

insight

Intermediate Teacher's Book

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Introducing *insight*

A note from the author

I'm reading a book called *The Element* by Ken Robinson. On a table nearby, a few teenagers are chatting with their friends after a long day at school. 'Our task is to educate (our students') whole being so they can face the future,' I read. 'We may not see the future, but they will and our job is to help them make something of it.' I look at the kids and think: 'That's quite a big task!'

It's a challenge we all face, whether we're teachers, parents, educational writers or youth workers. Our short-term objectives may be different: we may help teenagers or young adults pass school-leaving exams, understand maths formulae, or take part in community projects. But ultimately our long-term objectives are the same: to help young people develop a passion for and curiosity about life, to give them confidence in their own ideas, to help them become open-minded, global citizens.

When I started writing *insight* I immediately understood that the course was trying to satisfy these two objectives: a rigorous syllabus would help students develop their language skills, but it also had its eye on long-term objectives, too.

Today's students are very sophisticated. They have an amazing ability to multitask, and they often have a broad knowledge of other cultures and countries. They also have a point of view, and in *insight* we value that and seek it out – we also challenge it. We constantly ask students to question, evaluate and make cross-cultural comparisons: What do you think? Do you agree? What would you do? Speaking helps develop their confidence as language learners, but it also develops confidence in their own opinions and beliefs.

In *insight* we've added a special ingredient, too: in many texts and topics there is a fact or point of view students may not have come across before, something surprising or thought-provoking, something they may want to tell their friends in a café after school. The aim of this extra ingredient is to inspire curiosity, and a passion to discover and learn. It might help them think about an issue in a different way, and make a lesson more memorable.

That's what *insight* is all about. It strives to create the right conditions for students to grow, learn and develop their ideas and experience. To become lifelong learners. 'You cannot predict the outcome of human development,' adds Ken Robinson, wisely. 'All you can do is like a farmer create the conditions under which it will begin to flourish.'

Jayne Wildman

Aims of the course

To challenge students to think critically about the world around them

insight has been developed not only to teach students English, but also to increase their awareness of the world around them. Amongst other topics, *insight* addresses social issues, culture, literature, history, social media, science and technology. Students are encouraged to think critically about the issues raised, to evaluate their current point of view, and to share their opinions with others even once they have left the classroom. Texts and recordings include an interesting fact or unexpected opinion which students may want to tell their friends and families about. This will help make the lesson more memorable and help students recall the language and ideas they have learned.

Video documentary clips also cover cultural and historical themes broadening students' understanding of the customs, traditions and history of English-speaking countries.

Literature insight introduces students to classic works of English literature and offers an alternative way of exploring the culture of English-speaking countries.

To inspire discussion in the classroom

The information-rich and thought provoking texts and recordings will inspire discussion amongst students. Structured activities encourage students to question their existing opinions and the opinions of others. Activities are designed to stimulate critical thinking, to encourage participation and the exchange of opinions.

The speaking sections also teach the skills needed to be an active participant in discussions, such as interrupting, asking for clarification, disagreeing, and encouraging others to speak.

To give a deeper understanding of vocabulary and build the confidence to use it

insight gives students a deeper understanding of language and goes beyond purely teaching meaning. *insight* explores such areas as collocation, word-building and connotation to provide a fuller understanding of how vocabulary is used. This comprehensive approach allows students to use new language with greater confidence.

Vocabulary is taught in the context of reading or listening texts. All reading and listening texts are accompanied by vocabulary exercises that focus on the meaning of new vocabulary in context. Additionally, the understanding of new vocabulary is reinforced through exercises which practise their use in a new context.

All vocabulary is taught in sets organized by topic, word type or theme. Research has shown that teaching vocabulary in this way makes it easier for students to recall and use.

Vocabulary insight pages not only explore language in more depth, but also build students' study skills, including keeping vocabulary records, ways of recording new vocabulary, using a dictionary and a thesaurus.

These skills will help students decode, retain and use new vocabulary correctly in the future.

To help students explore the rules of grammar

The guided discovery approach to grammar in *insight* allows students to work out grammar rules for themselves and furnishes them with a better understanding of how grammar works. This approach actively engages students in the learning process making them more likely to understand and remember the grammar point.

New structures are always presented in the context of a reading or listening text, so that students become familiar with the usage and meaning of the grammar, before manipulating its form. The guided discovery approach means students analyse examples from the texts before they deduce the rules. If necessary, the rules can be checked in the Grammar reference section in the Workbook.

The practice exercises are topic-based, so students are required to understand the usage and meaning of the grammatical structures, as well as the form. The free speaking activities allow students to use the new language in a personalized, productive and creative way.

To encourage students to reflect and take responsibility for their learning

Self-reflection plays a key role in developing active, directed and responsible learners. Learners who are able to look to themselves for solutions to problems rather than always seeking out the help of others will be better equipped for later life in academic or professional environments.

insight encourages students to reflect on their learning in a variety of ways. The Review sections in the Student's Book are an opportunity for them to see what they already know and where more work is needed. Students get marks for completing the Reviews, so they can self-monitor their progress through the book.

The Progress checks in the Workbook help students to identify gaps in their knowledge and skills, and encourage students to rely on themselves when seeking ways of improving.

The self-check feature in the Writing sections teaches students how to evaluate their own work against a set of criteria. The corrected writing assignments can also be a record of their progress.

To encourage autonomous and lifelong learning

insight prepares students for further study and life outside the classroom environment by developing their skills for lifelong learning and encouraging autonomous learning. Strategy boxes in every unit offer step-by-step guides on how to improve core skills. Students apply the strategy immediately in a series of exercises to allow them to see how the strategy can benefit them. The strategies are relevant to students' studies now and in the future, so they will be able to use the same strategy again and again.

Writing preparation covers extensive practice and development of key skills, such as brainstorming, planning, checking, paraphrasing, avoiding repetition, etc. These skills will also help students beyond the classroom environment.

The use of authentic texts builds students' confidence by showing them that they can tackle these kinds of texts outside the classroom, in real-life situations. The accompanying activities teach students how to think critically – question ideas, analyse, rationalize, synthesize, and make reasoned judgements – skills that students will need in all areas of their lives, especially in higher education and the workplace.

Autonomous learning is also encouraged by developing dictionary and thesaurus skills. Students gain a better understanding of how dictionaries and thesauruses look, the information they provide, and how and when to use them. Learning how to use these reference sources will help students with their learning now and in their future life.

These are all skills that teach self-reliance and foster autonomous learning, equipping students for life after school or university.

Components of the course



The **Student's Book** contains

- ten topic-based **units** divided into clear sections that logically follow on from one another.
- ten **Vocabulary insight** pages that develop a deeper awareness of how language works and build students' dictionary skills.
- ten **Review** pages that test all the grammar and vocabulary points from the unit.
- five **Cumulative reviews** which review all the language taught up to that point in the Student's Book through a series of skills-based activities.
- a ten-page **Vocabulary bank** section with twenty additional topic-based vocabulary sets.



The **Workbook** contains:

- further practice of everything taught in the Student's Book.
- Plus**
- **Challenge** exercises for stronger students.
- ten **Progress check** pages which provide an opportunity for student reflection and self-evaluation.
- five **Literature insight** lessons based on classic works of English literature.
- five **Exam insight** sections with typical exam tasks and strategies to help students become better exam takers.
- a twenty-page **Grammar reference and practice** section containing comprehensive grammar explanations and further practice.
- ten **Pronunciation insight** points with activities to develop students' pronunciation skills.
- a **Wordlist** with dictionary-style entries giving students more information about core vocabulary.



The three **Audio CDs** contain:

- all the listening material for the Student's Book and Workbook.
- the Workbook audio is also available at www.oup.com/elt/insight



The **Teacher's Book** contains:

- **teaching notes** for the Student's Book and **answer keys** for both the Student's Book and Workbook.
- **ideas for optional extra activities** for greater flexibility.
- **background notes, cultural information** and **language notes**.
- **suggestions** for teaching **further vocabulary** from reading texts and questions for discussions.
- the **scripts** for the audio from Student's Book and Workbook.



The **Teacher's Resource Disk** contains:

- additional **communication worksheets** to practise key language from the Student's Book.
- **Documentary video clips** linked to each Student's Book unit plus accompanying ready-to-use video worksheets and lesson guides.
- **How to guides** which tackle key teaching issues and provide ideas and suggestion for activities to use in the classroom.
- **Functional language bank** – compilation of key communicative phrases from throughout the book.
- **Writing bank** – a compilation of the key writing formats practised throughout the course with notes and tips on how to write them.



The **Test Bank MultiROM** contains:

- unit **tests** and mid- and end-of-course tests available as PDFs and editable Word files which you can adapt according to your students' needs.
- A and B of each test versions to help with classroom management.
- **audio** for all the listening tasks. This can be played on a CD player.
- **audio scripts** for all the listening exercises.
- **answers** to all exercises.

The **Classroom Presentation Tool** contains:

- a **digital version of the Student's Book** and **Workbook** with integrated audio and video.
- **answer keys** for all exercises.
- **synced audio scripts** which highlight text as it is played.

Websites

- Student's website (www.oup.com/elt/insight): Workbook audio
- Teacher's website (www.oup.com/elt/teachers/insight): Exam insight answer key

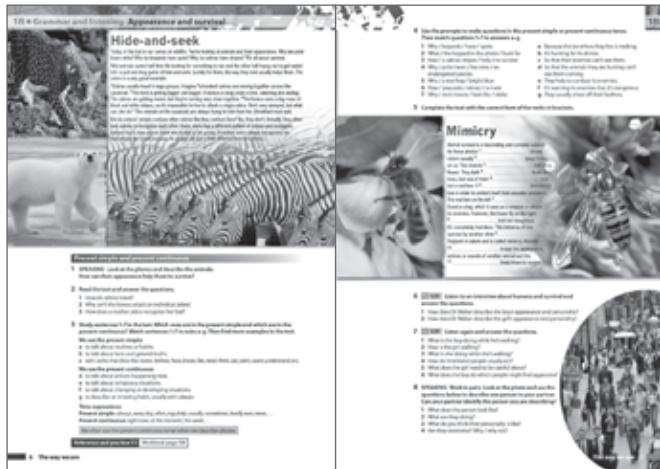
Student's Book at a glance

There are ten units in the Student's Book. Each unit is divided into five sections (A–E), with a Vocabulary insight page and a Review. After every two units, there is a Cumulative review. At the back of the book, there is a ten-page Vocabulary bank.



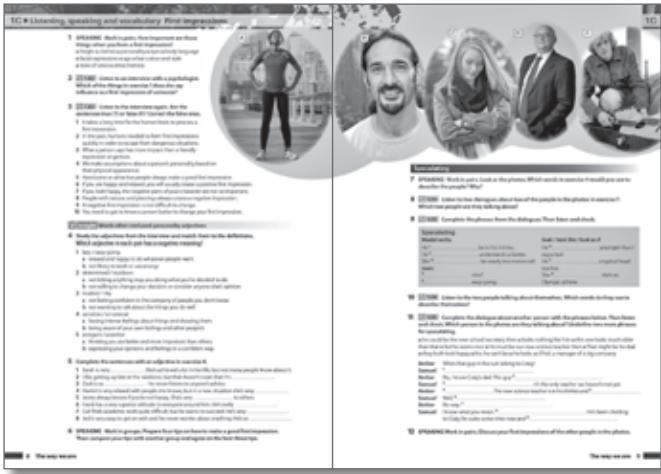
A – Reading and vocabulary

- an information-rich text establishes the topic of the unit.
- the reading text also contextualizes two vocabulary sets which are recycled and practised through the rest of the unit. One of these is a Vocabulary insight (V insight) set which explores language in greater depth.
- the text previews grammatical structures that students will study in the next section. Students are not expected to engage actively with the new grammar at this point.
- there is a link to the **Vocabulary bank** at the back of the Student's Book where another lexical set is presented and practised.
- the section closes with a speaking activity which allows students to react to the text and demonstrate their understanding of the issues raised.



B – Grammar and listening

- section B picks up on the grammatical structures that students met, but may not have recognized, in the reading text in section A.
- the new language is presented in a meaningful context – either a reading or listening text.
- the listening or reading text also establishes a new topic for the section and contextualizes some of the vocabulary from section A.
- the guided discovery approach to grammar ensures that students actively engage with the new language.
- students analyse examples, complete rules or answer questions about the grammar which help them to focus on the new structures, their meaning and use.
- a final speaking activity allows students to use the new language in a personalized and productive way. This happens throughout the book.
- there is a link to **Grammar reference and practice** in the Workbook where students can find further practice activities and explanations of the grammar for reinforcement.



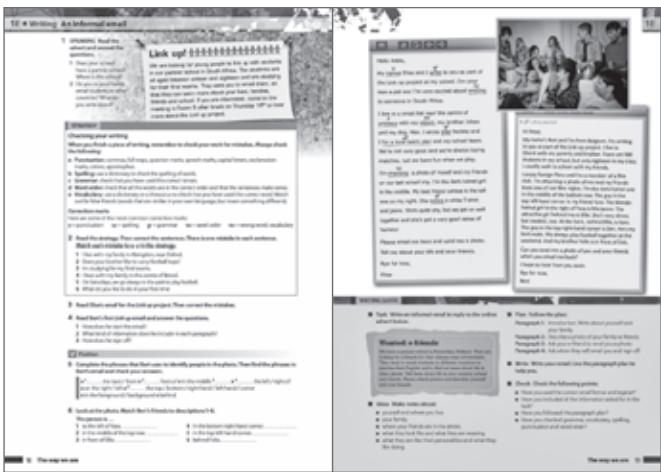
C – Listening, speaking and vocabulary

- section C offers students opportunities to practise the grammar and vocabulary from the previous sections.
 - one or more listening activities contextualize a new vocabulary set which is recycled through the rest of the unit.
 - through carefully selected text types and tasks, students learn a variety of strategies for developing listening skills.
 - students are encouraged to react to the topic of the listening and exchange ideas and opinions.
 - the section also presents functional language through several model dialogues, as well as controlled and free practice.



D – Culture, vocabulary and grammar

- section D introduces students to the culture of the English-speaking world through a text on the customs, traditions and history of English-speaking countries.
 - there is a cultural comparison element, which encourages students to think about similarities and differences with their own culture.
 - the culture text contextualizes a new vocabulary set and models the key grammar of the section.
 - students learn about the grammar in a guided inductive way.
 - there is a link to **Grammar reference and practice** in the Workbook.



E – Writing

- section E always presents a model text which students analyse for the language, structure and format used.
 - a language point illustrates and practises useful writing language and structures.
 - a writing strategy develops key elements of the writing process, for example, planning, brainstorming, deciding on register, etc.
 - every section includes a step-by-step writing guide which takes students through the process of generating ideas, planning, writing and checking their work
 - the writing task lets students use the language taught throughout the unit in a personalized, productive and creative way.

Vocabulary insight

- this page raises awareness of how language works by developing a deeper understanding of a language point introduced earlier in the unit.
- there are also activities building students' study skills, including ways of recording vocabulary, using a dictionary or a thesaurus.
- through a series of strategies students learn how to use reference sources that can help them with their learning now and in their future life.

Review

- the review gives students another opportunity to recycle and check how well they know the vocabulary and grammar they have learned in the unit.
- students get marks for every completed review, so it is easy to monitor progress through the book.
- there is a link to **Pronunciation insight** in the Workbook, which introduces and practises a pronunciation point relevant to the unit.

Cumulative review

- there is a two-page cumulative review at the end of every two units. This reviews key language and skills from the Student's Book up to that point through a series of skills-based tasks. Each Cumulative review includes listening, speaking, reading, use of English and writing exercises.
- there is a link to the **Literature insight** and **Exam insight** sections in the Workbook.

Vocabulary bank

- there are two cross-references to the Vocabulary bank from each unit.
- each Vocabulary bank presents and practises two vocabulary sets that are topically related to the unit.

Strategies

- in every unit, there is a writing strategy and either a listening or reading strategy.
- each strategy develops students' language skills and helps them to become more confident and autonomous learners.
- the strategies are practised through a number of activities, so that students can immediately apply the skills they have learned.

DVD extra

- there is a link from every unit to a **documentary video clip**.
- each documentary clip builds on a topic of the unit.
- each video is accompanied by a ready-to-use **DVD worksheet** which contains comprehension, language and speaking activities, along with teaching notes.

Workbook at a glance

There are ten units in the Workbook. Each unit has a page to correspond with each Student's Book spread. There is a progress check at the end of each unit. All Workbook audio can be found on iTools and on the Student's website: www.oup.com/elt/insight.

- the Workbook contains grammar, vocabulary and skills activities which practise and reinforce the language covered in the Student's Book.

- the reading section presents and practises a new vocabulary set.
- the reading text recycles grammar from the corresponding Student's Book unit.
- new subject matter is introduced in the texts to expand students' knowledge.

- there is a one-page **Progress check** after every unit with short tasks which prompt students to think how well they understand the grammar, vocabulary and skills taught in the unit. The Progress checks also serve as a record of what has been learned in each unit.
- the **self-evaluation** feature encourages students to reflect on and monitor their own progress.
- the **How can I improve?** feature encourages students to take responsibility for their own learning.

- there are five two-page **Literature insight** lessons in each level of the course.

- Literature insight** introduces students to classic English literature and encourages reading for pleasure.
- these sections contain shorter reading and listening extracts, but students are encouraged to read the complete works in their own time.
- the literary extracts have been carefully selected to link with the topic and language covered in the Student's Book.
- each lesson presents information about the author, literary extracts to read and listen to, reading and listening comprehension activities, as well as speaking and writing tasks.

- the five two-page **Exam insight** sections prepare students for common exam tasks.
 - there is practice of use of English, reading, listening, speaking and writing.
 - through a series of **exam strategies**, students learn how to deal with the most common exam tasks, such as multiple choice, true / false, matching headings to paragraphs, etc.

Grammar reference and practice 1	Grammar reference and practice 1
1.1 Present simple and present continuous	1.2 Verb patterns
Present simple	1 Compare the sentences. Use the present simple or the present continuous.
Use the present simple or the present continuous?	2 Complete the sentences. Use the present simple or the present continuous.
He always wears... clothes.	3 Complete the sentences. Use the past simple or the past continuous.
Do you like...? Yes, I do. / No, I don't.	4 Complete the sentences. Use the past simple or the past continuous.
Did you use to...? Yes, I did. / No, I didn't.	5 Complete the sentences. Use the past simple or the past continuous.
Fact and general truths	6 Complete the sentences. Use the past simple or the past continuous.
It's the first time I've ever... / I've never... before.	7 Complete the sentences. Use the past simple or the past continuous.
It's the last time I'll ever... / I'll never... again.	8 Complete the sentences. Use the past simple or the past continuous.
I choose the correct answer:	9 Complete the sentences. Use either the past simple or the past continuous.
a) at what temperature / down water? Yes / No	10 Complete the sentences. Use either the past simple or the past continuous.
b) how many times / eat fruit? Yes / No	11 Complete the sentences. Use either the past simple or the past continuous.
c) how many hours / sleep every night? Yes / No	12 Complete the sentences. Use the infinitive form of the verb (to + verb), either with or without 'to'.
Present continuous	13 Complete the sentences. Use the infinitive form of the verb (to + verb), either with or without 'to'.
Affirmative: I am...ing. I'm...ing.	14 Complete the sentences. Use the infinitive form of the verb (to + verb), either with or without 'to'.
Negative: I'm not...ing.	15 Complete the sentences. Use the infinitive form of the verb (to + verb), either with or without 'to'.
Question: Am I...ing? Are you...ing?	16 Complete the sentences. Use the infinitive form of the verb (to + verb), either with or without 'to'.
The past tense is spoken in a long... It's not working in a... condition. I'm not...ing because I'm...ing.	17 Complete the sentences. Use the past simple or the past continuous.
Use	18 Complete the sentences. Use the past simple or the past continuous.
We use the present continuous to talk about... I'm having... a video conference now. I'm...ing a new computer at the moment. I'm changing... my shopping situation. I'm interacting... with my colleagues.	19 Complete the sentences. Use the past simple or the past continuous.
We use the following tenses with the present continuous right from the earliest stages:	20 Complete the sentences. Use the past simple or the past continuous.

- there is a twenty-page **Grammar reference and practice** section.
 - this contains comprehensive explanations of key grammar points from the Student's Book, covering both form and usage.
 - each grammar point is accompanied by several exercises to check and consolidate understanding of that point.

- **Pronunciation insight** focuses on ten pronunciation points – one per unit.
 - points include individual sounds, word stress, sentence stress and intonation

- a **Wordlist** closes the Workbook.
 - the Wordlist features dictionary-style entries, with phonetic transcriptions, definitions and example sentences.
 - an extended version can also be found on the Classroom Presentation Tool.

insight Classroom Presentation Tool

The Classroom presentation tool is software that allows you to present and manipulate course content in an interactive way. The Classroom Presentation Tool is designed to be projected in class. To take full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.

insight Classroom Presentation Tool contains:

- the complete Student's Book and Workbook.
- audio tracks integrated into the pages. If you choose to display the script, the words are automatically highlighted as they are spoken, making it easy for students to follow.
- integrated answer keys that make self or peer marking much simpler as students will be able to see the correct answer on screen. You can reveal answers one by one or all at once to suit your students. You can even hide the answers and then reveal them again to see how many they can remember correctly.

The screenshot shows the software interface with a sidebar on the left containing navigation links for the 'Elementary Student's book' (p.1-2, contents, Welcome, p.3-4, UNIT 1 That's life, p.24). The main content area displays a lesson titled '4 The natural world' with the sub-section 'Reading and vocabulary. It's wild!'. The page features several photographs of animals: a rhinoceros, a sloth, a lion, and a cheetah. There are three main reading texts with comprehension questions. A large central text is about a rhinoceros in South Africa. Another text describes a sloth in Costa Rica. A third text discusses lions in South Africa. The right side of the page includes a 'Working together' section with a box for drawing and writing, and a 'Speaking' section with instructions for students to work in pairs. The bottom of the page has a footer with the text '44 The natural world' and 'The natural world 47'.

1

The way we are

Map of resources

Section A: Student's Book, pages 4–5

Workbook page 4

Vocabulary bank, Describing hair page 134

Teacher's resource disk, Communication worksheet 1A

Section B: Student's Book, pages 6–7

Workbook page 5

Grammar reference and practice 1.1, Workbook page 104

Section C: Student's Book, pages 8–9

Workbook page 6

Teacher's resource disk, Communication worksheet 1A

Teacher's resource disk, Functional language bank

Section D: Student's Book, pages 10–11

Workbook page 7

Vocabulary bank, Clothes page 134

Grammar reference and practice 1.2, Workbook page 105

DVD extra, Junky Styling, page 10

Teacher's resource disk, Communication worksheet 1B

Section E: Student's Book, pages 12–13

Workbook page 10

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 1, page 14

Recording vocabulary

Review 1, page 15

Pronunciation insight 1, Workbook page 124

Progress check Unit 1, Workbook page 11

Language and skills tests 1A and 1B, Test Bank

1A Reading and vocabulary

The art of beauty

Summary

Topic: Ideals of beauty around the world

Vocabulary: Describing appearance; compound adjectives: appearance; Vocabulary bank: Describing hair; clothes

Reading: An article about beauty practices in different countries

Speaking: Discussing why people change their appearance; describing people using compound adjectives; talking about Western ideals of beauty

Communication worksheet 1A: Describing photos; compound adjective dominoes

Lead-in

- In pairs, students take turns to talk about a person that they think is beautiful, giving reasons.
- When they have finished, ask:
*What characteristics do these people share?
Are there any differences?
What beauty routines do they perform?
Do you have a common view of what is beautiful?*
- Get feedback.

Exercise 1 page 4

- Check the meaning and pronunciation of *pierce* (v) /pɪəs/, *tongue* (n) /tʌŋ/ and *eyebrows* (n) /'aɪbraʊz/.
- Give students two minutes to read through the beauty practices and think about people's reasons for doing them. Elicit more beauty practices (e.g. *dye hair*, *use creams to make skin paler*, *stretch earlobes with large metal rings*, *have botox injections*).
- Elicit phrases to introduce thoughts and ideas, e.g. *In my opinion ...*, *It may be because ...*, *It could be that ...*.
- Circulate and monitor, helping where necessary.
- Students compare their ideas in groups.
- Ask a few students to share their ideas with the class.

Students' own answers

Culture note: Art

The Venus of Hohle Fels is an ivory figurine carved from a mammoth tusk. Discovered in 2008 in a cave in Germany it is about 35,000–40,000 years old. It depicts a full-figured woman's body, carved in a rudimentary, abstract style. A carved ring forms the head. It is considered to be the earliest depiction of a human in the world.

Peter Paul Rubens (1577–1640) was a Flemish painter famous for his altarpieces, portraits, landscapes and historical paintings painted in an extravagant Baroque style. His depictions of voluptuous women are well

known, and the term 'Rubenesque' is used to describe a full-figured woman.

Elizabethan England refers to the reign of Elizabeth I, (1558–1603). This period is often considered a golden age in England's history: the country enjoyed a stable economy, religious and political peace, and made advances in science, technology and exploration. It was also the period of William Shakespeare, one of England's greatest playwrights and poets. Queen Elizabeth epitomized the concept of ideal beauty of the time: fair hair, white skin and red lips. The appearance of pale skin was achieved by various methods, one of which was the use of a toxic cream made of lead and vinegar. The cream damaged the skin, caused hair loss and, in some cases, death.

Maoris are the indigenous people of Polynesia who settled in New Zealand between 1250 and 1300. Tattoos are important in Maori culture. Men's tattoos cover the whole face as well as other parts of the body, but women's tattoos tend to be smaller, and on the mouth and chin only. Maori tattoos have influenced the art of tattooing all over the world.

Myanmar, also known as Burma, is a country in south-east Asia. The women of Myanmar have brass coils fitted around their necks, which push their collar bones down, making their necks appear very long.

Exercise 2 page 4

- Focus attention on the photo and the title of the article. Ask: *What do you think the article is about?*
- Students scan the article to find which beauty practices in exercise 1 are mentioned, and why people have them done.
- Students compare answers in pairs. Encourage them to say which part of the text gave them the answer.
- Check answers as a class.

put on weight: it symbolizes attractiveness in women and power and prosperity in men

tattoos, head-shaving, piercing: express status, identity or beliefs

stretch necks with metal rings: long, thin necks are considered more elegant

dieting, cosmetic surgery, fake tan: no reasons given

Exercise 3 page 4

- Read the strategy together. Suggest texts where students might have to guess the meaning of unknown words, e.g. restaurant menus, magazine or newspaper articles. Point out that the format of certain texts, e.g. menus, can help guess the meaning.
- Students look at the underlined words and try to work out their meaning using the strategy.
- Check answers as a class.
- Ask students which of the three ways described in the strategy box helped them to guess the meaning.

Students' own answers

Exercise 4 page 4

- Students read the questions. Check that they understand *consider* (v) /kən'sɪdə(r)/ and *significance* (n) /sig'nifikəns/.
- Ask them to underline the key words in the questions that will help them identify the relevant part of the text.

- With a **weaker class**, go through a few questions together. For example, in question 2 the key words are *what kind, images of beauty* and *media*. Ask students to scan the text and find these words, or words that express the same idea.
- Students compare answers in pairs.
- Check answers as a class.

1 She wanted to put on weight.

2 We see images of slim, blonde-haired and sun-tanned women or handsome, blue-eyed and broad-shouldered young men.

3 The women are slender and dark-haired.

4 In Borneo tattoos are a written record of the important events and places a man has experienced in his life. In New Zealand they reflect a person's status in society.

5 Women with long thin necks are considered more elegant.

6–8 Students' own answers

Exercise 5 page 4

- Focus attention on the highlighted words. If students do not know the meanings, ask them to apply the strategy in exercise 3.
- Practise the pronunciation.
- Ask students to read the article again. Ask:
Which adjectives have a positive meaning?
Which have a negative meaning?
Which can have both, depending on the context?
- With a **weaker class**, ask: *Does 'slim' have a positive or negative meaning? How do you know?* (The text says the media are full of images of slim women, and magazines usually portray a desirable body image.)
- With a **stronger class**, students work in pairs and write + (positive), – (negative), or +/- (both) next to the words.
- Check answers as a class. Elicit or explain how the words are used, e.g. *Trim often describes a person who is slim, healthy and fit. Slim and slender mean 'thin in an attractive way.'*

Positive: trim, slim, handsome, attractive, slender, stunning, beautiful, elegant

Negative: overweight, ugly, unattractive

Both: fat, plump

Extra activity: Fast finishers

Fast finishers write sentences using the highlighted adjectives. The sentences should have clear contexts, e.g. *Since she started exercising and eating healthily, Evelyn is looking very trim. Mary's baby is eating better, so he's now quite plump.*

Exercise 6 page 5

- Before students do the exercise, remind them to look carefully at the context of each sentence and to check the meanings of the adjectives they saw in exercise 5.
- Do the first sentence together, and elicit why two words cannot be used, e.g. *Handsome* refers to facial features.
- Check answers as a class. Elicit students' reasons for their answers.

1 handsome 2 slender 3 stunning 4 slender

5 overweight 6 ugly

Additional vocabulary

The following words are from the article *Ideal beauty*:

- *reveal* (v) /rɪ'viːl/ to show something that was hidden before
- *carving* (n) /'kaːvɪŋ/ a piece of wood or stone that has been cut to put a pattern or writing on it
- *achieve* (v) /ə'tʃiːv/ to gain something, usually by effort or skill
- *modification* (n) /,mɒdɪfɪ'keɪʃn/ a slight change to something
- *rebellion* (n) /rɪ'beljən/ the act of fighting against authority or refusing to accept rules
- *sharpen* (v) /'ʃaːpən/ to make something have a strong edge or point

V|insight Compound adjectives: appearance

A compound adjective is made up of two or more words and gives more precise information about a noun. The words in compound adjectives are not always adjectives themselves. They can be adverbs, nouns, nouns + -ed, adjectives, present or past participles, colours or numbers, e.g. *well-fed*, *light-hearted*, *easy-going*, *two-door*, *sky-blue*. The words in compound adjectives are usually separated by a hyphen, e.g. *short-haired*.

Exercise 7 page 5

- Ask students to make seven compound adjectives. Explain that all the words in the second group are nouns + -ed, which are frequently used to form compound adjectives.
- When they have finished, they can check their answers by finding the adjectives in the text.
- Check answers as a class.

blonde-haired, blue-eyed, short-sighted, pale-skinned, middle-aged, broad-shouldered, sun-tanned (*short-haired* is also a correct compound adjective.)

Exercise 8 page 5

- In pairs, students make as many compound adjectives as they can. They can use dictionaries.
- Check answers as a class.

dark-skinned, dark-haired, dark-eyed, fair-skinned, fair-haired, straight-haired, long-sighted, long-haired, blue-eyed, green-eyed, far-sighted

Extension activity: Compound adjectives

Write the following words on the board in two columns.

thin	hipped
long	kneed
curly	footed
slim	legged
knobbly	haired
flat	lipped
	cheeked

Make sure students know what the words mean and can pronounce them. Explain and model the pronunciation of *knobbly* (adj) /'nɒbli/ (having small hard lumps).

Students come to the board and match words to make compound adjectives.

Go through the meanings of each compound adjective. Elicit sentences using the compound adjectives, e.g. *I am knobbly-kneed so I don't like to show my legs. A rosy-cheeked person always looks healthy.*

(Possible answers)

thin-lipped, rosy-cheeked, long-legged, long-haired, curly-haired, slim-hipped, knobbly-kneed, flat-footed

Exercise 9 page 5

- In pairs, students describe people they know, e.g. *She's trim, dark-haired, and attractive*. Allow five minutes for this activity.
- In groups, students take turns to describe other members of their group without revealing the person's identity. The other group members guess who the person is.

Exercise 10 page 5

- Read out the two statements. To generate ideas for the first question, ask: *What do we mean by the 'Western ideal of beauty'*? (the images portrayed in the media of models, celebrities, etc. who are considered to be good-looking).
- With a **weaker class**, elicit what students remember from the text. Write notes on the board for them to refer to while discussing the question, e.g. *fat is attractive in some cultures*.
- Ask students what opinion a person from the past might have of the current Western ideal of beauty. What might a person from another culture think?
- Students discuss question 1 in groups.
- When they have finished, ask: *If ideals of beauty change so much over time, and if there are so many differences between cultures, can we define beauty objectively?*
- Write the following on the board: *Is appearance important in our culture? Why?* and elicit students' ideas.
- Students discuss question 2 in groups. Encourage them to give examples and reasons for their answers.

Vocabulary bank: Describing hair page 134

**1 1 straight hair 2 curly hair 3 wavy hair
4 dreadlocks 5 a plait 6 spiky hair 7 a ponytail
8 dyed hair 9 a bob 10 a shaved head 11 a bun
12 cropped hair**

**2 1 a bob 2 spiky hair 3 a plait 4 dyed hair
5 curly hair 6 straight hair 7 dreadlocks
8 a ponytail 9 a shaved head 10 a bun
11 cropped hair 12 wavy hair**

3 Students' own answers

Extra activity: Further discussion

Write the following questions on the board:

Are women traditionally more interested in physical appearance than men? Is this changing? Are men becoming vainer? What other animals emphasize physical attractiveness? How do they display it? (e.g. Male birds are often more attractive than females because they have to attract a mate. The male peacock, for example, displays his brightly-coloured tail feathers to attract the female.)

Students discuss the answers in groups. Circulate and monitor, helping with vocabulary where necessary.

When they have finished, ask a few students to share their ideas with the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can guess the meanings of unknown words. I can recognize the positive or negative connotations of words. I can use compound adjectives to describe people's appearance.*

1B Grammar and listening

Appearance and survival

Summary

Topic: How animals use their appearance to survive

Grammar: Present simple and present continuous

Reading: A magazine article

Listening: A radio interview about how humans use their appearance for survival

Speaking: Describing a person's appearance, behaviour and personality

Lead-in

- Write *camouflage* on the board and elicit its meaning (the way in which an animal's colour or shape matches its surroundings and makes it difficult to see).
- Ask: *When do humans use camouflage? In your daily life do you prefer to blend into your surroundings or stand out?*
- In pairs, students discuss the questions.

Exercise 1 page 6

- Students look at the photos and discuss the question as a class. Elicit words to describe the animals' appearance and write them on the board, e.g. *spots, stripes, white fur*.

Exercise 2 page 6

- Give students two or three minutes to read the text and answer the questions. They should highlight the key words in the questions then scan the article to find information directly related to them.
- Check answers as a class.

1 They travel in large groups.

2 Because she can only see a mass of black and white stripes.

3 Its stripes are just a little different from those of other zebras.

Exercise 3 page 6

- Explain the exercise. Elicit the name of the tense in the first sentence (present continuous) and match it with its use (d).
- Students do the exercise on their own or in pairs.
- Check answers as a class.
- Go through the time expressions used with the present simple and present continuous. Write the time expressions in a different order on the board. Students match them to the tenses and make example sentences.

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

Language note: State verbs

Some verbs are not used in continuous tenses. They describe states rather than actions and can be divided into four categories:

emotion verbs, e.g. *hate, like, love*

I hate getting up in the mornings.

possession verbs, e.g. *belong, have, own, want* (*Have* can also describe actions.)

Jake wants some money now.

verbs of senses, e.g. *hear, see, seem*

Can you turn up the volume? I can't hear the TV.

thought verbs, e.g. *believe, doubt, understand*

I doubt they'll arrive on time. They're always late.

Extra activity: Present simple and present continuous

On the board, write some sentences using a mix of action and state verbs as well as the present simple and present continuous. Half of the sentences should be incorrect, e.g. *Lisa is wanting a puppy. I clean my bedroom right now.*

Students say whether the sentences are correct or incorrect, and give reasons, e.g. *Jason has the latest smartphone.* This is correct because *has* is a state verb and describes possession.

Grammar reference and practice 1.1

Workbook page 104

1 1 does 2 don't 3 doesn't 4 watch 5 goes
6 ever

2 1 'm sitting 5 'm not doing
2 are becoming 6 aren't staying
3 is always talking 7 's getting
4 are you listening 8 are always bombarding

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

4 1 Good morning. I'm looking for a chic scarf as a present for my sister.
2 We're planning a party at the moment.
3 Right now, I'm watching a really interesting programme about teenagers in Nigeria.
4 He usually seems very friendly and confident.

Exercise 4 page 7

- With a **weaker class**, check the meaning and pronunciation of the animals' names. Also check the meaning of *endangered species, melt, enemy, confuse, warn and show off*.
- Revise the affirmative, negative and interrogative forms of the present simple and continuous.
- Students do the exercise on their own. Tell them to form the questions before matching them to the answers.
- Check answers as a class. Then ask students to match the questions to the uses of the present simple and present continuous in exercise 3, e.g. *Why do leopards have spots?* (b: facts and general truths)

1 Why do leopards have spots? d

2 What is the leopard in the photo hunting for? b

3 How do a zebra's stripes help it to survive? e

4 Why are polar bears becoming an endangered species? a

5 Why is a tree frog bright blue? f

6 How do peacocks attract a mate? g

7 Why do stick insects look like sticks? c

Exercise 5 page 7

- Focus attention on the two photos and ask students if the two insects in the photos are the same species (no). Then elicit the meaning of *mimicry* (the action or skill of being able to copy the voice, movements, etc. of others).
- Explain that animals sometimes copy the behaviour or imitate the appearance of other animals. Ask them why animals might do this (e.g. because if they copy the appearance of a dangerous animal, predators might leave them alone).
- Students complete the text.
- Check answers as a class.

1 show 2 plays 3 are sitting 4 look 5 isn't
6 is imitating 7 has 8 isn't 9 happens 10 copy
11 helps

Exercise 6 1·01 page 7

- Ask students: *When you first meet someone, how do you decide what kind of personality they have? Do you ever avoid people in the street because of their appearance? Why?* Try to elicit the idea of stereotypes and judging people by their appearance and body language.
- Tell students they are going to listen to an interview with an anthropologist. If necessary, explain *anthropologist* (a person who studies the human race, especially its origins, development, customs and beliefs). Pre-teach *streetwise* (having the knowledge and experience that is needed to deal with the difficulties and dangers of life in a big city), *self-conscious* (nervous or embarrassed about your appearance or what other people think of you) and *target* (a person that people attack).
- Play the recording. Students make notes to answer the questions.
- Check answers as a class.

1 He's tall and broad-shouldered and he's wearing an orange T-shirt and jeans. He looks confident and he looks like a natural leader, but he may be a bit aggressive.
2 She's wearing dark clothes and looks self-conscious and nervous.

Audio script

Radio host Welcome back. Today on the Human Animal we're asking: How streetwise are you? When you're out on the streets, the way you look, the way you walk, and the way you react to people can help you to 'survive' the urban jungle. Today, we are with anthropologist Dr Diane Walker, in a crowded London street, watching the early morning commuters and shoppers. Are there any natural 'survivors' out here today, Dr Walker?

Dr Walker Well, the streets are very crowded, but I immediately noticed the boy over there. He's quite tall and broad-shouldered and he's wearing an orange T-shirt and jeans. He looks fairly confident and, while he's walking, he's looking around him and he's not afraid of making eye contact with people. In fact, people are walking around him. He's very aware of his environment and he looks like a natural leader, although he's perhaps a bit aggressive.

Radio host That's fascinating. Mmm ... what about the girl behind him – the blonde-haired one with glasses?

Dr Walker Ah yes. I'd say she's the exact opposite. She's wearing dark clothes and her body language is totally different to the boy's. She's walking quite quickly with her head down and

talking on her mobile phone. She looks self-conscious – I think she wants to look like the people around her, be part of the crowd, blend in. She's also holding her handbag very tightly which tells me she's probably nervous. Perhaps she's lost her way, or maybe she's late for college.

Radio host Hmm ... Would you say she's streetwise?

Dr Walker Not really. Streetwise people look around more – they're usually more aware of what's going on, so if there is danger, they often recognize it and protect themselves. The girl also needs to be careful not to talk on her phone while she's walking. It makes her an easy target for a thief.

Radio host What about the boy?

Dr Walker Yes, he's streetwise, but he needs to be careful about his appearance. Don't look too different from the crowd and if you're always making eye contact, you could get into trouble. It can look aggressive.

Radio host Thanks, Dr Walker, that's interesting. Now let's look at some other people ...

Exercise 7 1·01 page 7

- Students read the questions and underline the key words in the questions; this will help them while listening.
- Play the recording again for students to answer the questions.
- Students compare answers in pairs.
- Check answers as a class.

1 He's looking around him and making eye contact with people.

2 She's walking quickly with her head down.

3 She's talking on her mobile phone.

4 Streetwise people look around more, and are more aware of what is going on. They can protect themselves more easily from danger.

5 She needs to be careful not to talk on her phone while she's walking.

6 He looks too different from the crowd and is always making eye contact.

Exercise 8 page 7

- Play a game of *Hangman* to revise the appearance and compound adjectives in 1A. Draw a dash on the board for each letter of the words. Students take it in turns to call out a letter. If it is in the word, write it on the corresponding dash. If the letter occurs more than once, write it wherever it occurs. Insist that students say the letters correctly. If a letter is not in the word, write it on the board and start drawing the hangman. Check pronunciation and meaning.
- Read through the instructions together and give students time to study the people in the photo.
- Students match the people to appearance and compound adjectives and decide whether they look streetwise or self-conscious.
- In pairs, students describe the people.
- Circulate and monitor, helping where necessary.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple and present continuous. I have learned about the role of appearance in survival. I have learned about mimicry.*

1C Listening, speaking and vocabulary

First impressions

Summary

Topic: First impressions

Listening: A radio interview about how we form first impressions

Speaking: Speculating on people's age, personality and interests based on their appearance

Vocabulary: Words often confused: personality adjectives

Functional language: Speculating

Communication worksheet 1A: Describing photos; compound adjective dominoes

Lead-in

- Write *First impressions* on the board and elicit its meaning. Then write two headings: *Good first impression* and *Bad first impression*. Give students two minutes to brainstorm personality adjectives for each heading in pairs, e.g. *kind, friendly, boring, lazy*. Write their ideas under the relevant headings.

Exercise 1

[page 8](#)

- Go through the factors involved in forming first impressions with the class.
- Give students two minutes to work in pairs and discuss how important the factors are.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 2

1·02

[page 8](#)

- Read out the instructions. Ask students which of the factors they think will be mentioned.
- Play the recording.
- Check answers.

Audio script

Interviewer ... Time to talk about something more serious now. Psychologist Frances Willis has joined us in the studio now to talk to us about how we form our impressions of people. Frances, why are we so quick to judge people on their appearance?

Frances The human brain is programmed to categorize things quickly and this is what we do when we judge people based on their appearance. Most people form a first impression in less than half a minute. This speedy judgement is part of our survival instinct. You see, for our distant ancestors, this first impression often meant the difference between life and death. When a caveman saw someone from another tribe who looked angry or aggressive, they assumed that they would get attacked, so they ran away quickly. Of course, today this whole judgement process is much more complex, because we take into account many more things when we form our first impression.

Interviewer What kind of things?

Frances Well, body language is extremely important. In fact, experiments show that non-verbal language is four times more powerful than words. I'm referring to things like hand gestures, posture, that is the way you stand or sit, and most importantly facial expressions. A warm smile really helps to create a good first impression.

Interviewer What about physical features, like height or how attractive the person is?

Frances Yes, they play a part, but not nearly as much as most people think. If the person is tall, sun-tanned and broad-shouldered, then we tend to assume that he or she is assertive and confident and probably fit and healthy. If the person is fair-haired, pale-skinned and slim, we think he or she might be sensitive or shy.

Interviewer And if you're very handsome or attractive, like me?

Frances Well, that can work in your favour, but not always. More often people are looking for clues to your personality. A person who seems genuinely happy and easy-going nearly always creates a positive impression on others. It doesn't matter if that person has some negative character traits, too – perhaps he or she is a bit stubborn – if they seem happy and relaxed, that's what counts. Hairstyle and clothes also play an important role. A person with an expensive haircut and designer clothes might appear arrogant to some people while a young man with a lip piercing and tattoo might look aggressive, especially to an older person.

Interviewer So is a first impression usually a true reflection of the person?

Frances That's difficult to say. The problem is, once you form an impression, it's very difficult to change it. You need new information about that person in order to change your opinion, but you'll only get that new information if you get to know the person better and, of course, if your first impression is negative, you don't want to get to know the person better.

Interviewer Yes, that's true. Thank you, Frances. That was very interesting ...

height, clothes, personality, body language, facial expressions, hair (colour and style), attractiveness

Exercise 3

1·02

[page 8](#)

- Give students a minute to read through the questions.
- Make sure they understand *process* (deal with information), *impact* (a powerful effect or impression), *gesture* (a movement of the hand, head, etc. that expresses something) and *make assumptions* (accept that something is true even if you have no proof). Elicit or pre-teach *caveman* (a person who lived in a cave thousands of years ago).
- Ask students to work in pairs and answer any questions they can from the first time they listened.
- Play the recording again.
- Check answers as a class. Encourage students to say why the answer is true or false.

1 F: It takes less than half a minute.

2 T

3 T: Non-verbal language is four times more powerful than words.

4 T

5 F: Being handsome or attractive doesn't always work in your favour.

6 T

7 T

8 F: They might appear aggressive.

9 F: A first impression is difficult to change and if it is negative, you don't want to get to know the person better.

10 T

V insight Words often confused: personality adjectives

Explain that some personality adjectives may be easily confused, especially if there is no exact equivalent in the students' own language. They are sometimes given as synonyms of each other, but in fact mean somewhat different things: one may have a positive meaning, whereas another may have negative connotations.

Exercise 4 page 8

- In pairs, students match the adjectives to the definitions.
- Check answers as a class.

1 lazy b, easy-going a 2 determined a, stubborn b
3 modest b, shy a 4 sensitive b, emotional a
5 arrogant a, assertive b

Exercise 5 page 8

- Students work on their own to complete the sentences.
- **Fast finishers** write more sentences using the adjectives.
- Check answers as a class.

1 modest 2 lazy 3 stubborn 4 shy 5 sensitive
6 arrogant 7 determined 8 easy-going

Exercise 6 page 8

- Ask students to look again at the different factors for forming first impressions in exercise 1.
- In groups, they discuss the most important factors for making a good impression and give reasons for their choice.
- Each group nominates one person to write the tips, and everyone agrees on how the tips should be written.
- When they have finished, put two groups together so that they can present their tips to each other.
- Students discuss whether or not they agree, giving reasons.
- Circulate and monitor, helping where necessary.
- Students could design a website page, with tips on how to make a good first impression at a new school.

Exercise 7 page 9

- Write *speculate* on the board and elicit its meaning (to make a guess about something).
- In pairs, students decide which words they would use to describe the people in the photos and give their reasons.
- Ask a few students to share their answers with the class.

Exercise 8 1·03 page 9

- Play the recording for students.
- Check answers as a class.

Dialogue 1: B

Dialogue 2: A

Audio script

1

Simon Have you seen the new school head teacher?
Fiona You mean that man in a suit and tie standing next to Mr Clark?
Simon No, that's the new school secretary.
Fiona So what does the new head look like then?
Simon Well, he looks younger than I expected. I think he might be in his thirties.

Fiona Really? That's good. He might understand us better.

Simon He doesn't look like a typical head teacher.

Fiona What do you mean?

Simon Well, he wears jeans and he's got an earring and a beard.

Fiona You're kidding!

Simon No, I'm serious – and he's got long hair tied back in a pony tail.

Fiona Wow! Have you spoken to him? Does he seem nice?

Simon Yes, he said 'hello' to me in the corridor. He seems really easy-going.

Fiona Let's hope you're right.

2

Fiona Who's that new teacher over there?

Simon Oh, that's Miss Rollston. The new PE teacher.

Fiona Oh yeah? She looks very sporty. She must be nearly 2 metres tall. In fact, she looks as if she's an Olympic athlete!

Simon Yes, I know what you mean.

Fiona She looks like she wants to turn us all into professional athletes.

Simon Well, I don't think she'll have much luck with me.

Language note: Speculating

The following modal verbs and verbs are often used in the language of speculation.

Might shows possibility, e.g. *It might rain today.* (We can't say for sure.)

Must shows certainty or that you believe something is certain, e.g. *They must be here. The door's open.* (We are certain because they wouldn't go out of the house and not close the door.)

Seem is used to describe something that appears to be true, e.g. *She seems interesting. He seems to be working hard.*

Look is used to describe appearance, e.g. *You look excited. She looks pretty in her new dress.*

Look like is used to talk about similarities, e.g. *You look like your brother.*

Look as if is used to make an assumption about someone's appearance or mood, e.g. *She looks as if she's angry!*

Exercise 9 1·03 page 9

- With a **weaker class**, revise modal verbs. Elicit the modals that they know and check their meanings.
- Check the meaning of *seem* and the differences between *look*, *look like* and *look as if*.
- Play the recording again for students to complete the sentences.
- Check answers as a class.

1 might 2 might 3 must 4 Does he seem

5 He seems really 6 looks 7 doesn't look like

8 looks as if

Language note: Modal verbs

Remind students that modal verbs do not take the third person *s*, e.g. *She might enjoy it.*

Modal verbs form the negative with *not*, e.g. *We may not have time.*

Exercise 10 1·04 page 9

- Remind students that we use speculating language to make guesses about people and things when we do not have firm evidence. So if someone **seems** shy, he or she might not actually be shy.
- Tell students to listen out for words that describe both personality and appearance.
- Play the recording. Students listen and write the words the people use to describe themselves.
- Check answers as a class.

Person 1: **casual, long hair, beard, strict**

Person 2: **strong, fit, easy-going**

Audio script

1

Head teacher I'm the new head teacher of Broadside secondary school. I know I don't look like a typical head teacher. I never wear a suit and tie. I like to wear casual clothes because I think it creates a better impression with the students. They feel they can talk to me. My hairstyle surprises them, too. They don't expect a head teacher to have long hair and a beard. People's first impression of me can be deceptive, though. I seem very relaxed and easy-going, but in fact I'm very strict. I expect students to make an effort and work hard and I don't tolerate lazy students. I think they will be surprised when they get to know me better.

2

PE Teacher I'm the new PE teacher at Broadside secondary school. I was a professional athlete when I was younger. I ran the 100 and 200 metres. As you can see, I'm very strong and fit. When students first meet me, I like to create a strong impression and make them think that I'm very tough and determined to make them work hard in my classes. But when they get to know me better, they see that I'm really quite easy-going. I think it's important that they enjoy my classes, so that in the future, after they leave school, they'll continue doing sport and physical exercise.

Exercise 11 1·05 page 9

- Read through the instructions together.
- Ask students to read the dialogue before completing it.
- Students compare answers in pairs.
- Play the recording for students to check their answers.
- Check answers as a class. Students decide which people Amber and Samuel are talking about.
- Students underline two more phrases for speculating.

1 **That might be his dad**

2 **looks nothing like him**

3 **He must be our new science teacher then**

4 **No, he can't be**

5 **this one looks much older than that**

6 **he could be the new school secretary then**

7 **He looks as if he's a manager of a big company**

8 **But he seems nice**

9 **they both look happy**

They are talking about D.

He could be, he can't be

Audio script

Amber Who's that guy in the suit talking to Craig?

Samuel That might be his dad.

Amber No, I know Craig's dad. This guy looks nothing like him.

Samuel He must be our new science teacher then. It's the only teacher we haven't met yet.

Amber No, he can't be. The new science teacher is in his thirties and this one looks much older than that.

Samuel Well, he could be the new school secretary then.

Amber No way. He looks as if he's a manager of a big company.

Samuel I know what you mean. But he seems nice. He's been chatting to Craig for quite some time now and they both look happy.

Language note: could / can't

Could is used to describe possible situations, e.g. *This could be the greatest day of my life*.

Can't is used to describe things you are sure are not true, e.g. *The cheese can't be that expensive! It's usually much cheaper*.

Exercise 12 page 9

- Remind students of their answers in exercise 7. Elicit the adjectives from exercise 4 that students would use to describe each person.
- Ask them to look at photos C and E.
- Elicit a few model sentences to describe the people using the modal verbs and verbs for speculating, e.g. *She may be quite shy. He seems very easy-going*.
- In pairs, students give their first impressions of the people.
- Circulate and monitor, helping where necessary. Make a note of any errors you hear.
- When students have finished, write the errors you heard on the board, but do not say who made them. Invite the class to correct them. This is a good example of peer correction, and does not embarrass students who have made mistakes.

Extra activity: Role play

On separate pieces of paper write different situations for students to act out, e.g.

You're a teacher. Tell your students they needn't do their homework tonight, but can finish it over the weekend. Speak in an easy-going way.

You're a rock star. You're very rich and can write ten songs a day because you're so talented. Tell the class about your amazing career, your famous friends, and your fantastic wealth. Speak in an arrogant way.

You're a tennis superstar. You've won your first grand slam tournament and now earn several million pounds a year in prize money and sponsorship. You have fans all over the world. Describe this in a modest way.

Ask individual students to act out the different roles. The rest of the class describe their first impressions of the person, trying to guess the correct personality adjective. Students should use language for speculating, e.g. *The teacher seems very easy-going. The rock star must be very arrogant. The tennis player looks very modest*.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an interview about first impressions. I can use easily confused personality adjectives correctly. I can make speculations about people*.

1D Culture, vocabulary and grammar

British fashion

Summary

Topic: Fashion

Vocabulary: Clothes and fashion

Reading: An article about British fashions from the 1960s to the 1990s

Grammar: Verb patterns

Communication worksheet 1B: Error correction

Lead-in

- Tell students about a famous woman whose style you admire, e.g. *My fashion icon is the actress Marilyn Monroe. Her clothes were very feminine, flattering and pretty.*
- Then describe a famous man whose clothes you like, e.g. *I admire James Bond's style. He looks cool and smart whatever the situation, and is always well-dressed.*
- Write *feminine, flattering, pretty, cool, smart* and *well-dressed* on the board.
- Ask students to think of their own fashion icons. In pairs, they take it in turns to describe the people and write down suitable adjectives. Allow five minutes for this activity.
- Circulate and monitor, helping with vocabulary where necessary.
- When they have finished, ask a few students to share their ideas with the class.
- Students vote for the best fashion icon.

Exercise 1 page 10

- Tell students to read the questions. Then ask:
How might music affect how you dress? (e.g. You want to look like the band members because they are cool.)
How might a friend, brother or sister influence what you wear? (e.g. They always wear nice clothes and you want to look the same.)
- Elicit where you can buy clothes (e.g. a high street shop, a supermarket, a second-hand shop, a street market).
- Ask students how they might customize their clothes (e.g. cutting them to make holes, dying, etc.).
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Culture notes: Music

The Who are an English band formed in 1964. The original members were Roger Daltrey, Pete Townshend, John Entwhistle and Keith Moon. Famous for their energetic performances, which sometimes involved the destruction of their instruments, they have sold over 100 million records.

The **Rolling Stones** are an English rock band, formed in 1962. The original members were Mick Jagger, Keith Richards, Bill Wyman, Brian Jones, Ian Stewart and Charlie Watts. In 1989 the band were voted the world's greatest rock and roll band by the Rock and Roll Hall of Fame. The band has sold over 200 million albums worldwide.

The Beatles were an English rock band formed in 1960. Its members were John Lennon, Paul McCartney, Ringo Starr and George Harrison. The Beatles explored several different musical genres, from rock and roll, to pop and psychedelic rock. Hugely successful in both the UK and US, their enormous popularity became known as Beatlemania. The Beatles broke up in 1970.

The Sex Pistols were a London punk rock band formed in 1975. They are often considered to be responsible for starting the punk rock movement in Britain. The band's original line-up was Johnnie Rotten, Steve Jones, Paul Cook and Glen Matlock. Matlock, the band's bassist, was replaced by Sid Vicious in 1977. The violent behaviour of the band, its loudness, lack of musicianship, and anti-establishment messages in its songs earned the Sex Pistols a controversial reputation.

Culture note: Fashion influences

The Union Jack is the flag of the United Kingdom. It is a combination of the English flag (a red cross on a white background) the Scottish flag (a white diagonal cross on a blue background) and the flag of St Patrick of Ireland (a red diagonal cross on a white background).

The **RAF**, or **Royal Air Force**, is one of the sections of the British Armed Forces. It was formed in April 1918. Its emblem is a blue circle surrounding a white circle and red dot. Both this and the Union Jack were adopted as the symbols of the mod fashion movement.

Carnaby Street is a pedestrianized shopping street in the Soho area of London. Famous for its clothes shops, the street became popular with mods and hippies in the 1960s.

Kings Road in West London is famous for its clothes and shoe shops and is known as one of the city's most fashionable shopping streets. It was a popular place for punks to hang out during the 1970s.

A **Mohican** hairstyle is a shaved head with a strip of longer hair in the centre, from the forehead to the back of the neck. The longer hair is often stiffened to stand up or look spiky. The hairstyle, popular amongst punks, was worn by the Mohawk tribe, an indigenous people from North America, who give the hairstyle its name.

The Victorian period (1837–1901) refers to the years during which Victoria was Queen of Great Britain.

Exercise 2 page 10

- Write the following fashion styles on the board: *mod, hippie, punk and goth*. Then say: *These fashion styles emerged in Britain between the 1960s and the 1990s. What do you know about them?* Elicit key words to describe each style and write them on the board, e.g. mod: *smart, suit, shirt and tie*; hippie: *loose clothes, long hair, bright colours*; punk: *clothes with holes in them, spiky hair*; goth: *black clothes*.
- Students scan the text for words which match the words on the board.
- Students compare their ideas in pairs.
- Read through the sentences with the class. Remind students to study the sentences before and after the numbered gaps; this will help them work out what the missing sentence must be.
- Students do the exercise on their own.
- Check answers as a class.

Exercise 3 page 10

- Remind students to try and work out the meaning of the words using the strategies in 1A.
- Ask students to read the sentence in which *stylish* appears and then read the definitions 1–6 to find one that defines *stylish* (4).
- In pairs, students do the exercise.
- Check answers as a class.

1 second-hand **2** retro **3** innovative, original
4 chic, stylish **5** designer **6** vintage

Exercise 4 page 10

- Practise the pronunciation of *retro* (adj) /'ret्रəʊ/, *innovative* (adj) /'ɪnəvətɪv/, *chic* (adj) /ʃɪk/ and *vintage* (adj) /'vɪntɪdʒ/.
- Describe a friend or family member with adjectives from exercise 3, e.g. *My cousin has an original style and loves vintage clothes from the sixties and seventies. She puts things together in an innovative way and always looks stylish.*
- In pairs, students use the adjectives from exercise 3 to describe people they know. Encourage them to think of people from older generations as well as contemporaries.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 5 page 10

- Students read the text again and answer the questions in pairs. Encourage them to highlight key words in each question to help them find the answers.
- Circulate and monitor, helping where necessary.
- Check the answers to 1–3 as a class, and then elicit students' opinions for question 4.
- For question 5, write the different styles on the board and elicit any bands which are associated with them.

1 They stopped dressing the same way as their parents and adopted the looks started by new rock and pop bands.
2 The economy had improved, and teenagers with jobs didn't have to pay rent to their parents any more.
3 The punk look is the cheapest, the mod look is the most expensive, the mod look is the most modern and the goth look is the most old-fashioned.
4 Students' own answers
5 Students' own answers

Additional vocabulary

The following words are from the article *Fashion never forgotten*:

- fasten* (v) /'fa:sn/ to close or join together two parts of something
- lace* (n) /leis/ a cloth made from very thin threads sewn in patterns with small holes in between
- emblem* (n) /'embləm/ an object or symbol that represents something
- cost a fortune* (phr) /kɒst ə 'fɔ:tʃn/ to cost a very large amount of money
- vampire* (n) /'væmpaɪə(r)/ a dead person who comes out at night and drinks the blood of living people

Exercise 6 page 11

- Read through the rules together and add the first underlined verb as an example.
- Students do the exercise on their own or in pairs.
- Check answers as a class.

- 1** need to do, expected teenagers with jobs to pay, liked to give, seemed to be, wanted to have
2 might think, can be
3 imagine dressing, enjoyed dressing, avoided buying
4 liked wearing

Grammar reference and practice 1.2

Workbook page 105

- | | | | | |
|-----------------------|-----------|---------------------|-----------|--------|
| 1 1 wait | 2 to stay | 3 do | 4 to join | 5 find |
| 6 to see | | | | |
| 2 1 travelling | | 5 taking | | |
| 2 going | | 6 having | | |
| 3 to make / making | | 7 meeting | | |
| 4 to buy | | 8 to walk / walking | | |
| 3 1 mentioning | | 5 to take | | |
| 2 to lock | | 6 to have | | |
| 3 to sleep | | 7 spending | | |
| 4 working | | 8 wearing | | |

Exercise 7 page 11

- With a **weaker class**, draw a table with four columns on the board and write one of the verb patterns in exercise 6 as a heading for each column. Ask students to complete the table with the verbs in brackets.
 - Students do the exercise on their own or in pairs.
 - Check answers as a class.
- 1** expected to see **2** suggested going
3 considering buying **4** love looking / to look
5 promised to buy **6** seems to be

Language note: Verbs with *to* or *-ing*

The verbs *forget*, *remember*, *stop*, *try*, *regret* and *go on* can be followed by the infinitive with *to* or the *-ing* form of a verb. The meaning differs according to the form used.

Exercise 8 page 11

- Give students five minutes to read through the sentence pairs and discuss the difference in meanings with a partner.
 - Check answers as a class.
- 1a** This describes a past state: I have a memory of wearing flared trousers when I was young.
1b This describes an action that was in the future: I remembered that I was supposed to wear flared trousers to the party, and I did.
2a This describes something in the past: I have a memory of the time when I saw the photo.
2b This describes a future action: You must bring the photo.
3a They stopped because they wanted to look in the shop window.
3b They were looking in the shop window, but then they stopped doing that.
4a This describes doing something to see what will happen: I changed my clothes to see if I looked better.

- 4b** This describes making an effort to do something (despite constraints): I didn't have time to change my clothes, although I tried.
- 5a** This describes a past action that you feel sorry about: I spent the money and I feel bad about it.
- 5b** This describes giving bad news: I have to tell you something bad: I've spent all your money.

Exercise 9 page 11

- Students complete the questions on their own.
- Check answers as a class.
- Students then work in pairs and answer the questions. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

**1 to be 2 to wear 3 dressing 4 to change
5 wearing 6 having 7 shopping 8 buying**

Extra activity: Further discussion

Tell students which style (*mod, hippie, punk or goth*) you might choose for yourself. Alternatively, choose a style for a well-known celebrity, e.g. *I think that Kristen Stewart would be a goth because she looks very serious and often wears dark colours*. Ask students if they agree or disagree with you and give their reasons for this.

Now ask students: *If you had to choose between being a mod, hippie, punk or goth, which style would you choose? Why?* Give students two minutes to plan their answer.

Students discuss the question in groups.

When they have finished, ask a few students to share their ideas with the class.

Vocabulary bank: Clothes page 134

- 1** 1 hoody 2 mini skirt 3 vest 4 maxi dress
5 fleece 6 tracksuit bottoms 7 combat trousers
8 Bermudas 9 camisole 10 polo shirt
11 leggings 12 cardigan
- 2** 1 mini skirt 2 combat trousers 3 maxi dress
4 camisole 5 tracksuit bottoms 6 leggings
7 fleece 8 hoody 9 cardigan 10 polo shirt
11 Bermudas 12 vest
- 3** Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use and understand vocabulary for clothes and fashion. I can understand an article about British fashion from the 1960s to the 1990s. I can use different verb patterns correctly.*

1E Writing

An informal email

Summary

Topic: Emailing students in other countries

Vocabulary: Position

Reading: An email about a project linking up students from schools in different countries

Writing: An informal email

Lead-in

- Ask students: *Have you ever visited or been a student at a school in another country? If you have, what differences did you notice? If you haven't, what differences would you expect there to be?* (e.g. timetable, curriculum, transport to school, food, class size, homework, school facilities, school-leaving age)
- In pairs, students discuss possible differences between their school lives and those of teenagers in other countries, e.g. *I think that in Britain, students have a longer school day than us. I know that students in our country have better school facilities than students in many other countries.*

Exercise 1 page 12

- Write *partner school* on the board and ask students: *What is a partner school?* (a school which collaborates with another school in a different country to work on different curriculum projects together and to share cultural information about their respective lifestyles)
- Ask: *What are the benefits of having a partner school?* Elicit replies (e.g. *knowledge of life in other countries, a greater appreciation of the education and facilities we have in our countries, learning from other school systems*)
- Ask students to read the advert and elicit the meaning of *link up* (to join together or connect two or more things).
- In pairs, students discuss the questions.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 2 page 12

- Read through the writing strategy together.
- Write the punctuation words on the board in one column and the symbols in a different order in another column. Then ask students to match them.
- Go through the correction marks with students.
- Write the following sentence on the board: *My sisters friend is emailing a student South African ever week.* Ask students to copy the sentence and correct it; there are five mistakes. (p: *sisters* should be *sister's*; gr: *is emailing* should be *emails*; sp: *studant* should be *student*; ww: *ever* should be *every*; wo: *South African student*)
- Students do the exercise in pairs.
- Check answers as a class.

1 sp (b): family family **2** ww (e): carry wear

3 p (a): lm l'm **4** gr (c): lives live

5 wo (d): go-always always go **6** p (a): ?

Language note: Apostrophes for possession and relationship

Apostrophes are often misused to indicate possession of something or a person's relationship to someone or something.

We use them after nouns.

It's my sister's. (It belongs to my sister.)

It's my parents' car. (The car belongs to my (two) parents.)

We do not use an apostrophe in the possessive pronouns *yours, hers* or *its*.

The dog has hurt its paw.

Exercise 3 page 12

- Students read Elise's email and correct the mistakes.
- Students compare answers in pairs.
- Check answers as a class.

name's, 'm writing, writing, Antwerp, parents, playing, play for a local team, attaching, 's wearing

Exercise 4 page 12

- Ask: *Which is the more formal way of contacting a person, by letter or by email?* (usually by letter)
- Write the following phrases on the board:
I look forward to hearing from you.
It'll be great to hear from you.
Ask students which they would use in a formal letter and which in an informal email. Then elicit when short forms are more commonly used. (in informal writing)
- Focus on Bert's first email and ask if Bert's tone is formal or informal. (informal)
- Students answer questions 2 and 3 in pairs.
- Check answers as a class.
- Elicit other informal ways of starting an email and signing off (e.g. *Hello, Hi there, Write soon, Take care*).

1 Hi Peter

**2 First paragraph: name, reason for writing, family home and background, brief description of school life
Second paragraph: hobbies, description of friends (appearance and personality)
Third paragraph: request for photo**

3 Bye for now

Exercise 5 page 12

- Ask what type of words are missing. (prepositions)
- Elicit some prepositions that could complete the phrases and write them on the board (e.g. *in, on, at, to, of*).
- With a **weaker class**, go through the gapped phrases and check the meanings of *back, front, middle*, etc.
- Students complete the phrases in pairs. They then find the phrases in Bert's email to check their answers.
- Check answers as a class. Remind students that it is better to learn prepositions as part of a whole phrase.

1 at 2 in 3 of 4 to 5 in

Exercise 6 page 12

- Students match the descriptions to the people in the photo.
- Check answers as a class.

1 Marianne 2 Kara 3 Bert 4 Felix 5 Yura 6 Dirk

Extra activity: Speaking

Write the following questions on the board and ask students to discuss them in pairs:

What are your first impressions of Bert's friends from looking at the photo? How would you describe them individually and as a group?

Why do you think Bert describes Ellie as attractive, clever and modest?

Would you like to email Bert as part of a link up project?

Circulate and monitor, helping where necessary.

Encourage students to use language for speculating, e.g. *They look like easy-going people. They seem friendly. She might be his girlfriend.*

When they have finished, ask a few students to share their ideas with the class.

Writing guide page 13

- Read through the instructions together, checking that students understand what they have to do.
- Give students ten minutes to complete the **ideas** stage, and **plan** their email. Circulate and monitor, helping where necessary. Remind students to write notes, not sentences.
- Circulate and monitor while students **write** their emails, encouraging them to use adjectives to describe appearance and personality, and phrases to describe position. Remind them to activate other language from the unit (present simple, present continuous; appearance, personality and style adjectives) and use informal English, e.g. short forms.
- When students have finished, they can swap emails with a partner and **check** each other's work, using the correction marks only. Then they swap emails again and make corrections to their own work accordingly.

Additional writing activity

Write an email and reply to Bert. Give your impressions of his school life, personal life and friendships and compare your life with his.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I know how to prepare to write a task. I can describe people's appearance, personality and position in a photo. I can write an informal email.*

Vocabulary insight 1

page 14

Recording vocabulary

- 1 Students' own answers
- 2 Students' own answers
- 3 1 stunning 2 adjective 3 beautiful
4 Students' own answers
5 Rosie Huntington-Whitely is stunning. 6 informal
- 4 Students' own answers
- 5 1 underweight, obese 2 slim 3 chubby 4 fat
5 skinny
- 6 1 chubby 2 underweight 3 fat 4 skinny 5 slim
- 7 Students' own answers

- 7 1 going to the concert
2 dying my hair red
3 buying those shoes
4 to pack a swimsuit
5 to buy designer brands
6 wearing a belt with that
7 to be getting cheaper
8 to get a piercing when I turn 18

Pronunciation insight 1 Workbook page 124

Answer key Teacher's Book page 154

Review 1

page 15

- 1 1 unattractive
2 elegant
3 handsome
4 overweight
5 slender
6 stunning
- 2 1 pale-skinned
2 blue-eyed
3 blonde-haired
4 broad-shouldered
5 sun-tanned
6 middle-aged
- 3 1 lazy
2 shy
3 arrogant
4 stubborn
5 assertive
6 modest
- 4 1 stylish
2 retro
3 second-hand
4 designer
5 innovative
6 chic
- 5 1 is it running
2 do pythons sleep
3 do flies live
4 they are lying
5 's flying
6 bite
7 eat
8 isn't hunting; don't usually hunt
- 6 1 is that chameleon doing
2 's changing
3 do chameleons change
4 do you think
5 is giving
6 usually mean
7 seems
8 're leaving

2

Travellers' tales

Map of resources

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Vocabulary bank, Types of holiday page 135

Teacher's resource disk, Communication worksheet 2A

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Teacher's resource disk, Communication worksheet 3A

Section C: Student's Book pages 20–21

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Literature insight 1, Workbook page 84

Exam insight 1, Workbook page 94

2A Reading and vocabulary

The power of tourism

Summary

Topic: Responsible tourism

Vocabulary: Compound nouns: travel; verbs: travel; Vocabulary bank: Types of holiday

Reading: An article describing tourism in Mozambique

Speaking: Discussing typical activities on holiday; discussing responsible tourism; describing your idea of a good holiday

Communication worksheet 2A: Defining words

Lead-in

- Ask students: *Where did you go on holiday this year?* Elicit a few places.
- Describe a recent holiday you have been on, saying where you went and what you did.
- In pairs, students describe their holidays to each other.
- Ask a few students to describe their partner's holiday to the class.

Exercise 1 page 16

- Ask students: *When you go on holiday abroad, are you interested in finding out about the local culture, or do you prefer to relax, for example, by a pool?* Elicit responses.
- Elicit the meaning of *craft* (an activity involving a special skill at making things with your hands) and *conservation* (the protection of the natural environment; stopping something from being lost, wasted, damaged or destroyed).
- Elicit phrases for agreeing and disagreeing, e.g. *I see what you mean. I think you're right. Yes, that's very true. You have a point, but ..., I really don't think that's the case. On the contrary, I would say that ...*
- In groups, students discuss the most popular activities on holiday and try to agree on the three most typical activities.
- Give students five minutes to reach agreement, and then ask students to share their ideas with the class.

Students' own answers

Extra activity: Internet research

Tell students: *Holidays are nice for tourists, but what about the local people, animals and plants living in the resorts all year round? How are they affected by tourism?*

Elicit some ideas, e.g. *Some tourist resorts are ugly and not nice for local people. Their towns get too busy and crowded in the summer months. Tourists don't respect local customs and traditions. Hotels are built on land where there are wild animals and plants. Tourism causes different kinds of pollution: air pollution is caused by planes and other forms of transport. Tourists leave litter everywhere.*

Ask students to research one of the following aspects of tourism on the internet:

Local customs affected by tourism

Environmental problems caused by tourism

Students bring the results of their research to the lesson.

Put students into groups to share the information they have found. Each group then prepares a short report based on their findings and presents them to the class.

Cultural note: Off the beaten track

The Maldives are a group of 1,200 coral islands off the coast of India. Most of them are uninhabited. Tourism has been developed there under strict rules and with the locals' consent: hotels are built only on uninhabited islands, and there are strict building regulations. Tourists cannot contact locals so that their way of life is not disturbed.

Grupo Punta Cana is a luxury holiday resort in the Dominican Republic with a nature reserve within it which tourists can visit. There is also a project to reforest areas within the reserve.

The Kigio Conservancy in Kenya, Africa, is a wildlife reserve and eco-tourism destination. The resort has been built using local materials, and employs local people.

Mozambique is a country in south-east Africa. Its capital is Maputo. Colonized by Portugal in 1505, it gained independence in 1975. Civil war (1977–1992) destroyed the country's tourism industry, but the industry is growing again. The Quirimba National Park is in the north-east of the country and has a rich flora and fauna. Animals there include lions, elephants and leopards.

Robert Frost (1874–1963) was a famous American poet. The title of the article, *A road less travelled*, is a reference to one of his poems, *The Road Not Taken*, which ends with these lines: *Two roads diverged in a wood, and I— / I took the one less traveled by, / And that has made all the difference.*

Exercise 2 page 16

- Ask a student to read the definition of *responsible tourism*. Then ask: *Would a responsible tourist spend all their time getting a good suntan?* (no)
- Ask students which activities in exercise 1 a responsible tourist would do and elicit their ideas.
- Focus attention on the title of the text. Ask: *What does 'A road less travelled' imply about the text?* (It suggests places that are not popular with tourists.)
- Students scan the text for information about Guludo Lodge, looking for key words to give them an idea of the resort.
- With a **weaker class**, elicit words that students can look for by referring them to the activities in exercise 1.

find out about local communities, learn a new language, make new friends, eat local food, use public transport, buy local crafts, help with conservation projects, try to save water

Guludo Lodge has given employment to local people. It was built using local materials. It has provided funds for healthcare, education, clean water, and it supports conservation projects.

Exercise 3 page 16

- Students do the exercise on their own or in pairs. Encourage them to put the sentences in the order that seems logical to them before they read the text.
- Check answers as a class.

3, 4, 5, 7, 8, 2, 1, 6

Additional vocabulary

The following words are from the article *A road less travelled*:

potential (n) /pə'tenʃl/ something that can be developed into something else in the future

off the beaten track (phr) /,ɒf ðə bi:tən 'træk/ away from other people, houses, etc.

life expectancy (n) /'laɪf ɪkspɛktənsi/ the length of time that something is expected to exist

common sense (n) /,kɒmən 'sens/ the ability to think about things in a practical way

vehicle (n) /'vɪ:əkl/ something which is used for communicating different ideas or opinions

blow somebody away (phr) /,bləʊ sʌmbədi ə'wei/ impress somebody a lot

Exercise 4 page 16

- Students answer the questions on their own.
- They then compare their answers with a partner.
- Check answers as a class.

- 1 She volunteered in a very poor rural school in Kenya, where she saw poverty for the first time.**
- 2 Because it had great potential as a travel destination and local people who desperately needed help.**
- 3 They had common sense, enthusiasm and determination.**
- 4 It created employment, used local materials, created clean water points, funded healthcare projects, built two primary schools and supported conservation projects.**
- 5 You travel by helicopter or boat, or go on a three-hour car journey along bumpy roads.**
- 6 You have beautiful views. You can soak up the sun, see the sights, get to know people in the village and take part in local festivals.**
- 7 It means 'the hope that accompanies the end of suffering'.**

Exercise 5 page 12

- Ask: *What would life be like for the local people of Guludo if Amy and Neal hadn't helped them? Do you think you could change the lives of thousands of people like Amy? Why/ why not?* Elicit students' ideas.
- Before students discuss the questions, draw their attention to *NEMA in numbers* at the end of the text. For question 2, students think of as many ideas as possible for each point. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Extra activity: Further discussion

Students discuss the following question:

Imagine you are at Guludo Lodge for one day. What would you most enjoy about visiting it?

V|insight Compound nouns: travel

The first word of a compound noun gives more information about the word following it, e.g. a *beach resort* is a resort on a beach.

Compound nouns can be made up of nouns, verbs, adjectives and prepositions.

Some compound nouns are written as separate words, e.g. *travel destination*, some have a hyphen, e.g. *pick-up*, and some are written as one word, e.g. *healthcare*.

Exercise 6 page 17

- Students make compound nouns. They then check their answers by finding the words in the text.
- Check answers and the meaning and pronunciation of the compound nouns as a class.

beach resort, national park, package holiday, public transport, tourist trap, tour guide, travel destination

Exercise 7 page 17

- Focus on the title of the text and elicit the meaning of *rubbish dump* (an official or unofficial place where the general public leaves things it no longer wants).
- Tell students to look at the photo and ask: *Where do you think the world's highest rubbish dump might be?*
- Students do the exercise.
- Ask students if anything surprises them about the text. If necessary, prompt them: *What kind of person climbs Mount Everest?* (e.g. someone who loves and respects nature) *Why might someone leave a fridge there?*
- Check answers as a class.

**1 beach resort 2 public transport 3 package holiday
4 tourist trap 5 tour guide 6 travel destination
7 national park**

Exercise 8 page 17

- Check the meanings of the verbs.
- Students read the descriptions and complete them.
- When they have finished, they can check their answers by looking for the highlighted verbs in the text.
- Check the meaning of *time out* (a period of rest).
- Check answers as a class.

**1 get off 2 escape 3 take 4 soak up 5 take part in
6 see 7 got to know**

Extension: Fast finishers

Fast finishers write more sentences using the highlighted words and phrases in the text, e.g. *At weekends I take time out by going for a walk with a friend. On my holiday last year I got to know my Australian cousins.*

Students compare their sentences with a partner.

Exercise 9 page 17

- Tell students about your favourite type of holiday and give reasons, e.g. *I prefer the first because I like quiet places without crowds of tourists.*
- In pairs, students discuss their favourite type of holiday and give reasons for their answers.
- Ask a few students to share their ideas with the class. The class votes for the most popular holiday.

Vocabulary bank: Types of holiday page 135

**1 1 backpacking holiday 2 city break
3 honeymoon 4 coach tour 5 package holiday
6 adventure holiday 7 sightseeing holiday
8 working holiday 9 DIY holiday 10 house swap
11 staycation 12 self-catering holiday**

**2 1 package holiday 2 coach tour 3 city break
4 backpacking holiday 5 honeymoon
6 sightseeing holiday 7 adventure holiday
8 working holiday 9 DIY holiday
10 self-catering holiday 11 house swap
12 staycation**

3 Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about responsible tourism. I can use compound nouns. I can discuss holiday preferences and responsible tourism.*

2B Grammar and listening

Memorable journeys

Summary

Topic: The world's toughest rowing race

Grammar: Narrative tenses

Reading: The story of a rower and his rowing partner

Listening: A radio account of a rowing and walking trip to the North Pole

Speaking: Discussing a rowing race across the Atlantic; describing a memorable journey you have had

Culture note: Holiday islands

Tenerife is the largest of the Canary Islands. Although they are part of Spain, the islands lie off the north-west coast of Africa in the North Atlantic Ocean.

Barbados is an island country in the Caribbean Sea.

Lead-in

- Write *Test of endurance* on the board. Elicit its meaning (situation or event that shows whether a person can do something difficult or painful for a long period of time without complaining).
- Ask: *What kind of people put themselves through tests of endurance?* Elicit professions such as *explorer* and *sportsperson*. Then ask: *Would you put yourself through a test of endurance? Why do people do these things?*
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 1 page 18

- Focus attention on the title, the introductory paragraph and the photo. Ask: *What sport can you see in the photo?* (rowing)
- Check the meaning of *challenge* (something new and difficult requiring great effort) and *tough* (causing problems).

- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

1 It's a rowing race across the Atlantic Ocean.

2 Students' own answers

3 Students' own answers

Exercise 2 page 18

- Read through the instructions with the class. Check the meaning of *supposed to be*.
- Students read the first part of the story. Remind them that they do not have to understand every word to get the gist of the story.
- Students discuss the questions in pairs.
- Check answers as a class.

Daniel's friend was supposed to be his rowing partner.

His friend didn't have time to prepare for the race, so Daniel had to find another partner.

Students' own answers

Exercise 3 page 18

- Go through the narrative tenses and their uses and elicit the affirmative, negative and question forms.
- Students match the sentences in the text to the rules.
- They then compare answers in pairs.
- Check answers as a class.
- Elicit more sentences for each tense and possible combination, e.g. *I felt really tired. Yesterday I found some money on the pavement while I was walking to school. There was no cake left because Harriet had eaten it all.*

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

Grammar reference and practice 2.1

Workbook page 106

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

**2 1 had never failed 4 was taking
2 opened 5 we decided
3 was going 6 were talking**

3 1 knew; had been (or 'had gone')

**2 turned round; walked
3 were enjoying; had to
4 spoke; had (never) had
5 got / had got; felt
6 was leaving; managed
7 moved / had moved; speeded up
8 decided; we had eaten**

Exercise 4 page 18

- Revise state verbs, and remind students that they cannot be used in continuous tenses.
- Before students do the exercise, remind them to look out for time phrases that will give them clues as to which tense to use (e.g. *the previous year*) and for words like *when*, *while* and *once*. They should also check the tense of the verbs before and after the verb in brackets for guidance.
- Students do the exercise on their own and then compare answers with a partner.
- Check answers as a class.

**1 asked 2 had never rowed 3 had studied 4 knew
5 arrived 6 had raised 7 had built 8 had also asked
9 had started 10 were rowing 11 got 12 took
13 had forgotten 14 were waiting 15 was cheering**

1 He asked his mother because he got on well with her and she was very adventurous.

2 They agreed because Jan knew that the race was a 'once-in-a-lifetime' opportunity.

3 They saw dolphins, whales and flying fish. The rowing was tiring, they couldn't wash and they were constantly soaked with salt water.

Exercise 5 1-06 page 19

• Tell students to look at the photo on page 19. Ask: *What do you think Jan and Daniel did next?*

Where did they go?

What kind of transport did they use?

- Elicit answers and write them on the board.
- Play the recording for students.
- Check the answer as a class.

They went to the North Pole.

Audio script

The story of Jan and Daniel appeared in newspapers and TV programmes across the world. It sparked the imagination of millions of people who all wanted to know the same thing. How did they do it? Didn't they argue? Did their relationship change? In interviews about the event, Jan admitted that they had argued, but they had also laughed a lot and talked about their hopes and dreams for the future. It's not surprising that ten years later, they decided to go on another adventure – this time to the North Pole.

When the polar expedition started in 2007, Jan and Daniel were well-prepared. They had trained for over a year, taking courses in survival skills and on how to deal with frostbite. They had practised living in a tent and later they learned how to use a gun, too. Polar bears were a very real danger. In a previous expedition a team had shot a bear which had tried to get into a tent during the night.

But when they started their journey, the weather was bad, with temperatures as low as -68°C. Progress was slow, and Jan suffered with frozen hands and had trouble pulling her sled. Dan helped her, but there were times when they both thought about giving up – the magnetic Pole was still over 500 km away. Then on day seven, when they were cooking breakfast in their tent, there was an accident with the stove and the tent burnt down. Things couldn't get worse, but they decided to carry on. As they made their way towards the top of the world, friends and relatives were following their progress on Daniel's blog, sending messages of encouragement. This might have helped because, after twenty-four days on ice, they finally reached their goal. Jan and Daniel became the only mother and son team on earth to have rowed across an ocean and walked to the North Pole. They set a new world record, and they also raised money for charity.

Exercise 6 1-06 page 19

- Read through the story events together and check the meaning of *give up*, *survival skills*, *frozen* and *break a record*.
- Ask students to underline the key words, e.g. *giving up*, *bad accident*, and listen out for them.
- Students listen to the recording again and order the events.

- They then compare answers in pairs.
- Check answers as a class.
- Read the events in the correct order, and point out that the story sounds dull without a variety of narrative tenses.
- Go through the words and phrases for retelling the story. Ask students which phrases tend to go with which narrative tenses, e.g. *after* + past perfect, *then* + past simple, *by the time* + past simple, *while* + past continuous.
- In pairs, students retell the story. Circulate and monitor, helping where necessary.
- Ask a few students to retell the story to the class.

They went on a course to learn about survival skills.

They learned how to use a gun.

They were ready to start the expedition.

Jan suffered from frozen hands.

Jan and Daniel thought about giving up.

They had a bad accident.

Friends followed their blog posts.

They broke another world record.

(Possible answer)

Before they went on the expedition, they had been on a course to learn about survival skills. While they were on the course, they learned how to use a gun. But by the time they arrived at the North Pole, Jan and Daniel had thought about giving up. First, Jan suffered from frozen hands. Next, they had a bad accident. While they were travelling, friends and relatives were following their blog posts. In the end they broke another world record.

Exercise 7 page 19

- Students do the exercise.
- Check answers as a class. Ask students to give reasons for their answers, e.g. *In question 1 the answer is 'had been' because it describes an event before the main event (the polar challenge).*

1 had been 2 started 3 had trained 4 had attacked

5 had brought 6 carried on 7 hadn't packed

8 had raised

Exercise 8 page 19

- Write *memorable journey* on the board and elicit the meaning of *memorable* (*adj*) /'memərəbəl/ (worth remembering or easily remembered, because of being special or unusual). Explain that things can be memorable in both good and bad ways.
- Tell students about a memorable trip you have had, mentioning the points in the exercise.
- Tell students they are going to tell a partner about a memorable trip they had. Before they do the exercise, they should read the list of things to think about and make notes.

Ask students to form questions to ask each other about the, e.g. *Where did you go? What had you packed?*

- In pairs, students take turns to ask and answer questions. Remind them to use appropriate narrative tenses. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Extra activity: Game

In pairs, students write events or actions on separate cards. They can be everyday actions, e.g. *brush my teeth, eat breakfast, miss the bus, walk to school*, or more unusual ones, e.g. *meet a famous celebrity, see a UFO*. They should think of twelve events or actions, including some with a beginning and end, and other longer, continuous ones.

Students put the cards in a box or bag. They then take turns to pick out a card until they each have eight.

Students make a story using the events or actions and appropriate narrative tenses.

Circulate and monitor, helping where necessary.

Ask a few students to tell their stories to the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a rowing race and a radio account about a rowing race and walking trip to the North Pole. I can use narrative tenses. I can describe memorable journeys using narrative tenses.*

2C Listening, speaking and vocabulary

One journey, different travellers

Summary

Topic: Different types of holiday

Listening: A radio show about different types of traveller

Speaking: Discussing different types of traveller; a role play between a travel agent and a tourist; choosing a tour of London; persuading a friend to go on a tour with you

Vocabulary: Types of journey

Functional language: Persuading and negotiating

Communication worksheet 2B: Jigsaw dialogue

Lead-in

- Write *staycation* on the board and elicit the meaning (a holiday spent in one's home country rather than abroad, or one spent at home and involving day trips to local attractions).
- Say: *More and more people are choosing staycations as their summer holiday. Why is this?* Elicit responses, e.g. *They can't afford to go abroad. They want to protect the environment. They want to learn more about their own country and what is immediately around them.*
- Ask: *If you had a staycation, what would you do?*
- Students discuss the question in pairs. Elicit answers.

Exercise 1 page 20

- Go through the different types of traveller together and check the pronunciation of *staycationer* (*n*) /,ster'keɪʃənə(r)/ and *globetrotting backpacker* (*n*) /,gləʊbtrotɪŋ 'bækpækə(r)/.
- Ask students what each type of traveller does on their holiday. Encourage them to use the photos as a guide.
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 2 1·07 page 20

- Read through the strategy with the class. Then ask:
- *How do you know who a person is and where they are when they phone a radio show?* (e.g. they give their name, and usually other information, such as their profession or preferred activity; they sometimes say where they are, or there is background noise that gives the listener a clue)
- *How would you know what mood the speakers are in?* (e.g. if they are angry, they may shout; if they are interested, they may ask lots of questions)
- *What clues tell you why the people are speaking?* (e.g. when they are making arrangements, they mention times and dates; when they are giving an opinion, they use phrases like *I think ...*; when they are giving instructions, they use imperative and words like *must* and *have to*; when they are making suggestions, they use expressions like *What about ...? Why don't we ...?*)
- Students listen to the recording and use the strategy to decide which of the travellers in exercise 1 are speaking and their reasons are for calling in.

Audio script

Interviewer Hello and welcome to the Travel show. Today we're talking about travellers. Call in on 0856 5437 and tell us how and why you travel ... and on line 1, we have Luca. Luca, what type of traveller are you?

Luca Actually, I'm a bit of an armchair traveller. I like to stay at home and explore the world from the comfort of my sofa – I watch TV documentaries or go on the internet. It's a bit of escapism from everyday life.

Interviewer But don't you want to visit these places and experience the local food and culture for yourself?

Luca No, I'm happy to imagine all that ... travelling takes a lot of time and effort.

Interviewer Thank you, Luca. On line 3, we have Noah, who has just got back from Morocco. Noah, do you agree with Luca?

Noah Well, I also like to escape, but I need to experience a place. Last summer, I went on a trek through the Alps – it was a fantastic holiday, but not typical. I also went on a ten-day voyage around Antarctica, whale-watching. To be honest, I get bored sitting on a beach, reading a book. I want to bring back tales of adventure, not just a suntan.

Interviewer So you're a bit of an explorer.

Noah Not really ... I've never been on a polar expedition! I'm more of an adventure tourist ... I like to do exciting activities in different countries.

Interviewer OK, our next caller is Katrina, who describes herself as a staycationer. Who's that exactly?

Katrina It's someone who goes on holiday in their home country. It's often to save money, but I do it because there are a lot of places here which are just as interesting as places abroad. I also prefer short three-day trips or weekends away to long holidays.

Interviewer So you've never been abroad?

Katrina No, I haven't. And long plane journeys aren't good for the environment. A flight to Thailand would produce a lot of CO₂ – the same amount that my car produces in one year!

Interviewer That's a worrying thought ... but our final caller is someone who rarely stays at home. Jed is a globetrotting backpacker, and he's been on holiday for three years.

Jed I'm travelling rather than 'being on holiday', and I think of myself as a traveller rather than a tourist ...

Interviewer Is there a difference?

Jed I think there is – you see, travellers like to get off the beaten track, learn about a new place slowly. They do research before they arrive, engage with local culture, ask a lot of questions and form their own opinions.

Interviewer Don't tourists do this as well?

Jed Perhaps, but most tourists are on a package holiday – they're holidaymakers in a rush. They go on coach tours which stop off at popular tourist attractions or on planned excursions to crowded museums – they take a few photos, buy some souvenirs, then get back on the coach. Some hide behind their cameras, take pictures of local people and treat them like sightseeing objects. A traveller would take a phrasebook and start a conversation instead.

Interviewer Thanks, Jed, that's interesting. Well, what type of traveller are you ... and is there really a difference between a traveller and a tourist? Tune in next week and find out ...

The armchair traveller, the adventure tourist, the staycationer and the globetrotting backpacker are calling in. They are giving their opinions of the best type of holiday and travel.

Exercise 3 1·07 page 20

- Ask students what type of traveller each person is. (Luca is an armchair traveller, Noah is an adventure tourist, Katrina is a staycationer and Jed is a globetrotting backpacker.)
- Students read the sentences and underline the key words to help them listen for the answers.
- Play the recording again.
- Students compare answers in pairs.
- Check answers as a class.

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

Exercise 4 page 20

- Students read sentences 1–7 and note the highlighted words. Point out that the words for different types of journey can be easily confused.
- Students look for clues in the sentences to work out the meaning of the highlighted words and then match them to the definitions.
- With a **weaker class**, do the first item together. Ask students to read the first sentence and ask: *How would you travel through a mountain range like the Alps?* (walk) Students look for the definition that mentions walking.
- Check answers as a class.

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

Exercise 5 page 20

- Ask: *What do you like to do in your home town or city? Which places would you recommend to visitors and how would you describe them?* Elicit a few examples, e.g. *There's a very beautiful castle. You can go on tours there and learn about its history.*
- Students work in groups and make a list of places that they would recommend to visitors, using adjectives to describe them and listing activities that people can do there. Circulate and monitor, helping where necessary.
- Elicit phrases for giving advice, making suggestions and asking for advice, e.g. *I would recommend ..., I would advise you to ..., You could ..., You might like ..., What could I do? Where should I go? What would you suggest?*

- Students read through their roles carefully and act out their roles.
- When students have finished, ask a few pairs to act out their role plays for the class.

Culture note: London sights

The West End of London is a district situated to the west of **the City of London**. It is home to **Trafalgar Square**, a large public pedestrianized space which commemorates England's victory against the French in the sea battle of Trafalgar in 1805. It also includes **The London Eye**, the largest Ferris wheel in Europe and one of the city's highest public viewing points, and **Big Ben**, the clock tower at the Palace of Westminster, home to the Houses of Parliament.

The **East End of London** used to be associated with ship building, an industry which went into decline in the twentieth century. Consequently, it has become an area for regeneration and is also known for its art scene, particularly in Hoxton, and its trendy shops. The East End also encompasses **Brick Lane**, a Bangladeshi area famous for its curry houses, and **Spitalfields Market**, founded in 1638 as a food market but which now also sells crafts, gifts and clothes.

The Dark Knight (2008), **The Bourne Ultimatum** (2007) and **Pirates of the Caribbean 4** (2011) are all films which were partly filmed at the Pinewood studios in London, as well as other locations in the Greater London area.

Exercise 6 page 21

- Ask: *What do you know about London?*
What would you visit there? (e.g. Buckingham Palace, the Houses of Parliament, the London Eye, the Tate Modern art gallery)
If you were on a tour of London, what form of transport would you prefer to use? (e.g. *I would prefer to walk / use the underground / go by coach.*)
- Ask students to read the adverts. Check the meaning and pronunciation of *sightseeing* (v) /'saɪtsi:n/, *fascinating* (adj) /'fæsɪnɪtɪŋ/, *guarantee* (v) /,gærən'ti:/, *Trafalgar Square* (n) /trə,fælgə 'skweə(r)/, *the Houses of Parliament* (n) /ðə ,haʊzɪz əv 'pa:ləmənt/ and *Spitalfields Market* (n) /,spɪtlfi:ldz 'ma:kɪt/.
- Tell students which tour you would choose, giving your reasons, e.g. *I would go on the East London tour because I like discovering places other tourists might not know about. I also love street markets, and I think the price is good.*
- In pairs, students discuss which tour they would like to go on and give their reasons. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Exercise 7 1-08 page 21

- Tell students they are going to listen to a dialogue in which a tour guide persuades two tourists to go on one of the tours in the adverts.
- Write *persuading* and *negotiating* on the board and elicit the meaning. Tell students to listen to how the tour guide persuades the tourists.
- Play the recording for students to answer the questions.
- Check answers as a class.

Audio script

Tour guide Get tickets for today's tour here. Leaving in five minutes. Only twenty-five pounds. Excuse me, do you want to go on the London tour?

Girl I don't think so, we haven't got enough money.

Tour guide Well, if you both go, I'll give you a good price, what about fifteen pounds each? Come on, you've got nothing to lose.

Girl I don't know ... What do you do on the tour?

Tour guide Well, we visit different movie locations on a special tour bus and play a clip from the film when we get there.

Girl Can we get off the bus and look round?

Tour guide Of course you can. We visit real film sets too and stop off at the main tourist sights. There's plenty of opportunity to take photos.

Boy That sounds interesting, but which films are part of the tour?

Tour guide Oh, films like *Pirates of the Caribbean*, *The Bourne Ultimatum* and the new James Bond film.

Boy Well, you've persuaded me. I enjoyed all those films and it'd be fun to find out more.

Girl I'm not so sure ... I still think it's expensive. And I'd like to meet some local people while I'm here, not just other tourists.

Tour guide Well, all the guides are local actors or actresses and they have lots of interesting stories about the film industry, I can tell you!

Boy OK, let's go for it.

Tour guide That's the right answer! It's a good tour and a good deal. You won't be disappointed.

the London Movie Tour

The tour guide offers them a cheaper price. He also mentions the films on the tour and tells them that the actors and actresses are local people with lots of interesting stories about the film industry.

Exercise 8 1-08 page 21

- Students complete the phrases from the dialogue.
- Play the recording again for them to check their answers.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.
- Check answers as a class.

**1 nothing 2 interesting 3 sure 4 disappointed
5 persuaded 6 go**

Exercise 9 1-09 page 21

- Students put the dialogue in the correct order.
- When they have finished, play the recording for them to check their answers.

Audio script

Fran We've got a free morning tomorrow. What shall we do?

Nick Why don't we go on a tour?

Fran Hmm, I prefer to explore things on my own. It's more fun and you get to meet local people.

Nick Maybe, but we haven't got much time and a tour is a good way to see the sights quickly, don't you agree? Look, here's a leaflet for a city jogging tour.

Fran That sounds interesting, but the weather forecast isn't great and I don't fancy running in the rain.

Nick OK, but I still think we should go on a tour. Look, here's another one. It's called East End Explorer and there's a local person as the tour guide.

Fran So we would get to know local people.

Nick Yes, and you can go shopping, too!

Fran OK, you've persuaded me! Let's book it.

Nick Great! You won't regret it!

Exercise 10 page 21

- Students do the exercise.
- Check answers as a class.

Persuading and negotiating: Why don't we ...?; ... don't you agree?; I prefer ...; Maybe, but ...

Agreement: Great! You won't regret it!

Extra activity: Persuasion and negotiation

Write a few activities on the board, e.g. go swimming, go for a walk, see a film.

Students take turns to choose an activity and try to persuade their partner to do it with them. Their partner should negotiate with them and suggest another activity, e.g. 'Why don't we go to the cinema tonight?' That sounds nice, but I'd prefer to go swimming.' Students continue until they reach an agreement, e.g. 'If you come with me, I'll buy you a hot chocolate afterwards.' 'OK, you've persuaded me!'

Exercise 11 page 21

- In pairs, students each choose a role.
- Tell them to prepare sentences based on those in the dialogue in exercise 9, e.g. I prefer to be active. If we go on the jogging tour, we'll be able to see things quickly, don't you agree? I don't fancy spending much money.
- Circulate and monitor, helping where necessary.
- Students do the role play.
- When they have finished, ask a few pairs to act out their role play for the class.

Learning outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can understand a radio show about different types of traveller. I can identify the purpose of a conversation. I can understand the vocabulary for different types of journey. I can act out a dialogue between a travel agent and a tourist. I can understand a radio dialogue about different city tours. I can use language for persuading, negotiating and reaching agreement.

2D Culture, vocabulary and grammar

America on the move

Summary

Topic: A famous road in the USA

Vocabulary: Verbs + prepositions: travel

Reading: An article about Route 66

Grammar: used to and would

Lead-in

- Write *road trip* on the board. Explain that it can mean a long driving holiday.
- Write the following questions in the board:
Have you ever been on a road trip?
Would you like to go on one?

Where would you go and what things would you like to see while you are travelling?

- Ask students to think of a place abroad that they are curious about. Write their ideas on the board.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Culture note: American history

The Great Depression was a global economic depression. It began in the United States in 1929, when the stock market crashed, and lasted throughout the 1930s, causing high unemployment in many countries.

World War II broke out in 1939 and ended in 1945. The USA became involved in the war in 1941.

Culture note: American attractions

The Grand Canyon is a deep canyon in Arizona. It was formed by the Colorado River and its tributaries carving their way through rock. It is 446 kilometres long, 29 kilometres wide and reaches a depth of 1,800 metres.

The Giant Blue Whale was built by Hugh Davis in the 1970s as an anniversary gift for his wife.

Oklahoma is a state in the south-central United States.

Missouri is a state in the Midwestern United States.

A **diner** is a roadside restaurant with a long counter and booths serving a wide range of North American food.

Exercise 1 page 22

- Explain that Route 66 is one of the most famous roads in the USA with a lot of interesting attractions along it.
- Ask students to read question 1 and then ask: Are the things in the photos natural or man-made?
- In pairs, students brainstorm other natural geographical features or man-made attractions that might be seen along the road. Point out that man-made attractions include buildings. Elicit ideas and write them on the board.
- Pre-teach *plain* (adj) /plæɪn/.
- Students read the text quickly and check their ideas.
- Tick the correct ideas on the board.

Natural attractions: plains, deserts, valleys, lakes, mountains, the Pacific Ocean, caves

Man-made attractions: mining towns, shanty towns, diners, motels, service stations, billboards, statues

Exercise 2 page 22

- Focus attention on the title *America on the move*. Explain that *on the move* does not refer only to transport. It implies that large numbers of people in the USA move around within the country.
- Ask: Why do you think so many people moved around? (e.g. They moved for work. They wanted to live in a place with better weather.)
- Students read the text again, decide if the sentences are true or false and correct the false ones.

1 F: It starts in Chicago, which is not on the coast.

2 F: The road made life easier for people in small towns where there were no highways.

3 T

- 4 F: In the 1930s the Great Depression left millions of people unemployed.
- 5 F: In the 1940s the road achieved a new image of freedom and fun.
- 6 T

Exercise 3 page 22

- Give students a few minutes to brainstorm as many popular tourist attractions as they can.
- Draw an outline of your country on the board or bring a map and stick it on the board. Elicit popular tourist attractions and mark them on the map.
- Ask students if they can think of any historical information associated with each tourist attraction.
- Elicit the directions *north, south, east* and *west*. Students then work in pairs to describe the routes tourists might take to visit the attractions. They also discuss any historical events associated with them.

Students' own answers

Exercise 4 page 22

- Do the first sentence with the class. Ask students what *head for* means (to move in a specified direction).
- Students do the exercise. They then check their answers by looking in the text.

1 for 2 to 3 to 4 down 5 along 6 around
7 through

Additional vocabulary

- The following words are from the article *The Mother Road*:
- *hustle and bustle* (phr) /'hʌsl ənd 'bʌsl/ busy, noisy activity of a lot of people in one place
- *isolated* (adj) /'aɪsəleɪtɪd/ alone or apart from other people
- *drought* (n) /draʊt/ a long period without rain
- *optimism* (n) /'ɒptɪmɪzm/ the feeling that the future will be good
- *boom time* (n) /'bu:m taɪm/ a period of wealth and success
- *tempt* (v) /tempt/ to try to persuade or attract somebody to do something

DVD extra

Chicago to LA

Language note: *used to* and *would*

Both *used to* and *would* are followed by the infinitive without *to*.

We *used to walk to school together*.

We *would walk to school together every day*.

Adverbs come before *used to* but after *would*.

We *occasionally used to play with our neighbours*.

We *would occasionally play with our neighbours*.

The negative forms are *didn't use to* and *wouldn't*.

The question forms are *Did I use to ...?* and *Would I ...?*

Did you *use to live in London*?

What games *did you use to play*?

How often *would you help your parents*?

Would you *sometimes cook the dinner*?

Exercise 5 page 22

- Go through rules a–c with the class. Look at sentence 1 and ask students which rule it matches. (a)
 - Students match the sentences with the rules. They then complete the rules.
 - Check answers as a class.
- a **used to; would** b **used to**
c **used to; would; the past simple**

Grammar reference and practice 2.2

Workbook page 107

- 1 1 **used to**
2 **didn't use to**
3 **would / used to**
4 **Did ... use to**
5 **would / used to**
6 **would / used to**

- 2 1 Fiona **used to have four pairs of sunglasses**.
2 Leo **didn't use to use his mobile much**.
3 Paul **used to / would get really scared when boarding a plane**.
4 **On long car journeys, my little sister always used to / would always say 'Are we nearly there yet?'**
5 Jack and Kim **used to live in the same street**.
6 **Did you and Lisa use to know each other?**

Extension activity: Further discussion

Write the following questions on the board:

Why didn't people use to travel much in the Midwest?

How long would a trip from the Midwest to Los Angeles take?

What did the agricultural communities of the Midwest use to be like?

Why were so many people out of work in the 1930s?

How would people spend their holidays in the 1940s?

Students discuss the questions in pairs.

Exercise 6 page 23

- Tell students to look at the photo and read the first sentence of the text. Ask: *Why would tourists want to visit Williams, Arizona? What do you think life was like there before Route 66 was built?*
- Elicit answers, reminding students to think about what they learned in the *Mother road* text.
- Students read the text and complete the sentences.
- Check answers as a class.

1 **used to be** 2 **used to live** 3 **used to be**

4 **would often have / often used to have**

5 **would often rob / often used to rob** 6 **didn't use to be**

7 **used to stay / would stay** 8 **used to help / would help**

9 **didn't use to play / wouldn't play**

10 **used to entertain / would entertain**

Exercise 7 page 23

- Ask: *What was life like for many Americans a hundred years ago?* Elicit answers, e.g. *They didn't have much transport. Some people used to live in shanty towns. They didn't use to go on holiday.*
- Ask students to think about their towns in the past. They then use the points to brainstorm ideas and write brief notes.

- In pairs, students discuss life in their town in the past.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Vocabulary bank: Travel and transport page 135

- 1** Plane: aisle, cabin, flight, gate, hold, overhead locker, runway, seat belt, get on, get off, land, take off
Coach: aisle, motorway, seat belt, stand, get on, get off, slow down, speed up
Train: aisle, buffet car, carriage, crossing, luggage rack, platform, tracks, get on, get off, slow down, speed up
Ship: cabin, crossing, cruise, deck, hold, pier, voyage, get on, get off, go ashore, set sail
- 2** A 1 platform 2 aisle 3 carriage 4 luggage rack
 5 buffet car 6 slow down 7 tracks
B 1 cruise 2 pier 3 deck 4 got on 5 crossing
 6 get off 7 voyage
C 1 stand 2 luggage rack 3 hold 4 seat belt
 5 motorway 6 speeded up 8 got off
D 1 gate 2 flight 3 cabin 4 overhead locker
 5 runway 6 took off 7 landed

Extra activity: Further discussion

Write M1, M6 and M5 on the board and explain that they are the names of British motorways. Tell students that motorways have encouraged business growth in Britain by connecting important industrial areas and different parts of the country to London. Explain that the M5 was built for holiday makers travelling to Devon and Cornwall, both popular holiday destinations.

Ask: *How have roads changed the lives of people in your country?*

In pairs, students discuss roads, their routes, and how they have helped society.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about Route 66 and discuss man-made and natural geographical features. I can use verbs and prepositions and know when to use used to and would.*

2E Writing

A story

Summary

Topic: Holidays that go wrong

Vocabulary: Phrases for ordering events in a story

Reading: A story about backpackers stranded in the Australian Outback

Writing: A story about a weird or wonderful journey

Lead-in

- Ask: *What can go wrong on a holiday?* (e.g. lose money, miss a flight) *Have you ever been on a holiday that went wrong?*
- In pairs, students tell each other about problems that occurred on their holidays and how they were resolved.

Culture note: Vast spaces

The Australian Outback is an enormous, sparsely populated area of the country. It is home to a variety of wild animals, including kangaroos, dingos (a kind of dog) and emu (large flightless birds). Some areas are used for sheep and cattle farming.

Guatemala is a country in Central America. The Maya forest, the largest uninterrupted rainforest north of the Amazon, runs through Guatemala. The forest was declared a protected area in 1990.

Exercise 1 page 24

- Focus attention on the photos and ask students where they think the places are. Review the different types of traveller (e.g. holiday maker, staycationer).
- Students discuss the questions in pairs.

Students' own answers

Exercise 2 page 24

- Students read the introductory paragraph. They then read the extracts and match them to the photos.
- When they have finished, ask if their answers to the questions in exercise 1 were correct. Then ask which words in the texts gave them the answers.

A 3 B 4 C 1 D 2

Exercise 3 page 24

- Read through the strategy together.
- Students read the opening sentences of A–D and match them to 1–4.
- Ask: *Which story has the best opening sentence? Why?*
- Students read the extracts again and choose the story they think is the most exciting. Ask which words in their chosen extract make it exciting (e.g. in A, *panic* and *angrily*).

A 3 B 1 C 2 D 4

Exercise 4 page 25

- Ask students to read 1–4 and try to think of other examples without looking at the text, e.g. *once, next, while, at last*. Then ask them to make sentences using the words, e.g. *As we were getting out of the car, my grandmother opened the door.*
- Students read the text and complete 1–4 with the highlighted words and phrases.
- Students compare answers in pairs.
- Check answers as a class.

**1 Some time ago, at first 2 After a while, Suddenly
 3 That's when, when, While 4 By the time, eventually**

Exercise 5 page 25

- Ask students to briefly summarize the events in each extract, e.g. *Two backpackers broke down in the Australian Outback and didn't have enough water.*
- Students make notes about what happens next and discuss their ideas in pairs.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 6 page 25

- Students read the rest of story A and compare their ideas from exercise 5. Tell them to ignore the gaps for now.
- Ask them if they think their own ending is better, and if so, ask them to share their idea with the class.

Students' own answers

Exercise 7 page 25

- Make sure that students understand what the words and phrases mean. They then complete the story.
- Check answers as a class.

- 1 Two hours later 2 At first 3 after a while / eventually
4 after a while 5 suddenly 6 As 7 Just then
8 Eventually / Finally

Extra activity: Class story

Write the beginning of a story on the board, e.g. *It was raining heavily, but I needed to go to the bank. At first my umbrella kept me dry, but ...* Ask a student to continue the story by adding a sentence with a word or phrase for ordering events. Then another student adds a sentence. How many sentences can be added before the story comes to an end?

In groups, students repeat the activity.

Circulate and monitor, helping where necessary.

Writing guide page 25

- Read the **task** together, making sure students know they have to write an entire short story in 300–350 words.
- Give them five to ten minutes to complete the **ideas** stage and **plan** their story. Circulate and monitor, helping with language and ideas where necessary. Remind students to write notes, not full sentences.
- Circulate and monitor while students **write** their story, encouraging them to use a variety of narrative tenses and different words and phrases for ordering events. Remind them to activate other language they learned in the unit (compound nouns, travel verbs, different types of journey and verbs + prepositions). You could write some of these on the board as a reminder.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extension: Fast finishers

Ask **fast finishers** to compare their stories with a partner's. Students comment on each other's work, especially on how interesting the story is. They should also comment on the way their partner has ordered events, their use of narrative tenses and use of unit vocabulary.

Additional writing activity

Students write the next part of the story for one of the extracts B–D.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can plan and write a story. I can use words and phrases to order events.*

Vocabulary insight 2 page 26

Using a dictionary: compound nouns

1 Compound nouns

- 2 1 package holiday, beach huts, sea views
2 public transport 3 – 4 pick-ups, drop-offs

3 four

coach tour – noun + noun; sightseeing tour – noun + noun; tour operator – noun + noun; guided tour – adjective + noun

- 4 1 guided tour 2 coach tour 3 sightseeing tour
4 tour operator

- 5 1 beach resort 2 summer holiday 3 ski resort
4 Christmas holiday 5 seaside resort

- 6 holiday resort, school holiday, travel agency, theme park, guide book

- 7 1 guide book 2 theme park 3 travel agency
4 school holiday 5 holiday resort

Review 2 page 27

- 1 1 package holiday 2 travel destination
3 public transport 4 national park 5 tour guide
6 tourist trap

- 2 1 get 2 take 3 soak 4 get 5 see 6 escape

- 3 1 voyage 2 tour 3 flight 4 trek 5 expedition
6 trip

- 4 1 for 2 down / along 3 around 4 through
5 with / to 6 to

- 5 1 became 2 hurried 3 had completed
4 had just spent 5 felt / was feeling 6 said
7 had celebrated 8 was travelling 9 spent
10 were blowing

- 6 1 downloaded 2 was lying 3 hadn't been / gone to
4 had already left / was already leaving 5 took
6 were listening 7 was climbing 8 had lost

- 7 1 would swim / used to swim 2 met Alice
3 would go to the beach 4 didn't use to
5 I went to 6 We would often travel
7 didn't use to enjoy 8 Did you use to

Pronunciation insight 2 Workbook page 124

Answer key Teacher's Book page 154

Cumulative review Units 1–2

pages 28–29

1 1 B 2 C 3 A 4 D E -

10 1.10

Audio script

1

Man We chose this campsite on a friend's recommendation, even though it was far from cheap. It's very popular – arriving without booking isn't recommended. Fortunately we'd planned ahead. The restaurant could have been better, but overall I don't really have anything bad to say about the facilities. Unlike the campsite I went to on my last holiday, which was terrible! It only had one shower for fifty people. Not fun! At this site, there were so many activities on offer, we barely stopped. After we'd got back, university felt relaxing in comparison! But also a lot more boring.

2

Woman I wanted to go camping, but my boyfriend had had a bad experience once, so that was out. He can be pretty stubborn! He wanted to stay in a luxury hotel, but in the end, we compromised with an inexpensive guesthouse. We spent so long arguing, we didn't book till the day before we flew! That was probably a mistake. To be fair, the guesthouse had everything we needed and the lady who ran it was really friendly. But she never left us alone! I honestly think staying at home would have been more relaxing.

3

Man Although it was far from relaxing, I'm not going to regret our trip any time soon. We had experiences that I'll remember for a lifetime, even though they weren't always very pleasant! We went trekking in Peru, on the Machu Picchu trail. We carried all our equipment with us, and stayed in tents. I was so grateful for the airport facilities when I got back – I think it was the first time I'd had a proper shower for weeks! I'd dreamt of doing this trip for years, and paid a year ahead. If you go out of season, it isn't bad value – not for what you get in return.

4

Woman We knew we couldn't book an expensive hotel – well, not without regretting it later. We looked at a website called Couchsurfing.org, which offers to let you stay in people's homes, but Matt wasn't keen. He's quite shy, really. So we booked something through a website advertising for cat-sitters. Basically, we went to Rome and looked after someone's cat for a week. I tell you, I've stayed in hotels with much worse facilities! The cat was really sweet, very easy-going, and the house and area ... both were stunning. Yes, it was 'work', but it was the total opposite of stressful.

2 Students' own answers

3 Students' own answers

4 1 D 2 B 3 G 4 A 5 F 6 C 7 H 8 E

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

6 Students' own answers

Additional materials

Literature insight 1 Workbook page 84 Answer key Teacher's Book page 151

Exam insight 1 Workbook page 94 Answer key See website

3

Feeling good

Map of resources

Section A: Student's Book pages 30–31

Workbook page 20

Vocabulary bank, Feelings: intensity page 136

Section B: Student's Book pages 32–33

Workbook page 21

Grammar reference and practice 3.1, Workbook page 108

Teacher's resource disk, Communication worksheet 3A

Section C: Student's Book pages 34–35

Workbook page 22

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 36–37

Workbook page 23

Grammar reference and practice 3.2, Workbook page 109

DVD extra, Live well play well, page 36

Vocabulary bank, Health problems page 136

Teacher's resource disk, Communication worksheet 3A

Teacher's resource disk, Communication worksheet 3B

Section E: Student's Book pages 38–39

Workbook page 26

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 3 page 40

Building word families through suffixes

Review 3 page 41

Pronunciation insight 3, Workbook page 125

Progress check Unit 3, Workbook page 27

Language and skills tests 3A and 3B, Test Bank

3A Reading and vocabulary

Happiness

Summary

Topic: What makes people happy

Vocabulary: Idioms: happiness and sadness; noun suffixes: -ness and -ity; Vocabulary bank: Feelings: intensity

Reading: An article about the reasons for happiness

Speaking: Discussing what makes you happy; discussing tips for a happy life

Lead-in

- Tell the class about something that has made you happy recently, e.g. *I had a coffee with a friend and we spent all morning laughing at different things. I felt good for the rest of the day.*
- Students take it turns to tell a partner about something that has made them happy recently and why it had that effect. They could talk about anything they like, e.g. a new possession, money, friendship, an event, an achievement.
- Ask a few students to share their ideas with the class.

Exercise 1 page 30

- Ask students to look at the photos accompanying the reading text and describe what they see.
- In pairs, students discuss the questions, giving reasons for their answers.
- Ask a few students to share their ideas with the class.

Cultural note: Happiness factors

The World Happiness Report was commissioned by the United Nations for its World Happiness conference in 2012. The 158-page report used a points system to score countries on factors such as health, family and job security, political freedom and government corruption. Based on its results, Denmark, Norway, Finland and the Netherlands were found to score highest for happiness.

Chocolate contains the chemicals theobromine, anandamide and phenylethylamine, which make us feel content. It also stimulates the brain to release endorphins into the body, which produce feelings of happiness.

Exercise 2 page 30

- Read through the strategy with the class.
- Write the following sentences on the board:
Sarah is never happier than when she's on a train or a plane.
Sarah enjoys waking up in new places. Sarah loves travelling.
Then ask: *Which is the topic sentence and which are the detail sentences?* (The third one is the topic sentence.)

- Ask a student to check the topic sentence by turning it into a question. (*Does Sarah love travelling?*) Do the other sentences answer it? (Yes, she's never happier than when she's on a train or a plane. She enjoys waking up in brand new places.)
- Students do the exercise on their own or in pairs.
- Check answers as a class.

- A** The latest World Happiness Report says that prosperity is not the main reason for happiness.
B It seems that deep, long-lasting happiness comes from intangible things rather than things like chocolate and smartphones.
C Poor health will certainly make you feel down in the mouth.
D Tiredness will certainly affect your happiness levels and put you in a bad mood.

1 D 3 C 4 A 5 B

Exercise 3 page 30

- Students read the topic sentences only and choose the correct summary of the text.

b

Exercise 4 page 30

- Check that students understand *material objects* (real or physical things rather than the spirit or emotions) and *intangible things* (things which are difficult to describe, understand or measure). Tell them to scan the text for material objects that might make people happy (presents, chocolate, smartphones) and intangible things that might make them happy (feeling protected, helping others, smiling). Write their answers on the board and ask: *Which list would make you happier?*
- Students answer the questions in pairs.
- Check answers as a class.

- Human relationships, health and sleep are essential for happiness.
- They provide short-lived happiness.
- It refers to helping other people, for example, listening to a friend in need or carrying a neighbour's shopping, and getting support yourself.
- It reduces stress and anxiety and makes you feel more positive and optimistic.
- It puts you in a bad mood, affects your ability to concentrate and may slow your growth.
- Students' own answers

Extra activity: Further discussion

Students discuss the following questions:

'Money doesn't buy happiness, but it can buy a better kind of unhappiness.' Do you agree?

Do you think people were more or less happy in the past?

Why are some people happier than others, even when they have harder lives?

Additional vocabulary

The following words are from the article *Is chocolate the answer?*:

- hardship** (n) /'ha:dʃɪp/ a situation that is difficult or unpleasant because you do not have enough money, food, etc.
- get a kick out of** (phr) /,get ə 'kɪk aut əv/ experience a feeling of great pleasure or excitement from doing (something)
- abandon** (v) /ə'bændən/ leave something or someone you are responsible for, usually permanently
- essential** (adj) /'esenʃl/ completely necessary, that you must have or do
- vital** (adj) /'vætl/ very important or necessary
- work wonders** (phr) /,wɜ:k 'wʌndəz/ have a very good effect on (something or someone)

V|insight Idioms: happiness and sadness

Most idioms cannot be translated word for word. The words in an idiom, e.g. *the last straw*, when translated individually, bear no relation to the idiom's meaning: 'the last in a series of bad things that makes you decide you cannot accept a situation any longer.'

Some idioms conjure up a vivid picture which helps put across their meaning, e.g. *Every cloud has a silver lining*. The image of the sun's light visible behind a cloud suggests the meaning: 'there is something good even in a situation that seems sad or difficult'.

Idioms are fixed expressions: *Every cloud has a bright lining* is wrong.

While it is important to learn idioms, students should not use them excessively. They are used only occasionally by native speakers, and overuse can make a person's English sound unnatural or forced.

Exercise 5 page 31

- Students find the idioms in the text and try to visualize them. This will help them work out their meanings.
- Check answers as a class. Elicit sentences using the idioms, e.g. *When I passed my maths exam, I was over the moon. Bad weather makes me feel down in the mouth.*

Happiness: over the moon, feel on top of the world

Sadness: feel down in the mouth, feeling blue

V|insight Noun suffixes: -ness, -ity

The suffixes *-ness* and *-ity* are used to make nouns from adjectives. Sometimes spelling changes are necessary:

adjective ending in -y: happy → happiness

adjective ending in -le: responsible → responsibility

adjective ending in -e: rare → rarity

Exercise 6 page 31

- Check that students understand the meanings of the adjectives. They then complete the table.
- Students check their answers in the text.

-ness: laziness, kindness, tiredness, happiness

-ity: necessity, prosperity, generosity, ability

Exercise 7 page 31

- Tell students to read the tips.
- Students do the exercise.
- Check answers as a class.

1 kind 2 ability 3 generosity 4 laziness 5 tired
6 necessary 7 Prosperity 8 happy

Exercise 8 page 31

- Refer students back to the reading text and ask them to make notes about the things that make them happiest and the things which are less important to happiness.
- In groups, students compare notes and think of three more things that can make you happy.
- Point out that the imperative and *will* are used in *Tips for a happy life*. Encourage students to use them when writing their tips.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Vocabulary bank: Feelings: intensity page 136

- 1 1 anger; furious 2 happiness; delighted
3 sadness; devastated 4 fear; petrified
5 shock; appalled 6 surprise; astonished
- 2 a bit / very: annoyed, cross, pleased, excited, upset, unhappy, frightened, scared, shocked, surprised
absolutely: furious, delighted, devastated, petrified, appalled, disgusted, amazed, astonished
- 3 1 devastated 2 shocked / surprised
3 amazed / astonished 4 petrified
5 upset / annoyed / cross 6 delighted

Extra activity: Doing your best

Refer students back to exercise 2. Look at title 6, which is not linked to any paragraph.

Ask students to write an extra paragraph to be included in the text about doing well at school in order to be happy. Encourage students to think of a topic sentence first, and then detail sentences to give more information.

Elicit students' paragraphs for the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about happiness. I can recognize topic and detail sentences. I can use idioms and the suffixes '-ness' and '-ity' to write tips about happiness.*

3B Grammar and listening

Healthy bodies, healthy minds?

Summary

Topic: How exercise can improve your performance at school

Grammar: Past simple and present perfect

Reading: Comments about school exercise programmes

Listening: A radio programme about the positive effects of fitness on the mind and how schools are incorporating more exercise into their teaching

Speaking: Discussing what makes you study better; asking and answering questions using the past simple and present perfect; interviewing a partner about how healthy they are at school and suggesting ideas for having a healthy body and mind

Communication worksheet 3A: Question formulation

Lead-in

- Tell students to look at the photos. Ask:
*What are the students doing in the photos?
Which students are having more fun in their lesson?
Who is learning more? Why?*
Elicit answers. Make sure students know that the children in the photo on the left are sitting on exercise balls.

Exercise 1 page 32

- Say: *If I get a good night's sleep, I find it easier to concentrate on things the next day.*
- In pairs, students decide which things help them to study better and give reasons.
- Ask a few students to share their answers with the class.

Students' own answers

Exercise 2 1-11 page 32

- Ask: *How might fitness help you to perform better at school?*
Elicit ideas and write them on the board.
- Pre-teach or elicit *treadmill* (an exercise machine that has a moving surface that you can walk or run on while remaining in the same place), *workout* (a period of physical exercise, for example training for a sport or keeping fit) and *jog* (a slow run as a form of exercise).
- With a **weaker class**, write the numbers 30, 30, 40, 2.5 on the board. Tell students to listen carefully for the numbers.
- Play the recording for students to listen and make notes.
- Check answers as a class.

- 1 Students ran on a treadmill for thirty minutes before solving a problem. Another group did physical exercise for forty minutes each day instead of forty minutes each week. Their overall grades improved.
- 2 They work out in the gym for thirty minutes or do a 2.5 km jog.
- 3 They have to jump up and down or stand up for the whole lesson.
- 4 The results show improved behaviour, concentration and exam results.
- 5 Students' own answers

Audio script

Presenter Good morning and welcome to The Healthy Option. Last week, we discussed the link between a balanced diet and good health; this week we're looking at the link between a healthy body and a healthy mind. Let's go back 2,000 years ... More than 2,000 years ago in Ancient Rome, the poet Juvenal said, 'A healthy body produces a healthy mind.' For years, people have linked the two, but now science has shown that Juvenal was right: keeping fit really does help the brain to work better. Research at the Medical University in South Carolina has shown that students who did exercise before or during classes performed better in their school work.

For example, a group of students ran for thirty minutes on a treadmill and then had to solve a problem. They did 10% better at solving the problem than those students who didn't go on the treadmill.

In another experiment, a different group of students did physical exercise for forty minutes each day instead of forty minutes a week. Their overall grades improved by 14%. As a result of the scientific research, many schools across the US have changed their timetables and even their classrooms to allow more time for physical activity. So, in many schools the first class is PE. Before students start lessons, they spend thirty minutes working out in the school gym or they complete a 2.5 km jog to wake up their brains. Students have swapped rows of desks and chairs for exercise balls and treadmills. Some schools have tried other interesting ways of activating students' brains: jumping up and down while learning maths formulae or standing up for a whole lesson!

Schools using these techniques have already seen results: improved behaviour, concentration and exam results! So, come on, get up off your chairs! Have you done your daily workout yet and woken up your brains?

Culture note: Exercise in schools

Wake up! Shake up! was introduced to primary schools in 2002 by Ruth Mitchell, a school sport coordinator, who was worried about the lack of exercise for children in schools. Consisting of a sequence of dance moves to pop music, it was designed as a short activity that does not interfere with school teaching timetables. It has been implemented in primary schools across the UK and overseas.

Exercise 3

page 32

- Students read the comments quickly and decide which are written by students and which by teachers.
- Check answers as a class.
- Tell students to look at the highlighted verbs and then ask: *Which tenses are used?* (past simple and present perfect) Revise the form of the present perfect. (*have / has + past participle*)
- Students match the verbs to the rules.

Teachers: 4, 6

Students: 1, 2, 3, 5, 7

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

Extra activity: How do you keep fit?

Give students two minutes to brainstorm different ways of keeping fit, e.g. swimming, jogging, walking.

Write the following dialogue on the board:

A: *What exercise have you done this week?*

B: *I've been jogging.*

A: *When did you go jogging?*

B: *I went yesterday morning.*

Explain that we often use the present perfect to state whether something has happened, and the past simple for more information about the event.

In pairs, students ask each other how they have kept fit using the present perfect and past simple.

When they have finished, ask a few students to share their ideas with the class.

Exercise 4

page 32

- Read out the two sentences and ask students which one shows it is still morning. (the first sentence)
- Explain that we use the present perfect + a period of time to talk about a present period of time, and the past simple + a period of time to talk about the past.

Language note: Past simple and present perfect + time phrases

Some time words and expressions are used with both the past simple and the present perfect.

- for:*
We lived in London for ten years.
I've known your brother for six months.
- ever / never:*
We didn't ever see that film.
I've never tried 'Wake up and shake up.'
- this morning / today:*
I went shopping this morning. (It is no longer morning.)
I've been shopping this morning. (It is still morning.)

Grammar reference and practice 3.1

Workbook page 108

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

2 1 did ... live	5 did ... get
2 came	6 went
3 has been	7 have ... owned
4 has run	8 haven't eaten

Exercise 5

page 33

- Ask students to read the pairs of sentences and write *PP* (present perfect) or *PS* (past simple) next to each sentence.
- With a **weaker class**, do the first item together. Explain that in a the person is no longer a teacher, but in b the person is still a teacher.
- Students do the exercise on their own or in pairs.
- Check answers as a class.

1a I am no longer a teacher.

1b I am still a teacher.

2a Have you had this experience in your life?

2b Did you use an exercise ball at a specific time in the past?

3a I finished my workout in the past.

3b I am still doing my workout.

- 4a** I do not have the experience of playing tennis.
4b I didn't play tennis at a particular time in the past (last night).
5a I am referring to a particular time in the past.
5b I spoke to Julia a long time ago, but since then I have not spoken to her.
6a It is still this morning.
6b It is no longer morning.

Exercise 6 page 33

- Revise the question forms of the past simple and present perfect.
- Ask students to read the gapped sentences and questions and underline the time expressions, e.g. *yet*, *yesterday*. This will help them to decide which tense to use.
- Students complete the questions and sentences.
- They then compare their answers with a partner.
- Check answers as a class.
- In pairs, students ask and answer the questions.
- Circulate and monitor, checking that students are using the correct tenses.
- Ask a few students to report their partner's answers to the class.

- 1** Have (you) finished **2** Did (you) see **3** 've never done
4 Have (you) ever broken **5** Did (you) play
6 Have (you) ever eaten **7** Have (you) posted
8 did (you) learn

Exercise 7 page 33

- Tell students to look at the photo and ask: *What kind of exercise are the students doing?* (They're dancing.)
- Elicit the meaning of *street dance* (an urban dance style that has evolved in open spaces such as streets, dance parties and playgrounds as opposed to dance studios).
- Pre-teach *sign up* (v) /,saɪn 'ʌp/ (agree formally to do something).
- Students complete the interview.
- Check answers as a class.

- 1** started **2** worked **3** 've spent **4** did (you) do
5 went **6** had **7** helped **8** didn't get
9 have (you) joined **10** 've (never) been
11 've signed up **12** haven't learned **13** 've cycled

Exercise 8 page 33

- Write two headings, *Exercise* and *Results*, on the board. Give students two minutes to brainstorm forms of exercise and their possible physical and mental results. Elicit students' ideas and write them under the relevant heading.
- Read through the instructions together. Allow students a few minutes to think of questions for their partner. Encourage them to ask what their partner does generally (present simple), what they did last week / month / term (past simple) and what they have done this week (present perfect).
- Students take turns to interview their partner.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few pairs to share their idea with the class.

Extra activity: Role play

Students prepare a role play in pairs:
Student A, an unfit patient, goes to see a doctor, Student B. The doctor recommends a diet and exercise routine. The patient returns after a month and tells the doctor what he/she has or hasn't done, and gives details. The doctor asks the patient how he/she feels now.
Students practise their role play. Encourage them to use the past simple and present perfect.
Circulate and monitor, helping where necessary.
When they have finished, ask a few pairs to perform their role plays for the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio show about school fitness programmes. I can use the past simple and present perfect. I can describe how healthy I am at school.*

3C Listening, speaking and vocabulary

Be a good sport!

Summary

Topic: Sporting values

Listening: A radio interview with a young footballer and tennis player

Speaking: Comparing team and individual sports; introducing a new sport to your school; giving and reacting to news

Vocabulary: Sporting values

Functional language: Giving and reacting to news

Lead-in

- Ask: *Do you enjoy watching or playing sports? If you do, which ones do you play or watch, and why? If not, why not?*
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 1 page 34

- Read through the statements together. Check that students understand *life skills* (skills that are necessary or desirable for full participation in everyday life) and elicit examples, e.g. working in a team, decision-making, etc.
- In pairs, students discuss the questions.
- Have a class vote to find out how many students agree with each statement.

Culture note: Tennis players

Andy Murray (born 1987) is a professional tennis player from Dunblane in Scotland. He won the US Open in 2012 and a gold medal at the London Olympics in the same year.

Rafael Nadal (born 1986) is a professional tennis player from Majorca in Spain. He played his first professional match when he was fifteen. He is regarded as one of the greatest players of all time.

Exercise 2 1-12 page 34

- Students read the statements in exercise 1 again before they listen.
- Play the recording for students to do the exercise.
- Students compare answers in pairs.
- Check answers as a class. Ask students if the people in the recording have the same opinion as them.

Audio script

Interviewer In our series about health and well-being, today we've asked two young sportspeople to tell us about the value of team and individual sports and what we can learn from them. First, let's hear from Georgina.

Georgina Well, I've played team sports – mainly football – since I was nine. In my experience, there are more advantages of team sports compared to individual sports. You see, when you play regularly in a team – and it doesn't matter what the sport is – you have to co-operate with other people all the time and that helps you to develop team spirit. This can help you in other areas of your life, like working together on school projects, or when you're older in work situations. Another advantage of team sports is that you learn about self-sacrifice. The whole team is more important than the individual. I'm a striker, so when I score a goal everyone congratulates me, but I know that my goal is the result of the whole team working together to create the opportunity for me. If you play competitive team sport, you also learn discipline and commitment. You have to train hard, at least three times a week often in awful weather and you can't miss training sessions or matches just because your friends have invited you to do something more exciting. But for me, one of greatest benefits of being part of a team is the relationships you develop with the people around you. I've formed strong friendships with my teammates and also got to know a lot of footballers in other teams around the country. We're like a small community. The only real problem is that you need to belong to a club to play in a team and if there isn't a club near your home, then it could be difficult. You can't just go out and play a football match in the same way you can go and play tennis or golf.

Interviewer Thanks, Georgina. Very interesting. We'll have questions later on. Now let's hear from Carl.

Carl I've been playing tennis since I was eight. I'm hoping to become a professional player – the next Andy Murray or Rafa Nadal! Individual sports like tennis or golf help you to develop very positive values which are useful in all areas of life. I think the main advantage compared to team sports is that you develop self-reliance. You can only depend on your personal ability and skills to overcome obstacles and improve your performance. If you perform badly, you can only blame yourself. On the other hand, when you win, you feel on top of the world. It really improves your self-esteem as all the credit is yours. As for the disadvantages, well, one of the problems with individual sports is that they don't always teach people good sportsmanship. You need to be single-minded and this can turn into an obsession with results and winning, so you might get angry if you don't perform well. So you need to have not only physical stamina but mental stamina, too in order to put up with all the stress. You've probably seen tennis players throwing their rackets around and shouting. It's not really bad sportsmanship, but more like frustration with yourself, but I agree it's not very nice for your opponent. The other downside can be a feeling of isolation. When I play in tournaments, I meet other players, but they're all

potential rivals, so I don't really form close friendships with them. I'm only talking about individual sport at a competitive level of course. It's very different if you're just playing for fun.

Georgina: 1, 3

Carl: 4, 5

Exercise 3 1-12 page 34

- Ask students to read the questions. Check the meaning of *aware of* (knowing about or realizing something) and *stamina* (the ability to do something involving a lot of physical or mental effort for a long time).
- Ask students if they can remember the answers to any of the questions. If not, tell them to predict what kind of information is missing, e.g. in question 1, the answer will be Georgina's age or the year she started playing; in question 6, the answer will be an adjective or idiom to describe his feeling; in question 8, the answer will include an adjective, idiom or noun like *angry, disappointment, down in the mouth*.
- Play the recording again.
- Students compare answers with a partner.
- Check answers as a class.

1 When she was nine.

2 She knows that her goal is the result of the whole team working together to create an opportunity for her.

3 She has made a lot of friends.

4 You need to belong to a club to play in a team.

5 He's hoping to become a professional player.

6 On top of the world.

7 Physical and mental stamina.

8 They get angry and feel frustrated with themselves.

Exercise 4 page 34

- Students try to match the words to team or individual sports and guess their meanings. Do not correct or confirm answers.
- Students read the sentences. Check that they understand the sentences by asking questions, e.g. *If you respect yourself, are you insecure?* (no) *If people share the same aims, do they want the same thing?* (yes)
- Students match the words to the sentences using dictionaries if necessary.
- Check answers as a class.
- Check the pronunciation of the words.

1 self-esteem 2 team spirit 3 single-minded

4 stamina 5 commitment 6 self-sacrifice

7 discipline 8 self-reliance 9 sportsmanship

Extra activity: Values

Ask students to think of famous sports stars who have the values in exercise 4. Give an example, e.g. *Michael Phelps showed enormous commitment and discipline. He spent hours training every day and also had to eat enormous amounts of food to give him energy.*

In groups, students describe their sportspeople. They then try to agree who is the best sportsperson in terms of values.

A spokesperson from each group tells the class who their group has chosen. Write the names on the board.

Invite the class to give their opinions of the sportspeople. Have a class vote to find the best sportsperson.

Exercise 5 page 34

- Ask students to name the sports in the photos. (clockwise: jogging, tennis, a ball game, a martial art, volleyball)
- Make sure that students understand the instructions.
- In pairs, students brainstorm more sports that could be done in school. Then ask them to choose one sport and think of its advantages and disadvantages. Encourage them to consider the values in exercise 4 and considerations such as space and equipment, e.g. *Jogging keeps you fit, but our school grounds are too small for jogging. Jogging doesn't encourage team spirit. You might feel isolated and bored.*
- In groups, students discuss their chosen sports and agree on one sport the school should choose.
- Students prepare a presentation, describing the values it would inspire as well as its practical benefits.
- Circulate and monitor, helping where necessary.
- Each group chooses one person to give their presentations. After each presentation, invite the class to ask questions or give their opinions.
- Ask the class to vote for the best presentation.

Exercise 6 page 35

- Tell students: *You have to give someone news they won't like. How will you prepare them for this? You are going to tell someone else something that will make them very happy. How will you introduce it?* Elicit ideas.
- Read through the questions with the class.
- Students discuss the questions in pairs. Elicit their responses and write their ideas for question 2 on the board.

Exercise 7 1-13 page 35

- Read through the instructions with the class and then play the recording. Students listen for Evie's good news and values.
- Check answers as a class.
- Go through the phrases in the table. Ask students if they can complete any of them.
- Play the recording again for students to complete the phrases and check any answers they may already have found. Point out that there may be more than one possible answer.
- Check answers as a class.

Audio script

Evie You'll never guess what!

Mia What's happened?

Evie I got chosen to represent the school in the national swimming competition.

Mia You're kidding! That's great news. When did you find out?

Evie They've just called. I wasn't expecting it.

Mia But you've been getting up at 5 a.m. every morning and training really hard. You've been so committed to swimming.

Evie I guess you're right. I still can't believe it, though.

Mia You deserve it. I'm really happy for you.

**1 guess what 2 kidding 3 great news 4 deserve
5 happy**

Exercise 8 1-14 page 35

- With a **weaker class**, say: *You've just met your friend and he/she looks sad. What's the first thing you say?* Write the following prompts on the board: *You look ... What's ... ?* Then ask: *How might your friend reply?* and elicit phrases from the table, e.g. *I've got bad news.*
- Ask: *What would you say next to your friend?* Elicit phrases from the table and write them on the board. Tell students to use the ideas you have written on the board to put the dialogue in the correct order.
- With a **stronger class**, students look at the phrases in the table and decide in what order they would come in a conversation. They can use this order to help them put the dialogue in the correct order.
- In pairs, students do the exercise.
- Play the recording for students to check their answers.

Audio script

Olly You look upset. What's wrong?

Sean I've got bad news. The coach has thrown me out of the rugby team.

Olly Oh no! I'm sorry to hear that. What did you do?

Sean Nothing really serious, but he says that I'm not disciplined and committed enough.

Olly What rubbish! You love playing rugby.

Sean Well, yes, but in a way, he's right. I haven't been to all the training sessions recently. I missed one last week when I went into town with Haley, and the week before I was too tired, and the week before that I had a toothache ...

Olly But, still, I don't think it's fair just to throw you out like that. You must be feeling upset.

Sean Yes, I am. I'm going to miss being part of the team.

Olly Well, try to look on the bright side. At least you'll have more time for your friends!

Sean Yes, I suppose so.

Olly Come on, cheer up. It's not the end of the world. Let's go and play football. It will take your mind off it.

Exercise 9 page 35

- Students read the text and underline three phrases. They then find which exclamations Olly used.
- Check answers as a class. Ask students to explain why Olly uses the phrases, e.g. He uses *I don't think it's fair just to throw you out* like that to show Sean that he disagrees with the coach but that he supports Sean.
- Encourage students to record and learn the idioms *look on the bright side* and *it's not the end of the world* in their notebooks.

Phrases: You must be feeling upset. Well, try to look on the bright side. At least you'll have more time for your friends. Come on, cheer up. It's not the end of the world.

Exclamations: Oh no! What rubbish!

Exercise 10 page 35

- Go through the different ideas with the class.
- Give students three minutes to think of and note down the positive and negative consequences of these or their own events.
- Students work in pairs and use their notes, phrases and idioms to give and react to good and bad news.
- Circulate and monitor, helping where necessary.

- When students have finished, invite a few pairs to act out one of their dialogues for the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a listening text about two young sportspeople, I can talk about values. I can give and react to bad news.*

3D Culture, vocabulary and grammar

Fat America

Summary

Topic: Teenage obesity in the USA

Speaking: Discussing the number of obese teenagers in the USA, their diet and lifestyles; comparing your lifestyle to that of an American teenager; practising the present perfect continuous in questions and answers

Vocabulary: Adverbs

Reading: An article on obesity in American teenagers

Grammar: Present perfect simple and present perfect continuous

Communication worksheet 3A: Question formulation

Communication worksheet 3B: Talking about photos

Lead-in

- Write *Fat America* on the board and say:

This is the title of the article you are about to read. What do the words make you think of?

Do you think Americans have a weight problem? Why / why not?

- Elicit students' ideas.
- Review synonyms and near-synonyms of *fat*: *plump, overweight and obese*.

Exercise 1 page 36

- Check the meaning of *suburb* (an area where people live which is outside the central part of a town or city) and *calorie* (a measure of the energy value of food).
- Students complete the factfile with the numbers.
- Students check their answers by using key words in the factfile and the numbers to scan for the correct information in the text.
- In pairs, students tell each other what they predicted and whether they are surprised by any of the numbers.
- Check answers as a class.

1 22 2 50 3 2 4 25 5 12.2 6 2,700

Exercise 2 page 36

- Students read the questions. Elicit or pre-teach the meaning of *supersizing* (serving or selling food in very large portions) and *pavement* (a hard flat area at the side of the road for people to walk on).
- Students scan the text to find the answers.
- Check answers 1–5 as a class. Then ask students for their ideas about question 6, e.g. *I think teenagers might exercise more and eat less because health centres are helping them.*

- In the 1940s the population inside cities grew rapidly and American families started to move to the suburbs.**
- Suburbs are a long way from shops, schools and friends' houses, so people need to travel by car. It is difficult to walk because there are no pavements.**
- Without pavements it is dangerous to walk and cycle, so teenagers are driven or drive everywhere. They spend a lot of time watching TV and playing electronic games.**
- It contains a lot of salt, fat and sugar.**
- Companies wanted the public to spend more money, but Americans thought they looked greedy if they bought more than one bag or drink.**
- Students' own answers**

Exercise 3 page 36

- Read through the instructions with the class.
- Give students five minutes to work in pairs to compare their lifestyles with those of American teenagers.
- Circulate and monitor, helping where necessary.
- Ask: *Who thinks their lifestyle is healthier? Who thinks their lifestyle is the same or less healthy?* Ask for a show of hands for both questions, and then elicit reasons.

Language note: American English

The following phrases are American English and are not commonly used in British English.

movie theatre (cinema; spelled *movie theater* in American English)

fries (chips)

soda (fizzy drink)

Additional vocabulary

The following words are from the article *Fat America*:

- drive-through* (adj) /'draɪv θru:/ describing a restaurant, bank, supermarket, etc. where you can be served without getting out of your car
- jumbo* (adj) /'dʒʌmbəʊ/ very large
- adopt* (v) /ə'dɒpt/ take and use something
- approach* (n) /'ə'prəʊtʃ/ a way of dealing with something
- epidemic* (n) /,epɪ'demɪk/ a large number of people or animals suffering from the same disease at the same time
- outlive* (v) /aut'lɪv/ to live or exist longer than somebody or something

V|insight Adverbs

- Adverbs describe how, where or when an action or event happens, e.g. *She ran quickly through the crowds.* They also modify adjectives, e.g. *He is terribly handsome.*
- Adverbs of manner are often formed from adjectives by adding the suffix *-ly*, e.g. *active – actively.* Sometimes spelling changes are required, e.g. *happy – happily.*
- Some adverbs have irregular forms, e.g. *good – well; fast – fast.*
- Some adjectives also end in *-ly* and should not be used as adverbs, e.g. *friendly, lovely, silly, daily* and *early*.
- The position of adverbs in a sentence can vary. Adverbs which modify adjectives always precede the adjective, e.g. *The film was unbelievably boring.* They can precede the verb, e.g. *They soon became friends.*

They can also follow the verb or the object of the sentence, e.g. *They became friends quickly*.

- Some adverbs begin a sentence, e.g. *Suddenly we heard a loud noise. Obviously, you're going to need some help.*

Exercise 4 page 36

- Elicit the function of an adverb (to describe how, where or when something happens or to modify an adjective). Ask: *How are many adverbs formed?* (adjective + -ly)
- Go through the different types of adverb and elicit an example of each type.
- Students do the exercise.
- Check answers as a class.

1 Surprisingly, Similarly, Worryingly, Clearly

2 rapidly, comfortably, quickly, cheaply

3 extremely, incredibly, really

Exercise 5 page 36

- Students do the exercise on their own.
- Check answers as a class. Ask students to explain why they cannot use the adverb in each case, e.g. '*Really*' is an adverb of degree and doesn't introduce a whole sentence. '*Similarly*' is a sentence adverb and goes at the beginning of a sentence. '*Extremely*' is an adverb of degree and doesn't go at the beginning of a sentence.

1 Really 2 comfortably 3 incredibly 4 similarly

5 incredibly 6 Extremely

Extra activity: Adverbs

Play a game. Prepare a set of ten cards, each with a different verb or adjective + an adverb to modify it, e.g. *extremely clever*.

A student picks a card, looks at it, but does not reveal the words. Ask them to act out the words on the card for the class, e.g. for *extremely clever*, they could write a complicated equation on the board. They then write the verb or adjective on the board. The other students have to guess the adverb. The student who guesses correctly gets a mark.

Then another student picks a card, etc. The student with the most marks is the winner.

Exercise 6 page 36

- Read through the rules together. Then ask students to look at sentences 1–5 and first write PPS (present perfect simple) or PPC (present perfect continuous) next to each one.
- Students match the sentences to the rules.
- Check answers as a class.

1 a 2 e 3 b 4 c 5 d

Grammar reference and practice 3.2

Workbook page 109

- 1 've been waiting
- 2 have ... been doing?
- 3 's been chatting
- 4 hasn't been studying
- 5 've been taking
- 6 has been getting

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

Extra activity: Present perfect

Write the following prompts on the board:

My hair is wet – it / rain

I / know / Alex / for twenty years

they / laugh / for ages – and they can't stop!

Ask students to make sentences with the present perfect simple or present perfect continuous, e.g. *My hair is wet. It's been raining.*

When they have finished, ask some students to read out a sentence and give reasons for their choice of tense.

Exercise 7 page 37

- Ask students to skim-read the text. Check that they understand *touchdown* (scoring a point), *bit by bit* (slowly or a little at a time) and *diagnose* (to find out and say exactly what illness or problem a person has).
- Ask a few questions to check students' general understanding, e.g. *What sport does Austin do?* (American football) *Why did he start doing it?* (He was overweight and his mother was diagnosed with diabetes.) *What are the results?* (He has lost weight.)
- Students do the exercise on their own.
- Check answers as a class.

1 's been playing 2 's scored 3 have you been

4 's been losing 5 's stopped 6 've wanted

7 've been eating 8 hasn't been

Exercise 8 page 37

- Elicit the question forms of the present perfect simple and present perfect continuous.
- Focus attention on items 1 and 5 and point out that *ever* is used to talk about a completed action. Remind students that state verbs are not used in continuous tenses.
- Students write the questions.
- Check questions as a class.
- In pairs, students ask and answer the questions.

1 Have you ever been to America?

2 How long have you been studying English?

3 How many times have you exercised this week?

4 How long have you known your best friend?

5 Have you ever eaten a supersize meal?

6 How often have you walked to school this week?

Vocabulary bank: Health problems

page 136

1 I'm feeling: sick, unwell, weak

I've got: a headache, a rash, a runny nose, a stomach ache, backache

My (x) is: numb, painful, swollen, weak

2 1 stomach ache 2 rash 3 itchy 4 swollen
5 painful 6 numb

3 Students' own answers

Extra activity: Health problems

Work in pairs A and B. Choose a role card and prepare two dialogues between a doctor and a patient.

Student A

- You are a doctor. Two patients come to see you with health problems. Ask the patients questions using the dialogues in exercise 2. Also use the following phrases:
Hello, how can I help you?
When did it start?
- Make a diagnosis and recommend further treatment using the following phrases:
It does look very ...
I think you have probably ...
I would advise having / taking ...

Student B

- Patient 1: You are at a doctor's surgery. You fell over this morning and twisted your knee. It is now very painful and you can't bend it properly. It also looks twice its normal size.
- You visit the doctor. Describe your problem and answer the doctor's questions.
- Patient 2: You feel very unwell. Since yesterday you've been dizzy and shivery and you have a runny nose, a cough and chest pains. You also have a headache and feel weak.
- You visit the doctor. Describe your problem and answer the doctor's questions.

Extra activity: Further discussion

Write the following words on the board and elicit their meaning: *over-exercising* (doing too much exercise) and *food fads* (types of food that people are very interested in for only a short period of time).

Ask: *Is it possible to take exercise and healthy eating too far? If so, why do some people do this? What damage can they do to themselves?*

In pairs, students discuss the questions. If necessary, write some examples on the board, e.g. superfoods such as blueberries, vitamin supplements, excessive weight training, etc.

When they have finished, ask a few students to share their ideas with the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use adverbs, the present perfect simple and present perfect continuous. I can understand an article about obesity in American teenagers. I can compare my lifestyle with theirs.*

3E Writing

A personal letter

Summary

Topic: Writing personal letters

Vocabulary: Adverbs and prepositional phrases

Reading: Two personal letters

Writing: A personal letter

Lead-in

- Ask: *How do you communicate with your friends when you aren't with them? What are the advantages and disadvantages of texting people?*

Elicit the following:

Advantages: texting is quick; people get your messages immediately; you can communicate wherever you are

Disadvantages: messages have to be short, so you can't give detailed information; emoticons can give an idea of how you feel, but can't describe more complex emotions.

Exercise 1 page 38

- In pairs, students discuss the questions.
- When they have finished, ask: *Who might prefer to receive a letter or email instead of a text? Why?* (e.g. older people may not like text messages because they may have difficulties using a mobile phone; they may find texts too informal).

Exercise 2 page 38

- Tell students to read the two letters quickly. Then ask: *Is the tone of the letters formal or informal?* (informal).
- Focus attention on the informal way Abby and Simon start and finish their letters.
- Check that students understand *tournament* (a competition with many players or teams), *pretty* (quite, fairly), *rock face* (a vertical surface of rock), *take my mind off* (stop worrying about something by thinking about something else or doing something else).
- In pairs, students answer the questions.
- Check answers as a class.

**1 Simon 2 Abby 3 Simon 4 Abby 5 Simon
6 Abby**

Exercise 3 page 38

- Read through the strategy with the class. Explain that adverbs for describing attitude can go at the beginning of a sentence or at the beginning of a clause within a sentence.
- Ask students to look at the prepositional phrases and explain that they can be used in the same way as the adverbs to describe attitude.
- Students match the adverbs and prepositional phrases to the definitions.
- Check answers as a class.

**a surprisingly b Sadly c obviously d to be honest
e luckily**

Exercise 4 page 38

- Students do the exercise in pairs.
- Check answers as a class.

to be honest – frankly obviously – clearly
surprisingly – to my surprise luckily – fortunately
Sadly – unfortunately

Exercise 5 page 38

- Students do the exercise in pairs.
- Check answers as a class.

1 Obviously 2 to be honest 3 Fortunately 4 Frankly
5 Luckily

Exercise 6 page 38

- Students read the sentences and decide whether they express a reason or a purpose.
- Elicit translations of *so that*, *since*, *because* and *in order to* in the students' language.

Purpose: 1, 4

Reason: 2, 3

Exercise 7 page 38

- Students complete the sentences using the information in the letters. Encourage them to use their own words as far as possible.
- Students compare answers in pairs.
- Check answers as a class.

Students' own answers

Extra activity: Reason and purpose

On a piece of paper, students write four sentence beginnings describing something they did recently, e.g. *I caught the bus to school ... I did the washing up ...*

Tell students to swap sentences with a partner. They then complete their partner's sentences using *so that*, *since*, *because* and *in order to*, e.g. *I caught the bus to school because I had got up late. I did the washing up in order to help my mother.*

When they have finished, they read what their partner has written and comment, e.g. *Yes, you're right*, or *Actually, I caught the bus to school because it was raining.*

Writing guide page 39

- Read the **task** together, making sure that students know they have to write an informal letter of about 200 words.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their letter. While they are doing this, encourage them to think how they can use the past simple, present perfect simple and present perfect continuous and how they will start and finish their letters. Circulate and monitor, helping where necessary.
- Circulate and monitor while students **write** their story, checking that they are using tenses correctly. Remind them to use other language from this unit (idioms, nouns ending in *-ity* and *-ness*, vocabulary for values and adverbs).
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extension: Fast finishers

Fast finishers swap letters with a partner and check them for mistakes. They should comment on the use of adverbs and prepositional phrases, words for expressing reason and purpose, the tone of the letter and whether their partner has used an appropriate beginning and ending.

Additional writing task

Students write a reply to Abby's letter as if they were Simon, using the adverbs and prepositional phrases in exercises 3 and 4 as well as idioms, e.g. *To be honest, I'm not surprised that you've given up competitive tennis. Obviously, it'll be great for you to see your friends.*

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use adverbs and prepositional phrases to show attitude. I can use phrases to express reason and purpose. I can write an informal letter to a friend or relative.*

Vocabulary insight 3 page 40

Building word families through suffixes

1 There are four: sad (adjective), sadden (verb), sadness (noun) sadly (adverb)

2	noun	adjective	adverb
	happiness	happy	happily
	sadness	sad	sadly
	beauty	beautiful	beautifully
	generosity	generous	generously
	necessity	necessary	necessarily
	memory	memorable	memorably

3 1 -ness, -y, -ity

2 -y, -ful, -ous, -able

3 -ly, -ily

4 1 happiness 2 happily 3 beauty 4 beautifully
5 generous 6 generously 7 necessary 8 necessity

5	adjective	verb
	sad	sadden
	beautiful	beautify
	memorable	memorize
	different	differ / differentiate

-en, -ify, -ize, -ate

6 1 sad / saddened 2 memorable 3 differentiate
4 kindly 5 friendly 6 modernized

7 prosper (verb), prosperity (noun), prosperous (adjective), prosperously (adverb)
respect (verb), respect (noun), respectful (adjective), respectfully (adverb)
kind (adjective), kindness (noun), kindly (adverb)

Review 3

page 41

1 1 down

2 mouth

3 top

4 over

5 nine

6 blue

2 1 kindness

2 necessity

3 Laziness

4 happiness

5 prosperity

6 ability

3 1 commitment

2 discipline

3 stamina

4 self-reliance

5 team spirit

6 self-esteem

4 1 extremely

2 quickly

3 clearly

4 incredibly

5 really

6 Clearly

5 1 've tried

2 wore

3 've wanted

4 watched

5 found

6 has won

7 was

8 fell

9 haven't become

10 've got

6 1 I've never swum in the sea.

2 Did you drive or walk to school today?

3 She hasn't won any games yet.

4 They beat our team in the last match.

5 I didn't do any sport last year.

6 Have you ever ridden a mountain bike?

7 1 've been playing 2 has been running

3 've just joined 4 've been practising

5 've always dreamed 6 has been

7 's been encouraging 8 's been watching

9 's always believed 10 've already forgotten

Pronunciation insight 3 Workbook page 125

Answer key Teacher's Book page 154

4

A right to fight

Map of resources

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Vocabulary bank, Global issues page 137

Teacher's resource disk, Communication worksheet 4B

Section B: Student's Book pages 44–45

Workbook page 29

Grammar reference and practice 4.1, Workbook page 110

Teacher's resource disk, Communication worksheet 4A

Section C: Student's Book pages 46–47

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4A Reading and vocabulary

Disappearing worlds

Summary

Topic: An island affected by rising sea levels due to climate change

Vocabulary: The environment; prefixes: *semi-*, *under-*, *over-*, *re-*, *co-*, *inter-*

Reading: An article about the Carteret islands

Speaking: Discussing life on the Carteret islands; discussing the cultural identity of the place where you live

Communication worksheet 4B: Defining words and solving anagrams

Lead-in

- Write *environment* on the board and under it, as subheadings, *Places* and *Problems*. Give students two minutes to brainstorm countries affected by environmental problems and the kinds of problems that occur there, e.g. Britain – *flooding*; Africa – *drought*.
- Elicit students' ideas. Then elicit environmental problems in the students' country.

Culture note: Global warming

The Carteret islands are situated in the Pacific Ocean, north-east of Australia. They lie in a lagoon surrounded by a coral reef.

Records show that sea levels in the **Pacific Ocean** have risen by 8.2 mm a year for the last seven years.

Environmental refugees are people who are forced to leave their homes, sometimes permanently, because of changes to their local environment caused by various environmental factors. These include drought, desertification, floods and rising sea levels. The refugees may move within their country, or relocate abroad. The UN predicts that by 2020 there may be 50 million environmental refugees.

Exercise 1 page 42

- Ask students to look at the photos and describe what they can see. Ask: *What adjectives can you use to describe the island?* Elicit or pre-teach *idyllic* (very pleasant and peaceful).
- In pairs, students read the text and discuss the questions.
- Ask students to share their ideas with the class.

Exercise 2 page 42

- Elicit or pre-teach *shortage* (a situation where there is not enough of something).
- Students do the exercise. Warn them that answer options in multiple choice questions often feature key words from the text but do not answer the question correctly.
- Check answers as a class.

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

Additional vocabulary

- The following words are from the article *Island story*:
- spear* (n) /spɪə(r)/ a long pole with a sharp point at one end, used for hunting or fighting
- supplies* (n) /sə'plaɪz/ an amount of something that is provided and available to be used
- tide* (n) /taɪd/ the regular change in the level of the sea caused by the moon and the sun
- shelter* (n) /'ʃeltə(r)/ the fact of having a place to live or stay
- ancestor* (n) /'ænsestə(r)/ a person in your family who lived a long time before you

Exercise 3

page 42

- Elicit or pre-teach *malnutrition* (n) /'maɪlnju:tɪʃn/ (bad health that is the result of not having enough food or enough of the right kind of food).
- Students answer the questions in pairs.
- Ask: *Would you still describe the island as idyllic? What other adjectives would you now use to describe it?*
- Students compare the adjectives they would now use to the ones they thought of in exercise 1.

Students' own answers

Exercise 4

page 42

- Tell students to look at the highlighted words and study their contexts.
- In pairs, students match the words to the definitions.
- Check answers as a class.

- 1 survive 2 wash away 3 relocate 4 die out
5 evacuate 6 devastating 7 preserve
8 contaminating 9 spread

Extra activity: Verbs

Write the environment verbs on separate cards and put them in a bag.

In pairs, students take turns to pick two cards at a time and make a sentence with them, e.g.

relocate, evacuate: People must evacuate their homes because of rising sea levels and relocate to a larger island.

wash away, survive: If our homes are washed away, how will we survive?

Circulate and monitor, helping where necessary.

When they have finished, elicit some sentences and write them on the board.

Exercise 5

page 43

- Ask students to look at the title of the text and the blue background and ask what they think it refers to (water). Ask: *Why might people say water is a kind of gold?* (Because it is precious and there isn't enough of it).
- Students read the text and complete it.
- Check answers as a class.

- 1 are washing away / have washed away
2 are contaminating / have contaminated
3 spreading / spread 4 evacuate 5 relocate
6 devastate 7 are dying out / die out 8 preserve
9 survive

Exercise 6

page 43

- Students look at the underlined prefixes and the sentences they appear in. Using the context, they work out the meaning of the prefixes and match them to their definitions.
- Check answers as a class.

a re- b co- c inter- d under- e semi- f over-

Language note: Prefixes

Prefixes are sometimes, but not always, followed by a hyphen, e.g. *co-author, coexist*. There are no clear rules governing their use.

Exercise 7

page 43

- In pairs, students complete the sentences.
- Check answers as a class.
- Ask students what clues helped them to choose the correct prefix, e.g. in item 1, *Too many* indicates the prefix *over-*.

- 1 overcrowded 2 reappear 3 co-operate 4 interact
5 undercooked 6 semi-permanent

Exercise 8

page 43

- Tell students to imagine they are going to describe the place where they live to someone from another country. Which things from the list would they tell them first? Which things are less important?
- Students choose the things that make up their cultural identity and put them in order of importance. They then discuss their choices in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Vocabulary bank: Global issues

page 137

- 1 1 urbanization 2 unemployment 3 poverty
4 famine 5 pollution 6 climate change
7 volcanic eruption 8 drought 9 deforestation
10 disease 11 earthquake 12 floods

2 1 floods 2 climate change 3 poverty
4 urbanization 5 volcanic eruption 6 earthquake
7 famine 8 unemployment 9 drought
10 pollution 11 deforestation 12 disease

Extra activity: Further discussion

Write *refugee* on the board and elicit or pre-teach its meaning. Explain that the people of the Carteret islands are environmental refugees.

Students discuss the following questions:

Imagine that you have to evacuate your home, and that your home will soon no longer exist. What aspects of your life might be affected? (e.g. possessions, friendships, language, hobbies, food, TV)

How would you feel about being a refugee?

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the Carteret islands and islanders. I can use different prefixes. I can discuss the life and cultural identity of the Carteret islanders and describe my cultural identity.*

4B Grammar and listening

Action!

Summary

Topic: Flashmobs

Grammar: Future forms

Reading: An article about organizing a flashmob to promote recycling

Listening: A radio interview with a cyclist taking part in a Critical Mass bike ride

Speaking: Discussing the uses of social media; discussing different forms of protest

Communication worksheet 4A: Sentence building

Lead-in

- Say *protest* (n) /'prəʊtest/ and elicit its meaning (a statement or action that shows that you do not like or approve of something). Elicit the verb form (*protest* (v) /prə'test/) and ask students if they have ever protested against something.
- In pairs, students tell each other what the protest was for and whether it was effective. Elicit their answers. If students have never protested against anything, they can discuss recent protests have been on the news and how effective they were.

Exercise 1 page 44

- Go through the questions with the class. Check that students understand *instant messaging* (a system on the internet that allows people to exchange messages with each other very quickly), *post* (to put information or pictures on a website) and *status update* (a posting on a social networking site that shows a user's current situation, state of mind, or opinion about something).
- Students discuss the questions in pairs.
- Ask a few students to report their partner's answers to the class. Then ask: *What are the advantages and disadvantages of organizing events using social media?* Elicit examples of events that have gone wrong, e.g. teenagers who have organized parties that attracted unwanted guests.

Exercise 2 page 44

- Students underline the key words in the questions and scan the text to find the answers.
 - Check answers as a class.
- 1** Flashmobs are public performances given by groups of strangers who find out about events through social media, networking sites and text messages.
2 Some people organize them to have fun. Others get groups of people together to make a political point.
3 He wants to promote recycling.
4 They'll find out about it through Twitter, Facebook and other websites.

Exercise 3 page 44

- Go through the future forms with the class. Check that students understand the uses of the forms, e.g. arrangements are plans that have been made and agreed upon; intentions are firm ideas about something in the future, but precise plans have not been made.

- Give examples of when or where the future forms might be used, e.g. the present simple is used to talk about train and bus arrivals and departures: *The next train to London leaves at 14:32 from platform 6.*
- Students match sentences 1–7 with the future forms a–g.
- Check answers as a class.

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

Grammar reference and practice 4.1

Workbook page 110

- 1** **1** are having
2 rehearses
3 are ... doing
4 Is everyone going
5 aren't holding
6 ends

- 2** **1** Jan and Kim are going to Amy's party on Saturday.
2 Sarah is flying to Madrid on Tuesday 10 June.
3 The plane leaves at 0920.
4 The summer lecture programme starts on 15 June.
5 Matt and Jamie are playing badminton later.

- 3** **1** won't take
2 is going to cause
3 going to fall
4 aren't going to go
5 will ... make
6 are going to start

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

Language note: Negative sentences

When *will* is used with *think* in a negative sentence, *think* is the verb that usually takes the negative form, not *will*.
I don't think I'll go out tonight.

Extra activity: Future forms

Students think of one sentence for each of the future forms and their uses.

When students have written their sentences, they write a supporting sentence to show why that particular future tense is used, e.g. *It's going to rain. The sky looks very grey.* (*going to* for predictions based on evidence)

We're going to Spain next year. We've booked the tickets. (present continuous for arrangements)

On separate cards, students write prompt words for a sentence, but write out its supporting sentence in full, e.g. *we / go / Spain / next year*
We've booked the tickets.

Students put the cards into bag. They then take it in turns to pick a card and make a sentence from the prompts.

Exercise 4 page 44

- Students do the exercise in pairs.
- Check answers as a class and elicit students' reasons for their choices, e.g. item 1: The use of *might* shows you are not certain, you have not decided something yet so the answer is b.

1 b 2 a 3 c 4 b 5 a

Exercise 5 page 45

- Check the meaning of *revenue* (n) /'revənju:/ (money regularly received by a government, company, etc.).
- With a **weaker class**, do the first item together and check that students understand why *be going to* is correct.
- Students complete the text.
- Check answers as a class.

1 **going to take part** 2 **are going to buy** 3 **will spend**
4 **'s going to be** 5 **will join** 6 **might come** 7 **will**
8 **is going to organize** 9 **Will (lots of people) support**

Extra activity: Plan an event

In groups, students plan their own carromob event to take place in their own town or city.

First they brainstorm things companies could do to help the environment, e.g. use fewer plastic bags, start using solar panels for heating, donate money to an environmental campaign or research project, offer Fairtrade products for sale, stop serving endangered fish species (in restaurants).

Secondly, they choose which company they are going to target, e.g. shop, café, restaurant.

Thirdly, they arrange a time and place for the carromob. Finally, they decide how they will advertise the carromob. Students plan a presentation for the event using appropriate future forms for definite times, arrangements, intentions, hopes and possibilities.

Exercise 6 1·15 page 45

- Tell students they are going to listen to a radio report about a cyclist who is taking part in a bike riding event.
- Students read the questions.
- Play the recording.
- Check answers as a class.

1 **A Critical Mass bike ride is a bike riding event.**
2 **It shows the public that they don't need cars to travel around.**

Audio script

My name's Melanie and I'm from London. I'm very passionate about the environment. I'm part of a global online community where we're all connected by our ideals and beliefs. We share and discuss these on the internet. We often use social media to spread information and educate people about the environment. Next weekend, I'm joining a Critical Mass bike ride. We want to show that you don't need a car to get from one place to another, and that a bike will do. The ride starts at eight in the morning and 500 cyclists have already promised to take part, so I know it's going to be very busy! We'll probably cycle slowly through the streets, because there will be so many people. People in cars and buses might get annoyed because they won't be able to move fast, but that's the point of the ride. Hopefully, after this event, more people will decide to hop on a bike and become part of our cycling community.

Exercise 7 1·15 page 45

- Students write sentences using the prompts. They should try to remember what they heard in the recording.
- Play the recording so that students can check answers.

- Go through alternative answers students may have come up with and explain why they may be correct in isolation but not in the context of the report, e.g. *It might be very busy* is correct on its own, but the report tells us that 500 cyclists have promised to take part. This means that we are basing the prediction on evidence, therefore the correct answer is *It's going to be very busy*.

- Melanie is joining a Critical Mass bike ride.**
- The ride starts at eight in the morning.**
- It's going to be very busy.**
- They'll probably cycle slowly through the streets.**
- People in cars and buses might get annoyed.**
- They won't be able to move fast.**
- Hopefully, more people will decide to hop on a bike.**

Exercise 8 page 45

- Ask students to read the questions. For question 1, ask them to consider the following questions: *Which forms of protest are interesting and entertaining for the public? Which might be annoying?*
- In pairs, students discuss question 1. Encourage them to use different future forms for prediction (*will*, *may* and *be going to*).
- For question 2, check that students understand *petition* (a written document, signed by many people, that asks a government, etc. to do or change something). They then discuss the forms of protest, considering the following: the number of people the protest could reach or affect; how it would be received by the media and public; the kind of people they are most likely to attract; and the overall impression they are likely to make.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss social media. I can use different future forms correctly. I can understand an article about flashmobs and a radio report about bike riding events. I can predict which forms of protest will be the most successful in the future.*

4C Listening, speaking and vocabulary

Making our voices heard

Summary

Topic: Campaigning for a better school

Listening: A radio interview about a member of the First Nation community in Canada, who campaigned for a better school for her people

Speaking: Discussing problems in a school; campaigning to improve a school

Vocabulary: Verbs + prepositions

Functional language: Asking for, expressing and reacting to opinions

Lead-in

- In pairs, students brainstorm something to protest about and write a slogan for it, e.g. (to reduce climate change) *Protect your planet!* (to reduce traffic pollution) *Use two wheels, not four!*

- Give students five minutes for this activity.
- Elicit students' slogans.

Exercise 1 page 46

- Tell students to look at the photos. Ask: *What is the campaign about?* (schools and education)
- Pre-teach or elicit *invest* (to spend money, time or energy on something you think is good or useful) and *the masses* (the ordinary people in society who are not leaders).
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Culture note: Indigenous population

The **First Nations** people are among Canada's indigenous population. There are 615 First Nation communities, with a population of about 700,000. Many have limited access to clean drinking water, and live in overcrowded homes in areas with high unemployment rates, poor healthcare and inadequate educational facilities.

Exercise 2 1·16 page 46

- Tell students they are going to listen to a radio interview about the Attawapiskat Elementary School. Ask: *What do you think the interview will tell us about the school? Does the name give you any clues about where the school is?*
- Go through the questions with the class and check the meaning of *inspirational* (adj) /,ɪnspə'reɪʃənl/ (describing a person, feeling or thing that makes you want to do something or gives you exciting new ideas).
- Play the recording.
- Check answers as a class.

- 1 She was a pupil at the Attawapiskat Elementary School.
2 She campaigned for a better school for her community.**

Audio script

Bob I have Kate Hagan in the studio today, author of *Twenty-One Great Young People of the Twenty-First Century*. Kate and I are going to talk about some inspirational young people. Kate, let's start with Shannen Koostachin. Tell us something about her. Why is she inspirational?

Kate Yes, hello, well it's amazing that Shannen isn't more famous, really. She should be! Shannen Koostachin belonged to the First Nation community which lives in the Attawapiskat Reserve in Ontario, Canada. For many years, the school in Attawapiskat wasn't in a proper building. The children learned in temporary classrooms with bad heating and lighting. And what's more, the classrooms were right on top of some badly-polluted fields. The government made several promises to rebuild and improve the school, but nothing ever happened. Shannen believed in her community's right to a proper education. In her opinion, children rely on a decent education to prepare them for life. She was determined to fight for that education.

Bob So, what did she do?

Kate She set up a campaign and asked children from around Canada to write to the government and support her community's demands for a new school. She made YouTube videos and used Facebook. Thousands of children wrote to the government, but then, in 2008, the Minister for Aboriginal Affairs announced that there wasn't enough money for a new school.

Bob I'm sure that was a huge disappointment for Shannen. She had a huge amount of support from her community though, didn't she?

Kate Yes, she did. The Attawapiskat community cancelled its graduation school trip to Niagara Falls and used the money to send three school representatives, including Shannen, to Ottawa. The children insisted on meeting with officials to protest against the government's decision. At a press conference there, Shannen said, 'All students in Canada deserve a learning environment that they are proud to attend, that gives them hope. We want the same hope as every other Canadian student.'

Bob They were amazing children. Tragically though, Shannen died in 2010, didn't she?

Kate Yes, Shannen was killed in a tragic car accident in 2010. She was only fifteen years old. At the time, she was no longer living in her community. She moved to New Liskeard, Ontario in 2009 because she wanted to attend a school with decent facilities. But she still cared about her community in Attawapiskat and she never stopped fighting for that school. Shannen was the face of a new generation of First Nation people. She made sure that the First Nation children were not forgotten. And now there's a campaigning group called 'Shannen's Dream'. They are still fighting for better educational facilities for First Nation people in Canada.

Bob And will there be a new school in Attawapiskat?

Kate Yes, there will! The government has finally approved the building design, which includes plans for a gym, a library, a music room, a café and a computer lab.

Bob Great news! Let's move on to the next ...

Exercise 3 1·16 page 46

- Ask students what was wrong with the school (temporary classrooms with bad heating and lighting, on badly polluted fields).
- Check the meaning of *aboriginal* (adj) /,æbə'rɪdʒənl/ (referring to the first people to live in a country) and *representative* (n) /,reprɪ'zentətɪv/ (a person who has been chosen to speak or act for somebody else or for a group).
- Students read the sentences and see if they can remember the answers from the first listening.
- Play the recording for students to check their answers and correct the false sentences. Check answers as a class.

1 F: Kate is surprised that she isn't very famous.

2 T

3 F: She made YouTube videos and used Facebook to contact the children.

4 T

5 T

6 F: She thought all students had rights to education.

7 T

8 F: The new school will probably have a gym and a music studio.

Exercise 4 page 46

- Elicit the meaning of *fact*, *opinion* and *speculation*. (A fact is what you know is true; an opinion is what you think or feel about something; speculation is the act of forming opinions about what has happened or what might happen without knowing all the details or facts.)
- Read through the strategy with the class. Point out that *will* and *may* or *might* are the future forms generally used to make speculations because they express uncertainty.
- Students read the statements in exercise 3 again and write *F*, *O* or *S* next to them.

1 O 2 O 3 F 4 S 5 F 6 O 7 F 8 S

V insight Verbs + prepositions

Some verbs are regularly used with prepositions, e.g. *look at, think about, depend on, campaign for, depend on, include in, worry about, agree with*.

There is no rule about which preposition to use with which word, so students should learn them as phrases.

Exercise 5 page 46

- Students do the exercise.
- Check answers as a class.

1 in 2 against 3 to 4 on 5 on 6 up 7 about

Extra activity: Prepositions

Write fifteen verbs and fifteen prepositions on separate cards, one word on each card, e.g. *turn, on, switch, off, fall, over, depend, on, hope, for, campaign, for, protest, against, think, about, run, along, agree, with, concentrate, on, shout, at, wait, for, share, with, smile, at*. Make several sets.

Put students into groups and give each group a set of cards.

Students lay them face down in a grid of 6 x 5 cards.

They take it in turns to pick up one card and guess where the matching verb or preposition may be and pick a card. If they pick correctly, they keep the verb and preposition. If not, they must lay both cards face down again.

The next student does the same. Eventually, students will be able to remember where certain words are.

While students are doing the activity, circulate and check that they are picking the correct verb + preposition pairs.

When all the cards have been picked, ask students to put the verb and preposition pairs down on the desk and make sentences for each one in their groups.

When students have finished, ask them to share some sentences with the class.

Exercise 6 page 46

- Go through the questions with the class.
- Ask: *What was it like for students to study in the school? Which facilities will the new school have?* (gym, library, music room, café, computer lab) Write them on the board.
- Students discuss the questions in pairs using the words on the board.
- Ask a few students to share campaign ideas with the class and write them on the board.

DVD extra

Protest

Exercise 7 page 47

- Ask students to look at the photos and headlines. Check the meaning of *recycling facility* (a large area where the general public can bring their rubbish to be recycled).
- Read through the instructions together.
- Ask: *What are the possible reasons for these decisions?* Elicit answers. If necessary write the following prompts on the board: *government, money, need for better waste disposal, length of current school summer holiday*. Ask: *Will people be affected negatively or positively by these changes? How?* Point out that in the UK the school summer holiday is currently six weeks long.

- Students discuss the questions in pairs. Encourage them to use language to express facts, opinions and speculation.
- Ask a few students to share their ideas with the class.

Exercise 8 1-17 page 47

- Ask students which words they could listen out for to help find the answer (e.g. *basketball court, recycling facility, skatepark, school, shorten summer holidays*).
- Play the recording.
- Check answer as a class.

C Schools shorten summer holidays

Audio script

Joe Have you heard? The government wants to shorten our summer holidays to three weeks!

Mum And ... what do you think?

Joe Well, if you ask me, I think it's crazy. We work so hard throughout the year, so we deserve a long break. I think we're going to organize a protest.

Mum Mmm, I think the government is saying that a lot of students sit around doing nothing and waste time which they could spend on learning new things, so I'm not so sure it is a bad idea. And, as far as I'm concerned, I don't think organizing a protest is the right thing to do.

Joe But the teachers aren't happy, either, so we have to do something. Perhaps we should organize a committee and discuss this a bit more? What do you reckon?

Mum That's just what I was thinking. If you really want to do something about this, it would be a good idea to involve the teachers and parents.

Joe Maybe then we could ask people to sign a petition?

Mum That's a great idea.

Exercise 9 1-17 page 47

- Pre-teach *reckon* (v) /'rekən/ (to think; to have an opinion about something).
- With a **weaker class**, write the missing words on the board in a wordpool.
- Students complete the phrases.
- Play the recording for students to check their answers.
- Check answers as a class.

1 think 2 reckon 3 Well, if you ask me 4 concerned
5 would be 6 sure 7 I was thinking 8 great idea

Exercise 10 page 47

- Students read the opinions and write A (ask), E (express) and R (react) next to each phrase.
- Point out that *To tell you the truth* is used to disagree with an opinion, e.g. *I don't like Claire's chocolate cake. To tell you the truth, I think it tastes too sweet.*
- Students compare answers in pairs.
- Check answers as a class.

R I agree with you about that; I take your point, but ...;
To tell you the truth ...; I see what you're saying, but ...

E In my opinion ...; If you want my opinion ...

A What's your view on this?

Exercise 11 1-18 page 47

- Students complete the dialogue.
- Play the recording for students to check their answers.
- Check answers as a class.

1 b 2 c 3 c 4 b 5 a

Extra activity: Opinion phrases

In pairs, students write a dialogue about headline (B) in exercise 7 using opinion phrases.

Circulate and monitor, helping where necessary.

- Ask a few pairs to act out their dialogue for the class.

Exercise 12 page 47

- Read through the instructions with the class.
- Give students three minutes to brainstorm more issues. Then elicit a few ideas and write them on the board.
- In groups, students choose an issue. They then decide how to spend their budget, using opinion phrases. Encourage them to consider how much attention the different forms of publicity will attract. If necessary, write a few notes on the board, e.g. *people often throw leaflets away without looking at them; posters could attract attention if in the right places; local celebrity known for their love of sports cars will not help campaign for cycle paths.*
- Students discuss questions 2 and 3 and then plan their presentation.
- Circulate and monitor, helping where necessary.
- Students give their presentations.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio interview about a campaign to improve a school. I can identify facts, opinions and speculation. I can use verbs and prepositions. I can ask for, express and react to opinions. I can plan a campaign.*

4D Culture, vocabulary and grammar

Make a difference

Summary

Topic: Charity events that help people around the world

Speaking: Discussing how students access news about global and local issues; discussing popular charities in the students' countries and charitable events

Vocabulary: Collocations: charities

Reading: An article about a charitable event, the people it is helping and teenagers' involvement in fund raising

Grammar: Future perfect and future continuous

Communication worksheet 4A: Sentence building

Lead-in

- Play *Hangman* with the word *charity* and elicit its meaning (an organization that collects money to help people who are poor, sick, etc. or do work that is useful to society; kindness to other people). Ask: *Do you believe*

in offering charity to others? Do you support any charitable organizations? Elicit students' answers.

- Elicit different charity activities or events, e.g. concerts, and sports events, and write them on the board for later use.
- Ask: *What global or local issues have you heard about recently that charities could raise money for?* Write students' ideas on the board.

Culture note: Charitable causes

Sierra Leone is a country in West Africa. Its capital is Freetown. Its economy is largely based on mining, particularly diamonds. A British colony from 1896 to 1961, the country was devastated by civil war from 1991 to 2002, during which much of its infrastructure was destroyed.

Comic Relief is a British charity founded to help those affected by the famine in Ethiopia, as well as the poor in Africa and in the UK. Its main event is Red Nose Day, which takes place every two years. It consists of an evening of comedy programmes on BBC channels, during which the public can donate to the charity. As part of the event, people wear red clown's noses throughout the day and organize fundraising activities.

Sport Relief is a sister event of Comic Relief. It is a combination of sporting events and entertainment.

Oxfam is an international charitable organization. It was founded in the UK, and consists of seventeen organizations active in approximately ninety countries. It seek solutions to poverty and injustice, enabling those in need to exercise their rights and become empowered to help themselves.

Save the Children was founded in the UK. It is now one of 29 organizations collectively known as **Save the Children International** who work to protect and promote the rights of children around the world. They also carry out projects to improve healthcare, education and economic prospects for children, as well as providing emergency support.

Cancer Research UK is the largest independent cancer research charity in the world.

The RSPCA (the Royal Society for the Prevention of Cruelty to Animals) operates in England and Wales, treating sick and injured animals and finding new homes for them where necessary.

Exercise 1 page 48

- Refer students to the issues in the lead-in activity, or elicit which issues they know about.
- Read question 1 and elicit which news websites, newspapers, radio stations, etc. that students refer to. Write them on the board and ask: *Why do you prefer to find out the latest news in this way?* Then have a class vote on the most popular media form.
- Elicit students' replies to question 2 and write them on the board, e.g. *They can raise a lot of money. They can improve healthcare, education.*

Exercise 2 page 48

- Students scan the text, looking for the words on the board and compare their ideas.
- Ask: *What is the main media form for making teenagers aware of local and global issues?* (the internet)
How many charities are there in the UK? (160,000)
What percentage of people donate money or time every month? (79%)
How much money will Comic Relief and Sport Relief have raised when all their events are completed? (£50 million)
Do these figures surprise you? Are they similar in your country?

Exercise 3 page 48

- Tell students to scan the text again and answer the following questions:
Which parts of the world do Comic Relief and Sport Relief help? (the UK and abroad)
Why did Mohammed's village need help? (Its water supply was contaminated.)
What kind of activities are organized by the charities to raise money? (marathons, football matches, talent shows and baking competitions)
Are many British teens aware of donating to charities? (yes, 69%)
- Go through sentences A–G. Check the meaning of *cheer* (to shout to show that you like something or to encourage somebody who is taking part in a competition, sport, etc.) and *well* (a deep hole in the ground from which water is obtained).
- Tell students to read the sentences before and after the gaps carefully before inserting the correct sentence.
- With a **weaker class**, ask students to read the first paragraph quickly. Then ask: *What is Sophie doing?* (She is running in a race) Students find a sentence that refers to what she is doing.
- Students work in pairs to complete the rest of the gaps.
- Check answers as a class.

1 B 2 D 3 E 4 G 5 A 6 F

Exercise 4 page 48

- Refer students to the charitable events you elicited in the lead-in activity or elicit them now.
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Extra activity: Internet research

Elicit the names of charitable organizations in the students' country and write them on the board.

In small groups, students research one of the charities online and find out what projects they are involved in.

Students use their research to prepare a short presentation to give at the beginning of the lesson.

Exercise 5 page 48

- Students scan the text to find the verbs and complete the gaps.
- Check answers as a class.

1 an event 2 money 3 lives 4 money 5 time
6 poor people 7 an issue 8 a charity

Extra activity: Collocations

Write the following table on the board:

1 take	a difference
2 make	b to cope
3 be	c a country
4 flee	d action
5 struggle	e disaster
6 avert	f lives
7 save	g in need

Students match the verbs and nouns to form more collocations associated with charitable work. They then write a sentence for each collocation. They can use a dictionary if necessary.

Exercise 6 page 48

- Ask students to read the text quickly. Check that they understand *social injustice* (unfairness within society).
- In pairs, they complete the text.
- Check answers as a class.
- Ask: *Do you think T-shirt slogans are effective?*
Would you wear a T-shirt with a slogan from a charity on it?
Why/why not?

1 raise 2 address 3 support 4 take part in
5 volunteer 6 donate 7 transform

Additional vocabulary

The following words are from the article *Go the Extra Mile*:

- cause* (n) /kɔːz/ an idea or organization that a group of people believe in and support
- hospice* (n) /'hɒspɪs/ a special hospital where people who are dying are cared for
- car boot sale* (n) /,kaːt'buːt seɪl/ an event where large numbers of people sell possessions they do not want from the part of their car where you put luggage
- globalization* (n) /,gləʊbələr'zeɪʃn/ different cultures and economic systems around the world are becoming connected because of the influence of large companies and improved communication
- champion* (n) /'tʃæmpɪən/ a person who speaks and fights for a particular group, idea, etc.
- sponsor* (n) /'spɒnse(r)/ a person or an organization that helps to pay for a special sports event, etc.

Exercise 7 page 49

- Ask students to read sentences 1–3. Ask: *Which sentences have a future perfect verb and which have a future continuous verb?* Elicit students' answers.
- Students match the sentences to the rules. Point out that the future perfect is used to describe an action that is completed **before** a definite time in the future.
- Practise the tenses by asking:
What will you have done by 8 a.m. tomorrow?
What will you be studying this time tomorrow?
What will you be doing tomorrow evening?
- Check answers as a class.

1 c 2 b 3 a

Grammar reference and practice 4.2

Workbook page 111

- | | |
|-----------------------|--------------------------|
| 1 1 will have taken | 4 'll have written |
| 2 won't have made | 5 Will ... have received |
| 3 will have swum | 6 'll have seen |
| 2 1 will be finishing | 4 'll be flying |
| 2 'll have left | 5 won't have arrived |
| 3 will have arrived | 6 will have begun |

Exercise 8 page 49

- Students read the interview. Then ask them to look for clues like time references that will help them decide whether to use the future continuous or the future perfect.
- Ask: *What day and time is it in the UK?* (It's Saturday, two o'clock.) *Has Sophie finished the race?* (No, she's running the race.)
- Look at the first gap and ask: *At one o'clock on Saturday, is the race finished or still continuing?* (It's continuing.)
- Students do the exercise in pairs.
- Check answers as a class.

- 1 will you be doing 2 'll be running 3 'll have finished
4 will you have run 5 Will (lots of people) be taking part
6 won't be doing 7 Will you be celebrating
8 'll be collecting 9 you think you will have raised

Exercise 9 page 49

- In pairs, students discuss the questions.
- Circulate and monitor that they form the questions correctly.
- With a **stronger class**, ask students to form more detailed questions using the future perfect and future continuous, e.g. *Where will you be staying during the holidays? Will you have finished your homework by Sunday evening?*

Vocabulary bank: Charities

page 137

- 1 1 campaign 2 organize 3 work 4 participate
5 compete 6 promote 7 distribute 8 sponsor
9 donate 10 support 11 raise 12 volunteer
- 2 1 donor 2 organizer 3 charity worker
4 promoter 5 competitor 6 fund-raiser
7 participant 8 sponsor 9 volunteer
10 campaigner 11 supporter 12 distributor
- 3 1 (charity) workers 2 volunteers 3 Supporters
4 donate 5 organize 6 participates 7 donors
8 competitors 9 raise 10 campaign
11 promote 12 donate / distribute

Extra activity: Further discussion

Students discuss the following questions:

What will be the role of charities in the future?

Will they play a smaller or greater part in helping people around the world? Why do you think this?

What kinds of issues will they have to address?

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about charities and the people they help. I can understand and use collocations for charities. I can use the future perfect and future continuous.*

4E Writing

An opinion essay

Summary

Topic: Choosing which charity to support

Vocabulary: Phrases for introducing arguments and giving opinions

Reading: An opinion essay on the best charity to support

Writing: An opinion essay

Lead-in

- Play a game. On the board, write the following anagrams of issues addressed by charities:
gedarnneed ssipcee (endangered species)
mtcalie egcahn (climate change)
dofo htrasgeo (food shortage)
gufeere sciirs (refugee crisis)
mewno's gtsrih (women's rights)
tranula sdistrea (natural disaster)
- Students solve them in pairs. The first pair to solve all the anagrams wins the game.

Culture notes: Charities

WaterAid is an international charity based in London. It helps people around the world who do not have access to clean drinking water by establishing and maintaining safe water supplies and sanitation.

The WWF (World Wide Fund for Nature) is a charity concerned with the conservation of plant and animal species. It is active in over 100 countries, and supports around 1,300 different conservation projects.

UNICEF (United Nations Children's Fund) is a charity run by the United Nations. It was established in 1946 to help children and mothers around the world. It provides medicines, food, shelter and educational supplies.

Friends of the Earth was founded in 1969 and is an international network of organizations in 74 different countries. Its main focus is the environment, which it seeks to protect by supporting conservation projects and promoting sustainability. It also seeks to protect human rights which are affected by climate change.

Exercise 1 page 50

- Tell students to look at the photos and ask:
What are the two issues illustrated in the photos? (access to clean water, climate change displacing animals)
Which do you think is the most urgent issue? Why?
- Elicit students' ideas and write them on the board.
- Students read the poster and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

1 Hepworth school will be organizing fundraising events throughout the school year and wants its students to decide which of the two charities to support.

2 Students' own answers

3 Students' own answers

Exercise 2 page 50

- Write *basic human right* on the board and elicit the meaning (the resources, facilities and freedoms essential for a good quality of life, e.g. food, clothing, shelter, freedom of speech).
 - Ask: *Which of the charities supports a basic human right?* (WaterAid)
 - Students read Nick's essay and answer the questions in pairs.
 - Ask students if any of the answers surprised them.
 - Check answers as a class.
 - Check the meaning of *set up* (to start a business, organization or system), *Maintain* (to make something continue at the same level, standard, etc; to keep something in good condition by checking and repairing it regularly), *hygiene* (keeping yourself and things around you clean) and *annual* (for the period of one year).
- 1 Access to safe, clean water is a basic human right.**
2 884 million people cannot get safe, clean water.
3 It helps communities to set up and maintain their own water and hygiene projects.
4 WWF is bigger than WaterAid.

Exercise 3 page 50

- Read through the strategy with the class.
 - Students read paragraphs C and D and find examples of each point in the strategy.
 - Check answers as a class.
- 1 ... it helps communities to set up and maintain their own water and hygiene projects. I feel that WaterAid needs our money more.**
2 By doing this it educates people and encourages communities to look after their own needs. ... WaterAid is a much smaller charity than the World Wide Fund for Nature, ...
3 Better hygiene can reduce childhood deaths by 35%. ... In fact, annual donations to WWF are nearly ten times the donations to WaterAid.

Exercise 4 page 50

- Read through 1–4 with the class. Check the meaning of *opposing viewpoint* (a very different opinion) and *restate* (repeat something by saying or writing it).
- Students read the text and find examples of 1–4 in paragraphs A–E.
- Check answers as a class.
- Ask students to find a word in the text which is not highlighted and that introduces an opposing viewpoint (*However*).
- Ask which of the highlighted phrases help to order the text (*My first reason ...*, *Another argument for ...*, *My final point is that ...*). Then ask students to find a phrase in the text that is not highlighted and that introduces a summary of the main points of the essay (*To conclude*).

1 D 2 A 3 E 4 B, C and D

Exercise 5 page 51

- Read through the phrases with the class. Check the meaning of *convinced* (completely sure about something).
- Explain that *The main / Another argument for / against* and *My first reason for* are followed by the -ing form and *is that*, e.g. *My reason for choosing WWF is that animals are innocent victims*.
- Students do the exercise in pairs.
- Check answers as a class.

Introducing arguments: My first reason for ...; Another argument for ...; My final point is ...

Giving opinions: In my opinion, ...; I am convinced that ...; I feel that ...; I believe that ...

Exercise 6 page 51

- Ask students to read the essay. Check the meaning of *energy efficiency* (using energy without wasting it), *promote* (to help something to happen or develop), *under threat* (at risk of trouble or danger) and *duty* (something that you have to do because you think it is right).
 - Students complete the essay with the phrases in exercise 5.
 - Check answers as a class.
- 1 My point of view is that / To my mind / In my opinion / I am convinced that / I feel that / I believe that**
2 The main argument for / My first reason for
3 Another argument for
4 I am convinced that / I feel that / I believe that
5 It is also important to note that
6 my point of view is that / to my mind / in my opinion / I am convinced that / I feel that / I believe that
7 my final point is that / I am convinced that / I feel that / I believe that / my point of view is that

Extra activity: Debate

Ask students whether they agree with Nick or Monica and give reasons. Then put students into groups, making sure that both opinions are represented in each group. Students discuss the essays, giving reasons why they agree with them. Encourage them to use phrases for introducing arguments and giving opinions. Circulate and monitor, helping where necessary. Have a class vote to see which the most popular cause is.

Writing guide page 51

- Read the **task** with the class. It is a good idea to give students an indication of how many words they should write (about 250). Students can do online research at home, making notes.
- Give students ten minutes to complete the **ideas** stage using their research. While students **plan** their essay, encourage them to plan their introduction and conclusion, and organize their opinions and arguments into three paragraphs. They should also remember to use phrases for introducing arguments and giving opinions and appropriate future forms, environment verbs, verbs + prepositions and charity collocations.
- While students **write** their essay, circulate and monitor, helping with vocabulary and grammar where necessary.

- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extension: Fast finishers

Fast finishers swap essays with a partner and check them for mistakes. They should check the use of expressions for introducing arguments and giving opinions. They should also check grammar, vocabulary, spelling and punctuation. Students then discuss their essays, stating whether they agree with each other and giving reasons why.

Additional writing activity

Students write an essay on the importance of supporting a charity, using information from this unit. Remind them that in the UK, a high percentage of citizens support charities. Point out that support is not only donations of money; many people volunteer or take part in charity events. Students should draw attention to issues raised in the unit, e.g. climate change, deforestation, endangered species.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand opinion essays in favour of a charity. I can use phrases for introducing arguments and giving opinions. I can write an opinion essay in support of a charity and its causes.*

Vocabulary insight 4

page 52

Word-building: the meaning of prefixes

- 1 a 4 b 2 c 1 d 3
 2 1 d 2 b 3 c 4 a 5 d 6 c 7 a 8 b
 3 1 tri- 2 bi- 3 pre- 4 mini- 5 ex- 6 fore-
 7 super- 8 trans-
 4 post- b maxi- c mono- a sub- d
 5 1 one 2 supermarket 3 no 4 a maxi-dress
 5 underground 6 three
 6 1 transatlantic 2 premature 3 overeaten
 4 monolingual 5 ex-president 6 bi-weekly
 7 Students' own answers

Review 4

page 53

- 1 1 died out 2 spread 3 contaminates 4 relocate
 5 devastated 6 evacuated
 2 1 underdeveloped 2 overcrowded 3 international
 4 rebuild 5 cooperate 6 semicircle
 3 1 about 2 in 3 to 4 against 5 up 6 on
 4 1 take part 2 volunteer 3 raise 4 donate
 5 address 6 transform
 5 1 will come
 2 may be
 3 's going to be
 4 may join
 5 'll speak
 6 will be
 7 'm speaking
 8 starts
 9 might start
 6 1 c 2 c 3 d 4 a 5 d 6 b 7 a 8 b
 7 1 will ... be doing; 'll be volunteering
 2 will have finished; 'll be protesting
 3 'll be watching; Will ... have got
 4 will have grown; will be living; will have built

Pronunciation insight 4

Workbook page 125

Answer key Teacher's Book page 155

Cumulative review Units 1–4

pages 54–55

1

1 F 2 O 3 S 4 O 5 S 6 F

2 1.19

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

Audio script

Presenter Can sport change lives? My guest today on Changing the World is 18-year-old Alice Gray, who's just spent a month volunteering to teach sport in Tanzania. Alice, welcome.

Alice Hello.

Presenter Alice, why did you decide to do something so unusual?

Alice Um, I'd like to say it wasn't all my idea. The truth is, I'd never thought about sports volunteering until my teacher suggested it. She ... um. Well, I didn't take long to be convinced!

Presenter Why not?

Alice Well, uh, I'm going to study sports science next year. I've just been accepted for a place at Warwick University.

Presenter Congratulations!

Alice Thanks ... so, anyway, this seemed a great way to get some experience. Maybe it'll make it easier to get a job after I've finished my uni course.

Presenter So why go to Tanzania?

Alice Because in many ways it's an underdeveloped country, and not many schools offer sports classes. So, I visited schools and gave free sports lessons. Not just to students, but also to teachers! Hopefully, if I've done a good enough job, they'll soon love sport as much as their pupils. Most of the children and young people I met in Tanzania were big sports fans already.

Presenter But is sport really an 'essential' skill?

Alice Well, I know some people believe that sport is all about having fun. And that's true, but it's so much more than that. It's a way to get fit, and – most importantly of all, I think – it's a way to develop personal qualities that will help students to make the most out of their futures. Like, um, self-reliance or commitment. That's why sport is so much more than a hobby!

Presenter OK ... but what about people who don't like sport?

Like me.

Alice That's a good point. But maybe you just haven't found the sport that's right for you yet. Most people who say they hate sports usually hate competitive sports. The charity I've been supporting understands that. So last year they set up a martial arts programme, which has been very popular. And next year they're thinking of organizing bike rides and trekking, too.

Presenter Sounds great! Now, some listeners may be wondering how they can get involved.

Alice Fantastic. Well, absolutely everyone can help. Please, visit our website and make a donation.

Presenter We'll give the details at the end ...

Alice Thanks. Or why not volunteer your time? Without enough sports experience, you won't be able to teach. However, there are lots of other international volunteering opportunities that will suit you. Just look online.

Presenter Thanks very much, Alice. Now, here are the details of that website ...

3 Students' own answers

4 Students' own answers

5 b

6 A 5 B 8 C 1 D 4 E 2 F 6

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

8 Students' own answers

Additional materials

Literature insight 2 Workbook page 86 Answer key Teacher's Book page 151

Exam insight 2 Workbook page 96 Answer key See website

5

Rights and wrongs

Map of resources

Section A: Student's Book pages 56–57

Workbook page 36

Vocabulary bank, Crime and punishment page 138

Section B: Student's Book pages 58–59

Workbook page 37

Grammar reference and practice 5.1, Workbook page 112

Section C: Student's Book pages 60–61

Workbook page 38

Teacher's resource disk, Communication worksheet 5A

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 62–63

Workbook page 39

DVD extra, UK Youth Parliament page 62

Grammar reference and practice 5.2, Workbook page 113

Vocabulary bank, Law and order page 138

Teacher's resource disk, Communication worksheet 5B

Section E: Student's Book pages 64–65

Workbook page 42

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 5 page 66

Using a dictionary: phrasal verbs

Review 5 page 67

Pronunciation insight 5, Workbook page 126

Progress check Unit 5, Workbook page 43

Language and skills tests 5A and 5B, Test Bank

5A Reading and vocabulary

Teenage gangs

Summary

Topic: Teenage gangs

Vocabulary: Crime; noun prefixes: *mis-* and *dis-*

Reading: An article about teenage gangs

Speaking: Discussing why teenagers join gangs; discussing topics related to crime

Cultural note: Stopping crime

Youth Inclusion Projects began in 2000 to help children and teenagers at risk of becoming involved in crime.

The programme operates from centres located in areas with high crime levels in England and Wales, and offers young people a safe place to go to. There they work with mentors to change their attitude towards crime and antisocial behaviour, learn new skills, take part in activities and receive educational support and careers guidance.

Alexander Rose founded the **STOP** campaign in 2008. T-shirts and other merchandise convey the campaign's message: to stop gun and knife crime and prevent drug and alcohol abuse.

Lead-in

- Write *gang* on the board and elicit its meaning (an organized group of young people who cause trouble, fight other groups, etc.).
- Elicit as many crime verbs as you can and write them on the board. Then elicit what gang members might do.
- Ask: *Have gangs been in the news recently? What have they done?* Discuss the questions as a class.

Exercise 1 page 56

- Check the meaning of *peer pressure* (influence from people who are the same age as you) and *hang out* (to spend a lot of time in a place).
- In pairs, students discuss the question. Encourage them to think of examples to support their ideas, e.g. *They might join a gang because they don't have many friends at school. Perhaps they need somewhere to hang out because their homes are too small and there are no youth clubs to go to.*
- Ask a few students to share their ideas with the class.
- Students read the article quickly and find which reasons are mentioned.
- Check answers as a class. Ask students to read out the sentences that gave them the answers.

to have somewhere to hang out; to feel safe; to belong to a group; to make money

Exercise 2 page 56

- Read through the strategy with the class.
- Write the following sentence on the board: *My best friend told me that his brother had some friends who were in a gang.* Underline *me*, *his* and *who* in the sentence and ask students what or who the words refer to. Ask: *What kinds of words are they?* (*me* – object pronoun; *his* – possessive adjective; *who* – relative pronoun)
- Pre-teach *rival* (n) /'raɪvl/ (a person or thing that is competing with you).
- In pairs, students find the underlined words in the text and do the exercise. Tell them to read the sentences with the words as well as the sentences preceding and following them.
- Check answers as a class.

1 The gang was good to Joshua. 2 Joshua's mother
3 the gang 4 the gangs 5 the boy on the bike
6 the rival gang 7 Joshua 8 teenagers

Exercise 3 page 56

- Go through the instructions together and make sure that students understand what they have to do.
- Students complete the article. They then compare answers with a partner.
- Check answers as a class.

A Joshua B South London C guns D Joshua
E the gang F the period when Joshua was in hospital

1 D 2 E 3 C 4 A 5 F

Extra activity: Referencing

Write the following sentences from the article on the board:

- 1 Joshua was born on a council estate in South London.
- 2 The family lived in a one-bedroomed flat.
- 3 There was a lot of vandalism.
- 4 Three weeks in hospital gave Joshua time to reflect on the choices he had made.

Ask students to write a follow-up sentence including a reference word for a person or thing for each of the sentences.

(Possible answers)

- 1 It was an area with a lot of crime.
- 2 Their home was too small for them.
- 3 Graffiti appeared on shop doors.
- 4 During his time there he decided to change his life.

Exercise 4 page 56

- Students answer the questions on their work.
- Check answers as a class.

- 1 His father left home when he was a baby. He and his family lived in a one-bedroomed flat and his mother worked long hours to pay the bills.
- 2 He didn't like the crime and the guns.
- 3 They sprayed graffiti on shop doors.
- 4 A member of a rival gang had been attacked and Joshua was the victim of a revenge shooting.
- 5 She was devastated because she had no idea about the gang.
- 6 He was also a gang member.

- 7 They focused on his interests and encouraged him to express himself, reflect upon his past and make better life choices.

Additional vocabulary

The following words are from the article *The Choice*:

- *hierarchy* (n) /'haɪərə:kɪ/ a system or organization that has many levels from the lowest to the highest
- *get into* (v) /get 'ɪntu/ to start a particular activity; to become involved in something
- *territorial* (adj) /,terɪ'tɔ:rɪəl/ guarding and defending an area of land that you believe to be your own
- *revenge* (n) /rɪ'vendʒ/ something that you do in order to make somebody suffer because they have made you suffer
- *reflect* (v) /rɪ'flekt/ to think carefully and deeply about something
- *mentality* (n) /men'tæləti/ the particular attitude or way of thinking of a person or group

Exercise 5 page 56

- Students read the words. Check the meaning of *armed* (carrying a gun or other weapon; involving weapons).
- Students match the highlighted crimes in the text to the criminals. Then ask them to describe the type of crime each person commits.
- Check answers as a class.

mugger – mugging; **shoplifter** – shoplifting;
armed robber – armed robbery; **vandal** – vandalism;
thief – theft; **offender** – offence

A mugger attacks and steals from somebody in the street.
A shoplifter steals something from a shop.
An armed robber steals from a place or person in a violent manner, using a weapon.
A vandal damages somebody else's property for no reason.
A thief steals things from another person.
An offender breaks the law or a commits a crime.

Exercise 6 page 57

- Students do the exercise on their own.
- Check answers as a class.

1 shoplifter 2 an offender 3 vandals 4 thief
5 theft 6 an armed robbery

Exercise 7 page 57

- Check the meaning of *fortune* (chance or the power that affects what happens in somebody's life; luck).
- In pairs, students use the context to work out the meaning of the prefixes.
- Check answers as a class.

1 mis-: b 2 dis-: a

Exercise 8 page 57

- Focus attention on the photo of Alexander Rose and the title of the text. Then ask students to skim-read the text to find out about Rose's background and what he is campaigning for. (He grew up in a deprived area, but decided to do something to stop crime amongst children.)
- In pairs, students complete the text.

- With a **weaker class**, go through the nouns in brackets and check their meaning before students do the exercise.
- Students check their answers in *The choice*.
- Check answers as a class.

1 misfortune **2 disagreement** **3 misbehaviour**
4 disrespect **5 dishonesty** **6 mistreatment**
7 disbelief

Exercise 9 page 57

- Ask students to read the headlines. Check that they understand what the headlines mean.
- Write *cause* and *solution* on the board. Read out the first headline and elicit a possible cause for the problem and a possible solution. Ask students to think of other possible causes and solutions. They then do the same for the other two headlines.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Vocabulary bank: Crime and punishment page 138

- 1** **1** gang violence **2** death penalty **3** house arrest
4 traffic offence **5** community service
6 armed robbery **7** knife crime **8** speeding fine
9 prison term **10** internet fraud **11** life sentence
12 petty theft
- 2** **Crimes:** **2** armed robbery **1** gang violence
4 internet fraud **3** knife crime **5** petty theft
Punishment: community service; death penalty; house arrest; life sentence; prison term; speeding fine
- 3** **1** prison term **2** death penalty **3** speeding fine
4 life sentence **5** money laundering
6 internet fraud **7** community service
8 knife crime **9** house arrest **10** armed robbery
11 gang violence **12** petty theft

Extra activity: Further discussion

Students discuss the following questions:

How can governments stop gun and knife crime?
Should the government put more money into youth clubs?
What other facilities for young people could the government and local councils provide?
What else can they do to help families in difficult circumstances?

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about teenage gangs. I can use reference words, crime nouns and the prefixes 'dis-' and 'mis-'.* *I can discuss gangs and crime.*

5B Grammar and listening

Natural born liars

Summary

Topic: Lying

Grammar: First and second conditionals

Reading: Facts about lying

Listening: A radio show about reasons for lying; two stories about lying

Speaking: Discussing facts about lying; discussing whether it is acceptable to lie in certain situations

Lead-in

- Ask students to make up two sentences about themselves. One should be true and one should be a lie.
- Each student reads out his/her sentences to the class. The others must guess whether the sentences are true or false. Ask the students who guess correctly to say why they thought a particular sentence was a lie.

Exercise 1 page 58

- Read out the first fact about lying and ask: *Does this surprise you? Do you think it's true? Why?*
- Students read the facts and discuss which ones surprise them and which fact is not true.
- Ask a few students to share their ideas with the class.

Students' own answers

Not true: 'Most people lie three times in ten minutes of conversation.'

Exercise 2 1-20 page 58

- Tell students they are going to listen to some teenagers talking about reasons for telling lies. Ask them to read the statements before they listen and underline the key words.
- Play the recording for students to match the statements to the teenagers.
- Check answers as a class.

1 C 2 S 3 S 4 C 5 C 6 E

Audio script

Presenter 'Honesty is the best policy', claims the popular saying. In that case, why do we lie so much? We went out into the streets and asked some teenagers their opinions about lying. Here's what they said.

Presenter Charlie

Charlie I don't think it's good to lie, but on the other hand, if you tell the truth all the time, you'll offend people. I often tell white lies in order to protect someone's feelings. Some of my friends are quite sensitive and if I said what I really thought, they might get upset. I don't consider white lies to be really serious lies. For example, my best friend is having her hair cut today. If she asks me tomorrow if I like her new haircut, I'll say yes, even if it's not true. I won't feel guilty if I say that because it will make her happy.

Presenter Sean

Sean I've been telling more lies recently. The problem is that my parents always want to know where I am, who I'm with, what I'm doing. It drives me mad. If they didn't ask so many questions, I wouldn't tell so many lies. The worst lie I told them was a few

months ago. I spent my whole month's pocket money on a ticket to a concert, so I had no money left. I told my dad that someone had stolen my wallet from my back pocket. It was a blatant lie. My dad told me to be more careful in the future and he gave me some more money. I feel really awful about lying to him like that. If he ever found out, he'd be really furious.

Presenter Elly

Elly I don't think I lie very much at all, but my little sister, who's four, is always telling fibs. It's quite funny, really. She told the neighbour across the road that she had ten sisters. She's only got one. Last night, she said there was a monster in her bedroom, so she couldn't go to sleep. And one day, she took some sweets from the kitchen and told my mother that her doll had eaten them! All children tell fibs, I know, but unless she learns that lying is wrong, she might become a compulsive liar!

Exercise 3  1-20 page 58

- Ask students if they can remember what each teenager's opinion about lying is.
- Play the recording again for students to check their answers.
- Check answers as a class.

(Suggested answer)

Charlie thinks lying is wrong, but he tells white lies to protect people's feelings. Sean knows it is wrong but tells lies because his parents ask him questions all the time. Elly thinks lying is wrong, and small children need to learn not to tell lies.

Language note: Conditionals

Conditionals are used to talk about possible situations or occurrences and their consequences.

Will and *would* are not used in the *if* clause.

If you don't leave, I'll call the police.

Would and *will* can be replaced by a modal, e.g. *could*, *should*, *might*.

If you aren't feeling well, you should go home.

If you worked harder at school, you might do better.

Unless can be used instead of *if ... not*. *Unless* has a negative meaning, so the verb that follows it is usually positive.

If you don't eat your dinner, you won't get any pudding. =
Unless you eat your dinner, you won't get any pudding.

Exercise 4 page 58

- Students read the sentences in exercise 2. Ask them which are first conditional and which are second conditional sentences. Which words helped them to identify the type of conditional?

- Elicit or explain the use of *unless*.
- Students answer the questions in pairs.
- Check answers as a class.

1, 5 and 6 are likely to happen.

2, 3 and 4 are unlikely to happen.

1 first conditional

2 second conditional

3 first conditional: present simple in the *if* clause, *will* in the main clause

second conditional: past simple in the *if* clause, *would + infinitive* in the main clause

4 It means 'if ... not'. If she doesn't learn that lying is wrong, she might become a compulsive liar.

Grammar reference and practice Workbook page 112

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

2 1 had; 'd spend

2 would be; lived

3 worked; 'd do

4 didn't want; 'd tell

5 wouldn't accuse; had

6 would walk; wasn't / weren't

3 2 If we have time on our trip next week, we'll visit the famous castle.

3 You wouldn't like it if I told you lies.

5 It will be a great end to the event unless something goes wrong.

Exercise 5 page 58

- Students complete the questions on their own.
- Check questions as a class.
- In pairs, students ask and answer the questions. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to report their partner's answers to the class.

**1 realized 2 saw 3 go out 4 will your parents do
5 asked 6 will you do**

Extra activity: Conditionals

Put students into groups of five or six and give each student a piece of paper.

Tell them to write the *if* clause of a second conditional sentence at the top of the page, e.g. *If I had one euro, ...* Students then pass the paper to the students on their right. These students complete the sentence with a main clause on the line below, e.g. *(If I had one euro,) I would buy some chocolate.*

Students fold the paper so that only the main clause is visible. They pass the piece of paper to the next students on their right. Those students writes an *if* clause for the main clause on the line below, e.g. *(I would buy some chocolate) if I felt hungry.* Students fold the paper so that only the last clause is visible and pass it to the next students on the right, etc.

The activity finishes when each student has written a clause on each piece of paper. They can then put the clauses together to make complete conditional sentences. Ask a few students to read out some sentences to the class.

Exercise 6 page 59

- Tell students to look at the photo. Ask: *Why is the girl's nose so long?* (It is a reference to the story of Pinocchio, whose nose grows longer each time he lies.)
- Check the meaning of *spot* (to see or notice somebody or something, especially suddenly or when it is not easy to do). Ask: *Do you know how to spot a liar? How?* Elicit answers and write notes on the board.
- Check the meaning of the verb *suspect* /sə'spekt/ (to believe that something may happen or be true, especially something bad).
- Students read the text. Before they complete it, tell them to think how likely each situation is.

- Students complete the text.
- Check answers as a class.

**1 didn't lie 2 wouldn't be 3 would you look for
4 were 5 won't look 6 means 7 don't make
8 will suspect 9 invent / invented 10 will / would
11 will / would need to 12 want / wanted 13 trained
14 would learn 15 were 16 would shout
17 were innocent 18 would answer**

Exercise 7 1-21 page 59

- Tell students they are going to listen to two stories about lying. With a **weaker class** write some key words from the recording on the board to help them focus on the relevant information, e.g. *sixteen-year-old girl, West End musical, London, save up, too young, not many friends, shy, phone cases, memory sticks, shop, centre of attention*. Play the recording.
- Check answers as a class. Ask students to say whether or not they sympathize with Jody and Simon.

Jody went to a musical but told her parents she was staying at a friend's house. Simon told his classmates the phone cases and memory sticks were from his uncle, but he had stolen them.

Audio script

1

Jody is a sixteen-year-old girl. She and her friends were planning an outing to London to see a West End musical last Saturday. Her mother said she could go if she saved up enough money from her babysitting job. Jody saved forty pounds for the ticket plus another ten. But then her mother changed her mind and told Jody that she's too young to go to London without an adult and anyway she should save the money for her summer holiday. Jody lied to her mother and said that it didn't matter because she'd only saved ten pounds not forty. Then she bought a ticket to the musical. Then, on Saturday, she told her mother that she was going to stay at a friend's house and she went to the musical. Jody has just told her older sister, Louise, what she did. Louise is surprised at how dishonest Jody has been. Should Louise tell their mother that Jody has lied to her?

2

Simon and Jack are in the same class at school. Simon doesn't have many friends and is quite shy. Last weekend, Jack saw Simon in a shop in town. Simon was putting some phone cases and memory sticks into his bag and he left the shop without paying for them. On Monday at school, Jack saw Simon giving out cool phone cases and memory sticks to his classmates. The classmates were all really pleased and Simon was clearly happy to be the centre of attention. Someone asked Simon where he got them from. Simon said his uncle sells them and he gave them to him because he had a lot that he hadn't sold. Simon has since offered Jack a really smart leather phone case, but Jack refused to take it. Simon has now asked Jack if he'd like a memory stick. Jack really needs one as he's lost his, but again he thinks he should say 'no'. What should Jack do? Should he tell Simon that he knows he has stolen the things? Should he tell anyone else? Or should he just hope that it won't happen again?

Exercise 8 page 59

- Students complete the questions.
- Check answers as a class.
- In pairs, students ask and answer the questions.
- Circulate and monitor, helping where necessary.
- Ask a few students to report their partner's answers to the class.

**1 were; would you feel 2 were; would you tell
3 found out; would she react 4 offered; would you take
5 found out; would he do 6 told; would happen**

Exercise 9 page 59

- Read through the situations with the class. Check the meaning and pronunciation of *porcelain* (n) /'pɔ:səlɪn/ (a hard white substance that is used for making expensive cups, plates, etc) and *vase* (n) /vɑ:z/ (a container that is used for holding cut flowers).
- Ask students to make second conditional *if* clauses for each of the situations. e.g. *If I saw my older brother stealing some money, ...*
- In pairs, students discuss each situation and think of at least three ways they would deal with it.
- Circulate and monitor, helping where necessary.
- When they have finished, put two pairs together to compare ideas and decide on the three best solutions.
- Ask a few students to share their group's ideas with the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio show about lies. I can use the first and second conditional. I can understand stories about lying. I can discuss whether it is good to tell lies in certain situations.*

5C Listening, speaking and vocabulary

Sorry is the hardest word

Summary

Topic: Apologizing

Listening: A radio interview about why people find it hard to apologize

Speaking: Discussing facts about apologizing; discussing personal difficulties with apologizing; discussing when to make a formal or informal apology; a dialogue about apologizing and reacting to the apology

Vocabulary: Three-part phrasal verbs with *to* and *with*

Functional language: Apologizing and accepting apologies

Communication worksheet 5A: Gapfill, question formation and class survey

Lead-in

- Focus attention on the title *Sorry is the hardest word*. Ask: *What does it mean?* (It is difficult to apologize.) *Have you had to apologize recently? How difficult was it?*
- Elicit students' answers.

Exercise 1 1·22 page 60

- In pairs, students discuss the statements.
- Elicit students' answers and their reasons.
- Play the introduction to the radio show (// marks the end of the introduction; see exercise 2). Students tick the statements that are mentioned.

2, 4

Exercise 2 1·23 page 60

- Ask students to read the questions and answer options.
- They then predict the correct answers in pairs.
- Play the recording from the beginning for students.
- Check answers as a class.

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

Audio script

Presenter Here on The Human Side today we're talking to psychologist Dr Andrew Linn about apologizing and why we find it so hard to say we're sorry. Dr Linn, welcome to the show.

Dr Linn Thank you for having me.

Presenter So, Dr Linn, we all know everyone makes mistakes and that no one is perfect, but why do we find it difficult to own up to our mistakes and then apologize for them?

Dr Linn There are different reasons for this, but perhaps the simplest one is that really no one likes to admit they're wrong. People also don't like being rejected, so they don't apologize because they're worried that the other person won't accept their apology.

Presenter So they are just happy to put up with a situation which they know is not right rather than deal with it? //

Dr Linn That's right. So some people worry about the other person not accepting the apology, but others feel it is a sign of weakness to apologize. In both cases, people would rather not feel that way, so they just won't say sorry even to a friend or a family member if they have fallen out with them.

Presenter What are some of the other reasons we don't like apologizing?

Dr Linn For some people it's all about power and being in control. They think that if they apologize they will lose that. Sometimes issues with apologizing can be put down to experiences in a person's childhood: perhaps a child was criticized a lot by their parents while they were growing up and felt they never lived up to their parents' expectations. As they get older they can take two approaches to this to avoid all the negative associations from childhood. One is to try and avoid situations where they may end up having to apologize at all. This is a very difficult strategy to get away with because it is completely unrealistic. The other, simpler approach is to avoid admitting they have made mistakes or come up with excuses time after time not to apologize.

Presenter So, what is the best way to overcome issues like this?

Dr Linn It's quite simple really: the person who is wrong needs to ask for forgiveness from the person who is right. Apologies are difficult, but they are also a good way to build relationships and to stop relationships breaking down completely. The hardest thing for us is to admit that we've hurt someone's feelings or caused them emotional pain. We then need to take responsibility for our actions and deal with it. If we don't do this, we won't be able to go on and have good relationships.

Presenter Isn't that easier said than done?

Dr Linn Yes, it is, but if everyone decided they weren't going to take responsibility for things they had done wrong or find the time to get round to apologizing for their mistakes we'd all be in a bit of a mess! There would be a lot of mistrust amongst people and we probably wouldn't have many friends.

Presenter That doesn't sound good.

Dr Linn No, it doesn't. Apologizing is all about showing the people you love that you really do care. Admitting your mistakes and putting things right is far more important than being right all of the time.

Presenter Thank you Dr Linn. Now, on that note, we'll ...

V|insight Three-part phrasal verbs with to and with

Three-word phrasal verbs consist of a verb, an adverb and a preposition. The object almost always comes after the preposition, e.g. *I've fallen out with my boyfriend*.

Put down to is one of the few three-word phrasal verbs where the object can come after the verb: *Jane puts her problems at work down to a lack of experience*.

Exercise 3 page 60

- Students read the sentences and work out the meaning of the highlighted phrasal verbs from the context.
- They then work with a partner to match the phrasal verbs to their meanings.
- Check answers as a class.

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

Extra activity: Phrasal verbs

On a piece of paper, students write a gapped sentence for each three-word phrasal verb in exercise 3. They then swap them with a partner. Students complete the gapped sentences they have been given with the correct phrasal verbs.

Circulate and monitor, helping where necessary.

Exercise 4 page 60

- Students discuss the questions in pairs and give reasons for their answers, e.g. *I often find it difficult to apologize because I worry that the person won't accept my apology*.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 5 page 61

- Ask students to think of formal and informal situations where they might have to apologize, e.g. you could make an informal apology to a friend, but you would make a formal apology to a customer.
- Elicit ideas and write them on the board. Try to elicit phrases for making a formal or an informal apology.

Exercise 6 1·24 page 61

- Focus attention on the list of speakers and ask: *Who would use formal language? Who would use informal language?*
- Play the recording. Students write the number of the dialogue next to the pair of speakers.
- Check answers as a class.

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

Audio script

1

Tom Oh, Josh. I'm really sorry. I forgot to buy you a birthday present.

Josh Don't worry about it.

Tom I feel really bad. I'll try and get you something during the week.

2

Teacher Good afternoon Mrs Freer. I understand that you're here to discuss George's behaviour in class yesterday.

Mrs Freer Yes. I do apologize for my son's behaviour. I've discussed it with him and he assures me he won't do it again.

Teacher That's good. I hope he doesn't.

3

Station announcer We regret to inform you that the 21.22 service to London King's Cross has been cancelled. The next train to London King's Cross will be at 23.00. We apologize for any inconvenience this may cause you and wish you a safe onward journey.

4

Mum What's happened? What's all that broken glass on the floor?

Tom I'm so sorry, Mum. It was an accident. I was trying to get a glass from the shelf and they all fell off. I didn't mean to break them.

Mum Oh, that's OK. It doesn't matter.

5

Josh I couldn't do my homework last night.

Teacher Why was that?

Josh Well, it was really hard and I was feeling a bit tired.

Teacher Well, don't let it happen again. You can stay behind after your last lesson today and finish it.

6

A Can I help you, sir?

B Yes, I bought this shirt here yesterday, but when I got home I found a hole in it.

A Oh yes, I can see. I'll find you another one, sir. Please accept our apologies.

B That's quite all right. These things happen.

Language note: *do*

Do can be used before the base form of the verb for emphasis.

I do hate rainy days.

Marjorie does make delicious cakes.

Exercise 7 1·24

page 61

- Ask students to read the table. Point out that *do* in *I do apologize* is stressed and is used for emphasis.
- Play the recording. Students listen for the phrases that are used and decide which dialogues are formal and informal.
- Write *I feel really bad*, *I assure you* and *These things happen* on the board and ask: *Would we use these phrases in a formal or informal situation?* (*I feel really bad* is informal; *I assure you* is formal. *These things happen* could be used in both formal and informal situations.)
- Ask students if they can remember which dialogues the three phrases come from. (*I feel really bad* is from dialogue 1; *I assure you* is from dialogue 2; *These things happen* is from dialogue 6.)

I'm very / so / really sorry. I didn't mean to. I (do) apologize for ... Please accept our apologies. We regret to inform you that ... That's OK. It (really) doesn't matter. Don't worry about it. That's quite all right. Don't let it happen again.

Informal: 1, 4, 5

Formal: 2, 3, 6

Exercise 8 1·25

page 61

- In pairs, students complete the dialogue.
- Check answers as a class.
- Ask: *What mood is Ben in?* (He's angry.) *What other phrase does he use to show he's upset with Kate?* (I can't believe you forgot.)
- Play the recording. Then ask: *How does Ben feel now?* (He has accepted Kate's apology.) *Which phrases show this?* (But never mind./Don't worry. It really doesn't matter.)

1 **I'm really sorry**

2 **I feel really bad about it**

3 **you've really let me down / I didn't expect that from you**

4 **Please forgive me**

5 **I didn't expect that from you / you've really let me down**

Audio script

Ben Hi Kate. I'm really looking forward to Saturday. What time did we say we'd meet?

Kate Saturday? We didn't arrange to meet on Saturday, did we?

Ben Don't you remember? You said you'd help me choose a suit for my brother's wedding.

Kate Oh no, I'd completely forgotten, Ben. I'm really sorry, but I've made other plans. I'm going to visit my cousins in Oxford. Perhaps we could go the following Saturday?

Ben No, that will be too late. The wedding's next weekend. But never mind. I'll ask my sister to come with me.

Kate Forgive me, Ben. You know, I've got an awful memory.

Ben Don't worry. It really doesn't matter.

Kate Oh, thanks for being so understanding.

Exercise 9

page 61

- In pairs, students choose a situation. They should think how each situation might have occurred, e.g. *Why did you rip the jacket?* *Was it an accident?* They should also think about whether the situation is formal or informal.
- Students prepare their dialogues and then take turns to act out each role.
- Circulate and monitor, helping where necessary.
- Ask a few pairs to act out their dialogues for the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio show about apologizing. I can use three-part phrasal verbs with 'to' and 'with'. I can use language for apologizing and accepting apologies in formal and informal situations.*

5D Culture, vocabulary and grammar

Young people's rights

Summary

Topic: Young people's rights

Speaking: Discussing the legal age for driving a car, working, etc. in the students' country

Vocabulary: Synonyms: the law

Reading: An article about legal ages in the UK

Grammar: Modals of obligation, prohibition and permission

Communication worksheet 5B: Jigsaw reading

Culture note: Criminal responsibility

When a child reaches the age of **criminal responsibility** they are considered able to understand when something is a crime and its possible consequences. They can be taken to court, charged with an offence and sent to youth prison.

Lead-in

- Write *adulthood* on the board and ask:
At what age do people legally reach adulthood in your country?
What does being an adult mean to you?
- Students discuss the questions in open class.

Exercise 1 page 62

- Ask students to describe the photos. What are the people doing? (driving a car; working; riding a moped; leaving / graduating from school; getting married; voting)
- They then discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class. Ask them why they would like to do things, e.g. *I'd like to be able to vote because political decisions affect me and I'm very interested in politics.*
- Students scan the text to find the ages and compare them with their own answers.
- Check answers as a class.

drive – seventeen; work (part time) – thirteen;
ride a moped – sixteen; leave school – sixteen;
get married – sixteen; vote – eighteen

Exercise 2 page 62

- Read through the instructions with the class. Ask students what is a good way to find the things in 1–7, e.g. use the subheadings in the text, scan the text for the relevant information.
- Students do the exercise.
- Check answers as a class.

1 C 2 F 3 E 4 C 5 – 6 A 7 D

Exercise 3 page 62

- Tell students to use the context to work out the meaning of the highlighted adjectives in the text.
- Students do the exercise.
- Check answers as a class.

- 1 restrictive 2 obligatory 3 fair 4 prohibited
5 optional 6 legal**

Extra activity: Synonyms

On separate cards, write the synonyms in exercise 3 as well as the following synonyms: *responsible/trustworthy, harmful/damaging, appropriate/suitable, recommended/advisable, serious/grave*. Make several sets of cards.

Put students into small groups and give each group a set. Students shuffle the cards and share them out. One student places a card down on the table and writes a sentence with the word. The student with the matching synonym puts his/her card down and writes another sentence for that word. He/She then puts down another card and makes a sentence.

Check students' sentences.

The group with the most correct sentences wins.

Additional vocabulary

The following words are from the article *Coming of age*:

- *regulation* (n) /rɪgju'leɪʃn/ an official rule that controls how something is done
- *deterrent* (n) /dɪ'terənt/ something that should stop you doing something
- *consequence* (n) /'kɒnsɪkwəns/ something that happens as a result of something else
- *authorize* (v) /'ɔ:θəraɪz/ to give official permission for something, or for somebody to do something

Exercise 4 page 62

- Students discuss the questions in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

DVD extra

UK Youth Parliament

Extra activity: Further discussion

Have a debate. On the board, write: *The age for driving should be raised to twenty-five.*

Put the class into two groups: *For* and *Against*. Within each group, put students into pairs and tell them to think of arguments in favour of or against the statement.

Students can consider the following:

- deaths amongst young drivers
- driving ability of young people
- the effect of fewer drivers on the environment, public transport and the economy
- the right to freedom and mobility

Students prepare their arguments.

When they have finished, they pool their arguments and choose the strongest ones.

Each group chooses one person to open the argument.

Students can then add their own opinions.

Make notes of students' comments to summarize their debate at the end of the activity.

Exercise 5 page 63

- Students look at the modal verbs and answer the questions.
- Check answers as a class.
- Read through the note in the box with the class, and give the following examples to demonstrate the difference between *must* and *have to*:
I must do my homework or I won't understand tomorrow's lesson.
The teacher says I have to do my homework tonight.
- Elicit more sentences that contrast *must* and *have to*.

1 must, have to 2 can, may 3 don't have to
4 mustn't, may not, can't

Grammar reference and practice 5.2

Workbook page 113

1 1 can	2 mustn't	3 may	4 must	5 can
6 must not				
2 1 must / have to		5 must / has to		
2 don't have to		6 don't have to		
3 have to / must		7 mustn't		
4 mustn't		8 must / have to		

Exercise 6 page 63

- Students compare the sentences and note down their different meanings. They can use L1 if necessary.
- To check understanding, ask (in L1 if necessary):
Who obliges the speaker to wear a school uniform? (the school)
Who obliges the speaker to buy a new uniform? (herself)
- Students compare answers in pairs.
- Check answers as a class.

- 1a The school has decided that it is important for the speaker to wear a school uniform.
1b The speaker has decided that it is important to buy a new uniform because the old one is too small.
2a You can tell people about this if you want.
2b You are not allowed to tell anyone about this.
3 The meanings are the same.
4 The meanings are the same.

Exercise 7 page 63

- With a **weaker class**, do the first item together.
- Students work on their own or in pairs to rewrite the sentences.
- Students compare answers with a partner.
- Check answers as a class.

- 1 At my school you have to stand up when a teacher walks into the classroom.
2 You can fly a plane with a pilot's licence.
3 During a trial, witnesses mustn't tell lies.
4 You may not leave the exam room before you finish.
5 You must arrive by 6.25 a.m. or the bus will leave without you.
6 You don't have to wear a helmet when you ride a bike in England.

Exercise 8 page 63

- Tell students to write four headings, *Necessary*, *Not necessary*, *Allowed* and *Not allowed*, on a piece of paper.
- Ask them to write the things under the correct heading and decide which modal(s) to use with each group. They must also think of a supporting reason, e.g. *I can't buy a pet because my brother is allergic to dogs and cats.*
- In pairs, they take it in turns to talk about the things.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Vocabulary bank: Law and order

page 138

- 1 1 to 2 of 3 for 4 from
2 1 rob somebody of 2 blame somebody for
3 release somebody from 4 approve of
5 be responsible for 6 take account of 7 admit to
8 sentence somebody to 9 punish somebody for
10 have the right to 11 prohibit somebody from
12 deter somebody from
3 1 for 2 of 3 to 4 to 5 for 6 from 7 for
8 of 9 from 10 of 11 to 12 from

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use law synonyms. I can understand an article about legal ages in the UK. I can use modals of obligation, prohibition and permission. I can describe what I can and cannot do in my country.*

5E Writing

A letter to a newspaper

Summary

Topic: Curfew for teenagers

Grammar: *should* and *ought to*

Reading: A newspaper report about a curfew scheme for teenagers; a letter to a newspaper in response to the report

Writing: Writing a letter to a newspaper

Culture note: Curfews

In the UK **curfews** for teenagers and children usually apply between 9 p.m. and 6 a.m. Councils can impose curfews in areas where gangs have caused trouble and people have been threatened. The police can break up groups of children and teenagers unaccompanied by a responsible adult and take them to a safe place.

Lead-in

- Write the following statements board:
Teenagers shouldn't be wandering out at night or be in a gang. They should be at home doing their homework. Parents are to blame if their children become gang members. They should discipline them more strictly.
- Students discuss them in open class.

Exercise 1 page 64

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.
- Then ask: *Do you ever read letters in newspapers? What are they about? Has an issue ever made you so angry or happy that you wanted to write to a newspaper to comment on it? What was the issue?*

Exercise 2 page 64

- Check the meaning and pronunciation of *curfew* (n) /'kɜːfjuː/ (a time after which people are not allowed to go outside their homes).
- Ask: *What are some reasons for having a curfew? What is the point of a curfew for teenagers?*
- Pre-teach *scheme* (n) /skiːm/ (an official plan or system for doing or organizing something) and model the pronunciation.
- Students read the article and discuss the questions in pairs.
- Elicit their responses. For question 3 write students' ideas in two columns: *For* and *Against*.

1 The main aim is to cut the risk of teens becoming victims of crime or becoming offenders themselves.

2 Students' own answers

3 Students' own answers

Exercise 3 page 64

- Read through the strategy with the class.
- Before students read the letter, ask:
What is the problem?
Why do some teenagers hang about on the streets at night?
Why might they commit crimes?
What suggestions can you make to solve the problem?
- In pairs, students discuss the questions.
- When they have finished, they read Jon's letter and answer the questions.
- Check answers as a class. Also, check the meaning of *root of the problem* (the basic cause or origin of the problem) and *worthwhile* (important, enjoyable or interesting enough to be worth the cost or effort).

1 He is writing about teenage crime.

2 It punishes teenagers who haven't done anything wrong. Some teenagers might react negatively and make the problem worse.

3 The police should focus only on teenagers who commit crimes. They could talk to teenagers and their families because many young offenders have difficult home lives and parents who don't look after them properly. Social services should give those families more support. There should be more activities for young people.

4 Innocent teenagers would not feel like they are being punished. Social services would be able to identify the reasons why some teenagers break the law and deal with the problem. This would help the problem in the long term. If teenagers had more worthwhile things to do, they wouldn't cause problems.

Exercise 4 page 64

- Students read the sentences and decide which ones make suggestions and which express results.
- Check answers as a class.

Make suggestions: 1, 3, 6, 8

Express results: 2, 4, 5, 7

Grammar reference and practice 5.3

Workbook page 113

1 1 ought to / should	4 can
2 don't have to	5 mustn't
3 have to / must	6 may not / mustn't

Extra activity: *should* and *ought to*

Ask students to write their name on a piece of paper. They then write two problems. One problem should be something simple, e.g. *I've left my homework on the bus*. The other should be a more complex social problem, e.g. *There is too much litter on our streets*.

Ask students to put their pieces of paper into a bag. Then ask a student to pick out a piece of paper, read out the problems and suggest solutions using *should*, *ought to* or one of the expressions for making suggestions from Jon's letter.

Continue the activity until all students have had a turn.

Exercise 5 page 65

- Students read the alternatives to the curfew.
- Write the following questions on the board and ask students to bear them in mind when they discuss the alternatives in pairs or small groups:
Which alternative would be the most expensive?
How would teenagers and their parents react to each alternative?
Would they feel safer?
Would they feel their problems are being listened to? Would they feel they weren't trusted?
How would this affect crime rates?
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students from each group to report the group's ideas to the class.

Writing guide page 65

- Read the **task** together. It is a good idea to give students an indication of how many words they should write (about 350). Read the proposed scheme as a class and check that students understand *dispersal* (n) /dɪ'spɜːsl/ (the process of sending somebody or something in different directions).
- Give students about fifteen minutes to complete the **ideas** stage. While students **plan** their letter, encourage them to think how they can use phrases for making suggestions and expressing results, *should* and *ought to*.
- Refer students to Jon's letter and remind them that *Dear Sir/Madam* and *Yours faithfully* are appropriate for a formal letter.
- While students **write** their letter, circulate and monitor, helping where necessary.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extra activity: Fast finishers

Fast finishers can swap letters and correct them using correction marks, e.g. *p* for punctuation and *sp* for spelling.

Additional writing activity

Students imagine that they are Joshua from the article *The choice*.

Students write a letter to their local newspaper, complaining about the lack of facilities for young people in their area. They should make suggestions for improvements and express possible results.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a newspaper article and letter about teenage curfews. I can make suggestions and express results. I can use 'should' and 'ought to'. I can write a letter about a scheme to reduce street fighting.*

Vocabulary insight 5

page 66

Using a dictionary: phrasal verbs

1 **put down to:** to understand that something is caused by something else

growing up: to develop into an adult

lived up to: to do as well or be as good as other people expected

end up: to find yourself in a place or situation that you did not plan or expect

get away with: to do something wrong and not be punished for it

come up with: to think of an idea or suggestion

2 **1 fall apart – 1** **2 fall back on sb/sth – 3**

3 fall for sb – 3 **4 fall for sth – 3** **5 fall out – 1**

6 fall out with sb – 3 **7 fall through – 1**

3 **3** is wrong because *fall out with* is transitive and needs an object.

5 is wrong because *fall out* is intransitive and can't take an object.

4 *Put sb up* is separable. *Put sth up* is separable. *Put up sth* is inseparable. *Put up with sb/sth* is inseparable.

1 d **2 a** **3 c** **4 b**

5 **1** Whenever I have a problem, I can always fall back on my mum.

2 She put up a fight against the attacker.

3 They've put up the price of bus tickets. / They've put the price of bus tickets up.

4 Maggie fell out with her sister.

5 I can't put up with that noise.

6 Our holiday plans have fallen through.

6 **get away** – intransitive, inseparable

get away with sth – transitive, inseparable

get sb down – transitive, separable

get down to sth – transitive, inseparable

get round sb – transitive, inseparable

get round to sth – transitive, inseparable

Students' own answers

Review 5

page 67

1 1 Theft **2 vandalism** **3 shoplifter** **4 offender**
5 robbery **6 mugger**

2 1 disbelief **2 disrespect** **3 misfortune**
4 dishonesty **5 misbehaviour** **6 disagreement**

3 1 out **2 to** **3 round** **4 with** **5 up** **6 up**

4 1 legal **2 prohibited** **3 obligatory** **4 fair**
5 restrictive **6 optional**

5 1 saw **2 'll feel** **3 get** **4 would introduce**
5 didn't tell **6 asks** **7 wouldn't send** **8 won't laugh**

6 1 would go; won

2 saw; would take / see; will take

3 saw; would call / see; will call

4 would make; ruled

5 wouldn't be; didn't reduce / won't be; don't reduce

6 will believe me; say / would believe me; said

7 wasn't; would like

8 will pay; forgive / would pay; forgave

9 will buy; steal / would buy; stole

10 didn't do; would have

7 1 (Students) must wear a tie.

2 (Students) don't have to join after-school clubs.

3 (Students) have to arrive on time.

4 (Students) can bring in mobile phones.

5 (Students) mustn't make calls in lessons.

6 (Students) don't have to have school lunches.

7 (Students) may not eat in class.

8 (Students) can wear rings.

Pronunciation insight 5 Workbook page 126

Answer key Teacher's Book page 155

6

Paying the price

Map of resources

Section A: Student's Book pages 68–69

Workbook page 44

Vocabulary bank, Types of advertising page 139

Teacher's resource disk, Communication worksheet 6B

Section B: Student's Book pages 70–71

Workbook, page 45

Grammar reference and practice 6.1, Workbook page 114

DVD extra, Fair Trade page 71

Section C: Student's Book pages 72–73

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Teacher's resource disk, Functional language bank

Section D: Student's Book pages 74–75

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Grammar reference and practice 6.2, Workbook page 115

Vocabulary bank, Consumerism page 139

Teacher's resource disk, Communication worksheet 6A

Teacher's resource disk, Communication worksheet 6B

Section E: Student's Book pages 76–77

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Teacher's resource disk, Writing bank

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Using a dictionary: collocations

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Language and skills tests 6A and 6B, Test Bank

Cumulative review Units 1–6 pages 80–81

Literature insight 3, Workbook page 88

Exam insight 3, Workbook page 98

6A Reading and vocabulary

Word on the street

Summary

Topic: Stealth marketing

Vocabulary: Advertising; collocations: advertising

Reading: An article about stealth marketing

Speaking: Discussing what influences you to buy a product; discussing stealth marketing; discussing the dishonesty behind stealth and other forms of marketing

Communication worksheet 6B: Wordsearch and gapfill

Lead-in

- Students think of a product they wanted for some time and have either recently bought or received as a gift.
- Write the following questions on the board:
How did you find out about it?
When and why did you decide that you wanted to have it?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 68

- In pairs, students put the possible influences in order of importance.
- Elicit students' answers and ask them to give reasons to justify their answers, e.g. *A special offer would convince me to buy a product because it would only be sold at that price for a short time.*

Exercise 2 page 68

- Ask students what has influenced them to buy things in the past. Give an example: *I recently bought a new lamp after seeing it in a blog about home interiors.* Elicit answers.
- Focus attention on the title. Ask: *What will the article be about?* (the people who influence us to buy things)
- Students skim the text to find out who these people are and how they influence us (stealth marketers). Ask them if they have ever heard of *stealth marketing* and model the pronunciation of *stealth* (n) /stelθ/.
- Ask students to read the questions and try to predict the answers. They then read the text again and choose the correct answers.
- Check answers as a class.

1 c 2 c 3 a 4 c 5 d

Exercise 3 page 68

- Students scan the text for examples of stealth marketing to answer question 1. Students discuss questions 2 and 3 in pairs.
- Ask a few students to share their ideas with the class.

- 1 A boy and girl are marketing a computer game. A tourist asks you to take a photo with their camera. Stealth marketers promote brands in blogs and on social media websites. Tanya gets people to buy make-up and luxury goods like designer jeans. Teen marketers upload videos of shopping trips to display their hauls.

2 Students' own answers

3 Students' own answers

Additional vocabulary

The following words are from the article *The influencers*:

- *fraud* (n) /frəʊd/ a person who tricks somebody by pretending to be somebody else
- *poll* (n) /pəʊl/ a way of finding out public opinion by asking a number of people their views on something
- *conventional* (adj) /kən'venʃənl/ following what is traditional or the way something has been done for a long time
- *recruit* (n) /rɪ'kru:t/ a person who has just joined the army or another organization
- *gadget* (n) /'gædʒɪt/ a small device, tool or machine that has a particular use

Exercise 4

page 68

- Students find the underlined words and study their context, including the sentence before and after the sentence in which it occurs.
- Check answers as a class.

1 persuade 2 research 3 trick 4 influence

5 launch 6 display 7 promote 8 target

Exercise 5

page 69

- Students read the text carefully before completing it.
- Check answers as a class.

1 persuade 2 launch 3 research 4 trick 5 display

6 promote / are promoting 7 target 8 influence

Extra activity: Speaking

Give an example of a person who was tricked into buying a product by a misleading marketing campaign, e.g. *A girl bought a hair highlighting product that claimed it would give her natural-looking highlights. Instead it gave her bright orange stripes in her hair.*

In pairs, students take it in turns to describe a misleading advertising campaign that they know of and say why it was misleading. Encourage them to use verbs from exercise 4. Ask a few students to share their ideas with the class.

Exercise 6

page 69

- Go through the highlighted collocations in the text together and model their pronunciation, especially *luxury goods* (n) /'lʌkʃəri gʊdz/ and *insider knowledge* (n) /,ɪnsaɪdər 'nɒlɪdʒ/.
- Students work out the meaning of the collocations and do the exercise.
- Check answers as a class.

1 luxury goods 2 on special offer

3 advertising campaign 4 glossy magazines

5 insider knowledge 6 marketing agency

7 free samples 8 brand image

Exercise 7

page 69

- Focus attention on the first question. Ask students to read lines 35–50 in the text again to remind themselves how Tanya influences people around her to buy things.
- Ask: *How quickly would messages like Tanya's spread via social media? How might this be a problem for teens who haven't got much money?*
- Focus attention on the second question and ask: *Do advertising campaigns ever tell the whole truth about a product? Is this dishonest?*
- Students discuss the questions in groups of three.
- Circulate and monitor, encouraging students to use advertising verbs and collocations.
- Ask a few students to share their group's ideas with the class.

Vocabulary bank: Types of advertising

page 139

1 1 jingle 2 billboard 3 slogan
4 stealth marketing 5 endorsement 6 banner
7 flyer 8 commercial 9 classified ad 10 spam
11 pop-up ad 12 logo

2 1 billboards 2 flyers 3 classified ads 4 logo
5 endorsement 6 commercials 7 jingle
8 slogan 9 banners 10 pop-up ads 11 spam
12 stealth marketing

3 Students' own answers

Extra activity: Further discussion

Students discuss the following questions:

We are often critical of advertising, but could our economies manage without it?

We see advertising on TV, radio, newspapers and the internet. Could they survive without advertising?

How would an absence of advertising affect our lives?

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about stealth marketing. I can use advertising verbs and collocations. I can discuss stealth marketing, what influences people to buy products, and the negative aspects of advertising.*

6B Grammar and listening

Fair trade

Summary

Topic: Fair trade

Grammar: The passive

Reading: An article about the Fairtrade organization

Listening: A radio report from a fair-trade fashion show

Speaking: Discussing what fair trade is; discussing whether or not students buy fair-trade products and where they are available; discussing where clothes, food and personal possessions are made and sold, and whether they are fair-trade products

Lead-in

- Bring three personal possessions or food items to the lesson. Point to each item and say where it was produced, e.g. *This T-shirt was made in China. This pencil was manufactured in India. This orange comes from Spain.*
- Write the following questions on the board:
Do you ever wonder where your food clothes and possessions come from?
Do you ever wonder whether the person who produced them was fairly paid?
Which countries are most likely to receive low payments for their products? Which countries are most likely to receive high payments?
- Students discuss the questions in groups.
- Ask a few students to share their idea with the class.

Culture note: Fair trade

Fair trade describes several different movements which seek to improve trade in developing countries by ensuring fair payment for farmers and producers. These movements also enable working communities in developing countries to improve their working and living conditions. **Fairtrade** is one such organization.

Fairtrade is the name used to describe the labelling system of Fairtrade Labelling Organizations International and its partner organizations around the world. Any product bearing the Fairtrade label has met the required standards to make it a fairly-traded product.

Mali is a country in West Africa and one of the poorest in the world. It is one of the largest cotton producers in Africa.

Exercise 1

page 70

- Ask students to look at the photos and say what products they can see. (bananas, coffee beans, cotton, cocoa beans, chocolate)
- Ask them to guess in which countries the photos were taken.
- Write *Fair trade* on the board and elicit its meaning. Ask students who they think is helped by a system of fair trade.
- Students discuss the question in pairs.
- Pre-teach *crop* (plants that are grown on farms for food), *harvest* (to collect crops that are ready to be cut) and *plantation* (a large area of land, especially in a hot country, where tobacco, tea, coffee, etc. are grown).
- Students scan the article to check their answers.
- Ask students which photo matches the text. (the photo of the cotton picker)
- Check answers as a class.

**Fair trade means a fair system of buying or selling goods or services between people or countries.
Farmers and workers benefit from fair trade.**

Exercise 2

page 70

- Focus attention on the first underlined sentence in the article and ask: *Is this sentence active or passive?* (passive) Then elicit the structure of the passive form. (subject + *be* + past participle)
- Read through the instructions with the class and make sure students know what they have to do.

- In pairs, students do the exercise.

- Check answers as a class.

- 1 present perfect 2 past continuous 3 past simple
4 will future 5 present simple 6 past perfect
7 present continuous**

- 1 c 2 d 3 f 4 g 5 a 6 e 7 b**

Language note: The passive

An active sentence describes what the subject of a sentence does.

Timothy built a wall.

A passive sentence describes what happens to the subject of the sentence.

The wall was built by Timothy.

An active sentence can be transformed into a passive sentence. The verb in a passive sentence is formed with *be* in the appropriate tense and the past participle of the main verb.

Sarah fed the animals. → The animals were fed.

We use the passive voice:

– when it is obvious who or what performs an action.

The men were arrested.

– when we do not know who performs an action

The letter was sent first class.

– when it is not important to know who or what performs an action.

The bananas are grown in Costa Rica.

If it is important to know the agent (an agent is a person or thing that performs an action) it is included in the sentence preceded by *by*.

*Sarah fed the animals. → The animals were fed **by Sarah**.*

Exercise 3

page 70

- Go through the questions with the class.
- Students answer the questions in groups.
- Check answers as a class.
- To check understanding, write the following pairs of sentences on the board and ask students which sentence in each pair is more appropriate:
My shirt was made in India. They made my shirt in India.
Lisa plays the piano well. The piano is played well by Lisa.
Bananas are grown in Costa Rica. They grow bananas in Costa Rica.

1 We use the passive voice to describe what happens to the subject of a sentence. We use it: when it is obvious who or what performs an action; when we do not know who or what performs an action; when it is not important to know who or what performs an action.

2 present perfect: *has / have been + past participle*; past continuous: *was / were being + past participle*; past simple: *was / were + past participle*; will future: *will be + past participle*; present simple: *am / is / are + past participle*; past perfect: *had been + past participle*; present continuous: *am / is / are being + past participle*

3 by

Grammar reference and practice

Workbook page 114

- | | |
|--|------------------------|
| 1 1 Am ... being | 5 is |
| 2 are | 6 are being |
| 3 is | 7 is being |
| 4 isn't being | 8 are / are being |
| 2 1 has been asked | 4 Was ... manufactured |
| 2 haven't been invited | 5 were ... told |
| 3 was built | 6 Have ... been hurt |
| 3 1 had been | 4 wasn't being |
| 2 had been | 5 had been |
| 3 hadn't been | 6 was being |
| 4 1 will be asked | 5 will ... be spent |
| 2 will be forgotten | 6 will be given |
| 3 will be taken | 7 won't be started |
| 4 won't be made | 8 will be kept |
| 5 1 The church bells were being rung. | |
| 2 Has the cat been fed today? | |
| 3 Sunderland City have been beaten by Charleston United. | |
| 4 First, the two paints are mixed together. | |
| 5 The argument was started by Joe. | |
| 6 Kate and Archie had already been introduced. | |

Exercise 4

page 70

- With a **weaker class**, ask students to underline the object in each sentence and remind them that this will become the subject of the passive sentence.
- In sentences with more than one object, e.g. item 2, ask who or what the verb directly affects (the farmers). That is the object that becomes the subject of the passive sentence.
- Students do the exercise on their own or in pairs.
- Check answers as a class.

- 1 Farmers' co-operatives are being created to sell the products.
- 2 The farmers weren't being paid a decent wage by the big companies.
- 3 Many farmers have been forced to leave the land and work in the cities by poverty. / Many farmers have been forced by poverty to leave the land and work in the cities.
- 4 Only three fair-trade products were sold by supermarkets in 1994.
- 5 Today over 3,000 fair-trade products are sold. / Over 3,000 fair-trade products are sold today.
- 6 Fair-trade products are bought by seventy per cent of British households.
- 7 Fair-trade cotton wasn't produced until 2005.
- 8 Next year more fair-trade clothing will be sold by shops. / More fair-trade clothing will be sold by shops next year.

Extra activity: Passive sentences

Tell students to read the text on page 70 again.

Write the following on the board:

Verbs: harvest, pay, establish, build, launch, sell, spend, make, produce, change, improve

Nouns: crops, profits, workers, fair-trade farm, farmers, living conditions, hospital, school, first Fairtrade label, fair-trade products, supermarkets, multi-national companies, Fairtrade, community

In groups, students use the verbs and nouns to write as many passive sentences about the text as they can in five minutes. They can use the words more than once.

When they have finished, elicit sentences from each group and award one mark for each correct sentence. If a sentence is incorrect, ask another group to correct it and award a mark if they can do so. The group with the most marks wins.

Exercise 5

page 71

- Elicit or pre-teach *ethical* (connected with beliefs about what is right or wrong).
- Ask students to read the text and decide which tense is needed in each gap.
- Students complete the text.
- Check answers as a class.

1 is expected 2 has been held 3 was started

4 were made / were being made

5 weren't being paid / hadn't been paid

6 have been introduced 7 are made / have been made

8 are used 9 are designed / are being designed

10 will be run

Exercise 6

page 71

- Students discuss the questions in pairs. Students who do not buy fair-trade products should explain their reasons for this.
- Encourage students to use the passive in their discussion.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 7

2-01

page 71

- Tell students they are going to listen to a radio interview about a fair-trade fashion show. Before playing the recording, ask students to read the leaflet and predict which statements will be mentioned.
- Play the recording for students to check their predictions. Check answers as a class.

Cotton is grown on fair-trade farms.

You can buy beautiful clothes and help people in poorer countries.

Audio script

Presenter Today, I am live at the Fair Trade Fashion Show in Paris. The show has been held here for a few years now, and there are some beautiful dresses, skirts and even jewellery ... and I'm going to try and find ... Oh, excuse me, madam, you're wearing a beautiful, and very stylish, blue dress. Is that silk and cotton?

Helena Thank you! Yes, it is.

Presenter And who is the designer?

Helena Well, it's a Fairtrade fashion designer, of course! He works with fifty Fair Trade groups in fifteen countries, so I know that the cotton is grown on Fairtrade farms; and it's then made into cloth by people who are being paid a decent wage; and finally, the cloth is cut and sewn, again by a Fair Trade group, into this lovely dress.

Presenter Well, it's gorgeous! Is it expensive, though?

Helena It wasn't really expensive, but it's not the cheapest dress you can buy either. It doesn't cost more than dresses in most high street shops, but not only do you look great in it, you feel good for helping people.

Presenter Thank you so much for talking to me ... OK, I'm going to walk over to the information lounge where I should find someone who works with the Fairtrade co-operative. OK, here we are. Hi, I'm Billy from BBK News. Could I ask you a few questions?

François Sure – what a wonderful atmosphere, don't you agree?

Presenter Wonderful – and all for such a good cause. Can you tell the listeners at home a bit about what you do?

François Certainly, I am a designer and I work with a Fairtrade co-operative, making clothes from cotton and silk. They are good quality products and they are sold all over the world. It's a fantastic job.

Presenter Have you ever been out to India or other countries to see what effect your work has?

François Yes, I went to India last year and met Mahesh, a young boy. He started working in a factory when he was just eight years old. The hours were very long and he was paid a very low salary. He became ill because he didn't have time to sleep or eat properly. Then he was sent to the Fairtrade co-operative farm that I work with. He was given medical treatment and was taught how to read and write there. He was paid a good salary and learned new skills. His life has been changed by fair trade and I am very proud to be part of that.

Presenter That's amazing. It's great to know that it really does make a difference Now ...

Exercise 8 2.01 page 71

- Give students a minute to read 1–6 and a–f and see if they can match them.
- Play the recording again so that students can check their answers. Students listen carefully for the tenses used in each sentence.
- Students write sentences using the information.
- Check answers as a class.

1 e The cotton in the woman's dress is grown on fair-trade farms.

2 b On fair-trade farms the people are being paid a decent wage.

3 f The cloth is cut and sewn into a lovely dress.

4 a Fair-trade clothes are sold all over the world.

5 d When Mahesh was eight years old, he was paid a low salary.

6 c Mahesh's life has been changed by fair trade.

Exercise 9 page 71

- In pairs, students write one item of clothing, a food product they often eat and one possession.
- They then ask and answer the questions.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Extra activity: Vocabulary

Write vocabulary items from this unit so far on small pieces of paper and put them in a box.

Each student picks a piece of paper and describes the item to the class without saying what the item is.

Encourage them to use advertising verbs and collocations, as well as words relevant to fair trade, e.g. *crop, harvest, plantation, living conditions, healthcare, fair price, establish, improve, supermarket, product and community*.

The other students guess the word.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about Fairtrade. I can use the passive. I can understand a radio interview about a fair-trade fashion show. I can discuss the fair trade movement and its products.*

6C Listening, speaking and vocabulary

How to spend it?

Summary

Topic: How teenagers spend their money

Listening: A radio interview on the spending habits of British teenagers

Speaking: Predicting the spending habits of British teenagers; describing shops and their typical customers; choosing where to buy a friend's birthday present

Vocabulary: Describing amounts

Functional language: Expressing contrast

Lead-in

- Ask: *What would be your ideal amount of pocket money? Would you spend it straight away or save it? What would you buy with it?*
- Students discuss the questions in groups.
- When they have finished, elicit some ideas.

Exercise 1 2.02 page 72

- Give students a moment to read the questions. Check the meaning of *average* (adj) /'ævərɪdʒ/ (normal or typical).
- Students discuss the questions in pairs.
- Elicit students' ideas and write notes on the board.
- Students read the questions again and think what kind of information they need to listen for. Ask: *What kind of information do you need for question 1?* (an amount of money)
- Play the recording. Students listen and compare their answers to the information in the interview.
- Check answers as a class. Go through the notes on the board and tick the correct ones.

1 £2,000

2 pocket money, money gifts from relatives, part-time jobs

3 social activity, gadgets, technology, home entertainment, clothes, cosmetics

4 yes

5 yes

Audio script

Radio presenter In the studio today, we have market research expert Cindy Lawson. Cindy, you've recently conducted a survey of teenage spending in the UK. What have you discovered?

Cindy Hello, Andy. Yes, that's right. Well, some of the teenagers we spoke to in the UK spend an overwhelming £2,000 per year.

Radio presenter £2,000 per year! Is that all from their parents?

Cindy No, they don't get all of it from parents – teenagers tend to get their money from more than one place – they are given pocket money or an allowance by their parents as well as extra gifts of money by other relatives. And then older teenagers get part-time jobs, such as babysitting, waitressing or working in a shop to earn more money.

Radio presenter OK, so how do these young people spend their money?

Cindy Well, for almost all teens, the number one priority is social activity. This includes going out to parties, the cinema, clubs, and so on, and also using mobile phones. One interesting fact is that there's a clear difference between how boys and girls spend their money. Gadgets, technology, home entertainment – DVDs and computer games – are usually bought by boys, whereas girls tend to spend more money on their appearance – clothes and cosmetics. But both boys and girls love to buy big, famous brands.

Radio presenter Fascinating! Now, I want to turn to ...

Exercise 2 page 72

- Focus attention on the first question. Students put up their hands if they were surprised. Ask them to say why.
- In groups, students discuss the questions.
- Ask a few students to share their ideas with the class. Then ask:

Why are certain brands so popular with teenagers in your country?

How much does advertising have to do with it?

How have advertisers managed to make products so popular?

Write key words on the board, e.g. *brand image, glossy magazines, celebrities, stealth advertising, etc.*

- In groups, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 3 page 72

- Read through the strategy with the class. Tell students that the notes are from part 2 of the radio programme.
- Elicit other words or phrases that indicate that important information is coming, and write them on the board, e.g. *Actually, In fact, Another important point is, I mean.* Then write the three other words/phrases from the recording: *We should remember that ..., In fact, ... and actually.*
- In pairs, students work out what kind of information and word types are needed to complete the notes.
- Elicit students' predictions and write them on the board.

Exercise 4 2·03 page 72

- Tell students they are going to hear the second part of the radio programme.
- Play the recording for students complete the notes and check the predictions they made in exercise 3.
- Check answers as a class.

1 getting more 2 four 3 eighteen 4 their parents'
5 cash 6 music 7 80 8 mobile phone 9 make calls
10 £250

Audio script

Radio presenter Now I want to turn to Nina and Julian. Nina is sixteen years old and she's a student at Cambridge Park High. Nina, what do you think? Do Cindy's statistics sound right to you?

Nina Yes, I suppose so. I mean, I spend a great part of my allowance on clothes and other, you know, cosmetics. But I get a modest £5 a week pocket money; the rest comes from gifts, money that my grandparents give me and my babysitting jobs.

Radio presenter Hmm. And do you think that you're influenced by advertising? Do you go for big name brands or luxury goods?

Nina I think everyone's influenced by advertising. Even if you think you're not! But often I'll see something I like in a magazine or in an advert and then I'll search for cheaper versions or special offers online.

Radio presenter So you do most of your clothes shopping online?

Nina It's a mixture of both. I usually spend a lot of time looking at things online, but then I really prefer to go to the shops and actually see what I'm buying – you know, and try stuff on. I like to know where my clothes are made and if they've been put together well. So I get my ideas and I check prices online, but no, I usually buy stuff in shops.

Radio presenter Cindy, tell us about how that compares with your research.

Cindy Yes, that's exactly what I discovered. Online shopping is getting more popular, but it still represents a tiny minority of total sales. We spend four times more on the high street than we do online. And of course, when we look at teen spending, we should remember that in the UK, you usually can't get a credit card until you're eighteen years old. So, if young teens want to spend money online, they have to use their parents' cards, or they spend cash in real shops.

Radio presenter All right, that's interesting. Now, Julian, you're a bit older than Nina.

Julian Yeah, I'm seventeen.

Radio presenter So, are you a typical male teenager, Julian? Do you spend most of your money on gadgets and computer games?

Julian I spend a significant amount of money on music downloads, actually.

Cindy Again, sorry to interrupt, that's not surprising. British teenagers spend considerably more on music than any other age group.

Radio presenter And do you just download music, Julian?

Julian No, I also download apps and ringtones for my phone. In fact, a large proportion of my money goes on my mobile.

Radio presenter Cindy, I suppose all teenagers have mobile phones now?

Cindy Well, a vast majority – actually, a massive 80% – of sixteen-to eighteen-year-olds in the UK own a mobile phone. But teens rarely use their phones to make calls. They send texts, check their emails, post on social networking sites, and browse the internet online. And of course, that all costs money!

Radio presenter And how about shopping for other things – not technology or gadgets. What else do you spend your money on?

Julian Going out. I go out clubbing with my friends once a week.

Radio presenter And clothes?

Julian No, I don't spend a lot of money on clothes. I've got a lot of trainers, though!

Cindy Aha, yes, that's another interesting fact. A recent survey showed that the average UK teenager spends a whopping £250 per year on trainers!

Radio presenter Wow, that's a lot of money! OK, so now let's talk about another aspect of ...

Exercise 5 2·03 page 72

- Elicit or pre-teach *app* (n) /æp/ (a computer program that is designed to do a particular job, e.g. one that lets you play games on your mobile phone) and *ringtone* (n) /'rɪntəʊn/ (the sound that your phone makes when somebody is calling you).
- Students read the statements. Then check students remember who Cindy and Nina are. (Cindy is a researcher. Nina is a teenager.) Before students listen, they predict whether the statements are true or false.
- Play part two of the recording for students to listen and write T or F and correct the false sentences.
- Check answers as a class.

1 T

2 F: She thinks everyone is influenced by advertising.

3 T

4 F: Online shopping represents a tiny minority of total sales. People spend four times more on the high street than they do online.

5 T

6 F: He downloads apps and ringtones.

7 T

Exercise 6 page 73

- In pairs, students work out the meaning of the words using the knowledge they gained from exercise 5 and the contexts the highlighted words appear in. They then put the words into the table.
- Check answers as a class.

Very small: a tiny minority

Small: a modest

Very big: an overwhelming, a vast majority, a massive, a whopping

Big: a great part, a significant amount, a large proportion

Exercise 7 page 73

- Go through the instructions with the class and make sure students know what they have to do.
- In groups, students think of more questions to add to their survey, e.g. *How long do you save your money before you go shopping? How often do you go shopping?*
- Circulate and monitor, helping where necessary.
- When students have prepared their questions, they go round the class to carry out their survey.
- Students compare the results of their surveys in groups.
- Ask one student from each group to report their group's survey results to the class. Which are the most popular shopping habits?

Exercise 8 page 73

- Students look at the photos and describe what they can see (an expensive luggage and bag shop, a market and a high street fashion shop)
- In pairs, students answer the questions. Encourage them to use the phrases for describing amounts from exercise 6, e.g. *The vast majority of my friends would go to shop...*
- Ask a few students to share their ideas with the class.
Which shop would the majority of students visit?

Exercise 9 2·04 page 73

- Pre-teach *trendy* (adj) /'trendi/ (fashionable).
- Play the recording for students to note down their answers.
- Check answers as a class.
- Ask: *What kind of person is Karen? How old is she?*
- Compare Karen's answers with students' answers in exercise 8.

1 The shop in the first photo looks expensive, with good quality clothes. The second shop looks cheaper and more fun and colourful. The third shop is trendy and isn't expensive.

2 She normally goes shopping in places like the one in the third photo.

3 She would like to go shopping somewhere like in photo 2.

4 She is unlikely to go to the shop in photo 1.

Audio script

There are many different kinds of shops like this in towns and cities, which is a good thing because shoppers have more choice, but you have to decide what you are shopping for before you go. The shop in the first photo looks like it might be quite expensive whereas the other shops look cheaper. Although the shop in photo 1 probably has good quality clothes, I prefer the shops in photo 2 because they look more fun and colourful. A vast majority of my friends and I shop in places like in the third photo. The things there are very trendy and they aren't expensive; on the other hand, it's good to try somewhere different, so I would like to go shopping somewhere like in photo 2. But, if I were buying a present for someone special, I would buy something more expensive, so I would like to go to the shop in photo 1. But, I'd need to save up some money first, so I probably won't go there any time soon.

Exercise 10 2·04 page 73

- Check the meaning of *contrast* (comparison between two people or things that shows the differences between them).
- Write pairs of contrasting ideas on the board:
I feel like going for a walk. Nobody wants to go with me.
My brother spends a lot of money on home entertainment.
He works hard to earn the money.
- Ask students to think of words that can be used to link the two contrasting points (e.g. *but*, *however*, *although*).
- Play the recording again, pausing if necessary after each of the sentences in the box so that students can write the missing words.
- Check answers as a class.

1 but 2 whereas 3 Although 4 on the other hand

5 But

Exercise 11 page 73

- Ask students how they buy their music: *Do you download music? Do you buy CDs? Do you ever buy vinyl?*
- Students look at the photos and describe them to each other in pairs.
- Go through the task with the class. Before students begin their discussion, write the following points and ask students to bear them in mind:
– sound quality

- price
- appearance of product
- service at point of sale
- Tell students to use expressions of contrast in their discussion.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio show about the shopping habits of British teenagers. I can listen for specific information. I can use phrases for describing amounts. I can use words for expressing contrast. I can discuss where to buy music using words for expressing contrast.*

6D Culture, vocabulary and grammar

Traditional festivals

Summary

Topic: How advertising is commercializing traditional festivals

Speaking: Describing traditional festivals: their origins and how commercialized they are; preparing for a special event

Vocabulary: Trade

Reading: An article on the commercialization of traditional festivals

Grammar: have / get something done

Communication worksheet 6A: Gapfill

Communication worksheet 6B: Wordsearch and gapfill

Lead-in

- Ask: *Why is it important to have festivals in our lives?* Elicit answers, e.g. *Without them life would be boring. They bring families and friends together. They help us to meet people, e.g. neighbours we don't normally see.*
- In pairs, students describe a festival that takes place in their local area and how it is celebrated. Alternatively, they can tell their partner about a festival they have heard about that they would like to take part in.
- Elicit students' answers for the class.

Exercise 1 page 74

- Model the pronunciation of *Halloween* (n) /'hæləʊ'i:n/ and *Valentine's Day* (n) /'væləntaɪn̩z deɪ/.
- Ask students when the festivals are celebrated. Make sure they can say the dates correctly.
- Students discuss the questions in pairs.
- Then ask: *Have the festivals become more popular or changed in recent years? How? Why do you think this is?*
- Ask a few students to share their ideas with the class.

Exercise 2 page 74

- Pre-teach *unwrapped* (adj) /,ʌn'ræpt/ (when the paper that covers or protects something, e.g. a gift, is removed) and model the pronunciation. Then go through the titles

with the class and check that students understand what they mean. (A: How popular traditions began; B: Marketing (or selling) our traditions to other countries; C: Are our traditions dying out? D: Are traditions damaged when large companies start selling products to promote them?)

- Ask students to skim the article and choose the correct title.
- Check the answer as a class.

D

Exercise 3 page 74

- Pre-teach *jailer* (n) /'dʒeɪlə(r)/ (a person whose job is to guard prisoners) and *pagan* (n) /'peɪgən/ (having religious beliefs that do not belong to any of the main religions).
- Students do the exercise. They then compare their answers with a partner.
- Check answers as a class.

1 T

2 T

3 F: They start appearing in the weeks before 14 February.

4 F: The origins are Celtic.

5 T

6 T

7 F: They were first used in Germany.

Exercise 4 page 74

- Students discuss the questions in pairs. For question 3, ask them to discuss what people spend their money on, e.g. cards, decorations, gifts, food. Ask: *Is it good to spend a lot of money on a festival?*
- Ask a few students to share their ideas with the class.

Extra activity: Internet research

Students work in groups to choose a festival in their country that is not discussed in the article. They research it to find out about its origins.

Each group prepares a presentation of the festival.

Exercise 5 page 74

- Model the pronunciation of *commercial* (adj) /kə'mɜːfl/ and *retail* (n) /'rɪ:tɪl/.
- Students do the exercise.
- Check answers as a class.

1 Consumers 2 profit 3 design 4 manufacture

5 retailer 6 commercial 7 industry 8 trend

Additional vocabulary

The following words come from the article *Big Business*:

- *legend* (n) /'ledʒənd/ an old story that may or may not be true
- *myth* (n) /mɪθ/ a traditional story, especially one about supernatural events
- *mark* (v) /ma:k/ to celebrate or officially remember an important event
- *hardly* (adv) /'ha:dli/ almost no; almost not; almost none
- *in advance* (of sth) (phr) /,ɪn əd'veans/ before a particular time or event
- *no matter what* (phr) /nəʊ ,mætə 'wɒt/ it is not important who, what, where, etc.

Exercise 6 page 75

- Students do the exercise.
- Check answers as a class.

1 Consumers 2 manufactures 3 industry 4 profit
5 retailers 6 design 7 commercial 8 trend

Language note: **have / get something done**

If you have or get something done, somebody else does it for you.

Yesterday I had my hair cut. = Yesterday my hairdresser cut my hair for me.

The tense is shown by *have* or *get*.

I had my hair cut last week.

I'm having my eyes checked next Tuesday.

As with the passive, the agent performing the action or providing the service is not always mentioned. If the agent is mentioned, it is preceded by *by*.

I'm having some flowers delivered by the new florist.

Get is more informal than *have*.

Exercise 7 page 75

- Focus attention on the two sentences from the text. Ask:
Did James cut his hair himself or did someone cut it for him? (Someone cut it for him.)
Did Ellen repair her costume herself or did someone do it for her? (Someone repaired it for her.)
Who did the things for James and Ellen? (probably a hairdresser and a dress or costume maker)
- Explain or elicit that *have / get something done* is used to show that somebody has done something for you, which is often a service as part of their job.

Grammar reference and practice 6.2 Workbook page 115

- 1 1 's having
2 had
3 've had
4 had had
5 'll be having
6 Are ... having

Extra activity: **have / get something done**

Ask: *What can you have done at the dentist's?* (e.g. You can have your teeth checked.)

Elicit more businesses that offer a service and write them on the board, e.g. *plumber, florist, painter and decorator, garage, optician, doctor's, takeaway restaurant, jeweller*.

In groups, students think of sentences with *have / get something done* for each business and write them down. The sentences should not include the name of the businesses.

When they have finished, ask students to read out their sentences. Students from other groups guess which businesses they are about.

Exercise 8 page 75

- Ask students to read the dialogue. With a **weaker class**, ask them to underline words that indicate the tenses they should use. Do the first item together.
- Students do the exercise.
- Check answers as a class.

- 1 had the decorations put up
2 had the shopping centre decorated
3 had it delivered
4 had it put up
5 're getting the lights switched on
6 have their photo taken
7 got a carol service organized
8 've had lots of posters put up

Exercise 9 page 75

- Read through the instructions with the class.
- Ask students to suggest a few things associated with or needed for each situation and make notes of their ideas on the board, e.g. Valentine's Day: *flowers, box of chocolates*.
- In pairs, students choose a situation and brainstorm things that need to be done in order to prepare for it. They then decide what they will do themselves and what they will have done.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Vocabulary bank: Consumerism page 139

- 1 1 market 2 influence 3 purchase 4 refund
5 present 6 research 7 experience 8 risk
9 promise 10 display

2 do: some research

give: (somebody) a refund; sb a present
have: a bad experience; an influence
make: a purchase; a promise
put: put (something) on display; (something) on the market
take: a risk

3 1 display the new products 2 give a present

3 put it on the market 4 doing research
5 had a bad experience 6 made a purchase
7 gave me a refund 8 taking a risk
9 made a promise 10 often has an influence

Extra activity: Further discussion

Students discuss the following statements:

Big businesses are destroying traditional festivals.

The involvement of big businesses in traditional festivals encourages the public to celebrate them and therefore makes them better.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about traditional festivals. I can discuss and compare festivals in my country and abroad. I can use words associated with trade. I can understand the structure 'have / get something done' and use it to describe preparations for a future event.*

6E Writing

A formal letter of complaint

Summary

Topic: A formal letter of complaint

Vocabulary: Addition and contrast

Reading: A formal letter of complaint and an informal letter of complaint

Writing: Writing a formal letter of complaint

Lead-in

- Ask: *What things do you most often complain about?* (e.g. school, the weather, your parents) *Why is this?*
In pairs, students discuss the questions.
- Elicit students' answers.

Exercise 1 page 76

- Tell students about a product you once bought and returned because you were not happy with it, e.g. *I bought a lamp that didn't stand up straight, so I returned it. I told the sales assistant that I wasn't happy with my purchase. Luckily, he was helpful and gave me a refund.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 76

- Elicit or pre-teach *transfer* (to make somebody or something move from one place to another) and *shrink* (to become smaller or make something smaller)
- Students read the letter extracts in pairs and decide which ones are formal and informal.
- Ask: *What are the features of formal and informal writing in the extracts?*
- Elicit students' answers.

informal: B, C, G, I

formal: A, D, E, F, H

Exercise 3 page 76

- Read through the strategy with the class.
- In pairs, students do the exercise.
- Check answers as a class.

1 A 2 D 3 D, F 4 E 5 A, D, H 6 J 7 B 8 C, G
9 C, G 10 B 11 C 12 C, G, I 13 C 14 I

Exercise 4 page 76

- Students do the exercise.
- Elicit students' answers.

The letter is formal.

Sir / Madam; I am writing; purchased; was charged;
as recommended; Furthermore; was connected; I am
extremely disappointed; purchase; was advertised; In
addition; what is more; I would; I look forward to hearing
from you; Yours faithfully

Exercise 5 page 76

- Students do the exercise.
- Check answers as a class.

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

Exercise 6 page 76

- Ask students: *Do you think Sarah's formal letter will be taken seriously? (yes)*
- Then focus attention on Henry's letter. Tell students: *Now read Henry's letter. Will it also be taken seriously? (no)*
- Pre-teach *bargain* (something that is cheaper or at a lower price than usual). Ask students to underline the words in the letter that are in the wrong register. Remind them to use the points in the strategy as a guide.
- In pairs, students rewrite the incorrect sentences.
- Check answers as a class.

I'm writing to complain – I am writing to complain (which was a total bargain!!!) – which I thought was a very good price.

Anyway, when I put the jeans on – However, when I put the jeans on

I'm a small guy – I am a small person / man.

(?) – I am extremely disappointed about this.

I really don't understand how they could get so small!?!? – I really do not understand how they could shrink so much. I actually don't like them – I actually do not like them.

Speak soon – I look forward to hearing from you.

Language note: Addition and contrast

Although and *while* can go at the beginning of a sentence, with the two clauses separated by a comma.

While *I liked the jeans, I thought they were poor quality.*

Although *the camera was expensive, it was poor quality.*

However and *but* go between the two contrasting points.
The technician tried hard to fix the problem. However, he was unable to do so.

The advisor was helpful, but I still can't use the device.

Furthermore, in addition, what is more, to add to this, however and besides this are followed by a comma.

Exercise 7 page 76

- Revise the phrases for expressing contrast in 6C.
- Students do the exercise.
- Check answers as a class.

Addition: Furthermore, In addition, what is more, To add to this, Besides this

Contrast: Although, but, However, While

Exercise 8 page 76

- Students read the sentence pairs and decide whether they are contrasting or whether the second sentence gives additional information to support the first sentence.
- Point out that in some cases, students will have to join two sentences to make one sentence, whereas other sentence pairs will stay as two sentences.
- Students do the exercise.
- Students compare answers with a partner.
- Check answers as a class.

1 **The helpline advisor didn't know how the product worked. Besides this, he was very rude.**

2 **While the shop gives out a lot of free samples, I never buy anything because everything is very expensive.**

3 **When you shop online, you can't touch any of the products. In addition, you can't try anything on.**

- 4 When I received the dress it looked nothing like the photo on your website. To add to this, it was completely the wrong size.
- 5 Although I enjoy shopping at your store, I will not be returning because the sales assistants are very rude.
- 6 The technician explained how to connect the laptop. What is more, he offered to send me a manual.

Writing guide page 77

- Read the **task** together. Make sure students understand that they have to write a letter of formal complaint of about 170 words. Students choose one of the two situations to write their letter about.
- Give students fifteen minutes to complete the **ideas** stage. They can refer to letter A and the corrected version of letter B for ideas. While students **plan** their letter, remind them to use the correct register and to refer to the strategy on page 76 for guidance. Also encourage them to use expressions of addition and contrast. Remind them that *Dear Sir/Madam* and *Yours faithfully* are appropriate formal phrases in a formal letter.
- While students **write** their letter, circulate and monitor, helping with vocabulary and grammar where necessary.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extra activity: Fast finishers

Fast finishers can swap letters and check for mistakes. They should refer to the strategy on page 76 when they do this.

Additional writing activity

Write a letter to a train company. Your ticket was expensive as prices have recently gone up. However, the train was over one hour late, there was no heating on it and the staff on board the train were rude and unhelpful.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the correct register to use in a formal letter of complaint. I can understand letters of complaint about an MP3 player and a pair of designer jeans. I can use expressions of addition and contrast. I can write a letter of complaint.*

Vocabulary insight 6 page 78

Using a dictionary: collocations

- 1 1 in 2 into 3 with 4 on 5 a
- 2 1 away on business 2 set up in business
3 does business with 4 started a business
5 go into business
- 3 1 launch 2 loss 3 campaign 4 sample 5 profit
6 money
- 4 1 launch; make 2 random 3 campaign; loss 4 loss
5 samples; cost 6 save 7 campaign 8 profit
- 5 *Profit, launch, campaign* and *sample* have the same verb form.
1 profit 2 launch 3 campaign 4 sample
Students' own answers

Review 6 page 79

- 1 1 target 2 promote 3 display 4 persuade
5 launch 6 trick
- 2 1 luxury goods 2 marketing agency / campaign
3 brand image 4 advertising campaign / agency
5 insider knowledge 6 free samples
- 3 1 proportion 2 modest 3 majority 4 significant
5 tiny 6 whopping
- 4 1 e 2 b 3 d 4 c 5 f 6 a
- 5 1 are being manufactured 2 will have been sold
3 are purchased 4 won't be forgotten
5 were produced 6 has been used 7 were seen
8 were bought 7 are worn
8 hasn't been photographed
- 6 1 (More fair-trade clothes) will be sold in the future.
2 (Manufacturers) aren't paying factory workers enough.
3 (Celebrities) promote fair-trade products.
4 (Coffee) has been grown in Africa for centuries.
5 (Today, Brazil) produces most of the world's coffee.
6 (The charity 'Oxfam') was started by people in Oxford.
7 (A century ago, children) were still being employed by many factories.
8 (We) haven't stopped 'unfair' trade yet.
- 7 1 'm having my photo taken
2 got the car washed
3 has her eyes tested
4 haven't got my computer repaired
5 got their house painted
6 'm not going to have my hair dyed
7 'm having my hair cut short
8 got my exam results sent

Pronunciation insight 6 Workbook page 126

Answer key Teacher's Book page 155

Cumulative review Units 1–6

pages 80–81

1 1 G 2 G 3 S 4 S 5 G

2 2.05

1 a 2 b 3 c 4 a 5 c

Audio script

1

Manager Obviously it'd be nice if they bought a few more luxury goods, but my older customers make up for that. Younger customers seem to spend the majority of their money on snacks. I sell a lot of crisps! As a businessman, I welcome customers of all ages, unlike some of my colleagues. And if I treated every teenager as a potential shoplifter, I'd lose money, and that isn't in my interest. The chat and noise doesn't bother me so much, although my wife can't stand it!

2

Presenter And on line three it's Paul.

Paul Hello. I'm tired of listening to all your callers criticizing the new shopping centre. That woman who said it was crowded with teenagers buying high-street brands ... Oh, how awful! Could I suggest that she tries the luxury boutiques in town instead? This centre appeals to the vast majority of people, like me, who're looking for affordable high-street brands under one roof. No, it won't suit everyone, but then, it's impossible to please some people.

3

Josie Katie! I'm so sorry I'm late. But look! I was running, and trying to eat at the same time and ...

Katie Oh dear, that's a big stain! Don't worry, it'll come out. Listen, Josie. I'm really sorry.

Josie It's not your fault!

Katie No, but well ... You know I wore that top of yours to the party?

Josie Yeah ...

Katie Well, I got a hole in the skirt I was wearing it with, so I went to get changed ... and now I can't find it anywhere. I'm so sorry. I'll buy you a new one!

4

Announcer Attention, shoppers! We regret to inform you that some departments today are closed for renovations, but they'll be open again as usual tomorrow. This includes technology, but excludes the clothing department. If you buy any items there today, you'll receive a ten per cent discount. We'd like to apologize in advance to all fiction lovers for the long queues on the fourth floor. Famous author Suzanne Collins is currently signing copies of *The Hunger Games*!

5

Presenter So, the advert features Max, who'd rather stay in bed than go to college...

Mary When I saw this, I thought, 'oh dear.' This kind of tired stereotyping is disrespectful to teenagers.

Presenter Many students are quite easy-going ...

Mary Well, that's their reputation, anyway, although I'd question the fairness of that. My point is, advertisers need to realize that shoppers are a long way from being idiots who'll laugh at anything. It takes a lot more effort to persuade us to actually make the commitment to buy something – especially young people, who know all the tricks.

3 Students' own answers

4 Students' own answers

5 1 G 2 D 3 E 4 A 5 H 6 C 7 B 8 F

6 1 magazine 2 so 3 have / get 4 more 5 by
6 must 7 to 8 against 9 Unless
10 might / may / could

7 Students' own answers

Additional materials

Literature insight 3 Workbook page 88 Answer key Teacher's Book page 152

Exam insight 3 Workbook page 98 Answer key See website

7

The senses

Map of resources

Section A: Student's Book pages 82–83

Workbook page 52

Vocabulary bank, Food texture page 140

Section B: Student's Book pages 84–85

Workbook page 53

Grammar reference and practice 7.1, Workbook page 116

DVD extra, The Blue Cross page 85

Teacher's resource disk, Communication worksheet 7B

Section C: Student's Book pages 86–87

Workbook page 54

Teacher's resource disk, Communication worksheet 7A

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 88–89

Workbook page 55

Grammar reference and practice 7.2, Workbook page 117

Vocabulary bank, Ways of speaking page 140

Teacher's resource disk, Communication worksheet 7B

Section E: Student's Book pages 90–91

Workbook page 58

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 7 page 92

Using a dictionary: homonyms and homophones

Review 7 page 93

Pronunciation insight 7, Workbook page 127

Progress check Unit 7, Workbook page 59

Language and skills tests 7A and 7B, Test Bank

7A Reading and vocabulary

Taste

Summary

Topic: An article on why food tastes good

Vocabulary: Perception and observation; adverb-adjective collocations

Reading: An article about the sense of taste

Speaking: Discussing the sense of taste

Lead-in

- Elicit the five senses (sight, hearing, smell, touch, taste).
- Ask a student to volunteer to come to the front of the classroom and be blindfolded. Give them different items to touch, taste and smell, e.g. for touch: apple, orange, tennis ball; for smell: blackboard marker, perfume, cheese; for hearing: a tap on glass, a light switch being switched on and off, a book dropped on the floor, paper being crumpled.
- The student tries to identify the things. Do not correct or confirm answers.
- Remove the blindfold and tell the student the answers. Ask them how they identified the objects.

Exercise 1 page 82

- Focus attention on the photos and ask students what the people are doing and which senses they are using.
- Ask students which sense they think is the most important and elicit reasons for their answers.

The people are using their sense of taste to taste food, their sense of sight to look at things, their sense of smell to smell food, their sense of touch to feel things and their sense of hearing to hear things.

Exercise 2 page 82

- In pairs, students go through the statements and decide whether they are true or false.
- Students read the text and check their answers.
- Check answers as a class. Ask students if they found any of the answers surprising and elicit reasons for their answers.

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

Exercise 3 page 82

- Read through the strategy with the class. Ask: *Why does it make sense to order paragraphs in this way?* Students can respond in L1. (The first paragraph, which gives the topic of the text, helps us to understand the more detailed content of the text. The final paragraph consolidates our understanding of what we have learned.)
- Check the meaning of *texture* (n) /'tekstʃə(r)/ (the way that something feels when you touch it).
- Students do the exercise.

- They then compare answers with a partner.
- Check answers as a class.

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

Additional vocabulary

The following words are from the article *A question of taste*:

- *bitter* (adj) /'bɪtə(r)/ having a sharp, unpleasant taste; not sweet
- *sour* (adj) /'sauə(r)/ having a sharp taste like that of a lemon
- *aroma* (n) /ə'rəʊmə/ a smell, especially a pleasant one
- *pinch* (v) /pɪntʃ/ to hold a piece of somebody's skin tightly between your thumb and first finger
- *slimy* (adj) /'slaimi/ covered with a thick unpleasant liquid
- *lumpy* (adj) /'lʌmpi/ full of, or covered with, small solid shapes
- *saliva* (n) /sə'lɑːva/ the liquid produced in your mouth

Exercise 4 page 82

- In pairs, students ask and answer the questions.
- Check answers as a class.

- 1 Their taste buds aren't ready for the bitter taste of some vegetables.
- 2 Our prehistoric ancestors ate a lot of sweet fruit because it was widely available and easy to notice on trees and bushes. It was also a good source of energy.
- 3 Cold food doesn't smell.
- 4 Aromas make us hungry. Our taste buds and noses tell us what flavour something has.
- 5 Saliva transports the taste of food to our taste buds.

Extra activity: Speaking

In pairs, students describe the appearance, taste and texture of their favourite and least favourite foods, but they should not tell their partner what the foods are. Encourage them to use adjectives from the text, e.g. *sweet, sour, salty, bitter, dry, wet, slimy, lumpy, creamy*. Their partner guesses the food.

Circulate and monitor, helping where necessary.

Ask a few students to share their ideas with the class.

Exercise 5 page 83

- Read through the definitions with the class.
- Students do the exercise on their own or in pairs.
- They then compare answers with a partner.
- Check answers as a class.

- 1 detect
- 2 consider
- 3 distinguish
- 4 notice
- 5 view
- 6 differentiate
- 7 realize

Exercise 6 page 83

- Students read the sentences and choose the correct answers.
- They then compare answers with a partner.
- Check answers as a class.

- 1 distinguish
- 2 consider
- 3 differentiate; detect
- 4 noticed; realized
- 5 view

Language note: Adverbs of degree

Adverbs that modify adjectives are known as adverbs of degree. They always go before the adjective and express its level of intensity, e.g. *quite pleasant, terribly boring, incredibly exciting*.

Exercise 7 page 83

- Ask students to read the sentences and find the underlined collocations in the text. Tell them not to worry if they do not understand every word. The words in italics will help them to work out at least some of the meanings.
- In pairs, students match the words in italics to the collocations.
- Check answers as a class.
- Ask students which words they did not understand initially and how they worked out the meaning, e.g. *somewhat difficult* means 'quite difficult', which means 'not very easy'.

- 1 widely available
- 2 somewhat difficult
- 3 exceptionally careful
- 4 fairly tasteless
- 5 highly beneficial
- 6 universally accepted
- 7 utterly repulsive
- 8 entirely convinced

Exercise 8 page 83

- Before students answer the questions, ask them to brainstorm different vegetables, e.g. peppers, lettuce, aubergines, courgettes, cauliflower. Then elicit words for how raw food can be prepared, e.g. it can be smoked, sun-dried, marinated.
- Students discuss the questions in groups, considering different vegetables and their popularity amongst teenagers, and the different ways it can be prepared to make it pleasant to eat. They also discuss the advantages and disadvantages of forcing children to eat food they do not like.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Vocabulary bank: Food texture page 140

- 1 1 lumpy; smooth; runny; creamy; juicy; chewy; crunchy; oily; thick; crumbly; soft; moist

- | | |
|-------------|-----------|
| 2 1 crunchy | 7 lumpy |
| 2 juicy | 8 moist |
| 3 runny | 9 soft |
| 4 crumbly | 10 creamy |
| 5 thick | 11 chewy |
| 6 smooth | 12 oily |

- 3 Students' own answers

Extra activity: Further discussion

Tell students a little about types of British food that they might not like, e.g. black pudding (a sausage made from blood), marmite (a salty dark brown paste made from yeast that is spread on toast) and porridge (a dish made with oats boiled in water or milk and flavoured with salt or sugar).

Then ask:

Have you ever tried food from another country that you didn't like?

Why do you think people in different countries like different types of food?

Encourage students to think about factors that can affect people's tastes, e.g. climate, food availability.

Students discuss the question in groups.

When they have finished, ask a few students to share their ideas with the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the sense of taste. I can use verbs of perception and observation and adverb-adjective collocations. I can discuss the sense of taste.*

7B Grammar and listening

Beyond human senses

Summary

Topic: Animals that protect humans

Grammar: Reported speech

Reading: An article about a man who was rescued by dogs

Listening: A news report about a search for a missing man following an avalanche

Speaking: Discussing the role of service dogs; a role play between a news reporter and the victim of a shark attack

Communication worksheet 7B: Reported dictation

Culture note: Working dogs

Working dogs do a variety of tasks to help humans. Some are known as rescue dogs, and help humans in emergency situations such as avalanches. Working dogs also work as police dogs. They can track criminals, and their sense of smell enables them to locate missing people or drugs. Other dogs are service dogs, which are trained to assist people with a disability such as blindness or deafness. Service dogs may also provide mobility assistance to the physically disabled.

Lead-in

- Focus attention on the title *Beyond human senses* and ask students what they think it means (senses that humans do not have, or senses that are stronger than those of humans).
- Ask: *Do animals have extra senses or stronger senses than humans? Can you think of some examples?* If necessary, prompt students by telling them that some people say dogs can sense that earthquakes will happen, and even detect diseases such as cancer using their sense of smell. They can also hear things that humans cannot, such as dog whistles.

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 84

- Students study the photos carefully. Ask:
Who are the dogs helping in each photo?
What kind of environment are the dogs in?
Why they are needed?

(In the first photo, the dog is helping rescue workers after an avalanche. In the second photo, the dog is helping a person with a visual disability to move around a public place. In the third photo, the dog is helping police to solve a crime.)

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 2.06 page 84

- Read through the instructions with the class. Ask students what kind of information they need to listen out for (the kind of accident, the number of people missing). Tell them they do not have to try to understand every word they hear, but to listen for the gist of the report.
- Play the recording for students to note down their answers.
- Check answers as a class.

There was an avalanche. One person is missing.

Audio script

Newsreader This is the midday news here on Radio Canton. As we continue to receive reports of this morning's terrifying avalanche in the Alps we cross now to our reporter at the scene, Lindy Charendoux. Lindy, can you give us the latest on the situation down there?

Reporter Thanks, Alain. I'm standing here on the slopes watching as the rescue teams and their dogs continue to search under tons of snow for the missing ski instructor, Charles Grimaldi. The avalanche happened at 11.05 a.m. this morning just after Charles and his group had set out. We know the group is safe, but concerns are growing for the safety of their instructor. For the moment, there is no further news, but I will be here for the rest of the day and will update you as and when anything changes ...

Newsreader Thanks, Lindy, now on to today's other news ...

Exercise 3 page 84

- Before students read the article, ask them what they think happened to Charles Grimaldi.
- Students read the article and answer the question.
- Check answers as a class. Ask students which sentences gave them the answer.
- Ask further questions about the article:
Why did Charles Grimaldi think it was safe to go skiing? (The weather reports had not indicated any avalanches and the weather was good.)
What happened to him when the avalanche hit him? (He was blinded and could not hear anything. He started to lose the feeling in his arms and legs.)
- Ask: *What is a loud rumbling noise?* Elicit a translation. Students can use the context of the avalanche to work out the meaning.

He was buried in an avalanche. He was found by mountain rescue dogs.

Language note: Reported speech

We use reported speech to report what people have said using our own words rather than their exact words. Usually, when we use reported speech, time has passed since the actual words were spoken. Furthermore, we are no longer in the place where they were spoken; therefore, we usually change pronouns, possessive adjectives, tenses and adverbs such as *here* and *there*.

'I want to stay here,' she told me.
She told me that she wanted to stay there.

Exercise 4 page 84

- Ask: *When do we use reported speech?*
- Focus attention on the sentences in the exercise. Ask: *Are the sentences in direct or reported speech?* (direct speech)
- Students do the exercise on their own.
- Check answers as a class.

- 1 he was a very lucky man
- 2 he was still feeling very weak
- 3 the weather had been good on the mountain
- 4 he had worked as an instructor on those slopes for 15 years
- 5 the weather reports hadn't shown any indication of avalanches
- 6 couldn't stand up on his own
- 7 he would thank the dogs and their handler in person

Exercise 5 page 84

- Tell students to look at the verbs in the direct speech sentences in exercise 4 and the corresponding verbs in the article. Ask them to identify their tenses. Then ask: *What happens to verb tenses when we change direct speech to reported speech?* (They 'go back' one tense, e.g. present simple – past simple, present perfect – past perfect.)
- Students complete the table.
- They then compare answers with a partner.
- Check answers as a class.

- 1 past simple
- 2 past continuous
- 3 past perfect
- 4 past perfect
- 5 past perfect
- 6 could
- 7 would

Grammar reference and practice 7.1

Workbook page 116

- | | |
|-----------------|-----------------------|
| 1 1 couldn't go | 4 were always playing |
| 2 hadn't eaten | 5 would be |
| 3 had finished | 6 was |
| 2 1 his | 4 I; my |
| 2 them | 5 he; my |
| 3 they | 6 he; her |
| 3 1 warned | 4 admitted |
| 2 pointed out | 5 explained |
| 3 explained | 6 agreed |

- Ask:

*Which are the reporting verbs? (said and promised)
Why do we sometimes use reporting verbs other than 'said' and 'told'? (They often give information about how something was said.)*

- Tell students to find more reporting verbs in the article.
- Check answers as a class.

said, told, pointed out, explained, admitted, added, promised, agreed

Language note: *said* and *told*

Said is never followed by an object.

I said that I was tired.

Told is always followed by an object.

The teacher told the class to sit down.

Extra activity: Speaking

Ask students to think about an accident they have had and the help they received. Begin by telling them about an accident you have had, e.g. *When I was ten I was knocked down by a bus. The bus driver was very kind and said he hadn't had enough time to stop the bus. I admitted that I had been careless. People said I should go to hospital, but I told them I didn't want to. Then my mother arrived. She was very worried and said I needed to see a doctor. At the hospital, the doctor told me I was fine. But he also said I had to pay more attention when I was crossing the road!*

In pairs, students tell each other their stories, reporting what they and other people said using reported speech.

Exercise 7 page 85

- Write the first sentence of the exercise on the board. Circle the following words and annotate them: *admitted* (reporting verb), *today* (time phrase), *has been* (present perfect), *my* (possessive adjective).
- Ask how these words and their position in the sentence need to change in reported speech.
- Students do the exercise on their own.
- They then compare answers with a partner.
- Check answers as a class.

- 1 Ella admitted that that day had been the worst day of her life.
- 2 The rescue team leader said that the rescue dogs lived there in the winter.
- 3 Gunter told us that he had spent an hour buried under the snow the day before.
- 4 Gunter added that he couldn't feel his fingers or his toes.
- 5 The rescue team promised (me) that they would find my brother.
- 6 The search leader explained that they were waiting for the rescue dogs to arrive.
- 7 The couple agreed that they had had a lucky escape that day.
- 8 The skiers pointed out that before the avalanche began, they had heard a rumbling noise.

Exercise 6 page 85

- Write the following sentences on the board:
Police said they had been searching for the missing child for two days.
I promised my parents I would never run away again.

Exercise 8 page 85

- Ask students to look at the title of the text. Pre-teach *sense* as a verb (to realize or become conscious of something). Ask: *What did the dolphins sense?* (that Dan was in danger)
- Students work on their own to complete the text.
- Check answers as a class.

1 was 2 couldn't 3 had survived 4 had been
5 had hit 6 had noticed 7 had stayed 8 had
9 was 10 was getting 11 hadn't stopped
12 was planning 13 didn't like

Exercise 9 page 85

- Read through the instructions with the class. Tell students to look at their answers to exercise 8 and rewrite Dan's sentences in direct speech.
- In pairs, students plan which questions the reporter can ask Dan, using the information in the text.
- Students practise asking and answering questions.
- Circulate and monitor, helping where necessary.
- Ask a few pairs to act out their role play for the class.

DVD extra The Blue Cross

Extra activity: Game

Play a game. Put students into large groups and tell them to sit in circles if possible.

Begin by giving student 1 in each group the following sentence: '*I think I know who has stolen my purse,*' said Maria. Tell the student to whisper it to student 2. Student 2 changes the sentence to reported speech and whispers it to student 3. Student 3 changes it back to direct speech, and so on.

When the last person in each group hears the sentence, ask them to say what they heard. Is it the same as the original sentence or the reported version?

You can repeat the activity with more sentences, e.g.

'*My teacher was angry with me because I had forgotten to do my homework,*' said Paul.

'*We've made a cake because it's our dad's birthday tomorrow,*' said Helen.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a man who was buried in an avalanche. I can use reported speech. I can perform a role play in direct speech.*

7C Listening, speaking and vocabulary

Don't shout, I can see!

Summary

Topic: What the blind can see and the deaf can hear

Listening: A radio interview with a blind teenager and a deaf teenager

Speaking: Discussing what life is like for the deaf and blind

Vocabulary: Noun suffixes: -tion, -sion

Functional language: Complaining and asking people to do things

Communication worksheet 7A: Reordering sentences and dialogues

Lead-in

- Write the following questions on the board:
If you had to live without one of your senses, which one would it be, and why?
Which sense would you find it hardest to live without?
What do you think life is like for blind people?
What is it like for deaf people?
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 1 2•07 page 86

- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class and write notes on the board.
- Play the recording for students to listen and compare their answers.
- Check answers as a class.

1 Most blind people can see bits of light and can distinguish shapes in black and white.

2 Most deaf people can hear low sounds.

Audio script

Presenter As part of Disability Awareness Week, we're talking today to two teenagers, Emily and Nick. Emily has a hearing impairment and Nick is visually impaired. Good evening to you both. First of all, I think our listeners would be interested to know what blind people actually see and what deaf people hear.

Nick Well, people think that we see total darkness, the same as sighted people see when they close their eyes, but in fact, most blind people like me can see bits of light and can distinguish shapes in black and white. But very few can see colours.

Emily Yes, most deaf people can hear something, depending on the situation. I can hear low sounds, but I can't hear high sounds, and many other sounds are unclear. For example, I can hear voices, but I can't understand what the people are saying.

Exercise 2 2.08 page 86

- Check that students remember the teenagers' names and their disabilities. (Nick is blind and Emily is deaf.)
- Students read the statements and predict whether they are true or false. Encourage them to underline key words that will help them to listen for the correct information.
- Play the recording for students.
- Check answers as a class.

1 F 2 F 3 T 4 F 5 T 6 F 7 T 8 NG

Audio script

Presenter How do people in general react to your impairment?

Emily I don't give the impression that I'm deaf at first, but when people find out, because I have to ask them to repeat something maybe more than once, they sometimes try and avoid talking to me.

Nick I find people often want to help me, especially if I'm crossing the road or waiting in a queue. I shouldn't complain about it, I know – they're just trying to be nice – but I don't need their help or protection. When I want help, I just ask for it.

Emily Yes, but on the other hand, there are some basic ways to help which people forget, even friends who know me well. When they speak, I have to see their faces so that I can lip-read, but they often forget to look at me. Even teachers in class turn towards the board and carry on speaking. I always have to ask them to turn round!

Nick Yes, I know what you mean. It's a bit irritating when teachers do presentations in class and they forget to read out the words on the slides or describe the pictures.

Presenter And is it true that your other senses are better than most people's?

Emily No, I don't think so. I think in my case, I just use them more effectively. For example, I use my eyes a lot to detect what's going on. It's hard for me to follow a conversation with a big group of people, but I can interpret their feelings from their facial expressions even if I can't hear what they're saying.

Nick Yes, I use touch to identify things and to read Braille, and I think blind people have more sensitive hearing. That's why we find it easier to learn foreign languages, sing in tune and play instruments. I actually play the piano and the saxophone. Music is something I really enjoy and I would like to be a successful musician in the future.

Presenter That's interesting. Emily, do you know what you want to do after school?

Emily No, I haven't made a decision about my future yet, but deaf people can enjoy music, too. People don't realize that. We can hear – or at least feel – the beat and the vibrations of the music, whether it's watching a video on TV or at a music festival. Watching musicians perform is very entertaining and I love dancing, too. It allows me to express myself. But I've had some negative reactions from people, like, 'Er, this is a music festival, why are deaf people here?' I find that quite insulting.

Nick I've had similar reactions. Once, I was sitting on the beach at sunset and a sighted friend said, 'It's a pity you can't enjoy the view, it's so beautiful!' I explained that I could enjoy it – I could hear the waves, I could sense the tranquillity and the light disappearing. My sensations were different from his, but not any less enjoyable.

Emily Well, what most people forget is that deaf people can do anything that hearing people can, except ... hear.

Nick And the same goes for blind people.

Presenter That's a great place to end our programme. Emily and Nick – thank you very much for joining us and sharing your ...

Exercise 3 page 86

- Students read the sentences and decide whether Emily or Nick said them. If necessary, play recordings 2.07 and 2.08 again.
- Students write the verb forms of the highlighted words. They then use their answers to complete the rules.
- Check answers as a class and model the pronunciation of *reaction* (n) /rɪ'ækʃn/, *situation* (n) /sɪtʃu'eɪʃn/, *expression* (n) /ɪk'spreʃn/ and *decision* (n) /dɪ'sɪʒn/.

1 N 2 E 3 E 4 E

1 react 2 situate 3 express 4 decide

a -ion b -ion c -ion d de;-sion

Extra activity: Game

Write the following words on separate cards: *action*, *celebration*, *collection*, *direction*, *discussion*, *confusion*, *invasion*, *explosion*, *revision* and *persuasion*. Make three sets of cards.

Put students into three groups and give each group a set. Students take it in turns to pick a card and define the word. The rest of the group guess the correct word. Circulate and monitor, checking that students are pronouncing the words correctly.

Culture note: Deaf Youth Orchestra

The **Deaf Youth Orchestra** was started in 2006 in West Yorkshire, and currently has 22 members from different parts of the country. It is part of the charity Music and the Deaf, which was set up by Paul Whittaker in 1988 to help deaf people enjoy and access music.

Exercise 4 page 86

- Check the meaning of *empower* (to give somebody power or authority to do something).
- Students read the text and complete it. Tell them to look carefully at the words before each gap as these will help them decide whether they need a verb or a noun.
- Students compare answers with a partner.
- Check answers as a class.

1 express 2 reactions 3 vibrations 4 decision

5 conclusion 6 impression

Exercise 5 page 86

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Elicit their answers. For question 3, write their answers on the board. Ask: *Which sense do students think is the strongest?*

Exercise 6 page 86

- Tell students to imagine that they are at a concert, watching their favourite band. The person in front of them keeps talking to his friends loudly and filming the band with his tablet, so they can't see. How would they ask him to stop?
- Elicit students' answers, and encourage them to think of polite ways of complaining.

- Students read the situations, and in pairs discuss where they are taking place and in which situation they would complain. They then match the complaints to the responses.
- Check answers as a class.

1 d 2 c 3 a 4 b 5 e

Exercise 7 2-09 page 87

- Read through the instructions with the class and make sure students understand what they have to do.
- Play the recording for students to do the exercise.
- Check answers as a class.

A 4 B 3 C 2

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

Audio script

A

Boy I'm sorry to bother you, but I've just bought this hamburger and chips and I'm afraid there's a slight problem.

Assistant OK, what is it?

Boy Well, the chips are cold and some of them are burnt and the burger has got mustard in it – I asked for no mustard.

Assistant OK, let me exchange this for you.

Boy Thank you. Could you possibly put ketchup in the burger and not mustard, please?

Assistant No problem. It will only be a moment.

B

Student Excuse me, I've been waiting here for nearly an hour.

Receptionist What time is your appointment?

Student It was supposed to be at twelve o'clock and it's now nearly one.

Receptionist I'm afraid we're a bit behind schedule today.

Student I need to get back to school. Do you mind asking the dentist how long he's going to be?

Receptionist Yes, of course. I don't think he'll be much longer.

Student OK, but I can only wait another five minutes.

Receptionist I'll see what I can do. I'm very sorry about this.

C

Girl Martin!!!! Would you mind turning down the telly?

Boy What did you say?

Girl The telly. Can you turn it down, please? It's so loud. I can hear every single thing they're saying and I'm trying to get some sleep.

Boy Oh, yes, sorry about that.

Exercise 8 2-09 page 87

- Ask students to complete as many phrases as they can. Tell them their answers may be different from the recording, but still correct in themselves.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.
- Play the recording for students to check their answers.
- Check answers as a class.
- Ask students to put the phrases in order, from the most to the least formal. (*I wonder if you could ... Could you possibly ...? Would you mind ...? Do you mind ...? Can you ...?*)

**1 I'm sorry 2 I'm afraid 3 Excuse 4 Could you
5 mind 6 mind 7 Can**

Exercise 9 2-10 page 87

- In pairs, students put the dialogue in the correct order.
- Play the dialogue for students to listen and check their answers.
- They then underline the expressions for making a complaint and asking people to do things.
- Ask students if they would complain in the same way as the girl? Why / why not? What other language would they use?
- Elicit students' responses.

Audio script

Manager Yes, can I help you?

Hannah I'd like to make a complaint about the people sitting near me.

Manager Where are they sitting and what's the problem?

Hannah I'm sitting in row E at the moment and the people behind me are talking all the time and making a lot of noise.

Manager Oh, dear. I'll go and speak to them.

Hannah Well, I'd be grateful if you could tell them to leave if they don't stop. I can't watch the film and I paid £6.40 for my ticket.

Manager I'm sorry. Come and show me who they are and I'll see what I can do.

Hannah OK. That sounds good.

Exercise 10 page 87

- Ask: *What's the best way to make a complaint? Should you be friendly and polite or is it better to be more direct? Which approach gets the best results?*
- Elicit answers.
- In pairs, students choose one of the situations and prepare their dialogue. They should decide what approach they will take. Will they be friendly and polite or more direct?
- Students act out their dialogues.
- Circulate and monitor, helping where necessary.
- Ask a few pairs to act out their dialogues to the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio interview with a deaf teenager and a blind teenager. I can use words ending in '-sion' and '-tion'. I can use language for complaining and asking people to do things.*

7D Culture, vocabulary and grammar

A Walk in the Woods

Summary

Topic: Walking in the wild

Speaking: Describing camping or sleeping outdoors and the sounds you hear; a dialogue between friends during a walk in the woods

Vocabulary: Sight and sound

Reading: An extract from the novel *A Walk in the Woods*, by Bill Bryson

Grammar: Reported questions and commands

Communication worksheet 7B: Reported dictation

Lead-in

- Ask:
Who's afraid of the dark?
Why are some people afraid of the dark?
If you found yourself alone in an unknown place in the dark, what senses would you use to work out where you were?
- Elicit students' answers.

Language note: The present participle

The present participle is often used to describe what somebody or something is doing. It is often used after verbs like *see, notice, watch, hear, sound* and *listen to*.
I could hear him snoring.
I saw you talking to him.
It sounded like someone laughing.

Exercise 1 page 88

- Ask: *What are the good things about camping? What are the bad things?*
- Elicit some ideas.
- Students then discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Culture note: A writer's experience

Bill Bryson (born 1951) is a prize-winning author. He has written humorous books on travel, science and the English language. Born in the USA, he has spent most of his adult life in the UK. Despite receiving worldwide acclaim for his travel literature, Bryson does not view himself as an expert traveller or explorer, and details this sense of inadequacy with self-deprecating humour.

The Appalachian Trail is a 3,500-kilometre hiking trail following the Appalachian Mountains in the eastern United States. The mountain range itself extends from Georgia in the south of the country across the border to Canada. The trail, however, goes from Georgia to Maine in the north-eastern United States.

Exercise 2 page 88

- Students look at the cover and guess what the book is about.
- They then read the information about the book and compare their ideas.
- Check the answer with the class.

It's about the author's adventures when he hiked along the Appalachian Trail with a friend.

Exercise 3 page 88

- Ask students to read the extract for the gist of the story before discussing the questions in pairs.
 - Ask a few students to share their ideas with the class.
- 1 A bear was snuffling around their tent one night while they were travelling along the Appalachian Trail.**
- 2 Students' own answers**
3 Students' own answers
4 Students' own answers

Exercise 4 page 88

- In pairs, students do the exercise.
- Check answers as a class.

**1 stare 2 peer 3 whisper 4 blink 5 snore
6 snuffle**

Exercise 5 page 88

- Students read the text and complete it.
- They then compare answers in pairs.
- Check answers as a class.

**1 snoring 2 snuffling 3 whispered 4 stared
5 blinked 6 peered**

Additional vocabulary

The following words are from the extract *A Walk in the Woods*:

- branch* (n) /'bra:ntʃ/ one of the main parts of a tree that grows out of the thick central part
- foliage* (n) /'fəʊliɪdʒ/ all the leaves of a tree or plant
- unzip* (v) /,ʌn'zip/ to open the device that keeps an opening closed with metal or plastic teeth
- nail clippers* (n) /'neɪl klɪpəz/ a small metal tool used for cutting fingernails and toenails
- buck* (n) /bʌk/ a deer with horns
- timid* (adj) /'tɪmɪd/ easily frightened; shy and nervous

Extension activity: Fast finishers

Fast finishers write the next part of the story, describing the bears' return visit or something else that happened.

Exercise 6 page 89

- Ask students to read the sentences and decide whether they are reported questions or commands.
- Students look for the matching questions and commands in direct speech in the extract.
- Check answers as a class.

**1 RQ; '... did you pack a knife?'
2 RQ; 'Have you got anything sharp at all?'
3 RC; 'Oh, you brute, go away!'
4 RC; 'Just leave it alone ...'
5 RQ; 'How can you be so calm?'**

Exercise 7 page 89

- With a **weaker class**, refer students to the sentences in the extract that are in direct speech. Ask them which ones are *yes / no* questions. Then go through the sentences in reported speech in exercise 6 and identify the reporting verb, the subject and the verb.
- In pairs, students choose the correct words in the rules.
- Check answers as a class.

1 whether 2 before 3 object

Language note: Reporting verbs

We can use a variety of reporting verbs for commands in reported speech, e.g. *tell, advise, command, instruct, order, remind, warn*.

Mum reminded me to pack a warm jumper.

The doctor told Ben to stay in bed.

Grammar reference and practice 7.2

Workbook page 117

- | | |
|--------|--------|
| 1 1 b | 5 a |
| 2 a, b | 6 b |
| 3 a | 7 b |
| 4 a, b | 8 a, b |

- 2 1 Luke told me to wait there for him.
2 Mum asked (me) where Paul lived.
3 Nancy asked (me) how my toe was.
4 She told me to give her the torch.
5 Mr Carr told me not to do anything until the next / following week.
6 Kevin asked (me) if / whether I'd been ill.
7 Dad told us not to play our music so loud.
8 The man asked (me) if / whether I was Ted Fielding's nephew.

Extra activity: Speaking

Tell students to imagine they are Bryson or Katz. Two nights after the visit from the bears, Bryson wakes up after hearing a noise outside the tent. He is terrified, but Katz is uninterested and wants to go back to sleep. However Bryson convinces Katz to go outside to see if the bears have come back. Katz reluctantly agrees and looks out of the tent ...

Students prepare the dialogue between Bryson and Katz about the incident and include commands and questions.

Students act out the dialogue.

Circulate and monitor, helping where necessary.

Students then swap partners. They take it in turns to report the conversation to their partner.

Exercise 8

page 89

- With a **weaker class**, remind students of the tense and pronoun changes they will need to make.
- Students do the exercise on their own or with a partner.
- They then compare answers with a partner.
- Check answers as a class.

- 1 The teacher asked if / whether anyone was really frightened of the dark.
2 The teacher asked what sights and sounds we thought we would see.
3 The teacher told / advised us to put our torches away. He told us / said that we didn't need them.
4 The teacher told / warned us not to speak or whisper because we would frighten the wildlife.
5 The teacher told us to go to our tents when he asked us to.
6 The teacher told / warned us not to wander off alone.

- 7 The teacher asked if / whether anyone recognized the smell. He said / told us it was a fox.

- 8 The teacher asked if we had heard the owl hooting.

Exercise 9

page 89

- Read through the instructions with the class.
- Elicit words to describe sounds, e.g. *rumbling, snuffling and snoring*. Then tell students to read the text again and find expressions to describe noises, e.g. *a sound of undergrowth being disturbed, a click of breaking branches, a weighty pushing through low foliage, the sound of him rolling over and a series of snuffling noises, heavy lapping noises*
- Ask:
What strange sounds might you hear in the woods?
Who or what might make them?
What time of day or night it is when you are walking in the woods?
How you might react when they hear the noises?
- Students prepare their dialogues in pairs.
- Circulate and monitor, helping where necessary.
- Put students into different pairs and tell them to report their conversation to their new partner.
- Circulate and monitor, helping where necessary.
- Ask a few pairs to act out their dialogues for the class.

Extra activity: Further discussion

Tell the class about something frightening that happened to you. Include a reported dialogue with questions and commands, e.g. *I was on plane. A few minutes after take-off the engines started making a terrible noise. Some people starting screaming but others were very calm. The cabin crew told us not to worry. I asked whether we were going back to the airport. One crew member replied that she didn't know. She could see that I was frightened and told me to stay calm. After a few minutes there was an announcement from the pilot. He told us that he had decided to return to the airport. He told us to fasten our seatbelts. Soon we were safely on the ground again but I will never forget that frightening event.*

In pairs, students tell each other about something frightening that has happened to them.

Circulate and monitor, helping where necessary.

Ask a few students to share their story with the class.

Vocabulary bank: Ways of speaking

page 140

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

2 1 shout 2 whisper 3 stammer 4 whine
5 cheer 6 sigh 7 exclaim 8 argue

3 Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an extract from a book about a walk along a hiking trail. I can understand and use verbs that describe sight and sound. I can report a conversation including commands and questions using various reporting verbs.*

7E Writing

A report on survey findings

Summary

Topic: Noise levels at school

Vocabulary: Approximations and fractions

Reading: A report on survey findings about noise levels at a school

Writing: A report on survey findings

Lead-in

- Ask: *Is your school a good place for learning?* Students should consider factors such as noise, heating, lighting, comfort, food and crowding.
- In pairs, students discuss the question.
- Ask a few students to share their ideas with the class.

Exercise 1 page 90

- In pairs, students do the survey and then compare their results with another pair.
- Go through the questions and ask for a show of hands for each answer. Write the results on the board.

Exercise 2 page 90

- Tell students they are going to read a report based on the results of the survey in exercise 1.
- Students read the paragraphs and put them in the correct order, using the survey in exercise 1 as a guide.
- They then check answers with a partner.
- Check answers as a class.

A 3 B 5 C 1 D 4 E 2

Exercise 3 page 90

- Students match the headings to the paragraphs.
- Check answers as a class.

1 A 2 C 3 – 4 B 5 E 6 D

Exercise 4 page 91

- Read through the strategy with the class. Ask: *Which phrase cannot be used to introduce a first point?* (Moving on to ...)
- Students read the report again and find more phrases for making writing flow smoothly.
- Which phrases they would use to move from one point to another? (*With regard to ..., Additionally, ...*) Which would they use to introduce the last point of a text? (*Turning to the final question, ...*) Which would they use at the end of a text to introduce a summary of its arguments? (*In conclusion, ...*)

With regard to ...; In conclusion, ...; Additionally, ...; Turning to the final question, ...

Exercise 5 page 91

- Write *quarter, third* and *half* on the board and elicit the percentage for each (25%, 33.3% and 50%).
- Students match the meanings and percentages.
- Check answers as a class.

- 1 just over 2 just under 3 well over 4 well under
5 about a quarter 6 approximately a third
7 just under three quarters 8 well over three quarters
9 nearly all

Extra activity: Survey phrases

Focus attention on the results of the survey on the board.

In pairs, students practise using phrases for making writing flow smoothly and approximations and fractions, e.g. *We found that well over three quarters of the students did not like the sound of the school bell. Additionally, nearly all the students said they thought the canteen was too noisy.*

Ask a few students to share their ideas with the class.

Exercise 6 page 91

- Focus attention on the pie chart showing Year 9 taste preferences. Ask students to work in pairs and use approximations and fractions to describe each section of the pie chart, e.g. *Just over a quarter of students like sweet things.*
- In pairs, students decide whether the sentences are true or false. They then correct the false ones.
- Check answers as a class.

1 F: Just over a quarter of students in year 9 like sweet things.

2 T

3 F: Well under a quarter of students like sour food.

4 T

5 F: Almost no one likes the taste of bitter food.

6 T

Writing guide page 91

- Read the **task** together. Tell students they are going to do a survey on a subject of their choice and then write a report on the findings of the survey. It is a good idea to give students an indication of how many words they should write (about 350).
- Students choose one of the given topics or choose their own idea, linked to one of the five senses, which can be one of those suggested in the warm-up activity.
- Give students fifteen minutes to complete the **ideas** stage. When they are preparing their survey, tell them to write Yes / No questions only. While students **plan** their report, remind them to use phrases for making their writing flow and approximations and fractions. Also encourage them to use verbs of perception and observation and reported speech. Tell students to look at the phrases that are used to open and conclude the report on page 90.
- While students **write** their report, circulate and monitor, helping with vocabulary and grammar where necessary.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extra activity: Fast finishers

Ask **fast finishers** to write an extra paragraph for the report in exercise 2 using the extra heading in exercise 3: *Noise in the playground*. They should use phrases for making their writing flow, as well as approximations and fractions.

Additional writing activity

In pairs, students prepare six questions for a short survey on a subject of their choice. It could concern plans, e.g. for the weekend, holiday preferences. Students should use the model survey in exercise 1 as a guide.

Students move around the classroom, asking each other the questions and making a note of the answers. One student should ask the first three questions, and the other the last three questions.

Students write a report based on their findings, using the report in exercise 2 as a guide. They should include reported speech, expressions for making writing flow and approximations and fractions.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use expressions for making writing flow more smoothly and approximations and fractions. I can conduct a survey and write a report based on my findings.*

- 7 1 Anna to stop
2 why they had stopped
3 Anna to look ahead
4 (Anna / her) if / whether she could see the bear
5 Ben / him not to be stupid
6 Anna / her if / whether she would just trust him, for once
7 Anna / her not to argue with him
8 Ben / him to let go of her arm
9 (Ben / him) why he was pulling her back
10 (Anna / her) if / whether she wanted to go ahead and get eaten

Pronunciation insight 7 Workbook page 127

Answer key Teacher's Book page 155

Vocabulary insight 7 page 92

Using a dictionary: homonyms and homophones

- 1 1 two 2 two 3 three 4 two
2 1 view 2, 2 2 view 2, 1 3 view 1, 2 4 view 1, 3
5 view 1, 1
3 1 a 2 b 3 b 4 a 5 b 6 a
4 1 F 2 T 3 T 4 T
5 1 stare (v), stare (n) – homonym; stair – homophone
2 bear (v), bear (n) – homonym; bare – homophone
3 blink (v), blink (n) – homonym
4 glare (v), glare (n) – homonym

Review 7 page 93

- 1 1 realize 2 viewed 3 distinguish 4 detect
5 noticed 6 differentiate
2 1 entirely 2 widely 3 careful 4 difficult
5 tasteless 6 utterly
3 1 situation 2 reaction 3 expression 4 protection
5 conclusion 6 Vibrations
4 1 snoring 2 whispering 3 snuffling 4 peered
5 blinking 6 stared
5 1 felt 2 had woken 3 had smelt 4 had 5 could
6 would 7 were investigating 8 hadn't found
6 1 (Ada admitted) that she had never been so frightened.
2 (She told reporters) that she was proud of her cat.
3 'My cat smelled the fire,' (she explained.)
4 'I don't feel safe here,' (she added.)
5 (She told us) that she would sleep in a hotel that night.
6 'We are interviewing witnesses,' (the police said.)
7 'I saw a man outside,' (said a girl.)
8 (The police warned that) they couldn't say if it was important yet.

8

Decisions

Map of resources

Section A: Student's Book pages 94–95

Workbook page 60

Vocabulary bank, Gender-neutral job titles page 141

Teacher's resource disk, Communication worksheet 8A

Section B: Student's Book pages 96–97

Workbook page 61

Grammar reference and practice 8.1, Workbook page 118

Grammar reference and practice 8.2, Workbook page 118

Teacher's resource disk, Communication worksheet 8B

Section C: Student's Book pages 98–99

Workbook page 62

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 100–101

Workbook page 63

Grammar reference and practice 8.3, Workbook page 119

Vocabulary bank, Conflict: phrasal verbs page 141

DVD extra, Suffragettes page 101

Section E: Student's Book pages 102–103

Workbook page 66

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 8 page 104

Using a dictionary: idioms

Review 8 page 105

Pronunciation insight 8, Workbook page 127

Progress check Unit 8, Workbook page 67

Language and skills tests 8A and 8B, Test Bank

Cumulative review Units 1–8 pages 106–107

Literature insight 4, Workbook page 90

Exam insight 4, Workbook page 100

8A Reading and vocabulary

Think differently

Summary

Topic: Choosing your career

Vocabulary: Adjectives for describing jobs; idioms: work

Reading: An article about a young man who chose his career by trying 52 different jobs over 12 months

Speaking: Discussing your future career

Communication worksheet 8A: Crossword

Lead-in

- Ask:

What job did you want to do when you were very young?

Why did you want to do it?

What do you think are the most popular jobs with young people?

- In pairs, students discuss the questions.

- Elicit answers.

Exercise 1 page 94

- Read through the instructions with the class and make sure students understand what they have to do.
- Students work on their own to put the ideas in order of importance.
- Then put students into groups to compare ideas and to explain their reasons.
- When they have finished, ask a few students to share their ideas with the class.
- Students scan the text and tick the ideas mentioned.
- Check answers as a class.

do the same thing every day, work outside, help other people

Exercise 2 page 94

- Students read the statements and do the exercise.
- They then compare answers with a partner.
- Check answers as a class.

1 T 2 NG 3 F 4 T 5 F 6 NG 7 T 8 F

Exercise 3 page 94

- Elicit or pre-teach *passion* (a very strong liking for or interest in something) and *passionate* (showing or caused by very strong feelings).
- Ask students to read the text again and find the ten jobs mentioned.
- In pairs, students answer question 1 by discussing the jobs that interest them, giving reasons.
- They then tell each other what their talents are, if they have a passion in life, and if they think they could make a career from it.

- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 4 page 94

- Students do the exercise. Remind them that if they understand part of a word or one word in a compound adjective, it can help give the full meaning of the adjective.
- Check answers as a class.

1 dead-end **2** highly-skilled **3** challenging
4 high-flying **5** glamorous **6** repetitive **7** stressful
8 worthwhile **9** varied

Additional vocabulary

The following words are from the article *The big question*:

- *dairy* (adj) /'deəri/ [only before a noun] connected with the production of milk
- *meaningful* (adj) /'mi:nɪŋfl/ useful, important or interesting
- *forever* (adv) /fə'revə(r)/ for all time; permanently
- *be bothered about (something)* (phr) /,bi: 'bɒðəd əbaʊt/ to be worried about something

Extra activity: Speaking

Students take it in turns to talk about another student in the classroom, describing their passions, the future career they would like to do and the qualities they have that will help them realize it, e.g. *She is passionate about art and design. I think she's going to be a furniture designer. She's creative and has original ideas. She's also hardworking.* If they do not know the person well, they guess. Encourage them to use adjectives for describing jobs.

The rest of the class must guess who the person is.

Exercise 5 page 95

- Focus attention on the exercise and cartoon. Ask: *Do you recognize the cartoon?* (Bart Simpson, from the successful cartoon series *The Simpsons*)
What do you think the text is about?
- Students complete the text.
- Check answers as a class.

1 repetitive **2** varied **3** challenging **4** worthwhile
5 dead-end **6** high-flying **7** stressful

Exercise 6 page 95

- Focus attention on the underlined idioms in the article. Remind students that idioms can be visual, which may help explain their meaning.
- In pairs, students try to work out what the idioms mean without referring to the definitions in the exercise.
- They then match the idioms to their definitions.
- Check answers as a class.

1 put his feet up
2 start the ball rolling
3 show him the ropes
4 thrown in at the deep end
5 had a lot on his plate
6 the bottom line
7 rise to the challenge

Exercise 7 page 95

- Write *high-flying job* and *job that you love* on the board.
- Ask:
What are the advantages and disadvantages of a high-flying job? (e.g. advantages: money, nice home, cars, holidays; disadvantages: stressful, long hours, not enough time with family and friends)
What are the advantages and disadvantages of a job that you love that might not pay much money? (e.g. advantages: job satisfaction, more time with family, disadvantages: not enough money, worrying about bills)
What knowledge do older people have that can help you choose the right career? When might their advice not be helpful?
- Elicit ideas and write notes on the board.
- In groups, students discuss the questions.
- Circulate and monitor, helping where necessary.
- Ask some students to share their ideas with the class.

Vocabulary bank: Gender-neutral job titles

page 141

- | | | | |
|----------|---------------------------|-----------------------|---------------------------|
| 1 | 1 stewardess | 2 headmaster | 3 sportswoman |
| 4 | spokesman | 5 policewoman | 6 salesman |
| 7 | actress | 8 fireman | 9 postman |
| 2 | 1 flight attendant | 2 head teacher | 3 athlete |
| 4 | spokesperson | 5 police officer | 6 shop assistant |
| 7 | actor | 8 fire fighter | 9 postal worker |
| 3 | 1 Police officers | 2 actor | 3 flight attendant |
| 4 | head teacher | 5 athlete | 6 spokesperson |
| 7 | shop assistant | 8 Fire fighters | 9 postal worker |

Extra activity: Further discussion

Refer students back to the article *The big question*. Ask: *Sean Aitken tried a lot of jobs, but how much did he really learn about them?*
What do you think of what he did? How much did it help him?
Would you like to do something similar?
 Students discuss the question in groups.
 Ask a few students to share their ideas with the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about choosing a career. I can use adjectives for describing work and work idioms. I can discuss different types of jobs and their advantages and disadvantages.*

8B Grammar and listening

If they hadn't ...

Summary

Topic: How small things can transform people's lives for the better

Grammar: Third conditional

Reading: An article about how a gift from a charity enabled a girl from a poor Ugandan community to go to school and university

Listening: A story about a gift of a cow from a charity to a poor family

Speaking: Speculating how a goat could change a girl's life; discussing Heifer International's work; discussing regrets and things you would like to change

Communication worksheet 8B: Jigsaw reading

Lead-in

- Ask students to think of a gift that has changed their lives. Give an example, e.g. *My parents gave me a car, and this enabled me to look for work in different places. The car made it easier for me to travel. As a result, I found a job that I really wanted.*
- Students discuss the topic in pairs.
- Elicit answers.

Culture note: Heifer International

Heifer International was formed as a result of the Spanish Civil War (1936–1939). Its founder, Dan West, was giving out rations of milk to poor people in Spain when he realized that people needed 'a cow, not a cup'. A cow would help people to become self-sufficient and provide them with a source of income. The charity first donated heifers (young female cows) and now donates thirty types of animal to the poor around the world.

Exercise 1 page 96

- In pairs, students look at the photos and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 96

- Students scan the text and compare their ideas from exercise 1.
- Check answers as a class.

1 Beatrice was able to go to school.
2 It took place in Uganda.
3 She works as an ambassador for Heifer International.

Exercise 3 page 96

- Students read the text again. They then read the sentences 1–3 and the answers a–b, choosing the correct words.
- With a **weaker class**, write the following questions on the board and elicit answers:
What was life like for Beatrice before her family received the cow? (She was very poor. She couldn't go to school.) How did Heifer International help the family? (They gave them a goat.) Were they able to send Beatrice to school? (Yes)
In which country did she study? (Uganda and the USA)

- Ask: *Do the sentences describe things that happened, or things that never happened?* (things that never happened)

- Check answers as a class.

1 a didn't have b didn't pay

2 a received b had

3 a wasn't b didn't stay

Exercise 4 page 96

- Students do the exercise.

- Check answers as a class.

a past b imaginary c impossible d impossible

Grammar reference and practice 8.1

Workbook page 118

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

2 1 had listened; would have known

2 would have played; had brought

3 wouldn't have said; had realized

4 hadn't asked; wouldn't have arrived

5 had been; would have phoned

6 would have won; hadn't fallen

7 had wanted; would ... have told

8 wouldn't have failed; had done

Exercise 5 page 96

- Students complete the sentences.

- Check answers as a class.

1 had had; could have afforded

2 would have been; hadn't earned

3 hadn't looked after; might not have produced

4 wouldn't have got; had stayed

5 wouldn't have learned; hadn't helped

6 might have been; hadn't been

Extra activity: Game

Play a game. Say the *if* clause of third conditional sentence, e.g. *If my parents had given me a car, ...* Ask a student to repeat the *if* clause and add a main clause, e.g. *If my parents had given me a car, I would have driven to France on holiday.* The next student repeats the whole sentence and then adds a new *if* clause to continue, e.g. *If my parents had given me a car, I would have driven to France on holiday. If I had driven to France on holiday, ...* The next student repeats the first sentence and the new *if* clause before adding a main clause. The activity continues in this way. If a student forgets a clause or says it incorrectly, they are out of the game.

Exercise 6 2-11 page 97

- Tell students they are going to listen to a story about another family who were helped by *Heifer International*.
- Students look at the photo and guess how and why the family were helped, and how their lives improved. Elicit ideas and write notes on the board.
- Play the recording for students to do the matching task.
- Check answers as a class.
- Rewrite the first sentence pair as a third conditional sentence on the board, highlighting the verbs.
- Students then continue on their own or in pairs.
- Check answers as a class.

- 1 If they had had (more) money, they could have afforded (more) food.
- 2 If they hadn't drunk the milk, they wouldn't have become strong and healthy.
- 3 If they hadn't earned any money from the milk sales, their situation would have been difficult.
- 4 If they hadn't used the milk money to buy materials, they couldn't have rebuilt their house.
- 5 If someone hadn't given them a cow, their lives wouldn't have changed.

Audio script

In the past, Daniel and his grandsons, brothers Garfield and Mizeki, had a difficult life. They were very poor and the boys were often hungry and ill. If they had had more money, they could have afforded more food, but they could only afford a poor diet. Their house was very small, with a leaky roof and they were embarrassed because their clothes were old and torn. Then they received the donation of a cow. The children drank the cow's milk and their health improved. Daniel believes that if they hadn't drunk the milk, the boys wouldn't have become so strong and healthy. They also sold the extra milk and used the money to rebuild their house and buy new clothes. Their situation would have been difficult if they hadn't earned the money from the milk sales. For example, they couldn't have rebuilt their house if they hadn't had money to buy materials. Daniel and his grandsons looked after the cow and when two calves were born, they gave one of the calves to a neighbour. They knew that if someone hadn't given them a cow, their lives wouldn't have changed, so they were happy to pass on their good fortune to another family in need.

Exercise 7 page 97

- Read through the questions with the class.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 8 2-12 page 97

- Elicit the meaning of *regret* (a feeling of sadness about something that cannot now be changed).
- Tell the class about a regret you have, e.g. *One of my biggest regrets is that I never asked my grandmother to tell me about her life. She's dead now and I'll never know how she lived. If I had asked her, I would have learned a lot more about her.*
- Tell students they are going to hear three people talking about their regrets.
- Play the recording for students to listen and match the speakers to the regrets.
- Check answers as a class.

1 c 2 a 3 b

Audio script

1

I was always good at running, so when I was chosen for the local athletics team I was thrilled. My best friend Tok was in the team too, and we would often train together. Then I started having problems at school. I wasn't doing well in other subjects, because I was training a lot. My teacher talked to me and explained that if I wanted to pass my exams, I'd have to do less athletics. It was one or the other, he said. It was a stressful time and I had a lot on my plate, and in the end, I left the club and lost contact with Tok, but

I passed my exams. Now, three years later I see Tok again ... but this time on TV. He's representing England in the World Athletics Championships ... I watch him run and I wish I was there with him. If only I'd carried on training

2

Sometimes I wish I could travel back in time. When I finished school two years ago I had no idea what I wanted to do. But my friend Susie had this idea for a website, and for a while I worked on it with her ... just to start the ball rolling. The trouble was, we weren't making any money. Then I was offered a job as a lifeguard at the local swimming pool. It was five days a week, which meant I couldn't help Susie with the website anymore. I felt bad, but I needed the money and at the time, I thought the website was a bit of a dead-end project. How wrong I was. Today, the website is a big success and Susie is now a high-flying young businesswoman, who's just made her first million. If only I hadn't left Susie. That could have been me

3

I played drums in a band at school. We were pretty good and we played at youth clubs at the weekends. Then we started to become more and more popular – it was a challenging time because I'd play concerts in the week, get home quite late, then go to school in the morning. I was starting to fall asleep in class. Finally my parents told me I couldn't be in the band anymore. Unfortunately for me, a year after I left, the band got a contract with a record company. I couldn't believe it! I had a massive argument with my mum and dad, and went to live with my aunt for a while. I wish I hadn't listened to my parents. If only I was in the band ...

Exercise 9 page 97

- Students read the sentences. Ask them if they remember which speaker from exercise 8 they refer to. (Sentence 1 refers to the speaker who gave up athletics. Sentence 2 refers to the speaker who left her friend's website business.)
- Students match the sentences.
- Check answers as a class. Then focus attention on the rules in the box.
- Students complete the rules.
- Check answers as a class.

1 b 2 a

(We use *I wish* and *if only +* past simple (to express wishes about the present.)

(We use *I wish* and *if only +* past perfect (to express regrets about the past.)

Grammar reference and practice 8.2 Workbook page 118

- 1 1 wishes he lived
2 wishes she didn't lead
3 wish Sarah was / were
4 wish we hadn't given away
5 wish they had asked me
6 wish you and Ian hadn't been

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

3 1 hadn't; wouldn't 2 hadn't 3 didn't 4 didn't
5 wouldn't; hadn't 6 hadn't 7 hadn't; wouldn't
8 didn't

Extra activity: Speaking

Tell students to think of three bad things about the present and three bad things about the past, e.g. *I've got a lot of maths homework. I broke my mobile phone.*

In pairs, students take it in turns to tell their partner about these things using *I wish* and *If only*, e.g. *I wish I didn't have so much maths homework. If only I hadn't broken my mobile phone.*

Exercise 10 2·12 page 97

- Ask students to read the sentences and try to remember if they are true or false.
- Play the recording for students to check their answers. Tell them to correct the false statements.
- Students compare answers with a partner.
- Check answers as a class.
- Students rewrite the statements to express wishes and regrets.
- Check answers as a class.

1 T 2 F 3 F 4 T 5 F 6 F 7 T 8 T

- 1 *I wish I hadn't followed my teacher's advice. / If only I hadn't followed my teacher's advice.*
- 2 *I wish I had decided to do more athletics. / If only I had decided to do more athletics.*
- 3 *I wish I was still in contact with my friend. / If only I was still in contact with my friend.*
- 4 *I wish I hadn't missed a great opportunity. / If only I hadn't missed a great opportunity.*
- 5 *I wish I hadn't needed to make money. / If only I hadn't needed to make money.*
- 6 *I wish I was working with Susie now. / If only I was working with Susie now.*
- 7 *I wish I hadn't experienced problems at school. / If only I hadn't experienced problems at school.*
- 8 *I wish I hadn't had a serious disagreement with my parents. / If only I hadn't had a serious disagreement with my parents.*

Exercise 11 page 97

- Give students five minutes to think of three bad decisions they have made, and three things about their lives that they would like to change.
- In pairs, students take it in turns to describe regrets and express wishes.
- Ask a few students to report their partner's answers to the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about how a girl was helped by a charity. I can understand a story about a family who were helped by the same charity. I can discuss the charity's policies. I can use the third conditional. I can use 'I wish' and 'if only' to express wishes and regrets.*

8C Listening, speaking and vocabulary

Important decisions

Summary

Topic: Decisions that have influenced popular culture

Listening: A talk about the Walkman, Reuters news agency, Mickey Mouse and McDonald's restaurants

Speaking: Doing a popular culture quiz; discussing important decisions; giving a presentation on your passion in life

Vocabulary: Phrases for decisions and ideas

Functional language: Giving presentations

Lead-in

- Write the following on the board:
Kate Middleton agreed to marry Prince William.
The band Take That decided to reform.
Several publishers rejected the first Harry Potter book.
- Ask: *Were these good or bad decisions? What were the results of these decisions?*
- Elicit students' answers.

Exercise 1 page 98

- Write *innovator* on the board and explain the meaning (a creator of new things, ideas or ways of doing something).
- Tell students they are going to do a short quiz about four innovators.
- Students look at the photos and do the quiz in pairs. Do not confirm or correct their answers.

Exercise 2 2·13 page 98

- Read through the strategy with the class.
- Ask students what other things can help them understand a listening text, e.g. looking at photos, studying the title, predicting what they will hear.
- Tell students they are going to listen to an extract from a talk about the four innovators.
- Play the recording (// marks the end of the extract; see exercise 3).

Exercise 3 2·14 page 98

- Play the recording for students to listen and check their answers to the quiz in exercise 1.
- Check answers as a class.

1 Sony 2 It reports news 3 Mickey Mouse 4 1,000

Audio script

Teacher Right, it's time for our Friday afternoon three-minute lecture. Last week Josh was talking about four people who made a difference, and you voted Rosa Parks top of the list. Today it's Gina's turn and she'll be looking at four decisions that have changed the world.

Gina Hello. In this presentation, I'm going to talk about four ideas and decisions that perhaps seemed unimportant at the time, but have had a huge impact on the world.

Let's start with Akio Morita – he was the chairman of the Japanese technology company Sony. In 1978 Morita noticed

that young people were passionate about listening to music wherever they were. He conceived the idea of the Walkman – a small portable tape player. People could carry it around in their pockets or bags and listen to music on headphones. He decided to develop and sell the product without doing any market research. Perhaps if he'd made a different decision and asked the public for their opinion, he wouldn't have gone ahead with the plan. In fact, he famously said, 'The public does not know what is possible. We do.' The first Walkman was sold in 1979, and by 1995 Sony had sold over 150 million units. It was a massive success and, of course, the forerunner of our iPod, iPod shuffles and MP3 players.

Now, here's another example of a small decision that's had a very big impact. Julius Reuter was born in Germany in 1816, but moved to England in 1845. He was an entrepreneur and also a journalist. In the 1840s there was no really fast way to get news from one country to another. This was before the age of the telegraph, of course. So Reuter came up with a scheme to use carrier pigeons. He got carrier pigeons to transport messages from Belgium to Germany – mainly news about the financial markets. By 1851, the pigeons had been replaced by the telegraph, but Reuter's decision was the beginning of the idea of international news agencies.

Sometimes it's also important to reconsider your initial decision – to have second thoughts about something. We've all heard of the cartoon character Mickey Mouse, one of the most famous creations of film producer Walt Disney. But in 1928, when Disney first dreamed up the character of a cartoon mouse, he wanted to call him Mortimer Mouse! It was Walt Disney's wife, Lillian, who suggested that Mickey would be a better name. If Walt hadn't changed his mind ... if he had ignored Lillian and used the name Mortimer – would the character have been as popular as Mickey Mouse is? We'll never know!

For my final example, I want to talk about Ray Kroc. Ray had many different jobs – he started out as an ambulance driver at the age of fifteen. Then he became a piano player, and a paper cup salesman. In the 1950s he was working as an agent for a milkshake machine company. One day, in 1954, he was astonished to receive an order for eight milkshake machines from a small burger restaurant in California. 'Why does such a small place need so many machines?' he wondered. So, he made up his mind to go there in person and investigate. Well, that restaurant was run by two brothers: Dick and Mac McDonald, and they sold cheap fast food – burgers, fries and milkshakes. Kroc was impressed by the operation and he went into partnership with Dick and Mac. Together they created McDonalds restaurants. By 1968, they were high-flying businessmen – there were 1,000 McDonalds restaurants and they'd sold over five billion burgers. So, I think we can say that Kroc's decision to visit the small burger restaurant in California was an excellent one!

To sum up, I've talked about four decisions that have had an impact on our modern world. Which one do you think was the most important – the portable music player, the international news agency, the loveable cartoon Mickey Mouse or the fast food restaurant, McDonalds?

Teacher Thank you Gina. Now we have time for questions and then the class vote.

Exercise 4 2·14 page 98

- Ask students to read the questions. Pre-teach and model *pioneer* (v) /'paɪə'nɪə(r)/ (to be the first to develop an area of human knowledge, culture, etc.) and *carrier pigeon* (n) /'kærɪə pɪdʒɪn/ (a fat grey bird that has been trained to carry messages tied to its leg or neck).
- Ask students to try and guess some of the answers based on their first listening. Remind them that some answer options may include words, numbers and dates from the recording, but do not necessarily answer the question correctly.
- Play the recording for students to answer the questions.
- Check answers as a class.

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

Exercise 5 page 98

- Read through the phrases and categories with the class. Check the meaning of *come up with* (to find an answer or a solution to something) and *go ahead with* (to do something after not being sure that it was possible).
- In pairs, students do the exercise.
- Check answers as a class.

create something: come up with a scheme; conceive an idea; dream up an idea

decide something: make a decision; make up your mind

think again about something: change your mind; go ahead with a plan; reconsider a decision; have second thoughts

Extra activity: Innovators

Write Akio Morita, Julius Reuter, Walt Disney, Lillian, Ray Kroc and Dick and Mac McDonald on the board.

In pairs, students use the phrases in exercise 5 to make sentences about them, e.g. *Julius Reuter came up with a scheme to use pigeons to send information to different countries. Walt Disney decided to go ahead with the name Mickey.*

Exercise 6 page 99

- Students do the exercise.
- Check answers as a class.

1 dreamed up 2 changed 3 come up 4 made
5 go ahead 6 make up

Exercise 7 page 99

- In pairs or groups, students discuss the questions using phrases for decisions and ideas.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to report their ideas to the class.

Exercise 8 2·15 page 99

- Ask:
What makes some presentations interesting?
What makes some presentations boring or difficult to understand?
- Elicit a few answers.
- Pre-teach *anecdote* (a short interesting story about a real person or event) and *monotonous* (never changing and therefore boring).

- Students complete the tips.
- Check answers as a class.
- Tell students they are going to listen to eight extracts from different presentations, some of which are good, and some bad.
- Play the recording for students to match the tips to the extracts.
- Check answers as a class.

a Do b Don't c Don't d Do e Do f Do g Do
h Don't i Do j Don't
1 h 2 e 3 j 4 b 5 i 6 f 7 g 8 a

Audio script

1

I'd like to talk to you today about something that has been a passion of mine for many years – Formula 1 racing.

2

So, that concludes my talk. Sorry, we've run slightly over time, so I'm afraid I'll have to finish there, but, erm, if you have any questions you can email me.

3

Now, before I begin, could I ask you all please – did you pick up the ten-page document from the front desk? Yes? Ah, OK, so some of you only seem to have pages 2 to 7, so, erm, hang on, let me just try to find ...

4

So, in Japan, a country with a population of over 125 million, actually less than 20% of the land is habitable, and 70% of the country is made up of mountains, including 200 active volcanoes.

5

To conclude, in today's talk I've told you a little bit about the life of John Lennon, and explained why I believe that his contribution to music and his fight for peace make him one of our heroes of the 20th century.

6

I'd just like to illustrate that point with a story about something that happened to me a few weeks ago. I was finding it difficult to concentrate on my work when I noticed that ...

7

You can see from this bar chart that the use of mobile phones has risen dramatically over the last five years.

8

In today's presentation I'm going to tell you a little bit about learning a musical instrument. I'll start by giving some advice about how to choose the best instrument for your personality, and then I'm going to cover practice – how, when and where, and finally performance.

Exercise 9 2.16 page 99

- Ask students to read the presentation plan.
- Tell students to listen very carefully when they listen. Point out that some of the key words in the plan may be mentioned but used in a different context.
- Play the recording.
- Check answers as a class.

good way to lose weight; competing is an opportunity to travel

Audio script

Hello. I'd like to talk to you today about one of my biggest passions, and that's swimming. I'm going to look briefly at my own personal experience and then I'll cover the physical as well as the social benefits of swimming.

I'll begin by telling you about my experience. I started swimming lessons when I was five and three years later, I joined a local swimming club. Now I go swimming six days a week and regularly take part in competitions. I work in the holidays as a swimming coach at my local pool and next year, I plan to train as a lifeguard. Swimming is not only my leisure activity now, but I hope that it will be my career.

Now I'd like to talk to you about how swimming can benefit you! It's a great way to exercise without putting too much stress on your body because you are supported by the water. To give you an example: when you are standing in a pool with the water coming all the way up to your neck, you only have to bear 10% of your weight! So it's an excellent form of exercise for people who are recovering from injuries. It works nearly all the muscles in the body and it also develops your general fitness and stamina.

Moving on to the social benefits, it can be a great experience to join a swimming club and take part in races. You get the chance to meet people from different backgrounds who all share a love of the sport. But even if you don't enjoy competitive activities, swimming is also just a great way to have fun – either at your local pool, or on holiday at the beach.

So, to conclude, there are huge social and health benefits to swimming. Why don't you visit your local pool tomorrow and find out about lessons?

Now ... I've got a few minutes if anyone has any questions?

Exercise 10 2.16

- Ask students to read the phrases for making a presentation. Ask: *Why are they important?* (They are important for introducing and ordering topics, and make a presentation flow smoothly.)
- Play the recording again for students to listen and complete the phrases.
- Check answers as a class.

1 to talk to you today 2 to look 3 begin by
4 Moving 5 give you an 6 conclude

Exercise 11 page 99

- Say to the class: *I want you to think about your passion in life and how it can benefit other people.*
- Refer students to the presentation plan in exercise 9. Say: *The speaker thinks his passion has health and social benefits. He gives different examples of these benefits.*
- Tell students they are going to plan and make a presentation about their passion. They first think of two types of benefits it can offer. They then come up with personal anecdotes that will make their presentation more interesting.
- Remind students to use the tips in exercise 8, make notes to use as prompts, and use phrases for giving presentations.
- Circulate and monitor, helping where necessary.
- Students give their presentations.
- At the end of each presentation, comment on its good points and suggest how other parts could be improved, e.g. by using different phrases, speaking more slowly.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a talk about four innovators and important decisions they made. I can use phrases for decisions and ideas. I can understand and use tips for giving a successful presentation. I can plan and give a presentation about my passion.*

8D Culture, vocabulary and grammar

Do the right thing

Summary

Topic: Racial discrimination and segregation

Speaking: Discussing segregation and discrimination

Vocabulary: Conflict nouns

Reading: A text about Rosa Parks

Grammar: Speculating about the past

Culture note: Equal rights

Racial segregation was legal in the southern United States between the 1880s and 1960s. Black people were banned from using the same services and facilities as white people, including healthcare, schooling, housing and transportation. Black people were also discouraged from voting, and intermarriage was prohibited.

The **African-American civil rights movement** is the term for several different movements campaigning for equal rights for black people during the 1950s and 60s. Integral to these movements were non-violent demonstrations and civil disobedience, the conscious decision to disobey laws in a non-violent manner as a form of protest. **Rosa Parks'** refusal to give up her seat is one of the most famous examples of civil disobedience.

Alabama and **Tennessee** are both states in the southern United States.

Lead-in

- Ask:
Have you ever felt that others are treated better than you, even though you have done nothing wrong?
Are you aware of groups of people who are badly treated?
- Students discuss the question in pairs.
- Elicit a few ideas.
- Ask: *Why do you think some people or groups of people are unfairly treated?* Try to elicit different reasons, e.g. because of their race, age, gender.
- Say: *Many words ending in '-ism' describe prejudices against people.* Elicit or pre-teach racism, sexism and ageism.
- Focus attention on the photos of Rosa Parks and Martin Luther King and ask: *Which '-ism' do you think will be discussed here?* (racism)

Exercise 1 page 100

- Read through the different situations with the class. Ask which word ending in *-ism* can be linked to the situation. (ageism)

- In pairs, students discuss what they would do in each situation and how they would feel.
- When they have finished, ask a few students to share their ideas with the class and write them on the board. Ask: *Are these actions violent or non-violent? Which would be the most effective? Why?*
- Elicit students' answers.

Exercise 2 page 100

- Focus attention on the photo of Rosa Parks. Ask students to skim the text to find out who she was, what happened to her and what she did.
- Check answers as a class.

She was a black woman living in the southern US state of Alabama. She was sitting in a bus when the bus driver shouted at her to give up her seat to a white person. She refused.

Exercise 3 page 100

- Students read the article and match six of the seven statements to the paragraphs.
- They then compare answers with a partner.
- Check answers as a class.

1 F 2 A 3 D 4 B 5 – 6 E 7 C

Exercise 4 page 100

- Give students two minutes to brainstorm issues they might protest about. Elicit them and write them on the board.
- In pairs, students discuss the questions.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 5 page 100

- Go through the instructions with the class and make sure they understand what they have to do.
- Students do the exercise.
- They then compare answers with a partner.
- Check answers as a class.

1 boycott 2 demonstration 3 opposition 4 threats
5 struggle 6 discrimination 7 march 8 injustice

Additional vocabulary

The following words are from the article *A bus ride to freedom*:

- seamstress* (n) /'si:mstrəs/ a woman who can sew and make clothes
- segregation* (n) /,segri'geɪʃn/ the separation of one group of people
- pastor* (n) /'pa:stə(r)/ a trained religious leader in charge of a Christian church or group
- decline* (v) /dɪ'klain/ to refuse, usually politely

Exercise 6 page 101

- Focus attention on the underlined sentences in the text.
- Students answer questions 1–3.
- Check answers as a class. To check understanding, ask:
Do we know exactly how Rosa Parks felt? (no)
Do we know exactly how difficult it was for her supporters? (no)

- Explain that when we do not know the facts about something, we can speculate about it.
- Write the underlined sentences on the board and elicit their structure (modal + have + past participle). Point out that *have* does not change when used with the third person singular.
- Students complete the rules.
- Check answers as a class.

1 She must have felt humiliated

2 It can't have been easy

3 Another African American passenger might have done the same; segregation could have lasted for longer than it did

a must b can't c might; could

Grammar reference and practice 8.3 Workbook page 119

**1 1 must 2 can't 3 can't 4 may 5 must
6 can't**

2 1 can't have gone

2 could have invited

3 must have said

4 must have missed

5 may / might / could have seen

6 must have made

Extra activity: Speaking

Ask students to write a sentence on a piece of paper about an important past event in their lives, e.g. *I spent a week in hospital when I was twelve.*

Put students into pairs. Ask each pair to swap their sentences with another pair.

Students take it in turns to make speculations with *must have*, *can't have*, *might have* and *could have* about the events, e.g. *He must have been ill. He might have been in pain. He can't have enjoyed it. He could have had an accident.*

Circulate and monitor, helping where necessary.

Students can then tell each other the true story of what actually happened.

Exercise 7 page 101

- Focus attention on the photo. Ask:
Who do you think the people in the photo are?
What is their occupation?
Are they black or white?
- Students discuss the questions in pairs using *must have*, *could have*, *might have* and *can't have*, and make a note of their answers.
- When they have finished, elicit answers and write notes on the board.

Exercise 8 2-17 page 101

- Tell students that the young people in the photo in exercise 7 are known as the *Little Rock Nine*. Explain that they are going to listen to a talk about them.
- Play the recording for students to listen and compare their answers in exercise 7.
- Ask:
How does the story makes you feel?
What do you think of the teenagers?

Audio script

Segregation in US state schools became illegal in the year 1954, but it wasn't until September 1957 that nine black teenagers enrolled for Central High School in Little Rock, in the state of Arkansas. Unfortunately, the state Governor and many other white people wanted to stop them going into the school. As a result, when the teenagers arrived for their first day, they were met by an angry crowd of people and the National Guard, who stopped them from going in. A judge ordered the Governor to withdraw the National Guard and the Nine returned to the school. This time, police officers went with them, but the crowd outside became so angry and violent that they had to enter and leave the school through a side door. The teenagers must have been terrified, but two days later they were back – this time with the army. The situation had become so dangerous for the Nine that the US President sent the army to protect them. Only one of the Nine left before the end of the school year, showing the world that black people could fight for their rights – and win!

Exercise 9 page 101

- Ask: *What do you think everyday life must have been like for young black people in the 1950s?*
- Elicit ideas.
- In pairs, students discuss the questions using language for speculating about the past.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Extra activity: Further discussion

Say: *Racism still occurs in society. What examples have you heard about recently?* You could mention the verbal attacks that are posted on YouTube, or racist chants at football matches.

Students discuss the question in groups. Elicit examples of racist behaviour and write them on the board. Ask: *What would you have done if you had been present? Could you have stopped or prevented the situation? How?*

In groups, students choose one or two situations from the board and discuss them.

Vocabulary bank: Conflict page 141

1 taking on; stepped up; engage in; fought back; give in; throw her out; back down; stood up for; eased off; face up to

**2 1 give in 2 fight back 3 back down
4 stand up for 5 face up to 6 throw out
7 take on 8 step up 9 engage in 10 ease off**

3 Students' own answers

DVD extra

Suffragettes

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about Rosa Parks. I can use conflict nouns and language for speculating about the past. I can discuss different things to protest about, discrimination and how I would have reacted to it in the past.*

8E Writing

A covering letter

Summary

Topic: A covering letter

Vocabulary: Action verbs

Reading: Two job adverts

Writing: A covering letter

Lead-in

- Ask students:

Have you got a job or have you ever had a job?

Are / Were you good at your job? If you are / were, explain why you are / were good at it.

If you have / had a job, how did you apply for it?

What is a covering letter? (It's a letter you send with your CV as part of a job application.)

What is the purpose of a covering letter? (It gives more information about your career and experience that can't be included in a CV.)

- Students discuss the questions in open class.

Exercise 1 page 102

- Students read the two adverts to find the relevant information.
- They then compare answers in pairs.
- Check answers as a class.
- Ask:

Would you be good at the job you prefer?

What qualities and experience have you got?

- Students describe their suitability for the job to a partner.

**1 a library assistant b summer camp counsellor
c summer camp counsellor d library assistant**

2 Students' own answers

Exercise 2 page 102

- Read through the strategy with the class.
- In pairs, students think of detailed information they could give about themselves if they were applying for either of the two jobs in the adverts.
- Elicit ideas.
- Tell students to read the covering letter and ask them which advert it is in response to. (the library assistant advert)
- In pairs, students read the covering letter again and look for examples to match the strategy.
- Check answers as a class.

1 ... and also received the ECDL computer certificate in May 2013.

2 ... for the last two years, I have held the role of library assistant ...

3 ... and have gained some useful experience in sorting books. / I have also developed an online catalogue ... / I advised customers about the services there and assisted with filing and scanning documents. / I also designed a new leaflet for the centre advertising its tennis coaching scheme, and arranged an Open Day for new customers.

Exercise 3 page 102

- Tell students to read the sentences.
- Ask: *What jobs could the sentences match?* Elicit answers.
- Students rewrite the sentences on their own.
- Circulate and monitor, helping where necessary.
- Elicit some answers.

Students' own answers

Exercise 4 page 102

- Students match the parts of the letter to the headings.
- Check answers as a class.

1 C 2 A 3 D 4 E 5 B

Exercise 5 page 103

- Elicit the meanings of the highlighted verbs in the letter: *develop* (to think of or produce a new idea, product, etc. and make it successful), *coordinate* (to organize different things or people so that they work together), *advise* (to tell somebody what you think they should do), *assist* (to help), *design* (to invent, plan and develop something for a particular purpose), *arrange* (to make plans and preparations so that something can happen in the future).
- Students match them to the meanings.
- Check answers as a class.

1 advised; assisted

2 developed; designed

3 coordinated; arranged

Exercise 6 page 103

- Students do the exercise on their own.
- Check answers as a class.

1 organized 2 helped 3 assisted 4 designed

5 developed 6 arranged

Writing guide page 103

- Read the **task** together. Tell students they are going to write a covering letter in response to the advert for a summer camp counsellor.
- Give students fifteen minutes to complete the **ideas** stage. Students should think of two examples of qualifications and two or three examples of experience. While students **plan** their report, remind them to use action verbs and to give detailed information with facts, dates and numbers, and specific details.
- While students **write** their letter, circulate and monitor, helping with vocabulary and grammar where necessary.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extra activity: Fast finishers

Fast finishers swap letters with a partner and check them for mistakes.

Additional writing activity

- Give students two minutes to brainstorm jobs that they could realistically do now or straight after leaving school.
- Elicit their ideas and make notes on the board.
- Choose two jobs and elicit the responsibilities they would entail and the experience they would require.
- Using students' ideas, write two job adverts on the board. Alternatively, use these examples:
Intern for news magazine: Responsibilities include researching photographs, news and trends; writing features; office organization, etc.
Assistant at adventure and wildlife park: Responsibilities include dealing with customer enquiries; office organization; some animal care; helping with organization of school visits and other children's activities

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use facts, dates and numbers to describe my work experience and give specific examples. I can use action verbs. I can write a covering letter.*

Vocabulary insight 8

page 104

Using a dictionary: idioms

1 Students' own answers

2 Students' own answers

3 Students' own answers

4 1 T

2 F: You say firmly that something must (not) happen.

3 T

4 F: You take care of yourself without help.

5 T

6 F: You are lucky to find yourself in a good situation.

7 F: You sit down and relax, especially with your feet off the floor and supported.

5 1 put my feet up 2 landed on my feet

3 get off on the right foot 4 rushed off my feet

5 stood on your own two feet

6 put his / her foot down

6 1 I've been waiting so long to hear if I got the scholarship. I'm at the end of my tether.

2 She talks about her new job for hours on end.

3 When my grandparents were young, they didn't have much money and found it difficult to make ends meet.

4 I regret not going to university after school. I'm now at a loose end.

5 She applied to many colleges, and in the end she got a place in the one she wanted to attend the most.

6 Her career as a singer is coming to an end.

Review 8

page 105

1 1 glamorous 2 flying 3 varied 4 challenging
5 stressful 6 repetitive

2 1 deep 2 show 3 ball 4 rise 5 lot 6 put

3 1 came 2 thoughts 3 mind 4 up 5 make
6 ahead

4 1 discrimination 2 demonstration 3 threat
4 boycott 5 march 6 struggle

5 1 (If) Mark Zuckerberg hadn't done well at school, (he) wouldn't have gone (to university).

2 (Mark) wouldn't have invented (a social networking site if) the university had had (one).

3 (If) the university had approved (of it, Facemash) would have been a success.

4 (Mark) wouldn't have invented (Thefacebook if) he had been happy with (the university's decision).

5 (If) Thefacebook hadn't become so popular, (thousands of Harvard students) wouldn't have joined (it).

6 (If) Facebook hadn't opened to the public (in 2006, it) wouldn't have become (the biggest social networking site in the world).

6 1 I wish I had invented Facebook.

2 If only I had as much money as Mark.

3 If only I didn't work in a boring office job.

4 I wish I had worked hard at university.

5 If only I hadn't spent most of my time socializing.

6 I wish I was a computer genius.

7 If only I hadn't thought programming was boring.

8 If only I hadn't laughed at Mark.

9 I wish Mark and I were friends today.

10 If only I wasn't addicted to Facebook now.

7 1 must have felt

2 might have missed

3 can't have seen

4 must have had

5 can't have known

Pronunciation insight 8 Workbook page 127

Answer key Teacher's Book page 156

Cumulative review Units 1–8

pages 106–107

1 2.18

Students' own answers

Audio script

1

When I got your telephone message inviting me for an interview, I was really excited. Working for Scope would be a dream for me. I'd like to do paid work in the charity sector as a career, so this would be very valuable experience. Last year I took part in a marathon to raise money for cancer research. I remember being overtaken by some competitors in wheelchairs! It made me realize that disabilities are no barrier to ability. On that day, I made the decision that charity work was what I wanted to do. My parents have tried to change my mind since then – in fact they've been quite boringly repetitive about it! But they haven't been able to persuade me.

2

I briefly reconsidered coming in today, because I knew you'd have lots of candidates. But then I thought, you won't have anyone else like me! I'm someone you can rely on 110%. I like to do things well, and I don't mind doing the same things over and over – repetition is the best way to learn. Moving on to my CV ... well, as you can see, I've done challenging work before. Answering calls all day at the call centre was pretty stressful, and it was so badly-paid I was practically volunteering my time for free, anyway. But this was all to help a business, not people with disabilities! What I enjoyed the most was the satisfaction that comes from helping people. That makes everything else worthwhile.

3

As two of my relatives are wheelchair users, I understand very well what life with disabilities can be like – how people stare and whisper. I would describe my key strength as passion. I'm a very active person – I like to be out of the office as much as possible. Sitting at a desk answering calls all day isn't really for me, although I don't mind doing it if the rest of the work is sufficiently varied. My cousin answers calls for a charity up in Scotland, and she says she absolutely loves it. So who knows, maybe I'll change my mind! I'm the kind of person who always rises to a challenge. A good example of this is the time I came third in a bike race, despite spraining my ankle!

4

I'd like to start by telling you about my personal qualities. My previous employer told me that I was one of the most committed and determined employees she'd ever had. She said she'd had second thoughts about giving me a reference, because she didn't want to lose me! I know it seems strange to leave a paid job for a voluntary one, but this is a cause I feel very strongly about. I've experienced discrimination first-hand because of my hearing difficulties, so I'm in an excellent position to understand the problems that other people with disabilities face. I find making and taking calls somewhat difficult, but I really enjoy rising to the challenge of all other kinds of work. To sum up, I'm a hard worker!

2 2.18

1 D 2 C 3 E 4 A

3 Students' own answers

4 Students' own answers

5 1 d 2 a 3 b 4 c 5 c

6 1 ought to welcome

2 I could offer them

3 wish I had volunteered

4 could have given up

5 The museum is visited by

6 been a volunteer since

7 I will have left

8 me I had shown

9 to make a difference

10 'm looking / look forward to hearing

7 Students' own answers

Additional materials

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Exam insight 4 Workbook page 100 **Answer key** See website

Map of resources

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9A Reading and vocabulary

A day in the life

Summary

Topic: Social media

Vocabulary: Phrasal verbs: relationships; words often confused

Reading: An article on using social media responsibly

Speaking: Discussing the use of social media and people's increasing interaction with machines

Communication worksheet 9A: Pelmanism

Lead-in

- Ask:

*Do you regard yourself as a private person?
What things do you talk to your closest friends about?
Would you tell a stranger your secrets? Why / why not?*

- Students discuss the questions in pairs.
- Elicit answers.

Exercise 1 page 108

- Read through the instructions and the topics of conversation with the class.
- In pairs, students discuss which information they would share and give reasons.
- Ask a few students to share their ideas with the class.

Exercise 2 page 108

- Elicit examples of different social media sites. Find out which one is the most popular amongst students, and why.
- Read through the questions with the class.
- Students discuss the questions in pairs.
- Elicit answers and write them on the board.
- Students read the text quickly and compare their answers.
- Check answers as a class.

Exercise 3 page 108

- Pre-teach or elicit *compromise* (to put somebody, something or yourself in a bad or dangerous position, especially by doing something that is not very sensible).
- Students read the sentences A–G.
- Before students complete the text, ask them to go through the sentences in pairs and work out what context they might appear in.
- Students complete the text, paying attention to the sentences before and after each gap.
- Check answers as a class.

1 B 2 G 3 D 4 F 5 E 6 A

Extra activity: Speaking

Ask:

What examples of irresponsible behaviour on social media websites are described in the article?

Do you agree with Mia Graham's comments?

What would you do if one of your friends was acting irresponsibly?

Students read the article again and discuss the questions in pairs.

Ask a few students to share their ideas with the class.

V|insight Phrasal verbs

The phrasal verbs *hit it off*, *catch up* and *make up* can be followed by *with* + object.

Judy didn't really hit it off with my parents.

I caught up with my old friend over a coffee.

After weeks of arguments, Jen and Pete have finally made up with each other.

They can also be used without *with* + object.

As soon as they met, they hit it off.

My cousin has been busy this week, so we haven't had time to catch up.

Jack was angry with me, but we made up.

Exercise 4 page 108

- In pairs, students try to work out the meaning of the highlighted phrasal verbs from the context.
- They then do the exercise.
- Check answers as a class.

1 got over; make up 2 broke down 3 caught up with
4 ran into 5 open up 6 stick up for 7 hit it off
8 pick on

Additional vocabulary

The following words are from the article *A day in the life of a digital human*:

- analyse* (v) /'ænəlaɪz/ to look at the different parts of something carefully in order to explain it
- on display* (phr) /,ɒn dɪ'spleɪ/ in a place where he / she / it will attract attention
- intimate* (adj) /'ɪntɪmət/ very private and personal
- dig up* (v) /,dɪg 'ʌp/ to find information by searching or studying
- fraction* (n) /'frækjən/ a small part or amount

Exercise 5 page 109

- Ask students to find the words in the text and use the context to work out their meanings.
- They then match the words to their meanings.
- Check answers as a class.

1 actually a; currently b 2 latest b; late a
3 consequently a; consistently b
4 sympathetic b; friendly a 5 eventually b; possibly a

Exercise 6 page 109

- With a **weaker class**, refer students to the definitions in exercise 5.
- Students do the exercise.
- Check answers as a class.
- With a **stronger class**, ask students to write their own sentences using the words often confused.

1 eventually 2 actually 3 sympathetic 4 last
5 consistently 6 currently 7 latest 8 Consequently
9 friendly 10 Possibly

Extra activity: Speaking

Students tell each other about a typical day in their digital lives. They should try to include words which are often confused, e.g. *I am currently reading a great fashion blog. I find out about all the latest gossip on Twitter feeds.*

Circulate and monitor, helping where necessary.

Ask a few students to describe their partner's digital day to the class.

Exercise 7 page 109

- Ask students whether society puts pressure on people to have social media accounts and give examples.
- Ask students to think of instances where we interact with machines rather than people, e.g. at self-service checkouts in supermarkets, the check-in points at airports. Then ask why this is becoming more and more common.
- Students discuss the questions in groups.
- Ask one student from each group to summarize the group's ideas and share them with the class.

Vocabulary bank: Technology page 142

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

2 1 delete 2 click on 3 attach 4 log into
5 update 6 post 7 undo 8 upload 9 share
10 log out of 11 download 12 install

3 Students' own answers

Extra activity: Further discussion

Students discuss the following questions:

Many people like to share their thoughts, news, photos, music and videos on social media websites. Why do people feel the need to share information about themselves?

Is it good to share so much?

Do you ever prefer to keep these things to yourself?

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about using social media responsibly. I can use phrasal verbs and understand the meanings of words that are often confused. I can discuss the use of social media and people's increasing interaction with machines.*

9B Grammar and listening

Friendships now and then

Summary

Topic: Penfriends

Grammar: Relative clauses

Reading: A text about a lasting friendship between two penfriends

Listening: A radio programme about online friendship

Speaking: Comparing online friendships and real friendships

Communication worksheet 9B: Questionnaire

Lead-in

- Ask: *Who is your oldest friend? How long have you known them and how did you meet? How do you stay in contact?*
- Students discuss the questions in pairs.
- Elicit students' answers.

Exercise 1 page 110

- In pairs, students look at the photo, read the questions and speculate about the answers.
- They then scan the text to find the answers.
- Check the meaning of *pen pal* (a person that you become friendly with by exchanging letters or emails, often a person who you have never met) Explain that in this context the term refers to writing letters. *Pen pal* is more widely used in American English. The British English equivalent is *penfriend*.
- Check answers as a class.

1 Maggie is from east London and Tessa is from Colorado.

2 They met each other through a pen pal club.

3 They have known each other since 1955.

4 They write to each other.

Language note: Relative pronouns

Relative pronouns do not alter according to gender or number of people and things.

That's the boy who lives next door.

Those are the girls who won the competition.

The relative pronouns *who*, *which* and *that* can be omitted if they are the object of the clause.

That's the film who I told you about.

That's the film I told you about.

Exercise 2 page 110

- Read through the definition of relative clauses and pronouns with the class.
- If necessary, explain further the role of defining clauses: they are necessary to explain who or what you are talking about. Without them, a sentence might not give enough information.
There's the woman.
There's the woman who lives next door.
- Students study the sentences and the highlighted relative pronouns in the text. They then complete the rules.
- Check answers as a class.

a who b which; that c whose d where e when

Extra activity: Relative clauses

Write the following sentences on the board:

I met a woman. (who)

I found a purse. (which)

I went to a park. (where)

I spoke to a man. (whose)

I remember the day. (when)

In pairs, students practise adding relative clauses. They should think of as many sentences as they can.

When they have finished, ask a few students to share their sentences with the class.

Exercise 3 page 110

- Point out that defining relative clauses can give information about both the subject and object of a sentence.
- Students read the sentences and answer the questions.
- Check answers as a class.

1 The relative pronoun is the subject in sentences 1 and 2. It is the object in sentence 3.

2 We can leave out the relative pronoun in sentence 3 because it is the object of the relative clause. *Who*, *which* and *that* can be omitted in this way. *Whose*, *where* and *when* cannot be omitted.

Grammar reference and practice 9.1 Workbook page 120

1 1 There were several places where we used to meet.

2 The boy that you arrived with has left.

3 An elephant is an animal which can run quite fast.

4 Bordley is a town which has two cinemas.

5 Is that the girl who won a prize recently?

6 I'd like to show you the street where we live.

2 1 who 2 which 3 whose 4 where 5 when
6 whose

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

Exercise 4 page 110

- Students find three more examples of defining relative clauses in the text.

1 'It was in 1955 when I got my first letter from Tessa,' explains Maggie.

2 'I joined a pen pal club, which was set up to encourage friendships between children from different countries.'

3 'I saw this tall, blonde woman whose eyes were bright blue ...'

Exercise 5 page 111

- Ask students:

Have you ever written a letter to a friend?

What are the advantages and disadvantages of writing letters?

If you started writing letters instead of emails to someone, would you share different information in them?

Would you write things more carefully?

- Elicit students' answers.

- Students complete the text.

- Check answers as a class.

- Ask: *Can you omit any of the relative pronouns? (No)*

1 which / that 2 which / that 3 when 4 who / that

5 who / that 6 whose 7 who / that 8 which / that

Exercise 6 page 111

- Ask students to read each pair of sentences and decide which relative pronoun is needed to link them.
- Students work on their own to join the sentences.
- Check answers as a class.

1 Steph is my friend whose family moved to another country.

2 It was last year when her dad got a new job and they all left.

3 It was in primary school in London where we met ten years ago.

4 We were both six years old when our teacher introduced us.

5 These are the emails we write to each other.

6 Email is the main form of communication which / that helps us to stay in touch.

Exercise 7 2:19 page 111

- Tell students they are going to listen to a radio programme about online friendship.
- Before they listen, ask them to read phrases 1–8 and a–h and try to match them.
- Play the recording. Students listen and compare their answers.
- Check answers as a class.
- Students join the phrases with relative pronouns.
- Check answers as a class.

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

1 Can we trust the people who / that we meet online?

2 Julia Price is a psychologist who / that has just written *Screen Friends*.

3 *Screen Friends* is a novel which / that is about an online friendship.

4 Are we losing the friends who / that we know in real life?

5 We have another place where we can meet new people.

6 I can find three or four websites which / that are specifically about corn snakes.

7 Now I'm talking to people whose interests are the same as mine.

8 That's something which / that would be very difficult to do in real life.

Audio script

Presenter How many online friends do you have? And are the friends who you meet online as important as the friends that you know in real life?

Today we're talking about friendship – online friendship. How do we make friends online? And how do we know that we can trust the people who we meet online? Let's turn to Dr Julia Price, a psychologist who has just written *Screen Friends*, a novel which is about an online friendship. Dr Price, what do you think? Are we all losing the friends who we know in real life and making new friends online?

Dr Price No, no! Look, we all still live in the real world. We go to school or work, we eat out, we go shopping, we play sport. We interact with real people all the time. But now we have another place where we can meet new people, and that place is the internet. Let's look at an example from my life. I love snakes ...

Presenter Snakes!

Dr Price Yes – I've got three pet corn snakes. Now, if one of my snakes is ill, I can visit the only vet who is based in my small

village. And he's a great vet, but he's no expert on corn snakes. But I can also go online and find three or four websites which are specifically about corn snakes. And then I can chat online to other people who own them. Now I'm talking to people whose interests are the same as mine. So ... I've discovered a new group of friends who share my love of corn snakes. That's something that would be very difficult to do in real life.

Exercise 8 page 111

- Ask: *Would you like to meet all your online friends face to face? Why / why not?*
- Elicit a few answers.
- Students discuss the questions in pairs. Encourage them to use relative clauses, e.g. *I enjoy meeting people who share the same interests as me. There are certain things about me that only my closest friends know about.*
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Extra activity: Game

Play a game. Ask one student to think of an object in the classroom. The other students try to find out what it is by asking questions with relative clauses, e.g. *Is it something you can sit on? Is it something that you can read? Is it an object that you can open and close? Is it an object which the teacher holds?* until the student says Yes. The student who has guessed correctly can then ask, e.g. *Is it a chair?*

Then ask another student to think of a place and third to think of a person.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about penfriends. I can use relative clauses. I can understand a radio programme about online friends. I can compare online friends and real friends.*

9C Listening, speaking and vocabulary

Can't live without ...

Summary

Topic: Gadgets we cannot live without

Listening: Four people talking about their favourite gadgets

Speaking: Discussing the importance of gadgets in your life

Vocabulary: Adjectives for describing gadgets

Functional language: Asking for instructions, explanations and clarification

Lead-in

- Ask:
When did you get your first electronic gadget? What was it? How old were you when you got it? How important was it to you?
- Students discuss the questions in pairs.
- Elicit answers.

Exercise 1 page 112

- Students work on their own to put the gadgets in order of importance.
- In small groups, students compare and discuss their decisions, giving reasons for their choices.
- Ask a few students to share their ideas with the class.
- Write the most and least important gadget for each group on the board. Find out which gadget the majority of students cannot live without.

Exercise 2 2-20 page 112

- Tell students they are going to listen to four people talking about their favourite gadget. They match the speakers to the gadgets in exercise 1.
- Play the recording.
- Check answers as a class.

Speaker 1: b **Speaker 2:** d **Speaker 3:** a **Speaker 4:** c
e is not mentioned.

Audio script

1

Sarah This is definitely my favourite gadget. It's the kind of thing which I take absolutely everywhere. It's extremely convenient and easy to use. I use it as a calculator, a watch, a camera, I go online with it, I check my emails and texts and, obviously, I make calls on it. It was very expensive, actually, so I'm careful with it. I heard a terrible story from a friend who left his in his jeans pocket and then his mum put the jeans into the wash. He lost all his contacts, loads of his photos, stuff like that.

2

Paul My friends tease me because they say that I need a soundtrack for my life. But it's true! I mean, everywhere I go, I really have to listen to music, and I've got over 4,000 songs stored on it. I'm very organized, so I have them all sorted into different genres. I have the album art as well and now I'm adding the lyrics for each song. It's just amazing how much information you can include on such a tiny gadget. I used to have a Walkman, but that's so out-of-date now. I've invested in some really good quality headphones, which make a huge difference. I bought some good speakers too. I spend a lot of time in my car, because my college is about twenty-five miles from home. So, I'm in the car for about two hours a day, and it's a really old car, with just an inexpensive radio. But now I've got this converter thing, which I plug into the radio, turn it up loud and play all my songs through it. It makes such a difference when I'm stuck in traffic.

3

Anna Well, my favourite gadget is so efficient – it does everything and it's really fast. I mainly use it for college work – I'm doing a design course at the moment and I'm learning how to use some new software. Nowadays, I think if you want to work in illustration, graphic design, anything like that, you really have to know how the major software packages work. Obviously, I can also email friends, download music and films – even watch TV on it. As long as I've got a signal, I can use it anywhere. It's got a lot of memory because my files are huge, and I also store loads of photos on it. The other thing I use it for is making calls, actually. I've got a cousin who lives in Australia, and I can use it to make video calls to him for free. It's great, because I can see where he lives, so I get an idea of his life out there. It's a bit fragile, but I bought a durable cover, so I'm not worried that something will happen to it.

4

Tom It's quite big and heavy, but I take it everywhere with me. I know you can get much smaller and lighter ones nowadays – I've had this for about ten years – but I love this model and I've taken some fantastic images with it. It's not very reliable now and there are all sorts of problems with it. The battery runs out very quickly, I have problems connecting it to my laptop – but I don't want to replace it. Not yet. It's not completely automatic – a lot of the features are manual, and it doesn't switch off automatically – but I like that, because then I have control over what I'm doing. I've got loads of accessories to go with it, too – a tripod, extra lenses, filters, a special flashgun – I need a suitcase to carry everything around with me!

Exercise 3 2-20 page 112

- Ask students to read the questions.
- Play the recording again for students to note down their answers.
- Check answers as a class.

1 Speaker 2 2 Speaker 1 3 Speakers 2, 4

4 Speaker 4 5 Speaker 3 6 Speakers 1, 3

7 Speakers 2, 3, 4 8 Speaker 1

Exercise 4 page 112

- Ask students to look at the highlighted adjectives. Check the meaning of *durable* (adj) /'djuərəbl/ (that can last a long time) and *fragile* (adj) /'frædʒail/ (easily damaged or broken) and model the pronunciation.
- Students match the sentences to the gadgets in exercise 1.
- If necessary, play the recording again.
- Check answers as a class.
- In pairs, students discuss what other gadgets could be described by the adjectives.
- Elicit students' ideas.

1 B 2 B 3 D 4 D 5 A 6 A 7 C

Students' own answers

Exercise 5 page 112

- Students do the exercise in pairs.
- Circulate and monitor, helping where necessary.

Extra activity: Game

Put students into groups of four or five.

Each student in a group must choose a different gadget from exercise 1.

Tell students to imagine they will now choose a gadget to put into a time capsule. This is a container that will be closed and opened fifty years later. Its purpose is to show future generations examples of objects that shed light on what life was like in the past. The gadget they choose must be the best representative of life in the early twenty-first century, not only for young people, but for older people, too.

Students must persuade the others in their group that their gadget should go into the time capsule.

Circulate and monitor, helping where necessary.

When they have finished, ask a few students to share their ideas with the class.

Exercise 6 page 112

- Ask:
*Who has bought a new gadget recently?
Did you read the instructions before using it?*
- Elicit answers.
- Read through the instructions with the class.
- In pairs, students decide which opinions they agree and disagree with.
- Ask a few students to share their ideas with the class.

Exercise 7 2.21 page 113

- Tell students they are going to listen to a dialogue on a helpline.
- Ask students to read the questions.
- Play the recording for students to listen and make a note of their answers.
- Students compare answers in pairs.
- Check answers as a class.

1 Her new mobile phone isn't working.

2 She presses the 'on' button.

3 It has a white box on it.

4 He tells her to select 'settings' from the icons on the screen.

5 She hasn't charged the battery.

Audio script

Woman My new mobile phone was delivered this morning, but it's not working.

Helpdesk OK, is it in front of you now? Could you switch it on, please?

Woman Sorry, could you say that again, please?

Helpdesk Yes, please switch it on. Press the 'on' button.

Woman OK, yes, I've pressed the 'on' button.

Helpdesk Now select the 'settings' option.

Woman How do I do that?

Helpdesk Press the 'home' button. That's the button with the white box on it. Now select 'settings' from the icons on the screen. Do you see what I mean?

Woman I understand you, but there's nothing on the screen.

Helpdesk Are you sure that it's got enough power?

Woman I don't quite follow you.

Helpdesk Let me put it another way. Have you charged the battery?

Woman Ah. Oh dear. No, I haven't. Sorry!

Exercise 8 2.21 page 113

- Focus attention on phrases in the box.
- Ask a student to give you their mobile phone or another gadget.
- Ask a few questions, e.g. *How do I turn it on? How do I send a text? What do I do next?* The student gives you instructions using the phrases in the box.
- Go through some vocabulary for mobile phones, e.g. 'on' button, icon, screen, battery, switch on / off, select, press.
- Ask: *Have you ever phoned a helpline about a new product?*
- Elicit answers.
- Ask students to complete as many phrases as they can.
- Play the recording again for students to check their answers.

- With a **weaker class**, write the missing words in a wordpool on the board.

- Check answers as a class.

1 do that 2 switch it on 3 select

4 could you say that 5 quite follow

6 put it another way 7 what I mean 8 understand

Language note: Explaining

Quite can be used to make a sentence sound more polite.

I didn't quite hear your answer.

I'm afraid I don't quite understand.

I'm sorry, but I don't quite agree.

Get can be used to say whether you understand something.

Did you get that?

I'm sorry, I just don't get it.

Exercise 9 2.22 page 113

- Students complete the dialogue on their own.
- Play the recording again for students to check their answers.
- Check answers as a class.

1 How does it work?

2 First, switch it on.

3 I'm not quite sure

4 Right, I've got that.

5 I'm sorry, I didn't quite catch that.

6 What I mean is

7 Is everything clear so far?

8 What do I do next?

Exercise 10 page 113

- Ask students to look for three phrases that could be added to the table.
- Check answers as a class.

*Just turn it to ...; Yes, that's quite clear, thanks;
Well, that's easy.*

Exercise 11 page 113

- Read through the two situations with the class.
- In pairs, students choose a situation.
- Tell students that the customer should explain the problem and then ask the advisor to help them find a solution. Both should end the phone call by confirming that everything is clear.
- Students prepare their dialogue.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few pairs to act out their dialogue for the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording about people's favourite gadgets. I can use adjectives for describing gadgets. I can ask for and give instructions about how to solve a problem with a gadget, explanations and clarification.*

9D Culture, vocabulary and grammar

iPeople

Summary

Topic: Social media

Speaking: Discussing different ways of communicating with people; discussing forms of poetry which are popular with young people

Vocabulary: Words with more than one meaning

Reading: A slam poem

Grammar: Non-defining relative clauses

Lead-in

- Ask:

Have you ever written a poem? What was it about? Who was it for?

Do you think poetry can be a reflection of twenty-first century life?

- Students discuss the questions in pairs.

- Elicit answers.

Culture note: Poetry

Slam poetry is a form of spoken word poetry which seeks to return to poetry's original purpose as an oral tradition. It is performed at competitive events known as poetry slams, in which poets are judged by members of the audience and given a score for their poems. Slam poetry is popular with poets from diverse backgrounds, and its subject matter often focuses on politics, racial and gender issues and other current themes.

Marshall Soulful Jones is a performance poet, singer and musician living in New York, USA.

Exercise 1 2.23 page 114

- In pairs, students discuss how they use the different ways to stay in contact with friends.
- Elicit answers.
- Ask students: *Have you ever tried to communicate a message, opinion or feeling through a song, a poem or a picture?*
- Elicit answers.
- Tell students they are going to read and listen to a slam poem. They tick the methods of communication mentioned.
- Play the recording.
- Check answers as a class.
- Ask students if they like the style and content of the poem. Elicit their opinions and reasons for them.

posting on Facebook, Twitter, face-to-face talking

Exercise 2 2.23 page 114

- Play the recording again.
- Ask students to read the questions. Ask them to find which part of the poem each question refers to.
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their answers and ideas with the class.

(Possible answers)

- The Apple iPerson is someone who owns an electronic device and uses it to communicate.
- He posts messages all the time because he is afraid his online friends will forget about him if he doesn't.
- He has got 3,000 friends in the digital world and five in the real one.
- No, he doesn't. Social media have stopped us from evolving.
- He is referring to social media and their influence on our lives.
- He hopes that technology will teach us to communicate in the real world again.

Exercise 3 page 114

- Read through the strategy with the class.
- Students read the poem again and look for examples of each technique.
- Elicit answers.

- 1** *doesn't it feel good to touch?* there's an app for that
- 2** *face-to-faces – spaces; resolution – evolution; tweeting – fleeting; reverse –universe*
- 3** *face; book: I face Facebook more than books face me hoping to book face-to-faces*
disc: Then someone slipped a disc
branches: to the branches of Macintosh
apple: apple picking has always come at a great cost
blackberries: We used to sprint to pick up blackberries / now we run to the Sprint store and pick Blackberries
tweeting: can't hear the sound of mother nature speaking over all this tweeting

Exercise 4 page 114

- Students study the highlighted words and complete the gaps.
- Check answers as a class.
- Students study the remaining highlighted words and find two other meanings for them.
- Check answers as a class.
- Write the following line from the poem on the board: *apple picking has always come at a great cost.* Ask: *What two meanings does this sentence have?* (It refers to buying expensive Apple products and Eve accepting the apple in the Garden of Eden.)
- Tell students to look at other lines where words with more than one meaning have been used. Ask: *How do these words affect the way you read the poem?* (They make you study each line more slowly, and think more carefully about the different meanings.)

- 1** *the front part of your head*
- 2** *to make an arrangement*
- 3** *a round, flat object you put into a computer*

Additional vocabulary

The following words are from the poem *Touchscreen*:

- *compatible* (adj) /kəm'pætəbl/ able to be used together
- *loser* (n) /'lu:zə(r)/ a person who is never successful
- *resolution* (n) /,rezə'lju:ʃn/ the power of a computer screen, printer, etc. to give a clear image, depending on the size of the dots that make up the image
- *double over* (v) /,dʌbl 'əʊvə(r)/ to bend the body
- *fleeting* (adj) /'fli:tɪŋ/ lasting only a short time

Exercise 5

page 114

- If possible, show students the video of the poem *Touchscreen* on YouTube, which puts across the intensity of Marshall Soulful Jones' delivery and gives a good idea of the poetry slam environment.
- Ask students if they have heard of slam poetry in their country. Ask: *Would you like to go to a poetry slam?*
- Elicit other forms of poetry, and write the following types of poem and their definitions on the board:
acrostic poem: The first letter of each line makes a word which is the topic of the poem. The poem does not have to rhyme.
haiku: This Japanese-style poem does not rhyme and consists of 17 syllables, divided into three lines of five, seven and five syllables. Traditionally, *haiku* described an aspect of nature, but the format is now used for any subject.
- Students discuss poems which are popular amongst young people in their country.

Extra activity: Poetry

Write the following two poems on the board:

Facebook is calling.

I cannot ignore the sound.

New friends are waiting.

Put your news online.

Ordinary things. Boring things.

Sometimes something funny.

Then wait till the comments arrive.

Ask students what type of poem they are. (The first poem is a haiku. The second is an acrostic poem.)

Students write either a haiku or an acrostic poem about social media. They can use full sentences or phrases. They can also use any combination of words that sound good together, but the topic of the poem must be clear.

Circulate and monitor, helping where necessary.

When they have finished, ask a few students to read their poems to the class.

Exercise 6

page 115

- Students read the text and find the difference between slam poetry and rap music.
- Check the answer as a class.

Rap uses music, whereas slam poetry relies on the power of the spoken word.

Exercise 7

page 115

- Students study the non-defining relative clauses in the text and answer the questions in pairs.
- Focus attention on the rule in the box. Point out that if the non-defining clause is in the middle of the sentence, it is separated from the main clause by two commas, e.g. *Rachel, whose bag was stolen, went to the police station*.

1 yes

2 extra information

3 They go after the person or object they describe.

4 where, which, who and whose

5 no

Grammar reference and practice 9.2

Workbook page 121

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

2 1 David, who(m) I've known since we were at primary school, is a person you can trust completely.

2 That's Leanne, who is in my class at school.

3 Jake got some new trainers, which were given to him for his birthday.

4 I'm meeting Charlotte Newton, whose brother Henry is the top scorer in the football team.

5 We went to Maynardale, where there's a famous waterfall, and had a picnic.

6 My mum recently bought herself an e-book reader, which is more convenient than paper books.

Exercise 8

page 115

- Students read the sentences in the exercise.
- Tell them to decide which relative pronoun they need for each sentence.
- Students do the exercise.
- They then compare answers with a partner.
- Check answers as a class.

1 Marshall Soulful Jones, whose poem was about technology, came second in the National Poetry Slam in Boston.

2 I posted a photo of my dog, which was very funny, on Facebook.

3 My computer, which had all my friends' contact details in it, broke down.

4 My brother Seth, who plays the saxophone, wants to be a famous jazz musician.

5 We sometimes go to Jamaica, where my grandparents live.

6 That's Café Europa, where I meet my friends.

7 My friend Jade, whose sister is in my class, writes rap songs.

Vocabulary bank: Poetry

page 142

1 1 verse 2 stanza 3 rhythm 4 rhyme 5 theme
6 symbol 7 personification 8 metaphor
9 simile 10 imagery 11 poem 12 prose

2 1 prose 2 verse 3 poem 4 stanzas 5 rhythm
6 rhyme 7 theme 8 metaphor 9 imagery
10 personification 11 symbols 12 simile

3 1 metaphor 2 simile 3 personification 4 rhyme
5 imagery 6 symbol

Extra activity: Further discussion

Students discuss the following questions:

Do you think students should study slam poetry at school?

What is your opinion of this kind of poetry?

Read the last five lines of the poem again. Do you think technology is making people less human?

How do you think people will communicate fifty years in the future?

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a poem about social media. I can recognize different poetry techniques and understand words with more than one meaning. I can use non-defining relative clauses. I can discuss types of poetry that are popular among young people in my country.*

9E Writing

A for and against essay

Summary

Topic: Constant connection to friends, the news, etc. as a result of modern technology

Grammar: Introductory *It*

Reading: A for and against essay about constant connection to the web

Writing: A for and against essay about the effects of modern technology on our lives

Lead-in

- Say to the class: *Sophie's house is full of books, newspapers and CDs. She and her family buy things from shops, and they don't spend much time online. Dan's house has very few things in it. All his family's music is stored on devices like computers and MP3 players. They read the news online, and all the family members own e-book readers on which they download and read e-books.*
- Ask: *Imagine that Sophie and Dan visit each other. What opinion will they have of each other's homes?*
- Elicit answers and ask students to give reasons.

Exercise 1 page 116

- In pairs, students take it in turns to ask and answer the questions.
- When they have finished, ask a few students to share their ideas with the class.
- Ask: *Which is better? Reading a book or reading something online? Going to a shop or buying something online? Why?*
- Elicit opinions.

Exercise 2 page 116

- Students discuss the statement in pairs and think of two advantages and two disadvantages.
- Elicit students' ideas and write notes on the board.
- Students read the essay and compare their ideas.

Exercise 3 page 116

- Students do the exercise on their own or in pairs.
- Check answers as a class.

1 D 2 A 3 C 4 B

Exercise 4 page 116

- Students read the essay again to answer the questions.
 - They then compare answers in pairs.
 - Check answers as a class.
- 1 People who have mobility problems.**
2 Photographs, videos and news can be shared online.
3 Information online may be misleading and inaccurate.
4 People may feel stressed if they know that someone is expecting an instant response from them.
5 We should switch off our phones sometimes, walk away from our computers and talk to some real people.

Exercise 5 page 116

- Students study the table and complete it.
- To check understanding, ask:
Do you use phrases like 'It is said' and 'It could be claimed' to express your own opinion? (No)
In the sentence 'It's clear that there are advantages to using social media,' does 'it' refer to anything? (No)

It + the passive: it is often said

It + the passive (with modal verbs): It could be claimed;

It may also be argued

It + is/seems + adjective: It seems evident; It is true

Exercise 6 page 117

- Students do the exercise.
 - They then compare answers in pairs.
 - Check answers as a class.
- 1 It is said that there is no real privacy in today's world.**
2 It could be argued that computers are getting smaller, faster and cheaper.
3 It may be claimed that people have forgotten how to think for themselves.
4 It is obvious that the internet has changed the way that we do our research.
5 It is clear that students are able to access more information about their subject.
6 It seems that constant connection is a normal part of our lives.

Extra activity: Speaking

On the board write the name of gadgets that students are familiar with, e.g. a make of smartphone. Elicit different opinions about them, both positive and negative.

In pairs, students make up dialogues about gadgets using the introductory *It*, e.g.

A: It's often said that the phone screen is very small.

B: Yes, but it may also be argued that it's very light.

A: You're right. It's clear that the phone is easy to use.

B: And it's true that it's very popular.

Circulate and monitor, helping where necessary.

Exercise 7

page 117

- Read through the strategy with the class.
- Ask: *Why is it important to be neutral in a for and against essay?* (The points need to be presented objectively so that the reader can form their own opinion about the subject.)
- Students find the impersonal structures and underline them.

Exercise 8

page 117

- Students do the exercise.
- Circulate and monitor, helping where necessary.
- Check answers as a class. There will be many possible answers.

(Possible answers)

- 1 Some people claim that children should read books.
- 2 It could be argued that children's attention spans are getting shorter.
- 3 Our teaching methods need to be changed.
- 4 It is often said that computer games develop important skills.
- 5 Other people would argue that young people's brains are developing differently.
- 6 It is obvious that the internet is a very important tool in language development.

Writing guide

page 117

- Read the **task** together. Tell students they are going to write a for and against essay based on one of the statements. It is a good idea to give students an idea of how much they should write (approximately 300 words).
- Give students fifteen minutes to complete the **ideas** stage. Students select the points relevant to their essay title and make notes about them. While students **plan** their essay, remind them to use the introductory *It* and phrases for making your writing sound neutral. Encourage them to choose phrases for introducing paragraphs, ordering the points in their essay and making their writing flow more smoothly.
- While students **write** their essay, circulate and monitor, helping with vocabulary and grammar where necessary.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extra activity: Fast finishers

Ask **fast finishers** to swap essays with a partner and correct them using the checklist.

Additional writing activity

Students write a for and against essay using the other title in the writing guide.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a for and against essay about constant connection to the web. I can use the introductory 'It' and phrases for making your writing sound neutral. I can write a for or against essay about the effects of modern technology on our lives.*

Vocabulary insight 9

page 118

New words

- 1 snail mail 2 karaoke 3 text
- 2 b 2 a 3 h 4 c 5 g 6 d 7 e 8 f
- 3 website log (blog)
2 electronic mail (email)
3 camera recorder (camcorder)
4 internet etiquette (netiquette)
5 technology phobia (technophobe)
6 television shopping (teleshopping)
7 travel log (travelogue)
8 malicious software (malware)
- 4 user-friendly 2 tween 3 emoticon 4 freeware
5 Wi-Fi
- 5 user-friendly 2 tweens 3 travelogue
4 teleshopping 5 malware 6 Wi-Fi 7 emoticons
8 freeware
- 6 Students' own answers

Review 9

page 119

- 1 off 2 into 3 opened 4 down 5 got 6 catch
- 2 currently 2 friendly 3 sympathetic 4 last
5 actually 6 latest
- 3 durable 2 inexpensive 3 fragile 4 reliable
5 efficient 6 out-of-date
- 4 Tweet 2 Apple 3 Face 4 Book 5 disc
6 blackberry
- 5 who 2 when 3 whose 4 who 5 where
6 which
- 6 1, 4 and 6 2 1, 6
- 7 Galileo was the astronomer who / that invented the word 'telescope' (but not the instrument!).
2 Alexander Graham Bell is the Scot whose invention connected the world.
3 The USA was the place where credit cards were first used.
4 Space Invaders was the computer game which / that first made gaming really popular.
5 1978 was the year when GPS made navigation easier.
- 8 My grandmother, who hasn't got a mobile, hates technology.
2 In summer, when it's bright, I can't see my computer screen.
3 Life is expensive in 'Silicon Valley', where many software millionaires live.
4 My laptop, which I bought a few years ago, is quite old now.
5 Isla's dad, who is a games programmer, is famous.

Pronunciation insight 9

Workbook page 128

Answer key

Teacher's Book page 156

10

Creativity

Map of resources

Section A: Student's Book pages 120–121

Workbook page 76

Vocabulary bank, The arts page 143

DVD extra, Art is everywhere page 121

Teacher's resource disk, Communication worksheet 10A

Section B: Student's Book pages 122–123

Workbook page 77

Grammar reference and practice 10.1, Workbook page 122

Section C: Student's Book pages 124–125

Workbook page 78

Teacher's resource disk, Communication worksheet 10B

Teacher's resource disk, Functional language bank

Section D: Student's Book pages 126–127

Workbook page 79

Grammar reference and practice 10.2, Workbook page 123

Vocabulary bank, Organizing a festival page 143

Teacher's resource disk, Communication worksheet 10A

Section E: Student's Book pages 128–129

Workbook page 82

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

Vocabulary insight 10 page 130

Fixed phrases with two key words

Review 10 page 131

Pronunciation insight 10, Workbook page 128

Progress check Unit 10, Workbook page 83

Language and skills tests 10A and 10B, Test Bank

Cumulative review Units 1–10 pages 106–107

Literature insight 5, Workbook page 92

Exam insight 5, Workbook page 102

10A Reading and vocabulary

Art is everywhere

Summary

Topic: Art and music

Vocabulary: Phrases with *and*

Reading: An article about Pablo Picasso and Wolfgang Amadeus Mozart

Speaking: Discussing Picasso and Mozart; discussing which skill and ability you would choose

Communication worksheet 10A: Dominoes

Lead-in

- Give students five minutes to brainstorm as many artists and composers as they can and to write down any facts they know about them.
- Elicit answers.

Exercise 1 page 120

- Students answer the questions on their own or in pairs.
- Elicit students' answers.
- Ask: *Have you ever heard or seen the artists' work? What did you think of it?*
- Elicit answers and opinions.

Exercise 2 page 120

- Read through the strategy with the class.
- In pairs, students decide which artist they are each going to read about.
- They then scan their part of the text and use their own words to complete the chart.
- When they have finished, they take it in turns to summarize their half of the text for their partner.
- Ask a few students to describe their partner's summary to the class.

(Possible answers)

Picasso was born in Malaga, Spain, in 1881. He finished his first painting, *El Picador*, when he was nine. He hated school and spent a lot of time drawing. He founded Cubism (together with Georges Braque). His most famous works are *Les Demoiselles d'Avignon* and *Guernica*. He was questioned about the theft of the *Mona Lisa* in 1911.

Mozart was born in 1756. When he was four, he wrote his first piece of music, a sonata for the piano. When he was young, he travelled around Europe a lot with his father and sister. He wrote over 600 pieces of music. He had financial problems and died young, and was buried in an unmarked grave.

Exercise 3 page 120

- Students read the other half of the text and answer the questions.
- They then compare answers with a partner.
- Check answers as a class.

1 Picasso 2 Mozart 3 Picasso 4 Mozart 5 Picasso
6 Mozart 7 Picasso 8 Mozart

Exercise 4 page 120

- Read through the questions with the class.
- With a **weaker class**, write the following words on the board: *age, talent, success, money, frustrated, alone*.
- Students answer the questions in pairs.
- When they have finished, ask a few students to share their answers and ideas with the class.

Students' own answers

Additional vocabulary

The following words are from the article *The stories behind the names*:

- stillborn* (adj) /'stɪlbɔ:n/ (used about a baby) dead when it is born
- relief* (n) /rɪ'lɪf/ the feeling you have when something unpleasant stops or becomes less strong
- born* (adj) /bɔ:n/ having a natural ability to do something
- sketch pad* (n) /'sketʃ pæd/ a book of sheets of paper for drawing on
- controversial* (adj) /kən'trə'veɪʃl/ causing public discussion and disagreement
- Mass* (n) /mæs/ the ceremony in some Christian churches when people eat bread and drink wine in order to remember the last meal that Christ had before he died

Exercise 5 page 121

- Ask students to try to match the highlighted nouns in the text to the definitions without reading the text.
- They then refer to the text to see if they can work out the meaning of the nouns using the context.
- Students compare answers with a partner.
- Check answers as a class.

1 originality 2 vision 3 success 4 genius 5 style
6 maturity 7 beauty 8 dedication

Extra activity: Internet research

Students research one of the following artists, or an artist of their choice: Ludwig van Beethoven, Frédéric Chopin, Vincent van Gogh, Leonardo da Vinci.

They should use the chart in exercise 2 to plan their research and write the main points about them.

Students prepare a presentation about their chosen artist and include some of the abstract nouns from the text.

Extra activity: Further discussion

Students discuss the following:

We often hear about child geniuses who are fantastically talented at playing an instrument, playing chess, or at subjects like maths. But what happens to them when they grow up?

If you had a child who was a child genius, would you send them to university early? Would you put them on the stage and make them famous? Or would you try to give them as normal a childhood as possible?

Exercise 6 page 121

- Students complete the sentences.
- They then compare answers with a partner.
- Check answers as a class. Ask students which key words helped them to choose the correct answer.

1 maturity 2 originality 3 beauty 4 dedication
5 vision 6 style 7 genius 8 success

V insight Phrases with and

Phrases with *and* are often used in spoken English. They can include words with similar meanings (e.g. *far and wide*) or opposites (*ups and downs*). They are fixed expressions.

Exercise 7 page 121

- Students try to match the words without referring to the text. Word pairs such as *alive* and *well* have a clear link, as do *ups* and *downs*.
- Students check their answers in the text and study the contexts they appear in.
- Check answers as a class.
- Elicit students' definitions of the phrases.
- Ask them to find one more phrase with *and* in the text, meaning 'small objects'. (bits and pieces)

alive and well; sick and tired; trial and error; pick and choose; ups and downs; far and wide

Exercise 8 page 121

- Students do the exercise.
- They then compare answers with a partner.
- Check answers as a class.

1 pick and choose 2 alive and well

3 sick and tired (of) 4 trial and error 5 ups and downs
6 far and wide

Extra activity: Speaking

In pairs, students think of questions that will elicit answers using phrases with *and*, e.g. 'Did you find your lost cat?' 'Yes, it was alive and well.' 'Do you enjoy watching football at weekends?' 'No, I'm sick and tired of it.'

Circulate and monitor, helping where necessary.

Put each pair together with another pair.

Students take it in turns to ask and answer their questions.

Exercise 9 page 121

- Give students two minutes to choose their preferred skill and to think of reasons why they would choose it.
- In small groups, students take it in turns to tell each other their choices and give reasons for them.
- They should then defend their choice and explain why they think it is better than the choices other students have made.
- Find out which skill or ability most students would like to have.

Vocabulary bank: The arts page 143

1 1 A biographer 2 A novelist 3 A playwright
4 A poet 5 A scriptwriter 6 An actor
7 A composer 8 A musician 9 A singer
10 An artist 11 A sculptor 12 A designer

2 (Possible answers)

1 has role in play / stars 2 writes poem / poetry
3 composes / writes music
4 plays instrument / gives performance / recital
5 writes play / tragedy 6 paints portrait
7 writes biography
8 creates / does sculpture / sculpts work / carves objects 9 writes script
10 designs dresses / furniture 11 writes novel
12 performs / sings song / aria

3 Students' own answers**Learning outcome**

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about Picasso and Mozart. I can use abstract nouns to describe talent. I can understand and use phrases with 'and'. I can discuss what life must be like for child geniuses. I can explain which skill or ability I would choose for myself and why.*

10B Grammar and listening**Around the world in one dance****Summary****Topic:** Dancing**Grammar:** Participle clauses**Reading:** An article about a man who danced badly around the world**Listening:** A radio interview about the film *Singin' in the Rain***Speaking:** Discussing how dance can help people around the world; describing a film using participle clauses**Lead-in**

- Ask:
Do you think everyone should learn to play a musical instrument and sing? Why / why not?
Do you think young people should have dancing lessons at school? Why / why not?
- Students discuss the questions in open class.

Exercise 1 page 122

- Tell students to look at the photos on page 122. Ask: *Do you think this man is a good dancer?*
- Elicit answers.
- Students answer the questions in pairs.
- They then read the text and check their answers to questions 1 and 2.

1 A man is doing a silly dance.**2 Dancing creates a sense of joy and community.****3 Students' own answers****4 Students' own answers****Exercise 2** page 122

- Read through the quotes with the class.
- Students then discuss them in pairs or small groups and decide which they agree and disagree with.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 3 page 122

- Students read the text again and find sentences with a similar meaning to sentences 1–6.
- Check answers as a class.
- Ask students to compare the sentences. Ask: *Which words have been left out in the sentences in the text?* (the relative pronouns and the auxiliary verbs)
- Explain that the sentences in the text are examples of participle clauses.

1 Matt Harding, a video game designer working in Australia, decided to leave his job.**2 Matt's 'bad dancing' video, watched by millions of people, became an internet sensation.****3 Like most people travelling from place to place, they took photos and filmed short video clips of the places they visited.****4 Matt, thinking the idea was great fun, agreed and from there, the idea grew.****5 He inspired some Rwandan orphans watching him to dance, too.****6 They show crowds of people dancing and laughing together.****Language note: Participle clauses**

Participle clauses can have the same purpose as relative clauses. Such participle clauses are sometimes called reduced relative clauses.

Participle clauses are formed by omitting the relative pronoun and using the participle form of the verb. We use a present participle if the verb is active and a past participle if the verb is active.

We helped an old lady who was crossing the road. →
We helped an old lady crossing the road.

I bought a beautiful bag which was made in Italy. →
I bought a beautiful bag made in Italy.

We do not use participle clauses with state verbs like *know, think* and *have*.

Exercise 4 page 122

- Ask: Which two verb forms are there in the participle clauses? (the present participle and the past participle)
- Students complete the rules.
- Check answers as a class.

1 active 2 passive

Grammar reference and practice 10.1

Workbook page 122

1 1 a	4 a, b
2 b	5 a
3 a, b	6 a
2 1 described	4 teaching
2 chosen	5 spoken
3 providing	6 now held

- 3 1 The man training my sister used to be a world-famous swimmer.
2 Some children standing nearby started laughing.
3 The event, attended by nearly two thousand people, will be held again next year.
4 The drama company based in Shoreditch is called the Black Box company.
5 The tree cut down by the council recently was over two hundred years old.

Extension: Fast finishers

Ask **fast finishers** to swap letters with another student to read and check for mistakes.

Extra activity: Speaking

In pairs, students take it in turns to describe other people and objects in the classroom using participle clauses. Their partner must guess the person or object they are describing and also use participle clauses in their questions, e.g.

A: I can see a picture stuck on a wall.

B: Is it the one hanging next to the blackboard?

A: No, it's the one hanging above the light switch.

B: Is it the picture showing the River Thames?

A: Yes it is.

Exercise 5 page 123

- Ask students to describe the photo.
- Explain that a dance troupe is a group of dancers.
- Students complete the text with participle clauses.
- They then compare answers with a partner.
- Check answers as a class.

Ask further questions about the text:

How many group members are there? (eleven)

What did they win in 2009? (a competition, Britain's Got Talent)

What was the result of their success? (Everyone wanted to learn street dance.)

Where did street dance begin? (on the streets of New York and Los Angeles)

What does street dance include? (moves improvised by the dancers as they perform)

Why do schools run street dance classes? (to encourage young people to exercise and stay healthy)

- 1 formed 2 performing 3 showing 4 watched
5 run 6 improvised 7 using 8 encouraging

Culture note: Singin' in the Rain

Singin' in the Rain is a musical comedy made in 1952. It starred Gene Kelly, Donald O'Connor and Debbie Reynolds. Despite being only a modest success immediately following its release, it is now regarded as one of the greatest musicals of all time.

Exercise 6 2·24 page 123

- Ask students to describe what they can see in the photo and say or guess what kind of film it is from.
- Play the recording for students to listen and check their answer.

It's a musical.

Audio script

Presenter In a recent poll, the *Singin' in the Rain* song and dance routine, from the 1952 film of the same title, was voted the most popular dance scene from any movie. In the studio with us today we have Sarah Williams, movie historian, to tell us something about the history of that famous scene.

Sarah Yes, well, I think even people born fifty or sixty years after this film was made, would probably recognize the music from this iconic scene. The actor performing the dance is, of course, Gene Kelly, and he actually had a temperature of 39° on the day they shot this scene. Apparently the director, worrying about Kelly's health, wanted to send him home, but Kelly, knowing that there had been a huge amount of preparation for the scene, insisted on filming. In the scene we see Kelly, playing the role of Don Lockwood, singing and dancing in the rain because he is so happy. The dance, choreographed by Kelly himself, is joyful and funny and still amazes the viewer today, over sixty years after the film was first released. The rain, pouring down from the sky throughout the scene, was actually a mixture of milk and water. Poor Gene Kelly got so wet that his wool suit shrank!

Presenter Well, that's fascinating! Imagine doing a dance like that in the pouring rain when you've got a temperature of 39° ...

Exercise 7 2·24 page 123

- Students complete the sentences with participle clauses.
- Play the recording again for students to check their answers.
- Check answers with the class.

1 born fifty or sixty years 2 performing the dance

3 worried about Kelly 4 knowing that the scene

5 playing the role of 6 choreographed by Gene Kelly

7 pouring from the sky

Exercise 8 page 123

- Read through the instructions and notes with the class.
- Students work in pairs to put the notes into a logical sequence.
- They then use the notes to form sentences with participle clauses.
- Finally, students link their sentences together and practise describing the film.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a student to describe the film for the class.

(Possible answer)

The Red Shoes, based on a fairy tale by Hans Christian Andersen, is a classic film made in 1948. In the film, Moira Shearer, playing the role of Victoria Page, is a ballet dancer wearing red ballet shoes. The film has dance sequences lasting fifteen minutes.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about dancing badly. I can use participle clauses. I can understand a radio interview about a scene from a film. I can describe a film using relative clauses.*

10C Listening, speaking and vocabulary

What's the point of art?

Summary

Topic: Art

Listening: An expert describing the meaning of doodles; an interview with an art therapist about how art can help people

Speaking: Discussing doodles; discussing compulsory and optional school subjects

Vocabulary: Adjectives for describing art

Functional language: Debating

Communication worksheet 10B: Using phrases for debate

Lead-in

- Pre-teach *doodle* (v) /'du:dл/ (to draw lines, patterns, etc. without thinking, especially when you are bored) and explain that it can also be a noun.
- Say: *Most of us doodle. Some of us may be doodling right now. Can anyone show us a doodle that they often draw?* Ask a few students to come to the board and draw one of their typical doodles.
- Elicit descriptions of these doodles from other students. Ask the students who drew them to say what they represent, if anything, and give reasons why they draw them.

Exercise 1 page 124

- Tell students to look at the doodles. Ask: *What can you see in each picture?*
- Elicit answers.
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class. Write notes on the board.

Exercise 2 2-25 page 124

- Ask students to match the personality descriptions to the doodles in exercise 1.
- Tell students that they will not hear the exact words from the descriptions in the recording. Elicit synonyms or paraphrases.
- Play the recording for students to listen and match the descriptions with the doodles.

- Check answers as a class. Were any of the students' guesses correct?

1 d 2 e 3 c 4 b 5 a

Audio script

1

If your doodles have lots of square shapes or flat surfaces, you may be the kind of person who likes to feel secure and in control of events. You're likely to be sensible and realistic rather than imaginative.

2

If you often draw animals, the type of animal can show how you feel or how you'd like to be. So, for instance, a small or weak animal may indicate you're quite gentle; a dramatic, dangerous one such as a tiger shows that you like power; and a comical or playful one, like a kitten or puppy, indicates that you enjoy playing and amusing yourself.

3

Trees are about growing, so drawing an elaborate one with lots of branches and leaves may show you have a strong will to live and become stronger in the future, unlike the kind of thin tree without leaves that a very old person might draw.

4

Drawing lifelike figures doing active things like running or cycling may indicate that you're energetic, with a strong wish and ability to do things that need actual strength, or that you want to find a way to create new things.

5

Lots of flowing, rounded shapes or romantic images like hearts, indicate that you're somebody who has strong feelings about things, and possibly also towards people. You may prefer life to be calm rather than stressful, and you might have a need to love and to be loved.

Exercise 3 page 124

- Students match the words to the meanings.
- Check answers as a class.
- In pairs, students use the adjectives to describe the pictures in exercise 1.
- Circulate and monitor, helping where necessary.
- Elicit a few descriptions of the pictures.

**1 elaborate 2 lifelike 3 flowing 4 dramatic
5 moving 6 comical 7 romantic 8 original**

Exercise 4 page 124

- Students read the sentences carefully and underline the key words in each sentence, e.g. *simpler* in sentence 1.
- They then complete the sentences.
- Check answers as a class.

**1 elaborate 2 dramatic 3 original 4 Romantic
5 flowing 6 comical 7 moving 8 lifelike**

Extra activity: Speaking

In pairs, students look back through the Student's Book and find images that could be described using the adjectives in exercises 3 and 4, e.g.

The lines of the tattoo on the man's face on page 5 are dramatic and flowing.

I think the picture on page 10 looks romantic because it shows a couple surrounded by flowers.

Exercise 5 2·26 page 124

- Read through the instructions and descriptions with the class. Elicit or teach the meaning of *therapist* (a person who gives treatment to cure a mental or physical illness, often without drugs or medical operations).
- Ask students to guess which description is correct.
- Play the recording for students to listen and check their answer.
- Check the answer as a class.

b

Audio script

John Today I'm talking to Frank Herschel, art therapist and author of *Doodles of Happiness*. Frank, before we talk about the book, could you tell us briefly what an art therapist does?

Frank Yes, of course. Well art therapy is a form of psychotherapy, in which the therapist uses art to help people.

John And these are people with some kind of mental health problem.

Frank I'm not keen on the word 'problem', John. We help people in all sorts of places – we work with the elderly, we work with children, we work with people in prisons, we go into hospitals. Art therapy is useful in two key ways. Firstly, by looking at the pictures and doodles that people draw, we can learn an enormous amount about what they are thinking and feeling.

John So ... if someone draws a picture of a sandwich, that means they're hungry, right?

Frank Ha ha! It's not quite as straightforward as that, John. What does the sandwich look like? Does it look delicious or does it look disgusting? Is it drawn with straight lines or curvy lines? Is it on a plate, or in a box or on the floor? There are all sorts of interesting little details.

John OK. So, you look at a drawing or a doodle and that can tell you something about the artist's state of mind.

Frank Yes. And we also talk to patients about their art, too. So maybe a child, an eight-year-old, for example, has drawn a picture of a house. I will then ask, 'Whose house is this? Who lives here? Do they like living here?' The answers to those questions can tell me a lot about what that drawing symbolizes for the child.

And then we move on to the actual therapy. We can use art to encourage people to express things that may be too scary or too difficult to talk about. Art allows people to release their emotions. One of the reasons for this is that when we draw we're using the right side of the brain. It's this side which deals with emotions and feelings, whereas the left side is the analytical side.

John And, does an art therapist actually help people to be better at art?

Frank That's not really the point of art therapy. We will teach techniques so that patients can use different art forms to express themselves. So, in an art therapy session, the patient might use sculpture, drawing, painting and collage. But it's not our job to say 'You've done it wrong' or 'That doesn't look good, you need to improve it.' Quite the opposite. Really our job is to make people feel comfortable about expressing themselves and their emotions through art.

John Now, tell us a bit about *Doodles of Happiness*, your new book.

Frank Yes, the book really looks at how you can analyse your doodles and what you can learn from them. So, for example, you may notice that when you doodle, you often use lots of

thick, dark, straight lines. Perhaps this means that you feel trapped or unhappy. Can you remember where you were and what you were doing when you drew your doodle? This information might give you another clue about your feelings and the reasons behind them.

John Well I must say, that all sounds fascinating. Now, of course, I've been doodling away while you've been talking. Here's my doodle ... Can you analyse it?

Frank Ah, well, look at that. The first thing I notice about this doodle is that you've used ...

Exercise 6 2·26 page 124

- Ask students to read the statements and try to remember if they are true, false or not given.
- Play the recording again for students to listen and check their answers.
- Check answers as a class.

1 F 2 T 3 T 4 NG 5 F 6 F 7 NG 8 T

Exercise 7 page 124

- Ask students to think about the following:
How do they feel when they doodle?
How do they use their pen or pencil? Do they press hard or lightly?
Do their doodles change depending on their mood?
- Students then discuss the questions in pairs.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their partner's answers with the class.

Exercise 8 page 125

- Ask students: *Do you enjoy art at school?*
- Elicit answers.
- Elicit or pre-teach *debate* (a formal argument or discussion of a question at a public meeting or in Parliament) and *perception* (the ability to notice or understand something).
- Students read the arguments and add more arguments.
- Elicit students' ideas and write them on the board.

Exercise 9 2·27 page 125

- Play the recording for students to listen and number the arguments.
- Check answers as a class.

1 Encourage creativity and self-expression

2 Help us to understand other people's view of the world

3 Too personal – can't be taught at school

4 Require expensive materials

5 Not useful for getting a job

6 Teach important skills, e.g. perception, co-ordination, planning

Audio script

Teacher Right, well, today we're going to have a discussion about art – it's on the school timetable, but is it as important as subjects like maths, English or science? Who would like to give their opinion first? Yes, Jessica.

Jessica Well, I think that art is really important for lots of different reasons. To start with, it's a form of self-expression. By creating art and appreciating other people's art, we learn how other people see the world and how to show our view of the world.

Tom Could, er, could I just interrupt here?

Teacher Yes, Tom. What do you want to say?

Tom Jessica's made a good point, but I don't think that these are things we can learn at school. Art is important, but I think it's something we should develop on our own, not in the classroom. You can't get wrong or right answers with art. It's too personal for the classroom.

Jessica Well, sorry Tom, but that's not always the case. Some people might not have the space or the money to do art at home, or maybe their family's just not interested in it. That's why we need to have art classes at school – so that everyone has the chance to participate.

Teacher Tracy – would you like to add anything?

Tracy I think Jessica is absolutely right that not everyone can study art at home. But is it really a useful subject for school? Art supplies cost a lot of money. I think we should be spending that money on subjects that will help us get a job when we leave school. Art's just not very useful.

Tom Can I add something here?

Teacher Yes, Tom.

Tom I totally disagree with Tracy about art not being useful. You develop all sorts of skills – perception, coordination, creativity, teamwork, planning ...

Tracy Yes, but you don't get qualifications in those things, do you?

Jessica That's a good point. But isn't education about more than getting qualifications?

Teacher OK, I'm going to stop you there. An excellent debate. Now for the class vote. Who thinks that art is as important as maths, English or science on the school timetable?

Exercise 10 2.27 page 125

- Ask students to read the phrases in the box and complete as many as they can before they listen to the recording again.
- Tell students they will not hear the phrases in the order that they appear.
- Play the recording again.
- Students listen and check their answers.
- Check answers as a class.
- Say: *Two other points were made during the debate. What were they? Were they for or against art lessons in schools?* Elicit answers. (*Some people might not have the space or the money to do art at home, or maybe their family's just not interested in it.* (for) *But isn't education about more than getting qualifications?* (for))

1 absolutely 2 good point 3 the case

4 totally disagree 5 just interrupt here

6 add something 7 would you like to

Exercise 11 page 125

- Read through the instructions with the class and make sure students understand what they have to do.
- Ask:
*What subjects are on your school curriculum?
Are all the subjects you study compulsory?
Are any subjects optional?*
- Elicit answers.
- Put students into groups. Half the groups will argue *for* the statement and the other half will argue *against* it.

- Ask students to think about the following points; they can also use their own ideas:

Which subjects do you enjoy? Which don't you enjoy?

Which subjects will help you get into university or find a good job?

Would you learn better if you had fewer subjects?

Is there time in your school timetable for more relaxing and enjoyable subjects and activities, e.g. art, music, sport?

Should schools focus only on academic qualifications? Or should they also develop skills that are important in your adult life?

- Students prepare a list of points to support their argument. They should also think about how they can include the phrases in exercise 10.
- Put each *for* group together with an *against* group. Each new group chooses a chairperson to manage the debate.
- Students hold their debates.
- Circulate and monitor, but do not offer to help while students are speaking.
- When they have finished, ask a few students to summarize the results of the debate for the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand the meanings of doodles. I can understand a radio interview about art therapy. I can use adjectives for describing art. I can understand a debate about the importance of art in the school curriculum. I can use phrases for debating about school subjects.*

10D Culture, vocabulary and grammar

On stage

Summary

Topic: Two famous festivals

Speaking: Discussing festivals; agreeing what to take to the Glastonbury music festival

Vocabulary: Compound adjectives: describing events

Reading: An article about the Sundance Film Festival and the WOMAD music festival

Grammar: Determiners

Communication worksheet 10A: Dominoes

Lead-in

- Ask students to brainstorm different festivals and the types of activities associated with them.

- Ask:

Have you ever been to a festival?

What kind of festival was it?

What was the best thing about it?

What other things appeal to you about festivals?

What might put you off taking part in them?

- Students discuss the questions in pairs.

- Elicit answers.

Exercise 1 page 126

- Ask students to look at the photos and answer the questions.
- Elicit answers and write notes on the board.
- Then ask further questions:
Where do you think the two festivals take place?
What kinds of film and music do you think they include?
- Elicit answers and write notes on the board.
- Students skim the article and check their answers.

1 a film festival and a music festival

2 People go to the Sundance Film Festival to see new directors. They go to WOMAD to listen to traditional musicians.

Exercise 2 page 126

- Before students read the article again, ask them to read the questions and try to remember or predict the answers.
- Students read the text again and answer the questions.
- They then compare answers with a partner.
- Check answers as a class.

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

Exercise 3 page 126

- Ask students to work with a partner. They should make notes of adjectives to describe festivals, festivals in their country and what they celebrate, what they would learn by listening to musicians from many parts of the world performing in one place.
- Students use the notes to discuss the questions.
- When they have finished, ask a few students to share their ideas with the class.

Culture note: Glastonbury festival

The **Glastonbury festival** was founded in the 1970s by a farmer called Michael Eavis. It takes place in Somerset, in the south-west of England, in the weekend closest to the summer solstice.

Exercise 4 page 127

- Remind students that the first word of a compound adjective gives more information about the second word.
- Students complete the text without referring back to the article *Famous festivals*.
- When they have finished, students read the main article again and check their answers.
- Elicit the meaning of *eagerly-awaited* (expected with interest and excitement), *cutting-edge* (newest, most advanced), *family-oriented* (adapted for families), *feature-length* (having the length of a film at the cinema) and *thought-provoking* (causing careful consideration or attention).
- Check answers as a class.

1 eagerly 2 world 3 little 4 cutting 5 family
6 open 7 talked 8 feature 9 thought 10 festival

Extra activity: Game

Play a game. Write the words that make up the ten compound adjectives from exercise 4 on separate cards, i.e. write twenty cards. Make several sets of these cards.

Put students into groups and give each group a set.

Tell students to put the cards face down in a grid of 5 x 4 cards.

One student picks two cards and reads the words on them to the group. If the words form a compound adjective, the student makes a sentence with the compound adjective and keeps the two cards.

If the words on the cards do not form a compound adjective, the student puts both cards down again in their original places.

Then the next student picks two cards, and so on.

The game continues until all the words have been correctly paired.

Exercise 5 page 127

- Tell students to look at the highlighted words in the text. Ask: *What is their purpose?* (They show how much there is of something.)
 - Students study the words in the article and answer the questions.
 - Check answers as a class.
- a a few of the; most of the; few; most; many of the; each; many; some; some of the
b little; most of the; a little of; some of the
c most of the; some; some of the

Grammar reference and practice 10.2 Workbook page 123

1 1 few 2 a few 3 little 4 a little 5 each
6 many

2 1 any 2 some 3 no 4 Every 5 much
6 a lot of

Exercise 6 page 127

- With a **weaker class**, clarify the use of *of*. Draw the following table on the board:

pronoun	noun	the + noun
you	people	the bands
us	songs	the tickets
them	festivals	the tents

- Below the table write *some*, *some of*, *most*, *most of*, *many*, and *many of*.
- Ask students which words in the table can follow the determiners. Check that students understand that *of* is needed before a pronoun or *the*.
- Students choose the correct answers.
- They then compare answers with a partner.
- Check answers as a class.

1 many 2 most of 3 some 4 all 5 a little 6 a few
7 most of the 8 many of 9 each

Exercise 7 page 127

- Read through the instructions with the class.
- Student pick four things and think of reasons for their choices. They should think about things like accommodation, the weather and the length of their stay at the festival.
- In pairs, students discuss what to take to the festival and try to reach agreement.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few pairs to share their ideas with the class.

Vocabulary bank: Organizing a festival page 143

- 1** 1 hold an event 2 find a venue
3 appear on stage 4 headline a festival
5 appeal to an audience
6 get a good vantage point 7 manage security
8 recruit volunteers 9 run a stall
10 attend a performance 11 take place
12 provide a catering service
- 2** 1 hold the event 2 take place 3 find a venue
4 appear on stage 5 appeal to an audience
6 headline a festival 7 attend a performance
8 get a good vantage point 9 manage security
10 provide a catering service 11 recruit volunteers
12 run stalls
- 3** Students' own answers

Extra activity: Further discussion

Students discuss the following:

Imagine that you can organize a new festival. What would your dream festival celebrate?

Which people (e.g. artists, writers) would you invite to take part in it?

Where would you hold it?

What would people do, see or hear there?

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about two festivals. I can use compound adjectives and determiners to describe festivals. I can discuss different kinds of festivals and I can choose what to take to a festival using determiners.*

10E Writing

A review of an event

Summary

Topic: A book festival

Vocabulary: Synonyms: evaluative adjectives

Reading: A review of the Hay-on-Wye Literary Festival

Writing: A review of an event

Lead-in

- Tell the class about an inspiring event you have been to recently, e.g. *I went to a dance performance at the local theatre. The dancers weren't world-famous – they were all*

school children. They had all obviously worked really hard and the music and dancing were beautiful. All the children, aged between four and nineteen, danced with passion and enthusiasm, and I found the event truly inspiring.

- Ask students to think about an event they have been to recently. It can be any type of event, e.g. a festival, a concert, or a sporting event.
- In pairs, they take it in turns to tell each other about the event, where it took place, who took part and the reasons why they enjoyed it.

Culture note: Hay-on-Wye Literary Festival

The **Hay-on-Wye Literary Festival** is one of the world's most important literary events and takes place in May each year over a period of ten days. Founded in 1987 the festival's location is the market town of Hay-on-Wye in Wales, which is packed with second-hand bookshops. The festival has drawn as many as 250,000 visitors.

Exercise 1 page 128

- Tell students to look at the photo and ask a student to describe what they can see in it.
- Students answer the questions in pairs.
- Elicit answers.
- Ask students if they have ever been to a book reading, an event where an author discusses their book, reads extracts from it and signs copies. Ask what they would find interesting and enjoyable about going to such an event.

Exercise 2 page 128

- Students read the text and answer the questions.
- Check answers as a class.

1 Yes: amazing; captivating; hilarious; fascinating; amusing; remarkable; unforgettable experience; organized so well; I can only recommend it

2 dance

3 Sir Terry Pratchett was at the festival and the reviewer saw him collect an award.

Exercise 3 page 128

- Students read the list of topics and put them in the correct order. Point out that they do not need all the topics in the list.
- Check answers as a class.

e, b, f c

Exercise 4 page 128

- Focus on the highlighted words in the text. Ask students to read the sentences in which the words appear. The context will give them an idea of their meaning and who or what they describe.
- Students then match the words to the four categories.
- Point out that *acclaimed* and *renowned* are generally followed by a noun, e.g. *She's a renowned actress.*
- Check answers as a class.

1 amazing; remarkable

2 captivating; fascinating

3 acclaimed; renowned

4 hilarious; amusing

Extra activity: Speaking

Ask students to each think of eight people or things that can be described by the highlighted adjectives in the review.

In pairs, they take it in turns to describe the people and things to their partner using the adjectives, e.g. *The film 'Skyfall'*, *captivating*

Their partner then elaborates on the sentence, e.g. *The film 'Skyfall' was captivating because it was full of action and excitement, and there was never a boring moment.*

When they have finished, ask a few students to share some their ideas with the class.

Exercise 5 page 129

- Read through the strategy with the class.
- Students read the sentences and study the underlined sentences in the review. Ask them which structures the underlined sentences feature.
- Students then complete the second sentences so that they have the same meaning as the first.
- Check answers as a class.

1 **was so expensive** 2 **I really liked was**

3 **were so wonderful** 4 **such elaborate sculptures**

5 **moved me the most was** 6 **was such a boring talk**

Extra activity: Adjectives

Write the following table on the board:

Picasso	<i>delicious</i>
Jim Carrey	<i>talented</i>
the 'Twilight' films	<i>captivating</i>
Usain Bolt	<i>fast</i>
WOMAD	<i>hilarious</i>
chocolate	<i>amazing</i>

In pairs, students practise making sentences about the people and things with the adjectives and *so* or *such*, e.g. *Picasso was so talented. Picasso was such a talented artist.*

Writing guide page 129

- Read the **task** together. Tell students they are going to write a review of an event for an entertainment magazine. It is a good idea to give students an idea of how much they should write (approximately 250 words).
- If necessary, students can research their chosen event for homework as part of the **ideas** stage, using the list of different topics to make notes. While students **plan** their essay, remind them to use evaluative adjectives and phrases for adding emphasis.
- While students **write** their review, circulate and monitor, helping with vocabulary and grammar where necessary.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extra activity: Fast finishers

Ask **fast finishers** to swap reviews with a partner and correct them using the checklist.

Additional writing activity

Students review a book, a television programme or another event for homework. They should follow the plan set out in the writing guide and include the same types of vocabulary and grammar as the main writing task.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a review of the Hay-on-Wye Literary Festival. I can understand and use evaluative adjectives. I can write a review of a festival.*

Vocabulary insight 10 page 130

Fixed phrases with two key words

1 1 tired (1) 2 error (3) 3 white (2) 4 chips (3)
5 early (3) 6 quiet (1) 7 cons (2) 8 sound (1)

2 1 pros and cons 2 trial and error 3 sick and tired
4 black and white 5 bright and early
6 safe and sound 7 fish and chips
8 peace and quiet

3 1 black and white 2 pros and cons 3 trial and error
4 bright and early 5 safe and sound
6 peace and quiet 7 sick and tired 8 fish and chips

4 1 more or less 2 step by step 3 word for word
4 sooner or later

5 1 Bit (by) bit 2 pins (and) needles 3 bits (and) pieces
4 back (and) forth 5 neat (and) tidy

6 Students' own answers

Review 10 page 131

1 1 success 2 beauty 3 style 4 dedication
5 maturity 6 vision

2 1 choose 2 error 3 wide 4 sick 5 downs
6 well

3 1 lifelike 2 original 3 comical; moving
4 flowing; dramatic

4 1 talked-about 2 world-famous 3 little-known
4 cutting-edge 5 open-air 6 family-oriented

5 1 held 2 celebrating 3 shown 4 given
5 growing 6 tripling 7 arriving 8 changed
9 hoping 10 sent

6 1 many 2 each 3 all 4 most of my 5 little
6 few 7 much 8 some 9 None 10 any

Pronunciation insight 10 Workbook page 128

Answer key Teacher's Book page 156

Cumulative review Units 1–10

pages 132–133

1 2.28

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

Audio script

Civilization is in crisis. There's a growing threat of crime and war, and technology is getting out of control. We need help – and we need it fast!

Does this sound familiar?

The original comic book superheroes of the early twentieth century may have looked a little different, and some of the science now seems rather out-of-date. Yet they still represented hope to a troubled world – even though by 'world' we now mean something rather larger than the USA.

By the 1930s, the American Dream of prosperity and freedom for all had become a nightmare, and many people were struggling to survive. And yet, some still spent money on comic books, which eventually made a healthy profit for companies like Marvel and DC. When life is hard, people turn to fantasy, and comics offered the most glamorous kind. Comics allowed readers to escape into a world where problems and responsibilities could be handed over to muscular, virtuous superheroes, rather than unreliable politicians.

Today, superheroes dominate at the box office, although their 2D predecessors are still going strong in graphic novels. Comedy remains the biggest-selling film genre, but adventure and action follow close behind. The superhero film Marvel's *The Avengers* is the third best-selling film of all time. No longer the preserve of teenagers, many superhero films are now much more adult in tone. Comical films which make fun of superheroes, like *Superhero Movie* and *The Specials*, have not performed well, which suggests that we treat heroes with respect.

We also want to humanize them. Today, most superhero fans would argue that Batman is better than Superman, although I'd question both heroes' tastes with respect to costumes! We relate to Batman's 'dark side' even more than to his strengths. His mistakes make us feel we have something in common. It gives us a message that even imperfect people can rise to challenges and achieve amazing things, despite their faults.

Cutting-edge technology also plays an important part in the current trend for superhero films. Whether or not you feel that there's too much violence in films, you can't argue with the fact that computer-generated images, or CGI, have made action sequences considerably more lifelike. Indeed, sometimes more captivating than reality! As these effects are relatively inexpensive when compared to previous animation techniques, designers are able to use more of them. To the extent, in fact, that we are no longer moved or shocked by them. Will extraordinary superheroes one day come to seem just, well, ordinary?

This could be the biggest challenge yet for superheroes. While the film industry hopes that the profitability of superheroes will carry on expanding forever, teenagers today get bored easily. OK, maybe that's unfair, we all do. Superheroes faded away for a while in the past, before returning, more popular than ever. While it's unlikely that they'll die out this time, I imagine we'll see fewer blockbuster superhero films in the near future – although it's my prediction that these will be the most original ones yet. Whatever happens, though, the formula will stay the same. Men and women of strength, dedication and genius, changing the world for the better.

2 Students' own answers

3 Students' own answers

4 1 annual 2 summer 3 San Diego 4 USA
5 130,000 6 40% 7 \$175 8 three

5 1 the technician 2 the fan 3 the technician
4 the artist 5 the artist 6 the fan

6 1 a 2 c 3 c 4 b 5 c 6 d 7 d 8 a
9 c 10 b

7 Students' own answers

Additional materials

Literature insight 5 Workbook page 92 Answer key Teacher's Book page 153

Exam insight 5 Workbook page 102 Answer key See website

Workbook answer key

Unit 1 The way we are

Vocabulary The art of beauty page 4

Exercise 1

- 1 overweight 2 handsome 3 trim 4 ugly
5 beautiful 6 plump 7 elegant

Exercise 2

- 1 sun-tanned 4 middle-aged
2 blonde-haired, blue-eyed 5 pale-skinned
3 short-sighted 6 broad-shouldered

Exercise 3

- 1 dreadlocks 2 spiky hair 3 shaved head 4 curly hair
5 A bun 6 plaits 7 A ponytail 8 a bob

Exercise 4

- 1 b 2 b 3 c 4 c 5 a 6 c 7 a 8 b

Exercise 5

Students' own answers

Grammar Appearance and survival page 5

Exercise 1

- 1 PS 2 PC 3 PS 4 PC 5 PC 6 PS 7 PS 8 PC

Exercise 2

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

Exercise 3

- | | |
|-----------------------------|---------------------------|
| 1 Is she walking | 5 Are they making |
| 2 'm watching / am watching | 6 're trying / are trying |
| 3 's / is | 7 's biting / is biting |
| 4 's running / is running | 8 don't like |

Exercise 4

- | | |
|----------------------------|-------------------------|
| 1 work | 9 'm coming / am coming |
| 2 opens | 10 seem |
| 3 are closing /'re closing | 11 doesn't live |
| 4 am feeding | 12 live |
| 5 want | 13 don't sleep |
| 6 aren't looking | 14 Do you know |
| 7 'm keeping / am keeping | 15 do you think |
| 8 are watching | 16 drink |

Exercise 5

- 1 learn 2 are you travelling 3 believe 4 watch
5 'm doing / am doing 6 save up
7 'm eating / am eating

Exercise 6

Students' own answers

Listening, speaking and vocabulary First impressions page 6

Exercise 1

- 1 ✓ 2 modest 3 lazy 4 stubborn 5 ✓

Exercise 2

- 1 emotional 2 assertive 3 shy 4 easy-going
5 determined

Exercise 3 2.29

- 1 T

2 F: Ethan has seen the illusion before.

3 F: Ethan says the old lady disappears completely when he can see the young woman.

- 4 T

Audio script

Ethan Hey, Sarah, look at these optical illusions! My cousin has just emailed them to me. Have you seen any of them before?

Sarah Cool! I haven't seen all of these. What does it say about them?

Ethan For A it says 'Are the lines straight and parallel?'

Sarah They can't be straight. They look as if they're going up and down, and the bands are wider and narrower at the sides, so there's no way they can be parallel.

Ethan Well apparently it only appears that way. And you can test it with a ruler.

Sarah Wow! Look, they are parallel! That's incredible!

Ethan Oh, I've seen B before. They're called the Penrose Stairs.

Sarah Yes, the ones that look as if they're going up and up forever. It looks so weird! You know it must be an illusion, but it looks like the stairs really are going up!

Ethan C is a new one to me. It just looks like an old lady. I can't see the illusion.

Sarah Oh, I can see it. Take another look. Can you see anything else?

Ethan Oh yeah! It could also be a young woman. That's clever! I love the way that when you see one thing, the other disappears completely!

Sarah Yes, that's what happens with D. It could be a black picture on a white background, or it might be a white picture on a black background. You see one, a glass, and then the other, two faces.

Ethan It only seems like a black glass to me ... Oh, hang on, yes, I can see the two faces now. They look as if they're staring at each other.

Sarah E is hurting my eyes! The dots between the squares look white at first, and then they look black.

Ethan Yes, and it looks as if they disappear completely as you move your eyes around.

Sarah What does it say about F?

Ethan It says, 'Which of the diagonal lines is longer?'

Sarah The one on the left definitely looks longer – it must be quite a bit longer.

Ethan No, they're the same length!

Sarah I don't believe it, they can't be. Where's that ruler ... ? Oh no, it's true! That's amazing!

Exercise 4 2.29

- 1 can't be 2 look as if 3 must be 4 looks like
5 could also be 6 could be 7 might be 8 seems like
9 look 10 must be

See exercise 3 for audio script.

Exercise 5

- 1 must 2 looks 3 can't 4 looks 5 might 6 could
7 looks like 8 look as if 9 could

Exercise 6

Students' own answers

Vocabulary and grammar

British fashion

page 7

Exercise 1

- 1 innovative 2 second-hand 3 vintage 4 designer
5 original 6 stylish

Exercise 2

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

Exercise 3

- 1 a camisole top 3 a polo shirt
2 leggings 4 a print vest

Exercise 4

- 1 wearing 2 to wear 3 stealing 4 paying 5 to ban
6 to see 7 dressing / to dress

Exercise 5

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

Exercise 6

Students' own answers

Reading The maths of beauty

pages 8–9

Exercise 1

- 1 One picture is symmetrical (both sides of the face are the same), and one picture isn't symmetrical
2 Queen Nefertiti (photo C) and Angelina Jolie (photo D)
3 Lines of symmetry

Exercise 2

- 1 asymmetrical 2 manipulated 3 numerous
4 uneasy 5 developed 6 symmetrical 7 pleasing
8 ideal 9 genes

Exercise 3

- 1 b 2 c 3 d 4 b 5 a

Exercise 4

- 1 height 2 width 3 length 4 symmetry
5 attractiveness 6 power

Exercise 5

- 1 long 2 length 3 high, width 4 symmetrical
5 powerful 6 attractiveness

Exercise 6

Students' own answers

Writing An informal email

page 10

Exercise 1

Punctuation: That's my ... , it's big, old and ...

Spelling: sun-tanned, beautiful

Grammar: I'm sending it to you now, we often play volleyball

Word order: I often go there, Are you studying hard?

Vocabulary: Tell me if you like it, my brother plays really well

Exercise 2

- 1 David 2 Marc 3 Josef 4 Alex

Exercise 3

- 1 'm writing / am writing 2 play
3 'm sending / am sending 4 'm standing / am standing
5 curly 6 hear

Unit 1 Progress check

page 11

A

- 1 Please refer to Student's Book pages 4 and 5
2 Use the context, understand a word through its different parts, use your own language
3 Please refer to Student's Book pages 4 and 5

B

- 4 a present simple b present continuous
5 a present simple = always, every day, sometimes
b present continuous = right now, at the moment, this week

C

- 6 arrogant = thinking you are better and more important than others, assertive = expressing your opinions and feelings in a confident way
7 Please refer to Student's Book page 8
8 look, look like, look as if

D

- 9 mod, hippie, punk, goth. For differences please refer to Student's Book pages 10 and 11
10 Please refer to Student's Book pages 10 and 11

- 11 consider = -ing, shall, choose, decide = infinitive
E

- 12 Please refer to Student's Book page 12

- 13 am-doing play (gr, ww), volleyball (sp)

Unit 2 Travellers' tales

Vocabulary The power of tourism

page 12

Exercise 1

- 1 destination 2 park 3 transport 4 package
5 guide 6 resort 7 trap

Exercise 2

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

Exercise 3

- A get off the beaten track
- B see the sights
- C soak up the sun
- D take time out
- E take part in one of our guided tours
- F get to know people
- G escape the crowds

Exercise 4

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

Exercise 5

- 1 package holiday
- 2 self-catering
- 3 beach resort
- 4 soak up the sun
- 5 escape the crowds
- 6 adventure holiday
- 7 National Park
- 8 get off the beaten track
- 9 tour guide
- 10 coach tour
- 11 got to know

Exercise 6

Students' own answers

Grammar Memorable journeys

page 13

Exercise 1

- 1 e The sun wasn't shining when I woke up.
- 2 F Did you drop your wallet in the sand when you were walking along the beach?
- 3 b The coach was reversing into the entrance when it hit a car in the hotel car park.
- 4 a We were having dinner in the hotel restaurant when the fire alarm went off.
- 5 d Were you swimming by the side of the boat when you saw the dolphins?
- 6 c The sun was setting over the mountains when we arrived at the ski resort.

Exercise 2

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

Exercise 3

- 1 had packed, called
- 2 realized, had lost
- 3 had finished, arrived
- 4 had started, got
- 5 wasn't able to, had promised
- 6 (had) stopped, went

Exercise 4

- 1 was travelling
- 2 started
- 3 weren't coming
- 4 were going
- 5 said
- 6 had broken down
- 7 were travelling
- 8 was
- 9 had left
- 10 didn't want
- 11 came
- 12 told
- 13 had stopped
- 14 had decided

Exercise 5

Students' own answers

Listening, speaking and vocabulary

One journey, different travellers

page 14

Exercise 1

- 1 trek 2 a voyage 3 expeditions 4 trip 5 flight
6 tour 7 excursion

Exercise 2

- 1 expedition 2 tour 3 voyage 4 trip 5 trek 6 flight

Exercise 3

2.30

- 1 Kelly and Tim are brother and sister.
- 2 They are both under eighteen.
- 3 They are trying to decide which theme park to go to next weekend.

Audio script

Tim Dad wants to know if we've agreed on which theme park we want to go to next weekend. I said I wanted to go to Alton Towers again. It's still definitely got the best rides. What do you think?

Kelly I think we should try somewhere different. Why don't we go to Thorpe Park? I checked out their website and they've got a new ride called Swarm. You ride on wings on each side of the track, and drop head first from forty metres, before diving under the wing of a crashed airliner.

Tim That sounds brilliant! But I'm not so sure about Thorpe Park. Someone at school told me that a lot of it was for little kids.

Kelly Well, so is Alton Towers, but you don't have to go to the kids' area! And you said you loved Old Macdonald's Children's Farm, the first time we went ...

Tim I did not! And that was years ago.

Kelly I'm just saying. Anyway, Thorpe Park is not for children. It has a ride based on the Saw horror movies.

Tim Well don't pretend you've seen those films. They're for over-eighteens only.

Kelly No, I haven't seen them, but you don't have to be eighteen to go on the ride. It looks brilliant – it's one of those that turns you completely upside down a few times, and some of the comments on the website said it was really scary because you kept feeling like you were going to fall off. It goes at over eighty kilometres an hour, too. Let's say we want to go there. Come on, you won't be sorry. And anyway, you've got nothing to lose – we can always go to Alton Towers another time because it only takes an hour in the car!

Tim OK, you've convinced me. I'll agree if you promise not to take any embarrassing photos of me screaming this time!

Kelly Agreed. I'm worried you might get one of me if we go on Swarm and Saw!

Exercise 4

2.30

- 1 T 2 T 3 – 4 K 5 T 6 K 7 K

See exercise 3 for audio script.

Exercise 5

2.31

- 1 we should 2 That sounds 3 don't we go
- 4 I'm not so 5 be sorry 6 nothing to lose
- 7 convinced me 8 go for

Audio script

Man I think we should try that new Japanese restaurant in town.

They have really low tables and you sit on the floor!

Woman That sounds interesting, but I don't like Japanese food.

Why don't we go for an Indian?

Man I'm not so sure about Indian food since I had that curry that was way too hot.

Woman Well, try something different then! You won't be sorry, I promise.

Man Mmmm. I'm not convinced.

Woman Look, if you come to the Indian restaurant, I'll pay, so you've got nothing to lose.

Man OK, you've convinced me. And I'll pay for ice creams in Gelato Mio's afterwards.

Woman OK, let's go for it!

Exercise 6

Students' own answers

Vocabulary and grammar

America on the move

page 15

Exercise 1

- 1 winds around 2 travelled down 3 cuts through
4 drive along 5 connect to 6 lead to

Exercise 2

- 1 motorway 2 pier 3 buffet car 4 stand
5 overhead lockers 6 go ashore 7 cruise 8 gate
9 set sail 10 aisle

Exercise 3

- | | |
|---|-----------------------------|
| 1 used to have | 4 didn't use to travel |
| 2 would often drive / often used to drive | 5 used to have |
| 3 used to run / would run | 6 would sail / used to sail |

Exercise 4

- 1 used to be
2 used to use
3 didn't use to be
4 would quickly collect
5 used to make / would make
6 used to make / would make
7 used to have
8 would often panic
9 used to be

Exercise 5

Students' own answers

Reading Unforgettable getaways

pages 16–17

Exercise 1

Students' own answers

Exercise 2

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

Exercise 3

- 1 The Winter Park opens after sunset.
- 2 It is easier to cycle along the side of rivers because the roads are usually pretty flat.
- 3 The Riverside Ride doesn't have much environmental impact because you travel by bike / you don't use cars or motorized vehicles.
- 4 Angkor Wat was built quickly because it was built by thousands of unpaid slave workers.
- 5 It is a good idea to get to Angkor Wat early to escape the crowds.
- 6 In the evenings, people on the Grand Canyon holiday eat, play games and look up at the stars.

Exercise 4

- 1 rafts 2 slave 3 twinkling 4 pace 5 chilly
6 roots 7 soppy

Exercise 5

Students' own answers

Writing A story

page 18

Exercise 1

- a 2 b 1 c 5 d 4 e not used f 3 g not used

Exercise 2

- 1 the roads were beginning ... , I was backpacking ...
2 I had just reached Barcelona ... , I hadn't eaten much ...
3 I went into a café ... , I bought a big bag of crisps ... , I looked for somewhere to sit ... , I found a seat ... , I sat down next to him ... , I drank some lemonade ...

Exercise 3

Will thought the man might be crazy because he took some of Will's crisps and started eating them.

Exercise 4

The man had stared at Will angrily because Will had eaten the man's crisps instead of his own. Will hurried out of the café because he was embarrassed.

Exercise 5

- 1 A few seconds later 2 Just then 3 At first
4 after a while 5 Eventually 6 That's when

Exercise 6

- 1 e 2 c 3 a 4 d 5 b

Unit 2 Progress check

page 19

A

- 1 Please refer to Student's Book page 17
2 Please refer to Student's Book page 17
3 a get off b escape c soak up

B

- 4 a past simple b past perfect c past continuous
5 Please refer to Student's Book pages 18 and 19

C

- 6 **voyage, flight**
 7 An armchair traveller is someone who 'explores' the world by watching documentaries and reading articles online. A staycationer is someone who goes on holiday in their home country.
 8 Please refer to Student's Book page 21

D

- 9 Please refer to Student's Book page 23
 10 a lead to b drive along c head for
 11 a used to b would

E

- 12 Please refer to Student's Book page 25
 13 Please refer to Student's Book page 25

Unit 3 Feeling good

Vocabulary Happiness page 20

Exercise 1

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

Exercise 2

generous	necessary
laziness	kind
ability	prosperous
tiredness	happiness

- 1 tiredness 2 happy 3 ability 4 generosity
 5 laziness 6 necessary 7 kind 8 prosperous

Exercise 3

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

Exercise 4

- 1 appalled 2 cross 3 devastated 4 ability
 5 happiness 6 necessity 7 kind 8 astonished

Exercise 5

Students' own answers

Grammar

Healthy bodies, healthy minds? page 21

Exercise 1

- 1 ran 2 became 3 have never beaten 4 taught
 5 has won 6 have / has played

Exercise 2

- 1 has been, for
 2 have already read
 3 haven't told, yet
 4 Have (you) worked, this week
 5 has just left
 6 've watched, since
 7 We've never swum

Exercise 3

- 1 Did you watch Have you watched that video yet?
 2 I haven't bought I didn't buy any jeans on Saturday.
 3 We've lived We lived in New York for two years before my dad got a job here. / before We've lived in New York for two years since my dad got a job here.
 4 Did you ever go Have you ever been to Barcelona?
 5 ✓
 6 Gina's ridden Gina rode her horse every day last week.
 7 ✓
 8 Did you ever see Have you ever seen a live football match?

Exercise 4

- | | |
|-----------------------|-------------------------------------|
| 1 Have you tried | 10 released |
| 2 Have you ever heard | 11 has sold |
| 3 became | 12 have tried |
| 4 has continued | 13 have all done |
| 5 didn't have | 14 had |
| 6 couldn't | 15 has ever tried |
| 7 loved | 16 Did I just do / Have I just done |
| 8 has now become | |
| 9 started | |

Exercise 5

Students' own answers

Listening, speaking and vocabulary Be a good sport! page 22

Exercise 1

- 1 commitment 2 discipline 3 single-mindedness
 4 self-reliance 5 stamina 6 team spirit
 7 sportsmanship 8 self-esteem

Exercise 2

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

Exercise 3 2:32

- 1, 3, 5, 7, 11, 12

Audio script

- Gemma Hello?
 Kate Gemma! You'll never guess what!
 Gemma Kate! Is that you?
 Kate Yes. I've got some really good news!
 Gemma You've got onto the Olympic training programme?
 Kate Yes, they've just told me!
 Gemma Oh, that's fantastic news, Kate! Well done!
 Kate I can't really believe it. The standard was so high at the qualification weekend!
 Gemma Oh, come on Kate, you deserve it! You've spent most of your life in the pool!
 Kate I know, and I'm going to spend most of the next four years there, too!
 Gemma That's what you really want though, isn't it? Oh, I'm really pleased for you! And you're going to be in the Olympics! I can't believe it! How exciting!
 Kate Yes, but remember I haven't won a medal yet!
 Gemma Oh, never mind that. Well done for getting this far! Oh, I'm so excited! I can't wait to tell everyone!

Exercise 4 2.32

- 1 T
- 2 T
- 3 F: Kate is going to spend most of the next four years in the swimming pool.
- 4 F: Gemma doesn't think that winning a medal is important.

See exercise 3 for audio script

Exercise 5 2.33

- 1 I'm afraid I've got some bad news.
- 2 Oh no! What's happened?
- 3 I'm really sorry to hear that!
- 4 You must be feeling terrible.
- 5 Oh well, try to look on the bright side.

Audio script

Joe Hi Ben! You don't look too happy. What's up?
Ben I'm afraid I've got some bad news. It's about our holiday plans.
Joe Oh no! What's happened?
Ben My granddad's really ill at the moment, so we won't be going to the beach at the same time as you now.
Joe Oh no, that's awful! I'm really sorry to hear that! Are you all right? You must be feeling terrible.
Ben Yeah, I'm worried about Granddad. He was so quiet when I saw him yesterday, and he's usually so funny, always telling jokes.
Joe Oh well, try to look on the bright side. I'm sure he'll be back to his old self soon, and maybe we'll go to the beach again this year.
Ben Maybe. We'll just have to wait and see, won't we?

Exercise 6

Students' own answers

Vocabulary and grammar

Fat America

Exercise 1

- 1 Surprisingly, quickly, really
- 2 rapidly, extremely
- 3 Worryingly, cheaply, incredibly

Exercise 2

- 1 c 2 a 3 b

Exercise 3

- 1 a 2 b 3 a 4 b

Exercise 4

- | | |
|---------------------|----------------------|
| 1 has been washing | 5 has been throwing |
| 2 has been playing | 6 has been fixing |
| 3 have been lying | 7 have been shopping |
| 4 have been looking | 8 've been talking |

Exercise 5

- | | |
|-----------------------|------------------------|
| 1 has been rising | 8 has developed |
| 2 has doubled | 9 have been doing |
| 3 has now become | 10 have just produced |
| 4 have known | 11 have discovered |
| 5 have been eating | 12 have been following |
| 6 have been showing | 13 have continued |
| 7 have always thought | |

Exercise 6

Students' own answers

Reading Cyberchondria

Exercise 1

c

Exercise 2

- 1 e 2 d 3 f 4 a 5 b

Exercise 3

- 2 D 3 E 4 C 5 B

Answer A is not needed

Exercise 4

- 1 F: They could get medical information from medical encyclopaedias and magazines.
- 2 T
- 3 T
- 4 F: They avoid going because they're embarrassed about telling someone about their physical 'secrets'.
- 5 F: Google chooses search results depending on how many web pages are linked to a topic.
- 6 T
- 7 T

Exercise 5

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

Exercise 6

- 1 common 2 weary 3 infection 4 stiff 5 linked to printouts 6 sensible 7 self-diagnosis

Exercise 7

Students' own answers

Writing A personal letter

Exercise 1

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

Exercise 2

c

Exercise 3

- 1 luckily 2 surprisingly 3 Obviously 4 Unfortunately
- 5 to be honest

Exercise 4

- A since / because B in order to C so that
D because / since

Unit 3 Progress check

A

- 1 Please refer to Student's Book pages 30 and 31
- 2 The topic sentence is usually the first, second or last sentence of a paragraph
- 3 be over the moon
- 4 lazy, kind, tired, happy

B

- 5 a present perfect b past simple

Both sentences describe a past experience but sentence a is general; sentence b talks about a specific time in the past.

- 6 present perfect

C

- 7 a self-reliant b single-minded

8 Please refer to Student's Book page 34

9 Please refer to Student's Book page 35

D

10 Please refer to Student's Book page 36

11 comfortably, quickly

12 have been watching, has scored

E

13 reason = since, because; purpose = so that, in order to

14 Please refer to Student's Book page 38

Exercise 2

- 1 are getting
2 're going to start
3 is going to be
4 won't use

- 5 'll be
6 're meeting
7 's going to be / 'll / will
8 'll be able to

Exercise 3

- a 4, 8 b 5 c 2, 3 d 1, 6 e 7

Exercise 4

- 1 Are you coming
2 'll be
3 're going to take
4 will understand
5 're going to explain

- 6 are going to close
7 is closing
8 will use
9 'll be able to

Exercise 5

Students' own answers

Unit 4 A right to fight

Vocabulary Disappearing worlds

page 28

Exercise 1

- 1 relocate 2 contaminated 3 devastated
4 washed away 5 preserve 6 evacuated 7 spread
8 died out

Exercise 2

- 1 over 2 re 3 co- 4 inter 5 over 6 semi

Exercise 3

- 1 underpaid 2 rewritten 3 overrated 4 interaction
6 overeducated

Exercise 4

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

Exercise 5

- 1 survive 2 global issues 3 Climate change
4 drought 5 famine 6 flooding 7 relocate
8 spread 9 disease 10 urbanization 11 overcrowded
12 overspending 13 rethink 14 interacting

Exercise 6

Students' own answers

Grammar Action!

page 29

Exercise 1

- 1 A is coming
B comes
2 A are going to win
B will win
3 A 'll see
B 'm going to see
4 A 'm helping
B might help
5 A 'm going to travel
B 'm travelling

Listening, speaking and vocabulary

Making our voices heard

page 30

Exercise 1

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

Exercise 2

Students' own answers

Exercise 3

b

Exercise 4

2:34

Diane

Audio script

Diane You're still on the computer! Are you working on your new website?

Jerry No, I'm trying to download a song. It's really annoying that so many of the file-sharing sites are being closed down!

Diane If you ask me, it's a good thing. It's wrong to download stuff without paying for it.

Jerry Oh, come on. What was your view on copying a CD for a friend, then? I know you used to do that.

Diane Well, to tell you the truth, that was probably the wrong thing to do, too. But at least it was only one copy. Those file-sharing sites are offering hundreds of thousands of illegal copies of things.

Jerry It's not the file-sharing sites' problem in my opinion. They don't know what files people are sharing on their sites. They're just offering a service.

Diane Hmm. I'm not so sure about that! They're making money out of people sharing files on their sites. And it's pretty obvious what most of the files being downloaded are. Maybe they just don't want to know.

Jerry Well as far as I'm concerned, it doesn't do any harm. Someone has to buy copies in the first place, and you're not stealing something when you make a copy of it.

Diane Of course you are! It's not called digital piracy for nothing! You're stealing the profit that someone would make by selling another copy legally.

Jerry But it's not as if film and music companies don't make enough profit. Look at what they pay the actors and musicians! It's ridiculous!

Diane I agree with you about that, but there are lots of people working in those industries who don't get paid much. They'll be out of a job if nobody pays for what they're making.

Jerry Hmm, I see what you're saying, but I really don't think it's a problem.

Diane Well, it could be a problem when people stop making so many films or computer games, or stop signing new bands. I read that the countries with the most illegal music downloads now have the fewest new artists appearing on the music scene. Anyway, how is your new website going?

Jerry Oh, it's beginning to look really good. I paid someone to redesign the home page. Look. What do you reckon?

Diane I think it's fantastic. And I'm just wondering, how about I upload that design and offer it for free to anyone who wants to copy it?

Jerry OK, OK. I take your point!

Exercise 5

a S b S c F d O e F f O

Exercise 6

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

Exercise 7

d, f, a, e, b, c

Exercise 8

cheaper +
more convenient +
leads to shops closing –
more choice +
need to be at home when things arrive –
can't return things easily –

Students' own answers

Vocabulary and grammar

Make a difference

page 31

Exercise 1

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

Exercise 2

1 competition 2 donors 3 participants 4 promote
5 organize 6 distribution 7 campaigns

Exercise 3

- 1 With new technology, cars will be driving themselves before long.
- 2 The number of people aged eighty will have doubled by 2020.
- 3 People will soon be using mobile phones to pay for everything.
- 4 In thirty years the world will have used up most of the remaining oil.
- 5 By 2050 the US will have become the largest Spanish-speaking country in the world.

6 We won't be living on other planets a hundred years from now.

7 My sister won't have paid off her student loan until twenty years after she finishes university.

8 I'll be waiting for you on the platform when the train arrives.

Exercise 4

- | | |
|-----------------------|---------------------|
| 1 will be shopping | 4 'll have heard |
| 2 'll be handing out | 5 will have arrived |
| 3 will be publicizing | 6 'll be checking |

Exercise 5

Students' own answers

Reading

Global thoughts Only room for one?

pages 32–33

Exercises 1 and 2

c

Exercise 3

A 0, 3 B 0, 5 C 0, 4 D F, 1 E S, 2

Exercise 4

1 c 2 d 3 a 4 c 5 b

Exercise 5

- | | |
|--------------------------|--------------------|
| 1 extreme weather events | 5 overconsumption |
| 2 taboo | 6 resources |
| 3 rate | 7 the lion's share |
| 4 doubled | 8 only children |

Exercise 6

- | | |
|--------------------------|--------------------|
| 1 resources | 5 overconsumption |
| 2 taboo | 6 only children |
| 3 rate, doubled | 7 the lion's share |
| 4 Extreme weather events | |

Exercise 7

Students' own answers

Writing An opinion essay

page 34

Exercise 1

a, c

Exercise 2

b

Exercise 3

- 1 in my opinion
- 2 The main argument against
- 3 I am convinced that
- 4 it's also important to note that
- 5 To my mind
- 6 My final point is that

Unit 4 Progress check

page 35

A

- 1 Please refer to Student's Book pages 42 and 43
2 Please refer to Student's Book pages 42 and 43

3 a over- b under- c co- d -inter

B

- 4 a will b present simple c may / might

C

5 believe at, belong for

6 Please refer to Student's Book page 46

7 Please refer to Student's Book page 46

D

8 Please refer to Student's Book page 48

9 take part in a marathon, donate clothes, support a campaign

10 a future perfect b future continuous

a describes an action that will be finished before a definite time in the future; b describes an action that will be in progress at a definite time in the future.

E

11 Please refer to Student's Book pages 50 and 51

12 Please refer to Student's Book page 50

Unit 5 Rights and wrongs

Vocabulary Teenage gangs

page 36

Exercise 1

- 1 shoplifter / thief 2 vandal 3 mugger 4 robber
5 offender

Exercise 2

- 1 Armed robbers / Armed robbery
2 theft
3 Burglar / Offender / Robber / Thief
4 Shoplifters / Thieves
5 Vandals
6 muggings

Exercise 3

- 1 You mustn't be dishonest in court.
2 Knife crime is often the result of gangs disagreeing / having disagreements.
3 Many prisoners complain about mistreatment / being mistreated by prison officers.
4 Misbehaviour / Misbehaving in school can sometimes lead to criminality.
5 Young offenders have often had misfortune(s) in their lives.
6 Apologize for your disrespect towards your mother!

Exercise 4

- 1 prison term 4 speeding fine
2 internet fraud 5 community service
3 life sentence, death penalty 6 house arrest

Exercise 5

- 1 violence 5 misbehaviour
2 prison sentence 6 vandalism
3 life sentence 7 shoplifting
4 disagreement

Exercise 6

Students' own answers

Grammar Natural born liars

page 37

Exercise 1

- 1 tell, c
2 will forgive, e
3 drop, b
4 press, f
5 won't make, a
6 will turn, d

Exercise 2

- 1 printed, would take
2 'd lie, didn't have to
3 shaved, would still have
4 would be, lived
5 would work, switched
6 knew, would you do

Exercise 3

- 1 see, 'll
2 wouldn't, didn't have
3 lived, would
4 doesn't, 'll
5 could, would
6 needs, 'll
7 would, were
8 don't, won't

Exercise 4

- 1 you use the correct password, you won't get onto the website
2 you don't try, you won't know if it's possible
3 they allow me to finish at 5 p.m., I won't take the Saturday job
4 you put the cake in the oven immediately, it won't be a success
5 the bus doesn't come soon, we'll be late for class
6 you make mistakes in life, you'll never learn

Exercise 5

- 1 tell 2 'll be 3 asks 4 wouldn't believe
5 would you do 6 invented 7 tell 8 'll become / will become 9 Will you enjoy 10 came

Exercise 6

Students' own answers

Listening, speaking and vocabulary

Sorry is the hardest word

page 38

Exercise 1

- 1 put up with 5 fallen out with
2 came up with 6 got around to it
3 owned up to 7 lives up to
4 got away with 8 puts it down to

Exercise 2

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

Audio script

1

Shop assistant 'We regret to inform you that the store is now closing. Please take your purchases to the nearest till.'

Dan Oh no! I haven't got time to look for a new video game now! That's your fault for being so slow!

Suzy I'm sorry! I didn't mean to take so long. I couldn't find the book that Mum wanted!

2

Dan I'm very sorry I'm late. The bus was full and I had to wait for another one.

Teacher I'm afraid that's not good enough, Dan. That's the third time this week that you've been late. Sit down, and don't let it happen again.

3

Suzy Oh no! I'm so sorry, Gran! I've spilt my lemonade on the floor!

Gran Don't worry about it, Suzy. It won't show on that dark brown carpet. I'll get you another glass.

4

TV announcer We'd like to apologize for the poor audio quality of that last programme.

Dad I should think so too! I was looking forward to that, and I could hardly understand parts of it.

Simon Never mind. You can watch it again on your computer. It might be better on that.

5

Sarah Oh, I'm really sorry, Anne! I've forgotten to bring your French dictionary back!

Anne That's OK. I haven't got French today, so you can give it back to me tomorrow.

6

Dan I'm really sorry about all the noise this afternoon, Mr Tate. I had some friends round and one of them kept turning the music up really loud.

Mr Tate That's quite all right, Dan. You're pretty quiet normally, so a bit of loud music every now and then isn't a problem.

Exercise 3 2.35

- | | |
|-------------------|-------------------------|
| 1 fault, mean to | 4 Never mind |
| 2 it happen again | 5 really sorry |
| 3 so sorry | 6 'm really sorry about |

See exercise 2 for audio script.

Exercise 4

Students' own answers

Exercise 5

Students' own answers

Vocabulary and grammar

Young people's rights page 39

Exercise 1

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

Exercise 2

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

Exercise 3

- 1 of 2 to 3 of 4 for 5 of 6 for 7 for 8 from
9 to 10 to 11 from

Exercise 4

- | | |
|-----------------------------|---------------------------|
| 1 don't have to / needn't | 4 don't have to / needn't |
| 2 mustn't / can't / may not | 5 have to |
| 3 can / may | 6 can / may |

Exercise 5

Students' own answers

Reading Prison! Me! No way!

pages 40–41

Exercise 1

c

Exercise 2

- 1 E, students
- 2 D, films and TV dramas
- 3 C, some young offenders
- 4 B, prison
- 5 A, the young offenders

Exercise 3

- 1 F: Prison officers visit the schools.
- 2 T
- 3 T
- 4 F: 45% of the robberies in Nottinghamshire are committed by teenagers.
- 5 T
- 6 T

Exercise 4

- 1 'It feels a bit like being in prison.'
- 2 long-term prisoners
- 3 the young offender's trainers
- 4 the theft of the trainers
- 5 prison
- 6 the visits

Exercise 5

- 1 e, C 2 c, D 3 d, B 4 f, F 5 a, A 6 b, E

Exercise 6

- | | |
|--------------|-------------|
| 1 long-term | 4 mock-up |
| 2 well-known | 5 role-play |
| 3 one-day | 6 wake-up |

Exercise 7

Students' own answers

Writing A letter to a newspaper page 42

Exercise 1

- 1 should / ought to be able to
- 2 should / ought to avoid
- 3 shouldn't / ought not to lie
- 4 should / ought to unfriend
- 5 shouldn't / ought not to eat
- 6 should / ought to know

Exercise 2

Students' own answers

Exercise 3

A S B R C S D R E R F R G S

Exercise 4

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

Unit 5 Progress check

page 43

A

- 1 Please refer to Student's Book pages 56 and 57
- 2 her (Rachel's), she (Rachel), her (Rachel's), there (the new town)
- 3 a shoplifter b vandal c mugger
- 4 disrespect, misbehaviour, disbelief

B

- 5 a first conditional b second conditional
a describes a real situation; b describes an imaginary situation.

C

- 6 a fallen out with b live up to c put it down to
- 7 Please refer to Student's Book page 60
- 8 Please refer to Student's Book page 61

D

- 9 Please refer to Student's Book pages 62 and 63
- 10 a just b optional c illegal
- 11 We usually use *must* when the speaker has decided that something is important and *have to* when someone else has decided this. However, in many situations, we can use *must* and *have to* in the same way.

E

- 12 We use *should* and *ought to* when we want to say that something is right or the best thing to do. They express a mild obligation. *Ought to* is more formal than *should*.
- 13 Please refer to Student's Book pages 64 and 65

Unit 6 Paying the price

Vocabulary Word on the street

page 44

Exercise 1

- 1 launch
- 2 trick
- 3 research
- 4 display
- 5 target
- 6 promote

Exercise 2

- 1 offer
- 2 magazines
- 3 campaign
- 4 image
- 5 samples
- 6 knowledge

Exercise 3

- 1 b
- 2 a
- 3 c
- 4 b
- 5 b
- 6 a
- 7 c
- 8 a

Exercise 4

- 1 Classified ads
- 2 persuade
- 3 displayed
- 4 marketing campaign
- 5 luxury goods
- 6 endorsements
- 7 flyers
- 8 brand image
- 9 slogan
- 10 billboards
- 11 jingles

Exercise 5

Students' own answers

Grammar Fair trade

page 45

Exercise 1

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

Exercise 2

- 1 Is this cheese made in the UK?
- 2 No, that cheese was imported from Latvia.
- 3 Why isn't that stated on the packet?
- 4 The rules are made by the Food Standards Agency.
- 5 Well, I think shoppers are being tricked by this.

Exercise 3

- 1 will never be bitten
- 2 were used
- 3 will be flying
- 4 had already been imported
- 5 were still executing
- 6 will be provided

Exercise 4

- 1 Most of Europe's apples are grown on Polish farms nowadays.
- 2 Fair trade isn't (being) promoted enough around the world.
- 3 Over twenty James Bond films have been made since 1962.
- 4 *Frankenstein* was written by a nineteen-year-old girl called Mary Shelley.
- 5 Refunds will only be given with a receipt.
- 6 Small children were still being used to clean chimneys in the 1860s.

Exercise 5

- 1 being used
- 2 worked
- 3 had been used
- 4 were employed
- 5 were paid
- 6 lasted
- 7 were not permitted
- 8 brought
- 9 had been transformed
- 10 were seen
- 11 are found
- 12 will have been abolished

Exercise 6

Students' own answers

Listening, speaking and vocabulary How to spend it?

page 46

Exercise 1

- 1 massive
- 2 vast
- 3 whopping
- 4 modest
- 5 tiny minority
- 6 A significant

Exercise 2 3.01

Helen B Ed A

Audio script

Helen There's quite a wide range of bikes to choose from these days, but I've never seen any quite as different as these two! Bike A looks fairly normal, whereas the other bike is quite unusual. Although I said that the first bike is more normal, it's not the kind of bike I would choose – it's a racing bike, with drop handlebars, and I don't like those. On the other hand, I think a lot of my friends would like it, because some of them are serious cyclists. I don't think many of my friends would choose bike B, because it's one of those folding bikes that people use when they go to work by train, so it's no good for long distances. Nevertheless, it's the one I prefer from these two. I've never seen a bike like this before! It's got a very modern design, and it looks like a

briefcase when it's completely folded. It looks really cool, and I could use it for the short journey to school and then put it in my locker when I get there! People would certainly talk about it!

Ed Bike B looks brilliant. The design is really interesting. It looks very futuristic. However, I'd never choose it because it's not really a bike, more of a gadget, and I think it's a bit ugly – it looks a bit like those exercise bikes you see in a gym. In contrast, bike A looks a bit boring, but that's definitely the bike I would go for. Although I think it must be heavier than the portable bike, it looks quite light, and I bet it goes really fast because it's a proper racing bike. Nevertheless, it would be fine for everyday use. I also like the bright colour of bike A, whereas the grey colour of bike B is a bit dull.

Exercise 3 3·01

1 F: Some of them are serious cyclists.

2 T

3 T

4 F: He thinks bike A looks a bit boring.

5 T

See exercise 2 for audio script.

Exercise 4 3·01

a whereas, 1

d However, 5

b Nevertheless, 4

e In contrast, 6

c On the other hand, 3

f Although, 2

See exercise 2 for audio script.

Exercise 5

Students' own answers

Vocabulary and grammar

Traditional festivals

page 47

Exercise 1

- 1 manufacture 2 profit 3 design 4 trend
5 commercial 6 industry 7 consumers 8 retailer

Exercise 2

- 1 put on 2 have 3 make 4 give 5 give 6 have
7 make 8 put on

Exercise 3

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

Exercise 4

- | | |
|------------------------|---------------------|
| 1 had a bad experience | 6 made a promise |
| 2 take a risk | 7 trend |
| 3 launch | 8 did some research |
| 4 commercial | 9 designs |
| 5 having an influence | 10 profit |

Exercise 5

- | | |
|---------------------|-------------------|
| 1 b, have, sent | 5 a, get, fixed |
| 2 e, have, cut | 6 h, have, dyed |
| 3 c, get, delivered | 7 f, have, fixed |
| 4 g, to get, tested | 8 d, get, checked |

Exercise 6

Students' own answers

Reading

False friends – marketing enemies

pages 48–49

Exercise 1

Students' own answers

Exercise 2

b

Exercise 3

- A 3 B 1 C 4 D not needed E 2

Exercise 4

(Possible answers)

- 1 Because English is seen as the language of international communication and shows that you are part of the modern global community.
- 2 Because their product names or slogans may mean something different in other languages.
- 3 No, because they changed the name before launching it in Germany.
- 4 Because 'body bag' is used in English to refer to a bag that is used for taking away dead bodies.
- 5 Languages which are very different from English.
- 6 That their slogans can't be translated perfectly.
- 7 When a campaign has been very successful in a market.

Exercise 5

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

Exercise 6

- 1 abroad 2 in a rush 3 executives 4 embarrassing
5 costly 6 concept 7 lick

Exercise 7

Students' own answers

Writing A formal letter of complaint

page 50

Exercise 1

The letter is formal.

- 1 I am writing to complain about
- 2 dissatisfied with
- 3 Although
- 4 I still have not received
- 5 What is more
- 6 While

Exercise 2

- 1 extremely
- 2 dissatisfied
- 3 developed several faults
- 4 frequently
- 5 discuss
- 6 receive

Exercise 3

The letter is informal.

(Possible answers)

I am writing to inform you that your birthday present was received today. I just wanted to let you know that your birthday present has arrived.

just what was needed just what I needed
furthermore its size is ideal it's exactly the right size
weekend excursions weekend trips

Hook forward to speaking to you soon. Speak soon!

Yours sincerely, Lots of love,

Exercise 4

- 1 Besides this, 2 Although 3 While 4 in addition
5 To add to this, 6 However,

Unit 6 Progress check

page 51

A

- 1 Please refer to Student's Book pages 68 and 69
2 Please refer to Student's Book pages 68 and 69
3 a knowledge b glossy magazine c brand image

B

4 The passive is formed with the verb *be* + past participle of the main verb.

We use the passive:

- when we are more interested in the action than in the person who performs the action.
- when we don't know who performs the action, or when it is clear from the context who performs the action.

5 a The beds are being made by Jim.

b The exhibition had been seen by many people before it closed.

C

- 6 Please refer to Student's Book pages 72 and 73
7 Please refer to Student's Book pages 72 and 73

8 a time

D

- 9 Please refer to Student's Book pages 74 and 75
10 Please refer to Student's Book pages 74 and 75

11 a someone has cut it for him (at his request)
b he has cut it himself

E

12 however, but

13 Please refer to Student's Book pages 76 and 77

Unit 7 The senses

Vocabulary Taste

page 52

Exercise 1

- 1 c 2 a 3 c 4 c 5 b 6 a 7 b

Exercise 2

- 1 careful 2 beneficial 3 available 4 difficult
5 tasteless 6 accepted 7 repulsive 8 convinced

Exercise 3

- 1 soft, moist 2 smooth, lumpy 3 crunchy 4 juicy
5 runny, thick 6 chewy 7 crumbly

Exercise 4

- 1 widely available 2 consider 3 notice 4 realize
5 oily 6 highly beneficial 7 creamy 8 smooth
9 exceptionally careful 10 thick 11 runny

Grammar Beyond human senses

page 53

Exercise 1

- 1 'I've never been there before.'
2 'We're travelling past my house.'
3 'I'll wear my new dress tomorrow.'
4 'We're late today, but we were early yesterday.'
5 'I'd already left the house by the time you rang.'
6 'I can help you with your homework if you're having problems with it.'

Exercise 2

- 1 were still waiting 6 they had had
2 had lost 7 couldn't
3 would send 8 would pay
4 didn't want 9 was
5 had already spent 10 wanted

Exercise 3

- 1 promised to take me to the concert if I managed to get tickets
2 agreed that the clock was running slow
3 admitted that they'd charged us too much for the drinks
4 pointed out that I couldn't call Ellen because my phone didn't have a signal
5 explained that my password hadn't worked because I hadn't used any capital letters
6 added that my grandmother had rung to ask if I was going to her house that night

Exercise 4

- 1 knew 2 had never wanted 3 had started
4 was having 5 was feeling 6 could 7 would
8 had dreamed 9 had died 10 had always thought
11 sat 12 was coming

Exercise 5

Students' own answers

Listening, speaking and

vocabulary Don't shout, I can see!

page 54

Exercise 1

- 1 A react reaction
B ✓
2 ✓
3 impress impression
4 confess confession
5 A decide decision
B protection protect
6 divide division
7 ✓
8 connect connection

Exercise 2 3·02

1 b 2 a 3 a

Audio script

A

Girl Excuse me, but when is the 9.15 train to Oxford coming?

Station official It says on the information screen – it's expected in 20 minutes.

Girl Yes, but the time on the information screen hasn't changed for over half an hour!

Station official Well, I'm sorry, but we're having problems because of the heavy rain.

Girl Fine, but can you please put on a replacement bus service when this happens? I'm really not happy about waiting here for nearly an hour in the cold.

Station official I'm afraid the replacement bus service stopped at 9 o'clock. I'll go and see if I can find out any more information on when the train will be here ...

B

Boy Excuse me!

Assistant Yes, how can I help?

Boy I'm afraid there's a slight problem. I bought these trainers here yesterday, but when I got home I noticed that one trainer has a small hole in it.

Assistant I think those were in the sale. I'm afraid we can't give refunds on sale items.

Boy I don't think they were in the sale. Would you mind checking?

Assistant Oh, yes, you're right. They were on special offer, but not actually one of the sale items. Would you like a refund, then?

Boy Could you exchange them? I really like them! Do you have any more in stock?

Assistant Would you mind waiting while I see if we've got any more?

Boy No, of course not.

Assistant Yes, you're in luck. Here's the last pair.

Boy Brilliant!

C

Mrs Jenkins Hello, Eva!

Eva Hi, Mrs Jenkins. I'm sorry to bother you, but I'm afraid I've got some more of your daughter's letters.

Mrs Jenkins Oh dear, not again!

Eva Yes, Mr Jenkins said he'd spoken to the postman about it, and it stopped for a while, but these two are for Eva Jenkins, not me!

Mrs Jenkins Oh, I am sorry. The postman must be confused again! I think it's quite unusual for neighbours to have the same name. At least we haven't had any more of your letters. But if you see the postman, could you ask him again to be more careful? We're usually all out when he comes.

Eva Yes, of course I will.

Mrs Jenkins Thanks a lot, Eva. Bye!

Eva Bye!

Exercise 3 3·02

1 c 2 b 3 c

See exercise 2 for audio script.

Exercise 4 3·02

- 1 Excuse me, but
 - 2 can you
 - 3 there's a slight problem
 - 4 Would you mind
- 5 Could you
 - 6 Would you mind waiting
 - 7 I'm sorry to bother you
 - 8 could you

See exercise 2 for audio script.

Exercise 5

Students' own answers

Vocabulary and grammar

A Walk in the Woods page 55

Exercise 1

- 1 to snore / snoring 2 whispering 3 blinking
- 4 staring 5 peering 6 snuffling

Exercise 2

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

Exercise 3 3·03

- 1 whispered 2 sighed 3 stammered 4 whined
- 5 shouted 6 cheered

Audio script

1

Girl Shhh! Don't let my dad hear that we've come outside!

2

Boy I'm never going to get all this work done by tomorrow!

3

Boy I-I-I'm really sorry that I'm late. It won't happen again.

4

Girl It's not fair! Why should I have to clean my room on a Saturday?

5

Boy Keep out of my bedroom!

6

Girl Come on, Simon, you can do it!

Exercise 4

- 1 She asked me what time the bus had left.
- 2 Keira asked us why we were waiting there.
- 3 The assistant asked me if I wanted a refund.
- 4 Paul asked her whether he would need a password.
- 5 Celia asked me if I could swim.
- 6 My dad asked us what the policeman had said. / The policeman asked us what my dad had said.

Exercise 5

- 1 what music I was listening to
- 2 not to go into the woods
- 3 where the toilet was
- 4 told me to eat more vegetables
- 5 if / whether she could go to Gemma's party on Saturday
- 6 not to tell lies and to start telling the truth
- 7 if / whether I had seen Brian that morning
- 8 told us to forget about it

Exercise 6

Students' own answers

Reading

An amazing mind-reader?

pages 56–57

Exercise 1

Students' own answers

Exercise 2

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

Exercise 3

(Possible answers)

- 1 Out of curiosity.
- 2 It could have been a good guess.
- 3 Yes.
- 4 Because Dave had revealed that she had spent €300 on clothes the previous month – information she probably hadn't shared with anyone else.
- 5 Because it gave the researchers time to log into their (the people's) Facebook accounts.
- 6 To show people the dangers of putting their information online.

Exercise 4

1 a 2 b 3 a 4 a 5 b 6 b 7 b 8 a 9 a 10 b

Exercise 5

- 1 'I'm seeing insects on your back.'
- 2 'I've had two butterflies tattooed on my back.'
- 3 'You've got an orange motorbike.'
- 4 'You're selling your house.'
- 5 'It's true.'
- 6 'Don't write any bank details in an email.'

Exercise 6

Students' own answers

Writing A report on survey findings

page 58

Exercise 1

(Possible answers)

- 1 Do you ask your parents questions about homework?
- 2 Do you do your homework while listening to music?
- 3 Do you look for information online when doing your homework?
- 4 Do you do your homework before eating dinner?
- 5 Do you work in your bedroom?

Exercise 2

a 4 b 1 c 5 d 3 e 2

Exercise 3

a 5 b 4 c 2 d 1 e 3

Exercise 4

1 c 2 b 3 a

Exercise 5

A 4 B 3 C – D 1 E 5 F 2

Unit 7 Progress check

page 59

A

- 1 Please refer to Student's Book pages 82 and 83
- 2 a the general topic or the purpose of the text
b summary or conclusion
- 3 Please refer to Student's Book pages 82 and 83
- 4 a fairly tasteless
b widely available

B

- 5 a Carrie admitted that she had accidentally eaten the last slice of cake.
b Tim pointed out that he wouldn't get lost because he'd been there before.

C

- 6 a reaction b decision c situation d conclusion
- 7 By feeling the vibrations of the notes in their body
- 8 Please refer to Student's Book page 87

D

- 9 Please refer to Student's Book pages 88 and 89
- 10 hearing: snuffle, snore, whisper; seeing: peer, stare
- 11 a Jenny asked what Tom was doing. / Jenny asked Tom what he was doing.
b Mum asked (me) if I could see her phone.

E

- 12 approximately a third, nearly all, about a quarter, just over half
- 13 Please refer to Student's Book page 91

Unit 8 Decisions

Vocabulary Think differently

page 60

Exercise 1

- 1 worthwhile 2 highly-skilled 3 challenging 4 varied
- 5 dead-end 6 high-flying 7 repetitive 8 stressful

Exercise 2

- 1 offer my own suggestions 2 David
- 3 have a nice cup of coffee
- 4 any help would be welcome 5 years
- 6 managed to fix the bike herself

Exercise 3

- 1 head(teacher) 2 firefighter 3 flight attendant
- 4 police officer 5 spokesperson
- 6 salesperson / shop assistant 7 actor
- 8 sportsperson / athlete

Exercise 4

- 1 owner 2 thrown in at the deep end 3 challenging
- 4 shows them the ropes 5 stressful 6 varied
- 7 glamorous 8 rose to the challenge
- 9 The bottom line 10 salesperson 11 high-flying

Exercise 5

Students' own answers

Grammar If they hadn't ...

page 61

Exercise 1

- | | |
|----------------------------|--------------------------|
| 1 late, got | 4 got lost, was talking |
| 2 didn't hear, didn't stay | 5 didn't see, didn't say |
| 3 listened, didn't lose | |

Exercise 2

- 1 had asked, would have said
- 2 hadn't made, would never have made
- 3 would never have won / never would have won, hadn't helped
- 4 had observed, would never have got
- 5 had had, would have written
- 6 would have stayed, hadn't won

Exercise 3

- 1 If only I hadn't spent all my pocket money yesterday. I wish I could go to the cinema with you.
- 2 If only we hadn't bought cheap tickets. I wish the stage was / were closer.
- 3 Carla wishes her laptop hadn't crashed. If only it would connect to the internet.
- 4 If only Josh hadn't forgotten to bring his swimming trunks. He wishes he could go in the pool.
- 5 I wish I hadn't said that to Elke. If only she would forgive me.

Exercise 4

- | | |
|-----------------------|----------------------|
| 1 would have listened | 6 would have stopped |
| 2 wouldn't have spent | 7 had done |
| 3 had realized | 8 I hadn't studied |
| 4 hadn't compared | 9 would have found |
| 5 had had | |

Exercise 5

Students' own answers

Listening, speaking and vocabulary Important decisions

page 62

Exercise 1

- 1 b, a 2 a, b 3 b, a 4 a, b 5 a, b

Exercise 2

- 1 beginning 2 speak 3 pictures 4 personal
5 remind 6 allow

Exercise 3

- 1 In this presentation, my subject will be
- 2 I'm going to look briefly at
- 3 Let's begin by
- 4 To illustrate this point,
- 5 Moving on to
- 6 Finally, to sum up,

Exercise 4



3:04

A 2 B – C 3 D 1

Audio script

Good afternoon. No, good morning! Today I'd like to talk to you about mistakes! I'm going to look at why it's impossible to avoid making them, and why they are useful. I'll start by explaining why we're afraid of making mistakes, and then look at how we need to change the way we think about them. I'll end with some examples of successful mistakes.

Let's begin with a quote from Einstein. He said, 'Anyone who has never made a mistake has never tried anything new.' This shows that mistakes are an important part of learning. So why are we so afraid of getting something wrong? It's partly because we think about it so much afterwards. To give you an example, if I make one big mistake in this presentation, but get everything else right, what will I be thinking about later? Yes – I'll be thinking, 'If only I hadn't done that!'

A strong memory of a mistake can help us to avoid making it again, but we mustn't let it make us afraid of trying and failing. You have to know that it was a mistake and then let it go, remembering that you and the mistake are not the same thing. Moving on to learning a language, it's important that you don't let the fear of making mistakes stop you from trying to speak it. You'll only learn what a mistake is by making it and having it corrected. We all know that a good way to stop worrying about our mistakes is to laugh at them, and language mistakes are a good opportunity to do this. Look at the pictures of what these two errors mean.

'You've cut your hair!'

'There were very little students in the class.'

Enjoy the mistakes, and use them to help you remember that it's 'You've had your hair cut' and 'Very few students'!

Now let's look at some successful mistakes. The inventor Thomas Edison knew that mistakes are part of finding the right answer, and said, 'I haven't failed. I've just found one thousand ways that don't work.' To illustrate this point about mistakes bringing success, look at these inventions and discoveries:

Penicillin

Chocolate chip cookies

Crisps

X-rays

Chocolate chip cookies are clearly the most important invention, but what do they all have in common? Yes, they all happened by mistake!

So, to conclude, stop being afraid of getting things wrong! It just means that you're human and trying to learn. And if possible, have a good laugh at your mistakes! Thank you for listening.

Exercise 5



3:04

- 1 Today I'd like to talk to you about mistakes!
- 2 I'm going to look at why it's impossible to avoid making them.
- 3 I'll start by explaining why we're afraid of making mistakes.
- 4 I'll end with some examples of successful mistakes.
- 5 Let's begin with a quote from Einstein.
- 6 Now let's look at some successful mistakes.
- 7 So, to conclude, stop being afraid of getting things wrong!

See exercise 4 for audio script.

Exercise 6

Students' own answers

Vocabulary and grammar

Do the right thing

page 63

Exercise 1

- 1 discrimination 2 opposition 3 marched
4 injustice 5 boycotting 6 struggle

Exercise 2

- 1 FIGHT 2 STAND 3 FACE 4 TAKE 5 BACK
6 THROW 7 STEP 8 GIVE

Exercise 3

- 1 can't have done 4 can't have been
2 must have stopped 5 must have forgotten
3 might have gone

Exercise 4

- 1 must 2 could 3 might 4 can't 5 may 6 could

Exercise 5

- 1 must have run out of 6 must have been taken
2 can't have crashed 7 could have crashed
3 may have been working 8 may have survived
4 must have caught and killed 9 could have been
5 might have returned 10 must have belonged to

Exercise 6

Students' own answers

Reading The name game

page 64–65

Exercise 1

- Baker – baked bread
Cook – cooked food
Carpenter – made things out of wood
Gardner – worked with plants
Smith – made things out of iron or steel
Miller – ground corn to make flour

Exercise 2

- 1 False 2 True 3 True

Exercise 3

- A 3 B 2 C 5 D 1 E 4

Exercise 4

- 1 F: Names were only related to jobs lower down in society.
2 T
3 F: These connections often work across languages.
4 NG
5 F: We just think that people at the top of a list are more important.
6 T
7 T
8 NG

Exercise 5

- 1 headline 2 coincidences 3 poles 4 dentist
5 academics 6 feminine

Exercise 6

- 1 Pole 2 coincidence 3 dentist 4 feminine
5 headlines 6 academic

Exercise 7

Students' own answers

Writing A covering letter

page 66

Exercise 1

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

Exercise 2

Students' own answers

Exercise 3

- 1 I am writing to apply for
2 Please find enclosed
3 As you will see from the enclosed CV
4 I believe that this will provide
5 I have also coordinated
6 All this experience has confirmed that
7 would be available for interview

Exercise 4

- assist – advise
develop – design
coordinate – arrange

Exercise 5

- 1 designed 2 advised 3 developed 4 assisted
5 design 6 assisted

Unit 8 Progress check

page 67

A

- 1 Please refer to Student's Book pages 94 and 95
2 Please refer to Student's Book pages 94 and 95
3 a to have a lot on one's plate b to be thrown in at the deep end

B

- 4 hadn't gone, would have missed
5 a I didn't go to the concert but I wish I had b I'm not at the concert but I would like to be there

C

- 6 Please refer to Student's Book pages 98 and 99
7 Please refer to Student's Book page 98
8 Don't panic, use the words that you do know to help you, listen twice – once for general understanding, once for detail
9 Please refer to Student's Book page 99

D

- 10 Please refer to Student's Book pages 100 and 101
11 Please refer to Student's Book pages 100 and 101
12 must have, can't have, might have

E

- 13 synonyms of help: assist, advise; synonyms of organize: coordinate, arrange
14 Use facts, dates and numbers; avoid quantifiers; give specific examples of how your experience and skills match the employer's requirements

Unit 9 Digital humans

Vocabulary A day in the life page 68

Exercise 1

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

Exercise 2

1 latest 2 eventually 3 currently 4 consistently
5 actually 6 last 7 sympathetic 8 friendly
9 consequently 10 possibly

Exercise 3

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

Exercise 4

1 upload 2 friendly 3 log out of 4 log into 5 share
6 hit it off 7 open up 8 break down 9 pick on
10 sympathetic 11 consistently 12 actually 13 get over

Exercise 5

Students' own answers

Grammar

Friendships now and then page 69

Exercise 1

1 where, e 2 who, d 3 which, f 4 when, c
5 whose, a 6 which, b

Exercise 2

1 who wrote the Harry Potter books
2 where most American films are made
3 who painted the Mona Lisa
4 when Christmas is celebrated
5 whose logo looks like a tick
6 where Shakespeare was born

Exercises 3 and 4

1 S
2 O (subject=you), relative pronoun can be left out
3 O (subject=few people), relative pronoun can be left out
4 S
5 S
6 O (subject=people), relative pronoun can be left out
7 O (subject=computers), relative pronoun can be left out
8 S

Exercise 5

1 when 2 that / which 3 who 4 that / which
5 when 6 – 7 – 8 – 9 whose 10 – 11 where
12 that / which 13 – 14 that / which

Exercise 6

Students' own answers

Listening, speaking and vocabulary Can't live without ... page 70

Exercise 1

1 expensive 2 out-of-date 3 convenient
4 inexpensive 5 fragile, durable 6 reliable

Exercise 2

C

Exercise 3 3.05

1 do I need to	6 I've got
2 Are you sure	7 I do next
3 do I do	8 could you say that
4 First	9 What I mean is
5 I'm not sure what you mean by	10 Do you see
	11 that's clear

Audio script

Lara Hi, Bobby! Can you help me? I need to change a cartridge on my new printer, and I know you've got the same model as me. What do I need to do?

Bobby Sure. Are you sure it needs replacing?

Lara Yes, I'm getting a warning sign when I try to print something.

Bobby OK, but you get those ages before it actually needs replacing. You need to check it really is out of ink before you change the cartridge.

Lara How do I do that?

Bobby Try and print something. It will tell you it can't if it really needs a new cartridge.

Lara OK ... Yes, it's telling me I have to replace the cartridge.

Bobby Right. First lift the lid and the scanner.

Lara Sorry, I'm not sure what you mean by scanner.

Bobby The glass bit which you put things on for scanning and photocopying.

Lara Right, I've got that.

Bobby Great. I can hear it whirring, so a box that holds the cartridges has come out into the middle now, yes?

Lara Yep. What do I do next?

Bobby Then open the lid of the box and you'll see the cartridges.

Lara OK.

Bobby Now find the cartridge you need to replace. They're colour-coded, so it's easy to see which are which.

Lara Sorry, could you say that again?

Bobby What I mean is, they've got the colours on them, the same as the ink inside. Do you see?

Lara Yes, that's clear ... so I need to take the black one out.

Bobby You need to pull the tabs on the side of the cartridge together as you pull it out. Do you see what I mean?

Lara Yes, it's come out quite easily.

Bobby Great. Now put the new cartridge in, but first take off the yellow tape which is stuck over a hole in the bottom of the cartridge.

Lara Yes, I've done that.

Bobby OK. Then put the new cartridge in. Just push and you'll hear a click when it's in properly.

Lara Done it!

Bobby That's it then. Close the scanner and lid and press OK.

Lara Fantastic! Oh, it's making some funny noises now.

Bobby Don't worry. It takes a while for it to charge itself with the new ink. It'll be ready to print in a couple of minutes.

Lara Oh, thank you so much, Bobby. I couldn't have done it without you!
Bobby Yes, you could! But it is easier than looking in the manual when someone explains it!

Exercise 4

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

Exercise 5

Students' own answers

Vocabulary and grammar

iPeople page 71

Exercise 1

1 book 2 disc 3 face 4 face 5 disc 6 book

Exercise 2

1 simile 2 rhythm 3 personification 4 metaphor
5 rhyme 6 prose

Exercise 3

- 1 Apple, whose profits make it one of the richest companies in the world, continues to make the most popular smartphones.
- 2 Ireland, which some people wrongly think is part of the UK, is part of the British Isles.
- 3 Spain, where a lot of British people go to live when they retire, has a UK-born population of about a million people.
- 4 Midsummer's Day, when Scandinavian people have huge celebrations, comes between 21 and 24 June.
- 5 Fruit juice, which a lot of people think is very healthy, is bad for your teeth if you drink too much of it.
- 6 Ibiza, where all-night raves began in the 1980s, is still a popular holiday destination for young clubbers.
- 7 Suzanne Collins, whose *Hunger Games* novels were made into films, wrote *The Underland Chronicles*.
- 8 St Nicholas's Day, when many children receive gifts, is on 6 December.

Exercise 4

- 1 needs more information
- 2 ✓
- 3 needs more information
- 4 ✓
- 5 needs more information
- 6 needs more information
- 7 ✓

Exercise 5

1 who d 2 , where f 3 which a 4 , when c
5 where b 6 when g 7 , which e

Exercise 6

1 which g 2 where b 3 who d 4 which e
5 which a 6 when f 7 whose c
The device is a book.

Exercise 7

Students' own answers

Reading A hacker's story: life without the internet page 72–73

Exercise 1

b

Exercise 2

c

Exercise 3

1 c 2 d 3 b 4 a

Exercise 4

(Possible answers)

took down	prevented from working
remote	far from anywhere else
serene	slow and calm
attention span	time someone is able to concentrate (here: ability to concentrate)
fulfilled	happier, more content
glued to	attached to (because they spend so much time staring at their screens)
extradited	ordered to go to another country to go to court and face trial there

Exercise 5

1 remote 2 glued to 3 attention span 4 serene
5 took down 6 fulfilled

Exercise 6

- | | |
|----------------------|----------------------|
| 1 no comma necessary | 4 2011, when |
| 2 website, which | 5 no comma necessary |
| 3 passwords, which | 6 US, where |

Exercise 7

Students' own answers

Writing A for and against essay page 74

Exercise 1

The essay is about calculators
A for B against C against D for E for F against

Exercise 2

The advantages and disadvantages of using calculators
1 D 2 E 3 A 4 B 5 C 6 F

Exercise 3

Students' own answers

Exercise 4

- 1 ban 2 rely on 3 multiplication tables
4 Nevertheless 5 claim

Unit 9 Progress check page 75

A

- 1 Please refer to Student's Book pages 108 and 109
- 2 open up, stick up for, get over, hit it off

- 3 a *actually* means 'really', *currently* means 'at the moment'
 b *sympathetic* means 'understanding of other people's problems', *friendly* means 'pleasant and obliging'
 c *latest* means 'most recent', *last* means 'final'

B

- 4 a whose b who, that c when
 5 Please refer to Student's Book page 111

C

- 6 Please refer to Student's Book page 112
 7 Please refer to Student's Book page 112
 8 Please refer to Student's Book page 113

D

- 9 Please refer to Student's Book page 115
 10 Repetition, rhyme, using words with more than one meaning
 11 face=the front part of your head OR to be opposite something, looking at it
 disc=a round, flat object you put into a computer OR a thing between the bones in your back

- 12 which, who, where, whose

E

- 13 *It + passive*
It + passive with modal verb
It + is / seems + adjective

- 14 Use introductory *it*, the passive, Some / other people claim / believe / say / argue.

Unit 10 Creativity

Vocabulary Art is everywhere

page 76

Exercise 1

- 1 genius 2 success 3 beauty 4 originality 5 style
 6 vision 7 mature 8 dedication

Exercise 2

- | | |
|-------------------|---------------------|
| 1 pick and choose | 4 alive and kicking |
| 2 sick and tired | 5 ups and downs |
| 3 far and wide | 6 trial and error |

Exercise 3

- Writing** biographer, fiction, novelist, playwright, poet
Music recital, composer, aria, singer
Theatre actor, playwright
Art carve, portrait, sketch, painter, draw, sculptor

Exercise 4

- 1 singer 2 novelist 3 biographer 4 playwright
 5 poet 6 sculptor

Exercise 5

Students' own answers

Grammar

Around the world in one dance

page 77

Exercise 1

- 1 painted 2 filmed 3 working 4 written, called
 5 living 6 sung

Exercise 2

- 1 who worked
 2 who was obviously encouraged
 3 which was clearly written
 4 who lived
 5 who is studying
 6 which are enclosed
 7 who was speaking
 8 who is often criticized

Exercise 3

- 1 shown 2 performing 3 ending 4 decided
 5 attended 6 singing 7 winning 8 watched
 9 followed 10 won 11 doing

Exercise 4

Students' own answers

Listening, speaking and vocabulary What's the point of art?

page 78

Exercise 1

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

Exercise 2

- Figurative art** objects, people, recognizable, real
Abstract art lines, colours, original, shapes

Exercise 3 3.06

- Ela abstract
 Jo figurative
 Ben figurative
 Dan abstract

Audio script

Teacher OK, today's debate is about which is the most creative type of art – abstract art, using shapes and colours rather than anything we recognize in our everyday world, or figurative art, showing people and objects in ways that make them recognizable. Who's going to start the ball rolling? Do you have anything to say in favour of abstract art, Ela?

Ela Yes, I think abstract is the most creative type of art. Art isn't supposed to try and make a direct copy of the world – we can do that with photographs now. It should express a vision in a completely original way, and that's what abstract art does.

Jo Sorry to interrupt ...

Teacher That's OK, go ahead, Jo.

Jo Well, I feel quite strongly about this, and I totally disagree with Ela. It's true that art shouldn't copy the world, but it should show us the things we see in everyday life in a different way. It can't do that if it's completely abstract.

Teacher Would you like to add anything to that, Ben?

Ben Yes. I think Jo is absolutely right. I can stand in front of an abstract painting and not get anything out of it, because I have no idea what it's supposed to be about. How can that be a good thing, if someone has to explain to me what it means?

Dan Can I add something to that?

Teacher Please do. Do you agree with Ben?

Dan Well, not really. I wanted to say that that's not always the case, that you don't get anything out of it if you don't know what a painting is about. You can just enjoy shapes, lines

and colours and the artist's technique. I mean, nature can be abstract. If you look at the clouds in the sky, you don't try and work out what the shapes mean, but they can be stunning to look at sometimes.

Teacher That's a really good point, Dan.

Ela Yes, I can see what you're saying, but look, you're talking about shapes, lines and techniques. That's the point, abstract art isn't about our feelings about real things, it usually ends up being all about ideas, and it's just so ... so abstract!

Teacher Well, let's look at how colours alone can create feelings, and ...

Exercise 4

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

Exercise 5

- 1 That's so true.
- 2 I'd say the exact opposite.
- 3 I think you're absolutely right.
- 4 Could I just interrupt here?

Exercise 6

Students' own answers

Vocabulary and grammar

On stage

(page 79)

Exercise 1

- | | |
|----------------------|------------------------|
| 1 eagerly-awaited, c | 5 open-air, h |
| 2 world-famous, g | 6 thought-provoking, d |
| 3 cutting-edge, b | 7 first-time, a |
| 4 family-oriented, e | 8 full-length, f |

Exercise 2

- 1 venue 2 catering service 3 audience 4 volunteers
5 stall 6 performances 7 point 8 event

Exercise 3

- 1 a little success, a few artists
2 few paintings, little vision
3 all writers, each poet
4 each venue, many events
5 all actors, every play
6 few designers, little originality
7 most volunteers, most of the audience
8 each time, many performances

Exercise 4

- 1 eagerly-awaited 2 place 3 held 4 appeal to
5 venue 6 open-air 7 catering service 8 recruit
9 run 10 a few 11 Most of 12 attend 13 a little

Exercise 5

Students' own answers

Reading Street art

(page 80–81)

Exercise 1

1 c 2 a

Exercise 2

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

Exercise 3

1 dimension 2 illusion 3 vision 4 application
5 permission 6 exhibition 7 distortion 8 installation

Exercise 4

1 majority 2 free 3 beauty 4 boring 5 encourage
6 comment 7 modern 8 development 9 realistic
10 totally 11 near

Exercise 5

Students' own answers

Writing A review of an event

(page 82)

Exercise 1

- | | |
|------------------------------|---------------------|
| 1 such an exciting film that | 4 such a remarkable |
| 2 so hilarious that | 5 so crowded that |
| 3 such amazing | 6 such fascinating |

Exercise 2

1 such 2 so 3 such 4 What 5 so 6 what 7 so

Exercise 3

- 1 I love is the way the sculptures are displayed
2 impressed me the most was the rap he did at the end
3 strikes everybody first when they see this painting are
the colours
4 most people will remember is / will be the amazing
opening scene

Unit 10 Progress check

(page 83)

A

- 1 Please refer to Student's Book pages 120 and 121
- 2 underline the main ideas or facts, paraphrase the information, use linking words to connect the information
- 3 a maturity b talent
- 4 a alive and kicking b ups and downs c sick and tired
- 5 We use the present participle to replace relative clauses containing active verbs and the past participle to replace relative clauses containing passive verbs

C

- 6 Please refer to Student's Book page 124
- 7 Please refer to Student's Book page 124
- 8 Please refer to Student's Book page 125

D

- 9 Please refer to Student's Book pages 126 and 127
- 10 Please refer to Student's Book pages 126 and 127

- 11 most, most of, all

E

- 12 famous=acclaimed, renowned
interesting=captivating, fascinating
- 13 so + adjective
so + adverb
such + adjective + plural noun / uncountable noun
such + a/an + adjective + noun

Literature insight 1

page 84

Before you read

Exercise 1

He was inspired by a map his son drew.

Exercise 2

Jim Hawkins lives at an inn called the *Admiral Benbow*.

Exercise 1

Jim and his mother open the chest to take the money that the sea captain owes them.

Exercise 2

- 1 The tap-tapping of the blind man's stick.
- 2 Jim takes a cloth of papers from the chest.
- 3 Jim and his mother hide under a small bridge.
- 4 When the pirates reach the door of the inn, they break it down.
- 5 The pirates are looking for the chest.
- 6 They think that the boy from the inn (Jim) has taken the papers.

Exercise 3

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers

Exercise 4

Students' own answers

Exercise 5

3.07

Students' own answers

Audio script

As I ran, I heard some small stones falling from the side of a steep hill. I stopped to look round, and saw a figure jump quickly behind a tree. Frightened, I turned back towards the boats, but the figure appeared again and moved with the speed of an animal. But it was a man, I knew that now.

I remembered I had a pistol if I needed it, and turned back towards this man of the island. He was hiding behind another tree but stepped out to meet me.

'Who are you?' I asked, staring at him.

'Ben Gunn,' he answered, and his voice sounded rough and strange. His skin was burned nearly black by the sun and his clothes were made from pieces of a ship's sail. 'Poor Ben Gunn,' he went on. 'Alone for three years.'

'Were you shipwrecked?' I asked.

'No, my friend,' he said. 'Marooned.'

I had heard the word before, and knew it meant a cruel punishment often used by pirates – leaving a man alone on some distant, empty island.

'Marooned three years,' he continued, 'living on wild goats and fish. But I'm desperate for real English food. You don't have a piece of cheese, do you? Many nights I've dreamed of cheese.' 'If I can get on board ship again,' I said, 'you can have as much cheese as you want.'

'Who's going to prevent you?' he said. 'And tell me your name.' 'Jim,' I told him.

'Well, Jim,' he said, looking around and lowering his voice to a whisper, 'I'm rich.' I was now sure the poor man was crazy, but he repeated his words. 'Rich, I say! Now, Jim, that isn't Flint's ship, is it?' I began to think that I had found a friend, and I answered him at once. 'It's not Flint's ship. Flint is dead, but there are some of Flint's men aboard, and that's bad news for us.'

'A man with one leg?' he asked, fear in his voice.

'Silver?' I asked.

'Yes, Silver,' he said, 'that was his name.'

'He's the cook, and their leader, too.' And I told him the whole story of our voyage, and the danger we were now in.

'You're in trouble, Jim,' he said when I'd finished.

Exercise 6

3.07

- 1 remembered
- 2 quickly
- 3 skin
- 4 alone / marooned
- 5 punish
- 6 cheese / as much cheese as he wants
- 7 rich
- 8 frightened

See exercise 5 for audio script.

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Literature insight 2

page 86

Before you read

Exercise 1

Because it was her husband's name and she was worried that people wouldn't be interested in novels written by a woman.

Exercise 2

Dunstan Cass wastes the money he borrows by gambling.

Exercise 1

Dunstan sits by the fire to get warm.

Exercise 2

- 1 c
- 2 a
- 3 c
- 4 a
- 5 b

Exercise 3

- 1 Dunstan knocks at the door because he wants to ask Silas for money.
- 2 Dunstan thinks Silas might have died by falling into the quarry while looking for firewood.
- 3 Students' own answers

Exercise 4

Students' own answers

Exercise 5

3.08

Molly's child

Audio script

It was already seven o'clock in the evening, and there was a freezing wind. Molly did not know she was very near Raveloe. She thought she would rest for a while, and, still holding her child, she lay down on the snow. She did not notice that the ground was cold.

In a few moments the child woke up, crying "Mummy!" But the mother did not seem to hear. Suddenly, as the child fell gently out of its mother's arms onto the soft snow, it noticed a bright, dancing light on the white ground. Interested, the child stood up to see where the brightness came from, and followed the light to an open door, the door of Silas Marner's cottage. The little one toddled right in through the door and sat down by the bright fire. After a few minutes the child felt pleasantly warm, and fell asleep. But where was Silas while this was happening? In the evenings he sometimes used to open his door and look out. He had some idea that his money would come back, or that someone would come with information about the thief. Tonight was New Year's Eve, and the villagers had told him to stay awake until midnight, because it would bring him good luck if he saw the beginning of the new year. So tonight he was more restless than usual. He opened his door several times during the evening and stared out, but he saw and heard nothing in the silent freezing night. The last time, as he was standing at the door, he had one of his fits and stood there completely unconscious, holding the door open.

When he became conscious again, he closed the door and turned back to the fire. But when his short-sighted eyes looked at the floor in front of the fire, he seemed to see gold there! Gold – his own gold – taken and then brought back to him in the same strange way! His heart beat excitedly, and for a few moments he was unable to move. At last he reached out his hand to touch the gold, but instead of hard, metal coins his fingers felt soft, warm curls.

Exercise 6 3.08

- 1 7 o'clock 2 snow 3 bright light 4 midnight
5 gold 6 hard, metal

See exercise 5 for audio script.

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Literature insight 3

page 88

Before you read

Exercise 1

People think *The Moonstone* is important because it was the first true detective novel.

Exercise 2

The Moonstone was stolen from the statue of a Mood God, in India.

Exercise 1

The letter is a set of instructions.

Exercise 2

1 E 2 G 3 A 4 F 5 B 6 D 7 C

Exercise 3

- 1 Limping Lucy doesn't like Franklin because she thinks he killed Rosanna.
2 Students' own answers
3 Students' own answers
4 Students' own answers
5 Students' own answers
6 The letter explains how Rosanna made a new nightgown.

Exercise 4

Students' own answers

Exercise 5 3.09

- 1 T
2 F: Franklin does not remember when he took the Moonstone.
3 F: At about twelve o'clock Rachel got up to get a book.
4 F: Franklin held the Moonstone in his right hand.
5 F: Rachel loves Franklin.
6 F: Rachel wrote a letter to Franklin.

Audio script

She turned away and began to cry.

'Rachel, please listen. Let me explain,' said Franklin gently. He wanted to tell her about his discovery of the nightgown and about Rosanna Spearman's letter.

'There is nothing to explain,' cried Rachel between her tears. 'I saw you take my diamond with my own eyes!'

'Please Rachel, you must believe me! I am innocent. I do not remember taking the diamond. You must tell me everything that happened that night.'

Rachel had kept her secret for a long time and it was hard for her to speak about what had happened.

'At about twelve o'clock, after we had said goodnight, I went to bed. But I couldn't sleep and I got up to get a book from my sitting room. I opened my bedroom door and heard a noise outside. Then I saw a light under the sitting room door, and I blew out my candle. The door opened and I saw YOU! The light from your candle clearly showed me your face. I remember your eyes – they were brighter than usual. You walked straight to the cabinet and you took the Moonstone. You held it in your right hand, you stopped to think for a few moments, and then you left the room with the diamond.'

Franklin was silent. He was indeed the person who had stolen the jewel. After a while Franklin asked, 'Why didn't you tell us about this? Why did you keep it secret?'

'What a stupid question!' said Rachel angrily. 'How can I tell everyone that the man I love is a thief? I didn't tell anyone but I wrote you a letter. I offered to help you if you needed money, and I asked you to return the diamond. But you never got that letter because I destroyed it when you went to fetch the police. You pretended to everyone that you wanted to help me find the jewel that you had stolen!'

Franklin couldn't listen any more.

'Rachel, I will prove that I am innocent. I will not see you again until I can prove my innocence.'

Franklin left, and tears filled Rachel's eyes once more when she thought of never seeing Franklin again.

Exercise 6 3.09

- 1 Students' own answers
2 Students' own answers
3 Students' own answers

Exercise 7

Students' own answers

Literature insight 4

page 90

Before you read

Exercise 1

Frances Hodgson Burnett lived in America when she was 16.

Exercise 2

Mary finds a boy, Colin Craven, in a large bedroom in the house.

Exercise 1

When Colin was born, the garden door was locked and the key was buried.

Exercise 2

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

Exercise 3

1 Students' own answers

2 Students' own answers

Exercise 4

Mary tells Colin to stop screaming. Then she tells him there is nothing wrong with his back.

Exercise 5

3.10

Colin sees roses, pink and white flowers on fruit trees, birds and butterflies.

Audio script

Spring had really arrived now and it seemed very exciting to Colin, who had lived indoors for so long. He smelled the warm air from the moor, and watched the little white clouds in the blue sky. In a very short time he heard Mary say, 'This is where I found the key ... and this is the door ... and this ... this is the secret garden!'

Colin covered his eyes with his hands until he was inside the four high walls, and the door was shut again. Then he looked round at the roses climbing the old red walls, the pink and white flowers on the fruit trees, and the birds and the butterflies everywhere. The sun warmed his face, and he suddenly knew he felt different.

'Mary! Dickon!' he cried. 'I'm going to get better! I'm going to live for ever and ever and ever!'

As Dickon pushed the wheelchair all round the garden, he told Colin the names of all the plants. The sun shone, the birds sang, and in every corner of the garden there was something interesting to look at. The three children talked and laughed, and by the end of the afternoon all three were speaking Yorkshire together.

'I'll come back here every afternoon,' said Colin. 'I want to watch things growing.'

'Soon you'll be strong enough to walk and dig. You'll be able to help us with the gardening,' said Dickon kindly.

'Do you really think I'll be able to ... to walk and ... dig?' asked Colin.

'Of course you will. You've got legs, like us!'

'But they're not very strong,' answered Colin. 'They shake, and ... and I'm afraid to stand on them.'

'When you want to use them, you'll be able to,' said Dickon. The garden was quiet for a moment.

Suddenly Colin said, 'Who's that?' Mary turned her head, and noticed Ben Weatherstaff's angry face looking at her over the garden wall.

'What are you doing in that garden, young miss?' he shouted. He had not seen Colin or Dickon.

'The robin showed me the way, Ben,' she replied.

'You ... you -' He stopped shouting and his mouth dropped open as he saw Dickon pushing a boy in a wheelchair over the grass towards him.

Exercise 6

3.10

1 a 2 b 3 a 4 a 5 c 6 a 7 a, b 8 d
9 b 10 d

See exercise 5 for audio script.

Exercise 7

1 Colin stays inside all the time.

2 Students' own answers

3 Students' own answers

Exercise 8

Students' own answers

Literature insight 5

page 92

Before you read

Exercise 1

Jane Austen couldn't marry Tom Lefroy because his family wanted him to marry someone rich. Jane never did get married.

Exercise 2

The family home was given to the girls' half-brother because only male relatives could inherit.

Exercise 1

Marianne and Margaret go for a walk on the hills.

Exercise 2

- 1 T
2 F: At first the sky is blue.
3 NG
4 T
5 F: The gentleman is shooting.
6 F: He carries Marianne and puts her down in the sitting room.
7 F
8 T

Exercise 3

- 1 They enjoy the blue sky and the wind catching at their hair and clothes.
2 They start running because it's raining and they want to get home quickly. Marianne falls over.
3 Mrs Dashwood admires Willoughby and is very grateful to him.
4 Students' own answers

Exercise 4

Students' own answers

Exercise 5 3.11

Students' own answers

Audio script

In the next few days, Willoughby neither came nor wrote. Marianne was losing hope, becoming depressed and careless of her appearance. She took no pleasure in dressing for a party she and Elinor were to attend with Lady Middleton. When they arrived in the hot, crowded room, she sank into a chair, not even looking at the other guests. Elinor, however, saw Willoughby standing nearby, in conversation with a very elegant young lady. She turned to Marianne, who noticed him at that moment. Her whole face shone with sudden delight, and she would have run to him at once, if the sister had not caught hold of her. 'Good heavens!' Marianne cried. 'He is there! Oh, why does he not look at me? Why cannot I speak to him?'

'I beg you, be calm,' said Elinor. 'Try to hide your feelings.' But this was impossible for Marianne. She sat there, her anxiety and impatience written clearly on her face.

At last Willoughby turned round and looked at them both. Marianne jumped up and held out her hand affectionately to him. He came closer, and spoke to Elinor rather than her sister, asking in a hurried manner after Mrs Dashwood.

Marianne blushed deeply and cried, 'What is the meaning of this, Willoughby? Will you not shake hands with me?'

He could not avoid it then, but he held her hand only for a moment. 'I did myself the honour of calling on you last week, when you were unfortunately not at home.'

'But have you not received my letters?' cried Marianne in the wildest anxiety. 'There must be some terrible mistake. Tell me, Willoughby, I beg you, what is the matter?' He looked ashamed, but, on catching the eye of the young lady with whom he had been talking, his expression seemed to harden. 'Yes,' he said, 'I had the pleasure of receiving information of your arrival in town, which you were so good as to send me, and turned away to join his friend.

Marianne, looking horribly white, was unable to stand, and Elinor helped her to a chair. Soon Willoughby was seen to leave the party, and as Marianne was clearly unwell, Elinor asked Lady Middleton to take them home. Nothing was said between the sisters, as Marianne was suffering too much to speak. Elinor now realized that for Willoughby the attachment was over, and she felt extreme distaste for his manner of ending it.

Exercise 6 3.11

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

See exercise 5 for audio script.

Exercise 7

1 Students' own answers

2 Students' own answers

3 Students' own answers

Exercise 8

Students' own answers

Pronunciation insight 1

page 124

1 3.17

The vowel sounds in A are short. The vowel sounds in B are long.

2 3.18

1 slim 2 fleece 3 learn 4 about 5 mood 6 good
7 dark 8 bun 9 tall 10 blonde 11 vest 12 fat

3 3.19

1 hat b, heart a 2 foot a, food b 3 short b, shot a
4 fit b, feet a 5 head a, heard b 6 ugly b, again a

4 3.20

1 /eɪ/ 2 /əʊ/ 3 /ɪə/ 4 /ɔɪ/ 5 /eə/ 6 /au/ 7 /aɪ/
8 /uə/

5 3.21

1 have 2 wool 3 worn 4 eight 5 show 6 great
7 front 8 town

Pronunciation insight 2

page 124

1 3.22

Voiced: /b/ board, /d/ deck, /g/ gate, /l/ land, /m/ motorway,
/n/ national, /r/ runway, /v/ voyage, /z/ zebra

Voiceless: /k/ cabin, /f/ flight, /h/ hold, /p/ pier, /s/ seat, /t/ tour

2 3.23

/θ/, /ʃ/ and /tʃ/ are voiceless.

3 and 4 3.24

1 Europe, yesterday 2 bathroom, north 3 that, together
4 expedition, special 5 excursion, usually
6 adventure, cheap 7 carriage, Germany
8 drinks, long 9 nowhere, way

5 3.25

1 young 2 thanks 3 further 4 sure 5 leisure
6 child 7 judge 8 singer

Pronunciation insight 3

page 125

1 3.26

1 three 2 four 3 four 4 three 5 three 6 four

2 3.27

1 astonished 2 discipline 3 disembark 4 ecstatic
5 interested 6 miserable 7 overweight
8 self-esteem 9 stamina

3 and 4 3.28, 3.29

Oooo: devastated, innovative, obviously, relatively
oOoo: environment, photography, self-sacrifice, spectacular
ooOo: apprehensive, disadvantage, independence,
self-reliance

Exam insight answer keys: [See website](#)

5 and 6 3.30

- 1 three, disappointing 4 three, kindness
 2 four, generosity 5 three, surprised
 3 four, comfortably 6 four, extremely

Pronunciation insight 4 page 125

1 3.31

- 1 atlantic, transatlantic 5 market, supermarket
 2 cycle, tricycle 6 mature, premature
 3 eaten, overeaten 7 syllable, monosyllable
 4 footballer, ex-footballer 8 weekly, biweekly

2 3.32

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓ 7 X 8 ✓

3

	Noun	Verb	Adjective	Adverb
1	<i>happiness</i>	-----	<i>happy</i>	<i>happily</i>
2	<i>beauty</i>	<i>beautify</i>	<i>beautiful</i>	<i>beautifully</i>
3	<i>difference</i>	<i>differ</i>	<i>different</i>	<i>differently</i>
4	<i>generosity</i>	-----	<i>generous</i>	<i>generously</i>
5	<i>memory</i>	<i>memorize</i>	<i>memorable</i>	<i>memorably</i>
6	<i>necessity</i>	-----	<i>necessary</i>	<i>necessarily</i>
7	<i>prosperity</i>	<i>prosper</i>	<i>prosperous</i>	-----
8	<i>sadness</i>	<i>sadden</i>	<i>sad</i>	<i>sadly</i>

4

- 1 happiness, happy, happily
 2 beauty, beautify, beautiful, beautifully
 3 difference, differ, different, differently
 4 generosity, generous, generously
 5 memory, memorize, memorable, memorably
 6 necessity, necessary, necessarily
 7 prosperity, prosper, prosperous
 8 sadness, sadden, sad, sadly

The stress is on a different group of sounds in word families 4 (generous), 6 (necessary) and 7 (prosperous).

5

The schwa sound /ə/.

6 3.33

happiness, difference, differ, different, differently, generosity, generous, generously, memorably, necessity, necessary, necessarily, prosper, prosperous, sadness, sadden

Pronunciation insight 5 page 126

1 3.34

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

2 3.35

1 I'd 2 he'd 3 you'd 4 he'd 5 they'd 6 it'd 7 we'd

3 3.36

1 one 2 two 3 two 4 two 5 one

4 3.36

- 1 'll catch, get up 4 'd look, combed
 2 'd move out, could 5 'll come, remembers
 3 'd dry, hung

Pronunciation insight 6 page 126

1 3.37

- 1 answer 2 honest 3 cupboard 4 drought
 5 different 6 knife 7 young 8 scissors
 9 handsome 10 numb 11 autumn 12 calm

2 3.38

- 1 advertisement 2 business 3 campaign
 4 comfortable 5 design 6 endorsement
 7 government 8 overwhelming 9 sample
 10 stealth 11 target 12 whopping

3 and 4 3.39

- 1 /aɪ/ 2 /i:/ 3 /ɪ/ 4 /eɪ/ 5 /ɪ/ 6 /u:/ 7 /əʊ/ 8 /ɪ/
 9 /ə/ 10 /aɪ/ 11 /eɪ/ 12 /aɪ/

Pronunciation insight 7 page 127

1 3.40

1 aRbP 2 aPbR 3 aRbP 4 aRbP 5 aPbR
 6 aPbR

2 and 3 3.41

1 pen 2 window 3 again 4 waiting 5 phone
 6 door

4

1 1, 3, 5 2 2, 4, 6

5 3.42

- 1 No, of course not. 4 No, of course not.
 2 Yes, of course. 5 Yes, of course.
 3 No, of course not. 6 No, of course not.

Audio script

- 1 Would you mind repairing my laptop for me, please?
 2 Could you possibly give me a refund?
 3 Do you mind changing a ten-pound note?
 4 Would you mind explaining how this works, please?
 5 Can you tell me the price, please?
 6 Do you mind giving me a carrier bag, please?

Pronunciation insight 8

page 127

1 3.43

1 must be, e

2 may be, b

3 might be, d

2 3.43

a be b modal, be c t

3 and 4 3.44

1 I could have been in the shower.

2 He might have been ill.

3 You must have been tired.

4 They can't have been happy.

5 She could have been in a hurry.

6 It may have been dark.

5 3.45

1 I could have been in the shower.

2 He might have been ill.

3 You must have been tired.

4 They can't have been happy.

5 She could have been in a hurry.

6 It may have been dark.

Audio script

1 You didn't answer the phone this morning.

2 Dan didn't go to school yesterday.

3 I walked 30 kilometres yesterday.

4 My friends lost their football match.

5 Sophie didn't say hello to me this morning.

6 The driver didn't see the cyclist.

Pronunciation insight 9

page 128

1 and 2 3.46

1 make up

2 open up

3 hit it off

4 Pick on

5 break down – not linked

6 run into

7 stick up for

8 catch up with

3 and 4 3.47

1 Plug it in.

2 Turn it down.

3 Put them on.

4 Switch them on.

5 Take it off.

6 Fill them in.

7 Pick it up.

8 Look them up.

9 Give it back.

5 3.48

1 I've already turned it off.

2 I've already taken it out.

3 I've already called it off.

4 I've already chopped them up.

5 I've already cleaned them off.

6 I've already given it in.

7 I've already taken them back.

8 I've already written it down.

9 I've already tried them on.

Audio script

1 Turn off your phone.

2 Take out the rubbish.

3 Call off the match.

4 Chop up the onions.

5 Clean off your shoes.

6 Give in your homework.

7 Take back your library books.

8 Write down my email address.

9 Try on these trousers.

Pronunciation insight 10

page 128

1 3.49

1 so 2 such a 3 such 4 so 5 such an 6 such

7 so 8 such 9 such 10 so

2 3.49

1 stressed 2 up

3 3.50

1 The artist produced such exquisite art.

2 They made such delicious food.

3 He wrote such beautiful music.

4 You do such demanding work.

4

1 It was such a captivating story.

2 It was such a remarkable picture.

3 It was such stunning countryside.

4 It was so amazing.

5 It was such an elaborate design.

6 It was such deep snow.

7 It was so cutting edge.

8 It was such stylish furniture.

9 It was so moving.

10 It was such an incredible view.

Teacher's Resource Disk

The **Teacher's resource disk** contains:

- Communication worksheets
- Documentary video clips and DVD worksheets
- How to guides
- Functional language bank
- Writing bank

Communication worksheets

Fun, communicative practice in pairs and groups

There are twenty communication activity worksheets (two per unit) and two project worksheets for *Intermediate insight*. Intended for classroom use, they offer further practice of the grammar, vocabulary, functions and skills taught in the Student's Book.

Procedural notes accompany each activity worksheet.

Unit 1 Worksheet A: Guess who! Activity: Describing photos; dominoes Language point: Adjectives to describe appearance; <i>look / look like / look as if</i> Time: 15–20 minutes Materials: One handout and a pair of scissors for each group	Unit 1 Worksheet B: Grammar auction Activity: Error correction Language point: Verb patterns (Unit 1, Section D) Time: 15–20 minutes Materials: One handout for each pair of students
Unit 2 Worksheet A: Don't say it! Activity: Defining words; paraphrasing Language point: Travel vocabulary (Unit 2, Section A) Time: 15 minutes Materials: One handout for the class, cut up along the lines	Unit 2 Worksheet B: How about it? Activity: Jigsaw dialogue Language point: Persuading, negotiation and reaching agreement (Unit 2, Section C) Time: 15 minutes Materials: One handout for each pair of students, cut along the lines
Unit 3 Worksheet A: What's the question? Activity: Question formulation Language point: questions using past simple, present perfect simple and present perfect continuous (Unit 3, Sections B and D) Time: 15–20 minutes Materials: One handout for each group; counters and dice for each group	Unit 3 Worksheet B: School reunion Activity: Talking about photos Language point: sentence adverbs, adverbs of manner and adverbs of degree (Unit 3, Section D) Time: 15–20 minutes Materials: One handout and a pair of scissor for each group
Unit 4 Worksheet A: Dice challenge Activity: Sentence building Language point: Future tenses and time references (Unit 4, Sections B and D) Time: 20 minutes Materials: One handout and dice for each group	Unit 4 Worksheet B: Anagrams Activity: Defining words and solving anagrams Language point: Environmental vocabulary (Unit 4, Section A) Time: 15 minutes Materials: One handout for each pair, cut along the lines

<p>Unit 5 Worksheet A: Prove it!</p> <p>Activity: Gap fill, question formulation and class survey</p> <p>Language point: Three-part phrasal verbs with <i>to</i> and <i>with</i> (Unit 5, Section C)</p> <p>Time: 20 minutes</p> <p>Materials: One handout for each group of four students</p>	<p>Unit 5 Worksheet B: School rules</p> <p>Activity: Jigsaw reading</p> <p>Language point: Modals of obligation, prohibition and permission (Unit 5, Section D)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each pair of students, cut in half</p>
<p>Unit 6 Worksheet A: Helping hands</p> <p>Activity: Gapfill</p> <p>Language point: <i>have / get something done</i> (Unit 6, Section D)</p> <p>Time: 15 minutes</p> <p>Materials: One handout for each pair of students</p>	<p>Unit 6 Worksheet B: Hidden messages</p> <p>Activity: Wordsearch and gapfill</p> <p>Language point: Advertising and trade vocabulary (Unit 6, Sections A and D)</p> <p>Time: 15 minutes</p> <p>Materials: One handout for each pair of students</p>
<p>Unit 7 Worksheet A: Customer service</p> <p>Activity: Reordering sentences and dialogues</p> <p>Language point: Complaining and asking people to do things (Unit 7, Section C)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each pair of students, cut along the lines</p>	<p>Unit 7 Worksheet B: What did they say?</p> <p>Activity: Reported dictation</p> <p>Language point: Reporting speech (Unit 7, Sections B and D)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each team, cut along the lines</p>
<p>Unit 8 Worksheet A: The perfect job</p> <p>Activity: Crossword</p> <p>Language point: Job vocabulary (Unit 8, Section A)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each pair of students, cut in half</p>	<p>Unit 8 Worksheet B: If only...</p> <p>Activity: Jigsaw reading</p> <p>Language point: Third conditional (Unit 8, Section B)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each pair of students, cut along the lines</p>
<p>Unit 9 Worksheet A: Double trouble</p> <p>Activity: Pelmanism</p> <p>Language point: Easily confused words (Unit 9, Section A)</p> <p>Time: 15 minutes</p> <p>Materials: One handout for each pair of students, cut along the lines</p>	<p>Unit 9 Worksheet B: It's all relative</p> <p>Activity: Questionnaire</p> <p>Language point: Defining relative clauses (Unit 9, Section B)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each pair of students, cut along the line</p>
<p>Unit 10 Worksheet A: Dominoes</p> <p>Activity: Dominoes</p> <p>Language point: Compound adjectives and phrases with <i>and</i> (Unit 10, Sections A and D)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each group of three students, cut along the lines</p>	<p>Unit 10 Worksheet B: What's your opinion?</p> <p>Activity: Gapfill and discussion</p> <p>Language point: Debating; phrases for agreeing, disagreeing, interrupting and encouraging (Unit 10, Section C)</p> <p>Time: 15–20 minutes</p> <p>Materials: One handout for each group of three students, cut along the lines</p>
<p>Project 1: Magazine biographies</p> <p>Aims: To give students the opportunity to work on a project to create a biography for a magazine. To enable students to use sources of information in English with the help of ICT.</p> <p>Time: 15–20 minutes + extra time for students to interview each other and write their biographies.</p> <p>Materials: One handout for each pair of students, folded along the line.</p>	<p>Project 2: Technology survey report</p> <p>Aims: To give students the opportunity to work on a group project to conduct a class survey and write a report of the findings. To enable students to use sources of information in English with the help of ICT.</p> <p>Time: 15–20 minutes + extra time for students to interview each other and write their reports.</p> <p>Materials: One handout for each pair of students.</p>

DVD extra

There are ten documentary video clips with ready-to-use worksheets and teacher's notes to support the Intermediate level of *insight*. The clips, worksheets and teachers' notes can be accessed from the Teacher's Resource Disk.

Each clip has optional subtitles and has been selected to relate to, and build on, the theme of the unit. Grammar and vocabulary from the unit are recycled, but the primary function of these varied clips is to offer further cultural information via an easily-accessible medium.

The purpose of the worksheets is to help students to understand the content of the clip, and to provide ideas for discussion and project work around the content and the general topic. Each worksheet has been carefully designed for flexible use in the classroom and comprises:

- Start thinking – an activity to activate students' schemata
- Comprehension check – a series of activities which check students' understanding of the clip and encourage them to react to it.
- Vocabulary and Extension, which can be done without the need to see the clip again – a series of activities exploit the clip for useful vocabulary. An extension activity allows students to work in groups and personalize the topic of the clip. Useful functional language is fed in where needed. Both the Vocabulary and Extension activities can be done without watching the clip again.
- Teacher's notes – these explain how to get the most out of the worksheets, provide useful background information to the clip and include a full answer key.
- Video scripts – the script for the clip is provided in full to allow further analysis of the language.

Unit 1 (1D): Junky Styling

Subject: clothes recycling

Grammar: verb patterns

Vocabulary: avoid browse damage guarantee sort thrive weave blazer chic era
essentially exotic tatty used wealthy

Extension activity: design a fashionable outfit to wear to a party

Unit 2 (2D): Chicago to LA

Subject: Route 66 and the two cities

Grammar: past tenses

Vocabulary: downside hedge intersection overtake prove sought after vibrant

Extension activity: debate 'Cars should be banned from all city centres'

Unit 3 (3D): Live well, play well

Subject: international food in the UK, curry

Grammar: past simple and present perfect, suffixes

Vocabulary: performance professional politician speciality scholarship laziness
competitive fitness

Extension activity: debate 'Is boarding school good for children?'

Unit 4 (4C): Protest

Subject: live footage of the 2011 'Occupy protest' in London

Grammar: future perfect and future continuous

Vocabulary: corrupt evict exposure inequality overflow shelter the status quo undoing

Extension activity: present the views of a political party you are going to form

Unit 5 (5D): UK Youth Parliament

Subject: a look at young politicians in the UK

Grammar: modals of obligation, prohibition and permission

Vocabulary: opportunity compulsory contemporary influence issue role support
take part hold make publicize represent run stand

Extension activity: debate 'The voting age should be reduced to 16'

Unit 6 (6B): Fair trade

Subject: producing fair trade products

Grammar: the passive

Vocabulary: fair price good education sustainable business quality of life low-grade housing clean water employment generation products investment organization cooperative

Extension activity: research another company that works with the Fairtrade Foundation. Present to the class.

Unit 7 (7B): The Blue Cross

Subject: British animal charity

Grammar: reported speech

Vocabulary: acquire encourage improve lead match provide register sponsor bond everyday partially-sighted properly specific survey

Extension activity: discuss which are the best charities to give money to

Unit 8 (8D): Suffragettes

Subject: biography of Emmeline Pankhurst and her part in women's suffrage

Grammar: speculating about the past

Vocabulary: war effort life-long dream worthwhile effort equal rights civil disobedience hunger strike break the law change your attitude fight oppression give up the struggle rise to the challenge pass an act

Extension activity: debate 'Should prisoners be allowed to vote?'

Unit 9 (9C): Inventors

Subject: three inventors present their inventions

Grammar: relative clauses, relative pronouns

Vocabulary: cylinder dump evaporate lens properties shed tool vision eye-care professional modern convenience Mother Nature phone app sewing machine water bottle

Extension activity: make a poster about a famous inventor

Unit 10 (10A): Art is everywhere

Subject: a look at the different types of art in Prague

Grammar: participle clauses; determiners

Vocabulary: broad controversy divide guard landmark picturesque reign symbolize

Extension activity: imagine that the students in your class are tourists, ask each student to give the others a tour of their favourite city