

with **Testing** Program

4

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

John and Liz Soars
Amanda Maris

OXFORD



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- 1 Register or log in at www.oxfordlearn.com.
- 2 Click **Teacher tools** and apply for a teacher account.
- 3 With your new teacher account, set up your class and give your students the **student joining code** for that class.
- 4 Students log in at www.oxfordlearn.com and enter both their **Oxford Online Skills code** and the **student joining code**.

4

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Contents

	Introduction	iv
UNIT 1	The tense system • Informal language • Compound words • Casual conversations	2
UNIT 2	Present Perfect • Simple and continuous • Hot verbs – <i>make, do</i> • Talking about places	16
UNIT 3	Narrative tenses • Giving news and responding • Talking about books and movies • Showing interest and surprise	30
UNIT 4	Questions and negatives • Saying the opposite • Being polite	44
UNIT 5	Future forms • Hot verbs – <i>take, put</i> • Over the phone	59
UNIT 6	Expressions of quantity • ' <i>export</i> or <i>ex'port</i> • Business expressions and numbers	75
UNIT 7	Modals and related verbs 1 • Hot verb – <i>get</i> • Exaggeration and understatement	89
UNIT 8	Relative clauses • Participles • Adverb collocations • Exclamations	102
UNIT 9	Expressing habit • <i>used to do/be used to doing</i> • Homonyms and homophones • Making your point	118
UNIT 10	Modal auxiliary verbs 2 • Synonyms • Metaphors and idioms – the body	133
UNIT 11	Hypothesizing • Expressions with <i>if</i> • Word pairs • Moans and groans	147
UNIT 12	Articles • Determiners • Hot words – <i>life, time</i> • Linking and commenting	160
	Photocopiable worksheets Units 1–12	175
	Workbook Answer Key	188

Introduction

American Headway 4

American Headway 4, Third Edition is for students who have already achieved a certain level of English. They have been introduced to a significant selection of the English language, grammatically, lexically, functionally, and situationally, and possess sufficient language proficiency to be able to express themselves in a variety of social contexts.

The third edition of *American Headway 4* retains the basic methodology of the second edition: both accuracy and fluency-based activities, in-depth treatment of grammar, and systematic lexical syllabus. Attention is given to all four language skills, and there are authentic material and tasks throughout.

Student Book Organization

The organization of *American Headway 4, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

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

Starter

This is to launch the topic of the unit and get students thinking and talking about it. It can last a short while or longer, depending on the interests of your students.

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 assimilate it better.

The main areas of grammar taught are:

- Work on and review of the tense system
- Perfect versus non-perfect verb forms
- Simple versus continuous aspects
- Narrative forms
- Questions and negatives
- Future forms
- Expressing quantity
- Modals and related verbs
- Relative pronouns and clauses
- Expressing habit
- Hypothesizing
- Articles, determiners, and demonstratives

There are *Grammar spot* boxes in the presentation sections. These aim to explore the language of the unit further. There are questions to answer and short exercises. The *Grammar spot* is reinforced in the Grammar Reference section at the back of the book.

Practice

This section contains a wide variety of activities using all skills, but with an emphasis on speaking and listening. Some exercises encourage deeper analysis of the language, such as *Discussing grammar*; many exercises are personalized, with students working in pairs to exchange information about themselves. There is often an additional *Grammar spot* box in the *Practice* section, allowing students to explore another area of grammar addressed in the unit.

Spoken English

This section covers the grammar of spoken English, highlighting areas that are more characteristic of the spoken, rather than the written language. The aim is to draw attention to them, rather than teach them for active production. They include the following:

- Informal language (missing words; words like *stuff* and *hanging out*)
- Being imprecise (*sort of, kind of*)
- Fillers (*I mean*)
- The word *thing* (*How are things? The thing is ...*)
- Giving and responding to news (*Did you hear about ...? You're kidding!*)
- The use of *which* to add a comment (*He gave me a ride home, which was nice.*)
- Expressions with modal verbs (*You might as well ..., I couldn't help it.*)

Skills

Listening and Reading

The reading and listening sections appear after the language section of the unit, although not in any particular order. They follow the *American Headway* tradition of being authentic, taken from a wide variety of sources, and with a range of comprehension tasks, language and vocabulary exercises, and extension activities.

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.

While you can find numerous speaking tasks and activities throughout the unit – to lead into a topic, to discuss

the finer points of grammar or to practice role plays or dialogues, speaking skills are particularly focused on within the reading and listening lessons, with the *What do you think?* section, which encourages discussion and debate about the topic of the text or listening extract.

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.

Vocabulary

There is a strong emphasis on vocabulary in *American Headway 4, Third Edition*. As in previous editions, there is specific work on "hot words", that is, very common words which combine with nouns, phrases, and particles to produce new meanings, for example, *do away with*, *take your time*, *get in touch*. Other areas of vocabulary include synonyms and antonyms, prefixes, words with variable stress, compound words, adverb collocations, and word pairs.

Everyday English

This is an important part of the syllabus of *American Headway 4, Third Edition*. Students have the opportunity to practice chunks of language used in formal and informal situations. Students learn phrases for showing interest and surprise, being polite, exaggeration and understatement, exclamations. Students also learn some useful functional phrases for business and for making your point, as well as some high-frequency metaphors and idioms to help them to branch out into more interesting uses of English.

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 each of the 12 units at the back of this Teacher's Book. These photocopyables 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 24 photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway 4, 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 4, Third Edition* are designed to enable students to extend their knowledge of the language and to give them a rewarding and challenging experience. We hope this new edition helps you and your students in the process of teaching and learning English.



1

Home and away!

The tense system • Informal language • Compound words • Casual conversations



A global village

The theme of this unit is living and working away from home. The unit provides a review of the main tenses, allowing you to assess students' strengths and weaknesses. The vocabulary syllabus starts with an important feature of English – compound words. There is also a focus on informal language in the grammar, writing, and *Everyday English* sections. Skills work includes integrated listening and speaking, and reading and speaking practice.

LANGUAGE INPUT

GRAMMAR

Tense review and informal language (SB p. 2)

- Reviewing, identifying, and practicing key tenses.
- Practicing question formation.
- Understanding informal language in tweets and emails.

VOCABULARY

Vocabulary work (SB p. 6)

Compound words (SB p. 8)

- Figuring out the meaning of words and phrases from context.
- Understanding and practicing compound nouns and adjectives.

EVERYDAY ENGLISH

Casual conversations (SB p. 9)

- Understanding and practicing language used in everyday situations, and focusing on stress and intonation.

SKILLS DEVELOPMENT

READING

Saroo's story (SB p. 6)

- An article about a man who was reunited with his Indian family after 25 years.

LISTENING

Things I miss from home (SB p. 5)

- Listening for gist and key information in six recordings and completing a chart, then understanding referencing. **CD1 8** (SB p. 116)

SPEAKING

Talking about you (SB p. 4)

What do you think? (SB p. 5)

What do you think? (SB p. 6)

- Practicing tenses by completing sentences in a personalized way.
- Discussing the pros and cons of living abroad.
- Discussing the life of the man featured in the reading text.

WRITING

Informal writing – Correcting mistakes (SB p. 99)

- Using a correction code to correct mistakes, then writing an informal letter.

MORE MATERIALS

Photocopiables – Can't get home (TB p. 175) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 2)

At the start of any new level of a course, establishing a good classroom atmosphere where everyone feels comfortable is important from the very beginning. It is also important to gauge students' ability to use the main tenses in English. At the high-intermediate level, students need to be able to express themselves in a more natural way, using a wider range of adverbs and adverbial phrases. This *Starter* covers the main tenses students will be familiar with, but also gives students the opportunity to start talking and find out about each other. This initial stage and the rest of the unit will also allow you to assess the students' strengths and weaknesses, and their overall levels of fluency.

SUGGESTION

Before doing the matching task, check that students can recognize the uses of the tenses by asking the following questions:

Which sentence talks about a (current) habit or routine? (2)

Which sentences connect past and present? (5, 8)

Which sentences refer to the past? (1, 3, 4, 6)

Which sentences refer to the future? (7, 9)

- 1 Focus on sentence 1 and elicit possible matches with the whole class. Stress the need for the sentences to sound natural, not just grammatically correct.
Students work individually to complete the matching task. Monitor to see how well students understand the way the tenses work. Let students check in pairs before checking with the whole class.

Answers

- 1 My parents met in Paris *in the 1980s/years ago/during a snowstorm*.
- 2 They *never/frequently/sometimes* travel abroad.
- 3 They were working in Canada *when I was born/for years/in the 1980s/recently/for a year*.
- 4 I was born in Montreal *in the 1980s/years ago/during a snowstorm*.
- 5 My grandparents have *never/recently* lived in Ireland.
My grandparents have lived in Ireland *for years/recently/for a year/since 1972*.
- 6 I *never/frequently/recently/later/sometimes* wrote to my grandmother./I wrote to my grandmother *frequently/the other day/recently/during a snowstorm*.
- 7 My brother's flying to Brazil on business *tonight/in two weeks/later*.
- 8 He's *recently* been learning Portuguese./He's been learning Portuguese *for years/recently/for a year/since 1972*.
- 9 I'll see you *tonight/in two weeks/later*.

Note

If students ask about the tense use in *They were working in Canada for years/for a year*, explain that we use the Past Continuous rather than the Simple Past here because we are emphasizing that the activity was temporary.

- 2 Focus on the example and then give a few facts about yourself and your family using the time expressions in exercise 1.
Give students three or four minutes to prepare their own examples. Monitor and help as necessary.

Put students in pairs or groups of three to exchange their information. Monitor and write down any common errors made in the form and use of the main tenses. Add to these during the lesson and discuss them after the *Away from home* section. Write them on the board for class correction, being careful not to indicate which students made the errors.

Students summarize what their partners told them in a brief class discussion.

AWAY FROM HOME (SB p. 2)

Tense review and informal language

This section reinforces tense use and practices question formation across a variety of tenses. It also looks at the use of informal language in personal tweets and emails.

⚠ POSSIBLE PROBLEMS

The tense system Although students will be familiar with the tenses covered, they are likely to make mistakes in both form and use, especially at this early stage in the course. Try not to correct every mistake as you go along. Monitor students' work to get a picture of what they can do, and discuss specific areas after a main practice stage.

Simple vs continuous This is a problem for students of many nationalities, especially when they do not have continuous forms in L1. In a multilingual class, finding out whether students have continuous tenses in their own language can help you focus on learners' individual needs.

The basic distinction is: simple tenses – the action can be seen as complete, permanent, or repeated; continuous tenses – the action is ongoing/in progress.

Simple vs perfect The major confusion here is between the Simple Past (for an action completed at a specific time in the past) and the Present Perfect (for an action that happened or started before now, but has a connection with the present). The key thing about the Present Perfect in English is that it expresses a past action in terms of its relation to the present. This is not always true in other languages. Again, finding out about students' L1 can be of help here.

You can read through Grammar Reference 1.2 on SB pp. 135–136 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 3.

ABOUT THE TEXT

The context here is an American teenager's extended stay in London with a host family. He tweets his first impressions and mentions differences between New York and London, and British and American English.

- The abbreviation NYC stands for *New York City*.
- Despite its name, Chalk Farm is a lively area of north London.
- The British drive on the left side of the road, not the right, as in the US.

- Americans often ask for the *bathroom* (or *restroom*) whereas the British call it the *toilet*. In Britain, asking for the bathroom may give the impression you want to take a bath!
- Cheers* is used when making a toast, but also, especially in the UK, as an informal way of saying thank you or expressing good wishes when leaving, e.g., *Cheers, Joe. See you later.*
- Other differences in vocabulary between British and American English: *flat* (UK)/*apartment* (US); *Tube* (UK)/*subway* (US).

- 1 **CD1 2** Introduce the activity by pointing to Tyler /'taɪlər/ and asking questions about the photos: *Where are the boys? (in London), What are they doing? (sightseeing), How do they feel? (happy/excited).*
- Play the recording. Students listen and read Tyler's tweets and then answer the questions. If necessary, check the abbreviation NYC (see *About the text*).

Answers

The style is informal.
Tyler is from New York City (NYC).
Things he finds strange: the Chalk Farm area doesn't have any farms; Dave's family calls their home a *flat*; they didn't understand when Tyler asked for the *bathroom*, instead of the *toilet*; being on a bus with two levels; driving on the opposite side of the road; how people use the word *cheers*; they call the subway the *Tube*.

- 2 Focus on the example and check why the Present Continuous is used (a temporary action in progress around now).
Students complete the sentences working individually. Check a few of the sentences for accuracy, then put students in pairs to ask and answer the questions. Monitor and help as necessary, prompting the students to correct any mistakes they make.
- 3 **CD1 3** Students listen and check their answers.
Students will be able to review the tense use in the *Grammar spot* section, but you can go over the tenses at this stage if preferred.

Answers and audio script

- Where is Tyler spending the year?
In London.
- Is this his first trip abroad?
No, it isn't. He's been abroad once before. Last year he went to Mexico.
- Where does Dave live?
In north London.
- How long is Tyler going to stay with Dave?
A few days.
- Why did the guy say "cheers" to Tyler?
Because he had let him pass.
- Does he like his host family?
Yes, he does. He thinks they're very nice.
- What are they doing on Sunday?
They're visiting Shakespeare's hometown.

- 4 Focus on the map and the photos to introduce Teresa and set the scene. Then ask students to read her email and answer the questions.

Answers

Teresa is in Tanzania.
She's working at a school.
She likes starting work early because it isn't so hot. She likes her "piki-piki" bike, going to the beach, collecting shells, and the sunsets.
She doesn't like the heat and not having air conditioning.

- 5 **CD1 4** Elicit the question for number 1 as an example. Students form the rest of the questions working individually. Monitor and help as necessary, prompting the students to correct any mistakes they make.
Put students in pairs to ask and answer the questions.
Play the recording. Students listen and check their answers.

Answers and audio script

- How long has Teresa been in Africa?
Since last September.
- What time does she start work?
Early, at seven o'clock.
- What has she just bought?
A "piki-piki." It's a little motorcycle.
- Where did she go last Sunday?
To a really awesome beach.
- What's she going to take home?
Her collection of shells.
- How many shells has she collected already?
Hundreds.
- What did they do at the beach?
They barbecued fish and swam until the sun went down.
- What's she sending to her parents?
She's sending some photos.

GRAMMAR SPOT (SB p. 3)

The goal of the *Grammar spot* in each unit is to get students thinking analytically about the language. Examples are taken from the presentation stage and so appear in context. Students are given the opportunity to think about which forms are being used and why, often through a contrastive analysis of key forms.

Rather than teaching from the front of the class, put students in pairs or threes to work through the *Grammar spot*. This frees you to monitor the class, check students' understanding, and answer any questions. It also allows students to take responsibility for their learning, and encourages them to help each other.

- 1 Ask students to look back at exercises 2 and 5, and identify the tenses. Monitor and help as necessary. Then check the answers.

Answers

Tyler's tweets

- Present Continuous to talk about a temporary action in progress around now
- Simple Present to talk about a fact; Present Perfect to talk about an experience at an indefinite time; Simple Past to talk about a completed action
- Simple Present to talk about a fact
- Going to* to talk about a plan

- Simple Past (the auxiliary *did* in questions) to talk about a completed action; Past Perfect for an action that happened before an earlier action in the past
- Simple Present (the auxiliary *does* in questions) to talk about a state
- Present Continuous to talk about a future arrangement

Teresa's email

- Present Perfect to talk about something that started in the past and continues now
- Simple Present to talk about a routine
- Present Perfect to talk about the present result of a recent past action
- Simple Past to talk about a completed action
- Going to* to talk about a plan
- Present Perfect to talk about the present result of a past action
- Simple Past to talk about completed actions
- Present Continuous to talk about a temporary action in progress around now

- Read through the notes and examples as a class.
- Students work in pairs or groups of three to answer the questions, find more colloquial words, and find words that are missing.

Check the answers, monitoring pronunciation as you go.

Answers

- my buddy – my friend
I don't get it – I don't understand it
hanging out together – spending time together and having fun
stuff – other things like that
mega famous – very famous
- junky – not very good/inefficient
hey – a word used to get someone's attention
cool news – great/interesting news
freak – get upset
awesome – amazing
a bunch of – a lot of
picnic stuff – picnic equipment
missing you tons – missing you very much
- Subject pronouns, forms of *be*, and auxiliary verbs are often left out in informal speaking and writing. Articles and prepositions are sometimes left out as well.

Tyler's tweets

(I'm) Still sitting in the airport ...
(I've) Been waiting (for) three hours but (it) seems like ...
(I've) Just boarded the plane ...
(I) Haven't been abroad ...
(We) Just drove past ...
(It's) Crazy!
(It's the) First night with my ...
(It's a/It'll be a) Big day tomorrow

Teresa's email

(I) always love news from home.
(I) Wish we had ...
(at) 7:00
(It's) Great for getting around.
(It had/There was) Incredible white sand ...

(and they are) all shades of ...
(they are) very quick but spectacular.
(I'm) Missing you ...
(I) Can't wait ...

►► Grammar Reference 1.1 and 1.2 on SB pp. 135–136.

PRACTICE (SB p. 4)

Identifying the tenses

- Focus students' attention on the examples. Students work in pairs to complete the tense charts. Make sure they use the full forms, rather than contractions.

Check the answers. If necessary, briefly review the formation of the passive (the appropriate tense and form of *be* + past participle).

Answers

ACTIVE	Simple	Continuous
Present	he works	we are working
Past	she worked	I was working
Future	they will work	you will be working
Present Perfect	we have worked	she has been working
Past Perfect	I had worked	you had been working
Future Perfect	they will have worked	he will have been working

PASSIVE	Simple	Continuous
Present	they are made	it is being made
Past	it was made	it was being made
Future	they will be made	
Present Perfect	they have been made	
Past Perfect	it had been made	
Future Perfect	they will have been made	

- CD1 5** The goal here is to have students recognize the form and meaning of different tenses in short spoken contexts.

Focus on the example and play number 1.

Ask students to listen to the lines of conversation and discuss what the context might be. Pause the recording after each line and elicit suggestions from the class.

Answers and audio script

Possible contexts:

- Friends gossiping at work/in school/when out together, talking about a friend's new boyfriend.
- Two friends or colleagues talking. One tells the other that she will pass on some good news.
- A friend telling a story about another friend, or maybe someone in the news. *He* may refer to a criminal or drunk driver. *They* probably refers to the police.

- 5 Somebody telling or recalling the story of when she met somebody from her past. *Her* could be a former neighbor's daughter, but could also be a relative that the speaker hadn't kept in touch with.
- 6 A person describing a man they know, possibly a classmate, coworker, or neighbor. He has some information/news to give, but it isn't clear what. The speaker gives the impression that people don't trust/pay attention to the man.
- 7 Somebody saying they are waiting to be told whether they have gotten a job or been admitted to a university/college.
- 8 A wife talking about her husband, or mother-in-law about her son-in-law.

CD1 5

- 1 **A** Are you being helped, sir?
B Just looking, thank you.
- 2 I've heard that she's been seeing a lot of Patrick recently.
- 3 I'll be seeing Bill this afternoon – I'll tell him the good news then.
- 4 Apparently, he was driving 70 miles per hour around a curve when they stopped him.
- 5 I hadn't seen her since she was a little girl, and she'd completely changed.
- 6 Nobody will listen to him. He's the kind of guy who isn't believed by anyone.
- 7 I haven't been told yet if I have it. I'll be told in writing sometime next week.
- 8 He's been working such long hours recently. He never sees the kids.

- 3 **CD1 5** Focus again on the picture in exercise 2. Play number 1 again and focus on the tenses used. Check what is missing in the Present Continuous example (*I'm*).

Ask students to listen again and identify the tenses.

Play the recording again, pausing after each line.

Check the answers. As extra reinforcement you can check what the full forms are where there is a contraction, e.g., *I've heard* = *I have heard*, *she's been seeing* = *she has been seeing*, etc.

Answers

See exercise 2 for **CD1 5**.

- 2 Present Perfect (*I've heard*) and Present Perfect Continuous (*she's been seeing*)
- 3 Future Continuous (*I'll be seeing*) and Simple Future (*I'll tell*)
- 4 Past Continuous (*was driving*) and Simple Past (*stopped*)
- 5 Past Perfect (*hadn't seen*, *she'd changed*) and Simple Past of *to be* (*was*)
- 6 Simple Future (*will listen*), Simple Present of *to be* (*he's*), and Simple Present passive (*isn't believed*)
- 7 Present Perfect passive (*haven't been told*), Simple Present (*I have*), and Future passive (*I'll be told*)
- 8 Present Perfect Continuous (*he's been working*) and Simple Present (*sees*)

Discussing grammar

Discussing grammar is a regular feature of *American Headway 4 Third edition*. The goal is to have students analyze and explain the use of key language. It often takes a contrastive approach, highlighting the main differences in use and meaning, and focusing on common areas of confusion/mistakes. If you have a monolingual class, and speak the students' L1, you can ask students to translate key sentences and contrast them with the students' own language.

- 4 Elicit the difference between the sentences in number 1 as an example. Put students in pairs to compare the meaning of the rest of the sentences. Monitor and check how well your students understand how the tenses work. Help with any questions, but don't spend too long explaining grammar at this stage.

Check the answers with the class. Rather than asking individual students to explain the grammar, which can be time-consuming and frustrating, try to use questions to check the concepts. Concept questions are a time-efficient way of making sure students understand, e.g., for number 1:

Which sentence means that Diego was born and brought up in Mexico?

Which sentence means that Diego is on his way from Mexico or plans to travel from Mexico?

See *Answers* for possible concept questions for the rest of the exercise.

Answers

- 1 Diego **comes** from Mexico. (Simple Present to talk about a fact. Diego was born in Mexico or usually lives there.)
Diego **is coming** from Mexico. (Present Continuous to talk about something that is happening now/around now – Diego is on his way from Mexico; or to talk about a future arrangement – Diego is planning to travel from Mexico.)
- 2 What **were** you **doing** when the accident happened? (Past Continuous to ask about an action that was in progress in the past when the accident happened.)
What **did** you **do** when the accident happened? (Simple Past to ask about the next action that happened as a result of the accident.)
Concept questions: Which sentence asks about something that started before the accident, and was in progress during it? Which sentence asks about what happened next – as a result?
- 3 I've **lived** in Singapore for five years. (Present Perfect to talk about the unfinished past – an action that began in the past and still continues.)
I **lived** in Singapore for five years. (Simple Past to talk about a completed action in the past.)
Concept question: In which sentence does the speaker still live in Singapore?
- 4 When we arrived, he **cleaned** the apartment. (Simple Past to say what happened next, or as a consequence of the first action, *arrived*.)
When we arrived, he'd **cleaned** the apartment. (Past Perfect to say what happened before the first action, *arrived*.)
Concept question: Which event happened before they arrived, and which happened after?
- 5 We'll **have** dinner at 8:00, right? (Simple Future to express a spontaneous decision. Here, it works as a suggestion.)
Don't call at 8:00. We'll **be having** dinner. (Future Continuous to talk about an action that will be in progress at a time in the future.)
Concept questions: In which sentence does dinner start at 8:00? In which sentence does it start before 8:00?
- 6 I **didn't teach** English very well. (Simple Past active to refer to finished past. Here the subject does the action, i.e., "I" is the teacher.)
I **wasn't taught** English very well. (Simple Past passive to refer to finished past. Here, the subject receives the action, i.e., the "I" is a student.)
Concept question: In which sentence is "I" the teacher, and in which a student?

7 How much **are** you **paying** to have the house painted? (Present Continuous active to talk about a temporary activity happening now/around now. Here, the subject does the action, i.e., “you” is the house owner.)

How much **are** you **being paid** to paint the house? (Present Continuous passive to talk about a temporary activity happening now/around now. Here, the subject receives the action, i.e., “you” is the decorator.)

Concept question: In which sentence is “you” the decorator, and in which the house owner?

8 You're very kind. Thank you. (Simple Present to talk about a fact. Here, the verb *to be* is a state verb used to talk about a characteristic.) You're **being** very kind. What do you want? (Present Continuous for a temporary activity happening now. In this sentence, *to be* is continuous to say that somebody is temporarily behaving in a kind way, probably because they want something from the other person.)

Concept question: Which sentence refers to a temporary way of behaving, and which refers to a permanent characteristic?

Talking about you

5 **CDI 6** Choose one or two of the cues in the exercise and give the class your own examples. Ask students to work individually to complete the sentences with their own ideas. Students compare their answers with a partner. Monitor and check for accurate tense use. Write down any common errors you notice, and discuss these with the class after you have played the recording and elicited the responses. Before you play the recording, pre-teach/check: *bother to do something, be at it* (= be arguing).

Play number 1 as an example. Elicit the completed sentence and response.

Play the recording, pausing after each conversation and eliciting the responses students heard.

Audio script

- 1 **A** On weekends I often don't bother getting up 'til lunchtime.
B Me neither! Why bother if you don't have to.
- 2 **A** My parents have never ever had an argument.
B Really? Mine are at it all the time.
- 3 **A** I don't think I'll ever master this remote control.
B Well, don't ask me. I can't even find the on/off button.
- 4 **A** I was saying to a friend just the other day that I hadn't seen you for months.
B I know. How long has it been?
- 5 **A** I hate Mondays because nothing ever goes right on a Monday.
B Just Mondays? Aren't you the lucky one!
- 6 **A** I'd just gotten home last night when I realized I'd left my backpack on the bus.
B Well, you won't see that again.
- 7 **A** I was just getting ready to go out this morning when my grandmother called to chat. It's so frustrating.
B I know, and you feel really bad if you say it's not a good time.
- 8 **A** I've been told that our teacher wears purple pajamas in bed!
B Who on earth told you that?
- 9 **A** In my very first English class I was taught to introduce myself and say “hello.”
B I was taught to say “The cat runs after the mouse,” and stuff like that – useful, huh?
- 10 **A** The reason I'm learning English is because it's spoken all over the world.
B True. But isn't Chinese spoken by more people?

EXTRA ACTIVITY

As an extension, play **CDI 6** again and elicit some of the typical “responding” phrases used, e.g.,

Me neither!

Really?

Well, don't ask me.

I know.

Just Mondays?

Who on earth told you that?

Put students in new pairs. Ask them to practice responding naturally to the sentences their partner wrote in exercise 5.

SPOKEN ENGLISH – Missing words (SB p. 4)

Students have already seen examples of how Tyler and Teresa left out words in informal writing on pp. 2–3. This section shows how this is also a feature of spoken English.

Elicit the missing words from number 1 as an example. Students work in pairs to complete the task.

Check the answers. Point out that *Hang on!* and *Hop in* in numbers 8 and 9 are imperatives, so there are no words missing.

Answers

- 1 (Have you) Heard about Jane and John? (I) Didn't think so.
- 2 (Are you) Leaving already? What's wrong?
- 3 (Have you) Failed again? How many times is that?
- 4 (I'm) Sorry I'm late. (Have you) Been waiting long?
- 5 (Are you) Doing anything interesting this weekend?
- 6 (I) Like the car! When did you get it?
- 7 (Good) Bye, Jo! (I'll) See you later.
- 8 (I'm) Coming! Hang on!
- 9 (Do you) Want a ride? Hop in.
- 10 (Have you) Seen Jim lately?

Ask students to take turns reading the lines aloud to a partner and make suitable responses. Model the first conversation as an example:

Heard about Jane and John? Didn't think so.

No. Really? I don't believe it!

CDI 7 Play the recording. Students listen and compare the recorded conversations with their own.

CDI 7

- 1 **A** Heard about Jane and John? Didn't think so.
B I always thought they got along really well.
A Apparently not. John's been seeing his ex-girlfriend.
- 2 **A** Leaving already? What's wrong?
B I just have a headache, that's all.
- 3 **A** Failed again? How many times is that?
B OK, OK. There's no need to rub it in! They say the best drivers fail three times.
- 4 **A** Sorry I'm late. Been waiting long?
B No, I just arrived myself. Got caught in traffic.

- 5 **A** Doing anything interesting this weekend?
B Yeah, if you call housework “interesting.” I’ve just got to clean my apartment this weekend.
- 6 **A** Like the car! When did you get it?
B Actually, we’ve had it awhile. Used, you know.
- 7 **A** Bye, Jo! See you later.
B Yup. I’ll come over about eight!
- 8 **A** Coming! Hang on!
B Get a move on or we’ll go without you.
- 9 **A** Want a ride? Hop in.
B Great. Can you drop me off downtown?
- 10 **A** Seen Jim lately?
B No, I haven’t. I wonder what he’s up to these days.

PHOTOCOPIABLE ACTIVITY

UNIT 1 Can’t get home TB p. 175

Materials: One copy of the worksheet cut up per class of 10 students. In a larger class, make enough copies to ensure all the roles handed out have a corresponding role (CEO and investment banker, economics student and accountant, etc.). In a smaller class, hand out only pairs of corresponding cards appropriate to the number of students.

Procedure: Explain that students are going to role-play being delayed at an airport and finding a suitable companion to pass the time with. Introduce the topic by eliciting reasons why flights are delayed and any personal experiences students may have.

- Set up the scenario: students have been waiting at an airport in New York for over an hour, but their flights have been delayed because of fog.
- Hand out the role cards. Give students time to read their role. Help with any vocabulary questions. Ask students to memorize the information on their card and to make up additional details such as nationality, age, etc.
- If possible, move the furniture in the classroom to make it easier for students to do the mingle activity. Tell students to start their conversation with each person with: *So, what are you doing in New York?* Remind them to change partners every few minutes so that they speak to everyone. Or you can clap your hands, or shout *Change!* as a signal for students to move on.
- Students mingle and talk to the other delayed passengers about their lives and interests. Monitor discreetly and write down any common errors in tense use for correction after the activity.
- Stop the activity after 15–20 minutes and ask students to stand next to the person they would like to spend more time with. Also ask them to explain why.
- Discuss any errors in tense use and have students correct as a class.
- As an extension, you can have students role-play a phone call from the airport to a family member. Students talk about the delayed flight and the person they have met at the airport.

ADDITIONAL MATERIAL

Workbook Unit 1

- Ex. 1–3** The tense system
Ex. 4 Passives
Ex. 5 Tense review
Ex. 6 Auxiliary verbs
Ex. 7 Modal auxiliaries

WRITING (SB p. 99)

Informal writing – Correcting mistakes

- 1 Read through the correction symbols as a class. Focus on sentence 1 and elicit the corrections as examples.
Put students in pairs to correct the mistakes in the rest of the sentences. Point out that there is a different number of mistakes in each one.
Check the answers. You can have students write their sentences on the board and have the class say if they are correct or not.
Ask students which of the mistakes are typical of speakers of their first language. Encourage them to write a list of mistakes they typically make in writing, along with the corrections. They can add to this list as they progress through the course.

Answers

- 1 I **was** born in 1991 in a small town in Mexico.
- 2 My father is **a** diplomat, so **all my life** I’ve **lived** in **different** countries.
- 3 **After school**, I went **to a business** college **for four years**.
- 4 I’ve **been** married **for** five years. I **met** my wife while I was a student.
- 5 My town **isn’t** as exciting **as** London. It is very **quiet in** the evening.
- 6 I’ve **been learning** English for five years. I **started** when I **was** eleven (**years old**).
- 7 My father wants **me to** work in a bank **because it** is a good **job/career/profession**.
- 8 I’m **doing an** evening course in English. I enjoy **learning** languages **very much**.

- 2 Ask students to read the letter and answer the questions. Tell them not to correct the mistakes at this stage.
Check the answers.

Answers

- 1 São Paulo, Brazil
- 2 Fernando is the guest; James is the host.
- 3 São Paulo. It is the biggest and noisiest city in Brazil. It is not really for tourists. It is a commercial center with a lot of pollution and traffic. There are a lot of things to do, and it has lots of places with music that stay open all night.
- 4 It’s the holiday season, so it’s summer in Brazil and winter in the US.

- 3 Focus students’ attention on the example symbols in the letter. Put students in pairs to find the rest of the mistakes and mark them with the symbols in pencil. Monitor and help as necessary.
When the students have finished, go through the answers as a class. If you have access to an interactive whiteboard, you or your students can mark up the letter as you go along.

Answers – letter with symbols

Avenida Campinas, 361 ap. 45
01238 São Paulo
Brasil
December 23

Dear James,

Thank you^T / your letter. I receive it^{Gr} the last week. Sorry I ^Tno reply / you

before, but I've been very busy. The holidays are soon, and everyone

^{Gr}are very ^{Gr}exciting!

In two weeks I ^Tam with you in California. I ^{Gr}can no ^{WW}believe it! I / looking forward^{Gr} / meet you and your ^{Sp}family very much. I'm sure we will like ^{Gr}us very ^{WW}well.

My city, São Paulo, is / biggest and ^{Sp}nois^{Sp}iest city in ^{Gr}Brasil. / Is not really for ^{Gr}tourist. / Is a ^{WO}center ^{WO}commercial. Also it have ^{WW}very much pollution and traffic. But there ^{Gr}is / lot of things to do. I like ^{WO}very much ^{Gr}listen / music. There are lots of places with music ^{Gr}who stay open all night!

My friend went ^{Prep}in Los Angeles last year, and he ^Thas seen a basketball game at the Staples Center. He ^{WW}said me / was ^{Sp}wonderfull. I / like to do that ^{WW}also.

My plane ^Tarrive ^{Prep}to LAX at 6:30 a.m. ^{Prep}in ^{Sp}Janury 3. / Is very kind / you / meet me so early / morning.

I hope very much / improve my ^Penglish ^{WW}during I am with you!

See you soon and ^Phappy New Year!

Fernando

Once the students have marked the text with the correct symbols, ask them to work in pairs to rewrite the text, correcting all the mistakes. Note that it's common to use contracted forms in informal writing, but full forms would also be acceptable in the corrected version below.

Answers – corrected letter

Avenida Campinas, 361 ap. 45
01238 São Paulo
Brasil
December 23

Dear James,

Thank you **for** your letter. I **received it last** week. Sorry I **haven't replied to** you before, but I've been very busy. The holidays are soon, and everyone **is** very **excited**!

In two weeks **I'll be** with you in California. I **can't believe** it! I'm looking forward **to meeting** you and your family very much. I'm sure we will like **each other** very **much** (or **get along** very well).

My city, São Paulo, is **the** biggest and **noisiest** city in **Brazil**. It isn't really for **tourists**. **It's a commercial center**. **There is also a lot of** pollution and traffic. But there **are a** lot of things to do. I like **listening to** music very much. There are lots of places with music **that** stay open all night!

My friend went **to** Los Angeles last year, and he **saw** a basketball game at the Staples Center. He **told me (that) it** was wonderful. I **would** like to do that, **too**.

My plane **arrives** (or **will arrive**) **at** LAX at 6:30 a.m. **on January 3**. **It's** very kind **of** you **to** meet me so early **in the** morning.

I hope very much **to** improve my **English while** I'm with you!

See you soon and **Happy** New Year!

Fernando

- 4 Read through the tasks as a class. If you have time in class, have students write notes under the following headings to help them plan their letter: *Family, Interests, School, Town*. Students write one of the letters in class or for homework. Remind them to check their work carefully for mistakes before handing it in.

When correcting the letters, use the same code as in exercise 1 and have students correct their own or their partner's mistakes.

LISTENING AND SPEAKING (SB p. 5)

Things I miss from home

ABOUT THE LISTENING

This is a series of “vox pops” of people talking naturally about the same topic: what they miss when they are away from home. The tasks involve listening for gist to identify where the people are from and where they live now, note-taking for more detailed comprehension, and understanding referencing in what is said.

All of the six recordings are monologues, apart from Adem and Leyla, who share their opinions. Peter mentions some typical American food and drinks: *Tex-Mex food* (= cuisine blending southern Texan and Mexican recipes and ingredients) and *peanut butter* (= sweet peanut paste). Adem and Leyla also talk about *Turkish coffee* (= very strong coffee served with the fine grounds in the cup) and the *pazar* /'pəzər/ (= market, bazaar). Joe uses the word *Brit(s)* as an informal way to refer to the British; Shaun uses the word *dude* as an informal form of address to the listener. It's also used in American English to mean something similar to *guy*, e.g., *What do you dudes do for fun around here?* Shaun differentiates the East Coast, which is usually considered the stretch of land between Maine and Washington, DC, from Florida, a US state considered part of the South.

It's important for students to be able to pick out the main information from the recordings. Some of the vocabulary may be new, so be prepared to pre-teach/ check the following items depending on your students' level: *mountain ridges, drive-thru ATMs, humbling, polling station, absentee ballot, upbeat, modesty, sludgy, insecure, drums*.

- 1 Focus on the illustration and introduce the topic by asking students the questions in exercise 1. Elicit a range of answers in a brief class discussion.

Ask students to write down one thing they missed on a small piece of paper. Collect the pieces of paper, and save them until you need them again in exercise 5.

- 2 **CD1 8** Focus students' attention on the photos of the speakers in exercise 3. Have students guess what they might talk about in the recording.

Tell students they only have to listen for where the speakers are from and where they are now during this first listening. Play the recording of Ramon as an example. Play the rest of the recording, pausing after each speaker to let students compare their answers.

Check the answers with the class.

Answers and audio script

	From	Now in
Ramon	Monterrey, Mexico	the US
Lynda	Southern California	Washington, DC
Peter	the US	London
Joe	the UK	the US
Adem and Leyla	Turkey	the US
Shaun	doesn't say, but he visits his mom in Florida	the east coast of the US

CD1 8

Ramon

There's only one thing I really miss about where I come from and that's the Cañon de la Huasteca. I'm originally from Monterrey, Mexico, and although I came to live here in the US about three years ago, I still miss seeing the sharp, gray mountain ridges of la Huasteca. Where I live now, there are mountains, and I sometimes go hiking, or even skiing in the winter. They're OK, but they're not really the same. The thing about la Huasteca is that I spent a lot of time there with my school friends. In fact, my high school was pretty close to la Huasteca, so my friends and I hiked, rock-climbed, and played there almost every day. We had so many good times and I guess that's what makes it so special to me.

Lynda

The thing I miss about Southern California is probably the weather. I mean, over there, it's some of the best weather in the US. It's warm and dry during the day and cool, but not cold, at night. I find where I live now in Washington, DC, it gets so hot and humid in the summer and a little bit uncomfortable, too.

Peter

Yeah, I've been living in London for the last five years or so, and I guess the thing I miss most about the US, my original home, is probably what everyone who lives abroad misses the most ... food. For me that means Tex-Mex food, homegrown vegetables from my parents' garden, like tomatoes and green beans, peanut butter and jelly sandwiches, and lots of ice in my soft drinks.

So, what else do I miss? This is going to sound weird, but I really miss convenience stores that are open 24 hours a day, 7 days a week. I miss being able to stop in at convenience stores at any time of the day, buying a carton of milk, filling up my car with gas, picking up some groceries, and getting a great cup of coffee all in the same place! I also miss the convenience of drive-thru ATMs.

On a more serious note, I miss being able to vote in person for local and national elections. There's something very humbling about casting your vote at your local polling station, especially when it's for a presidential election. Once you've been out of the country, you can still do it, but you have to vote by mail, and you have to make sure you ask for your absentee ballot about a month ahead of an election. So I still get to vote, but it's not quite as satisfying.

Joe

So things that I miss about the UK, ... the first would be bread. The bread here in the States seems to stay too fresh for a long time. And it doesn't actually make particularly good toast. And being British, toast is an important thing.

And another important thing is related to work. I've found working in the US surprisingly different from the UK. In the US, it's very important to be very upbeat and positive about what you can do. Which, you know, is true to a certain extent in the UK, but I think in the UK it's kind of OK to be good at what you do, and just get on with it. Over here, you're kind of expected to be a salesman, you know, like you should be selling yourself and your abilities. I guess in a way the Brits are just a bit more modest at work, and I kind of like that modesty. I'm not particularly good at selling myself, I just like to get on with my job, and I don't feel the need to tell everyone how good I am. But that's kind of the way things are over here.

Adem and Leyla

A = Adem, L = Leyla

L One thing I miss living in the US is the food from back home ... and the enjoyment of going to the *pazar* on Fridays to buy fresh fruits and vegetables or to buy fresh pomegranate juice. Not to mention that the fruits and vegetables are much cheaper in Turkey than they are here in the US.

A Yeah, and I miss all the delicious food you can buy on the streets in Turkey, especially the *kofta*, which are like meatballs. And I also miss Turkish coffee. American coffee is OK, but there's nothing more satisfying than a cup of thick, sludgy coffee.

L Oh, yes! I totally agree. It's difficult to find a good cup of Turkish coffee here. I keep buying it when I get the chance, but it's such a disappointment every time I buy one. There's nothing better than Turkish coffee and some friends to share it with.

A Hmm, I agree! So, enough about food. What I miss most is the language. There's nothing quite like walking along a street and feeling like you're part of something bigger than yourself ... hearing your own language. I always feel kind of small when I'm abroad and all I hear is a foreign language. It's like I'm kind of insecure and I'm ... I'm missing something. It's hard to explain.

L Yes, I know what you mean. I find it's also hard to be away from home on national holidays. Some of our traditions are just impossible to re-create. It's just hard because you don't have the same feeling of people coming together to celebrate familiar traditions.

Shaun

I live with my dad on the East Coast, but I visit my mom in Florida many times during the year. The one thing I miss is my drums. So, I'm in a rock band, but I can't travel with my kit, so I have to leave it at home. Dude, it's like torture. I can't wait to get home to my dad's, and sit at my drums, and start playing again. My mom says I miss them more than I miss her.

- 3 Focus students' attention on the chart. Play the recording of Ramon again and elicit the key information.

Play the rest of the recording, pausing between speakers. Play the recording or selected speakers more than once if necessary. Students compare their answers in pairs.

Check the answers with the class.

Answers

	What they miss	Other information
Ramon	the mountains of Cañon de la Huasteca	sometimes goes hiking or skiing where he lives now
Lynda	the weather	warm and dry during the day and cool, not cold, during the night in Southern California, but hot and humid in Washington, DC
Peter	typical American foods, convenience stores open 24 hours a day, being able to vote in a local polling station	misses Tex-Mex food, peanut butter and jelly sandwiches, homegrown vegetables, lots of ice in soft drinks; misses filling up car with gas, picking up groceries, and getting a cup of coffee all in the same place; can still vote, but must mail his vote
Joe	bread, people being modest at work	bread in the US isn't good for toast; people in the US sell themselves more at work than in the UK
Adem and Leyla	food, their own language, national holidays/traditions	miss buying fresh fruits and vegetables at the market, miss pomegranate juice, street food, and Turkish coffee; Adem feels insecure when not hearing own language; Leyla says can't recreate the same traditions/celebrations
Shaun	his drums	visits his mom in Florida many times a year

See exercise 2 for **CD1 8**.

- 4 Ask students in pairs to decide who is speaking in each extract. Then elicit the answers to the questions for extract 1 as an example.

Students work in pairs to complete the task. Play the recording or selected sections again as necessary. Check the answers with the class.

Answers

- 1 Joe. *Here* refers to the US. He is expected to sell himself/his own talent.
- 2 Ramon. The mountains in the US where he goes hiking or skiing are OK, but they're not the same as la Huasteca.
- 3 Leyla. *It* refers to a good cup of Turkish coffee in the US, which is always a disappointment.
- 4 Shaun. He misses his drums so much because he can't take them to his mom's when he visits her.
- 5 Peter. *The country* refers to the US. You can still vote, but you need to get an absentee ballot in the mail about a month before the election.
- 6 Lynda. *There* refers to Southern California. It's cooler and drier than in Washington, DC.

- 5 You will need the pieces of paper that students wrote on in exercise 1. You can read the examples aloud yourself or hand out the pieces of paper at random for the students to read. The rest of the class has to guess who wrote each

example. That student can then explain why he/she wrote it. Decide as a class whose example is the funniest and/or the most interesting.

What do you think?

The *What do you think?* sections give students the opportunity to talk about personal experiences and express opinions about the topic of the lesson. Unless you have a very small class, these are best done in groups of three to six. It can be helpful to nominate one student in each group to be the discussion leader. It is their job to ask the questions, make sure everybody gets a chance to speak, and to decide when to move on from one question to the next. Make sure a different student is chosen each time students do a discussion task.

Monitor the groups equally, helping as necessary. If you are monitoring for accuracy, note any important errors and write them on the board for class correction, being careful not to indicate which students made the errors.

Read the questions on SB p. 5 as a class and help with any vocabulary questions. With weaker students, you can brainstorm the disadvantages of moving abroad and the parallel advantages as a class, and compare the ideas on the board.

Answers

Possible disadvantages

You don't have any friends in the new country.
You miss your family.
The culture and customs are strange.
You miss familiar things, e.g., food.
There can be official problems like visas and work permits.
You will always feel like a foreigner – you don't belong.

Possible advantages

You can make new friends.
Your family can visit – and it's easy to keep in touch these days.
Learning about a new culture is fascinating.
You can broaden your tastes, but still enjoy your favorite things from home.
You can learn about the rules and regulations of the country.
People will be interested in you as a foreigner and want to know about your country.

SUGGESTION

If you have time, you can have students activate the language listed in the disadvantages and advantages. Put students in pairs to "act out" the points. One gives a reason not to live abroad, and the other replies with the relevant advantage, e.g.,

A *The language barrier is a problem if you don't speak the language.*

B *Yes, but (on the other hand) it gives you a great opportunity to learn a new language.*

Put students in groups of three or four to discuss the questions. Monitor and help as necessary. Make sure each student has the opportunity to speak.

Students summarize and present their group's opinions and experiences to the class. Establish which countries students would most like to live in.

Saroo's story

ABOUT THE TEXT

The article is based on the true story of Saroo /sə'ru/ Brierley, a man who was separated from his Indian mother at the age of five, but who was able to find her again, thanks to technology. His story generated significant international media attention, especially in India and Australia, which became Saroo's adopted home. His account of what happened was published in print and as an e-book in 2013. A Hollywood studio has also made his story into a movie.

The article has many of the characteristics of human interest stories that appear in newspapers, magazines, and online. The content alternates between a third-person description of what happened and Saroo's account in his own words. This gives an immediacy to the action and adds to the drama.

In the tasks, students predict the story from the heading, photos, and captions. They then listen to Saroo's words without the support of the text and answer some general questions about the facts of the story. Further comprehension practice is given in a true/false task. In the final stages, students discuss their responses to Saroo's story and practice understanding key words from context.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *sweeper*, *vast*, *network*, *tongue* (= language), *notorious*, *slums*, *beggar*, *shelter* (n), *orphanage*, *weathered*, *to get the better of*, *to venture* (n).

Don't pre-teach/check any of the words that are highlighted in the text because students will guess their meaning in exercise 4.

- 1 Read the main heading and the caption out loud, and focus students' attention on the pictures and the map. Put students in pairs to discuss the questions and predict the story.

Elicit a range of ideas and suggestions, but don't confirm or reject answers at this stage.

- 2 **CD1 9** Read through the questions as a class and help with any vocabulary questions. Ask students to close their books.

Play the recording through once. Students discuss the questions in pairs and pool their information. Play the recording again if necessary to allow students to check/complete their answers.

Check the answers with the class.

Answers

- 1 He fell asleep at a train station and then on a train.
- 2 He was five.
- 3 He was alone in the slums and train stations of Calcutta.
- 4 Students' own answer.
- 5 14 hours is how long he slept on the train; 1,200 km is the approximate distance he traveled.
- 6 He was using Google Earth™ and zoomed down on the area where he had lived as a child.
- 7 She looked a lot older than he remembered.
- 8 She took his hand and invited him into her house. She couldn't say anything to him.

- 3 Read the first paragraph of the text as a class. Elicit the answer to the first statement as an example.

Give students time to read the full story and complete the task. Allow them to compare their answers in pairs before checking with the class. Have students quote from the relevant part of the text to support their answers.

Answers

- 1 True
- 2 False. The text doesn't give the name of the station where Saroo fell asleep, but he ended up in Calcutta after a 14-hour journey.
- 3 False. He became a beggar.
- 4 False. He was offered food and shelter by a man, but he didn't trust him, so he ran away.
- 5 True
- 6 True
- 7 False. When he found the town, his family had already moved.
- 8 False. He hasn't moved back with his birth family, but he has kept in touch.

What do you think?

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

Vocabulary work

- 4 Focus students' attention on the first highlighted phrase *fateful nap*. Elicit the meaning and then have students continue the task, working in pairs.

Check the answers with the class.

Answers

fateful nap – a sleep that would have a big effect on the future
 hordes of people – huge crowds
 sleeping in the streets – sleeping outdoors wherever you can
 fend for himself – support and care for himself
 put up for – offered/made available
 settled down well – got used to a new way of life easily
 shabby – in poor condition
 struck gold – had some success/luck
 blankly – with no expression on his face
 grasping – understanding
 foul play – dishonest or illegal behavior

VOCABULARY AND PRONUNCIATION (SB p. 8)

Compound words

The goal of this section is to practice compound nouns and adjectives, focusing also on correct stress and intonation. The compounds included are those made from the words *life*, *house*, and *home*.

NOTE

There is some dictionary work in this section, so if students don't have access to their own dictionary in print or online, try to have a class set of dictionaries available for checking meaning and spelling.

COMPOUND NOUNS AND ADJECTIVES (SB p. 8)

- 1 Read the notes and look at the examples as a class. Check the answers to the question.

Point out that one of the adjectives is written as one word and the other is hyphenated. Stress that students should use a dictionary to check how compound nouns and adjectives are written (and that native speakers often need to do this, too!).

Answers

Nouns: lifestyle, life expectancy, life insurance

Adjectives: lifelong, life-size

- 2 Read the compounds aloud and check the main stresses. Have students repeat the words with the correct stress. Point out that the stress is usually on the first word of compounds of this type.

Answers

lifestyle lifelong life-size

life expectancy life insurance

- 1 Elicit a compound from *home* and one from *house* as an example. Students work in pairs to make the rest of the compounds and answer the questions. Encourage them to use a dictionary to check their answers. Remind them to check the pronunciation.

Check the answers, including the main stress on each word.

Answers

Home: homemade, homework, homesick, homeless, home page, homegrown, hometown, homecoming

House: housework, housewife, house-proud, housewarming, housebound, houseplant

Nouns: homework, home page, hometown, homecoming, housework, housewife, housewarming, houseplant

Adjectives: homemade, homesick, homeless, homegrown, house-proud, housebound

- 2 **CDI 10** Tell students they are going to hear five short conversations. Play the recording, pausing after each one. Elicit who is talking and about what.

Play the recording again, pausing to allow students to write down the compounds used from exercise 1.

Check the answers with the class.

Answers and audio script

- 1 Two neighbors – one is asking the other to water their houseplants while they are away.
- 2 A mother is telling her daughter (Julie) that her sister (Anna) is returning home from the UK to start a new job.
- 3 A woman is inviting a friend to a housewarming party.
- 4 A boy is calling his mom to ask if he can come home from camp because he hates it.
- 5 A teenage girl is asking a friend if he is going to Carly's party on the weekend.

Compounds

- 1 houseplants, house-proud
- 2 homecoming, housewife, homemade, homegrown
- 3 housewarming, housework.
- 4 homesick
- 5 housebound

CDI 10

- 1 **A** Do you think you could possibly water my houseplants for me? I'll be away on business for two weeks.
B No problem. I'd be happy to. I'll keep an eye on your whole apartment if you like.
A Oh, that would be great.
B Don't worry, I know how house-proud you are. I'll make sure everything stays neat and clean.
A I'll do the same for you any time, you know.
B Thanks.
- 2 **A** Julie, have you heard? Anna's just been promoted to managing director of the US branch of her firm, so she's coming back from the UK!
B Oh, that's great news! Let's give her a spectacular homecoming party when she gets back. Hmmm. She certainly has the best career in our family!
A She's doing really well, isn't she?
B I know, and I'm happy for her. Me? I'm just a housewife. Four kids, homemade cakes, and homegrown vegetables!
A And how are my wonderful grandchildren?
- 3 **A** We're having a housewarming party on the 12th. Can you come?
B You bet. We'd love to! But I didn't know you'd moved.
A Yeah, two weeks ago. It's much bigger than the old one. Huge kitchen and three big bedrooms.
B Sounds great!
A Yeah. Of course, there's much more housework to do!
B That's a drag!
- 4 **A** Mom? Mom, I want to come home. I don't like it here.
B Oh, Max. Come on. You were looking forward to going to camp.
A But ... but Mom, I hate it here. Why won't you and Dad come and get me?
B Max, we can't. I never thought you'd be so homesick, and you'll be home in two days.
A Two more days?! Oh, no!
- 5 **A** Hey, you going to Carly's on Saturday?
B I don't know.
A It's an open house. It'll be great.
B Cool. Where are her parents?
A Carly says they're visiting her grandma – she's sick and housebound, so they have to help.
B OK. Count me in. I'll be there.

- 3 **CDI 11** Elicit the missing words in number 1 as an example. Students work in pairs to complete the task. Play the recording and let students check their answers.

Answers and audio script

- 1 Do you think you could possibly water my **houseplants** for me?
I'll be away on business for two weeks.
- 2 Don't worry, I know how **house-proud** you are. I'll make sure everything stays neat and clean.
- 3 Let's give her a spectacular **homecoming** party when she gets back.
- 4 Me? I'm just a **housewife**. Four kids, **homemade** cakes, and **homegrown** vegetables!
- 5 We're having a **housewarming** party on the 12th. Can you come?
I'll give you our new address.
- 6 Of course, there's much more **housework** to do! More rooms to clean!
- 7 I never thought you'd be so **homesick**.
- 8 She's sick and **housebound**, so they have to help.

- 4 **CD1 11** Ask students in pairs to practice saying the lines in exercise 3 with correct stress and intonation. Monitor and check for pronunciation problems. If necessary, play selected lines of the recording again as a model and have students repeat.

Ask students to listen to the recording and check their pronunciation.

Students choose three or four of the conversations to act out with a partner. Remind them to use the lines in exercise 3 as prompts and encourage them to continue the conversations with their own ideas.

- 5 Elicit the compounds with *book* as an example. Put students in pairs to complete the task. Set a time limit of about five minutes to encourage students to work quickly. Suggest students take turns checking their answers in a dictionary.

Put the students into groups of four to compare their answers. Remind them to explain the meaning of the compounds. Monitor and help as necessary.

Check the answers with the whole class, monitoring spelling and pronunciation as you go.

Answers

bookcase, book bag, bookrest, bookshelf; tealight, teahouse, teabag, teapot; computer case, computer software, computer program; sleeping pill, sleeping bag; airline, airway, airbag, airport, air-conditioning; doorway, doorbell, doorstep; junk food; open house; food bag, food poisoning, food pot; fire bell, firelight, fire escape, fire alarm; headline, headway(!), headlight, head office, headrest

SUGGESTIONS

- You can reinforce the compound words from this section by having students write a short dialogue/sketch using four to six of them. Students can act out their dialogue/sketch for the class.
- Encourage students to make a section in their vocabulary records for compound words. Remind them from time to time to look back at the reading texts and listening scripts to look for examples of compounds to add to their records.

ADDITIONAL MATERIAL

Workbook Unit 1

Ex. 8 Vocabulary – Compound nouns

Ex. 9 Vocabulary – *house* and *home* idioms

EVERYDAY ENGLISH (SB p. 9)

Casual conversations

The goal of this section is to introduce and practice a set of common, informal expressions used in everyday conversations.

- 1 Ask students to read through the sentences and underline any expressions that they don't understand. Check that students understand the following phrases:

can't make it = isn't able to go (to a party, etc.)

How come ... = Why?/For what reason?

take it easy = relax/rest

I was just passing through = I was walking past/I was in the area

drop by = visit for a short time

That's too bad. = That's unfortunate/a shame.

don't feel like = not interested in doing something

Oh, sweet! = Great!/Fantastic!

come through = manage to achieve/arrange something

a lot going on = a lot that is happening

Stress that these expressions are common in speaking and informal writing, but shouldn't be used in more formal contexts.

Elicit the matching line for number 1 as an example. Put students in pairs to complete the matching task.

- 2 **CD1 12** Play the recording and let students check their answers.

Briefly check what each situation is before practicing the conversations, e.g., in number 1, it could be a neighbor visiting or an old friend passing through on his/her way somewhere.

Students practice the lines in pairs. Monitor and check for accurate stress and intonation. If students have problems or sound "flat," play selected lines again as a model and have students repeat them. It may be helpful to model some of the lines yourself, exaggerating the voice range if students still have problems.

Answers and audio script

1b 2d 3e (g could also be possible, but is needed for 6)

4a 5c 6g 7h 8f

CD1 12

- 1 **A** Great to see you. Come on in.
B Well, I was just passing through and I thought I'd drop by.
- 2 **A** Excuse me, don't I know you from somewhere?
B Actually, I don't think so.
- 3 **A** What do you mean you're not coming?
B Well, I just don't feel like going out tonight.

- 4 **A** I'll have the chocolate mousse. What about you?
B Actually, I don't think I'll have dessert.
5 **A** My roommate can't make it to your party.
B Really! That's too bad. I was hoping to meet her.
6 **A** How come you're not taking a vacation this year?
B We just can't afford it.
7 **A** You really should take it easy. You look stressed out.
B That may be. But I have a lot going on at work.
8 **A** I got you the last two tickets for the show.
B Oh, sweet! I knew you'd come through for us.

- 3 **CD1 13** Focus students' attention on the photo and ask where they think the people are. Don't confirm the answer at this stage.

Pre-teach/check: *that's a drag* (in this context, it means *that's annoying*; it can also mean that something or someone is boring).

Play the recording through once and let students read and listen to the conversation. Check the answers to the gist questions.

Answers

They are two passengers.
They don't know each other.
They are on a train.

- 4 **CD1 13** Put students in pairs to read the conversation aloud. Monitor and check for acceptable pronunciation. If students have problems or sound "flat," play selected lines again as a model and have students repeat them. As in exercise 2, you can model some of the lines yourself, exaggerating the voice range. This can be helpful for students whose L1 has few rises and falls in intonation. Be prepared to ask students to keep repeating the task, encouraging them to really focus on accurate stress or intonation. Have them switch roles at least twice.

- 5 Ask students to read the words in the boxes quickly. Ask them what the situation is and who might be speaking (1 Two strangers meet, and one thinks he recognizes the other. 2 A friend or neighbor is visiting someone they know well.)

Ask two strong students to use the first two lines from conversation 1 to create a new conversation as an example. Put students in pairs. Give them time to figure out the wording of each conversation. Remind them that the words provided carry the main stresses and that they should say the lines aloud as they go.

Let students practice the conversations again. Encourage them to really focus on improving their pronunciation. You can ask a few pairs to act out parts of the conversations to the class.

- 6 **CD1 14** Play the recording. Students listen and compare their ideas and pronunciation.
Ask students to assess how they thought their pronunciation was, and how helpful it was to repeat the same conversation.

Answers and audio script

- 1 **A** Excuse me, don't I know you from somewhere?
B Actually, I don't think so.
A Weren't you at Gavin's party last week?
B Not me. I don't know anyone named Gavin.
A Well, someone who looked just like you was there.
B Well, that may be, but it certainly wasn't me.
A I am sorry!
2 **A** Tony! Hi! Great to see you.
B Well, I was just passing through, and I thought I'd drop by and say "hello."
A Come on in! Tell me what's new!
B You sure? You're not too busy?
A Never too busy to talk to you.
B Thanks, Jo. It'd be really nice to have a chat.
A Fantastic! Let me take your coat.

SUGGESTION

There is a great variety of recorded material in the Student Book and Workbook that can be exploited for intensive pronunciation practice. If you have time at the end of a class, students can go back to an earlier conversation/monologue and practice the pronunciation in the same way as in this section. Also encourage students to listen and repeat some of the recorded material outside of class time, either at home or during a study period. This is helpful for students who lack confidence in class. Students making audio/video recordings of themselves is another good way of getting regular pronunciation practice and monitoring progress.

Don't forget!

Workbook Unit 1

Ex. 10 Phrasal verbs – Literal and idiomatic meanings

Ex. 11 Listening – Missing home

Ex. 12 Pronunciation – Vowel sounds and spelling

Grammar Reference (SB pp. 135–136)

Word list Unit 1 (SB p. 149)

Remind your students of the Word list for this unit on SB p. 149. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 1 Test

Video (iTools and Online)

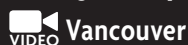
Additional photocopiables and PPT™ presentations (iTools)



2

Been there, got the T-shirt!

Present Perfect • Simple and continuous • Hot verbs – *make, do*
Talking about places



Been there, (done that,) got the T-shirt! is a saying used to give the idea that a place is of no interest because the person has already been there, and bought the T-shirt to prove it! The theme of this unit is world travel, past and present. The main grammar focus is a review of the Present Perfect and of Simple and Continuous forms. The vocabulary section is the first of a series of “hot” verbs – high-frequency verbs that are used in different expressions and as phrasal verbs. The topic of tourism and places is carried through the *Everyday English* and the *Reading* and *Listening* sections. The writing syllabus continues with a focus on more formal writing in a letter of complaint.

LANGUAGE INPUT

GRAMMAR

Present Perfect and Continuous (SB p. 10)

Simple and Continuous (SB p. 12)

- Reviewing the difference between the Simple Past and Present Perfect.
- Practicing the Present Perfect and Present Perfect Continuous.
- Understanding different simple and continuous forms.

VOCABULARY

Vocabulary work (SB p. 15)

Hot verbs – *make, do* (SB p. 16)

- Finding synonyms, working out meaning from context, making collocations.
- Understanding and practicing expressions and phrasal verbs with *make* and *do*.

EVERYDAY ENGLISH

Talking about places (SB p. 17)

- Reviewing and extending the language used to describe location, talk about size and duration, and give directions.

SKILLS DEVELOPMENT

READING

Our plastic planet (SB p. 14)

- An article about the problem of plastic waste around the world.

LISTENING

Dreams come true (SB p. 13)

- Listening for gist and key information in three monologues and completing a multiple-matching task. **CD1 18** (SB p. 118)

SPEAKING

Destination Lonely Planet (SB p. 12)

Dreams come true (SB p. 13)

What do you think? (SB p. 15)

- Exchanging information about a travel guide company.
- Discussing a survey of activities people most want to do before they die.
- Discussing the issues highlighted in the reading text.

WRITING

Writing a formal letter or email – A letter of complaint (SB p. 100)

- Understanding the conventions of formal letter writing, focusing on appropriate adjectives, then writing a letter/email of complaint.

MORE MATERIALS

Photocopiables – Vacation Videocasts (TB p. 176) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 10)

Exercise 1 of the *Starter* section checks students' understanding of the use of the Simple Past (to talk about a completed past action), the Present Perfect (to talk about unfinished past or a past action with a present result), and the Present Perfect Continuous (to talk about a past activity that is continuing now and that expresses duration). The "strangeness" in the sentences in exercise 1 arises from the misuse of the tenses.

Exercise 2 checks students' understanding of the simple aspect (which describes states, routines, and complete actions) and the continuous aspect (which focuses on the duration of an activity).

Use this section to assess how well students understand the differences in tense use. Work through the exercises fairly quickly, avoiding lengthy grammar explanations at this stage.

- 1 Discuss sentence 1 as a class and elicit the correction as an example. Put students in pairs to discuss and correct the rest of the sentences. Monitor to see how well students understand the way the tenses work.

Check the answers with the class.

Answers

- 1 Using the Present Perfect here suggests that this is recent news and that Columbus is still alive. The Simple Past should be used: *Columbus discovered America (in 1492).*
 - 2 Using the Simple Past here sounds as if the speaker is dead! The Present Perfect should be used: *I've traveled/been traveling all my life. I've been everywhere.*
 - 3 The use of the Present Perfect sounds strange here, because it suggests that this is a completed action, as if the speaker is saying, "Now I know English." Learning a language is not a process we "complete" because the action of learning is ongoing. The Present Perfect Continuous is needed: *I've been learning English.*
 - 4 The use of the Present Perfect Continuous for an action of short duration (*cut my thumb*) suggests a repeated activity, and so sounds odd, i.e., "I've repeated the same accident several times." The Present Perfect should be used here for a single recent action, without duration, that has an effect on the present: *I've cut my thumb.*
- 2 Students work in pairs to discuss and change the sentences where possible. Monitor to see how well students understand the uses of simple and continuous aspect.
- Check the answers with the class.

Answers

- 1 *What do you do on the weekend?*
The simple here refers to a habit/routine, i.e., every weekend.
What are you doing on the weekend?
The continuous here refers to a future arrangement on a specific date, i.e., this coming weekend.
- 2 *I don't like her boyfriend.*
Like is a state verb and so it is not normally used in the continuous form.
- 3 *I took a shower at 7:00.*
The simple here refers to a completed past action.
I was taking a shower at 7:00.
The continuous here refers to an action in progress at the moment in time specified.

- 4 *Someone's eaten my sandwich.*

The simple here expresses a complete action with a present result, i.e., the sandwich is completely gone.

Someone's been eating my sandwich.

The continuous here expresses an incomplete action. The speaker is looking at a sandwich with a couple of big bites taken out of it!

OFF TO SEE THE WORLD (SB p. 10)

Present Perfect and Continuous

This section reviews the differences between the Present Perfect and Simple Past, and contrasts the Present Perfect and Present Perfect Continuous. The *Practice* section reinforces the tense use and provides practice of question formation.



POSSIBLE PROBLEMS

Simple Past vs Present Perfect As highlighted in Unit 1, students at the high-intermediate level are still likely to confuse the Simple Past (for an action completed at a specific time in the past) and the Present Perfect (for an action that happened or started before now, but has a connection with the present). The *Introduction to the Present Perfect* in the Grammar Reference for Unit 2 (SB p. 137) sets out the main difference, so you can read through this before the lesson. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 11.

Present Perfect Although many other languages have a tense that is formed in the same way as the Present Perfect (the auxiliary verb *have* + past participle), its uses in English are different. Encouraging students to think about how key sentences would be expressed in their own language can help alert them to areas of confusion.

Present Perfect Continuous Although most students at this level will be familiar with the Present Perfect Continuous, they may make form mistakes in spontaneous conversation. They may need to be reminded that state verbs aren't usually used in the continuous. Knowing when to use the Present Perfect Continuous rather than the Present Perfect adds a further level of complexity. Basically, the Present Perfect Continuous is used in the following situations:

- 1 To suggest a temporary situation when talking about unfinished past.
I've lived here for ten years. (my permanent home)
I've been living here for ten days. (a temporary home)
- 2 To emphasize the activity rather than a completed action when talking about present result.
I've painted the ceiling. (It's finished.)
I've been painting the ceiling. (I'm tired.)

Again, reading through the Grammar Reference for Unit 2 (SB p. 137) before the lesson will remind you of the key differences.

Pronunciation, especially the contracted forms and weak forms, can be a problem. Exercise 3 on SB p. 11 provides practice in this.

- 1 Focus students' attention first on the maps and the pictures. Ask what the two routes have in common (they both include China). Then ask students to read the texts. Discuss the questions as a class.

If necessary, point out that an *explorer* tries to find new places that nobody knows about. A *traveler* goes to already discovered places for interest and adventure. A *backpacker* usually travels on a lower budget, by foot or public transportation, carrying his/her things in a pack on their back.

Sample answers

In the past, people went exploring to find new countries either to settle in or to expand an empire, to open up new trade routes, to make money, to find resources, or to spread their religion. Today, people go traveling to see interesting places, to have new and interesting experiences, to find out things about themselves, to meet new people and find out about different cultures, or to learn new languages.

- 2 **CD1 15** Pre-teach/check *merchant, temple, sting* (*stung, stung*), *be mugged, get the travel bug* (become very enthusiastic about traveling). Check that students understand that Angkor Wat /'æŋkər wat/ is a World Heritage Site of Buddhist temples in Cambodia.

Read the first sentence in exercise 2 and elicit the correct person as an example. Students work individually to complete the task. Have students check in pairs before listening to the recording.

Play the recording and have students check their answers. Elicit what other information students heard.

Answers and audio script

1 MP 2 JE 3 JE 4 MP 5 MP 6 JE 7 MP 8 JE

CD1 15

(New information in **bold**)

Marco Polo 1254–1324

Marco Polo was the first person to travel the entire 8,000-kilometer length of the Silk Road, the main trade link between Cathay (China) and the West for over 2,000 years. He was born in Venice, the son of a merchant. **In 1271**, when he was 17, he set off for China. The journey took four years. His route led him through Persia, Afghanistan, **and Mongolia. He traveled by boat, but mainly on horseback, and he frequently got lost.** He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he traveled extensively. **He went over mountain ranges, down rivers, and across deserts.** He stayed in China for 17 years. When he left, he took back a fortune in gold and jewelry. **He arrived back home in 1295.** He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.

Backpacker raises money for charity

Jake Ellis is in Singapore. He's on a nine-month backpacking trip around Southeast Asia. He flew into Bangkok five months ago. Since then, he's been to Laos, Vietnam, China, and Cambodia. But Jake hasn't been partying his way around the tourist spots. He's raised thousands of dollars for WaterAid by doing a sponsored bike ride from Saigon to Angkor Wat. He's learned a lot about history in Vietnam, seen amazing scenery in Laos, and visited ancient temples in Cambodia. He's been staying in cheap hostels, along with a lot of other travelers. **"I've met a lot of really great people, but it hasn't all been easy. I've had diarrhea a few times, and I've been mugged once. That was really scary."** Apart from that, his only worry is the insects. He's been stung all over his body. He's been traveling mainly by public transportation – **bus, train, and ferry, but when he's been able to afford it, he's also taken the occasional plane.**

He's been taking it easy for a week before setting off again for the Philippines. "Once you've gotten the travel bug, it becomes very hard to stay in the same place for too long," he said.

- 3 **CD1 16** Elicit the matching line for the first sentence. Students work in pairs to complete the task. Then ask students to practice saying the sentences. Monitor and check for good pronunciation. If students have problems, write key sentences on the board and elicit the main stresses:

He's been **stung** all **over** his **body**.

He's been **staying** in **cheap** **hostels**.

Play the recording so that students can listen and check their answers. If necessary, use the recording as a model and have students repeat chorally and individually.

Answers and audio script

He's been stung all over his body.

He's visited ancient temples.

He's been staying in cheap hostels.

I've been mugged.

I've met a lot of really great people.

He's been to Laos and Vietnam.

GRAMMAR SPOT (SB p. 11)

See TB p. 4 for suggestions on how to handle this section.

- 1 Refer students back to exercise 2. Ask the students which grammatical clue let them know which sentences went with which person.

Answers

The main tense used about Marco Polo is the Simple Past, because he is dead, so all the events of his life are set firmly in past time.

The main tenses used about Jake Ellis are the Present Perfect and the Present Perfect Continuous. Not only is Jake still alive, but he is also in the middle of his trip. He's been traveling for five months and he is still traveling, and in the course of his travels he's seen and done many things. In the text about Jake on SB p. 11, the Simple Past is used only once to talk about a past action set at a particular time – *He flew into Bangkok five months ago.*

- 2 Ask students to compare the tenses in pairs. Monitor to help with any questions and to check students' understanding of the tense use.

Answers

- 1 *She's been writing since she was 16.*

The Present Perfect Continuous here emphasizes repeated activities over a period of time.

She's written three novels.

The Present Perfect here emphasizes the completed actions: the number of novels that have been completed in her life so far.

- 2 *I've read that book. It's good.*
The Present Perfect here emphasizes the completed action – the reading of the book is finished.
I've been reading a great book. I've almost finished it.
The Present Perfect Continuous here emphasizes that the action is ongoing – the reading of the book is not finished.
I've been reading a lot of travel books lately. I've read three about Peru.
The Present Perfect Continuous here emphasizes repeated activities over a period of time. The Present Perfect in the second sentence emphasizes the completed action: the number of books read.
- 3 *He's played tennis since he was a kid.*
He's been playing tennis since he was a kid.
There is very little difference in meaning between these two sentences.

►► Grammar Reference Unit 2 on SB p. 137.

PRACTICE (SB p. 11)

Questions and answers

- 1 Remind the students that the Simple Past is used with Marco Polo (now dead) and the Present Perfect and Present Perfect Continuous with Jake (still living and traveling). Give students time to decide which sentence is about which person. Check the answers.
- Students ask and answer the questions in pairs. Monitor and check for good pronunciation and accurate tense use in the answers.

Answers

- 1 MP: Where did he go? He traveled the Silk Route to China.
JE: Where has he been? He's been to Cambodia, Vietnam, Laos, and China. He's now in Singapore.
- 2 JE: How long has he been traveling? He's been traveling for five months.
MP: How long did he travel? He traveled for four years (on the way to China).
- 3 MP: How did he travel? He traveled by boat, but mainly on horseback.
JE: How has he been traveling? He's been traveling mainly by public transportation – bus, train, and ferry.
- 4 JE: Who has he met? He has met some really great people.
MP: Who did he meet? He met the Mongolian emperor Kublai Khan.
- 5 MP: Did he have any problems? He frequently got lost.
JE: Has he had any problems? He's had diarrhea a few times, and he's also been mugged. He's been stung all over his body by insects.

- 2 **CD1 17** Reinforce the tenses students need to use for each person (Marco Polo – Simple Past; Jake Ellis – Present Perfect and Present Perfect Continuous).
Elicit the question for number 1 as an example. Students work in pairs to write the questions. Monitor and help as necessary.
Play the recording so that students can check their answers. You can review the tenses by having students work in new pairs and ask and answer the questions.

Answers and audio script

Marco Polo

- 1 When and where was he born?
In 1254, in Venice.
- 2 How long did the journey to China take?
Four years.
- 3 How long did he stay in China?
For 17 years.
- 4 What did he bring back to Venice?
Gold and jewelry.
- 5 What was the title of his book?
The Travels of Marco Polo.

Jake Ellis

- 6 How has he been traveling?
Mainly by public transportation.
- 7 Which countries has he been to?
Cambodia, Vietnam, Laos, and China.
- 8 Where has he been staying?
In cheap hostels.
- 9 How much has he raised for charity?
Thousands of dollars.
- 10 Has he been sick?
Yes, he has, a few times.

Discussing grammar

This section gives further practice by having students show their understanding of the differences between Simple Past, Present Perfect, and Present Perfect Continuous. Using the same verbs in each set of sentences reinforces the differences in the tense use. Use this stage to explain any confusion that students may have. If you have a monolingual class, and speak the students' L1, you may wish to translate and contrast sentences to show how English may work differently from the students' own language.

- 3 Pre-teach/check *kimchi* (a vegetable pickle with spices such as garlic, red pepper, and ginger, considered Korea's national dish). Elicit the verb for the first sentence in set 1 as an example. Students work individually to complete the task. Have students check their answers in pairs before checking with the class.

It's a good idea to use concept questions to check students' understanding.

Answers

- 1 We **drove** over 500 miles yesterday. (finished past action)
We **have**/We've already **driven** 200 miles today. (unfinished past – emphasis is on a completed action up to now: the number of miles driven)
We **have**/We've **been driving** for hours without a break. (unfinished past – emphasis is on the activity that is ongoing: driving)
- Concept questions:** In which sentence are we talking about the finished past? Which sentence emphasizes the completed number of miles driven? Which talks about an ongoing activity that is not finished?
- 2 **Have** you ever **tried** Korean food? (at an unspecified time in the past – the "experience" is important, not the time)
Did you **try** kimchi when you were in Seoul? (finished past action – asking about a specific event during a specified time)
- Concept question:** In which sentence are we only interested in the experience, not the time?

- 3 How many times **have** you **been** to America? (experiences up to now)
How many times **did** Christopher Columbus **go** to America?
(events in the finished past)
Concept question: In which sentence are we talking about experiences up to now?
- 4 My aunt **has**/**'s lived** in the same house since she was born.
(unfinished past – began in the past and continues to now – permanent)
I **have**/**'ve been living** with her for the past month while I look for a job. (unfinished past – began in the past and continues to now – temporary)
Concept questions: Which sentence talks about a temporary situation? Which one talks about a permanent situation?

- i2 I've known Anna for over ten years. (Present Perfect for a single, whole event that started in the past and continues to now. *Know* is a state verb.)
- j1 I've been getting to know my new neighbors. (Present Perfect Continuous here seen as a series of repeated actions up to now. There is also the idea of an action in progress that is not yet completed.)
- k1 I've cut my finger. It hurts. (Present Perfect seen as a single, whole event with a present result)
- l2 I've been cutting wood all morning. (Present Perfect Continuous for a series of repeated actions that started in the past and continue to now, or until very recently)

Simple and continuous

GRAMMAR SPOT (SB p. 12)

See TB p. 4 for suggestions on how to teach this section.

- 1/2/3 Read through the rules as a class. Elicit other examples of state verbs.

Possible answers

State verbs

Verbs of the mind: *believe, think, consider, understand, suppose, expect, know, remember, forget*

Verbs of emotions: *like, love, detest, envy, hate, prefer, wish, want*

Verbs of possession/being: *belong, own, depend, contain, cost, seem, appear, need, have*

Verbs of the senses: *see, hear, taste, smell*

►► Grammar Reference Unit 2 on SB p. 137.

- 4 Elicit the correct matches for lines a and b as an example. Students work individually to complete the matching task. Have students check their answers in pairs before checking with the class.

Answers

- a1 Peter comes from Switzerland. (Simple Present to talk about a fact/something that is always true)
- b2 Peter is coming at 8:00 tonight. (Present Continuous to talk about a future arrangement)
- c1 I wrote a report this morning. I sent it off this afternoon. (Simple Past for a completed past action with a definite time reference)
- d2 I was writing a report this morning. I'll finish it this afternoon. (Past Continuous for an action that was in progress and is still unfinished)
- e2 What have you done with my bag? I can't find it. (Present Perfect for an action seen as a complete whole and that has a result now)
- f1 What have you been doing since I last saw you? (Present Perfect Continuous to ask about continuous or repeated actions that started in the past and continue up to now)
- g1 I've had a headache all day. (Present Perfect for a single, whole event that started in the past and continues to now)
- h2 I've been having headaches for weeks. (Present Perfect Continuous for a series of repeated actions over a period of time up to now)

Destination Lonely Planet

ABOUT THE TEXT

The text is about the Lonely Planet brand of travel guides. It was one of the first series of travel books aimed at backpackers and other independent/budget travelers. In addition to general travel advice, the guides include information on history, culture, and language, and offer advice on how to get a flavor of the real country. Lonely Planet's first books were aimed at young travelers in the 1970s and 80s undertaking the overland trail between Australia and Europe, via Southeast Asia, the Indian subcontinent, and the Middle East. This was becoming increasingly popular with Australians and New Zealanders, who often spent months on the journey. After publishing over 130 million books, the brand now has a strong Internet presence. Its Thorn Tree Travel Forum is used by thousands of travelers to exchange information and advice.

This is the first information gap activity in the Student Book. Although students will be familiar with activities of this type, it's worth taking the time to set it up carefully so that students can focus on forming the questions correctly and exchanging the information.

- 5 Start by talking about how you plan your own vacations. Discuss the questions as a class. Focus on the Lonely Planet logo and ask the following questions: *Have the Lonely Planet guides been translated into your/our language? Have you ever used one? What sort of information did you find?*
- 6 Focus students' attention on the photos of the Wheelers and their books. Ask students if they think Lonely Planet is a new brand or an established one.

Read through the instructions with the whole class. Check pronunciation of *Maureen* /mɔːˈrɪn/. Make sure students understand that they should take turns asking questions to exchange the information they need. The information they need to provide is in bold in each text. Remind students not to show each other their text.

Pre-teach/check *to found a company, outstanding, headquarters, on and off, remote* (adj).

Divide the class into A/B pairs. Check that they know which is their text: the A students' on p. 12 and the B students' on p. 156. Give students a minute or two to read through their text. Help with any vocabulary questions.

Give students five minutes to go through their text again and prepare their questions. Monitor and help as necessary, checking that students are forming their

questions correctly. With weaker classes, you can elicit the tenses students need to use first.

Demonstrate the activity by having two students ask and answer the questions in the examples (speech bubbles). Students interview each other to exchange the information. Monitor and check that students are doing the activity correctly. Write down any common errors for correction after the information exchange.

Students compare their texts to check their answers. Alternatively, go over the questions and answers again in open pairs. Correct any errors carefully.

Finish this stage by asking students if they have a similar sort of travel guide in their own country.

Answers

Student A's questions

When did they found Lonely Planet?/When was Lonely Planet founded?

How many languages have the books been translated into?

Where are the headquarters of Lonely Planet/Lonely Planet's headquarters?

What did Tony/he study at Warwick University?

Why did Maureen/she go to London (at the age of 20)?

Where did they travel in 1972?

How long have they lived in Melbourne?

When did Tony and Maureen sell Lonely Planet?

Student B's questions

How many (guide)books have been printed?

How many visitors does the site receive per year?

Why did Tony live in many countries when he was young?

Where was Maureen born?

When did Maureen/she meet Tony?

Where did they write their first book?

How many countries have they been to?

ADDITIONAL MATERIAL

Workbook Unit 2

Ex. 1–2 Present Perfect or Continuous verb forms?

Ex. 3 Present Perfect and Simple Past

Ex. 4 Simple or continuous review

Ex. 5 Present Perfect passive

Ex. 6 *get something done*

PHOTOCOPIABLE ACTIVITY

UNIT 2 Vacation Videocasts TB p. 176

Materials: One copy of the worksheet for each group of three or four students.

Procedure: Explain that students are going to prepare and present a videocast (a short video clip that can be viewed on a computer or portable device) for a travel advice website called Vacation Videocasts. Introduce the topic by asking students: *Do you ever look at travel websites for information about a place or for reviews? Have you ever visited anywhere recommended on a travel website?*

- Brainstorm the different information a presenter would give when describing a place to visit, e.g., geographical information, history, accommodations, activities and attractions, eating and drinking, shopping, transportation, etc.

- Pre-teach/check *rural, valley, climate, freezing cold, battle, derivation* (of a name), *mythological, crafts, water park, bed and breakfast*. Divide the class into groups of three or four. If possible, group students of the same nationality together in a multilingual class so that they can pool information in the preparation stage. Hand out a copy of the worksheet to each group. Give students a few minutes to read through the prompts. Help with any other vocabulary questions.
- Students decide which place they are going to talk about in their videocast. Stress that students need to choose a place that they have all been to/know about. Check each group has chosen a different destination.
- Students work through the prompts in the worksheet and make notes for each heading. They can use the Internet for up-to-date information about prices, etc. Alternatively, ask them to guess or invent any information they don't know.
- Students then think of language they need to really promote their chosen place. Provide useful collocations, e.g., *impressive architecture, local delicacies, bustling markets*, etc., or let students use a dictionary for this stage.
- Provide useful language to help students structure their presentation:
Hi and welcome to Vacation Videocasts. Today, we're going to take you to ... in ...
First, let me tell you a little about ...
Now I'm handing this over to ... He/She knows all about ...
We hope you've enjoyed your virtual trip to ... Why not book a real vacation? Join us again soon on Vacation Videocasts.
- Give students time to prepare a 10–15-minute videocast. Make sure each student in the group takes a section of the presentation. Monitor and help as necessary.
- Groups take turns presenting their videocast. If possible, record each presentation and upload it to the school/class computer network. It can then be reviewed at a later date/seen by students in other classes. Ask students to vote for the videocast that made them most want to visit the place described.
- As an extension, students work in the same groups to write an online article promoting the vacation destination from their videocast.

WRITING (SB p. 100)

Writing a formal letter or email – A letter of complaint

The goal of this section is to review and extend the language used in formal writing, specifically in a letter/email of complaint. Students focus on the key language used in formal letters, including beginnings and endings, introducing a topic, making a request, etc. There is also a task on adjectives used in a letter of complaint. Students read and analyze the structure and language used in a model formal letter as preparation for their own writing.

POSSIBLE PROBLEMS

There are different conventions in formal letter-writing across countries and languages. Students are likely to have practiced some of the general opening and closing expressions in earlier levels, but these are easily confused. Most of the writing practice that students get is likely to be informal emails and messages, so there may be a problem with using the correct tone and register in more formal writing.

The model letter on SB p. 101 shows the general layout of a formal letter. There can sometimes be variations in the position of some of the key sections and there are different conventions in British English. The following gives an overview of the main conventions for formal letter-writing in American English:

- The writer's address is in the top corner, either on the right or the left.
- The date is usually placed below the sender's address, often between the sender's and the recipient's address.
- The recipient's full name and address is top left.
- Include any relevant reference, e.g., a booking reference/account number/order number, etc.
- Use the correct greetings. If you know the recipient's name, use the correct title and just the person's last name:
 - for a man: *Dear Mr. (Smith).*
 - for a woman: *Dear Ms. (Smith).* You can also write *Dear Mrs. (Smith)* for a married woman, and *Dear Miss (Smith)* for an unmarried woman, but only if you know that this is how they prefer to be addressed.
- If you don't know the recipient's name, write:
 - for a man: *Dear Sir.*
 - for a woman: *Dear Madam.*
 - if you are not sure of their sex: *Dear Sir or Madam.*
- Use an appropriate ending:
 - *Sincerely yours, Sincerely, Best regards.*
- Use formal language, avoid slang, abbreviations, and contracted forms, e.g., *I would not I'd.*
- Use standard phrases:
 - to refer to things you are sending with the letter/email, e.g., *I enclose/attach .../Enclosed/Attached please find ...*
 - asking for a reply, e.g., *I look forward to hearing from you (at your earliest convenience)./I look forward to your reply.*
- End the letter with your handwritten signature (if you are sending the letter by mail) and/or your full name.

- 1 Start by asking students how often they write letters and how often emails. Make sure students understand that this lesson focuses on formal writing. Ask the class why someone might need to write a formal letter/email (when applying for a job, making a formal request/inquiry, making a complaint, etc.).

Elicit the correct expressions for formal writing in number 1 as an example. Put students in pairs to work through the rest of the task. Monitor and help as necessary.

Check the answers.

Answers

- 1 You can open with: *Dear Mr. Smith, / Dear Sir/Madam, / Dear Ms. Jones.*
 - 2 You can close with: *Sincerely, / Sincerely yours.*
 - 3 In very formal letters, you shouldn't use: *I'm / I won't / they're.*
 - 4 You can sign with: your full name.
 - 5 You can introduce your topic with: *I'm writing to express my ...*
 - 6 You can make a request with: *I'd be grateful if you could ... / Would it be possible for you to ... ?*
 - 7 In an email: *Attached please find ...*
 - 8 In a letter: *Enclosed please find ...*
 - 9 You can end with: *I look forward to hearing from you at your earliest convenience.*
- 2 Elicit one or two appropriate adjectives for a letter of complaint. Students complete the task, working individually.
- Check the answers, also checking the prepositions that go with each adjective. Also point out that these adjectives can be followed by an infinitive, e.g., *I was disappointed to find ... / I was upset to receive ...*
- If you think students need more practice with these adjectives, have students use them in context in sentences that could appear in a letter of complaint.

Answers

- dismayed (at/by)
appalled (at/by)
distressed (by)
disappointed (in/by/with)
upset (by/about)
shocked (at/by)
disgusted (at/by/with)
- 3 Focus students' attention on the photos and establish that the complaint is to an airline. Pre-teach/check *mishandling, be due to, concerned, settle in, incredulous, disembark, reassured, to add insult to injury* (to make a bad situation even worse, especially by treating someone very badly), *pressing work engagements, standby seats, refund the expenses incurred, breakdown of expenses.*
- Give students a few minutes to read the letter. Ask questions about the context: *Who wrote the letter? (Travis Bronson)/ Where does he live? (Oak Park, Illinois)/How many people went on the vacation? (six).*
- Put students in pairs to answer the comprehension questions.
- Check answers with the class.

Answers

- 1 They had been to Antigua.
- 2 The Bronsons' son, Tom.
- 3 Paramedics said that Tom wasn't well enough to travel, so his parents had to take him off the flight.

- 4 The grandparents flew home to Chicago O'Hare Airport with the daughter. Travis and his wife flew back to Midway with their son, Tom. There were no guaranteed seats on the flight to O'Hare the next day and the family had to get home, so they flew on a different airline via New York.

- 4 Elicit the more formal wording for the first phrase as an example. Students work in pairs to complete the task. Check the answers with the class.

Answers

- because your airline didn't do the right thing – which we believe was the direct result of your airline's mishandling of the situation
- [Tom] felt a little sick – was feeling a little unwell
- We adults weren't very worried – None of the adults present were overly concerned
- We told her what had happened – We explained the situation
- the plane wouldn't leave until we got off – the aircraft would not depart until we disembarked
- The news really upset us – This news caused great distress to my entire family
- we felt better when they offered – we were reassured by the offer
- I want you to tell us exactly why we weren't helped – I would ask you to provide a detailed explanation of your airline's lack of assistance

- 5 Ask students when they last had to complain about something. Brainstorm further situations and write students' ideas on the board, e.g., complaining about a defective product/article of clothing; an order that has gotten lost or contains the wrong items; poor service at a hotel/restaurant/attraction; delays on a trip, etc.

Refer students back to the formal language used in exercise 4. Have students go through the letter on SB p. 101 again and underline any other examples of useful language for a formal letter.

Briefly review the structure of the model letter and give students time to choose the context for their complaint and plan their letter/email. Set a word count of about 250 words (making the students' letter/email considerably shorter than the model).

Give students time to write their letter/email in class or assign the task for homework.

If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit correction to major problems, e.g., the wrong tone/effect on the reader, to avoid demoralizing the students.

SUGGESTIONS

- If possible, have students write and send their emails to each other electronically.
- When the students have finished, you can ask them to exchange their work with a partner and mark up mistakes with the correction symbols on SB p. 99.

SPEAKING AND LISTENING (SB p. 13)

Dreams come true

ABOUT THE LISTENING

The goal here is to give students practice in listening intensively to longer texts. The recordings are in the form of three monologues, with the speakers talking about an activity that they had always wanted to do. The section starts with a speaking task based on the top 15 activities that people want to do before they die. Students choose their top five, discuss their ideas in groups, and then compare their choices with an "official" poll. The tasks involve listening for gist and listening for more detail in a multiple-matching exercise. The section ends with a *Spoken English* focus on "fillers" – words that are used to give the speaker time to think about what to say next. Hesitations and words such as *like*, *kind of*, *you know* are very common in spoken English.

It's important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *eerie*, *shimmering curtain*, *buzzing*, *sense of wonder and awe*, *spot something*, *creature*, *flip*, *exhilarated*, *joyful*, *ruined*, *sensible shoes*, *slippery*, *gust* (v), *big drop*, *stunning*, *snaking up*, *head back*, *paralyzed*, *grabbed*, *relief*, *sneakers*.

- 1 Introduce the topic and set the scene by writing on the board *Which place in the world would you most like to visit? What activity would you most like to do?* Elicit a range of responses from the class.

Read through the list as a class, using the pictures to help with vocabulary, and checking pronunciation as you go.

Then ask the students to choose their top five, working individually. Put the students in groups of four or five to discuss their lists. Remind them to say why they have chosen the things on their list, and to say which activities don't interest them and why.

Find out which place or activity was most popular in the class in a short discussion session. Encourage students to tell the class about any personal experiences they or people they know have of the activities.

- 2 Refer students to the poll results on SB p. 156. Discuss the list as a class and elicit what students found surprising about the order of activities.
- 3 **CDI 18** Tell the students that the recording is fairly long, but all they need to do at this stage is understand the activity that is being described by each speaker.

Play the recording, pausing after each speaker. Have students compare their answers in pairs before checking with the whole class. Elicit some of the key words that helped students decide on the correct activity.

Answers and audio script

Alan – seeing the Northern Lights

Bernie – going whale-watching

Carol – walking the Great Wall of China

CD1 18**Alan**

They are ... one of the most eerie ... and strange experiences you can possibly have. The first time I saw them, they appeared as a kind of shimmering curtain, over the top of a ridge of mountains, and they went from a greeny color to a kind of purpley-red color. And they just stayed there. The second time I saw them, it was the most amazing sight because they were right above our heads, and they covered the entire sky. The other interesting thing is that not everybody hears it, but they sometimes make a sound, a kind of buzzing noise. It was a real sense of wonder and awe. I just kind of sat there with my mouth hanging open, just feeling kind of small.

Bernie

It was around midday. About 30 of us set off. The weather was fantastic, not a cloud in the sky. We were all very excited. I don't think we really knew what to expect. There was a nervous kind of feeling among us. But then nothing happened at all for the first 20 minutes or so. We just sailed around, waiting for something to happen. Then all of a sudden the captain came over the loudspeaker and said, "I've spotted something!" So everyone got real excited and we ran to one side of the boat. And after a while, we spotted something in the water, but very far away, so we couldn't really see. And then suddenly, this huge, beautiful creature leapt out of the water, flipped around, and landed back in again with a splash. It was huge, I mean, really big. I don't think anyone was expecting it to be so big. It was really close and it did it again and again. And it was like once one had started, all the rest joined in. So eventually there were about six circling the boat. I think they were just curious about us. And they kept coming closer and closer. It was as if they were showing off, as if they were like putting on a show for us. We felt really emotional because they were such beautiful creatures. It was quite a privilege to see them. So, after about maybe half an hour we had to go back to land and everyone was left feeling really exhilarated. It was a joyful experience.

Carol

I went there with a Taiwanese friend of mine and we were really excited about going. The day before it had been absolutely boiling hot. So on the day we went, I was wearing, like, only a summer dress and sandals. And, actually, when we got there after a three-hour journey on a minibus, it was raining and really windy. So, we were freezing. There were these people selling these kind of ponchos for rain, which we bought, and then we climbed up and started walking along. It was amazing, but the section we were on was kind of ruined and really difficult to walk up. And, of course, I didn't have sensible shoes on, you know, because of the rain, and it was slippery. We were ... we were on the ridge of a hill and the wind was really gusting. And it was like catching my poncho and I could feel it blowing me along. And I really, really hate heights and we had this big drop right next to us, I was terrified. Of course, the view was spectacular ... stunning, you could see it kind of snaking up the hills, but I was just so frightened. I walked along a little bit, but then, you know, I got so scared again I just had to start heading back. And coming down ... I mean, with the rain, and the wind, and the slippery stones, and the bad shoes, it was ... it was terrifying. I came down some of the steps sitting on my bottom, bumping down one by one. I was paralyzed with fear and at one point I just stopped and then, this old woman, who was selling postcards and stuff, came up, grabbed my arm and kind of walked me down, and I was so grateful. So, the main thing I felt at the end was huge relief. I think I'd like to go there again but in better weather and with, you know, sneakers or something a little more sensible on.

- 4 Read through the task as a class and help with any vocabulary questions. Students complete as much of the task as possible, working individually. Then have them compare and check their answers in pairs.

- 5 **CD1 18** Play the recording, pausing after each speaker. Have students compare their answers again and pool any additional information before checking with the whole class. Establish which experience students thought was the most exciting of the three described.

Answers

- 1 B – Because for the first 20 minutes there were no whale sightings.
- 2 C – Carol had to head back because she is scared of heights and she was very frightened of being up high on the wall.
- 3 A – Alan describes the Northern Lights making a buzzing noise.
- 4 B – No one expected the whales to be so big.
- 5 A – The second time was better because the lights were right above his head and they covered the entire sky.
- 6 C – The rain and wind made it difficult for Carol to walk.

See exercise 3 for **CD1 18**.

SPOKEN ENGLISH – Fillers (SB p. 13)

Read through the explanation and the examples with the class. Elicit any other words or phrases that English speakers use as fillers.

Put students in pairs. Refer them to **CD1 18** on SB p. 118 and ask them to find more examples of fillers.

Answers

Other fillers used in the audio script:

Alan: *kind of*

Bernie: *kind of, I mean, like*

Carol: *like, kind of, you know, I mean, and stuff*

READING AND SPEAKING (SB p. 14)**Our plastic planet****ABOUT THE TEXT**

The article in this section is adapted from a piece written by Simon Reeve, a British author and TV host. He makes travel documentaries in little-known areas of the world and has made TV shows and written books about his adventures.

In the article, Reeve expresses his horror at how much plastic and garbage is washed up on beaches around the world – from areas of the British coastline to the more remote beaches of Hawaii. He mentions in particular *nurdles* /'nɜːdlz/ (tiny pellets used in the production of most plastics). The content is a mix of factual information and Reeve's own feelings about the situation, which are expressed in fairly emotive language in order to impress on the reader the extent of the problem.

Students are introduced to the topic by talking about the plastic products they use every day. In the tasks, students predict some of the content of the article from extracts. They then read the article quickly and answer some gist questions. Further comprehension practice is given in a true/false task. In the final stages, students discuss their responses to the article and focus on some of the key words in a *Vocabulary work* section.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *setting, turquoise, moldings, raw material, biodegrade, pounding, a chill went down my spine, slosh around, patch (n), accumulation, fragment (n), choke, devastating, spurn, obscenity, the bulk of sth, jute, at stake, food chain, nothing short of.*

Don't pre-teach/check any of the words that are highlighted in the text because students will discuss their meaning in *Vocabulary work* exercise 2.

- 1 Start by writing the word *plastic* on the board, and elicit what students think of when they see the word.
Read the instructions with the class and elicit one or two typical plastic items as examples.
Put the students in groups of three or four to draft their list.
Elicit examples from each group, writing students' ideas on the board.

Sample answers

plastic bags, cups, water bottles, food packaging, toothbrushes, combs /kəʊmz/, packaging for toiletries/makeup/medicines, buttons, pens, rulers, toys, CDs, sunglasses, etc.
part-plastic items: cars, computers and other digital devices, (cell) phones, TVs, radios, vacuum cleaners, washing machines, etc.

- 2 Read through the extracts with the class and help with any vocabulary questions. Have students discuss their ideas in pairs before comparing with the class.
Don't confirm or reject students' ideas at this stage because they will refer back to them in exercise 3.
- 3 Read through the questions with the class. Set a time limit of about three minutes to encourage students to read extensively.
Check the answers with the class, comparing their ideas from exercises 1 and 2. For question 3, check students' comprehension of the extracts.

Answers

- 1 Simon Reeve is an adventurer and TV host.
- 2 The plastic items mentioned in the article: toothbrushes, combs, shoes, belts, moldings, bicycle helmets, food packaging, water bottles, plastic bags, and nurdles.
- 3 I realized the sandy beach was being transformed into a plastic beach. (the amount of plastic present on the beach)
Twice the size of France, the Garbage Patch is like a plastic soup in the ocean. (the amount of plastic that is floating in one area of the ocean)
They are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us. (the effect of plastic on the food chain)
We need to spurn and reject the main culprits. (we need to stop using the most common plastic products)
- 4 The places mentioned are: Hawaii, Britain, Dorset, south Wales, France, Bangladesh, England, Modbury in Devon.
- 5 Nurdles are small plastic pellets used as the raw material for plastic production.

- 4 Read the first two paragraphs of the text as a class. Elicit the answer to number 1 as an example.

Give students time to read the article again and complete the task. Allow them to compare their answers in pairs before checking with the class. Have students quote from the relevant part of the text to support their answers.

Answers

- 1 False. Although Hawaii is isolated, it still has a big problem with plastic trash on its beaches.
- 2 False. Volunteers remove the larger pieces of trash, but the nurdles are too small to be collected by hand.
- 3 True
- 4 False. 100 million tons of plastic trash is thought to be polluting the oceans. 600,000 is the number of plastic containers dumped overboard by ships every day.
- 5 False. In the first ten years of the 21st century, more plastic was produced than in all of the 20th century.
- 6 True
- 7 True
- 8 True

What do you think?

The goal of this stage is to allow students to react to the article in a more personal way and to use it as a springboard for discussion.

Elicit a few reactions to the text, using the phrases. Give students time to think of further examples. Monitor and help as necessary.

Put students in groups to discuss their reactions and answer the other questions in this section.

Elicit a range of responses and ideas in a brief class discussion.

Vocabulary work

- 1 Elicit the first synonym for *trash* as an example. Put students in pairs to complete the task.

Answers

garbage, waste, litter, rubbish (mainly British English), debris

- 2 Focus students' attention on the first highlighted phrase, *lethal*. Elicit the meaning and then have students continue the task, working in pairs.

Check the answers with the class.

Answers

lethal – fatal, deadly
staggered – astonished, deeply shocked
pristine – fresh and clean
dumped – dropped/put down in a careless way
flecks – very small pieces of sth
soiling – making dirty, spoiling
clogging – making sth blocked/full
swamped – too full to be able to handle sth
swirling – moving quickly in circles
gobbled – eaten quickly
impose – enforce

- 3 Elicit the match for *turquoise* as an example. Students work in pairs to match the words in A and B. Have them try and remember the context for each collocation.

Students look back at the text to check their answers and the context.

Answers

- 1f turquoise water (that should be protected from environmental problems)
- 2a infinite number (of plastic products that fill our lives)
- 3h grains of sand (that had billions of plastic flecks in them)
- 4c food chain (that is being poisoned by plastic)
- 5g mountain of trash (that is dumped on the beach by each wave)
- 6e water currents (that have created huge garbage patches in the oceans)
- 7b single-use water bottles (that make up the bulk of plastic waste)
- 8d throwaway society (which we're paying a lethal price for)

VOCABULARY (SB p. 16)

Hot verbs – *make, do*

The goal of this section is to introduce and practice the easily confused verbs *make* and *do*. It also focuses on phrasal verbs with *make* and *do*. This is the first of a series of sections in the Student Book and Workbook on what are called delexicalized (or sometimes “empty” verbs). These verbs have very little meaning in themselves – the real meaning is given in the word(s) that follow the verb. Other verbs in this group include: *get, go, take, have, give, set, and put*. In *American Headway*, these verbs are called *hot verbs*.

! POSSIBLE PROBLEMS

Make and *do* are used in a range of different expressions, leading to confusion between the two. There are no fixed “rules” for this, but common uses fall into the following categories:

Make when talking about:

- producing/creating/performing something new: *make a dress/a difference/a phone call*
- producing an action or reaction: *make someone (smile)/make something (easy)*
- plans and decisions: *make an arrangement/a choice*
- speaking and sounds: *make a comment/a joke/a speech*
- food and drink: *make dinner/coffee/a cake*

Do when talking about:

- an activity that isn't specified, often with *what, thing, anything, nothing*, etc.: *What are you doing?/I've got so many things to do today!*
- work or a job/task when no object is produced: *What job would you like to do?/Have you done the dishes?*

Here we are using *do* as a main verb, which may be confusing because students are used to seeing it as an auxiliary in questions.

- 1 Start by writing some common hot verbs on the board, e.g., *take, put, have, make, do, go, come*. Give students three minutes to write down any words that go with these verbs. Then elicit students' ideas and organize them on the board. This will help build awareness of how common these verbs are.

Read through the examples from the text on pp. 14–15 as a class. Point out that the second and fourth examples contain phrasal verbs with *make* and *do*; the first and third are common expressions with *make* and *do*.

- 2 Elicit an example that goes with the verb *do*. Students work in pairs to complete the task. Monitor and help as necessary. When checking, elicit a range of answers from different pairs so that you can gauge students' knowledge of these expressions. Confirm the correct answers with the class, organizing the two categories on the board.

Answers

MAKE	DO
a decision	business
a good impression	research
arrangements	your best
a difference	a good job
a profit	sb a favor
a move	
sth clear	
progress	
an effort	
a suggestion	

SUGGESTION

If you have a class set of learners' dictionaries or access to online dictionaries, you can do exercise 2 as a dictionary task. Ask half the class to work on *make* and the other half on *do*. Students then work in pairs to exchange their answers and complete the table.

- 3 **CD1 19** Elicit the answer to number 1 as an example. Remind students that they will need to change the form of *make* and *do* in some of the sentences. Students complete the sentences. Have students compare their answers in pairs. Play the recording so that students can check their answers.

Answers and audio script

- 1 When you go for a job interview, it's important to **make a good impression**.
- 2 I think we're all getting tired. Can I **make a suggestion**? How about a break?
- 3 A lot of **research** has been **done** about the causes of cancer.
- 4 I think the CEO is basically **doing a good job**. He's reliable, he's honest, and he gets results.
- 5 I'd like to **make it clear** right now that I am totally opposed to this idea.
- 6 We can't **make a profit** in this business if we don't raise prices.
- 7 I don't mind if we go now or later. It **makes no difference** to me.
- 8 Could you **do me a favor** and lend me some money?

- 4 **CD1 20** Go through the sentences quickly and help with any vocabulary questions. Elicit the answer to number 1 as an example.

Students match the sentences in **A** and **B**, and underline the expressions.

Pre-teach/check *command, be worth, fluent, get a bonus, get a pat on the back*.

Play the recording so that students can check their answers. Elicit the extra comments made in each conversation.

Answers and audio script

- 1 **A** She's made the big time as an actress. She can command \$20 million a movie.
B \$20 million. Nobody's worth that!
- 2 **A** We'll never make it to the airport in time. The traffic's really bad.
B Look! I think it's starting to move.
- 3 **A** What does she do for a living?
B She's a corporate lawyer.
A That sounds boring.
B Well, it might be boring, but she makes a lot of money!
- 4 **A** You'll all have to do more overtime and work weekends.
B That does it! I'm going to look for another job!
A Leave if you like, but it's the only way this business will survive.
- 5 **A** How much do you want to borrow? \$50?
B Yes, that'll do.
A Just pay it back when you can. No hurry.
- 6 **A** How much Spanish do you speak?
B Well, I can make myself understood.
A Really? You sound pretty fluent to me.
- 7 **A** I hear the boss said that you'd done really well.
B Yeah. It really made my day.
A But did you get a bonus, too?
B No, just a pat on the back.

EXTRA ACTIVITY

Refer students to **CD1 20** on SB p. 118 and have them practice the exchanges in pairs. Then ask them to write two of their own short conversations, using at least two *make* or *do* expressions in each. Remind them to use expressions from both exercise 2 and exercise 4. Students can act out their conversations for the class.

Phrasal verbs

- 5 **CD1 21** Elicit the answer to number 1 as an example. Students complete the sentences. Have students compare their answers in pairs.
Play the recording so that students can check their answers.

Answers and audio script

- 1 I'm so thirsty. I **could do with** a glass of water.
 - 2 Your homework was full of mistakes. You'll have to **do it over**.
 - 3 I think we should **do away with** pennies. You can't buy anything with them anymore.
 - 4 I could never **do without** my assistant. He organizes everything for me.
- 6 **CD1 22** Elicit the answer to number 1 as an example. Students complete the sentences. Have students compare their answers in pairs.
Play the recording so that students can check their answers.

Answers and audio script

- 1 Thieves broke into the museum and **made off with** jewelry and antique paintings.
- 2 Jake's parents buy him lots of toys. They're trying to **make up for** always being at work.
- 3 What do you **make of** the new boss? I like him a lot.
- 4 You didn't believe his story, did you? He **made** the whole thing **up**.

EVERYDAY ENGLISH (SB p. 17)

Talking about places

This section focuses on common expressions used to describe location and give directions. It also practices compounds for describing duration, e.g., *50-minute*, *14-night*, size, and scale, e.g., *four-bedroom*, *100-meter-tall*, and other common compounds used when talking about places, e.g., *five-star*, *20-mile-an-hour*.

NOTE

Exercises 2 and 3 have a listening task based on the description of a well-known tourist destination. These places are not all mentioned by name, so students need to infer from clues in the text. The four places are:

- the pyramids at Giza near Cairo (key words: *Giza*, *giant stone structures*, *on the edge of the desert*, *the time of the pharaohs*)
- Berlin (key words: *Reichstag* – the German parliament building, *the old east side of the wall*, *unified since 1989*, *a different feel to the two halves of the city*)
- the Mall in Washington, DC (key words: *Capitol Building*, *Lincoln Memorial*, *the Mall*, *national park with gardens*, *important museums*, *National Museum of American History*)
- the Taj Mahal in Agra, India (key words: *one of India's must-see destinations*, *a magnificent white building*, *right on the banks of the river*, *wonderful reflections in the clear water*)

Where is it exactly?

- 1 Start by talking about one or two of your favorite places. Try to include some of the phrases in exercise 1, in a natural way.
Go through the phrases and help with any vocabulary questions.
Students choose a preposition that goes with each of the phrases in each set.
Check the answers.

Answers

- | | |
|-----------|--|
| in | the middle of nowhere
the heart of the city
the far south of Japan
the French quarter of the city |
| on | the outskirts of the city
the beach by the ocean
the bank of the river
the edge of the forest |
| at | the top of the mountain
the corner of the street
the back of the hotel
the end of the track |

- 2 **CD1 23** Tell students they are going to hear four short descriptions of places around the world. Play number 1 as an example and elicit the place.
Play the rest of the recording, pausing after each speaker. Have students compare their answers in pairs. If there is disagreement, play selected speakers again so that students can confirm their answers.
Check the answers with the whole class.

Answers and audio script

- 1 the pyramids at Giza
- 2 Berlin
- 3 the Mall in Washington, DC
- 4 the Taj Mahal in Agra

CD1 23

1

I'll never forget my first trip to Giza and the sight of those giant stone structures. They stand just on the edge of the desert, taking you back to the time of the pharaohs. But they're surprisingly close to modern buildings, too. I kind of expected them to be right in the middle of nowhere.

2

It's a fantastic city. We took a city tour on the first day to get a feel for the place, starting at the Reichstag. There's a viewing deck right at the very top of the building where you get incredible views of the surrounding area. We stayed on the old east side of the wall. Even though it's been unified since 1989, there is a different feel to the two halves of the city.

3

We were staying on the outskirts of the city, so we only had a day for sightseeing. We began at the Capitol Building and walked the two miles to the Lincoln Memorial at the other end of the mall. It's a kind of national park with gardens and lots of important museums, like the National Museum of American History.

4

I wouldn't have missed it for the world. It really is one of India's must-see destinations. It's a magnificent white building, right on the banks of the river, so you get wonderful reflections in the clear water. We also spent some time in Jaipur – I loved the colorful streets in the very heart of the Old City.

- 3 **CD1 23** Play number 1 again as far as *desert* as an example. Play the rest of the recording, pausing after each speaker, and have students complete the lines.
Check the answers with the class.

Answers

- 1 They stand just **on the edge of the desert**.
I kind of expected them to be right **in the middle of nowhere**.
- 2 There's a viewing deck right **at the very top of the building**.
- 3 We were staying **on the outskirts of the city**.
- 4 It's a magnificent white building right **on the banks of the river**.
I loved the colorful streets **in the very heart of the Old City**.

SPOKEN ENGLISH – Adding emphasis (SB p. 17)

CD1 24 Read the notes as a class. Have students complete the description. Play the recording so that students can check their answers.

Elicit which two European cities could be in the description (Venice or Amsterdam, because both are famous for their canals).

Answers and audio script

We rented an apartment **right** in the center. The Grand Canal was **just** at the end of the street. It was wonderful to be in the **very** heart of the city.

SUGGESTION

You can review the language in this section by having students play a “describe and guess” game in small groups. Students take turns thinking of a place with some famous landmarks. They describe the location of the place and the landmarks without saying the name of the city. Remind them to include the words *right*, *just*, and *very* to add emphasis to their description. The other students have to guess the name of the place.

What is it like?

- 4 Focus students' attention on the photo. Give students a few minutes to read through the texts quickly. Pre-teach/ check *suites*, *surrounding*, *efficiency villas* (hotel rooms that include a small kitchen and sometimes a living/ dining room), *wind turbines*, *spoils*. Elicit where you might find the texts (the first one could be from a hotel brochure/website; the second is from a letter/email of complaint).

Elicit the first missing word in the first text as an example. Students complete the texts, working individually. Have them check their answers in pairs before checking with the class.

Answers

- 1 14-night
 - 2 20-square
 - 3 360-degree
 - 4 four-bedroom
 - 5 50-minute
 - 6 five-star
 - 7 20-mile-an-hour
 - 8 two-hour
 - 9 100-meter-tall
 - 10 five-minute
- 5 Read the instructions and example as a class. Give students a few minutes to think where would be a good place to do the things on the list. Monitor and help as necessary.
Put students in groups to discuss their ideas. Monitor and check for accurate use of the expressions in this lesson. Write down any common errors for correction after the task.
Elicit a range of examples and have students choose their favorite suggestion for each of the activities on the list.

How do you get there?

- 6 **CD1 25** Tell students that they are going to hear three conversations in different situations. Each one contains a set of directions and a problem. Tell students that all they need to do at this stage is understand what the problem is each time.
Pre-teach/Check *GPS (Global Positioning System)*. Play the first recording as an example and elicit the context and the problem. Play the rest of the recording. Have students check their answers in pairs before checking with the class.

Answers and audio script

- 1 The person being visited lives in the middle of nowhere and the visitor can't use GPS to find the house. The visitor thinks the directions sound complicated.
- 2 The visitor has gotten lost in the office building and can't find the way out. She can't remember the directions the employee gives.
- 3 Phil thinks he knows the directions to the diner, but Andrea says they are going the wrong way. They end up at a hair salon because Phil won't listen to Andrea or use the GPS on her phone.

CD1 25

1

(H = Helen, L = Leo)

L Hello?

H Hi, Leo. We've just stopped for gas. The GPS is programmed and we'll be on our way again soon.

L Great, but I wouldn't rely on the GPS to find us. We really are in the middle of nowhere. Use the GPS until you get to the town of Clinton Hollow. Then **head towards the town hall** – there's a sign just before the river. **Go over the bridge and follow the road around the bend**. It's pretty narrow so there's a 20-mile-an-hour speed limit. Then **go along that road for about a mile** and there's a sharp **turn to the left**. Uh, that's the driveway down to the house. **Drive right to the end of the driveway** and that's where we are.

H Gosh, that sounds kind of complicated.

L You'll be fine. It's only about a 15-minute drive from town. Call again if you get lost.

2

(V = Visitor, E = Employee)

V Excuse me, sorry. How do I get out of here? I'm completely lost.

E Yeah, this place is kind of a maze. So, **to get to reception, go along this corridor to the end, and turn right. Go past the photocopiers, then through the design department**. There are some **stairs on your left, or the elevator is just through the double doors**. OK?

V Oh, um, yes, I think so. So go to the end of the corridor and turn left ...

E No, turn right.

V Yes, yes, that's what I meant.

E Good, good, well, you can always ask again if you get lost.

V Yes, I will, thank you.

3

(A = Andrea, P = Phil)

A Phil, I think we're going the wrong way. We walked past that statue about ten minutes ago.

P Don't panic, Andrea. I was born here. I know this place like the back of my hand.

A Heard that one before.

P Sorry?

A No, nothing. But I just want to find the diner before they stop serving lunch.

P It's fine. We just go across the square and it's one of the roads on the right.

A Oh, my feet are killing me.

P It's only about a five-minute walk. Just a little bit farther on and then on the right ... Yeah, this is it. ... Oh!

A Phil, this is a hair salon.

P Yes, thank you, Andrea, I can see that. I'm sure it's around here somewhere. Let's go back to the square.

A Or we could just check on my phone. It does have a GPS, you know. Phil? Phil!

- 7 **CD1 25** Briefly review the prepositions used to give directions: *around, past, along, across, through, over, under, back, towards*. Using simple board drawings and/or objects in the classroom to demonstrate the different directions. Also review the verbs often used in directions: *go, head, follow, turn, drive, get to, continue*.

Play number 1 as far as *town hall* and elicit the directions as an example (*head towards the town hall*).

Play the rest of number 1 and conversation 2, and have students write down their answers. With weaker students, be prepared to pause the recording at key points.

Put students in pairs. Have them take turns giving the directions in conversations 1 and 2. Refer students to

CD1 25 on SB pp. 118–119 to check their notes. If you have time, have students act out the conversations for the rest of the class.

Answers

See exercise 6 for **CD1 25**. The directions appear in **bold** in conversations 1 and 2.

EXTRA ACTIVITY

Ask students to close their eyes and think about a trip they do often on foot or by car. Have them make notes about the directions and landmarks on the way.

Put students in pairs. Have them take turns describing their trip. Their partner sketches the route, adding any landmarks in the correct position. Students check the maps to see how accurate they have been in giving and understanding the directions.

Don't forget!

Workbook Unit 2

Ex. 7 Listening – Off the beaten track

Ex. 8 Vocabulary – Travel and transportation words

Ex. 9 Prepositions – Prepositions of movement

Ex. 10 Pronunciation – Word stress

Grammar Reference (SB p. 137)

Word list Unit 2 (SB pp. 149–150)

Remind your students of the Word list for this unit on SB pp. 149–150. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 2 Test

Video (iTools and Online)

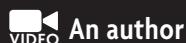
Additional photocopiables and PPT™ presentations (iTools)



3

News and views

Narrative tenses • Giving news and responding
Talking about books and movies • Showing interest and surprise



The theme that runs through this unit is telling stories. This gives the opportunity to review and extend coverage of the major narrative tenses: the Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous. The grammar is contextualized in a series of news stories. The vocabulary section on books and movies leads into the main reading text, which is an extract from the novel *The Clinging Woman*, by Ruth Rendell. The focus on books and movies is carried through in the main *Listening and speaking* section. The focus on narratives is also featured in the *Writing* lesson.

LANGUAGE INPUT

GRAMMAR

Narrative tenses (SB p. 18)

- Reviewing the form and use of the main narrative tenses.
- Understanding and practicing the differences between the main narrative tenses.
- Practicing linking sentences with narrative tenses.

VOCABULARY

Books and movies (SB p. 21)

Vocabulary work (SB p. 23)

- Asking and answering questions related to books and movies.
- Finding synonyms/near synonyms for vocabulary in context.

EVERYDAY ENGLISH

Showing interest and surprise (SB p. 25)

- Understanding and practicing ways of showing interest and expressing surprise.

SKILLS DEVELOPMENT

READING

Book at bedtime (SB p. 22)

- Extracts from a crime story presented as a radio show.

LISTENING

Page to screen (SB p. 24)

- Listening for gist and key words in four short monologues. **CD1 36** (SB p. 120)
- Listening for key information and opinions in two longer conversations. **CD1 37**
CD1 38 (SB p. 120)

SPEAKING

Giving and receiving news (SB p. 20)

What do you think? (SB p. 23)

What do you think? (SB p. 24)

- Reading a news story, retelling it, and responding to the main facts.
- Predicting the next stages and ending of the story, and checking against a synopsis.
- Discussing key points from the recordings and selecting your top three movies and books.

WRITING

Narrative writing 1 – Using adverbs in narratives
(SB p. 102)

- Understanding how to use adverbs/adverbial phrases in narratives, focusing on the structure of a story, then writing a story about a dangerous situation.

MORE MATERIALS

Photocopiables – In the newsroom (TB p. 177) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 18)

This *Starter* section checks that students can recognize the main tenses in this unit and match them with the correct name. Work through the exercise quickly, avoiding any lengthy grammar explanations at this stage.

Answers

Ellen and George **were driving** home. – Past Continuous
They **d been** on vacation. – Past Perfect
They **d been driving** for hours. – Past Perfect Continuous
They **crashed** the car. – Simple Past
Fortunately they **weren't injured**. – Simple Past (passive)

CAN YOU BELIEVE IT? (SB p. 18)

Narrative tenses

This section reviews and reinforces students' knowledge of narrative tenses, with the overall goal of helping them use the tenses more accurately and creatively in their own writing and speaking. There is a strong focus on the tenses in contrast and also on question formation.

⚠ POSSIBLE PROBLEMS

The tenses covered in this section are Simple Past active and passive, Past Continuous, Past Perfect, and Past Perfect Continuous.

Students are likely to be familiar with all of the tenses in this section, but will still make mistakes in use when switching between them. They may also make form mistakes in the more complex verbs forms.

Simple Past vs Past Continuous If the students' own language does not have a direct equivalent of the Past Continuous, students may misuse it in English. The two main areas of confusion are as follows:

- 1 *I got back home at three in the afternoon. *The sun shone. *The trees blew in the breeze.*

The Simple Past is correct in the first sentence for a finished past action. In the second and third sentences, the Past Continuous is needed to describe longer "background" actions or situations: *The sun was shining. The trees were blowing in the breeze.*

- 2 **I was working in a factory for 15 years when I was a young man.*

Here the Simple Past, rather than the Continuous, is needed to describe a routine in the finished past. We would only use the Past Continuous here if the action were "temporary," e.g., *I was working in a factory for a few weeks last summer.* (But note that the Simple Past would also be correct here.)

The presentation and practice exercises help reinforce the use of the Past Continuous to express activities in progress that are interrupted, incomplete, and/or temporary.

Simple Past vs Past Perfect Some languages have a "past historic" tense to refer to the distant past, which students may confuse with the Past Perfect. Once students are familiar with the form of the Past Perfect, they may have a tendency to use it when it is not needed, e.g.,

*When I was young, *I had lived in Jamaica.*

Here the Simple Past, rather than the Past Perfect, is needed to describe a state in the finished past. *Had lived* is wrong because it didn't happen *before* the person was young. The Past Perfect is used to look back to a time in the past and refer to an action that happened *before* it (the "past in the past").

In stories, verbs in the Simple Past give the events in chronological order. By using the Past Perfect, the speaker or writer can give the events in a different order, e.g.,

I took a shower and then got dressed.

I got dressed when I'd taken a shower.

Without the Past Perfect in the second example, the order of events could be misunderstood, with bizarre results – getting dressed when taking a shower!

Note that when we use time sequencers such as *after* and *before*, the sequence of events is clear and the use of the Past Perfect is optional.

I got dressed after I took a shower. / I got dressed after I'd taken a shower.

Pronunciation Students may have problems with the sentence stress and weak forms on the auxiliaries *was*, *were*, and *had*. In regular pronunciation, *was*, *were*, and *had* are weak forms with the sound /ə/:

/ə/

*I **was** waiting for hours.*

/ə/

*They **were** driving home.*

/ə/

*He **had** promised to call.*

You can read through the Grammar Reference for Unit 3 on SB pp. 138–139 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 19.

- 1 Introduce the topic by asking students if they have heard any intriguing news stories recently. Elicit one or two examples from the class.
Focus on the pictures and the news headline. Ask students what they think the whole story is about. Elicit a range of ideas, but don't confirm or reject students' answers at this stage.
- 2 Focus on the question words. Explain that these are the typical questions people ask themselves when they want to find out more about a story.
Elicit one or two examples with different question words. Students then write their questions, working individually. Monitor and check for accurate question formation. With weaker students, you can do this activity with the whole class, correcting students' questions as you go.
Put students in pairs to compare their questions. Elicit a range of questions from the class, correcting any mistakes carefully. If necessary, remind students that there is no auxiliary *do/did* in questions that ask about the subject of the verb, e.g., *Who found the man?* (NOT **Who did find the man?*)

Sample questions

Who was the man?/Who was he with?/Who found the car?
When did the man leave his house?/When did it start snowing?/
When was the man found?
Where was the man from?/Where was he driving to?/Where was he found?
What was the man wearing?/What did he do when it started to snow?/
What did he eat and drink?
How did the man survive for 60 days?/How did people know he was there?/
How did he feel when he was stuck?
Why didn't the man call for help?/Why didn't his family try to find him?/
Why was the road blocked for so long?

- 3 Focus on the article. Pre-teach/check *trapped, snowdrifts, barely alive, hibernation, plunge, emaciated, snowmobile, clear* (v), *scrape* (v), *wrap* (v) /ræp/, *hypothermia, elk, skeptical*.

Give students time to read the article and see which of their questions are answered.

Elicit some of the key information students found and ask why they think experts are skeptical about the story.

- 4 **CD1 26** Tell students they are going to hear two people talking about the story. Play number 1 as an example and elicit the question.

Play the rest of the recording and have students compare their questions and answers.

With weaker classes, you can reinforce the question forms by referring students to **CD1 26** on SB p. 119 and having them ask and answer the questions in pairs.

Audio script

- 1 **A** Who was the man?
B A 44-year-old Swedish man named Peter Skyllberg.
 - 2 **A** Who found him?
B A worker who was clearing the road.
 - 3 **A** Where was he when the accident happened?
B In northern Sweden.
 - 4 **A** When was he found?
B Last Friday.
 - 5 **A** How did the accident happen?
B He'd been driving on a forest road when he was caught in a snowstorm and he got stuck in snowdrifts.
 - 6 **A** How did he survive?
B By eating snow and keeping warm in a sleeping bag.
 - 7 **A** How is he now?
B He's recovering from hypothermia in a hospital.
 - 8 **A** What was the temperature?
B -30°C.
 - 9 **A** Why wasn't he found for 60 days?
B Because the road where he'd been driving was so remote.
- 5 **CD1 27** Pre-teach/check *be buried* /'berid/, *avalanche, igloo, report someone missing, more (to something) than meets the eye*. Give students time to read sentences 1–8. Point out that some of the lines in the exercise are shorter than in the recording and that some of the wording is slightly different. There are a different number of missing words in each blank.
- Play the first four lines of the conversation and elicit the answers to number 1 as an example.
- Play the rest of the recording and have students complete the task. Be prepared to play selected sections of the recording again if necessary.

Answers and audio script

- 1 **Was he buried** by an avalanche while he **was** skiing?
- 2 No, he **hadn't been** skiing.
- 3 He **was driving** his car and he **got stuck** in snowdrifts.
- 4 How come nobody **found** him?
- 5 He'd **brought** a sleeping bag and he **was lying** in that.
- 6 Why **didn't** anyone **report** him missing?
- 7 He said he'd **eaten** nothing but snow.
- 8 I think there's more to this story than **meets** the eye.

CD1 27

- A** This is amazing.
B What is?
A Well, it says here that a 44-year-old man in Sweden was buried in snow for 60 days and he survived!
B 60 days! I don't believe it. Was he buried by an avalanche or something while he was skiing?
A No, no, he hadn't been skiing. He was driving his car, and it was snowing hard, and he got stuck in snowdrifts.
B But 60 days is over two months! How come nobody found him?
A Well, apparently he was on a remote road and his car was completely covered in snow.
B Like an igloo?
A Yeah.
B So, was he sitting in his car all that time?
A No, not sitting, lying. Fortunately he'd brought a sleeping bag and when they found him he was lying in that.
A Mmm. Very fortunate. Why didn't anyone report him missing?
B I don't know. It doesn't say.
A I'm not sure this story's true. Did he have stuff to eat?
B No, he said he'd eaten nothing but snow. He was really thin when they found him, emaciated it says here, and he had hypothermia.
A I'm not surprised. I just don't believe it's possible to live without food for 60 days, and it's strange that nobody missed him. I think there's more to this story than meets the eye.

- 6 Read the question and elicit a few opinions from the class. Put students in pairs to compare their opinions.

Have a brief discussion and establish who is skeptical about Peter's story.

Pre-teach/check *emerge* (= become known), *collapse* (v, of a business), *debt* /dɛt/. Refer students to SB p. 157 and give them time to read the text. Elicit students' reactions to the truth about the mystery man in the snow.

- 7 **CD1 28** Tell students that the sentences are all about the man who was found in the snow. Elicit the ending to the first line as an example. Students complete the matching task, working individually.

Play the recording so that students can check their answers.

Play the recording again and have students repeat the sentences chorally and individually. Check for accurate sentence stress and correct pronunciation of *been* /bin/.

Answers and audio script

- 1 He disappeared nine months ago.
- 2 He'd been living in the forest since May.
- 3 The car looked like an igloo.
- 4 He hadn't spoken to his family.
- 5 They hadn't been trying to find him.
- 6 He wasn't discovered until February.

GRAMMAR SPOT (SB p. 19)

See TB p. 4 for suggestions on how to teach this section.

- 1 Read the questions as a class. Give students time to read the paragraphs and discuss the questions in pairs. Monitor and help as necessary.
Check the answers.

Answers

In paragraph 1, the Simple Past is used to describe a series of events in the past that happened one after the other.
In paragraph 2, the Simple Past isn't used. The Past Continuous is used to describe an activity in progress at a time in the past. The Past Perfect is used to refer back to events that happened before that time.

Paragraph 2 sounds more like the beginning of a story because of the combination of narrative tenses.

- 2 Refer students back to the article on SB p. 18.
Check that students know that they need to look for the Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous. Tell students they should only look for active forms of the tenses at this stage. Elicit one or two examples of the tenses. Students work in pairs to find more examples.
Check the answers with the class.

Answers

Simple Past: survived, went, plunged, said, noticed, stopped, saw, was (x2), could, understood, had

Past Continuous: was recovering, was clearing

Past Perfect: had become (x2), had eaten, had run out, had kept

Past Perfect Continuous: had been driving, had been trying

- 3 Students look for examples of the Simple Past Passive. Check the answers.

Answers

was reported, was (finally) found, was wrapped

►► Grammar Reference Unit 3 on SB pp. 138–139.

SUGGESTION

If students have problems with the pronunciation of the weak forms in the Past Continuous and Past Perfect, drill the sentences in *Possible problems* chorally and individually. Students then take turns reading sections of the article on SB p. 18 aloud for further practice. Monitor and check, drilling key lines with the class if students have problems.

PRACTICE (SB p. 19)

Discussing grammar

- 1 Discuss the tenses in number 1 as an example. Put students in pairs to discuss the rest of the sentences. Monitor and assess students' thinking about the tenses.
Check the answers with the class. It's a good idea to use concept questions to check students' understanding (see suggestions for concept questions in the answers below).

Answers

- 1 *I read* (Simple Past for a completed action in the past)

I was reading (Past Continuous for an incomplete activity in the past – the book was not finished)

Concept question: In which sentence did the reader finish the book?

- 2 *I served the hors d'oeuvres*. (Simple Past for a series of completed actions – the next action after the last guests arrived)

I was serving the hors d'oeuvres. (Past Continuous for an action in progress interrupted by another action – the last guests arriving)

I had served the hors d'oeuvres. (Past Perfect for an action that happened before another action in the past)

Concept questions: Which sentence gives actions in order? In which sentence did the speaker start serving the hors d'oeuvres before the last guests arrived? In which sentence were they already served?

- 3 *The movie started* (Simple Past for a series of completed actions – the next action soon after our arrival)

The movie had started (Past Perfect for an action that happened before another action in the past – the movie started before we arrived)

Concept question: In which sentence did they miss the start of the movie?

- 4 *he had stolen some money* (Past Perfect for an action that happened before another action in the past – a theft resulted in him being fired)

he had been stealing money for years (Past Perfect Continuous for a repeated activity that happened before another action in the past – a series of thefts that resulted in him being fired)

Concept question: In which sentence did he steal repeatedly over a period of time?

- 5 *was being repaired* (Past Continuous Passive for a process that was ongoing in the past – the repair wasn't finished)

had been repaired (Past Perfect Passive for a process that had been finished before another action in the past)

Concept question: In which sentence was the car repair finished?

Writing narratives

- 2 Read the example as a class. Point out that the rewritten sentence links the ideas in a much more meaningful and interesting way. This type of complex sentence is characteristic of narrative writing. With weaker students, go through the changes in tenses needed (a shift to Past Perfect because we are looking at a time before Mike became a beggar).

Students rewrite the sentences, working individually. Remind them that some of the forms are passive. Have students compare their answers in pairs before checking with the class. (Note that the answers here give contracted forms in the Past Perfect, but students may also give the full form *had*.) If students have problems, go over selected sentences on the board with the class, highlighting the time reference at the start of each sentence and working back to the Past Perfect.

Answers

- 1 Joel was tired when he arrived home because he'd gotten up at dawn and had been driving for ten hours.
- 2 When I went to get my car, it wasn't there because I'd parked it in a no-parking zone, and it had been towed away.
- 3 Last night Sally was celebrating because she'd won \$2,000 in a competition.
- 4 When Jane and Loyd arrived home, they were broke because they'd been shopping all day, and they'd spent all their money on clothes.
- 5 Last week John moved into the house on the beach that he'd first seen while he'd been driving around on vacation.

Here is the news!

- 3 **CDI 29** Focus on the photos of the man and woman, and the house. Ask students to guess what has happened to the people and what the police are doing.

Pre-teach/check *tycoon*, *bruised*, *bloodied*, *mansion*, *crowbar*, *masked men*, *fiancée*, *paramedic*, *gash* (n), *metal detector*, *search for clues*. Check pronunciation of the name Caudwell /'kɔdwel/.

Play the recording through once and establish what the photos show.

Answers and audio script

The man is John Caudwell, a billionaire, and the woman is his fiancée, Claire Johnson. They were robbed at their home and attacked by masked men. Police are now looking for clues around their home using metal detectors.

CDI 29

Good evening. I'm Pete Mitchell, and here's the news at six o'clock. One of Britain's richest men, the billionaire cell phone tycoon John Caudwell, was left bruised and bloodied after being attacked during a robbery at his 16th-century mansion in Staffordshire. Mr. Caudwell, 57, was beaten with a crowbar, and then tied up by a gang of masked men. The men then turned on his glamorous fiancée, former model Claire Johnson, 41.

Mr. Caudwell and Miss Johnson had been talking in the kitchen when the gang struck at 8:15 p.m. on Monday. The men, wearing dark clothes, stole money and jewels before escaping on foot across fields behind the house.

The couple, who have a six-year-old son, were treated by paramedics at the scene before being taken to a hospital. Mr. Caudwell had suffered a gash to his forehead and bruising to his arms.

Yesterday, about a dozen police officers were using metal detectors to search for clues on the grounds surrounding the property. Today, a 48-year-old man was arrested in connection with the robbery.

- 4 **CDI 29** Elicit the correction to sentence 1 as an example. Put students in pairs to correct the rest of the statements.

Play the recording again if necessary to let students complete/check their answers.

Check the answers with the class.

Answers

- 1 John Caudwell is a **billionaire cell phone tycoon**.
- 2 He was badly injured when several men broke into his **16th-century mansion**.
- 3 He **had been talking** with his **fiancée** in the kitchen when the robbers struck.

- 4 The robbers escaped **on foot** with **money and jewels**.
- 5 The couple **was treated by paramedics at the scene**.
- 6 **A 48-year-old man has been arrested** in connection with the robbery.

- 5 **CDI 30** Focus on the photo and elicit what the man is doing (a tightrope walk). Pre-teach/check *trapeze artist*, *gorge*, *safety harness*, *dust*, *lose your balance*, *daredevil*, *waterfall*. Check pronunciation of the name Wallenda /'wɔləndə/. The two places mentioned in the script are the Grand Canyon (a very large, deep gorge in the US state of Arizona) and Niagara Falls (two very large waterfalls on the border between Canada and the US).

Read through the question cues with the class. Play the recording through once. With weaker classes, you can ask students to write brief notes for each question. Students form the questions, working individually. Monitor and help as necessary. Check the wording of the questions with the class. Then put students in pairs to ask and answer the questions.

CDI 31 Play the recording and have students check the questions and answers.

Elicit students' reactions to the two news stories in this section in a brief class discussion.

Answers and audio script

See **CDI 31** for questions 1–8.

CDI 30

American stuntperson and trapeze artist Nik Wallenda is the first person ever to cross a gorge near the Grand Canyon on a tightrope. Nik, 34, wearing shoes especially made by his mother, but without a safety harness, took just 22 minutes to walk from one side of the gorge to the other. With strong winds and dust blowing into his eyes, he seemed to lose his balance twice. He sat down, but he got up again and kept going to the end. He was greeted by cheers as he stepped safely back onto land. The walk was watched by a global television audience of several million.

Daredevil Nik already holds seven world records, including the longest walk over a waterfall, which he achieved last year when he crossed Niagara Falls.

CDI 31

- 1 **A** What did he do that was so amazing?
B He crossed a gorge near the Grand Canyon on a tightrope.
- 2 **A** Has anyone done this before?
B No, never. He's the first.
- 3 **A** What was he wearing?
B Shoes his mother had especially made for him.
- 4 **A** What wasn't he wearing?
B A safety harness.
- 5 **A** How long did it take?
B It took him just 22 minutes.
- 6 **A** What was the weather like?
B Not good. There were strong winds that created a lot of dust.
- 7 **A** How many people watched him?
B There was a global television audience of several million.
- 8 **A** What did he do the year before?
B He walked across the Niagara Falls.

SPOKEN ENGLISH – Giving and receiving news (SB p. 20)

The goal here is to have students give and respond to news, using a number of common expressions. This section also gives further practice in using narrative tenses, particularly question forms.

Read through the introduction as a class and focus on the examples. Students put the expressions in the correct category.

Check the answers with the class, helping with pronunciation problems as you go. Encourage students to produce a wide voice range on the exclamations such as *You're kidding!*

Answers

Giving news

Did you hear about ...?

It says here that ...

The incredible thing was that ...

What happened next was ...

Apparently, what happened was ...

Anyway, in the end ...

Reacting to news

That's amazing!

You're kidding!

Really?

I don't believe it.

That's such a shame.

Asking for more information

How did it happen?

Where did this happen?

Who called the police?

- 6 Read through the instructions with the class. Make sure students understand that they must tell the story to their partner in their own words. Remind students not to show each other their text.

Pre-teach/check *backup*, *blame* (v), *gridlock*, *temporary food vehicles*, *gasoline tanker*, *line up*, *home console*, *host* (v), *well-stocked*, *device*, *display* (n), *battery life*, *lay your hands on*. Also check pronunciation of *Wii U* /'wi yu/.

Divide the class into A/B pairs. Check that they know which is their text: the A students' on p. 157 and the B students' on p. 158. Give students about five minutes to read through their text. Encourage them to write down key words from the text that they can refer to when retelling the story. Also have them think about how they can use the "giving news" expressions from *Spoken English*. Monitor and help as necessary.

Put students in pairs. Demonstrate the activity with two strong students. They tell each other the background to their story and also respond to the news, using the expressions from this section. Students can show each other the headline and photo from their story, and refer to it for details, but remind them not to read the text word for word. Monitor and check how well students are doing the task. If they don't seem to be including many of the *Spoken English* expressions, have them refer to the lists and check them off as they use them.

Elicit students' reactions to the two stories in a brief class discussion.

PHOTOCOPIABLE ACTIVITY

UNIT 3 In the newsroom TB p. 177

Materials: One copy of the worksheet for each group of four students.

Procedure: Start by asking how students access the news when they are on the move. Elicit the most popular news sites used by the class.

Explain that students are going to role-play being journalists and editors working for an online news site. They need to choose the top stories to update the news.

- Divide the class into groups of four. Go through the list of possible news stories with the class. Help with any vocabulary questions.
- Ask each group to decide on a name for their news site and think about what sort of news they want to cover (serious or more popular).
- Students discuss the stories and decide which four they are going to prioritize as top news for their website. Groups that finish early can start thinking about the details of each news feature. Monitor and help as necessary.
- Stop the discussion after 5–10 minutes. Tell the class that there are two breaking news stories: *Death of the country's leading movie star* and *Transportation workers announce strike*. Ask students if they want to change their choice of stories.
- Have students decide which four articles they want to write. Give them time to plan and draft each story. Remind them they will need to invent an eye-catching headline for each story and any relevant details to make them sound authentic. Monitor and help as necessary, providing new vocabulary if students don't have access to a dictionary. Have students exchange their stories, and check if anything needs correcting or if the style can be improved.
- If possible, upload the articles and have students create a home page for their site, featuring their top stories. If you are not working on computers, students can still put their articles together and display them on the classroom walls. Give students time to read each other's stories. They can vote for the ones they think are the most interesting and best written.
- As an extension, you can ask students to role-play being TV newscasters, delivering some of the news stories from the worksheet.

ADDITIONAL MATERIAL

Workbook Unit 3

Ex. 1–4 Narrative tenses

Ex. 5 Past passives

Ex. 6 Review of active and passive

Narrative writing 1 – Using adverbs in narratives

This section focuses on using adverbs referring to time, place, and manner in narrative writing. Students work at sentence and text level to position adverbs in the correct place. Students then analyze a model text and distinguish background information from the main story before planning and writing their own stories. The lesson ends with a story-telling session in which students share their work with the class.

⚠ POSSIBLE PROBLEMS

Students at the high-intermediate level will be familiar with the formation of adverbs from adjectives with the addition of *-ly* or *-ily*. They will also have little difficulty in using common time adverbials such as *ago*, *then*, *yet*, etc. They may have more difficulty in positioning adverbs of different types in the correct place in a sentence. There are no fixed rules on word order, but the following is an overview of basic guidelines.

There are three basic positions for an adverb in a sentence or clause:

1 initial position (before the subject)

Linking adverbs, which join a clause to what was said before, always come at the beginning of a clause or sentence, e.g., *The house was said to be haunted. However, nobody has ever seen a ghost there.*

Time adverbs can come at the beginning when contrasting with a previous time reference, e.g., *She didn't hear from him on Saturday. The following day, her cell phone rang at 6 a.m.*

Comment and opinion adverbs can also come here when emphasizing what we are about to say, e.g., *Fortunately, we caught the train at the last minute.*

2 mid position (between the subject and verb or immediately after *be*)

Just, even, adverbs of frequency (e.g., *often, always, never*), and adverbs of certainty and degree (e.g., *probably, obviously, clearly, completely, hardly, almost*) often come in this position, e.g., *She takes her Kindle everywhere – she's even used it while taking a bath! / I never buy newspapers. I always check the news online. / It's clearly a bonus to be able to download books.*

When an auxiliary verb is used (e.g., *is, has, will, was*), the adverb usually goes between the auxiliary verb and the main verb, e.g., *He's just finished his first novel.*

3 end position (at the end of the clause)

Adverbs of time and definite frequency (e.g., *last week, every year*), adverbs of manner that show how something is done (e.g., *well, slowly*), and adverbs of place (e.g., *in the jungle, at the door*) usually go in end position, e.g., *We followed exactly the same routine every week. / She turned the old key slowly. / They noticed him sitting quietly in the corner.*

When more than one of this type of adverb is used, the order is usually: manner, place, time, e.g., *They had lived happily on the same street for 50 years.*

adverb + adjective

When adverbs modify adjectives, they are placed immediately before them. The exception is *enough*, which comes after the adjective or adverb, e.g., *The climb was incredibly challenging. / I'm not good enough to be a professional writer.*

- 1 Start by telling a brief story of your own first, e.g., a real or imaginary account of a dangerous sport you have tried, or a scary travel experience.

Students prepare notes about a dangerous situation they have been in. Monitor and help as necessary, providing vocabulary and focusing on ideas rather than accuracy at this stage. Stress that students need to keep these notes because they will develop them later into a full story.

Put students in pairs to discuss their notes and compare the situations in their stories.

- 2 Point out that the sentences in this exercise build into a short story. Elicit the possible new wording for number 1 as an example. Students work in pairs to complete the task. Monitor and help as necessary. Remind students that most of the sentences have more than one possible position for the adverbs.

Check the answers with the class. Students read the completed story aloud in pairs.

Answers

- 1 I frequently used to go skiing in winter.
I used to go skiing frequently in winter.
 - 2 I especially enjoyed going to Colorado with my family.
I enjoyed going to Colorado, especially with my family.
 - 3 Then, two years ago, I had a really bad accident.
Then I had a really bad accident two years ago.
 - 4 I skied headfirst into a tree.
 - 5 Unfortunately, I broke my leg in three places.
 - 6 I'd definitely like to go skiing again one day.
One day, I'd definitely like to go skiing again.
 - 7 But I don't feel confident enough yet.
 - 8 However, my family still goes skiing every February.
My family, however, still goes skiing every February.
Every February, however, my family still goes skiing.
- 3 Pre-teach/check *summit, strike (struck, struck), ledge, descent, awake, rub (v), heli* (short for *helicopter*), *ridge*. Also check the silent letter in the pronunciation of *climb* and words formed from it /klaɪm/, /'klaɪmər/, /'klaɪmɪŋ/. Give students time to read the story. Help with any other vocabulary questions. Check that students understand that Piz Badile is a granite peak in the Alps. The north ridge is considered one of the most challenging climbs in the Alps. Students answer the questions. Have them discuss their answers in pairs before checking with the class.

Answers

Where were they? On Piz Badile – a mountain in the Swiss Alps. What went wrong? The weather changed. There was an electric storm and it started to snow, so they couldn't climb down safely. How were they saved? Rachel sent a text to a friend in her hometown hours away, who called the emergency services in Switzerland. What does the text message mean? It means that they need to be rescued by helicopter from the north ridge of the mountain.

- 4 Elicit the position of the adverbs in the first two lines as examples. Students work in pairs to complete the task. Monitor and help as necessary. Remind students that some of the sentences have more than one possible position for the adverbs and that students may need to change the punctuation. Monitor and help as necessary. Check the answers with the class.

Answers

On a mid-September day **several years ago**, (or **Several years ago**, on a mid-September day,) climbers Rachel Kelsey and Jeremy Colenso were climbing **high** in the Swiss Alps **with great confidence** (or were climbing **with great confidence high** in the Swiss Alps).

They were both **relatively** experienced climbers. They left their base camp and the weather was good. They **easily** reached the summit (or reached the summit **easily**), but as they started the climb down, **suddenly** an electric storm (or an electric storm **suddenly**) struck the mountain. Snow began to fall **heavily**, making it **extremely** difficult to see where they could **safely** put their hands and feet (or put their hands and feet **safely**) on the rock. After several frightening minutes, they found a narrow ledge and **gratefully** climbed (or climbed **gratefully**) onto it, **desperately** hoping (or hoping **desperately**) the snow would stop and they could continue their descent.

However, the snow did not stop (or The snow did not stop, **however**), and the temperature dropped **dangerously** to -10°C. "We had to stay awake," said Rachel **afterward**, "because it was so cold that we would **undoubtedly** have died (or **undoubtedly** we would have died). So we told stories and rubbed our fingers and toes **continuously** to keep them warm."

Eventually, they decided that they had to get help. But what could they **possibly** do? **Fortunately**, Rachel had brought her cell phone with her, but **unfortunately** the only contact numbers she had were from her hometown, hours away (or were **unfortunately** from her hometown, hours away; or from her hometown, hours away, **unfortunately**). She sent a text message at 1:30 a.m. to get help. **In fact**, she sent the same text to five friends from home. It read: "**Urgently** need heli rescue (or Need heli rescue **urgently**) off north ridge of Piz Badile, Switz." They were all asleep, so **for hours** nothing happened (or nothing happened **for hours**). **Then** at 5:00 a.m., one friend, Avery Cunliffe, got the message. He jumped into action **immediately** (or He **immediately** jumped into action), called the rescue services in Switzerland, and **then** called Rachel to tell her that help was coming. **For the next 24 hours**, the weather was too bad (or The weather was too bad **for the next 24 hours**) for the helicopters to operate, but Avery kept sending text messages to the climbers. **Finally**, at about 10:00 p.m. they were **safely** lifted (or lifted **safely**) off the mountain (or they were **finally** lifted off the mountain **safely**). "We owe our lives to Avery," they said **exhaustedly** when they were back at the base camp.

- 5 Discuss the questions as a class.

Answers

What background information are you given in the article? The date, the people involved, the place, the weather.

When does the actual story of what happened start? It starts with the line, "as they started the climb down, (suddenly) an electric storm struck the mountain."

- 6 Read through the writing plan with the class carefully. Elicit the tenses students are most likely to need (Simple Past, Past Continuous, and possibly Past Perfect). Have students plan their story carefully, ideally in class so that you can monitor and help with planning and vocabulary. Remind them to plan the background information first, and then write notes on the events of the story in the order they happened.

Give students time to write their story in class or assign the task for homework. Remind them to use plenty of adverbs to describe people's feelings and actions.

If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit correction to major problems, e.g., the wrong position of adverbs, to avoid demoralizing the students.

Students can share some of their stories with the class or in small groups.

VOCABULARY AND SPEAKING (SB p. 21)

Books and movies

The goal here is to introduce vocabulary related to the topic of books and movies, and to practice question formation.

ABOUT THE TEXT

This section features an online review of a set of stories written by the crime writer Ruth Rendell. Born in Britain in 1930, Rendell has become a best-selling novelist, specializing in psychological thrillers and murder mysteries.

The book reviewed is called *The Fallen Curtain*. First published in 1976, the title story won an award and is one of a total of 11 stories. A synopsis of six of them is given in the review, along with press quotations and bookseller/customer ratings.

Much of the vocabulary in the review is for recognition only, so don't spend too long going over every word. With weaker classes or if you have limited time, you can pre-teach some of the following: *spine-chilling*, *a page-turner*, *pound (v)*, *lay bare*, *twisted*, *unbalanced mind*, *haunting*, *sublime*, *double (n)*, *obsessed*, *sinister*, *victim*, *lure*.

Note that extracts from another of the stories, *The Clinging Woman*, appear in the *Reading and listening* section on pp. 22–23. Depending on how much class time you have, you can do this section as an individual lesson, ending with exercise 4. Or you can use it as an introduction to the *Reading and listening* activities and cover both sections together.

Students have an opportunity to talk about their favorite movies and books on SB p. 24.

- 1 **CD1 32** Introduce the topic by having students brainstorm vocabulary related to books and movies. Elicit students' ideas and organize them on the board, checking pronunciation as you go.

Give students time to read through the answers and help with any vocabulary questions. If necessary, pre-teach/check *be set in (a time/place)*, *character*, *critic*, *win an award*.

Focus on the example. Point out that students will need passive forms in some of the questions and that they will need a range of tenses. With weaker students, go through the exercise and establish the tense needed for each question first.

Students write the questions, working individually. Monitor and help as necessary.

Have students check their answers in pairs before checking against the recording.

Answers and audio script

- 1 Who wrote it?
- 2 What kind of book is it?
- 3 What's it about?
- 4 Where and when is it set?
- 5 Who are the main characters?
- 6 Has it been made into a movie?
- 7 How does it end?
- 8 Would you recommend it?
- 9 What did the critics say about it?
- 10 Has it won any awards?

- 2 Ask students how they could adapt the questions to ask about movies. Elicit what other questions they could ask. Put students in pairs or groups of three to ask and answer the questions in exercises 1 or 2 about a book/movie that they know. Monitor and check for accurate use of the vocabulary and pronunciation. Discuss any common errors.

Possible answers

Questions 3, 4, 5, 7, 8, 9, and 10 could be asked about a movie. The others could be adapted to relate to movies:

- 1 Who directed it?
- 2 What kind/sort of movie is it?
- 6 Was it adapted from a book?/Is it based on a novel?

Other questions

Who are the leading actors in the movie?/Who stars in it?

Did it launch the career of any new actors?

Who wrote the screenplay/the music?

Did it have any special effects/CGI (computer-generated imagery/images)?

Did it have a prequel or a sequel? Was it part of a series?

What age group was it aimed at?

- 3 Ask students if they have heard of Ruth Rendell and if they have read any of her stories. Focus on the introduction to the review and on the press comments. Put students in pairs to discuss the questions. Check the answers with the class.

Answers

Ruth Rendell writes crime stories and thrillers.

Words used to describe the stories: *spine-chilling*, *page-turner*, *haunting*, *psychological*, *sublime*

Ruth Rendell was given an award by the Mystery Writers of America.

- 4 Check comprehension of *synopsis* (plural *synopses* – a summary of a book/play/movie). Read through the titles with the class and help with any vocabulary questions. Ask students to guess what some of the stories might be about.
- Have students read through the synopses quickly. Elicit the correct synopsis for *The Vinegar Mother*. Point out that students will need to think about the figurative meaning of some of the titles rather than the literal meaning, e.g., in *The Fallen Curtain*. This refers to a “curtain” falling over someone’s memory and so blocking the past. Students complete the matching task, working individually.
- Have students check their answers in pairs before checking with the class.
- Ask students which story they think they would like to read based on the synopses.

Answers

- 2 • Lisa fears for her life when she meets her exact double, the sensuous, manipulative Zoe. But Lisa's fiancé, Peter, becomes obsessed with Zoe, risking his savings and his sanity for her.
- 3 • A cautious woman's desire for security within her home is tested to the extreme by a roommate who often leaves the doors unlocked, which leads to sinister consequences.
- 4 • A suburban couple has an exciting, charismatic new friend, Reeve, a writer whose behavior toward them soon becomes both violent and sinister.
- 1 • Sometimes mothers are not maternal. They reject their children. Here the mother-daughter relationship is disastrously played out.
- 6 • A quiet-living, modest man rescues a young woman from suicide and goes on to marry her, only to become a victim of her obsessive possessiveness.
- 5 • A stranger lures 8-year-old Richard into his car with the promise of candy. At age 18, he is still haunted by the incident but remembers nothing until he revisits the site and the curtain lifts.

EXTRA ACTIVITY

You can reinforce the questions in exercise 1 by using the information in the review of *The Fallen Curtain*. Put students in new pairs. Have them choose one of the stories, and ask and answer as many of the questions as they can.

ADDITIONAL MATERIAL

Workbook Unit 3

Ex. 7 Vocabulary – Movies, theater, books

READING AND LISTENING (SB p. 22)

Book at bedtime

ABOUT THE TEXT

See TB p. 37 for information on Ruth Rendell and her writing. This section contains three extracts from *The Clinging Woman*, one of the stories featured in *The Fallen Curtain and other stories* reviewed on SB p. 21. They are presented as three extracts from a radio show. Stories of this type are often told in episodes over the radio, sometimes late at night to add to the atmosphere of the reading. The structure of the text is typical of a crime story. Students are presented with a mystery at the start, and information about the situation and the characters unfolds as they read the different extracts. They are asked to predict the situation and what happens in the rest of the story, which is also what readers do when enjoying a mystery.

Students read and listen to Parts 1 and 2, but Part 3 is an unseen listening, without the support of the text. They are introduced to the topic by predicting the context from a picture. In the tasks, students establish the facts of the story from Part 1. Further comprehension practice is given in the tasks for Parts 2 and 3. In the final stages, students discuss the end of Part 3 and predict the rest of the story. The section ends with *Vocabulary work* on understanding synonyms and near synonyms.

Part 2 includes a reference to St. George and a note explaining who he was. In the context of the story, it means the neighbors see the man as some sort of hero.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach some of the following: *alight on* (= notice), *stunt* (n), *dummy*, *melodrama*, *constituent*, *speculation*, *unwilling*, *dislike the limelight*, *novelty*.

Don't preteach/check any of the words that are highlighted in the text because students will find synonyms for them in *Vocabulary work*.

- 1 Ask students what they can remember from the synopsis of *The Clinging Woman* on SB p. 21. Focus on the picture and check comprehension of *clinging* (literally "holding on tightly"). Point out that *clinging* can also refer to a person's character to mean "emotionally dependent." Put students in pairs to discuss the questions. Elicit a range of answers and don't confirm or reject students' predictions at this stage.

Answers

- 1 The woman is hanging by her arms from a balcony on an apartment building.
- 2 The man is looking out of the window of his apartment, up at the woman.
- 3 She could be thinking, "Somebody help me."/"I can't go on living."/"I can't hold on much longer."
- 4 He could be thinking, "What's happening up there?"/"I can't believe my eyes!"/"I must be dreaming."
- 5 Students' own answers.

- 2 **CD1 33** Play the host's introduction as far as the music to set the scene. Then play Part 1 and have students follow the text in their books.

Put students in pairs or small groups to complete the facts. Check the answers with the class.

Answers and audio script

There are two characters – a man and a woman.

He lives **on the ninth floor of a high-rise apartment building**.

She lives **on the twelfth floor of an apartment building next to his**.

It is **six thirty** in the morning.

The weather is **good/clear**.

He sees **the sky, the airplane, and then the girl hanging from the building next to his**.

CD1 33

Host: It's five to midnight. And tonight, we begin our new bedtime story. It is by a famous crime writer and author of many psychological thrillers, Ruth Rendell – one of her best known short stories ... *The Clinging Woman*!

The Clinging Woman, Part 1

Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise building next to his. His apartment was on the ninth floor and he had to look up to see her. It was six thirty in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and had gotten out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted – at first with disbelief – on the hanging figure.

- 3 **CD1 34** Focus on Part 2. Play the recording and have students follow the text in their books. Elicit the answer to number 1 as an example. Students complete the task, working individually. Monitor and help as necessary. Have students compare their answers in pairs or small groups before checking with the class.

Answers and audio script

- 1 He thinks he must be dreaming.
- 2 He thinks it's a stunt for a movie and that the girl is a dummy. He realizes he's wrong when he sees one of her hands move and sees no movie crew downstairs.
- 3 The girl was trying to kill herself. He calls the police.
- 4 They gossip about what happened and they call the man a hero.
- 5 He is a modest, quiet young man who doesn't like public attention and is relieved when people stop talking about what happened.
- 6 He was getting ready to go out when someone rang his doorbell.
- 7 He didn't recognize that it was the same girl he'd seen hanging from the building because he had never seen her face.

See SB p. 23 for **CD1 34**.

- 4 **CD1 35** Elicit students' reactions to the story so far. Tell them that Part 3 continues directly from Part 2, with the two characters meeting at the man's door. Pre-teach/check *acute* (= very severe), *calm*, *tranquil*, *brave*, *deed*, *intense*, *relief*. Read the questions as a class.

Play the recording through once and have students discuss their answers. Play Part 3 again to let students check or complete their answers. With weaker classes, you may need to play selected sections of the recording again. Check the answers with the class.

Answers

- 1 He is extremely embarrassed. He says it isn't necessary to thank him.
- 2 He wants her to either come into the apartment or go away.
- 3 He doesn't want his neighbors to hear them talking and to start calling him a hero again.
- 4 He feels relief when she goes. She appears calm but intense.

See SB pp. 119–120 for **CD1 35**.

What do you think?

Write the following lines from Part 3 on the board: *Luckily, they weren't likely to meet again. The curious thing was that they did, the next morning at the bus stop.* Go through questions 1–3 as a class and elicit the answers.

Focus on the lines in question 4. Pre-teach/check *stench, dully, pale* (v). Put students in small groups to discuss the lines and predict what happens in the rest of the story. Monitor and help as necessary.

Elicit a few ideas in a brief class discussion.

Refer students to the synopsis on SB p. 158. Pre-teach/check *neat, self-reliant, in time, homemaker, rebuff* (n), *confess, determined, contemplate, trapped, suffocating, overdose* (n), *feebly*. Give students time to read through the story. Students discuss who made the most accurate predictions. Encourage them to expand on their opinions of the story overall.

Answers

- 1 The man thought that it was unlikely they would meet.
- 2 Students' own answers.
- 3 The man's character is quiet and modest. He doesn't like being with other people very much. Not giving him a name emphasizes these aspects of his character.
- 4 Students' own answers.

Vocabulary work

Focus students' attention on the first highlighted word, *awakened*, in Part 1 of the text. Elicit the meaning and then have students continue the task, working in pairs.

Check the answers with the class.

Answers

awakened – woken up
gaze – look
vanishing – disappearing
deserted – empty
clutching – holding tightly
obviously – clearly
nerve – courage
ultimate – final
focus – center
alerted – notified
wore off – faded

LISTENING AND SPEAKING (SB p. 24)

Page to screen

ABOUT THE LISTENING

This section extends the theme of stories in books to include stories in movies. Students start by talking about a recent movie/book that they have seen/read. They then talk about books that have been made into movies, which leads into the first listening task. Students match a series of “vox pops” about a movie and/or book to the relevant titles. There are also two longer listening tasks in the form of conversations about the best way to enjoy a book and to enjoy a movie. These involve more detailed comprehension of the speakers' opinions. The section ends with a discussion stage, which gives students the opportunity to recommend their own “must-sees” or “must-reads.” Allow plenty of time for this stage.

Many of the titles in exercise 2 will be familiar to students either as the original book (possibly in translation) or as an internationally successful movie. Students are not expected to be very familiar with the plot of the titles described in exercise 3. They can use key words to help them figure it out, and pool their knowledge with others in the class.

The listening in exercise 5 refers to a 4D movie. This is a system that combines a 3D movie with physical effects in the movie theater seats or aisles, synchronized with the action of the movie. These include movement and vibration of the seats, tickling sensations on the audience's back or legs, jets of air/water/smoke, rain, lightning, and different smells.

- 1 Read the questions as a class. Elicit a range of opinions and recommendations.
- 2 Focus on the book/DVD covers in the pictures. Elicit examples of a title that students really liked and one they disliked. Read through the list in exercise 2 quickly and help with any vocabulary and pronunciation problems. Ask if/how the titles are different in the students' own language.

Put students into groups of three to discuss which titles they know, and which are both a book and a movie. Monitor and help as necessary.

Check the answers. Ask students if they are surprised at how many movies came from books. If a movie was originally a book, does this make them want to watch it more?

Answers

All of the titles are both a book and a movie aside from: *The Matrix*, *Skyfall*, and *Mamma Mia*!

- 3 **CD1 36** Pre-teach/check *witty, interaction, superhero, impending doom, fast-paced, troubling, pioneering, atmosphere, curator, puzzle, cliffhanger*.
Put students in small groups. Play the recording, pausing at the end of each speaker to allow students to suggest the title and compare their ideas.
Elicit suggestions for the four titles and write them on the board. Students discuss the suggestions as a class, commenting on why they are/aren't correct.

Play the recording again and have students review the suggestions and decide on their final four answers. Encourage them to support their choices by quoting key words and phrases from the recording.

Check the answers with the class. (The key sections of the scripts are in bold.)

Answers and audio script

Amy – *Pride and Prejudice*

Lucas – *The Dark Knight*

Martina – *The Matrix*

Adam – *The Da Vinci Code*

CD1 36

Amy

Basically, it's a **love story**, but it's also a very **funny and witty** book. It's really about overcoming **prejudice** and accepting people for who they are. What I love is the interaction between **Elizabeth Bennett and Mr. Darcy** – both extremely **proud**, but secretly in love.

Lucas

It's just a classic **superhero** story, set in the modern day. The **Joker** is back and it's up to **Batman** to save **Gotham City** from its **impending doom**. It's a **thriller** with **fast-paced action** and great **special effects**. It's worth watching.

Martina

It's pretty old now, but it's become a classic. It gives a **troubling vision of the future** and, I guess, it's a kind of a **warning** about depending **too much on technology**. It was **pioneering movie-making** of its day – **none of the special effects had ever been done** before, and its use of color gave it a really **special atmosphere**.

Adam

From the moment **the professor** finds the **body of the curator** in the **Louvre**, you just have to find out what happens. The whole **mystery** of the murder and the **clues and the puzzles** keep you reading. And most of the chapters end with a **cliffhanger**, so it's a real **page-turner**.

- 4 **CD1 37** Pre-teach/check *download* (v/n), *weigh down*, *in advance*, *plugged in*, *gadget*, *curl up in bed*, *convert* (n). Focus on the photos and ask what the relationship is between the two women. Play the first two speeches of the conversation and check. (Rachel is Lucy's aunt. She shortens Rachel's name to Rach.)
- Read the questions as a class. Play the rest of the recording to the end. Students identify Lucy and Rachel in the photos (Lucy has the book, Rachel the Kindle). Have students discuss the questions in pairs. Play the recording again to give students time to check/complete their answers.

Check the answers with the class.

Answers and audio script

- Rachel said she hated the idea of reading books on a screen. She liked turning real pages. Rachel gave Lucy her love of books. They used to love going to the local bookstore and the library together. She always thought of Rachel as her "book aunt."
- Benefits of a Kindle: it's like having a library in your bag, it doesn't weigh down luggage like books, the downloadable books are much cheaper, you don't have to plan in advance what to read, it's great for reading in bed; limitations: Lucy likes to have a break from a screen; screens aren't very good in the sun.
- Lucy says curling up in bed with a book or reading in the sun is heaven.

CD1 37

(L = Lucy, R = Rachel)

- L Hey, Aunt Rach, here's that book you lent me. I know it's one of your favorites.
- R Oh, you can keep it if you like, or pass it on. I have it on my Kindle now for reading.
- L What? You have a Kindle?
- R Yeah. I'm surprised you don't have one.
- L I do have one – at least I have a tablet – it does the same kind of thing.
- R Is that right? Well, I love my Kindle.
- L But Aunt Rach, you always said you hated the idea of reading books on a screen. You said you liked turning real pages.
- R I know, I know, ... I was a real skeptic, but your uncle bought me one for my birthday, and as soon as I'd downloaded my first book I just fell in love with it. It's like I have a whole library in my bag.
- L Well, you were the last person I'd have thought of as a Kindle fan. You were the one who gave me my love of books. I used to love going to the local bookstore and the library with you when I was a kid.
- R I know, Lucy, I loved those times, too. And I really don't want the local bookstore or library to close. But you know I travel a lot for my work and my Kindle doesn't weigh down my luggage like my books did. And it's so much cheaper, too ...
- L Yeah, I know ... downloads are about half the price of printed books and ...
- R ... and I don't have to plan in advance what I want to read.
- L Sure, I can see all that, but I've just always thought of you as my "book auntie," that's all.
- R Well, I still am, just in a different way. Anyway, I thought you students were supposed to be permanently plugged in to one gadget or another.
- L Yeah, you're right. I spend half my life on my computer at school and the other half on my smartphone or tablet, but I like a break from the screen sometimes.
- R Hmmm, I can see that, but ...
- L Yeah, just curling up in bed with a good novel or sitting reading in the sun – it's my idea of heaven. Screens aren't much good in the sun.
- R Well, yes ... but my Kindle's great for reading in bed and ...
- L OK, OK, Aunt Rachel. I get it – you're a complete convert.

- 5 **CD1 38** Pre-teach/check *trailer* (= a short extract from a movie), *3D* (= three-dimensional), *drive me crazy*, *vibrate*, *cost a fortune*, *any day*, *chips*, *popcorn*, *stream a movie* (= to play a movie on a TV/mobile device by getting it as continuous data rather than as a download), *on a big scale*, *heavy* (= serious), *subtitles*, *distracting*, *misery*.

Focus on the photos and ask what the relationship is between the two men. Play the recording as far as *with some friends* and check. (Greg and Eddie are coworkers.)

Read the questions as a class. Play the rest of the recording to the end. Students identify Greg and Eddie in the photos (Eddie is at the movie theater, Greg has the movie on his laptop). Have students discuss the questions in pairs. Play the recording again to give students time to check/complete their answers.

Check the answers with the class.

Answers and audio script

- 4D movies in which the seats in the theater move and vibrate to match the action on the screen. You get a more intense experience, especially from an action movie.
- Going to the movie theater – pros: you get a group experience/ people feeling the same thing, some movies are better on the big screen; cons: it costs a fortune, people talk through the movie, they eat crunchy food (chips/popcorn).
Streaming video – pros: you can watch a movie when it suits you, you can watch in peace and quiet; cons: some movies are better at the theater.
- Greg's girlfriend watches black-and-white foreign films. He thinks they are heavy, and he finds the subtitles distracting.
- Eddie offers to lend Greg some of his DVDs to show him foreign films can be entertaining.

CD1 38

(G = Greg, E = Eddie)

- G** Hi, Eddie. Did you have a good weekend?
- E** Yeah, Greg. Not bad, thanks. I saw a good movie with some friends. There was a trailer for a 4D movie. It looks amazing.
- G** 4D? I thought most people had given up on 3D. The last 3D movie I saw was *Avatar*. Well, that was pretty impressive, but since then most 3D movies seem like a waste of time. And those silly glasses just drive me crazy.
- E** Yeah, I know what you mean, but this 4D idea sounds pretty cool. The seats in the theater move and vibrate to match the action on the screen. So you get a more intense experience, especially from an action movie.
- G** Yeah, I'm not sure about that. You might end up covered in soda or ice cream. To be honest, I can't remember the last time I actually went to the movie theater. It costs a fortune. Give me a download to my laptop any day.
- E** Oh, come on. You can't beat the group experience of going to the movie theater. What I love is knowing the whole room of people is feeling the same thing.
- G** Mmm, for me, the people are the problem. I always end up behind someone who talks through the whole thing. Or they eat chips or popcorn. What I like about downloading is watching a movie when it suits me, you know, and in peace and quiet.
- E** Yeah, streaming a movie to your laptop or TV at home is OK, but you know a lot of movies were created for the big screen – the color, the sound, everything needs to be on a big scale. You can't watch something like that, you know, like *Star Wars* on a tablet or a smartphone.
- G** Yeah, you have a point there. Some movies are better at the theater, but I still don't enjoy the experience much. And my girlfriend, Lisa, and I can never, ever agree on what to watch. So she watches her movies on the TV, and I watch mine on the laptop.
- E** Oh, you old romantic!
- G** That sounds awful, I know, but Lisa's into all these black-and-white foreign films. It's all too heavy for me, and I just find those subtitles too distracting.
- E** Not all foreign films are in black and white, and full of misery, you know. There are some really, really great comedies and thrillers. You know what? I'll lend you a few of my DVDs.
- G** OK, yeah, fair enough, that's a deal. Maybe I'll surprise Lisa and take her to a foreign film festival.
- E** One step at a time, Greg, one step at a time.

What do you think?

Give students a few minutes to read through the questions. Help with any vocabulary questions.

Provide useful language for the selection of the books and movies:

We can't leave out ...

That book/movie is a classic/was a huge success.

We just have to include ..., don't you think?

Yes, let's go with that.

I'm not sure I agree with you/that idea.

But that movie/book is/isn't very ...

So what is our final list of must-sees/must-reads?

Put students in groups of three or four to discuss the questions. Stress that they all need to agree on the selected books and movies. Have each group select one student to take notes on their choices. Also have them think of ways of using the language in the Student Book. This discussion and selection stage will probably generate some lively debate. If students in a monolingual class start speaking their own language, stop their discussion and have them go back to English.

Monitor the groups and help as necessary. Write down any common errors for correction after the discussion stage.

Elicit opinions from a range of groups on the first two questions. If possible, ask each group to present their selected books and movies to the class, justifying their six choices. If you have time, you can extend the task into a class debate, having students choose their top six for the whole class.

SUGGESTIONS

- Students discuss the trend of making movies from books. Ask them what they think about this in general. Have them give personal examples of favorite books that were made into movies and which they preferred.
- If your students are particularly interested in books and movies, they can research and write a movie/book quiz to test each other's knowledge. Half the class can research books and the other half movies, and then exchange their quiz questions.

EVERYDAY ENGLISH (SB p. 25)

Showing interest and surprise

The goal of this section is to introduce and practice ways of showing interest and surprise. This includes the use of echo questions and reply questions, which need accurate stress and intonation, with a good voice range. Be prepared to work more intensively with students, especially if they use a fairly flat intonation at first. You will need to prepare some statements about yourself for students to respond to in exercise 4. Ideally, have these ready before the class.

- 1 **CD1 39** Focus students' attention on the photo and ask them to guess what the women are talking about. Play the first two lines and elicit B's answer as an example.

Play the rest of the recording. Students write in B's answers. Check the answers.

Answers and audio script

- A** Jade's got a new boyfriend.
B A new boyfriend? Good for her!
A Apparently, he lives in a huge beach house.
B Does he? How amazing!
A Yes. She met him in Mexico.
B In Mexico? That's interesting.
A Unfortunately, he can't speak much English.
B He can't? I thought everyone could these days!

- 2 Refer students back to exercise 1. Ask students to identify the echo questions and the reply questions. Check that they understand the difference.

Stress the importance of correct rising intonation on both types of question. Play the recording again or model the questions yourself. Students repeat chorally and individually.

Put students in pairs to practice the conversation. Make sure that they use enough rising intonation on the echo and reply questions. Drill the pronunciation if students sound "flat" or lacking in interest.

Answers

Echo questions: *A new boyfriend? In Mexico?*

Reply questions: *Does he? He can't?*

Echo questions repeat the same surprising information in the statement, but with rising intonation.

Reply questions consist of auxiliary verbs and pronouns, also with rising intonation. The auxiliary verb must agree with the tense of the verb in the preceding statement. This is the same as in tag questions, but in reply questions the auxiliary verb does not change affirmative to negative, negative to affirmative.

- 3 **CD1 40** Focus students' attention on the pictures and elicit what the situation is and who the speakers might be in each conversation.

Elicit the reply question for number 1 as an example. Students complete the conversations, working individually.

Have students check with a partner before checking with the class.

Play the recording and have students compare their answers.

Put students in pairs to practice the conversations. Monitor and check for good intonation. If students have problems or sound "flat," play selected lines again as a model and have students repeat. It may be helpful to model some of the lines yourself, exaggerating the voice range if students still have problems.

Students can act out some of the conversations for the class as reinforcement.

Answers and audio script

- 1 **A** Sam wants to apologize.
B He does?
A Yes. He's broken your precious Chinese vase.
B My precious Chinese vase? Oh, no!
2 **A** We had a terrible vacation.
B You did?
A Yes. It rained all the time.
B It did?
A Yes. And the food was disgusting!
B It was? What a drag!

- 3 **A** I'm broke.
B You are? How come?
A Because I just got a phone bill for \$300.
B \$300? Why so much?
A Because I have a girlfriend in Korea.
B You do? How interesting!
4 **A** It took me three hours to get here.
B It did?
A Yes. There was a traffic jam ten miles long.
B Ten miles long? That's awful!
A Now I have a headache!
B You do? Poor thing. I'll get you something for it.
5 **A** I'm on a mountain, watching the sun set.
B You are?
A Yes. And I have something very important to ask you.
B You do? What is it? I can't wait!
A You'd better sit down. I want to marry you.
B Marry me? Wow!

- 4 Prepare about six statements about yourself, using a variety of tenses. The sentences should contain information that will be new and surprising to the students, e.g.:

I'm going to buy a new car next week.

My sister's just had a baby.

You can invent some surprising statements that are not true, e.g.:

I've been married five times.

I'm never going to give you any homework ever again.

Read your statements to the class, and elicit appropriate responses.

As an extension, ask students to make similar statements (either true or invented) about themselves. Students then take turns reading and responding to the statements in pairs or small groups.

Don't forget!

Workbook Unit 3

Ex. 8 Type 1 – Phrasal verbs with no object

Ex. 9 Listening – Wild

Ex. 10 Pronunciation – Diphthongs

Grammar Reference (SB pp. 138–139)

Word list Unit 3 (SB pp. 150–151)

Remind your students of the Word list for this unit on SB pp. 150–151. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 3 Test

Stop and check Test 1 (Units 1–3)

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



4

The naked truth

Questions and negatives • Saying the opposite • Being polite



A climate change conspiracy

The theme of this unit is truth, secrets, and lies. The grammar section provides extensive practice in forming questions and negatives. The unit theme is carried through in a jigsaw reading about two conspiracy theories – the disappearance of Malaysia Airlines Flight 370 and the Apollo Moon landings, and in the *Writing* section, which practices ways of linking ideas. The main listening text involves four people “confessing” to things they feel bad about from their past. The vocabulary section looks at making opposites, using prefixes (*un-*, *in-*, *im-*, etc.) and antonyms. The *Everyday English* syllabus continues with a focus on being polite. It looks at stress and intonation as well as the structures used in polite requests and offers.

LANGUAGE INPUT

GRAMMAR

Questions and negatives (SB p. 26)

- Reviewing the form of questions and negatives in context.
- Practicing negative question formation, including stress and intonation.
- Practicing forming negative sentences and expressing surprise with *How come?*
- Practicing asking for more information with short questions.

VOCABULARY

Vocabulary work (SB p. 30)

Saying the opposite (SB p. 32)

- Finding synonyms for words and phrases in context.
- Understanding and practicing ways of expressing opposites.

EVERYDAY ENGLISH

Being polite (SB p. 33)

- Reviewing and extending the language used in situations when you need to be polite.

SKILLS DEVELOPMENT

READING

Is Flight MH370 flying around the moon? (SB p. 30)

- A jigsaw reading with two articles on conspiracy theories.

LISTENING

Secrets and lies (SB p. 29)

- Listening for gist and key information, and understanding referencing in four monologues. **CD2 9** (SB pp. 121–122)

SPEAKING

What do you think? (SB p. 29)

What do you think? (SB p. 30)

Role play (SB p. 33)

- Discussing the recording and the broader theme of telling the truth.
- Discussing key points arising from the reading text.
- Role-playing being polite in a dinner party context.

WRITING

Linking ideas – Conjunctions (SB p. 103)

- Understanding and practicing conjunctions of contrast, reason and result, time, and condition, and then writing a profile of an interesting person.

MORE MATERIALS

Photocopiables – What’s the story? (TB p. 178) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 26)

The *Starter* section checks how well students form questions and negatives. It covers many of the points outlined in *Possible problems* below. Use the exercises to check students' knowledge, working fairly quickly. Brief grammatical support is given in the *Answers* below, but avoid any lengthy grammar explanations at this stage.

- 1 Read the instructions as a class. Point out that sometimes more than one word is possible. Elicit the answer to number 1 as an example. Students complete the task, working individually.

Check the answers. Students ask and answer the questions in pairs.

Answers

- 1 What **sort/kind/type** of music do you like? (*What* + noun)
 - 2 How **often/frequently** do you wash your hair? (*How* + adverb)
 - 3 Who do you look **like**? (*look like* = resemble physically)
 - 4 What were you talking to the teacher **about**? (question with a preposition at the end)
 - 5 Do you know what the time **is**? (indirect question – no inversion)
- 2 Elicit the answer to number 1 as an example. Put students in pairs to complete the task. Monitor and check for accurate formation of the negatives.
Check the answers.

Answers

- 1 I don't agree with you.
- 2 I don't think you're right.
- 3 I didn't tell her to go home. (= I didn't say this to her.)/I told her not to go home. (= I told her to stay.)
- 4 I didn't know everybody at the party./I didn't know anybody at the party./I knew nobody at the party.
- 5 I haven't done my homework yet./I still haven't done my homework. (Note the position of the adverbs in the sentences.)
- 6 My sister doesn't like jazz, either. (Note the replacement of *too* with *either* in negative sentences expressing agreement with another negative idea.)

TELLING LIES (SB p. 26)

Questions and negatives

This section reviews and reinforces the formation of questions and negatives involving all the main tenses and modals. The practice activities pay particular attention to negative questions, questions with prepositions, and the informal use of *How come*?

⚠ POSSIBLE PROBLEMS

Questions

Question formation can be a problem for learners of English at all levels for a number of reasons:

- Students must remember to invert the subject and the verb, and use the correct auxiliary verb.
- The subject of the sentence always follows the auxiliary verb, no matter how long it is, e.g., *How many times has the captain of your team scored a goal?* Students often get the word order wrong: NOT **How many times has scored a goal the captain of your team?*

- Students don't differentiate between *What ... like?* and *How ... ?* and overuse questions with *How ... ?*, e.g., **How's your city?*
- Students include an auxiliary verb in subject questions when one isn't necessary, e.g., **Who does want a drink?/*What did happen in the accident?*
- Students may find it strange to end a question with a preposition, e.g., *Who are you waiting for?/Who did you send the email to?*
- Students often make errors with indirect or reported questions, forgetting that there is no inversion and no *do/does/did*, e.g., *I wonder where she is. *I wonder where is she. / I asked him where he worked. *I asked him where did he work.*
- Students have problems using negative questions appropriately and accurately, and with the correct intonation. They have two different uses:
 - to express surprise, e.g., *Can't you use a computer?* (= I thought everyone could.)
 - to confirm what the speaker thinks is true, e.g., *"Weren't we in school together?" "Yes, we were."*
- In some languages, the answer to a negative question is the opposite of what an English speaker would say, i.e., "Yes" instead of "No":
A Can't you swim?
B *Yes. (You're right.) I can't swim.

Negatives

Making verb forms negative shouldn't present major problems for high-intermediate students, but there are other potential points of confusion:

- the word order and the use of *not* in negative infinitives and *-ing* forms, e.g., **I told you no to do it.*
- words that already have a negative meaning, e.g., *nobody, never, nowhere, nothing* used with a negative verb. These double negatives are not grammatically acceptable in English, e.g., **I didn't know nobody./ *I didn't never go there.*
- confusion between *no* and *not*, e.g., **There are not onions left./ *Who likes grammar?" "No me."*
- when introducing negative ideas with *think, believe, suppose, expect*, etc., we usually make the first verb negative, not the second, e.g., *I don't think you're right.*
- the use of *not* in short answers, e.g., *I hope not.* Note that *I think so* has two negatives: *I don't think so* and the more formal *I think not*. However, **I don't hope so* is not possible. This is covered more fully in Unit 5.

You can read through the Grammar Reference for Unit 4 on SB pp. 139–140 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 27.

NOTE

Exercise 4 of *Practice* requires dictionary work, so if students don't have access to their own dictionary in print or online, try to have a class set of dictionaries available.

- 1 Introduce the topic by checking related language, e.g., *tell a lie/the truth* (not say ...), *lying* (point out the change in spelling in the present participle), *liar*, *white lie* (a harmless or trivial lie, especially one told to avoid hurting someone's feelings). Also ask *What makes people lie?* Elicit a range of answers, including personal examples from the class if students are willing to give them.

Focus on the list in the box. Help with any vocabulary questions. Elicit a possible lie a teenage girl might tell. Put students in pairs or groups of three to discuss the other people in the list.

Elicit a range of answers from the class.

Possible answers

- a teenage girl to her parents: She might tell them she is staying with a friend when she is going to a party or seeing a boyfriend./ She might lie about school grades, doing her homework, or problems at school.
- a car salesperson: He/She might say a car is better/faster/more reliable/more of a bargain than it really is.
- a student to the teacher: He/She might say that he/she has done homework/reviewed for a test when he/she hasn't. He/She might lie about who caused a problem in class.
- a politician: He/She might exaggerate the achievements of his/her government/say the economy is better than it is.
- a husband to his wife: He might say that he is working late or meeting clients when he isn't./He might tell her that he likes her new dress or hairstyle when he doesn't.

- 2 Focus on photo 1 and check the answers as an example. Students discuss the photos and answer the questions in their pairs/groups.

Elicit a range of ideas from the class about the reasons for the lies, but don't reject or confirm the answers at this stage.

Answers

Students' own answers as to why each person is lying.

- 1 The woman is lying to her boyfriend.
- 2 The boy is lying to his mother.
- 3 The girl is lying to her friend.
- 4 The girl is lying to her father.
- 5 The man is lying to his boss.
- 6 The assistant/coworker is lying to a caller.

- 3 **CD2 2** Pre-teach/check *hurt someone's feelings*, *chase* (v), *suit* (v), *not have a clue* (informal = not know), *stuffy*.

Focus on the example and play the first recording. Play the rest of the recording, pausing after each speaker. Have students check their answers in pairs before checking with the class.

Answers and audio script

- 1 The truth is that she doesn't love him. She lied because she didn't want to hurt his feelings.
- 2 The truth is he's being chased by a group of boys. He lied because he doesn't want his parents to complain to the principal and make the situation worse.
- 3 The truth is that she thinks the dress looks awful. She lied because she doesn't know how to tell her the truth.

- 4 The truth is that she is going out. She lied because she has an important exam next week and she hasn't done anything for it. Her dad would be angry (*kill her*) if he knew she was going out.
- 5 The truth is that he isn't really sick. He lied because he didn't want to sit in an office all day – he wanted to play golf.
- 6 The truth is that she isn't really in a meeting. She lied because she feels awful (not well) after a late night.

CD2 2

- 1 Oh, dear! It's not that I dislike him, I just don't love him. How can I tell him I don't want to marry him without hurting his feelings? Trouble is I actually really like his best friend!
- 2 There's this group of kids – they're always chasing me, and I don't think it's for fun. But I can't tell my mom and dad – if they find out, they'll go to the principal and complain, and that would make everything worse.
- 3 How do you tell someone when they look awful? That dress doesn't suit her at all. But I don't know how to tell her, she obviously thinks she looks great in it.
- 4 Emma and I are going out tonight, but I can't tell my dad – he'd kill me. I have an important exam next week and I haven't done a thing for it. I don't have a clue when I'll be back.
- 5 I know I'm not really sick. But it's a beautiful day, and I don't want to sit in a stuffy office all day. I'm off to play golf. I never have days off.
- 6 I don't care who it is. I had a late night and I feel awful this morning. I don't want to be disturbed by anybody right now, even if it is urgent.

- 4 Elicit the question for the first photo as an example. Put students in pairs to complete the matching task.

Check the answers.

Ask students if they think any of the people in exercise 1 were justified in lying and to say why.

Answers

A3 B6 C5 D2 E4 F1

GRAMMAR SPOT (SB p. 27)

See TB p. 4 for suggestions on how to teach this section. Elicit an example from one or two categories in the list. Point out that some of the examples fit more than one category. Students work individually to find examples of the different question and negative forms. Monitor and help as necessary.

Check the answers. Make sure students understand that there is no inversion or use of *do/does/did* in indirect questions. If necessary, remind students that there is no auxiliary *do/did* in questions that ask about the subject of the verb, e.g., *Who gave you that black eye?* (NOT **Who did give you ...?*)

Answers

Questions with auxiliary verbs: *Don't you like my new dress?/ Can I speak to Harriet Jones, please?/Why won't you marry me?*
A question without an auxiliary verb: *How come you're not at work today?/Who gave you that black eye?*
Two ways of asking *Why?*: *How come you're not at work today?/ Why won't you marry me?*

Negative questions: *Don't you like my new dress?/Why won't you marry me?*
 An indirect question: *Tell me where you are going and who with.*
 A question with a preposition at the end: *Tell me where you are going and who with.*
 Negatives statements: *I don't think you fell./I can't believe you don't love me!*

▶▶ Grammar Reference Unit 4 on SB pp. 139–140.

PRACTICE (SB p. 27)

Negatives

- 1 This activity provides lighthearted personalized practice of negative forms. Model the activity by writing five negative statements about yourself on the board. Focus on the examples. If necessary, highlight the affirmative verb after *never* (see *Possible problems*).

Give students a few minutes to write their sentences on a piece of paper. Encourage them to use a variety of tenses. Collect the pieces of paper, and hand them back out at random to the class. Nominate students to read the sentences out loud to the class. Ask the class to guess who is being described each time.

- 2 **CD2 3** Read the instructions as a class. Play the recording and ask students to compare the use of negative questions in the two conversations.

Play the recording again and have students listen and repeat. Check that students are imitating the stress and intonation patterns. If they have problems, drill the negative questions chorally and individually.

As reinforcement, you can elicit alternative answers to the negative questions, e.g., 1 *No, I've never liked pizza. I can't stand melted cheese.* 2 *Yes, you're right. It was at a conference.*

Answers

The speaker:
 expresses surprise in conversation 1.
 is checking information in conversation 2.

- 3 **CD2 4** Demonstrate the task with two strong students. Have them ask and answer using the *like/ice cream* cue. Put students in pairs to ask and answer about the topics listed. Remind them to use negative questions. With weaker students, you can elicit just the question forms needed before students do the pairwork. Monitor and check for accurate formation of the negative questions and appropriate intonation. If students have real problems with the pronunciation, drill selected questions with the class. Play the recording and have students compare with their own answers. If students need further practice, play the recording again and have students repeat the examples, following the intonation and stress patterns.

Audio script

- 1 **A** Don't you like ice cream?
B I do, but I'm on a diet.
- 2 **A** Don't you have a smartphone?
B Of course I do. Doesn't everyone have one?
- 3 **A** Can't you swim?
B No, I can't. I've always been afraid of water.
- 4 **A** Isn't it your birthday today?
B Yes, it is. I try to keep it quiet these days.
- 5 **A** Didn't you work in New York for a while?
B Yes, I did. It was a great couple of years.
- 6 **A** Don't you live on Baker Street?
B No, we used to, but we moved just around the corner last year.

My frantic friend, Fred

- 4 Focus students' attention on the photos of Fred. Ask students what type of person they think he is. Check that students understand *frantic* (= frenetic, emotionally out of control).

Give students time to check the meaning of the words in their dictionary. Remind them to also look at the pronunciation of the word, especially the main stress. Elicit an example sentence for *vegetarians*. Students write their sentences, working individually. With weaker students, elicit what tenses/verb forms to use (Simple Present/*can't* for talking about facts/general truths).

Check possible answers with the class, checking pronunciation as you go.

Possible answers

Vegetarians don't eat meat and sometimes other animal products.
 Atheists don't believe in God.
 Insomniacs can't sleep/never sleep well.
 Dyslexics can't spell/can't read well.
 Pacifists won't fight/won't go to war/don't want to go to war.
 Naturists don't wear clothes outdoors where possible.

- 5 **CD2 5** Tell students they need to listen for some of the words from exercise 4, along with other general information about Fred's life. Play part one of the recording through once. Ask students which words in exercise 4 describe Fred.

Focus on the examples in the Student Book. Put students in pairs to write negative sentences about him.

Check the answers with the class.

Answers and audio script

Fred is: an insomniac, a dyslexic, an atheist, a vegetarian.
 Sample answers: He can't sleep. He can't spell/read well. He doesn't believe in God. He doesn't have a wife/isn't married. He doesn't have a job. He doesn't have a roommate. He doesn't live in a large apartment. He doesn't have a pet. He doesn't eat meat. He isn't very sociable.

CD2 5

Part 1

My friend Fred is a funny guy. He's an insomniac, he's dyslexic, and he's an atheist. He's single, unemployed, and lives all alone in a tiny studio apartment without even a pet for company. Also, he's vegetarian. He's pretty antisocial, actually.

CD2 6

Read through the notes as a class, then play the recording and check the answers. Point out that *How come?* can be used instead of *Why?* when the question expresses surprise at something strange or contradictory. Also point out the statement word order: *How come he lost his job?* (NOT **How come did he lose his job?*)

Answers

How come he can't sleep? and *How come he lost his job?* express surprise.

- 6 **CD2 7** Read through the questions about Fred as a class and elicit ways of completing some of them using *How come?*

Pre-teach/check *bark* (v), *oversleep*. Tell students they need to listen for a joke at the end of the recording.

Play the recording through once. Put students in pairs to complete the sentences. Play the recording again if necessary. Ask the students if they understand the joke at the end. (Because he is dyslexic, Fred spells "God" as "dog" – so, being an atheist, he worries about the existence of "dog"!)

Answers and audio script

He's single, so how come his wife answered the door?
He doesn't have any pets, so how come his dog started barking?
He's an atheist, so how come he had been late for church?
He's dyslexic, so how come one of his favorite pastimes is doing crosswords?
He's unemployed, so how come he spends every lunchtime at work doing crosswords?
He's vegetarian, so how come he had a barbecue with steaks and burgers?
He's antisocial, so how come he had a wild party?

CD2 7**Part 2**

I went over to see Fred last Sunday. As I walked up the driveway, his dog started barking. His wife answered the door, and she called for Fred to come downstairs and join us in the living room. He was in a bad mood because he had overslept that morning and had been late for church. They'd had a wild party at his house the night before. They'd had a barbecue in the backyard with steaks and burgers. One of his favorite pastimes is doing crosswords, and he spends every lunch break at work doing them.

"So how are you, Fred?" I asked him.

"OK, my friend, OK. How about you?"

Anyway, as I said, Fred's an insomniac, dyslexic, atheist. So the joke is that he lies awake all night wondering about the existence of dog. Get it?

Asking for more information

- 7 Read through the introduction and examples with the class. Students write short questions to answer the statements, working individually. Have them check in pairs before checking with the class.

Answers

- 1 Who to?
- 2 What about?
- 3 Who with?
- 4 Where to?
- 5 Who from?
- 6 Who for?
- 7 What about?
- 8 What for?

SUGGESTION

You can reinforce the use of short questions by putting students in pairs and having A read the statements at random. The B students respond with a short question, without looking at the answers. Students then write their own eight statements, working individually, and repeat the pairwork.

- 8 **CD2 8** Focus back on the examples in exercise 7 and on the longer versions in exercise 8. Point out the position of the preposition at the end of each sentence.

Put students in pairs to rewrite the questions. Play the recording and have students check their answers.

Answers and audio script

- 1 Who did she give it to?
- 2 What do you want to have a word about?
- 3 Who did you dance with?
- 4 Where do you want a ride to?
- 5 Who did you get it from?
- 6 Who did you buy it for?
- 7 What are you thinking about?
- 8 What do you need it for?

PHOTOCOPIABLE ACTIVITY**UNIT 4 What's the story?** TB p. 178

Materials: One copy of the worksheet cut up for each group of three students.

Procedure: Start by asking students about the topic of gossip in the media, e.g., *Which famous people are in the news right now? Why? Do you enjoy hearing about the private lives of famous people? How much of the stories about celebrities do you believe? What happens when the gossip isn't true?*

Explain that students are going to role-play interviewing a famous actress to discover the lies in two news articles.

- Divide the class into groups of three. Assign the role of A, B, or C to each student and hand out the relevant section of the worksheet. Remind students not to show each other their text.

- Tell the A and B students that they are journalists and the C students are Joyce /dʒɔɪs/ Lansdale, a famous actress. Give students time to read their article/questions. Help with any vocabulary problems.
- Tell the A and B students that they have to check the information in their article by interviewing Joyce Lansdale. They will need to use a range of question forms, including indirect questions, because Joyce can be a touchy character. With weaker students, write a series of indirect question prompts on the board, e.g., *Could you tell me ...? Would you mind telling me ...? I wonder if I could ask you ...?* Briefly review the formation of indirect questions by having students complete the prompts.
- Put the A and B students together to prepare a series of questions based on the information in the articles. The C students work through the questions on the worksheet and write additional notes to build up the truth about Joyce. Monitor and help as necessary.
- Explain that the A and B students are going to take turns interviewing Joyce. If they find any information that is different in their article, they should show surprise by asking a negative question, e.g., *But didn't you crash your car last week?*
- Give students time to do the interviews. If possible, move the furniture in the classroom to add authenticity to the role play. You can also have students make audio recordings of each interview. Monitor and help as necessary.
- Put all three students in each group together to look at both articles and decide which one was closer to the truth.
- As an extension, students work in their groups of three to write a factually correct article about Joyce. Remind them to add all the details they found out in their interviews to add authenticity.

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 1–3 Questions

Ex. 4–7 Negatives

LISTENING AND SPEAKING (SB p. 29)

Secrets and lies

ABOUT THE LISTENING

The goal here is to improve the students' ability to listen for gist and specific information, and to understand referencing and key expressions. The recordings are in the form of four monologues with the speakers "confessing" to a guilty secret. The material is adapted from a radio program in which the host reads letters from listeners confessing their secrets and asking for forgiveness. The host's tone in the recording is intended to sound overly serious, to add to the humor of the program.

The section starts with a short discussion on lies, practical jokes, and secrets. The tasks involve listening for gist and matching speakers to pictures, and then correcting information, and listening for detailed comprehension and understanding referencing. Students also match key collocations to the correct speaker and explain their significance. They have an opportunity to say who they would forgive in the discussion stage at the end of the section.

The two baseball teams mentioned by Kevin are the Boston Red Sox and the New York Yankees.

It's important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *admission, forgive, miserable, excuse yourself from something, take upon yourself to, ask/beg forgiveness, industry leader, root for a team, give someone a hug, visible, spit (spat, spat) a liquid, unsuspecting, mussels, monkfish, get some shut-eye, to be squashed into a corner, smelly, make a pit stop, attempt (v), meekly, stranded, in the dead of night.*

- 1 Start by reviewing and extending the language associated with secrets and lies: *tell a lie/the truth/a white lie, a fib* (= a small unimportant lie), *keep a secret, play a practical joke, get something off your chest, be tempted, fibber, wrong-doer.*

Give an example of a practical joke that you played or an "interesting lie" that you told as a child. Put students in groups of three or four. Give them a few minutes to think of examples from their own past. Students then discuss the questions in their groups.

Elicit a range of examples from the class.

- 2 **CD2 9** Read the instructions with the class and give students time to read the statements. Help with any vocabulary questions. Tell students that the recording is fairly long, but they only have to listen for the information to correct the statements.

Play the introduction and the recording of Robert as an example. Play the rest of the recording, pausing after each speaker to give students time to compare their answers.

Check the answers with the class.

Answers

1b 2c 3a 4d

- 1 Robert's actions meant that all his classmates passed the final exam.
- 2 Kevin's daughter said she supported the New York Yankees, like his wife's family.
- 3 Jane burned her own mouth by tasting the soup before she served it.
- 4 Maggie disappeared when they got to Paris before the bus driver realized the man was missing.

See SB pp. 121–122 for **CD2 9**.

- 3 **CD2 9** Give students time to read through the questions. Play the recording of Robert again and elicit the answers as an example.

Play the rest of the recording, pausing after each speaker to give students time to check their answers.

Check the answers with the class.

Answers

- 1 *They* refers to Robert's classmates. They were attentive because he was reading aloud the questions from the final exam. Robert feels guilty because 30 students in his class passed an exam they might not have passed otherwise.
- 2 The statement Kevin made was that Santa Claus doesn't visit children who root for the New York Yankees. He feels guilty because he didn't tell his daughter that he was joking and that he may have caused her some sleepless nights.
- 3 Jane says *There was no other option* because she heard someone coming from the kitchen. She had tasted the soup, burned her mouth, and spat the hot liquid back into the dish. She went into the restaurant and served the soup.
- 4 Maggie says ... *but I said nothing* because she didn't tell the driver that the talkative man hadn't come back to the bus. She said nothing because she wanted some peace and quiet so that she could sleep on the trip. She feels guilty because the man was left stranded at a foreign highway service station.

See SB pp. 121–122 for **CD2 9**.

- 4 Focus on *diehard fan* as an example. Put students in pairs to match the expressions to the extracts and explain them. If necessary, have them refer to **CD2 9** on pp. 121–122 of the Student Book to see the fuller context. Check the answers with the class.

Answers

diehard fan – Kevin talking about his wife's family and their rooting for the New York Yankees. *Diehard* here gives the impression of strong loyalty that won't ever change.
glistening treasure – Robert talking about the final exam paper he found in the teacher's desk. The image here is of finding something very valuable, like shiny gold or jewels.
scalding hot – Jane talking about the soup. *Scalding* is a regular intensifier of *hot*, used here to reinforce the temperature of the soup.
waving frantically – Maggie talking about the talkative man from the bus. The adverb *frantically* shows how desperate the man was to get the bus driver's attention.
made my blood run cold – Kevin talking about his daughter rooting for the Yankees. *Make your blood run cold* is often used to express fear. Here it is used to reinforce how horrified Kevin was about his daughter's choice of team.
extra ingredient – Jane talking about the soup she had spat back into the dish. Referring to it as an *extra ingredient* means she doesn't have to refer directly to what she did, and adds to the humor.
eager audience – Robert talking about his classmates when he was reading the exam questions out loud. The use of *eager* reinforces how much attention they were paying.
stretch their legs – Maggie talking about the other passengers on the bus who got off. *Stretch your legs* is a common collocation used when people need a break from sitting.
scarred for life – the host talking about Kevin's daughter. *Scarred for life* means "had a serious mental effect on someone for their entire life." The host using an extreme expression like this adds to the tone and humor of the program overall.

What do you think?

Discuss the first two questions as a class. Encourage students to justify their answers and question each other's opinions.

Then ask students to work individually to list occasions when it is OK to lie/keep a secret. Monitor and help as necessary.

Put students in groups to discuss their ideas. Elicit a range of answers in a brief class discussion. Establish if there are situations that the class all agrees on.

EXTRA ACTIVITY

Students take turns role-playing one of the speakers in the recording, telling their partner about their secret in their own words. Encourage the listening student to make "active listening" responses, e.g., *No!*, *You didn't!*, *What happened then?*, *How do you feel about it now?*, etc.

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 8 Not the whole truth!

Is Flight MH370 flying around the moon?

ABOUT THE TEXT

The theme of truth and lies is carried through with this section on conspiracy theories. This is the first jigsaw reading in the course, a technique that integrates reading and speaking skills. Although students are likely to be familiar with the technique, it is worth setting up the activity carefully to ensure students get maximum practice. The two events featured are the disappearance of Malaysia Airlines Flight 370 and the Apollo moon landings. Students are likely to know some details of each story, but the following background information may be helpful.

- Malaysia Airlines Flight 370 disappeared on March 8, 2014, while en route from Kuala Lumpur, Malaysia, to Beijing, China. No distress signals were sent, no bad weather was reported, no technical problems were communicated. A multinational search for the lost plane covered 1,800,000 square miles and employed 19 ships and 345 search parties, covering vast miles of the Indian Ocean floor. In August 2015, an airplane wing fragment was found off the coast of Reunion Island in the Indian Ocean, the first confirmed piece of evidence of the lost aircraft. At time of publication, nothing more had been recovered.
- The American Apollo space project was started by President Kennedy, with the goal of landing a man on the moon. The first Apollo moon landing took place on July 20th, 1969. Astronauts Neil Armstrong and Buzz Aldrin /'ɔldrɪn/ walked on the moon. "One small step for (a) man, one giant leap for mankind" is the famous quotation from Armstrong, as he stepped down onto the lunar surface. A number of additional landings were made by the Apollo program throughout the 1960s and early 70s. The text refers to NASA (National Aeronautics and Space Administration). This is the US government agency responsible for the scientific study of space. The Mojave /moʊ'hævi/ Desert is a large desert in Southern California.

Students are introduced to the topic by talking about what they know about the events, and then checking their ideas in two fact files. In the tasks, students discuss any conspiracy theories they know associated with each event. They then read one of the articles and answer questions before exchanging information with a partner in the jigsaw reading. In the final stages, students focus on some of the key words in a *Vocabulary work* section and then discuss their responses to the theme of the articles.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *hypothesis/hypotheses, farce, cockpit, subscriber* (to a theory), *inhalation, capable hands, speculation, bearable, paranoia, assert, hoax, allege, stage* (v), *angle, plausible, telltale, movie prop, subjected to*.

- 1 Focus on the photographs and elicit one or two examples about each of the events. Put students in groups to discuss what they know and pool their information.

Refer students to Student Book p. 159 and give them a few minutes to read through the fact files. Then elicit the key information.

Check the answers.

Answers

Malaysia Airlines Flight 370 disappeared on March 8, 2014, while en route from Kuala Lumpur, Malaysia, to Beijing, China. Twelve Malaysian crew members and 227 passengers from 15 countries were on board.

The first Apollo moon landings took place on July 20th, 1969. The organizations/people mentioned are: Kennedy Space Center, Neil Armstrong, Buzz Aldrin, and Michael Collins.

- 2 Read the questions as a class. Then ask students to discuss their ideas in their groups.

Elicit a range of answers from the class, accepting any conspiracy theories that students have heard of.

Answers

Conspiracy theories are explanations of events by people who don't believe the official version. They believe that there was some secret conspiracy behind the events and that official organizations want to keep the truth from the public. Conspiracy theories are usually circulated on the Internet and via social networking sites.

- 3 Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A – Malaysia Airlines Flight 370

Group B – the Apollo moon landings

Have students read their text quickly, asking others in their group for help with vocabulary or using a dictionary if you didn't pre-teach the items in *About the text*. Monitor and help with any questions.

- 4 Give students time to read the questions and help with any questions about the vocabulary. Have them work in their groups and answer the questions about their text, writing down the answers to each one. Monitor and help as necessary. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

SUGGESTION

You might want to provide the language students can use for the information exchange, e.g.:

Do you want to start?

You're next.

Sorry, I don't understand.

Can you repeat that, please?

Regroup the students, making sure there is an A and a B student in each pair. Demonstrate the activity by having a pair of students answer the first question. Encourage them to use their own words and not read directly from the text.

Students continue exchanging the information from their text. Monitor and help as necessary. Write down any common errors for correction after the information exchange. Bring the whole class together to check the answers. Encourage students to expand on their answers where applicable.

Answers

The disappearance of Malaysia Airlines Flight 370

- Four theories are mentioned: 1. the plane was shot down during a military operation; 2. it was abducted by fiendish aliens; 3. a fire in the cockpit caused the crew to pass out, but the plane continued until it ran out of fuel and then crashed; 4. the rapper Pitbull predicted, in the song "Get it Started", that the flight would go missing.
- Proof for the theory that the crew passed out: the pilot was extremely experienced and the flight was otherwise smooth. Proof for the prediction in Pitbull's song: some words in the lyrics are linked to key elements of the flight.
- There is a huge number of results when "missing plane MH370" is typed into the Google search engine. The Internet helps feed the global paranoia.

The Apollo moon landing

- Two theories are mentioned: the landing was a hoax, filmed in a movie studio; the landing happened, but the astronauts discovered evidence of an ancient civilization.
- The flag is fluttering, but there is no breeze on the moon; the astronauts' photos don't show the moon's night sky; the shadows in the pictures are coming from more than one angle; one of the moon rocks is marked with a "C," suggesting it is a prop. The proofs for the alien civilization theory are not mentioned.
- Fox TV broadcast a show called "Did we Land on the Moon?" which alleged that the landings were a hoax. The Internet then went crazy with theories and counter-theories.

Vocabulary work

Elicit the correct word for number 1 in the Malaysia Airlines Flight text as an example.

Put students in pairs to find the words in the texts. They will be able to help each other with the items that relate to the text they read.

Check the answers with the class.

Answers

Flight MH370

- breath-taking
- fiendish; abduct
- passed out
- presume; was capable
- buy into

Moon landings

- circulating
- fluttering; breeze
- stunning array
- unanimously; even the beginnings of a case
- conceal

What do you think?

Put students in new groups to discuss the questions. Monitor and help as necessary.

Elicit a range of answers and possible conspiracy theories about recent events from the class.

Possible answers

What is it about the Internet that breeds such theories?

The Internet is anonymous; you can say what you like without proof and with less risk of reprisals. It's full of chat rooms where anybody can express their view, no matter how strange or improbable. People who spend a lot of time on the Internet are often drawn to gossip, conspiracy theories, and strange ideas. It's a place where obsessives can write at length about their theories.

WRITING (SB p. 103)

Linking ideas – Conjunctions

This section reviews and extends conjunctions that express contrast, reason and result, time, and condition. Students are likely to be familiar with the linking words and phrases for recognition, but may have problems in using them accurately in their own writing. Students work at sentence and then text level as preparation for writing their own profile of a famous person.

⚠ POSSIBLE PROBLEMS

Conjunctions that express the same idea are used in different ways in a sentence/paragraph. Use exercises 1 and 2 to assess how well students can use the conjunctions, clarifying any points of confusion.

Contrast

- Although/even though* + clause with a subject and verb; at the start of the sentence/clause e.g., *Although she works hard, she doesn't earn very much./She doesn't earn very much, although she works hard.*
Even though is more emphatic than *although* and expresses surprise at the contrast.
- However* is used to introduce a contrast with a previously stated idea. It is often used to link two sentences and is followed by a comma, e.g., *The order was confirmed by email. However, the items never arrived.*
- Despite* + gerund, e.g., *Despite leaving late, the train still arrived on time.*

Reason and result

- As* and *because* are used to give the reason for something.
As/because + clause with a subject and verb, e.g., *My mom was angry because I got home late.*
Since and *as* often come at the beginning of a sentence, e.g., *As the weather was bad, the match was canceled.*
Since and *as* are both slightly more formal than *because*, and *as* is less frequent in American English.
- So* and *so/such ... that* are used to introduce the result of something, e.g., *It was really cold, so we put on the heating.*
So + adjective/adverb ... *that*, e.g., *He spoke so fast that no one understood him.*
Such + noun ... *that*, e.g., *It was such an awful meal that we complained to the manager.*

Time

- **While** + clause says when something happened, e.g.,
The storm started while we were walking home.
- **Until** + clause means “up to the time when,” e.g.,
Don’t start dinner until I get back.
- **Since** + the starting point of a period of time, e.g.,
I’ve worked here since I left college.
- **Whenever** + clause means “every or any time,” e.g.,
I get really nervous whenever I fly.

Condition

- **Unless** + clause means “if ... not,” e.g., *We’ll miss the flight unless we leave now.*
- **As long as** + clause means “if, but only if,” e.g., *I’ll lend you the money as long as you pay me back quickly.*
- **In case** + clause is used to talk about precautions/doing something because something else might happen, e.g.,
Turn the TV down in case it wakes the baby.

ABOUT THE TEXT

The text in this section links to the theme of conspiracy theories covered in *Reading and speaking*. The subject of the text is Marilyn Monroe and rumors surrounding her death. Students are likely to know something about the actress’s work and life, but the following background notes may be helpful.

Early life: Born Norma Jeane Mortenson (soon after changed to Baker) in 1926 in Los Angeles. She never knew her father and due to her mother’s mental health problems, she spent much of her childhood in foster homes.

Acting career: Started in the 1940s in a number of minor roles. Her first significant role was in *All about Eve* in 1950, but her career as a sex symbol was launched in 1953 in *Gentlemen Prefer Blondes*. In 1959, she won a Golden Globe Award for her performance in *Some Like It Hot*, considered by many to be her best movie.

Personal life: Married and divorced three times – first to a man named James Dougherty when she was in her teens; then to Joe DiMaggio, a baseball star; finally to Arthur Miller, American playwright and essayist. She is alleged to have had several affairs with the actor Marlon Brando, and with both John and Robert Kennedy.

Final years: These were marked by illness, personal problems, and a reputation for unreliability. Although officially classified as a “probable suicide” from a drug overdose, the circumstances of her death in 1962, at age 36, have generated many theories. The text mentions Mafia links and involvement with the FBI (Federal Bureau of Investigation).

- 1 Read through the sentences with the class. Then ask the students to write the three sentences.
Elicit the different wording and write the sentences on the board. Check the use of capital letters and changes in punctuation. If necessary, highlight the difference in use between *although* and *however* (see *Possible problems*).

Possible answers

She’s rich and famous, but she’s unhappy.
Although she’s rich and famous, she’s unhappy.
She’s rich and famous. However, she’s unhappy.

- 2 Explain that conjunctions can connect sentences in different ways to refer to time, reasons, results, etc. Elicit the answers in the *Contrast* section from the class. Students complete the task working individually. Remind them that more than one answer is possible in some of the sentences.
Put students in pairs to compare their answers before checking with the class. Rather than just going over the answers one by one, establish if there is disagreement on any of the answers. Go over the relevant sentences carefully, establishing why the incorrect conjunctions are wrong.

Answers

Contrast

- 1 **Although/Even though** I can’t speak much Spanish, I can understand a lot.
- 2 I can’t speak Spanish well. **However**, I can understand most things.
- 3 He can’t speak Spanish well, **even though/although** he lives in Spain. (*even though* is the preferred answer here because the contrast is very surprising)
- 4 **Despite** living in Spain, he can’t speak Spanish.

Reason and Result

- 1 I didn’t sleep well last night, **so** I’m tired.
- 2 I’m tired **as/because** I didn’t sleep well last night.
- 3 I wanted to go, but **since/as/because** it was late, I decided not to.
- 4 **Since/As/Because** John can’t be here today, I’m chairing the meeting.
- 5 He looks **so** innocent **that** he gets away with murder.
- 6 He’s **such** a terrible liar **that** no one believes him.

Time

- 1 I called you **when/as soon as** I could.
- 2 He refused to talk to the police **until** his lawyer arrived. (*when, as soon as*, and *after* are grammatically correct, but strange things to say in this context)
- 3 I feel sad **when(ever)** I hear that song.
- 4 Their house was robbed **while/when** they were on vacation.
- 5 I’ve known her **since** I was a small child.
- 6 I’ll help you with this exercise **after** I finish preparing dinner.

Condition

- 1 **If** I’m going to be late, I’ll call you.
- 2 You won’t pass **unless** you work harder.
- 3 Take an umbrella **in case/if** it rains.
- 4 You can borrow my car **as long as/if** you drive carefully.

- 3 Elicit one or two facts about Marilyn Monroe. Put students in pairs to discuss her life.
Check students’ ideas in a brief class discussion, writing the information on the board.
- 4 Elicit any conspiracy theories students have heard about Marilyn Monroe. Pre-teach/check *recall* (v), *official verdict*, *dumb blond*, *lines* (of a script), *date* (v), *alleged*, *have an affair*, *housekeeper*, *revealing*, *untimely*.
Elicit the correct answers to numbers 1 and 2 as examples. Put students in pairs to complete the text.
Check the answers. Elicit students’ reactions to the information in the text.

Answers

1 since	7 even though	13 unless
2 but	8 When	14 so
3 Whenever	9 as	15 while
4 although	10 However	16 in case
5 such	11 even though	17 as soon as
6 However	12 after	

- 5 Read through the writing plan with the class carefully. Elicit the tenses students are most likely to need (mainly Simple Past and Present Perfect, and possibly Past Continuous and Past Perfect).

Have students choose the person they want to profile and research their life on the Internet. Have students plan their profile carefully, ideally in class so that you can monitor and help. Remind them to create interest in their chosen person in the introduction and give the events of their life in chronological order.

Give students time to write their profile in class or assign the task for homework. Remind them to check their use of conjunctions throughout the text.

If you check the students' work, mark errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit correction to major problems, e.g., the wrong use of conjunctions, to avoid demoralizing the students.

Students can present some of their profiles to the class or in small groups.

VOCABULARY (SB p. 32)

Saying the opposite

This section looks at two ways of giving the opposite of an adjective – with an antonym (a word of opposite meaning) and by making the adjective opposite by adding a negative prefix. There is also practice in the use of opposite adjectives in understatement – a common feature in spoken English – and in different ways of giving the opposite of the same adjective according to the context.

⚠ POSSIBLE PROBLEMS

Negative prefixes

Students are likely to be familiar with the negative prefixes for recognition, but they may be confused as to which one to use with which adjective. The following notes may be helpful:

- *Un-* is the most common prefix.
- *Dis-* is often used with verbs and nouns as well as adjectives, e.g., *like/dislike*, *advantage/disadvantage*, *satisfied/dissatisfied*. The other prefixes are mainly used with adjectives and adverbs.
- *Il-* is often used before adjectives beginning with *l*, e.g., *legible/illegible*.
- *Im-* is often used before adjectives beginning with *p* or *m*, e.g., *possible/impossible*, *mortal/immortal*.
- *Ir-* is often used with adjectives beginning with *r*, e.g., *reversible/irreversible*.

BUT there are exceptions to some of these guidelines, e.g., *popular/unpopular*, *reliable/unreliable*.

Antonyms in understatement

Understatement is a feature of spoken English when the speaker is trying to be tactful, or humorous and ironic. English speakers often use an antonym when they are responding and agreeing with what another speaker said:

- *not very/exactly* + opposite adjective/superlative:
*"That was a **boring** movie."*
*"Yes, it wasn't exactly **exciting**, was it?"*
*"He's a little **quiet**, don't you think?"*
*"Yes, he isn't **the most talkative** person in the world."*
- Present Perfect + comparative:
*"What a **rude** woman!"*
*"Yes, I've met **more polite** people."*

NOTE

This lesson lends itself to dictionary work, so if students don't have access to their own dictionary in print or online, try to have a class set of dictionaries available.



Antonyms

- 1 Check comprehension of antonyms by giving a few basic adjectives and eliciting the opposite, e.g., *big/small*, *cheap/expensive*, *hot/cold*, etc. Ask students to compare the sentences. Check the answers to the questions.

Answers

The antonyms used are *implausible* (formed with a negative prefix) and *ridiculous*.

In context, the use of *ridiculous* sounds better because it avoids the repetition of the same word.

- 2 Elicit the opposite of *believable* as an example. Then put students in pairs to complete the task. Check the answers, making sure students stress the antonyms correctly.

Answers

unbelievable	incredible	dishonest
illegal	improbable	irresponsible

- 1 Focus on the examples. Briefly run through the abbreviations for the different parts of speech: *adjective – adj; verb – v; noun – n*.

Put students in pairs to complete the chart, using a dictionary if possible. Remind them to give as many antonyms as possible. Monitor and help as necessary.

Check the answers with the class, organizing the words on the board and checking pronunciation as you go.

Answers

Word	Antonym(s)
fake adj	genuine, real, authentic
like v	dislike , hate, loathe, can't stand, can't bear, detest
tiny adj	big, large, huge, enormous, massive, immense
happiness n	unhappiness , sadness, misery, sorrow, discontent (ment)
guilty adj	not guilty, innocent, blameless
safe adj	unsafe , insecure , dangerous, risky, hazardous
admit v	deny, contradict
improve v	get worse, worsen, deteriorate, decline
sincere adj	insincere , dishonest
success n	failure, disaster, flop
mature adj	immature , childish, young, youthful
encourage v	discourage , dishearten , criticize, undermine
kind/generous adj	unkind/ungenerous , stingy, tight, tight-fisted
appear v	disappear , vanish

- 2 **CD2 10** Give students time to read the conversations. Help with any vocabulary questions. Check that students understand that the words need to be changed into the correct form. With weaker students, elicit the part of speech needed for each blank first. Elicit the missing word in the first line as an example. Students complete the conversations working individually.
- Have students check their answers in pairs before playing the recording. As an extension, elicit other possible words that can be used from exercise 1 (see text in parentheses below).

Answers and audio script

- A** Gary's a really **successful** businessman.

B Well, he's a complete **failure** (disaster) as a father. He never sees his kids.
- A** My grandpa's so **generous** (kind), he gives me \$20 every time I see him.

B You're lucky! My grandpa is famous for his **stinginess** (tight-fistedness). I'm happy if he gives me \$5 for my birthday, if he even remembers.
- A** Well, Henry, I'm pleased there's been some **improvement** in your behavior this semester, but unfortunately your work has **gotten worse** (deteriorated/worsened).

B I guess I didn't do well on the test, then.
- A** You're not going bungee jumping! It sounds really **dangerous**.

B No, honestly, it's perfectly **safe** as long as you're careful.
- A** Our teacher is always **criticizing** us. I feel useless.

B I know. He should give us more **encouragement** if he wants us to work hard.

EXTRA ACTIVITY

Students work in pairs and use the words in exercise 1 in their own short conversations. Monitor and help as necessary, checking that students are using the correct forms in the correct context. Students can act out one or two of their conversations for the class.

- 3 **CD2 11** Ask two pairs of students to read the conversations out loud. Check comprehension of the adjectives.
- Students discuss the effect of using the antonyms in pairs. Check with the class. You can ask students to translate the conversations into their own language to see if antonyms are used in a similar way.
- Put students in pairs to write similar conversations, using the cues. With weaker students, elicit the wording for one of the conversations as an example. Monitor and help as necessary. Play the recording. Students compare their conversations with the recording. If you have time, ask a few pairs to read their conversations for the class.

Possible answers and audio script

The first speaker in both conversations is giving a direct and honest opinion. In conversation 1, the effect of the antonym is to give a humorous and ironic tone; in conversation 2, the effect is to be tactful by using understatement.

CD2 11

- A** What a boring party!

B You're right, it wasn't exactly an exciting evening.
 - A** I don't know about you, but I thought the vacation was awful.

B Well, it wasn't the most fun I've had.
 - A** I can't believe how stingy Jane is!

B Mmmm, well, she isn't known for her generosity.
 - A** How can you root for the Hillside Hoops? They're a hopeless basketball team!

B Well, they're not the most talented around, that's for sure.
- 4 This exercise highlights the importance of context when using adjectives and their opposites. Elicit the answers to number 1 as an example. Put students in pairs to complete the task, using a dictionary if possible.
- Check the answers, helping with any pronunciation problems as you go. Again, asking students to translate these collocations into their own language can help highlight the importance of context.

Answers

- an easy question / tender meat
 - a cloudy sky / a guilty conscience
 - dark hair / a(n) unfair/unjust/harsh decision
 - a soft mattress / an easy exam
 - a dead animal / recorded music
 - a dark color / a deep/heavy sleep
- 5 Focus on the prefixes and elicit the meaning for number 1 as an example. Put students in pairs to complete the task.
- Check the answers. Point out that *used* is unusual in that it can be used with all these prefixes. With most adjectives and past participles, only some of the prefixes can be used, e.g., *unpaid*, *overpaid*, *underpaid*, but NOT **mispaid*, **abpaid*, **dispaid*.

Answers

- 1 abused – used cruelly or badly
- 2 disused – not used anymore
- 3 unused – not ever used
- 4 misused – used in the wrong way
- 5 overused – used too much
- 6 underused – not used enough

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 10 Vocabulary – Antonyms and synonyms

EVERYDAY ENGLISH (SB p. 33)

Being polite

Using the right tone is an important part of language competence, especially as students become more proficient in terms of grammar and vocabulary. Sounding polite in English is achieved by a combination of appropriate language and structures, and also a good voice range in intonation. Students analyze why some speakers sound more polite than others, and also get plenty of practice in reading and acting out conversations

- 1 **CD2 12** Pre-teach/check *I'm sorry to bother you ...*. Play the recording and have students follow in their books.

Establish which lines are more polite. Play the recording again and have students repeat chorally and individually. If students have problems, write the polite sentences on the board and mark the main stresses. Be prepared to model the lines again, exaggerating the voice range if students sound “flat.”

Answers

The more polite lines are:

- 1 I'm sorry to bother you, but could you possibly change a twenty-dollar bill?
- 2 Could you tell me where the train station is, please?

- 2 **CD2 13** Tell students they are going to hear two versions of six short conversations. Play number 1 as an example and elicit which version is more polite and why.

Play the rest of the recording, pausing after each pair of conversations. Students write down which conversations are more polite and the polite language used. Remind them to also focus on intonation.

Check the answers with the class. Check that students understand the effect of flat intonation (it can make the speaker sound bored or even aggressive).

Refer students to **CD2 13** on p. 122 of the Student Book. Put students in pairs to practice the polite conversations. Monitor and check for appropriate intonation. If students have problems, play selected lines of the recording again, drilling chorally and individually as necessary.

Answers and audio script

- 1 Conversation 1 is more polite. The second speaker uses expressions like *How nice!* and *You shouldn't have*. The intonation is high and positive.
- 2 Conversation 2 is more polite. The second speaker expresses disappointment by saying *I'm so sorry!* and *I'm afraid*, and gives a reason why she can't go to the party. The intonation pattern also expresses disappointment.
- 3 Conversation 1 is more polite. The first speaker says *Do you mind if ...?* and the second replies *Not at all*.
- 4 Conversation 2 is more polite. The first speaker says *I wonder if I could possibly ask you a favor?* and *Would you mind ...?*, and uses a positive intonation pattern. The second speaker replies *Not at all*.
- 5 Conversation 1 is more polite. The second speaker says *Excuse me? I didn't catch that. What did you say?*
- 6 Conversation 1 is more polite. The speakers use a range of polite expressions and a positive intonation pattern: *Thanks for a wonderful evening. We had a great time. We enjoyed it, too./ We're so glad you could make it. Safe trip back. See you soon./ Bye, thanks again. You have to visit us next time./ We'd love to. Good night. Take care.*

CD2 13

- 1 **A** This is a present for you.
B For me! Oh, how nice! You shouldn't have, really. Thank you so much.
C This is a present for you.
D Thanks.
 - 2 **A** Can you come to a party on Saturday?
B No, I can't.
C Can you come to a party on Saturday?
D Oh, I'm so sorry! I'm already going out, I'm afraid.
C Oh, never mind!
D Thanks for the invitation.
 - 3 **A** Excuse me! Do you mind if I sit down here?
B No, not at all.
C Is anyone sitting here?
D No.
 - 4 **A** Can you give me a hand? I need to carry this box upstairs.
B OK, if you like.
C I wonder if I could possibly ask you a favor? Would you mind helping me with this box?
D No, not at all.
 - 5 **A** So I said ...
B Excuse me? I didn't catch that. What did you say?
C So I said ...
D What? Speak up!
 - 6 **A** Goodbye. Thanks for a wonderful evening. We had a great time.
B We enjoyed it, too. We're so glad you could make it. Safe trip back. See you soon.
A Bye, thanks again. You have to visit us next time.
B We'd love to. Good night. Take care.
C Goodbye. Thanks for dinner.
D Bye. See you whenever.
- 3 Focus on the expressions and elicit an example for each one. Check that students understand what structure follows each expression and briefly review the form of indirect questions:
- *Could you possibly ... ?/I wonder if you could ... ?/ Do you think you could ... ?* + base form
 - *Would you like (me) ... ?* + infinitive
 - *Would you mind (not) ... ?* + -ing form

- *Do you happen to know ... ?* + statement word order and no *do/does/did*

Also check which of the expressions are used to make requests/ask for information (*Could you possibly ... ?/I wonder if you could ... ?/Do you think you could ... ?/Would you mind (not) ... ?/Do you happen to know ... ?*) and which to make offers (*Would you like (me) to ... ?*)

Elicit possible wording for number 1 as an example. Students complete the task, working individually.

Check the answers.

Answers

- 1 Could you possibly/I wonder if you could/Do you think you could give/Would you mind giving me a ride?
- 2 Could you possibly/I wonder if you could/Do you think you could help/Would you mind helping me find my glasses?
- 3 Would you like to come for dinner tomorrow evening?
- 4 Could you possibly/I wonder if you could/Do you think you could lend/Would you mind lending me your dictionary?
- 5 Could you possibly/I wonder if you could/Do you think you could look/Would you mind looking after my dog while I'm on vacation?
- 6 Do you happen to know where the bathroom is?
- 7 Would you like me to help you with this exercise?

- 4 **CD2 14** Focus on the expressions in the box and elicit an example for each one. Check stress and intonation, drilling selected lines as necessary.

Ask two strong students to model one of the conversations as an example. Then put students in pairs to practice making and refusing requests. Monitor and check for appropriate intonation. If students have problems, drill selected lines chorally and individually as necessary.

If you have time, ask a few pairs to act out a conversation for the class.

Play the recording so that students can compare their answers.

Audio script

- 1 **A** Do you think you could give me a ride to the train station?
B I'm really sorry, I can't. I have to be at work by 8:30. I'll call a taxi for you, though.
- 2 **A** Could you possibly help me find my glasses? I can't find them anywhere.
B Sorry! I'm afraid I have to run or I'll miss the bus. I'm hopeless at finding things anyway.
- 3 **A** Hi! Listen, would you like to come over for dinner tomorrow evening? I'm making Chinese food.
B Oh, I'd love to, but I'm afraid I'm already going out.
A Oh, too bad! Another time, maybe.
- 4 **A** Would you mind lending me your dictionary?
B I would if I could, but I'm afraid I forgot to bring it with me today. Sorry.
- 5 **A** Hi, it's Susan. Could I ask you a big favor? I wonder if you could take care of my dog next week? I'm going on vacation.
B I'm really sorry, Susan, but I can't. I'd love to have Molly, you know I adore dogs, but I'm going away myself for a few days.
- 6 **A** Do you happen to know where the bathroom is?
B Sorry. I'm afraid I have no idea. Ask the guy selling hot dogs. Maybe he'll know.

- 7 **A** Would you like me to help you with this exercise? I think I know the answers.
B That's really kind of you, but I want to try and figure it out for myself. Thanks anyway.

Role play

SUGGESTION

You can add authenticity to the role play by bringing in plastic/paper cups and plates for students to use as props. If possible, allow students to move around the classroom to reflect the different stages of the conversation and rearrange the furniture to give the idea of students sitting around a dinner table.

- 5 **CD2 15** Focus on the photo and ask *Where are the people? Why are they there?* Tell students to imagine they have been invited for dinner at an English person's house. Ask *What do you say when you arrive? During dinner? When you leave?* Elicit a range of ideas and write the students' answers on the board.

Read through the introduction as a class. Give students a few minutes to read through the conversation. Help with any vocabulary questions.

Put students in groups of four to complete the conversation. Monitor and help as necessary, correcting any mistakes. Ask students to each choose a role (Ben, Luciana, Anna, or Henry). Remind them to do as many of the actions implied in the conversation as possible, e.g., taking coats, gesturing where to sit, clinking glasses in a toast, etc. Also see *Suggestion* above. Students practice the conversation in their groups. Monitor and check for good pronunciation. If students have problems, write selected lines on the board and mark the main stresses. Be prepared to model the lines again, exaggerating the voice range if students sound "flat."

Play the recording so that students can compare their conversation.

Have students rehearse the conversation again (either their own version or the one on the recording) before acting it out for the class.

Answers and audio script

(A = Anna, B = Ben, H = Henry, L = Luciana)

B Luciana! Hello! Great to see you. Come on in. Let me take your coat.

L Thanks so much. Oh, these are for you.

A Oh, what pretty flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Luciana.

H Hello, Luciana. Nice to meet you. I've heard a lot about you.

L Oh, I hope it was all good!

H Where exactly are you from, Luciana?

L Well, I'm Argentinian. I was born in Buenos Aires, but I've been working in the US for the last couple of years.

H That's interesting. And what are you doing in London?

L Work, I'm afraid. Actually, I'm on my way to Amsterdam for a conference, and I thought I'd stop over in London to see Anna and Ben. We used to work together in New York.

H And how do you find London, Luciana? Is it like home, or is it very different?

L Well, it's very different from Buenos Aires and New York! I know London pretty well, actually. I always love it here.

B Now, Luciana. What would you like to drink?

L Oh, do you have coffee? No, sorry, I'll have a glass of sparkling cider, if that's OK.

B Good choice! I'll get that for you.

L Thanks.

A OK, everybody. Dinner's ready. Come and sit down. Luciana, can you sit next to Henry?

L Yes, of course.

B Does everyone have a drink? Great. Cheers, everybody!

L Cheers! It's great to be here.

A Luciana, help yourself. Would you like some cheesy parsnips?

L Cheesy parsnips? I don't think I've ever heard of them. What are they?

A Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?

L Well, I'd love to, but I'd better not – cheese doesn't always agree with me.

B How about another glass of sparkling cider?

L No, thanks very much, I still have some. But do you think I could have a glass of water?

B Yes, of course. Sparkling or still?

L Uh, just tap water will do. That's great. Thanks a lot.

A Well, bon appetit, everyone!

EXTRA ACTIVITY

Ask students to imagine they are staying with a host family in an English-speaking country. (Students who are in this situation can draw on real experience!) Have them brainstorm situations when they would need to sound polite, e.g., asking for directions, asking their host family for a favor, telling someone they are sitting in the wrong seat, turning down an invitation to a party, etc. Students role-play these situations, using as many of the expressions from this lesson as possible.

Don't forget!

Workbook Unit 4

Ex. 9 Prepositions – Verb + preposition

Ex. 11 Pronunciation – Intonation in tag questions

Grammar Reference (SB pp. 139–140)

Word list Unit 4 (SB p. 151)

Remind your students of the Word list for this unit on SB p. 151. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 4 Test

Skills Test 1

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



5

Looking ahead

Future forms • Hot verbs – *take, put* • Over the phone



Inspirational young people

The theme of this unit is how people see their future. It reviews and extends the main ways of referring to the future, giving plenty of contrastive and personalized practice. The *Listening* section focuses on the future of three young people who have been affected by problems of youth unemployment. The theme of work is continued in the *Writing* section with a focus on producing a résumé and a cover letter. The main reading text is a jigsaw reading on inspirational youth. The vocabulary syllabus continues with a focus on common collocations and phrasal verbs with *take* and *put*. The unit ends with an *Everyday English* section on language used over the phone.

LANGUAGE INPUT

GRAMMAR

Future forms (SB p. 34)

- Reviewing the form and use of the main future forms.
- Understanding and practicing the differences between the main future forms.
- Practicing responses to questions about the future with expressions like *I hope so./I don't think so.*

VOCABULARY

Hot verbs – *take, put* (SB p. 40)

- Practicing common expressions and phrasal verbs with *take* and *put*.

EVERYDAY ENGLISH

Over the phone (SB p. 41)

- Reviewing and extending the language used to make and receive phone calls.

SKILLS DEVELOPMENT

READING

Inspirational youth! (SB p. 38)

- A jigsaw reading of an article about three high-achieving youths.

LISTENING

A NEET solution (SB p. 37)

NEETs: the facts and figures (SB p. 37)

- Listening to check facts and figures. **CD2 22** (SB p. 123)
- Listening for key information and note-taking in three monologues. **CD2 23** (SB p. 123)

SPEAKING

Talking about you (SB p. 36)

What do you think? (SB p. 37)

What do you think? (SB p. 38)

- Exchanging information about your next vacation.
- Discussing possible solutions for youth unemployment.
- Discussing the young people featured in the article and their future.

WRITING

Applying for a job – A résumé and a cover letter (SB p. 104)

- Understanding the conventions of writing a résumé and cover letter, focusing on suitable tone, then writing a résumé and a cover letter.

MORE MATERIALS

Photocopiables – What does your future hold? (TB p. 179) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 34)

The goal of this *Starter* section is to test students' ability to recognize the form and use of the main future forms. Work through the exercises fairly quickly, avoiding any lengthy grammar explanations at this stage.

- 1 Elicit the sentence that expresses an intention as an example. Put students in pairs to complete the matching task.

Answers

- 1 a prediction
- 2 a future fact based on a timetable
- 3 an intention
- 4 an arrangement between two people
- 5 a spontaneous decision

- 2 Elicit the names of the different future forms.

Answers

- 1 *will* + base form
- 2 Simple Present
- 3 *going to* + base form
- 4 Present Continuous
- 5 *will* + base form

HOW DO YOU SEE YOUR FUTURE? (SB p. 34)

Future forms

This section contextualizes, contrasts, and practices the main future forms: *will*, *going to*, the Present Continuous, and Simple Present. It also introduces and practices the Future Continuous and the Future Perfect. The practice exercises contrast the main uses, give opportunities for personalization, and provide practice in responding to *yes/no* questions about the future with *I hope so/I don't think so*, etc.

⚠ POSSIBLE PROBLEMS

The choice of possible future forms can be confusing for students – it can seem that there are so many ways of referring to the future! There are two main reasons for this. First, English has more forms to refer to future time than many other languages. Second, the choice of future form depends on aspect (that is, how the speaker sees the event) and not on time, nearness to the present, or certainty.

The main areas of confusion are as follows.

- Students tend to overuse *will*, seeing it as the standard future tense, which English doesn't have. It may seem strange to students that prearranged activities are often expressed with the Present Continuous or *going to*, rather than with *will*.

**What time will you meet your friends?*

**Will you go to the movies tonight?*

**We'll go on vacation to Greece.*

- Weaker students may rely on the constant use of the Simple Present to refer to future time.

**I go to Paris this weekend.*

**What do you do tonight?*

Another common mistake is for students to use the Simple Present instead of *will* for spontaneous decisions.

**I open the door for you.*

**It's very nice. I buy it.*

- The Present Continuous is very commonly used to refer to future arrangements between people, but cannot be used when human arrangement is not possible.

**It's raining tomorrow.*

- Students need to remember the relatively restricted usage of the Simple Present for the future, for timetables, schedules, etc.

The game/semester/movie starts soon.

The train/plane/bus leaves in ten minutes.

- Expressions like *I think/believe/hope so* are common when responding to *yes/no* questions about the future. Note that *I think so* has two negatives: *I don't think so* and the more formal and less frequent *I think not*. However, **I don't hope so* is not possible (see Grammar Reference for Unit 4 on SB p. 139).

You can read through the Grammar Reference for Unit 5 on SB pp. 140–141 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 35.

Start by asking students about their future plans, e.g., *What are you doing this weekend? What are you planning to do after this course/this summer? What do you think you will be doing this time next year?* Use this as an opportunity to assess the students' ability to use future forms, but don't correct errors or give explanations at this stage.

- 1 **CD2 16** Focus on the photos and check pronunciation of the names of the people, especially Theo /'θiəʊ/ and Janine /dʒə'nɪn/. Ask a few questions to set the scene and predict content, e.g., *How old do you think the people are? What do you think has just happened? What do you think their future plans might be?*

Play number 1 as an example and elicit the correct name. Play the rest of the recording and have students write the number of each monologue next to the name of the person who says it.

Check the answers.

Answers and audio script

- 1 Laura
- 2 Mickey
- 3 Tony and Marie
- 4 Elsie
- 5 Janine
- 6 Theo

CD2 16

- 1 (Laura)
I took the SATs a few months ago and luckily I got a good score, so I'm going to study psychology at Boston University. Classes start in August.
- 2 (Mickey)
It's sunny tomorrow, so I'm going to see a soccer game with my friends. The Red Bulls are playing the Galaxy. It'll be a great game. It starts at 4 o'clock, so we'll grill some hamburgers and hot dogs in the stadium parking lot before the game.
- 3 (Tony and Marie)
Marie's having a baby soon, so we're both very excited. The baby's due in five weeks. If it's a boy, we're going to name him Max. And if it's a girl, she'll be Leah.
- 4 (Elsie)
What am I doing tomorrow, you ask? Well, it's Thursday tomorrow, so I'll be doing what I always do on a Thursday. My daughter will come to see me, and she'll be bringing the little ones, and we'll all have a cup of tea and a nice, long chat. And I'll bake a cake. A strawberry cake. They like that.
- 5 (Janine)
Right now I'm packing, because tomorrow I'm going to study in Australia for six months. My plane leaves at 8:00 p.m. My mom and dad are taking me to the airport. I have absolutely no idea how I'm going to carry all this stuff!
- 6 (Theo)
Well, I work in the city. In the next few years, I'm going to be even more successful. I hope I'll be earning twice what I'm making now. I've set myself this goal: before I'm 25, I'll have made a million dollars!

- 2 **CD2 17** Elicit the answers to number 1 as an example. Have students give complete sentences to practice the verb forms.

Put students in pairs to complete the task. Ask them to write complete sentences each time.

Play the recording, pausing after each sentence to let students check their answers.

Answers and audio script

- 1 She's going to study psychology.
They start in August.
- 2 He's going to a soccer game.
The game starts at 4:00.
- 3 Because they're going to have a baby.
- 4 Her daughter and grandchildren will be visiting.
They'll have a cup of tea and chat.
- 5 Because she's going to Australia for six months.
Her mother and father are taking her.
- 6 In the next few years, he's going to be more successful and will be earning more money. He'll have made a million dollars before he's 25.

- 3 **CD2 18** Check that students understand the question cues are in the same order as the sentences in exercise 2. Elicit the first question as an example. Put students in pairs to ask and answer the questions. Monitor and help as necessary.

Play the recording, pausing after each question to let students compare with what they came up with.

Play the recording again and have students listen and repeat.

Answers and audio script

- 1 Which university is she going to?
- 2 Who's he going to the game with? Who's playing?
- 3 What are they going to name the baby?
- 4 What kind of cake is she going to bake?
- 5 What time does her plane leave?
- 6 How much will he be earning?

GRAMMAR SPOT (SB p. 35)

See TB p. 4 for suggestions on how to teach this section.

- 1 Ask students to discuss the sentences in pairs.
Check the answers. If necessary, review the name of the verb forms used.

Answers

Marie's having a baby soon ... (Present Continuous refers to the future)

Right now I'm packing ... (Present Continuous refers to the present – something happening now)

I work in the city. (Simple Present refers to the present – something that is routine)

The plane leaves at 8:00 p.m. (Simple Present refers to the future – a fixed event on a timetable/calendar)

- 2 Students discuss the difference between the sentences in their pairs. With weaker students, elicit the form of the Future Continuous (*will/won't be + -ing*) and the Future Perfect (*will have + past participle*).

Answers

What do you do in the evenings? (Simple Present to ask about routines/habits)

What are you doing this evening? (Present Continuous to ask about a future arrangement)

Get in the car. I'll give you a ride. (*will* for a spontaneous decision/offer made at the time of speaking)

I'm going to give Dave a ride to the airport tomorrow. (*going to* for a plan/intention made before the time of speaking)

We'll have dinner at 6:00. (*will* for a spontaneous decision made at the time of speaking)

We'll be having dinner at 6:00. (Future Continuous for an action in progress at a time in the future = we will be in the middle of dinner at 6:00)

I'll write the report tonight. (*will* for a spontaneous decision – the report writing will start and end tonight)

I'll have written the report by tonight. (Future Perfect for an action completed before a time in the future = the report writing will be complete before tonight)

►► Grammar Reference Unit 5 on SB pp. 140–141.

PRACTICE (SB p. 35)**Discussing grammar**

- 1 **CD2 19** The use of parallel sentences here helps to contrast the uses of the main future forms and to highlight possible areas of confusion.
Elicit the verb forms for the first pair of sentences as an example. Students work individually to complete the task.

You can set a time limit of three or four minutes to make sure students don't spend too long working out their answers. Monitor and help as necessary.

Put students in pairs or groups of three to compare their answers. Monitor again to assess how accurate students are in using the forms. If students have problems, ask concept questions to help students self-correct:

Is it a spontaneous decision or a planned intention?

Is it an arrangement between people or a future fact based on a timetable?

Is it an action in progress at a time in the future?

Is it an action completed before a time in the future?

Play the recording and have students check their answers.

Answers and audio script

- 1 I'm very excited. I'm **going to see** all of my family this weekend.
I don't know if I have time to come this evening. I'll **see**.
- 2 So you're off to India for a year! What **are you going to do** there?
I'm sure you will pass your exams, but what **will you do** if you don't?
- 3 I'll **come** with you if you like.
I'm **coming** with you whether you like it or not.
- 4 Your first-quarter grades are terrible. What **are you going to do** about them?
What **are you doing** this evening?
- 5 I've had enough of her lazy attitude. I'm **going to give** her a good talking-to.
I'm **giving** a presentation at 3:00 this afternoon. I'm scared stiff.
- 6 John! Peter **is leaving** now. Come and say goodbye.
The bus **leaves** at 9:00, so don't be late.
- 7 I'll **see** you outside the movie theater at 8:00.
I'll **be seeing** Johnny this afternoon, so I'll tell him your news.
- 8 You'll **have seen** enough of me by the end of this vacation.
I'm going to make a success of my life. You'll **see**.

- 2 **CD2 20** Focus on the picture. Ask questions to set the scene: *What can you see in the picture? What announcements do pilots usually make on a flight?* Brainstorm vocabulary related to flight announcements, and organize students' answers on the board. Pre-teach/check some of the following depending on your students' level: *take off, cruising speed, cabin crew, call button, flight attendant, turbulence, keep your seat belt fastened, duty-free shopping, landing card, descent*.

Elicit the answer to number 1 as an example. Students complete the text, working individually.

Have students check in pairs before you play the recording for them to check. Point out the use of the Future Continuous by the captain to talk about things that will happen as part of the routine of the flight (see Grammar Reference on SB p. 141, Future Continuous 2).

Answers and audio script

This is your captain speaking ...

Good afternoon, ladies and gentlemen. Welcome aboard this Virgin Atlantic flight to Boston. In a short time I **we'll be taking off**. When 2 **we've reached** our cruising speed of 575 miles per hour, 3 **we'll be flying** at 37,000 feet. Our flight time today is six and a half hours. 4 **We'll be coming** in over Newfoundland before heading down the coast to Boston. We 5 **arrive** in Boston at about 5:45 US time. The cabin crew 6 **will be serving** an evening meal during the flight. If you 7 **need** any assistance, just press the call button and a flight

attendant 8 **will come** to help you. In case of turbulence, 9 **will you please keep** your seat belt fastened when you're in your seat.

In a few moments, the cabin crew 10 **will be coming** around with duty-free shopping. They 11 **will also be giving out** landing cards for those who 12 **need** them. In 20 minutes we 13 **will be starting** our descent into Boston's Logan International Airport, where the temperature is a chilly 37°F – and for the folks from the UK on board that's 3°C – with a chance of snow. Please put your seats in the upright position and remain seated until the plane 14 **has come** to a complete standstill. We hope you 15 **will fly** again soon with Virgin Atlantic.

Talking about you

! POSSIBLE PROBLEMS

Students may find the range of possible forms in exercise 3 rather confusing. It can be helpful to remind them that it all depends on the point of view of the speaker. If the speaker is asking about fixed arrangements, he/she chooses the Present Continuous, e.g., *Where are you going on vacation this year? How are you getting there?* If the speaker is talking about a plan rather than an arrangement, *going to* is possible. See also the notes in the *Answers* to exercise 3 below.

- 3 Elicit possible answers to number 1 as an example. Emphasize that there is a range of possible answers for some of the sentences.
- Students complete the sentences, working individually. Monitor and help as necessary. Check that students are using a possible future form each time.
- Check the answers with the class. If students ask why so many different forms are possible, remind them that the choice of future form often depends on the attitude of the speaker, rather than on grammatical rules.
- Demonstrate the pairwork stage with two strong students. Put students in pairs to interview each other about their vacation plans.
- Ask a few students to summarize their partner's vacation plans in a brief class discussion.

Answers

- 1 Where are you going on vacation this year?/Where will you be going on vacation this year? (*Where are you going to go ...?* is grammatically correct, but not very natural, as English tends to avoid *going to go/come*. The Future Continuous sees the vacation as "something happening in the normal course of events" – the speaker knows the person usually goes on vacation.)
- 2 How are you getting there?/How will you get there?/How are you going to get there? (Present Continuous is probably the most likely answer here because native speakers tend to prefer a shorter form when more than one is possible.)
- 3 How long will you be away for? How long are you going to be away for?
- 4 Which hotel are you staying in?/Which hotel are you going to stay in?/Which hotel will you be staying in? (See note for number 2.)
- 5 What time does your flight arrive?/What time will your flight arrive?/What time is your flight going to arrive?/What time will your flight be arriving? (Simple Present is the most likely here for the same reason as in 2.)

- 6 What are you going to do while you're on vacation?/What will you do while you're on vacation? (*Going to* is the most likely answer here. Present Continuous isn't possible because it is asking about intentions rather than fixed arrangements.)

I hope so/I don't think so

- 4 **CD2 21** The goal here is to review common ways of responding to *yes/no* questions, and to provide further practice in using future forms.
- Start by asking several students the questions in exercise 4. Elicit a range of answers, but don't correct any mistakes at this stage.
- Play the first recording and elicit the first two responses as examples. Play the rest of the recording through once. Students listen and complete the conversations.
- Check the answers with the class. Make sure students know that *doubt* has a silent letter /daʊt/ and highlight the structure of the subject question in *Who knows?* (NOT **Who does know?*)
- Also highlight the following responses:
- I think so.*
I hope so.
I don't think so.
I hope not.
- Remind students that **I don't hope so/not* is wrong, and that *I think not* is very formal, and so is not appropriate in general conversation.
- Put students in groups of three to practice the questions and responses. Monitor and check for accurate sentence stress. Drill selected lines from the recording if students have problems.

Answers and audio script

- 1 Do you think you'll ever get a job?
I hope so.
I might one day.
It's possible, but *I doubt* it.
I'm sure *I will*.
I'm sure *I won't*.
- 2 Are you going out tonight?
Yes, I am.
I think so, but I'm not sure.
I might be.
- 3 Do you think the world's climate will change dramatically in the next 50 years?
I don't think so.
I hope not.
Who *knows*? Maybe.
- 5 Elicit the first question in each category and possible answers as examples. With weaker students, you can elicit all of the questions students need to ask before the pairwork.
- Put students in pairs to practice the questions and responses. Remind them to vary the wording of their answers as much as possible. Monitor and help as necessary, making sure that students are using the responses correctly.
- Elicit a few exchanges from a range of pairs.

SUGGESTION

You can do exercise 5 as a mingle, with students asking first the questions in the Student Book and then their own questions. Make sure they use the same tenses – *will* for predictions and Present Continuous for arrangements.

PHOTOCOPIABLE ACTIVITY

UNIT 5 What does your future hold? TB p. 179

Materials: One copy of the worksheet for each group of four students. Each group will need a coin and each student will need a counter.

Procedure: Explain that students are going to play a board game to practice talking about the future. With weaker students, you can briefly review the use of future forms by going over the *Grammar spot* on SB p. 35 again.

- Put students into groups of four. Hand out a copy of the worksheet to each group. Focus on the pictures and elicit/check the name of each job (from left then down: *singer, nurse, rock star/guitarist, pilot, astronaut, builder, scientist, banker, soccer player, magician, photographer, university professor*).
- Write on the board: *What are you going to do this summer?* Choose one of the jobs without telling the class which one. Then answer the question on the board as if you did that job, e.g., *astronaut: I'm going to train for my next flight.* Students can ask questions to help them guess the job, e.g., *Are you going to travel a long way?*
- Pre-teach/check *flip a coin, heads, tails, move one/two squares*. Explain the rules of the game. Students take turns flipping a coin to decide how many squares to move (heads = one square, tails = two squares). When the players land on a square, they choose a job from the center of the board and answer the question in the role of that person. The other players have to guess which job it is. They can ask one additional question each to help them guess the role, e.g., *Are you going to travel by plane or rocket?* Emphasize that students can't ask directly *Are you (an astronaut)?* and they shouldn't make their answers so obvious that the job is easy to guess. The first student to guess the job wins a point. Ask one student in each group to write the names of the players in their group and keep the score. Students play until someone reaches FINISH. The student with the most points in each group is the winner.
- Provide the language students might need to play the game, e.g., *It's my/your/(Any's) turn. Flip the coin. It's heads/tails. Go forward one/two. You must be (an astronaut). That's right/That isn't right.* Students play the game in their groups. Monitor and help as necessary. Note any common errors in the future forms for group correction after the game.
- As an extension, you can ask students to choose one of the jobs and write a summary of their plans for the future, using the questions as prompts. Students can then interview each other in their roles to provide further practice of the future forms.

ADDITIONAL MATERIAL

Workbook Unit 5

Ex. 1–5 Future forms

Ex. 6 Conjunctions in time clauses

Ex. 7 Check it

LISTENING AND SPEAKING (SB p. 37)

A NEET solution

NOTE

The audio script for exercise 2 **CD2 22** contains figures for NEETs that were correct at the time of publication. If you have students from countries mentioned in the text, it might be worth checking the most up-to-date numbers and percentages. You can ask students to research the figures themselves for their country/region ahead of the lesson.

ABOUT THE LISTENING

The theme of looking to the future is continued with a focus on NEETs, young people who are “Not in Employment, Education, or Training.” Youth unemployment is very much an international problem, so the section starts with an overview of figures for NEETs in different parts of the world. The main recording is in the form of three monologues given by NEETs from different countries. They discuss the main issues in their country and their immediate plans and hopes for the future.

The main goal is to give practice in extracting key information in longer recordings and in note-taking. It's important for students to be able to pick out the main information from the text and recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *figure, graduate/postgraduate (n), qualifications, mess around, get the hang of sth, apprenticeship, tough (= difficult), get a good understanding of sth, mess sth up, black spot, fill out an application, waste of sb's skills, get your foot in the door (= start working somewhere at a low level in the hope you will progress), internship, slave (n), volunteering program, do sth worthwhile, literacy program, unemployment benefits, a Masters (degree), double (v), a growing trend, ecotourism, farm stays (n), put up with (a lot), support (n).*

- 1 Introduce the topic by writing *unemployment* on the board and eliciting related vocabulary. Write students' answers on the board, checking pronunciation as you go. Give students a few minutes to read through the text on NEETs. Help with any vocabulary questions.

Elicit suggested answers for the first set of figures as an example. Students complete the task, working individually. Put students in pairs to compare their ideas. Monitor and help as necessary.

- 2 **CD2 22** Check comprehension of the word *NEET* (a person who is “Not in Employment, Education, or Training”). Point out that it can be an adjective, e.g., *Millions of young people are NEET*, or a plural noun, e.g., *The number of NEETs continues to rise*.

Play the recording and have students check their answers. Discuss the other questions with the whole class. Elicit a range of answers, particularly if you have a multilingual class.

Answers and audio script

Expressions in other languages equivalent to NEET:

Spanish: *ni-ni* (*ni estudia, ni trabaja* – not studying, not working)

Portuguese: *geração nem-nem* (“generation not-not” – not studying, not working).

CD2 22

The term NEET is used to refer to people who are “Not in Employment, Education, or Training.” In the US, NEETs are usually defined as being between the ages of 16 and 24. The 2013 US figure is estimated at six million, which is approximately 15% of this age group. In Mexico, for 15–29 year olds, the number is approximately 7.5 million, although there are huge differences across countries. These range from 13% in Canada to about 35% in Turkey. The estimated annual cost to the US per year is about \$37,000 per NEET youth.

Figures for the EU reveal similar challenges. In the UK, the 2014 figure stood at 13.1%, 5.5% in the Netherlands, to about 25% in Bulgaria. And a university degree is no longer a guarantee to a job. In the UK in 2011, a quarter of graduates aged 21 were unable to find work after leaving school.

- 3 **CD2 23** Read through the headings and have students predict information that might apply to a NEET.

Focus on the photos and ask students to guess what nationality Darrell, Kara, and Loukas could be. Tell students that the recording is quite long, but they only have to listen for the key information to complete the notes.

Play the first two sentences of the recording of Darrell and elicit one of his past problems as an example. Play the rest of the recording, pausing after each speaker to let students write notes under the headings.

Put students in pairs to compare their answers. Monitor to check how much of the key information students understood. Play the recording again if necessary to let students check/complete their answers.

Check the answers with the class. Elicit any further information students understood.

Answers and audio script

Darrell

past experiences and problems

Never had a job. Left school at 16 – wasn't his thing. Wanted to work, but no qualifications and no jobs. Messed around for two years. Learned basic mechanics at local garage, but no job without math and English. Tried different places, but no job or training without qualifications.

the turning point

Met personal adviser on new NEET program. Helped him take things one step at a time. Looked at what went wrong at school. Darrell started to take responsibility for himself and get help. Now has qualifications and apprenticeship in car factory.

immediate plans and hopes for the future

Thinks apprenticeship will be great. Will be learning in a practical way to get understanding of industry. Not going to mess it up this time. Hopes to continue training and open his own garage.

Kara

past experiences and problems

Left school two years ago. Filled out countless applications, but often no reply. Stopped looking for work in journalism and economics long time ago. Had lots of part-time jobs – a waste of skills. Can't get a job without experience, but can't get foot in the door. Got internship for local newspaper with tiny salary, but they took on someone who worked for nothing.

the turning point

Felt offended – like an unpaid slave. Started thinking creatively about opportunities outside Canada. Looked into volunteering programs – good to take a risk and do something worthwhile.

immediate plans and hopes for the future

Going to Malawi next month to work on literacy program – mainly children. Going to try to report on the situation in Malawi. Might help with her search for job as journalist.

Loukas

past experiences and problems

Spent long time getting a business degree and improving his English. No full-time job after school, only part-time. Got very little in unemployment benefits.

the turning point

Benefits stopped after a year – had to make a decision. Thought about Masters degree, but unemployment among postgraduates doubled. Other option was going abroad, but half of Europe has same problems. Doesn't want to leave family because of financial crisis.

immediate plans and hopes for the future

Going to take classes in farming. Grandfather was farmer and family owns land. In the long term wants to produce excellent lamb, cheese, and honey. Maybe also ecotourism/farm stays. Going to need business degree. Wants to be a success to pay back parents for their support.

CD2 23

Darrell

Well, to be honest, I've never had a job. I left school at 16 because sitting at a desk just wasn't my kind of thing. I couldn't wait to get out there and start work. Only problem was, I didn't have any qualifications and there weren't any jobs! Can't believe how stupid I was, really. I just messed around for a couple of years. But the one thing that did interest me was cars. I used to hang around down at the local garage and the owner showed me some basic mechanics. I got the hang of it right away, but he couldn't give me a job because I didn't take math and English in school. It was the same everywhere I went: no qualifications – no job. Then I got a personal adviser with this new NEET program. This guy, Martin, helped me take things one step at a

time. Before starting back into education, we looked at why it went wrong in the first place. I started to take some responsibility for myself and get the help I needed. So, here I am two years later with the qualifications I never got at school and an apprenticeship in a car factory. I've never wanted anything so much in my life – there were only 12 places, and hundreds of young guys ... and girls ... applied. It's been tough, but I know how lucky I am to get a second chance. It's going to be great. I'll be learning in a really practical way to get a good understanding of the industry. I am not going to mess it up this time. Then what I'd really like to do is continue my training. I'd really like to open my own garage someday and focus on foreign-made cars.

Kara

No one ever thinks of Canada as an unemployment black spot, but things are pretty tough here right now. I've been out of school for almost two years, and I've lost count of the number of applications I've filled out. Half the time you don't even get a reply. And I stopped looking for things in my subject area – journalism and economics – a long time ago. Sure I've had part-time jobs, waitressing, hotel reception work, the usual thing, but it's such a waste of my skills. Sometimes I just feel like I'm going around in circles. I don't have the relevant experience, so I can't get a job. But without getting my foot in the door, how do I get the experience I need? The closest I got to my dream was an internship for a local newspaper. I was happy to take the tiny salary they offered and was all set to start when – can you believe it? – they found someone who was willing to work for nothing! So, all those exams and four years at college to be an unpaid slave! I found that so offensive. Then I started to think a little more creatively about how I could spend the next year. If Canada couldn't offer me anything, where was a place that could? I looked into volunteering programs outside Canada. I figured I might as well be out there taking a risk and doing something worthwhile. So, I'm going to Malawi next month to work on a literacy program, mainly with children. It'll be hard being a long way from home and in a strange place, but I'm going to try and do some reporting on the situation there. Who knows? It might just prove to a newspaper editor that I'm the journalist for the job.

Loukas

When I told my friends that I was going to leave Athens to take classes about farming, they couldn't quite believe it. You see, I'd spent a lot of time and my parents' money getting a business degree and trying to improve my English. Anyway, after leaving school, I didn't have a real, full-time job, just part-time stuff, and so I got close to nothing in unemployment benefits. And after a year the benefits stopped, so that was when I knew I had to make a decision. I thought about a Masters degree, but unemployment has doubled among postgraduates in Greece, so what would be the point of more academic qualifications? The other option was to go abroad, but half of Europe is in the same situation, and I don't want to leave my family because of the financial crisis. So, it's going to be farming for me. You could say that it's in the blood because my grandfather was a farmer, and I'll be taking on a farm on land that the family still owns. But first, I'm taking classes at the American Farm School in Thessaloniki. This is a growing trend apparently – applications are up by more than 100 percent. In the long term, I want to produce the best that Greece has to offer – excellent lamb, cheese, and honey. And maybe look into ecotourism with farm stays, things like that. You see, I'll need my business degree to make it all work. It feels strange to say, "I'm going to be a farmer," and my mother is kind of disappointed. She put up with a lot to make sure I had a good education. But I'm trying to see it as an opportunity. And I want to make it a success so that I can pay my parents back for their support.

- 4 Put students in groups to discuss the NEETs in the recording and answer the questions. Monitor and help as necessary. Elicit a range of answers from the class. Ask students to give a brief profile of any NEETs they know and what they are doing in the future.

SPOKEN ENGLISH – *thing* (SB p. 37)

- 1 Read through the examples with the class. Check comprehension of *not my kind of thing* (= not something I enjoy or have any interest in). Refer students to **CD2 23** to find more examples of *thing(s)*. Help with any vocabulary questions.

Answers

Darrell: the one thing that did interest me was cars; helped me take things one step at a time.

Kara: I stopped looking for things in my subject area; I've had part-time jobs, waitressing, hotel reception work, the usual thing.

Loukas: And maybe look into ecotourism with farm stays, things like that.

- 2 Read through the questions with the class. Check comprehension of the phrases with *thing* as necessary:
- doing your own thing* = doing something independently rather than following the group
- say the wrong thing* = say something that is inappropriate/embarrassing
- have a thing about sth* = have strong personal feelings about sth
- make a big thing of it* = make something more important than it is
- Give students time to think of answers to the questions. Then put students in pairs to ask and answer the questions. Monitor and help as necessary. Elicit a range of responses in a short class discussion.

What do you think?

Read through the instructions and the list as a class. Help with any vocabulary questions. Point out that the list is based on real programs from around the world.

Put students into new groups of four to discuss the list and choose the solution(s) that would work best. Alternatively, you can ask students to rank the solutions in order (1 = the best) and then compare their ideas in groups. Monitor and help as necessary.

Elicit which solutions students chose and why. Ask students to describe any programs that have been suggested/used in their country to help NEETs.

WRITING (SB pp. 104–105)

Applying for a job – A résumé and a cover letter

- 1 Start by asking general questions about applying for a job, e.g., *Where is the best place to find out about job openings? How do most people apply, online or by letter? How many jobs have you applied for recently? What happened?* Go through the questions with the whole class.

Answers

A résumé is a summary of your personal details and qualities, work experience, and educational qualifications.

The goal is to give an employer an informative and positive view of you as a potential employee. It is usually sent when applying for a job.

- 2 Discuss with the whole class.

Answer

A cover letter is a short, formal letter that says which job you are applying for and where you saw the job advertised, and gives key information to say why you are suitable for the job.

- 3 Focus students' attention on the example. Put students in pairs to write the headings from A in the correct spaces in the résumé in B.

Answers

In order from the top of the résumé:

Objective
Education
Work experience
Interests
Achievements
Skills
References

- 4 Give students time to discuss the questions in pairs. Check the answers.

Answers

- 1 Clifton University
- 2 Psychology and Education
- 3 One of Kate's references – she works in the Department of Education at Clifton University, and was probably one of Kate's professors.
- 4 No, only three periods of work experience, each a few months long

- 5 Give students time to read the job ad. Help with any vocabulary questions. Ask whether Kate is well qualified for the job and elicit a range of answers.

Answers

Yes. Kate is the right age. She is interested in sports and travel. She has experience in organizing sporting events and working with kids. She seems to be very energetic, being interested in several activities like dance, sports, and travel. She seems to work well with people.

- 6 Explain that Kate has written a cover letter, but that the tone isn't right. Elicit examples of wording that are too informal. Students complete the task, working individually. Then put students in pairs to replace the informal parts with the words from the box. Check the answers.

Answers

Parts that sound too informal are underlined:

January 17

Dear Mark,

I am applying for the position of camp counselor, which I saw advertised somewhere recently. Here's my résumé.

I guess I have just about everything needed for this job. I have worked lots with kids, doing all kinds of stuff. They generally do what I tell them, and we manage to have a great time together. Having studied psychology and education in college, I know quite a bit about the behavior of kids.

I am really into sports, and have lots of experience in organizing sporting events. I am a very practical person, easygoing, and it's no problem for me to make friends. I've been all over the place and enjoy meeting new people.

I can't wait to hear from you.

Your friend,

Kate Henderson

Reworded letter

January 17, [current year]

Dear Mr. Sullivan,

I am applying for the position of camp counselor, which I saw advertised in this Sunday's *Boston Globe*. Enclosed please find my résumé.

I believe I have many of the relevant qualifications needed for this job. I have worked extensively with young adults, organizing a variety of activities. They generally respect my leadership abilities, and we manage to establish a good working relationship. Having studied psychology and education in college, I have a strong understanding of the behavior of young adults.

I am very interested in sports, and have considerable experience in organizing sporting events. I am a very practical person, easygoing, and I find it easy to make friends. I have traveled widely and enjoy meeting new people.

I look forward to hearing from you.

Sincerely,

Kate Henderson

SUGGESTIONS

- Bring in a page of job ads in English from a newspaper or from the Internet. Ask students to choose a job that they would like to apply for, and to write their résumé and cover letter to fit this job.
- Discuss any differences between the format and content of a résumé and cover letter in the students' own country.
- When the students have written their résumé and letter, you can ask them to exchange their work with a partner and mark up mistakes with the correction symbols on SB p. 99.
- If you have time, have students exchange the job ad and their résumé and letter with a new partner. Students can then assess how suitable they think their partner is for the job.

- 7 Briefly review the structure of the résumé and the model letter. Brainstorm the language students can use in their résumé and letter, e.g., *enthusiastic, energetic, experienced; achieved, lead, managed, performed*, etc. Elicit the tenses

students are most likely to need in the cover letter (Simple Present, Present Perfect, and possibly Simple Past).

Have students plan their writing carefully, ideally in class so that you can monitor and help with structure and vocabulary. Remind students to write notes under the headings in exercise 3 for the résumé and use the corrected cover letter as a model. Set a word count of about 150 words for the letter.

Give students time to write their résumé and letter in class or assign the tasks for homework.

If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit correction to major problems, e.g., the wrong tone/effect on the reader, to avoid demoralizing the students.

READING AND SPEAKING (SB p. 38)

Inspirational youth!

ABOUT THE TEXT

The theme of young people's lives and their future is continued with this section on youth who have made their mark in different ways. Two of the three texts are exploited as a jigsaw reading, with the third text being compared in a subsequent stage. Although students will be familiar with the jigsaw technique, it is worth setting up the activity carefully to ensure students get maximum practice.

The three young people featured are a 17-year-old technology entrepreneur, an 18-year-old singer-songwriter, and a 16-year-old wish granter. References to people, organizations, and cultural points include:

Nick D'Aloisio: Facebook, Google, Yahoo, Li Ka-Shing (Hong Kong business magnate, investor, and philanthropist, said to be the richest person in Asia), Steve Jobs (the late founder of Apple).

Jake Bugg: Glastonbury Festival (an annual arts festival in England, best known for its contemporary music), the BBC, the Top 40 (the most popular 40 songs at a given time), the Beatles, Donovan (a Scottish singer-songwriter and guitarist with an eclectic style, popular in the UK in the 1960s), Don McLean (an American singer-songwriter, most famous for the 1970s songs *American Pie* and *Vincent*), Jimi Hendrix, *Later ... with Jools Holland* (a contemporary British music TV show, hosted by the pianist Jools Holland), Noel Gallagher (an English singer-songwriter and guitarist, formerly in the British band Oasis with his brother Liam).

Caitlin Crommett: *Patch Adams* (movie starring Robin Williams as a doctor and clown who brings humor to patients), Disneyland, University of Notre Dame (one of the top universities in the US, located in Indiana).

Students are introduced to the topic by talking about how different generations see each other. In the tasks, students focus on the introduction and the main point of the article. They then read one of the articles and answer questions before exchanging information with a partner in the jigsaw reading. Students then read and answer questions about

the young adult in the third text and compare her with the first two. In the final stages, students decide which person might have said certain things and then discuss their responses to the young people in the articles.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *hang out, sulk, make the most of sth, against the odds, summarize, skim-read, make sense of sth, a diarrhea /daɪə'riə/ of words, reconcile, idol, obsessive, public housing development* (a complex of residential buildings built by the government for low-income residents), *audition* (n), *turn sb down, influence, aspiration, jamming session* (an informal, unplanned performance of rock music), *hospice* (medical center or home providing care for the terminally ill), *fulfill, memorial services* (gathering to honor someone who died), *beneficiary, double-mast schooner, give back*.

- 1 Start by writing the following vocabulary on the board: *lazy, selfish, conscientious, boring, hardworking, responsible, critical, demanding, unrealistic, spoiled*. Check comprehension of the adjectives. Then read the questions as a class. Elicit a range of answers, having students use the adjectives as appropriate.
- 2 Focus on the photos and the headings. Give students time to read the introduction and think about the questions. Check the answers with the class.

Answers

The main point of the article is to emphasize that most young people have a lot to offer, despite their image of wasting time or being difficult. "Get a bad rap" means to be criticized, have a bad reputation. This happens because the news often focuses more on youth who misbehave than on those who are doing well.

- 3 Read through the questions as a class. Help with any vocabulary questions. Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A – Nick D'Aloisio

Group B – Jake Bugg

Have students read their text quickly, asking others in their group for help with vocabulary or using a dictionary if you didn't pre-teach the items listed in *About the text*. Monitor and help as necessary.

Students work in their groups and answer the questions about their text, writing down the answers to each one. Monitor and help as necessary. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Regroup the students, making sure there is an A and a B student in each pair. Demonstrate the activity by having a pair of students answer the first question. Encourage them to use their own words and not read directly from the text.

Students continue exchanging the information from their article. Monitor and help as necessary. Write down any common errors for correction after the information exchange. Bring the whole class together to conduct the discussion. Encourage students to expand on their answers where applicable.

Answers

Nick D'Aloisio

- 1 Nick started writing apps at an early age and produced *Summly* at 16. It was developed just at the right time, when Google admitted something was needed to make sense of the Web. Although he's an entrepreneur, he likes the same things as other young adults. He works hard and he wants to be taken seriously.
- 2 He grew up in Perth, Australia. His dad is a banker and his mom is a lawyer. They moved to London when Nick was 7. At 9, he started creating movies on his computer. At 12, he got an iPhone and began writing apps, including *Facemood*.
- 3 His parents, by giving him the gadgets he needed. Li Ka-Shing, by giving him funding for *Summly*. Steve Jobs is his idol because he had a clear vision of his product. Nick says he is similar because he's obsessive about controlling every aspect of his product.
- 4 The main milestones in his life are creating *Facemood* and then seeing a gap in the market for *Summly*. Then selling *Summly* to Yahoo for \$30m.
- 5 His ambition is to summarize the entire Web.
- 6 He enjoys being with his friends.

Jake Bugg

- 1 Jake grew up in a public housing development to become a successful musician. He started playing when he was 12 and was already writing songs by the age of 14. He tried hard as a teenager and auditioned for festivals. At 17, he took part in the Glastonbury Festival. He is open-minded about different styles of music. His songs have been played on the BBC and used in TV commercials.
- 2 He grew up in Nottingham, in the UK, and started playing the guitar at the age of 12. The guitar was a present from his uncle. By the time he was 14, he was writing his own songs. His mom used to play old records at home.
- 3 His uncle, because he gave Jake his first guitar. His mom, for playing a range of music at home. Some musicians who have influenced his style or that he admires: The Beatles, Donovan, Don McLean, Noel Gallagher.
- 4 The main milestones in his life are playing at the Glastonbury Festival, having his songs played on the BBC and used in advertising, appearing on TV in a music program, and releasing his first album.
- 5 His ambitions are to have a number one hit, to have a jamming session with Noel Gallagher of Oasis, and to work with one of his heroes, like Donovan.
- 6 A lot of his school friends like the Top 40 and the latest pop releases.

- 4 Give students time to read about Caitlin. Put students in pairs to answer the questions and discuss how Caitlin's life is different. Monitor and help as necessary.

Answers

- 1 Caitlin, at the age of 12, decided to do volunteer work for a local hospice. At 15, she started DreamCatchers, an organization that has granted dreams to dozens of terminally ill patients. While at Notre Dame University, Caitlin traveled the country, telling others about DreamCatchers, and working hard to make DreamCatchers a nationally recognized foundation.
- 2 Caitlin grew up and went to school in Orange County, California. She played basketball and hung around with friends. At the age of 12, she started volunteering for a local hospice.
- 3 The movie *Patch Adams* inspired Caitlin to do something more to make terminally ill patients happy at the end of their lives.
- 4 The important milestones have been volunteering at a hospice, starting DreamCatchers and granting dreams to dozens of terminally ill patients, attending Notre Dame to study film, TV, and acting, and traveling to share information about DreamCatchers.

- 5 Caitlin's ambition is to make DreamCatchers a nationally recognized foundation.
- 6 Caitlin enjoyed hanging out with her friends while growing up in California.

- 5 Give students time to read the sentences and decide who might say them.
Check the answers with the class.

Answers

"I know I'll still be writing and playing when I'm an old man." – Jake
 "Some patients won't be alive in a few weeks." – Caitlin
 "By the time I'm 40, I'll have found a way to do it." – Nick

EXTRA ACTIVITY

You can extend exercise 5 by having students write more imaginary quotations for the three people in the text. Students exchange their sentences and ask their partner to guess who is "speaking."

What do you think?

Put students in groups to discuss the questions. Monitor and help as necessary.

Elicit a range of answers from the class and any other examples of inspirational youth that students know.

SUGGESTION

If your students are interested in the theme of this lesson, you can ask them to research examples of how young people are presented in the media and also examples of youth who have made an important contribution. Students use these examples as the basis for a debate: *Youth – terrible or terrific?*

VOCABULARY (SB p. 40)

Hot verbs – take, put

The vocabulary syllabus continues with a focus on two more hot verbs – *take* and *put*. As in Unit 2 (see TB p. 26), the section practices common expressions and phrasal verbs using these verbs.

- 1 Start by writing *take* and *put* on the board and eliciting words and phrases that go with these verbs. Organize students' answers on the board.
Read through the examples from the text on SB p. 39 as a class. Check comprehension of the verbs by eliciting a synonym (*put to use* = used, *took part* = participated, *took it upon herself* = took responsibility for).
- 2 Elicit an example that goes with the verb *take*. Students work in pairs to complete the task. Monitor and help as necessary.
When checking, elicit a range of answers from different pairs so that you can gauge students' knowledge of these expressions. Confirm the correct answers with the class, organizing the two categories on the board.

Answers

TAKE	PUT
sb/sth for granted my advice offense forever criticism part place no notice a risk	my arm around her sb in charge of pressure on sb a stop to sth a plan into practice his work first

SUGGESTION

If you have a class set of learners' dictionaries or access to online dictionaries, you can do exercise 2 as a dictionary task. Ask half the class to work on *take* and the other half on *put*. Students then work in pairs to exchange their answers and complete the table.

- 3 **CD2|24** Elicit the answer to number 1 as an example. Remind students that they will need to change the form of *take* and *put* in some of the sentences. Students complete the sentences. Have students compare their answers in pairs. Then play the recording so that students can check their answers.

Answers and audio script

- 1 The wedding **took place** in an old country church. It was beautiful, but it was miles away. It **took forever** to get there.
- 2 My son's always hanging out at the mall, but I'll **put a stop** to that. I won't give him any more spending money.
- 3 Please don't **take offense**, but I don't think your work has been up to your usual standards recently.
- 4 I told you that boy was no good for you. You should have **taken my advice** and had nothing to do with him.
- 5 If you really want to make a change in the world, you'll need to **take it upon** yourself and do it!
- 6 My boss is **putting pressure on** me to resign, but I won't go.
- 7 I tried to get the teacher's attention, but she **took no notice** of me at all.
- 8 Children never say "Thank you" or "How are you?" to their parents. They just **take them for granted**.

- 4 Go through the lines quickly and help with any vocabulary questions. Elicit the answer to number 1 as an example. Students match the sentences in **A** and **B** and underline the expressions.
Check the answers.

Answers

- 1 Take your time. We're not in a hurry.
- 2 The party's on the 21st. Put it on your calendar.
- 3 "I told her a joke about the French, and it turned out she was French." "Whoops! You really put your foot in your mouth, didn't you?"
- 4 Take it easy. Calm down. There's no need to panic.
- 5 Put yourself in my shoes. What would you do?
- 6 You always take things too personally. Not everything is your fault.

EXTRA ACTIVITY

Have students practice the lines in exercise 4. Then ask them to write two of their own short conversations, using at least two *take* or *put* expressions in each. Remind them to use expressions from both exercise 2 and exercise 4. Students can act out their conversations for the class.

Phrasal verbs

- 5 **CD2 25** Elicit the answer to number 1 as an example. Students complete the sentences. Have students compare their answers in pairs.
Play the recording so that students can check their answers.

Answers and audio script

- 1 The store **takes on** a lot of extra workers every holiday season.
- 2 The lecture was too complicated, and the students couldn't **take** it all **in**.
- 3 My business really **took off** after I picked up six new clients.
- 4 You called me a liar, but I'm not. **Take** that **back** and apologize!
- 5 **Put** some music **on**. Whatever you want.
- 6 The disgusting smell of the cheese **put** me **off** eating it.
- 7 Could you **put away** your clothes, please? Your room's a mess.
- 8 The kitchen fire was scary, but luckily I **put** it **out**.

ADDITIONAL MATERIAL

Workbook Unit 5

Ex. 8 Hot verbs – *take*, *put*

EVERYDAY ENGLISH (SB p. 41)

Over the phone

The goal of this section is to practice understanding and using telephone language. Students focus both on the language used in recorded menus and on the language in person-to-person calls.

NOTE

To do exercise 5, you will need to photocopy the list of expressions for beginning and ending a call (TB p. 72), and the role cards for phone calls (TB pp. 73–74). Each student will need a list of expressions. There are six scenarios in the role cards, so make enough copies to give each pair of students at least one scenario.

- 1 **CD2 26** Start by asking students about making phone calls in English, e.g., *How often do you make calls in English? Who to? Why? Who was the last call to? What did you say? What do you find difficult about talking on the phone? Is using a cell phone easier than Skype/a landline?*
Explain that students are going to hear the beginning of three phone calls in different situations. Play the recording through once. Check comprehension of *small talk* (polite conversation about unimportant or neutral subjects). Discuss the questions with the class.

Answers and audio script

Conversation 1 is a formal call to a business. The caller speaks to a receptionist and asks to talk to a specific person.
Conversation 2 is an informal call. Two friends chat about their news and make small talk about their families and everyday life.
Conversation 3 is a company's recorded message. It has the typical format of a recorded menu with a number of options for the caller to choose before speaking to an operator.
People make small talk when serious, "heavy" conversation topics would not be appropriate. This can be with people they know well when catching up on news, or with people they have just met, e.g., at parties/conferences, etc. Typical topics include the weather, sports, what you've been doing recently, vacations, friends and family, what you're doing at work, etc.
Recorded menus are used by many companies, organizations, and individual businesses. They are used as an inexpensive way of dealing with a number of calls. They are also intended to direct a caller to the correct department in bigger organizations.
People find them frustrating because it can take a long time to get to the menu option that you want. There are sometimes too many options to remember, so you miss what you want and have to start all over again. It can be unclear which option relates to your questions/needs. It's also frustrating dealing with a machine rather than a real person.

CD2 26

- 1 **A** Hello. ABC Logistics. Kathy speaking. How may I help you?
B Hello, could I speak to Katya Hantelmann, please?
- 2 **A** Hello.
B Hello, Pat. It's me, Dave.
A Dave! Hi! How are things?
B Not bad. Busy, busy, busy, but life's like that. How's everything with you?
A Oh, you know, we all have the flu, and Mike's away on business, so I have to do everything. School, shop, kids, cook, clean. It's great! What are you up to?
B This and that ...
A How's your mother, by the way?
B She's a lot better, thanks. She's getting stronger every day.
- 3 Welcome to National Phones. To help us deal with your call more efficiently, please select one of the following options. For customer service, press 1. To update your account or for questions about billing, press 2. To request a brochure or hear about the latest special offers, press 3. To hear these options again, press the pound key. To speak to a representative, please hold.

- 2 **CD2 27** Read the instructions and focus on the photo. Ask students how successful they think the caller has been in getting through.
Give students a few minutes to read through the lines and the automated call script. Help with any vocabulary questions. Elicit the position of the first missing line as an example. Put students in pairs to complete the text.
Play the recording. Students listen and check their answers. Ask students if they have ever been in a situation similar to the caller's. Elicit a range of students' experiences of calling recorded menus. Establish if they work better/worse in the students' own country and language.

Answers and audio script

Thank you for calling Fast Response Credit. Our priorities are service, quality, and customer satisfaction. To help us deal with your call more efficiently, please select one of the following options. To update your account information, press 1; to check your balance, press 2; **to report a lost or stolen card**, press 3; to request a statement, press 4; to leave a voice message, press 5. For all other inquiries, please hold **and you will be connected to a representative**.

We are currently experiencing unusually heavy call volumes. You may experience a delay of up to five minutes. Please hold and you'll be connected to a representative shortly.

Your call is important to us. **Please continue to hold.** Alternatively, please submit your question through www.fastresponses.com.

Thank you for calling Fast Response Customer Service Department.

All our lines are now closed. To speak to a representative, please call Monday to Friday, 8:30 a.m. to 4:30 p.m.

Ending a phone call

- 3 **CD2 28** Read the instructions. Focus on the photos and the examples. Put students in pairs to complete the ordering task.
Play the recording. Students listen and check their answers.

Answers and audio script

The correct order in the boxes reading down: 1, 7, 9, 2, 10, 6, 3, 8, 5, 4, 11.

CD2 28

A So, Barry. It was good to talk to you. Thanks for calling.

B My pleasure. By the way, how's your golf game these days? Still playing?

A No, not much. I just don't seem to find the time these days. Anyway, Barry ...

B Too bad! You used to enjoy it so much.

A Very true. So, Barry, I have to run. I'm late for a meeting.

B OK. I don't want to keep you. So, you'll give me a call when you're back, right?

A I certainly will. And you'll email me a copy of the report?

B It'll be with you first thing tomorrow.

A That's great, Barry. Have a good weekend!

B Same to you, too! Bye, Andy.

A Bye, Barry.

- 4 Students discuss the questions in pairs. Then check the answers with the class.
Ask students if they have ever been in a situation similar to Andy's, and what they did.

Answers

Andy is trying to end the conversation.

Barry wants to chat.

Andy tries to signal that he wants to end the conversation by saying: *So, Barry. It was good to talk to you./Anyway, Barry .../So, Barry, I have to run.*

They confirm their arrangements by saying: *So, you'll give me a call when you're back, right?/I certainly will.*

And you'll email me a copy of the report?/It'll be with you first thing tomorrow.

- 5 Explain that students are going to role-play phone calls in different situations. Some are more formal, e.g., booking a taxi to the airport, while others are based on people who know each other and give opportunities for small talk.
Hand out a copy of the list of expressions to use on the phone (TB p. 72) to each student. Give students a few minutes to read through the expressions. Check comprehension of:
We're surviving. (= We're doing OK.)
What are you up to? (= What are you doing these days?)
I have a lot going on. (= I'm busy.)
I'm swamped. (I've got more work than I can handle.)
Things are looking up. (= Things are getting better.)
I have to run. (= I must go now.)
Remind students of the way to refer to themselves (*This is .../It's .../It's me ...*) and to the other person (*Is this ...? NOT *Are you ...?*)
Divide the students into pairs A/B. Hand out copies of the role cards (TB pp. 73–74). You can give students more than one situation depending on the size of the class. Give students a few minutes to read their roles. Help with any vocabulary questions. Remind students to decide how formal each situation is and whether they need to make small talk.
Give students time to prepare their roles, but don't let them write the conversations out completely. Monitor and help as necessary.
Ask students to sit back-to-back (to simulate a phone conversation without the clues of facial expressions and gestures). They can use their cell phones as props or mime holding a phone. Students role-play the situations on the cards. Monitor and check for appropriate tone and use of language for the given situations. Write down any common errors for correction after the role plays.
Students can act out their conversations for the class.

Don't forget!

Workbook Unit 5

Ex. 9 Vocabulary – Commonly confused words

Ex. 10 Phrasal verbs – Type 2 and type 3

Ex. 11 Pronunciation – Sounds and spelling

Grammar Reference (SB pp. 140–141)

Word list Unit 5 (SB pp. 151–152)

Remind your students of the Word list for this unit on SB pp. 151–152. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 5 Test

Skills Test 1

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)

Beginning a phone conversation	
Answering the phone	Hello. Hello. Customer Service. Hello. ABC Logistics. Kathy speaking. How can I help you?
Introducing yourself	Hello, Richard. This is Kelly Scott. Hello, Pat. It's me, Dave. Hi, Suzy. It's Max, Max Carter. (Is this Dr. Miller?) Speaking.
Asking who is speaking	Is that Sarah? Who's calling? (This is Oliver Clarke.)
Asking how someone is	How are things? How's the family? How's everything with you?
Saying how you are	Not too bad, thanks. We're surviving. Pretty good, thanks. Doing OK, thanks.
Asking about someone's work	What are you up to at work? Do you have a lot going on right now? How are things at work?
Talking about work	I have a lot going on. I'm swamped right now. Things are looking up. I can't complain.

Ending a phone conversation	
Signaling that you want to end	So, Barry. It was good to talk to you. Anyway, Barry ... So, Barry, I have to run. I'm late for a meeting.
Confirming arrangements at the end of a call	So, you'll give me a call when you're back, right? And you'll email me a copy of the report? It'll be with you first thing tomorrow. I'll see you on Saturday at seven.

Student A1

You have a summer job in New York City. You have been staying with a friend, but now you need your own accommodations for two months. You see an ad to rent a room in an apartment that sounds interesting. Decide what date you would need to move in and out. Call the number on the ad and find out the following information: What is the room like? How many people are in the house? What nationality are they? (You want to get as much English practice as possible!) Are any of them smokers? Is the house near a bus stop/subway station? Are there stores/places to go out nearby? Do the roommates socialize together? Also confirm the rent and the arrangements for food and bills.

Student B1

You are renting an apartment in New York City. One of your roommates is moving out, so there is a room available over the summer. Decide on the following information: What is the room like? How many people are in the house? What nationality are they? Are any of them smokers? Is the house near a bus stop/subway station? Are there stores/places to go out nearby? Do the roommates socialize together? Also decide on the rent and the arrangements for food and bills. Find out as much as you can about the person who is interested in the room.

Remember! You answer the phone. Begin by saying hello or giving your name.

Student A2

You are taking an English class for a month and you are going to stay with a host family, the Millers. They live in Chicago and they often have foreign students as guests. Decide on the following information: How are you traveling – by plane, by train, or another way? What day are you traveling, and what time do you expect to arrive? Think of any other questions you would like to ask about your stay.

Call the family to introduce yourself, and to give details of when you are arriving. Ask for any other information you need.

End by saying, "I'm really looking forward to meeting you."

Student B2

You are Dr. Miller. You are an American living in Chicago. There are good public transportation options from your house to both O'Hare International Airport and Union Station, where the Amtrak trains arrive. You and your family are going to have a foreign student to stay. He/She is coming to Chicago for a month to study English. He/She is going to call you to say hello, give details of travel arrangements, and ask for general information about his/her stay. You can offer to meet him/her at the station or airport.

Remember! You answer the phone. Begin by saying hello or giving your name.

Student A3

You spend a lot of time on Facebook and you have made friends with people from many different countries. You have gotten to know one friend particularly well, although you have never met face-to-face. This friend hasn't posted on Facebook for a while, so you are a little concerned. You decide to call to see if he/she is all right and to catch up on his/her news. You also want to tell him/her your news – you are very excited because you are getting married soon. Remember that your friend isn't expecting your call and that you haven't met before, so try not to be too direct.

Student B3

You spend a lot of time on Facebook and you have made friends with people from many different countries. You have gotten to know one friend particularly well, although you have never met face-to-face. You haven't posted on Facebook for a while because you've been very busy at work and one of your close relatives has been in the hospital. Your Facebook friend calls unexpectedly to see if you are all right and to catch up on your news. He/She also has an exciting piece of news to tell you.

Remember! You answer the phone. Begin by saying hello or giving your name.

Student A4

You have been staying with some American friends, and it's now time for you to fly home. You need to book a taxi to take you to the airport. Decide on the following information: What date are you traveling and at what time? Which airport are you going from? Which terminal? What time does the plane leave? What time do you need to check in? How long does it take to get to the airport from your friends' house? Will there be any problems with traffic and/or roadwork? Also try to agree on the fare with the taxi company.

Student B4

You work for Tony's Taxis. Someone is going to call to book a taxi. You need to get the following information: What day is he/she traveling and at what time? What's the name of the person making the booking? What's his/her address? Where is he/she going? You will need to allow enough time for the trip because the road to the airport is often very busy. Be prepared to negotiate a fare with the customer.

Remember! You answer the phone. Begin by saying "Tony's Taxis. (Pat) speaking. How can I help you?"

Student A5

You are preparing for an important English exam and you feel you need some extra help for the oral test. Your regular teacher is too busy to help you, but you see an ad for a private tutor in your town. Decide when you would like one-on-one classes to start and what specifically you need help with. Call the number on the ad and find out the following information: What nationality is the teacher? What experience does he/she have? How much are the classes? What materials would you need to buy? Also confirm where and when the classes take place.

Student B5

You are a private English tutor who has taught all over the world. You have a good success rate with your students, especially in one-on-one classes. Decide on the following information: the number of years you've been teaching, the price of your classes, any materials students need to buy, and where and when the classes take place. Find out as much as you can about the person who wants classes and what specifically he/she needs help with.

Remember! You answer the phone. Begin by saying hello or giving your name.

Student A6

You traveled across the US two years ago and made some good friends. You stayed in touch with one of them in particular via social networking and phone calls. But you haven't spoken for a few months because you've had a lot going on – working long hours, finding a new apartment, and trying to save money to travel again. It's your friend's birthday, and you decide to call him/her and catch up on his/her news. You would also like to see him/her again later in the year. Remember that you haven't spoken for a while, so you need to find out how he/she is first.

Student B6

You traveled across the US two years ago and made some good friends. You stayed in touch with one of them in particular via social networking and phone calls. But you haven't heard from this friend for a few months. You've been meaning to call, but haven't gotten around to it because you've had a lot going on – trying to find a job, taking extra classes to improve your résumé. You've even had a broken leg! It's your birthday today, and your friend calls unexpectedly. He/She has a plan for later in the year.

Remember! You answer the phone. Begin by saying hello or giving your name.



6

Hitting the big time

Expressions of quantity • 'export or ex'port • Business expressions and numbers



A brand story

The theme of this unit is success in business. The expression used in the title means “being very successful.” The main grammatical focus is expressions of quantity, contextualized in a text about an American TV chef. The *Listening and speaking* section focuses on the world of advertising. The main reading input is a profile of two famous brands, Starbucks and Apple, exploited as a jigsaw reading. The vocabulary syllabus continues with a focus on word pairs with different main stress, e.g., 'export/ex'port. The theme continues in a *Speaking* section, with students planning a new restaurant, in *Writing*, with a consumer survey report, and in *Everyday English*, with expressions commonly used in a work context.

LANGUAGE INPUT

GRAMMAR

Expressions of quantity (SB p. 42)

- Reviewing and extending the use of expressions of quantity in context.
- Rephrasing expressions of quantity.
- Understanding and practicing count and noncount nouns and the expressions that can be used with them.

VOCABULARY

Vocabulary work (SB p. 47)

export: /'eksport/ or /ɪk'spɔrt/? (SB p. 48)

- Understanding definitions of adverbs and finding them in context.
- Practicing the stress shift between pairs of words with the same spelling.

EVERYDAY ENGLISH

Business expressions and numbers (SB p. 49)

- Reviewing business language, including dates, decimals, phone numbers, etc.

SKILLS DEVELOPMENT

READING

Two famous brands (SB p. 46)

- A jigsaw reading about two international brands: Starbucks and Apple.

LISTENING

Ads all around! (SB p. 45)

- Predicting content, listening for key information in a radio program, and understanding number referencing. **CD2 32** (SB pp. 124–125)

SPEAKING

What do you think? (SB p. 45)

Creating a radio/TV ad (SB p. 45)

What do you think? (SB p. 47)

Starting a restaurant (SB p. 48)

- Discussing the key points from the recording.
- Discussing an ad, then creating and presenting your own ad.
- Discussing the issues highlighted in the reading text.
- Planning a new restaurant, then presenting your business plan.

WRITING

Report writing – A consumer survey (SB p. 106)

- Understanding the conventions and language used in report writing, conducting a consumer survey, then writing a report.

MORE MATERIALS

Photocopiables – Too much of anything (TB p. 180) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 42)

The goal of this *Starter* section is to test students' ability to recognize which expressions of quantity are used with plural count nouns and which are used with noncount nouns. Work through the exercises fairly quickly, avoiding any lengthy grammar explanations at this stage.

- 1 Elicit the words that go with *a few* as an example. With weaker students, you can go through the vocabulary sets first, helping with any comprehension questions.

Students underline the words that go with the expressions of quantity in each of the three groups. Have them check their answers in pairs before checking with the class.

Answers

a few cars/holdups

not many crimes/criminals/accidents

several times/letters/people

very little time/room/hope

not much unemployment/work/success

a bit of luck/knowledge/fun

a lot of enthusiasm/energy/children/ingredients

enough eggs/food/knives/cutlery

plenty of fresh air/fluids/sleep/walks

hardly any money/experience/photos/friends

- 2 Read the question as a class and then give students time to discuss their answers in pairs. If necessary, briefly review the terms *count* and *noncount*.

Check the answers with the class.

Answers

expressions with only plural count nouns:

a few

not many

several

expressions with only noncount nouns:

very little

not much

a bit of

expressions with both noncount and plural count nouns:

a lot of

enough

plenty of

hardly any

THE CELEBRITY CHEF (SB p. 42)

Expressions of quantity

This section reviews and practices expressions of quantity in the context of an article about a celebrity chef. The *Practice* section gives a range of exercises on count and noncount nouns. There is also a review of easily confused expressions of quantity, e.g., *few/a few, all/every*. The section ends with a class survey that provides personalized practice of the target expressions.

ABOUT THE TEXT

Rachael Ray is an American celebrity cook, author, and media personality. She is known for her energetic, enthusiastic approach to cooking. She is also an award-winning host of a daily lifestyle TV program (produced in association with the TV celebrity Oprah Winfrey), the creator of a successful cooking magazine, and the founder of a nonprofit organization that helps families and communities develop healthy habits with food.

Born in 1968, one of her first jobs was at the candy counter of the large department store Macy's. She later worked at a gourmet market in upstate New York, where she started teaching a course on how to prepare 30-minute meals. The classes caught the attention of a local TV station, and she was soon doing a weekly cooking segment for the evening news. This led to the publication of a series of cookbooks and her first appearance on Food Network, a famous TV channel specializing in food and cooking, in 2001.

⚠ POSSIBLE PROBLEMS

Singular or plural?

Students often get confused as to which expressions take a singular or plural verb, e.g., *Everybody is ...* but *All the people here are ...*. Common errors include:

**Everybody are happy.*

**There is a few people here.*

**Both candidates is good.*

Count or noncount?

- Perhaps the most confusing area is that of countability. Words that are noncount in English may be countable in other languages, e.g., *advice, information, luggage, furniture*, etc. Students need to remember the basic rules that *many* and *(a) few* are used with count nouns, and *much* and *(a) little* are used with noncount nouns. Common errors include:

**I'd like some advices/informations.*

**He doesn't have many money.*

**I know little people in this town.*

- Some nouns can be both count and noncount, but with a difference in meaning, e.g., *coffee* (noncount when meaning coffee in general), *a coffee* (count when meaning a cup of coffee):

I never drink coffee after 7 p.m.

Would you like a coffee?

There is also a difference between the material and an object, e.g., *glass* (noncount when referring to the material) and *a glass* (count when meaning the object):

There is some broken glass on the road.

Can I have a glass of water?

Affirmative or negative?

Students may need to be reminded that compounds of *some* and *any* follow the basic rule: *some* in affirmative sentences and *any* in negatives and questions, e.g., *I have something to tell you./We haven't found anywhere to live./Do you know anyone here?* Common errors include:

**I haven't had nothing to eat.*

**Does somebody know the game results?*

Positive or negative?

The difference between *a few/a little*, which have a positive, "optimistic" meaning, and *few/little*, which have a negative, "pessimistic" meaning, can also be confusing. Compare:

I have a little time to spare – let's discuss this now.

I have little time to spare – can we discuss this another time?

Using of

Some expressions always include *of*, e.g., *a lot of/a great deal of*. Most quantifiers can use *of* when it is followed by a determiner, e.g., *the/my/those*, etc. but not without a determiner or in a short answer. This can be confusing, particularly when the students' L1 works differently. Common errors include:

**I don't have enough of money.*

**Several my friends like music.*

*"How many people were at the match?" *"A lot of."*

You can read through the Grammar Reference for Unit 6 on SB pp. 141–142 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 43.

- 1 Introduce the topic by having students brainstorm vocabulary related to being a chef /ʃɛf/, e.g., *recipe* /'resəpi/, *ingredients*, *cookbook*, *chef training*, *culinary school*, etc. Write students' answers on the board, checking pronunciation as you go.

Focus on the photos and ask some general questions, e.g., *What does Rachael do for a living? What is she doing in each of the photos? How old do you think she is? Why do you think she is famous?*

Check comprehension of *hit the big time* (= become very popular and successful). Give students time to read the article. Monitor and help with any vocabulary questions.

Check the answer. Ask students if they have ever seen one of Rachael Ray's programs or books.

Answers

Rachael hit the big time by working as a chef, writer, spokeswoman, and media personality. Her TV shows have been broadcast in more than 10 countries and she has written over 20 cookbooks that have sold over 1 million copies. She started teaching cooking and then doing cooking segments on local news shows. Even without formal training, she had a great deal of enthusiasm for cooking and was very natural in front of a camera. She quickly landed on a large TV network hosting several cooking shows.

- 2 Focus on the sentences with blanks and elicit which words students need to use to complete them (*much/many/long*). Students complete the questions, working individually. Check the answers with the class. Then put students in pairs to ask and answer the questions, using the information from the article. Check the questions and answers in open pairs. If necessary, point out that you don't repeat *of* in expressions like *a great deal of/plenty of* when giving a short answer.

Answers

- 1 **A** How **many** cookbooks has she written?
B Over 20.
- 2 **A** How **many** cookbooks has she sold over the years?
B Over 1 million.
- 3 **A** How **much** time has she spent improving diets for US kids?
B A great deal.
- 4 **A** How **long** did she work at Macy's Marketplace?
B Two years.
- 5 **A** How **much** time does it take to make one of her recipes?
B Thirty minutes or less.
- 6 **A** How **many** ingredients did she use to make her meals?
B A few simple ingredients.
- 7 **A** How **much** experience did she have when she was first on TV?
B Hardly any.
- 8 **A** How **many** children do she and her husband have?
B They don't have any children.

- 3 **CD2 29** Explain that students are going to hear the same information about Rachael Ray but with different ways of expressing amounts to the ones that are in the text.

Focus on the examples and play the recording as far as *the US, Australia, Canada, Brazil, and Turkey*. Play the rest of the recording and have students complete the chart. With weaker students, pause the recording at key points.

Check the answers. Have students write the answers on the board. Check spelling and pronunciation.

Answers and audio script

Reading text	Listening text
numerous TV shows	many TV shows
more than 10 countries	several countries
over 20 cookbooks	a great number of cookbooks
more than 1 million copies	many copies
a great deal of time	a lot of time
two years	a couple of years
plenty of meals	a large amount of ... meals
a few simple supermarket ingredients	a small amount of simple supermarket ingredients
hardly any TV experience	very little TV experience
plenty of enthusiasm	a lot of enthusiasm
several TV shows	a small number of TV shows

CD2 29 (differences in bold)

Rachael Ray has hit the big time in a big way. She's famous as an extremely successful chef, cookbook writer, spokeswoman, and media personality. Her **many** TV shows have been broadcast in **several** countries around the world, including the US, Australia, Canada, Brazil, and Turkey. In addition, she has written **a great number of** cookbooks that have sold **many** copies. Since 2006, she has given **a lot of** time and energy to improving unhealthy diets for kids in the US. Her rise to fame and fortune was swift. She began her career working in her parents' restaurants, where it was easy to earn **a little spending money**. In 1995, with no formal chef training, she landed her first professional job at Macy's Marketplace candy counter in New York City. After **a couple of** years there, she moved back home to manage restaurants.

In 1998, she came up with the idea of teaching people how to make **a large amount** of tasty, nutritious meals using **a small amount** of simple supermarket ingredients in 30 minutes or less. Even though she had **very little** TV experience, she had **a lot** of enthusiasm, and she found herself doing cooking segments on local news shows, and quickly thereafter landed on the Food Network hosting **a small number of** TV shows. In 2005, she launched her own lifestyle magazine, *Every Day with Rachael Ray*. And in 2006, she debuted a daily talk show, *Rachael Ray*, which is produced in association with Oprah Winfrey. Rachael is married to lawyer and rock and roll singer John Cusimano. They don't have any children, but they do have one dog named Isaboo. So what's her recipe for success? Having fun. "I was raised in a household that taught us that everybody has the right to have **plenty** of fun," she says.

GRAMMAR SPOT (SB p. 43)

See TB p. 4 for suggestions on how to teach this section.

- Put students in pairs to discuss the questions. Check the answers.

Answers

We use *a few* with count nouns and *a little* with noncount nouns.

We use *a great number of* with count nouns and *a great deal/amount of* with noncount nouns.

We use *a lot of/plenty of* with both count and noncount nouns.

- Read the question and sentences as a class. Put students in pairs to discuss their answers.

Answers

A is happier than **B** because *a few* and *a little* express positive ideas. They mean "a small number/amount but some." *Few* and *little* express negative ideas. They mean "not many/much" or "almost no."

►► Grammar Reference Unit 6 on SB pp. 141–142.

EXTRA ACTIVITY

You can reinforce the expressions of quantity from the text about Rachael Ray by having students close their books and tell each other what they remember about her and her life. Elicit a range of answers to monitor how well students can use the target expressions.

PRACTICE (SB p. 43)

Count or noncount?

- CD2 30** If necessary, briefly review the use of *How much ...?* with noncount nouns, and *How many ...?* with plural count nouns. Focus on the cues and check the tenses students need to use (mainly Simple Present, Present Perfect in numbers 3 and 9).

Elicit the first two questions as examples. Give students time to form the questions. Monitor and help as necessary.

Put students in pairs to ask and answer the questions. Monitor and check that students are forming the

questions correctly. Highlight any common mistakes for class correction.

Play the recording so that students can compare their answers. Have a class discussion and ask students to give an example about their partner.

Answers and audio script

- A** How much money do you have in your pocket?
B About 20 dollars.
- A** How many cups of coffee do you drink a day?
B It depends. I have a cup for breakfast, sometimes another around mid-morning, and then maybe one or two after lunch and dinner.
- A** How many times have you been on a plane?
B About five or six.
- A** How much time do you spend watching TV?
B A couple of hours a night, just before I go to bed, I guess.
- A** How much sugar do you put in your coffee?
B Just half a spoonful.
- A** How many pairs of jeans do you have?
B Three. A black pair, a blue pair, and an old pair I wear when I do messy jobs like cleaning the car.
- A** How many books do you read in one year?
B I honestly don't know. Ten? 15? I read most when I'm on vacation.
- A** How much homework do you do every day?
B Too much! About two hours, maybe? It depends.
- A** How many English teachers have you had?
B Uh ... let me see ... about ten, I guess.
- A** How many movies do you watch a month?
B One or two in the theater, and one or two on TV.

- Read through the notes and examples as a class. Ask *General or individual?* about each example. If necessary, point out that *chocolate* is noncount when talking in general, but a count noun when talking about an individual chocolate in a box; *business* in general is noncount, but a count noun when talking about an individual business such as a store or company.

If necessary, remind students that *a* is used only with singular count nouns. Give students time to complete the sentences. Have students check their answers in pairs before checking with the class.

Answers

- I'd like a single room for the night.
Is there room for me to sit down?
- You shouldn't let children play with fire.
Can we light a fire? It's getting cold.
- Canada is a land of great beauty.
You should see my new car. It's a beauty.
- There was a youth standing in front of me.
Youth is wasted on the young.

EXTRA ACTIVITY

You can reinforce nouns that are both count and noncount by having students write pairs of fill-in-the-blank sentences as in exercise 2. Write a number of pairs of nouns on the board, e.g., *paper/a paper, time/a time, experience/an experience, cake/a cake, iron/an iron*, etc. Give students time to write their sentences in pairs. Monitor and help as necessary. Students then exchange their sentences with another pair to complete.

- 3 Focus on the example word pair and on the chart. Put students in pairs to match the words and put them in the correct column.

Check the answers.

Focus on the example sentences. Put students in pairs to choose a pair of words and write sentences to show their use. Alternatively, give each pair of students a different pair of words so that they are all covered. Monitor and help as necessary.

In the class discussion, write up the suggested sentences on the board, and elicit comments and corrections from the rest of the class.

Ask students to look back at the completed chart and decide which words are different in their language in terms of countability. Encourage them to keep a note of these words in their vocabulary records.

Answers

Count nouns		Noncount nouns	
dollar	fact	money	information
truck	suggestion	traffic	advice
suitcase	journey	luggage	travel
job	chair	work	furniture
apple	problem	fruit	trouble

Expressing quantity

- 4 Focus on the example. Point out the use of a negative verb with *much*, and an affirmative verb with *very little* and *hardly any*. Give students time to rephrase the sentences using the prompts. Monitor and help as necessary. Give students time to check their sentences in pairs before checking with the class. Have students write their sentences on the board for class comment and correction. Make sure students understand when an affirmative or negative verb, or a singular or plural verb, is used.

Answers

- She doesn't have many friends.
She has very few friends.
She has hardly any friends.
- There are some eggs in the fridge.
There are a few eggs in the fridge.
There are enough eggs in the fridge.
- There aren't many eggs in the fridge.
There are only a couple of eggs in the fridge.
- There are no tomatoes.
There isn't a single tomato.
- Did you spend much time in Peru?
Did you spend a lot of time in Peru?
- I don't have much vacation. (Note that here *vacation* is an uncountable noun, meaning the period of official annual leave you have from work.)
I have hardly any vacation.
- I have put on a huge amount of weight.
I have put on far too much weight.
I have put on lots of weight.
- Almost all (of) my friends have a car.
Most of my friends have a car.
The majority of my friends have a car.

- Very few of them still live at home.
Hardly any of them still live at home.
Not many of them still live at home.
- None of my friends is/are married. (Point out the use of the singular or plural verb here.)
Not one of my friends is married. (Point out the use of the singular verb here.)
- Ken works all (of) the time.
Ken works the whole time.
- Yesterday I didn't eat much.
Yesterday I ate very little.
Yesterday I ate almost nothing.

- 5 Elicit the answer to number 1 as an example. Put students in pairs to complete the task. Have them discuss both alternatives and why each answer is correct.

Check the answers with the class.

Answers

- I have **a few** cousins, but not many. (*a few* has a neutral/positive connotation – I'm happy with the number of cousins; *few* isn't possible because it already implies "not many," so you wouldn't use both phrases in the same sentence.)
- We have **very little** money, I'm afraid. (*very little money* has a negative connotation and so fits with the phrase *I'm afraid*; *a little money* has a more positive connotation.)
- I earn **less** money than I did in my old job! (*less* + uncountable noun; *fewer* + countable noun)
- Fewer** people buy DVDs these days. (*fewer* + countable noun. Note that many native speakers do use *Less people* Although grammatically wrong, it has become increasingly common.)
- Everyone** came to my party. (*everyone* means "all the people in a particular group." In this case, it's everyone you know or invited; *all people* means in the world in general, so isn't in the context of a party.)
- I was robbed last month. **Everything** was stolen. (*Everything* means "all the things in a particular group." In this case, all your possessions; *all* is not generally used on its own to mean "everyone/everything," except very poetically.)
- Everyone** was watching the World Cup Final. (*everyone* + singular verb; *all the people* + plural verb: *were watching*.)
- Last week **the whole** school had the flu. (The meaning is the same here, but we say *the whole* + noun or *all the* + noun.)

A class survey

SUGGESTION

If you have a large class (more than 15 students), this activity might be best done in groups. Divide the students into groups of six to eight. Ask them to interview each other to gather the information and then present their findings to the class.

- 6 With a smaller class (up to about 15 students), this activity can be done as a whole-class survey. Read the list of prompts and help with any vocabulary questions. Ask students to copy the list of prompts in note form down the left side of a blank sheet of paper. Demonstrate how they should record their answers: a check (✓) for a *yes* answer and an X (X) for a *no* answer. Elicit the first question *Do you buy designer clothes?* and write it on the board. Ask one student to ask a few others the question and

record the correct number of checks and Xs according to the answers.

If possible, move the furniture in the classroom to make it easier for students to do the mingle activity. Remind students to move on after each question so that they talk to as many people as possible. Tell them to ask at least six other students. Students mingle and ask and answer the questions. Monitor and help as necessary. Check students are writing down the answers.

- 7 Go through the expressions in the box, helping with any pronunciation difficulties. With weaker classes, you can elicit the expressions in order from *all* to *none* and write them on the board:

100% all of us
(nearly) everybody
most of us
lots of us
a few of us
hardly anybody
0% nobody/none of us

Focus on the example and elicit further sample sentences, e.g., *Lots of us go to coffee shops. None of us cooks/cook for friends regularly.* If necessary, remind students of when to use a third person verb form, e.g., *Everybody enjoys shopping*, but *All of us chat online*. Give students a few minutes to look at their answers and prepare their feedback. Elicit sentences for each of the prompts in the survey.

SPOKEN ENGLISH – Expressing quantity (SB p. 44)

- 1 **CD2 31** Read the introduction and focus on the example as a class. Ask students if they can think of any other “spoken” ways of expressing quantity. Tell students they are going to hear six short recordings. They need to listen for the key words to complete the expressions. Play the recording. Students complete the task. Check the answers. If students need help with pronunciation, play the recording again and have students practice the sentences.

Answers and audio script

tons of time
loads of money
mountains of food
piles of laundry
tons of things
millions of people

CD2 31

- 1 There's no need to rush. We've got tons of time.
- 2 She's got loads of money. I think she inherited it.
- 3 We've got mountains of food for the party. Don't buy any more.
- 4 When my daughter comes home from college, she always brings piles of laundry.
- 5 I can't see you today. I have tons of things to do.
- 6 There were millions of people at the sale. I decided not to fight my way through them.

- 2 Focus on the example. Give students two or three minutes to think of ways of answering the question *What do your friends have a lot of?* Then put them in small groups to compare their ideas.

PHOTOCOPIABLE ACTIVITY

UNIT 6 Too much of anything TB p. 180

Materials: One copy of the worksheet for each student.

Procedure: Explain that students are going to complete a questionnaire to review some of the expressions of quantity from Unit 6 and to discuss the idea of having/doing too much.

- Hand out a copy of the worksheet to each student. Focus on the heading and the cartoon. Ask students if they have ever felt “this is too much.” Elicit a few examples from the students in a brief introduction.
- Give students a few minutes to read through the sentences in exercise 1. Check that students understand the meaning of “*digital detox*” (a period of time when you stop using smartphones or computers to reduce stress or to interact in the real world). Help with any other vocabulary questions.
- Elicit the correction to sentence 1 as an example. Put students in pairs to complete the task. Monitor and help as necessary. Remind students that sometimes more than one answer is possible. Check the answers with the class.

Answers

- 1 If a menu/café has too **many** options, I always end up choosing the same thing.
- 2 I'd much rather have a few real friends than a great **number** of Facebook friends.
- 3 I think I may need a “digital detox.” I check email and Twitter **the whole time**.
- 4 There are too many international brands. **Everything** looks the same now in cities across the world.
- 5 **Most/Most of the** young people I know spend half their life looking at a screen.
- 6 I download tons of apps, songs, and movies, but then I use **hardly any** of them.
- 7 I think it's sad that families spend much **less** quality time together these days.
- 8 It's better to buy clothes that will last, rather than **loads** of cheap stuff from discount stores.
- 9 Rich countries shouldn't throw away so much food when others have very **little** to eat.
- 10 Most supermarkets have far too **much choice/many choices**. Nobody needs 30 different types of shampoo, yogurt, or tuna.
- 11 I avoid online shopping. It just gets you to spend a huge **amount/sum** of money on things you don't need.
- 12 With so many ways of keeping in touch, people spend **very/so/-** little time actually communicating.

- Focus on exercise 2 and give students a few minutes to choose their six sentences.
- Put students in groups of three for the discussion stage in exercise 3. Monitor and help as necessary. Write down any common errors in the use of quantifiers for correction at the end of the lesson.

- Elicit which sentences the groups agreed with in the feedback stage in exercise 4. Try to establish which aspects of “excess” most concern the whole class.
- As an extension, you can ask students to create a ten-point plan to deal with the worst “excesses” of modern life. This can be done as a whole class, with students writing their ideas on the board, or in groups of three/four. Students can title their plan *Survival strategies for the modern world*.

WRITING (SB p. 106)

Report writing – A consumer survey

- 1 Start by asking students if they have ever taken part in a customer survey, either online or on paper. Elicit a range of examples from the class.

Discuss the questions as a class. Elicit a range of examples of fast-food outlets and establish if these are international or local.

Answers

Fast food: food that is prepared and served quickly – typically, hamburgers, hot dogs, pizza, etc. It is generally considered unhealthy because fast food is typically high in carbohydrates, salt, and sugar.
Organic food: food grown without pesticides and other artificial chemicals.

- 2 Read through the instructions and questions as a class. Help with any vocabulary questions.
Give students one to two minutes to read the report and find the answers to the questions. If necessary, remind them to read quickly to look for the information they need.
Have students compare their answers in pairs before checking with the class.

Answers

- 1 Regarding (*RE* usually precedes the subject line.)
- 2 in Elmview Heights, a medium-sized American town
- 3 young people
- 4 the tastes of young people in a typical midwestern town are changing; demand exists for more stylish fast food and this demand is growing

- 3 Give students time to read through the report again. Help with any vocabulary questions.
Elicit the correct expression for number 1 as an example. Put students in pairs to complete the task. Monitor and help as necessary.
Check the answers.

Answers

1d, 2b, 3j, 4h, 5f, 6c, 7k, 8a, 9e, 10g, 11i

Writing a survey and a report

- 4 Focus on the photos and the logo of Fairtrade International, a global organization that certifies products which are produced and traded fairly. Read the instructions as a class and check that students understand the principle behind “fair trade”. Ask students if they buy fair-trade products and if they support the idea.

Read the survey instructions as a class. Focus on the example statement and the answer options. With weaker classes, you can elicit other possible statements with the whole class, e.g.,

- I prefer to buy products direct from the producer.
SA A DK D SD
- I always buy well-known brands.
SA A DK D SD
- I believe in helping the economies of developing countries.
SA A DK D SD
- I am prepared to pay up to 20% more than I pay now.
SA A DK D SD

Give students time to prepare their statements and conduct the survey. You can do this in class if you have at least 20 students with a good range of ages and a mix of male and female. Alternatively, you can ask students to survey friends or family at home, or students and staff at your school. Check that students know how to calculate the percentages for the statistics.

- 5 Give students time to write their report, using the data they have collected. This can be done in class or assigned as homework. Remind students to use headings and the structure of the report as a model, and to use the expressions from exercise 3 in the correct place.
If you check the students’ work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit correction to major problems, e.g., the wrong tone/use of key expressions.

ADDITIONAL MATERIAL

Workbook Unit 6

- Ex. 1–5 Count and noncount nouns
Ex. 6 Compounds with *some, any, no, every*
Ex. 7 Expressing quantity

LISTENING AND SPEAKING (SB p. 45)

Ads all around!

NOTE

The *Task* activity at the end of this lesson requires students to talk about a newspaper or magazine ad that appeals to them. Have students do the research and find their ad as part of their homework, and remind them to bring their ad to class. Students should be able to access English ads online, or they could bring a newspaper or magazine article in their own language to talk about. It is a good idea to have a selection of newspapers and magazines that are full of English ads available in class in case students forget to bring their own.

ABOUT THE LISTENING

The theme of success in business is continued in this section with a look at the world of advertising. The main recording is in the form of a radio program about the growing trend of “body advertising” – using parts of the human body for advertising logos and messages.

The main goal is to practice listening for key information in a longer recording and understanding number referencing. The section starts with a general discussion on advertising. Students predict the body parts referred to in the radio program and then listen for key information. A second listening task focuses on numbers in context. Students discuss their own reactions to the idea of body advertising and also broader issues in *What do you think?* The section ends with two speaking tasks in which students present an ad that they like to the class and then create their own radio or television ad.

It's important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *in your face*, *be exposed to*, *whopping*, *become immune to sth*, *device*, *distracting*, *entrepreneur*, *ingenious*, *bald patch*, *tattoo* (v), *enterprise*, *charge by the day*, *student debt* /det/, *marketing campaign*, *wink* (v), *sticker*, *transfer* (n), *bare* (adj), *a step too far* (= beyond what is acceptable).

- 1 Start by writing *advertising* on the board and eliciting related vocabulary, e.g., *advertisement* and the more informal form *ad*; *advertising agency*, *promote*, *the media*, *display*, *logo*, *slogan*, *image*, *jingle*, *brochure*, *flier*, *poster*, *sign*, etc. Check pronunciation as you go. Make sure students stress related words correctly:

advertisement /ædvər'taɪzmənt/, *advertising*.

Give an example of an ad that you think is memorable/effective. Read the questions as a class. Then put students in groups of four to discuss their answers. Monitor and help as necessary.

Elicit a range of examples and opinions in a class discussion. Establish what students think of online advertising and if they usually skip ads.

- 2 Focus on the photos and elicit examples of where ads appear, e.g., on billboards on the street, on signs, etc. Students continue brainstorming a list of places for advertising in their groups. If students run out of ideas, ask them to think about what they do and where they go on an average day, and what type of advertising they see. Monitor and help as necessary.

Check the answers, writing students' ideas on the board and checking pronunciation as you go. Ask students which form of advertising they think is most effective, and which is the most annoying.

Possible answers

TV and radio; computers, tablets, smartphones, and other digital devices; video screens; billboards/signs/buildings in public places; theaters, movie theaters, sports centers, stores; newspapers, magazines, fliers, brochures, direct mail letters/cards, business cards; buses and bus stops, subways, taxis; airplanes, balloons, skywriting; objects, e.g., coffee cups, bags/packaging, clothes, etc.

- 3 Focus on the photos of the men and check what is meant by *body advertising* (using parts of the human body for logos and other advertising messages). Read the list of parts of the body with the class, checking pronunciation as you go. Discuss the question as a class, eliciting a range of opinions from the class.
- 4 **CD2 32** Read through the questions as a class. Help with any vocabulary questions. Tell students that the recording is quite long, but they only have to listen for the key information to answer the questions.

Play the recording through once and check the answer to number 1 (see *Answers* below). Give students time to answer the rest of the questions. Have them compare in pairs. Play the recording again if necessary to give students time to check/complete their answers.

Check the answers with the class.

Answers and audio script

- 1 Advertising is generally less effective because people are becoming immune to ads. Many people don't notice ads at all and some of them think they are annoying or distracting.
- 2 Brandon Chicotsky is an American entrepreneur. His “ingenious idea” was to use bald patches on men's heads as advertising spaces. His company is Baldlogo.com, which allows companies to have their logo temporarily tattooed onto the heads of guys without much hair!
- 3 Ross Harper and Ed Moyse are British graduates. They charged by the day to paint company logos on their faces and foreheads and paid off all their student debts with the money they made.
- 4 head, face, forehead, eyelids, thighs
- 5 Ten men and women went around winking at people as a part of a marketing campaign for beauty products. FeelUnique.com put temporary tattoos on the people's eyelids and then asked them to wink at strangers.
- 6 Body advertising in Japan involves attaching a sticker or transfer onto the faces of teenage boys and the bare thighs of teenage girls.

CD2 32

Gary It's time for *Mad about Ads*, the weekly program for those of you who are mad about ads! This week Sonia looks at advertising that really is in your face or ... should I say ... on your body. Over to you, Sonia.

Sonia Thanks, Gary. Well, advertisements, whether you like them or not, are everywhere. It's been estimated that the average person is exposed to anything from about 250 to a whopping 3,000 different advertising messages every day. The traditional media of TV, radio, newspapers and magazines, and street advertising have been supplemented by mobile ads on tablets and smartphones. But there is growing evidence that the general public is becoming immune to more usual forms of advertising. A recent survey of smartphone users found that 50 percent of them didn't even notice ads on their phones, and as few as 7 percent actually buy something as a result of them. And nearly half of respondents in the survey didn't like having ads on any device at all. They found them annoying and distracting.

So, in the face of this, some advertisers have been using what might be the ultimate mobile ad space – the human body. American entrepreneur Brandon Chicotsky really has been using his head. Totally bald, Chicotsky came up with the ingenious idea of converting bald patches into profit by using them as advertising space. He went on to set up Baldlogo.com, which allows companies to have their logo temporarily tattooed on to the heads of guys without much hair! For just \$320 a day, companies really can get a head start. Sorry!

Similar enterprise was shown by two British graduates who charged by the day to paint company logos on their face and forehead. Ross Harper and Ed Moyse raised £50,000, or about \$75,000, with this money-making scheme, enough money to pay off all their student debts.

A marketing campaign in the UK for an online beauty products store, FeelUnique.com, also made use of temporary tattoos, but this time on people's eyelids! They paid ten men and women to apply a tattoo with the company's web address and then to wink at strangers. Apparently, an eye-watering 6,000 people applied for the job, and the lucky ten were paid just £100, or about \$150, to wink at people 1,000 times.

And last but not least, an example from the home of ingenious advertising, Japan. There's been a growing popularity in "body advertising" with companies across Tokyo. This involves attaching an ad in the form of a sticker or transfer onto different parts of the body – with teenage boys, usually their face, and teenage girls ... their bare thighs. Now, I know advertisers have always used beautiful women to promote products, but this seems to me to be a step too far. Back to you, Gary.

Gary Fascinating stuff, Sonia, thank you. And I agree with you – putting a sticker on your face is one thing, but putting it on a girl's thigh is quite another. Do you agree with Sonia and me? Tell us what you think! Send us your thoughts and reactions on our website ...

5 **CD2 32** Have students read the list of numbers aloud.

Play the recording as far as *advertising messages every day* and elicit what 250–3,000 refers to as an example. Make sure students understand that they should read across the columns of numbers to match the order in which they appear in the recording.

Play the recording and have students write down their answers. If necessary, pause the recording after each number.

Check the answers with the class.

Answers and audio script

- 250–3,000 – the estimated number of ads that an average person is exposed to every day
- 50% – the percentage of smartphone users who said they don't even notice ads on their phone
- 7% – the percentage of smartphone users who said they actually buy something as a result of seeing an ad
- \$320 – the price per day that Baldlogo.com charges for using a bald man's head for your company logo
- £50,000 – the amount that Ross Harper and Ed Moyse raised from their body advertising
- 6,000 – the number of people who applied for the job to have their eyelids temporarily tattooed
- £100 – the amount that the people who got the job were paid
- 1,000 – the number of times that people who got the job had to wink at strangers

See exercise 4 for **CD2 32**.

What do you think?

Read through the questions as a class. Help with any vocabulary questions. Put students in new groups of four to discuss the questions. Monitor and help as necessary.

Elicit what students think of body advertising and how influenced they think they are by advertising.

Task

- 1 If any students have forgotten to bring their own ad to class, give them two or three newspapers/magazines to find an ad that appeals.

Write the following questions on the board and give students time to analyze their chosen ad:

What is it advertising?

Who is it aimed at?

What benefits is it trying to get across?

How does it persuade people to buy the product? (use of image(s)/a clever slogan/a clear message/facts and figures/repetition/humor/a play on words/a question)

Why do you like it?

Monitor and help, providing vocabulary as necessary. Have students take a few notes to help them, but remind them not to script their presentation in full.

With smaller classes, students can present their ad to the class. Alternatively, put students in small groups. Make sure that everyone can see the ad as each student presents. You may need to pass them around the class.

Elicit which ad students found most effective and why.

- 2 Read the instructions as a class. Divide students into groups of three or four. Ask them to choose a product or service from the list or to choose their own.

Write the following useful language on the board to help students write their script:

The new The only ... you'll ever need ...

All you could want from a ...

... gives you ...

Only ... comes with ...

You won't find a (better/faster/cheaper) ... than the new ...

There's no other ... like it.

Twice as much ... as the most popular ...

... gives you ... percent more ...

Tell students they need to write a script that gets their audience's attention, including a memorable slogan or piece of information at the end to promote the product or service. Remind them that they may need to edit and pare down the wording in their first draft to make the ad memorable and effective. Give students five to ten minutes to prepare their script.

Students take turns presenting their ad to the class. If you have access to video equipment, record the students as they make their presentations. Students can then edit them and add music as necessary. Play the videos to the students in a subsequent class. Ask students to vote for their favorite ad.

SUGGESTION

If your students are interested in advertising, you can develop the theme of this lesson into a debate. Put students into two main groups and have one list the pros of advertising, and the other the cons. Monitor and help, providing vocabulary as necessary. With smaller classes, you can keep the students in the two main groups for the debate. With larger classes, regroup the students into groups of six, three students who worked on the pros, and three on the cons.

For the debate, each student in each group presents a key point. The students in the other group must listen quietly and not interrupt. The other group then presents an opposing point, justifying their opinion. In a monolingual class, it's likely that students will start using their own language, especially if the debate becomes heated! You may need to remind students to come back to English.

If you want to give your students some written practice, you can have them summarize the pros and cons in a balanced essay. This will help you see how well students handle essays of this type ahead of Unit 7, where the *Writing* section covers a "for and against" article.

READING AND SPEAKING (SB p. 46)

Two famous brands

ABOUT THE TEXT

The two famous brands featured in this section are Apple and Starbucks. The articles describe the development of the businesses from small beginnings to internationally known brands. They are exploited as a jigsaw reading. Although students will be familiar with the jigsaw technique, it is worth setting up the activity carefully to ensure students get maximum practice.

References to people, organizations, and cultural points include:

Apple: Windows (the operating system produced by the Microsoft Corporation, started by Bill Gates in the 1970s. He is one of the wealthiest men in the world and is also known for the charity work he does with his wife through the Bill and Melinda Gates Foundation), Steve Jobs (the co-founder of Apple, often described as a pioneer of the digital revolution and a design guru. Millions of devoted fans of Jobs and Apple products marked his death in 2011 with tributes from around the world. The rivalry between the two companies ran for decades, with computer users falling into two clear camps, either PC or Mac), Twitter, Stephen (or Steve) Wozniak (co-founder of Apple), Silicon Valley (the area of California that is an important center of the computer industry), Volkswagen bus, IBM (the International Business Machines Corporation – an American multinational technology and consulting company), John Sculley, PepsiCo (the company that produces Pepsi-Cola).

Starbucks: Seattle (a city and port in Washington State that is an important commercial center, one of the homes of rock music, and known for its coffee houses and culture), *Moby Dick* (a novel by Herman Melville about a man who risks his life by hunting a powerful

white whale), Baldwin, Siegl, and Bowker (the co-founders of Starbucks in Seattle in 1971. Jerry Baldwin was an English teacher, Zev Siegl was a history teacher, and Gordon Bowker was a writer), Howard Schultz (an American businessman and writer, best known as the chairman and CEO of Starbucks).

Students are introduced to the topic by sharing what they know about the two brands. In the tasks, students read one of the articles and answer questions before exchanging information with a partner in the jigsaw reading. Students then write questions for given answers and review question formation. In the final stages, students focus on adverbs in context and then discuss their responses to points stemming from the articles.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *PC* (= personal computer), *synonymous with*, *loyal*, *devotion*, *late* (= now dead), *overwhelmed*, *tribute*, *found a company*, *click-and-point graphics*, *release* (v), *power struggle*, *dominance*, *clone* (n), *ailing*, *sleek*, *utilitarian*, *study* (n), *lounge*, *network* (v), *speciality*, *roaster*, *retailer*, *determination*, *persistent*, *hire* (a person for a job), *launch* (v), *extract* (n), *employee welfare*, *antiglobalization*, *recession*, *come under scrutiny*, *boycott* (v), *commercialism*.

- 1 Focus on the photos and elicit students' experiences of Apple and Starbucks. Discuss the questions as a class. Establish how most of the class feels about the two brands.
- 2 Read through the questions as a class. Help with any vocabulary questions. Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A – Apple

Group B – Starbucks

Have students read their text quickly, asking others in their group for help with vocabulary or using a dictionary if you didn't pre-teach the items listed in *About the text*. Monitor and help as necessary.

Students work in their groups and answer the questions about their text, writing down the answers to each one. Monitor and help as necessary. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Group A: Apple

- 1 Silicon Valley, California, in 1976
- 2 Steve Jobs and Stephen Wozniak
- 3 Jobs's favorite fruit
- 4 It introduced the public to point-and-click graphics, and was the first home computer to be truly user-friendly.
- 5 No. Jobs argued bitterly with John Sculley and was forced to resign after a power struggle. By 1996, Apple was in trouble due to the dominance of Windows software and the increasing number of Mac clones using Windows.
- 6 The attention to design, cool styles, and the range of products that network easily.
- 7 Their computers cost more than most PCs and the range of software available for them is more limited.
- 8 the Apple Macintosh, the iMac, the iPod, the iPhone, the iPad, and the iCloud data storage

Group B: Starbucks

- 1 Seattle in 1971
- 2 Baldwin, Siegl, and Bowker
- 3 a character in the novel *Moby Dick*
- 4 the owners' determination to provide the best quality coffee
- 5 No. The three founding members weren't interested in hiring Howard Schultz. Branding experts criticized the change of the company logo. There had been fierce competition from other coffee chains and the recession has made Starbucks close 900 of its stores worldwide. Starbucks UK came under scrutiny over how much tax it pays and some people boycotted the chain.
- 6 its blend of commercialism and comfy sofas
- 7 The size of the company, because antiglobalization protesters feel that big corporations put independent companies out of business.
- 8 Skinny Latte, Iced Caramel Macchiato, Mocha Cookie Crumble Frappuccino, and Refreshers

- 3 Regroup the students, making sure there is an A and a B student in each pair. Demonstrate the activity by having a pair of students answer the first question. Encourage them to use their own words and not read directly from the text.

Students continue exchanging the information from their article. Monitor and help as necessary. Write down any common errors for correction after the information exchange. Bring the whole class together to check answers. Encourage students to expand on their answers where applicable.

- 4 This stage reviews question formation with a series of answers based on the content of the articles. Focus on the first item and ask which article it relates to (Apple). Elicit the wording for the first question. Give students time to write the questions that go with their article. Monitor and help as necessary. Check the wording of the questions by having students write them on the board. Encourage class correction of any mistakes.

Answers

Apple

- *Where did Apple begin?/Where was Apple founded?* In Silicon Valley.
- *When was the iMac launched?* In 1997.
- *Why did Jobs resign?* Because he argued with his partner.
- *How did Jobs and Wozniak raise the capital to start Apple?* By selling some of their possessions.

Starbucks

- *How many Starbucks stores were forced to close in the recession?* About 900.
- *How much is Starbucks worth?* \$13 billion.
- *How long did it take Schultz to open 150 new stores and buy the company?* Ten years.
- *Why do small, independent companies go out of business?* Because they can't compete.

Vocabulary work

Elicit the first adverb from the Apple article as an example. Put students in pairs to find the adverbs and match them to the meanings.

Check the answers with the class.

Answers

Apple

- a gradually
- b vitally
- c reluctantly
- d effectively
- e truly
- f bitterly

Starbucks

- a originally
- b surprisingly
- c eventually
- d currently
- e initially
- f passionately

What do you think?

- 1 Read the question as a class. Put students in small groups to make a list of arguments against multinationals. Elicit students' personal views in a brief class discussion.

Possible answers

Multinationals put small companies out of business.
They go into poorer countries and undermine local businesses.
They exploit cheap labor and don't always respect workers' rights.
They have too much influence with governments.
They affect and change consumer habits in other cultures and so undermine that culture.
They are not always environmentally friendly.
They don't always pay fair rates of tax in the countries where they make money.

- 2 Find out about the students' own technology use in a whole-class discussion.

VOCABULARY AND PRONUNCIATION (SB p. 48)

export: /'eksport/ or /ɪk'spɔrt/

This section looks at sets of words that have the same spelling but different word stress depending on the part of speech and meaning. The first set highlights the way word stress shifts from the first syllable in nouns to the second syllable in verbs and some adjectives, e.g., 'export (n) – ex'port (v). The second set focuses on some words that have different meanings depending on the pronunciation and word stress, e.g., 'minute (n) – mi'nute (adj).

NOTE

There is some dictionary work in this lesson, so if students don't have access to their own dictionary in print or online, try to have a class set of dictionaries available for checking meaning and pronunciation.

- 1 **CD2 33** Explain that this exercise focuses on a set of nouns and verbs with the same spelling but different word stress. Play the recording and have students repeat chorally and individually. If students have problems, write several noun and verb pairs on the board and mark the stress, e.g., 'export – ex'port, 'insult – in'sult. Check that students understand how the stress changes when the word is a noun and when it is a verb.

Answer and audio script

With nouns, the stress is on the first syllable; with verbs it is on the second.

CD2 33

a 'export	ex'port
b 'import	im'port
c 'decrease	de'crease
d 'increase	in'crease
e 'progress	pro'gress
f 'record	re'cord
g 'produce	pro'duce
h 'permit	per'mit
i 'insult	in'sult
j 'protest	pro'test

- 2 Focus on the examples and demonstrate the activity with a confident student. Put students in pairs to practice the words. Monitor and help students that have specific problems, but keep the activity fairly rapid and light-hearted.

- 3 **CD2 34** Elicit the correct words for number 1 as an example. Remind students that they might need to change the form of the words in some sentences. Give students time to complete the sentences. Monitor and help as necessary.

Put students in pairs to read the sentences to each other, paying attention to the correct stress.

Play the recording. Students listen and check their answers. If necessary, play selected lines of the recording again and drill the pronunciation of the words at sentence level.

Answers and audio script

(Stressed syllables indicated below)

- 1 Japan im'ports a lot of its oil from other countries. Its 'exports include cars and electronics.
- 2 I'm very happy with my English. I'm making a lot of 'progress.
- 3 Government officials are worried. There has been an 'increase in the unemployment rate.
- 4 But the number of crimes has de'creased, so that's good news.
- 5 How dare you call me a liar and a cheater! What an 'insult!
- 6 There was a demonstration yesterday. People were pro'testing about equal rights for all.
- 7 He ran 100 meters in 9.58 seconds and broke the world 'record.
- 8 John's a voice actor who regularly re'cords radio commercials.
- 9 The US pro'duces about 60% of the oil it uses every year.

refuse: /'refyus/ or /rɪ'fyuz/

- 4 **CD2 35** Read the instructions as a class. Elicit the two uses of *refuse* as an example: 'refuse (n) – Look at that huge 'refuse dump! / re'fuse (v) – They re'fused to help me. Put students in pairs to check the meaning, part of speech, and pronunciation of the words in their dictionaries. Monitor and help as necessary. Play the recording and have students repeat chorally and individually. If students have problems, write several word pairs on the board and mark the stress, e.g., 'present (n) – pre'sent (v), 'invalid (n) – in'valid (adj).

Answers and audio script

a 'refuse (n)	re'fuse (v)
b 'present (n)	pre'sent (v)
c 'minute (n)	mi'nute (adj)
d 'desert (n)	de'sert (v)
e 'content (n)	con'tent (adj)
f 'object (n)	ob'ject (v)
g 'invalid (n)	in'valid (adj)
h 'contract (n)	con'tract (v)

- 5 Focus on the examples and demonstrate the activity with a confident student. Put students in pairs to practice the words. Monitor and help students that have specific problems, but keep the activity fairly rapid and light-hearted.

- 6 **CD2 36** Elicit the answer to number 1 as an example. Put students in pairs to ask and answer the questions using the words in exercise 4.

Ask the questions again, and play the recording after students give each answer. Students listen and check their answers.

Answers and audio script

- 1 'Refuse.
- 2 An unidentified flying 'object.
- 3 A 'desert in northern Africa.
- 4 'Presents!
- 5 The 'contents pages.
- 6 con'tent in'valid re'fuse 'contract mi'nute

ADDITIONAL MATERIAL

Workbook Unit 6

Ex. 12 Pronunciation – Words with variable stress

SPEAKING (SB p. 48)

Starting a restaurant

This is an extended speaking activity ending in a business presentation. The goal is to create plenty of discussion and negotiation practice in class. The theme is setting up your own restaurant. If you think your students may not know much about the topic, you can have them research local independent restaurants in their area and ask them to look online for advice on setting up a food business before the lesson.

- 1 Start by having students brainstorm vocabulary related to restaurants and eating out, e.g., *chef, service, five-star restaurant, bistro, ingredients, dishes*, etc. List students' ideas on the board, checking pronunciation as you go.

Ask the question to the class. Elicit a range of answers, writing ideas about what makes a successful restaurant on the board, e.g., *excellent food, good service, a friendly atmosphere, good value for money*, etc.

SUGGESTION

An alternative way of setting up the discussion tasks in this section is to allocate the speaking roles on TB p. 174. These give students the role and attitude to adopt during the discussion and negotiation stages. (The idea is based in part on *Six Thinking Hats*, which was originally developed by the psychologist Edward de Bono.) It is a good idea to laminate the cards, or stick them on cardboard, for later use.

Photocopy and cut up one set of cards for each group of six students. With smaller classes or if any of the roles don't suit your class, you can choose just four of them. Hand out a different card to each student in the group. Give students time to look up or ask about vocabulary and help with any questions. Check that students understand that they need to adopt their role throughout the discussion tasks in this section.

The speaking role cards can be used with any group discussion or problem-solving activity. Just make sure students are given a different role each time.

- 2 Read the instructions as a class. Divide the students into groups of four to six students. This is an opportunity to have students work with people they don't usually talk to in class. It is also a good idea to mix strong and weak, and quiet and more talkative, students.

Read the questions as a class. In a multilingual class, have all the groups work in the same currency for question 6, e.g., US dollars. For question 1, also have students think about the size, décor, and atmosphere of their planned restaurant.

Ask students to nominate someone to take notes on each of the decisions made. Give students time to discuss each question. Monitor and help, providing vocabulary and making sure each student gets an opportunity to contribute. Groups that finish early can go back over their decisions and notes to check they are correct.

Business presentation

- 3a Read the instructions as a class. Ask each group to appoint their spokesperson. This should be someone who hasn't presented to the class very often before. If appropriate, encourage students to bring some visuals/recordings to support their presentation, e.g., a map and photos, a sample menu, etc. If you have access to computers, students can give their talk with the support of a presentation program.
- Students give a short presentation about their restaurant to the class. In larger groups, you may need to stage the presentations over a series of classes.
- When students give their presentation, ask them to come to the front of the class and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class to ask questions to the presenter.
- b Give students a few minutes to discuss each of the presentations and the business potential of each restaurant. Stress that students need to judge based on the success of the business, not just on their likes and dislikes.

- 4 Ask students to imagine a year has passed since the launch of their restaurant. Read the questions as a class. Put students back into their groups from exercise 2. If you used the speaking roles from the *Suggestion* above, students should keep the same role.

Give students time to discuss each question. Monitor and help, providing vocabulary and making sure each student gets an opportunity to contribute. Remind students to take brief notes of their decisions.

Ask students to choose a different presenter for this stage. Once all groups have given their business update, elicit reactions to each group's decisions. Ask students to review their opinion in exercise 3b and decide which restaurant has the best future.

Be generous with praise after students have given their presentations. It can be nerve-wracking to present to the class, especially for weaker students.

EVERYDAY ENGLISH (SB p. 49)

Business expressions and numbers

This section reviews and extends the use of numbers and figures in business/work contexts. This includes percentages, prices, dates, flight and phone numbers, etc.



POSSIBLE PROBLEMS

Numbers in English can be read in different ways depending on their type. Even students at the high-intermediate level are unlikely to be able to say all numbers spontaneously and accurately, so you may need to review/highlight the following:

- **use of *and*** *And* is often used after *hundred/thousand* when it is followed by numbers less than a hundred, e.g., *two hundred and fifty dollars, one thousand and twenty-five kilometers*. (In British English, *and* is more frequently used.) *And* is also used in fractions, e.g., *two and a half* (see further notes below).

- **Phone numbers** These are often read as individual numbers, with a pause between the area code and the number itself. The number 0 is often read as *oh*. Double 0s are usually said as *hundred*. The intonation rises after each set of numbers and falls at the end:



708 555 2200 = *seven oh eight, five five five, twenty-two hundred*

- **Dates** These require ordinal numbers, e.g., *May seventh*. In years, we divide the numbers into two sets of two; and 0 is *oh*, not *zero*, e.g., 1902 = *nineteen oh two*. Years after 2000 are usually read as numbers, e.g., 2009 = *two thousand nine*. In British English, the day, not the month, is written/said first, e.g., 22/3 = *the twenty-second of March* (note the use of the definite article *the*). Abbreviations of decades, e.g., *the 1960s* are read *the nineteen sixties*, etc.
- **Fractions** Students may need to be reminded of these: $\frac{1}{2}$ = a half; $5\frac{1}{2}$ = five and a half; $\frac{1}{3}$ = a third, $\frac{1}{4}$ = a quarter

- **Percentages and decimals** A written percentage is read ... *percent*, e.g., 25% = *twenty-five percent*. In decimals, a point (.) is used, not a comma, e.g., 1.25 = *one point two five*. In numbers less than 1, 0 is *zero*, e.g., 0.25 = *zero point two five*.
- **Scores** These are usually read with no preposition between them, e.g., 2 – 0 = *two zero*.

- 1 **CD2 | 37** Elicit the matching line for number 1 as an example. Put students in pairs to match the expressions. Play the recording. Students listen and check their answers. You may need to check some of the following idiomatic language:

Long time no see! = I haven't seen you for a long time.

Business is booming. = Business is doing very well.

Something's come up. = An unexpected problem or something urgent has just happened.

I can't make our meeting. = I won't be able to be at the meeting.

You're breaking up. = I couldn't hear everything you said because the phone sound quality wasn't good.

Can you repeat that last part? = I didn't understand the last thing you said (because it was unclear).

It's a deal. = I agree (with that price/offer).

I don't know their number offhand. = I don't know the number without looking it up.

Bear with me while ... = Wait a minute while ...

You win some, you lose some. = Some things are good, others are bad.

I wouldn't stand a chance. = There's no chance that I would be successful.

Students practice some of the lines in open pairs.

Answers and audio script

- 1f **A** Mike! Long time no see! How are things?
B Good, thanks, Jeff. Business is booming. How about yourself?
- 2h **A** I'm afraid something's come up, and I can't make our meeting on the 6th.
B That's OK. Let's try for the following week. Is Wednesday the 13th good for you?
- 3e **A** What are your travel arrangements?
B I'm on flight UA 2762, at 6:45.
- 4b **A** Could you confirm the details in writing?
B Sure. I'll email them to you as an attachment.
- 5a **A** They want a deposit of 2½ percent, which is \$7,500, and we ... get ... a ... a 2,000 ...
B Sorry, you're breaking up. Can you repeat the last part?
- 6g **A** I'll give you \$5,250 for your car. That's my final offer.
B Great! It's a deal. It's yours.
- 7i **A** I don't know their number offhand. Bear with me while I look it up.
B No problem. I'll hold.
- 8j **A** OK. Here's their number. Are you ready? It's 708-555-2200.
B I'll read that back to you. Seven oh eight, five five five, twenty-two hundred.
- 9c **A** I got a pay raise, but I didn't get a better office.
B Oh, well. You win some, you lose some.
- 10d **A** Did you apply for that job?
B There's no point. I'm not qualified for it. I wouldn't stand a chance.

- 2 Put students in A/B pairs. Ask the B students to cover their lines. Demonstrate the activity with a confident pair of students. Students practice the conversations in closed pairs. Remind students to repeat the activity, with the A students covering their lines. Monitor and check for correct reading of the numbers. Write down any common errors for correction in exercise 3. If students have pronunciation problems, play selected lines of the recording again and have them repeat chorally and individually.
- 3 Elicit how the dates in number 2 are read (*sixth, thirteenth*). Students practice the numbers in their pairs. Monitor and check for accurate reading of the numbers. Write the numbers students got wrong from exercise 2 and this exercise on the board for class correction. Elicit a range of guesses before establishing the correct reading of the numbers (see *Possible problems* above). Establish the two ways of saying the phone number.

Answer

seven zero eight, five five five, two two zero zero
 seven oh eight, five five five, twenty-two hundred

- 4 **CD2 | 38** Elicit a few numbers from different categories as examples. Put students in pairs to practice saying the numbers. Monitor and check.
 Play the recording and have students check their answers. If necessary, play the recording again and drill any examples students get wrong.
- 5 Put students in new pairs. Tell each student to write down six very different numbers, e.g., dates, phone numbers, prices, etc. You can ask students to think of numbers that have a personal meaning for them. Remind them to keep their numbers hidden from their partner and review the checking language used in exercise 1:
I'm sorry, could you repeat that?
I'll read that back to you.

Students take turns dictating their numbers to their partner. Then ask them to check by reading their numbers back. If students chose personal numbers, they can finish the activity by guessing what the numbers mean, e.g., 2013? *Is that when you graduated from school?* 646-555-1987? *Is that your best friend's phone number?*

Don't forget!

Workbook Unit 6

Ex. 8 Vocabulary – Money advice

Ex. 9–10 Prepositions

Ex. 11 Listening – A job interview

Grammar Reference (SB pp. 141–142)

Word list Unit 6 (SB p. 152)

Remind your students of the Word list for this unit on SB p. 152. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 6 Test

Stop and check Test 1

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)

7

Getting along

Modals and related verbs 1 • Hot verb *get* • Exaggeration and understatement



The theme of this unit is relationships between people, both across generations and within marriage. The topic lends itself to the main grammatical focus of modals and related verbs, covering a range of meanings, including advice, permission, obligation, etc. The main *Listening* section is an interview with an Indian woman who had an arranged marriage. The *Reading and speaking* section looks at the growing social phenomenon of people in their 30s who refuse to grow up. The *Writing* syllabus continues with a “for and against” essay. The next hot verb covered in *Vocabulary and speaking* is *get*, and the unit ends with ways of expressing exaggeration and understatement in *Everyday English*.

LANGUAGE INPUT

GRAMMAR

Modals and related verbs 1 (SB p. 50)

- Understanding a range of modals and matching them to related verbs.
- Using modals and related verbs in context.
- Rewriting sentences, using modals and related expressions
- Working out the wording of a phone conversation from the context.

VOCABULARY

Vocabulary work (SB p. 54)

Hot verb – *get* (SB p. 56)

- Completing sentences with key words from the reading text.
- Understanding and practicing expressions and phrasal verbs with *get*.

EVERYDAY ENGLISH

Exaggeration and understatement (SB p. 57)

- Practicing ways of expressing exaggeration and understatement.

SKILLS DEVELOPMENT

READING

The generation that refuses to grow up (SB p. 54)

- An article about “the Peter Pan generation.”

LISTENING

Getting married (SB p. 53)

- Listening for key information in a longer interview. **CD3 8** (SB p. 126)

SPEAKING

What are they talking about? (SB p. 51)

What do you think? (SB p. 53)

What do you think? (SB p. 54)

Talking about you (SB p. 56)

- Memorizing a recorded conversation and acting it out.
- Discussing points stemming from the recording.
- Discussing the issues highlighted in the reading text.
- Practicing expressions and phrasal verbs with *get* in a personalized way.

WRITING

Arguing your case – For and against (SB p. 108)

- Brainstorming pros and cons, checking against a model text and analyzing structure and linking language, and then writing a “for and against” essay.

MORE MATERIALS

Photocopiables – Family matters (TB p. 181) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 50)

The *Starter* section tests students' ability to recognize the meaning of high-frequency modal verbs. Work through the exercise fairly quickly, avoiding any lengthy grammar explanations at this stage.

With weaker classes, go through the words in **B** or have students check them in a dictionary. Elicit the meaning for sentence 1 as an example. Put students in pairs to complete the matching task.

Answers

- 1d (ability)
- 2a (permission)
- 3c (obligation)
- 4b (advice)
- 5e (probability)
- 6f (un/willingness)
- 7b (advice)
- 8e (probability)
- 9e (probability)

WE CAN WORK IT OUT (SB p. 50)

Modals and related verbs

This section reviews and extends students' knowledge of modal verbs (*should, might, must, etc.*) and related verbs and expressions that express the same ideas (*had better, be likely to, have to, etc.*). The practice activities focus on easily confused modals in a contrastive exercise, understanding modals in context, using parallel structures to express the same idea, and interpreting a situation and completing a conversation.

⚠ POSSIBLE PROBLEMS

Although students will be familiar with the form and meaning of many of the modal verbs in this unit, they may avoid using them because their L1 expresses the same ideas with different structures, e.g.,

**Is it possible to leave early today?* rather than *Can I ...?*

At the high-intermediate level, the use of modals can seem quite complex, with several ways of saying the same thing but with different structures. Students may be confused by the more subtle differences in modal use.

- **Probability** In basic terms, *may/might/could* express uncertainty, *will* and *must* "positive" certainty, and *won't* and *can't* "negative" certainty. A common error students make is to use *can* instead of *could*, e.g.,

**I'm not sure, but it can be Sally.*

- **Advice and obligation** *Should* and *ought to* express advice/mild obligation; *must* and *have to* express strong obligation.

The difference between *must* and *have to* for a personal obligation vs an obligation based on laws/rules is very subtle. Compare:

I'm tired. I must go home. (personal obligation)

In the US, you have to drive on the right. (obligation based on a law)

The verbs could be interchanged in the previous affirmative examples.

However, there is a definite difference in meaning in the negative forms: *must not* = negative obligation, *don't have to* = no obligation. Compare:

You must not shout. It's rude.

You don't have to shout. I can hear you.

- **Permission and requests** We use different modals to ask for permission from those we use to make a request:

Permission: *May/Can/Could I ...?*

Requests: *Can/Could/Will/Would you ...?*

- **Ability** There is a difference between *be able to* and *manage to* for ability. We can use both to express ability on a specific occasion:

The wall was very high, but Sam managed to/was able to climb it.

But we can only use *be able to* to express general ability: *Some day, I hope I'll be able to swim much faster.*

- **Negatives and past forms** Modals have different negatives and past forms depending on their meaning. This is a potential area of confusion:

	must (obligation)	must (probability)
Affirmative	She must leave./ She has to leave.	It must be late.
Past	She had to leave.	It must have been late.
Negative	She must not leave.	It can't be late.

- **Register** Although modal and related verbs have similar meanings, they often have a different register, e.g., *You are required to ...*, *You're allowed to ...*, and *You aren't permitted to ...* are more formal than the modal equivalents *must, can*, and *can't*. Students may need guidance when choosing suitable verbs for different contexts.

You can read through the Grammar Reference for Unit 7 on SB pp. 143–144 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 50.

- 1 Focus on the photos and the speech bubbles. Check students' comprehension of *swallow your pride* (= ignore your feelings of pride). Elicit a range of suggestions as to what the people are talking about.

- 2 **CD3 2** Play the recording and have students follow the conversations in their books. Check the meaning of *not belong behind the wheel* in the context of conversation 1 (= not be a good enough driver to be on the road) and *for the sake of* in 2 (= for the benefit/good of). Check the answers to exercise 1.

Elicit the first modal in conversation 1. Give students time to underline the rest of the modal verbs and think about the meaning. Remind them to use the categories from the table in *Starter*.

Have students check their answers with a partner before checking with the class.

Answers and audio script

- Two men driving cars. One is trying to turn illegally onto a street with a "Do Not Enter" sign. The other is angry.
- Two women are chatting. One is advising the other to try to rebuild a broken relationship for the sake of her children.

CD3 2

- A What the ... where do you think you're going?

B What do you mean?

A Well, you can't (permission) turn right here.

B Who says I can't (permission)?

A That sign does. "Do Not Enter." Can't (ability) you read?

B Hey, I couldn't (ability) see it, OK?

A Then you should (advice) get your eyes checked. You don't belong behind the wheel!
- A I think you should (advice) swallow your pride and forgive and forget.

B Never! I won't (unwillingness).

A You'll have to (obligation) in the end. You can't (ability) ignore each other forever.

B I might (probability) forgive him, but I can (ability) never forget.

A It must (probability) be possible to talk it over, and work something out. Say you will (willingness) for the sake of the children.

B Oh, I just don't know what the best thing to do is.

- CD3 3** Explain that students are going to listen to similar conversations as in exercise 2, but using expressions in place of modal verbs.

Play the first three lines of conversation 1 and elicit the alternative expression to *can't*. Play the rest of the recording and have students complete their answers. Have students check in pairs. Play selected lines of the recording again as necessary.

Check the answers, building up a list of the expressions on the board.

Answers and audio script

- A What the ... where do you think you're going?

B What do you mean?

A Well, you're not allowed to turn right here.

B Who says it's not allowed?

A That sign does. "Do Not Enter," you ought to be able to read that.

B Hey, it's impossible to see, OK?

A Then you'd better get your eyes tested. You don't belong behind the wheel!
- A If I were you, I'd swallow my pride, and forgive and forget.

B Never! I refuse to.

A You'll have no choice in the end. You won't be able to ignore each other forever.

B Maybe I'll forgive him, but I'll never be able to forget.

A Surely it's possible to talk it over, and work something out. You have to for the sake of the children.

B Oh, I just don't know what the best thing to do is.

GRAMMAR SPOT (SB p. 50)

See TB p. 4 for suggestions on how to teach this section.

- Elicit the related expressions for *should* as an example. Give students time to complete the matching task.

Check the answers. Point out that *be likely to* expresses slightly stronger probability than *may/might/could*.

Answers

should – *If I were you, I'd .../Why don't you ...?/had better ought to – If I were you, I'd .../Why don't you ...?/had better*
 may – *be likely to*
 must – *have to*
 won't – *refuse to*
 can – *be able to/managed to (ability), be allowed to (permission)*
 will – *promise to/be bound to*
 might – *be likely to*
 could – *be likely to*

- Read the sentences as a class. Give students time to put the sentences into the past and future.

Check the answers. If necessary, remind students that *can* does not have a future form, so we use *be able to*; *must* does not have a past or future form, so we use *have to*.

Answers

She **can** speak Spanish.
 Past: *She could speak Spanish.*
 Future: *She'll be able to speak Spanish.*
 He's **able to** speak three languages.
 Past: *He was able to speak three languages.*
 Future: *He'll be able to speak three languages.*
 I **must** go.
 Past: *I had to go.*
 Future: *I'll have to go.*
 I **have to** go.
 Past: *I had to go.*
 Future: *I'll have to go.*

►► Grammar Reference Unit 7 on SB pp. 143–144.

PRACTICE (SB p. 51)

Discussing grammar

- Elicit the correct answers for number 1 as an example. Establish why *can't* isn't possible (see *Answers*). Put students in pairs to decide which verbs or phrases complete the blanks. Check the answers with the class.

Answers

- Possible: *won't* (unwillingness)/*might* (probability)/*may* (probability)
 Not possible: ~~*can't*~~ (we cannot use *can't* + *be able to* together – they both express ability)
- Possible: *managed to* (ability)/*have to* (obligation)
 Not possible: ~~*could*~~ (we don't use *did* with a modal auxiliary)/~~*able to*~~ (the form is *be able to*, so the auxiliary *be* – not *do* – is needed here)

- 3 Possible: *must* (probability – logical deduction)/*are bound to* (probability – certainty)
Not possible: ~~*can*~~ (we cannot use *can* to express probability here)/~~*had better*~~ (*had better* is usually used for advice, so not appropriate in this context)
- 4 Possible: *don't have to* (no obligation)/*don't need to* (no necessity)
Not possible: ~~*must not*~~ (expresses prohibition – negative obligation – so it contradicts “optional”)/~~*aren't supposed to*~~ (expresses a mild obligation or expectation, so it contradicts “optional”)
- 5 Possible: *will not* (unwillingness)/*should not* (obligation)/*refuse to* (unwillingness)
Not possible: ~~*might not*~~ (*might* expresses uncertainty and doubt, so it contradicts “absolutely”)
- 6 Possible: *Could you* (request)/*Can you* (request – not as polite as *Could you*)
Not possible: ~~*May you*~~ (we don't use *may* with *you* for requests)/~~*Are you able to*~~ (we use this form for ability, not requests)
- 7 Possible: *be able to* (ability)/*be allowed to* (permission)
Not possible: ~~*can*~~ (we can't use a modal auxiliary with another auxiliary to make a question)/~~*may*~~ (we can't use a modal auxiliary with another auxiliary to make a question)
- 8 Possible: *should* (advice)/*don't have to* (no obligation)/*could* (suggestion)
Not possible: ~~*must not*~~ (prohibition – this is grammatically possible, but would be a very odd piece of advice!)
- 9 Possible: *shouldn't* (advice)/*must not* (strong advice)
Not possible: ~~*don't have to*~~ (no obligation, so contradicted by “you'll make yourself sick”)/~~*can't*~~ (we don't use *can't* to express obligation or advice)
- 10 Possible: *'d better* (obligation)/*ought to* (obligation)/*had to* (past obligation)
Not possible: ~~*am likely to*~~ (probability – this is grammatically possible, but sounds odd without more context)

What are they talking about?

- 2 **CD3 4** Focus on the photos and ask students who they think the people are. Don't confirm or reject students' answers at this stage.
Read the questions as a class. Play the recording through once. Get students to write down examples of modals and related verbs. With weaker students, you can pause the recording at key stages.
Play the recording again if necessary. Check the answers.

Answers and audio script

Conversation 1

- 1 Two women are talking.
- 2 One woman is telling the other to keep a secret about a surprise – possibly a big party or celebration.
- 3 See **CD3 4** for the modals and related verbs.

Conversation 2

- 1 Two friends from school are chatting.
- 2 A boy is explaining why he can't come to an after-school practice or game – possibly soccer.
- 3 See **CD3 4** for the modals and related verbs.

CD3 4

- 1 **A** You **won't** tell anyone, **will** you?
B Of course I **won't**.
A You really **can't** tell a soul.

- B** Trust me. I **won't** say a word. I promise.
 - A** But I know you. You're **bound to** tell someone.
 - B** Look. I really **can** keep a secret, you know. Oh, but is it OK if I tell David?
 - A** That's fine. He's invited, too. It's just that I want it to be a big surprise. What do you think I **should** wear?
 - B** **If I were you, I'd** buy something new and expensive. **I'll** go shopping with you if you like.
- 2 **A** I don't know if I **can** play this evening.
 - B** But you **have to**. You **promised to**.
 - A** Yeah, but I'm **not allowed** to go out on school nights. My parents **won't** let me, not during my final exams.
 - B** **Why don't you** tell them that you're coming over to my house to do some studying?
 - A** But somebody **might** see me playing and tell them. You'd **better** find somebody else.
 - B** There is nobody else. We'll just **have to** cancel the game.

- 3 Refer students to **CD3 4** on SB p. 125. Give students a few minutes to read the conversations. Help with any vocabulary questions. If necessary, check pronunciation of *soul* /soul/.

Put students in pairs. Ask them to choose a conversation and memorize it. Monitor and help as necessary. Check for pronunciation and intonation. If students have problems, play selected lines of the recording again, drilling chorally and individually.

Students act out their conversation for the class.

Related verbs

- 4 This exercise checks that students can manipulate the form of verbs that are related to modals. You can check some of the more complex forms before students do the task, especially with weaker students:

succeed in + -ing

allow sb to do sth BUT *let sb do sth*

be supposed to do sth

had better not do sth

promise not to do sth

Elicit the rewording for sentence 1 as an example. Check that students understand that in numbers 2, 4, and 5 they need to rewrite the sentences twice, using each verb provided.

Give students time to complete the task. Have them check their answers in pairs before checking with the class.

Answers

- 1 It's (just) bound to rain this weekend.
- 2 He managed to pass his driver's test after three attempts./ He succeeded in passing his driver's test after three attempts.
- 3 Are you able to tell which twin is which?
- 4 My parents say I'm not allowed to have a puppy./ My parents say they won't let me have a puppy.
- 5 If I were you, I'd bring it back and complain./ You'd/You had better bring it back and complain.
- 6 I'm/I am supposed to wear a suit for work, but I often don't.
- 7 You'd/You had better not tell anyone about it.
- 8 He refused to stop texting me.

- 5 Elicit the modal verb in number 1 as an example. Give students time to complete the task. Monitor and help as necessary.

Answers

- 1 I can take you to the airport, after all.
 - 2 May I make a suggestion?
 - 3 You can use your cell phone during breaks.
 - 4 You shouldn't wear red. It doesn't suit you.
 - 5 You must obtain a visa to work in Australia.
 - 6 You should always make an appointment.
 - 7 You'll pass. Don't worry.
 - 8 You must not walk on the grass.
 - 9 I couldn't get through, the line was busy.
 - 10 I won't discuss the matter any further.
- 6 **CD3 5** Elicit the alternative expression and wording for number 1 as an example. Tell students that although the modals in exercise 5 have the same meaning as the expressions a–j, the level of formality may be different, e.g., *May I ... ?* is more formal than *Is it OK if ... ?*
- Put students in pairs. Have them take turns matching the expressions. Monitor and help as necessary.
- Play the recording and have students check their answers. Have students say the new sentences aloud.

Answers and audio script

- 1b I'll be able to take you to the airport after all.
 - 2f Is it OK if I make a suggestion?
 - 3g You're allowed to use your cell phone during breaks.
 - 4c If I were you, I wouldn't wear red. It doesn't suit you.
 - 5e You are required to obtain a visa to work in Australia.
 - 6i It's always a good idea to make an appointment.
 - 7d You're bound to pass. Don't worry.
 - 8j You aren't permitted to walk on the grass.
 - 9a I didn't manage to get through, the line was busy.
 - 10h I refuse to discuss the matter any further.
- 7 Focus on the example and then elicit one or two additional sentences using the expressions in exercise 6. Give students time to think of ways of completing the lines in exercise 6. Monitor and help as necessary.
- Put students in pairs to compare their ideas. Monitor and check for correct use of the verb forms. Write down any common errors for class correction.

EXTRA ACTIVITY

You can reinforce the verb forms from this lesson by having students write a short dialogue using some of the expressions from exercises 5 and 6. Monitor and help as necessary. Students can act out their dialogue for the class.

Exciting news

- 8 **CD3 6** Focus on the photos and identify Isabel and Rick. Play the recording and have students follow in their books.
- Put students in pairs to discuss the questions. Check the answers. Ask students who they think David is (probably Isabel's ex-boyfriend).

Answers

Isabel is excited because she has won a competition.
She is going to stay at the Ritz Carlton that overlooks Central Park (in New York).
She is going with Rick.

- 9 Elicit one or two of Isabel's lines as examples. Put students in pairs to complete her lines. Encourage them to use modal verbs and expressions from the lesson where appropriate. Monitor and help as necessary.
- Elicit a range of possible wordings for each of Isabel's lines.
- 10 **CD3 7** Play the recording of the conversation and have students compare their wording. If you have time, you can ask students to practice the conversation in pairs.

Answers and audio script

R = Rick, I = Isabel

R Hello?

I Rick, Rick, is that you? I have to talk to you.

R Isabel, hi! What's all the excitement about?

I Well, can you remember that competition I entered, just for fun, a few weeks ago?

R Yes, I can. I remember you doing it in the coffee shop. It was the one in the newspaper, wasn't it? Didn't you have to name a lot of capital cities?

I Yeah, that's it. Well, get this, I won! I came in first!

R No way! I don't believe it! What's the prize?

I A trip to New York.

R You must be kidding! That's amazing. For how long?

I Just three days – but it's three days at the Ritz Carlton, of all places!

R Well, you should be able to do a lot in three days. And the Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?

I Yes, it does.

R I thought so. Not that I've been there, of course.

I Well, you can now.

R What do you mean? How would I ever be able to?

I Well, it's a trip for two and I'd really love it if you would come with me. Will you?

R You can't be serious? You know I'd love to! But why me? You should be taking David, right?

I Didn't you hear? David and I broke up.

R Oh, I'm sorry! I didn't know. When did this happen?

I Well, a couple of weeks ago. We hadn't been getting along well for a while.

R Well, what can I say? How could I possibly refuse an offer like that?

I Then you'll come?

R I certainly will.

PHOTOCOPIABLE ACTIVITY

UNIT 7 Family matters TB p. 181

Materials: One copy of the worksheet cut up for each group of four students.

Procedure: Explain that students are going to practice some of the modal and related verbs in Unit 7 in a discussion task about family problems.

- Introduce the topic by asking students to think of typical situations when families don't agree, e.g., teenage children want to stay out late, but their parents don't want to let them. With weaker classes,

refer students back to the verbs in the *Grammar spot* on SB p. 50. Elicit possible solutions for one of the problems, encouraging students to use the target verbs from Unit 7, e.g., *Students should agree to come home early on a school night. Parents could agree to one late night a week.*

- Put students into pairs and hand out the A cards to half of the class, and the B cards to the other half. Give students time to read the situation, and the problems and dilemmas. Help with any vocabulary questions.
- Students work in pairs in their existing A or B groups to choose four of the problems and write an additional one. Monitor and help with vocabulary and ideas. With weaker classes, students can choose just four problems and not write another one.
- Put each A pair with a B pair to make groups of four students. The A students describe the situation for their family and the problems they face. Encourage them to use their own words and not just read from the worksheet. The B students then suggest solutions and compromises. Students then change roles, the B students describing their family and the A students suggesting solutions and compromises.
- Elicit a range of suggestions for each family. Students vote for the ones they think would be most productive for each situation.
- As an extension, you can ask students to role-play a discussion between the families on the worksheet. Ask them to imagine each family has come together to discuss possible solutions for their problems. Students should follow the information on the worksheet when giving their opinions, but also try to reach a compromise.

ADDITIONAL MATERIAL

Workbook Unit 7

Ex. 1–6 Review of all modals

Ex. 7 Verbs related to modals

LISTENING AND SPEAKING (SB p. 53)

Getting married

ABOUT THE LISTENING

The theme of relationships continues with a focus on getting married. In the US, there are basically two forms of wedding ceremony – religious, held in a church or other registered religious building, or civil, held at a city hall or any venue chosen by the couple (for public spaces, such as a park, the couple must usually get a permit from the city). Customs vary at religious services depending on the couples' faith, but most ceremonies, including civil marriages, involve the exchanging of vows. In many states in the US, anyone can become licensed to be an officiant and perform weddings.

A number of types of weddings/marriages are featured in this section:

- a **“traditional” wedding** – a wedding at which the bride wears a formal white dress. Traditionally, weddings were held in a church in the US, but now many are non-religious and are held at a range of venues.
The example on SB p. 53 is the wedding of Prince William and Kate Middleton, which took place on April 29, 2011, at Westminster Abbey in London. The service was conducted by the Archbishop of Canterbury. Millions of people across the world followed the ceremony on TV or via the Internet.
- a **“destination” wedding** – a wedding held abroad, often in an exotic location at a vacation resort/venue, e.g., a beach ceremony in the tropics or an event in a famous city, such as Paris or Venice.
- a **theme wedding** – a wedding based around a set of characters or a theme, often from a book, movie, or TV show. Often the guests are asked to dress up according to the chosen theme, and the venue, food, and celebrations are also planned to fit. Nearly any theme is possible and examples include *Halloween*, *Shrek*, *Star Wars*, *The Lord of the Rings*, etc.
- an **arranged marriage** – a marriage in which the bride and groom are selected by another person rather than by each other. This is often the parents or an older family member. This was the norm worldwide until the 18th century. In modern times, arranged marriage is common in Asia, Africa, and the Middle East. It continues in some royal/aristocratic families and in ethnic minority groups in developed countries. The recording in this section features an interview with a woman who had an arranged marriage at the age of 16.

The main goal is to provide students practice in listening to confirm expectations and listening for key information in a longer recording. The section starts with a photo description stage based on images of four very different weddings. Students write questions about a woman who had an arranged marriage and then listen and check if their questions were answered. They listen for key information to answer questions. Students discuss their own reactions to the idea of arranged marriage, and marriage in general, in *What do you think?* The section ends with a *Spoken English* focus that looks at statements used as questions and questions ending with a question word.

It's important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *private tutor*, *suitable*, *background*, *well-dressed*, *good manners*, *prince*, *trust* (v), *chaperone* /'ʃæpəroun/.

- 1 Start by writing *getting married* on the board and eliciting related vocabulary, e.g., *get engaged*, *engagement party*, *attend a wedding*, *wedding ceremony/dress/ring/cake/bouquet* /bu'keɪ/, *bride*, *groom*, *bridesmaid*, *maid of honor*, *best man*, *say your vows*, *church/civil wedding*, *guests*, *honeymoon*, *get divorced*, etc.

Check pronunciation as you go. Make sure students understand the difference between *wedding* (the ceremony in which people get married) and *marriage* /'mæridʒ/ (the relationship between the married couple/the state of being married).

Focus on the photos of the four weddings. Ask students if they recognize the couple in the first photo (see *About the listening*). Elicit a few details about the photo. Then put students in pairs to complete the task. Monitor and help, providing vocabulary as necessary.

Elicit details about each of the photos from a range of students. Ask students which type of wedding they would prefer to attend. Elicit their reactions to the other types of wedding.

Answers

The first photo is of a very traditional church wedding in the UK, showing the bride and groom, the minister, and a large congregation. The bride is in a traditional white wedding dress and the groom is in military uniform. It looks as if they are saying their vows.

The second photo is of a civil wedding on a tropical beach. The ceremony is taking place on the beach on a sunny day. The bride, groom, and woman leading the ceremony are all in casual clothes and the bride is holding a simple bouquet. There are no guests (in the photo), just a simple area set up for the ceremony decorated with flowers.

The third photo shows a wedding street parade. It takes place probably in New Orleans, in the US, where this type of wedding is common. The bride and groom are walking behind the musicians, and the wedding guests are walking beside and behind the couple, while passersby enjoy the celebration.

The fourth photo shows a themed wedding based on the Japanese character Hello Kitty, possibly in Japan. The bride and groom are wearing traditional formal wedding outfits but have with them life-size Hello Kitty characters, also dressed as a wedding couple. The bride is holding a bouquet and the groom also has flowers. There is a big colorful heart behind the couple. The rest of the celebration is likely to be based on the Hello Kitty theme.

- 2 Read the questions as a class. Elicit a range of ideas, having students give reasons for their answers. Alternatively, divide students into two teams. One team must think of good reasons to get married, and the other team bad reasons. Give students a few minutes to think of their answers, and then find out which team has the most reasons.

Possible answers

Good reasons: love; wanting to start a family; wanting to show commitment to another person; for religious reasons

Bad reasons: money; to get a visa/citizenship; tax avoidance; unwanted pregnancy; because your parents want you to; to get away from home; to have a good party

- 3 Pre-teach/check *arranged marriage*. Focus on the photo and check pronunciation of Pratima /'prætɪmə/. Focus on the example questions. If necessary, highlight the use of the subject question in *Who arranged the marriage?* (NOT **Who did arrange ...?*) Put students in pairs to prepare some more questions. Monitor and help as necessary.

- 4 **CD3 8** Play the recording through once and have students discuss which of their questions were answered. With weaker students you can pause the recording each time Pratima changes topic.

Elicit what information students found out in a brief class discussion.

- 5 **CD3 8** Read through the questions as a class. Check pronunciation of Shyam /ʃi'ʌm/. Play the recording again. Students listen and answer the questions. With weaker classes, tell students not to write while they listen. They can write their answers and check with a partner after hearing the recording.

Play the recording a third time if necessary to give students time to check/complete their answers. Elicit any further details that students understood.

Answers and audio script

- 1 He asked friends and relatives if they knew anyone suitable.
- 2 He wanted to know about their education, their background, and their family's background.
- 3 The first man was very wealthy, well-dressed, and had good manners, but not a good education. The second man was not wealthy, and he was badly-dressed, but he was well-educated and from a very good background.
- 4 He thought that education was more important than money.
- 5 He hoped her father would refuse him – he didn't want to get married.
- 6 There was a special day when they met each other's families. They called every day and met regularly with a chaperone.
- 7 She says, "Oh, yes, I do." She thinks that arranged marriages work because the couple doesn't expect too much. Pratima is happy for her sons to have an arranged marriage.

CD3 8

I = Interviewer, P = Pratima

I How old were you when you met your husband, Pratima?

P Mmm ... I was just 16.

I Were you still in school?

P No, I'd left school, but I had a private tutor at home, preparing me for some exams.

I And your father arranged your marriage? Is that right?

P That's right.

I Could you tell me how he did that?

P Well, he looked around for a suitable husband. He asked friends and relatives if they knew anyone, and found out about their education, their background, and most importantly, the family's background. He managed to get a lot of information about them, you know.

I And how long did this take?

P Not too long in my case, but you know, sometimes a father can see up to 100 men before he chooses one. For my sister and my elder sister he saw over 100 men before ...

I He saw how many? Goodness! It must take up a lot of time.

P Yes, it can be difficult to decide, but for me he saw only two, one in the morning and one in the afternoon, and he chose the second one.

I What a day! Can you tell me about it?

P Yes ... well, in the morning, the first man was very wealthy, and he was well-dressed, and had good manners, but he hadn't had a good education.

I Ah. And the other one?

- P** Well, he wasn't terribly wealthy, but he was well-educated and he came from a good background. His family owned a village and were like princes. He was 22 and studying law.
- I** And this one your father chose?
- P** That's right. I think he thought money wasn't everything – for my father, education was more important and anyway, if a man is well-educated, he will earn in the end. Actually, Shyam, that's my husband's name, Shyam didn't want to get married at all, but his father had told him he must, so when he came to my house to meet my father, he was very badly-dressed because he hoped my father would refuse him. But luckily for me, my father did like him, and he had to say yes.
- I** He had to?
- P** Oh, yes, he had promised his father.
- I** And what about you? Did you meet both men?
- P** Yes, I met them that day. First, my family spoke to them and then they called me in and we spoke for four ... four or five minutes.
- I** And did you prefer the second?
- P** Well, actually, I wasn't sure. I left it to my father.
- I** You must trust him a lot!
- P** Oh, yes.
- I** So what happened next?
- P** Well, after a while, there was a special day when I went to meet his family and his family came to meet mine. It was kind of an engagement party. But we – you know – Shyam and me, we used to be on the phone every day and we'd meet regularly, but we always had to have a chaperone. And after ten months we got married.
- I** And how long have you been married?
- P** Nearly 25 years now.
- I** And ... it's been a successful marriage? Your father made a good choice?
- P** Oh, yes, of course, and we have two beautiful sons. They're 22 and 17 now.
- I** And will you arrange their marriages?
- P** Oh, yes. My husband is planning them now. He's been asking families for some time already and ...
- I** And your sons want it?
- P** Well, Krishna, he's the eldest, he's OK about it – he's studying hard and doesn't have time to meet girls, but ...
- I** Yes, what about the youngest? Ravi, isn't it?
- P** Yes, well, actually, Ravi's not so interested. It might be difficult to persuade ...
- I** But you still believe that the system of arranged marriages is a good one?
- P** Oh, yes. I do, of course I do – but, you know, it depends a lot especially on the family choosing the right person. But one main reason I think it does work is that the couple enters the marriage not expecting too much – if you see what I mean. Actually, you know, there are many more divorces between couples who thought they were marrying for love. You know, my mother, she had to marry at 13, but she's still happily married nearly 50 years later. Of course, nowadays 13 is considered too young, but you know ... times change.
- I** Yeah, that's very true. Thank you very much, Pratima.

What do you think?

Read the questions as a class. Divide students into groups of three or four. Ask them to make a list of advantages and disadvantages of arranged marriages, and to answer the other questions.

Ask a spokesperson for each group to present their ideas to the class. Encourage a class discussion about whether arranged marriages are a good idea. Elicit what other ways people meet their marriage partners. You can also ask students to tell the class what is typical or unusual about getting married in their country, especially in a multicultural class. If appropriate, ask students to share their personal experiences of how they or people they know met their partner.

Possible answers

Advantages of arranged marriages

The partner is an appropriate match according to education, wealth, and background.

It is easier than finding your own partner.

The parents and the rest of the families are happy with the choice.

Arranged marriages are often successful.

The couple enters the marriage not expecting too much.

Disadvantages

People marry someone they don't know – they might not like them. It isn't a marriage for love.

It takes away the right to make an individual choice.

It doesn't fit with ideas of individual liberty and women's rights.

It can be difficult to get out of an unsuccessful marriage.

SPOKEN ENGLISH – Other question forms (SB p. 53)

- 1 Read through the examples as a class. Check the answers to the questions. You can ask students to look for more examples of this type of question in **CD3 8** on SB p. 126.

Answers

The questions don't have the usual interrogative form (auxiliary verb and inverted word order). They are statements with rising intonation at the end.

This type of question is used when the speaker wants to check that they have understood correctly or when they want to express surprise or even shock.

- 2 **CD3 9** Read the example and questions as a class. Then put students in pairs to complete the task. Monitor and check for correct question formation and appropriate intonation.
Play the recording and have students check the two ways of forming the questions. Ask a few students to read and respond in two ways. If necessary, exaggerate the fall and rise on the question word to help students with intonation.

Answers and audio script

- 1 Your friends went to Alaska on vacation?
They went where?
- 2 You got home at 5:00 this morning?
You got home when?
- 3 You paid \$300 for a pair of jeans?
You paid how much?
- 4 You met a celebrity while you were out shopping?
You met who?
- 5 He invited you to his mansion for dinner?
He did what?

Arguing your case – For and against

- 1 Start by asking students how people communicated before email. Put students in pairs to discuss the questions. Then elicit a range of answers in a brief class discussion.
- 2 Write on the board *Has email improved our lives?* Divide the board into two columns and write the headings *Pros* and *Cons*. Nominate two students to stand at the board and take notes, one for each column. They write students' ideas as these are suggested.
Discuss the results and establish which column has more examples. Elicit a range of opinions from the class.

Possible answers

PROS (+)

It's a quick and easy way of keeping in touch, especially over distances. It's a good way of sending things quickly to people, like photos, résumés, etc.
In business, it has revolutionized the speed of office work, replacing memos and letters.
It allows people to work at home, on vacation, etc., because they can regularly communicate with coworkers and circulate work documents.

CONS (–)

People no longer write letters and postcards to each other.
The informal style encourages poor grammar and punctuation.
The number of emails can become overwhelming. People copy emails to people who don't really need to read them.
People spend more time emailing than actually talking to other people.
Spam email is a big problem.

- 3 Ask students to read through the article quickly and answer the questions. Monitor and help with any vocabulary questions or have students use a dictionary.
Ask how many of the points from exercise 2 appear in the article.

Answers

The article mentions the following main points:

Pros: Email is easy, fast, and cheap. Messages are easily stored. Email is environmentally friendly and "universal" – everybody uses it.

Cons: Email is impersonal, too easy, and security is lax, so people can get access to your emails. Saving a copy of an inappropriate email can create future problems. Emails can take over your life – you spend all your time reading and writing them.

- 4 Read the questions as a class. Give students time to study the article more carefully and answer the questions. Have students discuss their answers in pairs before checking with the class.

Answers

- 1 The topic is introduced by a general statement: *Email is an important means of communication*. The writer sets up the for and against essay by stating there are pros and cons: *However, in my opinion, like most things, it has both advantages and disadvantages*.
- 2 There are two personal examples: *Nowadays, whenever I send regular mail (or snail mail, as email users call it), I can't believe that it's actually going to take days to reach its destination. Even my great aunt in Spearfish, South Dakota, is using it these days*.

- 3 On the plus side:

- First of all, email is easy ...
- A second point is that email is fast ...
- Email is not only fast, it is also cheap ...
- Also, email messages are easily stored ...
- In addition to this, email is environmentally friendly because ...
- Last but not least, email is practically universal.

- 4 On the minus side:

- Firstly, email is impersonal ...
- Secondly, it can be argued that ...
- Another point is that email security is lax ...
- A final and very important point is that email can take over your life ...

Similar phrases from the two sections: *First of all/Firstly; A second point is that/Secondly; Also and in addition to this/Another point is that; Last but not least/A final and very important point is that*

- 5 The article is concluded with the writer's personal opinion. This is expressed by saying: *Overall, however, to my mind ...*

- 5 Read the task as a class. Have students choose the topic they would like to write about. Put students into groups of three or four depending on the topic they have chosen, e.g., you might have two groups brainstorming Texting, one Social networking, and one FaceTime/Skype. Students brainstorm the pros and cons and categorize their notes as in exercise 2. Have them organize their notes into the following paragraph plan:

Introduction

Pros: point 1
point 2
point 3
etc.

Cons: point 1
point 2
point 3
etc.

Conclusion

Give students time to write their essay, using their notes. This can be done in class or assigned as homework.

Remind students to use headings and the structure of the article in the Student Book as a model, and to build in linking words and expressions in the correct places.

If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit correction to major problems, e.g., the wrong tone/use of conjunctions, to avoid demoralizing the students.

The generation that refuses to grow up

ABOUT THE TEXT

The title of the article in this section is “The Peter Pan generation.” This is an allusion to the character created by the novelist and playwright J. M. Barrie. Peter Pan is a mischievous boy who can fly and who never gets old. Using the name Peter Pan is an interesting way of setting up the theme of the article – adults who behave more like teenagers and refuse to grow up. Traditionally, US society expected people in their early-/mid-20s to settle down and start families, but the age of marriage has been steadily rising since the 1970s. The article profiles a young woman, Marianne Power, who is one of the “Peter Pan generation” and also looks at wider social issues and reasons for this trend.

Students are introduced to the topic by talking about Peter Pan and what the “Peter Pan generation” might mean. Students read about Marianne Power and her father and check their understanding of their situation and attitudes. Students read the rest of the text and check their understanding of the details of the article. In the final stages, students focus on words and expressions in context and then discuss their responses to points stemming from the articles.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *mortgage*, *career plan*, *cough* (v), *settle down*, *save up*, *immortal*, *pension*, *full-fledged*, *cast a vote*, *make commitments*, *blame* (v), *root* (n), *cultural values*, *phase of life*.

- 1 Start by asking *What are the signs of being a grown-up?* Elicit a range of answers from the class. Suggest ways of referring to age, e.g., *adult/grown-up*, *teenager/adolescent*, *in (your) 30s/a thirty-something*, *a (40)-year-old*, *youth*, *at (the age of) (24)*, *middle age*.

Focus on the photos. Ask students who Peter Pan is. Discuss the second question as a class. Elicit a range of suggestions, but don't confirm or reject answers at this stage.

Answers

Peter Pan is a character in a children's story, a young boy who never grows up. He lives in a magic land and he can fly.

- 2 Focus students' attention on the first two paragraphs. Give students time to read the text as far as *I am 34!* Check pronunciation of some of the key words: *mortgage* /'mɔːɡɪdʒ/, *marriage* /'mæɪrɪdʒ/, *career* /kə'riə/. Put students in pairs to discuss the questions. Monitor and help as necessary. Check the answers. Elicit what “the Peter Pan generation” refers to (people in their 30s who refuse to behave as grown-ups).

Answers

- 1 He wanted to talk about Marianne's plans for life.
- 2 It's miraculous that they haven't talked about the topic before because Marianne is 34.

- 3 He “downed” the glass of water because it was going to be an important and difficult conversation. He was probably nervous about asking Marianne about her future.
- 4 “I dunno” is slang for “I don't know.” It's something that teenagers often say, so it's unusual for Marianne to use it as an adult.

- 3 Read through the questions with the class. Help with any vocabulary questions. Check pronunciation of Furedi /fə'redi/.

Give students time to read the rest of the article and answer the questions. Encourage them to underline the key parts of the text as they read.

Put students in pairs to compare their answers before checking with the class.

Answers

- 1 When Marianne's father was 34, he had two daughters in school and another one at home. He'd been running a business for ten years. He owned a house, and he had a pension. He was 26 years old when Marianne was born.
- 2 She lives in a rented apartment with her youngest sister. She has little to no savings and no pension. Getting married and having children is just an idea for her, not a reality.
- 3 Her plans only go as far as the next weekend.
- 4 She pays taxes, casts her vote, and gives money to charity.
- 5 The “Peter Pan generation” is described as a sizeable group of 25- to 40-year-olds who are avoiding the responsibility of marriage, mortgage, and children for as long as possible.
- 6 “Adultescent” refers to someone who refuses to settle down and make commitments, and who would rather go on partying into middle age. It is formed from *adult* and *adolescent*.
- 7 Back in the 1970s, men typically got married at 24 and women at 22. Currently, the average age at which people marry is 32 for men and 30 for women. The average age for starting a family today is 28 for women, up from 24 in 1970.
- 8 Buying or renting a house gets more and more expensive, so adults have to move back home with their parents. Three million 20- to 34-year-olds now live with their parents – one in three men and one in six women. Professor Furedi says that people refuse to grow up because of fear. They are scared of getting old because cultural values are linked with being young.
- 9 Woman cannot put off the decision of whether to have a child.
- 10 She has fewer “Peter Pan” friends now. Some of them have bought a house and started a family, and they are very happy with their new lifestyle.

Vocabulary work

Elicit the answer to sentence 1 as an example. With weaker students, you can elicit the type of word that is missing each time before students complete the task. Remind the class that they might need to change the form of the word. Have students check their answers in pairs before checking with the class.

Answers

- | | |
|-------------|--------------------|
| 1 shrugged | 5 cling |
| 2 muttering | 6 blame |
| 3 savings | 7 spoiled, choices |
| 4 settle | 8 denial |

EXTRA ACTIVITY

You can extend the vocabulary work by having students choose another six words or expressions from the article and writing fill-in-the-blank sentences for their partner to complete. Students should supply the first letter of each word as in the sentences on SB p. 54.

What do you think?

Divide students into small groups to discuss the questions. Make one member of each group the “chairperson.” They have to ask the questions and make sure everybody in the group has a turn to express their view. At the end, the chairperson can summarize their group’s discussion in a brief class discussion.

EXTRA ACTIVITY

You can review the themes and language in this section by having students role-play different scenarios. Have them choose one or two of the following situations, inventing new information and opinions as necessary:

- Marianne and her father meeting in the restaurant to talk about her future.
- Marianne and her father meeting three months later.
- Marianne talking to two of her old friends who have now settled down.
- Two parents complaining about how their adult child treats them and their house since he/she has moved back in.

Give students time to prepare their role plays(s) and then act it/them out for the class.

VOCABULARY AND SPEAKING (SB p. 56)

Hot verb *get*

The vocabulary syllabus continues with a focus on another hot verb – *get*. As in Unit 2 (see TB p. 26), the section practices common expressions and phrasal verbs using this verb.

- 1 Read through the introduction and examples as a class. Elicit the matching word from the box for number 1. Then put students in pairs to complete the matching task. Check the answers.

Answers

- 1 began
- 2 becomes
- 3 aging
- 4 annoys me
- 5 contact
- 6 have a good relationship

Phrasal verbs with *get*

- 2 **CD3 10** Read the instructions as a class. Give students time to read through the sentences. Help with any vocabulary questions. Elicit the correct particle for the first set of sentences as an example.

Students complete the task, working individually. Remind students they need only six of the particles. Have students compare answers in pairs before playing the recording as

a final check. If necessary, elicit synonyms/paraphrases for the phrasal verbs in each of the contexts (see text in parentheses in *Answers*).

Answers and audio script

- 1 You always get **out** of doing the dishes. It’s not fair. (avoid)
How did our secret get **out**? Everyone knows now! (become known)
I got a great book **out** of the library. You can borrow it after me. (borrowed)
- 2 The police finally got **to** the truth about the robbery. (uncovered)
Just to get **to** work, I have to take three buses. (commute/travel)
All his teasing got **to** me. It really hurt my feelings. (annoyed)
- 3 It took me a long time to get **over** the flu. (recover from an illness)
He still can’t get **over** the death of his pet dog. (recover from a bad experience)
I can’t get **over** how much your children have grown! (used to say how surprised you are)
- 4 He got **up** to 300 pounds before he went on a diet. (gained)
We got **up** to page 56 in the last class. (reached)
I had to get **up** at 5 a.m. to catch my flight. (get out of bed)
- 5 I couldn’t get **through** to Joe. I don’t think his phone’s working. (connect by phone)
I tried to get **through** to her, but she ignored my advice. (communicate directly and honestly)
Sue got **through** the exam quickly, but I took forever. (finished)
- 6 You can always get **around** the rules if you hire a good lawyer. (avoid/manipulate)
I’m sorry. I just haven’t gotten **around** to replying to your invitation yet. (found the time to)
I can’t see how we can get **around** this problem. It’s a difficult one. (deal with successfully)

EXTRA ACTIVITY

Ask students to close their books. Write the particles from exercise 2 in random order on the board. Divide the class into three or four groups, depending on the size of your class. Tell group 1 that they can win a point by producing a sentence, using *get* and one of the particles. If it is correct, they win a point. Then move on to group 2. Go from group to group, asking them for a sentence. The sentence must be correct, and the verb and particle must have a different meaning from any used earlier. Keep going until the students can’t produce any more sentences.

Talking about you

- 3 With weaker classes, you may want to point out the use of the causative in question 7. Briefly review the form *get* + object + past participle, e.g., *get your hair cut*, *get your eyes tested*.

Have some pairs of students ask and answer question 1. Put students in pairs to continue asking and answering. Alternatively, you can do this task as a mingle. Students walk around the class, interviewing as many people as they can in a time limit of five to ten minutes.

Students report back about their partner/other students they spoke to.

Elicit the wording for sentence 1 without *get* as an example. Put students in pairs to rewrite the sentences. Establish if *get* is generally more formal or informal.

Answers

- 1 Do you have a good relationship with your parents?
- 2 How long does it take to finish your homework every night?
- 3 How do you go/travel to school?
- 4 How do you usually contact friends and family?
- 5 When did you last become angry?
- 6 What are two things that always annoy you?
- 7 How often do you have your hair cut?
- 8 In what ways is your English improving?
- 9 Are you worried about aging/becoming older?

Get is generally more informal.

EXTRA ACTIVITY

You can reinforce the uses of *get* in this lesson by having students write their own personalized questions for the class. Students prepare six questions, each using a different meaning of *get*. They then walk around the class in a mingle activity and ask at least three people their questions. Students can then report back to the class in a brief feedback session.

EVERYDAY ENGLISH (SB p. 57)

Exaggeration and understatement

This section focuses on two features of spoken and informal written English – exaggeration and understatement. This builds on *Vocabulary* in Unit 4, where students practiced understatements and being tactful by saying the opposite. Students get plenty of practice of recognizing exaggeration and understatement before moving on to producing their own examples. Some of the expressions review and reinforce modal verbs from this unit.

NOTE

There is some dictionary work in this lesson, so if students don't have access to their own dictionary in print or online, try to have a class set of dictionaries available for checking meaning and pronunciation.

⚠ POSSIBLE PROBLEMS

Many languages use exaggeration to help get a point across, e.g., in expressions like *I've told you a million times!* *She's the nicest person in the world*, etc. Understatement may be a less common feature in your students' L1. Some students may even take the understated opinion literally and be confused by the lack of expression or misunderstand the implied humor.

The appropriate use of adverbs and modifiers is important in these features, e.g., *I'm absolutely dying of hunger*. *They've got a little bit of money*. Native speakers often use understated language when complaining e.g., *a little bit (of)* and *not too*. Leaving these modifiers out can make non-natives sound too direct or even rude. Compare:

The service was a little bit slow./The service wasn't too efficient.

The service was slow.

A very direct statement like the second example may give the impression of rudeness and so wouldn't be dealt with sympathetically.

Stress and intonation are important in both features in this section, so exercise 4 gives controlled practice in delivering key sentences in a meaningful way.

At the end of the lesson, it's a good idea to ask students how they use exaggeration and understatement in their own language.

- 1 Start by writing *excited* and *reserved* as the headings of two columns on the board.
Discuss the questions as a class. Write the examples of what students say under the correct column.
- 2 Focus on the photo and read the sentences as a class. Check comprehension of *worship*. Put students in pairs to categorize the "declarations." You can have students read the sentences with meaning, as if they were lines from a movie.

Answers

Exaggerated

I'm absolutely crazy about you.

I worship the ground you walk on.

Understated

We get along pretty well, don't you think?

I'm really rather fond of you.

- 3 Elicit the matching line for number 1 as an example. Put students in pairs to complete the matching task. Have them use a dictionary to check any new words. Monitor and help as necessary.
- 4 **CD3 11** Play the recording through once and have students check their answers. In the *Answers* below, examples of exaggeration are in bold. Examples of understatement are in *italics*.
Play the recording again, pausing after each exchange to give students time to mark the main stresses and focus on the intonation.

Put students in pairs to practice the conversations. Monitor and check for appropriate stress and intonation. If students have problems, play selected lines of the recording again and drill chorally and individually. With weaker classes, you can point out that in exaggerations both the adverb and adjective are usually stressed strongly; in understatements, the modifier is usually stressed:

They're obviously madly in love.

I was a little upset.

Answers and audio script

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

CD3 11

- 1 **A They're obviously madly in love.**
B Yeah, they do seem to get along really well.
- 2 **A His family members are pretty well off, aren't they?**
B You can say that again! They're absolutely loaded!

- 3 **A You must have hit the roof when she crashed your car!**
B Well, yes, I was a little upset.
- 4 **A I think Tony was a little bit rude last night.**
B You think? He was totally out of order!
- 5 **A I can't stand the sight of him!**
B I have to admit, I'm not too crazy about him either.
- 6 **A He isn't very bright, is he?**
B You're not kidding. He's as dumb as dirt.
- 7 **A I'm fed up with this weather! It's freezing.**
B I guess it is a little chilly.
- 8 **A Well, that was a fantastic vacation!**
B Yes, it was a nice little break.
- 9 **A I'm exhausted.** Can we stop for a rest?
B OK. I'm a little out of breath, too.
- 10 **A I'm absolutely dying for a cup of coffee!**
B I wouldn't mind one myself.

- 5 **CD3 12** Read the sentences as a class. Help with any vocabulary questions. Elicit possible replies to sentence 1 as an example. Put students in pairs to read the statements and give exaggerated replies. Monitor and check for good intonation. If students sound "flat," drill key lines with the class and then have students repeat the pairwork. Play the recording and have students compare their replies.

Audio script

- 1 **A** Is that a new watch? I bet that cost something.
B Something!? It cost a fortune!
- 2 **A** It's a little bit chilly in here, don't you think?
B You can say that again! I'm absolutely freezing!
- 3 **A** These shoes aren't bad, are they?
B They're gorgeous! I want them!
- 4 **A** Can we pull over at the next rest stop? I could use something to eat.
B Me too. I'm starving! I didn't have breakfast this morning.
- 5 **A** I think those two like each other, don't you?
B Like's the wrong word. They're obviously crazy about each other.
- 6 **A** I bet you were a little bit upset when your team lost.
B Me? Upset? I cried myself to sleep!

SUGGESTION

Ask students to underline the idiomatic expressions in exercises 3 and 5, e.g., *hit the roof*, *be out of order*, *could use sth*, etc. Check that students understand that these are used in informal English and that they need to be careful with very informal language like *as dumb as dirt*. These are to be avoided in more formal situations/relationships because they could be offensive.

Don't forget!

Workbook Unit 7

Ex. 8 Phrasal verbs – Type 4

Ex. 9 Listening – Not getting along

Ex. 10 Pronunciation – Consonant clusters

Ex. 11 Pronunciation – Sentence stress

Grammar Reference (SB pp. 143–144)

Word list Unit 7 (SB pp. 152–153)

Remind your students of the Word list for this unit on SB pp. 152–153. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 7 Test

Stop and check Test 2

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



8

How remarkable!

Relative clauses • Participles • Adverb collocations • Exclamations



Our remarkable planet

The theme of this unit is extreme experiences and extreme places. The main grammatical focus of the unit is relative clauses and participles. These are contextualized in a short text about the remarkable rise to fame of a singer on a talent show. The main reading text is about a man who built tree houses in New York's Central Park. In *Listening and speaking*, two young women describe their experiences of extreme heat and cold. The idea of "extremes" is continued in the *Vocabulary* section with a focus on extreme and gradable adjectives. The focus on places is also featured in the *Writing* section, and the unit ends with an *Everyday English* lesson on exclamations.

LANGUAGE INPUT

GRAMMAR

Relative clauses and participles (SB p. 58)

- Reviewing relative pronouns and participles.
- Completing a text with the correct clauses and answering questions.
- Practicing punctuation and pronunciation in defining and non-defining relative clauses.
- Practicing adding detail with relative clauses and participles.
- Practicing the difference between participle adjectives, e.g., *depressed/depressing*.

VOCABULARY

Adverb collocations (SB p. 61)

Language work (SB p. 64)

- Understanding and practicing adverbs that go with gradable and extreme adjectives.
- Completing extracts from the recording with the correct adverb.

EVERYDAY ENGLISH

Exclamations (SB p. 65)

- Practicing *What ...!*, *What a ...!* and *How ...!*, and a range of other exclamations.

SKILLS DEVELOPMENT

READING

Happy ending in New York (SB p. 62)

- An article about a man who had an unusual home in New York but got his dream job.

LISTENING

Extreme temperatures (SB p. 64)

- Predicting content from key words/questions and listening for key information in two longer monologues. **CD3 22** **CD3 23** (SB pp. 127–128)

SPEAKING

Adding more detail (SB p. 60/p. 62)

Role play (SB p. 63)

What do you think? (SB p. 63)

Exclamations (SB p. 65)

- Practicing giving detail by describing and drawing a scene.
- Role-playing an interview with the characters in the reading text.
- Discussing the key points stemming from the reading text.
- Writing and acting out a conversation to practice exclamations.

WRITING

Describing places – My favorite part of town (SB p. 109)

- Understanding adjectives that can describe people, places, or food, analyzing the structure of a model text, distinguishing fact from opinion, and writing a description.

MORE MATERIALS

Photocopiables – Tall stories (TB p. 182) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 58)

The *Starter* section checks students' ability to use relative pronouns and to recognize past and present participles.

Work through the exercises fairly quickly, avoiding any lengthy grammar explanations at this stage.

- 1 Elicit the answer to number 1 as an example. Give students time to complete the sentences, working individually. Have them check in pairs before checking with the whole class.

Answers

- 1 The woman **who** you met was my sister.
- 2 My other sister, **who** lives in Toronto, is a teacher.
- 3 She suddenly decided to give up teaching, **which** came as a shock.
- 4 She says that **what** he wants to do is move to Australia.
- 5 Her boyfriend, **whose** parents live in Melbourne, is delighted.
- 6 They don't know exactly **where** or **when** they are going.
- 7 Their apartment, **which** they bought only last year, is up for sale.
- 8 The apartment **which** I want to buy is on Acacia Avenue.

- 2 Ask the question and check the answer as a class.
If necessary, point out that *what* in sentence 4 means "the thing that" and cannot be replaced by *that*.
If students ask about the omission of the pronoun in sentences 1 and 8, briefly point out that it can be omitted because the pronouns are the object of the clause.

Answer

That can replace the relative pronoun in sentences 1 and 8. It can replace *who* or *which* in defining relative clauses.

- 3 Ask students to underline the participles and rewrite them with relative pronouns. Check the answers.

Answers

- 1 The woman standing next to him is his wife.
The woman **who is standing** ...
- 2 Most TVs sold in the US are imported models.
Most TVs **that/which are sold** ...
(Notice that although *imported* is also a past participle, it would sound unnatural rewritten as a relative clause here.)

SHE'S GOT TALENT! (SB p. 58)

Relative clauses and participles

This section contextualizes and practices relative clauses and participles. The practice activities focus on recognizing when a relative clause is defining or non-defining, including punctuation and pronunciation. There is also a series of exercises on forming longer, complex sentences using relative clauses and participles.

⚠ POSSIBLE PROBLEMS

- **Defining and non-defining?** A defining relative clause is essential to the meaning of a sentence, e.g.,
The people who live across the road are friendly.
If you remove the relative clause and say *The people are friendly*, the meaning is unclear = *Which people?* *All people?*

A non-defining relative clause adds extra, nonessential information, e.g.,

My next-door neighbor, who has a nice car, is friendly.

If you remove the relative clause and say *My next-door neighbor is friendly*, then the meaning of the sentence is still clear.

Non-defining relative clauses often appear in written English. The clause is contained within commas.

When a non-defining relative clause is spoken, the speaker pauses slightly before and after it. (This is covered in *Practice exercise 1*.)

A common error is to define a noun that is already identified, e.g.,

**My best friend who lives abroad is coming over next week.* (The word *best* has already told us which friend it is, so a non-defining relative clause is needed between commas: *My best friend, who lives abroad, is coming over next week.*)

- **Leaving out the pronoun** You can leave out the relative pronoun if it is the object of a defining relative clause. This is very common, although students often leave in the pronoun and so can sound unnatural, e.g.,
The school that I went to was one of the best in Europe. (Although not grammatically wrong, it doesn't sound as natural as: *The school I went to ...*).
You can't leave out the pronoun in non-defining relative clauses.

- **Who, which, or that?** English uses *who* for people and *which/that* for objects, but other languages use the same pronoun for both, changing the form depending on the gender of the noun. Common errors include:
**People which can't use a computer are at a disadvantage.*

You cannot use *that* in a non-defining relative clause, only *who* or *which*, e.g.,

**They didn't invite me, that really upset me.*

In some languages, *what* and *that* are the same word, leading students to use *what* incorrectly:

**Everything what she said was funny.*

- **Using a subject pronoun and a relative pronoun** Students can get confused by the structure of the sentence, inserting a subject pronoun when the relative pronoun already refers to the subject, e.g.,
**The teacher who he was our favorite has now left.*
- **Participles** Present and past participles can be used as adjectives, e.g., *a boring man/a broken window*. Present participles are active in meaning, but past participles are passive. Compare:
This movie is boring.
I'm bored with this movie.
They are both used:
– as reduced relative clauses, e.g.,
There was a man selling newspapers. (= who was selling)

The trash left by visitors was piled everywhere.
(= that had been left)

– in participle clauses, e.g.,

He woke up feeling sick.

Having lost his job, he decided to freelance.

The subject of the main verb clause and the participle clause must be the same, e.g.,

The house stood at the edge of the forest. It appeared dark and abandoned. / *Looking through the window, the house appeared dark and abandoned.

If the subjects of the two clauses are different, then they both need main verbs:

I looked through the window. The house appeared dark and abandoned. / *Looking through the window, the house appeared dark and abandoned. (Here it sounds as if the house was looking through the window!)

You can read through the Grammar Reference for Unit 8 on SB pp. 145–146 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 59.

ABOUT THE TEXT

Born in 1961, Susan Boyle (known as “SuBo” from the first letters of her names) is a Scottish singer who first became known when she appeared on TV’s *Britain’s Got Talent* in 2009, singing *I Dreamed a Dream* from *Les Misérables*. Despite her fairly unglamorous appearance, people appreciated her voice and the fact that she came from humble beginnings. She has gone on to become an extremely successful recording and performing artist.

- 1 Focus on the photos and ask students what they know about Susan Boyle. Pre-teach/check *bully* (n) /'bʊli/, *simple* (= not very intelligent), *skeptic*, *plump*, *sensation* (= big success).

Give students a short time to read the text and answer the questions. Tell them to ignore the blanks in the text at this stage. With weaker students, you can set a time limit of about a minute.

Check the answers.

Answers

Susan Boyle is a Scottish singer who appeared on *Britain’s Got Talent*. She has become a successful artist, with four best-selling albums despite having learning difficulties and being bullied as a child.

Possible answers about students’ impression of Susan

She isn’t the typical singing star. She appears quite innocent and sensitive. She is very successful, but is close to her family and her old way of life.

- 2 **CD3 B** Elicit the correct clause for the first blank. Ask students to read the text again and complete the task. Let students check their answers in pairs before playing the recording as a final check.

Answers and audio script

Susan Magdalane Boyle (born 1961) is a singer from a small town in Scotland **who became internationally famous** after appearing on the TV program *Britain’s Got Talent*, **where she sang** *I Dreamed a Dream* from the musical *Les Misérables*.

Susan, **whose father, Patrick, was a miner**, was the youngest of eight children in a musical family. **When she was at school**, she was diagnosed with learning difficulties and was often the target of bullies, **who called her “Simple Susan.”** However, she began singing in school productions and both her teachers and her mother, Bridget, **recognizing her talent**, encouraged her to perform in singing competitions, **which she did** for many years.

In 2007, her beloved mother died and Susan stopped singing. She stayed at home with her cat, Pebbles, for two years, until finally she was persuaded to enter *Britain’s Got Talent*. The audience, **most of whom looked skeptically at** this plump, 48-year-old woman, was absolutely amazed when she opened her mouth to sing. Susan Boyle singing *I Dreamed a Dream* became a YouTube sensation, **viewed by 66 million people worldwide**, particularly in the US.

In the years after the show Susan, or “SuBo” as she is now known, went on to make four best-selling albums, **two of which topped the charts** in the UK and the US. There is even a stage musical of SuBo’s life called, of course, *I Dreamed a Dream*.

She now travels the world singing, but she always returns to the same family home in Scotland.

- 3 Elicit the answer to question 1 as an example. Check comprehension and pronunciation of the adjectives in question 8. Put students in pairs to answer the rest of the questions.

Check the answers with the class.

Answers

- 1 She appeared on the TV program *Britain’s Got Talent*.
- 2 Her father, Patrick, was a miner. Her mother, Bridget, encouraged Susan to sing. Bridget died in 2007. Susan was the youngest of eight children in a musical family.
- 3 She was diagnosed with learning difficulties. Bullies at her school called her “Simple Susan.”
- 4 Her teachers and her mother encouraged her to perform in singing competitions.
- 5 She stopped singing in 2007, when her mother died.
- 6 She isn’t the typical singing star. She was plump and 48 years old.
- 7 She made four best-selling albums. She now travels the world singing. There is now a stage musical of her life.
- 8 Possible answers: talented, ambitious, loyal, modest, ordinary, humble

GRAMMAR SPOT (SB p. 59)

See TB p. 4 for suggestions on how to teach this section.

Relative clauses

Read the explanation and example as a class.

- 1 Read the first sentence as an example and elicit the relative clause. Put students in pairs to read the other sentences aloud and find the relative clauses. Then check the use of the commas and the punctuation.

Answers

The speaker should pause where the commas appear.

I met a woman who sings in clubs.

My sister, who lives in Toronto, sings in clubs.

The house which you saw is my aunt's.
 My aunt's house, which I don't like, is very big.
 We use commas in non-defining relative clauses. They go before and after the relative clause to show that it isn't an essential part of the sentence. The speaker pauses at the commas.

- 2 Have students discuss the question in pairs. Then check with the class. With weaker classes, you can write each sentence from stage 1 on the board and go through them with the class.

Answers

The relative pronoun can be omitted from:
The house which you saw is my aunt's.
 This is because the relative pronoun can be omitted from a defining relative clause when it is the object of the clause. In speech, the sentence sounds more natural if the pronoun is omitted:
The house you saw is my aunt's.

Present and past participles

Put students in pairs to underline the participles and discuss the questions.

Check the answers.

Answers

Who is that boring man standing by the door?
 The carpets included in the sale were old and worn.
 They own four houses, including a mansion in Beverly Hills.
 adjectives: *boring, worn*
 (*boring, standing, and including* are present participles;
included and worn are past participles)

►► Grammar Reference Unit 8 on SB pp. 145–146.

PRACTICE (SB p. 59)

Punctuation and pronunciation

- 1 **CD3 14** Ask students to read aloud the first two sentences as examples. Elicit the necessary punctuation for sentence 2. Put students in pairs to complete the task. Monitor and help as necessary.

Play the recording so that students can check their answers. Play the recording again and have students repeat chorally and individually.

Answers and audio script

- 1 The area of New York City I like best is Soho.
- 2 My father, who's a doctor, plays the drums.
- 3 The book that I'm reading now is fascinating.
- 4 Paul passed his driver's test on his first try, which surprised everybody.
- 5 People who eat poorly risk getting all sorts of illnesses.
- 6 I met a man whose goal in life was to visit every capital city in the world.
- 7 The Channel Tunnel, which opened in 1995, is a great way to get from England to France.
- 8 What I like best about work are the vacation days.
- 9 A short bald man, seen running away from the scene of the crime, is being sought by the police.

Adding detail

- 2 Focus on sentences 1 and 2 and elicit which one needs more information. Put students in pairs to complete the task.

Check the answers with the class.

Answers

Sentences 2, 3, 5, 7, 8 need more information.

- 3 Focus on sentences a–h and elicit the correct one for sentence 1 in exercise 2. Elicit the wording for the new sentence 1 as an example. Put students in pairs to complete the task.

Check the answers with the class. Ask individual students to write their answers on the board and check if the rest of the class agrees. If there is any disagreement, encourage class discussion and correction. If necessary, point out that you don't repeat the object/object pronoun in sentences b, c, d, and g.

Answers

- 1g The apple tree in our yard, which my grandfather planted sixty years ago, needs to be cut down.
- 2f People who exercise regularly live longer.
- 3d She married a man she met on vacation in Turkey.
- 4h The Great Barrier Reef, which is situated off the northeast coast of Australia, is the largest coral reef in the world.
- 5c Did I show you the photographs we took in Barbados?
- 6a Let me introduce you to Petra James, who works in our Paris office.
- 7e I'm looking for a book which/that practices Spanish grammar.
- 8b I was speaking to someone you know.

Depress -ed or depress -ing?

- 4 Focus on the table and read the topics 1–7 with the class. Read the question and elicit a possible adjective for *mistake*.

Put students in pairs to complete the matching task. Make sure they understand that sometimes more than one answer is possible.

Check possible answers with the class, monitoring pronunciation as you go.

Answers

The adjectives in **B** go with the topics in **A**.
 Possible answers:

A	B
1 mistake	embarrassing
2 a vacation	relaxing/exhausting/boring
3 gossip	shocking/embarrassing
4 a trip	exhausting/boring
5 a job	challenging/exhausting/boring
6 the weather	depressing
7 a TV documentary	shocking/depressing/boring

- 5 **CD3 15** Briefly review how to use *-ing* and *-ed* adjectives. Basically, we use *-ing* to describe the situation; we use *-ed* to describe how you feel about it:

Moving to a new house is exhausting.

We just moved to a new house. I'm exhausted/I feel exhausted.

Explain that students are going to hear seven short conversations about the topics in exercise 4. Focus on the example and play conversation 1.

Pre-teach/check *bliss*, *have an argument*, *shove* (v), *not sleep a wink*, *deal with*, *put your foot in your mouth*, *be due* (of a baby). Play the recording, pausing after each conversation. Students listen and describe the person and the situation, using *-ing* and *-ed* adjectives.

Possible answers and audio script

- 1 She's/She feels depressed./The weather is depressing.
- 2 She's/She feels relaxed./The vacation was relaxing.
- 3 She's/She feels shocked./The gossip was shocking.
- 4 She's/She feels exhausted./The trip was exhausting.
- 5 She's/She feels challenged by her new job./The new job is challenging.
- 6 She's/She feels bored because there is nothing on TV./The documentary looks boring.
- 7 She's/She feels embarrassed./Her mistake was embarrassing.

CD3 15

- 1 **A** It's raining again.
B Oh, no! Another miserable day when we're stuck indoors.
A Cheer up! It's good for the plants and trees.
B I don't care about the plants and trees. I need some sunshine.
- 2 **A** How was your vacation?
B Great, thanks. Just what we needed.
A Did you do much?
B Not a lot. We just sat by the pool, read books, and took it easy for two whole weeks. Absolute bliss.
- 3 **A** Have you heard about Dave and Maggie?
B No. Tell me, tell me!
A Well, last week they went to a party, had this huge argument in front of all these people, and
B Did it get physical?
A Oh, yeah! Maggie shoved Dave into a flowerpot, told him to get lost, and left with some other guy!
B What! I just can't believe Maggie would do such a thing. It doesn't sound like her at all.
- 4 **A** Come on in. You must be exhausted!
B Oof, I am. I've been traveling for the past 30 hours and I haven't slept a wink.
A I know – I can never sleep on a plane, either. Just sit down, take it easy, and I'll get you some tea.
- 5 **A** How's the new job going?
B Good, thanks, very good – but it's difficult. I'm having to deal with so many new things. Still, I'm enjoying it all.
A Mmm – I know what you mean.
B It's great to be doing something that's so satisfying, and meeting so many people from abroad.
A Absolutely.
- 6 **A** There is nothing good on TV tonight!
B What about that wildlife program?
A Do you mean the one about the life of frogs?
B Yeah – does it look any good?
A You're kidding. It looks like absolute garbage.

- 7 **A** What's the matter with you?
B Oh, my gosh – I just put my foot in my mouth.
A What do you mean?
B Well, I was talking to that lady over there, and I asked her when her baby was due, and she told me she wasn't pregnant.
A Oh, no! That's awful!

- 6 Elicit the two participles for number 1 as an example. Students complete the task, working individually. Have students check in pairs before checking with the class.

Answers

- 1 I hurt my leg **playing** soccer.
Bridge is a card game **played** by four people.
- 2 It says **Made** in Korea on my camera.
I have a job in a café **making** sandwiches.
- 3 I've spent the whole morning **writing** an essay.
On the wall was some graffiti **written** in big letters.
- 4 Items **bought** on sale cannot be refunded.
I spent all my money **buying** Christmas presents.
- 5 The police caught the robber **breaking** into a house.
Careful! There's a lot of **broken** glass on the floor.

Adding more detail

The activities in this section should provide plenty of speaking practice, as well as practice with participles.

NOTE

Exercise 9 is a describe-and-draw activity. You can bring in illustrated magazines and have students choose a picture or, alternatively, photocopy the pictures on TB p. 117. Make enough copies for each pair of students in your class.

- 7 **CD3 16** Focus on the picture and elicit a few basic details about the situation. Check comprehension of the words and phrases in the box.

Write *A man was walking down the street.* on the board and elicit where one or two of the words and expressions could go in the sentence.

Put students in pairs to decide how to use all the language in the box. Give them time to discuss and try out various alternatives before reading their sentence to the class.

Play the recording. Students listen and check their answers.

Answers and audio script

A cool, young man was walking slowly down the busy street lost in thought, listening to music, and humming to himself.

SUGGESTION

An alternative idea for exercise 8 is to give each pair of students one of the sentences from the exercise at the top of a sheet of paper. They must copy the sentence, adding an adjective, adverb, or participle/relative clause. Then they pass it on to another pair, who must add something to the previous pair's sentence before passing it to another pair. Students read the final sentences to the class.

- 8 **CD3 17** Read the instructions and sentences as a class.
Elicit possible ways of making sentence 1 longer.

Put students in pairs to choose their sentences and make them longer. Stress that students need to produce a single sentence each time. Monitor and help, providing vocabulary and ideas as necessary. Give students time to discuss and try out various alternatives before reading their sentences to the class.

Play the recording. Have students listen and compare their answers.

Possible answers and audio script

- 1 A beautiful, long-haired girl was sunbathing drowsily on the wide, white, sandy beach, wearing a fashionable polka-dotted bikini.
 - 2 A huge, bald, angry-looking police officer came running into the crowded room yelling at the top of his lungs.
 - 3 A ten-year-old boy found a black leather wallet containing \$1,000 on a New York City subway.
 - 4 The once-famous, aging actor Kirk Power was seen entertaining a young blond lady in the expensive French restaurant frequented by many glamorous movie stars.
 - 5 The much-longed-for skiing vacation in Colorado was a complete success, enjoyed by every member of the family.
- 9 Bring some illustrated magazines into class and ask students to each find an interesting picture to describe. Alternatively, use copies of the two scenes on TB p. 117 of the Teacher's Book (see *Note* above). Whichever alternative you use, remind students to keep their picture hidden from their partner.
- Provide useful language to describe the picture:
In the background/foreground, you can see ...
In the bottom/top left/right corner, there is ...
To the left/right of ... there is ...
behind/in front of/opposite/next to/right next to ...
- Divide the class into A/B pairs. Hand out the relevant copy of the picture on TB p. 117 or have students focus on the magazine picture they have chosen. Give them a minute or two to think of ways of describing the picture. Remind them to think about the position of people and objects, and also how to integrate participles into their description.
- Students take turns describing the picture to their partner. Their partner must try to draw it. Students then compare their pictures with the original to see which one was most accurate.

EXTRA ACTIVITY

Put students in new pairs to prepare a story based on their picture, using language from the lesson. Give students time to think about what happened before the scene in their picture and what is going to happen next. Encourage them to invent any additional characters and details to make an interesting narrative. Students take turns telling their story to the class. If you want to give additional writing practice, students can write their story for homework.

ADDITIONAL MATERIAL

Workbook Unit 8

- Ex. 1–4 Defining and non-defining relative clauses
Ex. 5 Prepositions in relative clauses
Ex. 6–7 Participles
Ex. 8 Relatives and participles review

VOCABULARY AND PRONUNCIATION (SB p. 61)

Adverb collocations

This section looks at the difference between gradable adjectives (*good, bad, nice*, etc.), which collocate with *very*, and extreme adjectives (*excellent, awful, marvelous*, etc.), which collocate with *absolutely*. There is also an explanation of the different meanings and pronunciation of *pretty*.

⚠ POSSIBLE PROBLEMS

- **Gradable and extreme adjectives** Some adjectives in English are gradable. That means there are different degrees or levels of the meaning, e.g., the weather can be *a little/a bit warm, rather warm, very warm, or extremely warm*. Extreme adjectives already include the idea of “extremely” in their meaning, e.g., *boiling* in itself means “extremely hot,” so you can’t say **a bit boiling/very boiling*.
Also, extreme adjectives aren’t usually used with comparatives and superlatives.
We use different adverbs with different types of adjectives:
gradable: *a little/a bit, fairly, rather, very, extremely*:
I’m a little hungry.
extreme: *absolutely/completely/utterly*:
I’m absolutely starving. NOT **I’m very starving.*
- **Pretty** The phrase *pretty* + adjective can have both a positive and a less positive meaning, depending on the pronunciation:
The food was pretty good. I think you’d like it there.
(stress on the adjective = a positive meaning)
The food was pretty good, but I’m not sure I’d go back.
(stress on *pretty* = a less positive meaning – “not very good”)

Extreme adjectives

- 1 Give students a few minutes to go through each set of adjectives. Help with any vocabulary questions and pronunciation problems. Ask students to match the groups of adjectives with the correct adverb. Put students in pairs to check why the words collocate in this way. Elicit possible matches for *good* from group B. Students continue to match the adjectives with similar meanings, working in pairs. Point out that some adjectives in **A** can have more than one match in **B**.
Check the answers.

Answers

The adjectives in group **A** go with *very*; those in group **B** with *absolutely*.

This is because *very* goes only with gradable adjectives – adjectives that show that something can have more or less of a particular quality, e.g., *good*, *bad*, *beautiful*. *Absolutely* goes with extreme adjectives – adjectives that already contain the idea of “very” in their definitions, e.g., *marvelous* = *very good*, *freezing* = *very cold*, etc.

very	absolutely
good	marvelous/fantastic/excellent/spectacular
bad	awful/dreadful
big	huge/enormous
wet	soaking
nice	fantastic/gorgeous/excellent/spectacular
unusual	extraordinary
surprised	amazed
excited	thrilled
valuable	priceless
silly	ridiculous
interesting	fascinating
tired	exhausted
happy	delighted/thrilled
smart	brilliant
funny	hilarious

- 2 Read the first conversation as a class and elicit the missing adjective. Remind weaker students that they need to choose extreme adjectives from group B in exercise 1.

Put students in pairs to complete the conversations. Monitor and help as necessary.

- 3 **CD3 18** Play the recording and have students check their answers. Elicit other possible adjectives for sentences 4 (*huge*) and 6 (*dreadful*).

Put students in pairs to practice the conversations. Monitor and check for good pronunciation, especially the intonation on B's replies. If students have problems, play selected lines of the recording again and have students repeat chorally and individually.

Choose a topic for a new conversation with the class and elicit the wording as an example, e.g.,

A *What did you think of the movie? I thought it was good.*

B *Good! I thought it was absolutely fantastic!*

Give students time to make up their own similar conversations in pairs. Monitor and help as necessary. Students act out their conversations for the class.

Answers and audio script

- 1 **A** Did you get wet in that shower?
B Shower! It was a downpour. We're absolutely **soaking**!
- 2 **A** I bet you were excited when your team won.
B Excited! We were absolutely **thrilled**!
- 3 **A** I'm so happy you are coming on vacation with us.
B Well, I was absolutely **delighted** to be asked!
- 4 **A** Come on, nobody will notice that tiny spot on your nose.
B They will, I just know they will! It's absolutely **enormous**!
- 5 **A** I thought she looked rather silly in that flowery hat, didn't you?
B Silly! She looked absolutely **ridiculous**!
- 6 **A** Oh, dear! Did you have a bad day at work?
B Bad! It was absolutely **awful**!

Pretty

- 4 **CD3 19** Read the notes and examples as a class. Play the recording and have students repeat the sentences. Then check which sentence is more positive in each pair. Check that students understand the importance of pronunciation in conveying the correct meaning with *pretty*. (See *Possible problems* above.)

Answers

1b and 2b are more positive.

- 5 **CD3 20** Read the sentences as a class. Elicit which uses of *pretty* have a positive meaning, and which less positive. Put students in pairs to practice reading the sentences aloud. Monitor and check. If students have problems, write the first pair of sentences on the board and mark the main stresses (see *Answers* below). Then have students repeat the pairwork. Play the recording. Ask students to listen and compare their pronunciation, and then repeat the sentences.

Answers and audio script

- 1 a The movie was pretty **interesting**; you should go and see it.
b The movie was **pretty** interesting, but I wouldn't really recommend it.
- 2 a I'm pretty **tired** after that last game. Should we call it a day?
b I'm **pretty** tired, but I'm up for another game if you are.

A night at the Oscars

- 6 Focus on the photo and ask the questions. Give students time to read the speech. Check the answers. Elicit possible rewording for the first sentence as an example. Put students in pairs to continue making the speech more extreme and colorful by adding adjectives and adverbs. Monitor and help, providing vocabulary as necessary.

Answer

An actor receiving an Oscar at the Academy Awards ceremony in Hollywood.

- 7 **CD3 21** Play the recording and have students compare their choices.

Possible answers and audio script

I am **absolutely amazed** and **delighted** to receive this award. I am **truly** grateful to all those **wonderful** people who voted for me. It is **extremely rare** for a musical to win best movie, so this is a **huge** honor. None of us could have predicted *Angel Voice* would be such an **enormous** success. It was an **absolutely fantastic** movie to do, not only because of all the intelligent people who worked on it, but also because of the **incredible** amount of **stunning** new talent we were able to develop. My special thanks go to the **gifted** writer Clarke Miller for the **fascinating** characters and **hilarious** script; to Michael Kellerman, the **excellent** musical director, for the **marvelous** songs and **thrilling** musical score; to the set and costume designers for their **truly amazing** creativity, and last but not least to my wife, Marcia, for her **priceless** support. I **absolutely adore** you all.

EXTRA ACTIVITY

You can reinforce the language in this lesson by having students write and present their own speeches. Ask them to imagine they have been presented with an award for an achievement, e.g., a book they have written, a scientific discovery they have made, something they have invented, etc. Give students time to plan and draft their speech. Monitor and help as necessary. Have students present their speeches to the class/to other students in groups.

PHOTOCOPIABLE ACTIVITY

UNIT 8 Tall stories TB p. 182

Materials: One copy of the worksheet cut up for each group of four students.

Procedure: Explain that students are going to tell each other a story, working from notes.

- Write the following sentences on the board:

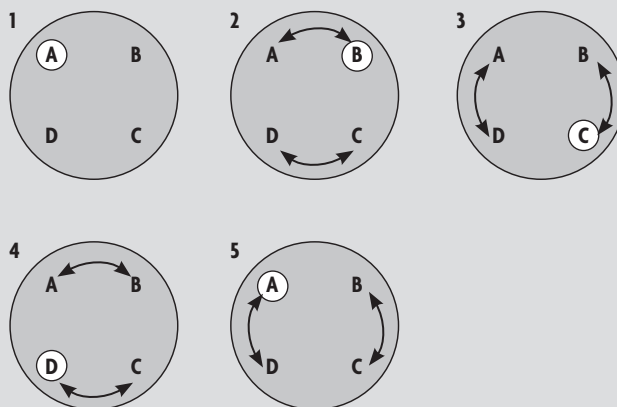
- I went to Russia, and it was cold.*
- I stayed awake all night, and I was tired.*
- I hadn't eaten all day, and I was hungry.*

Ask students to make the sentences more exaggerated and interesting, e.g.,

- I went to Russia, and it was absolutely freezing.*
- I stayed awake all night long, and I was completely exhausted.*
- I hadn't eaten anything all day, and I was absolutely starving.*

- Pre-teach/check *dig a hole, movie crew, disaster movie, crunchy texture, cockroach, leave the keys in the engine, injured, tickling*. Put students into four equal groups and assign a letter to each one: A, B, C, or D. Hand out the relevant section of the worksheet to the students in each group. Give the class a few minutes to read through the notes in their story and help with any vocabulary questions.
- Explain that students need to build the notes into a complete story, adding exaggerated language and extreme adjectives to make it more interesting. Students work in their groups to prepare their story from the notes. Monitor and help as necessary. Encourage students to practice telling the story to each other in their groups.
- Put students into new groups of four, each containing an A, B, C, and D student. Arrange the students in each group in a circle (see diagram 1 below).
- Students A and B tell each other their stories, and Students C and D do the same (see diagram 2 below). When they have told their first story, students turn to the partner on the other side and tell the story they have just heard (not their original story). This means Student A tells Student D the new story, and Student B tells Student C (see diagram 3 below). Students continue switching pairs and telling the story they have just heard until their original story comes back to them (see diagrams 4 and 5 below). Monitor and help as necessary throughout these stages.

- Elicit how much each original story changed by being told and retold. Ask if the stories got more exaggerated through the process. Establish which story students liked best.
- As an extension, you can ask students to write a news article about the main character(s) in the story and what happened to them.



Note: The white circles in diagrams 1–5 show the route of Student A's original story.

READING AND SPEAKING (SB p. 62)

Happy ending in New York

ABOUT THE TEXT

The idea of extreme people and places is brought together in this article about a man called “Tarzan of Central Park.” His actual name is Bob Redman, and he started building and living in tree houses in the park. He built a total of 13 houses, each more spectacular than the last. When the city Parks Department officers finally caught up with Mr. Redman, they admired the quality of his work and his appreciation of nature. None of his houses remains in place, but the park officials were so impressed by Redman's skills that they gave him a job!

The original Tarzan is a character created by Edgar Rice Burroughs in his story *Tarzan of the Apes* (magazine publication 1912, book publication 1914). Tarzan was a child raised in the African jungle by apes, who later experienced civilization, but rejected it and returned to his adventures. He is always shown as big and strong, wearing only a loincloth, and swinging from tree to tree on ropes made of plants. He is also known for having a distinctive loud-pitched call, and a girlfriend named Jane. The character appears in several books by the same author and in a huge range of other media, including cartoons, TV and radio programs, and movies.

Central Park itself is one of the most visited urban parks in the United States and is considered a must-see attraction for tourists. Opened in 1857 as an open-air oasis for the city, it has undergone major developments and restoration over time to provide a setting for a range of activities – taking a stroll with friends, cycling,

rollerblading, picnicking, etc. The park is currently managed by the Central Park Conservancy, a not-for-profit organization, under contract with the City of New York.

Students are introduced to the topic by sharing what they know about New York City with the class. They read the conclusion of the article first to raise interest in the story and also make some predictions. They then focus on the title, introduction, and paragraph headings to set the context and make further predictions. After reading and checking their guesses, students do a more detailed comprehension check. In the final stages, students do a describe-and-draw activity based on Bob's final tree house, role-play an interview, and then discuss their responses to points stemming from the article.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *cliff*, *stone*, *cement*, *legend*, *spot* (v), *branch* (n), *rumor*, *authorities*, *solitude*, *touching* (adj), *elaborate* (adj), *split-level* (= with floors on different levels, often with stairs connecting them), *grand*, *beech*, *ladder*, *rope bridge*, *adjacent*, *to go to great pains*, *neglected*, *camouflage* (v), *flashlight* (n), *give rise to*, *tribe*, *detect*, *mournful*, *praise* (n), *workmanship*, *hammer nails into sth*, *jail*, *pruner*, *hectic*.

- 1 Give one or two examples of your impressions or experiences of New York City. Tell students to keep their books closed. Give them time to write down their examples. Students share their ideas with the class.
- 2 Tell students to open their books but keep the text covered. Read the conclusion to the article as a class. Help with any vocabulary questions. Discuss the questions as a class.

Answers

"A land of opportunity" means that a place presents possibilities for people to earn a good living and succeed in different aspects of their life. It is often used in reference to the US and is linked to the concept of "the American dream."
New York is called "hectic" and "competitive" because it's a very big city, a center for international business, and known for being fast-paced. Students' own answers.

- 3 Focus on the photos and the title of the article. Give students time to read the introduction. Help with vocabulary questions as necessary. Put students in pairs to answer the questions.
Check the answers with the class.

Answers

- 1 Tarzan was a fictional character who lived in the jungle and was brought up by apes. (See *About the text* for additional details.)
- 2 You should stay in a room on a high floor in a hotel at the southern end of Central Park. You get extraordinary views.
- 3 The "enormous cliffs of stone and cement" are the buildings on each side of the park.
- 4 Give students a short time to read the headings. Have students discuss their guesses about Bob Redman's story. Elicit a range of ideas from the class, but don't confirm or reject suggestions at this stage.

- 5 Read the first sentence of the first paragraph as a class and elicit the answer to number 1 as an example. Give students time to complete the task, working individually. Remind them to correct the false statements. Have students check their answers in pairs before checking with the class.

Answers

- 1 True
 - 2 False. He was brought up in a tiny apartment in Manhattan.
 - 3 False. He built 13 tree houses.
 - 4 True
 - 5 False. He liked the solitude.
 - 6 False. The writer asks how much the rent might have been for his last house because it was very grand.
 - 7 True
 - 8 False. They often weren't found for long periods, sometimes as long as a whole year.
 - 9 True
 - 10 False. Instead of sending Redman to jail, the authorities offered him a job if he promised not to build any more tree houses.
- 6 Refer students back to the paragraph *A five-room split-level home*. Give them a few minutes to draw Bob's final house, including the tree and some of the park. Monitor and help as necessary. Put students in new pairs to comment on each other's drawings.

Give students time to see all of the drawings and vote for the best one. The student who drew it can do it again on the board. Encourage him/her to talk about the drawing as he/she recreates it.

Role play

Read the instructions as a class. Focus on the example and brainstorm other questions the interviewer might ask, especially with weaker students.

Put students into A/B pairs to prepare their roles. The A students should write a few notes for their questions and the B students can read the text again, making a few notes as necessary. The B students can also think of additional details, e.g., what Bob's mother said about his tree houses, how Bob felt when he finally met the park director, etc.

If possible, rearrange the furniture in the classroom to make the interview more authentic. Give students time to role-play their interview. Monitor and help as necessary. Write down any common errors for class correction after the interviews.

Ask a few pairs of students to act out their interview for the class.

What do you think?

Read the questions as a class. Divide students into groups of three or four to exchange their ideas. Monitor and help as necessary.

Check that students understand what the quotation means. Ask a spokesperson for each group to present their ideas to the class. Encourage a class discussion about the importance of liking what you do for a living. Ask students if they know of any other people who have lived in unusual places or who have a job they think is perfect for them.

If students are interested in the origin of the quotation, explain that it is attributed to Confucius (551–479 BC), the Chinese teacher and philosopher. It means that if someone finds a job that they enjoy and love, it will never feel like work.

Describing places – My favorite part of town

ABOUT THE TEXT

The model text in this section is a description of Greenwich /'grɛnɪtʃ/ Village, a neighborhood on the west side of Lower Manhattan in New York. Often referred to by locals as simply “the Village,” it was known in the late 19th to mid-20th centuries as a haven for artists and those drawn to a bohemian lifestyle. This includes the Beat Generation, a group of American writers who came to prominence in the 1950s. In their writing and lifestyle, they rejected the usual values of society and materialism.

The people/cultural references in the text are:

Jack Kerouac (1922–69), a pioneer of the Beat Generation, best known for his novel *On the Road*, which describes the adventures of two friends as they travel across the US.

Bob Dylan (1941–), an American singer-songwriter who has had a great influence on popular music. His early recordings were often protest songs on the subjects of war and support for the civil rights movement, including *Blowin' in the Wind* and *The Times They Are a-Changin'*. Dylan has sold millions of records worldwide and received a number of awards.

Uma Thurman (1970–), an American actress and model who has performed leading roles in movies ranging from romantic comedies to action movies. She rose to international fame in 1994 for her role in Quentin Tarantino's *Pulp Fiction*.

Friends, the internationally-popular sitcom about a group of friends who all live in Manhattan. Greenwich Village was the setting for the series, and there were a number of references to local places. Fans can do a sightseeing tour of some of the key locations.

Times Square, a neighborhood in Midtown Manhattan, at the junction of Broadway and Seventh Avenue, which is the brightly-lit center of the Broadway Theater District.

- 1 Start by describing your own favorite town or city and saying why you like it. Put students in pairs to discuss the questions.
Ask students to report back about their partner's favorite place in a brief class discussion.
- 2 Go through the words in the box and check pronunciation. Make sure students stress these adjectives correctly: *picturesque* /ˌpɪktʃə'resk/, *intellectual* /ˌɪntə'lektʃuəl/, *mouth-watering* /'maʊθ wɔtərɪŋ/.
Read the questions and elicit answers for *picturesque* as an example. Put students in pairs or groups of three to pool their knowledge about the words. Have students use a dictionary for any new words. Monitor and help as necessary.
Check the answers with the class.

Answers

picturesque – positive, refers to a place (attractive in appearance, often in an old-fashioned way)
snoring – negative, refers to a person (making noise when sleeping)
twisting – neutral, refers to a place (having a lot of turns/bends)
aromas – positive, refers to food and drinks (nice smells)
intellectual – positive, refers to a person or place (well-educated and interested in art/science/literature, etc. or related to intelligent people)
a log – neutral, refers to a person (who is compared to a log when sleeping deeply)
boutiques – neutral or positive, refers to a place (small fashionable stores, especially ones that sell clothes)
a magnet – positive, refers to a person or place (something or someone that attracts others)
brand-new – positive, refers to a place or possibly food (completely new)
a haven – positive, refers to a place (where people can feel safe and happy)
mouth-watering – positive, refers to food (that looks/smells delicious)
flock (v) – positive, refers to both people and place (i.e., large numbers of people go to a place)

- 3 Read the title of the text and check the pronunciation of Greenwich /'grɛnɪtʃ/. Ask students what they know about Greenwich Village. If any of your students have been there, have them describe their impressions of the place and people.

Focus on the photos. Students read the description quickly and match the photos with the lines in the text. Monitor and help as necessary.

Check the answers.

Answers

The top picture shows students discussing life in one of the coffee shops. The bottom picture shows one of the picturesque little streets.

- 4 Give students time to read the text again more slowly. Help with any vocabulary questions or have students check in a dictionary.
Elicit where the first paragraph could end as an example. Put students in pairs to divide the rest of the text, thinking of the purpose of each paragraph and adding a heading for each one. Monitor and help as necessary.
Check the answers with the class, eliciting a range of possible paragraph headings.

Answers

Suggested paragraph breaks and headings are given in the text below. The purpose of each paragraph:
 1 introduction, 2 why the writer likes Greenwich Village, 3 the history of Greenwich Village and famous people who lived there, 4 what you can do and where you can eat, 5 conclusion

My favorite part of town

I live in Greenwich Village, New York, which is in the “downtown” (southern) part of Manhattan and includes Washington Square Park, New York University, and a maze of picturesque little streets. It's my favorite part of town.

The character of Greenwich Village

So why do I like it so much? It's an artistic and intellectual neighborhood with people playing chess in the park, artists selling paintings on the sidewalks, and students discussing life in coffee shops. Life in “the Village” is never dull. There's a surprise around every corner – maybe a brand new restaurant that wasn't there last week, a snoring student

sleeping like a log on a park bench, or a celebrity being pursued by paparazzi and fans.

Its history and famous people

A sense of history pervades Greenwich Village. It was first inhabited by Native Americans, then Dutch settlers, and then the British, who in 1713 named it "Greenwich" after a town in England. The Village really was a small, rural village until the 1800s, when people escaping outbreaks of disease began moving there. Ever since, the Village has been a haven for artists, writers, poets, and musicians. Many famous people have lived in Greenwich Village, including the writer Jack Kerouac, the singer Bob Dylan, and the actress Uma Thurman. The popular sitcom *Friends* was set here, and busloads of tourists looking for places mentioned in the show come here every weekend.

Places to go and places to eat

The heart of the Village is an area of pretty, twisting streets west of Sixth Avenue, where there are endless theaters, used bookstores, coffee shops, trendy boutiques, and of course, restaurants. A large part of the Village experience has to do with food. The Village is packed with food shops and restaurants from every region of the world. Mouth-watering aromas are everywhere from first thing in the morning until late at night. The Village is a genuine 24/7 part of the town. Washington Square Park is like a magnet for young people. They flock from every corner of the world to sit on the benches or beside the fountain, talking, playing musical instruments, and celebrating the freedom of friendship and youth.

The real New York City

My mother, who grew up in New York City, used to say that Times Square is for tourists, but the Village is the real New York City.

- 5 A description needs a balance of facts and opinions so this a useful task to help prepare students for their own writing.

Elicit an example of a fact and an opinion. Students complete the task, working individually. Have students compare their answers in pairs before checking with the class.

Answers

Facts: in the "downtown" (southern) part of Manhattan; includes Washington Square Park, New York University, a maze of little streets; artistic and intellectual neighborhood, people play chess in the park, artists sell paintings on the sidewalks, students discuss life in coffee shops; first inhabited by Native Americans, then Dutch settlers, then the British – named it "Greenwich" in 1713 after a town in England; was a small, rural village until the 1800s; since then, the Village has been a haven for artists, writers, poets, and musicians; famous people include writer Jack Kerouac, singer Bob Dylan, and actress Uma Thurman; *Friends* was set here, tourists looking for places mentioned in the show come every weekend; heart of Village area of streets west of Sixth Avenue – with theaters, used bookstores, coffee shops, trendy boutiques, and restaurants; Village packed with food shops and restaurants. Washington Square Park magnet for young people; mother grew up in New York City
Opinions: picturesque; my favorite part of town; life is never dull; a surprise around every corner; pretty; endless; mouth-watering aromas everywhere from morning to night; a genuine 24/7 part of the town; Times Square for tourists, the Village is the real New York City

- 6 Elicit an example of a relative clause and a participle. Put students in pairs to complete the task.
Check the answers with the class.

Answers

See the underlined text in the *Answers* to exercise 4.

- 7 Read through the writing plan with the class carefully. Elicit the tenses students are most likely to need (mainly Simple Present and Present Perfect, and Simple Past and possibly Past Perfect for the section on history).

Have students choose the place they want to describe and let them do some research on the Internet if necessary. Have students plan their description carefully, ideally in class so that you can monitor and help. Remind them to create interest in their chosen place in the introduction and to use a range of relative clauses, participles, and adjectives to add detail and color.

Give students time to write their description in class or assign the task for homework. Remind them to check their use of language throughout the text.

If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit corrections to major problems, e.g., the wrong use of relative clauses, to avoid demoralizing the students.

Students can present some of their descriptions to the class or in groups in a subsequent class.

LISTENING AND SPEAKING (SB p. 64)

Extreme temperatures

ABOUT THE LISTENING

The theme of remarkable experiences continues in this section with two young women relating anecdotes about surviving extreme temperatures. The main goal is to give students practice in listening to confirm predictions from key words and listening for key information in two longer monologues. The section starts with a general discussion of when you were coldest, hottest, or wettest. Students predict what happened to the women from key words and then listen for key information. The section ends with a focus on adverbs in context and a *Spoken English* activity that looks at adding a comment, often as an afterthought. This also reinforces the use of non-defining relative clauses to refer to the whole preceding clause, rather than a specific noun.

It's important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *sweat* (v), *pyramid*, *stuffy* (= airless), *dehydrate*, *approach* (v), *energy*, *fluid* (n), *nauseous*, *heat exhaustion* (= a condition resulting from being in the heat for too long), *salt tablets* (= a treatment to restore the balance of fluids after diarrhea or dehydration), *outskirts*, *tram*, *bonfire*, *nostrils*, *anonymous* (= without individual characteristics), *beyond*, *breathe*, *panic* (v).

- 1 Start by writing the adjectives *hot*, *cold*, and *wet* on the board. Elicit a range of synonyms, checking pronunciation and meaning as you go and listing the vocabulary on the board, e.g.,
hot: *stuffy* (= when there isn't enough air in a room), *boiling* (= extremely hot, as if the temperature was high enough to make water boil), *scorching/roasting* (= extremely hot in the sun)

cold: freezing/frozen/icy (= literally “turned to ice,” but used to mean “very cold”), *bitter* (= when the air is biting cold), *arctic* (= meaning that the weather is similar to that at the North Pole)

wet: damp (= slightly wet), soggy (= heavy with water), soaked/soaking/drenched (= completely wet).

Read the questions as a class. Give a brief example of being very cold/hot/wet from your own experience. Then put students in groups to compare their experiences. Elicit a range of examples from the class. Establish who had the most extreme experience.

- 2 Focus on the photos and ask students to guess where Simone and Anna were. Read the words and phrases as a class. Help with any vocabulary questions and pronunciation problems. Put students in pairs to predict Simone and Anna’s experience from the vocabulary in the box. Monitor and help as necessary.

Elicit a few predictions from the class, but don’t confirm or reject students’ suggestions at this stage.

- 3 **CD3 22** Play the first line of the recording and check the answer to question 1. Give students time to read the rest of the questions. Play the recording through to the end. Have students compare their answers in pairs. Play the recording again if necessary to give students time to complete/check their answers.

Check the answers with the class.

Answers and audio script

- 1 Cairo.
- 2 Between 40 and 45 degrees Celsius, or about 104 to 113 degrees Fahrenheit.
- 3 She decided to go dancing when it was extremely hot, danced for hours, and then decided to go to the pyramids.
- 4 Taxi, motorcycle, and walking.
- 5 The pyramids because she wanted to see the sunrise.
- 6 The sun was just starting to come up.
- 7 A man with a motorcycle. He lent/rented his motorcycle to them. He wasn’t very helpful because the motorcycle was old and it broke down.
- 8 She became dehydrated and lost energy. When she was back home, she felt strange and she had a headache. She felt confused, sick, and nauseous. Her brain didn’t work properly. She was suffering from heat exhaustion.
- 9 She learned a lesson on what to do in such hot temperatures. She always carries salt tablets now.

CD3 22

Well, it was when I was living in Cairo and it was in the middle of the summer, so it was extremely hot – between 40 and 45 degrees Celsius, or about 104 to 113 degrees Fahrenheit – and stupidly we decided to go dancing and we went to this night club and we must have danced for hours and hours, and it was very hot inside the night club and we were sweating profusely, and by the time we came out it was about five o’clock in the morning, and we decided, “Oh wouldn’t it be a great idea to go to the pyramids to see the sunrise!” So we jumped in a taxi, and the taxi was also pretty stuffy and hot, and we must have been starting to dehydrate at this point. Anyway, we got to the pyramids – and the sun was just starting to come up. And in, in Egypt, as soon as the sun comes up, the temperature rises dramatically, but we were so excited to see the pyramids that we decided just to, to go and walk and see.

At this point, a man approached us and asked us if we wanted to borrow or rent his motorcycle, and so we said yes. So my friend and I, we jumped onto the motorcycle and raced out into the desert – only to find after about ten, 15 minutes, that the motorcycle was kind of old and suddenly it broke down. So we were miles from anywhere and had to push this motorcycle to, to get back. I was the one at the back pushing the motorcycle and of course I was using lots of energy. I was losing a lot of fluid, and it was getting hotter and hotter. Anyway, we ended up having to walk back to the town to give the motorcycle back to the man. And by this time we were really fed up and tired, and very hot, so we decided to go home. By the time we got home, I started to feel a little bit strange, I had a bit of a headache and I decided to go straight to bed. Anyway, I woke up about half an hour later, feeling pretty confused, and sick, a little bit nauseous, and I realized that my brain wasn’t working properly and that in fact I probably had heat exhaustion. Anyway, it wasn’t very pleasant, and it was a lesson in what not to do in such hot temperatures. I’ve never done that again. I always carry my salt tablets with me.

- 4 Elicit possible answers to questions 1 and 2 as examples. Refer students back to the words and phrases in the box. Put students in pairs to predict what the answers to the rest of the questions might be for Anna.
- 5 **CD3 23** Play the first two lines of the recording and check the answer to question 1. Play the recording through to the end. Have students compare their answers in pairs. Play the recording again if necessary to give students time to complete/check their answers.

Check the answers with the class. Establish how accurate students’ predictions about Simone and Anna were. Ask students who they think had a worse experience and why.

Answers

- 1 In a small town in central Russia.
- 2 Minus 30 degrees Celsius or colder.
- 3 She wanted to be independent, so she told her friends she could find their house without getting lost. She should have let her friends meet her at the tram stop.
- 4 Tram and walking.
- 5 To see some friends on the outskirts of the town.
- 6 An anonymous landscape with huge snow-covered white apartment buildings, 15 or 16 floors high.
- 7 An old lady. She wasn’t very helpful because she couldn’t understand Anna. Her Russian wasn’t good enough.
- 8 She felt frightened because she was feeling so cold. Her feet and hands were beyond hurting – she couldn’t feel them. It was difficult to breathe.
- 9 Her friends came to find her and took her home.

CD3 23

The time that I was very, very cold was a time when I was working in a small town in central Russia and I was going to see some friends who lived on the outskirts of town, and they were worried about me getting lost, and they said that they’d come to the tram stop to meet me. But I wanted to be independent, so I told them, “Don’t be silly, of course I’ll find it.” And on the day of the visit, it was very, very cold, it might have been minus 30 degrees Celsius or minus 22 degrees Fahrenheit, but it might have been colder than that and it was, it was so cold that at some of the tram stops and bus stops there were bonfires lit – special street fires to keep people warm – and I think it was a day when the schools were closed, when the children didn’t go

to school because it was so cold. So I put on all the clothes that I had – all the scarves and sweaters, and, and I took the tram to the outskirts of the town, where my friends lived way out at the end of the line and I got off the tram, which was heated, into this cold white world. And it was, it was so cold that if you ... when you breathed in, little balls of ice formed in your nostrils. You had to keep a scarf over your mouth and nose. About a minute, two minutes after getting off the tram my, my feet and hands were already hurting, they were so cold. So I was walking around, trying to find the, the apartment, but it was completely anonymous this landscape and there were these huge snow-covered white apartment buildings, these buildings, 15 or 16 floors, but they all looked exactly the same and I couldn't find the name of the, the street either, and it was very, very quiet and the, the tram had gone. And I began, actually, to get very frightened because I was feeling so, so cold. My feet and hands had gone beyond hurting almost, I couldn't feel them anymore. It was pretty difficult to breathe because of the icy scarf over my mouth and nose, and I just couldn't find where they lived, and I asked an old lady the way, but my Russian wasn't good enough, she didn't understand me. And I was beginning to really, seriously panic, when suddenly in the distance I saw my friends. They'd come to find me and they took me home.

Language work

- 6 Check comprehension of *profusely* (= a great deal) and *properly* (= correctly). Elicit the adverbs for number 1 as an example. Put students in pairs to complete the sentences. Monitor and help as necessary.

Have students check their answers by referring them to **CD3 22** and **CD3 23** on pp. 127–128 of the Student Book or playing the recordings again.

Answers

- It was **extremely** hot and **stupidly** we decided to go dancing.
- We were sweating **profusely**.
- The temperature rises **dramatically**.
- My brain wasn't working **properly**. (= correctly)
- It was **completely** anonymous, this landscape.
- They all looked **exactly** the same.
- I was beginning to **really, seriously** panic.

SPOKEN ENGLISH – Adding a comment (SB p. 64)

Read through the explanation as a class and check comprehension of *afterthought* in this context (= an additional comment).

- 1 **CD3 24** Pre-teach/check *no joke/no laughing matter* (= something unpleasant/you need to take seriously) and *lousy* (= very bad). Elicit a possible ending for sentence 1 as an example. Put students in pairs to complete the matching task.

Play the recording and have students check their answers. Then ask them to practice saying the comments. Remind students that there is a pause at the comma just before the additional comment. Monitor and check for good pronunciation. If necessary, play selected lines of the recording again and drill them with the class before students repeat the pairwork.

Answers and audio script

- We went dancing in temperatures of over 40°C, which was rather a stupid thing to do.
 - My friends were worried I'd get lost, which was understandable.
 - We visited the pyramids at sunrise, which was just amazing.
 - My nostrils actually froze, which is hard to believe.
 - This motorcycle broke down in the desert, which was no laughing matter.
 - The old lady didn't understand a word I said, which is hardly surprising because my Russian's lousy.
- 2 Focus on the example. Give students time to write their own sentences, ending with comments from **B** in exercise 1. Monitor and help with vocabulary and ideas.
Elicit a range of examples from the class.

EVERYDAY ENGLISH (SB p. 65)

Exclamations

This section focuses on exclamations – a feature of spoken and informal written English. It opens with a brief review of how to form exclamations with *How ...!* and *What (a/an) ...!* Students get plenty of practice at sentence- and dialogue-level, also focusing on phrases and interjections of surprise/shock, etc. like *Ouch! Wow! Yuck!*

Focus on the photo and ask how the woman feels (excited and delighted because she's found some bargains). Elicit a range of examples of what she might be saying.



Read through the notes and examples as a class. Check that students understand when we use exclamations (to express strong emotions such as surprise, disgust, amazement, delight, etc.)

- 1 Give students a few minutes to read the incomplete sentences. Help with any vocabulary questions. Elicit the answer to number 1 as an example. Give students time to complete the task, working individually.

Have students check their answers in pairs before checking with the class. Monitor students' stress and intonation on the sentences. If students sound "flat," encourage a wider voice range and falling intonation on the adjective and noun, e.g.,

What a **silly** **mistake**!

How **awful**!

Drill key sentences with the class if necessary. Check which reactions are positive and which are negative.

Answers

- 1 What a silly mistake!
 - 2 What a great idea!
 - 3 How utterly ridiculous!
 - 4 What dreadful weather!
 - 5 What garbage!
 - 6 What a mess!
 - 7 How awful!
 - 8 How wonderful!
 - 9 What a relief!
 - 10 What a terrible thing to happen!
- Positive reactions: 2, 8, 9
Negative reactions: 1, 3, 4, 5, 6, 7, 10

- 2 **CD3 25** Tell students they are going to hear ten short recordings, each describing a situation. Pre-teach/check *give birth to, freeway pileup, stuff (n), pour rain, turn up, knee operation*.
- Play number 1 as an example and elicit the correct response from the exclamations in exercise 1.
- Play the rest of the recording, pausing after each situation and having the class suggest the correct exclamation. If there is disagreement, play the recording again and check the correct response.
- Play the recording again, having individual students respond. Check for good stress and intonation, drilling key lines as necessary.
- If you think students need more practice, refer them to **CD3 25** on SB p. 128. Put them in pairs and have them take turns reading the situations and responding using the exclamations.

Answers and audio script

- 1 My sister has just given birth to twins.
How wonderful!
- 2 Let's go away for the weekend. It's been a long time since we've had a break.
What a great idea!
- 3 I failed my driver's test because of just one thing – I turned left instead of right.
What a silly mistake!
- 4 More than 50 people were injured in the freeway pileup.
What a terrible thing to happen!
- 5 Look at this room! There's stuff everywhere!
What a mess!
- 6 It's been pouring rain for days.
What dreadful weather!
- 7 The phone operator said I had to call back later, but he wouldn't give me a direct number.
How utterly ridiculous!
- 8 Our dog went missing for three days and then she just turned up, as if nothing had happened.
What a relief!
- 9 The government official said they would reduce unemployment by 10 percent in six months.
What garbage!
- 10 My mom had a knee operation, but it hasn't really helped her very much.
How awful!

- 3 Explain that the exclamations in the box are often used in everyday conversation and that they all have a specific meaning/usage. Ask students how they think the words are pronounced. Check: *Whoops!* /wʊps/, *Phew!* /fyu/, *Hey!* /heɪ/, *Ouch!* /aʊʃ/, *Wow!* /wau/.

Focus on the example and ask what the situation is (someone is eating). Put students in pairs to complete the task. Tell them to ignore the number boxes for now.

Check the answers. Monitor students' pronunciation of the words from the box and the exclamations. Drill key lines as necessary. With weaker classes, you can ask students to suggest a situation for each line in exercise 3 in order to reinforce the meaning of the words in the box.

Answers

Whoops! I dropped it! Sorry about that!
Mmm! It's absolutely delicious.
Phew! What a relief! Thank goodness for that!
Wow! How amazing!
Yuck! That's disgusting!
Oh, dear! What a shame!
Ouch! That really hurt!
Hey, Peter! Come over here and sit with us!

- 4 **CD3 26** Tell students they are going to hear eight short recordings, each based on a different situation. Pre-teach/check *cancel, triplets, watch your head, bowl, snails*.
- Play number 1 as an example. Then play the rest of the recording, pausing after each line/conversation for students to choose a suitable line as a response and number it. Play the recording again, pausing after each line/conversation and having the class suggest the correct exclamation. Don't confirm or reject answers at this stage because students will listen and check in exercise 5.

Audio script

- 1 How's your steak? Is it OK?
- 2 We were all going on vacation to Mexico next week. We were really looking forward to it, but my father's been very sick, so we had to cancel it.
- 3 **A** Did Ann have the baby yet? It must be due anytime now.
B Oh, yes. Didn't you hear? She didn't have one baby. She had three! Tom's the father of triplets!
- 4 Watch your head as you come through this door. It's very low.
- 5 Please be careful. That bowl's really heavy.
- 6 Did you know that they eat sheep stomachs in some countries? And snails.
- 7 Look! Isn't that Peter over there, sitting by himself?
- 8 Tomorrow's test has been canceled!

- 5 **CD3 27** Explain that students are going to hear the same recording as in exercise 4, but with some additional lines. Play number 1 as an example, having students check their answer to exercise 4 and complete the extra line in exercise 5. Play the rest of the recording, pausing as necessary to allow students to complete exercise 5. With weaker students, play the recording all the way through once for students to check their answers to exercise 4, and then through again for exercise 5.
- Check the answers to exercise 5.

Answers and audio script

- 1 **A** How's your steak? Is it OK?
B **Mmm! It's absolutely delicious!** Just the **way** I like it.
- 2 **A** We were all going on vacation to Mexico next week. We were really looking forward to it, but my father's been very sick, so we had to cancel it.
B **Oh, dear! What a shame!** You **must** be so disappointed!
- 3 **A** Did Ann have the baby yet? It must be due anytime now.
B Oh, yes. Didn't you hear? She didn't have one baby. She had three! Tom's the father of triplets!
A **Wow! How amazing!** Triplets! That'll **keep** them busy!
- 4 **A** Watch your head as you come through this door. It's very low.
B **Ouch! That really hurt!**
A I told you that **would** happen.
- 5 **A** Please be careful. That bowl's really heavy.
B **Whoops! I dropped it! Sorry about that!** Don't worry. I'll **get** you a new one.
- 6 **A** Did you know that they eat sheep stomachs in some countries? And snails.
B **Yuck! That's disgusting!** You wouldn't **catch** me eating that!
- 7 **A** Look! Isn't that Peter over there, sitting by himself?
B **Hey, Peter! Come over here and sit with us.** We were just talking about **the game last night**.
- 8 **A** Tomorrow's test has been canceled.
B **Phew! What a relief! Thank goodness for that!** I hadn't done any **studying** for it at all.

- 6 Refer students to **CD3|27** on SB p. 128. Put students in pairs to practice the conversations. Monitor and check for good stress and intonation. If necessary, play selected lines of the recording again and drill them with the class before students repeat the pairwork. Encourage students to extend one or two of the conversations. Students act out one or two conversations for the class.
- 7 Put students in new pairs and give them time to choose the situation for their conversation and draft the wording. Monitor and help, suggesting ideas and vocabulary. If you have time, you can have students rehearse, focusing particularly on their pronunciation. Monitor and help as necessary. When the students are ready, ask some of the pairs to act out their conversations for the class.

Don't forget!

Workbook Unit 8

Ex. 9 Vocabulary – People, places, and things

Ex. 10 Vocabulary – Nouns in groups

Ex. 11 Prepositions – Adjective + preposition

Ex. 12 Pronunciation – Silent consonants

Grammar Reference (SB pp. 145–146)

Word list Unit 8 (SB p. 153)

Remind your students of the Word list for this unit on SB p. 153. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

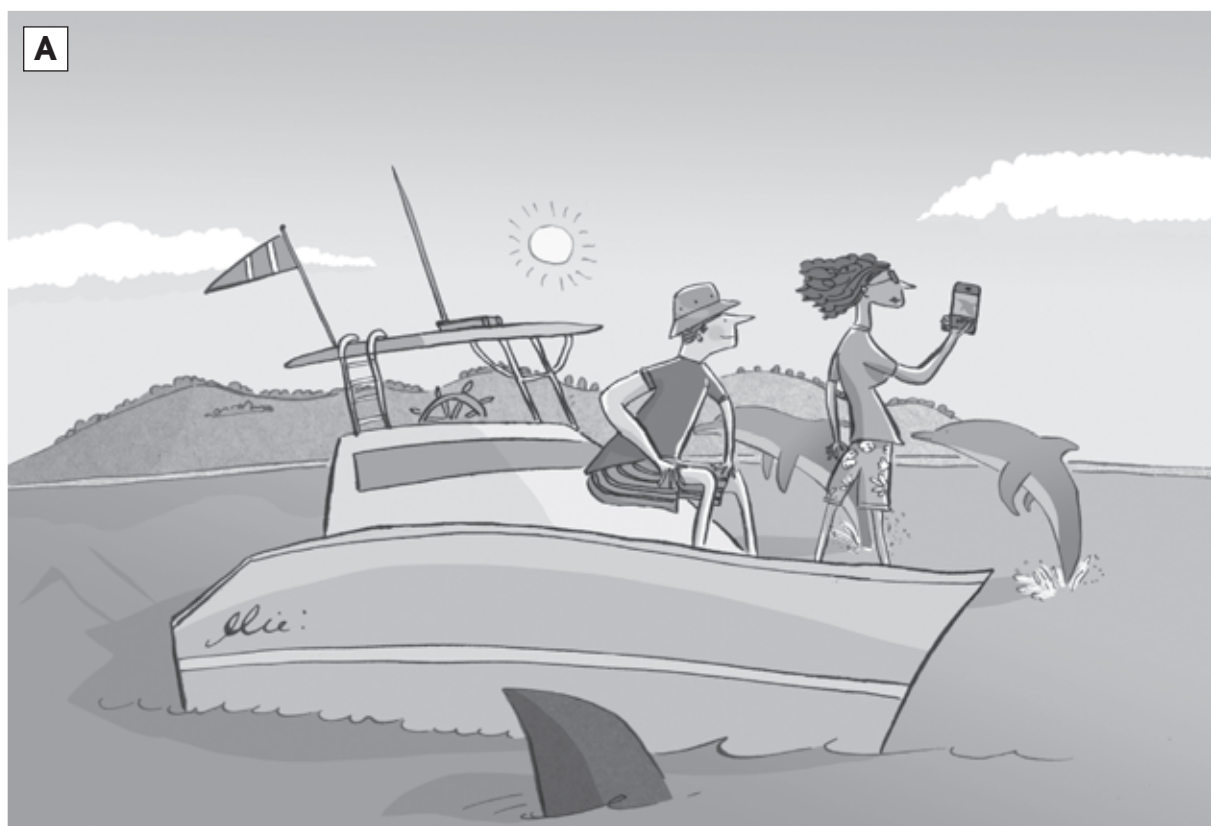
Tests (Online)

Unit 8 Test

Stop and check Test 2

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)





9 The way we were

Expressing habit • *used to do/be used to doing*
Homonyms and homophones • Making your point



Living history

The theme of this unit is looking back at the past. The main grammatical focus is ways of expressing habit, both present and past. The grammar is contextualized in a message from a woman who gets in touch with an old friend. The theme is continued in *Listening and speaking* with a focus on memorable teachers, and in a jigsaw reading about two people who have adopted a lifestyle from the past. The vocabulary section looks at homonyms and homophones. *Everyday English* introduces and practices ways of making your point in arguments and debates, and there is a return to the theme of the past in *Writing* with a section on writing and delivering a talk about an early memory.

LANGUAGE INPUT

GRAMMAR

Expressing habit (SB p. 66)

- Completing a text with forms that express habit.
- Understanding and practicing the form and pronunciation of key forms.
- Using key forms to describe people.
- Understanding recordings of people talking about their parents.
- Answering questions to practice *used to do* or *be/get used to doing*.

VOCABULARY

Vocabulary work (SB p. 70)

Homonyms and homophones (SB p. 72)

- Figuring out the meaning of words and phrases from context.
- Understanding and practicing words with the same spelling but different meanings, and words with the same pronunciation but different spellings and meanings.

EVERYDAY ENGLISH

Making your point (SB p. 73)

- Practicing ways of making your point in an argument or debate.

SKILLS DEVELOPMENT

READING

Living in the past (SB p. 70)

- A jigsaw reading about two people whose lifestyles are based in the past.

LISTENING

A teacher to remember (SB p. 69)

- Listening for key information in four monologues. **CD3 32** (SB p. 129)

SPEAKING

My parents (SB p. 68)

What do you think? (SB p. 69)

What do you think? (SB p. 70)

A class debate (SB p. 73)

- Telling a partner about your relationship with your parents.
- Discussing key points stemming from the recordings.
- Discussing the themes highlighted in the reading text.
- Preparing arguments on a topic and then having a class debate.

WRITING

Writing for talking – An early memory (SB p. 110)

- Writing notes to prepare ideas for your talk and then giving your talk.

MORE MATERIALS

Photocopiables – Reunion role play (TB p. 183) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 66)

The *Starter* section checks students' ability to recognize the forms of different ways of expressing present and past habit, and *be used to*.

Work through the exercises fairly quickly, avoiding any lengthy grammar explanations at this stage.

- 1 Give students a few minutes to read the lines in **A** and **B**. Help with any vocabulary questions. Elicit the matching line for number 1 as an example. Put students in pairs to complete the matching task and underline the words that express habit.

Check the answers with the class.

Answers

- 1c A reliable friend will never let you down.
2e In the 1970s, people used to wear bell bottoms.
3d I think my sister's in love. She'll spend hours staring into space.
4a When I was a kid, my dad would read me a story at bedtime.
5f My first girlfriend was Alice. We used to go to the movies on Friday, and then we'd go for a pizza afterwards.
6b Big-headed people are always talking about themselves.
Sentences 2, 4, and 5 are past habit. The others are present habit.

- 2 Ask students to match the endings to the sentences. Check the answers. If students question the difference, give a brief explanation as below.

Answers

He used to work hard, but now he's retired. (a past habit)
He's used to working hard because he's a farmer. (something he's accustomed to)

GETTING BACK IN TOUCH (SB p. 66)

Expressing habit

The goal of this section is to review and practice ways of expressing present habit: the Simple Present, the Present Continuous with a frequency adverb, and *'ll/will* + base form. It also looks at *used to* and *would* to express past habit, and the confusion between *used to* + base form to describe a past state or habit, and *be/get used to* + *-ing* to talk about situations that are or are becoming familiar. The practice activities focus on the importance of context in choosing and using these forms. Students describe people and relationships to show their ability to use the target language.

⚠ POSSIBLE PROBLEMS

Present habit

Students at the high-intermediate level will be very familiar with using the Simple Present to express present habits, so this unit introduces other forms:

She's always asking me for money. (Present Continuous with *always* to refer to an annoying habit)

He'll spend hours doing nothing. (unstressed *'ll* + base form to express typical behavior)

*He **will** keep asking me for money.* (stressed *will* + base form to express irritation)

Simple Present is by far the most common form for expressing present habit, and the above uses are very context-specific. It's important students understand the situations when they are appropriate and the feelings implied in their use. Stress and intonation are also closely linked to meaning and may need practice.

Past habit

• *used to*

Students will also be familiar with using the Simple Past for past habits, but English often expresses past states and habits with *used to* + base form, particularly when emphasizing the idea of "no longer true."

Compare:

When I was young, I went to the local library. (This is grammatically acceptable, but unclear. Does it mean once or often? Adding a time adverbial makes it clear: *I went to the local library every week.*)

When I was young, I used to go to the local library. (This is clearer because *used to* expresses a past habit that is no longer true.)

Although students will recognize *used to*, they tend to avoid using it, so you may need to encourage them to incorporate it into their productive range. Students might have the following problems of form and/or use:

- confusion as to when to use Simple Past and when *used to*, e.g.,

Once, when I was young, I went to London. (*used to* + base form is not possible here because this is a one-time, finished past event.)

- trying to use *used to* in the present:

**I use to get up early every day.*

- the pronunciation of *used to* /'yustə/ may be difficult, and because the *d* is not pronounced, students sometimes leave it out when writing:

**I use to live on a houseboat. (I used to live ...)*

- problems with question and negative forms because the *d* is dropped:

**Did you used to have long hair? (Did you use to have ...)*

**We didn't used to have a computer. (We didn't use to have ...)*

• *would*

We use *would* as an alternative to repeating *used to* when talking about past habits, e.g.,

As a child, I used to make up stories, and then I'd tell them to my toys.

However, *would* cannot be used to express past states, e.g.,

**As a child, I'd like making up stories.*

We tend to prefer *would* when we want to be "nostalgic" and when there are a number of past habits to mention, e.g.,

Those days in Rome were wonderful. We'd get up at sunrise, and then we'd spend the day discovering the city.

When *would* is in the full form and stressed, it expresses irritation, e.g.,

*As a child, my younger brother **would** always follow me around.*

• **used to + base form and be used to + -ing**

These structures are easily confused because the forms are similar and both have to do with habit. Compare:

I used to get up early. (a past habit that is no longer true – here *used* is a verb)

I'm used to getting up early. (something you are accustomed to – here *used* is an adjective)

Students might have the following problems of form and/or use:

– forgetting that *to in be/get used to* is a preposition and is therefore followed by *-ing*:

**I'm getting used to live alone.*

– overuse of *be used to doing* when the Simple Present is needed:

**In Italy, we're used to eating pasta.* (This form should only be used when we are talking about the difficulty of adapting to something unfamiliar.)

In Italy, we (usually) eat pasta. (Simple Present is needed when there is no suggestion of anything being difficult or unfamiliar in the situation.)

You can read through the Grammar Reference for Unit 9 on SB p. 146 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 67.

- 1 Introduce the lesson by telling students about an old friend that you don't see anymore. Say when you last saw him/her and what you think he/she is doing now.

Read the questions as a class and elicit a range of answers. Ask students what they think is the best way of getting back in touch with someone.

- 2 **CD3 | 28** Read the first paragraph of Alison's message as a class. Check comprehension of the context. Ask *Was Emily expecting to hear from Alison?* (no) *Has Alison been trying to find Emily for a long time?* (yes) *How has she managed to find Emily?* (through social media).

Pre-teach/check *giggle* (v), *blow up the science lab*, *end up*, *high-school reunion*, *drop someone a line*.

Read the second paragraph as a class and elicit the correct lines as examples. Give students time to complete the message, working individually. Have students check in pairs before playing the recording as a final check.

Answers and audio script

1e 2c 3a 4k 5f 6b 7h 8g 9i 10l 11d 12j

CD3 | 28

Dear Emily,

I hope you don't mind me contacting you out of the blue like this. It's taken me a while to track you down, but now I have, thanks to the wonders of social media!

I don't know if you remember, but we **used to go** to Springfield High School together. You were the first person I **got** to know when I started there.

We **used to sit** next to each other in math class, but then the teacher made us sit apart because we **were always giggling** so much.

I remember we'd **go** back to your house after school every day and listen to music for hours on end. We'd **get** all the Guns N' Roses CDs as soon as they came out. Once, we ate all the food in your fridge and your mother **was** furious.

Do you remember that time we nearly blew up the science lab? The teacher **went** crazy, but it wasn't our fault. We **used to call** him Homer Simpson because he was small, fat, and bald.

I still see Tiffany, and she's still as crazy as ever. We get together every now and then, and we'll **always end up** chatting about old times. She's always talking about a high-school reunion. So if you're interested, drop me a line.

Looking forward to hearing from you. I'd love to know how you're doing.

Your old friend,

Alison Wright

PS I'm not **used to calling** you Emily Rider! To me, you're still Emily Wilson!

- 3 Ask students to discuss the questions in pairs. Check the answers with the class.

Answers

1, 3, 4, 5, 6, 9, 10, and 11 describe actions that happened again and again. The Simple Past is used in 2, 7, and 8 to describe events that happened once. 12 uses *not be used to* to describe a situation that is not familiar.

- 4 Ask students to discuss the questions in pairs. Check the answers with the class. If necessary, point out that *used to* and *would* can both be used to talk about past habits. We tend to use *would* to avoid repeating *used to*, and to make our stories or memories more nostalgic. Using *would* can give a sense of a time that has been lost.

Answers

We used to go to school together ... is more factual.

We'd go back to your house ... is more nostalgic.

- 5 **CD3 | 29** Elicit the matching line for the first line in A as an example. Put students in pairs to complete the matching task. Monitor and check pronunciation.

Play the recording and have students check their answers.

Play the recording again and have students repeat.

Check for the following:

– the contracted form of *we'd* /wid/

– the pronunciation of *used to*: the *d* is silent and *to* has the weak schwa sound /'yustə/

If necessary, drill key lines chorally and individually.

Answers and audio script

We used to go to school together.

We used to sit next to each other.

We were always giggling so much.

We'd go back to your house.

We used to call him Homer Simpson.

I'm not used to calling you Emily Rider.

GRAMMAR SPOT (SB p. 67)

See TB p. 4 for suggestions on how to teach this section.

- 1 Read the sentences as a class and elicit the names of the tenses. Then ask students to match the sentences to the meanings.

Answers

- a a simple fact about her – Simple Present
- b my attitude toward this habit of hers (I find it annoying.) – Present Continuous with *always*
- c characteristic behavior (This is typical of her.) – *will*/*ll*/*won't* + base form

- 2 Put students in pairs to change the sentences into the past. Check the answers.

Answers

- a My sister worked in a bank./My sister used to work in a bank.
- b She was always borrowing my clothes without asking me.
- c She'd go out on a Friday night and wouldn't be back till late.

- 3 Read the sentences as a class. Then put students in pairs to discuss the questions. Check the answers, highlighting the difference in the form of *used*.

Answers

In sentence b, *used* is a verb followed by the infinitive; in sentences a and c, *used* is an adjective followed by the preposition *to* + a noun/gerund.

- a ...so I'm **used to** the noise. – a situation that is familiar, and no longer strange.
- b I **used to** live in Rome ... – a past habit now finished
- c I'm **getting used to** traveling ... – a situation that is still strange, but becoming easier.

►► Grammar Reference Unit 9 on SB p. 146.

PRACTICE (SB p. 67)

What's she like?

- 1 Briefly check students' comprehension of the adjectives in the box, especially *clumsy* and *stubborn*, and the usually confused *sensible* (= able to make good judgements) and *sensitive* (= easily offended/sympathetic to others' feelings). Also check the main stress on the adjectives and the vocabulary from the sentences: *bump into* (= knock into), *think through* (= consider very carefully), *pick a fight* (= start a fight on purpose).

Elicit the adjective for sentence 1 as an example. Then put students in pairs to complete the task. Monitor and help as necessary.

Check the answers, helping with any pronunciation problems as you go.

Answers

- 1 absent-minded
- 2 sensitive
- 3 easygoing
- 4 clumsy
- 5 sensible
- 6 stubborn
- 7 stingy
- 8 argumentative

- 2 Pre-teach/check *messy*, *insanely jealous*, *get on someone's nerves*, *sweet* (= with a nice nature), *self-centered*, *nosy*.

Elicit possible wording for number 1 as an example. Put students in pairs to complete the task. Remind them to use expressions of present and past habit. With weaker students, you can elicit and write possible forms on the board.

Monitor and help as necessary. Elicit possible sentences from the class.

Possible answers

- 1 He never does any housework./He's always leaving his stuff all over the house.
- 2 He never lets me go out with other people./He's always asking me where I've been./He'll call me in the evening to find out where I am.
- 3 He always wears great clothes./He'll say something or do something that's so cool.
- 4 She's always criticizing me./She's always telling me what to do.
- 5 She used to give me candy and presents./She'd take me on trips to the ocean.
- 6 I used to take him for long walks. We'd walk for miles and miles./He used to follow me around.
- 7 You're always talking about yourself./You'll spend hours in front of the mirror.
- 8 She'll always try to find out what I'm doing./She's always asking me about my private life.

PHOTOCOPIABLE ACTIVITY

UNIT 9 Reunion role play TB p. 183

Materials: One copy of the worksheet for each student. Cards/pieces of paper numbered 1–12. You need enough for each student in your class, i.e., if you have 18 students, you need 18 cards: 12 cards numbered 1–12, plus 6 cards numbered 1–6.

Procedure: Explain that students are going to do a mingling activity to figure out the identity of the people at a high-school reunion.

- Start by asking students to brainstorm as many different jobs as possible. Elicit students' ideas, writing answers on the board. Ask students to choose two or three of the jobs and think about the characteristics and interests needed to do that job, e.g., *a police officer would need to be honest. He/She would need to be interested in people*. Elicit a few examples in a brief class discussion.
- Ask students to imagine they are going to a high-school reunion to see old friends they haven't seen in ten years. Each student will have a new identity, based on the 12 characters on the worksheet. Give each student a

paper with a number on it. Do this in random order so that students can't guess each student's identity. (You can ask students to pull the numbers out of a box or bag.)

- Hand out a copy of the worksheet to each student. Give them a few minutes to read through Table 1. Help with any vocabulary questions. Students focus on the part of the table that corresponds to the number that they chose. They work individually and imagine what job their character would have chosen and why. They should also think about their personal life, e.g., if they are married or single, have children, where they live, etc. Have them make notes in the correct part of the right-hand column of Table 2. Monitor and help as necessary.
- Ask students to fold the page vertically along the line so they can see only Table 2. Explain that students are going to ask and answer questions about each character's job and personal life. They need to complete Table 2 with brief notes about each person they speak to.
- Provide useful language that people might use at a reunion, e.g., *I haven't seen you for so long. What have you been up to? Where do you work now? What do you do for a living? Did you ever get married? Where do you live now?*
- If possible, move the furniture in the classroom to make it easier for students to do the mingle activity. Remind students to change partners every few minutes so that they speak to everyone at the reunion. Or you can clap your hands or shout *Change!* as a signal for students to move on.
- Students mingle and chat with the other people at the reunion. Monitor discreetly and write down any common errors for correction after the task.
- Put students in groups of three. Ask them to match the characters in Table 1 with the students in Table 2.
- Ask each group to tell the class what their guesses were. Then have students reveal who is who. Establish how easy it was to make the guesses and if there were any big surprises.
- As an extension, you can put students in new groups to talk about their previous/current school and friends, e.g., *Who have you stayed in touch with from your school?/Who do you think you will stay in touch with? What do you think their lives will be like in ten years?*

Discussing grammar

- 3 Pre-teach/check *gadget*, *sandcastle*, *techno-geek* (= someone obsessed with technology), *wasteful*, *fondness*, *burn* (v). Elicit the best line for number 1 as an example. Put students in pairs to complete the matching task.
- Check the answers.

Answers

- 1c My friend Joe buys and sells cars. He makes tons of money.
 2a He's always buying the latest gadgets. He's a real techno-geek.
 3b He'll buy a shirt and only wear it once. Don't you think that's wasteful of him?
 4b When I was young, we used to take vacations at the beach. We'd go to the same place year after year.
 5c My dad and I would build sandcastles and go swimming together. I remember those days with such fondness!
 6a One year we went to East Africa. What an adventure that was!
 7d John usually does the cooking, but he isn't tonight. I am.
 8c He used to do the cooking, but then he stopped.
 9a He's used to doing the cooking, because he's been doing it for years.
 10b He's getting used to doing the cooking, but he still burns things. Maybe one day he'll get it.

My parents

- 4 **CD3 30** Introduce the topic by asking what the typical highs and lows are in the relationship between parents and children. Elicit a range of ideas from the class.

Focus on the photo and elicit the likely decade (the 60s or 70s).

Pre-teach/check *miss school*, *drive someone crazy*, *lenient*, *mind* (v) (= be annoyed by sth), *pick at sth*, *have a big appetite*, *spindly*, *shoot up* (= suddenly grow taller), *nag* (v), *go on and on* (= keep criticizing), *be put out* (= annoyed), *fond memories*, *security*, *treat* (n), *spoil* (v).

Play the recording of the first speaker. Check the answer to the gist question. Play the rest of the recording. Have students compare their answers in pairs before checking with the class.

Answers and audio script

- 1 It was a very good relationship with her mother, and they are still best friends. Her father left when she was three. She used to tell her mother everything.
 2 It wasn't a good relationship with his father. He was always telling him to dress better. His mom was more lenient, but she used to get angry when he picked at food before she'd put it on the table.
 3 It wasn't a good relationship with her mother because she was always nagging and complaining. She needed some peace and quiet after school because she wasn't popular.
 4 It was a very good relationship. He had a secure childhood with fond memories of family trips and picnics. His dad used to give them a little treat every Friday.

CD3 30

- 1 I got along very well with my mom. She was my best friend, and she still is. We had to get along, really. My dad left when I was three. I used to tell her everything, well, almost everything. And she'd talk to me very openly, too. Sometimes she'd say to me, "Don't go to school today. Stay with me." And we'd go shopping or, or something like that. It's a wonder I had any education at all, the number of days I missed school.
 2 It was my dad who used to drive me crazy. He was always telling me to get my hair cut and dress better. My mom was much more lenient. She never really minded how I dressed. But she would get angry when I picked at food before she'd put it on the table. "Get your hands off!" she'd say. But I was always so hungry. I had such a big appetite for such a small, spindly kid – then, at 16, I suddenly shot up – I'm six feet five inches now!

- 3 My mom was always nagging me, telling me to get off the computer, turn off the TV, pick up my things, do my homework. She'd go on and on and then she'd be all put out when I'd shut myself in my room. I just needed some peace and quiet each day. She just didn't realize how hard it was for me at school. You see, I wasn't very popular – so I would really need some time to myself when I got home.
- 4 I have very fond memories of my childhood. To me it represented security. We used to do a lot together as a family. I remember walks and picnics and going for car rides on a Sunday afternoon. Every Friday when my dad came home, he'd bring us each a treat, just something little. My mother used to say he was spoiling us, but why not? It didn't do us any harm.

- 5 **CD3 30** Focus on the incomplete sentences and play the recording of the first speaker as an example. Elicit the actual words used.

Play the rest of the recording, pausing after each speaker to give students time to rewrite the sentences with actual words from the recording. You may need to play the recording again so that students can check/complete their answers.

Check the answers with the class. Make sure students understand the contracted form *'d* (= *would*). Also check that students stress the key forms correctly. If necessary, write some of the answers on the board and mark the main stresses.

Answers

- 1 ... she'd talk to me very openly ...
... we'd go shopping ...
- 2 ... he was always telling me to get my hair cut ...
... she would get angry when I picked at food ...
- 3 My mom was always nagging me ...
... she'd be all put out ...
- 4 We used to do a lot together as a family.
... he'd bring us each a treat ...
- 6 Give a few examples from your own childhood. Then give students three or four minutes to write their sentences. Remind them to use expressions of habit. Monitor and help as necessary.
- Put students in pairs to exchange their information. Note any common errors for correction after the pairwork.

Answering questions

- 7 **CD3 31** Remind students of the difference in form: *used to* + base form, but *be/get used to* + *-ing* form.
- Focus on the example. Then have students complete the task, working individually. Have students check their answers in pairs before playing the recording as a final check.

Answers and audio script

- 1 **A** You don't like your new teacher, do you?
B Not a lot, but we're **getting used to** her.
- 2 **A** How can you get up at five o'clock in the morning?
B No problem. I'm **used to** it.
- 3 **A** How come you know Buenos Aires so well?
B I **used to** live there.
- 4 **A** How are you finding your new job?
B Difficult, but I'm **getting used to** it little by little.

- 5 **A** Do you read comic books?
B I **used to** when I was young but not anymore.
- 6 **A** You two argue so much. How can you live together?
B After 20 years of marriage we're **used to** each other.

EXTRA ACTIVITY

You can reinforce some of the forms in this unit by asking students to imagine they have moved to a new city/country. Give them a few minutes to think about what they would miss most and what they would get used to quickly. Put students in pairs to role-play a Skype conversation in which two friends catch up and talk about how well one of them is adapting to their new life. Students then change roles, talking about a different place and situation.

ADDITIONAL MATERIAL

Workbook Unit 9

Ex. 1–7 Present and past habit

LISTENING AND SPEAKING (SB p. 69)

A teacher to remember

ABOUT THE LISTENING

The theme of looking back at the past continues in this section with people talking about teachers who made an impression on them. The main goal is to give students practice listening for key information in four longer monologues. The section starts with a general discussion on how classrooms and learning have changed. Students listen for key information to answer questions about each recording and do a matching task for detailed comprehension about the teachers. The section ends with a *Spoken English* focus on ways of intensifying the meaning of adjectives, e.g., *stone-cold easy*, *boiling hot*, etc., and with a general discussion stage in *What do you think?*

It's important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *look the part*, *mustache*, *have a razor-sharp wit*, *philosopher*, *memorable*, *plump*, *dumpy*, *mousy-brown*, *speak up*, *poke*, *slam something down*, *sharp*, *court* (= where legal trials take place), *dismal* (= very bad/poor), *booming voice*, *sarcastic*, *retaking a class*, *calling on me*, *sneer* (v), *hate someone with a passion*, *gangly*, *crouch*, *steering wheel*, *fall for someone*, *gratitude*, *wobbly*, *yell at someone*, *know better*.

- 1 Focus on the photos and ask what decade students think each setting shows. Discuss the questions as a class.

Possible answers

In the black and white picture, the students are sitting in rows of desks and the teacher is standing. The children are all sitting quietly and nothing indicates that teacher and students interacted much.

The overall atmosphere seems very formal and controlled. The only teaching equipment seems to be an old-fashioned blackboard and chalk.

In the color picture, the teacher is sitting with the students around a table. They are all interacting with one another and appear to be enjoying the lesson. The overall atmosphere seems informal and lively. There are lots of books and other learning resources available on the shelves.

The pictures reflect the change in teaching styles over the years, from strict teacher-led lessons taught from the front of the class only, to more relaxed pair and group work, with the teacher working among the students. The focus is much more on “learning by doing” and group support, with the teacher working more as a guide than a formal teacher.

- 2 **CD3 32** Start by brainstorming school subjects with the class and writing answers on the board. Read the instructions and questions as a class and have students predict the words and phrases they might hear. Remind students they don't need to understand every word, just listen for the information to answer the questions.

Play the recording of Sean through once and check the answers to questions 1 and 2 as examples. Put students in pairs to discuss the rest of the questions. Check the answers.

Play the recording of the other three speakers, pausing after each one. Put students in pairs to discuss the questions before checking the answers about each speaker with the class.

Answers and audio script

Sean

- 1 Latin and Greek.
- 2 He was traditional-looking – very formal and serious. He always wore a dark green or dark brown suit and he had a long black mustache.
- 3 He was probably in his 50s.
- 4 He is remembered for positive reasons. He never smiled or laughed, but he was clear, interesting, and entertaining.
- 5 Sean studied philosophy as a direct result of learning about the great philosophers from his teacher.

Samantha

- 1 English and drama.
- 2 She was short and plump/dumpy, with mousy-brown hair.
- 3 She looked middle-aged.
- 4 She is remembered for negative reasons. She wasn't very kind. She had a loud voice and she used to shout, “Speak up, speak up” when they were acting out a play. She also had a ruler she used to poke students who looked sleepy or bored.
- 5 Samantha says maybe the lessons helped her because she's a lawyer now and she remembers her teacher's words, “Speak up, speak clearly, girl!” when she has to speak in court.

Rupert

- 1 Math.
- 2 He was big.
- 3 He was probably in his late 30s.
- 4 He is remembered for negative reasons. He was very sarcastic. He would sneer at Rupert when he got his math problems wrong on the board. Rupert hated him.
- 5 His teacher's explanations were very clear, and gradually over the year, Rupert improved. He got a really good grade in math and was able to apply to some pretty good colleges.

Charlotte

- 1 Chemistry and biology.
- 2 She was tall and gangly.
- 3 She was probably just in her early 30s.
- 4 She is remembered for reasons that are neither positive nor negative. She used to drive a very old car that looked too small for her. She fell for Charlotte's dad, and she often asked Charlotte about him. Charlotte and her friends used to giggle about it.
- 5 Charlotte doesn't say whether the teacher influenced her in any way.

CD3 32

1 Sean

Interestingly enough the teacher I'll never forget is my Latin and Ancient Greek teacher – you may think they're dry subjects – uh – dead languages, but Mr. Lang, the teacher, somehow used to make these dead languages seem stone-cold easy. He looked the part – he was kind of traditional-looking – very formal and serious. He'd always wear a dark green or dark brown suit, and he had a long black mustache. He'd been at the school for over 20 years, so he must have been in his 50s, I guess. You'd think that everything about him was boring and serious because he never smiled or laughed, never, but somehow he was clear, interesting, and entertaining. He had a razor-sharp wit, and there were jokes hidden in his words if you listened carefully – and we all did. I passed my final exams, but I didn't study Latin or Ancient Greek in college. However, I did study philosophy – and that was a direct result of learning about the great philosophers, Aristotle, Socrates, Plato, from Mr. Lang.

2 Samantha

My most memorable teacher, hmm! I think that would be Mrs. Chapman. I was about 13 or 14, and she was our English and drama teacher. She was short and plump, dumpy in fact, with mousy-brown hair. She looked like everybody's kind, middle-aged aunt, but she wasn't very nice. She had a big loud voice, and she used to like to get us to act out the plays we were studying and she'd shout, “Speak up, speak up and think about the meaning of the words.” But what I remember most about her is her ruler. She had this wooden ruler and if anyone was looking sleepy or bored, she'd poke them on the shoulder with this ruler and shout, “Wake up, girl” or “boy.” Then one day she spotted someone asleep, sound asleep and snoring, at the back of the class. Mrs. Chapman was so furious she slammed the ruler down on his desk and it broke in half. We were all scared stiff. She didn't throw the ruler away after that, it was even sharper when she poked you in the back. Maybe her classes helped me, though – I'm a lawyer now and when I have to speak in court, Mrs. Chapman's words ring in my ear: “Speak up, speak clearly, girl!”

3 Rupert

I don't think I ever had a favorite teacher, but I had a least favorite teacher, and weirdly he was probably the most successful teacher I ever had. You see, when I was in elementary school, I was really good at math – I could do it all. But when I went to high school, I had a succession of dismal math teachers, and by the time I took my final exams as a junior, I was absolutely hopeless. I failed miserably. And I needed to pass math to graduate from high school, so I had to retake it as a senior. This time with a very different teacher, Mr. Biggs. I have no idea how old he was – just old – but, you know, when you're 16, 35 seems old. I'd say he was probably in his late 30s and big like his name with a huge booming voice. He was very sarcastic and it seemed to be his mission in life to embarrass his students and me in particular, because I was retaking the class as a senior. He was always calling on me to go to the front of the class to do problems on the board, and he'd sneer if I got it wrong, which was most of the time. I hated him with a passion, but actually his explanations were crystal clear, and gradually over the year I improved. I got a really good grade on the final exam and was able to apply to some pretty good colleges.

4 Charlotte

Well, one teacher I'll never forget is Miss Wilkinson. She taught chemistry and biology. I didn't like her subjects much, probably because I wasn't very good at them. She seemed old to me, but she was probably just in her early 30s and kind of tall and gangly. She drove this ancient car, and she always seemed too big for it. She had to crouch over the steering wheel. Anyway, the reason I remember her so well is because I think she fell for my dad. Really! You see, he'd sometimes pick me up from school, and one day there she was in her car, and she couldn't get it to start, so of course my dad, being the sweet gentleman he was, helped her. Miss Wilkinson was glowing with gratitude. "Oh, thank you, thank you, Mr. Gallio. You're so kind, so kind." She went all weak and wobbly, not at all like she was when she was yelling at us in class. And then every time he came to pick me up after that, somehow Miss Wilkinson would appear, and she was always asking me about him, "How's your father, Charlotte?" "Just fine, Miss Wilkinson, he and my mom are going to the beach this weekend." I just made that up to see her reaction. My friends and I used to giggle about it. When I mentioned it to my dad, he just laughed and said, "Don't be silly, Charlotte, nobody would fall for an old boring guy like me." But my mom knew better!

- 3 **CD3 32** Read the questions as a class and help with any vocabulary questions. Check that students understand that the questions appear in random order, not in the same order as the information in the recording.
Write the names of the four teachers on the board:
Mr. Lang, Mrs. Chapman, Mr. Biggs, Miss Wilkinson. Play the recording again and have students discuss the questions in pairs. Play selected sections of the recording as necessary. Check the answers.

Answers

- Mrs. Chapman poked students with a ruler and shouted, "Wake up, girl!" or "boy!" when they looked sleepy or bored.
- Mr. Lang taught "dry subjects" – Latin and Greek.
- Miss Wilkinson had to "crouch" over the steering wheel of her car because she was so tall.
- Mr. Biggs had a "mission in life" – to embarrass his students and in particular Rupert.
- Mrs. Chapman slammed down her wooden ruler on the desk because one of her students was sound asleep and snoring at the back of the class.
- Mr. Lang had a razor-sharp wit. There were jokes hidden in his words.
- Miss Wilkinson glowed with gratitude to Charlotte's dad because he helped her get her car started.
- Mr. Biggs gave crystal clear explanations about math problems.

SPOKEN ENGLISH – Adjective intensifiers (SB p. 69)

- 1 Read the instructions and examples as a class. Elicit the adjectives in the sentences (*easy* and *sharp*). Check that students understand which words intensify these adjectives (*stone-cold* and *razor*). Explain that these are "fixed" collocations that make the adjectives stronger. Sometimes there is a logical link between the words, e.g., *razor sharp*, but in *stone-cold easy*, *stone-cold* is used as another way of saying "very."
- 2 Give students a few minutes to read the sentences. Help with any vocabulary questions. Elicit the answer to number 1 as an example. Students complete the sentences, working individually.

- 3 **CD3 33** Have students check in pairs before playing the recording as a final check.

Refer students to **CD3 32** on SB p. 129 to find other examples.

Answers and audio script

- 1 They live in this **great** big house in the middle of Boston.
- 2 I only made one **tiny** little mistake during my driver's test, but I still failed.
- 3 Careful with the soup – it's **boiling** hot. Don't scald yourself.
- 4 It's **freezing** cold in here. Can't we turn up the heat?
- 5 Do you like my car? It's **brand** new.
- 6 Don't worry. You won't wake the kids. They're **sound** asleep.
- 7 I take a cold shower every morning. Then I feel **wide** awake.
- 8 **A** I'm fed up with this class.
B Me too. I'm bored **stiff**.

Other examples from **CD3 32**

Samantha: a **big loud** voice, we were all **scared stiff**
Rupert: with a **huge booming** voice, his explanations were **crystal clear**

What do you think?

This section gives students the opportunity to use the listening as a springboard for personalized discussion.

Read the question as a class and give students a few minutes to think of their answers. If appropriate, you can ask them to think of teachers from a previous school, e.g., elementary school, if you prefer that they not to talk about teachers in their current school.

Divide the students into small groups to discuss the questions. Monitor and help as necessary. If students are failing to use *used to* and *would* to refer to past habit, elicit a few examples about their teachers and write them on the board using these forms. Encourage students to use these forms in their discussion.

Ask students to share their opinions and experiences with the whole class. Establish if most of the class has positive or negative memories about their teachers.

Possible answers

Positive: A teacher who is kind/helpful/fun/gave interesting and relevant classes/cared about the students in different ways/saw students as individuals/gave students additional help when they needed it, etc.

Negative: A teacher who was very strict/cruel/boring/bullied students/always taught in the same way/had favorites/treated students as inferior, etc.

Funny: A teacher who told jokes/made the content of the class funny/dressed in an unusual way/had funny ways and habits/didn't mind appearing a little silly, etc.

Living in the past

NOTE

At the end of this section, there is a project activity on living in a past time. You will need to build in time for students to do some research and take notes on a period that interests them, probably for homework. Students then give a short presentation about their chosen period to the class. In larger groups, you may need to schedule the presentations over several classes or have students give their presentations in groups.

ABOUT THE TEXT

The theme of living in the past is contextualized in two articles about people who have adopted a lifestyle from the past: a man who lives in Victorian times and a woman who lives in the 1950s. They are the subjects of a jigsaw reading. Although students will be familiar with the jigsaw technique, it is worth setting up the activity carefully to ensure students get maximum practice.

References to people, places, organizations, and cultural points include:

Peter Saunders: Victorian (connected to the period when Queen Victoria ruled the UK, from 1837 to 1901). The term is used to describe buildings, furniture, literature, and strict rules about behavior. During the Industrial Revolution, many millions of houses were built, which are now a defining feature of many British towns and cities. Victorian houses were typically made of red brick, and common features included open fireplaces for heat, basic sanitation, running water, and gas lighting. They often contained dark wood furniture and a large number of small ornaments. For average families, entertainment was largely home-based, with families playing cards or board games, or having a sing-along (a group of people getting together to sing songs for fun).

Ways of buying second-hand items referred to in the text include online auctions through eBay, antiques fairs, and garage sales (sales at people's homes, often in the driveway, yard, or garage).

Nottingham (a city in central England, famous for its links to the legend of Robin Hood), Nottingham Civic Society (an organization that is dedicated to making the city a better place in which to live).

Joanne Massey: The 1950s/Fifties (the decade after the Second World War, which saw greater prosperity, growing materialism, and the start of youth culture from the US. The stereotypical image of a 1950s woman is one of a domestic goddess who ran the home and cared for the family, but always looked well-dressed and impeccable. Advertising images often show a smiling woman in her apron, wearing a fitted dress and with perfect hair and makeup, endorsing a product).

The 50s is synonymous with rock 'n' roll, but singers influenced by jazz and swing were also popular, including Frank Sinatra and Ella Fitzgerald.

Icons of the 50s in the US are the cars, especially the Cadillac, built to be much bigger than the average car and with futuristic designs. In the UK, the Ford Anglia was a more modest British family car, manufactured in various models between 1939 and 1967.

People who adopt a lifestyle from the past can meet like-minded people at heritage weekends and conventions. There are opportunities to experience entertainment and sometimes buy clothes and other items from the era.

Students start the topic by talking about what life was like for previous generations and then focus on photos and discuss life in the 19th century and 1950s. In the tasks, students read one of the articles and answer questions before exchanging information with a partner in the jigsaw reading. In the final stages, students work on understanding key words in context and then discuss their responses to points stemming from the articles. The section ends with a project task (see *Note* above).

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *haven*, *vest*, *flat cap*, *authentic*, *handpick*, *antique fair*, *portrait*, *go to a lot of trouble*, *passion*, *wasteful*, *last* (v), *supportive*, *feature* (n), *modern conveniences* (= modern equipment and appliances in a house that make it comfortable), *cabinet*, *running water* (= water supplied by pipes into a building), *restore*, *bathroom fittings*, *genuine*, *fasten*, *apron*, *unladylike*, *pencil skirt* (= a form-fitting, straight skirt), *the "in thing"* (= the latest fashion), *ordeal*, *distressing*, *retro* (= associated with or modeled on the past), *revolve around*, *obsession*, *mark time*, *propose* (= ask someone to marry you), *ecstatic*, *patronized*, *get teased*, *devote yourself to sth*.

Don't pre-teach/check any of the words that are highlighted in the text because students will work on figuring out their meanings in exercise 5.

- 1 Read the questions as a class and elicit one or two examples from the students. Put students into small groups to discuss the questions.
Elicit a range of opinions from the students in a brief class discussion. Ask students if they think life was better overall in the past and why.
- 2 Focus on the photos and discuss the questions as a class. Write students' answers on the board, helping with any pronunciation problems as you go.

Possible answers

19th-century clothes (vest and flat cap), décor (dark wood furniture, lots of small ornaments, china figures, a picture of Queen Victoria, velvet and lace coverings), entertainment (singing at the piano), customs (serving tea from a teapot into china cups)
1950s clothes and image (fitted dress and apron, styled hair with a flower, 1950s makeup and manicured nails), lifestyle (home cooking from a traditional recipe, driving an old car), décor (1950s colors, kitchen fixtures and appliances, furniture and style of the living room), entertainment (retro style TV)

- 3 Read through the questions as a class. Help with any vocabulary questions. Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A – Peter Saunders

Group B – Joanne Massey

Have students read their text quickly, asking others in their group for help with vocabulary or using a dictionary if you didn't pre-teach the items listed in *About the text*. Monitor and help as necessary.

Students work in their groups and answer the questions about their text, writing down the answers to each one. Monitor and help as necessary. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Group A: Peter Saunders

- 1 He's obsessed by Victorian times. His mom and sister are interested in this period, too, so he thinks that's how his passion started.
- 2 He wears a vest and a flat cap.
- 3 He goes to garage sales, antique fairs, and buys on eBay.
- 4 People today are wasteful. He doesn't like modern things that are made of plastic and that all look the same.
- 5 The Victorians entertained themselves, they loved a sing-along around the piano. Things were built to last. The Victorians enjoyed comfort.
- 6 He has a microwave oven, a television, central heat, and a refrigerator freezer. They are all hidden in cabinets or behind curtains.
- 7 He invites friends to come over for dinner parties.
- 8 His friends are supportive. Experts think that he has done a good job in restoring the house in a genuine way.
- 9 His mom and sister are interested in the Victorian era, too. His mom buys things from garage sales for him, too.

Group B: Joanne Massey

- 1 She's obsessed by the 1950s. Her obsession started when she was a teenager. She loved old movies.
- 2 She wears 1950s clothes, such as pencil skirts, a white blouse, and a wide belt. She wears an apron when cooking.
- 3 She and her husband advertised in an antiques magazine for their kitchen.
- 4 Modern life is hectic. Supermarket shopping is an ordeal and newspapers are distressing.
- 5 The 1950s was a time when women were more feminine and men more protective.
- 6 They have a television set, but it is hidden in a retro cabinet.
- 7 They visit friends and (probably) have friends visit them for tea and cake.
- 8 Some women ask if she feels patronized by taking care of her husband all the time. Kevin's colleagues tease him about taking homemade treats/jam to work. She thinks they are jealous.
- 9 Kevin is 42 and he's a graphic designer. He is the breadwinner and he puts gas in the car. Joanna met Kevin at a fifties convention and they had a traditional courtship. His colleagues tease him about taking homemade treats/jam to work.

- 4 Regroup the students, making sure there is an A and a B student in each pair. Demonstrate the activity by having a pair of students answer the first question. Encourage them to use their own words and not read directly from the text.

Students continue exchanging the information from their article. Monitor and help as necessary. Write down any common errors for correction after the information exchange. Bring the whole class together to discuss the answers to the post-reading questions. Encourage students to expand on their answers where applicable.

- 5 Focus students' attention on the first highlighted word, *pantry*. Elicit the meaning and then have students continue the task, working in pairs.

Check the answers with the class.

Answers

pantry – a small room/large cupboard for keeping food in
cutlery – knives, forks, and spoons used for eating food
outhouse – a toilet outside of the house
quaint – attractive because of being old-fashioned
cozy – comfortable, warm, and secure
sentimental – excessively cute
breadwinner – a person who supports a family financially
immaculate – perfectly clean and neat
hectic – very busy, full of activity
like-minded – having similar tastes or opinions
halcyon – peaceful and happy
courtship – the period of time when a man and a woman develop a romantic relationship before they get married
solely – only, not involving anyone or anything else

What do you think?

Divide students into small groups to discuss the questions. Make one member of each group the "chairperson." They have to ask the questions and make sure everybody in the group has a turn to express their view. At the end, the chairperson can summarize their group's views in a brief class discussion.

Project

See the *Note* at the beginning of this section. Read the task as a class and elicit a few examples of a past time students would like to write about. If you have access to computers or encyclopedias, students can do their research and take notes during class time. If not, assign the research for homework.

Ask students to use some of the following headings to help them do the research and organize their notes:

Era

Clothes and image

Décor and furniture

Food and everyday life

Music and entertainment

Transportation

If appropriate, encourage students to bring some visuals/audio to support their presentation, e.g., a map and photos, music. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but ask them not to read the information from a script. Encourage the class/groups to ask questions to the presenter. Be generous with praise after students have presented their talk because it can be nerve-racking, especially for weaker students.

Homonyms and homophones

This section looks at two important features of English: homonyms (words with the same spelling but different meanings) and homophones (words with the same pronunciation, but different spellings and meanings). Both these features lend themselves to wordplay and joke-telling, and this is reflected in the final two practice exercises.

NOTE

You can have students use a dictionary for the exercises in this lesson. If students don't have access to their own dictionary in print or online, try to have a class set of dictionaries available for checking meaning and spelling.

- The words in this initial exercise are given out of context to let students interpret them how they want to. Elicit possible meanings of *fan* as an example. Students write the meanings of the other words, working individually. Monitor and help as necessary. Don't check answers at this stage.
- CD3 34** Play the first word as an example and elicit possible spellings. Play the rest of the recording and have students write down the words they hear. Again, don't check answers at this stage.

Audio script

where/wear nose/known wood/would war/wore through/threw

- Put students in pairs to compare their answers. Monitor and help as necessary. It is likely that the students will have thought of different meanings for the words in 1, and spelled the words in 2 in different ways. Elicit the different meanings and word types in exercise 1, and spellings in exercise 2, listing students' answers on the board. Use the examples as a way to introduce the concept of homonyms and homophones.

Answers (to exercises 1 and 2)

1 Homonyms

These are the most common uses:

fan	noun = person who admires/supports sth strongly; machine or paper object used to keep you cool verb = to make a current of cool air
right	adjective = morally good/correct/most suitable/opposite of "left" adverb = exactly/directly noun = good/moral behavior/what you are allowed to do or have/a turn toward the right
glasses	noun = an object used to improve your vision/containers for drinking
fine	noun = payment you must make for breaking the law adjective = in good health (person)/bright and sunny (weather)/good, pleasing, or of high quality
park	noun = an open public area with grass verb = to stop driving and leave a vehicle at a place for a period of time
face	noun = the front of the head/facial expression/each of the surfaces of a solid (like a cube) verb = to turn or be turned toward something

2 Homophones

where/wear
nose/known
wood/would
war/wore
through/threw

Homonyms

- CD3 35** Read the explanation and examples as a class. Focus on the incomplete sentences and help with any vocabulary questions. Then put students in pairs to complete the sentences. Play the recording and have students check their answers. Elicit the word type for each answer.

Answers and audio script

- My brother is crazy about the Lakers. But I'm a Bulls **fan** myself. (noun)
We don't have air-conditioning, just a ceiling **fan**. It's not enough. (noun)
- Let's take a **break** now. I'm really tired. (noun)
If you **break** that vase, Mom will be really upset. (verb)
- "What's today's **date**?" "The third." (noun)
I have a **date** tonight. I'm going out with Carl. (noun)
- Don't move those heavy boxes. You might hurt your **back**. (noun)
"Mom, Travis took my cell phone. Tell him to give it **back** to me." (adverb, particle in phrasal verb)
- It's **cold** outside today. Don't forget your jacket. (adjective)
I don't feel well. I think I'm getting a **cold**. (noun)
- Check pronunciation of the words in the box. Elicit two possible meanings for *wave* as an example. Put students in pairs to think of two meanings for the rest of the words and write sentences with them. Monitor and help as necessary. Check the meanings and elicit a range of sample sentences for each word.

Answers

These are the most common uses:

wave	noun = a raised line of water that moves across water, especially the ocean verb = move your hand to say <i>hello</i> or <i>goodbye</i>
suit	noun = formal outfit with matching jacket and pants or skirt verb = go well with
miss	noun = the title used with the name of an unmarried woman verb = not hit (of a throw or shot)/feel sad because you are not with someone/arrive too late for sth
type	noun = sort or kind verb = write sth with a keyboard
point	noun = unit for counting the score in a game or sport/idea or opinion in an argument verb = indicate with your finger
train	noun = vehicle on rails verb = practice to improve in a sport/teach a person or animal to do a job/skill
kind	noun = sort or type adjective = behaving in a way that shows you care about people
cool	adjective = fairly cold, not hot or warm/impressive because of being fashionable or attractive

Possible contexts

- wave The waves crashed against the side of the boat.
I waved at you, but you didn't see me.
- suit I never wear a suit for work.
Dark colors don't really suit me.
- miss "Mrs. Clarke?" "Yes, but it's Miss Clarke."
Hurry up or we'll miss the train.
- type What type of food do you like?
I can type pretty quickly with two fingers.
- point How many points did he score?
What are you pointing at?
- train The train was canceled, so we got a taxi.
He's training to run a marathon.
- kind I meet all kinds of people in my job.
It was very kind of you to put me up.
- cool It's quite cool in the evenings, so take a jacket.
They live in a really cool house, with lots of modern furniture.

EXTRA ACTIVITY

Ask students to research/brainstorm other homonyms, e.g., *mind, fair, book, cross, match*, etc. Put students in pairs to choose three words from the list and write three pairs of sentences showing different meanings of the words, but leaving the target word out. Students then give their sentences to another pair to complete.

Homophones

- 6 Read the explanation and examples as a class. Check that students understand that the pronunciation applies to all three sentences. Elicit the answer to number 1 as an example, checking the two spellings. With weaker students, briefly review easily-confused letters, e.g., the vowels, *a, e, i, o, u*; *s* and *c*; *u* and *w*, etc. Give students time to complete the sentences, working individually. Have students check the answers in pairs before checking with the class. Then have students spell each target word and correct any errors carefully.

Answers

- 1 the **whole** world
a **hole** in the ground
 - 2 a **piece** of cake
war and **peace**
 - 3 a rose is a **flower**
flour to make bread
 - 4 some boats have a **sail**
buy clothes on **sale**
 - 5 salespeople **sell** things
a prisoner lives in a **cell**
- 7 Focus on the words in the box and help with any vocabulary questions. Check the pronunciation of the words. Elicit a different spelling for *bored* as an example. Put students in pairs to complete the task. Monitor and help as necessary.
Check the spelling of the alternative words with the class.

Answers

board
eight
higher
pear
made
plane
waste
seize/sees
allowed
right

EXTRA ACTIVITY

Ask students to research/brainstorm other homophones, e.g., *wood/would, no/know, rose/rows, scene/seen*, etc. Put students in pairs to choose three pairs from the list and write three pairs of sentences showing different meanings of the words, but leaving the target word out. Students then give their sentences to another pair to complete.

- 8 **CD3 36** Focus on the two cartoons and read the instructions. Play the recording of the two jokes. Ask students to explain how the homonyms and homophones make the jokes.

Answers and audio script

- A** What did the salad say to the tomato?
B Lettuce get married.
(*lettuce* = a salad vegetable/let us)
- A** Why do some cows wear bells?
B Because their horns don't work.
(*horns* = hard pointed parts on an animal's head/objects that make a sound in cars, etc.)

- CD3 37** Check that students know who Cinderella is (the main character in a fairy tale who had to leave a party – ball – before midnight).

Tell students they are going to hear nine more short jokes. Play the first one as an example and elicit the key word. Play the rest of the recording, pausing after each joke. See if students "get" them. Let them compare their ideas in pairs if they are unsure.

Check the answers.

Refer students to **CD3 37** on SB p. 129. Ask them to practice telling the jokes to each other. Monitor and check for pronunciation. If necessary, play selected lines of the recording again and have students repeat. Students then go back to the pairwork.

Answers and audio script

- 1 **A** Why is Sunday the strongest day?
B Because the others are weak days!
(*weak/week* = homophones)
- 2 **A** Waiter! I'm in a hurry. Will my pizza be long?
B No, sir. It'll be round.
(*long* = a large amount of time/an elongated shape)
- 3 **A** Why will you never starve in the desert?
B Because of the sand which is there.
(*sand which is/sandwiches* = homophones)

- 4 **A** How do you keep cool at a football game?
B I don't know.
A Sit next to a fan.
(fan = machine that cools the air/a supporter of a team)
- 5 **A** What do you get when 5,000 strawberries try to go through a door at the same time?
B I don't know. What do you get?
A Strawberry jam!
(jam = sweet food from fruit you put on toast/blocked movement, e.g., traffic jam)
- 6 **A** Waiter, this food tastes funny.
B So, why aren't you laughing?
(funny = strange/amusing)
- 7 **A** What do you give to a sick lemon?
B Lemon aid!
(lemon aid/lemonade = homophones)
- 8 **A** Why did the teacher wear sunglasses?
B I don't know.
A Because her students were so bright.
(bright = giving out a lot of light/smart)
- 9 **A** Why can't Cinderella play soccer?
B Because she's always running away from the ball.
(ball – object you play soccer with/big party)

EXTRA ACTIVITY

If your students enjoyed the jokes in this lesson, you can have them research some more on the Internet and then learn them in preparation for a “comedy club” in a subsequent class. Ask them to learn six to eight different jokes based on homonyms and homophones. They can then perform a short “stand-up routine” for the class/in groups. If appropriate, ask the class to vote for the best “routines.”

ADDITIONAL MATERIAL

Workbook Unit 9

Ex. 8 Homonyms

Ex. 9 Homophones

EVERYDAY ENGLISH (SB p. 73)

Making your point

This section presents and practices ways of making your point in arguments and debates. Students focus on key language in a recording and also in a matching task before having their own class debate.

- 1 Introduce the topic by asking students how they think young men and women's bodies are presented in photos in the media. Also ask what effect this can have on young people's body image.

Focus on the photo and read the instructions. Check students' ideas about what might be in a lesson on body image (being a healthy weight, understanding that you don't need to look like images of people in the media, etc.)

Write the following statement on the board: *Lessons on body image should be given in schools.* Elicit a range of opinions from the class.

- 2 **CD3 38** Pre-teach/check a non-academic subject, curriculum, self-esteem, qualifications, count (v = be important), obsessed, physical perfection, outsider, celebrity culture, cosmetic surgery, eating disorder.

Write the names of the three speakers on the board: Pat, Ian, and Helen.

Play the recording through once. Check the answer to the gist question. Ask students which speaker they most agree with.

Answers and audio script

For: 3 Helen

Against: 1 Pat

Undecided: 2 Ian

CD3 38

1 Pat

If you ask me, this is a terrible idea. First, good body image isn't something that you can teach. Second, schools don't have time to add another non-academic subject into their packed curriculum. Another thing is that teachers have enough to do and it's really up to the parents to try and develop self-esteem in their children. Personally, I've never worried too much about how I look, but that's not the point. The point I'm trying to make is that young people's education should be about qualifications for their future, not worrying about body image.

2 Ian

To tell you the truth, I haven't really thought about it. I suppose the problem is that there are lots of images of beautiful models out there in the media. But as far as I'm concerned, people come in all shapes and sizes. I don't see what's wrong with that. Actually, it would be a pretty boring world if we all looked the same, wouldn't it? And personality is what counts after all, and just trying to be happy. Anyway, as I was saying, I don't really feel strongly one way or the other about young people and their body image.

3 Helen

If you want my opinion, I think this is a really good idea. Many of today's teenagers are obsessed with the idea of physical perfection. Basically, they feel like an outsider if they look different in any way. As I understand it, this is true of boys as much as girls. But the main point is that the media and celebrity culture sell them an image of beauty that they will never achieve. What really worries me is that cosmetic surgery and eating disorders are going to become the norm for the next generation. In conclusion, I think that schools should play a greater role in developing teenagers' self-esteem.

- 3 **CD3 38** Give students a few minutes to read through the incomplete sentences for Pat. Play the first line of Pat's recording and elicit the answer to number 1 as an example. Play the rest of the recording of Pat and the recording of Ian and have students complete the ten sentences. With weaker students, pause the recordings at key points.

Check the answers with the class, helping with any pronunciation problems as you go.

Answers

Pat

- If you **ask** me, this is a terrible idea.
- First**, good body image isn't something that you can teach.
- Another **thing** is that teachers have enough to do.
- Personally**, I've never worried too much about how I look.
- The **point** I'm trying to make is that young people's education should be about qualifications.

Ian

- 1 To tell you the **truth**, I haven't really thought about it.
- 2 I **suppose** the problem is that there are lots of images of beautiful models.
- 3 As **far** as I'm concerned, people come in all shapes and sizes.
- 4 **Actually**, it would be a pretty boring world if we all looked the same.
- 5 **Anyway**, as I was saying, I don't feel strongly one way or the other.

See exercise 2 for **CD3 38**.

- 4 **CD3 38** Elicit Helen's overall opinion of body-image classes in schools (she is for them). Ask students if they can remember any of the points she made to support her opinion.
- Play the first line and elicit the key phrase as an example. Play the rest of the recording and have students write down the relevant phrases. With weaker students, you can do this stage as a whole class, having students write the phrases on the board.
- Check the answers with the class, helping with any pronunciation problems as you go.

Answers

If you want my opinion, I think ...
Basically, ...
As I understand it, ...
(But) the main point is that ...
What really worries me is that ...
In conclusion, I think that ...

See exercise 2 for **CD3 38**.

- 5 Give students a few minutes to read the lines. Help with any vocabulary problems. Students complete the matching task, working individually.
- Check the answers and elicit the main topic (fast food and diet). Have students practice the sentences again. Check for accurate sentence stress, drilling key lines if students have problems (see the stress shading in *Answers* below).

Answers

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

- 1 First of all, I'd like to look at the overall picture.
- 2 The main problem is that, as a nation, we don't exercise enough.
- 3 In addition to this, there are also problems with diet.
- 4 Generally speaking, this is a pretty common problem.
- 5 What I want to know is, how do you educate people to have a better diet?
- 6 To be honest, I don't know the answer to this problem.
- 7 It's my firm opinion that fast food should be totally banned.
- 8 Finally, I'd like to end with a quote from ...

The topic being discussed is the problem of obesity/the importance of a healthy lifestyle.

A class debate

SUGGESTION

If appropriate, you can photocopy and use the Speaking role cards on TB p. 174 for this stage.
Also see TB p. 87 for notes on using the cards.

- 6 Read the instructions as a class and ask students to choose a topic that everybody in the class feels strongly about. Once you have an agreed topic, choose a specific "motion" for the debate, e.g., *Being a vegetarian is better than being a meat-eater./Experiments on animals should be banned.*
- Divide the class into groups of four or five, grouping supporters and opposers of the motion together. Alternatively, set up the groups at random, and then ask the groups to decide whether to support or oppose the motion. Give students time to make notes on the points they want to give to support their view. Monitor and help as necessary, providing vocabulary and ideas.
- Ask students to put their points into a logical order and to decide which key expressions from exercises 3, 4, and 5 they want to use to present their ideas. With weaker students, you can give them time to rehearse their talk, though discourage them from scripting it in full. Have students decide who is going to speak from their group.
- Set up the debate. Ask one group to argue in favor of the motion, and another group to oppose it. Make sure every group has a chance to present their ideas. When each group has formally presented their ideas, open the debate to the floor. Ask if any individuals have any further points to make.
- After the debate, have a class vote to find out whether the majority supports or opposes the motion. Also establish if anyone changed their mind as a result of the debate.

WRITING (SB p. 110)

Writing for talking – An early memory

SUGGESTION

The talk in this section is written in a personal style with language used in a figurative, vivid style. If you have limited time or with weaker classes, you can ask students to read the text and prepare some of the vocabulary for homework before the class. The following may be new: *upset* (v), *drag along* (= walk slowly), *dawdle*, *tug at a sleeve*, *shake someone off*, *burned into your brain* (of a memory), *splash through puddles*, *moan* (v = complain), *ruin your hair*, *energized*, *wretched*, *creep into*, *mosaic*, *portrait*, *hang your head*, *tell tales*, *rotten*, *not hold water* (= not work), *do a puzzle*, *weep* (v), *curse* (v).

- 1 Introduce the topic by giving an example of an early memory from your childhood. Elicit one or two other examples from the class.
- Read the questions as a class and then give students two or three minutes to write notes for their answers.

- 2 **CD3 39** Focus on the photo and the talk. Play the recording and have students follow in their books. Put the students in pairs to answer the questions. Check the answers with the class.

Answers

- 1 She was four. Her topic is "An early memory of school." Her name is Elizabeth.
 - 2 Her older sister wasn't happy about taking her to school. Her sister liked to meet up with her "cool" friends.
 - 3 She would tug at her sister's sleeve.
 - 4 The older sister was upset because the boy she was hoping to meet didn't turn up. The younger sister was worried about being able to take off her rain boots.
 - 5 She wasn't allowed to make a mosaic picture that she really wanted to do because she was late again.
 - 6 Telling the teacher that it was her sister's fault that she was late.
 - 7 Possible answer: The older sister could have been kinder, but older children are often irritated by younger ones. It seems as if the younger girl is more sensitive than her older sister.
- 3 Read the questions as a class. Elicit the aim of paragraph 1 as an example. Give students time to read the text carefully. Then put them in pairs to answer questions 1–4. Monitor and help as necessary. Check the answers to questions 1–4.

For part 5 of exercise 3, give students time to read through the paragraphs individually, marking the main stresses and pauses, and checking the pronunciation of any difficult words.

Students take turns reading the paragraphs aloud to each other. Monitor and check pronunciation. If students have problems, play selected lines of the recording and have students repeat before practicing again in pairs.

Answers

- 1 Paragraph:
 - 1 – to introduce the talk and topic
 - 2 – to introduce the main characters and background
 - 3 and 4 – to describe the main events of the day in question
 - 5 – to give a conclusion, saying what the effects of the events are now
- 2 The memory still upsets the speaker; she had just started school – a long way from house, no school buses, so had to walk. Sister eleven years older; her school was next to speaker's, so sometimes took her to school; sister's school day started later than speaker's – happy to dawdle and chat with her friends; speaker always an anxious child – worried about being late; speaker was looking forward to doing the mosaic – art was her favorite subject.
- 3 It was pouring rain, sisters were splashing through puddles; older sister was moaning about hair because she wanted to meet a boy; he didn't show up – put her in bad mood; arrived at school and sister ran off – speaker sat in locker room and changed boots; entered classroom very late and scared; other kids were making mosaic pictures; teacher upset with speaker – told her to sit in corner and do a puzzle; speaker cried and cursed sister.
- 4 She says that her sister doesn't remember the event and that the experience has given her a problem with lateness. She is always on time.

Preparing your talk

- 4 You will need to build in time for students to do this stage. If you have limited time in class, have students write their talk for homework.

Focus students' attention on the key language and elicit possible endings for each sentence from a range of students. Remind them that it's preferable to give a good account of the events of the memory using vivid language, rather than providing lots of background information. If students do the writing in class, monitor and help as necessary. If they do it for homework, check if students need any help at the beginning of the following class.

- 5 Give students time to read their talk to themselves, and to mark the main stresses and pauses. Monitor and help, checking for any mistakes that may interfere with the success of the talk, but not correcting every error.

If necessary, put weaker and stronger students together for another practice stage.

Have students who feel confident give their talk first. Be sure that the rest of the class pays attention and avoids interrupting during each talk. Encourage them to write down any questions they want to ask. There probably won't be time to hear every talk in a single class, so set up a schedule of who will give their talk in future classes. Also be sure that the less confident students don't have to wait until the end!

SUGGESTION

If you have access to video equipment, it's a good idea to record the students giving their talk. They usually get over any initial shyness and will often rise to the challenge of a task if they know they are going to be filmed. It is also useful to be able to discuss the students' performances in a later class. It can be interesting to repeat the task at a later stage, using a different topic, and have students compare the two talks. This can provide a concrete indicator of progress and add to students' overall motivation.

Don't forget!

Workbook Unit 9

Ex. 10 Phrasal verbs and nouns that go together

Ex. 11 Listening – A small disagreement

Ex. 12 Pronunciation – Weak and strong forms

Grammar Reference (SB p. 146)

Word list Unit 9 (SB pp. 153–154)

Remind your students of the Word list for this unit on SB pp. 153–154. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 9 Test

Stop and check Test 2

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



10 Over my dead body!

Modal auxiliary verbs 2 • Synonyms • Metaphors and idioms – the body



The two main themes in this unit are solving mysteries and looking back at people who had a dark reputation. The main grammatical focus is past modals, and these are presented in a text and recording about the discovery of the skeleton of Richard III – a man often portrayed as a villain. The skills coverage starts with a problem-solving speaking task in the form of a crime-solving game. The main reading text is about how a nation with a violent reputation – the Vikings – lived and colonized new areas. The *Listening and vocabulary* section takes the form a humorous poem with a cautionary message about a boy who only eats jam. This leads into *Everyday English*, which looks at metaphors and idioms based on parts of the body.

LANGUAGE INPUT

GRAMMAR

Modal auxiliary verbs in the past (SB p. 74)

- Understanding and practicing past modals of probability and deduction.
- Understanding and practicing the difference between easily confused past modals.
- Completing sentences with the correct past modal.
- Figuring out the wording for half of a phone conversation from context.
- Practicing past modals in a personalized way.

VOCABULARY

Vocabulary work (SB p. 78)

Synonyms (SB p. 80)

- Making and practicing collocations from the reading text.
- Choosing the correct words from pairs of synonyms based on style, rhythm, and rhyme.

EVERYDAY ENGLISH

Metaphors and idioms – the body (SB p. 81)

- Understanding and practicing metaphors and idioms based on parts of the body.

SKILLS DEVELOPMENT

READING

The amazing Vikings (SB p. 78)

The end of the Viking age (SB p. 160)

- A picture story about the history and culture of the Vikings.
- An article describing how the Vikings lost power.

LISTENING

The story of Sam, who only ate jam (SB p. 80)

- Choosing from pairs of synonyms then listening and checking **CD4 9** (SB p. 131).

SPEAKING

It all went wrong! (SB p. 77)

Who did it? (SB p. 77)

What do you think? (SB p. 78)

What do you think? (SB p. 80)

- Asking questions and commenting on an anecdote to practice past modals.
- Exchanging information to figure out the solution to a crime.
- Speculating on how the Vikings lost their power, and then reading and checking your ideas.
- Exchanging favorite childhood stories and the moral/ending of a story.

WRITING

Adding emphasis in writing – People of influence (SB p. 112)

- Discussing influential people, comparing two texts and finding techniques for adding emphasis, rewriting sentences to add emphasis, writing a profile of an influential person.

MORE MATERIALS

Photocopiables – Metaphor and idiom dominoes (TB p. 184) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 74)

The *Starter* section checks students' ability to recognize when modal verbs are expressing probability, and when they have other meanings. There is also some introductory practice in forming past modals.

Work through the exercises fairly quickly, avoiding any lengthy grammar explanations at this stage.

- 1 Elicit the answer to number 1 as an example. Put students in pairs to complete the task.

Check the answers.

Answers

Sentences 1, 4, 5, and 7 express degrees of probability.

- 1 She must be very rich. (a logical deduction)
- 2 I must do my homework. (a personal obligation)
- 3 I can't sleep because of the noise. (a lack of ability)
- 4 They can't be in. There are no lights on. (a logical deduction)
- 5 I think that's Jane, but I might be wrong. (a possibility)
- 6 You should see a doctor. (advice)
- 7 The train may be late due to bad weather. (a possibility)

- 2 **CD4 2** Elicit the first sentence in the past. Give students time to complete the task.

Play the recording and have students check their answers. If necessary, take the opportunity to do some initial pronunciation practice by having students listen and repeat. Highlight the weak form of *have*, e.g., *must have been* /məst əv bi:n/.

Answers and audio script

- 1 She must have been very rich.
- 2 I had to do my homework.
- 3 I couldn't sleep because of the noise.
- 4 They can't have been in. There were no lights on.
- 5 I thought that was Jane, but I might have been wrong.
- 6 You should have seen a doctor.
- 7 The train may have been late due to bad weather.

MISSING FOR 500 YEARS! (SB p. 74)

Modal auxiliary verbs in the past

This section contextualizes and practices modal auxiliary verbs in the past. The practice activities focus on easily confused modals in a contrastive exercise, producing past modal forms in context, and interpreting a situation and completing a conversation.

⚠ POSSIBLE PROBLEMS

Unit 7 looked at the way that modal verbs have different meanings – obligation, permission, willingness, etc. In this unit, the goal is to review and practice the past form of modal verbs using the structure: modal verb + *have* + past participle.

- **Past form** You may need to start by reviewing past participles, especially with weaker classes. Students may have problems with the complex form: modal verb + *have* + past participle. Be prepared to give plenty of repetition and practice, including the pronunciation of the weak form of *have* /əv/.

- **Degrees of probability** Students will be familiar with *will/may/might/could* and *must/can't* to express varying degrees of certainty, but will need practice in the past forms. Students may need to be reminded that you can express certainty about the past with *must*, *couldn't*, and *can't*; certainty about what didn't happen is expressed with *couldn't* or *can't* (not *mustn't*).

I must have left my wallet in the supermarket. (I'm sure I did.)

I couldn't/can't have left my wallet in the supermarket. (I'm sure I didn't.)

There may also be confusion between *must have* and *had to*:

She must have gone home early. (= a deduction)

She had to go home early. (= an obligation)

- **should/could/might have ...** The form *should(n't) + have* + past participle is used to express advice or criticism about a past event. The sentence expresses what is contrary to the facts.

could + *have* + past participle expresses past abilities or possibilities that didn't happen, and can also be used to criticize people for not doing things.

might + *have* + past participle also expresses criticism about a past event in a sentence that is contrary to the facts.

Students may get confused between the above uses, e.g., using *must not have* instead of *shouldn't have*.

They will need plenty of practice of the forms and pronunciation in context to help make the past modals part of their language repertoire.

You can read through the Grammar Reference for Unit 10 on SB p. 147 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 75.

ABOUT THE TEXT

The context for the grammar is the historical mystery surrounding the discovery of the remains of King Richard III in August 2012. Archaeologists began excavating beneath a parking lot in Leicester/'lɛstər/, a city in central England, hoping to find Richard's final resting place. The search captured the public's imagination and the remains were subsequently confirmed as those of Richard.

Richard was born in 1452 and died at the Battle of Bosworth /'bɔzwərθ/ Field in Leicestershire /'lɛstərʃər/ in 1485. His death effectively ended the Wars of the Roses – a series of wars fought for the throne of England between supporters of two rival branches of the royal house. These were Lancaster and York, whose heraldic symbols were the red and the white rose respectively.

When his brother Edward IV died in 1483, Richard had the job of caring for Edward's sons, who were still boys. However, he put the princes in the Tower of London and took power himself. The boys were never seen again, giving rise to the belief that Richard had them murdered, and the legend of The Princes in the Tower.

Richard has been depicted in literature and popular culture many times, usually as a power-hungry villain, most famously in Shakespeare's play *Richard III*. The play contains the famous line "A horse! A horse! My kingdom for a horse!"; which Richard says when he loses his horse in battle.

Along with this negative reputation, Richard's physical deformities have been emphasized. It had been confirmed that Richard had curvature of the spine, but his portrayal with a withered arm and limp are likely to be untrue or greatly exaggerated.

- 1 Focus on the pictures and ask students what period of history they are from. Give students time to read the introduction. Check the pronunciation of *Leicester*. Help with any vocabulary questions.

Read the questions and examples as a class. Put students in pairs to guess the answers to the questions. Encourage students to give a range of different answers to each one. Monitor and help as necessary. Assess how well the students naturally use the modals to speculate, or whether they tend to avoid them.

- 2 **CD4 3** Tell students they are going to hear two people discussing what has been discovered about the skeleton. Pre-teach/check *kingdom*, *be buried* /'berɪd/, *beneath*, *you're kidding me*, *graveyard*, *battle wounds* /wʊndz/, *deformed spine*, *hunchback*, *chop off*, *descendant*, *DNA tests*, *I bet that ...* (= I'm sure that ...), *rusty* (= needing practice). Also check students know how to read the names of kings: Richard III (= *Richard the Third*), Henry VIII (= *Henry the Eighth*).

Play the recording through once. Students listen and check their predictions from exercise 1. Play selected sections of the recording again as necessary.

Check how they knew the skeleton was Richard III.

Answers and audio script

They know Richard was killed in 1485 in a battle near Leicester. Tests showed that the man must have died around that time from battle wounds. The age of the skeleton matches Richard's age – he was just in his early 30s when he died. The skeleton has a deformed spine and Richard was said to be a hunchback (in Shakespeare's play). The skeleton is in really good condition and archaeologists found some people in Canada who are descendants, and they've done DNA tests that match.

CD4 3

- A** How was the theater last night? What did you see?
B We saw a play by Shakespeare – *Richard III*. It was really good! Great acting. You know, "A horse, a horse! My kingdom for ..."
A You saw *Richard III*? He's all over the news right now!
B Why? He died over 500 years ago.
A Yeah, and nobody knows where he was buried. It's a big mystery – at least it was a mystery, because now they're pretty sure they've found his body.
B Really?
A Well, not his body exactly – his skeleton. It was beneath a parking lot in Leicester, England.
B Beneath a parking lot? You're kidding me. So, King Richard could have died while parking his horse!

- A** Ha ha! Not funny! No, seriously, they say the parking lot must have been built on what was once a church graveyard.
B But how do they know the skeleton is Richard III's?
A Well, they know he was killed in 1485 in a battle near Leicester.
B Yeah, the Battle of Bosworth Field.
A Yeah, that's right – and tests showed that the man must have died around that time from battle wounds, and that he was in his late 20s or 30s, and ...
B Yeah, I think Richard was in his early 30s when he died.
A Also, the skeleton has a deformed spine, so he would have been a hunchback.
B Yes, and Richard was a hunchback. Well, at least he was in Shakespeare's play.
A They can tell a lot from the skeleton, and it's in really good condition, except that the feet are missing.
B How come the feet are missing?
A Oh, they say builders might have chopped them off in the 16th century. Anyway, the archaeologists found some people in Canada who are descendants, and they've done DNA tests that match.
B I bet those people were surprised.
A Yeah, I bet.
B Who was Richard fighting in the battle? Was it Henry VIII?
A No, it can't have been Henry VIII. I don't think he was born until the end of the 15th century – it must have been his father, Henry VII. My history's a little bit rusty.
B I think you're right. It would have been Henry VII. There've been a lot of Henrys, haven't there?
A Yeah, but none since Henry VIII. Who knows – there might be a Henry IX one day.

- 3 Elicit the answer to question 1 as an example. Put students in pairs to ask and answer the questions, using the prompts and the modals in italics. Monitor and check for correct formation of the past modals and for pronunciation. If students have a lot of problems, ask and answer the questions as a whole class, drilling as necessary, and then have students repeat the pairwork.
- 4 **CD4 4** Play the recording and have students check their answers to the questions in exercise 3. Put students in new pairs to practice the questions and answers again, paying attention to contracted forms *can't*, *wouldn't*, etc., and the weak form of *have* /əv/. If necessary, play the recording again and drill selected lines chorally and individually.

Answers and audio script

- 1 When did Richard die?
He must have died in the 15th century.
- 2 What was he doing when he died?
He could have been riding a horse. He must have been fighting.
- 3 Was he buried in a parking lot?
He can't have been buried in a parking lot.
- 4 How old was he when he died?
He may have been 32 or 33. He can't have been 40.
- 5 What did they learn from his deformed spine?
That he would have been a hunchback.
- 6 Why were his feet missing?
Builders in the 16th century might have chopped them off.
- 7 How did the Canadians feel about the discovery?
They must have been surprised and excited.
- 8 Who was Richard fighting in the battle?
He can't have been fighting Henry VIII. He would have been fighting Henry VII.

- 5 Focus on the objects in the photos. If students ask the names of the objects, emphasize that they do not need to know what the objects are to do the activity. The main goal is to practice the language in the speech bubbles. Go through the language and elicit possible examples. Encourage students to think about what the objects are made of as well as their use.

Put students in pairs to discuss the objects. Monitor and help, providing vocabulary as necessary. Write down any common errors for correction after the pairwork. Also check students' pronunciation of the main stresses and weak forms.

Possible sentences

- 1 It might have been used to carry arrows./I bet they used it to carry something./I'd have thought that it was made of leather.
- 2 It could have been used for storing water./I guess they used it to carry water./I bet it was made of wood.
- 3 This must be a chess piece./It could have been used to seal a letter or a document./I guess it's made of metal, maybe gold.
- 4 That must have been worn in battle to protect a soldier./They would have used that as protection against a weapon in battle.
- 5 I think that's a tool of some sort./I wouldn't have thought it was a weapon./It could have been for hanging something up.
- 6 This must be a helmet./They must have used that to protect a person's head during a battle./I bet it's made of metal.

The objects are:

- 1 a quiver (= case for carrying arrows)
- 2 a leather water bottle
- 3 a seal or stamp
- 4 chain mail (= a flexible armor)
- 5 eye glasses
- 6 a bread oven

- 6 Pre-teach/check *seize the throne, allegedly, scandal, challenge for the throne, amass an army, march (v), coffin, shroud, trace (v), excavate, curved, battle-related, genealogically, facial reconstruction of a skull, be portrayed as, monstrous, tyrant, withered, propaganda*.

Refer students to the text on SB p. 159. Encourage students to read quickly, looking for additional information about Richard and the discovery of his skeleton.

Elicit the additional information in a class discussion.

Answers

The dates of Richard's birth and rise to the throne as king; how he became king and the scandal of the Princes in the Tower; more details about the Battle of Bosworth Field; the king who came to the throne after Richard; more details about Richard's burial; the archaeological excavation, tests on the skeleton, and other proof that the body was Richard; Richard's descendants in Canada; how Richard was portrayed by Shakespeare compared with the opinions of modern historians; Richard's royal burial and final resting place.

GRAMMAR SPOT (SB p. 75)

See TB p. 4 for suggestions on how to teach this section.

- 1 Focus on the table and the examples. Give students time to complete the table. Have students check their answers in pairs before checking with the class.

Answers

They must have		certain (a logical conclusion)
They might have	arrived.	possible
They could have		possible
They may have		possible
They can't have		certain (negative certainty – a logical conclusion)

- 2 Give students time to match the modals to the definitions. Check the answers.

Answers

You shouldn't have told a lie. – You did this, but it was wrong.
You idiot! You could have killed yourself! – This was possible, but you didn't do it.

►► Grammar Reference Unit 10 on SB p. 147.

PRACTICE (SB p. 76)

Discussing grammar

- 1 Elicit the answer for number 1 as an example. Give students time to complete the task. Monitor and help as necessary.

Have students compare their answers in pairs before checking with the class. If necessary, check the concept expressed by the correct modal as given below.

Answers

- 1 Sorry I'm late. I had to go to the post office. (an obligation, not a regret)
- 2 I looked for Pearl, but I couldn't find her. (past ability expressed by *couldn't*)
- 3 I don't know where Paul is. He must have gone home early. (logical deduction – Paul isn't here, so I deduce that he has gone home. Point out that *had to* is for past obligation and *must have* + past participle expresses probability.)
- 4 I had to work hard when I was in school. (an obligation, not a deduction)
- 5 You shouldn't have said anything to Pam about her birthday party. It was going to be a surprise. (a criticism about a past event, not expressing an impossibility)
- 6 You shouldn't have bought a new vacuum cleaner. I managed to fix the old one. (an action that was done that wasn't necessary, not an impossibility or something that you were unable to do)
- 7 You should have asked me earlier. I would have given you a ride. (advice about a past event that is contrary to the facts and the imagined result, not probability/an assumption/possibility)

- 8 You can't have done your homework! You only started five minutes ago. (logically impossible, not criticism for having done something)
- 9 You could have told me that class had been canceled! I wouldn't have gotten up so early. (a criticism to someone for not doing something and the imagined result, not probability/an assumption/possibility)
- 10 You were lucky to get out of the car unharmed. You could have been badly hurt. (a possibility that didn't happen)

- 2 **CD4 5** Give students a few minutes to read the incomplete sentences. Help with any vocabulary questions. Elicit the answer for number 1 as an example, checking form and pronunciation. Give students time to complete the task. Monitor and help as necessary.
- Have students compare their answers in pairs before playing the recording as a final check. Put students in pairs to practice the sentences. Monitor and check for good pronunciation. If students have problems, play selected lines of the recording again, drilling chorally and individually. Then have students practice again in pairs.

Answers and audio script

- 1 I *did* tell you about Joe's party. You **can't have been** listening.
- 2 Thanks so much for all your help. I **couldn't have** managed without you.
- 3 Flowers, for me! That's so nice, but really you **shouldn't have**.
- 4 Come on! We're only five minutes late. The movie **won't have** started yet.
- 5 I don't believe that Kathy's going out with Mark. She **d have** told me, I know she would.
- 6 We raced to get to the airport on time, but we **shouldn't have** worried. The flight was delayed.
- 7 We have a letter here that isn't for us. The mail carrier **must have** delivered it by mistake.
- 8 You **shouldn't have** gone swimming in such rough waters. You **could have** drowned!

What are they talking about?

- 3 **CD4 6** Focus on the photo and ask students to guess who the man is and what he is talking about on the phone.
- Pre-teach/check *What are you up to?* and *for old times' sake*. Write the following questions on the board: *How did Robert meet Donna? Who are Samantha and Dan? What do you think Donna wants? What other information can you guess?*

Play the recording and have students follow in their books. Focus on the examples in the speech bubbles. Then put students in pairs to make further deductions. Monitor and help as necessary.

Elicit a range of possible answers from the class.

Possible answers

Robert and Donna must have met on vacation in Miami. They might have spent a lot of time together. Samantha could be Donna's best friend. Donna must have traveled to where Robert lives. She must be doing something ambitious or impressive. Dan might be Robert's brother.

Donna must be asking to stay at Robert's apartment.
Robert might have invited Donna to stay at some point.
Donna can't have heard that Robert got married.
Robert can't be very happy to have Donna stay.
Donna can't have agreed to meet for dinner.

- 4 Focus on the first four lines of the conversation and elicit possible wording for Donna. Students work in their pairs to write Donna's missing lines. Monitor and help as necessary. With weaker classes, you can do this stage as a whole class, playing the recording and pausing to allow students to suggest Donna's lines.
- Ask some pairs to act out their conversation for the class.

Possible answers (given in italics)

- R Hello?
- D *Hi, is Robert there, please?*
- R This is Robert.
- D *Hi, Robert. This is Donna.*
- R Sorry – Donna who?
- D *Donna Franklin.*
- R I'm sorry – I don't think I know any "Donnas."
- D *Of course you do! We met when we were on vacation.*
- R On vacation? We did? Where was that?
- D *In Miami, of course. My sister Samantha and I were staying in the same hotel as you.*
- R Miami! Oh, yes, of course! Donna and Samantha from Wisconsin. That was years ago.
- D *It was quite a long time ago. But we still remember you and your brother Dan. We had such a great time with you.*
- R Well, thank you. Yeah. Dan and I had fun, too. Well, what a surprise! What are you up to these days?
- D *Well, I'm staying here in San Francisco right now.*
- R Here? What are you doing here?
- D *Well, Samantha and I are setting up a new Internet business in the Bay Area.*
- R Wow! Really? That's ambitious.
- D *Yeah, and we're in San Francisco for a while, so we wondered if we could stay with you next weekend. We'd love to see you.*
- R Well, obviously, I'd love to see you both again, but actually it's not really very ...
- D *But you said we could visit you any time.*
- R Yes, I know we said that, but Dan lives in Chicago now, and my apartment isn't very big, and my wife and ...
- D *So, you're married now? When did that happen?*
- R About four years ago, and we're about to move to a bigger place. We're expecting another baby.
- D *Oh, I see. You have a wife and family. Well, no problem, I guess.*
- R I'm glad you understand. Maybe we could meet for dinner for old times' sake?
- D *No, I don't think so. What about your wife?*
- R Um – maybe you're right. Well, it was nice to hear your voice again, Donna. Give my best to Samantha, and I'll tell Dan that you got in touch. Enjoy your trip.
- D *Thanks, Robert. And all the best for the future.*
- R Thanks, Donna. Same to you. Bye.

- 5 **CD4 7** Play the recording and have students compare their wording. If you think students need more practice, have them act out the conversation in **CD4 7** in new pairs.

Answers and audio script

R Hello?

D Hi, can I speak to Robert Johnson, please?

R This is Robert.

D Hi, Bob! It's me, Donna.

R Sorry – Donna who?

D Donna Goldberg.

R I'm sorry – I don't think I know any "Donnas."

D You do, you do! We met on vacation.

R On vacation? We did? Where was that?

D In Miami. My friend Samantha and I were staying in the same hotel.

R Miami! Oh, yes, of course! Donna and Samantha from Wisconsin. That was years ago.

D It was actually almost ten years ago, but Samantha and I still talk about it. We had a great time, didn't we? You and your friend Dan were such great guys.

R Well, thank you. Yeah. Dan and I had fun, too. Well, what a surprise! What are you up to these days?

D Well, I'm here in Seattle right now.

R Here? What are you doing here?

D Well, Samantha and I are on vacation together again and this time we're going to drive down the west coast – from Washington State down to California.

R Wow! Really? That's ambitious.

D Yeah, and we're starting right here in Seattle, so we wondered if we could come and visit. Maybe hang out for a couple of days? It'd be great to catch up.

R Well, obviously I'd love to see you both again, but actually it's not really very ...

D But you said we could visit if we were ever in Seattle – and here we are!

R Yes, I know we said that, but Dan lives in Chicago now, and my apartment isn't very big, and my wife and ...

D Bobby, are you married now? That's so cool. When did you get married?

R About four years ago, and we're about to move to a bigger place. We're expecting another baby.

D Bob, I see, no problem. Samantha and I understand, new baby, new home.

R I'm glad you understand. Maybe we could meet for dinner for old times' sake?

D I'm not sure your wife would be too happy.

R Maybe you're right. Well, it was nice to hear your voice again, Donna. Give my best to Samantha, and I'll tell Dan that you got in touch. Enjoy your trip.

D Thank you, Robert. Have a nice life.

R Thanks, Donna. Same to you. Bye.

SPOKEN ENGLISH – Expressions with modals (SB p. 77)

Read the information as a class. Explain that modal auxiliary verbs are very common in spoken English. There are a lot of fixed expressions with modals in both the present and past.

Focus on the first line in **A** and elicit the matching line from a–e in **B**. Put students in pairs to complete the matching task. Monitor and help as necessary.

CD4 8 Play the recording and have students check their answers. Ask if they can identify the extra lines and figure out what the contexts are. Then put students in pairs to practice the conversations. Monitor and check for good pronunciation. If students have problems, play selected lines of the recording again, drilling chorally and individually. Then have students practice again in pairs.

Answers and audio script

1b Extra lines: *I couldn't answer a single question. I'm sure I failed.*
Context: two people talking about a difficult exam they've just taken.

2d Extra line: *You never know, I might be just the person they're looking for.*
Context: two people talking about deciding whether to apply for a job.

3c Extra line: *And of course, now my stomach hurts.*
Context: a person regretting eating too much ice cream.

4e Extra lines: *You have no idea how she'll react. It could get really nasty.*
Context: a person is angry with someone and wants to say what he/she thinks, the other person advises against it.

5a Extra lines: *I felt really stupid when I asked Jackie where they were going on vacation./Everybody else does.*
Context: two friends talking – one of them is angry with the other for not saying that Jackie and Dave had broken up. He/She felt stupid after asking a question about Jackie and Dave going on vacation.

6g Extra lines: *But I just can't get her out of my mind. I think it must be love./Oh, no.*
Context: a person advising a friend to forget about his ex-girlfriend.

7h Extra line: *Well, Pedro was imitating the teacher, and he was so good, and then the teacher walked in!*
Context: two students talking about a funny moment in class the day before.

8i Extra lines: *It's common knowledge. Where have you been?*
Context: two friends gossiping about Annie and Dave. One of them is surprised to find that they are a couple.

9j Extra line: *Maybe he proposes marriage to every girl he meets.*
Context: a girl telling a friend about a date.

10f Extra line: *It feels like this class has been going on forever.*
Context: two students complaining about a long class.

CD4 8

1 A That exam was ridiculously hard!

B You can say that again! I couldn't answer a single question. I'm sure I failed.

2 A You might as well apply for the job, even though you're too young.

B Yes, why not! After all, there's nothing to lose. You never know, I might be just the person they're looking for.

- 3 I know I shouldn't have eaten a whole carton of ice cream, but I just couldn't help it. And of course, now my stomach hurts.
- 4 **A** I'm going to tell her exactly what I think of her.
B I wouldn't do that if I were you. You have no idea how she'll react. It could get really nasty.
- 5 **A** You should have told me that Jackie and Dave had broken up! I felt really stupid when I asked Jackie where they were going on vacation.
B Sorry! I thought you knew. Everybody else does.
- 6 **A** I think you should forget all about her and move on.
B Believe me, I would if I could. But I just can't get her out of my mind. I think it must be love.
A Oh, no.
- 7 **A** You should have been here yesterday! You would have died laughing!
B Why? What was so funny?
A Well, Pedro was imitating the teacher, and he was so good, and then the teacher walked in!
- 8 **A** Then I found out that Annie's been going out with ... guess who! Dave!
B Huh! I could have told you that. It's common knowledge. Where have you been?
- 9 I'd known this guy for five minutes when he asked me to marry him! I just couldn't believe it! Maybe he proposes marriage to every girl he meets.
- 10 **A** I could use a break.
B Me, too. I'm dying for coffee. It feels like this class has been going on forever.

ADDITIONAL MATERIAL

Workbook Unit 10

Ex. 1 Review of modals

Ex. 2–6 Modal verbs of probability

It all went wrong!

- 6 It's worth setting up this personalized stage carefully to ensure students get maximum practice. Write the following phrases from the Student Book on the board:
- Couldn't you have ...?*
Why didn't you ...?
You must have been terrified/shocked/upset!
I'd have thought you could have ...
Don't you think you should have ...?
- Think of a day/occasion when everything went wrong for you, e.g., a trip that didn't go well, a party that was a disaster, an interview/exam situation when you didn't do your best. Focus on the photo and then tell your story. Pause from time to time, point at the board, and encourage students to ask questions or make statements, using the expressions.
- Ask students to think of a time in their life when everything went wrong and give them time to write some notes. Monitor and help, providing vocabulary and ideas. Students take turns telling the class their story and respond to their classmates' questions and comments. With larger classes, students can work in groups of five or six students. Monitor discreetly, writing down any common errors for class correction after the task.

WRITING (SB p. 112)

Adding emphasis in writing – People of influence

ABOUT THE TEXT

The person of influence profiled in this section is the painter, sculptor, architect, and poet Michelangelo. He is considered one of the most significant artists of the Italian Renaissance (the period in Europe between the 14th and 16th centuries when there was increased interest in ancient Greece and Rome, which produced new developments in art, literature, science, and architecture).

- 1 Give examples of someone you think is influential now and someone who was influential in the past. Briefly explain why. Give students a few minutes to think of their own example. Then have them share ideas with the class, writing their ideas on the board.

Possible answers

Today

political leaders of developed countries
 the secretary general of the United Nations
 developers of new media and technology
 business leaders
 scientists and inventors
 journalists and writers
 leading movie stars, pop icons, and athletes who influence lifestyle and fashion

In the past

emperors, kings, and popes
 political and military leaders
 philosophers and religious leaders
 explorers
 scientists and inventors
 artists, writers, and poets
 composers

- 2 Start by asking students what they know about Michelangelo. Write key words and references on the board, e.g., *artist, sculptor, Florence, Sistine Chapel, David*. Pre-teach/check *carve, block of marble, pope, ceiling, scaffolding, revolutionary design, appreciate* (= fully understand), *humanity*. Explain that texts A and B both contain the same information about Michelangelo but presented in a different way. Read the list of features 1–4 and section 1 as a class. Elicit how B is different from A. Put students in pairs to complete the task, and discuss which text sounds better and why. Check the answers with the class.

Answers

These refer to the numbered sections:

- 1 Change of word order and making two sentences into one – putting the list of jobs into a new clause. The stronger word *tremendous* replaces *great*.
- 2 *Although* replaces *but*. *It was ...* and *What ... was ...* are used to add emphasis. *Above all* also included to add emphasis.
- 3 *Initially* and *In 1501* are brought to the beginning of the sentence to add emphasis, clearly set the time when things happened, and avoid starting every sentence with *He*. *This* is used to refer back.

- 4 *Later* is brought to the beginning of the sentence. Active voice in *Pope Julius II asked him* changed to the passive *He was asked by Pope Julius II* to put the focus onto Michelangelo. Use of *this* to refer back is brought to the beginning of the sentence. Two sentences starting with *He* are incorporated into one made up of more dramatic short clauses and phrases.
- 5 Three sentences combined, using *it was* Changing order of sentences and using more emphatic words, such as the adverb *fully*.
- 6 Use of *There is* ... replaces *Michelangelo* to change how the sentences start and avoid repetition of his name/*he*. *Through their work* changes position to add emphasis. The order of information changes, so that the final sentence has dramatic emphasis, using *this* to refer back.

Text B sounds better. Text A is clear and easy to follow but lacks interest and variety. Starting most of the sentences with *Michelangelo/He* gives the basic facts but sounds repetitious and doesn't make the reader want to read on. The techniques used in text B help to add emphasis and create a more interesting and engaging text.

- 3 Give students a few minutes to read the sentences. Check what students know about the people mentioned in sentences 3, 4, and 5. Help with any vocabulary questions. Read sentence 1 and the examples as a class. Give students time to complete the task, working individually.
- Have students compare their answers in pairs before checking with the class. Ask students to write the two new versions of the sentences on the board. Encourage class correction of any mistakes.

Answers

- 1 What I love about my grandfather is his kind, wrinkly smile.
The thing I love about my grandfather is his kind, wrinkly smile.
- 2 It's the president's policies (that) they don't understand.
What they don't understand is the president's policies.
- 3 What makes Norah Jones's voice special is its softness.
It's the softness of Norah Jones's voice that makes it special.
- 4 What I admired about Mother Teresa was her courage.
It was Mother Teresa's courage that I admired.
- 5 What was amazing was the way Pelé could head a soccer ball.
What amazed me was the way Pelé could head a soccer ball.

- 4 Read through the writing plan with the class carefully. Elicit the tenses students are most likely to need (if their chosen person is no longer alive, mainly Simple Past and possibly Past Continuous and Past Perfect; if their chosen person is still alive, past tenses to refer to their early life and career, Simple Present, Present Continuous, and Present Perfect).
- Have students choose the person they want to profile and research their life on the Internet. Have students plan their profile carefully, ideally in class so that you can monitor and help. Remind them to follow the writing plan and include some of the structures and techniques given in text B.
- Give students time to write their profile in class or assign the task for homework. Remind them to check their work carefully.
- If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit correction to major problems, e.g., errors in the use of structures for emphasis/referencing, to avoid demoralizing the students.

SPEAKING (SB p. 77)

Who did it?

This section gives the opportunity for fluency practice and reinforces past modals of deduction in the context of solving a crime. Games and collaborative tasks such as this crime-solving game are used in management training courses. At the end of the section, have students think about the process of playing the game and assess how well they worked as a group.

NOTE

You will need to photocopy and cut up the cards on p. 146 of the Teacher's Book. There are 14 cards, one per student. If you have fewer than 14 students, then some students will get more than one card. If you have a few more than 14 students, some can share a card. If you have a large class, over 20, then make two sets of cards, and have two groups.

- 1 Start by asking students if they enjoy crime-solving and mystery stories in books or on TV. Elicit who are students' favorite detective characters.

Focus on the picture and read the introduction as a class. Check pronunciation of the names of the four men: Jones, Smith, Brown, and Robinson. If possible, move the classroom furniture to allow students to sit in a circle before they start the activity. Give them access to the board to write information and ideas if the layout of the classroom allows.

Tell the students that you are not going to help them organize themselves or give clues as to who committed the crime. Hand out the cards at random and emphasize that students shouldn't show them to anyone else in the group.

- 2 Read the instructions as a class. Stress the importance of working together and that students should aim for a 20-minute time limit to reach a solution. You can set a strict time limit if you think it will help students organize themselves better.

Sit somewhere in the room where you are not the focus of attention. Prepare to take notes on the students' performance under the following headings:

group organization

involvement of everyone in the group

individual leader(s)

listening and taking turns

asking for/giving clarification

language accuracy and errors

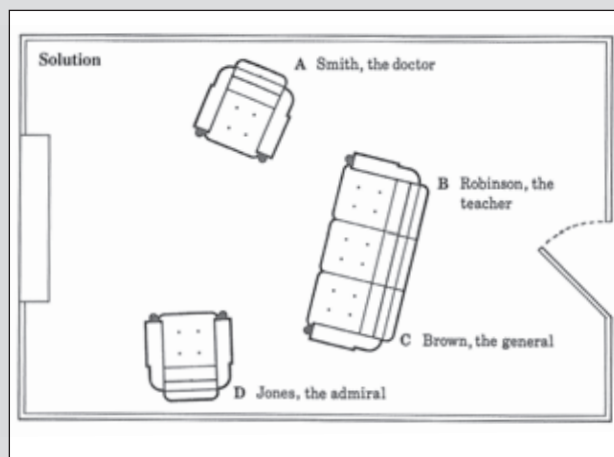
If students are unsure about how to start, don't be tempted to help. Eventually somebody in the group will take the lead and coordinate the exchanging of information. They may decide to write information on the board.

- 3 When students have finished (or after 20 minutes if you set a time limit), ask them to reveal who committed the crime and how they know.

Then have students discuss the questions in the Student Book and assess their performance of the task. Finally, give feedback from the notes you took during the activity.

Answers

See the diagram below, which shows the actual seating arrangement. Brown must have committed the crime because no one else moved and no one else was near enough to have put poison in Jones's glass.



Games like these are used in management training courses because they test people's ability to organize themselves, work cooperatively, and come to an agreed conclusion.

READING AND SPEAKING (SB p. 78)

The amazing Vikings

ABOUT THE TEXT

As with the grammar presentation, this section looks back into the past at people who have a dark reputation – the Vikings. The text in this section and the follow-up on SB p. 160 give an insight to the Vikings' way of life, their explorations and colonies, and their eventual fall from power.

References to people, places, and cultural points include: Anglo-Saxons (the population in Britain partly descended from Germanic tribes who migrated from continental Europe and settled on the British island in the early 5th century. They were a mix of people from what is now northern Germany, Denmark, and north Holland.), Norse (used to refer to the people of ancient Scandinavia, especially the Vikings, or their language), saga (a long story, written from the 12th to the 14th century, about the Vikings of Norway or Iceland), Odin, Thor, and Frey (in Norse mythology, Odin was the ruler of the gods, and the god of war, wisdom, and poetry; Thor was the god of storms and thunder; Frey was a fertility god who had a twin sister, Freyja, goddess of love and fertility.), runes (the letters of the alphabet carved on wood or stone used by the peoples of northern Europe), Danegeld (a tax paid in Anglo-Saxon England to provide protection money against Viking invasions), Lindisfarne (also known as Holy Island, Lindisfarne is an island off the northeast coast of England. It has a recorded history from the 6th century and was an important center of Celtic Christianity), Althing (the national parliament of Iceland. First founded in 930, it was located near the area which later became Reykjavik.), Erik the Red (a Viking explorer, so called because of his red beard and hair, and maybe also his fiery temper; after being

exiled from both Norway and Iceland, he went on to settle in Greenland.), Leif Erikson (the son of Erik the Red and also an intrepid explorer; he was the first European to set foot on the North American continent, exploring and naming three areas, including Vinland, now Newfoundland, in Canada.), Christopher Columbus (an Italian explorer often credited with discovering America in 1492, although Vikings had landed there 500 years before), William the Conqueror (the first Norman king of England from 1066 until his death in 1087. He was the Duke of Normandy, in northern France, and became King of England by defeating King Harold at the Battle of Hastings in 1066.).

Students are introduced to the topic by sharing what they know about Vikings with the class. They read the introduction to raise interest in the topic and establish when and how the Vikings were powerful. They then focus on a picture history of the Vikings and read the text quickly to find out what other roles the Vikings had. Students then read in more depth, finding key information about different aspects of Viking life. Students do a matching task to reinforce key collocations and use these to retell the Viking story in pairs. In the final stages, students discuss how they think the power of the Vikings ended and then check their ideas in a follow-up text. This gives students the opportunity to consolidate the modals of deduction from this unit.

There are a number of words and phrases related to Viking history and culture that are likely to be new and/or may present problems with pronunciation: *raid* /reɪd/ / *raider*, *trade/trader*, *intrepid*, *fury*, *deliver* (= save), *petrified*, *plead*, *warrior race*, *embark on a voyage* /'vɔɪdʒ/, *colonization*, *settle/settlements*, *saga* /'sagə/, *pillage* /'pɪlɪdʒ/ / *pillager*, *myth*, *navigator*, *protection money*, *reign* /reɪn/ *of terror*, *mount an expedition*.

Encourage students to use the context and the support of the pictures to help them with new vocabulary. With weaker classes or if you have limited time, you can also pre-teach some of the following: *tribe*, *grow crops*, *tend livestock*, *craftsmen*, *blacksmith*, *worship gods*, *carve*, *iron* /aɪərn/, *fur* /fɜːr/, *grindstone* (= a large stone like a wheel used to sharpen tools), *monastery*, *extort*, *ferocious*, *strike out*, *banish*, *fjord* /'fjɔːrd/, *glacier*, *cunningly*.

- 1 Introduce the topic by asking students what comes into their mind when they hear the word *Vikings*. Give students time to write notes about the Vikings, including any vocabulary they associate with them. Elicit a range of ideas from the class, listing any useful vocabulary on the board, e.g., *explorers*, *longships*, *stories*, *trade*, *attacks*, etc.
- 2 Read the questions as a class. Give students time to read the introduction and find the answers. Have students use a dictionary if you didn't pre-teach/check some of the items in *About the text*.

Have students compare their answers in pairs before checking with the class.

Answers

The Vikings were powerful from the 8th to the 11th century AD. They went on raids and voyages of discovery, colonized the northern world, and struck fear into the hearts of people. We found out about the Vikings from the archaeology of their settlements and their literature.

- 3 Read the last sentence of the introduction again. Ask students to predict what *they were a lot else besides* could refer to.

Focus on the pictures on SB p. 79. Give students two to three minutes to read the text, looking for information about what else the Vikings were/did.

Have students compare their answers in pairs before checking with the class.

Answers

Most Vikings were farmers and fishermen, not warriors. They were skilled craftsmen including blacksmiths, leather workers, and jewelers. They carved the alphabet on stone tablets with scenes of Norse myths. They were skilful shipbuilders and navigators, and also traders. They set up the oldest parliament in the world, in Iceland.

- 4 Read through the categories 1–8 and help with any vocabulary questions. Elicit what students can remember about what the text says about Vikings and work as an example. Put students into pairs. Have them read the texts again and take turns summarizing the key information about each category. Point out that students will need to take information from more than one text for some of the categories. Encourage them to use their own words, rather than read directly from the book. If necessary, ask students to close their books when they summarize the texts.

Elicit summaries from a range of students.

Possible answers

- Most Vikings were farmers and fishermen, not warriors. They grew vegetables and cereal crops, and tended their livestock.
- Viking craftsmen included blacksmiths, leather workers, and jewelers. They were also skilful shipbuilders and navigators. They carved the alphabet on stone tablets with scenes of Norse myths.
- They were striking, with blond hair and blue eyes.
- They worshipped a variety of gods, including Odin, Thor, and Frey. These names have been adapted into the days of the week: *Wednesday, Thursday, and Friday*.
- They traded iron, furs, and grindstones for things they couldn't get at home, e.g., silk, glass, and silver.
- In the late 8th century, Vikings became more interested in raiding than trading. They made surprise attacks on European monasteries and demanded protection money (Danegeld) in return for peace. This began in 793 with an attack on the Lindisfarne monastery in England. Erik the Red was banished from Iceland for violent crimes.
- The Vikings went on long voyages in their magnificent longships. They traveled far and wide, from Britain to Baghdad. In the late 8th century, they had the fastest ships of the day. By the mid-9th century, they wanted to increase their wealth and power. They crossed the Atlantic and reached Iceland in 870. Erik the Red sailed west from Iceland in 982 and settled in a new country. Erik's eldest son, Leif Erikson, went further west in 1003 and landed in a place he named Vinland, today called Newfoundland. A Viking discovered North America nearly 500 years before Christopher Columbus.
- They were descended from Germanic tribes that settled in what is now Scandinavia. As many as 12,000 Viking immigrants settled in Iceland, setting up the Althing, the oldest parliament in the world. In about 982, Erik the Red settled in a new country. Although it was gray and desolate, he called it "Greenland" to attract other settlers.

Vocabulary work

- 5 This exercise focuses on the verb + noun/adverb collocations used in the texts. Elicit the matching word for *tended* as an example. Encourage students to cover the texts and work from memory.

Give students time to complete the matching task. Check the answers with the class, helping with any pronunciation problems as you go.

Answers

tended livestock
carved stone
traded goods
raided monasteries
worshipped gods
extorted money
settled in many lands
mounted expeditions
explored far and wide

- 6 Focus back on the pictures on SB p. 79. Refer to the first picture and elicit the beginning of the Viking story as an example. Put students in pairs. Have them take turns referring to a picture and continuing the story, using the vocabulary in exercise 5. Monitor and help as necessary.

What do you think?

- 7 The goal here is not only to use the reading text as a springboard for discussion, but also to practice the modals of deduction from this lesson: *must have, could have, and might have*.

Read the questions and focus on the example as a class. Divide the class into small groups to discuss the questions. Monitor and help as necessary. Write down any common errors in the use of the modals for correction after the groupwork.

Students report back their ideas to the class.

- 8 With weaker students or if you have limited time, pre-teach/check vocabulary from the text on SB p. 160: *reign supreme, play a pivotal role, weaken, rival* (adj), *victim, victory, collapse* (v), *intermarry, be converted to Christianity, free speech, establish a permanent presence, genes*.

Refer students to SB p. 160. Give them time to read the text and check their ideas. Monitor and help as necessary.

Establish what students guessed correctly and if they were surprised by any of the information in the text.

LISTENING AND VOCABULARY (SB p. 80)

Synonyms – the story of Sam and his favorite food

ABOUT THE LISTENING

The vocabulary focus is understanding synonyms in the context of a humorous poem. The story of Sam, who ate only jam, takes a lighthearted look at the demise of a young boy who was a picky eater and wouldn't try any other foods. The poem, written in 2014 by Kenn Nesbitt is appropriately subtitled "A Cautionary Tale."

Kenn Nesbitt (1962–) is an American poet. He has written several books, and his poems have appeared in numerous anthologies, magazines, and textbooks, as well as on TV and radio. Formerly a computer software developer, Nesbitt first turned to writing children's poetry in 1994 after visiting friends whose daughter did everything within her power to escape eating her dinner. (The girl then inspired his poem "Scrawny Tawny Skinner.")

The humor in the poem comes from the lighthearted tone of the narrator, describing a preposterous yet terrible event. The poet uses short words to keep the pace lively and childlike, while using extreme and silly examples to emphasize Sam's rejection of all food

Students are not expected to use much of the language from the poem in an active way, but more to recognize which words are appropriate because of the tone, rhythm, or rhyme. Pre-teach/check: *not in the mood*, *being full* (= not being hungry any longer after a meal), *can't stand*, *cross his lips* (= be eaten), *expire/pass away* (= die), *fate*, *short and sweet* (used to describe situations or events that are brief and not complicated).

You can pre-teach or ask students to research some of the foods mentioned, e.g., *deviled eggs* (= hard-boiled eggs, cut in half and filled with a spicy mix), *candied yam* (= yams baked with butter, brown sugar, and often cinnamon), *Irish stew* (= stew made with ingredients typical of Ireland, e.g., lamb, potatoes, and onions), *sloppy joe* (= sandwich of ground beef cooked in thick spicy tomato sauce).

- 1 Read the title of the poem as a class and have students look at the pictures. Check students' comprehension of *cautionary* (= warning someone to be careful). Put students in pairs or small groups to discuss the questions and guess the answers.
- 2 **CD4 9** Ask students to close their books. Play the recording through once. Students check their answers to the questions in exercise 1 with their partner or group. Check the answers with the class.

Answers

- 1 Sam said he wasn't in the mood or that he was full.
 - 2 He acted uninterested. He'd push food away as if he didn't need to eat anything.
 - 3 According to the text, no one really knows why Sam died, but a possible reason is that he didn't have a healthy diet.
 - 4 If Sam had eaten more than jam, he might have lived a healthy life.
- 3 Focus on the first verse of the poem. Students may remember some of the words from the first listening, but should also be able to work out the answers by considering style, rhythm, and rhyme. Focus on the first pair of synonyms as an example. Point out that both *offered* and *served* are grammatically correct, but *offered* is a better choice because of style (*served* sounds too formal and gives the idea of food being placed in front of Sam, rather than routinely encouraging him to eat) and rhythm (*served* has one syllable, which would be too few in the

line – each line always has eight syllables). Encourage students to say the lines out loud to get an idea of which word fits the rhythm.

Ask students to work in pairs to complete the lines in the first verse. Remind them to count the syllables and that each line must have a total of eight.

- 4 **CD4 9** Play the first verse and have students check their answers.

Repeat the procedure, verse by verse. Monitor and help students choose the correct synonyms. Play the relevant verse and have students check their answers.

Answers

... When **offered** any ...
 ... he'd **claim** he wasn't ...
 ... "I'm **fairly** full ...
 ... never **tasted** pie ...
 ... wouldn't **chew on** cheddar ...
 ... never **crossed** his lips ...
 ... would **wind up** on ...
 ...
 ... as it **happened** ...
 ... poor Sam **expired** ...
 ... mineral or **vitamin** ...
 ... clearly **awful** fate ...
 ... start to **fade** ...
 ...
 ... be **certain** why ...
 ... he'd only **tried** ...
 ... a **grain** of rice ...
 ... a **single** spice ...
 ...
 ... never **ate** a grape ...
 ... we'll ever **know** ...
 ... was **rather** short and sweet.

- 5 Discuss the questions as a class. Elicit a range of students' ideas before confirming the correct answers.

Answers

The poem is a "cautionary tale" to warn children against being picky eaters or eating only sweet foods.
 The tone is lighthearted and playful, despite the awful result it describes.
 The choice of the phrase "short and sweet" is funny because it is a play on words that both describes the brevity of Sam's life and the sweetness, i.e., the sugary diet he insisted on.

What do you think?

This section gives students the opportunity to discuss the theme of children's stories in a more personalized way.

Give an example of a favorite story from your own childhood. Put students in small groups to discuss the questions. Ask a spokesperson from each group to report back to the class. Establish what types of stories were favorites with the class.

Metaphors and idioms – the body

This section looks at figurative language linked to parts of the body, e.g., *put on a brave face*, *landing on your feet*, etc.

- 1 Check that students understand that an idiom is a common word or phrase with a different meaning from the meaning of the individual words, e.g., the phrase *my lips are sealed* used in context means “I promise to keep a secret” rather than having your lips glued together!

Read the questions as a class. Put students in pairs to discuss the answers. Then check with the class.

Answers

Intelligence is associated with your head.
Manual skills are associated with your hands.
Emotions are associated with your heart.

- 2 Point out that the phrases in italics are not used in a literal way. Elicit another way of saying *have my hands full* as an example. Put students in pairs to complete the task. Monitor and help as necessary.
Check the answers with the class.

Possible answers

- 1 I'd offer to help, but **I'm busy** right now.
- 2 Can you **help me** with this sofa? It's so heavy.
- 3 She's so smart. She's **likely to achieve** great things in life.
- 4 But she's not at all **arrogant**.
- 5 My daughter has **the right mental skills/a natural ability** for business.
- 6 She shouts a lot, but really she's **a very kind and generous person**.
- 7 We had a **sincere and honest talk**, and things are clearer now.
- 8 My parents wanted me to be a lawyer, but **I wasn't interested or enthusiastic about it**. Now I'm a journalist.

- 3 Give students a few minutes to read the incomplete sentences. Help with any vocabulary questions.
Give students time to complete the sentences, working individually.
Check the answers with the class.

Answers

- 1 My car's been driven over 200,000 miles. It's **on its last legs** now. I'll have to buy a new one.
- 2 With so many celebrities, success **goes to their head**, and they start to believe they're really special.
- 3 She's being very courageous and **putting on a brave face**, but I know she's in a lot of pain.
- 4 Wow! You really **landed on your feet** by getting such a great job so quickly after finishing college!
- 5 “Sue says some really cruel things.” “Yes, she has **a sharp tongue**.”
- 6 “Did you really tell Sue I don't like her?” “No, of course not. I'm just **pulling your leg**.”

- 4 **CD4 10** Tell students they are going to hear three short conversations in different situations. Ask the gist question *What are the people talking about in each conversation?* Play the recording and check the answers (1 a new job and boss, 2 getting a new computer, 3 problems with a coworker).

Tell students they are going to listen to the recording again and replace some of the phrases with expressions from the lesson. Put students in pairs. Play the recording again, pausing after each conversation and having students choose the correct expressions in pairs. With weaker classes, pause the recording after the relevant phrases (shown in *italics* in the audio script below).

Audio script

- 1 **A** How's the new job?
B Great! I really *got lucky!* My boss seemed very strict at first, but underneath it all she's *very kind and generous*. She *understands the retail business really well*, so she knows what she's doing.
- 2 **C** Can you *help me* fix my computer? I can't open any of my files.
D Listen, you'd better accept the fact that your computer is ancient. It's been *on the edge of not working* for years. You can get a new one for about \$500 these days.
C Are you *joking*?
D No, I'm dead serious.
- 3 **E** Pat's been unbearable lately. That promotion has *made her feel more important than she is*. She's been shouting at everyone. She's always *spoken in a harsh and unkind way*, but now she's upsetting everyone.
F I know. I'll have to *talk to her honestly and openly*.

- CD4 11** Play the recording and have students check their answers (shown in bold in the audio script below).

If you think your students need further practice, refer them to **CD4 11** on p. 131 of the Student Book and have them act out the conversations in pairs.

Answers and audio script

- 1 **A** How's the new job?
B Great! I really **landed on my feet!** My boss seemed very strict at first, but underneath it all she's **got a heart of gold**. She **has a very good head for the retail business**, so she knows what she's doing.
- 2 **C** Can you **give me a hand** to fix my computer? I can't open any of my files.
D Listen, you'd better face the fact that your computer is ancient. It's been **on its last legs** for years. You can get a new one for about \$500 these days.
C Are you **pulling my leg**?
D No, I'm dead serious.
- 3 **E** Pat's been unbearable lately. That promotion has **gone to her head**. She's been shouting at everyone. She's always **had a sharp tongue**, but now she's upsetting everyone.
F I know. I'll have to **have a heart-to-heart talk with her**.

- 5 Explain that there are several other idioms and metaphors linked to parts of the body, especially *arm*, *ear*, *eye*, and *finger*. Ask students to choose one of these parts of the body or assign one to different pairs/groups.

Give students time to look up examples and write down examples of usage. Monitor and help as necessary. Students who finish early choose another body part, e.g., *blood*, *hair*, *stomach*, *tooth*, and research related idioms. Students share their examples with the class, giving an explanation for each one.

Ask students if these expressions are used in the same way in their language. Elicit translations of common “body” idioms used in students’ L1.

Possible answers

arm: arm in arm, at arm’s length, twist somebody’s arm

ear: have an ear for, be all ears, his ears are burning, easy on the ear, go in one ear and out the other

eye: a bird’s-eye view, catch someone’s eye, lay eyes on, keep an eye on, the evil eye, the eye of the storm, have eyes in the back of your head, up to my eyes

finger: put your finger on, get your fingers burned, have a finger in every pie, point the finger

PHOTOCOPIABLE ACTIVITY

UNIT 10 Metaphor and idiom dominoes TB p. 184

Materials: One copy of the worksheet cut up for each group of three students.

Procedure: Explain that students are going to play a game to practice some of the metaphors and idioms from Unit 10.

- Introduce the topic by briefly paraphrasing the expressions on SB p. 81 and eliciting the correct metaphor/idiom, e.g., *She’s often grouchy, but she’s a really kind person deep down.* – *She has a heart of gold.*
- Put students into groups of three and give each group a set of shuffled dominoes placed face down on the table. Explain the rules of the game. Each student takes six dominoes. The student with the START domino puts it on the table. If the next player has a card that matches it, he/she puts it down to complete the first sentence. If he/she can’t go, the play passes to the next person. The game continues in the same way around the group. The first player to get rid of all his/her dominoes is the winner.
- Provide useful language for playing the game: *Whose turn is it? It’s my/your/(Erik’s) turn. I can’t go./I have to miss a turn. Do these cards match? I don’t think that’s right. Let’s check with the teacher. I’ve used all my cards. I’m the winner.*
- Give students time to play the game in their groups. Monitor and help as necessary, correcting any incorrectly matched cards as necessary. Use the uncut worksheet as a reference to make sure students are matching correctly.
- As an extension, you can ask students in pairs to choose three or four of the expressions from the worksheet and include them in a short sketch or role play. Students can then act out their sketch/role play for the class.

Don’t forget!

Workbook Unit 10

Ex. 7 Vocabulary – Body idioms

Ex. 8 Vocabulary – Physical appearance or personality?

Ex. 9 Prepositions – Verb + preposition

Ex. 10 Pronunciation – Rhymes and limericks

Grammar Reference (SB p. 147)

Word list Unit 10 (SB p. 154)

Remind your students of the Word list for this unit on SB p. 154. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

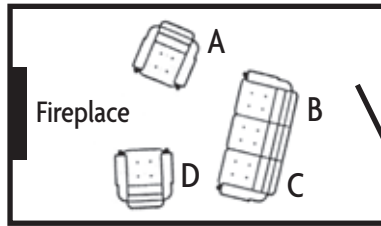
Unit 10 Test

Stop and check Test 2

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

Plan of
the room



The men's names are Jones, Smith, Brown, and Robinson.

Four men are sitting in the library of a country house. In the room, there is a sofa and two armchairs. Suddenly, one of the men, Jones, drops dead. His tea has been poisoned!

Robinson is sitting next to the general on the sofa.

The teacher is sitting next to Smith on his left.

There are four people in the room.

Smith is sitting in one of the armchairs.

Smith is the admiral's brother-in-law.

Their jobs are general, teacher, admiral, and doctor.

No one has left his seat.

Jones was drinking tea.

Brown is drinking coffee.

The teacher isn't drinking anything.

Neither Smith nor Brown has any sisters.



11

It's all hypothetical!

Hypothesizing • Expressions with *if* • Word pairs • Moans and groans



VIDEO Synaesthesia

The theme of this unit is regrets, wishes, and dreams. The main language point is ways of hypothesizing with a variety of conversations in which people express wishes and regrets. Practice is provided through a story about a broken dream. The main reading text is about things that people often wonder about, and the listening section focuses on an app that influences people's dreams. A second focus on narrative writing and linking words and expressions completes the skills coverage. The vocabulary section looks at word pairs, and the unit ends with an *Everyday English* section on moaning and complaining.

LANGUAGE INPUT

GRAMMAR

Hypothesizing (SB p. 82)

- Understanding and practicing structures expressing wishes and regrets.
- Expressing wishes and regrets using target structures.
- Hypothesizing about the people in a story about a broken dream.
- Expressing wishes and regrets in a personalized way.

VOCABULARY

Word pairs (SB p. 85)

Vocabulary work (SB p. 86)

- Understanding and practicing word pairs that make fixed expressions.
- Figuring out the meaning of words and phrases from context.

EVERYDAY ENGLISH

Moans and groans (SB p. 89)

- Understanding and practicing ways of complaining.

SKILLS DEVELOPMENT

READING

Have you ever wondered? (SB p. 85)

- A series of short texts with answers to some important questions in life.

LISTENING

Dreaming the perfect dream (SB p. 88)

- Listening for key information in a radio program **CD4 19**, listening and checking information in six short opinions. **CD4 20** (SB p. 132)

SPEAKING

Talking about you (SB p. 84)

What do you think? (SB p. 86)

What do you think? (SB p. 88)

Moans and groans (SB p. 89)

- Completing a wish list and discussing wishes with the class.
- Discussing and extending the questions highlighted in the reading text.
- Discussing the key points and questions stemming from the recording.
- Expressing complaints in a personalized way.

WRITING

Narrative writing 2 – Linking words and expressions (SB p. 113)

- Writing notes for a story, summarizing a model text from key words, completing the model text, and then planning and writing your own story.

MORE MATERIALS

Photocopiables – Can you keep a secret? (TB p. 185) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 82)

The *Starter* section checks students' ability to use the correct form after *wish*, showing whether they understand the "one tense back" rule when hypothesizing. There is also a brief personalized exercise in which students tell the class about their own wishes.

Work through the exercises fairly quickly, avoiding any lengthy grammar explanations at this stage.

- 1 Focus on the picture of Bridget and ask how she feels. Give students a few minutes to read column A in the table and summarize what Bridget's problems are.

Answers

It's raining. She's bored, unhappy with her job, and depressed because she broke up with her boyfriend. She feels she can't talk to anyone about her problems.

- 2 **CD4 12** Elicit the matching wish for number 1 as an example. Give students time to complete the matching task. Have them check in pairs before playing the recording as a final check.

Answers and audio script

- 1 It's raining again. I wish it wasn't.
- 2 I'm not going out tonight. I wish I was.
- 3 There's nothing good on TV. I wish there was.
- 4 I don't like my job. I wish I did.
- 5 My boyfriend and I broke up last week. I wish we hadn't.
- 6 I know he won't call me. I wish he would.
- 7 I feel really depressed. I wish I didn't.
- 8 I can't talk to anyone about it. I wish I could.

- 3 Use this stage as an opportunity to assess how well students can use *wish*. Give an example of something you're not happy about and what you wish, e.g., *I've spent a lot of money on unnecessary things. I wish I hadn't.*
Give students time to write their example and what they wish. Elicit a range of examples from the class. Write down any common errors but don't correct them at this stage.

I WISH THINGS WERE DIFFERENT (SB p. 82)

Hypothesizing

This section contextualizes and practices ways of hypothesizing about the present and past, including conditional forms with *if*, and using other forms like *should have (done)*, *wish*, *if only*, *it's time*, *supposing*, and *I'd rather*. The practice activities include controlled and freer practice of these complex structures, the section ending with a personalized speaking task and a *Spoken English* feature on fixed expressions with *if*.

! POSSIBLE PROBLEMS

- **Fact and non-fact** Students will have already practiced the forms of the first, second, and third conditionals, but the differences in concept may need to be reviewed.
 - First conditional sentences are based on fact in real time:
If I have time (the condition is possible), *I'll go to the game with you* (the result is probable).

- Second and third conditionals, and structures like *I wish* and *If only*, are not based on fact:

If I had time (the condition is hypothetical – I don't/won't have time), *I'd go to the game with you* (the result of an imagined situation about the present/future).

If I had had time (the condition is hypothetical – I didn't have time), *I would have gone to the game with you* (the result of an imagined situation about the past).

If only/I wish I had time to go to the game with you. (but I don't)

If only/I wish I'd had time to go to the game with you. (but I didn't)

Although many languages have a similar concept of hypothesis, it may be expressed in a different way.

- **Problems with form** These are common mistakes in conditional forms and *wish*:

- Students tend to overuse *will* in the first conditional:

**If I will speak good English, I will get a better job.*

- Because the past form is used in the second conditional and with *wish*, students may think that the sentence refers to the past, not a hypothetical present or future:

**I wish I speak better English soon.*

Be prepared to clarify that the tense shift from present to past is not a change in time reference.

- The third conditional is a complex form, and it can be difficult to remember all the parts, especially in spontaneous speech. Both *had* and *would* can be contracted to *'d*, so students sometimes get confused about which one should be used:

**I'd have told you if I would have known.*

- **Problems with pronunciation** These forms involve a lot of contractions and weak forms. It is important to practice the pronunciation of *I'll/we'll* and *I'd/we'd*, and all of the weak forms common in the third conditional and other forms:

I'd have /aɪdəv/

you should have /ʃədəv/

- **Uses of *wish*** *Wish* is used in a number of ways:

I wish I were in better shape. (wanting something to be different now)

I wish I had worked harder. (regret about the past)

I wish he would go away. (expressing irritation)

The major difficulty students have is knowing when to use *would* – when it expresses willingness, and not for wishes about yourself:

I wish he would tell the truth. (I wish he was willing to ...)

**I wish I would tell the truth.*

You can read through the Grammar Reference for Unit 11 on SB pp. 147–148 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 83.

- 1 Focus on the photos and establish the situation shown in each one. Ask students what they think the wish or regret is in each situation. Elicit a range of answers, encouraging students to think of different ways of expressing the wish or regret. Assess how accurately students can express the regrets and wishes. Write down any common errors but don't correct them at this stage
- 2 **CD4 13** Tell students they are going to hear five short conversations, in a different order from pictures a–e. Play the first conversation and elicit the correct picture as an example.
Play the rest of the recording. Students listen and number the rest of the pictures in order. Check the answers. Ask students if they can remember what the people said.

Answers and audio script

- 1e a driver trying to persuade a police officer not to give him a ticket
 2a a student saying that she can't go out because she has to study for an exam
 3b two mothers of young children wishing they could go on vacation
 4d a father and grandfather talking about how well they play soccer
 5c two teenage boys wishing they could buy a sports car

CD4 13

- 1 **A** Look, I know I shouldn't have parked here, but I was only gone two minutes.
B I've already written the ticket.
A Surely you could rip it up if you wanted? It was literally one minute.
B One minute, two minutes. You can't park here. It's as simple as that.
A But I just had to run into the pharmacy to pick up a prescription for my sick grandmother. Maybe you can rip it up just this once?
B I don't care what you were doing. I can't rip up a ticket – it's against the law. You have two weeks to pay.
- 2 **A** No, there's no way I can go out tonight. I shouldn't have gone out last night.
B Come on – we had a great time. It was a crazy party!
A I know it was.
B So, when's your exam?
A Tomorrow, nine o'clock. If only I hadn't left all my studying until the last minute.
B I wouldn't worry if I were you. You know you always do OK.
A There's always a first time.
B Good luck anyway.
- 3 **A** If only we could just fly off to that island.
B That would be amazing. I'd sit on a beach and read all day.
A I'd just sleep forever. I can't remember what it's like to sleep all night long.
B Yeah. Sometimes I wish I'd never had kids. I mean, not really, but ...
A I know what you mean. No – you can't have ice cream. I said NO!
- 4 **A** Nice shot, Charlie! Good job!
B Don't you wish you still played soccer, Dad?
A Me? No. I was never any good. But you could have been a great player if you'd wanted.
B Nah! I wasn't as good as Charlie. Aaah – oh, almost! YES!
A Yeah, he'll go far.
- 5 **A** Oh, boy! What would you give to drive one of those?
B Which one would you choose if you had the money?

- A** That's one big "if"! But if I won the lottery, I'd buy the Aston Martin.
B I wouldn't – I'd go for the Ferrari.
A In your dreams.

- 3 **CD4 13** Focus back on photo e. Play the first recording as an example and have students complete the lines. Play the rest of the recording and have students complete the task.

Have students compare their answers in pairs before checking with the class. Ask students to write their answers on the board. Highlight any errors for class correction. Then have students say who is speaking.

Answers

- 1 I shouldn't have **parked here (but I was only gone two minutes)**.
 Surely you could **rip it up if you wanted?**
 Maybe you can **rip it up just this once?**
(the driver talking to the police officer)
 - 2 I shouldn't have **gone out last night**.
 If only I hadn't **left all my studying until the last minute**.
 I wouldn't worry **if I were you**.
(the student talking to her friend)
 - 3 If only we could **just fly off to that island**.
 That would **be amazing**.
 I'd just **sleep forever**.
 Sometimes I wish **I'd never had kids**.
(the two mothers talking)
 - 4 Don't you wish you **still played soccer, Dad?**
 But you could have **been a great player if you'd wanted**.
(the father and grandfather at the soccer game)
 - 5 What would you give **to drive one of those?**
 Which one would you choose if **you had the money?**
 ... if I won the lottery, I'd **buy the Aston Martin**.
 I wouldn't – I'd **go for the Ferrari**.
(the two teenage boys talking about the sports cars)
- 4 Demonstrate the task by having two strong students improvise the first conversation in exercise 3. Put students in pairs to practice the conversations. Monitor and check for correct formation of the target structures and for pronunciation. If students have a lot of problems, play selected lines of the recording again and drill chorally and individually. Then have students repeat the pairwork. If you have time, you can ask students to choose a conversation and act it out for the class.
 - 5 The goal of this exercise is to reinforce the hypothetical nature of the sentences – they are actually saying the opposite of reality. Understanding the facts behind the statements helps students understand the concept.
 Read the example as a class and focus on the fact behind it. Give students time to analyze the rest of the sentences, working individually. Put students in pairs to compare their answers before checking with the class. Point out the tense shift from non-fact to fact, e.g.,
could → *can't*
had helped → *didn't help*
spoke → *don't speak*
would → *won't*

Answers

- a I don't know the answer.
- b I can't come.
- c I do get nervous. I don't get good grades.
- d You didn't help us. We haven't finished yet.
- e I didn't listen to your advice.
- f I didn't tell the truth.
- g I don't speak French well.
- h You won't speak to him.

EXTRA ACTIVITY

If you think students need more practice in understanding the facts behind wishes and regrets, have them look back at the sentences in exercise 3 and analyze them in the same way, e.g.,

- 1 *I shouldn't have parked here.*
I did park here. I regret it.
Surely you could rip it up if you wanted?
You can rip it up, but you don't want to.
Maybe you can rip it up just this once?
I suggest that you can rip it up.

SUGGESTION

If you wrote down any common errors at earlier stages, you can write them on the board for class correction as part of the *Grammar spot*.

GRAMMAR SPOT (SB p. 83)

See TB p. 4 for suggestions on how to teach this section.

- 1 Focus on sentence a in exercise 5 as an example and elicit the time reference. Put students in pairs to complete the task.
Check the answers. Point out that hypothetical forms use a "past" form to refer to the present, and a "past perfect" form to refer to the past. The form *should have* + past participle also refers to the past.

Answers

Sentences a, b, c, g, h are about present time. Note that b and h could be referring to future time, depending on the context. Sentences d, e, f are about past time.

- 2 Read the questions as a class and give students a few minutes to discuss their answers in pairs. Elicit the full forms.

Answers

- c *I'd* = I would
- d *you'd* = you had, *we'd* = we would
- f *I'd* = I had

- 3 Read the sentences as a class. Students complete the sentences with the real facts, working individually. Put students in pairs to compare their answers before checking with the class.

Point out that in *I'd rather you didn't text and drive*, *I'd rather you ...* is used as a polite way to tell someone to do something differently.

Answers

It's time you knew the truth. The fact is that you don't know the truth.

I'd rather you didn't text and drive. The fact is that you do text and drive.

Supposing you'd fallen and hurt yourself? Fortunately, you didn't fall and hurt yourself.

►► Grammar Reference Unit 11 on SB pp. 147–148.

PRACTICE (SB p. 83)

- 1 Elicit the wording for number 1 as an example. Give students time to complete the task, working individually and writing the sentences in full. Remind students to think about whether the hypothesis is about the past or present, and, therefore, which form is needed. Monitor and help as necessary.

Have students compare their answers in pairs before checking with the class. Then have students write their answers on the board. Highlight any errors for class correction.

Answers

- 1 I wish I spoke English fluently.
- 2 If you didn't speak very/so fast, I would understand./I would understand if you didn't speak very/so fast.
- 3 I wish I weren't/wasn't an only child./I wish I had a brother or sister. (Note that modern usage allows both *was* or *were* here. *Was* is now more common in spoken English. It is only in the expression *If I were you ...* that *were* is generally preferred.)
- 4 If only we had enough money for a vacation.
- 5 I wouldn't get up at six o'clock every morning if I didn't have to go to work./If I didn't have to go to work, I wouldn't get up at six o'clock every morning.
- 6 If I had learned to ski when I was younger/before I was 40, I would be good/better now./I would be good/better at skiing now, if I had learned when I was younger/before I was 40. (Note that this is a mixed conditional – it starts as a past hypothesis, and ends with a "hypothetical result" now.)
- 7 She wishes she was/were older.
- 8 I'd rather he/she didn't borrow things without asking./I'd rather he/she asked before borrowing things.
- 9 If I knew something about computers, I could/would help you./I could/would help you if I knew something about computers.
- 10 It's time we took a break. (*It's time to take a break* is also possible.)

If only they'd known

ABOUT THE TEXT

Vanuatu is an island nation located in the South Pacific Ocean made up of a chain of volcanic islands. It is regularly hit by moderate to major earthquakes.

- 2 **CD4 14** Focus on the photo of Marty and Carrie and elicit how they feel and why.
Play the recording and have students follow in their books. Help with any vocabulary questions and check the meaning of the title.

Answer

The title refers to the dream of having a vacation home in a beautiful place and how the dream was broken by the destruction of the house in an earthquake.

- 3 Elicit a few examples of regrets and wishes that Marty and Carrie might make, e.g., *If only we hadn't bought the house.*
Pre-teach/check *hire a surveyor* (= professional who analyzes the quality of a building for potential buyers). Elicit the wording of the first sentence as an example. Check students' use of contracted forms. Give students time to complete the task. Have students compare their answers in pairs before checking with the class. Then have students write their answers on the board. Highlight any errors for class correction. As well as checking the form, monitor students' pronunciation of the contracted and weak forms. Drill any difficult forms as necessary.

Answers

- 1 If the house hadn't been on a cliff, it wouldn't have fallen into the water.
- 2 Marty and Carrie wish they hadn't bought it.
- 3 They shouldn't have acted so quickly.
- 4 They should have hired a surveyor.
- 5 If they'd hired a surveyor, he/she might have warned them not to buy it.
- 6 If only they hadn't lost all their money.
- 7 Supposing the earthquake hadn't happened?
- 8 They wish they hadn't gone on vacation to Vanuatu.

EXTRA ACTIVITY

If you think students need more practice, you can have them write another set of five cues, working in pairs. Students then exchange their cues with another pair and have them write the sentences, e.g.,

- 1 If Marty and Carrie/know that there was going to be an earthquake/they not buy the house.
 - 2 Marty and Carrie shouldn't/buy the house/before checking it was safe.
 - 3 If they/not buy/the house/their life/very different.
 - 4 Supposing/they/go to a different place on vacation?
 - 5 The architect/should/know/the area was unsafe.
- 4 Put students in pairs to complete the question and think of a range of answers to it.

Answers

Question: What would have happened if there hadn't been an earthquake?

Possible answers:

The architect would have redesigned the house for them.
They would have had their dream vacation home.
They might have gone to Vanuatu every year for the rest of their lives.
They might have invited a lot of friends to their vacation home.
They wouldn't have lost all their money.

Talking about you

- 5 Demonstrate the activity by giving a few examples of things on your wish list, e.g., *I wish I had a bigger house./ If only I made more money./I wish I had more vacation time.*
Model the intonation pattern, with main stresses on *wish* and *only*:

I wish I had a bigger house.

If only I made more money.

Read through the wish list as a class. Elicit one or two examples using the prompts. Point out that they can be adapted to use other verbs, e.g., *If only I had .../I wish I was .../I wish I could ...*

Give students time to write their sentences. Monitor and help as necessary. Check for accurate formation of the verb forms.

Put students in small groups to discuss their wishes. Monitor and help, writing down any common errors for correction after the groupwork.

Ask students to share their group's wishes with the class. Establish what the most common wishes in the class are.

Possible answers

If only I had a nicer home/my own apartment.
I wish I was/were at home now.
I wish I could see my family.
If only my friends were here.
I wish I could go out more often.
If only I had more time for my hobbies.
If only I didn't have to do so much homework.
I wish I had a different/new job/didn't have to work.
If only I could get a good job.
If only I had more vacation time.
I wish I was/were on vacation now.
I wish I had/made more money.
I wish my boyfriend/girlfriend wasn't so far away.
If only I had a better relationship with my sister/brother.

SPOKEN ENGLISH – Expressions with *if* (SB p. 84)

- CD4 15** Read the introduction as a class. Elicit the matching line to number 1 as an example. Put students in pairs to complete the matching task. Monitor and help as necessary.

Pre-teach/check *dental appointment*, *cover for someone* (= do someone's work while they are sick/away), *put the final touches on something*, *jealous*, *be in a rush*, *pay raise*, *stand a chance*, *postpone*, *the fresh air*. Point out that sometimes the extra lines come before the lines in the matching exercise. Play the recording and have students check their answers. Elicit the extra lines and contexts, playing the recording again as necessary.

Put students in pairs to practice the conversations. With weaker classes, you can refer students to **CD4 15** on SB p. 131 and have them act out the conversations from the script before practicing again from memory.

Answers and audio script

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

CD4 15

(The extra lines shown in **bold**)

- 1 **A** Would it be OK if I left a little bit early today? **I have a dental appointment.**
B **No problem. Just tell Janet to cover for you.**
Context: asking a boss for permission to leave work early
- 2 **A** **How's it going?**
B **OK.** If all goes well, we should be finished by Friday.
We just have to put the final touches on the doors and windows.
Context: a person checking on progress on some work done on their house
- 3 **A** If you knew what I know, you'd never go out with him again.
B **You're just jealous.**
Context: two friends talking about one of their dates
- 4 **A** Could I have a word with you if you have a minute?
B **Yeah, of course, but I'm kind of in a rush.**
A **It's about that pay raise I was promised.**
Context: an employee reminding a boss about a promised pay raise
- 5 **A** **Aren't you helping Jackie organize her wedding?**
B **I am. It's a nightmare.** If anything went wrong, I'd never forgive myself.
Context: two friends discussing the wedding plans of another friend, Jackie
- 6 **A** Win? What do you mean? If you ask me, they don't stand a chance.
B **You don't think so? They've been playing much better recently.**
A **Come on. They haven't won a game for weeks.**
Context: two people talking about a team's chances in a game
- 7 **A** **We arrived on Tuesday and ...**
B It was a Thursday, not a Tuesday if I remember correctly.
A **Oh, Tuesday, Thursday – the day doesn't matter. I'll just never forget the blue water and the white sand.**
Context: two people remembering a vacation
- 8 **A** Well, if worse comes to worst, we can always postpone it for a day or two.
B **I'd rather not. I just have a headache. The fresh air will do me good.**
A **OK, if you're sure.**
Context: two people talking about a trip to the coast, one of them needs the fresh air
- 9 **A** You haven't made much progress, if any at all.
B **What do you mean? I've written 500 words.**
A **Yeah, but you have to write 10,000.**
Context: a person checking on another's progress in a writing task

10 **A** **I don't think much of Nancy's new boyfriend. He's really cold and arrogant.**

B **Actually,** I don't think he's cold or arrogant. If anything, he's a little shy.

A **Shy?! Huh! You wouldn't say that if you'd seen him at Kyle's party!**

Context: two friends talking about another friend's new boyfriend

SUGGESTION

Ask students to underline the expressions with *if* in *Spoken English* and transfer them to their vocabulary records. Encourage students to try to use the expressions at appropriate moments in class, e.g., asking for permission, asking to speak to someone, giving opinions, etc.

PHOTOCOPIABLE ACTIVITY

UNIT 11 Can you keep a secret? TB p. 185

Materials: One copy of the worksheet for each student.

Procedure: Explain that students are going to complete a questionnaire to practice second and third conditionals.

- Introduce the topic by asking *Would you ever tell anyone a secret that you'd been told in confidence?* Elicit a range of answers, asking students to justify their answers. With weaker classes, briefly review the forms of the second and third conditionals.
- Hand out a copy of the worksheet to each student. Give students a few minutes to read through the questions. Help with any vocabulary questions.
- Tell students they need to work through the questions and give each situation a rating, 1, 2, or 3 (1 = I would definitely tell someone; 2 = I might tell someone, it depends; 3 = I would definitely not tell anyone). They also need to write a sentence explaining why in the second column.
- Give students time to complete the questionnaire, working individually. Monitor and help as necessary.
- Put students in groups of three or four. Explain that students need to discuss each of the scenarios one at a time. They should speak for about 30 seconds, saying what they would do/would have done, and giving reasons why.
- Students discuss the questions in their groups. Monitor and help as necessary. Write down any common errors in the conditional forms for group correction at the end of the class.
- As an extension, you can ask students to put the secrets in the questionnaire in order of importance (1 = the secret that you would always keep; 10 = something that you would happily tell someone). Students compare their order in pairs. Establish the top three secrets that the whole class agrees on.

ADDITIONAL MATERIAL

Workbook Unit 11

- Ex. 1 Real time or unreal time?
 Ex. 2–4 Wishes and regrets
 Ex. 5 Third conditional
 Ex. 6 All conditionals
 Ex. 7 Ways of introducing conditionals

VOCABULARY AND PRONUNCIATION (SB p. 85)

Word pairs

This section introduces some common word pairs – expressions with fixed word order, connected by a conjunction. This is usually *and*, but there are also examples with *or* and *but*.



Read the introduction and the example (from Marty and Carrie's story on SB p. 84) as a class.

Give students time to complete the well-known word pairs. Check the answers and the meanings. Stress that the words always appear in the order shown, e.g., *ups and downs*, NOT **downs and ups*.

Answers

Life's full of **ups and downs**. (high points and low points)
 There are always **pros and cons** in any argument. (arguments for and against)
 It will happen **sooner or later**.

- 1 **CD4|16** Elicit the definition for *ifs or buts* as an example. Give students time to complete the matching task. Have them compare their answers in pairs before checking with the class.

Write these word pairs on the board and mark the linking between the words:

ifs or buts

odds and ends

Focus on the list in A. Play the recording and have students repeat chorally and individually.

Answers

A	B
ifs or buts	excuses or arguments
wait and see	be patient and find out later
ins and outs	exact details
give and take	compromise/be flexible
by and large	generally speaking
grin and bear it	tolerate it as best you can
odds and ends	a variety of things
take it or leave it	accept it or refuse, I don't care

- 2 **CD4|17** Elicit the answer to number 1 as an example. Give students time to complete the sentences.

Play the recording and have students check their answers. If you want to give students pronunciation practice of the word pairs in context, have them read the sentences aloud, paying attention to the stress and linking.

Answers and audio script

- 1 In any relationship you have to be prepared to **give and take**.
 You can't have your own way all the time.
 2 I didn't buy much at the mall. Just a few **odds and ends** for the kids. Socks for Ben and hairbands for Jane.
 3 I don't want to hear any **ifs or buts**. Just finish the job today.
 4 It's hard to explain the **ins and outs** of the rules of cricket. It's complicated.
 5 **A** What did you get me for my birthday?
B You'll have to **wait and see**.
 6 **A** Oh, no! The Burtons are coming for lunch! I hate their kids!
B I'm sorry, but you'll just have to **grin and bear it**. It's only for an hour or so.
 7 OK, you can have it for \$90. That's my final offer, **take it or leave it**.
 8 Los Angeles has lots of problems, but **by and large**, it's a nice place to live.

- 3 Put students in pairs to match words from the three columns and make word pairs. If necessary, remind them that the pairs are often synonyms or antonyms.

Check the word pairs, eliciting the meaning and helping with any pronunciation difficulties as you go.

Give students time to write their sentences. Encourage them to use the word pairs to write true sentences about themselves/their world. Monitor and help as necessary.

Students read their sentences aloud to the class (or in groups in larger classes).

Answers

now and then – occasionally, e.g., *I go to the theater now and then*.
 sick and tired (of) – fed up with, e.g., *I'm sick and tired of eating pasta*.
We have it every day.
 more or less – approximately/almost, e.g., *I make \$50,000 a year, more or less*.
The team is more or less the same as last season.
 touch and go – uncertain and at risk, e.g., *It was touch and go for him after the accident*.
We thought he might die.
 peace and quiet – freedom from noise/stress, e.g., *When I need some peace and quiet, I go for a walk on the beach*.
 safe and sound – safe and healthy, e.g., *Our cat was missing for a week, but then came back safe and sound*.
 slowly but surely – gradually, e.g., *Although learning English is sometimes hard, I'm making progress slowly but surely*.
 then and there – immediately, e.g., *I was really surprised when they offered me the job then and there*.

- 4 **CD4|18** Pre-teach/check *short on money* (= with little money to spend), *time off work*, *long weekend* (= Saturday and Sunday, plus the Friday or Monday), *afford*, *spoil* (v), *appreciate*.

Tell students they are going to hear two friends talking. They need to say what the friends are talking about and write down all the word pairs they hear. You may need to play the recording twice.

Check the answers.

Answers

They are talking about vacation plans, and the difficulty of taking vacations with small children.

Word pairs

wait and see	peace and quiet
touch and go	grin and bear it
by and large	ifs or buts
give and take	take it or leave it
sick and tired	pros and cons
now and then	

- 5 Refer students to **CD4|18** on SB p. 160. Ask students in pairs to practice the conversation, paying particular attention to the stress and intonation. Monitor and check for good pronunciation. If students have problems, play selected lines of the recording again and have students repeat. Students then practice again in pairs. If you have time, you can ask students to act out the conversation for the class.

EXTRA ACTIVITIES

Sketch writing

Put students in new pairs and ask them to write a sketch/role play including six of the word pairs from this lesson. Monitor and help as necessary. Students can act out their sketch/role play for the class.

Word pair game

Word pairs lend themselves to a card memory game. Make a grid of 24 squares on a sheet of paper/card. Choose 12 word pairs and type/write the 24 key words in random order on the sheet, one per square. Don't include any of the conjunctions. Copy and cut out enough sets of cards for each group of four to six students. Hand out one set of cards to each group. The students spread the cards face down in front of them, in six rows of four. The first player turns over any two cards. If they make a word pair and the student can make a meaningful sentence with the expression, he/she wins the cards and takes another turn. If the cards don't make a pair, the player turns the cards back over in exactly the same position, and then it is the next student's turn. The key to the game is remembering where the different words are. The player with the most cards at the end of the game wins.

READING AND SPEAKING (SB p. 85)

Have you ever wondered?

ABOUT THE TEXT

The reading text focuses on a series of puzzling questions that people might wonder about as part of everyday life. The format is five question and answer sections, typical of the type of feature you might find in a science magazine/website for non-experts.

References to people, organizations, and cultural points include:

Eddie Izzard /'ɪzərd/ (an English stand-up comedian, actor, and writer. He is known for his style of long rambling monologues in which he jumps from topic to topic and engages directly with the audience), the Gregorian calendar (today's most widely used calendar, also known as the "Western" or "Christian calendar." It was named after the man who first introduced it in 1582: Pope Gregory XIII. It replaced the Julian calendar, which was introduced by Julius Caesar in 46 BC.)

The texts also give the name of a dangerous parasite and the ways of saying the @ symbol in different languages. These are defined within the texts and students are not expected to actively use them.

Students get into the topic by discussing the five questions in groups before a first reading to check their answers. Students focus on key words and referencing to match removed sections to the correct text. Students read for specific information and answer questions about each text. There is vocabulary work with a task on understanding from context. The section ends with a discussion on the questions in the texts and other questions students have wondered about (see *Suggestion* below).

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *collapse* (n), *cable*, *satellite*, *upheaval*, *in disarray*, *crash* (n = technical failure), *chaos* /'keɪɒs/, *reliant*, *tempting*, *contemplate*, *relief*, *inhabit*, *host to*, *excrete*, *flesh*, *alimentary canal*, *parasite*, *mite*, *alignment*, *criteria*, *loop* (n/v), *susceptible*, *auditory*, *retain*, *stem from*, *printing press*, *transcribe*, *duties*, *associate* (v), *hanging*, *tail*, *duck*, *snail*, *elephant's trunk*.

Don't pre-teach/check any of the words that are highlighted in the text because students will figure out their meaning from context in the *Vocabulary work* section.

SUGGESTION

The final part of the *What do you think?* section asks students *What have you ever wondered?* and has them list some questions. You can get students to brainstorm the questions before the reading lesson and write a class list, e.g., *How long do dollar bills stay in circulation?* *Why do we yawn?* *How do bees know where to fly?* *Why do the British drive on the left?*, etc. Students then choose one of the questions to research on the Internet for homework. They should try to do this on sites written in English first, and find further information in their own language if necessary. When you follow this up after the reading lesson, have the rest of the class offer their speculations on the question, and then ask the student(s) who have done the research to tell the class what they have found.

- 1 Start by asking what time of day students are most likely to daydream or let their mind wander. (Typical times include when going to sleep, going for a walk, or doing something creative like painting or playing music.)

Focus on the photo. Read the instructions and questions as a class. Check students' comprehension of *be wiped out*, *leap year*, *get stuck*, *origin*. Also check that students know how to say @ (= *at*).

Put students in groups of three or four to discuss the questions. Explain that there are no right or wrong answers at this stage, and encourage them to make as many creative suggestions as they can. Monitor and help as necessary.

Elicit a range of possible answers to the questions. Don't confirm or reject students' ideas at this stage.

- 2 Refer students to pp. 86–87. Tell students at this stage just to scan the five texts to find the general answer to each question. They don't need to read every word and they can ignore the blank lines in each text. If necessary, set a time limit to make sure students don't read too intensively.

Have students compare the answers in their groups before checking with the class. Elicit students' initial reactions to the general answers given in the text.

Answers

- 1 No, it would be almost impossible to wipe out the Internet.
- 2 There are about 200 species.
- 3 If we didn't add a day on February 29 nearly every 4 years, we would lose almost six hours off our calendar every year.
- 4 If you hear a song recently or repeatedly, you're more likely to get stuck with it. If a song pops into your head that you haven't heard for a while, something in your current environment may cause the memory. The parts of the brain where musical information is retained can process music all day.
- 5 Monks in the Middle Ages used it as a quick way of writing *at*.

Reading

- 3 Elicit the correct text for the first line as an example. Give students time to complete the task.

Have students compare their answers in pairs before checking with the class.

Answers

a5 b4 c1 d3 e2

- 4 This stage focuses more on the detail of each text. Ask students to read the questions. Help with any vocabulary questions. Give students time to read the texts again and find the answers to the questions. Monitor and help as necessary.

Put students into pairs or groups to discuss their answers before checking with the class. Ask students if they often experience "earworms" and what they do to get rid of them.

Answers

- 1 The Internet is resilient because no one machine or cable keeps all of it going. If one connection is damaged, other routes can eventually be found.
- 2 If it did collapse, cable and satellite service would be lost. This would mean no access to TV channels, no cell phone service, no email/texts/blogs/social media/online videos. The business world would be in disarray. Huge companies like Amazon and Google would stop functioning. Even a short crash would lead to chaos in international financial markets.

- 3 All the bacteria on the skin of an average person stuck together would be the size of a pea.
- 4 It isn't harmful at all. It eats dead skin.
- 5 It started about 500 years ago.
- 6 2400 is a leap year.
- 7 "Earworm" is the common name for the experience of hearing a song over and over again inside your head. The word comes from the German *ohrworm*.
- 8 One way is to do another activity, like going for a run or watching your favorite TV program. You could think of another song, but this could become the next earworm.
- 9 Monks during the Middle Ages had to transcribe every letter by hand for each copy of a book. This was very time-consuming, so they tried to reduce the number of strokes for common words, including *at*. They looped the *t* around the *a* and eliminated two strokes of the pen.
- 10 Many languages associate the shape with different animals:
German – hanging monkey
Dutch – monkey's tail
Russian – little dog
Hungarian – worm
Greek – little duck
Korean – snail
Finnish – cat's tail
Norwegian – pig's tail
Danish – elephant's trunk

Vocabulary work

Focus students' attention on the first highlighted word, *downright*. Elicit the meaning and then have students continue the task, working in pairs.

Check the answers with the class.

Answers

downright – absolutely/definitely
grind to a halt – work more and more slowly and then stop completely
resilient – strong, not easily destroyed
mind-boggling – very large and not easy to imagine
munching – eating (in a steady way)
divisible – able to be divided
taken into account – considered
trigger the memory – cause the memory to come into your mind
painstakingly – taking great care
tedious – very boring
strokes – individual marks made with a pen or paintbrush

What do you think?

This stage give students an opportunity to respond to the texts in a more personal way and think about other intriguing questions about life. See the above *Suggestion* for a way to handle the final stage.

Discuss the first two questions as a class. Elicit as many other names for the @ sign from your students as possible.

You can have fun with the third task! Model the example with a student, and use the persistent, demanding intonation that a child would use. Keep going as long as you can! Check how conversations like this often end (with the adult answering, "Oh ... because it just is!")

Elicit some possible "why" questions, e.g., *Why is the sky blue? Why are elephants big? Why do dogs bark? Why can you see through water? Why is the night dark?*, etc.

Put the class into small groups to discuss the final two tasks. Monitor and help as necessary.

Students with funny examples of “why” conversations can act them out for the class. Establish which questions students found most interesting overall and if there are any others they would like answered.

LISTENING AND SPEAKING (SB p. 88)

Dreaming the perfect dream

ABOUT THE LISTENING

The theme here moves to dreams and specifically an app called *Dream:ON* that has been devised to influence dreams through the use of different “soundscapes.” These are recordings that suggest different scenarios, e.g., a peaceful rural setting, a busy street scene, or even a dramatic adventure in space. The app was devised by psychologist, author, and performer Professor Richard Wiseman. He is a professor of the Public Understanding of Psychology at the University of Hertfordshire in the UK. He has also written several popular psychology books and appeared regularly in the media.

Wiseman is concerned about people’s overall quality of sleep and interested to know more about how dreams can play a part in people’s overall well-being. Launched in 2012, the app is intended to be a social experiment with volunteers posting a description of their dream on a “Dream Bank.” The descriptions are used to examine whether the soundscapes really do influence people’s dreams.

The main recording is in the form of a radio program on the latest developments in science. As in the reading section, this is typical of popular science programs that appear on radio or as podcasts. A second recording has six short monologues that give opinions on the app. They also review key language from the grammar and vocabulary sections.

The main goal is to give students practice listening for key information in a longer recording and understanding opinions. The section starts with a general discussion on dreams. Students also discuss what their perfect dream would include before listening to the main recording and doing a true/false comprehension task. Students match lines from opinions in the second recording and then listen and check, also giving any further information they understood. The language work is on common expressions based on the word *dream(s)*. Students discuss their own reactions to the *Dream:ON* app and also broader questions in *What do you think?*

It’s important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students’ level: *influence* (v), *fact*, *brainchild*, *volunteer* (n), *eager*, *select* (v), *pillow*, *monitor* (v), *sense* (v), *lie still*, *REM (rapid eye movement) sleep*, *occur*, *lap on the shore*, *database*, *effectiveness*, *tag on Facebook* (= creating a link on anything you post that people can follow to find out more), *respondent*, *boost productivity*, *well-being*.

- 1 Introduce the topic by giving an example of a recent dream or nightmare that you had. Read the questions as a class and elicit a range of students’ examples.
- 2 Focus on the picture of the woman and write *the perfect dream* on the board. Elicit a few examples of what that might include. Focus on the words in the box and give students time to continue the list. Monitor and help with vocabulary as necessary.
- 3 **CD4 19** Focus on the images from the *Dream:ON* app and read the instructions as a class. Give students time to read the statements. Help with any vocabulary questions. Remind students they don’t need to understand every word to be able to do the task.

Play the recording through once and have students write down their answers. Then have students compare their answers in pairs. Play the recording again to give students a chance to check/complete their answers.

Check the answers with the class. Elicit any further information students understood and their initial reactions to the idea of the app.

Answers and audio script

- 1 False. The focus of the program is on how we can influence dreams.
- 2 True
- 3 True
- 4 False. You choose the type of dream you want.
- 5 False. You put the phone next to your head on your pillow.
- 6 True
- 7 False. You send your description of your dream to Prof. Wiseman.
- 8 True
- 9 False. There have been mixed results.

CD4 19

Host Hello and welcome to *Science for Life*, your weekly update on what’s happening in the world of science. On today’s program, we start with dreams, but not the age-old question of what they mean, but how we can influence them, and maybe make them sweeter. Our tech reporter, Grace Miller, investigates.

Reporter The world of dreams has fascinated people for centuries. We now know that most of us dream several times a night, and of course some remember their dreams more clearly than others. But what if we could influence what we dream about and make them happier and always enjoyable? Is this “science fact” or “science fiction”? Well, it could become fact, thanks to a new app called *Dream:ON*. *Dream:ON* is the brainchild of psychologist Richard Wiseman. It has already been downloaded by thousands of volunteers eager to find out if they can create the perfect dream. So how does it work? Well, before going to sleep, you select from the app the type of dream you would like to have. Then you place your phone next to your head on the pillow. This is so that the app can monitor your sleep pattern. It monitors your movements until it senses that you are lying still. This indicates that you’re in a period of REM (rapid eye movement) sleep, when dreaming is most likely to occur. It then quietly plays something called a “soundscape.” This is a personalized series of sounds designed to help create your desired dream. It can be anything at all from birds singing and waves lapping on the shore, to city noises or the voices of celebrities. While the soundscape is playing, the app continues to monitor your movements and when the dream ends, it wakes you up with a gentle alarm and asks you to write a short description of your dream.

The descriptions of the dreams are stored in a database called “Dream Bank” to allow Professor Wiseman to assess the effectiveness of the app and continue his research. The app also allows you to tag the friends who appeared in your dreams via Facebook and Twitter. This all might be your dream come true, or your worst nightmare, but there is a serious side to it. A national sleep survey found that 21 percent of respondents had trouble sleeping and 15 percent suffered from unpleasant dreams. Professor Wiseman said, “Getting a good night’s sleep and having pleasant dreams boosts people’s productivity, and is essential for their psychological and physical well-being. Despite this, we know very little about how to influence dreams. This experiment aims to change that.”

From some of the comments on Twitter, it looks like there have been mixed results, as you might expect. I haven’t tried *Dream:ON* myself yet, but it’s free to download, so I might just give it a try tonight.

Host Well, it’s thanks and sweet dreams to our reporter, Grace. We’ll try and get an update on that research later in the year. Now moving away from dreams ...

- 4 **CD420** This stage reviews structures and word pairs from earlier in the unit. Tell students that the lines from A and B are from six opinions about the app. Pre-teach/check *coincidence, run out (of a battery), charged, weird, disrupted, nonsense*. Elicit the answer to number 1 as an example. Give students time to complete the matching task.

Have students check their answers in pairs before playing the recording as a final check. Elicit any other information that students understood. Ask students to summarize the opinions of speakers 4, 5, and 6. Elicit which of these speakers students agree with most.

Answers and audio script

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

CD420

- 1 Well, I tried it for a few nights last week, but it didn’t seem to make much difference. Everything was more or less the same as before. To be honest, I’m a deep sleeper and I don’t have many nightmares. I guess I’m lucky, but I don’t tend to remember my dreams very clearly either.
- 2 What can I say other than, “It worked!”? Maybe it was just a coincidence, so I guess I’ll have to wait and see if it has any influence on my dreams in the future. The one that worked best was the “Ocean View” soundscape. I had this really vivid dream about swimming in beautiful clear water, really deep in the ocean, but without any breathing equipment. It was such a nice feeling when I woke up.
- 3 I tried it, but it didn’t work because my battery ran out! I should have kept my phone charged all night. But to be honest, I’m not sure I’d bother trying it again. A friend recommended it, but she’s really into dream analysis and all that. You know, I don’t think there’s an app good enough out there to give me my perfect dream.
- 4 Hmm, not sure about that. An app to control your dreams sounds weird. I wish developers would focus on software that really is useful. Like a map that has the correct streets in the correct place! Thousands of apps and I still have to ask for directions! It’s time they stopped making silly software.
- 5 What an amazing idea! I’ve suffered from disrupted sleep and nightmares for a long time. I wish I’d heard about this app before. I’ll certainly give it a try. Anything that can help redirect my dreams is worth a try. I have a recurring nightmare of being chased through a dark forest. I always wake up just before I’m caught, but I’m left feeling stressed and exhausted.

- 6 A dream control app? What a bunch of nonsense! All you need for a good night’s sleep is peace and quiet, so turn your phone off! So many people are surrounded by technology 24/7, it’s no wonder they can’t unwind. Don’t get me wrong, mobile technology is a useful tool, but you shouldn’t let it rule every part of your life.

Language work

- 5 Elicit the meaning of the first expression as an example. Put students in pairs to discuss the meaning of the other expressions. Encourage them to focus first on the ones they understand, using a dictionary to look up the others if appropriate. Elicit answers.

Answers

- 1 This all might be your *dream come true*. – a wish or dream that has become a reality
- 2 It’s thanks and *sweet dreams* to our reporter. – used to express good wishes to a person going to bed
- 3 It all *went like a dream*. – very well/very successfully
- 4 I *wouldn’t dream of it!* – used to emphasize that you would definitely not do something
- 5 That’s *beyond our wildest dreams*. – far more than you could have hoped for or imagined
- 6 They’re finally *living the dream*. – living the life you have always dreamed of
- 7 They really are the *dream team*. – a group/team of people considered perfect for a particular job/purpose
- 8 “One day I’ll be rich and famous.” “*Dream on!*” – a humorous way of saying that something is unlikely to happen

SUGGESTION

If you want to practice the vocabulary in the *Language work* section, have students choose six of the expressions and write sentences that are true for them. Students can then discuss their sentences and give more information about what they wrote.

What do you think?

Read the questions as a class. Help with any vocabulary questions. Put students in small groups to exchange their ideas. Monitor and help as necessary.

Elicit students’ opinions and examples. Establish what the most common type of dream or nightmare is in the class.

WRITING (SB p. 113)

Narrative writing 2 – Linking words and expressions

- 1 Introduce the topic by giving a brief example of something that you looked forward to that finally happened. Read the questions as a class and check students’ comprehension of *live up to your expectations* (= be as good as you expected). Give students time to prepare notes to answer the questions. Monitor and help, providing vocabulary and ideas.
Put students in pairs to share their information.

- 2 Focus on the photo and ask students what they think is happening. Give students time to read the vocabulary. Check students' comprehension of *air pistol* and *cut the rope*. Ask students to reconstruct the story, working in their pairs. Encourage them to be as creative as they like. Monitor and help as necessary.
- Elicit different versions of the story from a few pairs. Students are likely to come up with a range of interpretations of the story – a simple version, using the words given, appears below.

Possible answer

Larry's dream was to fly airplanes. One day, he bought twenty balloons and tied them to a lawn chair. He packed a few sandwiches and an air pistol. He looked up at the sky and then cut the rope that was holding the chair on the ground. He flew up and floated around because the winds were blowing. He was moving across the sky when he was seen by an airline pilot at 3,500 meters. The pilot called for help and a helicopter arrived. When he was back on the ground, Larry was interviewed by a TV reporter.

- 3 With weaker students or if you have limited time, pre-teach/check *fighter jet*, *criss-cross the sky*, *hardware store*, *helium*, *meteorologist*, *inflate*, *load a pistol*, *pop a balloon*, *fire from a cannon*, *plummet to earth*, *wonder what to do*, *spot* (v), *rotor blades*.
- Give students time to read the full story, ignoring the blank lines for now. Elicit a few examples of how the students' story was different.
- Elicit the matching heading for paragraph 1. Give students time to complete the matching task. Have students compare their answers in pairs before checking with the class. Check how the heading relates to each paragraph in the story.

Answers

- 4 Serious problems
(the problems Larry had while flying – nightfall and strong winds)
- 2 Preparing for takeoff
(what Larry did as he got ready to take off in the "balloon")
- 5 Down to earth with a bump
(the end of the story – Larry didn't literally land with a bump, but idiomatically to "come down to earth with a bump" means that you suddenly have to face reality after a period of excitement/enjoyment)
- 1 Larry and his dream
(the beginning of the story – the background behind Larry's dream of flying)
- 3 Flying high
(when Larry was flying very high in the skies in his homemade "balloon." Idiomatically, "flying high" means doing well/being successful/having a great time)
- 4 Elicit the correct answers to numbers 1 and 2 as examples. Give students time to complete the task, working individually. Monitor and help as necessary.
- When checking, elicit answers from a range of students. If there is disagreement, write the suggested answers on the board, and then discuss and correct them as a class.

Answers

- | | |
|-----------------|-------------------------------------|
| 1 All day long | 9 until |
| 2 Then one day | 10 so |
| 3 However | 11 By this time |
| 4 first of all | 12 Fortunately, just at that moment |
| 5 Next | 13 Immediately |
| 6 Finally | 14 because |
| 7 in order to | 15 Eventually |
| 8 Unfortunately | 16 As soon as |

- 5 Have students plan their story carefully, ideally in class so that you can monitor and help with planning and vocabulary. Ask them to organize their notes from exercise 1 into paragraphs. Remind them to plan the background information first, and then write notes on the events of the story in the order they happened. Elicit the tenses students are most likely to need in the story (Simple Past, Past Continuous, Past Perfect, and possibly *used to* and *would*).
- Give students time to write their story in class or assign the task for homework. Remind them to use some of the linking words and expressions from this lesson.
- If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit corrections to major problems, e.g., the wrong use of linking words and expressions, to avoid demoralizing the students.
- 6 Students share some of their stories with the class or in groups in a subsequent class. Encourage them to ask and answer questions about each one. If appropriate, students can vote for the story they enjoyed most.

EVERYDAY ENGLISH (SB p. 89)

Moans and groans

This section focuses on common ways of complaining and expressing dissatisfaction. The final stage encourages students to talk about moans and groans related to what's happening in the world. You can ask students to catch up on the national and international news before the lesson as preparation for this stage.

- 1 Check students' comprehension of *moans and groans*. Focus on the photo and elicit what the people might feel annoyed or fed up about. Pre-teach/check *hand in sth*, *make sense*, *genius*, *muddy*, *ready-to-assemble stuff* (= furniture that you build yourself at home from a kit).
- Focus on the example. Give students time to complete the matching task with the lines in **A** and **B**, and decide which items the complaints refer to.
- 2 **CD4 21** Play the recording and have students check their answers. Focus on the lines in **A** and **B** again and ask students to underline the phrases that express the complaint/dissatisfaction, e.g., *I could kick myself*, *I don't believe it!*, *What a pain!*, etc. Then have students say them with correct stress and intonation. If students sound "flat," model the phrases or play relevant sections of the recording again. Be prepared to exaggerate the voice range if necessary.

Ask two students to read the example conversation with the extra line aloud. Students practice the conversations in pairs, adding an extra line/lines to each one. Monitor and check for good pronunciation. If students have problems, play selected lines of the recording again, drilling chorally and individually. Then have students practice again in pairs.

Answers and audio script

- 1e an exam
- 2a email
- 3g a bookcase
- 4h a TV program
- 5b boots
- 6c a dishwasher
- 7f a leather jacket
- 8d ordering by phone

CD4 21

- 1 **A** I could kick myself. As soon as I'd handed it in, I remembered what the answer was.
B Oh, I hate it when that happens! But do you think you passed?
- 2 **A** Oh, I don't believe it! I've spent all morning trying to send this, and all I get is "Ooops! Your message wasn't sent. Try again later."
B What a pain! Have you tried calling the computer helpline?
- 3 **A** These instructions don't make any sense to me at all. If you can follow them, you're a genius.
B Don't ask me! This ready-to-assemble stuff is a nightmare! I had exactly the same trouble trying to put together a bedside table.
- 4 **A** It's not fair. I'd been looking forward to watching it all day and then the phone goes and rings!
B Typical! And who was it? Anyone interesting?
- 5 **A** How many times do I have to tell you? Take them off before you come into the house!
B Give me a break! I was in a hurry. Anyway, they're only a little bit muddy.
- 6 **A** This has gone way beyond a joke. You promised you'd deliver it by Tuesday at the latest. Now you're saying next month!
B I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. It's out of my hands.
- 7 **A** I went away to think about it, and of course, when I went back it had been sold. I wish I'd just bought it then and there.
B Oh, too bad. It would have gone so well with your white jeans.
- 8 **A** What a waste of time! Ten minutes listening to music and "All our lines are busy. Thank you for waiting."
B I know, it drives me crazy. But worse still is that you never get to speak to a real person anyway!

- 3 Elicit some everyday events, e.g., *get up for work/school, take a shower, have breakfast, commute to work/school*, etc. Focus on the example. Then give students time to think of typical events in their life and what they could moan about. Monitor and help, providing vocabulary and ideas as necessary. Put students in small groups to share their "moans." Remind students to use the underlined expressions from exercise 1.
- 4 Give students a few minutes to think of what's happened around the world/in their country that they want to moan about, e.g., unemployment figures, rising prices, poor sports results, etc. Elicit a few examples from the class. Then put students in new groups to exchange their opinions.

Ask students to share examples from their group with the class. Establish what things made the class want to moan most.

EXTRA ACTIVITY

Write a series of subjects that people regularly moan about on small pieces of paper, e.g., homework, traffic, the government, technology, etc. Put students into groups of four or five. Hand out the pieces of paper in a pile face down. Students take turns turning over a piece of paper, and moaning about the subject. The other students can choose to sympathize with the student or not.

Don't forget!

Workbook Unit 11

Ex. 8 Vocabulary – Similar words, different meanings

Ex. 9 Phrasal verbs – Nouns from phrasal verbs

Ex. 10 Listening – Homeless to Harvard

Ex. 11 Pronunciation – Ways of pronouncing *ea*

Grammar Reference (SB pp. 147–148)

Word list Unit 11 (SB p. 154)

Remind your students of the Word list for this unit on SB p. 154. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 11 Test

Stop and check Test 2

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



12 Time flies

Articles • Determiners • Hot words – *life, time* • Linking and commenting



Collaborative consumption

The main theme of this final unit is time. The grammatical focus of the unit is determiners, which is contextualized in a quiz about the pace of life. The listening section features six people talking about an important stage in their life, and the article in *Reading and speaking* describes a remote island where time appears to have stood still. The writing section reviews ways of improving style and cohesion, with a profile of an influential architect. The vocabulary syllabus concludes with a focus on expressions based on the “hot” nouns *life* and *time*. A poem also continues the theme of a hectic pace of life. *Everyday English* introduces and practices linking expressions often used in spoken language.

LANGUAGE INPUT

GRAMMAR

Articles and determiners (SB p. 90)

- Understanding the meaning and use of a range of determiners in context.
- Understanding the difference between determiners that can be confused.
- Practicing determiners in a personalized way.
- Listening and responding to recorded material to practice determiners.

VOCABULARY

Vocabulary work (SB p. 94)

Hot words – *life* and *time* (SB p. 96)

- Finding synonyms/near synonyms of words in the reading text.
- Understanding and practicing common expressions with *life* and *time*.

EVERYDAY ENGLISH

Linking and commenting (SB p. 97)

- Reviewing the language used to link ideas and add comments in spoken English.

SKILLS DEVELOPMENT

READING

The Isle of Muck (SB p. 94)

- An article about a remote Scottish island whose owner is looking for new inhabitants.

LISTENING

Time of life (SB p. 93)

A poem (SB p. 96)

- Listening for gist and key information in six recordings, and understanding opinions and referencing. **CD4 27** (SB p. 133)
- Listening and comparing differences in wording in a poem. **CD4 29** (SB p. 134)

SPEAKING

What do you think? (SB p. 93)

What do you think? (SB p. 94)

What do you think? (SB p. 96)

- Discussing memorable quotations on the topic of age.
- Discussing the issues highlighted in the reading text.
- Discussing the themes highlighted in the poem.

WRITING

Improving style and cohesion – An architect for our time (SB p. 114)

- Comparing two texts and finding techniques for improving style and cohesion, rewriting sentences; then planning and writing a profile of a famous architect/building.

MORE MATERIALS

Photocopiables – End-of-course challenge (TB p. 186) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 90)

The *Starter* section checks students' ability to use articles correctly.

Work through the exercises fairly quickly, avoiding any lengthy grammar explanations at this stage.

- 1 Pre-teach/check *judge* (n), *go on a cruise*, *widow(er)*, *captain* (n). Elicit the answer to number 1 as an example. Give students time to complete the task, working in pairs. Have them take turns telling the story to each other. Monitor and check how well students can use the articles.
- 2 **CD4 22** Play the recording and have students check their answers. Elicit what extra information students understood.

Answers and audio script

- 1 My grandfather used to be **a** judge.
- 2 He retired **the** year before last.
- 3 He decided to go on **a** cruise.
- 4 He enjoyed **the** cruise very much.
- 5 He sailed all around **the** world.
- 6 He met **an** attractive widow.
- 7 He invited her to have dinner with him.
- 8 They got along really well with one another.
- 9 My grandfather says you can find love at any age.
- 10 They were married by **the** captain of the ship.

CD4 22

(extra information in **bold**)

My grandfather, **who's a widower**, used to be a judge and when he retired the year before last, he decided to go on a cruise. He enjoyed the cruise very much. He sailed all around the world, **and it sounded like a great experience**. Anyway, **the most interesting thing about this cruise was that** he met an attractive widow. **I think she's pretty rich, too. She comes from California**. Well, my grandfather invited her to have dinner with him, and they got along really well with one another. And would you believe it, **my grandfather fell in love**? No kidding! He says you can find love at any age, and **the next thing we knew he'd asked her to marry him**. Apparently, they were married by the captain of the ship. **It's so romantic. The whole family's amazed, but we're all very happy for him because he's been lonely since my grandmother died. I just hope I find love one day, like Grandpa**.

THE PACE OF LIFE (SB p. 90)

Articles and determiners

This section contextualizes articles and determiners in a quiz about the pace of life. This is typical of the type of questionnaire often found in lifestyle magazines or lifestyle features online. Answers to the quiz, which tell students what type of person they are, appear on SB p. 161. The *Practice* section helps students to use determiners in personalized sentences. It often takes a contrastive approach, highlighting the main differences in use and meaning, and focusing on common areas of confusion/mistakes, which helps students grasp articles and determiners.

! POSSIBLE PROBLEMS

The goal is to review and extend students' knowledge of determiners, including articles (*a(n)*, *the*, no article), possessives (*my*, *your*, etc.), demonstratives (*this*, *that*, *these*, *those*), and quantifiers (*each*, *every*, *some*, *any*, etc.).

- **Articles** Students whose first language does not have articles often miss them out. Speakers of Latin languages often overuse *the*. Common errors include:
 - **I come from small town.*
 - **The life is short.* (no article before abstract words like *life*, *love*, etc. when talking in general)
 - **I am teacher.* (article *a/an* needed with professions)
 - **It's a nice weather.* (no *a* with noncount nouns)
- **Demonstratives** The basic guidelines are:
 - *this* (singular) and *these* (plural) to talk about “here” and “now”
 - *that* (singular) and *those* (plural) to talk about “there” and “then”
- **Quantifiers** One of the main areas covered is the difference between *both*, *each*, *every*, and *all*. Compare:
 - Both students passed.* (two people)
 - Each/Every student passed.* (+ singular noun)
 - All the students passed.* (+ plural noun)The difference between *each* and *every* is quite subtle, and they are often interchangeable. The basic difference is:
 - *each* with two or more people or things, when we are thinking of them separately, e.g.,
Each house on the street was designed differently.
 - *every* with three or more people or things, seen as a group, e.g.,
*Every house is for sale.*You can read through the Grammar Reference for Unit 12 on SB p. 148 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 91.

- 1 Check students' comprehension of *pace of life* and ask students how this has changed since their parents' and grandparents' generation.
Pre-teach/check *frantic*, *tackle* (v), *prioritize*, *put off*, *check off (from a list)*, *enthusiasm*, *minor*, *get distracted*, *see sth through*, *punctuality*, *inefficient*, *in theory/in practice*, *nothing really grabs me* (= interests me), *put sth to good use*, *dress rehearsal*, *grasp* (v).
Give students time to work through the quiz, marking each of their answers. Monitor and help as necessary.
Put students in pairs to discuss their answers. Have them check which answer (a–d) they chose most often. Refer them to SB p. 161 to read the answer that is relevant to them. Help with any vocabulary questions. Establish how much students agree with their answer.
- 2 Elicit the noun that follows *enough* as an example. Give students time to complete the task, working individually. Write the following questions on the board: *Which words are followed by a singular noun? Which by a plural noun, and which by a noncount noun?* Put students in pairs to figure out the rules.
Check the answers, highlighting the examples that are followed by *of* in the quiz.

Answers

(determiners below can be followed by plural or noncount nouns unless otherwise stated; *of* highlighted in **bold**)
enough time
the whole time (followed by singular and occasionally noncount noun)
all the things
each day (followed by singular noun)
all the rest
each item (followed by singular noun)
few years (followed by plural noun)
plenty **of** things
a great deal **of** enthusiasm (followed by noncount noun)
hardly any (refers back to noun *things*, but noun not needed)
several things (followed by plural noun)
none (pronoun)
no uncompleted projects
each **of** my projects (*of* + plural noun)
most people
no patience
a few hobbies (followed by plural noun)
few hobbies (followed by plural noun)
little leisure time (followed by noncount noun)
all **of** my life (*of* + singular/plural/noncount noun)
several ways (followed by plural noun)
most **of** the time
every moment (followed by singular noun)

- 3 Elicit the relevant line for number 1 as an example. Put students in pairs to complete the task and analyze the differences.

Answers

- 1 I leave enough time for relaxation.
- 2 Nonstop the whole time. (*of* not needed in *the whole time*)
- 3 Plenty of things. (*plenty* + *of*)
- 4 A great deal of enthusiasm. (article *a* needed)
- 5 Hardly any, just one or two minor things. (*of* not needed after numbers)
- 6 There are no uncompleted projects. (affirmative verb with *no*)
- 7 I see each of my projects through to the end.
- 8 I have no patience. (affirmative verb with *no*)
- 9 I have few hobbies and little leisure time. (*few* and *little* to express a small amount in a negative context)
- 10 In several ways.
- 11 In any way I can. (*of* not needed in *any way*)
- 12 Most of the time I text.

- 4 Read the pairs of sentences as a class. Put students in pairs to discuss the differences before checking with the class.

Answers

a few/few + plural noun
I have a few hobbies. (The meaning is positive = I'm happy. I enjoy having some hobbies.)
I have few hobbies. (The meaning is negative = My life is dull. I need more hobbies.)
a little/little + noncount noun
I have a little leisure time. (The meaning is positive = I'm happy. I enjoy this time.)
I have little leisure time. (The meaning is negative = I work too much. I need more leisure time.)

- 5 Read the sentences as a class. Put students in pairs to discuss the difference and answer the questions before checking with the class. If necessary, remind students that

we use *each* when there are two or more things, and *every* when there are three or more.

Answers

I completed each project. (= each particular, individual one)
I completed every project. (= all the projects in the group)
each project can mean you had only two; *every* can't refer to only two projects; both can be used to mean that you had lots of projects.

GRAMMAR SPOT (SB p. 91)

See TB p. 4 for suggestions on how to teach this section.

- 1 Read the note as a class and elicit the answers for *the other* as an example. Give students time to complete the task, working individually. Put students in pairs to compare their answers before checking with the class.

Answers

the other book/books/good book
another book/good book
many other books
his only book/good book
such a book/good book
what a book/good book
both books
neither book/time
each/every book/time
little time
all books
the whole book/time
no book/books/time

- 2 Read the note as a class and elicit the answers for *both of* as an example. Give students time to complete the task, working individually. Put students in pairs to compare their answers before checking with the class.

Answers

both of the/my/those books
neither of the/my/those books
each of the/my/those books
all of the/my/those books
all of the/my book/time
some of the/my/those books
some of the/my book/time
none of the/my book/time
none of the/my/those books

►► Grammar Reference Unit 12 on SB p. 148.

PRACTICE (SB p. 91)

Talking about you

- 1 Elicit a few possible sentences for number 1 as an example. Give students time to complete the sentences in a personalized way. Monitor and help as necessary. Elicit a range of sentences from the class. Check the use of the determiners carefully. Write any errors on the board for class correction.

Possible answers

- 1 I have **no/some/enough** time to relax.
- 2 **All (of)/None of/Some of** my friends think I work too hard.
- 3 **None of** my teachers think I work hard.
- 4 I spent **all/the whole** weekend relaxing.
- 5 I have **some/many/plenty of/no** interests and hobbies.
- 6 **All (of)/None of/Some of** my hobbies are sports.
- 7 **Both (of)/Neither of** my parents look like me.
- 8 **All (of)/Some of/None of** my family has dark hair.
- 9 My aunt gives **each of/all of** us birthday presents.
- 10 My grandparents watch TV **all the/all of the/some of the/most of the** time.

Discussing grammar

- 2 Read the first pair of sentences as a class and elicit the difference in meaning. Put students in pairs to discuss the rest of the sentences. Monitor and help as necessary. Elicit a range of answers from different pairs before confirming the key differences.

Answers

- 1 ... *all the students* ... (I spoke to the whole class as a group.)
... *each student* ... (I spoke to individual students, one by one.)
- 2 *None of them* ... (not one individual in a group of three or more)
Neither of them ... (not one of two individuals)
- 3 *The doctor's here.* (We know which doctor – the one we always go to or the one we were expecting.)
A doctor's here. (We don't know which doctor – it could be any doctor.)
- 4 *There's a man* ... (We don't know who he is.)
There's some man ... (*Some* used to refer to a person or thing without being specific. Here, the implication is that you don't know who he is or why he's here.)
- 5 ... *a pair of socks missing.* (two matching socks)
... *a couple of socks.* (two socks that don't match)
- 6 *Whole families* ... (everybody in each family/each generation of the same family)
All the families ... (the total number of families in the area)

- 3 Elicit the matching line for *Would you like* as an example. Give students time to complete the matching task, working individually. Have students compare answers in pairs before checking with the class.

Answers

Would you like an egg?
Do all birds lay eggs?
Where did I put the eggs?

I have two cars. Borrow either one.
It was great to see everyone.
I have five nieces. I gave \$20 to each one.

Love is everything.
A love of animals is vital for a veterinarian.
The love I have for you is forever.

Both my parents are Canadian.
All my friends like dancing.
Every person in my class is friendly.

- 4 **CD4 23** Focus on the illustration and play number 1 as an example. Tell students they are going to hear the first lines from nine short conversations. They need to respond with a line from exercise 3, sometimes adding extra words as necessary.

Play the recording, pausing after each one. Ask students not to shout out the answers, but to say them to themselves so that everyone practices.

Audio script

- 1 I don't like cereal for breakfast.
- 2 Do any of your friends like dancing?
- 3 What are the people in your class like?
- 4 I just sent my nephew \$25 for his birthday.
- 5 Did you know Bob's studying to be a veterinarian and he doesn't even like animals?
- 6 Isn't your mother Canadian?
- 7 What do you think the most important thing in life is?
- 8 I bet you've told lots of girls that you love them.
- 9 It's very nice of you to offer, but I can't take your car. You might want to use it this afternoon.
- 10 There was quite a crowd at your birthday party, wasn't there?

CD4 24 Explain that the recordings contain more information than the lines in exercise 3. Play the recording and have students listen and check. Refer students to **CD4 24** on p. 133 of the Student Book and have them practice the conversations in pairs. Monitor and check for pronunciation. If students have problems, play selected lines of the recording again and have students repeat. Students then go back to the pairwork.

Answers and audio script

- 1 **A** I don't like cereal for breakfast.
B Well, would you like an egg? A boiled egg and some toast?
- 2 **A** Do any of your friends like dancing?
B What do you mean *any*? *All* my friends like dancing. We go every Saturday night.
- 3 **A** What are the people in your class like?
B They're great. Every person in my class is really friendly. We all get along really well together.
- 4 **A** I just sent my nephew \$25 for his birthday.
B Well, I have five nieces, I gave \$20 to each one for Valentine's Day. Cost me a fortune.
A I only have the one nephew right now. Thank goodness.
- 5 **A** Did you know Bob's studying to be a veterinarian and he doesn't even like animals?
B That's strange. Don't you think a love of animals is vital for a veterinarian?
A Yes, I do. I think it's because his mother is a veterinarian, and she wants Bob to take over her practice.
- 6 **A** Isn't your mother Canadian?
B In fact, *both* my parents are Canadian. My father was born in Toronto, but he moved to New York City when he was 18.
- 7 **A** What do you think the most important thing in life is?
B I think love is everything. If you can find true love, you'll be happy forever.
- 8 **A** I bet you've told lots of girls that you love them.
B This time it's different. The love I have for you is forever. I've never felt like this before.

- 9 **A** It's very nice of you to offer, but I can't take your car. You might want to use it this afternoon.
B Look, I have two cars. Borrow either one. I don't mind. I probably won't be using either one anyway.
- 10 **A** There was quite a crowd at your birthday party, wasn't there?
B Yeah, it was great to see everyone, and I think they all had a good time.

SPOKEN ENGLISH – Demonstratives (SB p. 92)

Read the notes and examples as a class. Ask the following questions to check that students understand their use:

Which words are used with singular nouns or noncount nouns? (this and that)

Which are used with plural nouns? (these and those)

Which refer to "here" and "now"? (this and these)

Which refer to "there" and "then"? (that and those)

CD4 | 25 Elicit the answer to number 1 as an example. Give students time to complete the sentences, working individually. Have students compare their answers in pairs before playing the recording as a final check.

Answers and audio script

- 1 What's **that** song you're singing?
- 2 Did you hear **that** storm in the middle of the night?
- 3 Mmm! **These** strawberries are delicious!
- 4 Take **those** dirty shoes off! I just washed the floor.
- 5 I can't stand **this** weather. It's really getting me down.
- 6 Who was **that** man you were talking to **this** morning?
- 7 Do you remember when we were young? **Those** were the days!
- 8 Children have no respect for authority **these** days, do they?

Determiners – *each, every, or all*

- 5 Refer students back to the quiz on pp. 90–91. Give them time to find the examples of *each, every, and all*. Check the answers.

Answers

- 2 ...tackle **all** the things you have to do **each** day?
- 2b ...and put off **all** the rest.
- 2d ...that I check off after **each** item is completed.
- 3d I see **each** of my projects through ...
- 6d I try to put **all** of my life to good use.
- 8d Grasp **every** moment.

- 6 **CD4 | 26** Focus on A's lines and ask students to predict who is speaking and what about.

Play the recording and check the answers. Then ask students to complete the replies, using *each, every, or all*. You may need to play the recording a second time.

Put students in pairs to practice the conversations. Monitor and check for pronunciation. If students have problems, play selected lines of the recording again and have students repeat. Students then go back to the pairwork.

Answers and audio script

- 1 talking about an awful meal, probably in a restaurant
- 2 apologizing for doing something wrong in front of a large group of people at a party or wedding
- 3 talking about a group of students who have taken an exam
- 4 giving money to someone who is collecting for a charity
- 5 talking about the arrival time after a trip
- 6 inviting someone to go for a drink

CD4 | 26

- 1 **A** What was the meal like?
B It was revolting, every bit as bad as you said it would be.
- 2 **A** Did you apologize to all the guests?
B Each and every one of them. I felt I had to.
- 3 **A** They didn't all pass, did they?
B All but three did. 17 out of 20, that's not bad.
- 4 **A** Sorry, I only have a dollar on me.
B Don't worry. Every little bit helps, you know.
- 5 **A** When do you think you'll get there?
B If all goes well, we should be there about six.
- 6 **A** Do you want to stop for an iced coffee?
B If it's all the same to you, I'd rather not.

ADDITIONAL MATERIAL

Workbook Unit 12

- Ex. 1 Articles
 Ex. 2 Determiners
 Ex. 3 Demonstratives
 Ex. 4 Review of articles, determiners, and demonstratives
 Ex. 5 Nouns in groups

WRITING (SB p. 114)

Improving style and cohesion – An architect for our time

The final writing section in the course looks at ways of improving style and creating cohesion in a text. It builds on the previous lessons that focused on text structure and linking, especially Unit 10.

ABOUT THE TEXT

Born in 1950 in Baghdad, Zaha Hadid /za'ha ha'did/ is an Iraqi-British architect, known for her daring and futuristic designs. She began studying mathematics at the American University in Beirut. She moved to London in 1972 to study architecture at the Architectural Association, the oldest independent school of architecture in the UK. After setting up her own practice in London in 1980, she has gone on to win a number of prestigious design competitions. In 2004, she was the first woman to receive the Pritzker Architecture Prize, an annual award considered to be one of the world's premier architecture prizes. Known as an architect who consistently pushes the boundaries of architecture and urban design, her work can be seen all over the world. The buildings mentioned in the text are:

- Cardiff Bay Opera House, a proposed center for performing arts in the capital of Wales; the building was never realized.

- the Center for Contemporary Art (2003) in Cincinnati, a pioneering contemporary art museum in Ohio that was Hadid's first project in the US.
- the Guangzhou Opera House in China.
- the Aquatics Centre for the 2012 Olympics in London, generally acclaimed as a masterpiece.
- the Central Bank of Iraq, Hadid's first project in her country of birth (not yet completed at the time of publication).
- the main stadium for the Tokyo Olympics in 2020, a replacement for the existing stadium due to be constructed to Hadid's design (again, not yet completed at the time of publication).

SUGGESTION

You can introduce this section by showing real/online photos of iconic buildings from around the world and having students discuss the ones they like and don't like. You can also ask students to find photos of the buildings they want to talk about in exercise 1.

- 1 Give a brief description of two buildings from your own town as examples. Give the name of the architects if you know them. Put students in pairs to discuss their examples.
Discuss a range of examples with the class. Establish what overall style of building most students prefer.
- 2 Focus on the photos of Zaha Hadid and her buildings. Ask students what they think of them. Give students time to read both texts. Help with any vocabulary questions. Check which text students think has the better style and elicit the reasons why.

Possible answer

Text B has the better style. Text A is clear and easy to follow but lacks interest and variety. Text B has more varied sentence structure, avoids repetition, and includes more colorful and interesting adjectives.

- 3 Read the list of features and elicit examples of conjunctions of contrast and purpose, and participle clauses. Focus on paragraph a with the class and elicit the differences in style between the two texts.
Put students in pairs to complete the task. Monitor and help as necessary.
Check the answers with the class.

Answers

Paragraph:

- a Change in the order of information and making two sentences into one – putting information about Hadid's job into a new clause. More interesting vocabulary used – *hugely important figure* replaces *very important architect*, *prestigious* replaces *important*. Avoiding the repetition of *architect/architecture*.
- b Place and year of birth given in a participle clause at the beginning of the paragraph to add emphasis. Changes in the order of information to avoid starting every sentence with *She*. *The city* replaces *London* to

avoid repetition. More interesting vocabulary used – *established her design practice* replaces *has a design practice*.

- c Information about her qualifications given in two participle clauses to add emphasis. Conjunction of purpose – *to study architecture*. Changes in the order of information to avoid starting every sentence with *She*. Avoiding the repetition of *studied* and *graduated* by using *completing her degree*. More interesting vocabulary used – the addition of *architectural practices*.
- d Conjunctions of contrast – *however* and *but*. Changes in the order of information and how the sentences start to avoid repetition of her name/*she* and add emphasis – *It wasn't until 1994 ...*. Avoiding the repetition of *building/building/built*. More interesting vocabulary used – *her career really took off* replaces *became successful*, *was considered* replaces *people said*, the addition of *too daring for the town*.
- e Change in the order of information to add emphasis – *her first major achievement*. Avoiding the four repetitions of *designed* with participle clause – *including ...*. More interesting vocabulary used – *major* replaces *big*.
- f *As one of most exciting ...* starts the paragraph to add emphasis and avoid starting every sentence with her name/*she*. Number of sentences reduced by using relative and participle clauses – *which is in her first project ...*, *having won the design competition ...*. More interesting vocabulary used – *one of the most exciting* replaces *good*, *continues to design* replaces *designs*, *extraordinary* replaces *nice*, *in her native country* replaces *where she was born*.

- 4 Give students a few minutes to read the sentences. Check what students know about the Shard in sentence 8 (the tallest building in London, it's an 87-story skyscraper shaped like a sharp piece of glass rising into the sky). Help with any vocabulary questions.

Elicit the types of words in parentheses and point out these also include some conjunctions of time. Elicit the two sentences in number 1 as an example. Give students time to complete the task, working individually. Point out that they might need to make some changes to the sentences and remind them to change the punctuation as necessary.

Have students compare their answers in pairs before checking with the class. Ask students to write the new version(s) of the sentences on the board. Encourage class correction of any mistakes.

Answers

- 1 After I got my degree, I went to work in Toronto.
As soon as I got my degree, I went to work in Toronto.
- 2 Being an architect, I notice a lot about the buildings around me.
- 3 I went to work yesterday, although I wasn't feeling well.
I went to work yesterday despite not feeling well.
I wasn't feeling well yesterday. Nevertheless, I went to work.
- 4 I bought an apartment closer to my office so that I spend less time commuting.
I bought an apartment closer to my office in order to spend less time commuting.
- 5 I've made a lot of friends since I came to Toronto.
- 6 I like to visit the Colosseum whenever I work in Rome.
- 7 Having taken some Italian classes, I can speak Italian with my colleagues now.
- 8 Completed in 2012, the Shard is the tallest building in London.

- 5 Read the instructions as a class. Elicit the tenses students are most likely to need (Simple Past and possibly Past Continuous and Past Perfect to refer to the person's early life/the key stages of the design of the building; Simple Present, Present Continuous, and Present Perfect to talk about the person's life and influence now/the effect of the building now).

Have students choose the building/architect they want to profile and do the research on the Internet. Then have students plan their profile carefully, ideally in class so that you can monitor and help. Remind them to organize their notes into roughly chronological order and to plan how to include some of the structures and techniques given in text B.

Give students time to write their profile in class or assign the task for homework. Remind them to check their work carefully.

If you check the students' work, mark up errors using the correction code on SB p. 99, but allow students to correct them themselves. Try to limit corrections to major problems, e.g., errors in the use of structures for emphasis/linking, to avoid demoralizing the students.

LISTENING AND SPEAKING (SB p. 93)

Time of life

ABOUT THE LISTENING

This section looks at time from the point of view of key stages in life. The main goal is to give students practice listening for gist and key information, and understanding opinions in longer recordings. These are in the form of five monologues and one short conversation, with the speakers talking about a key stage or change in their life. The section starts with a matching and discussion task on the best/usual age to do different things. The tasks involve listening for gist and listening to understand who said what. The section ends with a vocabulary activity, checking understanding of figurative expressions used in context, and with a discussion on quotations about age.

Note that the child speaker, Abby, uses the form *more older* to talk about her sister. Although not strictly correct, this type of error is characteristic of young children's speech.

It's important for students to be able to pick out the main information from the recordings, but some of the vocabulary may be new. Be prepared to pre-teach/check some of the following items depending on your students' level: *can't see the point of sth*, *follow in sb's footsteps* (= take the same path, imitate), *kitten*, *let go*, *support* (v), *count for sth*, *chore*, *personal stuff*, *downsize* (= move to a smaller place), *mortgage* (= money borrowed to buy a house and paid back in installments), *deposit* (= money given as down payment when paying for a house with a mortgage).

- 1 Introduce the topic by asking students which stage of life they think is the best and which the worst. Elicit a range of opinions from the class.

Focus on the stages of life in A and elicit approximate age ranges for each one (see *Possible answers* below, though your students may suggest different ages). Elicit possible

answers for *infancy*. Then give students time to complete the matching task, working individually.

Put students in groups of three or four to compare their ideas. Monitor and help as necessary.

Elicit a range of opinions from the class, especially where students didn't agree on their answers.

Possible answers

Students' own ideas. The following are suggested answers:

infancy (0–2) walk and talk

childhood (3–12) start elementary school, have fun

teenage years (13–19) graduate from school, have fun, disagree with parents

young adult (20–25) go traveling, start a first job

adulthood (26–45/50) get married, settle down, have children, own your own home, set up a business

middle age (45/50–late 60s) be let go/fired

old age (70+) retire, have fun

- 2 **CD4 27** Focus on the photos and ask students to guess each person's approximate age. Check that students understand that in the recording Nat is a woman's name, short for Natalie.

Play the first line of Dan's recording and elicit the stage of life he is at. Then play the rest of the recording, pausing after each speaker to give students time to discuss the stage of life for each speaker and the topics they talk about. Play selected sections of the recording again as necessary. Check the answers with the class.

Answers and audio script

Dan – teenage years (16); he wishes they were over because he doesn't like all the studying; he talks about studying acting, rather than law

Abby – childhood (4); she's not very happy because she doesn't want to start school; she talks about starting elementary school and who/what she'll miss at home

Derek – middle age (mid-50s); he feels reasonably positive about making a new start in life; he talks about being let go and setting up a business

Maria – young adult (23); she feels excited and can't quite believe the situation she is in; she talks about starting a first job

Frances – old age; she feels very happy to have the time to do lots of exciting things; she talks about retirement, traveling, and having fun

Nat and Louis – adulthood (Nat–35); they feel relieved to have found a permanent home; they talk about getting married, settling down, having children, and owning their own home

CD4 27

Dan

I'm 16 and these are supposed to be the best years of my life, but to be honest, I can't wait for them to be over. I can't see the point of spending hours in the classroom finding out about rivers in China or the French Revolution. A friend of my dad's often says to me, "What are you doing with all your free time?" And I think, "What free time?" After schoolwork, then homework, studying for tests and exams, plus my part-time job – I'm absolutely exhausted. I know you need to do all this if you want to get into college, but I'm not even sure that's for me. I haven't told my parents yet – it's their dream that I follow in my dad's footsteps as a lawyer. Basically, I can't think of anything more awful. Years of more studying, and debating details of the law just doesn't grab me. You see, what I really want to do is to be an actor one day. English and drama are my best subjects, and I'm always in the school plays. So, two more years of school, and then I'd need to get into a good college with a good drama department. But first I need to tell my parents I don't want to go into law. Somehow I don't think they're going to like it.

Abby

Mommy says it will be fun because there will be lots of other kids to play with. But I don't want to go. I want to stay at home with Mommy and Grandma. Charlotte ... that's my sister ... goes there and she likes doing her work. But she's more older than me. She's seven and I'm only four. And ... I got a kitten for my birthday, his name is Fluffy, and he'll miss me because we're always playing and things. I don't want to go at all.

Derek

So, it's my last week in the office. I've finally gotten used to the idea now, but when they told me I was on the list to be let go, it hit me like a ton of bricks. I've been here over 30 years. Still, I'm trying to see it as a new opportunity – not the easiest thing in your mid-fifties. I'm setting up a small business with a friend – furniture design. I've always made chairs, tables, and stuff as a hobby, so why not give it a try? You never know, we could be the next big thing.

Maria

I never thought this day would come. Twenty-three and I've just started my first real job – with my own desk, and phone, and even my name on the door! It's a shared office, of course, but you can't have everything! After being unemployed for two years since I graduated from college, it feels a little bit like a dream. I keep thinking the office manager is going to come over to my desk and say, "What are you doing here? You don't work for us!" But it hasn't happened yet. You know, I was so nervous on the first day that I didn't move from my desk all morning. Then my coworkers invited me to join them for lunch, which helped to break the ice. But it feels like there's so much to learn. My first big challenge is to present some design ideas for an advertising campaign. It's for laundry detergent of all things. I majored in fashion, so it isn't really my area, but a job's a job. I'm hoping that I can move back to the world of fashion once I get some work experience here. Ideally, I'd like to move out from my mom and dad's place soon, too. They've been so wonderful supporting me, but I really need to stand on my own two feet now.

Frances

I always think the word "retired" sounds so negative ... like you're sitting passively in your armchair and waiting for someone to bring you a nice cup of tea! Yes, I gave up full-time work years ago, but I didn't give up on life! And since I stopped, I've been busier than ever. I really wanted the extra time I had to count for something. So many ladies of my age somehow ... disappear. Oh, they go for lunch, or have their hair done, but they don't really do anything ambitious. Maybe I've been selfish, but I wanted to still have challenges and ambitions. So, my first challenge was to go traveling on my own. I started just in the US, in familiar territory, just around California and ... and the Pacific Northwest. And then I got the bug, and I was off to South America and the Caribbean, and then Japan and Indonesia. All my life, I'd planned family vacations and gone on business trips with my ex-husband. I never realized what a chore it was until I went on my own. Oh, it's marvelous to be able to just wander around a city without worrying about other people – oh, heaven.

Nat and Louis

(N = Nat, L = Louis)

N Well, we picked up the keys yesterday, but we haven't moved all our stuff yet. We have all the basics in, you know, the beds, sofa, and chairs, ...

L And the TV.

N Yes, Louis's flat-screen TV is definitely in place. But all our personal stuff is still in boxes. The thing is we've moved around so much since we got married, we've never been able to get things in their proper place. It's such a pain!

L That's right. We rented a tiny apartment when we first got married. Then when we had the twins in our late twenties, we couldn't afford a two-bedroom place, so we went to live with my mom for a while. That was great because she had a big old house with a huge yard, but then she had to downsize when she retired ...

N Yeah, we thought about trying to rent again, but everything in our area was so expensive. In the end my parents said, "Just come and stay with us." So that's what we did so we could save to get a mortgage. But it took us a long time to get the deposit together. I never thought I'd have to wait until the age of 35 before I owned my own home.

L Nat, honey, we don't own it, the bank does.

N Yes, well, you know what I mean. Anyway, all I want to do is get all our odds and ends into the new place and make it feel like home. The twins are so excited.

- 3 **CD4 27** Put students in pairs to decide who is speaking in each extract. Then elicit the answers to the questions for extract 1 as an example.

Students work in pairs to complete the task. Play the recording or selected sections again as necessary.

Check the answers with the class. Elicit any further information the students understood.

Ask students if they know anyone who is similar to any of the speakers and/or which of them they would most like to meet.

Answers

- 1 Derek. He is talking about looking for a new opportunity after being let go. It isn't easy because of his age and because he's worked in the same office for 30 years.
- 2 Maria. The job is in an advertising company and Maria's first challenge is to present ideas for a laundry detergent campaign. Her area is fashion.
- 3 Abby. *There* refers to school. Abby doesn't want to start school. She would prefer to stay at home with her mother, grandmother, and her kitten.
- 4 Dan. He thinks becoming a lawyer would be awful. He doesn't want to spend a long time studying, and he isn't interested in talking about the details of the law.
- 5 Frances. *They* refers to ladies of a similar age to Frances. They just go out for lunch or have their hair done but don't do anything ambitious. Frances wanted to have challenges, so she went traveling on her own.
- 6 Louis. *She* refers to Louis's mother. She had to leave her big house for a smaller place when she retired, so they all had to move somewhere else.

Language work

Explain that the phrases are all used figuratively and students should use the context to help them understand the meaning. Elicit a paraphrase for *break the ice* as an example. Put students in pairs to complete the task. Monitor and help as necessary.

Check the answers.

Answers

- 1 break the ice – make people who have not met before feel more relaxed with each other
- 2 stand on my own two feet – become more independent
- 3 got the bug – became very enthusiastic about something
- 4 doesn't grab me – doesn't interest or inspire me
- 5 such a pain – a really annoying thing/situation
- 6 hit me like a ton of bricks – affected me really badly

What do you think?

ABOUT THE TEXT

This final stage uses quotations about age as a springboard for discussion. The three named quotations are from:

- Maurice Chevalier (1888–1972), a French actor, singer, and entertainer, perhaps best known for the song *Thank Heaven for Little Girls*.
- Herbert Asquith (1852–1928), British Liberal prime minister from 1908 to 1916.
- *Mad*, a long-running American satirical magazine, first launched in 1952.

The unknown quotation gives a humorous twist on the old saying *Time is a great healer*.

Pre-teach/check *healer*, *lousy*, and *beautician*. Put students into groups of three or four to discuss the quotations. Monitor and help as necessary.

Elicit a range of opinions from the class and establish which one students found most appealing. Elicit the translation of common sayings about age that exist in the students' own language.

EXTRA ACTIVITY

You can ask students to research other quotations/sayings about age on the Internet as the basis for another discussion task. Students should present one or two of the quotations to the class and say if they agree with them or not, relating them to their own experience as far as possible. Students can then choose their top five quotations as a class.

READING AND SPEAKING (SB p. 94)

The Isle of Muck

ABOUT THE TEXT

The broad theme of time continues with an article about a remote Scottish island called Muck, described as a place "where time stands still." Muck is the smallest of four main islands in the Small Isles, part of the Inner Hebrides, an archipelago off the west coast of Scotland. Muck is approximately 2 miles (3.2 km) long and 1 mile (1.6 km) wide. Its population is tiny – at the time the text was written, the island had just 35 people. A causeway and slipway were built in 2005 to allow vehicles to be driven on and off the Caledonian MacBrayne ferry, which links the island with the mainland, about two hours away. However, visitors are not normally permitted to bring vehicles onto Muck. The language originally spoken on the island was Gaelic /'geɪlɪk/ (a Celtic language native to Scotland). Known for its outstanding beauty, the island is home to diverse birdlife, including a colony of puffins. Sharks and seals can also be seen in the island's waters.

Muck is a private island, owned since 1896 by the MacEwen family. Lawrence is the *laird* /lɛrd/ (a Scottish lord or landowner of a large estate) and his son Colin takes responsibility for deciding who is allowed to come and live on the island. The family owns all of the houses available for rent.

Students are introduced to the topic by talking about the pros and cons of living on a remote island like Muck. Students read the article quickly to find key information about important people/things on the island. They read again and check their understanding of the details of the article, including inferring meaning and checking number references. In the final stages, students discuss their responses to the article and focus on finding synonyms in context in a *Vocabulary work* section.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *remote* (adj), *isle* /aɪl/, *windswept*, *cove*, *nest* (v), *puffin*, *shoal*, *hut*, *grazing sheep*, *bulging*, *provisions*, *be charged with sth* (= made responsible for), *glowing*, *feudal*, *sparsely*, *idealistic*, *upside* (= advantage), *magnify*, *claustrophobic*, *sour* (= unfriendly/unpleasant), *anonymity*.

- 1 Introduce the topic by writing the word *island* on the board and checking the silent *s* in the pronunciation. Elicit what images come to mind when students think about the word, e.g., a tropical island paradise, a vacation resort on a Spanish island, one of the densely populated islands of Japan, etc.

Focus on the map and photos of Muck. Check pronunciation of *isle* /aɪl/. Give students time to read the introduction. Elicit examples of plus and minus points. Then put students in groups of three or four to continue the lists. Monitor and help as necessary.

Elicit a range of answers from the class, writing students' ideas in two lists on the board. Establish if the class thinks there are more pluses than minuses, or vice versa.

Possible answers

Plus points (+)

peace and quiet
a slower pace of life
a beautiful environment
low crime rate
little traffic and clean air
a sense of community
a safe place for children to grow up
being close to nature

Minus points (–)

lack of electricity in the afternoons
feeling isolated
no privacy
no social life
difficulty in getting what you need from the mainland
bad weather
not getting along with people you see every day
children not spending time with people their own age

- 2 Check pronunciation of the names: Murray /'məri/
Caledonian MacBrayne /,kælə'douniən mæk'breɪn/,
Lawrence MacEwen /'lɔːrəns mək'kyuən/. Tell students to
look for the names in bold in the text and check what the
role of each person/thing is. Give students a short time to
find the answers before checking with the class.

Answers

Catherine Murray-John – the woman who is leaving the island and
giving a new family the opportunity to live there
Caledonian MacBrayne – the ferry that links the island with the west
coast of Scotland
Lawrence MacEwen – the head of the family that owns the island
Sandy – the mail carrier and also Muck's fisherman
Colin MacEwen – the man who decides who will be allowed to move
onto the island
Dave – the man who runs the bed-and-breakfast on the island

- 3 Give students a few minutes to read the questions. Help
with any vocabulary questions. Give students time to read
the text more slowly and find the information to answer
the questions. Monitor and help as necessary.
Have students compare their answers in pairs before
checking with the class.

Answers

- Her second child starts high school in the fall, so they have to
move to the mainland. Lawrence says that there were other reasons
for her leaving, suggesting that the smallness of the island was a
problem for her.
- It doesn't have a church.
It doesn't need a police force because there is no crime.
There is no post office. If you want to send a letter, you leave it at
the coastguard's hut and Sandy the mail carrier will put it on the
next boat to the mainland.
Muck has electricity but only from 8 a.m. to 11 a.m. and from 5 p.m.
to midnight.
- Because the ferry brings the provisions that the islanders need.
- Because Muck is a private island owned by the MacEwens. They
own and rent out all of the houses. Colin has the responsibility of
choosing who is allowed to move in.
- They don't want people who come to escape their problems or
people who come straight from the south, because they are too
idealistic.
- By 1973, Muck's population had dropped to between 13 and 19 people.
- Muck has been owned by the MacEwen family for over 100 years.
The last crime in living memory was in the Sixties.
The island has had electricity since 1970.
Muck hasn't always had such a small population. In 1821, there were
320 people, but by the time it was sold to the MacEwen family in
1896, it was much less crowded. By 1973, the population had dropped
to between 13 and 19 people, so the family made an appeal for a
young family with children.
The islanders, except for the MacEwens, used to speak Gaelic.
- 1970 – the year that electricity arrived
23 – the number of adults on Muck

- 8 – 8 a.m. is the time TV starts working in the morning; there are 8
MacEwens on the island
13 – the number of houses on Muck owned by the MacEwens
320 – the population of Muck in 1821
1,500 – the number of acres of land on Muck
9 The island has: a guest house, sharks, an elementary school, TV (for
part of the day).

What do you think?

Read the questions as a class. Refer students back to their lists
of points from exercise 1. Put students in groups of three or
four to discuss the questions. Monitor and help as necessary.

Ask students to share their ideas and opinions with the class.
Establish if students see the island as a “paradise” or a “prison.”

Vocabulary work

If necessary, explain that students need to look for words
with the same or similar meaning as the words in *italics*. The
words in the exercise are in the same order as in the article.
Give students time to read the sentences. Help with any
vocabulary questions and check that students understand
that *busyness* in 9 relates to the adjective *busy*, rather than to
commerce.

Elicit the answer to number 1 as an example. With weaker
students, you can elicit the type of word that students need
to look for each time before they complete the task. Have
students check their answers in pairs before checking with
the class.

Answers

- teeny, tranquil
- jog
- doubles as
- blissfully remote
- notions, beware
- bear of a man, bursting with vitality
- guts
- bump into
- hustle and bustle

EXTRA ACTIVITY

You can review the themes and language in this section
by having students role-play different scenarios. Have
them choose one or two of the following situations,
inventing new information and opinions as necessary:

- The new family being interviewed by Colin MacEwen.
- The first time the new family meets Sandy and Dave.
- The first time the new family picks up provisions off
the ferry.

Give students time to prepare their role play(s) and then
act it/them out for the class.

Hot words – *life* and *time*

The last focus on “hot” words in this level changes to nouns, with a section on high-frequency expressions with *life* and *time*. The section concludes with a poem called *No time to think*, continuing the theme of being time-pressed in today’s pace of life. Students have the opportunity to write another verse for the poem and also discuss the themes from it.

NOTE

There is some dictionary work in this lesson, so if students don’t have access to their own dictionary in print or online, try to have a class set of dictionaries available for checking meaning.

- 1 Focus on the photo and check students’ comprehension of *have the time of your life*. Read the examples as a class. Then put students in pairs to complete the expressions, using a dictionary if necessary. Monitor and help.

Check the answers and meanings with the class, helping with any pronunciation problems as you go. Ask students if any of the expressions are the same in the students’ own language.

Answers

not on your **life** – no chance
 take your **time** – no need to hurry
 get a **life** – your life is dull and boring – you need to get some new interests and activities
 kill **time** – waste time waiting for something
 the third **time**’s a charm – used to say that the third time you try something you will be successful
 no **time** to lose – hurry, it’s urgent
 that’s **life** – there’s nothing we can do to change the situation
 on **time** – punctual
 any old **time** – any time you want
 a cushy **life** – an easy, undemanding life
 you can bet your **life** – definitely
 better luck next **time** – used to encourage someone who has not been successful at something
 get a new lease on **life** – get the chance to start over, with a better quality of life
 it’s high **time** – something needs to happen now
 for the **time** being – temporarily
 stand the test of **time** – last a long time without going out-of-date
 live **life** – be active/do exciting things
 in the nick of **time** – just in time
 right on **time** – exactly on time
 make good **time** – travel somewhere quickly, without delays

- 2 Elicit the answer to number 1 as an example. Give students time to complete the task, working individually. Have students compare their answers in pairs before checking with the class.

Answers

- 1 No need to hurry. Take **your time**.
- 2 For goodness sake, hurry up. There’s no **time to lose**.
- 3 The operation was so successful that grandpa got a new **lease on life**.
- 4 Shakespeare’s writing is still relevant today. It’s really stood **the test of time**.
- 5 I got to the bank in the **nick of time**. It was just about to close.
- 6 You can give them back any **old time**. I’m not going skiing again until next year.
- 7 There’s no way I’m going skydiving with you. Not on **your life**.

- 3 **CD4 28** Tell students they are going to hear five conversations with people talking in different situations. Pre-teach/check *couch potato*, *shopped-out*, *estimate* (v). Explain that students need to listen to understand the main topic of each conversation and also listen for the expressions used in exercise 1. Play the recording, pausing after each conversation. Play it a second time if necessary. With weaker classes, play the recording once to check the gist question, and then play the recording again to give students a chance to focus on the expressions.

Check the answers.

Refer students to **CD4 28** on p. 134 of the Student Book and have them practice the conversations in pairs. Monitor and check for pronunciation. If students have problems, play selected lines of the recording again and have students repeat. Students then go back to the pairwork.

Answers and audio script

- 1 someone encouraging a person who has failed a test twice
- 2 a parent or roommate telling son/roommate to do something more useful than watch TV all day
- 3 two friends are deciding what to do after just missing their train
- 4 talking about the progress and cost of work done on a house
- 5 talking about a man who has an easy life after creating and selling an app for a lot of money

CD4 28

(expressions from exercise 1 in **bold**)

- 1 **A** Ugh, I can’t believe it. I failed again.
B Don’t worry. You’ll have **better luck next time**.
A But that was the second time.
B Well, maybe you’ll pass next time. You know what they say – **third time’s a charm!**
- 2 **A** Come on! Get up! **Get a life!**
B What do you mean?
A Well, **it’s high time** you did something other than watch soap operas on TV all day.
B Like what?
A I don’t know. Travel, see the world. **Live life**.
B Boring.
A Oh, I give up. Be a couch potato if that’s what you want.
- 3 **A** Oh, no! We missed it. It must have left **right on time**.
B I thought we might just get it.
A What do we do now? There isn’t another until one o’clock.
B That’s nearly **two hours to kill!**
A More shopping?
B **Not on your life**. I’m shopped-out! Let’s just get a coffee. There’s a café near platform 1.

- 4 **A** How's it going?
B Well, they've finally finished, but **not on time** – almost four weeks late.
A And how much is it all going to cost?
B We haven't gotten the final bill yet.
A Well, **you can bet your life** it'll be more than they estimated.
B I know. We were going to have the kitchen decorated too, but enough's enough **for the time being**.
A Ahh.
- 5 **A** How come Dave has such a **cushy life**? He never seems to do any work.
B Didn't you know? He created some kind of app for cell phones, and he sold it for millions of dollars!
A You're kidding! I had no idea. I wish I had come up with a cool cell phone app.
B Me too, but **that's life**.

EXTRA ACTIVITY

You can reinforce the expressions from this lesson by having students write a short dialogue/sketch using six to eight of them. Monitor and check that students are using the expressions correctly. Students can act out their dialogue/sketch for the class.

A poem

- 4 **CD4 29** Ask students to close their books. Tell them they are going to listen to a poem and they should try to understand its basic message. Play the recording through once and check the answer.

Answer and audio script

The poem is about the problems caused by not having enough time. See exercise 5 for **CD4 29**.

- 5 **CD4 29** Have students open their books. Give them time to read the poem on p. 96. Encourage students to use the overall theme and the context to help them understand new vocabulary, but let them use a dictionary if necessary. With weaker classes, you can pre-teach/check the verbs *muse, pause, wander, dash about, screech, shove, dawdle*. Explain that the recorded version of the poem has many differences. Some of the vocabulary may be new, but students should use the sound of the word and try to figure out the spelling.
- Play the first line of the recorded poem and elicit the differences as an example. Play the rest of the recording, pausing at the end of each verse, and have students write down all of the differences in the written poem. Have students compare their answers in pairs. Play the recording again if necessary. With weaker classes, you can pause the recording after each pair of lines.
- Check the answers, having students spell the words from the recording. Help with any vocabulary questions. Check that students understand the difference between *wander in* (= walk around in a relaxed way without any special purpose) and *wonder at* (= admire the beauty of sth). Elicit which poem students prefer and why.

Answers and audio script

(differences in wording in **bold**)

No Time To Think by Paul Anthony

No time to think, no time **for dreams**

No time for anything **it seems**.

No time to **stop**, no time to **waste**,

No time for anything but **haste**.

No time to **wonder at** the snow,

No time to watch **our children** grow.

But time enough to **race** about

And time enough to **scream** and shout.

And time enough to **rush, rush, rush**,

And time enough to **push, push, push**.

But no time to **care** or to **smile**,

No time to **ramble for a while**.

No time to **sit, no time to stand**,

No time to **shake you by the hand**.

No time to **stop**, no time to **blink**

But most of all no time to THINK!

- 6 Briefly analyze the format of each verse in the poem: there are always four lines; the first two lines rhyme with each other; the second two lines do too; most of the lines have eight syllables; the wording *No time to* + verb and/or *No time for* + noun needs to be repeated for the message and rhythm of the poem. Explain that students can choose to put their verse anywhere in the poem except for after the last verse.

Put students in pairs and give them time to write their new verse. Encourage them to read it aloud as they draft to get the number of syllables and the rhythm right. Monitor and help as necessary.

Have each pair read their verse aloud to the class. (Students can work in groups in larger classes.) If appropriate, students can vote for the verse they like best.

What do you think?

Read the questions as a class. Divide students into groups of three or four to exchange their ideas.

Ask a spokesperson for each group to present their ideas to the class. Encourage a discussion about the pressures of everyday life and ask students what they would change about their own routine.

EVERYDAY ENGLISH (SB p. 97)

Linking and commenting

The goal of this section is to introduce and practice linking and commenting expressions often used in spoken English, e.g., *actually, after all, all the same*, etc.

- 1 Read the notes and examples as a class. Ask students if they can remember who is speaking in each example. Refer students to **CD4 27** on SB p. 133 to check and to look for other examples from each of the speakers. Monitor and help as necessary.

Check the answers, helping with any pronunciation problems as you go.

Answers

Dan

... to be honest, I can't wait for them to be over.
Basically, I can't think of anything more awful.
Somehow I don't think they're going to like it.

Derek

Still, I'm trying to see it as a new opportunity ...
... not the easiest thing in your mid-50s.
You never know, we could be the next big thing.

Maria

... but you can't have everything!
You know, I was so nervous on the first day ...

Frances

... wander around a city without worrying about other people –
oh, heaven.

Nat and Louis

We have all the basics in, you know, the beds, sofa, and chairs, ...
The thing is we've moved around so much ...
It's such a pain!

- 2 **CD4 30** Pre-teach/check *a tie* (= an equal score in a game), *dump* (v = informal for “stop going out with”), *pick* (v = choose), *get a bonus*, *deserve*, *lose your temper*, *take sides*, *make up*.

Elicit the answer to number 1 as an example. Put students in pairs to complete the task. Monitor and help as necessary.

Play the recording and have students check their answers. Put students in pairs. Have them choose three of the conversations to practice. Monitor and check for pronunciation. If students have problems, play selected lines of the recording again and have students repeat. Students then go back to the pairwork.

Answers and audio script

- 1 **A** Did you see the game last night?
B No, but **apparently** it was a good one. We won, didn't we?
A **Actually**, it was a tie, but it was really exciting.
- 2 **A** What do you think of Claire's new boyfriend?
B **Personally**, I can't stand him. I think he'll dump her like all the rest. **However**, that's her problem, not mine.
A Poor Claire! She always picks the wrong ones, doesn't she?
Anyway, we'll find out soon enough.
- 3 **A** I don't know how you can afford to buy all those fabulous clothes!
B **Hopefully**, I'm going to get a bonus this month. My boss promised. **After all**, I did earn more than \$100,000 for the company last year. So, **basically**, I deserve it.
- 4 **A** She said some terrible things to me. I hate her!
B **All the same**, I think you should apologize to her. **If you ask me**, you lose your temper too easily. You're being very childish. It's time you both grew up!
A What? I never thought I'd hear you speak to me like that.
B **Honestly**, I'm not taking sides. I just think you should make up.
- 5 **A** So, Billy. You say that this is the last album you're ever going to make?
B **Definitely**.
A But **surely**, you realize how upset your fans are going to be?
B **Obviously**, I don't want to hurt anyone, but **basically**, I'm fed up with pop music. I'd like to do something else. **Ideally**, I'd like to get into movies.

- 3 Elicit a possible ending for number 1 from a range of students. Give students time to complete the task, working individually.

Have students compare their answers in pairs before eliciting a range of possible endings from the class.

Possible answers

- 1 They had a horrible vacation. Apparently, *it was the worst hotel they had ever been in and the weather was awful*.
- 2 It should have been a happy marriage. After all, *they went out together for years and they had so much in common*.
- 3 I know you don't want to go to Harry's party. All the same, *you should go for an hour or two, just to be polite*.
- 4 I had the interview yesterday. Hopefully, *I'll get the job or at least a second interview*.
- 5 I'd rather you didn't let this go any further. Obviously, *it's a time-sensitive matter and it should be handled immediately*.
- 6 I couldn't believe it, he just walked out and left her. Presumably, *he has good reasons for this, but I can't imagine what they are*.
- 7 I don't like flying very much. As a matter of fact, *I can't stand it. I'm terrified every time I get on a plane*.
- 8 So that's that. It all worked out in the end. Anyway, *enough about me. How are things with you?*

PHOTOCOPIABLE ACTIVITY

UNIT 12 End-of-course challenge TB p. 186

Materials: One copy of the worksheet for each pair of (then group of four) students. A dice for each group and a counter for each pair of students. Students will need to refer to their Student Book to write the *Classmate challenge* questions.

Procedure: Explain that students are going to play a board game to review some of the language from the entire course. They are going to write some of the questions themselves.

- Put students in pairs and check that they each have a copy of the Student Book. Hand out a copy of the worksheet to each pair. Focus on the *Classmate challenge* squares. Explain that students need to write ten *Classmate challenges* from different parts of the course. These should focus on grammar, vocabulary, and *Everyday English*, rather than information/characters from the skills sections. Refer students to the game for the type of questions they can include: completing fill-in-the-blank sentences, comparing grammar in sentences, correcting errors, using a number of words in context, etc. Students need to check that they don't repeat the same language as in the other questions on the board. Elicit a few examples, correcting any errors carefully. Give students time to write their questions. Monitor and help, checking that students are forming their questions correctly.
- Join the pairs of students to form groups of four. Explain that each pair is going to work as a team to try to win the game. Explain the rules. Students take turns throwing the dice to decide how many squares to move. Each pair works together to answer the

question. If they get it right without referring to the Student Book, they move forward one square but don't have to answer the question on it. If they refer to the Student Book and get it right, they stay on the same square. If they get the answer wrong after looking at the Student Book, they move back one square. If they land on a *Classmate challenge*, they have to answer a question written by the other pair without referring to the Student Book. If they get it right, they move forward one square. If they get it wrong, they move back one. The team that reaches FINISH first are the winners.

- Briefly review the language students need to play the game, e.g., *Whose turn is it? It's our/your/(Yuko's) turn to answer. Throw the dice. Move forward/back one. Find the right page in the book. I don't think that's right. Let's check with the teacher. We're the winners!*
- Students play the game in their groups. Monitor and help as necessary.
- As an extension, you can ask students to write more *Classmate challenge* questions for a whole-class review quiz.

Answers

- 1 In the first sentence, the speaker told a lie, in the second another person told the speaker a lie.
- 2 Any three of the following: *homesick, homeless, homegrown, homemade*
- 3 Students' own questions and answers
- 4 He's fallen off his bike five times during his travels around Asia.
- 5 Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous
- 6 Students' own questions and answers
- 7 Any three of the following: *Who wrote it? What kind of book/movie is it? What's it about? Where and when is it set? Who are the main characters? How does it end? Would you recommend it? What did the critics say about it? Has it won any awards?*
- 8 Any two answers from each set: *tiny – big, large, huge, enormous, immense; happiness – unhappiness, sadness, misery, sorrow, discontent(ment); appear – disappear, vanish*
- 9 Students' own questions and answers
- 10 The first sentence is a prediction. The speaker is saying what he/she thinks may happen. In the second, Susan has already agreed to help and the speaker is talking about this plan.
- 11 *take*
- 12 Students' own questions and answers
- 13 Suggested answers: *There are hardly any good stores in town. I spend a great deal of time checking email. Very few people wear suits to work. I've got tons of work to do.*
- 14 *up, final, writing*
- 15 The first sentence is the odd one out. *Must* expresses obligation, but *could/might* express possibility.
- 16 Students' own questions and answers
- 17 Suggested answers: *I always try to get out of doing the dishes. My brother gets on my nerves when he plays music too loudly. I get along well with my classmates.*
- 18 Students' own questions and answers
- 19 Suggested answers: *It was a very relaxing vacation./You look very relaxed after your vacation. Falling down the stairs was very embarrassing./I was so embarrassed when I fell down the stairs.*
- 20 Students' own questions and answers

- 21 In the first sentence, the speaker no longer lives on his/her own. In the second, the speaker lives on his/her own and the situation no longer feels strange. In the third, the speaker lives on his/her own. The situation is still strange, but is becoming easier.
- 22 **in** my opinion, as far as **I'm/I am** concerned, to tell you the **truth**
- 23 Students' own questions and answers
- 24 *shouldn't have, could have*
- 25 Suggested answers: *My bag **must** have **gotten lost**./My bag **can't** have **been on the plane**.*
- 26 Students' own questions and answers
- 27 1b, 2a, 3c
- 28 *ifs or buts, by and large, slowly but surely*
- 29 Any three answers from each set: *not on your life, get a life, that's life, you can bet your life, get a new lease on life, live life, a cushy life; take your time, kill time, third time's a charm, no time to lose, on time, any old time, better luck next time, it's high time, for the time being, stand the test of time, in the nick of time, right on time*
- 30 Students' own questions and answers

Don't forget!

Workbook Unit 12

- Ex. 6 Vocabulary – Hot verbs – *be, have*
 Ex. 7 Prepositions review
 Ex. 8 Listening – You're never too old
 Ex. 9 Pronunciation – Nouns and verbs
 Ex. 10 Pronunciation – Emphasis in speaking

Grammar Reference (SB p. 148)

Word list Unit 12 (SB pp. 154–155)

Remind your students of the Word list for this unit on SB pp. 154–155. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 12 Test

Stop and check Test 2

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)

THE LEADER

You enjoy leading the discussion, and making sure that other people in your group have a chance to speak. So, take control, and make sure you involve everybody.

Useful language

I think we should talk about ... first.

Let's turn to ...

What do you think, (Paula)?

Just let (Paula) finish.

Does anybody else have anything to say about this?

OK, I think we've covered everything.

THE DREAMER

You enjoy being creative and imaginative. You often come up with a lot of new ideas, but they are not always very practical.

Useful language

I think/guess ...

One way of looking at this is to ...

Have you thought of ...?

It might be a good idea to ...

It might seem strange, but what about ...

There's another way of looking at this.

THE NEUTRAL

You enjoy being objective. Rather than saying how you feel, you would rather remain neutral, seeing both sides of any argument. You like nothing better than presenting objective information and facts.

Useful language

There are two sides to the argument.

On one hand, ... On the other hand, ...

Let's look at the evidence/facts.

It's a fact that ...

It's clear from the evidence that ...

What exactly do you mean by ...?

THE PERSUADER

You don't like disagreeing with people, and you prefer to persuade them gently to your point of view. You tend to see the positive aspects of what people say, and you are very supportive.

Useful language

That's a good/interesting point.

I see what you mean.

I see your point, but ...

I thought (Li) made a good point, but ...

I'm with you 100% on that.

I'm not against it, but ...

THE FIGHTER

You love an argument – but sometimes you get very emotional. You tend to say exactly what you feel, rather than reacting logically.

Useful language

I feel strongly that ...

Surely, ...

I am convinced that ...

There's no doubt that ...

I can't agree with you.

You must be kidding!

THE PESSIMIST

You tend to see the negative side of everything, and you don't often accept other people's suggestions and solutions.

Useful language

I can't see how that works.

But surely ...

But what if ...?

I don't see the point of ...

That's out of the question.

I think we're wasting our time here.



Role: CEO of a multinational company

Situation: You...

- are in New York for a meeting with the US boss.
- haven't seen much of the city and are tired of being inside.
- haven't eaten since lunch and you're starving.

You want to: get something to eat and talk with someone interesting.

Role: Investment banker

Situation: You...

- have been in the US to interview an important customer.
- have been in New York for less than 24 hours and you're exhausted.
- haven't had any dinner, and you've spent the whole time in taxis and offices.

You want to: find some food and pass the time talking to someone.

Role: Economics student

Situation: You...

- have been traveling around the US and seeing the sights for three months.
- have been hitchhiking most of the way.
- have seen most of the US from San Francisco to New York City.

You want to: tell someone all about your travels.

Role: Accountant

Situation: You...

- have been traveling around the world for the last year.
- have spent the last month out west in the US, where you've hiked the Grand Canyon, white-water rafted on the Colorado River, and driven more than 3,000 miles in a rented car.

You want to: talk mostly about your travels.

Role: Parent of two active children

Situation: You...

- have been in the US visiting your sister after years of not seeing her.
- have had a great time and made lots of friends.
- have visited the Empire State Building, Bronx Zoo, and the Natural History Museum in New York City.

You want to: share your experiences with another person with children.

Role: Au pair

Situation: You...

- are accompanying a child back home after a short vacation visiting relatives.
- have enjoyed your stay; it was your first trip to the US.
- have spent most of the time sightseeing with the family and your favorite thing was visiting Miami.

You want to: talk about your trip because you had such a good time.

Role: Opera singer

Situation: You...

- have been performing in *Madam Butterfly* for the last week.
- have been staying at the Ritz-Carlton Hotel, eating at the best restaurants, and seeing as much of New York as possible.

You want to: talk about your passion in life, which is music.

Role: Classical guitarist

Situation: You...

- are on a concert tour at the moment.
- have performed every night this week and you have gotten a standing ovation each time.
- have been taken out by other musicians to experience New York's nightlife.

You want to: share your experiences of New York with someone.

Role: Photographer

Situation: You...

- have been in New York for a week to take photos for a travel website.
- have taken hundreds of photos of different parts of New York.
- think you've taken some great shots of the amazing view of Manhattan from Brooklyn.

You want to: talk about your work because you're so excited about it.

Role: Journalist

Situation: You...

- have been in New York for a week researching a feature you want to write.
- have interviewed over 100 people about their everyday life, but you need some good images to go with your text.
- also want to write an article to show people back home New York's main tourist attractions.

You want to: share your impressions of New York with someone.

Vacation Videocasts

Please make notes on the following aspects of your trip to help you when presenting your travel advice on Vacation Videocasts.



Background

- Size of the town/city/area, e.g., a small town of 30,000; a large rural region in a valley
- Geographical features of the area, e.g., on the coast; surrounded by mountains in the desert
- Average climate in the summer and winter, e.g., over 100°F in the summer; freezing cold in the winter

History

- General historical information, e.g., the town was founded in Roman times; there was a famous battle two hundred years ago
- Age and style of the buildings, e.g., large houses dating from the 18th century; ancient mosques
- Interesting facts about the place, e.g., the derivation of the name; historical or mythological characters; famous people from the area

Shopping

- Typical gifts or souvenirs, e.g., crafts, candy, jewelry
- Stores and markets, e.g., a street lined with small boutiques, a weekly craft market
- Recommendations of particular shopping areas or individual stores

Activities and attractions

- Daytime activities, e.g., going to a museum/gallery, going on a walking tour; nightlife, e.g., going to a concert/the movies/the theater/a club
- Summer or winter activities, e.g., relaxing on the beach, skiing, and snowboarding
- Activities for a particular age group, e.g., an animal farm for young children; a water park for teenagers

Eating and drinking

- Typical regional food and drink, e.g., cheese, cakes, tea
- Typical local dishes/ways of cooking, e.g., fish soup, slow-roasted pork, spiced vegetables
- Recommendations of cafés and restaurants that serve regional food

Accommodations

- The average cost of a hotel room during different seasons
- Other forms of accommodations, e.g., bed and breakfast, campsite, youth hostel
- Recommendations of good hotels or other places to stay

Other

- Practical information, e.g., visas, changing money, language barrier
- Travel information, e.g., getting to and from the location; getting around by day and at night
- Other information that would encourage visitors, e.g., friendly locals, relaxed atmosphere, safe streets

Head of multinational company resigns after tax scandal

Birth of a new prince, third in line to the throne

Oil spill on highway causes travel chaos

The hottest summer on record

Spectacular air rescue of family from flooded farm

Millions march on the capital demanding jobs

Celebrity couple announces split

Major breakthrough in treatment of diabetes

European birth rate reaches new low

Top goal-scorer fired for bad behavior off the soccer field



A



Things are not going smoothly for three-times-married Joyce Lansdale. Reported to be pregnant, at the age of 45, this is probably the last thing she wants, especially now that her TV career seems to be taking off again at last. The stress is obviously getting to Lansdale. Not only did she have a fight in public with her co-star last week, but she is also said to have crashed her brand new Ferrari sports car over the weekend.

Now Joyce will be without a car for a while because of her serious financial problems; rumor has it she is nearly bankrupt. Fortunately, not all Joyce's news is bad. By all accounts, she has a very supportive family, including her two teenage sons, who love her dearly. And her husband, Tommy Shaw, is said to be over the moon about the pregnancy. A vacation has been mentioned with talk of going to the Bahamas for a second honeymoon.



B

Thirty-five-year-old Joyce Lansdale, TV's favorite actress, is reported to be having relationship problems again. Recently, her husband, Tommy Shaw, was seen with a new woman at a celebrity dinner only days after walking out of the house he shares with Lansdale last week. He refused to comment on the reasons for the split, but close friends of the couple commented on the tense atmosphere in the couple's home, resulting from the constant fights between mother and sons.

Lansdale has been married five times before and will now be on the lookout for a new man to share her multi-million-dollar fortune with. Despite the family problems Joyce is experiencing right now, she seems to be undergoing a much calmer period, and she has even managed to give up smoking. She has sold her fast Italian sports car in favor of a more modest family model and is said to be getting along much better with her co-star, who often visits on weekends.



C



You are TV actress Joyce Lansdale. You are going to be interviewed by two journalists about recent events in your life. Look at the questions below and build up an identity. Write notes giving more information for each question.

- Are you 35 or 45?
- Have you been married three or five times?
- How much money do you have, hardly any or millions of dollars?
- Is your relationship with your two teenage sons good or bad?
- Are you getting along well with your husband, Tommy Shaw, or has he left you?
- Are you getting along well with your co-star or have you had a fight?
- Have you put on weight recently because you are pregnant or have you given up smoking?
- What has happened to your Ferrari – have you crashed it or have you sold it?

<p>START</p>	<p>What are you doing this weekend?</p>	<p>Where will you be this time next year?</p>	<p>What do you think you'll be doing in ten years?</p>	<p>How are you going to spend your next vacation?</p>
<p>FINISH</p>	<div data-bbox="519 625 1151 880"> </div> <p data-bbox="577 851 1147 1102">What does your future hold?</p> <div data-bbox="536 966 1168 1340"> </div> <div data-bbox="519 1361 1168 1566"> </div>			<p>What will you have achieved by this time next year?</p>
<p>Will you still be in the same job in twenty years?</p>	<p>Where will you be living in five years?</p>			<p>How many hours do you think you will work next week?</p>
<p>What are you going to buy next time you go shopping?</p>	<p>How much money do you think you'll earn next year?</p>			<p>How will your life be different in a year?</p>
<p>What will you be doing when you are in your 70s?</p>	<p>What will your family life be like in the future?</p>	<p>How are you going to spend your next birthday?</p>	<p>At what age will you retire?</p>	

1 Find and correct one mistake in each sentence. Sometimes more than one answer is possible.

Too much of anything is good for nothing



- 1 If a menu/café has too much options, I always end up choosing the same thing.
- 2 I'd much rather have a few real friends than a great deal of Facebook friends.
- 3 I think I may need a "digital detox." I check email and Twitter the whole of time.
- 4 There are too many international brands. All looks the same now in cities across the world.
- 5 Most the young people I know spend half their life looking at a screen.
- 6 I download tons of apps, songs, and movies, but then I use hardly many of them.
- 7 I think it's sad that families spend much fewer quality time together these days.
- 8 It's better to buy clothes that will last, rather than load of cheap stuff from discount stores.
- 9 Rich countries shouldn't throw away so much food when others have very few to eat.
- 10 Most supermarkets have far too many choice. Nobody needs 30 different types of shampoo, yogurt, or tuna.
- 11 I avoid online shopping. It just gets you to spend a huge number of money on things you don't need.
- 12 With so many ways of keeping in touch, people spend a little time actually communicating.

- 2 Choose six statements that you agree with or that you think are true for you.
- 3 Work in groups of three. Discuss the statements you chose in exercise 2.
- 4 Tell the class about the statements you all agreed with in your group.

A

Eddie and Claire are a married couple in their late 30s. They have 13-year old twin sons. Eddie works with computers, but he has been laid off and he hasn't managed to find another job in IT. Claire is a student nurse. They live in a small house. They have very little savings, and money is tight. They realize they have to do something about their financial situation. They could rent a room to someone, but this would mean the twins would have to share a bedroom.

Here is a list of six possible problems and dilemmas. Choose four and add one of your own.

- 1 Eddie won't apply for jobs outside IT.
- 2 The twin boys don't get along well with each other.
- 3 Claire has to get through her final exams and needs a quiet space to study.
- 4 Eddie is feeling depressed and gets after the children a lot.
- 5 Claire's parents could help financially, but Eddie refuses to accept their money.
- 6 Eddie has time on his hands, but he often gets out of doing the housework and cooking.
- 7 *[your problem]* _____

**B**

Tom and Lisa are married and have three children, ages 6 to 12. They live in a small house in the suburbs of a city. Lisa's parents live about 100 miles (300 km) away in a large house in a rural area. They are getting older, and they aren't able to take care of themselves very well. They are less able to travel and find it difficult to keep in touch with the family. They want to keep some independence, but also realize they have to plan their future.

Here is a list of six possible problems and dilemmas. Choose four of these and add another of your own.

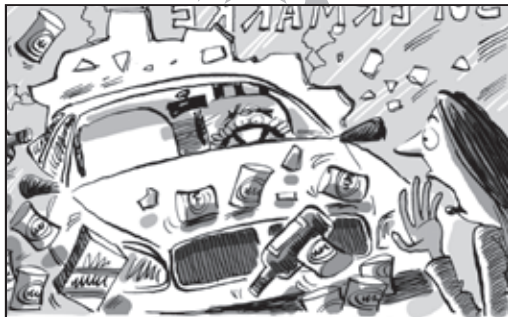
- 1 Tom and Lisa's house is too small for the whole family to live together.
- 2 Lisa's parents' house is too big for just the two of them, but it is worth a lot of money.
- 3 Lisa set up email and Skype for her parents, but they find it difficult to use.
- 4 Tom does not get along very well with his father-in-law.
- 5 Lisa's parents refuse to live in a residential home for elderly people.
- 6 The children do not want to move to a new school or lose touch with their friends.
- 7 *[your problem]* _____

★ ★ ★
A


man and his son ★ climb in the mountains ★ big snowstorm ★ see nothing ★ dig a hole ★ very cold ★ nothing to eat ★ wait three days ★ hear some people ★ climb out of hole ★ see other people in mountain clothes ★ man shouting instructions ★ feel confused ★ see a camera ★ movie crew shooting a disaster movie ★ crew think man and son were actors in movie ★ man tell movie crew story ★ crew take them to hospital ★ man and son happy

★ ★ ★
B


man watching television ★ feel hungry ★ go to fridge ★ empty ★ look in cabinet ★ find an open package of nuts ★ back to watching TV ★ soccer on ★ favorite team playing ★ look at screen ★ take a handful of nuts ★ put nuts in his mouth ★ crunchy texture ★ strange taste ★ look inside the bag ★ two more cockroaches inside the bag ★ man feel sick ★ go to bathroom ★ miss final goal ★ man's team win ★ man not like nuts anymore

★ ★ ★
C


busy mother with two-year-old child ★ go shopping in the car ★ mother need some milk ★ store about to close ★ mother leave keys in engine and child in car ★ go into store ★ child get into driver's seat ★ turn key ★ car start moving fast ★ go through store window ★ mother frightened ★ other shoppers surprised ★ mother go to car ★ open the door ★ take child out ★ child not injured ★ mother happy ★ store window broken

★ ★ ★
D


woman buy plant ★ discover dead spider in pot ★ spider very big ★ woman worried ★ call university ★ scientist come ★ look at spider ★ tell woman it is male spider ★ female spider make nest somewhere in house ★ scientist and woman look for female spider ★ find nothing ★ woman go to bed ★ wake up in middle of night ★ feel something tickling ★ get up ★ look in bed ★ find baby spiders on sheets ★ woman frightened ★ run away




Table 1

Character/ Personality	Interests/Favorite school subjects
1 artistic, sensitive, sweet-natured	reading, walking in the countryside; geography, art
2 mature, articulate, but a bit argumentative	member of debating club, computers; science, math
3 easygoing, friendly, a little absent-minded	dancing, fashion; drama
4 very quiet, sensible, honest	writing, animals; biology, English
5 impulsive, loving, creative	traveling, reading; modern languages
6 energetic, kind, not very academic	sports of all kinds, cooking; English
7 ambitious, smart, a little self-important	parties, fast cars, dating; wasn't very interested in any school subject
8 loyal, very imaginative, a bit of a dreamer	visiting historical places; history, classic literature
9 very caring, unselfish, a little predictable	being with friends, visiting family; liked most subjects, but hated sports
10 funny, very outgoing, adventurous	anything involving other people, being outdoors; math, sports
11 intelligent, generous, a little stubborn	political and environmental causes, current affairs; social studies
12 unconventional, shy, usually very quiet	science, economics, being alone and thinking; Latin, religious studies

FOLD

Table 2

Name of student	Job/Personal life

 <div>  START </div>	The stove in our house is really old. It really is on	on your feet.	My neighbor is so kind. She has a real heart
its last legs.	We had a serious fight, but it's OK now. We've had	of gold.	He can be really mean sometimes. He has a really
a heart-to-heart.	To do well in business you need a good head	sharp tongue.	Don't worry about moving all those boxes. I'll give
for numbers.	We'd love to help you, but we have our hands	you a hand.	She's very ambitious. She really is heading
full right now.	He's a great singer, but I hope success doesn't go	for the top.	They're always showing off. They're just so big-
to his head.	Is that Porsche really yours or are you pulling	headed.	I wasn't coming to the party, but I'm glad you twisted
my leg?	You could tell they were upset, even though they put	my arm.	You never listen to what I say. It goes in one ear
on a brave face.	There's no point starting college if your heart	and out the other.	I have to step out for a second. Can you keep an eye
isn't in it.	It'll feel strange living in a new place, but I'm sure you'll land	on dinner?	 END



Would you tell anyone ...	Rating 1–3	Why?
1 if you won the lottery?		
2 if your best friend's partner was also going out with someone else?		
3 if you saw your neighbor's son skipping school?		
4 if your coworker was applying for a job?		
5 if you had ever had cosmetic surgery?		
Would you have told anyone ...		
6 if you'd known your best friend had cheated on an exam?		
7 if you'd seen a coworker leaving early without permission?		
8 if you'd been stopped by the police for speeding?		
9 if you'd found some money sticking out of an ATM?		
10 if you had sold an expensive gift that you didn't like very much?		

**START****1**

What's the difference between these sentences?
I didn't tell the truth.
I wasn't told the truth.
(Unit 1)

2

Say and spell three compound adjectives starting with *home*.
(Unit 1)

**4**

Correct this sentence:
He's been falling off his bike five times during his travels around Asia.
(Unit 2)

21

What's the difference in meaning between these sentences?
I used to live on my own.
I'm used to living on my own.
I'm getting used to living on my own.
(Unit 9)

**19**

Use these four adjectives correctly in a sentence: *relaxing/relaxed, embarrassing/embarassed.*
(Unit 8)

22

Correct the following common phrases: *to my opinion, as far as I concerned, to tell you the true.* (Unit 9)

**24**

Choose the correct options in this sentence: *You couldn't have/shouldn't have bought a new bike. I must have/could have fixed the old one.* (Unit 10)

FINISH**29**

Give three phrases based on the word *life* and three on the word *time*.
(Unit 12)

**17**

What kind of things do you try to get out of?
Who gets on your nerves?
Who do you get along well with?
(Unit 7)





5

Name the four tenses we usually use for narratives. (Unit 3)



7

Give three questions that people often ask about a book or movie. (Unit 3)

8

Say and spell two opposites for these words: *tiny*, *happiness*, *appear*. (Unit 4)

10

What is a possible difference between these two sentences?
Susan will help us with the project.
Susan is going to help us with the project. (Unit 5)

11

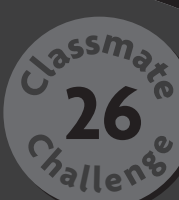
Which verb goes with all these phrases:
_____ *sth* for *granted/charge/offense*. (Unit 5)

12

Use each of these expressions of quantity correctly in a sentence:
hardly any, a great deal of, very few, tons of. (Unit 6)

25

You arrive at the airport, but your luggage doesn't. Complete this sentence.
My bag _____ have _____... (Unit 10)



27

Match the sentence halves (1–3 and a–c).

- 1 I wish I could drive
- 2 I wish I had driven
- 3 If only I hadn't driven,

- a because I might have arrived on time.
- b because going by bus is so slow.
- c I wouldn't have crashed.

(Unit 11)

28

Make three common phrases from the words in the box.

or and ifs surely but large slowly by buts

(Unit 11)

15

Which sentence is the odd one out and why?
You must pay for your food when you order.
It might rain tomorrow.
That could be Jane at the door. (Unit 7)

14

Complete the following common business expressions: *I'm afraid something's come _____*. *That's my _____ offer. Could you confirm the details in _____?* (Unit 6)

Workbook Answer Key

Unit 1

- 1 1 2 'm ... walking
3 've been walking
4 was taken
5 'll take
6 had taken
7 've had
8 were having
9 'll be having
10 are ... made
11 has been made
12 'll have made
13 're being washed
14 had been washed
15 had been washing
16 sells
17 will be sold
19 'll have been teaching
20 were being taught

2

Active	Simple	Continuous
Present	sells	am walking
Past	walked	were having
Future	will take	will be having
Present Perfect	have had	have been walking
Past Perfect	had taken	had been washing
Future Perfect	will have made	will have been teaching
Passive	Simple	Continuous
Present	are made	are being washed
Past	was taken	were being taught
Future	will be sold	
Present Perfect	has been made	
Past Perfect	had been washed	
Future Perfect	will have been sold	

- 2 2 It's **been** really cold ...
3 San Francisco **is playing** really well ...
4 I've heard **you have passed** all your exams. Congratulations!
5 ... when my friend **called**.
6 When I was a little girl, **I always spent** my weekly allowance on candy.
7 **I've been going out** with Paulo for two years ...
8 ... Maybe **I'll get** him a new shirt.
9 A one-day strike has **been** called by ...
10 ... Megan had been working hard and **deserved** to pass all her exams.
- 3 1 'm looking
2 don't understand
3 've ... learned
4 'll call
5 've been doing
6 haven't seen
7 emailed
8 is studying/has been studying
9 'll be accepted
10 has been selected
11 's getting
12 'll shout
13 went
14 stayed
15 're saving
16 hadn't realized/didn't realize
17 have ... been doing/were ... doing
18 didn't hear
19 will be
20 'll look forward/'re looking forward
- 4 1 1 Our house was built in the 17th century.
2 My apartment's being decorated right now.
3 Has the coffee machine been fixed yet?
4 While the new kitchen was being built, we ate in restaurants.
5 When we went up to our hotel room, we found that it hadn't been cleaned.
6 She won't be recognized in those dark glasses.
- 2 1 were caught, left/were leaving
2 is ... emptied
3 have been granted/were granted
4 were driving, were passed
5 had been snowing
6 arrive, 'll be picked up
- 5 1 1 moved
2 have been living/have lived
3 thought
4 'll miss
5 has been relocated
6 didn't want
7 'll have been
8 has lived
9 had ... thought
10 joined
11 made
12 've been learning
13 don't like
14 get
15 's getting
16 'll be able to
17 misses
18 don't live
19 'll be
20 'll ... miss
- 2 1 How long has he lived/been living in Japan?
2 Where did he move from?
3 Why did he move there/to Japan?
4 What did he do when he first arrived?
5 What has he been studying for three years?
6 Why doesn't he like writing Japanese?
7 What does he miss most?
8 When will he go back to Denver?
- 6 3 has (A)
4 have (F)
5 have (A)
6 didn't (A)
7 done (F)
8 does (A)
9 was (A)
10 is (A)
11 doing (F)
12 did (F)

- 7 1 ought to
2 might
3 have to
4 could
5 'll
6 may
7 should
8 ought to
9 would

- 8 1 blood
2 book
3 water
4 green
5 night
6 case
7 bag
8 rain
9 sun
10 road
11 air
12 day
13 hand
14 ice
15 land
16 card
17 sports
18 book

- 9 1 1 a 2 b 3 a 4 b 5 b 6 a

- 2 1 brought home to me
2 got along like two peas in a pod
3 make yourselves at home
4 brought the house down
5 safe and sound
6 on the house

- 10 1 1 out
2 away
3 down
4 off
5 down
6 off, on
7 out
8 back
9 in
10 away/out

- 2 1 put ... up (I), Put up (L)
2 sorted out (L), sort ... out (I)
3 stand up (L), stand up (I)
4 take ... off (L), take off (I)
5 picked ... up (I), pick up (L)
6 Hold on (I), hold on (L)

- 11 1 ✓ dad's roast chicken, ✓ friends from home, ✓ living in a house
2 1 T 2 F 3 F 4 T 5 F 6 F
7 T
3 (I've) Just finished my first assignment
(Do you) Want some cake in my room to celebrate?
(I've) Always got time for cake.

- (I) Know what you mean.
(It) Tastes yummy.
(I) Thought it was just me.
(I) Can't really do that here since our rooms are so small.
Students aren't the cleanest (people in the world).
(Do you) Want some more?

- 12 1 1 friend
2 English
3 clean
4 month
5 took
6 news
7 fans
8 box
9 thought
10 work
11 chart
12 winter

2

/ɛ/	/ɪ/	/i/	/ʌ/
letter shelter dead	busy decide business	freak sweeper lethal	culprit couple rough
/ʊ/	/u/	/æ/	/ɑ/
woman should goodness	zoom drew suitable	barrier family accident	drop autobiography shock
/ɔ/	/ər/	/ɑr/	/ə/
water abroad caught	birth earth Sir	alarm far farther	suspicious adopt away

Unit 2

- 1 1 He's written three magazine articles so far.
He's been writing a travel blog since he left home.
2 They've missed the bus again.
They've been missing you lots, so come home soon.
3 Paula's been leaving work early all this week.
Paula's left work early to run some errands.
4 I've lost my car keys.
I've been losing weight recently.
5 She's been talking on the phone for a long time.
She's talked about this subject before.
6 The cat's been going next door to have dinner.
The cat's gone upstairs.
7 He's had a heart attack.
He's been having second thoughts about the job.

- 8 I've been saving up to buy a brand new 52-inch TV.
I've saved up about \$500.
9 I've been swimming, which is why my hair is wet.
I've swum 20 laps today.
10 I've been finding it hard to concentrate recently.
I've found my cell phone finally.

- 2 1 have climbed
2 scaled
3 have been dumping
4 melts
5 are turning
6 have been working
7 are now being shown
8 was collected
9 includes
10 was looking
11 had
12 range
13 will be going
14 are trying

- 3 1 the 1700s
2 were ... known
3 did, walk the tightrope
4 happened, all fell off the tightrope and survived
5 have, been known as, Since
6 How old was, fell
7 was, born, in 1979

- 4 1 1 becomes
2 has been trying
3 has been granted
4 holds
5 started
6 have been spraying
7 has been blasted
8 We're playing
9 will be traversing
10 will be suspended
11 feels
12 didn't want
13 is broadcasting
14 being shown
2 2 has been performing, performed
3 'm having, have
4 are you thinking, think
5 was banging, banged
6 've been reading, read
7 fought, Have you been fighting
8 'm expecting, expect
9 is being decorated, is decorated
10 be losing, lost

- 5 1 2 Have the street lights been repaired yet?
3 Some new anti-drug laws have just been passed.
4 No new homes have been built for 20 years.
5 The plants haven't been watered.

- 2 2 CEOs' bonuses have been slashed.
3 Fishermen have been rescued dramatically in the Pacific Ocean.
4 Over 400 people have been killed in the monsoon in Pakistan.
5 A Dali painting has been stolen in New York.
6 Ancient pyramids have been discovered in Sudan.
7 A missing teenager has been found alive.
8 Four hundred and sixty-four jobs have been axed in a shock announcement by City Hall.

- 6 1 2 get her ears pierced
3 get my eyes tested
4 gotten their car serviced
5 gotten our television repaired yet
2 Recently ...
She's gotten her wedding dress made.
They've gotten the cake decorated.
Yesterday ...
They got the champagne delivered.
He got his hair cut.
Today ...
She's getting her hair styled.
They're getting the flowers delivered.
Next week ...
They'll have gotten the photos developed.
They'll have gotten her wedding dress and his suit dry-cleaned.

- 7 1 a tour operator
b Ecuadorian Amazon
c travel writer
d Vienna
e movie director
f the Navajo Nation
2 1 VS 2 GB 3 KM 4 KM 5 GB
6 VS
3 1 T 2 F 3 F 4 T 5 F 6 F
4 **stunning** views/destination/places/hotel
friendly atmosphere/welcome/places/hotel
romantic fire/views/haunt/destination/places/hotel/atmosphere
enchanted views/haunt/destination/places/hotel/atmosphere
adventurous tourist
sunlit terrace
crackling fire
interesting destination/places/hotel/alternatives

enthusiastic welcome
five-star hotel
perfect views/haunt/destination/hotel/atmosphere

8 1

	car	bus	bike	train	plane	ship/ferry
get into/out of	✓					
get on/off		✓	✓	✓	✓	✓
take off					✓	
land					✓	
ride		✓	✓	✓		
drive	✓	✓		✓		
catch		✓		✓	✓	✓
miss		✓		✓	✓	✓
board		✓		✓	✓	✓
park	✓	✓				

- 2 **car:** traffic lights, one-way street, customs, traffic officer, horn, seat belt, service station, tires, traffic jam
bus: traffic lights, one-way street, horn, monthly pass, schedule, deck, ticket collector, tires, traffic jam
bike: helmet, traffic lights, one-way street, tires, bicycle lane
train: monthly pass, track, baggage rack, customs, platform, trolley, horn, schedule, aisle/window seat, ticket collector, carriage
plane: runway, customs, security check, life jacket, trolley, check-in desk, schedule, aisle/window seat, tires, hand luggage, overhead bin
ship/ferry: customs, cabin, harbor, life jacket, trolley, horn, schedule, deck, port

- 9 1 at
2 out of/from
3 across/into/to
4 to
5 through
6 towards
7 off
8 onto
9 over
10 into
11 past/through
12 to
13 into
14 against/on
15 in
16 out of
17 along
18 past
19 across
20 over
21 up/along
22 onto

- 10 1 explorer, exploration
2 politics, politician
3 photograph, photographer
4 luxury, luxurious
5 produce, production
6 Japan, Japanese

2, 3

● ●	● ● ●	● ● ●
produce Japan success reject pollute complain	explorer production instructor authentic illegal	politics photograph luxury paradise scientists backpacker infinite Philippines packaging charity Bangladesh
● ● ●	● ● ● ●	● ● ● ●
Japanese afternoon	exploration politician disappointment destination European	photographer luxurious adrenaline spectacular memorial community Cambodia emergency

Unit 3

- 1 2 saved
3 had been
4 came in
5 was drowning
6 had arrived
7 had been bodyboarding
8 swept
9 had seen
10 swam
11 had managed
12 was struggling
13 hovered
14 was lowered
15 was airlifted
16 made
17 were
2 1, 2 1 stuck ✓
2 had stuck ✓
3 fell
4 had fallen
5 cost ✓
6 had cost ✓
7 had never flown
8 flew
9 had caught ✓
10 caught ✓
11 were
12 had been

- 3** 1 was living, met
2 played, were winning, lost
3 wasn't thinking, had
4 was coughing, didn't get
5 was snowing, got up, were making, put, raced
6 was playing, hit, made
7 happened, was walking, noticed, wanted, vanished
8 was sitting, heard, appeared, landed
- 4** 1 2 a 3 c 4 b 5 o 6 h 7 e
8 f 9 i 10 g 11 l 12 m 13 n
14 k 15 j
- 2 1 Two years ago, while I was working in Paris, my grandfather died.
2 As soon as I got home, I switched on the TV.
3 First I showered, and then I got dressed.
4 Since I was a child, I had always wanted to visit Australia, and I finally went last year.
5 As he mailed the letter, he realized that he hadn't put a stamp on it.
6 By the time he'd finished speaking, most of the audience had fallen asleep.
7 Once I'd told him the truth, I felt better.
8 Until I found an apartment, I had stayed/been staying with friends for months.
- 5** 2 A Roman temple was discovered underneath the new housing development.
3 The race was held indoors because it was raining.
4 The swimming pool had been booked for a children's party on Saturday afternoon.
5 The dishwasher was being repaired, so I couldn't leave the house.
6 Our hotel room still hadn't been cleaned when we returned.
7 The fish hadn't been cooked for long enough.
8 New traffic lights were being put up at the intersection.
- 6** 1 saw
2 was ... shown
3 were adored
4 has released
5 combines
6 are taken
7 worked
8 are studying
9 loathe
10 tells
11 overcome
12 become

- 13 directed
14 composed
15 has ... made
16 has achieved
17 has come
18 will find
- 7** plot **M, T, B**; storyline **B**; chapter **B**; balcony **T**; critic **M, F, T, B**; director **M, T**; backstage **T**; trailer **M**; script **M, T**; rehearsal **T**; review **M, T, B**; eReader **B**; character **M, T, B**; musical **M, T**; starring role **M, T**; novelist **B**; matinee **M, T**; prequel/sequel **M, B**; documentary **M**; blockbuster **M**; animation **M**; screen **M**; interval **T**; fairy tale **M, B**; program **T**; whodunnit **B**; science fiction **M, B**; hardback **B**; dressing-room **T**; performance **M, T**; thriller **M, B**; playwright **T**; autobiography **B**; full house **T**; paperback **B**
- 8** 1 2 i 3 b 4 g 5 j 6 h 7 a 8 f
9 e 10 c
- 2 1 turns up
2 setting off
3 Cheer up
4 stay in
5 settled down
6 broke up
7 find out
8 Shut up
9 Speak up
10 Hold on
- 9** 1 1 had a relaxing afternoon
2 an article she read
3 walks
4 mother
5 the same
6 Appalachian Trail
7 preparation
- 2 1 b 2 c 3 e 4 a 5 f 6 d
- 10** 1 1 pay /peɪ/
2 write /raɪt/
3 phone /foʊn/
4 round /raʊnd/
5 mind /maɪnd/
6 boy /bɔɪ/
7 now /naʊ/
8 grain /greɪn/
- 2 3 /oʊ/ 4 /u/
5 /ɔr/ 6 /ər/
7 /ɪr/ 8 /ær/
9 /or/ 10 /ər/
11 /aʊ/ 12 /oʊ/
13 /u/ 14 /oʊ/
15 /oʊz/ 16 /oʊs/ 17 /ʊz/
18 /ʊs/ 19 /ʊz/
20 /oʊ/ 21 /u/ 22 /a/
23 /a/ 24 /oʊ/
25 /oʊ/ 26 /ʌ/

- 27 /eɪ/ 28 /eɪ/
29 /eɪ/ 30 /ɛ/
31 /ʌ/ 32 /u/ 33 /ʊ/
34 /ʊ/ 35 /ʌ/
36 /a/ 37 /oʊ/

Unit 4

- 1** 2 How long
3 Who directed the movie *Catch Me If You Can*?
4 How old was Frank when his parents
5 What was his first major con?
6 Which ... did he
7 Where did he impersonate
8 Why did he (decide to) change course?
9 What did he teach (when he was a university professor)?
10 Where was he arrested?
11 Who starred as/played Frank in the movie *Catch Me If You Can*?
12 Who does Frank work for now?/Where does Frank work now?
- 2** 1 2 how he learned to forge checks
3 why his parents divorced
4 who decided to make a musical
5 which countries he visited
6 how he had the nerve to impersonate a doctor
7 why the police took so long to catch him
8 how he got the job with the FBI
- 2 1 how much money he made
2 what the movie is called/what the title of the movie is/what the name of the movie is
3 which airline he flew for
4 who starred in the film *Catch Me If You Can*
5 is working/works for the FBI?
- 3** 1 2 by
3 to
4 at
5 on
6 in
7 about
8 of
9 with
10 from
- 2 2 What for?
3 Where to?
4 What about?
5 How long for?
6 Who for?
7 Who to?
8 What with?
- 4** 1 don't
2 didn't
3 haven't

- 4 aren't
- 5 isn't
- 6 won't
- 7 'm not
- 8 doesn't
- 9 hadn't
- 10 hasn't
- 11 wasn't
- 12 weren't

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

- 6 1 not
2 no
3 None
4 not
5 not
6 n't
7 not
8 not
9 no
10 Not
11 none
12 no
13 not
14 not
15 Not
16 none
17 no
18 no
19 None
20 Not

- 7 2 I don't suppose you have change for a 20-dollar bill.
3 This machine doesn't seem to be working.
4 I didn't think it was going to rain.
5 They don't want their daughter to move to Canada.
6 I didn't expect to see you here.
7 I don't suppose you've seen Robert recently.
8 I don't think I'd like snails.
9 I don't expect you remember me.
10 I don't believe she passed all her tests.

8 1 1 E 2 C 3 H 4 A 5 D 6 G
7 F 8 B

2 2 C 3 A 4 E 5 D 6 B 7 F
8 G

- 9 2 for
3 of/from
4 from
5 in
6 to
7 in
8 in
9 to
10 to, about
11 at
12 in, with

- 13 for
- 14 in

10 1, 2

Adjectives	
untruthful	dishonest
incredible	unbelievable
implausible	ridiculous
improbable	unlikely
displeased	annoyed
abnormal	bizarre
unprofessional	amateur
unimportant	trivial
Nouns	
dishonesty	deceit
unreality	fantasy
disbelief	incredulity
Verbs	
disappear	vanish
misunderstand	confuse
mistrust/distrust	suspect
uncover	reveal

- 11 1 2 aren't you (fall)
3 wasn't it (fall)
4 couldn't you (fall)
5 isn't he (fall)
6 isn't it (fall)
7 did he (rise)
8 have you (rise)
9 weren't we (fall)
10 would you (rise)

- 2 2 That was a really awful meal, wasn't it? (fall)
3 You've borrowed my new coat again, haven't you? (fall)
4 You couldn't water my plants, could you? (rise)
5 Vanessa, you're going on a business trip to Rome, aren't you? (rise)

Unit 5

- 1 1 You're going to work harder from now on, aren't you?
2 I'll see you next week, won't I?
3 Kate's leaving soon, isn't she?
4 You'll call when you get there, won't you?
5 Our plane takes off at 4 p.m., doesn't it?
6 The painters will have finished by next week, won't they?
7 You aren't getting married next week, are you?
8 We won't need tickets to get in, will we?
9 We'll be millionaires one day, won't we?
10 Max won't be coming, will he?

- 2 1 'm going to, 'll
2 are going to, 'll
3 'm going to, 'll, 'll
4 will/is going to, 'll
5 's going to, 'll
6 'll/'m going to, 'm going to, 'll
7 'm going to, 'll
8 'll, 'll
- 3 2 I'll buy her a present.
3 I'm going to study hard for my final exams.
4 I'm seeing/going to see the dentist next Friday.
5 I think the Green Bay Packers will win on Sunday.
6 I'm going to be late for the meeting.
7 My sister is expecting/having a baby in March.
8 My plane leaves at 7:30 a.m. (from JFK, New York).
9 This time next week I'll be lying on a beach in Cancun.
10 I think it'll be hot there.

- 4 1 work in New York (J); live in Wyoming (M); move to Washington, DC (T); travel the world (T); study law (J); buy a farm (M); win an Olympic medal (M); party with celebrities (J); design swimwear (M); marry a movie star (J); live near the river (T); buy a penthouse apartment (T); go clubbing and partying (J)

2 Sample answers:

- By the time Tommy is 30, ...
3 he'll have bought a penthouse apartment.
4 he'll be living near the Potomac River.
5 he'll have traveled all over the world.

By the time Jack is 30, ...

- 1 he'll have become a lawyer (for one of the best firms) in New York.
2 he'll be partying with celebrities.
3 he'll have married a (rich) movie star.
4 he'll be going clubbing and partying.

By the time Maggie is 30, ...

- 1 she'll be living in Wyoming.
2 she'll have won an Olympic medal.
3 she'll have bought a farm.
4 she'll have designed her own brand of swimwear.

- 5 1 'm taking
2 'm going to be
3 'll be hoping
4 'll never give up
5 win
6 'll have been training
7 are being held
8 'll have concentrated
9 will be

- 10 be hoping
11 will
12 will be
- 6** 1 eat, won't get
2 won't move, 've found
3 'll love, meet
4 Will/Are ... going to learn, 're
5 won't go, have/have had
6 'll be, finish/'ve finished
7 don't do, will ... have to
8 are, will deal
9 'll feel, 've had
10 've tried/try, 'll never use
- 7** 2 **A** What are you doing/going to do
B ✓
3 **A** ✓
B What am I going to do?
4 **A** is going to Australia
B ✓
5 **A** ✓
B You'll have to wake me up.
6 **A** ✓
B You'll be retiring
7 **A** ✓
B It'll only take
8 **A** ✓
B We're going to stay home.
9 **A** as soon as I arrive
B ✓
10 **A** ✓
B unless I get held up
- 8** 1 taking
2 puts
3 putting
4 took
5 took
6 take
7 take
8 put
9 put
10 taken
11 put
12 take
- 9** 1 a 're waiting for
b is expected
c looking forward to
2 a spend/'ve been spending/'ve spent/'m spending
b pass
c wasted
3 a Have ... seen
b watched/were watching
c Look at
4 a Actually
b right now
c really
5 a owe
b borrowed
c lend

- 6 a embarrassed
b nervous
c angry
- 10** 3 I couldn't take them all in.
4 I'll sort it out tomorrow.
5 Put it in your calendar.
6 Please put them away.
7 ... you'd better look after him.
8 I'll look into it right away.
9 Take it back!
10 I can't wait to take it off when...
- 11** 1 won't /ou/
2 walk /ɔ/
3 wonder /ʌ/
4 woman /u/
5 warm /ɔ/
6 word /ə/
7 wear /er/
8 weight /eɪ/
9 want /ɑ/
10 work /ə/
11 wander /ɑ/
12 women /ɪ/
13 worm /ɔ/
14 ward /ɔ/
15 wear /i/
16 weird /i/
- 2 1 phone /ou/
2 blood /ʌ/
3 love /ʌ/
4 through /u/
5 weak /i/
6 lower /ou/
7 north /ɔr/
8 height /aɪ/
9 pear /ɛr/
10 hear /ɪr/

Unit 6

- 1** 1 cash
2 unemployment
3 traffic
4 luggage
5 food
6 music
7 violence
8 opportunity
9 ingredient
10 fluid
- 2** 1 some, any
2 Some, any
3 some, any
4 any, any
5 some, some
6 any
- 3** 2 Is there much work to be done in the garden?
3 I didn't spend much time on the homework.

- 4 Did they do much research before they found a cure?
5 I didn't have too many problems with this exercise either.
6 I've got too much luggage. I can't carry it all.
7 There is too much traffic on the streets of our town.
8 They couldn't give me much information about the delay to our flight.
- 4 1 Sample answers:**
1 There are lots of cheese sandwiches.
2 There are a few chocolate cookies.
3 There's a little beef stew and rice.
4 There isn't much rice or fruit salad.
5 There's a huge amount of spaghetti.
6 There are several hamburgers.
7 There are no chips or chocolate cake.
8 There aren't many tuna sandwiches.
9 There are a couple of doughnuts.
10 There's hardly any apple juice.
- 2** 3 lots
4 a few
5 not much/hardly any
6 n't any/none
7 a little
8 a few
9 a little
10 some/a few
11 a couple of, lots/a huge amount
- 5** 2 a few, a little
3 have less ... than
4 few/very few
5 a little
6 Fewer
7 Few
8 a few
9 is ... little
10 a few
- 6 1** 1 nowhere
2 anyone/anybody
3 anywhere
4 anything
5 everything
6 nothing
7 Nobody/No one
8 nowhere
9 someone/somebody
10 something, anything
11 anyone/anybody
12 Everyone/Everybody
- 2 1 b 2 a 3 c 4 d 5 f 6 e
7 h 8 g 9 i 10 j 11 l 12 k
13 m 14 n 15 o 16 p
- 7** 1 many
2 different
3 a couple

- 4 anyone
5 a larger part of
6 a great deal
7 everywhere
8 a pair of
9 any
10 many pairs
11 anyone
12 all
13 any
14 anyone
15 lots
16 more
- 8 1 1 reduce
2 transfer
3 reclaim
4 compare
5 haggle
6 spread
7 set up
8 pay off
- 2 1 bargains
2 customer
3 the lowest
4 compare
5 hefty
6 charges
7 illegal
8 set up
9 leaves
10 slash
11 hike
12 expenses
- 9 A **in** debt
under arrest
in Arabic
below/over/under 75%
below freezing
over/under 18 years old
on/against the advice
under new management
on vacation
under pressure
on business
- B **during** the night
at/in/from the beginning
by/on New Year's Day
by/during/ in the winter
by/on Friday afternoon
by/on the weekend
in/on time
in two weeks' time
during/in the rush hour
in his forties
at/by the end of the week
- 10 1 in
2 From
3 of
4 in
5 in

- 6 under
7 in/during
8 in
9 against
10 By
11 in
12 at
13 on
14 with
15 in
16 by
17 to
18 on/with
19 on
20 in
- 11 1 Sales representative (for a pet food company)
2 1 less than
2 much
3 one of the few
4 several
5 a great deal
6 some more
7 without any
8 lots of
9 a couple of
- 12 1 1 V 2 N 3 V 4 N 5 N 6 V
7 N 8 V 9 N 10 V 11 V
12 N

Unit 7

- 1 1 b 2 b 3 a 4 a 5 a 6 a
7 b 8 b
- 2 1 1 should/ought to
2 Can/Could/May
3 must/have to
4 can/will
5 will/may/might/could
6 can/could
7 have to
8 must/should/ought to/may/might/could
9 can/could/ought to/must/should
10 have to/must/should
- 2 1 won't
2 don't have to
3 couldn't
4 won't
5 can't
6 was able to
7 can't
- 3 1 You can't stop here.
2 We don't have to learn the whole poem.
3 They didn't have to take off their shoes.
4 He can't be speaking Swedish.
5 They won't have to wear a uniform at their new school.
- 6 You won't have to/need to help me do this exercise.
- 4 2 She must be missing her boyfriend.
3 It should be Tom.
4 She can't still be sleeping.
5 They could be having a party.
6 He must have a deadline to meet.
7 It might be difficult to drive to work.
8 She may be hiding in the garden.
- 5 1 1 must
2 must
3 can't
4 must
5 can't
6 must
7 can't
8 can't
- 2 1 must not
2 don't have to
3 doesn't have to
4 must not
5 doesn't have to
6 doesn't have to
- 6 1 ought to/should go
2 'll/might feel
3 have to/must finish
4 'll pass
5 should be touching down
6 must be
7 can't be
8 'll/could/might be snowing
9 can snow
10 must be making
11 could/might be
12 could/might be
13 don't have to hand
14 might go
- 7 1 1 can
2 have to/must
3 should/ought to/have to/must
4 can't
5 you must
6 can
7 have to/must
8 will
9 you should/ought to
10 I must/have to
11 can always
12 can't
13 won't
14 you can
15 will
16 must not
17 could/can
18 You should
19 can
- 2 2 Guests are advised not to leave ...
3 Using phones while driving is not permitted.

- 4 He's bound to do well ...
 5 People under 18 are not supposed to drink alcohol.
 6 The use of dictionaries on this test is not allowed.
 7 Travelers to Europe are required to have a visa./A visa is required for travelers to Europe.
 8 You are likely to find .../It is likely that you will find ...
 9 My parents didn't let me stay out ...
- 8** 2 off with
 3 down on
 4 on with
 5 up for
 6 away with
 7 out of
 8 out with
 9 up with
 10 along with, out on
- 9** 1 c 2 b 3 b 4 c 5 a 6 b
- 2,3 1 absolutely terrible (E)
 2 a bit upset (U)
 3 one or two hurtful (U)
 4 a bit of trouble (U)
 5 totally out of order (E)
 6 down a bit (U)
 7 really crazy about (E)
 8 loads better (E)
- 10** 1 doesn't
 2 shouldn't
 3 products
 4 promised
 5 Australia
 6 planks
 7 adolescent
 8 arranged
 9 relationship
 10 angry
 11 excitement
 12 impressed
- 11** 1 **Rob** Don't you think Frank's put on a lot of weight recently?
Stuart You're kidding. If anything, he's lost weight.
 2 **Rob** I think Frank earns more than me.
Stuart Well, I know he earns a lot more than me.
 3 **Rob** He's thinking of buying a second-hand Mercedes.
Stuart What do you mean? He's already bought a brand new one.
 4 **Rob** He's just bought two pairs of designer jeans.
Stuart Didn't you know that all Frank's clothes are designer labels?
 5 **Rob** Does Frank have many stocks and shares?
Stuart He has loads of them.

- 6 **Rob** Isn't Frank in New York on business?
Stuart No, in fact he's in Florida on vacation.
 7 **Rob** His latest girlfriend has long, blonde hair.
Stuart Really? The girl I saw him with had short, brown hair.

Unit 8

- 1** 1 b 2 b 3 a 4 b 5 c 6 a
 7 a 8 c
- 2** 1 1 D 2 D 3 ND 4 D 5 ND
 6 D 7 ND 8 D 9 ND 10 ND
- 2 1 I'd love to meet someone who could teach me how to cook.
 2 We're looking for a house which/that has four bedrooms.
 3 We went to see Romeo and Juliet, which I really enjoyed.
 4 Do you know a store that sells second-hand furniture?
 5 Marilyn Monroe, whose real name was Norma Jean Baker, died of a drug overdose.
 6 I find people who lose their temper difficult to get on with.
 7 My computer, which I bought only last year, is already out of date.
 8 I met a girl you went to school with.
 9 Professor Brian Cox, who is a well-known physicist and TV presenter, will give a talk next week.
 10 I bought a ham and cheese sandwich, which I ate immediately.
- 3** 4 The thing I most regret is not going to college.
 5 My two daughters, who are 16 and 13, are both interested in dancing.
 6 no change
 7 I didn't like the clothes, which were on sale.
 8 The phone I bought yesterday doesn't work.
 9 no change
 10 The Algarve, where my mother's family comes from, is famous for its beautiful beaches and dramatic coastline.
 11 no change
 12 Salt, whose qualities have been known since prehistoric times, is used to season and preserve food.
- 4** 1 2 h 3 g 4 b 5 d
 6 c 7 a 8 f

- 2 1 who 2 that/which 3 where
 4 which 5 — 6 whose 7 which
 8 — 9 — 10 that 11 whose
 12 — 13 where 14 which
 15 Whatever
- 5** 2 She's a friend (who) I can always rely on.
 3 That's the man (who) the police were looking for.
 4 She recommended a book by Robert Palmer, who I'd never heard of.
 5 The sneakers (that) you paid \$200 for are on sale for \$100.
 6 This is the book (that) I was telling you about.
 7 The President, whose views I agree with, gave a good speech.
 8 He spoke about the environment, which I care deeply about.
 9 What's that music you're listening to?
 10 My mother, who I looked after for many years, died last week.
- 6** 3 screaming
 4 satisfied
 5 disgusting
 6 confusing
 7 challenging
 8 conceited
 9 frightening
 10 exhausting
 11 disappointing
 12 tiring
 13 unexpected
 14 disturbing
 15 thrilling
 16 amusing
 17 disappointed
 18 well-behaved
 19 promising
 20 loaded
- 7** 1 2 People living by themselves ...
 3 Letters mailed before ...
 4 The train waiting on ...
 5 Firemen have rescued passengers trapped ...
 6 ... house overlooking the Charles River.
 7 ... litter dropped by the crowds.
- 2 2 passing
 3 stolen
 4 saying
 5 Feeling
 6 borrowed
 7 explaining
 8 Taking
 9 studying
- 8** 1 known as Fearless Felix
 2 who jumped
 3 whose skydiving career
 4 that scared him

- 5 whose fear of being enclosed
 6 Terrified of wearing
 7 knowing he had to
 8 from which he would leap
 9 which can happen when
 10 including his mother and his girlfriend
 11 what no man has done
 12 which has put him

9 1 People: loyal, humble, stubborn, conceited, arrogant, considerate
Places: unspoiled, overcrowded, picturesque, breathtaking, desolate, built-up
Things: waterproof, smashed, automatic, cracked, priceless, handmade

- 2 1 breathtaking 2 arrogant
 3 automatic 4 considerate
 5 unspoiled 6 picturesque
 7 stubborn 8 handmade
 9 overcrowded

- 10** 1 a ten-dollar bill
 2 an eight-week language course
 3 a six-hour drive
 4 a three-course meal
 5 a one-month vacation
 6 a four-hour delay
 7 a 100-page document
 8 a three-year college program
 9 a ten-year prison sentence
 10 a five-star hotel
 11 a 30-mph-speed limit
 12 a 200-year-old house

- 11** 1 of 2 with, for 3 for 4 of
 5 of 6 in/with 7 from, to 8 about
 9 to 10 of 11 of 12 for 13 for
 14 with 15 about

12 1 Silent consonants: fasten, exhausted, whistle, straight, fascinating, delighted, debt, honest

No silent consonants: executive, inhabitant, distinctly, rebuilt, eccentric, insect, lamp, sumptuous, anonymous, citizen, documentary, landscape, temperature, business

- 2 1 sign 2 psychiatrist 3 handsome
 4 island 5 Christmas 6 frightened
 7 climber 8 grandfather
 9 knowledge 10 calm

Unit 9

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

- 2** 1 a He's always fixing his motorbike in the living room.
 b He will fix his motorbike in the living room.

- 2 a My brother is always leaving the top off the toothpaste.
 b My brother will leave the top off the toothpaste.
 3 a He won't help with the household chores.
 4 a My sister is always borrowing my clothes without asking (me).
 b My sister will borrow my clothes without asking (me).
 5 a My grandpa won't let anyone choose what's on TV.
 6 a My grandma is always gossiping about the neighbors.
 b My grandma will gossip about the neighbors.
 7 a Carole and Alan are always bragging about their children.
 b Carole and Alan will brag about their children.

- 3** 1 used to 2 used to 3 Did you use to
 4 didn't use to 5 Did you use to
 6 didn't use to 7 did you use to
 8 Did you use to

- 4** 1 He's always watching sports programs on TV.
 2 She was always giving us homework.
 3 Our cat would always sleep on *my* bed.
 4 My boss is always asking me to stay late.
 5 My children will never help out at home.

- 5** 2 a, b, c 3 a 4 a, b, c 5 a, b, c
 6 a 7 a, b, c 8 a, b 9 a
 10 a, b, c 11 a, b 12 a, b, c

- 6 1** 1 aren't used to 2 get used to
 3 'm used to, get used to 4 got used to
 5 used to 6 didn't use to 7 's used to
 8 get used to 9 did ... use to
 10 Have ... gotten used to

- 2 1 get upset
 2 'm getting better
 3 to be a pilot
 4 'll be ready, 'm ... getting dressed, 've been ready
 5 're lost
 6 have gotten engaged
 7 get to know
 8 gets dark

- 7 1** 2 a 3 c 4 c 5 c 6 a 7 a 8 a
 9 a 10 c 11 c 12 c 13 c 14 c
 15 c 16 a 17 a 18 b 19 a
 20 c 21 c 22 c 23 a 24 b
 25 a 26 b 27 c 28 a 29 b

- 2 1 used 2 would 3 used 4 wasn't
 5 got 6 got 7 used, would
 8 used, got

- 8** 2 wave 3 point 4 right 5 suit
 6 fair 7 fan 8 band

- 9** 1 a bored
 b board
 2 a allowed
 b aloud
 3 a sent
 b cent
 4 a loan
 b lone
 5 a hire
 b higher

- 10 1** 1 f 2 i 3 l 4 b 5 h 6 g 7 c
 8 e 9 d 10 a 11 j 12 k

- 2 1 broke into
 2 looked up to
 3 take ... back
 4 pointed ... out
 5 come up with
 6 told ... off
 7 deal with
 8 fit in with
 9 drop out of
 10 count on
 11 brought ... up
 12 break off

- 11 1** 1 F They are arguing about a TV program he is watching.
 2 T
 3 F These programs always used to make them laugh/giggle.
 4 T
 5 F Last year's winner was a boy band.
 6 F Harry doesn't take these shows (too) seriously.
 7 T
 8 F Harry persuades Megan to watch the TV program with him.

- 2 1 contrived, utterly 2 cheesy
 3 joke 4 can't sing 5 better
 6 don't care 7 manipulated
 8 seriously, obviously

- 12 1** 2 Sue isn't going to learn from the experience, but Tom is.
 3 I ve heard that you re thinking of moving from London. Are you?
 4 They have dinner at seven, don't they?
 5 You ll be able to get a ticket for me, won't you?
 6 I ve got no idea who this letter s from.
 7 Can't you remember who Bill used to work for?
 8 I've been waiting for you to come. Where were you?

- 9 We (d been) looking forward (to) coming (for) ages. Then at (the) last minute we weren't able to.
- 10 (Won't) you sit down (for a) couple (of) minutes?
- 2 A What are you doing at the weekend?
B I haven't decided yet.
A We're going to Alaska. Do you want to come, too?
B I'd love to. Where are you staying?
A We've decided to go camping. None of us can afford to pay for a hotel.
B Camping in Alaska in October! You'll be freezing cold.
A No, we won't. We've got strong tents, lots of warm clothes, and thick sleeping bags.
B Have you checked the weather forecast?
A Of course we have, and it's pretty warm for October.
B OK, then. It'll be quite an adventure!
A Excellent! I'll tell the others. They'll be excited. We'll pick you up at six on Friday. See you then. Goodbye!
- B Bye!

Unit 10

- 1 2 I had to take the pills three times a day.
3 They must have been away on vacation.
4 We couldn't have a lunch break – there was too much to do.
5 He can't have been a millionaire.
6 We weren't allowed to shout in the classroom.
7 He wouldn't go to bed.
8 That will have been John on the phone.
9 You should have been more careful.
10 You could have helped with the dishes for a change.
- 2 1 3 ✓✓ 4 ✓ 5 ✓ 6 ✓✓ 7 ✓✓
8 ✓✓ 9 ✓✓ 10 ✓ 11 ✓ 12 ✓
- 2 Sample answers:
If I go to Norway, I can/will/may/might see the fjords.
If I went to Norway, I might/would/could see the fjords.
If I'd gone to Norway, I might/would/could have seen the fjords.
- 3 1 1 She must have gotten engaged to Andy.
2 They must have been doing something silly.
3 She must have been making a cake.
4 They might have gone without me.
5 He can't have had a party last night.

- 6 They must have arrived home by now.
7 She might/must have misplaced my number.
8 He can't have cut it for a long time.
- 2 1 It must have been blown down by the wind.
2 They must have been washed with something red.
3 It can't have been repaired properly.
4 It can't have been dry-cleaned recently.
5 It must have been hit by a stone.
- 4 1 could have used
2 might have climbed up
3 could have gone
4 must have been joking
5 can't have spent
6 might have misheard
7 should have called
8 may have been delayed
9 could have let us
10 wouldn't have burned
11 must have fallen
12 can't have put on
- 5 1 shouldn't have
2 may have, should have
3 'd have, could have, might have, 'd have, shouldn't have, should have
4 must have
- 6 1 2 should ... have come back
3 must have been
4 must have seemed
5 could not have survived
6 would ... have dragged
7 could have imagined
8 must have gotten
9 must have been involved
10 might have received
11 must have lied/been lying
12 could have put
13 might not have acted
14 should not have committed
15 should not have come back
- 2 1 F 2 T 3 F 4 F 5 T 6 F
7 F 8 T
- 7 1 all thumbs
2 heart-to-heart
3 all ears
4 out of my mind
5 enter your head
6 cold feet
7 give me a hand
8 hands full
9 face the facts
10 put on a brave face

Physical appearance	Personality
graceful	moody
wrinkled	big-headed
bald	brainy
well-built	quick-thinking
smart	nosy
curly	cheeky
clean-shaven	narrow-minded
tanned	affectionate
	smart
	hard-hearted

- 2 1 handed 2 elbow 3 thumb
4 eyed 5 foot 6 headed
7 are armed 8 shoulder
- 9 2 remind ... of
3 congratulated ... on
4 models ... on
5 hide ... from
6 held ... to
7 invited ... to
8 trick ... into
9 inherit ... from
10 shouted ... at
11 forgive ... for
12 was accused ... of
- 10 1 2 said 11 chief
3 lose 12 fought
4 knows 13 deaf
5 weight 14 knew
6 height 15 pour
7 wool 16 reign
8 fool 17 grieve
9 mud 18 put
10 rude
- 2 The Bear
A cheerful old bear at the zoo
Could always find something to do
When it bored him, you know
To walk to and fro
He reversed it and walked fro and to. ...
- I'd rather have...
I'd rather have fingers than toes
I'd rather have ears than a nose
And eyes for my hair
I'm glad it's all there
I'll be awfully sad when it goes
- Unit 11
- 1 1 1, 4, 8 refer to real past time. The others are all hypotheses.
2 2, 5, 8 refer to real past time. The others are all hypotheses.
3 2 don't 3 didn't 4 can't 5 is
6 won't 7 does 8 was/have
9 don't

- 2 1 I wish you were rich.
I wish you could/would/had come.
I wish I were rich.
I wish I could/had come.
- 2 1 could/was able to 2 wasn't
3 had 4 hadn't gone 5 have stayed
6 didn't speak/wouldn't speak
7 'd fallen 8 lived
- 3 1 1 I wish I'd invited him to the party.
2 You should have been watching the road.
3 If only I hadn't said that to her.
4 I wish I hadn't hit him.
5 I'd rather you didn't tell her.
6 I wish Meg wouldn't stay out so late.
7 I should have told him (that) I loved him.
- 2 *Sample answers:*
1 I wish I had a Rolls Royce.
2 If only I could get a job/had somewhere to live.
3 If only I could fall asleep.
4 We should have booked some rooms.
5 I wish I'd gotten gas.
6 Cat: "I wish she'd stop playing!"
- 4 1 If
2 hadn't
3 should
4 would
5 'd
6 only
7 wouldn't
8 should
9 would
10 could
11 couldn't
12 could
13 If
14 realized
15 wouldn't
16 imagine
17 won't
18 unless
19 have
- 5 1 1 I wish I had been true to myself.
2 I wish I hadn't worked so hard.
3 I wish I had said what I was really thinking.
4 I wish we had stayed in touch.
5 I wish I had done more.
- 2 1 spent more time/played more (2)
2 had taken (5)
3 been too scared (3)
4 stayed in touch (4)
5 fulfilled (1)
- 3 1 I wouldn't have been sick if I hadn't had the shellfish.
2 I would have called you if I had had the time.

- 3 If I had known the sweater wasn't machine-washable, I wouldn't have bought it.
4 I wouldn't have believed it if I hadn't seen it with my own eyes.
- 4 2 If I'd known your address, I could/ would have sent you a postcard.
3 If I'd remembered when your birthday was, I would have bought you a present.
4 If I hadn't been rushing my wife to the hospital, I wouldn't have broken the speed limit.
5 If I hadn't forgotten to set my alarm clock, I wouldn't have been late.
- 6 1 feel, won't go
2 sold, 'd make
3 see, 'll tell
4 hadn't gone, wouldn't have met
5 didn't love, wouldn't marry/wouldn't be marrying/wouldn't have married
6 buy, get
7 would ... do, saw, would run
8 had brought, wouldn't be
9 hadn't had, would have burned down
10 were, 'd apologize
11 eats/had eaten, will get/would have got
12 had listened, would have heard, wouldn't be
- 7 1 1 Imagine
2 in case
3 unless
4 Unless
5 Suppose
6 in case
7 Had
8 Should
- 2 1 I won't come unless they invite me.
2 Suppose he left you, what would you do?
3 Suppose you had learned to play tennis, would you have been a champion by now?
4 We're going to install a smoke alarm in case there's a fire.
5 She won't get that job unless she learns to speak French.
6 Imagine the lifeguard hadn't been there, what would have happened?
7 I won't go out this evening in case Justin calls.
8 I'll be at my desk until 6:00 should you need to speak to me about the matter.

- 8 1 illegible
2 unreadable
3 childish
4 childlike
5 sensitive
6 sensible
7 truthful
8 true
9 intolerant
10 intolerable
11 economic
12 economical
- 9 1 breakdown
2 comeback
3 check-up
4 outcome
5 outlook
6 outbreak
7 breakthrough
8 feedback
9 takeaway
10 downfall
- 10 1 1 d 2 a 3 b 4 c 5 e 6 h
7 g 8 i 9 j 10 f
2 1 c 2 a 3 b 4 d 5 f 6 e
3 1 C 2 H 3 C 4 C 5 H 6 C
7 H
- 11 2 /e/ **bread:** jealous, pearl, breath, thread, breadth, deaf, health, meant, death, lead (n), weapon, search, earth
/i/ **meat:** beast, heal, lead (v), breathe, reason, scream, cheat, leap, leaped, dear, tear, clear, gear, beat, weary, beard, hear
/ei/ **break:** steak, great, tear, great, steak

Unit 12

- 1 1 1 a 2 the 3 the 4 a 5 -, a, the
6 the 7 a, - 8 the, -
9 a, The, -, the
- 2 1 A 2 the 3 a 4 - 5 a 6 a
7 - 8 the 9 - 10 the 11 the
12 the 13 a 14 - 15 - 16 -
17 a 18 the 19 The 20 an
21 the 22 the 23 - 24 the
- 2 1 1 everything
2 Everything
3 All
4 Every
5 All
6 All
7 everything
8 all
9 Every
10 everybody

- 2 1 All, none
2 either, both
3 both, neither
4 every
5 no, every
6 every
7 Each
8 either, both
9 Neither
10 Either
11 both, either
12 Each
- 3 1 These 2 This 3 That 4 those
5 that 6 that 7 this 8 these
9 this 10 this 11 that 12 this
13 That 14 those 15 that
- 4 1 the
2 a couple of
3 his
4 a great deal of
5 This
6 several
7 enough
8 the
9 little
10 both
11 This
12 no
13 the
14 every
15 a
16 many of
17 more
18 nobody
19 anything
20 some
21 his
22 the
23 a wealth of
24 a
25 one
26 these
27 most
28 an
29 all
30 the
- 5 1 back of the chair
2 cat's milk
3 toilet paper
4 parents' advice
5 bottle of wine
6 road sign
7 wine bottles
8 President's duties
9 heel of my shoe
10 hairbrush
11 end of the movie
12 today's news
13 subway station
14 parents' wedding anniversary

- 15 company's success/success of the company
16 week's vacation
17 government's economic policy
18 rate of inflation
19 coffee cups
20 cup of coffee
- 6 1 **be:** on the safe side, in touch with sb, no point in doing sth, on one's mind, up to date
have: the nerve to do sth, a word with sb, no chance of doing sth
- 2 2 have the right to
3 will be in touch with
4 is ... on my mind
5 have a word with
6 had the nerve to
7 to be on the safe side
8 have no chance of
9 is no point in
10 be up to date
- 7 1 out of
2 in
3 on, by
4 for
5 in
6 between
7 for
8 to
9 about/on
10 with
11 to
12 of
13 before/by
14 in
15 to
- 8 1 1 F 2 T 3 F 4 T 5 F 6 F
7 F 8 T
- 2 1 you might call
2 so broke
3 None of it
4 hit me
5 Give me ... over
6 get out and about
7 stagger down
8 As long as
- 3 2 Her husband was **a** talented jazz musician.
3 She believes that you've only got **one** life so you mustn't waste it.
4 Mary decided to learn ~~the~~ Russian and Greek.
5 She read ~~the~~ all of *War and Peace* in Russian.
6 She prefers the town over **the** countryside.
7 She loves lying in ~~the~~ bed listening to the snow.
8 He lost **his** speech and the use of the right side of his body.

Noun		Verb	
advice	/əd'vaɪs/	to advise	/əd'vaɪz/
use	/yus/	to use	/yuz/
abuse	/ə'byus/	to abuse	/ə'byuz/
belief	/bɪ'lɪf/	to believe	/bɪ'lɪv/
relief	/rɪ'lɪf/	to relieve	/rɪ'lɪv/
grief	/grɪf/	to grieve	/grɪv/
excuse	/ɪk'skyus/	to excuse	/ɪk'skyuz/
breath	/brɛθ/	to breathe	/brɪð/
half	/hæf/	to halve	/hæv/
house	/haʊs/	to house	/haʊz/
safe	/seɪf/	to save	/seɪv/
bath	/bæθ/	to bathe	/beɪð/

- 10 2 **B** I did it. Sorry.
3 **B** I knew Johann was coming.
4 **B** I knew that ages ago.
5 **B** I didn't tell her.
6 **B** I didn't tell her.
7 **B** I told you.
8 **B** I like Annie.
9 **B** I do like Annie. I think she's great.
10 **B** I like her.

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