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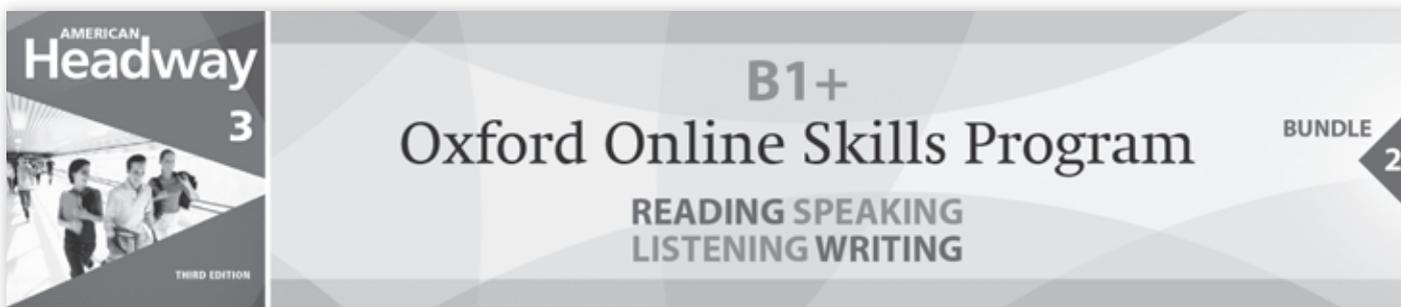
AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

Liz and John Soars
Amanda Maris

OXFORD



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- 2 Click **Teacher tools** and apply for a teacher account.
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3

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Introduction

American Headway 3

American Headway 3, Third Edition is a level that is equally interesting for both student and teacher.

From the student's point of view, they have been introduced to many basic aspects of the English language. However, with the exception of the most able, they are still making mistakes of grammar, wrong word choice, collocation, pronunciation, or sentence stress. There may be an element of frustration, as they become more fully aware of what is still to be mastered, and how much more there is to learn.

For teachers, the task at this level is to review and expand, without making the students feel that they are focusing on the same areas again.

Student Book Organization

The organization of *American Headway 3, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

- Starter
- Presentation of new language
- Practice
- Skills – always speaking, combined with listening or reading, with a writing section for each unit at the back of the book
- Vocabulary
- Everyday English

Starter

The Starter section is a quick activity that launches the unit and is related to either the topic or the target language.

Presentation of new language

Language items are presented through texts, either reading or listening or both. This enables students to see the target language in context, helping them to internalize it better.

The main areas of grammar taught are:

- Auxiliary verbs
- Present Perfect
- Present tenses
- Verb patterns
- Past tenses
- Conditionals
- Modals for advice, obligation, and permission
- Noun phrases
- Modals of probability in the present and past
- Future forms
- Reported speech
- Information questions

There are *Grammar Spots* in the presentation sections. These aim to focus students' attention on the language of the unit. There are questions to answer, charts to complete, and short exercises. The *Grammar Spot* is reinforced in the Grammar Reference section at the back of the book.

Practice

The *Practice* section provides a wide variety of engaging exercise types, such as matching, fill-in-the-blank, survey, role-play, and information-gap activities. Students' attention is focused directly on the target language and related language areas in exercises labeled Check it. *American Headway, Third Edition* features a mix of practice activities, both controlled and free.

Vocabulary

Vocabulary either relates to the topic of the text, or is utilized in the text. A variety of vocabulary exercise types provide lexical input, encourage good learning habits, and work on the systems of vocabulary, such as collocations, prefixes, and suffixes.

Skills

Reading and Listening

Items come from a wide variety of sources such as newspapers, magazines, short stories, biographies, reference books, real interviews, radio broadcasts, and songs. They are all authentic, but at lower levels we have adapted the language to suit the level.

Speaking

In the presentation sections, students have the opportunity to practice the pronunciation and intonation of new language. In the practice sections, less-controlled exercises lead to free-speaking practice.

There are many speaking exercises based around the listening and reading activities, including regular role plays. The *What do you think* section encourages discussion and debate about the topic of the listening extracts or the texts.

Writing

Writing is primarily practiced in a separate section at the back of the Student Book. This comprises 12 complete writing lessons related to the unit which can be used at the teacher's discretion. The writing syllabus provides models for students to analyze and imitate.

Everyday English

This is an important part of the syllabus of *American Headway, Third Edition*.

The *Everyday English* section finishes off the unit and focuses on high-usage functional, situational, or social language.

The *Everyday English* section at the end of each unit covers three main areas:

- survival skills (e.g., at the airport)
- functions (e.g., greetings)
- language for special occasions (e.g., holiday greetings)

Grammar Reference

This is at the back of the Student Book, and it is intended for use at home. It can be used for review or reference.

Review

Regular review of grammar and vocabulary is provided throughout the book. There is a photocopiable activity for six of the 12 units at the back of this Teacher's Book. These photocopiables are also available on iTools, along with 12 additional photocopiable activities.

Workbook with iChecker

All the language input – grammatical, lexical, and functional – is revisited and practiced. iChecker Online Self-Assessment offers additional content for self-study in the form of progress checks and test-preparation lessons. Students can download and play all the Workbook audio files when they access iChecker material.

Teacher's Book

The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. Each unit starts with a clear overview of the unit content from the Student Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can be used. Within each unit, the highlighted sections indicate opportunities for additional activities with *Suggestions* and *Extra activities*. This allows for further work on key language or skills when appropriate.

Testing Program

The *American Headway, Third Edition* Testing Program is available online for easy access. The testing materials include Unit tests, Stop and Check tests, Progress tests, Exit tests, and Skills tests with audio files. See instructions on the inside back cover for how to access the Testing Program.

Assessment tools to evaluate progress

Teachers can track students' progress, analyze their results, and plan more personalized learning. Automatic grading frees teachers' time to concentrate on teaching and helps teachers more easily report on progress.

iTools

In addition to the complete Student Book and Workbook content onscreen, teachers have access to audio and video

files with optional scripts, as well as additional resources, such as customizable versions of the photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway 3, Third Edition* iTools as well as online. There are 12 clips, one for each unit. The language and topic in each clip are linked to the relevant Student Book unit. The majority of the clips follow a documentary style and include native speaker interviews.

Finally!

The activities in *American Headway 3, Third Edition* are designed to enable students to extend their knowledge of the language and to allow them to activate what they have learned. There is also an emphasis on increasing fluency so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the book and that it will give them a real sense of progression in their language learning.



1

A world of difference

Tenses: auxiliary verbs • What's in a word? • Everyday situations

 A world in one family

As you begin *American Headway 3, Third Edition*, you may be starting a new course with a new group of students.

Have students learn each other's names and find out about their classmates' backgrounds and interests. Put students in pairs or small groups to interview each other. Then ask some students to report back about their classmates. Use this as an opportunity to listen to the students and assess their use of tenses and question formation, but don't offer any correction, as this activity is intended as an "ice-breaker."

The *Starter* section of the unit contains personalized questions that will help students get to know each other. It also covers question formation and the use of auxiliary verbs.

The theme of the unit is "our world." The grammar review of tenses and auxiliary verbs is presented through a general knowledge quiz. *The Reading and speaking* section is a jigsaw reading on families from different parts of the world, and the *Listening and speaking* is an interview with a man from a family with different nationalities. There is an *Everyday English* section on language used in different social situations, and the *Writing* syllabus starts with an introduction to symbols commonly used to point out errors in written work.

LANGUAGE INPUT

GRAMMAR

Naming tenses (SB p. 2)

- Identifying verb tenses in the present, past, and present perfect

Auxiliary verbs (SB p. 2)

- Using auxiliary verbs *do, be, have* in statements, questions, and negatives

VOCABULARY

What's in a word? (SB p. 8)

- Learning new vocabulary in a variety of ways

EVERYDAY ENGLISH

Everyday situations (SB p. 9)

- Understanding and practicing expressions in everyday situations

SKILLS DEVELOPMENT

SPEAKING

Worlds apart (SB p. 6)

- Discussing different families

A world in one family (SB p. 8)

- Discussing one family that has three nationalities

READING

Worlds apart (SB pp. 6, 7)

- Two families and their similarities and differences

LISTENING

A world in one family (SB p. 8)

- Listening to the son and the mother of a family talk about the three nationalities in their family **CD1 8**, **CD1 9** (SB pp. 114–115)

WRITING

A Blog (SB p. 99)

- Finding and correcting language mistakes in a blog post

MORE MATERIALS

Extra Idea – Understanding meaning from context. (TB pp. 142–143) **Tests** (Online) **Video** (iTools and Online)

Notes on the unit

STARTER (SB p. 2)

This section focuses on common mistakes in question formation. It gives students the opportunity to decide on the correct forms in a controlled way. Students then go on to ask and answer the questions in a personalization stage. It gives them an opportunity to get to know each other a little better.

- 1 Focus students' attention on the example and the missing word *come*. Ask students to work individually to add the missing words to the rest of the questions. Students check their answers in pairs before checking answers as a class.

Answers

2. When and where **were** you born?
 3. **Do** you live in a house or an apartment?
 4. Why **are** you studying English?
 5. Which foreign countries have you been **to**?
 6. What **did** you do last night?
 7. What are you going **to** do after this class?
- 2 To help students in the question and answer stage, practice the pronunciation first. Have students listen and repeat, paying attention to the intonation of the questions. Point out that *wh*- questions start high and then fall. For example:

Where do you *come* from?

Get various students to ask you the questions. Answer them so that they can learn about *you*, too. As the students form the questions, check for accuracy and correct pronunciation. Encourage the students to self-correct by not answering a question that is not formed accurately. Indicate the part of the question that isn't correct, and be prepared to drill the pronunciation of the questions again if necessary.

Students ask and answer the questions in pairs. Monitor and help as necessary.

- 3 Remind students that they need to use *he* or *she* and the third person singular verb forms for this stage. Ask a confident student to report back about his/her partner, or give an example about one of the students yourself. Elicit more examples from a range of students. Have students give the information, and don't over-correct at this stage. Make sure you elicit at least one answer for each of the questions. In larger classes, there won't be time to hear from everyone, so make sure that students who don't contribute this time have an opportunity to do so later in the lesson or in a subsequent lesson.

As an optional follow-up activity, ask students to write a short biography of their partner.

I DIDN'T KNOW THAT! (SB p. 2)

Tenses and auxiliary verbs

The quiz contains questions on different subjects, and it is a fun way to contextualize question forms across a range of tenses. If appropriate, have students use a dictionary to look up new words before they complete the quiz. Alternatively, pre-teach/check students' understanding of the following vocabulary items: *population*, *oil*, *seven wonders of the world*, *extinct*, *to sink* (*sank*, *sunk*).

At the end of the section, students write questions for their own quiz. This involves them doing some research, so bring in encyclopedias and other reference books for students to use. If your school has Internet access for students, have them do the research online. Alternatively, ask them to each prepare some questions for homework and then collaborate with classmates to decide which questions to use.

NOTES ON THE QUESTIONS

5: The seven wonders of the world were structures considered to be the most impressive things built by ancient people.

7: The Titanic was a large passenger ship that was considered impossible to sink. However, it hit an iceberg on its first voyage in 1912.

9: The Nobel prizes are named after Alfred Nobel, the Swedish inventor of dynamite, who left much of his fortune for the establishment of a system of prizes.

- 1 Give students time to read the quiz. Have students work individually to select their answers. Then put students into pairs to compare their answers. Encourage students to exchange knowledge and to make guesses where they are not sure.
- 2 **CDI 2** Play the recording, pausing at the end of each section, so that students can check their answers. Remind them to make notes on any extra information for each question.
Elicit any extra information that students understood from the recording. With a large class, have students work in groups to exchange information.

Answers and audio script

1. a 2. c 3. a 4. c 5. b 6. b 7. c 8. b 9. c 10. a 11. b 12. c

CDI 2

One World Quiz

- A** In which country do men and women live the longest?
B Women and men live longest in Japan. Women live on average 86 years and men 79. The average life expectancy in Japan is 81.25 years. In the U.S. it is 77.8 and in Germany 78.8.
- A** In which year did the world population reach 7 billion?
B The world population reached 7 billion in 2012. There are now over 7.3 billion people in the world.
- A** If you are standing on the equator, how many hours of daylight do you have?
B If you are standing at the equator, you have 12 hours of daylight every day of the year. You also experience the fastest sunrise and sunset in the world, between 128 and 142 seconds depending on the time of year.
- A** Where does most of the world's oil come from?
B Most of the world's oil comes from the U.S. It produces 12 million barrels per day. Saudi Arabia produces 11 million, and Russia 9.2 million.
- A** Which of the seven wonders of the world is still standing?
B Of the seven wonders of the ancient world only the pyramids of Egypt are still standing. The Colossus of Rhodes and the Lighthouse of Alexandria were destroyed by earthquakes hundreds of years ago.
- A** Why didn't dinosaurs attack humans?
B Dinosaurs didn't attack humans because they became extinct 65 million years ago. Human beings didn't appear on earth until 130,000 years ago.

7. **A** Where was the Titanic sailing to when it sank?
B The Titanic was sailing to New York from Southampton when it hit an iceberg on April 14th, 1912.
8. **A** How long has Hawaii been a U.S. state?
B Hawaii has been a U.S. state since 1959. It was the 50th state to be admitted to the union.
9. **A** How many people have won the Nobel Peace prize since it started in 1901?
B 103 people have won the Nobel Peace prize since it started in 1901. These include Nelson Mandela in 1993 and Mother Teresa in 1979.*
10. **A** How long have people been using the Internet?
B People have been using the Internet since 1969. It was invented by the U.S. Department of Defense as a means of communication. It first went live in October 1969, with communications between the University of California and the Stanford Research Institute.
11. **A** Which language is spoken by the most people in the world?
B Chinese is spoken by the most people in the world. Over one billion people speak it. English is the second most spoken language in the world, with about half a billion speakers.
12. **A** In which country were women first given the vote?
B New Zealand was the first country in the world to give women the vote in 1893. Canadian women were given the vote in 1917, but women in Paraguay weren't allowed to vote until 1961.
- * These figures are correct up to 2014.

GRAMMAR SPOT (SB p. 2)

The *Grammar Spot* in each unit aims to have students think about the language they have just seen in the presentation.

- 1 Refer students to the tenses in bold in the quiz questions, and elicit the names of the tenses in questions 1 and 2 as examples. Students then identify the remaining tenses. Check the answers with the class, eliciting that questions 11 and 12 contain passive forms.

- | | |
|-----------------------|--------------------------------|
| 1. Simple Present | 7. Past Continuous |
| 2. Simple Past | 8. Present Perfect |
| 3. Present Continuous | 9. Present Perfect |
| 4. Simple Present | 10. Present Perfect Continuous |
| 5. Present Continuous | 11. Passive |
| 6. Simple Past | 12. Past Passive |

- 2 With weaker classes, or if you want to review the use of auxiliaries as a class, build in the stage in the *Suggestion* box below before exercise 2.

Ask students to find and underline the auxiliary verbs in the quiz. Then put them in pairs to discuss the questions. Check the answers with the class, eliciting examples for each category.

Answers

The Simple Present and Simple Past use *do/does/did* to form questions and negatives.

The Present Continuous and Past Continuous use the verb *to be*. We also use *to be* in passive forms.

The Present Perfect and Continuous use *have/has*.

Refer students to Grammar Reference 1.1–1.5 on SB p. 129.

SUGGESTION

Before you do exercise 2 in the *Grammar Spot*, write seven sentences on the board with the auxiliaries underlined:

We are working hard.

English is spoken all over the world.

I don't watch TV very often.

Do you drink coffee?

Why didn't you come to the movies?

Paper was invented in China.

I haven't spoken to my friend today.

Elicit that the underlined words are auxiliary verbs and that they help to form tenses and add meaning to the main verb.

Write your own quiz

- 3 Divide the class into two groups. With larger classes, you will need to create more teams. If students are doing the research in class, give them reference materials or set them up on computers if they are working online. If students are doing the preparation for homework, brainstorm topics that they can research such as inventions, Olympic athletes, famous buildings, interesting writers/painters, dates of famous songs/movies, and so on. Remind students that they need questions that contain both present and past tenses. Check their questions at the start of the next class. Monitor and help each group with their research, and check for accuracy of the question formation.

Groups or teams then compete against each other, asking and answering their questions. Remind students to keep score and decide which team is the winner.

SUGGESTION

If your students enjoy this activity, have them prepare more questions on a range of different topics as you work through the units. Have a regular “quiz time” as often as you think appropriate and keep ongoing scores. Announce the winner at the end of the semester.

PRACTICE (SB p. 3)

- 1 Read the examples as a class. Point out that students will need to change the form from affirmative to negative (as in sentence 1) or from negative to affirmative (as in sentence 2). Have students work individually and give them time to correct the sentences. Monitor and help, focusing mainly on the verb forms at this stage. Students will go on to practice the intonation in exercise 2.
- 2 **CD1 3** Play the recording and have students check their answers. Ask them to write any additional information they get from the recording. Write sentences 1 and 2 on the board. Say the sentences or play the recording of the sentences again. Have students mark the stressed words.

No, it's **not**. It's in **Mexico**.

You're **wrong**! He wrote **hundreds** of poems.

Exaggerate the stress patterns and encourage students to copy you. Play the recording of the remaining sentences and have students mark the stress, and then repeat.

Put the students in pairs or groups of three to practice saying the sentences. Monitor and check for accurate stress and intonation. Be prepared to drill the sentences again if students have problems.

Answers and audio script

CDI 3

- A Chichen Itza is in Costa Rica
B No, it's not. It's in Mexico.
- A Shakespeare didn't write poems.
B You're wrong. He wrote hundreds of poems, not just plays.
- A Vegetarians eat meat.
B Of course they don't eat meat. They only eat vegetables and sometimes fish.
- A The Internet doesn't provide much information.
B That's not true! It provides a lot. Sometimes I think that it provides too much!
- A The world is getting colder.
B It isn't getting colder, it's getting hotter. Haven't you heard of global warming?
- A John F. Kennedy was traveling by plane when he was killed.
B No, you're wrong. He wasn't traveling by plane. He was traveling by car, in Dallas, Texas.
- A Brazil has never won the World Cup.
B Brazil *has* won it, five times. My dad goes on about it all the time.
- A The 2012 Summer Olympics were held in Tokyo.
B No, they weren't held in Tokyo. They were held in London.

's = is or has?

- Remind students that the contracted form 's can stand for *is* or *has*. Focus students' attention on the example. Then have students work individually to complete the task. Check the answers with the class. If students have problems distinguishing the forms, or need more practice in recognizing tenses, elicit the tense or form used in each sentence (see the answers in parentheses below).

Answers

- | | |
|----------------------------|----------------------------|
| 1. is (Present Continuous) | 4. has (Present Perfect) |
| 2. has (Present Perfect) | 5. is (Present Continuous) |
| 3. is (Simple Present) | 6. is (Passive) |

- CDI 4** Tell students that there are six more sentences on the recording. Play the first one as an example, and elicit the answer (*has*). Play the rest of the recording, pausing at the end of each sentence to give students time to decide on their answers. Play the recording again to check. Ask students to name each tense or form as in exercise 3 if necessary.

Answers and audio script

- | | |
|----------------------------|----------------------------|
| 1. has (Present Perfect) | 4. is (Present Continuous) |
| 2. is (Present Continuous) | 5. has (Present Perfect) |
| 3. has (Present Perfect) | 6. is (Passive) |

CDI 4

- My brother's just started a new job.
- He's working in South America.
- He's been there three months.
- He's having a great time.
- He's never worked overseas before.
- His company's called Intext Worldwide.

Talking about you

- Focus students' attention on sentence 1, and elicit the answer as an example (*do*—Simple Present). Ask students to work in pairs to complete the questions and name the tenses. Point out that they will need a negative form in sentences 7 and 8, and that sentence 10 requires a passive form. Monitor and help. Then check the answers with the whole class. Drill the pronunciation if necessary, reminding students that *wh*- questions start high and need falling intonation.

Put students into new pairs to ask and answer the questions. Monitor and check for accurate question formation and intonation. Be prepared to drill the questions again if students have problems.

Answers

- | | |
|-----------------------------------|---------------------------|
| 1. do (Simple Present) | 6. were (Past Continuous) |
| 2. did (Simple Past) | 7. don't (Simple Present) |
| 3. does (Simple Present) | 8. didn't (Simple Past) |
| 4. is ... is (Present Continuous) | 9. have (Present Perfect) |
| 5. have (Present Perfect) | 10. were (Past passive) |

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 1–3 Tenses

Exercises 4–7 Auxiliary Verbs

MAKING CONVERSATION (SB p. 4)

Short answers

The goal of this section is to remind students of the importance of short answers in natural, spoken English. Students will be familiar with the form of short answers from their earlier learning, but are unlikely to be using them spontaneously, even at the end of this section! Be prepared to remind students to use short answers at any time they are doing question-and-answer work. Over time, this feature of spoken English should become more and more familiar to students. Eventually, they will start to use short answers as part of their own communicative repertoire.

- CDI 5** Focus students' attention on the photo. Ask *Who are the people?* (a mother and her children) *Where do you think they are going?* (Possible answers: to school; to the store; to a playground).

Pre-teach/Check students' understanding of *kids* (informal for *children*), *uniform*.

Play the recording and have students complete the conversation individually. Give them time to compare answers in pairs. Elicit which child is more polite and why (see *Answer* p. 6).

Play the recording again, if necessary, to allow students to complete their answers. Check the answers with the class.

Answer and audio script

Lily sounds more polite because she uses short answers rather than saying just *yes* or *no*

CD1 5

R = Ruth N = Nick L = Lily

- R So, kids, **did** you have a good day at school?
 N No.
 L Yes, I **did**. We **were** practicing for the school concert.
 R Oh, wonderful! **Do** you have a lot of homework?
 L Ugh! Yes, I **do**. I have Geography, Spanish, and Math! **Do** you have a lot, Nick?
 N Yeah.
 R Nick, **did** you remember your soccer uniform?
 N Um ...
 L No, he **didn't**. He forgot it again.
 R Oh, Nick, you know we need to wash it. **Are** you playing soccer tomorrow?
 N No.
 R Lily, **do** you need *your* uniform tomorrow?
 L Yes, I **do**. I have a softball game after school. We're playing our rival team.
 R **Didn't** they beat you last time?
 L Yes, they **did**. But we'll beat them tomorrow.
 N No, you **won't**! Your team's terrible.
 R OK. That's enough, children. Put on your seatbelts! Let's go!

SPOKEN ENGLISH — Sounding polite

- 1/2 Focus students' attention on the *Spoken English* box, and give students time to read the notes. Point out that the auxiliary verb in the short answer must match the tense in the question. Drill the intonation of the questions and answers. Point out that *yes/no* questions start high and end with a fall-rise, and that the short answers have falling intonation:



Ask pairs of students to read the questions and answers.

- 3 Elicit possible answers to question 1. Make sure students use the correct falling intonation in the answer and that they add some information. Students ask and answer the questions in pairs. Monitor and check for correct formation of the short answers. In addition, check for correct intonation in the questions and answers. Be prepared to drill the intonation again if necessary.

Possible answers

1. Yes, I did. It was great!
2. Yes, I do. I eat pizza a lot.
3. No, I didn't. I thought it was boring.
4. Yes, it has. It's beautiful and sunny now.

Refer students to Grammar Reference 1.6 on SB p. 129.

- 2 Tell students they are going to rewrite Nick's lines in exercise 1 to make him sound more polite. Elicit an

example for the first line. Point out that there are several possible answers, but they should all start with *No, I didn't*. Give students time to rewrite the lines, working in pairs. Monitor and help, providing new vocabulary items as necessary. Check that students are forming the short answers correctly.

CD1 6

Play the recording, and have students compare their versions with the wording on the CD. Elicit a range of possible answers from the class, correcting any mistakes in the short answers carefully.

CD1 6

R = Ruth N = Nick L = Lily

- R So, kids, did you have a good day at school?
 N No, I didn't. Not really. We didn't have any of my favorite subjects.
 L Yes, I did. We were practicing for the school concert.
 R Oh, wonderful! Do you have a lot of homework?
 L Ugh! Yes, I do. I have Geography, Spanish, and Math! Do you have a lot, Nick?
 N Yes, I do. I have to work on my science project. I have to finish by Friday!
 R Nick, did you remember your soccer uniform?
 N Oh no, I didn't—sorry, mom.
 R Oh, Nick, you know we need to wash it. Are you playing soccer tomorrow?
 N No, I'm not, thank goodness. The game was cancelled.
 R Lily, do you need your uniform tomorrow?
 L Yes, I do. I have a softball game after school. We're playing our rival team.
 R Didn't they beat you last time?
 L Yes, they did. But we'll beat them tomorrow.
 N Ummm—I'm not so sure about that.
 R OK. That's enough, children. Put on your seatbelts! Let's go!

- 3 Put students into groups of three. Refer them to the audio scripts on SB p. 114. Let students choose their own role for **CD1 5**. Then have them change roles for **CD1 6**. Give them time to practice the conversations. If students sound flat or inexpressive, play key lines of the recording again, or model the intonation yourself. Be prepared to exaggerate the intonation to help students imitate the voice range in the "polite" version.

PRACTICE (SB p. 5)

- 1 Focus students' attention on the example. Have a pair of students read the conversation aloud. Students work individually to match the lines of the remaining conversations.
CD1 7 Play the recording once so that students can check their answers. Put students into pairs to practice the conversations. If necessary, play the recording again as a pronunciation model.

Answers and audio script

CD1 7

1. A Did you hear that noise?
 B Yes, I did. I think it was thunder.
2. A Are you doing anything tonight?
 B No, I'm not. Do you want to come over?
3. A Have you seen my cell phone anywhere?
 B No, I haven't. Did you lose it again?

4. **A** Did you get those shoes you liked?
B No, I didn't. They didn't have my size.
5. **A** Is it time for a break?
B Yes, it is. Thank goodness!

A class survey

Tell students they are going to do a class survey to find out more information about their classmates.

- 2 Give students time to read the survey and think of their answers to the questions. Answer any questions about vocabulary. Elicit ideas for the two additional questions, reminding students they can ask questions in the Simple Present, Present Continuous, Simple Past, or Present Perfect.

Possible additional questions

Do you have any brothers or sisters?
Do you see your family every week?
Does anyone in your family speak English?
Are you working very hard right now?
Did you go on vacation last year?
Have you ever been skiing?

Monitor and help as students write their questions.

- 3 Have a pair of students read the example question and answer aloud. With weaker classes, read the survey questions as a class, and elicit possible answers. Students then ask and answer the questions in pairs. If possible, have students interview a new partner that they don't usually work with so that they are asking and answering genuine questions.
- 4 Remind students that they are going to need *he/she* and the third person singular forms when reporting back about their partner. Elicit examples from the class. With bigger groups, have students work with a new partner to talk about the classmate that they interviewed. Write any common errors to review in a later lesson, but do not over-correct during the class discussion stage.
- 5 Elicit a range of general statements that apply to the entire class. If necessary, provide/review quantifiers like *almost everyone*, *most of*, *all of*, *some of*, *none of*. Elicit which quantifiers are followed by a singular verb (*everyone*, *none of*) and which quantifiers are followed by a plural verb (*most of*, *some of*).

Check it

- 6 This exercise brings together the target structures of the unit in an error correction task.
Give students time to correct the sentences, working individually. Students who finish quickly can check their answers in pairs. Then check the answers with the class.

Answers

1. Rae comes from Canada and he **speaks** French and English.
2. Which subjects **is** Susan studying in school?
3. "Do you like soccer?" "Yes, I **do**."
4. Did you **watch** the game last night?
5. What **do** your parents do on the weekend?
6. I think **it's** going to rain.
7. What **were** you talking to the teacher about?
8. I don't think John's **arrived** yet.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 8 Short answers

READING AND SPEAKING (SB p. 6)

Worlds apart

ABOUT THE TEXT

This section integrates reading and speaking with a jigsaw reading task based on descriptions of two families from different parts of the world. Group A reads about the Kamau family from Kenya, and group B reads about the Qu family from China. They then exchange information with a student from the other group to compare the two families.

There are a number of new words and phrases in the texts. Some of these are covered in the *Vocabulary work* in exercise 6 in an understanding from context task. They are highlighted in each text and should not be pre-taught. Students may ask about the following vocabulary items. Encourage them to use the context to guess the meaning and/or allow them to use dictionaries if appropriate. With weaker classes, be prepared to pre-teach/check students' understanding of the items to lighten the overall reading load:

The Kamaus: *200,000 miles on the speedometer* (the number of miles a car has driven), *take home* (in this context, *earn*), *his salary doesn't go far* (he doesn't earn enough to cover all his family's needs), *school fees*, *raise a family*, *suburbs*, *spare* (in this context, *extra*).

The Qus: *childhood*, *noticeable*, *put someone's needs first*, *prestigious*, *propaganda*, *yuan* (the unit of currency in China), *hospitality*, *elderly*, *out of step* (in this context, *not fitting in*), *to rush around*, *headquarters* (in this context, *the main place or home*), *well-balanced*.

- 1 Answer the questions in this exercise about your own family. Make sure students understand the difference between *immediate* and *extended family*. Put the students into groups of three or four to discuss the questions. Monitor and help, but do not correct errors or interrupt the students' flow too much. Elicit one or two examples of interesting family profiles in a short class discussion.
- 2 Focus students' attention on the photos and on the profiles of each of the families. Elicit the two countries the students are going to read about (Kenya and China). In addition, elicit any information or ideas that students may have about them.
- 3 Put the students into two groups, A and B. With larger classes, you will need to subdivide the students into more than one group A and more than one group B. Ask all the A students to read about the Kamaus and all the B students to read about the Qus. Monitor and be prepared to answer any questions about new vocabulary (see *About the text* above), but do not give away the meaning of the highlighted words covered in exercise 6.
- 4 Students work together in their A or B groups to answer the questions about their text. Check the answers with each group, but don't check the answers with the whole class at this stage.

Answers

The Kamaus

1. In a small town called Ongata Rongai near Nairobi, in a two-bedroom apartment.
2. Since 1996.
3. Boniface is a taxi driver, and Pauline is a dressmaker. They don't earn much money.
4. Rent, helping parents and brothers and sisters, school fees.
5. Joyce is in her third year of school. Sharon will start preschool next year. They often only see their father on weekends. Joyce wants to be a doctor.
6. They've known each other since 1994.
7. Boniface's parents don't work. He is more successful than his brothers and sisters, so he has to help them out financially.
8. They want to give their children a good education. Pauline wants to start her own dressmaking business. Boniface wants to build a house in the suburbs of Nairobi.

The Qus

1. In a house in central Beijing, in one of the ancient Hutong alleyways.
2. The family has lived there for 70 years.
3. Qu is a propaganda officer at the municipal services bureau, and Liu works at the No. 3 computer factory. They don't earn much money.
4. They are saving it to pay for their daughter's education.
5. Chen is an only child, and she is lonely. She is also bright and well-balanced. She is applying to study at the prestigious Beijing University. She wants to study archaeology.
6. They have known each other since childhood.
7. Qu's father is the center of the family. He lives with Qu and Liu. Qu's brothers and their families visit most weekends. They are very close.
8. They want to give their child a good education, so they live frugally. Qu wants to support the traditional way of life and hospitality of families who live in the alleyways.

5. Ask students to work in pairs, with one in each pair from group A and one from group B. Elicit one similarity and one difference between the two families as examples (both families want to give their child/children a good education; the Kamaus have two children, but the Qus have only one). Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information to help them answer the questions and not simply reading from the text. Check the answers with the class.

Possible answers

1. **Similarities:** Both families want to give their child/children a good education. Neither family earns much money. Both have to support other members of their family.
Differences: The Kamaus have two children, but the Qus have only one. Both parents work in the Qu family, but only Boniface currently works in the Kamau family. The Kamau family wants to get away from the area where they live, but the Qus would like to stay.
2. The Kamaus have moved from a slum to a better area. Boniface won some money which allowed him to learn to drive and become a taxi driver.
In China, much of the traditional housing where the Qus live has been demolished. The relaxed routine of the area is changing as the whole of China is experiencing rapid change. The traditional family structure is disappearing.

3. The Kamaus are often stressed about money. They want to raise their children in better conditions.

The Qus are sad that Chen is an only child. They are concerned about having enough money for their daughter's education. Qu is concerned about the changes in Chinese society and the family.

Vocabulary work

6. Refer the students back to their texts. Have them look at the highlighted words. Remind them to use the context to help them figure out the meaning. Then ask them to match the words to the meanings in the chart. Monitor and help as necessary. Check the answers.

Answers

The Kamaus

1. dressmaker
2. single-story
3. slum
4. communal
5. cracked
6. stressed

The Qus

1. cherished
2. frail
3. alleyways
4. demolition
5. close-knit
6. frugally

7. Put students into new A/B pairs. Have them exchange the new words and expressions and their definitions. Remind students to pronounce and spell the new words correctly to help their partner.

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then report back.

EXTRA IDEA

Understanding meaning from context TB pp. 142–143

You can provide additional practice in understanding vocabulary from context with this photocopiable worksheet. You will need one sheet for each student. Ask students to do the tasks without using dictionaries. The answers are on TB p. 151.

LISTENING AND SPEAKING (SB p. 8)

A world in one family

This section continues the theme of “our world” and brings in the concepts of nationality and heritage via two interviews, one with a young man named Xavier and the other with his mother, Ana.

The following vocabulary may be new, so pre-teach/check students' understanding of the items before students listen, especially with weaker classes:

CD1 8 *background* (a person's past family life and experience), *to end up doing something*, *to support* (e.g., a soccer team), *neutral* (not supporting one team or another), *heritage*, *to influence someone*, *ultimately*, *to settle down*.

CD1 9 *to offer someone a ride*, *to refuse*, *cosmopolitan*, *keep in touch*, *foreign affairs* (the government department that deals with foreign affairs), *to sum up*, *pros and cons*, *tricky* (difficult).

- 1 Give an example of a mixed-nationality marriage that you know of. Elicit further examples from the class.
- 2 Focus students' attention on the photos of the family. Check students' pronunciation of **Xavier** /ɪkzeɪvɪər/ and **Teo** /tɛoʊ/. Elicit ideas as to how there are three nationalities in the same family. Accept a range of ideas, but do not confirm or reject any of them at this stage.
- 3 **CDI 8** See the above note about pre-teaching/checking students' understanding of vocabulary. Play the recording as far as Xavier's line ending ... *she still has her Spanish passport*. Elicit the answer to the question in exercise 2 (Xavier is American, but his dad is Peruvian and his mom is Spanish). Give students time to read the questions in exercise 3. Explain that some of the information to answer the questions is contained in this recording, and the remainder is in the recording with the following exercise.

Play the recording again from the start. Have students write down the answers to as many questions as possible. Tell them to underline any that they cannot answer at this stage. Have students check their answers in pairs/groups of three, but do not do a whole-class check until after exercise 4.

CDI 8

I = Interviewer X = Xavier

- I** So, Xavier—how old are you?
X I'm 21.
I And I know you have an interesting background. What nationality are you?
X Well, I have an American passport ...
I ... so you're American, but your parents—what nationality are your parents?
X Well, my dad's Peruvian. He was born in Peru, in South America, but he's had an American passport for the last 20 years. My mom was born in Spain, in the Basque country, and she still has her Spanish passport.
I So, how did they meet and end up having children in the U.S.?
X Ummm ... they met when they were both studying English in the U.S. Ummm ... and um ... and about three years after that that they got married and here I am, and then my brother.
I And what was it like growing up in the U.S. with a Spanish mother and a Peruvian father?
X I don't think I actually noticed nationality for years—ummm ... probably the first time I really noticed a difference was in high school. The U.S. was playing Spain in the 2004 Olympic Games, and my classmates made me choose which country to support.
I So which country did you support?
X I stayed neutral. Actually, I didn't care which team won.
I And which nationality do you feel now?
X I'd say I was American—um ... but I'm also very proud of my parents' heritage, half Basque and half Peruvian. I like that.
I What contact have you had with your family abroad?
X Well, I've only actually been to Spain once—um ... when I was a baby. I've had more contact on my dad's side. My Peruvian grandparents visit us in the U.S., and when I was growing up, we always went to Peru in the summer, and ...
I Very nice.
X ... and if I'm home I speak to them—um, to my grandparents, on the phone—um ... maybe once a week.
I And do you think that your Spanish heritage has influenced you at all?

- X** Well, yes, I think so. I think it influenced my degree choice. I'm studying modern languages at Syracuse University—Spanish and French. I'm in my third year, I have one more year to do.
I And what are you hoping to do in the future?
X Umm—That's a very good question. Um ... hopefully, a job that offers some kind of opportunity to travel, but ultimately, I want to settle down for good in the U.S. I've always been interested in my background, but I think that I realize the U.S. is my home and it is where I see myself living.
I Thank you very much, Xavier.
X You're welcome.

- 4 **CDI 9** See the note above about pre-teaching/checking students' understanding of vocabulary. Remind students to listen for the missing information from exercise 3. Play the recording once. Have students answer the underlined questions. Play the recording again, if necessary, to allow students to complete their answers. Check the answers with the class.

Answers and audio script

1. Xavier is American, Ana is Spanish, and Teo is Peruvian. They live in New York.
2. They met in the street on the way to the college where they were both studying. Teo offered Ana a ride, but she refused. They ended up in the same class at the college. They decided to live in the U.S. because Teo had a job there, and they wanted a place between Spain and Peru.
3. Xavier noticed his nationality when he was in high school. The U.S. was playing Spain in the 2004 Olympic Games, and his classmates made him choose which country to support. He stayed neutral.
4. When they were children, even though their parents spoke to them in Spanish, they always replied in English.
5. Xavier has been to Peru once. He went there when he was 18 months old. James has never been to Peru.
6. Xavier's grandparents visit them in the U.S., and he used to go to Spain in the summer for two or three weeks. He speaks to his grandparents about once a week.
7. Xavier is studying Spanish and French. James is going to study biology.
8. Xavier is hoping to work in foreign affairs. He's planning to live in the U.S.
9. James has just finished school. He's been working in a restaurant saving money to go traveling. He's going to travel to Spain before starting college.
10. It's good because you can take the best things from both cultures, but her sons will never feel 100% American because their parents aren't American. It's very tricky.

CDI 9

I = Interviewer A = Ana

- I** Ana, you're Spanish, aren't you?
A Yes, I am. I'm from Bilbao, in the Basque country.
I And how long have you lived here in New York?
A Um ... 23 years.
I And how did that happen?
A Well, I wanted to improve my English so I came to the U.S. to study. Originally, I came for six months but—um ... I met my husband—um ... we met at college—actually, we met on the way to the college, in the street.
I You met in the street?
A Yes, it was the first day and I was walking up the hill to the college and Teo, that's my husband, was driving up the hill, and he stopped and offered me a ride, which I refused.

- I You refused?
- A Yes, but we ended up in the same class. I went into the class, and there he was.
- I And your husband's from Peru, isn't he?
- A Yes, he is.
- I So that means you speak the same language.
- A Yes, Spanish.
- I So, why did you decide to live in the U.S.?
- A Well, mainly because my husband had a job here and, um—we kind of decided we wanted a place in the middle, between Spain and Peru.
- I A nice idea. And you have two sons.
- A Yes, I do. Xavier is 21, nearly 22, and James is 19.
- I So, what's it been like for them growing up in the U.S. with parents of different nationality?
- A Well, I think because we live in New York, a cosmopolitan city, they didn't notice it too much.
- I They are both bilingual presumably?
- A No, not really.
- I Oh.
- A ... because, when they were children, even though we spoke to them in Spanish, they always replied in English.
- I Um, interesting. Tell me, how much contact has your family here had with the families in Spain and Peru?
- A I think more with my husband's family in Peru because it's closer. We always spent summer there—um—two or three weeks usually.
- I And the Spanish side?
- A Well, I keep in touch all the time, but my family has never been here.
- I Never?
- A Never. We went to Spain once when Xavier was 18 months old. James has never been.
- I So what are the children doing now?
- A Xavier's in college and James just finished high school. He's been working in a restaurant, saving money to travel.
- I And what do they want to do in the future?
- A Well, James, he's going to travel to Spain at last! Then he's going to college to study Biology.
- I And Xavier?
- A I think he wants to work in foreign affairs.
- I Ana, is it possible to sum up the pros and cons of bringing up a family in another country?
- A Well, I think in a way it's good because you can take the best things from both cultures, but I don't think my sons will ever feel 100% American because their parents aren't American. It's very tricky.

What do you think?

Elicit further examples of the pros and cons, and write them on the board. Students continue discussing the questions in pairs or small groups. Elicit different ideas from the class in a class discussion. Decide if the students think that there are more advantages than disadvantages to bringing up a family in another country.

Sample answers

- Pros:** You and your children can learn another language.
You get to experience a different way of life.
People learn to be more open-minded and cosmopolitan.
- Cons:** It can be hard for people to fully belong to a culture.
You lose contact with family in the other country.
People in the new country may not accept you.

VOCABULARY (SB p. 8)

What's in a word?

The goal of this section is to encourage students to think about how they learn vocabulary. As an introduction to the section, ask students how they record and remember new vocabulary. List their ideas on the board. Add your own ideas, or use the *Suggestions* below. Collate all the ideas onto one sheet to make a useful handout for students.

RECORDING VOCABULARY

- Don't just translate words—try to use a range of other techniques to make your vocabulary learning fun.
- Guess the meaning of words from context. Decide the part of speech (verb, noun, adjective, etc.) and what it probably means.
- Draw pictures to illustrate words and the meanings of prepositions of place and direction.
- Record words in groups under topic headings like *Sports* or *Adjectives of personality*.
- Write contexts/personalized examples for new words to help you remember them, such as *I'd like to settle down in my hometown*, rather than just *to settle down*.
- Record collocations (words that go together), such as *an interesting background*.
- Learn and use phonetic symbols to help you record the pronunciation of new words. Don't forget to mark the stress, for example, cosmopolitan.
- Do everyday tasks in English to help you to recycle vocabulary. For instance, write shopping lists, write "to-do" lists, etc.
- Design vocabulary tests for other students. Find ten words or phrases that you have seen in class in the last two weeks. Prepare definitions/clues that will help your classmates guess the word. For example, *You do this when you call or text someone regularly (= keep in touch)*.

Meaning

- 1 Start by writing a sentence with *uggy* on the board. For example:

I always have an uggy for lunch.

Ask:

Is "uggy" a real word? (no)

Is it a noun, adjective, or verb? (a noun)

How do you know? (it has the article an)

Is it countable or uncountable? (countable because of the article an)

What could it mean? (probably a type of food).

Ask students to read the sentences and decide on the part of speech. Give them time to compare their answers with a partner before checking the answers with the class.

Ask students to guess the meaning of each use of *uggy*, using the context to help them. Elicit a range of possible answers. Finally, get students to match the real words with the uses of *uggy*. Check the answers with the class.

Answers

Parts of speech

1. adjective (describing *grandmother*)
2. verb (infinitive without *to* after modal *will*)
3. noun (plural ending *-ies*)
4. adverb (describing living; adverb ending *-ly*)

Meaning

1. frail
2. cherish
3. slums
4. frugally

Pronunciation

- 2 This exercise helps students to distinguish vowel sounds and diphthongs in words that have similar spellings. Read the words aloud in number 1, or play the recording and ask students to say which one has a different vowel sound (*does*). Refer students to the phonetic symbols chart on SB p. 155 to help them with the sounds. Have them work in pairs to compete the task.

CD1 10 Play the recording and have students check their answers. If students have problems, drill the pronunciation by giving a model yourself or playing the recording again.

Answers and audio script

CD1 10

- | | | | |
|---------|--------------|--------------|-------------|
| 1. rose | goes | <u>does</u> | toes |
| 2. meat | beat | <u>great</u> | street |
| 3. paid | made | played | <u>said</u> |
| 4. done | <u>phone</u> | son | won |

- 3 Try saying some of the students' names with the wrong stress to highlight the importance of correct stress to overall comprehension. Elicit the stress on *mother* and then have students complete the task.

CD1 11 Play the recording and have students check their answers.

Answers and audio script

CD1 11

mother enjoy apartment holiday population

Word formation

- 4 Focus students' attention on the example and the use of the suffix *-ive*. Students work individually to complete the sentences. Then check the answers with the class.

Answers

2. actor
3. Acting
4. action
5. activities

SUGGESTION

Encourage students to increase their vocabulary by thinking of how other words can be formed with prefixes and suffixes. Extend this activity by having students look up other verbs and checking how many other words can be formed, for example, *present*, *succeed*, *advertise*.

Words that go together

- 5 Remind students of the concept of collocation by writing the following fill-in-the-blank examples on the board:
_____ your homework / _____ the bed.

Ask students: *make or do?* and elicit the answers (do your homework / make the bed).

Focus students' attention on the example in the Student Book. Then have students match the other words. Check the answers with the class.

Answers

well-paid job	drive carelessly	win a race
close-knit family	fall in love	

As an extension, ask students to look back at the reading text on p. 6 and the audio scripts for this unit on SB pp. 114–115 and underline other collocations, such as *raise a family*, *cost a great deal of money*.

Keeping vocabulary records

- 6 The goal of this brief class discussion is to share ideas on how to record vocabulary. Put students into small groups to discuss the questions. If they have a vocabulary notebook, encourage students to show their classmates how they record vocabulary. Write a list of ideas on the board during the class discussion stage (see *Suggestions* below). Ask students which ideas they think work best. Again, you can collate all the ideas onto one sheet to make a useful handout for students.

ORGANIZING VOCABULARY RECORDS

- Find the way of keeping vocabulary records that best suits you, either electronically or in a special notebook.
- Leave space at the bottom of each section/page so that you can add new words and phrases.
- Set up a regular time to update your records. Be selective and include words you need to remember, but not those you need to just recognize.
- Try to organize words visually, rather than just using translation. Use pictures and diagrams and label them. Use bubble maps to show the connection between words.
- Make your vocabulary records interesting and the words memorable by using different colors, images, and diagrams.
- Decide how best to record each entry including the meaning, use, and pronunciation. Include definitions, related words, example sentences, or collocations.

Look at these examples:

demolition (n) = knocking down a building;
demolish (v) (*definition with part of speech and related word*)

heritage = patrimonio (*translation into Student's L1*)

cozy = warm and comfortable, for example, a cozy room, bed, sofa (*definition with synonyms and collocations*)

end up = We lived in lots of different places but we ended up going back to our hometown. (*example sentence showing meaning in context and following -ing form*)

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 9 Pronunciation — Phonetic symbols – vowel sounds

Exercise 10 Pronunciation — Word stress

Exercise 11 Vocabulary — Grammar words

Exercise 12 Vocabulary — Word formation

Exercise 13 Vocabulary — Words that go together

Exercise 14 Vocabulary — Different meanings

WRITING (SB p. 99)

A Blog — Correcting mistakes (I)

This section introduces students to symbols commonly used to point out errors in written work. The goal of using such symbols is to pinpoint errors in a piece of work and prompt students to self-correct. This section should get students to think about the sort of errors they make and should encourage them to take responsibility for editing and correcting their own work.

- 1 Focus students' attention on the symbols in the box, and give students an example of a mistake with a tense, for example, **The sun shines at the moment (is shining)*. Elicit examples of mistakes for the remaining symbols.
- 2 Have students read the blog post and correct the mistakes. Have them check answers in pairs before checking the answers with the whole class. You may want to copy the answers below onto a handout.

Answers

Hi, everyone! **Thanks** for reading my blog about life as an exchange student! I came **to** Boston two weeks ago **to** study at a language school. I want **to** learn **English** because **it** is a very important language. I'm **staying** with **an** American family. They have two **sons** and a **daughter**. Mr. Kendall is **a** teacher, and Mrs. Kendall **works** in a hospital. The Americans **are** very kind, but they speak very quickly!

I study in the morning. My **teacher's** name is Ann. She **told** me that my English is OK, but I **make** a lot of mistakes. Ann **doesn't** give us too much homework, so in the afternoons I **always go** sightseeing. Boston is much **bigger** than my town. I like **art very much**, and I'm very **interested in** history, so I visit monuments and museums. I met a girl named Carla. She **comes** from Mexico and **goes** to Boston College. Last night we **went** to the movies, but the movie wasn't very **exciting**.

- 3 Have students answer the questions in pairs.

Answers

1. She is in Boston. She is staying with the Kendalls, an American family.
2. She is studying English at a language school.
3. She studies in the morning and goes sightseeing in the afternoon.
4. She goes sightseeing, and she visits monuments and museums.
5. She has met Carla.

- 4 Prepare the students for the writing task in exercise 5 by asking them to imagine that they are a student in another town. Have them work individually to answer the questions in exercise 3. Make sure they write full sentences, which they can use when they write their blog post.
- 5 Refer students back to the model blog post, and ask them to write a similar blog post. This exercise can be set up in class and done for homework.

SUGGESTION

Sometimes, before students hand in homework, ask them to swap their work with a partner. They should try to find mistakes in their partner's work. Encourage them to use the correction symbols if they can. Ask them to write in pencil rather than pen, as they might make another mistake!

EVERYDAY ENGLISH (SB p. 9)

Everyday situations

In this section, students match lines of conversations from everyday situations such as traveling, ordering things, and making a phone call.

- 1 Focus students' attention on the photo, and ask what the person is doing (checking his luggage in at the airport). Students look at sentence 1 and ask *Where?* (at the airport) and *Who?* (a passenger).

Put students in pairs to complete the remaining sentences. Encourage students to pool their knowledge and use the context to help them understand new vocabulary items. Monitor and help as necessary. Check the answers.

Answers

1. At the check-in desk of an airport; the check-in assistant talking to a passenger about his or her luggage.
2. In a coffee shop/cafe; a customer giving his or her order for coffee and a muffin.
3. In an office/from a cell phone; an employee calling a colleague/secretary to say he or she will be late for/miss a meeting.
4. In a store/gas station; a store assistant asking a customer to put in their PIN number to complete a transaction.
5. In a restaurant/on a flight; a waiter/flight attendant asking a person what sort of water he or she wants to drink.
6. In an office; an office worker introducing a colleague to a new member of staff.
7. On the phone or possibly at the dentist's office; a patient who needs to see the dentist about a lost filling.
8. In a hotel; the receptionist telling a guest how to get to his or her room.
9. On the phone; a recorded message to a customer who is on hold.
10. In a movie theater; an assistant talking to a customer about the availability of tickets.

- 2 **CD1 12** Focus students' attention on the example answer. Then have students match the remaining lines, working in their pairs.

Play the recording and have students check their answers. Ask students to focus on the ending of each conversation.

Answers and audio script

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

CD1 12

1. **A** How many bags are you checking in?
B Just the one.
A And did you pack it yourself?
B Yes, I did.
2. **A** A medium latte and a muffin, please.
B For here or to go?
A Here, please.
B That'll be \$3.90 please.
3. **A** I can't make the meeting. I'm stuck in traffic.
B Don't worry. We'll start without you and brief you later.
A Oh, hold on! We're moving again. I should be there in about an hour.
4. **A** Can you put in your PIN number and press "Enter"?
B Oh, no! I can't remember my number for this card. Oh, what is it?
A Do you have another card you could use?
5. **A** Bottled or tap? And do you want ice and lemon in it?
B Bottled, please. Ice but no lemon.
A No problem. Is that all?
6. **A** I don't think you've met Greg. He's joining us from our New York office.
B Hello. Good to meet you. I've heard a lot about you.
A Yeah, at last we meet. I'm looking forward to working together.
7. **A** I need to make an appointment. It's pretty urgent. I've lost a filling.
B We have a cancellation this afternoon. 2:45, if that's OK?
A That's great. I'll be there.
8. **A** The elevator's on your right. Would you like someone to help you with your bags?
B No, thank you. I'll manage.
A OK. If you insist. Here's your key. Enjoy your stay.
9. **A** Please hold. Your call is important to us. All our operators are busy at the moment, but one of them will be with you shortly.
B If I have to listen to that again, I'll go crazy!
C Can I help you?
B At last, a real person! Do you know how long I've been waiting?
10. **A** There are still tickets for the 5:45 performance, but the 8:45 is sold out, I'm afraid.
B That's fine. We'll have two, please, one adult, one child.
A OK. Two for 5:45. The doors open at 5.

- 3 **CD1 12** Play the recordings again, having students focus on the stress and intonation. Pause at the end of each line. Have students repeat. Alternatively, play the lines for speaker A, and have students take the role of B in each conversation.

Put students into new pairs to practice the conversations. If students have problems, drill the lines again.

Role play

- 4 **CD1 13** Refer students to the situations on SB p. 143. Give students time to read the situations, and answer any questions about vocabulary. Remind students to think about stress and intonation, then have students act out the situations in pairs. Play the recording and have students compare. If necessary, drill some of the lines with the whole class. Remind students to use the expressions in this section as often as possible in real situations.

CD1 13

1. **A** Maria, this is my friend, Peter. We came to the U.S. together.
B We come from the same town in Canada.
2. **A** Hello, Peter. Nice to meet you. I hope you're having a good time.
B Excuse me. I don't think this is mine. I ordered a medium latte and a muffin.
3. **A** Oh, sorry. My mistake. This is for the next table.
B Good evening. Reception? I'm in room 216, and my TV isn't working. Can you send someone to fix it?
A Of course, sir. I'll send someone immediately.
4. **A** Excuse me. Can you tell me which is the check-in desk for Bangkok? I can't see my flight on the screen.
B Oh no. You're at the wrong terminal. Flights to Bangkok leave from Terminal 2. You can take a bus to the terminal over there.
5. **A** OK, everyone. Dinner's ready! Can you all come to the table? Bring your drinks and just help yourselves to the food.
B/C/D Mmmm. It smells good. Can we sit where we like?

Don't forget!

Workbook Unit 1

Exercise 15 Verb + preposition

Exercise 16 Listening — The world of work

Grammar Reference (SB p. 129)

Word List Unit 1

Refer students to the Word List for Unit 1 (SB p. 148). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 2 Test

Video (iTools and Online)

2 The work week

Present tenses • Passive • Free-time activities • Making small talk

VIDEO Saving lives at sea

This unit focuses on the work week and profiles people's study/work routines. The topic provides the context for the main language focus: the present tenses. The focus is on the difference between Simple Present and Present Continuous, and on stative verbs, which are rarely used in continuous tenses.

The *Reading* text profiles the unusual daily habits of eight successful entrepreneurs. The *Listening and speaking* section focuses on comparisons of salaries in different jobs. This leads into a *Spoken English* section on giving opinions. The *Vocabulary and speaking* section covers the language of free time activities. The *Everyday English* syllabus continues with a focus on making small talk.

LANGUAGE INPUT

GRAMMAR

Simple present and present continuous (SB p. 10)

Stative verbs (SB p. 11)

Passive (SB p. 13)

- Using the simple present and present continuous to ask and answer questions
- Using verbs that are not used in the present continuous, such as *like*, *know*, and *understand*
- Understanding when to use verbs in the active voice and the passive voice

VOCABULARY

Positive and negative adjectives (SB p. 15)

Free time activities (SB p. 16)

- Recognizing whether an adjective has a positive or negative meaning, or both
- Practicing vocabulary to talk about free time activities

EVERYDAY ENGLISH

Making small talk (SB p. 17)

- Understanding and practicing expressions used in making small talk

SKILLS DEVELOPMENT

SPEAKING

Who earns how much? (SB p. 13)

Free time activities (SB p. 16)

- Discussing typical salaries for different jobs
- Talking about different kinds of free time activities

READING

8 unusual things successful people do every day (SB pp. 14-15)

- Entrepreneurs and what makes them successful

LISTENING

Who earns how much? (SB p. 13)

- Listening to a discussion about the salaries for different types of jobs **CD1 19** (SB p. 116)

WRITING

Letters and E-mails (SB p. 100)

- Formal and informal language, beginnings and endings

MORE MATERIALS

Extra Idea – Song Matthew and Son (TB p. 144) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 10)

CD1 14 The topic of the work week is introduced by the song *Blue Monday* by the rhythm and blues singer and pianist, Fats Domino.

Briefly review the days of the week. With weaker students, pre-teach/check students' understanding of the following words from the song: *a slave*, *honey* (in this context, *girlfriend*), *out on the town* (out enjoying yourself), *my head is bad* (my head hurts), *it's worth it*, and *amen* (the word said at the end of a prayer).

Give students time to read the questions, then play the song through once. Elicit the answers, playing the song a second time if students need to hear it again.

Answers and audio script

His favorite day is Saturday. The other days are not so good because he has to work. Friday is OK because he gets paid. On Sunday his head hurts, but he doesn't mind because he has had some fun the evening before.

CD1 14

Blue Monday, by Fats Domino

Blue Monday, how I hate Blue Monday
Got to work like a slave all day
Here come Tuesday, oh hard Tuesday
I'm so tired got no time to play

On Wednesday, work twelve hours, then
Go home, fall into bed at ten
'Cause Thursday is a hard working day
And Friday I get my pay

Saturday morning, oh, Saturday morning
All my tiredness has gone away
Got my money and my honey
And I'm out on the town to play

Sunday morning my head is bad,
But it's worth it for the fun that I had
Sunday evening it's goodnight and amen
'Cause on Monday I start again

MY FAVORITE DAY OF THE WEEK (SB p. 10)

⚠ POSSIBLE PROBLEMS

Present tenses Intermediate students often feel they already "know" the present tenses, but, in practice, they still make frequent mistakes when trying to use them. Some students may continue to have problems with the form of the tenses, confusing the use of the auxiliaries *am/is/are* and *do/does*. The pronunciation of the weak form of *do/does* in questions may need drilling and practicing. The spelling of the *-ing* form may also need reviewing. In terms of use, the choice of tense may present problems. Students are probably familiar with the basic differences in use between the Simple Present and Present Continuous, but will need help to understand the use of stative verbs, especially with verbs such as *think* that can be both stative and activity verbs.

I think it's beautiful. (stative verb)

I'm thinking about my vacation. (activity verb)

The word order with frequency adverbs can also present problems. This and all other aspects of the form and use are covered in Grammar Reference 2.1–2.4 on SB pp. 130–131.

Present tenses — states and activities

- 1 Focus students' attention on the photos. Elicit the job that each person does (see *Answers* below). Focus students' attention on the example questions about Vicky. Have two students ask and answer them aloud for the class. If necessary, drill the weak form *does* /dəz/ in the Simple Present question.

Put students in pairs and have them ask and answer the questions about the other people. Monitor and check for accurate formation of the tenses and pronunciation. If necessary, drill the question forms with the class.

Answers

2. What does Terry do? He's a server.
What's he doing? He's serving coffee.
3. What does Dave do? He's a police officer.
What's he doing? He's talking on his radio.
4. What do Jenny and Mike do? They are farmers.
What are they doing? Jenny's feeding a lamb. Mike's driving a tractor.

- 2 **CD1 15** Tell students they are going to hear the people in the photos talking about their favorite day. For photo 4, they will hear Mike's wife, Jenny, talking. Pre-teach/check students' understanding of *time flies*, *have a day off*, *harvesting*, and *go hunting*. Play Vicky's extract as an example, and elicit the answers to the questions (see *Answers* below). Then play the rest of the recording, and give students time to answer the questions for the remaining people.

Answers

1. Vicky's favorite day of the week is Monday because she only has two classes on Mondays.
2. Terry's favorite day of the week is Friday because his friends come into the restaurant and they have a great time.
3. Dave's favorite day of the week is Sunday because he spends the day on the beach.
4. Mike and Jenny's favorite day of the week is Wednesday because that is the day they get together with friends.

- 3 **CD1 15** Give students time to read the sentences so that they know what to listen for. Play the recording again, and have students complete the sentences. Pause the recording as necessary to give students time to complete each sentence.

Check the answers with the class. Then elicit any further information that students can remember about the characters (see audio script below).

Answers and audio script

1. I **don't live** with my parents during the semester.
2. I'm **having a very bad** day today.
3. ... it **doesn't feel like** work at all. Time **just flies** by.
4. The restaurant's **being** redecorated right now ...
5. I **like my job** because it's challenging, but I **live for** surfing.
6. The boards **are made** here in the U.S.
7. We never **have a day off** on the weekends or holidays ...
8. Now we're harvesting, so we **aren't getting any sleep**, at all.

CD1 15

Vicky

I go to a boarding school, so I don't live with my parents during the semester. Um ... what I like is being with my friends all the time. Whether we're working or just chatting, it's great to know there's always someone there. There's also a lot of freedom. I don't have to tell my parents where I'm going, who I'm going with, you know ... (Normally) Monday is my favorite day because I only have two classes on Mondays, but I'm having a very bad day today because I have homework from every one of my teachers, and I have to do it now!

Terry

I work in a restaurant in Miami. I have two days off a week, (usually) Monday and Wednesday, but my favorite day of the week is, in fact, Friday, even though I work that day. It's the best night because all my friends come into the restaurant, and we have a great time. There's a real buzz to the place, and it doesn't feel like work at all. Time just flies by. The restaurant's being redecorated right now, so everything's a little crazy.

Dave

I'm a police officer. I like my job because it's challenging, but I live for surfing. I go as (often) as I can. I'm opening two shops that sell surfboards in the next few months. The boards are made here in the U.S. Sunday is my favorite day of the week. I hardly ever work on Sundays. I get up as early as I can, and spend the day at the beach.

Jenny

Mike and I live on a beautiful farm in Missouri. I know we're very lucky, but it's hard work. We (never) have a day off on weekends or holidays, or any day of the year. We have to feed the animals and take care of the fields. Now we're harvesting, so we aren't getting any rest at all. But I suppose our favorite day is Wednesday because that's the day we (generally) get together with friends and prepare a wonderful meal.

4. Give an example of your own favorite and least favorite day and the reasons why. Put students into pairs to discuss the questions. Elicit a few examples in a short class discussion. Establish if there is a general favorite/least favorite day for the class.

GRAMMAR SPOT (SB p. 11)

1. Focus students' attention on the sentences, and elicit the names of the tenses. Ask students to explain why each tense is used. Allow weaker students to use their own language if appropriate.

Answers

I **have** two classes on Mondays. (Simple Present, used to express an action that happens regularly—a habit.)

I'm **having** a bad day today. (Present Continuous, used to express an action that is happening now or a situation that is true now.)

Refer students to **CD1 15** on SB p. 115. Elicit the examples from Vicky's audio script. Then have students underline the other examples in the rest of the audio script. Point out that they will also find the Present Continuous used to refer to the future, and they should also underline any examples of this.

Answers

See underlining in **CD1 15** above.

2. Focus attention on the sentences, and elicit the correct verb forms and the reasons why they are correct and the other form is wrong.

Answers

I **like** my job.

I **know** we're very lucky.

The above verbs are in the simple form, even though they refer to a situation which is true now. This is because they are stative verbs (verbs which are not normally used in the continuous).

Refer students to the verbs in the box, and allow them time to underline the five stative verbs. Check answers and elicit any other examples students are aware of (*imagine, remember, wish, etc.*)

Answers

The five stative verbs are: love, understand, want, cost, need.

NOTE

There is a growing trend in spoken English to use *like/love* as activity verbs in the continuous form (for example, *This is great — I'm loving it!*). Point out that students may hear these forms, but in order to be correct, they should stick to the non-continuous forms for these verbs.

3. Elicit further examples of adverbs of frequency (*sometimes, often, usually, etc.*). Then refer students to **CD1 15** on SB p. 115. Have them circle the examples of the adverbs of frequency in the audio script.

Answers

See circling in **CD1 15** above.

Refer students to Grammar Reference 2.1–2.4 on SB pp. 130–131.

Questions and answers

This section reinforces the form and use of the present tenses in a series of accuracy-based activities.

- 1 **CD1 16** This reading text profiles the life of Dave, the police officer shown on SB p. 10. Ask students what they can remember about him. Set a time limit of about three minutes for them to read the text. Encourage students to use the context to help them understand new vocabulary, but be prepared to answer any questions about individual words. Give students time to match the questions to the paragraphs in the text.
Play the recording and have students check their answers.

Answers and audio script

CD1 16

Dave Telford, police officer and surfer

(1) What's your background?

I'm 35, and I'm single. I live in Los Angeles, California. I'm a police officer. I've been in the police force for over ten years. I love my job, but my passion is surfing.

(2) What hours do you work?

I work different shifts. The morning shift starts at 5:00, and I can't stand that because I have to get up at 4:30. My favorite shift is 2:00 in the afternoon until midnight because I get home about 12:30. What's good is that I work ten hours a day for four days then have three days off.

(3) What do you think of your job?

My job is extremely busy and very hard. But I like it because it's challenging, and I never know what's going to happen. I like working in a team. We look after each other and work together.

(4) Why do you like surfing?

My work is very stressful, so I surf to get away from it all. It's just me and the sea, and my mind switches off. I concentrate so hard on what I'm doing that I don't think about anything else.

(5) How often do you go surfing?

I go surfing whenever I'm not working. Sometimes I'm on the beach before 7:00 in the morning. I go all over the world surfing. Next month I'm going to Costa Rica, and in the fall I'm going to Thailand.

(6) Do you have a business?

I have a surfing school. I teach all ages, from kids to seniors. The business is doing well. I'm also opening two shops that sell surfboards. The boards are made here in the U.S.

(7) What's your favorite day of the week?

I like Sundays best of all. I work as a lifeguard all day, then around 6:00 me and my friends barbecue some burgers and relax. Awesome! I've been all around the world, but when I look around me, I think there's nowhere else I'd rather be.

- 2 **CD1 17** Have students work individually to complete the questions. Monitor and help with the question formation. Students then ask and answer the questions in pairs. Monitor and check for accurate question formation, and also focus on students' pronunciation. If necessary, drill the weak form /dəzi/ in the questions with *does he* and the falling intonation in the *wh-* questions. If students have particular problems, drill the questions with the class. Then have students continue asking and answering in pairs.

Play the recording, and have students check their answers.

Answers and audio script

CD1 17

- A** Where does he live?
B In Los Angeles, California.
- A** Is he married?
B No, he is single.
- A** Why **doesn't he like** the morning shift?
B Because he has to get up at 4:30.
- A** How many hours **a day does he work**?
B Ten.
- A** What **does he** like about his job?
B He likes it because it's challenging, and he likes working in a team.
- A** What **does he** think **about** while **he's** surfing?
B He only thinks about surfing, nothing else.
- A** Where's **he going** next month?
B Costa Rica.
- A** **Is his** business doing well?
B Yes, it is. He's opening two shops.
- A** What **do he and his friends do** on Sunday evenings?
B They eat burgers and relax.

Talking about you

- The practice now moves from the third person to the first person in a personalization stage. Read the example sentence with the class, and elicit some examples using other expressions in the box. Allow students time to prepare their own sentences individually.
- Explain to students that they are going to use their sentences from exercise 3 to talk to a partner about themselves. Model the activity by asking a confident student to talk about him/herself. Put the students into pairs to exchange their information. Students then report back about their partner. Elicit a range of information about the class, making sure you hear from students who haven't said much up to now. Write down any common errors in the formation and use of the present tenses for a topic of class discussion in a later lesson. Don't correct too many errors here as the main focus is on fluency.

Simple and continuous

- 1 **CD1 18** The practice in a work-related context continues with a focus on people who work in the same office. Drill the pronunciation of the names of the people in the box, and check comprehension of the jobs. Make sure students know how to say the abbreviations *HR* /ɛɪtʃɑːr/, *IT* /aɪti/, *CEO* /si i 'oʊ/, and *PA* /pi:/.

Explain that students need to identify the people in the picture from the conversation on the recording. Play the first six lines of the conversation, as far as ... *the man in charge*. Ask students to identify Nate (d) and his job (the Chief Executive Officer). Play the rest of the recording, and have students complete the task. Allow students to check their answers in pairs. Play the recording again if students have missed any of the information. With weaker classes, play the recording once for students to identify the people and a second time for them to match the people with the correct jobs.

Check the answers with the class.

Answers and audio script

Nate (d) — Chief Executive Officer Jenny (f) — Human Resources Manager
Alex (b) — Sales Director Matthew (e) — IT Manager
Anna (c) — Accountant Christina (a) — Simon's PA

CD1 18

The office

- A** Gosh! I don't know anybody! Can you help me? Who *are* all these people?
B Uh, well, that's Nate. He's sitting at the head of the table reading something.
A He's the one wearing a sweater, right?
B Yeah, that's him.
A And what does he do?
B He's the Chief Executive Officer. He's the man in charge.
A The boss, in other words.
B Uh huh. He yells a lot, but he listens, too. Then there's Alex. He's wearing a suit. He's standing up talking to Anna. Alex is the sales director. He's charming. He always has something nice to say to everyone. Anna's standing next to him. She's drinking coffee. She's wearing a jacket and she has a scarf around her neck.
A And Anna is the ...?
B Anna's the Accountant. Money, money, money. Very bright, very quick.
A Oh, OK. And who's that talking on her phone?
B In the blue skirt? That's Jenny, the Human Resources Manager, HR Manager. She deals with all the personnel. She's a sweetheart. Everyone loves her. Then there's Matthew. He's the IT Manager. He's only working here for a few months. He's from our New York office. I don't really know him very well.
A He's the guy working on his laptop?
B That's him. Wearing a shirt, no tie. He knows everything about technology. And finally that's Christina talking to Nate. She's his PA. She ...
A Sorry. What was that?
B She's Nate's PA, Personal Assistant. She organizes his schedule, but she helps all of us, really. We couldn't cope without her. She runs the whole place, actually. She's the one in a black suit and cool earrings. Very sharp.
A Alright. I think I got all that ...

- 2 Focus students' attention on the example answers saying what Nate is doing and what he is wearing. Elicit examples for Alex (see *Answers* below). Students work in pairs to continue discussing what the people are doing and wearing. Check the answers with the class.

Answers

Alex is standing up talking to Anna. He's wearing a suit.
Anna's standing next to Alex. She's drinking coffee. She's wearing a jacket, and she has a scarf around her neck.
Jenny's talking on her phone. She's wearing a white blouse and blue skirt.
Matthew's working on his laptop. He's wearing a shirt, but no tie.
Christina's talking to Nate. She's wearing a black suit and cool earrings.

- CD1 18** Focus students' attention on the example comment about Nate. Pre-teach/check students' understanding of the following words: *charming*, *bright* (intelligent), *a sweetheart* (a very nice person), *to run a place*. Play the recording again, and have students write down the comments about each person. If students have problems, or with weaker students, pause the recording after each comment. Check the answers.

Answers

Alex is charming. He always has something nice to say to everyone.
Anna is very bright, very quick.
Jenny is a sweetheart. Everyone loves her.
Matthew knows everything about technology.
Christina runs the whole place.

See above for the full version of **CD1 18**

- 3 This task contains a range of vocabulary related to the workplace. Complete the example about the CEO as a class. If appropriate, allow students to use dictionaries to look up new items, or check students' understanding of/explain any items that students have questions about. Check the answers with the class.

Answers

The CEO is responsible for running the whole company. Currently, he is discussing plans and targets with the Board.
The PA makes appointments and arrangements. Currently she is making bookings for a conference.
The Sales Director negotiates prices and contracts. Currently, he is visiting new customers in China.
The IT Manager runs an IT support team. Currently, he is buying new hardware.
The Accountant is in charge of budget and cash flow. Currently, she is preparing a financial report.
The HR Manager deals with employees. Currently, she is recruiting new staff.

- 4 Choose two confident students to read the conversation aloud. Drill the pronunciation as necessary, and have students mark the main stresses on each line. Students practice the conversation in pairs.
5 With weaker students, elicit another model conversation, and write it on the board. Students make similar conversations in their pairs, using the jobs from exercise 1 and the information in exercise 3. Have students, in their pairs, choose another job to talk about. Students prepare their conversations and practice in their pairs. Monitor and check for accurate tenses and question formation. Correct any errors carefully. Have some pairs perform their conversations for the class.

Project

This section provides personalized practice in the form of an extended interview. Students interview a person that they know about their job. Wherever possible, the interviewee should speak English (though not necessarily be a native speaker) so that students get practice of the question forms, and the interviews have some authenticity. If some students have problems finding an interviewee, you can set up the task with students from another class or with some of the members of staff in your school. It's worth taking the time to set the interviews up carefully so that students don't run out of things to say. Have students brainstorm possible questions, and write them on the board.

POSSIBLE QUESTIONS

What do you do?
Where do you work?
Who do you work for?
How long have you done this job?
What are your work hours?
What do you do in your job, exactly?
What are you working on right now?
Do you like your job? Why (not)?
What do you do on your days off?
Would you like to change anything about your job?

The questions can be adapted to people who are studying/in training, for example, *Where do you study?*

Review/extend the language students can use to talk about jobs: *to work in (marketing/IT/publishing, etc.), to set up (meetings/contracts), to make appointments, to make arrangements, to negotiate, to run (a team/a department/a business), to train, to deal with, to be in charge of, to recruit, to go to conferences, to do research, to work full/part time.*

Assign the interviews for homework, and assign a deadline for students to complete their projects by. Remind them to write notes about the person's job, including their overall opinion of their work and whether they like it.

In a later lesson, elicit a summary of the interviews from different students in the class. With larger classes, you may need to spread these across a series of lessons, or let students give their summaries in groups. Write any common errors as students give their summaries. Have a class discussion about them in a later lesson.

As an extension, have students write a profile of the person they interviewed and his/her job.

State and activity verbs

NOTE

This activity highlights common errors in the use of stative verbs. If necessary, refer students back to the *Grammar Spot* on SB p. 11 before they do the exercise.

- 6 Elicit the answer to sentence 1 as an example (see *Answers* below). Give students time to do the exercise, working individually. Students who finish quickly can check their answers in pairs. Check the answers with the class.

Answers

1. **I don't want** an ice cream.
 2. **Do you understand** what I'm saying?
 3. ✓
 4. **I think** you're really nice.
 5. ✓
 6. **I don't believe** you. You're telling lies.
 7. **I know** you **don't agree** with me.
 8. **She has** a lot of money.
- * Students may have problems with the following sentences:
3. The fact that *enjoy* is an activity verb may seem strange to students, especially as *like* is a stative verb. Point out that *like* expresses an opinion (e.g., *I like learning English.*) whereas *enjoy* relates to experiences (e.g., *I'm enjoying my English class.*)
 - 4./5. *Think* can be both a stative and an activity verb (stative verb for opinions—I *think he's a good boss*; activity verb for thought processes—I'm *thinking about my vacation.*)
 8. *Have* is a stative verb when it expresses possession; it can also be an activity verb (e.g., *I'm having a bad day.*)

Active and passive

⚠ POSSIBLE PROBLEMS

Active and passive Some students may have problems manipulating the form of the passive, so this may require a short review. The main problems, however, are with deciding when to use a passive form. This is covered in Grammar Reference 2.5–2.6 on SB p. 131.

- 7 This section reviews form and helps students understand when to use the passive. The tense coverage is limited to the Simple Present and Present Continuous. Further coverage of the passive is given in Units 3 (past tenses) and 7 (Present Perfect).

Pre-teach/check students' understanding of the following items from the statistics: *to be involved in*, *average* (adj.), *on average*.

Give students time to read the statistics. Elicit the correct form for the first sentence (see *Answers* below). Students complete the sentences and decide which form is correct. Have them check their answers in pairs. Check the answers with the class, and elicit a range of reactions to the figures.

Answers

- | | |
|-----------------|--------------|
| 1. is involved | 5. earn |
| 2. are employed | 6. are given |
| 3. is paid | 7. spends |
| 4. pays | 8. owns |

If students have problems distinguishing when to use the active and passive forms, refer them to Grammar Reference 2.5 and 2.6 on SB p. 131.

SUGGESTION

You can extend this activity into a mini-project by asking students to research figures for their country and produce a set of statistics. Students can work in groups to research individual topics and display their findings on the classroom wall or on a computer network if available. Possible topics include: transportation, health, work and money, leisure, food and drink. To help students, review/introduce the language of giving statistics/figures: ... *per cent*, *(nearly) half of ...*, *a third of ...*, *(one) in (three)*, *the average ...*, *on average*.

- 8 This exercise reinforces the form of the present passive, simple, and continuous. Have students read the sentences. Answer any questions about vocabulary. Elicit the answer to the first sentence (see *Answers* below). Then have students complete the task, working individually. With weaker students, go over the sentences as a class first. Then decide which tense, simple or continuous, needs to be used each time.
- Check the answers with the class.

Answers

- | | |
|----------------------|------------------------|
| 2. are made | 6. Is ... included |
| 3. is being serviced | 7. are being remodeled |
| 4. is imported | 8. are paid |
| 5. is situated | |

EXTRA IDEA

Song CD3 47

Matthew and Son TB p. 144

This is intended as a fun activity, which you might like include at the end of a lesson. Students do a pre-listening task and listen for gist. They fill in the blanks to complete the song and then listen and check. There is also a comprehension task and a roleplay. The answers are on TB p. 151.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercises 1–4 Present tenses

Exercise 5 Adverbs of time and frequency

Exercise 7 Simple Present and Present Continuous

Exercise 8 States and activities — Simple Present or Present Continuous?

Exercises 9–10 Present passive

LISTENING AND SPEAKING (SB p. 13)

Who earns how much?

This section continues the theme of work and money with a listening task on salaries of different jobs. The *Spoken English* section provides students with useful language for giving opinions, and students have the opportunity to use this language in their own discussion task. Do not give students the answers to the matching task in exercise 1 until they have finished their discussion in exercise 3.

- 1 Check students' understanding of the jobs in the chart. Remind students that the average annual salary in the U.S. is \$52,000. Put students in pairs or groups of three to match the jobs with the salaries. If they have problems getting started, advise them to decide on the highest- and lowest-paid first, and then figure out the others. Monitor and help, but do not correct errors as this is an interest-raising activity. Students need to be able to exchange their ideas freely. If students ask for the answers, ask them to wait until the end of this section. (The *Answers* are given on SB p. 143.)
- 2 **CD1 19** Explain that students are going to hear two people discussing the chart in exercise 1. Give them time to read the questions and predict the possible answers. With weaker classes, put students in groups of three, and have them each answer one of the questions and then exchange their answers.

Play the recording and have students write their answers to the questions. Play the recording again if students have missed any of the information. Check the answers with the class.

Answers and audio script

- doctor, basketball player, lawyer, CEO, pilot
basketball player — \$1 million, pilot — \$65,000
- \$180,000; \$200,000
lawyer; CEO
pilot
- Doctors earn quite a lot. They have a lot of responsibility and training. Basketball players earn ridiculous amounts of money. CEOs are in charge of huge companies. Pilots earn a lot. They need a lot of experience; they have people's lives in their hands.

CD1 19

Who earns how much?

Part 1

- A Well, I guess that doctors earn a lot.
- B Yeah. I think so, too. They have a lot of responsibility and a lot of training. I'd say that doctors get about ... \$180,000? What do you think?
- A Could be ... or it could be even more, \$200,000.
- B One of those two, anyway. Should we look at the high earners first?
- A Uh huh. \$750,000 ...
- B There's one higher ...
- A Oh, is there? Oh, yes. A million. Mmm.
- B I'd say ... that has to be the basketball player.
- A Yes, definitely. They do earn ridiculous amounts of money, don't they? So what about \$750,000? Who earns three quarters of a million?
- B Um ... I think that's the lawyer.
- A As much as that? What about the CEO? Do lawyers earn more than them?
- B Maybe, maybe not. I suppose the lawyer could be \$180,000, and the CEO \$750,000. CEOs are in charge of huge companies.
- A OK. Now ... the pilot. Pilots earn a lot, don't they? They need a lot of experience. They have people's lives in their hands ... I think they get ... oh, at least a hundred, a hundred fifty.
- B Mmm. I know what you mean, but I don't think they get that much.
- A Don't they? Oh! Anyway, there isn't 150 on this list, so ...
- B I guess pilots get about \$115,000 ...
- A OK. I'd say that's about right ...

- 3 **CD1 20** Tell students they are going to hear the speakers talking about the lower-earners in Part 2 of the recording. Give students time to read the questions so that they know what to listen for.

Play the recording, and have students write their answers to the questions. Play the recording again if students have missed any of the information. Check the answers with the class.

Answers and audio script

1. The nurse and the supermarket cashier.
2. The woman thinks \$50,000 or \$60,000. The man thinks \$30,000.
3. No, they don't. The man thinks the police officers get more than teachers and the woman thinks the opposite.
4. Both men and women can be nurses.

CD1 20

Part 2

- B** Let's go on down to the bottom. What's the lowest salary?
A \$20,000. I guess that's the supermarket cashier. They don't get paid much, cashiers.
B I thought they earned more than that, actually. I know they don't get much, but still ...
A Then there's \$30,000, and the next up is \$50,000.
B Oh, look! Maybe nurses make about \$50,000?
A OK. That seems about right. What about farmers? How much do they get?
B I don't know. It depends what kind of farmer. They can earn a fortune, can't they?
A I suppose so, yes ... But they're always complaining that supermarkets don't pay them enough for what they produce.
B I still think they get a decent salary. They own so much land! I bet they get 50 or 60 thousand.
A No, I think it's much lower. I'd say \$30,000.
B Hmm. Not so sure. Then we have ... teachers. What do they earn?
A I guess they get ... um ... \$60,000?
B But it all depends how many years they've worked and how many qualifications they have.
A Yes, I know, but we're talking about the average.
B Don't teachers and police officers earn about the same?
A Do they? I'm not so sure. I'd say that police officers get more. What do we have? \$60,000 ... \$70,000.
B I think 60 for the police officer and 70 for the teacher.
A Well, actually I'd say the other way around. 70 for the police officer and 60 for the teacher. My mother's a teacher, and she doesn't earn anything like that!
B What does that leave? We haven't decided about the farmer or the nurse yet.
A I think the nurse gets less than the farmer. She gets the least.
B Why she? Nurses can be men, you know.
A True. Sorry. Nurses—men *and* women—earn less than farmers.
B Men **AND** women.
A Absolutely.

SPOKEN ENGLISH — Giving opinions

- 1 Focus students' attention on the expressions, and have them mark the main stress:
 I **guess** ... I'd **say** ... I **suppose** ...
 Make sure that they understand that *I'd say ... = I would say*. Then elicit some opinions from the class, using the expressions. Refer students to the audio script on SB p. 116. Students find three more ways of expressing opinions.

Answers

I guess ... I bet ... I think ...

- 2 Have students categorize the expressions. Then check the answers.

Answers

Agreeing: I think so, **too**. **Definitely**. **Absolutely**.

Disagreeing: I know what you **mean**, but ...
 I'm not so **sure**. **Actually**, ...

Have students mark the main stresses (see *Answers* above). Give a series of opinions, and elicit responses from different students in the class.

- 3 Elicit the meaning of the phrases.

Answer

I'm not sure that you are completely right.

- 4 Model the activity by having two confident students discuss the salary scale in exercise 1, using the expressions. Put students into different pairs/groups from exercise 1. Have them talk about the salaries again. Monitor and check, writing down any common errors in grammar, vocabulary, and pronunciation.

Elicit a few opinions on the salary scale. Put students into small groups, and ask them to turn to SB p. 143 for the correct answers on *Who earns how much in the U.S.?* Have groups have a short discussion on which salaries they think are unfair and which are surprising. Have a class discussion about students' opinions.

Answers

See SB p. 143.

SUGGESTION

If students are interested in this topic, have them research salaries for their own country. Then have them draw up a scale and a matching task similar to that in exercise 1. This would be interesting in a multilingual class, but it can also be used as the basis for another discussion task with students of the same nationality. It is also a good way to consolidate the expressions presented in *Spoken English*. As an extension, students can decide which jobs in society *should* earn the most. This is likely to generate lively discussion!

Secrets of Success

ABOUT THE TEXT

The text in the *Reading and speaking* section is in the form of magazine profiles of eight successful people and the unusual things they do every day. They attribute these small, daily habits to helping them to be successful.

This section integrates reading and speaking with a jigsaw reading task based on the profiles. Group A reads about entrepreneurs 1-4, and group B reads about entrepreneurs 5-8. They then exchange information with a student from the other group to compare the two sets of entrepreneurs.

The lexical range in the text is fairly challenging, and the vocabulary items listed below may be new to students. Students will be able to guess some of them from context. However, with weaker classes, be prepared to check the meanings, or have students check them for homework before the class.

Adjectives: productive, in the rush, stress-free, relaxing, old-fashioned, annoying, upset, grateful, casual, stressed-out, exhausted

Nouns/Noun phrases: craziness, routine, approach, thank-you cards, volume, in a good mood, environment, priorities

Verbs/Verb phrases: *something is concerned* (to give facts or an opinion about something), shift, to find oneself, intrigue, fully indulge, suffer, predictable, vary, decompress, iron, rely on, poke around, refuel, eliminate, update, keep track of, indicate, have an off day

Background notes

The following notes give information on the people and businesses mentioned in the text:

Sally Krawcheck Krawcheck grew up in South Carolina, USA. She obtained an MBA with honors from Columbia Business School in 1992. She is the former president of the Global Wealth & Management division of Bank of America, the largest wealth management business in the world, and is one of the most senior women on Wall Street. She advises several start-up companies. Krawcheck acquired Ellevest in 2013. Ellevest is a global professional woman's network with 40 regional chapters and campus clubs in the U.S. and abroad, representing over 130 countries including India, UK, China, and South Africa. It has approximately 34,000 members.

Dr. Marla Gottschalk Gottschalk received a Doctorate in Industrial/Organizational Psychology from Wayne State University. She is an Industrial & Organizational Psychologist who specializes in workplace success strategies and organizational change. She has a blog and consults with businesses about how to have a successful workplace.

Tania Burke Burke is the President of Trek Travel, a travel company that arranges bike tours, including guides, hotels, meals, and bike gear, in various places all over the world.

Dave Kerpen Kerpen and his wife are the co-founders of Likeable Media, a social marketing firm founded in 2006. Likeable Local is a social media platform that helps small businesses market themselves on the Internet.

Edward Wimmer When Wimmer was 21 years old, he was almost hit by a truck while training for a marathon. This gave him the idea of starting a company that made identification tags for athletes. His company, Road ID, makes tags, like military dog tags, that athletes can engrave with their name, address, and other important medical information in case they are injured while running, biking, or playing other sports.

Liz Ryan Ryan is the CEO and founder of Human Workplace. She writes several columns in business publications about the new-millennium workplace, job searches, and leadership. Human Workplace is a company that publishes guides and gives advice to help people find jobs and have a better, happier work life.

Leo Widrich Widrich is the CEO of Buffer, a software application that helps people schedule posts to social media outlets such as Twitter and Facebook. There is also a business version that helps businesses market themselves on social media.

Joel Basgall Basgall is the founder and CEO of Geneca, a company that designs software for businesses.

- 1 Focus students' attention on the photos and ask who they think the people are, where they are, and what they are doing.
Read the question with the class. Have students answer. If no one knows, tell them that an entrepreneur is someone who has an idea for a new business, and then gets the money, people, and equipment they need to start the business. Ask students if they know of anyone in their lives who is an entrepreneur, and if so, what business they have.
- 2 Read the questions with the class and then put students into pairs. Have them work together to write answers to the questions. Ask each pair to share their answers with the class. If students cannot think of any famous entrepreneurs, you can provide them with the following names: Mark Zuckerberg – Facebook; Steve Jobs – Apple; Martha Stewart – Martha Stewart Living Omnimedia. For weaker classes, assign these questions for homework and allow students to research these entrepreneurs before they share their findings in class with a partner.
- 3 Read the question with the class, and check students' understanding of the items in the list. Give your opinions as an example, or ask a confident student to give his/hers. With weaker students, you can elicit opinions from the whole class in the form of a survey by writing the list on the board and having students raise their hands as you point to each item. Write the numbers of raised hands next to each item.

- 4 Put the students into two groups, A and B. With larger classes, you will need to subdivide the students into more than one group A and more than one group B. Ask all the A students to read about entrepreneurs 1-4 and all the B students to read about entrepreneurs 5-8. Monitor and be prepared to answer any questions about new vocabulary (see *About the text* above), but do not give away the meaning of the highlighted words covered in the *Vocabulary work* section that follows.

Students work together in their A or B groups to answer the questions about their text. Check the answers with each group, but don't check the answers with the whole class at this stage.

Answers

- 1 She is more creative and productive early in the morning.
 - 2 She tries to vary her daily routine.
 - 3 It created stress-free time, creative time and it helps her to relax after work.
 - 4 He thinks it improves his relationships with his customers because they are happy to get a hand-written note.
 - 5 He irons his T-shirts every morning because he thinks a boss should look his best.
 - 6 She takes a break on YouTube and listens to music.
 - 7 He wears the same outfit every day and eats the same dinner.
 - 8 He updates his journal by changing the color of different tasks.
- 5 Ask students to work in pairs, with one in each pair from group A and one from group B. Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information to help them answer the questions and not simply reading from the text. Check the answers with the class.

Vocabulary work

Read the question and the example with the class. To check students' understanding, write some other words/phrases on the board (for example: *sad, glad, bored, surprised*) and have stronger students say if they are positive or negative.

Model the pronunciation of the words in the box. Give students time to classify each word or phrase as positive or negative. Check the answers with the class. Be prepared to talk about how some of the words can be positive or negative depending on the situation.

Read the instructions. Then elicit what each adjective describes, allowing students to reread the text as necessary.

Answers

annoying negative – getting a thank-you email
casual positive – the “jean and t-shirt” environment
creative positive – how Sally Krawcheck feels in the early morning
exhausted negative – how Liz Ryan feels if she only listens to stressed-out CEOs talk
grateful positive – how Dave Kerpen feels when he sends thank you cards
had an off day negative – how Joel Basgall might feel when something goes from green to red in his journal
in a good mood positive – how Dave Kerpen feels when he sends thank you cards
obsessed can be positive or negative – How Dr. Marla Gottschalk sometimes feels about getting more information about something that she is interested in

old-fashioned can be positive or negative – what Dave Kerpen thinks about writing thank you notes instead of emailing them
predictable can be positive or negative – Dr. Marla Gottschalk uses this to talk about a typical schedule
productive positive – how Sally Krawcheck feels in the early morning
relaxing positive – how Tania Burke feels about riding her bike home from work
stressed-out negative – how Liz Ryan describes some CEOs that she talks to.
upset negative – how Dave Kerpen might feel if he didn't write thank you cards

Discussion

Put students into small groups to discuss the questions. With a multilingual group, put students of different nationalities together. Give students time to discuss the questions. Monitor and help, but do not interrupt to correct. Elicit a range of examples and opinions in a class discussion.

SUGGESTION

If your students are interested in the topic, have them research other entrepreneurs and make a short presentation to the class. Alternatively, have individuals, pairs, or small groups come up with their own business idea and make a business plan that includes what the business does, why it's needed, how much money they need to start the business, how many employees they need, and what other equipment or resources they need. Then have students present their businesses to the class.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercise 11 Vocabulary — Adjectives that describe character

VOCABULARY AND SPEAKING (SB p. 16)

Free time activities

This section covers the vocabulary of free time activities. It also includes some key words associated with cooking. Students are given the opportunity to produce a word diagram for an activity that they are interested in. There is a listening task about a man named John, whose favorite hobby is cooking. Students take notes as a model for talking about their own free time activities.

- 1 Focus students' attention on the examples in exercise 1. Tell students what you do in your free time. Then have the students brainstorm further examples, writing a list of their own free time activities. Elicit a range of answers, and write them on the board. Ask students who they do their free time activities with and where.
- 2 Focus students' attention on the photos a–l. Elicit the names of the activities shown, checking the pronunciation (see *Answers* below). Then put students in pairs to answer the questions about the activities. Check the answers with the class. Elicit the activities that are most popular with the class. Establish if there is an activity that everyone does and one that no one does.

Answers

- | | |
|-------------------------|--------------------------|
| a. camping | g. yoga |
| b. cooking | h. photography |
| c. DIY (do it yourself) | i. playing tennis |
| d. painting | j. playing an instrument |
| e. gardening | k. cycling |
| f. running/jogging | l. shopping |

- All the activities can be done alone or with friends. Some, e.g., cooking, painting, and yoga, can also be done as part of a group or class.
- Cooking, DIY, painting, gardening, yoga, and playing an instrument can be done at home. The activities that are usually done in a special place are camping, playing tennis, and shopping.
- For a lot of the activities, special clothes can be worn, but are not absolutely necessary, e.g., an apron to do cooking, stretchy clothes for yoga. Most of the activities need some sort of special equipment, except possibly yoga and shopping.

- 3 Check students' understanding of the items in the list, and practice any words that students have trouble pronouncing. Elicit examples for the first three items in the list. Students continue matching the items, working individually. Check the answers with the class.

Answers

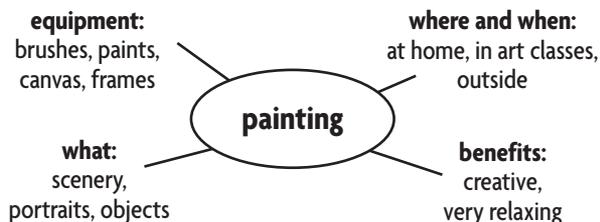
- | | |
|-----------------------------------|---------------------------------|
| a drill — DIY | a recipe — cooking |
| planting — gardening | serving an ace — playing tennis |
| sales — shopping | a sleeping bag — camping |
| a racket — playing tennis | a screwdriver — DIY |
| a concert — playing an instrument | a bargain — shopping |
| zoom — photography | staying fit — running/jogging |
| sweating — running/jogging | meditating — yoga |
| wearing a helmet — cycling | a flashlight — camping |
| sketching — painting | weeding — gardening |

- 4 Focus students' attention on the diagram. Explain that it shows a visual way of categorizing and recording words related to cooking. Check students' understanding of the categories and examples in the diagram.
- Have students work individually to categorize the words. Give students time to compare answers in pairs before checking answers with the class. Point out the pronunciation of *oven* /ʌvən/.
- Elicit further words to add to the diagram (see *Answers* in the parentheses below).

Answers

- equipment: an oven, a baking dish, a food processor (a bowl, a frying pan)
- food preparation: to mix, to chop, to weigh (to wash, to stir, to slice)
- ingredients: herbs and spices, olive oil, ground beef (fish, vegetables)
- ways of cooking: boiling, roasting, baking (steaming, grilling)

- 5 Tell students they are going to create a word diagram for one of their own hobbies. With weaker classes, build an example on the board for one of your hobbies, or give the following example for painting:



Give students a few minutes to decide on their hobby. Remind them to choose the categories for the vocabulary before they start, and advise them to stick to four or five categories so that the diagram doesn't get too big and complicated. If possible, allow students to use dictionaries to look up new words, and/or be prepared to supply new vocabulary as necessary. Once students have completed their diagram, tell them to keep it handy as they will need it in exercise 7.

SUGGESTION

If time is short, have students produce their word diagram for homework. Have them do the group work in exercise 7 in a subsequent lesson.

- 6 **CD1 21** Focus students' attention on the photo and ask students what they think John's hobby will be. Play the recording as far as *cooking*, and check students' answers. Give students time to copy the headings into their notebook and think about the possible answers. Play the rest of the recording and have students complete their notes. Have students check their answers in pairs. Play the recording again if students have missed any of the answers.

Answers and audio script

Favorite hobby: Cooking

Where and when he does it: At home (he cooks most days, but also enjoys eating out).

Clothes and equipment: Wears an apron (to keep his clothes clean — tomatoes and spices change the color of clothes). Very particular about his knives (German knives, very sharp). Also uses pots and pans, baking dishes, chopping boards, food mixers. Doesn't have a lot of gadgets.

What he likes about it: It's creative, and it's real (people have to eat every day). Also enjoys shopping, choosing what to cook.

The best part: Seeing people enjoy his food — seeing people happy at the table and enjoying the occasion.

CD1 21

John

My favorite hobby is cooking, and that's a thing you do at home, obviously. I cook most days, though not every day. We also like eating out. What clothes and equipment do I need? Well, I often wear an apron to protect my clothes, because you can make a mess when you're cooking, and tomatoes and spices change the color of your clothes forever! The most important piece of equipment is knives, and I'm very particular about my knives. They're German, and very sharp, and I really take care of them. Obviously in the kitchen you need all sorts of things like pots and pans and baking dishes and chopping boards and food mixers, but I don't really have a lot of gadgets. I like

to keep things simple. What I like about cooking is the fact that it's creative and it's real. We have to eat, and what we eat is really important, so I like to know that what I'm eating, and what my family is eating, is good. I actually like all the preparation. Going out shopping, seeing the food, feeling it, smelling it, talking to the people who are selling it, is half the fun. People often ask me what I like cooking, and I don't really have an answer. Whatever looks good, and whatever I feel like cooking that day. The best part is of course seeing people enjoy my food, but what's also very important to me is seeing everyone happy, and enjoying being at the table. It's about the occasion as much as the food.

- 7 Remind students that they will need their word diagram from exercise 5. Give them a few minutes to write notes individually about their hobby under the same headings as in exercise 6. Tell students that they should just write notes, not full sentences. This is intended to be a fairly free fluency activity, with the students using their diagrams and notes as prompts. However, weaker classes may appreciate hearing a model before the group work. This one is based on the diagram for *painting* above, but you can give your own model, or elicit one from a confident student:

My favorite hobby is painting. I usually do it at home, but I also go to art classes. In the summer, I also paint outside. I use brushes and paints and also canvas and frames, of course. What do I like about it? Well, it's a creative activity, and I also find it very relaxing. The best thing about it is seeing a beautiful landscape and being able to interpret it in paint. It's so exciting!

Put students in groups to exchange information about their hobbies. Remind them to use their notes.

Monitor and help as necessary, but do not interrupt students' flow to correct them. Write down any common errors, particularly in tense use. Have a class discussion about these in a later lesson. If you have time, elicit some interesting descriptions from individual students for the whole class.

EVERYDAY ENGLISH (SB p. 17)

Making small talk

The *Everyday English* syllabus continues with a focus on making small talk, including features of spoken English such as giving extra information and softening negative comments.

- 1 Discuss the questions with the class, and elicit a range of answers.

Possible answers

We make small talk when we want to break the ice with a new person or to avoid an awkward silence in a conversation. We often make small talk when we meet someone for the first time. There is a range of "safe" topics for small talk, including the weather, sports, current events, and the place in which the speakers find themselves.

- 2 **CD1 22** Give students time to read the context. Play the recording and elicit answers to the questions about Joaquim and Ann.

Answers

They are in Chicago. Joaquim is visiting Chicago because he's attending a conference there.

- 3 Elicit a few examples of information that Joaquim adds to keep the conversation going and comments Ann uses to show interest. Students complete the task, working in pairs. Check the answers.

Answers

For information added by Joaquim, see underlining in script **CD1 22** below. For comments used by Ann to show interest, see circled expressions in script **CD1 22** below.

- 4 **CD1 22** Look at the example with the class, then elicit Joaquim's next response (see *Answers* below). Students then continue the task, working in pairs. With weaker students, elicit the tense/structure students need to use for each prompt. Monitor and help as necessary.

Have pairs of students read aloud each question and answer from the conversation. Then play that question and answer on the recording, pausing after Joaquim's response. Let students compare their answers. If students have made major grammatical errors, explain the structure in the version in the recording, referring students to the tapescript on SB p.116 if necessary.

Answers and audio script

CD1 22

A = Ann J = Joaquim

- A So what do you think of Chicago, Joaquim?
 J It's really interesting. Chicago's such a great city. There are some beautiful buildings, and the people are so friendly!
 A (Yes, they are.) When did you get here?
 J Two days ago. I took a flight from Miami. We were a bit late landing, but it didn't matter.
 A (Oh, good.) Where are you staying in Chicago?
 J At the Avenue Hotel. It's very convenient for the office. My room isn't very big, but it's OK.
 A (That's too bad! Don't worry.) Where are you from?
 J From Brazil. I was born in São Paolo, but I live in a suburb of Rio de Janeiro. It's very pretty, and it's not far from the sea.
 A (Really? It sounds beautiful.) Your English is very good. Where did you learn it?
 J That's very kind of you, but I know I make a lot of mistakes. I learned it in school for years, and I've been to the U.S. many times.
 A (Oh, have you? How interesting!) And what are you doing here in Chicago, Joaquim?
 J I'm attending a conference. I'm here for five days, and I'm going home on the 17th.
 A (Oh, so soon!) And have you managed to get around our city yet?
 J I haven't seen very much. I've been for a walk along the lakefront path and I've taken a boat tour from Navy Pier, but I haven't been to the John Hancock Observatory yet.
 A Well, I hope you enjoy it. Don't work too hard!
 J I'll try to enjoy myself! Bye. It was nice to talk to you.

SPOKEN ENGLISH — Softening a negative comment

- 1 Read the notes and examples as a class.
- 2 Explain that to complete the task, students need to use the words in parentheses. However, they will also need to modify the sentence in some cases. With weaker students, point out that they need to make some of the sentences negative. Elicit one or two examples from the class.

Students work individually to complete the task. Check the answers.

Answers

1. It's a bit expensive.
2. It's quite hard.
3. It isn't very warm.
4. They aren't very friendly.
5. I don't earn very much.
6. There isn't very much to do.

Highlight the pattern *not + very* + the opposite adjective of what you want to say. Point out that this is a very common pattern in spoken English when we do not want to sound negative.

- 5 **CD1 23** Focus students' attention on the example. Elicit a range of other possible answers and follow-up comments. Play the recording, pausing after each question. With weaker classes, play the recording first, and elicit possible answers and comments for each question as a class. Then have the students repeat the task, giving their own answers in pairs.

Audio script

CD1 23

1. Who do you work for?
2. Do you enjoy your job?
3. Where do you come from?
4. Have you been to New York?
5. What do you do when you're not working?
6. The weather's amazing right now, isn't it?
7. Are you going on vacation this year?
8. This city's very exciting, isn't it?
9. What's your favorite TV show?

CD1 24 Tell students they are going to hear the questions again, with a range of different answers. Play the recording, pausing after each answer. Have students compare the conversations with their versions.

Play the recording again, and have students focus on the stress and intonation in the questions and answers. Highlight in particular the intonation in the question tag:

..., *isn't it?*

and the questions:

How about you?

Do you?

What about you?

Drill the intonation, using the recording as a model.

NOTE

There is further practice in Unit 3 on the form and intonation of question tags.

Audio script

CD1 24

1. **A** Who do you work for?
B Siemens. I've been with them for four years. They're a good company. How about you?
2. **A** Do you enjoy your job?
B Yes, I do. It's quite hard, but it's very challenging. I don't earn very much. What about you? Do you like your job?

3. **A** Where do you come from?
B I was born in Michigan, and I've lived there all my life with my parents. I'd like to live abroad some time.
4. **A** Have you been to New York?
B No, I haven't, but I'd love to. I've heard it's one of the most amazing cities in the world. Have you been there?
5. **A** What do you do when you're not working?
B Well, I like horseback riding, and I play golf. And I love music, so I often go to concerts. Do you?
6. **A** The weather's amazing right now, isn't it?
B Yes, it's so mild. We haven't had any real cold weather at all! Have you heard a weather forecast for the weekend? It's supposed to be good, isn't it?
7. **A** Are you going on vacation this year?
B Yes, I'm going to Mexico with some friends. I haven't been there before, so I'm really looking forward to it. What about you?
8. **A** This city's very exciting, isn't it?
B Really? Do you think so? There isn't very much to do. I get so bored here. What *do* you find to do?
9. **A** What's your favorite TV show?
B I like soaps and documentaries. And game shows. And the news. I suppose I like everything. What about you?

- 6 This activity gives students the opportunity to practice making small talk in a free and fun role play. Have students read the context, and give them time to invent a profile for themselves. Write the following prompts on the board to help:

name:

from (country and city):

job:

work for:

name of hotel:

arrived in city:

sights visited in the city:

opinion of city:

Alternatively, you can use the photocopiable activity described below.

EXTRA IDEA

Making small talk TB p. 145

If you are short on time or if you want to provide your students with profiles to do the mingle activity, you can photocopy these role cards. There are eight profiles per sheet, so photocopy enough cards for your students to have one each. With larger classes, you can put the students into groups to do the mingle. If possible, create the correct atmosphere for the role play by moving the furniture to create a clear space.

Whichever way you do the activity, allow enough time for students to talk to four or five other people. Monitor and write down common errors, but don't interrupt or correct students during the role play.

Encourage students to take opportunities to make small talk with you and each other at the start of each lesson, and with English-speaking people they meet outside the class.

Letters and e-mails — Formal and informal

Start by asking students a few questions about letters and e-mails: *How often do you e-mail your friends? When do you write letters? What is different about writing letters and writing e-mails?* Check students' understanding of the terms *formal* and *informal*.

- 1 Ask students, in pairs, to decide which extracts are formal and which are informal. Ask them to note which words or phrases helped them decide (see underlining in *Answers* below). Check answers. Then have students, in pairs, look at the sentences again. Have them decide which are beginnings and which are endings (see *Answers* in the parentheses below).

Answers

1. **Informal** Great to hear from you again. (Beginning)
2. **Formal** I am writing in response to your posting on Careers.com for an IT consultant. (Beginning)
3. **Formal** Give my regards to Robert and the rest of the family. (Ending)
4. **Informal** I'm sorry I haven't been in touch for so long, but you know how it is. (Beginning)
5. **Formal** Thank you for your invoice of April 16th. Please find enclosed a check for the full amount. (Beginning)
6. **Informal** E-mail me soon. (Ending)
7. **Formal** We trust this arrangement meets with your satisfaction. (Ending)
8. **Informal** Just want to say thank you so much for hosting me last weekend. (Beginning)
9. **Informal** Take care. I can't wait to see you next week. (Ending)
10. **Formal** I look forward to hearing from you at your earliest convenience. (Ending)

- 2 Give students time to read the beginnings of the four letters and e-mails. Then have pairs of students match each beginning with its next line and ending. Check the answers with the class.

Answers

1. b, g 2. c, f 3. d, e 4. a, h

- 3 Discuss the answers as a class.

Answers

- | | |
|---------------------|---------------------|
| 1. exchanging news | 3. an invitation |
| 2. a formal request | 4. saying thank you |

- 4 Give students a few minutes to write brief notes under the headings *personal life* and *work*. Ask which phrases from the lesson they can use in their e-mail, then ask them to write it for homework. If you and your students have access to the Internet, ask them to e-mail it to you! Correct it and e-mail it back.

Don't forget!

Workbook Unit 2

- Exercise 6** Pronunciation — -s at the end of a word
Exercise 12 Phrasal verbs — Phrasal verb + noun (1)
Grammar Reference (SB p. 130)

Word List Unit 2

Refer students to the Word List for Unit 2 (SB p. 148). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 2 Test

Video (iTools and Online)



3

Good times, bad times

Past tenses • Spelling and pronunciation • Giving opinions

 **Shakespeare**

The theme of this unit is talking about the past and past events, both good and bad. This provides the context for practicing narrative tenses: Simple Past, Past Continuous, Past Perfect, and Simple Past passive. *Used to* is also introduced mainly for recognition purposes. The *Reading* section tells the story of Shakespeare's famous lovers Romeo and Juliet, and the theme of love is carried through in the *Listening and speaking* section. The *Vocabulary* syllabus continues with a focus on spelling and pronunciation. *Everyday English* in this unit consolidates and extends the language of giving opinions from Unit 2, including ways of making opinions stronger and also the use of question tags to invite agreement. The *Writing* section practices using linking words and adding ideas to write an interesting story.

LANGUAGE INPUT

GRAMMAR

Simple past and past continuous (SB p. 19)

Past perfect (SB p. 19)

used to (SB p. 19)

- Using the simple past and past continuous to ask and answer questions
- Using verbs to talk about an action that started before another action in the past
- Using verbs with *used to* to talk about something that was true in the past but isn't true anymore

VOCABULARY

Spelling and punctuation (SB p. 21)

Lost sounds (SB p. 21)

- Learning the relationship between spelling and pronunciation
- Learning about letters in words that are not pronounced

EVERYDAY ENGLISH

Giving opinions (SB p. 25)

- Understanding and practicing common phrases for giving opinions

SKILLS DEVELOPMENT

SPEAKING

The first time I fell in love (SB p. 24)

- Discussing what falling in love is like

READING

Brandon Stanton, Humans of New York photoblogger (SB pp. 18-19)

A Shakespearean tragedy (SB p. 22)

- A popular photoblogger and the path his life took to get to his present career
- The story of Romeo and Juliet by William Shakespeare

LISTENING

The first time I fell in love (SB p. 24)

- Listening to someone describing falling in love **CD1 37** (SB p. 117)

WRITING

Telling a Story (I) (SB p. 101)

- Linking ideas in a narrative

MORE MATERIALS

Tests (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 18)

Explain to students that they are going to play a game in which they take turns adding a sentence, starting with *Fortunately* [+ something positive], then *Unfortunately* [+ something negative]. With weaker students, briefly review the irregular Simple Past forms of common verbs (see SB p. 155) before students play the game. Read the opening sentence, then have two students read the examples. Check the stress and intonation on *Fortunately* and *Unfortunately*:

Fortunately, ... *Unfortunately*, ...

Students play the game with several students in the class. With larger classes, students can play in groups.

READING AND SPEAKING

Brandon Stanton, Humans of New York photoblogger

Past tenses and *used to*

⚠ POSSIBLE PROBLEMS

Narrative tenses

- 1 The Simple Past, not the Present Perfect, has to be used for completed actions in the past, whereas other languages can use the equivalent of the Present Perfect.

I saw Jo in town last week. **I've seen Jo in town last week.*

The Present Perfect is covered fully in Unit 7. Until then, if students confuse these tenses, remind them that we use the Simple Past when we say *when* something happened—when we refer to a specific past time.

- 2 Many common verbs are irregular in the Simple Past. Refer students to the list of irregular verbs on SB p. 155.
- 3 There are three ways of pronouncing the *-ed* ending in regular Simple Past verbs and past participles: /t/ *washed*, /d/ *lived*, /ɪd/ *wanted*. This is practiced in the *Pronunciation* section on SB p. 19.
- 4 Students may have problems with the use of the auxiliaries *did* and *didn't* in Simple Past questions and negatives. Point out that they are the past equivalents of *do/does*, *don't/doesn't* that students practiced in Unit 2.

Common mistakes:

**I did see Sam yesterday.* **I didn't went home.*
**When you saw him?* **She no come last week.*

- 5 The use of the Past Continuous contrasted with the Simple Past for interrupted past actions doesn't usually present problems.
I was walking home when I saw an accident.
However, the use of the Past Continuous as a descriptive, scene-setting tense can be more difficult to grasp. It is best illustrated in context.
It was a beautiful day. The sun was shining, and the birds were singing.

- 6 The pronunciation of *was* and *were* in the Past Continuous may need work. Students can tend to overstress them, whereas they are usually weak forms in normal context.

/wəz/ /wɜːr/
I was working. *They were waiting for hours.*

- 7 Students may confuse the contracted form of the Past Perfect *'d* (*had*) with the contracted form of *would*.

She said she'd bought the tickets. (= had)

She said she'd buy the tickets. (= would)

used to

Students may find it confusing that *used to* refers to past time, especially if they have come across *be/get used to*. Focus on getting students to recognize the form, and to understand the use of *used to* for talking about regular or repeated actions in the past.

ABOUT THE TEXT

Students may already know about Brandon Stanton and his Humans of New York photos and blog. The text in exercises 2 and 3 gives biological details about Stanton and provides the context for the past tenses and structures (Simple Past, Past Continuous, Past Perfect, and also *used to* and Simple Past passive).

Background information

Atlanta, Georgia The capital and largest city in the southern state of Georgia in the U.S. It's the ninth largest metropolitan area in the U.S.

Chicago The largest city in the midwestern state of Illinois. The third largest metropolitan area in the U.S.

New Orleans The largest city in the southern state of Louisiana in the U.S.

Philadelphia and Pittsburgh The first and second largest cities in the mid-Atlantic state of Pennsylvania.

Vogue A very popular fashion magazine published in many countries in the world

ABC News An evening news program on one of the United States' largest TV stations, the American Broadcasting Company (ABC).

- 1 Focus students' attention on the photos. Elicit any information or ideas they have about who is in the photos, what the man is doing, and what his job is. Ask a stronger student to explain what a *photoblogger* is. Ask students if they know of any other photobloggers.
- 2 Pre-teach/check students' understanding of the places and institutions in the text (see *About the text* above). Also check students' understanding of the following vocabulary items where relevant: *to be fired*, *hobby*, *to predict*, *to have hard times*, *wildly popular*, *to be published*, *bestseller*, *quirky*.
Give students time to read the text quickly. Then focus their attention on the question prompts. Elicit the questions for the first two prompts. Tell students that they will need passive forms for some of the questions. Students work individually to complete the questions.

With weaker students, elicit the questions as a whole-class activity, and write them on the board. If necessary, briefly review the form of questions in the Simple Past, Past Continuous, and Simple Past passive.

Answers

1. When **was he** born?
2. Where **did he** grow up?
3. Where **did he** go to college?
4. What **did he** study in college?
5. What **was his** first job?
6. Where **was his** first job?
7. When **was he** fired from his job?
8. What **was his** hobby?
9. Where **did he** go after he left Chicago?
10. Why **did he** go to New York?
11. What problems **did he** have there?
12. What **did he** take pictures of in the beginning?
13. What **did he** take pictures of later?
14. When **was** his book published?

- 3 **CD1 25** Set a time limit of about five minutes for students to read the complete text. Answer any questions about vocabulary. Demonstrate the activity by having two confident students ask and answer the first three questions aloud for the class. Then put students in pairs to ask and answer their questions.

Play the recording to let students hear the complete questions and answers. If students need more help with question formation, use the recording as a model, and have students listen and repeat.

Answers and audio script

CD1 25

1. When was he born?
He was born in 1984.
2. Where did he grow up?
He grew up outside of Atlanta, Georgia.
3. Where did he go to college?
He went to the University of Georgia.
4. What did he study in college?
He studied history.
5. What was his first job?
His first job was in finance.
6. Where was his first job?
His first job was in Chicago.
7. When was he fired from his job?
He was fired from his job after he had worked there for three years.
8. What was his hobby?
His hobby was photography.
9. Where did he travel after he left Chicago?
He traveled to New Orleans, Pittsburgh, and Philadelphia.
10. Why did he move to New York?
He moved to New York to be a photographer.
11. What problems did he have after he moved to New York?
He was broke and lonely.
12. What did he take pictures of in the beginning?
In the beginning, he took pictures mostly of objects.
13. What did he take pictures of later?
Later, he took pictures of people.
14. When was his book published?
His book was published in 2013.

GRAMMAR SPOT (SB p. 19)

- 1 Look at the three sentences as a class. Have students identify the past forms.

Students find more examples of the forms in the text on SB p. 19.

Answers

He **studied** history. — Simple Past
He **was fired**. — Simple Past Passive
He **was living** in Chicago. — Past Continuous

Other examples

Simple Past: *was, grew up, got, went, decided, traveled, took, posted, moved, thought, had, arrived, didn't know, photographed, called, loved, became*
Simple Past Passive: *was fired, was featured, was published*
Past Continuous: *was living*

- 2 Students read the example, and answer the concept question. Elicit the form of the tense, and write it on the board (see *Answers* below).

Students find more examples of the tense in the text on SB p. 19.

Answers

had worked is the first action, followed by *was fired*.
Past Perfect = *had* + past participle

Other examples: *had predicted, could not have happened*

- 3 Students read the example, and answer the concept question. Highlight the form, and write it on the board: *used + to + base form of verb*. Point out that the form is the same for all persons.

Students find another example of *used to* in the text on SB p. 19.

Answers

Used to expresses an action that happened many times.

Another example: *used to spend*

Refer students to Grammar Reference 3.1–3.7 on SB pp. 131–133.

Pronunciation

This section highlights pronunciation features connected with past tenses: the weak forms of the auxiliaries *was/were* in the Past Continuous, the contracted form of *had* in the Past Perfect and Past Perfect Continuous, and the pronunciation of the regular Simple Past *-ed* ending.

- 4 **CD1 26** Give students time to read the sentences and identify the tenses. Play the recording. Students repeat in chorus and individually.

CD1 26

- | | |
|----------------------------|---------------------------|
| 1. What was he doing? | 4. He'd had a hard time. |
| 2. He was working. | 5. They'd liked his blog. |
| 3. They were photographed. | 6. He'd been traveling. |

- 5 **CD1 27** Elicit how we form the Simple Past of regular verbs (add *-ed*). Remind students that there are three ways to pronounce this ending. Pronounce /t/, /d/, and /ɪd/, and focus students' attention on the example *worked*. Give students time to categorize the verbs.

Play the recording, and have students check their answers. Play the recording again, and have students repeat in chorus and individually.

Answers and audio script

CD1 27

/t/ worked published
/d/ studied moved traveled arrived loved
/ɪd/ decided posted

If appropriate, give students the rules for the pronunciation of the *-ed* ending, or have students figure them out:

pronounce *-ed* as /t/ after unvoiced sounds, apart from *t*.
pronounce *-ed* as /d/ after voiced sounds, apart from *d*.
pronounce *-ed* as /ɪd/ after *t* or *d*.

SUGGESTION

To give students further practice in pronunciation, have them read aloud paragraphs 2, 3, and 4 of the text on SB p. 19, paying attention to the pronunciation of the past tenses.

PRACTICE (SB p. 20)

I didn't do much

- 1 **CD1 28** Tell students to listen to the four speakers and number the lines according to who is speaking. Play the first speaker as an example, and check the answer. Play the rest of the recording. Students complete the task. Check the answers with the class.

Answers and audio script

- 2 I went out to eat with a couple of friends.
4 We talked for a while.
1 I didn't do much.
2 I got home about nine.
1 I had an early night.
3 I didn't get home until about midnight.
4 I did some stuff on the computer.
3 It was a very late night for me!

CD1 28

- I didn't do much. I just had something to eat, watched TV for a while, and then had an early night. I was in bed by ten.
- I went to my yoga class, then went out to eat with a couple of friends. I got home about nine and did a bit of housework, and that was it.
- I went out with some people from work, so I didn't get home until about midnight. Well, after midnight, actually. It was a very late night for me!
- I met some friends in town for coffee, and we talked for a while. Then I went home and did some stuff on the computer, you know, Facebook, then went to bed about eleven thirty.

- 2 Give an example of what you did last night. Elicit one or two more examples from the class. Put students into small groups to continue exchanging information.

Discussing grammar

- 3 This task reviews and consolidates the use of past tenses through a series of contrastive sentences. In a monolingual class, or with weaker classes, you can let students discuss the sentences in their own language. Ask students to look at the first two sentences, and discuss the use of tenses in pairs. Check the answers (see *Answers* below) before students continue the task in their pairs. Monitor to help and also to assess students' ideas about the tense use. If students have problems understanding the concept of each tense, be prepared to do a remedial presentation on the board (see *Suggestion* below). Elicit the answers from different pairs in the class.

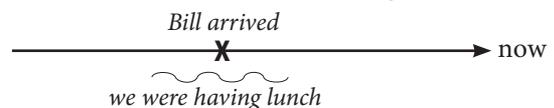
Answers

- Sentence 1 — Simple Past for a finished action in the past
Sentence 2 — Past Continuous for an action in progress at a particular time in the past
- Sentence 1 — Simple Past for a finished action in the past
Sentence 2 — Past Continuous for an action in progress at a particular time in the past
- Sentence 1 — Past Continuous for an interrupted action in the past
Sentence 2 — Simple Past for past actions that followed each other
- Sentence 1 — Past Continuous for an interrupted action in the past
Sentence 2 — Simple Past for past actions that followed each other
Sentence 3 — Past Perfect for an action completed before another action in the past
- Sentence 1 — Simple Past for past actions that followed each other
Sentence 2 — Past Perfect for an action completed before another action in the past
- Sentence 1 — *used to* for repeated actions (habits) in the past
Sentence 2 — Simple Past for a finished action in the past

SUGGESTION

It can be helpful to explain the use of narrative tenses in a visual way with timelines. Write the three sentences in item 4 on the board. Underline the tenses, and elicit the names from the class. Also check students' understanding of the contraction *we'd* (= *we had*).

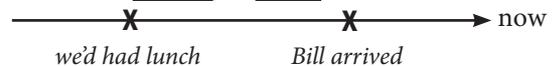
1. When Bill arrived, we were having lunch.



2. When Bill arrived, we had lunch.



3. When Bill arrived, we'd had lunch.



A news story

This section reinforces the use of narrative tenses through a news story about an accident.

- 4 **CD1 29** Have students read the article quickly to get a general understanding. Answer any questions about vocabulary. Elicit the answer to number 1 (*robbed*). Students then work individually to complete the task. Students who finish fast can check their answers in pairs. Play the recording and have students check their answers. If necessary, pause the recording after each answer.

Answers and audio script

CD1 29

Wayne Wade should have stayed home. On July 30, the Florida man **robbed** an apartment in the town of Hollywood, only to encounter the apartment's tenant on his way out the door. "Uh-oh, now she knows what I look like. I need to get out of here!" Wade **thought**. So he **ran** out the door. As he **was driving** home, he **realized** that he **had left** his cell phone in the home he had robbed. "Uh-oh, now the cops have my fingerprints and lots of other information about me. I have to get that phone back!"

So he **called** his phone. Maybe he **hoped** that the person who answered would return the phone to him. Instead, the phone **was answered** by a detective who was in the house. The detective **was investigating** the robbery. Wade **told** the detective his name and **said** he needed his phone back. Instead, he **was arrested**, and the fingerprints from his phone **were used** to tie Wade to five other unsolved robberies.

In court later that week, Wade **told** a judge that his phone **had been stolen**. But the judge **didn't believe** him!

- 5 **CD1 30** Tell students they are going to hear a conversation between the detective and the apartment tenant. Explain that they need to listen for any new information not given in the article in exercise 4. Pre-teach/check students' understanding of the following items from the recording: *strange, fortunately*.

Play the recording once. Have students exchange information. Play the recording again if necessary. Elicit the new information given in the recording (see underlining in tapescript below).

Answers and audio script

CD1 30

Detective: Could you please tell me exactly what happened this afternoon?

Tenant: Well, I came home from work. I opened my door, and there was a strange man in my apartment. He was standing in front of that table over there. When he saw me, he ran out the door.

Detective: Okay... And what did he look like?

Tenant: Um, well, let's see. He was tall and thin, and...um, he was wearing jeans. Yeah, jeans, and a black shirt.

Detective: All right. So then what did you do?

Tenant: I... I called the police.

Detective: Right. And was anything stolen?

Tenant: Um, yes, some jewelry. A ring, and a few necklaces. Some other things were in a bag on the table, like my laptop and a painting. Fortunately, the thief ran off without the bag.

Detective: Good, good. So, is there anything else you can tell me?

Tenant: No... No, I think that's it.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 1–4 Past tenses

Exercise 5 Simple Past and Past Continuous

Exercises 6–7 Past Perfect

Exercise 8 Tense Review — *ate, was eating, or had eaten?*

Exercise 9 Simple Past passive

Exercise 10 Questions and negatives

VOCABULARY (SB p. 21)

Spelling and pronunciation

The goal of the exercises in this section is to highlight the fact that spelling is not a reliable guide to pronunciation in English because:

- some letters have more than one sound.
- the same sound may be represented by different letters.
- sometimes syllables in the spelling are not pronounced at all.
- some words contain letters that are not pronounced.

There is a chart with IPA phonetic symbols on SB p. 155.

- 1 **CD1 31** Focus students' attention on the examples. Elicit the pronunciation of the words. Then play the recording, and have students repeat in chorus and individually. If students have problems coming to a conclusion about spelling and pronunciation, ask:

What is similar about the first three words? (They are all spelled with the vowels -oo-.)

What is different about them? (The pronunciation of the vowels -oo- is different in each word.)

Do the words rhyme? (No.)

What is similar about the second three words? (They all have the same pronunciation.)

What is different about them? (The spelling of each word.)

Do the words all sound the same? (Yes.)

Establish the key points of this introduction with the whole class:

- words with similar spelling aren't always pronounced the same.
- the same pronunciation can have different spellings.

CD1 31

good food blood road rode rowed

Words that sound the same

- 2 **CD1 32** Tell students they are going to hear five simple words, and that they should write them down. Play the recording. Students compare their answers. Elicit words that the students wrote down and write them on the board. They should give one or two possible answers depending on how they interpreted each word (see *Answers* below). Have students say the pairs of words to establish that they are pronounced the same, but have different spellings and meanings. If appropriate, point out that these words are known as *homophones*.

Answers and audio script**CD1 32**

knew (new)
 read (red)
 wore (war)
 threw (through)
 flew (flu)

- 3 Look at the example with the class, and stress that in each case students must write another word that has the same pronunciation. Elicit the pronunciation of the remaining words aloud. Students work individually to complete the task. Have them compare their answers in pairs before checking the answers with the whole class. Elicit the spelling of the second word in each pair, and write the words on the board.

Answers

1. mail	6. weak
2. blue	7. whole
3. peace	8. pear
4. wear	9. aloud
5. son	10. wait

- 4 This task gives further practice in homophones and recognizing phonetic symbols. Focus students' attention on the example, and elicit the second word (*war*). Point out that students need to use the context to help them choose the correct spelling. If necessary, refer students to the chart on SB p. 155 to help them with the phonetic symbols.

Students work individually to complete the task. Have them compare their answers in pairs before checking answers with the whole class.

Answers

1. war	4. wore; whole; week
2. allowed; wear	5. wait; flu
3. pair; blue	

SUGGESTION

For homework, have students invent similar sentences with homophones replaced by phonetics, using the words on the page. Students exchange their sentences, and have their partner figure out the correct spelling of the words.

Spelling

- 5 **CD1 33** This exercise emphasizes that words that look the same do not necessarily rhyme. Elicit the pronunciation of the three words in the example. Stress that *love* and *glove* are the only two that rhyme. Students continue the task in pairs. Monitor to see how well they pronounce the words and recognize the rhymes. Play the recording so that students can check their answers.

Answers and audio script**CD1 33**

1. love	move	glove
2. some	home	come
3. dear	fear	pear
4. lost	most	post
5. meat	cheat	great
6. boot	shoot	foot
7. eight	weight	height
8. blood	wood	flood
9. flower	power	lower

SUGGESTION

As an extension to exercise 5, have students write in phonetic script the vowel sounds of the words that rhyme and the different sound of the one that doesn't. They can use the Phonetics symbols chart on SB p. 155 or a dictionary to help them.

- 6 This exercise highlights that the same sound can be spelled in different ways. Elicit the pronunciation of the four vowel sounds, or model them for the class. Elicit the spelling of the last two words with /u/ (see *Answers* below). Point out that some of the words can have more than one spelling.

Answers

/u/ juice through/threw
 /ɔ/ caught dawn war flaw
 /ə/ earth world burn fur/fir
 /ɛ/ tear fair/fare square there/their

Lost sounds

- 7 **CD1 34** This exercise highlights the fact that in some words not all the syllables are pronounced. Focus students' attention on the examples. Drill the pronunciation, counting out the number of syllables on your fingers to help students. Students work individually to complete the exercise.

Have students check their answers in pairs before playing the recording as a final check. If necessary, drill the pronunciation of the words, using the recording as a model.

Answers and audio script**CD1 34**

different several bus~~n~~ess resta~~u~~rant marri~~a~~ge inter~~e~~sting
 vege~~t~~able temp~~e~~rature

- 8 **CD1 35** This exercise gives students practice in recognizing silent letters. Focus students' attention on the example, and elicit the pronunciation /fɔrən/. Point out that the words are presented in pairs with the same silent letter in each. Students work individually to complete the task. Monitor and check.

Have students check their answers in pairs before playing the recording as a final check. If necessary, drill the pronunciation of the words, using the recording as a model.

Answers and audio script

CD1 35

1. foreign	sign
2. climb	bomb
3. neighbor	weigh
4. honest	hour
5. knee	knock
6. psychology	psychiatrist

SUGGESTION

As an extension to exercise 8, have students write out the words in phonetic script. They can use the chart on SB p. 155 or a dictionary to help them.

READING (SB p. 22)

A Shakespearean tragedy

ABOUT THE TEXT

The theme of the unit now changes to love and relationships, with a focus on Shakespeare's famous lovers, Romeo and Juliet. The text is in the form of a picture story, which summarizes the action of the play. In addition, characters' speech bubbles give actual lines from the play. This allows students to understand the story while also getting a feel for the original language. A "translation" of the lines into more modern English is provided at the back of the Student Book on p. 144.

The tasks include pre-work about Shakespeare and the story of Romeo and Juliet, so you may find the following background notes useful. If you are not familiar with the details of the plot, read the text on SB pp. 22–23 before the class. Although somewhat simplified, this provides a good working summary of the plot of the play.

Shakespeare

William Shakespeare (1564–1616) was an English poet and playwright, widely regarded as the greatest writer in the English language. He is often called England's national poet. His surviving works consist of 38 plays and over 150 poems. His plays have been translated into every major living language and many well-known English sayings come from his work.

Shakespeare was born in Stratford-upon-Avon. At the age of 18 he married Anne Hathaway, with whom he had three children. Between 1585 and 1592 he began a successful career in London as an actor, writer, and part owner of a theater company. He appears to have retired to Stratford around 1613, where he died three years later. He is buried in Stratford-upon-Avon, and the houses where he lived can be visited. His plays are regularly performed by the Royal Shakespeare Company. His best known plays are: *Antony and Cleopatra*, *Hamlet*, *Julius Caesar*, *King Lear*, *Macbeth*, *Othello*, *Romeo and Juliet*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Tempest*, *Twelfth Night*, and *A Winter's Tale*.

The vocabulary items listed below may be new. Students will be able to guess some of them from context, but with weaker classes, be prepared to check students' understanding of them. If necessary, have students look them up in a dictionary for homework before the class. The items marked * are old-fashioned or literary, and so will be for recognition rather than active use.

*warring (in a war/conflict), feud /fyud/, *to swear (promise), to unite, *to be wed (get married), to take revenge, to banish, tomb /tum/, poison, *weep (wept, wept), dagger, to stab, overwhelmed with grief.

Students will need to be able to refer to the characters in the play, so check the pronunciation of the names:

The Montagues: Lord Montague /'mɒntəɡy:/, Romeo /'rəʊmiəʊ/, Mercutio /mər'kyuʃiəʊ/, Benvolio /ben'vəʊliəʊ/

The Capulets: Lord Capulet /'kæpyələt/, Juliet /'dʒʊliət/, Tybalt /'tɪbalt/, Paris /'pærɪs/

Other: Friar Laurence /'fraɪər 'lərens/

- 1 Ask the question, and elicit a range of ideas from the class and the names of any plays students have heard of. Ask students if they have seen/read any Shakespeare plays, possibly in their own language.
- 2 Focus students' attention on the character lists, and check the pronunciation of the names (see *About the text* above). Elicit what students know about the story, and write their ideas on the board. Ask the Student Book questions about marriage and establish the answers.

Answers

At the time of the story of Romeo and Juliet, marriages were often a way of bringing two families together to increase their wealth, power, and status. Marrying for love was not common, especially among wealthy families. A young person's parents, usually the father, decided who he/she would marry.

- 3 If students didn't prepare the vocabulary in the text for homework, pre-teach/check students' understanding of new items before they read (see notes in *About the text* above). Tell students they are going to read the first half of the story. Advise them not to worry about understanding everything in the speech bubbles, as the main paragraphs tell the story. Students read frames 1–5 and answer the questions in pairs. Check the answers with the class.

Answers

1. They had hated each other for so long that no one could remember how the feud had started.
2. Because Romeo was Lord Montague's son, and the Capulets hated him and his family.
3. Romeo and Juliet fell instantly in love. They touched hands. They talked. Then they discovered their families were enemies.
4. Romeo's name indicates he is a Montague and links him to the family that Juliet's family hates.
5. They had known each other for a day.
6. He wanted to unite the families.
7. Because the man Romeo's friend and cousin were fighting was Juliet's cousin, Tybalt.

- 4 Students read frames 6–9 and answer the questions in their pairs. Check the answers with the class.

Answers

1. She went to Friar Laurence for help.
2. To give Juliet a sleeping potion to make her appear dead for 42 hours.
3. Everyone believed that Juliet was really dead.
4. Romeo never received the Friar's letter.
5. He thought Juliet had died, so he killed himself.
6. She woke up and saw Romeo dead. She couldn't stand the grief, so she stabbed herself.
7. They were overwhelmed with grief and horrified at the pain their families' hatred had caused.

- 5 **CDI 36** Explain to students that they are going to listen to some lines from Shakespeare's play. Point out that some of the English is old-fashioned, and they may not understand every single word. Focus students' attention on the first picture, and play the first line of the recording. Then students follow the picture story as they listen to the rest of the lines. Direct students to the lines in modern English on SB p. 144. Give students time to read the lines. Then direct students back to the picture story, and play the recording again.

Answers and audio script

CDI 36

Romeo and Juliet

T = Tybalt R = Romeo J = Julie N = Nurse

F = Friar P = Prince

1. T Peace! I hate the word ... As I hate hell, all Montagues, and thee.
2. R Did my heart love till now? For I ne'er saw true beauty till this night.
J My only love sprung from my only hate ...
3. J O Romeo, Romeo, wherefore art thou Romeo? Deny thy father, and refuse thy name ... What's Montague? ... A rose by any other name would smell as sweet.
4. R My heart's dear love is set on the fair daughter of rich Capulet.
F This alliance may so happy prove, to turn your households' rancour to pure love.
5. R Now, Tybalt, ... Mercutio's soul is ... above our heads, either thou or I, or both must go with him.
T Thou wretched boy ... shalt with him hence.
6. F Take thou this vial, ... and this liquor drink ... no pulse ... no breath shall testify thou livest ... two and forty hours.
J Give me! ... Love give me strength.
7. J Romeo, Romeo, Romeo! Here's drink—I drink to thee.
N O hateful day! Never was seen so black a day as this.
O woeful day!
8. R Eyes, look your last. Arms, take your last embrace ... Here's to my love! O true Apothecary, thy drugs are quick. Thus with a kiss I die.
J What's here? A cup closed in my true love's hand? Poison, I see ... I will kiss thy lips ... some poison doth hang on them to make me die ... thy lips are warm! Oh, happy dagger! Let me die!
9. P For never was a story of more woe than this of Juliet and her Romeo.

- 6 Explain to students that they are going to retell the story using the pictures as prompts. Focus students' attention on the first picture, and elicit the first part of the story from the class. Emphasize that students should use their

own words. Have them cover the words in the Student Book if you think this will help. Students then continue retelling the story in pairs, taking turns to tell each part of the story. With weaker classes, you can do this as a whole class activity. Monitor and listen for correct use of past tenses. Correct any mistakes in a short class discussion.

What do you think?

Discuss the questions with the class, or put students into small groups to exchange their ideas. Elicit a range of ideas and opinions in a short class discussion (see notes in *About the text* for the titles of Shakespeare's best-known plays).

WRITING (SB p. 101)

Telling a story (1) — Linking ideas (1)

Begin by asking students to look at the first picture. What do they think the story is about?

- 1 Pre-teach/check students' understanding of the words *vineyard*, *grapes*, and *upset*. Have students read the story of the farmer and his sons and identify the people in the picture. Ask if their predictions about the story were correct.

Answer

The picture shows the farmer and his three sons.

- 2 Give students time to read the clauses. Put students into pairs, and have them read the story again and decide where the clauses go.

Answers

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

- 3 Refer students to the picture from the story of the emperor and his daughters. Students read the lines from the story and identify the people in the picture.

Answer

The picture shows the emperor with his three daughters and the three princes.

- 4 Focus students' attention on the linking words in the box, and point out that as well as having different meanings, they are used in different ways in sentences (for example, *However* is usually used at the beginning of a sentence). Look at the first line from the story with the class, and elicit the answer (see *Answers* below). Then have students complete the exercise in pairs. Check answers with the class.

Answers

1. who
2. but
3. before
4. However,
5. so
6. when
7. during
8. while
9. as soon as

- 5 Put students in pairs to compare the lines with the sentences in exercise 4. Elicit answers from the class.

Answers

There was once an old emperor who lived in an enormous, golden palace in the middle of the city Ping Chong. He had three beautiful daughters, but unfortunately no sons ...

The text is more interesting because there is more detail, and there are more adjectives, adverbs, and adverbial phrases.

Have students continue rewriting the story in their pairs, adding more detail and making it more interesting.

Alternatively, a nice interactive way of doing this is to put students in pairs and have them copy the two sentences in the Student Book onto a blank sheet of paper. Then ask them to write the next sentence, adding more detail. They then pass the sheet of paper on to the next pair. Pairs continue to write one sentence and pass the sheet on until the story is complete.

- 6 Tell students that they are going to write a folk tale or fairytale that they know. Emphasize that they should include details to make it interesting. They should also add adjectives and adverbs. Assign this for homework. Collect it and mark it. You can put the marked stories on the classroom wall so that all the students can read each other's stories. Alternatively, staple the stories together in an anthology, entitled *Folk Tales from around the World*, and leave it in the classroom or school library for students to read in their free time.

LISTENING AND SPEAKING (SB p. 24)

The first time I fell in love

The *Listening and speaking* section continues the theme of love with a series of recordings about falling in love for the first time. Students are introduced to the theme with a discussion task on quotations about love. The listening task consists of two monologues and an interview, and practices listening for specific information and note-taking. The post-listening section has an exercise on understanding figurative language from the recording.

- 1 Give students time to read the quotations. Answer any questions about vocabulary. Put students into pairs/groups of three to discuss the quotations. Elicit a range of answers from the class.

Possible answers

You can't describe love, but you know it when you feel it.
 Being in love can create very strong emotions.
 You can't see your lover's faults.
 You are nothing when you are not together, and when you are together you feel more than complete.
 After the first effects of falling in love have faded, true love is what remains.
 Love can bring great happiness but also great sadness and pain.

As an extension, elicit the English translation of any quotations students know about love from their own language(s).

- 2 **CD1 37** Pre-teach/check students' understanding of the following vocabulary from the recording: *to hang out with different people* (spend time with), *to hold hands, electric* (in this context, *very exciting*), *upset* (adj.), *tummy* (informal for *stomach*), *to figure* (to think), *to hurt someone's feelings, to care what you look like* (to care about your appearance).

Write the names used in the recordings on the board: Max, Emma, and Ruth, and model the pronunciation. Have students read the questions in the table so that they know what to listen for. Check students' comprehension of *reciprocated* (given back/returned). Remind students that when they listen they don't need to understand every word to be able to complete the chart.

Play the first two sentences of Sarah's recording, and elicit the answers to questions 1 and 2. Play the recording through once, and have students complete as much of the chart as they can.

- 3 **CD1 37** Put the students into groups of three or four to pool their answers. Play the recording again, and have students fill in any missing answers. Then elicit any reactions to the stories of first love from the class.

Answers and audio script

	Sarah	Tommy	James
1 How old was he/she?	13	9	22
2 Who did he/she fall in love with?	a boy named Max (at her school)	a girl named Clara	a girl named Ruth
3 Was it a pleasurable experience?	Yes	No	Yes
4 Was the love reciprocated?	No, he didn't feel the same passion.	No, she didn't know he loved her.	Yes, she felt the same.
5 How did it end?	He went back to his friends, and she went back to hers.	He thought he was too young to only love one person for the rest of his life.	They are still together after thirty years, and they have four children.

CD1 37

The first time I fell in love

Sarah

The first time I fell in love was when I was 13. It was with a boy named Max. We were on a school trip, a geography trip, so a whole group of us were traveling together for a week. I'd never really noticed this boy before, because we used to hang out with different people, but I suddenly started looking at him, and I remember thinking, "Hmm! You're nice!" and I couldn't understand why I hadn't looked at him before. He was very quiet, and he had dark eyes that seemed to see everything, and he made me go all weak at the knees. We kind of started going out. When we held hands, it was electric! I'd never felt anything like it in my life! Wow! I don't think he felt the same way. He was very cool about everything. It only lasted a few months. Then he went back to his friends, and I went back to mine.

Tommy

T = Tommy I = Interviewer

- T** Well, I fell in love with a girl called Clara, but it didn't last very long.
I How long did it last?
T Well ... about two weeks. It all ended last Friday.
I What happened last Friday?
T I decided that I'd had enough of being in love. I didn't like the feeling.
I Was Clara upset?
T Not really. She didn't know anything about it.
I What?
T No. I hadn't told her that I was in love with her, so she didn't know that it had ended.
I Was it so bad?
T Oh, yes. I couldn't sleep, I used to get this funny feeling here in my tummy when I saw her coming, and my heart went bang, bang, bang. It was horrible!
I So how did you manage to stop loving her?
T Well, I'm only 9, and I figured that I'm too young to only love one person for the rest of my life.
I Fair enough. I'm glad you didn't hurt her feelings.
T I'm glad it's all over.

James

Well, I've only been in love once in my life, and that was when I was 22. I'd had other girlfriends, of course, but it was never more than that. Just a girlfriend. And then I met this other girl, Ruth, and my whole life just turned upside down. I remember thinking at the time that I'd never felt anything like it. Nothing looked the same, felt the same, life had never been so amazing, so colorful. I wanted to do everything—climb mountains, fly like a bird, stay up all night—life was far too amazing to sleep. It's funny, I never used to care what I looked like, but suddenly I started to care. I wanted to look good for this girl in my life. I felt that I hadn't really lived until that moment, until I'd met her and fallen in love. Thank goodness she felt the same! We're still together. Fifteen years and four kids later. Amazing, huh?

- 4 Elicit some examples of the effects of being in love, for example, your heart beating fast. Explain that the recordings contain some figurative language used to talk about love. Refer students to **CDI 37** on Student Book p. 117. Students work in pairs to find more examples. Check the answers with the class. Elicit from the class the meanings of the expressions (see answers in the parentheses below).

Possible answers

- ... he made me go all weak at the knees. (He made her feel weak/hardly able to stand because of the emotion experienced.)
- ... I used to get this funny feeling here in my tummy. (He felt a strange reaction in his stomach.)
- ... my heart went bang, bang, bang. (His heart started to beat very fast.)
- ... my whole life just turned upside down. (His thoughts about his life changed completely, and nothing was the same again.)

What do you think?

Students work in small groups to discuss the questions. Elicit a range of students' ideas in a class discussion.

Giving opinions

This section assumes that students will be familiar with basic expressions for giving opinions. It also recycles some of the language from Unit 2, SB p. 13. The section extends the functional focus to include the form and intonation of question tags used to ask for agreement as well as the use of adverbs to make opinions stronger. This includes a focus on voice range. It is also an opportunity for students to give their own opinions on a range of people, things, and events.

- 1 **CDI 38** Pre-teach/check students' understanding of the following items from the recording: *a sense of humor, to get along well together, to adore each other.*

Play the recording, and have students follow in their books. Elicit answers to the questions.

Have individual students read lines of the conversation aloud. If necessary, drill the intonation of the lines, using the recording as a model. Put the students into groups of three to practice the conversation. Encourage them to read with expression and imitate the voice range of the original speakers.

Answers and audio script

The conversation is about Meg, the speakers' friend, and her new boyfriend. A and B agree with each other; C disagrees.

CDI 38

- A** So, what do you think of Meg's new boyfriend? He's really great, isn't he?
- B** Definitely! I think he's absolutely wonderful!
- A** Mmm. Me too. I just love the stories he tells.
- B** So do I. He's very funny. I really like his sense of humor.
- A** They get along so well, don't they?
- C** Well, maybe. He's very nice, but I don't think that he's the one for her.
- B** That's not true! They absolutely adore each other!
- C** Mmm. I'm not so sure.
- B** Come on! You're just jealous. You've always liked her.
- C** Actually, that's not true at all. But I really like her sister.

- 2 **CDI 38** Play the recording again, and elicit the words A and B use to agree with each other.

Focus students' attention on the question tags A uses, and elicit the meaning they express. Play the sentences with the question tags again, and point out the falling intonation. Have students practice the sentences.

Answers

- 1. Definitely! Me too. So do I.
- 2. She isn't really asking for information when using these tags; she is inviting the other speakers to agree with her.

- 3 **CDI 39** Focus students' attention on the example. With weaker classes, elicit whether the question tags will be affirmative or negative (negative because the statements are in the affirmative). Then give students time to work individually to complete the exercise.

Play the recording, and have students check their answers. Play the recording again, and elicit the intonation pattern (falling) and the reason why (the speakers aren't really

asking questions, they are inviting others to agree with their opinion). Students practice saying the sentences with the correct intonation.

Answers and audio script

CD1 39

1. We had a great time in Thailand, **didn't we?**
2. The weather was great, **wasn't it?**
3. The French really love their food, **don't they?**
4. It's a lovely day today, **isn't it?**
5. Karen and Tom are a really nice couple, **aren't they?**
6. Tom earns so much money, **doesn't he?**
7. They want to get married, **don't they?**

SPOKEN ENGLISH — Making an opinion stronger

1/2 Read the notes as a class. Practice the intonation of the phrases with the class, encouraging a wide voice range. Students then find more examples in the conversation in exercise 1. Check answers.

Explain if necessary that *just* in *You're just jealous* has a different meaning (only) and does not have the function of making the speaker's opinion stronger.

Answers

He's awesome!
I just love the stories ...
He's very funny.
I really like his sense of humor.
They absolutely adore each other!

- 4 **CD1 40** Focus students' attention on the example. Have pairs of students read aloud each cue sentence and the stronger opinion. Drill the sentences as necessary, exaggerating the voice range to help students sound enthusiastic. Alternatively, let students work individually to change the sentences. Play the recording so that students can check their answers. Then play the recording again. Drill the sentences with the class, making sure that students use the correct intonation.

Answers and audio script

CD1 40

1. **A** She's very nice.
B She's absolutely wonderful!
2. **A** The movie was good.
B The movie was just great!
3. **A** The hotel's all right.
B The hotel's really fabulous!
4. **A** I like dark chocolate.
B I absolutely adore dark chocolate.
5. **A** I like Peter.
B I really love Peter.
6. **A** The book wasn't very good.
B The book was absolutely awful!
7. **A** I don't like noisy restaurants.
B I just can't stand noisy restaurants!

- 5 This exercise gives students the opportunity to practice giving and responding to opinions in a personalized way. Elicit an example for each of the items in the list. Remind students that they need to give sentences in the affirmative form and to include adverbs where possible to make their opinions stronger.

Possible answers

- The last movie I saw was *La Vie en Rose*. The acting was absolutely amazing.
- I heard about the earthquake in Greece. It was really scary.
- It's really miserable today, isn't it?
- Karl is wearing a really nice sweater, isn't he?
- The Rolling Stones are touring again. I really think they should give up!
- I saw the new sitcom on TV. I thought it was absolutely awful.

- 6 Focus students' attention on the examples in the speech bubbles. Highlight the use of adverbs. Have students read the example for the class. Drill the stress and intonation, encouraging a wide voice range.

Put the class into pairs/groups of three to exchange their opinions. Remind students that they should also use question tags to invite agreement. Monitor and check for the use of question tags, adverbs to make opinions stronger, and enthusiastic-sounding intonation. If students sound reserved, write one or two of their examples on the board, and rework them to give stronger opinions. Drill the pronunciation, and then let students continue in their pairs/groups.

Don't forget!

Workbook Unit 3

Exercise 11 Vocabulary — Birth, marriage, and death

Exercise 12 Prepositions — *in / at / on* for time

Exercise 13 Pronunciation — Phonetic symbols — consonants

Exercise 14 Listening — Memories

Grammar Reference (SB p. 131)

Word List Unit 3

Refer students to the Word List for Unit 3 (SB p. 149). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 3 Test

Stop and Check Test 1

Video (iTools and Online)



4 Getting it right

Modals and related verbs • Phrasal verbs (1) • Polite requests and opinions

 Growing up

The theme of this unit is “doing the right thing,” and it includes a focus on giving advice and on rules. This theme provides contexts for the modal verbs of advice, permission, and obligation. The grammar presentation includes a focus on modern dilemmas and appropriate advice. The idea of “rules for life” is presented in the *Listening and speaking* section, which includes a note-taking task on people’s personal beliefs and a song by Ian Dury and the Blockheads. This section also contains a Spoken English feature on *have got to*. The *Reading and speaking* section focuses on rules within the family, with an article about a man who changed the way he uses his smartphone. There is also a language focus on understanding phrasal verbs. This is continued in the *Vocabulary and speaking* section, which covers both the meaning and form of common phrasal verbs. The *Everyday English* focus is polite requests and offers, and the *Writing* syllabus continues with practice of combining sentences into paragraphs in a biography.

LANGUAGE INPUT

GRAMMAR

Modal and related verbs (SB pp. 26-28)

- Using modal verbs and related verbs to express advice, obligation, and permission

VOCABULARY

Phrasal verbs (1) (SB p. 32)

- Using phrasal verbs and recognizing if their meaning is literal or idiomatic, and if the parts of the phrasal verb are separable or inseparable within a sentence

EVERYDAY ENGLISH

Polite requests and offers (SB p. 33)

- Understanding and practicing expressions in everyday situations

SKILLS DEVELOPMENT

SPEAKING

Rules for life (SB p. 29)

How one man changed his life (SB p. 30)

Phrasal verbs (1) (SB p. 32)

- Discussing other people’s rules for life and if they are optimistic or pessimistic
- Discussing how people use smart phones and if and how they affect quality of life
- Using phrasal verbs to answer general questions about yourself

READING

How one man changed his life (SB p. 30)

- How Jake Knapp changed the way he used his smartphone and improved his life

LISTENING

Rules for life (SB p. 29)

- Listening to three people talk about their rules for life **CDI 43** (SB p. 118)

WRITING

A Biography (1) (SB p. 102)

- Combining sentences to avoid repetition

MORE MATERIALS

Extra Idea – Song-Our House (TB p. 146) **Tests** (Online) **Videos** (iTools and Online)

- 3 Elicit the question used to ask for advice in problem 1. Elicit also the verb or phrase used to give advice in reply *a* (see *Answers* below). Students work individually. They continue finding the questions and verbs/phrases. Check answers with the class.

Answers

- How should I deal with my difficult and disagreeable neighbor?
- Is it OK to greet people you don't know with a "How are you?" / Should I be less friendly in my greetings?
- Is it right for me to use my neighbor's Wi-Fi?
- Should we keep quiet or inform the police?
- What do you think?
- Is it wrong for me to download an e-book from the Internet without paying for it?
- Is it ever permissible to lie to children?

a. must; don't have to	e. are not allowed to
b. are allowed; should	f. should; have to
c. don't have to	g. must
d. have to; should	

GRAMMAR SPOT (SB p. 27)

- 1 Students read the sentences and question. Elicit the answer.

Answer

You must tell your neighbor.
Must is generally stronger than *should* for giving advice.

- 2 Students read the sentences and discuss the answers in pairs. Check the answers with the class. Point out that modals of obligation (*must/have to*) and permission (*can/be allowed to*) can also be used to make suggestions or give advice, as in the readers' replies on SB p. 27.

Answer

I can/I am allowed to go express permission.
I must/I have to go express obligation.

- 3 Students complete the sentences, and then check their answers in pairs. Check the answers with the class.

Answers

Children **have to** go to school.
 You **shouldn't** ride your bike on the sidewalk.
 People over 65 **don't have to** go to work.

If students have problems distinguishing *mustn't* and *don't have to*, write two parallel sentences on the board for analysis. Elicit which means "it isn't allowed" and which means "it isn't necessary."

You mustn't let the dog out. He has hurt his leg. (It isn't allowed.)

You don't have to let the dog out. I took him for a walk this morning. (It isn't necessary.)

- 4 Elicit the past of the two sentences.

Answer

I **had to** go.

Refer students to Grammar Reference 4.1–4.5 on SB pp. 133–134.

PRACTICE (SB p. 27)

Discussing grammar

- 1 **CDI 41** Elicit the correct verb for sentence 1 (see *Answers* below). Put students in pairs to complete the task. Play the recording, and have students check their answers.

Answers and audio script

CDI 41

- I don't get along with my boss. Do you think I **should** look for another job?
- We're throwing Tom a surprise birthday party. You **can't** tell him about it.
- Please, Dad, **can** I go to Tom's party? It'll be great.
- You **have to** drive on the left in England.
- Do you **have to** wear a uniform in your job?
- Are you **allowed to** take cell phones to school?
- I **had to** go to bed early when I was a child.
- You **don't have to** go to the U.S. to learn English, but it's a good idea.

Giving advice

- 2 **CDI 42** Tell students they are going to hear three conversations in which people discuss a problem and give advice. Give students time to read the questions to know what to listen for. With weaker classes, pre-teach/check students' understanding of *to have friends over*, *to clean up (after a party)*, *embarrassing*, *windshield*, *to pay a fine*. Play conversation 1 as an example, and elicit the answers. (See *Answers* below). Play the rest of the recording. Students answer the questions about conversations 2 and 3. Check the answers with the class.

Elicit students' opinions of the advice given in the three conversations. Ask students for alternative advice. If students make mistakes with the modal verbs, write the sentences on the board and have the whole class correct them.

Answers and audio script

Conversation 1

The girl is worried about going to a friend's party because her friend's parents said she wasn't allowed to have friends over. Their parents are also best friends. The boy advises her not to tell her mom and dad but to go to the party. He also says to help clean up after it.

Conversation 2

The woman is angry because another woman is eating in a store. She wants to tell her to stop. The man doesn't want her to say anything because he thinks it is embarrassing.

Conversation 3

The girl got a parking ticket when she went shopping for her dad. She doesn't want to pay it. Her friend doesn't give any advice, but the girl thinks she shouldn't pay the fine.

CD1 42**Conversation 1**

- A Are you going to Charlotte's party?
 B I don't know if I should go or not.
 A What do you mean?
 B Well, her parents are abroad, and they told her she wasn't allowed to have friends over while they were away.
 A Oh, come on! You have to come. It's a party. Everyone has parties when their parents are away.
 B Yeah, but her mom and dad are best friends with mine.
 A Look. You don't have to tell your mom and dad. Just go to the party and help clean up after.
 B I'm not sure.

Conversation 2

- A Do you see that woman over there?
 B Yeah, what about her?
 A She's eating!
 B So?
 A You're not allowed to eat in this store.
 B Well ...
 A Do you think I should tell her to stop?
 B No, no, you shouldn't say anything. It's embarrassing. The sales assistant will tell her.
 A No! I can't just stand here. I have to say something. Um—excuse me ...

Conversation 3

- A I'm so mad!
 B Why?
 A I got a parking ticket. I had to go to the store for my dad, and when I got back to the car, there was a ticket on the windshield.
 B Oh, that's bad luck!
 A I think *he* should pay the fine.
 B Who? Your dad? Why? He wasn't driving.
 A Yeah, but I was doing *his* shopping.
 B But he didn't tell you to park illegally.
 A OK, OK, so it's my fault. Um—I still think he should pay it.

- 3 **CD1 42** Play the first two lines from conversation 1. Elicit the missing word from sentence 1 (see *Answers* below).

Play the rest of the recording, and have students complete the sentences. Check the answers by having students read the sentences aloud. Drill the pronunciation as necessary, using the recording as a model.

Answers

- I don't know if I **should** go or not.
- They told her she **wasn't allowed** to have friends over while they were away.
- Oh, come on! You **have to** come. It's a party.
- Look. You **don't have to** tell your mom and dad.
- You're **not allowed** to eat in the store.
- Do you think I **should** tell her to stop?
- No, no, you **shouldn't** say anything.
- I **have to** say something
- I **had to** go to the store for my dad.
- I think he **should** pay the fine.

Put students in new pairs and refer them to the audio script on SB p. 118. Have them practice the conversations in their pairs. Encourage them to read with enthusiasm, and remind them about the importance of voice range. If students sound flat, play the recording again. Have

students repeat in chorus and individually. Allow them to mark the main stresses in each line if this will help them when they practice the conversations again.

SUGGESTION

Extend the practice on giving advice in a freer, more personalized activity. Write a series of problems/situations on the board, for example:

- You keep getting headaches.*
Your brother always drives too fast.
Your sister is always borrowing your clothes without asking.
Your friends Jenny and Paul are only 16, but they want to travel to Los Angeles by themselves.
Your brother keeps failing his driving test because of nerves.
A group of teenagers makes a lot of noise outside your home every evening.
You want to get in shape.
You want to go abroad to practice your English.

Elicit a range of advice for the first situation. If students have problems with the pronunciation, have them mark the main stresses and then drill the intonation.

- I **don't** think you should **work** so **long** at your **computer**.*
*You **have to** **learn** to **relax** **more**.*
*You **have to** see a **doctor**.*

Put students in pairs. Tell them to alternate between reading the situations and giving advice. Monitor and check for accurate use of the modals. Make a note of any common errors, and have a class discussion about them in a later lesson.

Rules present

- This task provides some personalized fluency practice. In a multilingual class, a discussion on different laws can be interesting and informative. Students work in pairs to read the sentences and note whether the laws are the same or different in their country. Put students in groups of four to discuss the sentences. In multilingual groups, put students of different nationalities together. Monitor and help as necessary. Write down any common errors, and have a class discussion on them in a later lesson. Don't interrupt to correct during the discussion stage, as this is a fluency task.
- Put students in groups of four to discuss the questions. In multilingual groups, put students of different nationalities together. Allow students time for discussion. Then ask each group to talk about the laws they discussed with the class.

Rules past

- Exercises 3–4 are on the theme of school days and school rules and regulations. Introduce the topic by asking the class: *What are children allowed to do at school nowadays?* *What shouldn't they do?* *What were you allowed to do when you were young?* *What couldn't you do?* Elicit a range of answers.

Give students time to read the text. Answer any questions about vocabulary. Put students into pairs to choose the correct verbs in the sentences. Remind them to choose their answers according to the information in the text. Check the answers with the class.

Answers

1. didn't have to 2. didn't have to 3. had to 4. weren't allowed to

- 4 This exercise presents some school rules from one room American schools. Check students' understanding of *oral* (spoken) and *local*. Focus students' attention on the example. Then have students work in pairs to discuss and complete the sentences.

Check the answers with the class. Ask: *What do you think of the rules? Were they sensible or just silly?* Elicit students' opinions.

Answers

2. had to
3. weren't allowed to
4. were allowed to
5. didn't have to
6. had to
7. didn't have to
8. had to

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 1 Modal verbs — Recognizing verb forms

Exercises 2–7 Modal verbs — Obligation

Exercises 8–9 Modal verbs — *should* for advice

Exercise 10 Modal verbs — Permission and ability

Exercise 11 Modal verbs — Obligation and permission

LISTENING AND SPEAKING (SB p. 29)

Rules for life

ABOUT THE LISTENING

This section contains two listening tasks, both on the theme of personal beliefs and philosophies. The first is a series of monologues in which three people of different ages talk about their personal beliefs. The task is listening for the main idea and note-taking, and students are given the opportunity to say if they agree with the speakers or not. This task also provides examples of the American *have/has got to* as part of the *Spoken English* syllabus.

The second listening task is a song called *I believe* by the British band *Ian Dury and the Blockheads*. There are some short biographical notes about Ian Dury on SB p. 29. The additional information below might also be useful.

Ian Dury

Ian Dury was born in 1942 in Middlesex, in the south of England. He contracted polio as a child, and this left him with physical disabilities, but also with a strong independent streak. He left school and studied in art college before winning a place at the Royal College of Art. He then taught art at various colleges in the south of England.

He formed his first band *Kilburn and the High Roads* in 1971, but it was with the *Blockheads* that Dury found fame and popularity with both fans and critics. Dury became well known for his lyrics, which were a clever combination of lyrical poetry, word play, observations of British everyday life, and down-to-earth humor.

Ian Dury and the Blockheads had several hit singles, including *What a Waste*, *Hit Me With Your Rhythm Stick* (which was a UK number one at the beginning of 1979), and *Reasons to be Cheerful, Part Three*. The song *I believe* was written by Dury and the keyboard player Mickey Gallagher. It appeared on the CD *Ten More Turnips from the Tip* which was released in 2002, two years after Dury had died from cancer. Since his death, the *Blockheads* have continued to play live, performing a mixture of old and new material.

- 1 **CDI 44** Focus attention on the photos, and ask students what they think each person's general attitude to life is.

Pre-teach/check students' understanding of the following items from the recording:

Millie: *fame, and the like* (in this context, *and people like that*), *bodyguard, fair enough* (in this context, *that's fine*), *scary stuff* (informal for *a scary situation/thing*).

Richard: *to get something out of life, to put something in to life, to have a part to play.*

Frank: *to look for the good in people, to go on and on about something (to complain), a menace.*

Play Millie's recording as far as ... *I would hate to be famous*. Elicit her first point, and write it on the board in note form. Play the rest of the recording, and elicit a summary of what Millie says. Complete the notes on the board (see *Answers* below).

Play the rest of the recording. Students take notes about Richard and Frank. Then they compare answers in pairs.

Check the answers, playing the recording again if students have missed any of the main points.

Answers and audio script

Millie: She would hate to be famous; it's frightening to be rich and famous; for example, movie stars and athletes are always followed and photographed; they have bodyguards; she just wants to enjoy her work; she doesn't mind if she doesn't earn lots of money; she never wants to be famous; it's too scary.

Richard: You only get out of life what you put in; you should never ask about the meaning of life, as you will never find the answer; you should give meaning to your life by what you do with your life; everyone has a place in the world and has a part to play.

Frank: You have to look for the good in people and things; lots of older people complain all the time about traffic, cell phones, and so on; they complain most about young people, saying they are loud and impolite, worse than in past; he doesn't agree; there has always been good and bad in the world; you should look for the good and find 3 things every day to be happy about.

CD1 44**Rules for life****1. Millie (15)**

Well, so many teenagers seem to think life is about just one thing, you know—money and fame, they think it will bring them happiness. Honestly, I would hate to be famous. When I read the magazines and see all the photos of these rich, famous movie stars, athletes and the like, it frightens me. They can't move without being followed and photographed. Usually, they have bodyguards. When I grow up I just want to enjoy my work. If I earn lots of money, fair enough, but if I don't, I'll still be happy. I never want to be famous. That's scary stuff.

2. Richard (33)

My rule for life is that you only get out of life what you put in. I mean, you should never ask that question people always ask "Why are we here? What is the meaning of life?"—you'll never find the answer. You've got to *give* meaning to your life by what you *do* with your life—um ... and I think you can do this in all kinds of ways. It doesn't matter if you are president of your country or a janitor—you have a place in the world, you have a part to play.

3. Frank (65)

I believe you've got to look for the good in people and things. So many people of my age do nothing but complain about today's world—oh, on and on they go about—ooh, how bad the traffic is, or how cell phones are such a menace. Oh, and most of all they complain about young people—they're loud, they're impolite, not like in the "good old days." Well, I don't agree with all that. There's always been good and bad in the world, and I think we should look for the good. The rule I try to live by is find three things every day to be happy about.

- 2 Give students time to think about whether they agree with the speakers and write their answers on a piece of paper. Ask students if they think the speakers are optimists or pessimists (all three seem to take a fairly optimistic view of life). Then have students work in pairs or small groups to compare the speakers' opinions with their own.

SPOKEN ENGLISH — have got to

- 1 Focus students' attention on the *Spoken English* box. Give students time to read the notes and the examples. Point out that these forms are usually contracted in spoken English (*I've/he's got to*, etc.). Also, point out that in American English, it is much more common to say *have to* (e.g., *You have to look for the good in people.*). In addition, mention that *have got to* is reduced to *gotta* in spoken American English (e.g., *You gotta give meaning to life by what you do.*). Point out also that in the negative, we tend to say, *I don't have to*, not *I haven't got to*.
- 2 **CD1 44** Focus attention on the example. Students work individually to complete the sentences. Play the recording so that students can check their answers. Elicit the extra information in the speakers' answers. Play the recording again if necessary, and check the answers with the class (see underlining in the script below). Highlight the pronunciation of *got to* /gətə/ in the sentences. Students then practice the conversations in pairs.

Refer students to Grammar Reference 4.2 on SB p. 133.

Answers and audio script**CD1 44**

1. **A** Isn't your mom away this week?
B Yeah, so Dad's **got to** do all the cooking, and I've got to do the ironing.
2. **A** Where's my briefcase? I've **got to** go to work.
B It's where you left it when you came home. In the hallway by the front door.
3. **A** Mom, why can't I go out now?
B You've **got to** clean up your room first. Your friends will just have to wait.
4. **A** Won't you be late for work?
B Oh, no! Look at the time. I've **got to** go now. We'll catch up later. Bye!

Song — I Believe

- 3 Focus students' attention on the photo, and have students read the note about Ian Dury. Elicit the answer to the question and any other information students know about him and his music (see the notes on Ian Dury above).
- 4 **CD1 45** Play the recording once, and ask if Ian is an optimist or pessimist (an optimist). Elicit any examples from the song of his positive attitude.

CD1 45**Song (Ian Dury and the Blockheads)****I Believe**

I believe in **bottle banks**
 And beauty from within
 I believe in saying **thanks**
 And fresh **air** on the skin

I believe in healthy **walks**
 As tonic for the feet
 I believe in serious talks
 And **just enough** to eat

Chorus

That's what I believe
Surprising as it seems
I believe that happiness
Is well within our dreams

I believe in being **nice**
 In spite of what you think
 I believe in good **advice**
 And not too much to **drink**

I believe in being **true**
 In everything you try to **do**
 I believe in me and you
 I hope you share my **point of view**

Chorus (repeat)

I believe in being **kind**
 Especially when it's hard
 I believe an open **mind**
 Can show a fine regard

I believe that **manners** make
A person good to know
I believe in birthday **cake**
And going **with the flow**

Chorus (repeat)

That's what I believe
Although it seems naïve
I believe that **peace and love**
Are there to be achieved
That's what I believe ...

- 5 **CD1 45** Refer students to SB p. 146.
Put students in pairs to read the song and discuss which words best fit the blanks.
Play the song again so that students can check their answers.

Answers

See bold words in **CD1 45** above.

- 6 **CD1 45** Play the recording again, and have students check their answers. Give students time to look at the list and check the things that Ian believes in. Check the answers with the class.

Answers

1. Recycling trash. ✓
2. Healthy outdoor activities. ✓
3. Having a lot to eat and drink. ✗
4. Being truthful and kind. ✓
5. Having strong opinions about everything. ✗
6. Good manners. ✓
7. Putting yourself first. ✗
8. Peace, not war, is possible. ✓

- 7 Ask students which of the things in exercise 6 are important to them. Brainstorm other examples such as having a close family, enjoying nature, or having a worthwhile job. Try to establish one or two things that are important to most of the class.

WRITING (SB p. 102)

A biography — Combining sentences

This section helps students understand how to combine sentences into paragraphs. The tasks are based on a biography of the missionary Mother Teresa. Students go on to research and write a short biography of a person that they admire.

The section starts with an information-sharing exercise about Mother Teresa. The texts contain fairly detailed biographical details about her, so you might want to read them before the lesson.

- 1 Focus students' attention on the photos of Mother Teresa. Give students a few minutes to write down ideas and information. Elicit a range of answers and collate the information on the board under headings such as *early life*, *work with the poor*, and so on. Supply key vocabulary at this stage: *missionary*, *convent*, *slums*, *to be awarded the*

Nobel Peace Prize (named after Alfred Nobel, the Swedish inventor of dynamite), *funeral*.

- 2 Focus students' attention on the first two facts in A and how they are combined in B (a relative clause with *who*). Students work in pairs to continue the task. Remind them to pay attention to all the ways in which the sentences combine.

Answers

The sentences combine in the following ways: relative clauses, linking place and date of birth to avoid repetition of *she was born*, a present participle clause *leaving her mother ...*

- 3 Give students a few moments to read the notes in the section *Working as a teacher*. Elicit the missing information for the first blank in the paragraph in B (see *Answers* below). Students complete the paragraph, working in their pairs. Give students time to compare their version with another pair and discuss any differences or make corrections.

Check the answers with the class.

Answer

From a very young age Agnes had wanted to become a missionary, so in September 1928 she left home to join a convent in Ireland, where she was given the name Teresa. A few months later, in January 1929, she was sent to India to teach in St. Mary's High School Convent in Calcutta. Here she worked for over 20 years, first as Sister Teresa and finally, in 1937, as Mother Teresa.

- 4 Follow the same procedure as exercise 3 for the section *Working with the poor*. When students have completed the text, have them read their paragraph aloud to the class. Encourage students to discuss any differences or make corrections as each pair reads their version.

Elicit a version of the wording that the class agrees with. Then have students underline the ways ideas and facts have been combined (see underlining in the *Answer* below). Also ask students to find examples of the Past Perfect to express an action happening before another action in the past (*she had felt, had spread*).

Answer

Mother Teresa finally left St. Mary's Convent on August 17, 1948. Two years earlier, in 1946, she had felt called by God to help the poorest of the poor, so she started visiting families in the slums of Calcutta, looking after sick and dying children. In 1950, she started a religious community called the Missionaries of Charity, which by the 1960s and 70s had spread all over the world. In 1979 Mother Teresa was awarded the Nobel Peace Prize. She continued to work amongst the poor despite developing severe health problems. When she finally died on September 5, 1997, thousands of people from all over the world came to her funeral.

- 5 Assign the planning and research for the writing task as homework. Ask students if they need any help with their notes. Then have them write their biography. If appropriate, ask students to exchange their first drafts and make suggestions as to how to improve them. Students' final drafts can be displayed on the classroom walls, and you can organize a class vote for the most interesting biography.

How One Man Changed His Life

ABOUT THE TEXT

The overall theme of rules and behavior is continued with an article about how a man changes his smart phone use. The article describes how he was very distracted by all the apps on his smartphone and how they negatively affected his home and work life. The tasks include detailed comprehension, prediction, and language work on understanding phrasal verbs in context. (This acts as an introduction to the *Vocabulary and speaking* section that follows.)

The exploitation of the article includes language activities and dictionary work. However, if you are short on time, or with weaker classes, you can pre-teach/ check students' understanding of the following vocabulary: *experiment, uninstalled, distracting, kept it up (continued), benefits, hardship, keep track of, notifications, disables*.

- 1 Read the questions as a class. Ask a stronger student to answer the first one. Then ask other students to say if they know/use that app. Ask other students to tell the class their favorite apps. Continue discussing the other questions, with a stronger student answering first and then having the rest of the class give their answers. Alternatively, include a class poll on favorite apps and smart phone use. Write each question on the board and write students' answers next to each question to see which are the most popular apps and when and how the majority of students use their smart phones.
- 2 Focus students' attention on the introduction to the article. See *About the text* above for notes on pre-teaching vocabulary. Set a time limit of one to two minutes for students to read the introduction. Put students in pairs to answer the question. Check the answer with the class.

Answers

Jake's smart phone was making him nervous and taking time away from his family and other important things.

- 3 Have the same pairs think of three possible solutions to Jake's problem and then decide on the best solution out of the three. Have students share their best possible solution with the class.
- 4 Focus students' attention on the first paragraph of the article. Give them one or two minutes to read it. Have them answer the questions in pairs and then share their answers with the class.
- 5 Students work individually to check their understanding of the vocabulary from the text, looking up new words in a dictionary when necessary. If students don't have access to dictionaries, go over any questions about vocabulary as a class.
Give students time to predict the information given in each paragraph. Put students in new pairs to share their ideas. Elicit a few predictions from individual students, but do not confirm or reject ideas at this stage.

- 6 Set a time limit of about three minutes for students to read paragraphs 2-7 of the text and to compare their predictions with what they read. Elicit any initial reactions to Jake's experiment and ask students if they predicted correctly.
- 7 Give students time to read the questions. Students read the text again and underline the information they need to answer the questions. Students check their answers in pairs before checking their answers with the whole class.

Answers

1. He decided which things were the most distracting.
2. He had more free time and his relationship with his family improved.
3. He became more productive.
4. He re-enables it and disables it when he is done.
5. Yes, he does.
6. They were supportive.
7. She made her own phone distraction-free.
8. No, he doesn't. He thinks that if someone is not addicted to their phone they don't have to remove any apps.

Vocabulary Work

This exercise focuses on phrasal verbs in context. With weaker students, tell them the paragraph number where each verb appears:

- 1 Introduction
- 2 Introduction
- 3 Paragraph 1
- 4 Paragraph 1
- 5 Paragraph 2
- 6 Paragraph 5

Students work individually to find the phrasal verbs. Check the answers with the class.

Answers

- | | |
|------------|---------------|
| 1. took up | 4. kept up |
| 2. put off | 5. look up |
| 3. give up | 6. track down |

SUGGESTION

As an extension, or for homework, have students write personalized sentences using the phrasal verbs in *Vocabulary work*.

What do you think?

Put students in groups to discuss the questions and write the list of rules. Remind them of the structures they can use for their rules:

You must (limit your time on your phone).
You shouldn't (have your phone with you during dinner).
You have to (listen when others are talking to you).
You've got to (shut off your phone a few hours every day).
You're not allowed to (have your phone on during class).

Monitor and help as necessary.

Students read their rules aloud. If appropriate, have students vote for their top five rules for smart phone health!

SUGGESTION

As an extension, you can have students write a list of rules for the classroom and for the smooth running of lessons. Students can vote for the top 10 rules and then write them on large pieces of paper. Display them on the classroom walls.

EXTRA IDEA

Song CD3 48

Our House TB p. 146

This is intended as a fun activity that you might include at the end of a lesson. Students choose the correct words in the song, and then listen and check. There are also two comprehension/interpretation tasks. The answers are on TB p. 151.

VOCABULARY AND SPEAKING (SB p. 32)

Phrasal verbs (I)

⚠ POSSIBLE PROBLEMS

Intermediate students should be familiar with a broad range of phrasal verbs, for recognition if not for active use. What may be new to them is the focus on form and the issues of word order with separable and inseparable verbs.

- * *The baby doesn't take me after.* (inseparable verb: *The baby doesn't take after me.*)
- * *If you don't know the meaning, look up it.* (separable verb *If you don't know the meaning, look it up.*)

The goal here is to help students understand that phrasal verbs can be literal or idiomatic. It introduces them to the rules for using different types of phrasal verbs.

Literal or idiomatic meanings?

- 1 Check students' understanding of *literal* and *idiomatic*. Focus students' attention on the cartoons, and elicit the answers to the questions. Also elicit a synonym for the idiomatic meanings.

Answers

His business has really **taken off**. — idiomatic = become successful
She **took** her boots **off**. — literal
The flight to Singapore **took off** on time. — idiomatic = left the ground

- 2 Focus students' attention on the first set of sentences, and elicit the answers. Students work in pairs to complete the task.
Check the answers. Elicit a synonym for the idiomatic meanings (see text in the parentheses in *Answer* box).

Answers

1. a. idiomatic (raised/educated)
b. literal
c. idiomatic (started to talk about)
2. a. idiomatic (be successful in; pass)
b. idiomatic (get a connection)
c. literal
3. a. idiomatic (turned off; stopped)
b. idiomatic (the connection has been interrupted)
c. literal
4. a. idiomatic (improved)
b. literal
c. idiomatic (learned without formal training)

Separable or inseparable?

- 3 Write the following examples on the board to present/review the meaning of separable and inseparable:

put up (separable)

We put up the pictures.

We put the pictures up.

run across (inseparable)

Don't run across the road.

* Don't run the road across.

Focus students' attention on the examples in exercise 3. Elicit the rule for separable verbs: When the object is a pronoun, it always comes *between* the verb and the particle.

Students work individually to complete the task. Check the answers with the class.

Answers

3. He took it up when he retired.
4. We picked it up very quickly.
5. I looked them up in my dictionary.
6. They brought them up really well.
7. I've given them up at last.

- 4 Focus students' attention on the example. Students work in pairs to complete the task. Check the answers with the class.

Answers

2. Nearly everyone got through it.
3. We looked after them.
4. He gets along with her.
5. I'm looking for them.
6. They're looking forward to it.
7. We couldn't put up with it any longer.

Talking about you

- 5 **CD1 46** This task gives students the opportunity to use common phrasal verbs in a personalized way. Elicit the answer to sentence 1. Students work individually to complete the task. Check the answers with the class, but don't play the recording at this stage. With weaker classes, do a quick check of the meaning of the phrasal verbs by eliciting a synonym.

Put students in pairs to ask and answer the questions. Monitor and help as necessary. Play the recording, and have students compare their answers with the recording.

Answers and audio script

CD1 46

- A** Who do you take **after** in your family?
B Mmm ... I don't think I take after anyone in particular. Although the older I get, the more I think I'm like my mother. Humph!
- A** Do you get along **with** both your parents?
B Yes, I do. Most of the time. I do a lot of stuff with my dad. Baseball and things.
- A** Have you recently taken **up** any new sports or hobbies?
B Me? No! My life's too busy already!
- A** Do you often look **up** words in your dictionary?
B Sometimes, if I'm really stuck.
- A** Are you looking forward **to** going on vacation soon?
B I wish! But I just went on vacation, so I have to wait until the holidays now.
- A** Do you pick **up** foreign languages easily?
B Well, I picked up Italian quite easily when I was living in Milan, but I already knew Spanish, so I think that helped a little.
- A** Do you have any bad habits that you want to give **up**?
B Yes, I bite my nails. I just can't stop and I'm a teacher, so I have to hide my hands from the kids because I don't want to set a bad example.

SUGGESTION

It's a good idea to have students think about how to record phrasal verbs as part of their vocabulary learning. Refer them back to the discussion they had in Unit 1 about recording vocabulary (see SB p. 9 and TB p. 10). Elicit the information that would be useful when recording a phrasal verb. For example, ask students to think about whether it would be better to record by verb (e.g., *Phrasal verbs with "look"*) or by lexical set (e.g., *Phrasal verbs to do with traveling*). Ask how they can record whether a verb is separable or inseparable. Also ask whether they think it would be better to give an example sentence, especially with phrasal verbs with an idiomatic meaning, or a translation where there is a clear equivalent in their own language. You can do a few example entries for a vocabulary record as a class.

Don't forget to review phrasal verbs at regular intervals. You can do this by giving students synonyms in context and eliciting the phrasal verbs, reviewing the difference in meaning when you add a different particle to a base verb (e.g., *look for/after/up*). Making flashcards is also a good way of having students work with phrasal verbs. They can be used in matching activities, as cues for sentence building, and in card games such as concentration. Students can also create fill-in-the-blank sentences or multiple choice tasks for each other as a homework activity.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 12 Phrasal verbs — separable or inseparable?

EVERYDAY ENGLISH (SB p. 33)

Polite requests and offers

Intermediate students should be familiar with a number of basic ways of making requests and offers. The goal of the activities in this section is to extend their range, both receptively and productively. There is grammar support for the modals in this section in Grammar Reference 4.6–4.7 on SB p. 134. Have students read this section before the lesson. The use of *will* for offers is introduced in Grammar Reference 4.7 on SB p. 134, and this use of *will* is presented and practiced in more detail in Unit 5.

- CD1 47** Focus students' attention on the example. Then put students in pairs to match the rest of the lines. Encourage them to pool their knowledge and use the context to try to figure out any unfamiliar vocabulary. However, be prepared to answer individual questions as they arise. Remind students to think about who is talking and where.

Refer students to Grammar Reference 4.6–4.7 on SB p. 134. If students haven't read this for homework, they can look at it after the class, if you are short on time.

Play the recording so that students can check their answers. Elicit who is talking and where (see suggested answers in the parentheses).

Answers and audio script

- f. (customer talking to a sales assistant in a gift shop/department store)
- g. (two friends/members of same family, possibly at home)
- d. (driver talking to a cashier at a gas station)
- a. (customer talking to a cashier in a fast-food restaurant/cafe)
- h. (two people at work, working on a computer)
- e. (one driver talking to another, possibly in a parking lot/the street)
- b. (two people talking to each other, possibly in a waiting room)
- c. (caller talking to an operator)

CD1 47

- A** It's a present. Do you think you could gift-wrap it for me?
B Yes, of course. I'll just take the tag off.
- A** I'll give you a ride into town if you like.
B That would be great. Could you drop me at the library?
- A** Pump number 5. And could you give me a token for the car wash?
B I'm sorry, it's not working today.
- A** Two large Cokes, please.
B Diet or regular?
- A** Could you show me how you did that?
B Certainly. Just go to "System Preferences" and click on "Displays."
- A** Would you mind moving your car?
B Oh, sorry, I didn't realize that you couldn't get through.
- A** Would you mind if I opened the window?
B Go ahead. It's very stuffy in here.
- A** Can you tell me the code for Tokyo, please?
B One moment, I'll have to look it up.

- 2 **CD1 48** Play the first conversation and elicit the topic. Play the rest of the recording, and have students write down their answers.

Check the answers with the class.

Answers and audio script

- two friends arranging to meet for lunch
- two friends arranging to meet after work for dinner and to watch a game on TV
- a husband talking to his wife about his day at work and his wife asking him to look after the baby
- two colleagues/friends talking about a problem with a computer

CD1 48

- A** Hello, it's me again. I just remembered that I have a doctor's appointment in the morning. Could we possibly make it lunch instead of coffee?

B Um ... no problem. I can do lunch, too. How about 12:30 in the usual restaurant?
- A** Would you mind if we didn't go out to eat after work? I want to watch the game on TV.

B Hey, we could have dinner at Morgan's. They have a huge screen. We could both watch the game there.

A You're on. Great idea!
- A** So, anyway, there I was just finishing my report, when suddenly the boss calls me into his office and he starts going on about my performance ...

B Sorry darling, I really do want to hear all about it, but the baby's crying. Do you think you could go and check him? He might need a new diaper.
- A** Help! Ugh ... I don't know what's wrong with my computer. The screen's frozen again.

B I'll try and fix it if you like. I'm pretty good with computers.

A Go ahead. Be my guest. I've had it with this machine!

- 3 **CD1 48** Play the first conversation again, and elicit the wording of the request. Write it on the board. Play the rest of the recording, and have students write down the wording of the request or offer from each conversation. Check the answers with the class.

Elicit as much of the exact wording from the first conversation as possible with the whole class. Play the recording again if necessary, and write the key words on the board.

Students then work in pairs to remember the wording of the other conversations. Play the recording again if necessary to help them, or write key words on the board. Monitor and check for the correct use of the structures for requests and offers. Correct any mistakes carefully.

Answers

- Could we possibly (make it lunch instead of coffee)?
- Would you mind if (we didn't go out to eat after work)?
- Do you think you could (go and check him)?
- I'll try (and fix it if you like).

See above for **CD1 48**

Role play

Give students time to read the situations. Go over the pronunciation of potentially difficult words, such as *dessert* /dɪ'zɜ:t/, *suits* /suts/, *bargain* /'bɑ:gən/.

Put students in pairs to choose a situation to roleplay. With weaker students, review the structures they can use, and write them on the board:

Requests

- Could you/we ...?
- Do you think you/we could ...?
- Could you/we possibly ...?
- Would you mind ... + -ing?
- Would you mind if I/we ...?
- Can you ...?

Offers

- I'll ...
- Do you want me to ...?

Give students time to prepare their ideas. Monitor and help as necessary. If possible, rearrange the furniture in the class to create a space for students to perform in, and bring in simple props to add authenticity. Ask pairs to act out their conversations for the rest of the class. Discourage them from reading the lines if they have scripted the whole conversation, but be prepared to prompt a little with key words.

SUGGESTION

If you have access to a digital recorder, it can be fun to record students. You can then review the role plays and have students comment on content and correct errors. Archiving the recordings and viewing them a few months later also provides a valuable marker of progress.

Don't forget!

Workbook Unit 4

Exercise 13 Listening — A radio call-in

Exercise 14 Vocabulary — Crossword 1

Grammar Reference (SB p. 133)

Word List Unit 4

Refer students to the Word List for Unit 4 (SB p. 149). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 4 Test

Skills Test 1

Video (iTools and Online)

5 Our changing world

Future forms • *may, might, could* • Word building • Arranging to meet



The broad theme of Unit 5 is “the future.” In terms of target structures, this theme provides the ideal context for a review and reinforcement of future forms and *may/might/could* for making predictions. These are practiced in a range of controlled and freer tasks, including a section on weather forecasts. The skills coverage continues the theme of the future with a *Listening and speaking* section on space tourism, and a *Reading and speaking* section on life 50 years in the future. This includes an article that presents scientists’ predictions for 2065. *Vocabulary and pronunciation* covers the use of prefixes and suffixes in word building. *Everyday English* comes back to the idea of the future with a focus on the language used for making arrangements. The *Writing* focus is on writing for talking, and students are given the opportunity to prepare a talk on a current issue that worries them.

LANGUAGE INPUT

GRAMMAR

Future forms (SB pp. 34-35)

- Using *will, going to*, and Present Continuous to talk about the future, and determining which one to use to talk about different kinds of future situations

may, might, could (SB pp. 34-35)

- Using *may, might, and could* to talk about future possibilities

VOCABULARY

Word building (SB p. 40)

- Using suffixes and prefixes to change the meaning/part of speech; changing word stress when a prefix or suffix is added

EVERYDAY ENGLISH

Arranging to meet (SB p. 41)

- Understanding and practicing expressions used to make plans to meet on a specific day and time

SKILLS DEVELOPMENT

SPEAKING

Rocket man (SB p. 37)

- Discussing space travel and tourism

Life fifty years from now (SB pp. 38-39)

- Predicting what life will be like in the future

READING

Life fifty years from now (SB pp. 38-39)

- Predictions about life in the future

LISTENING

Rocket man (SB p. 37)

- Listening to an interview with a man who is building his own rocket **CD2 8** (SB p. 120)

WRITING

Writing for Talking (SB p. 103)

- Planning and writing a talk

MORE MATERIALS

Tests (Online) Videos (iTools and Online)

Notes on the unit

STARTER (SB p. 34)

ABOUT THE TOPIC

The term “global warming” /,glɔʊbəl wɔːmɪŋ/ refers to a general increase in the average temperature of Earth’s air and oceans. There is now strong evidence that significant global warming is occurring. It is also likely that most of the recent warming can be attributed to human activities.

Scientists generally agree that the main cause of global warming is the release of greenhouse gases (e.g., carbon dioxide and methane) from burning fossil fuels for energy and from cutting down forests.

Scientific research indicates that, because of climate change, we may experience more intense and more frequent extreme weather events. A gradual increase in temperature also has major implications for ecosystems, animals, and their habitats.

Write the phrase *global warming* on the board, and elicit a definition and/or examples of it from the class (see above). Ask students if they feel their country/region is affected by global warming.

Pre-teach/check students’ understanding of the language students may need to talk about the photos: *habitat*, *temperatures*, *sea level*, *to rise*, *Arctic*, *to melt*, *drought* /draʊt/, *flood* /flʌd/, *to become extinct*, *to survive*, *rain forest*, *coral reef*, *gorilla*, *jungle*.

Focus students’ attention on the photos, and elicit a few predictions for the first one, for example, *I think temperatures will continue to rise. There will be less rainfall, so there will be more deserts.* Put students in pairs to discuss their ideas. Monitor, and supply extra vocabulary as required. Then elicit predictions from the class about each photo.

Sample answers

I think sea levels will rise, and some cities will flood.

I think people will continue to cut down trees in rain forests.

I don’t think gorillas will survive. I think they will become extinct.

I think the world will become warmer, and the ice in the Arctic will melt.

I don’t think polar bears will become extinct. I think they will move to other areas.

I think the sea will become warmer. I don’t think that coral reefs will survive

THINGS OUR GRANDCHILDREN MAY NEVER SEE (SB p. 34)

Making predictions

⚠ POSSIBLE PROBLEMS

Students often overuse the Simple Present to refer to the future, and they tend to use *will* where *going to* or the Present Continuous would be the more natural choice.

The spontaneous decision use of *will* is often incorrectly replaced by the Simple Present. When making negative predictions, students may use *I think + won’t* rather than the more natural-sounding *I don’t think + will*.

Common mistakes

* *What do you do this weekend?*

* *What will you do tonight?*

A *There’s someone at the door.*

B * *I go.*

We’ve planned our vacation.

* *We’ll go to Spain.*

* *I think people won’t live in space.*

Corrections

What are you doing/going to do ...

What are you doing/going to do ...

I’ll go.

We’re going to Spain.

I don’t think people will ...

Try to get students to understand these basic rules:

- We use *will* for predictions, future facts, and promises/offers made at the time of speaking.
- We use *going to* for intentions decided on before speaking.
- We use the Present Continuous for arrangements that are unlikely to change.

Grammar Reference 5.1–5.2 on SB p. 135 gives further explanation.

may/might/could

The key issues of the form of modal verbs were covered in Unit 4, but if necessary, refer students back to Grammar Reference 4.3 on SB p. 133. *May*, *might*, and *could* express possibility in the present and future. The negative forms *may/might not* express negative possibility, but *couldn’t* is not used with this meaning. The continuous form *may/might/could be + -ing* is probably new and is worth pointing out to students.

Students are often confused by the fact that there is not a direct equivalent of *may/might/could* in their own language. They tend to use *perhaps* or *maybe* instead, sometimes as a direct translation from their own language.

Common mistakes

* *I could not come tomorrow.*

* *Perhaps I’ll change my job.*

* *Maybe we see you later.*

Corrections

I may/might not come ...

I may/might change ...

We may/might see ...

- 1 **CD2 2** Focus students’ attention on the photo of Hannah and Dan, and have students read the context and questions 1–5. Check students’ understanding of *to reassure* (to make someone feel less worried). Briefly review the use of *what ... like* when asking for a description, for example, *What will life be like in 50 years?* Pre-teach/check students’ understanding of the following items from the listening: *to grow up*, *to get warmer*, *to rise*, *Arctic*, *to melt*, *to find solutions*, *to do your part* (informal for *to do your share of the work*), *to bring up (a baby)*. Play the recording once and check the answers.

Answers and audio script

1. She's worried about what life will be like when their grandchildren grow up.
2. He isn't thinking about grandchildren yet.
3. It will definitely get warmer.
4. Temperatures might rise by up to 39°F before the end of the century. If the Arctic ice melts, there will be floods, and the polar bears will have nowhere to live.
5. He says that not *all* scientists think the same about global warming. Humans are clever enough to find solutions. They'll do their part, and they'll bring up the baby to do the same.

CD2 2

Things our grandchildren may never see

H = Hannah D = Dan

- H Do you ever worry about what the world will be like when our grandchildren grow up?
- D Hold on! We haven't had our baby yet. I'm not thinking about grandchildren!
- H I know, but having a baby makes me wonder—what **will** the world **be** like when he or she grows up? Look at these pictures. Don't they make you worry about what **could** happen in the future?
- D Mmm—OK, of course things **are going to** change a lot in the next hundred years, even in the next fifty, but ...
- H I know, and I'm getting worried. Everyone says global warming is a fact nowadays. No one says it **may** get warmer or it **might** get warmer anymore. Scientists say that it definitely **will get** warmer. It's going to be a very different world for our children and grandchildren.
- D Look, Hannah, it's no good worrying. Not *all* scientists think the same ...
- H Yes, I know but *most* do. It says here over 2,500 climate scientists agree. They say temperatures **might** rise by up to 39°F before the end of the century. Dan, this is the world our son or daughter is going to grow up in.
- D Hannah, you have to take it easy. You're **having** a baby soon and ...
- H I can't help being worried. If the Arctic ice melts, there'll be floods, and the polar bears will have nowhere to live. Oh, and look at this ...
- D Come on, Hannah. Look here, it also says humans are clever enough to find solutions. We'll do our part, and we'll bring up our baby to do the same. Every little bit helps ...
- H OK, but maybe it **won't** help. It **may be** too late already.

2. These fill-in-the-blank sentences contain the target structures for the lesson. Give students time to read the sentences so that they know what to listen for.

CD2 2 Play the first three speeches of the recording, and elicit the missing words in sentences 1 and 2 (see words in bold in above script). Play the rest of the recording, pausing after the key lines as necessary. Students complete the sentences. Check the answers with the class.

Answers

See words in bold in **CD2 2** above.

GRAMMAR SPOT (SB p. 35)

- 1 Read the sentences aloud, and elicit the answers to the concept questions.

Answers

Most sure: *It is going to/will change.*
Less sure: *It may/might/could change.*

- 2 Give students time to read the question and possible answers. Have them discuss the concept question in pairs before checking the answers with the class.

Answers

Correct answers: *I'm seeing/I'm going to see my grandmother.* Present Continuous and *going to* can be used to talk about arrangements and plans made before the time of speaking.
Incorrect answer: *I'll see my grandmother.* *Will* is used for predictions about the future and decisions made at the time of speaking, not for plans or arrangements.

- 3 Students match the future forms to the meanings. Check the answers with the class.

Answers

Our love will last forever. (a prediction)
I'm going to start exercising next week. (an intention)
We're meeting James at 11:00 in the conference room. (an arrangement)

Refer students to Grammar Reference 5.1–5.3 on SB p. 135.

What do you think will happen?

- 3 **CD2 3** This exercise gives students the opportunity to respond to a range of predictions, using *will* or the modals *may/might/could*. With weaker classes, you may prefer to do the exercises in the *Grammar Spot* before you do this exercise. Pre-teach/check students' understanding of the following items from prompts 1–8: *to be banned*, *CO₂ (carbon dioxide) emissions*, *source of energy*, *lifestyle*. Have four students read the examples aloud. Drill the stress and intonation:

Do you think the **earth** will **continue** to get **warmer**?

Yes, it **will**, **definitely**.

I'm not so **sure**. It **might**.

I **don't** think it **will**.

SUGGESTION

If students have problems with the intonation of the model question in exercise 3, try building up the intonation from the end. Drill the questions in sections like this:

... to get warmer?

... will continue to get warmer?

Do you think the earth will continue to get warmer?

Elicit the question and sample answers for number 2. With weaker classes, drill all the questions students need to use, and elicit a range of answers from the class. Check the question formation with the class. (See answers in bold in **CD2 3** below.)

Put the students in groups of three or four to discuss the questions. Monitor and check for accurate use of *will* and the modals. Also check the students' pronunciation, and drill the questions and answers again as necessary.

Tell the students they are going to listen to some people discussing the same questions. Pre-teach/check students' understanding of *nuclear energy*, *wind farm*, *shoreline*, *to recycle trash*. Play the recording once, and elicit students' reactions to the opinions expressed. Play it again, and establish where the students agree or disagree with the opinions in the recording.

Answers and audio script

CD2 3

What do you think will happen?

- A Do you think the earth will continue to get warmer?**
B Yes, I do. The more I read about it, the more I think it will. A few years ago I wasn't so sure.
- A Do you think all the ice will melt at the Poles?**
B Well, I don't think *all* the ice will melt, but a lot has melted already. Do you know a new island near Greenland has just appeared? They thought it was part of the mainland, but it was just an ice bridge and it melted. It's called Warming Island. A good name, don't you think?
- A Do you think Polar bears will become extinct?**
B I think they might. They only live in the Arctic, and I read that the ice there has decreased by 14% since the 1970s.
- A Do you think more people will travel by train?**
B Definitely. I think lots more people will choose train travel when they can, especially across Europe. Of course it won't always be possible.
- A Do you think that air travel will be banned to reduce CO₂ emissions?**
B Well, I think it could become much more expensive to travel by air, but I don't think it'll be banned.
- A Do you think new sources of energy will be found?**
B I hope so. Some people say nuclear energy is the only answer, but I think this could cause more problems. Actually, I like wind farms. They look amazing. But I know some people hate them.
- A Do you think there'll be more droughts or floods in the world?**
B I don't really know. There might be both droughts and floods. I think parts of New York City may be flooded, including most of the lower Manhattan shoreline.
- A Do you think our lifestyles will have to change?**
B Definitely. They're already changing. We're told all the time to do things like drive smaller cars, use cleaner gas, and recycle our trash. That worries me a lot—the amount of trash we make.

PRACTICE (SB p. 35)

Discussing grammar

- CD2 4** This exercise focuses on different future forms and the modals of possibility. It highlights common errors in the target grammar and gives students the opportunity to discuss the correct forms. Allow students to discuss the correct forms in their own language if appropriate.

Elicit the correct form in conversation 1. Students discuss the rest of the exercise in pairs.

Play the recording, and have students check their answers. If appropriate, elicit the reasons why the verb forms are correct (see the text in parentheses in the *Answers* below).

Play the recording again, and have students listen and repeat. Students then work with a new partner to practice the conversations.

Answers and audio script

CD2 4

- A** Have you decided about your vacation yet?
B No, not yet. We've never been to Costa Rica, so we **might** go there. (*might* used to express a possibility – they haven't decided about the vacation yet)
- A** **Are you going to** take an umbrella? (*going to* used to express a plan/intention)
B No, I'm not. The forecast says it'll be fine all day. (*will* used to express a prediction that the speaker feels very sure about)
- A** Why are you making a list?
B Because I'm **going** shopping. Is there anything you want? (*going to* used to express a plan/intention)
- A** Would you like to go out to dinner tonight?
B Sorry, I'm **working** late. How about tomorrow night? **I'll call** you. (Present Continuous used to express an arrangement; *will* used to express a decision made at the time of speaking)
- A** What **are you doing** Saturday night? (Present Continuous used to express an arrangement)
B I'm not sure yet. I **may** go to a friend's or she **may** come here. (*may* used to express a possibility — the speaker isn't sure who will go where)
- A** Are you enjoying your job more now?
B No, I'm not. I'm **going to** look for another one. (*going to* used to express a plan/intention)
- A** Your team's no good! It's 2-0 Brazil!
B Come on. It's only half-time. I think they **could** still win. (*could* used to express a possibility — it's possible that the score will change)
- A** You **won't pass** your exams next month if you go out every night. (*will* used to express a prediction that the speaker feels very sure about)
B I know, I'll study harder. I promise. (*will* used to express a promise/intention made at the time of speaking)

World weather warnings

NOTE

At the end of this section, students need to talk about the weather forecast for where they are. If you think they are unlikely to know this, have them find it on TV/in a newspaper/online before class.

The focus of this section is extreme weather. Most intermediate students should be familiar with a range of weather words, so you can brainstorm key vocabulary as an introduction to the section. Elicit a range of relevant words and write them on the board in groups. This can be according to season, for example:

Winter: rain, snow, ice, storm, cool/cold, wind
 Summer: sun(shine), to shine, hot, humid, to rise

2 Check students' pronunciation of the vocabulary: *thunderstorms* /'θʌndərstɔːrmz/, *floods* /flʌdz/, *hurricane* /'hʌrɪkən/, *heatwave* /'hi:tweɪv/, *snowstorms* /'snəʊstɔːrmz/. Then elicit definitions/examples of the types of weather. Ask students if they have ever experienced such weather conditions. If they answer yes, ask where and what happened.

3 **CD2 5** Read the task instructions with the class. With weaker classes, play the first recording, and elicit the country (see *Answers* below).

Play the recording through to the end. Students number the countries. Check the answers.

Answers and audio script

the U.S.	3
Thailand	1
Mexico	4
Canada	2
South Africa	5

CD2 5

World weather warnings

1. Thailand

A prolonged period of heavy rain and thunderstorms will affect parts of the country on Friday and into Saturday. Rainfall could total 1–2 inches in the south, but there may be up to 2 to 4 inches in the north. The heavy rain might lead to flooding in some areas.

2. Canada

High winds following in the path of Hurricane Gloria will head north from the U.S. overnight. They could reach up to 100 miles per hour and may cause damage to buildings across northwest Ontario. These winds are going to bring with them high temperatures across the country and thunderstorms in many areas.

3. The U.S.

The country's heatwave is going to continue. Temperatures could rise to more than 100 degrees Fahrenheit by midday tomorrow. New York City's mayor is going to send out teams of workers to distribute 22,000 bottles of drinking water to local people. Meteorologists say that temperatures will continue to rise until the end of the week.

4. Mexico

Tropical storm Barbara is forming rapidly off the coast and will move towards land. Winds of 68 miles per hour are expected, and they could reach the popular resort of Acapulco over the next few days. Hotels and houses may have to be evacuated. Meteorologists say that the winds might even reach hurricane status.

5. South Africa

For the first time in 25 years forecasters in Johannesburg are predicting snow. Up to 4 inches could fall during the night, and this is causing much excitement throughout the city. SABC News is reporting that some parents are going to take their children to the local parks after midnight to play in the snow. Tambo International Airport may be affected.

4 **CD2 5** In this task, students listen for the details and make notes. Briefly review the terminology and symbols for giving measurements and temperature: *inches, miles per hour, 100° Fahrenheit*.

Tell students that they are going to listen to the recording again, and they need to make notes of the key points. Pre-teach/check students' understanding of the following: *to affect, to lead to, following in the path of* (following close behind), *to head, to reach up to, meteorologists, to evacuate, to reach hurricane status*.

Play the first part of the recording again, and elicit the key information about the weather in Thailand. Write it in note form on the board (see *Answers* below).

Play the rest of the recording. Students take notes. With weaker classes, you can split the listening load by having pairs of students take notes on alternate recordings. Alternatively, pairs can listen for specific things in each weather warning, for example, Student A writes down figures; Student B writes down other weather conditions.

Play the recording again, if necessary, to allow students to complete any missing information in their answers. Don't check answers with the class at this stage.

5 Put students into new pairs to talk about the weather in the five countries. Encourage them to combine the information they have noted. Elicit descriptions of the weather in each country in a class discussion (see *Answers* below).

Elicit examples of what the weather is going to be like tomorrow. Put students in new pairs/small groups to create a weather forecast. If you have time and if your students are interested in the topic, you can have them role-play a weather forecast on TV. Refer them to the audio script on SB p. 119 as a model for their forecast. They can underline key words and expressions to use. If possible, bring in a large map of the area/country for students to point to as they deliver their forecast.

Answers

Thailand

Heavy rain and thunderstorms on Friday and Saturday. Rainfall 1 to 2 inches in south; up to 2 to 4 inches in north. Flooding in some areas.

Canada

High winds after Hurricane Gloria move north from the U.S. Could reach 100 miles per hour; damage across north west Ontario. Winds to bring high temperatures and thunderstorms in many areas.

The U.S.

Heatwave to continue — more than 100° Fahrenheit by midday tomorrow.

New York City's mayor to send out 22,000 bottles of water to local people. Temperatures continue to rise until end of week.

Mexico

Tropical storm Barbara over coast; will move towards land.

Winds of 68 miles per hour expected; could reach Acapulco over next few days. Hotels/houses may be evacuated. Winds might reach hurricane status.

South Africa

First time in 25 years Johannesburg predicting snow; up to 4 inches could fall during night — much excitement in city. Some parents take children to local parks after midnight to play in snow. Airport may be affected.

I think/don't think ...

- 6 **CD2 6** This exercise practices *will* for predictions. Focus students' attention on the prompt in A for sentence 1 and the matching line in B. Ask one student to read aloud the complete example. Students work individually to complete the task.

Play the recording so that students can check their answers. Drill the contracted forms *it'll, I'll, you'll*, and so on. Play the recording again, and have students repeat. Drill the stress and intonation. Students work with a partner and take turns practicing the lines.

Answers and audio script

CD2 6

1. I think it'll be a cold night tonight. Wear warm clothes if you go out.
2. I think I'll get a new laptop. I want a touch screen this time.
3. I think I'll take a cooking class. I can't even boil an egg.
4. I think you'll like the movie. It's a great story and really well cast.
5. I think we'll get to the airport in time. But we'd better get moving.
6. I think you'll get the job. You have all the right qualifications.

- 7 **CD2 7** Read the instructions with the class, and focus students' attention on the example. Remind students that we say *I don't think I will* rather than **I think I won't*. Students work individually to complete the task.

Play the recording so that students can check their answers. Play the recording again, and have students repeat. Drill the stress and intonation.

Elicit possible continuations to the first line, for example:

... *And we're not going to be staying out very late.*

Students work with a partner and take turns practicing the lines and continuing them. Monitor and help, supplying any language students need.

Answers and audio script

CD2 7

1. I don't think it'll be a cold night tonight. You won't need to take a jacket.
2. I don't think I'll get a new computer. It may seem old-fashioned to you, but it's OK for me.
3. I don't think I'll take a cooking class. I'll get lessons from my mom.
4. I don't think you'll like the movie. It's not really your kind of thing.
5. I don't think we'll get to the airport in time. There's too much traffic.
6. I don't think you'll get the job. You're too young, and you have no experience.

Talking about you

- 8 Model the activity by giving a few sentences about yourself. These can be true or amusing, such as *I think I'll give you extra homework this week. We might have a test next class.* Focus students' attention on the examples in the Student Book, and elicit a few more examples for the prompts for sentence 2.

Put students into groups of three or four to complete the task. Monitor and help as necessary. Check for accurate use of the verb forms and for stress and intonation. Discuss any general errors at the end of the task, but try not to interrupt students during their group work. Elicit a range of sentences from different groups, or ask questions like *Who thinks it will rain tomorrow?* in a short class discussion.

SUGGESTION

Extend this activity in a personalized way by listing further prompts on the board and having students make predictions. These can refer to local events, activities that are happening soon, facts that are relevant to the students, for example:

our team/win their next game
snow/next week
Laura/get a new job soon

ADDITIONAL MATERIAL

Workbook Unit 5

Exercise 1 Future forms — Recognizing tenses

Exercises 2–4 Future forms — *will*

Exercise 5 Future forms — *going to*

Exercise 6 Future forms — *will* or *going to*?

Exercise 7 Present Continuous

Exercise 8 *will, going to*, or the Present Continuous?

Exercise 9 *may/might/could* for possibility

Exercise 10 All future forms

LISTENING AND SPEAKING (SB p. 37)

Rocket man

ABOUT THE LISTENING

The overall theme of the future is continued in this section with a focus on space tourism. The listening task takes the form of a radio interview between an interviewer and a rocket scientist named Steve Bennett. He is a real person whose ambition is to make space tourism a reality. The interview first appeared on BBC Radio 4's *Saturday Live* program. This is a "magazine-style" program with a range of features including interviews with interesting people, a guest poet each week, music, and celebrity guests.

The X Prize referred to in the recording is a multi-million dollar prize given to the first team to achieve a specific goal, set by the X Prize Foundation. The Ansari X Prize was a space competition in which the foundation offered a multi-million dollar prize for the first non-government organization to launch a reusable manned spacecraft into space twice within two weeks. *Thunderbirds* was a 1960s children's TV program with puppets playing members of "International Rescue," an emergency response organization which covered the globe and even went into space, rescuing people in their futuristic vehicles.

The recording itself is longer than students may be used to, but they will hear it at least twice and work in pairs to do the main comprehension task.

If you are short on time, or with weaker students, pre-teach/check students' understanding of the items below. You can have students check their understanding of the vocabulary for homework before the class: *billionaire*, *trillionaire*, *to commission someone to do something*, *to go into orbit*, *weightlessness*, *curvature*, *to launch a rocket*, *struck* (impressed), *expansion*, *resources*.

- 1 Focus students' attention on the pictures. Ask students if they recognize the rockets. Check the answers.

Answers

- a. The rocket from the cartoon series *Tin Tin*.
- b. The space shuttle *Discovery*, 2007.
- c. An illustration from the 1872 edition of *From the Earth to the Moon* by Jules Verne.
- d. *Apollo II*, launched in 1969 and the first manned rocket to land on the moon.

- 2 Focus students' attention on the photo of Steve Bennett. Give students time to read the text and think about the answers to the questions. Check the answers with the class.

Answers

He is a leading rocket scientist. His dream was to be a spaceman. His dream is coming true because he's building his own rocket. He's going to travel into space with two passengers. Space tourism is the new phenomenon of tourists paying for spaceflights, primarily for enjoyment and/or a sense of challenge.

- 3 **CD2 8** See notes in *About the listening* for vocabulary that you can pre-teach. Give students time to read the pre-listening questions. Explain to students that the listening is relatively long, but they don't need to understand every word — they just need to get an impression of Steve and his work.

Ask students to close their books. Play the recording once. Give students time to compare their answers in pairs before checking the answers with the whole class.

Answers and audio script

Students can give their own impression and description of Steve, but in general he sounds realistic about his dream and quite professional.

Establish who would like to travel into space with Steve and the reasons why or why not.

CD2 8

Rocket man

I = Interviewer S = Steve Bennett

- I Steve Bennett's ambition was to be a rocket scientist. A few years ago, he almost won a \$16 million prize, the X prize. Now Steve's building a rocket that will take him and two passengers up into space. He believes that space tourism is not really that far away.
- S Space tourism is just about to happen. There are a lot of people around the world who are actually putting a lot of money into space tourism. It's simply a question of *when* not *if*. You know, just as the Internet made billionaires, well, space tourism is going to make trillionaires. And all the big names are at it—you have Jeff Bezos, he did Amazon.com, he's building his own spaceship; you have Richard Branson, even he is commissioning someone to build a spaceship for him. So it really is going to happen.

- I And what are you intending to take people into space in? What is your rocket?
- S A rocket that can carry three people into space. We're not going into orbit. It's going straight up and straight down, but it will go into space. It'll give you about three or four minutes of weightlessness, you'll see the blackness of space, the curvature of the earth, and you really will become an astronaut just like the early American astronauts.
- I And you are going to be one of the people who goes up, so it's going to be you and two space tourists. Have you been up in this exact rocket before, Steve?
- S No, we're still working on this one. We've launched about 16 big rockets to date but this actual space rocket, called *Thunderstar*, we're still working on it, we're still building it. I was influenced as a small child watching too many episodes of "Thunderbirds," I think.
- I Were you very much struck by the first moon landings as well?
- S Yup. I was about five years old when they landed on the moon. Um, my parents wouldn't let me stay up to watch the actual landing, which was a shame.
- I How mean!
- S Yeah ... yeah. Well, they just didn't get it. "Oh, it's marvelous, but they should spend the money on something better" kind of attitude.
- I Lots of young boys will have had exactly that kind of experience themselves, but very few of them will now have a business that's making rockets and thinking about taking people up into space. Did you always feel you eventually would get to do it professionally?
- S I kept it pretty quiet. Ten, fifteen years ago you start talking about space tourism and people, they think you're nuts, so you keep that kind of thing to yourself.
- I Why do we really need to do that, though? I mean, is there actually any necessity to have more humans in space?
- S Well, that's pretty much where the human race needs to be in terms of expansion. You know, there's enough resources in space to allow the human race to grow and expand for the next 10 thousand years.
- I What kind of training do you have to do to in order to go up in the rocket?
- S Actually, one of the most important things we do is skydiving training. We feel that if you don't have what it takes to jump out of an airplane with a parachute, you really shouldn't be strapping yourself to the top of a 17-ton rocket.
- I These two other people who've already booked their place on your *Thunderstar*, do you know who they are?
- S Absolutely. I've taken their money.
- I Right.
- S Well, it's a couple. It's two people that want to fly in space. They came to me a few years ago and basically they said, "Steve, we want to fly in the rocket. Here's the money." They gave me half a million dollars for it.
- I And how often do you consider the possibility that something might go wrong?
- S I think about it every day, you know? I've built a lot of rockets, most of them have worked really well. Some haven't, and I think about that every day.

- 4 **CD2 8** Students read the comprehension questions. Answer any questions about vocabulary. Put students into pairs to answer as many of the questions as they can. Encourage them to pool their information and underline the questions they cannot answer yet.

Play the recording again so that students can complete their answers. With weaker classes, be prepared to pause the recording at key points.

Check the answers with the class.

Answers

1. A lot of people are putting a lot of money into space tourism. Jeff Bezos and Richard Branson are called “big names” because they are very wealthy entrepreneurs.
2. The Internet made billionaires and space tourism is going to make trillionaires.
3. The passengers will get 3 or 4 minutes of weightlessness and see the blackness of space and the curvature of the earth, just like the early American astronauts. They aren’t going into orbit, just straight up and straight down, but they will go into space.
4. Steve was influenced by a program called *Thunderbirds*. He called his rocket *Thunderstar*, after the program. He wasn’t allowed to watch the first moon landing.
5. They thought people should spend the money on something better.
6. Humans need to be in space to expand. There are enough resources in space to allow the human race to grow and expand for the next 10,000 years.
7. If people can’t jump out of an airplane with a parachute, they really shouldn’t try a rocket flight. The couple has paid half a million dollars.
8. He thinks about the rockets that haven’t worked.

What do you think?

If you are short on time, discuss the questions with the whole class. If not, put students into small groups. Then elicit a range of opinions from different groups in a class discussion.

SUGGESTION

If your students are interested in this topic and have expressed both positive and negative opinions, you can set up an informal debate. Students can present the pros and cons of space tourism and then hold a class vote to decide whether money should be spent on this or on other things.

SPOKEN ENGLISH — *pretty*

Students will be familiar with the use of *pretty* to mean attractive, but they probably won’t be aware that it has other uses in spoken English.

1/2 Read the notes with the class. Then model the sentences, and have students repeat.

- 3 **CD2 9** Put students in pairs. Elicit the position for *pretty* in conversation 1 (see *Answers* below). Students complete the task.

Play the recording so that students can check their answers. Students listen and repeat. Then they practice the conversations in pairs.

Answers and audio script

CD2 9

1. A Did your team win?
B No, but they did **pretty** well.
2. A You haven’t lost your cell phone again!
B No, no. I’m **pretty** sure it’s in my bag somewhere.
3. A Do you enjoy skiing?
B I do, but I’m **pretty** hopeless at it.
4. A What do you think of my English?
B I think it’s **pretty** good.

WRITING (SB p. 103)

Writing for talking — My cause for concern

- 1 This is an introduction to the overall topic of the *Writing* section. It gives students the opportunity to discuss current news stories and share their ideas about the issues they are worried about. If possible, bring in copies of newspapers or news magazines for students to refer to. You can also ask students to listen to/read the news before the lesson.

Elicit examples of current news stories from the class, and write the topics on the board. Give an example of a topic in the news that concerns you. Put students into groups of three. Ask them to add to the list of topics and also discuss the ones they feel most concerned about. Remind students to give reasons for their opinions.

Elicit examples from each group. Then have students share their ideas on the different topics. Establish if there is a topic that most of the class is concerned about.

- 2 **CD2 10** Allow students time to read the task and the questions. Play the first sentence of the recording, and have students follow in their books. Check the girl’s cause for concern, and then ask students to predict what she might say in her talk. Elicit a range of ideas, but do not confirm or reject them at this stage. Before you play the rest of the recording, encourage students to use the context to help them understand new vocabulary. With weaker classes, you may want to check the following items: *an influence, an addict, virtual world, minority, thumb*. Play the rest of the recording, and have students follow the text. Ask students if they were right in any of their predictions about the talk. Put students in pairs to answer the questions. Then check answers with the class.

Answers and audio script

1. The influence that video games may have on children.
2. She has a younger brother who is becoming a video game addict.
3. He was happy and fun-loving. He had many interests. He played football, he was learning judo, and he went out on his bike with his friends.
4. By the time they’re five, many have developed an interest in video games.
5. No, only a small minority become addicts by the time they are teenagers, playing for at least 30 hours a week.
6. He says that some children may become so addicted that they stop doing homework, start missing school, and steal money to buy games.
7. Violence in the games could make children more violent; sitting without exercise for so long is bad for the children’s health.

CD2 10 See SB p. 103.

- 3 This exercise highlights the structure and key language used in the talk to make it coherent and easy to follow. Do question 1 with the whole class (see *Answers* below). Then have students work individually to do questions 2–4. Give students time to compare their answers in pairs before checking answers with the class.

Answers

1. The thing I'm concerned about at the moment is ... (introduces the main topic)
Let me explain why. (introduces reasons for the speaker's concern)
Today ... (gives support to the speaker's opinions)
I have two more concerns. (tells the listener what the speaker is going to say next)
Finally, ... (introduces the speaker's conclusion and general opinion)
2. Paragraph 2: I have a younger brother ... tell him to stop.
Paragraph 4: My brother isn't violent ... stopped from playing. Craig often plays ... bad to worse.
Paragraph 5: I don't need to read ... evidence he needs.
3. Paragraph 3: Research shows ... 30 hours a week.
4. She says that she doesn't agree that more research is needed.
Meeting Craig is all the evidence that Dr. Griffiths needs.

For number 5 of exercise 3, give students time to read the paragraph to themselves, marking the main stresses and checking the pronunciation of any difficult words. Elicit the first few sentences from individual students. If they are having problems, play the paragraph again. Pause after each sentence and ask individual students to repeat.

Students take turns reading the whole paragraph to each other. Monitor and check their overall delivery. If it sounds flat, remind them of the importance of using their voice to keep the listeners interested. Be prepared to drill key sentences from the recording.

Preparing your talk

- 4 You will need to make sure to allow time for students to do this planning stage for their talk. If you are short on time in class, have students do initial research and prepare their notes for homework. Remind them that their target is 200–300 words. It's also preferable to have a few well-selected personal examples and one or two quotations from research than lots of background information and data.
If students prepare the notes in class, monitor and help as necessary. If they do this for homework, check if students need any help at the beginning of the following lesson.
- 5 Focus students' attention on the key language students can use to structure their speech. Elicit possible endings for each sentence from a range of students. You may need to have students write their speech for homework. If students do the writing in class, monitor and help as necessary. In either case, remind students to keep track of the word count and not to write too much.
- 6 Give students time to read their speech to themselves. Monitor and help. Check for mistakes with the key language. Check also for other mistakes that may interfere with the success of the speech, but do not correct other errors.
Put weaker and stronger students together to do the practice stage for the speech. Monitor and help, checking for potential pronunciation problems and helping with overall delivery.
Let students who feel confident give their speech first. Insist that the rest of the class pay attention and avoid interrupting during each speech. Encourage them to quickly write down any questions they want to ask. There

probably won't be time to hear every speech in a single lesson, so set up a timetable of who will give their speech in the subsequent classes. Don't let the less confident students wait until the end!

SUGGESTION

If you have access to video equipment, it's a good idea to record the students giving their speeches. They usually overcome any initial shyness and will often rise to the challenge of a task if they know they are going to be recorded. It is also useful to be able to have a discussion on the students' performances in a later lesson. It can be interesting to repeat the task at a later stage, using a different topic, and let students compare the two speeches. This can provide a concrete indicator of progress and add to students' overall motivation.

READING AND SPEAKING (SB p. 38)

Life fifty years from now

ABOUT THE TEXT

The theme of the future is continued in an article about life in 2065. It consists of a series of predictions made by international scientists about how life will change in the next 50 years. It isn't necessary for students to know anything about these experts to be able to do the tasks, but if they show interest in a particular person and his/her field, they can look for more information on the Internet.

The tasks include a pre-reading discussion to establish the main topics covered in the article. The first reading task is replacing removed lines from the article, and detailed comprehension is covered in a true/false exercise.

In line with the text genre, the article contains a certain amount of scientific/medical terminology. It's a good idea to have students check their understanding of the following terms in a bilingual dictionary or online before you start this lesson: *life expectancy*, *biological clock*, *limbs* (note the silent *b* – /lɪmz/), *organs*, *cells*, *urban*, *vertical*, *primates*, *mammals*, *vertebrates*, *ultimate*, *destination*, *quantum physics*, *parallel universes*, *galaxy*, *sensors*, *cyber-*.

Dr. Dolittle, referred to in Part 4, is a character in children's books who can communicate with animals.

- 1 Read the question with the class. Elicit a few examples of what life was like 50 years ago, for example, *There were fewer cars. People didn't have cell phones. People dressed in a more formal way. They didn't travel abroad very often.*
Elicit examples of what characterizes life today, for example, dependence on technology, especially computers and cell phones, environmental problems, greater freedom, medical breakthroughs, and so on. Ask students what things were probably not predicted 50 years ago. Elicit a range of answers. If students are short on ideas, suggest the following: access to cell phones and computers, the importance of the Internet, space tourism, people living into their 80s and 90s.

- 2 See *About the text* above for suggested vocabulary for students to prepare before the lesson. Give students time to read the introduction and the headings, and answer any questions about vocabulary. Elicit students' predictions about the first topic. Then put students into pairs or small groups to make predictions about the other topics.
- 3 Give students time to read the sentences. Elicit the sentence that goes with paragraph 1 (d.). Remind students to look at the meaning of each sentence and not to just spot similar words when they complete the matching task. Check the answers with the class.

Answers

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

- 4 Students read the article, including the missing lines in Parts 1–7. They can refer to dictionaries to help them, but encourage them to use the context for understanding new words wherever possible. With weaker groups, you can have students read a paragraph at a time and explain new vocabulary before moving on.
- 5 Elicit the answer to sentence 1 with reasons for choosing true or false (see *Answers* below). Put students into small groups to complete the task. Remind them to underline the key information in the text to support their answers. Check the answers by asking various groups for their conclusions. If there is disagreement, write the numbers of the relevant sentences on the board, and have students look at them again. Check the answers with the whole class.

Answers

1. ✗ (*women will give birth well into old age; their biological clocks could be extended by 10 years*) The text doesn't state they will be able to give birth at age 100.
2. ✓ (*whole-body replacement will be routine*)
3. ✗ (*organs could be grown inside animals from human cells*) The text doesn't state that doctors will transplant animal parts.
4. ✓ (*The human population will increase by about three billion between now and then.*)
5. ✓ (*it could cause a global revulsion against eating meat*)
6. ✓ (*Driverless cars can have a number of important benefits.*)
7. ✓ (*there may be an infinite number of them*)
8. ✓ (*they will change to a color of your choice ... whatever suits your mood*)
9. ✗ (*your house computer will perform all your everyday household tasks*)
10. ✗ (*nobody wants them. There is too much pleasure in cooking, chewing, and tasting all kinds of food.*)

What do you think?

Students read the article and underline the predictions they found most surprising. Put students into new pairs/groups to compare their answers and discuss the rest of the questions. If students are short of ideas for the last question, supply the following prompts and/or elicit ideas with the whole class:

transportation: destinations? costs? speed?
jobs: workplaces? equipment? age of retirement?
television: size of TV sets? channels? programs?
communication: equipment? costs? speed?
the home: gadgets? housework? leisure?

food: meals? preparation? nutrition?
clothes: styles? fabrics? special features?
sports: places? people? training?

Elicit a range of predictions from the class. Establish which area of life generated the most similar predictions and which generated the most different ones.

VOCABULARY AND PRONUNCIATION (SB p. 40)

Word building — suffixes and prefixes

The vocabulary syllabus continues with a focus on using suffixes and prefixes to build words. Students are likely to be familiar with a range of the target words in this section, for example, *disagree*, *impossible*. They are also likely to be familiar with the meaning of some of the prefixes and suffixes, for example, *un-*, *-able*. This section gives them the opportunity to extend their knowledge and generate words with a range of endings/beginnings.

- 1 Read the information on suffixes as a class. Focus students' attention on the word endings in bold in the examples. Elicit the part of speech of each word and an example of its use, for example, *I'd love to **act** in a play* (verb). *It's an exciting movie with a lot of **action*** (noun). *She has a very **active** lifestyle* (adjective). *He is **actively** looking for a new job* (adverb).

Focus students' attention on the words in the box. Elicit the part of speech for *prediction* (noun) and *shorten* (verb). Highlight the endings of the words on the board: *prediction* / *shorten*.

Put students in pairs to categorize the rest of the words. You can let them use dictionaries for this, although students should already be familiar with the majority of the words. Encourage them to pool their knowledge. Monitor and help as necessary.

Check the answers with the class. Write the words on the board, elicit the part of speech, and have students underline the word endings. Also, answer any questions about vocabulary.

Briefly categorize the endings to the parts of speech:

noun endings: *-tion*, *-ment*, *-ness*

verb endings: *-en*, *-fy*

adverb ending: *-ly*

adjective endings: *-ful*, *-ive*, *-able*, *-less*

Answers

prediction — noun

excitement — noun

shorten — verb

creative — adjective

automatically — adverb

qualify — verb

colorful — adjective

suitable — adjective

confidently — adverb

business — noun

imagination — noun

careless — adjective

- 2 Read the information on prefixes as a class. Focus students' attention on the prefixes in bold in the examples. Students match the prefixes to their meanings. Check the answers with the class. Establish which is a negative prefix, and explain that negative prefixes give a negative or opposite meaning to a word.

Answers

predict — before
regrow — again
extraordinary — outside
disappear — this is a negative prefix

Focus students' attention on the example *impossible*. Students match the prefixes to the words in 1–8 to form opposites.

Check the answers with the class, and answer any questions about vocabulary.

Answers

- | | |
|---------------|----------------|
| 1. impossible | 5. disorder |
| 2. impatient | 6. irregular |
| 3. unlucky | 7. informal |
| 4. illegal | 8. unconscious |

- 3 This exercise gives students the opportunity to build a range of new words from common base words.

Focus students' attention on the words in the chart, and ask *What words can be formed with un-?* (*unconscious, unhappy, unkind*). Put the class into two groups, A and B. If you have a large class, set up multiple sets of A/B groups. Remind students that they may need to change the spelling in the base word when adding a suffix. Also remind them that they can use both a prefix and a suffix in the same word. You can set a time limit for the task, with the groups competing against each other to make the most words.

If necessary, let students use dictionaries for this task, although they should already be familiar with the majority of the words. Monitor and help as necessary.

Check the answers with the class, and answer any questions about vocabulary. Check that students are aware of the spelling changes in *happiness, usable, and expensive*.

Establish which prefixes/suffixes can make the most words (*un-* and *re-*; *-ness* and *-able*).

Answers

Prefixes

un-	unconscious, unhappy, unkind, unsuccessful
im-	impolite
in-	inexpensive
dis-	disagree
mis-	misunderstand, misuse
re-	rearrange, reuse

Suffixes

-ness	consciousness, unconsciousness, happiness, unhappiness, kindness, unkindness, politeness
-ment	agreement, disagreement, arrangement
-ion	reaction
-ful	helpful, unhelpful, useful, successful, unsuccessful
-less	helpless, useless
-able	agreeable, disagreeable, understandable, usable
-ive	expensive, inexpensive

- 4 **CD2 11** This task consolidates some of the words from exercise 3 in context. Elicit the answer for Sentence 1. Students then work individually to complete the task. Play the recording so that students can check their answers.

Answers and audio script

CD2 11

1. Carlos and Diana don't get along at all. They **disagree** about everything.
2. Money does not always lead to **happiness**.
3. My aunt says today's kids are all rude and **impolite**.
4. Thanks for your advice; it was really **helpful**. I really appreciate your **kindness**.
5. My dad is **useless** at fixing his computer. I always have to help him.
6. Please don't **misunderstand** me. I didn't mean to be **unkind**. I'm really sorry.
7. Timmy fell off his bike and hit his head. He was **unconscious** for a few hours.
8. What was your wife's **reaction** when she heard you'd won the lottery?

Changing word stress

- 5 **CD2 12** This section covers the pronunciation aspect of word building. Read the instructions to exercise 5 with the class. Ask a student to read aloud the first pair of words. Draw students' attention to the change in stress. Students work in pairs, reading the words aloud. Play the recording once for students to check. Play it again, and have them repeat. Drill the words if necessary.

Answers and audio script

CD2 12

athlete	athletic
imagine	imagination
prefer	preference
employer	employee

- 6 **CD2 13** This task presents and practices the stress change in pairs of words in context. Play conversation 1, and elicit the pair of words with the spelling and the stress change (see *Answers* below). Play the rest of the recording, and have students complete the task. With weaker classes, give them one of each pair of words on the board in jumbled order. Check the answers, drilling the stress change in the individual words in chorus and individually. Refer students to the audio script on SB p. 120, and have them practice the conversations in pairs. Monitor and check for accurate changes in word stress. If students have problems, have them listen and repeat the conversations, using the recording as a model.

Answers and audio script

CD2 13

1. **A** The doctors are going to **operate** on my grandma's knee.
B Oh, no!
A Don't worry, it's not a serious **operation**.
2. **A** Did you **explain** the homework to Maria?
B I did, but I don't think she understood my **explanation**.
3. **A** I couldn't find the book I wanted in the **library**.
B Did you ask the **librarian**? She'll tell you if they have it.
4. **A** Can I have a copy of that **photograph**?
B Yes, of course. I'm not a great **photographer**, but this one's OK, isn't it?
A It is. Usually I can't stand photos of me.

SUGGESTION

This is a good time to remind students to record vocabulary in word groups whenever possible, including any changes in word stress. Encourage them to record opposite adjectives in the same way.

EVERYDAY ENGLISH (SB p. 41)

Arranging to meet

The *Everyday English* syllabus continues with the language of arranging to meet and making suggestions. This also reinforces the use of the Present Continuous for arrangements from the grammar section of this unit. With weaker students, you can briefly review the use of the Present Continuous for arrangements before starting this section.

Write your calendar (real or imaginary) for next week on the board. Include an example of the causative *have something done*, for example, *have your hair cut/have your car serviced*. A possible calendar might look like this:

Mon. see apartment with real estate agent
Tues. go swimming
Weds. have my hair cut
Thurs. go to Spanish class
Fri. see friends for dinner

Tell students this is your calendar for next week. Say *On Monday I'm seeing an apartment with the real estate agent*. Elicit the question *What are you doing on ...?* Students ask you the question about each day. Reply using the Present Continuous. Students then ask and answer about their own arrangements for next week.

1 **CD2 14** This listening task provides a model for the role play that follows. Focus students' attention on the photos, and have students read the context. Play the recording as far as *I could meet you in the afternoon*. Elicit why Mike can't make Friday evening (his Spanish class).

Play the rest of the recording, and have students complete the chart. Students check their answers in pairs. If students have missed any of the information, play the recording again.

Check the answers. Then elicit why it is difficult to arrange a time, and where and when they agree to meet.

Answers and audio script

	Gary	Mike
Friday		
Afternoon	on train until 7 p.m.	finish work early
Evening	—	Spanish class
Saturday		
Morning	—	hair cut/meeting sister
Afternoon	see real estate agent	—
Evening	—	theater with friends
Sunday		
Morning	meet Mike at station get train at 11:55	meet Gary at station

It's difficult to arrange a time because Mike and Gary are both very busy. They agree to meet at the station café at 10:30 on Sunday morning.

CD2 14

G = Gary M = Mike

G Mike, it's me, Gary.

M Gary! Long time no see. How are you doing?

G Good, thanks. Listen, I'm coming up next weekend, and I was wondering if we could meet?

M I'd love to, but this weekend of all weekends I am so busy.

G Look, you must have some free time.

M Yeah, I'll pull up my calendar. Hold on ... OK ... shoot!

G Right. What are you doing Friday evening?

M Friday evening? Um ... that's my Spanish class. Our company's going to do a lot of work in Mexico, so we're all learning Spanish. But I finish work early on Friday. I could meet you in the afternoon.

G No, I'm afraid that's no good. My train doesn't get in until 7 o'clock. Do you have any free time on Saturday?

M Um ... let me see. What about Saturday afternoon? I'm having my hair cut in the morning and then I'm meeting my sister for lunch, but I'm free in the afternoon.

G Oh, no, sorry, Saturday afternoon, I can't. I have an appointment with a real estate agent. I'm going to look at one of those amazing new apartments by the river. Didn't I tell you? I'm changing jobs and moving back to the big city.

M Hey, great news, Gary. I knew small town life wasn't your thing!

G So, what about Saturday evening? Is Saturday evening any good?

M Sorry, the evening's out for me. I'm going to the theater with friends. We've had it booked forever. But ... hold on, what time are you leaving on Sunday?

G Late morning. I'm taking the 11:55 train.

M Hey, I have a good idea. Why don't we meet at the station?

G Good idea, we could have coffee together.

M I have an even better idea. They make great pancakes at the cafe. Let's meet there for breakfast. How about ten o'clock?

G Sounds good to me. But can you make it 10:30? It is Sunday.

M Fine. 10:30 it is. I'll see you then. Bye, Gary! Hope you like the apartment.

G Fingers crossed. Bye, Mike. See you Sunday.

Making suggestions

2 **CD2 15** This task highlights the language of making suggestions which is contextualized in the recording. Students should already be familiar with a number of the structures, such as *What about ...?*, *Why don't we ...?*, *Let's ...*, *Shall we ...?*

Play the first three lines of the recording, and elicit the answers to sentence 1. Play the rest of the recording. Students complete the task. Check the answers.

Answers

1. I was **wondering** if we **could** meet?
2. I **could** meet you in the afternoon.
3. What **about** Saturday afternoon?
4. Is Saturday evening **any good**?
5. Why **don't** we meet at the station?
6. **Let's** meet there for breakfast.
7. **How** about ten o'clock?
8. Can you **make** it 10:30?

Role play

3 Read the context with the class. Give students time to fill in their calendar. They can use real information or imagine some appointments/activities. Remind them to leave some time free each day so that they can arrange to meet another student.

4 Focus students' attention on the speech bubbles, and elicit a possible conversation from the class, for example:

Are you doing anything on Saturday morning?

I'm afraid I'm going shopping.

What about the afternoon?

Let me see. No, nothing.

I was wondering if you'd like to go to the movies?

Sounds good to me. Why don't we meet at the movie theater?

OK. How about 2:30?

Fine. 2:30 it is.

Students work with a partner to role-play the situation, consulting their calendars as they go. If you have a mixed-ability class, try to put a stronger student with a weaker one. Monitor and write down any common errors. Help as necessary, but don't interrupt or correct students during the role play.

Elicit examples of the arrangements students have made.

SUGGESTION

Encourage students to use the language in this section both inside and outside the classroom. For example, they can use it to make suggestions about day-to-day routines in class, to arrange to meet after class, or to make arrangements for a class outing or party.

Don't forget!

Workbook Unit 5

Exercise 11 Prepositions — Adjective + preposition

Exercise 12 Listening — Friends of the earth

Grammar Reference (SB p. 135)

Word List Unit 5

Refer students to the Word List for Unit 5 (SB p. 150). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 5 Test

Video (iTools and Online)



6

What matters to me

Information questions • Adjectives and adverbs • In a department store



Treasured possessions

The title of the unit is *What matters to me*, and the content covers the topics of people, places, and things that are important to us. The target language of information questions is contextualized in descriptions of people, places, and things. The *Vocabulary* section continues the theme of descriptions with a focus on adjectives and adverbs. *Reading and speaking* contains a jigsaw reading on the heart of the home—the kitchen. The topic of the *Listening and speaking* section is *My closest relative*, and there is a *Spoken English* feature on adding emphasis. The *Everyday English* syllabus continues with a situational focus: *In a department store*. The language of descriptions is consolidated in the *Writing* section for this unit—describing a place.

LANGUAGE INPUT

GRAMMAR

Information questions (SB p. 42)

- Using question words to ask about what someone looks like and what their personality is like; to ask about location and quantity

VOCABULARY

Describing people, places, and things (SB pp. 42-43)

Adjectives (SB p. 44)

Adverbs (SB p. 45)

- Using descriptive words to talk about people, places, and things
- Using adjectives ending in *-ed* and *-ing*; adjectives + noun; compound adjectives
- Using adverbs that end in *-ly* and ones that don't end in *-ly*; verb + adverb

EVERYDAY ENGLISH

In a department store and signs (SB p. 49)

- Understanding and practicing expressions in everyday situations

SKILLS DEVELOPMENT

SPEAKING

The heart of the home (SB p. 46)

My closest relative (SB p. 48)

- Discussing the role of food and the kitchen
- Discussing closest family members

READING

The heart of the home (SB p. 46)

- Three women in different countries discuss how they feel about their kitchens

LISTENING

My closest relative (SB p. 48)

- Listening to five people talk about who they feel closest to in their family **CD2 22** (SB p. 121)

WRITING

Describing a place (SB p. 104)

- Describing a room using relative pronouns and participles

MORE MATERIALS

Extra Idea – Describing people and things (TB pp. 147–148) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 42)

- 1 This is a fun way of introducing the theme of descriptions. It also allows you to assess the language that students can already use for describing clothes, hair, and so on.
Model the activity with the class. Ask: *Who am I thinking of?*, but remember not to look at that person! Students ask a range of questions to find out who it is.
Students play the game with a number of different classmates. With larger classes, they can play in groups. You can bring in an element of competition by counting the number of questions needed before students guess correctly. The lowest number of questions wins.
- 2 Students play the game again about famous people.

DESCRIPTIONS (SB p. 42)

Information questions

⚠ POSSIBLE PROBLEMS

It's easy for students to confuse *What's she like?* and *What does she like?* especially in rapid speech. In descriptions of people, students will usually understand that *What does she look like?* asks for a physical description, but they will need help and further practice with *What's she like?*, which asks for a physical and/or character description.

Students also have problems distinguishing *What's she like?* from *How is she?*, often due to interference from their own language.

Common mistakes

- A *How's your sister?*
- B **She's taller than me.*
- A *What's your sister like?*
- B **She likes tennis and swimming.*
- A *What's your new house like?*
- B **Yes, we like it.*

- 1 **CD2 15** This exercise reviews key information questions with the goal of highlighting the meaning of different questions with *like* (see *Common mistakes* above).
Focus students' attention on the example question and answer. Then give students time to do the matching task, working individually. Play the recording so that students can check their answers.
Model the practice activity with the class. Tell students to cover the answers column. Ask one or two of the questions in random order, and elicit the answers. Then ask students to cover the questions column. Read aloud one or two of the answers in random order, and elicit the questions. Put students into pairs to continue the activity.

Answers and audio script

CD2 15

- 1.e 2.d 3.b 4.c 5.g 6.a 7.i 8.h 9.f
1. A What's she like?
B She's really nice. Very easygoing.
 2. A What does she look like?
B She's tall and pretty.

3. A What does she like doing?
B She likes painting.
4. A How tall is she?
B Five foot eight.
5. A What color are her eyes?
B Brown.
6. A How old is she?
B She's in her twenties.
7. A What kind of clothes does she wear?
B Not formal. Casual. She has a lot of style.
8. A What's her hair like?
B It's sort of long, dark, and curly.
9. A How is she?
B She's fine.

- 2 Focus students' attention on the vocabulary in the box. Check that students know what the sets of descriptions refer to, for example, personality, looks, height, age, hair. Highlight the use of *mid-twenties* to give an approximate age. Elicit other expressions in this pattern, such as *early-fifties*, *late-thirties*, *mid-forties*, and so on. With weaker students, brainstorm other vocabulary that can be used to describe personality, looks, height, age, and hair.
Focus students' attention on the examples in the speech bubbles. Make sure that students understand what the contracted forms mean in the question and answer ('s = is; 'd = would). Students work with a partner to ask and answer questions about their relatives. Monitor and check for accurate question formation and use, especially with the questions with *like*. Correct any mistakes carefully with the class before moving on to the next activity.
- 3 **CD2 16** This section focuses on the language of describing places. Elicit the correct answer to question 1, and then have students work individually to complete the task.
Play the recording so that students can check their answers. Check students' pronunciation of *square* /skwɛr/. Students work in pairs to practice the questions and answers.

Answers and audio script

CD2 16

1. A What's your apartment like?
B It's modern, but it's cozy.
 2. A How big is it?
B About 850 square feet.
 3. A How many rooms are there?
B There are three rooms.
 4. A What size is the kitchen?
B Nine feet by eight.
 5. A Which floor is it on?
B The fourth.
 6. A Which part of town is it in?
B It's south of the river.
 7. A How far is it to the stores?
B Just five minutes.
- 4 Check students' understanding of the language in the box. Then ask students to ask you the question in the speech bubble, and give your answers. Students ask and answer the questions from exercise 3 in pairs. Monitor and help, supplying any specific vocabulary as necessary.

- 5 **CD2 17** This section focuses on the language of describing objects and gadgets, including dimensions and features such as battery life. Elicit the missing word in question 1. Students work individually to complete the task.

Play the recording so that students can check their answers. Check students' pronunciation of *weigh* /weɪ/, highlighting the silent letter g. Also check their pronunciation of *gigabyte* /'gɪgəbaɪt/. Students work in pairs to practice the questions and answers.

CD2 17

- | | |
|---|--|
| 1. A What brand is it? | 5. A How big is the screen? |
| B Sony. | B 13.2 inches. |
| 2. A How much does it weigh? | 6. A How long is the battery life? |
| B 3 pounds. | B Eight hours. |
| 3. A What's it made of ? | 7. A What size is the hard drive? |
| B Carbon and titanium. | B 256 gigabytes. |
| 4. A What's this button for ? | |
| B It turns it on. | |

- 6 Have students ask you about a piece of equipment in class or a gadget that you own. Students then work in pairs to practice the questions and answers. If they are unsure what the gadget is made of, they can simply say *I don't know*.

GRAMMAR SPOT (SB p. 43)

This *Grammar spot* highlights the use of *What/Which* + nouns, *How* + adjective/adverb, and the possible confusion between *What's she like?* and *How is she?*

- 1/2 Focus students' attention on the questions in the Student Book. Then have students look for further examples on pp. 42–43.

Answers

1. What color eyes does she have? What kind of clothes does she wear? What size is the kitchen? Which floor is it on? Which part of town is it in? What brand is it? What size is the hard drive?
2. How tall is she? How old is she? How big is it? How far is it to the stores? How big is the screen? How long is the battery life?

- 3 Students match the questions and answers. Ask *Which question asks about health/happiness?* (How is she?) *Which question asks for a description?* (What's she like?) Remind students that we don't use *like* in the answer to questions with *What ... like?*

Answers

What's she like? Very nice and pretty.
How is she? Very well, thanks.

Refer students to Grammar Reference 6.1–6.2 on SB p. 136.

PRACTICE (SB p. 43)

Getting information

CD2 18 Focus students' attention on the example. Students work individually to write the questions. With weaker classes, elicit the question words students need to use for each question before they work individually (see *Answers* below).

Play the recording so that students can compare their answers (alternative answers are given in parentheses).

Answers and audio script

CD2 18

1. What kind of bread do you have?
2. What flavor ice cream would you like? (What kind ...)
3. Which way do we go?
4. What type of laptop do you have?
5. What kind of food do you like?
6. Whose top are you wearing?
7. How long does it take to get to the airport?
8. How far is your house from the beach?
9. How often do you go to the movies?
10. How many of you want coffee?
11. What size shoes do you wear?

EXTRA IDEA

Describing people and things TB pp. 147–148

You can provide additional practice of information questions by photocopying this information gap activity. You will need one sheet for each student. Review the questions students need to ask for each category in the chart before they do the task. Students can compare their worksheets to check answers at the end of the activity.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercise 1 Question forms

Exercises 2–6 Questions

Exercise 7 Tenses and questions

VOCABULARY (SB p. 44)

Adjectives

In this section, students look at adjectives in the context of short advertisements. They review *-ed* and *-ing* adjectives, and go over adjective + noun collocations and compound adjectives.

- 1 Put students into pairs. Have students match the advertisements to the things they are advertising.

Answers

a babysitter — 3 something to eat — 1 a vacation destination — 2

- 2 Elicit one or two adjectives from the first advertisement. Students continue finding and underlining the adjectives in the advertisements. Remind them that some adjectives

consist of two words joined by a hyphen, and some may be in their comparative or superlative form. Check the answers with the class, and answer any questions about vocabulary.

Answers

- much-loved, latest, finest, organic, old-fashioned, tempting, homemade, amazed
- world-famous, relaxed, suntanned, sandy, exciting, ancient, disappointed
- responsible, experienced, loving, active, creative, excellent, fun-filled, happy, tired, flexible

-ed and -ing adjectives

⚠ POSSIBLE PROBLEMS

Students often confuse *-ed* and *-ing* adjectives, for example, *This party is awful*, **I'm boring* (rather than *I'm bored*). They will probably need reminding that the *-ed* ending describes a person's feelings, and the *-ing* form describes the thing/person that produces those feelings.

Some students find it difficult to distinguish between adjectives and adverbs. They may need reminding that adjectives are used with nouns, for example, *a quick walk* whereas adverbs are used with verbs, for example, *We walked quickly*.

- Students often confuse these adjective endings, especially when talking in general conversation. Elicit the forms used in the advertisements with the whole class. Then have students work individually to complete the sentences with the correct adjectives. Have students check their answers in pairs before checking the answers with the class. If they have made a lot of mistakes, use a pair of parallel sentences and a mime or simple board drawing to highlight the difference:

I'm bored with this book (= this is how I feel).
This book is boring (= it makes me feel bored).
 NOT **I'm boring*.

Answers

- | | |
|-----------------|---------------------------------|
| Advertisement 1 | amazed |
| Advertisement 2 | relaxed, exciting, disappointed |
| Advertisement 3 | tired, loving |
- relaxing
 - amazed
 - disappointing
 - excited
 - tiring
 - loving

Adjectives and nouns that go together

- CD2 19** Students will already be aware of different types of collocation, but they may not use a very wide range of adjectives + nouns spontaneously when speaking or writing. Point out that using these collocations will help them to sound more natural. Focus students' attention on the examples from the advertisements. Elicit a noun that goes with *fresh (fruit)*. Then have students work individually to complete the task. Point out that sometimes more than one answer is possible (see *Answers* in the parentheses below).

Play the recording so that students can check their answers. Check students' pronunciation of *casual* /kæʒuəl/.

Answers and audio script

CD2 19

- | | |
|---------------------------|------------------------|
| fresh fruit | casual clothes |
| latest fashions | close friend |
| pretty woman (clothes) | handsome man |
| clear sky | straight hair |
| fast food | cozy room (restaurant) |
| crowded restaurant (room) | challenging job |

SUGGESTION

Remind students to record adjective + noun collocations in their vocabulary records. Encourage students to read texts of different types (short stories, advertisements, news reports, etc.) to help them become aware of common collocations.

Compound adjectives

- Focus students' attention on the examples, and check comprehension of the term *compound adjective* (an adjective formed from two words with a hyphen). Students look for examples of compound adjectives in the advertisements. Check the answers.

Answers

much-loved, old-fashioned, fun-filled, world-famous

Elicit the compound adjectives with *well-* in the chart. Students work in pairs to do the matching task. Check the answers, eliciting the main stress on each compound adjective (see *Answers* below). Point out that the stress falls on the second word.

Answers

- | | |
|--------------|--------------|
| well-dressed | good-looking |
| well-behaved | second-hand |
| full-time | eye-catching |
| long-term | brand-new |

Focus students' attention on the examples *full-time job/part-time job*. Elicit examples for *long-term* such as, *long-term goal/short-term goal*. Students work in pairs to continue the task. Point out that not all the opposites will be compound adjectives. Check the answers with the class, resolving any pronunciation problems as you go.

Possible answers

- well-dressed employees/badly dressed employees
 full-time job/part-time job
 eye-catching dress/ordinary dress
 good-looking parents/unattractive parents
 second-hand car/brand-new car
 long-term goal/short-term goal
 brand-new computer/second-hand computer

- 6 Ask two students to read the examples in the Student Book aloud. Students continue the activity, working with a new partner.

SUGGESTION

You can review and extend the compound adjectives in this section by having students write definitions/clues for a partner. This can be done in the form of crossword puzzles, short written tasks, or as the game in exercise 6.

Adverbs

This section focuses on adverbs in the context of short advertisements. The collocation focus is continued with verbs and adverbs that go together. Most intermediate students will already be aware of the rule for forming adverbs with *-ly*, and they will be familiar with a few common exceptions such as *fast*, *hard*, and so on. Students do an exercise on other adverbs that do not end in *-ly*. The section ends with a project on *My most treasured possession*.

- 1 Focus students' attention on the advertisements. Have students match them to the products without reading the advertisements in detail.

Answers

a pain killer — 6 a watch — 5 a house to rent — 4

- 2 Students underline the *-ly* adverbs in advertisements 4 and 5. Then ask them to look for the adverbs that don't end in *-ly* in advertisement 6.

Check the answers with the class, and answer any questions about vocabulary.

4. simply, beautifully, peacefully, fully
5. actually, merely, probably
6. just, too, fast, straight, soon, again

Adverbs and verbs that go together

- 3 Focus students' attention on the examples in the Student Book. Elicit the adverb for *wait* (*patiently*). Then have students work individually to complete the task. Point out that each adverb and verb should be used only once and that students should choose the best collocation if answers appear to overlap, for example, *speaking fluently* rather than *speaking softly*. Further explain that we don't say **whisper fluently*.

Check the answers with the class.

Answers

wait patiently	whisper softly
sit comfortably	die peacefully
behave badly	rain heavily
shine brightly	act quickly
fight bravely	speaking fluently
leave suddenly	breathe deeply

- 4 This is an opportunity to have some fun with the language and to get students out of their seats. Focus students' attention on the examples. Then act out one of the verbs and adverbs, and elicit the collocation. Students act out other collocations for the class. With larger classes, students can work in groups.

Adverbs that don't end in *-ly*

- 5 **CD2 20** Remind students that not all adverbs end in *-ly*, and elicit some examples, such as *fast*, *hard*. Ask students for the missing word in sentence 1. Students then work individually to complete the task.

Play the recording so that students can check their answers.

Answers and audio script

CD2 20

- Peter and I lived **together** in college.
- He's a good student. He tries **hard**.
- A** Where's the town hall?
B Go **straight** ahead.
- Say that **again**. I didn't hear you.
- Don't talk so **loud**! Everyone can hear you.
- Why do you drive so **fast**? Slow down!
- His wife's name is Mariana, not Maria! Get it **right**.
- The vacation was a disaster. Everything went **wrong**.
- This room is cool, **even** in summer.
- A** Are you ready?
B Almost. Give me another five minutes.

Project — My most treasured possession

This activity gives students the opportunity to use adjectives and adverbs in a fluency-based task.

- 1 **CD2 21** Focus students' attention on the photos. Ask them if they would save anything similar if their home was on fire.

Tell students they will hear Amy, Jack, and Lucy talking about objects they would save from a fire. Ask: *What is each object? Why would they save it?* Play the recording, and elicit the answers.

Answers and audio script

Amy — photo albums because they have photos of her kids at important times. The memories they show are irreplaceable.

Jack — his computer because it contains all the information he needs for his work and life. He couldn't live without it.

Lucy — a matching hairbrush and mirror that belonged to her grandmother. They're not nice, but they have sentimental value.

CD2 21

1. Amy

I would have to save my photo albums. They have all the photos of my kids, when they were babies, their first steps, you know, when they walked for the first time, their birthday parties, their first day at school. And all the holidays we spent together. All those memories are irreplaceable.

2. Jack

I know it sounds a little sad, but I would have to save my computer.

Not very sentimental, but very practical. It has all my work, all my e-mail contacts, several thousand photos, address books, work calendar for the next year. I just couldn't live without it.

3. Lucy

I have a matching hairbrush and hand mirror that belonged to my grandmother. She was given them as a wedding present, and she gave them to me before she died. I don't use them, but they're always on the shelf in my bedroom, and every time I see them I think of her. They're solid silver, and they're pretty heavy. They're not especially nice, but they have immense sentimental value.

- 2 Focus students' attention on the examples, and elicit possible endings for each sentence. Ask students to prepare their talk for homework. Remind them to use adjectives and adverbs, as collocations if possible, in order to make their talk sound vivid and interesting. If appropriate, ask students to bring the object in with them to show to the class when they give their talk.

Students can give their talks in a subsequent lesson, either to the whole class or in groups. Make notes of any common errors to discuss with the class in a later lesson. You can record students as they give their talk (see the *Suggestion* on TB p. 58).

Encourage the rest of the class to ask questions about the object and what it means to the speaker. If appropriate, ask students to vote for the most interesting/touching story.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercise 8 Adjectives — *-ed/-ing* adjectives

Exercise 9 Adverbs — Position of adverbs

Exercise 10 Vocabulary — Antonyms

READING AND SPEAKING (SB p. 46)

The heart of the home

ABOUT THE TEXT

This is the second jigsaw reading task in the book. Students work in three groups. They read their text and then exchange information. The theme of the text is the kitchen as the heart of the home and how this is true across different cultures. The text itself is in the form of interviews with three women from around the world. It explores how they use their kitchen and how they feel about it. The format is typical of articles found in lifestyle magazines.

In terms of vocabulary, students shouldn't need much help with pre-teaching or dictionary work, but see the notes for exercise 3 about pronunciation of some of the key vocabulary. Of the food items mentioned, a *bagel* is a ring-shaped bread roll typical of Jewish cooking, and *turmeric* is a fine yellow powder used to give color and flavor to food, especially curry.

- 1 This task uses a visualization technique to help students focus on the topic and picture their own kitchen in a meaningful way. Ask for quiet in the class, and have students close their eyes. Read the questions one at a time, giving students time to think of their answers. Elicit a few descriptions of what students pictured in a short class discussion.
- 2 Students read the introduction. Give your own answers to the Student Book questions. Then elicit examples from the students.
- 3 Focus students' attention on the photos of the three women and where they are from. Elicit students' initial ideas about how these women live and what they and their families eat.

Put students into three groups, **A**, **B**, and **C**. Assign the relevant text to each group: **A** Santina /sæn'tinə/, **B** Elizabeth, **C** Lakshamma. Students read their text, working in their groups. Encourage them to help each other with any new vocabulary. Monitor and help as necessary, highlighting the pronunciation of difficult words in the texts for each group:

A *vegetables* /vedʒtəblz/, *sausages* /səʊsɪdʒɪz/,
orchard /ɔːrtʃərd/

B *groceries* /grəʊsəɪz/, *bagels* /beɪglz/, *vegetables*
/vedʒtəblz/, *yogurt* /yoʊgərt/

C *mud hut* /mʌd hʌt/, *lentils* /lentlz/,
turmeric /tɜːməɪk/, *vegetables* /vedʒtəblz/

Students answer the questions, underlining key information in their text or making brief notes to refer to when they exchange information in exercise 4. Check that students in each group are confident of the answers for their text, but don't check the answers with the whole class at this stage.

- 4 Put the class into new groups of three, made up of one student from each of the three groups, A, B, and C. Model the activity by asking each student from a group to answer question 1 from exercise 3. Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information and comparing the three women, and not simply reading the questions aloud and giving short answers. Check the answers with the class.

At the end of the information exchange, you may wish to draw students' attention to the irony that the best-equipped and, indeed, biggest kitchen is the one in Elizabeth's house, although she and her family barely "cook" beyond serving cereal and bagels, and reheating takeout food.

Answers

1. Both Santina and Lakshamma are homemakers. Elizabeth is a lifestyle coach.
2. Santina's husband is a mechanic, Elizabeth's is a businessman, and Lakshamma's works on a cattle farm.
3. Santina lives in south-east Italy, Elizabeth in California, and Lakshamma near Bangalore.
4. Santina lives in a two-bedroom farmhouse. It doesn't sound very big, but she has a garden. Elizabeth lives in a 16-room house on the beach. She has a swimming pool. Her kitchen has two ovens. Lakshamma lives in a mud hut. It's small, dark, and in poor condition. She doesn't have running water or a fridge, and there are no windows in the kitchen.
5. Santina feels that her kitchen is where she belongs, and it's the place where she's happiest. Elizabeth says she doesn't know how everything works in her kitchen, so it's a bit alien to her. Lakshamma doesn't like her kitchen because it's so old.
6. Santina has a busy life, but it isn't particularly difficult. Elizabeth has a very easy life. Lakshamma has a very difficult life.
7. Santina's family eats chickens, rabbits, fruit, vegetables, and olives from their own garden/orchard. They also eat sausages, cheese, ham, pasta, eggs, beans, honey, and jam. Elizabeth's family eats low-fat, organic prepared food/takeout meals, and fruit, vegetables, yogurt, cheese, chips, and cereal. Lakshamma's family eats lentils, rice, and vegetables, cooked with spices.
8. All three women seem to be happy, despite the difficulties of Lakshamma's life.

9. Santina might worry about the drought and the effect on her animals and garden. Elizabeth doesn't seem to have any worries, although she might worry about her family's diet. Lakshamma might worry about the condition of her home and lack of money.

- 5 This is an interpretation task based on the information about each woman's life. Elicit the answer to the first sentence. Students work in pairs to complete the task.

Answers

- | | |
|--------------|--------------|
| 1. Elizabeth | 4. Elizabeth |
| 2. Lakshamma | 5. Santina |
| 3. Santina | 6. Lakshamma |

What do you think?

Put the students in groups to discuss the questions. Elicit a range of answers from the class.

Speaking

Ask a confident student to start describing his/her kitchen, answering some of the questions in the text, or model the activity yourself. Elicit other examples from individual students. With bigger classes, students can do the activity in pairs.

WRITING (SB p. 104)

Describing a place — Relative pronouns and participles

This section reinforces the work students did on adjectives in the *Vocabulary* section, and it continues the theme of the kitchen being the heart of the house from the *Reading and speaking* section.

Students work through a series of activities leading up to the final writing task of describing their favorite room. There is a *Grammar spot* feature on relative clauses and pronouns and also on present and past participles.

- 1 Draw a rough plan of your favorite room on the board, and describe it to the class. Include information about what happens there and why you like it, for example, *My favorite room is my living room. I read my most treasured books and listen to music there. I like it because it's light and airy with huge windows.*

Ask students to close their eyes and picture their favorite room. Give them a few minutes to draw their plan. Students make notes about why they like the room and write down some key adjectives to describe it. Encourage students to use a range of more vivid adjectives, rather than just *big, nice*, and so on. With weaker students, brainstorm possible adjectives and write them on the board.

Students then work in pairs to describe their room and say why they like it. Monitor and help as necessary.

- 2 Ask students to read the text and think about the answers to the question. Encourage them to use the context to help them with new vocabulary. You may need to check their understanding of *to gravitate* (in this context, to naturally move towards), *seldom*, *without doubt* /daʊt/.

Elicit the answer to the question.

Answer

It's the place where family and friends come together.

- 3 Intermediate students should have already covered relative clauses/pronouns, but if students are at all unsure, ask them to read Grammar Reference 6.3 on SB p. 136, and then go over the *Grammar spot* after this exercise.

Elicit the clause that goes in the first blank. Students work individually to complete the task. Have them check their answers in pairs before checking the answers with the class.

Answers

- I like best
- where we cook and eat
- where family and friends come together
- who are irritable and sleepy
- which is the focal point of the room
- which tells the story
- whose family has emigrated
- that we're going to next Saturday
- we haven't seen
- which means

GRAMMAR SPOT (SB p. 104)

- 1 Elicit the relative pronoun in the first clause in exercise 3 (*which*). Students find and underline the remaining relative pronouns. Ask them to think what they refer to and when we use them. Check students' answers during a class discussion.

Answers

which tells the story = the huge bulletin board
that we're going to next Saturday = a wedding
where we cook and eat = the kitchen
whose family has emigrated = Aunt Nancy
which is the focal point of the room = the rectangular table
which means = the fact that they use the back door
who are irritable and sleepy = the children
where family and friends come together = the kitchen
 We use *which/that* to refer to things.
 We use *who/that* to refer to people.
 We use *where* to refer to places.
 We use *whose* to refer to someone's possessions or relations.

- 2 Students read the sentences and figure out the rule. Have them compare their ideas in pairs before checking the answers with the class.

Answers

This is the room **which** I like best.
 He's a friend **who** we haven't seen for years.
 When **who, which, or that** is the object of a relative clause, it can be left out.

- 3 Identify the participle in each sentence (*spent* — past participle; *looking* — present participle). Students rewrite the sentences with relative pronouns.

Answers

I have so many happy memories of times **that/which we spent** there.
 There is a large window **that/which looks** out on two apple trees in the garden.

Refer students to Grammar Reference 6.3 and 6.4 on SB p. 136.

- 4 Elicit the answer for sentence 1. Students work individually to complete the task.

Answers

- The blonde lady **who/that** is wearing a black dress is Pat.
- There's the hospital **where** my sister works.
- The postcard **which/that** arrived this morning is from Aunt Nancy.
- I passed all my exams **which** made my father very proud.
- Did you meet the girl **whose** mother teaches Portuguese?

- 5 Elicit the answer for sentence 1. Explain that we use *-ing* clauses when we say what someone is or was doing. We use *-ed* clauses when the meaning is passive. Students work individually to complete the task.

Answers

- I spend hours in my room **listening** to music.
- I have a lot of posters **stuck** on the walls
- My brother is in his bedroom **playing** on his computer.
- There are photos of my family **arranged** on my shelves.
- I also have a drum set **given** to me on my last birthday.

- 6 Assign the writing task for homework. Remind students to use relative pronouns and participles. Recommend a word count of about 250 words.

SUGGESTION

Students often enjoy reading each other's work, so you can ask them to exchange their descriptions before handing them in. Students can comment on the content and also help improve the writing by highlighting mistakes/suggesting changes. If you have space, you can also display the descriptions on the classroom walls for students to read. If appropriate, ask them to choose the description(s) that made them most want to spend time in the room described.

LISTENING AND SPEAKING (SB p. 48)

My closest relative

The theme of *What matters to me* moves in this section to talking about people. The section starts with a discussion task on family relationships. The recording consists of five short monologues about a favorite relative, and the listening task is selecting key information and completing a chart. The *Spoken English* feature covers adding emphasis by changing word order and the use of cleft sentences, for example, *What I like is her sense of humor*. Students focus on understanding figurative language from the recording. Then they discuss their own closest relatives.

- 1 Read the statements with the class and check students' understanding of the adjectives *dominant*, *(in)secure*, and *spoiled*. Tell students where you come in your own family, and give your opinions about birth order and children's character.

Students discuss the statements in small groups. Monitor and help as necessary. Elicit students' opinions and examples from their own families. Ask the class in general if they think birth order affects character.

- 2 **CD2 22** With weaker classes, you can play the recording once, and have students complete just the first row in the chart. Otherwise, give students time to look at the chart so that they know what to listen for. Make sure they understand that they might need to check more than one reason for each person.

Play the recording, pausing after each speaker to allow students to fill in the chart. Students compare their answers in pairs. If they disagree about the answers or have missed any information, play the recording again. Check the answers with the class. Elicit any other information students can remember about the speakers.

Answers and audio script

	Jen	Brett	Julia	Susan	Chris
I feel closest to ...	my mother	my grandmother	my father	my sister	my twin, Nick
He/She is easy to talk to.	✓		✓		
We do things together.	✓	✓	✓		✓
We have a similar character.		✓	✓		
I like the way he/she thinks.	✓	✓	✓		
We are different.				✓	✓

CD2 22

My closest relative

Jen

The person that I'm closest to in my family is probably my mother. She's the kind of person you can talk to about anything. She's very open, my mother, and I can talk to her about boyfriends, stuff that's bothering me at work, friendships, anything. We have our ups and downs, of course, but basically we have an easy relationship. We go shopping together. What I like about her is her attitude. She's young at heart, like me, not old-fashioned or anything like that.

Brett

I'm closest to my grandmother. Um, my father I don't really get along with. We don't really see eye to eye on anything. My mother I hardly ever see. She's too busy. My grandmother and I like doing the same things. Um ... we like watching TV and having lunch together. We love playing cards. And I think emotionally I'm closer to her than I am to my parents ... because she and I have a similar attitude to life. I think we both like people. We're very outgoing, sociable, and open.

Julia

The person I'm closest to in my family, I think, would be my father. We stay up late listening to music and talking a lot. What I like about him is that he's interesting and interested. He has a curiosity about life. We can talk about anything and everything. We have the same sense of humor, the same love of life. My friends all love him because he's so funny. He doesn't care what people think of him, and I guess that's great. He's pretty cool, my dad.

Susan

I think the person that I'm probably closest to is my sister. The thing I love about her is the way everyone knows her. It doesn't matter where we go, everyone says, "Hi, Sarah! How you doin'?" I'm just her little sister. People call me "Baby Sarah," but that's fine. We're so different. We have big fights. She's so hyperactive and loud, she can't sit still, she has to have people around her, and everyone loves her. In many ways she drives me crazy. She just can't think straight. Me, I'm a lot quieter. I'm happy on my own. But we're so proud of each other.

Chris

I'm closest to my twin, Nick. Obviously, we have so much in common. The same friends. The same soccer team. The same music. We go everywhere together. But we have crazy arguments about everything. We're like oil and water. I'm like my Mom—calm and easygoing. Nick's like my Dad—very bad-tempered. They fight like cats and dogs. But things have changed now that we're older. We appreciate each other more. The biggest difference is probably interests. I'm into all things history and politics, and Nick's interested in science and nature. But of course we're a lot closer than just brothers and sisters. In a way we're like one. I would trust him like I would trust no one else.

- 3 Focus students' attention on the expressions, and ask them if they can remember who said them. If they are not sure, refer them to the audio script on SB p. 121. Elicit the meaning of the first expression. Students then work in pairs to complete the task.

Answers

1. We have our ups and downs of course. (Jen — we have problems/disagreements sometimes.)
2. We don't really see eye to eye on anything. (Brett — we disagree about everything.)
3. In many ways she drives me crazy. (Susan — she irritates/annoys me.)
4. We're like oil and water. (Chris — we're totally different.)
5. They fight like cats and dogs. (Chris — they have a lot of fierce arguments.)

SPOKEN ENGLISH — Adding emphasis

This section highlights a common feature of spoken English when the speaker wants to emphasize a part of a sentence/piece of information.

- 1 Read the notes and sentences with the class. Elicit the more common word order for each sentence.

Answers

1. My mother's very open.
2. I don't really get along with my father.
3. I hardly ever see my mother.
4. My dad's pretty cool.
5. I'm a lot quieter.

- 2 Read the sentences aloud, and have students follow in their books. Read the sentences again with the correct stresses and have students repeat. Encourage them to read the sentences quickly to get the correct rhythm.

What I **like** about **her** is her **attitude**.

What I **like** about **him** is that he's **interesting** and **interested**.

The **thing** I **love** about **her** is the **way** everyone knows her.

- 3 Elicit the first sentence with one of the expressions from exercise 2. Students work in pairs to re-form the sentences. Check the answers by having students say the sentences with the correct stresses.

Answers

1. What I like about Joe is his sense of humor.
The thing I love about Joe/him is the way he makes everyone laugh.
2. What I like about Tina is her kindness.
The thing I love about Tina/her is the way she makes everyone feel good.
3. What I like about Beth is her attitude to life.
The thing I like about Beth/her is the fact she doesn't care what other people think.

Give examples about people in your family, such as *What I like about my family is that everyone gets along so well*, *The thing I love about my mom is her great sense of humor*. Students work in pairs and give further examples about their own relatives. Monitor and check for accurate use of the structures and pronunciation. Drill the sentences as a class if necessary.

Discussion

Put the students in pairs to discuss their closest relatives. Then join pairs together to form groups of four. Students discuss their families and decide whose relationships are similar. Bring the class together to discuss families and decide which person most people are closest to.

EVERYDAY ENGLISH (SB p. 49)

In a department store

This section includes the names of different departments that students might come across in a department store. There is also a focus on understanding signs. The section ends with some fill-in-the-blank conversations, followed by a role play and personalization stage.

- 1 Discuss the questions with the class. Establish which students like shopping in department stores, as well as who prefers individual stores or shopping online. Elicit the names of any famous department stores around the world, for example, Harrods, Harvey Nicholls in London, Bloomingdale's, Macy's in New York, KaDeWe in Berlin, Galeries Lafayette in Paris, and so on. Ask students what they all have in common (they are several stories high with different departments, and they stock designer and luxury brands).

NOTE

In American English, the floor names for buildings are different. In American English the *first floor* is the floor that is level with the street. This is always called the *ground floor* in British English, with the *first floor* being the first one above street level.

- 2 Focus students' attention on the store guide and the names of the floors. Ask:
Which floor is underground? (basement)
Which is on the same level as the street? (first floor) Point out that we say *on the ground floor, first floor* and so on, but *in the basement*.

Check students' understanding of all the items in the bulleted list. Elicit the department for the first two items. Students work in pairs to complete the task. Monitor and help as necessary.

Check the answers with the class, and answer any questions about vocabulary. Students may need help with the following: *appliances* /əplaiənsɪz/, *stationery* /steɪʃənəri/, *jewelry* /dʒuələri/, *furniture* /fɜːnɪtʃər/, *accessories* /əkseɪsɪz/.

Point out the use of *-ware* to mean things used for the same purpose or things made of the same material, *-wear* used to refer to clothes, *goods* to mean things for sale, and *accessories* to mean "extra items."

Answers

a wallet — menswear (first floor), or leather goods (second floor)
 earrings — jewelry, on the first floor
 a saucepan — kitchenware, in the basement
 a hairdryer — electrical appliances, in the basement
 shower gel — toiletries, on the first floor
 a doll — toys and babywear, on the fourth floor
 speakers — TV, audio, and phones, on the fourth floor
 women's boots — ladies' fashions, on the second floor
 the ladies' room — on the third floor
 a birthday card — stationery, on the first floor
 a shaving mirror — bathroom accessories, on the third floor
 lipstick — cosmetics, on the first floor
 a vase — china and glassware, in the basement
 sneakers — sports, on the fourth floor
 a sofa — furniture, on the third floor
 sheets — linens, on the third floor
 a suitcase — luggage, on the second floor
 a pair of tights — ladies' fashions, on the second floor
 a light snack — Terrace Cafeteria, on the third floor

SUGGESTION

You can give students more practice with the vocabulary in exercise 2 with the following pairwork activity. Students each write a shopping list of 8–10 things that can be found in the departments in exercise 2. They role-play a customer and an assistant to find out which department they need to go to. Then they change roles.

- 3 Focus students' attention on the signs. Elicit the department for the first sign. Students work in pairs to continue the task. Check the answers with the class.

Answers

a. Hair Salon
 b. Kitchenware
 c. Luggage
 d. Menswear
 e. Terrace Cafeteria
 f. Stationery

- 4 Allow time for students to read the signs and answer the questions. Students compare their answers in pairs before checking the answers with the whole class.

Answers

The sign on the left is inviting you to save as you spend.
 The sign on the right is telling you how to take things back.

- 5 **CD2 23** Tell students they are going to hear six conversations in a department store. Play recording 1 and elicit the answers to the questions (see *Answers* below).

Pre-teach/check students' understanding of *fruit bowl* and *cashmere*. Play the rest of the recording, and have students write down their answers.

Check the answers with the class.

Answers and audio script

- menswear; some shoes
- sports; a pair of soccer shorts
- furniture; a sofa
- china and glassware; a fruit bowl
- ladies' fashions; a cashmere sweater
- electrical appliances; a coffee maker

CD2 23

- A Morning!
 B Hello. I'd like to try on these shoes, please.
 A Certainly, sir. **What size** do you wear?
 B Nine. That's 41, isn't it?
 A **Uh, no, I think you'll find** 43 would be more comfortable, sir.
- A Do you have these soccer shorts for age 10–11?
 B I'm afraid **that's all we have**. We're **sold out of** that size.
 A Will you **be getting** any more in?
 B We should **be getting a delivery** by the end of the week.
- A Do you have **any sofas like this in stock**?
 B No, we don't. They all **have to be ordered**.
 A How long does delivery take?
 B It all depends, but on average about eight weeks.
- A Yes?
 B I'd like this fruit bowl, please.
 A Certainly. Is it a present?
 B Yes, it is.
 A Would you like me **to gift wrap it**?
 B Ooh, **that would be great!** Thank you so much!
- A I like this.
 B How does it feel?
 A I love the color, but the size is wrong. It **doesn't fit me**. It's too tight.
 B Too bad. It **really suits you**. What's it made of?
 A Cashmere. It's so soft.
- A Yes, sir?
 B I'll have this coffee maker, please.
 A Certainly. Do you have a store card?
 B No, just a debit card.
 A That's fine. Pin number, please.
 Keep your **receipt**. That's your warranty.
 B **How long** is the warranty for?
 A For a year.

- 6 **CD2 23** Play recording 1 again, and elicit the first of the missing lines. Play the rest of the recording, pausing after each conversation so that students can write their answers.

Check the answers with the class (see bold text in above script).

Refer students to the audio script on SB p. 121. Ask two students to read conversation 1 aloud for the class. Put students into pairs to practice the conversations. Monitor and check for accurate pronunciation. If students have problems, drill key lines from the recording again.

- 7 Put students in new pairs to role-play two further conversations in other departments. Assign the roles of customer and assistant to each student, and remind students to change roles for the second conversation. Give students time to think about what they want to buy and the department the assistant will work in. Encourage students to role-play the conversations without scripting them first. Weaker students can model their lines closely on **CD2 23**.

Students role play the conversations in pairs. Ask some pairs to perform their conversations for the class.

Don't forget!

Workbook Unit 6

Exercise 11 Pronunciation — Word stress

Exercise 12 Phrasal verbs — Phrasal verbs in context (1)

Exercise 13 Listening — My favorite room

Grammar Reference (SB p. 136)

Word List Unit 6

Refer students to the Word List for Unit 6 (SB p. 150). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 6 Test

Skills Test 2

Progress Test 1

Video (iTools and Online)

7 Passions and fashions

Present perfect – simple, continuous, passive • Things I'm passionate about • Making the right noises

VIDEO Baseball

The title of this unit—Passions and fashions—summarizes the main themes: people who are passionate about something in their life, and things that are incredibly popular, including the Harry Potter books and soccer.

This unit marks the start of the second half of the course. The first half covered a review and extension of many of the core tenses and structures, but it did not include the Present Perfect. This tense is perhaps the most difficult for students to master, so this unit offers a comprehensive study of all the main uses of the Present Perfect Simple and Continuous, as well as Present Perfect passive. The focus on the passive is a continuation of the work students did in Units 1 and 2.

The *Reading and speaking* section has an article on how soccer developed into the modern game. Vocabulary is linked with the *Listening* section, *Things I'm passionate about*, and covers expressions for likes and dislikes. The unit ends with an *Everyday English* section on reacting with interest in conversation.

The *Writing* section continues the work students have done on descriptions with a focus on describing a person.

LANGUAGE INPUT

GRAMMAR

Information questions (SB p. 50)

- Using the present perfect in various forms: simple, continuous, and passive; using the present perfect with adverbs and time expressions

VOCABULARY

Likes and dislikes (SB p. 56)

- Using descriptive words to talk about likes and dislikes

EVERYDAY ENGLISH

Making the right noises (SB p. 57)

- Understanding and practicing short phrases used to express agreement, sympathy, pleasure, or surprise

SKILLS DEVELOPMENT

SPEAKING

Soccer – a global passion (SB p. 54)

- Discussing the importance of soccer around the world

READING

Soccer – a global passion (SB p. 54)

- An article about the history of soccer and its importance around the world

LISTENING

Things I'm passionate about (SB p. 56)

- Listening to five people talk about things they are passionate about **CD2 30** (SB p. 122)

WRITING

Describing a person (SB p. 105)

- Describing physical appearance; character; habits

MORE MATERIALS

Tests (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 50)

This activity has students use the Present Perfect in a meaningful and fun way. Have pairs of students read aloud the examples in the book. Check that they produce the correct stresses:

I've never been to a baseball game.

Me neither. I hate baseball.

I've never had a pet.

I have. I've had two dogs and a cat.

I've never read a Harry Potter book.

Really? I've read them all.

Give your own examples of things you have never done, and elicit responses from the class, for example:

I've never eaten sushi.

I have. It's delicious.

I've never been to India.

Me neither. But I'd like to.

I've never run a marathon.

Me neither. I'm not in shape.

Students write their three examples. With weaker students, you can briefly review the most common irregular past participles first. Students then work in pairs to exchange their examples and react.

If students make mistakes with past participles, write them down and refer them to the list on SB p. 155.

500 MILLION BOOKS SOLD! (SB p. 50)

Present Perfect — simple, continuous, passive

⚠ POSSIBLE PROBLEMS

- 1 Students often think the Present Perfect is interchangeable with other past tenses, notably the Simple Past.
- 2 They think the use of tenses in their own language can be applied in English, especially with the unfinished past use, where they often use a present tense.
- 3 They forget that the idea of an activity continuing over a period requires the continuous form, especially if they don't have continuous forms in their own language.
- 4 They may use adverbs and time expressions incorrectly.
- 5 They may fail to recognize the need for a passive form.

Common mistakes

**I have arrived last week.*

**How long do you work here?*

**I live here since May.*

**It's rained for hours.*

**They've been married since 10 years.*

**The mail has just delivered.*

Corrections

I arrived last week.

How long have you worked here?

I've lived here since May.

It's been raining for hours.

They've been married for 10 years.

The mail has just been delivered.

ABOUT THE TEXT

The profile of J.K. Rowling on SB p. 51 provides the context for reviewing the uses of the Present Perfect (simple, continuous, and passive) as well as contrasting

it with the Simple Past and Past Continuous. The text gives biographical information, a short summary of her early life, information about her books, and how she writes. Students who are interested in the Harry Potter series will probably have read/heard information about J.K. Rowling that they will want to share. You can read the profile before the class to provide yourself with some background information on the author.

Introduce the topic by asking a few general questions:

Who is Harry Potter? (a boy wizard)

What's the name of his school? (Hogwarts /'hagwɔ:ts/)

When was the first book published? (1997)

And the last book? (2007).

- 1 Focus students' attention on the book titles. Ask students if the books have been translated into their language, and if the translated names of the books/movies in their language are similar to the original English or completely different. Ask for a show of hands of who has read any of the books or seen any of the movies. Find out who is the biggest Harry Potter fan and who isn't interested in the series.

Then elicit any ideas students have about J.K. Rowling. Tell them they will find out about her later in the lesson.

- 2 This exercise reviews the form and use of questions in the Simple Past and the Past Continuous. Additionally, it reviews the active and passive forms of the Present Perfect, Simple and Continuous. The questions are divided to cover the Simple Past and Past Continuous forms first (1–5), then review the Present Perfect forms (6–12). Students should be able to complete the questions with the auxiliaries fairly easily, but you can point out the tense division to weaker classes before they complete the exercise.

Elicit the answer for question 1. Give students time to complete the exercise, working individually. Students check the answers in pairs. Ask if they disagree on any of the answers, and go over these responses as a whole class first. Then check the rest of the answers with the whole class.

Answers

- | | | | |
|-------------|--------|---------|----------|
| 1. was | 4. did | 7. did | 10. have |
| 2. did; was | 5. was | 8. has | 11. has |
| 3. was | 6. has | 9. have | 12. have |

- 3 **CD2 24** Focus students' attention on the text on SB p. 51. Play the recording, and have students follow the text in their books. Answer any questions about vocabulary, and elicit what *J.K.* stands for (Joanne Kathleen). Ask why students think she uses her initials, rather than her full name, as a writer (it may be because she didn't want to give her gender away).

Audio script

CD2 24 See SB p. 51.

- 4 **CD2 25** Put students into pairs to ask and answer the questions, rereading parts of the text if necessary to find the answers. Play the recording, and have students check.

Answers and audio script

CD2 25

- A** Where and when was she born?
B She was born near Bristol, in England, in 1965.
- A** When did she write her first story? What was it about?
B She wrote her first story when she was six. It was about a rabbit with measles.
- A** What was she doing when she had the idea for Harry Potter?
B She was traveling by train between Manchester and London.
- A** Where did she teach English?
B In Portugal.
- A** When was the first Harry Potter book published?
B In 1997.
- A** How long has she been writing the books?
B Since 1990.
- A** How many did she write?
B Seven.
- A** How many children has she had?
B Three.
- A** How many Harry Potter books have been sold?
B Over 500 million copies.
- A** Which books have been made into movies?
B All of them.
- A** How much money has she made?
B She's made over one billion dollars.
- A** How many authors have become billionaires?
B Only one—her.

GRAMMAR SPOT (SB p. 51)

This *Grammar spot* reviews Simple Present, Simple Past, and Present Perfect (unfinished past and experience uses). It also contrasts Present Perfect Simple and Continuous, and it reviews the form of the Present Perfect passive.

- Students work in pairs to name the tenses and discuss their use. Monitor and check students' ideas. This will help you see how far students have grasped the basic tense system. Check the answers.

Answers

She lives in Scotland. (Simple Present used for a fact that is true now.)

She lived in Portugal for three years. (Simple Past used for a finished action in the past.)

She's lived in Scotland since 1993. (Present Perfect used for an action that began in the past and still continues in the present.)

She's lived in England, Portugal, and Scotland. (Present Perfect used for an experience that happened at some time in the past.)

- Students match the rules to the questions.

Answers

How long has she been writing books? asks about the activity.
How many has she written? asks about the quantity.

- Students make the sentences passive. Then they check them against the text (paragraph 7).

Answers

Her books have been translated into 68 languages.
500 million copies of her books have been sold.
All of the books have been made into movies.

Refer students to Grammar Reference 7.1–7.6 on SB pp. 136–138.

- CD2 26** The interview gives further contexts for the tenses covered in this lesson. Focus on the example. Then give students time to read the questions. Play the recording, and have students complete the questions. Allow students to compare their answers in pairs. Then they check the answers with the whole class.

Play the recording again, and have students write down Jack's answers. Have them compare their answers in pairs. Play relevant sections of the recording again if students disagree or missed any of the information.

Check the answers with the class.

Answers and audio script

Answers

- have you been; Since he was about five. His mom read them to him.
- have you read; All of them except one, *Harry Potter and the Half-blood Prince*.
- did you; All of them except *Harry Potter and the Half-blood Prince*.
- Have you seen; Did you; Yes, all of them and he liked all of them.
- have been sold; Maybe 20 million (This is Jack's guess, the real figure is 500 million.)
- do you know; It's J.K. Rowling, and she has two children. (This is Jack's guess, she actually has three children.)
- Have ... read; Yes, all of them.
- have you been playing; Since he could walk.
- Play soccer.

CD2 26

I = Interviewer J = Jack

Jack, aged 10, talks about Harry Potter

- I So, Jack, I know you love Harry Potter. How long have you been a fan of the books?
J I think since I was about five, but I was so small I couldn't read yet and my mom read them to me.
I How many of the books have you read?
J I've read them all—well, not all, exactly.
I What do you mean?
J Well, I didn't like *Harry Potter and the Half-blood Prince*, so I didn't finish it.
I Which did you like best?
J I liked all the others but not that one. It was boring because it was just like the one before.
I Have you seen any of the Harry Potter movies?
J Yes, I have.
I Which have you seen?
J I've seen them all, every one.
I And did you like them all?
J Yes, I did. I thought they were fantastic, but my brother didn't, he got scared. He didn't like *The Chamber of Secrets*, the part where the Basilisk ...

- I The what?
 J The Basilisk. It's kind of a huge snake, and it attacked Harry Potter.
 I Oh, I bet a lot of children were frightened by it.
 J I wasn't.
 I Jack, do you have any idea how many Harry Potter books have been sold in the world?
 J Um—I dunno. Um—millions, maybe 20 million.
 I Um—not really. It's 500 million.
 J 500 million. Wow! That's a lot of books.
 I And what do you know about the author?
 J I know it's J.K. Rowling, and she has two children. I wonder if they've read their mom's books.
 I She has three children, actually. Have a lot of your friends read the books?
 J Yes, every single one.
 I What *all* your friends?
 J Yeah, definitely—all of them.
 I That's amazing. Now, I know that in addition to Harry Potter, you have another passion.
 J Yeah, soccer.
 I And how long have you been playing soccer?
 J Since I could walk. I'd rather play soccer than do anything else in the world.
 I So, if I asked you—what would you rather do this afternoon? Read Harry Potter or play soccer?
 J You know the answer.

- 6 Give students a few moments to think of their favorite books/movies. Model the activity by giving an example of your own favorites and having students ask questions. Put students into pairs to continue the activity. Monitor and check for accurate question formation and tense use. Write down any common errors and have a class discussion about them at the end of the activity or in a later lesson.

Ask a student from some of the pairs to tell the class about their partner's favorite books/movies. This allows for practice of the *he/she* forms.

PRACTICE (SB p. 52)

Discussing grammar

- 1 This exercise reinforces the tense use with a series of contrastive sentences. Elicit the names of the tenses and the reasons for their use in the first pair of sentences. Students work in pairs to complete the task. In a monolingual class, you can let students use their own language, especially with weaker students. Go over the answers with the class. If there are areas of confusion, refer students to the relevant sections of Grammar Reference 7.3–7.6 on SB pp. 137–138.

Answers

- I lived** (Simple Past used for a finished action in the past.)
I've lived (Present Perfect used for an action that began in the past and still continues in the present.)
- I work** (Simple Present used for a fact that is true in the present.)
I've worked (Present Perfect used for an action that began in the past and still continues in the present.)

- 3. have you been working** (Present Perfect Continuous used for an action that began in the past and is still continuing in the present. The Present Perfect Simple would also be possible here.)
have you worked (Present Perfect Simple for experiences at some time in your life. The Present Perfect Simple is used when saying how many times, places, etc., and expresses completion.)
- 4. Have you ever met** (Present Perfect used to ask about an experience at any time in your life.)
Did you meet (Simple Past used to ask about a finished time in the past.)
- 5. I've already finished.** (Present Perfect affirmative + *already* to say that something has happened earlier than expected.)
I haven't finished yet. (Present Perfect negative + *yet* to say that something has not happened although we expect it to happen.)
- 6. Who's been eating** (Present Perfect Continuous used for an action that began in the past and is still continuing = there are some chocolates left.)
Who ate (Simple Past used for an action completed in the past.)
- 7. was shot** (Simple Past passive for a finished action in the past.)
's been shot (Present Perfect Passive used for an action at an unspecified time in the past.)
- 8. How long are you here for?** (Simple Present of *be* to refer to the future.)
How long have you been here for? (Present Perfect used for an action that began in the past and still continues in the present.)

Note that the contrast in the sentences in 8 is practiced again in the *Spoken English* box at the end of SB p.53.

- 2 **CD2 27** This exercise gives further practice in the contrasts highlighted in exercise 1.

Elicit the correct verb form in sentence 1. Students work individually to complete the task. Have students check their answers in pairs before playing the recording.

Answers and audio script

CD2 27

- His plane **took off** a few minutes ago.
- The president **has resigned**, and a new president **has been elected**.
- I've been working** in Dubai since last March. When **did you arrive**?
- How many e-mails **have you sent**?
- What **have you been doing** in the bathroom? You've **been** in there for ages.
- A huge snowstorm **has hit** New York.

- 3 This exercise practices word order with the adverbs that are often used with the Present Perfect Simple and Continuous. Write the first sentence *I've read that book* on the board. Ask students where they can put the words from the box in the sentence without changing the verb form. Ask what these words add to the meaning (see *Answers* below).

Students complete the sentences individually and then compare answers with a partner. When checking the answers with the class, elicit what these words express (see *Answers* on TB p. 78). Remind students that we use *yet* only in negatives and questions. Remind them also that we use *never* with an affirmative verb, and *ever* in questions.

Answers

1. I've **just** read that book. (= very recently)
I've **already** read that book. (= before now/before expected)
I've **never** read that book. (= not at any time)
2. I've **just** been reading an interesting book. (= very recently)
3. Has it **just** been made into a movie? (= very recently)
Has it **already** been made into a movie? (= before now/before expected)
Has it **ever** been made into a movie? (= at any time)
4. He's **just** learned to drive. (= very recently)
He's **already** learned to drive. (= before now/before expected)
He's **never** learned to drive. (= not at any time)
5. The game hasn't finished **yet**. (= up to now)
6. Have you **just** been to Argentina? (= very recently)
Have you been to Argentina **yet**? (= up to now; it implies you expect it to happen)
Have you **already** been to Argentina? (= before now/before expected)
Have you **ever** been to Argentina? (= at any time in your life)

Jason Wu – a passion for fashion

The goal of this section is to reinforce the use of Present Perfect Simple and Continuous to refer to indefinite past time. The context is the life and work of the fashion designer, Jason Wu. The CFDA, mentioned on p. 52, is the Council of Fashion Designers of America, a non-profit organization for North American designers of fashion and fashion accessories.

- 4 Write the name Jason Wu on the board, and elicit any information students know about him. If students are short on ideas, give them prompts, such as nationality? year of birth? famous for? Elicit a range of ideas/guesses. Focus students' attention on the photos. Elicit any information or ideas they have about who is in the photos. Then have students read the chart quickly. Answer any questions about vocabulary.

Then ask several students to say what they found surprising about Jason Wu's life.

- 5 **CD2 28** Put students into pairs. Have two students ask and answer the example question aloud for the class. Students then continue the task in their pairs. Monitor and check for correct tense use. Write down any common errors and have a class discussion about them after the listening stage of this exercise. Tell students that they can listen and check their answers and also learn some more information about Wu's life. Encourage them to make brief notes of any extra information.

Play the recording, and have students check their answers. With weaker students, be prepared to play the recording again to let students focus on the extra information.

Elicit examples of the extra information students learned from the recording. As students have just been practicing the Present Perfect, they may try to use it to refer to the definite past, for example, **He has not graduated from Parson's School of Design*. Remind students that if we know exactly when something happened or if the time period has finished, we use the Simple Past (*He didn't graduate ...*). Students continue to share the extra information they heard. Highlight any tense mistakes and encourage the rest of the class to help with corrections.

Answers and audio script

1. **A** How long has Jason Wu been designing clothes?
B Since he was about 9.
2. **A** How did he learn to sew?
B He learned to sew by designing and sewing clothes for dolls.
3. **A** Where did he go to college?
B At the Parson School of Design. He studied there for three years, but he didn't graduate.
4. **A** What different kinds of products has he designed in his career?
B He's designed handbags, eyewear, jewelry, scarves, and clothes.
5. **A** How many awards has he won?
B He's won two awards. He's also been nominated for several others.
6. **A** How long has he been designing clothes for celebrities?
B Since he was 26. Wu designed First Lady Michelle Obama's dresses that she wore at Barack Obama's inaugural balls in 2009 and 2013.
7. **A** How long has he been designing handbags?
B Since 2001. His most expensive handbags cost about \$3,000.
8. **A** What is he doing these days?
B He's still designing clothes and other products.

Time expressions

- 6 This exercise reviews and reinforces time expressions used with the tenses in this unit. Refer students back to the chart about Jason Wu and their answers in exercise 5. Elicit the missing expression from sentence 1. Students work individually to complete the exercise. Have students check answers in pairs before checking the answers with the class. Go over any answers that students disagree on first, asking the whole class to discuss their answers.

Answers

1. He was born **in 1982**.
2. He lived in Taiwan **until he was 9**.
3. He's been designing clothes **since he was 9**.
4. He lived in Paris **for one year**.
5. He decided to become a fashion designer **while he was living in Paris**.
6. He moved to New York **when he was 18**.
7. He started working for Hugo Boss **three years after he won the** **Swarovski Award**.
8. **Between 2000 and 2002** he studied at the Parsons School for Design.

Role play

If you are short on time, you can have students prepare their interview questions for homework and do the role play in a later lesson.

Give students time to write their questions in pairs. Monitor and help as necessary. If possible, set up the interviews to look as authentic as possible. Position chairs opposite each other, and give the students props such as a microphone, the interviewer's set of questions and notes, and glasses of water. Students who enjoy role play can even try adopting American accents!

With smaller classes, a pair of students can do the role play for the rest of the class as if they are a studio audience. With larger classes, students will need to do the role play at the same time. Whichever format you choose, write down any common errors to highlight in a later lesson. The focus here is fluency and fun. Therefore students shouldn't be interrupted. See TB p. 58 for notes on recording students on video.

SUGGESTION

If students enjoy the role play, you can ask pairs to research another living celebrity/public figure, and repeat the activity. Make sure students who played the interviewer take the role of the celebrity this time.

WRITING (SB p. 105)

Describing a person — Facts and opinions

This unit continues the work on descriptions that students started in Unit 6, with a focus on describing a person. The stages that lead up to the writing task include reading a model text for gist, distinguishing facts from personal opinions, finding words for different aspects of descriptions, and looking at words that modify the meaning of adjectives.

- 1 Give some example sentences about someone in your own family. Students then write their sentences. Encourage them to include some of the adjectives they covered in Unit 6. Students read their sentences to the rest of the class, or in groups if you have a big class.
- 2 Answer the questions about your sentences. Then have students do the same about theirs.
- 3 Focus students' attention on the photo of Joe and elicit initial impressions of him. Have students read the text quickly and answer the question.

Answer

The writer admires everything about Uncle Joe.

- 4 Read the task instructions with the class. Ask students to read the first paragraph again and mark the text accordingly. Check that they have coded the text correctly (see *Answers* below) before they continue the task in pairs. Encourage them to use the context to help them with new vocabulary or to use a dictionary if appropriate. Monitor and help as necessary.
Check the answers with the class.

Answers

My Crazy Uncle Joe

Of all my relatives, I like my Uncle Joe the best. He's my mother's much younger brother. He was only nine when I was born, so he's been more like a big brother to me than an uncle. He is in his mid-20s now and he is always so fun to be with.

He studied at a drama school in California, and then he moved to New York a year ago to try his luck in the theater. He shares an apartment with three other aspiring actors, and he works as a server and a part-time DJ. He's passionate about his music, it's called House Music, and it's a kind of electronic dance music. When he "deejays," he goes completely wild, waving his arms and yelling at the crowds. His enthusiasm is infectious. He's absolutely great! I'm proud that he's my uncle.

Also, I think he is really good-looking. He's pretty tall with dark hair, and twinkly, dark brown eyes. He's had a lot of girlfriends, but I don't think there is anyone particularly special at the moment. He has a great relationship with his roommates, they are always laughing and joking together. He knows how to have fun, but he's also an extremely caring person. I can talk to him about all kinds of problems that I could not discuss with my parents. He's very understanding of someone my age.

He works hard, and he plays hard. He's had a lot of auditions for various theatrical roles. He hasn't had much luck yet, but I'm sure that one day he'll be a highly successful actor. I think he's really talented, but he says he doesn't want to be rich or famous, he just wants to prove to himself that he's a good actor.

SUGGESTION

It can be interesting for students to analyze newspaper/magazines articles in the same way as exercise 4. This helps them to see the balance between fact and opinion in the articles.

- 5 Students find examples of the aspects of description in the text. If you are short on time, you can put students in pairs and divide the task up so that each student does half. They then exchange answers.
Elicit the key words and lines from the class.

Answers

his physical appearance: pretty tall with dark hair and twinkly, dark brown eyes; really good-looking

his character: He is always so fun to be with; absolutely great. He knows how to have fun, but he's also an extremely caring person.

his past life: He was only nine when I was born. He studied at a drama school in California, and then he moved to New York a year ago to try his luck in the theater. He's had a lot of girlfriends ... He's had a lot of auditions for various theatrical roles. He hasn't had much luck yet.

his current lifestyle: He shares an apartment with three other aspiring actors, and he works as a server and a part-time DJ. He's passionate about his music. When he "deejays," he goes completely wild, waving his arms and yelling at the crowds. His enthusiasm is infectious. He has a great relationship with his roommates, they are always laughing and joking together. He works hard, and he plays hard.

- 6 Ask students to find *much* in the text, and ask them how it qualifies the meaning of the adjective which follows it (it makes the adjective stronger). Students complete the other examples in pairs. Check the answers with the class.

Answer

The words all make the following adjective stronger, except *pretty*, which makes it slightly less strong.

- 7 If you have time in class, have students make notes for each of the points in the list. Monitor and help students with this planning stage.
Assign the writing task for homework. Remind students to keep to the number of words and to check their work before handing it in.
See the *Suggestion* on TB p. 70 for ideas for peer checking and displaying students' work.

Have you ever ...?

- 7 This exercise gives students personalized practice in the experience use of the Present Perfect. With weaker students, elicit the past participles of the verbs in the list.

Focus students' attention on the examples in the speech bubbles. Model the intonation, stresses, and weak forms, and have students practice the two versions of the conversation with the class:

Have you ^{/ə/} ever ^{/ə/} bought a pair ^{/ə/} of designer jeans?

No, I haven't. I can't afford them.

Yes, I have. I'm wearing them now.

Where did you buy them?

Tell students they don't need to use all the ideas in the list, but that they can choose four or five that interest them. Remind them to use the Simple Past in their follow-up questions if they are asking *When ...?/Where ...?*

Students have conversations in pairs, using the prompts. Monitor and note any common errors in the tense use.

Students tell the class about their partner. This will give them some practice of the *he/she* forms. Have a class discussion about any tense errors, and have students correct as a class.

SPOKEN ENGLISH — How long ...?

This section adds to the explanation of the usage of *How long ...?* to cover present and future meaning.

- 1 Read the sentences with the class, and elicit the two questions with *How long*. Elicit the answers to the concept questions.

Answers

1. *How long are you here for?* a period around now (past and future)
2. *How long have you been here?* past up to the present

- 2 **CD2 29** Elicit the question for the first answer. Students work in pairs to complete the task. Play the recording. Students check their answers, and then they practice the conversations in pairs.

Answers and tapescript

CD2 29

1. **A** How long are you here for?
B Four more days. We came two days ago.
2. **A** How long have you been here?
B Since Monday.
3. **A** How long are you here for?
B Until Friday. We're leaving Friday morning.
4. **A** How long have you been here?
B Over half an hour! Where have you been?
5. **A** How long are you here for?
B We're staying a month altogether.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercises 1–4 Present Perfect or Simple Past?

Exercise 5 Present Perfect passive

Exercises 6–9 Present Perfect Continuous

Exercise 10 Tense review

READING AND SPEAKING (SB p. 54)

Soccer — a global passion

ABOUT THE TEXT

The theme of “passions” is continued with a section on one of the world's most popular sports—soccer. Whether students are soccer fans or not, they are likely to be aware of its dominance in sports and to have an opinion about it—positive or negative!

The text outlines the development of soccer from its origins to the worldwide sport it is today. It is rich in facts and details to make it of interest to those who aren't necessarily soccer fans. The exploitation of the text is staged so that students don't get overloaded with information.

The high-profile teams mentioned in the text are *Manchester United* /yu'naitɪd/, *AC Milan*, *Real Madrid*, and *Bayern Munich*. The players are Pelé, David Beckham, George Best, and Diego Maradona.

The Football Association (FA), formed in the 1800s in London, and its international equivalent the Fédération Internationale de Football Association (FIFA), now control the modern game. The World Cup is an international competition held every four years. The British English term for soccer is *football*. However, American English uses *soccer* to distinguish this game from its own sport of American football.

The text mentions the role of public schools in the development of soccer. You may need to explain that, despite the name, public schools in Britain are private and fee-paying.

Introduce the topic by asking students to brainstorm words and expressions connected with soccer, for example, *soccer player*, *soccer team/coach/fan/club/game/stadium/field*, and so on. Also use this opportunity to pre-teach/check students' understanding of related words which may be new from the text: *chaos* /'keɪs/, *half-time*, *rules*, *to kick*, *side* (in this context, *team*), *goal*, *to host/co-host (a competition)*, *to qualify*, *vacant lot*.

- 1 Ask students for a show of hands to find out who loves soccer and who hates it. Elicit a few reasons from the class for their opinions. Ask for the names of famous soccer players and their teams. If appropriate, ask students who they think is the best player and team, but keep this brief!

- 2 Tell students they are going to find out how soccer has become so important around the world. Set a time limit of 2–3 minutes for students to read the two paragraphs. Put students in small groups to discuss the answers before checking answers with the class. Elicit students' reactions to the statistics.

Answers

- 1.5 million teams worldwide; 300,000 clubs; eight out of ten people watch the World Cup; 120 million regular team players.
- The Brazilian soccer player Pelé called it that.
- All you need is a ball, a piece of ground, and two posts.
- George Best, Diego Maradona, and Pelé. They all learned their soccer skills on vacant lots.

- 3 Elicit a few suggestions about how soccer began. Give students about five minutes to read the relevant section of the text, check their ideas, and answer the questions. Make sure that they understand “sticking point” in Question 8 (an area of disagreement). Students discuss the answers in pairs/small groups before checking the answers with the class.

Answers

- A Chinese kicking game.
- The Romans and North American Indians played a kicking game. In the 1500s the English played “mob soccer.”
- “Mob soccer” was probably very fast and violent with no rules. Players did anything to get the ball and often got injuries and broken bones.
- Each school had different rules for playing the game.
- Each player followed the rules that he was used to.
- It was common to play half the match by one side's rules and the second half by the other's.
- The university men met in London to sort out the chaos. They formed the Soccer Association and started the *Book of Laws*.
- The “sticking point” was whether you could pick up the ball and run with it. Once this was decided, rugby was also born. It was decided you couldn't pick up the ball in soccer, but you could in rugby.

- 4 Ask students to look at the first sentence in question 1 and guess the correct continent. Students read the relevant sections of the text and check their answers. Students then work in pairs to answer the rest of the questions, referring back to the text as necessary.

Check the answers with the class.

Answers

- a. Australia
b. Europe
c. Asia
d. South America; Africa
e. North America
- Europe, South America, and Africa are most enthusiastic; Asia and Australia are the least enthusiastic.
- The European clubs have a lot of money to buy the best players.
- North America: in 1991 the U.S. won the first Women's World Cup, and the World Cup was in Los Angeles in 1994; Asia: Japan and Korea co-hosted the World Cup in 2002; Australia: they qualified for the 2006 World Cup; Africa: having the 2010 World Cup in South Africa is very important for African soccer.

What do you think?

Put students in small groups to discuss the questions. Elicit a range of opinions in a class discussion. Check what students understand by “soccer has totally changed the worlds of sports, media, and leisure” (soccer has become not only a sport, but also an important source of income for the media and leisure industries, with TV shows, magazines, fashions, etc.).

VOCABULARY AND LISTENING (SB p. 56)

Things I'm passionate about

ABOUT THE LISTENING

This section brings together the language of expressing feelings and opinions with a listening task on people's passions. It also reinforces the tense use (Present Perfect + *How long ...?* and Simple Past). The listening consists of five people talking about the thing they are passionate about and the reasons why they like it so much. Students read sections of each monologue, figure out what the people are talking about, and listen and check their answers. They then listen again to pick out specific information. The five monologues together make for a relatively long recording, but the task can be broken up and students only have to listen for certain information.

The overall tone is conversational, and students should easily understand the gist of each recording. You can pre-teach/check students' understanding of the following items to help them with the more detailed comprehension: *to read aloud, a challenge, freshness, a miracle, magic, a fox.*

- 1 Introduce the section by asking students to talk about their likes and dislikes without using the verb *like*! Students should be familiar with the verbs/expressions *love, hate, be into, can't stand*. Elicit a range of examples, for example, *I love spending time with my friends. I'm into hiking. I hate shopping in busy places. I can't stand people who use their cell phones in restaurants.*

Focus students' attention on the expressions in the box. Students work in pairs to decide which are positive, negative, and neutral.

Check the answers and the pronunciation of *loathe* /louð/ and *fond* /fand/. Highlight the preposition in *fond of*.

Answers

- positive: adore, into, crazy about, fond of
negative: loathe, can't stand, detest
neutral: kind of like, not that into, don't mind

- 2 Focus students' attention on the example. Point out that some of the expressions are verbs, for example, *kind of like*, and *detest*. However, others are adjectives and need to be preceded by a verb such as *be*, for example, *I am into soccer*. Students work individually to continue the task. Remind them to make sure that they have changed the verb forms correctly and that they are using the correct prepositions.

Have students read their answers aloud and check their main stresses and intonation (see *Answers* below). Remind them that English uses a wide voice range, especially when expressing feelings.

Answers

1. She absolutely adores ice cream.
2. He's very into all water sports.
3. I detest opera.
4. My brother is crazy about (playing) video games.
5. My sister isn't really that into any sports.
6. I can't stand people who always talk about themselves.
7. My mom is very fond of (going to) musicals.
8. I don't mind tea but I prefer coffee.
9. The thing I loathe most is cleaning up my room.
10. I kind of like my job, but it's time I applied for another one.

As a personalized extension to the exercise, have students change the information to make the sentences true for them, for example, *I absolutely adore Italian food. I'm very into jazz.* Students take turns modifying the sentences about themselves. Alternatively, students can give three sentences about themselves, using the expressions, one of which isn't true. Their partner or the rest of the class must guess which one isn't true.

- 3 Give students time to read the extracts from the recordings. Answer any questions about vocabulary, and elicit possible answers about Julia.

Students work in pairs or groups of three to discuss the other extracts. Don't confirm or reject any suggestions that they have at this stage.

- 4 **CD2 30** Play the recording, and have students check their answers. Have them write the passion next to the correct name.

Answers and audio script

Julia — tennis
Paul — horseback riding
Andrew — poetry
James — weather
Kim — fishing

CD2 30

Julia

I'm really passionate about playing tennis. I've been playing nearly 20 years. I was about 7 or 8 when I started taking lessons, and I had a fantastic teacher. I think that's why I still love it—she was passionate about the sport and that influenced me. I have played in competitions, mainly when I was at school. I still do sometimes. I enjoy it, I think, because it's a very psychological game. I mean, if you're playing badly you have to push yourself to continue; it's a challenge not to give up. It's also a very sociable sport—I've made lots of friends playing doubles, and, it's a game that doesn't have to be expensive—anyone can play—all you need is a tennis racket. You don't need expensive clothing or equipment, like you do for skiing, and it's a fantastic way to keep fit all year round—there's only about three months that you can't play. When I lived in Australia I played every week of the year. I adored that, it was great.

Paul

My passion at the moment is horseback riding—it's strange to hear myself say that because I've only been doing it about a year and I never imagined I'd be so into it. It all happened because I was talking to someone who rode horses and I said that stupid thing people often say, "Oh, I've always wanted to do that," and she said, "Why don't you then?" And I thought, "Why not?" I've always liked horses, they're so big and powerful, but so beautiful when you see them racing around a field or on a track. It amazes me that they let people ride on their backs. Riding is very physically demanding because your body has to be in harmony ... um, it has to move with the horse, but it keeps you fit. Of course, I have fallen off a few times, but it seems that the more you fall, the less it hurts. Also, you try and understand your horse. They have moods. You never quite know what a ride is going to be like—a horse you had a great ride on one week can be slow and miserable the next week. I really like that about horses—they have personalities.

Andrew

I'm passionate about poetry—I studied English Literature in college, but it wasn't until after I graduated that I really got into poetry and I started writing some myself. And I met some other people who wrote poetry and I heard them read it aloud and that was amazing. I felt the power of the words—the thing I like so much about it is that you can say so much with just a few words. So a little means a lot. Each word, each noun, adjective, preposition has to work hard. There's a poem by Simon Armitage called "To His Lost Lover"—it's a poem of regret, about not saying the things you should have said in a relationship. It has it all for me—poetry's all about saying what often goes unsaid, and with passion. It can be such a help in your life—if you feel tired or depressed, you can always find a poem that will help—it can be short or long, it doesn't matter.

James

The thing I'm passionate about, and this may surprise many people, is—um, Seattle weather. I know lots of people can't stand our weather—um, they complain about it all the time, but I love it. You see, when I was a child my family lived in California for five years and we had about 365 days of sunshine every year, it was so boring. I was ten when we came back to Seattle and I just loved all the changes in the weather. Here, you really appreciate the sunshine, and you notice the seasons. For me, one of nature's miracles is after a long, hot, sunny day there's a thunderstorm or a downpour of rain and you go outside and you can smell the freshness in the air. The world has been washed clean and bright. It's magic. And you know it's a myth that it rains all the time; it doesn't. It rains less here than in New York or Atlanta!

Kim

Something I feel really passionately about is fishing. My father and uncles have always been into this sport, and I started when I was about six. We usually go fishing in Cape Cod, Massachusetts. We go out from about 5:30 in the morning, and we don't get back until late in the day. And the thing I love best about it is that you're away from everything and everyone, out in the water, just waiting, with nothing around you. In fishing, patience is the key to success. You have to keep quiet and still for hours on end until the fish bites the hook. But in my family we only catch, never kill the fish. Once we capture it, we carefully release it, and it's not harmed.

- 5 **CD2 30** Give students time to read the questions. Play the recording of Julia again, and elicit the answers. Play the rest of the recording, pausing at the end of each speaker to let students record their answers. Students check their answers in pairs. Play selected sections of the recording again if students have missed the information.

Check the answers with the class.

Answers

Julia

- Nearly 20 years.
- Her teacher was passionate about the sport.
- It's a challenge not to give up if you are playing badly. It's also a very sociable sport. It doesn't have to be expensive — all you need is a tennis racket. It's a fantastic way to keep fit all year round.

Paul

- About a year.
- He was talking to someone who rode horses. He had always wanted to go horseback riding, and she suggested he should try it.
- He's always liked horses. It keeps you fit. Horses have personalities and each time you ride it is different.

Andrew

- Since he graduated from college.
- He met some people who wrote poetry and he heard them read it aloud.
- You can say so much with just a few words. Each word has to work hard. It can be a help in your life.

James

- Since he was ten.
- He lived in California for five years, and it was boring because it was sunny all the time. When he came back to Seattle he loved all the changes in the weather.
- The changes in weather are interesting. He loves the freshness in the air after a storm/rain. The rain makes everything green.

Kim

- Since she was six.
- Her family has always been into fishing.
- You are away from everything and everyone, out in the water.

- 6 Elicit an example using one of the expressions from exercise 1, for example, *James is crazy about the Seattle weather*. Students work in pairs to talk about the five people.

What do you think?

Go over the discussion questions as a class. Establish which passion described in the listening students find most appealing and which they aren't interested in. Elicit a range of examples of what the students feel passionate about. Encourage the rest of the class to ask questions about their passions.

SUGGESTION

Students can prepare and give a more formal presentation about their passion to the class. If possible, they can also bring in objects related to it. The rest of the class can then ask questions. See TB p. 58 for notes on recording students on video.

EVERYDAY ENGLISH (SB p. 57)

Making the right noises

This section contains a number of short expressions used in spoken English when expressing agreement, sympathy, pleasure, and surprise. Although students aren't expected to use all of them immediately in natural conversation, it's good for them to be able to recognize the expressions, especially when they are talking to native speakers. Regular recycling of the expressions in class will help students build them into their productive repertoire in a natural way.

- 1 Focus students' attention on the boxes. Check their understanding of the headings. Elicit the heading for the first box. Students work individually to complete the task. Check the answers with the class. Point out that although the expressions in each box have the same general meaning, there are subtle differences between them, which means they are not all completely interchangeable.

Answers

Pleasure	Agreement
How amazing! That's great! Awesome! Congratulations! Wonderful! Good for you!	Absolutely. Definitely. Of course. That makes sense. Fine. OK.
Surprise	Sympathy
Did you? You didn't! That's amazing! You're kidding! You did what? Really?	What a shame! That's a shame. Oh, no! That's too bad. How awful! Bad luck.

- 2 **CD2 31** Give students time to read A's lines and think about the possible responses. Play the recording, pausing after each response to give students time to write down their answers.

Check the answers with the class. Then have students practice in pairs. Monitor and check students' intonation. If necessary, play the recording again, and have students repeat, exaggerating the voice range.

Elicit alternative responses for B's lines (see the answers in parentheses below).

Answers and audio script

CD2 31

- A My grandfather hasn't been doing too well lately.
B **Oh, no!** (That's a shame./That's too bad.)
A He's 79. Don't you think at his age he should slow down a little?
B **Absolutely.** (Definitely./Of course.)
A But he won't listen to me. He says he wants to enjoy his life to the fullest.
B **That makes sense.** (Of course. Absolutely.)
A Last summer he went on a two-week cycling trip in South America.
B **You're kidding!** (That's amazing!/Really?)
A We're going to give him a big party for his 80th birthday.
B **That's great.** (How amazing!/Awesome!/Wonderful!/Good for you.)
A But before that, I'm going to have a word with him and tell him to take things easier.
B **Good for you.**

- 3 **CD2 32** Elicit possible answers for conversation 1. Students work in pairs to complete the task.

Play the recording, and have students compare their responses with those on the recording. Elicit as many of B's further comments as students can remember. Play the recording again if necessary.

Go over the range of responses that are suitable (see the answers in parentheses below).

Answers and audio script

CD2 32

1. A My boyfriend just asked me to marry him.
B Did he? (Really?) Good for you! (Wonderful/Awesome./That's great.) Did you say yes?
2. A Will spaghetti Bolognese be OK for dinner?
B Of course. (Absolutely./Definitely./Fine.) That's great. It's one of my favorites.
3. A There's a strike at the airport so my trip's been canceled.
B Oh, no! That's a shame. (What a shame!/That's too bad./How awful!/Bad luck.) Will you get your money back?
4. A I failed my driving test again.
B You didn't! (Did you?) That's too bad. (What a shame!/That's a shame./Oh, no./How awful!/Bad luck.) Better luck next time.
5. A We're expecting a baby.
B Are you? (That's amazing!/You're kidding!/Really?) Congratulations! (How amazing!/That's great./Wonderful!/Good for you.) When's it due?
6. A So you think I should save to buy a car, not borrow the money?
B Definitely. (Absolutely./Of course.) You already have too many debts.
7. A I told him I never wanted to see him again.
B You're kidding! (Did you?/You didn't!/You're kidding!/You did what?/Really?) What a shame! (That's a shame./Oh, no./That's too bad./How awful!) I always thought the two of you were so good together.

- 4 Ask two students to read aloud conversation 1 and keep it going. Students practice and continue the conversations. Remind them to use a wide voice range on the responses. Monitor and check students' intonation.

- 5 Model the activity before students do the pairwork. Start a conversation with a confident student about a good or bad day, for example:

A *I had a great day last Saturday.*

B *Really? Why? What did you do?*

A *Well, it was my birthday and my sister planned a surprise party.*

B *How amazing! Were many people there?*

A *Yes, quite a few. And my sister had invited all my old school friends.*

B *You're kidding! That's great.*

Put students in new pairs to invent new conversations. If students seem short on ideas, offer possible contexts:
good: you heard from an old friend/got a promotion at work/had a fantastic meal/met the man/woman of your dreams

bad: you got a parking ticket/had an argument with your best friend/had to take back your new computer/failed a test/lost your wallet/purse.

Don't forget!

Workbook Unit 7

Exercise 11 Vocabulary — *be* and *have*

Exercise 12 Prepositions — Noun + preposition

Exercise 13 Pronunciation — Sentence stress

Exercise 14 Listening — Applying for a film degree

Grammar Reference (SB p. 136)

Word List Unit 7

Refer students to the Word List for Unit 7 (SB p. 151). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 7 Test

Video (iTools and Online)



8

No fear!

Verb patterns • Body language • Travel and numbers

VIDEO Machu Picchu

This unit contains two broad themes—facing fears and the potential dangers of traveling. The unit starts with language work on verb patterns, which are contextualized through messages that young travelers have sent home to their parents. The *Listening and speaking* section focuses on fears and phobias. *Reading and speaking* picks up the travel theme with a jigsaw reading on dangerous journeys in history. The vocabulary syllabus continues with a focus on “body language” (parts of the body, verbs related to them, and idioms). *Everyday English* covers the language of numbers in travel contexts, and *Writing* goes back to storytelling with the book’s second focus on writing a narrative.

LANGUAGE INPUT

GRAMMAR

Verb patterns (SB p. 58)

- Using verb patterns with verb + *-ing*, verb + infinitive, and adjective + infinitive

VOCABULARY

Body language (SB p. 64)

- Using words related to the body and idioms that use body words

EVERYDAY ENGLISH

Travel and numbers (SB p. 65)

- Understanding and practicing: how to use commas and decimal points when talking about numbers; numbers one by one; percentages; fractions

SKILLS DEVELOPMENT

SPEAKING

Fears and phobias (SB p. 61)

Dangerous trips in history (SB p. 62)

- Discussing fears and phobias, why they happen, and ways to cure them
- Discussing two famous historical trips and their dangers

READING

Dangerous trips in history (SB pp. 62–63)

- Stories about two famous historical journeys and their dangers

LISTENING

Fears and phobias (SB p. 61)

- Listening to three people talk about their phobias and how it affects their lives
CD2 37 (SB p. 123)

WRITING

Telling a Story (2) (SB p. 106)

- Organizing a narrative and creating interest

MORE MATERIALS

Tests (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 58)

Focus students' attention on the cartoons. Students match the sentences with the pictures. Elicit the difference in meaning between the two forms. Ask students if they know any other verbs which change meaning when they are followed by the infinitive or the *-ing* form (*start, try, remember, forget*).

Answers

1. b, 2. a

In Sentence 1, *stopped* + infinitive means they stopped in order to talk to each other. They stopped, then they talked.

In Sentence 2, *stopped* + *-ing* means that they were talking to each other, then they stopped.

DON'T WORRY MOM! (SB p. 58)

Verb patterns

ABOUT THE TEXT

The four e-mails provide a humorous context for the various verb patterns in this lesson. They are typical of the type of messages that young people might send to their parents while traveling or on a gap year (a year taken by a student as a break from education between leaving high school and starting a university or college). The style of writing is informal and contains expressions typically used by teenagers. These are explained in the glossary on SB p. 59. There are also a number of abbreviations, but students should be able to understand these from the context.

Facebook, mentioned in message 1, is a social networking website, set up in 2004 by Mark Zuckerberg, a former student at Harvard University in the U.S. Initially the membership of *Facebook* was restricted to students of Harvard and other universities. Since September 11, 2006, anyone 13 or older may join. The site now has more than 62 million active users worldwide. It is the most popular website for uploading photos, with 14 million uploaded daily. Piranhas, in message 3, are South American flesh-eating river fish.

Introduce the topic by asking some general questions about traveling and young travelers, for example,
Have you ever been traveling for a few months?
Where did you go and what happened?
Do you know any young people who have taken a gap year and gone traveling?
Why might parents of young travelers be worried while they are away?

- 1 **CD2 33** Focus students' attention on the photos, and elicit what the situations are and what students think has just happened. Have students read and listen to the messages and answer the two gist questions. Answer any questions about vocabulary, encouraging students to use the context to help them understand.

Ask students which scenario they think is the most dangerous and which message is the funniest.

Answers

1. Kate is in California. She hit her head on a metal bunk bed. She had to go to the hospital.
 2. Dan is in Australia. He has given his mother's phone number to some Australians he has just met and said that they can stay with her next month.
 3. Bill is in South America. He went piranha-fishing and tried to attract the fish by dropping meat into the water. He camped on the river banks without a flashlight and was lucky to escape from the crocodiles.
 4. Jill is in Arequipa, Peru. She spent a night in a hotel but was woken by an earthquake. She fell asleep again and woke up in a room full of holes in the walls. She plans to stay there for two more days.
- 2 This exercise highlights key verb patterns in sentences based on the contexts of the messages. Point out that more than one answer may be possible, as in the example in number 1. Students complete the task individually. Give students time to check their answers in pairs before checking the answers with the class. In addition to checking the letters in the key, reinforce the focus of the lesson by having students say what pattern follows each verb, for example, *want/hope* + infinitive, *love/look forward to* + *-ing*. Point out that some of the verbs, for example, *forget* in sentence 3 and *stop* in sentence 8, can be followed by either infinitive or *-ing* form but with a change in meaning.

Answers

2. a, b 3. b 4. c 5. a, b 6. a 7. b, c 8. b, c 9. a 10. b, c

- 3 **CD2 34** Tell students they are going to hear eight lines taken from phone conversations the travelers had with one of their parents at home. Play the first sentence, and elicit the missing word and who is speaking. Play the rest of the recording, and have students complete the task. Check the answers, eliciting who is speaking each time. Also make sure students understand the meaning of *couldn't help* + *-ing* (= couldn't avoid). Make sure that students understand that this meaning has nothing to do with the general meaning of *help*.

Answers and audio script

CD 34

1. When we saw the photos we **couldn't help** feeling worried. (Kate's mom/dad)
2. The photos **made it** look worse than it really was. (Kate)
3. Your friends must **promise to** keep their room clean. (Dan's mom/dad)
4. It's really kind of you **to let** them stay. (Dan)
5. Did Victor **help you** escape from the crocodiles? (Bill's mom/dad)
6. He warned us not **to go** swimming. (Bill)
7. We **couldn't help feeling** a little scared. (Jill's mom/dad)
8. Have you **decided to** come home yet? (Jill's mom/dad)

GRAMMAR SPOT (SB p. 59)

- 1 Focus students' attention on the example. Make sure that students understand that the abbreviation *sb* stands for *somebody*. Then have students match the patterns with the sentences.

After checking the answers, ask students to find more examples of the patterns in the messages. Point out the additional pattern in message 1:

verb + sb + *-ing*: *I don't remember anyone taking the pics.*

Answers

verb + *-ing* He enjoyed swimming. (Hope you don't mind putting them up ... We ... enjoyed watching the sunset ...)

verb + *to* I need to warn you. (I was trying to climb up to the top bunk bed. I forgot to mention the ambulance ride to the hospital. I didn't want to say anything ... They're planning to go to New York ... I was sure you'd like to meet them ... we didn't manage to catch anything. We stopped to camp on the banks ... We'd forgotten to bring a flashlight ... We expected to have a good night's sleep ...)

verb + sb + *to* Victor told us to throw meat.

verb + sb + infinitive (without *to*) You'll make them feel at home. (I'll let you know our plans.)

adjective + *to* It's impossible to see the scar. (... so we were lucky to escape from the crocodiles. I'm happy to say we fell asleep again shortly after ...)

preposition + *-ing* We're thinking of staying two more days. (They're looking forward to meeting you.)

- 2 Elicit the difference in meaning in the sentences. Ask students to highlight the pattern in each one.

Answers

She remembered to e-mail her mom. (*remember* + infinitive = she didn't forget to e-mail her mom)

She remembered e-mailing her mom. (*remember* + *-ing* = she e-mailed her mom, and she had a memory of doing it)

Refer students to Grammar Reference 8 on SB p. 138 and the Verb patterns on SB p. 154.

PRACTICE (SB p. 60)

Calling home

- 1 Ask students what they can remember about Kate from the messages on p. 58 (she was traveling in California and she had an accident). Focus students' attention on the example. Put students in pairs to complete the task.
- 2 **CD2 35** Play the recording, and have students check their answers. Students practice the conversation in their pairs. If possible, have them sit back-to-back, so that they can't see each other, as in a real phone conversation. They can also use cell phones as props if appropriate. Monitor and help as needed. If students need help with pronunciation, especially intonation, drill key lines from the conversation with the class.

Answers and audio script

CD2 35

M = Mom K = Kate

M Kate! It's so good **to hear** from you. Are you OK?

K Oh, Mom, I'm really sorry for **worrying** you so much. I really didn't mean to.

M We opened your messages, and we were so delighted **to see** all your photos, and then we saw that one.

K I didn't want my friends **to post** it. I asked them not to.

M But, Kate, all those stitches, and you went to the hospital. We couldn't help **feeling** worried.

K I know, but honestly, Mom, my friends made me **go** to the hospital. I really didn't need to.

M How is your head now?

K Absolutely fine. Honestly. I'll send you some more photos, and you can see for yourself.

M OK. Don't forget to.

K I'll call again soon, and I promise **to text** regularly. Bye.

M Bye. Take care!

SPOKEN ENGLISH

Don't forget to! — the reduced infinitive

The work on infinitives and *-ing* forms is extended here to cover a common feature of spoken English—the fact that you don't have to use the full infinitive if the verb is understood from the context.

- 1 Read the notes and the example conversations with the class. Ask two pairs of students to read the conversations aloud for the class. Check pronunciation, and point out, if necessary, that we use the weak form of *to* in a full infinitive (*I'd love to come!*), but the strong form of *to* in a reduced infinitive (*I'd love to!*):

Don't forget to /tu/.

We'd love to /tu/.

Drill the pronunciation with the class.

Students find the examples in Kate's conversation in exercise 1. Point out the negative form in *I asked them not to*.

Answers

I really didn't mean to.

I asked them not to.

I really didn't need to.

- 2 **CD2 36** Give students time to complete the conversations individually.

Play the recording, and have them check their answers. Students practice the conversations in pairs. Monitor and help as needed. If students need help with pronunciation, play the recording again, and drill key lines with the class.

Answers and audio script

CD2 36

1. **A** Did you mail my letter?

B Oh, sorry, I **forgot to**.

2. **A** I can't go out with you this evening. Sorry.
B Oh, but you **promised to**.
3. **A** Why did you e-mail your mother again?
B Because she **asked me to**.
4. **A** Do you think you'll apply for that job?
B Yes, I've definitely **decided to**.
5. **A** Are you taking your brother to the airport?
B Well, I **offered to** but he said he **didn't want me to**.

Talking about you

- 3 This gives students the opportunity to practice the verb patterns in a personalized way. Elicit possible endings to each of the sentences. Write them on the board, and underline the verb pattern in each. Point out to students that they must use a verb form rather than a noun to complete each sentence. Give students time to complete the sentences individually. Remind them to make two of them false. Monitor and help as necessary.

Possible answers

1. I really enjoy spending time with friends.
 2. I'm no good at cooking.
 3. I shouldn't forget to send mom an e-mail.
 4. I will always remember meeting my best friend.
 5. I just finished painting my apartment.
 6. I sometimes find it difficult to sleep.
 7. My parents made me go to bed early when I was young.
 8. I'm looking forward to going out this weekend.
 9. I'd love to travel around the world.
- 4 Focus students' attention on the examples, and have three students read them aloud. Give three sentences about yourself from the list in exercise 3, including one false one. Read the sentences aloud, and have students respond to find the false sentence.
- Put students in groups of three or four to do the activity. Monitor and check for accurate use of the verb patterns. Have a short class discussion on any common errors at the end of the activity, highlighting the correct verb patterns on the board.

SUGGESTION

Students will need regular practice in the verb patterns highlighted in this lesson. It's a good idea to recycle them as often as possible in different ways:

- error correction tasks
- matching sentence endings and beginnings
- changing sentences to make them true for the students
- writing short notes containing a selection of the verbs
- writing short role plays containing a selection of the verbs

ADDITIONAL MATERIAL

Workbook Unit 8

Exercises 1–7 Verb patterns

LISTENING AND SPEAKING (SB p. 61)

Fears and phobias

ABOUT THE LISTENING

This section has two recordings and continues the unit theme with a focus on fears and phobias. Students start with a general discussion on common phobias, and they then match some unusual phobias with their meanings. The first recording consists of three speakers talking about their unusual phobias (buttons, fish, and balloons). Students listen to each monologue and answer a set of comprehension questions. They then retell each person's story using a series of prompts. Students take part in a general group discussion on phobias by answering a set of general questions, and then they compare their ideas against the second recording, an extract in which a psychologist answers the same questions. The section finishes with a *Language work* task which consolidates the verb patterns students covered at the start of the unit.

Pre-teach/check students' understanding of the following vocabulary from recording **CD2 37**:

Jodie: *cardigan sweater, to scream, to calm somebody down, belts, zippers, psychotherapist* (a person who treats mental illness by encouraging the patient to talk about their problems).

Dave: *to feel sick, psychologist* (someone who studies the human mind, emotions, and behavior, and how these are affected by different situations), *oyster* /'ɔɪstər/, *to conquer* /'kɒŋkər/ *a phobia*

Melissa: *to blow up* (a balloon), *to pop, rubber, to chase someone, to shake*.

Dr. Lucy Atcheson is a real psychologist and an expert on phobias and relationships. She has written books on both subjects and hosted a BBC program on phobias called *The Panic Room*. You will probably need to pre-teach/check students' understanding of the following items from recording **CD2 38**:

to be programmed to do something, DNA (the chemicals in cells that carries genetic information), *genes*.

Introduce the topic by asking:

Which is stronger, a fear or a phobia? (a phobia)

Can you control a phobia? (usually not)

Elicit related language and check students' pronunciation of, for example, *be afraid* /ə'freɪd/, *frightened* /'fraɪtnd/, *scared, terrified of, have a phobia* /'fəʊbiə/ *of, to panic, a panic attack*.

- 1 Elicit a few examples of typical phobias, and write them on the board. Elicit further answers from the whole class, adding items to the list on the board and checking the pronunciation.

Give an example of something that you are afraid of, when it started, and how it affects your life, for example, *I have a phobia of dogs, especially big dogs like Alsatians. I was bitten as a child, and I've been frightened of dogs ever since. If I see a big dog in the street, I often cross to the other side to avoid it. If I visit someone who has a dog, that person needs to keep it in another room. I could never touch or pet a dog.*

Elicit a few more examples from the class. Wait for students to volunteer information. Don't force anyone to talk about their fears if they seem uncomfortable.

Possible answers

A fear/phobia of:

spiders	bacteria/germs
dogs	needles/injections
insects	dying
snakes	drowning
flying	closed/small spaces (claustrophobia)
heights	public/open spaces (agoraphobia)
the dark	

- Focus students' attention on the chart, and ask students to look at the list of phobias. Point out where the main stress falls in each word (on *-pho-* in each word).

Put students in pairs to discuss the meanings and do the matching task. Put students into new pairs to compare their answers before checking the answers with the whole class.

Answers

Autophobia is the fear of being alone.
 Ablutophobia is the fear of washing.
 Aviophobia is the fear of flying.
 Frigophobia is the fear of feeling cold.

- CD2 37** Focus students' attention on the cartoon, and elicit a brief description. This will introduce the words for the phobias described in the recording, but don't specify what these phobias are at this stage.

Possible answer

There's a fish standing on a hill. It's wearing a hat and a vest with big buttons, and it's holding three balloons. Someone is running away in fear.

See the notes about pre-teaching/checking students' understanding of vocabulary in *About the listening*. Give students time to read the questions before they listen.

Play the recording of Jodie through once. Elicit the answers from the class. If students missed any of the information, play the recording again.

Repeat the procedure for the recordings of Dave and Melissa.

Answers and audio script

Jodie

- The buttons on the vest.
- It started when she was a little girl. She saw the buttons on her grandmother's cardigan sweater, and she was terrified.
- It's difficult for her to buy clothes. She tries to find skirts and pants with just belts and zippers.
- A button came off a colleague's jacket at work.
- She's decided to see a therapist.

Dave

- The fish.
- He isn't sure when it started. His dad used to go fishing, and Dave didn't like watching him cleaning the fish. When he was about seven he started feeling afraid when he saw his dad coming home with the fish.
- He couldn't go into supermarkets—the sight of fish made him feel sick. When he started going out with his wife, he had to ask

her never to eat fish. He can't go to seafood restaurants, so he only eats in hamburger restaurants now. It makes life very difficult for his family.

- He saw someone eating an oyster.
- He's started to see a psychologist, but he hasn't succeeded in conquering the phobia yet.

Melissa

- The balloons.
- Her phobia started when she was five. She was trying to blow one up, and it popped in her face.
- Her friends chase her with balloons because they think it's fun to see her cry. She can't go to parties if they have balloons. She can't imagine ever blowing up a balloon. She can't look at balloons on TV without shaking.
- Someone chased her with a balloon.
- She wants to see a doctor/professional about it. Her teacher agrees.

CD2 37

Fears and phobias

1. Jodie

I have a really unusual phobia. It began when I was a little girl. I was staying with my grandmother and she asked me to go upstairs and get her cardigan sweater. I opened the cabinet and saw this big, dark green sweater with huge, black buttons hanging there—I was terrified. I started screaming. My grandmother rushed upstairs and finally managed to calm me down but from then on it was a problem. It was the buttons—all buttons made me feel uncomfortable. It's difficult for me to buy clothes—I try to find skirts and pants with just belts and zippers, but it's not easy. About a year ago a button came off a colleague's jacket at work, and I had a panic attack. I've decided to see a therapist, but I'm embarrassed to say, "I'm scared of buttons." It sounds silly.

2. Dave

I'm not sure what first started my phobia, but my dad used to go fishing and afterwards I didn't like watching him cleaning the fish in the kitchen sink. Then, when I was about seven, I started feeling afraid when I saw him coming home with the fish. He had to stop catching it. As I grew up the problem got worse and worse. I couldn't go into supermarkets—the sight of fish made me feel sick. When I started going out with my wife, I had to ask her never to eat fish. I wouldn't go to restaurants because once I saw someone eating an oyster, and I had a panic attack. I can only eat in hamburger restaurants now. It makes life very difficult for my whole family. I've started to see a psychologist, but I haven't succeeded in conquering my phobia yet.

3. Melissa

I'm 13 years old and I've been terrified of balloons since I was five. I was trying to blow one up and it popped in my face. I can remember feeling the rubber on my skin—ugh, it was awful. My friends don't understand. They enjoy chasing me around with blown up balloons because they think it's fun to see me cry. Last time, we were in the school playground, and I had a panic attack. At first they refused to believe me and they didn't get the teacher, but then they saw how bad it was—I was having difficulty breathing and they got frightened. The worst thing is that I can't go to parties; if I do, I have to ask them not to have balloons. I can't imagine ever blowing one up. I can't even look at them on TV. I start to shake. I want to see somebody about it. My teacher says I have to.

- Give students time to read the prompts. Answer any questions about pronunciation. Elicit the first two sentences of Jodie's story. Put students into groups of three or four to retell the rest of the stories. Monitor and help.

Be prepared to play relevant sections of the recordings again if students can't remember the details.

Answers

See **CD2 37** above.

What do you think?

- 5 Put students into new groups to discuss the questions. Encourage them to share their ideas even if they don't know very much about the subject. Explain that they will be able to compare their ideas against the information in the recording.

Elicit a range of ideas from the class about which person they think suffers most and why.

- 6 **CD2 38** See the notes about pre-teaching/checking vocabulary in *About the listening*. Play the recording through once, and elicit the psychologist's answers to questions 2–4. With weaker classes, you can pause the recording at key points, and elicit the answer to each question.

Check the answers with the class.

Answers and audio script

- They get phobias as a result of a bad experience.
- Some people get phobias and others don't because it's in their genes.
- Dr. Atcheson talks about the phobia and helps the patient to relax. She might show just a picture or cartoon of the phobia. Then she sometimes shows a movie, and finally she asks the person to touch the object. In this way, phobias can normally be treated in just three or four sessions.

CD2 38

The psychologist's view

Human beings are programmed to be afraid of things that can hurt them. Show a baby a picture of a snake or a big, poisonous spider and the baby will show fear. It's in our DNA. We are all afraid of some things and that's good. But a phobia causes absolute terror, with physical symptoms such as a racing heart, sickness, and panic attacks. Phobias are usually the result of a bad experience, for example a car crash can cause a fear of driving, but it's often just of ordinary things like balloons or a particular food. Some people are more likely to get phobias than others, it's in their genes. My job is to train people to conquer their phobia. First we just talk about it, and help the patient relax. Then we might show just a picture or cartoon of their phobia. After that we sometimes show a movie and finally we ask them to touch the object. In this way, phobias can normally be treated in just three or four sessions.

Language work

This task reinforces the work students did on verb patterns on pages 58–60. Refer them to the audio script on SB p. 123. Elicit one or two examples of verb patterns from Jodie's story. Give students time to choose a story and underline the patterns. If you are short on time, students can do the task for homework. Check answers and point out the double *-ing* form used by Dave: *I didn't like watching him cleaning the fish.*

Answers

See the underlining in script **CD2 37** above.

SUGGESTION

As an extension to the *Language work*, ask students to write personalized sentences using the patterns in the story they chose. Alternatively, students can write a short story/anecdote using those patterns and others covered in the unit.

READING AND SPEAKING (SB p. 62)

Dangerous trips in history

ABOUT THE TEXT

This is the third jigsaw reading in the course. The theme of fear and facing problems is continued with two texts about dangerous trips in history. It's a good idea for you to read the texts ahead of the lesson. You may also find the following background information helpful.

Hannibal /'hæ'nəbl/ was a general who led the army of Carthage /'kɑ:θɪdʒ/ (an ancient city in Tunisia) against the Romans between 218 and 201 B.C. He is perhaps best known for crossing the Alps into Italy with a large army and 37 elephants in 218 BC.

Mao Zedong /maʊ dze'dʊŋ/ (also known as Mao Tse-tung and Chairman Mao) was a Chinese politician who helped to set up the Chinese Communist Party. He became the Party's leader during the Long March, which took place in 1934–1935. In 1949 he came to power and established the People's Republic of China. He was in power during the Cultural Revolution in the mid-1960s.

Each text outlines the man's early life, the journey they each undertook, and their later years. Students start by imagining the problems they would face on a long winter journey on foot, and then they predict the difficulties Hannibal and Mao Zedong met by looking at maps of their route. Students work in two groups, and read their text in stages. They then exchange information and compare the leaders and their journeys.

In terms of vocabulary, encourage students to use the context to help them with new vocabulary, or let them use a dictionary. If you are short on time, you can pre-teach/check students' understanding of the following items:

Hannibal: *prosperous, commander, daring, tribesmen, raft, snorkel, a (mountain) pass, to perish, to desert, defeat* (noun and verb), *resources*.

Mao Zedong: *illiterate, to found, a defeat, tough, to catapult, a bog, to swallow, an ascent, to proclaim*.

Both texts contain large numbers, distances, and dates, and students will have to use these in their answers and discussions. With weaker classes, you may want to review how to say dates and larger numbers. Alternatively, the *Everyday English* section in this unit has a review of how to say a range of numbers and dates, and this can be done before the reading lesson.

- 1 Set the scene for this visualization task. Ask for quiet in the class, and have students close their eyes. Read the instructions aloud section by section, giving students time to imagine the scene and the likely problems. Elicit a few examples in a short class discussion.

Possible answers

Keeping everyone together, beating the cold and hunger, crossing difficult terrain, finding suitable places to camp, keeping everyone's morale up.

- 2 Focus students' attention on the maps. Students work in pairs to discuss the difficulties presented by the route of each group. Monitor and help, supplying any vocabulary students need. Elicit a range of answers.

Possible answers

Crossing mountains, possibly covered in snow, crossing rivers, running out of food.

- 3 Divide the class into two groups, A and B. Assign the relevant text to each group (A: Hannibal and B: Mao Zedong). With larger classes, you will need to subdivide the students into more than one group A and more than one group B.

Working in their groups, students read their text and answer the questions. Encourage them to help each other with any new vocabulary (see *About the text* above). Monitor and help as necessary. Remind students that they will need to refer to the dates and numbers in the text when they exchange the information, so they should make sure they are confident about how to do this. Check that students in both groups are confident about the answers before moving on to exercise 4, but don't do a whole-class check.

Answers

Hannibal

1. His father was a general in the army and a bold fighter. He made Hannibal promise to hate the Romans forever. Hannibal became commander of the army and was also a fearless fighter.
2. The Romans.
3. He moved to Spain with his family.
4. He planned to march from Spain to Italy because the Romans threatened to attack. He wanted to reach Italy before the Romans declared war.

Mao Zedong

1. His father was ambitious but illiterate, and he wanted his son to have the education that he hadn't had.
2. The Nationalist Government.
3. The remote Jiangxi province.
4. They had a lot of bloody battles and therefore had to escape from the area.

- 4 Students read the text and answer the questions in their groups, underlining key information in their text or making brief notes to refer to when they do exercise 6. Again, check that students in both groups are confident of the answers, but don't check the answers with the whole class at this stage.

Answers

Hannibal

1. May 218 B.C.
2. Hannibal and an army of 90,000 men and 37 elephants.
3. He was an inspiring leader.
4. They were attacked by local tribesmen; they had to build rafts to cross the River Rhone to get the elephants across. Some fell off but were able to swim. It started to snow, and the elephants slid over the ice.
5. Five months.
6. 36,000 men arrived and only one of the elephants. Over half of the men died or deserted.

Mao Zedong

1. October 16th, 1934.
2. Mao Zedong and 86,000 men and 30 women, including Mao's wife.
3. Mao became leader of the Red Army and the Communist Party during the march. He was tough but popular.
4. They weren't sure where they were going. They lost 56,000 men and much of their equipment when crossing the Xiang River. Many men died from lack of oxygen when crossing the Great Snowy Mountains. They were exhausted, but they couldn't stop. Many men fell off the mountains when sliding down them. There were bogs under the grasslands between the Yangtze and Yellow Rivers. Mao lost more men here than on the Snowy Mountains.
5. 370 days.
6. 4,000 people arrived.

- 5 Working in their groups, students read the last part of their text. Have them produce a short summary in their own words of what happened to the leader they are reading about. Again, don't check the answers with the whole class at this stage.

Answers

Hannibal

He defeated the Romans in many battles at first. However, the Romans had more resources and manpower, so Hannibal couldn't beat them. He sailed back to North Africa, aged 45, and committed suicide 20 years later. Although he was defeated by the Romans, he is recognized as an important military leader.

Mao Zedong

He became powerful during the Long March. In 1949 he proclaimed the People's Republic of China and the Great Cultural Revolution. Mao's Little Red Book was published, and his ideas were taught throughout the country. He died in 1976, aged 82.

- 6 Ask students to work in A/B pairs, so in each pair there is one student who has read each text. As an example, read aloud question 1 from exercise 3, and elicit information comparing the two leaders' fathers.

Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information to help them answer the questions and not simply giving each other facts about each journey. Check the answers with the class.

Answers

On both journeys, the people had to deal with extreme difficulties, including crossing dangerous rivers and mountains and dealing with extreme cold. Many people lost their lives during both marches. 2,152 years separate the journeys.

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then report back.

WRITING (SB p. 106–107)

Telling a story (2) — Organizing a text

This is the second opportunity in the course for students to write a story. The first section covered linking ideas, and this one focuses on organizing the text and producing an interesting narrative. The theme links to the topic of the *Reading and speaking* section, with pre-writing work on the story of the *Titanic*. In the writing task, students use picture and text prompts to write the story of the Trojan Horse.

NOTES

The *Titanic* was a large British passenger ship which was thought impossible to sink. It hit an iceberg in the Atlantic Ocean on its first voyage in 1912. It sank, and more than 1,500 passengers died. There have been many books and movies about the event. In 1997 an American movie starring Kate Winslet and Leonardo DiCaprio was a huge box office success and won 11 Oscars.

The Trojan Horse was a wooden horse used by Greek soldiers to trick their enemies, the Trojans, during the Trojan War. The Greeks built a large wooden model of a horse and offered it to the Trojans as a gift. The Trojans accepted it and took it into Troy, unaware that Greek soldiers were hiding inside it.

- 1 Focus students' attention on the examples. Put students in pairs/small groups to discuss the question. Elicit a range of answers from the class.
- 2 Pre-teach/check students' understanding of the following vocabulary: *to warn, to hit an iceberg, lifeboat, to sink (sank, sunk)*. Focus students' attention on the pictures, and elicit possible wording for the first picture, for example, *On April 10th, 1912, the passenger ship the "Titanic" left Southampton to cross the Atlantic to New York*. Students tell the rest of the story in pairs.

Give students time to read Text A and match the lines with the pictures.

Answers

On April 10 ... New York.
There were ... listening to the band.
The *Titanic* was traveling ... the Atlantic.
Some ships nearby ... delivered.
A look-out ... too late.
The *Titanic* hit ... quickly.
The lifeboats ... people.
The band ... sank.
Most ... in the sea.

- 3 Students read Text B and compare it with A. Encourage students to use the context and what they already know about the story to help them with new vocabulary. You may need to check *maiden voyage* (first crossing), *steerage* (the

part of the ship with the cheapest accommodation), *knot / nat/* (the unit of speed used by ships), *SOS* (a message sent from a ship when in danger and in need of help).

Elicit which text is more interesting (B) and why.

Possible answers

Text B uses a range of vivid adjectives: *luxurious, magnificent, sumptuous, etc.*

It gives a lot of details about speed, times, etc.

It uses more interesting alternatives for "basic" verbs, e.g., *hit — strike; die — meet their death; warn — sound the alarm*.

- 4 Give students time to read the questions through before they discuss texts A and B again. Elicit ideas about the general organization of the texts.
Students discuss the questions in their pairs. Elicit a range of answers from the class.

Answers

The general organization: Text A sets the scene by giving only the basic detail; B tells the reader how luxurious the ship was and gives details about the number of people and lifeboats.

In Text A, the main part is pretty short with basic events told one after the other; in B the main story is much longer with details of the timing of events and information about all the people involved.

In Text A, the conclusion is very short and given in very simple language; in B there is more detail and the story is brought up-to-date.

Telling the story: Text A gives only basic details of the events of the story; B tells the reader about the range of people on the ship, the atmosphere at different points and gives a detailed narrative of the events with times.

In Text A, there is little attempt to interest the reader; in B, the setting and atmosphere are described and the events are narrated in detail.

Both texts tell the story in a roughly chronological way, using the Past Continuous for longer actions and the Simple Past for the main events. But Text B links some events together in nonchronological ways, using a wider variety of tenses and structures, e.g., ... *the ship sank, just two hours and forty minutes after hitting the iceberg*. (= it hit the iceberg and then sank; two events linked using *after*); *Amazingly, they had kept playing until the ship disappeared beneath the waves* (past perfect to refer back to an earlier action).

The language: Text A uses very basic descriptive language, e.g., *rich, quickly, interested, etc.*; Text B uses much richer language, e.g., *luxurious, magnificent, sumptuous, amazingly, incredibly, etc.*

Text A uses very simple sentence structure; B uses a wider range of constructions and more complex sentences, with clauses linked in different ways, e.g., *The owner of the ship was on board, encouraging the captain to go faster*. The sentences in Text B also start in different ways, e.g., *However, After all, Amazingly, etc.*

- 5 Elicit information about the Trojan Horse from the class. Give students time to look at the pictures in pairs and read the text prompts. Answer any questions about vocabulary.
- 6 Students continue working in their pairs to write the story. Remind them to try to make it interesting, and tell them they can use the questions in exercise 4 as a checklist.
- 7 Students read some of their stories to the class. With larger classes, they can do this in groups. Refer students to the story on SB pp. 106–107 and have them compare it with their own.

Body language

This section focuses on the vocabulary of parts of the body. It highlights verbs that involve parts of the body, for example, *bite* and *clap*, and expressions that use these verbs. Students are also introduced to idioms based on parts of the body. The final task involves dictionary work, so make sure students have access to dictionaries in class, or assign the task for homework.

- 1 Do the brainstorming as a class. Write the words on the board, checking spelling and pronunciation as you go. You can group words according to different areas of the body (see *Possible answers* below).

Make sure students know the irregular plurals *teeth* and *feet* and the words with silent letters: *wrist* /rɪst/, *thumb* /θʌm/, *thigh* /θaɪ/, *knee* /ni/.

Possible answers

Head: hair, face, nose, eye, ear, mouth, lips, tongue, tooth (teeth), chin, neck, throat, cheek, forehead

Main body: chest, stomach, waist, hip, back, bottom

Arms: shoulder, elbow, wrist, hand, finger, thumb, nail

Legs: thigh, knee, ankle, foot (feet), toe, heel

- 2 Elicit the parts of the body for *bite* and *blow*, acting out the verbs if necessary.

Students work in groups of three or four to continue the task. Encourage them to also use mime to teach each other the verbs as necessary.

Check the answers with the class.

Answers

bite — teeth	kneel — knees
blow — mouth/lips	lick — tongue
clap — hands	march — legs and arms
climb — hands and feet	point — fingers
hit — hands	scratch — nails
hug — arms	stare — eyes
kick — feet	whistle — lips

- 3 **CD2 39** Elicit the verb that goes with *a ladder*. Students work individually to complete the matching task. Play the recording so that students can check their answers. Point out that the verbs may be in different forms than the infinitive. Elicit the situation for each example, playing individual sentences again as necessary.

Answers and audio script

CD2 39

1. The cat got up the tree easily enough, but I had to **climb a ladder** to get her down.
2. Daniel, stop **staring out of the window**, and get on with your work!
3. Since you **whistled that tune** I can't get it out of my head.
4. I hate it when my Aunt Mary **hugs me close**. She wears this disgusting perfume, and I smell like it afterwards.
5. Bob's hopeless at all sports. He can't even **kick a soccer ball**.
6. You'd better **lick your ice cream**—it's melting.

7. When I saw the penny on the floor, I **kneeled down to pick it up**. It's good luck!
8. I keep trying to stop **biting my nails**, but I can't. It's a terrible habit.
9. I'm terrified of **blowing up balloons** in case they go "pop."
10. Don't **scratch that insect bite**. You'll get an infection.
11. By the end of the concert we were all **clapping our hands** in time with the music.
12. The tour guide **pointed at a place on the map**.
13. My dad's useless at doing things around the house. He can't even **hit a nail with a hammer**.
14. My two-year-old nephew is so cute. He loves **marching** up and down **like a soldier**.

- 4 Read the instructions and first sentence as a class. Check that students understand the expressions in bold are not used in a literal way. Focus on the first sentence, and elicit the meaning of *got out of hand* (got out of control).

Students work in pairs to continue the task. Remind them to use the context to help them figure out the meanings. Do not check answers until after exercise 5.

- 5 Students match the meanings in the box to the idioms in exercise 4. Check the answers with the class.

Students take turns reading the pairs of sentences aloud. Monitor and check for accurate pronunciation.

Answers

1. Did you hear about Millie's party? Too many people came and the whole thing **got out of control**.
2. The house was such a mess! When her parents came back they **were furious**. I don't blame them.
3. I don't get along with my brother. We don't **agree** on anything.
4. I saw a show on TV about quantum physics, but I'm afraid **I didn't understand a word**.
5. **It's not worth** trying to explain it to me. I'll never understand.
6. Can you help me? **I'm having trouble** installing this program on my computer.
7. My dad keeps chocolate in his desk. He **loves sweet things**.
8. I feel silly. I got so excited when he said I'd won the lottery, but he was only **joking**.

- 6 This exercise involves dictionary work. Elicit an example of an idiomatic expression with *heart*. Students look up the words and write down the related idioms.

Students pool their answers in a class discussion. Write the answers on the board. If possible, collate them into a single document that can be printed/photocopied and given to the students.

Possible answers

heart to break someone's heart/have a change of heart/cry your heart out/have your heart in your mouth/have your heart in the right place/have a heart of gold/open your heart to someone

head to bang your head against a brick wall/bite someone's head off/bury your head in the sand/go to your head/have your head in the clouds/hit the nail on the head/keep your head above water

hand to have your hands full/have someone in the palm of your hand/know someone or somewhere like the back of your hand/take the law into your own hands/wait on someone hand and foot/lend someone a hand/live from hand to mouth

foot to land on your feet/get cold feet/put your foot in it/
have your feet on the ground/have two left feet

hair to let your hair down/make your hair stand on end/split hairs/
tear your hair out

SUGGESTION

Students work in small groups to write a conversation or short sketch containing about six of the idioms. Students can perform their conversations for the rest of the class over a series of lessons.

EVERYDAY ENGLISH (SB p. 65)

Travel and numbers

This section focuses on the way we say a range of numbers including phone numbers, dates, amounts of money, fractions, decimals, and percentages. Some of the numbers are contextualized in two travel situations—at an airport check-in desk and booking train tickets over the phone. Students talk about numbers that are important to them in a personalized groupwork task at the end of the lesson.

POSSIBLE PROBLEMS

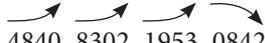
Numbers in American English can be read in different ways depending on their type. It's a good idea to ask students to review numbers up to 100 and ordinals up to 30th for homework before the lesson.

You may need to review/highlight the following:

- **Use of *and*** In spoken American English, *and* is usually said after *hundred* or *thousand* in numbers with three or more digits, for example, *one hundred and fifty dollars*, *one thousand six hundred and thirty-two miles*, *two hundred and seventy-one thousand, four hundred and eighty-two people*. *And* is also used in fractions, for example, *two and a half*.
- **Phone numbers** These are usually read in sets of numbers, with the area code coming first, as follows: three numbers, three numbers, and four numbers. 0 is *oh* or *zero*. The intonation is neutral for the first two sets of numbers, and it falls for the last set of numbers:

212-555-6351 = two-one-two, five-five-five, six-three-five-one
- **Dates** These require ordinal numbers, for example, *February second*, *November twenty-first*. With years, we divide the numbers into two sets of two, and 0 is *oh*, not *zero*, for example, *1902 = nineteen oh two*. Years from 2001 up to 2009 are usually read as numbers, for example, *two thousand and nine*; years from 2010 are divided into two sets of two, for example, *twenty ten*.
- **Prices** Prices are read like this: *\$1.82 = one dollar and eight-two cents*. It is also acceptable to read a price as follows: *one eighty-two*.

- **Bank card numbers** Numbers on bank cards, credit cards, and so on, are usually read in sets of four digits. 0 is *oh* or *zero*. The intonation is neutral for the first three sets of numbers, and it falls for the last set of numbers:


4840 8302 1953 0842 = four-eight-four-oh/zero, eight-three-oh/zero-two, one-nine-five-three, oh/zero-eight-four-two, and so on.

- **ID/Passport numbers** These are often a combination of numbers and letters, and each number or letter is read individually.
- **Fractions** Students may need reminding of these: $\frac{1}{2}$ = *one/a half*; $5\frac{1}{2}$ = *five and one/a half*; $\frac{1}{3}$ = *one/a third*; $\frac{1}{4}$ = *one/a quarter*.
- **Percentages and decimals** A written percentage is read ... *percent*, for example, *25% = twenty-five percent*; in decimals, a point (.) is used, not a comma, for example, *1.25 = one point two five*. In numbers less than 1, 0 is *zero*, for example, *0.25 = zero point two five*.

Note that students are unlikely to be able to say numbers spontaneously and accurately even at the end of this lesson, so be prepared to review them in a range of contexts in subsequent lessons.

- 1 **CD2 40** Focus students' attention on the numbers. Elicit how you read the first two numbers aloud. Students work in pairs, taking turns reading the numbers. Monitor and help as needed, writing down common errors.

Play the recording, and have students check their answers. Play the recording again if necessary, and drill the pronunciation of numbers that students found difficult.

Read the information about points and commas with the class. Make sure students understand that commas are used to indicate thousands and points are used for decimals.

Answers and audio script

CD2 40

fifteen
fifty
four hundred six
seventy-two
one hundred seventy-eight
ninety
nineteen
eight hundred fifty
one thousand five hundred twenty
seventeen point five
thirty-six
two hundred forty-seven
five thousand
one hundred eighty thousand, five hundred seventy-five
two million

- 2 **CD2 41** Give students time to read the questions. Check students' understanding of *expiration date*. Elicit the number for question 1. Students work in pairs to match the questions and answers. Give students time to read the questions and answers aloud, focusing on getting

the numbers right. Monitor and help as needed, writing down common errors in how the numbers are read and pronunciation problems.

Play the recording, and have students check their answers. Play the recording of the numbers students found difficult again, and drill the pronunciation. Students practice the questions and answers again in new pairs.

Answers and audio script

CD2 41

1. **A** What time does the train leave?
B 1:45.
2. **A** How far is it to Montreal?
B 1,915 miles.
3. **A** How long's the flight?
B About 1½ hours.
4. **A** How much does it cost?
B \$34.99.
5. **A** What's your credit card number?
B 6356 5055 5137 9904.
6. **A** What's the expiration date?
B 02/18.
7. **A** How much does it weigh?
B 27 pounds.
8. **A** What's your cell number?
B 212-555-2111.
9. **A** What's the tax rate?
B 17.5%.

- 3 Focus students' attention on the pictures. Elicit the first number as an example. Students then work in pairs to find the numbers and practice saying them. Check answers with the class.

Answers

(798) 778-55	seven nine eight seven seven eight five five
1234567690123456	one two three four five six seven six nine zero one two three four five six
3:35 873	three thirty-five, eight seventy three
3:45 327	three forty-five, three twenty seven
3:50 8927	three fifty, eight nine two seven
28	twenty eight
37	thirty seven
38	thirty eight
\$1.49	one dollar, forty nine/a dollar, forty nine
10	ten
20	twenty
\$3.95	three dollars and ninety-five cents

- 4 **CD2 42** Give students time to read the questions. Play the recording through once, and elicit the answers to the questions.

Answers and audio script

1. At the check-in desk of an airport.
2. A passenger and ticket agent.
3. Dubai.
4. The passenger's luggage is overweight.

CD2 42

- A** Good morning. Where are you flying to?
B Dubai.
A And how many bags do you want to check?
B Just this one.
A Fine. Put it on the scales please ... Oh, no.
B What's the matter?
A I'm afraid it's overweight. It's almost 60 pounds, and you're only allowed 50.
B What can I do?
A Well, you can pay for excess baggage. The rate is \$10 per pound.
B So, that's—um ...
A That's \$100.
B Wow. That's a fortune, but I'll just have to pay it.
A OK. And just the one piece of carry-on?
B Yes, just this bag.
A That's fine. Here's your boarding pass. You're boarding from Gate 6 at 9:20. The gate will open 45 minutes before the flight. Have a good trip.
B Thank you.

Focus students' attention on the example numbers. Play the recording again. Students write down the numbers and what they refer to. With weaker students, you can pause the recording at the end of the lines that contain the numbers, or write the numbers on the board before students listen again.

Check the answers with the class. Refer students to the audio script on SB p. 123. Students practice the conversation in pairs. Monitor and check for accurate reading of the numbers. If students have problems, drill the lines and have them repeat.

Answers and audio script

- one — bag
60 pounds — the weight of the bag
50 (pounds) — the number of pounds you are allowed
\$10 — the rate per pound for excess baggage
10 — the number of pounds over the limit
\$100 — the fee for excess baggage
one — piece of hand luggage
6 — gate number
9:20 — the departure time
45 — number of minutes before the flight that the gate will open

CD2 42

See audio script above.

- 5 **CD2 43** Refer students back to the questions in exercise 4. Play the recording, and elicit the answers for this conversation.

Play the recording again, and ask students to write down the numbers and what they refer to. With weaker students, you can pause the recording at the end of the lines that contain the numbers, or write the numbers on the board before students listen.

Check the answers with the class. Refer students to the audio script on SB p. 123. Students practice the conversation in pairs. Monitor and check for accurate reading of the numbers. If students have problems, drill the lines and have students repeat.

Answers and audio script

1. Over the phone.
2. A passenger and a ticket agent.
3. Boston.
4. The online booking system doesn't work.

March 13th — the date of travel

March 30th — the return date of travel

10:30 — train departure on first trip

2:45 — train arrival on first trip

8:00 — train departure on return trip

6:30 — train departure on return trip

10:23 — train arrival on return trip

\$135 — ticket price

0494 7865 4562 1320 — credit card number

05/18 — expiration date

15 — number of house/apartment

CD2 43

- A** Good morning. Amtrak. Can I help you?
B Oh, yes, I was trying to book train tickets online and it didn't work.
A That's OK. Where and when do you want to travel?
B I want to go from New York, Penn Station to Boston on the 13th of March.
A March 30th?
B No, no, March 13th. I want to go on the 13th and return on the 30th.
A OK, the 13th to the 30th—so you want a roundtrip ticket. And do you want to travel in the morning or the afternoon?
B Well, I want to travel up mid-morning if possible, but I'd like to come back on an evening train.
A Right. There's a train at 10:30 A.M., it arrives in Boston at 2:45 P.M.
B Sounds good. And returning?
A For the return there's one at 8:00 P.M., arrives back in New York just after midnight.
B Mmm ... is there an earlier one?
A There's the 6:30. It arrives back in New York at 10:28.
B That sounds perfect. I'll take it. How much is that?
A It's \$135. Is that OK?
B Fine.
A Can you give me your credit card details?
B Yes, it's a Visa card. The name on the card is K. Farnham. The number is 0494 7865 4562 1320.
A The expiration date?
B 05/18.
A And your address?
B 15 Wilson Road ...
A Did you say 50?
B No, 15, one, five Wilson Road ...

- 6 Focus students' attention on the examples in the Student Book. Put students in groups of three or four to continue the activity. Monitor and help as necessary, but do not interrupt—let students have fun with the guessing game.

SUGGESTIONS

There are a number of ways of having students review numbers. They can:

- listen to/read a news story and pick out the numbers and what they refer to. Students then summarize the story for a partner, using the numbers.
- talk about the numbers they have seen/used earlier in the day before the class.
- write a role play in pairs using five numbers chosen by you/another pair.
- do simple class surveys that involve numbers/percentages/fractions, for example, how students spend their time, students' trips to work/school/college, and so on.
- write questionnaires in pairs with facts containing numbers. They test the rest of the class with true/false or multiple-choice questions.

Don't forget!

Workbook Unit 8

Exercise 8 Phrasal verbs — Phrasal verb without a noun

Exercise 9 Pronunciation — Weak sounds

Exercise 10 Listening — Interview with a stuntwoman

Exercise 11 Vocabulary — Crossword 2

Grammar Reference (SB p. 138)

Word List Unit 8

Refer students to the Word List for Unit 8 (SB p. 151). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 8 Test

Stop and Check Test 2

Skills Test 3

Video (iTools and Online)



9 It depends how you look at it

Conditionals • Words with similar meaning • Dealing with money

 Making a difference

The unit has two main themes—looking at things from different perspectives and dealing with bullying and crime. This provides the context for language work on conditionals and *might have done/could have done/should have done*. The *Speaking and listening* section recycles some of these forms with a questionnaire called *Do you have a social conscience?* The *Reading and speaking* section has an article on a burglary from the point of view of the victim and the burglar and the Restorative Justice process that brought them together. *Vocabulary* covers synonyms and near-synonyms, and the *Everyday English* focus is Dealing with money. The *Writing* syllabus continues with a focus on organizing paragraphs in a for-and-against essay.

LANGUAGE INPUT

GRAMMAR

Conditionals (SB pp. 66-67)

- Using second and third conditionals

VOCABULARY

Words with similar meaning (SB p. 72)

- Using words that have similar meanings but can't always be used in the same context

EVERYDAY ENGLISH

Dealing with money (SB p. 73)

- Understanding and practicing vocabulary used to talk about money and everyday transactions

SKILLS DEVELOPMENT

SPEAKING

A social conscience (SB p. 69)

The victim meets the burglar (SB p. 70)

- Discussing what you would do in various situations
- Discussing a program that has victims meet the people who committed a crime against them

READING

The victim meets the burglar (SB p. 70)

- A burglar and his victim and how they became friends

LISTENING

A social conscience (SB p. 69)

- Listening to five people talk about situations they were in that tested their social conscience **CD3 6** (SB p. 124)

WRITING

Pros and Cons (SB p. 108)

- Presenting an argument for and against

MORE MATERIALS

Tests (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 66)

The overall theme of points of view and different perspectives is introduced in the *Starter*. The exercises in this section also serve as an introduction to the profile of the troubled teenager in the presentation that follows.

Write the word *teenager* on the board, and elicit the words/images students associate with it. Establish which ideas are positive and which are negative. Then read the notes and examples in the exercise as a class. Put students into groups of three to discuss the pros and cons of being a teenager.

Students compare their ideas as a class. Establish if students think there are more pros than cons, or vice versa.

Possible answers

Pros You can spend a lot of time with friends./You can do different activities and go to more places./You start to develop your own identity.

Cons You can feel under pressure at school./You can have disagreements with friends/find it difficult to make friends./You can feel confused about emotional and physical changes.

BILLY'S STORY (SB p. 66)

Conditionals

△ POSSIBLE PROBLEMS

Students tend to confuse the tenses in the different clauses of conditional sentences, especially when moving from second conditional to third. They may also have problems remembering what the contracted form 'd stands for, so this is highlighted in the *Grammar Spot* on SB p. 67. Pronunciation can be a problem, especially the weak form /əv/ for *have* in third conditional and perfect infinitive forms.

Common mistakes

Reverting to Simple Present for any time reference:

**What do you do if you win a lot of money?* (rather than *What would you do if you won ...?*)

Confusing the tense use:

**If you have a lot of money, what would you do?* (rather than *If you had ...*)

**I'd have told you if I would have known.* (rather than *I'd (=would) have told you if I'd (=had) known.*)

Pronunciation:

Students need practice of the contractions *I'd*, and so on. They also tend to over-stress weak forms:

*/aɪ wəd hæv/ (rather than /aɪ wədəv/ for *I would have ...*)

ABOUT THE TEXT

The text in this presentation takes the form of a brochure advertising a fictitious support agency called Kidcare, which offers help and advice to young people who are being bullied. The brochure profiles a young teenage boy and the problems he has experienced with bullying, and it is directed at other young people in similar circumstances.

Students shouldn't have any problems with the vocabulary, but check their pronunciation of the following items: *bully* (noun and verb) /'bʊli/, *bullying* /'bʊlɪŋ/, *tough* /tʌf/. Also elicit the passive form *to be bullied* and point out that it is often used in continuous forms, for example, *If you are being bullied ...*, *Billy was being bullied*.

Read Grammar Reference 9.1–9.6 on SB pp. 138–139 ahead of the lesson for an overview of the target structures.

- 1 Ask and answer the questions with the class. Elicit a range of possible answers.

Possible answers

Children are bullied because they are different in some way; they are seen as a threat because they are talented/popular; they have problems/some sort of weakness that bullies become aware of.

Some children become bullies because they have been bullied themselves; they feel weak or inadequate in some way; they feel scared and want to be in control.

- 2 Students read the brochure. Answer any questions about vocabulary and then ask:
Who produced the brochure? (Kidcare)
What is Kidcare? (an organization that helps children who are being bullied)
Who is the brochure directed at? (young people like Billy)
Elicit the problems experienced by Billy.

Answers

He found studying hard.

He didn't have many friends.

His dad left home.

He was bullied by other kids. They called him names, took his money, sent him texts, and attacked him.

He tried to tell people, but they didn't listen.

He started missing school, and he didn't know where to go for help.

- 3 This exercise gives students the opportunity to use the second conditional as if they were different people connected to Billy's story. Students should be familiar with the second conditional, so let them try the activity without spending too long highlighting the form. Focus students' attention on the examples in the speech bubbles. Ask two students to read them aloud and continue the second one. If necessary, highlight the use of the weak form /wər/ in *If I were ...* and the pronunciation of *I'd* /aɪd/. Elicit an alternative example for Billy's mom, for example, *If I were Billy's mom, I'd talk to his teacher.*

Check students' understanding of *counselor*. Students work in pairs to continue the activity. Monitor and check for accurate use of the second conditional and for correct pronunciation. If necessary, highlight the form, and drill examples in chorus and individually:

If + Simple Past + *would* (in speaking usually contracted to 'd)

Point out that *was* is often changed to *were* in the conditional clause, for example, *If I were Billy's mom*. Students will have another opportunity to focus on the form of the second conditional in the *Grammar Spot* after exercise 6.

- 4 **CD3 2** Focus students' attention on the example.

Play the recording, and have students write down who each person is imagining they are. Give students time to compare their answers in pairs before checking the answers with the class (see the text in parentheses below for answers).

Answers and audio script

CD3 2

- I'd organize a school day which tried to educate everyone about bullying, and I'd invite social workers, police, and psychologists. (teacher)
- I'd get my dad to speak to them ... if I was older, I'd speak to them myself! (Billy's sister)
- I'd ask Billy to try to understand the bullies. I'd get all the parents to meet together. (a counselor from Kidcare)
- I'd move so we could change his school and start again somewhere new. (Billy's mom)
- I'd get really angry and yell at them. (Billy's dad)
- I'd run away. (Billy)

- 5 **CD3 3** Check students' understanding of *missing* and *to suspect*. Students read the report and find the answers to the questions. Point out that the answer to the three questions is *no* and that the forms in bold in the report refer to unreal situations about the past.

This is the students' first opportunity to practice these quite complex forms. Play the recording, and drill the sentences in chorus and individually. It can be helpful to highlight the pronunciation of the key forms on the board, especially the reduction of *have* to the weak form /əv/:

/ðeɪd/ /ðeɪdəv/

If **they'd** listened to him, **they'd have** understood.

/fɑðəɪəd/ /maɪtəv/

If his father **had** stayed, Billy **might have** felt happier.

/hɪd/ /kʊdəv/

If **he'd** talked to us, we **could have** helped him.

/ʃʊdəv/

He **should have** come to us a long time ago.

It is worth spending time drilling the forms to give students the confidence to reproduce them later. If students have problems, highlight what the contracted forms stand for:

If **they'd** (= had) listened to him, **they'd** (= would) have understood.

This is also highlighted in the *Grammar Spot* that follows exercise 6.

Answers and audio script

Billy ran away. He's been missing for six months.

No, people didn't listen to Billy.

No, he didn't talk to Kidcare.

No, his father didn't stay.

CD3 3

If they'd listened to him, they'd have understood.

If his father had stayed, Billy might have felt happier.

If he'd talked to us, we could have helped.

He should have come to us a long time ago.

- 6 **CD3 4** Ask one student to read aloud situation 1, and ask another to read the *If* sentence in the example. Drill the pronunciation if necessary.

Students work individually and use the prompts to make the other sentences about Billy's situation. Monitor and help as necessary. Play the recording, and have students check their answers. If necessary, have students listen again and repeat.

If you think your students need further controlled practice with these forms, write more prompts on the board, for example:

*Billy didn't get the support he needed.
got support ... wouldn't ... run away*

*Billy's school didn't help.
helped ... bullying might ... stopped*

*His father didn't take an interest in him.
taken ... in him ... might ... felt better*

*Billy didn't contact Kidcare.
contacted them ... would ... given ... advice*

Answers and audio script

CD3 4

- If they'd understood, he wouldn't have run away.
- If he'd gone to Kidcare, he could have talked about his problems.
- If he hadn't left, Billy might have felt more secure.
- If they hadn't threatened him, he wouldn't have run away.

GRAMMAR SPOT (SB p. 67)

- 1 Read the notes as a class. Elicit the form of the second and third conditionals. Focus on the second conditional sentence, and point out that it contains past forms, but the *meaning* refers to an unreal situation in the present. Then focus on the third conditional sentence, and point out that both clauses can have the contracted form 'd: *If they'd* (= had) known about Billy's problems, *they'd* (= would) have helped him. Also remind students that the *if* clause can come first or second in the sentence. When the *if* clause comes first, we use a comma after it: *I'd have called you if I'd known you were in town.* *If I'd known you were in town, I'd have called you.*

Answer

Second conditional *If* + Simple Past + *would* ('d)

Third Conditional *If* + Past Perfect + *would have*

- 2 Read the sentences as a class. Give students time to think about the answers, and then check the answers with the class.

Answer

I might have helped you. I could have helped you.

- 3 Read the example as a class. Give students time to think about the answer, and then check the answers with the class. Point out that this form often expresses criticism.

Answer

It is good advice, but it is too late.
Yes, Pete stole the money.

Refer students to Grammar Reference 9.1–9.6 on SB pp. 138–139.

Check the answers with the class, encouraging students to get the main stresses and weak forms correct. Be prepared to drill sentences students have problems with, highlighting the main stresses by clapping out the rhythm. If students make mistakes with the form, write their answers on the board, and have the rest of the class help with the correction.

Answers

2. He should have taken the note with him.
3. If he hadn't left his address, the police wouldn't have found him.
4. He shouldn't have taken his picture.
5. If they hadn't crashed the car, they could have escaped.
6. If he hadn't left pictures of himself, he might have gotten away with it.
7. If they hadn't been so stupid, they'd have escaped with the money.
8. If they hadn't listened to the manager, they could have stolen the money.
9. They shouldn't have gone back to the bank.
10. They should have just run away.

PRACTICE (SB p. 68)

It all went wrong

The *Practice* section starts with a focus on crime. Students read humorous texts about three robberies that went wrong, discuss the robbers' mistakes, and then rewrite sentences using the target structures. The second part of the section provides personalized practice in which students respond to situations in which someone else did something stupid. They also talk about things in their own lives that went wrong.

- 1 Introduce the topic by asking what can go wrong in a robbery, for example, the getaway car breaks down, the robbers are recorded on security cameras, and so on. Pre-teach/check students' understanding of *to flee* (*fled, fled*), *to pose* (*for a photo*), *to take out a loan*, *to burst into* (*a bank*).

Set a time limit of about two minutes for students to read the texts. Elicit an example of a mistake from the first story (see *Answers* below). Put the students in pairs to continue discussing the robbers' mistakes. Monitor and help as necessary.

Elicit who students think was the most ridiculous thief and which was the most amusing story.

Possible answers

Easy arrest: He left an envelope in the bank with his address on it.
Smile!: He took pictures of himself and left the camera in the stolen car.
Have a loan instead: They didn't take the money. They went back to the bank ten minutes later.

- 2 Focus students' attention on the example sentence. Pre-teach/check students' understanding of *to get away with* (*a crime*). Ask one student to read aloud the cue sentence and another student to read the version with *shouldn't have*.

Students continue working in pairs to rewrite the sentences. Remind weaker students that they will need to change some Simple Past forms to Past Perfect or perfect infinitive forms. Monitor and help as necessary.

You're an idiot!

- 3 **CD3 5** Ask students to imagine that their friend did some stupid things. Ask two students to read aloud the examples in the speech bubbles. If necessary, remind students of the weak form /əv/ in the pronunciation of *have*.

Put students into new pairs to continue the task. Students take turns reading the statements and commenting on them. Monitor and check for accurate use of the target structures and pronunciation. Write down any common errors, and have a class discussion about them at the end of the activity. Correct any form mistakes carefully with the class.

As an extension, students can give their own examples of stupid behavior (real or imaginary). Then they ask their partner to comment on it, using *might have* or *could have*.

Possible answers and audio script

CD3 5

1. You're an idiot! You could have died! You could have starved to death or died in the cold!
2. You're such an idiot! Your boss might have seen you. You could have gotten fired.
3. That's so stupid! You could have been really sick. You should have gone to bed.
4. That was a really dumb thing to do! Sandra might have seen you out with Danielle.
5. That's such a shame! You might have been a champion! You might even have won the U.S. Open.

Speaking

- 4 Focus students' attention on the example. Ask students to read aloud the examples in the speech bubbles. Again, remind students of the weak form /əv/ in the pronunciation of *have* if they over-stress it. Give another example from your own experience (real or imaginary), for example, *I borrowed my brother's camera without asking and I dropped it. The next time he used it, it didn't work. He had to buy a new one.*

Elicit sentences using the target structures, for example, *I shouldn't have used the camera without asking. If I'd told my brother, he might have been able to repair the camera. I should have given him some money for a new camera.*

Give students time to think of examples of when things went wrong and sentences about the situation, using the target structures. Put students in pairs to exchange examples. Monitor and check for accurate use of the target structures and pronunciation. Write down any common errors, and have a class discussion about them at the end of the activity. Correct any mistakes carefully with the class.

As an extension, students can comment on their partner's situation/behavior using *should have/shouldn't have*, for example, *You should have asked permission to use the camera. You shouldn't have dropped the camera.*

ADDITIONAL MATERIAL

Workbook Unit 9

Exercise 1 Recognizing conditionals

Exercise 2 Types of conditional

Exercise 3 Possible conditions

Exercise 4 Improbable conditions

Exercises 5–6 Impossible conditions

Exercises 7–8 *should/might/could have done*

Exercise 10 Verb forms for unreal situations

SPEAKING AND LISTENING (SB p. 69)

A social conscience

This section gives students the opportunity to practice *would/wouldn't/might* and *would/wouldn't have* in group tasks.

- 1 Check students' understanding of *to have a social conscience* by eliciting relevant situations/examples, for example, intervening if you see someone being bullied/threatened, stopping someone from making a lot of noise or damaging property, and so on.

Read the situations as a class, and answer any questions about vocabulary. Give your own responses to situation 1, using the language in the prompts, for example, *I wouldn't tell the store owner. I might give the woman some money or food.* Elicit a range of responses from the class to situation 1.

Put students in groups of three or four to discuss the situations. Monitor and check for accurate use of *would/wouldn't* and *might*. Write down any common errors, and have a short class discussion about them at the end of the section or in a subsequent lesson.

- 2 **CD3 6** Tell students they are going to hear five more situations relevant to the idea of a social conscience. Pre-teach/check students' understanding of the following vocabulary: *to wait in line*, *to make a scene*, *to grin*, *to mess around* (to behave in a silly way), *to bump into someone*, *to knock someone over*, *to turn on someone* (to attack someone suddenly without warning), *to mind your own business*, *to storm off* (to leave in an angry way), *to let a dog do its business* (to allow a dog to go to the bathroom), *to stink*, *a bruise*, *to hand something over*, *to tremble*.

Give students time to read questions 1–6. Play the first recording and elicit the answers.

Play the rest of the recording. Students write down their answers to questions 1–6 for each situation. Students check their answers in pairs. Play the recording again if students have missed any of the key information. Check the answers with the class.

Answers and audio script

Situation 1

1. In the bank, waiting in line.
2. A man in the line.
3. The man jumped in front of the woman and said he had to ask a quick question. In fact, it took a long time.
4. The woman let him because she didn't want to make a scene.
5. The man looked back at the woman and grinned. He looked pleased with himself.
6. The woman was furious, but she didn't say anything.

Situation 2

1. In the park.
2. A woman with three children.
3. The woman was angry and had been shouting at the children. One of the boys bumped into his sister and knocked her over. The woman turned on the boy and hit him.
4. He told the woman to stop.
5. The woman told him to mind his own business and said some rude words.
6. She stormed off, screaming at the poor boy.

Situation 3

1. At home.
2. The woman's neighbor.
3. The neighbor lets his dog do his business right by the woman's front door, and she always has to clean it up.
4. The woman asked the neighbor to take the dog somewhere else to do its business or to pick it up.
5. The neighbor was awful and said he didn't care.
6. The woman will carry on picking it up.

Situation 4

1. On the bus.
2. A couple of kids (teenagers).
3. The teenagers had their feet on the seat in front of them.
4. The man asked them to put their feet down.
5. The teenagers pushed the man to the floor and started kicking him.
6. He has bruises everywhere!

Situation 5

1. In the street at about 10 P.M.
2. A man with a knife.
3. The man held up the knife and demanded his wallet and phone.
4. He didn't say anything. He handed over the wallet and phone.
5. The man ran away.
6. He was trembling for ten minutes and couldn't move. He had never been so frightened in all his life.

CD3 6

A social conscience

1. I was in the bank the other day, and waiting in line. I'd **just reached** the front of the line when this guy jumped in front of me and said, "I just need to ask a quick question." I wasn't very happy and I hate making a scene, so I let him. But then it started taking forever. He looked back at me and grinned. He was so pleased with himself, and I **was just furious!** What could I do? I said nothing.

2. I was in the park, right, and there was this woman with three kids. She'd obviously had a bad day, yeah, **she'd just been shouting** at the kids for messing around. One of the kids, the eldest boy, about eight, bumped into his little sister and knocked her over. The mother turned on this kid, the boy, and she hit him really hard. I went over to her and told her to stop. She told me to mind my own business, and said some very rude words and stormed off, screaming at this poor boy. He was **just a kid!**
3. My neighbor always lets his dog do his ... you know ... business in front of my front door, and I always clean it up, day after day, because **it just stinks!** So the other day I asked him if he could get his dog to do its business somewhere else, or could he pick it up because I didn't like it in front of my front door. He was absolutely awful and said he didn't care! So I suppose **I'll just carry on** picking it up. What else can I do?
4. I was on the bus the other day. **There was just me** and a couple of kids. These two kids had their feet on the seat in front of them, so I asked them to put their feet down. These kids, they must have been about sixteen or seventeen, came over to me, pushed me onto the floor, and started kicking me. I have bruises everywhere!
5. I was walking down the street coming home from work about ten at night, it was dark, and this guy jumped out of nowhere and said, "Gimme your wallet and phone!" He was a big guy, and he had a knife. I didn't say anything. I was **just terrified!** I thought he was going to kill me. **I just handed over** both and he ran away. I was trembling for ten minutes. I couldn't move. I have never been so frightened in all my life.

Talking about you

- 3 Briefly review the form of *would have* + past participle in relation to situation 1, for example, *I would have asked the man to go to the back of the line, I wouldn't have let the man go first*. Elicit other possible answers for situation 1, drilling the weak form /əv/ for *have* if necessary.

Put students in groups of three or four to discuss the situations in the recording. Monitor and check for accurate use of *would/wouldn't have*. Write down any common errors, and have a short class discussion about them at the end of the section, or in a subsequent lesson.

SPOKEN ENGLISH — *just*

- 1 Students will be familiar with the use of *just* to mean a *short time ago/before*, but may not be aware that it has other meanings, and that it is very common in spoken English. Focus students' attention on the examples. Students work individually to do the matching task. Check the answers with the class.

Answers

I'd just reached the front of the line ... — a short time before
I just need to ask a quick question. — only/simply
... I was just furious! — really

- 2 Refer students to the audio script on SB p. 124 to find further examples of *just*. (See bold examples in **CD3 6** above.)

- 3 **CD3 7** Focus students' attention on the example and the position for *just*. Give students time to read the sentences. Check that students understand *go to the restroom* is another way of saying *go to the toilet*. Have students complete the task. Then play the recording so that they can check their answers.

Play the recording again, and have students repeat. If necessary, ask students to give the meaning of each use of *just*, following the wording in exercise 1 (see bracketed text in *Answers*).

Answers and audio script

CD3 7

1. Miwako isn't here. She **just** left. (a short time before)
2. I'm sorry I'm in a bad mood. I'm **just** tired, that's all. (only/simply)
3. I **just** love your new coat! (really)
4. I **just** finished the most wonderful book. You have to read it! (a short time before)
5. I don't want any coffee. **Just** a glass of water, please. (only/simply)
6. John's so generous. I think he's **just** amazing! (really)
7. **A** Who's coming tonight?
B **Just** me. (only/simply)
8. Hold on a minute. I'm **just** going to the restroom. (only/simply)

READING AND SPEAKING (SB p. 70)

The victim meets the burglar

ABOUT THE TEXT

The crime theme continues in this section with a newspaper article about a real meeting that took place between a burglar and his victim as part of a process called Restorative Justice. This gives victims the chance to tell offenders about the real impact of their crime, to get answers to their questions, and to receive an apology. It gives offenders the chance to understand the real impact of what they have done and to do something to repair the harm. Supporters of Restorative Justice say that it forces offenders to account for what they have done, personally and directly, and helps victims to get on with their lives. The Restorative Justice Consortium, mentioned in exercise 2, is the independent umbrella organization for Restorative Justice in England and Wales.

This is the fourth jigsaw reading in the course. Students discuss crimes they have experienced or heard about in a pre-reading task. They then make predictions about Restorative Justice and about the text based on the headlines and introduction to the article. Students read about either the victim or the burglar, answer comprehension questions, and then exchange information. The section ends with a general discussion on crime and punishment.

The article recycles some of the target structures from the start of the unit. Encourage students to use the context to guess the meaning of new vocabulary or allow them to use dictionaries if appropriate. With weaker classes or if you are short on time, be prepared to pre-teach/check students' understanding of these items:

Introduction: *an encounter*

The victim: *scruffy, passerby, to register (to realize), to smash, stitches (in a wound), purpose (the point of something), dysfunctional, to ruin, stunned, relieved.*

The robber: *to rehabilitate, to bump into someone (to meet by accident), a sense of relief, to hit rock bottom, ashamed, over the moon (very happy).*

- 1 Introduce the topic by giving an example of a crime you experienced or that you know about. You can use an example from a recent news story if you prefer.
Discuss the questions as a class, eliciting a range of short accounts of different crimes. Again, give students the option of talking about crimes in the news if they prefer. Use this as an opportunity to assess students' knowledge of the topic vocabulary. If necessary, supply key words that also appear in the newspaper article, such as, *burglar, burglary, to break into, to be jailed, fraud, to be given a sentence, to release (a prisoner), to commit a crime.*
- 2 The questions in this exercise give students an opportunity to predict the effects of Restorative Justice before they read about them in the article. Check the pronunciation of *Restorative Justice*: /rɪs'tɔrətɪv 'dʒʌstɪs/. Read the notes and questions as a class and elicit one or two ideas. Students discuss the questions in groups of three.
Elicit possible answers in a short class discussion.

Possible answers

Restorative Justice hopes to: make the criminal understand the effect of his/her crime; stop him/her doing it again; give the victim the opportunity to ask questions and get an apology.

The victim might say: *You have ruined my life. Why did you do this to me? Do you understand how I feel? Do you think you will commit a crime again?*

The criminal might learn that crime has a real effect on the victim and that it takes a long time to get over it; that the victim deserves an explanation/apology; that people can be forgiving.

- 3 Focus students' attention on the headlines, and have students read the introduction quickly. Elicit a range of answers to the prediction question. Encourage students to use *might/could have* in their answers.

Possible answers

Peter might have written to Will to say he was sorry.

Will might have visited Peter in prison, and they might have talked about the effect of the burglary.

The Restorative Justice Consortium could have introduced them and might have helped them to understand each other.

- 4 Divide the class into two groups, A and B. With larger classes, you will need to subdivide the students into more than one group A and more than one group B. Ask all

the A students to read about the victim, Will. Ask all the B students to read about the robber, Peter. Students read through the text and answer the questions, working in their groups. Remind them to underline key information in their text or take brief notes to refer to when they do exercise 5. Encourage them to help each other with any new vocabulary (see *About the text* above). Monitor and help as necessary.

Check that students in each group are confident of the answers before moving on to exercise 5, but don't do a whole-class check at this stage.

- 5 Ask students to work in A/B pairs, with one group A student and one group B student in each pair. Elicit information for Question 1 as an example.
Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information to help them answer the questions and not simply reading from the text. Check the answers with the class.

Answers

- 1 Will Riley is 50, he's married, and he has a daughter. He's a businessman from the city. Before the burglary, he appears to have enjoyed a normal life with his family.
Peter Woolf is also 50. He is married to Louise, and he now works as a counselor to rehabilitate criminals. He came from a dysfunctional family. He'd been in and out of prison for 18 years. Stealing was the only thing he knew.
- 2 Will was getting ready to go to the gym. Peter was coming downstairs after taking some jewelry and money.
- 3 Will was shocked. He asked, "What are you doing here?" He realized who Peter was and then he felt scared. He thought, "If he's got a knife, he could kill me."
Peter also felt frightened. He thought, "He's a big guy. If he wanted to, he could hurt me."
- 4 Will hadn't realized that Peter had smashed a flower pot on his head. A policeman asked Will if he was OK. He put his hand to his head and felt blood. All the pieces of the pot were on the ground. Will had to go to hospital and have stitches.
Peter didn't want to hit him, but he did what he had to do. He feels that he isn't a violent person.
- 5 Will became too frightened to open his front door. He kept wondering if Peter would have attacked his daughter if she had been at home.
Peter felt relieved because he was going back to prison, which was a place he knew well.
- 6 Will wasn't sure what the purpose was, but he went because he was curious.
Peter couldn't see the point either but agreed to meet Will because he was bored.
- 7 Peter referred to the burglary as, "Last time we met ..." Will thought this made the crime sound like a social meeting and got very angry. He screamed questions at Will about why he had been chosen as the victim.
- 8 It made Peter realize that the burglary had affected Will very badly. Peter was shocked, and Will realized that he was an ordinary man and wanted to help him.
- 9 Will is delighted that he's been able to help Peter get his life back. Peter is also delighted because the process helped him to get his life sorted out. He thinks that if he hadn't met Will, he would have gone back to his old ways.

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then report back.

Ask students if there is a system of Restorative Justice in their country and what they think of it.

Possible answers

2. The statistic suggests that prison doesn't stop people from committing crime.
3. Other forms of punishment include: community service or unpaid work in the local area, returning stolen goods to the owner, curfews and electronic tagging, attending counseling and anger management programs.

WRITING (SB p. 108–109)

Pros and cons — Arguing for and against

- 1 Ask students the question, and discuss the answer as a class. Elicit both advantages and disadvantages of childhood.
- 2 Check students' understanding of *pros and cons*. Have students read the text and then work in pairs to replace the underlined words and phrases in the text with those in the box.

Answers

Childhood — the best time of your life

Some people say that childhood is the best time of your life. However, being a child has both pros and cons.

One advantage is that you have very few responsibilities. For instance, you don't have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want—watch TV, play on the computer, go out with friends, play sports, or pursue other hobbies. Another point is that/Moreover, public transportation, movie theaters, and sports centers cost much less for children. All things considered, being a child is an exciting, action-packed time in life.

However, for every plus there is a minus. One disadvantage is that you have to spend all day, Monday to Friday, at school. Studying usually means you have to do homework, and you have to take exams. Another point is that/Moreover, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or going to a party. Finally, although there are often cheaper prices for children, things are still expensive—and parents are not always generous with allowance. There's never enough to do everything you want. In fact, sometimes there's not enough to do anything at all!

In conclusion, although some people see childhood as the best time in life, in my opinion children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions—which increase with age.

- 3 Put students in pairs to look at the paragraphs and decide on their purpose.

Answers

- Paragraph 1: to introduce the argument
Paragraph 2: to present the advantages
Paragraph 3: to present the disadvantages
Paragraph 4: to conclude and give the writer's opinion

- 4 Put students in pairs to match the pros with the cons.

Answers

Pros	Cons
1. don't have to go to work	have to go to school Monday to Friday
2. can go out to parties with friends	need to ask your parents' permission
3. don't have to cook and clean	have to do homework and take exams
4. pay less for things	are never given enough allowance

- 5 Read the list of subjects with the class. Put students in pairs to choose one of the subjects and discuss the pros and cons. Tell them to write down the pros and cons they think of. Elicit examples of pros and cons for each subject from the class.
- 6 Students work in their pairs to complete the phrases with their own ideas. Elicit possible endings for each phrase from a range of students.
- 7 Ask students to use their notes to write four paragraphs. Remind them of the purpose of each paragraph, and remind them that they should express their own opinion in the last paragraph. Assign this for homework. Students can read their essays to the class and discuss each other's conclusions.

VOCABULARY (SB p. 72)

Words with similar meaning

This section focuses on synonyms and near-synonyms and recycles vocabulary from the article on pp. 70–71 and from across the unit. Raising awareness of words with similar meanings helps to enrich students' vocabulary. It also provides them with a way of avoiding repetition in both writing and speaking. As an introduction to the topic, focus on the pictures of *a robber* and *a burglar*. Elicit that the meanings are very similar (both words refer to someone who steals something), but they are slightly different (a burglar breaks into people's houses to steal things; a robber steals money from a bank or store, or from someone in the street).

- 1 Focus students' attention on the example. Students work in pairs to continue to match the words.
Check the answers with the class, answering any questions about vocabulary as you go.

Answers

prison — jail	angry — furious
burglar — robber	shocked — stunned
scared — frightened	ordinary — normal
purpose — point	delighted — over the moon
meet — bump into	totally — completely

- 2 This exercise practices some of the words from exercise 1 in context. Elicit the answers for the first pair of sentences. Check students' understanding of *to brainstorm* (to suggest a range of ideas as a group and discuss them) and *to bother* (to take the time/effort to do something). Students work individually to complete the task. Give them time to check their answers in pairs before checking the answers with the class. Students practice reading the sentences in their pairs.

Answers

1. "Did you **meet** anyone you know in town?"
"Yes, I **bumped into** Carlos as I was coming out of a store."
2. "Aren't you **delighted** with your test grade?"
"You bet. I'm **over the moon**. It's great!"
3. "The **purpose** of this meeting is to brainstorm ideas."
"Sorry, but I don't see the **point**. Why bother?"
4. "You must be **angry** with Tim for crashing your car."
"I'm absolutely **furious** with him."
5. "I was **shocked** when I heard that Joe had died. Weren't you?"
"I was **stunned**. He was only 48."
6. "I'm **scared** of dogs. I was bitten once."
"I'm not **frightened** of them. They're usually really friendly."

- 3 This exercise highlights words that have subtle differences in meaning or slightly different uses/collocations. Elicit answers to the first pair of examples. Focus students' attention on the second pair, and point out that the adjectives *big* and *great* can be used with some of the nouns in both groups, but the correct answer in each case is the adjective that can be used with all three of the nouns in the group. Students continue the task individually. Allow students to refer to a dictionary for any answers they are unsure of. Allow students to compare answers in pairs before you check the answers with the class.

Answers

1. live **alone** happily
feel **lonely** and unhappy
2. **big** house/mistake/feet
great artist/Wall of China/party
3. **tall** person/building/trees
high mountain/wall/ceiling
4. **little** old lady/boy/finger
small room/glass of water/dress size
5. **fast** car/train/food
quick look/worker/thinking

- 4 This exercise highlights verbs that are easily confused. Students should be familiar with most of the words, but are likely to confuse them, often due to interference from their own language. Look at the example with the class. Students work in pairs to continue the task. Allow them to refer to a dictionary for any answers they are unsure of. Explain if necessary that *talk* and *speak* are very similar in meaning, and both could be used in the second context *talk/speak to my bank manager*. However, *speak* cannot be used with the meaning of *chat informally*, so cannot be used in the first context *talk to my friends for hours*. Check the answers with the class.

Answers

win the championship / beat the other team
make a mess / do your best
talk to my friends for hours / speak to my bank manager
buy someone a present / pay at the cash register
clean the apartment / wash my hair
listen to music / hear a noise
rob a bank / steal some jewelry
borrow money from someone / lend money to someone

SUGGESTION

Encourage students to create a "confusables" section in their vocabulary records (see TB p. 10 and p. 11). They can add the examples from exercises 3 and 4 and any other items they often get wrong. Remind them to write personalized examples where possible to help them remember the words/phrases.

To give students more practice with the verbs in exercise 4, have them write pairs of fill-in-the-blank sentences to pass to another student to complete.

Students can also have a competition to write and perform a sketch including as many of the phrases as they can.

EVERYDAY ENGLISH (SB p. 73)

Dealing with money

This section includes the language used to pay a restaurant check with a credit card, ask for the price of a room in a hotel, request an account balance, pay for tickets with a credit card, and question the amount of change received after paying for something.

Students will need to discuss exchange rates at the end of this section, so ask them to find these out before the lesson.

Introduce the topic by brainstorming vocabulary related to money. Make sure students are familiar with the following: *tip* (in a restaurant), *receipt*, *a (cleared) balance* (amount of money in a bank account), *account (number)*, *in credit*, *MasterCard*, *expiration date*, *security number* (a set of figures that appear on the back of a credit/debit card), *change* (money you get back when you pay for something and give too much).

- 1 **CD3 8** The recording in this exercise contains the first few lines of each of the main conversations in exercises 2 and 3. There is enough information in each one for students to be able to match the conversations to the photos. Read the instructions, and the questions with the class. Play conversation 1, and elicit possible answers.

Play the rest of the recording, and have students complete the matching task and answer the questions about each conversation. Check answers to the matching task, but don't check answers to the questions at this stage.

Answers and audio script

1.a 2.d 3.b 4.e 5.c

CD3 8

1. **A** Here's your check.
B Thank you. Is the tip included?
A No, it isn't. I hope you enjoyed your meal.
2. **A** How much is a standard room?
B \$120 per night.
A Does that include everything?
3. **A** I'll pay for the tickets with my MasterCard.
B Can you give me your number?
4. **A** Could you give me the balance on my account?
B Sure. Tell me your account number.
5. **A** Can I have a cappuccino and two bottles of water, please?
B Sure. That's \$14.50.
A Thank you.
B And here's your change. 50 cents.

- 2 **CD3 9** Play the recording, and have students check their answers to the questions in exercise 1. Play the recording again, and ask students to write down any extra questions that they hear (see questions in the parentheses in the *Answers* below). Check the answers with the class.

Answers and audio script

1. a waiter and a customer; they are talking about paying the bill; questions: *Is the tip included? (Can you sign here?)*
2. a receptionist and a customer; they are talking about the cost of a room; questions: *How much is a standard room? Does that include everything? (Is that extra?)*
3. a customer service operator and a customer; they are talking about paying for tickets; questions: *Can you give me your number? (What's the expiration date? And the three digit security number on the back?)*
4. a bank clerk and a customer; they are talking about the customer's account balance; question: *Could you give me the balance on my account?*
5. a barman and a customer; they are talking about paying; questions: *Can I have a cappuccino and two bottles of water, please? (How much did I give you? Oh, did you?)*

CD3 9

1. **A** Here's your check.
B Thank you. Is the tip included?
A No, it isn't. I hope you enjoyed your meal.
B It was very nice, thank you.
A Can you sign here? And here's your card and your receipt.
B Thanks. That's for you.
A That's very kind of you. I hope to see you again soon.
B Bye!
2. **A** How much is a standard room?
B \$120 per night.
A Does that include everything?
B That includes the room for two people, but it doesn't include breakfast.
A Is that extra?
B Yes, I'm afraid it is. But the \$120 does include tax.
3. **A** I'll pay for the tickets with my MasterCard.
B Can you give me your number?
A 5484 6922 3171 2435.
B What's the expiration date?
A 09/18.
B And the three-digit security number on the back?
A 721.
4. **A** Could you give me the balance on my account?
B Sure. Tell me your account number.
A 4033 2614 7900.
B Bear with me one moment. The current cleared balance on that account is \$542.53 in credit.
5. **A** Can I have a cappuccino and two bottles of water, please?
B Sure. That's \$14.50.
A Thank you.
B And here's your change. 50 cents.
A Thanks. Um ... how much did I give you? I think you've made a mistake!
B Sorry?
A I think you must have made a mistake. I gave you \$20, but you've given me change for \$15.
B No, I don't think so.
A Well, I'm pretty sure I gave you a twenty dollar bill.
B Oh, did you? Um ... sorry about that. Here you are.
A Thanks.

- 3 This exercise gives students the opportunity to role play the conversations in this section with the support of conversation skeletons and key word prompts.

Focus students' attention on the conversation skeletons and on the prompts. The conversations recycle numbers and prices from *Everyday English* in Unit 8. Students should be able to read the numbers aloud without much difficulty. You might want to review the intonation on account and credit card numbers (see TB p. 94).

Give students a few moments to think about the wording for conversation 1. Choose two confident students to role play it for the rest of the class. Encourage them to improvise where they need to, rather than rely on you to give them the actual wording.

Put students into pairs to continue role playing the conversations. Monitor and help as necessary.

If you have time, have pairs of students perform one or two conversations for the rest of the class.

- 4 **CD3 9** Play the recording. Then refer students to the audio script on SB p. 124 and have them compare the wording with their role plays.
- 5 Check students' understanding of: *overdrawn*, *to economize*, *store card*, and *credit limit*. Read and discuss the questions as a class. Don't push students to give details about their financial situation if they seem reluctant or if money is a sensitive subject in their culture. With larger classes, students can discuss the questions in small groups and then discuss their answers with the class.

SUGGESTION

You can recycle the language in this section by having students think about recent transactions they have made outside the classroom and role playing them in English. This can include buying things, asking what's included in a price, ordering currency, paying with a credit/store card, and so on.

Don't forget!

Workbook Unit 9

Exercise 9 Pronunciation — Linking in connected speech (1)

Exercise 11 Vocabulary — *make* and *do*

Exercise 12 Listening — Scams

Grammar Reference (SB p. 138)

Word List Unit 9

Refer students to the Word List for Unit 9 (SB p. 152). They can translate the words, learn them at home, or transfer some to their vocabulary notebook.

Tests (Online)

Unit 9 Test

Video (iTools and Online)



10 All things high tech

Noun phrases • Compound nouns • I need one of those things...



This unit looks at various aspects of the theme of technology. It starts with a text on microprocessors that provides the context for language work on noun phrases. The topic of *Listening and speaking* is *What's your favorite thing to do online?*, and the theme of technology is continued with a *Reading and speaking* section on Singapore. The *Vocabulary and speaking* section builds on the language work on noun phrases with a focus on compound nouns. The unit ends with an *Everyday English* section on the language used for describing the appearance and use of different objects. The *Writing* syllabus continues with a description of a famous town or city and the skill of writing notes up into a finished piece of writing.

LANGUAGE INPUT

GRAMMAR

Noun phrases (SB pp. 74-75)

- Using noun phrases with articles, possessives, *all/everything*, reflexive pronouns, and *each other*

VOCABULARY

Compound nouns (SB p. 80)

- Using nouns that are made up of two separate nouns

EVERYDAY ENGLISH

I need one of those things... (SB p. 81)

- Understanding and practicing vocabulary and phrases to describe something when you don't know what it's called

SKILLS DEVELOPMENT

SPEAKING

What's your favorite thing to do online? (SB p. 77)

21st century city (SB p. 78)

Compound nouns (SB p. 80)

- Discussing favorite things to do online and favorite websites
- Discussing different aspects of Singapore and other cities students know of
- Using compound nouns

READING

21st century city (SB p. 78)

- Singapore and the ways in which it is a "city of the future"

LISTENING

What's your favorite thing to do online? (SB p. 77)

- Listening to five people talk about their favorite things to do online **CD3 13** (SB p. 125)

WRITING

A Famous Town or City (SB p. 110)

- Developing a piece of writing from notes

MORE MATERIALS

Extra idea – Technology Questionnaire (TB p. 150) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 74)

- 1 The goal of this task is to review the parts of speech that can be used in noun phrases. Focus students' attention on the sentences. Students complete the task in pairs.

Answers

Nouns: *brother, computer, world, laptop*

Definite article: *the*

Indefinite article: *an*

Possessive adjective: *my*

Possessive pronoun: *mine*

In a brief review session, elicit the other indefinite article (*a*), other possessive adjectives (*your, his, her, etc.*), and possessive pronouns (*yours, his, hers, etc.*). If students seem to have problems with these parts of speech and terms, refer them to Grammar Reference 10.1 on SB p. 139.

- 2 Focus students' attention on the sentences. Elicit the reflexive pronouns.

Answers

Mike programs his computer **himself**.

I live by **myself**, which suits me fine.

Point out that we use reflexive pronouns when the subject and the object of the verb are the same.

CHIPS IN EVERYTHING (SB p. 74)

Noun phrases

ABOUT THE TEXT

The text introduces the theme of technology with an overview of one of the most important developments in computer technology: the microprocessor, also called a microchip, or chip. The text also provides the context for the study of noun phrases and the different types of words they can consist of: articles, possessives, *all/everything*, and pronouns (see the *Grammar Spot* on SB p. 75 for examples).

As you would expect, there is some technical language in the text, but most of this is explained or can be figured out by context. However, if you are short on time, or with weaker classes, you can pre-teach/check students' understanding of the following: *silicon, transistor* (a small piece of electrical equipment that can control an electrical signal), *complex, device, to diagnose, microscopic, decade, to double, capacity, micron* (one millionth of a meter).

- 1 Focus students' attention on the title of the text. Ask students what they know about microprocessors. Elicit a range of answers. Then have students read the first two sections *What are they?* and *What do they do?* to check their answers.
Give students time to read the rest of the text and answer the questions in pairs.

Check the answers with the class.

Answers

1. Microchips are huge in importance (the biggest thing since the invention of the wheel). Physically, they are tiny. The smallest are just a few mm².
 2. Microchips are found in: personal computers, calculators, cameras, radios, ovens, fridges, washing machines, DVDs, watches, cars, TV remotes, cell phones, medical equipment, CD players.
 3. They either say *Yes* or *No* using a simple code with the numerals 0 and 1 to represent the on and off states of a transistor.
 4. It takes months and involves more than 250 manufacturing steps.
 5. Because they want to show that the processors are theirs.
 6. There are many more things that we can do with microprocessors. Soon they'll be able to fix themselves and even make themselves.
- 2 Refer students back to the text, and elicit the end of the first sentence (see *Answers* below).
Put students in pairs to complete the rest of the sentences.

Answers

Microprocessors are the biggest thing since the invention of the wheel.

A microchip is a small piece of silicon that has been printed with transistors.

The smallest microchips are just a few mm².

The microprocessor is the most complex product that has ever been made.

Microprocessors control everything in our lives.

They are used in all digital devices.

We couldn't text each other on our cell phones without microchips.

Doctors and surgeons wouldn't be able to diagnose, treat, or operate.

Nearly all of their equipment contains microchips.

It takes months to make a microprocessor.

Microprocessors will be able to fix themselves and even make themselves.

- 3 Put students into pairs or small groups to discuss the facts. Have some students report back to the class.

GRAMMAR SPOT (SB p. 75)

This *Grammar Spot* highlights the type of words that can be used in noun phrases. Read the notes with the class. Then have students look for other examples in the text.

Refer students to Grammar Reference 10.1–10.5 on SB pp. 139–141.

PRACTICE (SB p. 75)

Articles — *a/an/the/no article/one*

⚠ POSSIBLE PROBLEMS

The rules for the use of *a/an* and *the* can appear complex, and students whose first language doesn't have articles often drop them altogether. Some students may overuse the number *one* instead of *a/an*. Speakers of Latin languages can often overuse *the* due to interference from their own language.

Possessive adjectives and pronouns are easily confused, as is the use of the apostrophe to indicate possession. Students may also have problems with the difference between *all* and *everything*, as in some languages these are translated by the same word.

Common mistakes

**I come from big city.* (missing indefinite article)

**I'm journalist.* (missing indefinite article with professions)

**It's a horrible weather.* (incorrect use of *a/an* with an uncountable noun)

**The modern life is very fast.* (incorrect use of *the* with abstract nouns when talking in general)

I love London. **It's galleries are awesome.* (confusion of *its* for possession with *it's* [meaning *it is/has*])

**All was stolen from my bag.* (confusion of *all* with *everything*)

* *They speak to themselves every day.* (confusion of *themselves* with *each other*)

The goal of this section is to review the use of the definite article (*the*), indefinite articles (*a/an*), no article, and the number *one*.

- 1 Discuss the use of the indefinite article in the first sentence. Students work in pairs to continue the task. Monitor and help as necessary. With weaker students, you can allow them to use their own language if appropriate. Discuss the answers with the class. If students have problems understanding the articles, refer them back to Grammar Reference 10.2 on SB pp. 139–140.

Answers

I bought **a** laptop and **a** printer on Saturday. (*laptop* and *printer* referred to for the first time)

The laptop has **an** *Intel* microprocessor. (*laptop* referred to for the second time; *Intel microprocessor* referred to for the first time with *an* used because *Intel* starts with a vowel sound)

Intel is **the** largest manufacturer of computer chips in **the** world. (definite article used with a superlative and to refer to *the world*—the only one there is)

One chip contains millions of transistors. (*one* used to specify number)

I don't understand **(-)** computers. (no article used to refer to computers in general)

ABOUT THE TEXT

The goal of this text is to reinforce the use of the articles discussed in the introductory section. The context is a description of the work of Charles Babbage /'bæbɪdʒ/, one of the early designers of computers.

- 2 **CD3 10** Ask students to read the text quickly to get an idea of what it is about. Elicit the answer for the first blank. Students then complete the text. Remind them that some answers don't require an article. Play the recording so that students can check their answers.

Answers and audio script

CD3 10

The first computer

Charles Babbage (1791–1871) was (1) **a** scientist and (2) **an** engineer. He had the idea for (3) **the** first programmable computer. He wanted to build (4) **a** machine that could do (5) **(-)** calculations without making the mistakes that human “computers” made. He designed a machine called the Difference Engine, and (6) **the** British government provided funds. (7) **The** machine was never completed because Babbage ran out of (8) **(-)** money. In 1991, (9) **a** team of engineers from (10) **the** Science Museum in London built one of Babbage's machines using his original designs, and it worked perfectly.

- 3 This exercise gives further practice of the articles and also the use of the number *one*. Elicit the answers to the first sentence. Students work individually to complete the task. Give students time to check their answers in pairs, before checking the answers with the class. If necessary, ask students to explain the use of each article (see answers in parentheses below). Deal with any areas of disagreement, again referring back to Grammar Reference 10.2 on SB pp. 139–140.

Answers

1. “Where's Han?” In **the** kitchen cooking **(-)** lunch. (*the* used when it is clear which kitchen we mean; usually no article with meals)
2. Washington, D.C. is **the** capital of **the** United States. (definite article used to refer to *the capital*—the only one there is—and in the place name *the United States*)
3. We had **(-)** dinner in **the** best restaurant in **the** world. (usually no article with meals; definite article used with a superlative; definite article used to refer to *the world*—the only one there is)
4. **One** day I'm going to be **a** rich man. (*one day* used to refer to an indefinite time in the future; indefinite article to say what somebody will be)
5. Victor's in **the** hospital. He's had **an** operation. (definite article used to refer to *hospital*—a place in the physical environment that we all know; *operation* referred to for the first time)
6. Certainly **(-)** computers have changed **(-)** modern life. (no article to refer to computers and modern life in general)
7. “How do you like your coffee?” “Black with **one** sugar, please.” (*one* used to specify number)
8. I have two daughters. **One** daughter is **a** teacher; **the** other works in **(-)** advertising. (*one* used to specify number; *a* + a profession; *the* used to refer to the only other daughter; no article + sectors of work)
9. Today is **the** first day of **the** rest of your life. Enjoy it. (*the* + superlative; definite article used to refer to *the rest of your life*—the only one there is)

Speaking

CD3 11 This activity gives students the opportunity to practice articles in a personalized way. Tell students there are 10 questions on the recording for them to reply to. Focus students' attention on the examples in the Student Book, and play question 1. Elicit other possible answers, checking students' use of articles carefully.

Put students into groups of three. Play the rest of the recording, pausing after each question so that students can exchange answers.

Play the questions again, and elicit a range of answers from the class (see possible answers in the parentheses). Highlight any mistakes with articles, and give students the opportunity to self-correct.

Possible answers and audio script

CD3 11

- Where did you have lunch today? (I had lunch at home/in a restaurant/at a friend's house.)
- Where's your mother this morning? (She's at work/in town/at the store.)
- Do you prefer tea or coffee? (I prefer coffee.)
- What's the name of the river in Washington D.C.? (It's the Potomac River.)
- Do you have a pet? What's its name? (I have a cat. Its name is Sylvester.)
- What's your father's job? (He's a salesman/an engineer./He works in manufacturing.)
- How do you get to school? (I come by bus/by car./I walk to school.)
- What's the name of the book? (It's called *Twilight*.)
- Who's sitting next to the window? (Adam is sitting next to the window.) Next to the teacher? (I'm sitting next to the teacher.)
- Where are you going after the class? (I'm going home/to the movies/to the library.)

Possessives

The goal of this section is to reinforce the use of possessive adjectives and pronouns (exercise 4), and to review the use of the apostrophe for possession (exercise 5).

- 4 Focus students' attention on the examples, and check the answers with the students as a class.

Answers

I'm very proud of **my** children. (possessive adjective)
 Don't touch that! It's **mine!** (possessive pronoun)
 James is an old friend of **ours**. (possessive pronoun)

Focus students' attention on the sentences.

Elicit the answers for the first sentence. Students work individually to complete the exercise.

Check the answers with the class. If students have made mistakes, review the use of possessive adjectives and pronouns, referring to Grammar Reference 10.3 on SB p. 140. Also make sure students understand the difference between *it's/its* and *who's/whose*:

it's = it is/has

its = possessive adjective (third person)

who's = who is/has

whose = the question word/relative pronoun for possession

Answers

- "Is that **her** book?" "Well, it isn't **mine**."
- "**Whose** car is that?" "It's **ours**. Nice, huh?"
- Microsoft owes **its** success to Windows. That's why **it's** the biggest software company in the world.
- Those aren't **your** socks. These blue ones are **yours**.
- Mary, this is Pete. Pete's an old friend of **mine**.
- My sisters borrow **my** clothes, and I borrow **theirs**.

- 5 Focus students' attention on the two sentences with apostrophes. Give students time to compare the examples and figure out the rule.

Answers

's is used with singular nouns.
 s' is used with plural nouns.

Elicit the position for the apostrophe in sentence 1. Students work individually to complete the exercise. Give them time to check their answers in pairs before checking the answers with the class. If students have problems with sentence 4, remind them that *child* has an irregular plural *children* and so the possessive is *children's*.

Answers

- I borrowed my dad's car.
- My parents' new house is great.
- I like Juliana's boyfriend.
- The children's room is upstairs.
- I really like my brother's girlfriend.

its or it's

- 6 **CD3 12** This is a short activity to help students recognize possessive adjectives and pronouns, and distinguish them from other words that sound the same. Play the first sentence and elicit the answer.

Play the rest of the recording, pausing at the end of each sentence. Students underline the correct words.

Check the answers with the class.

Answers and audio script

CD3 12

- Living in New York has **its** disadvantages.
- To start with, **there's** a lot of traffic.
- New Yorkers like **their** parks and open spaces.
- For them **it's** important to escape from busy city life.
- New York's full of young people, and **they're** always on the move.
- The elderly have their parts of town, and young people have **theirs**.

all and every ...

This section highlights the difference between *all* and *every*. With weaker students, elicit and review the ways of using *all*:

All (of) + noun — *All (of) my friends ...*

All of + pronoun — *All of us ...*

Subject pronoun + all + verb — *We all go ...*

All + subject pronoun + verb — *All I eat ...* (this structure is used to give emphasis and means *The only thing[s] ...*).

Point out that we use *everything/everyone*, rather than *all*, on its own.

- 7 Elicit the mistake in the first sentence. Students work in pairs to discuss the mistakes in the other sentences. Check the answers with the class.

Answers

- I buy **all my** clothes in secondhand stores.
- Everything** was stolen in the burglary.
- "Did they take any of your necklaces?" "**All of them**."
- In my family **we all like** baseball.
- Everyone** enjoyed the party.
- All of the employees** in my company work hard.

- 8 Elicit the answer for sentence 1. Students work individually to complete the sentences.

Check the answers with the class.

Answers

1. Everybody/Everyone
2. All
3. Everything
4. all
5. everybody/everyone; everyone/everybody

Reflexive pronouns and *each other*

This section uses simple graphics to highlight the difference between reflexive pronouns (*myself*, etc.) and *each other*.

- 9 Give students time to read the examples and match the graphics. Remind students that we use reflexive pronouns when the subject and the object are the same.

Answers

I cut **myself** shaving. 
They send **each other** e-mails. 

Elicit the answer for sentence 1. Students work individually to complete the sentences.

Check the answers with the class, making sure students understand the meaning of *make yourself at home* (make yourself comfortable, as if you were in your own home) and *help yourself* (serve yourself food).

Answers

1. We love **each other** and we're going to get married.
2. He's crazy! He could have killed **himself**!
3. Do you like the cake? I made it **myself**.
4. "Can you make me a cup of coffee?" "No. Do it **yourself**."
5. My kids get along well with **each other**.
6. Please make **yourself** at home.
7. We're very different, but we understand **each other**.
8. Her kids are good. They know how to behave **themselves**.
9. The food's all ready, so help **yourself/yourself** to whatever you want.

Mime

This activity gives students the opportunity to practice reflexive pronouns and *each other* in an active and fun way. Demonstrate the activity by miming one of the actions that can be done alone. Students guess what you're doing. Choose individual students or pairs to mime an action for the class.

With larger classes, students can work in groups of four to do the activity.

ADDITIONAL MATERIAL

Workbook Unit 10

Exercise 1 Noun phrases

Exercises 2–5 Articles

Exercises 6–7 Possessives

Exercises 8–9 *all* and *every*

Exercise 10 Pronouns — *myself/each other*

LISTENING AND SPEAKING (SB p. 77)

What's your favorite thing to do online?

ABOUT THE LISTENING

This section continues the theme of technology with a focus on how people use the Internet (often shortened to *the web* or *World Wide Web*). People often use these terms interchangeably but they are not strictly the same thing: the Internet is the computer system that allows people in different parts of the world to exchange information; the web is the huge collection of documents, pictures, sounds, and so on, in different places that are connected through the Internet.

There are a number of references to online services and businesses in the pre-listening work and the recording:

Google — the largest search engine on the Internet. The verb *to google* has moved into spoken English, for example, *I googled the subject and found a really good website*.

Facebook — a social networking site

LinkedIn — a business networking site

eBay — an online auction site

Netflix — a website that streams movies and TV shows

Pinterest — a web tool where people post pictures, and can find pictures, of different projects and interests

The listening task consists of five people of different ages talking about how they use the Internet. Students listen and decide who does what. There is a *Spoken English* feature on the words *also*, *as well*, and *too*. In the pre- and post-listening exercises, students discuss some true/false statements about the Internet and discuss their own use of the Internet.

Students should be able to do the listening tasks without much vocabulary help. However, if you feel your students need help with some of the topic-related vocabulary, do a brief review of the following items: *website*, *webpage*, *a profile*, *a (bank) balance*, *to transfer money*, *to log onto*, *to click on*, *to trace your ancestors*, *to download music*, *to update*, *satellite navigation system*.

As introduction to the topic, ask the question in the section title. Elicit a range of answers from the class, writing the main uses and services on the board.

- 1 Give students time to read the statements. Answer any questions about vocabulary (see *About the Listening* for information about the services/businesses mentioned). Put students into groups of three or four to discuss the statements. Monitor and help as necessary. Check the answers with the class.

Answers

All the statements are true.

- 2 **CD3 1B** Give students time to read the task. Play the recording about Jacob, and elicit the answers. Play the rest of the recording, and have students work individually to complete the task. Students compare their answers in pairs/small groups before checking the answers with the class.

Answers and audio script

Jacob: talk about baseball games; tweet

Amelia: watch movies; read movie reviews

Katsu: socialize with friends; gossip

Arturo: find answers to math and science problems; do research for papers

Samantha: shop for clothes; get good deals

CD3 1B

1. Jacob

Well, I'm a huge baseball fan. I like to go on baseball forums and talk to other fans about our favorite teams and players.

I also watch streaming baseball games, and I usually tweet about them while I'm watching.

I do some baseball blogging as well. I even get paid a little bit for it sometimes. I'm hoping to maybe turn it into a job someday, but for right now it's just a hobby.

2. Amelia

I watch a lot of movies. Yeah, I'm a total Netflix addict. Classics, new releases, foreign films... especially French ones, they're really awesome. I watch bad movies, too. [laughs] I don't care... Alone or with friends, day and night. And after I watch a movie, I usually read reviews of it. It all sucks up way too much time, actually. I never get enough sleep.

3. Katsu

My favorite thing is definitely socializing, mostly with my good friends from school. Every night when we're trying to study, we spend most of our time on group chats. A lot of times we have chats so we can study together, but most of the time we just end up complaining about our classes or making weekend plans. We gossip quite a bit as well.

4. Arturo

Hmm. Let me think. My favorite website these days is Wolfram Alpha. It's like Google, except it tells you the answer to your question instead of giving you webpages with information. I use it to figure out the solutions to difficult calculus problems and to balance chemical equations. I also use it to research papers. I guess you could say I'm kind of a nerd! [laughs]

5. Samantha

Oh, well I'm really into fashion, so I love shopping online. I get a lot of ideas on Pinterest and other websites like that. And then I order lots of clothes and shoes from a bunch of different stores. I do a lot of comparison shopping so I can get the best deals. Also I'm patient, and I wait for sales before I buy stuff.

Sometimes I shop at the mall, too, but I do most of my shopping online. It's just more convenient, and I save a lot of money. If things don't fit, I just send them back. It's no big deal.

- 3 Elicit the correct order for sentence 1. (All the sentences are taken from **CD3 1B**.) Students work individually to complete the task.
Check the answers with the class.

Answers

1. I like to go on baseball forums.
2. I'm a total Netflix addict.
3. We spend most of our time on group chats.
4. I use it to figure out the solutions to difficult problems.
5. I get a lot of ideas on Pinterest.

- 4 **CD3 1B** Put students into pairs, and give them time to choose a person. Play the recording again. Students listen and take notes about the person they have chosen. Ask some students to tell the class about the person they chose.

SPOKEN ENGLISH — *also, as well, and too*

This section helps students figure out the word order with these common words in spoken English.

- 1 Read the examples as a class. Ask students to note the position of the words in bold in each sentence. You can refer students to the audio script on SB p. 125 and have them find more examples.
- 2 Read the first sentence with the class, and elicit the same sentence three times, with the different expressions added. Point out the use of the comma before *too*. Students complete the task individually. Check the answers.

Answers

I **also** watch bad movies. / I watch bad movies **as well**. / I watch bad movies, **too**.

I **also** shop at the mall. / I shop at the mall **as well**. / I shop at the mall, **too**.

I **also** tweet about the games. / I tweet about the games **as well**. / I tweet about the games, **too**.

- 3 Elicit the answer to the first example. Students work individually to continue the task. Check the answers with the class and remind students that both *as well* and *too* are used at the end of a sentence, but *also* is not possible in this position.

Answers

"Dave's nice." "His sister is **as well** / **too**."

"I'm going home now." "I am **as well** / **too**."

Don't forget your coat. And take your umbrella **as well** / **too**.
Buy some bread. And some coffee **as well** / **too**.

- 4 Students complete the task individually. Allow students to compare their answers in pairs before you check the answers with the class.

Answers

"I like Harry." "Me, **too**."

"I'm thirsty." "Me, **too**."

Talking about you

Give students time to read the questions. Put students into groups to discuss the questions. Elicit a range of answers in a class discussion.

SUGGESTION

If your students make use of online learning help in studying English, ask them to recommend the best websites. Write them in a list or on a handout that can be added to during the course.

EXTRA IDEA

Technology questionnaire TB p. 150

If you would like to continue with the theme of technology, you can photocopy this questionnaire. You will need one sheet for each student. The questionnaire is intended to provide a review of key vocabulary and to be a light-hearted springboard for discussing gadgets. The answers to Questions 5 and 6 appear on TB p. 151.

READING AND SPEAKING (SB p. 78)

21st century city

ABOUT THE TEXT

The technology theme is continued in a text about the leading global city-state and island country of Singapore. Located in Southeast Asia, Singapore is a highly urbanized land area, and one of the world's major financial hubs. It is one of the busiest ports in the world and its economy depends largely on trade. It is an ethnically diverse country with a population of about 5.5 million people. Much of the new vocabulary can be figured out from the context, but you might want to pre-teach/check students' understanding of the following items:

Part 2: *energy deposits*

Part 3: *innovative, sustainable*

Part 4: *congestion* (related to traffic), *alternate route*

Part 5: *reservoir*

Part 6: *to marvel, pacesetter*

- 1 Give students time to rank the features in order. Students compare their ideas with a partner, and then they compare their answers with the rest of the class. Establish if there is a feature which is important to everyone in the class, and if there is a difference of opinion between men/women and different ages in the group.
- 2 Focus students' attention on the photos of Singapore, and elicit some descriptions. Supply any vocabulary students need.

Possible answers

A beautiful city, tall buildings, relaxing places

- 3 Focus students' attention on the chart. Explain that students must find the superlative adjectives that describe the items in the chart. Give students time to read parts 1-6 quickly and find the information to complete the chart. Have students check their answers in pairs before checking the answers with the class.

Answers

superlative adjective	Things referred to
busiest	port
smartest	city
most innovative and sustainable	metropolis
most efficient	transportation system
most advanced	water management system
largest	fountain, floating stage
biggest	Gardens by the Bay
tallest	airport slide
wealthiest	tourists
highest	swimming pool

- 4 Students read the questions. Set a time limit of 2-3 minutes for them to find the answers. Tell them not to worry about the new vocabulary at this stage, but just to find the answers to the questions.

Answers

Part 1

1. Tourists come because of the many attractions, shopping, and its gardens.

Part 2

2. It is very hot and humid all year.
3. No, it doesn't.

Part 3

4. A "smart" city is one that is innovative and sustainable.
5. Ten percent of the city is parks and nature reserves. Trees and plants are everywhere.

Part 4

6. They use various technologies to prevent traffic jams; they limit the number of cars on the road; people use public transportation.
7. It is very expensive to get a certificate to allow you to get a car.

Part 5

8. It was managed by multiple agencies which made it difficult to make a long term plan.
9. The government created a national agency.

Part 6

10. Visitors can ride the world's tallest slide; go to the shopping mall; see the world's largest fountain and floating stage; see the biggest indoor garden in the world; swim in the world's highest swimming pool.

- 5 **CD3 14** This exercise reviews the work on numbers that students did in Unit 8. Elicit the meaning of % (percent). Encourage students not to go back to the text but to discuss from memory what they think the numbers refer to. Play the recording and have students check their answers in pairs. Ask students to read the first number aloud and then to continue the task in pairs.

Answers and audio script

- the number of water reservoirs
- the number of stories in the Marina Sands Hotel
- the number of tourists that visit Singapore
- the percent of land that is park or nature reserve
- the number of square miles that make up Singapore
- the height of the man-made super trees
- the population of Singapore
- how many degrees north of the equator it is
- the number of stories high of the world's tallest airport slide
- the number of futuristic man-made super trees

CD3 14

- Singapore has 17 water reservoirs.
- The pool on the roof of the Marina Bay Sands Hotel is 57 stories high.
- 13 million tourists visit Singapore every year.
- Ten percent of Singapore's land is nature reserves.
- Singapore's area is 277 square miles.
- Singapore's supertrees are 50 meters tall.
- Singapore has a population of 5.5 million people.
- Singapore is located one degree north of the equator.
- The slide in Singapore's airport is four stories tall.
- Singapore has 18 man-made supertrees

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then report back to the class.

WRITING (SB p. 110–111)

A famous town or city — from notes to writing

This section shows students how they can use an ideas map to prepare the information they need for a piece of writing. Students get practice in building the information in the ideas map into connected text. There is also an exercise on words and expressions that link ideas together.

- Focus students' attention on the photo, and elicit information about New York from the class. Students work in pairs to exchange other ideas/information. Collate students' answers on the board.
- Put students into pairs. Have them read the information in the diagram. Answer any questions about vocabulary. Students work in their pairs to compare the information on the board with the diagram.
- Pre-teach/check students' understanding of the following: *nickname*, *to found*, *skyscraper*, *commuter*, *24/7* (= 24 hours a day, seven days a week), *bagel*. Focus attention on the paragraph headings in the text. Point out that they correspond with the categories in the diagram. Elicit the missing words for number 1. Students work individually to complete the task. Monitor and help as necessary. Check the answers with the class.

Answers

- | | |
|----------------------|-------------------------|
| 1. "The Big Apple" | 5. 1664 |
| 2. Hudson River | 6. immigration |
| 3. Naples and Madrid | 7. boom |
| 4. New Amsterdam | 8. September 11th, 2001 |

- | | |
|----------------------------|----------------------------------|
| 9. densely populated | 15. baseball |
| 10. 170 | 16. 54 million |
| 11. foreign born | 17. shopping |
| 12. 1.7 billion passengers | 18. variety |
| 13. 12,000 | 19. hot dogs |
| 14. 37,000 runners | 20. "The city that never sleeps" |

- 4 Elicit an example of extra information in the text. Students work in pairs to continue the task.

Answers

New York City's influence is seen throughout the world.

The nickname "The Big Apple" was given to it by early immigrants because the city seemed so huge and full of promise.

The city grew in importance and was the U.S. capital until 1790.

From the early 20th century it became a world center for industry, commerce, and communication.

3,000 people died in the attacks on the World Trade Center.

Five of the largest ethnic groups are: Puerto Ricans, Italians, West Indians, Chinese, and Irish.

One in three New Yorkers uses public transportation to get to work, whereas in the rest of the U.S. 90% of commuters go by car.

The subway is open 24/7.

The marathon is held annually on the first Sunday of November. It's the largest in the world.

Many New Yorkers jog around Central Park.

The two most popular baseball teams are the New York Yankees and the New York Mets.

Major tourist attractions include the Metropolitan Museum of Art, Times Square, and Central Park.

Places to eat include diners with burgers, bagels, and pizza, and the Grand Central Oyster Bar.

- 5 Refer students to the first word of the text, *Although*, and elicit why it is used (to introduce a contrast). Students work in pairs to continue the task. Check the answers with the class.

Answers

Although — introduces a contrast

its — refers back to New York City

However — introduces a contrast

distinctive — a descriptive adjective which makes the text more interesting

two of which — refers back to the skyscrapers

whereas — introduces a contrast

is home to — more interesting alternative to "has"

with (so much to do) — refers back to all the things that New York has

- 6 In this task, students reuse the vocabulary from exercise 5 in new contexts. Elicit the answer for sentence 1. Students work in pairs to continue the task. Check the answers with the class.

Answers

- | | |
|-----------------|----------------|
| 1. Its | 5. Although |
| 2. two of which | 6. distinctive |
| 3. is home to | 7. whereas |
| 4. However | 8. With |

- 7 Assign the planning and research for the writing for homework. Ask students if they need any help with their notes, and then have them write their description. If appropriate, ask students to exchange their first drafts and make suggestions as to how to improve them. Students' final drafts can be displayed on the classroom walls.

VOCABULARY AND SPEAKING (SB p. 80)

Compound nouns

Students will be familiar with compound nouns from their earlier learning. Additionally, they have already focused on compound adjectives in Unit 6. They will need to have access to a dictionary to do exercise 6 in this section.

- 1 Read the notes with the class and focus students' attention on the examples. Point out that compound nouns can be spelled as one word, two words, or with a hyphen, for example, *air-conditioning*.

Have students say the words out loud, and establish where the stress falls.

Answer

The stress is usually on the first syllable:

shopping mall
swimming pool
rainforest
traffic light

- 2 Focus students' attention on the dictionary extracts. Elicit which base word is used (*head*). Briefly review the different types of information given in the extracts (pronunciation, word type, definition, example(s), cross-references to other words, help with usage). Refer students to the phonetics for each word, and elicit the pronunciation.
- 3 This activity gives students the opportunity to practice the words in exercise 2. Ask a pair of students to ask and answer question 1. Make sure students understand that *RIP* /ar aɪ pi/ stands for (*rest in peace*). Point out that for question 4 students should use one of the words from exercise 2. They should try to think of other types of lights on a car, too. Students continue the activity in pairs. Monitor and check students' pronunciation, and drill the words again as necessary. Students are often reluctant to stress compounds on the first part, so it's worth repeating this until they get it right.

Answers

- To cure a headache.
- On a headstone.
- Use/Wear headphones.
- Headlights.
- The headlines.
- In New York City.
- Students' own answers.

- 4 **CD3 15** Elicit the first false compound noun with *sun*. Students work in pairs to complete the task. Elicit the answers for the rest of the compound nouns. Then play the recording of the true compound nouns, and have students repeat.

Answers and audio script

sunpool running card tea cars money case

CD3 15

sunscreen	sunglasses	sunset
parking card	birthday card	business card
tea bag	teacup	teatime
briefcase	suitcase	bookcase

- 5 Elicit the base word for set 1. Students work in pairs to complete the task. Remind them to decide on the spelling of the words (one word, two words, or hyphenated). If you are short on time, you can write the base words on the board in jumbled order for students to match.

Check the answers with the class, eliciting the spelling as one or two words, or hyphenated. If students have had problems with stressing the compound nouns, drill a selection of the answers with the class.

Answers

- dining **room**/waiting **room**/dressing **room**
- traffic** lights/**traffic** sign/**traffic** jam
- antique **store**/secondhand **store**/shoe **store**
- Spider**Man**/mail**man**/chair**man**
- hair**brush/**hair**dresser/**hair**cut
- secret **agent**/travel **agent**/real estate **agent**
- eyebrows**/**eyeglasses**/**eyewit**ness
- wrapping **paper**/toilet **paper**/wall**paper**

- 6 Focus students' attention on the examples in the Student Book. Put students into pairs to do the dictionary work. With larger classes, or if you are short on time, allocate one or two base word(s) to each pair, and then have students pool their research.

Students work in groups of four to describe the compound nouns to each other. Monitor and check for accuracy of the definitions and for correct pronunciation of the compound nouns. Have a short class discussion about any common errors after the activity or in a later lesson.

Possible answers

hand: handbag, handbrake, handcuffs, handful, hand luggage

foot: football, footrace, footpath, footprint, footstep

finger: fingernail, fingerprint, fingertip

fire: fire alarm, fire chief, fire door, fire engine, fire escape, firefighter

air: air bag, airplane, air force, airport, airmail

water: water glass, watercress, waterfall, water level, watermelon, water-ski

EVERYDAY ENGLISH (SB p. 81)

I need one of those things ...

This section gives students the language they need to describe or define an object they don't know the name of. Remind students that they can use the target language in this section in the classroom when asking to use/borrow something, or to ask the name of something.

- 1 **CD3 16** Focus students' attention on the objects in the photos, but don't name them at this stage. Read

the instructions with the class, and then play the first recording. Students point to the correct object.

Play the rest of the recording. Students select the other four objects and then check their answers in pairs.

Answers and audio script

- d. (a corkscrew)
- j. (dental floss)
- g. (chopsticks)
- c. (a fly swatter)
- a. (oven mitts)

CD3 16

- I need **one of those things you use** when you want to open a bottle. You know, you pull and it goes “pop.”
- I’m looking for **some of that stuff you use** when you want to clean between your teeth. It’s **like** string. It’s white.
- They’re **long and thin**, and the Chinese **use them** to pick up food.
- It’s **made of plastic**, and it’s used **for killing** flies. SHPLAT! SHPLOUFF!
- They’re **things you use when** you’re cooking and you want to pick up something that’s hot.

- 2 **CD3 16** This exercise highlights the key language students are going to use. Play the first recording again, and elicit the missing words.

Play the rest of the recording. Students complete the sentences, and then they check their answers in pairs.

When checking the answers, highlight the use of the word *stuff* /stʌf/ to mean “a substance or material.” Point out that we use this word in speaking when we don’t know the exact word for something.

Answers and audio script

See words in **bold** in **CD3 16** above.

- 3 Elicit a description of another of the objects on SB p. 81. Students work in groups to continue the activity—one student describes and the others guess, and then they change roles. Encourage students to use expressions from exercise 2 in their answers.

Answers

- It’s in the shape of a stick, and you rub it on pieces of paper so that you can stick them together.
- You use it when you want to fix something. It has a handle, and you put it in and then turn it to make something looser or tighter.
- You stick it on your skin when you’ve cut yourself. It covers the cut and keeps it clean.
- It’s a colored liquid, and you put it on your fingernails to make them look nice.
- You use it when your fingernails are long. It’s hard and rough, and you rub it on the ends of your nails to make them shorter and to make them a nice shape.

- 4 **CD3 17** Tell students they are going to hear nine descriptions, and they should try to guess what is being described. Play the first description as an example, and have students guess the item being described.

Play the rest of the recording. Students write down their ideas and then compare their answers in pairs.

Refer students to SB p. 147. Play the recording again. Students look at the pictures, identify the objects, and write their answers. Elicit the names of the items and check for correct pronunciation.

Answers and audio script

- e. a sponge
- h. knitting needles
- c. a remote control
- b. laundry detergent
- j. Blu-tak®
- o. thumb tacks
- g. tape measure
- n. padlock
- i. a lightbulb

CD3 17

- It’s one of those things you use in the kitchen. You use it to do the dishes.
- It’s long and thin and sharp at one end. Usually you have two, one in each hand. You can make things out of wool with them.
- It looks like a cell phone; it has buttons you push, but you use it to change channels on the TV.
- It’s the stuff you wash clothes with. You put it in the washing machine. It’s a powder. It smells ... aaaah!
- It’s used for sticking things on the wall, like pictures or posters. It’s soft and sticky.
- They’re made of metal. You can also use them to stick things on the wall, but they’re sharp. They make a hole. You use them on a notice board.
- It’s a kind of ruler. You use it to measure things that are very long, like a room. It’s made of metal, sometimes.
- It’s something you put it on a cabinet or chest so no one can get into it. You have a key to open it, to take it off.
- You know! It has a round, metal part at one end, and the other end is made of glass. You put it in a lamp to make light.

- 5 **CD3 18** Focus students’ attention on the sentence stems. Play the recording, and have students complete the sentences.

When checking the answers, make sure students are getting the main stresses right in the sentences. If not, play them again, and have students repeat.

Answers and audio script

CD3 18

- It’s one of those things you **use in the kitchen**.
- It’s long and thin and **sharp at one end**.
- It looks like **a cell phone**.
- It’s the stuff you **wash clothes with**.
- It’s used for **sticking things on the wall**.
- They’re made of **metal**.
- It’s a kind of **ruler**.
- It’s something you **put on a cabinet or chest**.
- You know! It has a **round, metal part at one end**.

- 6 Put students into new pairs for this activity. Refer them back to the pictures on SB p. 147. Elicit a description of one of the objects, and have the rest of the class identify it. Students continue the activity in their pairs. Remind them to change roles each time. Monitor and check for accurate use of the target language and for the main stresses in the pronunciation. If students have serious problems, drill the target language again. Then have them continue.

- 7 **CD3 19** Tell students they are going to hear two longer conversations in a store, and they must identify what each customer is asking for. Remind students it doesn’t matter if they don’t know the names of the objects!

Play the recording once and check the answers. Encourage students to describe the object and its function before you tell them the name of each thing. Remind students of the

work they did on compound nouns, and elicit the main stress on each word.

Answers and audio script

1. dustpan and brush
2. cheese grater

CD3 19

Conversation 1

- A Yes. How can I help you?
B I'm looking for a thing you use in the house ...
A Yes, now, what do you do with it exactly?
B Well, it's not one thing. It's two things. And they're usually made of plastic.
A Uh huh.
B You know if you make a mess, like you drop bread or break a glass, and there are pieces all over the floor ...?
A And you need to pick them up?
B Yes! You go like this ... SHUP! SHUP!
A What you're talking about is ...

Conversation 2

- A Can I help you?
B Yes. I don't know how you say this in English. I'm looking for a thing you use in the kitchen ...
A OK.
B It's like a thing with, you know, holes ...
A Uh huh. What's it for?
B Well, it's for cheese or vegetables like carrots.
A And what do you do with it?
B If you don't want a big piece of cheese, or a whole carrot, but you want little pieces, you can push ... you can move ... I don't know how you say it. Like this!
A Ah! OK! What you mean is ...

- 8 Refer students to the audio script on SB p. 125 as a model for their conversation. Remind them to choose an object that they don't know the name of. Students work in their pairs to write their conversation. Monitor and help as necessary.
- Students act out their conversations for the class and get them to guess the objects. This can be done in a later lesson, or across a series of lessons, if you are short on time.

Don't forget!

Workbook Unit 10

- Exercise 11** Vocabulary — *a suitcase/luggage*
Exercise 12 Pronunciation — Diphthongs
Exercise 13 Phrasal verbs — Phrasal verb + noun (2)
Exercise 14 Listening — Lost and found
Grammar Reference (SB p. 139)

Word List Unit 10

Refer students to the Word List for Unit 10 (SB p. 152). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 10 Test

Video (iTools and Online)

11

Seeing is believing

Modals of probability • Phrasal verbs (2) • Expressing attitude

 **Forensic science**

The title of this unit is *Seeing is believing*, and the content covers the broad topics of evidence and crime. These topics provide the context for the language work on modals of probability, both present and past. The *Reading and listening* section is a Sherlock Holmes detective story called *The Three Students*. The *Vocabulary* section continues the coverage of phrasal verbs with a focus on verbs with *out* and *up*. *Everyday English* looks at common adverbs and expressions for expressing attitude. This is continued in the *Writing* section with a focus on joining ideas using adverbs and expressions.

LANGUAGE INPUT

GRAMMAR

Modals of probability (SB p. 82, p. 84)

- Using modals *must, can't, might, could be, might have been, looks like, looks* in the present and the past to express probability

VOCABULARY

Phrasal verbs (SB p. 88)

- Using phrasal verbs with *out* and *up*

EVERYDAY ENGLISH

Expressing attitude (SB p. 89)

- Understanding and practicing vocabulary and phrases used to express attitude

SKILLS DEVELOPMENT

READING

The Adventures of Sherlock Holmes (SB p. 86)

- A mystery story that is solved by the famous detective, Sherlock Holmes

LISTENING

The Adventures of Sherlock Holmes (SB p. 86)

- A mystery story that is solved by the famous detective Sherlock Holmes **CD3 31** (SB p. 127)

WRITING

Expressing attitude (SB p. 112)

- *in fact, actually, of course, naturally*

MORE MATERIALS

Tests (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 82)

This section introduces the theme of the unit with a series of optical illusions. Your students may recognize some of them, but they should still enjoy working with a partner to see what they make of the images. Check students' understanding of *parallel lines*. Before putting them into pairs, give students a few minutes to look at the images and decide what they can see. Students discuss the optical illusions, exchanging information about what they can see. In addition, they try to find the things and people in the list in the images.

Monitor and check the language students use to discuss the images. They are unlikely to use the modal verbs or *look like* completely correctly, but it will give you an indication of the areas students need to focus on.

Discuss the answers with the class. Encourage individual students to point out where the "hidden" images are. Tell students not to worry if they couldn't find all the things in the task—different people are able to see different things.

Answers

eight people — picture 4 (x3), 6, 7 (x2), 8 (x2)
three animals — picture 2, 5 (x2)
an old lady — picture 7
five young ladies — picture 4 (x3), 7, 8
a word — picture 6 (liar)
the color red — picture 1
parallel lines — picture 3 and 9
a musical instrument — picture 8

OPTICAL ILLUSIONS (SB p. 82)

must be/can't be/looks like

⚠ POSSIBLE PROBLEMS

Students may be confused that, when expressing probability, the negative of *must be/must have been* is *can't be/can't have been*, not *mustn't/mustn't have been*.

Many languages don't have a direct equivalent of *may/might/could*, so students tend to approximate the meaning by using *perhaps* or *maybe*, sometimes as a direct translation from their own language.

Students often have problems producing the more complex perfect modal forms. It's worth briefly reviewing common past participles to help them. Students also tend to overstress *have* in these forms instead of making it weak: /əv/. There is a pronunciation section on SB p. 85 to help students with this key area.

Common mistakes:

*No answer. *She mustn't be at home.*

**He looks as his mother.*

Corrections:

She can't be at home.

He looks like his mother.

**She might working today.*

She might be working today.

**They must have leave early.*

They must have left early.

**She can't have went out.*

She can't have gone out.

This section focuses on the present form of the modals of probability, along with the verb *look like*.

- 1 Read the instructions with the class. Pre-teach/check students' understanding of *candlestick*, *a feather*, *wobbly*, *jelly*, *dots*. Students work in their pairs to match the sentences to the illusions.

Check the answers with the class.

Answers

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

- 2 **CD3 20** Play the first three speeches in the recording. Elicit the number of the illusion (number 1) and the reason for it. (When the pink's next to the green, it looks red.) Play the rest of the recording, and have students point to the illusion that is being discussed each time. Elicit the order from the class. If necessary, play the recording again so that students can listen for the reason behind each illusion and identify which two the woman can't see. Check the answers with the class.

Answers and audio script

Order of images discussed: 1, 4, 8, 6, 7, 6, 2, 5, 3, 9.

1. When the pink's next to the green it looks red.
4. You can see one girl behind a candlestick or two girls looking at each other.
8. You can see another girl if you look in the shadows.
6. It looks like someone wearing glasses but you can also see the word "liar."
7. There is an old lady with a feather in her hat and also a *young* lady with a feather and a fur coat.
2. The elephant appears to have five legs.
5. The picture could be a duck or a rabbit.
3. The lines are all straight and parallel if you look at them line by line. The dots must be creating the illusion.
9. The lines are the same length if you measure them. The woman can't see the young lady with the feather and the fur coat, or the word "liar."

CD3 20

Optical illusions

- A How many colors can you see?
B Um, three, if you don't include white—um, green, pink, and red.
A No, look again. There's only two, pink and green. When the pink's next to the green it looks red.
B Really? I don't think so. They can't be the same color. Well—um maybe. What about this one, the girl? That must be a candlestick in front of her face.
A Yes, you can see one girl behind a candlestick or two girls looking at each other.
B Oh, yes, amazing, three girls then! And that one, it looks like a man playing the saxophone.
A Or ... another girl. Look, in the shadows ...
B Yes, I can see her now—she's wearing a hat and lipstick.

- A Do you think so? Can you see any more people?
 B Yes, that looks like someone wearing glasses and that one is an old lady, and, I'm not sure, but I think she might be wearing a feather in her hat.
 A I can also see a young lady with a feather and a fur coat. And I can see the word "liar."
 B Really? I can't see either of those.
 A OK. Try this. Count the legs on that elephant.
 B One, two, three—um, it can't have five legs. That's a clever drawing. So is that one, it could be a duck or a rabbit. It depends how you look at it.
 A The square looks strange, don't you think?
 B Yeah, it looks wobbly, like jelly.
 A Hmm, but the lines are all straight and parallel.
 B No, they can't be.
 A Well, they are. If you look line by line, you'll see.
 B I suppose. The dots must be creating the illusion.
 A And the last one. Which line's longer?
 B Well, the one on the left must be longer.
 A Get your ruler and measure.
 B Um—they're the same size—of course. I should have known!
 A Interesting, isn't it, the tricks your eyes can play?

GRAMMAR SPOT (SB p. 82)

- 1 Read the sentences as a class, and elicit the answers to the concept questions.

Answers

most sure: *It must be a duck.*

less sure: *It could be a duck./It might be a duck.*

- 2 Students discuss the meaning in pairs before checking the answers with the class.

Answer

It can't be a duck. = I'm sure it isn't a duck.

- 3 Give students time to do the tasks in their pairs. Check the answers with the class and remind students that we can't say *look as*: **She looks as a businesswoman.*

Answers

We use *look like* + noun (= resemble/look similar to)

We use *look* + adjective (= seem to be/appear)

- 4 Give students time to do the tasks in their pairs. Check the answers with the class.

Answer

The dots **must be creating** the illusion.

If necessary, refer students to Grammar Reference 11.1–11.2 on SB p. 141.

PRACTICE (SB p. 83)

Fact or fiction?

This section gives students the opportunity to practice the modals of probability in response to widely held beliefs on a range of subjects.

- 1 Give students time to read the statements. Check students' understanding of *to have a higher pain threshold* (to bear pain better), *to reflect*, *a penny*, *bird-brained* (silly/stupid), *snowflake*, *a bat*.

Have two students read aloud the examples for sentence 1. Check for correct stress on the responses, drilling in chorus and individually as necessary:

*That **must** be true.*

*It **could** be true but I'm **not** so sure.*

Put the students in pairs to discuss the statements.

Monitor and check for accurate use of the modals and correct pronunciation. Make sure that students are using the negative form *can't be* correctly, rather than *mustn't be*.

Students discuss the statements as a class. Then have a class discussion about any errors in the use of the modals, and correct them carefully.

- 2 **CD3 21** Play the recording, and have students check their ideas. Play the recording again if students missed any of the facts in the explanations. Elicit which facts students found most surprising.

Answers and audio script

CD3 21

Fact or fiction?

1. **A Lightning never strikes in the same place twice.**
 B This is completely untrue. Lightning often strikes in the same place over and over again—high trees, tall buildings, mountain tops. In fact, the purpose of lightning conductors is to be struck time and time again.
2. **A Hurricanes always have female names.**
 B This used to be true. From 1953 to 1979 only female names were used, but now both men's and women's names are used. One name for each letter of the alphabet. The same lists are reused every six years. These are the first six names for 2016: Alex, Bonnie, Colin, Danielle, Earl, Fiona.
3. **A Women have a higher pain threshold than men.**
 B Some research suggests the opposite, but most people still believe this to be true because women have to give birth. We will never know how men would cope with this experience.
4. **A The sea is blue because it reflects the sky.**
 B This is true in a way. The white light from the sun is a mixture of all the colors of the rainbow, but the air reflects blue light more than other colors so we see a blue sky. Then, when the sky is brilliant blue, the sea is also blue because the water reflects the blue of the sky.
5. **A A penny dropped from a skyscraper can kill a person.**
 B Not true. It might give you a cut or a bruise but it is not likely to kill you.
6. **A Hair and nails continue to grow after death.**
 B Not true. This is an optical illusion. After death the body quickly dehydrates and the skin shrinks, which gives the illusion that both nails and hair are still growing.

7. **A Birds are bird-brained and stupid.**
B Not true. Some birds are the cleverest animals known to science. For example, crows are smarter than chimpanzees, and some parrots don't just mimic but understand human speech.
8. **A No two snowflakes are the same.**
B This could be true. No one has yet found two identical snowflakes, but out of all the zillions that fall it is likely that two may be the same.
9. **A Bats are blind.**
B Not true. Bats have excellent eyesight. People think they must be blind because they have a sound radar, which means they can hunt insects at night. But it doesn't mean that they can't see.

SUGGESTION

Students can research other widely held beliefs and urban myths for homework. Have them write statements and then test other students in pairs/small groups.

Grammar and speaking

- 3 **CD3 22** This exercise gives practice of the modals in a statement and response activity.
 Focus students' attention on the prompts for the example, and elicit the main stresses in the sentence:
*You **must** be very **worried**.*
 Put students into new pairs to continue the task. Point out that students will need to use continuous infinitive forms in some of the responses. If necessary, refer the class back to exercise 4 in the *Grammar Spot* on p. 82.
 Monitor and check for accurate use of the modals and correct pronunciation. Write down any common errors, and highlight them after the listen and check stage.
 Play the recording so that students can check their answers. Put students in new pairs to practice the sentences again. Make sure students are using the modals correctly, including the continuous infinitives.

Answers and audio script

- CD3 22**
- A** I think I lost my passport.
B You must be very worried.
 - A** Your phone's ringing!
B It might be Jane.
 - A** Paul's taking his umbrella.
B It must be raining.
 - A** Marcelo and Valeria never go on vacation.
B They can't have much money.
 - A** Hannah's not in class.
B She could be in the coffee shop.
 - A** Look! Three fire engines!
B There must be a fire somewhere.
 - A** Tom hasn't seen Zoë in a long time.
B They can't be going out together anymore.
 - A** Whose jacket is this?
B It might be John's.
 - A** You got the highest score in the class!
B You must be joking!

What are they talking about?

- 4 **CD3 23** This exercise reinforces the use of the target modal verbs with a series of situational dialogues. Focus students' attention on the questions for conversation 1. Play the recording, and have students listen and read. Ask two students to read and complete the responses to the questions.
 Give students time to read the questions for conversations 2–5. Play the recording, pausing after each conversation to give students time to discuss the questions in pairs.
 Elicit students' conclusions and reasons in a class discussion.

Possible answers and audio script

- They can't be at home because they are paying for the drinks. They could be in a restaurant, but they aren't ordering food. They must be in a coffee shop because they pay for the drinks when they order them.
- They can't be talking about a TV because one of them suggests taking out the battery. It might be a cell phone, but they talk about a screen. It must be a laptop computer because the screen is frozen.
- It can't be a driving test because she has to wait a couple of days for the result. It could be an exam, but she doesn't talk about "passing" or "failing." It must be a job interview because she talks about "getting it."
- They must be brother and sister because they talk about "mom and dad." They can't be talking about a wedding present because they talk about "25 years." It could be a birthday present, but it is for both parents. It must be an anniversary present because their parents have been married for 25 years, and they suggest something in silver.
- They can't be watching a movie because one of the speakers shouts. They could be having dinner, but they don't talk about food. They must be dancing because they talk about "going clubbing."

CD3 23

- A** A cup of coffee and glass of water, please.
B Tap or bottled?
A Bottled, please.
B Do you want ice and lemon with that?
A Just ice, thanks. How much is that?
- A** I can't believe it. My screen's frozen again.
B Unplug it and take the battery out. Then start it up again. That sometimes works for me.
A OK. Here we go.
- A** So how did it go?
B Not too bad, thanks.
A Were you very nervous?
B Yeah, but I tried not to show it.
A When will you hear?
B In a couple of days. They said they'd call me at the end of the week and let me know if I'd gotten it.
- A** Do you have any idea what to get them?
B Not really, but it should be something special.
A Yeah, 25 years is a long time.
B It would be nice to get something silver.
A Yeah. Why don't we get something from both of us, then we can afford something really nice.
B Good idea. Mom and Dad would love that.

5. **A** Do you come here a lot?
B What?
A I said DO YOU COME HERE OFTEN?
B Yeah, me and my friends come every Saturday night. This your first time?
A Yeah, here. We usually go clubbing at the Zanzibah.
B Wow—I've heard the Zanzibah's awesome.
A Yeah, how'd you like to try it with me next Saturday?

ADDITIONAL MATERIAL

Workbook Unit 11

Exercises 1–3 Modal verbs of probability — present

Exercise 5 Continuous infinitive

WHAT ON EARTH HAS HAPPENED? (SB p. 84)

must have been/can't have been

This section introduces and practices modal verbs of probability in the past, in the context of two friends talking about a burglary over the phone. Students hear only one side of the conversation at first, and this provides a natural context for them to use modals of probability to talk about what must/might/could or can't have happened. Students are given the opportunity to check their ideas when they listen to the complete conversation in exercise 4.

- 1 **CD3 24** Focus students' attention on the photos of the two women. Ask:

Which one is Christina? (the one looking upset)

Which is Rachel? (the one listening)

What do you think they are talking about?

Don't pre-teach any of the vocabulary related to the burglary as this will give away the answer to the question in exercise 1.

Play the recording. Students read and listen. Then they discuss with a partner what they think happened. Monitor and help, answering any questions about vocabulary as you go.

Elicit a range of possible ideas as to what happened, but do not confirm or reject answers at this stage.

- 2 This is a recognition task to make sure that students understand the use of the modal verbs. Tell students that there is one more likely answer in each pair. Elicit the answer to question 1 as an example. Encourage students to give reasons for their answers. Students work in pairs to continue the task. Monitor and help as necessary. Do not check answers with the class until after exercise 4.

What do you think?

- 3 Focus students' attention on the example, and then elicit a summary of students' ideas for each question from different pairs. Monitor students' use of the modal verbs, and write down any common errors. Go over these when focusing on the *Grammar Spot* after exercise 4.
- 4 **CD3 25** Play the recording, and have students check their answers. Establish if the students figured out the story correctly and if there were any surprises.

Answers and audio script

- They must be friends.
- Christina's apartment must have been broken into. (It's clear that she's very upset. Rachel asks *What else is missing? Have you called the police? Is it messy? Did they turn the place upside down?*)
- It may have happened while she was at work. (Rachel says *They must have known no one was at home.*)
- She must be Christina's roommate. (Rachel mentions Lisa's leather jacket and asks *Does she know?* Lisa goes to lectures and has exams, so she must be a student.)
- Christina's laptop computer could have been taken. (Rachel asks *Had you saved everything?* so they might be talking about her laptop.)
- She can't have told her. (Rachel says *She's going to be shocked when she gets back.*)
- She must have. (Rachel says *Good. Do they have any idea who might have done it?*)
- They must have been thrown onto the floor. (Rachel says *Oh, how awful! Your lovely clothes. and ... it must be really difficult to see exactly what's missing.*)

CD3 25

R = Rachel C = Christina

- R** Hello.
C Rachel? It's me, Christina. Something awful has happened.
R Hi, Christina, what on earth's wrong? Tell me.
C My apartment was broken into.
R Oh, no! That's terrible. When?
C Well, I discovered it when I came in from work, two hours ago. The door was wide open.
R They must have known no one was at home. What did they take?
C Well, my laptop, of course...
R Did you save everything?
C Yes, fortunately, most of it was on the cloud.
R Thank goodness. What else is missing?
C My camera, and a whole bunch of Lisa's jewelry, and her new leather jacket.
R Not your camera! Well, at least you still have your photos. Oh, but Lisa's expensive leather jacket! Does she know?
C No, she doesn't. She's not back from class yet.
R She's going to be so shocked when she gets back — and she has her final exams soon.
C I know, but at least she had her laptop with her so they didn't get that.
R Yeah, that's good. I know she always takes it with her to lectures. Have you called the police?
C Oh, yes, they're here now.
R Good. Do they have any idea who might have done it?
C Well, they say there have been many burglaries in the area and the apartment above me was also broken into.
R So, it wasn't just *your* apartment then? Is it messy? Did they turn the place upside down?
C The mess is terrible. Whoever did it emptied out all my drawers and my clothes are all over the bedroom floor.
R Oh, how awful! Your nice clothes. Did they take any of them?
C I don't know. I haven't checked. The police have told me not to touch anything.
R Yes, of course, and anyway, it must be really difficult to see exactly what's missing.
C Oh, it is. Oh, Rachel, (*crying*) it's just chaos here.
R Look, Christina, you're obviously really upset. I'm coming over. I'll help you clean up. I'll be there in 15 minutes.
C Oh, Rachel. You're a great friend. Thanks so much.

SPOKEN ENGLISH – What on earth ...?

- 1 **CD3 26** Ask students if they can remember what Rachel asks when Christina says something awful has happened (... *what on earth's wrong?*) Read the notes and examples as a class.
- Play the recording, and have students repeat, imitating closely the stress and intonation. If students have problems, drill the sentences in chorus and individually.

CD3 26

What on earth has happened?

Where on earth have you been?

Who on earth left the window open?

- 2 **CD3 27** Read the cue sentences with the class. Elicit possible responses to sentence 1. Students then work in pairs to continue the task. Monitor and check for accurate stress and intonation.
- Play the recording, and have students check their answers. If students had problems with the pronunciation, drill the sentences using the recording as a model. Then put students into new pairs to practice again.

Answers and audio script

CD3 27

- A I can't carry all these shopping bags.
B What on earth have you bought?
- A Tom's broken his arm in three places.
B How on earth did he do that?
- A There's someone at the door!
B Who on earth could it be at this time of night?
- A My aunt left all her money to her cat.
B Why on earth did she do that?
- A I can't find my car keys.
B Where on earth have you put them?

GRAMMAR SPOT (SB p. 85)

This section highlights the past modal forms, building on the present modals in the *Grammar Spot* on SB p. 82. At this stage, you can focus on helping students get the form right, as pronunciation is practiced in the section that follows.

- 1 Read the notes as a class, and then have students figure out the present forms.

Answers

They must be friends.
They might catch the burglar.
It can't be my jacket.

Point out that these forms can also have future meaning, for example, the police might catch the burglar soon/some time in the future.

- 2 Give students time to formulate the sentences, and then check the answers.

Answers

He must have loved her very much.
She can't have been at home.

- 3 Read the notes as a class, and then have students figure out the past form. Emphasize that *must* in this context is a modal verb of obligation, not of probability.

Answer

I had to call the police.

Refer students to Grammar Reference 11.3 on SB p. 141.

PRACTICE (SB p. 85)

Grammar and pronunciation

This section helps students with the pronunciation of the weak form /əv/ in forms like *must have*. This should help to reinforce the forms and give students confidence in producing them.

- 1 **CD3 28** Elicit the modal form that matches with number 1. Students work individually to continue the task.
- Play the recording. Students repeat in chorus and individually.

Answers and audio script

CD3 28

1. must have	4. might have
2. can't have	5. may have
3. could have	

- 2 **CD3 29** This exercise practices the past modal forms at sentence level. Play the sentences, and have students repeat. If students have problems with the weak forms, refer them to the stress shading on the sentences. Also refer them to the phonetic transcriptions in exercise 1 to show how /əv/ follows on directly from the modal verb, for example, /mʌstəv/.

Students repeat the lines as a class. Play the recording again if students have problems with the pronunciation.

Audio script

CD3 29

1. It must have been stolen.	4. I might have dropped it.
2. I can't have lost it.	5. She may have found it.
3. He could have taken it.	

- 3 **CD3 31** Ask a pair of students to read aloud the example sentence and response for number 1. With weaker classes, briefly review the past participles students will need to use in the responses. Students take turns reading and responding. Monitor and check for accurate formation of

the past modals and for the correct stress. Write down any common errors, and correct them carefully with the class after the listen and check stage.

Play the recording, and have students check their answers. If necessary, play the recording again as a model, and have students repeat. Put students in new pairs to practice again.

Answers and audio script

CD3 30

- A** I can't find my ticket.
B You must have dropped it.
- A** John didn't come to school yesterday.
B He must have been sick.
- A** Why is Isabel late for class?
B She might have overslept.
- A** I can't find my notebook.
B You must have left it at home.
- A** The teacher's checking Maria's exercise.
B She can't have finished already!
- A** Why is Carl looking so happy?
B He may have done well on the test.

Discussing grammar

- 4 This exercise reviews modals of obligation and ability and also the modals of probability from this unit. If you are short on time, ask students to complete the sentences for homework, and then do the discussion stage in the next lesson.

Elicit possible answers for sentence 1. Students work individually to complete the exercise. Then discuss the answers as a class.

Answers

- He **can't/could/might/must** have been born in the 1960s. (*can't* = impossibility; *could/might* = possibility; *must* = certainty)
- Can/Could** you help me wash the dishes, please? (requests)
- You **can/can't/could/must/should** see the doctor immediately. (*can* = possibility; *can't* = impossibility; *could* is possible if part of a conditional sentence, e.g., *You could see the doctor immediately if it was an emergency*; *must/should* for obligation/advice)
- Can/Can't/Could/Must/Should** we go out to eat tonight? (*Can/Could* = permission/request; *Can't we ...* expresses a strong desire; *Must* (obligation) expresses that the speaker doesn't want to go; *Should* = advice)
- I **can/can't/could/must/might/should** stop eating candy. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g., *I could stop eating candy if I wanted to*; *must* = strong obligation; *might* = possibility; *should* = obligation)
- I **can/can't/could/must/might/should** learn to speak English. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g., *I could learn to speak English if I had more time*; *must* = strong obligation; *might* = possibility; *should* = obligation)

SUGGESTION

You can give further practice of the past modals with the use of interesting photographs that are open to interpretation of what has happened. These can often be found in magazines and put into different categories, such as people, places, weather, and so on. Bring in a selection of images to the class, and have students use them as a prompt for *must have/can't have/might have*, and so on. Students can also bring in their own images or photos they have taken, if appropriate.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercises 6–7 Modal verbs of probability — past

Exercise 8 Tense review

READING AND LISTENING (SB p. 86)

The Adventures of Sherlock Holmes

ABOUT THE TEXT

The theme of crime and evidence is continued with *The Three Students*, an adaptation of a story by Sir Arthur Conan Doyle. Sherlock Holmes is one of the most famous and popular detectives in literature. The character first appeared in 1887. In 1893, when Conan Doyle tried to kill Holmes off in a story so that he could concentrate on other writing, there was such an outcry that he wrote *The Adventure of the Empty House*, which explained how Holmes cheated death and returned to detective work in London. Holmes is famous for his intellectual prowess and astute observation when solving difficult cases. Dr. Watson is the fictional friend and biographer of Sherlock Holmes. According to the stories, Holmes and Watson lived at 221B Baker Street in London between 1881–1904.

Conan Doyle wrote four novels and fifty-six short stories that featured Holmes. *The Adventure of the Three Students* is one of 13 stories in a collection known as *The Return of Sherlock Holmes* from 1904.

Encourage students to use the context to help them with new vocabulary. With weaker classes, or if you are short on time, you could pre-teach the following:

Part 1: *tutor, valuable (time), servant, mud*

Part 3: *to gamble away money*

Don't go over the words which are highlighted in the text, as students will figure out their meaning in *Language work* exercise 1.

- 1 Introduce the topic by brainstorming vocabulary related to crime. Make sure students are familiar with the following: *detective, investigation, to look for clues, a suspect, to solve a mystery, intruder, motive, to deny doing something, culprit, to make someone suspicious.*

Focus students' attention on the picture on p. 86, and ask what students know about Sherlock Holmes /'ʃərlək hoʊmz/. Elicit a range of information, including the correct answers to statements 1–3.

Ask students which Sherlock Holmes stories they have read/seen in movies and what they thought of them.

Answers

1. London
2. 19th century
3. Dr. Watson /wɒtsən/

- 2 Refer students back to the picture, and ask them to look at the section headings in the story. Elicit a range of predictions about the content of the story, but don't confirm any answers at this stage.
- 3 See *About the text* above for notes on vocabulary. Check for correct pronunciation of the names in this section: Hilton Soames /'hɪltən soʊmz/ and Bannister /'bænistər/. Set a time limit of 2–3 minutes for students to read Part 1. Give students time to discuss their answers in pairs before checking the answers with the class. For question 1, ask students which towns the story could be set in (probably Oxford or Cambridge).

Answers

1. In one of England's most famous university towns; to do some research.
2. An old acquaintance and tutor at one of the colleges.
3. The papers for the Greek translation exam.
4. Some of the exam papers.
5. He didn't want to have a scandal at the college.
6. Mr. Soames' servant.
7. A broken pencil, a cut in the leather top of his desk, and a small lump of black mud.
8. Someone must have copied the exam questions.

- 4 Ask students what information the picture gives about the story. Set a time limit of 2–3 minutes for students to read Part 2. Students discuss the statements in pairs. Remind them to correct the false sentences. Check the answers with the class.

Answers

1. False. The three students lived on the floors above.
2. True.
3. False. The clues (the cut leather and the mud) were on the desk.
4. False. They were next to the window because the intruder wanted to see when Mr. Soames was returning.
5. True.
6. False. The intruder didn't see Mr. Soames because he returned through the side door.
7. False. He must have escaped through the bedroom window.

- 5 This task gives students the opportunity to “play detective” and discuss the prime suspect. It's also a good way of recycling the past modals from earlier in the unit. See *About the text* for notes on vocabulary. Check for correct pronunciation of the names in this section: Gilchrist /'gɪlkrist/, Daulat Ras /'daʊlət rəs/, and Miles McLaren /maɪlz mək'lærən/. Set a similar time limit of 2–3 minutes for students to read Part 3. Discuss the motives of each of the students in the story (see *Answers* below). Focus students' attention on the example

sentences in the Student Book, and elicit possible endings. Remind students of the use of the weak form /əv/ in the pronunciation of the past modals forms.

Students discuss Part 3 of the story in pairs. Remind them to give reasons for their deductions.

Have a whole-class discussion stage to elicit students' ideas of who the culprit is and why.

Answers

Gilchrist was short of money so might have wanted to sell copies of the exam papers.

Ras is a good student, but Greek translation is his weakest subject. He might have been tempted to cheat.

McLaren is very intelligent, but he's been lazy. He might have been worried about the exam and might have been tempted to cheat.

Listening

- 6 **CD3 31** This is the final part of the story in which Holmes reveals the culprit.

Pre-teach/Check students' understanding of the following items from the recording: *spikes (on a running shoe)*, *sole (of a shoe)*, *to lock a door*, *to scratch*. Give students time to read through the questions quickly.

Play the recording through once. Establish who the culprit is (Gilchrist) and who in the class guessed correctly.

Students answer the questions in pairs. Play the recording again if they have missed any of the information.

Answers and audio script

1. When Holmes learned that Gilchrist was an athlete and a long jumper, he became suspicious.
2. He went to the sports ground and collected some mud. It was the same black mud as on Hilton Soames' desk.
3. Gilchrist was returning from playing some sports and carrying his shoes, which had spikes on their soles. He passed his tutor's window and saw the examination papers on his desk. He tried the door and it opened. He entered the room, put his shoes down on the desk, and moved to the window to copy the papers and watch for Soames. He heard Soames coming in at the side door, so he picked up his shoes, scratched the top of the desk with the spikes on his shoes, and left a lump of black mud. He ran into the bedroom and didn't notice another lump of mud on the floor from the shoes.
4. “Brilliant, Holmes! Just brilliant.”
“Elementary, my dear Watson.” (This phrase is often associated with Holmes when explaining how he has made deductions and solved mysteries.)
5. Because he left Soames' door unlocked, so Gilchrist was able to get in.
6. The examinations can take place because the other students haven't seen the exam papers. Gilchrist isn't going to take the examination, and he is going to leave the university and England for Africa. There won't be a scandal at the college.

CD3 31

SH = Sherlock Holmes

HS = Hilton Soames

G = Mr. Gilchrist

W = Dr. Watson

B = Bannister

HS Holmes! Watson! At last! Tell me. What have you found out?
Can the Greek examination take place?

SH Absolutely, the mystery is solved.
HS Really? But who ...? Which student ...?
SH Dr. Watson, can you please ask Mr. Gilchrist to join us?
W Of course. Mr. Gilchrist? Mr. Gilchrist, can you join us, please?
G What is it? What's happened?
SH Close the door, Mr. Gilchrist. Now, sit down and tell me honestly, why did you do it? How did you do it?
G What! Oh, no! How did you find out? I'm sorry, so sorry.
SH Come, come, Mr. Gilchrist, perhaps it's easier if I speak. You see, when I learned that you were an athlete and a long jumper, I worked it out immediately.
HS How? I don't understand.
SH Let me continue. This is what must have happened. Yesterday afternoon, you, Mr. Gilchrist, were returning from practicing your sport. You were carrying your jumping shoes, which, as we all know, have spikes on their soles. You passed your tutor's window, and because you are over six feet tall, you could see into his room. You couldn't help notice the examination papers on his desk. As you passed the door, you tried it. Amazingly, it opened ...
HS What? How ...?
SH Yes, Bannister had forgotten to lock it. Is that not true, Bannister?
B Oh dear, Mr. Holmes. Mr. Soames, sir, I'm sorry sir. Mr. Holmes could be right, I was in a hurry.
SH So, Gilchrist, you entered the room, put your shoes down on the desk, and moved to the window to copy the papers and watch for your tutor. Am I right so far?
G Yes, yes.
SH Suddenly you heard your tutor coming in at the side door. Quickly, you picked up your shoes, scratching the top of the desk with the spikes in your haste and leaving a lump of black mud. You ran into the bedroom. You didn't notice that another lump of mud fell to the floor from your shoes. This morning at 6 A.M., I went to the sports ground and collected a sample of mud. It was the same black mud.
W Brilliant, Holmes! Just brilliant.
SH Elementary, my dear Watson. Is this all correct, Mr. Gilchrist?
G Absolutely correct. I feel so bad, so guilty and ashamed. But can I just show you this, Mr. Soames?
HS What is it?
G It's a letter. I wrote it in the middle of the night. Read it, please. In it I say how sorry I am for what I did.
HS Ah, yes. And you say you are not going to take the examination. Oh, and you're going to leave the university and the country.
G Yes, I am. I'm going to work in Africa.
HS Gilchrist, I am really pleased to hear that.
B Oh, Mr. Soames. Mr. Gilchrist. It's all my fault. I'm so sorry.
G Absolutely not your fault, Bannister. I am the guilty one.
SH Well, Mr. Soames, Mr. Gilchrist, time for Watson and myself to have breakfast, I think. I hope the exams go well, Mr. Soames. Good luck in Africa, Mr. Gilchrist. Goodbye.
HS Thank you, Mr. Holmes. It was such a lucky chance you were staying in town at this time.

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then share their ideas with the whole class.

Possible answers

Modern detectives would work in a bigger team with access to a range of tools and tests, e.g., fingerprints, DNA /di ɛn ɛɪ/ testing, handwriting analysis.

Language work

- 1 Focus students' attention on the first highlighted word *acquaintance*. Elicit the meaning, and then have students work in pairs to continue the task.

Elicit a range of answers from the class.

Answers

acquaintance — a person you know but not a friend
 agitated — anxious/upset
 irritably — in an annoyed way
 scandal — a situation or event that is shocking or immoral
 disturbed — moved from their original place
 lump — a piece (without a regular shape)
 stand on tiptoe — to stand with your heels raised off the ground

- 2 This activity reviews the present and past modal forms that students practiced at the beginning of the unit. Elicit the answer for sentence 1.

Students work individually to rewrite the sentences. Give them time to check their answers in pairs before checking the answers with the class. If students enjoy role play, have them deliver the sentences as if they were Sherlock Holmes talking to Watson about the case.

Make sure that students get the main stresses in the sentences right. If they have problems, drill the sentences as a class.

Answers

1. One of the students must be the culprit.
2. Bannister can't have done it.
3. The lump of mud could be a clue.
4. The leather might have been cut by a knife.
5. He can't have escaped through the study window.
6. The culprit may still be hiding in the bedroom.
7. He could have jumped out of the bedroom window.
8. Gilchrist must have done it.

Telling the story

This activity gets students to retell the story in their own words. Focus students' attention on the examples in the Student Book. Students read them aloud and then continue the story. Be prepared to prompt and encourage other students to supply vocabulary if anyone gets parts of the story wrong or misses any important plot points. With weaker classes, you can write key words from each part of the story on the board.

Phrasal verbs (2) with *out* and *up*

This is the second focus on phrasal verbs in the course. If necessary, refer students back to Unit 4, and remind them that phrasal verbs can be literal or idiomatic, and separable or inseparable.

- 1 Focus students' attention on the dictionary extracts. Point out that they show different uses of two phrasal verbs. Put students in pairs to answer the questions.

Answers

1. *work out*; *make up*
2. *sth* = something; *sb* = somebody
3. separable: *work sth out* with the meanings, "find the answer, solve, calculate"; *make sth up* with the meanings "invent; form"
inseparable: *work out* with the meanings "progress in a good way, do physical exercise"; *make up (with sb)* with the meaning "become friends again after an argument"

- 2 Elicit the phrasal verb students need to use for sentence 1, and the correct tense and form of the verb. Remind students to use the context to figure out the correct tense and form of the phrasal verbs in the rest of the exercise. Students work individually to complete the sentences. Check the answers with the class.

Answers

1. Sherlock Holmes **worked out** who committed the crime.
2. That's a lie. You **made that up**, didn't you?
3. I know we argue a lot, but we always kiss and **make up** afterwards.
4. Don't worry, things will **work out** in the end. They always do.
5. He's determined to lose weight. He **works out** at the gym every day.
6. Women **make up** 56 percent of the students in this university.
7. Can you **work out** this bill for me? I don't understand all those figures.
8. You must have **worked out** the answers by now.

- 3 This exercise introduces more examples of phrasal verbs and the nouns and noun phrases that can follow them. Elicit the answer for number 1 before students work individually to complete the task. Allow students time to check their answers in pairs before checking the answers with the whole class.

Answers

1. find out what time the train leaves
2. break up with a boyfriend/girlfriend
3. break out of jail
4. eat up all your vegetables and you'll be healthy
5. eat out in a Chinese restaurant
6. save up to buy a new car
7. sort out a problem
8. take up golf
9. come up with a good idea

- 4 **CD3 32** This exercise reinforces the meaning of the phrasal verbs in exercise 3. Elicit the phrasal verb for sentence 1. Students work in pairs to complete the task. Remind them to use the same form as the verbs in the original sentences.

Play the recording so that students can check their answers.

Answers and audio script

CD3 32

1. You need to learn to relax. Why don't you **take up** yoga?
2. He's just **come up with** a brilliant plan to save the business.
3. There's no dessert until you've **eaten up** all your meat and vegetables.
4. Anne and Tony aren't talking to each other. They may even have **broken up**.
5. Did you hear the news? Three dangerous prisoners have **broken out** of the local prison.
6. You must learn to **sort out** your problems without your parents' help.
7. We're **saving up** so we can buy a house.
8. Have you **found out** why you didn't get the job?

- 5 **CD3 33** This gives students the opportunity to use the phrasal verbs in a more personalized way. Elicit a possible ending to sentence 1. Students work in pairs to complete the rest of the sentences.

Ask pairs of students to read their sentences to the rest of the class and compare ideas.

Play the recording to give students a further set of answers to compare theirs with. Elicit the responses speaker B makes each time, playing the recording again as necessary.

Answers and audio script

CD3 33

1. **A** I've just found out that I've won the lottery!
B Congratulations!
2. **A** I never eat out because I can't really afford to.
B Me neither.
3. **A** I can't figure out if I feel warm or cold today.
B Yeah. It's one of those days.
4. **A** I'm saving up to take my grandma on vacation.
B That's nice.
5. **A** I need to sort out my life. I have problems at work and I have problems with my girlfriend.
B Poor you. Come on, let's go out for a walk. Take your mind off things.
6. **A** I've just come up with a fantastic idea.
B Uh! I'll believe it when I hear it.
7. **A** It's important to make up after an argument.
B Yeah, kiss and make up. Never let the sun go down on an argument.

Expressing attitude

In this section, students focus on key adverbs and phrases that express a speaker's attitude and link sections of conversation, for example, *Personally*, *Apparently*, *Anyway*, and so on. These are very common in spoken English and provide valuable "extra" information on what has been said or what is going to be said.

- 1 **CD3 34** Focus students' attention on the photo and where the people are (in class/a lecture hall). Read the instructions as a class, and then play the recording once. Check the answers to the questions with the class.

Answers

The two people in the conversation are students at the same school/college. One of the other students/their friends has been accused of cheating on a math exam.

- 2 **CD3 34** Students read the conversation again, focusing more closely on the words in bold.

Check students' understanding of some of the target words and expressions which may be new. Ask *Which word/expression means ...?*

- from what I have heard about the situation (*apparently*)
- I find that hard to believe (*No kidding!*)
- in fact (*Actually*)
- in addition to what I've just said (*anyway*)
- I think it's probably true that (*Presumably*)

It's worth pointing out to speakers of Latin languages that *actually* doesn't refer to time and is not a synonym for *at the moment* or *currently*.

Play the recording, and have students repeat in chorus and individually. Encourage correct stress and intonation, exaggerating the voice range if students sound flat.

- 3 **CD3 35** Students read the first two lines of the speech. Establish the context (a person who works in an office talking about one of their colleagues).

Elicit the correct adverb for number 1. Students work individually to complete the task. Play the recording so that they can check their answers. Highlight the use of *Anyway* in the context of this conversation (= I'm going to change the subject).

Students work in pairs and take turns reading the lines aloud. Monitor and check. If they have problems with the pronunciation, play the recording again as a model, and have students repeat.

Answers and audio script

CD3 35

Did you hear about Marcos? You know, the guy who works in my office. Well ... **apparently**, he is going to be promoted. **To be honest**, I don't understand why. **Personally**, I think he's hopeless at his job. He never does any work. **In fact**, all he does all day is talk to his friend on the phone and drink coffee. **Unfortunately**, his desk is next to mine. **Presumably**, he'll move to another office now, so **hopefully** I won't have to work with him anymore. **Anyway**, enough about me. How's your work going? Are you still enjoying it?

- 4 **CD3 36** This exercise gives students the opportunity to practice the adverbs and phrases in a personalized way. Elicit a possible ending for the first exchange. Students work in pairs to complete the task. Monitor and help as necessary. Play the recording, and have students compare their answers.

Ask two students to read aloud their version of number 1 and continue the conversation. Students complete the rest of the activity in their pairs. Monitor and help as necessary. You will need to review these expressions in subsequent lessons. Encourage students to try to use them in their conversations in and outside the classroom.

CD3 36

1. **A** Hi! You're Emily, aren't you?
B Actually, no, I'm not. Emily's over there talking to Robert.
2. **A** What did you think of the movie? Great, wasn't it?
B Personally, I thought it was terrible. I just don't like all that blood and fighting.
3. **A** What's the latest gossip about Kate and her boyfriend?
B Apparently, she's going to dump him. She met someone else.
4. **A** What's the weather like in spring?
B Generally, it's warm during the day, but you still need to wear a jacket or sweater in the evening.
5. **A** What time will we arrive?
B Hopefully, in the next hour, unless there's another traffic jam.
6. **A** I've called and left him a message, but no reply.
B Presumably, he doesn't check his voicemail much. Try texting him.
7. **A** What did you do when you saw the accident?
B Obviously, we called 911 immediately. Then we went to see if we could do anything to help.
8. **A** How did you feel when they offered you the job?
B To be honest, I was amazed. I didn't expect to get it, but of course I was delighted. It'll be a challenge.

WRITING (SB p. 112)

Expressing attitude — linking ideas (2)

This section builds on the language covered in *Everyday English* and recycles some of the words from that lesson. The exercise focuses on linking words and expressions in writing, first at sentence level and then at text level in the context of an e-mail to a friend.

- 1 Students will be familiar with the linkers in this exercise, but should find it useful to review how each one is used. Elicit how sentence 1 can be joined with *but*. Students then work individually to continue the task. Tell them there are four possible versions of sentence 1. Give them time to check their answers in pairs before checking the answers with the class.

Answers

1. George was rich, but he wasn't a happy man.
George was rich, although he wasn't a happy man.
Although George was rich, he wasn't a happy man.
George was rich. However, he wasn't a happy man.
2. Jo called me on a friend's phone because she'd lost her cell.
Jo had lost her cell, so she called me on a friend's phone.

- 2 As a class, read the pairs of words and expressions and their meanings. Elicit a possible ending for the first sentence. Students work individually to complete the task. Elicit a range of answers from the class. Highlight pronunciation of the linking words and expressions as you go.

Possible answers

1. Actually, we're getting married soon.
2. Naturally, when I was a child I didn't know anything about the world of work.
3. She stood and waited for over an hour, but unfortunately, the bus didn't come.
4. Nevertheless, he became a very successful businessman.
5. Anyway, you've heard enough about me. What have you been doing recently?

SUGGESTION

As an extension to exercise 2, have students write their own sentences using the linking words. Alternatively, they can work in pairs to write a short sketch using a selection of the words and phrases.

- 3 Students read the first four sentences. Elicit the correct word for the first blank. Students work individually to complete the task. Check the answers with the class, giving students time to discuss any points of disagreement.

Answers

- | | |
|-------------------|-------------|
| 1. so | 7. but |
| 2. Unfortunately, | 8. although |
| 3. but | 9. because |
| 4. However | 10. In fact |
| 5. of course | 11. Anyway |
| 6. Actually | |

SUGGESTION

Students write their own e-mail to a friend, giving their most recent news and using the words and expressions in this section.

Don't forget!

Workbook Unit 11

Exercise 4 Pronunciation — Linking in connected speech (2)

Exercise 9 Vocabulary — adjectives to nouns

Exercise 10 Prepositions — Verb + preposition

Exercise 11 Listening — Shaksper?

Grammar Reference (SB p. 141)

Word List Unit 11

Refer students to the Word List for Unit 11 (SB p. 153). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 11 Test

Video (iTools and Online)

12 Telling it like it is

Reported speech • Ways of speaking • You know what they say

VIDEO My hero

This last unit focuses on reporting—both in the language of reported speech and through a range of contexts linked to newspapers and the press. Reported speech also provides a way to pull together and review aspects of the tense system, providing a useful overview at the end of the course. *Vocabulary and speaking* practices verbs that relate to ways of speaking, and *Reading and speaking* highlights a range of influential people across history in a section called *People who changed the world*. The *Listening and speaking* section is based on the theme of the press and accuracy in reporting, with an interview with a singer who feels he has been misrepresented. There are opportunities for review and extension of reported speech throughout the skills sections. *Everyday English* brings the final unit to a close with a light focus on clichés in conversation. The *Writing* syllabus ends with the second focus on correcting mistakes and the task of writing a thank-you e-mail.

LANGUAGE INPUT

GRAMMAR

Reported speech (SB p. 90)

- Using reported speech, thoughts, and questions

VOCABULARY

Reporting verbs (SB p. 92)

Ways of speaking (SB p. 93)

- Using different verbs to describe different ways of speaking

EVERYDAY ENGLISH

You know what they say (SB p. 97)

- Understanding and practicing clichés in everyday conversation

SKILLS DEVELOPMENT

READING

People who changed the world (SB p. 94)

- Four people from history who had great influence on the world

SPEAKING

Ways of speaking (SB p. 93)

People who changed the world (SB p. 94)

What the papers say (SB p. 96)

- Using different verbs that describe different ways of speaking
- Four people from history who had great influence on the world
- Talking about stories in the news

LISTENING

What the papers say (SB p. 96)

- Listening to an interview with a popstar in the news **CD3 45** (SB p. 128)

WRITING

A Thank-you E-mail (SB p. 113)

- Finding and correcting language in an e-mail

MORE MATERIALS

Tests (Online) Videos (iTools and Online)

Notes on the unit

STARTER (SB p. 90)

- 1 Make sure that students understand the basic terms *direct speech* and *reported speech*. If necessary, write two simple examples on the board to illustrate the difference:
“I’m tired,” said Sue. (the original words/direct speech)
Sue said that she was tired. (reported speech)
Focus students’ attention on the first sentence, and elicit the original words. Students write the girl’s words for the other examples.

Answers

“I’m a student.”
“What are you doing in Miami?”
“I arrived on Monday.”

- 2 This exercise highlights the fact that reported thoughts behave in the same way grammatically as reported speech. Focus students’ attention on the first reported thought, and elicit the original words. Students write the thoughts for the other examples.

Answers

I think she works in an office.
I know I’ve seen her somewhere before.
I wonder if she’ll call me.

I READ IT IN THE PAPERS ... (SB p. 90)

Reported speech

ABOUT THE TEXT

The text in this section is adapted from a news article about a three-year-old boy who managed to get onto the Internet auction site eBay and buy a car. The story, which is true, is humorous and typical of the “human interest” stories that often appear in newspapers. The article serves as a realistic context for the target language, as it contains many examples of reported speech based on the journalist’s interview with the family. Their surname is pronounced /nɪl/ and the car /ˈnɪsæn ˈfɪɡərəʊ/. Students should be able to understand most of the vocabulary from context, but you may need to check their understanding of *a bid* (an amount of money someone offers to buy something online) and *password*.

- 1 Have students read the article and then answer the questions.

Answers

Jack Neal is a three-year-old boy. He bought a car on eBay.
Jack’s father contacted the seller, who agreed to readvertise the car.

- 2 **CD3 37** Focus students’ attention on the first example of direct speech and the equivalent in reported speech in the article. Students work in pairs to continue reporting the words and thoughts.

Play the recording, and have students check their answers. If they have made mistakes, remind them of the “one tense back” rule. Elicit reactions to the text and to Jack’s activities online.

Answers and audio script

CD3 37

I read it in the papers ...

A three-year-old boy used his mother’s computer to buy a \$15,000 car on the Internet auction site eBay.

Jack Neal’s parents only discovered their son’s successful bid when they received a message from the website.

The message said they (1) **had bought** a pink Nissan Figaro.

Mrs. Neal, 36, said that they (2) **couldn’t understand** it. She (3) **had been** on the Internet the day before, but (4) **hadn’t bought** anything.

“Jack kept telling us that he (5) **was** so happy, and that we (6) **would** soon get a big surprise.”

Mrs. Neal, from Houston, Texas, thought Jack (7) **was joking**. He often used the computer, and she was pretty sure that he (8) **knew** her password.

Her husband, John, 37, called the seller of the car, and explained that there (9) **had been** a mistake.

“Fortunately, he saw the funny side and said he (10) **would advertise** the car again.”

Mr. Neal has told Jack to be more careful, and he has asked his wife to change her password.

- 3 This exercise focuses on how we report commands and requests. Give students time to find the wording in the article, and then check the answers.

Answers

Mr. Neal has told Jack to be more careful.
He has asked his wife to change her password.

- 4 **CD3 38** This exercise gives further practice in reporting statements and commands/requests in the context of the story about Jack. Ask a pair of students to read aloud the direct speech and the reported equivalent in number 1. Point out that sometimes other words also change when we report speech, for example, *My Jack — her son, his mother — Mrs. Neal*.

Students work individually to complete the task. Give them time to check their answers in pairs before checking the answers with the class.

Answers and audio script

CD3 38

1. Mrs. Neal said her son was very clever.
2. She told me he usually played computer games.
3. His father explained that he had bought the computer for his work.
4. Mrs. Neal decided that she wouldn’t use eBay anymore.
5. Jack said he didn’t know how it had happened.
6. He told reporters that he had always liked computers.
7. His mother asked Jack to clean up his room.
8. His father told him to go and play soccer.

Reported questions

⚠ POSSIBLE PROBLEMS

Reporting questions can present a few problems, mainly with word order and the lack of an auxiliary *do/does/did*. Having spent time getting used to forming questions with *do/does/did*, it may seem strange to some students to leave out the auxiliary in reported questions. Students tend to overuse *that* when reporting commands, often due to interference from their own language. The difference between *say* and *tell* also causes problems for some students.

Common mistakes:

*He asked where was I working.

*They wanted to know where is he.

*He asked me where did I work.

*She asked do you like Indian food.

*They asked that I call them back.

*She said me that she was happy.

*He told that he'd got the job.

Corrections:

He asked where I was working.

They wanted to know where he was.

He asked me where I worked.

She asked if I liked Indian food.

They asked me to call them back.

She said that she was happy.

He said that he had gotten the job. / He told me that he had gotten the job.

ABOUT THE TEXT

This section contains a further news article to contextualize reported questions. The article, a true story, is about a man who threw \$30,000 into the air in a busy downtown area. When questioned later, he said that he wanted to “spread a little sunshine.”

Students should be able to understand most of the vocabulary from context, but you may need to check their understanding of the following: *to start a riot* (in this context, to create noise and confusion), *to hurl something into the air*, *to grab*.

- 5 **CD3 39** Focus students' attention on the news article. Have students read it quickly. Elicit what it is about. Focus students' attention on the direct questions and the example answer in the article. Students work in pairs to match the direct questions and thoughts to the blanks in the article and then report them.
- Play the recording, and have students check their answers. Play the recording again, pausing after each reported question and having students repeat in chorus and individually.
- Elicit some reactions to the article.

Answers and audio script

CD3 39

Man throws away \$30,000 in town center

A mystery man started a riot in a busy town center yesterday by hurling \$30,000 into the air.

Traffic was stopped at 11:00 a.m. as money rained down from the sky.

Local store clerk Anthony Jones, 55, said, “I couldn't understand it, so I asked my neighbor (1) **what was happening**.” They saw people on their hands and knees grabbing money. “No one knew (2) **where the money came from**,” he said. “They were just stuffing it in their pockets.”

Passerby Eleanor Morris said, “I wondered (3) **if there had been an accident**, because the traffic was at a complete standstill.”

Florist Jane Thomas saw the man, who was wearing a red shirt. “I asked him (4) **why he was giving away** all his money, but he didn't answer. He just laughed.”

Police asked Jane if she (5) **knew the man**. “I told them I'd never seen him before. He certainly wasn't from around here.”

The police confirmed that a local forty-year-old man had been questioned. “He refused to tell us (6) **why he'd done it**,” a spokesman said, “so it's a complete mystery. He wanted to know if we (7) **were going to arrest him**, but giving away money isn't against the law.”

GRAMMAR SPOT (SB p. 91)

- 1 Read the notes and the example sentence as a class. Students complete the reported speech in the other sentences. Point out that *that* is optional in reported sentences.

Answers

She told me **she had seen the movie before**.
She was sure **I would like it**.

- 2 Students read the sentences, and answer the question. Allow students time to check their answers in pairs before checking the answers with the whole class.

Answers

In the first sentence *tell* means *say*; in the second sentence it means *order*.

- 3 Read the notes and examples as a class. Focus on the other two direct questions with the class, and elicit the reported questions. Write the reported questions on the board and underline *if*. Highlight that in reported questions we repeat the question word if there is one; if there isn't a question word, we use *if* or *whether*.

Answers

She asked me **how long I was staying**.
She wanted to know **if I knew Mike**.

Refer students to Grammar Reference 12.1–12.3 on SB p. 142.

- 6 **CD3 40** This exercise gives further controlled practice of reported questions. Read the instructions and the example as a class. Students work individually to report the rest of the questions. Play the recording, and have students

compare their answers. Refer students to the audio script on SB p. 128. Students practice the conversation in pairs.

Answers and audio script

They asked me where I was going.
They asked me where I had been.
They wanted to know if I lived in the area.
They wondered how old I was.
They demanded to know if I had been with friends.
They asked if I could remember what time I had left home.

CD3 40

- A I was coming home from the gym the other night and I was stopped by the police.
B Were you? Did they ask you a lot of questions?
A They certainly did. They asked me where I was going and where I'd been, and they wanted to know if I lived in the area.
B Were you scared?
A You bet!
B What else did they ask?
A Well, they wondered how old I was, and they wanted to know if I'd been with friends.
B Huh! I'm glad I wasn't with you.
A They also asked if I could remember when I'd left home.
B Do you know why they were asking all this?
A No idea. They wouldn't tell me.

PRACTICE (SB p. 92)

But you said ...!

- 1 **CD3 41** Ask two students to read aloud the example conversation. Students complete the conversations, using their own ideas. Monitor and help as necessary. Play the recording, and have students compare their answers. Play the recording again, and have students practice the conversations in pairs. If necessary, refer them to the audio script on SB p. 128. If you think students need more practice, put them in new pairs to practice their own versions of the conversations.

Possible answers and audio script

CD3 41

1. A Bill's coming to the party tonight.
B Really? I thought you said **he wasn't feeling well**.
2. A I'm making dinner for Joe tonight.
B I didn't know you **could cook**!
3. A Oh, no! I spilled ketchup on my white shirt!
B I told you to be careful. I knew **you'd do that**.
4. A Did you get me something to eat?
B Sorry. I didn't realize **you were here**. What would you like?
5. A I'm 25 today!
B Are you? I didn't know **it was your birthday**. Hope you have a great day!
6. A Oh, no! It's raining!
B Really? But the weather forecast said **it was going to be a nice day**.
7. A You left the doors and windows of the apartment open this morning.
B I'm sorry. I was pretty sure **I'd closed all the doors and windows**.
8. A Where did Tom go last night?
B I have no idea **where he went**.

The interview

- 2 Focus students' attention on the job advertisement and the examples. Elicit a few more possible questions, and then let students continue the task in pairs.

Collate students' questions on the board under a series of headings, such as *qualifications*, *previous experience*, *salary*, and so on.

Possible answers

What qualifications do you have?
Do you have any computing skills?
Do you speak any foreign languages?
What are your main strengths and weaknesses?
Have you ever managed a team?
What is your current salary?
Why did you leave your last job?
Did you travel a lot in your last job?

- 3 **CD3 42** Read the instructions and examples as a class. Students report other possible questions, using the ideas from exercise 2 and any other questions they think are relevant for a receptionist. Play the recording, and have students compare their ideas.

Audio script

CD3 42

They wanted to know how old I was.
They asked me what I was doing at the moment.
They asked me how much I was earning.
They asked where I'd worked before.
They asked me if I liked working in a team.
They wanted to know when I could start!

SUGGESTION

If you have time, you can have pairs of students role play an interview between Julia and the interviewer using a range of questions. Students then work with a new partner and report the questions asked and answers given.

Reporting verbs

This section introduces and practices a range of reporting verbs with the following patterns:

verb + infinitive
verb + sb + infinitive
verb + *that* + clause

- 4 Students should be familiar with the meaning of the verbs in the box. They should also be able to match them to the direct speech fairly easily. Focus students' attention on the example. Then have students continue the task in pairs. Check the answers with the class.

Answers

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

- 5 **CD3 43** Focus attention on the example. Students report the sentences in exercise 4, using the appropriate verbs. Give students time to check their answers in pairs before playing the recording. If there are any areas of disagreement, write the numbers of the relevant sentences on the board.

Play the recording. Students check their answers. Highlight the verb pattern of any sentences that students got wrong.

Answers and audio script

CD3 43

1. She asked me to help her.
2. He reminded her to mail the letter.
3. She promised to study hard for her exams.
4. He invited me to his party.
5. She encouraged me to travel.
6. He offered to give me a lift to the airport.
7. He persuaded me to apply for the job.
8. She explained that she'd been very busy.

SUGGESTION

Encourage students to record the reporting verbs in their notebook according to the pattern that they follow: verb + infinitive: *promise, offer*

verb + sb + infinitive: *ask, remind, encourage, persuade, invite* (in CD3 43 the pattern is *invite + sb + to + noun*, but it can also be used with the infinitive, for example, *They invited me to spend the summer with them.*)

verb + *that* + clause: *explain*

Students can add more verbs to each list as they come across them.

She didn't say that!

- 6 CD3 44 Explain that students are going to hear five short conversations with speakers in different situations. There is at least one mistake in the reported speech shown in the Student Book. Play the first conversation, and then focus on the example showing the mistake.

Play the recording once, and have students write down the mistakes in numbers 2–5. Put them in pairs and give them time to formulate the corrections to the mistakes, following the example for conversation 1. Remind them to use the reporting verbs in exercise 4 where possible.

Play the recording again if necessary to allow students to complete/confirm their answers. Check the answers with the class.

Possible answers and audio script

2. He didn't say he'd gotten the job as manager. He said he'd gotten the job of assistant manager.
3. Caroline didn't say Mike couldn't have a turn. She told Ben to let Mike have a turn. She explained that he had to learn to share his toys.
4. Sue didn't ask James to meet her outside the theater at 7:45. She asked him to meet her inside the theater at 7:45.
5. Tom didn't offer to fix Sue's computer. He said he wasn't an expert. He didn't ask for \$130. He said he would do it for nothing.

CD3 44

1. Merinda calling Jenny.
 - A Can I speak to Jenny, please?
 - B I'm afraid she isn't here right now. Who's calling?
 - A This is Merinda, from work. Could you give her a message?
 - B Sure.
 - A Can you ask her to call me as soon as she's back? It's very important.
 - B I'll give her your message.

2. Peter is talking to his boss.

A Currently, we can offer you the job as Assistant Manager. I hope that's acceptable. The salary is \$50,000 a year.

B That's fine. I'll take the job.

A There's a possibility of promotion in the next six months, if everything works out.

B Great!

3. Caroline is talking to her son, Ben.

A Now, Ben, you can play on the bike for a bit, but then you have to let Mike have a turn. OK? You have to learn to share your toys.

B OK, Mom.

4. Sue leaving a message for James.

This is a message for James. It's Sue here. I got movie tickets for 8:00, so I'll see you inside the theater at about 7:45. Hope that's OK. See you later.

5. Tom is talking to Sue.

A I'll look at your computer for you, but I can't promise to fix it. I'm not an expert.

B Will you charge me for it?

A Don't be silly. Of course not. I'll do it for nothing.

ADDITIONAL MATERIAL

Workbook Unit 12

Exercises 1–4 Reported speech

Exercise 5 Reporting verbs — Verb + infinitive

Exercise 6 Reporting verbs — *ask* and *tell*

WRITING (SB p. 113)

Correcting mistakes (2)

This final writing section reviews a range of target language from the course in an error correction task. The text type is a thank you e-mail written by Valeria, the same character who appeared in *Writing Unit 1*, to her host family in Philadelphia. Students go on to write their own thank you e-mail to someone they have stayed with.

- 1 Focus students' attention on the photo of Valeria and ask what students can remember about her from *Writing Unit 1*. Refer them back to her letter on SB p. 99 and remind them of the symbols they used to correct it. Read the instructions with the class, and elicit the mistakes in the first sentence of the e-mail (see *Answers* below).

Students work individually to continue the task. Remind them to use the correction symbols on SB p. 99 wherever they can. Monitor and help as necessary.

- 2 Put students in pairs to compare the mistakes they have found, and have them correct the e-mail. Monitor and help as necessary. If students can find only 20 mistakes or fewer, discuss the remaining errors with the whole class, isolating the key parts of the text on an overhead transparency if possible.

Check the corrected wording with the class. Again, mark the corrections on an overhead transparency if possible.

Answers

To: GillandBobKendall@lightspeed.net Attachment: GoodbyeUSA.jpg

Subject: Hello from Valeria

Dear Mr. and Mrs. Kendall

I've been home now for two weeks, but I had to start work immediately, so this is the first time that it's been possible for me to write. How are you all? Are you busy as usual? Is Tim still working hard for his exam next month? I miss you a lot and also all my friends from Boston. :-)

Yesterday I received an e-mail from my Mexican friend, Carla, and she told me about some of the other people I met. She said that Atsuko and Yuki are going to write to me from Japan. I am lucky because I made so many good friends while I was in the U.S. It was really interesting for me to meet people from so many different countries. I think that we not only improved our English (I hope so!) but we also got to know/met people from all over the world, and this is important.

My family is fine. They had a good summer vacation at the beach. We are all very excited because my brother is getting/going to get married in December, and we like his girlfriend very much. They have been looking for an apartment in the city, but it is not easy to find one. If they don't find one soon, they will have to stay here with us.

Could you please check something for me? I can't find my red scarf. I think I might have left it in the closet in my bedroom.

Please write soon. My family sends best wishes to you all. I hope I can come back next year. Staying with you was a really wonderful experience for me. Thank you for everything, and excuse my mistakes. I've already forgotten many/a lot of words.

Love and best wishes to you all,
Valeria xx

P.S. I hope you like the attached photo. It's nice, isn't it?
It's the one you took when I was leaving!

- 3 Ask students to think about a time they stayed with someone. Put them in small groups to discuss the visit and say if they enjoyed it.
- Give students time to make brief notes about their stay, referring to Valeria's e-mail as a model for ideas.
- Students write their e-mail for homework. Students can exchange their first drafts and make suggestions as to how to improve them, using the correction symbols on SB p. 99. Students then hand in their final drafts or e-mail them to you for checking.

VOCABULARY AND SPEAKING (SB p. 93)

Ways of speaking

This section builds on the language work done on reported speech with a range of verbs used to describe ways of speaking. Many of these can be used as reporting verbs, for example, *persuade*, *promise*. Students categorize verbs according to their meaning, practice preposition use after verbs, and do a sentence-building task. Then they write and act out conversations, using the verbs.

- 1 Focus students' attention on the diagram. Explain that it shows a good way of categorizing the verbs and recording

them in a visual way. Elicit another example from the box to add to one or two of the categories. Students work in pairs to complete the task.

Check the answers with the class, answering any questions about pronunciation as you go.

Answers

good idea: *suggest*, advise, recommend

disagreeing: *argue*, fight, quarrel

social: *talk*, chat, gossip

volume: *shout*, whisper, scream

in a court of law: *admit*, accuse, deny

expressing dislike: *complain*, protest, criticize

giving commands: *tell*, order, demand

SUGGESTION

Encourage students to use diagrams to record sets of related words, such as topic-based lexical sets, verbs with different patterns, or vocabulary from reading/listening tasks that they want to remember.

- 2 This task practices common verb + noun phrase collocations. Elicit possible verbs for number 1. Students work in their pairs to complete the task. Remind them to look carefully at the words that follow the blanks, especially prepositions, to help them choose possible verbs.

Possible answers

- | | |
|-----------------|-----------------------|
| 1. chat, talk | 5. complain |
| 2. fight, argue | 6. scream |
| 3. shout | 7. protest |
| 4. admit, deny | 8. suggest, recommend |

- 3 Elicit the missing prepositions for number 1. Students work individually to complete the task. Give students time to check their answers in pairs before checking the answers with the class.

Answers

1. I talk **to** my kids **about** everything.
2. My boss criticizes me **for** my work.
3. I agree **with** you **about** most things, but not politics.
4. I discuss everything **with** my wife.
5. People love gossiping **about** celebrities.
6. The teacher accused me **of** cheating on the test.

- 4 Look at the example with the class. Then elicit one or two possible sentences beginning *My mother advised me to*. Students work in pairs to complete the task. Elicit some answers from the class, and make sure that students have used the correct pattern for each verb.

Possible answers

My mother advised me to think carefully before I made a decision.

The teacher told the students to work harder.

My doctor persuaded me to do more exercise.

My friends suggested that we go out for ice cream.

I admitted that the teacher had been right.

My brother complained that the class was boring.

- 5 Read the instructions as a class. Ask students to read aloud the example conversation and the summary. Put students into new pairs to write their conversation. Give them time to decide which verbs they want to illustrate. Suggest that they group verbs that can easily be integrated into a context, for example, *complain / criticize / promise; chat / invite / accept; invite / refuse / persuade*, and so on. Give students time to write their conversations. Monitor and help as necessary. Explain that students are going to act out their conversations, and other students must give a summary of what is happening. Focus students' attention on the example summary in the Student Book, and point out that we use present tenses to report something that is being said right now. Students act out their conversations, and the rest of the class gives a summary. With larger classes, students can work in groups for this stage. Write down any common errors, and have a class discussion about them after the activity/in a later lesson.
- Don't highlight errors as students are acting out their conversations, as this is intended to be freer practice.

SUGGESTION

You can give regular further practice with the verbs in this section by asking students to summarize conversations they have heard, both in their own language and in English. This can be a "warmup" activity at the start of any lesson.

ADDITIONAL MATERIAL

Workbook Unit 12

Exercise 7 Vocabulary — Ways of speaking

Exercise 8 Vocabulary — Other reporting verbs

READING AND SPEAKING (SB p. 94)

People who changed the world

ABOUT THE TEXT

This final *Reading and speaking* section focuses on five people who have had a huge influence on different areas of life, from science to music and entertainment, across the centuries. The title of the text, *Movers and shakers*, is an informal expression meaning "people who are powerful or have a lot of influence."

Galileo Galilei /gælɪ'leɪoʊ 'gælɪleɪ:/ was an Italian astronomer, mathematician, and physicist, who studied the movements of the planets and believed that the sun, not the earth, was the center of the universe. Copernicus (1473–1543), also mentioned in the text, was a Polish astronomer who first suggested that the earth and other planets moved around the sun. The Church considered Galileo a dangerous heretic, and he was punished for his beliefs in the 1630s.

Susan B. Anthony /suzn bi ænθəni was a US teacher who was a leader of the movement of women's right to vote. She was born into a Quaker family in Massachusetts in 1820, and became involved in the fight against slavery when she was 17.

Confucius /kən'fuːʃəs/ was a Chinese philosopher (551 B.C.–479 B.C.) who lived during the Zhou dynasty, a time when people and the government were behaving immorally. He was disappointed with this poor behavior and began teaching his countrymen about the importance of being ethical and moral as an individual as well as the importance of governments exercising their political power in a proper way. Confucius is probably best known for "the golden rule," a rule that is still used today, which says, "A man should practice what he preaches, but a man should also preach what he practices."

Source for Confucius: <http://www.crystalinks.com/confucius.html>

Elvis Presley /'ɛlvɪs 'prezli/ was a U.S. singer and guitar player who became one of the most successful and popular singers ever. As a young man he was known as "Elvis the Pelvis" because of the way he moved his hips when he performed. He also became known as "The King," and, although he died in 1977, his popularity still continues.

The text consists of an introduction and four short profiles, which summarize each person's work and their influence. Each one also has two short quotations illustrating how each person saw the world and what others said about him/her. This gives further practice in reported speech. In the tasks, students discuss their own heroes/heroines as a lead-in then pool what they know about the four people shown in the photos. They answer pre-reading questions, and then they read and exchange the key information about the people. In the final stages, students summarize the influence of the four people and answer general discussion questions.

Encourage students to use the context to help them with new vocabulary, but you may need to pre-teach/explain the following:

Galileo Galilei: *to rotate* (to move in a circle around a fixed central point), *an axis* (an imaginary line through the center of a planet), *fantastic* (in this context, *not practical or sensible*), *heresy* (an action/belief that opposes the official beliefs of a religion; adj = *heretical*), *to pave the way* (to create a situation which will allow something to happen), *Holy Scriptures* (the Bible).

Susan B. Anthony: *prominent, incapable, rational, suffrage*.

Confucius: *philosopher, corruption, roots* (in this context *its beginnings*), *moral, to persecute, dominant, ideology*.

Elvis Presley: *adolescent* (adj), *shake your hips, to mesmerize, to alienate, indifferent* (in this context, *of rather low quality*) *mediocre, obituary*.

- 1 Give an example of your own hero/heroine. Give students a few minutes to think of their own examples. Then discuss their ideas as a class. Establish which area of life most of the students' heroes/heroines come from, such as sports, science, and so on.
- 2 Students read the introduction to the text. Check students' understanding of *not always so* (in this context, *not always believed*). Focus their attention on the photos and the

names of the people. Put students in pairs to exchange ideas about each person and make brief notes. Tell them not to worry if they can't say much, as they will find out more later in the lesson.

- 3 Check students' understanding of *equality*. Students discuss the answers to the questions in their pairs, without reading the texts. Students then read the texts quickly and find the information to check their answers. Make sure students understand that they don't need to read every word, but just scan the texts to find the relevant information.

Answers

1. Elvis Presley
2. Susan B. Anthony
3. Galileo Galilei
4. Confucius

- 4 Put students in new pairs. Focus their attention on the questions, and let students choose the text they want to read. If most pairs choose the same one, you may need to assign different texts to some pairs so that all four of the texts are covered. In smaller classes, students may have to read more than one text.

See *About the text* above for notes on vocabulary. Give students time to read the text and answer the questions, working in their pairs. Encourage them to use the context to help them with new vocabulary, and to help each other. They can use dictionaries if appropriate. Monitor and help as necessary. Encourage students to use their own words to report what each person said about his/her ideas, rather than copying directly from the text.

Put students into groups of four, with one student who has read each text. Students compare and exchange information. Encourage them to use their own words rather than quoting directly from the text.

Answers

Galileo Galilei

1. The 16th and 17th centuries.
2. Science.
3. 1633, when he was found guilty of heresy. He spent the last years of his life imprisoned in his own home.
4. His ideas were opposed because they were considered dangerous by the Church.
5. He said that the truth is easy to understand when you have found it, but the point is to discover the truth yourself.
His opponents said that his ideas were wrong, ridiculous, and against the Bible.

Susan B. Anthony

1. The 19th century.
2. Politics.
3. 1872, when she voted in the election even though it was illegal.
4. Her ideas were opposed because people believed that women were incapable of rational thought.
5. She said that there will never be complete equality until women can help to elect lawmakers.
Her opponents said that a woman doesn't have time for politics because she should be taking care of her household.
Her opponents said that the suffragettes were hysterical and unreasonable and were not doing their duty as wives and mothers.

Confucius

1. The 6th century BCE.
2. Philosophy.
3. 484 BCE, when he returned to his native state in extreme poverty and spent his last years writing.
4. His critics feared that Confucius's thoughts might lead to chaos and rejection of the ruling system.
5. He said that what you don't want done to yourself, you shouldn't do to others.
They said that when people think relationships are more important than the law, the government will fall apart.

Elvis Presley

1. The 20th century.
2. Popular music.
3. 1956, when he arrived on the pop scene and changed attitudes to music, sex, language, and fashion.
4. His ideas were opposed because he made teenagers want to be different from their parents, and parents thought this was dangerous.
5. He said that he couldn't help moving to rock and roll when he heard it.
His opponents said that he wasn't a very good singer or musician, and he would soon be forgotten.

- 5 Make sure that students understand *prevailing ideas* (ideas that were accepted at a particular time). Students continue working in their groups of four to discuss the questions. Elicit a range of responses in a class discussion.

Answers

Galileo Galilei

1. He encouraged people to think in a scientific way.
2. The idea that the earth was the center of the universe, and the sun revolved around it.
3. People started to look at the world in a more scientific way.

Susan B. Anthony

1. She helped get women the right to vote.
2. The idea that women cannot think rationally and should stay at home.
3. Women got the vote and began to achieve other rights.

Confucius

1. He influenced thinkers worldwide.
2. He believed that happiness, good, and peace would replace misery, corruption, and war.
3. His thinking influenced the development of democratic governments thousands of years later.

Elvis Presley

1. He made rock 'n' roll music popular.
2. The idea that teenagers should be just like their parents.
3. The modern teenager was born, and other rock 'n' roll singers and groups became popular.

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then report back to the class.

What the papers say

ABOUT THE LISTENING

This section continues the theme of reporting with a focus on the accuracy of news reports in the press. The context is an interview with a singer named Jamie Seabrook. He is a fictitious character, but the interview highlights problems that are typical of high-profile entertainers.

The interview and tasks are divided into three parts: introducing Jamie and talking about the press in general; examples from Jamie of what he sees as misreporting; changes that Jamie has made to his life and his overall opinion of himself.

In terms of vocabulary, you may need to pre-teach/check students' understanding of the following before the task for each part:

Part 1: *sell-out concerts, be in trouble with the law, rehab* (rehabilitation [assisted recovery])

NOTE: *Clinic* in Part 1 of the recording refers to a private health clinic where wealthy people and celebrities go to rest and recover from various mental and emotional problems. Such clinics are often known informally as *rehab clinics*.

Part 2: *nervous breakdown, exhausted, exhaustion*

Part 3: *to become a Buddhist, to meditate, to deserve attention.*

The section also deals with opinions about the press in general and differences in styles of reporting. In the U.S., there are broadly two main categories of news sources. The tabloids, for example, *US Weekly*, *The National Enquirer*, tend to focus on less serious content, especially celebrities, sports, and sensationalist crime stories. The news sources associated with higher-quality journalism, for example, *The Washington Post*, *The Los Angeles Times*, deal with serious international and domestic news stories. Both types of news sources can be bought as paper copies and can be read online.

If possible, bring in two or three American newspapers to help introduce the topic. Choose a mixture of tabloids and serious newspapers. Use the papers to review/introduce key vocabulary: *reporters, the press, headlines, scandal, celebrities, press attention, the facts of a story, to tell the truth, neutral/factual reporting, angles on a story, column inches, to make up/invent stories.*

- 1 Focus students' attention on the headlines, and allow students time to read them. Ask students to contribute information and ideas about newspapers in their country.
- 2 Discuss the questions as a class. Elicit a range of answers and examples from the students. This should lead to some interesting discussion, especially in multilingual classes.
- 3 **CD3 45** Focus students' attention on the photo of Jamie. Ask students what sort of lifestyle they think he has.

See notes about vocabulary in *About the listening*. Give students time to read the questions. Then play Part 1 of the recording. Have students discuss their answers in pairs before checking their answers with the class.

See notes about vocabulary for Part 2 in *About the listening*. Focus students' attention on the chart. Explain that Barbara James was Jamie's PA (personal assistant). Play Part 2 of the recording once. Students complete the chart and answer question 6. Encourage them to pool their knowledge and exchange answers. Play the recording again if students have missed any of the information, before checking the answers with the class. This will give students the opportunity to get further practice in reported speech.

See notes about vocabulary for Part 3 in *About the listening*. Give students time to read the questions. Then play Part 3 of the recording. Have students discuss their answers in pairs before checking the answers with the class.

Answers and audio script

Part 1

1. He's been in the music business for 20 years; he performs sell-out concerts to 50,000 people. He's had problems with his family; he's been in trouble with the law.
2. He was in a rehab clinic.
3. Most of the time he doesn't mind media attention. He says it's nice that people want to know all about him, but he doesn't like it when it gets too much.
4. He says that some reporters try to tell the truth, but most of them make up stories to sell their newspapers.

Part 2

5.	What did they say about him?	What did he say?
reporters	his career was finished; he'd never sing again	he's just recorded a new album
ex-friends	his marriage was breaking up; he had an argument with his brother about money, and they weren't speaking to each other	his marriage is fine; he and his wife just celebrated their fifteenth wedding anniversary; he gets along fine with his brother
police officers	they thought he had a nervous breakdown	he'd been working all day and he was exhausted
Barbara James	he hadn't paid her for six months, and he made her work seven days a week without a break.	it broke his heart when Barbara said those things; he treated her like family; when he met her she was nothing, and he gave her everything; none of what she says is true.

6. He says he checked into a clinic for a month because he was suffering from exhaustion.

Part 3

7. He has become a Buddhist and stopped eating meat. He spends four hours a day meditating. He's going to give half his future income to charity.
8. He's decided that life is too short, and he's getting old. He doesn't care what people think. He's made up his mind to do something useful with his life.
9. He/She refused to read the story about Jamie's lifestyle change because there were much more serious stories that deserved attention, and Jamie was just a celebrity.
10. He can't control what the press says about him. He has to be true to himself. He lives his life as honestly as he can, and he tries to be nice to everyone. If you're in the public eye, then you have to be prepared to have bad things said about you. He knows what's true about him and what's a lie, but he can't change what is in the newspapers and on TV.

CD3 45

An interview with Jamie Seabrook.

I = Interviewer J = Jamie

Part 1

- I And now for my final guest. He's a singer and songwriter who's been in the music business for twenty years. He still performs sell-out concerts in front of fifty thousand people. But his life hasn't all been easy. He's had problems with his family, and he's been in trouble with the law. And he's just completed a month's rehab in a clinic in Texas. He's never out of the headlines ... Please welcome Jamie Seabrook!
- J Hello, good evening.
- I Now, Jamie, you are in the newspapers and magazines every day. You are photographed wherever you go. Tell me, what do you think of the press?
- J Well, it's kind of nice to have people want to know all about me. Sometimes it gets to be too much, but most of the time I don't mind the media attention. I'm sure there are some reporters who really try to tell the truth, but I'm afraid that most of them make up stories to sell their newspapers.
- I Are you saying that the stories aren't true at all?
- J That's right! They're completely invented!
- I Can you give us an example?
- J Sure I can! I can give you hundreds!

Part 2

- J Two years ago, reporters said my career was finished, and that I'd never sing again. Some friends, who are now ex-friends, said that my marriage was breaking up, and that my brother and I argued about money and weren't speaking to each other. Not one word of that was true!
- I And, in fact, your career is on a high ...
- J I just recorded a new album, and my marriage is fine. Sally and I just celebrated our fifteenth wedding anniversary ...
- J ... and my brother and I get along just fine.
- I But things haven't all been easy for you. You spent a month in rehab because police officers said that you had a nervous breakdown ...
- J All that's just lies! I've never had a nervous breakdown. I was driving home from the recording studio and it was two o'clock in the

morning and I'd been working all day and I was exhausted. I fell asleep at the wheel, and police officers asked me to stop the car. I checked into a clinic for a month because I was suffering from exhaustion.

- I Now, you had another legal problem recently. Your personal assistant, Barbara James, said you hadn't paid her for six months, and you made her work seven days a week without a break. Is that true?
- J It broke my heart when Barbara, my PA, said those things about me. I treated her like my own family. When I met her she was nothing, and I gave her everything. None of what she says is true.

Part 3

- I I read that you have become a Buddhist, that you have stopped eating meat, that you spend four hours a day meditating, and that you are going to give half your future income to charity. Is this true?
- J Yes, it is. I've decided that life is too short, and I'm getting old. I don't care what people think. I made up my mind to do something useful with my life.
- I Now when this story broke a few days ago, the news anchor on MBC's *Morning News* refused to read the story, saying that there were much more serious stories that deserved attention, and that you were just a celebrity. What do you say to that?
- J I can't control what the press says about me. I have to be true to myself. I live my life as honestly as I can. I try to be nice to everyone around me. If you're in the public eye, then you have to be prepared to have some pretty terrible things said about you. I know what's true about me and what's a lie, but I can't change what is said about me in the newspapers and on television.
- I Well, sadly our time has run out and we've come to the end of the show. A big thank you to my guest, Jamie Seabrook, and good luck with the new album!
- J Thank you. It's been a pleasure.

SPOKEN ENGLISH — don't mind / don't care

- 1 Read the notes and examples as a class. Point out that *I'm easygoing* is a more informal way of saying *I don't mind*. Also point out that *don't care* can easily sound rude—this depends largely on intonation, so students should be very careful when using it.
- 2 Students work individually to complete the short conversations with *I don't care / I don't mind*.

Answers

- | | |
|------------------|------------------|
| 1. I don't care. | 3. I don't care. |
| 2. I don't mind. | 4. I don't care. |

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then report back to the class.

SUGGESTIONS

- If your students are interested in the press and media, you can have them compare the treatment of a news story in a serious newspaper with the same story in a tabloid. Ask students to look at aspects like headlines, photos, number of column inches, use of language, and opinion vs. fact.
- Students can do a ranking task with a list of news stories/features, for example, a celebrity wedding, news of a financial recession, a bank robbery, a sporting achievement, a political scandal, and so on. Students put them in order according to their importance and the order in which they should be reported in a newspaper/on TV or radio.

EVERYDAY ENGLISH (SB p. 97)

You know what they say ...

This final *Everyday English* section of the course focuses on the use of clichés to bring a conversation to an end. Students look at a pair of examples and then match common clichés with lines from conversations.

NOTE

A cliché /kli'ʃeɪ/ is a comment or saying that is used very often and can be seen as overused. Clichés are very common in spoken English because they allow the speaker to sum up a situation without having to think too hard. Students should enjoy working with these expressions, which are intended mainly for recognition. Correct stress and intonation on the expressions is crucial to the listener interpreting the meaning in the correct way. Flat intonation or the wrong stress can make the speaker sound insincere or even sarcastic. It's worth pointing out that clichés should be avoided in writing, especially in a more formal style.

The example in *And finally ...* is taken from a play by William Shakespeare, probably written in the middle part of his career, between 1601 and 1608. It is both the title of the play and a line used in it.

- 1 Read the introduction as a class. Focus students' attention on the examples, and ask students to identify the cliché in each one. (*You win some, you lose some. You learn something new every day.*) Ask students if they have ever heard these expressions in everyday conversation.

- 2 Give students time to read the lines in **A**. Check students' understanding of *fed up*, *anti-malaria*, *to reverse*, *right-wing*. Explain that the matching lines in **B** are directly opposite **A** but sometimes in jumbled order. Elicit the matching lines for the first pair of sentences (see *Answers* below).

Put students in pairs to continue the task. Remind them to use the context to help them.

- 3 **CD3 46** Play the recording so that students can check their answers.

Ask students to use the context to explain the following expressions: *Never mind* (= don't worry/it doesn't matter); *Cheer up!* (= don't be sad); *Great minds think alike* (used to emphasize a coincidence; or two people reaching the same conclusion at the same time); *It takes all sorts to make a world* (= people vary a lot in their character and abilities); *Time heals all wounds* (= you will feel better over time).

Answers and audio script

CD3 46

1. **A** I'm so fed up! I lost my cell phone yesterday!
B Cheer up! It's not the end of the world.
A I got the time wrong, and I missed my plane.
B Never mind. We all make mistakes.
2. **A** I forgot to send her a birthday card, so I sent her a text.
B Better late than never.
A Hey! You're reading the same book as me!
B Great minds think alike.
3. **A** Tim's strange. He's not like me at all.
B It takes all kinds to make the world go around.
A I studied so hard for that exam, and I still failed.
B You did your best. You can't do any more.
4. **A** I have ten exams in the next two weeks.
B Better you than me.
A I have three months' vacation!
B Lucky you.
5. **A** I'm going to pack some anti-malaria tablets.
B Good idea. Better safe than sorry.
A I haven't heard from my kids for weeks!
B No news is good news.
6. **A** That party was awful. I hated it. I couldn't stand it.
B You can say that again. It was really boring.
A I backed into a wall and broke a headlight.
B It could be worse.
7. **A** She's been so sad since her husband died.
B I'm sure it's tough, but time heals all wounds.
A I wonder if their relationship will last.
B Time will tell.
8. **A** Our neighbors are extreme right-wing.
B Live and let live. That's what I say.
A I trusted Peter, and he stole all my money!
B Oh, well. You live and learn.

And finally ...

Focus students' attention on the quotation from Shakespeare. Point out that *All's well that ends well* has been adopted into modern English and is considered a cliché. Ask students how they think it is used (it is often used after a situation has ended in a positive way or to indicate that things have turned out well after a period of difficulty). Ask students if they think it is a good expression to use at the end of the course. If appropriate, ask students if they can think of any others. These don't need to be clichés, just expressions students think are fitting, for example, *It's been great working with you. I really hope to see you again next year. Don't forget to keep in touch*, and so on.

Don't forget!

Workbook Unit 12

Exercise 9 Phrasal verbs —
Phrasal verbs in context (2)

Exercise 10 Pronunciation —
Ways of pronouncing *ou*

Exercise 11 Listening —
You weren't listening!

Grammar Reference (SB p. 142)

Word List Unit 12

Refer students to the Word List for Unit 12 (SB p. 153). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 12 Test

Stop and Check Test 3

Skills Test 4 and 5

Progress Test 2

Video (iTools and Online)

Photocopiable Material

The following material may be photocopied freely for classroom use. It may not be adapted, printed, or sold without the permission of Oxford University Press.

Extra Ideas p. 142

Answer Keys

Extra Ideas Answer Key p. 150

Workbook 3 Answer Key p. 152

Extra Idea Unit 1

Understanding meaning from context

- 1 Read Texts 1–3 on p. 143 quickly, and match them to the text types (a–e).
There are two text types that you don't need.
- a. a review c. a story e. an article
b. a travel guide d. an information brochure
- 2 Read Text 1 again more slowly, and look at the underlined words. Choose the correct information for each word.
1. This word comes after *more* and before *than*, so it's (an adjective) / a noun.
It must mean “*easy* / *difficult* to find” because people don't know who Banksy is.
2. This word follows *most*, so it's a *verb* / an *adjective*.
It must mean *awful* / *famous* because of the contrast following *but*.
3. This expression must mean *to know* / *not to know* because Banksy is a mystery man.
4. This word must mean *loved* / *hated* his images because Banksy's book has sold a lot of copies.
5. This word follows *to*, so it's a *verb* / *preposition*.
It must mean *to buy* / *clean off* because the context is negative about graffiti.
- 3 Read Text 2 again more slowly. What type of words are 6–10?
6. _____ 8. _____ 10. _____
7. _____ 9. _____
- 4 Complete the sentences about words 6–10 with the correct words in the box. There are three words that you don't need.

proud selection pay sad divides side argue cover

6. This word must mean “ _____ ” because the text says the city stands on both sides of the river.
7. This word must mean “to have something to be _____ of” because the overall context is positive.
8. This word must mean “to go from one _____ to the other” because the text is talking about bridges across the river.
9. This word must mean a “ _____ ” because the text gives examples of the food you can buy.
10. This word must mean “negotiate or _____ ” because the text refers to getting the best prices.
- 5 Read Text 3 again more slowly. Complete the sentences about words 11–15.
11. This word is a(n) _____. It must mean _____
because _____.
12. This word is a(n) _____. It must mean _____
because _____.
13. This word is a(n) _____. It must mean _____
because _____.
14. This word is a(n) _____. It must mean _____
because _____.
15. This word is a(n) _____. It must mean _____
because _____.

Compare your answers with a partner.

1

Mystery Man of Art

His work sells for thousands of dollars, but he is more (1) elusive than Dracula on a summer's day.

The mystery man of graffiti, Banksy, is one of Britain's most (2) renowned artists, but we don't know for sure who he is. Even his parents are said (3) to be in the dark about his artistic identity.

Banksy's art has been covering public walls for more than 10 years, but little is known about him. His name is said to be Robert Banks, and he is thought to have been born in Bristol in 1974.

Banksy's fans love his work because it is open to all people and is often very funny. Even people who don't collect art have (4) lapped up his images. His latest book has sold more than 250,000 copies.

But Banksy also has critics. Some think his work is vandalism, not public art. Many local councils have promised to clean off his images.

A London councillor said, "Graffiti is a crime. It costs thousands of dollars (5) to remove it every year."

Despite this criticism, Banksy ...

2

Hungary – tradition, culture, and fun

Right now, the coolest city in Europe has to be **Budapest**. The River Danube actually (6) splits the city into two places, with Buda on the left and Pest on the right. Both Buda and Pest (7) boast spectacular buildings, including Buda Castle and the Parliament building on the Pest side.

Budapest's streets are safe, and getting around is easy. You can take the clean and quick metro system, a bus, tram, or trolleybus. It's also a great city for walkers, with wide avenues, green parks, and a clear layout. There are seven city bridges that (8) straddle the gently flowing Danube.

After enjoying a morning of sightseeing, be sure to try one of the old-fashioned coffee houses that sell creamy coffee and wonderful cakes. Food is never very far away, with **Budapest's** restaurants offering local dishes and markets selling an (9) array of sausages, meats, cheeses, fruits, and vegetables.

There are plenty of opportunities to buy souvenirs, but in the markets be prepared to (10) haggle to get the best prices.

3

The latest books for the summer

**BOOK
CORNER**

The Lighthouse

(11) Set in the south-west of England in the 1980s, this is the story of the Spencer family, who want to fulfill their dream of living by the sea. Moving to Cornwall after leaving London for a new, stress-free life, the Spencers start (12) renovations of an old, empty lighthouse in the hope of making it a family home. But the Spencers soon regret their decision as they realize that the building and the area around it hold dark and mysterious secrets. Why did the old lighthouse keeper leave so suddenly, never to be seen again? And who is the woman who (13) gazes at the lighthouse from a distance every day but never comes near? When going to the police for help proves useless, the family (14) turns detective to find out what happened in the lighthouse and why no one wants to talk about it. What follows is a series of events that will test their relationships to the limit. Full of powerful descriptions, this story is (15) intriguingly written and will keep you guessing right to the very end.

Extra Idea Unit 2

Song Matthew and Son

1 Write the aspects of work in the correct lists.

earning money commuting every day job insecurity
 learning new skills low salaries job satisfaction
 lack of free time working as a team a big workload
 being promoted

Pros	Cons
earning money	

- 2 **CD3 47** Cover the words of the song. Listen and check (✓) the problems that the singer mentions in the cons list in Exercise 1.
- 3 Work with a partner. Write the lines of the song in the correct place. Use the content and rhyme to help you.

There's a five-minute break and that's all you take,
 Even though they're pretty low and their rent's in arrears
 And the eight-thirty train to Matthew & Son.
 The files in your head, you take them to bed, you're never ever
 through. (x2)
 for Matthew & Son, he won't wait.

- 4 **CD3 47** Listen to the song again and check.
- 5 Choose the correct information.
- Matthew & Son must be the name of *a company / an employee*.
 - "The work's never done" and "you're never ever through," means the work is never *good enough / finished*.
 - In the line, "Watch them run down to platform one," "them" refers to *the commuters / Matthew & Son*.
 - People are too *old / afraid* to ask for a pay raise.
 - The singer complains that *rents are very high / people get behind with the rent*.
- 6 Imagine you work for Matthew & Son, and you are traveling home with other commuters on the train. Work with a partner. Tell him/her about your work life and what you do each day.



Up at eight, you can't be late

(1) _____

Watch them run down to platform one

(2) _____

Matthew & Son, the work's never done, there's
 always something new.

(3) _____

And they've been working all day, all day, all day!

(4) _____

for a cup of cold coffee and a piece of cake.

Matthew & Son, the work's never done, there's
 always something new.

(5) _____

And they've been working all day, all day, all day!

He's got people who've been working for fifty years

No one asks for more money coz nobody dares

(6) _____

Matthew & Son, Matthew & Son, Matthew & Son,
 Matthew & Son,

And they've been working all day, all day, all day!



Making small talk



Name: Maria Fuentes		♀ 1
From: the suburbs of Bilbao, northern Spain		
Job: marketing manager	Work for: the Spanish olive oil industry	
Arrived: two days ago	Staying at: the Park Inn	
Reason for trip: to promote Spanish olive oil		
Sights visited in the city: the modern art exhibition; planning to do a city tour		
Opinion of city: You haven't seen a lot, but it looks interesting.		

Name: Santiago Puerta		♂ 5
From: born in La Plata but you now live in Buenos Aires		
Job: chef	Work for: a five-star hotel	
Arrived: last night	Staying at: the Tipton Hotel	
Reason for trip: a working vacation to experience cooking in a U.S. restaurant		
Sights visited in the city: just the river area by the hotel		
Opinion of city: pretty but perhaps a bit small; you would like to visit a bigger city—ask others for suggestions		



Name: Carlo Ponti		♂ 2
From: Milan, northern Italy		
Job: furniture designer	Work for: a design company	
Arrived: a few hours ago	Staying at: the City Hotel	
Reason for trip: attending a conference on computers in design		
Sights visited in the city: You haven't had time to see anything yet.		
Opinion of city: none yet—ask others for suggestions		

Name: Suzanne Leclerc		♀ 6
From: born in Strasbourg, but you live outside Lyons		
Job: lecturer	Work for: Lyons university	
Arrived: a week ago	Staying with: local family	
Reason for trip: to set up a student exchange program		
Sights visited in the city: You've done the bus tour of the city; visited the library and art gallery		
Opinion of city: lots of facilities for such a small city		



Name: Ben Sakamoto		♂ 3
From: born in Kyoto, but you live outside Tokyo		
Job: IT developer	Work for: a new independent IT company	
Arrived: yesterday	Staying at: the Inn on the River	
Reason for trip: to recruit bilingual staff		
Sights visited in the city: You took photos at the cathedral; bought presents in old part of the city		
Opinion of city: small but attractive; people seem friendly		

Name: Anita Nagy		♀ 7
From: the suburbs of Budapest		
Job: tourism consultant	Work for: tourist office	
Arrived: 10 days ago	Staying at: the Abbey Court	
Reason for trip: attending an English course		
Sights visited in the city: You've been on a river cruise; no time to do anything else—ask others for suggestions		
Opinion of city: very attractive but you wish you could practice your English more		



Name: Frans Hantelmann		♂ 4
From: the Netherlands, just outside Rotterdam		
Job: garden designer	Work for: a range of clients as a freelancer	
Arrived: two days ago	Staying at: Brown's Hotel	
Reason for trip: researching gardening styles for a book		
Sights visited in the city: the city park; you're looking forward to visiting gardens in the area		
Opinion of city: set in a beautiful area		

Name: Angelika Kohl		♀ 8
From: born in south Germany, you now live in Berlin		
Job: translator	Work for: a range of clients as a freelancer	
Arrived: last week	Staying with: American friends in the city	
Reason for trip: attending a conference on translation		
Sights visited in the city: new art gallery; want to go hiking outside city		
Opinion of city: You love it; you visit your friends every year.		



Our House

Father wears his (1) **Sunday** / Monday best
 Mother's tired, she needs a (2) **sleep** / rest
 The kids are playing up downstairs
 Sister's sighing in her sleep
 Brother's got a date to (3) **keep** / make
 He (4) **must** / can't hang around

Our house, in the middle of our street
 Our house, in the middle of our ...

Our house it has a (5) **crowd** / group
 There's always (6) **nothing** / something happening
 And it's usually quite loud
 Our mom she's so house-proud
 Nothing (7) **ever** / never slows her down
 And a mess is not (8) **allowed** / aloud

Our house, in the middle of our street
 Our house, in the middle of our ...

Our house, in the middle of our street
 Our house, in the middle of our ...
 Something tells you that you've got to get away
 from it

Father gets up late (9) **for work** / today
 Mother (10) **has** / must to iron his shirt
 Then she sends the kids to school
 Sees (11) **him** / them off with a small kiss
 She's the one they're going to miss
 In lots of (12) **days** / ways

Our house, in the middle of our street
 Our house, in the middle of our ...

I remember way back then when everything was
 true and when
 We (13) **would** / used have such a very good time
 such a fine time
 Such a happy time
 And I remember how we'd play, simply waste the
 (14) **time** / day away
 Then we'd say nothing would come between us
 two dreamers

Repeat verse 1 and chorus

- Work with a partner. Choose the correct words in the song. Use the grammar, context, and rhyme to help you.
- CD3 48** Listen to the song and check.
- Who in the song ...?
 - remembers happy times spent playing the singer
 - has some housework to do _____
 - is very tidy _____
 - is in a hurry because he's seeing his girlfriend _____
 - is dreaming _____
 - says they won't be separated _____
 - is being a bit naughty _____
 - wears nice clothes on the weekend _____
- Work with a partner and answer the questions.
 - What image of childhood is given in the song? Choose the three most appropriate adjectives.

<input type="checkbox"/> sad	<input type="checkbox"/> spoiled
<input type="checkbox"/> supportive	<input type="checkbox"/> boring
<input type="checkbox"/> isolated	<input type="checkbox"/> fun
<input type="checkbox"/> caring	<input type="checkbox"/> messy
 - Do you think this image is true for most children today? Why/Why not?
 - Why do you think the songwriter wrote the song?
 - What other images of childhood do you know from books/songs/movies/paintings?

1 Answer your partner's questions about Katie and her apartment.

Katie	
Age	late 20s
Personality	quiet, very hardworking
Looks	small and attractive
Hair	long and curly
Height	about five foot two
Clothes	well-dressed, designer labels
Hobbies	reading and walking

Katie's apartment	
General description	old-fashioned, comfortable, and with beautiful views
Floor	6th
Size	pretty big, 860 sq. ft.
Number of rooms	5, living room, kitchen, bathroom, two bedrooms
Size of living room	9 ft. by 12 ft.
Which part of town	near the park
How far to stores	about 10 minutes

2 Now ask your partner information questions about Martin and his apartment. Complete the chart.

Martin	
Age	
Personality	
Looks	
Hair	
Height	
Clothes	
Hobbies	

Martin's apartment	
General description	
Floor	
Size	
Number of rooms	
Size of living room	
Which part of town	
How far to stores	

3 Tell your partner about someone you know and where he/she lives. Give the same information as in the chart.

1 Ask your partner information questions about Katie and her apartment. Complete the chart.

Katie	
Age	
Personality	
Looks	
Hair	
Height	
Clothes	
Hobbies	
Katie's apartment	
General description	
Floor	
Size	
Number of rooms	
Size of living room	
Which part of town	
How far to stores	

2 Now answer your partner's questions about Martin and his apartment.

Martin	
Age	late 40s
Personality	very nice, fun, and very sociable
Looks	slim and good-looking
Hair	curly and dark
Height	about 5 foot eleven
Clothes	casual, has his own style
Hobbies	traveling, cooking, spending time with friends
Martin's apartment	
General description	spacious and well-decorated, some interesting objects
Floor	3rd
Size	big, 970 sq. ft.
Number of rooms	7, living room, kitchen, bathroom, two bedrooms, office
Size of living room	16 ft. by 10 ft.
Which part of town	right in heart of the city
How far to stores	2 minutes

3 Tell your partner about someone you know and where he/she lives. Give the same information as in the chart.

Extra Idea Unit 10

Technology questionnaire

1 Read the questionnaire and check (✓) your answers. Then check your score at the bottom of the page.



Technophile or technophobe?

1. How many of these do you use regularly?

- | | |
|--|---|
| <input type="checkbox"/> CD player | <input type="checkbox"/> flat screen TV |
| <input type="checkbox"/> computer/laptop | <input type="checkbox"/> iPod |
| <input type="checkbox"/> digital radio | <input type="checkbox"/> webcam |
| <input type="checkbox"/> recordable DVD player | <input type="checkbox"/> GPS |

2. You need to contact a friend quickly. Do you ...?

- a. send him/her a text message
- b. write him/her a letter
- c. try to find a phone booth
- d. call him/her on your cell phone

3. You'd like to try on some clothes you saw in a magazine. Do you ...?

- a. try to find something similar in the local stores
- b. order them online
- c. mail your completed order form to the company
- d. travel 30 miles to the nearest store

4. How many of these have you used in the last two weeks?

- | | |
|---|--|
| <input type="checkbox"/> Internet banking | <input type="checkbox"/> Google |
| <input type="checkbox"/> eBay | <input type="checkbox"/> MSN Messenger |
| <input type="checkbox"/> e-mail | <input type="checkbox"/> Wikipedia |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> YouTube |

5. How many of these terms can you explain?

- | | |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> blog | <input type="checkbox"/> podcast |
| <input type="checkbox"/> spam | <input type="checkbox"/> emoticon |
| <input type="checkbox"/> cookies | <input type="checkbox"/> broadband |

6. How many of these abbreviations do you recognize?

- | | |
|-------------------------------|------------------------------|
| <input type="checkbox"/> cc | <input type="checkbox"/> HD |
| <input type="checkbox"/> DAB | <input type="checkbox"/> ISP |
| <input type="checkbox"/> FAQs | <input type="checkbox"/> SMS |
| <input type="checkbox"/> GPS | <input type="checkbox"/> www |

7. Which of these have you never been able to do?

- bookmark a webpage
- chat on the Internet
- download an MP3 file
- follow satellite navigation
- install software
- print photos taken on a digital camera
- set the timer on a recordable DVD player
- take a picture on a cell phone

8. Which new invention would make your life complete?

- a. a robot that does all the housework
- b. a portable super-computer that replaces every other gadget
- c. a dream projector that records your dreams while you sleep
- d. an automatic dog walker

0-13 Why are you a technophobe? There's nothing to be scared of. Gadgets can make your life easier, and they can be fun! Go on, give them a try!

14-27 You have a healthy attitude towards technology. You use gadgets to make things easier but you don't let them dominate your life.

28-39 You live in high-tech heaven! You are very comfortable with technology, and you love new gadgets. But don't let them rule your life. It's good to talk face-to-face sometimes!

1. one point for each check (✓)
2. a. 3 b. 0 c. 1 d. 2
3. a. 1 b. 3 c. 2 d. 0
4. one point for each check (✓)
5. one point for each check (✓)
6. one point for each check (✓)
7. minus one point for each check (✓)
8. a. 2 b. 3 c. 0 d. 1

Score

2 Compare your score with a partner. Then discuss these questions.

1. Which invention or gadget could you not live without?
2. What invention or gadget have you bought and never used?
3. Gadgets in general—essential for modern life or a waste of money?

Answer Keys

Extra Idea Unit 1

Understanding from context

- 1 1. e 2. b 3. a
- 2 1. difficult
2. an adjective; famous
3. not to know
4. loved
5. a verb; clean off
- 3 6. verb
7. verb
8. verb
9. noun
10. verb
- 4 6. divides 9. selection
7. proud 10. argue
8. side
- 5 11. an adjective (past participle used as an adjective); "located in place and time"; the text gives the place and date
12. a noun; "building work"/ "improvements"; they want to make the lighthouse into a home
13. a verb; "look at"; the woman is interested in the lighthouse, but she doesn't go near it
14. a verb; "becomes"; the family has to do the investigation because it was useless to go to the police
15. an adverb; "in an interesting way"; the reader will be guessing what happened until the end of the story

Extra Idea Unit 2

Song *Matthew and Son*

- 1 **Pros:** earning money, learning new skills, job satisfaction, working as a team, being promoted
Cons: commuting every day, low salaries, lack of free time, a big workload, job insecurity
- 2 commuting every day, low salaries, lack of free time, a big workload
- 3 1. for Matthew & Son, he won't wait.
2. And the eight-thirty train to Matthew & Son.

- 3./5. The files in your head, you take them to bed, you're never ever through.
4. There's a five-minute break and that's all you take,
6. Even though they're pretty low and their rent's in arrears
- 5 1. a company
2. finished
3. the commuters
4. afraid
5. people get behind with the rent
- 6 Students' own answers.

Extra Idea Unit 4

Song *Our House*

- 2 1. Sunday 8. allowed
2. rest 9. for work
3. keep 10. has
4. can't 11. them
5. crowd 12. ways
6. something 13. would
7. ever 14. day away
- 3 2. mother 6. the singer
3. mother 7. the kids
4. brother 8. father
5. sister
- 4 1. supportive / fun / caring
2./3./4. Students' own answers

Extra Idea Unit 10

Technology questionnaire

- 5 **blog** — short for "web log," an online personal diary with thoughts and opinions on life as well as links to other websites
spam — junk e-mail sent to many people at once, usually involving advertising or offering services
cookies — small files which websites place on your computer's hard disk so they can recognize you the next time you use their site
podcast — an audio or video file that can be downloaded to a portable player or a computer

emoticon — a face made up of text, for example, winking ;-) or smiling :-) which can be used to add meaning

broadband — a high-speed Internet connection

- 6 **cc** — an e-mail instruction to copy/ send your message to additional addresses as well as the main recipient

DAB — Digital Audio Broadcasting, usually just called "digital radio"

FAQs — Frequently Asked Questions, a list of standard answers to questions which newcomers to a topic or website may have

GPS — Global Positioning System, a system of satellites and receivers that allows people and devices to pinpoint their precise location and navigate routes

HD — High Definition, a high-quality TV standard that makes the most of large screens

ISP — Internet Service Provider, a company that provides Internet connections to private and business customers

SMS — Short Message Service, usually known as "text messaging"

www — World Wide Web, the system of connected documents on the Internet, which often contain color pictures, video, and sound

Workbook Answer Key

UNIT 1

- 1** **Simple Present** (×4) works, love, come, know
Present Continuous (×1) 'm going out
Simple Past (×3) came, met, found
Past Continuous (×1) was working
Present Perfect (×1) has been
Present Perfect Continuous (×1) have been looking
Future forms (×2) I'll stay, we're going to get
Simple Present passive (×1) is owned
Simple Past passive (×1) was employed
- 2** 2. are made 3. 've made 4. took
 5. 'm going to take 6. was taken
 7. 've been 8. was 9. 'll be
 10. 'm working 11. was working
 12. 've been working
- 3** 2. went / didn't go 3. 've lived / haven't lived
 4. are you doing 5. 'll see/ won't see
- 4** 2. F/A 3. F/A 4. A/F 5. A/F
 6. A/F 7. F/A 8. F/A
- 5** 1 2. How long ago was the solar system formed?
 3. How many people are born every day?
 4. When was oil first discovered in Saudi Arabia?
 5. How much does the U.S. spend on defense every year?
 6. How fast is the International Space Station flying right now?
 7. How many children did Shakespeare have?
 8. How many people were killed in the Second World War?
 9. How much does the U.S. President earn a year?
 10. How long does the average marriage in the U.S. last?
- 2 1. 40 million 2. 2 to 4.5 billion years ago 3. 353,000 4. 1938 5. \$615,000 billion 6. 17,150 miles per hour 7. 3 8. 72 million 9. \$400,000 10. 10.8
- 6** Sample answers
 2. Which languages does he speak?
 3. What (presents) did you get?
 4. How much did they pay?
 5. What are you going to see?
 6. Where did you go?/ travel to?
 7. Where are you going?
 8. Who's he talking to?
- 7** 2. They didn't have a great vacation.
 3. She doesn't work in an office.
 4. She doesn't have a brother.
 5. They haven't shared an apartment for years.
 6. They don't have a lot of friends.
 7. She didn't go to college.
 8. She doesn't have to work at night.

- 8** 2. I did 3. I wasn't 4. they do 5. didn't
 6. they are 7. they do 8. I haven't 9. I am
 10. I don't

9 2

/ɪ/	/ɛ/	/æ/	/ɔ/
hit build	red friend	ran black	saw wash
/ʊ/	/ʌ/	/i/	/ɑr/
push foot	bus does	eat meet	heart start
/ɔr/	/u/	/ɜr/	
war short	cool group	first work	

- 10** 1. foreign, sunshine
 2. regret, correct
 3. ambitious, reception
 4. typical, Internet
 5. education, economic
 6. immediate, community
- 11** 2. e 3. g 4. d 5. c 6. b 7. i 8. k 9. o
 10. a 11. l 12. n 13. j 14. m 15. h
- 12** 2. musical 3. economical 4. economize
 5. Economists 6. Employers
 7. unemployment 8. employed
- 13** 2. g 3. f 4. a 5. c 6. h 7. e 8. d
- 14** a. 4 b. 1 c. 3 d. 2 e. 5
- 15** 1. with 2. about 3. at 4. to 5. to 6. about
 7. on 8. of 9. for 10. about 11. for 12. as
- 16** 1 Order: 6 2 1 5 4 3
 2 1. They left in the early 1990s because of the civil war.
 2. They stay because of the community. They help and support each other.
 3. Many Somalis own businesses. More and more young Somalis are going to college. The community has also produced politicians, writers, artists, photographers and even a movie star.
 4. Many don't know a lot of English and don't know people in the community. They also face some racism.
 5. They organize cultural events and offer programs and activities to get Somalis involved in education art, sports, and nature.
- 3 1. arrived, had
 2. are, doesn't seem, Have/learned,
 3. has been, are going, has

UNIT 2

- 1** **Simple Present** (×7) lives, overlooks, paints, paint, see, find, work
Present Continuous (×6) is working, is becoming, is planning, 'm painting, is falling, are leaving

Simple Present passive (×2) is inhabited, are employed

Present Continuous passive (×1) is being developed

- 2** 2. 's painting 3. finds 4. are found
 5. 's thinking 6. is thought 7. is known
 8. know 9. works 10. 's only working
- 3** 2. How many children does she have?
 3. What does her husband do?
 4. What does Emma paint?
 5. Where does she (usually) work?
 6. What's she doing right now?
 7. Why are young people leaving the island?
 8. How many visitors come every year?
- 4** 2. He's not a farmer. He's a writer.
 3. She doesn't paint portraits. She paints animals and wildlife.
 4. She isn't painting a series of wild birds. She's painting a series of wild flowers.
 5. The people in the town aren't employed in farming. They're mainly employed in the tourism industry.
 6. Young people aren't leaving the town to get married. They're leaving the town to look for work.
- 5** 2. How often do you see Julie these days?
 3. I hardly ever go to the movies anymore.
 4. I bump into my old girlfriend from time to time. / From time to time I bump into my old girlfriend.
 5. Do you often come here? / Do you come here often?
 6. I don't cook much. I usually eat out.
 7. I only see my grandparents once a month.
 8. I wash my hair twice a week, and I have it cut every month.
 9. Nowadays children rarely play on their own outdoors. / Children rarely play on their own outdoors nowadays.
 10. I sometimes spend three hours a day commuting.
- 6** 4
- | | | |
|--|---|---|
| /s/ | /z/ | /ɪz/ |
| surfs
bats
weeks
wants
cooks | sells
buildings
loves
learns
breathes | changes
beaches
organizes
sentences
matches |
- 7** 1. How fast does the bullet train travel?
 2. How many passengers does the bullet train / it carry?
 3. How long does the trip take?
 4. How much does Kumiko Mogi make / earn per trip?
 5. How many women does Kumiko Mogi now teach / instruct? How many women work on the bullet trains?

6. What are the passengers wearing?
7. Who are they traveling with?
8. How many bags are they carrying?
9. What books or newspapers are they reading?
10. Mogi doesn't sell any ice cream in the winter.
11. People don't want beef and rice for breakfast.
12. She doesn't have any lemonade.
13. The trolley girls don't sit down.
14. Mogi doesn't turn her back towards the customers.
15. She doesn't want to do a different job.

- 8 | 1. has 3. consists 4. doesn't matter
5. need 6. Do you own 7. costs 8. owe
9. look 10. hope 11. doesn't suit
12. depends 13. prefer 14. smell
15. remember

- 2 | 1. comes, 're coming
2. doesn't have, isn't having
3. 'm seeing, see
4. 'm not thinking, don't think
5. 'm watching, watch
6. aren't enjoying, don't enjoy
7. is usually used, 's being used

9 Simple Present active (×3) move, exports, imports

Present Continuous passive (×3) is playing, is falling, are staying

Simple Present passive (×6) is based, are imported, is employed, are owned, are employed, are unemployed

Present Continuous passive (×1) are being taxed

- 10 | 1. are banned 2. is not related 3. are often used
4. is wasted 5. are disliked 6. are despised
7. are overworked and are not appreciated
8. are stressed 9. are sent 10. is associated, is also known

- 11 | 1. 2. h 3. a 4. c 5. i 6. l 7. b 8. d
9. e 10. j 11. k 12. f

- 2 | 2. j 3. l 4. k 5. d 6. g 7. f 8. c
9. b 10. i

- 3 | 2. cheap 3. antisocial 4. pessimistic
5. hardworking 6. unambitious
7. cheerful 8. unselfish 9. confident
10. unkind

- 12 | 1. 2. j 3. g 4. c 5. a 6. i 7. h 8. d
9. e 10. f

- 2 | 2. looking after 3. turn on 4. Turn it off
5. fill it out 6. look it up 7. take off
8. get along with 9. pick it up 10. find out

- 13 | 1. raisins, butter, white bread, milk, cream, vanilla extract, egg yolks, sugar, orange rind

- 2 | 1. ✓ 2. ✗ 3. ✓ 4. ✓ 5. ✓

- 13 | 3 | 1. come 2. think 3. are you making
4. use, 'm putting 5. 'm heating 6. are grown
7. like 8. don't know, 're missing

UNIT 3

- 1 **Simple Past (×10)** felt, bought, paid, wanted, put, wanted, put, bought, cost, made

Past Continuous (×3) were visiting, was hanging, was standing

Simple Past passive (×4) was painted, was sold, was repaired, was damaged

Past Perfect (×4) had damaged, had decided, had agreed, had received

Past Perfect Continuous (×1) had been negotiating

- 2 | 2. was painted 3. were visiting 4. visited
5. saw 6. had seen 7. put 8. was put

- 3 | 2. When was *Le Rêve* painted?
3. How much did Wynn pay for it?
4. Where was the painting hanging?
5. Who was it repaired by?

- 4 | 2. Wynn's friends weren't staying in his house.
3. They hadn't seen the Picasso before.
4. Wynn didn't keep the Picasso.
5. The damage didn't lessen the painting's value.

- 5 | 1. He was driving home from work.
2. He pulled the young man out of the van and took him straight to the hospital.
3. She was throwing sticks into the pond for Toby to retrieve.
4. Toby was swimming in the pond.
4. She called the park officials.
5. Customers were standing in a line, talking to each other.
6. Martin Webb suffered a heart attack.

- 6 | 2. She'd overslept and missed the bus.
3. He hadn't studied enough and had failed his exams.
4. Peter had been the best player in the team.
5. I'd never flown before.
6. He'd been doing the same job for ten years.

- 7 | 2. had been 3. had lived 4. was 5. hadn't managed
6. had taken 7. had been 8. went 9. made 10. felt 11. was
12. had been 13. decided 14. was

- 8 | 2. ate 3. had eaten 4. talked 5. 'd talked
6. were you talking 7. drove 8. 'd driven
9. was driving

- 9 | 2. was based 3. was first performed
4. was published 5. were performed
6. was built 7. was destroyed 8. was aimed
9. was shot 10. was inspired

- 10 | 2. Who did she see on the subway?
3. What was he doing?
4. Why didn't she speak to him?
5. Which train was he traveling on?
6. Where did he get off?
8. She didn't receive any replies on the Internet.
9. Mr. Wellikoff wasn't sitting on the subway.
10. He hadn't used Facebook or Instagram all week.
11. He didn't know why people were looking at him.
12. Mr. Wellikoff wasn't dating anyone.
13. met 14. did 15. had
16. went 17. enjoyed 18. got
19. had invited 20. was looking

- 11 | 1. born 2. birthday 3. birth
4. Birth 5. birth 6. birthday

- 2 | 1. married, get married 2. marry
3. been married 4. get married
5. been married 6. wedding
7. got married 8. marriage

- 3 | 1. died 2. death 3. dead, die 4. death, died
5. dead 6. dying 7. die 8. died

- 12 | 1. A – B On, on, in, At, on, in
2. –, on, in, at
3. On, in
4. On, in
5. A – B at, – A at
6. In, in, –, in

13 3	/θ/	/tʃ/	/ʃ/
	thought bath thanks	mature lunch fetch	machine share wash
	/ð/	/dʒ/	/ʒ/
	this weather mother	age gadget German	measure pleasure revision
	/ŋ/		
	tongue bank hang		

- 14 | 1 **Carol:** Her dad carrying her on his shoulders.

Anne: A silver Christmas tree.

Richard: Nothing at all.

- 2 | 1. Because he was a really big tall man.
2. He thought she was too big.
3. Because it seemed like the end of childhood.
4. Her mother said it really happened.
5. About five years.
6. What completely a different world small children live in.
- 3 | 1. used to carry, adored, was
2. was, were walking, used to live, didn't want to
3. I've just made up, asked, said it had all really happened

UNIT 4

- 1 **IMPORTANT to do** have to buy, have to have, have to rent, must wear
IMPORTANT NOT to do shouldn't say, shouldn't address
NOT NECESSARY to do don't have to leave
GOOD IDEA to do should check, should leave, should be, should choose, should research
ABLE or PERMITTED to do can tip, can see, can get around, can get
IMPOSSIBLE or FORBIDDEN to do can't do, can't smoke, aren't allowed to use, aren't allowed to smoke

- 2 | 2. a 3. a 4. c 5. b 6. c 7. a 8. a 9. b

- 3 | 2. does he have to 6. does he have to
3. does his dad have to 7. doesn't she have to
4. doesn't he have to 8. does she have to
5. does she have to

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

- 5 | 2. c, d 3. f, e 4. g, h 5. i, j

- 6 | 1. a) must b) had to
2. a) must b) had to
3. a) must b) have to
4. a) must b) have to

- 7 | 2. shouldn't 3. don't have to 4. didn't have to
5. doesn't have to 6. didn't have to 7. don't have to
8. shouldn't 9. shouldn't 10. don't have to

- 8 | 1 | 2. You should get it serviced.
3. She should do more exercise.
4. He should take up a sport or a hobby.

- 2 | 2. do you think I should I go to?
3. do you think I should I have?
4. do you think I should I take?
5. do you think I should I say to her?

3. She's definitely coming to the party.
4. You behaved very badly yesterday.
5. They love each other deeply.
6. I really don't like her.
7. He only earns \$20,000 a year.
8. He always wears a sweater, even in the summer.
9. The water isn't warm enough to go swimming.
10. It's much too cold for me.
11. I just want a cup of coffee.
12. Fortunately, he wasn't seriously injured.
13. I completely forgot her birthday.
14. I don't like skiing very much at all.
15. When did you last see Peter?

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

2. old-fashioned 3. stressful
4. hardworking 5. sharp
6. bad-tempered 7. fussy 8. smart
9. big-headed 10. well off

11 2. politeness, banana, attention, sociable, preparation, apartment, international, customer, personal, intelligent, surprising

3. 1. I love his photographs. He's definitely my favorite photographer.
2. Dave studied politics in college, but he never wanted to become a politician.
3. Technology advances so quickly these days. It's impossible to imagine what technological changes there will be in the next 20 years.
4. Bill doesn't seem to like vegetables. I can't understand why he's a vegetarian.
5. The role of employment agencies is to help employers find suitable workers.
6. I know anything's possible in soccer, but do you think the U.S. ever winning the World Cup again is a real possibility?

12 **Trips** 1. pick you up 2. get in 3. Hold on 4. get going
Moving 5. are you settling in 6. get down to 7. bring them up 8. work out
Relationships 9. split up 10. going out with each other 11. put up with 12. get over
Hurry up! 13. Come on 14. Calm down 15. go on about 16. held up

13 1. **Dan** pretty small, rich dark red, a small one in the roof
Laura bedroom, soft wool carpet, bed, wardrobe, chair

2. 1. good 2. noisy 3. wonderfully
4. quietly 5. carefully 6. creative
7. straight 8. slowly

UNIT 7

1. 1. d 2. c 3. g 4. g 5. a 6. h 7. f 8. e
2. a. How many Harry Potter books has she written?
- b. How long has he lived in New York?
- c. What awards has she won?
- d. How many times was she married/ did she get married?
- e. Whose band was called *The Wailers*?
- f. How many movies did he make?
- g. How long has she danced ballet?
- h. When did she write *Pride and Prejudice*?
3. a. 7 b. Since 2010 c. Several d. 3
e. Bob Marley's f. 30
g. Since she was 13 h. In her 20s

2 1. was born 2. has been 3. took 4. won
5. joined 6. faced 7. has starred 8. was named
9. has recently published 10. is producing

3 1. went 2. have, been 3. went 4. went
5. have, been 6. went, went 7. went

4 1. I just heard about your accident.
2. Have you had breakfast yet?
3. I already finished my exams.
4. Have you ever been to Thailand?
5. I haven't seen that movie yet.

2. 1. a. Student's own answer
b. I haven't seen him since 2010.
c. Student's own answer
2. a. Student's own answer
b. She's been in Korea since April.
c. Student's own answer

3. 1. Excuse me! I haven't finished yet!
2. No, thanks. I just had one.
3. I'm afraid he just went out.
4. Has it started yet?
5. But I already finished it.
6. How long has it been since we last met?

5 1. 's just been promoted
2. 've applied
3. have you been injured
4. has just lost
5. has passed
6. has been given
7. have you saved
8. has been called
9. haven't been offered
10. has risen

6 1. been eating 2. eaten 3. met
4. known 5. been writing 6. written
7. been watching 8. watched

7 1. has moved, 've been looking, haven't found
2. 've been shopping, haven't bought
3. 've ever heard
4. 've been listening, haven't understood
5. 've been working
6. 've been trying, 've lost

8 2. How long have you been taking driving lessons?
How many driving lessons have you taken?
3. How long has he been a teacher?
How many school has he taught in?
4. How long have you been waiting?
5. How many guests have been invited to the wedding?
How long has she known Ian?
6. What have you been doing all this time?
Where have you been?

9 1. How long have you known the teacher?
2. This is the first time I've eaten Thai food.
3. I've been learning English for four years now.
4. What were you doing last night at around 8 PM?
5. How long have you been working here?
6. The World Cup has been won by Brazil five times.

10 1. became 2. has made 3. reappeared
4. began 5. have become 6. started
7. were planned 8. have been doing
9. have been performing 10. has often been injured
11. has broken 12. has dislocated 13. have been 14. was killed
15. killed

2 Sample answers

2. When did jousting become popular?
3. Where did Renaissance fairs start in the U.S.?
4. How long have the Free Lancers been performing jousts?
5. What were Renaissance fair jousts first like?
6. Has Kate Cox ever been injured?
7. How was a joust killed in England in 2011?/How was King Henry II of France killed?
8. When was King Henry II killed?

11 1. **Be** crazy about, about to, into, off work, in touch with, away on business, sure of, interested in

Have a lot in common, a problem with, time off work, a word with, a great time, fun

2. 1. crazy about, have, in common, into
2. a word, off, 've been, had
3. away, touch, about, have, sure, have

12 1. between 2. in 3. to 4. on 5. with 6. to
7. on 8. on 9. in 10. in 11. to 12. by

13 2. **Assistant:** Help?

Customer: Yes, sweater.

A: Size?

C: Large.

A: Color?

C: Green.

A: This, like?

C: No, style, nice, too bright

A: This, darker, green

C: Yes, like, made, cotton?

A: Yes, machine-washable

C: Great, try, on?

A: Course, dressing rooms, over there

14 1. passion 2. have been making 3. have experience 4. TV drama 5. pop videos
6. music 7. basic 8. lighting 9. May
10. June

2. 1. X 2. ✓ 3. ✓ 4. X 5. ✓ 6. X

UNIT 8

1 1. 2. to live 3. saying 4. to ask
5. to remember 6. working 7. worrying
8. to keep 9. to have 10. climbing
11. to do 12. to travel 13. feel
14. to play 15. move 16. watching
17. talking 18. know

3. 2. to tell 3. to live 4. to remember
5. to work 6. living 7. going 8. visiting
9. sleeping 10. to play, playing 11. (to) make
12. to apply 13. to call 14. know

2 2. Watching 3. fixing 4. Finding
5. waking up 6. walking 7. helping
8. Living 9. Giving up 10. working

3 2. to follow 3. show 4. to hurt 5. stay
6. to learn 7. to buy 8. carry 9. to join
10. to be

4 2. a/c 3. b/c 4. a/c 5. b/c 6. b/c
7. a/b 8. b/c

5 2. Tom begged Mia to marry him.
3. Mary warned the children not to run around the edge of the swimming pool.
4. Bobby refused to go to bed.
5. Ben advised Bill to talk to his lawyer.

10. He could have killed a passer-by.
11. If he hadn't tripped, he wouldn't have knocked out two teeth.
12. He should have looked where he was going.

11 1 **make** a mistake, up your mind, a decision, a mess, sure that, a speech, a profit, a noise, a phone call, friends with, progress
do the shopping, someone a favor, the housework, nothing, my best, exercises, the dishes

- 2 1. made up her mind
2. do exercises
3. do nothing
4. make a noise
5. doing my best
6. does the dishes
7. do me a favor
8. made friends with
9. make a phone call
10. make sure

- 12** 1 1. They charge you \$50 for the call.
2. You have to enter your old security details and then the new ones.
3. The thief pretends to be from your bank.
- 2 1. call, are, charge
2. might have fallen
3. would never have asked, wouldn't register, would
4. tried, 'd know
5. 're not, 'll end up

UNIT 10

- 1** 2. a 3. d 4. g 5. k 6. l 7. e 8. n
9. j 10. i 11. h 12. c 13. f 14. o 15. m
- 2** 3. A Boeing 747 is an airplane.
4. They are airplanes.
5. A Mini Cooper is a car.
6. They are cars.
7. A Samsung Galaxy is a phone.
8. They are phones.
9. Einstein was a scientist.
10. They were scientists.
11. Van Gogh was an artist.
12. They were artists.
13. Charles Dickens was a writer.
14. They were writers.
16. an 17. a 18. an 19. a 20. an
- 3** 2. the country 3. the sky 4. the future
5. the beach 6. the mountains 7. the government
8. the weather 10. the salt
11. the door 12. the library 13. the garden
14. the post office 15. the bathroom
16. the radio 18. the same 19. the first
20. the most delicious
- 4** 1 1. c 2. a 3. f 4. b 5. d 6. e
2 2. Honesty 3. love 4. Variety 5. Crime
6. Time
3 2. Chess 3. Biology 4. poker
- 5** 1. the, (-) 9. the, the, (-)
2. (-), (-) 10. the, (-), (-), the
3. (-), (-) 12. (-)
4. (-), (-) 13. (-)
5. (-), (-), the 14. the
6. (-) 15. (-), (-), The
7. (-), (-), the 17. (-)
8. the, (-) 18. (-)

6 1 **Possessive adjective** his, our
Possessive pronoun yours, hers, its, theirs

- 2 1. yours 2. Your, theirs 3. my, hers, mine, hers 4. mine / ours 5. his, her 6. its
- 7** 2. mother's 3. Children's 4. brother's
5. neighbors' 6. Sue's 7. Adriana's
8. yesterday's 9. weeks' 10. tomorrow's
- 8** 2. all day 3. all my homework 4. all of us
5. All I need 6. all my life 7. all kinds
- 9** 2. All 3. Everyone, All
4. everything 5. every 6. all 7. all 8. every
- 10** 2. yourself 3. themselves 4. yourselves
5. each other 6. each other 7. themselves
8. myself
- 11** 1 1. b 2. f 3. c 4. d 5. a 6. e
2 2. N 3. N 4. N
3 3. suitcases 4. is 5. some 6. homework
7. fruit 8. trip 9. job 10. furniture
4 1. travel 2. a suggestion 3. some bread
4. work 5. lovely weather 6. experience
7. 's too much traffic 8. a paper
9. How many times 10. How much time
- 12** 1 1. clear, deer 2. where, bear 3. stay, weigh
4. know, phone 5. shy, high 6. enjoy, noise
7. now, aloud 8. poor, sure
2 1. plane, south, Spain
2. boy, coat, enjoyed
3. known, nearly, five
4. wearing, rose, hair
5. smoke, pipes, days
6. likes, ride, motorcycle

- 13** 1 1. b 2. e 3. f 4. a 5. c 6. d
2 2. moving into 3. clear up 4. applied for
5. plug it in 6. knocked down
3 1. b 2. a 3. c 4. d 5. f 6. e
4 1. let me down 2. pay you back
3. getting over 4. sort everything out
5. put out 6. work it out
- 14** 1 1. coats and jackets 2. bags 3. umbrellas
4. glasses 5. cell phones
2 1. c 2. b 3. a 4. b 5. c
3 Actually, it's a very classy-looking black and white umbrella with a silver point. It's pretty big—it looks like a golfing umbrella. And it has a white handle with a black stripe down the side of it.

UNIT 11

- 1** 1 Luke is fighting with his younger brother.
2 2. must have 3. may get annoyed 4. must have
5. may be studying 6. might not know
7. could be jealous 8. can't have
3 Noisy neighbors
4 1. must be 2. may have 3. could be
4. must know 5. may be 6. can't have
- Letters** (p. 88)
- 2** 1. f 2. c 3. h 4. e 5. g 6. b 7. d 8. a
 - 3** 1 2. He must be sick.
3. He could be in the coffee shop.
4. He might have a doctor's appointment.
5. He may be stuck in a traffic jam.

6. His bus might be late.
7. He may be talking to a friend from another class.
8. He must want to miss the test.
- 2 2. He can't be sick.
3. He can't be in the coffee shop.
4. He can't have a doctor's appointment.
5. He can't be stuck in a traffic jam.
6. His bus can't be late.
7. He can't be talking to a friend from another class.
8. He can't want to miss the test.

- 4** 1. a. must_{həv} /məstəv/
2. a. might_{həv} /maɪtəv/
3. a. should_{həv} /ʃʊdəv/
4. b. could_{həv} /kʊdəv/
5 2. be listening, be taking 3. be sitting
4. be reading 5. be taking 6. be holding,
be going 7. be digging, be repairing

6 Sample answers

1. He must have had an accident.
He might have been snowboarding.
2. They must have had an argument.
They can't have enjoyed their meal.
3. He can't have passed his driving test.
He may have been nervous.
4. The cat could have eaten the bird.
The bird might have escaped.
5. They must have missed their plane.
The plane could have been delayed.
6. They can't have enjoyed the movie.
It must have been boring.
7. She must have lost her cell phone.
It might have been stolen.
8. He must have received good news.
He may have won the lottery.
- 7** 2. You couldn't have studied hard for your exams.
3. I might have left my cell in the Internet cafe.
4. He must have been on a diet.
5. They could have gotten married in secret.
6. He may have called while we were out.
- 8** 1 **Sample answers**
1. His coworker saw him at a shop.
2. He discovered that William had a brother who looked like his brother.
3. Jorge and Carlos were raised in the city and grew up to have office jobs. William and Wilber were raised in a rural town.
2. Jorge's coworker can't have believed her eyes when she saw William working in the butcher shop.
3. The mothers couldn't have known that they had the wrong baby.
4. It might have been difficult for William to go to college because he lived in Santander.
5. Carlos must have been shocked when Jorge told him about the mix-up.
3 1. He was playing in the backyard of his home.
2. After several months.
3. He was in bad shape and had lost a lot of weight.
4 1. Arnie might have been stolen by a dog breeder.
2. Arnie could be a pedigree dog.
3. The family couldn't have expected Arnie to return.

