

KEY to BACHILLERATO BATXILLERAT BATXILERGOA BACHARELATO

Teacher's Guide

1

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Starter

Starter A People talking

- 1 1.02 Read the texts and match 1–7 with the headings in the box.

Childhood Fear Happiness Love Regrets Tears Wealth

Personally ...

1 Well, it's something that a lot of people look for but not many people find. Some people always have a smile and I'm a bit jealous of them. I think it comes from inside us. You either have it or you don't.
(Samuel, Nigeria)

2 I survived an earthquake a few years ago. Our block of flats was badly damaged, but when the earthquake struck we were having lunch with my parents in another part of town. I'm not afraid of many things, but I still have nightmares about that day.
(Ellie, New Zealand)

3 We've been married for eighteen years now. We don't hold hands much these days, but I'm crazy about my husband and my children and that feeling grows stronger every day. I think about them all the time.
(Linh, Vietnam)

4 I don't usually cry about things when I'm sad, but I sometimes cry when I'm listening to music, for example, or when a film really moves me. It's just an emotional feeling and I can't stop it.
(Maria, South Africa)

5 They say that it can buy you a bed but it can't buy sleep, and I think that's true. Sure, I dream about having more, but I'm really lucky with the home and family that I've got.
(Walid, Tunisia)

6 I've done things in my life that I'm not proud of. I hurt people in my family who loved me, but thankfully they forgave me. Now I also forgive people for their mistakes, so I learned something.
(Tomas, Venezuela)

7 I was walking with my dad on Christmas Day when it started to snow. It was beautiful. I believed in Santa Claus and my dad said that it always snowed when he was near. My dad was really good at inventing stories.
(Sophie, Ireland)



Starter

Starter A: People talking

(SB pages 4 & 5)

- 1 1.02 Read through the words in the box with the class and check that students understand them all. Students read the texts and match them with the headings in the box.

Audio script, page T123

ANSWERS

- 1 Happiness
- 2 Fear
- 3 Love
- 4 Tears
- 5 Wealth
- 6 Regrets
- 7 Childhood

Helping hand

If students feel daunted by the texts, ask them to read text 1, then ask: *Which heading matches this text? Why?* Elicit the answer, then ask students to read text 2. Continue in this way, asking students to read one text at a time and eliciting the correct headings.

Fast finishers

Fast finishers can write their own short text to fit one of the headings in the box. When you have checked answers, ask fast finishers to read out their texts. Ask other students to match the texts to the headings in exercise 1.

2 Elicit the question to fit answer 1 with the whole class. Point out to students that they need to think about which tense to use for each question, as some require a present tense and others require a past tense. Students write the questions. Check answers and deal with any difficulties students had.

POSSIBLE ANSWERS

- 1 Where does it come from?
 - 2 a When did it happen? / strike?
b What was she doing when it happened / struck?
 - 3 Do they do that / hold hands much these days?
 - 4 Does she cry a lot?
 - 5 Can wealth buy you sleep?
 - 6 a Who did he hurt?
b Who forgave him?
 - 7 Who was she walking with?
- 3 **SPEAKING** Students write their own answers to the questions. Monitor and help while they are working. Ask individual students the questions. When they answer, ask other students: *Was your answer similar? Do you agree or disagree? Why?* Alternatively, students can compare their answers in pairs or small groups. Ask pairs or groups to tell the class which of their answers were similar, and which were different.

Vocabulary

Verbs and adjectives + prepositions

4 Students choose the correct prepositions, then check their answers in the texts. Students then complete the sentences with their own ideas. Monitor and help as necessary.

ANSWERS

- 1 for 2 about 3 from 4 about 5 to 6 about 7 for 8 in 9 of 10 with 11 of 12 about 13 of 14 at
- 5 **SPEAKING** **Speaking option** Ask individual students to read out one of their sentences. Ask: *Whose answer was similar? Whose answer was very different?* Alternatively, put students into pairs or small groups to compare their answers. Ask pairs or groups to tell the class which of their answers were similar or very different.

Grammar revision A

A Read examples a–d with the class and elicit the answers to questions 1–3. Discuss how each tense is used. If students have made a lot of mistakes in forming the negative sentences and questions in 3, review the form of each tense.

ANSWERS

- 1 a present continuous; b past simple; c present simple; d past continuous
- 2 a, d
- 3 a My love isn't becoming stronger; Is my love becoming stronger?
b I didn't learn anything; Did I learn anything?
c Do I usually cry about things?
d I wasn't sitting on the floor; Was I sitting on the floor?

LANGUAGE NOTE Students might forget that we use *something* in positive sentences, but we use *anything* in negative sentences and questions: *I didn't learn anything.* NOT *I didn't learn something.*

B Read out the two sentences and elicit which is correct, and why. Remind students that some verbs are stative verbs and are not usually used in continuous forms. As a class, brainstorm some other stative verbs and write them on the board, e.g. *see, want, understand, believe.*

ANSWERS

The first sentence is incorrect.
We cannot use the verb 'know' in a continuous form. It is a stative verb and expresses thought.

C Read out the two questions and elicit the correct answers. Use the blue words in the questions to explain to students that *who* refers to the subject in question 1 and the object in question 2. Elicit which type of question needs an auxiliary verb.

ANSWERS

1 subject 2 object

An object question needs an auxiliary verb.

Grammar Workshop

The Grammar Workshop for the Starter Unit on pages 114–116 has more information on all the tenses covered on this page. You could refer students to it now to help them with the practice exercises.

Practice

6 Students complete the dialogue. Check answers, using the information in the Grammar Workshop to help students understand how to form and use each tense.

ANSWERS

- 1 are you going 2 are you wearing 3 'm going 4 had
- 5 do / did you know 6 told 7 was waiting 8 saw
- 9 Did you enjoy 10 weren't having 11 were spying
- 12 were having 13 's working 14 aren't working
- 15 's getting late

7 **SPEAKING** Students write their questions. Ask students in turn to read out one of their questions. Choose a student to answer the question.

Alternatively, put students into pairs or small groups to ask and answer their questions. Monitor while they are working, and note down any common errors to deal with in a feedback session at the end. Ask some students to tell the class something they learned about their classmates.

Reference and further practice

Photocopiable audio script, page T123

Grammar Workshop, SB pages 114–116

Speaking Workshop, SB pages 150–157

Starter, WB pages 4–7

Teacher's Resource and Tests CD-ROM

2 Read the texts again and write questions for the answers in your notebook.

- 1 It comes from inside us. (Where ... ?)
- 2 a It struck a few years ago. (When ... ?)
b She was having lunch. (What ... ?)
- 3 No, they don't do that much these days. (Do ... ?)
- 4 No, not usually, but she cries when she's listening to music. (Does ... ?)
- 5 No, it can't, but it can buy a bed. (Can ... ?)
- 6 a He hurt people in his family. (Who ... ?)
b The people who he hurt. (Who ... ?)
- 7 With her dad. (Who ... ?)

3 Write answers to the questions. Then compare your answers.

- 1 What makes you happy?
- 2 What were you doing at this time yesterday?
- 3 When did someone last give you a present?
- 4 Who gave it to you?
- 5 Do you ever cry when you're watching a film?
- 6 When did you last feel scared?

Vocabulary Verbs and adjectives + prepositions

4 Choose the correct preposition for each verb or adjective and check your answers in the text. Then complete the sentences with your own ideas in your notebook.

Verb + preposition

- 1 In a relationship people look *to / for / from* ...
- 2 I often think *in / about / on* ...
- 3 My parents come *of / from / out* ...
- 4 People often cry *to / about / around* ...
- 5 I like listening *to / at / of* ...
- 6 I once dreamed *around / in / about* ...
- 7 We should forgive friends *for / by / of* ...
- 8 I don't believe *at / from / in* ...

Adjective + preposition

- 9 When I was young I was afraid *of / in / for* ...
- 10 I'm really lucky *of / with / for* ...
- 11 People here are proud *at / from / of* ...
- 12 I'm not crazy *about / for / to* ...
- 13 People shouldn't be jealous *for / at / of* ...
- 14 I'm quite good *at / in / about* ...

5 SPEAKING OPTION Compare your answers to exercise 4. Ask and answer questions.

What do people look for in a relationship?

Grammar revision A

Grammar workshop Pages 114–116

A PRESENT SIMPLE & CONTINUOUS, PAST SIMPLE & CONTINUOUS Look at the examples and answer questions 1–3. Then find another example of each tense in the texts on page 4.

- 1 Name the tense used in each example below.
- 2 Which examples describe actions which are or were in progress?
- 3 What are the negative and question forms of the sentences?
 - a My love is becoming stronger.
 - b I learned something.
 - c I don't usually cry about things.
 - d I was sitting on the floor.

B STATIVE VERBS Which sentence is *incorrect* and why?

You aren't knowing anything.
You don't know anything.

C SUBJECT & OBJECT QUESTIONS Choose the correct options in 1 and 2. Which type of question needs an auxiliary verb?

- 1 Who told you? Peter told me. (Who refers to the subject / object of the answer.)
- 2 Who did you tell? I told my brother. (Who refers to the subject / object of the answer.)

Practice

6 Complete the dialogue with the correct forms of the verbs in brackets.

Kate Where (1) (you / go) now? Why (2) (you / wear) a tie?

Shaun I (3) (go) to Pizza Pan.

Kate But you (4) (have) a pizza yesterday.

Shaun How (5) (you / know)? Who (6) (tell) you?

Kate Nobody. I (7) (wait) for a bus in town and I (8) (see) you and Jen go in. (9) (you / enjoy) your meal?

Shaun Well, in fact we (10) (not / have) a meal. While you (11) (spy) on us, Jen and I (12) (have) an interview. She (13) (work) there now.

Kate But you (14) (not work). Didn't you get the job?

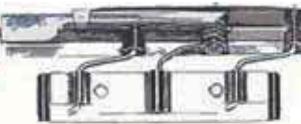
Shaun Yes, I did! In fact, I must go now. It (15) (get late).

7 Make six questions using the words in the columns. Then ask and answer the questions.

What	thinking	after school
Where	talking to	after class
Who	doing	now
	do	two hours ago
	go	last holiday
		at the weekend

Starter B People About you

- 1 You are going to hear an interview between Suzy, a restaurant manager, and Shaun, who wants to work in the restaurant. Look at the list of interview questions and choose six which you would ask Shaun.



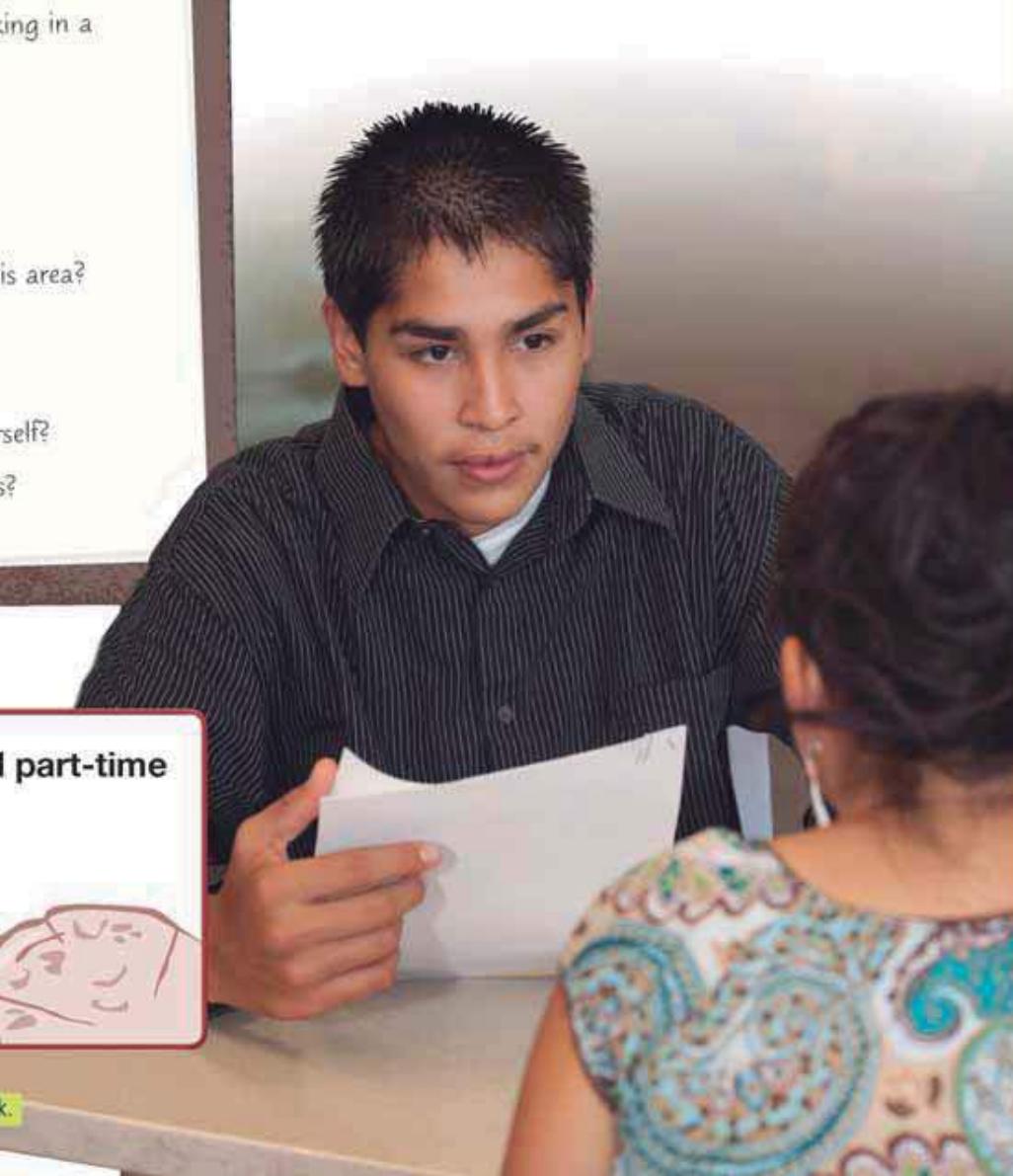
- Are you looking for a part-time or full-time job?
What do you like doing in your free time?
Are you still at school?
Have you done your exams yet?
What are you studying?
What are you hoping to do when you leave school?
Have you had any experience of working in a restaurant?
Are you good with people?
Are you good at maths?
Whereabouts do you live?
How long have you been living in this area?
Do you have your own transport?
How long have you been driving?
Have you done much travelling yourself?
Do you speak any foreign languages?

- 2 1.03 Listen to the interview. Which questions did you hear? Did any of the questions surprise you?

- 3 1.03 Listen again and answer the questions in your notebook. Would you give Shaun the job? Why?

- 1 What does Shaun want to do at the restaurant?
- 2 What does Shaun study?
- 3 What does he want to do when he leaves school?
- 4 Where did he work before?
- 5 What did he like about his last job?
- 6 Why is Suzy happy that Shaun can drive?

- 4 SPEAKING & WRITING OPTION Choose ten questions from the list in exercise 1. Interview your partner for one of the jobs in the Pizza Pan advertisement. Then write a short paragraph about the person.



PIZZA PAN

Staff required – Full- and part-time

Waiters / Waitresses

Pizza chef

Delivery drivers

Phone: (0121) 496 3728



Starter B: People: About you

SB pages 6 & 7

- 1 Read out the job advert at the bottom of page 6. Check that students understand *full-time* and *part-time*, then ask: *Who applied for this job?* Remind students of the dialogue they completed on SB page 5 between Kate and Shaun. Tell students they are going to listen to Shaun's interview.
Ask students to read the questions in exercise 1. Check that students understand *whereabouts* (= where). Students choose six questions that they would ask Shaun. Ask some students to tell the class which questions they have chosen, and why.
- 2  1.03 Play the audio for students to listen and tick the questions from exercise 1 that they hear. Check answers, then ask: *Did any of the questions surprise you? Why?*

Audio script, page T123

ANSWERS

- Are you looking for a part-time or full-time job?
What do you like doing in your free time?
What are you studying?
Have you had any experience of working in a restaurant?
Have you done much travelling yourself?
Do you have your own transport?
How long have you been driving?

- 3  1.03 Allow students time to read the questions, then play the audio again for them to listen and answer the questions. Check answers, then ask: *Would you give Shaun the job? Why? / Why not?*

Audio script, page T123

POSSIBLE ANSWERS

- 1 He wants to be a waiter.
 - 2 He studies German, Spanish and Media Studies.
 - 3 He wants to go travelling.
 - 4 He worked in a newsagent's in town.
 - 5 He enjoyed meeting customers in the shop.
 - 6 She is happy because Shaun might have to work some late evenings and the buses aren't brilliant there at night.
- 4 **SPEAKING Speaking & writing option** Students choose ten questions to ask a partner. Put students into pairs to interview their partner. If possible, allow students to sit so that they are facing their partner, as in a real interview. Tell students they should make notes as their partner answers their questions, because they are going to write a paragraph about their partner. Monitor and help while students are working.
Students work individually to write their paragraphs. Monitor and help while students are working, and encourage them to use all the tenses they have revised in this unit. Ask some students to read their paragraph to the class. Correct any errors as a class, then ask: *Would you give this person the job? Why? / Why not?*

Grammar revision B

A Read out the three examples to the class. Students choose the correct words in 1–3.

ANSWERS

- 1 hasn't 2 has changed 3 sometime in the past

LANGUAGE NOTE Students often forget that we use the present perfect, not the past simple, for actions or experiences sometime in the past: *I've been to Italy a few times*. NOT *I went to Italy a few times*.

They may also forget that we use the present perfect, not the present simple, for actions or states which haven't finished: *I've lived here for ten years*. NOT *I live here for ten years*.

B Read out the two examples. Students answer the questions.

ANSWERS

- 1 The action: b *I've been driving for ten hours*.
2 The result of the action: a *They've driven to London*.

C Read out the examples. Students match the concepts with the green words.

ANSWERS

- 1 never 2 ever 3 for 4 since

LANGUAGE NOTE Students often forget that we use *for* + a period of time, and *since* + a point in time: *I've lived here for ten years*. NOT *I've lived here since ten years*.

D Students translate the sentences into their own language. Check that students understand the meaning of all the words, and elicit which two sentences have similar meanings. Point out that *yet* is used at the end of a sentence, and is only used in negative sentences and in questions.

ANSWERS

Sentences 1 and 3 have similar meanings.

Grammar Workshop

The Grammar Workshop for the Starter Unit on pages 116–117 has more information on the present perfect. You could refer students to the Grammar Workshop now and go through it as a class. Students can refer to the information to help them with the practice exercises.

Practice

1 Briefly review the form of questions in the present perfect simple and present perfect continuous. Students write the questions. Ask students in turn to read out one of the questions. Correct any errors, then ask other students to answer.

ANSWERS

- 1 have you been doing
2 Have you seen
3 have you been learning
4 Have you been concentrating
5 Has the weather been
6 Has the sun shone / Has the sun been shining

Fast finishers

Fast finishers can write one or two more questions using the present perfect simple and continuous. When you have checked answers, ask fast finishers to read out their questions. Correct any errors of form, then ask other students to answer.

2 Refer students back to section D in the presentation to help them complete the sentences with *still*, *yet*, *already*, or *just*.

ANSWERS

- 1 just 2 just 3 already 4 yet 5 still 6 yet

Fast finishers

Fast finishers can write one or two more sentences using *still*, *yet*, *already* or *just*. When you have checked answers, ask fast finishers to read out their sentences, leaving out *still*, *yet*, *already* or *just* and pausing to indicate a gap. See if other students can guess the missing words.

3 Read out the first sentence and elicit the rephrasing. Students rephrase the remaining sentences.

ANSWERS

- 1 He has just scored a goal.
2 We still haven't started the job.
3 I've already done this exam.
4 You haven't answered my question yet.
4 Read out the information in the Key errors box. Students correct the errors in sentences 1–4. Check answers, then ask: *Which of these errors do you make? How can you remember the rules so you don't make the same errors in future?*

ANSWERS

- 1 I haven't seen him for two weeks.
2 How long has he been at this school?
3 We still haven't seen the film.
4 He's gone to France. He'll be home next week.

5 Students write four true and four false statements about themselves. Monitor and help while they are working. Ask some students to read their sentences to the class. Don't discuss yet whether the sentences are true or false, but correct any errors in the sentences as a class.

6 **SPEAKING Speaking option** Ask students in turn to read their sentences to the class. Ask other students to decide whether the sentences are true or false. You could make this into a game, where students get a point for each correct guess. Alternatively, students could read their sentences to each other in pairs or small groups and guess which are true and false. Ask: *Who guessed all the sentences correctly?*

Reference and further practice

Photocopiable audio script, page T123
Grammar Workshop, SB pages 116–117
Speaking Workshop, SB pages 150–157
Starter, WB pages 4–7
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM

Grammar revision B

Grammar workshop Pages 116–117

A PRESENT PERFECT SIMPLE Look at the examples and choose the correct words in 1–3.

We use the present perfect to describe:

- 1 an action or state which *has / hasn't* finished.
- 2 a situation that *has changed / is* in progress.
- 3 an experience *sometime in the past / at a definite point in the past*.

We've lived here for six years.

I've just found your application form.

My dad has been to Italy a few times.

B PRESENT PERFECT SIMPLE & CONTINUOUS Look at the examples. Which focuses on 1) the action and 2) the result of the action?

- a They've driven to London.
- b I've been driving for ten hours.

C EVER & NEVER, FOR & SINCE Look at the examples and match uses 1–4 with the green words.

- 1 means 'at no time in the past'
- 2 means 'at any time in the past'
- 3 introduces a period of time
- 4 introduces the point in time when an action or state started

Have you **ever** cooked a pizza?

I've **never** been to Italy.

Have you had your driving licence **for** long?

I've had it **since** April.

D STILL, YET, ALREADY, JUST Translate the sentences. Which two sentences have similar meanings?

- 1 I still haven't left school.
- 2 I've just left school.
- 3 I haven't left school yet.
- 4 I've already left school.
- 5 Have you left school yet?

Practice

1 Complete the questions with the present perfect or present perfect continuous forms of the verbs in brackets. Then answer the questions.

- 1 How long (you / do) this exercise?
- 2 (you / see) any good films recently?
- 3 How many years (you / learn) English?
- 4 (you / concentrate) all day?
- 5 (the weather / be) good recently?
- 6 (the sun / shine) today?

2 Copy and complete the sentences with *still*, *yet*, *already* or *just*.

- 1 'Have you been here long?' 'No, I've ... arrived.'
- 2 Have you ... cooked a pizza? Something smells delicious!
- 3 Wow, you eat fast! I can't believe you've ... finished.
- 4 No! I haven't started
- 5 We ... haven't ordered. Where's the waiter?
- 6 Have you tried the pasta ... ?

3 Rewrite the sentences using *still*, *yet*, *already* and *just* with the present perfect.

- 1 He scored a goal a second ago. (He ...)
- 2 We haven't started the job yet. (We ...)
- 3 I did this exam once before. (I ...)
- 4 You still haven't answered my question. (You ...)

4 Look at the Key errors. Then correct sentences 1–4.

Key errors

Present perfect

I've gone been to Italy on holiday. It was great.

My mum's been gone to Paris. She's visiting friends there.

Use *been* when the person has returned. Use *gone* when the person hasn't returned.

I'm standing. I've been standing here since three o'clock.
I know I've known him for years.

Use the present perfect with *since*, *for* or *How long* to talk about actions or states which started in the past.

- 1 I don't see him for two weeks.
- 2 How long is he at this school?
- 3 Still we haven't seen the film.
- 4 He's been to France. He'll be home next week.

5 Write four **true** and four **false** sentences about yourself. Include some of these words with the present perfect simple or continuous.

already been for haven't living never since still

6 SPEAKING OPTION Compare sentences. Say if the sentences you hear are **true** or **false**.

Starter C People together

- 1 Complete the texts in your notebook. Which text compares the two photos?

ages birthday celebrating garden grandparents happy restaurant

Text A

Well, this photo shows some people who are enjoying a meal together. It looks like they're in someone's (1) ... It doesn't seem to be a (2) ... , anyway. I imagine this is a family and they're probably (3) ... something because they're all different (4) ... and they all seem to be having a good time. The older people there are maybe (5) ... and you can see there's a lady on the right there – the lady in the green T-shirt – it might be her (6) ... because everybody's around her or looking at her. It's a (7) ... scene anyway. We celebrated my grandfather's birthday recently and it was a bit like this.

birthday different formal friendlier groups relaxed restaurant

Text B

Well, both photos show (1) ... of people who seem to be enjoying a meal together. The photos are similar in that way. The settings are (2) ... though. As you can see, the situation in photo A is a lot less (3) Everyone is more relaxed. They're in casual clothes and the atmosphere is friendlier. Maybe they're celebrating someone's (4) On the other hand in the second picture the situation is different. There isn't anyone who looks (5) They're a lot more serious and everyone is in formal clothes. You can also see that the surroundings are more formal. They might be somewhere like a hotel or an expensive (6) Anyway, I'd prefer to be in the first place. It looks a lot (7) ... to me, and more comfortable.

- 2 Write a description of photo C below in your notebook. Answer the questions and use the Key phrases. Then compare your descriptions.

- Where are the people? What kind of place is it? How do you know?
- What are the people doing? How do you know?
- How do you think they're feeling? How do you know?
- Describe the atmosphere and / or the weather.
- What time of year is it?
- Have you ever been in this type of situation? If so, describe it.

Key phrases

Describing a picture

As you can see, this photo shows ...

I suppose ...

Probably / Maybe ...

It looks like ...

She / He looks ...

They seem to / could / might be ...

- 3 Write a comparison of photos C and D below in your notebook. What are the similarities and differences between the two photos? Use the Key phrases. Then compare your answers.

Key phrases

Comparing pictures

Both photos show ...

The pictures are similar in that way.

In picture C On the other hand in picture D

The situation is different because ...

You can also see that ...



Starter C: People together

SB pages 8 & 9

- 1 Focus on photos A and B and ask: *What do the photos show? What is happening in each one?* Elicit some ideas, then ask students to read the two texts, ignoring the gaps. Ask: *Which text compares the two photos?* (Text B). Students then complete the texts with the words in the boxes.

ANSWERS

Text A

- 1 garden 2 restaurant 3 celebrating 4 ages
5 grandparents 6 birthday 7 happy

Text B

- 1 groups 2 different 3 formal 4 birthday 5 relaxed
6 restaurant 7 friendlier

- 2 **SPEAKING** Focus on photo C and check that students know the word *beach*. Read through the Key phrases with the class and check that students understand them all. Students write a description of the photo, including their answers to the questions and using the key phrases. Ask some students to read their descriptions to the class. Ask other students in what ways their own descriptions were different.

POSSIBLE ANSWER

As you can see, this photo shows some people on a beach. I suppose it is a holiday resort because a lot of people are on holiday. The people are sitting in the sun or swimming in the sea. Not many people are swimming in the sea. Maybe this is because it's a bit cold. It looks like it isn't very warm because there's a woman at the front of the picture who's wearing a jumper. There's a woman in an orange bikini in the front right of the photo. It looks like she's just come out of the sea. She looks a bit cold, I think. Two people, a man and a woman, are standing still. They seem to be watching some children playing. I suppose they are watching their own children. I've been on holidays like this a few times with my family. We often go to a small beach in Greece. There aren't many people there, and the sea is lovely and blue. My sister and I love swimming in the sea, but my parents prefer to relax on the beach. I think the beach is a great place to relax and forget about all your worries.

- 3 **SPEAKING** Read through the Key phrases and check that students understand them all. Students write a comparison of the two photos using the Key phrases. Ask some students to read their comparisons to the class. Ask other students to listen and note down the Key phrases in the comparisons.

POSSIBLE ANSWER

Both photos show people who seem to be on holiday. The pictures are similar in that way. The settings are different, though. In picture C there are a lot of people on a beach. It looks like a popular tourist beach. People are relaxing by sitting on the beach, or swimming in the sea. On the other hand, in picture D there are only four people. The situation is different because they seem to be in a different country, maybe in Africa, because they are looking at wild animals. You can see that it is a different kind of holiday, maybe a safari holiday. You can also see that they look quite serious. Anyway, I'd prefer to be in the place in photo C because I enjoy swimming in the sea and relaxing on the beach when I go on holiday.

Grammar revision C

A Read out the examples. Students choose the correct words in sentences 1–3.

ANSWERS

1 after 2 before 3 articles and pronouns

B Read out the examples. Students translate the examples, then answer the questions.

ANSWERS

1 Singular.

2 In questions and negatives we tend to use *any*-.

LANGUAGE NOTE Students often forget that in negatives and questions we use forms beginning with *any*-: *I didn't see anybody*. NOT *I didn't see nobody*; and *Is there anything in the fridge?* NOT *Is there something in the fridge?*

C Students match the descriptions 1–4 with the sentences A–F. Check answers, then elicit the answer to the question.

ANSWERS

1 B, F 2 E 3 A, D 4 C

We use *more* with comparatives and *most* with superlatives when the adjective has two or more syllables.

LANGUAGE NOTE Students often forget that we use *than* with comparatives: *He's more intelligent than me*. NOT *He's more intelligent that me*. They may also forget that we don't use *more* with comparatives ending in *-er*: *She's taller than me*. NOT *She's more taller than me*.

D Read out the examples. Elicit the answers to the questions.

ANSWERS

a) Sentence 3 has the same meaning as Sentence 1.

b) Sentence 2 shows us that two photos are equally interesting. The opposite of *more* is *less*. The opposite of *most* is *least*.

Grammar Workshop

The Grammar Workshop for the Starter Unit on pages 117–118 has more information on all the grammar points on this page. You could refer students to the Grammar Workshop now and go through it as a class. Students can refer to the information to help them with the practice exercises.

Practice

4 Refer students back to section A of the Grammar presentation. Students order the words and rewrite the sentences.

ANSWERS

- 1 All of us are blond.
- 2 My brother Rick and I both have short hair.
- 3 My sister Ellen and younger brother are both slightly shorter than me.
- 4 Neither Rick nor I are football players.
- 5 My brother Tom and sister Ellen both play.
- 6 None of us ever misses a game.

Fast finishers

Fast finishers can write one or two more sentences using *all*, *both*, etc. When you have checked answers, ask fast finishers to read out their sentences. Correct any errors as a class.

5 Refer students back to section B of the Grammar presentation. Read out the first sentence ending and elicit the answer. Students then complete the remaining sentences with one of the words in brackets.

ANSWERS

- 1 Nobody 2 something 3 everything 4 anything
- 5 Everybody 6 somebody

Fast finishers

Fast finishers can write one or two more sentences using indefinite pronouns. When you have checked answers, ask fast finishers to read out their sentences, omitting the indefinite pronouns. Ask other students to guess the missing pronouns.

6 Refer students back to sections C and D of the Grammar presentation. Ask students to read through the text quickly, ignoring the gaps. Ask: *What do you find most surprising about this family?* Students then complete the text with the correct forms of the adjectives and *more*, *less* and *as* if necessary.

ANSWERS

- 1 as simple 2 largest 3 oldest 4 less complicated
- 5 more mature 6 younger / youngest 7 most difficult
- 8 the most / least organized 9 earlier
- 10 less / least expensive

Extra activity: Speaking

Ask: *What do you think are the advantages and disadvantages of a very big family like the Radfords?* Allow students to prepare their ideas, then ask individual students to tell the class what they think. When they answer, ask other students: *Do you agree or disagree? Why?*

Alternatively, put students into pairs or small groups to discuss the question. Ask pairs or groups in turn to tell the class if they think there are more advantages or more disadvantages to having such a big family.

End-of-unit test, reference and further practice

Grammar Workshop, SB pages 117–118

Speaking Workshop, SB pages 150–157

Starter, WB pages 4–7

Teacher's Resource and Tests CD-ROM

Starter Test, Teacher's Resource and Tests CD-ROM

Grammar revision C

Grammar workshop Pages 117–118

A **NONE, BOTH, ALL, NEITHER** Look at the examples and choose the correct words in sentences 1–3.

- 1 We use *both* and *all* after / before *be* and modal verbs.
- 2 We use *both* and *all* after / before other verbs.
- 3 We use *both of*, *neither of* and *all of* before articles and pronouns / nouns.

They're all chatting.

They all seem happy.

Both photos show groups of people.

All of them are looking at one person.

B **INDEFINITE PRONOUNS** Translate the examples and answer the questions.

- 1 Are the pronouns singular or plural?
- 2 Which form do we tend to use in questions and negatives, *any-*, *some-* or *no-*?

I've looked *everywhere* but I can't find him *anywhere*.
There isn't *anybody* here.

Is there *anything* strange in the picture?

Somebody has eaten the cake.

Nobody / *Everybody* is looking at the camera.

C **COMPARATIVES & SUPERLATIVES** Match 1–4 with A–F. When do we use *more* and *the most* in comparatives and superlatives?

- 1 a regular comparative form
 - 2 an irregular comparative form
 - 3 a regular superlative form
 - 4 an irregular superlative form
- A What's the most expensive restaurant that you know?
B You eat a lot faster than me.
C That's the worst pizza that I've ever had.
D Yes, but it's the tastiest pasta.
E Who was better in the interview?
F I think Shaun was more confident.

D **(NOT) AS ... AS, LESS & LEAST** Look at the examples. Which sentence a) has the same meaning as sentence 1? b) shows us that two photos are equally interesting? What are the opposites of *more* and *most*?

- 1 Picture A isn't *as* interesting *as* picture B.
- 2 Picture A is *as* interesting *as* picture B.
- 3 Picture A is *less* interesting than picture B.
- 4 The *least* interesting photos are of other people's holidays.

Practice

4 Order the words in brackets to complete the sentences in your notebook.

- 1 (of / all / are / us) blond.
- 2 My brother Rick and I (short / hair / have / both).
- 3 My sister Ellen and younger (are / brother / both) slightly shorter than me.
- 4 (nor / neither / Rick / I) are football players.
- 5 My brother Tom and (both / sister Ellen / play).
- 6 (none / us / of) ever misses a game.

5 Complete the sentences in your notebook using *one* of the words in brackets.

- 1 ... knows everything. (Anybody / Nobody / Somebody)
- 2 I learn ... from everyone I meet. (something / anything)
- 3 Money isn't (nothing / everything)
- 4 We aren't ... without love. (anything / nothing)
- 5 ... needs somebody to love. (Everybody / Everything)
- 6 When ... says goodbye to me, I always feel a bit sad. (something / anybody / anything / somebody)

6 Complete the text with the correct forms of the adjectives. Include *more*, *less* and *as if* necessary.

Britain's biggest family

Life in the Radford home isn't (1) ... (simple) as in most homes. Britain's (2) ... (large) family consists of Noel and Sue Radford and their sixteen children, who all live in the same house. The (3) ... (old), Chris, wasn't in this photo because he was at work.

Things have become a little (4) ... (complicated) in recent years because some of the children are now (5) ... (mature) and can look after the (6) ... (young) ones.

The (7) ... (difficult) time is the morning, when they all need the bathroom, but this is also the time when the family are (8) ... (organized) of all. Mrs Radford gets up (9) ... (early) than the others and wakes them all up.

Another problem is shopping. The family consumes 60 litres of milk a week and fourteen boxes of cereal, so it's best for them to find the (10) ... (expensive) brands.



1

Experiences

Unit contents

- Vocabulary** Get, go, make & do, phrasal verbs (go), verbs and -ed / -ing adjectives
- Grammar** Past tenses, used to and would
- Speaking** Telling a story
- Listening** Answering questions
- Writing** A narrative

Skills Extra lessons

EXTRA LISTENING



The man who sold his life

EXTRA VIDEO



999 emergency

1A Introduction I'd really like to ...

Lead in

1 Think about a-c. Then compare your experiences.

- a a good experience that you've had
- b a bad experience that you've had
- c an experience that you'd like to have

2 Look at the two lists below. Which activities would you like to do? Are there any which you wouldn't like to do?

3 Describe Paul and Adrienne using adjectives from the box. Explain your answers.

adventurous ambitious creative fun
practical romantic sociable sporty

'I think Adrienne is probably adventurous because she wants to see the Great Wall and ride a camel across the desert.'



Things
I WANT TO DO

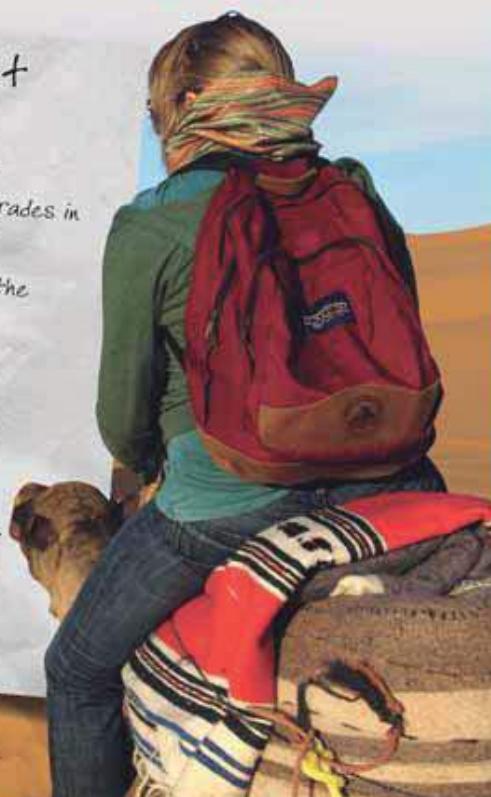
before I'm **25 ...**

Paul's list

- 1 Go hang-gliding.
- 2 Make a zombie film with my friends.
- 3 Ride a Harley Davidson across the USA.
- 4 Get a tattoo.
- 5 Have a massive party for my 18th birthday.
- 6 Go on a date with Maria Sharapova.
- 7 Make a cool website for my band.
- 8 Play football in the Maracana stadium.
- 9 Pass my exams and get a good job.
- 10 Make a fortune.

Adrienne's List

- 1 Learn how to dance salsa.
- 2 See an eclipse from a mountain.
- 3 Do well at school and get good grades in my exams.
- 4 See the Great Wall of China and the Taj Mahal.
- 5 Go backpacking in Australia.
- 6 Dye my hair green!
- 7 Ride a camel across the desert.
- 8 Get fit.
- 9 Do some voluntary work for charity.
- 10 Get married and have a big family.
- 11 Start my own internet business.
- 12 Do a photography course.



1 Experiences

Unit contents

Vocabulary Get, go, make & do, phrasal verbs (go), verbs and -ed / -ing adjectives

Grammar Past tenses, used to and would

Speaking Telling a story

Listening Answering questions

Writing A narrative

Skills Extra lessons

Extra listening The man who sold his life

Extra video 999 emergency

1A Introduction: I'd really like to ...

SB pages 10 & 11

Lead in

1 **SPEAKING** Students prepare their ideas individually. Ask individual students to tell the class about their experiences. Ask who else has had or would like to have similar experiences. See who in the class has had the most exciting experiences. Alternatively, put students into groups or pairs to discuss their ideas. Ask one student from each group to tell the class about one of their classmates' experiences.

2 Read through the lists with the class and teach any unfamiliar vocabulary. Students decide which activities they would and wouldn't like to do. Ask them to choose the five activities they would most and least like to do.

Ask individual students to tell the class which activities they have chosen. Ask other students to agree or disagree, and encourage them to give reasons.

Fast finishers

While students are choosing their activities, fast finishers could add two more activities to each list that they think Paul and Adrienne would enjoy. At the end, ask them to tell the class which activities they chose, and why. Ask other students if they agree.

3 **SPEAKING** Read out the adjectives in the box to model pronunciation. Allow students time to prepare their ideas. With stronger classes, ask students to think of a sentence using each adjective. In a weaker class, students can choose three or four adjectives and make sentences using these. Tell all students they should give reasons for their answers. Ask individual students to tell the class their ideas. Ask other students if they agree. Ask: *Are you more like Paul or Adrienne? Why?*

Extra activity: Speaking

As a class, brainstorm other adjectives for describing people's character. Write them on the board. Possible adjectives are: *outgoing, confident, brave, sensitive, caring, considerate*.

Ask individual students which adjectives in the box and on the board best describe them, and why.

Extra activity: Vocabulary

Point out that all the adjectives in the box are positive. Ask: *Which adjectives have an opposite?* Elicit answers and write them on the board: *unadventurous, unambitious, impractical, unromantic, unsociable*.

Brainstorm other negative adjectives for describing people, and write these on the board, e.g. *selfish, lazy, boring*.

Allow students time to record all the personality adjectives.

Remind them that it is a good idea to record vocabulary in sets.

Vocabulary

Get, go, make & do

4 Do one or two examples with the class. Students copy and complete the table.

ANSWERS

get: a tattoo, a good job, good grades (in my exams), fit, married

go: hang-gliding, on a date (with Maria Sharapova), backpacking (in Australia)

make: a (zombie) film, a website, a fortune

do: well (at school), (some) voluntary work, a (photography) course

1 go 2 get 3 make 4 do

5 Check that students understand the words in the box.

Students add the words to the table.

ANSWERS

get: a rich girlfriend, better at tennis

go: climbing, sailing

make: a fantastic meal

do: a business course

6 **SPEAKING** Students complete the options with the correct verbs. Check answers, then ask individual students the questions. Encourage them to give reasons for their answers. Alternatively, ask one student the first question. That student then chooses one of their classmates and asks them the second question. Continue in this way, with different students asking and answering questions. You could go through the questions twice, to make sure that all students participate. Students could also ask and answer the questions in pairs or small groups. Monitor while students are working, and ask some students to tell the class something they learned about their classmates.

ANSWERS

1 do 2 make 3 go 4 make 5 get 6 go

7 do 8 get

Webquest

Discuss the meaning of *bucket list* (see Fact file), then ask students to search for some bucket lists online. They could search for 'my bucket list' to find examples of individual lists. They then choose six interesting ideas to note down. Ask some students to read their lists to the class and give reasons for their choices. Ask if any other students have similar things on their lists.

Fact file

The term *bucket list* means a list of things you want to do before you die. It comes from the informal expression *to kick the bucket*, meaning 'to die'. The idea was popularized by a 2007 American film called *The Bucket List*, a comedy about two terminally ill men who go on a road trip with the aim of doing as many of the things on their lists as they can before they die.

Video

7 1-04 Play the video for students to watch and note down the activities the people mention.

Video script, page T124

ANSWERS

Go hang-gliding.

Ride a Harley-Davidson across the USA.

Go to / See the Great Wall of China.

Do well (at school).

Make a fortune.

8 1-04 Allow students time to read the sentences. Play the video again for them to listen and complete the sentences.

Video script, page T124

ANSWERS

1 try it

2 hang-gliding

3 the Grand Canyon in Arizona.

4 have a great big house and be unhappy.

5 a job that I don't like.

6 go to another country

9 Read through the Key phrases with the class and ask students to think of ways of finishing them. Ask some students to say their sentences for the class. Correct any errors.

Make sure students understand that *I'd rather ...* is another way of saying *I'd prefer to ...*. Point out that it is followed by the plain infinitive, not *to + infinitive*: *I'd rather go ...*.

10 **SPEAKING** Allow students time to make their lists. With stronger classes, students could include ten items on their list. Weaker classes could list six items.

Ask individual students to read their lists to the class. Ask other students: *Which of those things would you like to do?* Students respond, using the Key phrases.

This activity could also be done in small groups or pairs. Monitor while students are working, and encourage them to use the Key phrases to compare their ideas.

Speaking Workshop, SB page 150

Reference and further practice

Photocopiable video script, page T124

Vocabulary Workshop, SB pages 134–135

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 1 pages 8–9

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

Vocabulary *Get, go, make & do*

- 4 Copy and complete the table in your notebook with expressions from Paul and Adrienne's lists. Then complete sentences 1–4 with *get, go, make* and *do*.

get	go	make	do

We can use

- 1 ... + verb + -ing for adventure activities.
- 2 ... to mean 'obtain' or 'become'.
- 3 ... in fixed phrases and to mean 'create'.
- 4 ... in fixed phrases and to talk about tasks and courses.

Vocabulary Workshop Pages 134–135 

- 5 Add these words to the table in exercise 4.

a business course a fantastic meal
a rich girlfriend better at tennis climbing sailing

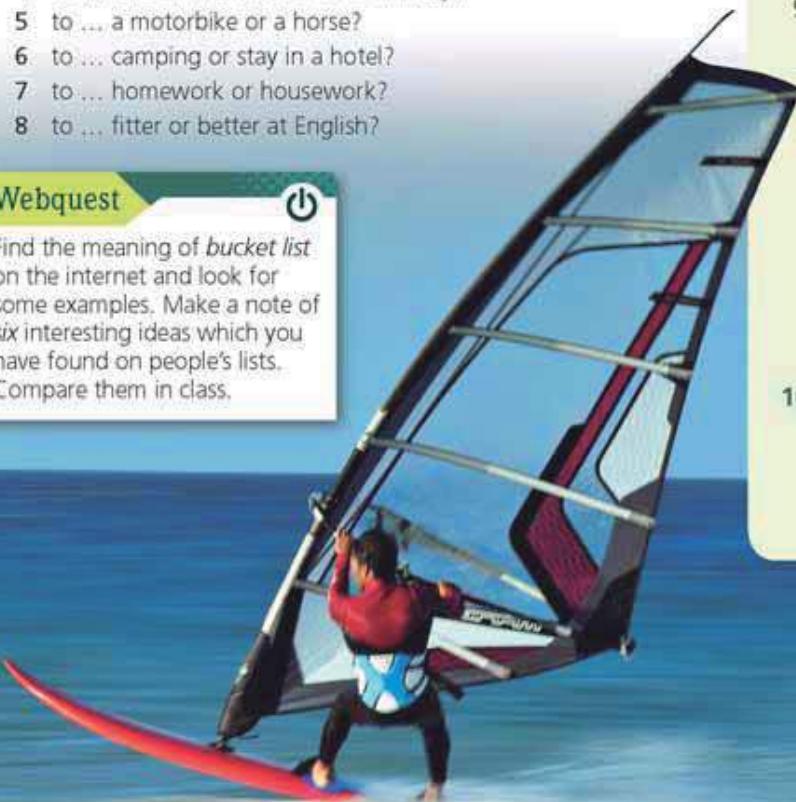
- 6 Copy and complete options 1–8 with *get, go, make* or *do*. Then ask and answer the questions.

Would you prefer ...

- 1 to ... a photography course or a music course?
- 2 to ... a horror film or a music video?
- 3 to ... windsurfing or trekking?
- 4 to ... a lot of friends or a lot of money?
- 5 to ... a motorbike or a horse?
- 6 to ... camping or stay in a hotel?
- 7 to ... homework or housework?
- 8 to ... fitter or better at English?

Webquest

Find the meaning of *bucket list* on the internet and look for some examples. Make a note of six interesting ideas which you have found on people's lists. Compare them in class.



Video

- 7  1.04 Watch or listen to three people talking about things which they'd like to do. Which activities do they mention from Paul and Adrienne's lists?



- 8  1.04 Watch or listen again. Complete the sentences in your notebook.

- 1 What about you? Would you like to ... ?
- 2 I like the idea of ... but I'm not sure if I'd be brave enough to do it.
- 3 More than anything in the world I'd love to go to ...
- 4 I'd definitely prefer to have a small apartment and be happy than ...
- 5 I don't like the idea of getting
- 6 Would you prefer to live here or ... ?

- 9 Look at the Key phrases and think of a way to finish each of them.

Key phrases

Expressing preferences

I like / don't like the idea of ... -ing
Would you like to ... ?
I'd love to / like to ...
I wouldn't like to ...
I'd prefer to ... / I'd rather ...

- 10 Make a short list of things which you'd like to do before you're 25. Then compare your ideas. Use the Key phrases.

Speaking Workshop Page 150

1B Reading A bad day

- 1 1.05 Look at the Key skill. Then read through the text quickly. Which headline from A–C cannot be correct?

Key skill

Reading: Getting the general idea

Read quickly though the text. Try to get the main idea of each paragraph. Don't worry if you don't understand every word.

- A Trapped man survives with sweets but no water
 - B Trapped man's colleagues thought he was at home
 - C Emergency bell failed to work when man was trapped in empty building
- 2 Read the text again and answer the questions in your own words in your notebook.
- 1 Where did White's colleagues think that he had gone?
 - 2 What was his biggest fear?
 - 3 Why was he unable to contact anybody?
 - 4 What did he do in order to attract people's attention?
- 3 Write true or false for 1–4. Give evidence from the text for your answers.
- 1 Nicholas had finished work for the day when he was trapped.
 - 2 He always thought that he would survive.
 - 3 The noise of the alarm didn't stop.
 - 4 He got some money because of the incident.

- 4 Find words or expressions in the text which match the definitions.

- 1 suddenly and unexpectedly (paragraph B)
- 2 a difficult or unpleasant experience (paragraph C)
- 3 walked up and down in a small space many times (paragraph C)
- 4 person who mends things in a building (paragraph G)

- 5 Discuss the text.

- 1 How would you feel in this situation?
- 2 How much do you think a settlement should be in this case?
- 3 Have you ever been in a frightening situation? What happened?
- 4 What is your worst fear?

Vocabulary Phrasal verbs (go)

- 6 Match 1–4 with A–D. Then find an example of each phrasal verb in the text.

- A suffer or experience
 - B return
 - C happen
 - D decide not to have something or be unable to have something
- 1 Once I **went without** sweets for two weeks.
 - 2 We've **gone through** some very hard times together.
 - 3 I went once but I'm never **going back**.
 - 4 Something strange is **going on** in that old house!

- 7 Complete the questions in your notebook with phrasal verbs from exercise 6. Then answer the questions.

- 1 Have you ever ... food for a day?
- 2 Name a place you went when you were young that you'd like to ... to.
- 3 According to the news, what's ... in the world at the moment?
- 4 Is the country ... a difficult period at the moment? Why? / Why not?

Vocabulary Workshop Pages 134–135

1B Reading: A bad day

SB pages 12 & 13

- 1 1.05 Read the Key skill box with the class. Students read the text quickly to answer the question. You could set a time limit of 5 minutes, to encourage students to read quickly. You could play the audio while students read.

ANSWER

C

- 2 Students read the text again and answer the questions. Remind students they should use their own words in their answers, and not just copy from the text.

POSSIBLE ANSWERS

- 1 His colleagues thought that he had gone home.
- 2 His biggest fear was that he would die of dehydration.
- 3 He was unable to contact anyone because he didn't have his mobile phone and no one heard the alarm ringing.
- 4 He opened the elevator doors and screamed for help and rang the emergency bell to attract attention.
- 3 Students decide if the sentences are true or false. Tell them they must find evidence in the text to explain their answers.

ANSWERS

- 1 False. 'He was going back to his office ...'
- 2 False. 'At one point, he thought that he might die of dehydration.'
- 3 False. '... he occasionally turned it off.'
- 4 True. '... he received a settlement from the owners of the building.'

- 4 Students find the words in the text.

ANSWERS

- 1 abruptly
- 2 ordeal
- 3 paced
- 4 maintenance worker

- 5 SPEAKING Check that students understand *settlement* (a payment made to someone for harm that they have suffered). Allow students time to prepare their ideas.

Ask individual students the questions, and encourage other students to agree or disagree. If students seem embarrassed about question 4, ask: *What other fears do people have?* Build up a list of fears on the board, then ask: *Which do you think is worst? Why?*

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask one student from each pair or group to tell the class about their discussions.

Extra activity: Vocabulary

Ask students to find the following words in the text and write down what each one means. Tell them to try and work out the meanings from the context. Check answers, then ask students to write an example sentence for each word.

- 1 deserted
- 2 exclusive
- 3 sustenance
- 4 delirious

POSSIBLE ANSWERS

- 1 (paragraph B) completely empty (e.g. *I wouldn't like to sleep in a deserted building.*)
- 2 (paragraph D) only published in one newspaper or magazine (e.g. *I read an exclusive interview with Rafael Nadal.*)
- 3 (paragraph E) food (e.g. *I was tired after my walk, and needed sustenance.*)
- 4 (paragraph G) unable to think clearly because you are ill (e.g. *She was delirious when she had a fever.*)

Vocabulary

Phrasal verbs (go)

- 6 Students match the phrasal verbs with their meanings, then find examples in the text.

ANSWERS

- 1 D (*going 41 hours without water* – paragraph E)
- 2 A (*Man goes through 41-hour elevator ordeal* – Heading)
- 3 B (*He was going back to his office* – paragraph B)
- 4 C (*White had no idea what was going on outside* – paragraph C)
- 7 Students complete the questions. Check answers, then allow students time to prepare their answers. Ask individual students the questions, or put students into pairs or small groups to ask and answer them. Monitor while they are working, then ask some students to tell the class what they learned about their classmates.

ANSWERS

- 1 gone without
- 2 go back
- 3 going on
- 4 going through

Focus on the vocabulary box about British and American English. Students find the words in the text and complete the UK equivalents. Ask students if they know any other American words.

ANSWERS

candy – sweets
cell phone – mobile phone
elevator – lift

Extra activity: Vocabulary

Ask students to choose three of the British or American words in the box and write a sentence containing each one. They then close their books. Ask students in turn to read out one of their sentences. Other students must identify the British / American word and give the alternative. The first student to do this correctly in each case gets a point. Continue until all the vocabulary has been covered. See who has the most points at the end.

Fact file

The story told in the text is true. The incident took place in 1999 in the McGraw-Hill building in New York City. Nicholas White sued the company for \$25 million, but received a much lower settlement in the end (the exact figure is not known). In the process of the lawsuit, he lost his job and his home.

Webquest

Students could do an internet search for 'Nicholas White elevator'. They will find more details of the story, interviews with Nicholas, and a short video which shows a speeded-up film from the surveillance camera in the elevator. Ask students what interesting facts they discovered, and ask what they learned about Nicholas's ordeal from watching the video.

Extra activity: Speaking

Write a list of key words from the story on the board: *working late, cigarette, elevator, pace around, cell phone, candy, water, lie down, doors, emergency bell, maintenance worker, intercom, settlement*.

Ask students to close their books, and tell them they are going to re-tell the story. Ask a student to start the story off, then go around the class, asking students in turn to add a sentence to the story. Students can check in their books at the end, to see if they missed out any important details.

Students could also do this activity in pairs or small groups. Monitor while students are working, then ask groups or pairs in turn to tell the class which parts of the story they remembered well, and which details they missed.

Extra activity: Speaking

If students have mobile phones, ask them to imagine that they are stuck in a lift, but they have no signal. Tell them they are going to record part of a 'video diary' on their phone, in which they talk about how long they have been in the elevator and how they are feeling.

Allow students time to prepare their ideas, then ask them to record their video diary. Students can swap with a partner and watch their partner's video diary. Ask some students to tell the class how well their partner acted!

Alternatively, students could record their video diary for homework, then show it to a partner in the next class.

Extra activity: Exam practice

Ask students to close their books. Write the following gapped sentences on the board. Ask students to complete them by adding a suitable word in each gap. Students can check their answers in the text.

- 1 It was the longest cigarette break _____ Nicholas White's life.
- 2 He went outside _____ a smoke.
- 3 He paced around the elevator _____ a bug trapped in a box.
- 4 After _____ certain amount of time I knew I was in big trouble.
- 5 He didn't know _____ was going on outside.
- 6 At _____ point, he thought he might die of dehydration.
- 7 He pulled open the lift doors and screamed _____ help.
- 8 He heard a voice on the intercom asking _____ anyone was there.

ANSWERS

1 of 2 for 3 like 4 a 5 what 6 one 7 for 8 if

Extra activity: Exam practice

Ask students to write a story beginning with the words: *My ordeal started on Friday evening*.

Tell students they should write 120–180 words.

If students need more help with ideas, tell them that the story could be about being trapped somewhere, and should have a happy ending.

Students can swap stories with a partner and offer advice and corrections. Ask some students to read their stories to the class. You can use this activity to assess students' abilities in preparation for the writing task later in the unit.

Reference and further practice

Vocabulary Workshop, SB pages 134–135

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 1 pages 8–9

Reading, WB Unit 1 page 14

Reading reference, WB pages 106–107

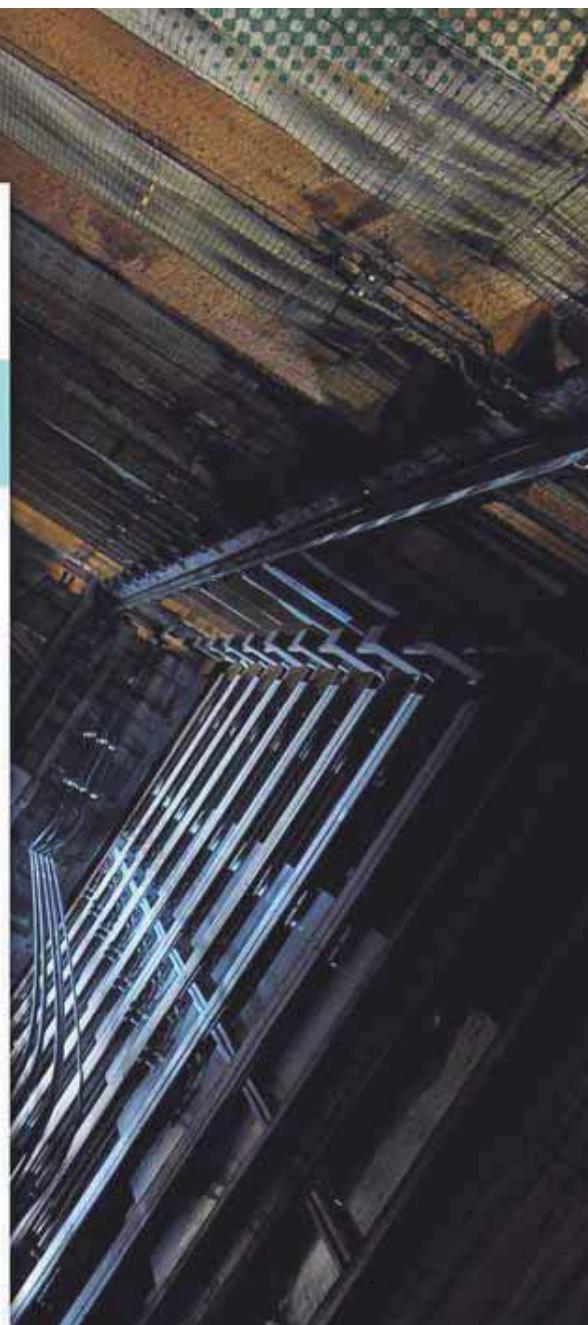
Teacher's Resource and Tests CD-ROM

VocApp

TRAPPED!

MAN GOES THROUGH 41-HOUR ELEVATOR ORDEAL WITHOUT FOOD OR WATER

- A It was the longest cigarette break of Nicholas White's life.
- B The New York production manager was working late one Friday night in October when he went outside for a smoke. He was going back to his office on the 39th floor when the elevator stopped abruptly. White pressed the alarm, letting it ring and ring. But at 11 p.m. the building was deserted, and it was nearly two days before he was rescued.
- C White had no idea what was going on outside. He paced around the elevator like a bug trapped in a box, fighting claustrophobia every minute of his 41-hour ordeal, which was captured on a video surveillance camera.
- D 'After a certain amount of time I knew I was in big trouble,' White told *Good Morning America* in an exclusive interview.
- E He had no watch, no cell phone, no water, and didn't know what was going on outside. His only sustenance was a pack of candy, which, he said, isn't a very good meal. The most difficult part of the ordeal, though, was going 41 hours without water. At one point, he thought that he might die of dehydration.
- F Cold but sweating, White lay on the floor trying to stay calm. Then he got up and started pacing. At one point he pulled open the elevator doors and screamed for help. The only response was silence. 'I had no idea if it was day or night,' he said. He rang the emergency bell, but the noise was terrible, so he occasionally turned it off.
- G The security videos later showed that maintenance workers were fixing various things in the building, but no one heard him. White prayed for help. On Sunday at 4 p.m., nearly delirious from thirst, he heard a voice on the intercom asking if anyone was there. Finally, he was rescued.
- H When he went back to work, White found out that his colleagues had thought that he had left early that night. He said somebody 'left a note about all of the problems that occurred while I was playing hooky from the job'. After the 41-hour nightmare, he received a settlement from the owners of the building. Amazingly, he still takes elevators. 'Living in Manhattan I'd be seriously limiting my life if I didn't take elevators,' he said.



British and American English

Find the US English words in the text.
Then write the UK English equivalents in your notebook.

US

- bug
- candy
- cell phone
- elevator
- play hooky

UK

- insect
- ...
- ...
- ...
- bunk off (stay away without permission)



1C Grammar Talking about the past

Grammar Workshop Pages 118–121

A PAST SIMPLE & PAST CONTINUOUS Look at the examples of the **past simple** and **past continuous**. Which tense describes:

- a past actions or states which were incomplete or in progress?

- b past actions or states which were complete?

He **was eating** candy when they **found** him.

The alarm **was annoying** him so he **turned** it off.

He **pressed** the button but the door **didn't open**.

He **was shouting** but nobody **was listening**.

B PAST SIMPLE & PRESENT PERFECT SIMPLE Complete the sentences in your notebook with appropriate verbs in the past simple or present perfect simple. Which tense do we use for time periods which are finished?

- 1 a I ... in the lift for an hour yesterday.

b I ... in the lift for the last 20 minutes.

- 2 a We ... skiing last year.

b We ... been skiing yet this year.

- 3 a ... you see her on Monday?

b ... her this year?

C PAST SIMPLE & PAST PERFECT SIMPLE Look at the examples. How do we form the past perfect? In each example, which action happened first?

His friends soon realized that he had gone.

When they found him he had been there for 41 hours.

D PAST SIMPLE, USED TO & WOULD Match examples 1–3 with sentences A–C. In which case do we not use **used to**?

- A a repeated activity in the past

- B one specific action in the past

- C a situation which doesn't exist now

- 1 We all used to eat a lot of candy.

- 2 I used to have good teeth.

- 3 I went to the dentist last Thursday.

We can also use **would + infinitive** to talk about past habits. However, we cannot use **would to** talk about past states. Which of these sentences is **incorrect**?

- A We would often go for a drive at the weekend.

- B My dad would have a fantastic old car.

Practice

1 Complete the sentences in your notebook. Use the past simple and past continuous forms of the verbs in brackets.

1 What ... (she wear) when you ... (go out)?

2 We... (not hear) you because we ... (chat).

3 I ... (see) John while I ... (walk) to school.

4 There ... (be) a storm while we ... (sleep).

5 I ... (hurt) my hand while I ... (play) tennis.

2 Complete the interview in your notebook. Use the present perfect simple or past simple forms of the verbs in the box.

be become break change have win

EXPERIENCES OF A SNOWBOARD FREAK

An interview with Beth Yates

Kaz How long (1) ... a snowboarder?

Beth Nine years now.

Kaz And when (2) ... first ... a champion?

Beth About three years ago.

Kaz How (3) ... snowboarding ... your life?

Beth Well, I travel a lot more, I guess.

Kaz (4) ... you ever ... any accidents?

Beth Yeah, plenty. Over the years I (5) ... six different bones.

Kaz Can you name your best moment?

Beth Yes, when I (6) ... the Burton games last year!



3 Join the sentences in your notebook in a logical order using the blue words. Use the past simple and the past perfect in each sentence.

I (sleep) really well. I (feel) energetic. because

I **felt energetic because I had slept really well.**

1 I (revise) a lot. I (pass) my exams. because

2 I (cry) a lot. I (see) that sad film. after

3 We (go) home. School (close). after

4 They (sell) all the tickets. I (not go). so

5 The exams (finish). I (start) celebrating. **as soon as**

1C Grammar: Talking about the past

SB pages 14 & 15

A Read the examples with the class and point out that the red verbs are past simple and the blue verbs are past continuous. Students read descriptions a and b and decide which tense each describes.

ANSWERS

a past continuous b past simple

Extra activity: Grammar

Refer students back to the text on page 13. Ask them to read paragraph B again and find two more examples of the past continuous and past simple used together. Check answers, and discuss in each sentence which is the action in progress, and which is the complete action.

ANSWERS

The New York production manager **was working** late ... when he **went** outside for a smoke.

He **was going** back to his office ... when the elevator stopped abruptly.

B Students complete the sentences with the past simple or present perfect simple form of an appropriate verb. Check answers, then discuss which tense we use for time periods which are finished.

ANSWERS

1 a was b 've / have been

2 a went b haven't

3 a Did b Have you seen

We use the past simple for time periods which are finished.

LANGUAGE NOTE As well as confusing the present perfect with the past simple, many students also confuse the present perfect with the present simple, when talking about actions that started in the past and are still continuing, e.g. *I've here since 2010. I have lived here since 2010.*

Students also forget that we use *for* with a period of time (*for six years*) and *since* with a point in time (*since 2010*).

C Read the examples with the class. Discuss as a class how we form the past perfect. Discuss as a class which action happened first in the sentences.

ANSWERS

We form the past perfect with *had ('d) / had not (hadn't) + past participle*.

In sentence 1, 'he' **went** first and then his friends **realized**.

In sentence 2, 'he' **was** there **for** 41 hours and then they **found** him.

D Students read examples 1–3 and match them with sentences A–C. Check answers, then discuss as a class in which case we do not use *used to*.

ANSWERS

1 A 2 C 3 B

We do not use *used to* in situation B, for one specific action in the past.

Read the information and discuss as a class which sentence is incorrect. Ask students how they could correct it.

ANSWER

Sentence B is incorrect.

Grammar Workshop

The Grammar Workshop for Unit 1 on pages 118–121 has more information on the tenses presented and practised in the unit. You could refer students to it now to help them with the practice exercises.

Practice

1 Read the instructions with the class and point out that in each sentence students should use one verb in the past simple and one in the past continuous. Do the first sentence with the class as an example. Students complete the remaining sentences. Check answers carefully, if necessary asking for each sentence: *Which is the action in progress? Which action is complete?*

1 **1** was she wearing; went out **4** was; were sleeping

2 **2** didn't hear; were chatting

5 hurt; was playing

3 **3** didn't see; was walking

Fast finishers

Fast finishers can write one or two more sentences using the past simple and continuous. After you have checked answers, ask fast finishers to read out their sentences. Ask other students to identify the past simple and continuous verbs.

2 Read the title of the interview with the class and explain *snowboard freak* if necessary. Read out the first line of the interview and elicit the missing verb form. Students then complete the interview.

ANSWERS

1 have you been

4 Have ... had

2 did you ... become

5 've / have broken

3 has ... changed

6 won

3 Read out the example sentences and answer. Ask: *Which action happened first? Which verb is in the past simple, and which is in the past perfect simple?* Make sure students understand the task. Students join the sentences. Weaker students could work in pairs for this exercise.

POSSIBLE ANSWERS

1 I passed my exams because I had revised a lot.

2 I cried a lot after I had seen that sad film. / After I had seen that sad film, I cried a lot.

3 After school had closed, we went home. / We went home after school had closed.

4 They had sold all the tickets, so I didn't go.

5 As soon as the exams had finished, I started celebrating. / I started celebrating as soon as the exams had finished.

- 4 Ask students to read the story through, ignoring the gaps. Ask: *Who are the men in the photo? What happened to them? Do you remember this story?* Students complete the story. Remind them that for each verb they should choose from the past simple, past continuous, or past perfect simple.

ANSWERS

- 1 was 2 trapped 3 were working 4 had happened
5 became 6 came 7 were watching 8 had been
9 reached 10 showed 11 were

5 1.06 **Listening option** Allow students time to read the task, then play the audio. Students listen and make notes.

■ Audio script, page T124

ANSWERS

There had been an earthquake and a tsunami in the previous few months.

International experts were involved, and the psychologists from NASA were advising rescuers on how to help the men stay happy and healthy while they were trapped underground. The last person to be rescued was Luis Urzúa (the leader of the group).

6 Read through the list of answers with the class and elicit the verb form used in each one. Tell students they should use the same verb form in the questions. Students write questions individually or in pairs.

ANSWERS

- 1 When did the accident happen?
2 What were the men doing?
3 Had other accidents happened there?
4 How many people watched the rescue on television?
5 How long were the miners underground?

Extra activity: Listening

1.06 Write the following questions on the board, or dictate them to the class. Play the audio for students to listen and answer the questions.

- 1 Who arrived at the scene while the miners were underground?
- 2 What were the men doing when they came out of the mine?
- 3 How had Luis Urzúa helped his colleagues to survive?

POSSIBLE ANSWERS

- 1 Journalists from all over the world arrived at the scene.
- 2 Some of the men were smiling, and some were crying when they came out of the mine.
- 3 He had kept calm and organized his men.

7 Students choose the correct options. Check answers carefully, asking students to explain their choices.

ANSWERS

- 1 were winning (The game was still in progress.)
- 2 stopped (When the lift stopped, the person shouted. One action followed directly after another, so we use the past simple.)
- 3 did you go (*Tuesday* indicates a definite point in the past, so we use the past simple.)

4 haven't had (*This term suggests that the term isn't over yet, so we use the present perfect simple.*)

5 had gone (We use the past perfect simple, as one action happened before the other started.)

8 Read through the list of things that people do nowadays, and make sure students understand them all. Read the example sentence with the class and explain the task. Students write sentences with *used to*. Check answers carefully, making sure students spell *didn't use to* correctly.

ANSWERS

- 1 People didn't use to travel by plane.
 - 2 People didn't use to tweet and blog about their lives.
 - 3 Most men used to wear hats.
 - 4 News didn't use to travel fast.
 - 5 There used to be a lot of horses on the streets.
- 9 Read the Key errors box with the class. Students correct the sentences.

ANSWERS

- 1 My aunt would use to have an amazing car.
- 2 I didn't use use to like sport.
- 3 What did he used use to talk about?
- 4 Now I use to usually go out on Saturday night.
- 5 My granddad would use to be a soldier.

Consolidation

10 Students complete the questions. Check the questions and correct any errors, then allow students time to write their answers.

Ask individual students the questions, then ask other students if their answers were similar.

Alternatively, students could ask and answer the questions in pairs or small groups. Monitor while students are working, then ask some students to tell the class something they learned about their classmates.

POSSIBLE ANSWERS

- | | |
|------------|-------------------------------------|
| 1 were | 4 play |
| 2 Have; go | 5 Did |
| 3 did | 6 Had ... learned / Could ... speak |

11 **Speaking option** Allow students time to prepare their talk. Monitor and help if necessary. With weaker classes, write the following questions on the board to give students ideas of what they can talk about, e.g. *When was it? How old were you? What parts did you enjoy? Were there any problems? What can you remember clearly?*

Ask students in turn to give their talk to the class. Encourage other students to ask questions after each talk.

Reference and further practice

- Photocopiable audio script, page T124
Grammar Workshop, SB pages 118–121
Speaking Workshop, SB pages 150–157
Grammar, WB Unit 1 pages 10–11
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
iPack Grammar animations

- 4 Complete the story with the correct forms of the verbs in brackets.
Use the past simple, past continuous and past perfect simple.

Emotional Rescue

On the afternoon of 5 August 2010 there (1) ... (be) an accident at the Copiapó mine in Chile, which (2) ... (trap) 33 miners who (3) ... (work) 700 metres underground. Other accidents (4) ... (happen) in the previous twelve years, but this time the drama soon (5) ... (become) an international event.

When the first miner eventually (6) ... (come) to the surface in October, more than 1 billion people (7) ... (watch) on TV. By that time the miners (8) ... (be) underground for 69 days, and as each one (9) ... (reach) the surface, their faces (10) ... (show) very visible emotions, but all of them (11) ... (be) happy to be alive.



- 8 Write sentences in your notebook using *used to* to describe life in the past.

People didn't use to do triathlons.

Nowadays ...

- ... people do triathlons.
- 1 ... people travel by plane.
- 2 ... people tweet and blog about their lives.
- 3 ... most men don't wear hats.
- 4 ... news travels fast.
- 5 ... there aren't a lot of horses on the streets.

Key errors

usually, used to and would

We use *usually* and *not used to* in the present.

I *used to* usually avoid the lift these days.

We use *use to* in questions and negatives.

Did you *used to live in London?*

We use *would* for habits but not for states.

We *wouldn't used to live in London.*

- 5 1.06 LISTENING OPTION Listen to an extended version of the story in exercise 4. Write down in your notebook:

- two things which had happened in Chile that year.
- what the NASA psychologists and international experts were doing while the men were underground.
- who was the last person to be rescued.

- 6 Write questions about the story for these answers.

- 1 It happened on 5 August 2010.
- 2 They were working in a mine in Chile.
- 3 Yes, other accidents had happened there.
- 4 More than a billion.
- 5 For 69 days.

- 7 Choose the correct options. Explain your choices.

- 1 They *won / were winning* the game last time I looked at the TV.
- 2 As soon as the lift *stopped / was stopping*, I shouted.
- 3 Where *have you gone / did you go* on Tuesday?
- 4 This term *I haven't had / I didn't have* problems.
- 5 Ana *went / had gone* when I arrived, so I didn't see her.

- 9 Look at the Key errors. Then correct the errors in 1–5 in your notebook.

- 1 My aunt *would have* an amazing old car.
- 2 I *didn't used to* like sport.
- 3 What did he *used to talk about*?
- 4 Now I *use to go out* on Saturday night.
- 5 My granddad *would be* a soldier.

Consolidation

- 10 Complete the questions in your notebook and then answer them.

- 1 What ... you doing at this time yesterday?
- 2 ... you ever been skiing? If so, when did you ... ?
- 3 What TV programmes ... you use to watch when you were young?
- 4 What games would you ... in those days?
- 5 ... you go out last weekend?
- 6 ... you already ... English before you came to this school?

- 11 SPEAKING OPTION Prepare a one-minute talk on topic a or b. Be prepared to answer questions.

- a My first day at school.
- b My last holiday.



1D Practical English Talking about experiences

Vocabulary Verbs and -ed / -ing adjectives

- 1 Look at the verbs. Say whether they are positive or negative.

1 relax	5 annoy	9 disappoint
2 frighten	6 excite	10 exhaust
3 embarrass	7 bore	11 worry
4 surprise	8 depress	12 interest

- 2 Look at the examples. Which of the red words are verbs and which are adjectives? How are the adjectives formed?

Dogs don't really *interest* me. I find them *annoying*.
Swimming is *exhausting*. It *bore*s me.

- 3 Write six opinions about the things in the box. Use adjectives ending in -ing and the verbs from exercise 1.

babies cats classical music exams football
politicians the future the news

- 4 Look at the photos and explain the difference between the adjectives.

1 He's frightening.



2 He's frightened.



- 5 Complete the sentences in your notebook with the correct form of an adjective formed from the verbs in brackets.

- Are you OK? You don't seem very (relax).
- The idea is (excite) but I'm not brave enough.
- The film was a bit (bore) really.
- It's the most (disappoint) news I've ever had.
- I'm really (worry) about going hang gliding.
- That was an (embarrass) moment!

- 6 Make six combinations of words from the boxes. Invent situations to show their meanings.

It was very annoying when I broke my computer.

a bit quite really very

annoying depressing disappointed
exhausted interesting surprised

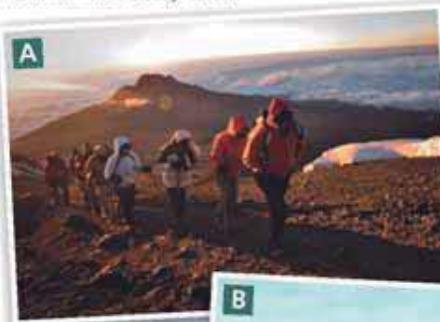
Listening

- 7 Listen. Look at pictures A–C. Which adjectives from this page could you use to describe them? Use one -ing adjective and one -ed adjective in each case.

- 8 1.07 Listen to people talking about the events in the photos. Compare what they say with your answers to exercise 7.

- 9 1.07 Listen again and answer questions 1–3 for each of the dialogues.

- When and where did this happen?
- Why was the person there?
- How did the story end?



C



1D Practical English: Talking about experiences

SB pages 16 & 17

Vocabulary

Verbs and -ed / -ing adjectives

1 Read the first two verbs and ask for each one: *Is it positive or negative?* Students then decide for the remaining verbs. Check answers, and make sure students understand all the verbs.

ANSWERS

- 1 positive 2 negative 3 negative 4 positive
5 negative 6 positive 7 negative 8 negative
9 negative 10 negative 11 negative 12 positive

Fast finishers

Fast finishers can write example sentences for some of the verbs. When you have checked answers, ask fast finishers to read out their sentences, omitting the verb. See if other class members can guess the missing verbs.

2 Discuss the questions with the class.

ANSWERS

Verbs: interest, bores

Adjectives: annoying, exhausting

The adjectives are formed by adding *-ing* or *-ed* to the base form of the verb.

LANGUAGE NOTE Students often forget that for verbs that end in *-e*, we just add *-d* (not *-ed*) to form adjectives: *bored, excited*. We also delete the *-e* before adding *-ing*: *boring, exciting*. NOT *boreing, exciteing*.

3 Give an example of an opinion about one of the things in the box, using an *-ing* adjective from exercise 1, e.g. *I think cats are boring*. Elicit one or two similar examples from the class. Students then write their opinions.
Ask some students to read out their opinions. Ask other students if they agree. Correct any errors.

4 Ask students to look at the photos and think about the difference in the adjectives. Discuss with the class.

ANSWERS

In sentence 1, the man is making someone else feel afraid.
In sentence 2, the man is feeling afraid.

5 Students complete the sentences with the correct adjectives formed from the verbs.

ANSWERS

- 1 relaxed 2 exciting 3 boring 4 disappointing
5 worried 6 embarrassing

6 Read the example sentence with the class and elicit one or two more examples. Students then write their sentences.
Ask some students to read their sentences to the class.
Encourage the class to correct any errors.

Extra activity: Vocabulary

Ask students to write three questions using *-ed* or *-ing* adjectives. Students in turn choose a classmate and ask one of their questions. If the question includes an *-ing* adjective, the classmate must answer using an *-ed* adjective, and vice versa, e.g. *Was your last lesson boring? Yes, I was very bored.*

Continue until most students have participated.

Listening

7 **SPEAKING** Allow students time to think about their answers, then elicit possible adjectives for each photo from the class. Write these on the board.

8 **▶** 1.07 Play the audio for students to listen and compare the adjectives that are used with the ones on the board (the adjectives used in the audio are: A exhausted, relaxing; B worried, frightening, shocked; C exciting, surprised).

Audio script, page T125

9 **▶** 1.07 Allow students time to read the questions. Play the audio again, pausing after each dialogue for students to write their answers.

Audio script, page T125

POSSIBLE ANSWERS

Dialogue 1

- 1 It happened last June at the top of Mount Kilimanjaro in Tanzania.
2 The person was on a Scouts expedition.
3 They stayed at the top of the mountain for an hour and admired the view.

Dialogue 2

- 1 It happened on a beach in Portugal last year.
2 They were on holiday.
3 The boy's dad rescued the girl, and she was OK.

Dialogue 3

- 1 This happened at a football match last night.
2 She bought tickets for herself and her boyfriend because it was her boyfriend's birthday and he wanted to go.
3 Their team won the cup in the end.

Extra activity: Speaking

Put students into pairs. Ask them to choose one of the pictures and make a dialogue. They can use the ideas from the audio, or invent their own details. Tell them they must use at least one *-ing* adjective, and one *-ed* adjective. Monitor while students are working, and set a time limit to keep them focused. Ask some pairs to perform their dialogues for the class.

Alternatively, point to one of the pictures and say: *What's he/she saying? What does he/she say after that?* Elicit ideas from the class and build up a model dialogue on the board. Choose two students to perform the dialogue for the class. Encourage them to perform it with feeling, rather than just reading it from the board. To challenge stronger students, you could remove the dialogue from the board and ask them to perform the dialogue from memory. Other members of the class could help if they forgot their lines. Repeat with the other pictures.

Pronunciation

Word stress

10 1.08 Play the first part of the audio for students to listen to a–e. Play the audio again and ask individual students to repeat.

Play the second part of the audio, pausing after each word for students to write. Ask individual students to say the words with the correct word stress, then play the audio again for them to listen and check. Ask some students to repeat.

■ Audio script, page T125

ANSWERS

bored
relaxing
annoyed
photography
sociable
frightened

Extra activity: Speaking

Refer students back to the sentences in exercise 5 on page 16. Ask individual students to read the correct sentences aloud, focusing on the word stress in the adjectives.

ANSWERS

- 1 Are you OK? You don't seem very relaxed.
- 2 The idea is exciting, but I'm not brave enough.
- 3 The film was a bit boring really.
- 4 It's the most disappointing news I've ever had.
- 5 I'm really worried about going hang gliding.
- 6 That was an embarrassing moment!

Speaking

11 **SPEAKING** Use the picture to check that students understand *lightning*.

Students read Peter's statement and think of questions. Bring students' ideas together on the board.

POSSIBLE ANSWERS

Where were you when the storm started?

What did the lightning hit?

When did it happen?

How did you feel during the storm?

12 1.09 Play the audio for students to listen and decide which of the questions on the board he answers.

■ Audio script, page T125

13 1.09 Read through the Key phrases with the class and check that students understand everything. Play the audio again for students to listen for the phrases.

■ Audio script, page T125

ANSWERS

Really?

Where was that?

What was that like?

Oh no!

Cool!

Extra activity: Speaking

1.09 Play the audio again, pausing after the Key phrases. Ask individual students to repeat the Key phrases, copying the stress and intonation on the audio.

Model pronunciation of the remaining Key phrases, using stress and intonation to show surprise or interest. Ask individual students to repeat.

14 Students prepare their ideas. Encourage them to just make notes, rather than writing out their ideas in full. Monitor and help while students are working.

15 **SPEAKING** Use one or two confident pairs of students to demonstrate the task for the class. Students then work in pairs. Set a time limit for this, to keep students focused on the task. Ask some students to tell the class about their partner's experience.

Students could also do this activity in groups, taking turns to talk about their experiences while the others in their group ask questions. Ask one student from each group to tell the class which experience they enjoyed learning about, and why. Alternatively, ask individual students in turn to read the first sentence of their story to the class. Encourage other students to ask questions to find out more about the experience. Encourage them to use the Key phrases.

■ Speaking Workshop, SB page 156

Extra activity: Speaking

Choose two confident students to work as a pair and talk about their experiences in front of the class. Ask other students to listen and note down the Key phrases that they use. You could make this competitive by telling students they should use as many Key phrases as possible. See how many they manage to use. Repeat the activity with different pairs of students.

Reference and further practice

Photocopiable audio script, page T125

Vocabulary Workshop, SB pages 134–135

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 1 pages 8–9

Speaking, WB Unit 1 page 13

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

Pronunciation Word stress

- 10 1.08 Listen to words a–e. Then listen to six more words. Write the words in your notebook and underline the stressed syllable in each.

a quite (kwɔɪt)	b worry ('wɔːri)
c surprised (sɔː'praɪzd)	d embarrassed (ɪm'bærəst)
e interested ('ɪntreṣtɪd)	

Speaking

- 11 Read Peter's statement about his experience in a storm. Think of four questions to ask Peter about his experience. Use **Where ... ? What ... ? When ... ? and How ... ?**.

Peter
'I had an amazing experience once. I was caught in a terrible storm.'



- 12 1.09 Listen to Peter talking to a friend. Does he answer your questions?

- 13 1.09 Listen again. Which of the Key phrases does Peter's friend use?

Key phrases

Reacting to a story

Really? / Cool! / Oh no!

Where / When / Why was that?

Who were you with?

What was that like?

What happened?

I bet that was interesting / frightening / etc.

- 14 Make notes about an experience which you have had. Start by making a sentence with ideas from the table. Then think of what happened, why, where, when and who with.

I had a really strange holiday last year ...

I had a (really) ...	amazing bad great relaxing strange	day experience holiday time	last week last year once recently yesterday
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- 15 Work with a partner and follow the instructions.

Student A: Say the first sentence of your story.

Student B: Find out as much as possible about your partner's experience. Use the Key phrases to help you.

A: I had a really strange holiday last year.

B: Really? Why was that?

Speaking Workshop Page 156

1E Writing A narrative

Model text

1 Read the text and answer the questions in your notebook.

- 1 What was the author's job at the event?
- 2 What was the highlight of the event for the author?
- 3 How did the event affect the author?

2 Read the text again and answer the questions in the Text analysis in your notebook.

3 1.10 LISTENING OPTION Listen to another version of the story. This version is different in six ways. Write down the differences you hear in your notebook.

A MEMORABLE TIME

1 There was a time two summers ago which I remember clearly. I was a volunteer at the Special Olympics, which are for people with learning difficulties. I really enjoyed working with the athletes.

2 I had volunteered two months before, and in August I worked as an assistant, giving help and information to the athletes and their families. At first I found it quite tiring, but eventually I started to enjoy it. Later the organizers gave the volunteers tickets to some of the final events, which were fantastic. While they were competing we were shouting and cheering for the athletes we knew, and at the end of the day we all felt really excited as they received their medals. In the end, we all celebrated at a big party.

3 By the time the games finished I had made good friends with both volunteers and athletes. I've never forgotten that time and even now I'm still in touch with people I met there. It was a special time for everybody.

Text analysis



Paragraph 1

- 1 Is the introduction short or long?
- 2 Does the introduction make reference to the title of the narrative?
- 3 Are the second and third sentences A) a summary of the story or B) the beginning of the story?

Paragraph 2

- 4 What tense is highlighted?
- 5 What other tenses are there in this paragraph?
- 6 We make a story more interesting when we add 'qualifiers' like very. What words can you substitute for quite?

Paragraph 3

- 7 Does this paragraph A) summarize the experience or B) explain how the experience affected the writer?
- 8 What is the name of this tense?

1E Writing: A narrative

SB pages 18 & 19

Model text

- 1 Students read the model text and answer the questions.

POSSIBLE ANSWERS

- 1 The author was a volunteer / an assistant at the Special Olympics.
 - 2 The highlight was watching some of the athletes he knew in the final events.
 - 3 The author made good friends with athletes and other volunteers and remembers it as a special time.
- 2 Students read the model text again and answer the questions in the Text analysis box. Go through the questions and answers with the class, explaining that students should think about all these points when they write a narrative.

ANSWERS

- 1 The introduction is short.
 - 2 Yes, the introduction makes a reference to 'remembering' a time, but it does not use the same words as the title.
 - 3 The second and third sentences are a summary of the story.
 - 4 The past perfect tense.
 - 5 past simple, past continuous
 - 6 *a bit, really, very, extremely*
 - 7 This paragraph explains how the event affected the writer.
 - 8 The present perfect, which makes a link between a past event and the present.
- 3 1.10 Listening option Play the audio for students to listen and make a note of the differences between the text on the page and the words they hear.

Audio script, page T125

ANSWERS

Text	Audio
two summers ago	a few years ago
eventually	little by little
Later the organizers gave	The organizers gave
at the end of the day	at the end
In the end	After the events had finished that day
By the time the games finished	During the games

Writing skills

Time expressions (1)

4 Students copy and complete the table with time expressions from the text.

ANSWERS

Beginning and end: at the end of the day, in the end

Sequence of events: eventually, later, by the time

Simultaneous events: as

5 Students complete the sentences with the correct time expressions.

ANSWERS

1 By the time

2 At first; eventually

3 as soon as; In the end

4 while

5 before

6 As

Extra activity: Writing

As a class, brainstorm other time expressions to add to the first two categories in the table in exercise 4. Encourage students to use a wide variety of time expressions in their writing.

POSSIBLE ANSWERS

Beginning and end: In the beginning, To start with, When it was all over

Sequence of events: then, after that, after a while, a little while later, before long, later that day

6 Read through the Key phrases with the class and ask students to find the phrases in the model text. Discuss the answer to the question with the class.

ANSWER

At the end refers to a noun.

Speaking

Preparing to write

7 Students complete the questions with question words from the box.

ANSWERS

1 When 2 Who 3 What 4 What 5 How 6 What

7 How 8 What

8 **SPEAKING** Read out the two tasks in the Writing guide.

Students choose one of the tasks and prepare their answers to the questions in exercise 7. Monitor and help while students are working.

Choose two students and tell them they can each ask the other three questions about their experience. The students ask and answer their questions while the rest of the class listen. Allow other students in the class to ask a few questions, then repeat the activity two or three times, choosing a new pair of students each time.

Alternatively, students could work in pairs or small groups to ask and answer their questions. Monitor while students are working, and ask some students to tell the class something they can remember about a classmate's experience.

Writing

9 Students follow the steps in the Writing guide and write their narrative.

Students can swap their narrative with a partner. Tell them to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Reference and further practice

Photocopiable audio script, page T125

Speaking Workshop, SB pages 150–157

Writing, WB Unit 1 page 15

Listening reference, WB pages 108–109

Writing reference, WB pages 110–118

Writing Tutor, Digital WB

Teacher's Resource and Tests CD-ROM

Writing skills Time expressions (1)

- 4 Copy and complete the table with time expressions from the text.

Beginning and end	at first,
Sequence of events	before / as soon as / after
Simultaneous events	while

- 5 Complete the sentences in your notebook with the correct time expressions.

- ... I arrived, a lot of the food had gone. (at first / later / by the time)
- ..., people felt shy, but ... they were more confident. (eventually / at first / as soon as)
- I started shouting ... I arrived. ... I couldn't speak. (while / as soon as / in the end)
- We had a picnic ... we were watching the games. (by the time / while / eventually)
- We helped prepare the athletes ... the competitions. (after / while / before)
- ... I drove home, I thought about the experience. (by the time / as / later)

- 6 Look at the Key phrases. Does *at the end* or *in the end* refer to a noun?

Key phrases

A narrative

I remember clearly ...

At the end of the day ...

In the end, we all celebrated.

Even now ...

I've never forgotten ...



Speaking Preparing to write

- 7 Complete questions 1–8 in your notebook with the words in the box.

how (x2) what (x4) when who

When preparing to write a narrative, it's a good idea to ask yourself questions. For example:

- ... did this happen and where?
- ... was there?
- ... had happened before the event?
- ... do you remember most clearly?
- ... did you feel when it happened?
- ... were other people there doing?
- ... did you feel afterwards? Why?
- ... effect did it have on you?

- 8 Choose a task from the Writing guide and prepare your answers for the questions in exercise 7. Then ask and answer the questions.

Writing

- 9 Follow the steps in the Writing guide.

Writing guide

Task

Write about a strange or frightening experience which you've had.

OR

Write about your first day at school.
Write 120–150 words.



Think and plan

Spend a couple of minutes thinking about the event. Write down any words which you think are important. Then look back at exercise 7. Organize your ideas from questions 1–8 under these headings:

Paragraph 1

A summary of the story in one or two lines.

Paragraph 2

Details of the event: before, during and after.

Paragraph 3

How you feel now and how the event affected you.

Write and check

Read the Key phrases again. Write a rough version of your narrative using notes from your plan. Then check these points and write a neat version.

- Have you used a variety of tenses?
- Have you included qualifiers and adjectives?
- What time expressions are in your story?
- Have you used any of the Key phrases?

Skills Extra



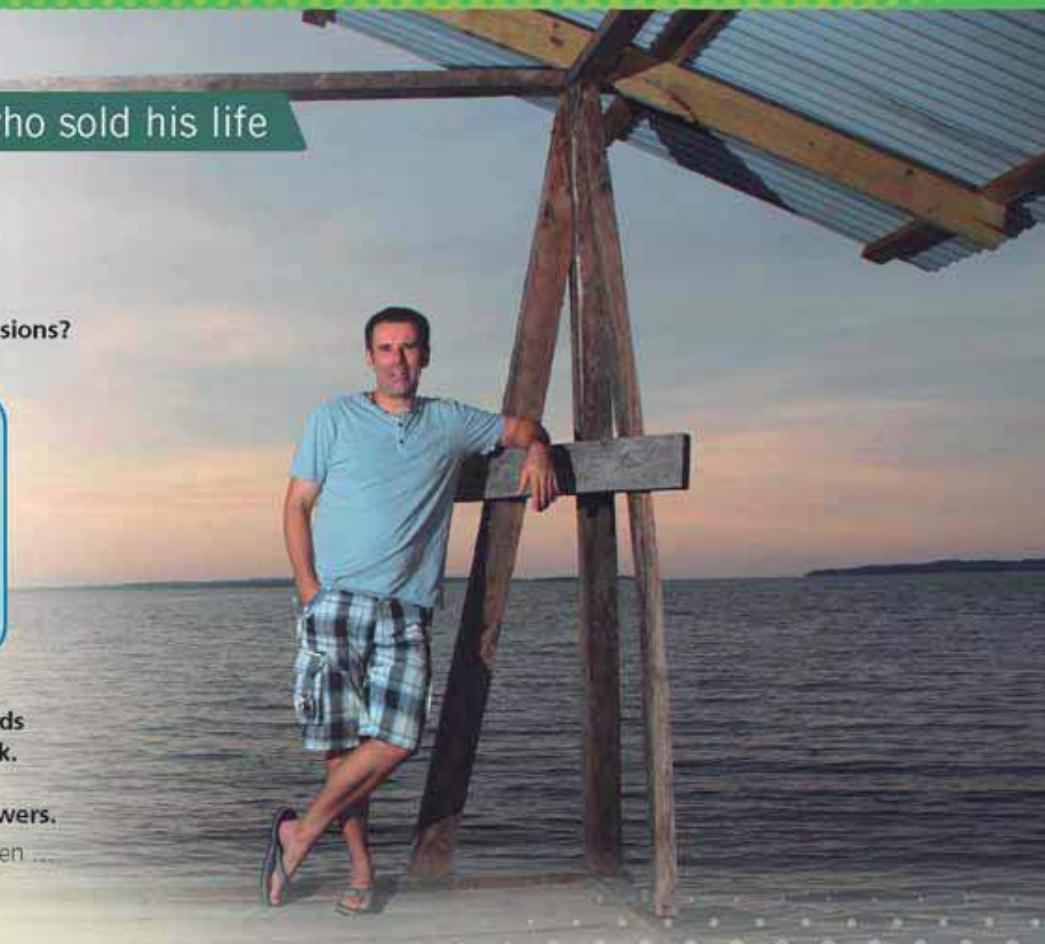
Listening The man who sold his life

- 1 1.11 Look at the information about Ian Usher. What kind of things do you think he did after he had sold his house and possessions? Listen and check.

Ian Usher decided to change his life. So he sold his house, car and all of his other possessions on eBay and set out to do all of the things that he had always wanted to do.

- 2 1.11 Write down the key words in questions 1–8 in your notebook. Then listen to the programme twice and choose the correct answers.

- 1 Ian decided to change his life when ...
A his wife left him.
B he got married again.
C he wanted a new wife.
- 2 The sale included ...
A an introduction to his friends.
B an introduction to his job.
C an introduction to his friends and to his job.
- 3 How many things from his list has Ian completed?
A 100
B 93
C 90
- 4 He met his current girlfriend ...
A in Alaska.
B in Australia.
C in Panama.
- 5 His main reason for staying in Panama was that ...
A he didn't have any money.
B the cost of living there was cheap.
C he liked it so much that he wanted to stay.
- 6 What did he buy in Panama?
A A house.
B An island.
C A boat.



- 7 In the near future ...
A he'd like to spend some time thinking.
B he doesn't want to think about anything.
C he wants to sell his life and start again.
- 8 The journalists think that Ian was ...
A lucky.
B stupid.
C brave.



AUCTION
HOME OPEN:
SAT 21ST JUNE: 1PM TO 3PM
AUCTION STARTS: 12 NOON SUN 22ND JUNE
AUCTION ENDS: 12 NOON SUNDAY 22ND JUNE
eBay.com.au

Skills Extra

SB pages 20 & 21

Listening

The Man Who Sold His Life

1 1.11 Ask a student to read out the information about Ian Usher. Ask individual students to speculate on what he did after he had sold his house and possessions. Write these phrases on the board and encourage students to use them as they speculate: *I think he... , I would guess that he... , I bet he....* Play the audio for students to listen and check.

With weaker classes, you could ask students to note down which of their ideas are mentioned. This will help prepare them for exercise 2

Audio script, page T126

2 1.11 Elicit the key words in question 1 as an example, then allow students time to find the important words in the remaining questions. Discuss as a class which are the important words, and point out to students that they should listen for these words, or words with similar meanings.

Tell students they are going to hear the audio twice, so they shouldn't worry if they don't hear all the answers the first time. Play the audio for students to listen and choose the answers.

Allow students time to read through their answers. They could compare in pairs, and discuss why they chose them. Play the audio again for students to listen and complete their answers.

Audio script, page T126

ANSWERS

Key words (possible answers):

- 1 decided, change, life: A wife left; B married again; C wanted a new wife
- 2 sale included: A friends; B job; C friends and job
- 3 How many, things, list: A 100; B 93; C 90
- 4 met, current girlfriend: A Alaska; B Australia; C Panama
- 5 main reason, staying, Panama: A didn't have any money; B cost of living cheap; C liked, wanted, stay
- 6 buy, Panama: A house; B island; C boat
- 7 near future: A time thinking; B doesn't want think; C wants sell life again
- 8 journalists think: A lucky; B stupid; C brave

Multiple choice answers:

- 1 A 2 C 3 B 4 A 5 B 6 B 7 A 8 C

Fact file

Ian Usher was born in England in 1963, but moved to Perth in Australia to work. In 2008, following his divorce, he 'sold' his entire life on eBay and spent the next two years travelling around the world trying to achieve his 100 goals. Among the goals he achieved were visiting the Great Wall of China, seeing the Grand Canyon in the USA, swimming with whales in Japan, ostrich riding in South Africa, wingwalking on an aeroplane, skydiving, and paragliding. He has written two books: *A Life Sold*, about the sale of his life and his travels around the world, and *Paradise Delayed* about his life on his island in Panama. He now works as an inspirational speaker, encouraging other people to achieve their goals.

Extra activity: Listening

1.11 Write the following questions on the board. Ask students to work in pairs and try to answer them from memory. Play the audio again for students to listen and check their answers. Check answers as a class, and ask who got all the answers right.

- 1 How long could people try Ian's job for?
- 2 How much did Ian sell everything for?
- 3 Which mountain did he see?
- 4 How many things were there on his list?
- 5 What was he building on his island?

ANSWERS

- 1 a few weeks
- 2 \$399,000 (Australian dollars)
- 3 Everest
- 4 100
- 5 a house for himself

Extra activity: Speaking

Ask: *Can you imagine ever doing what Ian did? Why? / Why not?* Discuss the question as a class. Encourage all students to join in and express their opinions.

Alternatively, students could discuss the questions in pairs or small groups. Ask them to note down their reasons. Ask pairs or groups in turn to tell the class what they think about doing what Ian did, and why. Make notes on the board as students report their reasons, listing the reasons under the headings *For* and *Against*. When all students have reported back, see if there are more reasons 'for' or 'against' on the board.

Extra activity: Speaking

Ask: *What questions would you like to ask Ian?* Tell students they are going to role-play an interview with Ian. Brainstorm some questions as a class, and write them on the board. Point to each question in turn and ask: *What might Ian answer?* Brainstorm some possible answers and note key words on the board. Choose a student to be the interviewer and another student to be Ian. Ask them to role-play an interview. Repeat the process, choosing different students. At the end, ask: *Who gave the best answers? Why?*

Students could also work in groups to brainstorm the questions and possible answers. Each group could then choose two students from their group to perform a role-play for the class, using the questions and answers they have prepared. At the end, ask: *Which interview did you enjoy listening to the most? Why?*

Webquest

Students could do an internet search for 'Ian Usher'. They will find Ian's own website, newspaper articles about him, and photos of him on his travels. Ask students what they learned about Ian, and which part of his story appeals to them most, and why.

BBC Video

999 emergency

- 1 Read the words in the box aloud to model pronunciation. Check that students understand them all. Ask individuals to describe each photo. Alternatively, students could describe the photos in pairs or small groups. Allow students time to work in their pairs or groups, then elicit descriptions from the class. Ask: *What do you think happens in the video?* Elicit a range of answers from individual students.

POSSIBLE ANSWERS

Some boys are playing in a football tournament (Picture B). There's a storm, and the boys shelter with the coach under an umbrella (Picture D). One of the boys is hit by lightning (Picture E), and someone calls an ambulance. The air ambulance arrives (Picture A) and a paramedic puts him onto a stretcher, and they take him to hospital (Picture C).

- 2 **VIDEO** Ask students to read the sentences. Check that they understand everything. Students then try to order the story. Weaker students can work in pairs for this activity. Ask some students to tell the class the order they chose, and ask other students if they agree.

Play the video for students to watch and check their answers.

BBC video script, page T146

ANSWERS

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

Helping hand

If you think your students will struggle with exercise 2, ask them to order the story, then play the video once through for them just to watch. Play the video a second time, pausing at key points so that students can match what they are watching to the events described in exercise 2. Play the video through once more for students just to watch. The key points are:

- 1 teams from the south east playing in a pre-season tournament (Sentence C)
- 2 rain teemed down (Sentence E)
- 3 team talk under an umbrella (Sentence A)
- 4 people ran to help – ambulance on the scene (Sentence B)
- 5 carry the boys to the community centre (Sentence D)
- 6 air ambulance arrived (Sentence F)
- 7 recovery in hospital – son visited (Sentence G)

- 3 **VIDEO** Students complete the quotations. Point out that there are two words in the box that they don't need. Play the video again for students to watch and check their answers.

BBC video script, page T146

ANSWERS

- 1 speakers 2 heart 3 precise 4 priority; pulse
- 5 lottery 6 adults
- 4 Write the names of all the people in the story on the board. Check that students know who they are, and what their role in the story is. Ask students to choose one of the people and prepare their answers to the questions. Weaker students could work in pairs. Monitor and help while students are working.

- 5 **SPEAKING** Put students into pairs and explain that they are going to take turns to interview each other, using the questions in exercise 4. Monitor while students are working, and note down errors and also good examples of language use. Have a brief class feedback session at the end.

Alternatively, choose students in turn to play the roles of the journalist and a person in the story. Students can conduct their interviews while the class listens. Ask other students to note down what their classmates did well, and where they could improve. Ask the class to give feedback after each interview.

Fact file

999 is the emergency number in the UK. The same number is used for all four emergency services (police, ambulance, fire service, and coastguard).

Around 240,000 people are struck by lightning worldwide each year, and of these around 24,000 die.

Extra activity: Speaking

Ask: *Would you like to work in the emergency services? Why? / Why not? What other jobs can you do that help people?* Discuss the questions as a class. Encourage all students to join in.

Alternatively, students could discuss the questions in pairs or groups, who can in turn tell the class about their discussions.

Students could also use the questions to prepare a short presentation for the class. Tell them they should give their own reasons for wanting or not wanting to work in the emergency services, then choose two other jobs that can help people and talk about these, explaining how they help people and saying if they would like to do these jobs. Ask students in turn to give their presentations to the class. At the end, ask: *Which presentations did you enjoy listening to? Why?*

Extra activity: Exam practice

Tell students they are going to practise an exam-style speaking task. In the centre of the board, write the following question and draw a circle around it: *What do you think is most important in a job?* Around the question, in separate circles, write these five prompts: *it's interesting, it's well-paid, it helps people, you can travel, it's creative.*

Tell students they are going to answer the question in pairs, talking about all the ideas in the prompts in turn. Tell them they must express their opinion and ask their partner for his / her opinion. Write on the board: *What do you think? Do you agree? And you?* Students can use these questions to help them.

You could also choose pairs of students to discuss in front of the class while other students listen and give feedback.

Reference and further practice

Photocopiable audio / video scripts, pages T126 / T146

Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM



BBC Video 999 emergency

- 1 Look at the video stills and describe what you can see in each, using words in the box. What do you think happens in the video?

air ambulance emergency ward lightning
storm stretcher tournament umbrella



- 2 Read sentences A–G and try to order the story. Then watch the video and check your answers.

- A The coach was giving the boys a team talk under an umbrella when the lightning struck.
- B People ran to help and fortunately there was an ambulance man on the scene.
- C Teams from the south-east of England were playing in a pre-season tournament.
- D People helped carry the boys to the community centre. Meanwhile, Richard Freeman thought his father was dead.
- E The rain ‘teamed down.’ Puddles formed instantly and you couldn’t see up the pitch.
- F An air ambulance arrived later and Matthew Hunt was the first to be flown to Maidstone Hospital.
- G Richard’s father made a recovery in hospital.

- 3 Complete the quotations in your notebook with seven of the words in the box. Then watch the video again and check your answers.

adults anything heart job lottery precise
priority pulse speakers tournament

- 1 **Richard:** ‘You heard the loudest noise I’ve ever heard. Like having concert ... strapped to your ears.’
- 2 **Narrator:** ‘An electric shock often stops the victim’s ... Many of those hit were in cardiac arrest.’
- 3 **Richard:** ‘I could see quite a few scorch marks around. I thought they’d been cut out because they were so ... and sharp.’
- 4 **Paul:** ‘My first ... was to find out those that were responding.’
‘[One young boy] was not breathing and there was no ... He was technically not alive.’
- 5 **Richard:** ‘When I found that he was alive it was like winning the ...’
- 6 **Doctor:** ‘The ... that were around never gave up on them, and happily they’re all now living.’



- 4 Imagine you were in the same situation. Prepare answers for the questions.

- 1 What’s the first thing you remember?
- 2 How did you feel when you realized what had happened?
- 3 What did you do?
- 4 What were the people around you doing?
- 5 How did the story end for you?
- 6 How has the incident affected you?

- 5 Follow the instructions. Swap roles after you have done the activity once.

Student A: You are a journalist. Interview student B, using the questions in exercise 4.

Student B: Answer the journalist’s questions.

2

Tomorrow's world

Unit contents

- Vocabulary** The future, reflexive verbs, phrasal verbs: socializing
- Grammar** Future tenses, time clauses
- Speaking** Making arrangements
- Listening** Answering questions
- Writing** A review

Skills Extra lessons



2A Introduction Into the future

Lead in

1 **Discuss the questions.**

- 1 Do you know any science fiction stories? What are they about?
- 2 Are science fiction stories usually optimistic or pessimistic? Why?
- 3 In general, do you feel optimistic about the future? Why? / Why not?

Listening

2 **1.12 Read the Key skill. Then listen to extracts from three science fiction films and answer questions 1–3 for each one.**

- 1 Where does the scene happen?
- 2 Are you listening to humans?
- 3 Is this a dangerous situation? If so, why?

Key skill

Listening: Listening for gist



- Relax: You probably won't understand every word and you don't need to. Concentrate on the parts which you do understand to get the general meaning.
- Listen for clues: Are some words or topics repeated or emphasized? Can you understand how the people are feeling from the tone of their voices?

3 **1.12 Listen again and answer the questions in your notebook.**

- 1 What is 'the gift' in the first extract?
- 2 What will happen if they do not learn to live in peace?
- 3 In the second extract, what is the relationship between Lara and Paul? What is the problem?
- 4 In the third extract, what happened to the people who used to live on Earth?
- 5 Why are the people there now?

Discuss the questions.

- 1 Which of the films would you like to see? Why?
- 2 What do you think will happen next in each film?

Vocabulary The future

5 **Read the article and choose an opinion from A–C for each book or film.**

- A This will definitely happen.
B There's a chance that this will happen.
C I doubt that this will happen.

6 **Copy and complete the table in your notebook with the blue words from the text, according to your opinion.**

Technology	Problems	Exploring space
robots	overpopulation	space station

7 **Complete the opinions in your notebook with words from exercise 6 and your own ideas.**

Priorities for the future

It will be useful to develop (1) ... because ...

I think that we can prevent (2) ... if we ...

We'll never prevent (3) ... because ...

We don't need to worry about (4) ... because ...

2 Tomorrow's world

Unit contents

- Vocabulary** The future, reflexive verbs, phrasal verbs: socializing
Grammar Future tenses, time clauses
Speaking Making arrangements
Listening Answering questions
Writing A review

Skills Extra lessons

- Extra listening** 3D technology
Extra video The Nazca lines

2A Introduction: Into the future

SB pages 22 & 23

Lead in

- 1 **SPEAKING** Ask questions 1 and 2 to the whole class and elicit a range of responses from individual students. Encourage students to think about films they have seen, as well as books they have read.

To encourage students to join in the discussion for question 3, you could first ask them to work individually and think of three reasons to feel optimistic about the future, and three reasons to feel pessimistic. Encourage them to think about jobs, standard of living, health, the environment and science.

Write the headings *Optimistic* and *Pessimistic* on the board, and ask students to share their ideas with the class. Make notes on the board, then ask students to decide which reasons they agree with most strongly. You could have a class vote to see if the majority of students feel optimistic or pessimistic overall.

Alternatively, put students into groups or pairs to discuss questions 1–3. Ask one student from each pair or group to tell the class about their discussions.

Listening

- 2 1.12 Read the Key skill box with the class, then allow students time to read the questions. Play the audio for students to listen and answer the questions. Pause after each extract to allow students time to write their answers.

Audio script, page T127

ANSWERS

Extract 1

- 1 On planet Earth.
- 2 No, we are listening to aliens.
- 3 No, it's not a dangerous situation. The aliens have taken away all weapons.

Extract 2

- 1 In a laboratory.

- 2 We are listening to a human and a computer.
3 Yes, it's a dangerous situation for Paul. Lara is not following instructions.

Extract 3

- 1 On planet Earth.
- 2 Yes, to two humans.
- 3 Yes, it's a dangerous situation. Something happens to Jensen.

3 1.12 Allow students time to read the questions, then play the audio again for students to listen and write their answers. Check answers with the class.

There is an extra listening activity on page T23.

Audio script, page T127

ANSWERS

- 1 The gift is technology for an energy reactor that doesn't cause pollution.
 - 2 The aliens will return to destroy them.
 - 3 Paul is a programmer, and Lara is a computer. The problem is that Lara is not following Paul's instructions any more.
 - 4 They died from an illness that killed everyone.
 - 5 To collect plant specimens.
- 4 **SPEAKING** Ask individual students the questions. Alternatively, students could discuss the questions in pairs or small groups. Set a time limit to keep them focused on the task, and tell them they should come up with an imaginative idea of what will happen next in each film. Monitor while students are working, then ask pairs or groups in turn to report their ideas to the class.

Vocabulary

The future

- 5 Read through opinions A–C with the class and check that students understand them. Ask: *Which one means it is possible?* (B) *Which means that it probably won't happen?* (C) Students read the article and choose an opinion for each book or film. Ask students to tell the class which ideas they think are most and least likely, and why. Encourage other students to join in and give their opinions.
- 6 Students complete the table with the blue words from the text. Check answers, and check that students understand all the words. Model pronunciation of the words.

POSSIBLE ANSWERS

Technology: robots, artificial intelligence, virtual world

Problems: war, crime wave, epidemic, climate change, pollution, catastrophe, overpopulation

Exploring space: space travel, colony, alien, space station

- 7 Students complete the opinions with words from exercise 6 and their own ideas. Ask some students to share their ideas with the class. Ask other students if they agree.

8 **SPEAKING** Read through the Key phrases with the class and check that students understand them all. Allow students time to prepare their ideas, but encourage them to just make notes, rather than writing sentences.

Ask individual students to tell the class their ideas about each topic. Ask who has similar ideas, and who disagrees. Alternatively, put students into pairs or small groups. Ask them to compare their ideas and agree two predictions for each topic. Monitor while students are working, and ask pairs or groups in turn to present their predictions to the class. Discuss as a class which predictions are most likely overall.

Speaking Workshop, SB page 155

Fact file

Robopocalypse is a book by American writer and robotics expert Daniel H Wilson, published in 2011.

Robocop (1987) is a science fiction film directed by Paul Verhoeven and starring Peter Weller. A cyborg is a creature that has some living parts and some machine parts, so is half-human, half-robot. A new version of the film, set in 2028, was released in 2014 starring Joel Kinnaman.

The Great Bay: Chronicles of the Collapse is a prize-winning science fiction novel by Dale Pendell, published in 2010.

Ready Player One is a novel by American novelist and screenwriter Ernest Cline, published in 2011.

Lost in Space (1998) was originally an American TV series which ran from 1965 until 1968. The story was made into a film starring Gary Oldman and William Hurt in 1998.

Pacific Rim (2013) is an American science fiction film directed by Guillermo del Toro.

The Hunger Games (2012) is a science fiction adventure novel by American writer Suzanne Collins, published in 2008. It is the first novel in *The Hunger Games Trilogy*, followed by *Catching Fire* (2009) and *Mockingjay* (2010). The novel was made into a film, which was released in 2012.

Elysium (2013) is an American science fiction film directed by Neill Blomkamp and starring Matt Damon and Jodie Foster.

Logan's Run (1976) is a novel by William F Nolan and George Clayton Johnson, published in 1967. Logan is a police assassin whose job it is to find and kill people who have reached the age limit allowed by the State, but who are trying to escape. A film adaptation was made in 1976.

Webquest

For homework, students could choose a film from the list of books and films on page 23 and find out more about it. They could search online to find details of the actors and director, and download stills from the film. A lot of films have an official website which students could visit to watch clips from the film. In the next lesson, students could present what they found out to the class or in small groups.

Extra activity: Listening

10 1-12 Write the following sentences about the listening extract on the board. Students can decide from memory if they are true or false. Play the audio again for students to check their answers.

- 1 The aliens have now finished their work on Earth.
- 2 The people on Earth have weapons to fight the aliens.
- 3 Lara has no sense of humour.
- 4 Lara wants to be in charge now.
- 5 The man's parents went to Mars after the sickness started on Earth.
- 6 The woman believes that everyone on Earth died during the sickness.

ANSWERS

- 1 True.
- 2 False. (The aliens destroyed them all.)
- 3 False. (Paul gave her a sense of humour.)
- 4 True.
- 5 False. (They were on Mars when the sickness started.)
- 6 True.

Reference and further practice

Photocopiable audio script, page T127

Vocabulary Workshop, SB pages 136–137

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 2 pages 18–19

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

PREDICTION FICTION

The near future – Robopocalypse

1 A robot with artificial intelligence decides that humans are a problem and tries to destroy them. There is a war between humans and machines.

2020 – Robocop

2 In a mega-city of the future, a cyborg fights a crime wave which is out of control.

2021 – The Great Bay: Chronicles of the Collapse

3 After an epidemic and climate change, people and society become primitive again.

2044 – Ready Player One

4 The real world is an unpleasant place, so most people meet, play and have relationships in a virtual world called OASIS.

2058 – Lost in Space

5 Earth becomes uninhabitable due to pollution. Space travel is possible, and people start a colony on another planet.

2094 – Pacific Rim

6 Giant robots controlled by humans defend planet Earth against an alien attack.

2108 – The Hunger Games

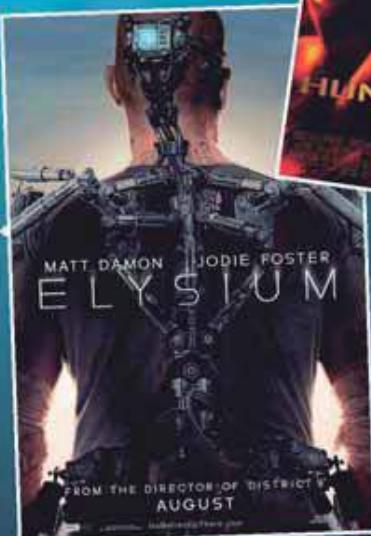
7 A catastrophe has almost destroyed civilization. For entertainment in the new world, people watch lethal games on TV.

2154 – Elysium

8 There are two classes of people. The rich live on a space station and the poor still live on a ruined, overpopulated Earth.

2274 – Logan's Run

9 Because of overpopulation on Earth, people are not allowed to live past the age of 21.



8 Make your own predictions about some of the topics below. Use the Key phrases and compare your ideas.

Robots and artificial intelligence Pollution and population

Travel to other worlds The future of school

Cities of the future Contact with aliens

I'm sure that robots will rule the world in the future.

Speaking Workshop > Page 155

Key phrases

Expressing certainty and uncertainty

I reckon / I bet that ...

It's (not) (very) likely that ...

I'm certain / sure / not too sure that ...

It's hard to say whether ...

I doubt that ...



2B Reading Survivalists

1 1.13 Read the text and answer the questions in your notebook.

- 1 What is a 'prepper'?
- 2 What reasons for the preppers' reactions are given in the text?
- 3 What do you think of them?

2 Read the text again and complete the sentences in your notebook in your own words.

- 1 Lisa Bedford's family are preparing for the future by ...
- 2 If there is a bio-terror attack, the Southwicks ...
- 3 Preppers think that after a catastrophe ...

3 Write true or false for 1–4. Give evidence from the text for your answers.

- 1 The risk of natural disasters is not something which worries preppers.
- 2 TV and the internet help preppers to feel safer.
- 3 Lisa and Braxton both involve their children in their preparations.
- 4 The number of preppers is small and becoming smaller.

4 Find words or expressions in the text which match the definitions.

- 1 collecting and keeping a lot of things (paragraph A)
- 2 happening very soon (paragraph B)
- 3 that you cannot avoid (paragraph C)
- 4 increasing suddenly (paragraph D)
- 5 not being sure (paragraph E)

Webquest

Find ideas for preppers.

- What strategies do survivalist groups or blogs recommend?
- What equipment do they recommend?

Vocabulary Reflexive verbs

5 Look at the examples in blue from the text. How do you say the same things in your language?

- 1 Braxton Southwick has spent a year **preparing himself** ...
- 2 The Bedfords, Southwicks and others like them **call themselves** 'preppers' ...
- 3 Preppers generally **consider themselves** practical ...
- 4 Lisa Bedford has **taught herself** to shoot a gun ...
- 5 Maybe the rest of us should **arm ourselves** ...

6 Complete the statements in your notebook with the words in the box.

defend yourself look after itself
prepare ourselves teach myself

- 1 We all need to ... for a catastrophe.
- 2 You should learn how to
- 3 I'd like to ... how to hunt.
- 4 We don't need to worry about the planet. It will

7 Do you agree with the statements in exercise 6? Why? / Why not?

Speaking Workshop > Page 154

Vocabulary Workshop > Pages 136–137



2B Reading: Survivalists

SB pages 24 & 25

1 1.13 Remind students that the first time they read a text, they should read it quickly and not worry if they don't understand every word. Students read the text quickly to answer the questions. You could play the audio while students read. You could set a time limit of 5 minutes, to encourage students to read quickly.

ANSWERS

- 1 'Preppers' are people who prepare in different ways to survive a catastrophe in the future.
- 2 There are so many different and possible disasters. Scare stories in the media and the internet make some people feel that there could be a catastrophe.
- 3 Students' own answers.

Helping hand

If students find the whole text daunting, ask them to read paragraphs A–C first, to find the answer to question 1. Check this answer, then ask them to read paragraphs D–E to find the answer to question 2. Check this, then ask students question 3.

2 Students read the text again and complete the sentences. Remind students they should use their own words in their answers, and not just copy from the text.

POSSIBLE ANSWERS

- 1 Lisa Bedford's family are preparing for the future by storing food, preparing suitcases and money at home, and keeping emergency packs in their cars, to help them survive a disaster.
- 2 If there is a bio-terror attack, the Southwicks will get their packs with protective clothes and supplies and go to their secret hideout, which is filled with food.
- 3 Preppers think that after a catastrophe there will be lots of crime.
- 4 Students decide if the statements are true or false. Tell them they must find evidence in the text to explain their answers.

ANSWERS

- 1 False. (Preppers are preparing for different types of disasters, including natural disasters: 'There are so many variables and potential disasters out there.')
- 2 False. (TV and the internet make people feel more scared: '... their paranoia fed by 24-hour cable news.')
- 3 True. (Braxton practises survival routines with his children, and Lisa's children regularly practise shooting a gun.)
- 4 False. (The number of preppers is increasing. Sales of survival equipment are booming as increasing numbers of people become fearful about the future.)
- 4 Students find the words and expressions in the text.

ANSWERS

- 1 stockpiling
- 2 imminent
- 3 inevitable
- 4 booming
- 5 uncertainty

Webquest

Students look for the information online. They could search for either 'prepper' or 'survivalist' to find websites with information on the topic. Ask students to share their findings with the class. Alternatively, students could present their findings to each other in small groups, then work in their groups to prepare a short presentation for the class of their joint findings.

Vocabulary

Reflexive verbs

- 5 Read the examples with the class and ask students to translate them into their language. Explain that these are reflexive verbs because the person doing the action is the same as the person receiving the action.
- 6 Students complete the statements with the correct words.

ANSWERS

- 1 prepare ourselves
- 2 defend yourself
- 3 teach myself
- 4 look after itself

Fast finishers

Fast finishers can write one more sentence, using a reflexive verb from exercise 5. When you have checked answers, ask fast finishers to read their sentences to the class, omitting the reflexive verb. Ask other students to guess the missing verb.

- 7 Ask individual students which statements they agree and disagree with. Encourage them to give reasons for their answers. Alternatively, allow students time to think about which statements they agree and disagree with, and why. For each statement, ask students first for all the reasons from those who agree. Make notes on the board, then ask for reasons from students who disagree, and make notes on the board. Hold a brief class mini-debate on each statement, encouraging students to use ideas from the board to agree and disagree with each other.

Students could also work in pairs or small groups to discuss which statements they agree and disagree with. One student from each pair or group could report back to the class.

Speaking Workshop, SB page 154

Fact file

The modern survivalist movement dates back to the 1960s, when many people were worried about the possibility of a nuclear war between the United States and the former Soviet Union. In the 1990s, a new generation of survivalists worried that computer systems all over the world would collapse with the start of the new millennium, leading to economic collapse and chaos.

The movement gained renewed popularity, especially in the United States, after the terrorist attacks of September 11, 2001. As well as terrorism, survivalists worry about global pandemics, war, fuel shortages, climate change and natural disasters. It has been estimated that there are now over 3 million preppers in the USA.

Focus on the vocabulary box about suffixes. Students can find the words in the text.

Check answers, and point out that when we add suffixes to words, we sometimes need to make some spelling changes. Discuss as a class what spelling changes have been made to words 1–4.

ANSWERS

- 1 founder (no spelling change)
- 2 visitor (no spelling change)
- 3 psychologist (-y deleted before suffix added)
- 4 technician (-al deleted before suffix added)

Extra activity: Vocabulary

Write the following verbs and gapped sentences on the board. Ask students to add a correct suffix to the verbs and use them to complete the sentences. Remind them that they may need to make some spelling changes when they add the suffix.

library science teach travel

- 1 Our English _____ always gives us difficult homework.
- 2 The website gives useful information for _____ about trains and buses.
- 3 Albert Einstein was a famous _____.
- 4 The _____ helped me to find the right book.

ANSWERS

- 1 teacher
- 2 travellers
- 3 scientist
- 4 librarian

Extra activity: Vocabulary

Ask students to find adjectives with the following meanings in the text. Check answers, then ask students to choose three of the words and write an example sentence for each.

- 1 designed to keep people safe (paragraph B)
- 2 causing death (paragraph C)
- 3 possible (paragraph C)
- 4 happening all the time (paragraph D)
- 5 afraid (paragraph D)
- 6 behaving in a slightly strange way (paragraph E)

ANSWERS AND POSSIBLE ANSWERS

- 1 protective (e.g. *You should wear a protective helmet when you cycle.*)
- 2 lethal (e.g. *This is a lethal poison.*)
- 3 potential (e.g. *All that paper is a potential fire risk.*)
- 4 constant (e.g. *I got fed up with the constant noise.*)
- 5 fearful (e.g. *We were fearful of an enemy attack.*)
- 6 eccentric (e.g. *My uncle wears very strange clothes – he's a bit eccentric.*)

Extra activity: Speaking

Tell students to imagine they are worried about a future disaster. Ask them to work individually and make a list of ten survival items they would definitely make sure they have in their house. Elicit ideas from students and build up a list on the board. Discuss as a class which items would be the most important, and see if the class can agree on the top ten survival items.

Alternatively, ask students to work in pairs and make a list of their top ten survival items. Brainstorm a few ideas with the whole class first, if students are struggling. Put pairs together into groups of four to compare their lists and again agree on a single list of ten items. Ask groups in turn to tell the class which items they have chosen, and why. See if the class can agree on the top ten survival items.

Extra activity: Exam practice

Ask students to close their books. Write the following gapped sentences on the board. Ask students to complete them by adding one word in each gap. Students can check their answers in the text.

- 1 A _____ years ago Lisa started stockpiling food.
- 2 Each _____ the family cars has an emergency pack in it.
- 3 Their suitcases are packed and ready _____ go.
- 4 Braxton Southwick has spent a year preparing _____ and his family to survive a bio-terror attack.
- 5 _____ weekend they're practising their survival routine.
- 6 There is _____ food in the hideout to last for a year.

ANSWERS

- 1 few
- 2 of
- 3 to
- 4 himself
- 5 This
- 6 enough

Extra activity: Exam practice

Write on the board: *Do you think preppers are crazy, or do you think they're just showing common sense?*

Ask students to write an essay to answer the question. They should write 120–180 words.

Students can swap essays with a partner and offer suggestions and corrections. Ask some students to read their essays to the class.

Reference and further practice

Vocabulary Workshop, SB pages 136–137

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 2 pages 18–19

Reading, WB Unit 2 page 24

Reading reference, WB pages 106–107

Teacher's Resource and Tests CD-ROM

VocApp

READY FOR THE END OF THE WORLD

WHEN THE WORLD GOES CRAZY, 'PREPPERS' WILL BE HIDING IN THE HILLS.

A Lisa Bedford lives in Phoenix, Arizona with her husband, two children and four dogs. A few years ago Lisa started stockpiling food, and soon she will have filled a room with tins and packets.

Each of the family cars has a 72-hour emergency pack in it, including food, blankets and medical supplies, and in the house there is hidden cash and suitcases which are packed and ready to go.

B Meanwhile, in Utah, Braxton Southwick has spent a year preparing himself and his family to survive a bio-terror attack which he believes is imminent. This weekend they're practising their survival routine. Each of his six teenage children has a pack containing protective clothes, supplies and a map to a secret hideout which he has filled with enough food to last the family of eight for a year.

C The Bedfords, Southwicks and others like them call themselves 'preppers' because they are preparing to survive a catastrophe in the future. 'What catastrophe?' you might ask, and different preppers have different answers, varying from climate change, terrorism and war to lethal epidemics, as well as the inevitable crime wave which they believe will follow a catastrophe. 'There are so many variables and potential disasters out there, being a prepper is just a reaction to that,' says Tom Martin, founder of the American Preppers Network, which receives 5,000 visitors to its website each day.

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D Psychologist Art Markman, on the other hand, blames constant scares in the news for these extreme reactions. 'Between the media and the internet, many people have built up a sense that there's this calamity out there that needs to be avoided,' he says. Sales of survival equipment are booming as increasing numbers of people become fearful about the future – their paranoia fed by 24-hour cable news.

35

E Preppers generally consider themselves practical rather than eccentric, and teach themselves the skills of hunters, mechanics and technicians. Lisa Bedford has taught herself to shoot a gun, and she regularly takes her children to practise. She's also going to learn more about hunting and growing food, so that she can provide for herself and her family if necessary. Bedford knows that it all might sound a little crazy, but she believes that in times of uncertainty, it's simply common sense. So maybe the rest of us should arm ourselves and start buying some extra food – fast.

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Noun suffixes *-er*, *-or* and *-ist*



Find words in the text which are formed from 1–4 and the suffixes *-er*, *-or*, *-ist* and *-ian*. Write them in your notebook.

1 found (v)

2 visit (v)

3 psychology (n)

4 technical (adj)

2C Grammar Using future tenses

Grammar Workshop ➤ Pages 121–123

A WILL, GOING TO, PRESENT SIMPLE & PRESENT CONTINUOUS Match uses 1–5 with examples A–E in your notebook. Write another example for each use.

- 1 An arrangement or something organized.
 - 2 An intention or desire to do something.
 - 3 Talking about timetables.
 - 4 A spontaneous decision, an offer or promise.
 - 5 A prediction based on an opinion.
- A I doubt that there'll be a war.
B She's decided that she's going to learn to hunt.
C Wait a second; I'll help you.
D We're practising survival skills next weekend.
E Your train arrives in London at ten o'clock.

B FUTURE CONTINUOUS Read the rules. Which of sentences 1–4 are *not* the future continuous?

Rules The future continuous describes an action that will be in progress at a certain time in the future.
We form the future continuous with *will* + *be* + (verb) -*ing*.

- 1 This time next year I'll be preparing for my exams.
- 2 Next century pollution will be less of a problem.
- 3 We're meeting up with friends later.
- 4 Preppers will be hiding in the hills.

C FUTURE PERFECT Look at the examples. Then complete the rules with words from the box.

finished in progress past participle past simple
present simple starting will or won't

Soon she will have filled the room with food.
The population will have increased a lot by 2050.

Rules We use this tense to say if an action will be (1) ... or not at a certain time in the future.
We form this tense with (2) ... + *have* + (3)

D TENSES IN FUTURE TIME CLAUSES Look at the examples. When we talk about the future, what tenses can we use after *when*, *before*, *after*, *while*, *until* and *as soon as*?

I won't be happy until you visit / you've visited.
As soon as the lesson ends / has ended, I'm going.
We'll be safer after we hide / we've hidden.
I'm going to pack before we go.
We'll miss you when you go / you've gone.
Will you read the map while I drive / I'm driving?

Practice

1 Choose the correct verb forms for sentences 1–5. Explain your choices.

goes 's going to go 'll go 's going will go

- 1 I think that in the future we ... to other planets for holidays. (prediction)
- 2 Beth's got a ticket and she ... to New York next Wednesday. (arrangement)
- 3 My dad wants to visit Italy and he ... soon. (plan)
- 4 You stay here, Mum. Dad ... to the shops for you. (offer or promise)
- 5 Hurry up! It's 10.45 and your bus ... at 11. (timetable)

2 Choose the correct forms of the verbs.

- Sophie So everything's organized?
Mark Yes. (1) *We'll go / We're going* to Málaga on Friday.
Sophie Fantastic! Are you going to see the match while you're there?
Mark I'm not sure. (2) *We try / We're going to try*, but the plan is that we're (3) *relaxing / going to relax* for a few days.
Sophie Well I'm sure (4) *you'll have / you're having* a great time. How (5) *do you get / are you going to get* to the airport?
Mark My flight (6) *leaves / will leave* at seven. I'm sure there (7) *are being / will be* buses.
Sophie (8) *I / I'll take you if you like. (9) I finish / I'm going to finish* work at four on Friday, so (10) *I'll come / I'm coming* afterwards, OK?
Mark Great. That's really kind of you.

3 Complete the sentences in your notebook with the correct forms of the verbs in brackets. Use affirmative, negative or interrogative forms of the future continuous or future perfect.

- 1 Shall I come early or ... you ... (sleep)?
- 2 I ... (finish) this book before tomorrow. It's too long.
- 3 I'll give you your essays tomorrow. I ... them by then. (correct)
- 4 I ... the match at home tomorrow because our TV is broken. (watch)
- 5 I'm afraid I can't meet you. I ... football at that time. (play)
- 6 We're nearly there. In 20 minutes we ... on the beach. (relax)
- 7 ... they ... my car by this evening? (fix)

2C Grammar: Using future tenses

SB pages 26 & 27

A Read through the examples with the class and ask for each one: *What form of the verb is used?* Students then match the examples to the concepts. Check answers, then ask students to write another example for each concept.

ANSWERS

1 D 2 B 3 E 4 C 5 A

Possible examples

- 1 We're making cakes tomorrow night.
- 2 I've decided that I'm going to learn Swedish.
- 3 My bus leaves at 3 o'clock.
- 4 I'll tell you as soon as I hear.
- 5 I think that it'll rain today.

LANGUAGE NOTE Students often make mistakes with the use of *will* for spontaneous decisions and offers. They may use the present simple instead: *Wait a second. Help you.*

Students may find it confusing that we use *I doubt* with a positive verb, to convey a negative meaning: *I doubt that there will be a war. = I think that there probably won't be a war.*

B Read the rules with the class. Students read the examples and decide which are not examples of the future continuous.

ANSWER

Sentences 2 and 3 are not future continuous.

LANGUAGE NOTE Students often make mistakes with the form of the future continuous, as they forget that we need *will + be + -ing*: *I will be preparing for my exams. NOT I will be prepare for my exams./I will preparing for my exams.*

C Read the examples with the class. Students complete the rules with words from the box.

ANSWERS

- 1 finished
- 2 will or won't
- 3 past participle

LANGUAGE NOTE Students often struggle with the difference between the future simple with *will* and the future perfect: *I will finish my homework at 8.30. (= I will finish at exactly 8.30.)* *I will have finished my homework at 8.30. (= I will finish before 8.30.)*

D Read the examples with the class and point out the time expression in each. Discuss the questions as a class.

ANSWER

We can use the present simple and the present perfect. We can also use the present continuous after *while*.

LANGUAGE NOTE Students often find it confusing that we use the present simple or present perfect, not *will*, in future time clauses: *I'll call you as soon as I get there. NOT I'll call you as soon as I'll get there.*

Grammar Workshop

The Grammar Workshop for Unit 2 on pages 121–123 has more information on the tenses presented and practised in the unit. You could refer students to it now to help them with the practice exercises.

Practice

1 Read the task with the class. Point out that students must use each verb form in the box once only. Read the first sentence with the class and point out the notes in brackets to help students. Students choose the correct verb forms to complete the sentences.

ANSWERS

- 1 'll go
- 2 's going
- 3 is going to go
- 4 will go
- 5 goes

Fast finishers

Fast finishers can write one or two more sentences using the future tenses. After you have checked answers, ask fast finishers to read out their sentences. Ask other students to identify the tense in each one and match it to a concept in exercise 1.

2 Refer students back to A in the grammar presentation to help them. Students read the conversation and choose the correct verb forms. Weaker students could work in pairs for this exercise. If students find the exercise difficult, discuss the answers as a class and ask students to match each answer to one of the concepts in exercise 1.

ANSWERS

- 1 We're going
- 2 We're going to try
- 3 going to relax
- 4 you'll have
- 5 are you going to get
- 6 leaves
- 7 will be
- 8 I'll
- 9 I finish
- 10 I'll come

3 Refer students back to B and C in the grammar presentation to help them. Students complete the sentences with the correct future continuous or future perfect verb forms.

ANSWERS

- 1 will ... be sleeping
- 2 won't have finished
- 3 'll have corrected
- 4 won't be watching
- 5 'll be playing
- 6 'll be relaxing
- 7 Will ... have fixed

- 4 Students complete the sentences with the correct verbs. Remind students that for each verb, they need to decide if it should be in the future simple, future continuous, or future perfect. Weaker students could work in pairs to do this exercise.

POSSIBLE ANSWERS

- 1 Humans will have bigger eyes and heads in the future. They will be processing more information, so they'll develop / have developed bigger brains.
- 2 Humans will be / will have become weaker because they won't be doing any physical work and they'll have become / 'll be dependent on robots.
- 3 I think there will be a lot more old people. Humans will be living longer because scientists will have discovered new drugs.
- 4 It's possible that everyone will be the same colour. We'll all be travelling more and races will have mixed together.

Fast finishers

Fast finishers can write two more predictions about future humans. After you have finished exercise 5 and checked answers, ask fast finishers to read their predictions to the class. Ask the class if they agree with the predictions.

- 5 1.14 Listening option Play the audio for students to check their answers to exercise 4. Play the audio again for students to listen for other predictions that are made.

Audio script, page T128

POSSIBLE ANSWERS

Hair will have become unnecessary.
We won't be spending any time outside because of pollution. We'll be really fit and everybody will be doing a lot more sport. Robots will be doing more work, so we'll have more leisure time. People will probably be living more than 200 years, and we will be living on different planets because Earth will have become full.

Extra activity: Speaking

Ask: *Do you agree with the scientist's predictions? Why? / Why not? Which of the woman's predictions do you agree with? Why?* Elicit a range of answers, and encourage as many students as possible to join in and express their opinions. Alternatively, students could discuss the questions in pairs or small groups. Ask pairs or groups to tell the class their ideas. Ask other students: *Do you agree? Why? / Why not?*

- 6 Give a few examples of what you will be doing at the various times in 1–6. Students write sentences about themselves. Ask some students to read their sentences to the class. Correct any errors as a class.
- 7 Refer students back to C in the grammar presentation on page 26 to help them with the form of the future perfect. Read the example sentence with the class and elicit a few more examples. Deal with any errors students make. Students write their opinions individually, using the future perfect. Ask some students to read their predictions to the class. Correct any errors as a class, and ask other students if they agree with the predictions.

- 8 Refer students back to D in the grammar presentation on page 26 to help them. Students choose the correct verb forms.

ANSWERS

- 1 I've arrived
- 2 we're ready
- 3 happens
- 4 you've watched
- 5 she's finished

Consolidation

- 9 Students complete the questions with the correct future verb forms. Ask individual students to read out their questions. Correct any errors as a class, then allow students time to write their answers.

ANSWERS

- 1 'll travel
- 2 does school finish
- 3 Are you going to study / Will you be studying
- 4 Will you have become
- 5 are you going to do / are you doing
- 6 will you be living / are you going to live
- 7 Will you still be studying
- 8 Are you going to watch
- 9 will win
- 10 are you going / are you going to go

- 10 Speaking option Ask a student to choose one of their classmates and ask them the first question. The classmate answers the question, then chooses another student to ask the second question to. Continue around the class in this way, with students asking and answering questions. You could go round more than once, to make sure that all students join in. Alternatively, students could ask and answer the questions in pairs or small groups. Monitor while students are working, then ask some students to tell the class something they learned about their classmates.

Extra activity: Writing

Write on the board: *My dream life. When I'm 30 ...* Ask students to think about their dream life when they are 30. Ask them to think about their job, house, family, etc. Then ask them to write a paragraph about what they hope they will be doing when they are thirty. Monitor and help while they are working. Encourage them to use a variety of future tenses. Ask some students to read their paragraphs to the class. You could get the class to vote for the best or most exciting dream life.

Reference and further practice

- Photocopiable audio script, page T128
Grammar Workshop, SB pages 121–123
Speaking Workshop, SB pages 150–157
Grammar, WB Unit 2 pages 20–21
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
iPack Grammar animations

- 4 Complete the sentences about future humans in your notebook. Use the correct future simple, future continuous and future perfect forms of the verbs in the box.

be (x3) become develop discover
do have live mix process travel

Future humans – what will we be like in 20,000 years?

- 1 Humans ... bigger eyes and heads in the future. They ... more information, so they ... bigger brains.
- 2 Humans ... weaker because they ... any physical work and they ... dependent on robots.
- 3 I think there ... a lot more old people. Humans ... longer because scientists ... new drugs.
- 4 It's possible that everyone ... the same colour. We ... all ... more and races ... together.



- 5 1.14 LISTENING OPTION Listen to a scientist's predictions and check your answers to exercise 4. What other predictions does the woman make?

- 6 Imagine these situations. What will you be doing?

- 1 in an hour
- 2 in six hours
- 3 next Saturday morning
- 4 the night before your exams
- 5 next summer
- 6 in 50 years' time

Consolidation



- 7 Write your opinions about the future. Use the future perfect and ideas from lists A and B.

By the time I'm old I'll have seen the world.

A	B
In two years' time ...	I ...
In ten years' time ...	people ...
By the end of this year ...	the world
By the time I'm old ...	
In a thousand years' time ...	

- 8 Choose the correct option for each sentence.

- 1 I'll call you as soon as I'm arriving / I will have arrived / I've arrived.
- 2 We aren't starting until we're ready / we'll be ready / we're being ready.
- 3 She'll have learned to shoot before the catastrophe is happening / will have happened / happens.
- 4 You'll know the result after you've watched / you're watching / you'll be watching the news.
- 5 We won't meet until she'll finish / she's finishing / she's finished studying.

- 9 Complete the questions in your notebook with the correct forms of the verbs in brackets. Then write your answers. Four questions have more than one possible form.

- 1 Do you think that we (travel) to space for our holidays in the future?
- 2 When (school / finish) this term?
- 3 (you study) a lot next year? (two possible forms)
- 4 (you / become) rich by the time you're 30?
- 5 What (you / do) after class today? (two possible forms)
- 6 Where (you / live) in five years' time? (two possible forms)
- 7 (you still study) when you're 24?
- 8 (you watch) TV tonight?
- 9 Who do you think (win) la Liga this season?
- 10 Where (you / go) for your next holiday? (two possible forms)

- 10 SPEAKING OPTION Ask and answer the questions in exercise 9.

2D Practical English Making arrangements

Vocabulary Phrasal verbs: socializing

- 1 Read the text. Then copy the table and complete 1–8 in your notebook with the blue words.

Future Special

WHY MEETING YOUR FRIENDS WILL BE EASIER IN 2050 ...

TRANSPORT

Voice-operated cars will drive themselves. They'll drop you off where you command them to, and later you can phone the car and it'll pick you up (no need for parents to come along!).

MEGA-BUILDINGS

We'll be living in one-kilometre tall skyscrapers which will contain whole cities, so maybe we'll bump into people more often – and it won't be difficult to call round to friends' houses when they're all in the same building.

ENTERTAINMENT

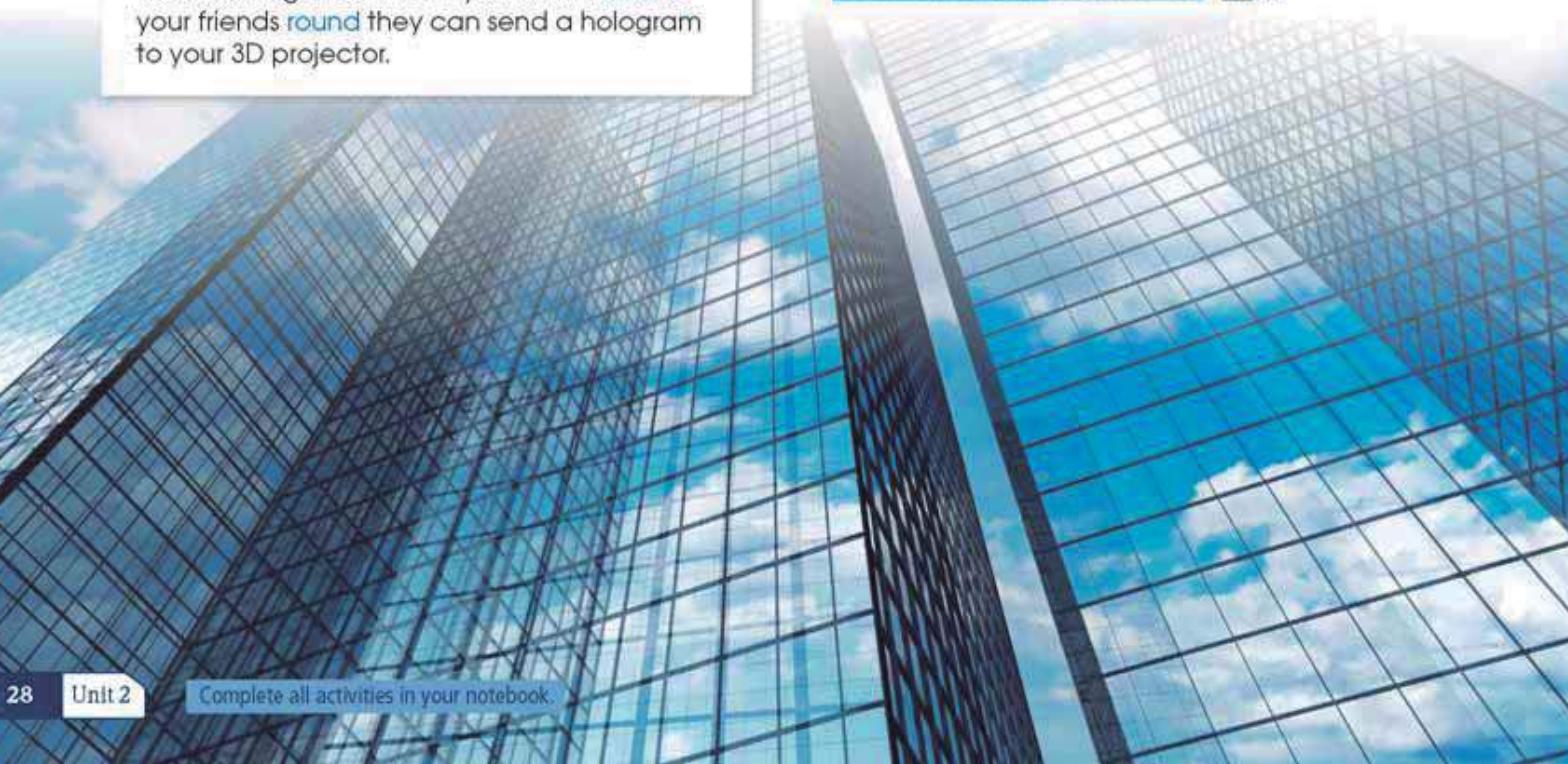
In fact, you won't need to go out if you want to meet up with your friends. We'll probably stay in more and our avatars will meet in virtual worlds and games. And if you want to have your friends round they can send a hologram to your 3D projector.

phrasal verbs	synonyms
meet up (with)	meet someone or a group of people
come round / over, (1)	visit someone / go to where somebody is
go along / (2)	accompany
(3)	leave someone where they want to go
(4)	meet someone unexpectedly
(5)	collect someone (usually with a car or motorbike)
(6)	leave your house
(7)	not go out
(8)	invite and have somebody as a guest in your house

- 2 Complete the sentences in your notebook with the correct forms of phrasal verbs from exercise 1.

- 1 We're ... some people ... for dinner tomorrow.
- 2 You can ... to see me any time.
- 3 Paul and Sam went to the party, and Mark ... too.
- 4 I usually ... on Friday and Saturday night but I prefer to ... on Sundays.
- 5 It was a nice surprise to ... you in town last week.
- 6 I usually ... my friends at the shopping centre or a café.
- 7 I didn't need to walk. My mum ... me ... outside school and then ... me ... at my friend's house.

Vocabulary Workshop Pages 136–137



2D Practical English: Making arrangements

SB pages 28 & 29

Vocabulary

Phrasal verbs: socializing

1 Ask: *When do you usually see your friends? What do you do with them? Where do you go?* Elicit a few answers from the class, then read out the title of the text. Ask: *Do you think it will be easier to meet your friends in 2050? Why? / Why not?* Elicit a few ideas.

Check that students understand *voice-operated*, *skyscraper* and *hologram*. Ask students to read the text. Ask: *Were any of your ideas in the text?*

Point out the blue phrasal verbs in the text. Students complete the table with the blue phrasal verbs.

ANSWERS

- 1 call round
- 2 come along
- 3 drop off
- 4 bump into
- 5 pick up
- 6 go out
- 7 stay in
- 8 have round

Fast finishers

Fast finishers can write example sentences for some of the phrasal verbs. When you have checked answers, ask fast finishers to read out their sentences, omitting the phrasal verbs. See if other class members can guess the missing phrasal verbs.

Extra activity: Vocabulary

Ask students to look at the phrasal verbs in the text again and see which ones have an object. Check answers, and write the phrasal verbs with objects on the board:

They'll drop you off.

It'll pick you up.

We'll bump into people.

You want to meet up with your friends.

You want to have your friends round.

Underline the objects in the phrasal verbs on the board and ask students what they notice about the position of the object (sometimes it is in the middle of the phrasal verb, and sometimes it is after the phrasal verb).

Explain that some phrasal verbs are separable, so the object can go between the verb and the particle. Other phrasal verbs are inseparable, so the object always goes after the verb and particle. Tell students that when they learn new phrasal verbs, they need to learn which pattern they follow.

2 Students complete the sentences with the correct form of phrasal verbs from the table in exercise 1.

ANSWERS

- 1 having ... round
- 2 call round
- 3 came along
- 4 go out; stay in
- 5 bump into
- 6 meet up with
- 7 picked ... up; dropped ... off

Extra activity: Speaking

Ask: *Which predictions in the text do you agree with? Why? Which do you disagree with? Why?* Allow students time to prepare their ideas, then ask individual students to tell the class their ideas. Ask other students to comment and express their opinions.

Alternatively, students could discuss the questions in pairs or small groups. Tell them they should try and reach agreement and make a list of the predictions they agree with and those they disagree with. Monitor while students are working, then ask one student from each pair or group to tell the class what they decided, and why.

Video

3 1.15 Tell students they are going to watch a video with two conversations. Allow students time to read the questions. Check that students understand *nan* (= grandma). Play the video or audio for students to listen and answer the questions.

Video script, page T128

POSSIBLE ANSWERS

- 1 **Conversation 1:** They arrange to watch a film with some friends at Chloe's house. Chloe arranges to pick Steve up from his house at 7.30 p.m.
Conversation 2: They don't make any arrangements. Holly isn't going out a lot at the moment.
- 2 **Conversation 1:** Chloe likes Steve.
Conversation 2: Holly doesn't seem to want to meet up with Danny.
- 4 1.15 Students choose the correct words in the dialogues. Play the video or audio again for them to listen and check.

Video script, page T128

ANSWERS

- 1 having
- 2 come over
- 3 pick
- 4 bumped into
- 5 meeting up
- 6 come along
- 7 meet up
- 8 going round
- 9 going out

Pronunciation

Pitch & attitude

5 1.16 Play the first phrase and focus on intonation pattern A. Play phrases 2 and 3 and point out that all three phrases use the same pattern (pattern A). Play phrase 4 and point out the different intonation pattern (pattern B). Play phrases 5 and 6 and point out that these also use pattern B.

Audio script, page T128

ANSWERS

We use pattern A to express interest or surprise.

We use pattern B to express boredom or disappointment.

Extra activity: Speaking

1.16 Play the audio again and ask individual students to repeat the phrases. Encourage them to copy the intonation pattern when they repeat.

Speaking

6 Students complete the Key phrases with the correct words from the dialogues in exercise 4.

ANSWERS

- 1 doing; tomorrow night
- 2 thinking; having some friends over
- 3 'd
- 4 afraid
- 5 could
- 6 around

7 Students work in pairs to practise the dialogues in exercise 4. Monitor while they are working, and encourage them to use intonation to express feelings.

Extra activity: Speaking

To encourage students to practise in a more natural way, without reading, ask them to work in pairs and choose one of the two dialogues in exercise 4. Tell them they are going to practise it again with their books closed, and they can write down a maximum of 20 words as prompts. Give students a few minutes to write their prompts.

Allow students to check in their books and adjust their prompts if necessary, then ask some students to perform their dialogues for the class. Ask other students to listen for examples of the intonation patterns in exercise 5.

Alternatively, choose one dialogue with the class and give students time to choose one of the roles and write prompts for themselves, then close their books. Choose pairs of students to perform the dialogue for the class. Other students can join in and help if students forget what to say next. As students become more familiar with the dialogue, encourage them to use more expression in their voice as they practise.

8 Read the tasks with the class and make sure that students understand everything. Tell students they should try to use the Key phrases in their conversations.

Students practise their conversations in pairs. Monitor while students are working, and encourage them to use appropriate intonation. Ask some pairs to perform their conversations for the class. Ask the class to note down the Key phrases that they used, and examples of appropriate intonation.

Alternatively, allow students time to read the situations individually and think about what they would say. Then ask one student to choose a classmate and invite them to one of the events. Their classmate should answer according to the instructions in exercise 8. Repeat this around the class, choosing a different student to start each time, and making sure they choose a different classmate to invite. Continue until all students have participated.

Extra activity: Speaking

Ask students to think of their own event to invite a classmate to. Ask students in turn to choose a classmate and invite them to their event. Their classmate must respond by accepting the invitation or explaining why they can't go.

Students could do this activity in pairs, repeating the activity with two or three different partners for extra practice. Tell them they should try to give a different answer each time they are invited to an event. At the end, ask: *What events did your classmates invite you to? Which invitations did you accept?*

Reference and further practice

Photocopiable audio / video script, page T128

Vocabulary Workshop, SB pages 136–137

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 2 pages 18–19

Speaking, WB Unit 2 page 23

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

Video

- 3 1.15 Watch or listen to two conversations. For each of the dialogues, answer the questions.

- 1 What arrangements do the people make?
- 2 How do you think they feel about each other?



- 4 1.15 Choose the correct words in the dialogues. Then watch or listen again and check your answers.

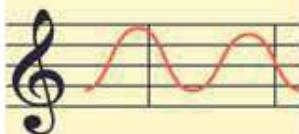
- Chloe Hey Steve, I was just texting you. Are you doing anything tomorrow night?
Steve I don't think so. Why?
Chloe Oh, I was just thinking of (1) *coming / having / staying* some friends over to watch a film – if you're interested.
Steve Yes, why not? That'd be great. What time shall I (2) *come over / go out / drop off*?
Chloe Well, I could (3) *pick / have / get* you up if you want. Shall we say ... 7.30?
Steve Sure. That's fine. See you tomorrow, then.
Chloe Great. I'm glad I (4) *came round / came along / bumped into* you.

- Danny Hi Holly.
Holly Oh, hi Danny. How are you?
Danny Good, thanks. Erm ... Holly, some of us are (5) *meeting up / picking up / dropping off* in town later. Do you want to (6) *stay in / have round / come along*?
Holly Oh, no, I'm afraid I can't go out this evening.
Danny That's a shame. Maybe we could (7) *drop off / meet up / come along* on Saturday then.
Holly Sorry, I'm (8) *going round / staying in / picking up* to my nan's house on Saturday.
Danny Ah, OK. Erm ... Some other time then.
Holly Yeah, OK, though I'm not really (9) *coming along / going out / bumping into* a lot at the moment.
Danny Right. Well ... I'll see you around, I suppose.
Holly OK. Bye then, Danny.

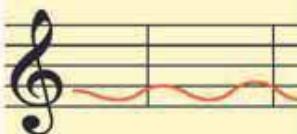
Pronunciation Pitch & attitude

- 5 1.16 Listen to phrases 1–6. How do we use intonation to express interest, surprise, boredom or disappointment?

A More varied, higher pitch



B Less varied, lower pitch



- 1 Yes, why not?
- 2 That'd be great.
- 3 See you tomorrow then.
- 4 Oh no, I'm afraid I can't.
- 5 Some other time then.
- 6 OK. Bye then, Danny.

Speaking

- 6 Copy and complete the Key phrases with words from the dialogues in exercise 4.

Key phrases

Making arrangements

- Are you (1) ... anything ... ?
I was (2) ... of + (verb) -ing ...
That (3) ... be great.
Oh, no. I'm (4) ... I can't.
Maybe we (5) ...
I'll see you (6) ...

- 7 Practise the dialogues in exercise 4. Concentrate on your pronunciation.

- 8 Practise situations 1 and 2. Take turns to invite the other person.

1

Student A: Invite a friend to your birthday party, which is in a pizzeria next Saturday. Your parents can help with the transport.

Student B: Accept the invitation.

2

Student A: Invite a friend to the cinema tonight and suggest a different time if your friend can't go.

Student B: Explain that you can't go out tonight and say why.

2E Writing A book or film review

Model text

- 1 Read the review. How positive is it? Choose from A–C.

A 100% positive
B 80% positive
C 50% positive

- 2 Read the text again and answer the questions in the Text analysis in your notebook.

- 3 1.17 LISTENING OPTION Listen to four people giving their opinions about books and films. For each speaker, complete one of the sentences with adjectives from the box in your notebook.

action-packed believable boring disappointing
excellent exciting far-fetched interesting predictable
slow spectacular unbelievable unexpected

- 1 The beginning / ending ...
- 2 The plot / story ...
- 3 The plot / special effects / ending ...
- 4 The characters / plot ...

Uglies: a review

1 *Uglies* is a science fiction novel written by Scott Westerfeld. The novel is set in California in the 24th century. It tells the story of a sixteen-year-old girl called Tally Youngblood and her life in the strange new civilization of the future.

2 The future which Westerfeld describes is a disturbing one in which societies have changed. In order to control people there are new customs. To create equality, for example, cosmetic surgery is compulsory for everyone at the age of sixteen, so that everyone is beautiful. Also, a medical procedure changes people's brains so as to make them less imaginative and less rebellious. Consequently, people are more peaceful. After going through this process, however, Tally rediscovers her old emotions, and as a result she is different to most of the other 'pretties'.

3 The plot of *Uglies* is extremely imaginative and the characters are varied and interesting. The most memorable parts of the story are the descriptions of Tally's changes and her relationships with friends and with the authorities.

4 One criticism of the book is that it can sometimes seem a little far-fetched. All in all, though, this is a very readable novel which will appeal to most readers, and especially science fiction and fantasy fans.



Text analysis

Paragraph 1

- 1 In a film review, what alternatives would you use for the blue words?
- 2 What tense does the writer use when describing the story?

Paragraph 2

- 3 Is this paragraph a summary, an opinion or an introduction?
- 4 Does the writer tell the reader how the story ends? Why? / Why not?

Paragraph 3

- 5 What other qualifiers can you use instead of extremely?
- 6 In a film review, what can you also mention in this paragraph?

Paragraph 4

- 7 Give a synonym of though.
- 8 Is readable a positive or negative adjective?

2E Writing: A book or film review

SB pages 30 & 31

Model text

- 1 Ask: *What is a book/film review? Do you ever read book or film reviews online?* Elicit a few answers from individual students. Students read the model text and answer the question. Get students to justify their answers by asking: *Which parts are positive? Which parts are less positive?*

ANSWER

- B 80% positive. The review is mainly positive, but one criticism of the book is mentioned in the final paragraph.
- 2 Students read the text again and answer the questions in the Text analysis box. Go through the questions again with the class, explaining that students should ask themselves similar questions when they write a book or film review.

POSSIBLE ANSWERS

- 1 *film directed by*
 - 2 *The present simple.*
 - 3 *A summary of the book.*
 - 4 *The writer doesn't tell the reader how the story ends because this would spoil the story for the reader.*
 - 5 *very, really*
 - 6 *You can also mention any of your own opinions about the film, for example the actors, the story, the characters, the music or the special effects.*
 - 7 *however*
 - 8 *It's a positive adjective.*
- 3 1.17 Listening option Read through the adjectives in the box with the class, and make sure students understand them. Play the audio for students to listen and complete the sentences.

Audio script, page T128

POSSIBLE ANSWERS

- 1 *The ending was action-packed.*
- 2 *The plot was too far-fetched.*
- 3 *The special effects were spectacular.*
- 4 *The characters are interesting.*

Extra activity: Writing

Write on the board the headings: *Plot, Characters, Special effects.* As a class, brainstorm adjectives that can be used to describe each thing, and add them under the headings.

Remind students that they should use a wide range of adjectives when they write a book or film review.

POSSIBLE ANSWERS

- Plot:** believable, boring, excellent, exciting, fast-moving, imaginative, predictable, slow
- Characters:** appealing, believable, fascinating, interesting, memorable
- Special effects:** amazing, brilliant, realistic

Writing skills

Clauses of purpose & result

- 4 Students complete the phrases with words from the model text. Check answers, and check that students understand all the phrases. Explain that they are all used to express purpose. Discuss the questions with the class.

ANSWERS

1 control 2 create 3 everyone is beautiful 4 make

Phrases 1, 2 and 4 are followed by an infinitive.

Negative forms: 1 In order not to; 4 so as not to

- 5 Read the examples with the class. Ask students how they would say the phrases in their language. Check that students understand all the phrases, and explain that they are all used to express result. Students complete A and B with ideas from the model text on page 30.

ANSWERS

A she is different to most of the other 'pretties'

B people are more peaceful

- 6 Students rewrite each sentence twice, including one of the phrases in brackets in each sentence.

POSSIBLE ANSWERS

- 1 She studies hard in order to get a good job.
She studies hard so that she gets / will get a good job.
- 2 People don't relax and as result, they're very stressed.
People don't relax. Therefore, they're very stressed.
- 3 We left at six o'clock so as not to arrive late.
We left at six o'clock so that we didn't arrive late.
- 4 She was driving too fast. Consequently, she crashed.
She was driving too fast, so she crashed.

Speaking

Preparing to write

- 7 **SPEAKING** Students prepare their answers individually. Ask some students to read out their ideas, without saying the name of the book or film. Ask other students to listen and guess the book or film. Ask: *What other adjectives would you use to describe this book / film?*

Alternatively, students could prepare their ideas individually, then work in pairs or small groups to ask and answer. Ask one student from each pair or group if they would like to read the books or see the films their classmates described.

Writing

- 8 Read through the Key phrases with the class and make sure students understand them all.

Students follow the steps in the Writing guide and write their review.

Students can swap their review with a partner. Tell students to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Webquest

Students could search for 'film reviews' or 'book reviews' online and read some real reviews of their favourite books or films. Students could bring in a short review they have found to the next class. They could read the reviews to the class, and other students could say whether they would like to see the film or read the book.

Students could also work in pairs to read the reviews they found online and find useful adjectives and phrases to use in their own writing.

Bring students' ideas together on the board and encourage students to build up a bank of vocabulary and phrases to use in their writing.

Reference and further practice

Photocopiable audio script, page T128

Speaking Workshop, SB pages 150–157

Writing, WB Unit 2 page 25

Listening reference, WB pages 108–109

Writing reference, WB pages 110–118

Writing Tutor, Digital WB

Teacher's Resource and Tests CD-ROM

Writing skills Clauses of purpose & result

- 4 Complete sentences 1–4 in your notebook with words from the model text. Which of the **linkers** are followed by an infinitive? What do you think are the negative forms of sentences 1 and 4?

Purpose

- 1 In order to ... people, there are new customs.
- 2 To ... equality, cosmetic surgery is compulsory.
- 3 Surgery is compulsory so that ...
- 4 Procedures change people's brains so as to ... them less imaginative.

- 5 Look at examples 1–5. How do you say the **linkers** in your language? Complete A and B in your notebook.

Result

- 1 It was raining so we stayed at home.
- 2 The planet is fragile, therefore we must protect it.
- 3 Tally rediscovers emotions, and as a result (A) ...
- 4 They are less rebellious. Consequently (B) ...
- 5 Robots are expensive. For that reason there aren't many of them.

- 6 Rewrite each sentence twice in your notebook. Include one of the phrases in brackets in each sentence.

- 1 She studies hard. She wants to get a good job. (in order to / so that)
- 2 People don't relax and they're very stressed. (as a result / therefore)
- 3 We left at six o'clock because we didn't want to arrive late. (so as / so that)
- 4 The reason she crashed is that she was driving too fast. (consequently / so)

Key phrases

Describing films and books

The novel / film is set in ...
It tells the story of ...
The most memorable part(s) is / are (when) ...
One criticism is that ...
This will / won't appeal to ...

Speaking Preparing to write

- 7 Prepare your answers to the questions. Then ask and answer the questions.

- 1 Name a book or a film which you'd like to review.
- 2 What type of book or film is it?
- 3 Where and when is it set?
- 4 Who is / are the main character(s)?
- 5 In three sentences, what's the story?
- 6 Which are the best parts?
- 7 What do you think of the characters?
- 8 Give three adjectives which describe aspects of the film or book.
- 9 Have you got any criticisms of the film / book?
- 10 Who can you recommend it to?

Writing

- 8 Follow the steps in the Writing guide.

Writing guide

Task

Write a review of a book or a film. Write 120–150 words.

Think and plan

Spend a couple of minutes thinking about the book or film. Write down any words which you think are important. Then look back at exercise 7. Organize your notes from questions 1–10 under these headings:

Paragraph 1

Introduction: title, author or director, characters and setting

Paragraph 2

Summary of the story

Paragraph 3

Opinions about the book or film

Paragraph 4

Conclusions and recommendation

Write and check

Read the Key phrases. Write a rough version of your review using notes from your plan. Then check these points and write a neat version:

- Have you used capital letters for the names throughout your review?
- Have you used a variety of adjectives rather than repeating the same ones?
- Are clauses of purpose and result correct if you have used them?
- Have you used any of the Key phrases?

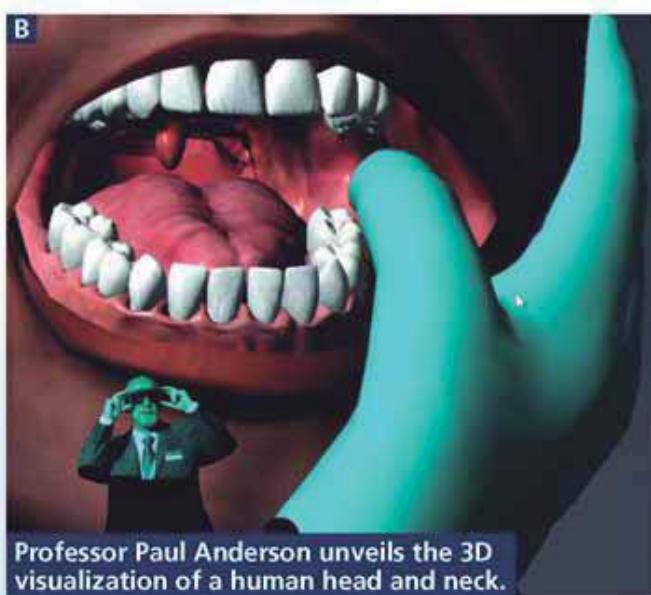
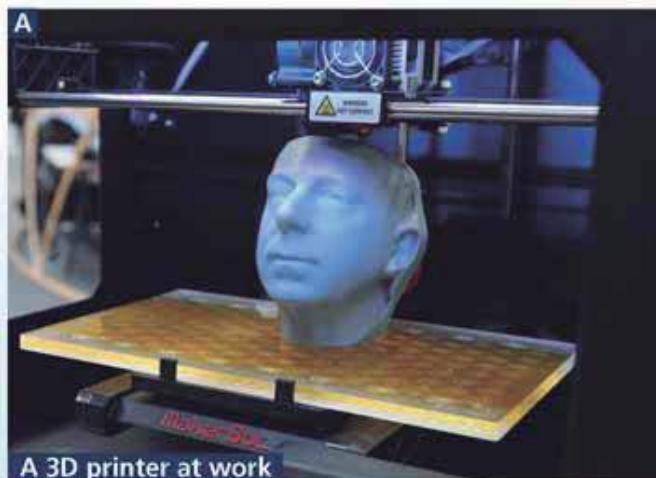


Skills Extra



Listening 3D technology

- 1 Look at the photos. How might they be related to one another? What do you know about 3D technology?



Professor Paul Anderson unveils the 3D visualization of a human head and neck.

- 2 1.18 You will hear two extracts from conversations about 3D technology. Find the key words in 1–10 and work out which of the two extracts the photos relate to. Then listen to both extracts twice and choose the correct answers.

Extract 1

- 1 The design and technology department has just got a new ...
 - A teacher called Ms Healan.
 - B vase.
 - C 3D printer.
- 2 Which of the following is *false*?
 - A Petra missed the design and technology lesson.
 - B Eric went to the design and technology lesson.
 - C Both Eric and Petra missed the design and technology lesson.
- 3 What would Petra like to make?
 - A Her own dress.
 - B A pair of shoes.
 - C A dress and a pair of shoes.
- 4 According to Ms Healan, 3D printers can make ...
 - A almost any shape.
 - B liquid and powder.
 - C paper and sheets.
- 5 How much does Petra say a 3D printer costs now?
 - A About £500.
 - B More than £13,000.
 - C Between £500 and £13,000.

Extract 2

- 6 Professor Paul Anderson is director of ...
 - A the Glasgow School of Art.
 - B the Digital Design Studio at the Glasgow School of Art.
 - C a company that makes 3D technology.
- 7 What did Professor Anderson and his team do?
 - A Study art.
 - B Practise operating on real people.
 - C Photograph the human body.
- 8 The 3D technology can be used to train ...
 - A medical students.
 - B art students.
 - C both medical and art students.
- 9 According to William McKerrow, the 3D technology ...
 - A won't be as good as old methods.
 - B will make students make more mistakes.
 - C will help to train students more quickly.
- 10 Which of the following is *true*?
 - A Surgeons can now practise on real patients.
 - B Surgeons can now practise before an operation.
 - C Surgeons won't like this 3D technology.

Skills Extra

SB pages 32 & 33

Listening

3D technology

1 Check that students understand the term *3D*. Ask students to look at the pictures and ask what each one shows. Ask: *How might the pictures be related to each other? What do you know about 3D technology?* Elicit a range of answers.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while students are working, and ask one student from each pair or group to tell the class their ideas.

With weaker classes, you could play the audio once now for students to listen and note down which of their ideas are mentioned. This will help prepare students for exercise 2.

2 1.18 Elicit the key words in question 1 as an example, then allow students time to find the remaining key words. Point out that students should listen for these important words, or words with similar meanings. Ask: *Which picture goes with Extract 1?* (picture A) *Which picture goes with Extract 2?* (picture B).

Tell students they are going to hear the audio twice, so they shouldn't worry if they don't hear all the answers the first time that they listen. Play the audio for students to listen and choose the correct answers.

Allow students a little time to read through the answers they have chosen. They could compare their answers in pairs, and discuss why they chose those answers. Play the audio a second time for students to listen and complete their answers.

Audio script, page T129

ANSWERS

Key words (possible answers):

- 1 design and technology department, new: A teacher, Ms Healan; B vase; C 3D printer
- 2 false: A Petra missed, lesson; B Eric went to, lesson; C Eric and Petra missed, lesson
- 3 Petra, like to make: A dress; B shoes; C dress and shoes
- 4 3D printers can make: A any shape; B liquid, powder; C paper, sheets
- 5 Petra, 3D printer, costs: A about £500; B more than £13,000; C between £500 and £13,000
- 6 Paul Anderson, director: A Glasgow School of Art; B Digital Design Studio, Glasgow School of Art; C company, makes 3D technology
- 7 Professor Anderson, team: A study art; B practise operating, real people; C photograph, human body
- 8 3D technology, used to train: A medical students; B art students; C medical and art students
- 9 William McKerrow, 3D technology: A won't be as good, old methods; B students, make more mistakes; C help, train students more quickly
- 10 true: A surgeons, practise, real patients; B surgeons, practise, before, operation; C surgeons, won't like, 3D technology

Multiple choice answers:

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

Fact file

The first working 3D printer was made in 1984 by Chuck Hull of the 3D Systems Corporation. 3D printing works by building up multiple layers of powder, paper, or other materials into the shape of the object being copied. The copies made can be very sophisticated, and have included a working clock. Technologists believe that 3D printing technology could completely change the way in which goods are manufactured. It could also reduce demand for a lot of small, simple items such as toothbrushes and coat hangers, if people are able to 'copy' them for themselves at home.

Extra activity: Speaking

Say: *Imagine you've just bought a 3D printer. What would be the first thing you would copy? Why?* Encourage all students to express their opinions.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class their ideas. Write the ideas on the board, then discuss as a class what students would most like to copy.

Extra activity: Exam practice

Tell students they are going to practise answering some questions like the ones they might need to answer in a speaking exam.

Write the following questions on the board:

'Do you like using new technology? Why? / Why not?'

'Tell us about the kinds of technology you use at school and at home. Why are these technologies useful?'

Allow students a little time to think about their answers. If necessary, revise expressions for giving your opinion: *I think, In my opinion, I would say.* Ask students the questions in turn. Other students listen and note down the good points about their answers. Students can give feedback to their classmates. Alternatively, students could ask and answer the questions in pairs. Ask some students: *Did your partner give reasons for their answers? Did they use expressions to express their opinion?*

Pairs could also work together in groups of four. Pairs take turns to ask and answer the questions, while the other pair listens and takes notes. They should note down whether the students answer the questions, give reasons, and express their opinions. Students can give feedback to each other in their groups. To end with, ask a few stronger students the questions in front of the class and discuss as a class what was good about their answers, and what things they could improve.

Webquest

Students could do an internet search for '3D printer'. They will find advertisements which they can look at to see what kinds of things it is possible to print. Ask students what they learned about 3D printing, and if they find this technology exciting. Encourage students to give reasons for their answers.

BBC Video

The Nazca lines

1 Focus on the photos and ask: *What can you see? How do you think the photos are connected?* Teach the word *skull*. Elicit a range of ideas from the class.

POSSIBLE ANSWERS

Huge drawings on the ground; a person in a desert; a strange-shaped skull.

2 **VIDEO** Students complete the text with their own ideas. Students could work in pairs for this exercise. Elicit possible answers from the class, then play the video for them to check their answers.

BBC video script, page T147

ANSWERS

- 1 a desert
- 2 animals
- 3 explanations
- 4 skulls

3 **VIDEO** Allow students time to read the questions. Play the first part of the video for students to watch and answer the questions.

BBC video script, page T147

POSSIBLE ANSWERS

- 1 In the 1920s.
- 2 There are over 800 lines; the longest are many kilometres long.
- 3 Monkey, spider and hummingbird.
- 4 **VIDEO** Allow students time to read through the ideas. Play the second part of the video for students to watch and match the names in the box to the ideas.

BBC video script, page T147

ANSWERS

- 1 Erik von Däniken
- 2 Maria Reiche
- 3 Gerald Hawkins
- 5 **SPEAKING** **VIDEO** Ask the questions to the whole class and elicit a range of ideas. Encourage as many students as possible to join in and express their ideas. Accept all reasonable answers. The explanations in the video are given below.

Alternatively, students could discuss the questions in pairs or small groups. Ask pairs or groups in turn to tell the class their ideas.

Play the last part of the video. Ask individual students: *Which of your ideas did it mention?*

BBC video script, page T147

ANSWERS

- 1 The desert consists of light-coloured sediment covered with darker rocks, which have been removed to form the lines.
- 2 Weaving and enlarging designs.
- 3 By starting from a sketch and enlarging it using pegs and markers.
- 4 To mark routes to water sources in a very dry area.

6 **VIDEO** Students complete the sentences with six words from the box. Point out that there is one word in the box that is not needed. Elicit some possible answers, then play the video again for students to watch and check their answers.

BBC video script, page T147

ANSWERS

- 1 newborn
- 2 layer
- 3 weavers; pegs
- 4 bordered; walkways

Fact file

The Nazca lines are ancient drawings found in the Nazca Desert in Peru. They are a World Heritage Site. Experts believe that they were created between AD 400 and AD 650. There are hundreds of individual drawings, ranging from simple lines to animals such as hummingbirds, spiders, monkeys and fish.

Webquest

Students could do a search online for 'Nazca lines'. They will find more information about the drawings, and more pictures of a range of drawings. Students could tell the class what else they have learned, and if it has changed their mind about why the drawings were done. Students could also show the class pictures of other drawings that they have found, and the class could discuss which are the most complex and the most impressive.

Reference and further practice

Photocopiable audio / video script, pages T129 / T147

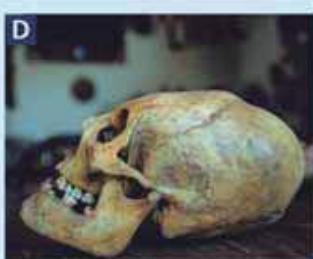
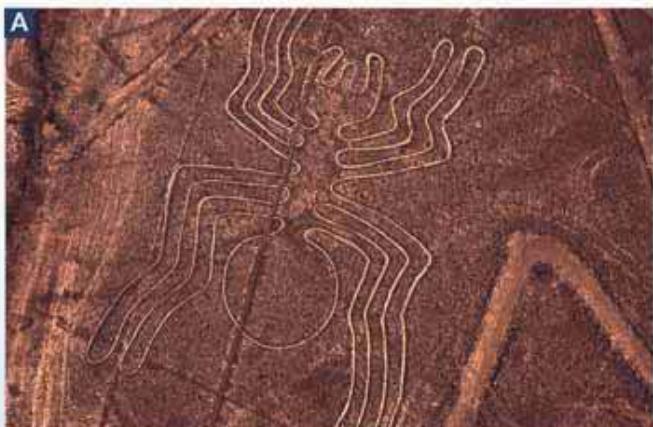
Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

BBC Video The Nazca lines

- 1 Look at photos A–D. What can you see? How do you think the photos are connected?



- 2 Complete the text in your notebook with your own ideas. Then watch the whole video and check your answers.

The lines in the photos are in (1) ... in South America. The lines are straight or represent geometric patterns or (2) The lines and designs were created by the Nazca people thousands of years ago. The uncannily straight lines have inspired researchers to suggest fantastic (3) ... about their origins. To add to the mystery of the lines, more than 90% of the human (4) ... found in the area were artificially distorted.

- 3 Watch the first part of the video and answer the questions in your notebook.

- When were the lines first seen?
- How many lines are there and how long are the longest lines?
- Which animals are mentioned in the video as having lines showing them?

- 4 Watch the next part of the video and match the names in the box with ideas 1–3.

Erik von Däniken Gerald Hawkins Maria Reiche

... said that the Nazca lines ...

- were runways for extra-terrestrial spacecraft.
- were an astronomical calendar.
- have no connection with the stars.

- 5 Think of answers to 1–4 and compare ideas. Then watch the last part of the video. Does it mention any of your ideas?

- Why are the lines a different colour from the rest of the desert?
- What were the Nazca people experts at?
- How did the Nazca make such big designs?
- Why do you think they made the lines?

- 6 Complete the sentences with six words in the box. Then watch the video again and check your answers.

bordered enlarging layer newborn
pegs walkways weavers

The explanations ...

- The Nazca people bound the malleable skulls of their ... using straps and pieces of leather.
- The desert is covered with a ... of dark-coloured stones with a lighter-coloured sediment beneath.
- The Nazca's proficiency as ... meant that they could start with a sketch and enlarge the scale with ... and markers.
- Nearly all the long straight lines start from star-like radial points. Every one of those points ... rivers and tributaries. Nearly all the straight lines are probably sacred ... leading to water.

3 Entertainment

Unit contents

- Vocabulary** Entertainment: nouns, body idioms, adjectives and prefixes
- Grammar** Relative clauses
- Speaking** Exchanging opinions
- Listening** Multiple choice
- Writing** A biography

Skills Extra lessons

EXTRA LYRICS



Kanye West: 'Family Business'

EXTRA VIDEO



Street culture: Hip hop

3A Introduction Entertainment records

Lead in

1 Discuss the questions.

- What kind of entertainment do you prefer?
- What music, TV, films and games do the rest of your family like?
- How much do you pay for entertainment? Do you think that the prices are fair?

Vocabulary Entertainment: nouns

2 Check the meaning of the blue words and do the quiz in your notebook. Compare your answers.

3 Complete the sentences with the correct forms of the blue words from the quiz.

- New products are introduced at a / an ...
- We call people who watch something ... or People who read are
- When a film or song is very popular we say it's a / an The most popular books are called The most popular films are called
- ... means 'type' when we are talking about art or entertainment.
- ..., ..., and ... are all TV programmes and ..., ..., and ... are types of film.
- A / an ... is someone who makes films.
- In the music business, there are usually ten or eleven ... on a / an ...
- A video which becomes extremely popular is called a / an ...

Webquest



Find out about the history of viral videos. What were the first viral videos and why were they popular? Which are popular now?

Entertainment QUIZ

Video Games

- 1 The most successful **launch** for a games console was for the PlayStation 2. In Japan alone, one million consoles sold in the first ...
A day. B ten days. C year.

TV

- 2 The biggest **audiences** for TV shows are usually for **sports** programmes like the Olympic Games or the Super Bowl. The number one **reality show** in the world is a dance competition, and *The X Factor* is the top **talent show**. The most successful **game show** is *Who Wants to be a Millionaire?*, with **viewers** in ... countries.
A 20 B 50 C 100



Internet

- 3 When a music video 'goes viral', it reaches a massive audience. The first **viral video** with more than 500 million views was by ...
A Justin Bieber. B the rapper Psy. C Jennifer Lopez.

Books

- 4 The best-selling fiction for young **readers** is the Harry Potter **series**, which has sold more than 450 million copies in more than 60 different languages. How many **bestsellers** are there in the series?
A five B six C seven

Film

- 5 The most popular film **genre** is ...
A comedy. B horror. C romance.
- 6 Director James Cameron specializes in big **blockbusters** with spectacular special effects. Which of these films was the biggest success at the **box office**?
A *The Hobbit* B *Star Wars* C *Avatar*

3 Entertainment

Unit contents

- Vocabulary** Entertainment: nouns, body idioms, adjectives and prefixes
- Grammar** Relative clauses
- Speaking** Exchanging opinions
- Listening** Multiple choice
- Writing** A biography

Skills Extra lessons

- Extra lyrics** Kanye West: 'Family Business'
- Extra video** Street culture: Hip hop

3 Students complete the sentences with the correct forms of the blue words in the quiz. Weaker students could work in pairs for this activity.

ANSWERS

- 1 a launch
- 2 viewers; audiences / an audience; readers
- 3 a hit; bestsellers; blockbusters
- 4 Genre
- 5 Sports programme; reality show; talent show; game show; comedy; horror; romance
- 6 A director
- 7 tracks; an album
- 8 a viral video

Fact file

The Super Bowl is the game at the end of the American football season in the USA which decides the champion of the National Football League for that year. It attracts over 100 million viewers in the USA each year.

The opening ceremony of the 2012 Olympic Games in London attracted over 900 million viewers worldwide.

Webquest

Students look for the information online. They could search for either 'most popular viral videos' or 'history of viral videos'. Ask students to share their findings with the class. Students could also look for viral videos that they like. Ask some students to present their videos to the class and explain why they like them.

Fact file

The earliest viral videos appeared in the mid 1990s and included *The Spirit of Christmas* in 1995 and *Dancing Baby* in 1996. More recent very popular viral videos have included *Kony 2012* by the pressure group Invisible Children, and *Gangnam Style* by the singer Psy.

3A Introduction: Entertainment records

pages 34 & 35

Lead in

- 1 **SPEAKING** As a class, brainstorm different forms of entertainment and write them on the board, e.g. *TV, films, cinema, theatre, live music, sport, internet, books, video games*.

Ask students to write down their top five forms of entertainment in order from 1 (their favourite) to 5. Students can then compare their lists in pairs or small groups and discuss questions 2 and 3. Ask some students to tell the class which forms of entertainment were the most popular in their pair or group.

Alternatively, ask questions 2 and 3 to the whole class and elicit answers from individual students. Encourage students to give reasons for their answers.

Vocabulary

Entertainment: nouns

- 2 **SPEAKING** Check that students understand *games console* and *special effects*. Students use their dictionaries to check the meaning of the blue words. Check that students have found the correct meanings, then ask them to do the quiz.

Ask some students to say what they think the answers are. Ask other students if they agree or disagree, and why. Alternatively, students can compare their answers in pairs or small groups. Ask some students to tell the class which questions they agree on, and which they disagree on.

Read out the answers to the quiz. See who got the most correct answers.

ANSWERS

- 1 B 2 C 3 A 4 C 5 A 6 C 7 B

4 **SPEAKING** Students choose the correct words to complete the questions. Ask individual students the questions. Encourage them to give reasons for their answers.

Alternatively, students could discuss the questions in pairs or small groups. Set a time limit to keep them focused on the task, and tell them they should make notes of their answers so that they can report back to the class. For question 7, ask them to choose their favourite viral video or music video as a pair or group.

Monitor while students are working, then ask pairs or groups in turn to tell the class what they learned about their classmates. Ask some students to describe their favourite viral or music video.

ANSWERS

- 1 albums 2 readers 3 charts 4 genre 5 TV show
6 launch 7 videos

Video

5 **VIDEO** 1.19 Read the title of the video with the class, and check that students understand *behind* (= your bottom, the part of your body that you sit on) and *getting off your behind* (= doing something, rather than sitting around doing nothing).

Play the video or audio for students to listen and note down the things that are mentioned.

Video script, page T130

ANSWERS

cinema, ghost walk, live music, museum, pool hall, theatre

6 **VIDEO** 1.19 Allow students time to read the questions, then play the video or audio again for students to listen and answer the questions.

Video script, page T130

ANSWERS

- 1 5
2 £7 / seven pounds
3 every night
4 at the Ozone Leisure Park
5 on the internet / online

7 **VIDEO** 1.19 Students complete the Key phrases. Play the video or audio again for students to check their answers.

Video script, page T130

ANSWERS

- 1 How 2 could 3 thought 4 not 5 Let's 6 Shall
7 should

Speaking Workshop, SB page 154

Extra activity: Vocabulary

Play the video or audio again, pausing after each of the phrases in the Key phrases box. Ask individual students to repeat the phrases. Encourage them to use the same intonation and voice range as on the recording.

8 **SPEAKING** As a class, brainstorm some ideas for things to do in the students' town. Write useful ideas on the board.

Read out the two roles, then divide the class into pairs. Tell the B students that they should use phrases from the Key phrases box, and they should make at least three suggestions. Tell the A students they must accept at least one of the suggestions. Students work in pairs. Monitor while they are working, and note down any errors you hear.

Ask some A students to tell the class what suggestions their partner made, and which they accepted. Ask one or two strong pairs of students to perform their conversation for the class.

Correct any errors you noted down, then ask students to swap roles and practise again. Ask some students to tell the class what suggestions their partner made, and which they accepted. Ask the class which suggestions they think are the best overall.

Alternatively, brainstorm ideas as a class, then choose pairs of students to perform model conversations for the class. Encourage other students to join in and suggest things they could say.

Webquest

For homework, students could choose a city they would like to visit in another country, and find out what entertainment is available there. They can search online for, e.g. 'New York entertainment'. Tell them to make notes on the entertainment they find.

In the next class, students can present their findings to the class, or to each other in small groups. Groups or the whole class can discuss which city offers the best entertainment, and which they would most like to visit.

Students could also use the information they have found to repeat the role play in exercise 8, imagining they are tourists in one of the cities they have found information about.

Reference and further practice

- Photocopiable audio script, page T130
Vocabulary Workshop, SB pages 138–139
Speaking Workshop, SB pages 150–157
Vocabulary, WB Unit 3 pages 28–29
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
VocApp

4 Choose the correct words. Then ask and answer the questions.

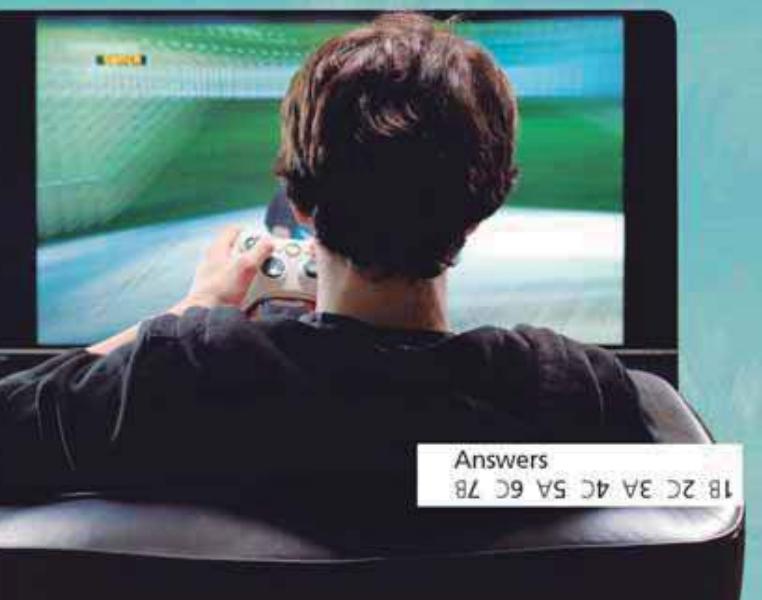
- 1 Do you ever listen to your parents' *albums / charts*?
- 2 Do *readers / viewers* prefer to use e-readers or books these days? Why?
- 3 Do you know what's at the top of the music *charts / bestsellers* at the moment?
- 4 What's your favourite *genre / box office* of film?
- 5 What kind of *TV show / audience* do you watch?
- 6 Have you ever queued for tickets or a *launch / hit*?
- 7 Can you describe any viral videos or music *videos / tracks* that you've seen recently?

Vocabulary Workshop Pages 138–139 VOC APP

Music

7 Five **tracks** from the album *Teenage Dream* reached the top of the **charts** and became number one **hits**. This record-breaking album is by ...

- A Kanye West.
- B Katy Perry.
- C One Direction.



Answers

1B 2C 3A 4C 5A 6C 7B

Video

5 **1.19** Look at the title of the video. Then watch or listen. Which of these places or activities do the presenters mention?

cinema football ghost walk live music museum
pool hall theatre yoga

Debbie and Tom's entertainment guide.
This week: Oxford

6 **1.19** Watch or listen again and answer the questions.

- 1 How many cinemas are there in Oxford?
- 2 How much are student tickets at the theatre?
- 3 How often can you see live bands at the O₂?
- 4 Where is the pool hall?
- 5 Where can you find out more about Bill Spectre?

7 **1.19** Complete the Key phrases with the words in the box. Then watch or listen again and check.

let's shall how could should thought not

Key phrases

Making suggestions

- (1) ... about going to the cinema?
You (2) ... watch a film in 3D here.
Have you ever (3) ... about going to the theatre?
Why (4) ... try somewhere like the O₂ Academy?
(5) ... try something a bit different.
(6) ... we have a quick game, Debbie?
You (7) ... definitely try it if you get the chance.

Speaking Workshop Page 154

8 Follow the instructions.

Student A

You're a tourist. Ask about entertainment in this town. Use some of these phrases:

What kind of thing would you suggest for entertainment around here?

Mmm. That's not a bad idea.

That sounds interesting.

Well, I'm not a big fan of ...

Where's that then?

Student B

You live here. Suggest ideas for entertainment using some of the Key phrases.

3B Reading The appeal of scary movies

1 1.20 Read the text and answer the questions in your notebook.

- 1 Do you think that the author is a fan of horror films?
- 2 Do you think that overall the psychologist has a *positive, neutral or negative view of horror films?* Why?

2 Read the text again and choose the correct answers.

- 1 The fact that horror films are popular ...
A surprises the author and the experts.
B is denied by the author.
C might have several explanations.
- 2 For some young men, horror films ...
A can show that they are brave.
B are only good if they're really scary.
C are more enjoyable if they're dating.
- 3 The writer thinks that people who defend horror ...
A like realistic violence.
B are too sensitive.
C don't see how the films are changing.

3 Copy and complete the sentences in your own words.

- 1 Dr Fischoff says that horror films are safe because ...
- 2 Teenagers like horror films more than adults because ...
- 3 Horror films look more realistic now because ...
- 4 If horror films become more violent, ...

4 Find words or expressions in the text which match the definitions.

- 1 important or influential (*paragraph A*)
- 2 when not much happens (*paragraph B*)
- 3 money you borrow from a bank to buy a house (*paragraph B*)
- 4 to an important degree (*paragraph C*)
- 5 making less clear (*paragraph D*)

5 Read the Key skill. Then say what noun or idea each of the blue words in the text refers to.

Key skill

Reading: Understanding pronoun references

- Understanding what pronouns refer to can help you to understand difficult sentences.
- Underline the pronouns in any parts of the text which are difficult.
- Read the paragraph again, looking at each pronoun and finding the idea or noun which it refers to. A pronoun may refer to an idea, a person or a thing.

6 Discuss the questions.

- 1 Do you like being frightened? Why? / Why not?
- 2 What do you find frightening?
- 3 How can you control your fear?
- 4 Have you ever had nightmares about a film, book or game?
- 5 Do you think that violent films can cause people to act violently?

Speaking Workshop Page 155

Vocabulary Body idioms

7 Complete phrases 1–5 in your notebook with words from the text. Then match them with definitions A–D. Two of the expressions have the same definition.

- 1 ...-raising
 - 2 ...-chilling
 - 3 ... up to something
 - 4 hard to ...
 - 5 turn your ... on something
- A reject something
B difficult to tolerate
C confront something which you normally avoid
D very frightening

8 Match the blue idioms with definitions A–D and complete the sentences with your own ideas. Do you use body idioms in your language?

- 1 He must be very **thin-skinned** if he ...
 - 2 It's a **pain in the neck** that I have to ...
 - 3 It makes my blood **boil** when I see ...
 - 4 I get **butterflies in my stomach** when ...
- A become nervous
B sensitive
C annoying
D make very angry

Vocabulary Workshop Pages 138–139



3B Reading: The appeal of scary movies

SB pages 36 & 37

- 1 1-20 Focus on the pictures on page 37 and ask: *Where are the people? What are they doing? What kind of film are they watching?* Check that students understand *scary film/movies*.

Read the questions with the class, and check that students understand *positive*, *negative* and *neutral*. Students read the text quickly to answer the questions. Remind students that they should read the text quickly and not worry if they don't understand every word at this stage. You could set a time limit of 4 or 5 minutes to encourage them to read quickly. You could play the audio while students read.

POSSIBLE ANSWERS

- 1 No, the author doesn't like horror films.
- 2 The psychologist has a positive view of horror films. He says that they are a safe scare.

Helping hand

If students find the whole text daunting, divide them into pairs. Ask one student in each pair to read paragraphs A and B, and ask the other student to read paragraphs C to E. Students can then tell their partner what information they found in their half of the text to help them answer the questions.

Alternatively, ask students to read each paragraph in turn. At the end of each paragraph, ask the questions and discuss as a class what parts of the text help to answer them.

- 2 Students read the text again and choose the correct answers.

ANSWERS

- 1 C 2 C 3 A

Helping hand

To help students with exercise 2, tell them that the answers to the questions are in order in the text. Tell them that the answer to question 1 is in paragraphs B and C, question 2 in paragraph C, and question 3 in paragraph D.

You could ask students to read these sections in turn, and discuss each answer after they have read the relevant section.

- 3 Students complete the sentences with their own words. Tell them to find evidence in the text to support their answers.

POSSIBLE ANSWERS

- 1 nothing really bad actually happens to us.
 - 2 they often want exciting experiences. Adults don't want so many exciting experiences because they already have enough stress in their lives.
 - 3 of the digital special effects that are used to make the films.
 - 4 people might not want to watch them any more.
- 4 Students find the words in the text to match the definitions.

ANSWERS

- 1 major 2 uneventful 3 mortgage 4 significantly
5 blurring

- 5 Read the information in the Key skill box with the class. Ask students to find the first blue word in the text, and discuss as a class what it refers to. Students repeat this with the remaining blue words.

ANSWERS

- Paragraph A: *this* – the fact that the genre pulls in huge audiences
Paragraph B: *their* – spine-chilling films
Paragraph B: *they* – middle-aged and older adults
Paragraph C: *they* – teenage boys
Paragraph D: *it* – horror
Paragraph E: *that* – the fact that violence looks increasingly realistic

- 6 SPEAKING Allow students time to prepare their ideas individually. Tell them they can make notes, but they shouldn't write full sentences. Ask the questions to individual students, then ask other students to respond to what their classmate has said.

Alternatively, students could discuss the questions in pairs or small groups. Tell them they should discuss each question in turn and make notes on the best or most interesting answers. Monitor while students are working, and ask each pair or group in turn to tell the class about their most interesting answers.

Speaking Workshop, SB page 155

Vocabulary

Body idioms

- 7 Students complete the phrases with words from the text and match them with the definitions. Make sure they understand that two of the phrases have the same definition. Check answers and model pronunciation of the phrases.

ANSWERS

- 1 hair, D
2 spine, D
3 face, C
4 stomach, B
5 back, A

- 8 Students match the idioms with the definitions. Check answers, then ask students to complete the sentences with their own ideas.

Ask some students to read their sentences to the class. Ask other students if the sentences are also true for them. Discuss as a class what body idioms there are in the students' own language.

ANSWERS

- 1 B 2 C 3 D 4 A

Focus on the vocabulary box about compound nouns. Check students understand that a compound noun is formed from two nouns, not an adjective + noun.

Students complete the compound nouns with words from the text, and find two more.

ANSWERS

- 1 University
- 2 films / movies
- 3 rate
- 4 psychology
- 5 makers

Other compound nouns: skin temperature, stimulation fatigue

Extra activity: Vocabulary

Write *music* and *film* on the board, then write the following nouns: *fan, goers, industry, lover, shop, star, video*.

Ask: Which of the nouns can combine with 'music' and 'film' to make compound nouns? Put students into pairs to write as many compound nouns as they can. Check answers, then ask students to choose two of the compound nouns and write example sentences for them.

POSSIBLE ANSWERS

music fan, the music industry, music lover, music shop, music video, film fan, film-goers, the film industry, film lover, film star

Fact file

The first horror films were made as long ago as the 1890s, and a version of *Frankenstein* was made in 1910.

Statistically, women are now the main audience of horror films, and many modern horror films have women as the main characters.

Extra activity: Vocabulary

Ask students to find adjectives with the following meanings in the text. Check answers, then ask students to choose two of the words and write an example sentence for each.

- 1 very big (paragraph A)
- 2 attractive or interesting (paragraph C)
- 3 not calm or relaxed (paragraph D)
- 4 not dangerous (paragraph D)

ANSWERS

- 1 huge
- 2 appealing
- 3 unsettled
- 4 harmless

Extra activity: Speaking

Put students into pairs or small groups. Ask them to look at the pictures on page 37 again, and ask them to imagine they are in the audience, watching a horror film. Ask them to prepare a short conversation. Brainstorm some phrases that students might find useful, e.g. *Oh, no! What's happening? It's horrible! I can't watch! What's he going to do?*

Monitor and help while students are working, then ask some pairs or groups to perform their conversations for the class. Ask the class to decide which was the most convincing.

Alternatively, ask students to prepare their ideas individually, then ask one student to start the conversation. Encourage other students to join in, and have a class conversation. Feed ideas in yourself to keep the conversation going, e.g. *Oh, no. Look at that! What's happening now? What's this coming through the door? What's that thing behind him?* Encourage students to use their imagination!

Extra activity: Exam practice

Ask students to close their books. Write the following gapped sentences on the board. Ask students to complete them using a word formed from the word in capitals. Students can check their answers in the text.

- 1 The _____ shock of these spine-chilling films explains their appeal. EMOTION
- 2 Teenage boys enjoyed a film _____ more if their girlfriend was frightened. SIGNIFICANT
- 3 _____ of horror say that it is harmless entertainment. DEFEND
- 4 Digital special effects make violence look _____ realistic. INCREASE

ANSWERS

- 1 emotional
- 2 significantly
- 3 Defenders
- 4 increasingly

Extra activity: Exam practice

Ask students to write a review of a scary film they have seen. Refer students back to pages 30–31 for tips and a paragraph plan for a film review.

Ask some students to read their reviews to the class, leaving out the title of the film. See if the class can guess which film the review is about. Ask: *Who has seen this film? Did you enjoy it? Why? / Why not?*

Further Practice

Vocabulary Workshop, SB pages 138–139

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 3 pages 28–29

Reading, WB Unit 3 page 34

Reading reference, WB pages 106–107

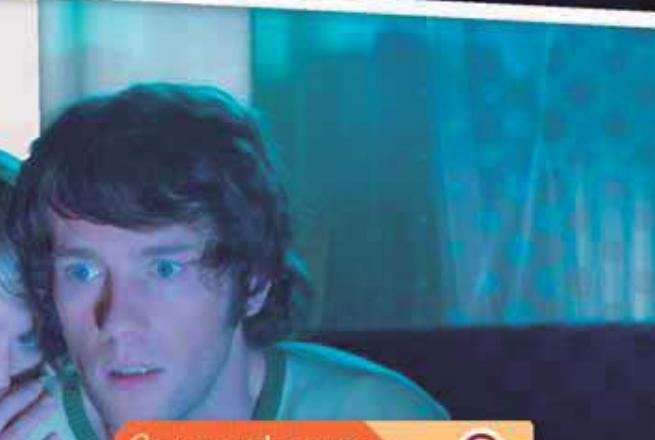
Teacher's Resource and Tests CD-ROM

VocApp

WHO LOVES

HORROR?

- A Aaaaagh! Many of us would prefer to watch anything rather than a hair-raising horror film, but the genre pulls in huge audiences at the box office. For experts in media psychology **this** isn't surprising: 'One of the major reasons we go to scary movies is to be scared,' says Dr Stuart Fischoff, who is professor of psychology at California State University. But the scare we want is a safe one. 'We know that, in an hour or two, we're going to walk out whole,' says Dr Fischoff. 'We're not going to have any holes in our head, and our hearts will still be in our bodies.'
- B In fact, your heart rate can increase by fifteen beats per minute during a scary film, and skin temperature can drop several degrees. The emotional shock of these spine-chilling films explains a lot of **their** appeal. 'If we have a relatively calm, uneventful lifestyle, we seek out something that's going to be exciting for us,' says Dr Fischoff. In particular, young adults often look for more intense experiences, while middle-aged and older adults have 'stimulation fatigue' because **they** find real-life things like jobs and mortgages scary enough.
- C Horror movies are also appealing because they help people to face up to their fears and to control their emotions. Perhaps for that reason some people say that if a film is really scary they enjoy it more, because afterwards they feel they have become stronger. Amongst couples who are dating, one study also showed that some teenage boys enjoyed a film significantly more if their girlfriend was frightened. It seems **they** enjoyed taking the role of the protector in the relationship.
- D That's all very well, but horror films generally leave us feeling nervous and unsettled. Although they are popular, very few people say that horror films are their favourite genre, and some people report having nightmares long after they have seen a particular film. Defenders of horror say that **it is** harmless entertainment, but scary films which are becoming more violent are hard to stomach. That's especially the case when digital special effects make violence look increasingly realistic, blurring the boundaries between fiction and reality.
- E If **that** continues to happen, some people might turn their backs on bloody blockbusters. That will mean more sleep for some, but it's a scary thought for film-makers.



Compound nouns

Complete the compound nouns in your notebook with words from the text. Then find two more.

California State ...

horror ... / ...

heart ...

media ...

film - ...



3C Grammar Using relative clauses

Grammar Workshop Pages 123–124

A RELATIVE PRONOUNS & ADVERBS Complete the sentences in your notebook with *who*, *when*, *where* and *which*. Which of the words refer to a place, a thing, a person and a time?

- Those films are popular with people ... are dating.
- We look for something ... is exciting.
- This is the town ... I was born.
- It's only later ... I feel scared.

B WHO, WHOSE, WHO'S Look at the examples. Which of the blue words indicates possession? What are the full forms of the contractions?

- She's the one *who* wrote the story.
- I don't know the actress *who's* playing that role.
- He's the guy *whose* father is a director.
- Do you know anyone *who's* read that book?

C USING THAT IN RELATIVE CLAUSES Look at the examples and answer questions 1 and 2.

- Which pronoun does *that* replace in each sentence?
- What type of extra word do we need to include when we replace *where*?

He's someone that you can trust.

It's the house that I live in.

Where's the book that you borrowed?

Saturday's the day that I watch most TV.

D OMITTING RELATIVE PRONOUNS Look at the examples. Which of the blue words is a subject and which is an object? When can we omit the relative pronoun / adverb?

That's the film which I saw.

That's the film I saw. (pronoun omitted)

It's a series which is really popular.

It's a series is really popular. ✗ (not possible)

E DEFINING & NON-DEFINING RELATIVE CLAUSES Look at the examples of non-defining (a) and defining (b) relative clauses. Answer the questions.

- Which type of clause adds essential information?
- Which type of clause includes non-essential information, separated with commas?
- Can *that* replace the pronoun / adverb in both types of clause?
 - Fischer, *who* is a psychologist, wrote a book.
 - Fischer is the man *who* wrote this book.
 - Liverpool, *where* I live, is a lively city.
 - It's the place *where* the Beatles were from.

Practice

1 Complete the definitions in your notebook with the correct relative pronouns or adverbs.

- A producer is a person ... finances and organizes a film's production.
- A location is a place ... filming takes place.
- Costumes are the clothes ... actors wear.
- The climax is the moment ... the action is most important.
- The script is the document ... contains the actors' lines.

2 Find the meanings of the words and write definitions which include relative clauses.

- editor
- stunt
- premiere
- studio

3 Complete the sentences in your notebook with *who*, *whose* or *who's*.

- The musician ... playing now is only fourteen.
- That's the author ... written three bestsellers.
- It's the readers ... opinions are most important.
- Do you know the girl ... lives there?
- I know someone ... brother is a director.

4 Rewrite the sentences in your notebook using *that* + a preposition.

- That's the town where Penélope Cruz lives.
- Hollywood is the place where a lot of actors go.
- This is the park where I like to walk.
- I can't remember the house where I grew up.
- The river where we swim is sometimes dirty.
- The hotel where we stayed was amazing.

5 1.21 LISTENING OPTION Listen to seven mini-dialogues and complete the sentences in your notebook. Which include non-defining relative clauses?

- The kind of music ... I listen to most is
- It seems like ..., ... I really don't like, are on TV all the time.
- The nearest place ... you can see a decent band is
- I suppose ..., ..., I read when I was younger, were my favourites.
- I've got nice memories of ..., ... we went on holiday once.
- Actually, ... is an actor ... I really admire.
- That film ... is one ... I'd like to see again.

6 SPEAKING OPTION Complete the sentences in exercise 5 again, including your own opinions. Compare your sentences.

3C Grammar: Using relative clauses

SB pages 38 & 39

A Students complete the sentences with *who*, *when*, *where* and *which*. Discuss the answer to the question with the class.

ANSWERS

- 1 who (a person) 2 which (a thing) 3 where (a place)
4 when (a time)

LANGUAGE NOTE Students often forget that we use *which* for things, and *who* for people: *It's a film which I like a lot.* NOT *It's a film who like a lot.* and *He's someone who loves horror films.* NOT *He's someone which loves horror films.*

B Read the examples with the class and discuss the questions.

ANSWERS

Whose indicates possession.

In sentence 2, *who's* = *who is*. In sentence 4, *who's* = *who has*.

C Read the examples with the class and discuss the questions.

ANSWERS

- 1 *that* replaces *who* in the first sentence, *where* in the second, *which* in the third and *when* in the fourth.
2 A preposition – in this case, 'in'.

LANGUAGE NOTE *That* is commonly used as a relative pronoun, especially in spoken English, but students often prefer to use *who* and *which*. They often need encouragement to become confident about using *that*.

D Read the examples with the class and discuss the questions.

ANSWERS

the film = object; *a series* = subject

We can omit the relative pronoun when it refers to the object of the sentence / if it doesn't correspond to the subject of the relative clause.

E Read the examples with the class and discuss the questions.

ANSWERS

- 1 defining 2 non-defining 3 No. 'That' can only replace the pronoun in a defining relative clause.

Grammar Workshop

The Grammar Workshop for Unit 3 on pages 123–124 has more information on relative clauses and the relative pronouns presented and practised in the unit. You could refer students to it now to help them with the practice exercises.

Practice

1 Refer students back to section A of the presentation for reference. Students complete the definitions.

ANSWERS

- 1 who/that 2 where 3 which/that 4 when 5 which/that
2 Refer students back to section A of the presentation for reference. Students find the meanings in their dictionaries and write definitions. Weaker students could work in pairs for this.

POSSIBLE ANSWERS

- 1 An editor is someone who prepares a book or newspaper to be published.
2 A stunt is a dangerous action which / that someone does in a film or TV programme.
3 A premiere is the first showing of a film where the actors appear outside on the 'red carpet' before they go inside to watch the film.
4 A studio is a place where a film is made, or where TV / radio programmes are recorded.
3 Refer students back to section B in the presentation for reference. Students complete the sentences. Check answers, and ask: *What are the full forms of the contractions in 1 and 2?*

ANSWERS

- 1 who's (= who is) 2 who's (= who has) 3 whose
4 who 5 whose

Fast finishers

Fast finishers can write one or two more sentences using *whose* and *who's*. After you have checked answers, ask fast finishers to read out their sentences. Ask other students to say whether the word in each sentence is *whose* or *who's*.

4 Refer students back to section C in the presentation for reference. Focus on the preposition *in* in the second sentence. Point out that sometimes other prepositions are needed after *that*, e.g. *It's the café where we go.* / *It's the café that we go to.* *This is the table where I sit.* / *This is the table that I sit at.*

Do the first sentence with the class as an example. Students rewrite the remaining sentences using *that + preposition*.

ANSWERS

- 1 That's the town that Penélope Cruz lives in.
2 Hollywood is the place that a lot of actors go to.
3 This is the park that I like to walk in.
4 I can't remember the house that I grew up in.
5 The river that we swim in is sometimes dirty.
6 The hotel that we stayed in was amazing.

5 1.21 **Listening option** Allow students time to read the gapped sentences. Play the audio for students to listen and complete the sentences. Check answers, then ask which sentences are defining, and which are non-defining.

Audio script, page T130

ANSWERS

- 1 that; heavy metal
2 reality shows; which
3 where; in London
4 the Harry Potter books; which
5 a place called Girona; where
6 Daniel Craig; who
7 Skyfall; that

Sentences 2, 4 and 5 contain a non-defining relative clause.

6 **Speaking option** Students complete the sentences in exercise 5 again, this time with their own ideas. Ask some students to read their sentences to the class. Ask if any other students have similar sentences.

- 7 Students correct the errors in the Key errors box. Check answers, and ask students which of the errors they have made in the past. Ask: *What can you do to help you remember these rules?*

ANSWERS

The film which I saw it was interesting.

He lent me a book, which I read it.

The film series what **that** I like is on Channel 4.

3D TV, **that** **which** is impressive, is still expensive.

- 8 Focus on the photo of Charlie Chaplin and ask: *Who is this? Have you seen any of his films?*

Do the first item with the class as an example. Point out that some sentences can be combined in more than one way. Weaker students could work in pairs for this exercise.

Check answers carefully, referring back to the Grammar presentation on page 38 if necessary.

POSSIBLE ANSWERS

- 1 Charlie Chaplin, who was the biggest star of silent films, was born in London in 1889. / Charlie Chaplin, who was born in London in 1889, was the biggest star of silent films.
- 2 Charlie, whose father abandoned the family, didn't have an easy childhood.
- 3 At eighteen, Charlie joined a theatre and comedy group which travelled to different places.
- 4 The group went to the USA, where a film producer noticed Chaplin.
- 5 Charlie Chaplin was most successful in his late twenties, when he made his best films.
- 6 His most famous character was the 'little tramp', who audiences loved. / His most famous character, who audiences loved, was the 'little tramp'.
- 7 Chaplin, who was a perfectionist, rehearsed and repeated scenes many times.
- 8 After the 1920s, films with sound, which were a new invention, became popular.
- 9 But audiences loved Chaplin's funny films, which were still mostly silent.
- 10 Chaplin, who was the most famous personality of his generation, died in 1977. / Chaplin, who died in 1977, was the most famous personality of his generation.

Fast finishers

Fast finishers could write one or two sentences about their favourite actors or films, using relative clauses. When you have checked answers, ask fast finishers to read their sentences to the class, omitting the name of the actor or film. See if other students can guess the actors or films. Ask students whether each sentence has a defining or non-defining relative clause.

Webquest

Students could look online and find clips of some of Chaplin's films. They could report back to the class on clips they watched and explain why they liked or didn't like them. If students have access to the internet in class, they could watch some short clips together and discuss whether they like them or not, and why.

Consolidation

- 9 Students identify and correct the errors.

ANSWERS

1 John, who **he** does the stunts, is very brave.

2 He's an actor whose **his** films are always good.

3 Almodóvar, **that** **who** is from La Mancha, is a great director.

4 I don't buy video games **which** / **that** are violent

5 James Bond films, **which** I always love, are sometimes violent.

6 The game **what** / **which** you lent me is brilliant.

- 10 Read out the title of the text and explain *gurus* if necessary (people who are experts on something). Ask individual students: *Do you watch videos on YouTube? What was the last video you watched? Have you ever uploaded a video to YouTube? What was it?*

Students complete the text with the correct relative pronouns and commas.

ANSWERS

Steve Chan, Chad Hurley and Jawed Karim, (1) **who** were in their twenties (2) **when** they started YouTube, had met when they were at PayPal, (3) **where** they worked after leaving university. The first YouTube video, (4) **which** is still on the website, was called *Me At the Zoo*. It was a short video of Karim, (5) **who** was walking around San Diego zoo with a video camera. The upload appeared on the internet in April 2005, seven months before the official launch of YouTube, (6) **which** was in November of that year.

Nowadays there are approximately 60 hours of new uploads on the site every minute and people watch more than 2 billion videos a day. Chan, Hurley and Karim, (7) **whose** original idea was so simple, are now incredibly wealthy. In 2006, (8) **when** they sold the company to Google, it was worth \$1.65 billion.

Extra activity: Grammar

Tell students they are going to close their books and write one sentence about YouTube from memory, and their sentence must include a relative clause.

Give students one minute to read the text again and memorize the facts they need for their sentence, then ask them to close their books and write their sentence.

Ask students in turn to read out their sentences. Write some sentences on the board, and elicit from the class where the commas should go. Ask about each sentence: *Is it grammatically correct? Are the facts correct?*

When you have checked a range of sentences, students can open their books to check whether they remembered the facts correctly.

Reference and further practice

Photocopiable audio script, page T130

Grammar Workshop, SB pages 123–124

Speaking Workshop, SB pages 150–157

Grammar, WB Unit 3 pages 30–31

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

iPack Grammar Animations

7 Correct the Key errors.

Key errors

Relative clauses

Do not repeat the subject:

The film which I saw it was interesting. X

A relative clause can only have one direct object:

He lent me a book, which I read it. X

You can replace *which* with *that*, but not with *what*:

The film series what I like is on Channel 4. X

We cannot use *that* in a non-defining clause:

3D TV, that is impressive, is still expensive. X



8 Combine the sentences in your notebook using relative clauses.

- 1 Charlie Chaplin was the biggest star of silent films. He was born in London in 1899.
- 2 Charlie didn't have an easy childhood. His father abandoned the family.
- 3 At eighteen, Charlie joined a theatre and comedy group. The group travelled to different places.
- 4 The group went to the USA. A film producer noticed Chaplin there.
- 5 Charlie Chaplin was most successful in his late twenties. He made his best films then.
- 6 His most famous character was the 'little tramp'. Audiences loved this character.
- 7 Chaplin was a perfectionist. He rehearsed and repeated scenes many times.
- 8 After the 1920s, films with sound became popular. They were a new invention.
- 9 But audiences loved Chaplin's funny films. They were still mostly silent.
- 10 Chaplin was the most famous personality of his generation. He died in 1977.



Consolidation

9 Identify and correct the error in each sentence.

- 1 John, who he does the stunts, is very brave.
- 2 He's an actor whose his films are always good.
- 3 Almodóvar, that is from La Mancha, is a great director.

- 4 I don't buy video games are violent.
- 5 James Bond films which I always love are sometimes violent.
- 6 The game what you lent me is brilliant.

10 Complete the text in your notebook with the correct relative pronouns or adverbs.

Add commas where necessary.

YouTube Gurus



Steve Chan, Chad Hurley and Jawed Karim (1) ... were in their twenties (2) ... they started YouTube had met when they were at PayPal, (3) ... they worked after leaving university.

The first YouTube video (4) ... is still on the website was called *Me At the Zoo*. It was a short video of Karim (5) ... was walking around San Diego zoo with a video camera. The upload appeared on the internet in April 2005 seven months before the official launch of YouTube (6) ... was in November of that year.

Nowadays there are approximately 60 hours of new uploads on the site every minute and people watch more than 2 billion videos a day. Chan, Hurley and Karim (7) ... original idea was so simple are now incredibly wealthy. In 2006 (8) ... they sold the company to Google it was worth \$1.65 billion.



3D Practical English Giving opinions

Vocabulary Adjectives and prefixes

- 1 **Read the introduction to the article and answer the questions in your notebook.**

- 1 Are there similar ratings in your country?
- 2 Are there ratings for video games?
- 3 Are ratings necessary and fair?
- 4 Do you think families and cinemas take the ratings system seriously? Why / Why not?

- 2 **Read the rest of the article. What's your opinion about each of the bans? Are they fair or unfair? Why?**

I think that it was fair / unfair to ban ... because ...

- 3 **Copy and complete the table in your notebook with blue words from the text.**

+	Prefix	-
responsible	ir-	irresponsible
(1)	il-	illegal
tasteful	dis-	(2)
obedient		(3)
(4)	im-	immoral
(5)		immature
decent	in-	(6)
(7)		inoffensive
(8)	un-	unsuitable
(9)		uncensored
safe		(10)

Banned!

Ratings systems vary for different countries, and authorities can ban books, films, music and games. This usually happens when material is **indecent**, **offensive** or **distasteful**, but there are other reasons too.

Potter problems

According to the American Libraries Association, the Harry Potter books are the most banned books this century. Many US schools and libraries considered the books too 'dark', and although the stories are often **moral**, the characters are **disobedient**.

No adverts please

The fight game **MMA** was banned in Denmark, not because of violent content, but because it included advertising for an energy drink.

Too horrible

Horror films which are too violent, such as the *Saw* series, have been banned from cinemas, although it is usually **legal** to own DVDs of the films (and some countries allow **censored** versions).

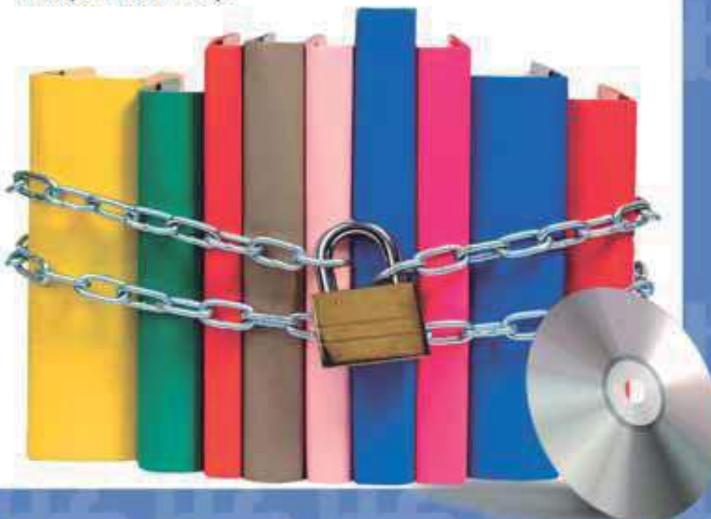
Road rage

Korean pop star Lee HyoRi made a music video for her song 'Chitty Chitty Bang Bang' which showed people dancing on top of a bus and in the middle of a road. One TV station banned the video because the dancers broke traffic regulations in an **unsafe** and **irresponsible** way.

MA 15+
RESTRICTED
'Mature accompanied'
15+ (Australia)
For a **mature** audience. Viewers under fifteen must be accompanied by an adult.

RESTRICTED R
'Restricted' (USA)
Suitable for viewers under seventeen years of age only if accompanied by an adult.

18 (UK)
Nobody under eighteen can watch these films or buy or rent games with this rating.



3D Practical English: Giving opinions

SB pages 40 & 41

Vocabulary

Adjectives and prefixes

1 **SPEAKING** Ask students to read the introduction and information about ratings in the text. Check that students understand *ratings*, then discuss the questions as a class. Ask questions to encourage students to talk about their own experiences, e.g. *Have you ever seen a film when you were too young to watch it? Do you know anyone who has? Has a cinema ever asked for proof of your age?*

Alternatively, students could discuss the questions in pairs or small groups. Ask some students to tell the class about their discussions. Encourage other students to respond by asking: *Do you agree? Have you had similar experiences?*

Fact file

The current UK Ratings are:

U – Universal: Suitable for all ages.

PG – Parental Guidance: All ages can watch, but it may contain some mild violence or bad language.

12A – Children under 12 can only watch if accompanied by an adult over 18 years old.

12 – Children under 12 cannot watch the film.

15 – Under 15s cannot watch.

18 – Under 18s cannot watch.

The current US film ratings are:

G – General: suitable for all ages.

PG – Parental Guidance: All ages can watch, but it may contain some mild violence or bad language.

PG-13 – All ages can watch, but parents are advised that some parts may not be suitable for under 13s.

R – Restricted: Children under 17 can only watch if accompanied by an adult.

NC-17 – No children aged 17 or under can watch.

2 Ask students to read the rest of the article. Ask questions to check comprehension: *Why have many US schools banned the Harry Potter books?* (They are too 'dark'); *Why was 'MMA' banned in Denmark?* (It included advertising for an energy drink); *Where can you watch the 'Saw' horror films?* (on DVD); *Why was the 'Chitty Chitty Bang Bang' music video banned?* (The dancers broke traffic regulations).

Ask individual students for their opinions of the bans.

Encourage other students to respond to the opinions expressed.

Alternatively, ask students to discuss the bans in pairs or small groups. Ask them to decide as a pair or group which ban is the most fair, and which is the most unfair. Set a time limit to keep students focused. Monitor while students are working, then ask pairs or groups in turn to tell the class what they decided, and why. See if the class can agree on which ban they think is the most fair, and which the most unfair.

Extra activity: Speaking

Write the UK and US film ratings from the Fact file on the board, and explain what each one means. Elicit the film ratings in the students' own country and write these on the board. Ask: *Which ratings do you think work best?*

Put students into pairs or small groups and ask them to devise their own rating system for films. Monitor and help while they are working.

Ask each pair or group in turn to present its ratings to the class. Ask the class to decide which they think is best, and why.

Alternatively, discuss the ratings as a class and decide as a class which is best, and why.

3 Students copy and complete the table with blue words from the text. Check answers, and check that students understand all the words. Model pronunciation of difficult words, e.g. *censored /'sensəd/, uncensored /,ʌn'sensəd/*.

ANSWERS

- 1 legal
- 2 distasteful
- 3 disobedient
- 4 moral
- 5 mature
- 6 indecent
- 7 offensive
- 8 suitable
- 9 censored
- 10 unsafe

Fast finishers

Fast finishers can think of more adjectives that use the prefixes in the table. When you have checked answers, ask fast finishers to read out the negative form of the words they have written, with prefixes. Ask other students to give the positive forms. Check that students understand the meanings.

4 Read out the example answers and elicit other examples of who or what can be obedient or disobedient. Students think of examples of the things and their opposites. Students could work in pairs for this exercise.

Ask some students to tell the class their ideas. Ask other students if they agree with the ideas.

Fast finishers

Fast finishers could work in pairs and write a short dialogue using some of the adjectives in exercise 4. When you have checked answers, ask fast finishers to perform their dialogues for the class. Ask other students to listen and note down the adjectives they use.

5 Check that students understand the meanings of the adjectives. Students write the opposites, then check their answers in their dictionaries.

ANSWERS

- 1 unfair 2 illogical 3 irregular 4 dishonest
5 inactive 6 immoral

Extra activity: Vocabulary

Play a game to practise the prefixes. Ask students to close their books, then write a selection of positive adjectives from pages 40 and 41 on the board. Divide the class into teams. Teams take turns to choose an adjective from the board, give the negative form and spell it. They are only allowed one go at the answer. If it is correct, they get a point. If it is not correct, don't tell them the correct answer, but move on to the next team for their turn.

As students give the correct negative forms, write these on the board next to the positive forms. These adjectives are now out of the game.

Continue until all the negative adjectives are on the board. The team with the most points wins.

Pronunciation

The schwa sound /ə/

6 1.22 **SPEAKING** Play the audio for students to listen and repeat. Encourage them to use the schwa sound in the unstressed syllables.

Audio script, page T131

7 1.23 **SPEAKING** Play the audio of the first word and elicit where the schwa sound is. Play the remaining words, pausing after each one for students to identify the schwa sounds. Play the audio again, pausing after each word to check answers. Ask individual students to repeat the words.

Audio script, page T131

ANSWERS

- 1 legal 2 moral 3 decent 4 obedient 5 censored

Listening

8 1.24 Students read the information about the podcast of 'The Monday Debate'. Ask: *What are the people going to discuss?* Allow students time to read the questions and possible answers. Play the audio twice for students to listen and choose the correct answers.

Audio script, page T131

ANSWERS

- 1 B 2 B 3 C 4 C 5 A

Speaking

9 Read through the Key phrases with the class. Brainstorm some opinions for each question, then give students time to prepare their own opinions. Encourage students to make notes, rather than writing full sentences.

10 Read the information in the Key skill box with the class. Demonstrate the activity by giving an opinion on the first question in exercise 9, then asking a confident student: *What do you think, (Paul)?* Listen to the student's opinion and respond.

Students then work in pairs or small groups to exchange opinions. Monitor while students are working and note down any errors to correct in a feedback session at the end.

Ask some pairs or groups to tell the class which questions they agreed on, and which they disagreed on.

Alternatively, ask a student to give their opinion on the first question in exercise 9. Ask that student to choose another student in the class and ask what they think. The second student must respond using one of the Key phrases, then ask another student in turn for their opinion. Continue discussing the questions in exercise 9 in this way, making sure that all students join in.

Extra activity: Speaking

Remind students about the podcast they listened to in exercise 8. Ask: *What question did Jayne and Justin ask at the end of their discussion? (Is it possible to control content for young people on the internet?)* Ask students to prepare their opinions, then exchange them in pairs or small groups. Set a time limit to keep students focused.

Ask each pair or group to tell the class about their discussion.

Alternatively, discuss the question with the whole class.

Encourage as many students as possible to join in and express their opinions.

Reference and further practice

Photocopiable audio / video script, page T131

Vocabulary Workshop, SB pages 138–139

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 3 pages 28–29

Speaking, WB Unit 3 page 33

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

4 Think of examples of 1–6 and their opposites.

- an obedient animal – *a dog*, a disobedient animal – *a cat*
- | | |
|------------------------------|--------------------------------|
| 1 a series suitable for kids | 4 something unsafe and illegal |
| 2 an inoffensive person | 5 an irresponsible action |
| 3 a mature age | 6 a tasteful advertisement |

5 Write the opposites of words 1–6 in your notebook using prefixes from exercise 3.

- | | | |
|-----------|-----------|----------|
| 1 fair | 3 regular | 5 active |
| 2 logical | 4 honest | 6 moral |

Vocabulary Workshop Pages 138–139 

Pronunciation The schwa sound /ə/

6   Listen to words 1–4 and practise saying them. Be careful with the schwa sound /ə/, which is common in unstressed syllables.

- | | |
|------------------------|-----------------------------|
| 1 mature /ma'tjuə(r)/ | 3 responsible /rɪ'sponsəbl/ |
| 2 offensive /ə'fensɪv/ | 4 suitable /su:təbl/ |

7  Listen and identify the schwa sound in 1–5. Then practise saying the words.

- | | | |
|---------|------------|------------|
| 1 legal | 3 decent | 5 censored |
| 2 moral | 4 obedient | |

Listening

8   1.24 Read the information about the podcast. Then listen twice and choose the correct answers.

- The author GP Taylor ...
 - A wrote a scary book which has a rating like films and games.
 - B thinks that the content of fiction for teenagers is out of control.
 - C doesn't write scary fiction and doesn't like it.
- Jayne read a university study ...
 - A but found that it wasn't true.
 - B and agrees with it because of her own experiences.
 - C and thinks that it's only true in the USA.
- In Jayne's opinion, ...
 - A publishers can make more money if they're responsible.
 - B authors and publishers need to be free.
 - C ratings are a disadvantage for publishers.
- According to Justin, when you ban or censor something ...
 - A it makes a small difference.
 - B it works because people are responsible.
 - C it can become more popular.
- What is the importance of the internet in this debate?
 - A It means that ratings are irrelevant.
 - B It means that teenagers read more.
 - C It means that it's possible for musicians and authors to censor their work.

Speaking

9 Look at the Key phrases. Then prepare to give your opinions about questions 1–4.

- Do we need ratings for music and books?
- Are films these days too immature or offensive?
- Is the internet unsuitable for children?
- Should parents be responsible for what their children read and watch?

Key phrases

Exchanging opinions

What's your opinion about ... ?
I think / don't (really) think ...
I'm (not) sure that ...
That's interesting.
Maybe you're right.
What do you think, (Jayne)?

10   Look at the Key skill. Then exchange your opinions about questions 1–4 in exercise 9.

Key skill

Speaking: Taking turns and listening

- When exchanging opinions, ask what other people think.
- Listen to people and express an interest in what they say, even if you don't agree with them.



The Monday Debate

Rating music and books

We have ratings for films and games, so why don't we have ratings for music and books? On the panel this week – author Jayne Darcy and musician Justin Grounds.



Do we need

PARENTAL
ADVISORY

Ratings?



3E Writing A biography

Model text

- 1 Read the text and answer the questions in your notebook.

- 1 When did Adele become interested in music?
- 2 Who discovered her talent and how?
- 3 Why do people admire her?

- 2 Read the text again and answer the questions in the Text analysis in your notebook.

ADELE

1 Adele Adkins was born in London on **5 May 1988**. As a young girl she was interested in music, and she started singing at the age of four, impersonating pop stars at family parties.

5 2 Adele spent her teenage years at the BRIT school of performing arts, and in her mid-teens she discovered jazz music, **which** strongly influenced her. For a school project she recorded three tracks and posted them on MySpace, where a record company saw them. **No sooner had she left school than** they offered her a contract.

10 3 Adele's first album was **19**, which she made when she was nineteen years old. It was a big hit, and her second album, **21**, was successful around the world. By the age of **21** Adele had two top-five singles and two top-five albums in the charts. In 2012 she won six Grammy awards – a record for a female artist.

15 4 The things **which** people most admire about Adele are her moving songs and her unique and powerful voice, but she's also a person **who's** very confident about her appearance. She doesn't feel that she needs to be too thin, and in that sense she's a great role model.

20

25

30

35



Text analysis



Paragraph 1

- 1 How do you say **this date**?
- 2 How do you write and say these dates?
a 1/1/2001 c 22/10/2009
b 3/7/2012 d 28/2/1984

Paragraph 2

- 3 What does **which** refer to?
- 4 Which of phrases A–C is *not* a synonym of *no sooner ... than*?
A as soon as B just C by the time

Paragraph 3

- 5 Does the first sentence in this paragraph include a defining or non-defining relative clause? How do you know?

Paragraph 4

- 6 Is it possible to replace the **relative pronouns** in this paragraph? Is it possible to omit them?

Writing skills Time expressions (2)

- 3 Look at the examples and answer the questions in your notebook.

- a No sooner had she left school than she got a contract.
- b She had just left school when she got a contract.
- c As soon as she had left school she got a contract.
- d By the time she left school she had got a contract.

- 1 Which sentence means that she already had a contract when she left school?
- 2 What do you notice about the word order in example a?

- 4 Rewrite the sentences in your notebook. Use the words in bold, so that the meaning stays the same.

- 1 I heard the song and bought it immediately. (**no sooner**)
- 2 She had already become a star before she was 20. (**by the time**)
- 3 The moment I saw her video I knew that she had a lot of talent. (**as soon as**)
- 4 A moment after I turned on the TV, she played my favourite song. (**just**)

3E Writing: A biography

SB pages 42 & 43

Model text

- 1 Focus on the model text and ask: *Do you recognize this singer? Do you listen to her music?*

Students read the model text and answer the questions.

POSSIBLE ANSWERS

- 1 Adele became interested in music when she was a young child. She started singing when she was four years old.
- 2 A record company saw her music on MySpace, and when she left school they offered her a music contract.
- 3 People admire her moving songs, her unique and powerful voice and her confidence about her appearance.
- 2 Students read the text again and answer the questions in the Text analysis box.

POSSIBLE ANSWERS

- 1 the fifth of May nineteen eighty-eight
- 2 a 1st January 2001; the first of January two thousand and one
b 3rd July 2012; the third of July two thousand and twelve (twenty twelve)
c 22nd October 2009; the twenty-second of October two thousand and nine
d 28th February 1984; the twenty-eighth of February nineteen eighty-four
- 3 jazz music
- 4 C
- 5 It contains a non-defining relative clause. It contains non-essential information and is separated from the main clause by a comma.
- 6 Which can be replaced with that or omitted.
Who can be replaced with that but not omitted.

Writing skills

Time expressions (2)

- 3 Students read examples a–d and answer the questions. Check answers, and explain that after the expression *No sooner ... , we invert the subject and verb.*

ANSWERS

- 1 d
- 2 The subject and the verb *had* are inverted after *No sooner*.
- 4 Students rewrite the sentences keeping the same meaning and using the word in brackets.

ANSWERS

- 1 No sooner had I heard the song than I bought it.
- 2 By the time she was 20 she had already become a star. / She had already become a star by the time she was 20.
- 3 As soon as I saw her video I knew that she had a lot of talent.
- 4 I had just turned on the TV when she played my favourite song. / Just after I turned on the TV, she played my favourite song.

Extra activity: Writing

Write these sentence beginnings on the board:

No sooner had I ...

As soon as I ...

I had just ...

Ask students to complete them with their own ideas.

Ask some students to read their sentences to the class.

Correct any errors as a class.

5 Students complete the Key phrases with words from the text.

ANSWERS

1 young girl 2 of 3 mid 4 was

Speaking

Preparing to write

6 Ask: *What do you know about Javier Bardem?*

Students look at the notes and complete them with the correct headings.

ANSWERS

- 1 Date and place of birth
- 2 Early years and education
- 3 Professional career
- 4 Awards
- 5 Situation now
- 6 Strengths

7  1.25 Listening option Play the audio for students to listen and make a note of as much information as they can that is not in the notes in exercise 6. Play the audio a second time if necessary.

Audio script, page T131

POSSIBLE ANSWERS

Las Palmas is in the Canary Islands

He often went to the cinema and theatre as a child.

He came from a family of actors.

He preferred painting to acting when he was young.

He decided that he wasn't a good painter, so he looked for work as an actor.

His first role in English was in 2002.

He was the first Spanish actor to get an Oscar nomination, and the first Spanish actor to win an Oscar.

He has also won many other awards and nominations since then.

His first son, Leo Encinas Cruz, was born in 2011.

His daughter, Luna, was born in 2013.

Critics consider him one of the world's greatest living actors.

8 **SPEAKING** Students think of someone they like or admire and prepare their answers to the questions. Monitor and help while students are working.

Put students into pairs or small groups to ask and answer the questions. Students can suggest extra information their partner could add to their biography.

Alternatively, ask students in turn to read out their answers to the questions. Ask other students to suggest extra information they could add.

Writing

9 Students follow the steps in the Writing guide and write their biography, using their answers to the questions in exercise 8. Students can swap their biography with a partner. Tell students to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Webquest

Students could search online for information about another person they admire. Most actors and singers have official websites that students could visit to find information about the person's early life, achievements and current life.

Students could prepare a short presentation on the person they have chosen, and download photos to go with their presentation. Tell students to use the same order of ideas as in the notes about Javier Bardem.

In the next class, students could give their presentations to the class and the class could discuss which presentations they enjoyed the most, and which people they admire the most.

Reference and further practice

Photocopiable audio script, page T131

Speaking Workshop, SB pages 150–157

Writing, WB Unit 3 page 35

Listening reference, WB pages 108–109

Writing reference, WB pages 110–118

Writing Tutor, Digital WB

Teacher's Resource and Tests CD-ROM

- 5 Complete the Key phrases in your notebook with words from the text.

Key phrases

Talking about age

As a baby / (1) ... / teenager
At the age / By the age (2) ... twenty-one
In her early / (3) ... / late teens, twenties, thirties
When she (4) ... nineteen years old
In her younger / later years
In the early / later part of her life / career



Speaking Preparing to write

- 6 Look at the notes about Javier Bardem. Choose headings from the box for 1–6.

Awards Date and place of birth
Early years and education Professional career
Situation now Strengths

JAVIER BARDEM

- ... Born 1/3/69 in Las Palmas.
- ... First film appearance - age of 6. Studied art in Madrid after finishing school.
- ... First major film 1990. Many films since then including *No Country for Old Men* and *Skyfall*.
- ... Nominated for Oscar in 2000. Won Oscar for best supporting actor in 2007.
- ... Married Penélope Cruz in 2010. Latest films *The Counsellor* and *The Gunman*.
- ... Powerful, moody performances.



- 7 1.25 LISTENING OPTION Listen to a profile of Javier Bardem and make a note of any extra information which is not in the notes in exercise 6.

- 8 Think of someone in the entertainment industry who you like or admire. Prepare answers to questions 1–5. Then ask and answer.

- Who is the person you like or admire?
- What do you know about their life?
- What are their most famous pieces of work?
- What is their most recent piece of work?
- Why do you and other people admire this person?

Writing

- 9 Follow the steps in the Writing guide.

Writing guide

Task

Write a biography of someone who works in the entertainment industry.

OR Use the information about Javier Bardem to write his biography.

Write 120–150 words.

Think and plan

Complete the paragraph plan with the words in the box. Then find the information you need for your biography. If you chose Javier Bardem, find some extra information.

awards date and place of birth
early years strengths

Paragraph 1

Name + (1) ...

Paragraph 2

(2) ... + education

Paragraph 3

(3) ... + professional career

Paragraph 4

Situation now + (4) ...

Write and check

Read the Key phrases again. Write a rough version of your biography using notes from your plan. Then check these points and write a neat version.

- Have you used relative clauses correctly?
- Is the punctuation correct?
- Have you used any of the Key phrases?



Skills Extra



Lyrics Kanye West: 'Family Business'

- 1 Complete the Context with the words in the box. Then look at the lyrics and find words or phrases which relate to each of the three themes.

family and family events prison
success in the music business

- A This is family business
And this is for the family that can't be with us
And this is for my cousin **locked down**¹,
know the answer's in us
That's why I spit it in my songs so sweet
- B Like a photo of your granny's picture
Now that you're gone it **hit**² us
Super hard on Thanksgiving and Christmas, this
can't be right
Yeah you heard the track I did man, **this can't be life**³
Somebody please **say grace**⁴ so I can **save face**⁵
And have a reason to cover my face
- C I even made you a plate, soul food, know how Granny
do it
Monkey bread⁶ on the side, know how the family do it
When I brought it why did the guard have to look all
through it?
- D As kids we used to laugh
Who knew that life would move this fast?
Who knew I'd have to look at you **through a glass**⁷?
- E And look, you're telling me **you ain't did it**⁸, then
you ain't did it
And if you did, then that's family business

Context: 'Family Business'

In these lyrics Kanye West reflects on the importance of (1) ... and also considers his fame and (2)

The lyrics refer to people who he misses; West was deeply affected by his mother's death. The lyrics also refer to his cousin, a nurse, who was in (3) ... at the time.

- F And I don't care 'bout (all the, all the diamond rings,
diamond rings)
They don't mean a thing (all, all, all the things)
All these fancy things
I tell you that all (all that glitters) my weight in gold
Now all I know I know all these things
- G This is family business
And this is for everybody standin' with us
Come on, let's take a family **Grammy**⁹ picture
- H Abby, remember when they ain't believin' me?
Now she **like**¹⁰ "See, that's my cousin on TV"
Now, we gettin' it and **we gon' make it**¹¹
And y'all gon' hate it and I'm his favourite
- I I can't deny it, I'm a **straight rider**¹²
But when we get together be **electric slidin'**¹³
- J Grandma, get 'em shook up
Aw naw¹⁴, don't open the photo book up
- K I got an Aunt Ruth that can't remember your name
But I bet them **Polaroids**¹⁵ I'll send her **down memory lane**¹⁶
You know that one auntie, you don't wanna be rude
But every holiday nobody eatin' her food
And you don't wanna stay there cuz
them your worst cousins ...



Glossary and notes

- ¹ in prison
² affected
³ title of a song
⁴ say prayers before a meal
⁵ not be embarrassed
⁶ sweet bread with cinnamon
⁷ visitors speak to prisoners through glass
⁸ you didn't do it

- ⁹ a music business award
¹⁰ says
¹¹ we're going to be successful
¹² hard man
¹³ a type of dance
¹⁴ oh no
¹⁵ instant photos
¹⁶ thinking of the past

- 2 Match 1–6 with six sections from A–K in the lyrics. In which sections is the writer saying that:

- He wants to share his success with his family.
- His lyrics aren't always happy because he's upset.
- He believes family members if they say they're innocent.
- His cousin can boast now because he is famous.
- Family meals can be sad when people are missing.
- He couldn't predict when he was younger that one day he'd visit his cousin in prison.

- 3 Discuss the questions. Explain your answers with reference to the lyrics.

- How can Kanye hide the fact that he is crying when he is at a family meal?
- What happens to the food which he takes to his cousin in prison?
- Did people doubt that he would be successful?
- What does he dislike about visiting Aunt Ruth?
- In general is he proud of or embarrassed by his family?

Skills Extra

SB pages 44 & 45

Lyrics

Kanye West: 'Family Business'

- 1 Focus on the photo of Kanye West and ask: *Do you know this singer? Do you listen to his music?*

Students complete the Context with the words in the box.

Check answers, then ask students to read the lyrics quickly and find words or phrases which relate to each of the three themes. Check answers, then ask: *Do you know this song?*

Tell students that there are some examples of non-standard English in the song, e.g. *you ain't did it* (= *you didn't do it*). Point out the glossary at the bottom of the lyrics. Students can use the glossary to help them with exercise 2.

ANSWERS

- 1 family and family events
2 success in the music business
3 prison

family and family events: family business, cousin, a photo of your granny's picture, Thanksgiving and Christmas, say grace, how Granny do it, how the family do it, open the photo book up, Polaroids, send her down memory lane, auntie

success in the music business: diamond rings, fancy things, all that glitters, my weight in gold, Grammy, on TV

prison: locked down, guard, look at you through a glass, you ain't did it

Fact file

Kanye Omari West (born 1977) is an American hip hop singer and songwriter. His albums include *The College Dropout*, *Late Registration*, *Graduation* and *My Beautiful Dark Twisted Fantasy*. He runs his own record label, GOOD Music. He has also directed several short films, and is a successful fashion designer.

- 2 Read through 1–6 with the class. Check that students understand *boast*. Students match 1–6 with six sections from A–K in the lyrics.

ANSWERS

- 1 G 2 A 3 E 4 H 5 B 6 D

- 3 **SPEAKING** Allow students time to look at the lyrics again and think about their answers. Ask individual students the questions. Ask them to refer to the lyrics and give reasons for their answers. Ask other students: *Do you agree? Why? / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class their ideas.

POSSIBLE ANSWERS

- 1 He can cover his face while somebody says grace.
(B: *Somebody please say grace so I can save face And have a reason to cover my face*)
2 A guard searches the food. (C: ... *why did the guard have to look all through it?*)
3 Yes, people did doubt that he would be successful. (H: *Abby, remember when they ain't believin' me?*)
4 He dislikes her food and his cousins there. (K: *But every holiday nobody eatin' her food And you don't wanna stay there cuz them your worst cousins*)
5 He is proud of his family. (G: *Come on, let's take a family Grammy picture*)

Webquest

Students could do an internet search for 'Kanye West'. They will find the singer's own website, and also reviews of his music and information about his businesses. They could also search on YouTube for video clips of him singing and performing. Ask students what they learned about Kanye, and if they like his music.

BBC Video

Street culture: Hip hop

1 Read the introduction aloud. Students match the photos with five words from the box. Check answers, and check that students understand all the words in the box. Discuss the questions about rap and hip hop with the class.

ANSWERS

1 DJ 2 record 3 mixer 4 turntable 5 street party

2 **SPEAKING** **VIDEO** Check that students understand everything before they try to guess the answers. Discuss the questions about rap and hip hop with the class. Put them into groups to compare their answers. Ask groups in turn: *Did you have similar answers? Which answers were different?*

Alternatively, ask students in turn to tell the class one of the answers they have guessed. Ask other students: *Was your answer similar? Do you agree? Why? / Why not?*

Play the video for students to watch or listen.

BBC video script, page T148

ANSWERS

- 1 dance, rap, DJing, sound systems, playing music
- 2 funk
- 3 A, C, D
- 4 On the street.
- 5 Mainstream, because it has been picked up by record labels and is enjoyed by mainstream, white audiences.
- 6 Because it has messages speaking directly to the youth of today.

Helping hand

If students find it hard to hear the answers to exercise 2, write the following sentence beginnings on the board. Read them out, first slowly and then at normal speed. Tell students that if they listen for these sentences they will hear the answers to the questions in exercise 2.

- 1 People would use things to express themselves, such as ...
- 2 On this sound system he would play ...
- 3 A lot of the rappers used the vocals to express the way they felt about ...
- 4 I think the youth need ...
- 5 Hip hop has been picked up by major record labels and is now ...
- 6 So, in that sense, you know, it has messages ...

3 **VIDEO** Students match the phrasal verbs with the phrases in brackets in the quotations. Elicit some possible answers, then play the video again for students to check their answers.

BBC video script, page T148

ANSWERS

1 set up 2 plug in 3 let it out 4 hang out 5 hook up with 6 show off 7 pick up on 8 picked up

4 **SPEAKING** Write the types of music on the board. You could brainstorm more types of music and add those to the board, too. Ask the questions to individual students. Ask other students: *Do you agree? Why? / Why not?*

Alternatively, students could discuss in pairs or groups. Ask pairs or groups in turn to tell the class about their discussions.

Fact file

Hip hop originated as a form of street culture in the 1970s. The subjects dealt with include street violence and drugs, reflecting life in the areas where hip hop originated.

Heavy metal is a type of rock music known for being very loud, with a strong beat, and electric guitar solos.

Pop refers to popular music in general, especially music that is popular with teenagers and is successful in the weekly 'pop charts'.

Punk is a style of rock music which often uses loud, harsh sounds and lyrics often challenge the establishment and conventional ideas.

Rap refers to the style of music in which lyrics are spoken in a rhythmical way, with a musical background.

Reggae music developed in Jamaica in the 1960s and was popularized especially by Bob Marley in the 1970s.

Extra activity: Exam practice

Tell students they are going to practise answering some questions like the ones they might see in a speaking exam. Write the following questions on the board:

'Do you like listening to music? Why? Why not?'

'What kind of music do you like listening to? Why?'

Allow students a little time to think about their answers. If necessary, revise expressions for giving your opinion: *I think, In my opinion, I would say*.

Students could ask and answer the questions in pairs. Ask some students: *Did your partner give reasons for their answers? Did they use expressions to express their opinion?*

To end with, ask a few stronger students the questions in front of the class and discuss as a class what was good about their answers, and what things they could improve.

Webquest

For homework, students could choose a music genre and research it online. They could find out the names of popular singers or bands in that genre, and could listen to clips of music by those bands or singers.

In the next lesson, students could take turns to give a short presentation on the genre they chose.

Reference and further practice

Photocopiable video script, page T148

Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM



- 1 Read the introduction and match 1–5 in the photos with five words in the box. What do you think about rap and hip-hop? Why do people like or dislike them?

Street culture and hip hop

In most big cities, it's hard to miss the energy and imagination of musicians, street artists and fashion trendsetters. Collectively they contribute to a popular art form called street culture. If street culture has a soundtrack, it's got to be hip hop ...

DJ headphones mixer record sound system
street party turntable



- 2 Look at questions 1–6. Guess the answers and compare them in groups. Then watch the video and check.

- 1 What **five** things did people 'in the ghetto' use to express themselves?
- 2 Kool DJ Herc was one of the original hip hop DJs. Did he play punk, funk, reggae, R & B or all types of music?
- 3 What did rappers express opinions about in their vocals? Choose three from A–E.
 - A Life experiences
 - B Heroes from the past
 - C Lack of jobs
 - D How they felt about the 'system' and society
 - E How they felt about other types of music
- 4 Where did rappers meet, practise and exchange ideas?
- 5 Is rap a minority or mainstream music now? Why?
- 6 According to the video, why is hip hop so powerful?

- 3 Match the phrasal verbs in the box with the phrases in brackets. Then watch the video again and check your answers.

hang out hook up with let it out pick up on
picked up plug in set up show off

Billy Biznizz:

'They'd go into the parks and they'd (1) ... (assemble their equipment). The big lamp posts that they'd have – they'd get a man to climb up there, unscrew the light bulb and they'd actually (2) ... (connect to the electricity supply).

'He'd move the record backwards and forwards to get the scratch sound, then (3) ... (release it).'

Smiley Culture:

'A ghetto is a place where kids (4) ... (stay and keep each other company). I love it 'cos it's so real. It's authentic.'

'Youth need the street to (5) ... (join together with) other talents and (6) ... (try to impress people with) their talents. Then someone can hear them and (7) ... (recognize and react to) their talent.'

Narrator:

'From small beginnings, hip hop was (8) ... (recognized and reacted to) by major record labels.'

- 4 Look at the types of music and discuss the questions.

heavy metal pop punk rap reggae

- 1 Which do you like or dislike? Why?
- 2 Do you know where any of the genres originated?
- 3 What are the top bands and songs from these genres at the moment?
- 4 Which kind of songs do you think have the most and least powerful lyrics? Why?

4 Relationships

Unit contents

- Vocabulary** Values, idiomatic expressions, relationships: verbs
- Grammar** Reported speech
- Speaking** Agreeing & disagreeing
- Listening** Multiple choice
- Writing** An informal email

Skills Extra lessons

EXTRA LITERATURE



Austen: Sense and Sensibility

EXTRA VIDEO



Prejudice

4A Introduction Respect

Lead in

1 Discuss the questions.

- 1 Does prejudice exist in your country?
- 2 Are men and women equal?
- 3 What is a friend?
- 4 How do you expect friends to treat you?

Vocabulary Values

2 Read the texts and complete them with the words in the boxes in your notebook.

3 Copy and complete the table using as many forms as possible of the words in the box. Not every word has every form.

equal (adj) honest (adj) kind (adj)
loyal (adj) respect (noun)

Adv (+)	...	respectfully
Adj (+)	loyal	respectful
Noun (+)	loyalty	respect
Noun (-)	disloyalty	disrespect
Adj (-)	disloyal	disrespectful
Adv (-)	...	disrespectfully

Vocabulary Workshop Pages 140–141 VOC APP

4 Complete the sentences in your notebook using appropriate forms of the words in brackets.

- 1 You never lie. I appreciate your ... (honest)
- 2 You should never treat people ... (respect)
- 3 It's sad that ... is still a problem. (equal)
- 4 Thanks. I appreciate your ... (loyal)

RESPECT

How does it feel to be treated as a second-class citizen? If you're the 'wrong' sex or colour, or if you're poor or different, you might find out, because there's still plenty of (1) ... in the 21st century.

prejudice trust

Renata, Romania

My first experience of (2) ... was when we used to play in the street and some children said about me: 'Look at the gypsies. We don't play with them.' I was a child and it hurt because they treated me like that when I was clean and dressed normally like them. It was just that my face was a little darker.

loyalty racism



Chafiqah, Afghanistan

No, there isn't (3) ... here. When children are small, their parents tell them that they are not equal. The boys are given preference as they grow older; they feel superior to the girls. Then boys get jobs and girls stay at home. That's why mothers prefer to have sons. I try to teach my son (4) ... and (5) ... for women. These are essential characteristics for a man to have.

equality kindness racism respect



4 Relationships

Unit contents

- Vocabulary** Values, idiomatic expressions, relationships: verbs
Grammar Reported speech
Speaking Agreeing & disagreeing
Listening Multiple choice
Writing An informal email

Skills Extra lessons

- Extra literature** Austen: *Sense and Sensibility*
Extra video Prejudice

Extra activity: Speaking

Ask: Which story do you find most shocking? Why? Which person do you have the most sympathy for? Why? Ask individual students to answer, and use their answers to have a brief class discussion.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while students are working, then ask each pair or group in turn to tell the class about their discussions. As they present their ideas, ask other students: Do you agree? Why? / Why not?

- 3 Students copy and complete the table using as many forms as possible of the words in the box.

ANSWERS

Adv (+)	equally	honestly	kindly
Adj (+)	equal	honest	kind
Noun (+)	equality	honesty	kindness
Noun (-)	inequality	dishonesty	unkindness
Adj (-)	unequal	dishonest	unkind
Adv (-)	unequally	dishonestly	unkindly

Fast finishers

Fast finishers can write example sentences for some of the words in the table. When you have checked answers, ask fast finishers to read out their sentences, omitting the word from the table. See if the rest of the class can guess the missing words.

- 4 Students complete the sentences with the correct form of the words in brackets.

ANSWERS

- 1 honesty
2 disrespectfully
3 inequality
4 loyalty

Vocabulary

Values

- 2 Focus on the text and ask: *What is respect?* Elicit a few ideas. Students read the texts and complete them with the correct words. They can use their dictionaries to help them. Point out that there is one extra word in each set of options that they will not need. Check answers, and check that students understand all the words. Model pronunciation of words your students will find difficult.

ANSWERS

- | | |
|----------------------|------------------|
| 1 prejudice | 7 discrimination |
| 2 racism | 8 kindness |
| 3 equality | 9 dignity |
| 4 kindness / respect | 10 loyalty |
| 5 respect / kindness | 11 humanity |
| 6 honesty | 12 trust |

Pronunciation

Affixes

5 1.26 Check that students understand the words *prefix* and *suffix*. Play the audio for students to listen and answer the question.

Audio script, page T132

ANSWER

The stress doesn't usually move when we add prefixes or suffixes.

6 1.27 **SPEAKING** Point out to students that the stress sometimes moves when we add prefixes or suffixes to a word. Refer students back to the table they completed in exercise 3. Play the audio, pausing after each word for students to repeat and mark the stressed syllables.

Audio script, page T132

ANSWERS

<u>equally</u>	<u>honestly</u>	<u>kindly</u>
<u>equal</u>	<u>honest</u>	<u>kind</u>
<u>equality</u>	<u>honesty</u>	<u>kindness</u>
<u>inequality</u>	<u>dishonesty</u>	<u>unkindness</u>
<u>unequal</u>	<u>dishonest</u>	<u>unkind</u>
<u>unequally</u>	<u>dishonestly</u>	<u>unkindly</u>

7 **SPEAKING** Students choose the five most important qualities of a friend. You could ask them to rank their top five from 1 (the most important) to 5.

Put students into pairs or small groups. Ask them to compare their lists and discuss their opinions. Ask them to write down three things that they agree on, and three things that there is a disagreement on. Set a time limit of three minutes to keep students focused. Monitor while they are working.

Ask each pair or group in turn to tell the class which things they agreed and disagreed on, and why.

Alternatively, ask individual students: *What do you think are the five most important qualities? Why?* Ask other students: *Do you agree? What other qualities do you think are important?* See if the class can agree on the five most important qualities.

Listening

8 1.28 Play the audio for students to listen and note down the themes that they mention from exercise 7.

Audio script, page T132

ANSWER

They mention being fun and interesting, honesty, loyalty, trust, seeing each other all the time and respect.

9 1.28 Read the Key skill box with the class. Students find the key words in questions 1–4. Elicit answers, and discuss as a class what the key words are in each question.

Play the audio again for students to listen and choose the correct answers.

Speaking Workshop, SB page 156

ANSWERS

Key words (possible answers):

- 1 A important, fun, interesting; B don't have to be, fun and interesting; C fun and interesting, all the time
- 2 A not honesty; B two-faced; C not two-faced
- 3 A can't trust; B can't believe; C can, tell him, girls
- 4 A see friends often, respect; B don't need to see, must respect; C lose contact, lose respect

Multiple choice answers:

1 B 2 C 3 A 4 B

Webquest

There are hundreds of well-known quotations about friendship. Read this example to the class and ask if they agree: 'A friend is someone who knows all about you and still loves you.' (Elbert Hubbard)

For homework, students could look online and find some quotes that they like. They can search for 'quotes about friendship'. Ask them to write down two or three quotes that appeal to them.

In the next class, students can read their quotes to the class and explain why they like them.

Alternatively, they could present their quotes to each other in small groups, and each group could choose the two or three quotes that they like best. They can read these quotes to the class.

Reference and further practice

Photocopiable audio script, page T132

Vocabulary Workshop, SB pages 140–141

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 4 pages 38–39

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

Pronunciation Affixes

5 1.26 Listen to words from the table in exercise 3. Does the stress move when we add prefixes or suffixes?

6 1.27 Listen to more words from the table. Repeat the words and mark the stressed syllable.

Cecilia, Venezuela

When I got my engineering diploma I looked for a job and at one interview they told me they were not looking for a woman but an engineer. I told them I was an engineer! I suppose they showed some (6) ... but it also showed how much (7) ... there was in the oil industry at the time.

discrimination loyalty honesty

Jean-Marc, France

There are lots of people who don't look at the homeless when they pass us on the street. What hurts most is indifference and a lack of (8) ... – the people who pass and don't want to see you. We still have some (9) ... , you know!

dignity honesty kindness

Roberto, Cuba

I have a friend who's black and the police sometimes ask for his ID when we're going home from work. Out of (10) ... to my friend I show my ID too, but the police say 'No, you're OK.' Where's the (11) ... in that? Someone who lives and works in our community deserves our (12)

humanity loyalty prejudice trust

7 Look at A–G and choose the five most important qualities of a friend. Then compare your answers.

I think / don't think that ... is important.
Me too. / Me neither

A good friend is ...



- A* someone who is fun and interesting.
- B* someone who is loyal and supportive.
- C* someone who is honest.
- D* someone who you see all the time.
- E* someone who you can trust.
- F* someone who you respect.
- G* someone who is friends with your other friends.

Listening

8 1.28 Listen to three people discussing friendship. Which themes do they mention from A–G in exercise 7?

9 1.28 Read the Key skill and identify the key words in questions 1–4. Then listen again and choose the correct answers.

Key skill

Listening: Before listening

- Read the questions carefully.
- Identify and underline the key words.
- Be aware of what you want to listen for.

- 1 The friends agree that ...
 - A it's important to have fun, interesting friends.
 - B friends don't have to be fun and interesting.
 - C they are fun and interesting all the time.
- 2 Louise's friend criticized her clothes. Louise thinks that was ...
 - A not an example of honesty.
 - B an example of someone who was two-faced.
 - C not two-faced.
- 3 Mark's opinion of his cousin is that ...
 - A he can't trust him.
 - B he can't believe him.
 - C he can tell him what he thinks about girls.
- 4 The people agree that ...
 - A you need to see friends often and respect them.
 - B you don't need to see friends but you must respect them.
 - C when you lose contact with someone you also lose respect.

4B Reading *West Side Story*

1 (1) 1.29 Read the text and match the names 1–5 with A–F.

Chino D

- | | |
|------------|--|
| 1 Maria | A The leader of the Jets, Tony's friend. |
| 2 Tony | B The leader of the Sharks, Maria's brother. |
| 3 Riff | C Ex-leader of the Jets. |
| 4 Bernardo | D A member of the Sharks, Bernardo's friend. |
| 5 Anita | E Bernardo's girlfriend, Maria's friend. |
| | F Bernardo's sister. |

2 Read the text again and choose the correct answers.

- 1 Maria's relationship with Chino couldn't work because ...
A she didn't want to be with someone who her parents had chosen.
B there wasn't any basis for a relationship between them.
C she had already met someone else who she was in love with.
- 2 When Maria found out about Bernardo's death, ...
A she was upset but forgave Tony.
B she was angry with Bernardo.
C she thought that Chino enjoyed telling her.
- 3 The Jets insulted Anita because ...
A Tony had killed her boyfriend.
B they didn't like her as a person.
C they considered her an enemy.

3 Write true or false for 1–4. Give evidence from the text for your answers.

- 1 Maria still thought about Chino after she had met Tony.
- 2 Maria wanted to stop the gangfight because she thought that there had been enough violence.
- 3 Bernardo was happy to do anything which Maria asked him.

4 Answer the questions in your own words.

- 1 Why did Anita decide to help María?
- 2 Why did she change her mind?
- 3 What did Tony believe in the end?

5 Find words or expressions in the text which match the definitions.

- 1 conversation to solve a problem (paragraph A)
- 2 organized group of friends or criminals (paragraph B)
- 3 attraction (paragraph C)
- 4 advised somebody that something bad might happen (paragraph F)
- 5 great sadness (paragraph G)

6 (1) 1.30 SPEAKING & LISTENING OPTION How do you think the story ends? Choose some options from A–E and compare ideas. Then listen and check.

- A There is a happy / tragic ending.
- B Tony and Maria die in each other's arms.
- C They escape from the city.
- D The gangs make peace.
- E Tony is killed and Maria grieves for him.

Vocabulary Idiomatic expressions

7 Match the idioms in the text with definitions 1–6. How do you express these idioms in your language?

- 1 become angry very suddenly
- 2 finished
- 3 have different interests and tastes
- 4 see and then look at each other
- 5 remain calm
- 6 in good times and bad times

8 (1) Replace the blue phrases with idioms from the box. Then complete sentences 1–5 in your notebook with your own ideas and compare your answers. Are there any similar idioms in your language?

down in the dumps in the doghouse
on a roll out of the blue over the moon
under the weather

- 1 I'm feeling a bit ill today because ...
- 2 I'm really happy and excited because ...
- 3 Paul's in disgrace again because ...
- 4 The news that I had ... came as a big surprise.
- 5 I was having a lot of good fortune. First of all I ... and ...
- 6 Sometimes I feel a bit depressed when ...

Vocabulary Workshop Pages 140–141 VOC APP

Webquest



Find clips of film and theatre versions of *Romeo and Juliet* and / or *West Side Story*. Which do you like or dislike? Why?



4B Reading: West Side Story

SB pages 48 & 49

1 1.29 Focus on the pictures on pages 48 and 49 and ask: *Do you know this musical?* Check that students understand *gang* and explain that the Jets and the Sharks are the names of two gangs.

Students read the text quickly to complete the matching task. Remind students that they should read quickly and not worry if they don't understand every word. You could set a time limit of around five minutes, to encourage students to read quickly. You could play the audio while students read.

ANSWERS

1 F 2 C 3 A 4 B 5 E

Helping hand

If students find the whole text daunting, ask them to read paragraph A first. Ask them to look for information about Maria, Bernardo and Tony. Then ask them to read paragraph B to find information about Riff. Ask them to skim the remaining text to find information about Chino and Anita.

2 Students read the text again and choose the correct answers.

ANSWERS

1 B 2 A 3 C

Helping hand

To help students with exercise 2, tell them to think about which part of the story each question relates to. They can then quickly skim the text to find the relevant part of the story, and read that part in detail to find the correct answer.

3 Students read the text again and say if the sentences are true or false.

ANSWERS

- 1 False. (Maria did not think about Chino after she had met Tony. When she met Tony, 'Chino was history.')
 - 2 True. (Maria asked Tony to stop the gangfight because she was 'sick of the violence.')
 - 3 False. (Tony was happy to do anything Maria asked.)
- 4 Students answer the questions. Encourage them to use their own words as much as possible.

ANSWERS

- 1 Anita decided to help Maria because she knew that Maria was in love with Tony and that the hate had to stop.
 - 2 Anita changed her mind because the Jets insulted her without mercy.
 - 3 In the end, Tony believed that Maria had been shot.
- 5 Students find words in the text to match the definitions.

ANSWERS

1 discussion 2 gang 3 spark 4 warned 5 grief

6 1.30 Speaking & listening option Read out the question to the whole class. Students make their predictions individually. Ask individual students to tell the class their ideas. Ask other students if they agree or disagree.

Alternatively, students can compare in pairs or small groups.

Play the audio for students to listen and check. Ask: *Are you surprised by the ending? Are you pleased / disappointed? Would you like to see this musical now?* Elicit a range of answers from individual students.

Audio script, page T133

ANSWERS

A (tragic), D and E

Fact file

West Side Story is an American musical with music by Leonard Bernstein. It is loosely based on Shakespeare's tragedy *Romeo and Juliet*, and set in 1950s New York. The musical was first performed on Broadway in 1957, and it was made into a very successful film in 1961. The show was revived in London in 2008, and on Broadway in 2009.

Vocabulary

Idiomatic expressions

7 Students match the idioms in the text with the correct definitions. Check answers, and ask how these idioms are expressed in the students' own language.

ANSWERS

- 1 lost his head
- 2 history
- 3 had nothing in common
- 4 their eyes met
- 5 kept his cool
- 6 through thick and thin

8 Students replace the phrases with the idioms in the box. They can use their dictionaries to help them if necessary. Check answers, then ask students to complete the sentences with their own ideas. Ask some students to read their sentences to the class. Correct any errors, then discuss as a class if there are similar idioms in the students' own language.

ANSWERS

- 1 under the weather
- 2 over the moon
- 3 in the doghouse
- 4 out of the blue
- 5 on a roll
- 6 down in the dumps

Webquest

Students look for the clips online. They could search for the titles on video-sharing websites. If you have access to the internet in class, you could show some brief clips to the class. Ask individual students to tell the class about the clips they watched, and which they liked and disliked.

Focus on the information in the vocabulary box about phrasal verbs. Check students understand that a phrasal verb is formed from a verb + particle (preposition or adverb).

Students find the phrasal verbs in the text and guess their meanings. They can then check in the Vocabulary Workshop on pages 140–141.

POSSIBLE ANSWERS

end up: find yourself in an unexpected place or situation (paragraph D)

find out: discover information (paragraph H)

put up with: tolerate or accept something difficult without complaining (paragraph D)

square up: face somebody and be ready to fight (paragraph D)

stand up for: support or defend someone or something (paragraph D)

Extra activity: Vocabulary

Write *put* on the board, then write a range of particles: *across, away, back, down, in, off, on, out, up*. Put students into pairs and give them three minutes to find as many phrasal verbs with *put* as they can. Students can use their dictionaries to help them. Tell them they should write the phrasal verbs and an example sentence for each.

When time is up, ask students in turn to read out their phrasal verbs and example sentences. Write the phrasal verbs on the board, and check that students understand them all. Encourage students to record all the phrasal verbs and example sentences.

POSSIBLE ANSWERS

put across: *He put his point across very well.*

put away: *Put your shoes away in your wardrobe.*

put back: *I finished my phone call, and put my phone back in my pocket.*

put down: *She put the bottle down on the table.*

put in: *I've put in an application for a job.*

put off: *We can't put this decision off any longer.*

put on: *I put on my coat when it began to rain.*

put out: *Don't forget to put out the lights.*

put up: *The shop has put up its prices.*

Extra activity: Vocabulary

Ask students to find expressions in the text to match the meanings below. Check answers, then ask students how they would express these ideas in their own language.

1 they fell in love as soon as they met (paragraph A)

2 didn't agree with this (paragraph B)

3 tried to prevent people from fighting (paragraph D)

4 he felt as if his life stopped (paragraph H)

ANSWERS

1 *it was love at first sight*

2 *had other ideas*

3 *tried to make peace*

4 *his world stopped turning*

Extra activity: Speaking

Put students into pairs. Tell them they are going to act out a conversation from the story. Ask them to read the text again and choose one of the conversations mentioned, e.g. between Bernardo and Maria in paragraph A, Maria and Tony in paragraph C, or Tony and Bernardo in paragraph D. Give them a few minutes to prepare and practise their conversations. Monitor and help while they are working. Ask pairs in turn to perform their conversations for the class. Ask individual students to tell the class which conversations they enjoyed listening to, and why.

Extra activity: Exam practice

Write the following task on the board. Ask students to complete the second sentence so it has a similar meaning to the first, using the word given. Tell students to use between two and five words.

- 1 Tony was the most exciting person Maria had ever met.
(ANYONE)
Maria _____ as exciting as Tony.
- 2 It was foolish of Maria to think she could go out with Tony.
(KNOWN)
She should _____ than to go out with Tony.
- 3 Maria didn't expect things to be so difficult. (MUCH)
Things _____ Maria expected.
- 4 No sooner had Tony found out that Maria was dead, than his world stopped turning. (SOON)
_____ found out that Maria was dead, his world stopped turning.

ANSWERS

1 *had never met anyone* 2 *have known better*

3 *were much more difficult than* 4 *As soon as Tony*

Extra activity: Exam practice

Read out the following extract from a letter:

We've been talking about film and theatre in my class, and what teenagers like watching. What do teenagers watch in your country? How important are film and the theatre to you and your friends?

Ask students to write an informal reply. They should write 120–180 words. Remind them to use contracted verb forms, informal expressions and idioms. Students can swap letters with a partner and suggest corrections and improvements. Ask some students to read their letters to the class. Ask other students if they agree with the opinions expressed.

Reference and further practice

Photocopiable audio script, page T133

Vocabulary Workshop, SB pages 140–141

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 4 pages 38–39

Reading, WB Unit 4 page 44

Reading reference, WB pages 106–107

Teacher's Resource and Tests CD-ROM

VocApp

West Side Story

@What'stheplot summarizes West Side Story, a retelling of the classic Romeo and Juliet story of love, loyalty and betrayal.

A When Maria arrived in the country, her parents told her that she was going to marry Chino. No discussion. But she and Chino had nothing in common. They were from the same country and spoke the same language but she wasn't even fond of him. So it was never going to work, and when she saw Tony at a dance and their eyes met ... boom! It was love at first sight and Chino was history. Bernardo, though, had other ideas.

There was no way that his little sister could go out with an ex-leader of the Jets, and he told her that she couldn't see him.

B Bernardo's gang, the Sharks, controlled the west side of town, but the Jets and their leader Riff had other ideas, and they were looking for trouble. The gang leaders met and agreed to have a 'fair fight' – no guns, no knives.

C Meanwhile, nothing could keep Tony and Maria apart, and as they met in secret, their spark became a flame. Maria was sick of the violence and asked Tony to stop the gangfight. Tony said he would, because when you're in love you'll do anything, right? Wrong ...

D As the gangs squared up on the night of the fight, Tony arrived and tried to make peace, and had to put up with Bernardo's insults about him being a coward. Though Tony

25 kept his cool, Riff stood up for him. Knives were pulled despite the rules, and Riff ended up dead. It was only then that Tony lost his head. Riff had been his buddy through thick and thin, and in a rage he avenged his friend's death.

E It was Chino who went to Maria and told her that Tony had killed her brother, and Chino almost seemed to get some cruel pleasure out of it. Anyway, when Tony went to see her, her anger turned to tears. She knew that she could never hate Tony. They planned to run away together and arranged to meet later that evening.

F Bernardo's girlfriend, Anita, was not feeling so forgiving, but could see that Maria loved Tony and that the hate had to stop. Anita warned her friend that Chino had a gun and was looking for Tony, and as the police arrived to question Maria, Anita agreed to go and tell Tony to wait. It wasn't Tony who she found though – it was the Jets.

G The Jets had no kind words for the girlfriend of another gang's leader, whether he was alive or dead. They insulted Anita without mercy, to the point that in her pain and grief, she lied to them and told them that Chino had shot Maria.

H When Tony found out, his world stopped turning. He felt that without Maria there was nothing more to live for ...



Phrasal verbs

Find the phrasal verbs in the text and guess their meanings.

end up find out put up with
square up stand up for

4C Grammar Reported speech

Grammar Workshop Pages 124–126

A REPORTED STATEMENTS

Look at the examples of direct speech and reported speech. Answer questions 1–3 in your notebook.

- 1 Which of the **tenses** doesn't change?
- 2 How do the **modal verbs** change?
- 3 What else changes apart from the verbs?

Tenses

'I'm **dating** someone I **love**. We've been together for a year and before that I'd **had** no luck!'

He said he **was** **dating** someone he **loved**. They'd been together for a year and before that he'd **had** no luck.

Modal verbs

'We **can't** be together. It **would** be crazy. You **have to** leave or someone **will** see us.'

She said that we **couldn't** be together because it **would** be crazy. She told me that I **had** to leave or someone **would** see us.

B SAY & TELL

Look at the examples and complete the rules with **say**, **tell** or **say and tell**.

He said that he was happy.

He said (to me) he was happy.

He told me he was happy.

1 We must use a direct object after ...

2 We can use **to** + object after ...

3 We can omit **that** after ...

C REPORTING VERBS & STRUCTURES

Match the groups of verbs A and B with 1–3. Then write the negative forms of the sentences.

A: asked ordered reminded told warned
B: recommended suggested

'Go home!' → (1) Paula ... us to go home.
'You should go home,' → (2) Paula ... that we go home.
OR (3) Paula ... going home.

D REPORTED QUESTIONS

Look at the examples and answer questions 1–4 in your notebook.

- 1 Does the tense change in reported questions?
- 2 Do we use the auxiliaries **do** and **did**?
- 3 Is the main verb before or after the subject?
- 4 When do we use **if** and **whether**?

'Do you like Tony?' She asked me if I liked Tony.
'Is he cool?' She asked me if he was cool.
'Why do you like him?' She asked me why I liked him.
'Where does he live?' She asked me where he lived.
Note: We can use **whether** instead of **if** in questions.

Practice

1 Complete the statements in your notebook using reported speech. Change the **pronouns** where necessary.

- 1 'I can't meet **you** because I'm working.'
Paul told Cathy that ...
- 2 'It doesn't matter because I must do some work anyway.'
She replied that ... because ...
- 3 'You've always been kind to **me**.'
Jen said to Mike and Paul that ...
- 4 'We're going to help **you**.'
My friends said that ...
- 5 'I won't go out with her if she doesn't like **my** friends.'
He said that ...

2 Read the article. Then complete the report about it.

Super-honest adverts are becoming popular. In one I saw recently, one woman said, 'I've tried dating once or twice but it didn't work.' She also said, 'I should exercise but prefer eating.'

In another advert a man called Frank described himself as 'a lazy animal who has a shower once a week whether I need it or not.' 'I can't believe that nobody wants me,' he continues. Apparently, though, ten people have replied to Frank's advert. He is getting in touch with all of them and will be dating some of them in the next few weeks.

gentleman. Ldn. Call 0905 67
Voicebox 27646

●Romance & laughter. Car

19, blue eyes, seeks special F.

Likes music, dancing, the arts,

I read an article a while ago about 'super-honest' romantic advertisements, which the writer said (1) ... popular. In one, a woman said that she (2) ... dating but that it (3) She also said that she (4) ... exercise more but preferred eating. Cool! In another honest advert a man said he only (5) ... a shower once a week but (6) ... believe that nobody (7) Some people had contacted him though, and he said that he (8) ... getting in touch and (9) ... some of them in the next few weeks.

4C Grammar: Reported speech

SB pages 50 & 51

A Read out the examples of direct and reported speech. Ask the questions to the whole class.

ANSWERS

- 1 The past perfect tense doesn't change.
- 2 *Can* becomes *could*, *will* becomes *would* and *have to* becomes *had to*. *Would* does not change.
- 3 Pronouns change and inverted commas are not used in reported speech.

LANGUAGE NOTE Students usually have no problems with changing present tenses to past tenses in reported speech, but they may forget that the present perfect and past simple both change to the past perfect.

B Students read the examples and complete the rules.

ANSWERS

- 1 *tell* 2 *say* 3 *say and tell*

Fast finishers

Fast finishers can write one more example sentence using either *say* or *tell*. When you have checked answers, ask fast finishers to read out their sentences. Correct any errors as a class, then ask students to rewrite the sentences using the other verb.

C Read out the two direct speech sentences. Read out the first gapped sentence and elicit a verb that could go in the gap. Students then match the groups of verbs with 1–3. Check answers, then ask students to write the negative forms of the sentences.

ANSWERS

- 1 A: Paula ... us not to go home.
- 2 B: Paula ... that we didn't go home.
- 3 B: Paula ... not going home.

LANGUAGE NOTE Students often make mistakes with the structures used with reporting verbs, e.g. *He asked us that we go home*. *She suggested us to go home*.

D Read the direct questions and reported questions with the class. Then discuss questions 1–4 with the whole class.

ANSWERS

- 1 Yes, the tense changes in reported questions, in the same way that it changes in reported statements: the tense of the main verb is put one step further into the past.
- 2 No. The auxiliaries *do* and *did* are not used in reported questions.
- 3 The main verb is after the subject in reported questions.
- 4 We use *if* and *whether* when we are reporting yes/no questions, i.e. when there is no *wh-* question word in the direct question.

LANGUAGE NOTE Students often forget that in reported questions the subject comes before the main verb: *She asked me if I was happy*. NOT *She asked me was happy*.

They also tend to forget that in reported yes / no questions we don't use the auxiliaries *do* and *did*, but we use *if/whether*: *He asked me where I lived*. NOT *He asked me where did I live*. *She asked me if I had any pets*. NOT *She asked me did I have any pets*.

Grammar Workshop

The Grammar Workshop for Unit 4 on SB pages 124–126 has more information on reported speech. You could refer students to it now to help them with the practice exercises.

Practice

1 Read out the first direct statement, then elicit the ending of the statement using reported speech. Refer students back to section A of the presentation for reference. Point out that *Jen* in statement 3 is a girl's name. Students complete the statements using reported speech.

ANSWERS

- 1 he couldn't meet her because he was working.
- 2 it didn't matter because she had to do some work anyway.
- 3 they had always been kind to her.
- 4 they were going to help me.
- 5 he wouldn't go out with her if she didn't like his friends.

Fast finishers

Fast finishers can write one or two more statements in direct speech and then transform them into reported speech. After you have checked answers, ask fast finishers to read out their reported speech sentences. Ask other students to guess the direct speech statements.

2 Ask students to read the article quickly. Ask: *What kind of advertisements is it about?* (dating / romantic adverts). Students complete the report using the correct verbs.

ANSWERS

- 1 were becoming
- 2 had tried
- 3 hadn't worked
- 4 should
- 5 had
- 6 couldn't
- 7 wanted him
- 8 was
- 9 would be dating

Extra activity: Grammar

Ask students to write three sentences about themselves for a romantic advertisement. Tell them the sentences can be about their personality, their interests, or likes and dislikes. Students can swap sentences with a partner and rewrite them using reported speech. Ask some students to read the reported speech sentences to the class. See if the class can guess the original sentences.

3 Read the information in the Key errors box with the class, and refer students back to section B in the presentation for reference. Students correct the sentences without changing the blue verbs. Check answers, and ask: *Do you sometimes make these mistakes? What can you do to help you remember the rules?*

ANSWERS

- 1 I told **her** that I had a boyfriend.
- 2 Anita said **me** that she was going.
- 3 We spoke to Mark and he told **us** that he was busy.
- 4 I told **to** Lydia that she should text me.
- 5 The police said **us** that we should move.
- 4 Refer students back to section C in the presentation for reference. Read out the first direct speech sentence and the beginning of the reported speech sentence. Elicit the ending. Students then complete the remaining reported sentences.

ANSWERS

- 1 not to argue.
- 2 to stop texting her boyfriend.
- 3 not to mention it to John.
- 4 going out. / we go out.
- 5 going to see that new film / that I/we go to see that new film.
- 6 to take a few tissues with me.

Fast finishers

Fast finishers can write one or two warnings, suggestions, reminders or orders for their classmates. After you have checked answers, ask fast finishers to read out their sentences. As a class, transform some of the sentences into reported speech using an appropriate reporting verb.

5 Refer students back to section D in the presentation for reference. Read out the first direct question and the beginning of the reported question. Elicit the end of the reported question. Students then complete the remaining reported questions.

ANSWERS

- 1 if / whether she thought she would get married.
- 2 how his parents had first met.
- 3 if we were doing anything at the weekend.
- 4 who she would most like to meet.
- 5 if / whether she would marry him.
- 6 if / whether I had seen any good films recently.
- 7 where she had been for her last holiday.

Fast finishers

Fast finishers can write one or two more questions to ask their classmates. After you have checked answers, ask fast finishers to choose a classmate and ask them one of their questions. Their classmate should reply. As a class, transform the question and answer into reported speech.

6  1.31 **Listening option** Play the audio once through for students to just listen. Play the audio again, pausing after each speaker for students to write sentences reporting the answers. Play the audio again for them to listen and check their answers, then check answers with the class.

Audio script, page T133

POSSIBLE ANSWERS

- 1 She told the interviewer that she might get married if the right person came along.
- 2 He said that his parents had both been working in the same supermarket and had met there. He said that his mum had been his dad's manager.
- 3 She said that she was probably going to go walking in the mountains with some friends.
- 4 She answered that she would like to meet the Pope because she had heard that he was a very interesting person.
- 5 She replied that she would have to think about it.
- 6 She admitted that (she was afraid) she hadn't seen any good films recently.
- 7 She said that she had been to the Sierra Nevada for her last holiday and had also spent a few days on the coast.

Consolidation

7 Ask students to read the dialogue quickly. Ask: *Where is Chino going?* Read the first sentence in the reported version. Elicit the correct verb and ending. Students then complete the text.

ANSWERS

- 1 asked; where he was going
- 2 told; had caused enough
- 3 suggested that he went home
- 4 replied; was none of her business (and told her not to interfere)
- 5 told; her friend had caused
- 6 was going to finish it
- 7 asked; to listen
- 8 suggested; (that) they
- 9 couldn't carry on like this / that
- 10 answered; had made his decision
- 11 would stop him
- 8 **SPEAKING Speaking option** Read out the first instruction and elicit the direct question (*What do you normally do at weekends?*). Tell the student to choose a classmate and ask them the question. Elicit the reported speech of the answer. Put students into pairs to follow the instructions. Set a time limit for this, to keep students focused. Students then write a report of what their partner told them. Ask some students to read their reports to the class. Correct any errors as a class.

Extra activity: Grammar

Students could work in pairs to role-play an interview with a famous person. Interviewers ask five questions, and make notes on the replies. They then write a report of what they learned about the famous person they interviewed. Ask some students to read their reports to the class..

Reference and further practice

- Photocopiable audio script, page T133**
Grammar Workshop, SB pages 124–126
Speaking Workshop, SB pages 150–157
Grammar, WB Unit 4 pages 40–41
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
iPack Grammar animations

- 3 Look at the Key errors. Then correct sentences 1–4, but do not change the verbs.

Key errors

say and *tell*

Use *tell* with an object pronoun.
Do not use *say* with an object pronoun.

- 1 I *told* she that I had a boyfriend.
- 2 Anita *said* me that she was going.
- 3 We spoke to Mark and he *told* that he was busy.
- 4 I *told* to Lydia that she should text me.
- 5 The police *said* us that we should move.



- 4 Complete the reported sentences in your notebook.

- 1 'You shouldn't argue.'
- 2 'Stop texting my boyfriend.'
- 3 'Don't mention it to John.'
- 4 'Why don't we go out?'
- 5 'Go to see that new film.'
- 6 'Take a few tissues with you.'

My mum advised me ...
She warned me ...
She told her friend ...
A friend suggested ...
He recommended ...
He told me ...

- 5 Complete the reported questions in your notebook.

- 1 'Do you think you'll get married?' The reporter asked the actress ...
- 2 'How did your parents first meet?' I asked him ...
- 3 'Are you doing anything at the weekend?' She asked us ...
- 4 'Who would you most like to meet?' I asked Katy ...
- 5 'Will you marry me, Susan?' He asked Susan ...
- 6 'Have you seen any good films recently?' He asked me ...
- 7 'Where did you go for your last holiday?' I asked her ...

- 6 1.31 LISTENING OPTION Listen to people ask and answer the questions from exercise 5. Then write sentences in your notebook reporting the answers. Use the reporting verbs in the box.

admitted that
answered that
replied that
said that
told the interviewer that

Consolidation

- 7 Read the dialogue. Then choose the correct verbs in the reported version and complete the dialogue in your notebook.

'Where are you going, Chino?' asked Anita. 'You've caused enough trouble already. Why don't you go home?'
'It's none of your business what I'm doing,' said Chino. 'Don't interfere. Your friend caused the problem and I'm going to finish it.'
'Please listen, Chino,' said Anita. 'Let's make peace. We can't carry on like this.'
Chino replied, 'I've made my decision and nobody will stop me.'

Anita saw Chino on the street and (1) *asked / said* him She (2) *told / recommended* him that he ... trouble and (3) *suggested / ordered* He (4) *replied / added* that it ... and (5) *said / told* Anita that ... the problem and that he (6) She (7) *said / asked* him ... and (8) *suggested / warned* ... make peace because they (9) ..., but he (10) *answered / told* that he ... and that nobody (11)

- 8 SPEAKING OPTION Work with another person. Follow the instructions. Then write a report of what your partner said to you.

- 1 Ask what your partner normally does at weekends.
'What do ... ?'
- 2 Suggest somewhere to go this weekend.
'Why not ... ?'
- 3 Remind your partner about what homework there is.
'Don't forget ... '

- 4 Tell your partner about a good weekend you had once.
'I once ... '
- 5 Say where your ideal weekend would be.
'My ideal weekend ... '
- 6 Advise your partner about things not to do this weekend.
'Whatever you do, don't ... '

4D Practical English Talking about what people say

Vocabulary Relationships: verbs

- 1 Read the information in the relationships survey and check the meaning of the blue words. Then choose the correct options in 1–8.

- 1 *The majority / A minority* of people think that a café is the best place for a date.
- 2 *More / Less* than half of women think that the man should ask out the woman.
- 3 About *one in three / one in five* people said that they had looked online for information about a person before going out with them.
- 4 *More / Less* than 60% of university students in a relationship said that university work was their priority.

- 5 *Quite a few / Not that many* people would break up with someone online or by text.
- 6 About *a third / half* of the people said that it had taken more than twelve months to get over a bad break-up.
- 7 *Hardly anyone / Nobody* gets on well with all of their exes.
- 8 *Almost everyone / Everyone* thinks that love is a very important reason to get married.

Relationships survey

1 Best dates?

What are the best kinds of dates if you want to **get to know** someone better and find out if you have something in common?



81% Going to a café

70% Having a walk or a picnic in the country

65% Going for a meal

45% Going to see a band

35% Going to a sports event

2 What women think

Who should do what on a date?

59% think that the man should **ask out** the woman.

54% think men should hold doors open for women.

51% think the man should pay for the first date.



3 Love online

What do people do on the internet?

40% have **flirted** online.

30% have looked for information about someone who they wanted to **go out with**.

28% have asked someone out.

18% have looked for information about an ex-boyfriend or girlfriend.

9% have **broken up with** someone online.



4 Love or study?

As a university student who **is in a relationship**, which is your priority?

Mainly studying **65%**

Mainly my relationship **25%**

Both equal **10%**

5 Breaking up

Would you ever break up with someone via text message, email or Facebook?

Yes **40%**

No* **60%**

*would only break up with someone face-to-face

6 Get over it!

How long did it take you to **get over** your worst break-up?

A few days or weeks **26%**

More than twelve months **34%**

More than five years **8%**

(+ other answers)

7 Still talking?

Do you still **get on well** with any of your exes?

Yes, all of them **6%**

Yes, some of them **50%**

No, none of them **44%**



8 Reasons to marry

How many think that these are 'very important reasons' to get married:

Love **93%**

Make a commitment **87%**

Companionship **81%**

Have children **59%**

Financial stability **31%**

4D Practical English: Talking about what people say

SB pages 52 & 53

Vocabulary

Relationships: verbs

- 1 Ask students to look at the survey. Ask: *Do you ever complete surveys like this in magazines or online?*

Students read the survey and check the meanings of the blue words in their dictionaries. Go through the blue words with the class and check that students understand them all.

Students choose the correct words in sentences 1–8.

ANSWERS

- 1 The majority
- 2 More
- 3 one in three
- 4 More
- 5 Quite a few
- 6 a third
- 7 Hardly anyone
- 8 Almost everyone

Extra activity: Vocabulary

Ask students to work in pairs and write three sentences about the survey results, using the expressions in exercise 1. Tell them two of their sentences should be true, and one should be false, according to the survey. Monitor and help while students are working, and make sure they have used the expressions correctly.

Students can swap sentences with another pair and work out which is the false sentence. They can check their answers with the pair who wrote the sentences. They can swap again, with a different pair, for extra practice. Ask: *Who found the false sentences correctly?*

Fact file

According to the 2012 statistics, the average age for a first marriage in the UK is 30.7 years for men and 28.5 years for women.

More couples are choosing not to marry at all, with 47.5% of children now born to parents who are not married.

In the UK, the average age for a woman to have her first child is 30.

Statistically, 42% of marriages in the UK end in divorce.

Internet dating is more popular in the UK than in any other European country. There are 1,500 dating websites, and estimates suggest that 9 million people have logged on to try to find their perfect partner.

2 SPEAKING Students read the survey again and respond with their own ideas. Ask individual students to tell the class their ideas. Ask other students if they agree or disagree, and why. Alternatively, students could compare their ideas in small groups. Ask them to compare their ideas and write a sentence summarizing the views of their group for each question, e.g. *The majority of us are surprised about ...*

Monitor while students work and note down any errors to correct at the end. Ask groups to read their sentences to the class. See if other groups have similar ideas.

Students could also compare their answers in pairs. Ask pairs to tell the class which of their answers were similar, and which were different.

3 Students complete the text with the correct forms of the verbs in the box.

ANSWERS

- | | |
|----------------------|----------------------|
| 1 going out | 7 get to know |
| 2 broke up | 8 asked ... out |
| 3 got over | 9 get married |
| 4 have ... in common | 10 have kids |
| 5 got on ... with | 11 make a commitment |
| 6 flirted | |

Fast finishers

Fast finishers can write their own answer to the question *Would you ever get married?* Tell them to write two or three sentences. Check answers, and ask fast finishers to read them out. Ask other students if they agree.

4 Read situations 1–3 with the class and check that students understand *cheating on him*. Elicit some examples of advice for situation 1 using the different expressions for giving advice. Students then write their own advice.

5 SPEAKING Speaking option Ask a student to read out their first piece of advice. As a class, transform it into reported speech using one of the sentence beginnings in the examples. Elicit other possible reporting verbs, and write these on the board, e.g. *advise, suggest, recommend, warn, tell*. Give students a few minutes to think about how to report their advice.

Ask individual students to tell the class what advice they gave. Correct any errors as a class. Ask: *Who gave similar advice?*

Extra activity: Speaking

Students could think of another relationship problem, like the ones in exercise 4. Students then work in pairs or small groups to tell each other their problem and give advice. Allow just a couple of minutes for this. Ask pairs or groups to report to the class what problems their classmates told them about, and what they advised.

Alternatively, ask students to think of their problems individually, then ask students in turn to tell the class their problems. Ask other students to give advice. Ask the student whose problem it is: *Whose advice do you think is best? Why?*

Video

6 VIDEO 1–32 Students read through the questions. Play the video or audio for students to watch or listen and decide which questions the people answer.

■ Video script, page T134

ANSWER

Questions 1, 4 and 6.

7 VIDEO 1–32 Allow students time to read the questions, then play the video or audio again for them to answer the questions. Check answers and ask individual students: *Which speaker do you agree with most? Why?*

■ Video script, page T134

POSSIBLE ANSWERS

- 1 Jo and Leo agreed that it was a good idea to wait until you're older, because then you have more life experience and can make better decisions.
- 2 Molly thought it was better to wait until your thirties to get married, or maybe even later.
- 3 Harry said he had asked someone out by text before and that he thought that was OK.
- 4 Louise said that breaking up with someone by text was a bit mean.
- 5 Laura said that she was close to her family, and she'd like a partner who was close to his family too.

Speaking

8 SPEAKING Allow students time to think about their own answers to the questions in exercise 6. Encourage them to make notes, rather than writing full sentences.

Read through the Key phrases with the class and check that students understand them. Ask a student the first question in exercise 6. Encourage them to give reasons for their answer. Ask other students if they agree or disagree, and why. Continue around the class. Encourage students to use the Key phrases.

Alternatively, students could work in pairs or small groups to exchange their ideas. Monitor while they are working. If they are not using the Key phrases enough, stop the activity and ask them to start again, making sure they use one of the Key phrases each time they agree or disagree.

Ask each pair or group to tell the class which questions they disagreed on the most.

9 Ask students to write sentences about what their partner said during the discussion about the six points in exercise 6. Ask students in turn to read their sentences to the class. Correct any errors as a class.

Reference and further practice

Photocopiable video script, page T134

Vocabulary Workshop, SB pages 140–141

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 4 pages 38–39

Speaking, WB Unit 4 page 43

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp



Video

2 Look again at the survey and find 1–3. Compare ideas.

- 1 Something which doesn't surprise you.
- 2 Something which surprises or interests you.
- 3 Things which you think are positive or negative.

3 Complete the text in your notebook with the correct forms of the verbs in the box. (The parts of the phrases in brackets are already in the text.)

ask (him / her / them) out be in a relationship break up flirt
get married get on (well / OK / badly) with get over get to know (him / her / them) go out (with) have children
have (something / anything) in common make a commitment

So, are you in a relationship now?

No, I was (1) ... with this girl for a long time but unfortunately we (2) ... about three months ago. I still haven't (3) It. She said that we didn't (4) ... anything ..., but I thought that we did a lot of interesting things together. I also thought that we (5) OK ... each other. I was obviously wrong. She said I was too friendly with other girls and that I (6) ... a lot, but I think I'm just a friendly person.

What's your advice to other people now?

Well, spend some time with a person and (7) them. There's no hurry. My friend knew his girlfriend for a year before he (8) ... her

Would you ever (9) ?

Yes, I'd like to have a partner for life one day. I love kids and if you want to (10) I think it's important to (11)

6 1.32 Look at 1–6. Then watch or listen. Which questions do the people answer?

- 1 What's the best age for marriage?
- 2 Is there such a thing as love at first sight?
- 3 Do you check on someone online before dating them?
- 4 What do you look for in a partner?
- 5 What's the best age to have children?
- 6 Would you start or finish a relationship by text or email?



7 1.32 Watch or listen again. Answer the questions using reported speech.

- 1 What did Jo and Leo say about getting married when you're young?
- 2 What did Molly say was the best age to get married?
- 3 What did Harry say about asking someone out?
- 4 What did Louise say about breaking up with people?
- 5 What did Laura say about her family?

Speaking

8 Exchange opinions about the questions in exercise 6. Use some of the Key phrases. Make notes about your partner's opinions.

Key phrases

Agreeing and disagreeing

I agree / disagree with you about that.
Exactly!
I know / see what you mean, but ...
I don't really see it that way ...
I'm not so sure about that.

4 Look at 1–3 and give the people advice.

'You could / should ... , Don't ... , If I were you, I'd ... '

- 1 Paul's girlfriend is cheating on him.
- 2 Tanya had a break-up three months ago and hasn't got over it.
- 3 Alex and Mark are seventeen and want to get married next year.

5 SPEAKING OPTION Say what advice you gave in exercise 4.

I advised / told / said to Paul ...

I suggested that Tanya ...

9 Write about what your partner said in exercise 8.

4E Writing An informal email

Model text

- 1 Read the email and answer the questions in your notebook.

- 1 How has Chloe's life changed recently?
- 2 What is she enjoying and not enjoying about it?

- 2 Read the text again and answer the questions in the Text analysis in your notebook.

Hey Charlie,

1 It was great to hear from you. Sorry it's taken so long to get in touch, but I had loads of things to do. Anyway, I put a couple of things on Facebook so you know more or less what's going on.

2 Well, here I am in Liverpool. Everything's going OK. The new house is cool, but we're stuck in the middle of nowhere and I have to get a bus to school which takes forever. Handy for doing homework though. 😊 People seem friendly and there's a cousin of mine here, so I sometimes hang out with her. Her friend's having a party next weekend – should be a laugh! By the way, I saw those photos of Yasmin's birthday – awesome! Who's that you're with? Got any news that you haven't posted?? 😅 What else? Oh yes, I see that Paul's relationship status has changed AGAIN. What's that about then?

3 Hey, remember I told you I'd been to Anfield? Well, I'm going to the match again on Saturday. Can't wait for that. Why don't you come up too? Anyway, send me a message sometime and let me know what your plans are.

Looking forward to hearing from you,
Chloe

- 3 1.33 LISTENING OPTION Listen to Charlie reading Chloe's email with a friend. What new information do you find out? Make notes for a and b in your notebook.

- a Charlie's relationship with Chloe before she left.
- b His relationship with her and Natalie now.



Text analysis

Paragraph 1

- 1 What informal greeting can you substitute for 'Hey'?
- 2 What are the full forms of the contractions?

Paragraph 2

- 3 Think of less colloquial synonyms for these words.
- 4 Which expressions in this paragraph sound like spoken English rather than formal written English?

Paragraph 3

- 5 Is this direct or reported speech?
- 6 Which of these expressions could we add at the end of the email?
A Speak soon C Yours sincerely
B Bye for now D Yours faithfully

4E Writing: An informal email

SB pages 54 & 55

Model text

- 1 Focus on the photos and ask: *Do you recognize this city? Where do you think it might be?*

Students read the email and answer the questions.

POSSIBLE ANSWERS

- 1 Chloe has moved to Liverpool to a new house and to a new school. She has a long bus ride to school now.
- 2 Chloe likes her new house but doesn't like the fact that it is in the middle of nowhere and her bus journey to school takes a long time. She likes the fact that people are friendly and that she is going to watch Liverpool play football at Anfield on Saturday.
- 2 Students read the email again and answer the questions in the Text analysis box.

POSSIBLE ANSWERS

- 1 Hi
- 2 it has; what is
- 3 cool – nice; handy – useful; hang out – spend time; a laugh – fun; awesome – great / wonderful / brilliant
- 4 Everything's going OK; Handy for doing homework though; there's a cousin of mine here; should be a laugh; By the way; Got any news ...? What else?; Oh yes, ...
- 5 reported speech
- 6 A or B
- 3 1.33 Listening option Allow students time to read the questions, then play the audio for them to listen and answer.

Audio script, page T134

ANSWERS

- a Charlie and Chloe went out a couple of times before she left.
- b Chloe isn't his girlfriend. They are just friends. He is probably going out with Natalie now.

Extra activity: Listening

1.33 Write the following questions on the board, or read them to the class. Students can answer them from memory, then listen again to check.

- 1 Why does Charlie think that he and Chloe will just be friends now?
- 2 When is Charlie going to visit Chloe?
- 3 Why is he going to tell Chloe about Natalie?
- 4 What is his friend's advice about telling Chloe?

POSSIBLE ANSWERS

- 1 He thinks their relationship won't work now that she is so far away.
- 2 Maybe next weekend.
- 3 He's going to tell her because he wants to be honest with her.
- 4 She suggests that he shouldn't tell Chloe.

Extra activity: Writing

Ask students to look at paragraph 2 of the email again.

Ask: *How does it look different from a formal text?* Elicit that it includes smileys (emoticons), which express the writer's feelings.

Ask students to look at the punctuation and find examples of punctuation marks they would not usually find in a more formal text.

Discuss the answers as a class, and encourage students to use these features when they write informal emails.

POSSIBLE ANSWERS

The email uses more exclamation marks and question marks than you would find in a more formal text.

It includes a double question mark for emphasis: *Got any news that you haven't posted??*

It uses capital letters for emphasis: *Paul's relationship status has changed AGAIN.*

It also uses dashes to separate sentences: *Her friend's having a party next weekend – awesome!*

Writing skills

Informal writing style

4 Read the information in the Key skill box with the class.

Students find an example of each point in the email.

POSSIBLE ANSWERS

ellipsis: Been anywhere interesting?

contractions and colloquial expressions: What've; been up to; you'd; gonna

phrases to ask questions, change the subject, or attract attention: So ...; Anyway; you gonna call me soon, or what???

5 Students match the sentence halves to complete the sentences from Chloe's email on page 54.

Check answers, then read the Key phrases with the class. Ask students to find examples of the phrases in Chloe's email.

ANSWERS

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

Extra activity: Writing

Write the following formal sentences on the board, and ask students to rewrite them as informal sentences for an email.

- 1 I saw the new James Bond film yesterday. It's amazing.
- 2 Have you found a job yet?
- 3 I'm going to a party on Friday. I'm really looking forward to it.

POSSIBLE ANSWERS

- 1 Saw the new James Bond film yesterday – amazing!
- 2 Found a job yet?
- 3 Going to a party on Friday – really looking forward to it!

Speaking

Preparing to write

6 **SPEAKING** Read through the task in the Writing guide with the class. Students prepare their answers to the questions. Monitor and help while students are working.

Discuss students' answers, and brainstorm ideas as a class for each question. Students then ask and answer with a partner.

Writing

7 Students follow the steps in the Writing guide and write their email.

Students can swap their email with a partner. Tell students to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Reference and further practice

Photocopiable audio script, page T134

Speaking Workshop, SB pages 150–157

Writing, WB Unit 4 page 45

Listening reference, WB pages 108–109

Writing reference, WB pages 110–118

Writing Tutor, Digital WB

Teacher's Resource and Tests CD-ROM

Writing skills Informal writing style

- 4 Read the Key skill. Then find an example of each point in the email below.

Key skill

Writing: Informal writing style

- In informal language we sometimes omit the subject from a sentence. This is called ellipsis.
- We also use contractions and colloquial expressions.
- An informal email can seem like a conversation. We use phrases to ask questions, change the subject and attract the attention of the reader.

Reply Reply to all Print

So what've you been up to recently, Kay? Been anywhere interesting? I saw that you'd been to town last weekend. Who was with you? Or is that a secret? Don't worry, I won't tell anyone. Anyway, I've got to go now. You gonna call me soon, or what???

- 5 Chloe omitted the subject of some sentences in her email. Match 1–6 with A–F to complete them.

- | | |
|----------------|--|
| 1 Have you got | A looking forward to hearing from you. |
| 2 That | B handy for homework. |
| 3 I'm | C remember I told you? |
| 4 It's | D can't wait for that. |
| 5 Do you | E any news? |
| 6 I | F should be a laugh. |

Key phrases

Conversational expressions

- | | |
|--------------|-------------------------|
| So ... then? | Anyway, ... |
| Hey, ... | OK then. |
| Well, ... | Remember I told you ... |
| Oh yes, ... | I almost forgot ... |

Speaking Preparing to write

- 6 Look at the task in the Writing guide. Then prepare answers for 1–6, and ask and answer.

- What do you want to know about Liverpool?
- What are your answers to the questions in Chloe's email?
- What have you been doing recently?
- Are you going to go to Liverpool?
- Have you got any questions for Chloe about her life, relationships or family?
- Did you forget to say something earlier? What was it?

Speaking Workshop Page 155

Writing

- 7 Follow the steps in the Writing guide.

Writing guide

Task

Imagine that you are Charlie. Reply to Chloe's email. OR

Write an email to a friend who moved recently. Tell him or her your news and ask about their new life. Write 120–150 words.

Think and plan

Spend a couple of minutes thinking about the email. Write down any words which you think are important. Then look back at exercise 6. Organize your ideas from questions 1–6 under these headings:

Paragraph 1

Apologize for not writing and explain why and / or thank your friend for their last email.

Paragraph 2

Say what you've been doing recently and give your news. What have you enjoyed and what haven't you enjoyed? Answer your friend's questions and ask some questions.

Paragraph 3

Suggest a time and a place to meet. Add anything that you forgot to write earlier.

Write and check

Read the Key phrases. Write a rough version of your email using notes from your plan. Then check these points and write a neat version.

- Have you used a conversational style?
- Have you used contractions?
- Have you used any of the Key phrases?

Skills Extra



Literature Austen: Sense and Sensibility

- 1 Read the extracts from *Sense and Sensibility* and complete the Context with the names of the characters in your notebook.

Context: *Sense and Sensibility*

The (1) ... sisters, 19-year-old (2) ... , Marianne, 17, and Margaret, 14, move to south-west England with their widowed mother. In this first extract, a neighbour called Sir (3) ... Middleton is talking about John Willoughby, a visitor to the village. He also mentions his own friend, Colonel (4) ... , who has fallen in love with (5) In the second extract, (6) ... 's relationship with Willoughby is developing. The two sisters and (7) ... are discussing (8)

A handsome stranger

'Yes,' Sir John added to Elinor, 'he is well worth catching. He has a house and land in Somerset as well. And if I were you, I wouldn't allow my younger sister to have him ... Miss Marianne must not expect to have all 5 the men to herself. Brandon will be jealous, if she does not take care.'

'I do not believe,' said Mrs Dashwood, smiling, 'that either of my daughters will make any attempts at what you call *catching him*. It is not an employment to which 10 they have been brought up. Men are very safe with us, however rich they are. I am glad to hear, however, that he is a respectable young man, whom we can meet socially.'

'I remember last Christmas,' said Sir John, 'at a little 15 dance at the park, he danced from eight till four without once sitting down. And he was up again at eight to go shooting.'

'Was he?' cried Marianne, with shining eyes. 'That is what I like, a young man who is enthusiastic and eager 20 in all he does, who never gets tired.'

When Willoughby and Marianne meet, they find that they have a lot in common and start spending more and more time together.

Marianne now began to realize she had been wrong to 25 believe there was no such creature as the perfect man. Willoughby met her idea of perfection exactly, and his behaviour showed that he shared her wishes for their future. Her mother too, had thoughts of their marriage, and secretly congratulated herself on having two such 30 sons-in-law as Edward and Willoughby.



Elinor, however, was concerned to see that Mrs Jennings had been right, and Colonel Brandon appeared to be deeply in love with Marianne. What hope could there be for a silent man of thirty-five, against a sociable one of 35 twenty-five? Perhaps she pitied him even more, because Willoughby and Marianne seemed determined to laugh at him for being old and dull.

'Brandon is just the kind of man,' said Willoughby one day, 'whom everybody speaks well of, and nobody cares for.'

40 'He is respected by all the family at the Park, however,' said Elinor sharply, 'and his conversation is always pleasant.' 'But he has nothing of interest to say!' cried Marianne.

'He has common sense, that is what I like about him. He is perfectly respectable, well-informed, and, I believe, sincere.'

45 'Well, Miss Dashwood,' said Willoughby, laughing, 'I have three unanswerable reasons for disliking Colonel Brandon. He told me it would rain when I wanted it to be fine, he does not approve of my new carriage, and I cannot persuade him to buy my horse. So in spite of your very 50 sensible opinion, I shall go on disliking him forever!'

- 2 Answer the questions in your notebook using words from the box and examples from the text.

defensive dismissive disrespectful impressed
respectful rude satisfied unimpressed

- 1 How does Marianne feel about Willoughby? How does she feel about Colonel Brandon?
- 2 How does Mrs Dashwood feel about Willoughby?
- 3 How does Elinor feel about Colonel Brandon?
- 4 How does Willoughby feel about Colonel Brandon?

- 3 1.34 Listen to a summary of the end of the story and answer the questions in your notebook.

- 1 How does Willoughby treat Marianne in London?
- 2 Why does he want to marry a wealthy woman?
- 3 What happens between Brandon and Marianne?
- 4 What happens to Elinor?

- 4 Compare your opinions about questions 1–3.

- 1 Which characters represent 'sense' and 'sensibility'? Check the words in a dictionary.
- 2 Is ten years too big an age gap in a relationship?
- 3 Would you ever marry for money?

Skills Extra

SB pages 56 & 57

Literature

Austen: Sense and Sensibility

- 1 Check that students understand *sense* (rational thought) and *sensibility* (passionate feeling).

Ask students to read through the Context box, ignoring the gaps. Ask students to read the first extract. Ask: *Who are Elinor and Marianne?* (sisters). *Who is Mrs Dashwood?* (their mother). *Who is Sir John Middleton?* (explain that he is a close friend of the family). *Who do you think Brandon is?* (a man who is interested in Marianne). *Who do you think the other man is that they are talking about?*

Write the names of the characters on the board, noting the relationships between them. Tell students that the other man they are talking about is John Willoughby, who they will learn more about in the second extract.

Ask students to read the second extract. Ask again: *Who is Brandon?* (Colonel Brandon, who is also interested in Marianne). Students then complete the Context box with the correct names. Check answers, then ask: *Which sister represents sense? Which represents sensibility? Why?*

ANSWERS

- 1 Dashwood 2 Elinor 3 John 4 Brandon 5 Marianne
6 Marianne 7 Willoughby 8 Colonel Brandon

Fact file

Jane Austen (1775–1817) was an English author, one of the most widely read and respected in English literature. Her stories are often romantic, and the characters are usually from wealthy families. She is known for her wit, and her ability to criticize the society of her time. Her best known novels are *Pride and Prejudice*, *Sense and Sensibility*, and *Persuasion*. *Sense and Sensibility* was written in 1811.

- 2 Read through the words in the box with the class and check that students understand them all. Students read the text again and answer the questions. Remind them that they should quote from the text to justify their answers.

POSSIBLE ANSWERS

- 1 I think that Marianne feels impressed with Willoughby. At the end of extract 1 she says, 'That is what I like, a young man who is enthusiastic and eager in all he does ...'. She is disrespectful of Brandon. She laughs at him for being old and dull, and says in line 42 'he has nothing of interest to say.'
- 2 I think that Mrs Dashwood is satisfied with Willoughby. In lines 11–12, she says 'I am glad to hear that he is a respectable young man ...'.
- 3 I think that Elinor feels defensive about Brandon. She defends him in line 40 when Willoughby laughs at him for being old and dull. She says 'He is respected by all the family at the Park.'
- 4 I think that Willoughby is disrespectful of Brandon and rude about him. He laughs at him for being dull, and in lines 45–50 he says he will continue to dislike him because he refused to buy his horse.

- 3 1.34 Allow students time to read the questions. Make sure that students understand *wealthy*, and explain that *fortune* means a large amount of money. Play the audio for students to listen and answer.

Audio script, page T134

ANSWERS

- 1 He is unkind to her, and tells her that he never had real feelings for her.

- 2 Because he has spent all his money.

- 3 Brandon asks Marianne to marry him, and she agrees.

- 4 She marries the man she has always loved.

- 4 Read the questions with the class and check that students understand them all. Allow students time to think about their answers. Ask individual students the questions, then ask other students: *Do you agree? Why? / Why not?*

Alternatively, students could compare their answers in pairs or small groups. Monitor while they are working, then ask each pair or group in turn to tell the class about their discussions.

Extra activity: Speaking

Ask: *Would you like to read this book? Would you like to see a film of the story? Why? / Why not?* Elicit some answers, then ask: *Can we still learn something from a book that was written 200 years ago? Why? / Why not?* Discuss the question as a class.

Alternatively, students could discuss these questions in pairs or small groups. Monitor while they work, then ask pairs or groups in turn to tell the class about their discussions.

Extra activity: Exam practice

Tell students they are going to practise answering some questions like the ones they will answer in their exam. Write the following questions on the board:

'What do you like reading? Why?'

'Do you prefer to read a book or watch a film? Why?'

'Tell us about a book you read, or a film you saw recently.'

Allow students a little time to think about their answers. If necessary, revise expressions for giving your opinion: *I think*, *In my opinion*, *I would say*. Remind students that for the third question their answer should use past verb forms.

Ask students in turn the questions. Ask other students to listen to their answers and note down the good points about their answers. Students can give feedback to their classmates.

Alternatively, students could ask and answer the questions in pairs. Ask some students: *Did your partner give reasons for their answers? Did they use expressions to express their opinion? Did they use past verb forms for the third question?*

Webquest

Students could do an internet search for 'Jane Austen' or 'Sense and Sensibility'. They will find information about the author and the novel, reviews of the novel, and information about film adaptations. They will also find more extracts that they can read. Ask students what they learned about Jane Austen and the novel, and whether they would like to read more.

BBC Video

Prejudice

- 1 **VIDEO** Read the introduction aloud with the class. Focus on the stills and ask students to describe what they can see. Allow students time to read questions 1–7, then play the video without sound for students to watch and answer the questions. Elicit some possible answers from students, but don't tell them the correct answers at this stage.
- 2 **VIDEO** Play the video with sound for students to check their answers to exercise 1. Check answers with the class, then ask: *Were your ideas right? What things did you get wrong?*

BBC video script, page T149

POSSIBLE ANSWERS

- 1 Framed family photos.
- 2 She's explaining who the people in the photos are.
- 3 Shannon is Geraldine's granddaughter. / Geraldine is Shannon's grandmother.
- 4 He owns a karate studio.
- 5 He seems kind and tolerant. Both Dan and Geraldine say that he keeps trying to be friendly with her.
- 6 She likes him as a person.
- 7 confused, direct, embarrassed, sad

- 3 **SPEAKING** **VIDEO** Discuss as a class what words might fill the gap in each sentence.

Alternatively, students could discuss this in pairs or small groups. Monitor while students are working, and elicit words that might fill each gap from different pairs or groups.

Play the video again for students to watch and check their ideas.

BBC video script, page T149

POSSIBLE ANSWERS

- 1 make enemies
- 2 embarrassed
- 3 should be happy
- 4 tried
- 5 a lie
- 6 prejudice; tolerance

- 4 Read the first quotation aloud and elicit one or two other ways of expressing the meaning. Students work individually or in pairs to rewrite or explain the remaining quotations.

POSSIBLE ANSWERS

- 1 She always tells the truth, even if it might upset people.
- 2 She doesn't hide her feelings.
- 3 Shannon and her husband live near Geraldine, but their ideas are very far apart; Geraldine's ideas are stuck in the past.
- 4 Although he is physically strong, he hasn't tried to hurt Geraldine. He has tried to win her friendship / respect by being kind to her.
- 5 The only thing that Geraldine doesn't like about Dan is the colour of his skin.

- 5 **SPEAKING** Put students into groups of three, and tell them to each choose a role (Dan, Shannon and Geraldine). Students work in their groups to prepare a dialogue. Monitor and help while students are working. Allow students time to practise, then ask them to perform their dialogues for the class in turn. When all groups have performed, ask: *Which dialogue do you think was the most realistic?*

Alternatively, ask students to work individually, decide which role they would like to play and prepare some ideas on what they might say during the conversation. You might like to assign roles to students, to make sure you have a spread of all three roles. Ask a student playing Geraldine to start the conversation. Ask different students to respond as their character, and build up a model dialogue on the board. Ask three students to perform the model dialogue for the class.

Extra activity: Speaking

Ask: *What can schools or communities do to help end prejudice? What can parents do? What can individuals do?* Discuss the questions as a class. Encourage as many students as possible to join in and express their opinions.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class about their discussions.

Reference and further practice

Photocopiable audio / video script, pages T134 / T149

Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

BBC Video Prejudice

- 1 Look at the introduction and the stills from the video. Then watch the video without sound and answer the questions in your notebook.

Introduction: The whole purpose of this project is to hold a mirror to society, to show us who we really are. And like any mirror this one shows us warts and all.*

*warts and all = including not only the good things but the bad things too.



The interviewer, Steve



Geraldine Spring

- 1 What kind of photos does Geraldine show the interviewer?
- 2 What do you think she's saying about the photos?
- 3 What do you think the relationship is between Geraldine and Shannon?
- 4 What is Dan's job?
- 5 What kind of person do you think Dan is? Why?
- 6 How do you think that Geraldine feels about Dan?
- 7 Which of these adjectives do you think describe Geraldine? Why?

angry confused direct embarrassed happy sad
shy violent

- 2 Watch the video again, with sound this time, and check your answers to exercise 1.

- 3 Read 1–6. Discuss what words might complete the sentences, then watch the video again and check.

- 1 Geraldine 'tells it like it is', but the problem with that is that you can
 - 2 She couldn't frame the photo of Dan and Shannon because she's ... by it.
 - 3 Shannon's with a good man and they're happy, so her grandmother
 - 4 According to Dan it 'didn't work' with Shannon's grandmother, though he
 - 5 She's learned to accept the situation and will get over it,* but if she said she was over it now, it would be
 - 6 Geraldine's family have already sent racism on that irreversible course from ... to
- *get over sth = feel good about something again after a bad experience

- 4 Look at the quotations from the video and explain them in your own words.

- 1 She tells / says it like it is.
- 2 She's quite an open book.
- 3 Shannon and her husband Dan Jenkins live a couple of hours east and about four decades ahead of Geraldine.
- 4 Despite the black belt, he says so far he's only tried killing Geraldine with kindness.
- 5 Geraldine can't point out one thing she doesn't like about Dan outside of his outside.

- 5 Imagine a meeting between Dan, Shannon and Geraldine. Invent a dialogue starting with the following line. Then act out your dialogue.

'Grandma, I think we need to talk ...'



Shannon and Dan Jenkins

5 Behaviour

Unit contents

- Vocabulary** Attitudes, each other / one another, gestures & manners
- Grammar** Modal verbs, modal perfects
- Speaking** Making offers & requests
- Listening** True or false
- Writing** A formal email

Skills Extra lessons



EXTRA LISTENING

Anger management



EXTRA VIDEO

Laughter therapy

5A Introduction Body language

Lead in

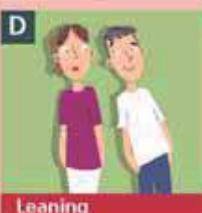
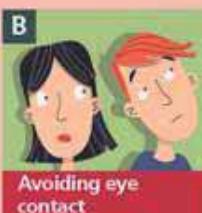
1 Discuss the questions.

- How much of our communication is through gestures rather than words?
- Is body language the same in every culture and country?
- Is it possible to see if someone likes you from their body language? How?

Vocabulary Attitudes

2 Read the text and check the meaning of the blue words. Match texts 1–9 with headings A–I.

Guide to Body Language



1 Creating a barrier is a sign of **defensiveness** or it can mean that a person is feeling **self-conscious**. Crossing ankles means that you are relaxed.

2 People might do this on a plane or in a scary film. It recreates the feeling of a parent holding your hand and is a sign of **nervousness**, fear, frustration or anger.

3 People often do this when they're being **open** or expressing **innocence**.

4 This includes things like tapping with your fingers or playing with a pen. People often do it when they're bored or **impatient**.

5 When someone occupies a lot of space it can be a sign of **confidence** or **assertiveness**. It's basically saying: 'All this space is mine.'

6 Moving towards someone can indicate that you are interested in them or like them. Leaning away means the opposite.

7 This can be an **aggressive** gesture which we use when we're angry with someone or having an argument.

8 Looking down or away from a person can indicate dishonesty but may also mean that a person is **shy**. In some countries it's impolite to look people in the eye.

9 If you're speaking to someone and they tilt their head, it's usually to express **sensitivity** or interest in what you're saying. Or maybe they're flirting ...

5 Behaviour

Unit contents

- Vocabulary** Attitudes, each other / one another, Gestures & manners
- Grammar** Modal verbs, modal perfects
- Speaking** Making offers & requests
- Listening** True or false
- Writing** A formal email

Skills Extra lessons

- Extra listening** Anger management
- Extra video** Laughter therapy

Extra activity: Vocabulary

Refer students to the adjective *bored* in text 4. Point out that it ends in *-ed*, and a lot of adjectives ending in *-ed* express our attitude or feelings. Put students into pairs and give them two minutes to write down as many *-ed* adjectives as they can.

Bring students' ideas together on the board. Check that students understand the adjectives, then point to each in turn and ask: *What body language would show that you feel this way?* Discuss as a class possible body language for each of the attitudes.

POSSIBLE ANSWERS

amused, interested, fascinated, amazed, surprised, excited, frightened, terrified

5A Introduction: Body language

SB pages 58 & 59

Lead in

- 1 **SPEAKING** Read the questions with the class. Check that students understand *gestures* and *body language*. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why? / Why not?* Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

Vocabulary

Attitudes

- 2 Ask students to read the text quickly and use their dictionaries to check the meaning of the blue words. Go through the blue words with the class and check that students understand them all. Check that students understand *flirting*. Students then match the texts with the headings. Check answers.

ANSWERS

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

Fast finishers

Fast finishers can think about situations when they have used this body language themselves, or noticed it in others. When you have checked answers, ask fast finishers to tell the class about the situations. Ask other students: *Have you noticed the same things? What other situations can you think of when you or other people use this body language?*

Extra activity: Speaking

Ask: *Is it important to be aware of your own body language? Do you think it's a good idea to control your body language? Why? / Why not?*

Discuss the questions as a class. Encourage as many students as possible to join in and express their opinions, and encourage them to agree and disagree with each other.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class their ideas. Ask other pairs or groups to respond to the ideas.

- 3 Point to two or three words in the box and ask: *Is this an adjective or a noun?* Ask students to find the related blue word in the text. Students then work individually to complete the table with the words from the box and the blue words from the text.

ANSWERS

Adjective	Noun
aggressive	aggression
assertive	assertiveness
confident	confidence
frustrated	frustration
impatient	impatience
innocent	innocence
nervous	nervousness
open	openness
self-conscious	self-consciousness
sensitive	sensitivity
shy	shyness

- 4 **SPEAKING** Tell students they need to look at the photos and interpret the people's body language in order to complete the sentences. Students complete the sentences individually, choosing from the words in brackets. Point out that there may be more than one correct answer for some sentences.

Ask some students to read out their answers. Ask questions to encourage other students to express their opinions, e.g. *Is your sentence the same or different? Why do you think he / she is confident / aggressive, etc.?*

Alternatively, students could compare their answers in pairs or small groups. Ask pairs or groups which sentences were the same, and which were the most different.

POSSIBLE ANSWERS

- 1 aggressive; honest / open
 - 2 open / sensitive; impatient / defensive
 - 3 defensive / shy; sensitivity
 - 4 frustrated; assertive
- 5 Read through the table in exercise 3 with the class. Students find examples of nouns with these endings.

ANSWERS

- 1 sensitivity
 - 2 aggression, frustration
 - 3 defensiveness, assertiveness, nervousness, openness, self-consciousness, shyness
 - 4 confidence, impatience, innocence
- 6 Students complete the sentences with nouns formed from the adjectives in the box.

ANSWERS

- 1 happiness 2 importance 3 ability 4 safety 5 modesty

- 7 **SPEAKING** Students complete the sentences with their own choice of words from exercise 3.

Ask some students to read out their sentences. Ask other students: *Is your sentence the same or different?*

Alternatively, students could compare answers in pairs or small groups. After one or two minutes, ask pairs or groups which sentences were the same and which were different.

Listening

- 8 **▶ 2.02** Read through the topics with the class and check that students understand *mirroring* and *personal space*. Play the audio for students to listen and order the topics.

Audio script, page T135

ANSWER

personal space, touching, mirroring, her work

Fact file

The average amount of personal space expected in Western Europe is 60–70 centimetres. In the USA it is 1.2 metres. People who live in densely populated areas tend to be happy with less personal space than those who live in less populated rural areas. A person's position in society also affects the amount of personal space they expect. Wealthier, more successful people tend to expect more personal space than those who have a lower social position.

- 9 **▶ 2.02** Allow students time to read the sentences. Check that they understand *mimic* (to copy). Play the audio again for students to decide if the sentences are true or false. Remind them to note down phrases they hear which support their answers. Check answers, and play the audio again if necessary.

Audio script, page T135

Speaking Workshop, SB page 151

ANSWERS

- 1 False. (People in all Latin cultures stay close to each other.)
- 2 True. (We aren't very expressive with our bodies.)
- 3 False. (We don't touch very much – not even friends. Touching signifies a very close relationship.)
- 4 True. (We mirror people when we like them.)
- 5 False. (She analyses the body language of people in job interviews.)

Extra listening

- ▶ 2.02** Write these questions on the board. Students answer them from memory, then listen again to check their answers.
- 1 If someone is 'tactile', what might they do?
 - 2 What is our 'comfort zone'?
 - 3 How do you know if someone likes you?
 - 4 How do you know if someone doesn't like you?

POSSIBLE ANSWERS

- 1 They might touch other people a lot.
- 2 It's the area of personal space around us where we don't like other people to stand or sit.
- 3 They stand close to you and mirror your gestures.
- 4 They stand further away from you, look over your shoulder, or point their body in a different direction.

Reference and further practice

Photocopiable audio script, page T135

Vocabulary Workshop, SB pages 142–143

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 5 pages 48–49

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

- 3 Copy and complete the table with the words in the box and the blue words from the text.

aggression assertive confident frustrated
impatience innocent nervous openness
self-consciousness sensitive shyness

Adjective	Noun
defensive	defensiveness

Vocabulary Workshop ➤ Pages 142–143 

- 4 Listen to photos A–D and complete the sentences in your notebook. Then compare your answers.

- Jill's behaviour is a little ..., possibly because her boyfriend Greg isn't being completely
(open / honest / aggressive / confident)
- Though Tina is trying to be ..., Leah isn't interested and seems to be getting
(defensive / open / sensitive / impatient)
- Kieran is a little ... but Harriet is relaxed. She's interested in Kieran and is showing ... to the things he is saying.
(aggressive / shy / sensitivity / confidence)
- Lee is clearly ... with Scott, who is very ... and intruding on Lee's personal space.
(confident / frustrated / assertive / innocent)

- 5 Look again at the table in exercise 3. Find examples of nouns formed with endings 1–4.

- 1 -ity 3 -ness
2 -sion / -tion 4 -ence

- 6 Complete the sentences in your notebook with nouns formed from the adjectives in the box.

able happy important modest safe

- Smiling doesn't always show
- I know the ... of this match.
- Some people have the ... to 'read' others.
- We wear seat belts on a plane for
- He never celebrates when he wins. It's a sign of

- 7 Complete the sentences in your notebook with your choice of words from the table in exercise 3. Then compare your ideas.

- A boyfriend or girlfriend should / shouldn't be ...
- A leader should / shouldn't be ...
- I'd like to be more ... and less ...
- If you want to get on with people it's good to be ...
- It's easy to see when someone is ...
- It's difficult to see when someone is ...

Listening

- 8 2.02 Listen to a body language expert and order the topics which she talks about.

her work mirroring personal space touching

- 9 2.02 Listen again and write true or false for 1–5. Make a note of any phrases you hear which support your answers in your notebook.

- People in Italy and Spain stay nearer to each other than people in Brazil.
- People in Britain don't use their bodies much to express themselves.
- People in Britain touch friends but not strangers.
- When a person likes you, they sometimes 'mirror' or mimic your gestures.
- Gillian tells people how to behave at job interviews.

Speaking Workshop ➤ Page 151

A Greg & Jill



B Leah & Tina



C Kieran & Harriet



D Scott & Lee



5B Reading Laughter & smiles

- 1 **2.03** Guess whether the following statements are true or false. Then read the text and check your answers.

- 1 Laughing is contagious.
- 2 Chimpanzees can laugh, and so can rats.
- 3 There are scientists who study laughter.
- 4 Smiles and laughter existed before any languages.
- 5 It is good for your health to fake smiles.
- 6 There are doctors who practise laughter therapy.

- 2 Read the text again and answer the questions in your own words in your notebook.

- 1 Why is it useful to recognize a smile from a distance?
- 2 Why was the smile an important gesture before humans could speak?
- 3 In what way has human laughter evolved differently to that of other animals?
- 4 What effect can a false smile have?
- 5 Why does the author think we should smile more?

- 3 Complete summary A in your notebook with the words in the box.

concludes examines fundamental healthy
real relationships

Summary A

The text (1) ... why laughter and smiles are important as a / an (2) ... part of human communication. They are ways which help us to maintain good (3)

It also explains how laughter and smiles can keep us (4) ... and happy even when they are not (5) It (6) ... with the opinion that we should all try to laugh and smile more.

- 4 Read the Key skill. Then read summary B. Choose from A or B in each section. Explain your choices.

Key skill

Reading: Summary writing

- Identify the main themes in the text and think of mini-summaries of one or two sentences for each of them.
- Do not include details or examples.
- Do not copy long parts of the text. Try to use your own words but do not include your opinions.
- Decide which verbs will introduce each part of your summary (*The text explains / examines / states / focuses on / questions / concludes ...*)
- When you check your summary, does it explain too little, just enough or too much?



Summary B

- A The text is quite an interesting exploration of smiles and laughter.
- B The text explains the origins and importance of smiles and laughter.
- A It states that both smiles and laughter were important for communication before languages existed.
- B It says that they are both strangely contagious.
- A It also explains how both laughter and smiling make us feel better.
- B It also focuses on health – there's an amazing thing called laughter therapy.
- A It concludes with a story about Mother Teresa, who believed that peace begins with a smile.
- B In conclusion, it suggests that smiles are things which we should share more often.

- 5 Find the opposites of these words in the text.

- | | |
|-------------------------|----------------------------|
| 1 complex (paragraph A) | 4 genuine (paragraph C) |
| 2 violent (paragraph A) | 5 mean (adj) (paragraph D) |
| 3 weaken (paragraph C) | |

Vocabulary each other/one another

- 6 Look at the examples from the text. How do you say *each other / one another* in your language?

... laughter can show that people trust one another.
... people meet, play and laugh with each other.

- 7 Complete the sentences in your notebook with your own ideas. Include *each other / one another* in your sentences.

- 1 If we don't smile at ...
- 2 People who speak different languages can understand ...
- 3 As soon as Romeo and Juliet looked at ...
- 4 If two people copy ... , it can mean ...

Vocabulary Workshop → Pages 142–143



5B Reading: Laughter & smiles

SB pages 60 & 61

- 1 2.03 Ask students to look at the pictures on page 61. Ask: *How do they make you feel? Which one makes you smile the most? Do you recognize any of the people?* Point out that one of the photos shows Mother Teresa. Ask: *Who was Mother Teresa? What do you know about her?* (see the Fact file on the next page).

Allow students time to read through the statements. Check that they understand *contagious*. Students guess whether the statements are true or false.

Ask some students which statements they think are true. Don't confirm their ideas, but ask other students: *Do you agree? Why? / Why not?* Students then read the text quickly to check their answers. You could set a time limit of five minutes, to encourage students to read quickly. You could play the audio while students read.

ANSWERS

All the statements are true.

Helping hand

If students find the full text daunting, ask them to read paragraph A to find if statement 1 is true or false. Check this answer, then ask students to read paragraph B to find out about statements 2–4. Check answers, then ask students to read paragraphs C and D to find out about statements 5 and 6.

- 2 Students read the text again and answer the questions in their own words. Remind students they should use their own words in their answers, and not just copy from the text.

POSSIBLE ANSWERS

- 1 A smile indicates that someone is friendly and doesn't mean any harm.
- 2 It was important because it helped humans to connect with each other / to establish relationships.
- 3 Humans have learned to use laughter to make other people do things. Laughter can make other people laugh or it can be used in a negative way.
- 4 It can have the same effect as a real smile. It can make you feel better.
- 5 Because smiles are free, and if what Mother Teresa said is true, peace begins with a smile.

Helping hand

If students feel daunted by this exercise, ask them to think about which paragraph to read to find the answer to each question. They can refer back to their answers in exercise 1 to help them decide. You could discuss this with the class before students read the text again.

- 3 Students complete the summary with the words in the box.

ANSWERS

- 1 examines
- 2 a fundamental
- 3 relationships
- 4 healthy
- 5 real
- 6 concludes

- 4 Read through the Key skill box with the class. Students read summary B and choose A or B for each item 1–4. Check answers, and discuss with the class why the correct choices are better.

ANSWERS

- 1 A (The text does more than explain the origin of smiles and laughter.)
- 2 A (The text does more than state that smiles and laughter are contagious. It examines how smiles and laughter were important for communication before languages.)
- 3 A (The text doesn't focus on health, it explores how and why smiles and laughter make us feel better.)
- 4 B (The text doesn't conclude with a story about Mother Teresa, but something that Mother Teresa believed.)
- 5 Check that students understand *complex* and *genuine*. Students find words with opposite meanings in the text.

ANSWERS

- 1 basic
- 2 peaceful
- 3 strengthen
- 4 fake
- 5 generous

Vocabulary

each other / one another

- 6 Read out the examples and ask: *How do you say 'each other' / 'one another' in your language?* Check that students understand the phrases.
- 7 Students complete the sentences with their own ideas and include *each other / one another* in their sentences. Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

Focus on the vocabulary box about cognates. Explain that cognates are words that are similar in your own language and another language. Students find the words in the text, and decide if they are cognates. They look for more cognates in the text.

Extra activity: Vocabulary

Point out to students that not all words in English that look similar to words in their own language are cognates. Some are false friends (words that look similar but have a different meaning). Ask: *Do you know any examples of false friends?* Elicit a few ideas, and tell students they will study some false friends in a later unit of the book.

Fact file

Mother Teresa (1910–1997) was a Roman Catholic religious sister known for her work with the poor and sick in India. She was born in Albania, and moved to India in 1929. In 1952, she opened the first Home for the Dying, a free hospice for the poor, in Calcutta (now Kolkata). She later opened other homes for people suffering from leprosy and AIDS. She won the Nobel Peace Prize in 1979, and in 2003 she was beatified, the third stage in the process of becoming a saint.

Laughter yoga was developed by the Indian physician Madan Kataria, who published a book in 2002 entitled *Laugh For No Reason*. It is based on the idea that laughter is good for you, even if it is not genuine. During sessions of laughter yoga, groups start out with forced laughter, but this quickly changes to genuine laughter.

Webquest

Students could do an internet search for 'laughter' to find out more about laughter. They might also be interested in seeing laughter yoga in action. They could do an internet search for 'laughter yoga' and find short videos showing people practising laughter yoga. Ask students what they learned about laughter. Ask if they enjoyed watching the videos, and if the videos made them laugh.

Extra activity: Vocabulary

Write the following definitions on the board. Ask students to find words in the text to match the definitions. Check answers, and check that students understand the words.

- 1 things that you are planning to do (paragraph A)
- 2 an illness that affects a large number of people (paragraph A)
- 3 able to control people and get them to do what you want (paragraph B)
- 4 very valuable (paragraph D)

ANSWERS

- 1 intentions 2 epidemic 3 manipulative 4 precious

Extra activity: Speaking

Ask: *Have you already laughed today? What kinds of things make you laugh?* Elicit a few ideas from the class, then ask students to write down five things that make them laugh. Ask students in turn to read out some of their ideas. Ask other students: *Does this make you laugh?* Discuss as a class which things make the most students laugh.

Alternatively, students could discuss the question in pairs or small groups, and make a list of five things that make them laugh. Ask pairs or groups to read their ideas to the class, and encourage other students to comment.

Extra activity: Exam practice

Ask students to close their books. Write the following gapped sentences on the board. Ask students to complete them by adding one word in each gap. Students can check their answers in the text.

- 1 Humans can recognize a smile _____ a distance of 90 metres.
- 2 A smile is _____ of the oldest forms of communication.
- 3 It's a long-distance signal _____ indicates peaceful intentions.
- 4 A smile and a laugh are _____ strangely contagious.
- 5 A laughing epidemic started _____ a group of schoolgirls.
- 6 The epidemic soon spread _____ other villages.
- 7 It ended after fourteen schools _____ closed.
- 8 This type of phenomenon is _____ interest to gelotologists.

ANSWERS

- 1 from 2 one 3 which / that 4 both 5 with
6 to 7 had 8 of

Extra activity: Exam practice

Write on the board: *Mother Teresa said that 'Peace begins with a smile'. Do you agree?*

Ask students to write an essay to answer the question. They should write 120–180 words.

Students can swap essays with a partner and offer suggestions and corrections. Ask some students to read their essays to the class.

Reference and further practice

Vocabulary Workshop, SB pages 142–143

Vocabulary, WB Unit 5 pages 48–49

Reading, WB Unit 5 page 54

Reading reference, WB pages 106–107

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

Smile and the world smiles with you.

- A Humans can recognize a smile from a distance of 90 metres. It's one of the oldest and most basic forms of communication – a long-distance signal which indicates peaceful intentions. A smile or laugh means the same thing in all cultures, and they are both strangely contagious. In 1962, a laughing 'epidemic' started with a group of schoolgirls in Tanzania and soon spread to other villages. It ended some months later, after fourteen schools had closed because students couldn't concentrate.
- B This type of phenomenon is of interest to gelotologists, specialists who study the origins and effects of smiles and laughter. They believe that humans had the ability to smile and laugh millions of years ago. Even before languages developed, those gestures probably helped humans to establish relationships, and this is still true today. A baby's smile, for example, brings it love and attention before it can talk, and at play or work laughter can show that people trust one another. This is also true for chimpanzees and rats, which laugh in their own unique ways. Humans, though, have learned to be more manipulative, and in modern society laughing at people or making them laugh can be used both as a weapon or a tool.
- C Other studies have shown that smiling and laughing can bring considerable health benefits. Both cause the brain to release 'happy' chemicals into the body. This reduces stress and helps to strengthen the immune system. Laughing is also good for your heart and lungs, and 20 seconds of laughter has the same effect as three minutes of exercise. Strangely, fake or forced smiles and laughter have exactly the same effects, so even if you're unhappy, just smile or try to laugh and you should feel better. This may explain why laughter therapy has grown in popularity. Laughter yoga, for example, was started by an Indian doctor in Mumbai in 1995 and there are now more than 8,000 groups around the world. There people meet, play and laugh with each other to make themselves happier and healthier.
- D For most of us, though, it's the everyday smiles from others which are most precious. Mother Teresa of Calcutta, a winner of the Nobel Peace Prize, believed that peace begins with a smile, and that a sincere smile shines from the soul, making the world a warmer place. If that is the case, and as smiles and laughter are free, maybe we should be more generous with them.

Cognates

Find the words in the text. Which are similar or the same in your language? Are there any more words in the text which are cognates?

culture fake laughter
strengthen stress weapon yoga



5C Grammar Using modal verbs

Grammar Workshop Pages 126–128

A ABILITY & REQUESTS Read the rules. Then say which structures are possible in 1–4.

Rules

We use *can* and *can't* in the present and *could* and *couldn't* in the past.
We use *be able to* in all tenses and with other modal verbs.
We use *can* and *could* in requests. *Could* is usually more polite.

- 1 We ... communicate before languages existed.
- 2 ... you help me, please? I ... lift this.
- 3 You might ... see better with your glasses.
- 4 She's injured so she won't ... play.

B OBLIGATION, PROHIBITION & ADVICE Look at examples a–c and answer questions 1–3.

- a You have to / don't have to speak to communicate.
- b You should / shouldn't smile sometimes.
- c We must / mustn't smoke in class.

- 1 Which negative indicates that there is no obligation?
- 2 Which modal verb do we use for advice?
- 3 Do we use *mustn't* or *don't have to* for prohibition?

Note: We can also express obligation with *need to* and advice with *ought to*:

I don't need to exercise. I'm already fit.

You really ought to smile more.

C POSSIBILITY & CERTAINTY Look at the examples. Which of the modal verbs express possibility and which express certainty?

She's crossing her arms. She *might* / *may* / *could* be feeling a bit self-conscious.

She *can't* be interested. She isn't looking.

He *must* be her boyfriend. He's always with her.

D MODAL PERFECTS Look at the examples. Then choose the correct options.

It was a great film. You should have watched it.

That's strange. They should have arrived by now.

He didn't speak. He might have felt shy.

She can't have been very happy. She didn't smile.

Rules

- 1 We use modal perfects to speak about ability, possibility and certainty in the *present* / *past*.
- 2 We also use *should have* + past participle when we think a person did the *wrong* / *right* thing or when we expected something different to happen.

Practice

1 Make five sentences with the words in columns A–C.

A	B	C
We might not	be able to	you help?
Please	couldn't	survive.
When it's cooked, we'll	be able	have dinner.
Dinosaurs	can't	to go to your party.
Most animals	could	laugh.

2 Look at the Key errors. Then choose the correct options in 1–5.

Key errors

could / *managed to* / *was able to*

In affirmative sentences and questions use *was able to* or *managed to* to talk about a specific event in the past.

My computer broke but I was able to / managed to fix it. (Not '... but I could fix it.' X)

- 1 It was difficult, but I *managed to* / *could* get tickets.
- 2 As a child I *couldn't* / *didn't manage to* swim.
- 3 Tim *could* / *managed to* do the run in one hour.
- 4 *Could* you / *Did* you *manage to* find that book?
- 5 We stayed near the beach and we *could* / *managed to* see the sea from our room.

3 Choose the correct modal verbs and write them in your notebook.

- 1 He's behaving badly. He ... be disrespectful.
(has to / shouldn't / must)
- 2 You ... be aggressive if you want to be assertive.
(don't have to / have to / must)
- 3 It's a rule here, I'm afraid. You ... wear jewellery.
(shouldn't / don't have to / mustn't)
- 4 I think you ... get a new phone. That one's getting a bit old.
(ought to / must / have to)

4 Complete the sentences in your notebook with your own ideas.

- 1 To be happy,
a you don't have to ... b you shouldn't ...
- 2 To be healthy,
a you have to ... b you shouldn't ...
- 3 To make the world a better place,
a we mustn't ... b everybody should ...

5 2.04 LISTENING OPTION Listen to two people giving their answers to exercise 4. Are any of their answers similar to yours? What are their most interesting answers?

5C Grammar: Using modal verbs

SB pages 62 & 63

A Read the rules with the class. Students decide which structures are possible in 1–4. Check answers, and point out that *be able to* is slightly more formal than *can* or *could*.

ANSWERS

- 1 could / were able to
- 2 Could / Can; can't / 'm not able to
- 3 be able to
- 4 be able to

B Read examples a–c with the class. Students answer the questions. Check answers, then discuss the difference in meaning between *mustn't* and *don't have to*.

ANSWERS

- 1 don't have to 2 should 3 mustn't

LANGUAGE NOTE Students often forget that we use *don't have to*, not *mustn't*, to express a lack of obligation: *The concert is free – we don't have to pay.* NOT *We mustn't pay*. They also forget that we use *mustn't*, not *don't have to*, for prohibition. *The NO SWIMMING notice means you mustn't swim here.* NOT *you don't have to swim here*.

C Read the examples with the class. Students decide which modal verbs express possibility, and which express certainty.

ANSWERS

Might, may and could express possibility.
Can't and must express certainty.

LANGUAGE NOTE Students often forget that in negative sentences expressing possibility, we use *might not* and *may not*, but NOT *could not*: *We might / may not be there on time.* NOT *We could not be there on time*.

D Read through the examples with the class. Students choose the correct words to complete the rules.

ANSWERS

- 1 past 2 wrong

LANGUAGE NOTE Students often make mistakes with the form of modal perfects. They may forget that we need to use a modal + *have* + past participle: *You should have watched the film.* NOT *You should watched the film.* / *You should have watch the film.*

Grammar Workshop

The Grammar Workshop for Unit 5 on SB pages 126–128 has more information on the form and use of modal verbs. You could refer students to the Grammar Workshop now, so they can use it to help them with the practice exercises.

Practice

1 Read out the first words in column A and elicit words from columns B and C that can be used to make a sentence.

Students make the remaining sentences using the words in columns A–C.

ANSWERS

- 1 We might not be able to go to your party.
- 2 Please could you help?
- 3 When it's cooked, we'll be able to have dinner.
- 4 Dinosaurs couldn't survive.
- 5 Most animals can't laugh.

Fast finishers

Fast finishers can write one or two more sentences using the words in column A, a modal verb, and their own ideas. After you have checked answers, ask fast finishers to read out their sentences. Correct any errors as a class.

2 Read the information in the Key errors box with the class. Students choose the correct words in the sentences. Check answers, and ask: *Do you sometimes make these mistakes? What can you do to help you remember the rules?*

ANSWERS

- 1 managed to
- 2 couldn't
- 3 managed to
- 4 Did you manage to
- 5 could

3 Refer students back to section B in the presentation for reference. Students choose the correct modals to complete the sentences. Weaker students could work in pairs for this exercise.

ANSWERS

- 1 shouldn't 2 don't have to 3 mustn't 4 ought to

4 Read out the first sentence and elicit a few possible answers using both modal verbs. Students complete the sentences with their own ideas. Weaker students could work in pairs for this exercise.

Fast finishers

Fast finishers could write one or two more sentences of their own, using modals of obligation, prohibition and advice. When you have checked answers, ask fast finishers to read their sentences to the class, omitting the modal verbs. See if other students can guess the missing modal verbs.

5 2.04 Listening option Play the audio for students to listen and note down which answers were similar to theirs, and which answers were the most interesting. Ask individual students: *Which answers were similar to yours? Which were the most interesting answers?*

Audio script, page T136

- 6 Refer students back to section C in the presentation for reference. Read out the first sentence and elicit the second sentence. Students then work individually or in pairs to rewrite the sentences. Point out that more than one answer may be possible.

ANSWERS

- 1 His attitude might / may / could annoy her.
- 2 Lisa must be angry with me.
- 3 His expression might / may / could mean that he's innocent.
- 4 She can't love him after the things he's done.
- 5 He can't be an easy person to be with.
- 6 She might / may not forgive him.

Fast finishers

Fast finishers could write one more sentence using a modal verb expressing possibility or certainty. Tell them to use words such as *possible* and *certain*. They can then rewrite the sentence with the same meaning using a modal verb, as they did in exercise 6. When you have checked answers, ask fast finishers to read out their original sentence. See if other students can rewrite the sentence using the correct modal verbs.

- 7 Refer students back to section D in the presentation for reference. Students complete the sentences with the modal perfect forms of the verbs in the box and the verbs in brackets. Check answers carefully, writing the modal perfect forms on the board for students to check the form and spellings in detail.

ANSWERS

- 1 must have studied
 - 2 should have behaved
 - 3 might not have understood
 - 4 can't have eaten
 - 5 shouldn't have listened
 - 6 may have been
- 8 Read the task and the example sentence with the class. Read the second situation and ask: *Who has done this?* Elicit some possible answers. Students then write the sentences. Check answers carefully, writing the modal perfect forms on the board for students to check the form and spellings in detail.

POSSIBLE ANSWERS

- 2 Ellen must have won a trip to London because she's holding two tickets.
- 3 Ashley must have eaten something recently because she / he has food all over her / his face.
- 4 Tom must have been skiing because he has ski goggle marks on his face.
- 5 Ashley might / may / could have got a hat as a birthday present because she's / he's wearing a hat.
- 6 Tom can't have worn sun cream because he's very sunburnt.

Fast finishers

Fast finishers could write one or two more sentences about the pictures, using modal perfects. When you have checked answers, ask fast finishers to read their sentences to the class, omitting the names. Correct any errors as a class, and see if other students can guess the names.

Consolidation

- 9 Focus on the photo and ask: *What's her job?* (a flight attendant) *Do you think it is a difficult job? Why?* Students read the article and choose the correct answers.

ANSWERS

- 1 must
- 2 have to
- 3 might
- 4 be able to
- 5 don't have to
- 6 should
- 7 couldn't
- 8 must
- 9 shouldn't

- 10 may not have handled

- 10  **Speaking option** Students use the ideas in A and the modal verbs in B to make sentences.

Ask individual students to read out some of their sentences, then ask other students if their sentences were similar.

Alternatively, students could compare their sentences in pairs or small groups. Monitor while students are working, then ask some pairs or groups to read out some of the sentences they enjoyed reading.

Reference and further practice

- Photocopiable audio script, page T136
Grammar Workshop, SB pages 126–128
Speaking Workshop, SB pages 150–157
Grammar, WB Unit 5 pages 50–51
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
iPack Grammar animations

- 6 Rewrite the sentences in your notebook. Start with the words in brackets and include a modal verb expressing possibility or certainty. More than one answer may be possible.

- 1 It's possible that his attitude annoys her. (His ...)
- 2 I can see that Lisa is angry with me. (Lisa ...)
- 3 His expression possibly means that he's innocent. (His ...)
- 4 I'm certain that she doesn't love him after the things he's done. (She ...)
- 5 He definitely isn't an easy person to be with. (He ...)
- 6 It's possible that she won't forgive him. (She ...)

- 7 Complete the sentences in your notebook with the modal perfect forms of the verbs in the box, and the verbs in brackets.

can't may might not must should shouldn't

- 1 You got 100% in the exam. You ... (study) a lot!
- 2 No, you can't go out. You ... (behave) better.
- 3 Do you think he's confused? He ... (understand) you.
- 4 There was no food, so they ... (eat) anything.
- 5 You told me the wrong answer. I ... (listen) to you.
- 6 She wasn't at the party. She ... (be) ill.

- 8 Look at the pictures and the information. Write sentences 1–6 with your ideas. Use modal perfects and explain your answers.

- 1 Suzy might have behaved badly because she looks guilty.

Face detective

Can you tell who has done what?

- 1 (behave) badly
- 2 (win) a trip to London
- 3 (eat) something recently
- 4 (be) skiing
- 5 (get) a hat as a birthday present
- 6 (wear) sun cream

Suzy



Tom



Ashley



Ellen



Consolidation

- 9 Read the 'Cabin pressure' article and choose the correct answers.

- 10 **SPEAKING OPTION** Make sentences with ideas from A and B. Then compare your ideas.

A	B
1 One day everyone	might
2 Being rich and famous	should
3 Life in the year 1200	must
4 If possible, you	had to
5 When I was younger I	might have
	could
	couldn't
	will
	won't be able to

Cabin pressure

It (1) *doesn't have to / must / should* be difficult to look perfect and behave perfectly all the time, but cabin crews on aeroplanes (2) *can / have to / may* do both every day. Recently, though, in an argument about salaries, staff at one airline have said it's possible that they (3) *might / might not / can* stop smiling at passengers. 'Passengers will still (4) *can / could / be able to* reach their destinations,' said a representative, 'but paying a five-star price for three-star service.' Staff (5) *don't have to / mustn't / shouldn't* smile – it isn't obligatory – but obviously it's nice. They think that the airline (6) *needn't / should / mustn't* also be nice and pay them more.

In the news earlier in the year, flight attendant Steven Slater inflated the emergency chute and left his plane (and



his job) because he (7) *can't / couldn't / won't be able to* tolerate the passengers any more. It (8) *shouldn't / can't / must* have been a very liberating experience, but he later admitted that perhaps he (9) *shouldn't / couldn't / can't* have done it. 'I think of myself as someone who reached the end of a rope and (10) *can handle / may not have handled / might handle* it the best way,' he said.

5D Practical English Social situations

1 Discuss the questions.

- 1 Do you think that people in your city and country are polite in general?
- 2 Do different generations have different manners? Give examples.
- 3 What kind of behaviour annoys you? What is acceptable? Complete the phrases.
It annoys me when ...
I don't mind if ...
I think it's impolite to ...
I hate it when ...

Vocabulary Gestures & manners

2 Read the text and check the meaning of the blue words and phrases. Then write four sentences about your country for sections A-D.

A Greetings here don't take long. We don't bow. People shake hands.

3 Match 1–6 with A–F. What do you say in your country in these situations?

- 1 Oops!
- 2 Ouch!
- 3 Sorry!
- 4 Excuse me!
- 5 Pardon? / Sorry?
- 6 Bless you!

- A You didn't hear or understand what someone said.
- B You need to go past someone or attract their attention.
- C You hurt yourself.
- D You made a small mistake.
- E Someone sneezed.
- F You want to apologize.

Vocabulary Workshop ➤ Pages 142–143 VOC APP

Complete all activities in your notebook.

MIND YOUR MANNERS – etiquette for the international traveller

A Greetings

When someone **greets** you in Fiji, it could last up to ten minutes. People sometimes **shake hands** through an entire conversation.

The friendly Moroccans shake hands (using the right hand) and then **touch** the hand to their heart. Good friends might also **kiss** four times.

It is uncommon to shake hands in Japan, where people **bow** as a greeting. Bowing is also normal if you are **apologizing** or making a request.

B Politeness

In Brazil it's OK to **answer** your mobile phone in mid-conversation. It's rude not to answer your phone, even if it **interrupts** a conversation.

In Britain, people **queue** in a very formal and ordered way, and if you jump the queue (go to the front without waiting), somebody will soon tell you where the back of the queue is. If you **wave** to someone in Greece, remember that it can be an insult to raise the palm of your hand to a person's face.

C Contact

In India and many parts of Asia it is very common for men who are friends to **hold hands** when they're walking together. In Britain, men are more reserved, and don't tend to **hug** their friends.

D What to say

In Mexico, if you **catch someone's eye** while they're eating, it's good manners to say 'Provecho'. The equivalent in English is 'Enjoy your meal', but we don't say it to strangers.

When you're drinking with friends in Britain, it's typical to raise your glass and say 'Cheers'.



5D Practical English: Social situations

SB pages 64 & 65

- 1 **SPEAKING** Read the title of the text with the class and check that students understand it. Check that students understand *manners* and *etiquette*.

Read the questions with the class. Check that students understand everything. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why? / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

Vocabulary

Gestures & manners

- 2 Ask students to read the text quickly and use their dictionaries to check the meaning of the blue words. Go through the blue words with the class and check that students understand them all. Focus on the pictures and ask: *What are the people doing?* Use the pictures to teach *high five* and *fist bump*. Students then write four sentences about their own country for sections A–D.

Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

Fast finishers

Write on the board: *Saying goodbye* and *Eating*. Fast finishers can write a sentence about manners in their country for these two things. When you have checked answers, ask fast finishers to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

Extra activity: Speaking

Ask: *Which of the examples of manners and etiquette do you find the most surprising? Why? Do you know any more examples of manners and etiquette from other countries or cultures?*

Discuss the questions as a class, encouraging as many students as possible to join in and express their opinions.

Alternatively, students can discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class which things they find surprising, and what other examples of manners and etiquette they discussed.

- 3 Students match 1–6 with A–F. If students are struggling with this exercise, do it with the whole class, demonstrating the use of each word and asking students to match it with one of the situations A–F. Ask students what they say in their country in each situation.

ANSWERS

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

Video

- 4 2.05 Play the video or audio for students to watch or listen. Ask: *What happens first?* (Adam greets Mrs Kelly). Students write sentences describing what happens for the rest of the dialogue. They can use the words in the box more than once. Play the video or audio again if necessary for students to complete their answers.

Video script, page T136

POSSIBLE ANSWERS

Adam greets Mrs Kelly. Mrs Kelly offers Adam a drink. She introduces Julia, an exchange student from Spain. Adam and Julia greet each other. Adam answers his phone. Jess greets Adam. Mrs Kelly offers to call a taxi. Adam says goodbye to Mrs Kelly. Mrs Kelly says goodbye to everyone.

- 5 2.05 Allow students time read through the Key phrases. Play the audio or video again for students to listen and complete the phrases. Check answers, then ask: *Who says each phrase?*

Video script, page T136

ANSWERS

- 1 call her
- 2 a juice or something
- 3 of you
- 4 call a taxi
- 5 come with you

Pronunciation

Rising & falling intonation

- 6 2.06 Play the first phrase and ask: *Does it end with rising or falling intonation?* Play the remaining phrases for students to listen and decide on the intonation pattern, A or B.

Audio script, page T136

ANSWERS

I'll just call her. (B); Thanks. (B); Would you like a juice or something? (A); That would be great. (A); That's kind of you. (B); Shall I call a taxi? (A); I think we're OK actually. Thanks anyway. (B); Do you mind if I come with you? (A); No, of course not. (A); Yes, of course. (A)

- 7 Play the audio from exercise 6 again, pausing after each phrase for students to repeat. Ask individual students to repeat, and ask all students to repeat as a class.

Ask students to turn to the dialogue on page 157. Allow students time to read the dialogue, then choose two students to practise it for the class. Ask other students to note down if they use rising or falling intonation. The class can give feedback on their intonation. Repeat the practice with two or three more pairs.

Alternatively, students can practise the dialogue in pairs. Monitor while students are working, then ask some pairs to perform the dialogue for the class. Ask other students to give feedback on their intonation.

Students could also practise the dialogue in groups of four. Two students perform the dialogue while the other two listen and notice the intonation the speakers use. They can give feedback to their classmates. They then swap roles and practise again.

Speaking Workshop, SB page 157

Speaking

- 8 Read the situation with the class. As a class, decide in which parts of the situation the speakers will use some of the key phrases, e.g. when Sara offers to get a coffee and Daniel accepts. With weaker classes, you could focus on other phrases that might be useful for apologizing, introducing someone, and deciding to leave.

Put students into groups of three to write their dialogue. Monitor while they are working, and help as necessary. If students have made mistakes, encourage them to correct them themselves.

Alternatively, work with the whole class to elicit a dialogue line by line and write it on the board.

- 9 Read the Key skill box with the class. Students practise their dialogues in their groups of three. Monitor while they are working, and encourage them to speak naturally. Ask some groups to perform their dialogues for the class.

Alternatively, if you have a model dialogue on the board, choose groups of three students in turn to perform the dialogue for the class. Ask the remaining students to listen for the three things mentioned in the Key skill box. The class can give feedback to each group in turn when they finish the dialogue.

Extra activity: Speaking

To encourage students to speak more naturally, without reading, write key words from the situation in exercise 8 on the board:

Daniel apologizes / Sara introduces Zoe / Sara offers coffee / Daniel asks for tea / Daniel and Zoe chat / Sara returns – café closing / Decide to leave

Ask students to close their books, then ask them to practise again either in groups or in front of the class. The more students practise in this way, the more natural their speech should become.

Reference and further practice

Photocopiable audio / video script, page T136

Vocabulary Workshop, SB pages 142–143

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 5 pages 48–49

Speaking, WB Unit 5 page 53

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp



Webquest

Find videos or articles which explain the origin of the 'high five' and the 'fist bump'.

Video

- 4 2.05 Watch or listen to the scene. Say what happens using the words in the box.



answers phone
greets
introduces
offers
says goodbye

- 5 2.05 Watch or listen again. Then copy and complete the Key phrases in your notebook.

Key phrases

Offers and requests

I'll just (1) ...
Would you like (2) ...
That's kind (3) ...
Shall I (4) ...
Do you mind if I (5) ...

Thanks / No thanks.
That would be great.
I think we're OK actually. Thanks anyway.
Yes, of course. / No, of course not.

Pronunciation Rising & falling intonation

- 6 2.06 Look at the Key phrases and listen. Which of the phrases end with rising intonation and which end with falling intonation?

A Rising intonation
pitch rises

B Falling intonation
pitch falls

- 7 Practise the phrases. Then practise the dialogue on page 157.

[Speaking Workshop](#) > Page 157

Speaking

- 8 Read the situation and write a dialogue between the three people. Include some of the Key phrases.

Daniel meets Sara in a café. He arrives late and apologizes. Sara introduces him to her friend Zoe and offers to get him a coffee. He asks for a cup of tea instead. Sara returns without drinks because the café is closing, so they all decide to leave.

- 9 Read the Key skill. Then practise and perform your dialogue.

Key skill

Speaking: Speaking naturally

- Vary speed and intonation (Don't speak like a robot!)
- Move your head, shoulders and hands.
- Use sounds and words like 'Um', 'Er', 'Mmm' and 'Well'

5E Writing A formal email

Model text

- 1 Read the emails. Who are they to and what are they about? Which is formal?

A

Reply Reply to all Print

Hi Jess
I hope I've got the right email address for you. I'd text normally, but I can't find my phone anywhere. I didn't leave it at your place, did I? Or do you know where I might have left it? Let me know if you remember. Maybe it was on the train. I'll have to email the train station. Anyway I enjoyed our night out last week. It would be great to meet up with you and Julia again when I get back from this holiday. When's she going back to Spain, by the way? She's cool. I like her.
Speak soon
Adam

- 2 Read the emails again and answer the questions in the Text analysis in your notebook.



LOST PROPERTY

B

Reply Reply to all Print

Dear Sir or Madam,
I am writing to you regarding a mobile phone which I lost recently. I believe that I might have left the phone on one of your trains. Unfortunately I have not been able to come to the station as I am currently on holiday abroad.
The train which I was travelling on was the G4 to Southway last Saturday evening, and the phone is a black HTC with my name on the back.
I would be grateful if you could check to see if someone has found the phone. I appreciate your assistance and I look forward to hearing from you.
Yours faithfully,
Adam Black



Text analysis

Email A

- How does the email start and finish?
- How many paragraphs has it got?
- What are the contracted forms in the email?
- Which two of these phrases could you also use to finish the email?
A Cheers! C With my very best wishes,
B Bye for now. D All the best

Email B

- How does the email start and finish?
- What is the purpose of each paragraph?
- Are there any contracted forms?
- Which of the blue phrases mean these things?
A Thanks for C think
B about D at the moment

5E Writing: A formal email

(SB pages 66 & 67)

Model text

1 Students read the model emails and answer the questions.

POSSIBLE ANSWERS

- A This email is to Jess, a friend of Adam's. It is to ask about Adam's missing phone and about meeting up again soon.
- B This email is to a train company. Adam is writing to ask if the train company has his phone. This email is formal.

2 Students read the model emails again and answer the questions in the Text analysis box. Go through the questions and answers with the class. Point out that the blue words in email B are all formal words that are suitable for use in a formal email.

Tell students they should think about all the points in the Text analysis box when they write a formal email.

ANSWERS

- 1 Hi; Speak soon: informal greeting and closing phrase
- 2 One
- 3 I've, I'd, can't, didn't, I'll, When's, She's
- 4 A or B
- 5 Dear Sir or Madam; Yours faithfully: formal greeting and closing phrase
- 6 Paragraph 1: to explain why he is writing.
Paragraph 2: to give more detail about what he lost, and where he thinks he lost it.
Paragraph 3: to conclude and express his thanks for any help.
- 7 No.
- 8 A I appreciate
B regarding
C believe
D currently

Extra activity: Writing

Ask students to cover the formal email B on page 66. Tell them you are going to work together as a class and rewrite it from memory. Read out each line of the informal email A in turn, and ask: *Do we need this information? How can we say this in a formal email?* Build up a formal email on the board. Students can then uncover email B and compare the email on the board with the original.

Writing skills

Formal & informal style

- 3 Students read the rules for formal style and choose the correct words.

ANSWERS

- 1 are
- 2 full; long
- 3 Don't
- 4 with
- 5 with a closing phrase

Speaking

Preparing to write

- 4 SPEAKING Read the task with the class. Students work individually to invent their answers. Monitor and help as necessary. If you think your students will struggle for ideas, brainstorm some ideas for question 3 (problems with the phone) with the whole class before students work individually. Ask individual students to read out their answers. Ask: *Who has a similar answer? Who has a very different answer?* Alternatively, students could compare their ideas in pairs or small groups. Monitor while students are working, then ask pairs or groups to tell the class which of their answers were similar, and which were different.

Fast finishers

Fast finishers can add more details to their ideas, e.g. how much the phone cost, when you bought it, why you chose this particular model. When students compare their ideas, fast finishers can also share their extra details in their pairs / groups, or with the class.

- 5  2.07 Listening option Allow students time to read the questions. Play the audio once for students to listen and identify the questions. Play the audio again, pausing as necessary for students to note down the answers to the questions. Check answers to questions 1 and 2, then ask: Which phrases are inappropriate for a formal email? Elicit ideas and write them on the board. Play the audio again if necessary for students to hear all six phrases.

Audio script, page T136

ANSWERS

- 1 Questions 1, 3, 5, 6, 7
- 2 1 He bought the phone from the company's website.
3 The screen is completely blank.
5 He's going crazy without a phone.
6 It must be under guarantee.
7 He would like the shop to send him a new one as soon as possible.
- 3 guess what, it doesn't work, I'm going crazy, You can't imagine, Anyway, I want you to, if that's OK, Cheers

Writing

- 6 Read through the Key phrases with the class and make sure students understand everything. Point out that if a formal email starts with *Dear Sir / Madam*, we end it with *Yours faithfully*, but if it starts with a name (e.g. *Dear Mr Jones / Dear Mrs Edwards*), we end it with *Yours sincerely*.

Students follow the steps in the Writing guide and write their email.

Students can swap their email with a partner. Tell students to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Reference and further practice

- Photocopiable audio script, page T136
Speaking Workshop, SB pages 150–157
Writing, WB Unit 5 page 55
Listening reference, WB pages 108–109
Writing reference, WB pages 110–118
Writing Tutor, Digital WB
Teacher's Resource and Tests CD-ROM

Writing skills Formal & informal style

3 Choose the correct options in the rules.

Rules

Rules for formal style

- 1 Layout and paragraphs **are / aren't** important. Divide your email into clear sections.
- 2 Use **full / contracted** forms and **long / short** sentences.
- 3 **Do / Don't** use colloquial language.
- 4 Start **with / without** 'Dear'.
- 5 Finish your message **with a closing phrase / only with your name**.

Key phrases

A formal email

Dear Sir or Madam,

I would be grateful if ...

I was wondering if it would be possible to ...

I appreciate your assistance ...

I look forward to hearing from you.

Yours faithfully*

* Note: If you start your email with a person's name (e.g. Dear Mr Watson), then finish with Yours sincerely.

Speaking Preparing to write

4 Listen to Adam reading an email to an online mobile phone shop. Answer the questions in your notebook.

- 1 Where did you buy the phone?
- 2 What phone is it?
- 3 What is the problem with it?
- 4 How long did you have the phone before it stopped working?
- 5 How is life without a mobile phone?
- 6 Is it under guarantee?
- 7 What would you like from the shop?
- 8 How can they contact you?



5 2.07 LISTENING OPTION Listen to Adam reading an email to an online mobile phone shop. Answer the questions in your notebook.

- 1 Which questions from exercise 4 does he answer?
- 2 What are his answers to those questions?
- 3 Which eight phrases do you think are inappropriate for a formal email?

Writing

6 Follow the steps in the Writing guide.

Writing guide



Task

You bought a new phone on the internet but it doesn't work. Write a formal email to the customer services department of the internet company, explaining the situation and asking for a replacement. Write 120–150 words.

Think and plan

Spend a couple of minutes thinking about the email. Write down any words which you think are important. Then look back at exercise 4. Organize your notes from questions 1–8 under these headings:

Paragraph 1

Why are you writing?

Paragraph 2

What phone did you buy and when?

What happened exactly?

Paragraph 3

What do you want the company to do?

What are you going to do?

Paragraph 4

A short, closing sentence.

Write and check

Read the Key phrases. Write a rough version of your email using notes from your plan. Then check these points and write a neat version.

- Have you used a formal style?
- Have you provided all of the necessary information?
- Have you used any of the Key phrases?

Skills Extra



Listening Anger management

- 1 What negative emotions are the people in these photos showing? Why might they be feeling this way?



- 2 2.08 Find the key words in questions 1–8. Then listen to the radio programme twice and choose the correct answers.

- 1 Manjit Lee is a ...
A psychologist who presents a radio show.
B radio show presenter who has her own blog.
C psychologist who behaves badly.
D psychologist who has her own blog.
- 2 When people's basic needs aren't met, ...
A they never become angry.
B they always behave badly.
C they try to control their negative feelings.
D they have negative feelings.
- 3 According to Dr Lee, alcohol or drug addiction shows us that a person ...
A probably has an eating disorder.
B isn't dealing properly with a deeper problem.
C wants to avoid angry outbursts.
D gets less sleep than necessary.
- 4 Dr Lee claims that being angry ...
A can tell us something positive.
B stops us from being honest.
C leads to other negative emotions.
D is the first stage in dealing with negative emotions.

- 5 The school student in Dr Lee's example ...
A wants to feel more respected at home.
B has learnt not to bottle up anger.
C got angry with the wrong people.
D took a positive message from his or her anger.
- 6 Why does the presenter count to ten?
A As a way to control his anger.
B Because he feels silly.
C To recover from an angry outburst.
D To slow down his breathing and heart rate.
- 7 Happy hormones are released when people ...
A eat properly.
B get regular exercise.
C express themselves properly.
D sleep well.
- 8 Dr Lee claims that dancing, painting or music ...
A are better than discussing your feelings.
B are creative ways to express yourself.
C are as effective as shouting.
D aren't effective in dealing with anger.

Skills Extra

SB pages 68 & 69

Listening

Anger management

- 1 Ask the questions to the whole class. Elicit a range of ideas. Brainstorm some negative emotions and write them on the board, e.g. *anger, anxiety, fear, jealousy*.

POSSIBLE ANSWER

The people in the photos all look angry, upset, or stressed.

- 2 2.08 Elicit the key words in question 1 with the class. Students then find the key words in the remaining questions. Discuss as a class which are the key words. Tell students that they should listen out for these, or words with similar meanings. Tell students they are going to hear the audio twice, so they shouldn't worry if they don't hear all the answers the first time they listen. Play the audio for students to listen and choose the correct answers. Play the audio again for them to check and complete their answers.

Audio script, page T137

ANSWERS

Key words (possible answers):

- 1 Manjit Lee: A psychologist, presents, radio show; B radio show, presenter, own blog; C psychologist, behaves badly; D psychologist, own blog
- 2 basic needs, not met: A become angry; B behave badly; C control negative feelings; D have negative feelings
- 3 Dr Lee, alcohol, drug addiction, shows: A eating disorder; B deeper problem; C wants, avoid angry outbursts; D less sleep, necessary
- 4 being angry: A tell us, something positive; B stops us, being honest; C leads, negative emotions; D first stage, dealing, negative emotions
- 5 school student: A wants, feel, more respected, home; B learnt, not bottle up anger; C angry, wrong people; D positive message from anger
- 6 presenter, count to ten: A control, anger; B feels, silly; C recover, angry outburst; D slow down, breathing, heart rate
- 7 happy hormones, released: A eat properly; B regular exercise; C express themselves; D sleep well
- 8 dancing, painting, music: A better than, discussing feelings; B creative ways, express yourself; C as effective, shouting; D aren't effective, dealing with anger

Multiple choice answers:

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

Fact file

When we feel angry, our heart rate and blood pressure increase and there is a raised level of adrenaline in our body. Scientists believe that anger is a natural feeling that is part of our 'fight or flight' response to danger.

'Anger management' uses techniques such as relaxation and improving communication skills to help people keep control of their angry feelings.

Extra activity: Listening

2.08 Write the following questions on the board. Ask students to work in pairs and try to answer them from memory. Play the audio again for students to listen and check their answers. Check answers as a class.

- 1 According to Dr Lee, what 'basic needs' do people have that need to be met?
- 2 What can happen if these basic needs aren't met?
- 3 In Dr Lee's example, which of the student's needs wasn't met?
- 4 What are the 'three Es'?

ANSWERS

- 1 a healthy diet, the correct amount of sleep, feeling loved
- 2 People can develop eating disorders, have angry outbursts, become addicted to alcohol, or self-harm.
- 3 His / Her need to feel respected by his / her peers
- 4 exercising, eating and sleeping well, expressing yourself

Extra activity: Speaking

Write the following questions on the board:

Do you ever lose your temper?

When was the last time you expressed anger? What caused it?

How could you deal with the situation better next time?

Ask individual students the questions. Encourage other students to join in and talk about their own experiences. Alternatively, students could discuss the questions in pairs or groups, who can then tell the class about their discussions.

Extra activity: Exam practice

Tell students they are going to practise an exam-style speaking task.

Refer students back to the photos on page 68 and point out that they all show people who are feeling negative emotions. Ask them to choose two of the photos to compare. Write these questions on the board to help them:

What negative emotions are they feeling? Why might they be feeling them? Why might it be difficult for them to express their anger in these situations?

Briefly review some language for comparing and contrasting and write this on the board:

Both photos show ... / Neither person ...

This photo ..., whereas the other photo ...

Allow students a few minutes to prepare their ideas, then ask students in turn to talk for about one minute about the two photos they have chosen. Ask other students to listen and note down whether they answer all the questions on the board and use language for comparing and contrasting. The class can give feedback to each student.

Alternatively, students could work in pairs or small groups. They take turns to describe their photos, and their classmates listen and give feedback.

Ask: *Which person do you feel most sympathy for? Why?*

BBC Video

lol :) Laughter therapy

- 1 **SPEAKING** Read the questions with the class. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why? / Why not?*
- Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.
- 2 **VIDEO** Read through the topics with the class and check that students understand everything. Play the video for students to watch and decide which four topics are in the documentary and in what order.

BBC video script, page T150

ANSWERS

E, A, B, D

- 3 **SPEAKING** Students work individually or in pairs to remember what images they saw for each topic. Elicit answers from the class.

POSSIBLE ANSWERS

- 1 Parents playing with babies; small children playing together
 - 2 People laughing while watching a film; medical equipment being used to measure reactions; a blood sample being shaken
 - 3 Adults looking a bit sad
 - 4 People dressed as clowns in a hospital; children laughing at them
- 4 **VIDEO** Allow students time to read the questions. Check they understand *vary*. Play the video again for students to watch again and answer the questions.

BBC video script, page T150

POSSIBLE ANSWERS

- 1 Children start to smile aged four weeks, and to laugh aged around four months.
- 2 These ages do not vary in different countries. It's the same everywhere.
- 3 According to the documentary, laughing can help with stress, colds and the flu.
- 4 Small children laugh 400 times a day on average.
- 5 Many adults laugh only a few times a day.
- 6 If you don't laugh at all, you can become unwell.
- 7 The 'clown doctors' in hospitals make being ill being less painful and help patients to recover more quickly.

Helping hand

If students find the video difficult, read out the first two questions and play the first part of the video. Pause after the part that gives the answers to the first two questions and allow students time to note down the answers. Rewind the video and play the relevant part again if necessary.

Repeat this process with questions 3–5, and questions 6–7.

- 5 Students complete the summary with the words in the box.

ANSWERS

- 1 universal
- 2 cultures
- 3 experiments
- 4 benefits
- 5 lack
- 6 negative
- 7 therapy

- 6 Read the task with the class and brainstorm some ideas. Students then work individually to prepare their ideas.
- 7 **SPEAKING** Read through the words in the box with the class and check that students understand them all. Ask individual students to tell the class their ideas. Ask other students: *Do you agree? Why? / Why not?* Write on the board ideas that a lot of students agree on. Point to the ideas on the board and see if the class can agree on the five best ideas.
- Alternatively, students could compare their ideas in pairs or small groups. Ask them to agree on their top two ideas in their pairs or groups. Ask pairs or groups in turn to tell the class their top two ideas and their reasons for choosing these. Write these on the board. Point to the ideas on the board and see if the class can agree on the five best ideas overall.

Fact file

Scientists have shown that when we laugh, our bodies produce fewer stress hormones, so we feel more relaxed. Our body also releases chemicals that can relieve pain and make us feel happier. Laughter also leads to the production of more antibodies in our body, which gives us a stronger immune system.

Webquest

Students could do an internet search for 'best jokes for kids'. They will find various websites with simple jokes in English. Students could choose one that they like and practise telling it. Encourage students to practise their joke several times, until they can tell it fluently.

In the next lesson, students can tell each other their jokes. The class can vote for its favourite.

Reference and further practice

Photocopiable audio / video script, page T137 / T150

Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

 BBC Video lol :) Laughter therapy
1  Discuss the questions.

- 1 What do you already know about smiles and laughter?
- 2 What makes you laugh? Why?
- 3 It is said that 'laughter is the best medicine'. What does that mean? Is it true?

2  Watch the video. Which four topics from A-E are in the documentary and in what order?

- A Scientific tests on the effects of laughter
- B The effects of not smiling and laughing
- C Animals which laugh
- D Using laughter in hospitals
- E How smiling and laughter develops in children

3  Try to remember what images you saw for each topic. Compare your ideas.

For the first topic the video showed images of ...

4  Watch the video again and answer the questions in your notebook. Use your own words and complete sentences.

- 1 At what ages do children start to smile and laugh?
- 2 How do these ages vary in different countries?
- 3 What health problems can laughing help with, according to the documentary?
- 4 On average, how often do small children laugh every day?
- 5 How often do many adults laugh?
- 6 What can happen if you don't laugh at all?
- 7 What effect do the 'clown doctors' have in hospitals?

5  Complete the summary in your notebook with the words in the box.

benefits cultures experiments lack negative therapy universal

Smiling and laughter are (1) ... and develop in humans at the same age in different (2) In (3) ..., scientists have proved the health (4) ... of laughter, and a (5) ... of laughter can have a (6) ... effect on health, so laughter (7) ... is used in some hospitals to make patients happier and healthier.

6  Imagine that you have to organize some laughter therapy sessions. Decide what videos, films or programmes you would show patients between the ages of fifteen and 25.7  Compare your ideas from exercise 6. Use the words in the box if you need them.

comedian comedy show / film (not) funny
funny video giggle (really) hilarious jokes / sketches
laugh out loud make (someone) laugh



6 Design and technology

Unit contents

- Vocabulary** Invention & discovery, prefixes, describing objects
- Grammar** The passive, the causative
- Speaking** Describing things
- Listening** Multiple choice
- Writing** A discussion essay

Skills Extra lessons

EXTRA LYRICS
▶



OMD: 'Enola Gay'

EXTRA VIDEO
▶



Interactive entertainment

6A Introduction Inventions

Lead in

1 Look at pictures A–H and discuss the questions.

- 1 Which objects do you think are the *most* and *least* useful?
- 2 Do you think that any of the inventions are morally wrong?

Vocabulary Invention & discovery

2 Read texts 1–8 and match them with objects A–H.

According to the texts, which invention(s) ...

- 1 probably won't exist in the future?
- 2 caused worry or misunderstanding?
- 3 caused happiness or excitement?
- 4 hasn't / haven't changed much in a long time?
- 5 originated in China?
- 6 is / are simple?

3 Copy and complete the table. Use the base forms of the verbs in the text. What nouns can they form?

Verb	Noun (person)	Noun (idea or object)
invent	inventor	invention
replace	replacement

4 Complete the sentences in your notebook with the correct forms of the verbs in the box.

adapt design develop discover inspire
invent observe research

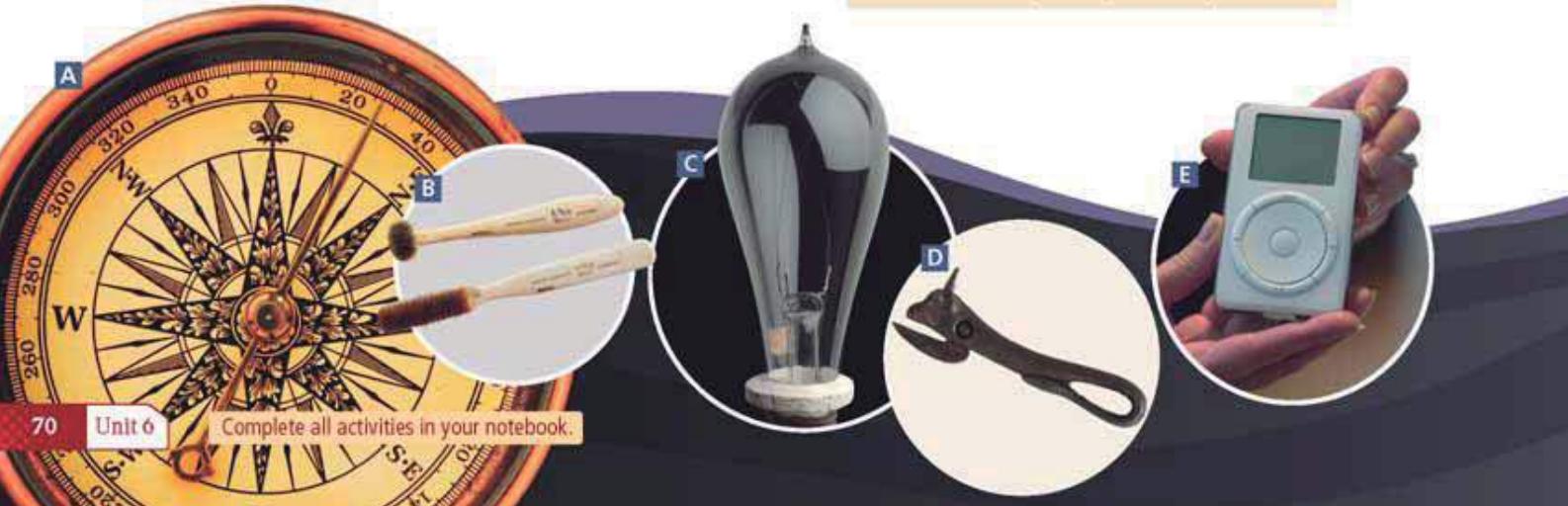
- 1 The ... of penicillin was accidental.
- 2 Alfred Nobel was the ... of dynamite.
- 3 The ... of the iPod has changed since it was invented.
- 4 During an experiment it's important to write down your
- 5 Living things usually ... to their environment.
- 6 A company's R&D department is for ... and
- 7 Musicians and writers often get their ... from nature.

Vocabulary Workshop Pages 144–145

5 Discuss questions 1–3. Use your own ideas and words from the box.

- 1 Which invention saves most lives?
- 2 Which invention saves most time?
- 3 Which invention has changed most lives?

antibiotics bioengineering books
dishwashers electricity the internet
nuclear weapons phones planes



6 Design and technology

Unit contents

Vocabulary Invention & discovery, prefixes, describing objects

Grammar The passive, the causative

Speaking Describing things

Listening Multiple choice

Writing A discussion essay

Skills Extra lessons

Extra lyrics OMD: 'Enola Gay'

Extra video Interactive entertainment

6A Introduction: Inventions (SB pages 70 & 71)

Lead in

1 **SPEAKING** Focus on the pictures with the class and ask: *What do you think they are?* Encourage students to speculate on what the objects are. Don't confirm their ideas at this stage. Read questions 1 and 2 with the class. Check that students understand *morally wrong*. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why? / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

Vocabulary

Invention & discovery

2 Ask students to read the texts quickly and match them with the objects. Check answers, then ask students to decide which objects fit the explanations 1–6. Check answers, then ask: *Do you find any of the answers surprising?*

There is an activity for fast finishers on page T71.

ANSWERS

Matching:

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

Information (possible answers):

- | | |
|-----------------------|--------------------------|
| 1 tin opener | 4 toothbrush |
| 2 light bulb, cloning | 5 toothbrush, compass |
| 3 nuclear weapon | 6 toothbrush, cat's eyes |

3 Check that students are clear that an *inventor* is a person and an *invention* is an object or idea. Look at the example with *replace*, and point out that not all verbs have two related nouns. Students work individually or in pairs to complete the table.

There is an activity for fast finishers on page T71.

ANSWERS

Verb	Noun (person)	Noun (idea or object)
revolutionize	(a revolutionary)	revolution
inspire	—	inspiration
clone	—	clone
adapt	—	adaptation
research	researcher	research
test	tester	test
observe	observer	observation
develop	developer	development
design	designer	design
discover	discoverer	discovery

Fast finishers

Fast finishers can write a few sentences about the inventions in the text, using nouns from the table. Check answers. Ask fast finishers to read out their sentences, omitting the nouns. See if other students can guess the missing nouns.

4 Check that students understand *penicillin* and *dynamite*, and all the verbs in the box. Students complete the sentences. Point out that some sentences require verbs, and others require nouns formed from the verbs.

ANSWERS

- 1 discovery 2 inventor 3 design 4 observations
5 adapt 6 research; development 7 inspiration

5 **SPEAKING** Put students into pairs and give them two minutes to brainstorm as many inventions as they can. Bring students' ideas together on the board and check that students understand all the words. Read through the inventions in the box and check that students understand them.

Ask the three questions in turn. Elicit answers from individual students, then ask other students: *Do you agree? Why? / Why not?* Encourage other students to join in, and see if the class can agree on the most important invention in each category. Alternatively, students could discuss the questions in pairs or small groups. Tell them they must agree on one invention for each category, and they must be able to explain their reasons. Write on the board the headings: *Life-saving, Time-saving, Life-changing*. Ask pairs or groups in turn to tell the class which invention they chose for each category. Write the inventions under the headings. Take each heading in turn and ask pairs or groups to tell the class why they think the invention they chose is the most important. Get the class to vote for the winning invention in each category.

Fact file

Penicillin was discovered by the Scottish scientist Alexander Fleming in 1928. According to the story, Fleming went away on holiday, leaving some samples of bacteria lying around in his laboratory. When he returned, he found mould growing on the bacteria, which seemed to have killed the bacteria. The mould was penicillin.

Dynamite was invented by Alfred Nobel in 1867. It was much safer than gunpowder, which people had previously used.

Fast finishers

After completing exercise 2, fast finishers can read the text in more detail and find more interesting or surprising facts about the inventions. When you have checked answers, ask fast finishers to tell the class the information they found in the text. Ask other students: *Do you find this surprising? Why?*

Fast finishers

Fast finishers could do the following activity after completing exercise 3. Write on the board: *You use it to clean your teeth. (a toothbrush).*

Ask fast finishers to write two or three similar clues for inventions. They can use the inventions on these pages, or think of other inventions. When you have checked answers, ask fast finishers to read their clues to the class, and ask the class to guess the inventions.

Listening

6 2.09 Read the Key skill box with the class, then read the task. Make sure students understand that they only need to listen for the inventions that are mentioned, so they don't need to understand every word.

Play the audio for students to listen and write down the inventions.

■ Audio script, page T138

ANSWERS

antibiotics, the telephone, nuclear weapons, the computer, the car, the dishwasher, bioengineering, cloning, the jet engine, the printing press / books, the internet

7 2.09 Allow students time to read the questions and the possible answers. Play the audio again for students to choose the correct answers. Check answers, and play the audio again if necessary for students to hear the phrases which support each answer.

■ Audio script, page T138

ANSWERS

1 A 2 D 3 B 4 D

Extra activity: Listening

2.09 Write these questions on the board. Ask students to answer them from memory, then play the audio again for them to check their answers.

- 1 Why won't antibiotics work in the future?
- 2 Why does Fran say that the telephone is a life-saving invention?
- 3 Why does Mina say that her computer is like a black hole?
- 4 What does Shaun think that a rich person will do with cloning one day?

POSSIBLE ANSWERS

- 1 Because micro-organisms will develop resistance to them.
- 2 Because you can't call an ambulance without a telephone.
- 3 A black hole is an area in space that pulls in matter around it. Mina says that her computer seems to pull in all her time.
- 4 He thinks he will clone an army.

Reference and further practice

Photocopiable audio script, page T138

Vocabulary Workshop, SB pages 144–145

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 6 pages 58–59

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

1 LIGHT BULB (1848)

Electric light revolutionized everyday life and was so new and different that it came with a warning: 'This room is equipped with Edison Electric Light. Do not attempt to light with a match.'

2 CAT'S EYES (1934)

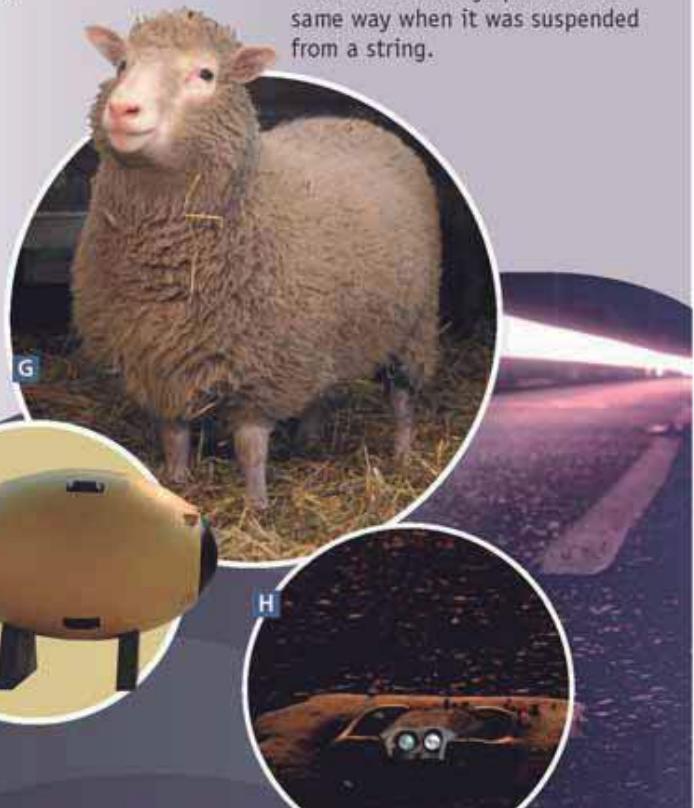
Percy Shaw's idea was inspired by the reflections of animals' eyes at night. His simple invention has made driving safer and easier all over the world.

3 TIN OPENER (1870)

Before this device was invented, opening tins wasn't an easy process, and people usually had them opened at the shop. As standard tins are now being replaced by versions with ring-pulls, the tin opener will probably die out soon.

4 CLONING (1996)

The most famous sheep in history, Dolly, was cloned from another sheep. Bioengineering was not new, but Dolly was the first mammal to be cloned. At the time more than 70% of people thought that this was not morally acceptable.



5 TOOTHBRUSH (1498)

Some of the best inventions are not complicated. The first toothbrushes were made in China in the fifteenth century and consisted of pig hair and bamboo. Though they have been adapted since, the design is more or less the same.

6 NUCLEAR WEAPON (1945)

Scientists started researching nuclear fission in 1939 and the first nuclear bomb was tested by the US army in New Mexico, USA, in 1945. When it exploded, scientists who were observing the bomb hugged each other. The test had been a great success.

7 IPOD (2001)

Inventor Tony Fadell originally had the idea that a company should develop a digital music player and create an online music service to accompany it. Apple loved his idea, so he helped them to design and develop the device.

8 COMPASS (11TH CENTURY)

A magnetic mineral was discovered at more or less the same time in China and Europe. This mineral always pointed the same way when it was suspended from a string.

Listening

- 6 2.09 Read the Key skill. Then listen to a teacher and students discussing inventions. Which inventions do they mention?

Key skill

Listening: Staying focused

Be prepared: know what you're listening for.
Be positive: concentrate on the parts you do understand.

Be calm: don't worry about the things you don't understand.

Be focused: concentrate on listening and don't try to read or write too much while you're listening.

- 7 2.09 Read the questions. Then listen again and choose the correct answers.

- 1 The teacher thinks that ...
 - A a lot of people consider antibiotics a life-saving discovery.
 - B the telephone is a more important invention than antibiotics.
 - C the use of antibiotics won't change.
 - D we will need stronger antibiotics in future.
- 2 It's possible that nuclear weapons have saved lives because ...
 - A they injure people but don't kill them.
 - B they have finished many wars.
 - C people are scared to use them.
 - D we haven't had another world war.
- 3 One student says that her computer ...
 - A is better than a car.
 - B is something that she spends too much time on.
 - C saves more time than a dishwasher.
 - D saves her three hours of work a day.
- 4 One student says that the internet ...
 - A helps us to communicate but not to learn.
 - B has not changed our lives.
 - C is not as important as books.
 - D has had a greater effect than books.

6B Reading Bioengineering

- 1 **What do you know about bioengineering? Make sentences using some of the words in the box. Then compare your ideas.**

controversial crops DNA food genes
genetically modified (GM) resistant species

- 2 **2.10 Read the text. Are any of your ideas from exercise 1 in the article?**

- 3 **Read the text again and choose the correct answers.**

- 1 When the article was written ...
 - A the GM salmon had been approved.
 - B tests were still showing problems with the salmon.
 - C countries didn't all have the same rules about food labels.
- 2 According to the text, one of the problems with genetic engineering is that ...
 - A we don't know all of the possible consequences.
 - B it produces changes in our bodies.
 - C it is a dangerous new industry.
- 3 The author thinks that ...
 - A biotechnology is dangerous.
 - B all GM products help humanity.
 - C we should look at both sides of the GM debate.
- 4 Complete the sentences in your own words in your notebook.
 - 1 Stories about biotechnology are interesting ...
 - 2 Genetic engineering is like roulette because it's difficult to ...
 - 3 In theory, GM food can help to ...
 - 4 Insect-resistant crops are ...

- 5 **Find words or expressions in the text which match the definitions.**

- 1 a business organization (paragraph A)
- 2 restrictions which limit something (paragraph B)
- 3 the bad character in a story (paragraph C)
- 4 try to influence something (paragraph D)
- 5 the possibility for something to be developed (paragraph E)

- 6 **Discuss the questions.**

- 1 Do you think that the article is fair or unfair? Why?
- 2 What's your opinion about bioengineering?
- 3 Do you think that technology brings more benefits or negatives?

Vocabulary Prefixes

- 7 **Match prefixes 1–7 with meanings A–G. What are the opposites of *pro-* and *under-*?**

1 re-think (v)	A between / connected
2 pro-GM (adj)	B very small
3 biotechnology (n)	C not enough / below
4 underestimate (v)	D again
5 multi-coloured (adj)	E connected with biology
6 international (adj)	F in favour of
7 microorganisms (n)	G many

- 8 **Complete the sentences with prefixes from the box. What does each prefix mean? Are they the same in your language?**

anti- bio- micro- mis- multi- over- re-

- 1 I'm not ...technology. I think it brings benefits.
- 2 This summary isn't great. Can you ...write it please?
- 3 The cooker isn't working. Use the ...wave.
- 4 She's brilliant at most things. She's ...talented.
- 5 I ...cooked the chicken. It's black!
- 6 ...terrorism uses viruses and bacteria as weapons.
- 7 We did it wrongly because we ...understood the instructions.

Vocabulary Workshop Pages 144–145



6B Reading: Bioengineering

SB pages 72 & 73

- 1 **SPEAKING** Ask: *What did you learn about bioengineering on page 71? What else do you know about bioengineering?* Elicit some responses from individual students and make notes on the board.

Read through the words in the box with the class and make sure students understand them all. Students write their sentences. Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

Alternatively, put students into pairs or small groups to compare their sentences and discuss. Ask pairs or groups to tell the class what they agreed and disagreed about.

POSSIBLE ANSWERS

Cloning is very controversial.

A lot of people don't want to eat GM crops.

Scientists can change the DNA of plants to create new crops. Some of the food we eat may already be genetically modified.

A clone has exactly the same genes as its parent.

Some GM crops are resistant to diseases.

Scientists might be able to use bioengineering to create new species.

- 2 2.10 Students read the text to see which of their ideas are mentioned. You could play the audio while students read. If you are not using the audio, you could set a time limit of three or four minutes for this, to encourage students to read quickly for general meaning.

Helping hand

If students feel daunted by the text, ask them to read paragraphs A and B first. Ask: *What ideas are expressed?* Discuss as a class the general meaning of the paragraphs, then ask: *Did anyone write sentences about these ideas?* Ask students to read out relevant sentences.

Ask students to read paragraphs C and D and repeat the process, then do the same with paragraphs E and F.

- 3 Read through the questions and possible answers with the class. Students read the text again, then choose the correct answers. As you check answers, ask students to read out the parts of the text which helped them choose the answers.

ANSWERS

- 1 C (*in some countries it won't have a special label*)
- 2 A (*we can't predict what might happen*)
- 3 C (*maybe we need to look at the benefits again*)

Helping hand

If students find this exercise daunting, ask them to read paragraphs A and B to find the answer to question 1. Check this answer, and discuss which part of the text gives the answer. Repeat this process, asking students to read paragraphs C and D to answer question 2, and paragraphs E and F to answer question 3.

- 4 Students complete the sentences with their own words. Remind students that they should use ideas from the text to complete the sentences, not their own ideas. Check answers, and discuss which parts of the text give the information.

POSSIBLE ANSWERS

1 because they remind us of scary stories.

2 know what will happen.

3 solve the problem of world hunger.

4 good for the environment.

- 5 Students find words and expressions in the text to match the meanings.

ANSWERS

1 company 2 regulations 3 villain

4 interfere 5 potential

Fast finishers

Fast finishers can find one or two more words in the text that they don't know, and check their meanings in their dictionaries. When you have checked answers, ask fast finishers to tell the class which words they chose and what they mean.

- 6 **SPEAKING** Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why? / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Ask each pair or group to tell the class what ideas they agreed on.

You could also have a class debate on question 3. Ask half the class to prepare ideas on the benefits of technology, and ask the other half to prepare ideas on the negatives. Elicit the benefits of technology and make notes on the board, then elicit the negatives. Ask: *Are there more benefits than negatives?* Encourage students to express their opinions and agree and disagree with each other. End with a class vote on whether there are more benefits or negatives.

Vocabulary

Prefixes

- 7 Check that students understand that we add prefixes to the beginnings of words to change their meaning. Students match the prefixes with the meanings. Check answers, then ask: *What other words do you know with these prefixes?*

ANSWERS

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

The opposite of *pro-* is *anti-* and the opposite of *under-* is *over-*.

- 8 Students complete the sentences with the prefixes in the box. Elicit the meanings and ask if the same prefixes occur in the students' own language.

ANSWERS

1 anti- (against) 2 re- (again) 3 micro- (small)

4 multi- (many) 5 over- (too much / many)

6 bio- (connected with living things) 7 mis- (bad / wrong)

Focus on the vocabulary box about antonyms. Explain that antonyms are words with opposite meanings, and we form some antonyms by adding prefixes.

Students find the antonyms of the words in the text. Check answers. Ask: *Does your language form antonyms in the same way?*

ANSWERS

normal, ordinary, underestimate, irregularity, irreversible, modified

Extra activity: Vocabulary

Write the adjectives below on the board.

safe possible logical pro-GM predictable

Ask students to use their dictionaries to find the opposites. Check answers, then ask students to use three of the words or their antonyms to write sentences about biotechnology. Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

ANSWERS

unsafe, impossible, illogical, anti-GM, unpredictable

Fact file

Work on bioengineering, also called genetic engineering, began in the 1970s, and in the 1980s the first trial crops were grown. Dolly the sheep, the world's first cloned animal, was born in 1996. Those in favour of bioengineering cite possible benefits such as the ability to grow crops that produce better yields and have a higher nutritional value, and also the ability to develop crops that will grow in drought conditions. Public opinion in Europe has always been hostile to bioengineering, although there is little evidence of any danger with the technology.

Webquest

Students could do an internet search for 'bioengineering', 'genetic engineering' or 'genetic modification' to find out more about the topic. You could set them the challenge of finding some facts, rather than opinions, about the topic. Ask them to make a note of the website where they found the information.

In the next lesson, students can share the facts that they have found. Ask students to name the websites where they found the information, and discuss as a class which websites are more trustworthy and less likely to be biased either in favour of or against the technology.

Extra activity: Speaking

Put students into pairs or groups and ask them to design their own 'Frankenfood'. Tell them their Frankenfood can be either a crop or an animal, which they will modify in a certain way to improve it.

Monitor and help while students are working. Ask each pair or group in turn to present their ideas to the class. The class can vote for the most imaginative.

Extra activity: Exam practice

Ask students to close their books. Write the following gapped sentences on the board. Ask students to complete them by adding one word in each gap. Students can check their answers in paragraphs A and B of the text.

- 1 A big fish _____ been worrying a lot of people lately.
- 2 No ordinary salmon, but _____ which has been developed in a laboratory.
- 3 It grows bigger _____ normal.
- 4 Twice _____ fast, in fact.
- 5 Tests showed _____ 13% had severe irregularities.
- 6 The biotech company says it's safe _____ eat.
- 7 If their results are approved _____ governments, it'll be on your plate soon.
- 8 That's worrying if you like to know _____ you're eating.

ANSWERS

- 1 has 2 one 3 than 4 as 5 that 6 to
7 by 8 what

Extra activity: Exam practice

Ask students to close their books. Write the following gapped sentences on the board. Ask students to complete them using a word formed from the word in capitals. Students can check their answers in the text.

- 1 In the novel *Frankenstein*, a _____ gives life to a creature. SCIENCE
- 2 Cows have been _____ engineered to produce human milk. GENETIC
- 3 Biotechnology was seen as a _____ to the global food problem. SOLVE
- 4 GM crops can grow better in places where food _____ was weak before. PRODUCE
- 5 No human deaths or _____ have been caused by GM foods. ILL

ANSWERS

- 1 scientist 2 genetically 3 solution
4 production 5 illnesses

Reference and further practice

Vocabulary Workshop, SB pages 144–145

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 6 pages 58–59

Reading, WB Unit 6 page 64

Reading reference, WB pages 106–107

Teacher's Resource and Tests CD-ROM

VocApp

Frankenfood

Problem or solution?

A A big fish has been worrying a lot of people lately. The creature in question is not a shark but a salmon. No ordinary salmon, but one which has been developed in a laboratory by a biotechnology company, modified with genes from other species so that it grows bigger than normal, faster than normal. Twice as fast, in fact.

B Tests on the first 'versions' of the supersalmon showed that a disturbing 13% had severe irregularities and 71% had moderate ones. But now the biotech company says it's safe to eat, and if their test results are approved by governments, it'll be on your plate soon. Unfortunately, you might not know if your salmon is genetically modified (GM), because in some countries it won't have a special label. That's worrying if you like to know what you're eating, or if you don't trust international tests and regulations.

C In the novel *Frankenstein*, a scientist gives life to a creature which is made of different human parts. So in the press the supersalmon became known as 'Frankenfish' and it became the villain of an anti-GM food story. The press love bioengineering stories because they are sometimes weird or scary. In one laboratory, for example, cows have been genetically engineered with human genes to produce human milk. Another company created the GloFish, a multi-coloured, fluorescent fish which it sells as an exotic pet.

D These kinds of stories feed people's fear that biotechnology is like genetic roulette, and that we underestimate its dangers. DNA is complex and when we interfere with it, we can't predict what might



happen in the future. We may produce irreversible changes and diseases in other species and in our own bodies which we may not discover for decades, when it is too late. But are these fears justified?

E It was the 1970s when scientists discovered that they could transfer genes from one species into another. Biotechnology was seen as a solution to the global food problem, as new types of GM crops were developed with genes which make them resistant to micro-organisms and disease. There are many mouths to feed, so the potential for this technology is great. GM crops can grow better and faster in places where food production was weak before, though most GM food is still being grown in developed countries.

F Pro-GM scientists rightly say that in over 40 years no human deaths or illnesses have been caused by GM foods, that more people can be fed more cheaply now, and that it's better for the environment to have insect-resistant crops rather than use insecticides. So maybe we need to look at the benefits again more closely and re-think the image of mad scientists 'playing God'.

Antonyms



Find the opposites of the words in the text and write them in your notebook. Does your language use prefixes in the same way as English?

abnormal
extraordinary
overestimate

regularity
reversible
unmodified



6C Grammar The passive

Grammar Workshop Pages 128–130

- A USE & TENSES** Read the rules. Then answer questions a–c for each of examples 1–5 in your notebook.

Rules

The passive voice focuses on actions and not on who or what is doing the actions (the **agent**). The passive emphasizes the action because we might not know who / what the agent is or it might not be of interest.

- a Is the sentence passive or active?
 - b What is the tense of the verb?
 - c What is the agent, or is it not mentioned?
- 1 GM food **is seen** as a solution to food problems by some scientists.
 - 2 Some scientists **see** GM food as a solution to food problems.
 - 3 The iPod **was developed** by Tony Fadell.
 - 4 Salmon **have been grown** in a laboratory.
 - 5 Scientists **have grown** salmon in a laboratory.

- B ACTIVE-PASSIVE TRANSFORMATIONS** Look at the subject and object below and complete the rules in your notebook with the words in the box.

(Active) The government approved **the test results**.
(Passive) **The test results** were approved by the government.

be *by* past participle subject

Rules

When we transform an active sentence to the passive voice ...

- the active object becomes the (1) ... in the passive.
- we identify the tense of the active verb and use the same tense of the verb (2) ... in the passive.
- we use the (3) ... of the main verb in the passive.
- if we want to mention the agent in the passive voice we introduce it with (4)

- C CAUSATIVE: HAVE / GET SOMETHING DONE** Look at the examples and the rules. Then order the words to form sentences 1–3.

They **had** tins **opened** in the shops.

= People **got** their tins **opened** in the shops.

Rules

We use this structure when somebody does an activity for us or to us. This is sometimes a service which we pay for.

- 1 my hair / I'm / cut / on Saturday / getting
- 2 had / have / they / the school / painted / recently / ?
- 3 computer / got / she / her / fixed

Practice

- 1 Choose the correct options.**

- 1 We were invited **by** they / **by** them.
- 2 The article **be** / **was** written by a scientist.
- 3 Animals **have cloned** / **have been cloned**.
- 4 New ideas **are been** / **are being** developed.
- 5 I was inspired **by** / **for** a sportsman I once met.
- 6 More planets **will be** / **are been** / **are being** discovered in the future.

- 2 Complete the passive sentences in your notebook with words from the box. In which sentences can you omit **by** + agent?**

be being made used was written

- 1 **Frankenstein** was ... by Mary Shelley.
- 2 New methods are ... researched by scientists.
- 3 ... the light bulb invented by Edison?
- 4 The stars have been ... by people for navigation for centuries.
- 5 Gold was never ... by alchemists.
- 6 It's unlikely that a time machine will ... invented.

- 3 Complete the sentences in your notebook with your own ideas. Include an agent.**

- 1 The best songs ...
- 2 It's sad that animals ...
- 3 I am inspired ...
- 4 My favourite book ...
- 5 In the future, classes ...

- 4 2.11 LISTENING OPTION** Try to predict the missing words in the text. Then listen and check your answers. There is more than one word missing from each space.

THE BOOK STORY

Before the invention of the printing press, books (1) ... by hand. In those days books (2) ... by the church, libraries and by some wealthy people. Things changed after 1398 when a revolutionary printing press (3) ... by Johannes Gutenberg. Book production spread fast, and so did the knowledge it brought.

These days books (4) ... more quickly and cheaply thanks to computers and laser printers, and more recently the publishing industry has again (5) ... by tablet computers and e-readers. It's impossible to say whether books (6) ... completely by e-readers in the future, but these days fewer books are certainly (7)



6C Grammar: The passive

(SB pages 74 & 75)

A Read the rules with the class. Students read the examples and answer the questions. Check answers, and point out that there is a passive equivalent for every active tense.

ANSWERS

- 1 a passive; b present simple; c some scientists
- 2 a active; b present simple; c some scientists
- 3 a passive; b past simple; c Tony Fadell
- 4 a passive; b present perfect; c agent not mentioned
- 5 a active; b present perfect; c scientists

LANGUAGE NOTE Students often make mistakes with the form of the passive, especially in the present perfect and other more complex tenses. They may forget that in the present perfect passive the form is *have / has been* + past participle: *Salmon have been grown*. NOT *Salmon have be grown*. Students may also forget that a lot of common verbs have irregular past participles that are not the same as the past simple form: *Supersalmon have been eaten in this country*. NOT *Supersalmon have been ate*.

B Read the active and passive examples with the class and point out how the object (*the test results*) moves in the passive example. Read the rules with the class and elicit the missing words.

ANSWERS

- 1 subject
- 2 be
- 3 past participle
- 4 by

C Read the examples and the rules with the class. Students order the words to form the sentences.

ANSWERS

- 1 I'm getting my hair cut on Saturday.
- 2 Have they had the school painted recently?
- 3 She got her computer fixed.

LANGUAGE NOTE Students often forget that in causative sentences the object comes before the past participle: *I'm getting my hair cut*. NOT *#m getting cut my hair*.

Grammar Workshop

The Grammar Workshop for Unit 6 on pages 128–130 has a table showing more passive forms. You could refer students to the Grammar Workshop now and go through it as a class. Elicit more examples of the passive in different tenses. Students can refer to the information in the Grammar Workshop to help them with the practice exercises.

Practice

1 Refer students back to section A in the presentation for reference. Students choose the correct forms in the sentences.

ANSWERS

- 1 by them
- 2 was
- 3 have been cloned
- 4 are being
- 5 by
- 6 will be

Fast finishers

Fast finishers can look at the text on page 73 again and find more examples of the passive. After you have checked answers, ask fast finishers to read out the passive sentences they found. Ask the class to identify the tenses.

2 Students complete the passive sentences with the words in the box. Check answers, then elicit in which sentences *by + agent* can be omitted. Ask: *Why can we omit 'by' + agent in these sentences?* (because the agent is obvious or not important).

ANSWERS

- 1 written
 - 2 being (*by + agent* can be omitted)
 - 3 Was
 - 4 used (*by + agent* can be omitted)
 - 5 made
 - 6 be
- 3 Elicit one or two endings to the first sentence as examples. Students complete the sentences with their own ideas. Ask some students to read their sentences to the class. Correct any errors as a class.

Fast finishers

Fast finishers could write one or two more sentences of their own, using passive forms and *by + agent* if necessary. When you have checked answers, ask fast finishers to read the beginnings of their sentences to the class. See if the class can guess how the sentences end.

4 2.11 Listening option Read out the first sentence of the text and elicit a few possible missing words. Students read the text and predict the missing verbs. Weaker students could work in pairs for this exercise.

Play the audio for students to check their answers.

Audio script, page T139

ANSWERS

- 1 were made
- 2 were bought and owned
- 3 was invented
- 4 are produced
- 5 been revolutionized
- 6 will be replaced
- 7 being made

5 Refer students back to section B in the presentation for reference. Read the first sentence to the class. Ask: *What is the object of the active verb?* (the hand-held mobile phone). *What tense is the active verb?* (past simple). *What is the agent?* (Martin Cooper). Elicit the passive sentence.

Students make the remaining active sentences passive.

ANSWERS

- 1 The hand-held mobile phone was invented by Martin Cooper.
- 2 It was used for the first time in 1973.
- 3 The record for the fastest texting is held by Sonja Kristiansen.
- 4 About 135 text messages a week are sent by 18–25 year-olds.
- 5 Better cameras are being incorporated in phones.
- 6 Fewer cameras will be bought in the future.
- 7 Fewer landline phones have been used and bought in recent years.

Fast finishers

Fast finishers could write one or two more active sentences about inventions. When you have checked answers, ask fast finishers to read out their active sentences. As a class, transform the active sentences into passive sentences.

6 Read out the first passive sentence from exercise 5 and elicit the question form. Students then work individually or in pairs to write the questions.

ANSWERS

- 1 Who was the hand-held mobile phone invented by?
- 2 When was it used for the first time?
- 3 Who is the fastest texting record held by?
- 4 How many texts a week are sent by 18–25 year-olds?
- 5 What is being incorporated in phones?

Fast finishers

Fast finishers could write one or two more passive questions about inventions, e.g. *Who was the telephone invented by?* Tell them they must know the answers to the questions they write. When you have checked answers, ask fast finishers to read out their questions. See if other students can answer them.

7 Read out the first passive sentence. Ask: *What will be the subject of the active sentence?* (a Scotsman) *What tense is the verb?* (past simple) Elicit the active sentence.

Students make the remaining passive sentences active.

ANSWERS

- 1 A Scotsman invented the television.
- 2 Scientists are always testing new drugs.
- 3 Astronomers have discovered millions of new stars.
- 4 Most people use this invention.
- 5 How are teachers going to use digital books?

8 Refer students back to section C in the presentation for reference. Read out the first gapped question and elicit the correct verb forms to make the causative. Elicit some possible answers using full sentences.

Students write the remaining questions and their answers. Ask some students to read out their questions and answers. Correct any errors as a class.

ANSWERS

- 1 have; cleaned
- 2 did; have; cut
- 3 have; mended
- 4 having; taken
- 5 had; stolen
- 6 has had; tattooed

Consolidation

9 Students complete the questions with the correct forms of the verbs.

ANSWERS

- 1 was used
- 2 was ... worn
- 3 is created
- 4 is being read
- 5 have ... taken
- 6 is having ... tested

10 **SPEAKING Speaking option** Ask students to read the possible answers and choose the ones they think are correct. Ask the questions in turn to the class and ask individual students what they think the answers are. Ask other students: *Do you agree? Why? / Why not?* Read out the answers and ask: *Who got all the answers correct?*

Alternatively, students could ask and answer the questions in pairs or small groups. Tell students to work together as a team and choose the answers they think are correct.

Read out the answers. See which team got the most answers correct.

ANSWERS

- 1 B
- 2 A
- 3 C
- 4 B
- 5 Because the camera hadn't been invented.
- 6 A

Reference and further practice

Photocopiable audio script, page T139
Grammar Workshop, SB pages 128–130
Speaking Workshop, SB pages 150–157
Grammar, WB Unit 6 pages 60–61
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
iPack Grammar animations

- 5 Make the active sentences passive in your notebook. Include *by* + agent if necessary.

Invention fact file: MOBILE PHONES

- 1 Martin Cooper invented the hand-held mobile phone.
- 2 Someone used it for the first time in 1973.
- 3 Sonja Kristiansen holds the record for the fastest texting.
- 4 18–25 year-olds send about 135 text messages a week.
- 5 Phone companies are incorporating better cameras in phones.
- 6 People will buy fewer cameras in the future.
- 7 People have used and bought fewer landline phones in recent years.



- 6 Write passive questions in your notebook for sentences 1–5 in exercise 5.

- 1 Who ... ?
- 2 When ... ?
- 3 Who ... ?
- 4 How many ... ?
- 5 What ... ?

- 7 Make the passive sentences active in your notebook.

- 1 The television was invented by a Scotsman.
- 2 New drugs are always being tested by scientists.
- 3 Millions of new stars have been discovered by astronomers.
- 4 This invention is used by most people.
- 5 How are digital books going to be used by teachers?

- 8 Complete the questions with the correct forms of the verbs in brackets to make the causative. Write your answers in full sentences in your notebook.

- 1 Do your parents ... their car ... , or do they clean it themselves? (clean)
- 2 When ... you last ... your hair ... ? (cut)
- 3 Where would you ... your phone ... if it broke? (mend)
- 4 Do you like ... your photo ... ? (take)
- 5 Have you ever ... anything ... ? (steal)
- 6 Do you know anyone who ... their face ... ? (tattoo)

Consolidation

- 9 Complete the questions in your notebook with the correct forms of the verbs in brackets.

QUIZ

- 1 What ... (use) in hospitals before the invention of anaesthetic?
A aspirin
B a special gas
C antibiotics
- 2 What ... first ... (wear) in 1961?
A a spacesuit
B a swimming costume
C a digital watch
- 3 When an identical copy of an organism ... (create) in a laboratory, what's it called?
A a twin
B a gene
C a clone

- 4 What ... (read) by the scanner in this picture?
A a scanocode
B a barcode
C a zebribarcode
- 5 Why did King Ferdinand VII never ... his photo ... (take)?
- 6 This person ... (have) her eyes ... (test). When were glasses invented?
A the thirteenth century
B the fifteenth century
C the seventeenth century

- 10 **SPEAKING OPTION** Ask and answer the questions. Compare your answers.

Answers

1B 2A 3C 4B 5 Because the camera hadn't been invented. 6A

6D Practical English Describing things

Vocabulary Describing objects

- 1 Copy and complete the names of objects 1–7 with the words in the box. Then match the objects with descriptions A–G.

bacon-shaped eco-friendly giant-sized life-sized
pocket-sized shockproof solar-powered

- A High **quality** device – connects to most laptops
- B For a long-lasting drink. Never need a top-up!
- C Injuries don't have to look tragic
- D **Tough** plastic protection with a realistic look
- E **Stylish** and **eye-catching** – dozens of different designs
- F The no-sweat **low-cost** way to keep cool
- G For the friend who's got everything

gift designs

view cart

login

HOME JUST IN! CATEGORIES SEARCH

1 ... recycled jewellery

Add to cart Compare prices

2 ... ceramic coffee cup

Add to cart Compare prices

3 ... adhesive plasters

Add to cart Compare prices

4 ... inflatable crocodile

Add to cart Compare prices

5 ... HD projector

Add to cart Compare prices

6 ... chocolate-shaped phone cover

Add to cart Compare prices

7 ... cooling cap

Add to cart Compare prices

6D Practical English: Describing things

SB pages 76 & 77

Vocabulary

Describing objects

1 Focus on the website and check that students understand *gift*. Ask: *Which of these things might you like to receive as a gift? Why?*

Students complete the descriptions with the words in the box. Check answers, then ask students to match the objects with the descriptions.

ANSWERS

- 1 eco-friendly E
- 2 giant-sized B
- 3 bacon-shaped C
- 4 life-sized G
- 5 pocket-sized A
- 6 shockproof D
- 7 solar-powered F

Fact file

The objects in exercise 1 are all genuine products which can be bought from websites. Novelty gifts such as this are big business, especially around Christmas time.

- 2 Read out the adjectives in the box and check that students understand them all. Allow students time to prepare their ideas, then ask students' opinions about each gift in turn. Ask: *What's your opinion of it? Do you like it? Why? / Why not? Who would you buy it for? Why?* See which is the most popular gift.
- 3 Check that students understand **durability** and the blue words in exercise 1. Students complete the table. Check answers, then ask them to add the words from the box. Check answers.

ANSWERS

size: giant-sized, life-sized, pocket-sized, handy-sized
shape: bacon-shaped, chocolate-shaped, heart-shaped, round
power: solar-powered, battery-operated
durability: shockproof, long-lasting, tough, disposable
material: ceramic, wooden
other qualities: eco-friendly, high quality, stylish, eye-catching, low-cost, recycled, inflatable, child-friendly, dustproof, economical, waterproof

4 **SPEAKING** Students complete the questions. Divide the class into two teams, or groups of two teams. Students in turn choose a classmate from the opposite team and challenge them to answer (the same student cannot be chosen twice). Teams get a point for each correct answer. If a student cannot answer, a teammate can volunteer an answer and get half a point for each correct answer. Continue until all students have participated. See which team has the most points.

5 **SPEAKING Speaking option** Read out the task and the webquest, and allow students time to think of a gift idea or do some research online. They can work individually for this, or in pairs or small groups. When students have decided on their gift, ask: *What makes a good advertisement?* Elicit some ideas and make notes on the board. Students then prepare their advertisements. Monitor and help as necessary.
 Ask students in turn to say their advertisements for the class. Ask the class: *Which advertisement did you enjoy the most? Why? Which gift would you buy? Why?*
 Alternatively, students could film their advertisements using their phones, either in class or for homework. Students can then swap phones and watch each other's advertisements. Discuss as a class which gifts they would buy.

Webquest

Students could search for 'unusual gifts' or 'fun gifts' to find websites offering interesting gift ideas. Ask them to find their favourite unusual gift and prepare a short presentation on it. They should say why they like it and who they would give it to, and they should download a picture of the gift. In the next class, students can give their presentations. Ask the class to choose the top three unusual gifts from the presentations.

Speaking Workshop, SB page 155

Video

6 **VIDEO** 2-12 Tell students they are going to watch or listen to ten people describing ten familiar objects. Play the first speaker and ask: *What is the object?* Play the rest of the video or audio for students to identify the remaining objects.

Video script, page T139

ANSWERS

1 bandage 2 satellite 3 balloon 4 fence
 5 suitcase / bag 6 tin opener 7 projector
 8 picture frame 9 skateboard 10 mirror

Helping hand

If you think your students will find the video difficult, write the answers from exercise 6 on the board in a random order, then play the video for them to match the descriptions with the objects on the board.

7 **VIDEO** 2-12 Read through the Key phrases with the class. Play the video or audio again for students to complete them.

POSSIBLE ANSWERS

It's a **useful** thing to have ...
 It's for **putting** all your things in.
 It's got a lot of parts.
 You can use this when you want to **open** a tin.
 This is used for putting pictures in.
 It's made of glass.
 It helps you heal more quickly.

Pronunciation

Linking

8 **▶** 2-13 **SPEAKING** Focus on the phrases and point out the linking marks. Demonstrate how the words would be said if they were all separate, then demonstrate them linked together. Play the audio for students to listen. Play the audio again, pausing after each phrase for students to repeat individually and as a class.

Audio script, page T139

9 **SPEAKING** Students copy the phrases and work in pairs to practise saying them and mark where the words are linked. Write the sentences on the board. Model them for the class and elicit which words are linked. Write the linking lines on the board. Say the sentences again, pausing after each phrase for students to repeat individually and as a class.

Speaking

10 **SPEAKING** Demonstrate the activity. Think of an invention and invite students to ask you questions using ideas from the box. Tell them you can only answer yes or no. If they cannot guess the invention after twenty questions, tell them. Students work in pairs or groups to think of inventions and ask questions to guess them. You could also play the game with the whole class. One student thinks of an invention, the others try to guess it. The first student to guess correctly gets a point. See who has the most points at the end of the game.

Reference and further practice

Photocopiable video script, page T139
 Vocabulary Workshop, SB pages 144–145
 Speaking Workshop, SB pages 150–157
 Vocabulary, WB Unit 6 pages 58–59
 Speaking, WB Unit 6 page 63
 Listening reference, WB pages 108–109
 Teacher's Resource and Tests CD-ROM
 VocApp

- 2 Give your opinions about the products in exercise 1. Use words from the box and your own ideas. Who would you buy the gifts for?

attractive economical funky practical silly
unattractive useful useless

- 3 Copy and complete the table in your notebook with the blue words from exercise 1. Then add the words from the box below to the table.

size	
shape	bacon-shaped
power	
durability	
material	
other qualities	

battery-operated child-friendly disposable
dustproof economical handy-sized
heart-shaped round waterproof wooden

Vocabulary Workshop Pages 144–145 VOC APP

- 4 Complete questions 1–3 in your notebook with vocabulary from this page. Challenge other people to answer.

- 1 Name two things which are made of (material)
- 2 Name two things which are (adjective)
- 3 Name two things which aren't (adjective)

5 SPEAKING OPTION Follow the instructions.

Think of an interesting gift idea, or look at the webquest and find one online.

Prepare a short advertisement for the product, saying the name of the product, why it's good and who people could buy it for.

Say or film your advertisement using a picture of the object.

Webquest

Look online for interesting, unusual, cool or unique gift ideas. Which do you like? Why? Who would you give them to?

Speaking Workshop Page 155

Video

- 6 2.12 Listen or watch. The people describe ten objects. What does each person describe?



- 7 2.12 Listen or watch again. Complete the Key phrases.

Key phrases

Describing objects

It's a ... thing to have

This is used for ...

It's for ... + -ing

It's made of ...

It's got ...

It helps you ...

You can use / wear this when you want to ...



Pronunciation Linking

- 8 2.13 Listen and repeat the phrases. Pay attention to the way that words link together.

- 1 This_is_a thing you hold.
- 2 It's made_of glass_and metal.
- 3 It's got_a lot_of parts.

- 9 Copy the phrases. Then say them and join words with a line where you think there are links.

- 1 The new electric cars are very economical.
- 2 My mobile phone's at home, I'm afraid.
- 3 There aren't any sustainable forests in this area.

Speaking

- 10 Follow the instructions. Take turns to ask the questions. Use ideas from the box.

Is it found ... ? Is it made from ... ?
Is it used for / Do you use it for ... + -ing?

Student A

Think of an invention. Your partner should ask questions but you can only answer 'yes', 'no' or 'sometimes'.

Student B

Ask a maximum of 20 questions to discover what Student A's invention is.

6E Writing A discussion essay

Model text

1 Read the essay and choose the correct summary from A–C.

- A A discussion essay presents one side of an argument and in this case the writer disagrees with the statement.
- B A discussion essay presents two sides of an argument and in this case the writer disagrees with the statement.
- C A discussion essay presents two sides of an argument and in this case the writer agrees with the statement.

2 Answer the questions in the Text analysis in your notebook.

The background of the page features a photograph of a scientist in a laboratory setting. The scientist is wearing a white lab coat, a clear plastic face mask, and safety goggles. They are holding a petri dish with a blue sample in their gloved hands. Several other petri dishes are visible in the background, some with red and green samples. The overall theme is scientific research or biology.

Text analysis

Paragraph 1

- 1 Does the introduction mention both sides of an argument?

Paragraph 2

- 2 Which two expressions introduce examples?
- 3 Which side of the argument does this paragraph present?
- 4 Which phrase or phrases from A–C can replace the highlighted expression in the text?
A In addition B In conclusion C Also

Paragraphs 3 and 4

- 5 Which side of the argument does paragraph 3 present?
- 6 Which two expressions introduce opinions?
- 7 What can replace so?
A In conclusion B To conclude C All in all
- 8 Is the highlighted phrase passive or active?

'Technology is anti-nature.' Discuss.

1 Although technology brings many benefits, there are times when it may not seem to be in harmony with nature.

2 On the one hand, technology has brought many advances in areas such as health and communications. For example, people are living longer than in the past and we are able to communicate with each other more cheaply and more easily. What's more, science and technology are increasingly used for the development of eco-friendly products and for the protection of the environment.

3 On the other hand, it sometimes seems that research and development in some areas can be harmful to nature, for example, the toxic waste which is produced by some industries. There are also issues, in my opinion, about bioengineering and whether it is morally right to interfere with the genes of organisms.

4 So, despite the advantages which technology brings there are still problems which need to be addressed. All in all, however, I believe that these issues can be resolved with better regulations and supervision, and that technology is not an enemy of nature if it is properly controlled.

6E Writing: A discussion essay

SB pages 78 & 79

Model text

- 1 Read the title of the model essay with the class and check that students understand *anti-nature*. Students read the model essay and choose the correct summary.

ANSWER

B

- 2 Students read the model essay again and answer the questions in the Text analysis box. Go through the questions and answers with the class. Tell students they should think about all the points in the Text analysis box when they write a discussion essay.

ANSWERS

- 1 Yes.
- 2 such as, for example
- 3 This paragraph presents the benefits of technology.
- 4 A, C
- 5 Paragraph 3 presents the negative aspects of technology.
- 6 in my opinion, I believe
- 7 A, B and C
- 8 Passive.

Extra activity: Writing

Ask students to look at the uses of *for example* and *such as* in the model essay again. Point out that we use *such as* in the middle of a sentence, and we don't use a comma after it:

... has brought many advances in areas such as health and communications. Point out that we can use *for example* at the beginning of a sentence, followed by a comma: *For example, people are living longer ...*. We can also use it in the middle of a sentence, in which case it is preceded and followed by a comma: ... can be harmful to nature, for example, the toxic waste which ...

Writing skills

Using linkers of contrast

- 3 Students complete the examples with the groups of words A–D. Make sure students understand that they only need to write the letter of the correct group(s), and not the words / phrases. Check answers, then ask students to complete the rules with A–D.

ANSWERS

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

- 4 Students choose the correct phrases to complete the sentences.

ANSWERS

- 1 despite
2 In spite of the fact that
3 Even though
4 Nevertheless,
5 On the other hand,

Fast finishers

Fast finishers can write one or two more sentences using different linkers from exercise 3. When you have checked answers, ask fast finishers to read out their sentences, omitting the linker. See if other students can guess the missing linkers.

Speaking

Preparing to write

- 5 **SPEAKING** Read through the task in the Writing guide with the class and check that students understand it. Read through questions 1–6 with the class and make sure students understand everything. Allow them time to prepare their answers. Ask the questions to individual students, or put students into pairs or small groups to ask and answer them.
- 6  2.14 **Listening option** Play the audio for students to listen and compare the answers to their own. Ask individual students: *Which answers were similar to yours? Which were different? Which are the best answers? Why?*

Audio script, page T139

Speaking Workshop, SB page 155

Writing

- 7 Read through the Key phrases with the class and make sure students understand everything.

Students follow the steps in the Writing guide and write their essay. With weaker classes, write the headings *For* and *Against* on the board and elicit arguments to put under each heading. Students can use these ideas in their essay.

Students can swap their essay with a partner. Tell them to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Reference and further practice

- Photocopiable audio script, page T139**
Speaking Workshop, SB pages 150–157
Writing, WB Unit 6 page 65
Listening reference, WB pages 108–109
Writing reference, WB pages 110–118
Writing Tutor, Digital WB
Teacher's Resource and Tests CD-ROM

Writing skills Using linkers of contrast

3 Complete the examples and rules with A–D.

- | | | |
|------------------------------|---|------------------------------|
| A
although
even though | B
despite
in spite of the fact that | C
on the one hand |
| D
despite the fact that | | D
nevertheless
however |

Examples:

- 1 ... technology is a good thing, we need controls.
- 2 ..., technology is a good thing. On the other hand we need controls.
- 3 Technology is a good thing. ..., we need controls.
- 4 ... being a good thing, technology needs controls.

Rules:

- 5 We need to use a comma after the phrase(s) in
- 6 We use an *-ing* form of a verb after the phrase(s) in
- 7 The phrase(s) in ... can start a sentence or be in mid-sentence.
- 8 We use *on the other hand* with the phrase(s) in

4 Choose the correct options.

- 1 The invention was practical, *although / despite* being expensive.
- 2 *In spite of the fact that / On the one hand*, it's an animal, it's not natural.
- 3 *Even though / However* cars are useful, they cause pollution.
- 4 They celebrated their success. *Nevertheless, / In spite of* their invention was horrific.
- 5 On the one hand, we're intelligent. *Even though / On the other hand*, we can be stupid.

Key phrases

Adding points and giving examples

such as ...

For example, ...

What's more, ...

In conclusion, / All in all, ...

I believe ...

It seems that ...

Speaking Preparing to write

5 Listen to the task in the Writing guide. Then prepare answers for questions 1–6, and ask and answer.

- 1 Can you think of any inventions which make people more lazy or unhealthy?
- 2 Can technology make us healthier and more active? How?
- 3 Were people more active in the past? How?
- 4 Does technology give us less or more free time?
- 5 How do people use their free time?
- 6 All in all, how do you think that technology affects us?

- 6 2.14 LISTENING OPTION Listen to people answering the questions in exercise 5. Are their answers similar or different to yours? Which are the best answers?

Speaking Workshop Page 155

Writing

7 Follow the steps in the Writing guide.

Writing guide

Task

Write a discussion essay on this statement: 'Technology is making us all more lazy and unhealthy.'

Write 120–150 words.

Think and plan

Organize your ideas from exercise 5 into arguments for and against the statement.

For

Against

Paragraph 1: Introduction

Explain the statement in the task. Explain that the opposite may also be possible.

Paragraph 2: One side of the argument

Explain how you think technology can make us lazy and unhealthy. Give examples.

Paragraph 3: The other side of the argument

Explain how technology can have the opposite effect. Give examples.

Paragraph 4: Conclusion

Give your final opinion, on balance, about the statement. Say whether it's possible that the situation may change in the future.

Write and check

Read the Key phrases. Write a rough version of your essay using notes from your plan. Then check these points and write a neat version.

- Is there a clear introduction, argument and conclusion?
- Have you illustrated your argument with examples?
- Have you used linkers of contrast?
- Have you used any of the Key phrases?

Skills Extra



Lyrics

Orchestral Manoeuvres in the Dark: 'Enola Gay'

- 1 Look at the photos. Then complete the Context with the words in the box in your notebook.

Enola Gay Hiroshima Little Boy mother Paul Tibbets son

Context: 'Enola Gay'

On 6 August 1945 an atomic bomb with the code name (1) ... was dropped on the Japanese city of (2) ... by the US air force. (3) ... piloted the plane which dropped the bomb, and had named the plane (4) ... , after his mother.

The bomb caused 80,000 deaths in the first 24 hours. Three days later another atomic bomb was dropped on Nagasaki, and on 15 August Japan surrendered. The United States believed they had saved lives with the bombs because they shortened the Second World War.

In the lyrics, songwriter Andy McCluskey imagines a conversation with a (5) ... called Enola Gay and asks whether she is proud of the actions of her (6) ... (her little boy). In an interview McCluskey asked the question: 'Would you fly a plane to kill all those people because you thought you were going to save even more?'



Colonel Paul Tibbets



Enola Gay



Little Boy

- 2 Complete the lyrics in your notebook with the words in the box.

away been play someday way yesterday

- a) Enola Gay, you should have stayed at home (1) ...
- b) Aha words can't describe the feeling and the way you lied
- c) These games you (2) ... , they're gonna* end in more than tears (3) ...
- d) Aha Enola Gay, it shouldn't ever have to end this (4) ...
- e) It's 8.15, and that's the time that it's always (5) ...
- f) We got your message on the radio, conditions normal and you're coming home
- g) Enola Gay, is mother proud of little boy today?
- h) Aha this kiss you give, it's never ever gonna fade (6) ... Enola Gay, it shouldn't ever have to end this (7) ...
- i) Aha Enola Gay, it shouldn't fade in our dreams away It's 8.15, and that's the time that it's always (8) ... We got your message on the radio, conditions normal and you're coming home
- Enola Gay, is mother proud of little boy today?
- Aha this kiss you give, it's never ever gonna fade (9) ...

*gonna = going to

- 3 Match 1–6 with sentences a–i in the lyrics.

- 1 All clocks in Hiroshima stopped or were destroyed in an instant.
- 2 A report of what the crew said after the attack.
- 3 We must not forget what happened.
- 4 Do you feel good about this?
- 5 This was not a good method to end the war.
- 6 The effects of this will last forever.

- 4 Read quotations 1–4. What is your opinion?

Reaction to the Hiroshima attack

1 My God, what have we done?
ENOLA GAY CREW MEMBER

2 If you give me the same circumstances, ... I'd do it again.
COLONEL TIBBETS, PILOT OF ENOLA GAY

3 We have used it against those who attacked us We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands ...
HARRY TRUMAN, PRESIDENT WHO ORDERED THE BOMBING

4 I made one great mistake in my life ... recommending that atom bombs be made.
ALBERT EINSTEIN, PHYSICIST

Skills Extra

SB pages 80 & 81

Lyrics

Orchestral Manoeuvres in the Dark: 'Enola Gay'

- 1 Focus on the photos and ask: *Do you know any of these names?*

Check that students understand *atomic bomb*. Students read the Context and complete it with the words in the box.

ANSWERS

- 1 Little Boy
- 2 Hiroshima
- 3 Paul Tibbets
- 4 Enola Gay
- 5 mother
- 6 son

- 2 Focus on the lyrics and ask students if they know this song.

Point out the glossed word *gonna* (= going to). Students complete the lyrics with the words in the box. Tell students that they will need to use some words more than once.

ANSWERS

- 1 yesterday
- 2 play
- 3 someday
- 4 way
- 5 been
- 6 away
- 7 way
- 8 been
- 9 away

- 3 Point to the lines numbered a–i in the lyrics. Read sentence 1 and ask students to find a line (a–i) which has a similar meaning (e). Students match the remaining sentences with the lines in the lyrics.

ANSWERS

- 1 e 2 f 3 i 4 g 5 d 6 h

- 4 Check that students understand *agony*. Give students time to read the quotations. Ask individual students their opinion about the quotations. Ask: *Which do you think express the least regret? (2, 3) Which express the most regret? (1, 4)*. When they answer, ask other students: *Do you agree? Why? / Why not?*

Fact file

Both Hiroshima and Nagasaki were rebuilt after the end of the Second World War. There is now a Peace Memorial Park on the site in Hiroshima where the first atomic bomb fell.

One remarkable survival story is that of Tsutomu Yamaguchi (1916–2010) who was in Hiroshima on business on 6th August 1945, when the first bomb was dropped. He suffered burns, but was well enough to return home the following day – to Nagasaki. He therefore witnessed the dropping of the second bomb, nicknamed Fat Man, and, remarkably, survived that one too. He became the only known survivor of the two bombs.

The anti-war song *Enola Gay* was released in 1980 by the British band Orchestral Manoeuvres in the Dark. The song was a great success, selling more than 5 million copies worldwide. The German physicist Albert Einstein (1879–1955) was a pacifist by nature, who believed that war was a disease and people should resist it. The only justification he could put forward for working with the American government to develop atomic bombs was that Nazi Germany was also working to build them, and it would have been worse if Germany had produced and used one first.

Webquest

Students could do an internet search for 'Orchestral Manoeuvres in the Dark' to find out more about the band. They could also watch video clips of the band performing their songs, including *Enola Gay*. They might also like to search for 'anti-war songs' to find more examples of songs that carry an anti-war message.

In the next lesson, students can tell the class what songs they listened to, and if they liked them or not.

BBC Video

Interactive entertainment

- 1 **SPEAKING** Read the questions with the class. Use the photos to check that students understand *amusement park*, *theme park* and *ride*. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why? / Why not?*
Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.
- 2 Students match the words in the box with the photos. Check answers and check that students understand the words. Students then complete the table with the words.

ANSWERS

- 1 big wheel
- 2 motion control technology
- 3 driving simulator
- 4 haunted house
- 5 bumper cars
- 6 virtual reality (VR)

Traditional amusement park	Interactive theme park
big wheel	driving simulator
haunted house	motion control technology
bumper cars	virtual reality (VR)

- 3 **VIDEO** Teach the words *Ferris wheel* (= *big wheel*) and *dodgem cars* (= *bumper cars*). Play the video for students to watch and note down the order in which they see objects from the photos.

BBC video script, page T151

ANSWERS

- 1 big wheel
- 2 bumper cars
- 3 haunted house
- 4 driving simulator
- 5 virtual reality (VR)
- 6 motion control technology

- 4 **VIDEO** Allow students time to read the sentences. Check that they understand *ghosts*, *sensor* and *annihilation*. Students complete the sentences from memory. Play the video again for students to watch again and check their answers.

ANSWERS

- 1 shoot; car
- 2 (you) feel it (too)
- 3 virtual world; by computer graphics; picture
- 4 spaceship; planet; universe

Helping hand

If students find the video difficult, allow them time to read through the sentences in exercise 4, then play the video again. Pause after each sentence from exercise 4 for students to complete it with the missing words. Check that they understand the sentence before you move on to the next one.

- 5 **VIDEO** Students read the opinions and decide which ones are expressed in the video. Play the video again for students to check their answers.

ANSWERS

Opinions 2, 4, 5 and 6.

- 6 **SPEAKING** Allow students time to prepare their ideas. Read out each opinion in turn and ask individual students: *Do you agree or disagree? Why? / Why not?* When they answer, ask other students: *What do you think? Do you agree with (Pedro)? Why? / Why not?*
Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class which opinions they all agreed with and which they all disagreed with. Ask other pairs or groups to respond to the ideas.

Webquest

Students could do an internet search for 'theme parks' or 'amusement parks'. They will find websites for theme parks and amusement parks in Britain and the USA. They could choose one that they like and prepare a short presentation on it, explaining what you can do there and why it looks fun. In the next lesson, students can present their theme parks or amusement parks to the class, and then discuss which one they would most like to visit.

Extra activity: Exam practice

Tell students they are going to practise an exam-style speaking task. Refer them to the photos on page 81 and point out that they all show ways of enjoying yourself. Ask students to choose two of the photos to compare. Write these questions on the board to help them:

What different ways of enjoying yourself do they show?

How might the people on the rides be feeling?

Which one would you prefer to go on? Why?

If necessary, briefly review some language for comparing and contrasting, speculating, and expressing opinions. Write this language on the board:

Both photos show ... Neither ride ...

This photo ..., whereas the other photo ...

I think the people might be feeling ... I would say that ...

Allow them a few minutes to prepare their ideas, then ask students in turn to talk for one minute about the two photos they have chosen. Ask other students to listen and note down whether they answer all the questions on the board and use language for comparing and contrasting. The class can give feedback to each student.

Alternatively, students could work in pairs or small groups. They take turns to describe their photos, and their classmates give feedback. Ask the class: *Which ride would you prefer? Why?*

Reference and further practice

Photocopiable video script, page T151

Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM



BBC Video Interactive entertainment

1 Discuss the questions.

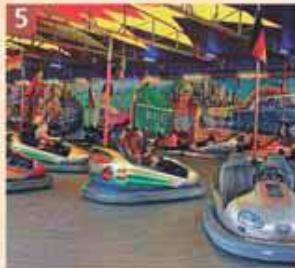
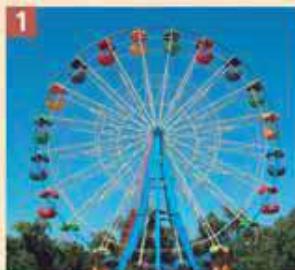
- 1 Do you know any amusement parks and theme parks? What do you think of them?
- 2 What kind of theme park rides or attractions do you like or dislike? Why?
- 3 What do you think theme parks might be like in the future?

2 Match the words in the box with photos 1–6. Then copy and complete the table with the words in the box. Which three things would you find in a traditional amusement park and which would you expect to find in an interactive theme park?

big wheel bumper cars driving simulator
haunted house motion control technology
virtual reality (VR)

Traditional amusement park

Interactive theme park



3 Watch the video. Which of the objects from exercise 2 do you see and in what order?

4 Complete the descriptions of the rides in your notebook. Then watch the first part of the video again and check your answers.

- 1 You have to ... the ghosts which are projected onto glass at the front of the ...
- 2 Eight people compete and you not only see the race but ...
- 3 You enter a 360-degree ... which is generated A sensor tells the computer whether you're looking up or down, or from left to right, and produces a corresponding ...
- 4 It's the twenty-fourth century and you're on the ... Cyprus heading for the ... Basko. You have to save the ... from annihilation.

5 Read opinions 1–6 and choose which you think are in the video. Then watch the video again and check your answers.

- 1 Traditional amusement parks aren't much fun so they're disappearing.
- 2 You can get lost in a VR world, and it can make you feel sick.
- 3 Virtual reality causes loneliness, isolation and sickness.
- 4 We may go to virtual schools, get virtual jobs, have virtual friends and probably become virtual vegetables.
- 5 Virtual reality is going to play a major part in all of our lives.
- 6 It's fantastic to be able to strap on a headset and disappear into your own perfect world.

6 Look again at the opinions from exercise 5. Do you agree or disagree with them? Why? Compare your answers.



7

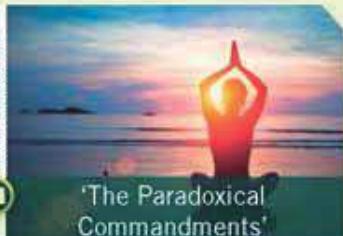
Change the world

Unit contents

- Vocabulary** Charity work, compound nouns, Issues & action
Grammar Conditionals
Speaking Giving a short talk
Listening Multiple choice
Writing An opinion essay

Skills Extra lessons

EXTRA LITERATURE



'The Paradoxical Commandments'

EXTRA VIDEO



The Monster Raving Loony Party

7A Introduction Unusual fundraisers

Lead in

1 Discuss the questions.

- Do you know the names of any charities? What do they do?
- Have you or any of your friends ever helped a charity?
- How do charities get money?
- Look at the photos on this page. What do you think is happening in them and why?

Vocabulary Charity work

2 Match photos A–F with descriptions 1–6.

- Paul French belongs to a **volunteer** organization and plans to walk 2,500 miles dressed as a *Star Wars* character. He is hoping to raise money from **sponsors** and **donations**.
- Rachel Barrett had her hair cut off to **raise money** for Children in Need. She raised several thousand pounds and also **donated** her hair to a cancer charity.
- Ryan Tripp was only twelve when he launched an **appeal** for a four-month-old girl who needed a liver transplant. To raise money for the girl he went on a marathon trip on a lawnmower.
- Eleanor Higginson celebrated her sixteenth birthday in an unusual way, by doing a skydive for a **charity**.
- Bryce Hunt is no ordinary teenager. The seventeen-year-old, who has his own business, will be sleeping on the streets tonight. He is **taking part** in a campaign which will **raise awareness** about homeless people.
- Sixteen-year-old Nellie Odham-Wilson plans to do voluntary work in an orphanage in Africa. She organized this extraordinary **fundraising activity** to help pay for the trip. Fortunately she isn't scared of bees.

A



B



C



D



7 Change the world

Unit contents

- Vocabulary** Charity work, compound nouns, issues and action
- Grammar** Conditionals
- Speaking** Giving a short talk
- Listening** Multiple choice
- Writing** An opinion essay

Skills Extra lessons

- Extra literature** 'The Paradoxical Commandments'
- Extra video** The Monster Raving Loony Party

7A Introduction: Unusual fundraisers

(SB pages 82 & 83)

Lead in

- 1 **SPEAKING** Read the heading *Unusual fundraisers* with the class and explain the meaning. Ask: *Do you ever have fundraisers at your school? What do you do to raise money?*

Read questions 1 to 4 with the class. Check that students understand *charity*. Ask individual students the questions. For question 2, encourage students to talk about their own experiences. When they answer, ask other students: *What about you? Have you had a similar experience?*

For question 4, focus on the pictures with the class and ask: *What are the people doing? Why do you think they are doing these things?* Encourage students to describe the photos and speculate on what exactly is happening in each one. Don't confirm their ideas at this stage. Use the photos to teach *bees*, *skydive* and *lawnmower*.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what they agreed on. Ask other pairs or groups to respond to the ideas.

Vocabulary

Charity work

- 2 Ask students to read the texts quickly and match them with the photos on pages 82 and 83. Check answers, then ask: *Which event do you find most surprising? Why? Which person do you admire the most? Why?*

ANSWERS

- 1 D
2 C
3 F
4 B
5 A
6 E

Fast finishers

Fast finishers could think of an amusing caption for one of the photos. When you have checked answers, ask fast finishers to read out their captions. Ask the class to guess which photos they belong with.

3 Students match eight of the blue words in exercise 2 with the definitions. Students can use their dictionaries if necessary, but encourage them to try to guess the meanings from the context. Check answers, and check that students understand the words. Model pronunciation of the words.

ANSWERS

- 1 volunteer 2 donated 3 raise awareness about
4 appeal 5 sponsor 6 charity 7 fundraising activity
8 taking part

Fast finishers

Fast finishers can write definitions for one or two of the other blue words in the text, using their dictionaries to help. When you have checked answers, ask fast finishers to read out their definitions. See if other students can match the definitions with the correct words.

Listening

4 2.15 Read the questions with the class. Point out that at this stage all students need to listen for is the country where each event took place, and the amount of money raised. Play the audio for students to listen and answer the questions. Check answers, then ask: *Do the amounts of money surprise you? Why?*

Audio script, page T140

ANSWERS

- 1 Australia; \$50,000
2 the US; \$15,000
3 England; £390

Fact file

\$50,000 (Australian dollars) is equivalent to around 33,000 euros, \$15,000 (US dollars) is around 11,000 euros, and £390 is around 450–500 euros.

5 2.15 Allow students time to read through the questions. Check that they understand *marathon* and *queen bee*. Play the audio again for students to listen and answer the questions.

Audio script, page T140

ANSWERS

- 1 C 2 A 3 B 4 B 5 B

Extra activity: Listening

2.15 Write these statements on the board. Ask students to decide from memory if they are true or false, and correct the false sentences. Play the audio again for them to check their answers.

- 1 Paul French's walk will take four months.
- 2 Paul has run a marathon before.
- 3 Ryan is planning to visit all 50 US states with his lawnmower.
- 4 Nellie organized her event at her school.

ANSWERS

- 1 False. (It will take five months.)
- 2 True.
- 3 False. (He has already visited all 50 states.)
- 4 False. (She organized it at the honey farm where she works.)

Extra activity: Speaking

Tell students they are going to role-play an interview with one of the people in exercise 2. As a class, brainstorm some questions for the interview and write them on the board, e.g. *Why did you choose this charity? Why did you choose this unusual fundraising event? How did you feel while you were doing it?*

Either allow students then to choose which person they would like to be, or allocate the six people to different students, to make sure that not all students choose the same person. Allow students time to think about how they will answer the questions on the board. Tell them they can use the information in exercise 2, but they can also use their imagination to add more details.

You could conduct the interviews with the whole class, with students taking turns to be their character and another student taking on the role of journalist. Alternatively, students could work in pairs and take turns to interview each other. Ask some pairs to perform their interviews for the class.

6 Focus on the questionnaire and explain it is a questionnaire for people who want to organize a charity event. Students complete the questionnaire with the words in the box.

ANSWERS

- 1 charity 2 appeal 3 fundraising 4 join in 5 raise
6 volunteer

7 Give students time to prepare their ideas individually. Monitor and help while they are working. Ask individual students the questions and ask them to tell the class about their activity. Encourage other students to ask more questions as each student gives their answers.

Alternatively, students could prepare their ideas individually and then work in pairs or small groups to ask and answer the questions. Ask some students to tell the class about their classmates' ideas.

Students could also work individually or in groups to prepare their ideas for a charity event and then give a more formal presentation to the class. They could produce a poster to advertise their event, and try to persuade their classmates to support it. When all the presentations have been given, ask the class to vote for the best or most unusual event.

Speaking Workshop, SB page 154

- Reference and further practice**
Photocopiable audio script, page T140
Vocabulary Workshop, SB pages 146–147
Speaking Workshop, SB pages 150–157
Vocabulary, WB Unit 7 pages 68–69
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
VocApp

3 Match eight of the blue words and phrases from exercise 2 with definitions 1–8.

- 1 a person who works or offers to work without wanting money
- 2 gave something to help a person or organization
- 3 help people to find out more about something
- 4 an urgent request for money or help
- 5 person or organization that provides money for an activity
- 6 an organization which gives help to people who need it
- 7 an event which is organized to get money for charity
- 8 participating

Vocabulary Workshop Pages 146–147 VOC APP

Listening

- 4** 2.15 Listen to news reports about three of the people in exercise 2. Which countries are they from and how much did each person raise or want to raise?

- 5** 2.15 Listen again and choose the correct answers.

- 1 The 501st legion is ...
A a charity.
B a Star wars fan club.
C a group of people who fundraise.
D the name of a campaign.
- 2 The walk from Perth to Sydney will be particularly difficult because ...
A of the temperatures.
B of the costume.
C of the speed of the marathon.
D Paul's not really prepared yet.
- 3 Ryan Tripp rode a lawnmower ...
A to 50 states in 42 days.
B from his home to the capital.
C to visit the girl in hospital.
D accompanied by his family.

- 4** Nellie Odham-Wilson works ...

- A in Uganda.
- B on a farm which has bees.
- C for a charity.
- D for a local newspaper.

- 5** The bees were attracted to Nellie because ...

- A she was eating honey.
- B she had a queen bee on her.
- C she wasn't scared.
- D they wanted to sting her.

- 6** Complete the questionnaire in your notebook with words from the box.

appeal charity fundraising join in raise volunteer

PLANNING YOUR CHARITY EVENT

- 1 What ... do you want to help?
- 2 How, where and when are you going to launch your ... ?
- 3 What ... activities are you organizing?
- 4 How can people ... with these events?
- 5 How much are you hoping to ... ?
- 6 What number should people call if they want to ... to do a fundraising activity?

- 7** Follow the instructions.

- 1 Think of a charity which you'd like to help and imagine that you are planning an event / activity to support it.
- 2 Think of your answers to the questions in exercise 6.
- 3 Ask and answer the questions.

Speaking Workshop Page 154

E



F



7B Reading The helping generation

- 1 2.16 Read the text and complete 1–4 with sentences A–D.

- A Sometimes there's even a party atmosphere amongst helpers.
- B This also happened after natural disasters like hurricanes Katrina and Sandy.
- C They have also collected and donated over 5,000 books to an inner-city school in Minnesota.
- D Volunteers see themselves in a slightly more serious light.

- 2 Read the text again and choose the correct answers.

- 1 The starfish story shows that ...
 - A you can't always change things.
 - B a small effort can be important.
 - C we should always be kind and gentle.
- 2 In the opinion of some young people, volunteering ...
 - A is a way to socialize.
 - B is a reaction to tragedies.
 - C makes you feel lucky.
- 3 Tragedies and natural disasters ...
 - A are the main reason that more people volunteer.
 - B help people gain perspective.
 - C make people think about others.
- 4 At the end of the text, the author indicates that ...
 - A volunteers and the people they help both benefit.
 - B volunteers don't really benefit from helping.
 - C only the volunteers really benefit.



- 3 Complete the sentences in your own words.

- 1 An inner-city school in Minnesota now ...
- 2 Compared to adults, ...
- 3 Community service programmes are now ...
- 4 These days you can find information ...

- 4 Find words or expressions in the text which match the definitions.

- 1 without much force (*paragraph A*)
- 2 a way of thinking about or looking at something (*paragraph B*)
- 3 stimulated or inspired someone to do something (*paragraph C*)
- 4 more and more (*paragraph D*)
- 5 a strong feeling of sympathy (*paragraph E*)

Vocabulary Compound nouns

- 5 Find combinations of nouns from the two columns in the text. What does each compound noun refer to? Write definitions to explain.

Social media – social networking websites

inner-city	attack
volunteer	senior
public	service
community	project
terrorist	sympathy
social	school
high school	media

- 6 Complete the questions with eight of the words in the box. Then compare your answers to the questions.

birthday charities flavour game machine
research stars teacher volunteers

- 1 Which is your favourite ice cream ... ?
- 2 When did you last buy a computer ... ?
- 3 Do you think that sports ... make too much money?
- 4 Are there any animal ... in your country?
- 5 Who was your first English ... ?
- 6 Do you know how to use a washing ... ?
- 7 Do people in your country ever send Christmas or ... cards?
- 8 Do you think that cancer ... is a good cause?

Vocabulary Workshop Pages 146–147

- 7 Read the Key skill. Then try to guess the meanings of the highlighted words in the text. What helps you to guess each word?

Key skill

Reading: Guessing the meaning of unknown words

If you decide that it is really necessary to understand the particular word ...

Look at the context:

- Does it tell you if the word is a noun, verb, adjective or adverb?
- Which other words or ideas does it connect with?
- Can you think of another word which will fit in the context?

Look at word formation:

- Is there a similar word in your language?
- Has the word got a root form, prefix or suffix which you recognise?

7B Reading: The helping generation

SB pages 84 & 85

1 2-16 Read out the title *The helping generation*. Ask: *Do you think your generation is good at helping others? Why? / Why not?* Focus on the picture on page 85 and read out the title of the text. Ask: *What do you think the boy is doing? Why?* Use the picture to teach *starfish*.

Read through sentences A-D with the class. Check that students understand everything. Explain that these are sentences that have been taken out of the text on page 85. Students read the text quickly and complete it with the correct sentences. You could play the audio while students read. Check answers, and ask again: *What is the boy doing in the picture?*

ANSWERS

1 C 2 B 3 A 4 D

Helping hand

If students feel daunted by the text, ask them to read paragraph A first. Ask: *Why is the boy picking up starfish?* Elicit the answer, then ask students to read paragraph B. Read out the four sentences A-D again. Elicit which one fits in gap 1. Ask a student to read out the sentence before the gap, then the missing sentence, then the sentence after the gap. Discuss as a class whether it makes sense.

Repeat this process with paragraphs C-E.

2 Read through the questions and possible answers with the class. Students read the text again and choose the correct answers. As you check with the class, ask students to read out the parts of the text which helped them choose the answers.

ANSWERS

1 B 2 A 3 C 4 A

3 Students complete the sentences with their own words. Remind students that they should use ideas from the text to complete the sentences, not their own ideas. Check answers, and discuss which parts of the text give the relevant information.

POSSIBLE ANSWERS

- 1 has 5,000 books that were donated.
 - 2 young people volunteer more.
 - 3 found in most American high schools.
 - 4 about charities on the internet and social media.
- 4 Students find words and expressions in the text to match the definitions.

ANSWERS

1 gently 2 perspective 3 encourage 4 increasingly
5 compassion

Fast finishers

Fast finishers can find more words in the text that they don't know, and check their meanings in their dictionaries. When you have checked answers, ask fast finishers to tell the class which words they chose and what they mean.

Vocabulary

Compound nouns

5 Read out the example compound noun and ask students to find it in paragraph D of the text. Read out the definition and check that students understand it. Students then find compound nouns formed from the two columns in the text and write definitions. Remind students to look also at the sentences in exercise 1, which have been removed from the text. Check answers, and check that students understand all the words.

ANSWERS

inner-city school – a school in a city
volunteer project – work done by people who don't get paid
public sympathy – a feeling of support from the people of a city or country
community service – work done by local volunteers
terrorist attack – violent action by people in order to achieve a goal
high school senior – a 17/18-year-old in their final year of school in America

Fast finishers

Fast finishers can write example sentences for one or two of the compound nouns in exercise 5. When you have checked answers, ask fast finishers to read out their sentences, omitting the compound nouns. See if the class can guess the missing compound nouns.

6 Students complete the questions with eight of the words in the box. Check answers, then give students time to prepare their answers. Ask individual students the questions. As they answer, ask other students: *Is your answer similar?*

Alternatively, students can ask and answer the questions in pairs or small groups. Monitor while they are working, then ask some students to tell the class how many of their answers were similar and how many were completely different.

ANSWERS

1 flavour 2 game 3 stars 4 charities 5 teacher
6 machine 7 birthday 8 research

7 Read through the Key skill box with the class. Focus on the first highlighted word in the text (*aimlessly*). Read out the questions in the Key skill box again and elicit answers. Work through the remaining highlighted words in the same way with the class, or ask students to work individually or in pairs to guess the remaining meanings.

POSSIBLE ANSWERS

aimlessly – adverb; with no particular aim or intention
tide – noun; the regular rise and fall in the level of the sea
benignly – adverb; in a kind way
amount – noun; a quantity
helpful – adjective; willing to help others
coverage – noun; information about an event which is included in newspapers, on TV, etc.

Focus on the vocabulary box about false friends and cognates. Remind students that cognates are words which look similar and have a similar meaning in English and their own language, and false friends are words which look similar but have a different meaning.

Students find the words in the text and decide if they are false friends or cognates. Discuss the answers with the class, and elicit other examples of false friends and cognates.

Fact file

The Star Thrower (also known as the starfish story) was first published in 1969 as part of an essay by the American philosopher Loren Eiseley. It has since been adapted and used by charities and motivational speakers, to encourage people to understand that individuals can make a difference in helping to solve large-scale problems.

Webquest

There are lots of websites which offer opportunities for young people to do volunteer work. Students could do an internet search for 'student volunteer', 'volunteer opportunities' or 'volunteer abroad' to find out more about the volunteering opportunities available in all parts of the world. You could set them the challenge of finding a volunteering project they would like to take part in.

In the next lesson, students can share the information about the project they have found. Students can discuss which projects they would like to take part in, and why.

Alternatively, students could research a charity that they would like to support. They could do a search for 'animal charity', 'children charity', 'cancer charity' etc., to find information. In the next lesson, students could tell the class about their chosen charity and why they would like to support it. If students are keen, they might like to choose one of the charities and organize a real fundraiser for it!

Extra activity: Speaking

Ask: *Do you agree that individuals can really make a difference in the world? How? What can individuals do?* Brainstorm ideas as a class and build up a list on the board, e.g. *organize fundraising events, give money to charity, volunteer*. Point to the items on the list and ask: *Which of these things do you do now? Which do you hope to do in the future?*

Extra activity: Exam practice

Ask students to close their books. Write the following gapped text on the board. Ask students to complete the text by adding one word in each gap. Students can check their answers in paragraph C of the text.

About three-quarters (1) _____ young Americans between the ages of 12 (2) _____ 17 have volunteered (3) _____ some time, which is a higher percentage (4) _____ adults. (5) _____ fact, today's American teens are (6) _____ most helpful generation in history. The terrorist attacks on New York (7) _____ seen as a turning point, as vivid images (8) _____ victims encouraged community members to help (9) _____ other.

ANSWERS

1 of 2 and 3 at 4 than 5 In 6 the 7 are
8 of 9 each

Extra activity: Exam practice

Tell students they have received an email from an English-speaking pen friend. Write the following text on the board.

Can you help me with a class project? I have to write about a fundraising event that someone has taken part in. Can you tell me about a fundraising event that you have taken part in? What was it? What did it raise money for? Why did you take part in it?

Write soon,

Sam

Ask students to write an email of 140–190 words. Tell them to make sure they answer all the questions in Sam's email.

When students have finished, they can swap emails with a partner and suggest corrections and improvements. Ask some students to read their emails to the class.

Reference and further practice

Vocabulary Workshop, SB pages 146–147

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 7 pages 68–69

Reading, WB Unit 7 page 74

Reading reference, WB pages 106–107

Teacher's Resource and Tests CD-ROM

VocApp

A helping hand

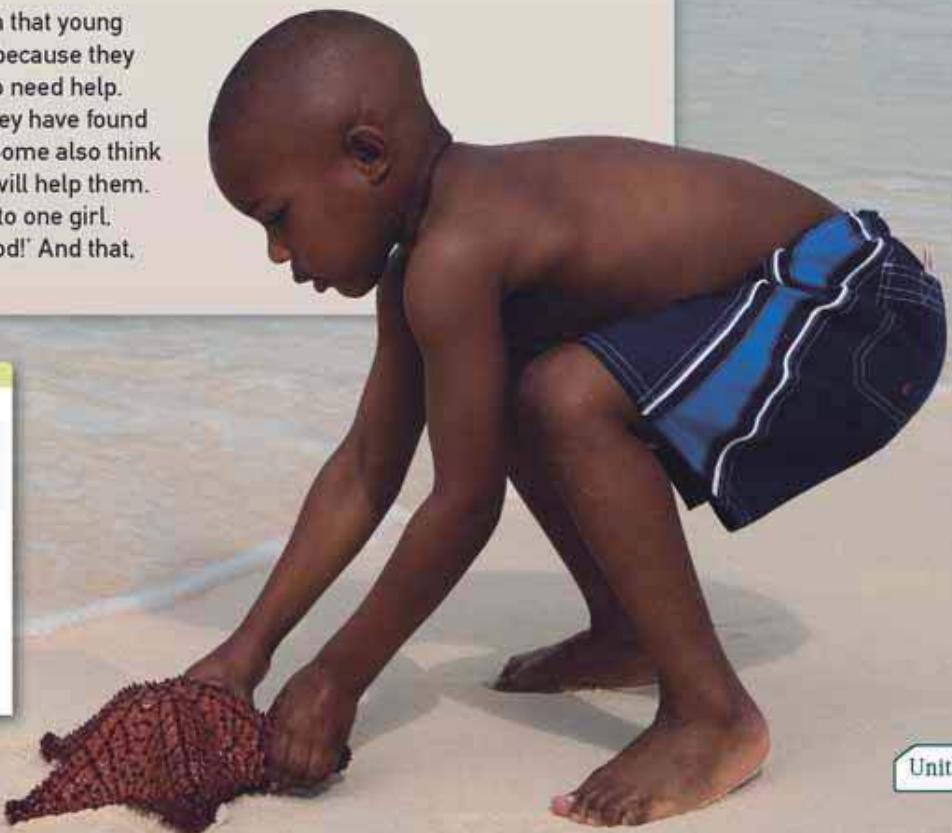
- A One day a man was walking aimlessly along the beach when he saw a boy gently throwing something into the ocean. The man asked, 'What are you doing?' and the boy replied 'Throwing starfish back into the ocean. The tide is going out. If I don't throw them back, they'll die.'
- 5 'Son,' the man said, 'there are miles and miles of beach and hundreds of starfish. You can't make a difference!' The boy listened politely, picked up another starfish and threw it into the sea. Smiling benignly at the man, he said 'I made a difference for that one.'
- B The story is simple but the simplicity and strength of its message provides the philosophy for a group called Teens 4 Charity, or T4C. The group, based in the town of Woodbury, 10 Minnesota, is made up of teenagers aged 12–18, who take part in fundraising and volunteer projects. The group has raised over \$13,000 for different causes. (1) ... 'Working together to help others has greatly helped me to look at life in perspective and to understand that no amount of kindness is too small,' says Alexa Erikson, a high school senior.
- C About three-quarters of young Americans between ages twelve and seventeen have 15 volunteered at some time, which is a significantly higher percentage than adults, and a significant increase over previous years. In fact today's American teens are the most helpful generation in history, which some researchers attribute to the waves of public sympathy which follow media coverage of unhappy events. In particular, the terrorist attacks on New York in 2001 are seen as a turning point, as vivid images of victims encouraged community members to help each other. (2) ...
- D But if these tragedies hadn't occurred, the numbers of volunteers would still be high. A high percentage of high schools now have community service programmes. Also, 20 charities increasingly have a greater presence on the internet and social media, and more youngsters are realizing that volunteering is actually fun, and a good way to meet people and make friends. (3) ...
- E (4) ... The most frequent reason that young 25 people give for volunteering is because they feel compassion for people who need help. Volunteers also mention that they have found a cause which they believe in. Some also think that if they help others, others will help them. Most simply though, according to one girl, 'It just makes me feel really good!' And that, surely, is a win-win situation.

False friends & cognates



Find the words in the text. Are there similar words in your language? If so do they have similar or different meanings?

according	occurred
actually	realizing
community	tragedies
images	victims
just	



7C Grammar Using conditionals

Grammar Workshop Pages 130–132

A TYPES OF CONDITIONAL Match rules 1–3 with examples a–c.

- 1 The first conditional describes a situation in the present or future which we think is possible and probable.
- 2 The second conditional describes a situation in the present or future which we think is impossible or improbable.
- 3 The third conditional describes a hypothetical situation in the past. The situation didn't occur.
 - a If tragedies didn't occur, people would still volunteer.
 - b If I don't rescue the starfish, they'll die.
 - c I wouldn't have made new friends if I hadn't helped.

Look again at the examples and complete 1–4 with the words *past perfect*, *would*, *past participle* and *infinitive*. Is it possible to change the order of the result clause and the *if* clause?

Condition	Result
if + present simple	will + (1) ...
if + past simple	(2) ... + infinitive
if + (3) ...	would have + (4) ...

B IF & UNLESS, PROVIDED THAT, AS LONG AS Look at the examples and answer the questions.

- 1 How do you translate the blue expressions?
- 2 Which two sentences from a–c have the same meaning?
- 3 What tenses come after *unless*, *provided that* and *as long as*?
 - a I won't do it unless you help.
 - b I won't do it if you help.
 - c I won't do it if you don't help.
 - d You'll pass as long as you've studied.
 - e We'll go, provided that we get an invitation.

C CONTRACTED FORMS OF WOULD & HAD In spoken English, *would* and *had* are often contracted. Rewrite the sentences using full forms in your notebook.

- 1 If we'd left earlier, we'd have arrived by now.
- 2 I'd have given some money to charity if I'd had any.

Practice

1 Choose the correct ending for each sentence and say what type of conditional it is.

- 1 We'll donate some money ...
 - A if you did that skydiving next week.
 - B if you run ten kilometres.
- 2 How would you feel if ...
 - A you don't have a home?
 - B you were homeless?
- 3 If we didn't raise awareness ...
 - A people wouldn't have known.
 - B our campaign would be a waste of time.
- 4 I would have volunteered ...
 - A if it had been easier.
 - B if it'll be an easy job.

2 Read ideas 1–5 and decide if each is probable or improbable. Then complete the sentences using first or second conditional forms.

Slow down! If people *obeyed* (obey) speed limits, there *would be* (be) fewer accidents.

CHANGE!

The *Change the World* books suggest ways to improve the way we live. Here are some of the ideas from the books.

- 1 Talk! If we ... (spend) more time with people from different generations, we ... (learn) a lot.
- 2 Think ahead! If more people ... (register) as organ donors, we ... (save) more lives.
- 3 Give coins! If everyone in Europe ... (give) 1 cent to charity every day, it ... (make) nearly €2.7 billion a year.
- 4 Be friendly! If people ... (say) nice things to strangers, everyone ... (feel) happier.
- 5 Turn it off! If people ... (not leave) their TVs on standby, they ... (save) a lot of energy.

7C Grammar: Using conditionals

SB pages 86 & 87

A Read the types of conditional with the class, and make sure that students understand *possible*, *probable* and *hypothetical*. Students match the rules with the examples. Check answers, then ask students to complete 1–4 in the table with the correct words.

ANSWERS

1 b 2 a 3 c

1 infinitive 2 would 3 past perfect 4 past participle
It is possible to change the order of the result clause and the if clause.

LANGUAGE NOTE Students often make mistakes with the if clauses in conditional sentences. They forget that in first conditional sentences, we use the present simple, not *will*, in the if clause: *If I don't rescue the starfish, they'll die*. NOT *If I won't rescue the starfish, they'll die*. In second conditional sentences, they forget that we use the past simple in the if clause: *If more people volunteered, we would raise more money*. NOT *If more people would volunteer, we would raise more money*. In third conditional sentences, they forget that we use the past perfect in the if clause: *If more people had volunteered, we would have raised more money*. NOT *If more people would have volunteered, we would have raised more money*.

B Read out sentences a–e and discuss the answers to the questions as a class.

ANSWERS

- 1 Students' own answers.
- 2 a and c have the same meaning. *Unless* means 'if it doesn't happen'.
- 3 Present simple or present perfect simple.

LANGUAGE NOTE Students often forget that *unless* has a negative meaning, but does not need to be followed by a negative verb: *We'll go to the movies together unless you are late*. (= if you're not late).

C Read the examples with the class and elicit the full forms.

ANSWERS

- 1 If we had left earlier, we would have arrived by now.
- 2 I would have given some money to charity if I had had any.

Grammar Workshop

The Grammar Workshop for Unit 7 on pages 130–132 has detailed tables showing the form and use of the first, second and third conditionals. You could refer students to the Grammar Workshop now and go through the tables as a class. Students can refer to the information in the Grammar Workshop to help them with the practice exercises.

Practice

1 Refer students back to section A in the presentation for reference. Students choose the correct ending for each sentence and decide what type of conditional it is.

ANSWERS

- 1 B first conditional
- 2 B second conditional
- 3 B second conditional
- 4 A third conditional

Fast finishers

Fast finishers can write their own endings for the four sentence beginnings in exercise 1. After you have checked answers, ask fast finishers to read out their conditional sentences. Correct any errors, and ask the class to identify the type of conditional in each sentence.

2 Refer students back to section A in the presentation and remind them that we use the first conditional for situations that are possible or probable, and the second conditional for situations that are improbable. Read out the example answer and ask: *Is this probable or improbable? Which conditional is used? How would the sentence change if you think the situation is probable?* Elicit the first conditional form of the sentence. Read out the first idea and discuss as a class whether it is probable or improbable. Elicit the two possible conditional sentences. Make sure students understand that they should choose which conditional to use depending on their own ideas of whether each situation is probable or improbable. Students then complete the remaining sentences. Check answers carefully, writing the correct conditional sentences on the board. Where students have produced different answers, write both conditional sentences on the board and discuss the difference in meaning with the class.

POSSIBLE ANSWERS

- 1 If we spend more time with people from different generations, we will learn a lot.
If we spent more time with people from different generations, we would learn a lot.
- 2 If more people register as organ donors, we will save more lives.
If more people registered as organ donors, we would save more lives.
- 3 If everyone in Europe gives 1 cent to charity every day, it will make nearly €2.7 billion a year.
If everyone in Europe gave 1 cent to charity every day, it would make nearly €2.7 billion a year.
- 4 If people say nice things to strangers, everyone will feel happier.
If people said nice things to strangers, everyone would feel happier.
- 5 If people don't leave their TVs on standby, they will save a lot of energy.
If people didn't leave their TVs on standby, they would save a lot of energy.

3 Read through the Key errors with the class. Students then correct the errors in the sentences. Ask some students to read their sentences to the class. Correct any errors as a class. Ask: *Do you make the errors in the Key errors box? How can you try to remember the rules in future?*

ANSWERS

- 1 As soon as **you'll** **you** arrive, we'll start.
- 2 If I **would be** **was / were** rich, I'd give more money to charity.
- 3 You'll understand the game when **you'd** **you** **read** the rules.
- 4 If **you'll** **you** participate, you'll enjoy life more.
- 5 If **you'd be** **were** an animal, what would you be?
- 6 Refer students back to section C in the presentation for reference. Read out the first sentence and elicit the sentence with no contractions. Write it on the board. Students rewrite the remaining sentences without contractions.

ANSWERS

- 1 I would have seen her if she had been there.
- 2 If you had gone, you would have enjoyed it.
- 3 We would have seen more if we had had more time.
- 4 Who would have helped if we had been alone?

5 **2.17 Listening option** SPEAKING Play the first four conditional sentences, pausing after each one for students to repeat. Encourage them to use the contracted forms when they repeat. Play the remaining sentences, pausing after each one for students to write it down. Check answers by writing the correct sentences on the board. Discuss as a class which type of conditional each one is, then play the audio again, pausing after each sentence for students to repeat.

Audio script, page T141

ANSWERS

- 5 What'll you do if you don't pass that exam? (first)
- 6 If I hadn't organized it, who'd have done it? (third)
- 7 Would Paul have volunteered if we hadn't asked him? (third)
- 8 Do you think he'll help now if he's free? (first)
- 9 If they'd raised more money, what would they have bought? (third)
- 10 I'd appreciate it if you didn't ask me for more money. (second)

6 Refer students back to section B in the presentation for reference. Read out the first sentence and elicit a sentence with the same meaning using *unless*. Students then rewrite the remaining sentences.

ANSWERS

- 1 We won't change anything unless we try.
- 2 It won't be easy to play if you don't know the rules.
- 3 Unless you ask people, they won't help you.
- 4 I'll skydive provided that you volunteer too.
- 5 We'll enjoy it as long as it doesn't rain.

Fast finishers

Fast finishers could write one or two more sentences using *unless, provided that* or *as long as*. When you have checked answers, ask fast finishers to read out their sentences. Write them on the board. As a class, correct any errors and rewrite the sentences using *if*.

7 Read out the example pair of sentences and point out that they tell us what actually happened in the past. Read out the rephrasing using the third conditional and point out that this describes a hypothetical situation in the past. Do another example with the whole class. Students then rewrite the remaining sentences.

ANSWERS

- 1 If my sister hadn't volunteered, she wouldn't have gone to Central America.
- 2 If I hadn't hurt my leg, I would have done the marathon.
- 3 If we hadn't all worked together, we wouldn't have raised a lot of money.
- 4 If you had supported us, you wouldn't have felt bad afterwards.
- 5 If we had bought tickets, we wouldn't have missed the film.
- 6 If people had helped, we would have made a lot of money.

Consolidation

8 Students choose the correct words in the sentences. Check answers, and for each sentence ask: *Which conditional do you use for this sentence? Why?*

ANSWERS

- 1 became; I'd: second conditional – an improbable situation
- 2 won't happen: first conditional – a situation in the present which is possible
- 3 stopped: second conditional – an improbable situation
- 4 starts; I'll try: first conditional – a possible future event
- 5 unless: first conditional – a possible situation
- 6 I'd thought; would have been: third conditional – a hypothetical situation in the past which did not happen
- 9 Read out the first gapped question and elicit the correct verb form to complete it. Students then complete the remaining questions. Check answers, and, if your students need more practice, ask them to identify the type of conditional in each question and say why it is used.

ANSWERS

- 1 will happen 2 would ... do 3 would ... be
- 4 had been; have liked; have liked 5 pass 6 wanted

10 SPEAKING **Speaking option** Allow students time to prepare their answers. Ask the questions in turn to the class and elicit answers. Ask other students. *Do you agree? Why? / Why not?* Alternatively, students could ask and answer the questions in pairs or small groups. Monitor while they are working, then ask some students to tell the class something they learned about their classmates using a conditional sentence, e.g. *Pedro will go to university if he passes all his exams.*

Reference and further practice

- Photocopiable audio script, page T141
- Grammar Workshop, SB pages 130–132
- Speaking Workshop, SB pages 150–157
- Grammar, WB Unit 7 pages 70–71
- Listening reference, WB pages 108–109
- Teacher's Resource and Tests CD-ROM
- iPack Grammar animations

3 Look at the Key errors. Then correct sentences 1–5.

- As soon as you'll arrive, we'll start.
- If I would be rich, I'd give more money to charity.
- You'll understand the game when you'd read the rules.
- If you'll participate, you'll enjoy life more.
- If you'd be an animal, what would you be?

Key errors

Verb forms in conditional and future time clauses

We don't use *will* or *would* in the *if* clause of a conditional sentence.

If the weather will be good, we'll go. ✗

If the weather's good, we'll go. ✓

We use the present and present perfect tenses to talk about the future after *when*, *as soon as*, *as long as* and *provided that*.

I'll make a donation when you will finish the race. ✗

I'll make a donation when you finish the race. ✓

4 Rewrite the sentences without contractions.

- I'd have seen her if she'd been there.
- If you'd gone, you'd have enjoyed it.
- We'd have seen more if we'd had more time.
- Who'd have helped if we'd been alone?

Consolidation

8 Choose the correct words. Which conditional do you use in each sentence? Why?

- I think that if I *become / became* a millionaire tomorrow, *I'll / I'd* be generous.
- Of course that *won't happen / doesn't happen* unless I stop dreaming.
- If I *stop / stopped* dreaming all the time, things would be different.
- As soon as next term *will start / starts*, *I'll try / I'd try* to work harder.
- I won't improve *if / unless* I try.
- If *I'd thought / I thought* about this before, that exam yesterday *would be / would have been* easier.

9 Copy and complete the questions with the correct forms of the verbs in the box.

be (x2) do happen like (x2)
pass want

- If people don't change at all in the future, what ... to the world?
- If you had a million euros and you had to give it away, what ... you ... ?
- If you were able to be another person for a day, who ... you ... and why?
- If you ... born in a different time in the past, what would you ... to see? Who would you ... to meet?
- If you ... all of your exams, what will you do?
- If you ... to raise money for charity, how would you do it?



10 SPEAKING OPTION Ask and answer the questions in exercise 9.

7D Practical English Giving a short talk

Vocabulary Issues & action

1 Look at the slogans. Which words from the box can replace words 1–3?

animal education gender human workers'

OPPOSE
(1) **HEALTH CUTS!**



SUPPORT

(2) **RACIAL EQUALITY!**



PROTECT

(3) **WOMEN'S RIGHTS!**



2 Answer the questions about the issues in exercise 1.

- 1 Do any of the issues interest you or worry you? Why?
- 2 Are any of the issues becoming more or less important these days? Why?
- 3 Have any of them been in the news recently? Why?

3 Complete texts A–C with the words in the boxes.

4 Choose three of the situations from 1–8. Write sentences about how you would oppose or support the plans. Then compare ideas.

If the government introduced ...

- 1 an increase in class sizes,
- 2 a traffic ban in the town centre,
- 3 an extra tax for millionaires,
- 4 military service at age sixteen,
- 5 a total ban on cigarettes,
- 6 a cut in university places,
- 7 a ten-cent tax on every text message,
- 8 a plan to legalize marijuana,

... would you ...

- ... support it?
- ... oppose it?
- ... sign a petition for / against it?
- ... attend a rally?
- ... take part in a protest / demonstration?
- ... wear a T-shirt with a slogan on it?
- ... help to organize a march?
- ... become an activist?

Vocabulary Workshop Pages 146–147



A

There was a (1) ... at London's Heathrow Airport yesterday. Hundreds of (2) ..., who oppose a new runway at the airport, invaded the building. They were wearing T-shirts with the (3) ... 'Stop Airport Expansion'.



B



Several thousand (4) ... held (5) ... in India to protest against rising food prices. They brought vegetables with them and carried anti-government (6)

C

Animal rights (7) ... dressed up and went on (8) ... to the White House, where they delivered (9) They want a ban on all whaling.



protest protesters slogan

banners demonstrators a rally

activists a march a petition

Complete all activities in your notebook.

7D Practical English: Giving a short talk

(SB pages 88 & 89)

Vocabulary

Issues & action

- 1 Focus on the slogans and check that students understand what a *slogan* is. Check that students understand *cuts*. Read out each slogan in turn and elicit words that can replace 1–3.

POSSIBLE ANSWERS

- 1 education
- 2 gender
- 3 animal, human, workers'

- 2 As a class, brainstorm some ideas related to each issue. Ask questions to encourage students to think, e.g. *Why do people protest about health cuts? What difference does it make to people? What does racial equality mean? Do women already have equal rights?*

Allow students time to prepare their ideas, then ask individual students the questions in turn. As they answer, ask other students: *Do you agree? Why? / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Briefly review phrases for agreeing and disagreeing and write them on the board, e.g. *I agree/disagree / Yes, you're right. / I'm not sure about that.* Encourage students to agree and disagree with each other when they discuss the questions.

Monitor while students are working, then ask some students to tell the class about their discussions. Ask: *What things did you agree about? What did you disagree about?*

- 3 Focus on the three pictures and ask: *What do you think is happening in each?* Ask students to read the texts quickly, ignoring the gaps, to check their answers.

Students read the texts again and complete them with the words in the boxes. They can use their dictionaries to check the meaning of the words in the boxes.

ANSWERS

- 1 protest 2 protesters 3 slogan 4 demonstrators
5 a rally 6 banners 7 activists 8 a march 9 a petition

Fast finishers

Fast finishers can think of a slogan for the protests in pictures B and C. When you have checked answers, ask fast finishers to read their slogans to the class. Ask the class to choose the best slogan for each protest.

Extra activity: Vocabulary

Ask students to find words in the texts with the meanings below.

- 1 to be against something (text A)
 - 2 against the government (text B)
 - 3 a law which says that something is not allowed (text C)
- Check answers, and explain that *anti-* is a prefix which can be added to any word to mean 'against', e.g. *anti-war, anti-drugs*.

ANSWERS

- 1 oppose
- 2 anti-government
- 3 ban

- 4 **SPEAKING** Read through situations 1–8 with the class and make sure students understand everything. Read through the methods of protest in the second column and make sure students understand everything. Ask: *Can you think of any other ways of protesting?*

Give an example of the kind of sentences students should write, e.g. *If the government introduced an increase in class sizes, I would sign a petition.*

Students write three sentences. Ask students in turn to read out their sentences. Correct any errors in the conditional forms, then ask other students: *Do you agree? Why? / Why not?*

Alternatively, put students into pairs or small groups to compare their sentences. Monitor while they are working, then ask individual students to tell the class what they learned about their classmates.

Video

- 5 2.18 Read through the task with the class, and ask: *What do you know about the RSPCA and Greenpeace?* Elicit ideas, and discuss what each organization campaigns for (see Fact file).

Read through 1–6 and check students understand everything. Play the video for students to watch and decide which person mentions the things in 1–6.

Video script, page T141

ANSWERS

1 C, L 2 L 3 L 4 C 5 C 6 L

Fact file

The **RSPCA** (The Royal Society for the Prevention of Cruelty to Animals) is a charity which promotes animal welfare. It is the oldest and largest animal welfare organization in the world, and is funded primarily by voluntary donations.

Greenpeace is an international organization founded in 1971. It campaigns on environmental issues such as global warming, deforestation, commercial whaling and nuclear power. The organization is well known for its 'direct action' such as attempting to board fishing boats to prevent whale hunting.

Extra activity: Listening

- VIDEO 2.18 Ask: *What campaigns or protests does each person mention?* Elicit a few ideas, then play the video or audio again for students to note down the protests or campaigns that are mentioned. Check answers, then ask: *Which of these campaigns do you agree with? Why?*

ANSWERS

Chloe mentions raising awareness of animal rights and improving conditions for animals.

Liam mentions a campaign to raise awareness of clothing companies that use toxic chemicals to make clothes.

- 6 Discuss the questions with the whole class. Ask more questions if necessary to prompt students, e.g. *Who spoke more clearly? Who looked at the audience? Whose talk was well organized?*

POSSIBLE ANSWER

Chloe's talk is more successful because it is more organized. It is divided into different parts, and she gives the information clearly. She speaks clearly and not too fast, and she looks at her audience.

- 7 2.18 Read through the information in the Key skill box with the class. Play the video again for students to watch and give marks for each of the skills.

Pronunciation

Sentence stress

- 8 2.19 **SPEAKING** Play the first three Key phrases once for students to listen, then play them again, pausing after each one for students to repeat individually and as a class. Play the remaining phrases, pausing after each one for students to underline the stressed words. Play the phrases again, pausing after each one to check answers and for students to repeat.

Audio script, page T141

ANSWERS

The next thing I'd like to explain ...

Finally, let me tell you ...

That's all I have to say for now, ...

Thanks very much for listening.

Speaking

A short talk

- 9 Read the task with the class. Tell students they should aim to talk for about two minutes. Brainstorm some charities or causes that students might like to talk about, e.g. *World Wide Fund for Nature, Red Cross, Save the Children, Amnesty International*. Discuss what each movement or charity campaigns for. Read through the notes with the class and check that students understand *base* (where the main office of the organization is). Allow students time to do some research online to find out more about their chosen charity, for homework if necessary. Remind students to think about the points in the Key skill box when they are preparing their talk. Encourage them to make notes, but not to write out their talk in full.
- If students are preparing their talk for homework, encourage them to practise giving their talk in front of a mirror. Students might also prefer to use their phones to record their talk, rather than giving it in person in front of the class.

- 10 **SPEAKING** Before students give their talks in class, read through the Key skill box again with the class. Students could give their talks to the class. Ask the class to listen and write what each speaker does well. Give positive feedback to each student. Alternatively, students could work in pairs or small groups and give their talks to each other. Encourage their classmates to listen as each person speaks and note down things that they do well. They can then give each other feedback. If students have recorded their talks, they can show them to each other in pairs or small groups and give feedback.

Webquest

This webquest gives students another opportunity to prepare and give a short talk. Students can search for one of the topics and find information to answer the questions. Encourage them to think about the feedback they received on their first talk, and try to improve this one. Students can give their talks to the whole class, or to each other in pairs or small groups. Alternatively, they could practise and record their talks at home, then show them to their classmates in the next class. Encourage other students to listen and give positive feedback.

Reference and further practice

Photocopiable audio / video script, page T141

Vocabulary Workshop, SB pages 146–147

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 7 pages 68–69

Speaking, WB Unit 7 page 73

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp



Video

- 5 2.18 Watch or listen to Chloe and Liam talking about the RSPCA and Greenpeace, which they support. Which person mentions these things? Write C (Chloe), L (Liam) or both.
- | | |
|-------------|--------------------|
| 1 campaigns | 4 changing the law |
| 2 protests | 5 social media |
| 3 marches | 6 online petitions |
- 6 Whose talk is more successful? Why?
- 7 2.18 Read the Key skill. Then watch or listen to the two talks again. Give each person marks out of five for each of the skills in the box and compare your marks.

Key skill

Speaking: Giving a talk

- Introduce yourself and summarize your talk.
- Make the information clear – divide it into different points or questions.
- Speak clearly and don't speak too fast.
- Use your notes but look at your audience or the camera as much as possible.
- Give a conclusion and thank your audience for listening.



Pronunciation Sentence stress

- 8 Listen to the first three Key phrases and practise saying them with the correct stress and rhythm. Then listen to the remaining phrases and underline the stressed words in each phrase.

Key phrases

A short talk

I'm going to look at three things. (2 stresses)

First of all I'd like to explain ... (2)

The next thing I'd like to explain ... (2)

Finally, let me tell you ... (2)

That's all I have to say for now, ... (2)

Thanks very much for listening. (2)

Speaking A short talk

- 9 Research and prepare a short talk about a well-known movement, charity or cause. Use the notes below to help you, and remember to include an introduction and conclusion.

A well-known movement, charity or cause

- Name, base?
- Objective? Who does what? Where? Why?
- What effect does it have? Why support them?

- 10 Read the Key skill in exercise 7 again and practise your talk. Then do your talk for another person or show them a video of the talk.

Webquest



Find out about one of the following and prepare a short talk:

- the US civil rights movement
- the UK women's suffrage movement
- the Indian nationalist movement

Answer these questions:

- 1 When did it start and why?
- 2 Who were the leaders? What did they do?
- 3 What was the result of the movement?

7E Writing An opinion essay

Model text

1 Read the model text and answer the questions in your notebook.

- 1 Does the writer agree with the statement in the task?
- 2 Does the writer argue for *and* against the statement?
- 3 Do you agree with the statement?
- 4 Which of the writer's arguments do you think are *strong* or *weak*?

2 Read the text again and answer the questions in the Text analysis in your notebook.

File Edit View Window Help

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

'Animal charities are a waste of time and money. We need to look after ourselves.'
Discuss.

- 1 These days there are several charities and other organizations **which** raise awareness about animal rights and which try to defend and protect animals in different ways. In my opinion these objectives are both humane and important. They are certainly not a waste of time or money.
- 2 In the first place, animals have rights and they need someone to defend those rights. Governments do not always have laws to protect all types of animals, so we need to campaign on their behalf. If animal charities don't defend them, who will? **Secondly**, looking after endangered or threatened animals is costly, so we should help to fund this worthwhile activity. **Finally**, the work of animal charities makes people more aware of animal rights, which in turn makes our society more civilized.
- 3 So **all in all** I think that there are several good reasons to disagree with the statement that animal charities are wasting time and money. On the contrary, it would appear that they are very important.



Text analysis

Paragraph 1

- 1 Is it possible to substitute a word for *which* here?
- 2 Which two things does this paragraph do?
A give a general opinion
B explain the situation
C give a summary

Paragraph 2

- 3 Which words or phrases introduce the writer's three arguments?
- 4 Which two words can you substitute for *Secondly* and *Finally*?
A Furthermore
B Also
C In conclusion
D In addition

Paragraph 3

- 5 Which two phrases can you substitute for *all in all*?
A to sum up
B finishing
C in conclusion
D overall
- 6 Does this paragraph give new opinions or repeat the writer's position?

Complete all activities in your notebook.

7E Writing: An opinion essay

SB pages 90 & 91

Model text

- 1 Read the title of the model essay with the class and check that students understand *a waste of time and money*. Students read the model essay and answer the questions.

ANSWERS

- 1 No.
 - 2 No, the writer argues against the statement.
 - 3 Students' own answers.
 - 4 Students' own answers.
- 2 Students read the model essay again and answer the questions in the Text analysis box. Go through the questions and answers with the class. Tell students they should think about all the points in the Text analysis box when they write an opinion essay.

ANSWERS

- 1 Yes, you can substitute *that*.
- 2 A and B
- 3 In the first place, Secondly, Finally
- 4 A and D
- 5 A and C
- 6 It repeats the writer's position.

Extra activity: Writing

Ask students to look at the model essay again and find examples of:

- 1 phrases for giving an opinion (paragraphs 1 and 3)
- 2 a formal phrase meaning 'the opposite is true' (paragraph 3)
- 3 a formal phrase meaning 'it seems that ...' (paragraph 3)
- 4 examples of how the writer involves the reader, or addresses them directly (paragraph 2)

Check answers, and point out that students can use these phrases and techniques in their own opinion essays.

ANSWERS

- 1 In my opinion, I think
- 2 On the contrary
- 3 It would appear that
- 4 The writer uses the pronouns 'we' and 'our' to involve the reader. The writer also asks a question: *If animal charities don't defend them, who will?* Asking questions in an opinion essay helps to engage the reader.

Writing skills

Adding & ordering

3 Explain to students that the words and phrases in the box are alternatives to the words in the table. Students complete 1–7 with the words and phrases in the box.

ANSWERS

- 1 In the first place
- 2 Furthermore
- 3 In addition
- 4 Moreover
- 5 What's more
- 6 All in all
- 7 To sum up

4 Elicit some example answers from the class, using expressions from exercise 3. Students then write their sentences. Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

Fast finishers

Fast finishers can write three sentences to answer the question: *What would you do if you were in charge of this school?* After you have done exercise 5, ask fast finishers to read out their sentences. Ask other students: *Do you agree? Why? / Why not? What would you do?*

5  2.20 Listening option Play the audio once for students to listen and make notes. Elicit some ideas from the class, or allow students to compare their notes in pairs. Play the audio again for students to complete their notes. Ask: *Which is the best idea from each person? Which is the worst idea of all? Why?*

Audio script, page T141

Speaking Workshop, SB page 155

POSSIBLE ANSWERS

- 1 create more jobs, build more schools, build luxury schools
- 2 donate to charity if they give people jobs, make students work for charity for a year after leaving school, make more university places
- 3 make laws to protect animals and the environment, make all cars electric within three years, not catch or eat fish for the next year, make people buy only one kilogram of meat each week

Speaking

Preparing to write

6  Read through the tasks in the Writing guide with the class. Students choose one of the tasks and prepare their answers to the questions. Monitor and help.

Take each task from the Writing guide in turn and elicit answers to the questions from individual students. Ask other students: *Do you agree? Why? / Why not?* Encourage students to express their opinions and agree and disagree with each other.

Alternatively, students could compare their answers in pairs or small groups. Encourage them to explain their answers to their classmates rather than just showing them their notes. Ask some students: *Which of your classmate's ideas do you agree with? Which do you disagree with? Why?*

Writing

7 Read through the Key phrases with the class. Encourage students to use a range of phrases for expressing opinions in their writing.

Students follow the steps in the Writing guide and write their essay. With weaker classes, choose one of the tasks and elicit a paragraph plan with the class. Write the plan on the board to help students with their essay.

Students can swap their essay with a partner. Tell students to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Reference and further practice

Photocopiable audio script, page T141

Speaking Workshop, SB pages 150–157

Writing, WB Unit 7 page 75

Listening reference, WB pages 108–109

Writing reference, WB pages 110–118

Writing Tutor, Digital WB

Teacher's Resource and Tests CD-ROM

Writing skills Adding & ordering

- 3 Copy and complete the table in your notebook with the alternative words and phrases in the box.

All in all Furthermore In addition In the first place
Moreover To sum up What's more

Firstly	1
Secondly	2
Finally	3
	4
	5
In conclusion	6
	7

- 4 Write three sentences to answer the question below. Include expressions from exercise 3.
What would you do if you were president?

- 5 2.20 LISTENING OPTION Listen to three people giving their answers to exercise 4. Listen to each person twice and make notes in your notebook. In your opinion, which is the best idea from each person? Which is the worst idea of all?

Best ideas

Person 1:

Person 2:

Person 3:

Worst idea:

Key phrases

Expressing opinions

In my opinion, ...

I believe ...

I'm not sure, but ...

Personally, I feel that ...

I (don't) think that ...

Speaking Workshop Page 155



Speaking Preparing to write

- 6 Look at the tasks in the Writing guide. Choose one and prepare your answers for questions 1–4. Then ask and answer.

Your general opinion and the current situation

- 1 What is the situation at the moment? (What do people do when they are sixteen OR do charities do work the government should do?)

- 2 Do you agree with the statement?

Specific reasons

- 3 What would be the advantages of this?
OR What would be the disadvantages of this?

- 4 Can you think of any examples?

Writing

- 7 Follow the steps in the Writing guide.

Writing guide

Task

Write an opinion essay on one of these statements:
'Every student should work for a charity for a year when they are sixteen.'

OR

'Charities are not a good idea. The government should do their work.'

Write 120–150 words.

Think and plan

Spend a couple of minutes thinking about the task. Write down any words which you think are important. Then look back at exercise 6. Organize your notes from questions 1–4 under these headings:

Paragraph 1

General opinion

Paragraph 2

Reasons

Paragraph 3

Conclusion

Write and check

Read the Key phrases. Write a rough version of your opinion essay using notes from your plan. Then check these points and write a neat version.

- Have you used appropriate phrases for adding and ordering information?
- Have you given reasons for your opinion?
- Have you used any of the Key phrases?




Literature Kent M. Keith: 'The Paradoxical Commandments'

- 1** Read the Context. Then complete the text in your notebook with the words in the box.

attack forgotten illogical minds motives overnight
successful teeth top vulnerable

The Paradoxical Commandments

by Kent M. Keith

People are (1) ... unreasonable, and self-centered.
Love them anyway.

If you do good, people will accuse you of selfish ulterior (2) ...
Do good anyway.

If you are (3) ... , you will win false friends and true enemies.
Succeed anyway.

The good you do today will be (4) ... tomorrow.
Do good anyway.

Honesty and frankness make you (5)
Be honest and frank anyway.

The biggest men and women with the biggest ideas can be shot down by the smallest men and women with the smallest (6)
Think big anyway.

People favor underdogs but follow only (7) ... dogs.
Fight for a few underdogs anyway.

What you spend years building may be destroyed (8)
Build anyway.

People really need help but may (9) ... you if you do help them.
Help people anyway.

Give the world the best you have and you'll get kicked in the (10)
Give the world the best you have anyway.

Context: 'The Paradoxical Commandments'

'The Paradoxical Commandments' were written by Kent M. Keith when he was a nineteen-year-old student at Harvard College. He published them as part of a book for student leaders in 1968, and since then they have been read all over the world and have appeared everywhere – from posters to walls to fridge magnets – and they have provided inspiration to countless other people.

- 2** Choose the two lines from the text which you liked best and the two lines which you agree with least. Compare your answers.

'I definitely agree that ...'
'It's (only) sometimes true that ...'

- 3** Write more lines in the style of 'The Paradoxical Commandments'. Finish each line with one of 1–3.

- 1 Do it anyway.
- 2 Forgive anyway.
- 3 Carry on anyway.

- 4** Read the quotes. Which would you choose for an inspirational poster and how would you illustrate it?

1 Strive not to be a success, but rather to be of value.
— Albert Einstein

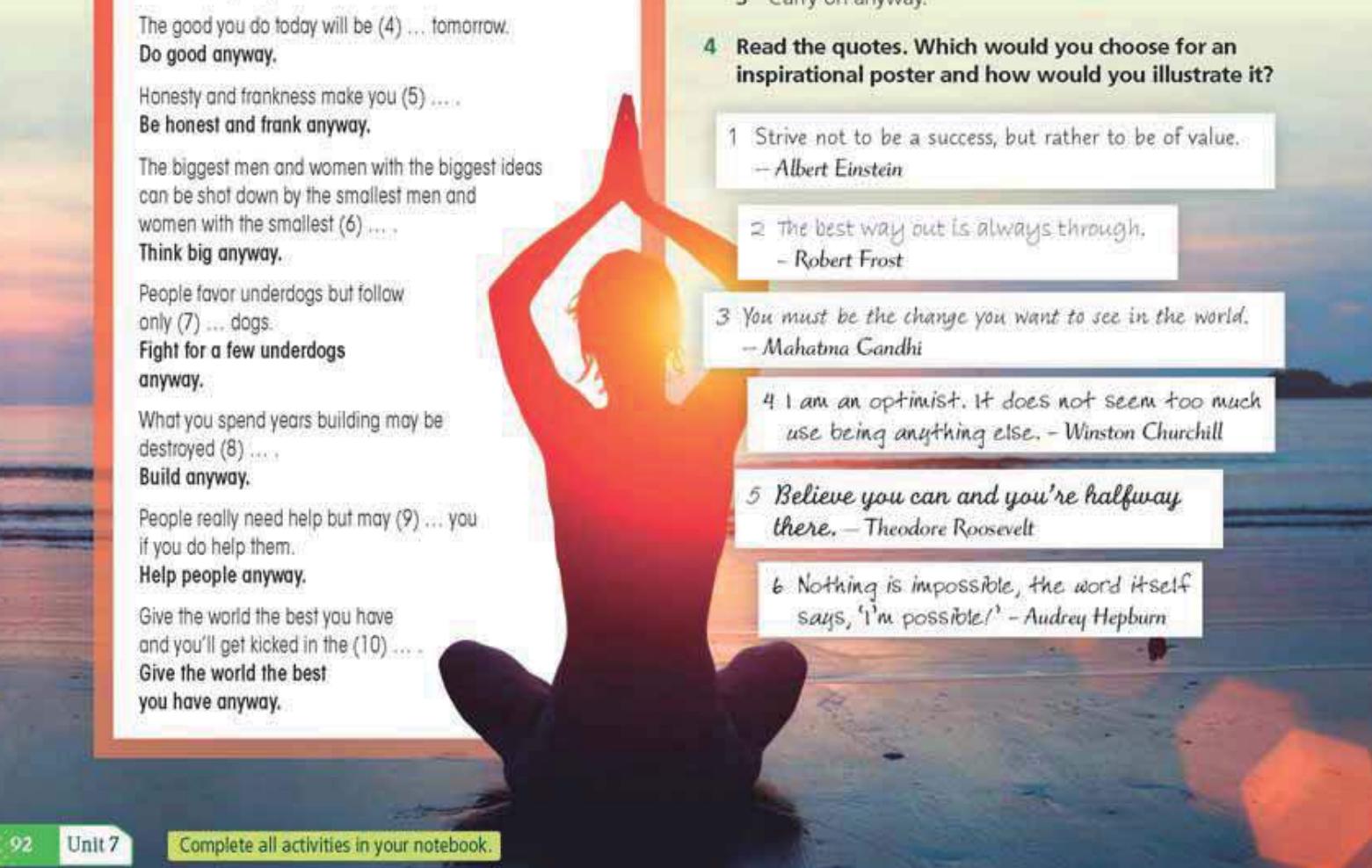
2 The best way out is always through.
— Robert Frost

3 You must be the change you want to see in the world.
— Mahatma Gandhi

4 I am an optimist. It does not seem too much use being anything else. — Winston Churchill

5 Believe you can and you're halfway there. — Theodore Roosevelt

6 Nothing is impossible, the word itself says, 'I'm possible!' — Audrey Hepburn



Skills Extra

SB pages 92 & 93

Literature

Kent M. Keith: *The Paradoxical Commandments*

- 1 Write the word *Inspiration* on the board and ask: *What do you find inspiring? Great people? Actions? Words or pictures?*

Read the Context box with the class. Check that students understand *paradoxical* (strange because opposites seem to be true) and *commandments* (things that you are ordered to do). Explain that the idea of a list of commandments to follow in life comes from the Ten Commandments in the Bible.

Check that students understand *underdog* (someone who is weak and not likely to be successful). Point out that the text uses some American English spellings, e.g. *self-centered* and *favor*. Students read the text and complete it with the words in the box.

ANSWERS

- | | |
|--------------|-------------|
| 1 illogical | 6 minds |
| 2 motives | 7 top |
| 3 successful | 8 overnight |
| 4 forgotten | 9 attack |
| 5 vulnerable | 10 teeth |

- 2 **SPEAKING** If you think students may have found the text difficult, ask them in turn to read out one of the completed commandments. Check that students understand everything. Students choose the two lines from the text which they liked best, and the two they agreed with least.

Ask students in turn to tell the class which lines they chose and why. Ask: *Did anyone else choose these lines? Why?* See which lines overall most students agree and disagree with. Alternatively, students can discuss the lines they chose in pairs or small groups. Ask some students to tell the class if they agreed or disagreed with their classmate's choice.

- 3 Elicit some possible extra lines, finishing with one of the sentences 1–3. Students then write their own lines. Ask students in turn to read out their lines. Ask the other students to note down lines they like, or lines they disagree with. When the class has heard everyone's lines, ask: *Whose lines did you like best? Which ones did you agree with least? Why?*

- 4 Read through the quotes with the class and check that students understand everything. Allow students time to prepare their answers, then ask them in turn to tell the class their ideas. When everyone has spoken, ask: *Whose ideas did you like best? Why?*

Alternatively, students could present their ideas to each other in pairs or small groups. Ask some students to tell the class about their classmates' ideas.

Fact file

The full title of *The Paradoxical Commandments* is *The Paradoxical Commandments: Finding Personal Meaning in a Crazy World*. The commandments have been published in different languages all over the world. They were found on the wall of Mother Teresa's children's home in Kolkata, after her death.

Albert Einstein (1879–1955) was a German physicist who helped the American government develop an atomic bomb in the 1940s but then described this as 'a big mistake'.

Robert Frost (1874–1963) was an American poet whose work is famous for showing rural life in the New England area of the USA.

Mahatma Gandhi (1869–1948) was the leader of the Indian nationalist movement in British-ruled India. He advocated non-violent civil disobedience as the best way to bring about social change.

Winston Churchill (1974–1965) was a British politician and prime minister during the Second World War. He is remembered for his strong leadership and powerful speeches which inspired people and kept up morale during the war years.

Theodore Roosevelt (1858–1919) was an American politician and president of the USA from 1901–1909.

He is well-known for building the Panama Canal and for winning the Nobel Peace Prize for his negotiations to create a peace treaty between Russia and Japan in 1905.

Audrey Hepburn (1929–1993) was a British actress who starred in many Hollywood films in the 1950s and 1960s. She was also known for her humanitarian work, especially in Africa.

Webquest

Students could do an internet search for 'inspirational quotes' to find a range of quotes by famous people. They could choose one or two quotes that they like, to bring to the next lesson.

In the next lesson, students can tell the class what quotes they found, and why they like them.

BBC Video

The Monster Raving Loony Party

1 Read the title with the class and explain that a *raving loony* is someone who is completely crazy. Students use their dictionaries to check the meaning of the words in the box. Go through the words in the box with the class, and check that students understand them all. Students then answer the questions. Check answers, and discuss what students know about the political system in their own country and in Britain.

ANSWERS

1, 2, 3, Students' own answers.

4 The British Prime Minister lives at 10 Downing Street.

2 **VIDEO** Explain that the Monster Raving Loony Party is a genuine political party, which puts forward candidates in elections in Britain. Students read the text and complete it with words from the box in exercise 1. Play the video for students to watch and check their answers. Ask: *What do you think of this party? Why do you think it was formed? Are there any similar political parties in your country?*

BBC video script, page T152

ANSWERS

1 headquarters 2 political party 3 leader 4 vote

5 members 6 parties 7 secretary

3 **VIDEO** Read through the table with the class and check that they understand everything. Read aloud the final name in the table (Mr R. U. Seerius – Are you serious?) and point out that, like all the names, it is a joke. Pre-teach *pasty* (a kind of meat pie) and *tuba* (a brass musical instrument).

Play the video again for students to watch again and match the people to the photos, then complete the table.

BBC video script, page T152

ANSWERS

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

1 couldn't sing 2 1957 3 free chocolate 4 children

5 happiness 6 Government Cuts 7 join the pound

Helping hand

If students find the video difficult, play it again, pausing as each speaker introduces themselves to make sure that students know who is speaking. Encourage students to find the gaps in the table relevant to that person, so they know what information they are listening for.

Extra activity: Vocabulary

Explain that *Government Cuts* is a joke, because *cut* has two meanings (cutting hair and cutting spending). Write on the board *fringe policies* and *Cat-Mandu*. Ask if students can remember how these are used in the video, and discuss why they are jokes.

ANSWERS

fringe policies: Dave Savage, the Minister for Hair, says he says he is responsible for fringe policies. *Fringe* has two meanings – the hair at the front of your head, above your eyes, and ideas that are slightly unusual and not typical.

Cat-Mandu: Howling Laud Hope's cat is called Cat-Mandu. This sounds like Kathmandu, the capital of Nepal.

4 **SPEAKING** Allow students time to prepare their ideas. Elicit ideas for 1–4 and discuss as a class which ideas are best. Make notes on the board as decisions are reached.

Students could also think of their ideas individually and then present their ideas to the class in turn. Note down the name of each party on the board as each student speaks, and encourage other students to ask questions about each party. At the end, point to the names of the parties on the board and have a class vote to choose the class favourite.

Alternatively, put students into pairs or groups to compare their ideas and choose the best ideas for their new political party. Monitor while students are working, then ask pairs or groups in turn to present their ideas to the class. Write the names of the parties on the board and have a class vote to choose the class favourite.

Webquest

Students might like to visit the 'Official Monster Raving Loony Party Website'. They can read more about the history of the party and the policies it has put forward at elections over the years. Students could choose something that they find interesting, funny or silly to share with the class.

In the next lesson, students can present their findings to the class, and discuss their reactions to the website and the party.

Extra activity: Exam practice

Tell students that in Part 4 of the Speaking exam, they have to answer some general questions. Write the questions below on the board and allow students time to prepare their answers. Explain to students that they should give extended answers to these questions, and should express their opinions. Briefly review some phrases for expressing opinions, e.g. *In my opinion, I believe, I would say...*

- 1 How important is it for young people to be interested in politics?
- 2 Do you think that schools should teach young people about politics? Why?
- 3 In what ways can young people help to improve their local community?

Ask the questions to individual students. As they answer, ask other students: *Do you agree? Why? / Why not?* Encourage students to express their opinions and develop their answers.

Alternatively, students could ask and answer the questions in pairs. Ask some students to tell the class about their partner's answers, and whether they agree with their partner's ideas.

Reference and further practice

Photocopiable video script, page T152

Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM



BBC Video The Monster Raving Loony Party

- 1 Check the meaning of the words in the box. Then answer the questions. Use your own words and complete sentences.

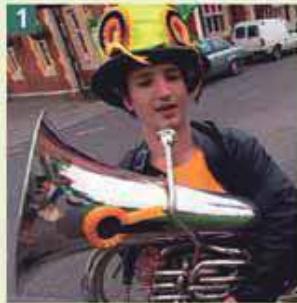
candidate constituency election
headquarters leader manifesto
member minister ministry policy
political party politician prime minister
secretary slogan vote (v)

- When is the next election in your country? Will you be able to vote in it?
- Do you know the names of any ministries or ministers in your country?
- Do you know what the political parties in your country have in their manifestos?
- Who is the British prime minister and where does he / she live?

- 2 Complete the text in your notebook with words from exercise 1. Then watch the video and check your answers. What do you think of the Monster Raving Loony Party?

The Official Monster Raving Loony* Party was founded in 1964 and still operates out of its (1) ... in a pub in Yately, Hampshire. Despite the sad death of its founder, Screaming Lord Sutch, in 1999, this eccentric (2) ... lives on. Its current leader, Howling Laud Hope, wanted the MRLP to be the first party to be ruled by both man and beast and so his cat 'Cat-Mandu' is joint (3) The party still uses Lord Sutch's famous catchphrase or slogan, which was '(4) ... for insanity – you know it makes sense!' The party has approximately 135,721 (5) ... worldwide, and its eccentricity is popular with other (6) It helps to be mad to be a member of the MRLP, but not everyone is accepted. As membership (7) ... Bony Maronie points out, some people 'are too loony for the loony party'.

*loony = lunatic



- 3 Watch the video again and match people A–G to photos 1–7. Then complete the information in the table in your notebook.

Name / Job	Information / Policies
A Screaming Lord Sutch Founder and former leader	Former rock musician. A quiet man with no vices. Called 'screaming' because he (1) .
B Howling Laud Hope Joint-leader	Left school in (2) and met Sutch. Was chairman before becoming leader.
C John Cartwright Shadow* minister for chocolate	Wants (3) for old age pensioners and the unemployed.
D The Flying Pasty Stands for Selly Oak constituency, Birmingham. Shadow minister for Tubas.	Wants to encourage (4) everywhere to play low brass instruments.
E 'Dancing' Ken Hanks	Wants to create a ministry of (5) .
F Dave Savage Minister for Hair	Wants to close down 10 Downing Street and re-open as hairdressing salon called (6) .
G Mr R. U. Seerius Candidate in Nottingham	Collates all new manifesto proposals. Says they are not going to join the Euro and will invite all other countries to (7) .

*A 'shadow' minister is an opposition equivalent of a minister.

- 4 Think of ideas for an 'alternative' new political party. Make notes for 1–4. Then compare ideas.

- Think of a name for the party.
- Think of jobs within it.
- Think of four key policies for the manifesto.
- Think of a slogan.

8

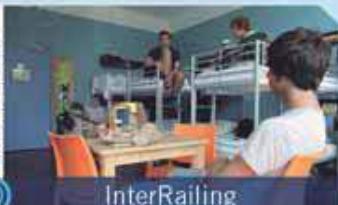
Travel and tourism

Unit contents

- Vocabulary** Travel: verbs, travel: collocations, describing places
- Grammar** Gerunds & infinitives
- Speaking** Asking for / giving information
- Listening** Completing sentences
- Writing** A description of a place

Skills Extra lessons

EXTRA LISTENING



InterRailing

EXTRA VIDEO



Visions of India

8A Introduction Tom's journey

Lead in

- 1 Discuss the questions and compare your ideas.

- 1 Have you ever been abroad? Where and when did you go?
- 2 What do you like or dislike about travelling?
- 3 Where would you like to travel? Why?

Speaking Workshop Page 151

Vocabulary Travel: verbs

- 2 Read Tom's blog and complete it with information from documents A–E.



Tom Lynch:

On the bus to the airport after spending 20 long minutes going in the *wrong* direction! 6 o'clock in the morning – obviously not my best time of day 😞

Comment

posted at 06:33



Tom Lynch

FROZEN! Harry and Tonya on open-top sightseeing bus. Brrrrrrrr!

posted at 14:48



uploaded at 16:47

My blog

Day 1

At last! I've been **looking forward to** going on this trip sooooo long! Now I'm on my way to see my cousin in New Zealand. I **set off** at (1) ... yesterday and **got on** the WRONG bus going to town and NOT the airport. The driver let me **get off** and I arrived at the airport just in time to **check in** for the Aer Lingus flight to (2) Luckily for me the plane was slightly **delayed** otherwise I might have **missed** it. I **stopped off** in England for a day to see my friend Harry in Oxford, where we **went sightseeing** with his girlfriend (3) We paid (4) ... to go on an open-top bus, and it started snowing!!! Spent the night at Harry's house. Thanks for your hospitality, Mr and Mrs Jenkins.

Day 2

Packed my bag again and **headed to** the airport for the onward journey to Auckland. **Got a lift** from Harry's mum who was HORRIFIED that I was going to try to **hitchhike**. So I arrived two hours early, but my flight was **cancelled** because of the bad weather – no flight till tomorrow, so the airline **booked** a room for me here at the (5) I **checked in** and that's where I am now – nice! They gave me a (6) ... room. I'd prefer a suite, but never mind.

C

Hotels 4 U

Client: Thomas Lynch
Booking reference: XPR5500 K
Staying with: Novotel Hotel Heathrow
(1 night)
Checking in: 13th February
Room: single
Breakfast included



8 Travel and tourism

Unit contents

Vocabulary Travel: verbs, travel: collocations, describing places

Grammar Gerunds & infinitives

Speaking Asking for / giving information

Listening Completing sentences

Writing A description of a place

Skills Extra lessons

Extra listening InterRailing

Extra video Visions of India

Fast finishers

Fast finishers could think of one or two questions to ask about the information in the five documents, e.g. *What time was his flight?* When you have checked answers, ask fast finishers to read their questions to the class. Other students can answer them. You could do this as a competition, awarding points to the first student who answers each question correctly.

8A Introduction: Tom's journey

SB pages 94 & 95

Lead in

1 **SPEAKING** Read questions 1 to 3 with the class. Check that students understand *abroad*. Ask individual students the questions. Encourage students to talk in detail about their own experiences, and encourage other students to ask questions to find out more about where their classmates have travelled to, and where they would like to travel to.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask individual students to tell the class about a classmate's travel experiences or wishes.

▶ **Speaking Workshop, SB page 151**

Vocabulary

Travel: verbs

2 Point out the five documents A–E. Elicit what each one is, then ask: *Where do you think Tom travelled to?* Ask students to read the blog quickly, ignoring the gaps, to find out where Tom went and where he is going next. Students then read the blog again and complete it with information from the documents.

ANSWERS

- 1 6 o'clock in the morning
- 2 London Heathrow
- 3 Tonya
- 4 £11.50
- 5 Novotel Hotel Heathrow
- 6 single

3 Students find the blue words in the blog and use their dictionaries to check the meanings. Check the meanings with the class, and elicit the infinitive forms of the verbs. Model pronunciation of difficult verbs, e.g. *hitchhike*, *cancel*. Students then complete the sentences with the correct forms of the blue verbs.

ANSWERS

- 1 book; pack; look forward to
- 2 check in; cancel; delay; miss
- 3 get on; get off
- 4 hitchhike; get a lift
- 5 set off, head to; stop off
- 6 go sightseeing

Fast finishers

Fast finishers can write one or two example sentences using the verbs from exercise 3. When you have checked answers, ask fast finishers to read out their sentences, omitting the verbs from exercise 3. See if other students can guess the missing verbs.

Listening

4 2.21 Point out that all students need to listen for is what Tom is doing in each situation. Play the audio, pausing after each situation to allow students to write a sentence about what Tom is doing.

Check answers, then ask: *What part of travelling do you enjoy the most / the least? Why?*

Audio script, page T142

POSSIBLE ANSWERS

- 1 Tom is packing his things for his trip.
- 2 Tom is setting off and saying goodbye to his mum.
- 3 Tom is getting off the wrong bus.
- 4 Tom is checking in at the airport.
- 5 Tom is getting a lift with Mrs Jenkins to the airport.
- 6 Tom is checking into the hotel at the airport.

5 2.22 Focus on the photos and elicit what each one shows. Play the audio for students to listen and match each person with two photos.

Audio script, page T142

ANSWERS

- 1 A, F
- 2 B, E
- 3 C, D

6 2.22 Allow students time to read through the texts. Check that they understand *hostel*. Play the audio again, pausing after each speaker to allow students time to complete the text related to that speaker.

Audio script, page T142

ANSWERS

- 1 Asia
- 2 smelly
- 3 scorpion
- 4 shower
- 5 France
- 6 police
- 7 youth hostel
- 8 cycling
- 9 chips
- 10 come back

Extra activity: Listening

2.22 Write these statements on the board. Ask students to decide from memory if they are true or false, and correct the false sentences. Play the audio for them to check their answers.

- 1 The boy had read a good review of the hostel.
- 2 The boy caught the scorpion by putting a cup over it.
- 3 The man was hitchhiking because his car broke down.
- 4 The man enjoyed his stay at the hostel.
- 5 The girl had lost all her money on holiday.
- 6 The girl didn't use the woman's knife and fork.

ANSWERS

- 1 False. (He had read a bad review.)
- 2 False. (He put a bucket over it.)
- 3 False. (He was hitchhiking because he missed his bus.)
- 4 True.
- 5 False. (She had spent it.)
- 6 True.

7 Read out the first question and elicit that the verb *packed* is incorrect. Ask students to look at the bold verbs in the other questions and choose the correct one for question 1 (*missed*). Students place the remaining verbs in the correct sentences, changing the form if necessary.

ANSWERS

- 1 **missed**
- 2 **set off**
- 3 **hitchhiked**
- 4 **look forward to**
- 5 **head**
- 6 **pack**

8 Read through the Key phrases with the class and check that students understand them all. Say a few sentences to elicit different answers using the Key phrases, e.g.

I love travelling. (Me too. / Really? I don't.)

I don't like travelling by bus. (Me neither. / Really? I do.)

I'd love to go to India. (Me too. / Really? I wouldn't.)

I wouldn't like to hitchhike. (Neither would I. / Really? I would.)

Give students time to prepare their answers individually. Monitor and help while they are working. Ask individual students the questions. When they answer, ask other students to respond using the Key phrases.

Alternatively, students could prepare their ideas individually and then work in pairs or small groups to ask and answer the questions. Ask some students to tell the class what they learned about their classmates.

Reference and further practice

Photocopiable audio script, pages T142–T143

Vocabulary Workshop, SB pages 148–149

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 8 pages 78–79

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM

VocApp

- 3 Check the meaning of the **blue** verbs in Tom's blog and complete 1–6 with the correct forms of them in your notebook.

- 1 Before travelling you ... a hotel and ... things for your trip. If it's an exciting trip you probably ... it.
- 2 You ... at a hotel or for a flight. You are unlucky if they ... or ... your plane or if you're late and ... it.
- 3 You ... and ... a bus, train or plane at the start and end of a journey.
- 4 Sometimes people stand by the road and If they're lucky they might
- 5 To ... means to start a journey and to ... means to go towards a place. To ... means to break your journey somewhere.
- 6 If you're visiting an interesting place you might want to ... and take some photos.

Vocabulary Workshop Pages 148–149 VOC APP

Listening

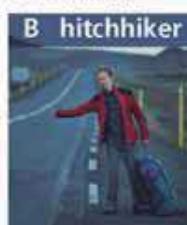
- 4 2.21 Listen to six situations. What's Tom doing in each situation? Write six sentences using the correct forms of the **blue** words from Tom's blog.

- 5 2.22 Listen to three people talking about their travel experiences. Match each person with two photos from A–F.

1 Ray



2 Mehmet



3 Stephanie



D ferry



E woods



F bucket



D

Economy BOARDING PASS

From	Cork			
To	London Heathrow			
EI 710	12 Feb	07.15		
Gate	Boarding time	Seat		
82	06.55	23A		

ETKT 53660098871549



- 6 2.22 Listen again and complete texts A–C in your notebook.

- The boy was travelling in (1) His hostel room was (2) ... and he had to catch a (3) ... when he was in the (4)
- The man was travelling in (5) ... and was trying to hitchhike on a very quiet road. The (6) ... gave him a lift and took him to town where he got a room in a (7)
- The girl was travelling on a ferry after a (8) ... holiday. She didn't have any money, so she ate some (9) ... which a woman had left. Fortunately, the woman didn't (10)

- 7 Place the bold verbs in the correct sentences. You may need to change the forms of some verbs.

- 1 Have you ever **packed** a bus, train or plane or got on the wrong one? Why / How?
- 2 Are you **organized**? Do you usually **head** early to get to places?
- 3 Have you ever **missed** or got a lift from a stranger?
- 4 What do you **set off** most before the school holidays?
- 5 Where would you **hitchhike** to first if you had 10,000 euros?
- 6 What do you always **look forward to** apart from clothes?

- 8 Ask and answer the questions in exercise 7. Use the Key phrases in your answers.

Key phrases

Comparing answers

Me too. / Me neither.

Neither do / have / would / can I.

So do / have / would / can I.

Really? I do / have / would / can.

Really? I don't / haven't / wouldn't / can't.

E

Open-top sightseeing tour of Oxford

Date & time: 12 February, 13:15

Ticket: Student

Price: £11.50

Get on / off at any of our 20 stops in Oxford. This ticket is valid for 24 hours from the time printed above.

8B Reading Budget travel

- 1 **2.23** Read the text and match headings 1–6 with paragraphs A–F.

- 1 House swaps
- 2 Other jobs
- 3 Getting away
- 4 Camping and guerrilla camping
- 5 WWOOFing
- 6 Couch surfing

- 2 Read the text again and write true or false for 1–3. Explain your answers.

- 1 The author thinks that finding a relative abroad can be a good start to a journey.
- 2 You don't need to offer a room or your home for either couch surfing or house swapping.
- 3 The WWOOFing Directory is not available for free.

- 3 Complete the sentences in your own words in your notebook.

- 1 In order to register with SERVAS you need to ...
- 2 You can find information about house swaps ...
- 3 Delivering cars or working on boats is a good idea if ...
- 4 The author gets money to travel by ...

- 4 Answer the questions in your own words in your notebook.

- 1 Why is SERVAS selection strict?
- 2 What are the disadvantages of couch surfing?
- 3 What are the advantages of house swapping?

- 5 Find words or expressions in the text which match the definitions.

- 1 simple or clever ways to do something (paragraph A)
- 2 a person whose home you have been invited to (paragraph B)
- 3 a disadvantage (paragraph C)
- 4 find yourself in a place or situation, maybe unexpectedly (paragraph D)
- 5 a list of information (paragraph E)
- 6 when there are a lot of people or too many people in a place (paragraph F)

- 6 Discuss the questions.

- 1 Which of these ways of travelling would you most and least like to do?
- 2 Would you invite strangers to your home?
- 3 How much money do you think you need to start travelling?

Vocabulary Travel: collocations

- 7 Complete the phrases in your notebook with the words in the box. Then check your answers in the text.

beach blog budget day return shoestring

- | | |
|---------------|-------------------|
| 1 travel ... | 4 ... ticket |
| 2 ... holiday | 5 travel on a ... |
| 3 ... hotel | 6 ... trip |

- 8 Complete the questions in your notebook with the words in the box. Then compare your answers.

five-star on a shoestring sickness single summer weekend

- 1 Do you know any ... hotels?
- 2 Where do you normally go for your ... holidays?
- 3 How much do you think a ... ticket costs from Madrid to New York?
- 4 Have you ever suffered from travel ... ?
- 5 What's your idea of travelling ... ?
- 6 Where would you like to go for a ... trip?

Vocabulary Workshop Pages 148–149



Webquest

Find out more ways to get around the world 'on a shoestring' or free. (How have Twitter and Facebook helped people?)



8B Reading: Budget travel

SB pages 96 & 97

- 1 2-23 Read out the title of the text and explain that if you do something on a shoestring, you do it very cheaply. Ask: *Do you think it is possible to travel very cheaply? How?*

Focus on the pictures on pages 96 and 97 and ask: *What are these people doing to travel cheaply?* Use the pictures to teach *couch*. Read through headings 1–6 with the class and check that students understand everything. Students read the text and match the headings to the paragraphs. You could play the audio while students read. Check answers, and ask again: *What are the people in the pictures doing to travel cheaply?*

ANSWERS

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

Helping hand

If students feel daunted by the text, ask them to read paragraph A, then ask: *Which heading matches this paragraph? Why?* Elicit the answer, then ask students to read paragraph B. Continue in this way, asking students to read one paragraph at a time and eliciting the correct headings.

- 2 Read through the statements with the class. Students read the text again. Students then decide if the statements are true or false. As you check answers, ask students to read out the parts of the text which helped them choose the answers.

POSSIBLE ANSWERS

- 1 True. (He suggests that writing to a relative, e.g. an auntie in Argentina, is a good start as they might invite you and your family to stay.)
- 2 False. (If you register to couch surf, you can expect guests occasionally. If you register for a house swap, the other family stay in your home.)
- 3 True. (You have to pay to register.)
- 3 Students complete the sentences in their own words.

POSSIBLE ANSWERS

- 1 go through a detailed registration process and have an interview.
- 2 on various websites.
- 3 you prefer a job where you keep moving.
- 4 writing a travel blog and giving travel advice.
- 4 Students answer the questions in their own words. Explain that where the information for the answers is not in the text, students should use their own ideas.

POSSIBLE ANSWERS

- 1 The SERVAS selection is very strict to protect people who invite other people into their homes to stay.
- 2 The disadvantages of couch surfing are that you may not like staying with people you don't know or having people you don't know staying in your home.
- 3 The advantages of house swapping are that you don't have to spend a lot of money, you can go to places you wouldn't go to if you were staying in a hotel and you might be able to use someone else's car.

Fast finishers

Fast finishers can think of advantages or disadvantages of guerrilla camping or WWOOFing. When you have checked answers, ask fast finishers to tell the class their ideas. Ask other students: *Do you agree or disagree? Why?*

- 5 Students find the words in the text. Check answers, and check that students understand all the words.

ANSWERS

1 tricks 2 host 3 downside 4 end up 5 directory
6 crowded

- 6 Allow students time to prepare their ideas individually, then ask individual students the questions. Encourage them to give reasons for their answers. Ask other students: *Do you agree? Why? / Why not?* Alternatively, students can ask and answer the questions in pairs or small groups. Monitor while they are working, then ask some students to tell the class what they and their classmates agreed and disagreed about.

Vocabulary

Travel: collocations

- 7 Remind students that collocations are words that go together. Students complete the phrases with the words in the box. They then check their answers in the text. Check answers with the class, and check that students understand all the collocations.

ANSWERS

1 blog 2 beach 3 budget 4 return
5 shoestring 6 day

- 8 Students complete the questions with the words in the box. Check answers, then give students time to prepare their answers. Ask individual students the questions. As they answer, ask other students: *Is your answer similar?* Alternatively, students can ask and answer the questions in pairs or small groups. Monitor while they are working, then ask some students to tell the class something they learned about their classmates.

ANSWERS

1 five-star 2 summer 3 single 4 sickness
5 on a shoestring 6 weekend

Webquest

Students can search for 'travel on a shoestring' to find lots of websites with tips for travelling cheaply. Students could prepare a short talk for the class with the best ideas they have found.

Focus on the vocabulary box about words that are often confused. Discuss the meaning of each word, and elicit a few example sentences. Read through the questions with the class and elicit the answers.

ANSWERS

- 1 travel
- 2 A trip is shortest and a voyage takes the most time.
- 3 It describes travel in one direction only.

Extra activity: Vocabulary

Write these gapped sentences on the board. Ask students to complete them with the words from the vocabulary box.

- 1 See you next week. Enjoy your _____!
- 2 My grandma finds _____ very tiring.
- 3 We didn't enjoy the _____ because the sea was very rough.
- 4 The _____ from London to Madrid only takes a few hours by plane.

ANSWERS

- 1 trip
- 2 travel
- 3 voyage
- 4 journey

Fact file

SERVAS is an international peace organization that was founded in 1949. It is estimated that there are 16,000 'open doors' worldwide, where travellers can stay while they are travelling.

House swapping has become much more popular in recent years, and there are now many websites which offer the service.

WWOOFing began in England in the 1970s. It has now spread worldwide, and there are opportunities to work on organic farms in over 90 countries.

Webquest

Students might like to visit a house-swapping website and the WWOOF website and plan a trip on a shoestring. They could find a house or apartment they would like to stay in, or a farm where they would like to work.

In the next lesson, students can share the information about the house or farm they have found and explain why they would like to stay there.

Alternatively, students could plan a three-month travel experience. They could visit travel websites and research how they would travel, where they would stay, and what they would visit. Tell them they must look at the costs and try to plan their trip for as little money as possible. In the next lesson, students could tell the class about their trip. The class could decide whose trip sounds the most exciting overall, and which sounds the best value for money.

Extra activity: Speaking

Ask: *What do you think young people can gain from travelling? Do you think tourism causes any problems around the world?*

Discuss the questions as a class. Encourage as many students as possible to join in and express their opinions.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class about their discussions.

Extra activity: Exam practice

Ask students to close their books. Write the following gapped text on the board. Ask students to complete the text by adding one word in each gap. Students can check their answers in paragraph A of the text.

The travel bug has bitten and you're looking (1) _____ adventure – something more, maybe, (2) _____ another beach holiday. First you need (3) _____ place to start, so you try writing (4) _____ that long-lost auntie in Argentina and she invites your family over. Great! But before you book your return ticket, why (5) _____ plan to extend your journey? The internet, low-cost airlines and budget hotels and hostels (6) _____ made travel cheaper, but knowing (7) _____ few tricks can help you and your money (8) _____ further.

ANSWERS

- 1 for
- 2 than
- 3 a
- 4 to
- 5 not
- 6 have
- 7 a
- 8 go

Extra activity: Exam practice

Tell students they have received an email from an English-speaking pen friend. Write the following text on the board.

Can you help me with a class project? I have to write about a travel experience that someone has had. Can you tell me about a travel experience that you have had? What was it? Where did you go? Was it a good or bad experience? Why?

Write soon,

Jenna.

Ask students to write an email of 140–190 words. Tell them to make sure they answer all the questions in Jenna's email.

When students have finished, they can swap emails with a partner and suggest corrections and improvements. Ask some students to read their emails to the class.

Reference and further practice

Vocabulary Workshop, SB pages 148–149

Speaking Workshop, SB pages 150–157

Vocabulary, WB Unit 8 pages 78–79

Reading, WB Unit 8 page 84

Reading reference, WB pages 106–107

Teacher's Resource and Tests CD-ROM

VocApp

Around the world for **(NEARLY) NOTHING** – TRAVEL ON A SHOESTRING



A

The travel bug has bitten and you're looking for adventure – something more, maybe, than another beach holiday. First you need a place to start, so you try writing to that long-lost auntie in Argentina and she invites your family over. Great! But before you book your return ticket, why not plan to extend your journey? The internet, low-cost airlines and budget hotels and hostels have made travel cheaper, but knowing a few tricks can help you and your money go further.

B

There are now several organizations which will help you to find a spare room or sofa in someone's house. You should also be prepared to act as a host to other travellers, so if you register, you can expect some guests occasionally. The original couch surfing organization, called SERVAS, takes the safety of members very seriously and has an exhaustive registration process, including an interview. Nevertheless, inviting or staying with strangers might not be everyone's preference.



C

Persuade your parents that this is a cool idea and you may soon be staying in someone's penthouse apartment on the other side of the world. There are various websites where you can register, advertise your home and arrange dates for a swap. Apart from saving money, you experience the place like a local and sometimes get a car. A downside might be the nosy neighbours.

D

There are free camping areas in some countries, or you can also ask friendly locals if they can recommend anywhere and you might end up staying in their garden or field. So-called 'guerrilla' campers also stay in parks, sports fields, and on beaches and the roofs of buildings, which are free but not necessarily comfortable, safe or legal. Remember, if there's a big KEEP OUT sign, it means that you aren't welcome.

E

WWOOF stands for World Wide Opportunities on Organic Farms, so as you'd expect this international organization has a directory of places offering work on organic farms, ranches and other businesses. In return for accommodation, food and training, you do some gardening, cooking or maybe look after children. You have to pay to register but it's a great way to get experience, friendship and to cover your living expenses.

F

Other ways to work your way around the world include au-pairing, teaching languages, or hotel work. If you prefer to keep moving, consider delivering cars or scan the internet for job opportunities on a luxury yacht or a cruise ship. It's not always a glamorous voyage, though, with long hours, crowded cabins and few opportunities for day trips. Alternatively, some people make money from their travel blogs or from giving travel advice. That's how I'm doing it ...

Often confused words



Look at the words and answer the questions.

travel journey trip voyage

- 1 Which word is *not* used as a singular noun?
- 2 Which type of travel is shortest and which takes most time?
- 3 Does a *journey* normally describe travel in one or two directions?

BON VOYAGE!



8C Grammar Gerunds & infinitives

Grammar Workshop Pages 132–133

- A GERUND: A VERB AS NOUN In which of the examples is the **-ing** form used as a noun? Translate the sentences.

I was **stopping** off to see my friend.

Working on an organic farm is fun.

Teaching languages is a way to earn money.

- B INFINITIVE OF PURPOSE Which of the examples of **to + infinitive** introduce a purpose or reason for something? How do you say those sentences in your language?

Check online **to get** the best travel deals.

I went on a trip **to see** my cousin.

You have **to pay** for registration.

I'd love **to travel** to Brazil.

- C PREPOSITIONS, ADJECTIVES, TOO & ENOUGH Look at the examples and complete the rules with '**to + infinitive**' or '**'an -ing form'**'.

I stopped there **before** getting a bus to Devon.

Some campsites are **free** to stay in.

I haven't got **enough money** to get the train.

Apart **from** saving money, it's comfortable.

It's **cheap** to travel on low-cost airlines.

We're going **too fast** to see anything.

Rules

- After a preposition we use
- After an adjective we use
- After adjective or adverb + too or enough we use

Note: with **used to / accustomed to**, we use an **-ing** form: *I'm not used to flying.*

- D VERBS + GERUND OR INFINITIVE Rewrite the sentences using **to + infinitive** or **an -ing form** of the verb in brackets. Check your answers in the texts on pages 94 and 97.

1 I've been **looking forward to** (go) on this trip.

2 Why not **plan** (extend) your journey?

3 You might **end up** (stay) in a field.

4 I **managed** (get) on the wrong bus.

5 You should **consider** (deliver) cars.

Note: some verbs can take either an infinitive or a gerund. Sometimes there is a difference in meaning:
I remembered to pack your socks. (I remembered, so I did it.)

I remember packing your socks. (I remember the action.)

Complete all activities in your notebook.

Practice

- 1 Complete the quiz questions in your notebook with the correct forms of **five** of the verbs in the box. Then do the quiz.

eat fly go pack surf travel walk

Travel Trivia

- Fear of ... is called ...
A aviophobia. **B** flyophobia. **C** airportophobia.
- ... is a sport which originated in ...
A Australia. **B** the UK. **C** Hawaii.
- ... the Camino de Santiago takes about ...
A a week. **B** a month. **C** two months.
- ... to a sauna with friends is normal in ...
A the UK. **B** Finland. **C** Portugal.
- ... a durian fruit is prohibited in some places because this fruit is ...
A poisonous. **B** addictive. **C** smelly.



SANTIAGO DE COMPOSTELA 79



Note: check your answers at the bottom of the page.

- 2 Make lists with your ideas for 1–3. Use **-ing forms**.

- Interesting holiday activities – *seeing new places, ...*
- Boring holiday activities
- Things which might interest visitors in my country

- 3 2.24 LISTENING OPTION Listen to three people talking about things in their lists. What activities does each person mention?

8C Grammar: Gerunds & infinitives

SB pages 98 & 99

A Read the three sentences with the class and elicit in which sentences the -ing form is used as a noun.

ANSWER

Working in example 2; Teaching in example 3

LANGUAGE NOTE Students do not generally have a lot of problems with the use of gerunds as subjects, although they may sometimes forget to add the -ing ending: *Work* Working in another country is a good experience. *Swim* Swimming is fun.

B Read out the questions and check that students understand *purpose* and *reason*. Read out the sentences and elicit in which sentences the infinitive expresses a purpose. Ask students to translate the sentences into their own language and compare the structure that is used in their language.

ANSWER

The first two examples introduce a purpose or reason for something.

LANGUAGE NOTE Students often forget that to express a purpose we use the infinitive form of the verb: *I went to London to see my friend.* NOT *I went to London for see my friend.*

C Read the examples with the class, then read the rules and elicit the answers.

ANSWERS

- 1 an -ing form
- 2 to + infinitive
- 3 to + infinitive

LANGUAGE NOTE Students often forget that we use an infinitive after an adjective: *It's easy to spend too much money.* NOT *It's easy spend too much money.*

They also make mistakes after prepositions, forgetting that we use an -ing form after prepositions: *I'm looking forward to seeing you.* NOT *I'm looking forward to see you.*

D Students rewrite the sentences, then check their answers in the texts on page 94 and 97. Check answers and discuss why a gerund or infinitive is used in each sentence.

ANSWERS

- 1 going
- 2 to extend
- 3 staying
- 4 to get
- 5 delivering

Grammar Workshop

The Grammar Workshop for Unit 8 on pages 132–133 has more information on the use of gerunds and infinitives. You could refer students to the Grammar Workshop now and go through it as a class. Students can refer to the information to help them with the practice exercises.

Practice

1 Explain to students that they must choose a verb from the box to complete the quiz sentence, and then choose the correct answer. Focus on the first gap and elicit the verb to complete it with the class (*fly*). Ask: *Should the verb be an infinitive or a gerund? Why?* (It should be a gerund, because it follows a preposition). Students complete the quiz sentences and do the quiz. Check answers, discussing why a gerund is used in each case. See who guessed all the quiz answers correctly.

ANSWERS

- 1 flying; A
- 2 Surfing; C
- 3 Walking; B
- 4 Going; B
- 5 Eating; C

Fast finishers

Fast finishers can write one more travel trivia fact of their own, with three possible answers. When you have checked answers, ask fast finishers to read out their travel trivia and the possible answers. See if the class can guess the correct answers.

2 Refer students back to section A in the presentation and remind them that we can use gerunds as the subject of a sentence. Students write their lists. Ask students in turn to read items from their lists to the class. Correct any errors as a class, then ask other students: *Do you agree this is interesting / boring? Why? / Why not?*

Fast finishers

To encourage fast finishers to continue working, you could make this a competitive activity, challenging students to list as many activities as they can for each category. When you check answers, see who has the most correct items on each of their lists.

3 2.24 **Listening option** Play the audio for students to listen and note down the activities on the people's lists.

Audio script, page T143

ANSWERS

- 1 Skiing, relaxing on the beach, doing nothing
- 2 Sunbathing, sightseeing
- 3 Exploring (the countryside and small towns)

- 4 Read out the first sentence beginning and elicit the correct ending and the correct verb form. Students match the remaining sentence halves and join them with the correct forms of the verbs. Check answers, referring back to the rules on page 98 as necessary.

ANSWERS

- 1 D; to learn
- 2 C; taking
- 3 E; going
- 4 A; to be
- 5 B; booking

Fast finishers

Fast finishers can write their own sentence endings to some of the sentence beginnings in exercise 4. When you have checked answers, ask fast finishers to read out their sentence endings only. See if the class can match them to the correct sentence beginnings.

- 5 Encourage students to use their dictionaries to check whether each of the verbs is followed by an *-ing* form or *to + infinitive*. Point out that dictionaries include more information than just the meanings of words. If students do not have access to dictionaries, read out each verb in turn and elicit which form it is followed by.
Students then complete the sentences with their own ideas. Monitor and help while students are working, encouraging them to self-correct any mistakes.

Fast finishers

Fast finishers could use their sentences to prepare a short presentation on their holiday likes and dislikes. Encourage them to expand their sentences using frequency adverbs such as *often*, *usually*, etc., and to add reasons for their likes and dislikes. When you have checked answers, ask fast finishers to give their presentations to the class. As a class, correct any errors and ask other students: *Do you agree with (Maria)? What do you agree / disagree with (her) about?*

- 6 Focus on the picture and explain the meaning of *into orbit*. Ask: *Do you think holidays in space will be possible in the future? Why? / Why not?*
Ask students to read the text quickly, then ask: *How long does it take to travel into space? How long will the tourists stay in space?*
Focus on the first blue verb and ask: *Is it correct? (no) Why not?* (because we use the *-ing* form, not *to + infinitive*, as a noun). Elicit the correct form (*Travelling*). Students then read the text again and decide if the verbs are correct or incorrect, and correct the incorrect verbs.

ANSWERS

- 1 Incorrect. The *-ing* form is used as a noun here: *Travelling*.
- 2 Incorrect. After an adjective + *enough* we use *to + infinitive*: *to go*.
- 3 Correct. We use *to + infinitive* to express a purpose here.
- 4 Incorrect. The verb *don't mind* is followed by a gerund: *waiting*.
- 5 Incorrect. The verb *manage* is followed by *to + infinitive*: *to get*.

- 6 Correct. The *-ing* form is used as a noun here.
- 7 Correct. We use *to + infinitive* to express a purpose here.
- 8 Correct. The verb *begin* is usually followed by *to + infinitive*.
- 9 Incorrect. After a preposition we use the *-ing* form: *getting*.
- 10 Correct. In this pattern, *take + noun* is followed by *to + infinitive*.
- 11 Incorrect. The verb *enjoy* is followed by a gerund: *floating*.
- 12 Incorrect. After a preposition we use the *-ing* form: *being*.
- 13 Correct. After an adjective we use *to + infinitive*.
- 14 Incorrect. After an adjective we use *to + infinitive*: *to forget*.

Fast finishers

Fast finishers could imagine they are on the Virgin Galactic spaceship and prepare a text message to send to a friend, describing the experience. Ask them to read out their messages. Ask the class: *Do you think this is realistic? Why? / Why not?*

- 7 Read out the first sentence and elicit a second sentence with the same meaning, using the word in brackets. Students rewrite the remaining sentences in the same way.

ANSWERS

- 1 Mike agreed to go to Italy.
- 2 I got a new passport before booking tickets.
- 3 Please don't stop telling the story.
- 4 We prefer to travel / travelling by train.
- 5 My brother won't manage to get a ticket.

Consolidation

- 8 Students complete the questions with the correct form of the verbs in brackets. Point out that for one question, two answers are possible.

ANSWERS

- 1 surfing; skiing; scuba-diving
- 2 to travel
- 3 working; to go
- 4 to travel
- 5 to eat
- 6 to communicate; learning
- 7 to relax / relaxing
- 8 to travel

- 9 **SPEAKING** **Speaking option** Allow students time to prepare their answers. Ask the questions in turn to the class and elicit answers. Ask other students: *Do you agree? Why? / Why not?*
Alternatively, students could ask and answer the questions in pairs or small groups. Monitor while they are working, then ask some students to tell the class something they learned about their classmates, e.g. *Paul is interested in working abroad. He would like to go to the United States.*

Reference and further practice

- Photocopiable audio script, page T143
Grammar Workshop, SB pages 132–133
Speaking Workshop, SB pages 150–157
Grammar, WB Unit 8 pages 80–81
Listening reference, WB pages 108–109
Teacher's Resource and Tests CD-ROM
iPack Grammar animations

- 4** Match and join 1–5 with A–E in your notebook using the correct forms of the verbs in brackets.
- 1 It isn't easy ...
 - 2 We walked instead of ...
 - 3 You should check the cost of ...
 - 4 It's really fantastic ...
 - 5 I'm already thinking about ...
- A (be) on holiday here.
 B (book) my next trip.
 C (take) a taxi.
 D (learn) Mandarin.
 E (go) on holiday there.
- 5** Check whether to use an *-ing* form or *to + infinitive* after each of the verbs. Then think about your holiday likes and dislikes and complete the sentences with your ideas in your notebook.
- 1 I don't mind ...
 - 2 I'd like ...
 - 3 I can't stand ...
 - 4 I could get used to ...
 - 5 I avoid ...
 - 6 I often spend time ...
 - 7 I would never agree ...
 - 8 I always look forward to ...
- 6** Say if 1–14 are *correct* or *incorrect*. Explain your answers.



INTO ORBIT

(1) To travel in space is no longer a dream. If you're brave enough (2) going and you've got about €150,000 (3) to book a ticket, then you can travel on the Virgin Galactic spaceship. That's if you don't mind (4) to wait a while, because the waiting list is already long.

If you manage (5) getting a ticket, (6) preparing for the trip will be part of the excitement. The 'Gateway to Space' terminal building has been built (7) to impress, and passengers entering it have begun (8) to cry with emotion even before (9) to get in a spaceship.

Once in the air, it takes an hour (10) to travel into space, where you will enjoy (11) to float in zero gravity and admire the views for just four minutes before the ship descends. In spite of (12) to be a short trip it will be an experience which will be difficult (13) to equal and impossible (14) forgetting.

Consolidation

- 8** Complete the questions with the correct forms of the verbs in brackets in your notebook. Two answers are possible in one of them.
- 1 Which of these are more fun as a holiday activity, in your opinion: ... (surf), ... (ski) or ... (scuba dive)?
 - 2 Would you like ... (travel) to Antarctica? Why?
 - 3 Are you interested in ... (work) abroad? If so, where would you like ... (go)?
 - 4 Where do you hope ... (travel) to when you finish school?
 - 5 Have you ever refused ... (eat) anything while you were on holiday?
 - 6 Is it possible ... (communicate) abroad without ... (learn) another language? How?
 - 7 How do you like ... (relax) when you're on holiday?
 - 8 Are you confident enough ... (travel) to India alone?

9 SPEAKING OPTION Ask and answer the questions in exercise 8.

8D Practical English Asking for information

- 1 **Read the text. Make notes for 1–4 in your notebook and compare your answers.**

Are there any places and activities in Edinburgh ...

- 1 which you would like?
- 2 which you wouldn't like?
- 3 which your grandparents would like?
- 4 which would be good for a family with young children?

Vocabulary Describing places

- 2 **Copy and complete the table with the blue words from the text.**

Adjectives	Locations
busy	city centre

- 3 **Look again at the adjectives in exercise 2 and put them into lists 1–5.**

- 1 Size:
- 2 Architecture:
- 3 Shops, restaurants and clubs:
- 4 Atmosphere and activity:
- 5 Prices:

- 4 **Write sentences about the place where you live using words from exercise 3. Use affirmative and negative sentences.**

It isn't really an affluent place.
There are one or two affordable restaurants in the town centre.
The nightlife is lively in the historic district.

Vocabulary Workshop Pages 148–149 VOC APP

The City of Edinburgh

Though famous for its festival and New Year's celebration, there's always something happening in Edinburgh. The busy city centre offers impressive architecture, cultural attractions and great shopping. The elegant new part contrasts with the atmospheric streets in the old part.

Accommodation

As well as luxury hotels, the city has budget-price hostels and bed and breakfasts. At festival time, accommodation is expensive, but there are affordable options on the outskirts of the town.

Restaurants

There are plenty of smart restaurants but also funky little cafés and bistros. If the weather's good, why not have a picnic in one of the parks? Outside the city, Leith is also a great place for food.

Shopping

For department stores and designer labels, try George Street. For characterful little shops, head for the West End. The affluent suburb of Bruntsfield also has chic boutiques, food and gift shops.

Attractions

Absorb the culture in the city's museums and galleries and explore the city's parks, gardens and riverside walks. Don't miss the zoo or the historic district and castle, or for something different, why not go on a ghost tour? And in August, there's the lively Edinburgh Festival Fringe – the biggest arts festival in the world.

Nightlife

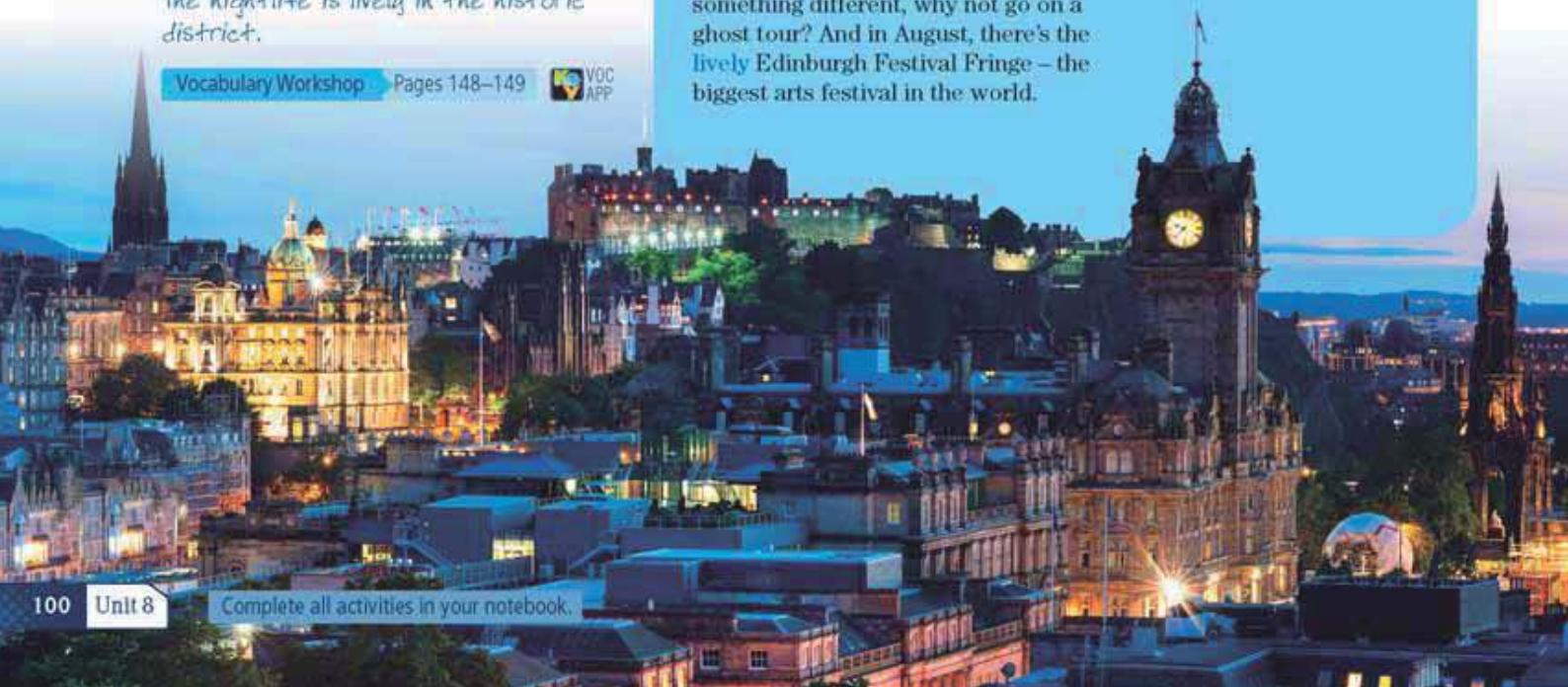
Whatever you want, it's here, from basic cheap venues to big trendy clubs. Places close at 11 p.m. or midnight in the week and midnight or 1 a.m. at weekends, and later during the Festival.

Surrounding area and day trips

North Berwick, located 25 miles east of Edinburgh, is a peaceful seaside resort with beaches and boat trips. Or half an hour's drive to the south you can be walking in the scenic Pentland Hills.

Getting around

Edinburgh is a compact city so it's easy to get around on foot. You can also go sightseeing by bus.



8D Practical English: Asking for information

SB pages 100 & 101

- 1 **SPEAKING** Focus on the picture and tell students it shows Edinburgh. Ask: *What do you know about Edinburgh?* Elicit information that students know about Edinburgh, and share information from the Fact file with them.

Read through the questions with the class, then ask students to read the text and find examples of places and activities.

Write the headings *Places* and *Activities* on the board, and elicit words from the text to add under each heading. Check that students understand all the words as you write them up.

Students then make notes of suitable places or activities to answer each question. Ask individual students the questions. As they answer, ask other students: *Do you agree? Why? / Why not?*

Alternatively, students can discuss the questions in pairs or small groups. Ask students to try to agree on three places or activities to answer each question. Monitor while students are working, then ask pairs or groups in turn to tell the class which activities and places they agreed on.

Fact file

Edinburgh is the capital of Scotland, situated in the south east of the country. Although Scotland is part of the United Kingdom, it has its own parliament, based in Edinburgh, which makes decisions on domestic issues such as welfare policy and education. Edinburgh is well known as a tourist destination, and attracts over a million overseas visitors each year. The Edinburgh Festival Fringe is the largest arts festival in the world. It takes place over a three-week period in August each year. In all, there are over 2,500 shows in venues around the city, and many performances in the streets.

Vocabulary

Describing places

- 2 Focus on the example words in the table. Check that students understand *location* (a place). Students complete the table with the blue words from the text. Allow them to use their dictionaries to help if necessary.

Check answers, and check that students understand all the words. Model pronunciation of words that students might find difficult, e.g. *scenic, characterful, affluent*.

ANSWERS

Adjectives	Locations
impressive	affluent
elegant	historic
new	lively
atmospheric	trendy
old	peaceful
affordable	scenic
smart	compact
characterful	part the outskirts of the town outside the city suburb district

Extra activity: Vocabulary

Ask students to read the text again and find more words to add to the table. Check answers, and check that students understand all the words. Students can use these words, as well as the words from exercise 2, when they do exercise 3.

POSSIBLE ANSWERS

Adjectives	Locations
great	museums
luxury	galleries
budget-price	parks
expensive	gardens
funky	riverside walks
chic	zoo
cheap	castle
	beaches
	hills

- 3 Read out the first adjective from the table in exercise 2 and elicit which list it would go in (Atmosphere and activity). Students put the remaining adjectives into the lists. Point out that some adjectives can go in more than one list, and some may not go in any list. When you check answers, point out that *affluent* does not fit into any list because it describes an area or place.

POSSIBLE ANSWERS

(adjectives from the extra activity are in brackets)

- 1 compact
 - 2 impressive, elegant, new, atmospheric, old, smart, historic, scenic
 - 3 affordable, smart, characterful, lively, trendy (funky, chic)
 - 4 busy, atmospheric, lively, peaceful
 - 5 affordable (luxury, budget-price, expensive, cheap)
- 4 Ask a student to read out the example sentence. Elicit one or two more sentences about the place where students live. Students then work individually to write their sentences. Monitor while students are working, and encourage them to use a range of vocabulary from exercises 2 and 3. Ask some students to read their sentences to the class. Correct any errors as a class.

Webquest

Students could look online to find out more about Scotland, and other places to visit there. They could search for 'Scotland tourism' or Scotland places to visit'. They could make notes on the information they find.

In the next lesson, students could present the information they found to their classmates. Discuss as a class which places students would like to visit, and why.

Video

5  2.25 Tell students they are going to watch or listen to four people asking for information. Read through the table with the class and check that students understand everything. Check that students understand *B&B*, *backpacker hostel*, and *dormitory*. Play the first conversation on the video and elicit the answers from column A and column B in the table (*A reasonably-priced place* and *to stay*). Play the remaining conversations, pausing after each one for students to choose the correct answers.

Video script, page 144

ANSWERS

- 1 a reasonably-priced place to stay
- 2 a nice place for a picnic
- 3 a bus to the city centre
- 4 the right way for the shopping area

Fact file

A *B&B* (Bed and Breakfast) is a place, often a private house, where people can stay overnight and have breakfast in the morning. *B&B* accommodation is very popular in the UK, where hotels tend to be expensive, so a *B&B* offers a comfortable and more affordable alternative.

6  2.25 Allow students time to read the questions, then play the video again, pausing as necessary to allow students to write their answers.

Video script, page 144

POSSIBLE ANSWERS

- 1 a The *B&B* is outside the city centre. The *hostel* is in the city centre.
b The *B&B* is £35 per night (including breakfast), and the *hostel* is £15 per night (not including breakfast).
- 2 The garden is behind the church. The park is a long walk from here.
- 3 The number 202.
- 4 The shopping centre is on the outskirts of town. The main shopping area is two minutes' walk from here.

Extra activity: Listening

VIDEO  2.25 Write the following questions on the board, or read them to the class. Students can answer them from memory, then watch or listen again to check.

- 1 What is the disadvantage of the *hostel*?
- 2 Why is the garden peaceful?
- 3 Why is the 202 the best bus to get?
- 4 How long would it take to get to the shopping centre?

ANSWERS

- 1 Breakfast is not included in the price.
- 2 It is away from the traffic.
- 3 It's the most direct bus.
- 4 Ten or fifteen minutes by bus.

7 Read through the information in the Key skill box with the class. You could play the video again for students to watch and check which strategies the people used.

ANSWERS

In conversation 2, the shopper repeats: *A picnic?* and *Somewhere you can sit.* The tourist asks for repetition: *Which way is the church again?*

In conversation 4, the shopper asks for repetition: *Sorry, did you say the shopping centre?*

Extra activity: Listening

VIDEO 2.25 Write the following gapped phrases on the board. Explain that they are all phrases for explaining where a place is. Students can complete them from memory. Play the video or audio again for them to check. Tell students they can use these phrases for the speaking task in exercise 9.

- 1 It's a _____ bus ride out of the city.
- 2 'Which way's the church again?' _____ that way. You'll _____ on your left.'
- 3 There's a bus stop _____. Can you see it?
- 4 Just _____ in that direction and you'll _____ it.

ANSWERS

- 1 ten-minute
- 2 Down; see it
- 3 across the road there
- 4 keep walking; come to

Pronunciation

Revision: stress & intonation

8  2.26  Focus on the sentences and point out that the underlined words are stressed and the arrows show how the intonation rises and falls through the sentence. Point out that the intonation falls at the end of sentences 1, 2 and 4, but rises at the end of the information question in 3.

Play the audio once for students to listen and note the stress and intonation. Play the audio again, pausing after each sentence for students to repeat. Ask some students to repeat individually, and ask the class to repeat each sentence together.

Audio script, page 144

Speaking

9  Read the task and the Key phrases. Elicit which of the Key phrases are used for giving information and assistance rather than asking for it. Elicit some example questions and answers, then choose pairs of students to have conversations in front of the class. Encourage them to use the stress and intonation patterns from exercise 8.

Alternatively, students could work in pairs to have the conversations. When they have finished, they can swap roles and practise again.

Reference and further practice

- Photocopiable video script, page T144
- Vocabulary Workshop, SB pages 148–149
- Speaking Workshop, SB pages 150–157
- Vocabulary, WB Unit 8 pages 78–79
- Speaking, WB Unit 8 page 83
- Listening reference, WB pages 108–109
- Teacher's Resource and Tests CD-ROM
- VocApp



Video

- 5 2.25 Watch or listen to four situations. For each situation choose a place from column A and a place from column B.

A What are they looking for?	B Where?
a quiet place	to the city centre
the most exciting place	for the shopping area
a bus	to stay
a nice place	on the outskirts of town
the best part of town	for a picnic
a reasonably-priced place	to walk around
the right way	for sightseeing

- 6 2.25 Watch or listen again and answer the questions in your notebook.

- 1 a Where are the B&B and the hostel?
b How much are the B&B and the hostel?
- 2 Where are the garden and the park?
- 3 Which is the best bus to get into town?
- 4 Where's the shopping centre?

- 7 Read the Key skill. Which of the strategies did the people in the video use?

Key skill

Speaking: Checking what you heard

It's normal to miss or misunderstand things when you're listening to somebody. You can clarify what you heard by:

- Repeating something you did understand:
'You said that the station is ...'
- Asking for repetition:
'Sorry, can you say that again?'
- Asking someone to slow down:
'Sorry, I didn't quite catch that. Can you say it a bit more slowly?'

Speaking Workshop → Page 157



Pronunciation Revision: stress & intonation

- 8 Listen to the sentences. Then practise saying them with the correct stress and intonation.

- 1 I'm looking for somewhere to stay for a couple of nights.
- 2 We were wondering if there's a nice place for a picnic around here.
- 3 Which way's the church again?
- 4 Sorry, am I heading the right way for the shopping centre?

Speaking

- 9 Follow the instructions.

Student A: Imagine that you're a visitor to your town. Ask questions using ideas from the box and the Key phrases.

Student B: Give information to student A. Use some of the Key phrases.

a good area for nightlife
a nice place to go for a coffee
an affordable place to eat
an interesting place for a day trip
somewhere you can go for a walk
the best place to go shopping

Key phrases

Asking for and giving assistance

- Excuse me, do you know ... ?
I'm looking for somewhere to ...
We were just wondering if there's ...
Is there / Are there any good places to ... around here?
Do you know where I can ... ?
Do you have any information about ... ?
How far is ... from here?
Hello. How can I help you?
What kind of price range are you looking for?

8E Writing A description of a place

Model text

- 1 Read the text and find phrases which describe photos A–E.
- 2 Read the text again and answer the questions in the Text analysis in your notebook.



Clonakilty

1 Clonakilty is a small town in the south-west of Ireland, about 40 kilometres from the city of Cork. Despite its small size, there's plenty happening in the town, which prides itself on its **welcoming, friendly** atmosphere and its **characterful, colourful** streets. The town has a rich heritage and the name of every street and square tells a story.

2 Clonakilty is a **compact** town and everything is within easy walking distance of the centre. In the town centre there are a lot of little shops and **cosy** cafés. It's really **relaxing to spend** the day in town, and the nightlife is surprisingly **lively**. You can usually find a band playing traditional music, or something more modern. One of the highlights of a stay here is a visit to the wild and **beautiful** coastline, and Clonakilty is only ten minutes' drive from some excellent surfing beaches.

3 The best time to visit the town is in the summer, when the local festivals and regattas are filling the streets, but the people are friendly any time and Clonakilty is always **worth visiting**.

Text analysis

Paragraph 1

- 1 What's the purpose of this paragraph?
- 2 Which words have capital letters? Why?
- 3 What's the purpose of the commas in this paragraph?

Paragraph 2

- 4 Which of these things does this paragraph describe?
A activities C people
B surrounding areas D how to get here
- 5 Why do we use **to + infinitive** here? Is it possible to say A, B or C?
It's a relaxing place ...
A for spending B for spend C for to spend

Paragraph 3

- 6 The conclusion includes which two of the following?
A a positive general comment
B a recommendation
C a description
- 7 Why do we use the **-ing form** here? Is it possible to say **worth to visit**?

8E Writing: A description of a place

SB pages 102 & 103

Model text

- Focus on the photos and ask: Where do you think this place is? Elicit what each photo shows. Use the photos to teach *surfing* and *traditional music*.

Students read the text and find phrases to describe the photos.

POSSIBLE ANSWERS

- A nightlife is surprisingly lively; find a band playing traditional music
- B lots of little shops and cosy cafés
- C characterful, colourful streets
- D wild and beautiful coastline
- E excellent surfing beaches

Fact file

Clonakilty is a small town in Eire, the Republic of Ireland. Northern Ireland is part of the United Kingdom, but the Republic of Ireland is an independent country. Ireland is a popular tourist destination for people who enjoy its unspoilt countryside and peaceful way of life. Clonakilty is known as a centre for both traditional and contemporary music, and it is possible to find live music in its pubs and bars on most nights.

- Students read the model text again and answer the questions in the Text analysis box. Go through the questions and answers with the class. Tell students they should think about all the points in the Text analysis box when they write a description of a place.

ANSWERS

- 1 To introduce the town.
- 2 Clonakilty (town), Cork (city) and Ireland (country): because they are place names.
- 3 The commas are used to separate clauses, and also to separate two adjectives when they are used together before a noun.
- 4 A and B
- 5 After an adjective we use *to + infinitive*. It is not possible to say A, B or C.
- 6 A and B
- 7 After the phrase *be worth* we always use the *-ing* form. It is not possible to use *to + infinitive*.

Extra activity: Speaking

Ask: *Would you like to visit Clonakilty? Why? Which of the activities mentioned in the text would you like to do? Why?*
Do you do any of these activities when you go on holiday?
Encourage students to talk about their own opinions and experiences.

Writing skills

Using adjectives

3 Read the example answers with the class and elicit what *friendly* can be used to describe. Students then complete the table with the blue adjectives from the model text, and decide what each adjective can be used to describe.

ANSWERS

Adjective	atmosphere	place	people
characterful		✓	✓
colourful		✓	
compact		✓	
cosy	✓	✓	
relaxing	✓	✓	
lively	✓	✓	✓
beautiful		✓	✓

Fast finishers

Fast finishers can look back at the adjectives they studied on page 100, and find more adjectives to add to the table. When you have checked answers, ask fast finishers to read out the adjectives, and discuss as a class what they can be used to describe.

4 As a class, brainstorm ideas for adjectives that can be used to describe the atmosphere, places and people in the students' town or city. Write the adjectives on the board.

5  2.27 Listening option Pre-teach *folk music* and *folk club*. Play the audio once for students to listen and make notes in the table. Elicit some ideas from the class, or allow students to compare their notes in pairs. Play the audio again for students to complete their notes. Ask: *Which speaker do you agree with the most? Why?*

■ **Audio script, page T144**

POSSIBLE ANSWERS

Favourite place or activity	Why they like it (adjectives)
1 the beach / beaches	big, empty, good (for walking), great (waves)
2 the town / the market place	pretty, friendly
3 the folk club	great (atmosphere, music)
4 the harbour	peaceful

Speaking

Preparing to write

6  Read through the two alternative tasks with the class, and check that students understand them. Read through the questions in exercise 6 and check that students understand everything. Allow students time to prepare their answers.

Ask individual students the questions. Encourage them to give as many details as possible in their answers, and encourage other students to ask questions to find out more information. Alternatively, students could compare their answers in pairs or small groups. Encourage them to explain their answers to their classmates rather than just showing them their notes. Ask some students: *Which of your classmates' places would you like to visit? Why?*

Writing

7 Read through the Key phrases with the class, and check they understand them all. Encourage students to use a range of phrases for describing places in their writing.

Students follow the steps in the Writing guide and write their description. With weaker classes, choose one of the tasks and elicit a paragraph plan with the class. Write the plan on the board to help students with their description.

Students can swap their description with a partner. Tell students to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Extra activity: Speaking

Ask: *Where do you think the next Olympic Games should be? Why?* Elicit a few ideas about what a city needs to host a successful Olympic Games (an attractive city, lots of accommodation, good transport, good restaurants and nightlife, etc.). Then ask students to choose a city and prepare a short presentation to 'bid' for that city to host the next games. Tell them they must try to convince their classmates that their city is the best choice. Students could do this individually, for homework, or they could work in pairs or groups in class to prepare their bids. Monitor and help while students are working. Encourage students to use vocabulary and expressions they have learned in this unit.

When students are ready, or in the next lesson, ask students in turn to give their presentations to the class. Give other students the chance to ask questions after each 'bid', then conduct a class vote to decide on which place should get the games.

Reference and further practice

Photocopiable audio script, page T103

Speaking Workshop, SB pages 150–157

Writing, WB Unit 8 page 85

Listening reference, WB pages 108–109

Writing reference, WB pages 110–118

Writing Tutor, Digital WB

Teacher's Resource and Tests CD-ROM

Writing skills Using adjectives

- 3 The model text includes a variety of adjectives to describe atmosphere, people and places. Copy and complete the table with the blue words from the model text. Can we use them to describe different things?

Adjective	atmosphere	place	people
welcoming	✓	✓	✓
friendly	✓	✓	✓

- 4 Which of the adjectives in the box would you use to describe the atmosphere, places and people in your town? Can you think of any more?

beautiful busy crowded helpful
lively plain scenic sleepy

- 5 2.27 LISTENING OPTION Listen to four people who are visiting or who live in Clonakilty. Copy and complete the table in your notebook.

Favourite place or activity	Why they like it (adjectives)

Key phrases

Describing a place

... prides itself on / is well known for ...
One of the highlights ...
You can easily find ...
Within walking distance (of) ...
... ten minutes' drive / walk / bus journey from ...



Speaking Preparing to write

- 6 Look at the task in the Writing guide. Then think of answers for questions 1–8, and ask and answer.

- 1 What's the place and where is it?
- 2 Is it well known for any reason?
- 3 Describe the atmosphere there.
- 4 What are the people like?
- 5 What can you see and do there during the day? Is there any nightlife?
- 6 Are there any interesting places nearby? If so, what can you see or do there?
- 7 When is the best time to go?
- 8 In general, why would you recommend this place?

Writing

- 7 Follow the steps in the Writing guide.

Writing guide

Task

Write a description about a place where you've been on holiday and which you liked. Describe the place and why you like it.

OR

Find information about a city which you would like to visit. Write a description and say why it attracts you. Write 120–150 words.

Think and plan

Look back at exercise 6. Organize your notes from questions 1–8 under these headings:

Paragraph 1

Introduction: name, size, location

Paragraph 2

Description of the place and activities there

Paragraph 3

Places nearby and activities there

Paragraph 4

Conclusion: when to go and why you'd recommend it

Write and check

Read the Key phrases. Write a rough version of your description using notes from your plan. Then check these points and write a neat version.

- Have you used commas and capital letters appropriately?
- Have you used a variety of adjectives?
- Have you used any of the Key phrases?



Skills Extra



Listening InterRailing

- 1 Look at the photos. Where do you think these photos have been taken? Why might these young people be here?



- 2 2.28 Find the key words in questions 1–10. Then listen to the interview twice and choose the correct answers.

- 1 Which of the following is *true*?
 - A Max is a university student.
 - B Max works for InterRail.
 - C Max has recently been InterRailing.
- 2 How many countries could Max have visited with his InterRail pass?
 - A 18
 - B 19
 - C 30
- 3 Max bought a ...
 - A global pass.
 - B ten-day pass.
 - C one-country pass.
- 4 Which of the following can you *not* get with an InterRail pass?
 - A Free entry to attractions.
 - B Discounts on certain ferries.
 - C Reduced prices in some hotels.
- 5 How did Max travel from Italy to Greece?
 - A By ferry.
 - B By train.
 - C By bus.
- 6 Max recommends Croatia because ...
 - A it has the most beautiful beaches in Europe.
 - B it's cheaper than other coastal areas.
 - C it's popular in the summer months.
- 7 Why wouldn't Max travel in summer again?
 - A It was too hot.
 - B It was too busy.
 - C It was too expensive.
- 8 When visiting a city, Max recommends staying in a ...
 - A campsite.
 - B hostel.
 - C hotel.
- 9 What does Max say about campsites?
 - A They are often far from cities.
 - B They charge more than hostels.
 - C They are popular with InterRailers.
- 10 What does Max recommend InterRailers take with them?
 - A A sleeping bag and a first aid kit.
 - B A first aid kit and copies of their passport.
 - C Only their InterRail pass.

Skills Extra

SB pages 104 & 105

Listening

InterRailing

- 1 Focus on the photos and elicit answers to the questions. Focus on the title *InterRailing* and ask: *What do you think InterRailing is?* Explain if necessary what it is (see the Factfile below) and ask: *Do you think this is a good way for young people to travel? Why? Do you know any young people who have travelled in this way? Where did they go? Did they enjoy it?*
- 2 2.28 Students read the questions and find the key words. With weaker classes, you could do this with the whole class. Play the audio once for students to choose the correct answers. Elicit some answers from the class, but don't confirm at this stage whether they are correct or not. Ask students what they heard in the interview to give them each answer. Play the audio a second time for students to complete and check their answers. Check answers, playing the audio again and pausing to focus on each answer.

Audio script, page T145

ANSWERS

Key words (possible answers):

- 1 true: A university student; B works, InterRail; C recently, InterRailing
- 2 how many countries: A 18; B 19; C 30
- 3 bought: A global; B ten-day; C one-country
- 4 not get: A free entry, attractions; B discounts, ferries; C reduced prices, hotels
- 5 how, travel, Italy, Greece: A ferry; B train; C bus
- 6 recommends Croatia: A beautiful beaches; B cheaper; C popular, summer
- 7 wouldn't, travel, summer: A too hot; B too busy; C too expensive
- 8 city, recommends staying: A campsite; B hostel; C hotel
- 9 campsites: A far from cities; B charge more, hostels; C popular, InterRailers
- 10 recommend, take: A sleeping bag, first aid kit; B first aid kit, copies, passport; C InterRail pass

Multiple choice answers (evidence from the audio in brackets)

- 1 C (*I've just spent a month travelling*)
- 2 C (... *that allowed me free or discounted travel in 30 countries*)
- 3 A (*I decided to get the global pass*)
- 4 A (*you can get reduced entry prices to local attractions*)
- 5 A (*I travelled by ferry from Italy to Greece*)
- 6 B (... *avoid the expensive French Mediterranean coast ... head to Croatia instead*)
- 7 C (*the cost of accommodation goes up*)
- 8 B (*it's cheaper to stay in a hostel in the city*)
- 9 A (*campsites are usually a bit further out*)
- 10 B (*a first aid kit and copies of their passport are what they'll really need*)

Extra activity: Speaking

Ask students to imagine they have been given a 10-day InterRail pass. Ask: *Where would you go?* Brainstorm a few ideas with the whole class, then ask students to plan their own trip. Students could work individually or in pairs or small groups for this. Ask them to decide where they would go, and why. Ask them to think about the places they would visit and the activities they would do there. Monitor and help while students are working.

Ask individuals, pairs or groups in turn to present their trip to the class. Encourage other students to ask questions and make comments. When all the trips have been presented, ask: *Whose trip do you think you would enjoy the most? Why?*

Fact file

The InterRail pass is a ticket that people who live in Europe can buy, which allows them unlimited travel in Europe for a fixed period of time. The minimum period for a pass is three days, and the maximum is one month. During that time, the majority of journeys are free, and others (e.g. overnight sleepers) are available at a reduced rate. The passes first went on sale in the early 1970s, and were available only to young people under the age of 21. They are now available to people of all ages.

BBC Video

Visions of India

1 Focus on the photos and the title. Ask: *Have you ever been to India? Would you like to go? Why? / Why not? What kinds of things do you think you could see in India? What activities could you do?* Encourage students to speculate and share their knowledge with the class.

Students use their dictionaries to check the meaning of the blue words. Check answers, and check that students understand the words. Ask: *Which of these things take place in your country?* Elicit some examples.

Fact file

India is the seventh-largest country in the world, and has the second-largest population. It is the world's largest democracy. It is divided into 28 states, each of which has its own culture and festivals. Traditionally, Indian society is dominated by the caste system, a rigid social structure which restricts people to a certain way of life and profession, according to their birth. The majority of people in India (around 80%) are Hindus. Around 13% are Muslims, and the remainder are Christians, Sikhs and Buddhists. There are numerous festivals throughout the year all over India, some national, others regional or very local.

2 **VIDEO** Read A–F with the class and make sure that students understand everything. Play the video for students to watch and put A–F in the order that they see them.

BBC video script, page T153

ANSWERS

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

Helping hand

If students find the video difficult, play it again, pausing as each image A–F is seen on the screen. Ask students to match the image on the screen to the correct description A–F, then continue with the video.

3 **VIDEO** Read the introduction with the class, and read out 1–5 so students can hear the pronunciation. Check that students understand *prosperity*. Students match 1–5 with A–E. Play the video again for students to check their answers.

BBC video script, page T153

ANSWERS

1 B 2 C 3 A 4 E 5 D

4 **VIDEO** Read through the sentences with the class. Play the video again for students to watch and decide if the sentences are true or false. Check answers, asking students to justify their answers as you check.

BBC video script, page T153

ANSWERS

- 1 False. (They spray paint at friends and strangers alike.)
- 2 True.
- 3 False. (It marks his conquest of the forces of darkness.)
- 4 True.
- 5 False. (Millions of Hindus travel vast distances.)

5 **SPEAKING** Allow students time to prepare their ideas. If necessary, brainstorm some ideas as a class on festivals in the students' own country or region.

Ask individual students the questions. As they answer, ask other students: *Do you agree? Why? / Why not?*

Alternatively, put students into pairs or groups to compare their ideas and choose the best ideas for a documentary film on their region or country. Monitor while students are working, then ask pairs or groups in turn to present their ideas to the class.

Extra activity: Speaking

Decide as a class which festivals to include in a documentary about the students' region or country, then put students into small groups and assign one festival to each group. Each group should write a documentary script for the festival they have been given, describing when it takes place, what happens, and why people enjoy it. Monitor and help while students are working. Ask students to research images for their festival and bring them to the next class. In the next class, groups can present their festivals in turn, using their script and the images. When all groups have presented, ask: *Which festivals do you think tourists to this region / country would most enjoy? Why?*

Alternatively, ask students to work individually or in pairs, and choose a festival from their own country or region to prepare a short presentation on. Students should research images, and can give their presentations in the next class as above.

Extra activity: Exam practice

Tell students that in some speaking exams, they have to answer some general questions. Write the questions below on the board and allow students time to prepare their answers. Explain to students that they should give extended answers to these questions, and should express their opinions. Briefly review some phrases for expressing opinions, e.g. *In my opinion, I believe, I would say ...*

Ask the questions to individual students. As they answer, ask other students: *Do you agree? Why? / Why not?* Encourage students to express their opinions and develop their answers. Alternatively, students could ask and answer the questions in pairs. Ask some students to tell the class about their partner's answers, and whether they agree with their partner's ideas.

- 1 In what ways are festivals important for a country or region?
- 2 Do you think it is important to keep old traditions alive in the modern world? Why?

Reference and further practice

Photocopiable audio / video scripts, pages T145 / T153

Speaking Workshop, SB pages 150–157

Listening reference, WB pages 108–109

Teacher's Resource and Tests CD-ROM


BBC Video Visions of India

- 1 Check the meanings of the blue words. Which of these things take place in your country? Can you think of any examples?

- 1 pilgrimages
- 2 carnivals
- 3 religious festivals
- 4 celebrations which mark or commemorate events in the past

- 2  Read A–F and check the meaning of any new vocabulary. Then watch the video. In what order do you see A–F?

- A An image being carried through the streets.
- B Bonfires, fireworks and oil lamps.
- C People offering gifts of money at a shrine in their home.
- D People throwing and spraying paint at each other.
- E A priest visiting someone's house and marking account books with symbols to bring good fortune.
- F People decorating their faces and wearing special ceremonial clothes.

- 3  Read the introduction. Then match 1–5 with A–E. Watch the video again and check your answers.

The Hindu faith is characterized by a series of loud and colourful carnivals that take place at key turning points of the year.

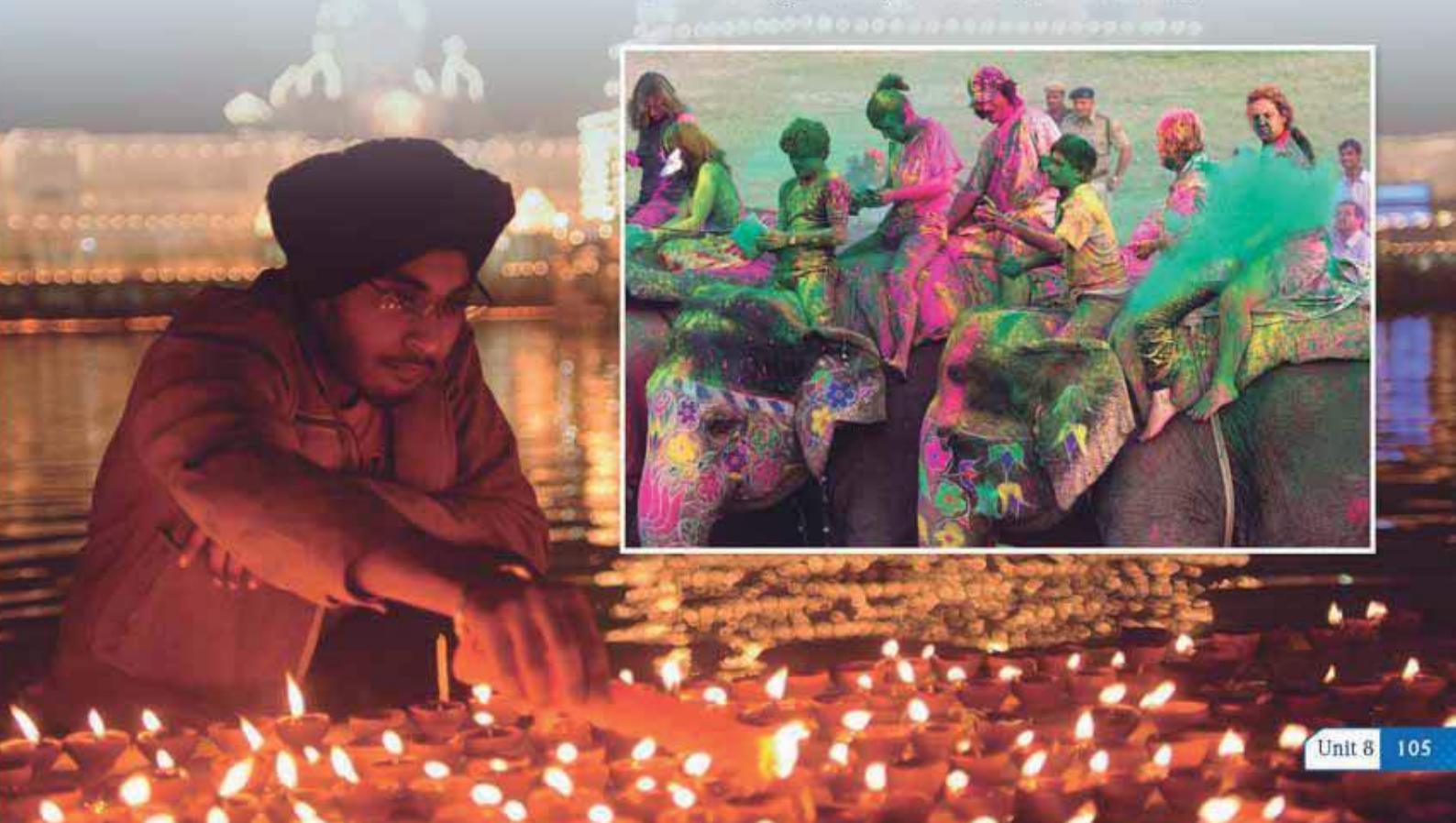
- | | |
|------------|---|
| 1 Holi | A The epic story of Lord Rama |
| 2 Diwali | B The festival of colour which marks the start of spring |
| 3 Ramayana | C The festival of lights which marks the Hindu New Year |
| 4 Sita | D The Hindu goddess of prosperity |
| 5 Lakshmi | E Rama's wife, who was kidnapped by Ravana but rescued by her husband |

- 4  Watch the video again. Are sentences 1–5 true or false?

- 1 At Holi, people only throw or spray paint at friends and family.
- 2 The Ramayana is told in many Indian languages.
- 3 Diwali commemorates the birth of Rama.
- 4 Fireworks at Diwali are to frighten evil spirits.
- 5 People don't usually have to travel far on pilgrimages.

- 5  Discuss the questions.

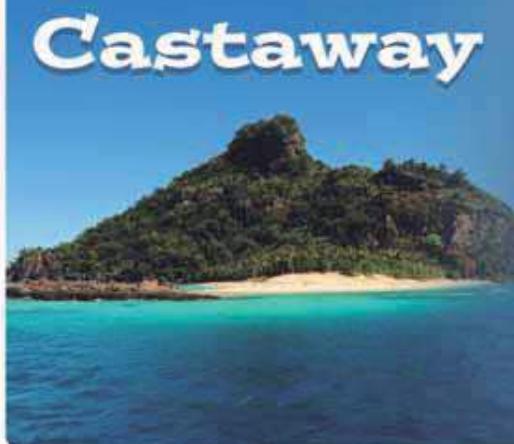
- 1 Would you like to visit any of the festivals in the video? Why / Why not?
- 2 Which festivals would you include in a documentary film about your region or country?
- 3 What images would you include in your documentary?



Review Unit 1

Use of English

- 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.



Imagine you had to go (1) ... company for years, alone on a distant island. This (2) ... to Alexander Selkirk back in 1704. The unfortunate Selkirk (3) ... a sailor on a ship under the command of Captain Thomas Stradling. When Stradling (4) ... off at a small island to pick up supplies, Selkirk warned him that the ship could not sail with the extra weight and refused to leave the island. The ship sailed off without him and sank a short time later as Selkirk (5) ... , and Selkirk was left alone. He settled there and (6) ... spend his days hunting wild goats which provided him with meat, milk and clothing during his (7) ... ordeal. Altogether Selkirk went (8) ... four years and four months alone on the island, until he was finally picked up. The writer Daniel Defoe wrote a book, *Robinson Crusoe*, based on Selkirk's experience.

- | | | | |
|---------------------|--------------------|------------------|------------------|
| 1 A on | B through | C without | D back |
| 2 A had happened | B has happened | C happened | D used to happen |
| 3 A was being | B has been | C was | D would be |
| 4 A stopped | B was stopping off | C has stopped | D would stop |
| 5 A used to predict | B predicted | C was predicting | D had predicted |
| 6 A would | B used | C did | D had |
| 7 A exciting | B exhausting | C exhausted | D excited |
| 8 A through | B back | C on | D without |
- 2 Complete the second sentence so that it means the same as the first sentence. Use the words in bold.
- 1 Ian used to go windsurfing every summer. (**would**)
Ian ... windsurfing every summer.
 - 2 Jill suffered a lot during her trip to India. (**went**)
While Jill was in India, ... a lot.
 - 3 We don't think this film is interesting at all. (**us**)
This film ... at all.
 - 4 Marty has never been a good student. (**well**)
Marty ... at school.
 - 5 It's ten years since Sandy last went sailing. (**been**)
Sandy ... ten years.
 - 6 There were some tickets left for the concert when I got there. (**sold**)
They ... all the concert tickets when I got there.

Writing skills

- 3 Choose the correct options.

- 1 We watched anxiously from the shore as soon as / while / after Ricky swam with the sharks.
- 2 It wasn't until eventually / in the end / later that she realized how much danger she had been in.

Common errors

- 4 Correct the errors in the sentences. One sentence is correct.
- 1 You have finished school now, Rachel?
 - 2 I'm finding school very bored at the moment.
 - 3 When I was young, I was going camping every summer with my parents.
 - 4 I haven't been away with my friends before.
 - 5 My sister used to get married last spring.
 - 6 She's very sensitive at the moment and she's annoying by everything.

Review

Unit 1

SB page 106

Use of English

- 1 Focus on the picture and check that students understand *castaway*. Ask them to read the text through quickly, ignoring the gaps. Ask: *How long did Selkirk spend on the island?* (four years and four months) *What did he eat?* (wild goats, milk) Students then read the text again and decide which answers best fit the gaps.

ANSWERS

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

Helping hand

If you think students will need help with this exercise, read out the first sentence and ask: *What kind of word is missing? A noun? A verb?* Elicit that the missing word is a preposition. Elicit some possible prepositions that might fit, then refer students to the four options. Read out the full sentence again, adding in each of the four options in turn. Ask: *Which one fits best?* (*without*) Tell students to use this technique to complete the exercise.

Fact file

Alexander Selkirk (1676–1721) was a Scottish sailor, who was marooned on an uninhabited island 600 kilometres off the coast of Chile for over four years. He survived by hunting goats and living off wild plants. He built two shelters, one for cooking and one for sleeping, and managed to domesticate some wild cats, who then protected him from the rats on the island. He made his own clothes and shoes from goat skin. The sailors who finally rescued him were impressed at how calm and relaxed he seemed, and how he did not seem to have suffered from spending so much time alone.

- 2 Focus on the first pair of sentences. Explain that students must complete the second sentence so it has exactly the same meaning as the first, and they must use the word in brackets. Ask: *What words are missing from the second sentence? (used to go)*. Ask: *Can you make the same meaning using 'would'?* Elicit the answer (*Ian would go windsurfing every summer*). Students then complete the exercise.

ANSWERS

- 1 would go
2 she went through
3 doesn't interest us
4 has never done well
5 hasn't been sailing for
6 hadn't sold

Writing skills

3 Point out that in this exercise sometimes more than one alternative is possible grammatically, but students must think about the meaning of the whole sentence in order to choose the correct alternatives.

Students complete the exercise. Check answers, and check that students understand all the alternatives.

ANSWERS

- 1 while
2 later
3 At first
4 as soon as
5 in the end

Common errors

4 Make sure students understand that one of the sentences is correct. Explain that the errors may be to do with grammar, spelling or meaning. Students correct the errors in five of the sentences.

Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- 1 You have finished Have you finished
2 bored boring
3 was-going camping used to go camping / went camping / would go camping
4 correct
5 used to get married got married
6 annoying annoyed

End-of-unit revision, tests and exam practice

Progress check, WB Unit 1 pages 16–17

Exam practice, WB pages 88–105

End-of-Unit 1 tests, Teacher's Resource and Tests CD-ROM

Unit 2

SB page 107

Use of English

1 Focus on the picture and check that students understand *the final frontier*. Focus on the planet and ask: *Which planet is called the Red Planet? (Mars) Do you think travel to Mars will be possible in your lifetime? Why? / Why not?* Ask students to read the text through quickly, ignoring the gaps. Ask: *When does the author think that travel to Mars will be possible?* (very soon). Students then read the text again and use the words given on the right of the text to form words that fit in the gaps.

ANSWERS

- 1 pollution
- 2 population
- 3 ourselves
- 4 operating
- 5 going

Helping hand

If you think students will need help with this exercise, read out the first gapped sentence and ask: *What kind of word is missing? A noun? A verb?* Elicit that the missing word is a noun. Focus on the first word on the right of the text and ask: *What noun can you form from this word? (pollution)* Read the gapped sentence out again, adding in the word *pollution*. Ask: *Does it make sense?* Tell students to use this technique to complete the exercise.

Fact file

Mars is the fourth planet from the sun, and is the closest planet to Earth. It is called the Red Planet because the iron oxide on its surface seems to give it a red colour. There has been a lot of speculation as to whether life has ever existed on Mars. There is currently no liquid water on Mars, but scientists believe that liquid water has existed on the planet in the past, making it possible in theory that life forms have existed there.

2 Ask students to read the text quickly, ignoring the gaps. Ask: *What do some people believe will happen in the future? (there will be a major disaster and our way of life will end).* Ask: *Do you agree? Why? / Why not?*

Students then read the text again and complete it by adding one word in each gap.

ANSWERS

- 1 will
- 2 going
- 3 be
- 4 change(s)
- 5 have
- 6 themselves

Helping hand

If you think students will need help with this exercise, read out the first gapped sentence and elicit some words that could be used to complete it. Explain that in this type of exam task, the missing words are often small, grammatical words, for example auxiliary verbs, pronouns, or prepositions. Read out the sentence again, adding in students' suggestions. Ask: *Which word makes sense? (will)* Tell students to use this technique to complete the exercise.

Writing skills

3 Students order the words to form sentences.

ANSWERS

- 1 Robots will work so that people will have more free time.
- 2 They leave Earth so as to escape an epidemic.
- 3 Villagers have been collecting food to prepare for a disaster.
- 4 Mars doesn't have oxygen and as a result, people can't live there.
- 5 The robot loses control, so they have to try to stop it.

Common errors

4 Point out that the text contains six errors, and these are underlined in the text. Ask students to read the text quickly, ignoring the errors. Ask: *Where do you think the people are going?* Students then correct the six errors.

Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- will get get
- help 'll help
- you yourself / yourselves
- will reach reach
- them themselves
- are going to will

End-of-unit and end-of-term revision, tests and exam practice

Progress check, WB Unit 2 pages 26–27

Exam practice, WB pages 88–105

End-of-Unit 2 tests, Teacher's Resource and Tests CD-ROM

End-of-Term 1 tests, Teacher's Resource and Tests CD-ROM

Review Unit 2

Use of English

- 1 Read the text below. Use the word given to form a word that fits in the gap in the same line.



Space – the final frontier?

Mars One is a very special project which will involve sending volunteers to the Red Planet as early as 2023. The only problem is that the volunteers will never return to Earth. But why do we need to do such a thing? One reason is that many people think that one day there'll be so much (1) ... on Earth that we will be forced to find another planet to live on. Others say that (2) ... will also be an important factor in humans making such a historic change. The question is, are we preparing (3) ... adequately for life in space? Some companies like Virgin Galactic will soon be (4) ... flights to space for anyone who can afford the fare. So Mars One is not unique. In the next few years, we are (5) ... to see several expeditions to Mars in the hope that one day it will be possible for humans to live there.

pollute
populate
our
operate
go

- 2 Complete the text below in your notebook. Use only **one** word in each gap.

Is it the end of the world as we know it?

We live in times of great historical change and people aren't certain what the future (1) ... be like. Some people believe that there is (2) ... to be a disaster that will destroy the world we live in. Others claim that in 50 years' time we won't (3) ... able to live on Earth any more. They say that climate (4) ... will bring conditions to the planet that will make it impossible for us to live here. As a result, by 2070 the world's population will (5) ... been moved to another planet. Some people have been getting ready for a catastrophe and have been teaching (6) ... how to deal with a disaster. As it's hard to say whether such great changes will really take place, shouldn't we simply try to live in the present and appreciate what we have today?

Writing skills

- 3 Order the words to form sentences in your notebook.

- 1 will work / robots / have / more free time / so that / people / will
- 2 an epidemic / escape / leave Earth / so / they / as / to
- 3 have / for a disaster / collecting food / to prepare / been / villagers
- 4 oxygen / people / Mars / doesn't have / can't / and as a result, / live there
- 5 loses control / so / the robot / they have to / stop it / try to

Common errors

- 4 Read the text and correct the underlined errors.

As the group headed for the spaceship no one spoke. Suddenly Captain Jay's voice was heard on the loudspeaker. 'As soon as you will get on board, everyone must sit down quietly. Craft One will take off immediately.' Hill looked at Polly, who had been badly injured in the struggle, and whispered, 'I help you climb up the stairs.' Just then Captain Jay's angry voice filled the air. 'Speaking is forbidden, as is helping others. You must only look after you!' The group was walking on in silence when suddenly Polly fell to the ground. Without a second thought, Hill stopped to help her up. 'You must keep walking until you will reach Craft One! All travellers must prepare them for a new way of life. This time tomorrow, you are going to already have arrived at a place where society doesn't exist and where there are no emotions.'

Review Unit 3

Use of English

- 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

MUCH ADO ABOUT NOTHING

I was prepared to dislike this version of our much-loved Shakespearean (1) ..., but I have to be (2) ... and say that I loved it. Joss Whedon, (3) ... is better known for directing *Avengers Assemble*, has done an excellent job on this (4) ... production. The script (5) ... used is Shakespeare's original, untouched and (6) ..., and strangely it seems to fit beautifully in the modern Californian setting. The characters truly come to life; we believe in the nasty, racist and (7) ... character of Don John, for example, and the comic duo Dogberry and Verges seem funnier than in other productions. On the day (8) ... Whedon's next movie is released, I'll be queuing up to see it.

- | | | | |
|--------------------|-------------|----------------|---------------|
| 1 A comedy | B horror | C genre | D launch |
| 2 A dishonest | B honest | C illogical | D regular |
| 3 A where | B that | C who | D which |
| 4 A viral | B offensive | C distasteful | D ambitious |
| 5 A that's | B who's | C which | D whose |
| 6 A indecent | B immature | C inoffensive | D uncensored |
| 7 A spine-chilling | B unsafe | C hair-raising | D disobedient |
| 8 A where | B when | C who | D which |

- 2 Complete the second sentence so that it means the same as the first sentence. Use the words in bold.

- Young children shouldn't watch this film. (*unsuitable*)
This film ... for young children.
- Carl is a director. He makes horror films. (*who*)
Carl, ..., makes horror films.
- Do you know who this album belongs to? (*whose*)
Do you know ... this is?
- The actor rejected his childhood friends when he became famous. (*back*)
The actor turned ... his childhood friends when he became famous.
- It was difficult for Lia to confront her father's dishonesty. (*face*)
Lia found it difficult to ... her father's dishonesty.
- The TV studio is being closed down. My cousin works there. (*which*)
The TV studio ... is where my cousin works.



Writing skills

- 3 Choose the correct options.

- No sooner / Just / Soon had the book been published than they made it into a film.
- As soon as the reality show had finished / finish / finishes, Bea switched off the TV.
- By the time I saw the video, it already went / had already gone / already goes viral.
- No sooner had the film been made that / just / than it was censored.
- The play was / is / had just started when the bomb went off.

Common errors

- 4 Correct the six errors in the text.

Film ratings

The ratings given to films often vary from country to country. A film who is shown in France, for example, may be illegal in other countries. If a film contains very violent scenes or shows immoral behaviour in a glamorous way, it will usually be rated for adults only or for accompanied teenagers. Many films are banned or censored if their characters are extremely irresponsible and it is felt they will negatively influence young people which are sensitive. But who's job is it to rate a film? Usually this is a decision taken by a group of qualified adults who all have very different opinions and tastes in films, so reaching an agreement isn't easy.

Unit 3

SB page 108

Use of English

- 1 Focus on the picture and check that students understand *Much ado about nothing* (a lot of fuss about something that is not important). Explain that this is the title of a well-known play by Shakespeare. Ask them to read the text through quickly, ignoring the gaps. Ask: *What kind of text is it?* (a film review) *Does the author like the film?* (yes). Students then read the text again and decide which answers best fit the gaps.

ANSWERS

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

Helping hand

If you think students will need help with this exercise, read out the first sentence and ask: *What kind of word is missing? A noun? A verb?* Elicit that the missing word is a noun. Elicit some possible nouns that might fit, then refer students to the four options. Read out the full sentence again, adding in each of the four options in turn. Ask: *Which one fits best?* (comedy) Discuss as a class why the other options don't fit (*horror* cannot be used as a countable noun to refer to a specific film, *genre* refers to a type of film, not a specific film, *launch* refers to the time when a film becomes available, not the film itself). Tell students to use this technique and think carefully about the meaning of each option when they complete the exercise.

Fact file

William Shakespeare (1564–1616) is considered to be one of the best and most important writers in the English language. He wrote 38 plays, including both comedies and tragedies. The comedy *Much Ado about Nothing* tells the story of two pairs of lovers, of which one pair are completely besotted with each other, whereas the other pair argue and seem to dislike each other, but gradually fall in love over the course of the play.

- 2 Students complete the second sentence so that it means the same as the first, using the word given.

ANSWERS

- 1 is unsuitable
- 2 who is a director
- 3 whose album
- 4 his back on
- 5 face up to
- 6 which is being closed down

Helping hand

If you think students will need help with this exercise, focus on the first pair of sentences. Explain that students must complete the second sentence so it has exactly the same meaning as the first, and they must use the word in brackets. Ask: *What words are missing from the second sentence? (shouldn't watch)*. Ask: *Can you make the same meaning using 'unsuitable'?* Elicit the answer (*This film is unsuitable for young children*). Read out the first sentence again, and then the completed second sentence. Ask: *Do they have the same meaning?* Tell students to use this technique to complete the exercise.

Writing skills

- 3 Tell students they must think carefully about the meaning of the whole sentence in order to choose the correct alternatives.
Students complete the exercise. Check the answers, and check that students understand all the alternatives.

ANSWERS

- 1 No sooner
- 2 had finished
- 3 had already gone
- 4 than
- 5 had

Common errors

- 4 Read out the title of the text and check that students understand what *film ratings* are. Point out that there are six errors in the text, and they are not highlighted in any way, so students must find them. Explain that the errors may be to do with grammar, spelling or meaning. Ask students to read the text quickly, ignoring the errors. Ask: *Who rates films?* Students then find and correct the six errors.
Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- 1 Line 2: *who* which
- 2 Line 2: *ilegal* illegal
- 3 Line 3: *inmoral* immoral
- 4 Line 6: *irresponsable* irresponsible
- 5 Line 7: *which* who
- 6 Line 7: *who's* whose

End-of-unit revision, tests and exam practice

Progress check, WB Unit 3 pages 36–37

Exam practice, WB pages 88–105

End-of-Unit 3 tests, Teacher's Resource and Tests CD-ROM

Unit 4

SB page 109

Use of English

- 1 Focus on the picture and ask students to read the two texts quickly, ignoring the gaps. Ask: *Who is Aunt Sally? Do you agree with her advice?* Students then read the texts again and decide which answers best fit the gaps.

ANSWERS

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

Helping hand

If you think students will need help with this exercise, elicit the first answer from the class and point out that the missing word completes a phrasal verb with *break*. Tell students to think about other possible phrasal verbs when they complete the task.

- 2 Students complete the second sentence so that it means the same as the first, using the word given.

ANSWERS

- 1 keep your cool
- 2 me to phone
- 3 get on well with
- 4 if he could take
- 5 suggested that we go cycling / suggested going cycling
- 6 are going out

Helping hand

If you think students will need help with this exercise, do the first sentence with the whole class. Point out that in this task the second sentence may contain a phrase which has a similar meaning to words in the first sentence.

Writing skills

- 3 Point out that some of the sentences are questions, so students should think carefully about the word order. Point out that students will need to add commas in some sentences. Students order the words to form sentences.

ANSWERS

- 1 So, how are you settling in to the new house, then?
- 2 Remember I told you I'd come and visit?
- 3 Hey, have you heard that Kay and Lee are dating?
- 4 Anyway, let's meet up soon. (OR Let's meet up soon, anyway.)
- 5 I almost forgot, what's your new phone number?

Common errors

- 4 Make sure students understand that one of the sentences is correct. Explain that the errors may be to do with grammar, spelling or meaning. Students correct the errors in five of the sentences.

Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- 1 ~~that her tell her to tell~~
- 2 ~~that he don't tell not to tell~~
- 3 ~~get to know to someone~~ get to know someone
- 4 correct
- 5 ~~compromise commitment~~
- 6 ~~had he he had~~

End-of-unit revision, tests and exam practice

Progress check, WB Unit 4 pages 46–47

Exam practice, WB pages 88–105

End-of-Unit 4 tests, Teacher's Resource and Tests CD-ROM

Review Unit 4

Use of English

- 1 Read the texts below and decide which answer (A, B, C or D) best fits each gap.

Dear Aunt Sally,
I need your help. My best friend Si has just broken (1) ... his girlfriend and he can't (2) ... over it. To make matters worse, our other friend TJ is being really unkind to him. For example, yesterday, he (3) ... Si to cheer up and said that he had nothing in common with his ex-girlfriend anyway. Later on, another friend told me that TJ (4) ... Si's ex-girlfriend out. He asked me (5) ... Si as he'll be really upset. Should I tell Si what has happened?

Thanks,

Marco

Dear Marco,

You sound like a very (6) ... and caring friend. Si is very lucky to have someone like you to (7) ... up for him. I always say that it's best to be (8) ... with those you care about. So when the two of you are alone, tell him as kindly as you can what you know and assure him that you will always be there for him.

Good luck!

Aunt Sally

- | | | | |
|----------------|---------------|----------------|---------------|
| 1 A up with | B with up | C well with | D up |
| 2 A be | B make | C get | D go |
| 3 A said | B warned | C reminded | D told |
| 4 A had asked | B was asking | C asks | D asked |
| 5 A don't tell | B not to tell | C I don't tell | D not telling |
| 6 A loyalty | B loyalty | C loyal | D disloyal |
| 7 A stand | B square | C end | D break |
| 8 A dishonest | B honest | C unequal | D undignified |

- 2 Complete the second sentence so that it means the same as the first sentence. Use the words in bold.

- 1 How did you manage to stay calm when Tod was shouting at you? (**cool**)
How did you manage to ... when Tod was shouting at you?
- 2 'Don't forget to phone Aunt Kelly,' Mum said. (**me**)
Mum reminded ... Aunt Kelly.
- 3 Ron and Lisa have a good relationship. (**get**)
Ron and Lisa ... each other.
- 4 'Can I take Helen out next week?' John asked my dad. (**could**)
John asked my dad ... Helen out the following week.
- 5 'Let's go cycling at the weekend,' Ahmet said. (**suggested**)
Ahmet ... at the weekend.
- 6 Izzie and Sam are in a relationship. (**out**)
Izzie and Sam ... with each other.

Writing skills

- 3 Order the words to form sentences. Add commas and capital letters where necessary.

- 1 how / settling into / you / are / so / then / the new house / ?
- 2 I / I'd / and / visit / remember / come / told you / ?
- 3 heard / Kay and Lee / dating / have you / hey, / that / are / ?
- 4 meet / soon / let's / up / anyway
- 5 what's / almost / I / your / new / forgot, / phone number / ?

Common errors

- 4 Find and correct the errors in the sentences. One sentence is correct.

- 1 He asked that her tell the truth.
- 2 She told him that he don't tell anyone the secret.
- 3 It always takes a while to get to know to someone.
- 4 They asked me where I lived.
- 5 Sara won't make a compromise so she won't marry Derek.
- 6 I asked him when had he got there.

Review Unit 5

Use of English

1 Complete the second sentence so that it means the same as the first sentence. Use the words in bold.

1 It's not possible that you saw Jack; he's in London.
(have)

You ... Jack; he's in London.

2 Is it necessary to ask your parents' permission to go out? (to)

Do you ... your parents' permission to go out?

3 Try to make him notice us so that we can pay the bill.
(eye)

Try to ... so that we can pay the bill.

4 Phil says he can help us with it next week. (be)
Phil says he ... help us with it next week.

5 They spent hours talking together last night. (with)
They spent hours talking ... last night.

6 You're not allowed in here. (come)
You ... in here.

2 Read the text below. Use the word given to form a word that fits in the gap in the same line.

Writing skills

3 Order the words to form sentences.

1 grateful / I would / if / could / phone / send me / you / be / a new

2 to / I / hearing / on this matter / look / from / forward / you

3 be possible / if it would / wondering / to / was / get / I / my money back

4 your / this issue / I / assistance / with / appreciate

5 writing / I bought / Ms Harris, / in relation to / dear / recently / I am / which / a phone / from you

Common errors

4 Correct the errors in the sentences. One sentence is correct.

1 Do we can look at your products online?

2 He musts write a letter to the company.

3 He cries very easily as he's very sensible.

4 They will can replace the broken table.

5 They always hold the hands when they walk down the street.

6 We will have to send them an apology next week.

UNDER PRESSURE

Feeling under pressure can bring out the worst in people. People who usually have lots of (1) ... can fall apart when too much stress is put on them and the results can be disastrous. At first, they may become (2) ... and take things out on others. This may mean that they start saying things that are (3) ... to others or blame them for things that aren't their fault. Some people even become (4) ... and pick fights with those around them. As we all feel under pressure from time to time, it's important that we realize when we've behaved badly towards someone in a stressful situation. Honesty is the best policy, so we should always admit that we've got weaknesses and (5) ... for our bad behaviour.

confident

impatience
disrespect
aggression

apology



Unit 5

SB page 110

Use of English

- 1 Students complete the second sentence so that it means the same as the first, using the word given.

ANSWERS

- 1 can't have seen
- 2 have to ask
- 3 catch his eye
- 4 will be able to
- 5 with each other
- 6 can't come

Helping hand

If you think students will need help with this exercise, do the first sentence with the class as an example, and point out that a number of the answers in this task involve modal verbs.

- 2 Focus on the picture and check that students understand *under pressure*. Ask students to read the text through quickly, ignoring the gaps. Ask: *What advice does the author give?*

Students then read the text again and use the words given on the right of the text to form words that fit in the gaps.

ANSWERS

- 1 confidence
- 2 impatient
- 3 disrespectful
- 4 aggressive
- 5 apologize

Helping hand

If you think students will need help with this exercise, elicit the first answer with the class and tell students to think carefully about what part of speech is needed in each gap, and what spelling changes are necessary to form that part of speech from the words on the right.

Writing skills

- 3 Students order the words to form sentences.

ANSWERS

- 1 I would be grateful if you could send me a new phone.
- 2 I look forward to hearing from you on this matter.
- 3 I was wondering if it would be possible to get my money back.
- 4 I appreciate your assistance with this issue.
- 5 Dear Ms Harris, I am writing in relation to a phone which I bought from you recently.

Common errors

- 4 Make sure students understand that one of the sentences is correct. Explain that the errors may be to do with grammar, spelling or meaning. Students correct the errors in five of the sentences.

Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- 1 Do we can Can we
- 2 musts must
- 3 sensible sensitive
- 4 will can can / will / will be able to
- 5 the hands hands
- 6 correct

End-of-unit and end-of-term revision, tests and exam practice

Progress check, WB Unit 5 pages 56–57

Exam practice, WB pages 88–105

End-of-Unit 5 tests, Teacher's Resource and Tests CD-ROM

End-of-Term 2 tests, Teacher's Resource and Tests CD-ROM

Unit 6

SB page 111

Use of English

1 Focus on the picture and check that students understand *spam* (unwanted emails). Ask them to read the text through quickly, ignoring the gaps. Ask: *What is bacn? Do you receive a lot of bacn?* Students then read the text again and decide which answers best fit the gaps.

ANSWERS

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

Fact file

The word *bacn* /'beɪkən/ has been coined to form a light-hearted contrast with *spam*. The word *spam* refers to completely unsolicited email, but it is also the name of a low-quality tinned pork product. *Bacn*, which sounds like *bacon*, is email which is not completely unsolicited, and is therefore considered to be slightly better than *spam*, in the same way that *bacon* (cured or smoked pork) is better quality than its tinned counterpart *spam*.

Helping hand

If you think students will need help with this exercise, read out the first sentence and ask: *What kind of meaning does the missing word have?* Elicit that the missing word has the meaning of *substitute* or *alternative*. Refer students to the four options. Ask: *Which word has a suitable meaning? (replacement)* Read out the full sentence again adding in *replacement*. Ask: *Does the sentence make sense?* Tell students to use this technique to complete the exercise. When you check answers, discuss as a class the differences in meaning between the options, and why the other options don't fit.

2 Students complete the second sentence so that it means the same as the first, using the word given.

ANSWERS

- 1 great inspiration
- 2 meat was cooked
- 3 got my eyes tested
- 4 will be observed
- 5 is battery-operated
- 6 eco-friendly model

Helping hand

If you think students will need help with this exercise, do the first sentence with the class as an example, and point out that a number of the answers in this task involve a change in the part of speech of a key word, or a change from an active to a passive verb.

Writing skills

3 Ask students to read the text quickly, ignoring the gaps. Ask: *What problem does the text discuss?* (the problem that it is easy to waste time on a computer) Ask: *Do you waste time on your computer?* Students then complete the text with the words in the box.

ANSWERS

- 1 Even though
- 2 On the one hand
- 3 Despite
- 4 However
- 5 In spite of

Common errors

4 Make sure students understand that one of the sentences is correct. Explain that the errors may be to do with grammar, spelling or meaning. Students correct the errors in five of the sentences.

Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- 1 discovered itself was discovered
- 2 made was made
- 3 proving testing
- 4 correct
- 5 paper recycled recycled paper
- 6 cut her hair had her hair cut

End-of-unit revision, tests and exam practice

Progress check, WB Unit 6 pages 66–67

Exam practice, WB pages 88–105

End-of-Unit 6 tests, Teacher's Resource and Tests CD-ROM

Review Unit 6

Use of English

- 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.



Bin the bacn

Personal contact between people is something unique and there can be no (1) ... for it. However, the internet and email have without a doubt (2) ... the way we communicate. But have you found lately that you are (3) ... sent more and more automatic mails and newsletters? It's probably because you're receiving a lot of bacn. Bacn is the name that has been (4) ... to emails that we receive because we have joined an organization's mailing list. Like spam, bacn is basically emails that aren't personal, but which are sent, usually (5) ... advertisers, to large numbers of people. If too much of your time is (6) ... taken up by bacn, it might be a good idea to (7) ... which sites you want to receive regular messages from. Taking a few moments to have your name (8) ... from a mailing list could save you a lot of time every day.

- | | | | |
|-----------------|---------------|------------------|--------------|
| 1 A observation | B replacement | C adaptation | D discovery |
| 2 A rewritten | B cloned | C revolutionized | D researched |
| 3 A being | B going | C having | D doing |
| 4 A give | B giving | C gave | D given |
| 5 A with | B by | C for | D from |
| 6 A being | B been | C be | D to be |
| 7 A develop | B inspire | C observe | D rethink |
| 8 A to remove | B removing | C removed | D remove |

- 2 Copy and complete the second sentence so that it means the same as the first sentence. Use the words in bold.

- 1 This article has inspired me a lot. (**great**)
This article has been a ... to me.
- 2 They cooked the meat in a microwave. (**was**)
The ... in a microwave.
- 3 The optician tested my eyes. (**got**)
I ... by the optician.
- 4 Scientists will observe the changes in these crops. (**observed**)
The changes in these crops ... by scientists.
- 5 This phone needs a battery to work. (**is**)
This phone
- 6 If I were you, I'd get the model that is friendly to the environment. (**eco-friendly**)
I'd get the ... if I were you.

Inbox

Outbox

Spam (4368)

Trash



Writing skills

- 3 Complete the text in your notebook with the words in the box.

Despite Even though However In spite On the one hand

(1) ... computers were designed to make our lives easier, many people claim they now have less free time. (2) ... , we can find out information at the touch of a button that would have taken months of research before. On the other hand, internet users often complain that they waste valuable time looking at distracting websites. (3) ... the fact that many internet users intend to check something quickly, they can find themselves looking at eye-catching advertisements on web pages or clicking on links to unrelated information. (4) ... , can we avoid getting lost in cyberspace when looking for something specific? (5) ... of the distractions, we can develop good internet habits simply by setting time limits on our searches and sticking to them.

Common errors

- 4 Correct the errors in the sentences. One sentence is correct.

- 1 Penicillin discovered itself by mistake.
- 2 The first ice lolly made by leaving a stick of wood in a fizzy drink.
- 3 They were proving the new car to see if they wanted to buy it.
- 4 They had solar panels installed last year.
- 5 Let's print the magazine on paper recycled.
- 6 Louise cut her hair at the new hairdresser's in town.

Review Unit 7

Use of English

- 1 Read the text below. Use the word given to form a word that fits in the gap in the same line.



Cyber activism

Modern technology has, in recent years, become the weapon of those who want to change the world. It's becoming more and more common now for political (1) ... to head for the nearest computer and go online to raise (2) ... about important issues. These issues can include anything from opposing health cuts to supporting animal rights. These days, it's more likely that you'll be asked to sign a petition which has been sent via email than be stopped in the street by an (3) ... for a particular cause. But it wasn't always like that. In the past, if politicians (4) ... decisions that were unpopular, people would demonstrate in the streets in masses. (5) ... would go on marches to make their voices heard. Although marches still take place, the internet has become a valuable tool for bringing about social change.

protest
aware

active

make
demonstrate

- 2 Complete the text in your notebook.
Use only one word in each gap.

Getting involved

Are you interested in helping others, but don't quite know how to go about it? (1) ... you want to get involved with a charity, you'll need to spend some time researching how you can be of use to others. Here are some handy tips.

Firstly, decide how exactly you want to help. If you've got lots of time on your hands, you could take (2) ... in a campaign to help others. This may mean taking part in a (3) ... project. What's more, you should think about your skills and abilities and search online for a charity that could benefit from them. Whether you're interested in making a difference to inner-city schools or (4) ... money for cancer research, there are lots of groups out there that need assistance from people like you. You could even launch an (5) ... to help people in your area who need financial support. Remember, if more people got involved in charity work, our world (6) ... be a much better place.

Writing skills

- 3 Complete the text in your notebook with the words in the box.

addition all in all firstly more secondly

Have you heard of the latest fun way to raise money for charity? What's fantastic about it is that people donate money for you to do nothing and what's (1) ... say nothing! The British Red Cross (BRC) is encouraging people to sign up for a sponsored silence, and it's easy! So what do you need to do? (2) ..., you set a date a few weeks ahead so you have time to tell everyone about it. (3) ..., you email the BRC for a sponsorship form and ask everyone you know to sponsor you. Then, when you have successfully kept your mouth closed on the day (!), you collect your money and send it to the BRC. In (4) ... to being a great way to make money, it's also a great way for the lazy to participate in fundraising – (5) ... a very worthwhile activity. So what are you waiting for? Sign up today and – shhhh!

Common errors

- 4 Correct the errors in the sentences. One sentence is correct.

- 1 If you will join in the fundraising activity, you will get a free T-shirt.
- 2 Did the equality racial project take place in the end?
- 3 Who came up with the eslogan for the campaign?
- 4 If I meet the sports star, I'll ask him to sign this photograph.
- 5 10,000 people took part in the manifestation in the central square.
- 6 Unless we don't find a sponsor, we will have to cancel the tour.

Unit 7

SB page 112

Use of English

- 1 Focus on the picture and the title of the text. Ask: *What do you think cyberactivism is?* Elicit a few ideas, then ask students to read the text quickly, ignoring the gaps, to check their ideas. Students then read the text again and use the words given on the right of the text to form words that fit in the gaps.

ANSWERS

- 1 protesters
- 2 awareness
- 3 activist
- 4 made
- 5 Demonstrators

Helping hand

If you think students will need help with this exercise, point out that they must think about the part of speech of the missing words (noun, verb, etc.) and must also think about the form of the words (singular or plural, active or passive, etc.).

- 2 Ask students to read the text quickly, ignoring the gaps. Ask: *What advice does the author give? Do you agree that more people should get involved in charity work? Why? / Why not?* Students then read the text again and complete it by adding one word in each gap.

ANSWERS

- 1 If
- 2 part
- 3 volunteer
- 4 raising
- 5 appeal
- 6 would

Writing skills

- 3 Ask students to read the text quickly, ignoring the gaps. Ask: *What way does the author suggest for raising money for charity? Would you like to try this? Why? / Why not?* Students then complete the text with the words in the box.

ANSWERS

- 1 more
- 2 Firstly
- 3 Secondly
- 4 addition
- 5 all in all

Common errors

- 4 Make sure students understand that one of the sentences is correct. Explain that the errors may be to do with grammar, spelling or meaning. Students correct the errors in five of the sentences.

Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- 1 will join join
- 2 equality racial racial equality
- 3 eslogan slogan
- 4 correct
- 5 manifestation demonstration
- 6 don't find find (OR Unless If)

End-of-unit revision, tests and exam practice

Progress check, WB Unit 7 pages 76–77

Exam practice, WB pages 88–105

End-of-Unit 7 tests, Teacher's Resource and Tests CD-ROM

Unit 8

SB page 113

Use of English

- 1 Ask students to read the text quickly, ignoring the gaps.
Ask: *What advice does the author give for travelling cheaply? Would you be happy to do this? Why? / Why not?* Students then read the text again and complete it by adding one word in each gap.

ANSWERS

- 1 travel
- 2 going
- 3 book
- 4 staying
- 5 go
- 6 pack

Helping hand

If you think students will need help with this exercise, elicit the first missing word with the class and tell students to think about common collocations of the words before or after the gaps when they complete the exercise.

- 2 Ask students to read the text quickly, ignoring the gaps. Ask: *What places does the author recommend visiting in Athens?* Students then read the text again and use the words given on the right of the text to form words that fit in the gaps.

ANSWERS

- 1 historic
- 2 impressive
- 3 characterful
- 4 affordable
- 5 Sitting

Helping hand

If you think students will need help with this exercise, elicit the first missing word with the class and point out that if the pattern around the gap is *article + gap + noun*, the word in the gap may well be an adjective.

Fact file

Athens is the capital of Greece, and is one of the world's oldest cities. It was at the centre of Ancient Greek civilization, and is often considered to be the birthplace of democracy.

Writing skills

- 3 Make sure students understand that they should choose the word that cannot be used to complete the sentence. When you check answers, discuss as a class why the words cannot be used in the sentences.

ANSWERS

- 1 cosy
- 2 plain
- 3 atmospheric
- 4 an affluent
- 5 sleepy

Common errors

- 4 Ask students to read the email quickly, ignoring the errors. Ask: *Where is Carlos now? Is he enjoying his trip?* Make sure students understand that there are six errors in the email, and they are not highlighted in any way, so students must find them. Explain that the errors may be to do with grammar, spelling or meaning. Students find and correct the errors. Check answers carefully, discussing each of the errors with the class. Ask: *Which of these errors do you make? How can you remember to avoid these errors in future?*

ANSWERS

- 1 Line 1: ~~on-a-travel~~ on a journey / trip (OR I'm travelling)
- 2 Line 2: ~~passed~~ spent
- 3 Line 3: ~~To-swim~~ Swimming
- 4 Line 5: ~~the-surroundings~~ the surrounding area(s)
- 5 Line 7: ~~for-go~~ to go
- 6 Line 9: ~~To-sit~~ Sitting

End-of-unit, end-of-term and end-of-year revision, tests and exam practice

- Progress check, WB Unit 8 pages 86–87
- Exam practice, WB pages 88–105
- End-of-Unit 8 tests, Teacher's Resource and Tests CD-ROM
- End-of-Term 3 tests, Teacher's Resource and Tests CD-ROM
- End-of-Year tests, Teacher's Resource and Tests CD-ROM

Review Unit 8

Use of English

- 1 Complete the text in your notebook. Use only one word in each gap.

Budget travelling



So you have only a few pounds in your pocket and you want to go on holiday. What's the best way to (1) ... on a shoestring? Accommodation and food will be two of your main expenses, but (2) ... on holiday can be done cheaply. Before you (3) ... a room in a hotel, consider free options. If you don't mind someone (4) ... at your house while you are away, why not arrange to swap houses with someone in another country? They can stay at your house for free while you stay at theirs. Perfect. Having saved yourself some money, you'll be able to (5) ... sightseeing and use the little money that you have on museum entrances, tasting local dishes and generally on enjoying yourself. So, don't waste any more time – go and (6) ... your bag. The trip of a lifetime is waiting for you!

- 2 Read the text below. Use the word given to form a word that fits in the gap in the same line.

Athens: culture by the sea

An ideal destination for combining beach holidays, sightseeing and getting a taste of a busy city centre is Athens. Spend the morning touring the city's (1) ... district which includes Plaka and Monastiraki. Here you can see (2) ... examples of ancient architecture such as the Parthenon and the Roman Agora. Take a relaxing walk down the (3) ... side streets and buy your souvenirs in the (4) ... market at Monastiraki. When you get hungry, head to Thiseo – five minutes from the market on foot – to try out its lively and trendy restaurants. (5) ... in one of the popular café-bars and watching the locals is one of the best ways to learn about how the locals live. And don't forget the beach is only half an hour away, if you feel like having a swim.

Writing skills

- 3 Which word *cannot* be used to complete each sentence?

- 1 York is a *beautiful / cosy / compact* city in the north of England.
- 2 It has a *plain / lively / busy* city centre, but it doesn't get too crowded.
- 3 The people in York are very *helpful / atmospheric / friendly*.
- 4 York has got a long history and it has even got an *affluent / an atmospheric / a scenic* castle.
- 5 There are also many *sleepy / trendy / funky* restaurants and cafés to eat in.

Common errors

- 4 Read Carlos's email to a friend. Find and correct the six errors.

Hi Gary,

How are you? I'm on a travel through Europe at the moment with my friend Max. Last night, we passed the night in a hostel near the beach. To swim in the sea here was an unforgettable experience. We also did a lot of walking in the surroundings. I'll put some photos up on Facebook for you to see.

We've caught the train for go to France today. We're still on the train at the moment and I'm looking forward to arriving in Paris! To sit on a train all day is very tiring, but we've seen so many scenic places that we wouldn't have seen on a plane.

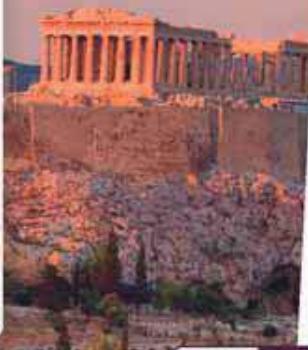
That's all for now,

Carlos



history
impress
character
afford

sit



Grammar Workshop

Starter unit

Present simple

Form

We form the present simple with the infinitive.

Affirmative / Negative / Question

I / You / We / They	infinitive		
He / She / It	infinitive	-s	
I / You / We / They	do not (don't)	infinitive	
He / She / It	does not (doesn't)		
Do	I / you / we / they	infinitive	?
Does	he / she / it		

She sings. **He doesn't sing.** **Does she sing?**

We do not use the auxiliary verb **do / does** with **be, have got** and modal verbs like **can**.

I'm not from England.

Have you got any family in Madrid?

Can you dance the Sevillanas?

Spelling

We have to change the spelling of some verbs before adding **-s** in the third person singular.

Verbs ending in ...

most verbs	add -s
enjoy	enjoy + -s → enjoys
-o, -s, -ss, -sh, -ch, -x catch	add -es catch + -es → catches
consonant + -y study	replace -y with -ies study + -ies → studies

Use

We use the present simple to discuss:

- facts and states.
8.2 million people live in London.
- habits and repeated actions.
95,000 people arrive at the airport every year.

1 Complete the text with the verbs from the box in the present simple.

describe explain feel follow not eat score spend

In this week's magazine, there's a rare interview with Lionel Messi, who **explains** how he (1) ... about playing for Barcelona. He (2) ... what it's like when he (3) ... a goal and he tells us about his lifestyle – what exercise programme he (4) ... , what types of food he eats and (5) ... and how he (6) ... his free time.

Present continuous

Form

We form the present continuous with **be + present participle**.

Affirmative / Negative / Question

I	am ('m)	infinitive	-ing
He / She / It	is ('s)		
You / We / They	are ('re)		
I	am not ('m not)		
He / She / It	is not ('s not / isn't)	infinitive	-ing
You / We / They	are not ('re not / aren't)		
Am	I		
Is	he / she / it	infinitive	-ing
Are	you / we / they		?

She's having tapas for lunch.

I'm not studying Swedish.

Are you living in Oxford?

Spelling

We have to change the spelling of some verbs before we add **-ing** to form the present participle.

Verbs ending in ...

consonant + -e hide	remove the -e hide + -ing → hiding
-ie die	Replace -ie with -y die + -y → dying
-l travel	double the l travel + l → travelling
Monosyllabic verb ending with a vowel + consonant get	double the final consonant get → getting
Verb of two or more syllables with a stressed final syllable ending with a vowel + consonant forget	double the final consonant forget → forgetting

Use

We use the present continuous to discuss:

- actions in progress now.

I'm watching TV.

- temporary situations.

She's not driving at the moment.

2 Write sentences in the present continuous using the prompts.

we / eat / lunch / at the moment.

We're eating lunch at the moment.

1 students / take / exam / today.

2 we / talk about / greatest fears.

3 she / not cry / because / film.

4 we / not stay / dinner.

5 what / you / study / university?

Past simple

Form

We form regular verbs in the past simple with infinitive + -ed.

Affirmative / Negative / Question

I / You / He / She / It / We / They	infinitive	-ed
I / You / He / She / It / We / They	did not (didn't)	infinitive
Did	I / you / we / they / he / she / it	infinitive ?

She **phoned** me last night.

She **didn't phone** me last night.

Did you **phone** him last night?

Spelling

We have to change the spelling of some verbs before we add -ed to form the past participle.

Verbs ending in ...

-e phone	Remove the -e phones + -ed → phoned
consonant + -y marry	Replace -y with -i marry + -i → married
-l travel	Double the l travel + l → travelled
Monosyllabic verb ending with a vowel + consonant stop	Double the final consonant stop → stopped
Verb of two or more syllables with a stressed final syllable ending with a vowel + consonant admit	Double the final consonant admit → admitted

Some irregular verbs have very different past participles.

See **Irregular verb list** on pages 158–159.

Use

We use the past simple to discuss:

- an action in the past that has ended.

What time did she arrive home?

- things in the past which happened frequently.

They played that song six times yesterday!

- past states.

She felt very tired after the walk.

3 Complete the text with the verbs from the box in the past simple.

dress up eat lift not use

People's unusual achievements

In 2008, Thomas Blackthorne (UK) **lifted** a 12.5 kg weight with his tongue. In 2010, 4,093 people (1) ... as zombies for the New Jersey Zombie Walk in the USA. In 2010, Ashrita Furman (USA) (2) ... 610 g of jelly in one minute. He (3) ... a spoon – he used chopsticks.

Past continuous

Form

We form the past continuous with was / were + present participle.

Affirmative / Negative / Question

I / He / She / It	was	infinitive	-ing
You / We / They	were		
I / He / She / It	was not (wasn't)	infinitive	-ing
You / We / They	were not (weren't)		

They **were playing** computer games.

She **wasn't waiting** for him.

Were we **playing** computer games?

Spelling

We have to change the spelling of some verbs before we add -ing to form the present participle.

See 'Present continuous' on page 114.

Use

We use the past continuous to discuss:

- an action in progress at a specific moment in the past.

Yesterday morning we were sitting outside.

- past actions interrupted by another action.

I was walking home when I saw it.

4 Choose the correct options.

This time last week, we was / are / **were** staying in Seville.

1 At 7.30 today, they were eating / eat / eats breakfast.

2 He is / was / are talking on the phone an hour ago.

3 Last term, the students are / were / be learning Dutch.

4 This time yesterday, I am / was / were watching TV.

Present simple & continuous, past simple & continuous

See 'Present simple', 'Present continuous', 'Past simple' and 'Past continuous' on pages 114–115.

5 Complete the email with the verbs in brackets in the present simple, present continuous, past simple or past continuous.

Hi Josie,

I'm emailing (email) to let you know that I (1) (be) home safely. I (2) (decide) to come back early because two days ago a huge tornado (3) (tear) through Oklahoma City, which I (4) (visit) at the time. I (5) (take) shelter in the cellar of the house that I (6) (stay) in. I (7) (think) I'm lucky to be alive and I (8) (feel) very sad for the people whose lives were destroyed.

Love, Kim

Stative verbs

With certain verbs we never use the continuous form. These are called stative verbs. The most common are:

- verbs to express thought and opinions: *believe, know, understand, remember, forget, think* (= believe)
I understand what you're saying.
- verbs that express preferences: *like, love, prefer, hate*
She loves rock music.
- verbs that express a state or possession: *be, have (got), own*
He hasn't got a car.

6 Correct the errors in the sentences. One sentence is correct.

I am regretting hurting the people I love.
regret

- 1 The students are preferring to do tests online.
- 2 This time yesterday we were playing football.
- 3 He was knowing that she was upset.
- 4 He isn't minding if you stay the night.
- 5 I'm not knowing how to speak French.

Subject & object questions

We usually form object questions by inverting the word order where an auxiliary or modal verb is present.

He is a fireman. → Is he a fireman?

Where there is no auxiliary or modal verb, we use *do* to form the object question instead.

I know her from work. → Do you know her from work?

Subject questions are formed by using the question word as the subject of the sentence instead. We do not use an auxiliary verb and we do not invert the word order.

Compare these sentences:

Who does Joe love? Joe loves Bella.

(Where Joe is the subject of the verb.)

Who loves Joe? Bella loves Joe.

(Where who is the subject of the verb, and Joe is the object.)

7 Write questions for these answers using the prompts.

Kim wrote the email.

Who / write / email?

Who wrote the email?

1 Juliet loved Romeo.

Who / Juliet / love?

2 Pedro survived the earthquake.

Who / survive / earthquake?

3 Mariana told me she was leaving.

What / Mariana / tell / you?

4 Lauren found this umbrella yesterday.

Who / find / umbrella / yesterday?

5 Sophia heard the doorbell.

Who / hear / doorbell?

Present perfect simple

Form

We form the present perfect simple with *have + past participle*.

Affirmative / Negative / Question

I / You / We / They He / She / It	have ('ve) has ('s)	past participle
I / You / We / They He / She / It	have not (haven't) has not (hasn't)	past participle
Have Has	I / you / we / they he / she / it	past participle ?

I've bought a lot of new books.

I haven't bought a lot of new books.

Have you bought a lot of new books?

Spelling

We form most past participles with infinitive + -ed. However we have to change the spelling of some verbs before we add -ed to form the past participle.

See 'Past simple' on page 115.

Use

We use the present perfect simple to discuss:

- a present situation that started in the past.
How long have you lived in Oxford?
- something which happened in the past which has an effect on the present.
I've been shopping, so we have food for dinner.
- past experiences when we don't say when they occurred.
She's met lots of new people.

8 Complete the text with the verbs in brackets in the present perfect.

- A So, looking at your CV, I see that you've *got* (get) some experience. (1) (you / ever / have) a job at McDonalds?
B No, I (2) (not / do) that.
A OK. (3) (you / pass) your driving test?
B Yes, I (4) (have) my licence since last year.

Present perfect continuous

Form

We form the present perfect continuous with the present perfect simple form of the verb *be* + present participle of the main verb.

Affirmative / Negative / Question

I / You / We / They He / She / It	have ('ve) been has ('s) been	present participle
I / You / We / They He / She / It	have not (haven't) been has not (hasn't) been	present participle
Have Has	I / you / we / they he / she / it	been present participle ?

I've been eating a lot of Italian food.

I haven't been eating a lot of Italian food.

Has she been eating a lot of Italian food?

Spelling

We have to change the spelling of some verbs before we add -ing to form the present participle.

See 'Present continuous' on page 114.

Use

We use the present perfect continuous to discuss:

- repeated or continuous actions that have an effect on the present.
She's been working in Barcelona for many years.
- a recent activity that was repeated and is relevant now.
I've been having problems with my computer.
- an explanation for something by referring to a past action or event.
I got an A because I've been studying for months

9 Correct the errors in the present perfect continuous in these sentences. One sentence is correct.

~~She's being~~ studying English for six months
been

- 1 I've been living in Dubai for eight years.
- 2 We've being walking all day!
- 3 The students aren't been living in Paris all year.
- 4 Josh and Kate haven't be going out for very long.
- 5 Were they been sitting in the sun all afternoon?

Present perfect simple & continuous

10 Complete the sentences with the verbs in brackets in the present perfect simple or the present perfect continuous.

I've been working (work) in Berlin since Christmas:

- 1 Why are you so wet? (you / jog) in the rain?
- 2 Is it still snowing? No, it (stop).
- 3 My brother (be) on holiday for six weeks.
- 4 I (not / study) medicine for three years.
- 5 How many times (you / visit) New York?

ever & never, for & since

We use ever or never + past participle in present perfect simple to discuss whether something has happened in the past.

- Ever means 'at any time' and is generally used in questions.
Have you ever been to the Prado museum?
- The opposite of ever is never, which means 'at no time'.
No, I've never been to the Prado.

We use for or since with the present perfect simple to discuss the duration of a state or action which began in the past and still continues.

- We can use for and since to answer 'How long ...?'
*How long have you lived here?
I've lived here for six months / since January.*
- We use for to discuss how long something has continued.
We've known her for two years.
- We use since to state when something began.
She's worked here since last Christmas.

11 Complete the sentences with ever, never, for or since.

We haven't been to Cork since we were young.

- 1 Have you ... been to Venezuela?
- 2 I haven't seen James ... 2012.
- 3 I've ... worked in a bar.
- 4 We've been married ... 42 years.

still, yet, already, just

We often use the time expressions still, just, yet or already with the present perfect simple.

- We use still in negative sentences to emphasize that a situation has not changed. We put it between the subject and the auxiliary verb have.
It's 11 p.m. and the film ~~still~~ hasn't started!
- We use yet in questions to ask whether an action has been completed. We put it at the end of a sentence.
Have you watched the DVD yet?
- We can also use yet at the end of negative sentences to emphasize that we intend to complete an action in the future.
I haven't saved enough money yet.
- We use already to emphasize that an action has happened. We put it between the auxiliary verb have and the past participle of the main verb.
I've ~~already~~ seen that film. It's rubbish!
- We use just to discuss an action that happened very recently. We put it between the auxiliary verb have and the past participle of the main verb.
I've just read the final Hunger Games book.

12 Rewrite the sentences so that the meaning stays the same, using the words in brackets.

He hasn't learnt to drive yet. (still)

He ~~still~~ hasn't learnt to drive.

- 1 It's not long since I left university. (just)
- 2 She still hasn't thanked us for her present. (yet)
- 3 They've visited the Eiffel Tower before. (already)
- 4 We haven't started studying yet. (still)
- 5 Have you got married recently? (just)

none, both, all, neither

We use both or neither to discuss two things / people, but we use all or none to discuss groups of three or more things / people.

- We use both or all after be or modal verbs.
We ~~could~~ all go dancing this weekend.
- We use both or all before other verbs.
They ~~bought~~ both new trainers for the gym.
- We use both, neither and all with of before articles and pronouns.
Neither of ~~you~~ can afford the festival tickets.

13 Choose the correct options.

All / None / Both my cousin and I have red hair.

- 1 Neither of / All / Both us could make it to the party.
- 2 Neither / Both of / None the children are happy.
- 3 They all / neither of / none of look very tanned.
- 4 You must both / none / neither of come and stay.
- 5 Both / Neither / All my sister nor I can speak Dutch.

Indefinite pronouns

We use indefinite pronouns to discuss people, things or places in a general way.

- We use pronouns ending in -body or -one to refer to people: *someone / somebody, anyone / anybody, no one / nobody, everyone / everybody*.
- We use pronouns ending in -thing to refer to things: *something, anything, nothing, everything*.
- We use pronouns ending in -where to refer to places: *somewhere, anywhere, nowhere, everywhere*.
- We only use pronouns with *no-* as the subject in a negative clause.

Nobody came to the summer barbecue.

- We use a singular verb after an indefinite pronoun.
- *Everything was ready for the exam this year.*
- We often use pronouns starting with *any-* in questions.
Is there anywhere good to eat nearby?

14 Complete the sentences with the words in the box.

anybody everywhere nobody nothing
somebody something

Can I tell you *something* private?

- 1 I've looked ..., but I can't find my phone.
- 2 The fridge is empty – there's ... to eat.
- 3 I've never met ... as beautiful as you.
- 4 The cinema was empty – there was ... there.
- 5 Finally, he's met ... he wants to commit to.

Comparatives & superlatives

We use comparative adjectives to compare things.

Rome is *bigger* than Madrid.

We use superlative adjectives to express extremes.

Italians make *the best* pizzas in the world.

Adjective	Comparative	Superlative
one syllable ending in -e nice	adjective + -r nicer	the + adjective + -st the nicest
one syllable ending in consonant + vowel + consonant big	adjective (with final consonant doubled) + -er bigger	the + adjective (with final consonant doubled) + -est the biggest
two syllables ending in -y funny	adjective (without -y) + -ier funnier	the + adjective (without -y) + -iest the funniest
other adjectives with one or two syllables clever	adjective + -er cleverer	the + adjective + -est the cleverest
three or more syllables expensive	more + adjective more expensive	the most + adjective the most expensive

Spelling

The adjectives *good, bad* and *far* have irregular forms.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	further	the furthest

Use

Comparative + *than* compares people, places and things.

Tallinn is *colder than* Toledo.

The + superlative expresses the highest degree of something.

I think jamón ibérico is *the best* in the world.

15 Complete the text with the adjectives in brackets in the comparative or superlative.

Record breakers

- Sultan Kosen (Turkey) is *the tallest* (tall) man in the world – he's 251 cm tall.
- Hans N. Langseth (Norway) had (1) (long) beard ever recorded – it was 5.33 m long.
- Cynthia J. Martell (USA) had (2) (decorated) skin ever – she had tattoos covering 96% of her body.
- Manuel Uribe (Mexico) is (3) (heavy) man in the world – he weighed 444.6 kg in March 2012.

(not) as ... as, less & least

We use as + adjective + as to compare two equal things.

The sequel was *as good as* the first film.

However, we use not as + adjective + as to express inequality. It means the same as *less* + adjective + *than*.

The second exam wasn't *as difficult as* the first.

The comparative adjective *less* is the opposite of *more*.

Gold is *more expensive than* silver.

Silver is *less expensive than* gold.

We use the superlative adjective *the least* + adjective as the opposite of *the most*.

This is *the most / least expensive hat* in the shop.

16 Order the words to form sentences.

exciting / yours. / less / than / Our / plans / holiday / are
Our *holiday plans* are *less exciting than yours*.

1 large / Peter's. / as / Our / is / not / family / as

2 patient / mother / is / than / My / less / me.

3 least / His / approach / the / is / systematic.

4 than / is / popular / The / deputy / president / less / his

Unit 1

Past simple

Form & Use See 'Past simple' on page 115.

1 Complete the sentences in your notebook with the verbs in the past simple.

- I **passed** my exams, but I **didn't do** well. (**not do / pass**)
1 When I ... China, I ... the Great Wall. (**visit / see**)
2 I ... such an amazing holiday – I ... hang-gliding and ... a camel across the desert! (**go / ride / have**)
3 Last year I ... from university and ... my own internet business. (**start / graduate**)
4 Tom ... his brother, '... you ... tennis yesterday?' (**play / ask**)

Past continuous

Form & Use See 'Past continuous' on page 115.

2 Order the words to form sentences.

- skiing / I / Alps. / last / This / was / the / time / in / year
This time last year, I was skiing in the Alps.
1 at / were / morning. / 10.30 / playing / We / tennis / this
2 ago / we / breakfast. / Three / were / hours / eating
3 9 p.m. / doing / between / What / you / and / yesterday? / 10 p.m. / were
4 they / still / Were / 3 a.m. / morning? / chatting / at / this

Past simple & past continuous

Use

- We use the past simple to discuss an action in the past that has ended.
I wrote my essay last night. I started it at five o'clock and I finished at half past six.
- We use the past continuous to discuss an action which was happening at a specific time in the past.
*'What were you doing at six o'clock?'
'I was writing my essay.'*
- We can combine the past simple with the past continuous by using *when* or *while*. We can also vary the order of the tenses within a sentence.
*While I was driving, my mobile rang.
My mobile rang while I was driving.*

3 Copy and correct the errors in the sentences. One sentence is correct.

- The children were playing when the postman **was arriving**.
1 They walked to college when they found the money.
2 Did you have your dinner when I called?
3 Jo didn't hear the bell because she was listening to music.
4 When I walked into the room, everyone worked hard.

4 Complete the sentences with the correct forms of the verbs in the box.

arrive do drive eat fall happen hurt play ring watch

I **was doing** my homework when the doorbell **rang**.

- 1 Gemma ... asleep while she ... the film.
2 The student ... his foot while he ... football.
3 Mario ... too fast when the accident ...
4 Everyone ... dinner when the final guests ...

Present perfect simple

Form & Use See 'Present perfect simple' on page 116.

5 Write sentences using the present perfect.

- Lee / not learn / drive yet.
Lee hasn't learned to drive yet.
1 Kim / eat / four cakes since lunchtime.
2 Susan / finish / school / but she / not leave / home yet.
3 We / not have / any homework this week.
4 you / go / abroad / this year?

Past simple & present perfect simple

Use

- We use the past simple to discuss a state or action that finished in the past.
*I **lived** in Gijón when I was eight years old. (I don't live there now.)*
- We use the present perfect simple to discuss a state or action that started in the past, but continues in the present.
*I've **lived** in Gijón since 2007. (I still live there now.)*
- We use the past simple with a time expression to specify the time something happened.
*I **tried** Thai food last night.*
- We use the present perfect simple if we don't want or need to specify the time something happened.
*Have you **tried** Thai food? (When doesn't matter.)*

6 Copy and correct the errors in the sentences. One sentence is correct.

- I **have visited** my cousin last Sunday. **visited**
1 My parents **has** met at school.
2 I **have passed** all my exams last year.
3 They **have lived** in New York all their lives.
4 Fabrice **didn't brush** his teeth yet this morning.

7 Complete the message with the verbs in brackets in the past simple or present perfect simple.

Hello from New York! It's day three and I've **had** (have) such a great time so far. I (1) (go) to the Empire State Building on Monday – it looks just like the films! Then yesterday we (2) (do) a walking tour and ate at a Caribbean restaurant. I (3) (never / taste) food so delicious in all my life. We can't decide what to do tomorrow. (4) (you / visit) the Statue of Liberty when you came last year?

Love, Petra

Past perfect simple

Form

We form the past perfect with **had + past participle**.

Affirmative / Negative / Question

I / You / He / She / It / We / They had past participle

I / You / He / She / It / We / They	had not (hadn't)	past participle
Had	I / you / he / she / it / we / they	past participle ?

She **had gone** to the cinema with her Mum.

I **hadn't phoned** him before my flight took off.

Had you **brought** a waterproof coat?

Use

We use the past perfect simple:

- for actions / situations which happened before another action / situation / specific point in the past.
*I'd only **seen** Khan in photos before I **visited** India.*
- with the expression *it was the first / second / third time*.
*It was the first time that I'd **tried** octopus.*

8 Match 1–4 with A–E. Then write sentences A–E using the past perfect.

She wasn't hungry. C **She'd just eaten** her lunch.

- I couldn't unlock the door.
 - I got to the station late.
 - Nicoletta was happy to see her brother.
 - Xavier wasn't ready to leave the party.
- A She / not see / him / three months
B I / forgot / my key
C She / just / eat / lunch
D The train / already / leave
E He / only just / arrive

Past simple & past perfect simple

Use

- We use the past simple, not the past perfect simple, for actions / events in the past that have finished.
*I **listened** to the band's new album.*
- We use the past perfect simple for actions / events in the past that happened before another action / event.
*I'd **seen** the show before I **met** the presenter.*

9 Choose the correct options.

After he **fed** / **had fed** the cat, he went to work.

- They **got** / **had got** dressed then they ate their breakfast.
- Had** they **already eaten** / **Did** they **already eat** by the time you got there?
- Had** you **eaten** / **Did** you **eat** any lunch yesterday?
- Mark was surprised to see Maria's ring because she **hadn't told** / **didn't tell** him that she was engaged.

10 Complete the sentences with the verbs in brackets in the past simple or the past perfect.

I **failed** (fail) my exam because I **hadn't studied** (not study).

- Thomas (not / meet) Sam before today.
- (study) Mandarin before you (move) to China?
- I (not / go) to the party because I (not / be invited).
- We (never / play) tennis before we (join) this school.

used to for past habits

Form

Affirmative / Negative / Question

I / You / He / She / It / We / They	used to	infinitive
I / You / He / She / It / We / They	did not (didn't) use to	infinitive
Did	I / you / he / she / it / we / they	use to infinitive ?

I **used to go** cycling along the river.

I **didn't use to go** ice skating.

Did you **use to go** swimming?

Use

We use **used to** to compare past actions / habits / situations with the present, to explain that the action or situation doesn't exist in the present.

We **used to go** to Italy on holiday. (But now we don't.)

would for past habits

Form

Affirmative / Negative / Question

I / You / He / She / It / We / They	would ('d)	infinitive
I / You / He / She / It / We / They	wouldn't	infinitive
Would	I / you / he / she / it / we / they	infinitive ?

When I was a child, I'd **spend** all my money on sweets.

When she visited Spain, she **wouldn't eat** until late.

Would you **eat** fresh seafood every day?

Use

We use **would + infinitive** in formal writing to talk about past actions or habits.

In the summer, my grandparents **would visit**.

11 Complete the sentences with the verbs from the box in the past with **used to** in your notebook.

go learn not / watch run work

I **used to run** 10 km a day when I was young.

1 Lauren ... in a restaurant when she lived in London.

2 Children ... as much TV as they do now.

3 ... a musical instrument when you were a child?

4 I ... fishing every week until I broke my leg.

Past simple, **used to** and **would**

Use

- We can use the past simple as well as **used to** or **would** to discuss past actions or habits.
*As a child, she'd **spend** her holidays in Ibiza.*
*As a child, she **used to spend** her holidays in Ibiza.*
*As a child, she **spent** her holidays in Ibiza.*
- We can't use **would** to discuss past states; we must use the past simple or **used to** instead.
- We can't use **used to** with **for** or **since**.

12 Order the words to form sentences.

Atlético Madrid / play / to / Fernando Torres / used / for
Fernando Torres used to play for Atlético Madrid.

- 1 didn't / Kim / use / go / hiking / to
- 2 have / hair? / Did / use / you / to / short
- 3 weekend / she / Harriet / play / teenager. / a / would / badminton / every / when / was
- 4 We / talk / each other / younger. / wouldn't / to / we / when / were

13 Complete the text in your notebook with the verbs from the box using the past simple or *used to* / *would* + verb. Sometimes there is more than one possible answer.

decide find get have swim stay

I *used to have* wonderful holidays when I was a child. Every year, we (1) ... with my aunt in Lanzarote. We (2) ... in the sea every day. One year, we found a cave – we (3) ... to go exploring but we (4) ... lost. After two hours, my aunt (5) ... us – and she never let us go exploring alone again!

Unit 2

Future with will

Form

Affirmative / Negative / Question

I / You / He / She / It / We / They	will ('ll)	infinitive
I / You / He / She / It / We / They	will not (won't)	infinitive
Will	I / you / he / she / it / we / they	infinitive ?

I'll come with you to the supermarket.

They won't come with me to the supermarket.

Will you come with me to the supermarket?

Use

We use *will* + infinitive:

- To make predictions or give opinions about the future.
I think it'll rain later today.
- To express decisions that you make as you're speaking.
Hang on a second – I'll get the bus too.
- To make promises, offers or to give warnings.
I'll buy you some chocolate for dessert.

We can also use time expressions such as *never*, *ever*, *just*, *only* and *still*. We put the adverb between *will* and the infinitive.

I will never speak to him again.

1 Write sentences in your notebook using *will* ('ll) or *won't* and the verbs in the box.

become have help not be not forget

I'll have a coffee, please.

- 1 We ... to call you when we arrive.
- 2 I ... at work on Tuesday.
- 3 ... you ... me with my science homework?
- 4 Do you think that robots ... more powerful than us?

Future with going to

Form

Affirmative / Negative / Question

I	am ('m)		
You / We / They	are ('re)	going to	infinitive
He / She / It	is ('s)		
I	am not ('m not)		
You / We / They	are not ('re not / aren't)	going to	infinitive
He / She / It	is not ('s not / isn't)		
Am	I		
Are	you / we / they	going to	infinitive
Is	he / she / it		?

I'm going to take my driving test this year.
She's not going to take her driving test this year.
Are you going to take your driving test this year?

Use

We use *going to* to discuss:

- plans and intentions.
What are you going to wear to the party?
- predictions for the future when we have evidence.
He hasn't studied, so he's going to fail his exam.

We use *be going to* to make predictions when we have evidence, but we use *will* to make predictions with no evidence. We can also use time expressions such as *never*, *ever*, *just*, *only*, *still* with *be going to*. We put the adverb before *be going to*.

Is he ever going to finish talking?

2 Write future sentences using *going to*.

Harry / study / astrophysics

Harry is going to study astrophysics.

- 1 I / be / astronaut / when I grow up.
- 2 we / not go / holiday / next month.
- 3 she / not come / dinner / tonight.
- 4 you / meet / us / restaurant?

3 Complete the dialogues with the verbs in brackets in the correct future form, using either *will* or *going to*.

A Have you decided what to do at the weekend?

B Yes, I'm going to visit (visit) the planetarium.

- 1 A Why are you putting your coat on?

B I (take) the dog for a walk.

- 2 A Oh, I'm cold.

B Me too, I (put) the fire on.

- 3 A Did you call your mum?

B No, I forgot! I (do) it right away.

- 4 A Why are you putting the computer on?

B I (watch) the launch of the NASA space shuttle.

Future with present continuous

Form See 'Present continuous' on page 114.

Use

We can use the present continuous instead of *going to* to discuss definite plans and arrangements in the short-term future, and mention a specific time or place.

I'm meeting Alexei at the theatre on Friday.

4 Correct the errors in the sentences. One sentence is correct.

I'm ~~meet~~ my friend at the cinema. meeting

- 1 We're going to visit the Kennedy Space Centre in May.
- 2 Messi is playing in the match tomorrow.
- 3 Are the author William Gibson attending the party?
- 4 He aren't coming to the concert tonight.

Future with present simple

Form See 'Present simple' on page 114.

Use

We use the present simple for future events on a timetable.

The flight leaves at six o'clock in the morning.

5 Order the words to form sentences about the future using the present simple.

takes off / 16.45 / The / and / at / at / plane / 18.30. / lands
The plane takes off at 16.45 and lands at 18.30.

- 1 TV / at / starts / My / show / o'clock. / favourite / eight
- 2 satellite / launches / weather / Europe's / 8 May. / on
- 3 my / week. / start / next / I / job / don't / new / until
- 4 18.45? / leave / at / the / or / 18.30 / train / Does

6 Complete the text with the verbs in brackets in the present continuous or the present simple.

- A I'm ~~going~~ (go) to see the sequel to *Space Journey* tomorrow. Would you like to come?
B Great idea! What time (1) (you / meet)?
A Jane (2) (pick) me up at seven o'clock.
B OK, and what time (3) (the film / start)?
A It (4) (begin) at quarter to eight.
B Well, I (5) (finish) work at 7.15, so I'll meet you there.

Future continuous

Form

We form the future continuous with *will be* + present participle.

Affirmative / Negative / Question

I / You / He / She / It / We / They	will ('ll) be	present participle
I / You / He / She / It / We / They	will not (won't) be	present participle
Will	I / you / he / she / it / we / they	be present participle ?

At eight o'clock tonight I'll be watching TV.

At eight o'clock tonight I won't be watching TV.

Will you be watching TV at eight o'clock tonight?

Spelling

We have to change the spelling of some verbs before we add *-ing* to form the present participle.

See 'Present continuous' on page 114.

Use

We use the future continuous to discuss actions that:

- will be in progress at a point in the future.
At three o'clock I'll be playing football.
- will continue over a specific period of time in the future.
We'll be dancing at the club all evening.

7 Rewrite the sentences using the future continuous instead of the past continuous.

This time last week, I was sitting on a beach.

This time next week, I'll be sitting on a beach.

1 This time last year, you were working in France.

This time next year, ...

2 This time yesterday, we were doing our last exam.

This time tomorrow, ...

3 At eleven o'clock yesterday, I was reading *The Hobbit*.

At eleven o'clock tomorrow, ...

4 Last year, the footballers weren't training for the Cup.

Next year, ...

Future perfect

Form

Affirmative / Negative / Question

I / You / He / She / It / We / They	will ('ll) have	past participle
I / You / He / She / It / We / They	will not (won't) have	past participle
Will	I / you / he / she / it / we / they	have past participle ?

She will have made dinner by nine o'clock.

I won't have made dinner by nine o'clock.

Will you have made dinner by nine o'clock?

Spelling

We have to change the spelling of some verbs before we add *-ed* to form the past participle.

See 'Past simple' on page 115.

Some irregular verbs have very different past participles.

See the irregular verb list on pages 158–159.

Use

We use the future perfect to discuss something that will be completed by a specific time in the future.

Will you have had dinner?

We use *by* before a time expression to explain when the specific moment will be.

We'll have eaten by nine o'clock.

8 Correct the errors in the sentences. One sentence is correct.

By 2030, we will have finding a cure for the flu. found

- 1 His plane will has landed by six o'clock.
- 2 I think that aliens will have visiting Earth by 2100.
- 3 Lianne won't have received her exam results by May.
- 4 Will astronauts have walk on Mars by 2050?

Future continuous & future perfect

Use

We use the future continuous when we want to say something will be in progress at a specific time:

I'll be doing my homework at seven o'clock.

However, we use the future perfect when we want to say something will have been completed at a specific time

I'll have done my homework at seven o'clock.

9 Complete the sentences with the verbs in brackets in the future continuous or the future perfect.

- I'll already have left (already / leave) by the time you wake up tomorrow.
- 1 By the end of the year, she (work) for 20 years.
 - 2 I (not / study) on Saturday, so I can come to the party!
 - 3 Do you think you (still / work) in ten years' time?
 - 4 Do you think that aliens (land) on our planet by 2100?

Tenses in future time clauses: when, before, after, while, until, as soon as

Use

We can use time expressions such as *when*, *before*, *after*, *while*, *until* and *as soon as* to refer to future time. We use a future form such as *will* or *going to* in the main clause, but we use the present simple in the time clause.

I'm going to have a gap year before I go to university.
We'll go home after this film finishes.

We cannot use *will* after time expressions such as *before*, *after*, *as soon as*, *when* and *while*.

We'll have dinner after you get home.

10 Choose the correct options.

He won't start until we'll arrive / I've arrived / 're going to arrive

- 1 He won't be full until he'll have eaten / 's eaten / ate three sandwiches.
- 2 She'll text us as soon as the plane landed / 's going to land / lands.
- 3 What will happen to our planet after we'll destroy / destroy / 're destroying it with pollution?
- 4 I'll make the dessert while you're cooking / 'll cook / 're going to cook the steak.

11 Write sentences about the future. Sometimes there is more than one possible answer.

We / wait here / until / you / arrive.

We'll wait here until you arrive.

- 1 I / stay / until / film / finish.
- 2 plane / leave / as soon as / weather / improve.
- 3 I / call / you / after / I / receive / my results.
- 4 He / be happier / when / he / move / America.
- 5 They / help / you / while / you / learn / Mandarin.

Unit 3

Relative pronouns & adverbs: who, whose, which, where, when, that

We use relative pronouns and adverbs to add a new relative clause to a sentence. We choose a relative pronoun or adverb that refers to the noun before the relative clause.

That's the woman. /

That's the woman who won.

We use *who* or *that* to refer to people.

The girl who / that works in the café is pretty.

We use *whose* to express possession.

That's the singer whose album got to number one.

Whose is different from *who's*, which is the contracted form of *who is* or *who has*.

We use *which* or *that* to refer to things.

I only read the books which / that interest me.

We use *where* to refer to places.

This is the city where he was born.

We can also use *that* to refer to places, if we add a place preposition at the end of the clause.

This is the city that he was born in.

We use the adverb *when* or *that* to refer to time.

July is the month when / that we finish school.

We often use *that* after *something*, *anything*, *everything*, *nothing*, *all* and superlatives.

Here's something that you can read in the car.

1 Complete the text in your notebook with the words from the box.

when where which which who whose

War Horse is a book which was written in 1982 by Michael Morpurgo. He was inspired to write about how horses experienced World War I after he talked to war veterans in the village (1) ... he lived. The book was still well-read in 2007, (2) ... it was adapted into a stage play. The author, (3) ... was nominated for an Olivier award for Best New Play in 2008, wrote a powerful tale. It told the story of a teenage boy, Albert, (4) ... horse Joey was taken to war in France. The film adaptation, (5) ... was released in 2011, was nominated for an Oscar.

2 Complete the second sentence so that it has the same meaning as the first. Sometimes there is more than one possible answer.

That man's dog bit me.

That's the man whose dog bit me.

- 1 We ate at this restaurant last week.

This is the restaurant ...

- 2 I usually do yoga on a Tuesday.

Tuesday is the day ...

- 3 I saw a fantastic film last week.

The film ...

- 4 That man's wife is a film star.

That's the man ...

Omitting relative pronouns

We can omit *who*, *which* or *that* if it is the object of a defining relative clause, but we cannot omit *whose*. This is very common in spoken English.

That's the moped (which / that) Pablo bought.

- 3 Find the relative pronoun in each sentence. Is it the subject (S) or the object (O) of the relative clause? Can you omit it?**

These are the people that I met on holiday. O yes

- I don't like films that are very long.
- What's the name of the singer who we saw yesterday?
- This is the book which we're going to buy.
- I love books that have happy endings.

- 4 Write sentences with relative clauses. Use relative pronouns only if necessary.**

That / is / jacket / you / give me.

That's the jacket you gave me.

- James / is / musician / we / meet / last year.
- Rap / music / I / like the most.
- Lady Gaga / is / singer / very influential.
- George Orwell / is / author / I / admire a lot.

Defining & non-defining relative clauses

Defining relative clauses give essential information about the noun they follow. Without the relative clause, the sentence would be incomplete and would not make sense. Compare:

That's the writer.

That's the writer who was on TV yesterday.

Non-defining relative clauses give extra non-essential information about the noun they follow. If we remove the relative clause, the sentence still makes sense. Compare:

Festival tickets are on sale now.

Festival tickets, which cost £200, are on sale now.

We can combine two sentences with a non-defining clause.

Gemma's sister is called Elaine. She's a teacher.

Gemma's sister, who's a teacher, is called Elaine.

We always use commas to separate the non-defining clause from the rest of the sentence. We cannot omit *who*, *which*, *when* or *where* from a non-defining relative clause, nor can we start one with *that*.

My coat, which I bought last year, has never been worn.

- 5 Do these sentences contain defining or non-defining relative clauses? Write D or N; copy the sentences and add commas where necessary.**

London where I used to live is an enormous city.

N London, where I used to live, is an enormous city.

- Shanghai is the city where I want to live.
- I study at the Sorbonne which is in Paris.
- Franco who is my oldest friend comes from Seville.
- This is the author whose mother comes from Bristol.
- 25 November is the date when we got engaged.

- 6 Complete the non-defining relative clauses using the words in the box in your notebook.**

when which (x2) who whose

Pedro Almodóvar is a Spanish director and screenwriter, *whose* films have won many awards. He was born in 1949 in Calzada de Calatrava, (1) ... is in La Mancha. He went to live in Madrid in 1968, (2) ... he was 19. In 1980, he made his first feature film, (3) ... was called *Pepi, Luci, Bom and Other Girls on the Heap*. In 1986, he set up his own company with his brother Augustin, (4) ... has produced all his films since then.

- 7 Complete the second sentence with a defining or non-defining relative clause. Add commas where necessary.**

Kim's sister is an architect. She lives in Malaga.

Kim's sister, who's an architect, lives in Malaga.

- My best friend is called Jay. He comes from Denmark.
My best friend ... comes from Denmark.
- Diane Kruger is an actress. She used to be a model.
Diane Kruger is an actress ... a model.
- I've just read *The Life of Pi*. It's about a boy and a tiger.
I've just read *The Life of Pi* ... a boy and a tiger.
- Harry's is a café in New York. You can get bagels there.
Harry's is the café in New York ... bagels.

Unit 4

Reported statements

We use reported speech to express what another person has said. In formal language we use *that* to begin the reported speech clause, but we often omit it in informal speech.

'I want to join the army,' said the man.

The man said (that) he wanted to join the army.

Tense changes

When we change direct speech into reported speech, we change the tense of the main verb by putting it further into the past.

Direct speech	Reported speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect simple	Past perfect simple
Past simple	Past perfect simple
Past perfect simple	Past perfect simple
am / is / are going to	was / were going to

'I love Thai food.' → She said she loved Thai food.

We don't change the past perfect simple in reported speech.

'They had eaten.' → She said that they had eaten.

Modal verbs

Most modal and semi-modal verbs (such as *should*, *could*, *would*, *might*) do not change tense in reported speech.
'*You should call him.*' → *She said I should call him.*
However, *will*, *can* and *must* all change in reported speech.

Direct speech	Reported speech
will	would
will wait	would wait
can	could
can wait	could wait
must	had to
must wait	had to wait

'*I will call her.*' → *He said he would call her.*

Pronouns & possessive adjectives

When we change direct speech into reported speech, we must change words which refer to **who** the speaker is talking about. This includes both pronouns and possessive adjectives.
'*We arrived early,*' he said. → *He said that they had arrived early.*
'*My mum is a nurse,*' she said. → *She said that her mum was a nurse.*

Time & place expressions

When we change direct speech into reported speech, we must change words or expressions which relate to **where** the speaker is and **when** he or she is speaking.

Direct speech	Reported speech
Time expressions	
now	then, at that moment
today	that day
tonight	that night
this (morning / week / month / year)	that (morning / week / month / year)
yesterday	the day before
last (week / month / year)	the (week / month / year) before
(two days / a year) ago	(two days / a year) earlier
tomorrow	the next / following day
next (week)	the next / following (week)
Place expressions	
this	that
these	those
here	there

1 Read the article. Then complete the summary below, rewriting the bold verbs in reported speech.

Two things you **didn't know** about online dating!

- Reports (1) **have stated** that only 33% of online daters (2) **form** a relationship.
- One study (3) **showed** that women who (4) **put** a photo onto their profile page (5) **received** twice as many replies as women who (6) **didn't**.

The article told me two things that I **hadn't known** about online dating. It said that reports (1) ... that 33% of online daters (2) ... a relationship. It said that one study (3) ... that women who (4) ... a photo onto their profile page (5) ... twice as many replies as women who (6)

2 Correct the error in the second sentence of each pair. One sentence is correct.

'I'm going swimming tomorrow,' said Sam.

Sam said that she was going swimming the **day before** **following day**

- Tom said, 'We camped here in these woods last night.' Tom said that they had camped there in those woods the following night.
- 'You should come here tomorrow,' said Alex. Alex said that we should go here the following day.
- 'I'll give you a call next week,' said Jan. Jan said that he would give me a call the following week.
- 'We've brought our lunch with us,' said the boys. The boys said that they had brought our lunch with them.

3 Read the direct speech. Then complete the text below, rewriting the bold phrases in reported speech.

'Last month, (1) I (2) **took part in** a flashmob dance! It (3) **was** part of a protest where women (4) **danced** together to demand an end to violence. (5) **I'm hoping** that (6) **this action** (7) **will make** a difference for the future.'

Carla said that **the month before**, (1) ... (2) ... a flashmob dance. She told me that it (3) ... part of a protest where women (4) ... together to demand an end to violence. She said that (5) ... that (6) ... action (7) ... a difference for the future.

say & tell

The reporting verbs **say** and **tell** have the same meaning, but are used differently:

say (+ that) + reported speech

They said (that) they had done some research.

BUT **tell** + indirect object (+ that) + reported speech.

They told me (that) they had done some research.

We use **tell** + object (+ not) + to + infinitive for reporting orders and instructions, but we don't use **say**.

*'Don't drive fast!' → He told me **not to drive** fast.*

4 Rewrite these statements in two ways using reported speech.

'I'm getting engaged, Oscar,' said Lana.

Lana said **to Oscar** that **she was getting engaged**.

Lana told **Oscar** that **she was getting engaged**.

1 'Don't go near the edge, Lily,' said her mother.

Lily's mother said ... Lily's mother told ...

- 'Rachel, I've signed up for online dating!' said Tony.
Tony said ... Tony told ...
- 'You can trust me, Max,' said Diane.
Diane said ... Diane told ...
- 'I'll call you tomorrow, Mum,' said Sophia.
Sophia said ... Sophia told ...

Reporting verbs & structures

In direct speech we use imperatives to give orders. When this is changed into reported speech, we use this structure:

Subject + verb + object + to infinitive

'Sit down!' → **He ordered them all to sit down.**

If we want to talk about a negative command in reported speech, we add *not* before (to infinitive).

'Don't forget to send me a text.' → **She reminded him not to forget to send her a text.**

We can use verbs such as *ask*, *tell*, *order*, *remind* and *warn* to give commands in reported speech.

'Be quiet!' → **The librarian told us to be quiet.**

We can use *suggest* or *recommend* in reported suggestions.

'Let's go to the beach.' → **Martha suggested that we go to the beach.** / **Martha suggested going to the beach.**

5 Choose the correct options.

'If I were you, I'd take it easy,' said John.

John **suggested** / **ordered** / **reminded** that we take it easy.

1 'Don't run!' shouted the teacher.

The teacher **recommended** / **ordered** / **suggested** the children not to run.

2 'I think you should try relaxing,' said Frank.

Frank **suggested** / **ordered** / **advised** me to try relaxing.

3 'Don't go swimming here,' he said.

He **warned** / **suggested** / **said** us not to go swimming.

4 'The new Korean restaurant is worth a try,' said Paula.

Paula **reminded** / **warned** / **recommended** that we try the new Korean restaurant.

6 Rewrite these sentences using the correct forms of the verbs in bold.

'Don't forget to return your book to the library, Lee,' said Lena. (**remind**)

Lena **reminded** Lee to return his book to the library.

1 'Jo, why don't you take my car?' said Max. (**suggest**)

2 'If you're home late again, I'll confiscate your phone, Martin,' said his mother. (**warn**)

3 'Take regular breaks when you're studying,' said Mr Peterson to his class. (**advise**)

4 'Put your hands up and don't move,' the policeman told the suspect. (**order**)

Reported questions

Reported questions have a different word order to direct questions. We also change the tenses used in the same way as we do for reported statements.

Verb + subject (direct question)

'How old **are you?**' she asked.

Subject + verb (reported question)

She asked me how old I was.

If a direct question uses question words such as *who*, *why*, *when*, *how* or *what*, we repeat the question word in the reported question.

'**How tall is he?**' → **She asked me how tall he was.**

If a direct question doesn't use question words, we use *if* or *whether* in the reported question instead.

'Are you hungry?' Mum asked us. → **Mum asked us if / whether we were hungry.**

7 Order the words to form sentences.

'Where are you going?' he asked.
me / going / asked / He / where / was / I

He asked me where I was going.

1 'Max, what's wrong?' asked his mother.
what / wrong / Max's / was / asked / mother / him

2 'How many biscuits have you eaten?' she asked.

me / many / biscuits / I'd / eaten / how / asked / She

3 'Who knows the answer?' Mrs Lee asked her class.
answer. / Mrs Lee / her / class / who / knew / the / asked

4 'What are the best qualities in a friend?' asked Jose.
best / the / Jose / what / qualities / in / were / friend. / asked / a

8 Write reported questions for each answer.

Lily asked Phillip **if he was staying for dinner.**
'No, I'm not staying for dinner,' Phillip said to Lily.

1 Jen asked ...

'Yes, I do like chocolate!' Katie replied to Jen.

2 Sophie asked ...

'No, I've never seen that film,' Ayisha told Sophie.

3 Jessica asked ...

'I'm going to the hairdressers,' I said to Jessica.

4 John asked ...

'My best friend is Karen,' she told John.

Unit 5

Characteristics of modal verbs

Modal verbs work with a main verb to add extra meaning to a sentence – for example, obligation or permission.

Form

Some common modal verbs are *can*, *must* and *should*. Modal verbs share the following characteristics.

- We put an infinitive without *to* after most modal verbs.
She should study harder.
- Modals do not take *-s* in the third person.
I can ride a motorbike. He **can ride a motorbike too.**
- Modals do not use the auxiliary *do* / *does* to form negatives, questions or short answers.
She shouldn't eat so much cheese.
- Modals can form contractions when used in the negative.
They should not work too hard. → **They shouldn't work too hard.**

Affirmative / Negative / Question

I / You / He / She / It / We / They	modal verb	infinitive	
I / You / He / She / It / We / They	modal verb + not (n't)	infinitive	
modal verb	I / you / he / she / it / we / they	infinitive	?

He **can go** You **mustn't go** Should I go?

Semi-modals, such as **ought to**, are verbs which have some of the characteristics of modal verbs.

Some verbs, such as **have to**, function in a similar way to modal verbs but don't share any of the common characteristics.

Affirmative / Negative / Question

I / You / We / They He / She / It	have has	to	infinitive	
I / You / We / They He / She / It	don't doesn't	have	to	infinitive
Do Does	I / you / we / they he / she / it	have	to	infinitive

He **has to work**.

He **doesn't have to work**.

Does he **have to work**?

Ability & requests

We use **can** and **can't** to talk about ability in the present.

I **can't use a tablet computer**.

We can also use **can** to make or discuss requests.

Can I leave now?

You **can't go out until you've finished your homework**.

1 Choose the correct options.

Tom **can't swim** / **can't swimming** / **can't be able to swim**, so he's having lessons at the moment.

- 1 **Can Mark to play** / **Can Mark play** / **Can Mark playing** the guitar?
- 2 **Could you give** / **Could give you** / **Could you giving me** some advice about good etiquette in Brazil, please?
- 3 **Do you think you'll be able to finish** / **you'll could to finish** / **could you finishing** your homework by 8 p.m.?
- 4 I'm disappointed that I **didn't could understand** / **wasn't could understand** / **wasn't able to understand**.

2 Complete the sentences with the correct form of **can**, **could** or **be able to**. Sometimes there is more than one possible answer.

Laura **can't** cook so she eats out at restaurants.

- 1 Dogs ... smile but they ... wag their tails to tell you that they're happy.
- 2 Ann doesn't think she's going to ... make it tonight.
- 3 ... you explain what the chimpanzee's body language means, because I ... understand it.
- 4 I ... sleep last night so I ... concentrate today.

Obligation, prohibition & advice

In affirmative sentences, we can use **must** and **have to** (which isn't a modal verb) to discuss obligations.

Students must answer the questions honestly.

In negative sentences, we use **don't have to** (which isn't a modal verb) when there is no obligation.

We don't have to wear a school uniform.

However, when we discuss prohibition, we use **mustn't**.

You mustn't skip breakfast every day.

We use the semi-modal **ought to** and the modal verb **should** to give advice and make recommendations. **Ought to** is slightly more formal than **should**.

You ought to / should apply for the job.

You ought not to / shouldn't go out if you're ill.

3 Complete the text with the verbs in brackets and **should** / **ought to** or **shouldn't** / **ought not to**.

- A How **should I behave** (behave) when I'm in Japan?
B Well, to be polite, you (1) ... (address) people using family names with the title 'San'.
A OK, so for example, instead of saying 'Mr Hakita', I (2) ... (say) 'Hakita-San'.
B Yes, and when you greet somebody, you (3) ... (not / shake) hands. Instead, you (4) ... (bow).

4 Complete the second sentence so that it has a similar meaning to the first sentence. Sometimes there is more than one possible answer.

- I advise you to shop around before you buy a car.
You should shop around before you buy a car.
- 1 It's necessary to take your passport if you travel abroad.
You ... your passport with you if you travel abroad.
 - 2 It is not necessary to bow when you meet him.
You ... when you meet him.
 - 3 It's against the rules to take photographs here.
You ... photographs here.
 - 4 I advise you to avoid that area of town.
You ... that area of town.

5 Complete the text with the verbs from the box and **should** / **ought to** or **shouldn't** / **ought not to**.

be give read remember tell

You **should / ought to read** these tips before you stay with a host family abroad:

- On arrival, you (1) ... your hosts a small gift.
- You (2) ... your hosts in advance if you have any dietary requirements. You (3) ... afraid to try new foods!
- You (4) ... that you're a guest in your host's home.

Possibility & certainty

We use **may**, **may not**, **might**, **might not** and **could** when something is possible.

She might choose Jacob, not Edward.

We use **must** and **can't** when we make a logical deduction.

We use **must** when we are certain something is true and **can't** when we are certain something is impossible.

*It must be quite late, because it's getting dark.
It can't be midnight already!*

6 Complete the sentences using **can't**, **must** or **might** in your notebook.

You **might** be right, but I think we should check.

- 1 That ... be my parents already – they said they wouldn't be here until tonight!
- 2 I don't know who's at the door, but it ... be Jane.
- 3 I'm not sure where Lucy is – she ... be at the gym.
- 4 He's a doctor – I'm sure he ... earn a lot of money.

7 Rewrite the sentences using the words in brackets.

It's possible that we will come to the party (may).

We may come to the party.

- 1 There's a chance that Real Madrid will win La Liga this year. (might)
- 2 There's no way she's late for her own wedding. (can't)
- 3 I'm certain that he's Theo's brother. (must)
- 4 It's possible that they just have bad manners. (could)

Modal perfects

Form

Affirmative / Negative / Question

I / You / We / They / He / She / It	modal verb	have	past participle
I / You / We / They / He / She / It	modal verb	not	have
modal verb	I / you / we / they / he / she / it	have	past participle

He might have phoned her last night.

You shouldn't have phoned her last night.

Should she have phoned him last night?

Use

We can use some modal verbs with *have + past participle* to talk about past events.

- We use *must have + past participle* to express a certainty or make a logical deduction about the past.
Dad must have felt disappointed when he lost.
- We use *can't have + past participle* to express an impossibility in the past.
It can't have been Rachael – she was in London.
- We use *might have, may have or could have + past participle* to express a possibility in the past.
Tim might have gone / may have gone / could have gone to the cinema.
- We also use *could have + past participle* to suggest an alternative past action, even though it is now too late.
The police could have acted more quickly.
- We use *should have + past participle* when we wish something had happened in the past, but it didn't happen.
We should have gone cycling while it was sunny.

- We use *shouldn't have + past participle* when we wish something had not happened in the past, but it did happen.
I shouldn't have stayed out so late last night.

8 Copy and correct the errors in the sentences. One sentence is correct.

The party was fun – you shouldn't have **going** to bed. **gone**

- 1 He was smiling but he might had been pretending.
- 2 He was yawning – he must having been very bored.
- 3 Paul doesn't have my number so it can't have been him who phoned me.
- 4 You should had told us you were going to China so that we could give you some advice.

9 Complete the sentences with the verbs in brackets in the correct modal perfect form. Sometimes there is more than one possible answer.

I feel sick now – it was a bad idea to eat more cake!

I feel sick now – I **shouldn't have eaten** (eat) more cake!

- 1 Leo isn't smiling – I'm sure he heard the news.

Leo isn't smiling – he ... (hear) the news.

- 2 John is in France until Sunday – it was definitely not him you saw today.

John is in France until Sunday – it ... (not be) him that you saw today.

- 3 It's possible that Miguel proposed to Lisa last night. Miguel ... (propose) to Lisa last night.

4 Chi was meant to call me when she arrived, but she forgot.

Chi ... (call) me when she arrived, but she forgot.

Unit 6

The passive

We form the passive voice with *be + past participle*. We use *be* in the same tense that we would use in the active sentence.

(active) Many tourists visit Oxford. → (passive) Oxford is visited by many tourists.

Form

The present simple passive is formed as follows:

Affirmative / Negative / Question

I	am ('m)	
You / We / They	are ('re)	past participle
He / She / It	is ('s)	
I	am not ('m not)	
You / We / They	are not (aren't)	past participle
He / She / It	is not (isn't)	
Am	I	
Are	you / we / they	past participle
Is	he / she / it	?

When we form the passive in other tenses, we use *be* in the same tense as we would in the active sentence:

Active	Passive
Present continuous is / are taking	is being taken
Present perfect has / have taken	has / have been taken
Past simple took	was / were taken
Past perfect simple had taken	has been taken
will will take	will be taken
going to is / are going to take	is / are going to be taken
Modal verbs can / must / should take	can / must / should be taken

Spelling

Some irregular verbs have very different past participles.

See **Irregular verb list** on pages 158–159.

Some verbs don't have a passive form. This includes intransitive verbs (which don't take an object) such as *die*, *sleep* and *swim*.

Use

We use the passive to emphasize the action (the verb) rather than who or what (the agent) did the action. Compare:

I **threw away** my old mobile phone last week. (Active – it is important to say who threw it away.)

Thousands of old mobile phones **are thrown away** every week. (Passive – it isn't important to say who throws them away.)

1 Complete the text with the verbs in brackets in the correct passive forms.

Have you ever dreamt about owning a portable drum kit that could **be taken** (take) with you wherever you go? The Y-drum (1) (design) recently by Kévin Depape, a 24-year-old designer. The drum kit, which consists of nine pads, two cymbals and a Bluetooth module and app, can (2) (use) anywhere. A charger and cordless headphones (3) (include) and all the hardware (4) (store) in a box. Drummers are hoping that it (5) (manufacture) soon!

2 Correct the errors in the sentences. One sentence is correct.

- The *Mona Lisa* **is being painted** by Leonardo da Vinci. **was**
- 1 The oil spill was cleared up at the moment.
 - 2 Fernando Torres will be born on 20 March 1984.
 - 3 Animals that used to be extinct have now be cloned.
 - 4 The iPad hadn't been invented in 1960.
 - 5 When had America been discovered?

The passive with *by*

In active sentences, the subject of the verb is also the agent (the person doing the action). When we change an active sentence into the passive, the object of the active sentence becomes the subject. We add *by + agent* to the end of the passive sentence to show who is doing the action.

active → passive		
Velázquez	painted	Las Meninas.
subject (agent)	verb (active)	object
Las Meninas	was painted	by Velázquez.
subject	verb (passive)	by + agent

We can omit *by + agent* from a passive sentence:

- When the agent is unknown.
My pen has been stolen. (I don't know who stole it.)
- When the agent is very obvious or not important.
In England, Christmas was banned in 1647. (The agent – the Government – is obvious.)
- If we do not want to name the agent.
The window was broken while we were playing tennis. (We don't want to say who broke it.)

It's not always possible to omit *by + agent*. Some sentences need an agent because it gives important information.

The film was directed by Alfonso Cuarón.

3 Write passive sentences using the prompts and *by*.

Don Quijote / write / Miguel de Cervantes.

Don Quijote **was written** by Miguel de Cervantes.

1 this dress / design / Cristobal Balenciaga / in 1962.

2 I think / tomorrow's final / win / Barcelona.

3 the telephone / not invent / Karl Benz.

4 The Nutcracker / compose / Tchaikovsky?

4 Which sentences don't need *by + agent*?

The play has never been performed *by anyone*.

1 The explosion was heard far away *by people*.

2 The Harry Potter books were written *by J.K. Rowling*.

3 My car has been stolen *by somebody*.

4 The light bulb was invented *by Thomas Edison*.

5 Last year's Oscar wasn't won *by Martin Scorsese*.

Active–passive transformations

We can use the following five steps to change an active sentence into a passive sentence.

Active: *They have banned hoodies.*

1 Identify the object of the active sentence (*hoodies*) and put it at the beginning of the passive sentence as its subject.

2 Identify the tense used in the active sentence.

have banned = present perfect

3 Use this tense of the word *be* with the past participle of the main verb.

have been + banned

4 Decide if you need to use *by + agent* (*they*).

Passive: *Hoodies have been banned.* NOT *Hoodies have been banned by them.*

To transform a passive sentence into the active, we can follow the steps above, but in reverse. You may need to invent a subject if one is not given. To do this, ask yourself who could be responsible for the action.

Passive: *They were being followed.* (Who was following them? We don't know so we can't use a name.)
Active: *Someone was following them.*

5 Complete the active sentences so that they have the same meaning as the passive sentences.

My wallet was stolen yesterday.

Somebody stole my wallet yesterday.

- 1 I was given some amazing birthday presents.
My friends ... me some amazing birthday presents.
- 2 The blueprints of the new design had been destroyed.
Somebody ... the blueprints of the new design.
- 3 His new invention was being tested in the lab.
People ... his new invention in the lab.
- 4 Lots of new inventions will be produced next year.
People ... lots of new inventions next year.

6 Order the words to form passive sentences which have the same meaning as the active sentences.

Stephenie Meyer wrote these novels.

were / by / These / written / novels / Stephenie Meyer.

These novels were written by Stephenie Meyer.

- 1 George Eastman designed the Kodak camera in 1888.
designed / in / The / Kodak camera / 1888. / was / George Eastman / by
- 2 They didn't offer him the design job.
job / offered / wasn't / the / He / design
- 3 Nobody has ever invited me to that meeting before.
been / I've / to / before. / never / invited / that / meeting
- 4 Have you painted this room recently?
been / this / recently? / room / painted / Has

7 Read the first text. Then complete the second text, rewriting the underlined phrases in the passive. Omit the agent if possible.

Sir Tim Berners-Lee invented the World Wide Web in 1989 when he designed a system where (1) he linked documents using 'hypertext'. Today, (2) 2.5 billion people use the web around the world. Berners-Lee is now the director of the World Wide Web Consortium where he still plays a part in how (3) we will develop the internet in years to come. During the opening ceremony of the London Olympics in 2012, (4) we saw him live tweeting the message 'This is for everyone', which (5) people then spelled out in LCD lights around the stadium.

The World Wide Web was invented by Sir Tim Berners-Lee in 1989 when he designed a system where (1) ... using 'hypertext'. Today (2) ... around the world. Berners-Lee is now the director of the World Wide Web Consortium where he continues to play a part in how (3) ... in years to come. During the opening ceremony of the London Olympics in 2012, (4) ... live tweeting the message 'This is for everyone', which (5) ... in LCD lights around the stadium.

8 Rewrite the active sentences as passive sentences. Omit the agent if possible.

We'll send you further information next week.

Further information will be sent to you next week.

- 1 They are building a new design museum here.
- 2 Tom had eaten breakfast by the time we arrived.

- 3 He hasn't paid his bill yet.
- 4 They will have finished the new design by next month.

Causative: *have / get something done*

Form

We form the causative with *have + object + past participle*.

subject	have	object	past participle
He	had	the car	painted.

Use

We use the causative structure *have / get something done* in any tense to discuss actions that we don't do ourselves, and that a professional usually does for us.

Mari had her camera repaired.

As with passive sentences, we don't always need to say who the agent is.

We're having our car fixed. (It's obvious that it is a mechanic doing the repairs, so this is omitted.)

When someone does something that people don't usually do themselves, we can add a reflexive pronoun for emphasis.

They're building the house themselves.

9 Complete the sentences in your notebook with the verbs from the box in the correct forms.

check cut deliver make paint

Laura had her son's birthday cake *made* this year.

- 1 Mary's had her hair ... this morning.
- 2 I got some flowers ... to my mother on her birthday.
- 3 Have you ever had your living room ... blue?
- 4 Pierre has his teeth ... every six months.

10 Complete the sentences using *have or get*.

Julia *had her dress cleaned* (dress / clean) yesterday.

- 1 I can't read the subtitles – I think I need to (eyes / test).
- 2 My mother (blood pressure / measure) today.
- 3 I won the design competition, so next week, I (my photograph / take) for the local paper!
- 4 They may (extension / build).

Unit 7

Conditional sentences contain two clauses: a conditional clause (which starts with *if*) and a result clause.

Conditional clause	Result clause
<i>If the bus is late,</i>	<i>I'll phone you.</i>

We can change the order of the two clauses, but when the conditional clause comes first, we follow it with a comma.

Result clause	Conditional clause
<i>I'll phone you</i>	<i>if the bus is late.</i>

There are several types of conditionals, which vary according to the degree of probability they express.

First conditional

Form

<i>if</i> + present simple,	<i>will</i> + infinitive
<i>will</i> + infinitive	<i>if</i> + present simple

If you cook dinner, I'll do the washing up.
I'll do the washing up if you cook dinner.

Use

We use the first conditional:

- to discuss possible or probable future events.
If I pass my exams, I'll work in IT.
- to make promises and give warnings.
You won't pass your exams if you don't revise.

We can't use *will* in the conditional clause.

1 Complete the sentences with the verbs in brackets in the first conditional.

If you practise (practise) your football skills, you'll improve (improve) your performance.

- 1 If she (get) paid in time, she (give) you a donation.
- 2 He (not move) to New York if he (get) this job.
- 3 People (starve) if we (not do) something to help.
- 4 If you (see) her, (you / give) her the message?

2 Match 1–5 with A–E. Then complete the sentences using the first conditional forms of the verbs in brackets.

If you don't want to go out, ... D

- 1 If you're thirsty, ...
 - 2 If she doesn't study hard, ...
 - 3 If they don't have access to fresh water, ...
 - 4 If he's still sick tomorrow, ...
- A ... (I / get) you some water.
B ... (they / be) at risk of contracting serious diseases.
C ... (he / not be) at school.
D ... (we stay) home and watch TV tonight.
We'll stay at home and watch TV tonight.
E ... (she / fail) her exams.

Second conditional

Form

<i>if</i> + past simple,	<i>would</i> + infinitive
<i>would</i> + infinitive	<i>if</i> + past simple

If I had a lot of money, I'd travel the world.
I'd travel the world if I had a lot of money.

Use

We use the second conditional:

- To discuss imaginary situations in the present.
If I was a millionaire, I wouldn't need a job.
- To discuss imaginary or improbable events in the future.
I'd stay in Manhattan if I went to New York.

We can use *could* instead of *would* in the result clause.

If I had a camera, I could take a photo.

We can use *were* instead of *was* with *I, he, she* and *it* in the conditional clause. We use this expression to give advice.

I wouldn't do that if I were you.

3 Complete the text with the verbs from the box in the second conditional.

agree be build give know support win

- A So, if you *won* €1 million, (1) some money to charity?
B Yeah, if I (2) that it was going to a good cause.
A What causes (3) if you (4) a millionaire?
B Well, I (5) a new shelter for homeless people in my city if the council (6) to the plan.

4 Correct the errors in the second conditional in these sentences. One sentence is correct.

If I had lots of money, I *will* buy a red sports car!
would

- 1 I'd be much happier if I have a bigger house.
- 2 If I had time, I will do charity work.
- 3 If we lived in Paris, we would be able to speak French.
- 4 What charity would you support if you has the choice?
- 5 If she had his email address, she will write to him.

Third conditional

Form

<i>if</i> + past perfect,	<i>would have</i> + past participle
<i>would have</i> + past participle	<i>if</i> + past perfect

If you had cooked, I would have done the washing up.
I would have done the washing up if you had cooked.

Use

We use the third conditional to discuss hypothetical past events (which didn't happen).

We wouldn't have missed the train if we'd left the house on time. (We didn't leave the house on time, so we missed the train.)

5 Complete the sentences with the verbs in brackets in the third conditional.

If I *had remembered* (remember) her birthday, I *would have sent* (send) her a card.

- 1 If I (know) it was going to rain, I (wear) a coat.
- 2 I (shave) my head if I (know) it was for charity.
- 3 If she (not get married), she (not stay) in Berlin.
- 4 We (not come) if we (know) that he was ill.

6 Write sentences using these prompts with the third conditional.

I missed the train.

I / run / I / not miss / the train

If I had run, I wouldn't have missed the train.

- 1 The student failed the exam.
the student / study / more / he / pass / the / exam.

- 2 We woke up late.

we / have / breakfast / we / wake up / earlier

- 3 I didn't have much money last month.

I / sponsor / your charity run / I / have / more / money.

- 4 I didn't have any spare time.

I / volunteer / at / soup kitchen / I / have / spare time.

If & unless, providing that, as long as

Conditional clauses usually start with *if* but, in some situations we can replace it with *unless*, *providing that* or *as long as*:

- We can use *as long as* or *providing that* (usually in first conditional sentences) to mean *but only if*. Compare:
They'll succeed but only if they try hard.
They'll succeed as long as they try hard.
- We can use *unless* to mean *if ... not* in negative conditional sentences. Compare:
We'll be late if we don't leave now.
We'll be late unless we leave now.

7 Correct the errors in the sentences. One sentence is correct.

I'll start to look for a better job *if* I get a pay rise
unless

- 1 They won't miss the start of the film unless they hurry.
- 2 She'll run the marathon unless I do it with her.
- 3 She wouldn't have got into university unless she hadn't studied hard.
- 4 Let's donate the proceeds to the homeless trust, unless you have any other suggestions.

8 Rewrite the sentences using *unless* or *as long as*.

I won't be able to come if I don't buy a ticket.

I won't be able to come unless I buy a ticket.

- 1 He'll pick you up if he doesn't have to work late.
- 2 I would help you if I wasn't tired.
- 3 I wouldn't volunteer if I didn't want to.
- 4 People will suffer if we don't send money.
- 5 The Greenpeace march wouldn't have been cancelled if there hadn't been a good reason.

Contracted forms of *would* & *had*

Had and *would* can both be contracted to '*d*' in conditional sentences.

If you'd (= had) told me, I'd (= would) have understood.

Had can only be contracted to '*d*' when it is an auxiliary verb, not when it is a main verb.

If I'd (= auxiliary) studied, I'd have passed the exam.

If I had (= main verb) lots of money, I'd go skiing.

9 Write out the contractions used for *would* and *had* in the dialogue in full.

- A I'm sorry about this morning. If I'd (*I had*) known it was you under that purple wig collecting for Comic Relief, I'd (1) definitely have given something.
- B That's OK. I'd (2) probably have done the same thing if I'd (3) been approached by a clown!
- A Well, here's my donation. It's not much, I'm afraid. If I'd (4) been paid on time this month, I'd (5) have given more.

Unit 8

Gerund: a verb as noun

We can sometimes use the gerund form of a verb to act like a noun, often as the subject of a sentence.

Swimming is a great form of exercise.

1 Write sentences with a gerund using these prompts.

live / New York / can be / very expensive.
Living in New York can be very expensive.

- 1 speak / in public / can be / stressful.
- 2 best form / exercise / be / swim.
- 3 walk / high heels / be / hard.
- 4 my favourite hobby / be / paint.

2 Rewrite the sentences using a gerund.

It's fun to go to parties.

Going to parties is fun.

- 1 It's difficult to learn Mandarin.
- 2 It's always interesting to visit new places.
- 3 It's very hard to get phone reception in the mountains.
- 4 It's helpful to talk to people from different countries.

Infinitive of purpose

We can use the infinitive form of a verb to express purpose or reason for doing something.

They sent an email to the company to complain.

3 Complete the sentences with the verbs from the box in the infinitive in your notebook.

buy collect play research travel visit

He took the day off work *to visit* his grandmother.

- 1 I've got to go to the chemist ... my prescription.
- 2 I'm taking a year out ... around Africa.
- 3 The student went online ... some ideas for her essay.
- 4 She's gone to the shop ... some milk.
- 5 They've gone to the park ... football.

4 Match sentences 1–5 with A–E, then write new sentences using the infinitive of purpose.

I'm going to Paris. E

- 1 I went to the dentist.
- 2 I'm going to have a big party.
- 3 I must call the restaurant.
- 4 I'll just get a pen.

- A I needed to get my teeth checked.
- B I want to reserve a table for tonight.
- C I plan to celebrate my eighteenth birthday.
- D I want to write a note for my mother.
- E I want to see the Eiffel Tower.

I'm going to Paris to see the Eiffel Tower.

Prepositions, adjectives, *too* & *enough*

We use the gerund form of a verb after prepositions.

I was annoyed with him **for arriving** so late.

We use **to** + the infinitive form of a verb after adjectives.

She was **scared to go** into the exam room.

We also use the infinitive after an adjective or adverb + **enough**, or after **too** + adjective or adverb.

He's driving **too fast to see** the road signs.

The room isn't **dark enough** for me **to go** to sleep.

5 Complete the text in your notebook with the verbs from the box in the gerund or infinitive.

finish help learn look for pay start

After **finishing** school I want to make the most of my freedom before (1) ... university! I'm going to work on Mafia Island as part of the Tanzania Wildlife Conservation Adventure. I think it'll be interesting (2) ... about conservation and really rewarding (3) ... protect African wildlife. My friend wants to come but she hasn't got enough money (5) ... for the flights. She's thinking about (6) ... a job in Madrid.

6 Write sentences using these prompts and a gerund or infinitive.

Lily / take / medicine / every day / before / eat / breakfast.

Lily **takes medicine every day before eating breakfast.**

1 it / easy / watch / films / my new tablet.

2 she / not be / fast enough / win / race / yesterday.

3 I / be / too tired / eat / large meal / at the moment.

4 he / leave / last week / without / say / goodbye.

Verb + gerund or infinitive

When we use two verbs together in a sentence, the second verb will be either a gerund or an infinitive.

They enjoy being with each other. (verb + gerund)

I really want to go out today. (verb + to infinitive)

These are some of the common verbs which take the gerund. We form the negative by putting *not* before the gerund.

admit advise avoid can't help can't imagine
can't stand complete consider discuss dislike
don't mind enjoy finish give up imagine keep
mention mind miss practise recommend report
resist risk suggest

I miss going to parties with him.

Do you enjoy meeting new people?

I can't stop eating chocolate!

These are some of the common verbs which take **to** + the infinitive. We form the negative by putting *not* before **to** + infinitive.

afford agree appear arrange ask attempt beg
choose dare decide demand deserve expect
fail hesitate hope intend learn manage mean
need offer prepare pretend promise refuse seem
threaten wait want wish would like

Would you **like to come** to the cinema with us?

She **promised to make** dinner this evening.

I didn't **attempt to run** the London marathon.

Some verbs (e.g. begin, hate, like, love, prefer and start) take the gerund or the infinitive with no change in meaning.

I love learning French. / **I love to learn French.**

However, there are some verbs, such as forget, go on, mean, regret, remember, stop and try, which can take either the gerund or **to** + infinitive but with different meanings.

	+ to infinitive	Not forget
remember	+ gerund	Have a memory of something in the past

I must **remember to buy** some pizza for dinner.

I **remember travelling** abroad for the first time.

7 Complete the sentences in your notebook with the verbs from the box in the gerund or infinitive.

call have meet play study swim talk water

Lana forgot **meeting** Pedro in 2006.

Diane forgot **to call** her father last night.

1 I remembered ... your plants while you were away.

2 He remembers ... in the sea when he was a boy.

3 Please don't stop ... the piano – it's beautiful.

4 They're not hungry because they stopped ... a snack.

5 After school, he went on ... physics at university.

6 The teacher went on ... for ages after the bell rang.

8 Correct the errors in the sentences. One sentence is correct.

My boyfriend and I agreed **going** camping together this summer.
to go

1 Would you consider to take a gap year?

2 I'd prefer to go to the cinema tomorrow if that's OK.

3 We managed finishing the race in less than two hours.

4 I was so tired that I ended up to sleep on the sofa.

5 Are you planning staying in Tuscany next year?

9 Complete the text in your notebook with the verbs from the box in the gerund or infinitive.

be cause close go protect see

Endangered destinations

If you wish **to see** these top tourist destinations, then you should aim (1) ... soon before they disappear.

* Venice appears (2) ... sinking by 6.3 cm every year. Officials are trying (3) ... the city by building flood barriers.

* Officials are considering (4) ... the Taj Mahal (India) to the public, because pollution and the numbers of tourists are threatening (5) ... irreversible damage.

Vocabulary Workshop Unit 1

Activities: *go*, *do* and *play*

- 1 Read the rules and write *go*, *do* or *play* for 1–3 in your notebook.

Go

Use *go + ... -ing* for sports which are often outside and which don't involve hitting an object.

Do

Use *do* for other recreational activities.

Play

Use *play* for most competitive games with teams and rules.



1 ... yoga



2 ... surfing



3 ... ice hockey

- 2 Write *go*, *do* or *play* for 1–9 in your notebook. Then write a list of activities you'd like to do.

- | | | |
|----------------|-------------|-------------|
| 1 tennis | 4 chess | 7 hiking |
| 2 judo | 5 aerobics | 8 athletics |
| 3 horse riding | 6 badminton | 9 fishing |

Uses of *get*

- 3 Look at the examples in the diagram. Then decide whether 1–9 should be in A, B, C or D.

- | | | |
|-------------|-------------|----------------|
| 1 the plane | 4 to school | 7 worried |
| 2 a job | 5 cold | 8 to Paris |
| 3 a cold | 6 a jacket | 9 three points |

A) Obtain, receive, contract (illness)
get good results
get pneumonia
get an email

B) Become*
get angry
get better
get fit

C) Use transport
get the train
get an earlier bus

D) Arrive
get home
get to the party

* we use *go* and not *get* for a process in these cases:
go bald, go deaf, go blind, go mad, go grey

- 4 Write about the last time that these things happened to you.

get a headache get a plane or ferry
get annoyed get home late
get some new clothes

make & do

- 5 Copy and complete the rules and examples with the words in the box.

building dishes a documentary
learn tasks

We use *do* when we talk about activity in general, daily activities and (1) ... : *do something / nothing, do the housework, do the (2) ... , do a job, do the ironing.*

We use *make* for constructing, (3) ... and creating: *make a paella, make (4) ... , make a list.*

However, many collocations with *make* and *do* don't follow rules. You have to (5) ... them.

- 6 Look at the table. How often do you do each of the activities?

Common expressions with *make* and *do*

do	make
your best	plans
harm	a call
good	noise
someone a favour	excuses
business	an effort
some damage	decisions
	money
	arrangements



Phrasal verbs with go

7 Copy and complete the information about phrasal verbs with words and phrases in the box.

continue experience not have return

- A phrasal verb sometimes has a literal (clear) meaning e.g. *go outside*.
- Sometimes the meaning is idiomatic (unclear)
She's going through a divorce = (1) ... He went back = (3) ... He went without water, = (2) ...
- One combination of verb + particle can have different meanings:
What's going on? = What's happening? I can't go on. = I can't (4) ...

8 Rewrite the sentences in your notebook with the correct forms of the phrasal verbs in the box.

go back go off go on go through go with

- 1 I'm so tired, I can't (continue).
- 2 I think this yoghurt is (becoming too old to eat).
- 3 My grandfather (experienced) two wars.
- 4 The police (checked) his bags.
- 5 A bomb (explode) here.
- 6 That jacket (is a good match for) those trousers.
- 7 I've (decided I don't like) milk.
- 8 I loved Paris and I want to (return).

-ed & -ing adjectives

9 Read the rules. Then choose the correct word for each photo.

-ing adjectives describe a situation, person or thing.
-ed adjectives describe a feeling.



1 A tiring / tired cat.



2 A frightening / frightened dog.



3 Embarrassed / Embarrassing clothes.



4 A frightening / frightened dog.



5 An amazed / amazing trick.



6 A bored / boring ape.

10 Write sentences with your own ideas in your notebook using these words.

1 irritates 2 worried 3 interest 4 tempting 5 relaxed

Key Vocabulary

GET, GO, MAKE,	PHRASAL VERBS (GO)
DO, PLAY	go back (v)
do a course (v)	go off (v)
do aerobics/athletics (v)	go on (v)
do business (v)	go through sth (v)
do good/harm (v)	go with (v)
do homework/	go without sth (v)
housework (v)	VERBS AND -ED /
do judo/yoga (v)	-ING ADJECTIVES
do sb a favour (v)	amazed/amazing (adj)
do some damage (v)	annoy (v), annoyed/
do voluntary work (v)	annoying (adj)
do well (v)	bore (v), bored/boring
do your best (v)	(adj)
get a girlfriend (v)	depress (v), depressed/
get a headache/	depressing (adj)
pneumonia (v)	disappoint (v),
get a jacket/an email (v)	disappointed/
get a job (v)	disappointing (adj)
get a tattoo (v)	embarrass (v),
get angry, annoyed,	embarrassed/
worried (v)	embarrassing (adj)
get better, cold, fit (v)	excite (v), excited/
get good grades/	exciting (adj)
results (v)	exhaust (v), exhausted/
get home (v)	exhausting (adj)
get married (v)	frighten (v),
get points (v)	frightened/
get the bus/train (v)	frightening (adj)
get to the party/to	interest (v), interested/
school/to Paris (v)	interesting (adj)
go backpacking (v)	irritate (v), irritated/
go camping/climbing/	irritating (adj)
fishing/hang-	relax (v), relaxed/
gliding/hiking/	relaxing (adj)
horse-riding/sailing/	surprise (v), surprised/
surfing/trekking/	surprising (adj)
windsurfing (v)	tempt (v), tempted/
go on a date (v)	tempting (adj)
make a call (v)	tired/tiring (adj)
make a film/a music	worry (v), worried/
video/a website (v)	worrying (adj)
make a fortune (v)	US ENGLISH
make a list (v)	bug (n)
make a meal (v)	candy (n)
make an effort (v)	cell phone (n)
make arrangements/	elevator (n)
plans (v)	play hooky (v)
make decisions (v)	Unit words /
make excuses (v)	Vocabulary
make friends/money (v)	workshop words

Revising vocabulary (VocApp)

Tip → Use the VocApp to revise vocabulary from any unit.

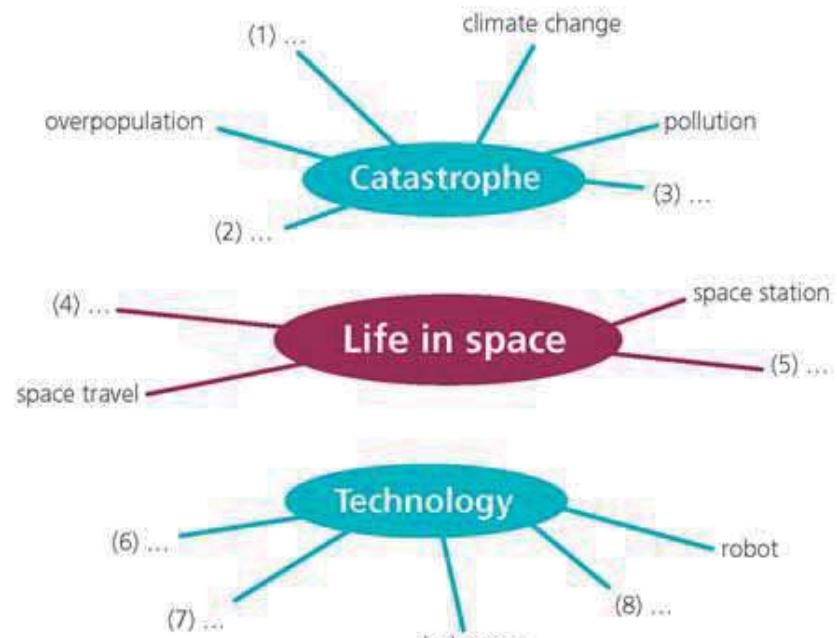
Task → Download the VocApp and try the Unit word list, Multiple choice quiz and Words in context quiz for Unit 1.

Vocabulary Workshop Unit 2

The future

1 Copy and complete the diagram with the words in the box.

alien artificial intelligence colony crime wave
cyborg epidemic virtual world war



2 Decide which four words from exercise 1 can be used to label pictures 1–4.



1



2



3



4

3 How do you feel about the future? Complete the sentences in your notebook. Use ideas from exercises 1 and 2.

- 1 I feel optimistic about / that ...
- 2 I feel pessimistic about / that ...

Noun suffixes: **-er, -ian, -ist, -or**

4 Read the rules and copy the words in the box. Then underline the root words and circle the suffixes. What parts of speech are these root words?

baker editor instructor journalist
owner ruler tourist visitor

Root word + suffix → noun

own + **-er** → owner (a person who owns something)

instruct + **-or** → instructor (a person who instructs)

tour + **-ist** → tourist (a person who tours)

politics + **-ian** → politician (a person who works in politics)

Spelling

When we add a suffix to words which end in **-l**, we double the last letter.

travel + **-er** → traveller

When we add a suffix to words which have the stress on the last syllable, or which have one syllable and end in a consonant, we double the last letter.

begin + **-er** → beginner

win + **-er** → winner

Verbs ending in **-e** and nouns ending in **-y** drop the final letter before the suffix.

make + **-er** → maker

operate + **-or** → operator

psychology + **-ist** → psychologist

Note: science + **t** + **-ist** → scientist

5 Make nouns from the root words using the suffixes **-er, -or** and **-ist**. Then write a sentence using each new word in your notebook.

- | | |
|-----------|-----------|
| 1 art | 5 survive |
| 2 biology | 6 profess |
| 3 control | 7 cycle |
| 4 swim | 8 strange |

6 Which two noun suffixes describe people in this photo?



Phrasal verbs: socializing

7 Read the rules and complete the examples in your notebook with *in, round, off, up or with*.

Some phrasal verbs don't have an object. The verb and the particle aren't separated in these phrasal verbs.

I'll *call* (1) ... later today. Shall we *stay* (2) ... this weekend?

Other phrasal verbs in English can have an object. These phrasal verbs can either be separated by a noun or pronoun, or remain together:

They *dropped the alien* (3) OR They *dropped* (4) ... *the alien*.

If the object is a pronoun, however, it always comes between the verb and particle:

They *picked it* (5) NOT They *picked up it*.

Three-word phrasal verbs with objects cannot be separated:

We're *meeting up* (6) ... *him* on Thursday.

8 Answer the questions using the correct forms of the phrasal verbs in the box. Make sure you include the meanings of the underlined words in the questions in your answers.

bump into call round come along drop off pick up stay in

1 'Can you collect the children after school?'
'Yes, I'll ... on my way home.'

2 'Let's not go out this evening and watch *Avatar*.'
'Yes, it'll be good to ... for a change.'

3 'Did Jenny really meet an alien unexpectedly?'
'Yes, she ... on her way to the cinema!'

4 'Will you accompany me to the show?'
'Yes, I'd love to ... !'

5 'Where do you want me to leave you?'
'Please ... at the corner of the street.'

6 'When can I come to your house to return your book?'
'You can ... this evening.'

Reflexive verbs

The reflexive pronouns in English are:
myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

9 Complete the sentences in your notebook with a reflexive verb and the correct reflexive pronoun from the word list.

1 I always ... for the unexpected.
2 The aliens are ... from attacks.
3 This robot ... *Futurabot*.

4 We're ... a new language.
5 Jake ... lucky to be alive.
6 Girls, can you ... while Dad and I go out to the cinema tonight?

10 Look at the photo on the right. Which sentence from exercise 9 describes it?

Key Vocabulary

THE FUTURE

alien (n)
artificial intelligence (n)
catastrophe (n)

climate change (n)

colony (n)

crime wave (n)

cyborg (n)

epidemic (n)

hologram (n)

optimistic (adj)

overpopulation (n)

pessimistic (adj)

pollution (n)

robot (n)

space station (n)

space travel (n)

virtual world (n)

war (n)

have sb round (v)

meet up with (v)

pick sb up (v)

stay in (v)

NOUN SUFFIXES

-ER, -IAN, -IST

AND -OR

artist (n)

baker (n)

beginner (n)

biologist (n)

controller (n)

cyclist (n)

editor (n)

founder (n)

instructor (n)

journalist (n)

maker (n)

operator (n)

owner (n)

politician (n)

professor (n)

psychologist (n)

ruler (n)

scientist (n)

stranger (n)

swimmer (n)

survivor (n)

technician (n)

tourist (n)

traveller (n)

visitor (n)

winner (n)

REFLEXIVE VERBS

arm yourself (v)

call yourself (v)

consider yourself (v)

defend yourself (v)

look after yourself (v)

prepare yourself (v)

teach yourself (v)

PHRASAL VERBS:

SOCIALIZING

bump into (v)

call round (v)

come along/go along (v)

come round/over (v)

drop sb off (v)

go out (v)

Revising vocabulary (phrasal verbs)

Tip → When trying to remember phrasal verbs, put them into sentences and try to make the context relevant to you.

I had no money last weekend, so I stayed in.

Task → Invent sentences for six phrasal verbs from the word list. Make the contexts relevant to you.

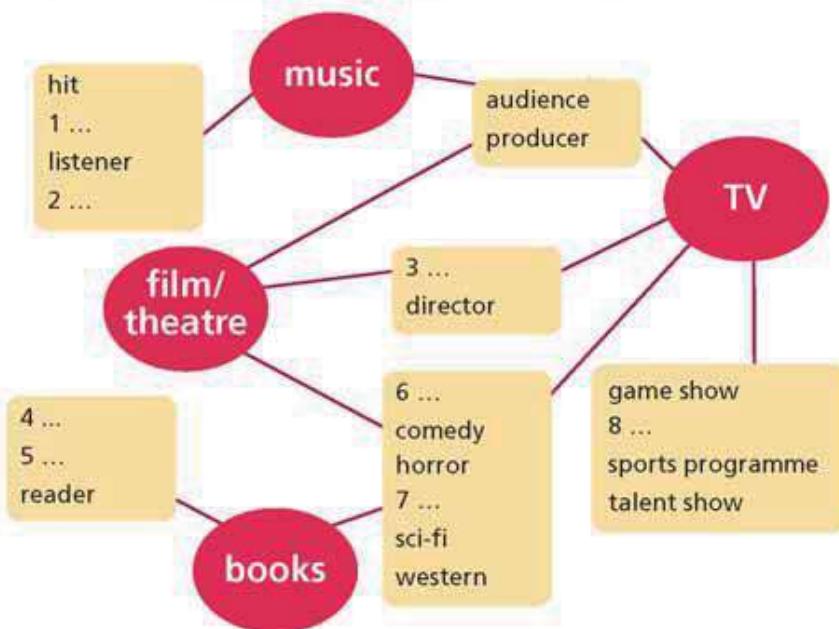


Vocabulary Workshop Unit 3

Entertainment: TV, film, theatre, music, books

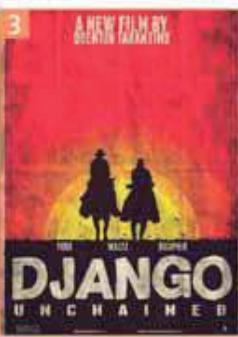
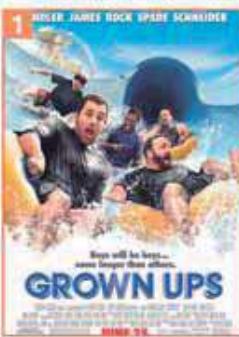
1 Copy and complete the diagram with the words in the box.

adventure album author bestseller reality show
romance track viewer



2 Look at the film posters. Write the correct genre from the box below in your notebook. There are two you don't need to use.

adventure comedy costume drama horror
musical romance sci-fi western



Adjectives and prefixes: *dis-*, *il-*,
im-, *in-*, *ir-*, *un-*

3 Read and complete the rules in your notebook.

The negative prefixes *dis-*, *il-*, *im-*, *in-*, *ir-* and *un-* form the opposite of adjectives.

dis	obedient	organized
il	legal	literate
im	moral	patient
in	adequate	*credible
ir	relevant	responsible
un	bearable	helpful safe

The prefix *ir-* is only used with adjectives beginning with (1) ... ; *im-* is only used with adjectives beginning with (2) ... and (3) ... ; *il-* is only used with adjectives beginning with (4) However, not all adjectives beginning with *l*, *r*, *m* and *p* form their opposites with *il-*, *ir-* and *im-*, e.g. (5) ... **loved**, (6) ... **respectful**, (7) ... **popular**.

When we add a prefix to an adjective, the stress remains on the root adjective e.g. **respectful** / **disrespectful**; **moral** / **immoral**.

*In English, *incredible* is usually a positive adjective. The prefix *in-* shows that it's the opposite of *credible* (believable) and not that it's negative.

4 Copy and complete 1–10 with the correct negative prefix to form the opposite of the adjectives.

- 1 ...appropriate
- 2 ...believable
- 3 ...comfortable
- 4 ...personal
- 5 ...natural
- 6 ...decent
- 7 ...logical
- 8 ...tasteful
- 9 ...legible
- 10 ...satisfied

5 Write a paragraph about a film, TV show, computer game or book that you *didn't* like using at least six of the adjectives from exercise 3 on page 40 and exercises 3 and 4 above.

Body idioms: face

6 Match definitions 1–8 with the phrases in the box.

come face to face with
face lights up
face up to
pull a face
put on a brave face
same old faces
stuff your face
two-faced

- 1 not sincere or honest
- 2 pretend things are OK
- 3 make a funny expression
- 4 be confronted with
- 5 same people involved
- 6 shows happiness
- 7 eat far too much
- 8 deal with a problem



7 Complete the sentences with the correct forms of the face idioms from exercise 6.

- 1 The show needs new actors; I'm sick of the
- 2 Why do you ... with popcorn when you go to the cinema?
- 3 When the actress walked into the room everyone's
- 4 In the film, the explorer ... many difficulties.
- 5 The singer fell on stage, but he ... and kept singing.
- 6 Nobody can ... like Jim Carrey – he's hilarious!
- 7 She needs to ... the fact that she isn't going to win the talent show.
- 8 Jim's going out with Carol? He's so ... – he told me he hated her!



Key Vocabulary

ENTERTAINMENT:

NOUNS

adventure (n)
album (n)
audience (n)
author (n)
bestseller (n)
blockbuster (n)
box office (n)
charts (n)
climax (n)
comedy (n)
costume drama (n)
director (n)
game show (n)
genre (n)
hit (n)
horror (n, adj)
launch (n)
listener (n)
location (n)
musical (n)
producer (n)
reader (n)
reality show (n)
romance (n)
sci-fi (n)
script (n)
series (n)
sports programme (n)
stunt (n)
talent show (n)
track (n)
TV show (n)
viewer (n)
viral video (n)
western (n)

BODY IDIOMS

come face to face with
(exp)
face lights up (exp)
face up to sth (exp)
get butterflies in your
stomach (exp)
hair-raising (exp)
hard to swallow (exp)
make your blood boil
(exp)

pain in the neck (exp)

pull a face (exp)

put on a brave face
(exp)

same old faces (exp)

spine-chilling (exp)

stuff your face (exp)

thin-skinned (exp)

turn your back on sth
(exp)

two-faced (exp)

ADJECTIVES AND PREFIXES

(in)adequate (adj)
(in)appropriate (adj)
(un)bearable (adj)
(un)believable (adj)
(un)censored (adj)
(un)comfortable (adj)
(in)decent (adj)
(un)helpful (adj)
(in)credible (adj)
(il)legal (adj)
(il)legible (adj)
(il)iterate (adj)
(il)logical (adj)
(un)loved (adj)
(im)mature (adj)
(im)moral (adj)
(un)natural (adj)
(dis)obedient (adj)
(in)offensive (adj)
(dis)organized (adj)
(im)patient (adj)
(im)personal (adj)
(un)popular (adj)
(ir)relevant (adj)
(ir)responsible (adj)
(un)safe (adj)
(dis)satisfied (adj)
(un)suitable (adj)
(dis)tasteful (adj)

COMPOUND NOUNS

film maker (n)
heart rate (n)
horror film/movie (n)
media psychology (n)

Revising vocabulary (word families)

Tip → It's easier to remember 'families' of words.

believe (v) – believable (adj) –
unbelievable (adj)

Task → Think of word families for these words and choose two others from the word list:

comfort help organize

Vocabulary Workshop Unit 4

Suffixes: nouns, adjectives, adverbs

1 Copy and complete the rules with the missing nouns.

- The suffixes -ty, -ity and -ness are added to base words to form nouns.
honest → (1) ... *humane* → (2) ... *kind* → (3) ...
 - The suffixes -ful and -ied are added to base words to form adjectives.
respect → (4) ... *dignity + f* → *dignified*
 - The suffix -ly is added to base words to form adverbs.
equal → (5) ... *
- * Adjectives have only one / (beautiful), but adverbs have a double / (beautifully).

2 Complete the sentences in your notebook with the correct forms of the words in the box.

dignity equal grateful honest humane kind loyal

- It wasn't very ... to start an argument in the middle of the street!
- Is there racial ... in your country or are foreigners treated badly?
- Reports say the refugees are being ... cared for in safe houses.
- The volunteers deserve a medal for their ... in dealing with the homeless.
- You don't ... think all the money donated to charity goes to worthy causes, do you?
- ... means standing by someone even when times are tough.
- They ... thanked us for all the help we gave them.

Negative prefixes: *dis-*, *in-*, *mis-* and *un-*

3 Copy and complete the rules with the missing adjectives and adverbs.

- We add the prefixes *dis-*, *in-* and *un-* to nouns, adjectives and adverbs to make them negative.
loyal → (1) ...
humanely → (2) ...
kindness → (3) ...
- For some nouns and verbs, we add the prefix *mis-* to make them negative. *trust* → (4) ...
- Some words have a different prefix with different parts of speech: (5) ... (adj) but *inequality* (n).

4 Choose the correct words and complete the sentences with your own ideas in your notebook.

- People sometimes behave *unhonestly* / *dishonestly* when ...
- I *respect* / *unrespect* celebrities who ...
- If you *mistrust* / *untrust* someone, you ...
- It's very *indignified* / *undignified* to ...
- There are many *disequalities* / *inequalities* in society because ...

Phrasal verbs

5 Read the rule, then complete 1–6 with the correct forms of six phrasal verbs in your notebook.

When you use phrasal verbs, make sure you use the correct structure with them.

ask someone out

break up with someone

end up + -ing / with + noun

find out about something

go out with someone

put up with someone / something

square up to someone / something

stand up for someone / something

- I won't ... your racist comments any longer.
- How did you ... your boyfriend's lies?
- He tried to apologize but he ... making things worse.
- You should always ... your beliefs.
- The two enemies ... one another on the street corner.
- Kate ... with a black eye after fighting with her ex-boyfriend's new girlfriend.

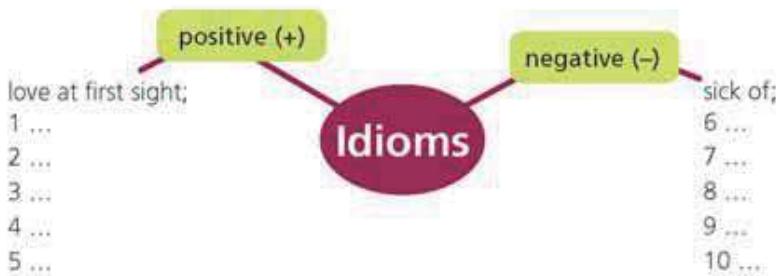
6 What would you say in these situations?

- asking someone out
- breaking up with someone
- squaring up to someone
- standing up for a friend
- putting up with someone's bad behaviour



Idiomatic expressions

- 7 Look at the idiomatic expressions in the word list. Choose **five** expressions which are positive and **five** which are negative, and copy and complete the diagram in your notebook.



- 8 Think of an example situation for each of the expressions in exercise 7.

Relationships: verbs

- 9 Choose the verbs that best describe the photos.



1 flirt / break up



2 get over / make a commitment



3 have problems / get on well



4 break up / go out with

- 10 Delete one word from each question. Then write answers for the questions in your notebook.

- 1 How do people flirt someone?
- 2 How can you make get over someone after a relationship?
- 3 How long does it take to get to know someone?
- 4 Do men or women find it harder to make a commitment?
- 5 Where would be the best place to get yourselves married?

Key Vocabulary

VALUES

- beautiful (adj)
- beautifully (adv)
- (in)dignity (n)
- (un)dignified (adj)
- discrimination (n)
- (un)equal (adj)
- (in)equality (n)
- (un)equally (adv)
- (un)grateful (adj)
- (un)gratefully (adv)
- (dis)honest (adj)
- (dis)honestly (adv)
- (dis)honesty (n)
- (in)humane (adj)
- (in)humanely (adv)
- (in)humanity (n)
- (un)kind (adj)
- (un)kindly (adv)
- (un)kindness (n)
- (dis)loyal (adj)
- (dis)loyalty (n)
- prejudice (n)
- racism (n)
- (dis)respect (n)
- (dis)respectful (adj)
- (dis)respectfully (adv)
- (mis)trust (n, v)

IDIOMATIC EXPRESSIONS

- be fond of (exp)
- be history (exp)
- be sick of (exp)
- down in the dumps (exp)
- eyes meet (exp)

- have something/nothing in common (exp)
- in the doghouse (exp)
- keep your cool (exp)
- lose your head (exp)
- love at first sight (exp)
- on a roll (exp)
- out of the blue (exp)
- over the moon (exp)
- through thick and thin (exp)
- under the weather (exp)

RELATIONSHIPS: VERBS

- ask out (v)
- be in a relationship (v)
- break up with (v)
- flirt (v)
- get on well with (v)
- get over (v)
- get to know (v)
- go out with (v)
- have children (v)
- have problems (v)
- make a commitment (v)

PHRASAL VERBS

- end up (v)
- find out (v)
- put up with (v)
- square up (v)
- stand up for (v)

Revising vocabulary (synonyms and definitions)

Tip → If you are having problems learning a word or phrase, write it down with a synonym or a definition.

get on well with = have a good relationship with

Task → Choose **five** idiomatic expressions from the word list and write definitions or synonyms for them.

Vocabulary Workshop Unit 5

Suffixes: **-ness, -ce, -ity, -ty, -y**

1 Read the rules and complete them with your own examples in your notebook.

The noun suffixes **-ness, -ce, -ity, -ty** and **-y** tell us about the state or quality of something:

- **shy + -ness = shyness** (the state of being shy)

Spelling

Adjectives ending in:

- **-y** drop the **y** and add **-i**: **happy** → **happiness**, 1 ...
- **-e** drop the **e** and add **-ity**: **sensitive** → **sensitivity**, 2 ...
- **-ant** or **-ent** drop the **-t** and add **-ce**: **patient** → **patience**, 3 ...
- **-t** add **-y**: **honest** → **honesty**, 4 ...
- a vowel followed by a consonant keep the last consonant: **open** → **openness**

Pronunciation

When we form a noun from an adjective using these suffixes, the stress remains in the same place.

- **confident** → **confidence**

Note: The noun **guilt** does not follow the same rules. Add **-y** to form the adjective **guilty**.

2 Copy and complete the table with the noun forms of the adjectives in the box.

bold	generous	impatient	independent	innocent	intelligent	lazy
modest	nervous	reliable	safe	sincere		

-ity	-y / -ty	-ness	-ce

3 Complete the sentences in your notebook with words from the table in exercise 2.

- 1 Some people have guard dogs for their own
- 2 Biting your nails and playing with your hair are signs of
- 3 Young adults are usually keen to have ... from their parents.
- 4 He tried to prove his, but the court found him guilty of murder.
- 5 Out of ..., they left the dirty dishes in the sink overnight.
- 6 Your IQ is a measure of your
- 7 ... is really important if you work as a team.

4 What do you think these sayings mean in English? Are there equivalents in your language?

'Honesty is the best policy.'

'Patience is a virtue.'

'Cleanliness is next to godliness.'

each other / one another

5 Read the rules and choose the correct options.

We use **each other / one another** as the (1) subject / object of a verb or preposition to show that (2) everyone / no-one in a group or a couple does something for the other member(s) of the group or couple.

- *The two students copied from each other in the test. (3) Both / Neither of the students cheated.)*
- *Governments must learn to co-operate with one another. (Governments must work (4) together / for themselves.)*

We also use **each other / one another** to mean *in the presence of*.

- *They sit next to each other every day. (They sit side-by-side.)*

6 What are these people doing? Write sentences in your notebook using the words in the box. There are three items you don't need.

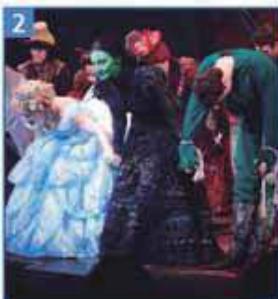
fight with help talk to throw paint at
trust understand wave at



Gestures & manners

7 Describe the photos using six of the words and phrases in the box.

bow catch someone's eye greet hold hands hug
interrupt queue shake hands sneeze wave



8 Find the bold phrases in the dictionary. What would you be doing if you were ...

- 1 receiving a **golden handshake**?
- 2 wearing **eye-catching** trousers?
- 3 using a **touchpad**?
- 4 giving the **kiss of life**?
- 5 doing a **Mexican wave**?

9 How can you communicate the following ideas using only gestures?

1 I'm watching you.

2 Be quiet.

3 Good luck.

4 Not bad.

5 Well done!

Key Vocabulary

ATTITUDES

ability (n), able (adj)
aggression (n),
aggressive (adj)
assertiveness (n),
assertive (adj)
bold (adj), **boldness** (n)
confidence (n),
confident (adj)
defensiveness (n),
defensive (adj)
frustration (n),
frustrated (adj)
generosity (n),
generous (adj)
guilt (n), **guilty** (adj)
happiness (n),
impatience (n),
impatient (adj)
importance (n),
independence (n),
independent (adj)
innocence (n),
innocent (adj)
intelligence (n),
intelligent (adj)
laziness (n), **lazy** (adj)
modesty (n), modest (adj)
nervousness (n),
nervous (adj)
openness (n), open (adj)
reliability (n), reliable (adj)
safety (n),
self-consciousness (n),
self-conscious (adj)
sensitivity (n), sensitive (adj)
shyness (n), shy (adj)
sincere (adj), **sincerity** (n)

EACH OTHER / ONE ANOTHER

cooperate with (v),
copy (v),
fight with (v),
help (v),
laugh with (v),
look at (v),
play with (v),
smile at (v),
talk to (v),
throw sth at (v),
trust (v),
understand (v)

GESTURES & MANNERS

answer the phone (v),
apologize (v),
bow (v),
catch sb's eye (v),
greet (v),
hold hands (v),
hug (v),
interrupt (v),
kiss (v),
queue (v),
shake hands (v),
sneeze (v),
touch (v),
wave (v)

COGNATES / NON-COGNATES

culture (n),
fake (adj),
laughter (n),
strengthen (v),
stress (n),
weapon (n),
yoga (n)

Revising vocabulary (translation)

Tip → Download the word list in your language and test yourself.

Task → Test yourself and make a note of the words which you have problems with. Test yourself again on those words after a few days.

Vocabulary Workshop Unit 6

Prefixes

Verbs: *re-*, *over-*, *under-*

- 1 Read the rule and complete 1–3 with *re-*, *over-* and *under-* in your notebook.

When we add *re-*, *over-* and *under-* to verbs ...

- (1) ... means 'more than necessary'.
- (2) ... means 'less than necessary'.
- (3) ... means 'again'.

Note: In the case of *renew*, the prefix *re-* is added to the adjective *new*, rather than a verb.

- 2 Complete the sentences in your notebook with the correct form of the verbs in the box and the correct prefix: *re-*, *over-* or *under-*.

cook design eat produce send shape spend

- 1 People in the developed world tend to ... while others die of hunger.
- 2 Smart technology has ... the way we communicate.
- 3 Consumers who ... can get into debt.
- 4 When manufacturers ... goods, it creates waste.
- 5 Please ... the document as I accidentally deleted it.
- 6 Mobile phone manufacturers are constantly ... their models.
- 7 If you ... chicken, you can get food poisoning.

Adjectives: *anti-*, *inter-*, *multi-*, *over-* and *pro-*

- 3 Copy and complete the table with the words in the box. Which words fit in more than one column?

active coloured democracy eat ethnic galactic globalization
GM national produce purpose social spend storey technology

<i>anti-</i>	<i>Inter-</i>	<i>multi-</i>	<i>over-</i>	<i>pro-</i>
biotic		talented		biotic

Note: *antibiotic* can be a noun (*an antibiotic*) or an adjective (*an antibiotic drug*).

- 4 Copy and correct the errors in 1–5.

- 1 I'm ill. I think I need some multibiotics.
- 2 He's very intersocial. He just sits in his bedroom all day.
- 3 Sarah wants that overcoloured scarf for her birthday. I think it looks horrible!
- 4 Because of their multi-spending at Christmas, they can't go on holiday this year.
- 5 Here's a photo of the pro-GM protest which we saw. (See photo.)



Invention & discovery

- 5 Look at the invention and discovery words in the word list and answer the questions in your notebook.

- 1 Explain the difference between a *discovery* and an *invention*.
- 2 Explain the difference between *inspiration* and an *idea*.
- 3 Why does *research* not have the indefinite article *a*?
- 4 What's the difference between *clone* and *adapt*?

- 6 Find five words in the word list which refer to people. Write definitions in your notebook and test each other, without using the word.

This is a person who tries to find new information. (A researcher)

- 7 Complete the questions with the words in the box. Then write your answers in your notebook.

development inspiration invention
replacement research

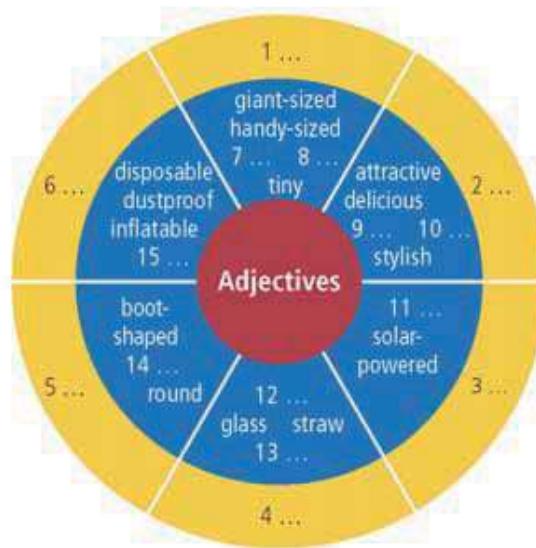
- 1 What ... could you not live without?
- 2 What was the last thing you bought a ... for?
- 3 In your opinion, what has been the most important ... in medical science?
- 4 Where do you think inventors get their ... from?
- 5 What would you like to do ... into?



Describing objects

- 8 Copy the diagram. Complete 1–6 in your notebook with *material, opinion, power, shape, size and other*. Then complete 7–15 in your notebook with the adjectives in the box.

battery-operated
ceramic
eye-catching
funky
heart-shaped
huge
pocket-sized
waterproof
wooden



- 9 Read the rules about ordering adjectives. Then rewrite the sentences in your notebook including all the adjectives in brackets in the correct order.

Order of adjectives

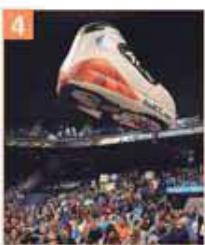
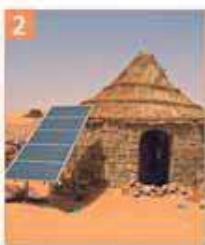
Generally speaking, the order of adjectives in English varies. The adjective which best describes the noun comes closest to it. A general rule to follow is to put adjectives in the following order: opinion, size, age, shape, colour, verb particle form (e.g. *battery-operated, cooling*), material, origin.*

*Note: It's not very common in English to use more than two or three adjectives with a noun.

- I bought my girlfriend a / an ring. (*silver / designer / expensive*)
- They're opening a cafe. (*child-friendly / new*)
- Ben made a cake yesterday. (*lemon / huge / delicious*)
- Have you seen his T-shirt? (*funky / multi-coloured*)
- You should buy a dictionary before your trip. (*pocket-sized / French / new*)

- 10 Decide which two words from exercise 8 and which noun from the box can be used to label photos 1–4. There are two nouns you don't need.

balloon chocolates cutlery flats huts plates



Key Vocabulary

INVENTION & DISCOVERY	resend (v) reshape (v) rethink (v) rewrite (v) undercook (v) underestimate/ overestimate (v)
DESCRIBING OBJECTS	attractive/unattractive (adj) bacon-shaped (adj) battery-operated (adj) boot-shaped (adj) ceramic (adj) child-friendly (adj) chocolate-shaped (adj) delicious (adj) disposable (adj) dustproof (adj) eco-friendly (adj) economical (adj) eye-catching (adj) funky (adj) giant-sized (adj) glass (adj) handy-sized (adj) heart-shaped (adj) high quality (adj) huge (adj) inflatable (adj) life-sized (adj) long-lasting (adj) low-cost (adj) pocket-sized (adj) practical (adj) recycled (adj) round (adj) shockproof (adj) silly (adj) solar-powered (adj) straw (adj) stylish (adj) tiny (adj) tough (adj) useful/useless (adj) waterproof (adj) wooden (adj)
PREFIXES	ANTONYMS
antibiotic (n, adj) anti-globalization (adj) anti-social (adj) anti-technology (adj) biotechnology (n) bioterrorism (n) interactive (adj) intergalactic (adj) international (adj) microorganism (n) microwave (n) misunderstand (v) multicoloured (adj) multi ethnic (adj) multinational (adj) multi-purpose (adj) multi-storey (adj) multi-talented (adj) overcook (v) overeat (v) overproduce (v) overspend (v) pro-democracy (adj) probiotic (adj) pro-GM (adj) pro-technology (adj) redesign (v) renew (v)	(extra)ordinary (adj) (un)modified (adj) (ab)normal (adj) (ir)reversible (adj) (ir)regularity (n)

Revising vocabulary (cognates)

Tip → Identify cognates as they are easy to remember.

Task → Find the cognates in the word list. How many are there?

Vocabulary Workshop Unit 7

Issues & action

- 1 What ways of protesting do these photos show? Copy and complete 1–4 with *rally*, *march*, *petition* or *sit-in*.



1 attend a ...



2 take part in a ...



3 go on a ...



4 sign a ...

- 2 Answer the questions in your notebook about the activities in exercise 1.

- 1 Which have you seen? When? / Where?
- 2 Which would you do? Why?
- 3 Which wouldn't you do? Why?
- 4 Which have you done? What happened?

- 3 Which is the *incorrect* word in each list?

- 1 animal cuts / rights / education
- 2 education / health / vehicle cuts
- 3 workers' equality / cuts / rights
- 4 human / women's / education rights
- 5 gender / political / racial equality

Word formation: charity work

- 4 Copy and complete the table in your notebook with the correct forms of the words given. Check your answers against the word list.

Verb	Noun (person)	Noun (action / object)
donate	donor	1
appeal	—	2
sponsor	3	sponsorship
4	volunteer	voluntary work
raise funds	fundraiser	5
campaign	campaigner	6

- 5 Complete the sentences in your notebook with the correct forms of words from the table in exercise 4.

- 1 Our group is trying to ... for cancer research by collecting money in the city centre.
- 2 He made a generous ... of £100 to the animal rights
- 3 Dave's got 45 ... on his list for his sponsored swim.
- 4 Our school is launching an ... to save the *monachus monachus* seal.
- 5 How many ... are there for the beach clean-up this weekend?
- 6 Blood ... are usually given biscuits to eat.
- 7 The ... won't leave the airport until the expansion plans are cancelled.
- 8 Without ..., many sports stars couldn't afford to train.



Compound nouns

6 Read the rules and complete 1–3 in your notebook.

Compound nouns are nouns that are made up of two or more words.

- (1) ... + noun → compound noun

cancer + research → cancer research

- (2) ... + noun → compound noun

English + teacher → English teacher

In compound nouns, the second word is the base word and the first word gives us additional information about it. The normal stress on compound nouns falls on the (3) ... word:

terrorist attack computer game

The plural is usually formed by adding -s to the end of the base word:

inner-city schools NOT inner-cities schools

7 Match 1–5 with A–E to form sentences with compound nouns.

- 1 The internet has brought about huge social ...
A ... member and protested against pay cuts at work.
- 2 For some prisoners in the USA, the death ...
B ... issue, even in the 21st century.
- 3 Mum became a union ...
C ... cause, so I volunteer for it.
- 4 The reading campaign is a worthy ...
D ... change since the 1990s.
- 5 Racism is still a significant social ...
E ... penalty is still a possibility.

8 Decide which compound nouns from the word list can be used to label photos 1–6.



Key Vocabulary

CHARITY WORK

appeal (v, n)

campaign (v, n),

campaigner (n)

charity (n)

donate (v), donation

(n), donor (n)

fundraising activity (n)

raise awareness of

(exp)

raise funds/money (v)

sponsor (v, n),

sponsorship (n)

take part (v)

volunteer (v, n)

COMPOUND NOUNS

animal charity (n)

beach clean-up (n)

birthday card (n)

cancer research (n)

community service (n)

computer game (n)

death penalty (n)

endangered species (n)

English teacher (n)

high school senior (n)

homeless people (n)

ice cream flavour (n)

inner-city school (n)

social change (n)

social issue (n)

social media (n)

sponsored walk (n)

sports star (n)

terrorist attack (n)

union member (n)

volunteer project (n)

washing machine (n)

worthy cause (n)

ISSUES & ACTION

activist (n)

animal rights (n)

attend a rally (exp)

banner (n)

demonstrator (n)

education cuts (n)

gender equality (n)

go on a march (exp)

health cuts (n)

human rights (n)

march (n)

petition (n)

protest (v, n)

protester (n)

racial equality (n)

rally (n)

sign a petition (exp)

slogan (n)

take part in a sit-in

(exp)

women's rights (n)

workers' rights (n)

FALSE FRIENDS & COGNATES

according (prep)

actually (adv)

community (n, adj)

images (n)

just (adv)

occur (v)

realizing (v)

tragedies (n)

victims (n)

Revising vocabulary (compound nouns)

Tip → To learn compound nouns, make two lists of nouns from compound nouns in the word list and try to match them.

Task → Add words to these lists. Then test yourself by matching the nouns on each list.

computer	star
sports	research
terrorist	game
cancer	attack

Vocabulary Workshop Unit 8

Travel: verbs

- 1 Copy and complete the table in your notebook with *check in*, *get on*, *head to*, *set off* and *stop off*.

1	at the airport / hotel / hostel
2	on a journey / trip; on holiday; for the station / airport
3	on the way; at a place of interest / road-side café
4	the mountains / beach / pool / city centre
5	a plane / train / bus / boat

- 2 Use the phrasal verbs in exercise 1 to answer the following questions in your notebook. What do you do ...

- ... during the summer holidays?
- ... as soon as you arrive at your holiday destination?
- ... if you get hungry during a journey?
- ... on arriving at an airport?
- ... on a beach holiday when it rains?

- 3 Copy and complete the diagram with the words in the box.

bag by boat camping excursion lift
on foot sightseeing table

(1) your ...
your rucksack
your suitcase

a (2) ...
lost
a suntan

pack
book

get
go

an (3) ...
a room
a (4) ...
a taxi

Activities
backpacking
(5) ...
for a meal
hitchhiking
(6) ...
skiing
swimming

Travelling
(7) ...
by bus
by car
by plane
by train
(8) ...

- 4 Write two or three sentences about this photo in your notebook, using five words or phrases from exercise 3.



Collocations 1: compound nouns

- 5 Read the rules and complete examples 1–5 in your notebook to make compound nouns related to travel.

In compound nouns, the second noun tells us what something is and the first noun gives us extra information. For example:

boarding + pass = boarding pass (pass which allows you to board a plane)

Other examples are:

five-star (1) ...	social media (3) ...
booking (2) ...	summer (4) ...
poolside bar	(5) ... blog

- 6 Make more collocations using one word from each box.

cabin check-in day duty package
passport seaside tour youth

control crew desk free holiday
hostel operator resort trip

- 7 Decide which compound nouns from exercises 5 and 6 can be used to label photos 1–4.



Collocations 2: adjective + noun

We can collocate certain descriptive adjectives with certain nouns to give more information about the nouns. For example, we can talk about *friendly people* and *affordable accommodation*, but we don't usually say *affordable people* or *friendly accommodation*.

8 Find opposites for 1–6 in the box.

characterless expensive peaceful
sprawling unfashionable well-kept

- 1 run down 4 atmospheric
2 compact 5 lively
3 affordable 6 chic

9 Complete the descriptions of these places in your notebook using adjectives from exercise 8.



1 ... coastline



2 ... district



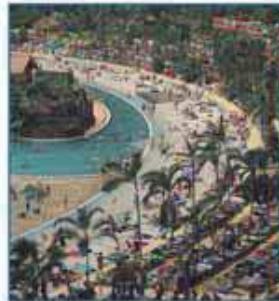
3 ... restaurant



4 ... campsite



5 ... bistro



6 ... resort

10 What kind of people would the places in exercise 9 appeal to? Which would you prefer to visit?

Key Vocabulary

TRAVEL: VERBS

book a room, a table,
an excursion (v)

cancel (v)

check in (v)

delay (v)

get a lift (v)

get a suntan (v)

get lost (v)

get on, off (v)

go for a meal (v)

go on foot (v)

go sightseeing (v)

head to (v)

hitchhike (v)

look forward to (v)

miss (v) (a flight/bus)

pack (your bag/

rucksack) (v)

set off (v)

stop off (v)

TRAVEL:

COLLOCATIONS

beach holiday (n)

boarding pass (n)

booking confirmation
(n)

budget hotel (n)

cabin crew (n)

check-in desk (n)

day trip (n)

duty-free (n)

five-star hotel (n)

package holiday (n)

passport control (n)

poolside bar (n)

return ticket (n)

seaside resort (n)

single ticket (n)

social media post (n)

summer holiday (n)

tour operator (n)

travel blog (n)
travel on a shoestring
(exp)
travel sickness (n)
weekend trip (n)
youth hostel (n)

DESCRIBING

PLACES

affluent (adj)

affordable (adj)

atmospheric (adj)

bistro (n)

busy (adj)

campsite (n)

characterful (adj)

chic (adj)

city centre (n)

coastline (n)

compact (adj)

district (n)

elegant (adj)

historic (adj)

impressive (adj)

lively (adj)

new / old part (n)

outside (the city) (adj)

outskirts (n)

peaceful (adj)

run-down (adj)

scenic (adj)

smart (adj)

suburb (n)

surrounding area (n)

trendy (adj)

well-kept (adj)

OFTEN CONFUSED WORDS

journey (n)

travel (v)

trip (n)

voyage (n)

Revising vocabulary (personalisation)

Tip → It can help you to remember new words or phrases if you use them to write information about yourself and your experiences.

Task → Choose three words from each of the first three sections of the word list. Write sentences about your holiday experiences or wishes including the words.

Speaking Workshop

Section A Describing & comparing photos

Tips & Key phrases

Fact and conjecture

- You can describe what you see, but also make guesses about things.

As you can see ...

It / They seem(s) to be ...

It looks like ...

It / He / She / They might / could be ...

Unknown words

- If you don't know how to describe something, say so or ask.

I can't tell exactly what that is ...

I don't know what you call this / these ...

What do you call this / these things?

Comparing and contrasting

- Describe similarities and differences.

The thing they have in common is that they both ...

Both photos show ...

They're similar in that ...

This one ... this one. However, on the other hand ...

Here ... , whereas here ...

This is more / less / not as ... as ...

Relating to your experience

- Take any opportunity to talk about your own experience or opinion of the topic.

Personally, I have / haven't been in this type of situation.

I'd like / I wouldn't like / I prefer ...

If I was in this situation I'd ...

When I see this it makes me feel ...

Talking about feelings

- Don't only describe the physical aspects of the photos. Say how people might be feeling and why.

I'd say / guess that he / she / they is / are feeling ... because ...

It / They / He / She look(s) ...

Maybe / Perhaps because ...

Speaking options

Unit 1

Compare and contrast the photos. Which of these experiences would you prefer to have and why?

A



B



Unit 5

Compare and contrast the photos. What do you think the problems of teaching young children are?



Unit 8

Compare and contrast the pictures. Say what the advantages and disadvantages of each holiday are.



Section B Discussion topics

Tips & Key phrases

Thinking time

- Take your time.
- You can always start by commenting on the question itself.

Mm. That's an interesting question.

Let me think about that.

I'm not 100% sure, but I think ...

I've never really thought about that.

Giving an opinion

- Give more than one opinion if you want to.
- Look at a theme from two points of view.
- Ask other people what they think.

In my opinion / I think / I reckon / I suppose ...

On the other hand, though ...

You could also say that ...

What do you think?

Reacting to what people say

- You should express interest in what other people say.
- You can ask for more information.
- Be polite when exchanging opinions; acknowledge what other people say.

Really?

That's interesting.

When / Where / Why was that?

Who was that with?

I know what you mean (but) ...

I think you're right (and also ...)

Me too. / Me neither.

Explaining what you mean

- You may need to clarify what you're saying or paraphrase if you don't know how to say something.

What I'm trying to say / describe is ...

Do you know what I mean?

I'm not sure how to explain this, but ...

Shall I say that again?

Speaking options

To practise from this section, choose one or two questions from each unit. Then work with a partner and ask and answer questions. Choose different questions each time you use this section.

Starter unit

- 1 Can you spell your name?
- 2 How long has your family lived here?
- 3 What do you like or dislike about living here?
- 4 What sort of things do you like doing in your free time?
- 5 Whereabouts do you like to go when you're out?
- 6 What are your favourite subjects? What do you like about them?
- 7 What do you find easy or difficult about learning English?
- 8 Have you ever used English outside of school? When?
- 9 What are your plans for this weekend?
- 10 What would you like to do when you finish school?

Unit 1

- 1 Have you ever been in a dangerous situation?
- 2 How would you spend your time if you didn't have to worry about money?
- 3 Describe an experience which you had on your last holiday.
- 4 What do you remember about your first days at primary school?
- 5 What did you do last weekend?
- 6 Is there anything you'd really like to do before you're 25?
- 7 Do bad experiences make you stronger? Why / Why not?
- 8 Describe a time when you were surprised or excited.
- 9 What are your first memories?
- 10 When did you last have a really good time?

Unit 2

- 1 In general, do you feel optimistic about the future? Why / Why not?
- 2 Do you like science fiction films?
- 3 Do you think we should worry about the future? Why / Why not?
- 4 How do you think entertainment will change in the future?
- 5 What would you like to be doing in ten years' time?
- 6 What problems might the human race have to face in the future?
- 7 How will education / medicine / work change in the next ten years?
- 8 What do you think of survivalists?
- 9 How do you think that humans will evolve?
- 10 What are your plans for next weekend / next summer?

Unit 3

- 1 What do you like doing in your free time?
- 2 What are the advantages and disadvantages of TV / computer games?
- 3 What do you think about the cost of entertainment?
- 4 Should people have to pay to download music and films from the internet?
- 5 Is there any kind of entertainment which families enjoy together?
- 6 Is the internet more entertaining than TV? Why / Why not?
- 7 What are your favourite kinds of film?
- 8 What kinds of programmes do you like to watch on TV?
- 9 Do you think that it's necessary to have age ratings for films, music or books?
- 10 What kind of music or concerts do you like? Why?

Unit 4

- 1 Do you think that prejudice exists in your country?
- 2 What are the best things about friendship?
- 3 What are *three* important qualities of a friend?
- 4 What kind of things do you argue with your friends about?
- 5 Is internet dating a good idea? What are the advantages and disadvantages?
- 6 Is it OK to break up with someone by text? Why / Why not?
- 7 Do you get on well with your relations?
- 8 What is the best age to marry and have children?
- 9 How do you usually keep in touch with old friends?
- 10 What are the differences between your generation and your parents' generation?

Unit 5

- 1 What can body language tell us about people?
- 2 How do people usually greet each other in your country?
- 3 How can you tell if someone is feeling nervous or impatient?
- 4 What kinds of things make you laugh?
- 5 Are smiling and laughter important? Why / Why not?
- 6 What kinds of things make you angry?
- 7 Do you think that people behave differently in cities and in the country? Why / Why not?
- 8 What would you do if you met someone who was very rude?
- 9 How did you behave when you were a child?
- 10 Do you think that parents and teachers should be strict? Why / Why not?

Unit 6

- 1 Can you think of any inventions which are morally wrong? Why are they wrong?
- 2 What are your favourite inventions? Why?
- 3 Can computers save us a lot of time? If so, how?
- 4 What effects do you think the invention of the telephone had?
- 5 What do you think about bioengineering?
- 6 Should scientists clone animals? Why / Why not?
- 7 Is it a good or a bad thing to have cameras on phones? Why?
- 8 What kinds of inventions or discoveries do you think will be made in the next 100 years?
- 9 What kind of transport do you think we'll use in the future?
- 10 In general, do you think that technology improves our lives? Why / Why not?

Unit 7

- 1 Do you know the names of any charities? What do they do?
- 2 Have you ever volunteered or taken part in a charity event? How?
- 3 In what kinds of ways do charities raise money?
- 4 Are charities necessary? Why / Why not?
- 5 For what reasons do people enjoy volunteering?
- 6 What would you do if you were president?
- 7 What could everyone do to make the world a better place?
- 8 If people don't change at all in the future, what will the world be like?
- 9 Do you think that governments are doing their best to change the world? Why / Why not?
- 10 Do you think we do enough to protect animal rights? Why / Why not?

Unit 8

- 1 Have you ever been abroad? Where and when did you go?
- 2 What do you like or dislike about travelling?
- 3 Is there anywhere you've never been that you'd like to go? Why?
- 4 What kinds of things can go wrong on a holiday?
- 5 What do you like doing when you're on holiday?
- 6 What places and activities would you recommend to a tourist in your town or region?
- 7 What's your favourite form of transport? Why?
- 8 How can you travel cheaply?
- 9 What would be your idea of a luxury holiday?
- 10 What are you planning to do for your next holiday?

Section C Collaborative tasks

Tips & Key phrases

Clarifying

- In a collaborative task, you need to work with other people to make a decision.
- It's usually a good idea to clarify what you need to do in the task and confirm what you've decided.
*So let's just check. We have to ...
Did I understand you correctly? Do we have to ...?
Sorry, could you repeat the instructions / say that again?
OK (so far) we've decided that / to ...*

Reaching an agreement

- Negotiate with people politely.
- Listen to what other people are saying and acknowledge their ideas.
*I agree with you / Angela that ...
I'm not sure I agree with that.
Yes, that's a good idea (and ...) ...
I see your point, but ...
OK. We could do what you / Angela said and / or ...*

Making suggestions

- When you make suggestions, try to give a reason. When rejecting a suggestion, you should also give a reason.
*I think it would be a good idea to ...
I know. We could / should ... (because)
What if we ... (+ infinitive / past simple)
I suggest we ... (so that / because)
The problem with that is that ...
Yes, but if we ... then ...*

Asking for clarification or repetition

- You may need to ask for repetition or clarification.
*Sorry, can you say that again?
Would you mind repeating that?
I didn't quite catch that.
Could you say that a bit more slowly?
I'm afraid I don't understand. Can you explain / say it again?*

Speaking options

Unit 2

Imagine your family have become survivalists and you must survive in the wild. Agree on three items from A-F which you can take. Explain your choices.



A 50 litres of drinking water



B a compass



C tents and sleeping bags



D a radio



E lots of tinned food



F a fishing rod

Unit 3

You are choosing presents for your grandmother, a male cousin (aged seventeen) and a female cousin (aged twelve). Choose an item for each person from A-F and explain your choices.



A A boxed set of a cartoon comedy series.



B A voucher to spend in a department store



C An hour's experience in a Formula 1 car



D A boxed set of children's books



E A computer game



F A ticket for a classical concert

Unit 7

You want to organize three fundraising events for a local charity to take place over the weekend in two weeks' time. Agree on three events from A-F. Explain your choices.



A A fun race



B A fancy dress disco



C A cake sale



D A musical



E A sponsored basketball marathon



F A collection amongst students

Section D Debates and roleplay

Tips & Key phrases – Debates

Organizing what you say

- In a debate you should introduce and order points clearly and give a concluding opinion.
*I'd like to start / conclude by saying ...
Firstly, / Secondly, / Thirdly, / Finally, ...
What's more ...
Can I just add that ...?*

Making a point

- Present an argument. Use facts and examples.
*I think it's fairly clear / obvious that ...
I (strongly) believe that ...
Did you know that ...?
According to ... (my research)
For example / An example of this is ...*

Disagreeing

- Be polite. You don't need to agree with opposing opinions, but explain why.
*I have to disagree with you there, because ...
I see it in a different way.
Well, in my opinion ...
Yes, but on the other hand ...*

Tips & Key phrases – Roleplay

Appropriate language

- In a roleplay you imagine that you are in a certain situation. Think of appropriate formal or informal language.
*Hi, / Hello, / Good morning.
Cheers, / Thanks, / Thank you very much.
Hey! / Excuse me ...
Can I / Could I / I was wondering if ...
I want to / I'd like to ...
See you later, / Goodbye.*

Speaking options – Debates

Read each statement and prepare arguments for or against it. Do some research if necessary.

Unit 2

'Space exploration is a ridiculous waste of money.'

Unit 3

'Watching violent films makes people violent.'

Unit 6

'Technology has made us all lazy.'

Unit 7

'People who campaign for animal rights are wasting their time. They should be campaigning for human rights.'

Speaking options – Roleplay

Read the rolecards. Think about what to say, and then start a conversation. Swap roles when you've finished.

Unit 4

Student A

You're in town and you see a friend who moved to another town a year ago. You haven't been in contact recently. Find out some news and what he / she thinks about his / her new home and school, then arrange to meet at the weekend.

Student B

You moved to another city a year ago and you've just returned to where you used to live because you're visiting relatives. You bump into an old friend in the street. Answer his / her questions about your new home and school and ask him / her for news about life and friends in this town.

Unit 6

Student A

You're a shop assistant in an electrical store. A customer has had problems with a product. Find out about the problem, apologize and show the different products you can offer in exchange. Recommend one to the customer. Use the phrases in box A.

Student B

You're in town with either a) a mobile phone or b) an e-reader which you are taking back to the shop because it isn't working. Give the information to the shop assistant and ask to exchange the product. Use the phrases in box B.

A	B
How can I help you?	I'm having problems with ...
I'm sorry to hear that.	Can I exchange it?
I can recommend this ...	Is it under guarantee?
Anything else I can do for you?	OK. That's great, thanks.

Section E Dialogues

Tips for practising dialogues

Pronunciation practice

You can identify pronunciation features by reading transcripts while listening to recordings. Photocopy the transcripts so that you can mark the pages with stress, links and intonation patterns.

- Choose difficult words and listen for the stress and sounds.
- Choose sentences and identify:
 - the stress or stresses.
 - the intonation pattern.
 - linking between words.
- Choose groups of sentences and identify pauses and changes in speed, volume and intonation.

Speaking naturally

When we speak naturally we do these things:

- Vary speed and intonation (don't speak like a robot!).
- Move our heads, shoulders and hands.
- Use sounds and words like 'Um', 'Er' 'Mm' and 'Well ...' when we're thinking of what to say.

When practising dialogues try to speak English naturally.

- Try not to look at the page when you're speaking. Read a line, look up and say the line.
- Try working in pairs and memorizing dialogues with a partner.
- It's also useful practice to listen to texts and read them aloud as if they were presentations.

Speaking options

Listen and practise with the transcripts.

Unit 1 1.04

- Dean There's no way I'd ever do that.
Fran How come?
Teacher So, did you all look at the lists?
Liam Yes, miss.
Teacher And what do you think? Is there anything there that you'd like to do yourselves?
Fran Yeah, I'm with the first guy there – I'd like to go hang-gliding. I've always wanted to have a go at that.
Teacher Oh, right. What about you, Dean? Would you like to try it?
Dean Not sure about that one. It's one of those things, y'know ... I like the idea of hang-gliding, but I'm not sure if I'd be brave enough to do it.
Liam Yeah, I know what you mean. I'd prefer to keep my feet on the ground. I prefer the one about riding a Harley Davidson across the USA. More than anything in the world I'd love to go to the Grand Canyon in Arizona.
Dean That'd be cool.

- Fran Yeah, there are some good travel ideas. I like Adrienne's idea to go to the Great Wall of China. That's a good one.
Teacher What about exams and jobs and that kind of thing? Don't you all want to do well and make fortunes?
Liam That would be good.
Dean It depends, doesn't it? Adrienne's list is right – you want to be happy, like I'd definitely prefer to have a small apartment and be happy than have a great big house and be unhappy. Do you know what I mean?
Fran Yes, money's important, but I don't like the idea of getting a job that I don't like. That last one on Paul's list is good, I think – make a fortune doing something that I really enjoy.
Teacher And would you prefer to live here or to go to another country? Dean, what do you think?
Dean I wouldn't mind working abroad for a while, but I'd come back.
Fran Yeah, me too.
Liam No way, man. I'm off to America on that Harley Davidson.
Fran Yeah OK, see you then Liam ...

Unit 4 1.28

- Interviewer So, Louise, Mark, talking about friends then ...
Louise Yeah.
Interviewer What kinds of things are important in a friendship? Do you think that friends should be fun, interesting people?
Louise Hey, I'm fun and interesting – I'm a good friend.
Mark Yeah, I'm fun and interesting too.
Louise No, you're not. Not all the time. No, seriously, it's impossible to be fun and interesting all the time. That's not really what friendship is about. We have a laugh but ... erm ...
Mark ... there are probably more important things.
Louise Yeah.
Interviewer How important is honesty?
Louise Oh totally. Everyone should be honest, anyway ...
Interviewer In what way is it important in a friendship? Louise, what do you think?
Louise OK, well, let's think of an example. Right, so there's a friend of mine and she told me that she didn't like what I was wearing. She didn't like my red jeans ... and that's fine – it's better if she tells me.
Mark Yeah, there are some people – they're two-faced.
Interviewer Two-faced?
Louise Yes, so they say one thing but they say something else to other people. I'd have no time for them.
Interviewer OK. What else is important?
Louise For me honesty and loyalty are top of the list. Loyalty has to be number one, doesn't it?
Mark Yeah – you want a friend who will be there for you whatever happens.
Interviewer So not just a friend in the good times.
Louise No, so if you're in a good mood or bad mood

Mark	it doesn't matter; they still talk to you and if something goes wrong they'll listen to you.	Adam	Right, well, see you again sometime Julia.
Interviewer	Yes, and then trust is important too.	Julia	Erm ... do you mind if I come with you?
Mark	Can you give us an example, Mark?	Adam	No, of course not.
	Mm, yes ... so I told my cousin that I liked this girl and the next thing I know he's told three other people. I couldn't believe it. Now I wouldn't trust him again. If I tell a friend something they shouldn't tell everyone.	Jess	Well, erm ...
Interviewer	What about contact with friends? Do you need to see someone all the time to stay friends with them?	Julia	Is that OK, Jess?
Louise	No, I don't think so. I've got a good friend who moved to Liverpool a while ago so I don't see him unless he comes here or ... well if I went there I suppose, but when we talk it's like we haven't been apart.	Adam	Yes, of course.
Mark	Yes, I think it's easy to keep in touch on Facebook anyway. You know what's happening in someone's life so you can carry on with your friendship.	Julia	OK, I'll just get my coat.
Interviewer	And finally, what about respect?	Adam	Great. Bye Mrs Kelly.
Louise	Yes, I think that's an obvious one. You must have some respect for a friend otherwise they wouldn't be a friend. You're not going to hang out with people you don't like, are you?	Mrs. Kelly	Bye. Have a good time all of you ...
Mark	That's right, and sometimes I think friendships end because you lose respect for someone.		
Interviewer	Have you ever lost a friend for that reason?		
Louise	Erm ... I'm not sure. I can't remember. No, I choose my friends carefully!		
Mark	I did once. This guy stole my girlfriend and that was the end of him!		

Unit 5 2.05

Adam	Hi Mrs Kelly. Is Jess in?	Student	Hello. How can I help you?
Mrs Kelly	Oh hello Adam. Yes, come in. Is she expecting you?	Desk clerk	Oh, hello. I'm looking for somewhere to stay for a couple of nights. Do you have any information about accommodation?
Adam	Yes, but I'm a bit late. We're going to the cinema.	Desk clerk	Yes, of course. Let me have a look.
Mrs Kelly	Oh OK. I'll just call her.	Student	I should have booked somewhere, but I was in a hurry to get the train here.
Adam	Thanks.	Desk clerk	No problem. Let's see. What kind of price range are you looking for?
Mrs Kelly	Jessica! Adam's here ... She'll be down in a minute. Would you like a juice or something?	Student	Something reasonably-priced, I suppose.
Adam	That would be great, thanks.	Desk clerk	And were you thinking of a hotel, a B&B or a hostel?
Mrs Kelly	Right. I'll just get that for you ... Oh, have you met Julia? She's an exchange student from Spain who's staying with us at the moment.	Student	Erm ... Is there much difference in price?
Adam	Hi Julia. It's nice to meet you.	Desk clerk	Well, it depends whereabouts you want to stay really. There are some nice B&Bs outside the city centre, or there's the backpacker hostel here in the centre which is good value. So ... there's a B&B here, for example, which is a ten-minute bus ride out of the city and it's only £35 for a room, and it includes breakfast.
Julia	Nice to meet you. Jess has told me all about you. You live in the next street, don't you?	Student	And how much is the hostel?
Adam	That's right, yeah. Erm ... your English is very good.	Desk clerk	The hostel is £15 for a bed in a shared dormitory, and that doesn't include breakfast.
Julia	That's kind of you. It isn't really though.	Student	OK, I see. That's not bad.
Adam	It's my mum. Sorry. Hi Mum. Listen, Mum, can I call you back a bit later please? I'm at Jess's house at the moment. Sorry? Yes, OK. Bye then. Bye. Sorry about that.	Desk clerk	Would you like me to give them both a call to see if they have any vacancies?
Julia	That's OK.	Student	Oh yes, that would be great, thanks.
Jess	Hi Adam. You're late.	2	
Adam	Oh hi Jess. Yeah, sorry.	Tourist	Excuse me ... Excuse me ... we were wondering if there's a nice place for a picnic around here.
Mrs Kelly	Shall I call a taxi?	Shopper	A picnic?
Jess	I think we're OK actually. Thanks anyway, Mum.	Tourist	Yes, somewhere we can sit and have a sandwich.
		Shopper	OK. Um, somewhere you can sit ...
		Tourist	Yes.
		Shopper	Well, let me think ... Yes, there's a little garden actually, just behind the church. Do you know where the church is?
		Tourist	Yes, I think I saw it earlier.
		Shopper	Right, well behind it there's a garden. It's very peaceful because it's away from the traffic. Or there's a big park, but it's a long walk from here.
		Tourist	The garden sounds perfect. Which way's the church again?
		Shopper	Down that way, you'll see it on your left.
		Tourist	Oh yes, great. Thanks.

Irregular verbs

INFINITIVE		PAST SIMPLE		PAST PARTICIPLE	
be	/bi:/	was / were	/wəz/, /wə:(r)/	been	/bi:n/
bear	/beə(r)/	bore	/bɔ:/	borne	/bo:n/
beat	/bi:t/	beat	/bi:t/	beaten	/bi:tən/
become	/bi'kam/	became	/br'keim/	become	/bi'kam/
begin	/bɪ'gin/	began	/bɪ'gæn/	begun	/bɪ'gən/
bend	/bend/	bent	/bent/	bent	/bent/
bet	/bet/	bet	/bet/	bet	/bet/
bite	/baɪt/	bit	/bit/	bitten	/bitn/
bleed	/bli:d/	bled	/bled/	bled	/bled/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
break	/breɪk/	broke	/bro:k/	broken	/bro:kən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
burn	/bɜ:n/	burnt, burned	/bɜ:nt/, /bɜ:nd/	burnt, burned	/bɜ:nt/, /bɜ:nd/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃɔ:z/	chosen	/tʃɔ:zn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
dig	/dɪg/	dug	/dʌg/	dug	/dʌg/
do	/du:/	did	/dɪd/	done	/dən/
draw	/drəʊ/	drew	/drʊ:/	drawn	/drəʊn/
dream	/dri:m/	dreamt, dreamed	/dremt/, /dri:md/	dreamt, dreamed	/dremt/, /dri:md/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/dræŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/drɪvn/
eat	/eɪt/	ate	/eɪt/	eaten	/eɪtn/
fall	/fɔ:l/	fell	/fel/	fallen	/fɔ:lən/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/felt/	felt	/felt/
fight	/fɔ:t/	fought	/fɔ:t/	fought	/fɔ:t/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flai/	flew	/flu:/	flown	/fləʊn/
forbid	/fə'bɪd/	forbade	/fə'bɛd/	forbidden	/fə'bɪdn/
forget	/fə'get/	forgot	/fə'got/	forgotten	/fə'gɔtn/
forgive	/fə'giv/	forgave	/fə'gɪv/	forgiven	/fə'gɪvn/
freeze	/fri:z/	froze	/frəʊz/	frozen	/frəʊzən/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/gɪv/	given	/gɪvn/
go	/gəʊ/	went	/went/	been / gone	/bi:n/, /gən/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hang	/haŋ/	hung	/hʌŋ/	hung	/hʌŋ/
have	/ha:v/	had	/hæd/	had	/hæd/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
hit	/hit/	hit	/hit/	hit	/hit/
hold	/həʊld/	held	/həld/	held	/həld/
hurt	/hɜ:t/	hurt	/hɜ:t/	hurt	/hɜ:t/
keep	/ki:p/	kept	/kept/	kept	/kept/
know	/nəʊ/	knew	/njʊ:/	known	/na:n/
lead	/li:d/	led	/led/	led	/led/
learn	/lɜ:n/	learnt, learned	/lɜ:nt/, /lɜ:nd/	learnt, learned	/lɜ:nt/, /lɜ:nd/
leave	/li:v/	left	/lef/	left	/lef/
lend	/lend/	lent	/lent/	lent	/lent/
let	/let/	let	/let/	let	/let/
lie	/laɪ/	lay	/leɪ/	lain	/leɪn/
light	/laɪt/	lit	/lit/	lit	/lit/

INFINITIVE		PAST SIMPLE		PAST PARTICIPLE
lose	/lu:z/	lost	/lost/	lost
make	/meik/	made	/meid/	made
mean	/mi:n/	meant	/ment/	meant
meet	/mit/	met	/met/	met
pay	/pei/	paid	/peid/	paid
put	/pot/	put	/pot/	put
read	/ri:d/	read	/red/	read
ride	/raid/	rode	/raod/	ridden
ring	/rin/	rang	/raen/	rung
rise	/raiz/	rose	/raoz/	risen
run	/ran/	ran	/raen/	run
say	/sei/	said	/sed/	said
see	/si:/	saw	/so:/	seen
sell	/sel/	sold	/saold/	sold
send	/send/	sent	/sent/	sent
shake	/feik/	shook	/fok/	shaken
shine	/fain/	shone	/fon/	shone
shoot	/fu:t/	shot	/fot/	shot
show	/fəu/	Showed	/fəod/	shown
shut	/fət/	shut	/fət/	shut
sing	/sin/	sang	/sæn/	sung
sink	/siŋk/	sank	/sæŋk/	sunk
sit	/sit/	sat	/sæt/	sat
sleep	/sli:p/	slept	/slept/	slept
smell	/smel/	smelt, smelled	/smelt/, /smeld/	smelt, smelled
speak	/spi:k/	spoke	/spauk/	spoken
spell	/spel/	spelt, spelled	/spelt/, /speld/	spelt, spelled
spend	/spend/	spent	/spent/	spent
spill	/spil/	spilt	/spilt/	spilt
spin	/spin/	spun	/span/	spun
split	/split/	split	/split/	split
spoil	/spoil/	spoilt, spoiled	/spoilt/, /spoild/	spoilt, spoiled
spread	/spred/	spread	/spred/	spread
spring	/sprin/	sprang	/spræŋ/	sprung
stand	/stænd/	stood	/stod/	stood
steal	/sti:l/	stole	/staol/	stolen
stick	/stik/	stuck	/stak/	stuck
sting	/stɪŋ/	stung	/stæŋ/	stung
sweep	/swi:p/	swept	/swept/	swept
swim	/swim/	swam	/swæm/	swum
swing	/swiŋ/	swung	/swæŋ/	swung
take	/teik/	took	/tok/	taken
teach	/ti:tʃ/	taught	/ta:t/	taught
tear	/te:(r)/	tore	/te:/	torn
tell	/tel/	told	/taold/	told
think	/θiŋk/	thought	/θo:t/	thought
throw	/θru:/	threw	/θru:/	thrown
understand	/anda'stænd/	understood	/Andə'stud/	understood
wake	/weik/	wake	/wo:k/	woken
wear	/weə(r)/	wore	/wo:(r)/	worn
win	/win/	won	/wan/	won
write	/rait/	wrote	/raut/	written