after supper.

- 1 ashamed of 2 a week 3 quite a lot of 4 the same as this 5 a piano 6 hardly thinks at all 7 a holiday job 8 happy with

1D Reading

High achievers

Exercise 1 page 6

- 1 towards 2 owing to 3 among 4 Aside from
5 alongside 6 Throughout 7 concerning 8 beyond
9 Bearing in mind 10 Prior to

Exercise 2 page 6

- 1 Throughout 2 alongside 3 Prior to 4 bearing in mind
5 beyond 6 towards

Exercise 3 page 6

- 1 b 2 d 3 c 4 b 5 a

1E Grammar

Verb patterns

Exercise 1 page 8

- 1 to see, going, to go 2 to meet, to find 3 to go, to find,
to go 4 watching, to choose, to watch

Exercise 2 page 8

- 1a standing 1b to hand 2a posting 2b to post 3a to have
3b criticising 4a to tell 4b not revising 5a to become
5b eating 6a meeting 6b to buy 7a walking 7b ride, fall

Exercise 3 page 8

- 1 are considering going away 2 managed to solve 3 advised
me to 4 had difficulty doing 5 reminded Harry to text me
6 agreed to help 7 enjoy doing 8 didn't let me go to 9 got
my car repaired

Challenge! page 8

Students' own answers

1F Speaking

Photo description

Exercise 1 page 9

Audioscript Listening 4 page 9

The photo shows two teenage boys. I'd say they were about fifteen or sixteen years old. It's clear from the photo that they are in school, because they are standing in front of lockers and they are wearing school uniform. The uniform is black trousers, black shoes, white shirt and red and green striped tie. Both boys have got short dark hair. They are obviously friends as they are chatting together, they look relaxed and they are smiling. I should think it's break time, or maybe after school.

clothes, hair, expressions

Exercise 2 page 9

Audioscript Listening 4 page 9

I should think ...; I'd say ...; It's clear from the photo that ...;
Maybe; They (are) obviously ...

Exercise 3 page 9

Students' own answers

Exercise 4 page 9

Audioscript Listening 5 page 9

Examiner Do you think the boys in photo A mind wearing school uniform? Why do you think so?

Student I think it's quite difficult to tell from the photo. They are dressed quite smartly and, as I said, they look relaxed. But they haven't done their ties up properly, so perhaps they don't like wearing them. On balance, I'd say they'd probably prefer not to be wearing a uniform.

Examiner Do you think school uniform is a good idea? Why do you think so?

Student I think a uniform is a good idea because it means that everyone wears the same thing and people don't need to be self-conscious about their clothes. Students don't spend ages in the morning deciding what to wear. Uniforms are also cheap so it's better for their parents, especially if they aren't particularly well off. I also believe that a uniform gives the students a sense of identity, of belonging to the school.

Students' own answers

Exercise 5 page 9

Students' own answers

Exercise 6 page 9

Students' own answers

1G Writing

Description of a person

Exercise 1 page 10

1 C 2 D 3 B 4 A

Exercise 2 page 10

1 tends 2 tendency 3 habit 4 across 5 regard
6 consider 7 people 8 can

Exercise 3 page 10

1, 4, 5

Exercise 4 page 10

1 However, ... 2 unlike some other teachers

Exercise 5 page 10

Students' own answers

Exercise 6 page 10

Students' own answers

Unit 2

2A Vocabulary and listening

Value and price

Exercise 1 page 11

1 save 2 afford 3 allowance 4 waste 5 income
6 budget 7 expenses 8 debt

Exercise 2 page 11

1 allowance, saves 2 debt 3 afford 4 wasted 5 expenses
6 income, budget

Exercise 3 page 11

broke – hard up; dear – pricey; extortionate – a rip-off; mean – stingy; well off – affluent

1 broke 2 a rip-off 3 hard up

Exercise 4 page 11

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

Exercise 5 page 11

1 cost an arm and a leg 2 tighten your belt 3 made a killing
4 came into some money 5 living from hand to mouth

Challenge! page 11

Students' own answers

2B Grammar

used to and would

Exercise 1 page 12

1 used to 2 Did (your family) use to 3 used to
4 Did (there) use to 5 didn't use to

Exercise 2 page 12

1 My grandfather would never go out without a hat.
3 I would go to the sweet shop every afternoon.
4 We wouldn't talk to our parents about school.
5 When Harriet was young, she would go dancing every night.

Exercise 3 page 12

1 a 2 b 3 c 4 a 5 c 6 b

Exercise 4 page 12

1 would insist 2 would have 3 would spend 4 would run
5 would leave

Challenge! page 12

Students' own answers

2C Culture

Squatters

Exercise 1 page 13

1 made, made 2 has been renting 3 taking
4 have become 5 pay, get 6 do

Exercise 2 page 13

Audioscript Listening 6 page 13

What could you buy for \$16 in the USA? A quick lunch in a coffee bar, maybe; a few litres of petrol for your car; or perhaps a large house in a nice suburb near Dallas, Texas, complete with garden and swimming pool. Impossible? That's what most people would think. But then, most people have never heard of an obscure law called 'adverse possession'.

The story of Kenneth Robinson and the sixteen-dollar house began in 2011, when he noticed that a large house in Flower Mound, near Dallas, had become empty. The house had been well maintained and was in a good state, but unfortunately, the owner had not been able to pay the mortgage. After the mortgage company had evicted the owner, the company itself went out of business. So the house was not just empty, but it was also unclear what would happen to the property.

After doing some research into property laws, Mr Robinson, a 51-year-old former soldier, filled out a form online, paid a fee of \$16 to submit the form officially, and moved into the empty \$300,000 house. Although he didn't exactly buy the house for \$16, he had discovered that a law called 'adverse possession' meant he could not be evicted unless the original owner paid off the mortgage – and even then, it would be a long and expensive legal process. The story was widely reported in the media both in the USA and around the world. For some people, Mr Robinson was a hero who beat the system. Others tried to copy his actions, and suddenly local councils were having to deal with thousands of forms claiming 'adverse possession'. But to most of Mr Robinson's

neighbours in Flower Mound, he was just a squatter. They even called the police to arrest him, but the police said they could do nothing as no crime had been committed.

According to US property laws, if Mr Robinson stayed in the house for three years, he could claim legal ownership of the property. During that time, he would have to do all the basic maintenance – keeping the garden tidy, and so on – but he would not have to pay any mortgage or rent. However, eight months after he had moved into the house, he received a letter from a judge telling him he had to leave the property. Although he could have challenged the decision in court, Mr Robinson decided not to do that: he moved out. Looking back, Mr Robinson certainly has no regrets. He has written a book about his experiences and is often asked to give talks about them. And if you wanted to hire him to give a talk, you'd have to pay a lot more than \$16!

b

Exercise 3 page 13

Audioscript Listening 6 page 13

1 F 2 F 3 T 4 F 5 T

Exercise 4 page 13

1 floor 2 worth 3 used 4 little 5 couldn't 6 heating
7 rather 8 paid 9 attention 10 Despite 11 hadn't 12 so

Challenge! page 13

Students' own answers

2D Reading

How the other half live

Exercise 1 page 14

1 in 2 from 3 to 4 with 5 to 6 in 7 in, of 8 for

Exercise 2 page 14

1 had, would give 2 wouldn't make, sold 3 wouldn't be,
budgeted 4 paid, would happen 5 were / was, could

Exercise 3 page 14

3 and 4

Exercise 4 page 14

1 B 2 C 3 C 4 A 5 C 6 A 7 B 8 B 9 A

Exercise 5 page 14

Students' own answers

Challenge! page 14

Students' own answers

2E Grammar

Past perfect simple and continuous

Exercise 1 page 16

1 a, had been writing 2 e, had been watching
3 b, had been playing 4 f, had been working
5 d, hadn't been paying 6 c, hadn't been feeling

Exercise 2 page 16

Students' own answers

Exercise 3 page 16

2 arrived, I had had a shower
3 we had swapped numbers, he called
4 had tidied her room, she went out
5 had missed the class, she didn't do the homework
6 had finished his dinner, he washed up his plate

Exercise 4 page 16

1 b 2 b 3 a and b 4 a and b 5 a

Exercise 5 page 16

1 had been enjoying 2 had spent 3 had been going
4 had won 5 had had 6 had been looking

Challenge! page 16

Students' own answers

2F Speaking

Photo description

Exercise 1 page 17

(Possible answers)

box, cross-legged, disappointed, gift, lid, ribbon, tissue paper

Exercise 2 page 17

Audioscript Listening 7 page 17

There's a young woman sitting cross-legged on the floor. Maybe she's a teenager. She looks about seventeen or eighteen, I reckon. She's holding a red box and lifting the lid so she can see what's inside. It's obviously a gift that somebody has given her. She doesn't look very happy with the gift – in fact, she looks really disappointed. We can't see what the gift is, because it's covered with tissue paper.

box, cross-legged, disappointed, gift, lid, tissue paper

Exercise 3 page 17

1 dirty 2 big 3 crowded 4 angry 5 bad 6 ugly 7 bad 8 hungry
9 clean 10 big Exercise 4 page 17

Audioscript Listening 8 page 17

I remember one Christmas ... it was about ten years ago, when I was seven or eight years old. My uncle and aunt were staying with us. In those days, we used to have a Christmas tree every year. My parents used to put all our presents under the tree. We'd open them on Christmas Eve. I always used to feel the presents and try to guess what they were.

For months, I'd been asking my parents for a Hello Kitty lunchbox. I really wanted one because my best friend had one. So when I picked up a present from my uncle and aunt with my name on it, felt it and realised it was a lunchbox, I was so excited. Apparently, my parents had told my uncle and aunt what to buy me.

But when I opened the present on Christmas Eve, I felt so disappointed. Yes, it was a lunchbox. Unfortunately, it wasn't quite what I wanted. Instead of Hello Kitty, it had a picture of a different cartoon cat on it. Garfield, I think. My parents had told my uncle and aunt the wrong thing. Or maybe they hadn't understood properly. I smiled and said thank you – but inside, I wanted to cry. Obviously, I didn't say anything to my uncle and aunt. Luckily, they didn't realise how disappointed I was. To be honest, I've never mentioned it since.

It wasn't the particular kind of lunchbox that she wanted.

Exercise 5 page 17

Audioscript Listening 8 page 17

- 1 smiled 2 said 3 wanted 4 were staying 5 had told
6 'd been asking 7 used to put 8 'd open

Exercise 6 page 17

Students' own answers

Exercise 7 page 17

Students' own answers

2G Writing

Story

Exercise 1 page 18

mean, negative, that character

Exercise 2 page 18

- 1 later 2 blue 3 moment 4 soon 5 same 6 Eventually
7 shortly

Exercise 3 page 18

- 2 Half an hour later 3 As soon as Kyle had gone
4 Eventually he arrived

Exercise 4 page 18

Students' own answers

Exercise 5 page 18

Students' own answers

Exercise 6 page 18

Students' own answers

1 Get Ready for your Exam 1

EXAM TASK – Reading page 19

- 1 D 2 A 3 B 4 C

EXAM TASK – Listening page 19

Audioscript Listening 9 page 19

Speaker 1 I know exactly what I'm going to do now that I've finished school, as I've been meticulously planning it for absolutely ages! I'm doing a full-time stint in the restaurant down the road this summer – I've been working there on and off for years part-time. I've got to save up £800 – enough money to go travelling for the rest of the year. I've planned a route through Thailand, Cambodia, Australia – where I've set up some more catering work – then South America and the US before university next year.

Speaker 2 I can't make up my mind between work experience and travelling. I'm hanging on to hear if I've got a temporary job at the local vet's. If I get that, I might as well go for it as I'm doing agriculture at university next year. But I'm pretty keen on going out to stay with my uncle and aunt. They've moved to a ranch in the States and want me to visit. How cool is that? But that won't be till much later in the year, so I'll have to see what's possible.

Speaker 3 I'm desperate to get some work experience before I start my politics degree in the autumn, so I'm hassling local MPs and government offices to see if I can volunteer! If I'm lucky enough to get selected, I should get travel and lunch expenses, but I won't actually earn any money. It's vital though to have real-life experience for my degree course, as it's fiercely competitive. My parents understand and are happy to continue supporting me. If I've time, I'll take a break before the course starts.

Speaker 4 I've got absolutely masses to do before my course starts in October and zero time for a holiday! I'm off to study English literature and theatre management in Manchester, and need to do stacks of reading before then as I've got a massive list of classic literature to study. But I've also got a summer job in the theatre where I'm helping during the run of Shakespeare's *Hamlet*. It's backstage work – clearing up, helping change scenery and assisting the actors – but I'm so looking forward to it!

Speaker 5 I'm taking a gap year and putting off university till next year. I've got an amazing job lined up – in South America! Well, it's sort of a job as it's not paid work – I'm volunteering for an educational project in Guatemala. We'll be building a school in a tiny jungle village for five months – staying with the locals there – then I'll hit the road for a bit. Exciting! I'm studying Spanish next year so it'll be perfect experience for me and I want native-speaker fluency when I come back!

- 1 C 2 F 3 D 4 E 5 A

EXAM TASK – Use of English page 20

- 1 B 2 A 3 C 4 C 5 A 6 B 7 B 8 A

Unit 3

3A Vocabulary and listening

Relating to people

Exercise 1 page 21

- 1 d 2 a 3 c 4 e 5 b 6 g 7 j 8 f 9 h 10 i 11 o
12 m 13 n 14 l 15 k

Exercise 2 page 21

Audioscript Listening 10 page 21

- 1 You really are stupid sometimes.
2 You're so good at tennis! The best in the school for sure.
3 **Woman** You're always telling me off.
Man No, I'm not.
Woman Yes, you are.
Man I'm not. Anyway, at the moment you're telling me off.
4 You should have called to let us know where you were. That's what your mobile is for. We were worried sick.
5 Don't leave your coat in the hall. And pick up those shoes. Have you tidied your bedroom yet?
6 Hi. I'm Max. Has anyone ever told you you've got beautiful eyes?

- 2 flattering / praising 3 bickering 4 lecturing / telling off
5 nagging / telling off 6 flirting / flattering

Exercise 3 page 21

- 1 with 2 to, about 3 in, about 4 – 5 with 6 –
7 about 8 about 9 for 10 about 11 for 12 about

Exercise 4 page 21

(Possible answers)

- a childhood: from three to twelve
b adulthood: from eighteen to death
c infancy: from birth to two
d adolescence: from thirteen to seventeen
e middle age: from forty to sixty
f old age: from sixty-one to death

Challenge! page 21

Students' own answers

3B Grammar

Question forms

Exercise 1 page 22

(Possible answers)

- 2 I'd like to know what your name is.
- 3 Can I ask where you live?
- 4 Do you know where the ticket office is?
- 5 I wonder if you'd be willing to answer some questions.
- 6 Can you tell me if you'll be eating at home this evening?
- 7 Could you tell me what time you plan to arrive?
- 8 Would you mind telling me why you're laughing?

Exercise 2 page 22

Audioscript Listening 11 page 22

- 1 Do you know where my dictionary is?
 - 2 Could you tell me where the train station is?
 - 3 I wonder if you could help me.
 - 4 Have you any idea what time it is?
 - 5 I'd like to know what you would do in my situation?
 - 6 Can you tell me how I should cook these potatoes?
 - 7 Can I ask why you want to know?
 - 8 Would you mind telling me how old you are?
- 2 Where is the train station?
 - 3 Could you help me?
 - 4 What time is it?
 - 5 What would you do in my situation?
 - 6 How should I cook these potatoes?
 - 7 Why do you want to know?
 - 8 How old are you?

Exercise 3 page 22

- 2 Which sandwich did Ed eat?
- 3 Who made Eve cry?
- 4 Who did George meet at Sam's party?
- 5 Who was flirting with Sara?

Exercise 4 page 22

- 3 has Pete got in his bag
- 4 did Marcus give you to eat
- 5 is missing from the cupboard
- 6 did Jess see in the park
- 7 pizza would you like
- 8 phoned Sally last night

Challenge! page 22

- 1 Who did Keira go to Spain with
- 2 How long did they stay in a hotel
- 3 What were they unhappy about
- 4 Who did they complain to
- 5 What did he tell his son off for

3C Culture

Youthful population

Exercise 1 page 23

- 1 life expectancy
- 2 state pension
- 3 elderly relative, nursing home
- 4 retirement age
- 5 life span
- 6 old age

Exercise 2 page 23

Audioscript Listening 12 page 23

Presenter Hello, and welcome to *Our World*. The world's population has recently passed the seven billion mark. In the studio to discuss this with me is Professor Teresa Jenkins from the University of Manchester. Professor Jenkins, our record population can be viewed as a success, can't it? We're living longer, healthier lives?

Prof Jenkins Yes, there is much to celebrate. In the last 60 years, the average life expectancy has gone up from about 48 years – that's what it was in the early 1950s – to about 68 in the first decade of this century. Deaths of babies and very young children dropped dramatically from about 133 in every 1,000 births in the 1950s to 46 per 1,000 births now. It's all the result of immunisation campaigns that have reduced deaths from childhood diseases, and general improvements in healthcare. It seems that this trend is set to continue in future years.

Presenter So why are some people concerned about the population figures?

Prof Jenkins Many people are worried about the effect that the increased population will have on global warming and climate change. We will burn more coal, oil and gas, causing more pollution. And then, of course, these natural resources will run out. Another problem is simply feeding so many people, and providing jobs and education for them all. Because, you see, most of the people in the world are very young ...

Presenter Yes, I heard that people under 25 actually make up 43 per cent of the world's population. Is that right?

Prof Jenkins Yes, and the figure is as high as 60 per cent in some countries.

Presenter That's rather different from Europe and other developed countries.

Prof Jenkins Indeed. Countries like ours are facing the problem of ageing populations – where not many babies are being born – so they are looking for ways to increase their population. There are too few young people entering the job market, so it's becoming increasingly difficult for governments to pay the state pension to so many elderly people.

Presenter Developing countries with young populations don't have this problem, then. They have lots of young people who can work and make the countries richer.

Prof Jenkins Unfortunately, it isn't as simple as that. The problems that a young population bring are different. Poor countries are struggling to provide basic healthcare, education and jobs for all these young people. Families are poor, children are malnourished, few of them complete secondary education – some do not have access to any education at all. And there are few secure, well-paid jobs. So it's difficult for young people to contribute to economic growth.

Presenter And the world population is set to rise even further, so these problems may get worse.

Prof Jenkins Yes, it's possible. The world population is expected to rise to 9.3 billion by the middle of this century and to more than 10 billion by the end of it. Much of the increase is expected to come from poor countries in Africa and Asia.

Presenter So how can we stabilise the population, slow it down, stop it getting out of control?

Prof Jenkins Above all, reducing poverty will help to slow population growth.

Presenter How will it do that?

Prof Jenkins In the poorest countries, extreme poverty, high death rates among children, and high birth rates are all linked. If poverty is reduced and living conditions improve, parents can feel more confident that most of their children will survive. Many people then choose to have smaller families. The other way to slow population growth is to educate and empower women. When women have equal rights and opportunities in their societies and when girls are educated and healthy, they have fewer babies.

Presenter That's very interesting, Professor Jenkins. Unfortunately, we're running out of time. Thank you very much for coming in today.

1 7 2 48 3 68 4 43 5 9.3

Exercise 4 page 23

1 b 2 c 3 d 4 a 5 c

Challenge! page 23

1a about 1.34 billion 1b about 1.24 billion 2a 1804
2b 1960 2c 1999

3D Reading

Teenagers in Britain

Exercise 1 page 24

- 1 unpredictable 2 responsible / responsive
3 confused / confusing 4 reasonable 5 argumentative
6 moody 7 combative

Exercise 2 page 24

- 1 ended up 2 turned (it) into 3 get on with 4 grew up
5 comes down to 6 stormed out of 7 answer back
8 brings out

Exercise 3 page 24

a

Exercise 4 page 24

- 1 G 2 C 3 H 4 A 5 E 6 D

Exercise 5 page 24

- 2 the number of teenagers who were consulted by researchers for the enquiry
3 the percentage of teenagers who belong to a gang
4 the percentage of teenagers who don't know where to get help or information
5 the annual cost of youth crime
6 the amount spent by government on positive prevention and youth programmes
7 the amount that it costs to put a young person in a detention centre for a year

Challenge! page 24

Students' own answers

3E Grammar

Comparison

Exercise 1 page 26

- 1 I'm feeling far better today.
2 English is nowhere near as difficult as Chinese.
3 I am much better at chess than my brother. / I am much better than my brother at chess.
4 This winter is even colder than last winter.
5 Too much coffee is nothing like as bad for you as too much alcohol.

Exercise 2 page 26

- 1 harder, more tired 2 faster, more, likely 3 more often, better
4 slower, fewer 5 colder, more depressed

Exercise 3 page 6

- 2 more and more expensive 3 better and better
4 harder and harder 5 more and more dangerous
6 further / farther and further / farther

Exercise 4 page 26

- 2 argumentative (now) than I used to be
3 not as confident as people think (I am) / less confident than people think (I am)
4 easier than I thought it would be / less difficult than I thought it would be
5 arrive as early as you said you would

Exercise 5 page 26

- 2 My brother has a lot in common with my dad, as do I.
3 It's sunny today, as it was yesterday.
4 Harry would like to study maths at university, as would I.
5 My mum is calm and reasonable most of the time, as is my dad.
6 Kate can concentrate for long periods of time, as can Liam.

Challenge! page 26

Students' own answers

3F Speaking

Role-play

Exercise 1 page 27

- 1 shall we 2 shouldn't we 3 will you 4 aren't they
5 have you 6 do they 7 aren't they 8 do you

Exercise 2 page 27

Audioscript Listening 13 page 27

- 1 Your parents like French food.
Your parents like French food, don't they?
Your parents like French food, don't they?
2 Jake's coming to the cinema with us.
Jake's coming to the cinema with us, isn't he?
Jake's coming to the cinema with us, isn't he?
3 We should leave now.
We should leave now, shouldn't we?
We should leave now, shouldn't we?
4 She didn't have a lot in common with Mike.
She didn't have a lot in common with Mike, did she?
She didn't have a lot in common with Mike, did she?
5 There isn't any milk in the fridge.
There isn't any milk in the fridge, is there?
There isn't any milk in the fridge, is there?
6 He never gets up early.
He never gets up early, does he?
He never gets up early, does he?
7 You won't tell anyone what I said.
You won't tell anyone what I said, will you?
You won't tell anyone what I said, will you?
8 Everybody loves warm weather.
Everybody loves warm weather, don't they?
Everybody loves warm weather, don't they?

Exercise 3 page 27

Audioscript Listening 14 page 27

Examiner I'm really looking forward to your visit.

Student Me too.

Examiner You're arriving on the 14th of July, aren't you?

Student Yes, that's right. We're flying to London. What's the best way to travel around, do you think?

Examiner Well, you could always hire a car, couldn't you?

Student I don't think that's a great idea. My parents don't like driving abroad. I know, why don't we use trains and buses?

Examiner Yes, you could do, but of course it's less easy to get around.

Student I think it'll be OK. Hotels are cheap in Britain, aren't they?

Examiner No, not particularly. Camping is much cheaper, of course.

Student Mmm, that's possible, but my parents might not like camping very much. Let's put that idea to one side for a moment. What other accommodation is available?

Examiner Well, there are youth hostels and there are B and Bs.

Student What do you mean by B and Bs?

Examiner Bed and breakfasts. They're reasonably cheap.

Student OK. Good idea. Now, my parents love looking at paintings. Can you recommend a good art gallery?

Examiner There isn't one in my town, but there are lots in London. What kind of art do they like?

Student Old paintings. I don't think they're too keen on modern art.

Examiner Well, there's the National Gallery or the Tate. They're very good.

Student Fine, I'll take them there. When we come and see you, shall we meet at your house? We could get a bus maybe from the station.

Examiner I'm not sure about that. It's quite difficult to find.

Student OK. Here is an idea. I'll ring you when we reach your town and you could meet us at the station. How does that sound?

Examiner Good plan.

1 b 2 f 3 d 4 a

Exercise 4 page 27

I know, why don't we ... ?

Here's an idea.

You could always ...

I'm not sure about that.

I don't think that's a great idea.

Let's put that idea aside for a moment.

Exercise 5 page 27

Students' own answers

3G Writing

Essay: pros and cons

Exercise 1 page 28

1 B 2 C 3 conclusion 4 better

Exercise 2 page 28

1 Firstly 2 For example 3 Secondly 4 Finally
5 On the other hand 6 Secondly 7 on balance

Exercise 3 page 28

Students' own answers

Exercise 4 page 8

Students' own answers

Exercise 5 page 8

Students' own answers

Exercise 6 page 28

Students' own answers

Unit 4

4A Vocabulary and listening

Politics and protest

Exercise 1 page 29

1 Minister, vote 2 electoral 3 left-wing, campaign 4 office
5 demonstration 6 party

Exercise 2 page 29

1 gauging / influencing 2 tackle 3 influence 4 call for
5 signed

Exercise 3 page 29

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

Exercise 4 page 29

1 Earth 2 Red, Red 3 Fund 4 International 5 Central
6 Union

Challenge! page 29

Students' own answers

4B Grammar

Probability: present and future

Exercise 1 page 30

1 P 2 P 3 F 4 P 5 F 6 F

Exercise 2 page 30

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

Exercise 3 page 30

- 1 Don't call Tara now – she'll be having dinner.
- 2 We probably won't get home until tomorrow. / We might not get home until tomorrow.
- 3 The match will have finished by now. Let's see who won.
- 4 Don't touch the glass, you might / could hurt yourself.
- 5 If you invite him, he's bound to come.
- 6 I'm sure our team won't win the league.
- 7 Chances are nobody will notice our mistake.
- 8 Dad can't be angry about my exam results – I haven't told him yet!

Exercise 4 page 30

- 1 Chances are (that) it'll be cold next month.
- 2 If you work hard, you should do well in your exam.
- 3 The message can't be from John – he hasn't got a phone.
- 4 Kate is bound to get the job.
- 5 This must be the wrong key.
- 6 I don't think our school team will win the league.
- 7 Harry will have left the hotel by now.
- 8 The hackers might not live in the same country.
- 9 Chances are (that) my grandparents will emigrate when they retire.
- 10 Your teachers will be enjoying the holiday.

Challenge! page 30

Students' own answers

4C Culture

Religion and politics

Exercise 1 page 31

1 unrest 2 struggle 3 rights 4 groups 5 initiative

Exercise 2 page 31

India, Pakistan, Bangladesh

Exercise 3 page 31

- 1 Muslims and Hindus. The Hindus were the larger group.
- 2 Most of them were opposed to this idea.
- 3 To prevent a civil war between Hindus and Muslims.

- 4 They moved to Pakistan, because it was a new state created for Muslims.

Exercise 4 page 31

Audioscript Listening 15 page 31

Gandhi was born in India on the 2nd of October 1869. After university, he went to London to train as a barrister then went to work at an Indian law firm in South Africa. There, he noticed that the Indian immigrants who had come to the country to find jobs were treated very badly. He joined their campaign for civil rights while rejecting the idea of an armed struggle. In 1914, Gandhi and the Indian immigrants won a major victory when the South African government agreed to many of their demands.

When Gandhi returned to India, he used many of the tactics he had learned in South Africa to protest against the British. His campaign soon attracted millions of followers. But the British were unhappy with Indian demands for independence and made it illegal for Indians to take part in demonstrations. When a big demonstration took place in Amritsar in 1919, the British army began shooting at the protestors, even though the crowds contained many women and children. About a thousand protestors were killed. News of this terrible event spread throughout India and caused widespread anger. But Gandhi still rejected the idea of using violence against the British rulers. In 1922, Gandhi was sentenced to six years' imprisonment, although he was released after two.

In 1930, Gandhi started a new campaign of civil disobedience in protest against the British and their unfair taxes and laws. Again, his campaign attracted millions of followers. But in 1934, he resigned from his political party because he did not think that they truly shared his belief in non-violence.

In 1947, India finally gained independence from the British. However, Gandhi's dream of a free and united India did not come true. Two countries – India and Pakistan – were created to reflect the two main religions in the area: Islam and Hinduism. Pakistan was a Muslim state and India was Hindu. Gandhi – a Hindu – was opposed to partition, and was shocked by the violence that continued between the Muslims and Hindus for months after Independence. He started one final campaign: to bring an end to the violence in both countries. But on 30 January 1948, he was assassinated by a Hindu fanatic.

1 T 2 F 3 F 4 T 5 F

Challenge! page 1

Students' own answers

4D Reading

Freedom of speech

Exercise 1 page 32

1 sexism 2 racist 3 activist 4 journalism 5 socialist
6 terrorism

Exercise 2 page 32

Students' own answers

Exercise 3 page 32

b

Exercise 4 page 32

1 a 2 b 3 d 4 a 5 b

Challenge! page 2

Students' own answers

4E Grammar

Future continuous and future perfect

Exercise 1 page 34

1 a 2 b 3 a 4 a 5 a 6 b

Exercise 2 page 34

1 will have been 2 will have invented 3 will have been wearing
4 will have been waiting 5 will have been training
6 will have travelled 7 will have been sitting 8 will have been reading
9 will have hated 10 will have disappeared

Exercise 3 page 34

1 What will you be visiting next week?
2 How long will you be staying in Paris?
3 When will you be leaving the hotel?
4 Who will be paying the bill?

Exercise 4 page 34

1 we will have taken 2 will be doing 3 won't be serving
4 will have been having 5 will have learned 6 will have been working

Challenge! page 34

Students' own answers

4F Speaking

Role-play: agreeing and disagreeing

Exercise 1 page 35

1 Don't 2 still 3 could 4 advantage 5 persuaded
6 decided

Exercise 2 page 35

2 Don't you think that ...?
3 Maybe, but I still think ...
4 But the big advantage of the rally is ...
6 I guess you could be right.
7 OK, you've persuaded me.
8 That's decided then.

Exercise 3 page 35

Audioscript Listening 16 page 35

Ella Are we going to take part in the Day of Action?

Mike I think we should, yes. But what shall we do?

Ella I think we should join the rally in the park.

Mike Really? Why?

Ella Because some of my friends from school are going to be there. It'll be fun.

Mike I'm not sure about that. Speeches are always really boring, aren't they?

Ella So what do you suggest?

Mike Wouldn't it be better to join the march? We can make placards and take them along too.

Ella A march sounds a bit tiring. I've got basketball practice all morning. I don't want to spend the afternoon marching!

Mike I see what you're saying, but it isn't very far. Come on, you're fit!

Ella I suppose so. I'm sure I can manage basketball and a march ...

Mike OK. Let's agree on that, then. What time shall we meet?

Ella Well, basketball practice finishes at midday, so ...

1 She suggests joining the rally in the park.
2 Some of her school friends are going to be there.
3 Speeches are boring.

- 4 He suggests taking part in the march.
- 5 The march will be tiring.
- 6 They agree on Mike's.

Exercise 4 page 35

Audioscript Listening 16 page 35

- 1 it be better to
- 2 agree on that

Exercise 5 page 35

- 1 is meeting
- 2 is going to make
- 3 are starting
- 4 I'll join

Exercise 6 page 35

Students' own answers

4G Writing

Formal letter: letter of protest

Exercise 1 page 36

Students' own answers

Exercise 2 page 36

- 1 recognise; The fact is that ...
- 2 reasons; I urge you therefore to ...
- 3 register; I am writing to express my concern about ...
- 4 concerned; I am very worried about ...

Exercise 3 page 36

Students' own answers

Exercise 4 page 36

Students' own answers

Exercise 5 page 36

Students' own answers

2 Get Ready for your Exam 2

EXAM TASK – Reading page 37

- 1 B
- 2 B
- 3 C
- 4 A
- 5 D
- 6 C
- 7 D

EXAM TASK – Listening page 37

Audioscript Listening 17 page 37

Interviewer Good morning, ladies and gentlemen, and welcome to the *Politics Now* show. We're looking at political activism among today's young people, and to help us analyse this, we have a young American activist in the studio to give us her views on youth politics across the pond. We welcome Tanya Grey, a student in journalism and an occasional writer for the online activist magazine *Urban Times*. Good afternoon, Tanya, and welcome to the studio.

Tanya Thank you.

Interviewer Tanya, you've been looking at some research into social activism in young adults in the US. Can you talk us through some of the findings?

Tanya Certainly. It seems that in America more young adults than ever before are actively supporting the causes that they care about – seven out of ten adults between the ages of 20 and 28 are taking real action in ways that make a difference, such as fundraising, joining or organising group events, and taking part in boycotting companies or rallies. This is up dramatically from last year – almost double, at 73 per cent, up from 38 per cent.

Interviewer Wow. That's certainly a big increase. Why do you think that this has come about?

Tanya Well, I think that awareness of big issues has increased considerably due to the World Wide Web. We can all find out things in a second by going online.

And people can rally support for causes through media like Google, Facebook and Twitter. Twitter, for example, is used a lot to get like-minded people together and organise protests. And the website Change.org has had some incredible successes.

Interviewer Can you explain a bit more about Change.org for our listeners?

Tanya Of course. Change.org is a website that aims to promote social change through the use of online petitions. Anyone can start or join a campaign online. Great success was had by a young online activist called Molly Katchpole with a Change.org petition.

Interviewer What happened there?

Tanya Well, in 2011, Bank of America decided to charge a \$5 fee when any of its customers used their debit card to withdraw money and pay for goods. At the time, Molly Katchpole was a 22-year-old student with the usual money worries, and she was outraged. She did three things: she moved her account to a smaller bank; she started a petition protesting against the unfair bank charge on the Change.org website; and then she cut up her Bank of America debit card on national TV. Her Change.org petition got more than 300,000 signatures in one month, so Bank of America was forced to withdraw its new fee. In fact, all the other major banks in the States announced that they wouldn't be charging this fee either.

Interviewer That's an impressive achievement.

Tanya Yes, and she didn't stop there. Telecommunications company Verizon also quickly changed its policy of charging customers \$2 to make payments online, after her Change.org petition against their fee garnered more than 130,000 signatures in just 24 hours!

Interviewer Gosh, that's a lot of public support!

Tanya Yes, it shows that the support is out there if you can get the information to enough people. It also shows that ordinary people have the power to change policy if they join together to make their voices heard. Young people today realise this better than anybody, and they also have the desire and the information to change things.

Interviewer I can see that. It's all very interesting. Thank you, Tanya, for coming in to speak to us today.

Tanya You're welcome.

- 1 D
- 2 C
- 3 D
- 4 B

EXAM TASK – Use of English page 38

- 1 have liked
- 2 made Michelle listen
- 3 had been playing
- 4 never used to be
- 5 if the team eventually managed to win
- 6 is bound to be

Unit 5

5A Vocabulary and listening

Computing

Exercise 1 page 39

- 1 log on
- 2 to
- 3 join
- 4 post
- 5 on
- 6 update
- 7 download
- 8 from
- 9 stream
- 10 on
- 11 upload
- 12 to

Exercise 2 page 39

- 1 Scroll down, click on
- 2 Browse, double-click
- 3 Enter, zoom in
- 4 Swipe down / Scroll down, tap on / click on
- 5 Highlight, click on

Exercise 3 page 39

- 1 D
- 2 A
- 3 G
- 4 F
- 5 B

Exercise 4 page 39

- 1 pulley
- 2 battery
- 3 circuit board
- 4 lead
- 5 antenna
- 6 fan
- 7 plug
- 8 axle
- 9 strap

Challenge! page 39

Students' own answers

5B Grammar

Passive: all forms

Exercise 1 page 40

- 1 will be redecorated / will have been redecorated
- 2 was being laughed at
- 3 Has (your car) been serviced
- 4 were arrested, were seen, had been broken
- 5 is being renovated
- 6 is repaired / has been repaired
- 7 are threatened / are being threatened

Exercise 2 page 40

- 1 Our contact details can easily be found on the website.
- 2 My house has recently been broken into (by thieves).
- 3 In German cities the streets are often cleaned at night.
- 4 That song was beautifully sung.
- 5 This vintage car has been very well looked after.
- 6 The student was spoken to by the teacher about his bad behaviour.

Exercise 3 page 40

- 1 have been stolen
- 2 be worn
- 3 have been lost
- 4 be done
- 5 have been made
- 6 have reported
- 7 be stored
- 8 be chosen

Exercise 4 page 40

- 1 I thought that I'd been / I thought that I was being followed.
- 2 This house will never be sold.
- 3 The menu bar can be found at the top of the screen.
- 4 The children were looked after by the babysitter.
- 5 That man has been staring at me.

Challenge! page 40

Students' own answers

5C Culture

Internet privacy

Exercise 1 page 41

- 1 side effect
- 2 diagnosis
- 3 injection
- 4 laboratory
- 5 patent
- 6 laser

Exercise 2 page 41

- 1 c
- 2 a
- 3 d
- 4 b
- 5 d
- 6 b

Exercise 3 page 41

- 1 T
- 2 T

Exercise 4 page 41

Audioscript Listening 18 page 41

- 1 I don't really see what the fuss is all about. What harm do advertisements do? I don't think they ever really persuade anyone to buy anything. Most people pay no attention to them. You can usually skip them, or just press the mute key on your keyboard. No, I don't think ads are intrusive at all. And actually, come to think of it, I like it when I see an ad for something that I'm interested in pop up on the screen. So they are providing a useful service in my opinion.
- 2 It's all part of the surveillance culture that's developing in this country. We're on CCTV wherever we go. You walk down the street, there's a camera there;

you walk into a store, there's a camera on you there. There was a time when people's lives were really private, but nowadays we leave a trail wherever we go – even when we're sitting at home in front of our computers!

- 3 Companies that gather personal information about you look after the data; they store it safely and don't share it without your consent. Anyway, it's not like the information is very sensitive, is it? And I've got nothing to hide. So these companies know my email, my date of birth, what websites I visit ... So what?
- 4 Nowadays everyone expects everything on the Internet to be free. But companies like Google and Facebook have to make money; there's nothing wrong with that. And they use the information we give them for legitimate purposes, so I'm happy to sacrifice my privacy for the service they provide. In effect, we're paying for the use of these sites with our personal data.
- 5 I think Internet privacy is a real issue and very worrying. Advertisers are targeting young children and teenagers and encouraging them to spend money, often on unhealthy things like sugary drinks and junk food. It's going the same way as TV advertising. And it's been a real struggle to control advertising on children's TV, hasn't it? The Internet clearly needs regulating and there need to be tough laws to protect our personal data and to stop companies advertising products to children and young people.
- 6 I don't mind too much that big organisations know lots of stuff about me. For me, the problem is that I don't really trust them to keep the information safe. I'm not saying they'll necessarily be careless with it or – worse – give it away, but I don't think they should hang on to it even if they want to. You often hear about websites getting hacked into and lists of passwords being stolen. There are people out there, hackers, with the skill to break into the most well-protected databases. That's a serious worry.

2, 5, 6

Exercise 5 page 41

Audioscript Listening 18 page 41

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

Challenge! page 41

Students' own answers

5D Reading

Cybercrime

Exercise 1 page 42

- 1 pirated
- 2 jailbroken
- 3 piracy
- 4 hacking
- 5 Jailbreakers
- 6 hackers

Exercise 2 page 42

- 1 two
- 2 none

Exercise 3 page 42

- 1 C
- 2 H
- 3 A
- 4 D
- 5 F
- 6 E

Exercise 4 page 42

- 1 They want to start a fight.
- 2 Because he had received hate mail on Facebook.
- 3 the suicide of several people after being targeted by trolls
- 4 Because they think they can remain anonymous and no one will discover who they are.
- 5 disclose the identity of the trolls who were attacking Nicola Brookes

Challenge! page 42

Students' own answers

5E Grammar

Use of the passive

Exercise 1 page 44

Facebook was created by Mark Zuckerberg in 2004 when he was a student at Harvard University. It was originally intended to be a game in which photos of students could be compared and rated according to who was the most attractive. The project was banned by the college within days, but it later became the basis for the social-networking site we know today. At first, membership was granted only to students, but later all people over the age of thirteen were allowed to join. Today, Facebook is actively used by over one billion people. In 2011, Zuckerberg was declared by *Forbes Magazine* to be the ninth most powerful person in the world.

Exercise 2 page 44

- 1 The lakes in our region have been polluted.
- 2 The house next door has been sold.
- 3 You will be told when to start the exam.
- 4 The kids should have been picked up before four o'clock.
- 5 I was not informed about the change of venue.
- 6 I hope I won't be blamed for the accident.
- 7 Wi-fi will be installed in the school once a price has been agreed on.
- 8 The concert wouldn't have been cancelled if more tickets had been sold.

Exercise 3 page 44

- 2 He hasn't been taught good manners.
- 3 I'm being promised a big pay rise by my boss.
- 4 I was given ten minutes to make up my mind.
- 5 Martin won't be offered the job.
- 6 The cleverest students were awarded prizes.
- 7 Harry is owed £100 by the bank.
- 8 The boy was thrown a lifebelt.

Challenge! page 44

Students' own answers

5F Speaking

Stimulus description

Exercise 1 page 45

- 1 seems 2 though 3 possible 4 imagine 5 Judging
- 6 Chances 7 than

Exercise 2 page 45

Students' own answers

Exercise 3 page 45

Audioscript Listening 19 page 45

I think the hotel in the second photo would be the best option because I think it looks cosy and comfortable – much more so than the others. I should imagine that it's a very friendly hotel as well, and not too big and impersonal. I wouldn't choose the first hotel because it looks too modern. It doesn't look very comfortable to me. Judging by the décor, I'd say that it's the kind of hotel business people would use. I don't think it'd be very suitable for families. I think my mum would hate it! The reason I wouldn't go for the third hotel is that it looks rather ordinary. If we're going away for a fun weekend with my family, I'd like to stay somewhere a bit more special. So, my choice would be the second hotel.

She chooses the hotel in the second photo. It looks cosy, comfortable and friendly, and not too big and impersonal. The first hotel looks too modern and not very comfortable, and it is more suitable for business people than families. The third hotel looks too ordinary.

Exercise 4 page 45

Audioscript Listening 19 page 45

- 1 second, option, cosy, comfortable
- 2 choose, first, it looks too modern
- 3 reason, third, it looks rather ordinary
- 4 choice

Exercise 5 page 45

Students' own answers

5G Writing

Story

Exercise 1 page 46

- 2 She was to spend a week with us.
- 3 she would have to pay her university fees.
- 4 she was going to get a new smartphone for her birthday.
- 5 she would never forget my / our / his / her / their kindness.
- 6 the film was starting in five minutes.

Exercise 2 page 46

- 1 'Where's the satnav?' she asked.
- 2 'He's so lazy!' she muttered. 'He never helps.'
- 3 'What you need,' he commented, 'is a holiday.'
- 4 'My favourite sport,' he declared, 'is rugby.'
- 5 'I hate you!' she screamed. 'Get out of here!'

Exercise 3 page 46

- 1 bellowed 2 grumbled 3 remarked 4 announced
- 5 acknowledged

Exercise 4 page 46

Students' own answers

Exercise 5 page 46

Students' own answers

Exercise 6 page 46

Students' own answers

Unit 6

6A Vocabulary and listening

Describing food

Exercise 1 page 47

- 1 unpleasant – 2 stale – 3 tough – 4 tasteless –
- 5 creamy + 6 bland – 7 crispy + 8 bitter – 9 greasy –

Exercise 2 page 47

- 1 mild 2 sour 3 disgusting 4 juicy 5 stodgy 6 crumbly
- 7 salty

Exercise 3 page 47

- 1 plate 2 potato 3 nutshell 4 beans 5 butter 6 lunch
7 beans 8 peanuts 9 pie

Challenge! page 47

Students' own answers

6B Grammar

Passive: advanced structures

Exercise 1 page 48

- are known to have been early human settlements
- is known that soldiers in the ancient Roman army received
- was thought that salt was
- is thought to have been one of the factors
- is believed to have
- believed to be health problems

Exercise 2 page 48

- Two thousand years ago, the earth was known to be round.
- The dinosaurs are believed to have died out because of a huge meteor impact.
- There are known to have been jellyfish in the sea for more than 500 million years.
- Today, the earth is known to be 4.5 billion years old.

Exercise 3 page 48

- may / might have been told about the party
- must be paid for in advance
- should be watered once a week
- may / might be eaten by rabbits
- must have been stolen

Exercise 4 page 48

- being given 2 being told 3 to be called 4 to be elected
- to be interviewed 6 being seen 7 to be collected
- to be treated

Challenge! page 48

Students' own answers

6C Culture

Healthy living

Exercise 1 page 49

- energy imbalance 2 weight gain 3 sedentary lifestyle
- portion size 5 fat cells

Exercise 2 page 49

- offering 2 scientific 3 originally 4 venomous
- naturally 6 known 7 interesting 8 findings
- unexpected 10 alcoholism

Exercise 3 page 49

- to control the blood sugar levels of people with type 2 diabetes
- Exenatide is artificially produced. Exendin-4 occurs naturally.
- the saliva
- the reward centres
- all kinds of addictions, including drug dependency and alcoholism

Exercise 4 page 49

Audioscript 1.20 page 49

- I've been on lots of diets in my life – the grapefruit diet, the low-carb diet, the pasta diet. None of them has worked for me – and most people fail on diets. So I think a pill for losing weight is a great idea. Some people might think it's cheating – you know, being lazy because you can't be bothered to diet or exercise. Like a short cut to being slim. But what they don't understand is how difficult it is to lose weight once you become overweight in the first place. This pill could help you get down to a healthy weight. Then it's up to you, as an individual, to eat healthier food and do plenty of exercise – keep the weight off, I mean. The pill just sets you on the right path.
- These days, there's a pill for everything, isn't there? Can't sleep? Take a sleeping pill. Feel sad? Take a happy pill. It's gone too far, in my opinion. Now there's a pill for obesity. But obesity isn't a disease – it's the result of certain lifestyle choices. If you eat the right amount and do plenty of exercise, you don't become obese. It's as simple as that. All these people who claim that they've tried everything but can't lose weight – well, I just don't believe them.
- I think this pill is a good thing. Personally, I've never tried to lose weight – if anything, I'd like to be a bit bigger! But I don't blame people for trying it. I know how hard it can be to diet. I suppose the only worry would be if people go too far. You know, if they take the pill to lose weight when they're already quite thin. That could be dangerous, especially for teenagers. They might, you know, overdose on them – trying to get as thin as possible. I blame all those adverts in magazines; they put so much pressure on young girls to be skinny, don't they?

1

Exercise 5 page 49

Audioscript Listening 20 page 49

a 2 b 1 c 3 d 1 e 2 f 3

6D Reading

Trade secrets

Exercise 1 page 50

- consumption 2 knowledge 3 success 4 approval
- operation 6 advertisement 7 argument 8 discovery
- invention

Exercise 2 page 50

- tiredness (n), tire (v) 2 shortness (n), shorten (v)
- similarity (n) 4 straightness (n), straighten (v)
- unhappiness (n) 6 generality / generalisation (n), generalise (v)

Sentences: Students' own answers

Exercise 3 page 50

Lea & Perrins Worcestershire Sauce

Exercise 4 page 50

- Kentucky Fried Chicken 2 Dr Pepper
- Kentucky Fried Chicken 4 Lea & Perrins Worcestershire Sauce
- Lea & Perrins Worcestershire Sauce 6 Kentucky Fried Chicken
- Kentucky Fried Chicken 8 Lea & Perrins Worcestershire Sauce
- Dr Pepper

Challenge! page 50

- the year Lea & Perrins Worcestershire Sauce went on sale
- the price Bill Waters paid for the old notebook 3 the original recipe was revealed after 170 years 4 notebook is expected to sell for between \$50,000 and \$75,000 5 the number of herbs and spices that coat the Original Recipe chicken

6E Grammar

Articles and quantifiers

Exercise 1 page 52

1 the 2 – 3 a 4 an 5 The 6 the 7 a 8 an 9 a
10 a 11 a 12 a 13 the 14 – 15 the

Exercise 2 page 52

1 a 2 c 3 a 4 c 5 b

Exercise 3 page 52

1 a little 2 few 3 little 4 a few 5 a little 6 little 7 few
8 a few

Exercise 4 page 52

1 – 2 of 3 – 4 of 5 – 6 of

Exercise 5 page 52

- 1 saw no polar bears
- 2 were hardly any people
- 3 every child a copy
- 4 eat the whole cake
- 5 nearly all (of) his holiday / nearly the whole of his holiday

6F Speaking

Stimulus description

Exercise 1 page 53

Audioscript Listening 21 page 53

Well, I think I'd go for the third option, the pizzeria. Why? Well, firstly because it's the easiest to organise. You just need to agree when and where you're going. You don't need to go shopping or make complicated arrangements. And secondly, because it's indoors – so you can go in the evening, and you don't need good weather. I wouldn't choose the picnic because you need a really nice day for a picnic, and also, you probably need to prepare quite a lot – making sandwiches, stuff like that. And I wouldn't choose the barbecue because, like the picnic, you need good weather. And also, somebody has to do the cooking, so they can't really relax. The food is often burnt too at a barbecue – and raw on the inside!

Choice: b

Reason 1: It's the easiest to organise, so you don't need to go shopping or make complicated arrangements.

Reason 2: It's indoors, so you can go in the evening and you don't need good weather.

Exercise 2 page 53

1 c 2 e 3 a 4 b 5 d 6 i 7 h 8 f 9 g 10 k 11 m
12 l 13 j

Exercise 3 page 53

A 3 B 1 C 4

Exercise 4 page 53

Students' own answers

6G Writing

Description of a place

Exercise 1 page 54

1 D 2 E 3 B 4 A 5 C

Exercise 2 page 54

Students' own answers

Exercise 3 page 54

Students' own answers

Exercise 4 page 54

Students' own answers

Exercise 5 page 54

Students' own answers

3 Get Ready for your Exam 3

EXAM TASK – Reading page 55

1 C 2 D 3 G 4 H 5 B 6 I 7 A

EXAM TASK – Listening page 55

Audioscript Listening 22 page 55

Speaker 1 They say that crash dieting only leads to putting the weight back on and then some. Well, I can attest to this, because I followed some stupid fruit diet last year and the weight fell off – I lost eight kilos in four weeks. I was thrilled and bought a whole new wardrobe. But as soon as I started eating normally again, the weight piled back on. Now I'm counting calories so I can get back into my new clothes!

Speaker 2 Weight gain is a simple equation. If you consume more calories than the body expends in energy, then the excess will be stored as fat. I'm lucky in that I've always played a lot of sport, so weight has never really been an issue, except for once when I broke my hip and couldn't move for eight weeks. The numbers on the scales started creeping up and for the first time I had to watch what I was eating!

Speaker 3 I've been on a diet for as long as I can remember. Now I automatically calculate the calories of every single item of food I consume, and I know the calorie count of everything. I can't help it – I just do it. Calorie counting is the best way. I've tried every diet there is, including crash diets, but I'm always a couple of kilos overweight. I'd like to lose a bit more, then I could splash out on some new clothes!

Speaker 4 I've always been big like my dad. I'm strong but can easily put on weight. I used to be called 'fatty' at school until I started playing rugby. My dad used to play rugby when he was younger, but now a lot of his muscle has turned to fat. He really should do more exercise or it'll be bad for his heart when he gets older. The same will go for me, unless I work hard at staying fit.

Speaker 5 I've never had to worry about what I eat or dieting. In fact, people are always telling me that I'm looking a bit too thin, which is annoying! I'm a runner and train four or five days a week, so I find that I can eat what I want. But actually it's important to eat correctly for energy and to help your body recover, so I still think about what food I eat – I just don't need to count calories!

- 1 crash dieting
- 2 as many calories
- 3 by counting
- 4 gain / put on weight
- 5 (to) recover

EXAM TASK – Use of English page 56

1 B 2 D 3 A 4 B 5 C 6 D

Unit 7

7A Vocabulary and listening

News

Exercise 1 page 57

- 1 flash 2 rolling news 3 breaking 4 broadsheet
5 editorial 6 tabloid 7 censorship 8 eyewitness
9 news blog 10 correspondent 11 column 12 front
13 citizen

Exercise 2 page 57

Audioscript Listening 23 page 57

Anchor We're interrupting the programme for a news flash. Let's go direct to our correspondent in Abalomu, Daniel Jenkins. Dan, what have you got for us?

Dan I have some important breaking news. There are reports that the government has been overthrown and the army has taken over the country. Eyewitness accounts speak of tanks on the streets, and troops are reported to have surrounded the presidential palace and government buildings. You can probably hear the sound of gunfire behind me.

Anchor Yes, and we can see smoke rising in the distance. Any news of the president's whereabouts?

Dan We've heard nothing from his press office but there've been unconfirmed sightings of government vehicles leaving the palace. The last we heard ... seen travelling west ... the mountains ... another unconfirmed sighting ...

Anchor We seem to be having technical problems with Dan's satellite phone, I think. Apologies for that ... it's one of the hazards of live broadcasts. We'll get back to Dan as soon as we can re-establish contact. Now, let's have a look at the stories on tomorrow's front pages. Here to discuss the first editions of tomorrow's newspapers with me is Mervin Ball of *The Times*. Welcome, Mervin.

Mervin Thank you.

Anchor So, shall we look at the tabloids first?

Mervin Yes, well, most of the tabloids lead with the story of England's 5-0 defeat at the hands of Germany earlier this evening. So in one tabloid the headline is 'Don't mention the score' and we have 'England surrender to the Germans' in another.

Anchor They always manage to refer to the war, don't they?

Mervin Yes, typical tabloid headlines. The joke's wearing a bit thin now, though, over 60 years on. And *The Mirror* leads with a human-interest story – an account of a lottery winner's journey from riches to rags.

Anchor What about the broadsheets?

Mervin *The Times* leads with the government's latest education reforms, and is very critical of them in an editorial on the inside pages. *The Guardian* leads with the same story, but welcomes the reforms in its editorial.

Anchor And *The Independent* has a front-page article on the latest banking scandal ...

Mervin Yes, that's right: 'Government to regulate banking'. And finally, *The Telegraph* has an interesting article about leaked plans to introduce Internet censorship laws. They're worried about the amount of racist material on the Internet.

Anchor OK. Thank you, Mervin. Now I think we are able to rejoin Dan Jenkins in Abalomu ... Dan, can you hear me?

1 T 2 F 3 F 4 F 5 T 6 F

Exercise 3 page 57

- 1 plea 2 axe 3 bid, curb 4 quit 5 vow

Challenge! page 57

Students' own answers

7B Grammar

Reported speech

Exercise 1 page 58

- 1 (that) I / we should read her newsblog
2 (that) she would be working at home the next / following day
3 (that) she hates watching the news on TV
4 (that) I / we hadn't been working hard enough
5 that he hadn't expected the broadcast to be live
6 (that) he would like to borrow my newspaper
7 (that) she doesn't want to go to the theatre

Exercise 2 page 58

- 1 told 2 said 3 said 4 told 5 says

Exercise 3 page 58

- 1 he was doing
2 he was writing a letter to the newspaper
3 (him) what the letter was about
4 (that) it was about crime rates in our town
5 there should be more police
6 he should mention the recent bank robbery
7 he would
8 he could find the name of the bank
9 (him) if he had looked online
10 he couldn't
11 someone had stolen his laptop

Exercise 4 page 58

Audioscript Listening 24 page 58

Woman I'm carrying out a survey about newspapers. Do you have a spare minute to answer some questions?

Man Sure. Fire away.

Woman Do you read newspapers?

Man Yes, I read the newspaper every day.

Woman How many papers have you bought in the last week?

Man I've bought a paper every day.

Woman Which is your favourite newspaper?

Man I like *The Times*.

Woman Why do you like it?

Man There's a good mix of serious news and human-interest stories.

Woman How could it be made even better?

Man There should be more sport.

Woman Finally, do you trust newspaper journalists to tell the truth?

Man Yes, I do. Most of the time.

- 1 newspapers.
2 how many papers he had bought in the previous week.
3 which his favourite newspaper was.
4 why he liked it.
5 how it could be made even better.
6 if he trusted newspaper journalists to tell the truth.

Exercise 5 page 58

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

Exercise 6 page 58

(The man told her he read) the newspaper every day (and that) he had bought a paper (every day that week. He said) (that) he liked (*The Times* and that he liked it) because there was a good mix of serious news and human-interest stories. (However, he told her) (that) there should be more sport. (In answer to the final question, he said that) he trusted journalists to tell the truth most of the time.

Challenge! page 58

Students' own answers

7C Culture

Making news

Exercise 1 page 59

- 1 democratised 2 build up 3 spreading 4 give 5 analyse
6 had

Exercise 2 page 59

Audioscript Listening 25 page 59

- A The Flaming Lips are celebrating today – not the sales of their latest album, massive though they are, but the fact that they are now in *Guinness World Records*. The band has just received an award for performing the most live shows in different cities in 24 hours. They appeared eight times across America as part of MTV's O Music Awards show. Frontman Wayne Coyne said, 'As the day went, everywhere we would go, they'd give us energy – now I feel I could go another 24 hours.'
- B The Prime Minister said that the management of Finlays' Bank faced some serious questions after the institution was fined £290 million. Some of its employees illegally fixed the lending rate between city banks. However, Bob Emerald, the head of Finlays' today refused to resign. Instead he condemned the behaviour of a small number of personnel who had tried to make profits for their own benefit. Government ministers said the bank had stolen from the public.
- C Police said that Rufus, a pet hawk, was taken with his cage from a vehicle outside the All England tennis club at Wimbledon this morning. The bird was in a car parked on a private drive in Dunstall Road, with the rear window open for ventilation. Police said the working bird of prey frightens other birds away from the roof of the Wimbledon tennis courts. Its owner, Imogen Davies, is said to be very distressed. She said, 'We just want to know he's OK.'
- D The government is set to announce details of how the army will be restructured as it loses a fifth of its personnel over the next few years. The review will see troops cut from over 100,000 to nearer 80,000 by 2020. Senior army leaders opposed to the changes said that the army would no longer be able to fight in two countries at the same time. The Defence Secretary said that there was no way to avoid difficult decisions as the army gets smaller.
- E Over three million people have been left without electricity after violent storms hit the US capital last night. Winds of up to 130 kilometres an hour hit Washington DC and left many householders without air conditioning in the hottest summer on record, with temperatures over 40 degrees Celsius. Users of Twitter reported spectacular displays of lightning. A state of emergency was declared, with twelve deaths being linked to the storm.

A 7 B 1 C 2 D 5 E 3

Exercise 3 page 59

- 2 written 3 historic / historical 4 beginning / beginnings
5 daily 6 location 7 financial 8 criminal 9 government
10 latest 11 employers 12 computerised 13 prolonged
14 literally

Challenge! page 59

Students' own answers

7D Reading

Early communication

Exercise 1 page 60

- 1 catch on 2 dragged on 3 put up with 4 set up
5 settled on 6 come up with

Exercise 2 page 60

Photo 1 C Photo 2 D Photo 3 B

Exercise 3 page 60

2

Exercise 4 page 60

1 T 2 F 3 F 4 T 5 F 6 T

Exercise 5 page 60

- 1 work out 2 turn into 3 stands for 4 pass on
5 made out 6 thought up

Challenge! page 60

Students' own answers

7E Grammar

Reporting verbs

Exercise 1 page 62

- 1 (He complained that) he had too much homework
2 He explained that he had got up early because he had had a lot of work to do.
3 He announced that his sister was going to have a baby.
4 He promised that he wouldn't tell anyone my secret.
5 He admitted that he had broken the vase in the living room.

Exercise 2 page 62

2 a 3 c 4 b 5 b 6 b

Exercise 3 page 62

- 1 to help 2 tell 3 stealing 4 of lying 5 on paying
6 to go 7 to give 8 to swim 9 on passing

Exercise 4 page 62

- 1 My dad ordered me to go to my room that instant.
2 Sarah reminded Clare to phone her that evening.
3 Owen denied eating all the biscuits. / Owen denied that he had eaten all the biscuits.
4 Amy refused to lend Sandra her pink jacket.
5 Mum demanded that Kate apologise to Andrew.
6 Dave suggested that we (should) go and see a film.
7 Robert apologised for losing his temper.

Challenge! page 62

Students' own answers

7F Speaking

Photo description

Exercise 1 page 63

Audioscript Listening 26 page 63

- 1 You do this when you're using a phone with a touch screen. It means 'move your finger across the screen'.
- 2 I'm not sure how to say it in English. It's a person who works for a newspaper or TV channel and they report the news from a particular place.
- 3 What's it called in English? It's when everyone in the country votes for a new government.
- 4 The word I'm looking for, it's another way of saying somebody is 'mean'. It has the same meaning, but it's informal.
- 5 He's always ... how do you say it in English? He's always talking about his own achievements and saying how good he is ...
- 6 She's really ... I mean, she always thinks of herself, always puts herself first. In other words, she's the opposite of considerate.
- 7 The bacon I ordered in the café was very ... I'm not sure how to say it in English. It means covered in oil or fat.
- 8 I had a ... what's it called? It's something that you have when you are ill. The doctor or nurse puts a needle into your arm. It usually stings a bit.

- 2 correspondent 3 election 4 stingy 5 boasting
6 selfish 7 greasy 8 injection

Exercise 2 page 63

Students' own answers

Exercise 3 page 63

- 1 can't have left 2 must have had 3 must be
4 must have been crying, might have been chopping
5 must have dropped
6 might have been working, might have gone

Exercise 4 page 63

Students' own answers

Exercise 5 page 63

Students' own answers

7G Writing

Review

Exercise 1 page 64

- 1 A, D 2 C 3 B

Exercise 2 page 64

- 1 The story is set 2 The plot revolves 3 the course
4 the end

Exercise 3 page 64

- 1 complex, convincing, cunning, manipulative, fascinating,
faithful, hard-working, selfless
2 upsetting, gripping, thought-provoking

Exercise 4 page 64

Students' own answers

Exercise 5 page 64

Students' own answers

Unit 8

8A Vocabulary and listening

Global warming

Exercise 1 page 65

- 1 d 2 a 3 e 4 b 5 c 6 h 7 f 8 i 9 j 10 g 11 m
12 cl 13 n 14 o 15 k

Exercise 2 page 65

- 1 wind turbine 2 solar panels 3 oil rig 4 electricity pylon
5 power station 6 exhaust fumes

Exercise 3 page 65

Audioscript Listening 27 page 65

And now, the news headlines at one o'clock. North African leaders from several nations have met in Egypt to discuss plans for the Trans-Saharan natural gas pipeline. Although work has yet to begin on the pipeline, its route has been agreed: it will run from the south of Nigeria, through Algeria to the coast of the Mediterranean Sea. This latest meeting is to discuss the financing of the project. In Rome, protestors are demonstrating outside a meeting of European energy ministers. Although the meeting aims to agree new ways to cut greenhouse gases, protestors point out that most of the ministers arrived for the meeting in private jets, which have an unacceptably large carbon footprint, they claim. Plans to build a new wind farm off the coast of Wales have met strong opposition from local residents. They claim that the proposed facility would harm tourism in the area, but the government argues that the wind farm is an essential part of their Green Energy policy. Local activists are calling for a referendum on the issue.

And finally, fire fighters in London have rescued a six-week-old kitten called Sooty, who climbed ten metres up an electricity pylon before getting stuck. Sooty's owner called the fire service when the kitten failed to come home for its usual evening meal. Fire fighters say Sooty was lucky she did not come into contact with any of the high voltage cables, or she could have ended up being 'Sooty' in more ways than one ...

- 1 b 2 c 3 a 4 a

Exercise 4 page 65

- 1 captivity, the wild 2 extinction 3 Poaching 4 breeding
5 threats, habitats 6 conserve, reserves

Challenge! page 65

Students' own answers

8B Grammar

Talking about ability

Exercise 1 page 66

- 1 Were you able to 2 couldn't 3 can't / won't be able to
4 Can you / Will you be able to 5 were able to
6 can't / isn't able to 7 could smell 8 managed to

Exercise 2 page 66

- 1 ✓
2 ✓
3 The car park was dark, but we were able to / managed to find our car.
4 I'm worried that I won't be able to drive when I'm older.
5 ✓
6 ✓

7 ✓

8 He worked hard all term and was able to / managed to pass his exams.

Exercise 3 page 66

- 1 Did you manage to visit your cousins?
- 2 I won't be able to play tennis next Friday, I'm afraid.
- 3 Can you help at the summer fair?
- 4 I succeeded in booking the last seat on the flight.
- 5 Could you swim when you were five?

Exercise 4 page 66

Students' own answers

Exercise 5 page 66

- 1 Were you able to / Did you manage to
- 2 couldn't / wasn't able to 3 Can you / Will you be able to
- 4 can / 'll be able to 5 can / 'll be able to / 'll manage to
- 6 Can 7 can 8 could 9 can / 'll be able to 10 can't

Challenge! page 66

Students' own answers

8C Culture

Feed the world

Exercise 1 page 67

- 1 semi-final 2 ex-president 3 misspelled 4 undervalued
- 5 multi-talented

Exercise 2 page 67

- 1 C 2 E 3 A 4 D

Exercise 3 page 67

- a Africa and Asia b the West

Exercise 4 page 67

Audioscript Listening 28 page 67

Have I eaten bugs? Well, not insects exactly – but I've eaten worms. It was when I was on a trip around the world with a friend from school. We took a year out between school and university. Four months into the trip, we were in Samoa, in the South Pacific. It was in November, I think, and we heard that something special was happening that night on the beach. Everyone there was really excited about it, so when it was dark, we went down to the sea to check out what was happening. I'd never seen anything like it. The moon was bright and the sea looked as if it were boiling – but in fact, we were told it was the one night of the year when the palolo worms come to the surface in order to reproduce. The locals go into the sea with nets and catch thousands of them. It was amazing to watch. Some people were just picking them out of the sea and eating them raw. But most people were collecting them in buckets. We didn't eat any that night but the next day we tried them fried. They tasted OK – I mean, they weren't delicious, in my opinion, but I'm glad I tried them. It was an experience!

- 1 F 2 T 3 T 4 F 5 F

Challenge! page 67

Students' own answers

8D Reading

Natural resources in space

Exercise 1 page 68

- 1 chunks 2 particles 3 lumps 4 specks 5 fragments
- 6 bits 7 flakes

Exercise 2 page 68

- 1 constellation 2 star 3 meteorite 4 universe 5 planet
- 6 moon 7 solar system 8 galaxy 9 Asteroids

Exercise 3 page 68

c

Exercise 4 page 68

- 1 D 2 A 3 G 4 F 5 B 6 E

Exercise 5 page 68

- 1 T 2 F 3 T 4 T 5 F 6 T 7 F

Challenge! page 68

Students' own answers

8E Grammar

Relative clauses

Exercise 1 page 70

- 1 which 2 that 3 when 4 where 5 who 6 whose

Exercise 2 page 70

- 1 d: I think I've lost the book my best friend gave me for my birthday.
- 2 b: Covent Garden, which used to be a fruit and vegetable market, is a popular place for tourists to visit.
- 3 f: Harper Lee, whose first novel was *To Kill A Mockingbird*, did not like appearing in public.
- 4 a: Camp Nou stadium, where Barcelona play their home matches, can hold nearly 99,000 fans.
- 5 c: The hotel we stayed at in Paris last summer burned down last week.
- 6 e: I wish I hadn't lost the phone number of the girl I met at my cousin's wedding.

Exercise 3 page 70

- 1 who was arrested at the scene
- 2 which / that belonged to the victim
- 3 which / that was signed by the suspect
- 4 which had been denied by the police
- 5 which / that contained various weapons
- 6 which was built in the 17th century

Exercise 4 page 70

- 1 I've got a place on a course starting in October.
- 2 The university, located just outside Edinburgh, is only ten years old.
- 3 The course leads to a diploma recognised by all major employers.
- 4 The tuition fees, totalling £9,000 a year, would be unaffordable without a scholarship.
- 5 My scholarship, awarded by the university, is worth £7,000 a year.

Challenge! page 70

Students' own answers

8F Speaking

Stimulus description

Exercise 1 page 71

Students' own answers

Exercise 2 page 71

Audioscript Listening 29 page 71

I think the best poster for getting people to save energy is the third one. I'd go for that one because I think it's quite interesting – it makes you think a bit. The first poster, for example, isn't interesting at all. We all know that turning off lights is a way to save energy. I just don't think anyone would look twice at that poster. The second poster is OK – I like the fact that it includes a funny cartoon. But it isn't very realistic, because lots of people simply can't choose to walk or cycle to school; they need to go by bus or tram. The third poster is interesting because it made me want to know more. Why does painting your walls white help to save energy? I'd like to know the answer – I'll probably look online later to find out.

She chooses poster 3 because it makes you think and want to know more.

Exercise 3 page 71

Audioscript Listening 30 page 71

I think it's very important for people to reduce their energy consumption. The main reason is that we really do need to reduce our carbon footprint. But personally, I think companies and manufacturers should do a lot more to help. Why do I think that? Well, for one thing, there are so many aspects which individuals can't control. For example, how much electricity your laptop uses. Only businesses can develop new technology to reduce energy consumption. Another thing is, they should reduce the amount of packaging they use – especially plastic packaging. On top of that, they should make sure the products themselves contain materials which can be recycled.

d

Exercise 4 page 71

Audioscript Listening 30 page 71

1 main 2 that 3 thing 4 thing 5 top

Exercise 5 page 71

- 2 f; it does cost a lot.
- 3 a; they do play tennis once a week.
- 4 e; I do like prawn cocktail.
- 5 d; it did contain a few interesting scenes.
- 6 b; he does get Sundays off.

8G Writing

Opinion essay

Exercise 1 page 72

- 2 international agreements to reduce carbon emissions, e.g. Kyoto – maybe more ambitious targets in future
- 3 advancing technology – may be able to remove greenhouse gases in future
- 4 global warming out of control when China and India reach lifestyle of US

Exercise 2 page 72

- 1 said 2 say 3 deny 4 recognise 5 should 6 is
- 7 pointing 8 arguing

Tick: 1, 3, 5, 7

Exercise 3 page 72

Students' own answers

Exercise 4 page 72

Students' own answers

Exercise 5 page 72

Students' own answers

4 Get Ready for your Exam 4

EXAM TASK – Reading page 73

1 B 2 E 3 C 4 D

EXAM TASK – Listening page 73

Audioscript Listening 31 page 73

I've been a vegetarian since I was eighteen and first travelled round Europe with a friend. It was the meat and fish markets on the Continent that brought me to the conclusion that I could no longer justify eating meat. I realised then that the supermarkets in Britain that I was used to – with their plastic slices of meat in their plastic containers – had shielded me from the unwelcome truth of where meat actually came from. In the meat markets of Italy, for example, the vendors were unashamed about the origins of their wares. Deer, pig, and lamb carcasses hung above their stalls in the sunshine, and live rabbits and chickens sat in boxes, waiting to be bought and killed for the dinner table. It occurred to me with sudden clarity that I would not be able to kill an animal for food, and if I couldn't do that, then I personally shouldn't eat meat at all. I ordered an omelette and salad that evening in a café, and when I went home I looked further into the production of meat for human consumption.

What I found out about factory farming horrified me. Those animals in the Italian market at least had had a decent life on a small farm in the country first. Factory farming in Britain – where animals are bred and slaughtered without even their basic living requirements met – was cruel and inhumane. At that time, pigs lived and gave birth chained in pens with no room even to move or lie down. Chickens were kept similarly in tiny boxes purely to produce as many eggs as possible. I thought that we as humans should behave far better than this to the animals we kept. And as a vegetarian, I needed to make sure that the eggs I ate were from free-range hens.

Animal welfare has been my passion for the last ten years and I am a highly active member of the organisation Compassion in World Farming. We frequently campaign for the better treatment of animals, and with some success. Those pig pens are no longer used, for example. Much higher standards of animal welfare now have to be met and farms are routinely inspected. We have campaigned to get rid of battery hens and finally a law is being passed in Britain to ban them. I'm now particularly involved in protesting against animal testing, a lot of which I think is wasteful and unnecessary torture. I think as humans we can only be judged by how well we treat the dumb animals in our care.

1 B 2 A 3 C 4 A

EXAM TASK – Use of English page 74

- 1 tracking 2 didn't think 3 is / was usually reserved
- 4 would be fully integrated 5 would be tracking 6 have caught
- 7 had vanished 8 not to disturb 9 had never experienced 10 hadn't / had not had

Unit 9

9A Vocabulary and listening

Behaviour

Exercise 1 page 75

- 1 careless 2 short-sighted 3 hysterical 4 pushy 5 foolish
6 pretentious 7 romantic 8 thoughtless 9 eager
10 ruthless 11 deceitful

Exercise 2 page 75

Audioscript Listening 32 page 75

- When I was a child I used to burst into tears at the slightest thing. Like if someone said something nasty or I thought one of my friends was ignoring me. Or worse still, if I lost a game of football or a board game, it seemed like the end of the world! I think my parents found it very difficult to cope with me!
- I was late for work and I had an important meeting first thing. I drove well over the speed limit and I even jumped a red light. Well, it was probably still amber – just. But I didn't think about the other road users or pedestrians. It wasn't very sensible at all.
- A few years ago I had to sack a number of people at work. Business wasn't going well and to be honest, they weren't particularly good at their jobs. What I should have done is called them into my office and explained the situation. But I just sent them emails on Friday afternoon so that I wouldn't have to tell them face-to-face.
- At the supermarket the other day, there were really long queues at all the checkouts and people were getting very irritable. I realised that they would have to bring more staff onto the tills, so instead of joining a queue and then getting stuck, I hung back and kept an eye out for shop assistants who looked like they were going to open a till. Then I quickly nipped in and was first in the queue!
- The girl was clearly out of her depth and didn't have the strength to swim back to the shore. The current was carrying her towards the rocks, so I dived in and swam out to her, and helped her back in. I didn't stop to think. I reckon anyone would have done the same in that situation.
- I wanted to make her feel at home. She was an exchange student from France on her first trip abroad and probably feeling quite homesick, as you often do at that age. So I cooked a nice meal for her, and sat down with her after dinner and I asked her all about her family and her home town. And I made sure that the heating was on in her room and that she had everything she needed.

- 1 over-sensitive 2 reckless 3 cowardly 4 cunning
5 courageous / heroic 6 hospitable / thoughtful

Exercise 3 page 75

- It was clumsy / careless of her to knock over an expensive vase.
- It was cynical / ruthless of him to foul the centre forward when he was about to score.
- It was disloyal of him to spread gossip about his best friend.
- It was courageous / heroic of her to save a child from a burning building.
- It's altruistic / generous of him to give fifteen per cent of his salary to charity.

Exercise 4 page 75

- 1 yearly 2 in a leisurely way / fashion / manner 3 daily
4 in a jolly way / fashion / manner 5 early

Exercise 5 page 75

- 1 hard 2 highly 3 lately 4 wrongly 5 close

Challenge! page 75

Students' own answers

9B Grammar

Criticising past actions

Exercise 1 page 76

- 1 should have recharged 2 might have saved
3 needn't have worried 4 shouldn't have eaten

Exercise 2 page 76

- 1 should have turned 2 might / should have told
3 needn't / shouldn't have made 4 should / might have let
5 needn't / shouldn't have bought 6 needn't have got

Exercise 3 page 76

- 1 hadn't sent, wouldn't have known
2 would have left, hadn't been enjoying
3 hadn't taken, would have lasted
4 wouldn't have been, hadn't been
5 had stopped, would have heard

Exercise 4 page 76

- 2 If the sun had been shining, we'd have gone to the beach.
3 If Harry hadn't been driving recklessly, he wouldn't have been involved in a car crash.
4 If Sam hadn't been short of money, he'd have bought the jeans.
5 I wouldn't have eaten the sandwich if I hadn't been hungry.

Challenge! page 76

Students' own answers

9C Culture

Family histories

Exercise 1 page 77

- 1 careful / careless 2 hurtful / unhurt 3 immature
4 inappropriate 5 retrievable 6 unknown 7 questionable

Exercise 2 page 77

- 1 about 2 what 3 up 4 with 5 that 6 which 7 had
8 at 9 both 10 of

Exercise 3 page 77

- 1 ancestors 2 websites, professional researchers
3 celebrities / well-known personalities 4 wrong 5 father's

Exercise 4 page 77

Audioscript Listening 33 page 77

When people find out that I have been researching my family history, they usually ask, 'Have you found out anything interesting?' The answer is, of course, yes. But the most fascinating part of my hobby is solving historical puzzles. I first became interested in my family's history when I was a teenager and my grandmother Patricia died. She had saved everything. My mother spent weeks going through old papers, letters, photos, toys and all sorts. I helped her. We went through all the photos and identified people and started to draw up a family tree.

The first puzzle I needed to solve emerged fairly soon. There was no documentation about my mother's grandfather at all. He would be my great-grandfather. My mother remembers her mother – my grandmother Patricia

– saying that no one ever talked about her father at all, but Patricia never knew why this was. Had he done something terrible? What if he'd been a criminal, a murderer or something? I had to find out.

First of all, I researched my great-grandmother's marriage. For all the papers that had been saved by the family, this marriage certificate was not among them. So I wrote to request a copy. My great-grandmother's name was Mildred and she married a young man called Warren Hill, my grandmother's father. They had married very young. Mildred was 18 and Warren was 22. Then I requested a copy of Warren Hill's death certificate. He had died very young, when my grandmother was only five years old. Warren had joined the army and fought in the First World War. It was no wonder that my grandmother didn't remember her father. But I couldn't find out any more information about him. It was puzzling and really annoying.

I continued going through the papers, photos and letters, and I eventually found a photo tucked away in an old envelope. It was of Mildred, Warren and baby Patricia. They looked happy. I was thrilled. I looked hard at Warren's face. He didn't seem like a murderer or anything – just an ordinary, pleasant-looking sort of man. I showed it to my mother. She was amazed. She had never seen a picture of her grandfather before.

Months later, I found a letter written by Mildred's much older sister, Eva. Eva had looked after Mildred ever since their mother had died. Eva was writing to her fiancé Ross, and the date was three weeks after Mildred's wedding to Warren. Eva wrote about how worried she was. She thought that Mildred had made a big mistake, that she had married too quickly and was too young. Eva thought that Warren wouldn't make a good husband for Mildred, as he came from a much poorer family.

So that was Warren's crime. He wasn't considered good enough for Mildred! I tried to find out what Mildred thought about this. Did she come to regret having married Warren? Eventually, after a great deal of reading and re-reading of old letters, I found a letter written to Mildred, and signed 'Mother'. But, of course, Mildred's own mother – her name was Nancy – had died when Mildred was only three. I looked at the letter again. It was kind and affectionate and asked about young Patricia. I researched the address on the envelope and found out that it was Warren's mother, Johanna Hill, who had written the letter. And the date on the letter was two years after Warren's death. This meant that Mildred had kept in touch with her mother-in-law, but Patricia never knew she had a grandmother and never met her. Johanna died a year after the date of the letter.

This is what I think: I think that Mildred was devoted to Warren and was heartbroken when he died. However, she knew that her family didn't approve of him, and so she never talked about him after his death and she kept her continuing contact with his mother a secret. What I do know for sure is that after Warren's death Mildred never married again. I hope it was because she never found anybody that she loved as much as she had loved Warren.

1 Nancy 2 Johanna 3 Ross 4 Eva 5 Mildred 6 Warren
7 Patricia

Exercise 5 page 77

1 F 2 T 3 T 4 T 5 F 6 T

9D Reading

If only!

Exercise 1 page 78

1 broken up 2 got together 3 got away 4 dropped out
5 mix up 6 turned out 7 sold out 8 held up

Exercise 2 page 78

1 break-up 2 mix-up 3 get-together 4 drop-outs
5 getaway 6 sellout 7 turn-out 8 hold-ups

Exercise 3 page 78

1 Wilf 2 Harriet 3 Wilf 4 Harriet

Exercise 4 page 78

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

Exercise 5 page 78

1 large; Students' own answers
2 back; Students' own answers
3 say; Students' own answers
4 respect; Students' own answers
5 whole; Students' own answers
6 truth; Students' own answers

Challenge! page 78

Students' own answers

9E Grammar

Mixed conditionals

Exercise 1 page 80

1 d 2 a 3 b 4 e 5 c

Exercise 2 page 80

1 would have, hadn't wasted
2 were, would have applied
3 had paid, would speak
4 didn't like, wouldn't have ordered
5 wouldn't be, hadn't moved
6 hadn't been, wouldn't be wearing
7 liked, would have watched

Exercise 3 page 80

1 If I hadn't failed my piano exam last summer, I wouldn't be taking it again.
2 I would have gone to the theatre if I wasn't / weren't broke.
3 If Dave had said hello to Emily at the party, she wouldn't be upset.
4 If Ryan wasn't / weren't learning Mandarin, he wouldn't have spent a week in Beijing.
5 Beth would have phoned you last night if she had a mobile.
6 If Ollie hadn't lost his iPad, he wouldn't be looking miserable.
7 If Carol was well, she would have gone out last night.
8 Poland wouldn't be playing in the European Cup if they hadn't beaten Belgium in the qualifying round.
9 Fran would be coming to the concert with us tomorrow if she could have got a ticket.

Challenge! page 80

Students' own answers

9F Speaking

Role-play

Exercise 1 page 81

1 If only I had more time!
2 I wish you hadn't said that.
3 I really wish my pet rat hadn't died!
4 I wish I had been able to go to the Wimbledon final, but it wasn't possible.

Exercise 2 page 81

1 c 2 a 3 e 4 b 5 d

Exercise 4 page 81

Audioscript Listening 34 page 81

Student A I'm really sorry that I forgot your birthday. My mum's been a bit ill this week and we've all been very busy looking after her.

Examiner That's OK.

Student A Actually, I saw something you'd like when I was shopping about a month ago. I was intending to go back to the shop and buy it, but it slipped my mind. I wish I'd bought it when I saw it!

Examiner Don't worry.

Student A Well, I'm going to get it for you this afternoon. But I'm not going to tell you what it is. It'll be a surprise.

Examiner That's sweet of you, but there's really no need.

Student A No, no. I want to. Anyway, how did the party go?

Examiner It was great, thanks.

Student A Were there a lot of people there?

Examiner About ten.

Student A If only I'd saved the date of the party in my phone! I wouldn't have forgotten then. What did you do? Listen to music? Watch a film?

Examiner We just had some food and drink and listened to music.

Student A Well, I'm sorry I missed it. Shall we go out together this Friday?

Examiner I'm afraid I can't make Friday. I've got something else on.

Student A How about Saturday night?

Examiner I'm going to see the new Anne Hathaway film with Jake. Why don't you come along?

Student A OK, that'd be great. What time does the film start?

Examiner At 8.00. We're meeting at the cinema at 7.45.

Student A OK, see you there.

Student B I've just realised it was your birthday on Saturday. I'm so sorry that I forgot it. I'd even bought a card for you and written it. It's still in my schoolbag. If only I'd remembered to give it to you!

Examiner Well, never mind. You don't usually forget birthdays!

Student B It's because I've been so busy recently. I had to catch up on lots of school work last week, and then I was away with my family over the weekend. But I wish I'd been at your party instead.

Examiner Yes, we missed you. It was great fun.

Student B Well, anyway, I'm going to get you a present to make up for forgetting your birthday. I'm going to get the latest Lady Gaga CD. It's just out.

Examiner Oh, you don't have to.

Student B Yes, I insist. You like Lady Gaga, don't you?

Examiner Yes, I do. I love her.

Student B Good. That's settled then. And we really ought to meet up.

Examiner Yes, good idea.

Student B What are you up to this weekend?

Examiner I'm going ice skating with Rob on Saturday morning, but I'm free in the afternoon.

Student B What do you fancy doing?

Examiner We could go for a coffee.

Student B That would be great. Let's meet at 2.30 at the bus station.

Examiner OK, see you then.

A completes the task better because he talks about all four issues, whereas B doesn't talk about what happened at the party.

Exercise 5 page 81

Audioscript Listening 34 page 81

A

1 He wishes he had bought the present a month ago.

2 He wishes he had saved the date of the party in his phone.

B

1 She wishes she had remembered to give her friend the card.

2 She wishes she had been at her friend's party.

Exercise 6 page 81

Students' own answers

9G Writing

Story

Exercise 1 page 82

1 intention; P 2 so; P 3 that; R 4 order; P 5 so; R 6 as; P 7 view; P 8 order; P 9 that; R

Exercise 2 page 82

- 1 I misunderstood the instructions.
- 2 I dropped the vase by accident.
- 3 I mistakenly ordered two copies of this book.
- 4 I dialled the wrong phone number.

Exercise 4 page 82

1 d 2 a 3 c 4 e 5 b

Exercise 5 page 82

Students' own answers

Exercise 6 page 82

Students' own answers

Unit 10

10A Vocabulary and listening

Sports

Exercise 1 page 83

- 1 cap; badminton 2 club; ice hockey 3 pads; golf
4 goggles; field hockey

Exercise 2 page 83

- 1 wetsuit 2 bat 3 balls 4 cue 5 surfboard 6 gloves
Hobbies: surfing, table tennis, pool, boxing

Exercise 3 page 83

Audioscript Listening 35 page 83

- 1 My dad was really keen on the sport – he still is – and when I was eight or nine years old, I used to go on the course with him and carry his clubs. I loved watching him. And he used to let me hit a few balls sometimes, just to get an idea of the game. He says I used to miss more than I hit. He's quite surprised I'm now a professional!
- 2 You never forget your first fight. Mine was in London, against a guy who was nearly two metres tall! I was so nervous, I couldn't get my gloves on. But when we got into the ring, I calmed down. And I won! The crowd were amazed. So was I!
- 3 I've always loved cars – especially fast cars! And I took part in my first races when I was still a teenager. I've only just moved into Formula 1. This is my second season. I reckon my favourite circuit is Monaco.
- 4 I was born in the UK, but my dad is Swedish. He grew up on the slopes. So as soon as I could walk, he took me – and my brother and sister. Now that I'm seriously into the sport, in a professional way, I've had to move to Sweden because the snow isn't reliable enough in the UK.
- 5 I got my first racket as a birthday present on my fifth birthday. There were some public courts near my house, and I used to beg my parents to take me there every day after school. They were really patient. I remember, I was only as tall as the net! Of course, when I was a bit older, I could go by myself. I spent half my pocket money on balls. I really was mad about the game!
- 6 At school, my best distance was 400 metres. As I got older, though, I began to prefer the longer distances – 1,500 metres and then 5,000 metres. By the time I was fifteen, I was the best in the school at those events. I started

training seriously, going out early and doing ten kilometres before school! I liked it because it seemed such a natural sport – no equipment necessary, apart from a decent pair of trainers.

- 1 golfer 2 boxer 3 racing driver 4 skier 5 tennis player
6 runner

Exercise 4 page 83

- 1 pool 2 courts 3 courts 4 ring 5 pitch 6 track
7 slope 8 rink

Exercise 5 page 83

(Possible answers)

- 1 judo, snooker, table tennis 2 boxing, judo, karate
3 ice hockey, ski jump, snowboarding
4 kayaking, rowing, yoga 5 diving, sailing, water polo

Challenge! page 83

Students' own answers

10B Grammar

Emphasis

Exercise 1 page 84

- 1 It 2 place 3 All 4 What 5 person 6 thing 7 reason

Exercise 2 page 84

- 1 My mum suggested skiing.
2 We chose a resort in the Alps.
3 We needed to buy a permit.
4 The snow melted.
5 My dad complained most.
6 He was annoyed that we couldn't get a refund.
7 I didn't mind because I'm not keen on skiing.

Exercise 3 page 84

- 1 The reason I went home was that I felt ill.
2 The person who first got me interested in sailing was my cousin Matt.
3 All I ate was half a cheese sandwich.
4 What happened was that a few people in the crowd started singing.
5 It was the ancient Greeks who first brought boxing to Europe.
6 The place where I love going for walks is by the sea.
7 The thing that matters most in a relationship is honesty.

Exercise 4 page 84

- 1 No way am I going to lend you my bike.
2 Hardly had I arrived at school when the fire alarm rang.
3 Only the next day did I understand why she'd been so upset.
4 So noisy was the hotel that nobody could sleep.
5 No sooner had I found my phone than it rang.
6 Never again will I spend £400 on a camera.
7 Under no circumstances would I go to that hotel again.
8 Rarely has a film generated so much publicity.

Exercise 5 page 84

Students' own answers

Challenge! page 84

Students' own answers

10C Culture

Sport and money

Exercise 1 page 85

- 1 c / d: achievement 2 f: childhood 3 b: sponsorship
4 a: earnings 5 c: retirement 6 e: commercialism

Exercise 2 page 85

- a doubt b ask c fact d bottom e see f face

Exercise 3 page 85

Audioscript Listening 36 page 85

- 1 I guess in an ideal world, we wouldn't need sponsorship. Everyone would do sport – and watch sport – just because they enjoyed it, and money wouldn't really be an issue. But the reality is, these sporting events cost a fortune to put on. And although they can sell tickets, they could never get enough money that way to cover their costs. Sponsorship brings in the money that's needed – so it's here to stay, I guess.
- 2 I don't know why people always moan about sponsorship. In my view, it adds a bit of glamour. Imagine you suddenly got rid of it all – so all the shirts were plain, with no logos, and the advertising boards all disappeared from the stadiums. That's what sport looked like fifty years ago – and if you ask me, it was pretty dull. I prefer how it looks now.
- 3 I think it's a shame that sport seems to be all about money these days. In the past, sports people were really good role models – heroes, even, for the younger generation. But because of all the money that's poured into sport from big business, sports stars are rich – rich and spoilt. They don't care about the game any more, they just want to drive around in a Ferrari and go for holidays in the Caribbean. As a result, sport just isn't what it used to be.
- 4 It costs these companies millions to sponsor big sporting events, doesn't it? And I don't see why they do it. I mean, have you ever bought a particular drink, or used a particular airline, just because they sponsored a match you've watched on TV? Of course not! You know, an airline company paid to have the name of my local team's stadium changed – but I didn't even realise that the new name was an airline. It just didn't mean anything to me. So I don't know why they bother.
- 5 It's just a form of advertising, isn't it? I mean, instead of paying for a TV ad which says 'Buy my product', they put their logo on your favourite football team's strip. You see the name of the product every time you watch your team – and it goes into your mind. Of course it does. Subliminal advertising, they call it. Nobody likes to think that it works on them, but to be honest, why would these companies spend a fortune on sponsorship if it didn't get results?

- 1 d 2 b 3 a 4 c 5 f

Exercise 4 page 85

b

Exercise 5 page 85

- 1 F 2 T 3 T 4 F

Challenge! page 85

Students' own answers

10D Reading

Getting ahead

Exercise 1 page 86

- 1 short-sightedness 2 swelling 3 sweat 4 circulation
5 ligament 6 lungs 7 sprain 8 passages

Exercise 2 page 86

C

Exercise 3 page 86

1 C 2 F 3 A 4 B 5 E

Exercise 4 page 86

- 1 They were from mountain lions that he had hunted.
- 2 He had bought the shirt in a shop in Sweden.
- 3 She always ties her shoelaces in the same way.
- 4 He says that the grass there has the best flavour.
- 5 taping his bat to the ceiling; his teammates
- 6 Students' own answers

Challenge! page 86

Students' own answers

10E Grammar

Unreal past and *had better*

Exercise 1 page 88

- 1 paid 2 are 3 get 4 finish 5 went 6 had 7 went
8 can

Exercise 2 page 88

- 1 got 2 might as well / 'd better eat 3 'd better take
4 caught 5 turned 6 arrived 7 were 8 asked

Exercise 3 page 88

- 1 You'd better call the police.
- 2 You might as well download it.
- 3 You might as well go to bed.
- 4 You'd better not touch it.
- 5 You'd better remove it.

Exercise 4 page 88

- 1 I'd rather Dad didn't see my diary.
- 2 It's high time we started work.
- 3 You'd better not text her after midnight.
- 4 We might as well start again.
- 5 I'd sooner the guests didn't bring gifts.
- 6 Imagine if we had a Ferrari! / Imagine having a Ferrari!
- 7 Suppose everyone waited outside.

Challenge! page 88

Students' own answers

10F Speaking

Photo description

Exercise 1 page 89

Audioscript Listening 37 page 89

This photo shows an exercise class at a fitness club, or maybe a sports centre. It seems to be a class for women only. The main focus of the photo, I'd say, is the faces of the women doing the class. That's what we're looking at – not the instructor, who has her back to us and is almost out of shot. There are only two women we can see clearly, plus one in the background whose face is partly hidden. And I can make out a few extra feet, but we can't see who they belong to! The women we can see are all wearing trainers, shorts and vests or T-shirts. They're holding bars across their shoulders. The women all look quite serious. They aren't really smiling, but maybe that's because they're concentrating on

following the instructor. They're all bending their knees slightly – I guess it's an exercise for strengthening the leg muscles. I'd say they're regulars at this class – they all look as if they know what they're doing!

- 1 fitness club or sports centre
- 2 faces of the women
- 3 trainers, shorts, vests, T-shirts, bars
- 4 serious, concentrating, bending knees, strengthening leg muscles

Exercise 2 page 89

- 1 focus 2 shot 3 hidden 4 make 5 blurred

Tick: out of shot partly hidden I can make out

Exercise 3 page 89

Students' own answers

Exercise 4 page 89

- 1 foremost 2 start 3 Thirdly 4 forget 5 importantly

Exercise 5 page 89

Students' own answers

Exercise 6 page 89

Audioscript Listening 38 page 89

The last time I did some exercise as part of a group was last weekend. I was in the park with a couple of friends and we noticed some boys playing basketball. Well, they noticed us really. And then one of them came over and asked if we wanted to play. We agreed – and suggested a match, boys against girls. But that was unfair because there were five of them and only three of us. And they were pretty good too. So we mixed up the teams and played for about an hour. It was really good fun – I enjoyed it.

a, b, c, d

Exercise 7 page 89

Audioscript Listening 38 page 89

Students' own answers

10G Writing

Description of an event

Exercise 1 page 90

- 1 e 2 c 3 a 4 b

Exercise 2 page 90

- 1 desperate to play 2 started going berserk
- 3 yelling at people 4 his team were thrashed

Exercise 3 page 90

- 1 In the bag was a baseball bat.
- 2 ✓
- 3 It was time to go home, so into the car we all climbed.
- 4 Away he stormed, yelling at his wife.
- 5 ✓

Exercise 4 page 90

Students' own answers

Exercise 5 page 90

Students' own answers

Exercise 6 page 90

Students' own answers

5 Get Ready for your Exam 5**EXAM TASK – Reading** page 91

1 D 2 B 3 A 4 C

EXAM TASK – Listening page 91**Audioscript** ⑨ Listening 39 page 91

Runners of the Bristol Marathon – welcome! In order to get the race off to a flying start, please listen carefully to the following instructions. Please ensure that you are wearing your runner's bib with your race number. Do not fold, tear or deface your bib in any way. It needs to be securely attached to the front of your vest, and your number must be visible to the marshals at all times. Please make sure that you have your emergency details completed on the back of your race bib, so that we can offer the correct aid should you need assistance during the race. We would also ask you to refrain from wearing earphones and playing music, so that you can hear the instructions from the marshals during the race. The marshals are there to ensure your safety at all times.

We will shortly be asking you to make your way to the race pens for the start of the race. Please ensure that you are in the correct zone as denoted by your bib's colour band, as these have been issued to match your estimated race time. Please avoid starting in the wrong zone, as slower runners starting from a faster race pen can cause accident and injury. Should you wish to complete the race with another runner from a different zone, faster runners are allowed to start with slower runners further back. Please allow the marshals to check your bib for the correct colour band as you enter the pen.

Drinks stations are positioned every five kilometres and energy drinks, bars and fruit pieces will be available at drinks stations every ten kilometres. Please avail yourself liberally of these refreshments as it will be a hot day. Little and often is recommended. Now, please make your way to the start pens ...

1 T 2 F 3 F 4 T 5 F

EXAM TASK – Use of English page 92

1 disability 2 seriously 3 unfortunate 4 enthusiastically
5 achievements 6 competitor

EXAM CHALLENGE 1–2**Exercise 1** page 93

1 in 2 of 3 able 4 is 5 on 6 until 7 Since

Exercise 2 page 93

1 selfish 2 creative 3 sensible 4 humorous
5 unassuming 6 daring

Exercise 3 page 93

1 most 2 than 3 could / might / would 4 made
5 Although 6 are 7 in 8 enough/some

Exercise 4 page 93

1 D 2 A 3 D 4 C 5 A 6 D 7 A 8 B

Exercise 5 page 93

1 billionaire 2 appearance 3 globally 4 intention
5 originally 6 donations

EXAM CHALLENGE 3–4**Exercise 1** page 94

1 A 2 C 3 D 4 A 5 D 6 B 7 C 8 B

Exercise 2 page 94

1 in 2 him 3 bit / little 4 well / long 5 for 6 as

Exercise 3 page 94

1 B 2 D 3 C 4 A 5 A 6 D

Exercise 4 page 94

1 awareness 2 homeless 3 invitations 4 unpaid
5 donations 6 comparatively 7 unemployment
8 councillors

Exercise 5 page 94

1 against 2 the 3 have 4 on 5 for 6 being 7 by
8 is

EXAM CHALLENGE 5–6**Exercise 1** page 95

1 dramatically 2 scientists 3 developing 4 rechargeable
5 storage 6 improvement 7 performance 8 revolutionise

Exercise 2 page 95

1 to 2 which 3 be 4 per 5 It 6 by 7 whose
8 being 9 time 10 with

Exercise 3 page 95

1 D 2 B 3 D 4 C 5 D 6 D 7 A 8 D

Exercise 4 page 95

1 one thing; instance / example 2 away / out 3 of the
4 have brought 5 can 6 up

EXAM CHALLENGE 7–8**Exercise 1** page 96

1 challenging 2 completely 3 essential 4 explanations
5 inspired 6 conversations 7 compiling 8 confusion

Exercise 2 page 96

1 C 2 A 3 D 4 D 5 C 6 A

Exercise 3 page 96

1 the 2 of 3 square 4 than 5 make / render 6 If
7 global 8 carbon 9 even 10 does

Exercise 4 page 96

1 global 2 gas(es) 3 in 4 few 5 turn 6 less

EXAM CHALLENGE 9–10**Exercise 1** page 97

1 mistakenly 2 read 3 excitement 4 millionaire
5 shocked 6 celebrations 7 winning 8 foolishly
9 jobless 10 physically

Exercise 2 page 97

1 attack 2 kept 3 committed 4 whose 5 back
6 sentenced

Exercise 3 page 97

1 competitively 2 disagreement(s) 3 obesity 4 wisdom
5 publication 6 preparation 7 adulthood 8 disastrous
9 findings

Exercise 4 page 97

1 A 2 D 3 A 4 C 5 D 6 B

Review 1–2**Exercise 1** page 98

1 any 2 for 3 the 4 one 5 other 6 can 7 before
8 been 9 there 10 yet

Exercise 2 page 98

1 entered 2 majored 3 graduation 4 career 5 dressing
6 stores 7 worldwide 8 social 9 retrospective 10 feature

Exercise 3 page 98

1 A 2 B 3 D 4 A 5 B 6 C 7 B 8 B 9 A 10 A

Review 3–4**Exercise 1** page 99

1 reconsider 2 demonstration 3 organiser/organizer
4 closure 5 Inevitably 6 vandalism 7 steadily
8 maintenance 9 Hopefully 10 unemployed 11 protestors
12 entry 13 underprivileged 14 meaningless

Exercise 2 page 99

1 had 2 against 3 to 4 both 5 as 6 By 7 whose
8 had 9 take/develop 10 such

Exercise 3 page 99

1 B 2 A 3 B 4 C 5 B 6 C 7 B 8 B 9 B 10 A

Review 5–6**Exercise 1** page 100

1 C 2 C 3 D 4 A 5 D 6 D 7 A 8 B 9 A 10 B
11 B 12 D 13 C 14 A

Exercise 2 page 100

1 origins 2 views 3 evidence 4 travels 5 decorative
6 synthetic 7 principle 8 purposes 9 recreational
10 consumption

Review 7–8**Exercise 1** page 101

1 A 2 A 3 C 4 A 5 D 6 B 7 A 8 C 9 B 10 A

Exercise 2 page 101

1 driving 2 has been 3 were largely rebuilt 4 have been
5 has functioned 6 to punish 7 was named 8 takes
9 featured 10 has been making

Review 9–10**Exercise 1** page 102

1 was 2 to 3 had 4 final 5 before 6 what 7 have
8 ago 9 for 10 for 11 public 12 been 13 not 14 take

Exercise 2 page 102

1 survival 2 deprivation 3 detrimental 4 drowsiness
5 depression 6 growth 7 nervous 8 neurological
9 mortality 10 variation

Exercise 3 page 102

1 has been known 2 dressed 3 didn't study
4 will make 5 is always singing 6 have always encouraged
7 have followed 8 will be starting 9 'd / would want; wanted
10 to get on

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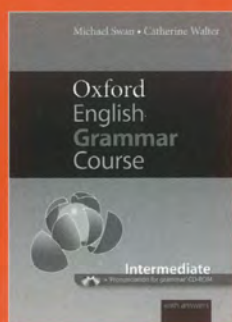
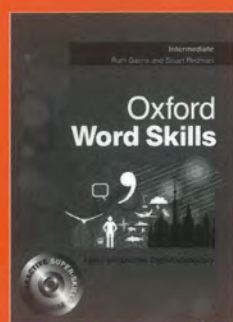
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