# AMERICAN HEADWAY 3

THE WORLD’S MOST TRUSTED ENGLISH COURSE

TEACHER’S BOOK

SECOND SDITION

Liz and John Soars – Amanda Maris

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## Introduction

###### Welcome to American Headway - Second Edition

American Headway, Second Edition is a multilevel, four- skills series for adults and young adults who want to use American English both accurately and fluently. The revised Second Edition consists of six levels that take students, including true beginners, up through the intermediate and advanced levels.

###### What’s the same?

American Headway, Second Edition combines the best of traditional teaching methods with more recent approaches to make the learning of English stimulating, motivating, and effective. The series enables students to analyze the systems of language in context as it exposes them to a variety of challenging and interesting types of text. Students are encouraged to produce accurate and level-appropriate language, and to bring their own personal experiences and feelings to the learning context.

Each level of American Headway, Second Edition contains approximately 80 to 120 hours of classroom material. Teaching time can be extended well beyond this by using the extra activities in the new Teacher Resource Center, Teacher’s Book, Workbook, and on the Student Practice Multi-ROM.

Unit Organization

Each Student Book unit in American Headway, Second Edition consists of the following sections:

Starter

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

Presentation

A Presentation section follows the Starter. It has a personalized heading (for example, What can you do?) followed by a definition of the language item being studied (e.g., can/can’t). Within each Presentation section, a Grammar spot guides students to an understanding of the target language with questions, charts, and mini-tasks. There is usually a referral to the Grammar Reference at the back of the Student Book. (The Grammar Reference is intended for self-study, although teachers might choose to have students refer to it briefly during class.)

***Practice***

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

Skills

Reading and listening are always taught together with speaking. Reading and listening texts feature pre-activities to arouse students’ interest and curiosity, and to get them thinking and talking about what they might read or listen to. A variety of comprehension activities give students clear reading or listening tasks. Follow-up activities invite students to personalize the topic and can be anything from a short discussion to project work.

Vocabulary

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

Everyday English

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

What’s new to the Second Edition?

Reading and listening texts

The vast majority of the texts are new. Teachers can get tired of using the same texts year after year, so the topics in this edition have been updated. Sometimes a parallel text on the same topic was found, and sometimes a new topic and a new text were selected.

Speaking

Patterns of sounds and rhythms in speech vary depending on accent, register, the message, sentence length, etc. Nevertheless, this edition offers students more guidance in this area of their English pronunciation. This has been done by introducing new features called Music of English and Spoken English.

These features add to the emphasis on activating language by focusing on particular phrases, expressions, or grammatical structures used in everyday communicative situations, such as short answers, making a comment softer or stronger, ways of agreeing and disagreeing, expressing emphasis, and the use of items such as just, pretty, I don’t care/I don’t mind, and as well or too. Intonation is particularly important with this aspect of language, so there are clear models with controlled practice of stress and intonation.

Writing

The Writing section now appears separately at the back of the Student Book. This section provides models for students to complete, adapt, and follow in order to produce a satisfying piece of writing. Each writing lesson is cued from the unit, and can be used at the teacher’s discretion.

Design

The design is completely new. It is cleaner, fresher, and more modern. Photographs and illustrations have been carefully chosen not only to enhance and clarify activities, but also to inform and stimulate students.

American Headway 3

American Headway 3 continues the development of American Headway Starter, I, and 2. Students at this level are beginning to display a certain confidence in their language abilities. This knowledge is tested and extended. Students are exposed to larger areas of the language, such as auxiliary verbs, modal verbs, and the perfect aspect. In addition, American Headway 3 features activities that strengthen students’ language skills through discussion activities, longer reading passages, more detailed listenings, and extensive writing activities. Both fluency and accuracy are given equal attention at this intermediate level.

Student Book

The Student Book contains twelve units. Each unit contains language input (Grammar, Vocabulary, and Everyday English) plus skills development (Reading, Speaking, Listening, and Writing). In addition, a complete Audio Script, point-by-point Grammar Reference, and Word List are at the back of the Student Book.

The audio program for Student Book 3 is contained on a set of three CDs. Much of the program is also available on the Student Audio Download Center. Exercises that have been recorded are clearly labeled.

***Student Practice Multi-ROM***

An interactive Multi-ROM is included with the Student Book. The Multi-ROM reinforces the material in the Student Book and contains interactive grammar, vocabulary, and writing activities, as well as video interviews with comprehension activities. It is designed for students to use outside class, and the activities can be used for self-study or assigned as homework.

Workbook

The Workbook is mainly for home Study, although the exercises can also be used in class to provide extra review and consolidation. The Workbook contains further practice of all the grammar and vocabulary presented in the Student Book. The Workbook also includes new spotlight on Testing lessons that help students prepare for standardized exams.

The audio program for the Workbook is contained on a Workbook CD, which is designed for use by students on their own. Workbook exercises that have been recorded are labeled. The Audio Script at the back of the Workbook can also be used to complete most tasks. The program is also available on the Student Audio Download Center.

Teacher Resource Center

The new Teacher Resource Center brings together all classroom presentation, practice, and assessment materials in one customizable online library. PowerPoint® presentations, reproducible masters, and a variety of PDF, audio, video, and other media files can be accessed anytime, anywhere.

Teacher’s Book

The Teacher’s Book details the aims of each unit and provides step-by-step guidance on how to utilize the activities in each section of the unit. The Teacher’s Book also contains notes on the language input (including areas of potential confusion) , answers to all Student Book exercises, and cultural notes. The workbook Answers Key and extra photocopitable material including songs, are at the back-of the Boole The Teacher’s Book also contains Progress Tests and Stop and Check quizzes.

*American Headway, Second Edition also includes:*

- A Test Generator CD-ROM, containing customizable tests for each level

- A Program Tour of the course

- A Student Audio Download Center with audio files from the Class Audio CDs, Workbook CD, and Spotlight on Testing lessons

**Key features of American Headway**

***A Balanced Approach***

American Headway, Second Edition adopts a balanced approach to teaching English by combining the best of traditional methods with current approaches.

***A Traditional Approach***

- Grammar is given a high profile. It is not disguised. The grammatical systems of English are presented, practiced, tested, and explained.

- Vocabulary acquisition is an important element of every unit.

- There are pre-communicative exercises to provide controlled practice. These boost students’ confidence, especially at low levels.

A Current Approach

- Students are guided to work out rules for themselves. They are encouraged to adopt a certain responsibility for their own learning.

- Real-life situations are rehearsed in the classroom, with role plays, situational activities, authentic material, extracts from newspapers and magazines, and interviews with real people.

- The language is seen as a whole. Learners acquire new language items by seeing them and using them in communicative activities.

Effective Teaching

Teachers will appreciate the comprehensiveness and effectiveness of American Headway, Second Edition. It has been designed to meet the practical lesson-to-lesson needs of the teacher. The units provide a balanced, cohesive timetable for the presentation, practice and personalization of target language in a variety of exercise types, relevant vocabulary work, extensive skills work, and practical everyday situational English.

Effective Learning

Students will appreciate the accessibility and effectiveness of American Headway, Second Edition. The units speak directly to the students. The contents page, unit openers, headings, instructions, explanations, and cross-references are designed to guide students through the book with maximum understanding and involvement.

The Syllabus

The syllabus of American Headway, Second Edition combines language input (Grammar, Vocabulary, and Everyday English) with skills work, (Reading, Speaking, Listening, and Writing).

***Grammar***

In American Headway, Second Edition, the language that students are exposed to and the language that they are invited to produce is very carefully graded. Over the series, the depth of language analysis gradually increases. Students’ knowledge is confirmed and extended, and the range of their linguistic abilities widens accordingly.

It is our belief that an understanding of the grammar of English is one of the key enabling skills for language learners.

In American Headway, Second Edition, structures that are simpler in form and meaning are taught before approaching more complex ones. An understanding of the basics will help when more difficult items are encountered. This is exemplified by the sequence of presentations of tense forms in American Headway 1 through American Headway 3.

**American Headway 1**

- to be

- Present Simple

- Past Simple

- Present Continuous

- going to future

- Present Perfect Simple

American Headway 2

- verb tense review

- extension of Present Simple and Present Continuous

- presentation of Past Continuous

- will and going to

- extension of Present Perfect Simple

- presentation of the Present Perfect Continuous a presentation of the Past Perfect

American Headway 3

- a verb tense review

- extension of Present Simple and Present Continuous with state and event verbs

- comparison and contrast of the Past Simple, Past Continuous, and Past Perfect

- comparison and contrast of, will, going to, and the Present Continuous for future meaning

- comparison and contrast of the Present Perfect Simple and the Present Perfect Continuous

Teachers are constantly consolidating and extending their students’ knowledge. Every classroom activity can be seen as a test of the state of the individual student’s language abilities. It is our view that learners learn in the context of good teaching, but not necessarily as a direct result of it. A grammatical syllabus enables students to build a view of the structure of English. Over time, recognition of an item raises awareness that in the end leads to automatic production.

Vocabulary

In American Headway, Second Edition, vocabulary is developed in its own section. There are several important features about the way vocabulary is handled:

- New words are taught in lexical sets and learned in context.

- Vocabulary learning strategies show students how to begin to assume more responsibility for their own vocabulary acquisition.

- Systems of vocabulary (such as synonyms, antonyms, and compound nouns) help students perceive patterns in the language.

- Collocations (for example, fly+ a plane, or tell + a story) put new vocabulary in context and make it immediately usable.

Everyday English

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

- survival skills (e.g., at the airport)

- functions (e.g., greetings)

- language for special occasions (e.g., holiday greetings)

Skills work

The skills work in American Headway, Second Edition is carefully selected according to the level of the students. The ideal task should be realistic within the students’ linguistic abilities and should challenge and interest them. Tasks should build confidence in the skill and leave students with a sense of satisfaction and achievement.

Reading and Listening

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

Speaking

American Headway, Second Edition aims to enable students to speak, make conversation, be sociable, and function in the target language. Speaking activities range from totally controlled to totally free. There are many repetition exercises, especially at the lower levels, where students are invited to repeat items simply to show that they can get their mouths around the sounds. Often this is for “display” purposes, so students can have the satisfaction of their teacher’s praise when they succeed.

Many speaking activities are personalzed. Students are invited to relate the material in the Student Book to themselves, their lives, their family, and experiences. There is a lot of pair and group work to maximize students’ contribution to the lesson.

Writing

In the Writing sections, students complete a number of practical tasks such as writing informal letters, in which structures and linking words are practiced. It is probably the best use of class time to set up the writing exercises in class and then assign the actual writing task as homework.

**A note from the authors…**

The concept of combining the best of traditional and more recent approaches has always been at the core of our writing. We write as teachers for the classroom. We have learned that the most important thing is to stay firmly rooted in the day-to-day teaching situation and not to discard approaches that are tried and tested just because they aren’t trendy. We try to keep ourselves fully informed of the latest developments in the profession, but we draw only on what we believe is practically useful and usable in the classroom.

We have written American Headway, Second Edition to be a complete and balanced package that includes work with grammar, vocabulary, functions, situations, pronunciation, speaking, listening, reading, and writing. It is our hope that when students finish each unit, they will feel that they have been challenged and that they have really learned something.

We have also written American Headway, Second Edition to be flexible, so that you can adapt the series for yourself, your students, and your teaching situation. You can follow the Student Book exactly as it is, using the notes in this Teacher’s Book, or you can supplement the Student Book material with exercises from the Workbook and activities in the Teacher Resource Center. You can also change the order of activities and use the content as a springboard for your own ideas. Remember, you are in control of the book, not the other way around.

We hope that you and your students enjoy using American Headway, Second Edition and have success with the books.

## Unit 1: A WORLD OF DIFFERENCE

***Grammar****: Tenses: Auxiliary verbs*

***Vocabulary:*** *What’s in a word?*

***Everyday English****: Everyday situations*

**Introduction to the unit**

As you begin American Headway 3, Second Edition, you may be starting a new course with a new group of students. If so, make sure that everyone gets to know each other and that they all get to know you. See if they can learn each others names and find out a little bit about their classmates backgrounds and interests.

One warm-up idea is to put students in pairs or small groups and ask them to interview each other until they find three things in common. Then ask some students to report back about their partner/the people in their group. For example, Em Rosa and this is Marek.

Were both students, and we both like going to the movies and spending time with friends. You can also use this as an opportunity to listen to the students and assess their use of tenses and question formation, but don’t offer any correction on these, as this activity is intended as an informalc<ice-breaker.”

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

The theme of the unit is “our world.”

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

**Language aims**

As part of your general lesson preparation, you can refer to the Grammar Reference on SB pp. 129-142 for an overview of the target structures in each unit.

***Grammar — tenses and auxiliary verbs*** Unit 1 provides a global review of the auxiliary verbs that are needed to form different tenses. This allows you to assess students knowledge of tenses and verb forms covered in earlier levels. These include Present Simple and Continuous, Past Simple and Continuous, Present Perfect Simple and Continuous, going to, and active and passive forms. Students should be familiar with these tenses and verb forms, but they are probably not using them completely accurately All key tenses and verb forms are revisited in later units, where differences in meaning are explored, and there is further practice and consolidation. At this stage in the course, be prepared for students to make mistakes in both tense formation and use, and don’t attempt to correct every error.

***Question forms*** The secondary grammatical aim of Unit 1 is the review of question forms and short answers. Students often find question forms difficult because of the need for an auxiliary in the correct form and the inversion of subject and verb. Unit 1 also highlights the importance of short answers in sounding both polite and natural in English.

Common mistakes

- Where you work?

- Where do he live?

- Where he studying now?

- What you do last night?

- Did it stopped raining yet?

- Where did you been?

***Vocabulary*** The exercises in the Vocabulary section are designed to help students think about how they learn vocabulary. The section includes exercises on guessing meaning, pronunciation, word formation, collocation, and keeping vocabulary records.

***Everyday English*** This section contains a range of expressions, both formal and informal, used in different everyday situations. Students may come across these expressions when shopping, traveling, or dealing with problems. Some of the expressions will also be useful in the classroom, for example, Em sorry I cant make the class. / I’m sorry Em late. I was stuck in traffic.

**Notes on the unit**

***STARTER*** (SB p. 2)

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

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

Answers

2. When and where **were** you born?

3. **Do** you live in a house or an apartment?

4. Why **are** you studying English?

5. Which foreign countries have you been **to**?

6. What **did** you do last night?

7. What are you going **to** do after this class?

2. To help students in the question and answer stage, practice the pronunciation first. Have students listen and repeat, paying attention to the intonation of the questions. Point out that Wh-questions start high and then fall. For example:

*Where do you come from?*

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

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

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

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

***I DIDN’T KNOW THAT!*** (SBp.2)

**Tenses and auxiliary verbs**

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

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

|  |
| --- |
| **NOTES ON THE QUESTIONS**  **5**: The seven wonders of the world were structures considered to be the most impressive things built by ancient people.  **7**: The Titanic was a large passenger ship that was considered impossible to sink. However, it hit an iceberg on its first voyage in 1912.  **9**: The Nobel prizes are named after Alfred Nobel, the Swedish inventor of dynamite, who left much of his fortune for the establishment of a system of prizes. |

1. Give students time to read the quiz. Have students work individually to select their answers. Then put students into pairs to compare their answers. Encourage students to exchange knowledge and to make guesses where they are not sure.

2. (CD1 – 2) Play the recording, pausing at the end of each section, so that students can check their answers. Remind them to make notes on any extra information for each question.

Elicit any extra information that students have understood from the recording. With a large class, have students work in groups to exchange information.

**Answers and audio script**

1. a

2. b

3. a

4. b

5. b

6. b

7. c

8. a

9. c

10. a

11.b

12. c

(CD1 – 2)

**One World Quiz**

1.

A: In which country do men and women live the longest?

B: Women and men live longest in Japan. Women live on average - 86 years and men 79. The average life expectancy in japan is 8125 years. In the U.S. it Is 77.8 and in Germany 78.8.

2.

A: In which year did the world population reach 6 billion?

B: The world population reached 6 billion in 1999. There are now over 6.5 billion people in the world.

3.

A: If you are standing on the equator, how many hours of daylight do you have?

B: If you are standing at the equator, you have 12 hours of daylight every day of the year. You also experience the fastest sunrise and sunset in the world, between 128 and 142 seconds depending on the time of year.

4.

A: Where does most of the world’s oil come from?

B: Most of the world’s oil comes from Saudi Arabia. It produces 10.9 million barrels per day. Russia produces 9.4 million, and Venezuela 3.2 million.

5.

A: Which of the seven wonders of the world is still standing?

B: Of the seven wonders of the ancient world only the pyramids of Egypt are still standing. The Colossus of Rhodes and the Lighthouse of Alexandria were destroyed by earthquakes hundreds of years ago.

6.

A: Why didn’t dinosaurs attack humans?

B: Dinosaurs didn’t attack humans because they became extinct 65 million years ago. Human beings didn’t appear on earth until 130,000 years ago

7.

A: Where was the Titanic sailing to when it sank?

B: The Titanic was sailing to New York from Southampton when it hit an iceberg on April 14th, 1912.

8.

A: How long has Hawaii been a U.S. state?

B: Hawaii has been a U.S. state since 1959. It was the 50th state to be admitted to the union.

9.

A: How many people have won the Nobel Peace prize since it started in 1901?

B: 94 people have won the Nobel Peace prize since it started in 1901. These Include Nelson Mandela in 1993 and Mother Teresa In 1979\*

10.

A: How long have people been using the Internet?

B: People have been using the Internet since 1969. It was Invented by the U.S. Department of Defense as a means of communication. It first went live in October 1969, with communications between the University of California and the Stanford Research Institute,

11.

A: Which language is spoken by the most people in the world?

B: Chinese Is spoken by the most people in the world. Over one billion people speak it. English Is the second most spoken language in the world, with about half a billion speakers.

12.

A: In which country were women first given the vote?

B: New Zealand was the first country in the world to give women the vote In 1893. Canadian women were given the vote in 1917, but women in Paraguay weren’t allowed to vote until 1961.

\* These figures are correct up to 2009.

|  |
| --- |
| GRAMMAR SPOT (SB p.2) |
| The Grammar spot in each unit aims to have students think about the language they have just seen in the presentation.  1. Refer students to the tenses in bold in the quiz questions, and elicit the names of the tenses in Questions 1 and 2 as examples. Students then identify the remaining tenses. Check the answers with the class, eliciting that Questions 11 and 12 contain passive forms.  1. Present Simple  2. Past Simple  3. Present Continuous  4. Present Simple  5. Present Continuous  6. Past Simple  7. Past Continuous  8. Present Perfect Simple  9. Present Perfect Simple  10. Present Perfect Continuous  11. Present Simple passive  12. Past Simple passive  2. With weaker classes, or if you want to review the use of auxiliaries as a class, build in the stage in the Suggestion box below before Exercise 2.  Ask students to find and underline the auxiliary verbs in the quiz. Then put them in pairs to discuss the questions. Check the answers with the class, eliciting examples for each category.  **Answers**  The Present Simple and Past Simple use do/does/did to form questions and negatives.  The Present Continuous and Past Continuous use the verb to be. We also use to be In passive forms.  The Present Perfect Simple and Continuous use have/has.  Refer students to Grammar Reference 1.1-1.5 on SB p. 129. |

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| --- |
| **SUGGESTION**  Before you do Exercise 2 in the Grammar spot, write seven sentences on the board with the auxiliaries underlined:  We are working hard.  English is spoken all over the world.  I don’t watch TV very often.  Do you drink coffee?  Why didn’t you come to the movies?  Paper was invented in China.  I haven’t spoken to my friend today.  Elicit that the underlined words are auxiliary verbs and that they help to form tenses and add meaning to the main verb. |

**Write your own quiz**

3. Divide the class into two groups. With larger classes, you will need to create more teams. If students are doing the research in class, give them reference materials or set them up on computers if they are working online.

If students are doing the preparation for homework, brainstorm topics that they could research such as inventions, Olympic athletes, famous buildings, interesting writers/painters, dates of famous songs/movies, and so on. Remind students that they need questions that contain both present and past tenses. Check their questions at the start of the next class. Monitor and help each group with their research, and check for accuracy of the question formation.

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

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

***PRACTICE*** (SB p. 3)

**You’re so wrong!**

1. Read the examples as a class. Point out that students will need to change the form from affirmative to negative (as in Sentence 1) or from negative to affirmative (as in Sentence 2). Have students work individually and give them time to correct the sentences. Monitor and help, focusing mainly on the verb forms at this stage. Students will go on to practice the intonation in Exercise 2.

2. (CD1 – 3) Play the recording and have students check their answers. Ask them to write any additional information they get from the recording. Write Sentences 1 and 2 on the board. Say the sentences or play the recording of the sentences again. Have students mark the stressed words.

*He doesn’t live in Montreal! He lives in Rome.*

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

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

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

**Answers and audio script**

(CD1 – 3)

1.

A: The Pope lives in Montreal.

B: He doesn’t live in Montreal! He lives in Rome. In the Vatican.

2.

A: Shakespeare didn’t write poems,

B: You’re wrong. He wrote hundreds of poems, not just plays.

3.

A: Vegetarians eat meat.

B: Of course they don’t eat meat. They only eat vegetables and sometimes fish.

4.

A: The Internet doesn’t provide much information.

B: That’s not true! It provides a lot. Sometimes I think that it provides too much!

5.

A: The world is getting colder.

B: It isn’t getting colder, it’s getting hotter. Haven’t you heard of global warming?

6.

A: John F. Kennedy was traveling by plane when he was killed.

B: No, you’re wrong. He wasn’t traveling by plane. He was traveling by car, in Dallas, Texas.

7.

A: Brazil has never won the World Cup.

B: Brazil has won it, five times. My dad goes on about it all the time.

8.

A: The 2008 Olympics were held in Tokyo.

B: No, they weren’t held in Tokyo. They were held in China, in Beijing.

**‘s = is or has?**

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

**Answers**

1. Is (Present Continuous)

2. has (Present Perfect)

3. is (Present Simple)

4. has (Present Perfect)

5. Is (Present Continuous)

6. Is (Present simple passive)

4. (CD1 – 4) Tell students that there are six more sentences on the recording. Play the first one as an example, and elicit the answer (has). Play the rest of the recording, pausing at the end of each sentence to give students time to decide on their answers. Play the recording again to check. Ask students to name each tense or form as in Exercise 3 if necessary.

***Answers and audio script***

1. has (Present Perfect)

2. is (Present Continuous)

3. has (Present Perfect)

4. Is (Present Continuous)

5. has (Present Perfect)

6. is (Present simple passive)

(CD1 – 4)

1. My brother’s just started a new job.

2. He’s working in South America.

3. He’s been there three months.

4. He’s having a great time.

5. He’s never worked overseas before.

6. His company’s called Intext Worldwide.

**Talking about you**

5. Focus attention on Sentence 1, and elicit the answer as an example (do—Present Simple). Ask students to work in pairs to complete the questions and name the tenses. Point out that they will need a negative form in Sentences 7 and 8, and that Sentence 10 requires a passive form. Monitor and help. Then check the answers with the whole class. Drill the pronunciation if necessary, reminding students that Wh-questions start high and need falling intonation. Put students into new pairs to ask and answer the questions. Monitor and check for accurate question formation and intonation. Be prepared to drill the questions again if students have problems.

**Answers**

1. do (Present Simple)

2. did (Past Simple)

3. does (Present Simple)

4. is … is (Present Continuous)

5. have (Present Perfect)

6. were (Past Continuous)

7. don’t (Present simple)

8. didn’t (Past simple)

9. have (Present Perfect)

10. were (Past simple passive)

***ADDITIONAL MATERIAL***

**Workbook Unit 1**

***Exercises 1-3*** *Tenses*

***Exercises 4-7*** *Auxiliary Verbs*

***MAKING CONVERSATION*** (SBp.4)

**Short answers**

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

1. (CD1 – 5) Focus attention on the photo. Ask Who are the people? (a mother and her children) Where are they? (outside the children’s school) Is it the beginning or the end of the school day? (the end).

Pre-teach/Check kids (informal for children), uniform.

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

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

**Answer and audio script**

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

(CD1 – 5)

**R = Ruth**

**M = Nick**

**L = Lily**

R: So, kids, did you have a good day at school?

N: No.

L: Yes, I did. We were practicing for the school concert.

R: Oh, wonderful! Do you have a lot of homework?

L: Ugh! Yes, I do. I have Geography, Spanish, and Math! Do you have a lot, Nick?

N: Yeah.

R: Nick, did you remember your soccer uniform?

N: Urn…

I: No, he didn’t. He forgot it again.

R: Oh, Nick, you know we need to wash it. Are you playing soccer tomorrow?

N: No.

R: Lily, do you need your uniform tomorrow?

L: Yes, l do. I have a softball game after school. Were playing our rival team.

R: Didn’t they beat you last time?

L: Yes, they did. But we’ll beat them tomorrow.

N: No, you won’t! Your team’s terrible.

R: OK. That’s enough, children. Put on your seatbelts! Lets go!

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| SPOKEN ENGLISH – Sounding polite |
| ½. Focus attention on the spoken English box, and give students time to read the notes. Point out that the auxiliary verb in the short answer must match the tense in the question. Drill the intonation of the questions and answers. Point out that yes/no questions start high and end with a fall-rise, and that the short answers have falling intonation:  Did you have a good day? Yes, I did.  Ask pairs of students to read the questions and answers.  3. Elicit possible answers to Question 1. Make sure students use the correct falling intonation in the answer and that they add some information.  Students ask and answer the questions in pairs. Monitor and check for correct formation of the short answers. In addition, check for correct intonation in the questions and answers. Be prepared to drill the intonation again if necessary.  **Possible answers**  1. Yes, I did. It was great!  2. Yes, I do. I eat pizza a lot.  3. No, I didn’t. I thought it was boring.  4. Yes, it has. It’s beautiful and sunny now.  Refer students to Grammar Reference 1.6 on SB p. 129. |

2. Tell students they are going to rewrite Nicks lines in Exercise 1 to make him sound more polite. Elicit an example for the first line. Point out that there are several possible answers, but they should all start with No, I didn’t. Give students time to rewrite the lines, working in pairs. Monitor and help, providing new vocabulary items as necessary. Check that students are forming the short answers correctly.

(CD1 – 6) Play the recording, and have students compare their versions with the wording on the CD. Elicit a range of possible answers from the class, correcting any mistakes in the short answers carefully.

(CD1 – 6)

**R = Ruth**

**N = Nick**

**L = Lily**

R: So, kids, did you have a good day at school?

N: No, I didn’t. Not really. We didn’t have any of my favorite subjects.

L: Yes, I did. We were practicing for the school concert.

R: Oh, wonderful! Do you have a lot of homework?

L: Ugh! Yes, I do. I have Geography, Spanish, and Math! Do you have a lot, Nick?

N: Yes, I do. I have to work on my science project. I have to finish by Friday!

R: Nick, did you remember your soccer uniform?

N: Oh no, I didn’t - sorry, mom.

R: Oh, Nick, you know we need to wash it. Are you playing soccer tomorrow?

N: No, I’m not, thank goodness. The game was cancelled.

R: Lily, do you need your uniform tomorrow?

L: Yes, I do. I have a softball game after school. We’re playing our rival team.

R: Didn’t they beat you last time?

L: Yes, they did. But we’ll beat them tomorrow.

N: Ummm—I’m not so sure about that.

R: OK. That’s enough, children. Put on your seatbelts! Let’s go!

3. Put students into groups of three. Refer them to the audio scripts on SB p. 114. Let students choose their own role for (CD1 – 5). Then get them to change roles for Q31Đ- Give them time to practice the conversations. If students sound flat or inexpressive, play key lines of the recording again, or model the intonation yourself. Be prepared to exaggerate the intonation to help students imitate the voice range in the “polite” version.

***PRACTICE*** (SB p.5)

1. Focus attention on the example. Have a pair of students read the conversation aloud. Students work individually to match the lines of the remaining conversations.

(CD1 – 7) Play the recording through once so that students can check their answers. Put students into pairs to practice the conversations. If necessary, play the recording again as a pronunciation model.

**Answers and audio script**

1.

A: Did you hear that noise?

B: Yes, I did. I think it was thunder.

2.

A: Are you doing anything tonight?

B: No, I’m not. Do you want to come over?

3.

A: Have you seen my cell phone anywhere?

B: No, I haven’t. Did you lose it again?

4.

A: Did you get those shoes you liked?

B: No, I didn’t They didn’t have my size.

5.

A: Is it time for a break?

B: Yes, it is. Thank goodness!

**A class survey**

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

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

**Possible additional questions**

Do you have any brothers or sisters?

Do you see your family every week?

Does anyone In your family speak English?

Are you working very hard right now?

Did you go on vacation last year?

Have you ever been skiing?

Monitor and help as students write their questions.

3. Have a pair of students read the example question and answer aloud. With weaker classes, read through the survey questions as a class, and elicit possible answers. Students then ask and answer the questions in pairs.

If possible, have students interview a new partner that they don’t usually work with so that they are asking and answering genuine questions.

4. Remind students that they are going to need he/she and the third person singular forms when reporting back about their partner. Elicit examples from the class. With bigger groups, have students work with a new partner to talk about the classmate that they interviewed. Write any common errors to review in a later lesson, but do not over-correct during the class discussion stage.

5. Elicit a range of general statements that apply to the entire class. If necessary, provide/review quantifiers like nearly everyone, most of, all of, some of none of Elicit which quantifiers are followed by a singular verb (everyone, none of) and which quantifiers are followed by a plural verb (most of some of).

**Check it**

6. This exercise brings together the target structures of the unit in an error correction task.

Give students time to correct the sentences, working individually. Students who finish quickly can check their answers in pairs. Then check the answers with the class.

**Answers**

1. Rae comes from Canada and he **speaks** French and English.

2. Which subjects **is Susan** studying In school?

3. “Do you like football?” “Yes, I **do**.”

4. Did you **watch** the game last night?

5. What **do** your parents do on the weekend?

6. I think **it**’s going to rain.

7. What **were** you talking to the teacher about?

8. I don’t think John’s **arrived** yet.

***ADDITIONAL MATERIAL***

**Workbook Unit 1**

***Exercise 8*** *Short answers*

***READING AND SPEAKING*** (SBp.6)

**Worlds apart**

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| ABOUT THE TEXT This section integrates reading and speaking with a jigsaw reading task based on descriptions of two families from different parts of the world. Group A reads about the Kamau family from Kenya, and group B reads about the Qu family from China. They then exchange information with a student from the other group to compare the two families.  There are a number of new words and phrases in the texts. Some of these are covered in the Vocabulary work in Exercise 6 in an understanding from context task. They are highlighted in each text and should not be pre-taught. Students may ask about the following vocabulary items. Encourage them to use the context to guess the meaning and/or allow them to use dictionaries if appropriate. With weaker classes, be prepared to pre- teach/check the items to lighten the overall reading load:  **The Kamaus***: 200,000 miles on the clock (the number of miles a car has driven), take home (in this context, earn), his salary doesn’t go far (he doesn’t earn enough to cover all his family’s needs), school fees, raise a family, suburbs, spare (in this context, extra).*  **The Qus***: childhood, noticeable, put someone’s needs first, prestigious, propaganda, yuan (the unit of currency in China), hospitality, elderly, out of step (in this context, not fitting in), to rush around, headquarters (in this context, the main place or home), well-balanced.* |

1. Answer the questions in this exercise about your own family. Make sure students understand the difference between immediate and extended family. Put the students into groups of three or four to discuss the questions. Monitor and help, but do not correct errors or interrupt the students’ flow too much. Elicit one or two examples of interesting family profiles in a short class discussion.

2. Focus attention on the photos and on the profiles of each of the families. Elicit the two countries the students are going to read about (Kenya and China). In addition, elicit any information or ideas that students may have about them.

3. Put the students into two groups, A and B. With larger classes, you will need to subdivide the students into more than one group A and more than one group B. Ask all the A students to read about the Kamaus and all the B students to read about the Qus. Monitor and be prepared to deal with new vocabulary (see About the text above), but do not give away the meaning of the highlighted words covered in Exercise 6.

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

Answers

The Kamaus

1. In a small town called Ongata Rongai near Nairobi, in a two- bedroom apartment

2. Since 1996.

3. Boniface is a taxi driver, and Pauline is a dressmaker. They don’t earn much money.

4. Rent, helping parents and brothers and sisters, school fees.

5. Joyce is in her third year of school. Sharon will start preschool next year. They often only see their father on weekends. Joyce wants to be a doctor.

6. They’ve known each other since 1994.

7. Boniface’s parents don’t work. He is more successful than his brothers and sisters, so he has to help them out financially.

8. They want to give their children a good education. Pauline wants to start her own dressmaking business. Boniface wants to build a house in the suburbs of Nairobi.

The Qus

1. In a house in central Beijing, in one of the ancient Hutong alleyways.

2. The family has lived there for 70 years.

3. Qu is a propaganda officer at the municipal services bureau, and Liu works at the No. 3 computer factory. They don’t earn much money.

4. They are saving it to pay for their daughter’s education.

5. Chen is an only child, and she is lonely. She is also bright and well-balanced. She is applying to study at the prestigious Beijing University. She wants to study archaeology.

6. They have known each other since childhood.

7. Qu’s father is the center of the family. He lives with Qu and Liu. Qu’s brothers and their families visit most weekends. They are very close.

8. They want to give their child a good education, so they live frugally. Qu wants to support the traditional way of life and hospitality of families who live in the alleyways.

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

Possible answers

1. **Similarities**: Both families want to give their child/children a good education. Neither family earns much money. Both have to support other members of their family.

**Differences**: The Kamaus have two children, but the Qus have only one. Both parents work in the Qu family, but only Boniface currently works in the Kamau family. The Kamau family wants to get away from the area where they live, but the Qus would like to stay.

2. The Kamaus have moved from a slum to a better area. Boniface won some money which allowed him to learn to drive and become a taxi driver.

In China, much of the traditional housing where the Qus live has been demolished. The relaxed routine of the area is changing as the whole of China is experiencing rapid change. The traditional family structure is disappearing.

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

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

Vocabulary work

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

Answers

The Kamaus

1. dressmaker

2. single-story

3. slum

4. communal

5. cracked

6. stressed

The Qus

1. cherished

2. frail

3. alleyways

4. demolition

5. close-knit

6. frugally

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

What do you think?

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

***LISTENING AND SPEAKING*** (SBp.8)

A world in one family

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

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| EXTRA IDEA Understanding meaning from context TB pp. 141-142 You can provide additional practice in understanding vocabulary from context with this photocopiable worksheet. You will need one sheet for each student. Ask students to do the tasks without using dictionaries. The answers are on TB p. 170. |

***LISTENING AND SPEAKING*** (SB p. 8)

A world in one family

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

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

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

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

1. Give an example of a mixed-nationality marriage that you know of. Elicit further examples from the class.

2. Focus attention on the photos of the family. Check pronunciation of Xavier /ɪkzeɪvɪәr/ and Teo /tԑoʊ/. Elicit ideas as to how there are three nationalities in the same family. Accept a range of ideas, but do not confirm or reject any of them at this stage.

3. (CD1 – 8) See the above note about pre-teaching/checking vocabulary. Play the recording as far as Xavier’s line ending … she still has her Spanish passport. Elicit the answer to the question in Exercise 2 (Xavier is American, but his dad is Peruvian and his mom is Spanish). Give students time to read through the questions in Exercise 3. Explain that some of the information to answer the questions is contained in this recording, and the remainder is in the recording with the following exercise. Play the recording again from the start. Have students note the answers to as many questions as possible.

Tell them to underline any that they cannot answer at this stage. Allow students to check their answers in pairs/ groups of three, but do not do a whole-class check until after Exercise 4.

(CD1 – 8)

I = Interviewer

X = Xavier

I: So, Xavier—how old are you?

X: I’m 21.

I: And I know you have an interesting background. What nationality are you?

X: Well, I have an American passport…

I: … so you’re American, but your parents—what nationality are your parents?

X: Well, my dad’s Peruvian. He was born in Peru, in South America, but he’s had an American passport for the last 20 years. My mom was born in Spain, in the Basque country, and she still has her Spanish passport

I: So, how did they meet and end up having children in the U.S.?

X: Ummm… they met when they were both studying English in the U.S. Ummm… and urn… and it was about three years after that that they got married and here I am, and then my brother.

I: And what was it like growing up in the U.S. with a Spanish mother and a Peruvian father?

X: I don’t think I actually noticed nationality for years-ummm… probably the first time I really noticed a difference was in high school. The U.S. was playing Spain in the 2004 Olympic Games, and my classmates made me choose which country to support.

I: So which country did you support?

X: I stayed neutral. Actually, I didn’t care which team won.

I: And which nationality do you feel now?

X: I’d say I was American—ummm… but I’m also very proud of my parents’ heritage, half Basque and half Peruvian. I like that.

I: What contact have you had with your family abroad?

X: Well, I’ve only actually been to Spain once—urnmm… when I was a baby. I’ve had more contact on my dad’s side. My Peruvian grandparents visit us in the U.S., and when I was growing up, we always went to Peru In the summer, and…

I: Very nice.

X: … and If I’m home I speak to them—urn… to my grandparents, on the phone—urn… maybe once a week.

I: And do you think that your Spanish heritage has influenced you at all?

X: Well, yes, I think so. I think it influenced my degree choice. I’m studying modern languages at Syracuse University—Spanish and French. I’m In my third year, I have one more year to do.

I: And what are you hoping to do In the future?

X: Um-That’s a very good question. Urn… hopefully, a job that offers some kind of opportunity to travel, but ultimately, I want to settle down for good in the U.S. I’ve always been interested in my background, but i think that I realize the U.S. Is my home and It Is where I see myself living,

I: Thank you very much, Xavier.

X: You’re welcome.

4. (CD1 – 9) See above the note about pre-teaching/checking vocabulary. Remind students to listen for the missing information from Exercise 3. Play the recording through once. Have students answer the underlined questions. Play the recording again, if necessary, to allow students to complete their answers. Check the answers with the class.

Answers and audio script

1. Xavier is American, Ana is Spanish, and Teo is Peruvian. They live in New York.

2. They met in the street on the way to the college where they were both studying. Teo offered Ana a ride but she refused. They ended up in the same class at the college. They decided to live In the U.S. because Teo had a job there, and they wanted a place between Spain and Peru.

3. Xavier noticed his nationality when he was in high school. The U.S. was playing Spain In the 2004 Olympic Games, and his classmates made him choose which country to support. He stayed neutral.

4. When they were children, even though their parents spoke to them in Spanish, they always replied in English.

5. Xavier has been to Peru once. He went there when he was 18 months old. James has never been to Peru.

6. Xavier’s grandparents visit them In the U.S., and he used to go to Spain in the summer for two or three weeks. He speaks to his grandparents about once a week.

7. Xavier is studying Spanish and French. James Is going to study biology.

8. Xavier is hoping to work In the Foreign Office. He’s planning to live in the U.S.

9. James has just finished school. He’s been working in a restaurant saving money to go traveling. He’s going to travel to Spain before starting college.

10. It’s good because you can take the best things from both cultures, but her sons will never feel 100% American because their parents aren’t American. It’s very tricky.

(CD1 – 9)

I = Interviewer

A = Ana

I: Ana, you’re Spanish, aren’t you?

A: Yes, I am. I’m from Bilbao, In the Basque country.

I: And how long have you lived here In New York?

A: Um… 23 years.

I: And how did that happen?

A: Well, I wanted to Improve my English so I came to the U.S. to study. Originally, I came for six months but-um… I met my husband-um… we met at college—actually, we met on the way to the college, in the street,

I: You met In the street?

A: Yes, It was the first day and I was walking up the hill to the college and Teo, that’s my husband; was driving up the hill, and he stopped and offered me a ride, which I refused.

I: You refused?

A: Yes, but we ended up in the same class. I went into the class, and there he was.

I: And your husband’s from Peru, isn’t he?

A: Yes, he is.

I: So that means you speak the same language.

A: Yes, Spanish.

I: So, why did you decide to live in the U.S.?

A: Well, mainly because my husband had a job here and, urn—we kind of decided we wanted a place in the middle, between Spain and Peru.

I: A nice idea. And you have two sons.

A: Yes, I do. Xavier is 21, nearly 22, and James is 19.

I: So, what’s it been like for them growing up in the U.S. with parents of different nationality?

A: Well, I think because we live in New York, a cosmopolitan city, they didn’t notice it too much.

I: They are both bilingual presumably?

A: No, not really.

I: Oh.

A: … because, when they were children, even though we spoke to them in Spanish, they always replied in English.

I: Urn, interesting. Tell me, how much contact has your family here had with the families in Spain and Peru?

A: I think more with my husband’s family in Peru because it’s closer. We always spent summer there—urn—two or three weeks usually.

I: And the Spanish side?

A: Well, I keep in touch all the time but my family has never been here.

I: Never?

A: Never. We went to Spain once when Xavier was 18 months old. James has never been.

I: So what are the children doing now?

A: Xavier’s in college and James just finished high school. He’s been working in a restaurant saving money to travel.

I: And what do they want to do in the future?

A: Well, James, he’s going to travel to Spain, at last! Then he’s going to college to study Biology.

I: And Xavier?

A: I think he wants to work in foreign affairs.

I: Ana, is it possible to sum up the pros and cons of bringing up a family in another country?

A: Well, I think in a way it’s good because you can take the best things from both cultures, but I don’t think my sons will ever feel 100% American because their parents aren’t American. It’s very tricky.

What do you think?

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

Sample answers

**Pros**:

You and your children can learn another language.

You get to experience a different way of life.

People learn to be more open-minded and cosmopolitan.

**Cons**:

It can be hard for people to fully belong to a culture.

You lose contact with family in the other country.

People In the new country may not ace

VOCABULARY (SB p.8)

What’s in a word?

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

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

Meaking

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

I always have an uggy for lunch.

Ask:

Is “uggy” a real word? (no)

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

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

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

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

Ask students to read the sentences and decide on the part of speech. Give them time to compare their answers with a partner before checking with the class. Ask students to guess the meaning of each use of uggy, using the context, to help them- Elicit a range of possible answers. Finally, get students to match the real words with the uses of uggy. Check the answers with the class.

**Answers**

**Parts of speech**

1. adjective (describing grandmother)

2. verb (infinitive without to after modal will)

3. noun (plural ending -ies)

4. adverb (describing living; adverb ending -ly)

Meaning

1. frail

2. cherish

3. slums

4. frugally

Pronunciation

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

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

Answers and audio script

(CD1 – 10)

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

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

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

Answers and audio script

(CD1 – 11)

mother

enjoy

apartment

holiday

population

Word formation

Word formation

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

Answers

2. act**ress**

3. Act**ing**

4. act**ion**

5. act**ivities**

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

Words that go together

5. Remind students of the concept of collocation by writing the following fill-in-the-blank examples on the board:

*…your homework / …the bed*.

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

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

Answers

well-paid job

drive carelessly

win a race

close-knit family

fall in love

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

Keeping vocabulary records

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

|  |
| --- |
| ORGANIZING VOCABULARY RECORDS - Find the way of keeping vocabulary records that best suits you, either electronically or in a special notebook.  - Leave space at the bottom of each section/page so that you can add new words and phrases.  - Set up a regular time to update your records. Be selective and include words you need to remember, but not those you need to just recognize.  - Try to organize words visually, rather than just using translation. Use pictures and diagrams and label them. Use bubble maps to show the connection between words.  - Make your vocabulary records interesting and the words memorable by using different colors, images, and diagrams.  - Decide how best to record each entry including the meaning, use, and pronunciation. Include definitions, related words, example sentences, or collocations.  Look at these examples:  **demolition** (n) = knocking down a building; demolish (v) (definition with part of speech and related word)  **heritage** = patrimonio (translation into Students L1)  **cozy** = warm and comfortable, for example, a cozy room, bed, sofa (definition with synonyms and collocations)  **end up** = We lived in lots of different places but we ended up going back to our hometown, (example sentence showing meaning in context and following -ing form) |

ADDITIONAL MATERIAL

**Workbook Unit 1**

***Exercise 9*** *Pronunciation — Phonetic symbols - vowel sounds*

***Exercise 10*** *Pronunciation — Word stress*

***Exercise 11*** *Vocabulary — Grammar words*

***Exercise 12*** *Vocabulary — Word formation*

***Exercise 13*** *Vocabulary — Words that go together*

***Exercise 14*** *Vocabulary — Different meanings*

***WRITING*** (SB p, 99)

**An Informal letter — Correcting mistakes (1)**

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

1. Focus on the symbols in the box, and give students an example of a mistake with a tense, for example, \**The sun shines at the moment (is shining).* Elicit examples of mistakes for the remaining symbols.

2. Have students read the letter and correct the mistakes. Have them check answers in pairs before checking with the whole class. You may wish to copy the answers below onto a handout.

Answers

23 St. Mary’s Road,

Philadelphia, PA,

Tuesday, May 10

Dear Stephanie,

How are you? I’m very well. I came **to** Philadelphia two weeks ago **to** study at a language school. I want **to** learn **English** because **it** is a very important language. I’m **staying** with **an** American family. They have two **sons** and a **daughter**. Mr. Kendall is **a** teacher, and Mrs. Kendall **works** in a hospital. The Americans **are** very kind, but they speak very quickly!

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

**Would** you like to visit me? Why don’t you come for a weekend?

I’d love to see you.

Write to me soon.

Love,

Valeria

p.s. Here’s my new email address:

[Valet@intermall.net](mailto:Valet@intermall.net)

3. Have students answer the questions in pairs.

Answers

1. She is in Philadelphia. She Is staying with the Kendalls, an American family.

2. She is studying English at a language school.

3. She studies In the morning and goes sightseeing in the afternoon.

4. She goes sightseeing, and she visits monuments and museums.

5. She has met Carla.

4. Prepare the students for the writing task in Exercise 5 by asking them to imagine that they are a student in another town. Have them work individually to answer the questions in Exercise 3. Make sure they write full sentences, which they can use when they write their letter.

5. Refer students back to the model letter, and ask them to write a similar letter to a friend back home. This exercise can be set up in class and done for homework.

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

***EVERYDAY ENGLISH*** (SBp.9)

**Everyday situations**

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

1. Focus attention on the photo, and ask what the person is doing (making an appointment over the phone). Students look at Sentence 1 and ask Where? (on the phone or possibly at the dentists office) and Who? (a patient who needs to see the dentist about a lost filling).

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

Answers

1. On the phone or possibly at the dentist’s office; a patient who needs to see the dentist about a lost filling.

2. In a coffee shop/cafe; a customer giving his or her order for coffee and a muffin.

3. In an office/from a cell phone; an employee calling a colleague/ secretary to say he or she will be late for/miss a meeting.

4. In a store/gas station; a store assistant asking a customer to put In their PIN number to complete a transaction.

5. In a restaurant/on a flight; a waiter/flight attendant asking a person what sort of water he or she wants to drink.

6. In an office; an office worker introducing a colleague to a new member of staff.

7. At the check-in desk of an airport; the check-in assistant talking to a passenger about his or her luggage.

8. In a hotel; the receptionist telling a guest how to get to his or her room.

9. On the phone; a recorded message to a customer who is on hold.

10. In a movie theater; an assistant talking to a customer about the availability of tickets.

2. (CD1 – 12) Focus attention on the example answer. Then have students match the remaining lines, working in their pairs.

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

Answers and audio script

а. 7

b. 3

c. 6

d. 8

e. 10

f. 2

g. 4

h. 9

i. 5

j. 1

(CD1 – 12)

1.

A: I need to make an appointment. It’s pretty urgent. I’ve lost a filling.

B: We have a cancellation this afternoon. 2:45, if that’s OK?

A: That’s great. I’ll be there.

2.

A: A medium latte and a muffin, please.

B: For here or to go?

A: Here, please.

B: That’ll be $3.90 please.

3.

A: I can’t make the meeting. I’m stuck in traffic.

B: Don’t worry. We’ll start without you and brief you later.

A: Oh, hold on! We’re moving again. I should be there in about an hour.

4.

A: Can you put in your pin number and press “Enter”?

B: Oh, no! I can’t remember my number for this card. Oh, what is it?

A: Do you have another card you could use?

5.

A: Bottled or tap? And do you want ice and lemon in it?

B: Bottled, please. Ice but no lemon.

A: No problem. Is that all?

б.

A: I don’t think you’ve met Greg. He’s joining us from our New York office.

B: Hello. Good to meet you. I’ve heard a lot about you.

A: Yeah, at last we meet. I’m looking forward to working together.

7.

A: How many bags are you checking in?

B: Just the one.

A: And did you pack it yourself?

B: Yes, I did.

8.

A: The elevator’s on your right. Would you like someone to help you with your bags?

B: No, thank you. I’ll manage.

A: OK. If you insist. Here’s your key. Enjoy your stay.

9.

A: Please hold. Your call is important to us. All our operators are busy at the moment, but one of them will be with you shortly.

B: If I have to listen to that again, I’ll go crazy!

C: Can I help you?

B: At last, a real person! Do you know how long I’ve been waiting?

10.

A: There are still tickets for the 5:45 performance, but the 8:45 Is sold out, I’m afraid.

B: That’s fine. We’ll have two, please, one adult, one child.

A: OK. Two for 5:45. The doors open at 5.

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

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

Roleplay

4. (CD1 – 13) Refer students to the situations on SB p. 143. Allow students time to read through the situations, and deal with any vocabulary difficulties. Remind students to think about stress and intonation, then have students act out the situations in pairs. Play the recording and allow students to compare. If necessary, drill some of the lines with the whole class. Remind students to use the expressions in this section as often as possible in real situations.

(CD1 – 13)

1.

A: Maria, this is my friend, Peter. We came to the U.S. together. We come from the same town in Canada.

B: Hello, Peter Nice to meet you. I hope you’re having a good time.

2.

A: Excuse me. I don’t think this is mine. I ordered a medium latte and a muffin.

B: Oh, sorry. My mistake. This is for the next table.

3.

A: Good evening. Reception? I’m in room 216, and my TV isn’t working. Can you send someone to fix it?

B: Of course, sir. I’ll send someone immediately.

4.

A: Excuse me. Can you tell me which is the check-in desk for Bangkok? I can’t see my flight on the screen.

B: Oh no. You’re at the wrong terminal. Flights to Bangkok leave from Terminal 2. You can take a bus to the terminal over there.

5.

A: OK, everyone. Dinner’s ready! Can you all come to the table? Bring your drinks and just help yourselves to the food.

B/C/D: Mmm. It smells good. Can we sit where we like?

***Don’t forget****!*

Workbook Unit 1

***Exercise 15*** *Verb + preposition*

***Exercise 16*** *Listening — The world of work*

***Spotlight on Testing*** *Identifying differences*

Word List

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

## Unit 2: THE WORK WEEK

***Grammar****: Present tenses - Passive*

***Vocabulary:*** *Free time activities*

***Everyday English****: Making small talk*

Introduction to the unit

This unit focuses on the work week and profiles a range of people and their study/work routines. The topic provides the context for the main language focus: the present tenses. The focus is not only on the difference between Present Simple and Continuous, but also on state verbs, which are rarely used in continuous tenses. The topic of jobs and money allows for practice of Present Simple active and passive.

The reading text profiles the life of Charles, Prince of Wales, providing an insight into his working and personal life. The Listening and speaking section focuses on comparisons of salaries in different jobs. This leads into a spoken English section on giving opinions. The Vocabulary and speaking section covers the language of free time activities— what people do when they are not working. The Everyday English syllabus continues with a focus on Making small talk. This highlights features of spoken English including adding information and softening negative comments. There are photocopiable role cards that can be used with this section on TB p. 144. The Writing syllabus continues with practice of formal and informal letters and emails.

Language aims

***Grammar — present states and activities*** At the intermediate level, students should be familiar with the form and most of the uses of the Present Simple and Continuous. They may still make mistakes in the use of the tenses, but they should not require a complete initial presentation. Therefore, the approach taken in the language review is one of contrasting the tenses, distinguishing states from activities, and reviewing state verbs and frequency adverbs. The basic rules of the Present Simple for states, facts, and habits, and the Present Continuous for activities happening now or around now are consolidated through a range of contexts. The exceptions presented when using state verbs are given complete coverage in the unit. There are several opportunities for personalization in the Practice section, to encourage students ownership of the target language.

***Active and passive*** The language syllabus is further developed with a focus on active and passive forms, presented through a set of statistics. Students are given opportunities to distinguish the correct use and to produce appropriate passive forms.

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| POSSIBLE PROBLEMS ***Present tenses*** Intermediate students often feel they already “know” the present tenses, but, in practice, they still make frequent mistakes when trying to use them. Some students may continue to have problems with the form of the tenses, confusing the use of the auxiliaries am/is/are and do/does. The pronunciation of the weak form of do/does in questions may need drilling and practicing. The spelling of the -ing form may also need reviewing. In terms of use, the choice of tense may present problems. Students are probably familiar with the basic differences in use between the Present Simple and Continuous, but will need help to understand the use of state verbs, especially with verbs such as think that can be both state and activity verbs.  *I think it’s btautiful.* (state verb)  *I’m thinking about my vacation,* (activity verb)  The word order with frequency adverbs can also present problems. This and all other aspects of the form and use are covered in Grammar Reference 2.1-2.4 on SB pp. 130-131.  Active and passive Some students may have problems manipulating the form of the passive, so this may require a short review. The main problems, however, are with deciding when to use a passive form. This is covered in Grammar Reference 2.5 -2.6 on SB p. 131. |

***Vocabulary*** The exercises in the Vocabulary and speaking section focus on the language of free time activities. There is a series of lexical exercises along with a listening task and personalized group work.

***Everyday English*** This section focuses on making small talk and highlights features of spoken English, including adding additional information and softening negative comments. Students do a controlled speaking task and then go on to do a role play at the end of the section.

Notes on the unit

***STARTER*** (SB p. 10)

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

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

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

Answers and audio script

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

(CD1 – 14)

Blue Monday, by Fats Domino

Blue Monday, how I hate Blue Monday

Got to work like a slave all day

Here come Tuesday, oh hard Tuesday

I’m so tired got no time to play

On Wednesday, work twelve hours, then

Go home, fall into bed at ten

‘Cos Thursday is a hard working day

And Friday I get my pay

Saturday morning, oh, Saturday morning

All my tiredness has gone away

Got my money and my honey

And I’m out on the town to play

Sunday morning my head is bad,

But it’s worth it for the fun that I had

Sunday evening it’s goodnight and amen

‘Cos on Monday I start again

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

Present tenses — states and activities

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

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

Answers

2.

What does Terry do? He’s a waiter.

What’s he doing? He’s delivering coffee.

3.

What does Dave do? He’s a police officer.

What’s he doing? He’s helping a driver.

4.

What do Jenny and Mike do? They are farmers.

What are they doing? jenny’s feeding a sheep. Mike’s driving a tractor.

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

Answers

1. Vicky’s favorite day of the week is Monday because she only has two classes on a Monday.

2. Terry’s favorite day of the week is Friday because his friends come into the restaurant and they have a great time.

3. Dave’s favorite day of the week is Sunday because he spends the day on the beach.

4. Mike and Jenny’s favorite day of the week is Wednesday because that is the day they get together with friends.

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

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

Answers and audio script

1. I **don’t live** with my parents during the semester.

2. I’**m** **having a very bad** day today.

3. … it **doesn’t feel like** work at all. Time just flies by.

4. The restaurant’**s** **being** redecorated right now…

5. I **like my job** because it’s challenging, but I live for surfing.

6. The boards **are made** here in the U.S.

7. We never **have a day off** on the weekends or holidays…

8. Now we’re harvesting, so we **aren’t getting any sleep**, at all.

(CD1 – 15)

Vicky

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

Terry

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

Dave

I’m a police officer. I like my job because it’s challenging, but I live for surfing. I go as (often) as I can. I’m opening two shops that sell surfboards in the next few months. The boards are made here in the U.S.

Sunday is my favorite day of the week. I hardly ever work on Sundays. I set up as early as I can, and spend the day at the beach.

Jenny

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

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

|  |
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| GRAMMAR SPOT (SB p. 11) |
| 1. Focus attention on the sentences, and elicit the names of the tenses. Ask students to explain why each tense is used. Allow weaker students to use their own language if appropriate. Answers **I have** two classes on Mondays. (Present Simple, used to express an action that happens regularly—a habit.)  **I’m having** a bad day today. (Present Continuous, used to express an action that is happening now or a situation that is true now.)  Refer students to (CD1 – 15) on SB p. 115. Elicit the examples from Vicky’s audio script. Then have students underline the other examples in the rest of the audio script. Point out that they will also find the Present Continuous used to refer to the future, and they should also underline any examples of this. Answers See underlining in (CD1 – 15) above.  2. Focus attention on the sentences, and elicit the correct verb forms and the reasons why they are correct and the other form is wrong. Answers I **like** my job.  I **know** we’re very lucky.  The above verbs are in the simple form, even though they refer to a situation which Is true now. This Is because they are state verbs (verbs which are not normally used In the continuous).  Refer students to the verbs in the box, and allow them time to underline the five state verbs. Check answers and elicit any other examples students are aware of (imagine, remember, wish, etc.) Answers The five state verbs are: love, understand, want, cost, need. NOTE There is a growing trend in spoken English to use like/ love as activity verbs in the continuous form (for example, This is great — I’m loving it!). Point out that students may hear these forms, but in order to be correct, they should stick to the non-continuous forms for these verbs.  3. Elicit further examples of adverbs of frequency (.sometimes, often, usually, etc.). Then refer students to (CD1 – 15) on SB p. 115. Have them circle the examples of the adverbs of frequency in the audio script. Answers See circling in (CD1 – 15) above.  Refer students to Grammar Reference 2.1-2.4 on SB pp. 130-131. |

***PRACTICE*** (SB p.11)

Questions and answers

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

1. (CD1 – 16) This reading text profiles the life of Dave, the police officer shown on SB p. 10. Ask students what they can remember about him. Set a time limit of about three minutes for them to read the text. Encourage students to use the context to help them understand new vocabulary, but be prepared to deal with questions about individual words. Give students time to match the questions to the paragraphs in the text.

Play the recording and have students check their answers. Answers and audio script

(CD1 – 16)

Dave Telford, police officer and surfer

**(1) What’s your background?**

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

**(2) What hours do you work?**

I work different shifts. The morning shift starts at 5:00, and I can’t stand that because 1 have to get up at 4:30. My favorite shift Is 2:00 In the afternoon until midnight because I get home about 12:30. What’s good Is that I work ten hours a day for four days then have three days off.

**(3) What do you think of your job?**

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

**(4) Why do you like surfing?**

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

**(5) How often do you go surfing?**

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

**(6) Do you have a business?**

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

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

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

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

Play the recording, and have students check their answers. Answers and audio script

Answers and audio sctipt

(CD1 – 17)

1.

A: Where does he live?

B: In Los Angeles, California.

2.

A: Is he married?

B: No, he is single.

3.

A: Why **doesn’t he like** the morning shift?

B: Because he has to get up at 4:30.

4.

A: How many hours **a day does he work**?

B: Ten.

5.

A: What **does he** like about his job?

B: He likes it because it’s challenging, and he likes working in a team.

6.

A: What **does he** think **about** while he’s surfing?

B: He only thinks about surfing, nothing else.

7.

A: Where’s **he going** next month?

B: Costa Rica.

8.

A: **Is his** business doing well?

B: Yes, it is. He’s opening two shops.

9.

A: What **do he and his friends do** on Sunday evenings?

B: They eat burgers and relax.

Talking about you

3. The practice now moves from the third person to the first person in a personalization stage. Read the example sentence with the class, and elicit some examples using other expressions in the box. Allow students time to prepare their own sentences individually.

4. Explain to students that they are going to use their sentences from Exercise 3 to talk to a partner about themselves. Model the activity by asking a confident student to talk about him/herself. Put the students into pairs to exchange their information. Students then report back about their partner. Elicit a range of information about the class, making sure you hear from students who haven’t said much up to now. Write down any common errors in the formation and use of the present tenses for a topic of class discussion in a later lesson. Don’t correct too many errors here as the main focus is on fluency.

Simple and continuous

1. (CD1 – 18) The practice in a work-related context continues with a focus on people who work in the same office. Drill the pronunciation of the names of the people in the box, and check comprehension of the jobs. Make sure students know how to say the abbreviations HR /eɪʃar/, IT /aɪti/, MD /emdi/, and PA /pieɪ/.

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

Check the answers with the class.

Answers and audio script

Simon (d) - Managing Director

Jenny (f) — Human Resources Manager

Edward (b) — Sales Director

Matthew (e) — IT Manager

Anna (c) — Accountant

Christina (a) — Simon’s FA

(CD1 – 18)

The office

A: Gosh! I don’t know anybody! Can you help me? Who are all these people?

B: Uh, well, that’s Simon. He’s sitting at the head of the table reading something.

A: He’s the one wearing a sweater, right?

B: Yeah, that’s him.

A: And what does he do?

B: He’s the Managing Director. He’s the man in charge.

A: The boss, in other words.

B: Uh huh. He shouts a lot, but he listens, as well. Then there’s Edward. He’s wearing a suit. He’s standing up talking to Anna. Edward’s the Sales Director. He’s charming. He always has a nice word to say to everyone. Anna’s standing next to him. She’s drinking coffee. She’s wearing a jacket and she has a scarf around her neck.

A: And Anna is the…?

B: Anna’s the Accountant Money, money, money. Very bright, very quick. A Oh, OK. And who’s that talking on her phone?

B: In the blue skirt? That’s Jenny, the Human Resources Manager, HR Manager. She deals with all the personnel. She’s a sweetheart. Everyone loves her. Then there’s Matthew. He’s the IT Manager. He’s only working here for a few months. He’s from our New York office. I don’t really know him very well.

A: He’s the guy working on his laptop?

B: That’s him. Wearing a shirt, no tie. He knows everything about technology. And finally that’s Christina talking to Simon. She’s his PA. She…

A: Sorry. What was that?

B: She’s Simon’s PA, Personal Assistant. She organizes his schedule, but she helps all of us, really. We couldn’t cope without her. She runs the whole place, actually. She’s the one in a black suit and fabulous earrings. Very sharp.

A: Right. I think I got that…

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

Answers

Edward s standing up talking to Anna. He’s wearing a suit

Anna’s standing next to Edward. She’s drinking coffee. She’s wearing a jacket, and she has a scarf around her neck.

Jenny’s talking on her phone. She’s wearing a white blouse and blue skirt. Matthew’s working on his laptop. He’s wearing a shirt, but no tie.

Christina’s talking to Simon. She’s wearing a black suit and fabulous earrings.

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

Answers

Edward is charming. He always has a nice word to say to everyone.

Anna is very bright, very quick.

Jenny is a sweetheart. Everyone loves her.

Matthew knows everything about technology.

Christina runs the whole place.

See above for the full version of (CD1 – 18)

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

Check the answers.

Answers

The Managing Director is responsible for running the whole company. Currently, he is discussing plans and targets with the Board.

The PA makes appointments and arrangements. Currently she is making bookings for a conference.

The Sales Director negotiates prices and contracts. Currently, he is visiting new customers in China.

The IT Manager runs an IT support team. Currently, he is buying new hardware.

The Accountant is in charge of budget and cash flow. Currently, she is preparing a financial report.

The HR Manager deals with employees. Currently, she is recruiting new staff.

4. Choose two confident students to read the conversation aloud. Drill the pronunciation as necessary, and have students mark the main stresses on each line. Students practice the conversation in pairs.

5. With weaker students, elicit another model conversation, and write it on the board. Students make similar conversations in their pairs, using the jobs from Exercise 1 and the information in Exercise 3. Allow students, in their pairs, to then choose another job to talk about. Students prepare their conversations and practice in their pairs. Monitor and check for accurate tenses and question formation. Correct any errors carefully. Have some pairs perform their conversations for the class.

Project

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

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

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

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

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

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

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

**State and activity verbs**

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

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

Answers

1. **I don’t want** an ice cream.

2. **Do you understand** what I’m saying?

3. 🗸

4. **I think** you’re really nice.

5. 🗸

6. **I don’t believe** you. You’re telling lies.

7. **I know** you **don’t agree** with me.

8. **She has** a lot of money.

\* Students may have problems with the following sentences:

3. The fact that enjoy is an activity verb may seem strange to students, especially as like is a state verb. Point out that like expresses an opinion (e.g., I like learning English.) whereas enjoy relates to experiences (e.g., I’m enjoying my English class).

4./5. Think can be both a state and an activity verb (state verb for opinions— I think he’s a good boss; activity verb for thought processes—I’m thinking about my vacation.)

8. Have is a state verb when it expresses possession; it can also be an activity verb (e.g., I’m having a bad day).

Active and passive

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

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

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

Answers

1. are involved

2. are employed

3. is paid

4. pays

5. earn

6. are given

7. spends

8. owns

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

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

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

**Check the answers with the class.**

Answers

2. are made

3. is being serviced

4. is imported

5. is situated

6. Is… included

7. are being remodeled

8. are paid

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| *EXTRA IDEA* **Song** (CD3 – 48)  Matthew and Son TB p. 143  This is intended as a fun activity, which you might like to include at the end of a lesson. Students do a pre-listening task and listen for gist. They fill in the blanks to complete the song and then listen and check. There is also a comprehension task and a roleplay. The answers are on TB p. 170. |

***ADDITIONAL MATERIAL***

***Exercises 1-4*** *Present tenses*

***Exercises 5*** *Adverbs of time and frequency*

***Exercise 7*** *Present Simple and Continuous*

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

***Exercises 9-10*** *Present passive*

***LISTENING AND SPEAKING*** (SB p. 13)

Who earns how much?

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

1. Check comprehension of the jobs in the chart. Remind students that the average annual salary in the U.S. is $42,000. Put students in pairs or groups of three to match the jobs with the salaries. If they have problems getting started, advise them to decide on the highest- and lowest- paid first, and then figure out the others. Monitor and help, but do not correct errors as this is an interest-raising activity. Students need to be able to exchange their ideas freely. If students ask for the answers, ask them to wait until the end of this section. (The Answers are given on SB p. 143.)

2. (CD1 – 19) Explain that students are going to hear two people discussing the chart in Exercise 1. Give them time to read through the questions and predict the possible answers. With weaker classes, put students in groups of three, and have them each answer one of the questions and then exchange their answers.

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

Answers and audio script

1. doctor, basketball player, lawyer, senior director, pilot basketball player — $1 million, pilot — $65,000

2. $140,000; $200,000 lawyer; senior director pilot

3. Doctors earn quite a lot. They have a lot of responsibility and training. Basketball players earn ridiculous amounts of money.

Senior directors are in charge of huge companies.

Pilots earn a lot. They need a lot of experience; they have people’s lives in their hands.

(CD1 – 19)

Who earns how much?

Part 1

A: Well, I guess that doctors earn a lot.

B: Yeah. I think so, too. They have a lot of responsibility and a lot of training. I’d say that doctors get about… $140,000? What do you think?

A: Could be… or it could be even more, $200,000.

B: One of those two, anyway. Should we look at the high earners first?

A: Uh huh. $750,000…

B: There’s one higher…

A: Oh, is there? Oh, yes. A million. Mmm.

B: I’d say… that has to be the basketball player.

A: Yes, definitely. They do earn ridiculous amounts of money, don’t they? So what about $750,000? who earns three quarters of a million?

B: Urn… I think that’s the lawyer.

A: As much as that? What about the Senior Director? Do lawyers earn more than them?

B: Maybe, maybe not. I suppose the lawyer could be $140,000, and the Senior Director $750,000. Senior Directors are in charge of huge companies.

A: OK. Now… the pilot. Pilots earn a lot, don’t they? They need a lot of experience, they have people’s lives in their hands… I think they get… oh, at least a hundred, a hundred fifty.

B: Mmm. I know what you mean, but I don’t think they get that much.

A: Don’t they? Oh! Anyway, there isn’t 150 on this list, so…

B: I guess pilots get about $65,000…

A: OK. I’d say that’s about right…

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

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

Answers and audio script

1. The nurse and the supermarket cashier.

2. The woman thinks $50,000 or $60,000. The man thinks $30,000.

3. No, they don’t. The man thinks the police officers get more than teachers and the woman thinks the opposite.

4. Both men and women can be nurses.

(CD1 – 20)

Part 2

B: Let’s go on down to the bottom. What’s the lowest salary?

A: $20,000.1 guess that’s the nurse. They don’t get paid much, nurses.

B: I thought they earned more than that, actually. I know they don’t get much, but even so…

A: Then there’s $25,000, and the next up is $30,000.

B: Oh, look! Supermarket cashier. I don’t suppose they get much. $25,000, I’d say.

A: OK. That seems about right. What about farmers? How much do they get?

B: I don’t know. It depends what sort of farmer. They can earn a fortune, can’t they?

A: I suppose so, yes… But they’re always complaining that supermarkets don’t pay them enough for what they produce.

B: I still think they get a decent salary. They own so much land! I bet they get 50 or 60 thousand.

A: No, I think It’s much lower. I’d say $30,000.

B: Hmm. Not so sure. Then we have… teachers, what do they earn?

A: I guess they get … urn … $40,000?

B: But It all depends how many years they’ve worked and how many qualifications they have.

A: Yes, I know, but we’re talking about the average.

B: Don’t teachers and police officers earn about the same?

A: Do they? I’m not so sure. I’d say that police officers get more. What do we have? $40,000… $48,000.

B: I think 40 for the police officer and 48 for the teacher.

A: Well, actually I’d say the other way around. 48 for the police officer and 40 for the teacher. My mother’s a teacher, and she doesn’t earn anything like that!

B: What does that leave? We haven’t decided about the farmer or the nurse yet.

A: I think the nurse gets less than the farmer. She gets the least.

B: Why she? Nurses can be men, you know.

A: True. Sorry. Nurses-men and women—earn less than farmers.

B: Men and women.

A: Absolutely.

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| SPOKEN ENGLISH – Giving opinions |
| 1. Focus attention on the expressions, and have students mark the main stress:  I guess … . I’d say … I suppose …  Check they understand that I’d say … = I would say. Then elicit some opinions from the class, using the expressions. Refer students to the audio script on SB p. 116. Students find three more ways of expressing opinions. Answers I guess… I bet… I think…  2. Have students categorize the expressions. Then check the answers. Answers Agreeing: I think so, too. Definitely. Absolutely.  Disagreeing: I know what you mean, but…  I’m not so sure. Actually,…  Have students mark the main stresses (see Answers above). Give a series of opinions, and elicit responses from different students in the class.  3. Elicit the meaning of the phrases. Answer I’m not sure that you are completely right  4. Model the activity by getting two confident students to discuss the salary scale in Exercise 1, using  the expressions. Put students into different pairs/ groups from Exercise 1. Have them talk about the salaries again. Monitor and check, writing down any common errors in grammar, vocabulary, and pronunciation.  Elicit a few opinions on the salary scale. Put students into small groups, and ask them to turn to SB p. 143 for the correct answers on Who earns how much in the U.S.? Allow groups to have a short discussion on which salaries they think are unfair and which are surprising. Have a class discussion about students opinions. Answers See SB p. 143. |

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

***READING AND SPEAKING*** (SB p. 14)

Charles, Prince of Wales

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| ABOUT THE TEXT The text in this Reading and speaking section is in the form of a magazine article about Charles, the first son of Queen Elizabeth II. It profiles both his work and personal life. It also gives an insight into his character. The exploitation of the article includes prediction work, detailed comprehension, vocabulary work on adjectives of character, and a discussion stage.  The lexical range in the text is fairly challenging, and the vocabulary items listed below may be new to students. Students will be able to guess some of them from  context. However, with weaker classes, be prepared to check them, or have students check them for homework before the class.  **Adjectives**: eccentric, content, royal lavish  **Nouns/Noun phrases**: passions, rage, socializer, the height of luxury, the heir /ԑr/ to the throne, monarch, public engagements, heads of state, VIP (Very Important Person), ambassador  **Verbs/Verb phrases**: to be portrayed as, to perform your duties, to praise, to be told off, to have tantrums, to dress for dinner (to put on formal clothes), to host receptions  **Staff/Jobs**: deputy (secretary), press officer, valet, butler, housekeeper, chauffeur, porter, handyman, maid Background notes The following notes give information on the people, places, and institutions mentioned in the text:  **Prince Charles** The eldest son of the Queen and Prince Philip, he was born at Buckingham Palace on November 14, 1948. His official royal title is the Prince of Wales, and he is formally addressed as His Royal Highness (HRH).  He is heir to the British throne. Charles is known for his interest in the environment and architecture. At times he has expressed strong opinions on these subjects, causing some controversy.  **Camilla, the Duchess of Cornwall** Formerly Camilla Parker Bowles, she married the Prince of Wales on April 9, 2005. After the wedding, she became known as HRH the Duchess of Cornwall. She will use the title HRH the Princess Consort when Charles becomes king.  **Diana, Princess of Wales** Diana was Charles s first wife and the mother of Princes William and Harry. Charles and Diana were married at St Pauls Cathedral on July 29, 1981. They divorced in 1996, but Diana continued to have a high international profile. She died in a car accident in Paris in 1997.  **Princes William and Harry Prince** William is second in line to the throne and the elder son of Charles and Diana. Prince Harry is third in line to throne and is Williams younger brother. Both men are officers in the British armed forces.  **Highgrove** Highgrove House in Gloucestershire is the family home of the Prince of Wales. The house, garden, and nearby farmland, now known as Duchy Home Farm, were bought in 1980.  **Sandringham** Sandringham House in Norfolk has been the private home of four generations of royalty since 1862. The Queen and other members of the royal family regularly spend Christmas at Sandringham and make it their official base until February each year.  **Klosters** The preferred ski resort of Prince Charles and his sons, situated 93 miles (150 km) from Zurich in Switzerland.  Prince’s Charities A group of nonprofit organizations of which the Prince of Wales is president; 16 of the 18 charities were founded personally by the Prince.  The organizations cover a range of areas, including opportunity and enterprise, education, the developed environment, the natural environment, and the arts.  **Duchy Originals** The Prince of Wales launched this food company in 1992 with its first product—a cookie made from wheat and oats grown organically (without the use of chemicals) on the Home Farm at Highgrove. Since then, the company has grown to become a well-known producer of organic products, including food, drink, gardening tools, and furniture. Duchy Originals generates approximately $1.6 million in profit for charity each year. |

1. Focus attention on the photo of the balcony, and elicit the names of the people (see Answers below). Check students know that Charles, Andrew, and Edward are the sons of the Queen and Prince Philip and that Charles and Camilla are married. Pre-teach/check that students know the royal titles of Charles {the Prince of Wales) and Camilla (the Duchess of Cornwall) (see Notes about the text above).

Answers

From left to right, the people in the photo are: Prince Charles, Camilla (the Duchess of Cornwall), Prince Harry, Prince Andrew, the Queen, Prince Philip, and Prince Edward.

2. Focus attention on the examples in the Student Book. Elicit any further information students may know (e.g., He was married to Princess Diana. He has two sons.)

Put the students in pairs. Have them add to the list of information. Set a time limit of about five minutes.

Then have students compare their ideas in a short whole-class discussion. Write the notes on the board, adding a question mark next to any points that the students are not sure of.

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| SUGGESTION If you have access to the Internet at your school, you could have students research information about Prince Charles online. |

3. Read the question with the class, and check comprehension of the items in the list. Give your own ranking as an example, or ask a confident student to give his/hers. With weaker students, you could elicit the ranking from the whole class and write it on the board. Supply useful language as necessary, for example, “I put 5 next to ‘being with his family5 because I think he spends a lot of time with his sons.55 Give students time and have them complete the task individually.

4. See the notes in About the text about pre-teaching vocabulary. Give students time to read though the questions. Deal with any questions (see About the text for background information on Highgrove, Sandringham, and Duchy Originals). Put 1 students into new pairs to answer the questions. Ask them to underline key parts of the text to support their answers. Check the answers with the class.

Answers

1. He has an enormous private staff and people fulfill all his requests. He dresses for dinner, even when he’s eating alone. He entertains lots of people in the height of luxury at Highgrove and Sandringham. He goes skiing every year. He has a very successful food company.

2. If they do well, they are praised in a royal memo. If they make mistakes, they are called into his office and told off.

3. He entertains his guests in the height of luxury, and then sends them home before Sunday lunch, after a tour of his gardens.

He entertains at one of the Queen’s beach homes at least twice a year with picnic lunches on the beach, expeditions to local churches, or lavish dinners with food from Highgrove. There is lively conversation with the guests.

4. He is a man of great humor. He cares passionately about the state of the British nation and is devoted to his children. He is madly in love with his wife, Camilla.

5. He attends over 500 public engagements a year. He visits hospitals, youth groups, performing artists, charities, and business conferences. He hosts receptions for heads of state and VIPs. He travels abroad as an ambassador for the UK for trade and industry.

6. He works hard to promote understanding between religions. He is President of the Prince’s Charities, which promote education, business, the environment, the arts, and opportunities for young people.

7. He has a family that he loves, a supportive wife, a fortune that gives him a luxurious lifestyle, a challenging job, and the opportunity to make changes.

He doesn’t have “the top job” (being king). He doesn’t have the opportunity to give his opinions freely because they might be repeated In public.

8. Duchy Originals is Charles’s organic food company. It is expanding to become one of Britain’s best-known and most successful organic brands. It sells food, drinks, and hair and body care products.

9. Prince Charles, the Prince of Wales, HRH (His Royal Highness), the Prince, Charles, the heir to the throne, the future monarch/king.

5. Have students look back at their ranking in Exercise 3 and reassess their answers as appropriate. Supply useful language as necessary, for exajnple, I thought Charles spent most of his time traveling, but in fact he is very hardworking. Charles spends more time with his family than I thought.

Put students into pairs/groups of three to compare their, ideas. Elicit a range of general preconceptions about Charles that are not supported in the article.

Vocabulary work

Model the pronunciation of the words in the box, and have students mark the stress (see Answers below) before dividing them into positive and negative words. Then elicit examples of Charless behavior that illustrate each adjective, allowing students to reread the text as necessary.

Answers

bad-tempered /bӕd ‘tԑmpәrd/ — negative. If his staff make mistakes, Charles can get so angry that he has a tantrum, spoiled /spᴐɪld/ — negative. He has seven eggs boiled for breakfast so that he can find the one he likes. His toothpaste is squeezed onto his toothbrush. His towel is folded In a special way for him.

eccentric /ԑk’sԑntrɪk/ — negative. He talks to trees and plants. He wants to save wildlife, but he enjoys hunting, shooting, and fishing. He dresses for dinner even when he’s eating alone.

old-fashioned /oʊld ‘fӕʃnd/ - can be positive or negative. The text describes him as conservative and old-fashioned.

sociable /’soʊʃәbl/ — positive. He is a great socializes He entertains guests in the height of luxury.

cautious /’kᴐ:ʃәs/ — can be positive or negative. He has to be careful that people don’t repeat in public what he has said in private, passionate /’pӕjәnәt/ - positive. He is madly In love with his wife and devoted to his children. He cares passionately about the state of the British nation.

frustrated /frᴧ’streɪtәd/ — negative. He feels frustrated because governments do little to tackle the problems that he feels strongly about

successful /sәk’sԑsfl/ — positive. His company, Duchy Originals, is a very successful organic brand.

well-intentioned /wԑl ɪn’tԑnʃnd/ — positive. He does a lot of charity work.

Discussion

Elicit examples of countries that have a royal family (Great Britain, Spain, the Netherlands, Japan, Saudi Arabia, Thailand, etc.). Put students into small groups to discuss the questions. With a multilingual group, put students of different nationalities together.

Give students time to discuss the questions. Monitor and help, but do not interrupt to correct. Elicit a range of examples and opinions in a class discussion.

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| SUGGESTION If your students are interested in this topic, have them work in groups to research royal families from different countries. Students then give a short presentation about the family before comparing the royal families with the class. |

ADDITIONAL MATERIAL

Workbook Unit 2

***VOCABULARY AND SPEAKING*** (SB p. 16)

Free time activities

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

1. Focus attention on the examples in Exercise 1. Tell students what you do in your free time. Then have the students brainstorm further examples, writing a list of their own free time activities. Elicit a range of answers, and write them on the board. Ask students who they do their free time activities with and where.

2. Focus attention on the photos a-1. Elicit the names of the activities shown, checking the pronunciation (see Answers below). Then put students in pairs to answer the questions about the activities. Check the answers with the class. Elicit the activities that are most popular with the class. Establish if there is an activity that everyone does and one that no one does.

Answers

a. camping

b. cooking

c. DIY (do It yourself)

d. painting

e. gardening

f. running/jogging

g. yoga

h. photography

i. playing tennis

j. playing an instrument

k. cycling

l. shopping

- All the activities can be done alone or with friends. Some, e.g. cooking, painting, and yoga, can also be done as part of a group or class.

- Cooking, DIY, painting, gardening, yoga, and playing an instrument can be done at home. The activities that are usually done In a special place are camping, playing tennis, and shopping.

- For a lot of the activities, special clothes can be worn but are not absolutely necessary, e.g. an apron to do cooking, a leotard for yoga. Most of the activities need some sort of special equipment, except possibly yoga and shopping.

3. Check comprehension of the items in the list, and deal with any pronunciation problems. Elicit examples for the first three items in the list. Students continue matching the items, working individually. Check the answers with the class.

Answers

a drill - DIY

planting — gardening

sales — shopping

a racket — playing tennis

a concert — playing an instrument

zoom — photography

sweating — running/jogging

wearing a helmet — cycling

sketching — painting

a recipe — cooking

serving an ace — playing tennis

a sleeping bag — camping

a screwdriver — DIY

a bargain — shopping

staying fit — runnlng/jogging

meditating — yoga

a flashlight — camping

weeding — gardening

4. Focus attention on the diagram. Explain that it shows a visual way of categorizing and recording words related to cooking. Check comprehension of the categories and examples in the diagram.

Have students work individually to categorize the words. Give students time to compare in pairs before checking with the class. Point out the pronunciation of oven /ᴧvn/. Elicit further words to add to the diagram (see Answers in the parentheses below).

Answers

equipment: an oven, a baking dish, a food processor (a bowl, a frying pan)

food preparation: to mix, to chop, to weigh (to wash, to stir, to slice) Ingredients: herbs and spices, olive oil, ground beef (fish, vegetables) ways of cooking: boiling, roasting, baking (steaming, grilling)

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

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

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

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

Answers and audio script

**Favorite hobby**: Cooking

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

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

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

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

(CD1 – 21)

John

My favorite hobby is cooking, and that’s a thing you do at home, obviously. I cook most days, though not every day. We also like eating out. What clothes and equipment do I need? Well, I always wear an apron to protect my clothes, because you can make a mess when you’re cooking, and tomatoes and spices change the color of your clothes forever! The most important piece of equipment is knives, and I’m very particular about my knives. They’re German, and very sharp, and I really take care of them. Obviously In the kitchen you need all sorts of things like pots and pans and baking dishes and chopping boards and food mixers, but I don’t really have a lot of gadgets. I like to keep things simple. What I like about cooking is the fact that It’s creative and it’s real. We have to eat, and what we eat Is really Important, so I like to know that what I’m eating, and what my family is eating, is good. I actually like all the preparation. Going out shopping, seeing the food, feeling it, smelling it, talking to the people who are selling it, Is half the fun. People often ask me what I like cooking, and I don’t really have an answer. Whatever looks good, and whatever I feel like cooking that day. The best part Is of course seeing people enjoy my food, but what’s also very Important to me Is seeing everyone happy, and enjoying being at the table. It’s about the occasion as much as the food.

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

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

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

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

***EVERYDAY ENGLISH*** (SB p. 17)

Making small talk

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

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

Possible answers

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

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

Answers

They are in Chicago. Joaquim Is visiting Chicago because he’s attending a conference there.

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

Answers

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

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

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

Answers and audio script

(CD1 – 22)

A = Ann

J = Joaquim

A: So what do you think of Chicago, Joaquim?

I: It’s really interesting. Chicago’s such an great city. There are some beautiful buildings, and the people are so friendly!

A: (Yes, they are). When did you get here?

J: Two days ago. I took a flight from Miami. We were a bit late landing, but it didn’t matter.

A: (Oh, good!) Where are you staying in Chicago?

J: At the Avenue Hotel. It’s very convenient for the office. My room isn’t very big, but it’s OK.

A: (That’s too bad! Don’t worry) Where are you from?

J: From Brazil. I was born in São Paolo, but I live in a suburb of Rio de Janeiro. It’s very pretty, and it’s not far from the sea.

A: (Really? It sounds beautiful) Your English is very good. Where did you learn It?

J: That’s very kind of you, but I know I make a lot of mistakes. I learned it in school for years, and I’ve been to the U.S. many times.

A: (Oh, have you? How interesting!) And what are you doing here in Chicago, Joaquim?

J: I’m attending a conference. I’m here for five days, and I’m going home on the 17th.

A: (Oh, so soon!) And have you managed to get around our city yet?

J: I haven’t seen very much. I’ve been for a walk along the lakefront path and I’ve taken a boat tour from Navy Pier, but i haven’t been to the John Hancock Observatory yet.

A: Well, I hope you enjoy it. Don’t work too hard!

J: I’ll try to enjoy myself! Bye. It was nice to talk to you.

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| SPOKEN ENGLISH – Softening a negative comment |
| 1. Read the notes and examples as a class.  2. Explain that to complete the task, students need to use the words in parentheses. However, they will also need to modify the sentence in some cases. With weaker students, point out that they need to make some of the sentences negative. Elicit one or two examples from the class.  Students work individually to complete the task. Check the answers. Answers 1. It’s a bit expensive.  2. It’s quite hard.  3. It isn’t very warm.  4. They aren’t very friendly.  5. I don’t earn very much.  6. There isn’t very much to do.  Highlight the pattern not + very + the opposite adjective of what you want to say. Point out that this is a very common pattern in spoken English when we do not want to sound negative. |

5. (CD1 – 23) Focus attention on the example. Elicit a range of other possible answers and follow-up comments. Play the recording, pausing after each question. With weaker classes, play the recording through first, and elicit possible answers and comments for each question as a class.

Then have the students repeat the task, giving their own answers in pairs.

Audio script

(CD1 – 23)

1. Who do you work for?

2. Do you enjoy your job?

3. Where do you come from?

4. Have you been to New York?

5. What do you do when you’re not working?

6. The weather’s amazing right now, isn’t it?

7. Are you going on vacation this year?

8. This city’s very exciting, isn’t it?

9. What’s your favorite TV show?

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

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

*…, isn’t it? and the questions:*

*How about you?*

*Do you?*

*What about you?*

Drill the intonation, using the recording as a model.

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

Audio script

(CD1 – 24)

1.

A: Who do you work for?

B: Siemens. I’ve been with them for four years. They’re a good company. How about you?

2.

A: Do you enjoy your job?

B: Yes, I do. It’s quite hard, but it’s very challenging. I don’t earn very much. What about you? Do you like your job?

3.

A: Where do you come from?

B: I was born in Michigan, and I’ve lived there all my life with my parents. I’d like to live abroad some time.

4.

A: Have you been to New York?

B: No, I haven’t, but I’d love to. I’ve heard it’s one of the most amazing cities in the world. Have you been there?

5.

A: What do you do when you’re not working?

B: Well, I like horseback riding, and I play golf. And i love music, so I often go to concerts. Do you?

6.

A: The weather’s amazing right now, isn’t it?

B: Yes, it’s so mild. We haven’t had any real cold weather at all! Have you heard a weather forecast for the weekend? It’s supposed to be good, isn’t it?

7.

A: Are you going on vacation this year?

B: Yes, I’m going to Mexico with some friends. I haven’t been there before, so I’m really looking forward to it. What about you?

8.

A: This city’s very exciting, isn’t it?

B: Really? Do you think so? There isn’t very much to do. I get so bored here. What do you find to do?

9.

A: What’s your favorite TV show?

B: I like soaps and documentaries. And game shows. And the news. I suppose I like everything. What about you?

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

name:

from (country and city):

job:

work for:

name of hotel:

arrived in city:

sights visited in the city:

opinion of city:

Alternatively, you can use the photocopiable activity described below.

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| EXTRASDIA Making small talk TB p. 144  If you are short on time or if you want to provide your students with profiles to do the mingle activity, you can photocopy these role cards. There are eight profiles per sheet, so photocopy enough cards for your students to have one each. With larger classes, you can put the students into groups to do the mingle. If possible, create the correct atmosphere for the role play by moving the furniture to create a clear space. |

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

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

WRITING (SB p.100)

Letters and e-mails — Formal and informal

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

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

Answers

1. **Informal** Great to hear from you again. (Beginning)

2. **Formal** I am writing in response to your advertisement in today’s newspaper for an IT consultant. (Beginning)

3. **Formal** Give my regards to Robert and all the family. (Ending)

4. **Informal** I’m sorry I haven’t been in touch for so long, but you know how it is. (Beginning)

5. **Formal** Thank you for your Invoice of April 16th. Please find enclosed a check for the full amount. (Beginning)

6. **Informal** Write, or better still, e-mail me soon. (Ending)

7. **Formal** We trust this arrangement meets with your satisfaction. (Ending)

8. **Informal** Just a note to say thank you so much for having me to stay last weekend. (Beginning)

9. **Informal** Take care. I can’t wait to see you next week. (Ending)

10. **Formal** I look forward to hearing from you at your earliest convenience. (Ending)

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

Answers

1. b, g

2. c, f

3. d, e

4. a, h

3. Discuss the answers as a class.

Answers

1. exchanging news

2. a formal request

3. an invitation

4. saying thank you

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

***Don’t forget!***

**Workbook Unit 2**

***Exercise 6*** *Pronunciation 5 at the end of a word*

***Exercise 12*** *Phrasal verbs — Phrasal verb + noun*

***Spotlight on Testing*** *Understanding different verb forms*

Word List

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

## Unit 3: GOOD TIMES, BAD TIMES

***Grammar****: Past tenses*

***Vocabulary****: Spelling and pronunciation*

***Everyday English****: Giving opinions*

Introduction to the unit

The theme of this unit is talking about the past and past events, both good and bad. This provides the context for

practicing narrative tenses: Past Simple, Past Continuous, Past Perfect, and Past Simple passive. Used to is also introduced mainly for recognition purposes.

The Reading section tells the story of Shakespeare’s famous lovers Romeo and Juliet, and the theme of love is carried through in the Listening and speaking section. The Vocabulary syllabus continues with a focus on spelling and pronunciation. Everyday English in this unit consolidates and extends the language of giving opinions from Unit 2, including ways of making opinions stronger and also the use of question tags to invite agreement. The Writing section practices using linking words and adding ideas to write an interesting story.

Language aims

***Grammar — past tenses*** By the intermediate level, students are familiar with both the form and uses of narrative tenses, but they are likely to still make mistakes, especially when they need to decide which tense to use. This unit reviews the Past Simple, Past Continuous, and Past Perfect in a contrastive way with a range of accuracy- and analysis-based activities, along with a pronunciation focus. The Past Simple passive is featured in the presentation text, a biography of the painter Vincent Van Gogh. In addition, it is practiced, along with the Past Perfect passive, in the language work that follows. Some examples of used to are included in the presentation text, and students focus on it for recognition purposes in the grammar work.

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| **POSSIBLE PROBLEMS** Narrative tenses 1. The Past Simple, not the Present Perfect, has to be used for completed actions in the past, whereas other languages can use the equivalent of the Present Perfect.  *I saw Jo in town last week.*  *\*I’ve seen Jo in town last week.*  The Present Perfect is covered fully in Unit 7. Until then, if students confuse these tenses, remind them that we use the Past Simple when we say when something happened—when we refer to a specific past time.  2. Many common verbs are irregular in the Past Simple. Refer students to the list of irregular verbs on SB p. 155.  3. There are three ways of pronouncing the -ed ending in regular Past Simple verbs and past participles: /t/ washed, /d/ lived, /ɪd/ wanted. This is practiced in the Pronunciation section on SB p. 19.  4. Students may have problems with the use of the auxiliaries did and didn’t in Past Simple questions and negatives. Point out that they are the past equivalents of do/does, don’t/doesn’t that students practiced in Unit 2.  **Common mistakes:**  *\*I did see Sam yesterday.*  *\*I didn’t went home.*  *\*When you saw him?*  *\*She no come last week.*  5. The use of the Past Continuous contrasted with the Past Simple for interrupted past actions doesn’t usually present problems.  I was walking home when I saw an accident.  However, the use of the Past Continuous as a descriptive, scene-setting tense can be more difficult to grasp. It is best illustrated in context.  It was a beautiful day. The sun was shining, and the birds were singing.  6. The pronunciation of was and were in the Past Continuous may need work. Students can tend to overstress them, whereas they are usually weak forms in normal context.  /wәz /  *I was working.*  /wәr/  *They were waiting for hours.*  7. Students may confuse the contracted form of the Past Perfect ‘d (had) with the contracted form of would.  *She said she’d bought the tickets. (= had)*  *She said she’d buy the tickets. (= would)*  **used to**  Students may find it confusing that used to refers to past time, especially if they have come across *be/get used to*. Focus on getting students to recognize the form, and to understand the use of used to for talking about regular or repeated actions in the past. |

***Vocabulary*** This section looks at spelling and pronunciation and highlights the fact that there is often not a direct link between the two in English. The exercises focus on words that sound the same but have different spellings and meanings (homophones), words that rhyme, lost sounds; and silent letters.

***Everyday English*** The language of giving opinions is the focus of this unit It includes ways of making opinions stronger, and the use of question tags to ask others to agree.

Note on the unit

***STARTER*** (SB p. 18)

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

Fortunately,…

Unfortunately,…

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

***VINCENT VAN GOGH*** (SBp.18)

**Past tenses and used to**

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| ABOUT THE TEXT Students are likely to know something about the life and work of Vincent Van Gogh /vӕn ‘goʊ/. The texts in Exercises 2 and 3 give biographical details of the artist and provide the context for the past tenses and structures (Past Simple, Past Continuous, Past Perfect, and also used to and Past Simple passive). |

1. Focus attention on the paintings by Van Gogh. Elicit any information and ide Most students should know that he had an unhappy life and that his paintings were not successful until after his death, but confirm these details if they are unsure.

2. (CD1 – 25) Pre-teach/check the names of the artists and places in the text (see About the text above). Also check the following vocabulary items, including the pronunciation where relevant: art dealer, to be fired (told to leave a job), to commit suicide /’suɪsaɪd/, asylum /ә’saɪlәm/ (a mental hospital), to be buried /’bԑrɪd/.

Give students time to read the notes quickly. Then focus attention on the question prompts. Elicit the questions for the first two prompts. Tell students that they will need passive forms for some of the questions. Students work individually to complete the questions. Allow students to compare their questions in pairs. Then play the recording so that they can check. With weaker students, elicit the questions as a whole-class activity, and write them on the board. If necessary, briefly review the form of questions in the Past Simple, Past Continuous, and Past Simple passive. Remind students that the question Who came to live with him? does not need the auxiliary did because it is a subject question (see Grammar Reference 1.5 note 2, SB p. 29).

1. Where was he born?

2. What **was his** job?

3. Why **was he fired**?

4. Why **did he try to commit suicide**?

5. Which **artists did he meet**?

6. What **was he doing** when he met them?

7. Who **came to live with him**?

8. Where **did they** first meet?

9. What **was he carrying**?

10. Why **did he cut off part of his ear**?

11. Which **paintings were completed there**?

12. What **was he** doing **when he shot himself**?

13. Why **did he shoot himself**?

14. Where **was he buried**?

15. Why didn’t **he have any money**?

3. (Cd1 – 26) Set a time limit of about five minutes for students to read the complete text. Deal with any vocabulary questions students may have. Demonstrate the activity by having two confident students ask and answer the first three questions aloud for the class (see (CD1 – 26) below). Put students in pairs to continue asking and answering the questions.

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

Answers and audio script

(CD1 – 26)

1.

A: Where was he born?

B: In Brabant in the Netherlands.

2.

A: What was his job?

B: He worked as an art dealer.

3.

A: Why was he fired?

B: Because he’d had an argument with customers.

4.

A: Why did he try to commit suicide?

B: Because he’d fallen in love with his cousin and she’d rejected him.

5.

A: Which artists did he meet?

B: Degas, Pissarro, Seurat, Toulouse-Lautrec, Monet, and Renoir.

6.

A: What was he doing when he met them?

B: He was studying art.

7.

A: Who came to live with him?

B: Gauguin.

8.

A: Where did they first meet?

B: In Paris.

9.

A: What was he carrying?

B: A razor blade.

10.

A: Why did he cut off part of his ear?

B: Because he’d had an argument with Gauguin.

11

A: Which paintings were completed there?

B: Starry Night, Irises, and Self-Portrait Without a Beard.

12.

A: What was he doing when he shot himself?

B: He was painting outside.

13.

A: Why did he shoot himself?

B: Because he was depressed.

14.

A: Where was he buried?

B: In Auvers.

15.

A: Why didn’t he have any money?

B: Because he’d sold only one of his paintings.

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| GRAMMAR SPOT (SB p. 19) |
| 1. Look at the three sentences as a class. Have students identify the past forms.  Students find more examples of the forms in the text on SB p. 19. Answers He **worked** as an art dealer. - Past Simple  He **was fired**. — Past Simple Passive  He **was studying** art. - Past Continuous Other examples Past Simple: tried, was, went, met, came, settled down, left, cut off, moved, included, continued, shot, died, had, took Past Simple passive: was born, was fired, were completed, was buried, was published, was… recognized Past Continuous: was painting  2. Students read the example, and answer the concept question. Elicit the form of the tense, and write it on the board (see Answers below).  Students find more examples of the tense in the text on SB p. 19. Answers had argued is the first action, followed by was fired.  Past Perfect = had + past participle  **Other examples**: had fallen in love, had rejected, had met, had  been arguing (this is the continuous form), he’d… sold  3. Students read the example, and answer the concept question. Highlight the form, and write it on the board: used + to + infinitive. Point out that the form is the same for all persons.  Students find another example of used to in the text on SB p. 19. Answers Used to expresses an action that happened many times.  **Another example**: used to wake up  Refer students to Grammar Reference 3.1-3.7 on SB pp. 131-133. |

Pronunciation

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

4. (CD1 – 27) Give students time to read the sentences and identify the tenses. Play the recording. Students repeat in chorus and individually.

(CD1 – 27)

1. What was he doing?

2. He was studying.

3. They were working…

4. He’d had an argument.

5. They’d met in Paris.

6. He’d been arguing.

5. (CD1 – 28) Elicit how we form the Past Simple of regular verbs (add -ed). Remind students that there are three ways to pronounce this ending. Pronounce /t/, /d/, and /ɪd/, and focus attention on the example worked. Give students time to categorize the verbs.

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

Answers and audio script

(CD1 – 28)

/t/ worked published

/d/ tried moved continued died recognized

/ɪd/ rejected completed

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

pronounce -ed as /t/ after unvoiced sounds, apart from t.

pronounce -ed as /d/ after voiced sounds, apart from d.

pronounce -ed as /ɪd/ after t or d.

|  |
| --- |
| SUGGESTION To give students further practice in pronunciation, have them read aloud paragraphs 5, 7, and 8 of the text on SB p. 19, paying attention to the pronunciation of the past tenses. |

***PRACTICE*** (SB p.20)

I didn’t do much

1. (CD1 – 29) Tell students to listen to the four speakers and number the lines according to who is speaking. Play the first speaker as an example, and check the answer. Play the rest of the recording. Students complete the task. Check answers with the class.

Answers and audio script

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

(CD1 – 29)

1. I didn’t do much. I just had something to eat, watched TV for a while, and then had an early night. I was in bed by ten.

2. I went to my yoga class, then went out to eat with a couple of friends. I got home about nine and did a bit of housework, and that was it.

3. I went out with some people from work, so I didn’t get home until about midnight. Well, after midnight, actually. It was a very late night for me!

4. I met some friends in town for coffee, and we talked for a while. Then I went home and did some stuff on the computer, you know, Facebook, then went to bed about eleven thirty.

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

Discussing grammar

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

Elicit the answers from different pairs in the class.

Answers

1.

Sentence 1 — Past Simple for a finished action in the past

Sentence 2 — Past Continuous for an action in progress at a particular time in the past

2.

Sentence 1 — Past Simple for a finished action in the past

Sentence 2 — Past Continuous for an action in progress at a particular time in the past

3.

Sentence 1 - Past Continuous for an interrupted action in the past

Sentence 2 — Past Simple for past actions that followed each other

4.

Sentence 1 — Past Continuous for an interrupted action in the past

Sentence 2 — Past Simple for past actions that followed each other

Sentence 3 — Past Perfect for an action completed before another action in the past

5.

Sentence 1 — Past simple for past actions that followed each other

Sentence 2 — Past Perfect for an action completed before another action in the past

6.

Sentence 1 — used to for repeated actions (habits) in the past

Sentence 2 — Past simple for a finished action in the past

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

A newspaper story

This section consolidates the use of narrative tenses through a newspaper article about an accident.

|  |
| --- |
| ABOUT THE TEXT The article is based on a true story that took place in the Ư.K. in January 2006 at the Fitzwilliam Museum in Cambridge. The museum contains works of art and antiquities from a wide range of centuries and civilizations. The accident involved the smashing of three priceless Chinese vases from the Qing Dynasty (1644-1911), which were on open display in the museum. There was a lot of media coverage on the accident, but the vases have subsequently been restored and are on display again—this time in a case! |

2. Have students read the article through quickly to get a general understanding. Deal with any vocabulary questions. Elicit the answer to Number 1 (were produced). Students then work individually to complete the task. Students who finish fast can check their answers in pairs.

Play the recording to allow students to check their answers. If necessary, pause the recording after each answer.

Answers and audio script

(CD1 – 30)

Smash! Clumsy visitor destroys priceless vases, by Tom Ball

A clumsy visitor to a local museum has destroyed a set of priceless 300-year-old Chinese vases after slipping on the stairs.

The three vases, which (1) **were produced** during the Qing dynasty In the 17th century, (2) **had stood** on a windowsill at the City Museum for forty years. Last Thursday they (3) **were smashed** into a million pieces. The vases, which (4) **were donated** In 1948, (5) **had been** the museum’s best known pieces.

The museum (6) **decided** not to identify the man who (7) **had caused** the disaster. “It was a most unfortunate and regrettable accident,” museum director Duncan Robinson said, “but we are glad that the visitor (8) **wasn’t seriously** injured ”

The photograph (9) **was taken** by another visitor, Steve Baxter. “We (10) **watched** the man fall as If In slow motion. He (11) **was flying** through the air. The vases (12) **exploded** as though they (13) **had been hit** by a bomb. The man (14) **was sitting** there stunned in the middle of a pile of porcelain when the staff (15) **arrived**.”

The museum declined to say what the vases were worth.

5. (CD1 – 31) Tell students they are going to hear an interview with the man who broke the vases. Explain that they need to listen for any new information not given in the article in Exercise 4. Pre-teach/check the following items from the recording: recovering (getting better), to go head over heels (to fall over head first), to pay something attention, to ban someone.

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

Answers and audio script

(CD1 – 31)

**I = Interviewer**

**NF = Nick Flynn**

I: it’s 7:45, and you’re listening to the Morning show. The man who broke Chinese vases worth $160,000 when he fell down the stairs at a museum has been identified by a daily newspaper. He’s Nick Flynn, and he’s with us now. Are you all right, Mr. Flynn? You didn’t hurt yourself falling down the stairs, did you?

NF: I’m recovering, which is more than I can say for the vases!

I: Very true! How did it happen?

NF I was coming down the stairs, looking at the pictures, and I slipped. The stairs are very slick, and it had been raining, so I guess my shoes were a bit wet. And I just went head over heels.

I: It must have been a strange feeling, lying in the middle of all that priceless porcelain?

NF: I was surprised that these incredibly valuable vases were left just lying on a windowsill. I’d seen them lots of times before, but I hadn’t really paid them any attention.

I: And I hear you’ve been banned from the museum? Is that right?

NF: Yes, I got a letter from the director of the museum asking me not to go back. It’s a shame, because I used to go twice a week. Now I have to find somewhere else to go.

I: Well, thank you, Mr. Flynn, and good luck.

ADDITIONAL MATERIAL

**Workbook Unit 3**

***Exercises 1-4*** *Past tenses*

***Exercise 5*** *Past Simple and Continuous*

***Exercises 6-7*** *Past Perfect*

***Exercise 8*** *Tense Review — ate, was eating, or had eaten7.*

***Exercise 9*** *Past Simple passive*

***Exercise 10*** *Questions and negatives*

***VOCABULARY*** (SB p.21)

Spelling and pronunciation

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

- some letters have more than one sound.

- the same sound may be represented by different letters:

- sometimes syllables in the spelling are not pronounced at all.

- some words contain letters that are not pronounced.

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

1. (CD1 – 32) Focus attention on the examples. Elicit the pronunciation of the words. Then play the recording, and have students repeat in chorus and individually. If students have problems coming to a conclusion about spelling and pronunciation, ask:

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

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

Do the words rhyme? (No.)

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

What is different about them? (The spelling of each word.) Do the words all sound the same? (Yes.)

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

- words with similar spelling aren’t always pronounced the same.

- the same pronunciation can have different spellings.

(CD1 – 32)

good

food

blood

road

rode

rowed

Words that sound the same

2. (CD1 – 33) Tell students they are going to hear five simple words, and that they should write them down. Play the recording. Students compare their answers. Elicit words that the students wrote down and write them on the board. They should give one or two possible answers depending on how they interpreted each word (see Answers below). Have students say the pairs of words to establish that they are pronounced the same, but have different spellings and meanings. If appropriate, point out that these words are known as homophones.

Answers and audio script

(CD1 – 33)

knew (new)

read (red)

wore (war)

threw (through)

flew (flu)

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

Answers

1. mail

2. blue

3. peace

4. wear

5. son

6. weak

7. whole

8. pear

9. aloud

10. wait

4. This task gives further practice in homophones and recognizing phonetic symbols. Focus attention on the example, and elicit the second word (war). Point out that students need to use the context to help them choose the correct spelling. If necessary, refer students to the chart on SB p. 155 to help them with the phonetic symbols. Students work individually to complete the task. Have them compare their answers in pairs before checking with the whole class.

Answers

1. war

2. allowed; wear

3. pair, blue

4. wore; whole; week

5. wait; fill

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

Spelling

5. (CD1 – 34) This exercise emphasizes that words that look the same do not necessarily rhyme. Elicit the pronunciation of the three words in the example. Stress that love and glove are the only two that rhyme.

Students continue the task in pairs. Monitor to see how well they pronounce the words and recognize the rhymes. Play the recording so that students can check their answers.

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

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

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

Answers

/u/

juice

through/threw

/ᴐ/

caught

dawn

war

flaw

/әr/

earth

world

burn

fur/fir

/ԑr/

tear

fair/fare

square

there/their

Lost sounds

7. (CD1 – 35) This exercise highlights the fact that in some words not all the syllables are pronounced. Focus attention on the examples. Drill the pronunciation, counting out the number of syllables on your fingers to help students. Students work individually to complete the exercise.

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

Answers and audio script

(CD1 – 35)

8. (CD1 – 36) This exercise gives students practice in recognizing silent letters. Focus attention on the example, and elicit the pronunciation /fᴐrәn/. Point out that the words are presented in pairs with the same silent letter in each. Students work individually to complete the task. Monitor and check.

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

Answers and audio script

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

***READING***(SB p. 22)

A Shakespearean tragedy

|  |
| --- |
| ABOUT THE TEXT The theme of the unit now changes to love and relationships, with a focus on Shakespeare’s famous lovers, Romeo and Juliet. The text is in the form of a picture story, which summarizes the action of the play.  In addition, characters’ speech bubbles give actual lines from the play. This allows students to understand the story while also getting a feel for the original language.  A “translation” of the lines into more modern English is provided at the back of the Student Book on p. 144.  The tasks include pre-work about Shakespeare and the story of Romeo and Juliet, so you may find the following background notes useful. If you are not familiar with the details of the plot, read the text on SB pp. 22-23 before the class. Although somewhat simplified, this provides a good working summary of the plot of the play. Shakespeare William Shakespeare (1564-1616) was an English poet and playwright, widely regarded as the greatest writer in the English language. He is often called England’s national poet. His surviving works consist of 38 plays and over 150 poems. His plays have been translated into every major living language and many well-known English sayings come from his work.  Shakespeare was born in Stratford-upon-Avon. At the age of 18 he married Anne Hathaway, with whom he had three children. Between 1585 and 1592 he began a successful career in London as an actor, writer, and part owner of a theater company. He appears to have retired to Stratford around 1613, where he died three years later. He is buried in Stratford-upon-Avon, and the houses where he lived can be visited. His plays are regularly performed by the Royal Shakespeare Company. His best known plays are: Antony and Cleopatray Hamlet, Julius Caesary King Leary Macbethy Othelloy Romeo and Juliet, The Merchant of Venice, A Midsummer Nights Dreamy The Taming of the ShreWy The Tempesty Twelfth Nighty and A Winters Tale.  The vocabulary items listed below may be new. Students will be able to guess some of them from context, but with weaker classes, be prepared to check them. If necessary, have students check them for homework before the class. The items marked \* are old-fashioned or literary, and so will be for recognition rather than active use.  The vocabulary items listed below may be new. Students will be able to guess some of them from context, but with weaker classes, be prepared to check them. If necessary, have students check them for homework before the class. The items marked \* are old-fashioned or literary, and so will be for recognition rather than active use.  \* warring (in a war/conflict), feud /fyud/, swear  (promise), to unitey \*to be wed (get married), to take revenge, to banishy tomb /tum/y poison, \*weep (wept, wept), dagger, to staby overwhelmed with grief  Students will need to be able to refer to the characters in the play, so check the pronunciation of the names:  **The Montagues**: Lord Montague /’mɒntәgyu:/, Romeo /’roʊioʊ/, Mercutio /mәr’kuʃɪoʊ/, Benvolio /bԑn’voʊlioʊ/  **The Capulets**: Lord Capulet /’kӕpyәlәt/, Juliet /’ʤuliԑt/, Tybalt/’tɪbɒlt/, Paris/’pӕrɪs/  **Other**: Friar Laurence /’fraɪәr ‘lᴐrens/ |

1. Ask the question, and elicit a range of ideas from the class and the names of any plays students have heard of. Ask students if they have seen/read any Shakespeare plays, possibly in their own language.

2. Focus attention on the character lists, and check the pronunciation of the names (see About the text above). Elicit what students know about the story, and write their ideas on the board. Ask the Student Book questions about marriage and establish the answers.

Answers

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

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

Answers

1. They had hated each other for so long that no one could remember how the feud had started.

2. Because Romeo was Lord Montague’s son, and the Capulets hated him and his family.

3. Romeo and Juliet fell instantly in love. They touched hands. They talked. Then they discovered their families were enemies.

4. Romeo’s name indicates he is a Montague and links him to the family that Juliet’s family hates.

5. They had known each other for a day.

6. He wanted to unite the families.

7. Because the man Romeo’s friend and cousin were fighting was Juliet’s cousin, Tybalt.

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

Answers

1. She went to Friar Laurence for help.

2. To give Juliet a sleeping potion to make her appear dead for 42 hours.

3. Everyone believed that Juliet was really dead.

4. Romeo never received the Friar’s letter.

5. He thought Juliet had died, so he killed himself.

6. She woke up and saw Romeo dead. She couldn’t stand the grief, so she stabbed herself.

7. They were overwhelmed with grief and horrified at the pain their families’ hatred had caused.

5. (CD1 – 37) Explain to students that they\*are going to listen to some lines from Shakespeare’s play. Point out that some of the English is old-fashioned, and they may not understand every single word. Focus attention on the first picture, and play the first line of the recording. Then students follow the picture story as they listen to the rest of the lines. Direct students to the lines in modern English on SB p. 144. Allow students time to read the lines. Then direct students back to the picture story, and play the recording again.

Answers and audio script

(CD1 – 37)

**Romeo and Juliet**

T = Tybalt

R = Romeo

J = Julie

N = Nurse

F = Friar

P = Prince

1.

T: Peace! I hate the word… As I hate hell, all Montagues, and thee.

2.

R: Did my heart love till now? For I ne’er saw true beauty till this night

J: My only love sprung from my only hate…

3.

J: O Romeo, Romeo, wherefore art thou Romeo? Deny thy father, and refuse thy name… What’s Montague?… A rose by any other name would smell as sweet.

4.

R: My hearts dear love is set on the fair daughter of rich Capulet.

F: This alliance may so happy prove, to turn your households’ rancour to pure loye.

5.

R: Now, Tybalt,… Mercutios soul is… above our heads, either thou or I, or both must go with him.

T: Thou wretched boy… shalt with him hence.

6.

F: Take thou this vial … and this liquor drink… no pulse… no breath shall testify thou livest… two and forty hours.

J: Give me!… Love give me strength.

7.

J: Romeo, Romeo, Romeo! Here’s drink—I drink to thee.

N: O hateful day! Never was seen so black a day as this. O woeful day!

8.

R: Eyes, look your last. Arms, take your last embrace… Here’s to my love! O true Apothecary, thy drugs are quick. Thus with a kiss I die.

J: What’s here? A cup closed in my true love’s hand? Poison, I see… I will kiss thy lips… some poison doth hang on them to make me die… thy lips are warm! Oh, happy dagger! Let me die!

9.

P: For never was a story of more woe than this of Juliet and her Romeo.

6. Explain to students that they are going to retell the story using the pictures as prompts. Focus attention on the first picture, and elicit the first part of the story from the class. Emphasize that students should use their own words. Have them cover the words in the Student Book if you think this will help. Students then continue retelling the story in pairs, talcing turns to tell each part of the story. With weaker classes, you could do this as a whole class activity. Monitor and listen for correct use of past tenses. Correct any mistakes in a short class discussion.

What do you think?

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

***WRITING*** (SB p. 101)

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

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

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

Answer

The picture shows the farmer and his three sons.

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

Answers

1. b

2. a

3. d

4. f

5. e

6. c

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

Answer

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

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

Answers

1. who

2. but

3. before

4. However

5. so

6. when

7. during

8. while

9. as soon as

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

Answers

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

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

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

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

**LISTENING AND SPEAKING** (SB p.24)

The first time I fell in love

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

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

Possible answers

You can’t describe love, but you know it when you feel it Being in love can create very strong emotions.

You can’t see your lovers faults.

You are nothing when you are not together, and when you are together you feel more than complete.

After the first effects of falling in love have faded, true love is what remains.

Love can bring great happiness but also great sadness and pain.

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

2. (CD1 – 38) Pre-teach/check the following vocabulary from the recording: to hangout with different people (spend time with), to hold hands, electric (in this context, very exciting), upset (adj.), tummy (informal for stomach), to figure (to think), to hurt someone’s feelings, to care what you look like (to care about your appearance).

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

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

3. (CD1 – 38) Put the students into groups of three or four to pool their answers. Play the recording again, and have students fill in any missing answers. Then elicit any reactions to the stories of first love from the class.

Answers and audio script

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

**The first time Ỉ fell in love**

**Sarah**

The first time I fell in love was when 1 was 13. It was with a boy named Max. We were on a school trip, a geography trip, so a whole group of us were traveling together for a week. I’d never really noticed this boy before, because we used to hang out with different people, but I suddenly started looking at him, and! remember thinking, “Hmm! You’re nice!" and I couldn’t understand why I hadn’t looked at him before. He was very quiet, and he had dark eyes that seemed to see everything, and he made me go all weak at the knees. We kind of started going out. When we held hands, it was electric! I’d never felt anything like it in my life! Wow! I don’t think he felt the same way. He was very cool about everything. It only lasted a few months. Then hè went back to his friends, and I went back to mine.

Tommy

T = Tommy

I = Interviewer

T: Well, I fell in love with a girl called Clara, but it didn’t last very long.

I: How long did it last?

T: Well… about two weeks. It all ended last Friday.

I: What happened last Friday?

T: I decided that I’d had enough of being in love. I didn’t like the feeling. I Was Clara upset?

T: Not really. She didn’t know anything about it.

I: What?

T: No. I hadn’t told her that I was in love with her, so she didn’t know that it had ended.

I: Was it so bad?

T: Oh, yes. I couldn’t sleep, I used to get this funny feeling here in my tummy when i saw her coming, and my heart went bang, bang, bang, it was horrible!

I: So how did you manage to stop loving her?

I: Well, I’m only 9, and ! figured that I’m too young to only love one person for the rest of my life, i Fair enough. I’m glad you didn’t hurt her feelings.

T: I’m glad it’s all over.

James

Well, I’ve only been in love once in my life, and that was when I was 22. I’d had other girlfriends, of course, but it was never more than that Just a girlfriend. And then 1 met this other girl, Ruth, and my whole life just turned upside down. I remember thinking at the time that I’d never felt anything like it. Nothing looked the same, felt the same, life had never been so amazing, so colorful. I wanted to do everything— climb mountains, fly like a bird, stay up all night—life was far too amazing to sleep. It’s funny, Ỉ never used to care what I looked like, but suddenly I started to care. I wanted to look good for this girl in my life. Í felt that I hadn’t really lived until that moment, until I’d met her and fallen in love. Thank goodness she felt the same! We’re still together. Fifteen years and four kids later. Amazing, huh?

4. Elicit some examples of the effects of being in love, for example, your heart beating fast. Explain that the recordings contain some figurative language used to talk about love. Refer students to (CD1 – 38) on Student Book p. 117. Students work in pairs to find more examples.

Check answers with the class. Elicit from the class the meanings of the expressions (see answers in the parentheses below).

Possible answers

… he made me go all weak at the knees. (He made her feel weak/ hardly able to stand because of the emotion experienced.)

… I used to get this funny feeling here in my tummy. (He felt a strange reaction in his stomach.)

… my heart went bang, bang, bang. (His heart started to beat very fast.) … my whole life just turned upside down. (His thoughts about his life changed completely, and nothing was the same again.)

What do you think?

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

***EVERYDAY ENGLISH*** (SB p. 25)

Giving opinions

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

1. (CD1 – 39) Pre-teach/check the following items from the recording: a sense of humor, to get along well together, to adore each other.

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

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

Answers and audio script

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

(CD1 – 39)

A: So, what do you think of Megs new boyfriend? He’s really great, isn’t he?

B: Definitely! I think he’s absolutely wonderful!

A: Mmm. Me too. I just love the stories he tells.

B: So do I. He’s very funny. I really like his sense of humor.

A: They get along so well, don’t they?

C: Well, maybe. He’s very nice, but I don’t think that he’s the one for her.

B: That’s not true! They absolutely adore each other!

C: Mmm. I’m not so sure.

B: Come on! You’re just jealous. You’ve always liked her.

C: Actually, that’s not true at all. But I really like her sister.

2. (CD1 – 39) Play the recording again, and elicit the words A and B use to agree with each other.

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

Answers

1.

Definitely!

Me too.

So do I.

2.

She isn’t really asking for information when using these tags; she is inviting the other speakers to agree with her.

2. (CD1 – 39) Focus attention on the example. With weaker classes, elicit whether the question tags will be affirmative or negative (negative because the statements are in the affirmative). Then give students time to work individually to complete the exercise.

Play the recording, and have students check their answers. Play the recording again, and elicit the intonation pattern (falling) and the reason why (the speakers aren’t really asking questions, they are inviting others to agree with their opinion). Students practice saying the sentences with the correct intonation.

Answers and audio script

(CD1 – 40)

1. We had a great time in Thailand, **didn’t we**?

2. The weather was great, **wasn’t it**?

3. The French realty love their food, **don’t they**?

4. It’s a lovely day today, **isn’t it**?

5. Karen and Tom are a really nice couple, **aren’t they**?

6. Tom earns so much money, **doesn’t he**?

7. They want to get married, **don’t they**?

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| SPOKEN ENGLISH – Making an opinion stronger |
| ½. Read the notes as a class. Practice the intonation of the phrases with the class, encouraging a wide voice range. Students then find more examples in the conversation in Exercise 1. Check answers.  Explain if necessary that just in You re just jealous has a different meaning (only) and does not have the function of making the speakers opinion stronger. Answers He’s awesome!  I just love the stories…  He’s very funny.  I really like his sense of humor.  They absolutely adore each other! |

4. (CD1 – 41) Focus attention on the example. Have pairs of students read aloud each cue sentence and the stronger opinion. Drill the sentences as necessary, exaggerating the voice range to help students sound enthusiastic. Alternatively, let students work individually to change the sentences. Play the recording so that students can check their answers. Then play the recording again.

Drill the sentences with the class, making sure that students use the correct intonation.

Answers and audio script

(CD1 – 41)

1.

A: She’s very nice.

B: She’s absolutely wonderful!

2.

A: The movie was good.

B: The movie was just great!

3.

A: The hotel’s all right.

B: The hotel’s really fabulous!

4.

A: I like dark chocolate.

B: I absolutely adore dark chocolate.

5.

A: I like Peter.

B: I really love Peter.

6.

A: The book wasn’t very good.

B: The book was absolutely awful!

7.

A: I don’t like noisy restaurants.

B: I just can’t stand noisy restaurants!

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

Possible answers

- The last movie I saw was La Vie en Rose. The acting was absolutely amazing.

- I heard about the earthquake in Greece. It was really scary.

- It’s really miserable today isn’t it?

- Karl is wearing a really nice sweater, isn’t he?

- The Rolling Stones are touring again. I really think they should give up! - I saw the new sitcom on TV. I thought it was absolutely awful.

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

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

***Don’t forget!***

**Vocabulary review**

**Units 1-3** (TB p. 145), with answers (TB p. 170)

**Workbook Unit 3**

***Exercise 11*** *Vocabulary — Birth, marriage, and death*

***Exercise 12*** *Prepositions — in! at I on for time*

***Exercise 13*** *Pronunciation — Phonetic symbols — consonants*

***Exercise 14*** *Listening — Memories Spotlight on Testing Details in narratives*

Word List

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

## Unit 4: GETTING IT RIGHT

***Grammar****: Modals and related verbs*

***Vocabulary****: Phrasal verbs (1)*

***Everyday Enghlish****: Polite request and offers*

**Introduction to the unit**

The theme of this unit is “doing the right thing” and it includes a focus on giving advice and on rules. This theme provides contexts for the modal verbs of advice, permission, and obligation. The grammar presentation includes a focus on modern dilemmas and appropriate advice.

The idea of “rules for life” is presented in the Listening and speaking section, which includes a note-taking task on peoples personal beliefs and a sons; by Ian Dury and the Blockheads. This section also contains a spoken English feature on have got to.

The Reading and speaking section focuses on rules within the family, with an article on a modern family who spent two weeks living as if they were in the 1970s as part of a social experiment. There is also a language focus on understanding phrasal verbs. This is carried through into the Vocabulary and speaking section, which covers both the meaning and form of common phrasal verbs.

The Everyday English focus is polite requests and offers, and the Writing syllabus continues with practice of combining sentences into paragraphs in a biography.

Language aims

***Grammar — modals and related verbs*** Students review and extend the modals of advice, obligation, and permission: should/must for advice, must/have to for obligation, don’t have to for lack of obligation, and can/be allowed to for permission.

Students should be familiar with the present form of the core modals should, must, and can. The past forms may present more of a problem, as will the subtle differences in meaning. These are clearly contrasted in the unit, and students are given opportunities to practice them in controlled and freer activities.

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| POSSIBLE PROBLEMS Students of different nationalities may try to express obligation and permission with phrases such as It is necessary that you … and Is it possible for me to …? They are unlikely to use rnodals spontaneously in these contexts, so they will need plenty of practice in this language area.  If possible, find out how the concepts of advice, obligation, and permission are expressed in the students’ own languages and highlight differences.  Mistakes with form can arise if the rules of regular verbs are applied to modals:  *\* Do we must pay to park here?*  *\* Did you can stay up late as a child?*  *\* You should to apologize.*  Have to can confuse students. It is a modal in use but follows the form rules of a full verb, with the auxiliary do/don’t, etc., in negatives, questions, and past forms:  \* Had you to wear a uniform at school? (rather than Did you have to…?)  Past and negative forms can also present problems, so these are reviewed in the units Starter section. You can refer students to Grammar Reference 4.3 on SB p. 133 for an introduction to modal verbs and the key issues of form.  Have to in the negative is often confused, so the difference needs to be carefully drawn:  You don’t have to let the dog out. (It isn’t necessary.) |

***Vocabulary*** This section focuses on phrasal verbs, both the meaning and form.

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| POSSIBLE PROBLEMS Intermediate students should be familiar with a broad range of phrasal verbs, for recognition if not for active use. What may be new to them is the focus on form and the issues of word order with separable and inseparable verbs.  \* The baby doesn’t take me after, (inseparable verb: The baby doesn’t take after me.)  \* If you don’t know the meaning, look up it. (separable verb but not when the object is a pronoun: If you don’t know the meaning, look it up.) |

**Everyday English** The syllabus continues with a focus on polite requests and offers. The approach taken here is functional, but the Grammar Reference 4.6 on SB p. 134 covers the form and use of the modals used in requests and offers. Grammar Reference 4.7 on SB p. 134 covers the use of will and should for offers.

Notes on the unit

***STARTER*** (SB p. 26)

This section aims to raise awareness of the key issues of form related to modal verbs.

Focus attention on the sentences and the verbs can, must, should, and have to. Ask students if they know what they are called (modal verbs). Have students say them aloud.

If necessary, highlight the weak forms in can and have to.

/kәn/

You **can** go.

/tә/

You have **to** go.

Put students in pairs to work on the different forms, and then elicit the answers. With weaker classes, also establish that there is no -s on the he/she/it forms.

Answers

1.

You **can’t** go.

You **mustn’t** go.

You **shouldn’t** go.

You **don’t** have to go.

2.

**Can** you go?

**Must** you go?

**Should** you go?

**Do** you **have to** go?

3.

He **can** go.

He **must** go.

He **should** go.

He **has to** go.

4. Have to is different. It is like a modal verb in meaning, but it is a full verb in form with an auxiliary (do/don’t, etc.) in negatives and questions. Can, must, and should don’t use an auxiliary to form negatives and questions.

If necessary, highlight the pronunciation in the following forms:

/kӕnt/

You ***can’t*** go.

/kәn/

***Can*** you go?

***MODERN DILEMMAS*** (SB p. 26)

**should/must/have to/be allowed to**

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| ABOUT THE TEXT Modern morals is a lifestyle feature in The Times newspaper and on Times Online. Contributors write in with a broad range of modern “dilemmas,” including family disputes, questions of fairness related to money, and matters of honesty and conscience. Other readers send in their replies with their opinion on the issue and often some advice.  “Crimestoppers” (in reply a) is an independent charity which works to stop crime. People can call “Crimestoppers” anonymously to give information about crimes. |

1. Give students time to read the introduction about the Modern morals feature. With weaker classes, pre-teach/ check the following vocabulary from the text: to deal with, disagreeable, to dump, wireless network, to belong to, stepfather, suspended, unemployment benefit, to deny somebody something, a tantrum, a fuss.

Have students read the first text. Focus attention on the phrases in Exercise 1, and elicit possible pieces of advice from the class, such as, I think he should ask his neighbor to stop. /I don’t think he should get angry. /He must talk to his neighbor about the problem.

Point out that to give a negative piece of advice, we usually say I don’t think (you) should, rather than I think (you) shouldn’t.

Put students into groups of three or four. Ask them to read the problems and discuss possible advice. Monitor and help as necessary. Also check students use of the modal verbs, and note any common errors to highlight when dealing with the Grammar spot.

Ask each group to choose their favorite piece of advice for each problem. Elicit one or two examples for each problem and write them on the board.

2. With weaker classes, pre-teach/check to confront someone. Focus attention on the replies a-g, and have students work individually to match them to the problems. Check the answers with the class.

Answers

1. a

2. c

3. g

4. a

5. b

6. e

7. f

Refer students to SB p. 145, and ask them to read the full replies. Ask students what they think of the advice. Have them vote for the best piece of advice for each problem, choosing between the readers replies and their own examples on the board.

3. Elicit the question used to ask for advice in Problem 1.

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

Answers

1. How should I deal with my difficult and disagreeable neighbor?

2. Is it OK to greet people you don’t know with a “How are you?” / Should I be less friendly in my greetings?

3. Is it right for me to use it?

4. Should we keep quiet or inform the police?

5. What do you think?

6. Is it wrong for me to record CDs borrowed from my local library?

7. Is it ever permissible to lie to children?

a. must; don’t have to

b. are allowed; should

c. don’t have to

d. have to; should

e. are not allowed to

f. should; have to

g. must

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| GRAMMAR SPOT (SB p. 27) |
| 1. Students read the sentences and question. Elicit the answer. Answer You must tell your neighbor.  Must is generally stronger than should for giving advice.  2. Students read the sentences and discuss the answers in pairs. Check the answers with the class. Point out that modals of obligation (must/have to) and permission (can/be allowed to) can also be used to make suggestions or give advice, as in the readers replies on SB p. 27. Answer I can/I am allowed to go express permission.  I must/I have to go express obligation.  3. Students complete the sentences, and then they check their answers in pairs. Check the answers with the class. Answers Children **have to** go to school.  You **shouldn’t** ride your bike on the sidewalk.  People over 65 **don’t have to** go to work.  If students have problems distinguishing mustn’t and don’t have to, write two parallel sentences on the board for analysis. Elicit which means “it isn’t allowed” and which means “it isn’t necessary.”  *You mustn’t let the dog out. He has hurt his leg. (It isn’t allowed.)*  *You don’t have to let the dog out. I took him for a walk this morning.* (It isn’t necessary.)  4. Elicit the past of the two sentences. Answer I **had to** go.  Refer students to Grammar Reference 4.1-4.5 on SB pp. 133-134. |

***PRACTICE*** (SB p. 27)

Discussing grammar

1. (CD1 – 42) Elicit the correct verb for Sentence 1 (see Answers below). Put students in pairs to complete the task.

Play the recording, and have students check their answers.

Answers and audio script

(CD1 – 42)

1. I don’t get along with my boss. Do you think I should look for another job?

2. We’re throwing Tom a surprise birthday party. You can’t tell him about it

3. Please, Dad, can I go to Tom’s party? It’ll be great.

4. You have to drive on the left in England.

5. Do you have to wear a uniform in your job?

6. Are you allowed to take cell phones to school?

7. I had to go to bed early when I was a child.

8. You don’t have to go to the U.S. to learn English, but it’s a good idea.

Giving advice

2. (CD1 – 43) Tell students they are going to hear three conversations in which people discuss a problem and give advice. Give students time to read the questions to know what to listen for. With weaker classes, pre-teach/check to have friends over, to clean up (after a party), embarrassing, windshield, to pay a fine.

Play Conversation 1 as an example, and elicit the answers. (See Answers below). Play the rest of the recording. Students answer the questions about Conversations 2 and 3. Check the answers with the class.

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

Answers and audio script

Conversation 1

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

Conversation 2

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

Conversation 3

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

(CD1 – 43)

Conversation 1

A: Are you going to Charlotte’s party?

B: I don’t know if I should go or not.

A: What do you mean?

B: Well, her parents are abroad, and they told her she wasn’t allowed to have friends over while they were away.

A: Oh, come on! You have to come. It’s a party. Everyone has parties when their parents are away.

B: Yeah, but her mom and dad are best friends with mine.

A: Look. You don’t have to tell your mom and dad. Just go to the party and help clean up after.

B: I’m not sure.

Conversation 2

A: Do you see that woman over there?

B: Yeah, what about her?

A: She’s eating!

B: So?

A: You’re not allowed to eat in this store.

B: Well…

A: Do you think I should tell her to-stop?

B: No, no, you shouldn’t say anything. It’s embarrassing. The sales assistant will tell her.

A: No! I can’t just stand here. Ỉ have to say something. Urn—excuse me…

Conversation 3

A: I’m so mad!

B: Why?

A: I got a parking ticket. I had to go to the store for my dad, and when I got back to the car, there was a ticket on the windshield.

B: Oh, that’s bad luck!

A: I think he should pay the fine.

B: Who? Your dad? Why? He wasn’t driving.

A: Yeah, but I was doing his shopping.

B: But he didn’t tell you to park illegally.

A: OK, OK, so it’s my fault. Um-I still think he should pay it.

3. (CD1 – 43) Play the first two lines from Conversation 1. Elicit the missing word from Sentence 1 (see Answers below).

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

Answers

1. I don’t know if I **should** go or not.

2. They told her she **wasn’t allowed** to have friends over while they were away.

3. Oh, come on! You **have to** come. It’s a party.

4. Look. You **don’t have to** tell your mom and dad.

5. You’re **not allowed** to eat in the store.

6. Do you think I **should** tell her to stop?

7. No, no, you **shouldn’t** say anything.

8. No! I **have to** say something

9. I **had to** go to the store for my dad.

10. I think he **should** pay the fine.

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

If students sound flat, play the recording again. Have students repeat in chorus and individually. Allow them to mark the main stresses in each line if this will help them when they practice the conversations again.

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| SUGGESTION Extend the practice on giving advice in a freer, more personalized activity. Write a series of problems/ situations on the board, for example:  *You keep getting headaches.*  *Your brother always drives too fast.*  *Your sister is always borrowing your clothes without asking. Your friends Jenny and Paul are only 16, but they want to travel to Los Angeles by themselves.*  *Your brother keeps failing his driving test because of nerves. A group of teenagers make a lot of noise outside your home every evening.*  *You want to get in shape.*  *You want to go abroad to practice your English.*  Elicit a range of advice for the first situation. If students have problems with the pronunciation, have them mark the main stresses and then drill the intonation.  *I don’t think you should work so long at your computer.*  *You have to learn to relax more.*  *You have to see a doctor.*  Put students in pairs. Tell them to alternate between reading the situations and giving advice. Monitor and check for accurate use of the modals. Make a note of any common errors, and have a class discussion about them in a later lesson. |

Rules present

1. This task provides some personalized fluency practice. In a multilingual class, a discussion on different laws can be interesting and informative.

Students work in pairs to read through the sentences and note whether the laws are the same or different in their country. Put students in groups of four to discuss the sentences. In multilingual groups, put students of different nationalities together. Monitor and help as necessary.

Make a note of any common errors, and have a class discussion on them in a later lesson. Don’t interrupt to correct during the discussion stage, as this is a fluency task.

2. Put students in groups of four to discuss the questions. In multilingual groups, put students of different nationalities together. Allow students time for discussion. Then ask each group to talk about the laws they discussed with the class.

Rules past

3. Exercises 3-4 are on the theme of school days and school rules and regulations. Introduce the topic by asking the class: What are children allowed to do at school nowadays?

*What shouldn’t they do?*

*What were you allowed to do when you were young?*

*What couldn’t you do?*

*Elicit a range of answers.*

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

Answers

1. didn’t have to

2. didn’t have to

3. had to

4. weren’t allowed to

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

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

Answers

2. had to

3. weren’t allowed to

4. were allowed to

5. didn’t have to

ADDITIONAL MATERIAL

Workbook Unit 4

***Exercise 1*** *Modal verbs — Recognizing verb forms*

***Exercises 2-7*** *Modal verbs — Obligation*

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

***Exercise 10*** *Modal verbs — Permission and ability*

***Exercise 11*** *Modal verbs — Obligation and permission*

***LISTENING AND SPEAKING*** (SB p. 29)

Rules for life

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| ABOUT THE LISTENING This section contains two listening tasks, both on the theme of personal beliefs and philosophies. The first is a series of monologues in which three people of different ages talk about their personal beliefs. The task is listening for the main ideas and note-taking, and students are given the opportunity to say if they agree with the speakers or not. This task also provides examples of the American have/has got to as part of the spoken English syllabus.  The second listening task is a song called I believe by the British band Ian Dury and the Blockheads. There are some short biographical notes about Ian Dury on SB p. 29. The additional information below might also be useful. Ian Dury Ian Dury was born in 1942 in Middlesex, in the south of England. He contracted polio as a child, and this left him with physical disabilities but also with a strong independent streak. He left school and studied in art college before winning a place at the Royal College of Art. He then taught art at various colleges in the south of England.  He formed his first band Kilburn and the High Roads in 1971, but it was with the Blockheads that Dury found fame and popularity with both fans and critics. Dury became well known for his lyrics, which were a clever combination of lyrical poetry, word play, observations of British everyday life, and down-to-earth humor.  Ian Dury and the Blockheads had several hit singles, including What a Waste, Hit Me With Your Rhythm Stick (which was a UK number one at the beginning of 1979), and Reasons to be Cheerful Part Three. The song I believe was written by Dury and the keyboard player Mickey Gallagher. It appeared on the CD Ten More Turnips from the Tip which was released in 2002, two years after Dury had died from cancer. Since his death, the Blockheads have continued to play live, performing a mixture of old and new material. |

1. (CD1 – 44) Focus attention on the photos, and ask students

what they think each persons general attitude to life is. Pre-teach/check the following items from the recording:

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

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

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

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

Play the rest of the recording. Students take notes about Richard and Frank. Then they compare answers in pairs. Check the answers, playing the recording again if students have missed any of the main points.

Answers and audio script

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

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

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

(CD1 – 44)

Rules for life

**1. Millie (15)**

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

**2. Richard (33)**

My rule for life is that you only get out of life what you put in. I mean, you should never ask that question people always ask “Why are we here? What is the meaning of life?’’—you’ll never find the answer.

You’ve got to give meaning to your life by what you do with your life—urn… and I think you can do this in all kinds of ways. It doesn’t matter if you are president of your country or a janitor—you have a place in the world, you have a part to play.

**3. Frank (65)**

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

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

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| SPOKEN ENGLISH – have got to |
| 1. Focus attention on the spoken English box. Give students time to read the notes and the examples. Point out that these forms are usually contracted in spoken English (I’ve/he’s got to, etc.). Also, point out that in American English, it is much more common to say have to (e.g., You have to look for the good  in people.). In addition, mention that have got to is reduced to gotta in spoken American English (e.g., You gotta give meaning to life by what you do.). Point out also that in the negative, we tend to say, I don’t have to, not I haven’t got to.  2. (CD1 – 45) Focus attention on the example. Students work individually to complete the sentences. Play the recording so that students can check.  Elicit the extra information in the speakers’ answers. Play the recording again if necessary, and check the answers with the class (see underlining in the script below).  Highlight the pronunciation of got to /gɒtә/ in the sentences. Students then practice the conversations in pairs.  Refer students to Grammar Reference 4.2 on SB p. 133. Answers and audio script (CD1 – 45)  1.  A: Isn’t your mom away this week?  B: Yeah, so Dad’s **got to** do all the cooking, and I’ve got to do the ironing.  2.  A: Where’s my briefcase? I’ve got to go to work.  B: It’s where you left it when you came home. In the hallway by the front door.  3.  A: Mom, why can’t I go out now?  B: You’ve got to clean up your room first. Your friends will just have to wait.  4.  A: Won’t you be late for work?  B: Oh, no! Look at the time. I’ve got to go now. We’ll catch up later. Bye! |

***Song — I Believe***

3. Focus attention on the photo, and have students read the note about Ian Dury. Elicit the answer to the question and any other information students know about him and his music (see the notes on Ian Dury above).

4. (CD1 – 46) Play the recording through once, and ask if Ian is an optimist or pessimist (an optimist). Elicit any examples from the song of his positive attitude.

(CD1 – 46)

**Song (Ian Dury and the Blockheads)**

I Believe

I believe in **bottle banks**

And beauty from within

I believe in saying **thanks**

And fresh air on the skin

I believe in healthy **walks**

As tonic for the feet

I believe in serious talks

And **just enough** to eat

*Chorus*

*That’s what I believe*

*Surprising as it seems*

*I believe that happiness*

*Is well within our dreams*

I believe in being **nice**

In spite of what you think

I believe in good **advice**

And not too much to **drink**

I believe in being **true**

In everything you try to **do**

I believe in me and you

I hope you share my **point of view**

Chorus (repeat)

I believe in being **kind**

Especially when it’s hard

I believe an open **mind**

Can show a fine regard

I believe that **manners** make

A person good to know

I believe in birthday **cake**

And going **with the flow**

Chorus (repeat)

That’s what I believe

Although it seems naive

I believe that **peace and love**

Are there to be achieved

That’s what I believe…

5. Refer students to SB p. 146.

Put students in pairs to read the song and discuss which words best fit the blanks.

Play the song again so that students can check their answers.

Answers

See bold words in (CD1 – 46) above.

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

Answers

1. Recycling trash. 🗸

2. Healthy outdoor activities. 🗸

3. Having a lot to eat and drink. X

4. Being truthful and kind. 🗸

5. Having strong opinions about everything. X

6. Good manners. 🗸

7. Putting yourself first. X

8. Peace, not war, is possible. 🗸

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

***WRITING*** (SB p. 102)

A biography — Combining sentences

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

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

1. Focus attention on the photos of Mother Teresa.

Give students a few moments to note down ideas and information. Elicit a range of answers and collate the information on the board under headings such as early life, work with the poor, and so on. Supply key vocabulary at this stage: missionary, convent, slums, to be awarded the Nobel Peace Prize (named after Alfred Nobel, the Swedish inventor of dynamite), funeral

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

Answers

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

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

Check the answers with the class.

Answer

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

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

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

Answer

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

5. Assign the planning and research for the writing task as homework. Ask students if they need any help with their notes. Then have them write their biography. If appropriate, ask students to exchange their first drafts and make suggestions as to how to improve them. Students’ final drafts can be displayed 011 the classroom walls, and you can organize a class vote for the most interesting biography.

***READING AND SPEAKING*** (SB p. 30)

**Kids then and now**

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| ABOUT THE TEXT The overall theme of rules and behavior is carried through with an article on children’s lives in the past and present. The article describes an experiment by a TV company in which a wealthy family was taken back to the 1970s to live a much more frugal lifestyle, as the father of the family had done. The documentary, is representative of a type of “reality TV” in which people learn about the past by watching others live the conditions of that period in as realistic a way as possible.  The tasks include detailed comprehension, prediction, and language work on understanding phrasal verbs in context. (This acts as a lead-in to the Vocabulary and speaking section that follows.)  The exploitation of the article includes language activities and dictionary work. However, if you are short on time, or with weaker classes, you could pre-teach/ check the following vocabulary: stuffed animals, hi-tech, the running of the house, discipline, thrift, to adjust (to get used to something), hair mousse, “Sunday Best” (a persons best clothes, only worn on special occasions or, traditionally, for church), a demand. |

1. Students close their eyes and think of their childhood bedroom. Elicit examples of what it was like and what was in it. Establish if there were many electronic items.

Sample answers

Books, furniture, a lamp, a desk, toys

The number and type of electronic items will depend on your students’ ages, but possible items include: a radio, a record player, a cassette player.

2. Focus attention on the introduction to the article.

See About the text above for notes on pre-teaching vocabulary. Set a time limit of one to two minutes for students to read the introduction. Put students into pairs to discuss the questions in Exercise 2. Check the answers, and elicit students opinions in Question 4.

Answers

1. It usually had some books, a few toys, and a desk.

2. Because it probably has a computer and other hi-tech toys.

3. Because it probably has electronic items and also sports equipment, designer clothes, and accessories such as watches or jewelry.

4. Do they have everything and appreciate nothing? Students’ own answers to this question.

3. See About the text above for notes on pre-teaching vocabulary. Focus attention on the photo of the family, and ask students who they think the people in the family are. Tell students that the family members are the father, Jon, the mother, Emma, the daughter, Hannah /’hӕnә/, and the son, Josh /ʤɒʃ/.

Ask students to read the title and predict the type of experiment the family participated in. Elicit a range of ideas, but do not confirm or reject answers at this stage.

4. Students work individually to check the vocabulary from the text, looking up new words in a dictionary if possible. If students don’t have access to dictionaries, deal with any vocabulary questions as a class.

Give students time to predict what happened in the experiment. Put students into pairs to compare their ideas. Elicit a few predictions from individual students, but do not confirm or reject ideas at this stage.

5. Set a time limit of about three minutes for students to read paragraphs 1-5 of the text and check their ideas. Elicit any initial reactions to the experiment, and ask students if they had predicted correctly.

6. Allow students time to read the questions. Students read the text again and underline the information they need to answer the questions. Students check their answers in pairs before a whole-class check.

Answers

1. He set up his own business.

2. Jon grew up in a small apartment. His childhood was very disciplined. He had to walk to school and share all the household chores. He had to do as he was told because his dad was very strict.

3. The children had to eat the food that they were given. They had to wash and iron their clothes, do the dishes, and clean the bathroom.

4. The family had to go back to the 1970s and live the same childhood as Jon. All the modern gadgets and equipment were taken away.

5. They had to wash and iron their clothes, do the dishes, and clean the bathroom. Hannah wasn’t allowed to buy hair mousse or to wear all her clothes. Josh had to give up watching widescreen TV and take up the piano.

6. At first, there were tears and temper tantrums. Hannah was horrified when her clothes were taken away, and both children were embarrassed about the van. Gradually, they learned to appreciate the little things in life and understood the value of money.

7. They baked cookies and sold them to their neighbors. Hannah did extra jobs around the house.

8. You shouldn’t give in to children’s demands.

Vocabulary work

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

1 — Introduction

2 — paragraph 1

3 — paragraph 2

4 — paragraph 4

5 — paragraph 5

6 — final paragraph

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

Answers

1. pushup

2. set up

3. brought up

4. give up; take up

5. put together

6. give in

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

What do you think?

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

*You must (help with the chores).*

*You shouldn’t forget to wash the dishes.*

*You have to (listen when others are talking).*

You’ve got to (let other people watch their favorite TV shows).

*You’re not allowed to (help yourself to food from the fridge).*

Monitor and help as necessary.

Students read their rules aloud. If appropriate, have students vote for their top 10 rules for domestic harmony!

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

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| EXTRAIDEA **Song** (CD1 – 49)  ***Our House TBp.146***  This is intended as a fun activity that you might include at the end of a lesson. Students choose the correct words in the song, and then listen and check. There are also two comprehension/interpretation tasks. The answers are on TB p. 170. |

***VOCABULARY AND SPEAKING*** (SBp.32)

**Phrasal verbs (1)**

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

Literal or idiomatic meanings?

1. Check comprehension of literal and idiomatic. Focus attention on the cartoons, and elicit the answers to the questions. Also elicit a synonym for the idiomatic meanings.

Answers

His business has really **taken off**. — idiomatic = become successful

She **took** her boots **off**. — literal

The flight to Singapore **took off** on time. — idiomatic = left the ground

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

Answers

1.

a. idiomatic (raised/educated)

b. literal

c. idiomatic (started to talk about)

2.

a. idiomatic (be successful in; pass)

b. idiomatic (get a connection)

c. literal

3.

a. idiomatic (turned off; stopped)

b. idiomatic (the connection has been interrupted)

c. literal

4.

a. idiomatic (improved)

b. literal

Separable or inseparable?

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

*put up* (separable)

We put up the pictures.

We put the pictures up.

*run across* (inseparable)

Don’t run across the road.

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

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

Answers

3. He took it up when he retired.

4. We picked it up very quickly.

5. I looked them up in my dictionary.

6. They brought them up really well.

7. I’ve given them up at last.

4. Focus attention on the example. Students work in pairs to complete the task. Check the answers.

Answers

2. Nearly everyone got through it.

3. We looked after them.

4. He gets along with her.

5. I’m looking for them.

6. They’re looking forward to it.

7. We couldn’t put up with it any longer.

Talking about you

5. (CD1 – 47) This task gives students the opportunity to use common phrasal verbs in a personalized way. Elicit the answer to Sentence 1. Students work individually to complete the task. Check the answers, but don’t play the recording at this stage. With weaker classes, do a quick check of the meaning of the phrasal verbs by eliciting a synonym.

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

Answers and audio script

(CD1 – 47)

1

A: Who do you take after in your family?

B: Mmm… I don’t think I take after anyone in particular. Although the older I get, the more I think I’m like my mother. Humph!

2.

A: Do you get along with both your parents?

B: Yes, I do. Most of the time. I do a lot of stuff with my dad. Baseball and things.

3.

A: Have you recently taken up any new sports or hobbies?

B: Me? No! My life’s too busy already!

4.   
A: Do you often look up words in your dictionary?

B: Sometimes, if I’m really stuck.

5.

A: Are you looking forward to going on vacation soon?

B: I wish! But I just went on vacation, so I have to wait until the holidays now.

6.

A: Do you pick up foreign languages easily?

B: Well, I picked up Italian quite easily when I was living in Milan, but I already knew Spanish, so I think that helped a little.

7.

A: Do you have any bad habits that you want to give up?

B: Yes, I bite my nails. I just can’t stop and I’m a teacher, so I have to hide my hands from the kids because Ỉ don’t want to set a bad example.

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| SUGGESTION Its a good idea to have students think about how to record phrasal verbs as part of their vocabulary learning. Refer them back to the discussion they had in Unit 1 about recording vocabulary (see SB p. 9 and TB p. 15). Elicit the information that would be useful when recording a phrasal verb. For example, ask students to think about whether it would be better to record by verb (e.g., Phrasal verbs with look) or by lexical set (e.g., Phrasal verbs to do with traveling). Ask how they could record whether a verb is separable or inseparable. Also ask whether they think it would be better to give an example sentence, especially with phrasal verbs with an idiomatic meaning, or a translation where there is a clear equivalent in their own language. You could do a few example entries for a vocabulary record as a class.  Don’t forget to review phrasal verbs at regular intervals. You can do this by giving students synonyms in context and eliciting the phrasal verbs, reviewing the difference in meaning when you add a different particle to a base verb (e.g., look for/after/up). Making flashcards is also a good way of having students work with phrasal verbs. They can be used in matching activities, as cues for sentence building, and in card games such as concentration. Students can also create fill-in-the-blank sentences or multiple choice tasks for each other as a homework activity. |

***ADDITIONAL MATERIAL***

**Workbook Unit 4**

***Exercise 12*** *Phrasal verbs — separable or inseparable?*

***EVERYDAY ENGLISH*** (SB p. 33)

Polite requests and offers

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

1. (CD1 – 48) Focus on the example. Then put students in pairs to match the rest of the lines. Encourage them to pool their knowledge and use the context to deal with vocabulary problems. However, be prepared to answer individual questions as they arise. Remind students to think about who is talking and where.

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

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

Answers and audio script

1. g. (two friends/members of same family, possibly at home)

2. f. (customer talking to a sales assistant in a gift shop/department store)

3. d. (driver talking to a cashier at a gas station)

4. a. (customer talking to a cashier in a fast-food restaurant/cafe)

5. h. (two people at work, working on a computer)

6. e. (one driver talking to another, possibly in a parking lot/the street)

7. b. (two people talking to each other, possibly in a waiting room)

8. c. (caller talking to an operator)

(CD1 – 48)

1.

A: I’ll give you a ride into town if you like.

B: That would be great. Could you drop me at the library?

2.

A: It’s a present. Do you think you could gift-wrap it for me?

B: Yes, of course. I’ll just take the tag off.

3.

A: Pump number 5. And could you give me a token for the car wash?

B: I’m sorry, it’s not working today.

4.

A: Two large Cokes, please.

B: Diet or regular?

5.

A: Could you show me how you did that?

B: Certainly. Just go to “System Preferences” and click on “Displays.”

6.

A: Would you mind moving your car?

B: Oh, sorry, I didn’t realize that you couldn’t get through.

7.

A: Would you mind if I opened the window?

B: Go ahead. It’s very stuffy in here.

8.

A: Can you tell me the code for Tokyo, please?

B: One moment, I’ll have to look it up.

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| MUSIC OF ENGLISH |
| 1. (CD1 – 49) Read the notes with the class. Then play the recording, and have students repeat. Model the pronunciation yourself if necessary, exaggerating the intonation to help students reproduce it.  (CD1 – 49)  Could you show me how you did that?  Would you mind moving your car?  2. (CD1 – 48) Play the conversations again, and drill the lines individually and in chorus. Students then practice the conversations in pairs. Listen and monitor, and be prepared to drill some of the lines again if necessary. |

2. (CD1 – 50) Play the first conversation and elicit the topic. Play the rest of the recording, and have students write down their answers.

Check the answers with the class.

Answers and audio script

1. two friends arranging to meet for lunch

2. two friends arranging to meet after work for dinner and to watch a game on TV

3. a husband talking to his wife about his day at work and his wife asking him to look after the baby

4. two colleagues/friends talking about a problem with a computer

(CD1 – 50)

1.

A: Hello, It’s me again. I just remembered that! have a doctor’s appointment in the morning. Could we possibly make It lunch Instead of coffee?

B: Urn… no problem. I can do lunch, too. How about 12:30 in the usual restaurant?

2.

A: Would you mind If we didn’t go out to eat after work? I want to watch the game on TV.

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

A: You’re on. Great Idea!

3.

A: So, anyway, there I was just finishing my report, when suddenly the boss calls me into his office and he starts going on about my performance…

B: Sorry darling, I really do want to hear all about it, but the baby’s crying. Do you think you could go and check him? He might need a new diaper.

4.

A: Help! Ugh… I don’t know what’s wrong with my computer. The screen’s frozen again.

B: I’ll try and fix It if you like. I’m pretty good with computers.

A: Go ahead. Be my guest I’ve had It with this machine!

3. (CD1 – 50) Play the first conversation again, and elicit the wording of the request. Write it on the board. Play the rest of the recording, and have students write down the wording of the request or offer from each conversation. Check the answers with the class.

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

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

Answers

1. Could we possibly (make It lunch Instead of coffee)?

2. Would you mind If (we didn’t go out to eat after work)?

3. Do you think you could (go and check him)?

4. I’ll try (and fix it if you like).

See above for (CD1 – 50)

Rote play

Give students time to read the situations. Check the pronunciation of potentially difficult words, such as dessert /dɪzәrt/, suits /suts/, bargain /’bargәn/.

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

Requests

*Couldyou/we…?*

*Do you think you/ we could…?*

*Could you/we possibly…?*

*Would you mind… + -ing?*

*Would you mind if I/we…?*

*Can you…?*

Offers

*I’ll…*

*Do you want me to… ?*

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

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

***Don’t forget!***

**Workbook Unit 4**

***Exercise 13*** *Listening — A radio phone-in*

***Exercise 14*** *Vocabulary — Crossword 1*

**Spotlight on Testing** Understanding speaking situations

Word List

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

## Unit 5: OUR CHANGING WORLD

***Grammar****: Future forms - may, might, could*

***Vocabulary****: Word building*

***Everyday English****: Arranging to meet*

**Introduction to the unit**

The broad theme of Unit 5 is “the future.” In terms of target structures, this theme provides the ideal context for a review and consolidation of future forms and may/might/could for making predictions. These are practiced in a range of controlled and freer tasks, including a section on weather forecasts.

The skills coverage continues the theme of the future with a Listening and speaking section on space tourism, and a Reading and speaking section on life 50 years in the future. This includes an article that presents scientists predictions for 2060.

Vocabulary and pronunciation covers the use of prefixes and suffixes in word building. Everyday English comes back to the idea of the future with a focus on the language used for making arrangements.

The Writing focus is on writing for talking, and students are given the opportunity to prepare a talk on a current issue that worries them.

Language aims

***Grammar — future forms*** Students often think of will as “the future tense.”

In fact, English doesn’t really have a future tense, but rather a range of forms that can be used to refer to the future. The choice of form is dictated by how the speaker sees the event, for example whether it is a general prediction about the future or a plan or fixed arrangement. Sometimes more than one form is possible, and the differences in meaning between different forms can be subtle.

Another factor that influences the choice of future form is when a decision about the future is made. In English, will is used for decisions about the future made at the time of speaking, for example in offers and promises. Students will have encountered and practiced this use in Unit 4, SB p. 33.

The overall focus in this unit is making predictions. The key forms covered are willy going toy and may/might/could. The unit also reviews going to for intentions and Present Continuous for arrangements.

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| POSSIBLE PROBLEMS Students often overuse the Present Simple to refer to the future, and they tend to use will where going to or the Present Continuous would be the more natural choice. The spontaneous decision use of will is often incorrectly replaced by the Present Simple. When making negative predictions, students may use I think + wont rather than the more natural sounding I don’t think + will. Common mistakes - What do you do this weekend?  - What will you do tonight? Correction - What are you doing/ going to do…  - What are you doing/ going to do…  A: There’s someone at the door.  B: I go./ I’ll go  We’ve planned our vacation.  - We’ll go to Spain.  - I think people won’t live in space.  Try to get students to understand these basic rules:  - We use will for predictions, future facts, and promises/offers made at the time of speaking.  - We use going to for intentions decided on before speaking.  - We use the Present Continuous for arrangements that are unlikely to change.  Grammar Reference 5.1-5.2 on SB p. 135 gives further explanation.  **may/might/could**  The key issues of the form of modal verbs were covered in Unit 4, but if necessary, refer students back to Grammar Reference 4.3 on SB p. 133. May, mighty and could express possibility in the present and future. The negative forms may/might not express negative possibility, but couldn’t is not used with this meaning. The continuous form may/might/could be + -ing is probably new and is worth pointing out to students.  Students are often confused by the fact that there is not a direct equivalent of may/might/could in their own language. They tend to use perhaps or maybe instead, sometimes as a direct translation from their own language.   |  |  | | --- | --- | | Common mistakes | **Corrections** | | *I could not come tomorrow.*  *Perhaps ru change my job.*  *Maybe we see you later.* | *I may/might not come…*  *I may/might change…*  *We may/might see…* | |

***Vocabulary*** The Vocabulary syllabus continues with a focus on using prefixes and suffixes in word building. This is integrated with a pronunciation section on changing word stress (e.g., prefery preference).

***Everyday English*** The use of the Present Continuous is consolidated with a focus on discussing and making arrangements. There is a Music of English feature on stress and intonation.

**Notes on the unit**

***STARTER*** (SB p. 34)

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| --- |
| ABOUT THE TOPIC  The term “global warming” /gloʊbәl wᴐrmɪŋ/ refers to a general increase in the average temperature of the Earths air and oceans. There is now strong evidence that significant global warming is occurring. It is also likely that most of the recent warming can be attributed to human activities.  Scientists generally agree that the main cause of global warming is the release of greenhouse gases (e.g., carbon dioxide and methane) from burning fossil fuels for energy and from cutting down forests.  Scientific research indicates that, because of climate change, we may experience more intense and more frequent extreme weather events. A gradual increase in temperature also has major implications for ecosystems, animals, and their habitats. |

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

Pre-teach/check the language students may need to talk about the photos: habitaty temperatureSy sea levely to risey ArctiCy to melty drought /draʊt/, flood /flᴧd/, to become extincty to survivey rainforesty coral reef gorillay jungle.

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

Sample answers

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

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

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

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

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

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

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

Making predictions

1. (CD2 – 2) Focus attention on the photo of Hannah and Dan, and let students read the context and questions 1-5. Check comprehension of to reassure (to make someone feel less worried). Briefly review the use of what… like when asking for a description, for example, What will life be like in 50 years?

Pre-teach/check the following items from the listening: to grow up, to get warmer, to rise, Arctic, to melt, to find solutions, to do your part (informal for to do your share of the work)y to bring up (a baby). Play the recording through once and check the answers.

Answers and audio script

1. She’s worried about what life will be like when their grandchildren grow up.

2. He isn’t thinking about grandchildren yet.

3. It will definitely get warmer.

4. Temperatures might rise by up to 39°F before the end of the century. If the Arctic ice melts, there will be floods, and the polar bears will have nowhere to live.

5. He says that not all scientists think the same about global warming. Humans are clever enough to find solutions. They’ll do their part, and they’ll bring up the baby to do the same.

Things our grandchildren may never see

**H = Hannah**

**D = Dan**

H: Do you ever worry about what the world will be like when our grandchildren grow up?

D: Hold on! We haven’t had our baby yet. I’m not thinking about grandchildren!

H: I know, but having a baby makes me wonder—what will the world be like when he or she grows up? Look at these pictures. Don’t they make you worry about what could happen in the future?

D: Mmm—OK, of course things are going to change a lot in the next hundred years, even in the next fifty, but…

H: I know, and I’m getting worried. Everyone says global warming is a fact nowadays. No one says it may get warmer or it might get warmer anymore. Scientists say that it definitely will get warmer, it’s going to be a very different world for our children and grandchildren.

D: Look, Hannah, it’s no good worrying. Not all scientists think the same…

H: Yes, I know but most do. Look, it says here over 2,500 climate scientists agree. They say temperatures might rise by up to 39°F before the end of the century. Dan, this is the world our son or daughter is going to grow up in.

D: Hannah, you have to take it easy. You’re having a baby soon and…

H: I can’t help being worried. If the Arctic ice melts, there’ll be floods, and the polar bears will have nowhere to live. Oh, and look at this… (intake of breath)   
 D: Come on, Hannah. Look here, it also says humans are clever enough to find solutions. Well do our part, and we’ll bring up our baby to do the same. Every little bit helps…

H: OK, but maybe it won’t help. It may be too late already.

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

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

Answers

See words in bold in (CD2 – 2) above.

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| --- |
| GRAMMAR SPOT (SB p. 35) |
| 1. Read the sentences aloud, and elicit the answers to the concept questions. Answers Most sure: It is going to/will change.  Less sure: It may/might/could change.  2. Give students time to read the question and possible answers. Have them discuss the concept question in pairs before checking with the class. Answers Correct answers: I’m seeing/im going to see my grandmother. Present Continuous and going to can be used to talk about arrangements and plans made before the time of speaking. Incorrect answer: ill see my grandmother. Will is used for predictions about the future and decisions made at the time of speaking, not for plans or arrangements.  3. Students match the future forms to the meanings. Check the answers with the class. Answers Our love will last forever, (a prediction)  I’m going to start exercising next week, (an intention)  We’re meeting James at 11:00 in the conference room, (an arrangement)  Refer students to Grammar Reference 5.1-5.3 on SB p. 135. |

What do you think happen?

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

Have four students read the examples aloud. Drill the stress and intonation:

Do you think the earth will continue to get warmer?

Yes, it will, definitely.

Im not so sure. It might.

I don’t think it will.

|  |
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| SUGGESTION If students have problems with the intonation of the model question in Exercise 3, try building up the intonation from the end. Drill the questions in sections  like this:  *…to get warmer?*  *…will continue to get warmer?*  *Do you think the earth will continue to get warmer?* |

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

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

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

Answers and audio script

(CD2 – 3)

What do you think will happen?

1.

A: **Do you think the earth will continue to get wanner?**

B: Yes, I do. The more I read about it, the more I think it will. A few years ago I wasn’t so sure.

2.

A: **Do you think all the ice will melt at the Foies**?

B: Well, I don’t think all the ice will melt, but a lot has melted already. Do you know a new island near Greenland has just appeared? They thought it was part of the mainland, but it was just an ice bridge and it melted. It’s called Warming Island. A good name, don’t you think?

3.

A: **Do think Polar bears will become extinct?**

B: I think they might. They only live in the Arctic, and I read that the ice there has decreased by 14% since the 1970s.

4.

A: **Do you think more people will travel by train?**

B: Definitely. I think lots more people will choose train travel when they can, especially across Europe. Of course it won’t always be possible.

5.

A: **Do you think that air travel will be banned to reduce CO2 emissions**?

B: Well, I think it could become much more expensive to travpl hv air, but I don’t think it’ll be banned.

6.

A: **Do you think new sources of energy will be found?**

B: I hope so Some people say nuclear energy Is the only answer, but I think this could cause more problems. Actually, I like wind farms. They look amazing. But I know some people hate them.

7.

A: **Do you think there’ll be more droughts or floods in the world?**

B: I don’t really know. There might be both droughts and floods I think parts of New York City may be flooded, including most of the lower Manhattan shoreline.

8.

A: **Do you think our lifestyles will have to change?**

B: Definitely. They’re already changing. We’re told all the time to do things like drive smaller cars, use cleaner gas, and recycle our trash. That worries me a lot-the amount of trash we make.

***PRACTICE*** (SB. P 35)

Discussing grammar

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

Elitic the correct form in Conversation 1. Students discuss the rest of the exercise in pairs.

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

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

Answers and audio script

(CD2 – 4)

1.

A: Have you decided about your vacation yet?

B: No, not yet. We’ve never been to Costa Rica, so we **might** 80 there, (might used to express a possibility - they haven’t decided about the vacation yet)

2.

A: **Are you going to** take an umbrella? (going to used to exoress a plan/intention)

B: No, I’m not. The forecast says it’**ll** be fine all day. (will used to express a prediction that the speaker feels very sure about)

3.

A: Why are you making a list? ‘

B: Because **I’m going** shopping. Is there anything you want? to used to express a plan/intention)

4.

A: Would you like to go out to dinner tonight?

B: Sorry, I’m working late. How about tomorrow night? **I’ll call** you. (Present Continuous used to express an arrangement, will used to express a decision made at the time of speaking)

5.

A: **What are you doing** Saturday night? (Present Continuous used to express an arrangement)

B I’m not sure yet. I **may** go to a friend’s or she **may** come here. (may used to express a possibility - the speaker isn’t sure who will go where)

6.

A: Are you enjoying your job more now?

B: No, I’m not. **I’m going to** look for another one; (going to used to express a plan/intention)

7.

A: Your team’s no good! It’s 2 to nothing Brazil!

B: Come on. It’s only half-time, i think they **could** stilt win. (could used to express a possibility — it’s possible that the score will change)

8.

A: You **won’t pass** your exams next month if you go out every night. (will used to express a prediction that the speaker feels very sure about)

B: I know, **I’ll** study harder. I promise, (will used to express a promise/intention made at the time of speaking)

**World weather warnings**

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

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

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

2. Check pronunciation of the vocabulary: thunderstorms /θᴧndәrstᴐrmz/, floods /flᴧdz/, hurricane /’hәrɪkeɪn/, heatwave /’hitweɪv/, snowstorms /’snoʊstᴐrmz/. Then elicit definitions/examples of the types of weather. Ask students if they have ever experienced such weather conditions. If they answer yes, ask where and what happened.

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

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

Answers and audio script

World weather warnings

|  |  |
| --- | --- |
| The U.S | 3 |
| Thailand | 1 |
| Mexico | 4 |
| Canada | 2 |
| South Africa | 5 |

(CD2 – 5)

World weather warnings

**1. Thailand**

A prolonged period of heavy rain and thunderstorms will affect parts of the country on Friday and into Saturday. Rainfall could total 1-2 inches in the south, but there may be up to 2-4 inches in the north. The heavy rain might lead to flooding in some areas.

**2. Canada**

High winds following in the path of Hurricane Gloria will head north from the U.S. overnight. They could reach up to 100 miles per hour and may cause damage to buildings across northwest Ontario. These winds are going to bring with them high temperatures across the country and thunderstorms in many areas.

**3. The U.S.**

The country’s heatwave is going to continue. Temperatures could rise to more than 100 degrees Fahrenheit by midday tomorrow. New York City’s mayor is going to send out teams of workers to distribute 22,000 bottles of drinking water to local people. Meteorologists say that temperatures will continue to rise until the end of the week.

**4. Mexico**

Tropical storm Barbara is forming rapidly off the coast and will move towards land. Winds of 68 miles per hour are expected, and they could reach the popular resort of Acapulco over the next few days. Hotels and houses may have to be evacuated. Meteorologists say that the winds might even reach hurricane status.

**5. South Africa**

For the first time in 25 years forecasters in Johannesburg are predicting snow. Up to 4 inches could fall during the night, and this is causing much excitement throughout the city. SABC News is reporting that some parents are going to take their children to the local parks after midnight to play in the snow. Tambo International Airport may be affected.

4. (CD2 – 5) In this task, students listen for the details and make notes. Briefly review the terminology and symbols for giving measurements and temperature: inches, miles per hour; 100° Fahrenheit.

Tell students that they are going to listen to the recording again, and they need to make notes of the key points. Pre- teach/check the following: to affect, to lead to, following in the path of(following close behind), to head, to reach up to, meteorologists, to evacuate, to reach hurricane status. Play the first part of the recording again, and elicit the key information about the weather in Thailand. Write it in note form on the board (see Answers below).

Play the rest of the recording. Students take notes. With weaker classes, you could split the listening load by having pairs of students take notes on alternate recordings. Alternatively, pairs could listen for specific things in each weather warning, for example, Student A notes down figures; Student B notes down other weather conditions. Play the recording again, if necessary, to allow students to complete any missing information in their answers. Don’t check answers with the class at this stage.

5. Put students into new pairs to talk about the weather in the five countries. Encourage them to combine the information they have noted. Elicit descriptions of the weather in each country in a class discussion (see Answers below).

Elicit examples of what the weather is going to be like tomorrow. Put students in new pairs/small groups to create a weather forecast. If you have time and if your students are interested in the topic, you could have them role-play a weather forecast on TV. Refer them to the audio script on SB p. 119 as a model for their forecast. They can underline key words and expressions to use. if possible, bring in a large map of the area/country for students to point to as they deliver their forecast.

Answers

Thailand

Heavy rain and thunderstorms on Friday and Saturday.

Rainfall 1-2 inches In south; up to 2-4 inches in north.

Flooding in some areas.

Canada

High winds after Hurricane Gloria move north from the U.S.

Could reach 100 miles per hour; damage across north west Ontario. Winds to bring high temperatures and thunderstorms in many areas.

**The U.S.**

Heatwave to continue — more than 100? Fahrenheit by midday tomorrow.

New York City’s mayor to send out 22,000 bottles of water to local people. Temperatures continue to rise until end of week.

Mexico

Tropical storm Barbara over coast; will move towards land.

Winds of 68 miles per hour expected; could reach Acapulco over next few days. Hotels/houses may be evacuated. Winds might reach hurricane status.

South Africa

First time in 25 years Johannesburg predicting snow; up to 4 inches could fall during night — much excitement in city. Some parents take children to local parks after midnight to play in snow. Airport may be affected.

I think/don’t think…

6. (CD2 – 6) This exercise practices for predictions.

Focus attention on the prompt in A for Sentence 1 and the matching line in B. Ask one student to read aloud the complete example. Students work individually to complete the task.

Play the recording so that students can check their answers. Drill the contracted forms it’ll, I’ll, you’ll, and so on. Play the recording again, and have students repeat. Drill the stress and intonation. Students work with a partner and take turns practicing the lines.

Answers and audio script

(CD2 – 6)

1. I think it’ll be a cold night tonight. Wear warm clothes if you go out.

2. I think I’ll get a new computer. I want a laptop this time.

3. I think I’ll take a cooking class. 1 can’t even boil an egg.

4. I think you’ll like the movie. It’s a great story and really well cast.

5. I think we’ll get to the airport in time. But we’d better get moving.

6. I think you’ll get the job. You have all the right qualifications.

7. (CD2 – 7) Read the instructions with the class, and focus attention on the example. Remind students that we say I don’t think I will rather than \*I think I won’t. Students work individually to complete the task.

Play the recording so that students can check their answers. Play the recording again, and have students repeat. Drill the stress and intonation.

Elicit possible continuations to the first line, for example:

… And we’re not going to be staying out very late.

Students work with a partner and take turns practicing the lines and continuing them. Monitor and help, supplying any language students need.

Answers and audio script

(CD2 – 7)

1. I don’t think it’ll be a cold night tonight You won’t need to take a jacket

2. I don’t think I’ll get a new computer, it may seem old-fashioned to you, but it’s OK for me.

3. I don’t think I’ll take a cooking class. I’ll get lessons from my mom.

4. I don’t think you’ll like the movie. It’s not really your kind of thing.

5. I don’t think we’ll get to the airport in time. There’s too much traffic.

6. I don’t think you’ll get the job. You’re too young, and you have no experience.

Talking about you

8. Model the activity by giving a few sentences about yourself. These can be true or amusing, such as I think I’ll give you extra homework this week. We might have a test next class. Focus attention on the examples in the Student Book, and elicit a few more examples for the prompts for Sentence 2.

Put students into groups of three or four to complete the task. Monitor and help as necessary. Check for accurate use of the verb forms and for stress and intonation. Discuss any general errors at the end of the task, but try not to interrupt students during their group work. Elicit a range of sentences from different groups, or ask questions like Who thinks it will rain tomorrow? in a short class discussion.

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| SUGGESTION Extend this activity in a personalized way by listing further prompts on the board and having students make predictions. These can refer to local events, activities that are happening soon, facts that are relevant to the students, for example:  *our team/win their next game*  *snow/next week*  *Laura/get a new job soon* |

ADDITIONAL MATERIAL

**Workbook Unit 5**

***Exercise 1*** *Future forms — Recognizing tenses*

***Exercises 2-4*** *Future forms — will*

***Exercise 5*** *Future forms — going to*

***Exercise 6*** *Future forms — will or going to?*

***Exercise 7*** *Present Continuous*

***Exercise 8*** *will, going to, or the Present Continuous?*

***Exercise 9*** *may/ might /could for possibility*

***Exercise 10*** *All future forms*

***LISTENING AND SPEAKING*** (SBp.37)

Rocket man

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| ABOUT THE LISTENING The overall theme of the future is carried through in this section with a focus on space tourism. The listening task takes the form of a radio interview between an interviewer and a rocket scientist named Steve Bennett. He is a real person whose ambition is to make space tourism a reality. The interview first appeared on BBC Radio 4 s Saturday Live program. This is a “magazine- style” program with a range of features including interviews with interesting people, a guest poet each week, music, and celebrity guests.  The X Prize referred to in the recording is a multi-million dollar prize given to the first team to achieve a specific goal, set by the X Prize Foundation. The Ansari X Prize was a space competition in which the foundation offered a multi-million dollar prize for the first non-government organization to launch a reusable manned spacecraft into space twice within two weeks. Thunderbirds was a 1960s children’s TV program with puppets playing members of “International Rescue,” an emergency response organization which covered the globe and even went into space, rescuing people in their futuristic vehicles.  The recording itself is longer than students may be used to, but they will hear it at least twice and work in pairs to do the main comprehension task.  If you are short on time, or with weaker students, pre-teach/check the items below. You can have students check the vocabulary for homework before the class: billionaire, trillionairey to commission someone to do somethingy to go into orbity, weightlessnessy, curvaturey to launch a rockety struck (impressed), expansiony resources. |

1. Focus attention on the pictures. Ask students if they recognize the rockets. Check the answers.

Answers

a. The rocket from the cartoon series Tin Tin.

b. The space shuttle Discovery, 2007.

c. An illustration from the 1872 edition of From the Earth to the Moon by Jules Verne.

d. Apollo II, launched in 1969 and the first manned rocket to land on the moon.

2. Focus attention on the photo of Steve Bennett. Give students time to read the text and think about the answers to the questions. Check the answers with the class.

Answers

He is a leading rocket scientist. His dream was to be a spaceman. His dream is coming true because he’s building his own rocket. He’s going to travel into space with two passengers, space tourism is the new phenomenon of tourists paying for spaceflights, primarily for enjoyment and/or a sense of challenge.

3. (CD2 – 8) See notes in About the listening for vocabulary that you could pre-teach. Give students time to read the pre-listening questions. Explain to students that the listening is relatively long, but they don’t need to understand every word — they just need to get an impression of Steve and his work.

Ask students to close their books. Play the recording through once. Give students time to compare their answers in pairs before checking with the whole class.

Answers and audio script

Students can give their own impression and description of Steve, but in general he sounds realistic about his dream and quite professional.

Establish who would like to travel into space with Steve and the reasons why or why not.

(CD2 – 8)

Rocket man

I = Interviewer

S = Steve Bennett

I: Steve Bennett’s ambition was to be a rocket scientist. A few years ago he almost won a $16 million prize, the X prize. Now Steves building a rocket that will take him and two passengers up into space. He believes that space tourism is not really that far away,

S: Space tourism is just about to happen. There are a lot of people around the world who are actually putting a lot of money into space tourism. It’s simply a question of when not if. You know, just as the Internet made billionaires, well, space tourism is going to make trillionaires. And all the big names are at it-you have Jeff Bezos, he did Amazon.com, he is building his own spaceship; you have Richard Branson, even he is commissioning someone to build a spaceship for him. So it really is going to happen.

I: And what are you intending to take people into space in? What is your rocket?

S: A rocket that can carry three people into space. We’re not going into orbit. Its going straight up and straight down, but it will go into space. It’ll give you about 3 or 4 minutes of weightlessness, you’ll see the blackness of space, the curvature of the earth, and you really will become an astronaut just like the early American astronauts.

I: And you are going to be one of the people who goes up, so it’s going to be you and two space tourists. Have you been up in this exact rocket before, Steve?

S: No, we’re still working on this one. We’ve launched about 16 big rockets to date but this actual space rocket, called Thunderstar, we’re still working on it, we’re still building it.! was influenced as a small child watching too many episodes of Thunderbirds, I think.

I: Were you very much struck by the first moon landings as well?

S: Yup. I was about five years old when they landed on the moon. Urn, my parents wouldn’t let me stay up to watch the actual landing, which was a shame.

I: How mean!

S: Yeah… yeah. Well, they just didn’t get it. “Oh, it’s marvelous, but they should spend the money on something better" kind of attitude.

I: Lots of young boys will have had exactly that kind of experience themselves, but very few of them will now have a business that’s making rockets and thinking about taking people up into space. Did you always feel you eventually would get to do it professionally?

S: I kept it pretty quiet. Ten, fifteen years ago you start talking about space tourism and people, they think you’re nuts, so you keep that kind of thing to yourself.

I: Why do we really need to do that, though? I mean, is there actually any necessity to have more humans in space?

S: Well, that’s pretty much where the human race needs to be in terms of expansion. You know, there’s enough resources in space to allow the human race to grow and expand for the next 10 thousand years.

I: What kind of training do you have to do to in order to go up in “the rocket?

S: Actually, one of the most important things we do is skydiving training. We feel that if you don’t have what it takes to jump out of an airplane with a parachute, you really shouldn’t be strapping yourself to the top of a 17-ton rocket.

I: These two other people who’ve already booked their place on your Thunderstar, do you know who they are?

S: Absolutely. I’ve taken their money.

I: Right.

S: Well, it’s a couple. It’s two people that want to fly in space. They came to me a few years ago and basically they said, “Steve we want to fly in the rocket. Here’s the money.” They gave me half a million dollars for it.

I: And how often do you consider the possibility that something might go wrong?

S: I think about it every day, you know. I’ve built a lot of rockets, most of them have worked really well. Some haven’t, and I think about that every day.

4. (CD2 – 8) Students read the comprehension questions. Deal with any vocabulary questions. Put students into pairs to answer as many of the questions as they can. Encourage them to pool their information and underline the questions they cannot answer yet.

Play the recording again so that students can complete their answers. With weaker classes, be prepared to pause the recording at key points.

Check the answers with the class.

Answers

1. A lot of people are putting a lot of money into space tourism. Jeff Bezos and Richard Branson are called “big names” because they are very wealthy entrepreneurs.

2. The Internet made billionaires and space tourism is going to make trillionaires.

3. The passengers will get 3 or 4 minutes of weightlessness and see the blackness of space and the curvature of the earth, just like the early American astronauts. They aren’t going into orbit, just straight up and straight down, but they will go into space.

4. Steve was influenced by a program called Thunderbirds. He called his rocket Thunderstar, after the program. He wasn’t allowed to watch the first moon landings.

5. They thought people should spend the money on something better.

6. Humans need to be in space to expand. There are enough resources in space to allow the human race to grow and expand for the next 10,000 years.

7. If people can’t jump out of an airplane with a parachute, they really shouldn’t try a rocket flight. The couple has paid half a million dollars.

8. He thinks about the rockets that haven’t worked.

What do you think?

If you are short on time, discuss the questions with the whole class. If not, put students into small groups. Then elicit a range of opinions from different groups in a class discussion.

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| SUGGESTION If your students are interested in this topic and have expressed both positive and negative opinions, you could set up an informal debate. Students can put forward the pros and cons of space tourism and then organize a class vote to decide whether money should be spent on this or on other things. |

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| SPOKEN ENGLISH – pretty |
| Students will be familiar with the use of pretty to mean attractive, but they probably wont be aware that it has other uses in spoken English.  1/2 Read the notes with the class. Then model the sentences, and have students repeat.  3. (CD2 – 9) Put students in pairs. Elicit the position for pretty in Conversation 1 (see Answers below). Students complete the task.  Play the recording so that students can check their answers. Students listen and repeat. Then they practice the conversations in their pairs. Answers and audio script (CD2 – 9)  1.  A: Did your team win?  B: No, but they did pretty well.  2.  A: You haven’t lost your cell phone again!  B: No, no. I’m pretty sure it’s in my bag somewhere.  3.  A: Do you enjoy skiing?  B: I do, but I’m pretty hopeless at it.  4.  A: What do you think of my English?  B: I think it’s pretty good. |

***WRITING*** (SB p. 103)

Writing for talking — My cause for concern

1. This is a lead-in to the overall topic of the Writing section. It gives students the opportunity to discuss current news stories and share their ideas about the issues they are worried about. If possible, bring in copies of newspapers or news magazines for students to refer to. You can also ask students to listen to/read the news before the lesson.

Elicit examples of current news stories from the class, and write the topics on the board. Give an example of a topic in the news that concerns you. Put students into groups of three. Ask them to add to the list of topics and also discuss the ones they feel most concerned about. Remind students to give reasons for their opinions.

Elicit examples from each group. Then have students share their ideas on the different topics. Establish if there is a topic that most of the class is concerned about.

2. (CD2 – 10) Allow students time to read the task and the questions. Play the first sentence of the recording, and have students follow in their books. Check the girls cause for concern, and then ask students to predict what she might say in her talk. Elicit a range of ideas, but do not confirm or reject them at this stage. Before you play the rest of the recording, encourage students to use the context to help them understand new vocabulary. With weaker classes, you may want to check the following items: an influence, an addict, virtual world, minority, thumb. Play the rest of the recording, and have students follow the text. Ask students if they were right in any of their predictions about the talk.

Put students in pairs to answer the questions. Then check with the class.

Answers and audio script

1. The influence that video games may have on children.

2. She has a younger brother who is becoming a video game addict.

3. He was happy and fun-loving. He had many interests. He played football, he was learning judo, and he went out on his bike with his friends.

4. Forty percent of family homes have a computer, so there is plenty of opportunity for children to use them. By the age of seven, many have developed an interest in video games.

5. No, only a small minority become addicts by the time they are teenagers, playing for at least 30 hours a week.

6. He says that some children may become so addicted that they stop doing homework, start missing school, and steal money to buy games.

7. Violence in the games could make children more violent; sitting without exercise for so long is bad for the children’s health.

(CD2 – 10) See SB p. 103.

3. This exercise highlights the structure and key language used in the talk to make it coherent and easy to follow. Do Question 1 with the whole class (see Answers below). Then have students work individually to do Questions 2-4.

Give students time to compare their answers in pairs before checking with the class.

Answers

1.

The thing I’m concerned about at the moment Is… (introduces the main topic)

Let me explain why. (introduces reasons for the speaker’s concern) Research shows that… (gives support to the speaker’s opinions)

I have two more concerns, (tells the listener what the speaker is going to say next)

Finally,… (introduces the speaker’s conclusion and general opinion)

2.

Paragraph 2: I have a younger brother… tell him to stop.

Paragraph 4: My brother isn’t violent… stopped from playing. Craig often plays… bad to worse.

Paragraph 5: I don’t need to read… evidence he needs.

3.

Paragraph 3: Research shows… 30 hours a week.

4.

She says that she doesn’t agree that more research is needed.

Meeting Craig is alt the evidence that Dr. Griffiths needs.

For Number 5 of Exercise 3, give students time to read through the paragraph to themselves, marking the main stresses and checking the pronunciation of any difficult words. Elicit the first few sentences from individual students. If they are having problems, play the paragraph again. Pause after each sentence and ask individual students to repeat.

Students take turns reading the whole paragraph to each other. Monitor and check their overall delivery.

If it sounds flat, remind them of the importance of using their voice to keep the listeners interested. Be prepared to drill key sentences from the recording.

Preparing your talk

4. You will need to make sure to allow time for students to do this planning stage for their talk. If you are short on time in class, have students do initial research and prepare their notes for homework. Remind them that their target is 200-300 words. It’s also preferable to have a few well- selected personal examples and one or two quotations from research than lots of background information and data.

If students prepare the notes in class, monitor and help as necessary. If they do this for homework, check if students need any help at the beginning of the following lesson.

5. Focus attention on the key language students can use to structure their speech. Elicit possible endings for each sentence from a range of students. You may need to have students write their speech for homework. If students do the writing in class, monitor and help as necessary.

In either case, remind students to keep track of the word count and not to write too much.

6. Give students time to read their speech to themselves. Monitor and help. Check for mistakes with the key language. Check also for other mistakes that may interfere with the success of the speech, but do not correct other errors.

Put weaker and stronger students together to do the practice stage for the speech. Monitor and help, checking for potential pronunciation problems and helping with overall delivery.

Let students who feel confident give their speech first. Insist that the rest of the class pay attention and avoid interrupting during each speech. Encourage them to note any questions they want to ask. There probably wont be time to hear every speech in a single lesson, so set up a timetable of who will give their speech in the subsequent classes. Don’t let the less confident students wait until the end!

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| SUGGESTION If you have access to video equipment, it’s a good idea to record the students giving their speeches. They usually overcome any initial shyness and will often rise to the challenge of a task if they know they are going to be recorded. It is also useful to be able to have a discussion on the students’ performances in a later lesson. It can be interesting to repeat the task at a later stage, using a different topic, and let students compare the two speeches. This can provide a concrete indicator of progress and add to students’ overall motivation. |

READING AND SPEAKING (SBp.38)

Life fifty years from now

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| ABOUT THE TEXT The theme of the future is continued in an article about life in 2060. It consists of a series of predictions made by international scientists about how life will change in the next 50 years. It isn’t necessary for students to know anything about these experts to be able to do the tasks, but if they show interest in a particular person and his/her field, they can look for more information on the Internet.  The tasks include a pre-reading discussion to establish the main topics covered in the article. The first reading task is replacing removed lines from the article, and detailed comprehension is covered in a true/false exercise.  In line with the text genre, the article contains a certain amount of scientific/medical terminology. It’s a good idea to have students check the following terms in a bilingual dictionary or online before you start this lesson: life expectancyy biological clocky limbs (note the silent b - /lɪmz/), organsy cellsy awarenessy consciousness, primatesy mammalsy vertebrateSy alienSy extraterrestrial beingSy permafrosty quantum physicSy parallel universeSy galaxyy sensorSy cyber-.  Dr. Dolittle, referred to in Part 4, is a character in children’s books who can communicate with animals. NASA, referred to in Part 5, stands for National Aeronautics and Space Administration. This is the U.S. government organization responsible for space travel and the study of space. |

1. Read the question with the class. Elicit a few examples of what life was like 50 years ago, for example, There were fewer cars. People didn’t have cellphones. People dressed in a more formal way. They didn’t travel abroad very often.- Elicit examples of what characterizes life today, for example, dependence on technology, especially computers and cell phones, environmental problems, greater freedom, medical breakthroughs, and so on. Ask students what things were probably not predicted 50 years ago. Elicit a range of answers. If students are short on ideas, suggest the following: access to cell phones and computers, the importance of the Internet, space tourism, people living into their 80s and 90s.

2. See About the text above for suggested vocabulary for students to prepare before the lesson. Give students time to read the introduction and the headings, and deal with any vocabulary problems. Elicit students’ predictions about the first topic. Then put students into pairs or small groups to make predictions about the other topics.

3. Give students time to read through the sentences. Elicit the sentence that goes with paragraph 1 (d.). Remind students to look at the meaning of each sentence and not to just spot similar words when they complete the matching task. Check the answers with the class.

Answers

1. d

2. a

3. b

4. g

5. c

6. f

7. e

4. Students read the article, including the missing lines in Parts 1-7. They can refer to dictionaries to help them, but encourage them to use the context for understanding new words wherever possible. With weaker groups, you could have students read a paragraph at a time and deal with new vocabulary before moving on.

5. Elicit the answer to Sentence 1 with reasons for choosing true or false (see Answers below). Put students into small groups to complete the task. Remind them to underline the key information in the text to support their answers. Check the answers by asking various groups for their conclusions. If there is disagreement, write the numbers of the relevant sentences on the board, and have students look at them again. Do a final check with the whole class.

Answers

1. X (women will give birth well into old age; their biological clocks could be extended by 10 years) The text doesn’t state they will be able to give birth at age 100.

2. 🗸 (whole-body replacement will be routine)

3. X (organs could be grown inside animals from human cells) The text doesn’t state that doctors will transplant animal parts.

4. X (… by2060 computers will develop their own consciousness and emotions)

5. 🗸 (it could cause a global revulsion against eating meat)

6. X (we may find evidence of alien life frozen in the permafrost on Mars; there maybe every chance of making the most sensational discovery ever, that is confirmation that life really does exist on Mars)

7. 🗸 [there may be an infinite number of them)

8. 🗸 (they will change to a color of your choice… whatever suits your mood)

9. X (your house computer will perform all your everyday household tasks)

10. X (nobody wants them. There is too much pleasure in cooking; chewing, and tasting all kinds of food.)

What do you think?

Students read the article and underline the predictions they found most surprising. Put students into new pairs/groups to compare their answers and discuss the rest of the questions.

If students are short of ideas for the last question, supply the following prompts and/or elicit ideas with the whole class:

transportation: destinations? costs? speed?

*jobs: workplaces? equipment? age of retirement?*

*television: size of TV sets? channels? programs?*

*communication: equipment? costs? speed?*

*the home: gadgets? housework? leisure?*

*food: meals? preparation? nutrition?*

*clothes: styles? fabrics? special features?*

*sports: places? people? training?*

Elicit a range of predictions from the class. Establish which area of life generated the most similar predictions and which generated the most different ones.

***VOCABULARY AND PRONUNCIATION*** (SBp.40)

Word building — suffixes and prefixes

The vocabulary syllabus continues with a focus on using suffixes and prefixes to build words. Students are likely to be familiar with a range of the target words in this section, for example, disagree, impossible. They are also likely to be familiar with the meaning of some of the prefixes and suffixes, for example, un-y -able. This section gives them the opportunity to extend their knowledge and generate words with a range of endings/beginnings.

1. Read the information on suffixes as a class. Focus attention on the word endings in bold in the examples. Elicit the part of speech of each word and an example of its use, for example, Id love to act in a play (verb). Its an exciting movie with a lot of action (noun). She has a very active lifestyle (adjective). He is actively looking for a new job (adverb).

Focus attention on the words in the box. Elicit the part of speech for prediction (noun) and shorten (verb). Highlight the endings of the words on the board: prediction/shorten. Put students in pairs to categorize the rest of the words. You could let them use dictionaries for this, although students should already be familiar with the majority of the words. Encourage them to pool their knowledge. Monitor and help as necessary.

Check the answers with the class. Write the words on the board, elicit the part of speech, and have students underline the word endings. Also, deal with any pronunciation problems as you go.

Briefly categorize the endings to the parts of speech:

noun endings: -tion, -menty -ness

verb endings: -en, -fy

adverb ending: -ly

adjective endings: -ful, -ive, -able, -less

Answers

prediction — noun

shorten — verb

automatically — adverb

colorful — adjective

confidently — adverb

imagination — noun

excitement — noun

creative — adjective

qualify — verb

suitable — adjective

business — noun

careless — adjective

2. Read the information on prefixes as a class. Focus on the prefixes in bold in the examples. Students match the prefixes to their meanings. Check the answers. Establish which is a negative prefix, and explain that negative prefixes give a negative or opposite meaning to a word.

**Answers**

predict — before

regrow - again

extraterrestrial — outside

disorder — this is a negative prefix

Focus attention on the example impossible. Students match the prefixes to the words in 1-8 to form opposites.

Check the answers with the class, dealing with any pronunciation problems as you go.

**Answers**

1. impossible

2. impatient

3. unlucky

4. illegal

5. disappear

6. irregular

7. informal

8. unconscious

3. This exercise gives students the opportunity to build a range of new words from common base words.

Focus attention on the words in the chart, and ask What words can be formed with un-? (unconscious, unhappy, unkind). Put the class into two groups, A and B. If you have a large class, set up multiple sets of A/B groups. Remind students that they may need to change the spelling in the base word when adding a suffix. Also remind them that they can use both a prefix and a suffix in the same word. You could set a time limit for the task, with the groups competing against each other to make the most words.

If necessary, let students use dictionaries for this task, although they should already be familiar with the majority of the words. Monitor and help as necessary. Check the answers with the class, dealing with any pronunciation problems as you go. Check the spelling changes in happiness, usable, and expensive.

Establish which prefixes/suffixes can make the most words (un- and re-; -ness and -able).

**Answers**

**Prefixes**

|  |  |
| --- | --- |
| un- | unconscious, unhappy, unkind, unsuccessful |
| im- | impolite |
| in- | inexpensive |
| dis- | disagree |
| mis- | misunderstand, misuse |
| re- | rearrange, reuse |

Suffixes

|  |  |
| --- | --- |
| -ness | Consciousness, unconsciounsnesss, happiness, unhappiness, kindness, politeness |
| -ment | Agreement, disagreement, arrangement |
| -ion | Reaction |
| -ful | Helpful, unhelpful, useful, successful, unsuccessful, |
| -less | Helpless, useless |
| -able | Agreeable, disagreeable, understandable, useable |
| -ive | Expensive, inexpensive |

4. (CD2 – 11) This task consolidates some of the words from . Exercise 3 in context. Elicit the answer for Sentence 1. Students then work individually to complete the task

Play the recording so that students can check their answers.

Answers and audio script

(CD2 – 11)

1. Carlos arid Diana don’t get along at all. They **disagree** about everything.

2. Money does not always lead to **happiness**.

3. My aunt says today’s kids are all rude and **impolite**.

4. Thanks for your advice; it was really **helpful** I really appreciate your **kindness**.

5. My dad is **useless** at fixing his computer.! always have to help him.

6. Please don’t **misunderstand** me. I didn’t mean to be unkind. I’m really sorry

7. Timmy fell off his bike and hit his head. He was **unconscious** for a few hours.

8. What was your wife’s **reaction** when she heard you’d won the lottery?

Changing word stress

5. (CD2 – 12) This section covers the pronunciation aspect of word building. Read the instructions to Exercise 5 with the class. Ask a student to read aloud the first pair of words. Draw attention to the change in stress. Students work in pairs, reading the words aloud.

Play the recording once for students to check. Play it again, and have them repeat. Drill the words if necessary.

Answers and audio script

(CD2 – 12)

athlete

imagine

prefer

employer

athletic

imagination

preference

employee

6. (CD2 – 13) This task presents and practices the stress change in pairs of words in context. Play Conversation 1, and elicit the pair of words with the spelling and the stress change (see Answers below). Play the rest of the recording, and have students complete the task. With weaker classes, give them one of each pair of words on the board in jumbled order.

Check the answers, drilling the stress change in the individual words in chorus and individually. Refer students to the audio script on SB p. 120, and have them practice the conversations in pairs. Monitor and check for accurate changes in word stress. If students have problems, have them listen and repeat the conversations, using the recording as a model.

Answers and audio script

(CD2 – 13)

1.

A: The doctors are going to **operate** on my grandmas knee.

B: Oh, no!

A: Don’t worry, it’s not a serious **operation**.

2.

A: Did you **explain** the homework to Maria?

B: I did, but l don’t think she understood my **explanation**.

3.

A: I couldn’t find the book I wanted in the **library**.

B: Did you ask the **librarian**? She’ll tell you if they have it.

4.

A: Can I have a copy of that **photograph**?

B: Yes, of course. I’m not a great **photographer**, but this one’s OK, isn’t it?

A: It is. Usually I can’t stand photos of me.

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| SUGGESTION This is a good time to remind students to record vocabulary in word groups whenever possible, including any changes in word stress. Encourage them to record opposite adjectives in the same way. |

***EVERYDAY ENGLISH*** (SB p. 41)

Arranging to meet

The Everyday English syllabus continues with the language of arranging to meet and making suggestions. This also consolidates the use of the Present Continuous for arrangements from the grammar section of this unit. With weaker students, you can briefly review the use of the Present Continuous for arrangements before starting this section.

Write your calendar (real or imaginary) for next week on the board. Include an example of the causative have something done, for example, have your hair cut/have your car serviced.

A possible calendar might look like this:

*Mon. see apartment with real estate agent*

*Tues. go swimming*

*Weds. have my hair cut*

*Thurs. go to Spanish class*

*Fri. see friends for dinner*

Tell students this is your calendar for next week. Say On Monday Em seeing an apartment with the real estate agent.

Elicit the question What are you doing on…? Students ask you the question about each day. Reply using the Present Continuous. Students then ask and answer about their own arrangements for next week.

1. (CD2 – 14) This listening task provides a model for the role play that follows. Focus attention on the photos, and have students read the context. Play the recording as far as I could meet you in the afternoon. Elicit why Mike can’t make Friday evening (his Spanish class).

Play the rest of the recording, and have students complete the chart. Students check their answers in pairs. If students have missed any of the information, play the recording again. Check the answers. Then elicit why it is difficult to arrange a time, and where and when they agree to meet.

Answer and audio script

|  |  |  |
| --- | --- | --- |
|  | Gary | Mike |
| Friday |  |  |
| Afternoon | On train until 7 p.m | Finish work early |
| Evening | - | Spanish class |
| Saturday |  |  |
| Morning | - | Hair cut/meeting sister |
| Afternoon | See real estate agent | - |
| Evening | - | Theater with friends |
| Sunday |  |  |
| Morning | Meet Mike at sation get train at 11:55 | Meet Gary at station |

It’s difficult to arrange a time because Mike and Gary are both very busy. They agree to meet at the station café at 10:30 on Sunday morning.

(CD2 – 14)

**G = Gary**

**M = Mike**

G: Good, thanks. Listen, I’m coming up next weekend, and I was wondering if we could meet?

M: I’d love to, but this weekend of all weekends I am so busy.

G: Look, you must have some free time.

M: Yeah, I’ll get my calendar. Hold on… OK… shoot!

G: Right. What are you doing Friday evening?

M: Friday evening? Urn… that’s my Spanish class. Our company’s going to do a lot of work in Mexico, so we’re all learning Spanish. But I finish work early on Friday. I could meet you in the afternoon.

G: No, I’m afraid that’s no good. My train doesn’t get in until 7 o’clock. Do you have any free time on Saturday?

M: Urn… let me see. What about Saturday afternoon? I’m having my hair cut in the morning and then I’m meeting my sister for lunch, but I’m free in the afternoon.

G: Oh no, sorry, Saturday afternoon, I can’t. I have an appointment with a real estate agent. I’m going to look at one of those amazing new apartments by the river. Didn’t I tell you? I’m changing jobs and moving back to the big city.

M: Hey, great news, Gary. I knew small town life wasn’t your thing!

G: So, what about Saturday evening? Is Saturday evening any good?

M: Sorry, the evening’s out for me. I’m going to the theater with friends. We’ve had It booked forever. But… hold on, what time are you leaving on Sunday?

G: Late morning. I’m taking the 11:55 train.

M: Hey, I have a good idea. Why don’t we meet at the station?

G: Good idea, we could have coffee together.

M: I have an even better Idea. They make great pancakes at the cafe. Let’s meet there for breakfast. How about ten o’clock?

G: Sounds good to me. But can you make it 10:30? It is Sunday.

M: Fine. 10:30 It Is. I’ll see you then. Bye, Gary! Hope you like the apartment.

G: Fingers crossed. Bye, Mike. See you Sunday.

Making suggestions

2. (CD2 – 15) This task highlights the language of making suggestions which is contextualized in the recording. Students should already be familiar with a number of the structures, such as What about…?, Why don’t we …?, Lets …? Shall we…?

Play the first three lines of the recording, and elicit the answers to Sentence 1. Play the rest of the recording. Students complete the task. Check the answers.

Answers

1. I was **wondering** If we **could** meet?

2. I **could** meet you In the afternoon.

3. What **about** Saturday afternoon?

4. Is Saturday evening **any good**?

5. Why **don’t** we meet at the station?

6. **Let’s** meet there for breakfast.

7. **How** about ten o’clock?

8. Can you **make** it 10:30?

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| MUSIC OF ENGLISH |
| 1. (CD2 – 15) This feature focuses on the stress and intonation of the suggestions. With stronger classes, you could have students mark the stress and intonation in the sentences, and then listen and check. Otherwise, play the recording as a model, and have students repeat, in chorus and individually. Encourage them to mark the main stress(es) in each sentence. If students have problems with the intonation, remind them that questions in English usually start high, questions with wh- words usually fall, and yes/no questions have a slight rise at the end. Audio script (CD2 – 15)  1. I was wondering if we could meet?  2. I could meet you in the afternoon.  3. What about Saturday afternoon?  4. Is Saturday evening any good?  5. Why don’t we meet at the station?  6. Let’s meet there for breakfast.  7. How about ten o’clock?  8. Can you make it 10:30?  2. Give students time to read the list of replies. Check comprehension of appointment, the meaning of the evenings out for me (I cant make the evening), and sounds good to me (that’s fine with me).  Model the activity by reading the completed suggestions from Exercise 2 and eliciting possible replies. It’s important to have a good voice range to sound enthusiastic/interested. If students sound flat, be prepared to drill the stress and intonation again.  Students work in pairs to complete the task. Monitor and check for accurate use of the language of suggestions and for stress and intonation. Have a quick class discussion on any common errors before students start the next section. If necessary, review the key structures and write them on the board:  What about + noun/-ing  Lets + infinitive without to  I/We could + infinitive without to |

Role play

3. Read the context with the class. Give students time to fill in their calendar. They can use real information or imagine some appoincments/ activities. Remind them to leave some time free each day so that they can arrange to meet another student.

4. Focus attention on the speech bubbles, and elicit a possible conversation from the class, for example:

*Are you doing anything on Saturday morning?*

*I’m afraid I’m going shopping.*

*What about the afternoon?*

*Let me see. No, nothing.*

*I was wondering if you’d like to go to the movies?*

*Sounds good to me. Why don’t we meet at the movie theater?*

*OK. How about 2:30?*

*Fine. 2:30 it is.*

Students work with a partner to role-play the situation, consulting their calendars as they go. If you have a mixed- ability class, try to put a stronger student with a weaker one. Monitor and note down any common errors. Deal with any specific requests for help, but don’t interrupt or correct students during the role play.

Elicit examples of the arrangements students have made.

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| SUGGESTION Encourage students to use the language in this section both inside and outside the classroom. For example, they could use it to make suggestions about day-to-day routines in class, to arrange to meet after class, or to make arrangements for a class outing or party. |

***Don’t forget!***

**Workbook Unit 5**

***Exercise 11*** *Prepositions — Adjective + preposition*

***Exercise 12*** *Listening — Friends of the earth*

**Spotlight on Testing** Levels of certainty

Word List

Refer students to the Word List for Unit 5 (SB p. 150). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

## Unit 6: WHAT MATTERS TO ME

***Grammar****: information questions*

***Vocabulary****: Adjectives and adverbs*

***Everyday English****: In a department store*

**Introduction to the unit**

The title of the unit is What matters to me, and the content covers the topics of people, places, and things that are important to us. The target language of information questions is contextualized in descriptions of people, places, and things. The Vocabulary section continues the theme of descriptions with a focus on adjectives and adverbs. Reading and speaking contains a jigsaw reading on the heart of the home—the kitchen.

The topic of the Listening and speaking section is My closest relative, and there is a Spoken English feature on adding emphasis. The Everyday English syllabus continues with a situational focus:

In a department store. The language of descriptions is consolidated in the Writing section for this unit—describing a place.

Language aims

***Grammar — Information questions*** This unit brings together different types of questions asking for information about people, places, and things. Intermediate students will be familiar with the majority of Wh- question words and will have had plenty of practice using them. The unit also includes questions with like, which students often confuse, even at the intermediate level. They will, of course, be familiar with like as a verb, but may be confused by the question What… like? as a way of asking for a description of something or someone, for example, What was the hotel like? The presentation also covers these question patterns:

What/Which + noun, e.g., What size is the battery? Which floor is your apartment on?

How + adjective/adverb, e.g., How heavy is your suitcase? How long does it take to drive to the train station?

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| POSSIBLE PROBLEMS It’s easy for students to confuse What’s she like? and What does she like? especially in rapid speech. In descriptions of people, students will usually understand that what does she look like? asks for a physical description, but they will need help and further practice with What’s she like?, which asks for a physical and/or character description.  Students also have problems distinguishing What’s she like? from How is she? often due to interference from their own language. Common mistakes A: *How’s your sister?*  B: *\*She’s taller than me*.  A: *What’s your sister like?*  B: *\*She likes tennis and swimming.*  A*: What’s your new house like?*  B: *\* Yes, we like it.* |

***Vocabulary*** The vocabulary section reviews and extends students knowledge of adjectives and adverbs. This includes -ed and -ing adjectives, adjective + noun collocations and compound adjectives. The adverb section covers verb + adverb collocations and adverbs that don’t end in -ly. The section ends with a short project on *My most treasured possession*.

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| POSSIBLE PROBLEMS Students often confuse -ed and -mg adjectives, for example, This party is awful, *\*I’m boring* (rather than I’m bored). They will probably need reminding that the -ed ending describes a persons feelings, and the -ing form describes the thing/person that produces those feelings.  Some students find it difficult to distinguish between adjectives and adverbs. They may need reminding that adjectives are used with nouns, for example, a quick walk whereas adverbs are used with verbs, for example, *We walked quickly*. |

***Everyday English*** This covers the language students might need in a department store.

Notes on the unit

***STARTER*** (SB p. 42)

1. This is a fun way of introducing the theme of descriptions. It also allows you to assess the language that students can already use for describing clothes, hair, and so on.

Model the activity with the class. Ask: Who am I thinking of?, but remember not to look at that person! Students ask a range of questions to find out who it is.

Students play the game with a number of different classmates. With larger classes, they can play in groups. You can bring in an element of competition by counting the number of questions needed before students guess correctly. The lowest number of questions wins.

2. Students play the game again about famous people.

***DESCRIPTIONS*** (SBp.42)

Information questions

1. (CD2 – 16) This exercise reviews key information questions and aims to highlight the meaning of different questions with like (see Language aims and Common mistakes on TB p. 62). Focus on the example question and answer. Then give students time to do the matching task, working individually. Play the recording so that students can check their answers. Model the practice activity with the class. Tell students to cover the answers column. Ask one or two of the questions in random order, and elicit the answers. Then ask students to cover the questions column. Read aloud one or two of the answers in random order, and elicit the questions. Put students into pairs to continue the activity.

Answers and audio script

(CD2 – 16)

1. e

2. d

3. b

4. c

5. g

6. a

7. i

8. h

9. f

1.

A: What’s she like?

B: She’s really nice. Very easygoing.

2.

A: What does she look like?

B: She’s tall and pretty.

3.

A: What does she like doing?

B: She likes snowboarding.

4.

A: How tall is she?

B: Five foot eight.

5.

A: What color are her eyes?

B: Blue.

6.

A: How old is she?

B: She’s in her twenties.

7.

A: What kind of clothes does she wear?

B: Not formal. Casual. She has a lot of style.

8.

A: What’s her hair like?

B: It’s sort of long, blond, and straight.

9.

A: How is she?

B: She’s fine.

2. Focus attention on the vocabulary in the box. Check that students know what the sets of descriptions refer to, for example, personality, looks, height, age, hair. Highlight the use of mid-twenties to give an approximate age. Elicit other expressions in this pattern, such as early-fifties, late-thirties, mid-forties, and so on. With weaker students, brainstorm other vocabulary that can be used to describe personality, looks, height, age, and hair.

Focus attention on the examples in the speech bubbles. Check what the contracted forms mean in the question and answer (‘s = is; ‘d = would). Students work with a partner to ask and answer questions about their relatives. Monitor and check for accurate question formation and use, especially with the questions with like. Correct any mistakes carefully with the class before moving on to the next activity.

3. (CD2 – 17) This section focuses on the language of describing places. Elicit the correct answer to Question 1, and then let students work individually to complete the task.

Play the recording so that students can check their answers. Check the pronunciation of square /skwԑr/. Students work in their pairs to practice the questions and answers.

Answers and audio script

(CD2 – 17)

1.

A: What’s your apartment like?

B: It’s modern, but it’s cozy.

2.

A: How big is it?

B: About 850 square feet.

3.

A: How many rooms are there?

B: There are three rooms.

4.

A: What size is the kitchen?

B: Nine feet by eight.

5.

A: Which floor is it on?

B: The fourth.

6.

A: Which part of town is it in?

B: It’s south of the river.

7.

A: How far is it to the stores?

B: Just five minutes.

4. Check comprehension of the language in the box. Then ask students to ask you the question in the speech bubble, and give your answers. Students ask and answer the questions from Exercise 3 in their pairs. Monitor and help, supplying any specific vocabulary as necessary.

5. (CD2 – 18) This section focuses on the language of describing objects and gadgets, including dimensions and features such as battery life. Elicit the missing word in Question 1. Students work individually to complete the task.

Play the recording so that students can check their answers. Check the pronunciation of weigh /weɪ/, highlighting the silent letter g. Also check pronunciation of gigabyte /’gɪgәbaɪt/. Students work in their pairs to practice the questions and answers.

(CD2 – 18)

1.

A: What brand is it?

B: Sony.

2.

A: How much does it weigh?

B: 3 pounds.

3.

A: What’s it made of?

B: Carbon and titanium.

4.

A: What’s this button for?

B: It turns it on.

5.

A: How big is the screen?

B: 13.2 inches.

6.

A: How long is the battery life?

B: Eight hours.

7

A: What size is the hard disk?

B: 80 gigabytes.

6. Have students ask you about a piece of equipment in class or a gadget that you own. Students then work in their pairs to practice the questions and answers. If they are unsure what the gadget is made of, they can simply say *I don’t know.*

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| GRAMMAR SPOT (SB p. 43) |
| This Grammar spot highlights the use of What/Which + nouns, How + adjective/adverb, and the possible confusion between What’s she like? and How is she?  1/2 Focus attention on the questions in the Student Book. Then get students to look for further examples on pp. 42-43. Answers 1. What color eyes does she have? What kind of clothes does she wear? What size is the kitchen? Which floor is it on?  Which part of town is it in? What brand is it? What size is the hard disk?  2. How tall is she? How old is she? How big is it? How far is it to the stores? How big is the screen? How long is the battery life?  3. Students match the questions and answers. Ask Which question asks about health/happiness?  (How is she?)  Which question asks for a description? (What’s she like?) Remind students that we don’t use like in the answer to questions with What… like? Answers What’s she like? Very nice and pretty.  How is she? Very well, thanks.  Refer students to Grammar Reference 6.1-6.2 on SB p. |

***PRACTICE*** (SB p.43)

Getting information

(CD2 – 19) Focus attention on the example. Elicit the alternative wording to What sort… (What kind…). Students work individually to write the questions. With weaker classes, elicit the question words students need to use for each question before they work individually (see Answers below).

Play the recording so that students can compare their answers (alternative answers are given in parentheses).

Answers and audio script

(CD2 – 19)

1. What kind of bread do you have?

2. What flavor ice cream would you like? (What kind…)

3. Which way do we go?

4. What brand is your camera?

5. What kind of food do you like?

6. Whose top are you wearing?

7. How long does it take to get to the airport?

8. How far is your house from the beach?

9. How often do you go to the movies?

10. How many of you want coffee?

11. What size shoes do you wear?

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| EXTRA IDEA Describing people and things TB pp. 147-148 You can provide additional practice of information questions by photocopying this information gap activity. You will need one sheet for each student. Review the questions students need to ask for each category in the chart before they do the task. Students can compare their worksheets to check answers at the end of the activity. |

***ADDITIONAL MATERIAL***

**Workbook Unit 6**

***Exercise 1*** *Question forms*

***Exercises 2-6*** *Questions*

***Exercise 7*** *Tenses and questions*

***VOCABULARY*** (SBp.44)

Adjectives

In this section, students look at adjectives in the context of short advertisements. They review -ed and -ing adjectives, and deal with adjective 4- noun collocations and compound adjectives.

1. Put students into pairs. Have students match the advertisements to the things they are advertising.

Answers

a date — 3

something to eat — 1

a vacation destination — 2

2. Elicit one or two adjectives from the first advertisement. Students continue finding and underlining the adjectives in the advertisements. Remind them that some adjectives consist of two words joined by a hyphen, and some may be in their comparative or superlative form. Check the answers with the class, dealing with any pronunciation problems as you go.

Answers

1. much-loved, latest, finest, organic, old-fashioned, tempting, homemade, amazed

2. world-famous, relaxed, suntanned, sandy, exciting, ancient, disappointed

3. pretty, slim, blue-eyed, tired, tall, dark, handsome, easygoing, charming, great, long-lasting

**-ed and -ing adjectives**

3. Students often confuse these adjective endings, especially when talking in general conversation (see Language aims on TB p. 62).

Elicit the forms used in the advertisements with the whole class. Then have students work individually to complete the sentences with the correct adjectives.

Let students check their answers in pairs before checking with the class. If they have made a lot of mistakes, use a pair of parallel sentences and a mime or simple board drawing to highlight the difference:

*I’m bored with this book* (= this is how I feel).

*This book is boring* (= it makes me feel bored).

NOT *\*I’m boring.*

Answers

Advertisement 1 - amazed

Advertisement 2 - relaxed, exciting, disappointed

Advertisement 3 - tired, charming

1. relaxing

2. amazed

3. disappointing

4. excited

5. tiring

6. charming

Adjectives and nouns that go together

4. Students will already be aware of different types of collocation, but they may not use a very wide range of adjectives + nouns spontaneously when speaking or writing. Point out that using these collocations will help them to sound more natural.

Focus attention on the examples from the advertisements. Elicit a noun that goes with fresh (fruit). Then have students work individually to complete the task. Point out that sometimes more than one answer is possible (see Answers in the parentheses below).

Play the recording so that students can check their answers. Check the pronunciation of casual /kaeʒuәl/.

Answers and audio script

(CD2 – 20)

fresh fruit

latest fashions

pretty woman (clothes)

clear sky

fast food

crowded restaurant (room)

casual clothes

close friend

handsome man

straight hair

cozy room (restaurant)

challenging job

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| SUGGESTION Remind students to record adjective + noun collocations in their vocabulary records. Encourage students to read texts of different types (short stories, advertisements, news reports, etc.) to help them become aware of common collocations. |

Compound adjectives

5. Focus attention on the examples, and check comprehension of the term compound adjective (an adjective formed from two words with a hyphen). Students look for examples of compound adjectives in the advertisements. Check the answers.

Answers

much-loved,

old-fashioned,

blue-eyed,

long-lasting

Elicit the compound adjectives with well- in the table. Students work in pairs to do the matching task. Check the answers, eliciting the main stress on each compound adjective (see Answers below). Point out that the stress falls on the second word.

Answers

well-dressed

well-behaved

full-time

long-term

good-looking

second-hand

eye-catching

brand-new

Focus attention on the examples full-time job/part-time job. Elicit examples for long-term such as, long-term goal/ short-term goal. Students work in pairs to continue the task. Point out that not all the opposites will be compound adjectives. Check the answers with the class, dealing with any pronunciation problems as you go.

Possible answers

well-dressed employees/badly dressed employees

full-time job/part-time job

eye-catching dress/ordinary dress

good-looking parents/unattractive parents

second-hand car/brand-new car

long-term goal/short-term goal

brand-new computer/second-hand computer

6. Ask two students to read the examples in the Student Book aloud. Students continue the activity, working with a new partner.

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| SUGGESTION You can review and extend the compound adjectives in this section by having students write definitions/clues for a partner. This can be done in the form of crossword puzzles, short written tasks, or as the game in Exercise 6. |

Adverbs

This section focuses on adverbs in the context of short advertisements. The collocation focus is continued with verbs and adverbs that go together. Most intermediate students will already be aware of the rule for forming adverbs with -ly, and they will be familiar with a few common exceptions such as fast, hard, and so on. Students do an exercise on other adverbs that do not end in -ly. The section ends with a project on My most treasured possession.

1. Focus attention on the advertisements. Have students match them to the products without reading the advertisements in detail.

Answers

a pain killer — 6

a watch — 5

a house to rent — 4

2. Students underline the -ly adverbs in Advertisements 4 and 5. Then ask them to look for the adverbs that don’t end in -ly in Advertisement 6.

Check the answers with the class, dealing with any pronunciation problems as you go.

3. simply, beautifully, peacefully, fully

4. actually, merely, probably

5. just, too, fast, straight, soon, again

Adverbs and verbs that go together

3. Focus attention on the examples in the Student Book. Elicit the adverb for wait (patiently). Then have students work individually to complete the task. Point out that each adverb and verb should be used only once and that students should choose the best collocation if answers appear to overlap, for example, speak fluently rather than speak softly. Further explain that we don’t say whisper fluently.

Check the answers with the class.

Answers wait patiently sit comfortably behave badly shine brightly fight bravely leave suddenly

Check the answer with the class

Answers

Waiter patiently

Sit comfortable

Behave badly

Shine brightly

Fight bravely

Leave suddenly

Whisper softly

Die peacefully

Rain leavily

Act quickly

Speak fluently

Breathe deeply

4. This is an opportunity to have some fun with the language and to get students out of their seats. Focus attention on the examples. Then act out one of the verbs and adverbs, and elicit the collocation. Students act out other collocations for the class. With larger classes, students can work in groups.

Adverbs that don’t end in -ly

5. Remind students that not all adverbs end in -ly, and elicit some examples, such as fast, hard. Ask students for the missing word in Sentence 1. Students then work individually to complete the task.

Play the recording so that students can check their answers.

Answers and audio script

(CD2 – 21)

1. Peter and I lived **together** in college.

2. He’s a good student. He tries **hard**.

3.

A: Where’s the town hall?

B: Go **straight** ahead.

4. Say that **again**. I didn’t hear you.

5. Don’t talk so **loud**! Everyone can hear you.

6. Why do you drive so **fast**? Slow down!

7. His wife’s name is Mariana, not Maria! Get it **right**.

8. The vacation was a disaster. Everything went **wrong**.

9. This room is cool, **even** in summer.

10.

A: Are you ready?

B: **Almost**. Give me another five minutes.

Project — My most treasured possession

This activity gives students the opportunity to use adjectives and adverbs in a fluency-based task.

1. (CD2 – 22) Focus attention on the photos. Ask students if they would save anything similar if their home was on fire.

Tell students they will hear Amy, Jack, and Lucy talking about objects they would save from a fire. Ask: What is each object? Why would they save it? Play the recording, and elicit the answers.

Answers and audio script

Amy — photo albums because they have photos of. her kids at important times. The memories they show are irreplaceable.

Jack — his computer because it contains all the information he needs for his work and life. He couldn’t live without it.

Lucy — a matching hairbrush and mirror that belonged to her grandmother. They’re not nice, but they have sentimental value.

(CD2 – 22)

**1. Amy**

I would have to save my photo albums. They have all the photos of my kids, when they were babies, their first steps, you know, when they walked for the first time, their birthday parties, their first day at school. And all the holidays we spent together. All those memories are irreplaceable.

**2. Jack**

I know it sounds a little sad, but ị would have to save my computer. Not very sentimental, but very practical. It has all my work, all my e-mail contacts, several thousand photos, address books, work calendar for the next year. I just couldn’t live without it.

**3. Lucy**

I have a matching hairbrush and hand mirror that belonged to my grandmother. She was given them as a wedding present, and she gave them to me before she died. I don’t use them, but they’re always on the shelf in my bedroom, and every time I see them Ỉ think of her. They’re solid silver, and they’re pretty heavy. They’re not especially nice, but they have immense sentimental value.

2. Focus attention on the examples, and elicit possible endings for each sentence. Ask students to prepare their talk for homework. Remind them to use adjectives and adverbs, as collocations if possible, in order to make their talk sound vivid and interesting. If appropriate, ask students to bring the object in with them to show to the class when they give their talk.

Students can give their talks in a subsequent lesson, either to the whole class or in groups. Make notes of any common errors to discuss with the class in a later lesson. You could record students as they give their talk (see the Suggestion on TB p. 57).

Encourage the rest of the class to ask questions about the object and what it means to the speaker. If appropriate, ask students to vote for the most interesting/touching story.

***ADDITIONAL MATERIAL***

**Workbook Unit 6**

***Exercise 8*** *Adjectives —ed/-ing adjectives*

***Exercise 9*** *Adverbs*

***Exercise 10*** *Vocabulary — Antonyms*

***READING AND SPEAKING*** (SBp.46)

The heart of the home

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| ABOUT THE TEXT This is the second jigsaw reading task in the book. Students work in three groups. They read their text and then exchange information. The theme of the text is the kitchen as the heart of the home and how this is true across different cultures. The text itself is in the form of interviews with three women from around the world. It explores how they use their kitchen and how they feel about it. The format is typical of articles found in lifestyle magazines.  In terms of vocabulary, students shouldn’t need much help with pre-teaching or dictionary work, but see the notes for Exercise 3 about pronunciation of some of the key vocabulary. Of the food items mentioned, a bagel is a ring-shaped bread roll typical of Jewish cooking, and turmeric is a fine yellow powder used to give color and flavor to food, especially curry. |

1. This task uses a visualization technique to help students focus on the topic and picture their own kitchen in a meaningful way. Ask for quiet in the class, and have students close their eyes. Read the questions one at a time, giving students time to think of their answers. Elicit a few descriptions of what students pictured in a short class discussion.

2. Students read the introduction. Give your own answers to the Student Book questions. Then elicit examples from the students.

3. Focus attention on the photos of the three women and where they are from. Elicit students’ initial ideas about how these women live and what they and their families eat. Put students into three groups, A, B, and c. Assign the relevant text to each group: **A** Santina /sӕn’tinә/, **B** Elizabeth, **C** Lakshmamma. Students read through their text, working in their groups. Encourage them to help each other with any new vocabulary. Monitor and help as necessary, highlighting the pronunciation of difficult words in the texts for each group:

**A** vegetables /vԑʤtәblz/, sausages /sᴐsɪʤɪz/, orchard /ᴐrtʃәrd/

**B** groceries /groʊsәriz/, bagels /beɪglz/, vegetables /vԑʤtәblz/, yogurt /yoʊgәrt/

**C** mud hut /mᴧd hᴧt/, lentils /lԑntlz/, turmeric /tәrmәrɪk/, vegetables /vԑʤtәblz/

Students answer the questions, underlining key information in their text or making brief notes to refer to when they exchange information in Exercise 4. Check that students in each group are confident of the answers for their text, but don’t check the answers with the whole class at this stage.

4. Put the class into new groups of three, made up of one student from each of the three groups, A, B, and C.

Model the activity by asking each student from a group to answer Question 1. Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information and comparing the three women, and not simply reading the questions aloud and giving short answers.

Check the answers with the class.

At the end of the information exchange, you may wish to draw students’ attention to the irony that the best-equipped and, indeed, biggest kitchen is the one in Elizabeths house, although she and her family barely ‘cook” beyond serving cereal, bagels, and reheating takeout food.

**Answers**

1. Both Santina and Lakshmamma are homemakers. Elizabeth is a lifestyle coach.

2. Santlna’s husband is a mechanic, Elizabeth’s Is a businessman, and Lakshmamma’s works on a cattle farm.

3. Santina lives in south-east Italy, Elizabeth in California, and Lakshmamma near Bangalore.

4. Santina lives in a two-bedroom farmhouse. It doesn’t sound very big, but she has a garden. Elizabeth lives in a 30-room house on the beach. She has a swimming pool. Her kitchen has two ovens. Lakshmamma lives in a mud hut. It’s small, dark, and in poor condition. She doesn’t have running water or a fridge, and there are no windows in the kitchen.

5. Santlna feels that her kitchen Is where she belongs, and it’s the place where she’s happiest. Elizabeth says she doesn’t know how everything works In her kitchen, so it’s a bit alien to her. Lakshmamma doesn’t like her kitchen because It’s so old.

6. Santina has a busy life, but it Isn’t particularly difficult. Elizabeth has a very easy life. Lakshmamma has a very difficult life.

7. Santlna’s family eats chickens, rabbits, fruit, vegetables, and olives from their own garden/orchard. They also eat sausages, cheese, ham, pasta, eggs, beans, honey, and jam. Elizabeth’s family eats low-fat, organic prepared food/takeout meals, and fruit, vegetables, yogurt, cheese, chips, and cereal. Lakshmamma’s family eats lentils, rice, and vegetables, cooked with spices.

8. All three women seem to be happy, despite the difficulties of Lakshmamma’s life.

9. Santlna might worry about the drought and the effect on her animals and garden. Elizabeth doesn’t seem to have any worries, although she might worry about her family’s diet. Lakshmamma might worry about the condition of her home and lack of money.

5. This is an interpretation task based on the information about each womans life. Elicit the answer to the first sentence. Students work in pairs to complete the task.

Answers

1. Elizabeth

2. Lakshmamma

3. Santina

4. Elizabeth

5. Santina

6. Lakshmamma

What do you think?

Put the students in groups to discuss the questions. Elicit a range of answers from the class.

Speaking

Ask a confident student to start describing his/her kitchen, answering some of the questions in the text, or model the activity yourself. Elicit other examples from individual students. With bigger classes, students can do the activity in pairs.

**WRITING** (SB p. 104)

Describing a place — Relative pronouns and participles

This section consolidates the work students did on adjectives in the Vocabulary section, and it carries through the theme of the kitchen being the heart of the house from the Reading and speaking section.

Students work through a series of activities leading up to the final writing task of describing their favorite room. There is a Grammar spot feature on relative clauses and pronouns and also on present and past participles.

1. Draw a rough plan of your favorite room on the board, and describe it to the class. Include information about what happens there and why you like it, for example,

My favorite room is my living room. I read my most treasured books and listen to music there. I like it because its light and airy with huge windows.

Ask students to close their eyes and picture their favorite room. Give them a few minutes to draw their plan.

Students make notes about why they like the room and write down some key adjectives to describe it. Encourage students to use a range of more vivid adjectives, rather than just big, nice, and so on. With weaker students, brainstorm possible adjectives and write them on the board.

Students then work in pairs to describe their room and say why they like it. Monitor and help as necessary.

2. Ask students to read the text and think about the answers to the question. Encourage them to use the context to help them with new vocabulary. You may need to check to gravitate (in this context, to naturally move towards), seldom, without doubt /daʊt/.

Elicit the answer to the question.

Answer

It’s the place where family and friends come together.

3. Intermediate students should have already covered relative clauses/pronouns, but if students are at all unsure, ask them to read Grammar Reference 6.3 on SB p. 136, and then go through the Gramrnar spot after this exercise.

Elicit the clause that goes in the first blank. Students work individually to complete the task. Let them check their answers in pairs before checking with the class.

Answers

1. I like best

2. where we cook and eat

3. where family and friends come together

4. who are irritable and sleepy

5. which is the focal point of the room

6. which tells the story

7. whose family have all emigrated

8. that we’re going to next Saturday

9. we haven’t seen

10. which means

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| GRAMMAR SPOT (SB p.104) |
| 1. Elicit the relative pronoun in the first clause in Exercise 3 (which). Students find and underline the remaining relative pronouns. Ask them to think what they refer to and when we use them. Check students’ answers during a class discussion. Answers ***which*** *tells the story=the huge bulletin board*  ***that*** *we’re going to next Saturday = a wedding*  ***where*** *we cook and eat = the kitchen*  ***whose*** *family have all emigrated = Aunt Nancy*  ***which*** *is the focal point of the room = the rectangular table*  ***which*** *means = the fact that they use the back door*  ***who*** *are irritable and sleepy = the children*  ***where*** *family and friends come together = the kitchen*  We use which/that to refer to things.  We use who/that to refer to people.  We use where to refer to places.  We use whose to refer to someone’s possessions or relations.  2. Students read the sentences and figure out the rule. Let them compare their ideas in pairs before checking with the class. Answers This is the room which I like best.  He’s a friend who we haven’t seen for years.  When who, which, or that is the object of a relative clause, it can be left out.  3. Identify the participle in each sentence (spent — past participle; looking — present participle). Students rewrite the sentences with relative pronouns. Answers I have so many happy memories of times **that/which we spent** there.  There is a large window **that/which looks** out to two apples trees in the garden.  Refer students to Grammar Reference 6.3 and 6.4 on SB p. 136. |

4. Elicit the answer for Sentence 1. Students work individually to complete the task.

Answers

1. The blonde lady **who/that** is wearing a black dress is Pat.

2. There’s the hospital **where** my sister works.

3. The postcard **which/that** arrived this morning is from Aunt Nancy.

4. I passed all my exams **which** made my father very proud.

5. Did you meet the girl **whose** mother teaches Portuguese?

5. Elicit the answer for Sentence 1. Explain that we use -ing clauses when we say what someone is or was doing. We use -ed clauses when the meaning is passive. Students work individually to complete the task.

Answers

1. I spend hours in my room **listening** to music.

2. I have a lot of posters **stuck** on the walls

3. My brother is in his bedroom **playing** on his computer.

4. There are photos of my family **arranged** on my shelves.

5. I also have a color TV **given** to me on my last birthday.

6. Assign the writing task for homework. Remind students to use relative pronouns and participles. Recommend a word count of about 250 words.

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| SUGGESTION Students often enjoy reading each others work, so you could ask them to exchange their descriptions before handing them in. Students can comment on the content and also help improve the writing by highlighting mistakes/suggesting changes. If you have space, you could also display the descriptions on the classroom walls for students to read. If appropriate, ask them to choose the description(s) that made them most want to spend time in the room described. |

***LISTENING AND SPEAKING*** (SB p. 48)

My closest relative

The theme of What matters to me moves in this section to talking about people. The section starts with a discussion task on family relationships. The recording consists of five short monologues on a favorite relative, and the listening task is selecting key information and completing a chart. The Spoken English feature covers adding emphasis by changing word order and the use of cleft sentences, for example, What Ỉ like is her sense of humor. Students focus on understanding figurative language from the recording. Then they discuss their own closest relatives.

1. Read the statements with the class and check comprehension of the adjectives dominant, (insecure, and spoiled. Tell students where you come in your own family, and give your opinions about birth order and childrens character.

Students discuss the statements in small groups. Monitor and help as necessary. Elicit students opinions and examples from their own families. Ask the class in general if they think birth order affects character.

2. (CD2 – 23) With weaker classes, you could play the recording through once, and have students complete just the first row in the chart. Otherwise, give students time to look at the chart so that they know what to listen for. Make sure they understand that they might need to check more than one reason for each person.

Play the recording, pausing after each speaker to allow students to fill in the chart. Students compare their answers in pairs. If they disagree about the answers or have missed any information, play the recording again.

Check the answers with the class. Elicit any other information students can remember about the speakers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Jen | Brett | Julia | Susan | Chris |
| I feel closets to… | My mother | My grandmother | My father | My sister | My twin, Nick |
| He/She is easy to talk to | 🗸 |  | 🗸 |  |  |
| We do things together | 🗸 | 🗸 | 🗸 |  | 🗸 |
| We have a similar character. |  | 🗸 | 🗸 |  |  |
| I like the way he/she thinks | 🗸 | 🗸 | 🗸 |  |  |
| We are different |  |  |  | 🗸 | 🗸 |

(CD2 – 23)

My closest relative

Jen

The person that I’m closest to in my family is probably my mother. She’s the kind of person you can talk to about anything. She’s very open, my mother, and I can talk to her about boyfriends, stuff that’s bothering me at work, friendships, anything. We have our ups and downs, of course, but basically we have an easy relationship. We go shopping together. What I like about her is her attitude. She’s young at heart, like me, not old-fashioned or anything like that.

Brett

I’m closest to my grandmother. Urn, my father I don’t really get along with. We don’t really see eye to eye on anything. My mother I hardly ever see. She’s too busy. My grandmother and I like doing the same things. Urn… we like watching TV and having lunch together. We love playing cards. And I think emotionally I’m closer to her than I am to my parents… because she and I have a similar attitude to life. I think we both like people. We’re very outgoing, sociable, and open.

Julia

The person I’m closest to in my family, I think, would be my father. We stay up late listening to music and talking a lot. What 1 like about him is that he’s interesting and interested. He has a curiosity about life.

We can talk about anything and everything. We have the same sense of humor, the same love of life. My friends all love him because he’s so funny. He doesn’t care what people think of him, and I guess that’s great. He’s pretty cool, my dad.

Susan

I think the person that I’m probably closest to is my sister. The thing I love about her is the way everyone knows her. It doesn’t matter where we go, everyone says, “Hi, Sarah! How you doin’?” I’m just her little sister. People call me “Baby Sarah,” but that’s fine. We’re so different. We have big fights. She’s so hyperactive and loud, she can’t sit still, she has to have people around her, and everyone loves her. In many ways she drives me crazy. She just can’t think straight. Me, I’m a lot quieter. I’m happy on my own. But we’re so proud of each other.

Chris

I’m closest to my twin, Nick. Obviously, we have so much in common.

The same friends. The same soccer team. The same music. We go everywhere together. But we have crazy arguments about everything. We’re like oil and water. I’m like my Mom—calm and easygoing. Nick’s like my Dad—very bad-tempered. They fight like cats and dogs. But things have changed now that we’re older. We appreciate each other more. The biggest difference Is probably interests. I’m into all things history and politics, and Nick’s interested In science and nature. But of course we’re a lot closer than just brothers and sisters. In a way we’re like one. I would trust him like I would trust no one else.

3. Focus attention on the expressions, and ask students if they can remember who said them. If they are not sure, refer them to the audio script on SB p. 121. Elicit the meaning of the first expression. Students then work in pairs to complete the task.

Answers

1. We have our ups and downs of course. (Jen — we have problems/ disagreements sometimes.)

2. We don’t really see eye to eye on anything. (Brett — we disagree about everything.)

3. In many ways she drives me crazy. (Susan - she irritates/annoys me.)

4. Were like oil and water. (Chris — we’re totally different.)

5. They fight like cats and dogs. (Chris — they have a lot of fierce arguments.)

|  |
| --- |
| SPOKEN ENGLISH – Adding emphasis |
| This section highlights a common feature of spoken English when the speaker wants to emphasize a part of a sentence/piece of information.  1. Read the notes and sentences with the class. Elicit the more common word order for each sentence. Answers 1. My mother’s very open.  2. I don’t really get along with my father.  3. I hardly ever see my mother.  4. My dad’s pretty cool.  5. I’m a lot quieter, myself.  2. Read the sentences aloud, and have students follow in their books. Read the sentences again with the correct stresses and have students repeat. Encourage them to read the sentences quickly to get the correct rhythm.  What I like about her is her attitude.  What I like about him is that he’s interesting and interested.  The thing I love about her is the way everyone knows her.  3. Elicit the first sentence with one of the expressions from Exercise 2. Students work in pairs to re-form the sentences. Check the answers, getting students to say the sentences with the correct stresses. Answers 1. What I like about Joe is his sense of humor.  The thing I love about Joe/him is the way he makes everyone laugh.  2. What! like about Tina is her kindness.  The thing I love about Tina/her Is the way she makes everyone feel good.  3. What! like about Beth is her attitude to life.  The thing I like about Beth/her is the fact she doesn’t care what other people think.  Give examples about people in your family, such as What I like about my family is that everyone gets along so well, The thing I love about my mom is her great sense of humor. Students work in pairs and give further examples about their own relatives. Monitor and check for accurate use of the structures and pronunciation. Drill the sentences as a class if necessary. |

Discussion

Put the students in pairs to discuss their closest relatives. Then join pairs together to form groups of four. Students discuss their families and decide whose relationships are similar. Bring the class together to discuss families and decide which person most people are closest to.

***EVERY ENGLISH*** (SB p. 49)

In a department store

This section includes the names of different departments that students might come across in a department store. There is also a focus on understanding signs. The section ends with some fill-in-the-blank conversations, followed by a role play and personalization stage.

1. Discuss the questions with the class. Establish which students like shopping in department stores, as well as who prefers individual stores or shopping online. Focus students attention on the three department store bags at the top of the page. Elicit the names of any other famous department stores around the world, for example, Harrods, Harvey Nicholls in London, Bloomingdales, Macys in New York, KaDe We in Berlin, Galeries Lafayette in Paris, and so on. Ask students what they all have in common (they are several stories high with different departments, and they stock designer and luxury brands).

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| NOTE In American English, the floor names for buildings are different. In American English the first floor is the floor that is level with the street. Tills is always called the ground floor in British English, with the first floor being the first one above street level. |

2. Focus attention on the store guide and the names of the floors. Ask:

*Which floor is underground?* (basement)

*Which is on the same level as the street?* (first floor)Point out that we say on the ground floor, first floor and so on, but in the basement.

Check comprehension of all the items in the bulleted list. Elicit the department for the first two items. Students work in pairs to complete the task. Monitor and help as necessary.

Check the answers with the class, dealing with difficult pronunciation along the way. Students may need help with the following: appliances /әplaɪәnsɪz/, stationery /steiʃәnԑni/, jewelry /ʤuwәlri/, furniture /fәrnɪtʃәr/, accessories /әksԑsәrɪz/.

Point out the use of -ware to mean things used for the same purpose or things made of the same material, -wear used to refer to clothes, goods to mean things for sale, and accessories to mean “extra items.”

Answers

a wallet — menswear (first floor), or leather goods (second floor)

earrings — jewelry, on the first floor

a saucepan — kitchenware, in the basement

a hairdryer — electrical appliances, in the basement

shower gel — toiletries, on the first floor

a doll — toys and babywear, on the fourth floor

a DVD player — TV, audio, and phones, on the fourth floor

women’s boots — ladies’ fashions, on the second floor

the ladies’ room — on the third floor

a birthday card — stationery, on the first floor

a shaving mirror — bathroom accessories, on the third floor

lipstick — cosmetics, on the first floor

a vase — china and glassware, in the basement

sneakers — sports, on the fourth floor

a sofa — furniture, on the third floor

sheets — linens, on the third floor

a suitcase — luggage, on the second floor

a pair of tights — ladies’ fashions, on the second floor

a light snack - Terrace Cafeteria, on the third floor

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| SUGGESTION You can give students more practice with the vocabulary in Exercise 2 with the following pairwork activity. Students each write a shopping list of 8-10 things that can be found in the departments in Exercise 2. They role-play a customer and an assistant to find out which department they need to go to. Then they change roles. |

3. Focus attention on the signs. Elicit the department for the first sign. Students work in pairs to continue the task. Check the answers.

Answers

a. Hair Salon

b. Kitchenware

c. Luggage

d. Menswear

e. Terrace Cafeteria

f. Stationery

4. Allow time for students to read the signs and answer the questions. Students compare their answers in pairs before checking with the whole class.

Answers

The sign on the left is inviting you to save as you spend.

The sign on the right is telling you how to take things back.

5. (CD2 – 24) Tell students they are going to hear six conversations in a department store. Play Recording 1 and elicit the answers to the questions (see Answers below).

Pre-teach/check fruit bowl and cashmere. Play the rest of the recording, and have students note down their answers.

Check the answers with the class.

Answers and audio script

1. menswear; some shoes

2. sports; a pair of soccer shorts

3. furniture; a sofa

4. china and glassware; a fruit bowl

5. ladies’ fashions; a cashmere sweater

6. electrical appliances; a coffee maker

(CD2 – 24)

1.

A: Morning!

B: Hello. I’d like to try on these shoes, please.

A: Certainly, sir. **What size** do you wear?

B: Nine. That’s 41, isn’t it?

A Uh, no, **I think you’ll find** 43 would be more comfortable, sir.

2.

A: Do you have these soccer shorts for age 10-11?

B: I’m afraid **that’s all we have**. We’re **sold out of** that size.

A: Will you **be getting** any more **in**?

B: We should **be getting a delivery** by the end of the week.

3.

A: Do you have **any sofas like this in stock**?

B: No, we don’t. They all **have to be ordered**.

A: How long does delivery take?

B: It all depends, but on average about eight weeks.

4.

A: Yes?

B: I’d like this fruit bowl, please.

A: Certainly. Is it a present?

B: Yes, it is.

A: Would you like me **to gift wrap it**?

B: Ooh, **that would be great**! Thank you so much!

5.

A: I like this.

B: How does it feel?

A: I love the color, but the size is wrong. It **doesn’t fit me**. It’s too tight.

B: Too bad. It **really suits you**. What’s it made of?

A: Cashmere. It’s so soft.

6.

A: Yes, sir?

B: I’ll have this coffee maker, please.

A: Certainly. Do you have a store card?

B: No, just a debit card.

A: That’s fine. Pin number, please. Keep your **receipt**. That’s your warranty.

B: **How long** is the warranty for?

A: For a year.

6. (CD2 – 24) Play Recording 1 again, and elicit the first of the missing lines. Play the rest of the recording, pausing after each conversation so that students can write their answers.

Check the answers with the class (see bold text in above script).

Refer students to the audio script on SB p. 121. Ask two students to read Conversation 1 aloud for the class. Put students into pairs to practice the conversations. Monitor and check for accurate pronunciation. If students have problems, drill key lines from the recording again.

7. Put students in new pairs to role-play two further conversations in other departments. Assign the roles of customer and assistant to each student, and remind students to change roles for the second conversation.

Give students time to think about what they want to buy and the department the assistant will work in. Encourage students to role-play the conversations without scripting them first. Weaker students can model their lines closely on (CD2 – 24).

Students role play the conversations in pairs. Ask some pairs to perform their conversations for the class.

***Don’t forget!***

**Vocabulary review**

***Units 4-6*** *(TB p. 149), with answers (TB pp. 170-171)*

**Workbook Unit 6**

***Exercise 11*** *Pronunciation — Word stress*

***Exercise 12*** *Phrasal verbs — Phrasal verbs in context (1)*

***Exercise 13*** *Listening — My favorite room*

***Spotlight on Testing*** *Descriptions*

Word List

Refer students to the Word List for Unit 6 (SB p. 150). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

## Unit 7: PASSIONS AND FASHIONS

***Grammar****: Present Perfect - simple, continuous, passive*

***Vocabulary****: Things I’m passionate about*

***Everyday English****: Making the right noises*

Introduction to the unit

The title of this unit—Passions and fashions—summarizes the main themes: people who are passionate about something in their life, and things that are incredibly popular, including the Harry Potter books and soccer.

This unit marks the start of the second half of the course. The first half covered a review and extension of many of the core tenses and structures, but it did not include the Present Perfect. This tense is perhaps the most difficult for students to master, so this unit offers a comprehensive study of all the main uses of the Present Perfect Simple and Continuous, as well as Present Perfect passive. The study of the Present Perfect is contextualized through a profile of the life of J.K. Rowling, author of the Harry Potter books. It also explores the fashion designer Calvin Klein. Students complete a series of language analysis tasks. They also do controlled and freer practice activities on the Present Perfect and the adverbs and time expressions that go with it. The focus on the passive is a continuation of the work students did in Units 1 and 2.

The Pleading and speaking section has an article on how soccer developed into the modern game. Vocabulary is linked with the Listening section, Things Im passionate about, and covers expressions for likes and dislikes. The unit ends with an Everyday English section on reacting with interest in conversation.

The Writing section continues the work students have done on descriptions with a focus on describing a person.

Language aims

***Grammar — the Present Perfect*** Intermediate students will be familiar with the form of the Present Perfect, both Simple and Continuous, but they are unlikely to have mastered all its uses or be able to integrate it accurately into natural conversation. Their own language may well have an equivalent form, but the uses will be different, thereby creating the problem of interference errors.

The key thing students need to understand is that the Present Perfect links past and present. Its main uses are:

- unfinished past — I’ve been self-employed for 10 years (= I still am). The prepositions for + period of time and since + point in time are common with this use.

- experience use — I’ve lived in Paris and Milan (= at some time in my life I did this, and I still remember it). The adverbs ever/never/before are common with this use.

- present importance — I’ve just missed my plane (= this is important now, as I have to book another flight). The adverbs yet/already/just are common with this use.

In this unit the Present Perfect is contrasted with the Past Simple, and students are also reminded that we cant use the Present Simple to refer to the unfinished past (see Common mistakes below).

The continuous form of the Present Perfect is reviewed alongside the simple form. The key differences between the two are:

- the simple form expresses a completed action. We use the simple form if the sentence has a number or quantity: Eve written three chapters of my book.

- the continuous form expresses an activity which has continued over a period of time and is still not finished: Eve been writing a book.

In the Practice section students analyze the Present Perfect through contrasts with other tenses. They also review adverbs and time expressions used with the Present Perfect and Past Simple, and they practice the use of the Present Perfect for experiences in a personalized way. Freer practice is given through a role play activity.

**Present Perfect Simple passive** The rules for when to use the Present Perfect are the same for the active and passive forms. Students practice the form of the Present Perfect Simple passive, and they practice recognizing when the passive is needed.

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| --- | --- | --- | --- | --- |
| POSSIBLE PROBLEMS 1. Students often think the Present Perfect is interchangeable with other past tenses, notably the Past Simple.  2. They think the use of tenses in their own language can be applied in English, especially with the unfinished past use, where they often use a present tense.  3. They forget that the idea of an activity continuing over  a period requires the continuous form, especially if they don’t have continuous forms in their own language.  4. They may use adverbs and time expressions incorrectly.  5. They may fail to recognize the need for a passive form.   |  |  | | --- | --- | | **Common mistakes** | **Corrections** | | I have arrived last week.  How long do you work here?  I live here since May.  It’s rained for hours.  They’ve been married since 10 years.  The mail has just delivered. | I arrived last week.  How long have you  worked here?  I’ve lived here since May.  It’s been raining for hours.  They’ve been married for 10 years.  The mail has just been delivered. | |

***Vocabulary*** In this unit, vocabulary is included as part of a Vocabulary and listening section. Students analyze and practice words and expressions for talking about things people love and hate.

***Everyday English*** This covers how to respond in conversations to express agreement, sympathy, pleasure, and surprise. The Music of English feature is included here to help students with intonation and voice range.

**Notes on the unit**

***STARTER*** (SB p. 50)

This activity gets students using the Present Perfect Simple in a meaningful and fun way. Have pairs of students read aloud the examples in the book. Check that they produce the correct stresses:

*I’ve never been to a baseball game.*

*Me neither. I hate baseball.*

*I’ve never had a pet.*

I have. I’ve had two dogs and a cat.

*I’ve never read a Harry Potter book.*

*Really? I’ve read them all.*

Give your own examples of things you have never done, and elicit responses from the class, for example:

*I’ve never eaten sushi.*

*I have. It’s delicious.*

*I’ve never been to India.*

Me neither. But I’d like to.

*I’ve never run a marathon.*

*Me neither. I’m not in shape.*

Students write their three examples. With weaker students, you could briefly review the most common irregular past participles first. Students then work in pairs to exchange their examples and react.

If students make mistakes with past participles, note them down and refer them to the list on SB p. 155.

***300 MILLION BOOKS SOLD!*** *(*SB p. 50)

Present Perfect – simple, continuous, passive

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| ABOUT THE TEXT The profile of J.K. Rowling on SB p. 51 provides the context for reviewing the uses of the Present Perfect (simple, continuous, and passive) as well as contrasting it with the Past Simple and Past Continuous. The text gives biographical information, a short summary of her early life, information about her books, and how she writes. Students who are interested in the Harry Potter series will probably have read/heard information about J.K. Rowling that they will want to share. You could read the profile before the class to provide yourself with some background information on the author. |

Lead in to the topic by asking a few general questions:

*Who is Harry Potter?* (a boy wizard)

*What’s the name of his school?* (Hogwarts /’hogworts/) *When was the first book published?* (1997)

*And the last book*? (2007).

1. Focus attention on the book titles. Ask students if the books have been translated into their language, and if the translated names of the books/movies in their language are similar to the original English or completely different. Ask for a show of hands of who has read any of the books or seen any of the movies. Find out who is the biggest Harry Potter fan and who isn’t interested in the series. Then elicit any ideas students have about J.K. Rowling. Tell them they will find out about her later in the lesson.

2. This exercise reviews the form and use of questions in the Past Simple and the Past Continuous. Additionally, it reviews the active and passive forms of the Present Perfect Simple and Continuous. The questions are divided to cover the Past Simple and Continuous forms first (1-5), then review the Present Perfect forms (6-12). Students should be able to complete the questions with the auxiliaries fairly easily, but you could point out the tense division to weaker classes before they complete the exercise.

Elicit the answer for Question 1. Give students time to complete the exercise, working individually. Students check the answers in pairs. Ask if they disagree on any of the answers, and deal with these as a whole class first. Then check the rest of the answers.

Answers

1. was

3. was

4. did

5. was

6. has

7. has

8. has

9. have

10. have

11. has

12. have

3. (CD2 – 25) Focus attention on the text on SB p. 51. Play the recording, and have students follow the text in their books. Deal with any vocabulary questions, and elicit what f.K. stands for (Joanne Kathleen). Ask why students think she uses her initials, rather than her full name, as a writer (it may be because she didn’t want to give her gender away).

**Audio script**

(CD2 – 25) See SB p51

4. (CD2 – 26) Put students into pairs to ask and answer the questions, rereading parts of the text if necessary to find the answers. Play the recording, and let students check.

**Answers and audio script**

(CD2 – 26)

1.

A: Where and when was she born?

B: She was born near Bristol, in England, in 1965.

2.

A: When did she write her first story? What was it about?

B: She wrote her first story when she was six. It was about a rabbit with measles.

3.

A: What was she doing when she had the idea for Harry Potter?

B: She was traveling by train between Manchester and London.

4.

A: Where did she teach English?

B: In Portugal.

5.

A: When was the first Harry Potter book published?

B: In 1997.

6.

A: How long has she been writing the books?

B: For nearly 20 years.

7.

A: How many has she written?

B: Seven,

8.

A: How many children has she had?

B: Three.

9.

A: How many books have been sold?

B: Over 300 million copies.

10.

A: Which books have been made into movies?

B: The first six.

11.

A: How much money has she made?

B: She’s made over £600 million.

12.

A: How many authors have become billionaires?

B: Only one—her.

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| GRAMMAR SPOT (SB p.51) |
| This Grammar spot reviews Present Simple, Past Simple, and Present Perfect (unfinished past and experience uses). It also contrasts Present Perfect Simple and Continuous, and it reviews the form of the Present Perfect passive.  1. Students work in pairs to name the tenses and discuss their use. Monitor and check students ideas. This will help you see how far students have grasped the basic tense system. Check the answers.  **Answers**  She **lives** in Scotland. (Present simple used for a fact that is true now.)  She **lived** in Portugal for three years. (Past Simple used for a finished action In the past.)  She’s **lived** in Scotland since 1993. (Present Perfect used for an action that began in the past and still continues In the present.)  She’s **lived** in England, Portugal, and Scotland. (Present Perfect used for an experience that happened at some time in the past.)  2. Students match the rules to the questions.  **Answers**  How long **has** she **been writing** Harry Potter Books? asks about the activity.  How many **has** she **written**? asks about the quantity.  3. Students make the sentences passive. Then they check them against the text (paragraph 7).  **Answers**  Her books have been translated into 60 languages.  300 million copies of her books have been sold.  Six of the books have been made Into movies.  Refer students to Grammar Reference 7.1-7.6 on SB pp. 136-138. |

5. (CD2 – 27) The interview gives further contexts for the tenses covered in this lesson. Focus on the example. Then give students time to read the questions through first. Play the recording, and have students complete the questions. Allow students to compare their answers in pairs. Then they check the answers with the whole class.

Play the recording again, and have students note down Jacks answers. Let them compare in pairs. Play relevant sections of the recording again if students disagree or have missed any of the information.

Check the answers.

**Answers and audio script**

**Answers**

1. have you been; since he was about five. His mom read them to him.

2. have you read; All of them except one, Harry Potter and the Half- blood Prince.

3. did you; All of them except Harry Potter and the Half-blood Prince.

4. Have you seen; Did you; Yes, all of them and he liked all of them.

5. have been sold; Maybe 20 million (This is jack’s guess, the real figure is 300 million.)

6. do you know; It’s J.K. Rowling, and she has two children. (This is Jack’s guess, she actually has three children.)

7. Have… read; Yes, all of them.

8. have you been playing; Since he could walk.

9. Play soccer.

(CD2 – 27)

**I = Interviewer**

**J = Jack**

**Jack, aged 10, talks about Harry Potter**

I: So, Jack, I know you love Harry Potter. How long have you been a fan of the books?

J: I think since I was about five, but I was so small I couldn’t read yet and my mom read them to me.

I: How many of the books have you read?

J: I’ve read them all—well, not all, exactly.

I: What do you mean?

J: Well, I didn’t like Harry Potter and the Half-blood Prince, so I didn’t finish It.

I: Which did you like best?

J: I liked all the others but not that one. It was boring because it was just like the one before.

I: Have you seen any of the Harry Potter movies?

J: Yes, I have.

I: Which have you seen?

J: I’ve seen them all, every one.

I: And did you like them all?

J: Yes, I did. I thought they were fantastic, but my brother didn’t, he got scared. He didn’t like The Chamber of Secrets, the part where the Basilisk…

I: The what?

J: The Basilisk. It’s kind of a huge snake, and it attacked Harry Potter.

I: Oh, I bet a lot of children were frightened by it

J: I wasn’t.

I: jack, do you have any idea how many Harry Potter books have been sold in the world?

J: Um—I dunno. Um—millions, maybe 20 million.

I: Um-not really. It’s 300 million.

J: 300 million. Wow! That’s a lot of books.

I: And what do you know about the author?

J: I know it’s J.K. Rowling, and she has two children. I wonder if they’ve read their mom’s books.

I: She has three children, actually. Have a lot of your friends read the books?

J: Yes, every single one.

I: What all your friends?

J: Yeah, definitely—all of them.

I: That’s amazing. Now, I know that in addition to Harry Potter, you have another passion,

J: Yeah, soccer.

I: And how long have you been playing soccer?

J: Since I could walk. I’d rather play soccer than do anything else in the world.

I: So, If I asked you-what would you rather do this afternoon? Read Harry Potter or play soccer?

J: You know the answer.

6. Give students a few moments to think of their favorite books/movies. Model the activity by giving an example of your own favorites and having students ask questions. Put students into pairs to continue the activity. Monitor and check for accurate question formation and tense use. Note any common errors and have a class discussion about them at the end of the activity or in a later lesson.

Ask a student from some of the pairs to tell the class about their partner s favorite books/movies. This allows for practice of the he/she forms.

***PRACTICE*** (SB p. 52)

**Discussing grammar**

1. This exercise consolidates the tense use with a series of contrastive sentences. Elicit the names of the tenses and the reasons for their use in the first pair of sentences.

Students work in pairs to complete the task. In a monolingual class, you could let students use their own language, especially with weaker students.

Go through the answers with the class. If there are areas of confusion, refer students to the relevant sections of Grammar Reference 73-7.6 on SB pp. 137-138.

**Answers**

1.

**I lived** (Past simple used for a finished action In the past.)

**I’ve lived** (Present Perfect used for an action that began In the past and still continues In the present.)

2.

**I work** (Present simple used for a fact that is true in the present.)

**I’ve worked** (Present Perfect used for an action that began in the past and still continues in the present.)

3.

**have you been working** (Present Perfect Continuous used for an action that began In the past and is still continuing in the present. The Present Perfect Simple would also be possible here.)

**have you worked** (Present Perfect Simple for experiences at some time in your life. The Present Perfect simple is used when saying how many times, places, etc., and expresses completion.)

4.

**Have you ever met** (Present Perfect used to ask about an experience at any time in your life.)

**Did you meet** (Past simple used to ask about a finished time in the past.)

5.

**I’ve already finished**. (Present Perfect affirmative + already to say that something has happened earlier than expected.)

**I haven’t finished yet**. (Present Perfect negative + yet to say that something has not happened although we expect it to happen.)

6.

**Who’s been eating** (Present Perfect Continuous used for an action that began in the past and is still continuing = there are some chocolates left.)

**Who’s eaten** (Present Perfect simple to express completion = there aren’t any chocolates left.)

7.

**was shot** (Past simple passive for a finished action in the past.)

**‘s been shot** (Present Perfect passive for an action in the recent past that has a present result.)

8.

**How long are you here for?** (Present simple of be to refer to the future.)

**How long have you been here for?** (Present Perfect used for an action that began in the past and still continues in the present.)

Note that the contrast in the sentences in 8 is practiced again in the Spoken English box at the end of SB p.53.

2. (CD2 – 28) This exercise gives further practice in the contrasts highlighted in Exercise 1.

Elicit the correct verb form in Sentence 1. Students work individually to complete the task. Let students check in pairs before playing the recording.

**Answers and audio script**

(CD2 – 28)

1. His plane **took off** a few minutes ago.

2. The president **has resigned**, and a new president **has been elected**.

3. I’**ve** **been working** in Dubai since last March. When **did you arrive**?

4. How many e-mails **have you sent**?

5. What **have you been doing** in the bathroom? You’**ve** **been** in there for ages.

6. A huge snowstorm **has hit** New York.

3. This exercise practices word order with the adverbs that are often used with the Present Perfect Simple and Continuous. Write the first sentence Ive read that book on the board. Ask students where they can put the words from the box in the sentence without changing the verb form. Ask what these words add to the meaning (see Answers below).

Students complete the sentences individually and then compare answers with a partner; When checking with the class, elicit what these words express (see Answers on TB p. 76). Remind students that we use yet only in negatives and questions. Remind them also that we use never with an affirmative verb, and ever in questions.

**Answers**

1.

I’ve **just** read that book. (= very recently)

I’ve **already** read that book. (= before now/before expected)

I’ve **never** read that book. (= not at any time)

2.

I’ve **just** been reading an Interesting book. (= very recently)

3.

Has it **just** been made into a movie? (= very recently)

Has it **already** been made into a movie? (= before now/before expected)

Has it **ever** been made into a movie? (= at any time)

4.

He’s **just** learned to drive. (= very recently)

He’s **already** learned to drive. (= before now/before expected)

He’s **never** learned to drive. (= not at any time)

5.

The game hasn’t finished **yet**. (= up to now)

6.

Have you **just** been to Argentina? (= very recently)

Have you been to Argentina **yet**? (= up to now; it implies you expect it to happen)

Have you **already** been to Argentina? (= before now/before expected)

Have you **ever** been to Argentina? (= at any time in your life)

**Calvin Klein — a passion for fashion**

The aim of this section is to consolidate the use of Present Perfect Simple and Continuous to refer to indefinite past time. The context is the life and work of the fashion designer, Calvin Klein. The Coty Award, referred to in the chart about Klein on SB p. 52, is a prestigious award given in the world of fashion.

4. Write the name Calvin Klein on the board, and elicit any information students know about him. If students are short on ideas, give them prompts, such as nationality? year of birth? married? famous for? Elicit a range of ideas/ guesses. Then have students read through the chart quickly and check their ideas. Deal with any vocabulary questions and check the pronunciation of the names of the Calvin Klein perfumes: Obsession /әb’sԑʃәn/, Eternity /it’әrnәti/, and Euphoria /yu’fᴐrɪә/.

Then elicit the answer about what Klein has designed.

**Answer**

Clothing,

sportswear,

jeans,

underwear,

perfumes,

cosmetics,

and make-up

5. (CD2 – 29) Put students into pairs. Have two students ask and answer the example question aloud for the class. Students then continue the task in their pairs. Monitor and check for correct tense use. Note any common errors and have a class discussion about them after the listening stage of this exercise.

Tell students that they can listen and check their answers and also learn some more information about Kleins life. Encourage them to make brief notes of any extra information.

Play the recording, and have students check their answers. With weaker students, be prepared to play the recording again to let students focus on the extra information.

Elicit examples of the extra information students have learned from the recording. As students have just been practicing the Present Perfect, they may try to use it to refer to the definite past, for example, \*He has met his wife when they were students. Remind students that if we know exactly when something happened or if the time period has finished, we use the Past Simple (He met his wife…). Students continue to share the extra information they have heard. Highlight any tense mistakes and encourage the rest of the class to help with corrections.

**Answers and audio script**

2. Sportswear, underwear, and jeans.

3. He’s been married twice, divorced twice.

4. One.

5. Seven.

6. Since the 1980s. Obsession, Eternity, Euphoria, Truth, and Crave.

7. Kate Moss, Julia Roberts, Gwyneth Paltrow, Helen Hunt, and Brooke Shields.

8. Since the 1990s.

(CD2 – 29)

**Calvin Klein — a passion for fashion**

A: How long has Calvin Klein been interested in fashion?

B: Since he was about 14. When he was a teenager he spent hours sketching women’s suits and dresses.

A: What different kinds of clothes has he designed in his career?

B: He’s designed sportswear and underwear, but he is possibly most famous for his jeans, which always have his name on the back pocket.

A: How many times has he been married and divorced?

B: He’s been married twice and divorced twice. His first wife was - Jayne Centre. He met her when they were both fashion students. His second wife was Kelly Rector—she was a rich New York socialite and photographer.

A: How many children does he have?

B: Just one. A daughter, Marci, who is now a successful television producer.

A: How many awards has he won?

B: He’s won seven fashion awards altogether. He made history because he won awards for both men and women’s fashions in the same year.

A: How long has he been making his own perfumes?

B: He’s been making Calvin Klein perfumes since the late 80s.

A: What are they called?

B: His first were called Obsession and Eternity, his most recent Is called Euphoria. His others include Truth and Crave, which was designed for men.

A: Which famous people has he worked with and designed for?

B: He’s worked with the model Kate Moss and designed clothes for many stars, including Julia Roberts, Gwyneth Paltrow, and Helen Hunt. He’s also worked with Brooke Shields, who, at age 15, modeled his jeans with the famous line “nothing comes between me and my Calvins.”

A: How long has he been selling cosmetics?

B: Since the 1990s. These are only sold in the best department stores such as Harrods in London, and Bloomingdales in New York.

**Time expressions**

6. This exercise reviews and consolidates time expressions used with the tenses in this unit. Refer students back to the chart about Calvin Klein and their answers in Exercise 5. Elicit the missing expression from Sentence 1. Students work individually to complete the exercise. Let students check in pairs before checking with the class. Deal with any answers that students disagree on first, asking the whole class to discuss their answers.

**Answers**

1. when he was 14

2. while he was studying at the Fashion Institute

3. in 1972

4. four years after he got married

5. for ten years

6. until he was 44

7. since the 1970s

8. Between 1982 and 1986

**Role play**

If you are short on time, you can have students prepare their interview questions for homework and do the role play in a later lesson.

Give students time to draft their questions in pairs. Monitor and help as necessary. If possible, set up the interviews to look as authentic as possible. Position chairs opposite each other, and give the students props such as a microphone, the interviewer s set of questions and notes, and glasses of water. Students who enjoy role play can even try adopting American accents!

With smaller classes, a pair of students can do the role play for the rest of the class as if they are a studio audience. With larger classes, students will need to do the role play at the same time. Whichever format you choose, make notes on any common errors to highlight in a later lesson. The focus here is fluency and fun. Therefore students shouldn’t be interrupted. See TB p. 57 for notes on recording students on video.

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| **SUGGESTION**  If students enjoy the role play, you could ask pairs to research another living celebrity/public figure, and repeat the activity. Make sure students who played the interviewer take the role of the celebrity this time. |

***WRITING***(SB p. 105)

**Describing a person — Facts and opinions**

This unit continues the work on descriptions that students started in Unit 6, with a focus on describing a person.

The stages that lead up to the writing task include reading a model text for gist, distinguishing facts from personal opinions, finding words for different aspects of descriptions, and looking at words that modify the meaning of adjectives.

1. Give some example sentences about someone in your own family. Students then write their sentences. Encourage them to include some of the adjectives they covered in Unit 6. Students read their sentences to the rest of the class, or in groups if you have a big class.

2. Answer the questions about your sentences. Then have students do the same about theirs.

3. Focus attention on the photo of Joe and elicit initial impressions of him. Have students read the text through quickly and answer the question.

**Answer**

The writer admires everything about Uncle Joe.

4. Read the task instructions with the class. Ask students to read the first paragraph again and mark the text accordingly. Check that they have coded the text correctly (see Answers below) before they continue the task in pairs. Encourage them to use the context to help them with new vocabulary or to use a dictionary if appropriate. Monitor and help as necessary.

Check the answers.

**Answers**

**My Crazy Unde Joe**

Of all my relatives, I like my Uncle Joe the best. He’s my mother’s much younger brother. He was only nine when I was born, so he’s been more like a big brother to me than an uncle. He is in his mid-20s now and he is always so fun to be with.

He studied at a drama school in California, and then he moved to New York a year ago to try his luck in the theater. He shares an apartment with three other aspiring actors, and he works as a waiter and a part-time DJ. He’s passionate about his music, it’s called House Music, and it’s a kind of electronic dance music. When he “deejays,” he goes completely wild, waving his arms and yelling at the crowds. His enthusiasm is infectious. He’s absolutely great! I’m proud that he’s my uncle.

Also, I think he is really good-looking. He’s pretty tall with dark hair, and twinkly, dark brown eyes. He’s had a lot of girlfriends, but I don’t think there is anyone particularly special at the moment. He has a great relationship with his roommates, they are always laughing and joking together. He knows how to have fun, but he’s also an extremely caring person. I can talk to him about all kinds of problems that I could not discuss with my parents. He’s very understanding of someone my age.

He works hard and he plays hard. He’s had a lot of auditions for various theatrical roles. He hasn’t had much luck yet, but I’m sure that one day he’ll be ạ highly successful actor. I think he’s really talented but he says he doesn’t want to be rich or famous, he just wants to prove to himself that he’s a good actor.

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| **SUGGESTION**  It can be interesting for students to analyze newspaper/ magazines articles in the same way as Exercise 4. This helps them to see the balance between fact and opinion in the articles. |

5. Students find examples of the aspects of description in the text. If you are short on time, you could put students in pairs and divide the task up so that each student does half. They then exchange answers.

Elicit the key words and lines from the class.

**Answers**

**his physical appearance**: pretty tall with dark hair and twinkly, dark brown eyes; really good-looking

**his character**: He is always so fun to be with; absolutely great. He knows how to have fun, but he’s also an extremely caring person,

**his past life**: He was only nine when I was born. He studied at a drama school in California, and then he moved to New York a year ago to try his luck in the theater. He’s had a lot of girlfriends… He’s had a lot of auditions for various theatrical roles. He hasn’t had much luck yet.

**his current lifestyle**: He shares an apartment with three other aspiring actors, and he works as a waiter and a part-time DJ. He’s passionate about his music. When he “deejays,” he goes completely wild, waving his arms and yelling at the crowds. His enthusiasm is infectious. He has a great relationship with his roommates, they are always laughing and joking together. He works hard, and he plays hard.

6. Ask students to find much in the text, and ask them how it qualifies the meaning of the adjective which follows it (it makes the adjective stronger). Students complete the other examples in pairs. Check the answers with the class.

**Answer**

The words all make the following adjective stronger, except pretty, which makes it slightly less strong.

7. If you have time in class, have students make notes for each of the points in the list. Monitor and help students with this planning stage.

Assign the writing task for homework. Remind students to keep to the number of words and to check their work before handing it in.

See the Suggestion on TB p. 68 for ideas for peer checking and displaying students’ work.

**Have you ever…?**

7. This exercise gives students personalized practice in the experience use of the Present Perfect. With weaker students, elicit the past participles of the verbs in the list. Focus attention on the examples in the speech bubbles. Model the intonation, stresses, and weak forms, and have students practice the two versions of the conversation with the class:

Tell students they don’t need to use all the ideas in the list, but that they can choose four or five that interest them. Remind them to use the Past Simple in their follow-up questions if they are asking *When…?/ Where…?*

Students have conversations in pairs, using the prompts. Monitor and note any common errors in the tense use.

Students tell the class about their partner. This will give them some practice of the he/she forms. Have a class discussion about any tense errors, and have students correct as a class.

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| SPOKEN ENGLISH – How long…? |
| This section extends the coverage of How long…? to cover present and future meaning.  1. Read the sentences with the class, and elicit the two questions with How long. Elicit the answers to the concept questions.  **Answers**  1. How long are you here for? a period around now (past and future)  2. How long have you been here? past up to the present  2. (CD2 – 30) Elicit the question for the first answer. Students work in pairs to complete the task.  Play the recording. Students check their answers, and then they practice the conversations in pairs.  **Answers and tapescript**  (CD2 – 30)  1.  A: How long are you here for?  B: Four more days. We came two days ago.  2.  A: How long have you been here?  B: Since Monday.  3.  A: How long are you here for?  B: Until Friday. We’re leaving Friday morning.  4.  A: How long have you been here?  B: Over half an hour! Where have you been?  5.  A: How long are you here for?  B: We’re staying a month altogether. |

***ADDITIONAL MATERIAL***

**Workbook Unit 7**

***Exercises 1-4*** *Present Perfect or Past Simple?*

***Exercise 5*** *Present Perfect passive*

***Exercises 6-9*** *Present Perfect Continuous*

***Exercise 10*** *Tense review*

***READING AND SPEAKING*** (SBp.54)

**Soccer – a global passion**

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| **ABOUT THE TEXT**  The theme of “passions” is carried through with a section on one of the worlds most popular sports—soccer. Whether students are soccer fans or not, they are likely to be aware of its dominance in sports and to have an opinion about it—positive or negative!  The text outlines the development of soccer from its origins to the worldwide sport it is today. It is rich in facts and details to make it of interest to those who aren’t necessarily soccer fans. The exploitation of the text is staged so that students don’t get overloaded with information.  The high-profile teams mentioned in the text are Manchester United /yu’naɪtɪd/, AC Milan, Real Madrid, and Bayern Munich. The players are Pelé, David Beckham, George Best, and Diego Maradona.  The Football Association (FA), formed in the 1800s in London, and its international equivalent the Federation Internationale de Football Association (FIFA), now control the modern game. The World Cup is an international competition held every four years. The British English term for soccer is football. However, American English uses soccer to distinguish this game from its own sport of American football.  The text mentions the role of public schools in the development of soccer. You may need to explain that, despite the name, public schools in Britain are private and fee-paying. |

Lead in to the topic by asking students to brainstorm words and expressions connected with soccer, for example, soccer player, soccer team/coach/fan/club/game/stadium/field, and so on. Also use this opportunity to pre-teach/check related words which may be new from the text: chaos /’keɪɒs/, half-time, rules, to kick, side (in this context, team), goal, to host/ co-host (a competition), to qualify, waste ground.

1. Ask students for a show of hands to find out who loves soccer and who hates it. Elicit a few reasons from the class for their opinions. Ask for the names of famous soccer players and their teams. If appropriate, ask students who they think is the best player and team, but keep this brief!

2. Tell students they are going to find out how soccer has become so important around the world. Set a time limit of 2-3 minutes for students to read the two paragraphs. Put students in small groups to discuss the answers before checking with the class. Elicit students’ reactions to the statistics.

**Answers**

1. 1.5 million teams worldwide; 300,000 clubs; eight out often people watch the World Cup; 120 million regular team players.

2. The Brazilian soccer player Pelé called it that.

3. All you need is a ball, a piece of ground, and two posts.

4. George Best, Diego Maradona, and Pelé. They all learned their soccer skills on vacant lots.

3. Elicit a few suggestions about how soccer began. Give students about five minutes to read the relevant section of the text, check their ideas, and answer the questions. Check they understand “sticking point” in Question 8 (an area of disagreement). Students discuss the answers in pairs/small groups before checking with the class.

**Answers**

1.

A Chinese kicking game,

2.

The Romans and North American Indians played a kicking game.

In the 1500s the English played “mob soccer.”

3.

“Mob soccer” was probably very fast and violent with no rules. Players did anything to get the ball and often got injuries and broken bones.

4.

Each school had different rules for playing the game.

5.

Each player followed the rules that he was used to.

6.

It was common to play half the match by one side’s rules and the second half by the other’s.

7.

The university men met in London to sort out the chaos. They formed the Soccer Association and started the Book of Laws.

8.

The “sticking point” was whether you could pick up the ball and run with it. Once this was decided, rugby was also born. It was decided you couldn’t pick up the ball in soccer but you could in rugby.

4. Ask students to look at the first sentence in Question 1 and guess the correct continent. Students read the relevant sections of the text and check their answers. Students then work in pairs to answer the rest of the questions, referring back to the text as necessary.

Check the answers with the class.

**Answers**

1.

a. Australia

b. Europe

c. Asia

d. South America; Africa

e. North America

2.

Europe, South America, and Africa are most enthusiastic; Asia and Australia are the least enthusiastic.

3.

The European clubs have a lot of money to buy the best players.

4.

North America: in 1991 the U.S. won the first Women’s World Cup, and the World Cup was in Los Angeles In 1994; Asia: Japan and Korea co-hosted the World Cup In 2002; Australia: they qualified for the 2006 World Cup; Africa: having the 2010 World Cup In South Africa Is very important for African soccer.

**What do you think?**

Put students in small groups to discuss the questions. Elicit a range of opinions in a class discussion. Check what students understand by "soccer has totally changed the worlds of sport, media, and leisure” (soccer has become not only a sport but also an important source of income for the media and leisure industries, with TV shows, magazines, fashions, etc.).

***VOCABULARY AND LISTENING*** (SBp.56)

**Things I’m passionate about**

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| **ABOUT THE LISTENING**  This section brings together the language of expressing feelings and opinions with a listening task on peoples passions. It also consolidates the tense use (Present Perfect + How long…? and Past Simple). The listening consists of five people talking about the thing they are passionate about and the reasons why they like it so much. Students read sections of each monologue, figure out what the people are talking about, and listen and check. They then listen again to pick out specific information. The five monologues together make for a relatively long recording, but the task can be broken up and students only have to listen for certain information.  The overall tone is conversational, and students should easily understand the gist of each recording. You can pre-teach/check the following items to help students with the more detailed comprehension: to read aloud, a challenge, freshness, a miracle, magic, a fox. |

1. Lead in to the section by asking students to talk about their likes and dislikes without using the verb *like!* Students should be familiar with the verbs/expressions *love, hate, be into, cant stand*. Elicit a range of examples, for example, *I love spending time with my friends. I’m into hiking. I hate shopping in busy places. I cant stand people who use their cellphones in restaurants*.

Focus attention on the expressions in the box. Students work in pairs to decide which are positive, negative, and neutral.

Check the answers and the pronunciation of loathe /loʊð/ and fond /fɒnd/. Highlight the preposition in fond of.

**Answers**

positive: adore, into, crazy about, fond of

negative: loathe, can’t stand, detest

neutral: kind of like, not that into, don’t mind

2. Focus attention on the example. Point out that some of the expressions are verbs, for example, kind of like, and detest. However, others are adjectives and need to be preceded by a verb such as be, for example, I am into soccer. Students work individually to continue the task. Remind them to check that they have changed the verb forms correctly and that they are using the correct prepositions.

Have students read their answers aloud and check their main stresses and intonation (see Answers below).

Remind them that English uses a wide voice range, especially when expressing feelings.

**Answers**

1. She absolutely adores ice cream.

2. He’s very into all water sports.

3. I detest opera.

4. My brother is crazy about (playing) video games.

5. My sister isn’t really that into any sports.

6. I can’t stand people who always talk about themselves.

7. My mom is very fond of (going to) musicals.

8. I don’t mind tea but I prefer coffee.

9. The thing I loathe most is cleaning up my room.

10. I kind of like my job, but it’s time I applied for another one.

As a personalized extension to the exercise, have students change the information to make the sentences true for them, for example, I absolutely adore Italian food. I’m very into jazz. Students take turns modifying the sentences about themselves. Alternatively, students can give three sentences about themselves, using the expressions, one of which isn’t true. Their partner or the rest of the class must guess which one isn’t true.

3. Give students time to read the extracts from the recordings. Deal with any vocabulary questions, and elicit possible answers about Julia.

Students work in pairs or groups of three to discuss the other extracts. Don’t confirm or reject any suggestions that they have at this stage.

4. (CD2 – 31) Play the recording, and let students check their answers. Have them write the passion next to the correct name.

**Answers and audio script**

Julia — tennis

Paul — horseback riding

Andrew — poetry

James — weather

Kim — fishing

(CD2 – 31)

**Julia**

I’m really passionate about playing tennis. I’ve been playing nearly 20 years. I was about 7 or 8 when l started taking lessons, and I had a fantastic teacher. I think that’s why I still love it—she was passionate about the sport and that influenced me. I’ve played in competitions, mainly when I was at school, I still do sometimes. I enjoy it, I think, because it’s a very psychological game. I mean, if you’re playing badly you have to push yourself to continue; It’s a challenge not to give up. It’s also a very sociable sport—I’ve made lots of friends playing doubles, and, it’s a game that doesn’t have to be expensive—anyone can play—all you need is a tennis racket. You don’t need expensive clothing or equipment, like you do for skiing, and it’s a fantastic way to keep fit all year round—there’s only about three months that you can’t play. When I lived in Australia I played every week of the year.

I adored that, it was great.

**Paul**

My passion at the moment is horseback riding—it’s strange to hear myself say that because I’ve only been doing it about a year and I never imagined I’d be so into it. It all happened because I was talking to someone who rode horses and I said that stupid thing people often say, “Oh, I’ve always wanted to do that,” and she said, “Why don’t you then?” And I thought, “why not?” I’ve always liked horses, they’re so big and powerful, but so beautiful when you see them racing around a field or on a track. It amazes me that they let people ride on their backs. Riding is very physically demanding because your body has to be in harmony… urn, it has to move with the horse, but it keeps you fit. Of course, I have fallen off a few times, but it seems that the more you fall, the less it hurts. Also, you try and understand your horse— they have moods, you never know what a ride is going to be like—a horse you had a great ride on one week can be slow and miserable the next week. I really like that about horses—they have personalities.

**Andrew**

I’m passionate about poetry—I studied English Literature in college but it wasn’t until after I graduated that I really got into poetry and I started writing some myself. And I met some other people who wrote poetry and I heard them read it aloud and that was amazing. I felt the power of the words—the thing I like so much about it is that you can say so much with just a few words, so a little means a lot. Each word, each noun, adjective, preposition has to work hard. There’s a poem by Simon Armitage called “To His Lost Lover”—it’s a poem of regret, about not saying the things you should have said in a relationship. It has it all for me. Poetry’s all about saying what often goes unsaid, and with passion. It can be such a help in your life—if you feel tired or depressed, you can always find a poem that will help—it can be short or long, it doesn’t matter.

**James**

The thing I’m passionate about, and this may surprise many people, is—um, Seattle weather. I know lots of people can’t stand our weather—urn, they complain about it all the time, but I love it You see, when I was a child my family lived in California for five years and we had about 365 days of sunshine every year, it was so boring. I was ten when we came back to Seattle and I just loved all the changes in the weather. Here, you really appreciate the sunshine and you notice the seasons. For me one of nature’s miracles is after a long, hot, sunny day there’s a thunderstorm or a downpour of rain and you go outside and you can smell the freshness in the air, the world has been washed clean and bright. It’s magic. And you know it’s a myth that It rains all the time; it doesn’t. It rains less here than in New York or Atlanta!

**Kim**

Something I feel really passionately about is fishing. My father and uncles have always been Into this sport, and I started when I was about six. We usually go fishing In Cape Cod, Massachusetts. We go out from about 5:30 in the morning, and we don’t get back until late in the day. And the thing I love best about it Is that you’re away from everything and everyone, out in the water, just waiting, with nothing around you. In fishing, patience is the key to success. You have to keep quiet and still for hours on end until the fish bites the hook. But in my family we only catch, never kill the fish. Once we capture it, we carefully release it, and it’s not harmed.

5. (CD2 – 31) Give students time to read the questions. Play the recording of Julia again, and elicit the answers. Play the rest of the recording, pausing at the end of each speaker to let students record their answers. Students check their answers in pairs. Play selected sections of the recording again if students have missed the information.

Check the answers with the class.

**Answers**

**Julia**

1. Nearly 20 years.

2. Her teacher was passionate about the sport.

3. It’s a challenge not to give up if you are playing badly. It’s also a very sociable sport. It doesn’t have to be expensive — all you need is a tennis racket. It’s a fantastic way to keep fit all year round.

**Paul**

1. About a year.

2. He was talking to someone who rode horses. He had always wanted to go horseback riding, and she suggested he should try It.

3. He’s always liked horses. It keeps you fit. Horses have personalities and each time you ride It Is different.

**Andrew**

1. Since he graduated from college.

2. He met some people who wrote poetry and he heard them read It aloud.

3. You can say so much with just a few words. Each word has to work hard. It can be a help in your life.

**James**

1. Since he was ten.

2. He lived in California for five years, and it was boring because it was sunny all the time. When he came back to Seattle he loved all the changes In the weather.

3. The changes In weather are interesting. He loves the freshness In the air after a storm/rain. The rain makes everything green.

**Kim**

1. Since she was six.

2. Her family has always been into fishing.

3. You are away from everything and everyone, out In the water.

6. Elicit an example using one of the expressions from Exercise 1, for example, James is crazy about the Seattle weather. Students work in pairs to talk about the five people.

**What do you think?**

Work through the discussion questions as a class. Establish which passion described in the listening students find most appealing and which they aren’t interested in. Elicit a range of examples of what the students feel passionate about. Encourage the rest of the class to ask questions about their passions.

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| **SUGGESTION**  Students could prepare and give a more formal presentation about their passion to the class. If possible, they could also bring in objects related to it. The rest of the class could then ask questions. See TB p. 57 for notes on recording students on video. |

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| **EXTRA IDEA**  **Song** (CD2 – 50)  Somewhere only we know TBp.150 This is intended as a fun activity, which you may want to include at the end of the lesson. Students complete a fill-in-the-blank version of the song. Then they listen and check. There are also three comprehension/ interpretation tasks. The answers are on TB p. 171. |

***EVERYDAY ENGLISH*** (SB p. 57)

**Making the right noises**

This section contains a number of short expressions used in spoken English when expressing agreement, sympathy, pleasure, and surprise. Although students aren’t expected to use all of them immediately in natural conversation, it’s good for them to be able to recognize the expressions, especially when they are talking to native speakers. Regular recycling of the expressions in class will help students build them into their productive repertoire in a natural way. The section contains a Music of English feature to help students with the stress and intonation in these expressions.

1. Focus attention on the boxes. Check comprehension of the headings. Elicit the heading for the first box. Students work individually to complete the task. Check the answers with the class. Point out that although the expressions in each box have the same general meaning, there are subtle differences between them, which means they are not all completely interchangeable.

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| **Pleasure** | **Agreement** |
| How fantastic!  That’s great!  Awesome!  Congratulations!  Wonderful!  Good for you! | Absolutely.  Definitely.  Of course.  Fair enough.  Fine.  OK. |
| **Surprise** | **Sympathy** |
| Did you?  You didn’t!  That’s amazing!  You’re kidding!  You did what?  Really? | What a pity!  That’s a shame.  Oh, no!  That’s too bad.  How awful!  Bad luck. |

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| MUSIC OF ENGHLISH |
| 1. (CD2 – 32) Play the recording, and have students repeat the expressions. If students sound flat, repeat their intonation, and ask if it sounds interested or not.  Be prepared to drill the intonation in chorus and individually.  (CD2 – 32)  How fantastic! Absolutely. Did you? What a pity!  2. (CD2 – 33) Tell students they are going to listen to some more expressions. Play the recording, stopping after each expression so that students can repeat.  (CD2 – 33)  Pleasure: That’s great! Wonderful!  Agreement: Definitely. Fair enough. Fine.  Surprise: You didn’t! You did what?  Sympathy: That’s a shame. That’s too bad. Bad luck. |

2. (CD2 – 34) Give students time to read As lines and think about the possible responses. Play the recording, pausing after each response to give students time to write down their answers.

Check the answers. Then have students practice in pairs. Monitor and check students intonation. If necessary, play the recording again, and have students repeat, exaggerating the voice range.

Elicit alternative responses for B s lines (see the answers in parentheses below).

**Answers and audio script**

(CD2 – 34)

A: My grandfather hasn’t been too well lately.

B: **Oh, no**! (What a pity!/That’s a shame./That’s too bad.)

A: He’s 79. Don’t you think at his age he should slow down a little?

B: **Absolutely**. (Defmitely./Of course.)

A: But he won’t listen to me. He says he wants to enjoy his life to the fullest.

B: **Fair enough**. (Of course. Absolutely.)

A: Last summer he went on a two-week cycling trip in South America.

B: **You’re kidding**! (That’s amazing!/Really?)

A: We’re going to give him a big party for his 80th birthday.

B: **That’s great**. (How fantastic!/Awesome!/Wonderful!/Good for you.)

A: But before that, I’m going to have a word with him and tell him to take things easier.

B: **Good for you**.

3. (CD2 – 35) Elicit possible answers for Conversation 1. Students work in pairs to complete the task.

Play the recording, and have students compare their responses with those on the recording. Elicit as many of B s further comments as students can remember.

Play the recording again if necessary.

Check the range of responses that are suitable (see the answers in parentheses below).

**Answers and audio script**

(CD2 – 35)

1.

A: My boyfriend just asked me to marry him.

B: Did he? (Really?) Good for you! (Wonderful/Awesome./That’s great.) Did you say yes?

2.

A: Will spaghetti Bolognese be OK for dinner?

B: Of course. (Absolutely./Definitely./Fine.) That’s great. It’s one of my favorites.

3.

A: There’s a strike at the airport so my trip’s been canceled.

B: Oh, no! That’s a shame. (What a pity!/That’s too bad./How awful!/Bad luck.) Will you get your money back?

4.

A: I failed my driving test again.

B: You didn’t! (Did you?) That’s too bad. (What a pity!/That’s a shame. /Oh, no./How awful!/Bad luck.) Better luck next time.

5.

A: We’re expecting a baby.

B: Are you? (That’s amazing!/You’re kidding!/Really?) Congratulations! (How fantastic!/That’s great./ Wonderful!/Good for you.) When’s it due?

6.

A: So you think I should save to buy a car, not borrow the money?

B: Definitely. (Absolutely./Of course.) You have already got too many debts.

7.

A: I told him I never wanted to see him again.

B: You’re kidding! (Did you?/You didn’t!/You’re kidding!/You did what?/Really?) What a pity! (That’s a shame./Oh, no./That’s too bad./How awful!) I always thought the two of you were so good together.

4. Ask two students to read aloud Conversation 1 and keep it going. Students practice and continue the conversations. Remind them to use a wide voice range on the responses. Monitor and check students intonation.

5. Model the activity before students do the pairwork. Start a conversation with a confident student about a good or bad day, for example:

A: *I had a great day last Saturday.*

B: *Really? Why? What did you do?*

A: *Well, it was my birthday and my sister planned a surprise party.*

B: *How fantastic! Were many people there?*

A: *Yes, quite a few. And my sister had invited all my old school friends.*

B: *You’re kidding! That’s great.*

Put students in new pairs to invent new conversations.

If students seem short on ideas, offer possible contexts:

good: you heard from an old friend/got a promotion at work/had a fantastic meal/met the man/woman of your dreams

bad: you got a parking ticket/had an argument with your best friend/had to take back your new computer/failed a test/lost your wallet/purse.

***Don’t forget!***

**Workbook Unit 7**

***Exercise 11*** *Vocabulary — be and have*

***Exercise 12*** *Prepositions — Noun + preposition*

***Exercise 13*** *Pronunciation — Sentence stress*

***Exercise 14*** *Listening — Applying for a movie course*

**Spotlight on Testing** Indirect and negative fact questions

**Word List**

Refer students to the Word List for Unit 7 (SB p. 151). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

## Unit 8: NO FEAR!

***Grammar****: Verb patterns*

***Vocabulary****: Body language*

***Everyday English****: Travel and numbers*

**Introduction to the unit**

This unit contains two broad themes— facing fears and the potential dangers of traveling. The unit starts with language work on verb patterns, which are contextualized through e-mails that young travelers have sent home to their parents. The Listening and speaking section focuses on fears and phobias. Reading and speaking picks up the travel theme with a jigsaw reading on dangerous journeys in history. The vocabulary syllabus continues with a focus on “body language” (parts of the body, verbs related to them, and idioms). Everyday English covers the language of numbers in travel contexts, and Writing goes back to storytelling with the book’s second focus on writing a narrative.

**Language aims**

***Grammar — verb patterns*** This unit covers a range of verb patterns. Students will already be familiar with some of these patterns such as verb + -ing and verb + infinitive, and they are likely to use them fairly accurately, for example, *I like going to the movies*. I want to be an architect, and so on. The aim here is to consolidate the basic forms and highlight and practice others to extend students’ knowledge. This includes verbs that can be followed by both the -ing form and the infinitive with a change of meaning. Students may be unaware of these verbs and will need help in using them accurately:

*I remember paying the bill*. (= I have a memory of a past action.)

*I remembered to pay the bill*. (= I didn’t forget.)

These pairs of verbs appear in the summary of Verb patterns on SB p. 154.

There are no difficult grammatical rules for students to deal with in this unit, but students are still likely to make mistakes with the range of patterns covered, especially if the patterns are different in their own language. Students are likely to need regular review and frequent practice of the patterns in subsequent lessons.

***Vocabulary*** In this unit, students review the vocabulary of parts of the body and practice related verbs such as bite, blow, and clap. They also practice nouns and phrases which collocate with these verbs. They are also introduced to idioms that deal with parts of the body, for example, see eye to eye, have a sweet tooth.

***Everyday English*** Students review and extend their knowledge of talking about numbers with a lesson on numbers related to travel. This includes phone numbers, credit card numbers, prices, decimals, and percentages.

**Notes on the unit**

***STARTER*** (SB p. 58)

Focus attention on the cartoons. Students match the sentences with the pictures. Elicit the difference in meaning between the two forms. Ask students if they know any other verbs which change meaning when they are followed by the infinitive or the -ing form (start, try, remember, forget).

**Answers**

1. b,

2. a

In Sentence 1, stopped + infinitive means they stopped in order to talk to each other. They stopped, then they talked.

In Sentence 2, stopped + -ing means that they were talking to each other, then they stopped.

***DON’T WORRY MOM!*** (SBp.58)

**Verb patterns**

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| **ABOUT THE TEXT**  The four e-mails provide a humorous context for the various verb patterns in this lesson. They are typical of the type of messages that young people might send to their parents while traveling or on a gap year (a year taken by a student as a break from education between leaving school and starting a university or college course). The style of writing is informal and contains expressions typically used by teenagers. These are explained in the glossary on SB p. 59. There are also a number of abbreviations, but students should be able to understand these from the context.  Facebook, mentioned in E-mail 1, is a social networking website, set up in 2004 by Mark Zuckerberg, a former student at Harvard University in the U.S. Initially the membership of Facebook was restricted to students of Harvard and other universities. Since September 11, 2006, anyone 13 or older may join. The site now has more than 62 million active users worldwide. It is the most popular website for uploading photos, with 14 million uploaded daily. Piranhas, in E-mail 3, are South American flesh-eating river fish. |

Lead in to the topic by asking some general questions about traveling and young travelers, for example,

*Have you ever been traveling for a few months?*

*Where did you go and what happened?*

*Do you know any young people who have taken a gap year and gone traveling?*

*Why might parents of young travelers be worried while they are away?*

1. (CD2 – 36) Focus attention on the photos, and elicit what the situations are and what students think has just happened. Have students read and listen to the e-mails and answer the two gist questions. Deal with any vocabulary questions, encouraging students to use the context to help them understand.

Ask students which scenario they think is the most dangerous and which e-mail is the funniest.

**Answers**

1. Kate is in California. She hit her head on a metal bunk bed. She had to go to the hospital.

2. Dan is In Australia. He has given his mother’s phone number to some Australians he has just met and said that they can stay with her next month.

3. Bill is in South America. He went piranha-fishing and tried to attract the fish by dropping meat into the water. He camped on the river banks without a flashlight and was lucky to escape from the crocodiles.

4. Jill is in Arequipa, Peru. She spent a night In a hotel but was woken by an earthquake. She fell asleep again and woke up in a room full of holes in the walls. She plans to stay there for two more days.

2. This exercise highlights key verb patterns in sentences based on the contexts of the e-mails. Point out that more than one answer may be possible, as in the example in Number 1. Students complete the task individually.

Give students time to check their answers in pairs before checking with the class. In addition to checking the letters in the key, reinforce the focus of the lesson by having students say what pattern follows each verb, for example, want/hope + infinitive, love/look forward to + -ing. Point out that some of the verbs, for example, forget in Sentence 3 and stop in Sentence 8, can be followed by either infinitive or -ing form but with a change in meaning.

**Answers**

2. a, b

3. b

4. c

5. a, b

6. a

7. b, c

8. b, c

9. a

10. b, c

3. (CD2 – 37) Tell students they are going to hear eight lines taken from phone conversations the travelers had with one of their parents at home. Play the first sentence, and elicit the missing word and who is speaking.

Play the rest of the recording, and have students complete the task. Check the answers, eliciting who is speaking . each time. Also check the meaning of couldn’t help + -ing (= couldn’t avoid). Check that students understand that this meaning has nothing to do with the general meaning of help.

**Answers and audio script**

1. When we saw the photos we **couldn’t help** feeling worried. (Kates mom/dad)

2. The photos **made it** look worse than it really was. (Kate)

3. Your friends must **promise to** keep their room clean. (Dan’s mom/dad)

4. It’s really kind of you **to let** them stay. (Dan)

5. Did Victor **help you** escape from the crocodiles? (Bill’s mom/dad)

6. He warned us not **to go** swimming. (Bill)

7. We couldn’t **help feeling** a little scared. (Jill’s mom/dad)

8. Have you **decided to** come home yet? (Jill’s mom/dad)

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| GRAMMAR SPOT (SB p. 59) |
| 1. Focus attention on the example. Check that students understand that the abbreviation sb stands for somebody. Then have students match the patterns with the sentences.  After checking the answers, ask students to find more examples of the patterns in the e-mails. Point out the additional pattern in E-mail 1:  verb + sb + -*ing: I don’t remember anyone taking the pics*.  **Answers**  **verb + *-ing*** He enjoyed swimming. (Hope you don’t mind putting them up… We… enjoyed watching the sunset…)  **verb + to** I need to warn you. (I was trying to climb up to the top bunk bed. I forgot to mention the ambulance ride to hospital. I didn’t want to say anything… They’re planning to go to New York… I was sure you’d like to meet them we didn’t manage to catch anything. We stopped to camp on the banks… We’d forgotten to bring a flashlight… We expected to have a good nights sleep…)  **verb + sb + to** Victor told us to throw meat.  **verb + sb + infinitive** (without to) You’ll make them feel at home. (I’ll let you know our plans.)  **adjective + to** It’s impossible to see the scar. (… so we were lucky to escape from the crocodile. I’m happy to say we fell  asleep again shortly after…)  **preposition + -ing** We’re thinking of staying two more days. (They’re looking forward to meeting you.)  2. Elicit the difference in meaning in the sentences. Ask students to highlight the pattern in each one.  **Answers**  She remembered to e-mail her mom. (remember + infinitive = she didn’t forget to e-mail her mom)  She remembered e-mailing her mom. (remember + -ing = she e-mailed her mom, and she had a memory of doing it)  Refer students to Grammar Reference 8 on SB p. 138 and the Verb patterns on SB p. 154. |

***PRACTICE*** (SB p. 60)

**Calling home**

1. Ask students what they can remember about Kate from the e-mails on p. 58 (she was traveling in California and she had an accident). Focus attention on the example. Put students in pairs to complete the task.

2. (CD2 – 38) Play the recording, and let students check their answers. Students practice the conversation in their pairs. If possible, have them sit back-to-back, so that they cant see each other, as in a real phone conversation. They can also use cell phones as props if appropriate. Monitor and check. If students need help with pronunciation, especially intonation, drill key lines from the conversation with the class.

**Answers and audio script**

(CD2 – 38)

**M = Mom**

**K = Kate**

M: Kate! It’s so good to hear from you. Are you OK?

K: Oh, Mom, I’m really sorry for worrying you so much. I really didn’t mean to.

M: We opened our e-mails, and we were so delighted to see all your photos, and then we saw that one.

K: I didn’t want my friends to post it on Facebook. I asked them not to.

M: But, Kate, all those stitches, and you went to the hospital. We couldn’t help feeling worried.

K: I know, but honestly, Mom, my friends made me go to the hospital. I really didn’t need to.

M: How is your head now?

K: Absolutely fine. Honestly. I’ll e-mail you some more photos, and you can see for yourself.

M: OK. Don’t forget to.

K: I’ll call again soon, and I promise to text regularly. Bye.

M: Bye. Take care!

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| **SPOKEN ENGLISH**  **Don’t forget to! – the reduced infinitive** |
| The work on infinitives and -ing forms is extended here to cover a common feature of spoken English—the fact that you don’t have to use the full infinitive if the verb is understood from the context.  1. Read the notes and the example conversations with the class. Ask two pairs of students to read the conversations aloud for the class. Check pronunciation, and point out if necessary that we use the weak form of to in a full infinitive (I’d love to come!), but the strong form of to in a reduced infinitive (I’d love to!):  *Don’t forget to /tu/.*  *We’d love to /tu/.*  Drill the pronunciation with the class.  Students find the examples in Kate s conversation in Exercise 1. Point out the negative form in I asked them **not** to.  **Answers**  I really didn’t mean to.  I asked them not to.  I really didn’t need to.  2. (CD2 – 39) Give students time to complete the conversations individually.  Play the recording, and have them check their answers. Students practice the conversations in pairs. Monitor and check. If students need help with pronunciation, play the recording again, and drill key lines with the class.  **Answers and audio script**  1.  A: Did you mail my letter?  B: Oh, sorry, I **forgot to**.  2.  A: I can t go out with you this evening. Sorry.  B: Oh, but you **promised to**.  3.  A: Why did you e-mail your mother again?  B: Because she **asked me to**.  4.  A: Do you think you’ll apply for that job?  B: Yes, I’ve definitely **decided to**.  5.  A: Are you taking your brother to the airport?  B: Well, I **offered to** but he said he **didn’t want** me **to** |

**Talking about you**

3. This gives students the opportunity to practice the verb patterns in a personalized way. Elicit possible endings to each of the sentences. Write them on the board, and underline the verb pattern in each. Point out to students that they must use a verb form rather than a noun to complete each sentence. Give students time to complete the sentences individually Remind them to make two of them false. Monitor and help as necessary.

**Possible answers**

1. I really enjoy spending time with friends.

2. I’m no good at cooking.

3. I shouldn’t forget to send mom an e-mail.

4. I will always remember meeting my best friend.

5. I just finished painting my apartment.

6. I sometimes find it difficult to sleep.

7. My parents made me go to bed early when I was young.

8. I’m looking forward to going out this weekend.

9. I’d love to travel around the world.

4. Focus attention on the examples, and have three students read them aloud. Give three sentences about yourself from the list in Exercise 3, including one false one. Read the sentences aloud, and have students respond to find the false sentence.

Put students in groups of three or four to do the activity. Monitor and check for accurate use of the verb patterns. Have a short class discussion on any common errors at the end of the activity, highlighting the correct verb patterns on the board.

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| **SUGGESTION**  Students will need regular practice in the verb patterns highlighted in this lesson. Its a good idea to recycle them as often as possible in different ways:  - error correction tasks  - matching sentence endings and beginnings  - changing sentences to make them true for the students  - writing short notes containing a selection of the verbs  - writing short role plays containing a selection of the verbs |

***ADDITIONAL MATERIAL***

**Workbook Unit 8**

***Exercises 1-7*** *Verb patterns*

***LISTENING AND SPEAKING*** (SB p.61)

Fears and phobias

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| ABOUT THE LISTENING This section has two recordings and continues the unit theme with a focus on fears and phobias. Students start with a general discussion on common phobias, and they then match some unusual phobias with their meanings. The first recording consists of three speakers talking about their unusual phobias (buttons, fish, and balloons). Students listen to each monologue and answer a set of comprehension questions. They then retell each persons story using a series of prompts. Students take part in a general group discussion on phobias by answering a set of general questions, and then they compare their ideas against the second recording, an extract in which a psychologist answers the same questions. The section finishes with a Language work task which consolidates the verb patterns students covered at the start of the unit.  Pre-teach/check the following vocabulary from recording (CD2 – 40):  **Jodie**: *cardigan, to scream, to calm somebody down, belts, zips, psychotherapist* (a person who treats mental illness by encouraging the patient to talk about their problems).  **Gavin**: *to feel sick, psychologist* (someone who studies the human mind, emotions, and behavior, and how these are affected by different situations), *oyster /’ᴐɪsәr/, to conquer /’kɒŋkәr/ a phobia*  **Melissa**: *to blow up (a balloon), to pop, rubber, to chase someone, to shake.*  Dr. Lucy Atcheson is a real psychologist and an expert on phobias and relationships. She has written books on both subjects and hosted a BBC program on phobias called The Panic Room. You will probably need to pre-teach/ check the following items from recording (CD2 – 41):  to be programed to do something, DNA (the chemicals in cells that carries genetic information), genes. |

Lead in to the topic by asking:

*Which is stronger, a fear or a phobia*? (a phobia)

*Can you control a phobia*? (usually not)

Elicit related language and check the pronunciation, for example, be afraid /ә’freɪd/, frightened /’fraɪtnd/, scared, terrified of have a phobia /Toubio/ of to panic, a panic attack.

1. Elicit a few examples of typical phobias, and write them on the board. Elicit further answers from the whole class, adding items to the list on the board and checking the pronunciation.

Give an example of something that you are afraid of, when it started, and how it affects your life, for example,

*I have a phobia of dogs, especially big dogs like Alsatians. I was bitten as a child, and I’ve been frightened of dogs ever since. If I see a big dog in the street, I often cross to the other side to avoid it. If I visit someone who has a dog, that person needs to keep it in another room. I could never touch or pet a dog.*

Elicit a few more examples from the class. Wait for students to volunteer information. Don’t force anyone to talk about their fears if they seem uncomfortable.

**Possible answers**

A fear/phobia of:

Spiders - bacteria/germs

Dogs - needles/injections

Insects - dying

Snakes - drowning

flying - dosed/small spaces (claustrophobia)

heights - public/open spaces (agoraphobia)

the dark

2. Focus attention on the chart, and ask students to look at the list of phobias. Check where the main stress falls in each word (on -pho- in each word).

Put students in pairs to discuss the meanings and do the matching task. Put students into new pairs to compare their answers before checking with the whole class.

**Answers**

Autophobia is the fear of being alone.

Ablutophobia is the fear of washing.

Aviophobia is the fear of flying.

Frigophobia is the fear of feeling cold.

3. (CD2 – 40) Focus attention on the cartoon, and elicit a brief description. This will introduce the words for the phobias described in the recording, but don’t specify what these phobias are at this stage.

Possible answer

There’s a fish standing on a hill. It’s wearing a hat and a vest with big buttons, and it’s holding three balloons. Someone is running away in fear.

See the notes about pre-teaching/checking vocabulary in About the listening. Give students time to read the questions before they listen.

Play the recording of Jodie through once. Elicit the answers from the class. If students have missed any of the information, play the recording again.

Repeat the procedure for the recordings of Dave and Melissa.

Answers and audio script

Jodie

1. The buttons on the vest.

2. It started when she was a little girl. She saw the buttons on her grandmother’s cardigan, and she was terrified.

3. It’s difficult for her to buy clothes. She tries to find skirts and pants with just belts and zips.

4. A button came off a colleague’s jacket at work.

5. She’s decided to see a therapist.

Dave

1. The fish.

2. He isn’t sure when it started. His dad used to go fishing, and Dave didn’t like watching him cleaning the fish. When he was about seven he started feeling afraid when he saw his dad coming home with the fish.

3. He couldn’t go into supermarkets—the sight offish made him feel sick. When he started going out with his wife, he had to ask

her never to eat fish. He can’t go to restaurants, so he only eats in hamburger restaurants now. It makes life very difficult for his family

4. He saw someone eating an oyster.

5. He’s started to see a psychologist, but he hasn’t succeeded in conquering the phobia yet.

Melissa

1. The balloons.

2. Her phobia started when she was five. She was trying to blow one up, and it popped in her face.

3. Her friends chase her with balloons because they think it’s fun to see her cry. She can’t go to parties if they have balloons. She can’t imagine ever blowing up a balloon. She can’t look at balloons on TV without shaking.

4. Someone chased her with a balloon.

5. She wants to see a doctor/professional about it. Her teacher agrees

Fears and phobias

**1. Jodie**

I have a really unusual phobia. It began when I was a little girl. I was staying with my grandmother and she asked me to go upstairs and get her cardigan. I opened the closet and saw this big, dark green cardigan with huge, black buttons hanging there—I was terrified. I started screaming. My grandmother rushed upstairs and finally managed to calm me down but from then on it was a problem. It was the buttons—all buttons made me feel uncomfortable. It’s difficult for me to buy clothes—I try to find skirts and trousers with just belts and zippers, but it’s not easy. About a year ago a button came off a colleague’s jacket at work, and I had a panic attack. I’ve decided to see a therapist, but I’m embarrassed to say. I’m scared of buttons.” It sounds silly.

2. **Dave**

I’m not sure what first started my phobia, but my dad used to go fishing and afterwards I didn’t like watching him cleaning the fish In the kitchen sink. Then, when I was about seven, I started feeling afraid when I saw him coming home with the fish. He had to stop catching it. As I grew up the problem got worse and worse. I couldn’t go into supermarkets—the sight of fish made me feel sick. When I started going out with my wife, I had to ask her never to eat fish. I wouldn’t go to restaurants because once I saw someone eating an oyster, and I had a panic attack. I can only eat in hamburger restaurants now. It makes life very difficult for my whole family. I’ve started to see a psychologist, but I haven’t succeeded in conquering my phobia yet.

**3. Melissa**

I’m 13 years old and I’ve been terrified of balloons since I was five. I was trying to blow one up and It popped In my face. I can remember feeling the rubber on my skin—ugh, it was awful. My friends don’t understand. They enjoy chasing me around with blown up balloons because they think it’s fun to see me cry. Last time, we were in the school playground, and I had a panic attack. At first they refused to believe me and they didn’t get the teacher, but then they saw how bad it was—I was having difficulty breathing and they got frightened. The worst thing is that I can’t go to parties; if I do, I have to ask them not to have balloons. I can’t Imagine ever blowing one up. I can’t even look at them on TV. I start to shake. I want to see somebody about it. My teacher says I have to.

4. Give students time to read through the prompts. Deal with any questions about pronunciation. Elicit the first two sentences of Jodie’s story. Put students into groups help. Be prepared to play relevant sections of the recordings again if students cant remember the details.

Answers

See (CD2 – 40) above.

What do you think?

5. Put students into new groups to discuss the questions. Encourage them to share their ideas even if they don’t know very much about the subject. Explain that they will be able to compare their ideas against the information in the recording.

Elicit a range of ideas from the class about which person they think suffers most and why.

6. (CD2 – 41) See the notes about pre-teaching/checking vocabulary in About the listening. Play the recording through once, and elicit the psychologists answers to Questions 2-4. With weaker classes, you could pause the recording at key points, and elicit the answer to each question.

Check the answers with the class.

**Answers and audio script**

2. They get phobias as a result of a bad experience.

3. Some people get phobias and others don’t because it’s in their genes.

4. Dr. Atcheson talks about the phobia and helps the patient to relax. She might show just a picture or cartoon of the phobia. Then she sometimes shows a movie, and finally she asks the person to touch the object. In this way, phobias can normally be treated in just three or four sessions.

(CD2 – 41)

**The psychologist’s view**

Human beings are programed to be afraid of things that can hurt them. Show a baby a picture of a snake or a big, poisonous spider and the baby will show fear. It’s in our DNA. We are all afraid of some things and that’s good. But a phobia causes absolute terror, with physical symptoms such as a racing heart, sickness, and panic attacks. Phobias are usually the result of a bad experience, for example a car crash can cause a fear of driving, but it’s often just of ordinary things like balloons or a particular food. Some people are more likely to get phobias than others, it’s In their genes. My job is to train people to conquer their phobia. First we just talk about it, and help the patient relax. Then we might show just a picture or cartoon of their phobia. After that we sometimes show a movie and finally we ask them to touch the object. In this way, phobias can normally be treated In just three or four sessions.

Language work

This task consolidates the work students did on verb patterns on pages 58-60. Refer them to the audio script on SB p. 123. Elicit one or two examples of verb patterns from Jodie’s story. Give students time to choose a story and underline the patterns. If you are short on time, students can do the task for homework. Check answers and point out the double -ing form used by Dave: I didn’t like watching him cleaning the fish.

Answers

See the underlining in script (CD2 – 40) above.

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| SUGGESTION As an extension to the Language work, ask students to write personalized sentences using the patterns in the story they chose. Alternatively, students could write a short story/anecdote using those patterns and others covered in the unit. |

***READING AND SPEAKING*** (SB p. 62)

Dangerous journeys in history

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| ABOUT THE TEXT This is the third jigsaw reading in the course. The theme of fear and facing problems is continued with two texts on dangerous trips in history. It’s a good idea for you to read the texts ahead of the lesson. You may also find the following background information helpful.  Hannibal / ‘hӕnәbl/ was a general who led the army of Carthage /’karθɪʤ/ (an ancient city in Tunisia) against the Romans between 218 and 201 B.C. He is perhaps best known for crossing the Alps into Italy with a large army and 37 elephants in 218 BC.  Mao Zedong /maʊ dzԑ’dʊŋ/ (also known as Mao Tse-tung and Chairman Mao) was a Chinese politician who helped to set up the Chinese Communist Party. He became the Party’s leader during the Long March, which took place in 1934-1935. In 1949 he came to power and established the People’s Republic of China. He was in power during the Cultural Revolution in the mid-1960s.  Each text outlines the man’s early life, the journey they each undertook, and their later years. Students start by imagining the problems they would face on a long winter journey on foot, and then they predict the difficulties Hannibal and Mao Zedong met by looking at maps of their route. Students work in two groups, and read their text in stages. They then exchange information and compare the leaders and their journeys.  In terms of vocabulary, encourage students to use the context to help them with new vocabulary or let them use a dictionary. If you are short on time, you could pre- teach/check the following items:  Hannibal: *prosperousy commander, daringy tribesmen, rafty snorkely a (mountain) passy to perishy to deserty defeat (noun and verb), resources*.  Mao Zedong*: illiterate, to foundy a defeaty toughy to catapulty a bogy to swallowy an ascenty to proclaim*.  Both texts contain large numbers, distances, and dates, and students will have to use these in their answers and discussions. With weaker classes, you may want to review how to say dates and larger numbers. Alternatively, the Everyday English section in this unit has a review of how to say a range of numbers and dates, and this could be done before the reading lesson. |

1. Set the scene for this visualization task. Ask for quiet in the class, and have students close their eyes. Read the instructions out section by section, giving students time to imagine the scene and the likely problems. Elicit a few examples in a short class discussion.

Possible answers

Keeping everyone together, beating the cold and hunger, crossing difficult terrain, finding suitable places to camp, keeping everyone’s morale up.

2. Focus attention on the maps. Students work in pairs to discuss the difficulties presented by the route of each group. Monitor and help, supplying any vocabulary students need. Elicit a range of answers.

**Possible answers**

Crossing mountains, possibly covered in snow, crossing rivers, running out of food.

3. Divide the class into two groups, A and B. Assign the relevant text to each group (A: Hannibal and B: Mao Zedong). With larger classes, you will need to subdivide the students into more than one group A and more than one group B.

Working in their groups, students read through their text and answer the questions. Encourage them to help each other with any new vocabulary (see About the text above). Monitor and help as necessary. Remind students that they will need to refer to the dates and numbers in the text when they exchange the information, so they should make sure they are confident about how to do this. Check that students in both groups are confident about the answers before moving on to Exercise 4, but don’t do a whole-class check.

Answers

Hannibal

1. His father was a general in the army and a bold fighter. He made Hannibal promise to hate the Romans forever. Hannibal became commander of the army and was also a fearless fighter.

2. The Romans.

3. He moved to Spain with his family.

4. He planned to march from Spain to Italy because the Romans threatened to attack. He wanted to reach Italy before the Romans declared war.

Mao Zedong

1. His father was ambitious but illiterate, and he wanted his son to have the education that he hadn’t had.

2. The Nationalist Government

3. The remote Jiangxi province.

4. They had a lot of bloody battles and therefore had to escape from the area.

4. Students read the text and answer the questions in their groups, underlining key information in their text or making brief notes to refer to when they do Exercise 6. Again, check that student in both groups are confident of the answers, but don’t check the answers with the whole class ai this stage.

**Answers**

**Hannibal**

1. May 218B.C

2. Hannibal and an army of 90,000 men and 37 elephants.

3. He was an inspiring leader.

4. They were attacked by local tribesmen; they had to build rafts to cross the River Rhone to get the elephants across. Some fell off but were able to swim. It started to snow, and the elephants slid over the ice.

5. Five months.

6. 36,000 men arrived and only one of the elephants. Over half of the men died or deserted.

Mao Zedong

1. October 16th, 1934.

2. Mao Zedong and 86,000 men and 30 women, including Mao’s wife.

3. Mao became leader of the Red Army and the Communist Party during the march. He was tough but popular.

4. They weren’t sure where they were going. They lost 56,000 men and much of their equipment when crossing the Xiang River. Many men died from lack of oxygen when crossing the Great Snowy Mountains. They were exhausted, but they couldn’t stop. Many men fell off the mountains when sliding down them. There were bogs under the grasslands between the Yangtze and Yellow Rivers. Mao lost more men here than on the Snowy Mountains.

5. 370 days.

6. 4,000 people arrived.

5. Working in their groups, students read the last part of their text. Have them produce a short summary in their own words of what happened to the leader they are reading about. Again, don’t check the answers with the whole class at this stage.

**Answers**

**Hannibal**

He defeated the Romans in many battles at first However, the Romans had more resources and manpower, so Hannibal coutdn’t beat them.

He sailed back to North Africa, aged 45, and committed suicide 20 years later. Although he was defeated by the Romans, he is recognized as an Important military leader.

**Mao Zedong**

He became powerful during the Long March. In 1949 he proclaimed the People’s Republic of China and the Great Cultural Revolution. Mao’s Little Red Book was published, and his ideas were taught throughout the country. He died In 1976, aged 82.

6. Ask students to work in A/B pairs, so in each pair there is one student who has read each text. As an example, read aloud Question 1 from Exercise 3, and elicit information comparing the two leaders’ fathers.

Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information to help them answer the questions and not simply giving each other facts about each journey. Check the answers with the class.

Answers

On both journeys, the people had to deal with extreme difficulties, including crossing dangerous rivers and mountains and dealing with extreme cold. Many people lost their lives during both marches. 2,152 years separate the journeys.

**What do you think?**

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

***WRITING*** (SB p. 106-107)

**Telling a story (2) — Organizing a text**

This is the second opportunity in the course for students to write a story. The first section covered linking ideas, and this one focuses on organizing the text and producing an interesting narrative. The theme links to the topic of the Reading and speaking section, with pre-writing work on the story of the Titanic. In the writing task, students use picture and text prompts to write the story of the Trojan Horse.

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| NOTES The Titanic was a large British passenger ship which was thought impossible to sink. It hit an iceberg in the Atlantic Ocean on its first voyage in 1912. It sank, and more than 1,500 passengers died. There have been many books and movies about the event. In 1997 an American movie starring Kate Winslet and Leonardo DiCaprio was a huge box office success and won 11 Oscars.  The Trojan Horse was a wooden horse used by Greek soldiers to trick their enemies, the Trojans, during the Trojan War. The Greeks built a large wooden model of a horse and offered it to the Trojans as a gift. The Trojans accepted it and took it into Troy, unaware that Greek soldiers were hiding inside it. |

1. Focus attention on the examples. Put students in pairs/ small groups to discuss the question. Elicit a range of answers from the class.

2. Pre-teach/check the following vocabulary: to warn, to hit an iceberg, lifeboat, to sink (sank, sunk). Focus attention on the pictures, and elicit possible wording for the first picture, for example, On April 10th, 1912, the passenger ship the “Titanic” left Southampton to cross the Atlantic to New York. Students tell the rest of the story in pairs.

Give students time to read Text A and match the lines with the pictures.

**Answers**

On April 10… New York.

There were… listening to the band.

The Titanic was traveling… the Atlantic.

Some ships nearby… delivered.

A look-out… too late.

The Titanic hit… quickly.

The lifeboats… people.

The band… sank.

Most… in the sea.

3. Students read Text B and compare it with A. Encourage students to use the context and what they already know about the story to help them with new vocabulary. You may need to check maiden voyage (first crossing), steerage (the part of the ship with the cheapest accommodation), knot/not/ (the unit of speed used by ships), SOS (a message sent from a ship when in danger and in need of help).

Elicit which text is more interesting (B) and why.

Possible answers

Text B uses a range of vivid adjectives: luxurious, magnificent, sumptuous, etc.

It gives a lot of details about speed, times, etc.

It uses more interesting alternatives for “basic” verbs, e.g., hit — strike; die — meet their death; warn - sound the alarm.

4. Give students time to read the questions through before they discuss texts A and B again. Elicit ideas about the general organization of the texts.

Students discuss the questions in their pairs. Elicit a range of answers from the class.

Answers

**The general organization**: Text A sets the scene by giving only the basic detail; B tells the reader how luxurious the ship was and gives details about the number of people and lifeboats.

In Text A, the main part is pretty short with basic events told one after the other; in B the main story is much longer with details of the timing of events and information about all the people involved.

In Text A, the conclusion is very short and given in very simple language; in B there is more detail and the story is brought up-to-date.

**Telling the story**: Text A gives only basic details of the events of the story; B tells the reader about the range of people on the ship, the atmosphere at different points and gives a detailed narrative of the events with times.

In Text A, there Is little attempt to Interest the reader; in B, the setting and atmosphere are described and the events are narrated in detail.

Both texts tell the story in a roughly chronological way, using the Past Continuous for longer actions and the Past simple for the main events. But Text B links some events together in nonchronological ways, using a wider variety of tenses and structures, e.g.,… the ship sank, just two hours and forty minutes after hitting the iceberg. (= It hit the Iceberg and then sank; two events linked using after); Amazingly, they had kept playing until the ship disappeared beneath the waves (past perfect to refer back to an earlier action).

**The language**: Text A uses very basic descriptive languagefe.g., rich, quickly, interested, etc.; Text B uses much richer language, e.g., luxurious, magnificent, sumptuous, amazingly, incredibly, etc.

Text A uses very simple sentence structure; B uses a wider range of constructions and more complex sentences, with clauses linked In different ways, e.g., The owner of the ship was on board, encouraging the captain to go faster. The sentences in Text B also start in different ways, e.g., However, After all, Amazingly, etc.

5. Elicit information about the Trojan Horse from the class. Give students time to look at the pictures in pairs and read the text prompts. Deal with any vocabulary questions.

6. Students continue working in their pairs to write the story. Remind them to try to make it interesting, and tell them they can use the questions in Exercise 4 as a checklist.

7. Students read some of their stories to the class. With larger classes, they can do this in groups. Refer students to the story on SB pp. 146-147 and have them compare it with their own.

***VOCABULARY AND IDIOM*** (SB p. 64)

**Body language**

This section focuses on the vocabulary of parts of the body.

It highlights verbs that involve parts of the body, for example, bite and clap, and expressions that use these verbs. Students are also introduced to idioms based on parts of the body. The final task involves dictionary work, so make sure students have access to dictionaries in class, or assign the task for homework.

1. Do the brainstorming as a class. Write the words on the board, checking spelling and pronunciation as you go.

You could group words according to different areas of the body (see Possible answers below).

Check the irregular plurals teeth and feet and the words with silent letters: wrist /rɪst/, thumb /θᴧm/, thigh /θaɪ/, knee /ni/.

Possible answers

Head: hair, face, nose, eye, ear, mouth, lips, tongue, tooth (teeth), chin,

neck, throat, cheek, forehead

Main body: chest, stomach, waist, hip, back, bottom

Arms: shoulder, elbow, wrist, hand, finger, thumb, nail

Legs: thigh, knee, ankle, foot (feet), toe, heel

2. Elicit the parts of the body for bite and blow, acting out the verbs if necessary.

Students work in groups of three or four to continue the task. Encourage them to also use mime to teach each other the verbs as necessary.

Check the answers with the class.

Answers

bite — teeth

blow — mouth/lips

clap - hands

climb — hands and feet

hit — hands

hug — arms

kick — feet

kneel — knees

lick — tongue

march — legs and arms

point — fingers

scratch — nails

stare — eyes

whistle— lips

3. (CD2 – 42) Elicit the verb that goes with a ladder. Students work individually to complete the matching task.

Play the recording so that students can check their answers. Point out that the verbs may be in different forms than the infinitive. Elicit the situation for each example, playing individual sentences again as necessary.

**Answers and audio script**

(CD2 – 42)

1. The cat got up the tree easily enough, but I had to **climb a ladder** to get her down.

2. Daniel, stop **staring out of the window**, and get on with your work!

3. Since you **whistled that tune** I can’t get It out of my head.

4. I hate it when my Aunt Mary **hugs me close**. She wears this

disgusting perfume, and I smell like it afterwards.

5. Bob’s hopeless at all sports. He can’t even **kick a soccer ball**.

6. You’d better **lick your ice cream**—it’s melting.

7. When I saw the penny on the floor, I **kneeled down to pick it up**. It’s good luck!

8. I keep trying to stop **biting my nails**, but I can’t, it’s a terrible habit.

9. I’m terrified of **blowing up balloons** in case they go “pop.”

10. Don’t **scratch that insect bite**. You’ll get an Infection.

11. By the end of the concert we were all **clapping our hands** in time with the music.

12. The tour guide **pointed at a place on the map**.

13. My dad’s useless at doing things around the house. He can’t even **hit a nail with a hammer**.

14. My two-year-old nephew Is so cute. He loves **marching** up and down **like a soldier**.

4. Read the instructions and first sentence as a class. Check that students understand the expressions in bold are not used in a literal way. Focus on the first sentence, and elicit the meaning of see eye to eye (agree).

Students work in pairs to continue the task. Remind them to use the context to help them figure out the meanings. Do not check answers until after Exercise 5.

5. Students match the meanings in the box to the idioms in Exercise 4. Check the answers with the class.

Students take turns reading the pairs of sentences aloud. Monitor and check for accurate pronunciation.

Answers

1. I don’t get along with my brother. We don’t **agree** on anything.

2. I saw a show on TV about quantum physics, but I’m afraid **I didn’t understand a word**.

3. **It’s not worth** trying to explain It to me. I’ll never understand.

4. Did you hear about Millie’s party? Too many people came and the whole thing **got out of control**.

5. The house was such a mess! When her parents came back they **were furious**. I don’t blame them.

6. Can you help me? **I’m having trouble** installing this program on my computer.

7. My dad keeps chocolate In his desk. He **loves sweet things**.

8. I feel silly. I got so excited when he said I’d won the lottery, but he was only **joking**.

6. This exercise involves dictionary work. Elicit an example of an idiomatic expression with heart. Students look up the words and note down the related idioms.

Students pool their answers in a class discussion. Write the answers on the board. If possible, collate them into a single document that can be printed/photocopied and given to the students.

Possible answers

**heart** to break someone’s heart/have a change of heart/cry your heart out/have your heart In your mouth/have your heart In the right place/have a heart of gold/open your heart to someone

**head** to bang your head against a brick wall/bite someone’s head off/bury your head in the sand/go to your head/have your head in the clouds/hit the nail on the head/keep your head above water

**hand** to have your hands full/have someone in the palm of your hand/know someone or somewhere like the back of your hand/take the law Into your own hands/wait on someone hand and foot/lend someone a hand/live from hand to mouth

**foot** to land on your feet/get cold feet/put your foot in it/ have your feet on the ground/have two left feet

**hair** to let your hair down/make your hair stand on end/split hairs/ tear your hair out

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| SUGGESTION Students work in small groups to write a conversation or short sketch containing about six of the idioms. Students can perform their conversations for the rest of the class over a series of lessons. |

***EVERYDAY ENGLISH*** (SB p. 65)

**Travel and numbers**

This section focuses on the way we say a range of numbers including phone numbers, dates, amounts of money, fractions, decimals, and percentages. Some of the numbers are contextualized in two travel situations—at an airport check-in desk and booking train tickets over the phone. Students talk about numbers that are important to them in a personalized group work task at the end of the lesson.

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| POSSIBLE PROBLEMS Numbers in American English can be read in different ways depending on their type. Its a good idea to ask students to review numbers up to 100 and ordinals up to 30th for homework before the lesson.  You may need to review/highlight the following:  - ***Use of and*** In spoken American English, and is usually said after *hundred or thousand in numbers with three or more digits, for example, one hundred and fifty dollars, one thousand six hundred and thirty- two miles, two hundred and seventy-one thousand, four hundred and eighty-two people. And is also used in fractions, for example, two and a half*.  - ***Phone numbers*** These are usually read in sets of numbers, with the area code coming first, as follows: three numbers, three numbers, and four numbers. 0 is oh or zero. The intonation is neutral for the first two sets of numbers, and it falls for the last set of numbers:  212-555-6351 = *two-one-two, five-five-five, six-three- five-one*  - **Dates** These require ordinal numbers, for example, February second, November twenty-first. With years, we divide the numbers into two sets of two, and 0 is oh, not zero, for example, 1902 = nineteen oh two. Years from 2001 up to 2009 are usually read as numbers, for example, two thousand and nine’, years from 2010 are divided into two sets of two, for example, twenty ten.  - **Prices** Prices are read like this: $1.82 = one dollar and eight-two cents. It is also acceptable to read a price as follows: one eighty-two.  - **Bank card numbers** Numbers on bank cards, credit cards, and so on, are usually read in sets of four digits.  0 is oh or zero. The intonation is neutral for the first three sets of numbers, and it falls for the last set of numbers:  4840 8302 1953 0842 = four-eight-four-oh/zero, eight- three- oh/zero-two, one-nine-five-three, oh/zero-eight- four-two, and so on.  - **ID/Passport numbers** These are often a combination of numbers and letters, and each number or letter is read individually.  - **Fractions** Student may need reminding of these:  ½ = one/a half; 5 ½ - five and one/a half; 1/3 = one/ a third; ¼ = one/a quarter.  - **Percentages and decimals** A written percentage is read… percent, for example, 25% = twenty-five percent; in decimals, a point (.) is used, not a comma, for example, 1.25 = one point two five. In numbers less than 1,0 is zero, for example, 0.25 = zero point two five. |

Note that students are unlikely to be able to say numbers spontaneously and accurately even at the end of this lesson, so be prepared to review them in a range of contexts in subsequent lessons.

1. (CD2 – 43) Focus attention on the numbers. Elicit how you read the first two numbers aloud. Students work in pairs, taking turns reading the numbers. Monitor and check, noting down common errors.

Play the recording, and have students check their answers. Play the recording again if necessary, and drill the pronunciation of numbers that students found difficult.

Read the information about points and commas with the class. Make sure students understand that commas are used to indicate thousands and points are used for decimals.

**Answers and audio script**

(CD2 – 43)

fifteen

fifty

four hundred six

seventy-two

one hundred seventy-eight

ninety

nineteen

eight hundred fifty

one thousand five hundred twenty

seventeen point five

thirty-six

two hundred forty-seven

five thousand

one hundred eighty thousand, five hundred seventy-five

two million

2. (CD2 – 44) Give students time to read through the questions. Check comprehension of expiration date. Elicit the number for Question 1. Students work in pairs to match the questions and answers. Give students time to read the questions and answers aloud, focusing on getting the numbers right. Monitor and check, noting down common errors in how the numbers are read and pronunciation problems.

Play the recording, and have students check their answers. Play the recording of the numbers students found difficult again, and drill the pronunciation. Students practice the questions and answers again in new pairs.

**Answers and audio script**

(CD2 – 44)

1.

A: What time does the train leave?

B: 1:45.

2.

A: How far is it to Montreal?

B: 1,915 miles.

3.

A: How long’s the flight?

B: About 1½ hours.

4.

A: How much does it cost?

B: $34.99.

5.

A: What’s your credit card number?

B: 6356 5055 5137 9 9 04.

6.

A: What’s the expiration date?

B: 02/14.

7.

A: How much does it weigh?

B: 27 pounds.

8.

A: What’s your cell number?

B: 212-555-2111.

9.

A: What’s the tax rate?

B: 17.5%.

3. Focus attention on the pictures. Elicit the first number as an example. Students then work in pairs to find the numbers and practice saying them. Check answers with the class.

**Answer**

|  |  |
| --- | --- |
| 760519814  6179 500 0574  692  01/2015  9.5 km  20:25  20:30  430  535  935  212-555-4259  $0.70  $234,950  53  34.50  50/20/10/5  17%  3/4  $43.05  13.890 | seven six oh, five one nine, eight one four  six one seven nine, five oh oh, oh five seven four  six nine two  oh one twenty fifteen  nine point five kilometers  twenty twenty-five / twenty-five past eight  twenty thirty / eight thirty  four hundred and thirty  five hundred and thirty-five  nine hundred and thirty-five  two one two, five five five, four two five nine  seventy cents  two hundred and thirty-four thousand, nine hundred  and fifty dollars  fifty-three  thirty-four fifty  fifty/twenty/ten/five euros  seventeen percent  three and three quarters  forty-three dollars and five cents  thirteen point eight nine oh (gallons) |

4. (CD2 – 45) Give students time to read the questions. Play the recording through once, and elicit the answers to the questions.

**Answers and audio script**

1. At the check-in desk of an airport.

2. A passenger and ticket agent.

3. Dubai.

4. The man’s luggage is overweight.

(CD2 – 45)

A: Good morning. Where are you flying to?

B: Dubai.

A: And how many bags do you want to check in?

B: Just this one.

A: Fine. Put it on the scales please… Oh, no.

B: What’s the matter?

A: I’m afraid it’s overweight. It’s nearly 60 pounds, and you’re only allowed 50.

B: What can I do?

A: Well, you can pay for excess baggage. The rate is $10 per pound.

B: So, that’s—urn…

A: That’s $100.

B: Goodness. That’s a fortune, but I’ll just have to pay it.

A: OK. And just the one piece of hand luggage?

B: Yes, just this bag.

A: That’s fine. Here’s your boarding pass. You’re boarding from Gate 6 at 9:20. The gate will open 45 minutes before the flight. Have a good trip.

B: Thank you.

Focus attention on the example numbers. Play the recording again. Students note down the numbers and what they refer to. With weaker students, you could pause the recording at the end of the lines that contain the numbers, or write the numbers on the board before students listen again.

Check the answers with the class. Refer students to the audio script on SB p. 123. Students practice the conversation in pairs. Monitor and check for accurate reading of the numbers. If students have problems, drill the lines and have them repeat.

Answers and audio script

one — bag

60 pounds — the weight of the bag

50 (pounds) — the number of pounds you are allowed

$10 — the rate per pound for excess baggage

10 — the number of pounds over the limit

$100 — the fee for excess baggage

one — piece of hand luggage

6 — gate number

9:20 — the departure time

45 — number of minutes before the flight that the gate will open

(CD2 – 45)

See audio script above.

5. (CD2 – 46) Refer students back to the questions in Exercise 4. Play the recording, and elicit the answers for this conversation.

Play the recording again, and ask students to note down the numbers and what they refer to. With weaker students, you could pause the recording at the end of the lines that contain the numbers, or write the numbers on the board before students listen.

Check the answers with the class. Refer students to the audio script on SB p. 123. Students practice the conversation in pairs. Monitor and check for accurate reading of the numbers. If students have problems, drill the lines and have students repeat.

**Answers and audio script**

1. Over the phone.

2. A passenger and a ticket agent.

3. Boston.

4. The online booking system doesn’t work.

March 13th — the date of travel

March 30th — the return date of travel

10:30 - train departure on first trip

2:45 — train arrival on first trip

8:00 — train departure on return trip

5:30 — train departure on return trip

10:23 — train arrival on return trip

$135 - ticket price

0494 7865 45621320 - credit card number

05/12 — expiration date

15 — number of house/apartment

(CD2 – 46)

A: Good morning. Amtrak. Can I help you?

B: Oh, yes, I was trying to book train tickets online and it didn’t work.

A: That’s OK. Where and when do you want to travel?

B: I want to go from New York, Penn Station to Boston on the 13th of March.

A: March 30th?

B: No, no, March 13th. I want to go on the 13th and return on the 30th.

A: OK, the 13th to the 30th-so you want a round-trip ticket. And do you want to travel in the morning or the afternoon?

B: Well, I want to travel up mid-morning if possible, but I’d like to come back on an evening train.

A: Right. There’s a train at 10:30 A.M., it arrives in Boston at 2:45 P.M.

B: Sounds good. And returning?

A: For the return there’s one at 8:00 P.M., arrives back in New York just after midnight.

B: Mmm… is there an earlier one?

A: There’s the 6:30. It arrives back in New York at 10:28.

B: That sounds perfect. I’ll take it. How much is that?

A: It’s $135. Is that OK?

B: Fine.

A: Can you give me your credit card details?

B: Yes, it’s a Visa card. The name on the card is K. Farnham. The number is 0494 7865 45621320.

A: The expiration date?

B: 05/12.

A: And your address?

B: 15 Wilson Road…

A: Did you say 50?

B: No, 15, one, five Wilson Road…

6. Focus attention on the examples in the Student Book. Put students in groups of three or four to continue the activity. Monitor and help as necessary, but do not interrupt—let students have fun with the guessing game.

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| SUGGESTIONS There are a number of ways of having students review  numbers. They can:  - listen to/read a news story and pick out the numbers and what they refer to. Students then summarize the story for a partner, using the numbers.  - talk about the numbers they have seen/used earlier in the day before the class.  - write a role play in pairs using five numbers chosen by you/another pair.  - do simple class surveys that involve numbers/ percentages/fractions, for example, how students spend their time, students journeys to work/school/college, and so on.  - write questionnaires in pairs with facts containing numbers. They test the rest of the class with true/false or multiple-choice questions. |

***Don’t forget!***

**Workbook Unit 8**

***Exercise 8*** *Phrasal verbs — Phrasal verb without a noun*

***Exercise 9*** *Pronunciation — Weak sounds*

***Exercise 10*** *Listening — Interview with a stuntwoman*

***Exercise 11*** *Vocabulary — Crossword 2*

***Spotlight on*** *Testing Simplified sentences and numbers*

Word List

Refer students to the Word List for Unit 8 (SB p. 151). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

## Unit 9: IT DEPENDS HOW YOU LOOK AT IT

***Grammar****: Conditionals*

***Vocabulary****: Words with similar meaning*

***Everyday English****: Dealing with money*

**Introduction to the unit**

The unit has two main themes—looking at things from different perspectives and dealing with bullying and crime. This provides the context for language work on conditionals and might have done/ could have done/should have done. The Speaking and listening section recycles some of these forms with a questionnaire called Do you have a social conscience? The Reading and speaking section has an article on a burglary from the point of view of the victim and the burglar and the Restorative Justice process that brought them together. Vocabulary covers synonyms and near-synonyms, and the Everyday English focus is Dealing with money. The Writing syllabus continues with a focus on organizing paragraphs in a for and against essay.

**Language aims**

**Grammar — conditionals** Students should be familiar with the form of the zero, first, and second conditionals. The language presentation in this unit covers second and third conditionals, along with the forms might have done, could have done, and should have done. The Grammar Reference includes an introduction to conditionals and notes on when to use first, second, and third conditionals.

The system of conditionals in American English is a complex one with a range of possible forms in both the if clause and the result clause. We have used the common naming system of zero, first, second, and third conditionals as this provides a convenient framework for students to stage their learning, and it also ties in with the wording in many grammar books.

The presentation in this unit reviews second conditionals and introduces third conditionals in a staged way. The practice section provides opportunities for controlled practice and personalization. Further language practice is given in Speaking and listening, but students are still likely to make mistakes, particularly with the more complex forms in the third conditional.

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| **POSSIBLE PROBLEMS**  Students tend to confuse the tenses in the different clauses of conditional sentences, especially when moving from second conditional to third. They may also have problems remembering what the contracted form d stands for, so this is highlighted in the Grammar spot on SB p. 67. Pronunciation can be a problem, especially the weak form /әv/ for have in third conditional and perfect infinitive forms. Common mistakes Reverting to Present Simple for any time reference:  -*What do you do if you win a lot of money?* (rather than What would you do if you won …?)  Confusing the tense use:  - *If you have a lot of money, what would you do?* (rather than If you had …)  - *I’d have told you if I would have known*, (rather than Id (=would) have told you if Id (-had) known.)  Pronunciation:  Students need practice of the contractions Id, and so on. They also tend to over-stress weak forms:  /aɪ wʊd hӕv/ (rather than /ai wʊdәv/ for *I would have…)* |

***Vocabulary*** The vocabulary focus in this unit is words with similar meanings. The section recycles language throughout the unit and also highlights verbs which are easily confused, for example, win and beat.

***Everyday English*** This section focuses on the language used when dealing with money in everyday situations, such as in stores, restaurants, and banks. The section ends with discussion questions on money, including exchange rates between the currency in the students’ country and the U.S. dollar. If necessary, ask students to research these rates before the lesson.

**Notes on the unit**

***STARTER*** (SB p. 66)

The overall theme of points of view and different perspectives is introduced in the Starter. The exercises in this section also lead in to the profile of the troubled teenager in the presentation that follows.

Write the word teenager on the board, and elicit the words/ images students associate with it. Establish which ideas are positive and which are negative. Then read the notes and examples in the exercise as a class. Put students into groups of three to discuss the pros and cons of being a teenager.

Students compare their ideas as a class. Establish if students think there are more pros than cons, or vice versa.

Possible answers

**Pros** You can spend a lot of time with friends./You can do different activities and go to more places./You start to develop your own identity.

**Cons** You can feel under pressure at school./You can have disagreements with friends/find it difficult to make friends./You can feel confused about emotional and physical changes.

***BILLY’S STORY*** (SB p. 66)

Conditionals

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| ABOUT THE TEXT The text in this presentation takes the form of a brochure advertising a fictitious support agency called Kidcare, which offers help and advice to young people who are being bullied. The brochure profiles a young teenage boy and the problems he has experienced with bullying, and it is directed at other young people in similar circumstances.  Students shouldn’t have any problems with the vocabulary, but check the pronunciation of the following items: bully (noun and verb) /’bʊli/, bullying/’bʊliɪŋ)/, tough /tᴧf/. Also elicit the passive form to be bullied and point out that it is often used in continuous forms, for example, If you are being bullied…, Billy was being bullied.  See the Language aims section for an overview of possible problems with the target structures. You can also read Grammar Reference 9.1-9.6 on SB pp. 138-139 ahead of the lesson. |

1. Ask and answer the question with the class. Elicit r range of possible answer.

Possible answers

Children are bullied because they are different in some way; they are seen as a threat because they are talented/popular, they have problems/some sort of weakness that bullies become aware of.

Some children become bullies because they have been bullied themselves, they feel weak or inadequate in some way, they feel scared and want to.

2. Students read the brochure. Deal with any vocabulary questions and then ask:

*Who produced the brochure?* (Kidcare)

*What is Kidcare?* (an organization that helps children who are being bullied)

*Who is the brochure directed at*? (young people like Billy)

Elicit the problems experienced by Billy.

Answers

He found studying hard.

He didn’t have many friends.

His dad left home.

He was bullied by other kids. They called him names, took his money, sent him texts, and attacked him.

He tried to tell people, but they didn’t listen.

He started missing school, and he didn’t know where to go for help.

3. This exercise gives students the opportunity to use the second conditional as if they were different people connected to Billy’s story. Students should be familiar with the second conditional, so let them try the activity without spending too long highlighting the form.

Focus attention on the examples in the speech bubbles. Ask two students to read them aloud and continue the second one. If necessary, highlight the use of the weak form /wәr/ in If I were… and the pronunciation of I’d /aɪd/.

Elicit an alternative example for Billy’s mom, for example, If I were Billy’s mom, I’d talk to his teacher.

Check comprehension of counselor. Students work in pairs to continue the activity. Monitor and check for accurate use of the second conditional and for pronunciation. If necessary, highlight the form, and drill examples in chorus and individually:

If+ Past Simple + would (in speaking usually contracted to ‘d)

Point out that was is often changed to were in the conditional clause, for example, If I were Billy’s mom. Students will have another opportunity to focus on the form of the second conditional in the Grammar spot after Exercise 6.

4. (CD3 – 2) Focus attention on the example.

Play the recording, and have students note down who each person is imagining they are. Give students time to compare their answers in pairs before checking with the class (see the text in parentheses below for answers).

Answers and audio script

1. I’d organize a school day which tried to educate everyone about bullying, and I’d invite social workers, police, and psychologists, (teacher)

2. I’d get my dad to speak to them… if I was older, I’d speak to them myself! (Billy’s sister)

3. I’d ask Billy to try to understand the bullies. I’d get all the parents to meet together, (a counselor from Kidcare)

4. I’d move so we could change his school and start again somewhere new. (Billy’s mom)

5. I’d get really angry and yell at them. (Billy’s dad)

6. I’d run away. (Billy)

5. (CD3 – 3) Check comprehension of missing and to suspect. Students read the report and find the answers to the questions. Point out that the answer to the three questions is no and that the forms in bold in the report refer to unreal situations about the past.

This is the students’ first opportunity to practice these quite complex forms. Play the recording, and drill the sentences in chorus and individually. It can be helpful to highlight the pronunciation of the key forms on the board, especially the reduction of have to the weak form /ov/:

*If they’d* (/ðeɪd/) *listened to him*, *they’d have* (/ðeɪdәv/)*understood*

If his father had (/fɑðәrәd/) stayed, Billy might have (/maɪtәv/) felt happier.

If he’d (/hid/)talked to us, we could have (/kʊdәv/)helped him.

He should have (/ʃʊdәv/)come to us a long time ago.

It is worth spending time drilling the forms to give students the confidence to reproduce them later. If students have problems, highlight what the contracted forms stand for:

If they’d (= had) listened to him, they’d (= would) have understood.

This is also highlighted in the Grammar spot that follows Exercise 6.

**Answers and audio script**

Billy ran away. He’s been missing for six months.

No, people didn’t listen to Billy.

No, he didn’t talk to Kidcare.

No, his father didn’t stay.

(CD3 – 3)

If they’d listened to him, they’d have understood.

If his father had stayed, Billy might have felt happier.

If he’d talked to us, we could have helped.

He should have come to us a long time ago.

6. (CD3 – 4) Ask one student to read aloud Situation 1, and ask another to read the if sentence in the example. Drill the pronunciation if necessary.

Students work individually and use the prompts to make the other sentences about Billy’s situation. Monitor and help as necessary. Play the recording, and have students check their answers. If necessary, have students listen again and repeat.

If you think your students need further controlled practice with these forms, write more prompts on the board, for example:

*Billy didn’t get the support he needed, got support… wouldn’t… run away*

*Billy’s school didn’t help.*

*helped … bullying might… stopped*

*His father didn’t take an interest in him. taken … in him … might… felt better*

*Billy didn’t contact Kidcare. contacted them … would … given … advice*

**Answers and audio script**

(CD3 – 4)

1. If they’d understood, he wouldn’t have run away.

2. If he’d gone to Kidcare, he could have talked about his problems.

3. If he hadn’t left, Billy might have felt more secure.

4. If they hadn’t threatened him, he wouldn’t have run away.

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| GRAMMAR SPOT (SB p.67) |
| 1. Read the notes as a class. Elicit the form of the second and third conditionals. Focus on the second conditional sentence, and point out that it contains past forms, but the meaning refers to an unreal situation in the present. Then focus on the third conditional sentence, and point out that both clauses can have the contracted form ‘d: If they’d (= had) known about Billy’s problems, they’d (= would) have helped him. Also remind students that the if clause can come first or second in the sentence. When  the if clause comes first, we use a comma after it:  I’d have called you if I’d known you were in town.  If I’d known you were in town, I’d have called you. Answer **Second conditional** If+ Past Simple + would (‘d)  **Third Conditional** If+Past Perfect + would have  2. Read the sentences as a class. Give students time to think about the answers, and then check with the class. Answer I might have helped you.  I could have helped you.  3. Read the example as a class. Give students time to think about the answer, and then check with the class. Point out that this form often expresses criticism. Answer It is good advice, but it is too late.  Yes, Pete stole the money.  Refer students to Grammar Reference 9.1-9.6 on SB pp. 138-139. |

***PRACTICE*** (SB p. 68)

**It all went wrong**

The Practice section starts with a focus on crime. Students read humorous texts about three robberies that went wrong, discuss the robbers’ mistakes, and then rewrite sentences using the target structures. The second part of the section provides personalized practice in which students respond to situations in which someone else did something stupid. They also talk about things in their own lives that went wrong.

1. Lead in to the topic by asking what can go wrong in a robbery, for example, the getaway car breaks down, the robbers are recorded on security cameras, and so on. Pre-teach/check to flee (fled, fled), to pose (for a photo), to take out a loan, to burst into (a bank).

Set a time limit of about two minutes for students to read the texts. Elicit an example of a mistake from the first story (see Answers below). Put the students in pairs to continue discussing the robbers mistakes. Monitor and help as necessary.

Elicit who students think was the most ridiculous and which was the most amusing story.

Possible answers

Easy arrest: He left an envelope in the bank with his address on it.

Smile!: He took pictures of himself and left the camera in the stolen car. Have a loan instead: They didn’t take the money. They went back to the bank ten minutes later.

2. Focus attention on the example sentence. Pre-teach/check to get away with (a crime). Ask one student to read aloud the cue sentence and another student to read the version with shouldn’t have.

Students continue working in pairs to rewrite the sentences. Remind weaker students that they will need to change some Past Simple forms to Past Perfect or perfect infinitive forms. Monitor and help as necessary.

Check the answers, encouraging students to get the main stresses and weak forms correct. Be prepared to drill sentences students have problems with, highlighting the main stresses by clapping out the rhythm. If students make mistakes with the form, write their answers on the board, and have the rest of the class help with the correction.

Answers

2. He should have taken the note with him.

3. If he hadn’t left his address, the police wouldn’t have found him.

4. He shouldn’t have taken his picture.

5. If they hadn’t crashed the car, they could have escaped.

6. If he hadn’t left pictures of himself, he might have gotten away with it.

7. If they hadn’t been so stupid, they’d have escaped with the money.

8. If they hadn’t listened to the manager, they could have stolen the money.

9. They shouldn’t have gone back to the bank.

10. They should have just run away.

You’re an idiot!

3. (CD3 – 5) Ask students to imagine that their friend did some stupid things. Ask two students to read aloud the examples in the speech bubbles. If necessary, remind students of the weak form /әv/ in the pronunciation of have.

Put students into new pairs to continue the task. Students take turns reading the statements and commenting on them. Monitor and check for accurate use of the target structures and pronunciation. Note down any common errors, and have a class discussion about them at the end of the activity. Correct any form mistakes carefully with the class.

As an extension, students can give their own examples of stupid behavior (real or imaginary). Then they ask their partner to comment on it, using might have or could have.

**Possible answers and audio script**

1. You’re an idiot! You could have died! You could have starved to death or died in the cold!

2. You’re such an idiot! Your boss might have seen you. You could have gotten fired.

3. That’s so stupid! You could have been really sick. You should have gone to bed.

4. That was a really dumb thing to do! Sandra might have seen you out with Danielle.

5. That’s such a shame! You might have been a champion! You might even have won the U.S. Open.

Speaking

4. Focus attention on the example. Ask students to read aloud the examples in the speech bubbles. Again, remind students of the weak form /әv/ in the pronunciation of have if they over-stress it. Give another example from your own experience (real or imaginary), for example,

*I borrowed my brothers camera without asking and I dropped it. The next time he used it, it didn’t work. He had to buy a new one.*

Elicit sentences using the target structures, for example, *I shouldn’t have used the camera without asking. If I’d told my brother, he might have been able to repair the camera. I should have given him some money for a new camera.*

Give students time to think of examples of when things went wrong and sentences about the situation, using the target structures. Put students in pairs to exchange examples. Monitor and check for accurate use of the target structures and pronunciation. Note down any common errors, and have a class discussion on them at the end of the activity. Correct any mistakes carefully with the class.

As an extension, students can comment on their partners situation/behavior using should have/shouldn’t have, for example, You should have asked permission to use the camera. You shouldn’t have dropped the camera.

***ADDITIONAL MATERIAL***

**Workbook Unit 9**

***Exercise 1*** *Recognizing conditionals*

***Exercise 2*** *Types of conditional*

***Exercise 3*** *Possible conditions*

***Exercise 4*** *Improbable conditions*

***Exercises 5-6*** *Impossible conditions*

***Exercises 7-8*** *should/might/could have done*

***Exercise 10*** *Verb forms for unreal situations*

***SPEAKING AND LISTENING*** (SBp.69)

**A social conscience**

This section gives students the opportunity to practice would/wouldn’t/might and would/wouldn’t have in group tasks.

1. Check comprehension of to have a social conscience by eliciting relevant situations/examples, for example, intervening if you see someone being bullied/threatened, stopping someone from making a lot of noise or damaging property, and so on.

Read the situations as a class, and deal with any vocabulary questions. Give your own responses to Situation 1, using the language in the prompts, for example, I’d tell the police about the man. I wouldn’t ask for my money back. I might stop giving money to people in the street. Elicit a range of responses from the class to Situation 1.

Put students in groups of three or four to discuss the situations. Monitor and check for accurate use of would/wouldn’t and might. Make a note of any common errors, and have a short class discussion about them at the end of the section or in a subsequent lesson.

2. (CD3 – 6) Tell students they are going to hear five more situations relevant to the idea of a social conscience. Pre-teach/Check the following vocabulary: to wait in line, to make a scene, to grin, to mess around (to behave in a silly way), to bump into someone, to knock someone over, to turn on someone (to attack someone suddenly without warning), to mind your own business, to storm off (to leave in an angry way), to let a dog do its business (to allow a dog to go to the bathroom), to stink, a bruise, to hand something over, to tremble.

Give students time to read Questions 1-6. Play the first recording and elicit the answers.

Play the rest of the recording. Students note down their answers to Questions 1-6 for each situation. Students check their answers in pairs. Play the recording again if students have missed any of the key information. Check the answers with the class.

**Answers and audio script**

**Situation 1**

1. In the bank, waiting in line.

2. A man in the line.

3. The man jumped in front of the woman and said he had to ask a quick question. In fact, it took a long time.

4. The woman let him because she didn’t want to make a scene.

5. The man looked back at the woman and grinned. He looked pleased with himself.

6. The woman was furious, but she didn’t say anything.

Situation 2

1. In the park.

2. A woman with three children.

3. The woman was angry and had been shouting at the children.

One of the boys bumped into his sister and knocked her over. The woman turned on the boy and hit him.

4. He told the woman to stop.

5. The woman told him to mind his own business and said some rude words.

6. She stormed off, screaming at the poor boy.

Situation 3

1. At home.

2. The woman’s neighbor.

3. The neighbor lets his dog do his business right by the woman’s front door, and she always has to clean it up.

4. The woman asked the neighbor to take the dog somewhere else to do its business or to pick it up.

5. The neighbor was awful and said he didn’t care.

6. The woman will carry on picking it up.

Situation 4

1. On the bus.

2. A couple of kids (teenagers).

3. The teenagers had their feet on the seat in front of them.

4. The man asked them to put their feet down.

5. The teenagers pushed the man to the floor and started kicking him.

6. He’s got bruises everywhere!

**Situation 5**

1. In the street at about 10 P.M.

2. A man with a knife.

3. The man held up the knife and demanded his wallet and phone.

4. He didn’t say anything. He handed over the wallet and phone.

5. The man ran away.

6. He was trembling for ten minutes and couldn’t move. He had never been so frightened in all his life

(CD3 – 6)

**A social conscience**

1. I was in the bank the other day, and waiting in line. I’d **just reached** the front of the tine when this guy jumped in front of me and said, “I just need to ask a quick question." I wasn’t very happy and I hate making a scene, so I let him. But then it started taking forever. He looked back at me and grinned. He was so pleased with himself, and I **was just furious**! What could I do? I said nothing.

2. I was in the park, right, and there was this woman with three kids. She’d obviously had a bad day, yeah, **she’d just been shouting** at the kids for messing around. One of the kids, the eldest boy, about eight, bumped into his little sister and knocked her over. The mother turned on this kid, the boy, and she hit him really hard. I went over to her and told her to stop. She told me to mind my own business, and said some very rude words and stormed off, screaming at this poor boy. He was **just a kid**!

3. My neighbor always lets his dog do his… you know… business in front of my front door, and I always clean It up, day after day, because **it just stinks**! So the other day I asked him if he could get his dog to do Its business somewhere else, or could he pick It up because I didn’t like it in front of my front door. He was absolutely awful and said he didn’t care! So! suppose I’m just carry on picking it up. What else can I do?

4. I was on the bus the other day. **There was just me** and a couple of kids. These two kids had their feet on the seat in front of them, so I asked them to put their feet down. These kids, they must have been about sixteen or seventeen, came over to me, pushed me onto the floor, and started kicking me. I have bruises everywhere!

5. I was walking down the street coming home from work about ten at night, it was dark, and this guy jumped out of nowhere and said, “Gimme your wallet and phone!" He was a big guy, and he had a knife. I didn’t say anything. I was **just terrified**! I thought he was going to kill me. I **just handed over** both and he ran away. I was trembling for ten minutes. I couldn’t move. I have never been so frightened in all my life.

**Talking about you**

3. Briefly review the form of would have + past participle in relation to Situation 1, for example, I would have asked the man to go to the hack of the line, I wouldn’t have let the man go first. Elicit other possible answers for Situation 1, drilling the weak form /әv/ for have if necessary.

Put students in groups of three or four to discuss the situations in the recording. Monitor and check for accurate use of would/wouldn’t have. Make a note of any common errors, and have a short class discussion on them at the end of the section, or in a subsequent lesson.

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| SPOKEN ENGLISH – just |
| Students will be familiar with the use of just to mean a short time ago/before, but may not be aware that it has other meanings, and that it is very common in spoken English. Focus attention on the examples. Students work individually to do the matching task. Check the answers. Answers I’d **just** reached the front of the line… — a short time before I **just** need to ask a quick question. only/simply … I was **just** furious! — really  2. Refer students to the audio script on SB p. 124 to find further examples of just. (See bold examples in (CD3 – 6) above.)  3. (CD3 – 7) Focus attention on the example and the position for just. Give students time to read the sentences. Check that students understand gỡ to the restroom is informal for go to the toilet. Have students complete the task. Then play the recording so that they can check their answers.  Play the recording again, and have students repeat. If necessary, ask students to give the meaning of each use of just, following the wording in Exercise 1 (see bracketed text in Answers). Answers and audio script (CD3 – 7)  1. Miwako isn’t here. She **just** left, (a short time before)  2. I’m sorry I’m in a bad mood. I’m **just** tired, that’s all. (only/simply)  3. I **just** love your new coat! (really)  4. I **just** finished the most wonderful book. You have to read it! (a short time before)  5. I don’t want any coffee. **Just** a glass of water, please, (only/simply)  6. John’s so generous. I think he’s **just** amazing! (really)  7.  A: Who’s coming tonight?  B: **Just** me. (only/simply)  8. Hold on a minute. I’m **just** going to the restroom.  (only/simply) |

***READING AND SPEAKING*** (SB p. 70)

**The victim meets the burglar**

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| ABOUT THE TEXT The crime theme continues in this section with a newspaper article about a real meeting that took place between a burglar and his victim as part of a process called Restorative Justice. This gives victims the chance to tell offenders about the real impact of their crime, to get answers to their questions, and to receive an apology. It gives offenders the chance to understand the real impact of what they have done and to do something to repair the harm. Supporters of Restorative Justice say that it forces offenders to account for what they have done, personally and directly, and helps victims to get on with their lives. The Restorative Justice Consortium, mentioned in Exercise 2, is the independent umbrella organization for Restorative Justice in England and Wales.  This is the fourth jigsaw reading in the course. Students discuss crimes they have experienced or heard about in a pre-reading task. They then make predictions about Restorative Justice and about the text based on the headlines and introduction to the article.  Students read about either the victim or the burglar, answer comprehension questions, and then exchange information. The section ends with a general discussion on crime and punishment.  The article recycles some of the target structures from the start of the unit. Encourage students to use the context to guess the meaning of new vocabulary or allow them to use dictionaries if appropriate. With weaker classes or if you are short on time, be prepared to pre- teach/check these items:  **Introduction**: *an encounter*  **The victim**: *scruffy, passerby, to register (to realize), to smash, stitches (in a wound), purpose (the point of something), dysfunctional, to ruin, stunned, relieved*.  **The robber**: *to rehabilitate, to bump into someone (to meet by accident), a sense of relief, to hit rock bottom, ashamed, over the moon (very happy)*. |

1. Lead in to the topic by giving an example of a crime you experienced or that you know about. You could use an example from a recent news story if you prefer.

Discuss the questions as a class, eliciting a range of short accounts of different crimes. Again, give students the option of talking about crimes in the news if they prefer. Use this as an opportunity to assess students knowledge of the topic vocabulary. If necessary, supply key words that also appear in the newspaper article, such as, burglar, burglary, to break into, to be jailed, fraud, to be given a sentence, to release (a prisoner), to commit a crime.

2. The questions in this exercise give students an opportunity to predict the effects of Restorative Justice before they read about them in the article. Check the pronunciation of Restorative Justice: /rɪs’tᴐrәtɪv ‘ʤᴧstɪs/. Read the notes and questions as a class and elicit one or two ideas. Students discuss the questions in groups of three.

Elicit possible answers in a short class discussion.

Possible answers

Restorative Justice hopes to: make the criminal understand the effect of his/her crime; stop him/her doing it again; give the victim the opportunity to ask questions and get an apology.

The victim might say: You have ruined my life. Why did you do this to me? Do you understand how I feel? Do you think you will commit a crime again?

The criminal might learn that crime has a real effect on the victim and that It takes a long time to get over it; that the victim deserves an explanation/apology; that people can be forgiving.

3. Focus attention on the headlines, and have students read the introduction through quickly. Elicit a range of answers to the prediction question. Encourage students to use might/could have in their answers.

Possible answers

Peter might have written to will to say he was sorry.

Will might have visited Peter in prison, and they might have talked about the effect of the burglary.

The Restorative justice Consortium could have Introduced them and might have helped them to understand each other.

4. Divide the class into two groups, A and B. With larger classes, you will need to subdivide the students into more than one group A and more than one group B. Ask all the A students to read about the victim, Will. Ask all the B students to read about the robber, Peter. Students read through the text and answer the questions, working in their groups. Remind them to underline key information in their text or make brief notes to refer to when they do Exercise 5. Encourage them to help each other with any new vocabulary (see About the text above). Monitor and help as necessary.

Check that students in each group are confident of the answers before moving on to Exercise 5, but don’t do a whole-class check at this stage.

5. Ask students to work in A/B pairs, with one group A student and one group B student in each pair. Elicit information for Question 1 as an example.

Give students time to exchange their information and answer the questions. Monitor and help as necessary.

Make sure students are exchanging the information to help them answer the questions and not simply reading from the text. Check the answers with the class.

**Answers**

1. Will Riley is 50, he’s married, and he has a daughter. He’s a businessman from the city. Before the burglary, he appears to have enjoyed a normal life with his family.

Peter Woolf Is also 50. He is married to Louise, and he now works as a counselor to rehabilitate criminals. He came from a dysfunctional family. He’d been in and out of prison for 18 years. Stealing was the only thing he knew.

2. Will was getting ready to go to the gym. Peter was coming downstairs after taking some jewelry and money.

3. Will was shocked. He asked, “What are you doing here?” He realized who Peter was and then he felt scared. He thought, “If he’s got a knife, he could kill me.”

Peter also felt frightened. He thought, “He’s a big guy. If he wanted to, he could hurt me.”

4. Will hadn’t realized that Peter had smashed a flower pot on his head. A policeman asked Will If he was OK. He put his hand to his head and felt blood. All the pieces of the pot were on the ground. Will had to go to hospital and have stitches.

Peter didn’t want to hit him, but he did what he had to do. He feels that he isn’t a violent person.

5. Will became too frightened to open his front door. He kept wondering if Peter would have attacked his daughter if she had been at home.

Peter felt relieved because he was going back to prison, which was a place he knew well.

6. Will wasn’t sure what the purpose was, but he went because he was curious.

Peter couldn’t see the point either but agreed to meet Will because he was bored.

7. Peter referred to the burglary as, “Last time we met…” Will thought this made the crime sound like a social meeting and got very angry. He screamed questions at will about why he had been chosen as the victim.

8. It made Peter realize that the burglary had affected will very badly. Peter was shocked, and Will realized that he was an ordinary man and wanted to help him.

9. Will is delighted that he’s been able to help Peter get his life back. Peter is also delighted because the process helped him to get his life sorted out. He thinks that if he hadn’t met Will, he would have gone back to his old ways.

What do you think?

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

Ask students if there is a system of Restorative Justice in their country and what they think of it.

**Possible answers**

2. The statistic suggests that prison doesn’t stop people from committing crime.

3. Other forms of punishment include: community service or unpaid work in the local area, returning stolen goods to the owner, curfews and electronic tagging, attending counseling and anger management programs.

**WRITING** (SB p. 108 – 109)

Pros and cons — Arguing for and against

1. Ask students the question, and discuss the answer as a class. Elicit both advantages and disadvantages of childhood.

2. Check understanding of pros and cons. Have students read the text and then work in pairs to replace the underlined words and phrases in the text with those in the box.

Answers

**Childhood — the best time of your life**

Some people say that childhood is the best time of your life. However, being a child has both pros and cons.

One advantage is that you have very few responsibilities. For instance, you don’t have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want-watch TV, play on the computer, go out with friends, play sports, or pursue other hobbies. Another point is that/Moreover, public transportation, movie theaters, and sports centers cost much less for children. All things considered, being a child is an exciting, action-packed time in life.

However, for every plus there is a minus. One disadvantage is that you have to spend all day, Monday to Friday, at school. Studying usually means you have to do homework, and you have to take exams. Another point is that/Moreover, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or going to a party. Finally, although there are often cheaper prices for children, things are still expensive—and parents are not always generous with allowance. There’s never enough to do everything you want. In fact, sometimes there’s not enough to do anything at all!

In conclusion, although some people see childhood as the best time in life, in my opinion children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions—which increase with age.

3. Put students in pairs to look at the paragraphs and decide on their purpose.

Answers

Paragraph 1: to introduce the argument

Paragraph 2: to present the advantages

Paragraph 3: to present the disadvantages

Paragraph 4: to conclude and give the writer’s opinion

4. Put students in pairs to match the pros with the cons.

**Answers**

|  |  |
| --- | --- |
| **Pros** | **Cons** |
| 1. don’t have to got to work | have to go to school Monday to Friday |
| 2. can go out to parties with friends | need to ask your parents’ permission |
| 3. don’t have to cook and clean | have to do homework and take exams |
| 4. play less for things | are never given enough allowance |

5. Read the list of subjects with the class. Put students in pairs to choose one of the subjects and discuss the pros and cons. Tell them to note down the pros and cons they think of. Elicit examples of pros and cons for each subject from the class.

6. Students work in their pairs to complete the phrases with their own ideas. Elicit possible endings for each phrase from a range of students.

7. Ask students to use their notes to write four paragraphs. Remind them of the purpose of each paragraph, and remind them that they should express their own opinion in the last paragraph. Assign this for homework. Students can read their essays to the class and discuss each others conclusions.

***VOCABULARY*** (SBp.72)

**Words with similar meaning**

This section focuses on synonyms and near-synonyms and recycles vocabulary from the article on pp. 70-71 and from across the unit. Raising awareness of words with similar meanings helps to enrich students vocabulary. It also provides them with a way of avoiding repetition in both writing and speaking. As an introduction to the topic, focus on the pictures of a robber and a burglar. Elicit that the meanings are very similar (both words refer to someone who steals something), but they are slightly different (a burglar breaks into peoples houses to steal things; a robber steals money from a bank or store, or from someone in the street).

1. Focus on the example. Students work in pairs to continue to match the words.

Check the answers with the class, dealing with any pronunciation problems as you go.

Answers

prison —jail

burglar — robber

scared — frightened

purpose — point

meet — bump into

angry — furious

shocked — stunned

ordinary — normal

delighted — over the moon

totally — completely

2. This exercise practices some of the words from Exercise 1 in context. Elicit the answers for the first pair of sentences. Check comprehension of to brainstorm (to suggest a range of ideas as a group and discuss them) and to bother (to take the time/effort to do something). Students work individually to complete the task. Give them time to check their answers in pairs before checking with the class. Students practice reading the sentences in their pairs.

Answers

1.

“Did you **meet** anyone you know in town?”

“Yes, I **bumped into** Carlos as I was coming out of a store.”

2.

“Aren’t you **delighted** with your test grade?”

“You bet. I’m **over the moon**. It’s great!”

3.

“The **purpose** of this meeting is to brainstorm ideas.”

“Sorry, but I don’t see the **point**. Why bother?”

4.

“You must be **angry** with Tim for crashing your car.”

“I’m absolutely **furious** with him.”

5.

“I was **shocked** when I heard that Joe had died. Weren’t you?”

“I was **stunned**. He was only 48.”

6.

“I’m **scared** of dogs. I was bitten once.”

“I’m not **frightened** of them. They’re usually really friendly.”

3. This exercise highlights words that have subtle differences in meaning or slightly different uses/collocations. Elicit answers to the first pair of examples. Focus attention on the second pair, and point out that the adjectives big and great can be used with some of the nouns in both groups, but the correct answer in each case is the adjective that can be used with all three of the nouns in the group. Students continue the task individually. Allow students to refer to a dictionary for any answers they are unsure of. Allow students to compare answers in pairs before you check with the class.

**Answers**

1.

live **alone** happily

feel **lonely** and unhappy

2.

**big** house/mistake/feet

**great** artist/Wall of China/party

3.

**tall** person/building/trees

**high** mountain/wall/ceiling

4.

**little** old lady/boy/finger

**small** room/glass of water/dress size

5.

**fast** car/train/food

**quick** look/worker/thinking

4. This exercise highlights verbs that are easily confused. Students should be familiar with most of the words but are likely to confuse them, often due to interference from their own language. Look at the example with the class. Students work in pairs to continue the task. Allow them to refer to a dictionary for any answers they are unsure of. Explain if necessary that talk and speak are very similar in meaning, and both could be used in the second context talk/speak to my bank manager. However, speak cannot be used with the meaning of chat informally, so cannot be used in the first context talk to my friends for hours.

Check the answers with the class.

**Answers**

win the championship / beat the other team

make a mess / do your best

talk to my friends for hours / speak to my bank manager

buy someone a present / pay at the cash register

clean the apartment / wash my hair

listen to music / hear a noise

rob a bank / steal some jewelry

borrow money from someone / lend money to someone

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| SUGGESTION Encourage students to create a “confusables” section in their vocabulary records (see TB p. 10 and p. 11). They can add in the examples from Exercises 3 and 4 and any other items they often get wrong. Remind them to write personalized examples where possible to help them remember the words/phrases.  To give students more practice with the verbs in Exercise 4, have them write pairs of fill-in-the-blank sentences to pass to another student to complete.  Students can also have a competition to write and perform a sketch including as many of the phrases as they can. |

***EVERYDAY ENGLISH*** (SB p.73)

**Dealing with money**

This section includes the language used to pay a restaurant check with a credit card, ask for the price of a room in a hotel, request an account balance, pay for tickets with a credit card, and question the amount of change received after paying for something.

Students will need to discuss exchange rates at the end of this section, so ask them to find these out before the lesson.

Lead in to the topic by brainstorming vocabulary related to money. Make sure students are familiar with the following: tip (in a restaurant), receipt, VAT (value added tax; a tax that is added to the price of goods and services), a (cleared) balance (amount of money in a bank account), account (number), in credit, MasterCard, expiration date, security number (a set of figures that appear on the back of a credit/ debit card), change (money you get back when you pay for something and give too much).

1. (CD3 – 8) The recording in this exercise contains the first few lines of each of the main conversations in Exercises 2 and 3. There is enough information in each one for students to be able to match the conversations to the photos. Read the instructions, and the questions with the class. Play Conversation 1, and elicit possible answers.

Play the rest of the recording, and have students complete the matching task and answer the questions about each conversation. Check answers to the matching task, but don’t check answers to the questions at this stage.

**Answers and audio script**

1. a

2. d

3. b

4. e

5. c

(CD3 – 8)

1.

A: Here’s your check.

B: Thank you. Is the tip included?

A: No, it isn’t. I hope you enjoyed your meal.

2.

A: How much is a standard room?

B: $120 per night.

A: Does that include everything?

3.

A: I’ll pay for the tickets with my MasterCard.

B: Can you give me your number?

4.

A: Could you give me the balance on my account?

B: Sure. Tell me your account number.

5.

A: Can I have a cappucino and two bottles of water, please?

B: Sure. That’s $14.50.

A: Thank you.

B: And here’s your change. 50 cents.

2. (CD3 – 9) Play the recording, and have students check their answers to the questions in Exercise 1. Play the recording again, and ask them to note down any extra questions that they hear (see questions in the parentheses in the Answers below). Check the answers with the class.

Answers and audio script

1.

a waiter and a customer; they are talking about paying the bill;

questions: Is the tip included? (Can you sign here?)

2.

a receptionist and a customer; they are talking about the cost of a room; questions: How much is a standard room? Does that include everything? (Is that extra?)

3.

a customer service operator and a customer; they are talking about paying for tickets; questions: Can you give me your number? (What’s the expiration date? And the three digit security number on the back?)

4.

a bank clerk and a customer; they are talking about the customer’s account balance; question: Could you give me a balance on my account?

5.

a barman and a customer; they are talking about paying; questions: Can I have a cappuccino and two bottles of water, please? [How much did I give you? Oh, did you?)

(CD3 – 9)

1.

A: Here’s your check.

B: Thank you. Is the tip included?

A: No, it isn’t.! hope you enjoyed your meal.

B: It was very nice, thank you.

A: Can you sign here? And here’s your card and your receipt.

B: Thanks. That’s for you.

A: That’s very kind of you. I hope to see you again soon.

B: Bye!

2.

A: How much is a standard room?

B: $120 per night.

A: Does that include everything?

B: That includes the room for two people, but It doesn’t include breakfast.

A: Is that extra?

B: Yes, I’m afraid it Is. But the $120 does include tax.

3.

A: I’ll pay for the tickets with my MasterCard.

B: Can you give me your number?

A: 5484 6922 3171 2435.

B: What’s the expiration date?

A: 09/12.

B: And the three digit security number on the back?

A: 721.

4.

A: Could you give me the balance on my account?

B: Sure. Tell me your account number.

A: 4033 2614 7900.

B: Bear with me one moment. The current cleared balance on that account is $542.53 in credit.

5.

A: Can I have a cappuccino and two bottles of water, please?

B: Sure That’s $14.50.

A: Thank you.

B: And here’s your change. 50 cents.

A: Thanks. Urn… how much did I give you? I think you’ve made a mistake!

B: Sorry?

A: I think you must have made a mistake. I gave you $20, but you’ve given me change for $15.

B: No, I don’t think so.

A: Well, I’m pretty sure I gave you a twenty-dollar bill.

B: Oh, did you? Urn… sorry about that. Here you are.

A: Thanks.

This exercise gives students the opportunity to role play the conversations in this section with the support of conversation skeletons and key word prompts.

Focus attention on the conversation skeletons and on the prompts. The conversations recycle numbers and prices from Everyday English in Unit 8. Students should be able to read the numbers aloud without much difficulty. You might want to review the intonation on account and credit card numbers (see TB p. 93).

Give students a few moments to think about the wording for Conversation 1. Choose two confident students to role play it for the rest of the class. Encourage them to improvise where they need to, rather than rely on you to give them the actual wording.

Put students into pairs to continue role playing the conversations. Monitor and help as necessary.

If you have time, let pairs of students perform one or two conversations for the rest of the class.

4. (CD3 – 9) Play the recording. Then refer students to the audio script on SB p. 124 and let them compare the wording with their role plays.

5. Check comprehension of: overdrawn, to economize, store card, and credit limit. Read and discuss the questions as a class. Don’t push students to give details about their financial situation if they seem reluctant or if money is a sensitive subject in their culture. With larger classes, students can discuss the questions in small groups and then discuss their answers with the class.

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| SUGGESTION You can recycle the language in this section by having students think about recent transactions they have made outside the classroom and role playing them in English. This can include buying things, asking what’s included in a price, ordering currency, paying with a credit/store card, and so on. |

***Don’t forget!***

**Vocabulary review**

*Units 7-9 (TB p. 151), with answers (TB p. 171)*

**Workbook Unit 9**

***Exercise 9*** *Pronunciation — Linking in connected speech (1)*

***Exercise 11*** *Vocabulary — make and do*

***Exercise 12*** *Listening — Scams*

***Spotlight on Testing*** *Cause and effect*

**Word List**

Refer students to the Word List for Unit 9 (SB p. 152). They can translate the words, learn them at home, or transfer some to their vocabulary notebook.

## Unit 10: ALL THINGS HIGH TECH

***Grammar****: noun phrases*

***Vocabulary:*** *Compound nouns*

***Every English****: I need one of those things*

**Introduction to the unit**

This unit looks at various aspects of the theme of technology. It starts with a text on microprocessors that provides the context for language work on noun- phrases.

The topic of Listening and speaking is What do yon do on the Internet?, and the theme of technology is carried through with a Reading and speaking section on Dubai. The Vocabulary and speaking section builds on the language work on noun phrases with a focus on compound nouns. The unit ends with an Everyday English section on the language used for describing the appearance and use of different objects.

The Writing syllabus continues with a description of a famous town or city and the skill of writing notes up into connected text

**Language aims**

***Grammar — noun phrases*** This unit covers the words that can be used before and after a noun to form noun phrases. These include articles (a/an, the) and the number one, possessives (my, mine, etc.), all and everything, and reflexive pronouns (myself, yourself, etc., and each other).

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| POSSIBLE PROBLEMS The rules for the use of a/an and the can appear complex, and students whose first language doesn’t have articles often drop them altogether.  Some students may overuse the number one instead of a!an. Speakers of Latin languages can often overuse the due to interference from their own language.  Possessive adjectives and pronouns are easily confused, as is the use of the apostrophe to indicate possession. Students may also have problems with the difference between all and everything, as in some languages these are translated by the same word. Common mistakes - I come from big city, (missing indefinite article)  - I’m journalist, (missing indefinite article with professions)  - It’s a horrible weather, (incorrect use of a/an with an uncountable noun)  - The modern life is very fast, (incorrect use of the with abstract nouns when talking in general)  I love London. \* Its galleries are awesome, (confusion of its for possession with its [meaning it is/has])  - All was stolen from my bag. (confusion of all with everything)  - They speak to themselves every day. (confusion of themselves with each other) |

***Vocabulary*** The vocabulary focus in this unit is compound nouns. Students focus on the main stress in compound nouns, work with dictionary extracts, and practice building compound nouns. Make sure students have access to a dictionary for the final exercise in this section.

***Everyday English*** This is a functional lesson in which students practice the language of describing objects they don’t know the name of.

**Notes on the unit**

***STARTER*** (SB p. 74)

1. This task aims to review the parts of speech that can be used in noun phrases. Focus attention on the sentences. Students complete the task in pairs.

Answers

Nouns: brother, computer, world, laptop

Definite article: the

Indefinite article: an

Possessive adjective: my

Possessive pronoun: mine

In a brief review session, elicit the other indefinite article (a), other possessive adjectives (your, his, her, etc.), and possessive pronouns (yours, his, hers, etc.). If students seem to have problems with these parts of speech and terms, refer them to Grammar Reference 10.1 on SB p. 139.

2. Focus attention on the sentences. Elicit the reflexive pronouns.

Answers

Mike programs his computer **himself**

I live by **myself** which suits me fine.

Point out that we use reflexive pronouns when the subject and the object of the verb are the same.

***CHIPS IN EVERYTHING*** (SB p. 74)

**Noun phrases**

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| ABOUT THE TEXT The text introduces the theme of technology with an overview of one of the most important developments in computer technology: the microprocessor, also called a microchip, or chip. The text also provides the context for the study of noun phrases and the different types of words they can consist of: articles, possessives, all/ everything, and pronouns (see the Grammar spot on SB p. 75 for examples).  As you would expect, there is some technical language in the text, but most of this is explained or exemplified in context. However, if you are short on time, or with weaker classes, you could pre-teach/check the following: silicon, transistor (a small piece of electrical equipment that can control an electrical signal), complex, device, to diagnose, microscopic, decade, to fix, to double, capacity, micron (one millionth of a meter). |

1. Focus attention on the title of the text. Ask students what they know about microprocessors. Elicit a range of answers. Then have students read the first two sections What are they? and What do they do? to check their answers.

Give student time to read the rest of the text and answer the questions in pairs.

Check the answer with the class.

**Answers**

1. Microchips are huge in importance (the biggest thing since the invention of the wheel). Physically, they are tiny. The smallest are just a few mm .

2. Microchips are found in: personal computers, calculators, cameras, radios, ovens, fridges, washing machines, DVDs, watches, cars, TV remotes, cell phones, medical equipment, CD players.

3. They either say Yes or No using a simple code with the numerals 0 and 1 to represent the on and off states of a transistor.

4. It takes months and involves more than 250 manufacturing steps.

5. Because they want to show that the processors are theirs.

6. There are many more things that we could do with microprocessors. Soon they’ll be able to fix themselves and even make themselves.

2. Refer students back to the text, and elicit the end of the first sentence (see Answers below).

Put students in pairs to complete the rest of the sentences.

Answers

Microprocessors are the biggest thing since the invention of the wheel.

A microchip is a small piece of silicon that has been printed with transistors.

The smallest microchips are just a few mm2.

The microprocessor is the most complex product that has ever been made.

Microprocessors control everything In our lives.

They are used in all digital devices.

We couldn’t text each other on our cell phones without microchips.

Doctors and surgeons wouldn’t be able to diagnose, treat, or operate.

Nearly all of their equipment contains microchips.

It takes months to make a microprocessor.

Microprocessors will be able to fix themselves and even make themselves.

3. Put students into pairs or small groups to discuss the facts. Have some students report back to the class.

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| GRAMMAR SPOT (SB p. 75) |
| This Grammar Spot highlights the type of words that can be used in noun phrases. Read the notes with the class. Then have students look for other examples in the text.  Refer students to Grammar Reference 10.1 – 10.5 on SB pp. 139 - 141 |

***PRACTICE*** (SB p.75)

**Articles — a/an/the/marticle/one**

This section aims to review the use of the definite article (the), indefinite articles (a/an), no article, and the number one.

1. Discuss the use of the indefinite article in the first sentence. Students work in pairs to continue the task. Monitor and help as necessary. With weaker students, you can allow them to use their own language if appropriate. Discuss the answers with the class. If students have problems understanding the articles, refer them back to Grammar Reference 10.2 on SB pp. 139-140.

**Answers**

1. bought **a** laptop and **a** printer on Saturday, (laptop and printer referred to for the first time)

**The** laptop has **an** Intel microprocessor, (laptop referred to for the second time; Intel microprocessor referred to for the first time with an used because Intel starts with a vowel sound)

Intel is **the** largest manufacturer of computer chips in the world, (definite article used with a superlative and to refer to the world— the only one there is)

**One** chip contains millions of transistors. (one used to specify number)

I don’t understand (-) computers, (no article used to refer to computers In general)

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| ABOUT THE TEXT This text aims to consolidate the use of the articles discussed in the introductory section. The context is a description of the work of Charles Babbage /’bӕbɪʤ/, one of the early designers of computers. |

2. (CD3 – 10) Ask students to read through the text quickly to get an idea of what it is about. Elicit the answer for the first blank. Students then complete the text. Remind them that some answers don’t require an article.

Play the recording so that students can check their answers.

**Answers and audio script**

(CD3 – 10)

**The first computer**

Charles Babbage (1791-1871) was (1) **a** scientist and (2) **an** engineer. He had the Idea for (3) **the** first programmable computer. He wanted to build (4) **a** machine that could do (5) **(-)** calculations without making the mistakes that human “computers” made. He designed a machine called the Difference Engine, and (6) **the** British government provided funds. (7) **The** machine was never completed because Babbage ran out of (8) **(-)** money. In 1991, (9) **a** team of engineers from (10) **the** Science Museum in London built one of Babbage’s machines using his original designs, and It worked perfectly.

3. This exercise gives further practice of the articles and also the use of the number one. Elicit the answers to the first sentence. Students work individually to complete the task.

Give students time to check their answers in pairs, before checking with the class. If necessary, ask students to explain the use of each article (see answers in parentheses below). Deal with any areas of disagreement, again referring back to Grammar Reference 10.2 on SB pp. 139-140.

**Answers**

1. “Where’s Han?” In **the** kitchen cooking **(-)** lunch, (the used when it is clear which kitchen we mean; usually no article with meals)

2. Washington, D.C. is **the** capital of **the** United States, (definite article used to refer to the capital—the only one there Is—and In the place name the United States)

3. We had **(-)** dinner in **the** best restaurant in **the** world, (usually no article with meals; definite article used with a superlative; definite article used to refer to the world—the only one there Is)

4. **One** day I’m going to be a rich man. (one day used to refer to an Indefinite time in the future; indefinite article to say what somebody will be)

5. Victor’s in **the** hospital. He’s had **an** operation, (definite article used to refer to hospital—a place In the physical environment that we all know; operation referred to for the first time)

6. Certainly **(-)** computers have changed **(-)** modem life, (no article to refer to computers and modern life in general)

7. “How do you like your coffee?” “Black with one sugar, please.” (one used to specify number)

8. I have two daughters. **One** daughter Is **a** teacher; the other works in **(-)** advertising. (one used to specify number; a + a profession; the used to refer to the daughter a second time; no article + sectors of work)

9. Today is **the** first day of **the** rest of your life. Enjoy it. (the + superlative; definite article used to refer to the rest of your life—the only one there Is)

Speaking

(CD3 – 11) This activity gives students the opportunity to practice articles in a personalized way. Tell students there are 10 questions on the recording for them to reply to. Focus attention on the examples in the Student Book, and play Question 1. Elicit other possible answers, checking the use of articles carefully.

Put students into groups of three. Play the rest of the recording, pausing after each question so that students can exchange answers.

Play the questions again, and elicit a range of answers from the class (see possible answers in the parentheses). Highlight any mistakes with articles, and give students the opportunity to self-correct.

Possible answers and audio script

(CD3 – 11)

1. Where did you have lunch today? (I had lunch at home/In a restaurant/at a friend’s house.)

2. Where’s your mother this morning? (She’s at work/In town/ at the store.)

3. Do you prefer tea or coffee? (I prefer coffee.)

4. What’s the name of the river in Washington D.C.? (It’s the Potomac River.)

5. Do you have a pet? What’s Its name? (I have a cat. Its name Is Sylvester.)

6. What’s your father’s job? (He’s a salesman/an engineer./He works In manufacturing.)

7. How do you get to school? (I come by bus/by car/I walk to school.)

8. What’s the name of the book? (It’s called Twilight.)

9. Who’s sitting next to the window? (Adam is sitting next to the window.) Next to the teacher? (I’m sitting next to the teacher.)

10. Where are you going after the class? (I’m going home/to the movies/to the library.)

**Possessives**

This section aims to consolidate the use of possessive adjectives and pronouns (Exercise 4), and to review the use of the apostrophe for possession (Exercise 5).

4. Focus attention on the examples, and check the answers with the students as a class.

Answers

I’m very proud of **my** children, (possessive adjective)

Don’t touch that! It’s **mine**! (possessive pronoun)

James is an old friend of **ours**, (possessive pronoun)

Focus attention on the sentences.

Elicit the answers for the first sentence. Students work individually to complete the exercise.

Check the answers. If students have made mistakes, review the use of possessive adjectives and pronouns, referring to Grammar Reference 10.3 on SB p. 140. Also check the difference between it’s/its and who’s/whose: its = it is/has

It’s = possessive adjective (third person)

who’s = who is/has

whose = the question word/relative pronoun for possession Answers

1. “Is that **her** book?” “Well, it isn’t **mine**.”

2. “**Whose** car is that?” “It’s **ours**. Nice, huh?”

3. Microsoft owes **its** success to Windows. That’s why **it’s** the biggest software company in the world.

4. Those aren’t **your** socks. These blue ones are **yours**.

5. Mary, this is Pete. Pete’s an old friend of **mine**.

6. My sisters borrow **my** clothes, and I borrow **theirs**.

5. Focus attention on the two sentences with apostrophes. Give students time to compare the examples and figure out the rule.

**Answers**

‘s is used with singular nouns.

‘s is used with plural nouns.

Elicit the position for the apostrophe in Sentence 1. Students work individually to complete the exercise.

Give them time to check in pairs before checking with the class. If students have problems with Sentence 4, remind them that child has an irregular plural children and so the possessive is children’s.

Answers

1. I borrowed my dad’s car.

2. My parents’ new house is great.

3. I like Juliana’s boyfriend.

4. The children’s room is upstairs.

5. I really like my brother’s girlfriend.

**its or it’s**

6. (CD3 – 12) This is a short activity to help students recognize possessive adjectives and pronouns, and distinguish them from other words that sound the same. Play the first sentence, and elicit the answer.

Play the rest of the recording, pausing at the end of each sentence. Students underline the correct words.

Check the answers with the class.

Answers and audio script

(CD3 – 12)

1. Living In New York has **its** disadvantages.

2. To start with, **there’s** a lot of traffic.

3. New Yorkers like **their** parks and open spaces.

4. For them **it’s** important to escape from busy city life.

5. New York’s full of young people, and **they’re** always on the move.

6. The elderly have their parts of town, and young people have **theirs**.

**all and every…**

This section highlights the difference between all and everything. With weaker students, elicit and review the ways of using all:

All (of) + noun — All (of) my friends …

All of + pronoun — All of us …

Subject pronoun + all + verb — We all go …

All + subject pronoun + verb — All I eat… (this structure is used to give emphasis and means The only thing[s]…).

Point out that we use everything/everyone, rather than ally on its own.

7. Elicit the mistake in the first sentence. Students work in pairs to discuss the mistakes in the other sentences. Check the answers with the class.

Answers

1. I buy **all my** clothes In secondhand stores.

2. **Everything** was stolen In the burglary.

3. “Did they take any of your CDs?” “**All of them**.”

4. In my family **we all like** baseball.

5. **Everyone** enjoyed the party.

6. **All of the employees** in my company work hard.

8. Elicit the answer for Sentence 1. Students work individually to complete the sentences.

Check the answers with the class.

**Answers**

1. Everybody/Everyone

2. All

3. Everything

4. all

5. everybody/everyone; everyone/everybody

**Reflexive pronouns and each other**

This section uses simple graphics to highlight the difference between reflexive pronouns (myself, etc.) and each other.

9. Give students time to read the examples and match the graphics. Remind students that we use reflexive pronouns when the subject and the object are the same.

**Answers**

I cut **myself** shaving.

“They send **each other** e-mails,

Elicit the answer for Sentence 1. Students work individually to complete the sentences.

Check the answers with the class, making sure students understand the meaning of make yourself at home (make yourself comfortable, as if you were in your own home) and help yourself {serve yourself food).

**Answers**

1. We love **each other** and we’re going to get married.

2. He’s crazy! He could have killed **himself**!

3. Do you like the cake? I made it **myself**.

4. “Can you make me a cup of coffee?” “No. Do it **yourself**.”

5. My kids get along well with **each other**.

6. Please make **yourself** at home.

7. We’re very different, but we understand **each other**.

8. Her kids are good. They know how to behave **themselves**.

9. The food’s all ready, so help **yourself/yourselves** to whatever you want.

**Mime**

This activity gives students the opportunity to practice reflexive pronouns and each other in an active and fun way. Demonstrate the activity by miming one of the actions that can be done alone. Students guess what you re doing. Choose individual students or pairs to mime an action for the class.

With larger classes, students can work in groups of four to do the activity.

***ADDITIONAL MATERIAL***

**Workbook Unit 10**

***Exercise 1*** *Noun phrases*

***Exercises 2-5*** *Articles*

***Exercises 6-7*** *Possessives*

***Exercises 8-9*** *all and every*

***Exercise 10*** *Pronouns — myself/each other*

***LISTENING AND SPEAKING*** (SB P. 77)

**What do you do on the Internet?**

|  |
| --- |
| ABOUT THE LISTENING This section continues the theme of technology with a focus on how people use the Internet (often shortened to *the web or World Wide Web*). People often use these terms interchangeably but they are not strictly the same thing: the Internet is the computer system that allows people in different parts of the world to exchange information; the web is the huge collection of documents, pictures, sounds, and so on, in different places that are connected through the Internet.  There are a number of references to online services and businesses in the pre-listening work and the recording:  *Google* — the largest search engine on the Internet.  The verb to google has moved into spoken English,  for example, I googled the subject and found a really good  website.  *Facebook/My space* — social networking sites  *eBay* — an online auction site  *YouTube* — a video sharing website  *Wikipedia* — a free online encyclopedia  *Amazon* — an American electronic commerce company which sells books and other products  *Hotmail* — one of the oldest free e-mail services  *Friends Reunited* — a social networking site based on the theme of reunion with former friends  The listening task consists of five people of different ages talking about how they use the Internet. Students listen and decide who does what. There is a spoken English feature on the words also, as well, and too. In the pre- and post-listening exercises, students discuss some true/false statements about the Internet and discuss their own use of the Internet.  Students should be able to do the listening tasks without much vocabulary help. However, if you feel your students need help with some of the topic-related vocabulary, do a brief review of the following items: *website, webpage, a profile, a (bank) balance, to transfer money, to log onto, to click on, to trace your ancestors, to download music, to update, satellite navigation system.* |

As a lead-in to the topic, ask the question in the section title. Elicit a range of answers from the class, writing the main uses and services on the board.

1. Give students time to read the statements. Deal with any vocabulary questions (see About the Listening for information about the services/businesses mentioned). Put students into groups of three or four to discuss the statements. Monitor and help as necessary.

Check the answers with the class.

**Answers**

All the statements are true.

2. Elicit the correct order for Sentence 1. (All the sentences are taken from CD3 – 13). Students work individually to complete the task.

Check the answers.

**Answers**

1. I go onto websites about sports.

2. I use the Internet mainly for Facebook.

3. I log onto my bank and click on "Pay Now.”

4. I do nearly all my shopping online.

5. I download music onto my MP3 player.

3. (CD3 – 13) Allow students time to read the task. Play the recording about Tom, and elicit the answers. Play the rest of the recording, and have students work individually to complete the task.

Students compare their answers in pairs/small groups before checking with the class.

Answers and audio script

Tom: watch videos, talk to friends, buy and sell things

Monica: do social networking, look for work, see what’s on

Pedro: pay bills, watch sports, book and buy things

Daisy: send e-mails, get news and weather

David: research family history, practice languages, download music

(CD3 – 13)

**1. Tom**

I go onto websites about sports. I’m into skateboarding, so I go onto skateboarding websites. I watch a lot of skateboarding videos on YouTube.

I go on things like MySpace, where I can talk to friends from school. Urn… if I’m doing school work, I use Google and Wikipedia, which can be really useful.

I do a lot of shopping-clothes, shoes, and stuff. I go to Amazon for DVDs, games, CDs. And eBay for all sorts of things. I’m trying to buy some tickets for a concert on eBay. I’m also selling some of my old stuff on it.

**2. Monica**

I use the Internet mainly for Facebook. You post a photo and a profile of yourself. You can say what you want—biography, hobbies, interests, music, movies.

You control who can see your profile. Other people search for friends, people who share common interests. When you identify someone on the site you’d like to meet, you can ask to become a friend.

I also use the Internet to look for jobs and apartments, and to see what’s going on during the weekend.

**3. Pedro**

I use Internet banking. It’s good because I can get my balance any time of day or night. I can transfer money instantly. So I like paying bills online. I just log onto my bank and click on “Pay Now,” and the bill is paid immediately. Easy!

I’m into baseball, so I watch live baseball games. And… what else? I book restaurants, movie tickets, vacations. I get traffic reports. Oh, yes! I do nearly all my shopping online. I do my weekly grocery shopping, and it’s all delivered. Clothes, birthday presents, books, music – everythings!

**4. Daisy**

I don’t like reading onscreen, and I don’t like watching DVDs, either, but I do use the Internet for three things! e-mail a lot with Hotmail. I get the news every day on the CNN website. And I also check the weather every day. I get up in the morning and get a weather forecast for my town for early morning, mid-morning, early afternoon, and evening. Then, and only then, I get dressed!

**5. David**

I went onto a website called Friends Reunited, and I met up with people from my school days. And I researched my family history and traced my ancestors back over two hundred years. I’m retired, so I have time to do these things.

I like to keep up my languages, so l watch the news in Spanish and in French, too. And I download music onto my MP3 player. And I update my GPS system, as well.

4. (CD3 – 13) Put students into pairs, and give them time to choose a person. Play the recording again. Students listen and take notes about the person they have chosen. Ask some students to tell the class about the person they chose.

|  |
| --- |
| SPOKEN ENGLISH – also, as well, and too |
| This section helps students figure out the word order with these common words in spoken English.  1. Read the examples as a class. Ask students to note the position of the highlighted words in each sentence. You can refer students to the audio script on SB pp. 124-125 and have them find more examples (see underlining in (CD3 – 13) above).  2. Read the first sentence with the class, and elicit the same sentence three times, with the different expressions added. Point out the use of the comma before too. Students complete the task individually. Check the answers. Answers I **also** go onto social networking sites. /I go onto social networking sites **as well**. / I go onto social networking sites, **too**.  I **also** download music and videos. /I download music and videos **as well**. /I download music and videos, **too**.  I **also** go onto websites to get the weather. /I go onto websites to get the weather **as well**. /I go onto websites to get the weather, **too**.  3. Elicit the answer to the first example. Students work individually to continue the task. Check the answers and remind students that both as well and too are used at the end of a sentence, but also is not possible in this position. Answers “Dave’s nice.” “His sister is **as well**/, **too**.”  “I’m going home now.” “I am **as well**/, **too**.”  Don’t forget your coat. And take your umbrella **as well**/, **too**.  Buy some bread. And some coffee **as well**/, **too**.  4. Students complete the task individually. Allow  students to compare their answers in pairs before you check answers with the class. Answers "I like Harry.” "Me, **too**.”  “I’m thirsty.” "Me, **too**.” |

**Talking about you**

Give students time to read the questions. Put students into groups to discuss the questions. Elicit a range of answers in a class discussion.

|  |
| --- |
| SUGGESTION If your students make use of online learning help in studying English, ask them to recommend the best websites. Write them in a list or on a handout that can be added to during the course. |

|  |
| --- |
| EXTRA IDEA Technology questionnaire TB p. 154  If you would like to continue with the theme of technology you can photocopy this questionnaire. You will need one sheet for each student. The questionnaire is intended to provide a review of key vocabulary and to be a light-hearted springboard for discussing gadgets. The answers to Questions 5 and 6 appear on TB p. 173. |

***READING AND SPEAKING*** (SB p. 78)

**21st century city**

|  |
| --- |
| ABOUT THE TEXT The technology theme is carried through in a text about the cosmopolitan city of Dubai /du’baɪ/ in the United Arab Emirates. Dubai, originally a small fishing village on the Persian Gulf, has exploded into one of the worlds most wealthy and technology-savvy cities. Dubai is successful for many reasons including its location between Asia, Europe, and Africa, its tradition of doing business with many cultures throughout its long history, and the wealth it built from the oil industry. Dubai is indeed a fine example of a modern twenty-first century city!  The text takes the form of an article about the modern conveniences and attractions of Dubai. Much of the new vocabulary can be figured out from the context, but you might want to pre-teach/check the following items:  Part 1: *shopaholics* (people who enjoy shopping a lot)  Part 2: *in someone’s blood* (something that comes naturally to a person, in this case, doing business)  Part 3: *revenue, regional headquarters, across the globe* (around the world)  Part 4: *appeal soar*  Part 5: *artificial archipelago*  Part 6: *rotating* |

1. Give students time to rank the features in order. Students compare their ideas with a partner, and then they compare their answers with the rest of the class. Establish if there is a feature which is important to everyone in the class, and if there is a difference of opinion between men/women and different ages in the group.

2. Focus attention on the photos of Dubai, and elicit some descriptions. Supply any vocabulary students need.

Possible answers

A beautiful city,

a tall building,

an interesting hotel

3. Focus on the chart. Explain that students must find the superlative adjectives that describe the items in the chart. Give students time to read parts 1-6 quickly and find the information to complete the chart.

Allow students to check their answers in pairs before checking with the class.

**Answer**

|  |  |
| --- | --- |
| **Superlative adjective** | **Things referred to** |
| The most exciting | New city |
| The most popular | Bands and DJs |
| **Biggest** | Prizes money |
| **Latest** | Hotspot |
| **Largest** | Centers of learning |
| The world’s first | **Indoor black (ski) run** |
| **Busiest** | Airport |
| The fastest | **Elevators** |
| The most expensive | **Pieces of real estate** |

4. Students read through the questions. Set a time limit of 2-3 minutes for them to find the answers. Tell them not to worry about the new vocabulary at this stage but just to find the answers to the questions.

Answers

Part 1

1. The five groups of people mentioned are businesspeople, sun-lovers, shopaholics, music fans, and sports fans.

2. Business people come because of the low tax rates; sun-lovers come for the year-round guaranteed sunshine; shopaholics come for the forty-odd malls and souks; music fans spend all their nights In the clubs, which attract the world’s most popular bands and DJs; sports fans come to watch Grand Prix motor racing, the Open Tennis Tournament, the Desert Classic Golf Tournament, or the Dubai World Cup horserace.

Part 2

3. The three reasons are Its location, Its traditions, and opportunity.

4. Location: it is situated midway between Europe and Asia and is very near to Africa. This means It provides easy access from Europe, India, Southeast Asia, Japan, and Australia. Tradition: Arabic nations been traders for over five thousand years. Doing business, buying and selling, is in their blood. Opportunity: The wealth from oil has been invested to create an ultra-modern city, a financial center, a world- famous place for learning, and a year-round tourist destination.

Part 3

5. Free trade zones are special because international companies are encouraged to locate with the promise of zero percent taxes and few regulations.

6. Three of the free trade zones are called Media City, Internet City, and Dubai Knowledge Village.

7. CNN and Reuters were attracted to Media City; Microsoft and IBM opened regional headquarters in Internet City; Dubai Knowledge Village has partners from universities across the globe.

Part 4

8. Three things visitors can do in Dubai are visit the beach, go shopping, or go skiing.

Part 5

9. The joke about building is that Dubaians go to sleep at night alone and wake up next to a skyscraper in the morning.

10. Dubai has nearly 20% of the world’s construction cranes. The Burj Al Arab hotel is the symbol of Dubai. It has a helicopter pad on the 28th floor. The Burj Dubai tower is designed to be the tallest in the world at over 2,300 feet and more than 200 floors. An artificial archipelago, called The World, is one of the most expensive pieces of real estate ever built.

5. (CD3 – 14) This exercise reviews the work on numbers that students did in Unit 8. Elicit the meaning of % (percent). Encourage students not to go back to the text but to discuss from memory what they think the numbers refer to. Play the recording, and have students check their answers in pairs. Ask students to read the first number aloud and then to continue the task in pairs.

**Answers and audio script**

(CD3 – 14)

a. It only rains for five days a year.

b. Shopaholics come to spend all their money in the forty-odd malls and souks.

c. The Dubai World Cup horserace has a $6 million prize.

d. Arabic nations have been traders for over five thousand years.

e. The country has invested more than $100 billion in new projects.

f. Companies are encouraged to locate in Dubai with the promise of zero percent taxes.

g. Dubai’s 10 million tourists a year come for the beaches, but especially for the shops.

h. Temperatures outside can soar above 104 degrees Fahrenheit.

i. Dubai has nearly 20% of the world’s construction cranes.

j. The Burj Dubai tower has more than 200 floors.

What do you think?

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

***WRITING*** (SB p. 110-111)

**A famous town or city — from notes to writing**

This section shows students how they can use an ideas map to prepare the information they need for a piece of writing. Students get practice in building the information in the ideas map into connected text. There is also an exercise on words and expressions that link ideas together.

1. Focus attention on the photo, and elicit information about New York from the class. Students work in pairs to exchange other ideas/information.

Collate students’ answers on the board.

2. Put students into pairs. Have them read the information in the diagram. Deal with any vocabulary questions. Students work in their pairs to compare the information on the board with the diagram.

3. Pre-teach/check the following: nickname, to found, skyscraper, commuter, 24/7 (= 24 hours a day, seven days a week), bagel Focus attention on the paragraph headings in the text. Point out that they correspond with the categories in the diagram. Elicit the missing words for Number 1. Students work individually to complete the task. Monitor and help as necessary.

Check the answers.

**Answer**

1. “The Big Apple”

2. Hudson River

3. Naples and Madrid

4. New Amsterdam

5. 1664

6. immigration

7. boom

8. September 11th, 2001

9. densely populated 10.170

11. foreign born

12. 1.4 billion passengers

13. 12,000

14. 37,000 runners

15. baseball

16. 40 million

17. shopping

18. variety

19. hot dogs

20. “The city that never sleeps”

4. Elicit an example of extra information in the text. Students work in pairs to continue the task.

Answers

New York City’s influence is seen throughout the world.

The nickname “The Big Apple” was given to it by early immigrants because the city seemed so huge and full of promise.

The city grew in importance and was the U.S. capital until 1790.

From the early 20th century it became a world center for industry, commerce, and communication.

3,000 people died in the attacks on the World Trade Center.

Five of the largest ethnic groups are: Puerto Ricans, Italians, West Indians, Chinese, and Irish.

One in three New Yorkers uses public transportation to get to work, whereas in the rest of the U.S. 90% of commuters go by car.

The subway is open 24/7.

The marathon is held annually on the first Sunday of November. It’s the largest in the world.

Many New Yorkers jog around Central Park.

The two most popular baseball teams are the New York Yankees and the New York Mets.

Major tourist attractions include the Metropolitan Museum of Art, Times Square, and Central Park.

Places to eat include diners with burgers, bagels, and pizza, and the Grand Central Oyster Bar.

5. Refer students to the first word of the text, Although, and elicit why it is used (to introduce a contrast). Students work in pairs to continue the task.

Check the answers with the class.

Answers

Although — introduces a contrast

its — refers back to New York City

However — introduces a contrast

distinctive — a descriptive adjective which makes the text more interesting

two of which — refers back to the skyscrapers

whereas — introduces a contrast

is home to — more interesting alternative to “has”

with (so much to do) — refers back to all the things that New York has

6. In this task, students reuse the vocabulary from Exercise 5 in new contexts. Elicit the answer for Sentence 1. Students work in pairs to continue the task.

Check the answers with the class.

Answers

1. It’s

2. two of which

3. is home to

4. However

5. Although

6. distinctive

7. whereas

8. With

7. Assign the planning and research for the writing for homework. Ask students if they need any help with their notes, and then have them write their description. If appropriate, ask students to exchange their first drafts and make suggestions as to how to improve them. Students final drafts can be displayed on the classroom walls.

***VOCABULARY AND SPEAKING*** (SB p. 80)

**Compound nouns**

Students will be familiar with compound nouns from their earlier learning. Additionally, they have already focused on compound adjectives in Unit 6. They will need to have access to a dictionary to do Exercise 6 in this section.

1. Read the notes with the class and focus on the examples. Point out that compound nouns can be spelled as one word, two words, or with a hyphen, for example, air-conditioning.

Have students say the words out loud, and establish where the stress falls.

Answer

The stress is usually on the first syllable:

shopping mall

tax rates

skyscraper

real estate

2. Focus attention on the dictionary extracts. Elicit which base word is used (head). Briefly review the different types of information given in the extracts (pronunciation, word type, definition, example(s), cross-references to other words, help with usage). Refer students to the phonetics for each word, and elicit the pronunciation.

3. This activity gives students the opportunity to practice the words in Exercise 2. Ask a pair of students to ask and answer Question 1. Check what RIP /ɑr ai pi/ stands for (rest in peace). Point out that for Question 4 students should use one of the words from Exercise 2. They should try to think of other types of lights on a car, too. Students continue the activity in pairs. Monitor and check students pronunciation, and drill the words again as necessary. Students are often reluctant to stress compounds on the first part, so its worth repeating this until they get it right.

Answers

1. To cure a headache.

2. On a headstone.

3. Use/Wear headphones.

4. Headlights.

5. The headlines.

6. In New York City.

7. Students’ own answers.

4. (CD3 – 15) Elicit the first false compound noun with sun. Students work in pairs to complete the task.

Elicit the answers for the rest of the compound nouns. Then play the recording of the true compound nouns, and have students repeat.

**Answers and audio script**

sunpool

running card

tea cars

money case

(CD23 – 15)

sunscreen

credit card

tea bag

briefcase

sunglasses

birthday card

teacup

suitcase

sunset

business card

teatime

bookcase

5. Elicit the base word for Set 1. Students work in pairs to complete the task. Remind them to decide on the spelling of the words (one word, two words, or hyphenated). If you are short on time, you can write the base words on the board in jumbled order for students to match.

Check the answers with the class, eliciting the spelling as one or two words, or hyphenated. If students have had problems with stressing the compound nouns, drill a selection of the answers with the class.

Answers

1. dining **room**/waiting **room**/dressing **room**

2. **traffic** lights/**traffic** sign/**traffic** jam

3. antique **store**/secondhand **store**/shoe **store**

4. Spider**Man**/mail**man**/chair**man**

5. **hair**brush/**hair**dresser/**hair**cut

6. secret **agent**/travel **agent**/real estate **agent**

7. **eye**brows/**eye**glasses/**eye**witness

8. wrapping **paper**/toilet **paper**/wall**paper**

6. Focus attention on the examples in the Student Book. Put students into pairs to do the dictionary work. With larger classes, or if you are short on time, allocate one or two base word(s) to each pair, and then have students pool their research.

Students work in groups of four to describe the compound nouns to each other. Monitor and check for accuracy of the definitions and for pronunciation of the compound nouns. Have a short class discussion about any common errors after the activity or in a later lesson.

**Possible answers**

**hand**: handbag, handbrake, handcuffs, handful, hand luggage

**foot**: football, footrace, footpath, footprint, footstep

**finger**: fingernail, fingerprint, fingertip

**fire**: fire alarm, fire chief, fire door, fire engine, fire escape, firefighter

**air**: air bag, airplane, air force, airport, airmail

**water**: water glass, watercress, waterfall, water level, watermelon, water-ski

***EVERYDAY ENGLISH*** (SBp.81)

**I need one of those things …**

This section gives students the language they need to describe or define an object they don’t know the name of. There is also a Music of English box to highlight sentence stress. Remind students that they can use the target language in this section in the classroom when asking to use/borrow something, or to ask the name of something.

1. (CD3 – 16) Focus attention on the objects in the photos, but don’t name them at this stage. Read the instructions with the class, and then play the first recording. Students point to the correct object.

Play the rest of the recording. Students select the other four objects and then check in pairs.

**Answers and audio script**

1. d. (a corkscrew)

2. j. (dental floss)

3. g. (chopsticks)

4. c. (a fly swatter)

5. a. (oven mitts)

(CD3 – 16)

1. I need **one of those things you use** when you want to open a bottle. You know, you pull and it goes “pop.”

2. I’m looking for **some of that stuff you use** when you want to clean between your teeth. It’s **like** string. It’s white.

3. They’re **long and thin**, and the Chinese **use them** to pick up food.

4. It’s **made of plastic**, and it’s used **for killing** flies. SHPLAT! SHPOUFF!

5. They’re **things you use when** you’re cooking and you want to pick up something that’s hot.

2. (CD3 – 16) This exercise highlights the key language students are going to use. Play the first recording again, and elicit the missing words.

Play the rest of the recording. Students complete the sentences, and then they check their answers in pairs. When checking the answers, highlight the use of the word stuff /stᴧf/ to mean “a substance or material.” Point out that we use this word in speaking when we don’t know the exact word for something.

**Answer and audio script**

See words in bold in (CD3 – 16) above

|  |
| --- |
| MUSIC OF ENGLISH |
| 1. (CD3 – 17) Play the recording and tell students to just listen to the sentences. Play it again, and ask students to focus on the main stresses. Have students practice the sentences. If they have problems, play the recording again and drill the sentences in chorus.  2. Students practice the other sentences in Exercise 2. Monitor and check for accurate pronunciation. Be prepared to model the examples yourself for different students to repeat. Answers and audio script (CD3 – 17)  I need one of those things you use to open a bottle.  I’m looking for some of that stuff you use when you want to clean your teeth.  They’re long and thin, and the Chinese use them to pick up food. |

3. Elicit a description of another of the objects on SB p. 81. Students work in groups to continue the activity—one student describes and the others guess, and then they change roles. Encourage students to use expressions from Exercise 2 in their answers.

Answers

b. It’s in the shape of a stick, and you rub it on pieces of paper so that you can stick them together.

e. You use it when you want to fix something. It has a handle, and you put it in and then turn it to make something looser or tighter.

f. You stick it on your skin when you’ve cut yourself. It covers the cut and keeps it clean.

h. It’s a colored liquid, and you put it on your fingernails to make them look nice.

i. You use it when your fingernails are long. It’s hard and rough, and you rub it on the ends of your nails to make them shorter and to make them a nice shape.

4. (CD3 – 18) Tell students they are going to hear nine descriptions, and they should try to guess what is being described. Play the first description as an example, and have students guess the item being described.

Play the rest of the recording. Students note down their ideas and then compare their answers in pairs.

Refer students to SB p. 147. Play the recording again. Students look at the pictures, identify the objects, and write their answers. Elicit the names of the items and check the pronunciation.

**Answers and audio script**

1. e. a sponge

2. h. knitting needles

3. c. a remote control

4. b. laundry detergent

5. j. Blu-tak

6. o. thumb tacks

7. g. tape measure

8. n. padlock

9. i. a lightbulb

(CD3 – 18)

1. It’s one of those things you use in the kitchen. You use it to do the dishes.

2. It’s long and thin and sharp at one end. Usually you have two, one in each hand. You can make things out of wool with them.

3. It looks like a cell phone; it has buttons you push, but you use it to change channels on the TV.

4. It’s the stuff you wash clothes with. You put it in the washing machine. It’s a powder. It smells… aaaah!

5. It’s used for sticking things on the wall, like pictures or posters. It’s soft and sticky.

6. They’re made of metal. You can also use them to stick things on the wall, but they’re sharp. They make a hole. You use them on a notice board.

7. It’s a kind of ruler. You use it to measure things that are very long, like a room. It’s made of metal, usually.

8. It’s something you use when you’re traveling. You put It on your suitcase so no one can get Into It. You have a key to open It, to take It off.

9. You know! It has a round, metal part at one end, and the other end Is made of glass. You put It In a lamp to make light.

5. (CD3 – 19) Focus attention on the sentence stems. Play the recording, and have students complete the sentences. When checking the answers, make sure students are getting the main stresses right in the sentences. If not, play them again, and have students repeat.

Answers and audio script

1. It’s one of those things you **use in the kitchen**.

2. It’s long and thin and **sharp at one end**.

3. It looks like **a cell phone**.

4. It’s the stuff you **wash clothes with**.

5. It’s used for **sticking things on the wall**.

6. They’re made of **metal**.

7. It’s a kind of **ruler**.

8. It’s something you use when **you’re traveling**.

9. You know! It has a **round**, **metal part at one end**.

6. Put students into new pairs for this activity. Refer them back to the pictures on SB p. 147. Elicit a description of one of the objects, and have the rest of the class identify it. Students continue the activity in their pairs. Remind them to change roles each time. Monitor and check for accurate use of the target language and for the main stresses in the pronunciation. If students have serious problems, drill the target language again. Then have them continue.

7. (CD3 – 20) Tell students they are going to hear two longer conversations in a store, and they must identify what each customer is asking for. Remind students it doesn’t matter if they don’t know the names of the objects!

Play the recording once and check the answers. Encourage students to describe the object and its function before you tell them the name of each thing. Remind students of the work they did on compound nouns, and elicit the main stress on each word.

**Answers and audio script**

1. dustpan and brush

2. cheese grater

(CD3 – 20)

Conversation 1

A: Yes. How can I help you?

B: I’m looking for a thing you use In the house…

A: Yes, now, what do you do with it exactly?

B: Well, it’s not one thing. It’s two things. And they’re usually made of plastic.

A: Uhhuh.

B: You know If you make a mess, like you drop bread or break a glass, and there are pieces all over the floor…?

A: And you need to pick them up?

B: Yes! You go like this… SHUPI SHUP!

A: What you’re talking about is…

Conversation 2

A: Can I help you?

B: Yes. I don’t know how you say this In English. I’m looking for a thing you use In the kitchen…

A: OK.

B: It’s like a thing with, you know, holes…

A: Uh huh. What’s It for?

B: Well, it’s for cheese or vegetables like carrots.

A: And what do you do with it?

B: If you don’t want a big piece of cheese, or a whole carrot, but you want little pieces, you can push… you can move…! don’t know how you say it. Like this!

A: Ah! OK! What you mean is…

8. Refer students to the audio script on SB p. 125 as a model for their conversation. Remind them to choose an object that they don’t know the name of. Students work in their pairs to write their conversation. Monitor and help as necessary.

Students act out their conversations for the class and get them to guess the objects. This can be done in a later lesson, or across a series of lessons, if you are short on time.

***Don’t forget!***

**Workbook Unit 10**

***Exercise 11*** *Vocabulary — a suitcase/luggage*

***Exercise 12*** *Pronunciation — Diphthongs*

***Exercise 13*** *Phrasal verbs — Phrasal verb + noun (2)*

***Exercise 14*** *Listening — Lost and found*

***Spotlight on Testing*** *Definitions and expressions of intent or purpose*

**Word List**

Refer students to the Word List for Unit 10 (SB p. 152). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

## Unit 11: SEEING IS BELIEVING

***Grammar****: Modals of probability*

**Vocabulary**: Phrasal verbs (2)

***Everyday English****: Expressing attitude*

**Introduction to the unit**

The title of this unit is Seeing is believing, and the content covers the broad topics of evidence and crime. These topics provide the context for the language work on modals of probability, both present and past. The Reading and listening section is a Sherlock Holmes detective story called The Three Students. The Vocabulary section continues the coverage of phrasal verbs with a focus on verbs with out and up. Everyday English looks at common adverbs and expressions for expressing attitude. This is continued in the Writing section with a focus on joining ideas using adverbs and expressions.

**Language aims**

***Grammar — modals of probability*** This is the second unit on modal verbs. Unit 4 dealt with modals of advice, permission, and obligation, and their use in requests and offers. If necessary, remind students of the introduction to modal and related verbs in Grammar Reference 4.3 on SB p. 133.

In this unit the focus is on *must/may/could/might/can’t* for probability. The language work is divided across two presentations. The first covers present modal forms *must/could/might/can’t* + infinitive. It also highlights the continuous infinitive form, for example, She might be waiting outside. It also highlights the use of the verb look like. The second presentation covers the past modal forms *must/may/could/might/can’t + have* + past participle. Students will have already met the perfect infinitive forms *might/could/should have* + past participle in Unit 9 (see Grammar Reference 9.5-9.6 on SB p. 139). Although they will be familiar with the form, they are still likely to make mistakes.

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| POSSIBLE PROBLEMS Students may be confused that, when expressing probability, the negative of must be/must have been is *can’t be/can’t have been*, not *mustn’t/mustn’t have been*.  Many languages don’t have a direct equivalent of may/might/could, so students tend to approximate the meaning by using perhaps or maybe, sometimes as a direct translation from their own language.  Students often have problems producing the more complex perfect modal forms. Its worth briefly reviewing common past participles to help them. Students also tend to overstress have in these forms instead of making it weak: /әv/, There is a pronunciation section on SB p. 85 to help students with this key area.   |  |  | | --- | --- | | **Common mistakes:** | **Corrections:** | | *No answer. She mustn’t be at home*  *He looks as his mother.*  *She might working today*  They must have leave early.  *She cant have went out.* | *She cant be at home.*  *He looks like his mother.*  *She might be working today.*  *They must have left early.*  *She cant have gone out.* | |

***Vocabulary*** The vocabulary focus in this unit is phrasal verbs with out and up, for example, work out, make up. Students analyze dictionary extracts, and then they work on a range of phrasal verbs and their meanings in context.

***Everyday English*** This lesson highlights the use of common adverbs for expressing attitude in speaking, such as obviously, hopefully, and so on.

**Notes on the unit**

***STARTER*** (SB p. 82)

This section introduces the theme of the unit with a series of optical illusions. Your students may recognize some of them, but they should still enjoy working with a partner to see what they make of the images. Check comprehension of parallel lines. Before putting them into pairs, give students a few moments to look at the images and decide what they can see. Students discuss the optical illusions, exchanging information about what they can see. In addition, they try to find the things and people in the list across the range of images.

Monitor and check the language students use to discuss the images. They are unlikely to use the modal verbs or look like completely correctly, but it will give you an indication of the areas students need to focus on.

Discuss the answers with the class. Encourage individual students to point out where the “hidden” images are. Tell students not to worry if they couldn’t find all the things in the task—different people are able to see different things.

Answers

eight people — picture 4 (x3), 6,7 (x2), 8 (x2)

three animals — picture 2,5 (x2)

an old lady — picture 7

five young ladies — picture 4 (x3), 7,8

a word - picture 6 (liar)

the color red — picture 1

parallel lines — picture 3 and 9

a musical instrument — picture 8

***OPTICAL ILLUSIONS*** (SB p.82)

**must be/can’t be/looks like**

This section focuses on the present form of the modals of probability, along with the verb look like.

1. Read the instructions with the class. Pre-teach/check candlestick, a feather, wobbly, jelly, dots, Students work in their pairs to match the sentences to the illusions.

Check the answers with the class.

Answers

a. 8

b. 4

c. 1

d. 7

e. 2

f. 5

g. 9

h. 6

1. 3

j. 3

2. (CD3 – 21) Play the first three speeches in the recording.

Elicit the number of the illusion (number 1) and the reason for it. (When the pink’s next to the green, it looks red.)

Play the rest of the recording, and have students point to the illusion that is being discussed each time. Elicit the order from the class. If necessary, play the recording again so that students can listen for the reason behind each illusion and identify which two the woman can’t see. Check the answers with the class.

Answers and audio script

Order of images discussed: 1, 4, 8, 6, 7, 6, 2, 5, 3, 9.

1. When the pink’s next to the green it looks red.

4. You can see one girl behind a candlestick or two girls looking at each other.

8. You can see another girl if you look in the shadows.

6. It looks like someone wearing glasses but you can also see the word “liar.”

7. There is an old lady with a feather in her hat and also a young lady with a feather and a fur coat.

2. The elephant appears to have five legs.

5. The picture could be a duck or a rabbit.

3. The lines are all straight and parallel if you look at them line by line. The dots must be creating the illusion.

9. The lines are the same length if you measure them.

The woman can’t see the young lady with the feather and the fur coat, or the word “liar.”

(CD3 – 21)

**Optical illusions**

A: How many colors can you see?

B: Urn, three, if you don’t include white-um, green, pink, and red.

A: No, look again. There’s only two, pink and green. When the pink’s next to the green it looks red.

B: Really? I don’t think so. They can’t be the same color. Well—um maybe. What about this one, the girl? That must be a candlestick. In front of her face.

A: Yes, you can see one girl behind a candlestick or two girls looking at each other.

B: Oh, yes, amazing, three girls then! And that one, it looks like a man playing the saxophone.

A: Or… another girl. Look, In the shadows…

B: Yes, I can see her now—she’s wearing a hat and lipstick.

A: Do you think so? Can you see any more people?

B: Yes, that looks like someone wearing glasses and that one Is an old lady, and, I’m not sure, but I think she might be wearing a feather in her hat.

A: I can also see a young lady with a feather and a fur coat. And I can see the word “liar.”

B: Really? I can’t see either of those.

A: OK. Try this. Count the legs on that elephant.

B: One, two, three—um, it can’t have five legs. That’s a clever drawing. So is that one; it could be a duck or a rabbit. It depends how you look at it.

A: The square looks strange, don’t you think?

B: Yeah, it looks wobbly, like jelly.

A: Hmmm, but the lines are all straight and parallel.

B: No, they can’t be.

A: Well, they are. If you look line by line, you’ll see.

B: I suppose. The dots must be creating the illusion.

A: And the last one. Which line’s longer?

B: Well, the one on the left must be longer.

A: Get your ruler and measure.

B: Um—they’re the same size—of course. I should have known!

A: Interesting, isn’t it, the tricks your eyes can play?

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| GRAMMAR SPOT (SB p.82) |
| 1. Read the sentences as a class, and elicit the answers to the concept questions. Answers most sure: *It must be a duck*.  less sure: *It could be a ducky/It might be a duck.*  2. Students discuss the meaning in pairs before checking with the class. Answer It can’t be a duck. = I’m sure it isn’t a duck.  3. Give students time to do the tasks in their pairs. Check the answers and remind students that we can t say look as: \**She looks as a businesswoman.* Answers We use look like + noun (= resemble/look similar to)  We use look + adjective (= seem to be/appear)  4. Give students time to do the tasks in their pairs. Check the answers. Answer The dots **must be creating** the illusion.  If necessary, refer students to Grammar Reference 11.1-11.2 on SB p. 141. |

***PRACTICE*** (SB p. 83)

**Fact or fiction?**

This section gives students the opportunity to practice the modals of probability in response to widely held beliefs on a range of subjects.

1. Give students time to read the statements. Check comprehension of to have a higher pain threshold (to bear pain better), to reflect, a penny, bird-brained (silly/stupid), snowflake, a bat.

Have two students read aloud the examples for Sentence

Check the main stresses on the responses, drilling in chorus and individually as necessary:

*That must be true.*

*It could be true but I’m not so sure.*

Put the class in pairs to discuss the statements. Monitor and check for accurate use of the modals and correct pronunciation. Check that students are using the negative form cant be correctly, rather than mustn’t be.

Students discuss the statements as a class. Then have a class discussion about any errors in the use of the modals, and correct them carefully.

2. (CD3 – 22) Play the recording, and let students check their ideas. Play the recording again if students have missed any of the facts in the explanations. Elicit which facts students found most surprising.

**Answers and audio script**

(CD3 – 22)

**Fact or fiction?**

1.

A: **Lightning never strikes ỉn the same place twice**.

B: This is completely untrue. Lightning often strikes in the same place over and over again—high trees, tall buildings, mountain tops, in fact, the purpose of lightning conductors is to be struck time and time again.

2.

A: **Hurricanes always have female names**.

B: This used to be true. From 1953 to 1979 only female names were used, but now both men’s and women’s names are used. One name for each letter of the alphabet. The same lists are reused every six years. These are the first six names for 2012: Alberto, Beryl, Chris, Debby, Ernesto, Florence.

3.

A: **Women have a higher pain threshold than men**.

B: Some research suggests the opposite, but most people still believe this to be true because women have to give birth. We will never know how men would cope with this experience.

4.

A: **The sea is blue because it reflects the sky**.

B: This is true in a way. The white light from the sun is a mixture of all the colors of the rainbow, but the air reflects blue light more than other colors so we see a blue sky. Then, when the sky is brilliant blue, the sea is also because the water reflects the blue of the sky.

5.

A: **A penny dropped from a skyscraper can kill a person**.

B: Not true. It might give you a cut or a bruise but it is not likely to kill you.

6.

A: **Hair and nails continue to grow after death**.

B: Not true. This is an optical illusion. After death the body quickly dehydrates and the skin shrinks, which gives the illusion that both nails and hair are still growing.

7.

A: **Birds are bird-brained and stupid**.

B: Not true. Some birds are the cleverest animals known to science. For example, crows are smarter than chimpanzees, and some parrots don’t just mimic but understand human speech.

8.

A: **No two snowflakes are the same**.

B: This could be true. No one has yet found two identical

snowflakes, but out of all the zillions that fall it is likely that two may be the same.

9.

A: **Bats are blind**.

B: Not true. Bats have excellent eyesight. People think they must be blind because they have a sound radar, which means they can hunt insects at night. But it doesn’t mean that they can’t see.

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| SUGGESTION Students can research other widely held beliefs and urban myths for homework. Have them write statements and then test other students in pairs/small groups. |

**Grammar and speaking**

3. (CD3 – 23) This exercise gives practice of the modals in a statement and response activity.

Focus attention on the prompts for the example, and elicit the main stresses in the sentence:

*You must be very worried*.

Put students into new pairs to continue the task. Point out that students will need to use continuous infinitive forms in some of the responses. If necessary, refer the class back to Exercise 4 in the Grammar spot on p. 82.

Monitor and check for accurate use of the modals and correct pronunciation. Note down any common errors, and highlight them after the listen and check stage.

Play the recording so that students can check their answers. Put students in new pairs to practice the sentences again. Make sure students are using the modals correctly, including the continuous infinitives.

Answers and audio script

(CD3 – 23)

1.

A: I think I lost my passport.

B: You must be very worried.

2.

A: Your phone’s ringing!

B: It might be Jane.

3.

A: Paul’s taking his umbrella.

B: It must be raining.

4.

A: Marcelo and Valeria never go on vacation.

B: They can’t have much money.

5.

A: Hannah’s not in class.

B: She could be in the coffee shop.

6.

A: Look! Three fire engines!

B: There must be a fire somewhere.

7.

A: Tom hasn’t seen Zoe in a long time.

B: They can’t be going out together anymore.

8.

A: Whose jacket is this?

B: It might be John’s.

9.

A: You got the highest score in the class!

B: You must be joking!

**What are they talking about?**

4. (CD3 – 24) This exercise consolidates the target modal verbs with a series of situational dialogues. Focus attention on the questions for Conversation I. Play the recording, and have students listen and read. Ask two students to read and complete the responses to the questions.

Give students time to read the questions for Conversations 2-5. Play the recording, pausing after each conversation to give students time to discuss the questions in pairs.

Elicit students conclusions and reasons in a class discussion.

**Possible answers and audio script**

1. They can’t be at home because they are paying for the drinks. They could be in a restaurant but they aren’t ordering food. They must be in a coffee shop because they pay for the drinks when they order them.

2. They can’t be talking about a TV because one of them suggests taking out the battery. It might be a cell phone, but they talk about a screen. It must be a laptop computer because the screen is frozen

3. It can’t be a driving test because she has to wait a couple of days for the result. It could be an exam, but she doesn’t talk about “passing" or “failing.” It must be a job interview because she talks about “getting it.”

4. They must be brother and sister because they talk about “mom and dad.” They can’t be talking about a wedding present because they talk about “25 years.” It could be a birthday present, but it Is for both parents. It must be an anniversary present because their parents have been married for 25 years, and they suggest something in silver.

5. They can’t be watching a movie because one of the speakers shouts. They could be having dinner, but they don’t talk about food. They must be dancing because they talk about “going clubbing.”

(CD3 – 24)

1.

A: A cup of coffee and glass of water, please.

B: Tap or bottled?

A: Bottled, please.

B: Do you want ice and lemon with that?

A: Just ice, thanks. How much is that?

2.

A: I can’t believe it. My screen’s frozen again.

B: Unplug it and take the battery out. Then start it up again. That sometimes works for me.

A: OK. Here we go.

3.

A: So how did it go?

B: Not too bad, thanks.

A: Were you very nervous?

B: Yeah, but I tried not to show it.

A: When will you hear?

B: In a couple of days. They said they’d call me at the end of the week and let me know if I’d gotten it.

4.

A: Do you have any idea what to get them?

B: Not really, but it should be something special.

A: Yeah, 25 years is a long time.

B: It would be nice to get something silver.

A: Yeah. Why don’t we get something from both of us, then we can afford something really nice.

B: Good Idea. Mom and Dad would love that.

5.

A: Do you come here a lot?

B: What?

A: I said DO YOU COME HERE OFTEN?

B: Yeah, me and my friends come every Saturday night. This your first time?

A: Yeah, here. We usually go clubbing at the Zanzibah.

B: Wow—I’ve heard the Zanzibah’s awesome.

A: Yeah, how’d you like to try it with me next Saturday?

***ADDITIONAL MATERIAL***

**Workbook Unit 11**

***Exercise 1 – 3****: Modal verbs of probability – present*

***Exercise 5****: Continuous infinitive*

***WHAT ON EARTH HAS HAPPENED?*** (SB p. 84)

**must have been/can’t have been**

This section introduces and practices modal verbs of probability in the past, in the context of two friends talking about a burglary over the phone. Students hear only one side of the conversation at first, and this provides a natural context for them to use modals of probability to talk about what must/might/could or cant have happened. Students are given the opportunity to check their ideas when they listen to the complete conversation in Exercise 4.

1. (CD3 – 25) Focus attention on the photos of the two women. Ask:

*Which one is Christina?* (the one looking upset)

*Which is Rachel?* (the one listening)

*What do you think they are talking about?*

Don’t pre-teach any of the vocabulary related to the burglary as this will give away the answer to the question in Exercise 1.

Play the recording. Students read and listen. Then they discuss with a partner what they think has happened. Monitor and help, dealing with any vocabulary questions as you go.

Elicit a range of possible ideas as to what has happened but do not confirm or reject answers at this stage.

2. This is a recognition task to check that students understand the use of the modal verbs. Tell students that there is one more likely answer in each pair. Elicit the answer to Question 1 as an example. Encourage students to give reasons for their answers. Students work in pairs to continue the task. Monitor and help as necessary. Do not check answers with the class until after Exercise 4

What do you think?

3. Focus attention on the example, and then elicit a summary of students’ ideas for each question from different pairs. Monitor students’ use of the modal verbs, and note down any common errors. Deal with these when focusing on the Grammar spot after Exercise 4.

4. (CD3 – 26) Play the recording, and have students check their answers. Establish if the students figured out the story correctly and if there were any surprises.

**Answers and audio script**

1. They must be friends.

2. Christina’s apartment must have been broken into. (It’s clear that she’s very upset. Rachel asks What else is missing? Have you called the police? Is it messy? Did they turn the place upside down?)

3. It may have happened while she was at work. (Rachel says They must have known no one was at home.)

4. She must be Christina’s roommate. (Rachel mentions Lisa’s leather jacket and asks Does she know? Lisa goes to lectures and has exams, so she must be a student.)

5. Christina’s laptop computer could have been taken. (Rachel asks Had you saved everything? so they might be talking about her laptop.)

6. She can’t have told her. (Rachel says She's going to be shocked when she gets back.)

7. She must have. (Rachel says Good. Do they have any idea who might have done it?)

8. They must have been thrown onto the floor. (Rachel says Oh, how awful! Your lovely clothes, and… it must be really difficult to see exactly what’s missing.)

(CD3 – 26)

R = Rachel

C = Christina

R: Hello.

C: Rachel? It’s me, Christina. Something awful has happened.

R: Hi, Christina, what on earth’s wrong? Tell me.

C: My apartment's just been broken into.

R: Oh, no! That’s terrible. When?

C: Well, I discovered it when I came in from work, two hours ago. The door was wide open.

R: They must have known no one was at home. What did they take?

C: My laptop, of course, with all my work, and my photos on it.

R: Did you save everything?

C: Yes, fortunately, I’d put my work and most of my photos on a CD.

R: Thank goodness. What else is missing?

C: My camera, and a whole load of Lisa’s jewelry, and her new leather jacket.

R: Not your camera! Well, at least you still have your photos. Oh, but Lisa’s expensive leather jacket! Does she know?

C: No, she doesn’t. She's not back from class yet.

R: She’s going to be so shocked when she gets back — and she has her final exams soon.

C: I know, but at least she had her laptop with her so they didn't get that.

R: Yeah, that's good. I know she always takes it with her to lectures. Have you called the police?

C: Oh, yes, they’re here now.

R: Good. Do they have any idea who might have done it?

C: Well, they say there’ve been many burglaries in the area and the apartment above me was also broken into.

R: So, It wasn't just your apartment then? Is it messy? Did they turn the place upside down?

C: The mess is terrible. Whoever did it emptied out all my drawers and my clothes are all over the bedroom floor.

R: Oh, how awful! Your nice clothes. Did they take any of them?

C: I don’t know. I haven’t checked. The police have told me not to touch anything.

R: Yes, of course, and anyway, it must be really difficult to see exactly what’s missing.

C: Oh, It is. Oh, Rachel, (crying) it’s just chaos here.

R: Look, Christina, you’re obviously really upset. I’m coming over. I'll help you clean up. I’ll be there in 15 minutes,

C: Oh, Rachel. You’re a great friend. Thanks so much.

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| SPOKEN ENGLISH – What on earth…? |
| 1. (CD3 – 27) Ask students if they can remember what Rachel asks when Christina says something awful has happened (… what on earths wrong?) Read the notes and examples as a class.  Play the recording, and have students repeat, imitating closely the stress and intonation. If students have problems, drill the sentences in chorus and individually.  (CD3 – 27)  What on earth has happened?  Where on earth have you been?  Who on earth left the window open?  2. (CD3 – 28) Read through the cue sentences with the class. Elicit possible responses to Sentence 1. Students then work in pairs to continue the task. Monitor and check for accurate stress and intonation.  Play the recording, and have students check their answers. If students had problems with the pronunciation, drill the sentences using the recording as a model. Then put students into new pairs to practice again. Answers and audio script 1.  A: I can't carry all these shopping bags.  B: What on earth have you bought?  2.  A: Tom’s broken his arm in three places.  B: How on earth did he do that?  3.  A: There's someone at the door!  B: Who on earth could it be at this time of night?  4.  A: My aunt left all her money to her cat.  B: Why on earth did she do that?  5.  A: I can't find my car keys.  B: Where on earth have you put them? |

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| GRAMMAR SPOT (SB p. 85) |
| This section highlights the past modal forms, building on the present modals in the Grammar spot on SB p. 82. At this stage, you can focus on helping students get the form right, as pronunciation is practiced in the section that follows.  1. Read the notes as a class, and then have students figure out the present forms. Answers They must be friends.  They might catch the burglar.  It can’t be my jacket  Point out that these forms can also have future meaning, for example, the police might catch the burglar soon/some time in the future.  2. Give students time to formulate the sentences, and then check the answers. Answers He must have loved her very much.  She can’t have been at home.  3. Read the notes as a class, and then have students figure out the past form. Emphasize that must in this context is a modal verb of obligation, not of probability. Answer I had to call the police.  Refer students to Grammar Reference 11.3 on SB p. 141. |

***PRACTICE*** (SB p. 85)

**Grammar and pronunciation**

This section helps students with the pronunciation of the weak form /әv/ in forms like must have. This should help to consolidate the forms and give students confidence in producing them.

1. (CD3 – 29) Elicit the modal form that matches with Number 1. Students work individually to continue the task.

Play the recording. Students repeat in chorus and individually. Answers and audio script

(CD3 – 30)

1. must have

2. can’t have

3. could have

4. might have

5. may have

2. (CD3 – 30) This exercise practices the past modal forms at sentence level. Play the sentences, and have students repeat. If students have problems with the weak forms, refer them to the stress shading on the sentences. Also refer them to the phonetic transcriptions in Exercise 1 to show how /әv/ follows on directly from the modal verb, for example, /mᴧstәv/.

Students repeat the lines as a class. Play the recording again if students have problems with the pronunciation.

**Audio script**

(CD3 – 30)

1. It must have been stolen

2. I can’t have lost it.

3. He could have taken it.

4. I might have dropped it.

5. She may have found it.

3. (CD3 – 31) Ask a pair of students to read aloud the example sentence and response for Number 1. With weaker classes, briefly review the past participles students will need to use in the responses. Students take turns reading and responding. Monitor and check for accurate formation of the past modals and for the correct stress. Note any common errors, and correct them carefully with the class after the listen and check stage.

Play the recording, and have students check their answers. If necessary, play the recording again as a model, and have students repeat. Put students in new pairs to practice again.

**Answers and audio script**

(CD3 – 31)

1.

A: I can’t find my ticket.

B: **You must have dropped it**.

2.

A: John didn’t come to school yesterday.

B: **He must have been sick**.

3.

A: Why is Isabel late for class?

B: **She might have overslept**.

4.

A: I can’t find my notebook.

B: **You must have left it at home**.

5.

A: The teacher’s checking Marla’s exercise.

B: **She can’t have finished already**!

6.

A: Why is Carl looking so happy?

B: **He may have done well on the test**.

**Discussing grammar**

4. This exercise reviews modals of obligation and ability and also the modals of probability from this unit. If you are short on time, ask students to complete the sentences for homework, and then do the discussion stage in the next lesson.

Elicit possible answers for Sentence 1. Students work individually to complete the exercise. Then discuss the answers as a class.

Answers

1. He **can’t/could/might/must** have been born in the 1960s. (can’t = Impossibility; could/might = possibility; must- certainty)

2. **Can/Could** you help me wash the dishes, please? (requests)

3. You **can/can’t/could/must/should** see the doctor Immediately. (can = possibility; can’t = Impossibility; could is possible if part of a conditional sentence, e.g., You could see the doctor immediately if it was an emergency] must/should for obligation/advice)

4. **Can/Can’t/Could/Must/Should** we go out to eat tonight? (Can/Could = permission/request; Can’t we… expresses a strong desire; Must (obligation) expresses that the speaker doesn’t want to go; Should = advice)

5. I **can/can’t/could/must/might/should** stop eating candy. (can/can’t - ability; could Is possible if part of a conditional sentence, e.g., / could stop eating candy if l wanted to] must - strong obligation; might - possibility; should - obligation)

6. I **can/can’t/could/must/might/should** learn to speak English. (can/can’t = ability; could Is possible If part of a conditional sentence, e.g. I could learn to speak English if I had more time] must = strong obligation; might = possibility; should - obligation)

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| SUGGESTION You can give further practice of the past modals with the use of interesting photographs that are open to interpretation of what has happened. These can often be found in magazines and put into different categories, such as people, places, weather, and so on. Bring in a selection of images to the class, and have students use them as a prompt for *must have/cant have/might have*, and so on. Students can also bring in their own images or photos they have taken if appropriate. |

***ADDITIONAL MATERIAL***

**Workbook Unit 11**

***Exercises 6-7*** *Modal verbs of probability — past*

***Exercise 8*** *Tense review*

***READING AND LISTENING*** (SBp.86)

**The Adventures of Sherlock Holmes**

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| ABOUT THE TEXT The theme of crime and evidence is carried through with The Three Students, an adaptation of a story by Sir Arthur Conan Doyle. Sherlock Holmes is one of the most famous and popular detectives in literature. The character first appeared in 1887. In 1893, when Conan Doyle tried to kill Holmes off in a story so that he could concentrate on other writing, there was such an outcry that he wrote The Adventure of the Empty House, which explained how Holmes cheated death and returned to detective work in London. Holmes is famous for his intellectual prowess and astute observation when solving difficult cases. Dr. Watson is the fictional friend and biographer of Sherlock Holmes. According to the stories, Holmes and Watson lived at 221B Baker Street in London between 1881-1904.  Conan Doyle wrote four novels and fifty-six short stories that featured Holmes. The Adventure of the Three Students is one of 13 stories in a collection known as The Return of Sherlock Holmes from 1904.  Encourage students to use the context to help them with new vocabulary. With weaker classes, or if you are short on time, you could pre-teach the following:  Part 1: *tutor, valuable (time), servant, mud*  Part 3: *to gamble away money*  Don’t check the words which are highlighted in the text, as students will figure out their meaning in Language work Exercise 1. |

1. Lead in to the topic by brainstorming vocabulary related to crime. Make sure students are familiar with the following: *detective, investigation, to look for clues, a suspect, to solve a mystery, intruder, motive, to deny doing something, culprit, to make someone suspicious*.

Focus attention on the picture on p. 86, and ask what students know about Sherlock Holmes /’ʃәrlɒk hoʊmz/. Elicit a range of information, including the correct answers to Statements 1-3.

Ask students which Sherlock Holmes stories they have read/seen in movies and what they thought of them.

**Answers**

1. London

2. 19th century

3. Dr. Watson/wɒtsәn/

2. Refer students back to the picture, and ask them to look at the section headings in the story. Elicit a range of predictions about the content of the story, but don t confirm any answers at this stage.

3. See About the text above for notes on vocabulary. Check the pronunciation of the names in this section: Hilton Soames /’hɪltәn soʊmz/ and Bannister /'bӕnɪstәr/. Set a time limit of 2-3 minutes for students to read Part 1.

Allow students time to discuss their answers in pairs before checking with the class. For Question 1, ask students which towns the story could be set in (probably Oxford or Cambridge).

Answers

1. In one of England’s most famous university towns; to do some research.

2. An old acquaintance and tutor at one of the colleges.

3. The papers for the Greek translation exam.

4. Some of the exam papers.

5. He didn’t want to have a scandal at the college.

6. Mr. Soames’ servant.

7. A broken pencil, a cut in the leather top of his desk, and a small lump of black mud.

8. Someone must have copied the exam questions.

4. Ask students what information the picture gives about the story. Set a time limit of 2-3 minutes for students to read Part 2. Students discuss the statements in pairs. Remind them to correct the false sentences.

Check the answers with the class.

**Answers**

1. False. The three students lived on the floors above.

2. True.

3. False. The clues (the cut leather and the mud) were on the desk.

4. False. They were next to the window because the intruder wanted to see when Mr. Soames was returning.

5. True.

6. False. The intruder didn’t see Mr. Soames because he returned through the side door.

7. False. He must have escaped through the bedroom window.

5. This task gives students the opportunity to “play detective” and discuss the prime suspect. Its also a good way of recycling the past modals from earlier in the unit.

See About the text for notes on vocabulary. Check the pronunciation of the names in this section: Gilchrist /'gɪlkrɪst/, Daulat Ras /'daʊlәt rɑs/, and Miles McLaren /maɪlz mәk lӕrәn/. Set a similar time limit of 2-3 minutes for students to read Part 3. Check the motives of each of the students in the story (see Answers below). Focus attention on the example sentences in the Student

Book, and elicit possible endings. Remind students of the use of the weak form /әv/ in the pronunciation of the past modals forms.

Students discuss Part 3 of the story in pairs. Remind them to give reasons for their deductions.

Have a whole-class discussion stage to elicit students’ ideas of who the culprit is and why.

Answers

Gilchrist was short of money so might have wanted to sell copies of the exam papers.

Ras is a good student, but Greek translation is his weakest subject.

He might have been tempted to cheat.

McLaren is very intelligent, but he’s been lazy. He might have been worried about the exam and might have been tempted to cheat.

Listening

6. (CD3 – 32) This is the final part of the story in which Holmes reveals the culprit.

Pre-teach/Check the following items from the recording: *spikes (on a running shoe), sole (of a shoe), to lock a door, to scratch*. Give students time to read through the questions quickly.

Play the recording through once. Establish who the culprit is (Gilchrist) and who in the class guessed correctly.

Students answer the questions in pairs. Play the recording again if they have missed any of the information.

Answers and audio script

1. When Holmes learned that Gilchrist was an athlete and a long jumper, he became suspicious.

2. He went to the sports ground and collected some mud. It was the same black mud as on Hilton Soames’ desk.

3. Gilchrist was returning from playing some sports and carrying his shoes, which had spikes on their soles. He passed his tutor's window and saw the examination papers on his desk. He tried the door and it opened. He entered the room, put his shoes down on the desk, and moved to the window to copy the papers and watch for Soames. He heard Soames coming in at the side door, so he picked up his shoes, scratched the top of the desk with the spikes on his shoes, and left a lump of black mud. He ran into the bedroom and didn't notice another lump of mud on the floor from the shoes.

4. “Brilliant, Holmes! Just brilliant.” “Elementary, my dear Watson.” (This phrase is often associated with Holmes when explaining how he has made deductions and solved mysteries.)

5. Because he left Soames’ door unlocked, so Gilchrist was able to get in.

6. The examinations can take place because the other students haven’t seen the exam papers. Gilchrist isn’t going to take the examination, and he is going to leave the university and England for Africa. There won’t be a scandal at the college.

(CD3 – 32)

**SH = Sherlock Holmes**

**HS = Hilton Soames**

**G = Mr. Gilchrist**

**w = Dr. Watson**

**B = Bannister**

HS: Holmes! Watson! At last! Tell me. What have you found out? Can the Greek examination take place?

SH: Absolutely, the mystery is solved.

NS: Really? But who…? Which student…?

SH: Dr. Watson, can you please ask Mr. Gilchrist to join us?

W: Of course. Mr. Gilchrist? Mr. Gilchrist, can you join us, please?

G: What is it? What's happened?

SH: Close the door, Mr. Gilchrist. Now, sit down and tell me honestly, why did you do it? How did you do it?

G: What! Oh, no! How did you find out? I’m sorry, so sorry.

SH: Come, come, Mr. Gilchrist, perhaps it’s easier if I speak. You see, when I learned that you were an athlete and a long jumper, I worked it out immediately.

HS: How? I don’t understand.

SH: Let me continue. This is what must have happened. Yesterday afternoon, you, Mr. Gilchrist, were returning from practicing your sport. You were carrying your jumping shoes, which, as we all know, have spikes on their soles. You passed your tutor's window, and because you are over six feet tall, you could see into his room. You couldn’t help but notice the examination papers on his desk. As you passed the door, you tried it. Amazingly, it opened…

HS: What? How…?

SH: Yes, Bannister had forgotten to lock it. Is that not true, Bannister?

B: Oh dear, Mr. Holmes. Mr. Soames, sir, I'm sorry sir. Mr. Holmes could be right, I was in a hurry.

SH: So, Gilchrist, you entered the room, put your shoes down on the desk, and moved to the window to copy the papers and watch for your tutor. Am I right so far?

G: Yes, yes.

SH: Suddenly you heard your tutor coming In at the side door. Quickly, you picked up your shoes, scratching the top of the desk with the spikes in your haste and leaving a lump of black mud. You ran into the bedroom. You didn’t notice that another lump of mud fell to the floor from your shoes. This morning at 6 A.M., I went to the sports ground and collected a sample of mud. It was the same black mud.

W: Brilliant, Holmes! Just brilliant.

SH: Elementary, my dear Watson. Is this all correct, Mr. Gilchrist?

G: Absolutely correct. I feel so bad, so guilty and ashamed. But can I just show you this, Mr. Soames?

HS: What is it?

G: It’s a letter. I wrote it in the middle of the night. Read it, please. In it I say how sorry I am for what I did.

HS: Ah, yes. And you say you are not going to take the examination. Oh, and you’re going to leave the university and the country.

G: Yes, I am. I'm going to work in Africa.

HS: Gilchrist, I am really pleased to hear that.

B: Oh, Mr. Soames. Mr. Gilchrist. It's all my fault. I’m so sorry.

G: Absolutely not your fault, Bannister. I am the guilty one.

SH: Well, Mr. Soames, Mr. Gilchrist, time for Watson and myself to have breakfast, I think. I hope the exams go well, Mr. Soames. Good luck in Africa, Mr. Gilchrist. Goodbye.

NS: Thank you, Mr. Holmes. It was such a lucky chance you were staying in town at this time.

**What do you think?**

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

**Possible answers**

Modern detectives would work in a bigger team with access to a range of tools and tests, e.g., fingerprints, DNA /dieneɪ/ testing, handwriting analysis.

Language work

1. Focus attention on the first highlighted word acquaintance. Elicit the meaning, and then have students work in pairs to continue the task.

Elicit a range of answers from the class.

**Answers**

acquaintance — a person you know but not a friend

agitated — anxious/upset

Irritably — in an annoyed way

scandal — a situation or event that is shocking or Immoral

disturbed — moved from their original place

lump — a piece (without a regular shape)

stand on tiptoe — to stand with your heels raised off the ground

2. This activity reviews the present and past modal forms that students practiced at the beginning of the unit. Elicit the answer for Sentence 1.

Students work individually to rewrite the sentences. Give them time to check their answers in pairs before checking with the class. If students enjoy role play, have them deliver the sentences as if they were Sherlock Holmes talking to Watson about the case.

Check that students get the main stresses in the sentences right. If they have problems, drill the sentences as a class.

**Answers**

1. One of the students must be the culprit.

2. Bannister can’t have done it.

3. The lump of mud could be a clue.

4. The leather might have been cut by a knife.

5. He can’t have escaped through the study window.

6. The culprit may still be hiding in the bedroom.

7. He could have jumped out of the bedroom window.

8. Gilchrist must have done it.

**Telling the story**

This activity gets students to retell the story in their own words. Focus attention on the examples in the Student Book. Students read them aloud and then continue the story. Be prepared to prompt and encourage other students to supply vocabulary if anyone gets parts of the story wrong or misses any important plot points. With weaker classes, you could write key words from each part of the story on the board.

***VOCABULARY*** (SB p. 88)

**Phrasal verbs (2) with out and up**

This is the second focus on phrasal verbs in the course. If necessary, refer students back to Unit 4, and remind them that phrasal verbs can be literal or idiomatic, and separable or inseparable.

1. Focus attention on the dictionary extracts. Point out that they show different uses of two phrasal verbs. Put students in pairs to answer the questions.

**Answers**

1. work out, make up

2. sth - something; sb = somebody

3. separable: work sth out with the meanings, “find the answer, solve, calculate”; make sth up with the meanings “invent; form” inseparable: work out with the meanings “progress in a good way, do physical exercise”; make up (with sb) with the meaning “become friends again after an argument”

2. Elicit the phrasal verb students need to use for Sentence I, and the correct tense and form of the verb. Remind students to use the context to figure out the correct tense and form of the phrasal verbs in the rest of the exercise. Students work individually to complete the sentences. Check the answers with the class.

**Answers**

1. Sherlock Holmes **worked out** who committed the crime.

2. That’s a lie. You **made** that **up**, didn't you?

3. I know we argue a lot, but we always kiss and **make up** afterwards.

4. Don’t worry, things will **work out** in the end. They always do.

5. He’s determined to lose weight. He **works out** at the gym every day.

6. Women **make up** 56 percent of the students in this university.

7. Can you **work out** this bill for me? I don't understand all those figures.

8. You must have **worked out** the answers by now.

3. This exercise introduces more examples of phrasal verbs and the nouns and noun phrases that can follow them. Elicit the answer for Number 1 before students work individually to complete the task.

Allow students time to check their answers in pairs before checking with the whole class.

**Answers**

1. find out what time the train leaves

2. break up with a boyfriend/girlfriend

3. break out of jail

4. eat up all your vegetables and you'll be healthy

5. eat out in a Chinese restaurant

6. save up to buy a new car

7. sort out a problem

8. take up golf

9. come up with a good idea

4. (CD3 – 33) This exercise consolidates the meaning of the phrasal verbs in Exercise 3. Elicit the phrasal verb for Sentence 1. Students work in pairs to complete the task. Remind them to use the same form as the verbs in the original sentences.

Play the recording so that students can check their answers. Answers and audio script

(CD3 – 33)

1. You need to learn to relax. Why don’t you **take up** yoga?

2. He’s just **come up with** a brilliant plan to save the business.

3. There’s no dessert until you’ve **eaten up** all your meat and vegetables.

4. Anne and Tony aren't talking to each other. They may even have **broken up**.

5. Did you hear the news? Three dangerous prisoners have **broken out of** the local prison.

6. You must learn to **sort out** your problems without your parents’ help.

7. We’**re** **saving up** so we can buy a house.

8. Have you **found out** why you didn’t get the job?

5. (CD3 – 34) This gives students the opportunity to use the phrasal verbs in a more personalized way. Elicit a possible ending to Sentence 1. Students work in pairs to complete the rest of the sentences.

Ask pairs of students to read their sentences to the rest of the class and compare ideas.

Play the recording to give students a further set of answers to compare with. Elicit the responses speaker B makes each time, playing the recording again as necessary.

**Answers and audio script**

1.

A: I’ve just found out that I’ve won the lottery!

B: Congratulations!

2.

A: I never eat out because I can’t really afford to.

B: Me neither.

3.

A: I can’t figure out if I feel warm or cold today.

B: Yeah. It’s one of those days.

4.

A: I’m saving up to take my grandma on vacation.

B: That's nice.

5.

A: I need to sort out my life. I have problems at work and I have problems with my girlfriend.

B: Poor you. Come on, let’s go out for a walk. Take your mind off things.

6.

A: I’ve just come up with a fantastic idea.

B: Uh! I’ll believe it when I hear it.

7.

A: It’s important to make up after an argument.

B: Yeah, kiss and make up. Never let the sun go down on an argument.

***EVERYDAY ENGLISH*** (SB p. 89)

**Expressing attitude**

In this section, students focus on key adverbs and phrases that express a speakers attitude and link sections of conversation, for example, Personally, Apparently, Anyway, and so on. These are very common in spoken English and provide valuable “extra” information on what has been said or what is going to be said.

1. (CD3 – 35) Focus attention on the photo and where the people are (in class/a lecture hall). Read the instructions as a class, and then play the recording through once. Check the answers to the questions.

**Answers**

The two people in the conversation are students at the same school/ college. One of the other students/their friends has been accused of cheating on a math exam.

2. (CD3 – 35) Students read the conversation again, focusing more closely on the words in bold.

Check comprehension of some of the target words and expressions which may be new. Ask *Which word/ expression means…?*

- from what I have heard about the situation (apparently)

- I find that hard to believe (No kidding!)

- in fact (Actually)

- in addition to what I’ve just said (anyway)

- I think its probably true that (Presumably)

Its worth pointing out to speakers of Latin languages that actually doesn’t refer to time and is not a synonym for at the moment or currently.

Play the recording, and have students repeat in chorus and individually. Encourage correct stress and intonation, exaggerating the voice range if students sound flat.

3. (CD3 – 36) Students read the first two lines of the speech. Establish the context (a person who works in an office talking about one of their colleagues).

Elicit the correct adverb for Number 1. Students work individually to complete the task. Play the recording so that they can check their answers. Highlight the use of Anyway in the context of this conversation (= I’m going to change the subject).

Students work in pairs and take turns reading the lines aloud. Monitor and check. If they have problems with the pronunciation, play the recording again as a model, and have students repeat.

**Answers and audio script**

(CD3 – 36)

Did you hear about Marcos? You know, the guy who works in my office. Well, **apparently**, he is going to be promoted. **To be honest**, I don't understand why. **Personally**, I think he’s hopeless at his job. He never does any work. **In fact**, all he does all day is talk to his friend on the phone and drink coffee. **Unfortunately**, his desk is next to mine. **Presumably**, he’ll move to another office now, so hopefully I won’t have to work with him anymore. **Anyway**, enough about me. How’s your work going? Are you still enjoying it?

4. (CD3 – 37) This exercise gives students the opportunity to practice the adverbs and phrases in a personalized way. Elicit a possible ending for the first exchange. Students work in pairs to complete the task. Monitor and help as necessary.

Play the recording, and have students compare their answers.

Ask two students to read aloud their version of Number 1 and continue the conversation. Students complete the rest of the activity in their pairs. Monitor and help as necessary. You will need to review these expressions in subsequent lessons. Encourage students to try to use them in their conversations in and outside the classroom.

(CD3 – 37)

1.

A: Hi! You’re Emily, aren’t you?

B: Actually, no, I'm not. Emily's over there talking to Robert.

2.

A: What did you think of the movie? Great, wasn't it?

B: Personally, I thought it was terrible. I just don’t like all that blood and fighting.

3.

A: What's the latest gossip about Kate and her boyfriend?

B: Apparently, she’s going to dump him. She met someone else.

4.

A: What’s the weather like in spring?

B: Generally, it’s warm during the day, but you still need to wear a jacket or sweater in the evening.

5.

A: What time will we arrive?

B: Hopefully in the next hour, unless there's another traffic jam.

6.

A: I've called and left messages for them but no reply.

B: Presumably, they’re away on vacation. Try them on their cell.

7.

A: What did you do when you saw the accident?

B: Obviously, we called 911 immediately. Then we went to see if we could do anything to help.

8.

A: How did you feel when they offered you the job?

B: To be honest, I was amazed. I didn’t expect to get it, but of course I was delighted. It'll be a challenge.

***WRITING*** (SB p. 112)

**Expressing attitude — linking ideas 2**

This section builds on the language covered in Everyday English and recycles some of the words from that lesson. The exercise focuses on linking words and expressions in writing, firstly at sentence level and then at text level in the context of a letter to a friend.

1. Students will be familiar with the linkers in this exercise but should find it useful to review how each one is used. Elicit how Sentence 1 can be joined with but Students then work individually to continue the task. Tell them there are four possible versions of Sentence 1. Give them time to check their answers in pairs before checking with the class.

**Answers**

1.

George was rich, but he wasn’t a happy man.

George was rich, although he wasn’t a happy man.

Although George was rich, he wasn’t a happy man.

George was rich. However, he wasn’t a happy man.

2.

Jo called me from a phone booth because she’d lost her cell.

Jo had lost her cell, so she called me from a phone booth.

2. As a class, read the pairs of words and expressions and their meanings. Elicit a possible ending for the first sentence. Students work individually to complete the task.

Elicit a range of answers from the class. Highlight pronunciation of the linking words and expressions as you go.

Possible answers

1. Actually, were getting married soon.

2. Naturally, when I was a child I didn’t know anything about the world of work.

3. She stood and waited for over an hour, but unfortunately, the bus didn't come.

4. Nevertheless, he became a very successful businessman.

5. Anyway, you’ve heard enough about me? What have you been doing recently?

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| SUGGESTION As an extension to Exercise 2, have students write their own sentences using the linking words. Alternatively, they can work in pairs to write a short sketch using a selection of the words and phrases. |

3. Students read the first four sentences. Elicit the correct word for the first blank. Students work individually to complete the task.

Check the answers with the class, giving students time to discuss any points of disagreement.

**Answers**

1. so

2. Unfortunately,

3. but

4. However

5. of course

6. Actually

7. but

8. although

9. because

10. In fact

11. Anyway

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| SUGGESTION Students write their own letter to a friend, giving their most recent news and using the words and expressions in this section. |

***Don’t forget!***

**Workbook Unit 11**

***Exercise 4*** *Pronunciation — Linking in connected speech (2)*

***Exercise 9*** *Vocabulary — adjectives to nouns*

***Exercise 10*** *Prepositions — Verb + preposition*

***Exercise 11*** *Listening — Shaksper?*

***Spotlight on Testing*** *Doubts and inferences*

**Word List**

Refer students to the Word List for Unit 11 (SB p. 153). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

## Unit 12: TELLING IT LIKE IT IS

***Grammar****: Reported speech*

***Vocabulary****: Ways of speaking*

***Everyday English****: You know what they say*

**Introduction to the unit**

This last unit focuses on reporting— both as the language aim of reported speech and through a range of contexts linked to newspapers and the press. Reported speech also provides a way to pull together and review aspects of the tense system, providing a useful overview at the end of the course.

Vocabulary and speaking practices verbs that relate to ways of speaking, and Reading and speaking highlights a range of influential people across history in a section called People who changed the world. The Listening and speaking section is based on the theme of the press and accuracy in reporting, with an interview with a singer who feels he has been misrepresented. There are opportunities for review and extension of reported speech throughout the skills sections. Everyday English brings the final unit to a close with a light focus on cliches in conversation.

The Writing syllabus ends with the second focus on correcting mistakes and the task of writing a thank you e-mail.

**Language aims**

***Grammar — reported speech*** The language presentation covers reported statements and questions. It also presents commands and requests in the context of two newspaper articles. The Practice section reviews and extends students’ knowledge of reporting verbs. Although most students will not have studied this target language before, students usually find the tense changes in reported speech (the “one tense back” rule) quite straightforward and logical, and there may be similar patterns in their own language. The concept is easy to grasp, so any initial mistakes are likely to be based on form rather than meaning.

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| POSSIBLE PROBLEMS Reporting questions can present a few problems, mainly with word order and the lack of an auxiliary *do/does/did*. Having spent time getting used to forming questions with *do/does/did*, it may seem strange to some students to leave out the auxiliary in reported questions. Students tend to overuse that when reporting commands, often due to interference from their own language. The difference between say and tell also causes problems for some students.   |  |  | | --- | --- | | **Common mistakes:** | **Corrections:** | | He asked where was I working. They wanted to know where is he.  *He asked me where did I work.*  *She asked do you like Indian food.*  They asked that I call them back.  *She said me that she was happy.*  *He told that he’d got the job.* | *He asked where I was working.*  *They wanted to know where he was.*  *He asked me where I worked.*  *She asked if I liked Indian food.*  *They asked me to call them back.*  *She said that she was happy.*  *He said that he had gotten the job./*  *He told me that he had gotten the job.* | |

***Vocabulary*** The vocabulary focus links to the language work with a series of exercises on verbs that describe ways of speaking, for example, argue, admit, whisper, and so on.

***Everyday English*** The final section focuses on cliches that are often used to end a conversation, for example, Better safe than sorry.

**Notes on the unit**

***STARTER*** (SB p. 90)

1. Check that students understand the basic terms direct speech and reported speech. If necessary, write two simple examples on the board to illustrate the difference:

“*I’m tired*” said Sue. (the original words/direct speech)

*Sue said that she was tired*, (reported speech)

Focus attention on the first sentence, and elicit the original words. Students write the girls words for the other examples.

**Answers**

“I’m a student”

"What are you doing in Miami?”

"I arrived on Monday.”

2. This exercises highlights the fact that reported thoughts behave in the same way grammatically as reported speech. Focus attention on the first reported thought, and elicit the original words. Students write the thoughts for the other examples.

**Answers**

I think she works in an office.

I know I've seen her somewhere before.

I wonder if she’ll call me.

***I READ IT IN THE PAPERS…*** (SB p.90)

**Reported speech**

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| ABOUT THE TEXT The text in this section is adapted from a newspaper article about a three-year-old boy who managed to get onto the Internet auction site eBay and buy a car. The story, which is true, is humorous and typical of the “human interest” stories that often appear in newspapers. The article serves as a realistic context for the target language, as it contains many examples of reported speech based on the journalists interview with the family. Their surname is pronounced /nil/ and the car /’nɪsӕn ‘fɪgәroʊ/. Students should be able to understand most of the vocabulary from context, but you may need to check a bid (an amount of money someone offers to buy something online) and password. |

1. Have students read the article and then answer the questions.

Answers

Jack Neal is a three-year-old boy.

He bought a car on eBay.

Jack’s father contacted the seller, who agreed to readvertise the car.

2. (CD3 – 38) Focus attention on the first example of direct speech and the equivalent in reported speech in the article. Students work in pairs to continue reporting the words and thoughts.

Play the recording, and have students check their answers. If they have made mistakes, remind them of the “one tense back” rule. Elicit reactions to the text and to Jacks activities online.

**Answers and audio script**

(CD3 – 38)

**I read it in the papers…**

A three-year-old boy used his mother’s computer to buy a $15,000 car on the Internet auction site eBay.

Jack Neal’s parents only discovered their son’s successful bid when they received a message from the website.

The message said they (1) **had bought** a pink Nissan Figaro.

Mrs. Neal, 36, said that they (2) **couldn't understand** it. She (3) **had been** on the Internet the day before, but (4) **hadn't bought** anything. “Jack kept telling US that he (5) **was** so happy, and that we (6) **would** soon get a big surprise.”

Mrs. Neal, from Houston, Texas, thought Jack (7) **was joking**. He often used the computer, and she was pretty sure that he (8) **knew** her password.

Her husband, John, 37, called the seller of the car, and explained that there (9) **had been** a mistake.

“Fortunately, he saw the funny side and said he (10) **would advertise** the car again.”

Mr. Neal has told Jack to be more careful, and he has asked his wife to change her password.

3. This exercise focuses on how we report commands and requests. Give students time to find the wording in the article, and then check the answers.

Answers

Mr. Neal has told Jack to be more careful.

He has asked his wife to change her password.

4 (CD3 – 39) This exercise gives further practice in reporting statements and commands/requests in the context of the story about Jack. Ask a pair of students to read aloud the direct speech and the reported equivalent in Number 1. Point out that sometimes other words also change when we report speech, for example, My Jack — her son, his mother — Mrs Neal

Students work individually to complete the task. Give them time to check their answers in pairs before checking with the class.

**Answers and audio script**

(CD3 – 39)

1. Mrs. Neal said her son was very clever.

2. She told me he usually played computer games.

3. His father explained that he had bought the computer for his work.

4. Mrs. Neal decided that she wouldn’t use eBay anymore.

5. Jack said he didn’t know how it had happened.

6. He told reporters that he had always liked computers.

7. His mother asked Jack to clean up his room.

8. His father told him to go and play soccer.

**Reported questions**

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| ABOUT THE TEXT This section contains a further newspaper article to contextualize reported questions. The article, a true story, is about a man who threw $30,000 into the air in a busy downtown area. When questioned later, he said that he wanted to “spread a little sunshine.”  Students should be able to understand most of the vocabulary from context, but you may need to check the following: to start a riot (in this context, to create noise and confusion), *to hurl something into the air, to grab.* |

5. (CD3 – 40) Focus attention on the newspaper article. Have students read through it quickly. Elicit what it is about. Focus attention on the direct questions and the example answer in the article. Students work in pairs to match the direct questions and thoughts to the blanks in the article and then report them.

Play the recording, and have students check their answers. Play the recording again, pausing after each reported question and having students repeat in chorus and individually.

Elicit some reactions to the article.

Answers and audio script

(CD3 - 40)

Man throws away $30,000 in town center

A mystery man started a riot in a busy town center yesterday by hurling $30,000 into the air.

Traffic was stopped at 11:00 A.M. as money rained down from the sky. Local store clerk Anthony Jones, 55, said, “I couldn’t understand it, so I asked my neighbor (1) **what was happening**.” They saw people on their hands and knees grabbing money. “No one knew (2) **where the money came from**,” he said. “They were just stuffing it in their pockets.”

Passerby Eleanor Morris said, “I wondered (3) **if there had been an accident**, because the traffic was at a complete standstill.”

Florist Jane Thomas saw the man, who was wearing a red shirt. “I asked him (4) **why he was giving away** all his money, but he didn’t answer. He just laughed.”

Police asked Jane if she (5) **knew the man**. “I told them I’d never seen him before. He certainly wasn't from around here.”

The police confirmed that a local forty-year-old man had been questioned. “He refused to tell us (6) **why he’d done it**,” a spokesman said, “so it’s a complete mystery. He wanted to know if we (7) **were going to** arrest him, but giving away money isn’t against the law.”

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| GRAMMAR SPOT (SB p. 91) |
| 1. Read the notes and the example sentence as a class. Students complete the reported speech in the other sentences. Point out that that is optional in reported sentences.  **Answers**  She told me **she had seen the movie before**.  She was sure **I would like it**.  2. Students read the sentences, and answer the question. Allow students time to check their answers in pairs before checking with the whole class.  **Answers**  In the first sentence tell means say, in the second sentence it means order.  3. Read the notes and examples as a class. Focus on the other two direct questions with the class, and elicit the reported questions. Write the reported questions on the board and underline if. Highlight that in reported questions we repeat the question word if there is one; if there isn’t a question word, we use if or whether.  **Answers**  She asked me **how long I was staying**.  She wanted to know if **I knew Mike**.  Refer students to Grammar Reference 12.1-12.3 on SB p. 142. |

6. (CD3 – 41) This exercise gives further controlled practice of reported questions. Read the instructions and the example as a class. Students work individually to report the rest of the questions. Play the recording, and have students compare their answers. Refer students to the audio script on SB p. 127. Students practice the conversation in pairs.

**Answers and audio script**

They asked me where I was going.

They asked me where I had been.

They wanted to know if I lived in the area.

They wondered how old I was.

They demanded to know if Ỉ had been with friends.

They asked if! could remember what time I had left home.

(CD3 – 41)

A: I was coming home from the gym the other night and I was stopped by the police.

B: Were you? Did they ask you a lot of questions?

A: They certainly did. They asked me where I was going and where I’d been, and they wanted to know if I lived in the area.

B: Were you scared?

A: You bet!

B: What else did they ask?

A: Well, they wondered how old I was, and they wanted to know if I'd been with friends.

B: Huh! I’m glad! wasn’t with you.

A: They also asked if I could remember when I’d left home.

B: Do you know why they were asking all this?

A: No idea. They wouldn't tell me.

***PRACTICE*** (SB p.92)

**But you said…!**

1. (CD3 – 42) Ask two students to read aloud the example conversation. Students complete the conversations, using their own ideas. Monitor and help as necessary. Play the recording, and let students compare their answers.

Play the recording again, and have students practice the conversations in pairs. If necessary, refer them to the audio script on SB p. 127. If you think students need more practice, put them in new pairs to practice their own versions of the conversations.

**Possible answers and audio script**

(CD3 – 42)

1.

A: Bill’s coming to the party tonight.

B: Really? I thought you said he wasn’t feeling well.

2.

A: I’m making dinner for Joe tonight.

B: I didn’t know you could cook!

3.

A: Oh, no! I spilled ketchup on my white shirt!

B: I told you to be careful. I knew you’d do that.

4.

A: Did you get me something to eat?

B: Sorry. I didn't realize you were here. What would you like?

5.

A: I’m 25 today!

B: Are you? I didn't know it was your birthday. Hope you have a great day!

6.

A: Oh, no! It's raining!

B: Really? But the weather forecast said it was going to be a nice day.

7.

A: You left the doors and windows of the apartment open this morning.

B: I'm sorry. I was pretty sure I’d dosed all the doors and windows.

8.

A: Where did Tom go last night?

B: I have no idea where he went.

**The interview**

2. Focus attention on the job advertisement and the examples. Elicit a few more possible questions, and then let students continue the task in pairs.

Collate students questions on the board under a series of headings, such as qualifications, previous experience, salary, and so on.

**Possible answers**

What qualifications do you have?

Do you have any computing skills?

Do you speak any foreign languages?

What are your main strengths and weaknesses?

Have you ever managed a team?

What is your current salary?

Why did you leave your last job?

Did you travel a lot in your last job?

3. (CD3 – 43) Read the instructions and examples as a class. Students report other possible questions, using the ideas from Exercise 2 and any other questions they think are relevant for a receptionist.

Play the recording, and let students compare their ideas.

**Audio script**

(CD3 – 43)

They wanted to know how old I was.

They asked me what I was doing at the moment.

They asked me how much I was earning.

They asked where I’d worked before.

They asked me if I liked working in a team.

They wanted to know when I could start!

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| **SUGGESTION**  If you have time, you could have pairs of students role play an interview between Julia and the interviewer using a range of questions. Students then work with a new partner and report the questions asked and answers given. |

**Reporting verbs**

This section introduces and practices a range of reporting verbs with the following patterns:

verb + infinitive

verb + sb + infinitive

verb + that + clause

4. Students should be familiar with the meaning of the verbs in the box. They should also be able to match them to the direct speech fairly easily. Focus attention on the example. Then let students continue the task in pairs. Check the answers.

**Answers**

1. f

3. d

4. a

5. h

6. g

7. b

8. c

5. (CD3 – 44) Focus attention on the example. Students report the sentences in Exercise 4, using the appropriate verbs. Give students time to check in pairs before playing the recording. If there are any areas of disagreement, write the numbers of the relevant sentences on the board.

Play the recording. Students check their answers. Highlight the verb pattern of any sentences that students got wrong.

**Answers and audio script**

(CD3 – 44)

1. She asked me to help her.

2. He reminded her to mail the letter.

3. She promised to study hard for her exams.

4. He invited me to his party.

5. She encouraged me to travel.

6. He offered to give me a lift to the airport.

7. He persuaded me to apply for the job.

8. She explained that she'd been very busy.

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| **SUGGESTION**  Encourage students to record the reporting verbs in their notebook according to the pattern that they follow: verb + infinitive: promise, offer  verb + sb + infinitive: ask, remind, encourage, persuade, invite (in (CD3 – 44) the pattern is invite + sb + to + noun, but it can also be used with the infinitive, for example, They invited me to spend the summer with them.)  verb + that + clause: explain  Students can add more verbs to each list as they come across them. |

**She didn’t say that!**

6. (CD3 – 45) Explain that students are going to hear five short conversations with speakers in different situations. There is at least one mistake in the reported speech shown in the Student Book. Play the first conversation, and then focus on the example showing the mistake.

Play the recording once, and have students note down the mistakes in Numbers 2-5. Put them in pairs and give them time to formulate the corrections to the mistakes, following the example for Conversation 1. Remind them to use the reporting verbs in Exercise 4 where possible. Play the recording again if necessary to allow students to complete/confirm their answers. Check the answers with the class.

**Possible answers and audio script**

2. He didn’t say he’d got the job as manager. He said he’d got the job of assistant manager.

3. Caroline didn’t say Mike couldn’t have a turn. She told Ben to let Mike have a turn. She explained that he had to learn to share his toys.

4. Sue didn’t ask James to meet her outside the theater at 7:45. She asked him to meet her inside the theater at 7:45.

5. Tom didn’t offer to mend Sue’s computer. He said he wasn’t an expert. He didn’t ask for $130. He said he would do it for nothing.

(CD3 – 45)

**1. Merinda calling Jenny.**

A: Can I speak to Jenny, please?

B: I’m afraid she isn’t here right now. Who’s calling?

A: This is Merinda, from work. Could you give her a message?

B: Sure.

A: Can you ask her to call me as soon as she’s back? It’s very important.

B: I’ll give her your message.

**2. Peter is talking to his boss**.

A: Currently, we can only offer you the job as Assistant Manager. I hope that’s acceptable. The salary is $50,000 a year.

B: That's fine. I’ll take the job.

A: There’s a possibility of promotion in the next six months, if everything works out.

B: Great!

**3. Caroline is talking to her son, Ben**.

A: Now, Ben, you can play on the bike for a bit, but then you have to let Mike have a turn. OK? You have to learn to share your toys.

B: OK, Mom.

**4. Sue leaving a message for James**.

This is a message for James. It's Sue here. I got movie tickets for 8:00, so I’ll see you inside the theater at about 7:45. Hope that’s OK. See you later.

**5. Tom is talking to Sue**.

A: I'll look at your computer for you, but I can’t promise to fix it. I'm not an expert.

B: Will you charge me for it?

A: Don't be silly. Of course not. I'll do it for nothing.

***ADDITIONAL MATERIAL***

**Workbook Unit 12**

***Exercises 1-4*** *Reported speech*

***Exercise 5*** *Reporting verbs — Verb + infinitive*

***Exercise 6*** *Reporting verbs — ask and tell*

***WRITING*** (SB p. 113)

**Correcting mistakes (2)**

This final writing section reviews a range of target language from the course in an error correction task. The text type is a thank you e-mail written by Valeria, the same character who appeared in Writing Unit 1, to her host family in Philadelphia. Students go on to write their own thank you e-mail to someone they have stayed with.

1. Focus attention on the photo of Valeria and ask what students can remember about her from Writing Unit 1. Refer them back to her letter on SB p. 99 and remind them of the symbols they used to correct it. Read the instructions with the class, and elicit the mistakes in the first sentence of the e-mail (see Answers below).

Students work individually to continue the task. Remind them to use the correction symbols on SB p. 99 wherever they can. Monitor and help as necessary.

2. Put students in pairs to compare the mistakes they have found, and have them correct the e-mail. Monitor and help as necessary. If students can find only 20 mistakes or fewer, discuss the remaining errors with the whole class, isolating the key parts of the text on an overhead transparency if possible.

Check the corrected wording with the class. Again, mark the corrections on an overhead transparency if possible.

**Answers**

**To**: [GillandBobKendall@lightspeed.net](mailto:GillandBobKendall@lightspeed.net)

**Attachment**: GoodbyePhilly.jpg

**Subject**: Hello from Valeria

Dear Mr. and Mrs. Kendall

I’**ve been** home now **for** two weeks, but I **had** to start work immediately, so this is the first time **that it's been** possible for me to write. How are you all? Are you busy as usual? **Is** Tim **still working** hard for his exam next month? I am **miss** you a lot and also all my friends from Philadelphia. ☺

Yesterday I’ve received an e-mail from my **Mexican** friend, Carla, and she told me about some of the other people I met. She **said** that Atsuko and Yuki **are** **going to** write **to** me from Japan. I am lucky because I made so many good **friends while** I was in the U.S. it was really interesting for me to meet people from so many different countries. I think that we not only improved our English (I hope so!) but we also **got to know/met** people from all over the world, and this is Important.

My family is fine. They had a good summer vacation at the beach. We are all very excited because my brother **is getting/going to get** married in December, and we like **his girlfriend very much**. They have **been looking** for an apartment in the city, but it is **not** easy to find one. If they **don’t** find one soon, they will have to stay here with us.

**Could you please** check something for me? I can’t find my red scarf. I think **I might have left** it in the closet in my bedroom.

Please write soon. My family sends best wishes to you all. I hope ! can come back next year. **Staying** with you was a really wonderful experience for me. Thank you for **everything**, and excuse my mistakes. I’ve already **forgotten many/a lot of** words.

Love and best wishes to you all,

Valeria XX

p.s.! hope you like the attached photo. It's nice, isn’t it?

It’s the one you took when I was leaving!

3. Ask students to think about a time they stayed with someone. Put them in small groups to discuss the visit and say if they enjoyed it.

Give students time to make brief notes about their stay, referring to Valerias e-mail as a model for ideas.

Students write their e-mail for homework. Students can exchange their first drafts and make suggestions as to how to improve them, using the correction symbols on SB p. 99. Students then hand in their final drafts or e-mail them to you for checking.

***VOCABULARY AND SPEAKING*** (SB p. 93)

**Ways of speaking**

This section builds on the language work done on reported speech with a range of verbs used to describe ways of speaking. Many of these can be used as reporting verbs, for example, persuade, promise. Students categorize verbs according to their meaning, practice preposition use after verbs, and do a sentence-building task. Then they write and act out conversations, using the verbs.

1. Focus attention on the diagram. Explain that it shows a good way of categorizing the verbs and recording them in a visual way. Elicit another example from the box to add to one or two of the categories. Students work in pairs to complete the task.

Check the answers with the class, dealing with any pronunciation problems as you go.

**Answers**

good idea: suggest, advise, recommend

disagreeing: argue, fight, quarrel

social: talk, chat, gossip

volume: shout, whisper, scream

in a court of law: admit, accuse, deny

expressing dislike: complain, protest, criticize

giving commands: tell, order, demand

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| **SUGGESTION**  Encourage students to use diagrams to record sets of related words, such as topic-based lexical sets, verbs with different patterns, or vocabulary from reading/listening tasks that they want to remember. |

2. This task practices common verb + noun phrase collocations. Elicit possible verbs for Number 1. Students work in their pairs to complete the task. Remind them to look carefully at the words that follow the blanks, especially prepositions, to help them choose possible verbs.

1. chat, talk

2. fight, argue

3. shout

4. admit, deny

5. complain

6. scream

7. protest

8. suggest, recommend

3. Elicit the missing prepositions for Number 1. Students work individually to complete the task. Give students time to check in pairs before checking with the class.

**Answers**

1. I talk **to** my kids **about** everything.

2. My boss criticizes — me **for** my work.

3. I agree **with** you **about** most things, but not politics.

4. I discuss — everything **with** my wife.

5. People love gossiping **about** celebrities.

6. The teacher accused me **of** cheating on the test.

4. Look at the example with the class. Then elicit one or two possible sentences beginning My mother advised me to. Students work in pairs to complete the task. Elicit some answers from the class, and make sure that students have used the correct pattern for each verb.

**Possible answers**

My mother advised me to think carefully before I made a decision.

The teacher told the students to work harder.

My doctor persuaded me to do more exercise.

My friends suggested that we go out for ice cream.

I admitted that the teacher had been right.

My brother complained that the class was boring.

5. Read the instructions as a class. Ask students to read aloud the example conversation and the summary. Put students into new pairs to write their conversation. Give them time to decide which verbs they want to illustrate. Suggest that they group verbs that can easily be integrated into a context, for example, *complain /criticize/promise; chat / invite / accept; invite / refuse / persuade*, and so on. Give students time to write their conversations. Monitor and help as necessary. Explain that students are going to act out their conversations, and other students must give a summary of what is happening. Focus on the example summary in the Student Book, and point out that we use present tenses to report something that is being said right now. Students act out their conversations, and the rest of the class gives a summary. With larger classes, students can work in groups . for this stage. Note down any common errors, and have a class discussion about them after the activity/in a later lesson.

Don’t highlight errors as students are acting out their conversations, as this is intended to be freer practice.

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| **SUGGESTION**  You can give regular further practice with the verbs in this section by asking students to summarize conversations they have heard, both in their own language and in English. This can be a “warmup” activity at the start of any lesson. |

***ADDITIONAL MATERIAL***

**Workbook Unit 12**

***Exercise 7*** *Vocabulary — Ways of speaking*

***Exercise 8*** *Vocabulary — Other reporting verbs*

***READING AND SPEAKING*** (SBp.94)

**People who changed the world**

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| **ABOUT THE TEXT**  This final Reading and speaking section focuses on five people who have had a huge influence on different areas of life, from science to music and entertainment, across the centuries. The title of the text, Movers and shakers, is an informal expression meaning “people who are powerful or have a lot of influence.”  **Galileo Galilei** /gӕlɪ’leɪoʊ ‘gӕlɪleɪi:/ was an Italian astronomer, mathematician, and physicist, who studied the movements of the planets and believed that the sun, not the earth, was the center of the universe. Copernicus (1473-1543), also mentioned in the text, was a Polish astronomer who first suggested that the earth and other planets moved around the sun. The Church considered Galileo a dangerous heretic, and he was punished for his beliefs in the 1630s.  **Emmeline Pankhurst** /'emәlin 'pӕŋkhәrst/ was the founder of the Womens Social and Political Union (WSPU), which was known as the “suffragettes.” The suffragettes fought for women’s rights, especially the vote, in the early 1900s. Pankhurst’s daughters, Christabel and Sylvia, were also suffragettes and worked for the rights of poor women.  **Confucius** /kᴧn'fuʃᴧs/ was a Chinese philosopher (551 B.C.-479 B.C.) who lived during the Zhou dynasty, a time when people and the government were behaving immorally. He was disappointed with this poor behavior and began teaching his countrymen about the importance of being ethical and moral as an individual as well as the importance of governments exercising their political power in a proper way. Confucius is probably best known for “the golden rule,” a rule that is still used today, which says, “A man should practice what he preaches, but a man should also preach what he practices.”  Source for Confucius: *http://www.crystalinks.com/ confucius.html*  **Elvis Presley** /'ԑlvɪs 'prԑzli/ was a U.S. singer and guitar player who became one of the most successful and popular singers ever. As a young man he was known as “Elvis the Pelvis” because of the way he moved his hips when he performed. He also became known as “The King,” and, although he died in 1977, his popularity still continues.  The text consists of an introduction and four short profiles, which summarize each persons work and their influence. Each one also has two short quotations illustrating how each person saw the world and what others said about him/her. This gives further practice in reported speech. In the tasks, students discuss their own heroes/heroines as a lead-in then pool what they know about the four people shown in the photos. They answer pre-reading questions, and then they read and exchange the key information about the people. In the final stages, students summarize the influence of the four people and answer general discussion questions.  Encourage students to use the context to help them with new vocabulary, but you may need to pre-teach/explain the following:  **Galileo Galilei**: to rotate (to move in a circle around a fixed central point), an axis (an imaginary line through the center of a planet), fantastic (in this context, not practical or sensible), heresy (an action/belief that opposes the official beliefs of a religion; adj = heretical), to pave the way (to create a situation which will allow something to happen), Holy Scriptures (the Bible).  **Emmeline Pankhurst**: *rational militant, tactics, to slash, railings, force-feeding, to go on hunger strike, hysterical, to abandon your duty.*  **Confucius**: *philosopher, corruption, roots (in this context its beginnings), moral, to persecute, dominant, ideology.*  **Elvis Presley**: *adolescent (adj), shake your hips, to mesmerize, to alienate, indifferent (in this context, of rather low quality) mediocre, obituary.* |

1. Give an example of your own hero/heroine. Give students a few minutes to think of their own examples. Then discuss their ideas as a class. Establish which area of life most of the students’ heroes/heroines come from, such as sports, science, and so on.

2. Students read the introduction to the text. Check comprehension of not always so (in this context, not always believed). Focus attention on the photos and the names of the people. Put students in pairs to exchange ideas about each person and make brief notes. Tell them not to worry if they can’t say much, as they will find out more later in the lesson.

3. Check comprehension of equality. Students discuss the answers to the questions in their pairs, without reading the texts. Students then read the texts quickly and find the information to check their answers. Make sure students understand that they don’t need to read every word, but just scan the texts to find the relevant information.

**Answers**

1. Elvis Presley

2. Emmeline Pankhurst

3. Galileo Galilei

4. Confucius

4. Put students in new pairs. Focus attention on the questions, and let students choose the text they want to read. If most pairs choose the same one, you may need to assign different texts to some pairs so that all four of the texts are covered. In smaller classes, students may have to read more than one text.

See About the text above for notes on vocabulary Give students time to read the text and answer the questions working in their pairs. Encourage them to use the context to help them with new vocabulary, and to help each other They can use dictionaries if appropriate. Monitor and help as necessary. Encourage students to use their own words to report what each person said about his/her ideas rather than copying directly from the text.

Put students into groups of four, with one student who has read each text. Students compare and exchange information. Encourage them to use their own words rather than quoting directly from the text

**Answers**

**Galileo Galilei**

1. The 16th and 17th centuries.

2. Science.

3. 1633, when he was found guilty of heresy. He spent the last years of his life imprisoned in his own home.

4. His ideas were opposed because they were considered dangerous by the Church.

5. He said that the truth is easy to understand when you have found it, but the point is to discover the truth yourself. His opponents said that his ideas were wrong, ridiculous, and against the Bible.

**Emmeline Pankhurst**

1. The 19th and 20th centuries.

2. Politics.

3. 1908-9, when she was sent to prison three times. She went on a hunger strike and was force-fed. In 1918 the government changed the law on voting rights. In 1928, women got equal voting rights to men.

4. Her ideas were opposed because people believed that a woman's place was in the home.

5. She said that the suffragettes weren’t law-breakers but they wanted to be law-makers. Her opponents said that the suffragettes were hysterical and unreasonable and were not doing their duty as wives and mothers.

**Confucius**

1. The 6th century BCE.

2. Philosophy.

3. 484 BCE, when he returned to his native state in extreme poverty and spent his last years writing.

4. His critics feared that Confucius’s thoughts might lead to chaos and rejection of the ruling system.

5. He said that what you don't want done to yourself, you shouldn't do to others. They said that when people think relationships are more important than the law, the government will fall apart.

**Elvis Presley**

1. The 20th century.

2. Popular music.

3. 1956, when he arrived on the pop scene and changed attitudes to music, sex, language, and fashion.

4. His Ideas were opposed because he made teenagers want to be different from their parents, and parents thought this was dangerous.

5. He said that he couldn't help moving to rock and roll when he heard it. His opponents said that he wasn't a very good singer or musician, and he would soon be forgotten.

5. Check that students understand prevailing ideas (ideas that were accepted at a particular time). Students continue working in their groups of four to discuss the questions.

Elicit a range of responses in a class discussion.

**Answers**

**Galileo Galilei**

1. He encouraged people to think In a scientific way.

2. The Idea that the earth was the center of the universe, and the sun revolved around It.

3. People started to look at the world In a more scientific way.

**Emmeline Pankhurst**

1. She helped get women the right to vote.

2. The idea that women cannot think rationally and should stay at home.

3. Women got the vote and began to achieve other rights.

**Confucius**

1. He influenced thinkers worldwide.

2. He believed that happiness, good, and peace would replace misery, corruption, and war.

3. His thinking influenced the development of democratic governments thousands of years later.

**Elvis Presley**

1. He made rock 'n' roll music popular.

2. The Idea that teenagers should be just like their parents.

3. The modern teenager was born, and other rock 'n' roll singers and groups became popular.

**What do you think?**

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

***LISTENING AND SPEAKING*** (SB p. 96)

**What the papers say**

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| --- |
| **ABOUT THE LISTENING**  This section continues the theme of reporting with a focus on the accuracy of news reports in the press. The context is an interview with a singer named Jamie Seabrook. He is a fictitious character, but the interview highlights problems that are typical of high-profile entertainers.  The interview and tasks are divided into three parts: introducing Jamie and talking about the press in general; examples from Jamie of what he sees as misreporting; changes that Jamie has made to his life and his overall opinion of himself.  In terms of vocabulary, you may need to pre-teach/check the following before the task for each part:  **Part 1**: *sell-out concerts, be in trouble with the law, rehab* (rehabilitation [assisted recovery]) NOTE: Clinic in Part 1 of the recording refers to a private health clinic where wealthy people and celebrities go to rest and recover from various mental and emotional problems. Such clinics are often known informally as rehab clinics.  **Part 2**: *nervous breakdown, exhausted, exhaustion*  Part 3: *to become a Buddhist, to meditate, to deserve attention*.  The section also deals with opinions about the press in general and differences in styles of reporting. In the U.S., there are broadly two main categories of newspaper/ magazines. The tabloids, for example, us Weekly,  The National Enquirer, tend to focus on less serious content, especially celebrities, sports, and sensationalist crime stories. The newspapers associated with higher- quality journalism, for example, The Washington Post, \*The Los Angeles Times, are traditionally printed on larger sheets of paper. This is changing, however, as many of these newspapers are now |

If possible, bring in two or three American newspapers to help introduce the topic. Choose a mixture of tabloids and serious newspapers. Use the papers to review/introduce key vocabulary: *reporters, the press, headlines, scandal, celebrities, press attention, the facts of a story, to tell the truth, neutral/ factual reporting, angles on a story, column inches, to make up/ invent stories*.

1. Focus attention on the headlines, and allow students time to read them. Ask students to contribute information and ideas about newspapers in their country.

2. Discuss the questions as a class. Elicit a range of answers and examples from the students. This should lead to some interesting discussion, especially in multilingual classes.

3. (CD3 – 46) Focus attention on the photo of Jamie. Ask students what sort of lifestyle they think he has.

See notes about vocabulary in About the listening. Give students time to read the questions. Then play Part 1 of the recording. Let students discuss their answers in pairs before checking with the class.

See notes about vocabulary for Part 2 in About the listening. Focus attention on the chart. Explain that Barbara James was Jamies PA (personal assistant). Play Part 2 of the recording once. Students complete the chart and answer Question 6. Encourage them to pool their knowledge and exchange answers. Play the recording again if students have missed any of the information, before checking with the class. This will give students the opportunity to get further practice in reported speech.

See notes about vocabulary for Part 3 in About the listening. Give students time to read the questions. Then play Part 3 of the recording. Let students discuss their answers in pairs before checking with the class.

**Answers and audio script**

**Part 1**

1. He’s been in the music business for 20 years; he performs sell-out concerts to 50,000 people. He’s had problems with his family; he's been in trouble with the law.

2. He was in a rehab clinic.

3. Most of the time he doesn’t mind media attention. He says it's nice that people want to know all about him, but he doesn't like it when it gets too much.

4. He says that some reporters try to tell the truth, but most of them make up stories to sell their newspapers.

**Part 2**

5.

|  |  |  |
| --- | --- | --- |
|  | **What did they say about him?** | **What did he say?** |
| **Reporters** | his career was finished; he’d never sing again | he's just recorded a new album |
| **Ex-friends** | his marriage was breaking up; he had an argument with his brother about money, and they weren't speaking to each other | his marriage is fine; he and his wife just celebrated their fifteenth wedding anniversary; he gets along fine with his brother |
| **Police officers** | they thought he had a nervous breakdown | he'd been working all day and he was exhausted |
| **Barbara James** | he hadn't paid her for six months, and he made her work seven days a week without a break. | it broke his heart when Barbara said those things; he treated her like family; when he met her she was nothing, and he gave her everything; none of what she says is true. |

6. He says he checked into a clinic for a month because he was suffering from exhaustion.

**Part 3**

7. He has become a Buddhist and stopped eating meat. He spends four hours a day meditating. He's going to give half his future income to charity.

8. He’s decided that life is too short, and he's getting old. He doesn’t care what people think. He's made up his mind to do something useful with his life.

9. He/She refused to read the story about Jamie’s lifestyle change because there were much more serious stories that deserved attention, and Jamie was just a celebrity.

10. He can’t control what the press says about him. He has to be true to himself. He lives his life as honestly as he can, and he tries to be nice to everyone. If you’re in the public eye, then you have to be prepared to have bad things said about you. He knows what’s true about him and what’s a lie, but he can’t change what is in the newspapers and on TV.

(CD3 - 43)

**An interview with Jamie Seabrook.**

**I = Interviewer**

**J = Jamie**

**Part 1**

I: And now for my final guest. He’s a singer and songwriter who’s been in the music business for twenty years. He still performs sell-out concerts in front of fifty thousand people. But his life hasn’t all been easy. He’s had problems with his family, and he’s been in trouble with the law. And he’s just completed a month’s rehab in a clinic in Texas. He’s never out of the headlines… Please welcome Jamie Seabrook!

J: Hello, good evening.

I: Now, Jamie, you are in the newspapers and magazines every day. You are photographed wherever you go. Tell me, what do you think of the press?

J: Well, it’s kind of nice to have people want to know all about me. Sometimes it gets to be too much, but most of the time I don’t mind the media attention. I'm sure there are some reporters who really try to tell the truth, but I'm afraid that most of them make up stories to sell their newspapers.

I: Are you saying that the stories aren’t true at all?

J: That’s right! They’re completely invented!

I: Can you give us an example?

J: Sure! can! I can give you hundreds!

**Part 2**

J: Two years ago, reporters said my career was finished, and that I’d never sing again. Some friends, who are now ex-friends, said that my marriage was breaking up, and that my brother and I argued about money and weren’t speaking to each other. Not one word of that was true!

I: And, in fact, your career is on a high…

J: I just recorded a new album, and my marriage is fine. Sally and I just celebrated our fifteenth wedding anniversary…

J: … and my brother and 1 get along just fine.

I: But things haven’t all been easy for you. You spent a month in rehab because police officers said that you had a nervous breakdown…

J: All that’s just lies! I've never had a nervous breakdown. I was driving home from the recording studio and it was two o'clock in the morning and I’d been working all day and I was exhausted. I fell asleep at the wheel, and police officers asked me to stop the car.

I: checked into a clinic for a month because I was suffering from exhaustion. I Now, you had another legal problem recently. Your personal assistant, Barbara James, said you hadn’t paid her for six months, and you made her work seven days a week without a break. Is that true?

J: It broke my heart when Barbara, my PA, said those things about me. 1 treated her like my own family. When I met her she was nothing, and I gave her everything. None of what she says is true.

**Part 3**

I: I read that you have become a Buddhist, that you have stopped eating meat, that you spend four hours a day meditating, and that you are going to give half your future income to charity. Is this true?

J: Yes, it is. I’ve decided that life is too short, and I’m getting old. I don’t care what people think. I made up my mind to do something useful with my life.

I: Now when this story broke a few days ago, the news anchor on MBC's Morning News refused to read the story, saying that there were much more serious stories that deserved attention, and that you were just a celebrity. What do you say to that?

J: I can't control what the press says about me. I have to be true to myself. I live my life as honestly as I can. I try to be nice to everyone around me. If you’re in the public eye, then you have to be prepared to have some pretty terrible things said about you. I know what’s true about me and what’s a lie, but I can’t change what is said about me in the newspapers and on television.

I: Well, sadly our time has run out and we've come to the end of the show. A big thank you to my guest, Jamie Seabrook, and good luck with the new album!

J: Thank you. It’s been a pleasure.

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| SPOKEN ENGLISH – don’t mind/don’t care |
| 1. Read the notes and examples as a class. Point out that *I’m easy* is a more informal way of saying *I don’t mind*. Also point out that *don’t care* can easily sound rude—this depends largely on intonation, so students should be very careful when using it.  2. Students work individually to complete the short conversations with *I don’t care /I don’t mind*.  **Answers**  1. I don't mind.  2. I don't care.  3. I don't mind.  4. I don't care |

**What do you think?**

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

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| --- |
| **SUGGESTIONS**  - If your students are interested in the press and media, you can have them compare the treatment of a news story in a serious newspaper with the same story in a tabloid. Ask students to look at aspects like headlines, photos, number of column inches, use of language, and opinion vs. fact.  - Students can do a ranking task with a list of news stories/features, for example, a celebrity wedding, news of a financial recession, a bank robbery, a sporting achievement, a political scandal, and so on. Students put them in order according to their importance and the order in which they should be reported in a newspaper/on TV or radio. |

***EVERYDAY ENGLISH*** (SBp.97)

**You know what they say…**

This final Everyday English section of the course focuses on the use of cliches to bring a conversation to an end. Students look at a pair of examples and then match common cliches with lines from conversations.

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| **NOTE**  A cliche /kli'ʃeɪ/ is a comment or saying that is used very often and can be seen as overused. Cliches are very common in spoken English because they allow the speaker to sum up a situation without having to think too hard. Students should enjoy working with these expressions, which are intended mainly for recognition. Correct stress and intonation on the expressions is crucial to the listener interpreting the meaning in the correct way. Flat intonation or the wrong stress can make the speaker sound insincere or even sarcastic. Its worth pointing out that cliches should be avoided in writing, especially in a more formal style.  The example in And finally… is taken from a play by William Shakespeare, probably written in the middle part of his career, between 1601 and 1608. It is both the title of the play and a line used in it. |

1. Read the introduction as a class. Focus attention on the examples, and ask students to identify the cliche in each one. (You win some, you lose some. You learn something new every day.) Ask students if they have ever heard these expressions in everyday conversation.

2. Give students time to read the lines in A. Check comprehension offed up, anti-malaria, to reverse, right-wing. Explain that the matching lines in B are directly opposite A but sometimes in jumbled order.

Elicit the matching lines for the first pair of sentences (see Answers below).

Put students in pairs to continue the task. Remind them to use the context to help them.

3. (CD3 – 47) Play the recording so that students can check their answers.

Ask students to use the context to explain the following expressions: Never mind (= don’t worry/it doesn’t matter); Cheer up! (= don’t be sad); Great minds think alike (used to emphasize a coincidence; or two people reaching the same conclusion at the same time); It takes all sorts to make a world (= people vary a lot in their character and abilities); Time heals all wounds (= you will feel better over time).

**Answers and audio script**

(CD3 – 47)

1.

A: I'm so fed up! I lost my cell phone yesterday!

B: Cheer up! It’s not the end of the world.

A: I got the time wrong, and I missed my plane.

B: Never mind. We all make mistakes.

2.

A: I forgot her birthday, so I sent her a text.

B: Well done. Better late than never.

A: Hey! You're reading the same book as me!

B: Great minds think alike.

3.

A: Tim’s strange. He’s not like me at all.

B: It takes all sorts to make a world.

A: I studied so hard for that exam, and I still failed.

B: You did your best. You can’t do any more.

4.

A: I have ten exams in the next two weeks.

B: Rather you than me.

A: I have three months’ vacation!

B: Lucky you.

5.

A: I'm going to pack some anti-malaria tablets.

B: Good idea. Better safe than sorry.

A: I haven’t heard from my kids for weeks!

B: No news is good news.

6.

A: That party was awful. I hated it. I couldn't stand it.

B: You can say that again. I couldn't stand it.

A: I backed into a wall and broke a headlight.

B: It could be worse.

7.

A: She's been so sad since her husband died.

B: I’m sure it’s tough, but time heals all wounds.

A: I wonder if their relationship will last.

B: Time will tell.

8.

A: Our neighbors are extreme right-wing.

B: Live and let live. That’s what I say.

A: I trusted Peter, and he stole all my money!

B: Oh, well. You live and learn.

**And finally…**

Focus attention on the quotation from Shakespeare. Point out that All’s well that ends well has been adopted into modern English and is considered a cliche. Ask students how they think it is used (it is often used after a situation has ended in a positive way or to indicate that things have turned out well after a period of difficulty). Ask students if they think it is a good expression to use at the end of the course. If appropriate, ask students if they can think of any others. These don’t need to be cliches, just expressions students think are fitting, for example, Its been great working with you. I really hope to see you again next year. Don't forget to keep in touch, and so on.

***Don’t forget!***

**Vocabulary review**

***Units 10-12*** *(TB p. 153), with answers (TB p. 171)*

**Workbook Unit 12**

***Exercise 9*** *Phrasal verbs — Phrasal verbs in context (2)*

***Exercise 10*** *Pronunciation — Ways of pronouncing ou*

***Exercise 11*** *Listening — You weren't listeningỈ*

***Spotlight on Testing*** *Personal Impressions and connecting information*

**Word List**

Refer students to the Word List for Unit 12 (SB p. 153). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

**Photocopiable Material**

The following material may be photocopied freely for classroom use. It may not be adapted, printed, or sold without the permission of Oxford University Press.

Extra Ideas and Vocabulary Reviews p. 141

Stop and Checks p. 154

Progress Tests p. 163

**Answer Keys**

Extra Ideas Answer Key p. 170

Stop and Checks Answer Key p. 171

Progress Tests Answer Key p. 173

Workbook 3 Answer Key p. 175

## Extra Idea Unit 1

**Understanding meaning from context**

1. Read Texts 1-3 on p. 142 quickly, and match them to the text types (a-e).

There are two text types that you don’t need.

a. a review

b. a travel guide

c. a story

d. an information brochure

e. an article

2. Read Text 1 again more slowly, and look at the underlined words. Choose the correct information for each word.

1.

This word comes after more and before than, so its (an adjective)/ a noun.

It must mean “easy / difficult to find” because people don’t know who Bansky is.

2.

This word follows most, so it’s a verb / an adjective.

It must mean awful/famous because of the contrast following but.

3.

This expression must mean to know / not to know because Bansky is a mystery man.

4.

This word must mean loved / hated his images because Banksy’s book has sold a lot of copies.

5.

This word follows to, so it’s a verb /preposition.

It must mean to buy / clean off because the context is negative about graffiti.

3. Read Text 2 again more slowly. What type of words are 6-10?

6. …

7. …

8. …

9. …

10. …

4. Complete the sentences about words 6-10 with the correct words in the box. There are three words that you don’t need.

|  |
| --- |
| Proud, selection, pay, sad, divides, side, argue, cover |

6. This word must mean “ …” because the text says the city stands on both sides of the river.

7. This word must mean “to have something to be … of” because the overall context is positive.

8. This word must mean “to go from one … to the other” because the text is talking about bridges across the river.

9. This word must mean a “…” because the text gives examples of the food you can buy.

10. This word must mean “negotiate or …” because the text refers to getting the best prices.

5. Read Text 3 again more slowly. Complete the sentences about words 11-15.

11. This word is a(n) … It must mean … because …

12. This word is a(n) … It must mean … because …

13. This word is a(n) … It must mean … because …

14. This word is a(n) … It must mean … because …

15. This word is a(n) … It must mean … because …

Compare your answers with a partner.

1.

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| **Mystery Man of Art**  **His work sells for thousands of dollars, but he is more (1) elusive than Dracula on a summer's day.**  The mystery man of graffiti, Banksy, is one of Britain's most  (2) renowned artists, but we don't know for sure who he is. Even his parents are said (3) to be in the dark about his artistic identity.  Banksy's art has been covering public walls for more than 10 years, but little is known about him. His name is said to be Robert Banks, and he is thought to have been born in Bristol in 1974.  Banksy's fans love his work because it is open to all people and is often very funny. Even people who don't collect art have (4) lapped up his images. His latest book has sold more than 250,000 copies.  But Banksy also has critics.  Some think his work is vandalism, not public art. Many local councils have promised to clean off his images.  A London councillor said, “Graffiti is a crime. It costs thousands of dollars (5) to remove it every year.” |

2.

|  |
| --- |
| **Hungary – tradition, culture, and fun**  Right now, the coolest city in Europe has to be Budapest. The River Danube actually (6) splits the city into two places, with Buda on the left and Pest on the right. Both Buda and Pest (7) boast spectacular buildings, including Buda Castle and the Parliament building on the Pest side.  Budapest’s streets are safe, and getting around is easy. You can take the clean and quick metro system, a bus, tram, or trolleybus. It’s also a great city for walkers, with wide avenues, green parks, and a clear layout. There are seven city bridges that (8) straddle the gently flowing Danube.  After enjoying a morning of sightseeing, be sure to try one of the old- fashioned coffee houses that sell creamy coffee and wonderful cakes. Food is never very far away, with Budapest’s restaurants offering local dishes and markets selling an (9) array of sausages, meats, cheeses, fruits, and vegetables.  There are plenty of opportunities to buy souvenirs, but in the markets be prepared to (10) haggle to get the best prices. |

3.

|  |
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| **The Lighthouse**  (11) Set in the south-west of England in the 1980s, this is the story of the Spencer ; family, who want to fulfill their dream of living by the sea. Moving to Cornwall after leaving London for a new, stress-free life, the Spencers start (12) renovations of an old, empty lighthouse in the hope of making it a family home. But the : Spencers soon regret their decision as they realize that the building and the area around it hold dark and mysterious secrets. Why did the old lighthouse keeper leave so suddenly, never to be seen again? And who is the woman who (13) gazes at the lighthouse from a distance every day but never comes near? When going to the police for help proves useless, the family (14) turns detective to find out what happened in the lighthouse and why no one wants to talk about it. What follows is a series of events that will test their relationships to the limit. Full of powerful descriptions, this story is (15) intriguingly written and will keep you guessing right to the very end. |

## Extra Idea Unit 2

**Song Matthew and son**

1. Write the aspects of work in the correct lists

|  |
| --- |
| Earning money, commuting every day, job insecurity, learning new skills, low salaries, job satisfaction, lack of free time, working as a team, a big workload, being promoted |

|  |  |
| --- | --- |
| Pros | Cons |
| Earning money  …  …  … | …  …  …  … |

2. (CD3 – 48) Cover the words of the song. Listen and check (🗸) the problems that the singer mentions in the cons list in Exercise 1.

3. Work with a partner. Write the lines of the songs in the correct place. Use the content and rhyme to help you.

|  |
| --- |
| There’s a five-minute break and that’s all you take  Even though they’re pretty low and their rent’s in arrears  And the eight-thirty train to Matthew & Son  The files in your head, you take them to bed, you’re never ever through (x2)  For Matthew & Son, he won’t wait |

4. (CD3 – 48) Listen to the song again and check

5. Choose the correct information.

1. Matthew & Son must be the name of *a company/an employee*.

2. “The work’s never done” and “you’re never ever through”, means the work is never *good enough/finished*

3. In the line, “Watch them run down to platform one”, “them” refer *to the commuters/Matthew & Son.*

4. People are *too old/afraid* to ask for a pay raise.

5. The singer complains that *rents are very high/people get behind with the rent.*

6. Imagine you work for Matthew & Son, and you are traveling home with other commuters on the train. Work with a partner. Tell him/her about your work life and what you do each day.

|  |
| --- |
| MATTHEW AND SON |
| Up at eight, you can’t be late  (1) …  Watch them run down to platform one  (2) …  Matthew & Son, the work’s never done, there’s always something new  (3) …  And they’ve been working all day, all day, all day! (4) … for a cup of cold coffee and a piece of cake.  Matthew & Son, the work’s never done, there’s always something new.  (5) …  And they’re been working all day, all day, all day!  He’s got people who’ve been working for fifty years.  No one asks for more money coz nobody dares  (6) …  Matthew & Son, Matthew & Son, Matthew & Son, Matthew & Son,  And they’ve been working all day, all day, all day! |

## Extra Idea Unit 6 Describing people and things

STUDENT A

1. Answer your partner’s questions about Katie and her apartment

|  |  |
| --- | --- |
| **Katie** | |
| Age | Late 20s |
| Personality | Quite, very hardworking |
| Looks | Small and attractive |
| Hair | Long and curly |
| Height | About five foot two |
| Clothes | Well-dressed, designer labels |
| Hobbies | Reading and walking |
| Katie apartment | |
| General description | Old-fashioned, comfortable, and with beautiful views |
| Floor | 6th |
| Size | Pretty big, 860 sq. ft |
| Number of rooms | 5, living room, kitchen, bathroom, two bedroom |
| Size of living room | 9 ft. by 12 ft |
| Which part of town | Near the part |
| How far to stores | About 10 minutes |

2. Now ask your partner information question about Martin and his apartment. Complete the chart.

|  |  |
| --- | --- |
| Martin | |
| Age |  |
| Personality |  |
| Looks |  |
| Hair |  |
| Height |  |
| Clothes |  |
| Hobbies |  |
| Martin’s apartment | |
| General description |  |
| Floor |  |
| Size |  |
| Number of rooms |  |
| Size of living room |  |
| Which part of town |  |
| How far to stores |  |

3. Tell your partner about someone you know and where he/she lives. Give the same information as in the chart.

Extra Idea Unit 6 continued

STUDENT B

1. Ask your partner information questions about Katie and her apartment. Complete the chart.

|  |  |
| --- | --- |
| **Katie** | |
| Age |  |
| Personality |  |
| Looks |  |
| Hair |  |
| Height |  |
| Clothes |  |
| Hobbies |  |
| Katie apartment | |
| General description |  |
| Floor |  |
| Size |  |
| Number of rooms |  |
| Size of living room |  |
| Which part of town |  |
| How far to stores |  |

2. Now answer your partner’s questions about Martin and his apartment

|  |  |
| --- | --- |
| Martin | |
| Age | Late 40s |
| Personality | Very nice, fun, and very sociable |
| Looks | Slim and good-looking |
| Hair | Curly and dark |
| Height | About 5 foot eleven |
| Clothes | Casual, has his own style |
| Hobbies | Traveling, cooking, spending time with friends |
| Martin’s apartment | |
| General description | Spacious and well-decorates, some interesting objects |
| Floor | 3rd |
| Size | Big, 970 sq. ft |
| Number of rooms | 7, living room, kitchen, bathroom, two bedrooms, office |
| Size of living room | 16 ft. by 10 ft |
| Which part of town | Right in heart of the city |
| How far to stores | 2 minutes |

3. Tell your partner about someone you know and where he/she lives. Give the same information as in the chart.

Vocabulary Review

***Phrasal verbs Unit 4*** (SB pp. 30 - 31)

|  |
| --- |
| Ogcbak, tafkerolo, niveig, etspu, pugribn, novile, shpupu, puvige, ketaup, puwreg |

Solve the phrasal verb anagrams in the box to complete the sentences.

1. Would you like to go back in time to the 1920s?

2. Adding another room will … the value of your house.

3. He decided to … his own business.

4. He … in Chicago with his grandparents.

5. They have to … just $300.00 a week.

6. I want to increase my activity so I’ve decided to … golf.

7. You really should … eating fast food!

8. Children are always asking for new toys, but you shouldn't … to them all the time.

9. It’s very tiring to … children on your own.

10. She has to … her little sister today.

**Wordsearch Unit 5** (SB pp. 42-43)

Find words in the word search to complete the sentences

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | U | T | O | M | A | T | J | C | A | L | L | Y |
| C | O | P | L | D | C | X | V | E | A | P | D | R |
| E | G | H | L | K | T | I | O | N | Z | R | S | P |
| C | O | N | S | C | I | O | U | S | N | E | S | S |
| S | T | I | O | P | V | A | E | L | D | D | Y | R |
| P | I | P | A | R | A | L | L | E | L | I | O | E |
| B | N | G | O | O | T | E | D | X | L | C | W | V |
| F | R | A | L | I | E | N | G | T | S | T | E | U |
| R | T | O | U | B | D | T | W | E | K | I | F | L |
| R | I | O | Y | R | C | S | E | N | S | O | R | S |
| S | M | T | R | E | N | U | D | D | E | N | T | I |
| A | R | J | E | M | F | P | O | U | K | S | W | O |
| T | E | R | R | E | S | T | R | I | A | L | G | N |

1. These are my **predictions** for the future!

2. Scientists will discover **p**\_ \_ \_ \_ \_ \_**l** universe where everything look the same as here.

3. We will find **a**\_ \_ \_**n** life from other planets.

4. Doctors will be able to **e**\_ \_ \_ \_**d** our lives so that we live to be much older.

5. Everyone will be a vegetarian because they will feel **r**\_**v**\_ \_ \_ \_ \_**n** at the thought of eating meat.

6. We will understand a lot more about **c**\_ \_**sc**\_ \_ \_ \_**n**\_**ss** and the human

mind.

7. We will discover that there is extra **t**\_**r**\_ \_ \_ \_ \_ \_ \_**l** life.

8. We won't have to turn machines on because they will be **ac**\_ \_ \_ \_ \_**ed** b our voices..

9. We won't have to go shopping because our fridge will order food

**a**\_ \_ \_**m**\_ \_ \_ \_ \_ \_ \_**y**.

10. We will have **s**\_ \_ \_ \_ \_**s** in our rooms to detect when we come In.

**Word formation Unit 6** (SB pp. 44-45 and 104)

Complete the sentences with the correct form of the word in parentheses.

1. The magazine was full of the … styles in hair an clothes. (LATE)

2. She was … at how much her nephews had grown (AMAZE)

3. The doctor left … to take care of a sick patient (SUDDEN)

4. Bored with doing the same old thing, she decided to apply for a more … job. (CHALLENGE)

5. Although her broken wrist was … she kept on working. (PAIN)

6. The journey was long and … I was glad when I finally arrived home. (TIRE)

7. It was over a hundred years old—…down through generations from mother to daughter. (PASS)

8. No one saw four-year-old Matt … behind the door. (HIDE)

9. Grandma is In the kitchen … a celebratory dinner for the whole family. (COOK)

10. Do you want to see the photos … at my 21st birthday party? (TAKE)

## Extra Idea Unit 7

**Song** ***Somewhere only we know***

1. Choose the correct words to complete each part of the song.

2. (CD3 – 50) Listen to the song and check.

3. Find words and expressions in the song that match these meanings.

1. under benearh

2. to find by accident …

3. the spoken version of going to …

4. parts of a tree that have leaves …

5. to depend on …

6. to know something really well …

4. Match the sentence beginnings and endings.

|  |  |
| --- | --- |
| 1. The song is about a place | e |
| 2. Going to the place gave him |  |
| 3. He regrets that life |  |
| 4. He’s feeling old and tired, |  |
| 5. He found a fallen tree |  |
| 6. At the end of the song, |  |

a. and he wants to feel more certain.

b. he invites another person to join him in the special place.

c. and wondered if he’d been there before.

d. a sense of belonging.

e. that is important to the singer.

f. is getting complicated.

5. Change/Complete the sentences to make them true for you.

1. I think/don’t think the place in the song is real because …

2. I like/don’t like the song because …

3. The song makes me feel…

4. A place that I feel passionate about is …

Compare your ideas with a partner.

|  |  |
| --- | --- |
| **Somewhere only we know**  I (1) walked across an empty land, I (2) … the pathway like the back of my hand. I (3) … the earth beneath my feet, Sat by the river and it (4) … Chorus Oh, simple thing, where have you (5) … ? I’m (6) … old and I need something to rely on. So (7) … me when you’re gonna let me in, I’m getting tierd and I need somewhere to begin.  I (8) … across a fallen tree, I felt the branches of it (9) … at me. Is this the place we (10) … to love? Is this the place that I’ve (11) … dreaming of? Repeat chorus So if you (12) … a minutes, why (13) … we go, Talk about it somewhere only we know? This (14) … be the end of everything. So why don’t we go, somewhere only we know. Somewhere only we know? Repeat chorus and verse 3  |  | | --- | | (walked) (felt) (made) (knew) (tell) (getting) (gone) (been) (looking) (came) (used) (could) (don’t) (have) | |

## Stop and Check 1 unit 1-4

Grammar review

Read the e-mail. Choose the correct answers. If there is a blank, write one word - a preposition, an auxiliary verb, a modal verb, an adverb of frequency, etc.

|  |
| --- |
| To [Jo@hotmail.com](mailto:Jo@hotmail.com)  From [AlexB@btinternet.com](mailto:AlexB@btinternet.com)  Subject Hi  Hi Jo,  How are things? (1) … you get that job that you (2) *talking / were talking / are talking* about last time we met? (3) *I’ve looked /I look / I’ve been looking* for a new job for a while. In fact, (4) *I think /I’m thinking/I thought* of changing careers altogether, as (5) *I'm not /I haven't / I don't* enjoying being an accountant any more. It's pretty dull because I (6) … to do the same thing every  day and (7) *I haven't /I don't /I'm not* allowed to manage my own work. My boss (8) *giving / gives / is giving* me a list of tasks at the beginning of every week, and she hardly (9) … gives us any praise. I get along well (10) … my colleagues, but I'm not (11) *paying / paid / pay* enough to put up with a boring job! I (12) …  had a couple of interviews, but no success yet.  Guess who I (13) *seen / see / saw* last weekend? Annie Fisher  from our old school. She (14) … to be very shy, but she seems very different now. When I saw her, she (15) … wearing a business suit and working on a high-tech laptop. She's (16) … working for an international law firm for five years. She (17) … is earned / earns / earning a fortune! Apparently, a school reunion Is  (18) … organized at the moment. (19) *Have / Should /Must* we go? It would be fun to see everyone again.  Anyway, I've (20) … to go now. E-mail me soon.  Alex |

Present tenses

Complete the conversations with the correct form of the verbs in parentheses.

A: Hi, my names Chiara Ponti. I work (work) for Global Solutions. (1) you (enjoy) the conference?

B: Yes, its interesting, but there are so many sessions I (2) … (not know) which ones to choose. I (3) … (want) to go to Doctor Frys session on computers in education later today.

A: (4) you … (work) at a university?

B: Yes, but at the moment I (5) … (do) some research on learning and technology.

C: What (6) … you and your husband … (do) in your free time?

D: We really (7) … (not have) very much free time.

C: Why is that?

D: Well, I (8) … (work) nights at the hospital and Mike (9) … (travel) a lot for his job. He (10) … (fly) to a meeting in Mexico City right now!

Questions

Complete the questions for the answers.

**Example**

What is your favorite day of the week ?

I like Fridays best.

1.

How many …?

I work about 40 hours a week.

2.

Who …?

I’m waiting for my sister.

3.

Why …?

I like working here because the people are great.

4.

Do …?

No, I don’t go to concerts, but I listen to music at home.

5.

Why …?

They moved because they needed more space.

6.

Where …?

He’s learning English at a school in Chicago.

7.

How often …?

We see our friends once a week.

8.

Did …?

No, we didn’t go to the movies, we went out for dinner.

Auxiliary verbs and short answers

Complete the conversation with the correct auxiliary

verb.

E = Elena

A = Adam

E: Oh, hi. Sorry Im late. Have you been waiting long?

A: About half an hour. What happened? (1) … your train arrive late?

E: No, it (2) … It was my fault. I left my cell phone at home, and I had to go back and get it.

A: Thats OK. (3) … you had lunch yet?

E: No, I (4) … Let’s get something to eat now. (5) … you like Mexican food?

A: Mm, yes I (6) …

E: Well, there’s a new restaurant near here.

A: (7) … you been there before?

E: No, I (8) … , but it got a good review in the paper.

A: OK. Let’s try it.

Active or passive?

Choose the correct forms.

**Example**

I think most singers and actors pay /(are paid) too much.

1. Ted’s new job *involves / is involved* a lot of travel.

2. How many people *are employed / employ* by your company?

3. Soccer and tennis *play / are played* all over the world.

4. *Was breakfast included / Did breakfast include* in the price of the hotel room?

5. A different city *is hosted / hosts* the Olympic Games every four years.

6. The number of female directors *is growing / is being grown*.

7. Most students *are studied / study* a second language at school.

8. The downtown area *was redeveloped / redeveloped* last year.

9. Millions of trees *cut / are cut* down every year.

10. I can’t send you an e-mail because my computer *is repairing/ is being repaired*.

Past tenses

Complete the text with the correct past form of the verbs in parentheses. Some of the answers are passive.

When I was (be) a teenager, I (1) … (used / love) art. I (2) … (spend) a lot of time drawing and painting. By the time I was fifteen, I was pretty good because my dad (3) … (teach) me all about color and shapes when I was much younger. I (4) … (stop) painting when I (5) … (go) to college. I (6) … (not can) even remember where I (7) … (leave) my paints! Then while I (8) … (go through) some stuff in my mom’s house, I (9) … (come across) all my materials and some old paintings. I (10) … (look at) them for a few minutes before I realized that my girlfriend (11) … (stand) behind me. “These paintings are really good!” she said. “When (12) … you … (give up) art?” I explained that I (13) … (not do) any paintings for years. In the following months, my family (14) … (encourage) me to take it up again. After I (15) … (produce) about 15 paintings, I (16) … (hold) a small exhibition in a local gallery. While the visitors (17) … (look around), I (18) … (interview) by a journalist from the newspaper. In her article, I (19) … (describe) as “a new local talent,” and a few days later three portraits (20) … (sell) at the gallery. It was amazing!

**should/must/have to/be allowed to**

Rewrite the sentences with the correct form of the verb in brackets.

**Example**

It’s a good idea for you to get more exercise, (should)

You should get more exercise.

1.

It’s illegal to carry a gun. (must)

You …

2.

Women couldn’t vote in the 1800s. (be allowed to)

Women …

3.

It’s isn’t recommended to eat too much sugar, (should)

People …

4.

It isn’t necessary to confirm your flight, (have to)

You …

5.

Is it necessary for visitors to leave their bags at reception? (have to)

… visitors …?

6.

Wearing a seat belt is mandatory. (must)

All drivers and passengers …

7.

Can parent park outside the school? (be allowed to)

… parents …?

8.

It was necessary for me to leave early. (have to)

I …

Vocabulary

1. Choose the word that has a different pronunciation.

**Example**

tooth

truth

(foot)

boot

1.

bore

square

floor

war

2.

dear

hear

pear

fear

3.

good

would

food

should

4.

paid

weighed

said

made

2. Choose the word that doesn’t belong.

**Example**

boil

(herb)

roast

fry

1.

paint

sketch

draw

pencil

2.

eggs

recipe

herbs

olive oil

3.

digging

baking

weeding

planting

4.

peel

weigh

chop

saucepan

3. Replace the words in italics with a pronoun.

**Example**

She can’t give up chocolate.

She can’t give it up.

1.

Do you take after your mother?

…

2.

Did you pick up Spanish quickly?

…

3.

Can you take care of my son tomorrow?

…

4.

You should take up golf.

…

5.

I get along well with all my colleagues.

…

6.

They raised their children to be very polite.

…

7.

Did you look up the spelling in your dictionary?

…

8.

I’m really looking forward to the party next week. …

## Stop and Check 2 UNITS 5-8

Grammar review

Read the letter. Put the verbs in parentheses into the correct form.

|  |
| --- |
| Dear Anna and James,  I’m sorry I **haven’t written** (not write) in a while, I (1) … (work) really long hours recently. I’m hoping (2) … (take) a week off in June. My sister (3) … (go) to the beach then and I (4) … go with her if I can afford it.  (5) … is everyone in the family? I hope you are all fine. It was great to hear that Daniel (6) … been accepted by the music school. I know he (7) … (have) a great time in Paris next year. I have some friends who live there. I (8) … (send) you their address if you want. They are crazy (9) … music, so they will have a lot in common.  What (10) … (happen) with your apartment since we last spoke? Have you managed (11) … (sell) it yet? Where are you thinking of (12) … (move) and (13) … kind of house are you  looking for? If you haven’t found anything in your area  (14) … why not look around here? I’m not sure, but it (15) … be cheaper. Don’t forget, you have always (16) … interested in this area, and I’d love (17) … (have) you as neighbors!  Anyway, I must get this in the mail now. Looking forward to (18) … (hear) from you soon!  Love,  Donna |

Future forms may/might/could

1. Choose the correct forms.

A: Where do you *go / (are you going*) on vacation this year?

B: I’m not sure. We (1) *will / might* go somewhere different. Im tired of going to Florida.

A: My parents (2) *are going / will go* to Argentina for a month in February. It (3) *will / could* be summer in Buenos Aires then, so the weather (4) *will / is going* be hot.

B: Wow! That sounds fantastic. I would love to go there.

A: Well, (5) I *see/ I’m seeing* my mom later, so (6) *I’m going to ask / I’ll ask* her for the website. They booked it all on the Internet.

B: That’s great, thanks. And what about your vacation plans?

A: Oh, I don’t think (7) *we wont take / we’ll take* a vacation this year because (8) *were buying/ will buy* a house soon.

2. Cross out the incorrect verb form in each sentence.

**Example**

A: My phone doesn’t work.

B: The battery *will / might / could* be dead.

1.

I can’t come to the party. *I’m going to see / I’m seeing / I will see* my parents on Saturday.

2.

Our team is playing really well. I’m sure they *will win / might win / are going to win.*

3.

Jane isn’t in the office today. She *might be / could be / is going to be* sick.

4.

Do you think the weather *is improving / might improve /will improve* tomorrow?

5.

We haven’t made any plans, but we *might / may / will* go to the beach this weekend.

6.

I’m worried *I wont pass / I might not pass / I’m not passing* my driving test,

**Information questions**

Match the questions A with the answers in B

|  |  |  |
| --- | --- | --- |
|  | A | B |
|  | 1. What’s he like?  2. What does he look like?  3. What does he like doing?  4. How tall is he?  5. How old is he?  6. What’s his apartment like?  7. Which part of town does he live in?  8. What kind of car does he drive? | a. Tall and good-looking  b. About six foot  c. Near the sation.  d. He enjoys sailing and walking  e. It’s small but nicely decorated  f. It’s an Honda  g. He’s nice. Very talkative and friendly.  h. He’s in his early 30s. |

**Present Perfect and time expressions**

1. Read the interview. Put the verbs in parentheses into the correct form. Use the Present Perfect (simple, continuous, or passive) or the Past Simple.

**I = Interviewer**

**J = Janine**

J: Our first guest tonight is the Oscar-winning actress Janine Miller. Welcome to the show, Janine.

I: Thank you.

I: Now, you have just finished (finish) your latest movie, Moving On. Is that right?

J: Yes, we (1) … (shoot) the final scenes about six weeks ago. And since then I (2) … (relax) with my family in Canada.

I: Of course, you (3) … (be) born in Toronto.

J: That’s right. My mother is Canadian, and my dad is American. I have a lot of older relatives in Canada, and I (4) … (spend) a lot of time with them recently. All my movies since the beginning of my career (5) … (show) in Canada, so my family is also full of critics!

I: What (6) … they … (say) about the last one?

J: They (7) … (like) it, but my grandmother said I (8) … (look) too thin.

I: Do you feel under pressure to be in good shape? It (9) … (report) that the best roles go to actresses who are thin.

J: I (10) … never … (experience) that. I (11) … (lose) some weight for the last role, but I (12) … already … (put) it back on.

I: Now, what about the relationship with the director of *Moving On*, Martin Kelly. He (13) … (criticize) several times for being difficult to work with. (14) … you … (see) eye to eye with him?

J: Yes, I think so. Martin knew what he wanted to achieve, but I didn’t have any problems with that.

I: That’s good to hear. Good luck with your future projects, and please come back and see us soon.

2. Choose the correct time expression and put it in the correct place in the sentence.

**Example**

I’ve finished my homework, (just / yet)

I’ve just finished my homework.

1.

He worked as a designer, (in the 1990s / recently)

…

2.

She’s been a nurse, (for five years / just)

…

3.

Have you found your car keys? (ever / yet)

…

4.

We’ve been traveling, (since May / last month)

…

5.

They’ve finished decorating, (yesterday / already)

…

6.

Have you been to New Zealand? (in 2005 / ever)

…

7.

I have ridden a camel, (last year / never)

…

8.

My brother couldn’t walk, (until he was two / yet)

…

**Verb patterns**

Read the diary entry. Complete the text with the correct form of the verbs in parentheses.

|  |
| --- |
| It was a strange weekend. I was hoping to go (go) out with my friends on Saturday but they all had the flu. We’d been thinking of (1) … (see) a movie and then (2) … (go) for a pizza. Instead, mom made me (3) … (study) for my exams. I managed (4) … (do) a lot, but I couldn’t help (5) … (feel) tired. I went to bed early, but I had a really odd dream. I remember (6) … (walk) along the beach and it was really windy. All my exam notes were lying on the sand. Every few seconds, I (7) … (stop) to pick them up, but it was impossible (8) … (hold) them in the wind. Then, a big wave washed them all away. I woke up in a panic and then realized it had been a dream.  Sunday was better. In the morning, I took the dog for a walk. He enjoyed (9) … (play) in the park, and it was good (10) … (get) some exercise. I called my cousin because I had forgotten to (11) … (send) her a birthday card. We promised (12) … (meet up) after the exams. In the afternoon, I went back to my school work, but I didn't succeed in (13) … (study) for very long. I needed (14) … (update) my status on Facebook, so that’s what I did in the afternoon. Not a very exciting weekend, but there’s always next week… |

**Vocabulary**

1. Complete the sentences. Form the correct word by adding a prefix or suffix to the word in parentheses.

**Example**

He’s so careless. He’s always having accidents, (care)

1. The simple things in life often bring the most … (happy)

2. Joe dropped his laptop into the ocean, and now its completely … (use)

3. Don’t dress up for the party. Its going to be very … (formal)

4. I asked the assistant about my order, but he was very … (help)

5. Angie loves art and music. She’s very … (create)

6. My suggestion got a very negative … (react)

7. To be a writer you really need a good … (imagine)

8. You don’t need to update the files. The computer does it … (automatic)

2. Choose the correct words.

**Example**

I thought his latest book was pretty disappointed/ (disappointing)

1. I do yoga every day. It makes me very *relaxing / relaxed*.

2. It’s been raining *heavily / badly* all day.

3. I enjoy cycling, but I find it very *tired / tiring*.

4. She’s only four, but she can read very *well / good*.

5. I never eat *fast / quick* food.

6. What went *wrongly / wrong* with the recipe?

7. You’ll need to work *hardly / hard* the week before exams.

8. I bought some beautiful *homemade / handmade* jewelry in Mexico.

3. Match the verbs A with the nouns and phares in B

|  |  |  |
| --- | --- | --- |
|  | A | B |
|  | 1. climb  2. kick  3. clap  4. hit  5. point  6. blow  7. bite  8. whistle | a. to a place on a map  b. your hands to the music  c. a ladder  d. your nails  e. a ball  f. a tune  g. a nail with a hammer  h. up a balloon |

## Stop and Check 3 unit 9 - 12

Grammar review

Read the e-mail. Choose the correct answers. If there is a blank, write one word - an article, an auxiliary verb, a question word, etc.

|  |
| --- |
| **To** MelB@talktalk.net  **From** Lisa.Brown@yahoo.com  **Subject** I Sorry I was out  Dear Melissa,  Thanks for your message, and I’m sorry! was out when you came by. If I *have /(had)/ would* known you were coming, Id have (1) *stay / stayed / staying* in. We could (2) … had a nice talk to catch up on the news. Dad said that you (3) … had an interview in New  York. I hope that it went well. If they offered you the job, (4) … you take it? It (5) *could / can't / can* be a great opportunity, as New York is a fantastic city. If I (6) … you, Id go for it!  Did Dad mention (7) *the / a / -* news about my sister, Anita? She’s just decided to marry her boyfriend, so I might (8) … going to a wedding soon! (9) *Everyone/ All / Everything* is a little shocked because they have only known (10) … other for a few  months. When I asked her (11) … she was getting married, she (12) *told / said / wondered*, “Because I want to.” It’s typical of (13) *Anitas’ / Anita's / Anitas* behavior— she has always pleased (14) *himself/ herself / myself*!  Anyway, enough about my family—you (15) *must / can't / could* be bored! How is (16) *everything / all / all of* with your mom and dad? I saw your younger brother last week—he looks just (17) *same / like / as* you. And I bumped into your sister recently, too. She was so friendly (much more easygoing than (18) *my /myself/ mine*!)  Let me know what happens with (19) … job interview. Take care of (20) *yours / you/yourself*, and e-mail me soon.  Lisa |

Conditionals

1. Complete the sentences with the second conditional form of the verbs in parentheses.

**Example**

It’s raining again. If the weather was (be) better, we could (can) go for a walk.

1. I’m worried about my exams. What … you … (do) if you … (be) me?

2. I’ve never witnessed a crime. If I … (see) one, I think I … (panic).

3. Sorry we can’t come to your party. We … (come) if we … (can).

4. Tim’s car is very old. He … (not get) much money if he … (sell) it.

5. I’m broke, but if I … (have) more money, I … (take) a long vacation.

6. If you … (not visit) Grandma on her birthday, she … (be) upset.

2. Rewrite the sentences using the word in parentheses.

**Example**

I wasn’t free. I didn’t come to your party, (if)

If I had been free, I would have come to your party.

1.

It was stupid to leave your laptop in the car. (should)

…

2.

He didn’t ask her out. She didn’t say yes (if/might)

…

3.

The train was late. We missed our flight (if)

…

4.

It would have been better for you to stay at home, (should)

…

5.

We didn’t buy a lottery ticket. We didn’t win. (if / might)

…

6.

You didn’t tell me about the accident. I couldn’t help you. (if / could)

…

Noun phrases

Choose the correct answer, a, b, or c.

**Example**

Is your room bigger than …?

a. me

b. my

c. (mine)

1.

How often do you and your brother see …?

a. themselves

b. each other

c. yourselves

2.

I think … computers are the most important invention of the 20th century.

a. the

b. —

c. a

3.

Do you know Amy? She’s a good friend of …

a. ourselves

b. our

c. ours

4.

Where are the … toys?

a. childrens

b. childrens’

c. children’s

5.

I have a lot of friends. … love sports.

a. All of them

b. All

c. Everyone

6.

I bought a dress and a shirt, but I took … shirt back.

a. all

b. a

c. the

7.

I’ve lost my cell phone. Can I borrow …?

a. mine

b. yours

c. your

8.

Did you hurt … when you slipped?

a. yourself

b. your

c. you

9.

“Where is Jack?” “He’s in … cafeteria, I think.”

a. one

b. a

c. the

10.

It’s a nice city, but … restaurants are very expensive.

a. its

b. they’re

c. it’s

11.

I love your new computer. … much faster than mine.

a. Its

b. It’s

c. It

12.

Why don’t we have … lunch in town?

a. the

b. a

c. —

**Modals of deduction look (like)**

Choose the correct words.

**Example**

“What’s in that big box?”

“I’m not sure. It *(might)/ must* be a TV.”

1.

They’re speaking German. They *can’t/ could* be from Germany or Austria.

2.

You’ve just had a soda. You *can’t / must* be thirsty.

3.

She looked very nice. She *can’t / might* have been going to an interview.

4.

You’ve been working for hours. You *could / must* be exhausted.

5.

You don’t look *like / look* very well. Why don’t you lie down?

6.

“I can’t find my briefcase.” “You must *leave / have left* it at work.”

7.

Your daughter looks *like / as* you.

8.

They *can’t / mustn't* be at home. All the lights in the house are off.

9.

You missed lunch and dinner. You *will / must* be starving.

10.

She isn’t in the office, so she *can’t / could* be working at home.

Reported speech

Put the direct speech into reported speech.

**Example**

“Where do you live?”

She asked where I lived.

1.

“I’m looking for a new job.”

He said …

2.

“Our car has been stolen.”

They said that …

3.

“Why did you miss the train?”

They wanted to know …

4.

“Eddie, do you think you could take the dog for a walk?”

She asked …

5.

“Everyone will have a great time.”

He said …

6.

“Do you speak Portuguese?”

They asked …

7.

“Lucy, please turn the classroom lights off.”

The teacher told …

8.

“Jane gets to work at about 9:30 a.m.”

He said …

9.

“I can’t get my computer to work.”

She said …

10.

“Have you gone shopping?”

She wondered …

11.

“Can you give me a ride home?”

She asked me …

12. “Don’t open the window, children.”

The teacher told …

Vocabulary

Choose the correct words.

**Example**

I need to *clean /(wash)* my hair.

1.

Who *won / beat* the game, and what was the final score?

2.

I *lent / borrowed* some money from the bank to buy a car.

3.

Why wont you *advise / admit* that you made a mistake?

4.

If you aren’t happy with the service, why don’t you *complain / demand* to the manager?

5.

I *did / made* my best on the exam, so I hope I passed.

6.

I don’t like it when people *suggest / tell* me what to do.

7.

Please don’t *whisper / shout*. The baby is trying to sleep.

8.

What did they *steal / rob* from the store?

9.

I woke up when I *heard / listened* to a really loud noise.

10.

Please *buy / pay* for all items at the register.

11.

I think *gossiping / criticizing* about movie stars is a waste of time.

12.

My brother and sister *discussed / argued* about keeping their room clean.

2. Match a word in A with a word in B to make compound nouns. Write the compound nouns as one or two words.

|  |  |  |
| --- | --- | --- |
| A | B |  |
| traffic  departure  hair  wall  sun  credit  waiting  real estate  tea  motor  chair  brief | paper  cup  man  cycle  agent  dresser  room  lounge  glasses  jam  card  case | 1. …  2. …  3. …  4. …  5. …  6. …  7. …  8. …  9. …  10. …  11. …  12. … |

3. Replace the underlined text with the phrasal verbs in the box

|  |  |
| --- | --- |
| Work out, clean up, save up, find out, break out of, take up, eat up, fall out, make up, come up with, break up | |
| **Example:**  I need to calculate how much I owe you  1.  If you finish all your dinner, you can have some ice cream.  2.  How did the man escape from prison?  3.  My sister wants to end the relationship with her boyfriend.  4.  Why did you have an argument with your friend?  5.  I had a fight with my best friend. I hope we can become friends again soon.  6.  Your room is such a mess. You need to tidy it up.  7.  I couldn’t discover where my grandparents were born.  8.  What ideas have you thought of?  9.  If you stop spending money, you’ll have enough for a vacation.  10.  I’d like to start doing photography. | Work out  …  …  …  …  …  …  …  …  …  … |

## Progress Test 1 units 1 – 6

**Exercise 1 *Questions and answers***

Complete the questions and answers with the correct auxiliary verb.

**Example**

Where do you work?

In a design studio in the downtown.

1.

… you have a nice birthday?

Yes, I …, thanks. We went out for dinner.

2.

What … Alan look like?

He’s tall and thin.

3.

What … you doing when the power went out?

I … writing an e-mail.

4.

… Tim working abroad at the moment?

No, he … He’s on vacation.

5.

What color eyes … the baby have?

Blue, just like her dad.

6.

What … your new boss like?

She’s nice, very friendly and easygoing.

7.

… you ever been to Cancun?

Yes, we … We went there last year.

8.

What … Annie like doing?

She enjoys reading and painting.

9.

Why … you answer the phone when I called you?

Sorry, I … listening to music, so I didn’t hear it.

10.

… Debbie been working here long?

No, she … She started about a month ago.

**Exercise 2 *Present tenses and future forms***

Complete the blog with the correct form of the verbs in parentheses. Sometimes more than one answer is possible.

A day in the life of…

My name’s Jake and I’m a student at Boston University. I’**m studying** (study) Biology. Everyone (1) … (think) that students have an easy life, but I (2) … (work) really hard all the time. In addition to my studies, I (3) … (have) a part-time job in a restaurant. My friends and I (4) … (enjoy) life in Boston, but it isn’t all fun.

My day usually (5) … (start) at about 7:30 when I go for a run. My best friend, John, often (6) … (come) with me. I (7) … (get) to campus at about 9:15. When I (8) … (not have) class, I’m expected to be at the lab to do my own research, so I never (9) … (lie) in bed all day!

My girlfriend and I (10) … (not see) much of each other these days because she (11) … (take) exams soon. She's in her final year, and when she finishes, she (12) … (go) abroad to do volunteer work in Africa. I know I (13) … (miss) her a lot and life (14) … (not be) the same, but we hope to see each other over the holidays.

Help! It’s 5:30 and I need to get ready for work. It (15) … (take) 20 minutes to get to the restaurant, so I (16) … (continue) my blog later…

**Exercise 3 *Passive***

Complete the sentences with the correct passive form of the verbs in the box.

|  |
| --- |
| Manufacture, announce, demolish, build, speak, test, publish, give, grow |

**Example:**

Cars **are manufactured** in China.

1.

Millions of books … every year.

2.

You can’t drive through downtown because an old building … at the moment.

3.

Rice and wheat … in the U.S.

4.

None of our products … on animals.

5.

English … all over the world.

6.

The death of the ex-president … on the news a few moments ago.

7.

I think children today … too much freedom.

8.

Our house … in the 1940s.

**Exercise 4 *Correct the sentences***

Correct the underlined mistake in each sentence.

|  |  |
| --- | --- |
| Example:  I am a writer for ten years.  1.  How many children is she having?  2.  You don’t allowed to park here.  3.  My mom use to be a model.  4.  Don’t take the bus. I give you a ride to work.  5. Does your business do well these days?  6.  Did you ever lived abroad?  7.  I’m not sure, but I will see you at the gym later.  8.  She works in Singapore since last summer.  9.  He’s unemployed now—he lost his job because he has been late too many times.  10.  I must leave before the end of the movie last night. | **have been**  …  …  …  …  …  …  …  …  …  … |

**Exercise 5 *Past tenses and Present Perfect***

Complete the conversation with the correct form of the verbs in parentheses. Use the Past Simple, Past Perfect, Past Continuous, or Present Perfect (Continuous).

L = Liz

M = Mike

L: Hi, Mike. I **haven't seen** (not see) you in ages. How are you?

M: Well, I’m OK now, but I (1) … (be) in the hospital last month.

L: You’re kidding! What (2) … (happen)?

M: I (3) … (have) an accident while I (4) … (enjoy) my vacation. I (5) … (break) my foot after my friends and I (6) … (be) at the resort for a week, and I (7) … (try) a few adventure sports.

L: So (8) … you … (hurt) yourself while you (9) … (climb) or something?

M: Um, no. I (10) … (slip) on the bathroom floor after the maid (11) … (wash) it.

L: Oh, that’s awful!

M: Yeah, and all my friends (12) … (think) it was pretty funny.

L: Poor guy. Are you OK now?

M: My girlfriend (13) … (take care) of me since it happened, but I (14) … (walk) with a crutch for weeks. And I (15) … (not be) able to go to work since before my vacation.

L: Too bad! You (16) … always … (be) such an active guy.

M: No more adventure sports for me for a while.

**Exercise 6: *Modal verbs***

Choose the correct words.

**Example**:

You *(should)/ should to* see the doctor.

1.

We *weren’t allowed / mustn’t* to use calculators when I was at school.

2.

Why didn’t the children *have to / must* go to school yesterday?

3.

The earths population *may / will* definitely continue to grow.

4.

I’m not sure about the date of the party.

It *will / might* be the 4th or the 5th.

5.

People *should / have to* pay taxes. Its the law.

6.

We *had to / must* cancel our flight due to last weeks storm.

7.

*Do / Are* we allowed to park here?

8.

I haven’t decided what to buy Dad. *I’ll get /I might get* him some books.

9.

I don’t think people *won’t / will* give up using their cars.

10.

You can take an extra week for the project. You don’t *have to / mustn’t* finish it until Friday.

**Exercise 7 *Word building***

|  |  |
| --- | --- |
| Base word | New words |
| Kind | Unkind (opposite adjective)  (1) … (positive noun) |
| Act | (2) … (adjective)  (3) … (noun – a job) |
| Use | (4) … (positive adjective)  (5) … (negative adjective)  (6) … (positive noun) |
| Agree | (7) … (opposite verb)  (8) … (positive noun) |
| Understand | (9) … (opposite verb)  (10) … (adjective) |
| arrange | (11) … (verb meaning “again”)  (12) … (noun) |

**Exercises 8 *Vocabulary***

Choose the correct words.

**Example**:

He has a well-paid *work/(job)*

1.

I need a new *bat / racket* to play tennis.

2.

Turn the oven on to *fry / roast* the chicken.

3.

Will you *chop /peel* the herbs for the sauce, please?

4.

We *rowed / rode* the boat from one side of the lake to the other.

5.

Would you like a *peace / piece* of cake?

6.

The pizza was enormous. I couldn’t eat the *hole / whole* thing.

7.

“Why did you *take /pick* up golf?” “I wanted to get some exercise.”

8.

Can you *find / look* up Bill’s number in the phone book?

9.

Thanks for looking *for / after* the house while we were away.

10.

I try not to drive *careless / carelessly*.

11.

How *good / well* do you speak Spanish?

12.

I liked the movie, but I was *disappointed / disappointing* in the ending.

## Progress Test 2 units 7-12

**Exercise 1 *Present perfect***

Complete the interview with the correct form of the verbs in parentheses. Use the Present Perfect (simple, continuous, or passive) or the Past Simple.

I = Interviewer

R = Robert

I: Hi, Robert, and welcome to “Collectors’ World.” Now, you collect autographs, right?

R: Yes, **I’ve collected** (collect) about 3,000 so far.

I: That’s a lot. So, how long (1) … you … (build) the collection?

R: For about six years. I (2) … (start) it when I was about 14. My grandmother gave me her autograph book, and I (3) … (be) interested in the hobby ever since.

I: Really? Who (4) … (sign) your first autograph?

R: Well, my first book (5) … (contain) all the players from our local baseball team, but since then I (6) … (concentrate) mainly on music and movie stars. In fact, my friends (7) … (become) interested recently, too. They ask for autographs for me—one of them (8) … (get) Nicole Kidman’s last month!

I: That must be worth a lot of money. I heard that some autographs (9) … just … (auction) on the Internet for thousands of dollars. (10) … you ever … (ask) to sell your collection?

R: No, but for me it (11) … never … (be) about money. I just enjoy the process. My collection (12) … (grow) slowly over the years, and I can’t imagine selling it.

I: Is there anything negative about the process?

R: It can be frustrating. If you (13) … (stand) in the cold and rain for hours and then a star refuses to sign, it’s disappointing. That (14) … (happen) to me last week.

I: Oh, which star was that?

R: I’d better not say!

**Exercise 2 *Verb patterns***

Complete the letter to the editor with the correct form of the verbs in parentheses.

|  |
| --- |
| Sir,  I am writing in response to an article in your magazine about the problem with modern teenagers. I wanted to **present** (present) an alternative point of view.  Firstly, it’s important (1) … (understand) that not all teenagers behave badly. I will always remember (2) … (be) helped by two young men when I lost my keys and I was trying (3) … (get) back into my house. They stopped (4) … (help) me when older people just walked past. They waited with me until I managed (5) … (contact) my son and get the spare keys. Another example is when we were planning (6) … (donate) money to the local hospital. A big group of schoolchildren did different activities and succeeded in (7) … (raise) thousands of dollars.  Of course, some young people are anti-social, and we need (8) … (do) something about them. In my opinion, instead of (9) … (criticize) them, we should give them activities that they enjoy (10) … (do). This will keep them off the streets and make them (11) … (feel) like part of the community.  Finally, I would like (12) … (point out) that teenagers have always been different from their parents. I remember (13) … (love) clothes and music that my parents hated. It was all part of (14) … (grow up).  Yours,  Helen King |

**Exercise 3 *Time expressions***

Complete the sentences with the words and expressions in the box. There are three expressions that you don’t need.

|  |
| --- |
| Just, two years after she retired, already, until she was in her 70s, for hundreds of years, yet (x2), while I was walking home, ever, all weekend, since the 1950s, since last Monday |

**Example**:

I have **just** seen Prince Harry about five minutes ago.

1. I saw an accident …

2. “Have you … eaten oysters?” “No, never.”

3. My grandmother didn’t travel by plane …

4. Have you finished your exams …?

5. Jeans have been in fashion …

6. We haven’t seen the new James Bond movie …

7. Linda is sick. She hasn’t been at work …

8. There’s no need to get a paper. I’ve … bought one.

**Exercise 4 *Conditionals***

Choose the correct forms.

**Example**:

If I *(had)/ I’d* the time, I *travel /(would travel)* around the world.

1.

If she *had / hadn’t* been so rude, she *wouldn’t / would* have been sent home.

2.

What would you have *do / done* if you’d *failed / would fail* the exam?

3.

We would not *have / had* stayed in the hotel if we *had / would* known about the poor service.

4.

If Mark Lee *had / would* played, they *might / must* have won.

5.

What *would / do* you do if you *were / was* me?

6.

You shouldn’t have *driven / drive* home after the party. You *would / could* have had an accident.

7.

What *do / would* you do if you *win / won* a lot of money?

8.

I *couldn’t / could* have finished the work if you *hadn’t / didn’t*

**Exercise 5 *Noun phrases***

Choose the correct answers to complete the e-mail.

|  |  |
| --- | --- |
| To: sueP@googlemaii.com  From: katie@hotmail.com  Subject: thanks   |  | | --- | | Hi Sue,  How are … things with you? I hope that you had a good  time at (1) … party. I really enjoyed (2) … and (3) … was really nice to give me presents. Did you notice Ana and Carlos? They were dancing with (4) … all evening! I wonder if (5) … the start of a new romance…  Thanks for helping to clean up. (6) … my mom was worried about was the carpets and furniture, but the guests behaved (7) … very well! In fact, my party was a dream compared to my (8) …  I still have a lot of CDs here. Are any of them (9) … Check (10) … collection at home and let me know.  I have to go now. See you soon and thanks again!  Katie | |

|  |  |  |
| --- | --- | --- |
| Example  a. ( - )  1.  a. —  2.  a. myself  3.  a. every  4.  a. themselves  5.  a. it  6.  a. Everything  7.  a. themselves  8.  a. brothers  9.  a. yourself  10.  a. your | b. the  b. a  b. mine  b. all  b. each other  b. its  b. All of  b. each other  b. brother’s  b. yours  b. you | c. all  c. the  c. me  c. everyone  c. theirs  c. it’s  c. All  c. itself  c. brother  c. your  c. yours |

**Exercise 6 *Modals of deduction***

Write sentences for these situations using the words in parentheses.

**Examples**:

The baby is crying, (might, hungry)

He might be hungry.

Carol didn’t answer the phone, (must, go out)

She must have gone out.

1.

I cant find my keys, (could, in your briefcase)

They …

2.

James got 99% on his exam, (must, work hard)

He …

3.

We never see our new neighbors, (cant, at home very often)

They …

4.

Harry walked straight past me without saying hello, (cant, see you)

He …

5.

Mr. and Mrs. Wilson are going to lose their house, (cant, happy)

They …

6.

Tim has just bought a new car. (might, a raise)

He …

7.

I saw Kim and Bob at the gym. (must, try to get fit)

They …

8.

The highway was closed for hours, (must, an accident)

There …

**Exercise 7 *Reported speech***

Report the sentences, questions, and commands.

**Example**:

“I can’t come to work.”

She said she couldn’t come to work.

“Please close the window.”

She asked me to close the window.

“What’s your favorite food?”

He asked what my favorite food was.

1.

“It isn’t going to be easy to raise the money.”

The chairman admitted …

2.

“There won’t be much time for sightseeing.”

The guide told us …

3.

“John spends hours on the Internet.”

John’s dad complained …

4.

“There has been a robbery.”

The manager announced …

5.

“Have you ever worked abroad?”

She asked …

6.

“Go to bed now, children.”

He told …

7.

“Amy, don’t forget to feed the cat.”

He reminded …

8.

“You really should try to get a promotion.”

He encouraged …

9.

“Why did Nick and Laura break up?”

She asked …

10.

“You shouldn’t work such long hours.”

She advised …

**Exercise 8 *Correct the sentences***

Correct the underlined mistake in each sentence.

**Example**:

I couldn’t help to worry when I saw the police car

**worrying**

1. I think the people work too hard nowadays.

2. I’ll never forget to go on a plane for the first time.

3. The teacher asked that turn I off my cell phone.

4. I could have helped you if you asked me to.

5. Their car is gone, so they must leave.

6. She looked like a bit tired and fed up.

7. What did they make you doing on the exam?

8. Did you go to a girls school?

9. The interviewer asked me why did I want to change jobs.

10. You shouldn’t of been rude to the teacher.

**Exercise 9 *Compound nouns***

Write in the correct word to form three compound nouns.

**Example**:

**Sun** screen/glasses/set

1. brief / suit / book …

2. … lights / report / jam

3. credit / birthday / business …

4. … brush / dresser / cut

5. dining / changing / waiting …

**Exercise 10 *Vocabulary***

Match the verbs in A with the words and expressions in B

|  |  |  |
| --- | --- | --- |
|  | A | B |
|  | 1. take up  2. deny  3. lend  4. win  5. make  6. borrow  7. complain  8. beat  9. do  10. come up with  11. kick  12. tell | a. a great suggestion  b. a tennis match  c. some cash to a friend  d. a soccer ball  e. that the food was awful  f. some money from the bank  g. a mess in the kitchen  h. your opponent  i. that he’d robbed a bank  j. the children to go to bed  k. your best on the exam  l. a new hobby |

## Answer Keys

Extra Idea Unit 1

***Understanding from context***

**1**

1. e

2. b

3. a

**2**

1. difficult

2. an adjective; famous

3. not to know

4. loved

5. a verb; clean off

**3**

6. verb

7. verb

8. verb

9. noun

10. verb

**4**

6. divides

7. proud

8. side

9. selection

10. argue

**5**

11. an adjective (past participle used as an adjective); “located in place and time”; the text gives the place and date

12. a noun; “building work”/ “improvements”; they want to make the lighthouse into a home

13. a verb; “look at”; the woman is interested in the lighthouse, but she doesn’t go near it

14. a verb; “becomes”; the family has to do the investigation because it was useless to go to the police

15. an adverb; “in an interesting way”; the reader will be guessing what happened until the end of the story

Extra Idea Unit 2

Song Matthew and Son

**1**

**Pros**: earning money, learning new skills, job satisfaction, working as a team, being promoted

**Cons**: commuting every day, low salaries, lack of free time, a big workload, job insecurity

**2**

commuting every day,

low salaries,

lack of free time,

a big workload

**3**

1. for Matthew & Son, he wont wait.

2. And the eight-thirty train to Matthew & Son.

3/5. The files in your head, you take them to bed, you’re never ever through.

4. There’s a five-minute break and that’s all you take,

6. Even though they’re pretty low and their rent’s in arrears

**5**

1. a company

2. finished

3. the commuters

4. afraid

5. people get behind with the rent

**6**

Students’ own answers.

Vocabulary Review Units 1-3

Unit 1

**1**

1. cherished

2. stressed

3. elderly

4. suburbs

5. close-knit

**2**

Mystery job: dressmaker

Unit 2

DOWN

1. successful

2. well-intentioned

3. conservative

4. passionate

ACROSS

6. bad-tempered

7. frustrated

8. spoiled

9. old-fashioned

10. devoted

Unit 2

**1**

1. eternal

2. revenge

3. banish

4. unite

5. grief

6. feud

7. part

8. beg

**2**

The boxed letters make the word dagger

**Extra Idea Unit 4**

Song Our House

**2**

1. Sunday

2. rest

3. keep

4. can’t

5. crowd

6. something

7. ever

8. allowed

9. for work

10. has

11. them

12. ways

13. would

14. day away

**3**

2. mother

3. mother

4. brother

5. sister

6. the singer

7. the kids

8. father

**4**

1. supportive / fun / caring

2./3./4. Students’ own answers

Vocabulary Review Units 4-6

Unit 4

2. Adding another room will **push up** the value of your house.

3. He decided to **set up** his own business.

4. He **grew up** in Chicago with his grandparents.

5. They have to **live on** just $300.00 a week.

6. I want to increase my activity, so I’ve decided to **take up** golf.

7. You really should **give up** eating fast food!

8. Children are always asking for new toys, but you shouldn’t **give in** to them all the time.

9. It’s very tiring to **bring up** children on your own.

10. She has to **look after** her little sister today.

**Unit 5**

1. predictions

2. parallel

3. alien

4. extend

5. revulsion

6. consciousness

7. terrestrial

8. activated

9. automatically

10. sensors

**Unit 6**

1. latest

2. amazed

3. suddenly

4. challenging

5. painful

6. tiring

7. passed

8. hiding

9. cooking

10. taken

**Extra Idea Unit 7**

***Song Somewhere only we know***

**2**

2. knew

3. felt

4. made

5. gone

6. getting

7. tell

8. came

9. looking

10. used

11. been

12. have

13. don’t

14. could

**3**

1. beneath

2. come across

3. gonna

4. branches

5. rely on

6. to know

something

like the back

of your hand

**4**

2. d

3. f

4. a

5. c

6. b

5

Students own answers

**Vocabulary Review Units 7-9**

**Unit 7**

**1**

1. coach

2. soccer

3. wealthy

4. half time

5. waste ground

6. public school

7. worldwide

8. rivalry

9. talent

10. gifted

**2**

Mystery word: superstar

***Unit 8***

1. d. illiterate

2. g. prosperous

3. a. disastrous

4. e. popular

5. h. bloody

6. b. daring

7. c. fearless

8. f. unbelievable

***Unit 9***

ACROSS

2. urban

4. commit

5. scruffy

7. dysfunctional

8. theft

DOWN

1. Jail

3. restorative

4. counseling

6. arrest

**Extra Idea Unit 10**

***Technology questionnaire***

**5**

**blog** — short for “web log,” an online personal diary with thoughts and opinions on life as well as links to other websites

**spam** — junk e-mail sent to many people at once, usually involving advertising or offering services

**cookies** — small files which websites place on your computer’s hard disk so they can recognize you the next time you use their site

**podcast** — an audio or video file that can be downloaded to a portable player or a computer

**emoticon** — a face made up of text, for example, winking ;-) or smiling :-) which can be used to add meaning

**broadband** — a high-speed Internet connection

**6**

**cc** — an e-mail instruction to copy/ send your message to additional addresses as well as the main recipient

**DAB** — Digital Audio Broadcasting, usually just called “digital radio”

**FAQs** — Frequently Asked Questions, a list of standard answers to questions which newcomers to a topic or website may have

**GPS** — Global Positioning System, a system of satellites and receivers that allows people and devices to pinpoint their precise location and navigate routes

**HD** — High Definition, a high-quality TV standard that makes the most of large screens

**ISP** — Internet Service Provider, a company that provides Internet connections to private and business customers

**SMS** — Short Message Service, usually known as “text messaging”

**www** — World Wide Web, the system of connected documents on the Internet, which often contain color pictures, video, and sound

**Vocabulary Review Units 10-12**

***Unit 10***

**Buildings**: hotel, shopping mall, skyscraper, villa

**People**: DJ, shopaholic, sun-lover, tourist

**Attractions**: beach, club, golf course, theme park

**Sports**: golf, car racing, skiing, tennis

1. villa

2. shopaholic

3. skyscraper

4. DJ

5. shopping mall

6. Car racing

**Unit 11**

**1**

1. signs

2. disturbed

3. clues

4. tiptoe

5. examined

6. agitated

7. acquaintance

**2**

8. denied

**Unit 12**

ACROSS

1. persuaded

2. encouraged

4. invite

5. explained

7. remind

DOWN

1. promised

3. offered

6. asked

**Stop and Check 1**

**Grammar review**

1. Did

2. were talking

3. I’ve been looking

4. I’m thinking

5. I’m not

6. have

7. I’m not

8. gives

9. ever

10. with

11. paid

12. have/’ve

13. saw

14. used

15. was

16. been

17. earns

18. being

19. Should

20. got

**Present tenses**

1. Are … enjoying

2. don’t know

3. want

4. Do … work

5. ’m doing

6. do … do

7. don’t have

8. work

9. travels

10. ‘s flying

**Questions**

1. hours a week do you work

2. are you waiting for

3. do you like working here

4. you go to concerts

5. did they move

6. is he learning English

7. do you see your friends

8. you go to the movies

***Auxiliary verbs and short answers***

1. Did

2. didn’t

3. Have

4. haven’t

5. Do

6. do

7. Have

8. haven’t

**Active or passive**

1. involves

2. are employed

3. are played

4. Was breakfast included

5. hosts

6. is growing

7. study

8. was redeveloped

9. are cut

10. is being repaired

**Past tenses**

1. used to love

2. spent

3. had taught

4. stopped

5. went

6. couldn’t

7. had left

8. was going through

9. came across

10. had been looking at

11. was standing

12. did … give up

13. hadn’t done

14. encouraged

15. had produced

16. held

17. were looking around

18. was interviewed

19. was described

20. were sold

***should/must/have allowed to***

1. mustn’t carry a gun

2. weren’t allowed to vote in the 1800s

3. shouldn’t eat too much sugar

4. don’t have to confirm your flight

5. Do … have to leave their bags at reception?

6. must wear a seat belt

7. Are … allowed to park outside the school?

8. had to leave early

**Vocabulary**

**1**

1. square

2. pear

3. food

4. said

**2**

1. pencil

2. racipe

3. baking

4. saucepan

**3**

1. Do you take after her?

2. Did you pick it up quickly?

3. Can you take care of him tomorrow?

4. You should take it up.

5. I get along well with them.

6. They raised them to be very polite.

7. Did you look it up in your dictionary?

8. I’m really looking forward to it next week.

**Stop and Check 2**

***Grammar review***

1. ‘ve been working

2. to take

3. is going

4. might/may/will

5. How

6. has

7. ’ll have

8. ’ll send

9. about

10. has happened

11. to sell

12. moving

13. what

14. yet

15. might/may

16. been

17. to have

18. hearing

**Future forms may/might/could**

**1**

1. might

2. are going

3. will

4. will

5. I’m seeing

6. I’ll ask

7. we’ll take

8. we’re buying

Information questions

1. g

2. a

3. d

4. b

5. h

6. e

7. c

8. f

**Present Perfect and time expressions**

**1**

1. shot

2. ‘ve been relaxing

3. were

4. ‘ve been spending

5. have been shown

6. did … say

7. liked

8. looked

9. has been reported

10. ’ve … experienced

11. lost

12. ’ve … put

13. has been criticized

14. Did … see

**2**

1. He worked as a designer in the 1990s.

2. She’s been a nurse for five years.

3. Have you found your car keys yet?

4. We’ve been traveling since May.

5. They’ve already finished decorating.

6. Have you ever been to New Zealand?

7. I have never ridden a camel.

8. My brother couldn’t walk until he was two.

**Verb patterns**

1. seeing

2. going

3. study

4. to do

5. feeling

6. walking

7. stopped

8. to hold

9. playing

10. to get

11. to send

12. to meet up

13. studying

14. to update

***Vocabulary***

**1**

1. happiness

2. useless

3. informal

4. unhelpful

5. creative

6. reaction

7. imagination

8. automatically

**2**

1. relaxed

2. heavily

3. tiring

4. well

5. fast

6. wrong

7. hard

8. handmade

**3**

1. c

2. e

3. b

4. g

5. a

6. h

7. d

8. f

**Stop and Check 3**

***Grammar review***

1. stayed

2. have

3. had/’d

4. would

5. could

6. were

7 the

8. be

9. Everyone

10. each

11. why

12. said

13. Anita’s

14. herself

15. must

16. everything

17. like

18. mine

19. the/your

20. yourself

**Conditionals**

**1**

1. would … do; were

2. saw; would panic

3. would come; could

4. wouldn’t get; sold

5. had; would take

6. didn’t visit; would be

**2**

1. You shouldn’t have left your laptop in the car.

2. If he’d asked her out, she might have said yes.

3. If train hadn’t been late, we wouldn’t have missed our flight.

4. You should have stayed at home.

5. If we’d bought a lottery ticket, we might have won.

6. If you had told me about the accident, I could have helped you.

**Noun phrases**

1. b

2. b

3. c

4. c

5. a

6. c

7. b

8. a

9. c

10. a

11. b

12. c

**Modals of deduction look (like)**

1. could

2. can’t

3. might

4. must

5. look

6. have left

7. like

8. can’t

9. must

10. could

***Reported speech***

1. (that) he was looking for a new job

2. their car had been stolen

3. why I had missed the train

4. Eddie to take the dog for a walk

5. (that) everyone would have a great time

6. (me) if I spoke Portuguese

7. Lucy to turn the classroom lights off

8. (that) Jane got to work at about 9:30 a.m.

9. (that) she couldn’t get her computer to work

10. if I had gone shopping

11. to give her a ride home

12. the children not to open the window

**Vocabulary**

**1**

1. won

2. borrowed

3. admit

4. complain

5. did

6. tell

7. shout

8. steal

9. heard

10. pay

11. gossiping

12. argued

**2**

1. traffic jam

2. departure

lounge

3. hairdresser

4. wallpaper

5. sunglasses

6. credit card

7. waiting room

8. real estate

agent

9. tea cup

10. motorcycle

11. chairman

12. briefcase

**3**

1. eat up

2. break out of

3. break up

4. fall out

5. make up

6. clean … up

7. find out

8. come up with

9. save up

10. take up

**Progress Test 1**

***Exercise 1***

1. Did; did

2. does

3. were; was

4. Is; isn’t

5. does

6. is/’s

7. Have; have

8. does

9. didn’t; was

10. Has; hasn’t

**Exercise 2**

1. thinks

2. work

3. have

4. are enjoying

5. starts

6. comes

7. get

8. don’t have

9. lie

10. aren’t seeing

11. ‘s taking

12. ‘s going

13. ’ll miss

14. won’t be

15. takes

16. ’ll continue

Exercise 3

1. are published

2. is being demolished

3. are grown

4. are tested

5. is spoken

6. was announced

7. are given

8. was built

**Exercise 4**

1. does she have

2. aren’t

3. used

4. I’ll give

5. Is … doing

6. Have

7. may/might

8. has worked/has been working

9. had

10. had to

**Exercise 5**

1. was

2. happened

3. had

4. was enjoying

5. broke

6. had been

7. had tried

8. did … hurt

9. were climbing

10. slipped

11. had washed

12. thought

13. has been taking care

14. ‘ve been walking

15. haven’t been

16. have … been

**Exercise 6**

1. weren’t allowed

2. have to

3. will

4. might

5. have to

6. had to

7. Are

8. I might get

9. will

10. don’t have to

**Exercise 7**

1. kindness

2. active

3. actor/actress

4. useful

5. useless

6. usefulness

7. disagree

8. agreement

9. misunderstand

10. understandable/understanding

11. rearrange

12. arrangement

**Exercise 8**

1. racket

2. roast

3. chop

4. rowed

5. piece

6. whole

7. take

8. look

9. after

10. carelessly

11. well

12. disappointed

Progress Test 2

Exercise 1

1. have … been building

2. started

3. ‘ve been

4. signed

5. contained

6. ‘ve concentrated

7. have become

8. got

9. have … been auctioned

10. Have … been asked

11. has … been

12. has been growing/has grown

13. have been standing

14. happened

Exercise 2

1. to understand

2. being

3. to get

4. to help

5. to contact

6. to donate

7. raising

8. to do

9. criticizing

10. doing

11. feel

12. to point out

13. loving

14. growing up

Exercise 3

1. while I was walking home

2. ever

3. until she was in her 70s

4. yet

5. since the 1950s

6. yet

7. since last Monday

8. already

Exercise 4

1. hadn’t; wouldn’t

2. done; ’d failed

3. have; had

4. had; might

5. would; were

6. have driven; could

7. would; won

8. couldn’t; hadn’t

9. You’d have; you’d come

Exercise 5

1. c

2. a

3. c

4. b

5. c

6. c

7. a

8. b

9. b

10. a

Exercise 6

1. They could be in your briefcase.

2. He must have worked hard.

3. They can’t be at home very often.

4. He can’t have seen you.

5. They can’t be happy.

6. He might have gotten/might have been given a raise.

7. They must be trying to get fit.

8. There must have been an accident.

Exercise 7

1. The chairman admitted (that) it wasn’t going to be easy to raise the money.

2. The guide told us (that) there wouldn’t be much time for sightseeing.

3. John’s dad complained (that) he spent hours on the Internet.

4. The manager announced (that) there had been a robbery.

5. She asked if I / we had ever worked abroad.

6. He told the children to go to bed.

7. He reminded Amy to feed the cat.

8. He encouraged me to try to get a promotion.

9. She asked why Nick and Laura had broken up.

10. She advised me/us not to work such long hours.

Exercise 8

1. people

2. going

3. me to turn off

4. had asked

5. have left

6. looked

7. do

8. girls’

9. I wanted

10. have

Exercise 9

1. brief/suit/book**case**

2. **traffic** lights/report/jam

3. credit/birthday/business **card**

4. **hair**brush/dresser/cut

5. dining/changing/waiting **room**

Exercise 10

1. l

2. i

3. c

4. b

5. g

6. f

7. e

8. h

9. k

10. a

11. d

12. j

## Workbook Answer Key

Unit 1

**1.**

**Present Simple** (x**4**) works, love, come, know

**Present Continuous** (x**1**) ’m going out

**Past Simple** (x**3**) came, met, found

**Past Continuous** (x**1**) was working

**Present Perfect** (x**1**) has been

**Present** **Perfect Continuous** (x**1**) have been looking

**Future forms** (x**2**) I’ll stay, were going to get

**Present Simple passive** (x**1**) is owned

**Past Simple passive** (x**1**) was employed

**2**

2. are made

3. ‘ve made

4. took

5. ’m going to take

6. was taken

7. ‘ve been

8. was

9. ’ll be

10. ’m working

11. was working

12. ‘ve been working

**3**

2. went / didn’t go

3. ‘ve lived / haven’t lived

4. are you doing

5. ’ll see/ won’t see

**4**

2. F/A

3. F/A

4. A/F

5. A/F

6. A/F

7.F/A

8.F/A

**5**

***1***

2. How long ago was the solar system formed?

3. How many people are born every day?

4. When was oil first discovered in Saudi Arabia?

5. How much does the U.S. spend on defense every year?

6. How fast is the International Space Station flying right now?

7. How many children did Shakespeare have?

8. How many people were killed in the Second World War?

9. How much does the U.S. President earn a year?

10. How long does the average marriage in the U.S. last?

***2***

1. 40 million

2. 2 to 4.5 billion years ago

3. 360,000

4. 1938

5. $650,000 billion

6. 17,500mph

7. 3

8. 72 million

9. $400,000

10. 9 years

***6. Sample answers***

2. Which languages does he speak?

3. What (presents) did you get?

4. How much did they pay?

5. What are you going to see?

6. Where did you go?/ travel to?

7. Where are you going?

8. Who’s he talking to?

**7**

2. They didn’t have a great vacation.

3. She doesn’t work in an office.

4. She doesn’t have a brother.

5. They haven’t shared an apartment for years.

6. They don’t have a lot of friends.

7. She didn’t go to college.

8. She doesn’t have to work at night.

**8**

2. I did

3. I wasn’t

4. they do

5. didn’t

6. they are

7. they do

8. I haven’t

9. I am

10. I don’t

**9** 2

|  |  |  |  |
| --- | --- | --- | --- |
| /ɪ/ | /ԑ/ | /ӕ/ | /ᴐ/ |
| Hit  Build | Red  Friend | Ran  Black | Saw  wash |
| /ʊ/ | /ᴧ/ | /i/ | /ɑr/ |
| Push  Foot | Bus  Does | Eat  Meet | Heart  start |
| /ᴐr/ | /u/ | /әr/ |  |
| War  short | Cool  group | First  Work |  |

**10**

1. foreign, sunshine

2. regret, correct

3. ambitious, reception

4. typical, Internet

5. education, economic

6. immediate, community

11

2. e

3. g

4. d

5. c

6. b

7. i

8. k

9. o

10. a

11. l

12. n

13. j

14. m

15. h

**12**

2. musical

3. economical

4. economize

5. Economists

6. Employers

7. unemployment

8. employed

**13**

2. g

3. f

4. a

5. c

6. h

7. e

8. d

**14**

a. 4

b. 1

c. 3

d. 2

e. 5

**15**

1. with

2. about

3. at

4. to

5. to

6. about

7. on

8. of

9. for

10. about

11. for

12. as

**16**

***1*** Order: 4 5 3 1 6 2

***2***

1. They are spread very widely across the country.

2. The European Union was expanded.

3. British companies go to Poland to recruit.

4. They have a good reputation for being hard-workers.

5. The older Polish community don’t find it easy to identify with the new younger generation of Poles, and they worry about what their arrival will do for the reputation of Poles living in Britain.

***3***

1. ve probably heard, is growing, did you know, is now estimated

2. have arrived, have been living, settled, were still living

3. was expanded, have taken advantage

Unit 2

**1**

Present Simple (x 7) lives, overlooks, paints, paint, see, find, work

Present Continuous (x6) is working, is becoming, is planning, ’m painting, is falling, are leaving

Present Simple passive (x 2) is inhabited, are employed

Present Continuous passive (x 1) is being developed

**2**

2. ‘s painting

3. finds

4. are found

5. ‘s thinking

6. is thought

7. is known

8. knows

9. works

10. ‘s only working

**3**

2. How many children does she have?

3. What does her husband do?

4. What does Annie paint?

5. Where does she (usually) work?

6. What’s she doing right now?

7. Why are young people leaving the island?

8. How many visitors come every year?

**4**

2. He’s not a farmer. He’s a writer.

3. She doesn’t paint portraits. She paints animals and wildlife.

4. She isn’t painting a series of wild birds. She’s painting a series of wild flowers.

5. The people in the town aren’t employed in farming. They’re mainly employed in the fishing industry.

6. Young people aren’t leaving the town to get married. They’re leaving the town to look for work.

**5**

2. How often do you see Julie these days?

3. I hardly ever go to the movies anymore.

4. I bump into my old girlfriend from time to time. / From time to time I bump into my old girlfriend.

5. Do you often come here? / Do you come here often?

6. I don’t cook much. I usually eat out.

7. I only see my grandparents once a month.

8. I wash my hair twice a week, and I have it cut every month.

9. Nowadays children rarely play on their own outdoors. / Children rarely play on their own outdoors nowadays.

10. I sometimes spend three hours a day commuting.

**6**

|  |  |  |
| --- | --- | --- |
| /s/ | /z/ | /ɪz/ |
| Surfs  Bats  Weeks  Wants  cooks | Sells  Buildings  Loves  Learns  breathes | Changes  Beaches  Organize  Sentences  matches |

**7**

1. How fast does the bullet train travel?

2. How many passengers does the bullet train/ it carry?

3. How long does the trip take?

4. How much does Kumiko Mogi make/earn per trip?

5. How many women does Kumiko Mogi now teach / instruct? How many women work on the bullet trains?

6. What are the passengers wearing?

7. Who are they traveling with?

8. How many bags are they carrying?

9. What books or newspapers are they reading?

10. Mogi doesn’t sell anv ice-cream in winter.

11. People don’t want beef and rice for breakfast.

12. She doesn’t have any lemonade.

13. The trolley girls don’t sit down.

14. Mogi doesn’t turn her back towards the customers.

15. She doesn’t want to do a different job.

**8**

2. has

3. consists

4. doesn’t matter

5. need

6. Do you own

7. costs

8. owe

9. look

10. hope

11. doesn’t suit

12. depends

13. prefer

14. smell

15. remember

***2***

1. comes, ’re coming

2. doesn’t have, isn’t having

3. ’m seeing, see

4. ’m not thinking, don’t think

5. ’m watching, watch

6. aren’t enjoying, don’t enjoy

7. is usually used, s being used

**9**

Present Simple active (x 3) move, exports, imports

Present Continuous passive (x3) is playing, is falling, are staying Present

Simple passive (x6) is based, are imported, is employed, are owned, are employed, are unemployed

Present Continuous passive (x 1) are being taxed

**10**

1 . are banned

2. is not related

3. are often used

4. is wasted

5. are disliked

6. are despised

7. are overworked and are not appreciated

8. are stressed

9. are sent

10. is associated, is also known

**11**

***1***

2. h

3. a

4. c

5. i

6. l

7. b

8. d

9. e

10. j

11. k

12. f

***2***

2. j

3. l

4. k

5. d

6. g

7. f

8. c

9. b

10. i

***3***

2. cheap

3. antisocial

4. pessimistic

5. hardworking

6. unambitious

7. cheerful

8. unselfish

9. confident

10. unkind

***12***

***1***

2. j

3. g

4. c

5. a

6. i

7. h

8. d

9. e

10. f

***2***

2. looking after

3. turn on

4. Turn it off

5. fill it out

6. look it up

7. take off

8. get along with

9. pick it up

10. find out

**13**

1.

raisins,

butter,

white bread,

milk,

cream,

vanilla extract,

egg yolks,

sugar,

orange rind

2

1. 🗸

2. x

3. 🗸

4. 🗸

5. 🗸

**13**

3

1. come

2. think

3. are you making

4. use, ’m putting

5. ’m heating

6. are grown

7. like

8. don’t know, ‘re missing

Unit 3

**1**

Past Simple (x 7) felt, bought, paid, wanted, put, wanted, put

Past Continuous (x 3) were visiting, was hanging, was standing Past

Simple passive (x4) was painted, was sold, was repaired, was damaged

Past Perfect (x 3) had damaged, had decided, had agreed

Past Perfect Continuous (x 1) had been negotiating

**2**

2. was painted

3. were visiting

4. visited

5. saw

6. had seen

7. put

8. was put

**3**

2. When was Le Rêve painted?

3. How much did Wynn pay for it?

4. Where was the painting hanging?

5. Who was it repaired by?

**4**

2. Wynn’s friends weren’t staying in his house.

3. They hadn’t seen the Picasso before.

4. Steven Cohen didn’t buy the Picasso.

5. Wynn didn’t sell it to anyone else.

**5**

1. He was driving home from work.

2. He pulled the young man out of the van and took him straight to the hospital.

3. She was throwing sticks into the pond for Toby to retrieve. Toby was swimming in the pond.

4. She called the park officials.

5. Customers were standing in a line, talking to each other.

6. Martin Webb suffered a heart attack.

**6**

2. She’d overslept and missed the bus.

3. He hadn’t studied enough and had failed his exams.

4. Peter had been the best player in the team.

5. I’d never flown before.

6. He’d been doing the same job for ten years.

**7**

2. had been

3. had lived

4. was

5. hadn’t managed

6. had taken

7. had been

8. went

9. made

10. felt

11. was

12. had been

13. decided

14. was

**8**

2. ate

3. had eaten

4. talked

5. ’d talked

6. were you talking

7. drove

8. ’d driven

9. was driving

**9**

2. was based

3. was first performed

4. was published

5. were performed

6. was built

7. was destroyed

8. was aimed

9. was shot

10. was inspired

**10**

2. Who did she see on the subway?

3. What was he doing?

4. Why didn’t she speak to him?

5. Which train was he traveling on?

6. Where did he get off?

8. She didn’t receive any replies on the Internet.

9. Mr. Laurence wasn’t sitting on the subway.

10. He hadn’t bought a copy of the newspaper.

11. He didn’t know why people were looking at him.

12. Mr. Laurence wasn’t going out with anyone.

13. met

14. did

15. had

16. went

17. enjoyed

18. got

19. had invited

20. was looking

**11**

***1***

1. born

2. birthday

3. birth

4. Birth

5. birth

6. birthday

***2***

1. married, get married

2. marry

3. been married

4. get married

5. been married

6. wedding

7. got married

8. marriage

***3***

1. died

2. death

3. dead, die

4. death, died

5. dead

6. dying

7. die

8. died

**12**

1. A – B On, on, in, At, on, in

2. -, on, in, at

3. On, in

4. On, in

5. A- B at,- A at

6. In, in, -, in

**13**

***3***

|  |  |  |
| --- | --- | --- |
| /θ/ | /tʃ/ | /ʃ/ |
| Thought  Bath  Thanks | Mature  Lunch  Fetch | Machine  Share  Wash |
| /ð/ | /ʤ/ | /ʒ/ |
| This  Weather  Mother | Age  Gadget  German | Measure  Pleasure  revision |
| /ŋ/ |
| Tongue  Bank  hang |

**14**

***1***

**Carol**: Her dad carrying her on his shoulders.

**Anne**: A silver Christmas tree.

**Richard**: Nothing at all.

**2**

1. Because he was a really big tall man.

2. He thought she was too big.

3. Because it seemed like the end of childhood.

4. Her mother said it really happened.

5. About five years.

6. What completely a different world small children live in.

**3**

1. used to carry, adored, was

2. was, were walking, used to live, didn’t want to

3. I’ve just made up, asked, said it had all really happened

**UNIT 4**

1

**IMPORTANT to do** have to buy, have to pay, have to have, must wear, must see

**IMPORTANT NOT to do** shouldn’t say, shouldn’t address

**NOT NECESSARY to do** don’t have to leave

**GOOD IDEA to do** should check, should leave, should be, should buy

**ABLE or PERMITTED to do** can tip, can travel, can get

**FORBIDDEN to do** can’t smoke, aren’t allowed to use, aren’t allowed to smoke

**2**

2. a

3. a

4. c

5. b

6. c

7. a

8. a

9. b

**3**

2. does he have to

3. does his dad have to

4. doesn’t he have to

5. does she have to

6. does he have to

7. doesn’t she have to

8. does she have to

**4**

1. b

2. d

3. e

4. a

5. f

6. c

**5**

2. c, d

3. f, e

4. g, h

5. i, j

**6**

1.

a) must

b) had to

2.

a) must

b) had to

3.

a) must

b) have to

4.

a) must

b) have to

**7**

2. shouldn’t

3. don’t have to

4. didn’t have to

5. doesn’t have to

6. didn’t have to

7. don’t have to

8. shouldn’t

9. shouldn’t

10. don’t have to

**8**

***1***

2. You should get it serviced

3. She should do more exercise

4. He should take up a sport or a hobby

***2***

2. do you think I should I got o?

3. do you think I should I have?

4. do you think I should I take?

5. do you think I should say to her?

**10**

2. An immigration official at an airport.

3. A teacher at an exam.

4. A librarian in a library.

5. A flight attendant on a plane.

6. A prisoner in jail.

7. A museum attendant in a museum.

8. A life guard at a swimming pool.

**11**

1. don’t have to

2. can

3. can

4. don’t have to

5. have to

6. can’t

7. has to

8. has to

9. aren’t allowed to

10. had to

11. have to

12. aren’t allowed to

**12**

***1***

2. I have to pick those empty bottles up! I have to pick up those empty bottles!

3. I tried a coat on, but I didn’t buy it. I tried on a coat, but I didn’t buy it.

4. Please don’t throw those newspapers away. / Please don’t throw away those newspapers.

5. I’ll sort this problem out. I’ll sort out this problem.

***2***

3. I tried it on, but I didn’t buy it.

4. Please don’t throw them away.

5. I’ll sort it out.

***3***

2. When you get to reception, ask for Mr. Smith. When you get to reception, ask for me.

3. I’m looking forward to the party. I’m looking forward to it.

4. I’ll look after the children. I’ll look after them.

5. I get along well with my mother-in-law. I get along well with her.

**13**

***1***

2. b

3. c

4. b

5. c

6. a

***2***

1. easily

2. too much

3. leave

4. older

5. using a cell phone

6. more

***3***

1. coming up to

2. pickup

3. cutoff

4. get through

UNIT 5

**1**

**prediction with will** (x3) / **won't** (x2) will be, will change, will become won’t grow up, won’t be

**prediction with going to** (x 2) / **intention with going to** (x 1) ’m going to have to, ‘s going to be, ’re going to live

**arrangement with Present Continuous** (x2) is moving, ’m getting rid of

**possibility with may** (x 2) may stop, may have to

**possibility with might** (x 2) might fall, might have to

**possibility with could** (x 1) could be

**2**

2. I think I’ll go to bed soon

3. I don’t think it’ll rain today.

4. I wonder if I’ll meet anyone famous.

5. … I don’t think he’ll lend you any.

6. I’m sure you won’t like it.

7. I expect you’ll be hungry after your trip.

8. … I don’t think it’ll work.

**3**

2. When will you get your results?

3. How will you pay your bills?

4. What will you eat?

5. How will you get home?

7. They won’t be late.

8. He won’t forget your birthday.

9. You won’t enjoy the movie.

10. Brazil won’t lose the game.

**4**

*Sample answers*

2. I’ll get a drink.

3. I’ll answer it.

4. I’ll lend you some.

5. I’ll help you.

**5**

2. They’re going to watch Love Story.

3. She’s going to have a baby.

4. He’s going to jump out of the plane.

5. They’re going to watch the game.

6. The trains are going to crash.

**6**

2. ’ll get

3. ’ll give

4. ’re going to have, ’ll get

5. ’ll you be, ’ll call

6. ’ll give

7. ’ll give, are you going to do, ’m going to see

8. are you going to start, ’ll study, ’ll start

**7**

2. are you inviting

3. ’re coming

4. re staying

5. are you getting

6. ‘s delivering

7. ‘s even making

8. are you giving

9. ’re traveling

10. ’re staying

**8**

1. ’m seeing

2.’re going

3. ‘s going to rain

4. won’t tell

5. ’ll lend

6. ’re having

7. ‘s being delivered

8. ‘s taking

**9**

2. It could be good, or it could be terrible

3. She might be a doctor, or she might be a vet.

4. I may buy a Ford, or I may buy a Toyota.

5. I could watch a movie, or I could watch the game.

**10**

***1***

2. e

3. c

4. j

5. g

6. h

7. a

8. d

9. k

10. i

11. l

12. f

***2***

2. Where are they staying?

3. What are they going to see?

4. What sort of car is Mike getting?

5. When are Helen and her boyfriend getting married?

6. What may they buy themselves?

**11**

***1***

1. with

2. of

3. of

4. with

***2***

1. for

2. about

3. about

4. for

***3***

1. in

2. to

3. in

4. to

***4***

1. with

2. of

3. with

4. for

**12**

***1***

1. 🗸

2. x

3. 🗸

4. 🗸

5.x

***2***

1. ‘s meeting

2. will make

3. ’re going to ban

4. ’m not going to get

5. will be

6. ’ll pick

UNIT 6

**1**

*1*

2. a

3. i

4. h

5. d

6.j

7. f

8. l

9. e

10. g

11. c

12. k

***2***

f/e,

c/i/j,

d,

g,

h,

a,

k

**2**

2. What size shirt are you looking for?

3. Whose coat is this?

4. What nationality is your wife?

5. Which newspaper do you read?

6. What sort / kind of music do you like?

7. Which university did you go to?

8. What brand is your cell phone?

9. Which bus goes to the station?

10. Whose dictionary is this?

11. What number is your house?

12. Which one do you want?

**3**

2. How far…

3. How long…

4. How fast…

5. How much…

6. How many

7. How often…

8. How long…

9. How tall…

10. How much…

**4**

2. g

3. h

4. d

5. a

6. f

7. c

8. e

**5**

2. What do you want it for?

3. Who does it belong to?

4. What did he die oft

5. What are you so angry about?

6. Who does he work for?

7. Who are we waiting for?

8. Where did you get it from?

9. Who did she get married to?

10. What did you talk about?

**6**

3. What is she studying?

4. Which university is she studying at?

5. When is her birthday?

6. Is she going out with anyone?

7. Who does she live with?

8. What color is her hair?

9. What color are her eyes?

10. How tall is she?

11. What sort of clothes does she wear/like?

12. What does she look like?

13. What’s she like as a person?

14. What does she like doing?

15. What land of music does she like/listen to?

**7**

***1***

2. has built

3. was given

4. made

5. ’re learning

6. is situated

7. were stolen

8. were bought

9. estimates

10. spend

***2***

2. How many sheds has he built?

3. What color are the windows and door?

4. What’s the shed made oft

5. How much has the shed cost?

6. How long did it take to build?

7. How much time does Sean spend in this shed?

8. What’s the shed like inside?

**8**

***1***

2. rewarding

3. satisfied

4. delighted

5. stunning

6. challenging

7. overwhelmed

8. amused

***2***

2. worried

3. exhausted

4. confusing

5. terrified

6. impressed

7. annoyed

**9**

1. You’ll never succeed if you don’t work hard.

2. I’ve almost finished my homework but not quite.

3. She’s definitely coming to the party.

4. You behaved very badly yesterday.

5. They love each other deeply.

6. I really don’t like her.

7. He only earns $20,000 a year.

8. He always wears a sweater, even in the summer.

9. The water isn’t warm enough to go swimming.

10. It’s much too cold for me.

11. I just want a cup of coffee.

12. Fortunately, he wasn’t seriously injured.

13. I completely forgot her birthday.

14. I don’t like skiing very much at all.

15. When did you last see Peter?

**10**

***1***

1. c

2. f

3. d

4. g

5. a

6. e

7. b

1. d

2. f

3. c

4. g

5. a

6. b

7. e

***2***

2. old-fashioned

3. stressful

4. hardworking

5. sharp

6. bad-tempered

7. fussy

8. smart

9. big-headed

10. well off

**11**

2 politeness, banana, attention, sociable, preparation, apartment, international, customer, personal, intelligent, surprising

3

1. I love his photographs. He’s definitely my favorite photographer.

2. Dave studied politics in college, but he never wanted to become a politician.

3. Technology advances so quickly these days. It’s impossible to imagine what technological changes there will be in the next 20 years.

4. Bill doesn’t seem to like vegetables. I can’t understand why he’s a vegetarian.

5. The role of employment agencies is to help employers find suitable workers.

6. I know anything’s possible in soccer, but do you think the U.S. ever winning the World Cup again is a real possibility?

**12**

**Trips**

1. pick you up

2. get in

3. Hold

4. get going

Moving

5. are you settling in

6. get down to

7. bring them up

8. work out Relationships

9. split up

10. going out with each other

11. put up with

12. get over Hurry up!

13. Come on

14. Calm down

15. go on about

16. held up

**13**

1.

**Dan** pretty small, rich dark red, a small one in the roof

**Laura** bedroom, soft wool carpet, bed, wardrobe, chair

**2**

1. good

2. noisy

3. wonderfully

4. quietly

5. carefully

6. creative

7. straight

8. slowly

UNIT 7

**1**

***1***

1. b

2. d

3. c

4. g

5. a

6. h

7. f

8. e

***2***

a. How many Harry Potter books has she written?

b. How many pictures did he sell when he was alive?

c. How many children has she adopted?

d. How many times was she married / did she get married?

e. Whose band was called The Wallers?

f. Has he ever been married?

g. How long has he lived in Los Angeles?

h. When did she write Pride and Prejudice?

**3**

a. 7

b. 1

c. 3

d. 3

e. Bob Marley’s

f. No, he hasn’t,

g. Over 30 years

h. In her 20s

**2**

1. was born

2. has been

3. has also designed

4. studied

5. went

6. moved

7. has traveled

8. was sold

9. has recently been held

10. lives

**3**

1. went

2. have, been

3. went

4. went

5. have, been

6. went, went

7. went

**4**

***1***

1. I just heard about your accident.

2. Have you had breakfast yet?

3. I already finished my exams.

4. Have you ever been to Thailand?

5. I haven’t seen that movie yet.

***2***

1.

a. Student’s own answer

b. I haven’t seen him since 2002.

c. Student’s own answer

2.

a. Student’s own answer

b. She’s been in Korea since April.

c. Student’s own answer

***3***

1. Excuse me! I haven’t finished yet!

2. No, thanks. I just had one.

3. I’m afraid he just went out.

4. Has it started yet?

5. But I already finished it.

6. How long has it been since we last met?

**5**

1. ‘s just been promoted

2. ‘ve applied

3. have you been injured

4. has just lost

5. has passed

6. has been given

7. have you saved

8. has been called

9. haven’t been offered

10. has risen

**6**

1. been eating

2. eaten

3. met

4. known

5. been writing

6. written

7. been watching

8. watched

**7**

1. has moved, ’vé been looking, haven’t found

2. ‘ve been shopping, haven’t bought

3. ‘ve ever heard

4. ‘ve been listening, haven’t understood

5. ‘ve been working

6. ‘ve been trying, ‘ve lost

**8**

2. How long have you been taking driving lessons? How many driving lessons have you taken?

3. How long has he been a teacher? How many school has he taught in?

4. How long have you been waiting?

5. How many guests have been invited to the wedding? How long has she known Ian?

6. What have you been doing all this time? Where have you been?

**9**

1. How long have you known the teacher?

2. This is the first time I’ve eaten Thai food.

3. I’ve been learning English for four years now.

4. What were you doing last night at around 8 PM?

5. How long have you been working here?

6. The World Cup has been won by Brazil five times.

**10**

***1***

2. have spent

3. stayed

4. died

5. have been staying

6. has been suffering

7. have brought

8. have been married

9. have just returned

10. have made

11. was / is named

12. was put up

***2***

*Sample answers*

2. How much has the couple spent staying at the hotels?

3. When did the couple’s love of motel life begin?

4. Why did they move in 1997?

5. How often do they return to their apartment to pick up their mail?

6. How long has Mrs. Davidson been suffering from a bone disease?

7. How long have they been married?

8. Why was a room named “The Davidson Suite” and a plaque put up in reception?

**11**

***1***

**Be** crazy about, about to, into, off work, in touch with, away on business, sure of, interested in

**Have** a lot in common, a problem with, time off work, a word with, a great time, fun

***2***

1. crazy about, have, in common, into

2. a word, off, ’vé been, had

3. away, touch, about, have, sure, have

**12**

1. between

2. in

3. to

4. on

5. with

6. to

7. on

8. on

9. in

10. in

11. to

12. by

**13**

2

**Assistant**: Help?

**Custome**r: Yes, sweater.

**A**: Size?

**C**: Large.

**A**: Color?

**C**: Green.

**A**: This, like?

**C**: No, style, nice, too bright

**A**: This, darker, green

**C**: Yes, like, made, cotton?

**A**: Yes, machine-washable

**C**: Great, try, on?

**A**: Course, dressing rooms, over there

**14**

***1***

1. passion

2. have been making

3. have experience

4. TV drama

5. pop videos

6. music

7. basic

8. lighting

9. May

10. June

***2***

1. x

2. 🗸

3. 🗸

4. x

5. 🗸

6. x

UNIT 8

**1**

*1*

2. to live

3. saying

4. to ask

5. to remember

6. working

7. worrying

8. to keep

9. to have

10. climbing

11. to do

12. to travel

13. feel

14. to play

15. move

16. watching

17. talking

18. know

*3*

2. to tell

3. to live

4. to remember

5. to work

6. living

7. going

8. visiting

9. sleeping

10. to play, playing

11. (to) make

12. to apply

13. to call

14. know

**2**

2. Watching

3. fixing

4. Finding

5. waking up

6. walking

7. helping

8. Living

9. Giving up

10. working

**3**

2. to follow

3. show

4. to hurt

5. stay

6. to learn

7. to buy

8. carry

9. to join

10. to be

**4**

2. a/c

3. b/c

4. a/c

5. b/c

6. b/c

7. a/b

8. b/c

**5**

2. Tom begged Mia to marry him.

3. Mary warned the children not to run around the edge of the swimming pool.

4. Bobby refused to go to bed.

5. Ben advised Bill to talk to his lawyer.

6. The teacher ordered Harry to take the chewing gum out of his mouth immediately.

**6**

1. Alan thinks its too expensive, and I agree.

2. She thinks she’s right, but I don’t agree.

3. 🗸

4. 🗸

5. She thought we should go, and I agreed.

6. They agreed to talk about it again tomorrow.

**7**

*1*

2. to see

3. let

4. to go

5. not very easy

6. to accompany

7. carrying

8. made

9. to protect

10. was hoping

11. meeting

12. was about to

*2*

a. “Don’t expect to see any tigers.”

b. “Tigers usually like to sleep in the heat of the day.”

c. “Ssshh! I told you to keep very quiet!”

d. “What’s that lying in the bushes?”

e. “I’m afraid to move or to breathe.”

f. “Help! The tiger’s trying to grab my leg.”

g. “We have no hope of escaping.”

h. “The elephant’s managed to save our lives.”

**8**

*1*

A. up

2. save up

3. hurry up

4. speak up

B. down

1. cut down

2. slow down

3. going down

4. Calm down!

C. out

1. figure out

2. dropped out

3. went out

4. dying out

*2*

2. showed up

3. shop around

4. showing off

5. went off

6. Look out

7. Hold on

8. check in

**10**

*1*. Students own answers

*2*

1. Men.

2. There are more high-powered action roles for women since Lara Croft, Tomb Raider and Matrix.

3. She wasn’t very good at acting, and her teacher knew she was an adrenaline junkie.

4. Serious preparation.

5. It’s too expensive for them to be off work.

6. The idea of wasting your life.

*3*

1. becoming

2. to do

3. to become

4. climbing, jumping

5. do

Unit 9

**1**

1. If a friend gets in touch with me, I always reply.

2. If I have something to say, I’ll text back. If she likes it, I’ll tell her it looks good.

3. If it was really important, I’d lie. If it was really juicy, of course I’d tell other people!

4. If she’d left her phone anywhere, I wouldn’t have looked at her messages. If she hadn’t wanted me to read her messages, she wouldn’t have left her phone.

2

*No condition*

Henry always gets angry if you criticize him. Does meat go bad if you don’t keep it in a fridge?

*Possible condition*

I’ll help you if I have time.

Things will get better if you just wait and are patient.

Will you still love me if I go gray and get wrinkles?

Improbable condition

I wouldn’t do that if I were you.

The world would be a happier place if people smiled more.

What would you do if you saw a fight on the street?

Impossible condition

I wouldn’t have cooked meat if you’d told me you were vegetarian.

The Lakers would have won if the Knicks hadn’t scored in the last minute.

Would you have gone to college if you hadn’t had enough money?

**3**

1. b

2. d

3. f

4. h

5. a

6. c

7. e

8. g

**2**

*1*

2. found

3. cheated

4. claimed

5. got

6. took

7. asked

**2**

a. she wasn’t, could

b. I’d ignore

c. I’d tell, was, I’d lie

d. I’d keep, could

e. I’d get, I’d sell, I wouldn’t care

f. I wouldn’t give, I knew, wouldn’t miss

g. I’d do, I wouldn’t like, were, I’d be

***3***

2. f

3. g

4. b

5. a

6. e

7. c

3

2. If she’d found a job in New York, she wouldn’t have gone to Boston.

3. If she’d married Mike, she wouldn’t have met Bruce.

4. If she hadn’t married Bruce, she wouldn’t have had Bill and Maddox.

5. If their children hadn’t left home, they would have stayed in the suburbs.

6. If they’d had more money, they would have retired.

7. If they hadn’t moved to the city, they wouldn’t have met May and Lionel.

8. If they hadn’t gone to Egypt, they would have visited their relatives.

**6**

2. Where would you have traveled to? I’d have gone to Africa.

3. What kind of car would you have bought? I’d have bought a Mercedes.

4. What would you have said to him? I’d have told him he was a great actor.

5. What would you have had? I’d have had chocolate cake.

6. What would you have called him? We’d have called him Robert.

7. How many children would you have liked? I’d have liked six.

8. Which road would you have taken? I’d have taken us 301.

**7**

2. should have told

3. wouldn’t have gone

4. could have killed.

5. should have written

6. shouldn’t have bothered

**8**

2. You should have

3. You shouldn’t have stolen it.

4. You shouldn’t have bought

5. You shouldn’t have gone

**10** *Sample answers*

1. If he hadn’t forgotten his wallet, he wouldn’t have gone back to the store.

2. If he hadn’t gone back to the store, he might have escaped.

3. He shouldn’t have started correcting the shopkeeper.

4. If they’d opened the safe, they’d have escaped with $50,000

5. They should have used less dynamite.

6. They could have killed themselves.

7. Security officers should have detected his gun while he was checking in.

8. If he’d checked where the plane was going, he wouldn’t have tried to hijack it.

9. He could have caused the plane to decompress.

10. He could have killed a passer-by.

11. If he hadn’t tripped, he wouldn’t have knocked out two teeth.

12. He should have looked where he was going.

**11**

1 **make**

a mistake,

up your mind,

a decision,

a mess,

sure that,

a speech,

a profit,

a noise,

a phone call,

friends with,

progress

do the shopping,

someone a favor,

the housework,

nothing,

my best,

exercises,

the dishes

**2**

1. made up her mind

2. do exercises

3. do nothing

4. make a noise

5. doing my best

6. does the dishes

7. do me a favor

8. made friends with

9. make a phone call

10. make sure

**12**

***1***

1. They charge you $50 for the call.

2. You have to enter your old security details and then the new ones.

3. The thief pretends to be from your bank.

***2***

1. call, are, charge

2. might have fallen

3. would never have asked, wouldn’t register, would

4. tried, ’d know

5. ‘re not, ’ll end up

UNIT 10

**1**

1. a

3. d

4. g

5. k

6. l

7. e

8. n

9. j

10. i

11. h

12. c

13. f

14. o

15. m

**2**

3. A Boeing 747 is an airplane.

4. They are airplanes.

5. A Mini Cooper is a car.

6. They are cars.

7. A BlackBerry is a phone.

8. They are phones.

9. Einstein was a scientist.

10. They were scientists.

11. Van Gogh was an artist.

12. They were artists.

13. Charles Dickens was a writer.

14. They were writers.

16. an

17. a

18. an

19. a

20. an

**3**

2. the country

3. the sky

4. the future

5. the beach

6. the mountains

7. the government

8. the weather

10. the salt

11. the door

12. the library

13. the garden

14. the post office

15. the bathroom

16. the radio

18. the same

19. the first

20. the most delicious

**4**

***1***

1. c

2. a

3. f

4. b

5. d

6. e

***2***

2. Honesty

3. love

4. Variety

5. Crime

6. Time

**6**

1

**Possessive adjective** his, our

**Possessive pronoun** yours, hers, its, theirs

2

1. yours

2. Your, theirs

3. my, hers, mine, hers

4. mine/ours

5. his, her

6. its

**7**

2. mother’s

3. Childrens

4. brother’s

5. neighbors’

6. Sue’s

7. Adrianas

8. yesterday’s

9. weeks’

10. tomorrow’s

**8**

2. all day

3. all my homework

4. all of us

5. All I need

6. all my life

7. all kinds

**9**

1. everywhere

2. All

3. Everyone, All

4. everything

5. every

6. all

7. all

8. every

**10**

2. yourself

3. themselves

4. yourselves

5. each other

6. each other

7. themselves

8. myself

**11**

***1***

1. b

2. f

3. c

4. d

5. a

6. e

***2***

2. N

3. N

4.N

***3***

3. suitcases

4. is

5. some

6. homework

7. fruit

8. trip

9. job

10. furniture

***4***

1. travel

2. a suggestion

3. some bread

4. work

5. lovely weather

6. experience

7. ‘s too much traffic

8. a paper

9. How many times

10. How much time

**12**

***1***

1. clear, deer

2. where, bear

3. stay, weigh

4. know, phone

5. shy, high

6. enjoy, noise

7. now, aloud

8. poor, sure

***2***

1. plane, south, Spain

2. boy, coat, enjoyed

3. known, nearly, five

4. wearing, rose, hair

5. smoke, pipes, days

6. likes, ride, motorcycle

**13**

***1***

1. b

2. e

3. f

4. a

5. c

6. d

***2***

2. moving into

3. clear up

4. applied for

5. plug it in

6. knocked down

**3**

1. b

2. a

3. c

4. d

5. f

6. e

4

1. let me down

2. pay you back

3. getting over

4. sort everything out

5. put out

6. work it out

**14**

***1***

1. coats and jackets

2. bags

3. umbrellas

4. glasses

5. cell phones

***2***

1. c

2. b

3. a

4. b

5. c

***3***

Actually, it’s a very classy-looking black and white umbrella with a silver point. It’s pretty big—it looks like a golfing umbrella. And it has a white handle with a black stripe down the side of it.

UNIT 11

**1**

***1*** Luke is fighting with his younger brother.

***2***

2. must have

3. may get annoyed

4. must have

5. may be studying

6. might not know

7. could be jealous

8. can’t have

***3*** Noisy neighbors

***4***

1. must be

2. may have

3. could be

4. must know

5. may be

6. can’t have

**Letters** (p. 88)

**2**

1. f

2. c

3. h

4. e

5. g

6. b

7. d

8. a

**3**

***1***

2. He must be sick.

3. He could be in the coffee shop.

4. He might have a doctor’s appointment.

5. He may be stuck in a traffic jam.

6. His bus might be late.

7. He may be talking to a friend from another class.

8. He must want to miss the test.

***2***

2. He can’t be sick.

3. He can’t be in the coffee shop.

4. He can’t have a doctor’s appointment.

5. He can’t be stuck in a traffic jam.

6. His bus can’t be late.

7. He can’t be talking to a friend from another class.

8. He can’t want to miss the test.

**5**

2. be listening, be taking

3. be sitting

4. be reading

5. be taking

6. be holding, be going

7. be digging, be repairing

**6**

*Sample answers*

1.

He must have had an accident.

He might have been snowboarding.

2.

They must have had an argument.

They can’t have enjoyed their meal.

3.

He can’t have passed his driving test.

He may have been nervous.

4.

The cat could have eaten the bird.

The bird might have escaped.

5.

They must have missed their plane.

The plane could have been delayed.

6.

They can’t have enjoyed the movie.

It must have been boring.

7.

She must have lost her cell phone.

It might have been stolen.

8.

He must have received good news.

He may have won the lottery.

**7**

2. You couldn’t have studied hard for your exams.

3. I might have left my cell in the Internet cafe.

4. He must have been on a diet.

5. They could have gotten married in secret.

6. He may have called while we were out.

**8**

***1***

1. He was struck by a train.

2. Jan came out of his coma after 19 years.

3. It had changed beyond all recognition.

***2***

2. Jan might have worked for the railway for many years.

3. Gertruda must have been amazed when he opened his eyes.

4. The doctors may not have expected Jan to wake up.

5. Jan couldn’t have ever seen a cell phone before.

6. They must really be enjoying life together now.

***3***

1. He was playing in the backyard of his home.

2. After several months.

3. He was in bad shape and had lost a lot of weight.

***4***

1. Arnie might have been stolen by a dog breeder.

2. Arnie could be a pedigree dog.

3. The family couldn’t have expected Arnie to return.

4. The family must have been surprised to hear from the neighbor.

5. Lucky may be a mixed-breed dog.

6. Arnie must have been treated very badly.

**9**

***1***

-**ness** consciousness, laziness, moodiness

-**ment** disappointment, excitement

-**dom** freedom, boredom, wisdom

-**ity** curiosity, stupidity, generosity

-**th** length, strength

***2***

1. strength

2. illness

3. freedom

4. generosity

5. length

6. wisdom

7. disappointment, stupidity

8. moodiness

9. curiosity

10. laziness, boredom, excitement

**10**

1. about, on, to

2. for

3. on

4. with, of

5. in

6. to

7. with

8. on, for

9. for, for

10. from

11. on

12. on

**11**

***1***

1. 🗸

2. 🗸

3. x

4. x

5. 🗸

***2***

1. Shaksper.

2. None.

3. The Earl of Oxford.

4. He was an aristocrat. He went to college, traveled a lot, and was known to be a writer. There is a lot in the plays that is similar to events in his life.

5. None.

***3***

1. might not have

2. couldn’t have written

3. could just have been

4. must know

5. couldn’t he have found out

6. must have written

**UNIT 12**

**1**

2. “He has a collar with my address.”

3. “I bought him from a breeder in 2005.”

4. “Felix is more of a member of the family than a pet.”

5. “Felix has been disappearing for days on end.”

6. “When he comes home, he’s not eating his food.”

7. “Paul Flashman is feeding Felix.”

8. “He has always wanted a cat of his own.”

9. “I miss my cat terribly.”

10. “I’ll do anything to get him back.”

**2**

2. He said that the cat had been running wild for years.

3. He told reporters that Felix was his.

4. He claimed that Mrs Small had told the police complete lies.

5. He insisted that Mrs Small had never loved Felix like he did.

6. He explained that he had always had a good relationship with his other neighbors.

7. He thought that Mrs. Small was complaining because she didn’t like him.

8. They police said they would investigate the situation.

**3**

***1***

2. She said she was going to Taiwan soon.

3. I thought the movie would be interesting.

4. She said she couldn’t help me because she had too much to do.

5. I was told (that) Daniel had bought the tickets.

6. She thought it was a stupid idea, and it wouldn’t work.

7. He complained that they’d had terrible weather on their trip.

8. They told me they’d never been to Peru.

9. They added that they wanted to go someday.

***2***

3. He wondered why she was crying.

4. He asked me if he could borrow my car.

5. The customs officer asked me where I had come from.

6. She wanted to know how long I was going to be at the gym.

7. She asked us if we would be back early.

8. She asked me when I had to go to work.

9. She wanted to know how much it cost to fly to New York.

**4**

***1***

2. Why do you want to borrow the money?

3. What’s your job?

4. And how much do you earn?

5. Are you married?

6. Do you have any children?

7. How long have you lived there?

8. When would you like the money?

***2***

2. …why he wanted to borrow the money.

3. …what his job was.

4. …how much he earned.

5. …if he was married.

6. … if he had any children.

7. …how long he had lived in his apartment.

8. … when he would like the money.

**5**

2. He asked Sue if she could cook dinner.

3. The teacher told the class to hand in their homework on Monday.

4. My wife reminded me to mail the letter.

5. Marta invited Paul to come over for dinner.

6. The judge ordered Stanley Fox to pay a fine of $200.

7. Flora persuaded Emily to buy the black shoes.

8. Marco encouraged Anthony to sing professionally.

9. She begged me not to tell her father.

**6**

2. He asked her not to go.

3. He told Debra he was going to bed.

4. Jeremy asked his dad how much he earned.

5. The teacher told the class to turn to page 34.

6. The secretary asked Miss Fulton to call back later.

7. The teacher told the class they had done very well on the test.

8. The police officer told the children not to run across the road.

9. Pam asked Roy if he was going to the concert.

10. Harry told his daughters to get up.

**7**

2. told

3. asked

4. said

5. asked/told

6. explained

7. tell

8. speak

9. replied/said

10. do you ask

11. tell

12. speak/talk

13. said

14. talk/speak

15. said

**8**

2. Jo agreed to lend Matt $25.

3. Harry admitted that he had broken the camera.

4. Timmy denied that he had pulled her hair.

5. The student explained that he/she hadn’t done the homework because he /she had been sick.

6. Jessica’s dad promised to buy her a pizza if she cleaned her room.

7. Patrick complained that there was a fly in his salad

8. Sarah refused to marry Jento because she didn’t love him.

9. Amanda offered to cook dinner for her and Kai.

**9**

1. **A break in** get away, get by, went off, showed up.

2. **At work** getting me down, ended up, took on, get on

3. **Settling in** settling into, pop in, fixing it up, looking forward to

4. **Bad Luck** going on, run over, beaten up, given up

**10**

***1***

1. shoulder

2. sour

3. country

4. though

5. cough

6. mouse

7. doubt

8. though

***2***

1. thought, counts

2. enormous, mouse

3. doubt, furious

4. ought, cough

5. trouble, neighbors

**11**

***1***

1. I told you we’d run out of brown rice.

2. You said you would record it for me whenever I’m not here.

3. My sister told me today that they had had a really awful time in Boston.

4. Lisa said she had been to Washington, DC for the weekend, and she thought it was one of the most beautiful cities she had ever seen.

***2***

1. It was absolutely packed.

2. She needs it for her recipe.

3. The tickets will be more expensive if they book later.

4. There’s a festival next month.

***3***

1. “You didn’t say you wanted brown rice.”

2. “You obviously weren’t listening to me—again.”

3. “You said you would record it for me.”

4. “Lot’s of people have told me that Boston is a wonderful place.”

5. “I think it said in the newspaper that there was a festival there next month.”