

VŨ MỸ LAN (Chủ biên)
HUỲNH ĐÔNG HẢI – NGUYỄN THÚY LIÊN
HUỲNH NGỌC THÙY TRANG – TRẦN THÚY THÙY TRINH

TIẾNG ANH 10

Friends

Global

Teacher's Guide



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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Introduction to *Tiếng Anh 10 Friends Global*

A note from the publishers

Welcome to *TIẾNG ANH 10 Friends Global*. The key features of the series are:

- engaging topics and texts
- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching and learning approach with plenty of extra practice material
- a guided and supported approach to speaking and writing.

In the course of extensive research carried out for the series, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- included a Listening lesson in every unit which will develop your students' listening skills
- included a Word Skills lesson in every unit which explores the grammar of key vocabulary and includes dictionary-based exercises
- addressed mixed ability, with extra support for all levels and suggested extension activities in the Teacher's Guide
- increased the amount of language recycling and included a *Recycle!* activity to consolidate grammar students have studied earlier in the course.

TIẾNG ANH 10 Friends Global has benefited from collaboration with teachers with extensive experience of teaching and preparing students for exams. We would like to thank Christina de la Mare, Katherine Stannett, Jeremy Bowell, Tim Falla, and Paul A Davies for sharing their expertises in writing the procedural notes in the Teacher's Guide.

We are confident that the result is a forward-thinking and modern course that will prepare your students for the future and provide you with all the support that you need. We hope that you and your students enjoy using it!

The components of the course

Student Book

The Student Book contains:

- a four-page *Introduction Unit*, revising grammar and vocabulary
- eight topic-based units, each covering eight main lessons
- *Vocabulary Builders* with practice and extension
- *Grammar Builder* and *Grammar Reference* sections with further practice and a full grammar reference
- eight *Culture* lessons, one at the end of each unit
- eight *Unit Reviews* to develop students' awareness of their progress
- a *Wordlist*.

Strategy boxes appear throughout to provide advice on specific skills and how best to approach different task types. There are Strategy boxes for listening, speaking, reading and writing.

Class Audio CDs

The Class Audio CDs contain all the listening material from the Student Book.

Workbook

The Workbook mirrors and reinforces the content of the Student Book. It offers:

- further lesson-by-lesson practice of the language and skills taught in the Student Book
- more listening practice
- five *Cumulative Reviews* for Units I-1, I-3, I-5, I-7 and I-8
- *Functions Bank*.

Student Book and Workbook e-Books

TIẾNG ANH 10 Friends Global e-Books provide all the content from the Student Books and Workbooks, with extra features to support your students' learning:

- Built-in audio allows students to access the course audio straight from the page.
- Students can slow down the audio to hear every word clearly.
- The listen, record, compare feature helps students practise their pronunciation.
- Built-in video in the Student Book e-Book gives you the option of setting video homework for your students.
- Automatic marking in the Workbook e-Book lets students check their progress independently and saves precious class time.

Teacher's Website (www.phuongnam.edu.vn)

The Teacher's Website provides everything you need to teach successful lessons with *Friends Global*.

- This Teacher's Guide – answer keys, full teaching notes and audio scripts for both the Student Book and the Workbook
- Teacher's resources
 - photocopiable activities
 - Twenty-first Century Skills Projects
 - Course Tests and Course Test Audio, which can be played on your computer or on a CD player
- Workbook Audio CDs

Course Tests

The tests are available in editable and ready-to-use formats. They include:

- two Short Tests per unit, A and B versions
- a longer Progress Test for every unit, A and B versions
- three Cumulative Tests for Units 1–5, 6–8 and 1–8, A and B versions.

All tests are fully editable, so you can adapt them to match your students' needs.

Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool. Class audio, video and answer keys, as well as your teaching notes, are available online or offline, and updated across your devices.

- one documentary-style DVD clip for every Student Book Culture lesson
- optional lesson openers – additional lead-in activities to motivate students and recycle language
- optional lesson closers – quiz-style round-up activities to consolidate what students have learned in the lesson
- optional task support – for example, useful language or extra ideas to help students complete classroom tasks

A tour of the Student Book

As well as the Introduction Unit, there are eight units in the Student Book. Each unit has nine lessons (A–I). Each lesson provides material for one classroom lesson of approximately 45 minutes (except for Lesson F - Reading: 90 minutes).



Lesson A – Vocabulary

- Lesson A introduces the topic of the unit, presents the main vocabulary sets, and practises them through listening and other activities. The vocabulary is recycled throughout the rest of the unit.
- The unit map states the main language, skills and topic areas to be taught. It gives a visual reference to the skills pages and highlights the reference sections in each unit.
- *I can ...* statements in every lesson establish a clear learning objective.
- Vocabulary is presented in lexical groups which aids learning, memorisation and recall of new language.
- The *Recycle!* activity recycles a grammar structure students have learned earlier in the course using the vocabulary from the lesson.
- The lesson finishes with a speaking task giving further personalised practice of the lesson vocabulary.

Lesson B – Grammar

- Lesson B presents and practises the first main grammar point of the unit. The new language is presented in a short text or other meaningful context.
- There are clear grammar tables and rules, and the grammar presentation is interactive. Students often have to complete tables and rules, helping them focus on the structures.
- *Look out!* boxes appear wherever necessary and help students to avoid common errors. *Learn this!* boxes present key information in a clear and concise form.
- This lesson links to the *Grammar Builder* and *Grammar Reference* at the back of the book, which provides further explanations with examples and more practice.
- There is always a supported final speaking activity for students to apply what they've learned in a productive task.

Lesson C – Listening

- Lesson C follows a comprehensive and systematic syllabus to improve students' listening skills.
- Lessons start with a vocabulary focus.
- There is a focus on one key sub-skill per lesson to allow extensive development and practice of listening skills.
- Each lesson has a listening strategy, focused on the sub-skill.
- The second part of the lesson allows students to apply the sub-skill to an exam-like listening task.
- Lessons end with a speaking task.

Lesson D – Grammar

- Lesson D presents and practises the second main grammar point of the unit.
 - The grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
 - *Learn this!* boxes present key information in a clear and concise form.
 - This lesson links to the *Grammar Builder* and *Grammar Reference* at the back of the book, which provides further explanations with examples and more practice.
 - A final speaking activity allows students to personalise the new language.

1E **Word Skills:**
Adjective endings
Learn about adjective endings.

1 dream Look at the title of the text and the photo. What do you think the story is about?

2 Read the text. Who replies to Zou's message? And why might he do this?

Message in a bottle

In 1930, Zou Lianzhi was a farmer, making his living from his small plot of land. He had a happy family. His son, Zou Ming, was a bright boy who liked to help his father. One day, Zou Ming found a bottle in a bottle washed up onto the shore. "It will be a long time before we find another," he thought. But he forgot about the bottle completely.

One day, Zou Ming was walking home to get a reply from someone in the post office. He saw the bottle again. This time, he decided to open it. Inside was a letter from a man named Mr. Blackwood. In it, Mr. Blackwood asked Zou Ming to bring him the bottle to his first Zou's tea house. He wrote to him because he wanted to thank him for saving his life. Zou Ming was very excited. He had never been to a tea house before. It's strange that the bottle didn't break; it must have been very lucky. Zou Ming was so excited and wants to eat a meal there again. He has to go to the tea house every day now.

Mr. Blackwood is a rich businessman. He's bringing the tea bottle back; he wants to give it to Zou Ming as a reward. Zou Ming is very happy. He wants to eat a meal there again. He has to go to the tea house every day now.

LEARN THIS! *ad- and -ing* adjectives
Many adjectives ending in *-er* describe people or things that are better than others. For example, *big* which makes them feel *bigger*. *Fast* = *fast*, *angry* = *angrier*. *Bad* = *worse*, *disappointed* = *more disappointed*.

3 Find all the *ad-* and *-ing* adjectives in the text. In exercise 2. Complete the rules in the **Learn this! box.**

4 Circle the correct forms to complete the sentences.

- I don't find computer games **excited** / **exciting**.
- Don't be **frightened** / **frightening**. The dog won't bite.
- I checked **shrewd** when I heard the news.
- I'm really **anxious** / **anxiously** when you interrupt.
- Why are you looking so **worried** / **worrying**?

5 Complete the following sentence with *ad-* and *-ing* adjectives formed from the verbs in brackets.

- I understand this map. It's **very** **interesting**.
- Can you help me with my math? I'm **terrible** at it.
- I'm **surprised** when I eat **pepper** (pepper) because it **wants** (want) to burn my mouth.
- I **love** (love) **photography** (photograph) (photographer).
- Which is the **most** (like) lesson in this book?

LEARN THIS! *How + adjective*
We often use *how* to ask questions with *adjective*: *How wonderful this movie is!*

6 *SPAM* Read the **Learn this! box. Then work in pairs.**

Student A: Make a sentence using the past simple tense with *ad-* and *-ing* adjectives.

Student B: Repeat the following situations. Use *How* + *an* *adjective*:

- I am* (tired) *and* *I feel* (tired).
- My dad* (dance) *in* *my* *birthday* *party*.
- The teacher* (teach) *me* *the* *lesson* *carefully*.

7 I dropped my phone this morning! I broke it. (How annoying!)

Lesson E – Word Skills

- Lesson E provides extensive practice of word building phrasal verbs and dictionary skills.
 - Vocabulary is introduced in the context of a short text
 - Students learn the grammar of key vocabulary and develop their understanding of the language they are learning.
 - A Dictionary Work activity (included in some units) encourages learner autonomy. Learning tips help students with self-study.

4 DICTIONARY WORK Read the **Dictionary Skills Strategy**. Then study the dictionary entry. What synonym and antonym of *loyal* are given? How are they indicated?

loyal /'lɔɪəl/ *adj* [used about a person] not changing in your friendship or beliefs: **a loyal friend/supporter**
SYN **faithful** OPP **disloyal** ► **loyally** *adv* ► **loyalty** /'lɔɪəlti/ *noun* [C,U] (*pl* **loyalties**)

Lesson F – Reading

- Lesson F contains the main reading text of the unit.
 - It covers two pages and it can be designed for one or two lessons in class.
 - The texts are up-to-date and engaging and link to the topic of the unit.
 - The text recycles the main grammar and vocabulary points from the unit.
 - Important new vocabulary is highlighted in the text and practised in a follow-up activity in the lesson and in the corresponding Workbook lesson.
 - All reading texts have been recorded and are on the Class Audio CDs.

Lesson G – Speaking

- Lesson G gives carefully staged supported practice of common exam speaking tasks.
 - Lessons start with a vocabulary focus and also provide Key Phrases for the speaking task.

- A Speaking Strategy gives practical advice on how to approach the speaking task.
 - Students listen to and analyse recorded models for language, ideas and how best to approach a speaking task. They are then well prepared to do the speaking task themselves.
 - The *Functions Bank* at the back of the Workbook is an essential reference resource and offers an effective way to learn language in functional sets.

Lesson H - Writing

- Lesson H takes a structured approach to writing and prepares students for a wide range of writing exam tasks.
 - The lesson always begins by looking at a model text or texts and studying the language and structure.
 - A Writing Strategy gives practical advice on how to approach the writing task.
 - In the final writing task, students are given support (prompts / ideas) to produce their own writing.

Lesson I - Culture

- The Culture lessons are linked to the topic and language of the main unit.

Unit Review

- There is a *Unit Review* (after each unit) in the Student Book.
 - The Reviews include practice listening, reading, speaking and writing.
 - The Reviews provide students with the chance to revise the new vocabulary and learning strategies.
 - The topics of the *Reviews* relate to the topics of the unit.



TIẾNG ANH 10 Friends Global Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool.

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

Take your Classroom Presentation Tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

Use lesson openers, lesson closers and task support to motivate students, consolidate learning, and support students to complete classroom tasks.

- Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.

1 Complete sentences 1–5 with the words in the box. Then answer questions a–c.

bought did didn't started wasn't

1 I scared, but I was nervous.
2 I some new sport clothes.
3 I see you at the sports centre.
4 What! you do last weekend?
5 She to sing professionally when she was only six.

a Which of the verbs in the box are regular and which are irregular?
b How do we form the past simple of regular verbs?
c Which verbs do we use to form questions and negatives?

1 Complete sentences 1–5 with the words in the box. Then answer questions a–c.

bought did didn't started wasn't

1 I scared, but I was nervous.
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a Which of the verbs in the box are regular and which are irregular?
b How do we form the past simple of regular verbs?
c Which verbs do we use to form questions and negatives?

- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to the course audio.

Unit	A Vocabulary	B Grammar	C Vocabulary	D Grammar
I Introduction	p6 Likes and dislikes Sports and hobbies (<i>basketball, drawing, etc.</i>) School subjects (<i>drama, IT, etc.</i>) Speaking: Discussing school subjects	p7 Contrast: present simple and present continuous Present tense contrast	p8 Describing people Describing hair (<i>long red, etc.</i>) Speaking: Describing people's clothes	p9 Articles <i>a/an and the</i>
1 Feelings	p10 How do you feel? Adjectives to describe feelings (<i>anxious, delighted, etc.</i>) Recycle: Present continuous Identifying how people feel	p12 Past simple (affirmative)	p13 Problems, problems! Strategy: Listening for gist Grammar: <i>should</i> Speaking: Giving advice Problems	p14 Past simple (negative and interrogative), Question words A video chat
Review Unit 1 p21	• Reading True/ False/ Doesn't say		• Listening Multiple matching	
2 Adventure	p22 Landscapes Landscape: features (<i>cave, waterfall, etc.</i>) Landscape: adjectives (<i>narrow, steep, etc.</i>) Prepositions of movement and position Adverts for adventure holidays	p24 Past continuous	p25 Adrenaline junkies Strategy: Listening for key words and antonyms Interview with a BASE jumper	p26 Contrast: past simple and past continuous <i>while / as and when</i> Story
Review Unit 2 p33	• Reading Multiple choice		• Listening Multiple choice	
3 On screen	p34 Films and TV programmes Films and TV programmes (<i>comedy, sitcom, etc.</i>) Adjectives to describe films and TV programmes (<i>confusing, gripping, etc.</i>) Aspects of a film (<i>acting, characters, etc.</i>) Dialogues about films Identifying agreement and disagreement	p36 Quantity <i>some and any</i> <i>a few, a little, a lot of, (not) much / many, How much / many?</i>	p37 Advertising Strategy: Using the task to predict what you will hear A TV advert	p38 must, mustn't and needn't / don't have to Speaking: Talking about game shows
Review Unit 3 p45	• Reading True/ False/ Doesn't say		• Listening Multiple matching	
4 Our planet	p46 Weather Weather nouns, verbs and adjectives (<i>cloudy, frost, etc.</i>) Describing temperature (<i>It's minus ten, It's below zero, etc.</i>) Speaking: Preparing and presenting a weather report Recycle: <i>a few, a little, (not) much / many, a lot of</i> Weather reports	p48 Comparison Comparative adjectives (<i>not) as ... as, far / much + comparative forms</i>	p49 Eyewitness Strategy: Identifying the context Speaking: Interview a witness to a natural disaster After a natural disaster	p50 Superlative adjectives, too and enough
Review Unit 4 p57	• Reading True/ False		• Listening Multiple choice	
5 Ambition	p58 Jobs Jobs (1) (<i>architect, solicitor, etc.</i>) Describing jobs (<i>rewarding, creative, etc.</i>) Work activities (<i>travel a lot, work alone, etc.</i>) Speaking: A questionnaire Teens talking about summer jobs	p60 will, be going to and the first conditional	p61 Changing jobs Strategy: Listening for markers and signposts Vocabulary: Jobs (2) (<i>builder, locksmith, etc.</i>) Key phrases: Signposting (<i>although, as I see it, etc.</i>) Sean Aiken's 52 jobs	p62 Defining and non-defining relative clauses
Review Unit 5 p69	• Reading Multiple matching		• Listening Multiple matching	
6 Money	p70 Spending power Numbers and currencies Shops and services (<i>bank, florist's, etc.</i>) Shopping (<i>bargain, discount, etc.</i>) Recycle: Present perfect with ever for asking about experiences Dialogues in shops	p72 The second conditional	p73 Honesty pays Strategy: Reading the task to identify what to listen for Vocabulary: Verbs to do with money (<i>afford, borrow, etc.</i>) A story about honesty Speaking: Talking about money	p74 Past perfect Use of English
Review Unit 6 p81	• Reading Missing sentences		• Listening Multiple choice	
7 Tourism	p82 Worth a visit Tourist attractions (1) (<i>aquarium, castle, etc.</i>) Describing tourist attractions (<i>cheap, touristy, etc.</i>) Speaking: Discussing tourist attractions A guided tour	p84 Present perfect vs past simple	p85 Check your ticket! Strategy: Emphatic stress A misunderstanding	p86 Reported speech
Review Unit 7 p93	• Reading Multiple choice		• Listening True/ False	
8 Science	p94 Gadgets Materials (<i>concrete, steel, etc.</i>) Describing technology (<i>curved, battery, etc.</i>) Gadget shop dialogues	p96 The passive (present simple and past simple)	p97 Intentions of the speaker Strategy: Listening for speaker's intention	p98 The passive (present perfect, future, and modal verbs)
Review Unit 8 p105	• Reading Multiple choice		• Listening True/ False	

Culture

- 1 The British (p20) 2 Ann Davison (p32) 3 Entertainment (p44) 4 Extreme weather (p56)
 5 Entrepreneurs (p68) 6 The World Bank (p80) 7 Landscapes (p92) 8 Virtual education (p104)

Grammar Builder and Reference p106 Vocabulary Builder p124**Extra Speaking Tasks p129 Presentation Tips p130**

E Word Skills	F Reading	G Speaking	H Writing
p15 Adjective endings -ed and -ing adjectives Grammar: How + adjective for exclamations	p16 Painless Strategy: Matching tasks Vocabulary: Accidents and injuries (<i>to bleed, to burn</i> , etc.)	p18 Narrating events Strategy: A structure for narrating events Key phrases: Reacting and showing interest Summer activities	p19 A description of an event Strategy: Describing people's reactions to an event
• Speaking Group discussion		• Writing An email	
p27 Word building Related verbs and nouns Dictionary work	p28 Lost at sea Strategy: Gapped sentence tasks Vocabulary: Extreme adjectives (<i>delicious, filthy</i> , etc.)	p30 Photo description Strategy: A structure for a photo description Key phrases: Describing a photo; Speculating about feelings Vocabulary: Sports equipment Photo descriptions	p31 An invitation Strategy: Using abbreviations and short forms Vocabulary: Outdoor activities (<i>abseiling</i> , etc.) Key phrases: Making suggestions
• Speaking Pair discussion		• Writing A story	
p39 Negative adjective prefixes Dictionary work	p40 Video games and health Strategy: Deciding whether multiple-choice questions are asking for gist or specific information Vocabulary: Verb + noun collocations (<i>cause concern, make a decision</i> , etc.)	p42 Reaching an agreement Strategy: Thinking of key words and phrases in English Key phrases: Expressing likes and dislikes; Expressing a preference; Reaching an agreement Planning holiday activities	p43 An informal letter Making invitations (<i>Would you like to...?, How about...?, etc.</i>) Strategy: Writing an informal letter Vocabulary: Social activities (<i>go dancing, watch TV</i> , etc.)
• Speaking Pair discussion		• Writing An informal letter	
p51 Phrasal verbs	p52 Gliders in the storm Strategy: Gapped sentence tasks Vocabulary: Verbs of movement	p54 Photo comparison Strategy: A structure for a photo comparison Grammar: <i>must be</i> and <i>can't be</i> for making deductions Vocabulary: In the street (<i>bus stop, pavement</i> , etc.) Key phrases: Comparing and contrasting Photo descriptions	p55 An article Strategy: Using paragraphs to structure your writing Key phrases: Presenting opinions, opposing opinions and counter-arguments; Making an additional point (e.g. <i>Furthermore ... , Moreover ... , etc.</i>) Vocabulary: Climate change (<i>alter, recycle</i> , etc.)
• Speaking Pair discussion		• Writing An article	
p63 Prefixes Single words vs hyphenated words Use of English	p64 Dream jobs Strategy: Completing a gap-fill text Vocabulary: Work-related collocations (<i>look for a job, take a day off</i> , etc.)	p66 Student holiday jobs Vocabulary: Personal qualities (<i>flexible, honest</i> , etc.) Strategy: Developing answers with more details Key phrases: Making contrasts Choosing a holiday job	p67 An application letter Strategy: Structuring a formal letter
• Speaking Pair discussion		• Writing An application	
p75 Verb patterns Verb + infinitive, -ing form or bare form Dictionary work	p76 Aaron Levie Strategy: Gapped sentence tasks Vocabulary: Business (<i>contract, funding</i> , etc.)	p76 Photo comparison and presentation Vocabulary: In school Key phrases: Structuring your speech Ordering points or opinions Justifying your opinions Summing up your opinions	p79 An opinion essay Strategy: Varying your sentence structure
• Speaking Group discussion		• Writing An essay	
p87 Compounds Vocabulary: Travelling by plane: compound nouns (<i>hand luggage, seat belt</i> , etc.)	p88 Adventure holidays Strategy: Multiple-choice questions Vocabulary: Holidays: compound nouns (<i>campsite, suncream</i> , etc.)	p90 Planning a holiday Strategy: Asking for clarification Vocabulary: Tourist attractions (2) (<i>carnival, square</i> , etc.) Key phrases: Making, accepting and declining suggestions; Expressing no preference	p91 A holiday blog Strategy: Informal omission of sentence subjects Vocabulary: Holiday activities (<i>go kayaking, hire a bike</i> , etc.)
• Speaking Pair discussion		• Writing A blog post	
p99 Verb + preposition Dictionary work	p100 Great inventions? Strategy: Determining whether a statement is True, False or Does Not Say Vocabulary: Noun endings	p102 Making a complaint Strategy: Reacting and responding properly during a conversation Key phrases: Making a complaint Dealing with a complaint Complaining about faulty goods in a shop	p103 A formal letter Strategy: Writing a formal letter of complaint Key phrases: Summing up
• Speaking Pair discussion		• Writing A letter	

Map of resources

IA Vocabulary

Student Book, page 6; Workbook, page 4

IB Grammar

Student Book, page 7; Workbook, page 5

IC Vocabulary

Student Book, page 8; Workbook, page 6

ID Grammar

Student Book, page 9; Workbook, page 7

Classroom Presentation Tool Unit I

KEY

The boy who is standing is Ryan. The two girls sitting at the table are Izzy and Becky.

Transcript

See Student Book, page 6.

Exercise 3 page 6

- Check that students understand the statements. Then ask them to read the dialogue again and decide if the statements are true or false.
- Check answers as a class. Ask students which words in the dialogue helped them find the answers.

KEY

1F 2T 3T 4T 5F 6F

Exercise 4 page 6

- Go through the vocabulary together. Check the meaning and the pronunciation of board game /bɔ:d geɪm/ and drawing /'drɔ:(r)ɪŋ/.
- Students add three more words to each list.
- Check answers as a class.

KEY

Sports and hobbies skateboarding, ice skating, bowling
School subjects maths, history, PE

Exercise 5 page 6

- Students do the exercise using their own ideas.
- Elicit ideas from the class.

KEY

(Possible answers)

Subjects chemistry, geography, music

Hobbies gymnastics, chess, dance / dancing

Students' own answers

For further practice of sports and hobbies:**Vocabulary Builder IA** page 124

1 1 basketball **2** chess **3** ice hockey
4 video games **5** ice skating **6** listening to music
7 cycling **8** drama

2 (Possible answers)

a bowling, cycling, dancing, drawing, gymnastics, ice skating, listening to music, skateboarding, swimming, video games, watching films
b board games, chess, drawing, listening to music, video games, watching films
c basketball, bowling, football, ice hockey, volleyball

Exercise 6 page 6

- Ask students to draw three columns in their notebook, one for each group, A, B and C. They then write the phrases in the correct column.
- With a stronger class, students try to think of more phrases, e.g. I'm into ..., I enjoy ..., ... is boring, etc.
- Check answers as a class.

KEY

- A I love ...; I'm really keen on ...; ... is great.
 - B I don't mind ...; I quite like ...; ... isn't bad.
 - C I can't stand ...; I hate ...; ... is terrible.
- Phrases in the dialogue** I love ...; I hate...;
I don't mind ...; I like ...; I'm not very keen on ...

Exercise 7 page 6

- Focus attention on giving students' opinion.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about likes and dislikes. I know the names of school subjects, sports and hobbies in English. I can ask questions to find out my partner's favourite school subjects, sports and hobbies.*

IB Grammar**Contrast: present simple and present continuous****LESSON SUMMARY**

Reading: Text messages saying what people are doing

Grammar: Present tense contrast

Speaking: Talking about everyday activities

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than five minutes on exercise 5.

LEAD-IN 2–3 MINUTES

- On the board, write:

1 *What school do you go to?*

2 *What lesson are you having now?*

3 *How many English lessons do you have every week?*

4 *What are you doing after school today?*

- Ask individual students to answer the questions.

- Ask: *Which questions are about things that are always true? (1, 3) Which questions are about things that are happening now or about arrangements for the future? (2, 4) What tenses are the questions in? (1 and 3 are in the present simple; 2 is in the present continuous; 4 is in the present continuous for future arrangements.)*

Exercise 1 page 7

- In pairs, students look at the photo and describe what the people are doing.
- Elicit descriptions.

KEY

(Possible answers) The girl on the left is playing the guitar and laughing. The other people are listening to her. Everyone is sitting on the grass and smiling. They are enjoying themselves. The boys are wearing jeans and T-shirts.

Exercise 2 page 7

- Make sure that students understand 'change his mind'. Focus attention on the text messages. Students read them and answer the question.
- Check the answer as a class.

KEY

Because he loves volleyball.

Exercise 3 page 7

- Go through the Learn this! box together. Students find the examples in the text messages and complete the rules in their notebooks.
- Check answers as a class.

KEY

2 present continuous 3 present continuous

4 present simple 5 present simple 6 present continuous

Exercise 4 page 7

- Students match the examples in the text with the rules in the Learn this! box.
- Check answers as a class.

KEY

a She has guitar lessons every week.

b What are you doing? At the moment, we're listening to Sue. She's playing the guitar. We're packing boxes today.

c She's getting better. We're moving house next weekend.

d I'm in the park with some friends. She's OK. That's a shame. A game of volleyball doesn't take long.

e Do you want to join us? I don't know. I need to help my parents. I love volleyball!

f So are you coming? We're playing volleyball later.

Exercise 5 page 7

- Students discuss the differences between the sentences.
- Check answers as a class.

KEY

(Possible answers)

1 a I have arranged to do my homework after school today.

b I always do my homework after school.

2 a Joe is learning to drive at the moment.

b This is a fact.

3 a This is a fact.

b He is playing the guitar at this moment.

Extension: Fast finishers

Ask fast finishers to think of three more pairs of sentences using the present simple and the present continuous and explain the differences in meaning between them, e.g.

Dad cooks the dinner on Friday. (This is a fact. He cooks it every Friday.)

Dad is cooking the dinner on Friday. (He has arranged to cook the dinner this Friday.)

For further practice of present simple and continuous contrast: Grammar Builder IB page 106

- 1 1 lives 2 visits 3 watches 4 studies 5 plays 6 goes 7 misses 8 has
2 My cat doesn't like cheese.
3 Jack and Ellie don't live near the city centre.
4 Maya doesn't go bowling every weekend.
5 My next door neighbours don't work in London.
6 Amelia doesn't wear sports clothes at home.
3 2 He isn't reading. He's sleeping. 3 They aren't skateboarding. They're reading. 4 It isn't drinking water. It's playing. 5 He isn't washing. He's cooking.
6 They aren't playing volleyball. They're chatting.
4 1 sleep 2 walks 3 don't belong
4 it's snowing 5 I'm meeting 6 are you wearing
7 doesn't understand 8 I'm having
5 1 are you doing 2 am looking 3 am going 4 don't ... buy 5 want 6 Does she like 7 prefers 8 is reading

Exercise 6 CD 1.03 page 7

- Ask students to read the conversation before they complete it and note any words that will help them choose the correct answers, e.g. every (present simple), today (present continuous).
- Check answers as a class.

KEY

2 I'm waiting 3 Are you going 4 are playing
5 play 6 is he doing 7 don't know 8 isn't answering
9 I'm not buying 10 I'm ... looking 11 Do you like
12 Do you want 13 I'm not wearing
14 Are you wearing 15 don't need

Transcript

Toby Hi!

Leia Hi, Toby. What are you doing?

T I'm at the sports centre. I'm waiting for Tom.

L Are you going swimming?

T No, we're playing table tennis. We play every Saturday morning. But he's really late!

L What's he doing?

T I don't know. He isn't answering his phone. Anyway, where are you?

L I'm at the shopping centre, but I'm not buying anything today. I'm just looking.

T Do you like table tennis? Do you want to play?

L Sure! But I'm not wearing sports clothes.

T Are you wearing trainers?

L Yes, I am – with jeans and a T-shirt.

T That's fine. You don't need sports clothes. See you soon!

Exercise 7 page 7

- Check the pronunciation of usually /'ju:ʒuəli:/.
- Students take turns to ask and answer the questions.
- Ask a few students to report to the class.

Extra activity

- Write sports and hobbies from lesson 1A on pieces of paper.
- Invite individual students to pick a piece of paper and mime the activity. The rest of the class must guess the activity and make a sentence using the present continuous.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: What have you learned today? What can you do now? and elicit answers: I can use the present simple to talk about things that are generally or always true and the present continuous to describe things that are happening now or future arrangements.

IC Vocabulary

Describing people

LESSON SUMMARY

Vocabulary: Adjectives to describe hair

Speaking: Describing what you usually wear to school; describing someone by the clothes they wear and their hair

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Describe a film star, e.g. Angelina Jolie: She's tall and slim with long straight dark hair. She's famous for her role as Lara Croft and she also stars in 'Maleficent'.
- Students guess her identity. Ask a student to describe an actor's appearance. The rest of the class guess who it is.

Exercise 1 page 8

- Students match the actors in the photos with their film characters and say which films they appear in.
- Check answers as a class.

KEY

- A Katniss Everdeen, played by Jennifer Lawrence, is in the Hunger Games films.
B Newt Scamander, played by Eddie Redmayne, is in the *Fantastic Beasts* film series.
C James Bond, played by Daniel Craig, is in the James Bond films.
D Black Widow, played by Scarlett Johansson, is in the *Avengers* films.
E Maleficent, played by Angelina Jolie, is in *Maleficent*.

Exercise 2 page 8

- Students match the sentence halves.
- Check answers as a class. Also check any unknown vocabulary and the pronunciation of moustache /mə'sta:f/.

KEY

- 1 Katniss Everdeen, b 2 Black Widow, a
3 Newt Scamander, d 4 James Bond, c

Exercise 3 page 8

- Students complete the table.
- Check answers as a class and point out that they must use this order of adjectives for describing things.

KEY

- Length long, medium-length
Style straight, wavy
Colour black, brown, fair, red

Exercise 4 page 8

- Students work in pairs to think of clothes.
- Check answers as a class.

KEY

- Top half coat, T-shirt, hat
Bottom half jeans
Students' own answers

For further practice of clothes:

Vocabulary Builder IC page 124

- 3 A a dress, a coat, a hat and gloves.
B a shirt, a tie, a jacket and trousers.
C a sweater / T-shirt, a cardigan, a skirt, a scarf and boots.
D a T-shirt, a hoodie, shorts and trainers.

Exercise 5 page 8

- In pairs, students describe what some of their classmates are wearing. Go around the class and monitor, helping with vocabulary where necessary.
- Elicit answers from students.

Exercise 6 page 8

- In pairs, students take turns to describe what they wear.
- Ask a few students to report them back to the class.

Extra activity

Play a memory game. Start by saying: She's got red ... and ask a student to repeat what you said and add another adjective, following the correct order of adjectives. Another student repeats the words and adds another adjective, etc. when three adjectives have been used, the next student can say hair and then begin to describe what the person is wearing. If a student forgets to repeat something, he or she is out of the game.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: What have you learned today? What can you do now? and elicit answers: I can describe people's hair and clothes.

ID Grammar

Articles

LESSON SUMMARY

Reading: A text about a school where children use virtual 3D glasses in the classroom.

Grammar: Articles; There is / are

Speaking: Describing your school to a visitor

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Elicit classroom objects, e.g. desks, chairs, whiteboard and write them on the board.
- Ask two questions about one of the objects using a / an in the first question and the in the second, e.g. Is there a teacher in the classroom? (yes) Where is the teacher? (near the window)
- Encourage a few students to ask questions about the other objects, making sure they use a / an to ask if the object is in the classroom and the to ask where it is exactly.

Exercise 1 page 9

- Students read the text and discuss the questions in pairs.
- Elicit answers and encourage students to give reasons.

Exercise 2 page 9

- Go through the Learn this! box together. Students then complete the rules in their notebooks.
- Check answers as a class.

KEY

- 1 a / an 2 the 3 the 4 a / an 5 the 6 no article

Exercise 3 page 9

- Focus attention on the text in exercise 1. Students match the highlighted articles with the rules.
- Check answers as a class.

KEY

- a a classroom; a secondary school, an earthquake
b The classroom; The glasses; the students
c The students; The man; the student; the background; the foreground; the lessons
d a teacher
e at school

Exercise 4 page 9

- Students read the dialogue and then complete it.
- Check answers as a class, asking students to explain their answers.

KEY

2 the 3 the 4 a 5 a 6 an 7 the 8 a 9 a

Exercise 5 page 9

- Students read the Look out! box and then choose the answers.
- Check answers as a class.

KEY

1 Dogs; cats 2 The weather

Extra activity: Fast finishers

- Ask fast finishers to think of more generalisations, e.g. *Tigers run faster than people.*
- Elicit a few sentences and write them on the board.

For further practice of articles:

Grammar Builder ID page 106

6 1 a, a, the 2 the 3 the 4 a, a, the 5 –, the
6 a, a 7 a, –, – 8 the, –, –
7 1 – 2 the 3 – 4 – 5 the 6 – 7 – 8 the

Exercise 6 page 9

- In pairs, students take turns to describe their future classroom.
- Ask a few students to report them back to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: What have you learned today? What can you do now? and elicit answers: I can use 'a / an' and 'the' correctly. I can describe my school using 'there is / are' and the correct article.

Map of resources

1A Vocabulary

Student Book, pages 10-11; Workbook, page 8

1B Grammar

Student Book, page 12; Workbook, page 9

1C Listening

Student Book, page 13; Workbook, page 10

1D Grammar

Student Book, page 14; Workbook, page 11

1E Word Skills

Student Book, page 15; Workbook, page 12

1F Reading

Student Book, pages 16–17; Workbook, page 13

1G Speaking

Student Book, page 18; Workbook, page 14

1H Writing

Student Book, page 19; Workbook, page 15

Culture 1

Student Book, page 20

Classroom Presentation Tool Unit 1

End of unit

Unit Review: Student Book, page 21

*You thought your mobile phone was lost but you found it.
There is a nice surprise waiting for you at home.*

- Ask:

*What situations would make you feel a positive emotion?
What situations would make you feel a negative emotion?
Can you name the emotion?*

- Students call out their responses.

Exercise 1 page 10

- In pairs, students describe how the people are feeling. They then describe what is happening in each picture, but be careful not to elicit the present perfect.
- Check answers as a class.

KEY

(Possible answers)

- A worried B happy, excited C bored
- Photo A:** The man is worried because the people are standing too close to each other and they are not wearing masks.
- Photo B:** The girls are happy because it is their graduation day.
- Photo C:** The girl's schoolwork is difficult and boring.

Exercise 2 CD 1.04 page 10

- Go through the words together and check their meaning
- Students match the words to the photos in exercise 1.
- Check answers as a class.

KEY

(Possible answers)

- A worried, confused B delighted / excited / proud
C bored

Transcript

See Student Book page 10.

Extension: Fast finishers

Ask **fast finishers** to think of at least one more adjective to match with each photo.

Exercise 3 page 10

- Explain the task and make sure students understand the idea of positive and negative feelings.
- Students work individually to complete the activity. They then compare answers with a partner.
- In pairs, students think of more adjectives to add to the list, e.g. thrilled, surprised, furious, humiliated.
- Check answers as a class.

KEY

A delighted, excited, proud, relieved

B anxious, ashamed, bored, confused, disappointed, embarrassed, envious, frightened, shocked, suspicious

Exercise 4 CD 1.05 page 10

- Students listen and repeat, paying attention to the ending sounds.

- In pairs, ask them to say the words to each other and work out how the endings are pronounced.
- Listen again and check.

KEY

shamed /d/, bored /d/, confused /d/, delighted /id/, embarrassed /t/, excited /id/, frightened /d/, relieved /d/, shocked /t/

Exercise 5 page 11

- Focus attention on the quiz. Ask: *What kind of quiz is this?* and elicit ideas. Explain to students that they must choose the correct emotion to match each pair of eyes.
- Elicit answers. If girls or boys score noticeably higher in the quiz, ask students why they think this is so. Explain that some people believe women and girls are better at 'reading' emotions. Ask students if they agree with this idea.

KEY

1a 2c 3c 4b

Exercise 6 page 11

- Working individually, students read the tweets and add a suitable adjective from exercise 2 for each hashtag. They then compare their answers in pairs.
- Check answers as a class. If students have different answers, ask them to give reasons for their choice, e.g. *I chose 'anxious' for number 3 because I don't like parties!*

KEY

2 bored 3 excited / relieved 4 delighted / relieved

5 disappointed 6 embarrassed

Exercise 7 CD 1.06 page 11

- Read the instructions together. Tell students they do not have to understand every word. They should listen for key words to get the gist and how the people are speaking. Do they sound, anxious, confused, embarrassed, etc.
- Play the recording but do not check answers.

KEY

1 excited 2 disappointed 3 confused

4 embarrassed

Transcript

- 1 Guess what? You know there's a big charity concert at Wembley Stadium next week? Well, I've got a ticket! ... I know! It's great, isn't it? ... Who's playing? Loads of bands. ... Well, for a start, the Black Eyed Peas. ... I know! And Lady Gaga. And Katy Perry. ... I know, amazing! I can't wait!
- 2 Hi. What are you up to? ... Oh, really? Sounds good. ... Me? I'm baking! ... You know it's Matt's birthday on Saturday? ... Yes, it's a birthday cake. ... Chocolate and Brazil nut. ... He doesn't eat nuts? Oh, I didn't know that. Oh dear. That's bad news! But the nuts are big; he can leave them. ... What? ... He doesn't like chocolate? Are you sure? Oh. That's really bad news.

- 3 Hello, Nicky? Yes, I'm at the bus stop. ... Sorry! ... But listen ... No, but listen ... Just listen a moment! ... I know, but I got here nearly an hour ago. There aren't any buses! ... I don't know why. It's really strange. ... Yes, they're usually every ten minutes. ... No, I really don't understand. Very strange ...

- 4 Hi, Anna! I got a text from your brother about your exam. Con-grat-u-LA-tions! Brilliant news! ... What? ... Sorry? Oh, you failed? Really? ... Hang on, let me read it again. ... Oh yes. I'm so sorry, I didn't read it properly. ... Yes, yes ... I'm sure you're feeling really bad. ... Actually, so am I, now. Red face! Silly me.

Exercise 8 CD 1.06 page 11

- Go through the *Recycle!* box together. Revise the structure of the present continuous (*be + -ing* form of the verb). Elicit sentences to describe what students are doing now.
- Ask students what the verbs in the box have in common. (They describe states rather than actions.)
- Tell students they are going to listen to the recording again. Go through items a–d together. Point out that they are not in the same order as the speakers in the recording.
- Students write the correct number for each speaker and then complete the sentences.
- Check that students have numbered the speakers correctly but do not check the verbs at this point.

KEY

a 4, doesn't know b 3, doesn't understand c 1, has d 2, is making

Transcript

See exercise 7.

Exercise 9 page 11

- In pairs, students ask and answer the questions.
- Monitor and check pronunciation and grammar usage.

Extra activity

- Write the following on the board: *When I go the dentist, I get rather frightened.* Ask students to think of another good or bad situation (e.g. fail an exam, get an invitation to a party). Each student writes a situation on a piece of paper.
- Put students in groups. One student from each group collects the pieces of paper and puts them in a bag. Students then take turns to pick a piece of paper and make a sentence saying how they feel in the situation. Encourage them to use modifying adverbs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use adjectives to describe feelings. I can use the present continuous and modifying adverbs correctly.*

1B Grammar

Past simple (affirmative)

LESSON SUMMARY

Grammar: Past simple (affirmative)

Reading: An article about the lottery

Speaking: Talking about when students experienced different feelings

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief.

LEAD-IN 2–3 MINUTES

- Write *Lottery* on the board. Elicit the meaning.
- Say: *Imagine you have won the lottery. How do you feel about it? What do you want to do with your money?* Elicit a few responses from the class.

Exercise 1 page 12

- Ask students to discuss the questions in groups. Elicit a few answers, e.g. *Lottery tickets are a waste of money because you never win anything. A lottery ticket is a chance of a better life.*

Exercise 2 page 12

- Tell students to read the text quickly and not to worry about unknown words at this stage. Ask: *Why is it sometimes unlucky to win the lottery?* and elicit ideas.
- Check any unknown vocabulary.
- With a stronger class, ask students to think of more reasons why it might be unlucky to win the lottery, e.g. *People buy silly things they don't really need. People become envious of them. Other people ask them for money.*

KEY

(Possible answer) People are not always happy when they win the lottery. People can make bad decisions or have terrible arguments with family and friends.

Culture note: Lotteries

The UK National Lottery was launched in 1994. To date, the largest amount of money won is £170 million. In 2019, 53% of all the money spent on the National Lottery was used for prizes and 25% funded good causes such as sports, health and educational projects.

Exercise 3 page 12

- Go through the *Learn this!* box together. Ask: *When do we use the past simple?* (to describe events that started and finished in the past)
- Practise the pronunciation of the verbs in the box.
- Ask students to think of more examples for rules a–c, e.g. a *wait – waited*; b *stop – stopped*, *carry – carried*, *like – liked*; c *find – found*, *think – thought*
- Students read the text in exercise 2 again and find the past simple verbs. They then match the verbs with the rules.
- Check answers as a class.

KEY

- a returned, looked
b studied, compared, stopped
c bought, chose, won, felt, gave, found, spent, had
d were, was

For further practice of the past simple affirmative: Grammar Builder 1B page 108

- 1 1 looked 2 studied 3 stopped 4 died
5 moved 6 compared 7 agreed 8 enjoyed
9 realised 10 dropped 11 felt 12 left 13 spent
14 had 15 gave 16 won 17 began 18 went
19 got 20 said
2 1 was 2 was 3 were 4 were 5 was 6 was
7 were 8 was
3 1 stopped 2 worked 3 tried 4 planned
5 seemed 6 chatted 7 married 8 moved
4 1 saw 2 chatted 3 had 4 enjoyed 5 was
6 left 7 stayed 8 felt 9 were 10 went

Exercise 4 CD 1.07 page 12

- Ask students to read the text quickly. Elicit the basic story from a student. Ask: *Is Michael Carroll happier now that he has lost all his money?* (yes)
- In pairs, students complete the text.
- Play the recording.
- Check answers as a class.

KEY

- 1 were 2 won 3 gave 4 spent 5 got 6 was
7 decided 8 had 9 began 10 said

Transcript

In 2002, nineteen-year-old British refuse collector Michael Carroll and his family were delighted when he won £9.7 million in the lottery. He gave millions of pounds to charity and to friends and relatives. He also spent thousands on loud, all-night parties, and over the next few years, he got into trouble with the police several times. His wife Sandra was cross and upset and decided to leave. Soon, he had no money left, and in 2010, he began work as a refuse collector again. 'I'm just glad it's over,' he said.

Extra activity: Fast finishers

Tell **fast finishers** to imagine they won the lottery. Ask them to write an imaginary account of what happened when they won it, using the verbs in exercises 3–5.

Exercise 5 page 12

- Read the instructions together and make sure students understand what they have to do. With a weaker class, ask students to write the verbs and then go through the sentences together to add the correct adjectives.
- Check answers as a class.

KEY

- 2 was embarrassed; dropped
3 was delighted; won
4 felt (a bit) suspicious; said
5 got (a bit) bored; talked

Exercise 6 page 12

- Ask students to think about situations in their lives when they experienced the feelings. They then take turns to tell each other about the situations.
- Monitor and check pronunciation and grammar.

Extension

Students write about one of the situations their partner described to them.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple affirmative correctly. I can give my opinion on people's stories. I can describe how I felt in different situations.*

1C Listening

Problems, problems!

LESSON SUMMARY

Reading: A questionnaire about problems

Exam topic: Listening for gist

Grammar: *should*

Listening: Offering advice to people about their problems

Speaking: Describing problems and offering advice

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than five minutes on exercise 2. Exercise 6 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Say: *I borrowed my friend's camera and I broke it. Should I be honest about it? Should I buy my friend a new one and say nothing? Or should I say that someone else broke it?* Elicit students' advice.
- Ask: *Did you ever have a similar experience? What did you do?* Elicit a few answers.

Exercise 1 page 13

- Ask students to look at the photo. Elicit as many feelings as you can to describe how the people are feeling, e.g. *worried, sympathetic*.

KEY

(Possible answer) One girl is worried. The other girl is talking to her to make her feel better.

Exercise 2 CD 1.08 page 13

- Go through the strategy and the summaries together. Tell students they are going to listen to a dialogue between Zak and Tom. They must choose the correct summary. Before they listen, tell them to underline the key words they should listen out for.
- Play the recording.
- Check answers as a class.

KEY

b

Transcript

Tom Hi, Zak. Do you fancy going into town?

Zak I'm sorry, Tom, I can't. I need to do some revision.

T Revision? For what?

Z The exams next month.

T But they're six weeks away!

Z I know. That's only two weeks for each subject. Look, I'm making a plan. This week, it's maths. Next week ...

T OK, OK. Calm down!

Z I can't! I always do badly in exams. I want these ones to go well. I need to study ... See you later.

T Hang on. Why do you do badly in exams? You always study a lot.

Z I don't know. I panic, I suppose.

T Exactly! You panic. You need to stay calm. Take a break from your revision. Come with me into town. Then you can get back to your revision tomorrow.

Z Well, I don't know ... Maybe you're right, Tom.

T Great! Come on, then.

Z But actually ... I really want to finish this revision plan. Let's go out tomorrow.

T I'm busy tomorrow.

Z Well, maybe at the weekend.

T I really think you should stop working for a bit.

Z I'm sorry. Look, let's speak soon.

T OK. It's your decision.

Exercise 3 page 13

- Go through the *Learn this!* box together. Then ask students to work in pairs and decide what Zak should or should not do.
- Ask a few students to share their ideas with the class and give reasons for their opinions.

Extra activity

Ask students to think of four more pieces of advice for Zak using *I think ... + should* and *I don't think ... + should*.

Exercise 4 CD 1.09 page 13

- Tell students they are going to hear four more dialogues. Then go through the instructions together.
- Remind students that they do not have to understand every word, but to listen for general meaning.
- Play the recording. Pause the recording after the first and then the second dialogue so that students can match with the correct number. Then play the remaining two dialogues together.
- Check answers as a class.

KEY

A4 B3 C1 D2

Transcript

A Madison Hi, Louis. Are you going to watch the match?

Louis Yes, I am. But I've also got this history project to finish. And the match starts in twenty minutes!

M Why don't we look at the project together? I've finished mine. I can help you. We can try and finish it before the football starts.

L To be honest, I'm a bit bored with it. Come on, let's turn the TV on.

M Are you sure?

L Yes! Come on ...

M Well, OK. It's your project ...

B Matt Hi, Emma. Can I ask your advice about something? Emma Sure, Matt. What is it?

M My friend Toby's really angry with me.

E Oh dear. Why's that?

M Well, I wrote something on his Facebook page ... and he didn't like it.

E Oh no! What did you write?

M Oh, it was just a silly joke.

E And he didn't find it funny.

M Exactly. What should I do? I feel so bad about it!

E Why don't you give him a call and chat about it?

M I tried that. He didn't answer.

E Well, why don't you text him? You have to keep trying!

M I know.

C Zoe Hi, Ryan. You don't look very happy. What's wrong?

Ryan Well, I saw Brandon yesterday, and he told me about this girl – Amy.

Z Go on.

R He really likes her. He wants to ask her out.

Z So, what's the problem?

R I asked her out last week, and she said yes!

Z Did you tell Brandon?

R No, I didn't. I'm embarrassed. I don't want him to get cross with me.

Z But you can't keep it a secret! You have to tell the truth.

R Hmm. But it's difficult ...

Z Do you want me to have a word with him?

R Yes. Yes, please. Can you do that?

Z OK. I suppose so.

D Alex Hi, Marcus.

Marcus Hi Alex. Can I ask your advice about something?

A Of course.

M Well, it's Jack's birthday tomorrow and he's going out for dinner at a pizza restaurant.

A OK. So what's the problem?

M I can't go. I haven't got any money.

A Oh, does Jack know that?

M No, he doesn't. I didn't say.

A You need to tell him.

M I know, but I'm embarrassed.

A Well, you could speak to Jack and make an excuse. Say you've got a family dinner.

M What, tell a lie? I can't do that.

A It's only a little lie. That's my advice anyway.

Exercise 5 CD 1.10 page 13

- Play the recording for students to complete the collocations.

- Check answers as a class. If necessary, go through the meanings of the collocations.

KEY

1 find 2 give 3 tell 4 have 5 make 6 tell

Transcript

See exercise 5.

Extension

- Students discuss problems A–D and say what the people should do using *I (don't) think he / she should ...*. They should try to include collocations from exercise 5.
- Begin the activity by asking what Louis should do. Students continue the activity in pairs or groups.

Exercise 6 page 13

- Write these phrases on the board to suggest ways to react.
 - 1 I know. You're right.
 - 2 I'm sorry, I can't.
 - 3 Maybe you're right.
 - 4 Well, I don't know.
 - 5 I'm busy.
 - 6 I know, but ...
- Ask the students: Which phrases reject advice? Which agree with advice? (2, 4, 5 and 6 reject advice. 1 and 3 agree with advice.)
- Tell students they are going to choose a problem and two suggestions from the questionnaire or use their own ideas to make a dialogue ...

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand people talking about personal problems. I can use 'I (don't) think you should ...' to give advice. I can use different collocations.*

1D Grammar

Past simple (negative and interrogative)

LESSON SUMMARY

Listening: A conversation about a trip to the cinema

Grammar: Past simple (negative and interrogative); question words

Speaking: Talking about what you did at the weekend

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 2.

LEAD-IN 2–3 MINUTES

- Write the following incomplete sentences on the board:
On Saturday evening I went to ... This morning I ate ... for breakfast.

- Ask: *What tense are the sentences in?* (past simple) Say: *Ask questions to complete the sentences. (Where did you go? What did you eat?)*

Exercise 1 page 14

- In pairs, students tell each other what they did. Elicit a few answers from individual students.

Exercise 2 CD 1.11 page 14

- Tell students they are going to listen to a video chat.
- Play the recording for students to answer the question.
- Check answers as a class. Ask students if there are other things that annoy them in cinemas.

KEY

The film wasn't great. She couldn't see the screen very well because the man in front of her was really tall and he didn't stop talking to his girlfriend. She also lost her mobile.

Transcript

See Student Book, page 14.

Culture note: Jennifer Lawrence

Jennifer Lawrence is an American Academy Awardwinning actress. She is most famous for her role as Katniss Everdeen in the Hunger Games films.

Exercise 3 page 14

- Focus attention on the *Learn this!* box. Read out each sentence and invite students to complete the rules.
- With a weaker class, ask students to underline the infinitives of the verbs in the example sentences.
- Students copy and complete the rules in their notebooks.
- Check answers as a class.

KEY

1 did not (didn't) 2 did
3 was / were 4 could / couldn't

For further practice of the past simple (negative and interrogative): Grammar Builder 1D page 108

5 1 didn't enjoy 2 couldn't 3 didn't win
4 wasn't 5 didn't feel 6 didn't study
7 didn't leave 8 didn't spend
6 1 weren't 2 were you 3 couldn't 4 were
5 Was 6 was 7 was 8 Were there 9 wasn't
10 was 11 couldn't

Exercise 4 CD 1.12 page 14

- Students read the rest of the dialogue. Ask: *Who has Anna's phone?*
- Students work individually to complete the dialogue.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1 didn't leave 2 lent 3 didn't give 4 left
5 did you do 6 Did you ring 7 couldn't 8 wasn't
9 phoned 10 Did anyone answer 11 did she have
12 Was she 13 picked

Transcript

Sam You didn't leave your mobile at the cinema. You lent it to me, remember? I didn't give it back to you.

Emma Yes, of course! Can you bring it to school tomorrow?

S I'm really sorry but ... I left it on the bus yesterday evening.

E Oh no! What did you do? Did you ring the bus company?

S Yes, I did but they couldn't find it. It wasn't on the bus.

Don't worry – I phoned your number ...

E Did anyone answer?

S Yes! Lucy, from our class.

E Why did she have my phone? Was she on the bus with you?

S Yes, she picked it up by mistake. She's bringing it to school tomorrow!

Extra activity: Fast finishers

Write the following on the board and ask **fast finishers** to correct them.

I didn't went to the cinema.

'She enjoyed the party?' 'No, she not.'

'Did you be at school yesterday?' 'Yes, I were.'

'Can you can swim when you were four?' 'No, I didn't can.'

We didn't to see him yesterday.

Did Ben remembers his bag?

KEY

I didn't go to the cinema.

'Did she enjoy the party?' 'No, she didn't.'

'Were you at school yesterday?' 'Yes, I was.'

'Could you swim when you were four?' 'No, I couldn't.'

We didn't see him yesterday.

Did Ben remember his bag?

Exercise 5 page 14

- Go through the *Learn this!* box and check the meaning of the question words as a class. If time, elicit some examples.
- Ask students to find an example of a question with a preposition at the end in the dialogue in exercise 2: Who did you go with?
- Students complete the yes/no and *wh-* questions.
- Check answers as a class.

KEY

2 Did you go; did you go
3 Did you see; did you see
4 Did you do; did you do it
5 Did you play; games did you play
6 Did you do; sport did you do

Exercise 6 page 14

- In pairs, students ask and answer the questions.
- Monitor and check that students are using the correct grammar and intonation.

Extension

- Write the following words on the board: *go with, speak to, leave from, talk about, who, where, what.*
- Make a question, e.g. *Who did she go with?* Then ask students to make more questions with the words, e.g. *Who did you speak to? Where did the train leave from? What did they talk about?*

For further practice of question words:

Grammar Builder 1D page 108

7 1 Where 2 What 3 When 4 How
5 How often 6 Who

9 2 did she dance with 3 are you looking for
4 did they walk (to) 5 is he worried about

- Check answers as a class.

KEY

A man replied to the message. He replied in 2013 from the Netherlands.

Extra activity: Fast finishers

Write the following questions about the text on the board for **fast finishers** to answer:

When did Zoe send the message? (in 1990)

Where was the man when he found the bottle? (on a beach)

How did Zoe feel when she received the man's reply? (She was delighted but she cried.)

Why does her son want to put a message in a bottle too? (He thinks it's an exciting thing to do.)

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple to describe events. I can use the past simple negative and ask questions in the past simple.*

1E Word Skills

Adjective endings

LESSON SUMMARY

Reading: An article about a message in a bottle

Vocabulary: -ed / -ing adjectives; *How + adjective*

Speaking: Reacting to events and incidents

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief.

LEAD-IN 2–3 MINUTES

- Tell students to imagine they have discovered a photo of themselves as a very young child that they did not know existed. Ask: *How do you feel when you find it? What adjectives can you use to describe the photo?*
- Elicit as many -ed and -ing adjectives as possible and write them on the board, e.g. *excited, exciting,*

Exercise 1 page 15

- Focus attention on the title and the photo. Ask: *What do you think is the story about?* Elicit a few answers.
- Ask: *Did you send a message in a bottle when you were younger? Would you do it now?* Elicit a few answers.

KEY

(Possible answer) A girl sent a message in a bottle.

Exercise 2 page 15

- Ask a student to read the article aloud. Check understanding by asking a few questions, e.g. *Where was Zoe going in 1990? (to Germany) Did she enjoy the journey? (no) How do you know? (She was bored.)*
- Ask: *Do you think this story is true?* (It is true.)
- Students answer the questions in the instructions.

Exercise 3 page 15

- Go through the entries and the *Learn this!* box together.
- Students complete the rules.
- Check answers as a class.

KEY

1 -ed 2 -ing

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

KEY

-ed bored, amazed, surprised, delighted

-ing tiring, interesting, moving, astonishing, exciting

The adjective *delighted* doesn't have an -ing equivalent.

Exercise 4 page 15

- Students read the sentences and choose the correct adjective.
- Check answers as a class.

KEY

1 exciting 2 frightened 3 shocked 4 annoying

5 worried

Exercise 5 page 15

- Go through the sentences together and check meaning.
- Students complete the sentences.
- Check answers as a class.

KEY

1 a confusing b confused

2 a embarrassed b embarrassing

3 a interested b interesting

Extra activity

- Write -ed and -ing adjectives on separate pieces of paper.
- Put students in groups and give each group a set of these adjectives.
- Students take turns to pick a piece of paper and make a sentence with the adjective, e.g. *The maths exercise was very confusing.*
- Monitor and check that students are using the adjectives correctly.

Exercise 6 page 15

- Ask a student to tell the class about something exciting that happened to them. Respond with *How exciting!*
- Ask another student to tell the class about something annoying which happened to them. Say: *How annoying!*
- Go through the *Learn this!* box together.
- Students work in pairs, A and B. A makes sentences in the past simple. B responds to each sentence with *How + -ing adjective*. Students then swap roles and repeat the activity. With a weaker class, write adjectives on the board.
- Monitor and check that students are using the target language correctly.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use -ed and -ing adjectives correctly. I can react to different things with "How" + adjective*.

1F Reading

Painless

LESSON SUMMARY

Exam topic: Reading for general meaning

Reading: An article about a girl who can't feel any pain

Speaking: Reacting to a story with -ing adjectives

Vocabulary: Verbs, nouns and phrases for accidents and injuries

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief, spend no more than two minutes on exercise 1. Exercise 4 (both questions and answers) can be set as a written task for homework.

LEAD-IN 2–3 MINUTES

- Write *pain* on the board and elicit its meaning. Then write *painful* and elicit its meaning. Elicit things that are painful, e.g. *I hit my head very hard. I stayed in the sun too long. I have a sore throat.*
- Elicit the meaning of *painless*.

Exercise 1 page 16

- Focus attention on the title of the article and the photos. Discuss the questions as a class but do not say whether answers are right or wrong.

Exercise 2 page 16

- Go through the strategy together.
- Students read the article quickly. Ask: *Were you right?*
- Ask students if they have heard about this problem. Then ask: *How do you feel about Ashlyn's story? What do you think life is like for her and her family?*
- Elicit a few answers.

Exercise 3 page 16

- Ask students to read the questions. Check any unknown vocabulary.
- Students read the text again and do the exercise.
- Check answers as a class.

KEY

1B 2E 3A 4C 5D

Extension

- With a stronger class, elicit more adjectives to describe the text, e.g. *worrying, astonishing, frightening*.
- Elicit more sentences about the text, e.g. *I find it astonishing that a person can burn themselves but not feel anything. I find it frightening that a child can injure herself so easily.*

Exercise 4 page 16

- Working individually, students complete the questions.
- In pairs, students ask and answer the questions.
- Check answers as a class.

KEY

2 Why 3 Who 4 When 5 What
2 She didn't cry because she couldn't feel any pain.
3 A teacher watched her.
4 It appeared when Ashlyn was five.
5 It is a genetic disorder. Pain signals do not reach the brain.

Exercise 5 page 16

- Students look for words to do with accidents and injuries in the text and complete the words. Then they compare their answers with a partner.
- Check pronunciation, especially *blood /blʌd/, injure /'ɪndʒə(r)/* and *injury /'ɪndʒəri/*.
- Check answers as a class.

KEY

1 injure 2 trip 3 break 4 blood 5 a bruise
6 a burn 7 an injury

Extra activity: Fast finishers

Write the following questions on the board for fast finishers to answer:

How did Ashlyn's parents first realise she had a problem?
(She didn't cry.)

How old was Ashlyn when her parents discovered blood in her eye? (She was eight months old.)

Why were the first few years of Ashlyn's life so difficult?
(She often tripped and injured herself.)

How did she become famous? (Her story appeared in newspapers and on TV.)

Exercise 6 page 16

- In pairs, students tell each other about a time when they injured themselves using vocabulary from exercise 6.
- Monitor and help with vocabulary and grammar where necessary.

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about an unusual medical condition. I can talk about my own injuries.*

1G Speaking

Narrating events

LESSON SUMMARY

Listening: Conversations about events over the summer

Exam topic: Following a simple structure for narrating events

Speaking: Reacting and showing interest

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than five minutes on exercises 2 and 3.

LEAD-IN 2-3 MINUTES

- Ask a few students what they did during the school holidays last summer. Where possible, respond using phrases from exercise 6, e.g. *You're joking! How exciting!* *What a cool thing to do!* Ask students how they felt about the events to review feelings adjectives.

Exercise 1 page 18

- Focus attention on the photo and elicit the answer to the question. (bodyboarding)
- Ask: *Who goes bodyboarding in the summer holidays?*

Exercise 2 page 18

- Ask students to read the dialogue. They then complete the dialogue. Do not check answers at this point.

KEY

1 learned / learnt 2 loved 3 wasn't 4 got
5 spent 6 didn't leave 7 watched

Exercise 3 CD 1.14 page 18

- Play the recording for students to check their answers.
- Ask students which part of the dialogue matches the photo and give a reason for their answer.
- Check answers as a class.

KEY

The photo goes with the first half of the dialogue because it shows Laurie bodyboarding.

Transcript

Kirstie Hi, Laurie. How are you? Tell me about your summer holiday!

Laurie Well, for the first three weeks, I was at a summer camp in Cornwall.

K Really? That sounds like fun!

L Yes, it was. I learned a new sport – bodyboarding.

K Wow! That sounds great!

- L Yes, I loved it. It was really exciting – and a bit frightening too!
- K I bet! What else did you get up to over the summer?
- L Well, the second half of the holiday wasn't so good. I got a stomach bug and spent nearly a week on the sofa.
- K Oh dear! How awful!
- L I didn't leave the house for days. I just watched DVDs. I was so bored!

Exercise 4 CD 1.15 page 18

- Go through the instructions together and make sure students understand what they have to do.
- Practise the pronunciation of the adjectives in bold and any other words that students might not be sure of.
- Play the recording for students to do the exercise.
- Check answers as a class.

KEY

a 2, worried b 1, surprised c 3, envious

Transcript

- 1 I spent the last two weeks of the summer holiday with my cousins in Newcastle. While I was there, I took part in the Great North Run – a half marathon. I'm not a keen runner, but two of my cousins are. Twenty-one kilometres! The amazing thing is, I actually didn't feel exhausted at the end. I couldn't understand it. OK, so my time wasn't very good. But I didn't really care about that. I was just amazed I finished it!
- 2 I was in Cornwall for two weeks with my family. We stayed in a cottage near the sea. The weather was great – hot and sunny every day. In fact, I got burned quite badly on my shoulders. My brother really laughed at me, but I didn't think it was amusing at all. In fact, I was quite anxious about it. After all, sunburn can cause serious problems with your skin when you're older.
- 3 At the beginning of the summer, I spent a week on the south coast of England with my dad. I went to visit my friend Macey, who moved there last year. She's got an amazing house! It's got about seven bedrooms and a cinema room. And the garden is enormous. There's a swimming pool and a tennis court. I wish I lived in a place like that, I really do. She's so lucky!

Exercise 5 page 18

- Go through the phrases together and check the meaning.
- Practise the pronunciation.
- Point out that *You're joking / kidding!* can be used to react to negative situations too. It is an informal way of showing shock that something, good or bad, has happened.
- Students find the three phrases in the dialogue.
- Check answers as a class. Ask students which phrases they would use to react to the stories in exercise 4.

KEY

Wow! Oh dear! How awful!

Exercise 6 CD 1.14 page 18

- Play the recording and tell students to listen for the phrases in exercise 5. Ask them to mark the stressed words.

- Students practise saying the phrases in pairs. Monitor round the class, and correct pronunciation where necessary.

Exercise 7 page 18

- Go through the sentences together.
- In pairs, students take turns to say the sentences and respond, using an appropriate phrase from exercise 5..
- Elicit a few sentences and responses to check understanding.

For further practice of *get*:

Vocabulary Builder IG page 124

1 1 got, d 2 get, c 3 gets, e 4 got, b
5 is getting, a

Extra activity

- Write the following on the board:
 A: *at school / pop concert / at the hospital / on holiday with aunt*
 B: *trip over bag in front of other students / meet the singer afterwards / my brother had terrible stomach pains, nothing serious / not do anything all week / not know anyone in the resort / not allowed to go anywhere alone*
 C: *cross / relieved / embarrassed / bored / worried / excited*
 D: *Oh no! What a disaster! / Really? I'm so envious! / That sounds terrible! / That sounds like a nightmare. / What a cool thing to do! / That's worrying. / Really? What a relief! / You're kidding!*
- Put students into pairs. One student must join a setting from A to an event from B and a feeling from C. He/She must then tell his/her partner what happened. His/Her partner must ask how he/she felt and use two phrases from D to react.
- Students then swap roles and practise another dialogue.
- Do one dialogue with a volunteer as an example:
You: I was at school and I tripped over my bag in front of some other students.
Student: You're kidding! How did you feel?
You: I felt embarrassed.
Student: Oh no! What a disaster!

Exercise 8 page 18

- Students think about something that happened to them last summer and make notes..
- In pairs, students take turns to use their notes to tell their stories and react to the other student's story.
- Students present their story to the class.

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can relate and react to past events. I can describe past events using a simple structure.*

1H Writing

A description of an event

LESSON SUMMARY

Reading: Two forum posts

Exam topic: Writing descriptions

Vocabulary: Phrasal verbs and register

Writing: A forum post

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *prank* on the board and elicit the meaning (a trick that is played on somebody as a joke). Ask: *Do you ever play pranks on people?*
- Elicit answers.

Exercise 1 page 19

- Focus on the photo and the words. In pairs, students discuss what the boy is going to do.
- Elicit some ideas.

Exercise 2 page 19

- Tell students to read the posts and ask them what the forum topic is. (pranks)
- Ask:
Who do you think behaved worse?
Why shouldn't he/she do so?
What is the tone of the internet posts? Is it formal or informal?
- Check any unknown vocabulary.

Extension

Books closed, ask further questions about the forum posts:

Where did Dave buy the spider? (from a joke shop)

What did it look like? (It looked real and had long legs.)

Where did he put the spider? (in the shower)

Who did he want to scare? (his sister)

How did she react? (She screamed and ran out of the bathroom.)

Why didn't Kate's brother recognise her writing? (She disguised it.)

Who did her brother think the card was from? (a girl in his class)

What did he do when he got the card? (He asked the girl out.)

How did he react when he found out the card was a prank? (He was a bit cross but he forgave Kate.)

Exercise 3 page 19

- Go through the strategy together.
- In pairs, students match the adjectives with the people in the stories.
- Check answers as a class.

KEY

- A** amused, guilty **B** angry, frightened
C anxious, pleased **D** angry, pleased

Extra activity

- Remind students of the structure used for narrating: set the scene, describe what happened, describe how you felt.
- In pairs, students tell each other about a prank they have played, using informal language.
- Ask a few students to share their stories with the class.

Exercise 4 page 19

- Go through the instructions and task together. Stress that students can use their own ideas as well.

Exercise 5 page 19

- Students write their forum post.
- Monitor and help with grammar and vocabulary where necessary.
- Alternatively, students could write their post for homework on a piece of paper. Next lesson, stick their stories on the wall. The class votes for the best story.

Extra activity: Fast finishers

Fast finishers swap stories with a partner and correct each other's stories.

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand funny stories on an internet forum. I can use informal language including phrasal verbs in an informal context. I can write a post for an internet forum.*

11 Culture

The British

LESSON SUMMARY

Reading: Text about how foreigners see the British

Listening: Four foreigners give their opinions on the British.

Speaking: Discussing how people from other countries see your nationality

SHORTCUT

- To do the lesson in 45 minutes, omit the lead-in and keep exercise 1 as a brief whole class activity. Omit exercise 4.

LEAD-IN 2–3 MINUTES

- Give students two minutes to brainstorm nouns and adjectives to do with the British, e.g. *tea, fish and chips, red buses, serious*.
- Elicit ideas and write them on the board.

Exercise 1 page 20

- Ask two students to describe the photos in detail.

- Pre-teach *stereotype* /'stəriə(u)tʌɪp/ (a fixed idea about a particular type of person or thing, which is often not true in reality).
- Students discuss in pairs whether the pictures match their idea of the British stereotype and give reasons why.
- Ask a few students to share their ideas with the class.

Exercise 2 page 20

- Focus attention on the title of the text and point out that *see* can mean '*think of*'.
- Students read the text and answer the questions.
- Check answers as a class. Check any unknown vocabulary.

KEY

- a** true **b** true

Exercise 3 page 20

- Students complete the charts with the words.
- Check answers as a class.

KEY

- 1** good manners **2** reserve **3** sense of humour
4 culture **5** reserve **6** the same or worse **7** better

Extra activity: Fast finishers

- Ask **fast finishers** to think about what they like and/or dislike about the British. They write sentences using the words in exercise 3, e.g. *I like their good manners, but I hate the queuing.* Encourage them to give reasons for their opinions.
- Ask a few students to share their ideas with the class.

Exercise 4 CD 1.17 page 20

- Play the recording for students to choose the person with the most negative opinion.
- Elicit students' opinions.

Transcript

- I love the UK. I just love the atmosphere, the culture, the art, the history. There is also beautiful scenery in places like Cornwall and Scotland. The people here are kind and friendly. The only things I don't like about the UK are the weather and the food. I had some really bad fish and chips recently!
- British people don't care about their work like we do. They aren't very hard-working really – they spend all day waiting to finish work and go home! And when they leave work, they forget about it. I have my own café here in Cardiff and for me, my work is my life.
- I find British people very friendly and I love an English breakfast and fish and chips. But I don't like it when I finish work at 11 p.m. or midnight, and young people are causing trouble in the street. It's not always nice and they make a lot of noise. I don't worry for me but I'm anxious for my wife at night over here. Overall though I like living in Britain. It's much better than back home.

4 OK, the weather definitely is not great but I love the freedom of living in the UK. It's so friendly and welcoming. It was difficult for me when I first arrived at the age of sixteen. I was used to rules. My family came first and I always obeyed my parents. I never answered back. But British teenagers have so much more freedom. They don't have many rules, and that's not always a good thing. They often behave badly.

Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can skim a text to get a general idea about it and it read it more carefully for specific information. I can predict the words that will be used in a listening task. I can complete gaps in sentences without looking at answer options.*

Exercise 5 CD 1.17 page 20

- Check the meaning of *not keen on* (not interested in or having any desire for something).
- Play the recording again for students to match the speakers with the sentences.
- Check answers as a class.

KEY

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

Transcript

See exercise 4.

Extra activity

- Write the following questions on the board:
 - How does Speaker 1 describe British people? (kind and friendly)
 - Why does Speaker 2 think British people aren't hard-working? (They only want to finish work and go home. They forget about work at home.)
 - What British food does Speaker 3 like? (English breakfast and fish and chips)
 - Why does Speaker 3 worry about his wife at night? (People cause trouble in the streets.)
 - What does Speaker 4 think about young people's freedom in Britain? (She doesn't think it's a good thing.)
- Play the recording again for students to answer the questions.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can give my opinion on British stereotypes and discuss stereotypes of my own country.*

Review Unit 1

Reading

KEY

1DS 2F 3T 4F 5T 6T

Listening CD 1.18 page 21

- A. Feelings: bored, confused, delighted, embarrassed, proud

- B. Sports: boat, canoe, climbing, diving, kayaking,
C. Nature: cave, cliffs, landscape, ocean, stream
D. Health: burn, condition, cure, cut, injury

KEY

- A. 4
B. 3
C. 2
D. 1

Transcript

- Are you looking for the perfect gift, or an amazing experience with your friends? Then come to Extreme Elements. We have hundreds of ideas for active people. How about flying lessons or a helicopter flight? Or go quad biking for a day? Would you prefer rock climbing or canoeing? There's something for everyone – so visit our website now!
- Thank you for inviting me to Careers Week. Let me start by telling you how I got started. At school, I enjoyed sport and was in the football and basketball teams. One day, I heard about a new course at the local swimming pool – scuba diving. I wasn't interested, but my friend wanted to go so I decided to go with him. I loved it! I did several courses, then I did my teaching qualification and now I'm an instructor.
- We all know that exercise helps you to lose or to control your weight. It also helps you sleep better and look better, too. But don't forget that exercise can also be fun. There's no need to go running if you find it boring. Why don't you choose a team game such as football or basketball? You can join a club, have fun and meet other people who enjoy that sport too.
- Do you love sport and meeting people? Then come and see local celebrity and Olympic winner Amelia Green at Brightside Leisure this Saturday at 2 p.m. She is opening the new Olympic pool that we've all been waiting for – it's fantastic! And there is a free swim for the first fifty people.

Speaking

- Ask students to list some things which can make them feel happy. Elicit the words. Help the students with the vocabulary and pronunciation.
- Ask students to look back on their happy moments and tell friends what made them happy (using words expressing feelings)

Writing

Suggested ideas

- Where you went: seaside, mountain, lake...
- How you got there: by bus, bike, coach, airplane...
- Something interesting you did: swimming, building sand castles, fishing, climbing, taking photos, visiting an old town, enjoying special food...
- How you felt: excited, surprised, delighted, fascinated, curious...
- Invitation: when/ where to go/ with whom

Map of resources**2A Vocabulary**

Student Book, pages 22–23; Workbook, page 16

2B Grammar

Student Book, page 24; Workbook, page 17

2C Listening

Student Book, page 25; Workbook, page 18

2D Grammar

Student Book, page 26; Workbook, page 19

2E Word Skills

Student Book, page 27; Workbook, page 20

2F Reading

Student Book, pages 28–29; Workbook, page 21

2G Speaking

Student Book, page 30; Workbook, page 22

2H Writing

Student Book, page 31; Workbook, page 23

Culture 2

Student Book, page 32

Classroom Presentation Tool Unit 2**End of unit**

Unit Review: Student Book, page 33

LEAD-IN 2–3 MINUTES

- Write *landscape* on the board and elicit its meaning (everything you can see when you look across a large area of land). Describe the landscape of a place you went to on holiday using target vocabulary from the unit, e.g. *Last year when I went on holiday, I stayed in a beautiful village by a river. The village lay at the foot of steep green hills and the shallow river ran through the village.*
- Ask a few students to describe a landscape.

Exercise 1 page 22

- Ask students to describe the photos. Write key words on the board. (A walking; B hiking; C rock climbing; D cave diving; E kayaking) You will need them for exercise 5.
- Ask: *Would you enjoy these activities? Why? / Why not?*

Exercise 2 CD 1.19 page 22

- Focus attention on the words but do not check their meaning. Ask students to work in pairs and match as many words to the photos as they can.
- Play the recording for students to check their answers.
- Check answers as a class and check the meaning of any unknown vocabulary.

KEY

- A forest, river, rocks, waterfall
 B hill, rocks, valley
 C cliff, ocean, rocks
 D cave, ocean, rocks
 E lake, mountain, shore

Transcript

- A There are two people on a bridge near a forest. There's a waterfall and some rocks below them. The bridge goes across a river.
 B There is a man standing on some rocks at the top of a hill. He's looking out over a valley.
 C This man is climbing up a cliff. You can see the ocean and the rocks below.
 D This diver is inside an underwater cave in the ocean. He's looking between the rocks.
 E This person is in a small boat – it's a kayak. The kayak is on a lake, near the shore. In the background, there are mountains.

Exercise 3 page 22

- Check the meaning of the adjectives. Practise the pronunciation, especially *low* /ləʊ/, *narrow* /'nærəʊ/ and *shallow* /'ʃæləʊ/.
- Students find three pairs of opposites.
- Check answers as a class.

KEY

- deep – shallow; low – tall; narrow – wide

2A Vocabulary**Landscapes****LESSON SUMMARY**

Vocabulary: Landscape: features; landscape: adjectives; prepositions of place

Listening: Four holiday adverts

Grammar: There is and There are

Speaking: Discussing if students would enjoy different activities; Describing a landscape

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 4 and 7 can be set for homework.

Exercise 4 page 23

- In pairs, students match each adjective with two or more of the landscape features in exercise 2.
- Check answers as a class.

KEY

(Possible answers)

deep cave / ocean / lake / river / valley

icy lake / river / stream

low hill / waterfall

narrow cave / lake / river / stream / valley

rocky desert / mountain / shore / valley

shallow cave / ocean / river / stream

steep cliff / hill / mountain / valley

tall cliff / waterfall

wide cave / lake / river / shore / stream / valley

Extension: Fast finishers

Fast finishers work in pairs and take turns to describe the landscape in photos A–E. Encourage them to use as many words for landscape features and adjectives as they can.

Exercise 5 CD 1.20 page 23

- Tell students they are going to listen to four holiday adverts. They must match three of them with three of the photos A–E.
- Play the recording for students.
- Check answers as a class. Ask students which words helped them to match the photos to the adverts, e.g. 1 lake, tall mountains, deep valleys; 2 rocky caves, ocean; 4 narrow rivers under trees, wooden bridges, waterfalls.

KEY

1E 2D 4A

Transcript

Presenter Speaker 1

Man Bored with the beach? Hungry for adventure? Why not spend seven days in a remote and beautiful landscape in Alaska? Kayak across icy lakes and shallow rivers. See eagles, bears and other fascinating wildlife. Or just enjoy the amazing scenery from your river kayak journey through tall mountains and deep valleys.

Presenter Speaker 2

Woman For experienced divers only, this holiday offers an amazing chance to explore the rocky caves by boat along the coast of Mexico. After three days near the caves, the boat leaves the steep cliffs and heads for the ocean for two days – a chance to see some of Mexico's amazing marine wildlife.

Presenter Speaker 3

Man On this seven-day walking holiday in the Philippines, you'll see mountains and valleys, lakes and forests. But the highlight of the week is the chance to stand beside Lake Pinatubo, a lake inside a volcano. When Mount Pinatubo erupted in 1991, the top of the volcano blew off. A shallow lake formed, which soon became deep because of all the rain. Enjoy a swim in this beautiful and exotic natural feature!

Presenter Speaker 4

Woman Join Forest Trekkers on a two-week Canadian adventure you'll never forget. Kayak down narrow rivers

under the trees or walk across high, wooden bridges. Find dark caves behind tall waterfalls. We promise you'll fall in love with this exciting and magical landscape!

Exercise 6 CD 1.20 page 23

- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

2 through, tall, valleys

3 rocky, along

4 beside, inside, volcano

5 shallow, deep

6 caves, behind, waterfalls

Transcript

See exercise 5.

Exercise 7 page 23

- Go through the instructions together. Give an example, e.g. In this area there are wide beaches. They stretch for hundreds of miles and there are steep rocky cliffs near them. (the Ionian Sea)
- Students take turns to describe and guess the areas. Monitor and help with vocabulary and grammar where necessary.

Extra activity

- In pairs, students discuss their ideal activity holiday. They should think of different activities they could do and describe their perfect landscape(s) for the holiday.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe landscapes. I understand descriptions of holiday adverts using landscape features, adjectives and prepositions of place.*

2B Grammar

Past continuous

LESSON SUMMARY

Grammar: Past continuous

Speaking: Asking and answering questions in the past continuous

Writing: The opening paragraph of a story

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 3 and 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Remind students of the basic structure for telling a story or describing an event: set the scene, describe the event, describe your feelings about it.

- Describe something that happened to you this morning, e.g. *It was raining this morning and I was running to the bus stop. But I was too late and the bus left without me. I was really annoyed!*
- Ask a few students to describe something that happened to them this morning.

Exercise 1 page 24

- Ask students to look at the scene in the photo. Ask: *Where is it? What are the people doing?*
- Ask a student to read out the text. Then ask: *Why does the narrator notice the tall man?*

KEY

(Possible answer) Because the man is standing very still, wearing summer clothes and staring at the narrator.

Exercise 2 page 24

- Go through the Learn this! box together.
- Ask: *Do we use the past continuous to describe the main events of a story or the background events?* (the background events)
- Students find the past continuous verbs in the text.
- Check answers as a class. With a weaker class, revise the structure of the past continuous: *was / were + -ing form of the verb*.
- Ask: *What were you doing before the class began?* Check that students form the past continuous correctly.

KEY

were hurrying, were sitting, was talking, wasn't looking, was singing, (was) playing, were shouting, (were) waving, (were) carrying, (were) running, was standing, was he wearing, was looking

For further practice of the past continuous: Grammar Builder 2B page 110

- | | |
|----------|--|
| 1 | 1 was texting 2 were ... laughing |
| 3 | weren't paying, was speaking |
| 4 | was walking, eating |
| 5 | was watching, was reading 6 was ... doing |
| 2 | 1 was shining 2 were singing 3 were getting |
| 4 | was putting 5 were making 6 was talking |
| 3 | 1 were you doing 2 was watching |
| 3 | were ... watching 4 wasn't paying |
| 5 | was your husband doing 6 was making |
| 7 | was going |

Exercise 3 page 24

- Ask students to read the paragraph and complete it.
- Check answers as a class.

KEY

1 was shining **2** was rising **3** were carrying
4 was lying **5** wasn't sleeping **6** were sitting
7 sharing **8** were they listening

Exercise 4 page 24

- Revise the structure of past continuous questions.
- Students make questions about the people. They then work in pairs to ask and answer the questions. Monitor and check that students are asking and answering correctly.

Exercise 5 page 24

- Go through the instructions together and invite a student to make a sentence, e.g. *Some schoolchildren were walking to school. They were smiling and laughing.*
- Students set the scene. Monitor and help with vocabulary and grammar where necessary.

Exercise 6 page 24

- Students swap notebooks with a partner. They choose three things they want to know more about and write their questions.

Exercise 7 page 24

- Students ask and answer their questions. They then write the answers in their partner's notebook. Explain that these additional pieces of information can make a description of a scene more interesting.

Exercise 8 page 24

- Students use their own sentences from exercise 5 and their partner's questions and answers from exercise 7 to write the opening paragraph of a story. Monitor and help with vocabulary and grammar where necessary.

Extra activity: Fast finishers

- Ask **fast finishers** to think about their story. Who will be the main characters? What will be the main event?
- Students write their story for homework.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: What have you learned today? What can you do now? and elicit answers: I can use the past continuous to set the scene of a story. I can write the opening paragraph of a story using the past continuous.

2C Listening

Adrenaline junkies

LESSON SUMMARY

Vocabulary: Adjectives to describe adventure

Exam topic: Synonyms in listening exercises

Listening: An interview about BASE jumping

Speaking: Talking about BASE jumping

Internet research: An extreme sport

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief, spend no more than two minutes on exercise 2 and omit exercise 6.

LEAD-IN 2-3 MINUTES

- Focus attention on the main photo and the title. Ask: *What is adrenaline?* (a substance that your body produces when you are very angry, frightened or excited and that makes your heart go faster) *Why do the people in the photo need adrenaline?* (They are doing something exciting and dangerous.) *What is an adrenaline junkie?* (a person who is unable to stop being in exciting and dangerous situations) *Are you an adrenaline junkie? Why? / Why not?*

Culture note: BASE jumping

BASE jumping is a sport in which participants jump from fixed objects and use a parachute to help them land safely. BASE stands for the type of objects from which people can jump: building, antenna (tower), span (bridge) and Earth (cliff). The sport was invented by Carl Boenish in the 1970s. Boenish died while BASE jumping in 1984. The sport has featured in several James Bond films.

Exercise 1 page 25

- Focus attention on the adjectives and ask students whether they describe people, extreme sports or landscapes. Explain that some may be used to describe more than one category.
- Check answers as a class.

KEY

People athletic, brave, impressive, strong, terrifying

Extreme sports risky, spectacular, terrifying, thrilling

Landscapes impressive, remote, spectacular

Exercise 2 page 25

- Students look at the photo again and describe it. They then answer the questions.

Extra activity: Fast finishers

- Write the following questions on the board:
Name an athletic person.
Give an example of a brave action.
When might it be risky to go swimming?
Give an example of a spectacular concert you have been to or seen on TV.
What's the most thrilling film you've ever seen?
Name an impressive building. Why is it impressive?
What's the most terrifying thing that has ever happened to you?
Would you like to live in a remote place? Why? / Why not?
How physically strong are you? Give an example of something you can do to prove this.
- Fast finishers discuss them in pairs or work individually to answer them.

Exercise 3 CD 1.21 page 25

- Go through the strategy together. Then focus attention on sentences 1–6. Tell students they are from a recording of six people talking about BASE jumping.
- Elicit synonyms or opposites for the underlined words. Encourage students to use adjectives from exercise 1 where possible.
- Students listen to the recording and do the task.

- Check answers as a class.

KEY

2 over 30 3 brave 4 unfit 5 spectacular 6 hated

Transcript

Fred I like BASE jumping because it allows me to get away from the city, to remote places where you hardly see anyone.

Sally BASE jumping is really a sport for young people. There aren't many BASE jumpers who are over 30.

Chris I love the outdoors, but I'm not particularly brave, so I haven't considered BASE jumping as a hobby.

Celina BASE jumping certainly isn't a sport to try if you are unfit.

Shelley BASE jumping is a great sport and you get to do it in such spectacular surroundings.

Martin My friend asked me to go BASE jumping with him, and I hated it.

Exercise 4 page 25

- Ask students to read the strategy again. Point out that a synonym can also be a phrase, e.g. safe = not risky.
- Go through the sentences together. Explain that the sentences are from an interview about BASE jumping that the students are going to listen to, but at this point students do not need to know whether they are true or false.
- Students think of synonyms.

Exercise 5 CD 1.22 page 25

- Ask students to read the sentences again.
- Play the recording for students to record their answers.
- Check answers as a class.

KEY

1T 2T 3F 4F 5F 6T

Transcript

Interviewer Good afternoon, and welcome to the programme. Today, I'm talking to BASE jumper Tanya Marks. Tanya, thanks for joining us.

Tanya My pleasure.

I Now, Tanya, my first question to you is basically ... why? Why choose a sport with so many dangers? Why not something nice and safe, like table tennis?

T Extreme sports aren't safe! That's precisely why I enjoy them so much. I'm the kind of person who loves to feel that thrill of risk and adventure. I like skydiving – and hanggliding too. But BASE jumping is my new sport – and my obsession! I'm totally addicted.

I How did you first get into it?

T One of my skydiving friends suggested it. He had the equipment and invited me to join him. My first jump was terrifying – but I loved it!

I What's your favourite place for BASE jumping?

T Well, I'm always looking for somewhere new. But at the moment, I love the cliffs in Tonsai, in Thailand. Though it isn't ideal, as there are no hospitals nearby!

I So, is danger always in your mind when you're jumping?

T Oh yes. That's not just me, that's all BASE jumpers. We know the dangers.

I Do you think that's why there aren't many women who do BASE jumping? Do the risks put them off?

T I'm not sure ... I don't really agree. More women are joining the sport every year. There's Roberta Mancino for example. She's the new star of BASE jumping. The media love her because of the way she looks, but she's also brilliant at her sport. Hopefully, she'll encourage more girls to take up extreme sports.

I Tanya Marks, thank you.

Exercise 6 page 25

- Explain that we can use adjectives to persuade people of something.
- In pairs, students decide whether or not they would like to try BASE jumping, giving three reasons for their choice.
- Ask for a show of hands to find out how many students would like to try BASE jumping. Then elicit reasons why students would or would not try it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about extreme sports. I can identify synonyms in a listening text. I can give my opinion on an extreme sport using different adjectives for the sport, the people who practise it and the locations where it takes place.*

2D Grammar

Contrast: past simple and past continuous

LESSON SUMMARY

Reading: An extract from a story

Grammar: Past simple and past continuous contrast

Speaking: Speculating on what happened next in a story

Listening: The end of a story

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1.

LEAD-IN 2–3 MINUTES

- Revise the structure of the past continuous.
- Call out verbs in the past simple or the past continuous, e.g. *I ate* or *She was leaving*. If you call out a verb in the past simple, students raise hands and call out the verb in the past continuous. If you call out the verb in the past continuous, students call out the verb in the past simple.

Exercise 1 page 26

- Ask a student to read out the extract. Then tell students to look at the photo and ask them what the story is about.

- Students decide where Harry is at the beginning of the paragraph, and where he is at the end of it.

KEY

(Possible answer) He is on the shore at the start. He is in the sea at the end.

Exercise 2 page 26

- Go through the Learn this! box together.
- With a weaker class, elicit more events in the past continuous that could form the background of a story, e.g. *It was evening. It was snowing outside and I was sitting on the sofa.* Then elicit a sequence of events in the past simple, e.g. *I opened the door. I walked across the room. I sat down on a chair.*
- Students match the sentences with the rules.
- Check answers as a class.

KEY

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

Exercise 3 page 26

- Tell students that sentences a–d are from the next part of the story, but they are in the wrong order. Point out that then is often used to link two short events, e.g. *I had dinner and then I watched TV.*
- Students complete the sentences.
- Check answers as a class.

KEY

a was listening; started
b fell; realised; jumped
c swam; came; climbed; were arguing
d began; was deciding; heard

Exercise 4 CD 1.23 page 26

- Students put the sentences in the correct order.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1c 2a 3d 4b

Transcript

Still underwater, he swam close to the boat, then came up silently and climbed aboard. Three people were arguing loudly. While he was listening to their argument, the boat's engines started. The boat began to move away. As he was deciding what to do, he heard a scream. Someone fell into the water. Harry realised who it was and jumped in too.

For further practice of past simple and past continuous contrast: Grammar Builder 2D page 110

5 1 dropped, broke

2 got, found

3 didn't hear, was having

4 was sitting, wasn't working

5 saw, were sitting, laughing, chatting

6 wasn't shining

7 were taking, broke down

8 lost, were playing

6 1 We were having dinner when my dad arrived home.

2 The phone rang while I was trying to sleep.

3 As she was climbing up some rocks, she fell.

4 You were shopping when I tidied your room.

5 The boat was sailing towards the shore when it hit some rocks.

7 1 arrived 2 closed 3 were sleeping 4 took off

5 saw 6 opened 7 read 8 put 9 picked up

10 went 11 was 12 wasn't raining

13 were walking 14 crossed 15 followed

16 didn't know 17 were going 18 didn't want

Exercise 5 page 26

- Go through the Look out! Box together. With a weaker class, point out that when goes before the past simple and while or as goes before the past continuous.
- Give students more examples by asking them to look for the sentences in exercises 1 and 3 that begin with While or As and rewrite them using when.

e.g. *He was getting near the boat when he heard a shout.*
He was listening to their argument when the boat's engine started.

- Focus attention on the boxes. Both boxes relate to Harry's story. Students write five sentences in their notebooks using while, as or when. Monitor and check that students are writing the sentences correctly.

e.g. *He was climbing back onto the boat when he heard a helicopter.*

Extension: Fast finishers

In pairs, **fast finishers** take turns to start sentences using the words in boxes A and B. Their partner must finish them, e.g. *As Harry was climbing back onto the boat, ... He found a note ...*

Exercise 6 page 26

- Ask: *What do you think happened next in the story?* Elicit one or two ideas.
- Students work in pairs to decide what happened next. Ask them to discuss and make notes.
- In pairs, students use their notes to write five or six sentences describing what happened next.
- Each pair of students reads their sentences to the class. The class then vote for the best ideas and give reasons for their choice.

Exercise 7 CD 1.24 page 26

- Tell students they are going to hear the end of the story.
- Play the recording.

- In pairs, students compare the ending with their own ideas.

Transcript

The woman in the water was Sophie. She and Harry were both police officers. They were investigating a diamond robbery. Sophie wasn't moving so Harry held her head above the water and swam with her back to the shore. When they reached the shore, Sophie opened her eyes again.

'What happened?' asked Harry.

'I told the robbers that I wanted to buy the diamonds,' replied Sophie. 'One of them believed me, but the other didn't. He tried to kill me!'

Harry looked out to the sea. The boat was turning round.

'Why are they coming back?' he said.

'They want the diamonds,' said Sophie. 'Look. I've got them!'

I was holding them when he pushed me into the sea!

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: What have you learned today? What can you do now? and elicit answers: I can use the past simple and the past continuous. I can write the ending of a story.

2E Word Skills

Word building

LESSON SUMMARY

Reading: A text about teenage explorers

Vocabulary: Related verbs and nouns

Dictionary work: How related verbs and nouns are listed in dictionaries

Speaking: Discussing teenage exploration

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1.

LEAD-IN 2–3 MINUTES

- Write *adventurous* and *explorations* on the board and elicit their meanings. Ask: *How adventurous are you? Think of an exciting place that you explored and tell a partner about it.*
- Elicit a few ideas.

Exercise 1 page 27

- Tell students to read the text and find the name of the boy in the photo. (Mike Perham)
- Ask: *How many kinds of explorations are there in the text? (three) What are they?* (Hector Turner wants to run a marathon across the Sahara Desert. Geordie Stewart wants to climb the highest mountain on each continent. Mike Perham travelled round the world by boat.)

- Ask students to read the last paragraph again and discuss in pairs whether Mike Perham's theory is correct.
- Ask a few students to share their ideas with the class.

Exercise 2 page 27

- Write *Related nouns and verbs* on the board and write an example, e.g. *compete – competition*.
- Students read the text again and complete the table.
- Check answers as a class, making sure students can pronounce the verbs and nouns correctly.

KEY

1 attempt 2 complete 3 achieve 4 need
 5 exploration 6 experience 7 dream

Exercise 3 page 27

- Go through the Learn this! box together.
- Students find the noun suffixes in the text in exercise 1 and identify the nouns without a suffix.
- Check answers as a class.

KEY

-tion exploration
 -ure adventure
 no suffix attempt

Exercise 4 page 27

- In pairs, students use dictionaries to find the related nouns.
- Check their meanings and pronunciation. Then ask: How many uses are there of 'examination'? Which nouns are uncountable? Which are countable?

KEY

entertainment, eruption, examination, motivation,
 relaxation, rescue

Extra activity: Fast finishers

Ask **fast finishers** to choose three words from exercises 4 and 5 and write a sentence for each. Tell them that this is a good way to learn new vocabulary.

Exercise 5 CD 1.25 page 27

- Explain students will hear the verb and noun version of each word.
- Students mark the stress of the words they hear.
- Students take it in turns to say noun or verb form of the word for partner to identify the correct form.

KEY

entertain, entertainment
 erupt, eruption
 examine, examination
 motivate, motivation
 relax, relaxation
 rescue, rescue

Exercise 6 page 27

- Students complete the sentences. They can use a dictionary.
- Do not check answers at this point.

KEY

1 accomplishments 2 employment 3 preparation
 4 development 5 dream

Exercise 7 page 27

- Check answers and the pronunciation of the verbs and nouns.
- In pairs, students discuss if they agree with the sentences. Monitor and check that students are using the underlined verbs and their corresponding nouns.
- Ask a few students to share their ideas with the class.

Extra activity

- Students discuss the expeditions in exercise 1 in pairs. Ask: *Which of the three would you choose? If you were going on an expedition, where would you go and how would you get there? What would you take with you?*
- Encourage them to use words from exercises 4, 5 and 6.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand parts of speech and dictionary entries. I can use related verbs and nouns to discuss teen exploration.*

2F Reading

Lost at sea

LESSON SUMMARY

Reading: An article about a brother and sister lost at sea

Exam strategy: Guessing the missing parts of a text

Vocabulary: Extreme adjectives

Speaking: An interview with a couple lost at sea

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2.
- Exercise 8 can be set as written activities for homework

LEAD-IN 2–3 MINUTES

- Write *disaster* on the board and elicit its meaning. Ask if students have heard about any human disaster stories on the news recently. If they cannot think of any, tell them the true story of Tom and Eileen Lonergan, who in 1998 were scuba-diving in the Great Barrier Reef of Australia when the boat that had taken them there left the area without them. Neither the crew nor the passengers noticed that they were not on the boat returning home from the trip. The couple were never found and there has been a lot of speculation about how they might have died. The 2003 film *Open Water* was based on the couple's disappearance.

Exercise 1 page 28

- Focus attention on the photos and newspaper headlines and ask students to guess what the text is about.

- Check that students understand the headlines.

Exercise 2 page 28

- Ask a student to read out the first paragraph of the article.
- Students check their answers in exercise 1 and explain how they know what the right answer is.

KEY

a (... an American brother and sister ... were enjoying a fishing trip in the Caribbean ... when their boat sank ...)

Exercise 3 page 28

- Go through the strategy together.
- Ask students to read the text and underline the words they think will help them to guess the missing parts of the text. With a weaker class, students work as a class to guess the information in the first gap. Tell them to underline the word *jump* and ask: *Did they jump into the sea? What did they do next?*
- When students have finished, elicit some ideas and the reasons for them.

Exercise 4 page 29

- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class. Ask which words in the article helped them to choose the correct answers.

KEY

1D 2A 3F 4E 5C

Exercise 5 page 29

- Ask students to read the article again and decide whether the sentences are true or false. Tell them not to worry about any unknown vocabulary at this stage.
- Check answers as a class and encourage students to support their answers by reading out relevant sentences.

KEY

1F 2F 3F 4T 5T

Exercise 6 page 29

- Go through the Learn this! box together.
- Elicit the meanings of the extreme adjectives and elicit equivalents in the students' own language. Point out that we do not use *very* with extreme adjectives. However, we can use *really* or *absolutely* to enhance the adjective instead, e.g. *The food was really / absolutely disgusting.*
- Students complete the box.
- Check answers as a class.

KEY

1 good 2 dirty 3 hungry 4 small

Exercise 7 page 29

- Ask students to read the text again and try to work out the meaning of the highlighted adjectives.
- They then match the highlighted adjectives to adjectives 1–6.
- Check answers as a class.

KEY

1 awful 2 brilliant 3 huge 4 tragic 5 terrifying
6 exhausted

Extra activity: Fast finishers

Ask **fast finishers** to use a dictionary to find more extreme adjectives, e.g. *amazing, awesome, freezing*.

Point out that some extreme adjectives can be used in certain contexts but not others, e.g. *filthy* can be used to describe anything that is very dirty: a person, clothes, a building, etc. However, *squalid* is only used to describe the conditions in a place. Students should always check in a dictionary for usage.

Exercise 8 page 29

- Students work individually to prepare the questions and answers for the interview.
- With a weaker class, check that the 'interviewers' have formed the questions correctly.
- Students work in pairs to act out their interviews for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a survival story. I can understand and use extreme adjectives. I can conduct an interview about a survival story.*

2G Speaking

Photo description

LESSON SUMMARY

Vocabulary: Sports equipment

Exam topic: Using a simple structure to describe a photo

Speaking: Describing a photo

Listening: A candidate in a speaking exam

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief, and spend no more than two minutes on exercise 1.

LEAD-IN 2–3 MINUTES

- Ask students to look at the photos quickly and say what sports they can see. Elicit as many words as possible for the equipment used in these sports.
- Ask: *What equipment do you use in the sports you do?* Elicit more answers.

Exercise 1 page 30

- In pairs, students match the words to the photos.
- Check answers as a class, making sure students understand what the words mean and how to pronounce them, especially *dinghy* /'dɪŋgi/.

KEY

- A boots, poles, rucksack
 B helmet, dinghy, life jacket, paddles
 C rope, safety harness

For further practice of sports clothing and equipment: Vocabulary Builder 2G page 125

- 1 1 racket 2 ball 3 shirt 4 shorts 5 net
 6 socks 7 goal 8 helmet 9 gloves 10 skates
 11 puck 12 stick
- 2 **Clothing** boots; gloves; goggles; helmet; mask; running shoes; shirt; shorts; socks; swimming trunks; swimming costume; vest; wetsuit
Equipment ball; bat; goal; hoop; net; puck; racket; rope; safety harness; skates; stick; surfboard
- 3 (Possible answers)
basketball ball, hoop; shirt, shorts
climbing rope, safety harness, helmet
football goal, net, shorts, shirt
surfing surfboard, wetsuit, swimming trunks, swimming costume

Exercise 2 CD 1.27 page 30

- Go through the strategy together.
- Tell students they are going to listen to two candidates in a speaking exam. One student uses the strategy better than the other. Students must listen and decide who uses the strategy better.
- Play the recording for students.

KEY

Student 2

Transcript

- 1 Teacher Please describe the photo.

Student 1 Well, on the left, there are some trees. And in the centre, there's a woman walking along. She's hiking somewhere – it looks like a forest. She's holding a pole in each hand and she's wearing a rucksack, I think. At the bottom of the picture, you can see that it's a really muddy path. But the woman doesn't look worried. She seems to be having a good time.

T Thank you.

- 2 Teacher Please describe the photo.

Student 2 The photo shows five people in a dinghy. They're white-water rafting on a river. In the top left corner of the photo, there is a man leaning out of the boat. In the foreground, there's a lot of water. The man at the back of the dinghy is trying to guide the dinghy with his paddle. The other four people aren't helping very much. It looks as if they're new to it. They're all wearing the same life jackets and helmets. I imagine they're doing this as a holiday activity.

T Thank you.

Exercise 3 CD 1.27 page 30

- Students complete the phrases.
- Play the recording again for students to check their answers.

- Check answers as a class. Point out that *looks like* and *seems to be* are used when the speaker is not sure about something.
- Elicit a few sentences with the phrases about the photos in exercise 1. With a weaker class, help students to describe one of the photos.

KEY

- 1 shows 2 In 3 In 4 At 5 On 6 In 7 looks
 8 looks / seems 9 seems

Transcript

See exercise 2.

Extra activity

- Play *Hangman* to revise landscape features and adjectives from lesson 2A. Draw short lines for each letter in a word on the board and ask students to call out letters. If a student guesses a letter correctly, write it on the correct line. If a letter is incorrect, write it at the bottom of the board and draw a line of the gallows. Students must guess the word before the whole gallows and the hangman are drawn.
- Revise the pronunciation of the words.

Exercise 4 page 30

- In pairs, students take turns to describe a photo. Encourage them to use the speaking strategy and the words and phrases from exercises 1 and 3. Monitor and help with vocabulary and grammar where necessary.

Exercise 5 CD 1.28 page 30

- Students listen and make a note of the adjectives the candidate uses.
- Check answers as a class.

KEY

scared, excited, bored

Transcript

Teacher Do you think the people are enjoying themselves?
 Student 2 Yes, I think they are.

T Why do you think that?

S Well, basically, you can see it in their faces. They don't look scared at all. They're smiling and they seem really excited.

T Is it something that you would like to try?

S To be honest, no, I wouldn't.

T Oh? Why not?

S I think I'd be really scared. For me, the worst thing would be that I couldn't stop or get out of the dinghy. I'd have to keep going right to the end, even if I was having a bad time.

T Yes, I see what you mean. Now, can you tell me about the last time you did an outdoor activity?

S A while ago, I went on a bike ride with a friend of mine. We headed out of town and through some woods. We took food and water with us. We stayed out for about six hours, but we didn't get bored at all. In fact, it was a really good day out. I suppose that's the last time I did an outdoor activity.

T OK. Thank you.

Exercise 6 CD 1.28 page 30

- Play the recording again for students to complete the phrases.
- Check answers as a class. Then elicit translations.

KEY

- 2 To be honest 3 For me 4 A while ago 5 In fact
6 I suppose

Transcript

See exercise 5.

Extension: Fast finishers

Fast finishers write sentences about their own experiences using the phrases in exercise 6, e.g. *A while ago I went bungee jumping. To be honest, it was the worst experience of my life*, etc.

Extra activity

- Ask: *How would the activities in photos A–C make you feel?*
- Students discuss the question in pairs using the adjectives from exercise 5.
- Ask a few students to share their ideas with the class.

Exercise 7 page 30

- Ask students to work in groups to describe photo A, B or C and answer the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: What have you learned today? What can you do now? and elicit answers: I can describe and speculate about a photo. I can use vocabulary for sports clothing and equipment. I can use phrases to describe where things are in a photo and adjectives to describe how the people in a photo might be feeling.

2H Writing

An invitation

LESSON SUMMARY

Vocabulary: Outdoor activities; email phrases; phrases for making suggestions

Exam strategy: Using different phrases to sequence events

Writing: An invitation to a party

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and set exercise 7 for homework.

LEAD-IN 2-3 MINUTES

- Ask: *Do you ever go on residential trips with your school? What outdoor activities do you do on school trips?*
- Elicit some answers.

Exercise 1 page 31

- Go through the vocabulary for outdoor activities together, checking meaning and pronunciation.
- Ask students to match two of the words with the photos.
- Check answers as a class.
- In pairs, students describe the photos and answer the questions.
- Ask a few students to share their ideas with the class.

KEY

- A** orienteering **B** quad biking

Extension

Ask: *What can go wrong when people are doing these activities?* Elicit students' ideas.

For further practice of outdoor activities:

Vocabulary Builder 2H page 125

- 4** **a** canoeing, paddleboarding, snorkelling, windsurfing
b hang-gliding
c cycling, karting, rollerblading, walking
d bungee jumping, camping, hiking, riding

Exercise 2 page 31

- Ask students to answer the questions.
- Elicit students' ideas.

Exercise 3 page 31

- Ask students to read the invitation and reply. Then answer the questions.
- Students check their answers in pairs.

KEY

- 1** 3 p.m.
2 Jet skiing and kite-surfing
3 Going to the cinema when she returns home from holiday.

Exercise 4 page 31

- Students read the key phrases and find two more in Bess's reply in exercise 3 to complete the list.
- Check answers and the meaning of the phrases as a class. Encourage students to think of alternative endings for *Why don't we ... ?*

KEY

- 1** It would be nice to meet up some time.
2 Why don't we go to the cinema?

Exercise 5 page 31

- Go through the writing strategy together. Ask them to find the abbreviations and to use the context to work out the meaning.
- Check answers as a class.

KEY

- a.m.** morning (ante meridiem, before noon)
BBQ barbecue
p.m. afternoon (post meridiem, after noon)
e.g. for example (exempli gratia)
etc. et cetera (to show there are more in the list)

Exercise 6 page 31

- Students use the notes to help them plan their invitations. Encourage them to use abbreviations and short forms. Monitor and help with grammar and vocabulary where necessary.

Exercise 7 page 31

- Students swap the invitations they wrote in exercise 6 with another student. They write a reply making sure that they include all of the points.
- Students swap their replies and check that their partner has included all of the information.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an invitation to a party and a reply. I can use vocabulary for outdoor activities. I can use abbreviations and short forms to make my invitations more informal.*

21 Culture

ANN DAVISON

LESSON SUMMARY

Reading: Text about a famous woman explorer

Listening: Checking information of an explorer

Speaking: Presenting a talk on a famous astronaut

SHORTCUT

To do the lesson in 45 minutes, omit the lead-in and keep exercise 1 as a brief whole class activity.

LEAD-IN 2-3 MINUTES

- Give students two minutes to brainstorm great women in history.
- Name some famous and successful women in science or exploration.
- Elicit the names and write them on the board.

Exercise 1

- Ask students to work in pairs and discuss what they know about three famous women.
- Ask them to match the names with the fields.
- Give the students some information about the women.

KEY:

Amelia Mary Earhart – the first female pilot to fly solo across the Atlantic Ocean.

Ann Davison – the first woman who sailed solo across the Atlantic Ocean

Sally Ride - the first US woman in space

Exercise 2 CD 1.29 page 32

- Ask students to read the passage and choose the appropriate words from the context of the first two paragraphs. Don't pay attention to the words in bold.
- Ask students to listen again and check their answers.

KEY:

1 on 2 few 3 set 4 rough 5 ashore

Exercise 3

- Ask the students to read the third paragraph again to match the words in bold with the given ones.
- For weak students, elicit the part of speech of each word to help them get a better connection between the words

KEY

left – departed alone – solo sad event – tragedy
courage – nerve very bad – severe

Exercise 4

- Help the students notice the time order in the narrative, e.g. 1914, 1930s, 1947, later, 1952...
- Students rearrange the events of Ann Davison's life in the order they happened.

KEY

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

Exercise 5

- Ask the students to read the text again and decide which information is True/ False.

KEY

1T 2F 3F 4T 5T 6F

Extra activity: Fast finishers

Ask fast finishers to list the differences between Ann Davison's trips (in 1947 and 1952) - How she prepared/ Who went with her/ The result.

Exercise 6

- Students work in groups and build sentences about Sally Ride's life and success.
- Elicit the meaning of some words like 'doctorate', 'Challenger' to help the students.
- Walk around the classroom to monitor.

Lesson outcome

- Ask students: *What have you learned today? What can you learn from the great women?* and elicit answers: *I have learned about Ann Davison. I can learn to make efforts/ to be brave/ to realize my dream.*

Review Unit 2

Reading

KEY

1d 2a 3d 4b

Listening CD 1.30 page 33

KEY

1b 2c 3a

Transcript

- 1 Many students get very stressed about exams, but there are ways to beat that stress. The first thing you should do is to decide on a routine and a timetable for study and relaxation. When you're working, don't be tempted by computer games, or by checking emails

and text messages. Look after your health: eat and sleep properly and get regular exercise. What you do after the exam is important too. Don't get stressed about how well you've done. Walk out of the exam room, and move on.

2 **Sam** Hello, Amy. What's up? You look sad.

Amy Well, I am. My mum and dad have decided to move to Brighton. They're going to open a gift shop there.

S Brighton? I love Brighton. It's got a fantastic beach, and loads of great shops and cafes.

A Yeah, but I've always lived here, and I've got to go to a new school. I'm going to really miss you, and all my other friends.

S I'm going to miss you too, Amy, but Brighton isn't far. We can visit you.

A Promise?

S Yes, of course! Don't worry.

3 Hello and welcome. Today, we're talking about Sarah Powers, who recently won a million pounds on the lottery. Now, what do you think she did with all that money? Did she go on a fantastic holiday or buy a new house? No, she didn't. Sarah gave ALL of the money away to charity. She said she didn't need money – she was happy with her life. So what do you think about that? We want to know your views. Phone us on the usual number and tell us ... (fade)

Speaking

Ask the students to look at the picture and tell what sport it is.

Elicit the word: (white-water) rafting

Ask students to work in pairs and discuss the risks of the sport and what they should do to stay safe when playing this sport.

Suggested answers:

Risks: smashing, banging, brushing, and smacking up against rocks. When the raft hits the rock, the player may be thrown out and into rocks and gets injured.

Safety steps:

- Know how to swim well
- Listen to the the guidance carefully
- Learn the commands: Bump, High-siding
- Buy good outfit
- Wear a life jacket, personal flotation device (PFD)
- Wear protective gear
- Hold the paddle correctly
- Stay in boat
- Never panic

Writing

Simple past tense should be used.

Map of resources**3A Vocabulary**

Student Book, pages 34–35; Workbook, page 24

Photocopiable: 3A (Films and TV programmes)

3B Grammar

Student Book, page 36; Workbook, page 25

Photocopiable: 3B (Quantity)

3C Listening

Student Book, page 37; Workbook, page 26

3D Grammar

Student Book, page 38; Workbook, page 27

Photocopiable: 3D (*must, mustn't* and *needn't / don't have to*)**3E Word Skills**

Student Book, page 39; Workbook, page 28

3F Reading

Student Book, pages 40–41; Workbook, page 29

3G Speaking

Student Book, page 42; Workbook, page 30

3H Writing

Student Book, page 43; Workbook, page 31

Culture 3

Student Book, page 44

Classroom Presentation Tool Unit 3**End of unit**

Unit Review: Student Book, page 45

Cumulative Review I–3: Workbook, pages 74–75

3A Vocabulary**Films and TV programmes****LESSON SUMMARY****Vocabulary:** Films and TV programmes; adjectives to describe films and TV programmes; aspects of films**Listening:** Four film excerpts; four dialogues about films**Grammar:** Omitting the article when making general comments**Speaking:** Discussing films types; a film and TV quiz**SHORTCUT**

- To do the lesson in 45 minutes, keep the lead-in brief and omit exercise 3. Exercise 7 can be done as a written task for homework.

LEAD-IN 2–3 MINUTES

- Ask:

How often do you go to the cinema?

What was the last film you saw?

*What type of film was it?**Who was in it?*

- Elicit a few answers.

Exercise 1 page 34

- Focus attention on the photos and ask students to name the films and TV programmes and the people in them. If they do not know the answers, write them on the board.

KEY

- A Vu Long, Ngoc Trai and Anh Dao playing Tieu Long, Quy "rom" and Hanh "can" in *Kinh Van Hoa*
 B Chris Hemsworth playing Thor in a Thor or Avengers film
 C Gru and the orphans in *Despicable Me*
 D TV game show *Duong len dinh Olympia*

Exercise 2 CD 1.31 page 34

- Go through the words together and check their meanings.
- Students match the words with the photos in exercise 1.
- Check answers as a class.
- Play the recording again, if necessary, for students to mark the stress.
- Monitor round the class while students practise the words, and correct their stress and pronunciation where necessary.

KEY

- A soap opera B fantasy film C animation D game show

Transcript

See Student Book, page 34.

Exercise 3 CD 1.32 page 34

- Play the recordings one at a time, pausing after each one to give students time to match it to a film or TV type.
- Check answers as a class.

KEY

- 1 western 2 period drama 3 horror film
 4 science fiction film 5 game show 6 news bulletin

Transcript

1 Doc What you doing in this town, Jud?

Jud It's my home town, Doc. I can come here if I want, can't I?

Doc I think you should stay away. It's a dangerous town – for people like you. Get on your horse and ride.

2 Ann Good day, sir.

Joseph Good day, Miss Willerby. Did you and your sisters enjoy the dance?

Ann I assume you are referring to the ball at Lord Blackstone's palace.

Joseph Indeed.

Ann I'm sorry to say that I did not enjoy it. As for my sisters, you must ask them yourself. Good day, sir!

3 Boy Suzie? Is that you?

Suzie It's me.

Boy But I thought ... I thought you died.

Suzie Hold my hand.

Boy It's so cold.

Suzie Come with me!

Boy Argh! Let go! Let go of my hand!

4 Woman Ship's computer, what is that planet?

Computer Zircon 5.

Woman Is it inhabited?

Computer Yes, but the inhabitants are primitive. They have no advanced technology.

Woman Activate shields! Their technology seems pretty advanced to me!

5 Host So, here comes your first question. Remember, this is for £20. What is the past form of the verb 'run'? ... OK, let's try it another way. Today, I run. Yesterday, I ...

Man Walked?

Host No, I'm sorry. I can't give you that.

6 Good evening. Two more factories in Scotland are to close, with the loss of nearly a thousand jobs. Is the government doing enough? And in sport, Chelsea lose four-nil to Manchester United. But first, the president of the United ...

Extension

With a **stronger class**, students work in pairs to write their own dialogues for different kinds of film or TV programmes and act them out in front of the class. The others must guess the type of film or TV programme.

Exercise 4 page 34

- Ask: *Who likes horror films / reality shows / comedies etc.?* Elicit answers and the reasons why students like them.
- Go through the adjectives together and elicit or pre-teach their meaning. Practise the pronunciation.
- Students discuss the film and TV programme types in pairs, using the adjectives to describe them.
- Ask a few students to share their ideas with the class.

Exercise 5 CD 1.33 page 34

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

KEY

- 1 They agree. 2 They disagree. 3 They disagree.
4 They agree.

Transcript

1 Boy What did you think of that?

Girl It was OK. The ending was quite moving.

B I know. I was crying at an animated film. How embarrassing!

G Me too. Oh well ...

B There were some really funny scenes too.

G Yes. Like the one on the boat. I loved that!

B So did I.

2 Girl Did you like that?

Boy No, I didn't! And I usually enjoy thrillers.

G Oh, why didn't you like it?

B I found the plot really confusing. It just didn't make sense.

G Well, it did – in a way. I know what you mean, but it didn't bother me.

B I didn't understand it.

G And the special effects were spectacular.

B I suppose so. But I'm just not very interested in special effects.

3 Boy Did you enjoy that?

Girl Yes, I loved it. The acting was totally convincing.

B It was a bit boring though. I mean, not much happened.

G What do you mean? Lots of things happened. They argued, they fell in love, they split up ...

B Maybe I just don't like romantic comedies.

G Why not? Because there are no car chases? I'm amazed you didn't like it. I found the characters really interesting.

B I just found it ... boring. Sorry!

4 Boy Well ... What did you think?

Girl I was terrified!

B Yes, you screamed when that teacher came back to life.

G Did I? How embarrassing! The soundtrack was really cool.

B I know. I want to buy it.

G The script was really unnatural in places, though.

B Horror films always have unnatural scripts.

G I know. Still, it was really good.

B Yeah!

Extra activity

- Play the recording again and ask students to note which words or phrases helped them choose their answers.
- (Possible answers)
 - I know. Me too. So did I.
 - I suppose so. But ...
 - What do you mean? Why not? I'm amazed you ... Sorry!
 - I know.

Exercise 6 CD 1.33 page 34

- Before you play the recording again, go through the aspects of films, checking their meaning and pronunciation.
- With a **stronger class**, ask students to guess the missing words before they listen.
- Play the recording for students to complete the sentences or check their guesses.
- Check answers as a class.

KEY

- 1 ending 2 scenes 3 plot 4 special effects
5 acting 6 soundtrack 7 script

Transcript

See exercise 5.

Exercise 7 page 35

- In pairs, students take turns to give their opinions of a film they saw recently.
- With a stronger class, ask students to agree or disagree with each other as part of their discussion.

Exercise 8 page 35

- Students complete the quiz words.
- Check answers as a class.
- In pairs or groups, students do the quiz, taking turns to ask the questions.
- Check quiz answers as a class. The pair or group with the highest score wins.

KEY

Round 1

1 period drama 2 reality show 3 talent shows;
1 True 2 False (Teenagers show their thoughts and feelings)

3 True

Round 2

1 characters 2 fantasy films 3 animation;
1c - the character has never been played by Johnny Depp
2b - it's part of the Hunger Games series, not the Twilight series
3d

Round 3

1a animation 1b soap opera 1c horror film
1d thriller; 1c 2a 3d 4b;
2 action films 1b 2a 3d 4c;
3 romantic comedies; 1b 2d 3a 4c

Extra activity: Fast finishers

Fast finishers write two more questions to add to the quiz. When the rest of the class have finished doing exercise 8, they can take turns to ask their questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about films and TV programmes. I can use vocabulary for types of film and TV programmes, adjectives to describe them and aspects of films as part of my discussion.*

3B Grammar

Quantity

LESSON SUMMARY

Speaking: Discussing different types of video games; a description of a video game setting

Reading: A text about a video game

Grammar: Quantifiers

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief.

LEAD-IN 2–3 MINUTES

- Ask:

How often do you play video games?

How many video games do you own?

What do your parents think about you playing video games?

- Elicit responses.

Exercise 1 page 36

- Go through the types of video games together and check their meanings and pronunciation.
- In pairs, students discuss which video games they prefer and think of examples for each type. They can also say if they do not like any of the games and give reasons.
- Ask a few students to share their ideas with the class.

Exercise 2 page 36

- Students read the text. Then ask:
Does the game sound interesting?
Are you surprised to hear that there is a game like this?
Does anyone not like the game? Why not?
- Elicit answers. Then check any unknown vocabulary.

Culture note: Anno 2070

Anno 2070 is the fifth in the series of *Anno* games. It was developed by Related Designs and Ubisoft Blue Byte and was released in 2011.

Exercise 3 page 36

- Go through the *Learn this!* box together. With a **weaker class**, ask students for an example of an uncountable and a countable noun from the text.
- Ask students to find the examples of *some* and *any* in the text and complete the rules in the box.
- Check answers as a class.

KEY

some some important differences; some hobbies
any any countries or continents; any coal or oil; any food;
any special missions
a some **b** any

Exercise 4 page 36

- Students complete the sentences with *some* or *any*.
- Check answers as a class.

KEY

1 any 2 some 3 some 4 some

Extra activity: Fast finishers

- Write six nouns on the board, e.g. *video games, teenagers, cities, time, water, money*.
- Ask **fast finishers** to write as many sentences and questions with *some* and *any* and the nouns on the board as they can.

Exercise 5 page 36

- Go through the phrases together and check meanings.
- Ask students to find the phrases in the text in exercise 2 and to make a note of the nouns that follow them. With a **weaker class**, elicit the nouns and ask if they are countable or uncountable.

- Students complete the *Learn this!* box.
- Check answers as a class.

KEY

a few conflicts; a little time; a lot of islands; How many cities; How much energy; not many trees or plants; not much pollution
a not much, a little **b** not many, a few
e a lot of **f** how much, how many

Extension

In pairs, students take turns to ask and answer questions about each other's possessions, using quantifiers, e.g.

'How many books have you got in your bag?' 'I've got a few books in my bag.'

'How much homework have you got tonight?' 'I've got a lot of homework.'

For further practice of quantifiers:

Grammar Builder 3B page 112

- 1 1 any 2 any 3 some 4 some 5 some
 6 some 7 some 8 any 9 some 10 some
- 2 1 a little 2 a few 3 a little 4 a few 5 a little
 6 a few 7 a little 8 a few
- 3 1 many 2 much 3 many 4 much 5 much
- 4 1 How much 2 much 3 a few 4 many
 5 How many 6 a little 7 any

Exercise 6 CD 1.34 page 36

- Go through the *Look out!* box together. Ask students to think of contexts where *many* and *much* are used in affirmative sentences (e.g. on the news, in a newspaper article, in a formal letter).
- Students read the dialogue. Then ask: *Is this a formal or informal context?* (informal)
- Students read the dialogue again and do the exercise.
- Play the recording again for students to check their answers.
- Check answers as a class. Then ask: *How often do you have this type of conversation with your parents?*

KEY

1 some 2 any 3 much 4 some 5 many 6 much
 7 a few 8 a few 9 any 10 a little 11 a lot of 12 any

Transcript

See Student Book, page 36.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about films and TV programmes. I can use vocabulary for types of films and TV programmes, adjectives to describe them and aspects of films as part of my discussion.*

3C Listening and speaking

Advertising

LESSON SUMMARY

Speaking: A quiz about slogans; discussing advertising

Exam topic: Getting clues about a listening text from instructions and questions

Listening: An advert about bread; four dialogues about advertising and products

Project: Writing and performing your own TV advert

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and do exercise 4 as a whole class activity, spending no more than two minutes on it. Exercise 8 can be set for homework and the adverts performed in the next lesson.

LEAD-IN 2-3 MINUTES

- Write *advertisement* and *slogan* on the board. Elicit or preteach their meanings. Point out that *advertisement* can be shortened to *advert* or *ad*.
- Ask:
 - What's your favourite advert?*
 - What product does it sell?*
 - Why do you like it?*
 - Does it have a slogan? Is the slogan right for the product?*
 - Are slogans important in advertising?*
- Elicit answers.

Exercise 1 page 37

- In pairs, students match the slogans with the products.
- With a **weaker class**, ask students to look for words in the slogans which link to the products, e.g. *driving – car*.
- Check answers as a class. Students then discuss which slogan is the best. Elicit their opinions and reasons.

KEY

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

Culture notes

- *The ultimate driving machine* is the slogan for BMW cars.
- *Because I'm worth it* is the slogan of the cosmetics company L'Oréal, and its skin and hair products.
- *Finger lickin' good* is the slogan for the fast food restaurant chain KFC.
- *Just do it* is the slogan for the sports company Nike.
- *Don't leave home without it* is the slogan for American Express credit cards, charge cards and travellers' cheques.
- *It's good to talk* is the slogan for BT, a multinational telecommunications services company.
- *Melts in your mouth, not in your hands* is the slogan for Galaxy Minstrels, milk chocolate buttons.
- *Think different* is the slogan for the information technology company, Apple Inc.

Exercise 2 page 37

- Go through the strategy together and ask: *What do the advertisers want the public to do?* (buy the product)
- Tell students they are going to listen to an advert for bread. Then ask: *What kind of language do you use when you want someone to do something?*

KEY

e

Exercise 3 CD 1.35 page 37

- Play the recording for students to listen and complete the phrases in their notebooks.
- With a **weaker class**, pause after each phrase.
- Check answers as a class.

KEY

1 Why not try 2 It's perfect 3 Ask for 4 Start

Transcript

Mum Your toast's ready!

Boy But I hate brown bread!

M Just try it.

B Do I have to? OK, just one bite ... Mmm! Not bad. It tastes like white bread!

M I know. But it's 100% organic wholemeal.

B Really? Well, it tastes great!

Voice-over Do you want the goodness of brown bread but the taste of white bread? Why not try Hathaway's new organic bread? It's baked from 100% wholemeal flour, with a delicious natural taste. It's perfect for sandwiches and toast. And it gives kids the energy they need for a busy day. Ask for Hathaway's organic wholemeal – a delicious and convenient food for all the family. Start the day with Hathaway.

Exercise 4 page 37

- In pairs, students discuss the questions. If they have difficulty with question 3, elicit popular slogans in the students' language as a comparison.
- Check answers as a class. Ask students how we know the advert is directed at adults. (It focuses on the fact that the bread is wholemeal and organic; this is not something children are interested in.)

KEY

2 adults 3 Start the day with Hathaway.

Exercise 5 page 37

- Students read the situations 1–3. Then ask them *what clues about the recording they get from the situations and what kind of language they are going to hear.*
- They then match the language types in exercise 2 to the situations. More than one answer may be possible.
- Check answers as a class.

KEY

1a/e 2c 3b

Exercise 6 CD 1.36 page 37

- Go through the instructions together and make sure students understand what they have to do. Students read the sentences before they listen.

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

KEY

1B 2D 3A

Transcript

1 Man So, how did it go?

Woman Not very well. For a start, I arrived late.

M Oh no! Why?

W My taxi broke down. Can you believe it?

M How awful! That's really bad luck.

W So I had to run to the interview. I looked a mess when I arrived!

M How annoying!

W And I answered the questions really badly.

M Maybe you did OK. It's difficult to know ...

W Not this time.

M But you're great at your job.

W Thanks ... but I'm disappointed because I did badly in the interview! It's a shame. Good jobs in advertising are very hard to find.

M Well, never mind. You'll get another chance.

Sometimes, when one door closes, another opens ...

2 Satnav At the traffic lights, go straight on.

Man Traffic lights? What traffic lights? There aren't any traffic lights!

S Turn left.

M Oh, OK.

S Turn right.

M Right? You said left!

S In fifty metres, turn right.

M Fifty metres, fifty metres. But there isn't a road! This is so confusing!

S Turn right now.

M How can I turn right when there isn't a road? How can I? I don't understand!

S Error. You have followed an incorrect route.

Recalculating ...

M This is impossible. I'm exhausted. I'm turning the satnav off.

S Goodbye.

3 Executive So this is the slogan for the new online advert – *Yoga holidays. Put your feet up.* And the picture shows a woman standing on her head in a yoga position.

Client 1 Mmm.

E Do you see? It's a play on words. Put your feet up ... as in, relax. But her feet are in the air. I'm really happy with that slogan.

C1 Hmm. I'm not very keen on it. She looks a bit uncomfortable to me. Have you got any other ideas?

E Well, we thought of a few others – but we rejected them. Some were inappropriate – others were just a bit boring.

Client 2 Can you tell us what they were?

E Yes, of course. Our first idea was just *Yoga: learn to relax.*

C1 Ooh, I like that. I don't think it's boring. It's clear, it's simple.

C2 I think you're right. It's perfect.

E Don't you think the new one is more amusing?

C1 No, definitely not.

E Well, of course, it's your decision ...

Exercise 7 CD 1.36 page 39

- Play the recording again for students to complete the adjectives.
- Check answers as a class.

KEY

1 annoying 2 disappointed 3 confusing 4 exhausted
5 boring 6 amusing

Transcript

See exercise 6.

Extra activity

Ask students to answer the questions about the situations using the adjectives, e.g.

What is annoying in situation 1?

Why is the satnav so confusing in situation 2?

Why does the advertising executive think the slogan is boring in situation 3?

What does the customer think is shocking in situation 4?

Extension

- With a **stronger class**, ask students:
*Would you like to work in advertising? Why / Why not?
Have you ever complained about a product in a shop?
What happened?*
- Students discuss the questions in pairs. Encourage them to use *-ed* and *-ing* adjectives in their discussion.
- Ask a few students to share their ideas with the class.

Exercise 8 page 37

- Go through the instructions together and make sure students understand what they have to do. Monitor and help with grammar and vocabulary where necessary.
- Students perform their finished adverts for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand television advertisements. I can use instructions and questions to guess the content of a listening text. I can write and perform my own TV advert.*

3D Grammar

must, mustn't and needn't / don't have to

LESSON SUMMARY

Listening: A conversation on a TV game show

Grammar: *must, mustn't and needn't / don't have to*

Writing: Rules about mobile phones at school

Speaking: Describing and guessing a game show

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and set exercises 5 for homework. Exercise 6 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Ask students to call out as many types of TV programme and film as they can remember. Make sure you elicit *game show*.
- Check that students can spell and pronounce the words.

Exercise 1 page 40

- Focus attention on the photo. Then students discuss the questions.
- Check answers as a class.

KEY

The game show is *Who Wants to be a Millionaire?*

The contestant has to pick the right answer. When they get an answer right the money goes up. For help, they can phone a friend, ask the audience or delete two wrong options.

Exercise 2 CD 1.37 page 38

- Ask students to read the dialogue. Then go through the modal verbs in bold and elicit their meaning.
- Play the recording for students to choose the answers.
- Check answers as a class.

KEY

1 must 2 needn't 3 must 4 don't have to
5 don't have to

Transcript

See Student Book, page 38.

Exercise 3 page 38

- With a **weaker class**, write the following sentences on the board:

I have to do my homework.

He has to help his grandpa.

She doesn't have to do any homework.

You must leave now.

She must answer the question correctly.

They mustn't make so much noise.

We needn't call a taxi.

You needn't worry about it.

- Underline the main verbs in the sentences and ask what they have in common. (They are all in the base form without *to*.) Ask which modals take the third person 's'. (*have to / has to*) Point out that *must / mustn't* and *needn't* never take the third person 's'.
- Go through the *Learn this!* box together. Students then complete the rules.

- Check answers as a class.

KEY

1 must 2 needn't 3 don't have to 4 mustn't

For further practice of *must*, *mustn't* and *needn't/don't have to*: Grammar Builder 3D page 112

- 5 1 must 2 must 3 mustn't 4 mustn't
5 must 6 mustn't
- 6 1 needn't 2 must 3 needn't 4 mustn't
5 must 6 mustn't
- 7 1 have to wear 2 must eat 3 have to drive
4 must stop 5 must phone 6 have to take
7 must get up
- 8 1 must be left 2 need to be cooked
3 needn't be worn 4 mustn't be taken

Exercise 4 page 38

- Ask:

Do you bring a mobile phone into school?

Do you choose to bring one, or do your parents want you to have one?

How is a mobile phone useful during the school day?

- Go through the phrases together and ask students to write sentences using *must*, *mustn't* and *needn't*. Monitor and check that they are using correct grammar.
- Students compare their sentences in pairs. Do any students disagree about what the rules are?

KEY

(Possible answers)

We must leave them in our bags. / Mobiles must be left in our bags.

We mustn't put them on our desk during lessons.

We needn't / must keep them on silent all day.

We mustn't send texts during lessons. / Texts mustn't be sent during lessons.

Exercise 5 page 38

- Go through the *Look out!* box together.
- Write more sentences on the board to show the difference between *must* and *have to* and *mustn't* and *don't have to*:
I must do my homework. (I want to be a good student.)
I have to do my homework. (My teacher gave me ten English exercises to do!)
You mustn't talk in an exam. (It isn't allowed.)
You don't have to write long answers. (Short ones are OK.)
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 We have to wear school uniform. 3 You mustn't talk in the exam. 4 I mustn't be late. 5 You must listen to me. 6 You don't have to write the answer.

Extra activity: Fast finishers

- On small pieces of paper, write different locations and events, e.g. swimming pool, library, concert, birthday party, school, cinema.
- Put the pieces of paper in a bag. **Fast finishers** then take turns to pick a piece of paper and make two sentences about the event or location using modal verbs, e.g. *In a library you mustn't talk but you don't have to read anything.*

Exercise 6 page 38

- Students think of a game show they know well and make notes about the rules.
- In pairs, students take turns to describe the rules to their partner. Their partner guesses the game show. Monitor and help with grammar and vocabulary where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about prohibition and necessity. I can describe the rules of a game show and talk about school rules.*

3E Word Skills

Negative adjective prefixes

LESSON SUMMARY

Reading: Comments about illegal downloading

Vocabulary: Negative prefixes

Exam topic: Finding synonyms and antonyms in a dictionary

Speaking: Discussing whether it is acceptable to download things illegally

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 2. Exercises 6 can be set as a written activity for homework.

LEAD-IN 2–3 MINUTES

- Write the following on the board:
Jenny wants to see the new Tom Cruise film but she doesn't want to pay to see it at the cinema. Instead she downloads it for free on her dad's computer.
- *Simon hasn't revised for his history exam. He plans to sit next to a friend and copy his answers.*
- Ask: *What do you think about these people's actions?* Elicit responses, and if possible, elicit adjectives with negative prefixes, e.g. *illegal, dishonest, unfair.*

Exercise 1 page 39

- Focus attention on the photos and ask what they mean.

KEY

(Possible answer) They are warning people not to download or copy films, music, etc. illegally.

Exercise 2 page 39

- Students read the views and discuss the questions.
- Check answers as a class.

KEY

Not a problem Hannah **As serious as other crimes** Samantha

Exercise 3 page 39

- Go through the *Learn this!* box together.

- Students then look for the opposites of the adjectives.
- Check answers as a class.

KEY

acceptable unacceptable dependent independent
fair unfair honest dishonest legal illegal
likely unlikely surprising unsurprising visible invisible

Language note: Negative prefixes

- There are no definite rules about which prefix can be used to form a negative adjective. However, *ir-* is used with some adjectives beginning with *r*, *il-* is used with some adjectives beginning with *l*, and *im-* is used with some adjectives beginning with *b*, *m*, and *p*.
- Students should look for the root adjective in a learner's dictionary, which gives information about prefixes.

Exercise 4 page 39

- Go through the strategy together. Then ask students if they have ever used a learner's dictionary in this way before.
- Students read the dictionary entry and find the synonym and antonym of *loyal*. Ask them how they are indicated.

KEY

synonym faithful; **SYN antonym** disloyal; **OPP**

Exercise 5 page 39

- Look at the example together. Then ask: *How can you find the correct word in the dictionary?* (Look up *tidy* and then look for its antonym: *untidy*.)
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 That answer is incorrect. 3 It's unkind to tease your little sister. 4 He was very impolite to me! 5 I'm dissatisfied with my exam results. 6 This exercise is impossible!

Exercise 6 page 39

- Students complete the sentences.
- Check answers as a class, checking pronunciation of the adjectives.

KEY

1 illegible 2 dishonest 3 irresponsible 4 impatient
5 illegal 6 impossible

Extra activity: Fast finishers

Ask **fast finishers** to write more sentences using the adjectives with negative prefixes from exercises 5 and 6.

Extra activity

Call out adjectives that have been used in the lesson. Students raise their hands to add the correct prefix and then make a sentence with the negative adjective.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can form and use adjectives with negative prefixes. I can use negative adjectives to give my opinion on illegal downloading.*

3F Reading

Video games and health

LESSON SUMMARY

Speaking: Finding out who spends the most time in front of a screen

Reading: An article about the health effects of video games on children

Vocabulary: Collocations

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 6 and 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask: *Did you play video games last night? What did you play?*
- Give students a minute to brainstorm as many words as they can linked to video games.
- Elicit students' ideas and write them on the board.

Exercise 1 page 40

- Go through the headlines together. Check the meaning and pronunciation of *obesity* /ə(b)ɔ:bɪ:sɪtɪ/ and *depression* //drɪ'preʃ(ə)n//.
- Ask: *Do you believe these headlines? Why / Why not?* Students discuss if video games are bad for their health.

Exercise 2 page 40

- Focus attention on the title of the text. Elicit answers to the question. Ask: *How might video games be good for your health? What examples do you think the text will give?* In pairs, students brainstorm ideas without looking at the text. Allow one minute for this.
- Elicit ideas and write them on the board.
- Students read the text and find the names of video games.
- Check answers as a class. Refer back to the students' predictions about the text and tick any correct guesses.

KEY

Two games are mentioned: *Angry Birds, Farmville*

Exercise 3 page 41

- Go through the strategy together. Then tell students to read the text again and briefly summarize each paragraph, e.g. Paragraph 2: combat games improve mental skills, thinking in 3D
- Students read the questions and decide which one covers the whole text. They then look for the relevant sentences for the other questions.

KEY

Question 5 is about the whole text.

1 lines 1–6 2 lines 10–13 3 lines 14–19 4 lines 20–31

Exercise 4 page 41

- Students answer the questions.
- Check answers as a class.

KEY

1d 2a 3c 4b 5c

Exercise 5 page 41

- Ask students to scan the text and find the verb in the text. They then complete the collocations.
- Check answers as a class.

KEY

1 have 2 express 3 cause 4 have
5 get 6 take part in 7 make

Exercise 6 page 41

- Students read the text again and answer the questions. With a **stronger class**, encourage students to answer using their own words as far as possible.
- Check answers as a class.

KEY

1 They think they are bad.
2 mental skills, such as thinking about objects in 3D
3 They can prevent people from feeling anxious.
4 role-playing games / RPGs
5 huge online games like *Farmville*

Exercise 7 page 41

- Students form questions using *How much* and *How many*.
- With a **weaker class**, ask students which phrase is used with countable nouns and which is used with uncountable nouns. They can also write the questions in their notebooks before they begin the speaking activity.
- Students take turns to ask and answer the questions.
- Ask students to summarize their partner's answers and to decide who spends more time in front of a screen.

KEY

1 How many 2 How much 3 How many
4 How many

Extra activity: Fast finishers

Write anagrams on the board of the highlighted words in the text for **fast finishers** to solve, e.g. *saumes* (assume).

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about video games and their health effects. I can decide which multiple choice questions are about the whole of a text or part of one. I can give my opinion on the health effects of video games.*

3G Speaking

Reaching an agreement

LESSON SUMMARY

Speaking: Describing films by their genre and expressing a preference; deciding with a group of friends which film to see

Exam topic: Using time effectively to think in English before a speaking activity

Listening: An exam candidate's choice of film and her reasons for this

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief, spend no more than two minutes on exercise 1.

LEAD-IN 2–3 MINUTES

- Revise film and TV genres and adjectives to describe films and TV programmes. You could say the word in the students' language and elicit its translation in English. Alternatively, play Hangman to revise the words.
- Ask:
Which films are on in cinemas at the moment?
What genres are they?
What adjectives describe them?
- Elicit students' answers.

Exercise 1 page 42

- Focus attention on the film posters and elicit their genres. Ask students to give reasons why they prefer a particular genre.

KEY

1 a horror film 2 a romantic comedy 3 a period drama

Exercise 2 page 42

- Go through the strategy and the task together.
- Ask students to look at the posters again and to think of sentences with one adjective and one noun for each film. Elicit nouns and adjectives that describe the film of their choice, e.g.

*Horror film: adjectives: frightening, scary, gripping, violent;
nouns: death, blood, violence*

Romantic comedy: adjectives: moving, unrealistic,

embarrassing, funny; nouns: kisses, dates, arguments

*Period drama: adjectives: interesting, moving, convincing,
spectacular, boring, confusing; nouns: castles, old-fashioned clothes, long dialogues, old-fashioned language*

- Students think in English how they will express their ideas. Give some example sentences as a guide, e.g. *I want to see the period drama because I love the beautiful costumes they wear. I'm sure the story will be interesting. I don't want to see the horror movie because I hate violence. I also don't like anything scary!*
- Students work in pairs and practise a conversation.
- Ask a few pairs to act out their conversations for the class.

Exercise 3 CD 1.39 page 42

- Ask students to read the questions.

- Play the recording for students to listen and answer the questions.
- Check answers as a class.

KEY

- 1 a1 b3 c2
 2 Students' answer
 3 At the cinema, at 6.30
 4 She doesn't get on very well with Donna.
 5 Yes. They decide to invite Tom.

Transcript

E Examiner So, which film shall we see? I quite fancy the romantic comedy. They're usually very funny and I think it'll be easy to follow.

S Student Sorry, but I'm not a big fan of romantic comedies. The stories are always so silly! I'd prefer the horror film. As you can see in the poster, someone is trying to escape and it looks really exciting.

E Oh, I don't agree. I'm not keen on scary films.

S Oh, OK. What about the period drama?

E Yes, I quite like them.

S Shall we settle on that, then? It starts at seven. What time shall we meet up? I can come to your house at six, if you like, and we can take the bus into town.

E I'll already be in town so I'd rather meet at the cinema. Let's meet there at 6.15.

S 6.15 is a bit too early. What about 6.30?

E OK. 6.30.

S That's agreed then. Shall we invite anyone else? I think Donna likes period dramas.

E To be honest, I don't get on very well with Donna. Can we invite someone else?

S How about Tom?

E Yes, that's a great idea. I'll text him and see if he wants to come.

Exercise 4 page 42

- Students complete the phrases.
- Check answers as a class.

KEY

- 1 fancy 2 fan 3 keen 4 stand 5 rather 6 prefer
 7 better 8 settle 9 agree 10 agreed 11 idea

Extension: Fast finishers

- Ask **fast finishers** to write sentences using the phrases in exercise 4 to explain their choice of a film, e.g. *I'd prefer the romantic comedy tonight because I think the horror will be too violent.*
- Students write as many sentences as they can.

For further practice of expressing likes and dislikes:
Vocabulary Builder 3G page 125

- 1 1 on 2 in 3 of 4 – 5 about 6 for 7 about
 8 for

Exercise 5 CD 1.40 page 42

- Go through the Learn this! box.

- Play the recording and then ask students to listen and repeat.
- Monitor round the class and correct pronunciation where necessary.
- Ask students to underline all the consonant clusters. Check answers as a class.
- In pairs, ask them to say the words to each other.
- Ask students to listen to the recording to check their pronunciation.

KEY

- shrink, twin, problem, scream, adopt, address, three, next, against, hops

Exercise 6 page 42

- Go through the instructions together and make sure students understand what they have to do.
- Ask students to complete the chart with their own ideas.
- They should make sure that they both agree on each item.
- Monitor and help where necessary.
- Students give their presentations to the class.

Extension

Students convert one of the arguments into a conversation. One student justifies a choice and the other gives his or her reasons for rejecting it. The conversation must end with both students agreeing.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss and agree on an activity and use phrases for expressing likes and dislikes, expressing a preference and reaching an agreement.*

3H Writing

An informal letter

LESSON SUMMARY

Reading: Analysing an informal letter

Speaking: Making invitations for different activities

Writing: An informal letter

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than one minute on exercise 1.

LEAD-IN 2–3 MINUTES

- Write the following on the board and ask students to complete the sentences with vocabulary for aspects of films:

One of my favourite ... in the film 'Romeo and Juliet' is Juliet's nurse. (characters)

I don't understand the ... of the film. Too many things are happening at the same time. (plot)

The film has a great ... – some fantastic bands play on it.
(soundtrack)

The ... in 'The King's Speech' was fantastic. Colin Firth was wonderful as the king. (acting)

The ... in 'Gravity' are very realistic. You really believe that the characters are floating in space. (special effects)

The film's ... is terrible. The actors never say anything interesting! (script)

In the opening ... of the romantic comedy, boy meets girl. (scene)

Exercise 1 page 43

- Focus attention on the photo and ask students what they know about the film and its actors. Ask: *What genre is it? Would you like to see it? Why / Why not?*

KEY

The film is *Iron Man 3*. The actor is Robert Downey Jr.

Culture note: *Iron Man 3*

Iron Man 3 is a superhero film directed by Shane Black and stars Robert Downey Junior and Gwyneth Paltrow. It is the third in a series of films based on the Marvel comics superhero Iron Man. Iron Man is born when American billionaire and brilliant engineer Tony Stark is kidnapped and seriously injured. He is forced by his captors to invent a weapon of mass destruction. Instead he creates a suit of armour that will not only save his life and allow him to escape, but will also enable him to help save the world.

Exercise 2 page 43

- Books closed, say: *You are going to write a letter to a friend, describing a film you saw recently. What aspects of the film will you describe in your letter? The plot? The script? The special effects? What do you normally do after a film?*
- Elicit students' ideas and write them on the board.
- Refer students to the task and the letter and ask them to do the task.
- Check answers as a class.

KEY

- I went to see a great film in 3D at the cinema last weekend – 'Iron Man 3'. I went with my friend Paddy ...
- The special effects are amazing and it also has a clever plot with lots of twists. There are some funny lines in the script too.
- After the film, we met some other friends at a noodle bar in town.
- Do you fancy going to the cinema next week?

Exercise 3 page 43

- Students find the film aspects Andy mentions.
- Check answers as a class.

KEY

plot, script, special effects

Exercise 4 page 43

- Go through the strategy together.
- Students then read the letter again and answer the questions.
- Check answers as a class.

KEY

1 Thanks for your letter. Sorry I didn't reply sooner. 2 five
3 no 4 didn't, isn't, They're 5 I'd better go now.

Language note: *How are things?*

How are things? is a very informal way of asking how a person is. You would use this language with an equal but perhaps not with an older relative or a person you do not know very well.

Exercise 5 page 43

- Students read the *Learn this!* box and add Andy's phrase.
- Check the answer as a class. Ask: *What form is the verb after 'Do you fancy ...?' (-ing form)*

KEY

Do you fancy

Extension: Fast finishers

- Ask **fast finishers** to think of four activities each and practise making invitations in pairs using the phrases in exercise 6.

For further practice of social activities, go to:
Vocabulary Builder 3H page 125

3 1 go out for 2 go 3 go to 4 watch
5 play 6 go for

Extra activity

- Ask students to think about the different aspects of a film they have seen recently and make short notes about it, using the aspects in exercise 4 as a guide. They should try to include adjectives from Lesson 3A where possible.
- Students work in pairs and take turns to ask questions about the film their partner has seen, e.g. *What did you think of the script? What was the soundtrack like? How was the ending? Was the acting good?*
- Ask a few students to tell the class about the film their partner saw.

Exercise 6 page 43

- Students use the prompts as a guide and write their letter.
- They should use the writing strategy to plan their letter.
- Make sure students go through the checklist when they have finished the first draft of their letter and make any changes necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an informal letter. I describe the different aspects of a film and give additional information using informal language.*

3I Culture

Entertainment

LESSON SUMMARY

Reading: Text about the popularity of online TV series.

Listening: Review of a reality TV show called *You vs Wild*.

Speaking: Discussing students' favourite TV series.

SHORTCUT

- To do the lesson in 45 minutes, omit the lead-in and omit exercise 6.

LEAD-IN 2–3 MINUTES

- Revise TV programme genres by writing anagrams on the board for students to solve: e.g. t i l a r e y w s o h (reality show) t a h c o w h s (chat show) d r e i p o a m d a r (period drama) radma e v e d t c t e i (detective drama) c o s m i t (sitcom) p a s o (soap) l e n a t t w o s h (talent show).
- Write the words *series* and *episode* on the board and elicit the meanings. Ask students: *Which TV series (if any) are you watching at the moment?* Ask: *How long is each episode?*

Exercise 1 page 44

- Ask two students to describe the photos in detail.
- Highlight the spelling of the word *Inbestigators*, and ask students to guess why it is spelled this way instead of *Investigators*.
- Students discuss in pairs what they think the TV series are about.
- Ask a few students to share their ideas with the class.

Exercise 2 page 44

- Focus attention on the title of the text and, if necessary, point out that *teen* is short for *teenager*.
- Ask students to scan through the text and check their answers to exercise 1.
- Check answers as a class.

KEY

A detective drama

B comedy

Exercise 3 page 44

- Students read the text more carefully and decide whether the statements are True or False.
- Check answers as a class. Ask students to support their answers by quoting from the text.

KEY

1F 2T 3F 4F

Extra activity: Fast finishers

- Ask fast finishers to think about a series they have watched and to write a short paragraph about it, using the texts in exercise 1 as a model. Encourage them to say what they like / dislike about the series.
- Ask a few students to share their ideas with the class.

Exercise 4 CD 1.41 page 44

- Write the title of the programme on the board *You vs Wild*. Ask students to try and guess what this programme is about.
- Ask them to read options 1, 2 and 3 carefully before they listen.
- Play the recording for students to choose the correct option.

KEY

3

Transcript

You vs Wild is a new series created by survival expert, Bear Grylls. It was released in 2019 and is already really popular. So, what's so special about it? Well, it's interactive. The viewer is allowed to make decisions, a bit like in a video game. Each episode introduces a challenge that Bear Grylls asks viewers to help him solve. The first episode starts with Grylls in a small plane trying to search for a doctor. The doctor is delivering malaria vaccines to children, but she has got lost in the jungle. As Grylls continues on his challenge, facing all the dangers of the jungle, he asks the viewer to choose options. For example, he's got space in his rucksack for one more item: a hook for climbing rocks or a slingshot to kill animals or protect himself from them. Pictures of the two objects appear on the screen and the viewer chooses one. Then the programme continues depending on the viewer's decision. Each episode finds Bear Grylls in different parts of the world, such as jungles, snowy mountains and deep caves. They all have exciting music and are full of action. Do you think you're ready for the ultimate survival challenge?!

Exercise 5 CD 1.41 page 44

- Ask individual students to read sentences 1–4.
- Play the recording again for students to choose the correct answers.
- Check answers as a class.

KEY

12019 2doctor 3hook

4different parts of the world

Transcript

See exercise 4.

Extra activity

Write the following questions about the recording on the board:

- 1 How has the series been received? (It's been very popular)
- 2 What form of transport does Grylls use to find the doctor? (plane)
- 3 What is the doctor doing in the jungle? (delivering vaccines to children)
- 4 What is Grylls carrying on his back? (a rucksack)

Exercise 6 page 44

- Students ask and answer the questions in pairs.

- Monitor and help with grammar and vocabulary where necessary.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about TV series and give my opinion on them.*

Review Unit 3

Reading

KEY

1F 2DS 3T 4DS 5T 6T

Listening CD 1.42 page 45

KEY

1B 2A 3D 4C

Transcript

1. Can I have your attention please? Could all swimmers taking part in the under-fifteens swimming races please go to reception? We need to know you're here, so please sign in with your coaches. I'd also like to take this opportunity to thank all of you for coming. It's going to be a great day!
2. I'm going to start by telling you how I became interested in film. I've always loved the cinema, and at first I thought I wanted to be an actor. Then I became more interested in what the actors were wearing - all those amazing costumes. I was good at art at school, and I knew that I wanted to study costume design when I left school.
3. Superheroes all began in the late 1930s, when Superman appeared as the first comic-book character with super powers. Many amazing characters followed, including Wonder Woman, who was the first female superhero. In the 1950s, television arrived, and superheroes became less popular. But then, in the 1960s, Batman appeared on TV - and everybody loved superheroes again! Today, superheroes are more popular.
4. I'm Marty and I formed a rock band, 'The Thunder' last year with four other guys from Year 9. You've probably heard us practising after school! We're pretty loud! Unfortunately, Harley, our drummer, moved to Scotland with his family, so now we're looking for a replacement. Please email me if you play drums and you're interested.

Speaking

- Make sure students know what to do.
- Ask students to make a list of ideas for their own role, using appropriate language for making suggestions.
- Students do the role-play.
- Ask several pairs to demonstrate their role-play before class.

Writing

- Revise adjectives to describe films and TV programmes and aspects of films from Lesson 3A by making sentences.
- Give students a few minutes to plan their messages.
- When they have finished, they can swap theirs with that of a partner. They can feed back on their partner's message.

Map of resources**4A Vocabulary**

Student Book, pages 46–47; Workbook, page 32

4B Grammar

Student Book, page 48; Workbook, page 33

4C Listening

Student Book, page 49; Workbook, page 34

4D Grammar

Student Book, page 50; Workbook, page 35

4E Word Skills

Student Book, page 51; Workbook, page 36

4F Reading

Student Book, pages 52–53; Workbook, page 37

4G Speaking

Student Book, page 54; Workbook, page 38

4H Writing

Student Book, page 55; Workbook, page 39

Culture 4

Student Book, page 56

Classroom Presentation Tool Unit 4**End of unit**

Unit Review: Student Book, page 57

Exercise 1 page 46

- Tell students they are going to find out some interesting facts about the weather in a quiz.
- Go through the questions together. Elicit or pre-teach the meaning of the highlighted words and practise their pronunciation.
- Students do the quiz in pairs.
- Check answers as a class. Ask students which answers surprise them the most.

KEY

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

Exercise 2 page 47

- Focus attention on the table. Ask:

What do we add to the nouns to make them adjectives?
(y) Do you notice any other spelling changes? (fog and sun double the last consonant.)

- Check the meaning of frostbite (a serious medical condition of the fingers, toes, etc. that is caused by very low temperatures).
- Check answers as a class.

KEY

1 cloud	2 storm clouds	3 foggy	4 hail	5 lightning
6 rain	7 rainy	8 raindrop	9 snowflake	10 storm
11 sun	12 sunshine	13 thunder	14 wind	15 windy

Extra activity: Fast finishers

Fast finishers work in pairs. Students take turns to say a noun from the table. The other student (book closed) says the adjective and any related words and phrases.

Exercise 3 page 47

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 CD 2.02 page 47

- With a **weaker class**, ask: *Which words and phrases from exercises 2 do you think describe the photos?* Elicit ideas and write them on the board.
- Play the recording, pausing after each report for students to match the photos to the weather reports.
- Check answers as a class.

KEY

1C 2A 3B

Transcript

1 It's minus ten degrees Celsius and there's a lot of ice everywhere – on cars, on trees, on houses. The ice is 10 cm thick in some places! In a strange way, it's beautiful to look at, but icy roads are dangerous for drivers and pedestrians. And there are many homes in the area without electricity. We're expecting a little snow this afternoon.

4A Vocabulary**Weather****LESSON SUMMARY**

Vocabulary: The weather; quantifiers; describing temperatures

Speaking: A weather quiz; describing typical weather; presenting a weather report

Listening: Three weather reports

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than five minutes on exercise 1. Exercise 6 can be set as a written activity for homework and exercise 7 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Focus attention on the photos and ask:
What do you think the unit is about? (the weather)
What words can you use to describe the weather in Spain / the UK / Venezuela / Iceland / Bangladesh / Russia?
- Elicit as many weather words as you can.

- 2 There is some snow on the ground, and already, it's impossible to see more than a few metres ahead. There isn't any fog, but the wind is blowing the snow into my face. It's difficult just to open my eyes! It's very cold, it's very windy and this reporter is very glad to be going inside now.
- 3 It began this morning. The sky became very cloudy and the air felt stormy. There were a few showers and it was windy too. Everyone knew what was happening, and many people left their homes and went inland, away from the coast. Now there's a lot of rain and the wind is extremely strong. Nobody is outside; it isn't safe.

Exercise 5 CD 2.02 page 47

- Go through the *Recycle!* box together and elicit sentences with quantifiers and nouns from exercise 2, e.g. *There's a lot of snow today. There aren't many storms in winter.*
- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

1 a lot of ice 2 a little snow 3 some snow 4 any fog
 5 a few showers 6 a lot of rain

Transcript

See exercise 4.

Extension

Play the recording again, pausing after each report, and ask further questions:

- Report 1: *How thick is the ice in places?* (ten centimetres)
What problems do a lot of homes have? (There isn't any electricity.)
 Report 2: *What is it difficult for the reporter to do?* (open his eyes)
 Report 3: *What were the temperatures like last night?* (cold) *Does the reporter expect rain?* (no)
 Report 4: *Why does it feel colder than it is?* (The wind makes it feel colder.)
 Report 5: *When did the storm start?* (this morning) *Where did the people move?* (inland, away from the coast)

Exercise 6 page 47

- Highlight some phrases from the recording that weather reporters often use, e.g. *We're expecting ...*, *There's / There are ... on the way. Conditions can change quickly.* / *There were... and it was... too.*
- Remind students to use appropriate tenses, e.g. present simple, past simple, future simple.
- Students take turns to present their weather reports.
- The class vote for the best weather report.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe the weather and temperatures. I can use quantifiers in my descriptions. I can understand and present a weather report.*

4B Grammar

Comparison

LESSON SUMMARY

Reading: An article about shooting stars

Grammar: Comparatives

Speaking: Comparing types of weather

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Exercise 6 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Revise weather vocabulary. Call out nouns and elicit their adjectives and related words and phrases.
- Say: *How can things from outer space affect our planet?* If necessary, write *outer space* on the board and elicit its meaning.
- Elicit students' ideas.

Exercise 1 page 48

- On the board, write *shooting star* and ask students if they know what it is.
- Elicit students' ideas and write them on the board.

Culture note: The atomic bomb

An atomic bomb was dropped by the US aircraft *Enola Gay* on the Japanese city of Hiroshima on 6 August 1945. It was the first of two atomic bombs dropped on Japan. The second hit Nagasaki three days later. Between 90,000 and 166,000 people died as a result of the bombing in the first four months following the attacks.

- Students read the first part of the text.
- Ask them if they find anything interesting about the text, e.g. the fact that a meteor is smaller than an apple.
- Check the answer as a class.

KEY

A shooting star is a meteor (a space rock) that is falling towards the Earth.

Exercise 2 page 48

- Ask students what words are used to compare the things (e.g. *smaller than*, *as bright as*, *much rarer*, *more powerful*, *not as devastating*, *further*).
- Students complete the table.
- Check answers as a class.

KEY

1 smaller 2 larger 3 earlier 4 bigger
 5 more powerful 6 further / farther

Extra activity: Fast finishers

- Write the following adjectives on the board:
important, nice, thin, lazy, dangerous, long, hot, short, sunny, fine.
- Ask **fast finishers** to match them to the rules in the table in exercise 3 and form the comparatives.

Exercise 3 page 48

- Go through the *Learn this!* box together. Then ask students to find examples of each comparative form in the text in exercise 2.
- Check answers as a class.

KEY

- a Each rock is smaller than an apple. The explosion was more powerful than the 1945 Hiroshima atomic bomb.
- b ... but its effect was not as devastating as the bomb ...
- c ... but they look as bright as stars in the night sky ...
- d Larger meteors are much rarer ...; ... but their effects are far more spectacular ...; ... because the meteor exploded much further from the ground. ... and far bigger ...

Exercise 4 CD 2.03 page 48

- Play the recording and tell students to listen to the examples.
- Tell students the pronunciation of *than* /ðæn/ (strong), /ðən/ (weak) and *as* /æz/ (strong), /əz/ (weak). Remind them to use the weak form of *than* and *as* in these sentences.
- Students practise saying the sentences in pairs.

Transcript

Greece is hotter than the UK.

It isn't as warm as yesterday.

Yesterday, London was as hot as Athens.

Extension

- Write the following on the board:
Jemima, 19, earns £1,000,000 a year, 10,000 followers on Twitter
Pollyanna, 22, earns £100,000 a year, 30,000 followers on Twitter
Amy, 33, earns £5,000,000 a year, 4,000 followers on Twitter
- Then write the following adjectives: *old, young, rich, poor, popular, unpopular*
- Ask students to compare the people using (*far / much +*) comparative adjective and (*not*) *as ... as*, e.g.
Pollyanna isn't as old as Amy but she's far more popular.

Exercise 5 page 48

- Go through the *Look out!* box together.
- Write a few sentences to illustrate the use of *fewer* and *more*, e.g. *I have fewer video games than my brother. Jack ate more food than me.*
- Ask: *Which words do we use with countable nouns?* (few, fewer, many, more) *Which do we use with uncountable nouns?* (much, more)
- Students complete the second part of the text.

- Check answers as a class.

KEY

- 1 further 2 fewer 3 more powerful 4 closer
- 5 brighter 6 more unusual

For further practice of comparative adjectives: Grammar Builder 4B page 114

- 1 1 smaller 2 larger 3 earlier 4 more powerful
5 more 6 brighter 7 fewer 8 more
9 further / farther 10 wetter 11 prettier
12 more frightening
- 2 1 happier 2 smaller 3 friendlier 4 better
5 less 6 more difficult 7 further / farther
8 colder 9 wetter 10 worse
- 3 2 The Earth is much smaller than the sun.
3 Gold is heavier than silver.
4 Rock-climbing is more dangerous than hiking.
5 Cycling is much easier than skiing.
6 The USA is far bigger than the UK.
7 Porsches are more expensive than Skodas.
8 Ice storms are far rarer than thunderstorms.
9 A broken ankle is worse than a sprained ankle.
- 4 2 The book isn't as expensive as the pen.
3 Darren isn't as tall as Lucy.
4 London isn't as far (away) as Leeds.
5 The skiing holiday is as cheap as the beach holiday.
6 French isn't as popular as Spanish.

Exercise 6 page 48

- Check that students understand the meanings of the words in the prompts.
- Students write the questions in their notebooks.
- Check answers as a class.

KEY

- 1 Which is more beautiful, a snowflake or a rainbow?
- 2 Which holiday venue is better, the mountains or the beach?
- 3 Which city has more seasons, Ha Noi or Ho Chi Minh City?
- 5 For you personally, which temperature is worse, -5°C or 35°C?
- 6 In Ha Noi, which month is hotter, June or August?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make comparisons. I can understand a text about a meteor.*

4C Listening

Eyewitness

LESSON SUMMARY

Speaking: Identifying the differences between a photo and its description; a dialogue about a natural disaster

Exam topic: Identifying the context of a listening text

Listening: Three conversations about natural disasters

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and ask students to do exercise 5 in the next lesson.

LEAD-IN 2–3 MINUTES

- Focus attention on the photo. Ask: *What disaster does the photo show?* (a flood)
- Elicit other natural disasters. Students can use L1 if necessary. Provide translations and write the words on the board.
- Describe your own experience of a natural disaster, e.g. *I was in Spain. I woke up early one morning and my bed was shaking. I was very frightened. It was an earthquake and it damaged a lot of buildings, but luckily no one was injured.*
- Ask students if they have experienced a natural disaster and elicit some stories.

Exercise 1 CD 2.04 page 49

- Tell the students to look carefully at the photo for thirty seconds and try to memorize as many details as possible.
- Go through the things in the photo together and preteach any unknown vocabulary, e.g. *bucket, pavement*.
- Play the recording for students to make a note of all the differences between the photo and the recording.
- With a **weaker class**, play the recording again.
- Check answers.

KEY

- There are three people in the doorway of a house.
- The boy is wearing trousers and a hoodie. The man is wearing shorts and a jacket.
- The boy on the left has a blue hoodie and blue trousers.
- He's not crying.
- Next to him there's a man with a silver bucket.
- He's emptying the water onto the street.
- She looks happy.

Transcript

There are two people in the doorway of a house. They are cleaning up after a flood. They are wearing trousers and hoodies. The boy on the left has a blue T-shirt and red shorts. He's crying. Next to him there's a man with a blue bucket. He is emptying the water into a container. The water in the street is brown and muddy. Behind them, there is a woman. She looks very unhappy.

Exercise 2 CD 2.05 page 49

- Ask: *What do you learn from the photo?* Elicit answers, e.g. *There's a flood. Two people are standing outside a shop. The man is probably the owner. He is removing the water from the shop with a bucket.* Explain that details provide the context or background of a story, which helps the listener understand what is happening.
- Go through the listening strategy together.
- Play the recording for students to answer the questions.
- Check answers as a class. Ask: *How did you find the correct answers?*

(Conversation 1: 'Mum' tells us the conversation is between a mother and son. 'I'm off to school' tells us it is morning and the boy is at home.

Conversation 2: 'Darling' tells us the man is the woman's boyfriend or husband. 'Lunch' tells us it is the middle of the day. 'Cellar' tells us they are at home.

Conversation 3: 'Mum' tells us they are brother and sister.

'Breakfast' and 'still full' tell us it is morning. 'Sun', 'hot', 'ice cream', 'swim' and 'water' tell us they are at the beach or at a swimming pool.)

KEY

Dialogue 1

- a boy and his mother (he says 'Bye, Mum!')
- in the morning (he's on his way to school)
- at home (he says 'I'm off to school now.')

Dialogue 2

- a couple / husband and wife (she says 'Bye, darling!')
- around lunchtime (he says 'And what about your lunch?')
- at home (he says they can take cover in the cellar)

Dialogue 3

- two children / a brother and sister (he says 'Where's the money Mum gave you?')
- in the morning (she says 'I'm still full from breakfast.')
- at the beach / a swimming pool (he says 'Shall we go for a swim?')

Transcript

- Boy Bye, Mum! I'm off to school now. See you about four. Mum Don't forget your coat. It might rain this afternoon. Boy OK. Got it.
- Man I can just see the tornado on the horizon. But it's very dark out there. Woman It's the storm clouds. Shall we go out and take a closer look? Man I feel safer here because we can take cover in the cellar. And what about your lunch? Woman I'll finish it later. I'm going out to take a look. Bye, darling!
- Boy The sun's so hot! Shall we get an ice cream? Girl Not yet. I'm still full from breakfast. Boy Well, I'm going to. Where's the money mum gave you? Girl Oh no, I left it on the kitchen table! Boy Oh, well done. Shall we go for a swim? Girl OK. Can we leave our bags here? Boy Yes, they'll be OK. We can see them from the water.

Exercise 3 CD 2.06 page 49

- Tell students they are going to listen to four conversations about natural disasters.
- Focus attention on the natural disasters in the photos and check that students know the words for the disasters. (A drought; B earthquake; C volcanic eruption; D forest fire) Then ask students to guess what words they might hear in each conversation and write their ideas on the board, e.g. *volcanic eruption: erupt, smoke, lava, destroy*.
- Play the recording for students to match the dialogues to the photos.

- Check answers as a class.

KEY

1B 2A 3D 4C

Transcript

1 **J**ournalist Can you tell me what happened?

Man It was terrifying. It was in the middle of the night so we were in bed. Everything started to shake. A few moments later, the back of the house collapsed. We all rushed outside and stood in the street. Luckily, no one was injured.

J And this place is now your home?

M Yes, we came here yesterday. The church has been very helpful. We have food and water and a roof over our heads, but we've lost everything.

2 There's been virtually no rain in the region for the past two years. Normally it's very rainy at this time of year, but the last rain was two months ago. My charity raises money from abroad. My job is to spend it on food and drinking water, but we urgently need more. The government here provides some food and water, but it isn't enough.

G Politicians make promises, but they often break them.

3 **B**oy Did you see that fire on the news last night in California?

Girl No, was anyone killed?

BI don't think so. But it destroyed a lot of houses. The pictures were shocking. The fire moved so fast!

G How did it start?

B Somebody lit a fire in the forest.

G So it wasn't an accident?

B Well, it was, actually. They were going to have a barbecue.

G That was a bit stupid, in the middle of a heatwave! Did they find the people who started it?

B Yes, they were the ones who phoned the emergency services.

4 Scientists said last year that it was going to erupt. Well, it finally erupted a couple of days ago and lava poured down the mountain. It destroyed a village and sadly a number of people lost their lives. You can still see lava coming out of the ground high up on the mountain, and clouds of smoke are still pouring from the top. But it isn't as bad as it was yesterday.

Extension

Play the recording again. Pause after each dialogue and ask questions:

Dialogue 1: *What time did the earthquake happen? (in the middle of the night) Which part of the house collapsed? (the back of the house)*

Dialogue 2: *When did it last rain in the region? (two months ago) What does the government provide? (food and drinking water, but it isn't enough)*

Dialogue 3: *Where was the fire? (in California) Did anyone die? (no)*

Dialogue 4: *What did the volcano destroy? (a village) Is the eruption better or worse than yesterday? (better)*

Exercise 4 CD 2.06 page 49

- Ask students to see if they can answer the questions before they listen. Point out that the questions focus on the listening strategy, i.e. who is speaking, when they are speaking, where they are, and what the situation is.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

1c 2a 3b 4c

Transcript

See exercise 3.

Exercise 5 page 49

- Elicit some natural disasters (avalanche, drought, earthquake, epidemic, famine, flood, forest fire, mudslide, tornado, tsunami, volcanic eruption).
- Go through the instructions together and make sure students understand what they have to do. Encourage them to think of details to make their dialogue sound more realistic, e.g. What were they doing when the disaster occurred? How quickly did they get help?
- Students write their dialogue. Monitor and help with grammar and vocabulary where necessary.
- Students take turns to act out their dialogue.
- The class vote for the best interview.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the context of a dialogue or monologue. I can use natural disaster vocabulary.*
- *I can plan and take part in an interview between a journalist and a witness to a natural disaster.*

4D Grammar

Superlative adjectives, *too* and *enough*

LESSON SUMMARY

Speaking: Describing a photo of a tsunami

Reading: A text about the Tohoku earthquake in 2011

Grammar: Superlative adjectives; *too* and *enough*

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Revise natural disaster vocabulary from Lesson 4C by writing gapped words on the board for students to complete, e.g. v__c__ic e_u__io_ (volcanic eruption).
- Ask: *Which natural disaster do you find the most frightening? Why?*
- Elicit a few responses.

Exercise 1 page 50

- Focus attention on the photo. In pairs, students describe what they think happened.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer) There was a tsunami and a wave lifted the ship, and carried it onto dry land.

Exercise 2 page 50

- Students read the text and check their answer from exercise 1.
- Ask a few questions to check comprehension:
How far from the coast was the earthquake? (70 kilometres)
How high was the wave? (40 metres)
Which places suffered more damage than the rest of the country? (coastal places)
Where did people go to be safe? (high places)
How many people died? (18,000)
What do some people think was the problem with the nuclear power station? (It was too close to the sea.)

Exercise 3 page 50

- Ask students to look at the superlative adjectives highlighted in the text. Then go through the *Learn this!* box together. Try and elicit more examples of superlative adjectives for each rule.
- Students match the highlighted adjectives with the rules.
- Check answers as a class.

KEY

- 1 the toughest 2 the biggest
3 the most powerful; the most difficult
4 the worst 5 the most powerful (earthquake ever) in Japan; the (fifth) most powerful in the world

Exercise 4 page 50

- Students complete the facts about earthquakes.
- Check answers as a class.

KEY

- 2 The deadliest 3 The deepest 4 the smallest
5 most destructive

For further practice of superlative adjectives: Grammar Builder 4D (Part 1) page 114

- 5 1 the biggest 2 the scariest 3 the worst
4 the furthest / farthest 5 the best 6 the most intelligent
6 1 the most intelligent; in 2 the best; of
3 the worst; in 4 the biggest; of
5 the shortest; of
7 2 What is the best day of the week?
3 What is the worst day of the week?
4 What is the most beautiful city in your country?
5 Who is the best-looking actor on TV?

Exercise 5 page 50

- Ask students to read the text in exercise 1 again and study the examples with *too* and *enough*.

- Elicit the meaning of *enough* (to the necessary amount or degree) and *too* (more than is good, allowed, possible, etc.).
- Go through the *Learn this!* box together. Then ask students to complete the rules.
- Check answers as a class.

KEY

1 before 2 after 3 before

For further practice of *too* and *enough*: Grammar Builder 4D (Part 2) page 114

9 (Possible answers)

You are too short to reach that shelf.
This pizza is too hot to eat.
The sky's too cloudy to see the stars.
It's too cold to swim in the sea.
This suitcase is too heavy to lift.

10 (Possible answers)

You aren't tall enough to reach that shelf.
This pizza isn't cool enough to eat.
The sky isn't clear enough to see the stars.
It isn't warm enough to swim in the sea.
This suitcase isn't light enough to lift.

Extra activity: Fast finishers

- Write the following on the board:
 - I want to buy these trainers but I don't have _____. (money)
 - Please be quiet. You're _____. (noisy)
 - Tom is only three. He isn't _____ to start school. (old)
 - Sorry, you can't have this dress. It's _____. (expensive)
 - We have to leave now. There isn't _____ to have breakfast. (time)
 - We're _____ for the film. It started twenty minutes ago. (late)
- Fast finishers** complete the sentences with *too* or *enough* and the words in brackets.
- Key: 1 enough money 2 too noisy 3 old enough 4 too expensive 5 enough time 6 too late

Exercise 6 page 50

- Students rewrite the sentences using *too*, *not enough* and the adjectives in brackets. With a **weaker class**, make sure students understand the meaning of all the adjectives.
- Check answers as a class.

KEY

- 2 Skiing holidays are too expensive for me.
3 My dad's old car isn't safe enough to drive.
4 The storm wasn't strong enough to cause much damage.
5 My shoes are too dirty to wear to the party.

Exercise 7 page 50

- Students write the questions. With a **stronger class**, ask students to write three questions of their own using a short adjective, a long adjective and an adjective with a spelling change.
- Check answers as a class.

KEY

- 2 Who's the most attractive actor in the world?
- 3 What's the funniest comedy on TV?
- 4 What's the most interesting city in your country?
- 5 Which is the best film you have seen?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about the 2011 Tohoku earthquake in Japan. I can use superlatives to make comparisons. I can use 'too' and 'enough'.*

4E Word Skills

Phrasal verbs

LESSON SUMMARY

Speaking: Describing a photo; discussing global warming

Vocabulary: Compound nouns to do with global warming; phrasal verbs

Reading: A fact file about global warming

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask students to look at the photo. Ask:
What do you think this lesson is about?
What do you think causes global warming?
- Elicit ideas and write them on the board.

Exercise 1 page 51

- In pairs, students describe the photo using the words.
- Elicit a few descriptions.

KEY

(Possible answers)

The smoke from the chimneys is polluting the air. / The chimneys from the factory are pouring out smoke and polluting the air. / The factory is causing air pollution. Air pollution makes it difficult to breathe.

Exercise 2 CD 2.07 page 51

- Focus attention on the heading and elicit the meaning of *global warming* (the increase in the temperature of the Earth's atmosphere, caused by the increase of certain gases).
- Students read the fact file. Explain the meaning of any unknown vocabulary.
- In pairs, students complete the fact file using dictionaries to help them. Point out that compound nouns are not always listed, so students may have to look for individual words to work out their combined meaning, e.g. 'surface temperature' is not in the *Oxford Wordpower Dictionary*.
- Check answers as a class.

KEY

- 1 surface
- 2 fossil
- 3 greenhouse
- 4 global
- 5 rain
- 6 climate
- 7 Sea
- 8 ice
- 9 renewable

Transcript

See Student Book, page 51.

Exercise 3 page 51

- Ask students to find verbs with two words, e.g. *heating up*.
- Go through the *Learn this!* box together.
- Students find five phrasal verbs in the fact file.
- Check answers as a class. Check the meanings of the phrasal verbs.

KEY

Similar meaning to the main verb: *heat up*, *give off*, *cut down*, *die out*

Different meaning from the main verb: *run out*

Exercise 4 page 51

- Ask students to read what Emma and Tom say about global warming and climate change and decide who is more worried.
- Check the answer as a class.

KEY

Emma is more worried.

Exercise 5 page 51

- Students read the texts in exercise 4 again and underline the phrasal verbs. With a **stronger class**, ask students to try to guess the meaning from context.
- Students match five of the phrasal verbs with the definitions. They then use their dictionaries to find the meanings of the rest of the phrasal verbs. Tell them to look up the main verb and then the indication PHR V.
- Check answers as a class.

KEY

- 1 carry on (different)
- 2 put off (different)
- 3 give up (different)
- 4 look after (different)
- 5 come up with (different); use up (similar); wake up (similar); close down (similar); rely on (similar)

Exercise 6 page 51

- Students complete the sentences.
- Check answers as a class.

KEY

- 1 out
- 2 cut
- 3 up
- 4 down
- 5 used
- 6 looked

Extra activity: Fast finishers

- **Fast finishers** write five sentences with any of the phrasal verbs in the lesson but omit the phrasal verb itself. They then swap sentences with a partner.
- Students then complete their partner's sentences.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use a variety of phrasal verbs. I can use compound nouns to do with global warming. I can give my opinion on global warming.*

4F Reading

Gliders in the storm

LESSON SUMMARY

Speaking: Predicting the content of a text; planning and acting out an interview with a paraglider

Reading: An article about a paraglider who was caught in a storm

Vocabulary: Verbs of movement

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write the following on the board or play hangman with the words listed:
WEATHER: th_nd_s_r_, c_d s, w_d,
l_n i_, tem_e_t_e, h_l s_o_s, i_e,
fro_t e (thunderstorm, clouds, wind, lightning,
temperature, hailstones, ice, frostbite)
- Students come up to the board and complete the words.

Exercise 1 page 52

- Ask students to look at the photos and say what the weather is like.
- In pairs, students predict what they think happens in the text.
- Elicit ideas and write them on the board. Ask them to give reasons for their predictions.

Exercise 2 page 52

- Students read the text and decide which prediction was the most accurate.

Exercise 3 page 52

- Go through the strategy together. Tell students it is a good idea to read the words before and after a gap, and then think about what type of word is needed in the gap.
- Students look at the sentences with gaps in the text and decide which ones contain a past simple verb.
- Check answers as a class.

KEY

3, 4, 5

Exercise 4 page 52

- Ask students to read the text again and guess what kind of information is missing.
- Students match the sentences with the gaps.
- Check answers as a class.

KEY

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

Extra activity

Ask further questions about the text:

In which country did the accident happen? (Australia)

What pulled Ewa up into the air? (two clouds)

How high was she when she lost consciousness? (about 10,000 metres)

How long was she unconscious? (about 40 minutes)

When she landed, why didn't she call for help? (She was too weak and confused.)

Which parts of her body suffered? (She had frostbite on her ears and legs.)

What did she do a few days later? (She competed in the World Championship.)

Exercise 5 page 52

- Students read the text again and answer the questions.
- Check answers as a class.

KEY

1F 2T 3F 4T

Exercise 6 page 53

- Ask students to look at the highlighted verbs in the text and try to work out their meaning from the context.
- Students then match the verbs to their meanings.
- Check answers as a class.

KEY

1spin 2take off 3land 4approach 5reach

Extra activity: Fast finishers

Fast finishers make their own sentences with the verbs. They can also gap the verbs in their sentences and swap them with a partner to complete.

Extension

- Ask:
Do you think Ewa is an adrenaline junkie?
Do you admire her for what she did or do you think she was crazy to take off in that weather? What other sports are affected by extreme weather?
- Students discuss their opinions in pairs or groups.
- Ask a few students to share their ideas with the class.

Exercise 7 page 53

- Go through the instructions together and make sure students understand what they have to do.
- Remind them to use the past continuous to describe background events, and the past simple to describe a sequence of events.

- In pairs, students write their questions and answers. Monitor and check that students are forming their questions and answers correctly.

KEY

- 1 What were you doing in Australia?
- 2 What was the weather like that morning?
- 3 Why did you take off?
- 4 What can you remember about the storm?
- 5 What was the most terrifying part of the experience?
- 6 How did you feel afterwards?

Exercise 7 page 53

- Students act out their interviews for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict the content of a text. I can understand a text about a paraglider. I can complete a text with missing sentences. I can plan and act out an interview with a paraglider about a frightening experience.*

4G Speaking

Photo comparison

LESSON SUMMARY

Vocabulary: Street vocabulary

Exam topic: Doing a photo comparison task

Listening: Two candidates in a speaking exam

Speaking: Comparing and contrasting photos

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and omit exercises 1, 2.

LEAD-IN 2–3 MINUTES

- Ask: *Where do you like to go with friends to have fun? Do you prefer being inside or outside? Why?*
- Elicit answers.

Exercise 1 page 54

- Focus attention on the photos and ask students to answer the question.
- Check answers as a class.

KEY

- A street market
B river market
C parade

Exercise 2 page 54

- Go through the words together and check their meaning and pronunciation.
- Students look for the things in photo C.
- Check answers as a class.

KEY

- pedestrian crossing, road sign, shop sign, traffic light

For further practice of street vocabulary:
Vocabulary Builder 4G page 126

1 Yes

Exercise 3 CD 2.09 page 54

- Explain to students that when they compare two or more photos, they cannot always be sure what is happening, so they have to speculate.
- Go through the strategy together.
- Tell students they are going to listen to two candidates in an exam comparing two photos.
- Play the recording for students to answer the questions. Tell students that the candidates might not be comparing the same photos.
- Check answers as a class.

KEY

Candidate 1: photos A and B

Candidate 2: photos B and C

Yes, they do.

Transcript

1 In the first photo, I can see a busy river market. There are lots of people selling things on boats. In the second photo, I can see a street market at night. It can't be in Britain because some of the shop signs aren't in English. In the foreground, a young man and woman are walking along the street. In the background, there are a few other people. Both photos show people selling things. One obvious difference is that the first photo is taken during the day and the second photo is taken at night. In the first photo, it must be quite warm because some people are wearing t-shirts. but in the second photo, it must be a cold night because the people are wearing winter coats and scarves.

In the first photo. The people look very busy. Some of them are chatting together. They probably know each other. In the second photo, the man and woman are probably feeling cold, but not unhappy.

2 In the first photo, I can see a big crowd of people in a very wide street. They're standing on the pavement and they're watching a parade. There are lots of flags. The second photo shows lots of people in boats at a river market. They are selling fruit and vegetables. Some of them are chatting.

The main difference between the photos is that the people in the first photo are enjoying themselves. Maybe it's a public holiday, whereas in the second photo the people are working.

The weather seems quite similar in both photos. It's not really cold as there are people in t-shirts, and it's not really hot, as some people are wearing jumpers or jackets. I can't really see the expressions on the faces of the people in the photos, but I imagine in the first photo they're happy as they are at a festival and the weather is fine. In contrast, in the second photo the people are working, so I imagine they are not quite so happy. But they look quite relaxed and they don't seem unhappy.

Exercise 4 CD 2.09 page 54

- Students listen to the first candidate again and complete the deductions.
- With a **weaker class**, stop the recording after each question is answered.
- Check answers as a class.

KEY

- It can't be in Britain because some of the shop signs aren't in English.
- It must be a rainy day because they are wearing raincoats.
- It must be a cold night because the people are wearing winter coats and scarves.

Transcript

See exercise 3.

Extra activity: Fast finishers

- Write the following sentences on the board:
*She's wearing sunglasses.
Tom has a very difficult exam tomorrow.
There's a lady I don't know in our classroom standing next to the board.
Jake is only wearing a T-shirt, but it's -30°C outside.
There's a parcel in the hall with my name on it.
Everybody says great things about the action film.*
- Fast finishers** add a sentence using *must / can't be*, e.g. *She's wearing glasses. It must be sunny.*

Exercise 5 page 54

- Go through the key phrases together and check their meaning and pronunciation.

Exercise 6 CD 2.10 page 54

- Students listen to the second candidate and say which phrases from exercise 5 she uses.

KEY

- ... seems quite similar in both photos
in the first photo ... whereas in the second photo ...
The main difference between the photos is that ...
in the first photo ... In contrast, in the second photo ...

Transcript

See exercise 3.

Exercise 7 page 54

- Students work in pairs to contrast photos A and C.
- Remind them to use the key phrases in exercise 5 and the information in the speaking strategy.
- Monitor and help where necessary.
- Students perform their photo comparisons for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare and contrast photos. I can use 'must be' and 'can't be' to speculate about photos. I can express my opinion about a photo.*

4H Writing

An article

LESSON SUMMARY

Reading: An article

Exam topic: Using a clear structure to express different opinions

Vocabulary: Climate change collocations; expressions for presenting opinions, counter-arguments and making additional points

Grammar: Zero conditional

Writing: Writing an article

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 6 can be done for homework.

LEAD-IN 2–3 MINUTES

- Ask students what they can remember from the fact file about global warming in Lesson 4E.
- In pairs, students read the fact file again. They then take turns to ask and answer questions about the fact file, e.g. *'How much higher is the Earth's temperature than it was 100 years ago?' 'It's 0.75 degrees higher.'*

The student answering the questions should have their book closed.

Exercise 1 page 55

- Ask students to read the article. Explain any unknown vocabulary.
- Ask a few students to share their ideas with the class.

Exercise 2 page 55

- Go through the strategy together.
- Discuss the questions as a class and encourage students to read out relevant parts of the text.

KEY

1two 2two 3yes

Exercise 3 page 55

- Students complete the collocations.
- Check answers as a class. Write a few sentences using the collocations on the board, e.g. *We should walk more and use cars less to reduce carbon emissions. Is our government ready to combat climate change?*
- Elicit more sentences using the collocations.

KEY

1recycle 2reduce 3cause 4alter 5lead
6combat

For further practice of climate change collocations:
Vocabulary Builder 4H page 126

3 2 rely on 3 emit 4 reduce 5 invest in
6 reduce 8 save

4 1 invest in renewable energy 2 save energy
3 rely on fossil fuels 4 emit carbon dioxide
5 protect endangered species

Exercise 4 page 55

- Students read the phrases and add the highlighted phrases from the forum post to the correct group.
- Check answers as a class.

KEY

A It seems to me that B There are some people who believe that C Nevertheless D What is more

For further practice of the zero conditional: Grammar Builder 4H page 114

11 1 use; reduce 2 cut down; destroy 3 can; conserve 4 save; don't leave

Exercise 5 page 55

- Go through the instructions together and make sure students understand what they have to do.
- Encourage students to use the global warming fact file in Lesson 4E to help them plan as well as the structure in the reading strategy. They should also use the collocations in the vocabulary builder. Monitor and help where necessary as students make notes.

Exercise 6 page 55

- Students write their article and use the *Check your work* box to edit it.

Extra activity: Fast finishers

- Write the following on the board:
People in small houses shouldn't keep pets.
School students need longer summer holidays.
Playing too many computer games is bad for your health.
Adrenaline junkies are irresponsible and should be more careful.
- Fast finishers** work in pairs and say whether they agree with the statements. They should also present an argument to support their opinion, an argument against it and a counter-argument using the phrases in exercise 5.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an article about a global issue. I can use climate change collocations, expressions to give opinions and the zero conditional.*

4I Culture

Extreme weather

LESSON SUMMARY

Reading: Information about the weather phenomenon, El Niño.

Listening: An interview about English as a global language.

Speaking: A discussion about the benefits of speaking English and the influence of other languages on the students' language.

SHORTCUT

- To do the lesson in 45 minutes, omit exercises 5.

LEAD-IN 2–3 MINUTES

- Write the following words and expressions on the board: *flood, flooding, submerged, pour (with rain), heavy rain, under water*. Check the meanings with students. Ask: *When does it rain most in our country? Have you seen or read any news stories about flooding recently?*

Exercise 1 page 56

- Ask students to read the text quickly and answer the question.
- Elicit answers.

KEY

El Niño is a weather phenomenon, which can cause flooding or very dry conditions, forest fires, droughts, typhoons and hurricanes. It can also affect marine ecosystems.

Exercise 2 page 56

- Go through the statements together and check that students understand them.
- Refer students to the texts. Students scan them for the relevant information and decide whether the statements are true or false.
- Check answers as a class.

KEY

1F 2F 3F 4T 5F 6T

Extra activity: Fast finishers

Ask fast finishers to write two of their own True or False statements about the texts. Tell them to write the sentences in their own words.

Exercise 3 CD 2.11 page 56

- Before you play the recording, go through the sentences together and get students to guess the correct answers.
- Play the recording for students to check their guesses.
- Check the answers as a class.

KEY

1 more 2 likely 3 may 4 can

Transcript

Radio presenter In our studio today, we are talking to Yuka Tanaka, Professor in Meteorology, who has been researching the impacts of El Niño and the effect that global warming might have on future El Niño events. Yuka, what can you tell us about your research?

Yuka Well, we know that El Niño events have become more severe over the past 25 years. The 2015 event contributed to a record number of typhoons in the Central Pacific – 16 were recorded that year, and it is estimated that over 60 million people suffered from hunger and malnutrition in 2016 due to droughts influenced by El Niño.

RP And are they getting worse because of global warming?

Yuka It's possible, yes, and it's likely to affect the events in the future. What we don't know is whether the events will become stronger or more frequent.

RP So, what can we do to prepare for the next El Niño?

Yuka Well, the good thing is that scientists can predict when they are coming and we CAN prepare. It's essential to give early warnings to communities. Having an evacuation plan is very important. And of course, in the long term, this is just another reason why we all need to focus on 'global warming' and do everything we can to stop it getting worse.

Exercise 4 CD 2.11 page 56

- Ask students to read the paragraph and try and complete the gaps.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

125 22015 316 460 52016

Transcript

See exercise 4.

Exercise 5 page 56

- Students ask and answer the questions in groups.
- Ask a few students to share their answers with the class.

Extra activity

In pairs, students research extreme weather in another country. Tell them to try to find the answers to the questions in exercise 5.

They join with another pair, and ask and answer the questions in exercise 5 about the countries they researched.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about extreme weather. I can understand an interview with a professor of meteorology. I can give a presentation about extreme weather.*

Review Unit 4

Reading

KEY

1. F 2.T 3.F 4.T 5.F 6.F 7.F 8.T

Listening CD 2.12 page 57

- Play the recording for students to answer the questions.
- With a weaker class, play the recording again.
- Check answers as a class.

KEY

1a 2b 3b 4a 5b

Transcript

Hello and thank you for asking me to come and speak to you today. I'd like to start by telling you about how I became a space scientist. I spent a lot of time as a child staring out of my window at the night sky. I also read books from the library and learned all about the planets. I used to stand in the garden and point out the names of the planets to my very patient parents.

Science wasn't really my favourite subject when I was at school – I preferred maths. I also played the violin very well and I thought that music might be my future career. But then I went to the Science Museum in London. There was an exhibition about space travel and also a film about shooting stars. I thought it was amazing that most of the shooting stars we see are meteoroids. That night, I saw a shooting star. I was so excited I decided right then that I would be a space scientist!

I worked hard at school and studied physics at university. After that, I worked as a research assistant at different universities in Britain, and later in Japan. People ask me how to become a space scientist. Well, it doesn't matter too much which university you go to, but you need to get the best science degree you can. Follow your dreams and don't give up!

Speaking

- Students work in pairs to compare and contrast the two photos. Remind them to use the suggested phrases.
- Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Writing

- Go through the Writing Strategy on page 55 together.
- Ask students to read the statement and decide if they agree or disagree.
- Give students a few minutes to prepare arguments for and against it.
- Students write their article.
- When they have finished, ask them to check their work.

Map of resources**5A Vocabulary**

Student Book, pages 58–59; Workbook, page 40

5B Grammar

Student Book, page 60; Workbook, page 41

5C Listening

Student Book, page 61; Workbook, page 42

5D Grammar

Student Book, page 62; Workbook, page 43

5E Word Skills

Student Book, page 63; Workbook, page 44

5F Reading

Student Book, pages 64–65; Workbook, page 45

5G Speaking

Student Book, page 66; Workbook, page 46

5H Writing

Student Book, page 67; Workbook, page 47

Culture 5

Student Book, page 68

Classroom Presentation Tool Unit 5**End of unit**

Unit Review: Student Book, page 69

Cumulative Review I–5: Workbook, pages 76–77

- Elicit a few *-ing* adjectives to describe the photos. Remind students that *-ing* adjectives describe the effect something has on your feelings and ideas.
- Ask a few students to share their ideas with the class.

Exercise 2 CD 2.13 page 58

- Go through the words together and check pronunciation. Focus on *architect* /'a:kɪtekt/, *engineer* /'endʒɪ'nɪər/, *hairdresser* /'ha:dresə/, *paramedic* /'pærə'medɪk/, *programmer* /'prəʊgræmə/ and *receptionist* /rɪ'sepʃənɪst/.
- Ask questions about the jobs to check comprehension, e.g.
Who designs houses? (an architect)
Who gives you medical attention when you have an accident before you go to hospital? (a paramedic)
Who builds cars and other machines? (an engineer)
- Students match the correct words with the photos.
- Play the recording for students to check their answers.
- Then play the recording again, pausing to give students time to underline the stress. They can compare their answers in pairs before checking them as a class.

KEY

A engineer **B** hairdresser **C** paramedic **D** architect
architect, cleaner, dentist, engineer, farm worker,
hairdresser, paramedic, pilot, programmer, receptionist,
sales assistant, solicitor, sports coach, travel agent, waiter

Transcript

See Student Book, page 58.

Extension

- With a **stronger class**, elicit more jobs, e.g. *doctor*, *nurse*, *accountant*, *teacher*, *secretary*.
- Ask students to discuss which jobs seem the most interesting and why.

Exercise 3 page 58

- Check the meaning of the adjectives together. Alternatively, students can use a dictionary.
- Revise the superlative form by asking students to form the superlative of the adjectives.
- In pairs, students ask and answer questions about the jobs in exercise 2. With a **weaker class**, model one more question and answer, e.g. '*Which job is the most challenging?*' '*I think it's probably ... because you have to ...*'
- Ask a few students to share their ideas with the class.

Exercise 4 page 58

- Write *part-time jobs* on the board and ask: *Do you want to do a part-time job when you're at university? What job do you want to do?*
- Elicit a few answers and then check the meaning and pronunciation of the names of the jobs.

5A Vocabulary**Jobs****LESSON SUMMARY**

Vocabulary: Jobs (1); adjectives to describe jobs; work activities

Speaking: Discussing a job questionnaire; finding the perfect job

Listening: Different experiences of holiday jobs

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief. Exercise 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Say to students: *Think of the job you would like to do. Think of adjectives to describe the job.*
- Ask a few students to share their ideas with the class.

Exercise 1 page 58

- In pairs, students look at the photos and answer the questions. Ask if they can name the jobs.

- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class. With a **stronger class**, ask what other activities the jobs involve.

KEY

(Possible answers)

- A be on your feet, work outdoors, work nine-to-five
 B be on your feet, wear a uniform, work outdoors, work with children

Extra activity: Fast finishers

Ask **fast finishers** if they have personal experience of any of the jobs in exercise 4 or if they know someone who does one of the jobs. They discuss in pairs, e.g. *I know a gardener. He works outside all the time, and he gets very tired and wet if the weather is bad. But he likes the work because he doesn't have a boss.*

Exercise 5 CD 2.14 page 59

- Tell students they are going to listen to two university students talking about the jobs in exercise 4.
- Ask students what adjectives from exercise 3 they would use to describe each job and write them on the board, e.g. *sports coach: challenging, rewarding*.
- Play the recording for students to record their answers. With a **weaker class**, pause the recording after each job description.
- Check answers as a class.

KEY

1 repetitive 2 rewarding

Transcript

Tom I really wanted to work outdoors over the summer, so when I saw the advertisement for a job as a gardener, I applied for it. I did it for five weeks, and to be honest, I didn't really enjoy it very much. I was unlucky with the weather – it was a very rainy summer. But the main problem was, I had to do the same thing every day. It got really boring because there was no variety. At least the hours weren't too long. I started at ten in the morning and finished at four in the afternoon. Then I went home. Most days, I didn't see another person all the time I was there. I didn't like that either, really. I prefer working with other people.

Katie I really enjoyed my job at a summer camp. It was seven days a week, so hard work, but that was fine. The children had lessons in the morning. Then every afternoon, I'd do sports with them: football, volleyball, athletics, lots of different things. There were five of us working as sports coaches. We all got on really well, which was great, and we helped each other to plan the afternoon. We arranged matches and competitions for the evenings too, so we usually had to work really late – but we didn't mind. Seeing the children enjoying themselves and learning new activities was great. I loved it.

Exercise 6 CD 2.14 page 59

- Remind students complete the sentences with the past simple.
- Listen and check.

KEY

1 didn't work 2 wasn't 3 worked / was 4 worked

Exercise 7 page 59

- In pairs, students discuss their answers and choose the perfect job for their partner. Tell students to choose from the jobs and activities in exercise 2 and 4 or their own ideas.

Extra activity

- Write the jobs from exercise 2 on pieces of paper and put them in a bag.
- Put students in groups and give each group a set of papers.
- Students take turns to take a piece of paper and describe the job without saying the name of the job. The other students guess the job.
- The first team to guess all the words correctly wins.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about jobs. I can understand descriptions of jobs. I can use adjectives to describe jobs.*

5B Grammar

will, be going to and the first conditional

LESSON SUMMARY

Listening: A conversation about a job interview

Reading: A text about disappearing jobs

Grammar: *will, be going to* and the first conditional

Speaking: Talking about predictions, plans, offers and promises, and talking about future situations and their consequences

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and set exercise 8 for the next lesson.

LEAD-IN 2–3 MINUTES

- Write *I want to ...* on the board. Then ask: *Does 'I want to' refer to the past, the present or the future?* (future)
- Explain that we can use (*don't*) *want to* + bare form of verb to talk about our future hopes and intentions, e.g. *When I retire, I want to live by the sea. I don't want to live in a city.*
- Ask students to think about their future plans and careers and tell a partner what they want to do in the future.
- With a **stronger class**, encourage students to start each sentence with *When ...*, e.g. *When I leave school, I want to go to university.*
- Ask a few students to share their ideas with the class.

Exercise 1 CD 2.15 page 60

- Focus attention on the photo. Then elicit adjectives that could describe how the girl is feeling.
- Students describe the photo and guess how the girl is feeling.
- Play the recording while students read the dialogue.
- Ask: Did you guess correctly? (The girl is nervous.) How do you feel in this kind of situation?
- Elicit students' ideas, asking them to provide evidence from the dialogue to support their answers.

Transcript

See Student Book page 60.

Exercise 2 page 60

- Ask students to read the dialogue again and ask: *Which future tenses are in the dialogue? (will and be going to)*
- Go through the *Learn this!* box together. Give students another example of each use of *will* and *be going to*, e.g. *Sara's parents are both tall. Sara is going to be tall, too.* (prediction based on evidence)
I don't think I'll watch the film tonight. (You aren't sure.)
I'm going to buy some new trainers after school. I've got money with me to buy them. (You planned this earlier.)
It starts to rain. You say, 'I'll close the window.' (You decide to do this as you speak.)
Your grandma can't carry all the shopping bags. You say, 'I'll carry them for you.' (offer to help)
Your mum is worried because you aren't doing your homework. You say, 'I'll do it later.' (a promise)
Students find examples of *will* and *be going to* in the dialogue.
- Check answers as a class.
- Ask: *What form of the verb do we use after 'will' and 'be going to'? (bare form)*

KEY

I won't chat ... ; I'm going to leave ... ; I'll take ... ; I'm going to get ... ; I'll lend ... ; I'll call ... ; I'll give ... ; Where will you be?; I'll wait ...

Exercise 3 page 60

- Students match each example with a rule. With a **weaker class**, go through each example together and ask why it is a plan, prediction, offer or promise, e.g. *I'll move my bag* is an offer: Mia is making a quick decision to help Toby.
- Check answers as a class.

KEY

a 1 I'm going to get wet 2 It'll take; Where will you be
b 1 I'm going to leave 2 I'll call
c I'll move my bag; I won't chat; I'll lend; I'll give; I'll wait

For further practice of *will* and *be going to*: Grammar Builder 5B page 116

- 1 1 will 2 Will; won't 3 will 4 Will; will 5 won't
6 won't 7 Will; won't 8 won't
- 2 2 I'll eat them. 3 I'll invite her.
4 I'll video us. 5 I'll tell you. 6 I'll ask him.
- 4 1 don't hurry up 2 have 3 becomes
4 drop 5 don't understand 6 wants
- 5 1 I'll reply 2 won't go 3 will worry
4 I'll have 5 won't be 6 I'll lend

Extra activity: Fast finishers

- Write the following sentences on the board:
I'm thirsty. (Make an offer.)
Your room is a mess. (Make a promise.)
You're talking about your future job. (Say what you have decided to do.)
You're talking about your future husband or wife. (Make a prediction that is just a guess.)
You got a bad mark in a test. (Make a prediction based on your parents' reactions in the past.)
- Fast finishers** practise making plans and predictions.

Extra activity

- If students need more practice, give them a copy of the dialogue below, and ask them to complete the gaps with the correct form of *will* or *be going to*.

Transcript

Mia Here's your umbrella.

Toby Thanks. Well? Are 1 tell me about the interview?

M I got the job. I 2 start on 1 August! It's just for the summer.

T What 3 do after that?

M I 4 study maths at university. Then I 5 get a job in finance. That's the plan.

T Why finance?

M It pays well. My salary 6 quite high.

T Do you think it 7 rewarding?

M I don't know, Toby. At the moment, I'm more interested in being successful.

T Me too. That's why I 8 do a degree.

M I don't think you 9 get a very good job without a degree.

T I 10 apply for a job. I 11 start my own business.

M What kind of business?

T A web-based marketing company. I predict

I 12 a millionaire before I'm 25!

M Really?

T It 13 easy. But I'm confident.

M Well, good luck!

KEY

1 you going to 2 I'm going to 3 are you going to
4 I'm going to 5 I'm going to 6 will be 7 will be

- 8 'm not going to 9 'll
 11 'm going to 12 'll be 10 'm not going to
 13 won't be

Exercise 4 page 60

- Students make notes about their plans and predictions for their own futures.
- Ask students to share their ideas with the group.

Extra activity

Students make predictions about class members based on what they know about them. The other students must guess who the person is, e.g. '*He loves food. He's going to own a restaurant one day.*' 'Paul!' 'That's right.'

Exercise 5 page 60

- Ask students to describe the photo using the words. Pre-teach any unknown vocabulary if necessary.

KEY

(Possible answers) *The man's job is to operate the lift. He is pressing buttons to open and close the doors and move the lift to different floors.*

Exercise 6 page 60

- Ask: *Does this job still exist? (no) Why not?* Elicit students' ideas.
- Students read the text.
- Check the meaning of *automatic* (that can work by itself without human control) and *automated* (made to operate by machine, without needing people).
- In pairs, students discuss what jobs they think will disappear in the future and give reasons why. You could start by brainstorming different jobs as a class and writing them on the board. Alternatively, write the following jobs on the board: *receptionist, dentist, pilot, architect, pizza delivery man*. Say: *Think of different forms of technology that could make these jobs disappear.* Elicit a few ideas and write them on the board, e.g. *We can improve computers at the entrance of hotels and office buildings so that they give visitors all the information they need.*

Exercise 7 page 60

- Focus attention on the highlighted sentence in the text and ask: *Which is the action and which is the result? (If this trend continues is the action and travel agents will probably become unnecessary is the result.)*
- Go through the *Learn this!* box together. With a **weaker class**, underline the present simple and *will + verb* in the sentence on the board, and point out that *will + verb* does not appear in the *if* clause.
- Students complete the rule in the *Learn this!* box.
- Check answers as a class.

KEY

1 present simple **2** *will + verb*

Exercise 8 page 60

- Ask students to read the questions and think about the possible results. Point out that they do not need to repeat the *if* clause in their answers.
- In pairs, students take turns to ask and answer the questions.

Extra activity

- Tell students to think about the future of our planet and elicit a few predictions for the future, e.g. *We'll fly to school in planes. Every house will have its own robot.*
- Ask: *If we have all this technology in the future, what jobs will it create?* and elicit answers, e.g. *We'll need flying policemen. We'll need more engineers to design robots.*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make predictions, plans, offers and promises. I can understand a dialogue about a job interview. I can talk about a future situation and its consequences using the first conditional.*

5C Listening

Changing jobs

LESSON SUMMARY

Vocabulary: Jobs (2)

Exam topic: Using signposts to predict content in a listening exercise

Listening: An interview with a man who did 52 jobs in one year

Speaking: Discussing jobs you would like to try for one week

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and omit exercise 2.

LEAD-IN 2–3 MINUTES

- Tell students about two jobs you wanted to do as a child and give reasons using the signposts in exercise 3, e.g. *I wanted to be a ballerina. That's because I loved dancing. However, I also wanted to be a police officer because I loved watching crime films. What's more, I liked the uniform.*
- Ask students to describe jobs they wanted to do as children.

Exercise 1 page 61

- Go through the words together and ask questions to check comprehension, e.g.:
 - Who catches criminals?* (a police officer)
 - Who does dangerous actions in films?* (a stunt performer)
 - Who makes keys?* (a locksmith)
- Students match five of the words to the photos.
- Check answers as a class.

KEY

A locksmith **B** estate agent **C** groundskeeper
D stunt performer **E** builder

Exercise 2 page 61

- Review the vocabulary from Lesson 5A, e.g. *A sports coach works outdoors. A pilot travels a lot.* Then ask students to choose two jobs from Exercise 1 and describe them with the adjectives.
- Students then work in pairs to answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 3 page 61

- Go through the strategy together. Then go back to the description of the two jobs you wanted to do as a child. Write them on the board and underline the signposts you used: *I wanted to be a ballerina. That's because I loved dancing. However, I also wanted to be a police officer because I loved watching crime films. What's more, I liked the uniform.*
- The example will help students understand how signposts can indicate what's coming next.
- Go through the phrases and check their meaning in the students' language.
- Students do the exercise.
- Check answers as a class.

KEY

1 although; however; nevertheless; in spite of this; on the other hand 2 what is more; moreover; not only that
3 for example; for instance; such as 4 in other words;
what I mean is 5 in my opinion; as I see it
6 that's because; therefore

Extra activity: Fast finishers

- Write the following on the board:
I hate making phone calls. (however)
I use a computer a lot in my job. (what is more)
There are great advantages to working from home.
(for instance)
I like wearing a uniform in my job. (as I see it)
I like working with people. (nevertheless)
- **Fast finishers** work in pairs and add another sentence using the words in brackets.
- Elicit students' sentences.

Exercise 4 CD 2.16 page 61

- Tell students they are going to hear six sentences about different jobs, followed by a signpost. They have to listen and predict what will come next.
- Play the recording for students to make notes. With a **weaker class**, pause after each sentence to allow students time to think and record their answers.

KEY

B2 C4 D1 E3 F6

Transcript

- A Cathy wants to become a journalist. However, ...
B Working as a pizza delivery man is quite stressful.
What's more, ...
C I think builders have a very boring job. What I mean is,
...
D The job of gardener is very creative and challenging. In
spite of this, ...

E I'd like to have a job that pays well, such as ...
F The job of sales assistant is very tiring. That's because ...

Exercise 5 CD 2.17 page 61

- Tell students they are going to hear the sentences again, and additional sentences that follow them.
- Play the recording for students to check their predictions. They should make a note of what they hear.
- Check answers as a class. Check also if the predictions they made in exercise 4 were different; do they follow logically from the signpost?

Transcript

- A Cathy wants to become a journalist. However, her father wants her to work in the family shop.
B Working as a pizza delivery man is quite stressful.
What's more, it's badly paid.
C I think builders have a very boring job. What I mean is, the work is very repetitive.
D The job of gardener is very skilled and challenging. In spite of this, it isn't very well paid.
E I'd like to have a job that pays well, such as stunt performer or police officer.
F The job of sales assistant is very tiring. That's because you're on your feet all day.

Extra activity: Fast finishers

Fast finishers think of different sentences to match the signposts, e.g. *Waiters have a very stressful job.*
For instance, customers are sometimes rude.

Exercise 6 CD 2.18 page 61

- Ask: *Imagine you have a good, well-paid job but you're bored with it. What will you do? Will you carry on doing it? Or will you look for completely different job?* Elicit students' answers.
- Tell students they are going to hear an interview with Sean Aiken, who tried a lot of different jobs. Remind them that they do not have to try to understand every word; they should listen for gist.
- Play the recording for students to make notes.
- Check the answer as a class. Then ask:
How many different jobs did Sean try? (52)
Name some of the jobs he tried. (e.g. radio DJ, fireman, journalist, yoga teacher, baker)

KEY

- a His dad told him to do something he was passionate about, but he didn't know what that was. He set up a website and asked employers to give him a job for just one week and he did a new job every week.
b He was always short of money because he donated all of his money to charity.

Transcript

Interviewer Today in our series about unusual jobs, I'm talking to Sean Aiken. Sean spent a year doing not one job, but 52 – one for each week of the year. Hello Sean, and welcome to the show.

Sean Hi.

I So when did you come up with this idea?

S When I finished university – I realised I had no idea know what I wanted to do.

I So, how did you come up with the idea of 52 jobs?

S Well, my dad said I should do something I was passionate about – but I didn't know what that was! So I set up the website: oneweekjob.com. I asked employers all over the world to give me a job for just one week so I could find out what I enjoyed.

I Was it difficult to get 52 different jobs?

S Some people offered me a job when they heard about what I was doing, but I found most of the jobs by searching online.

I What kind of jobs did you do?

S Radio DJ, fireman, journalist, yoga teacher, baker ... they weren't all in one place, of course, so I had to travel a lot.

I Did you take any holiday?

S No, I worked for 52 weeks without stopping. It was incredibly tiring, And I was always short of money.

I Didn't your employers pay you?

S They paid me, but I donated all of my wages to charity.

I What was the most challenging job?

S Working on a farm. That was so hard! I had to get up at five o'clock every morning and the work was very tiring!

I And what did you learn from your 52 jobs?

S Well, need to be really passionate about what you do – it's more than just money. And it's important that you work with people that you get on with and who have similar interests to you.

I So, would you do it again?

S Well, at the moment, I'm helping other people to do their own '52 week job' project. I've found that I'm passionate about helping others!

I Great, so if anyone listening likes the sound of that, get in touch with Sean. Thank you for coming in and talking to us, Sean.

Exercise 7 CD 2.18 page 61

- Ask students to read the sentences and see if they can say which are true or false. You could ask them to underline the key words in each sentence, for example: *1 knew what job, 2 the majority, 3 a few short breaks, 4 saved, 5 important*)
- Play the recording again for students to find their answers.
- Check answers as a class.

KEY

1F 2T 3F 4F 5T

Transcript

See exercise 6.

Extension

Ask:

What are the advantages of looking for a new job on the internet?

What are the disadvantages?

Students discuss the questions in pairs. They then share their ideas with the class.

Exercise 8 page 61

- Ask students to look again at the jobs in Lesson 5A and the jobs in this lesson and then think of a job they would like to try for a week. They then think of reasons why the job appeals to them.
- With a **weaker class**, ask students to think of two adjectives that describe the job positively, and one activity that they would do in the job. With a **stronger class**, ask students to use signposts, e.g. *I'd like to be a police officer because it sounds challenging and I like dealing with the public. Nevertheless, I'd also like to try being a video game developer because I like creative jobs.*
- In pairs, students take turns to tell each other which job they would choose and why. Monitor and help with grammar and vocabulary where necessary.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use markers and signposts to predict what I am going to hear next. I know the names of more jobs. I can understand an interview with a man who tried a lot of different jobs. I can describe a job I would like to try and give reasons why.*

5D Grammar

Defining and non-defining relative clauses

LESSON SUMMARY

Reading: A text about an ambitious young man, a text about an unfair job interview

Grammar: Defining and non-defining relative clauses

Speaking: Defining jobs and places of work, discussing unusual interview questions.

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief, do exercise 8 for homework.

LEAD-IN 2-3 MINUTES

- Tell students about an ambition you had as a teenager, e.g. *I wanted to become a politician when I was your age.*
- In pairs, students discuss their ambitions for the future. Tell them their ambitions do not have to be about jobs; they can be about raising a family, travelling, etc.
- Elicit a few ambitions.

Exercise 1 page 62

- Focus attention on the photo of Harris Aslam. Ask: *Does he look ambitious?* Elicit a few answers.
- Students read the text and answer the question.
- Elicit answers from a few students and then ask: *Do you think he has a good chance of getting the job?*
- Ask a few students to share their ideas with the class.

KEY

He is applying for the job of CEO of Nisa Retail.

Language note

- We use the relative pronoun *where* to describe a place in which something happens. *This is the house where we live.*
- We do not use *where* to describe the qualities or features of a place. *I want to live in a house which is far from the city centre.*

Exercise 2 page 62

- Go through the instructions together.
- Students read the text again and find the relative pronouns. With a weaker class, tell students to check the noun before each relative pronoun to work out what it is used for.
- Check answers as a class.

KEY

a who b which c where d whose

Exercise 3 page 62

- Go through the Learn this! box together.
- Point out that in rule c, the object is *The nurse* even though it comes before the subject of the sentence. *The nurse whom the police questioned = The police questioned the nurse.*
- Also point out that we can use *that / which ... in* instead of *where*.
The bank where my mum works is near here.
The bank that my mum works in is near here.
- Students find examples of the rules in the text.
- Check answers as a class.

KEY

rule a Harris Aslam is an ambitious young man who left school ... This is a job which usually attracts middle-aged business people, ... And indeed, Nisa Retail is looking for someone who is very experienced, ...

rule b, rule c not in the text

Exercise 4 page 62

- Students complete the text.
- Check answers as a class.

KEY

1 whose 2 which 3 where 4 who

Extra activity

- Ask students: *Who are you more impressed by: Harris or Katie?*
- Students discuss the question in pairs.

For further practice of defining relative clauses: Grammar Builder 5D page 116

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

7 2 A hostel is a place where you can stay quite cheaply.

3 That's the song which I listened to at Emma's house.

4 He's the man who I saw on TV last night.

5 That's the hotel where we stayed last summer.

6 That's the dog which barked all night.

7 She's the girl who I borrowed money from.

8 That's the boy whose father owns the shop on the corner.

Exercise 5 page 62

- In pairs, students take turns to define the people and things.
- Elicit a few definitions.

KEY

(Possible answers)

- A doctor is a person who has been trained in medicine and who treats people who are ill.
- An actor is a person who acts in a play, film or on TV.
- A school is a place where children go to be educated.
- Your ideas are your plans or suggestions that you are going to do in a particular situation.

Exercise 6 page 62

- Pre-teach *retailer* /'ri:tɪlə/ (a person or company that sells goods to the public).
- As a warm-up, write the following jobs on the board: *advertising executive, teacher, nurse, dancer, bank manager, nanny.*
- Ask: *What questions might these people need to answer in a job interview? What tasks might they have to complete?*
- Give an example, e.g. *In a job interview for an advertising executive, a candidate might have to answer questions about previous campaigns they have worked on and suggest ideas for how to advertise a new product.*
- Students read the text and answer the question in pairs.
- Ask a few students to share their answers with the class.

KEY

(Possible answers)

No, it wasn't, because he was asked to do something which had nothing to do with the job for which he was being interviewed. He was embarrassed and didn't want to work for the company after his bad experience.

Exercise 7 page 62

- Go through the Learn this! box together. Students then study the highlighted sentences in the text and complete the rules.
- Check answers as a class.

KEY

1 after 2 makes sense 3 has

For further practice of non-defining relative clauses: Grammar Builder Builder 5D page 116

**8 1 which d 2 who f 3 which b
4 where c 5 which a 6 whose e**

Exercise 8 page 62

- Ask students to read the pairs of sentences and complete the gapped sentences.
- Check answers as a class.

KEY

**1 whose dad works for 2 who is a talented
3 where she used to**

Extra activity

- Ask students to work in pairs and think of three subjects to ask their partner about, e.g. *home, favourite food, family*.
- Students should get enough information from their partner to write a sentence with a non-defining clause, e.g. *His bedroom, which he shares with his brother, is covered in football posters. Her sister, who has fair hair, is two years younger than her.*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: I can identify, use and punctuate defining and non-defining relative clauses correctly. I can use them to talk about people, objects, places and jobs.

5E Word Skills

Prefixes

LESSON SUMMARY

Reading: Two texts about going to university

Grammar: Prefixes

Speaking: Using prefixes in conversation

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than five minutes on exercise 1. Exercise 6 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Write the following questions on the board:

Who wants to go to university?

How important is university for your future life?

Do you pay tuition fees to go to university in your country?

Does this affect your attitude towards your university education?

- Students discuss their answers in pairs.

- Elicit some answers for the class.

Exercise 1 page 63

- Tell students to think of advantages of going to university and getting a job using the phrases, e.g. *If I get a job straight after school, I will earn money. If I go to university, I'll get a better job and earn more money.* Allow about three minutes for this activity.
- Ask a few students to share their ideas with the class.

Exercise 2 page 63

- Focus attention on the titles, and elicit the meaning of *overvalued* (if something is overvalued, we think it is more important or valuable than it really is) and *benefits* (advantages).
- Students scan the text to find the answer.
- Check the answer as a class.

KEY

Text B is more positive.

Extension

- Write the following questions on the board: *What kind of person does Thiel give money to?* (someone with a great business idea) *Are Thiel's opinions on going to university positive or negative?* (They are negative because students don't think about what they want to do afterwards.) *What do you think the benefits of this project will be for Andrew?* (Students' own answers) *Which of the benefits of going to university mentioned in text B do you think are the most important? Rank them in order.* (Students' own answers)

Exercise 3 page 63

- Go through the *Learn this!* box together. Focus attention on the first two prefixes and explain how they change the meaning of words and add another example for each, e.g. *co-pilot, ex-boyfriend*. Emphasise that the prefixes can be used with nouns, verbs and adjectives.
- Students find five prefixes in the text.
- Check answers as a class. Check the meaning of the words, e.g. *co-creator*: Peter Thiel created PayPal with another person or other people.

KEY

co-creator, ex-student, overestimate, postgraduate, semiprofessional, undervalue, oversleep

Exercise 4 CD 2.19 page 63

- Play the recording for students to mark the stress by underlining the stressed syllable.
- While they practise in pairs, monitor round the class correcting pronunciation where necessary.

KEY

co-operate, ex-wife, microchip, multicoloured, overcooked, post-war, rewrite, semicircle, undercooked

Exercise 5 page 63

- Students rewrite the sentences. With a **weaker class**, tell them whether they need a verb, adjective or noun for each sentence.
- Check answers as a class.

KEY

- 2** Mick overslept and missed his bus. **3** Please rewrite the sentence. **4** We live in a multicultural society. **5** Sam is underpaid for the job he does.

Extra activity: Fast finishers

- Tell **fast finishers** to choose three prefixes from the table. They then look up two words for each prefix, making sure they include nouns, verbs and adjectives in their choices.
- Students check the meanings of the words and record them in their notebooks. If there is time, they can also write sentences using the words.

Exercise 6 page 63

- Go through the questions together and check the meanings of the prefixes in the sentences.
- In pairs, students take turns to ask and answer the questions. Encourage them to add as much extra information in their answers as possible. Monitor and help with grammar and vocabulary where necessary.
- Ask a few students to share their idea with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use and understand prefixes. I can understand a text about a teenager who received money to start his own business. I can rephrase sentences using words with prefixes.*

5F Reading

Dream jobs

LESSON SUMMARY

Speaking: Describing the jobs in photos; discussing which job you prefer

Reading: An article about two dream jobs

Exam topic: Looking for synonyms and paraphrases

Internet research: Finding your dream job online

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 8 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write the following jobs on the board: *chocolate taster, movie star, luxury hotel tester, pop star.*
- Ask:
*How would you describe these jobs as a group?
Do these jobs appeal to you? Why? / Why not?*
- Try to elicit more dream jobs.

Exercise 1 page 64

- Students look at the photos and guess the people's jobs. Elicit reasons for their ideas.

Exercise 2 page 64

- Go through the job titles together. Then ask students to scan the texts and match each text with one of the photos and one of the job titles.
- Check answers as a class.

KEY

- A 2, a B1, c**

Extension

- Ask: *What other things do you think these people do in their jobs every day?*
- Students discuss in pairs.
- Elicit students' ideas and write them on the board.

Exercise 3 page 64

- Go through the strategy and the instructions for exercise 4 (but not the rest of the exercise) together.
- Students work individually or in pairs to find the synonyms and paraphrases.
- Check answers as a class.

KEY

- 1** loved **2** get paid for **3** gave **4** The only problem with

Exercise 4 page 64

- Students complete the sentences with the missing words. Remind them to look at the information in brackets as this will tell them how many words they need to include.
- Check answers as a class.

KEY

- 1** video **2** hobby **3** fluent French **4** choose

Culture notes

- The Lego Discovery Center in Chicago, Illinois is one of several Lego centres in the world. It is a family-based entertainment venue and features toy displays and rides for children. Visitors can also see films, go on a factory tour and purchase items in the gift shop.
- Netflix first started sending out DVDs in the post for people to watch in 1998. It now has over 83 million customers in over 190 countries who borrow DVDs or watch TV programmes and movies on the internet. Netflix also creates its own TV series and movies.

Extension: Fast finishers

- Write the following questions about the text on the board:
*Why did Andrew apply for the job with Lego? (He was already a fan of Lego and his dad had found the job advertisement.)
What did he have to do in the interview? (He had to build a Lego model.)
What do film taggers do? (They note the type of film, age and type of person who might like it.)
Did Joe Mason finish his degree in acting? (No. He finished his degree in film studies.)*
- Ask **fast finishers** to answer the questions.

Exercise 5 page 64

- Students read the sentences and decide if they are true or false.
- In pairs, students compare answers, referring back to the texts if necessary.

KEY

1F 2T 3F 4F

Exercise 6 page 64

- Students complete the collocations. With a **stronger class**, ask students to try to complete them before checking the text.
- Check answers as a class.

KEY

1look 2notice 3send 4offer 5join 6have

Exercise 7 page 65

- Check the meaning of the adjectives.
- Students rate the jobs according to fun and difficulty. Encourage them to think about different aspects of the jobs, e.g. dealing with the public, travelling a lot.
- Ask a few students to share their ideas with the class.

Extension

In pairs, students practise making sentences with the collocations. With a **weaker class**, write sentences with the collocations with deliberate mistakes on the board and ask students to correct them.

Exercise 8 page 65

- Tell students that they are going to look for their dream job online. Ask: *How are you going to do this?*
- Elicit answers, e.g. *look in job sections of news websites, type key words into Google, e.g. 'sales assistant', search for job websites online and then type in key words.*
- Students find a job advert that suits them best and study the requirements of the job. They then think of adjectives from Lesson 5A that describes the job they have chosen.
- Students plan their descriptions. They then tell the class about their job.

Extra activity

Students take turns to mime different jobs to the class. The class guess what the job is.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about people's dream jobs. I can read instructions carefully before a matching task. I can express job preferences and describe my dream job.*

5G Speaking

Student holiday jobs

LESSON SUMMARY

Vocabulary: Personal qualities; making contrasts

Exam topic: Using complex sentences and making contrasts

Listening: An exam candidate chooses a job and justifies their reasons

Presentation: Students discuss three different jobs

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and set exercises 1 and 2 for homework.

LEAD-IN 2–3 MINUTES

- Describe a holiday job or part-time job you had as a student, e.g. *When I was a student I worked in a bar. I was on my feet all day and served a lot of customers. What qualities did I need to do the job well?* Elicit students' ideas, e.g. friendly, hard-working.
- Say: *You have to find a holiday job this summer. What sort of job are you going to look for? What sort of qualities do you need for the job?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 66

- Students match the job adverts with the photos.
- Ask: *What activities do you have to do in these jobs?*
- Check answers as a class.

KEY

1C 2A 3B

Exercise 2 page 66

- Check the meaning of the adjectives and their pronunciation.
- Go through the questions and the answer to question 2 together. Elicit the meaning and use of so. (Here it means '*with the result that*' and it comes before the result of an action or situation.)
- Students answer the questions.
- Ask as few students to share their ideas with the class.

For further practice of personal qualities:

Vocabulary Builder 5G page 126

- 1 2 friendly 3 good at communicating 4 honest
5 enthusiastic 6 physically fit 7 sensitive
9 organised 10 punctual 11 outgoing
12 hard-working 13 reliable 14 patient
- 2 (Possible answers) unenthusiastic; unfriendly;
dishonest; physically unfit; insensitive; inflexible;
disorganised; lazy; unreliable

Exercise 3 CD 2.21 page 66

- Tell students they are going to listen to a candidate and an examiner doing the task.
- Play the recording as many times as necessary for students to listen and answer the questions.

- Check answers as a class. Ask students what they can remember, e.g. *She prefers working inside. Working in a kitchen is stressful.*

KEY

- Sales assistant**
- She's interested in fashion.**
- Fruit-picking is hard work and she isn't physically fit. She doesn't want to work in a kitchen, so she won't apply to be a dish-washer.**

Transcript

Examiner So, we have three jobs available this summer. Have you had a chance to look at them?

Candidate Yes, I have. I'm not sure about the job of fruitpicker. Although it's well-paid, it'll be very tiring. You have to work all day in the fields. Not only that, it might be rainy too, so you'll get very wet and cold.

E Some people like the idea of being outside in the fresh air all day.

C I know, but I prefer working inside.

E Well, what about the job of sales assistant?

C Yes, I quite like the look of that one. I'm very keen on fashion so I'll find it interesting to work in a clothes shop. I'm sure I'll enjoy it even though the hours are long. And the money isn't great ...

E What about this third job: dish-washer. It's better paid than the sales assistant.

C Hmm. Yes, I like the idea of being part of a team. But I don't think washing up in a restaurant kitchen will be very rewarding. It'll be really repetitive.

E So, which job do you want to apply for?

C Hmm. Well, not fruit-picking. That's really hard work, and I'm not very physically fit! Not the job of dish-washer either. The job is quite well-paid. However, I really don't want to work in a kitchen. So I'd like to apply for the job of sales assistant. The pay is not very good. Nevertheless, I'm choosing this job because I'm interested in fashion.

Exercise 4 CD 2.21 page 66

- Go through the strategy together. Advise students to use the strategy as much as possible in a speaking exam. Play the recording again. Students complete the phrases.
- Check answers as a class.

KEY

- well-paid
- tiring
- 3 hours
- long
- well-paid
- kitchen
- pay
- choosing

Transcript

See exercise 3.

Extra activity: Fast finishers

Ask **fast finishers** to choose a job they would like to do from Lesson 5A or 5C and write sentences with contrasting points about it using *even though, although, nevertheless* and *however*. Students should use the sentences in the *Learn this!* box as a guide.

Exercise 5 page 66

- Go through the *Look out!* box together.

- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- In pairs, students discuss a job that would suit their partner, e.g. *Tomasz is physically fit and hard-working, so I think he will find fruit-picking rewarding.*
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare ideas for holiday jobs and justify my opinion. I can understand and use personality adjectives. I can make contrasting points.*

5H Writing

An application letter

LESSON SUMMARY

Reading: Analysing an application letter

Exam topic: Writing a formal letter

Vocabulary: Formal language

Writing: Planning and writing an application letter

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and set exercise 5 for homework.

LEAD-IN 2-3 MINUTES

- On the board write the following:

Hi

I saw your job advert yesterday for a gardener and I want the job.

I like gardening and I'm awesome at it.

I've got loads of experience too.

I've got exams in July but I can start afterwards if you want.

Cheers

Matt Plunkett

- Books closed, ask:

What kind of letter is it? (an application letter)

Is it formal or informal? (informal)

What register should you use in an application, formal or informal? (a formal register)

Does Matt give enough information about himself? (no)

- Elicit what information Matt could add.

Exercise 1 page 67

- Students go through the email together.
- Students discuss the elements a-g in pairs, then match them with parts 1-7 of the email.
- Check answers as a class.

KEY

- a2
- b1
- c6
- d5
- e4
- f3
- g7

Exercise 2 page 67

- Students read the email again.
- Students complete the paragraph plan by matching paragraphs A-E of the email with descriptions 1-5
- Check answers as a class.

KEY
2E 3B 4C 5A

Exercise 3 page 67

- Students answer the questions.
- Check answers as a class.

KEY

- 1 Paragraph B. She was going to take part herself, but would find it more satisfying to be a volunteer.
2 Paragraph C. She has experience of volunteering at a village fair.
3 Paragraph C. She is positive, energetic and reliable.

Exercise 4 page 67

- Go through the strategy together. Students then answer the questions.
- Check answers as a class.

KEY

- 1 Application for the role of starting-line steward
2 yes (paragraphs A and E)
3 a I am keen to ... b I believe I possess ...
 c I am available for ... d Yours sincerely

For further practice of formal language:

Vocabulary Builder 5H page 126

- 4 1 telephone; require 2 obtain; manager
3 possess; succeed 4 sit; available
5 many; wish 6 opportunity; discuss

Extension

- Focus attention on other formal elements in the email, e.g. *I noticed* is more formal than *I saw*; *I have experience of volunteering* is more formal than *I know a lot about volunteering*; *I look forward to hearing from you soon* is more formal than *Hope to hear from you soon*.
- Write the formal phrases on the board. Then elicit different job types students could apply for.
- Ask students to match one formal phrase with one of the jobs and make a sentence, e.g. *I noticed your online advertisement for a gardener to work in the city park during the summer.*

Exercise 5 page 67

- Go through the advert together. Then ask:
Who is the advert intended for?
What personal qualities do you think the applicants should have?
When do the applicants need to be available?
How must the applicant apply and what must they send with their letter?
Does the applicant know the name of the person they are writing to?

Should they need to use 'Yours faithfully' or 'Yours sincerely'?

- Elicit reasons why someone might be interested in the job, e.g. *I am creative and I love decorating places for events. I'd like to learn more about the school orchestra.*
- Finally, ask students what tenses Grace uses in her letter (past simple, present simple, first conditional) and where she uses them.
- Students plan their emails. Monitor and offer help where necessary.
- Students write their emails and use the *Check your work* box to edit them.

Extra activity: Fast finishers

Ask **fast finishers** to write the advertisement that Grace saw, using the advertisement in exercise 6 as a guide.

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an email applying for a job. I can use formal language correctly.*

5I Culture

Entrepreneurs

LESSON SUMMARY

Reading: A text about entrepreneur, Anita Roddick.

Listening: A talk about the Tata family, an Indian family with many businesses.

Speaking: Discussing famous entrepreneurs.

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief, set exercise 3 for homework and omit exercise 5.

LEAD-IN 2–3 MINUTES

- Ask students: *What qualities do you need to be successful in business?*
- Students brainstorm the question in pairs and come up with as many ideas as they can think of in two minutes.
- Elicit ideas.

Culture notes

- **Anita Roddick** (1942–2007) was a British businesswoman, famous for opening a cosmetics chain, called The Body Shop, which sells natural beauty products. She was a human rights activist and environmental campaigner, and helped to shape ethical consumerism.
- **Jamsetji Nusserwanji Tata** (1839–1904) was an Indian pioneer industrialist, who founded the Tata Group, India's biggest conglomerate company. He had two sons, who succeeded him as the chairman of the company.
- **Coco Chanel** (1883–1971) was a French fashion designer and businesswoman. She was the founder of the iconic Chanel perfume brand.
- **Walt Disney** (1901–1966) was an American entrepreneur, animator, voice actor and film producer. He was a pioneer of the animation industry and a major influence on the development of cartoon production.
- **Steve Jobs** (1955–2011) was an American businessman, investor and media owner. He was the founder of Apple, the creator of Apple computers and software. He was also a big shareholder in the Walt Disney Company.

Exercise 1 page 68

- Ask students if they have ever bought anything in The Body Shop.
- Elicit what the shop might sell, and write vocabulary on the board, e.g. *soap, shampoo, hand cream, moisturiser, lipstick*, etc.

Exercise 2 CD 2.22 page 68

- Students read the text quickly, ignoring the gaps.
- Ask them to read again, more carefully, and fill in the gaps.
- Check answers as a class.

KEY

1 in 2 as 3 to 4 got 5 to 6 that 7 later
8 to 9 of 10 of

Exercise 3 page 68

- Ask students to read the questions and underline key words.
- Students read the text again and find the answers.

KEY

1 She travelled around the world.
2 She lived in Brighton.
3 They were natural and not tested on animals.
4 Because she sold the Body Shop to a big cosmetic company that was less concerned about selling natural products.

Exercise 4 CD 2.23 page 68

- Check students know the meaning of the business activities.
- Play the recording for students to put the business activities in order.
- Check answers as a class.

KEY

1 Cotton 2 Indian Institute of Science 3 Steel
4 Electricity 5 Tata Airlines

Transcript

Jamsetji Nusserwanji Tata was an Indian industrialist and entrepreneur. He was one of the most influential people in the world of industry, and is often called the 'Father of Indian Industry'. It all started in 1858, when Jamsetji joined his father's export trading business. He worked there until he was 29, when he started his own company, a cotton mill. He went on to establish several other cotton mills. His companies became famous for being efficient and producing the best quality cotton.

In 1898, Tata donated 14 buildings for a research institute that later became the Indian Institute of Science. His family gave a lot of money to education and scientific research, and helped the progress of science in India. In 1901 Tata began organising large steel factories. After he died in 1904, his two sons continued his steel companies until they became the largest private steel makers in India.

Tata Steel, in fact, became one of the largest steel companies in the world.

Tata's family went on to create many companies, including the Tata Power Company, India's largest private electricity company, and in 1932 Tata Airlines, which eventually became Indian Airlines.

Since then, they have also bought a London-based Tea company and British car companies, Jaguar and Land Rover.

The Tata family have been incredibly successful and have done a lot to help people in India. Their business empire is still going strong today!

Exercise 5 CD 2.23 page 68

- Ask students to read the sentences.
- Play the recording again for students to decide whether the sentences are True or False.
- Check answers as a class.

KEY

1 F 2 T 3 F 4 T

Transcript

See exercise 4.

Exercise 6 page 68

- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.
- Ask students: *Which entrepreneurs helped shape industry in Viet Nam? What aspects of life did they influence?*
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about an entrepreneur, Anita Roddick, and a talk about the Tata family. I can discuss the importance of some Vietnamese entrepreneurs.*

Review Unit 5

Reading

Ask students to read the questions and underline key words.

Students read the text again and find the answers.

Check answers as a class.

KEY

1D 2C 3B 4E

Listening CD 2.24 page 69

- Students read sentences A-D and underline the key words.
Suggested key words: A experience; family B fun; abroad C learn to work; yourself D different ways; perform
- Play the recordings for students to match the sentences to the recordings. With a weaker class, play the recordings again if necessary.
- Check answers as a class.

KEY

1B 2C 3D

Transcript

- Do you enjoy adventure? Have you ever been white water rafting, or canoeing on a river? If the answer is 'yes', then you're the kind of person we are looking for to work on our summer camps. We have summer activity camps in the south of France in July and August this year. Experience of working with young people is preferred. All our staff have one day off a week, and the opportunity for travel at the end of August. Please see our website for more details.
- I'm a creative person and I enjoy making things. I'm good at selling things, too. At the moment, I'm making silver jewellery and selling it on the internet. When I leave school, I'd like to study business and finance at university. Then I'll work for a company for a couple of years before I set up my own business. I'm really interested in business, so I'm sure I'll be successful.
- I've always wanted to be an actor. When I was at school, I was in the drama club and I performed in all the school plays. I was also in a drama club outside school on Saturdays. I learned a lot of skills there. We did acting, of course, but also singing and dancing. I got my first part in the theatre when I was ten – in Charlie and the Chocolate Factory. Then I did some adverts on TV, and then some children's TV.

Speaking

- Focus attention on the photos.
- In pairs, students take turns to compare the photos using the questions to help them.
- Monitor and make a note of any particularly good responses to review in a feedback activity at the end of the lesson.

Writing

- Go through the task together. Then ask students to think about what they could say for each point.
- Encourage students to use the correct tense for each point in their letter of application.
- Also, refer them to phrases for starting and ending a letter of application and remind them to use formal language.

Map of resources**6A Vocabulary**

Student Book, pages 70–71; Workbook, page 48

6B Grammar

Student Book, page 72; Workbook, page 49

6C Listening

Student Book, page 73; Workbook, page 50

6D Grammar

Student Book, page 74; Workbook, page 51

6E Word Skills

Student Book, page 75; Workbook, page 52

6F Reading

Student Book, pages 76–77; Workbook, page 53

6G Speaking

Student Book, page 78; Workbook, page 54

6H Writing

Student Book, page 79; Workbook, page 55

Culture 6

Student Book, page 80

Classroom Presentation Tool Unit 6**End of unit**

Unit Review: Student Book, page 81

Cumulative Review I–7: Workbook, page 89

- Pre-teach *save up for something* (to keep or not spend money so that you can use it later) and write the following questions on the board:

*Did you save up for the thing yourself?**Do you think it's important to save up for things?**Do you look for ways to spend less money in shops?*

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 70

- Focus attention on the photos. Students then decide which is the cheapest and which is the most expensive. Write their guesses on the board.

Exercise 2 page 70

- Students practise saying the numbers and currencies in pairs. Make sure students can pronounce *dollar* /'dɒlə/, *euro* /'juərəʊ/ *rupee* /ru:pɪ:/ *pound* /paʊnd/ and *yen* /jen/ correctly.
- Write more numbers with the currencies from exercise 2 on the board and ask students to practise saying them in pairs.
- Elicit more currencies that students know.

Exercise 3 CD 2.25 page 70

- Tell students they are going to find out which things are the most expensive.
- Check that students know the value of the pound against their own currency.
- Play the recording for students to write the correct price.
- Check answers as a class. Ask students which prices surprise them the most and why.

KEY

1 €10,000 2 £6,850 3 £12,000 4 £5,400

Transcript

- This is a kind of mushroom called a white truffle. It is highly prized in cooking and the best ones can cost over €10,000 per kilogram. A single white truffle was once sold for over €230,000! You might think that's a lot of money to pay for a mushroom, but truffles are very rare and only grow for a couple of months each year.
- This pen, called the Mont Blanc Lorenzo di Medici fountain pen, costs £6,850. It's made of sterling silver and is engraved by hand.
- This pair of melons cost over two million yen at an auction in Japan. That's £12,000! Fruit is a popular gift in Japan to say thank you to a friend or to your boss at work. Melons need to be perfectly round and exactly the right colour. Perfect apples and strawberries are also popular gifts – but these 'Yubari King melons' are the most expensive.

6A Vocabulary**Spending power****LESSON SUMMARY****Speaking:** Guessing which items are the cheapest and most expensive; a crafty customer questionnaire**Listening:** A description of some of the world's most expensive products**Vocabulary:** Shops and services; shopping nouns**Pronunciation:** Placing stress on the correct syllable**SHORTCUT**

- To do the lesson in 45 minutes, keep the lead-in brief and omit exercises 5 and 8.

LEAD-IN 2–3 MINUTES

- Ask: *What's the most expensive thing you've ever bought?* Give students your own example, e.g. *I bought a car a few years ago. It cost £5,000. It was a bargain because it's a great car.*
- Elicit students' answers.
- Ask: *Where did you get the money for what you bought?*

- 4 These are Nike trainers dipped in real gold! They were created by the designer 'Ju\$t Another Rich Kid'. He created five pairs of these Nike Air Dunks for \$5,400 each. The New York based artist – real name Ken Courtney – created the glitzy shoes as part of a collection called 'Indulgences' (for the man who has everything).

Exercise 4 CD 2.26 page 70

- Check the meanings and pronunciation of the shops and services. You could ask questions to check comprehension, e.g.:

Where do you go to buy glasses? (optician's)

Where do you buy paint to decorate your house? (DIY store)

What service sells you a hot meal to eat at home? (takeaway)

Where do you go to wash your clothes? (launderette)

Where do you go if you want to buy a house? (estate agent's)
- Students match the products from exercise 1 to the shops and services.
- Play the recording for students to check their answers. Ask them to repeat the words, paying attention to the pronunciation.
- Check answers as a class.

KEY

1 deli 2 stationer's 3 greengrocer's 4 shoe shop

Transcript

- You can white truffles at a deli.
- You can buy a pen at a stationer's.
- You can buy melons at a greengrocer's.
- You can buy trainers at a shoe shop.

Exercise 5 CD 2.27 page 71

- Play the recording for students to listen and repeat the shops and services words in exercise 4. Make sure they place the stress on the correct syllable in each word.
- Students answer the questions.

KEY

baker's bank butcher's charity shop chemist's
 coffee shop clothes shop cosmetics store
 deli (delicatessen) DIY store estate agent's florist's
 garden centre greengrocer's jeweller's
 launderette newsagent's optician's
 post office shoe shop stationer's takeaway
 The stress is usually near the beginning.

Transcript

See answer key.

Exercise 6 CD 2.28 page 71

- Tell students they are going to hear four dialogues in shops. They have to listen and match each dialogue to one of the shops or services in exercise 4.
- Play the recording for students to record their answers.
- Check answers as a class.

KEY

2 newsagent's 3 clothes shop 4 jeweller's

Transcript

- 1 Shop assistant Can I help you?

Customer Yes. I'd like to buy two litres of white paint, please. Oh, and some paintbrushes.

SA Sure.

C Can I use this coupon?

SA I'm not sure. Can I see it? Oh, I'm sorry. It's too old.

C Really?

SA Yes. Look at this date. Use before 31 August 2009.

C Wow! I've had that a long time.

- 2 Customer Hi. I'm looking for a magazine. It's called *Great Train Journeys*. Have you got it?

Shop assistant Sure.

C How much is it?

SA It's £1.95.

C Really? That's very cheap!

SA Yes. It's on special offer this month. The normal price is £6.95.

C Oh, OK.

- 3 Shop assistant Hello. Can I help you?

Customer Yes. How much are these jeans, please?

SA I'm not sure. Is there a price tag?

C I can't see one.

SA It's usually here, near the top. Yes, there it is.

C £85? Sorry, they're far too expensive for me!

SA Well, we've got some cheaper pairs over there.

C Thanks.

- 4 Shop assistant Can I help you?

Customer Yes. I'm interested in the diamond ring that's in your window.

SA The one with the large diamond in the centre?

C Yes, that's right. Is it £2,500?

SA Yes. It's a bargain, isn't it?

C I don't know. That seems rather expensive ...

SA I realise it's a lot of money. But believe me, it's a big diamond for that price.

Exercise 7 page 71

- Go through the vocabulary together and elicit the meanings of any words students already know. Pre-teach the remaining words.
- Students complete the sentences with the words.
- Check answers as a class.

KEY

1 special offer	2 bargain	3 price tag	4 sale
5 discount	6 coupons	7 refund	8 receipt

Extra activity: Fast finishers

Ask fast finishers to write as many sentences as they can using the shops and services in exercise 4 and the vocabulary in exercise 7, e.g. *I got a refund on a pair of glasses that I bought from the optician's*.

Exercise 8 page 71

- Go through the *Recycle!* box together. Students then complete the questions with *Have you ever* and the past participle of the verb in brackets.
- Check students have completed the questions correctly.

KEY

- 1 Have you ever asked 2 Have you ever used
3 Have you ever compared 4 Have you ever waited
5 Have you ever seen

Extra activity

- Ask students to make a question with *Have you ever ...?*, a word from exercise 7 and a shop or service from exercise 4.
- Each student asks their question and chooses another student to answer it. If the answer is *Yes, I have*, the other student must give further information using the past simple, e.g. '*Have you ever asked for a refund in a clothes shop?*' '*Yes, I have. I bought some jeans but they were too small.*'

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about different shops and services. I can talk about prices in different currencies.*

6B Grammar

The second conditional

LESSON SUMMARY

Speaking: Describing a photo which shows the lives of the rich and poor in the city; discussing imaginary situations concerning money

Listening: A conversation about the importance of money

Grammar: The second conditional

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than five minutes on exercises 1 and 2. Exercise 4 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask: *Is there a big contrast between the rich and poor in your country? What is life like for them?* Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 72

- Focus attention on the instructions and the photo.
- Students study the photo in pairs, describe what they can see, think about the contrasts and discuss the differences for the rich and poor in the city.

Exercise 2 CD 2.29 page 72

- Play the recording for students to listen and read the dialogue.
- Check the meaning and pronunciation of *exist* /ɪg'zɪst/ (to be found in the real world; to live), *swap* /swɒp/ (to give something for something else; to exchange), *essential* /ɪ'senʃ(ə)l/ (something completely necessary; something that you must have or do) and *equal* /'i:kw(ə)l/ (the same in size, amount, value, number or level).
- In pairs, students discuss who they agree with more and give reasons for their opinions.
- Ask a few students to share their ideas with the class.

Transcript

See Student Book, page 72.

Exercise 3 page 72

- Go through the *Learn this!* box together and ask students to complete the rules. They then find examples of the second conditional in the dialogue.
- Check answers as a class.

KEY

1 past simple 2 would 3 infinitive

The world would be much better if money didn't exist.

If money didn't exist, how would you buy things?

If you needed something, you would make it.

If you couldn't make it, you would swap with somebody else.

So if I wanted a new mobile phone, how would I get it?

If money didn't exist, life wouldn't be better for poor people.

If nobody had any money, everybody would be equal.

Extra activity

- Write the following true situations on the board:
We can speak English. We can communicate with other English speakers.
I have a car. I drive to work every day.
We use money. We don't have to swap things with other people.
- Say: *These situations are real. Now imagine things were different.* Start the first sentence: *If we couldn't speak English, ...* and ask a student to complete the sentence.
- Students make conditional sentences in pairs.
- Elicit answers.

For further practice of the second conditional:

Grammar Builder 6B page 118

1 1 c 2 e 3 a 4 b 5 d

- 2 1 would do; spent 2 didn't watch; would be hit; would cause 3 applied; would get 4 would slow; changed 5 would start
3 2 If she liked swimming, she would go to the pool. / She would go to the pool if she liked swimming.
3 If he earned a lot of money, he would rent an apartment on his own. / He would rent an apartment on his own if he earned a lot of money.
4 If the Louvre Museum wasn't/weren't crowded, I would like it. / I would like the Louvre Museum if it wasn't/weren't crowded.
5 We would go on holiday this year if we could afford it. / If we could afford it, we would go on holiday this year.
6 If I understood my homework, I could finish it quickly. / I could finish my homework quickly if I understood it.
4 1 would you do; were 2 could; would you choose 3 Would you behave; weren't 4 would you feel; won 5 could; would you go 6 had to; would you take

Exercise 4 page 72

- Students first complete the clauses. They then match 1–5 with a–e.
- Check answers as a class.
- To check comprehension, go through each sentence and ask: *What is the real situation in each sentence?* (e.g. I don't need money, so I don't have a holiday job.)

KEY

- 1 c If I needed money, I would get a holiday job.
2 a If tablet computers didn't cost so much, I would ask my dad to buy one for me.
3 e I would be upset if the coffee shop in my village closed.
4 b I could buy clothes really cheaply if I shopped at the charity shop.
5 d If I didn't have a mobile phone, I would use my mum's laptop to send messages.

Extra activity: Fast finishers

- Ask fast finishers to think of six possible consequences of an imaginary world without money. Three should be advantages and three disadvantages.
- Write the sentence opener, *If there wasn't any money, ...* on the board and ask students to make six sentences.

Exercise 5 page 72

- Elicit the meaning of *money tips*. Ask: *What is the text about?* (saving money)
- Students read the tips. Check the meaning of *fortune* /'fɔ:tʃn/ (a large amount of money or assets). Students complete the tips. With a weaker class, ask them to underline *if* in each sentence. Ask them which clause they are completing and which verb form they need for it.

- Check answers as a class.

KEY

- 1 would save 2 made 3 swapped 4 would get
5 sold 6 could

Language note

Save a fortune is an informal phrase commonly used in English. It means 'to save a lot of money'. We also say that expensive things *cost a fortune*, and that a person with a large salary *earns a fortune*.

Extension

Ask students to add more tips of their own. If they are struggling to think of ideas, write *food*, *transport* and *entertainment* on the board as prompts, e.g. *If we bought fewer takeaway meals, we would spend less money on food.* *People would save a fortune if they shared cars or used public transport.*

Exercise 6 page 72

- Students first read the imaginary situations and make notes about the things they would do.
- In pairs, students ask and answer the questions, e.g. *What would you do if there were no shop in your town?* *If there were no shops in my town, I would travel to the nearest city to go shopping.*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about imaginary situations using the second conditional. I can give my opinion about the possibility of a world without money.*

6C Listening

Honesty pays

LESSON SUMMARY

Listening: The story of a homeless man who found a large sum of money

Exam topic: Working out the information you need from a question in a listening task

Vocabulary: Verbs to do with money

Speaking: Talking about money

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1.

LEAD-IN 2–3 MINUTES

- Revise shopping vocabulary from Lesson 7A. Describe the nouns without saying them, e.g. *You go to this shop to buy glasses.* (optician's) • Students must guess the words.
- Alternatively, write gapped words, e.g. o _ _ i _ an's on the board for students to complete.

Exercise 1 page 73

- Students discuss the question in pairs. Monitor and check that they use the present perfect followed by the past simple to tell their stories.
- Ask a few students to share their idea with the class.

Exercise 2 CD 2.30 page 73

- Focus attention on the question. Students discuss in pairs what they think the man did.
- Elicit ideas and write them on the board.
- Play the recording for students to check their ideas.
- Check the answer as a class.

KEY

He found a lot of money in a shopping centre.
Although he was homeless, he handed it in to the police.

Transcript

Glen James didn't expect to get a reward for what he did. He thought he was just doing the right thing. But because of his honesty, this poor, homeless man from Boston now has enough money to live comfortably.

Last February, James, who has been homeless for five years, was in a shopping centre when he noticed a bag on the floor. Nobody was near it. He picked it up and looked inside.

He couldn't believe his eyes. There was \$42,000 in cash and traveller's cheques in the bag. James didn't think for one moment of keeping the money. He left the shopping centre and stopped a police car that was passing, and handed the bag to them. The bag also contained passports and tickets and the police soon found the owner of the bag, a Chinese student who was visiting Boston.

When Ethan Whittington, a manager at an advertising agency, heard the story on the news, he decided to help James. He wanted to make life better for him.

Twenty-six-year-old Whittington set up a website where people could donate money to James. He hoped to raise \$50,000 but soon there was over \$100,000.

James is surprised and delighted at receiving the money. 'I was only doing the right thing,' he says. 'Now I'll have enough money to open a bank account!'

Exercise 3 page 73

- Go through the strategy together. Give a few examples to further illustrate the strategy, e.g. *Where do you live?* (The information is a place.)
What did you do last night? (The information is one or more activities.)
- Students decide what type of information is needed in each gap.
- Check answers as a class.

KEY

1 verb 2 place 3 noun 4 people 5 person
6 noun 7 number

Exercise 4 CD 2.30 page 73

- Tell students that the gaps in exercise 3 follow the order of information in the recording.

- Play the recording again for students to complete the gaps. Students should make a note of key words as they listen.
- Check answers as a class.

KEY

1 has been homeless 2 a shopping centre
3 money 4 to the police 5 Chinese student
6 website 7 over \$100,000

Transcript

See exercise 2.

Exercise 5 page 73

- Ask students to find the pairs of verbs and check their answers.
- Elicit or pre-teach the meanings of the other verbs.

KEY

borrow – lend; buy – sell; get a refund – give a refund;
save – spend

Extension

- Call out the verbs from exercise 5 and ask students to make short sentences with them.
- Encourage students to record new vocabulary in this way; contextualizing new vocabulary helps them to learn it.

Exercise 6 CD 2.31 page 73

- Ask students to read the questions. They should then think about what words they expect to hear in each situation and predict the kind of information they need to answer the questions.
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 in a clothes store
2 by (credit) card
3 £6 a week

Transcript

1 Boy Last week I was looking for a present for my friend Amy. She's quite fussy, but I found a nice scarf in a clothes store. I was about to pay for it, when I noticed a £10 note on the floor. I handed it to the shop assistant and she said she'd keep it in case anyone came back for it.

2 Boy I bought a baseball cap yesterday. But as I was leaving the shop, I noticed that the shop assistant had overcharged me. I was paying by card and I didn't check the amount before I entered my PIN. It said £10 on the price ticket, but she charged me £15. I complained, but it didn't help. She said, 'You can have all the money back but I can't sell it to you for £10!' I bought it anyway, but I'm glad I did. It's a really cool cap.

3 Girl It's always a mistake to buy things in a sale. I always ask myself, 'Would you buy it if it was full price?' If the answer is 'No, probably not', then I don't buy it. There's a lovely leather jacket that I want but it costs so much! I only get £6 a week from my parents so it'll be a while before I can afford it. I'm sure Dad would lend me the money if I asked him, but I'd rather not.

Exercise 7 CD 2.31 page 73

- Play the recording again for students to match the speakers with the sentences.
- Check answers as a class.

KEY

1C 2A 3D

Transcript

See exercise 6.

Exercise 8 page 73

- Students complete the sentences with the money verbs in exercise 5.
- Check answers as a class.

KEY

2 borrowed 3 lent 4 saving 5 bought 6 charged
7 spend 8 sold

Extra activity: Fast finishers

Ask **fast finishers** to think of a time when they did not have enough money for something they really wanted and use their experience to write a few sentences, using as many of the words in exercise 5 as possible. They can write about a true experience or invent one.

Exercise 9 page 73

- Students ask and answer the questions in pairs. Monitor and check that students are forming their questions and answers correctly.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can work out the kind of information I need to complete a listening task. I can say what I would do if I found a large amount of money. I can discuss different situations using verbs to do with money.*

6D Grammar

Past perfect

LESSON SUMMARY

Reading: An article about a man who lost something precious

Grammar: Past perfect

Speaking: Explaining why things have happened using the past perfect

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than five minutes on exercise 1. Exercises 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell a story about a time you lost some money, e.g. *A few years ago my aunt gave me a card and a pair of socks for my birthday. I was a bit disappointed and threw the card away. A few days later she rang and asked me how I was going to spend the £100! I realized I had thrown the money away! I went straight to the bin and luckily the money was still there.*
- In pairs, students tell each other stories about losing money or something valuable.
- Ask a few students to share their stories with the class.

Exercise 1 page 74

- Check the meaning and pronunciation of *treasure* /'treʒər/ (something that is very valuable).
- Ask students to describe the photo and elicit or pre-teach *rubbish dump* (a place where rubbish or waste material from factories, etc. is left).
- Go through the instructions together and check the meaning of *hard drive* (a part of a computer that reads and stores data). Ask: *What would happen if you lost your hard drive?* and elicit answers.
- Students read the text and answer the questions. If necessary, explain that bitcoins are a form of digital money. Like all currencies, they can increase and decrease in value. People can avoid charges for credit cards by purchasing things with bitcoins.
- Check answers as a class.

KEY

Howell's hard drive is in an enormous rubbish dump.
It is worth \$7.5 million.
No, he didn't find it.

Extension: Fast finishers

- Write translations of *take apart* and *throw away* on the board. Then write the following questions about the text:
How many bitcoins were on James' hard drive? (7,500)
Why do you think he had forgotten about them? (They were worth almost nothing when he bought them.)
Why had he taken his computer apart? (He had spilled a drink on it.)
Why did he never find the hard drive? (The rubbish dump was enormous and he had thrown the hard drive away three months earlier.)
How do you think he felt when he realized what he had done?
- Ask **fast finishers** to answer the questions.

Exercise 2 page 74

- Students find the examples of the past perfect in the text.
- Check answers as a class.
- Go through the *Learn this!* box together. Point out that *after* always goes before the clause with the past perfect, not the past simple. We usually put *when* before the past perfect clause too.
- Students complete the rule.
- Check answers as a class.

KEY

had thrown ... away; had risen; had increased;
had spilled; had kept; had sold; had thrown; had ...
forgotten; hadn't saved
1 had 2 hadn't

Exercise 3 page 74

- Focus attention on the two sentences.
- With a **weaker class**, ask students what happened first and what happened second in sentence 1. Do the same for sentence 2.
- As a class, explain the difference in meaning.

KEY

- 1 Howell threw the computer away and then forgot about the bitcoins.
2 Howell had forgotten about the bitcoins before he threw the computer away.

For further practice of the past perfect**Grammar Builder 6D** page 118

- 6** 1 had eaten 2 had forgotten 3 had grown
4 had missed 5 had written; had made 6 had seen
7 1 couldn't; had left 2 ate; had never eaten
3 found; had lost 4 met; had been born
5 didn't play; had hurt 6 was; had rained
8 2 After we'd bought a newspaper, we had a coffee.
3 After we'd played tennis, we went home.
4 When my cousin phoned, I'd gone to sleep.
5 When we arrived at the match, Messi had scored two goals.
6 When their mother got home, the children had done the housework.

Exercise 4 page 74

- Students complete the sentences.
- Check answers as a class.

KEY

- 1 left; had forgotten 2 had ... closed 3 hadn't gone
4 had gone

Exercise 5 page 74

- With a **weaker class**, remind students that *after* must go before the clause with the past perfect verb. Then ask them which word they must omit in each pair of sentences (then).
- Point out that if the past perfect clause comes before the main clause, we separate the two clauses with a comma.
- With a **stronger class**, you could tell students to reverse the order of the clauses in each sentence, and point out that this does not affect meaning, e.g. *I went home after I had bought a lottery ticket*.
- Check answers as a class.

KEY

- 2 After I'd been to the cosmetics store, I went to the hairdresser's.
3 After I'd paid for the flowers, I left the shop.
4 After Jim had done some shopping, he caught the bus home.

Exercise 6 page 74

- Go through the phrases together and check their meaning.
- Pre-teach *court* (the place where crimes are judged) and *take someone to court*.
- Ask students to read the text before they complete it. With a **weaker class**, ask questions about the text to guide students towards the correct information before they start writing, e.g.
Why was he delighted? (He had won the lottery.)
Where did he buy his ticket? (at the newsagent's)
What was the problem? (He had lost his ticket.)
- Students complete the text.
- Check answers as a class.

KEY

- 1 had won the lottery 2 had bought his ticket
3 hadn't checked the numbers 4 had lost his ticket
5 had taken the lottery company 6 had lost

Exercise 7 page 74

- Ask students to read the situations and events and think of possible reasons for them.
- In pairs, students take turns to ask and answer about the situations and events and compare their ideas.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about events that happened at different times in the past using the past perfect and the past simple. I can understand a text about a man who lost a lot of money because he had thrown his hard drive away.*

6E Word Skills**Verb patterns****LESSON SUMMARY**

Reading: A text about 'showrooming'

Word skills: Verb + infinitive, -ing form or bare form

Exam topic: Using a dictionary to find verb patterns

Dictionary work: Analysing how dictionaries show verb patterns

Speaking: Using the verbs *avoid*, *can't stand*, *don't let*, etc. to talk about yourself

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 6 can be done for homework and exercise 7 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Write the following questions on the board:
Where do you usually buy things? In shops or online?
Which is cheaper?

Do you ever compare prices?

- Students answer the questions in pairs.
- Elicit answers.

Exercise 1 page 75

- Ask students to describe the photo and guess what the woman is doing.
- Elicit answers.

KEY

(Possible answer) She is checking a price on the internet.

Exercise 2 page 75

- Students read the text. Ask:

Why has Kate started charging \$5 for looking? (Because people are only looking and not buying anything.)

Where are they buying things? (in larger stores or on websites)

- Students answer the questions in pairs.
- Check answers as a class.

KEY

1 'Showrooming' is when people visit a shop, examine a product, and then buy it online.

Extension

- Ask:
*Do you get a better service in smaller shops?
Why? / Why not?
Do you think it's fair to pay a little extra because you get this additional information?*

- Elicit students' answers.

Exercise 3 page 75

- Go through the *Learn this!* box together.
- Students then do the task.
- Check answers as a class.

KEY

infinitive decide, pretend, refuse, fail, prefer, expect, choose
-ing form keep, spend (time), can't stand, avoid, end up, risk
bare form make

Exercise 4 page 75

- Go through the strategy together. Students then answer the questions.
- Ask: *What makes it easier to find an example sentence? (It is in italics.)*
- Check answers as a class.

KEY

a refuse b avoid c let

Extra activity: Fast finishers

Ask **fast finishers** to write their own sentences with the words in the exercise 4.

Exercise 5 page 75

- Refer students back to the lists they made in exercise 3.
- Students find the verbs in their dictionaries and add them to their lists. Remind them to check the meaning of the verbs as well.
- Check answers as a class.

KEY

infinitive agree, offer, promise, help

-ing form admit, mind

bare form help

Exercise 6 page 75

- Students complete the sentences with the infinitive, -ing form or bare form.
- Check answers as a class.

KEY

1 to phone 2 shopping; to shop 3 use

4 to give 5 to pay 6 going 7 stay 8 tidy

Exercise 7 page 75

- Students write sentences about themselves. Monitor and check that they are using the infinitive, bare form and -ing forms correctly.
- In pairs, students read each other their sentences and compare them. With a **stronger class**, ask students to include another verb + infinitive, bare form or -ing form in their answers, e.g. *I usually avoid staying up late because I don't want to be sick.*

Extra activity

- Ask:
*Are smaller shops important for your local high street and the people that use them?
Do you think showrooming, larger stores and online shops are causing problems for smaller shops?*
- Students discuss the questions in pairs.
- Elicit answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify and use different verb patterns. I can find the correct verb pattern using a learner dictionary.*

6F Reading

Aaron Levie

LESSON SUMMARY

Reading: An article about Aaron Levie, the CEO of an IT company called Box

Exam topic: Looking for words suggesting connections to missing sentences in a gapped sentences task

Speaking: Describing how you would live if you were a millionaire

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 7 can be done for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask: Who wants to be a millionaire? To those who answer yes, ask: How are you going to become rich? Elicit their answers.
- Ask: Who doesn't want to be rich? Why not? Elicit students' answers.

Exercise 1 page 76

- Ask students to read the learning objective (*I can understand an article about an unusual millionaire*).
- Focus attention on the photo and ask: How might the man be unusual? Elicit answers.
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 76

- Students read the first two paragraphs and check their guesses in exercise 1.
- Check answers as a class.
- Ask: Why is Aaron Levie an unusual millionaire? (He doesn't live like a typical wealthy person. For example, he loves tinned spaghetti and lives in a small apartment.)

KEY

Aaron Levie runs an IT company. 'Box' is a good name because the company offers a way of storing data.

Exercise 3 page 76

- Go through the strategy together. Then go through the instructions together and make sure students understand what they have to do.
- Students do the task.
- Check answers as a class. Then elicit other words which could be used for the same purposes, e.g.
similarity: also, as well, in addition
cause / result: as a result
a different option: alternatively
contrast: however, nevertheless

KEY

1 contrast 2 cause / result 3 contrast
4 a different option

Exercise 4 page 76

- Ask students to read the text quickly for gist and to focus in detail only on the sentences following the gaps.
- Students match the sentences to the gaps in the text.
- With a **weaker class**, write the following sentence openers on the board to help students choose the correct sentences:
1 He is worth about \$100 million, but ...
2 Nobody wanted to risk lending them money because ...
3 Money doesn't interest Levie ...
4 When he doesn't have a meeting in a burger bar, he ...
- Do not check answers at this point.

KEY

1B 2A 3C 4D

Exercise 5 CD 2.32 page 76

- Play the recording for students to check their answers.

Transcript

See Student Book page 76.

Exercise 6 page 76

- Ask students to read the questions and see if they can remember if they are true or false.
- Students read the text again and check their answers.
- Check answers as a class. Ask students to read out the sentences in the text that support their answers.

KEY

1F 2T 3T 4T 5T

Extra activity: Fast finishers

- Write the following questions on the board:
What time does Aaron Levie usually finish work?
(after midnight)
How fast did Box grow at the beginning? (It grew quickly.)
Did Levie finish his degree? (No, he didn't.)
Did Box make a quick profit at the start? (No, it didn't.)
Why did nobody want to lend Box any money?
(Because cloud storage was quite a new idea then.)
- Ask **fast finishers** to answer the questions.

Exercise 7 page 76

- Ask students to find the highlighted words and guess their meanings from the context.
- They then match the words with the definitions.
- Check answers as a class. Check the pronunciation of *entrepreneur* /ˌɑːntrəprəˈnɜːr/. Explain that the abbreviation CEO stands for Chief Executive Officer.

KEY

1 income 2 entrepreneur 3 funding
4 profits 5 CEO 6 contracts 7 investors

Exercise 8 page 76

- Students take turns to ask and answer the questions.
- With a **stronger class**, ask students to include words which suggest similarity, a cause or result, a different option or a contrasting point, e.g. 'Would you eat in burger bars if you were a millionaire?' 'Yes, I would because I love burgers. However, I wouldn't eat in them as often as Aaron Levie!'

Extra activity

With a **stronger class**, ask students write more questions to continue the activity in exercise 8. As prompts write the following words on the board: cars, clothes, famous people, charity, but encourage students to think of their own ideas.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about an unusual millionaire. I can look for connections in a text to find missing sentences. I can describe how I would live if I was a millionaire.*

6G Speaking Photo comparison and presentation

LESSON SUMMARY

Speaking: Using language for describing photos; discussing school clubs; giving a presentation on what schools should spend money on

Exam topic: Using phrases to give opinions, justify them and structure a speech

Listening: Two students talking about what schools should spend money on

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief. Omit exercises 2, 4 and 7. However, go through the phrases in 2 and 7 quickly and remind students to use them in the speaking activity on page 127.

LEAD-IN 2–3 MINUTES

- Ask: *Describe your ideal school. What is your timetable like? What are the facilities like?*
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Exercise 1 page 78

- Focus attention on the photos. Then go through the school vocabulary together.
- Students match two photos with two places.
- Check answers as a class.

KEY

1 hall 2 playing field

**For further practice of school vocabulary:
Vocabulary Builder 6G page 127**

1 1 corridor 2 head teacher's office 3 stairs
4 gym 5 science lab

Exercise 2 page 78

- Go through the language for describing photos and revise the meaning of the phrases. Ask what can go after *must be* or *can't be*. (an adjective or a noun)
- Ask students to describe the photos in detail using the phrases.
- Elicit students' descriptions.

Exercise 3 page 78

- Focus attention on the two photos. Ask students to quickly make a list of similarities and differences. Ask: *How are the photos similar? How are the photos different?*
- Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Exercise 4 page 78

- Students discuss the questions in pairs and take notes.

- Ask a few students to share their ideas with the class.

Exercise 5 CD 2.33 page 78

- Go through the task together.
- Play the recording for students listen and note which of their ideas are the same, and which are different.
- Check answers as a class.

Transcript

I'd like to start by saying that I don't believe schools spend enough money on any of these things. The reason I say that is that very few students in our school play musical instruments, and not many do sport either, except PE, which is a lesson. Not only that, we hardly ever go on school trips, perhaps just once a year. Now, let's move on to the question of which of the three schools should spend the most money on. If I have to choose just one, I'd say that we should spend the most on music. I'll tell you why I think that. First, there are lots of opportunities for students to do sport outside school. In my town, for example, there's a sports centre where we can swim, go to the gym, play squash, basketball, football and so on. Second, students often go on trips and holidays with their parents. So there's no need for the school to spend money on school trips. Finally, and most importantly, very few people have musical instruments at home, and not many parents play musical instruments themselves. So without encouragement and help from the school, most students will miss out on music.

To sum up, I believe that schools should spend money on all these things, but music is the most important.

Exercise 6 CD 2.33 page 78

- Go through the instructions together and make sure students understand what they have to do.
- Play the recording again.
- Check answers as a class.
- Encourage students to read out the key phrases and check pronunciation and intonation.

KEY

I'd like to start by saying ...

The reason I say that is ...

Now let's move on to (the question of) ...

I'll tell you why I think that.

First, ... Second, ... Finally, ...

To sum up, ...

Transcript

See exercise 5.

Extra activity: Fast finishers

Ask **fast finishers** to make sentences describing how they would spend money on their school, e.g. *I'll go for IT equipment because a good knowledge of IT will help students to get good jobs in the future. I don't think money for excursions will be as good because children can have fun at weekends and in the holidays.*

Exercise 7 CD 2.33 page 78

- Ask students to listen for pronunciation, stress and intonation. They can mark these as they listen.

- While students practise them, monitor round the class and correct pronunciation where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare and contrast photos. I can understand two candidates deciding what schools should spend their money on. I can compare photos and discuss what schools should spend money on.*

6H Writing

An opinion essay

LESSON SUMMARY

Reading: An essay on how you would spend a million euros to help other people

Exam topic: Starting sentences with a variety of expressions

Writing: Writing an opinion essay on how you would spend a million euros to help other people

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask:

Do you know any charitable organisations that work in your area or country? How do they help people?

- Give students a minute to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 79

- Refer students to the task above the speech bubbles. Ask them to think of three things they would spend the money on.
- Elicit answers and write them on the board. Keep them on the board for later in the lesson.

Exercise 2 page 79

- Students read the ideas in the essay and decide which one they prefer.
- Elicit students' choices and reasons.

Exercise 3 page 79

- Go through the questions together.
- Students discuss the questions in pairs.
- Check answers as a class.

KEY

1 five 25 32 43 & 4 51

Exercise 4 page 79

- Go through the strategy together. Students then answer the questions.
- Check answers as a class.

- Ask students to suggest alternative sentence starters for some of the sentences without changing the meaning, e.g.

Firstly, I would donate ...

In my opinion, more sport at school ...

Lastly, I would buy a new bike.

KEY

(Possible answers)

- As I see it
- Furthermore
- If I had €1 million, it would be easy to find three good ways to use the money and help people who deserve it. If he had a new bike, he wouldn't do that.
- The teachers would find it far easier to teach sports and PE if they had some equipment.
- He borrows mine all the time, even though he's got one, because mine is better.

Extra activity: Fast finishers

- Write *If I had one million euros, ...* on the board.
- Ask **fast finishers** to copy it in their notebooks and complete it, e.g. *I would build my school a new swimming pool.*
- Students then start a new sentence by making an *if* clause from the main clause of the previous sentence: *If I built my school a new swimming pool,* They then complete this sentence. Students continue the activity, and see how many connected second conditional sentences they can make.

Exercise 5 page 79

- Refer students back to their ideas for spending a million euros in exercise 1. They can use these or other ideas to complete the table.
- Students then think of reasons to justify their choices. Ask them to brainstorm the possible effects of spending the money in pairs, e.g. *improve air quality – children have fewer illnesses, people live longer, need less money for healthcare*
- Monitor and help with grammar and vocabulary where necessary.
- Students discuss their choices and reasons in pairs.
- Ask a few students to share their ideas with the class.

For further practice of money prepositions: Vocabulary Builder 6H page 127

3 1 on 2 for 3 to 4 for 5 in 6 off 7 for
8 from 9 on 10 to 11 for

Exercise 6 page 79

- Students write a forum post.
- You could write the following checklist on the board to help students while they are writing:
 - Use the second conditional to describe imaginary actions.*
 - Use the present simple to state facts.*
 - Start your sentences with a variety of phrases.*
 - Start second conditional phrases with the *if* clause or the main clause.*
- Students use the *Check your work* box to edit their posts.

Extra activity

- Ask students to read their essays to the class.
- The class vote for the best choice and the most convincing argument.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a post suggesting how to spend a million euros. I can use a variety of phrases to start my sentences.*

6I Culture

The World Bank

LESSON SUMMARY

Reading: A text about The World Bank

Listening: Information about the World Bank's spending on education in Viet Nam

Speaking: Giving a presentation about the World Bank projects in Viet Nam

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in and exercise 1 brief. Exercise 7 can be set for homework.

LEAD-IN 2 MINUTES

- Write the abbreviations of some international organisations on the board (WTO, UNICEF, WHO...) and ask: *What do the abbreviations stand for?*
- Elicit answers.
(WTO: the World Trade Organisation, UNICEF: the United Nations Children's Emergency Fund, WHO: The World Health Organisation)

Exercise 1 page 80

- Focus attention on the logos of three international organisations. Ask students what they are responsible for.
- In pairs, students discuss the questions.
- Check answers as a class.

Culture notes

The World Tourism Organisation is the United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism.

The World Health Organisation is an international organisation that aims to fight and control disease.

The World Bank is an international organisation that lends money to countries who are members at times when they are in difficulty and need more money.

Exercise 2 CD 2.34 page 80

- Ask students to scan the text quickly for gist.
- Ask a few questions to check comprehension: *What is The World Bank? (The World Bank is an international financial organisation.) How many employees does the bank currently have? (over 9,000)*

- Students read the text again and complete it. Encourage them to look carefully at the words before and after each gap before they choose their answers.
- Listen and check.

KEY

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

Exercise 3 page 80

- Students read the text again and answer the questions.
- Check answers as a class.

KEY

1 In Washington

2 In 1994

3 International Bank for Reconstruction and Development (IBRD) and International Development Association (IDA)

4 Agriculture, energy, transport, health, education, banking and finance

Extra activity: Fast finishers

- Ask fast finishers to write three more questions about the text.
- Students swap questions with a partner.
- Students then answer each other's questions with book closed.

Exercise 4 CD 2.35 page 80

- Tell students they are going to listen to some information about the World Bank's projects in Viet Nam.
- Ask students to read the instructions and elicit or teach the meaning of *renovation* /,renə'veɪʃn/ (the act of improving something so that it is in good condition again)
- Play the recording for students to answer the question.
- Check the answer as a class.

KEY

1c 2d 3a 4b

Transcript

In an effort to help Vietnam's development, The World Bank has paid special attention to improving education through a lot of projects. In 2011, for example, Vietnam welcomed a project worth 3.00 million US dollars for the education of deaf children. A year later, \$84.60 million was spent on a project named Global Partnership for Education - Vietnam Escuela Nueva Project. Its aim was to introduce new teaching and learning methods to primary students in the most disadvantaged areas. In 2013, the Higher Education Development Policy Programme was approved, a project to improve education in post-secondary institutions, which received 50 million dollars. Two years later, The World Bank continued its support through another project called Renovation of General Education Project, which aimed to make changes to the curriculum and improve student learning outcomes. Its total spending on this project was \$77.00 million dollars. These are just a few of many ongoing education projects supported by the World Bank in Vietnam.

Exercise 5 CD 2.35 page 80

- Ask students to read the sentences.
- Play the recording again for students to listen.
- Check the answers as a class.

KEY

1T 2T 3F 4F 5T

Transcript

See exercise 4

Exercise 6 page 80

- In pairs, students search for other World Bank projects in Vietnam on energy, environment, health, or transport, etc. and note down the pieces of information they found.
- Students compare their results with another pair.

Exercise 7 page 80

- Ask students: What makes a good presentation? (clear, short, concise, well-structured, good visual aids, clear loud voice). Write the points they make on the board.
- Students prepare their presentation. They can research more information online if they need to.
- Students practise their presentation in pairs.
- Students give their presentation to the class. Tell them to evaluate each other's presentations, using the criteria you discussed together earlier.

Lesson outcome

- Ask students: *What have you learned today? What can you do now? and elicit answers: I have learned about the World Bank and its projects in Viet Nam. I can make a short presentation.*

Review Unit 6

Reading

- Ask students to read the text quickly for gist and to focus in detail only on the sentences following the gaps.
- Students match the sentences to the gaps in the text.
- Check answers as a class.

KEY

1E 2C 3A 4B 5G

Listening CD 2.36 page 81

- Students read sentences a-d and underline the key words in each question.

Suggested key words:

- Play the recordings for students to choose their answers.
- With a weaker class, play the recordings again if necessary.
- Check answers as a class.

KEY

1c 2c 3d

Transcript

- Hello and welcome to George Lewis. I'd like to remind you all that this week is sales week in our shop. You will find plenty of bargains on every floor. There is 50%

off many items in ladies' and men's fashion and also children's clothing. You can save 20% on digital cameras and some mobile phones, too. And don't forget to visit our café for our offer of the week menu: one child goes free with each paying adult. Thank you, and I hope you enjoy shopping here at George Lewis.

- Sam Hi Lucy! Katie told me you're going to South America next year.

Lucy Yeah, that's right. I want to take a gap year and travel around – and work a bit too.

S I'd love to do that, but I haven't got any money.

L You need to save up.

S But that's really hard. How do you do it?

L Well, I work in the holidays and sometimes at weekends. I don't buy many clothes or CDs any more either. And I don't go out every night.

S Maybe I need to get a job then.

L I think that's a good idea.

- Anna Hey Jake, are you still looking for a job?

Jake No, I've found something in town, in that new clothes shop that opened on the high street last month. My brother's still looking though.

A Oh right, well you can tell him I saw an advert in the restaurant near my house for part-time waiters.

J That sounds good. Is it evenings or lunchtimes?

A I don't know. I've got the number. Do you want to give it to him?

J OK, thanks. I'll put it in my phone.

Speaking

- Focus attention on the photos.
- In pairs, students take turns to compare the photos using the questions to help them.
- Monitor and make a note of any particularly good responses to review in a feedback activity at the end of the lesson.

Writing

- Go through the task together. Then ask students to think about what they could say for each point.
- Encourage students to think of the tenses they could use in the essay (*the present perfect, past simple, past perfect, reported speech etc.,..*).

Map of resources**7A Vocabulary**

Student Book, pages 82–83; Workbook, page 56

7B Grammar

Student Book, page 84; Workbook, page 57

7C Listening

Student Book, page 85; Workbook, page 58

7D Grammar

Student Book, page 86; Workbook, page 59

7E Word Skills

Student Book, page 87; Workbook, page 60

7F Reading

Student Book, pages 88–89; Workbook, page 61

7G Speaking

Student Book, page 90; Workbook, page 62

7H Writing

Student Book, page 91; Workbook, page 63

Culture 7

Student Book, page 92

Classroom Presentation Tool Unit 7**End of unit**

Unit Review: Student Book, page 93

- Ask a few students to share their ideas with the class.
- Then ask: *Who likes going sightseeing? Why/Why not?*

Culture notes

- The Eiffel Tower is in Paris, France. Completed in 1889, it wasn't very popular at first because of its unusual design. It's 324 metres high and has restaurants on the first two levels. It's the tallest structure in Paris.
- Buckingham Palace is the official London residence of the British monarch. It has 775 rooms and its own swimming pool, post office and a cinema. Garden parties are held there and in the summer, it is open to tourists.
- The Statue of Liberty off Manhattan Island in New York City, USA, represents Libertas, the Roman goddess of freedom, and was a gift from the French to the USA. It was made in France in the late nineteenth century and was transported in 300 pieces by ship. Made of copper, cast iron and steel, it is an impressive 93 metres high.

Exercise 1 page 82

- Ask if students recognize the attractions in photos A–G.
- Then ask them to see if they can match the attractions with the countries on page 82.
- Do not check answers at this point.

KEY

A2 B5 C6 D4 E7 F3 G1

Exercise 2 page 82

- Check the meanings of the visitor attractions. You could ask questions to do this, e.g.
Where can you see fish? (aquarium)
Where do you see lots of plants and trees? (botanical gardens)
Which large building protected people from their enemies in the past? (castle)
This is an important church. What is it? (cathedral)
Water comes out of this and it looks pretty. What is it? (fountain)
Where can you see wild animals outside with a lot of open space around them? (national park)
- Students match the words with the photos. Do not check answers at this point.

KEYA tower B mosque C statue D ruins E bay islands
F national park G palace**Exercise 3 CD 3.02** page 83

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

Transcript

See Student Book pages 82–83.

Photo A is the Eiffel Tower in France.

Photo B is the Blue Mosque in Turkey.

Photo C is the Statue of Liberty in the USA.

Photo D is Machu Picchu in Peru.

Photo E is Ha Long Bay in Viet Nam.

Photo F is the Maasai Mara National Reserve, a national park in Kenya.

Photo G is Buckingham Palace, in England.

Exercise 4 page 83

- In groups, students check the meanings of the words. They can use their dictionaries.
- In their groups, students then decide which adjectives best describe the visitor attractions in the photos, e.g. *I think the Statue of Liberty is impressive because it is so big.*
- Ask a few students to share their ideas with the class.

Exercise 5 CD 3.03 page 83

- Ask: *Would you enjoy going on a coach trip of Europe? Why/ Why not?* Elicit responses, encouraging students to use adjectives from exercise 4, e.g. *I think it's boring because you're on a coach with the same people every day. I think it's a great way to see Europe. You visit a lot of historic buildings and learn about the countries' culture.*
- Tell students they are going to listen to a tour guide telling a group of tourists about their itinerary.
- Practise the pronunciation of the different countries.
- Play the recording for students to record their answers.
- Check answers as a class.

KEY

the Czech Republic, (Slovakia,) Hungary, Croatia, Italy

Transcript

Good morning, ladies and gentlemen, and welcome back to your Golden Days coach tour across Europe. I hope you all enjoyed your day in Berlin yesterday. Well, today, we're going to head south across Germany and over the border into the Czech Republic. We're going to spend a day in the capital, Prague, and will visit Havel's Market. There you can buy souvenirs, paintings ... It's quite touristy, but there are lots of interesting things to see. After some more sightseeing in Prague, we're going to head south-east across Slovakia and into Hungary. There's lots to see and do in Budapest, but I recommend visiting the Liberty Statue. It's very impressive. When we leave Hungary, we'll travel south through Croatia, all the way down to Dubrovnik. The old harbour there is a very romantic place to have dinner in the evening. The next day, we're crossing to Italy by ferry. Rome is the next - and final - stop on our tour. And when we're in Rome, don't miss the wonderful and historic Trevi Fountain. Now, are there any questions? No? Well, fasten your seat belts and let's set off!

Exercise 6 CD 3.03 page 83

- Play the recording again for students to match the tourist attractions with the countries.
- Check answers as a class. Then ask: *Do you know any of these tourist attractions? When did you see it? What did you think of it? Do you agree with the tour guide's description?*

KEY

2 The Liberty Statue: Hungary - impressive

3 The Old Harbour: Croatia - romantic

4 The Trevi Fountain: Italy - historic

Transcript

See exercise 5.

Exercise 7 page 83

- As a class, elicit visitor attractions in Viet Nam
- Students discuss some of the places in pairs. Encourage them to give reasons for their opinions.
- Ask a few students to share their ideas with the class.

Extra activity

Revise the vocabulary students have learnt so far in this lesson by writing words in the Students' L1 on the board for students to translate into English.

7B Grammar

Present perfect vs past simple

LESSON SUMMARY

Reading: A postcard from Hue, Viet Nam

Grammar: Present perfect; *been* versus *gone* and present perfect vs past simple

Speaking: Talking about what you've done on a recent holiday

Listening: A story about a man's accident on a skiing trip

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Exercise 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following on the board:

Time periods

t_d_y (today)

t_is w_k (this week)

th_y_r (this year)

s_ce T_s_ay (since Tuesday)

f_r thr_m_n_hs (for three months)

- Ask students to complete the time periods. Then ask what they have in common. (They are periods that started in the past but are still continuing.) Make sure students understand the meaning of *for* and *since*.

Exercise 1 page 84

- Ask students to read the postcard and of *for* and guess what country Ella is in - Viet Nam.
- Check answers as a class.

KEY

The city is Hue, Viet Nam.

Exercise 2 page 84

- Revise the structure of the present perfect:

Positive: *subject + have/has + past participle*

Negative: *subject + have not/has not + past participle*

Questions: *Have/Has + subject + past participle*

- Ask: *When do we use 'have' and when do we use 'has'*? (We use *have* with *I, you, we* and *they*. We use *has* with *he, she* and *it*.)
- Go through the *Learn this!* box together. Then ask students to find examples of rules a-d in the postcards.
- Practise the use *for* and *since* by writing days, dates and time phrases on the board and asking students which word can be used with them, e.g. (*since*) *yesterday*, (*since*) *Tuesday*, (*for*) *three weeks*, (*for*) *a long time*, (*since*) *last year*, (*for*) *a few years*.
- Check answers as a class. If necessary, explain the meaning of *have enough* (not want to do something any more / not want a situation to continue any more).

KEY

- a He's passed his driving test!
- b The weather has been wonderful, and we've been to a lot of tourist attractions. I've visited the Tomb of Khai Dinh and I've even gone boating on the Perfume River. I've bought you a souvenir. Have you missed me?
- c No example in the text.
- d We've been in Hue for three days.

For further practice of the present perfect:

Grammar Builder 7B page 120

- 1 1 My sister hasn't finished her exams.
2 Have you played this new computer game?
3 My dog has broken its leg.
4 My parents have been to New York.
5 Have you seen my trainers?
6 My cousin has applied for a new job.
- 2 2 asked 3 taken 4 met 5 used 6 seen 7 done
8 reached 9 stopped 10 put 11 been 12 spent
- 3 2 correct
3 I have had this watch since March.
4 correct
5 ... I have already tidied it.
6 We ate at that restaurant last Tuesday.
7 Peter went to the shops on Friday morning.
8 correct
- 4 1a have had 1b had 2a didn't buy 2b haven't bought 3a left 3b have left 4a didn't text 4b hasn't texted

Exercise 3 page 84

- Ask: *What type of holiday would you like to go on?* Elicit some ideas: backpacking, coach tour, cruise, adventure holiday.
- Students make notes (not whole sentences) of their answers to the questions.

Exercise 4 page 84

- Students use their notes to ask and answer questions about each other's holiday. Monitor and check that students are using the present perfect correctly.
- On the board, write any mistakes you heard during the speaking activity without saying who made them.
- Correct the mistakes as a class.

Exercise 5 CD 3.04 page 84

- Ask: *Have you ever had an accident on holiday?* Ask a few students to describe their own experiences.
- Ask: *Have you been on a skiing holiday?*
- Play the recording for students to listen and read the dialogue and answer the questions.
- Check answers as a class.

KEY

- 1 He went last year.
- 2 On the first day he fell while he was skiing and broke his leg, so he spent the rest of the holiday in hospital.

Transcript

See Student Book, page 84.

Exercise 6 page 84

- Students find all the examples of the present perfect and past simple in the dialogue in exercise 5.
- Check answers as a class.

KEY

Present perfect Have you ever been to Bulgaria? Have you been there? No, I haven't. I've never been skiing ...

Past simple I went there last year with my family. What cities did you visit? We didn't visit any cities. We went skiing. Was it good? I fell and broke my leg on the first day, so I spent...

Exercise 7 page 84

- Go through the *Learn this!* box together.
- Ask students to work in pairs to explain why the verbs in exercise 5 are in the present perfect or past simple.
- Check answers as a class.

KEY

The present perfect is used to ask and answer questions, and the past simple is used to give specific information.

Exercise 8 page 84

- Teacher asks students to make questions from prompts. Students think of their answers.
- In pairs, students take turns to ask and answer the questions. Encourage them to ask follow-up questions if their partner answers 'Yes'. Monitor and check that students are using the correct tenses.

KEY

- 2 Have you ever lost anything while travelling?
3 Have you ever bought anything online?
4 Have you ever eaten food from another country?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about past experiences and give specific information about them. I can use 'for' and 'since' and 'been' and 'gone' correctly. I can use the present perfect and past simple correctly.*

7C Listening

Check your ticket!

Speaking: Describing a photo in detail

Exam topic: Emphasizing words

Listening: The story of Georgina Hepworth, who was sent to the wrong place on holiday

Speaking: An interview with Georgina Hepworth

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1.

LEAD-IN 2-3 MINUTES

- Ask students simple questions and then repeat their answers, but with a mistake. Encourage students to correct your mistakes, e.g. *'Where did you go on holiday last year?' 'I went to Sicily!' 'Oh! You went to Sardinia?' 'No, I went to Sicily!'*
- Ask students to describe something they did on holiday last year. Then add your own contrasting sentence stressing the differences, e.g. *'I spent two weeks in Italy with my grandparents! I spent a month in France with my friends!'*

Exercise 1 page 85

- Focus attention on the photo. In pairs, students describe it in as much detail as they can.
- Ask a few students to share their description with the class.

KEY

(Possible answer)

They're on a plane. The passengers are sitting in their seats and taking meals from the flight attendant. She is offering them their meals. They are saying what kind of meal they want and thanking the flight attendant. The people at the front of the photo are talking about what they can see on the screen.

Exercise 2 CD 3.05 page 85

- Play the recording for students to listen and answer the questions.
- Check answers as a class.

KEY

Lydia went to Portugal in August. She went by car.

Transcript

See Student Book, page 85.

Exercise 3 CD 3.05 page 85

- Go through the strategy together.
- Ask students to read the dialogue in exercise 2 again and underline the words they think need to be stressed.
- Play the recording again for students to check their answers.

KEY

Spain; Portugal; August; fly; drove

Transcript

See Student Book, page 85.

Extra activity

- Ask students to write six sentences. Three sentences should be about everyday routines (e.g. *I get up at seven every morning.*) and three should be factual mistakes (e.g. *The moon is a square.*)
- In pairs, students take turns to read out their sentences. Their partner responds either by saying what they do as an equivalent everyday routine or by correcting the factual error, e.g.
'I usually have toast for breakfast.' *'I usually have cornflakes.'* *'The Earth is the largest planet.'* *'Jupiter is the largest planet.'*

Exercise 4 CD 3.06 page 85

- Go through the instructions together and make sure students understand what they have to do.
- Play the recording for students to choose the correct questions.
- Check answers as a class.

KEY

2b 3a 4a 5a

Transcript

See Student Book, page 85.

Culture notes

- Grenada is a small tropical island country in the south-eastern Caribbean Sea. It has a population of approximately 109,500. The official language is English. It is also known as the Island of Spice because various spices are grown there.
- Granada is a city in Andalusia, southern Spain. It lies at the foot of the Sierra Nevada mountains and its most famous monument is the Alhambra, which was built by the Moors who ruled the city between 1238 and 1358.

Exercise 5 page 85

- Focus attention on the photos and ask students if they can guess the places. Then tell them that the photo on the left is the island of Grenada and the photo on the right is the city of Granada. Write the place names on the board.
- In pairs, students discuss which holiday they would prefer and why.

Exercise 6 CD 3.07 page 85

- Go through the instructions together and elicit the meaning of misunderstanding. Ask: *Can you guess what the misunderstanding was? How do you think it happened?*
- Ask students to predict words they might hear in the recording, e.g. *hear, fly, place, journey, mistake.*
- Play the recording for students to check their predictions.

KEY

Georgina wanted to go to Granada in Spain, but the travel agent thought she said Grenada in the Caribbean.

Transcript

Georgina Hepworth relaxed back in her seat. Two hours into her flight, she turned to the woman next to her and said, 'I'm really looking forward to my holiday in Spain.'

'Oh, when are you going to Spain, then?' asked the woman. 'Well, now, of course!' said Georgina.

The woman looked puzzled. 'Not on this plane,' she replied.

That's when Georgina found out that her plane wasn't heading for Granada in Spain, but for the island of Grenada, in the Caribbean.

The Spanish city is 1,500 kms south of London. The island is 7,000 km away on the other side of the Atlantic.

When Georgina decided to go to Spain she called a travel agent to book the flight. When the tickets arrived, she didn't notice that one letter was wrong.

'It said GrEnada, not GrAnada,' Georgina explained.

The flight attendant was very sympathetic, and allowed Georgina to sit in a first-class seat. When the plane finally arrived in the Caribbean, the airline put her in a hotel for the night and then, on the following day, flew her to Granada in Spain.

The travel agent apologised. 'It was just a misunderstanding,' said Georgina. 'I'm certainly not complaining. They've even given me a free holiday in Austria. Let's hope they don't send me a ticket to Australia!'

Exercise 7 CD 3.07 page 85

- Ask students to read the sentences and see if they can remember if they are true or false.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

1F 2T 3F 4T 5F

Transcript

See exercise 6.

Extension

In pairs, students correct the false sentences, stressing the necessary words, e.g. *The woman next to Georgina wasn't the first to mention Spain. Georgina was the first to mention Spain.*

Exercise 8 page 85

- Students plan their interview using the prompts.
- They then ask and answer the questions. Monitor and check that students are forming the questions and answers correctly.

KEY

1 Where did you buy your ticket? 2 Where did you want to go? 3 When did you realise your mistake? 4 What happened on the plane? 5 Did you finally go to Granada? 6 Did you get any compensation?

Extra activity: Fast finishers

Ask **fast finishers** to think of four more questions to ask Georgina in the interview.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use emphatic stress. I can correct mistakes and emphasize points by stressing certain words. I can get the correct information by listening to the stress on certain words.*

7D Grammar

Reported speech

LESSON SUMMARY

Reading: A text about the connection between twins

Grammar: Reported speech

Speaking: Reporting your partner's information to the class

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 7 can be set for homework. Exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask students if any of them have a twin brother or sister or if there are any twins in their family.
- Ask students to tell the class about any twins they know, answering questions like *Are they identical? Do they dress the same? Do they like similar things?*
- Students discuss the questions in pairs.

Exercise 1 page 86

- Ask students to read the text and discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Exercise 2 page 86

- Focus attention on the highlighted verbs and ask students to say what the speaker's original words were. Write both versions on the board side by side, with the original words on the left and the reported words on the right, e.g. *is hurting* → *was hurting*.
- Ask students to decide what tenses are used in each case and to compare their ideas in pairs before completing the table.

KEY

The speakers' original words are: *My right ankle is hurting, but I don't know why. I haven't twisted it or anything, but I can't put any weight on it. I watched a really good video clip on the internet yesterday. I'll send you a link to the website where I found it. You must watch it.*

1 present simple 2 present continuous
3 present perfect 4 past simple 5 can/can't
6 will/won't

Exercise 3 page 86

- Go through the *Learn this!* box together and ask students to match the underlined verbs in the text with the rules.
- Check answers as a class.

KEY

a she must watch it b she'd finished watching it
c I'd found it

Exercise 4 page 86

- Students look back at the text in exercise 1 and circle the examples of rules d and e.
- Then they compare their findings in pairs.
- Check answers as a class.

KEY

rule d She told me that her right ankle was hurting ...; She said she hadn't twisted it, but told me she couldn't put any weight on it; I told Harriet that I had watched ...; I said that I would send her...; I told her she must watch it; ... she said she had come across the same clip ...; She said that after she'd finished watching it...

rule e She said she hadn't twisted it, but told me she couldn't put any weight on it; I told her she must watch it; ... she said she had come across the same clip ...

Exercise 5 page 86

- Give students a few minutes to find and underline the changes in the text. If necessary, go through the first two or three with the class to check comprehension.
- Ask different students to each read a sentence of the text aloud. Tell the class that when they hear one of the changes made, they should raise their hands.
- Each time, invite a student to explain the change and check that the rest of the class agree.

KEY

She told me that her right ankle was hurting ...; She said she hadn't twisted it... she couldn't put any weight on it;... I had watched a really good video clip ... the day before; I told her she must watch it; she said she had come across ...; She said that after she'd finished watching it, she had thought about sending me the link.

Extra activity

- Ask **fast finishers** to work in pairs. They take turns to say a time phrase and their partner says the reported version, e.g. *last week – the week before*. Encourage them to answer as quickly as they can.

Exercise 6 page 86

- Go through the example with the class. Ask a few students to say which words have changed and to explain why.
- Students rewrite the sentences in reported speech.
- Check the answers as a class.

KEY

- 2 Joel said (that) he might disable data roaming when he went abroad the following week.
- 3 Freddy said (that) he hadn't topped up his mobile since the month before.
- 4 My mum said (that) I mustn't let my battery run out.

- 5 Sally said (that) Liam had saved my number to his phone book.

- 6 Tom said (that) that/this time the following week, he would be flying to Prague.

Extension: Fast finishers

Write some more sentences on the board for students to rewrite in reported speech.

My mum said, 'Things will be better when you finish your exams.' (*My mum told me that things would be better after I finished my exams.*)

'I've finished my lunch but I'm still hungry,' said Josh to his dad. (*Josh told his dad that he had finished his lunch but (that) he was still hungry.*)

The doctor said, 'Your brother doesn't need to see me again.' (*The doctor told me that my brother didn't have to see him/her again.*)

For further practice of reported speech: Grammar Builder 7D page 120

- 5 1 was sleeping 2 couldn't find 3 would help
4 had never been 5 might be 6 was going
7 had arrived

- 6 told 1, 3 said 2, 4, 7, 8 say 5

7 1 Tom said to Ryan (that) he would call him the following day.

2 Geoff told Gerard (that) they had gone to Paris the month before.

3 Julia said to Miranda (that) she couldn't come to her house that day.

4 Quentin told Leah (that) he had texted Joanna an hour earlier.

5 Emma said to Amy (that) they were all going out that night.

6 Maisie said to Sarah (that) she wanted her to be there at two o'clock that afternoon.

Exercise 7 page 86

- Students answer the questions about them.

Exercise 8 page 86

- In pairs, students take turns to ask and answer about the questions and note their partner's answers.
- Then students form groups and report their partner's answers to the rest of the group.
- Ask a few students to share their answers with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can report what other people say, making the necessary changes to the tense, personal pronouns and possessive adjectives and references to time and place. I can understand a text about twin sisters who have a special connection.*

7E Word Skills

Compounds

LESSON SUMMARY

Reading: A text about a teenager flying for the first time.

Word skills: Compound nouns

Speaking: Telling the boy's story using compound nouns.

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following words on the board: *check-in desk, departure lounge, passport control, departure gate, security*
- Ask students: *What do you do at these different places in an airport? What order do you do them in?*

Exercise 1 page 87

- Focus attention on the photo. Students answer the questions.

KEY

(Possible answer) The family is at the airport, checking in. They are showing their tickets to the airport staff.

Exercise 2 page 87

- Check the meanings and pronunciation of the people, a-d. Then ask students to guess what the article will say.
- Students read the text and answer the question.
- Check the answer as a class.

KEY

c

Extra activity

- Write the following activities on the board:
*run to another gate
put passports in tray
eat in the departure lounge
queue to board
check gate number
collect boarding passes*
- Ask students to read the text and put them in the order the family did them in.

Exercise 3 page 87

- Students read the text again and complete the compound nouns.
- Check answers as a class.

KEY

1 drop 2 pass 3 check-in 4 lounge 5 departure
6 flight 7 control 8 check

Exercise 4 page 87

- Ask students to try and work out the meanings of the items in exercise 3 from the context. They then answer the questions.
- Check answers as a class.

KEY

in an airport terminal bag drop, check-in desk, departure gate, departure lounge, departure screen, passport control, security check

on a plane flight attendant, hand luggage, seat belt, window seat

Exercise 5 CD 3.08 page 87

- Students listen to and repeat the compound nouns.

Transcript

See Student Book page 87.

Extra activity

- Ask: What do you think of the airport security of Minneapolis airport?
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 6 page 87

- Students complete the sentences with the compound nouns from exercise 3.
- Check answers as a class.

KEY

1 check-in desk 2 window seat 3 boarding pass
4 passport control 5 security check 6 hand luggage
7 departure lounge 8 flight number

Extra activity: Fast finishers

- Write the following words on the board:
announcement, arrival, building, emergency, exit, jacket, life, plane, safety, terminal, ticket, time
- Ask **fast finishers** to match them to form six more compound nouns.

KEY

arrival time, emergency exit, life jacket, plane ticket, safety announcement, terminal building

Exercise 7 page 87

- Ask students to look at the LEARN THIS! box.
- Write some compound sentences on the board.
- Ask students to combine 5 pairs of sentences into compound sentences.
- Give correction.

KEY

1 Half board at our hotel includes breakfast and dinner, and the rate is about \$80 per night.
2 It is much less comfortable in economy class, so you pay much more for a first class fare.
3 August is high season, so holidays are much more expensive.
4 My mum is a check-in clerk, but she only works part time.
5 You can get your boarding pass at the airport, or you can use the online check-in and print yours at home.

Exercise 8 page 87

- Students practise telling the teenager's story.

- Ask a few students to repeat their stories to the class and count the number of compounds they have managed to include in their story.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use compound nouns related to travel. I can understand and retell the story of a teenager who flew the first time. I can use compound sentences.*

7F Reading

Adventure holidays

LESSON SUMMARY

Reading: Three different adventure holidays

Exam topic: Treating each option in a multiple choice exercise as a true or false task

Speaking: Discussing ecotourism and ways to be a good eco-tourist

Vocabulary: Holiday-related compound nouns

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and omit exercise. Exercise 7 and exercise 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask:
*Have you ever been on an adventure holiday?
What was the most interesting holiday you've been on?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 88

- Focus attention on the photos. In pairs, students describe the photos and choose which holiday they prefer. Encourage them to use landscape and feelings vocabulary, and adjectives to describe the attractions.

Exercise 2 page 88

- Ask students to guess what words they expect to read in the texts, e.g. *backpacking, jungle, coast, diving, walking*.
- Students read the texts quickly and match the photos to two of them.
- Check answers as a class.

KEY

1 A 2 B

Exercise 3 page 88

- Students read the texts again and match the writers with the sentences. With a weaker class, ask students to underline the adjective in each sentence and elicit its meaning.
- Check answers as a class.

KEY

1 Kevin 2 Terry 3 Hilary

Exercise 4 page 89

- Go through the strategy together. Then ask students to read the questions in exercise 5 and explain why the options are not correct.
- Check answers as a class.

KEY

- Hilary said she harvested the coffee, but she didn't say she drank it. In fact, she says she doesn't like it.
- He helped to take the baby turtles to their natural habitat, but he didn't see them for the first time there.
- Kevin saw lots of fish when he was diving. He didn't catch any.
- Terry didn't drop his sunglasses; they were stolen by a monkey.

Exercise 5 page 89

- Students read the text again and answer the questions.
- Check answers as a class.

KEY

1b 2a 3c 4b

Extension: Fast finishers

- Write the following questions about the text on the board:
*Who did Hilary stay with? (a local family)
How did Kevin get sunburned? (He forgot to put on sunscreen.)
Where did Terry stay? (on a campsite)*
- Fast finishers** answer the questions.

Exercise 6 page 89

- Students read the definition.
- Elicit problems that tourists can cause (litter, fires, damage to landscape, increased traffic and pollution, local goods can become expensive because tourists will pay more, shops stock products for tourists and not everyday goods needed by locals).

KEY

(Possible answers)

Text A Hilary and her family stayed with local people, so they were learning about the local traditions and culture. In return, the family were earning money to help support their coffee growing.

Text B diving can damage the Great Barrier Reef + good to help / support conservation work in the turtle sanctuary

Text C some campers leave litter behind and start fires - tour groups can damage the jungle + paying local tour guides help support the local economy

Extra activity

- Write the following questions on the board:
*What activities do you like doing on holiday?
What would you do if you got lost?*
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Exercise 7 page 89

- Students match the words to form compound nouns.
They then check their answers by referring to the texts.
- Check answers as a class.

KEY

1 eco-tourism 2 local guide 3 pen friend 4 backpack
 5 campsite 6 suncream 7 sunglasses 8 sunburn

Exercise 8 page 89

- Elicit an example from one of the stronger students, e.g. *If you take public transport, you'll meet local people.*
- With a weaker class, elicit possible results before students start speaking, e.g. *If you take public transport - support local economy meet local people, reduce pollution.*
- Students discuss their ideas in pairs. Monitor and check that they are using vocabulary and grammar correctly.

Extension: Fast finishers

Ask **fast finishers** to think of three more ideas to add to the list. They then make sentences with them using the first conditional. Students can write the sentences or practise saying them with a partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about adventure holidays. I can look for the meaning of multiple choice options to choose the correct answer. I can understand and use holiday related compound nouns. I can talk about eco holidays.*

7G Speaking

Planning a holiday

LESSON SUMMARY

Speaking: Making suggestions for things to do on a trip

Vocabulary: Tourist attractions (2)

Listening: An exam candidate discussing what to do on holiday

Exam topic: Asking for clarification

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Omit exercises 6 and 8, but go through the strategy together. Exercise 9 can be set for homework or done in the next lesson.

LEAD-IN 2-3 MINUTES

- Tell students to think about a holiday they had in the past. Then ask: *What kind of holiday did you have? What did you visit?*

Exercise 1 page 90

- Focus attention on the photo. In pairs, students describe it and answer the questions.

KEY

- Encourage students to check the meaning of any unknown words in dictionaries.
- Students put the words into the two groups, places and events.
- Check answers as a class.

KEY

places art gallery, church, monument, national park, old town, opera house, park, restaurant, shopping district, square, theatre

events carnival, concert, festival, musical

Exercise 3 CD 3.10 page 90

- Go through the instructions together.
- Play the recording for students to answer the question.
- Check the answer as a class.

KEY

art gallery, concert, theatre

Transcript

Examiner So, we're going to London next month. How exciting! Shall we plan our trip?

Candidate Yes, first of all, shall we decide where to stay?

E Yes, let's do that. How much do we want to spend?

C I don't want to spend very much. Why don't we stay in a cheap hotel?

E I'm not sure about that. The beds in cheap hotels are always so uncomfortable!

C OK. This hotel near the station looks good.

E I'm not sure. It might be quite noisy. What about staying in this hotel, near the centre?

C I don't mind. You choose. Now, what tourist attractions do you want to see? It would be nice to visit an art gallery.

E Yes, I like that idea. Do you fancy going to a concert, too?

C I'm not very keen on that idea. I'd rather go to the theatre, actually.

E OK. Why not? There are lots of good shows to choose from.

C What about places to eat? What kind of food do you like?

E I love fish and chips. Do you fancy getting some fish and chips on the first evening?

C What a good idea! I like Italian food, too, so we can find a pizzeria on another evening.

E Yes. Now, what's the best way to travel round London?

C We could always get a Travelcard. You can travel as often as you like on buses and the underground with a Travelcard.

E That's a really good plan. How much is a Travelcard?

C I think it's about £10 a day.

E OK, I'll get two of those for us.

Exercise 4 page 90

- Go through the instructions together.
- Check answers as a class.

KEY

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

Exercise 5 page 90

- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class.
- Encourage students to read out the key phrases and check pronunciation and intonation.

KEY

1 sounds 2 good 3 like 4 not 5 that 6 sure
7 think 8 keen 9 rather 10 mind 11 suggestion
12 both

Exercise 6 CD 3.10 page 90

- Play the recording again for students to choose the phrases they hear.
- Check answers as a class.

KEY

Shall we ...? Let's do that. Why don't we ...? I'm not sure about that. What about...? I don't mind. It would be nice I like that idea. Do you fancy ...? I'm not very keen on that idea. Why not? What about...? (Do you fancy...?) What a good idea! We could alwaysThat's a really good plan.

Transcript

See Exercise 3

- Play the recording again for students to mark the intonation and stress. Show them how to mark the intonation by drawing an arrow above the phrase which sweeps upwards towards the end of the phrase (rising intonation), or downwards at the end of the phrase (falling intonation).
- Ask students to practise saying the phrases in pairs. Monitor and correct intonation and pronunciation where necessary.

Exercise 7 page 90

- Encourage students to check the meaning of any unknown words in dictionaries.
- Students take turns to make suggestions and respond.
- Monitor and help where necessary.

For further practice of city tourism:**Vocabulary Builder 7G** page 127

- 1 A fish and chip shop, food van, restaurant, sandwich bar, tea room B boat trip, day trip, excursion, walking tour C route, timetable, travel pass, travel zone
- 2 1 travel pass 2 timetable 3 food van
4 open-top bus tour 5 bus fare 6 travel zones
7 fish and chip shop 8 walking tour 9 boat trip

Exercise 8 CD 3.11 page 90

- Go through the strategy together and point out that people do not mind being asked to clarify information, so students should not feel embarrassed. The longer a person pretends they understand something, the harder it gets to admit they do not know what the other person is saying!
- Play the recording for students to listen to the whole conversation and answer the questions.

- Check answers as a class. Also, check the meaning of *pricey* (expensive).

KEY

She asks twice. She didn't understand 'market' and 'pricey'.

Transcript

Candidate I'm really looking forward to our trip to London. Shall we book a hotel?

Examiner OK. Or maybe a hostel. They are much cheaper.

C I like that idea. We can find one online.

E OK. What kinds of tourist attractions would you like to visit?

C Well, I'd like to see Buckingham Palace and the Houses of Parliament. And I'd like to go shopping, too.

E Me, too. We could go to one of the markets.

C Sorry, did you say 'supermarket'?

E No, 'market'. For example, Covent Garden or Camden.

C Cool. It would be nice to visit a park, too. Do you know if there are any good parks in London?

E Yes, Hyde Park and Regents Park are very beautiful.

C Pardon?

E Hyde Park and Regents Park. They're right in the centre. They are very beautiful.

C What about restaurants? I suppose there are lots of good restaurants in the centre.

E Yes, but lots of them are very pricey.

C Sorry, what does 'pricey' mean?

E Expensive.

C Oh, I see. Well, we can find cheap ones, I'm sure. How are we going to travel around in London?

E We can walk if we want to save money.

C I don't like that idea. It'll be too tiring.

E Well, let's take buses, then. Maybe we can hire bicycles, too.

C I'd rather not. Cycling in cities can be quite dangerous.

E OK, let's use the buses, then. Or should we use the underground? It's quicker than the bus.

C I don't mind. They're both good ideas.

E OK. Let's use the underground. I'm looking forward to this holiday!

Exercise 9 page 90

- Explain that variety can make presentations more interesting.
- Students plan a presentation about a holiday they'd like their class to join. They can use pictures, photos or objects, etc.
- Students give their presentation to the class.
- The class vote for the most interesting presentation.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can exchange information about tourist attractions. I can use phrases to ask for clarification when I do not understand something.*

7H Writing

A holiday blog

LESSON SUMMARY

Reading: Two holiday blog posts

Exam topic: Omitting sentence subjects in informal writing texts

Speaking: Discussing holiday activities

Writing: A holiday blog post

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Exercise 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask:
*Do you stay in contact with your friends while you're on holiday?
How do you do this?
Have you ever written a holiday blog?
Would you be interested in reading a friend's holiday blog?*
- Elicit students' answers.

Exercise 1 page 91

- Focus attention on the photos. Ask: *What type of holiday can you see in the photos? What other activities do you think the people will do?*
- Elicit students' ideas and write them on the board. Keep them on the board for later in the lesson.
- In pairs, students discuss which holiday they prefer and why.

Exercise 2 page 91

- Students read the blog posts and answer the questions.
- Check answers as a class.

KEY

Harry has done four things and has two more planned.
Emily has done one thing and has one more planned.

Exercise 3 page 91

- Ask students to read the task. Then ask them to read the posts in more detail and check which points they cover.
- Check the answer as a class.

KEY

No: the first post doesn't mention where Harry is staying.

Exercise 4 page 91

- Ask:
*Is the writing in the blog posts formal or informal?
(informal)*

Have you noticed that any words are missing?

- Go through the strategy together. Students then find sentences with no subject.
- Check answers as a class.

KEY

Hilarious! Still cloudy ... Can't wait! Will post another entry tomorrow ... Arrived in Snowdonia two days ago ... Really looking forward to it!

Exercise 5 page 91

- Ask students to read the sentences. Then ask: *What other words can we leave out?* (the auxiliary verb *have* after *I* or *we*)
- Students rewrite the sentences.
- Check answers as a class.

KEY

1 (Have) finally arrived! 2 Looking forward to seeing you again. 3 Went up the Empire State Building yesterday. 4 Visited Ben Thanh Maket on Friday. 5 Flying back tomorrow.

Extra activity

- Ask students to look through the blog posts and find:
1 five words that describe weather
2 five landscape features
3 three outdoor activities

Exercise 6 page 91

- Students complete the holiday activities. They then compare them to the predictions they made in exercise 1. How many were right?
- Check answers as a class.

KEY

1 shopping; kayaking 2 boat trip 3 tower 4 art gallery 5 bike 6 souvenirs

For further practice of holiday activities:

Vocabulary Builder 7H page 127

3 1 visit 2 go 3 go 4 hire 5 play 6 lie
7 eat 8 buy

Extra activity: Fast finishers

Revise visitor attractions from Lesson 7A. Write the following anagrams on the board for **fast finishers** to solve:

balnoiact drgaens (botanical gardens),

tlesac (castle)

fasria kpra (safari park)

tehaclrda (cathedral)

qmiauaru (aquarium)

meeht karp (theme park)

kermta (market)

tinafonu (fountain)

Exercise 7 page 91

- Students make notes to prepare for the task in exercise 3. They can use the activities from exercise 6.

Exercise 8 page 91

- Before students begin writing, write the following checklist on the board:
Omit subject where possible.
Use the present perfect to introduce a topic; use the past simple to give more details.
Use a variety of words to describe the weather, landscape features and holiday activities.
- Students write their blog posts. Monitor and check, helping with grammar and vocabulary where necessary.
- Students use the **Check your work** box to edit their work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a holiday blog post. I can omit the subject to make my writing more informal. I can use a variety of words to describe the weather, landscape features and holiday activities.*

7I Culture

Landscapes

LESSON SUMMARY

Reading: A text about the Vietnamese island, Phu Quoc.

Listening: Interview about The Golden Bridge in Viet Nam.

Speaking: Discussing other tourist attractions in Viet Nam.

SHORTCUT

- To do the lesson in 45 minutes, omit the lead-in and exercise 7.

LEAD-IN 2-3 MINUTES

- Elicit students' favourite places in Viet Nam.
- Ask: *Which tourist attractions have you visited in your country?* Elicit answers as a class.

Exercise 1 page 92

- Focus attention on the photo. In pairs, students discuss where the beach might be and how many people visit the island, giving reasons for their choices.
- Elicit answers as a class.
- Don't confirm or reject their answers at this stage.

Exercise 2 page 92

- Elicit what a national park is (an area which is protected by the State for the enjoyment of the public or the preservation of wildlife).
- Students skim the text and check their answers to exercise 1.
- Check answers as a class.

KEY

- 1 In Viet Nam
- 2 Millions of tourists visit it a year.

Exercise 3 page 92

- Go through the list of adjectives together and check their meaning.
- Elicit adjectives with the opposite meanings. In some cases, there might be more than one possibility.
- Students scan the text and find the adjectives.
- Check answers as a class.

KEY

- ugly – beautiful
unpopular – popular
unimpressive – impressive
boring – interesting
noisy – peaceful
crowded - quiet

Extra activity: Fast finishers

Ask students to write sentences using the adjectives from exercises 3.

A few students read out their sentences to the class. Ask students to make a list of other adjectives they know to describe places.

Exercise 4 page 92

- Students read the text again and answer the questions.
- Check answers as a class.

KEY

- 1F 2T 3F 4F 5T

Exercise 5 CD 3.12 page 92

- Before they listen, ask students if they have heard of or visited the Golden Bridge and ask them to describe it.
- Play the recording for students to choose the correct answers.
- Check answers as a class.

KEY

- B

Transcript

Host: Hello. Welcome to the travel show. Today I'm going to be talking to Giang from the Da Nang visitor centre in Viet Nam. He's here to talk about a magical tourist destination, which opened there in 2018, and has already received a lot of attention around the world.

Giang: Hi there, yes. The Golden Bridge.

HTell us about it.

GWell, it's 150 metres long and connects a cable car station with the gardens in the Ba Na Hills resort.

HSo it was built for tourists?

GYes, exactly. It's really unique, firstly because of its beautiful colour - gold. When the sun shines, the bridge looks spectacular against the green of the forests below. It sits nearly 1000 metres above sea level, so the views are incredible.

HThat sounds amazing.

GSecondly, there are two giant stone hands that appear to support the bridge in the air, like the hands of a god. People love taking photos next to them.

HYes, I've seen friends' photos on Instagram!

GThere you go!

HSo listeners, if you are planning a trip to Viet Nam, make sure you put the Golden Bridge on your list of places to visit! Thanks very much for coming on the show, Giang.

GThank you.

Exercise 6 CD 3.12 page 92

- Ask students to read the options and try to guess the correct answers.
- Play the recording again for students to check their guesses.
- Check answers as a class.

KEY

- 1c 2c 3a 4b 5c

Exercise 7 page 92

- Students can work in pairs or groups to make their brochure.
- Encourage them to use plenty of adjectives like those in exercises 3.
- Tell students to plan their presentation well, and decide who will say which parts.
- Get them to practise saying it aloud in pairs before presenting to the class.

Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article and a conversation about a tourist attraction. I can give a presentation about a tourist attraction.*

Review Unit 7

Reading

KEY

1d 2d 3a

Listening CD 3.13 page 93

KEY

1F 2T 3T 4F 5F 6T 7F

Transcript

Ben: Have you had a holiday this year, Lucy?

Lucy: Yes. I went to Spain in May with my mom, my dad and my little brother. We stayed in a little village near Malaga

Ben: Oh yeah. I've been to Malaga a few times. My uncle's got a flat there. He works in a hotel.

Lucy: Malaga is pretty busy.

Ben: Yes, it is. But I like lively places. I'm not so keen on villages.

Lucy: Yes. But it isn't boring in the villages near Malaga. We went camping, hiking, and cycling. The countryside is really beautiful

Ben: I like doing that kind of thing at home. But when I'm on holiday I prefer lying on the beach and then going to cafes in the evenings

Lucy: There was a lovely cafe in the village we went to and the people were friendly

Ben: Was the food good?

Lucy: It was amazing. I love Spanish tapas. I love Paella. I really want to do a Spanish cookery course.

Ben: I can teach you.

Lucy: Really?

Ben: Yeah. My uncle's a chef at a hotel, too. He taught me everything he knows.

Lucy: Lucky you! I'd love to visit your uncle's hotel.

Ben: Well, next time you go to Malaga, you can go there. I'll give you the address.

Lucy: Thanks. Are you going again soon?

Ben: I don't think so. I haven't got any money.

Lucy: I'd get a job if I were you. I'm working in my local supermarket in the summer because I want to go to Italy in September

Ben: Uhm, maybe I'll give them a ring and ask about a job then

Speaking

- Revise the main points the task focuses on.
- Pair up students.
- Students prepare in 2 minutes. Then students do the task in pairs.
- Ask students to perform the task in front of the class.

Writing

- Go the writing strategy concerning informal style.
- Students do the task in about 15 minutes.
- Students check their work.
- Give feedback.

Map of resources**8A Vocabulary**

Student Book, pages 94–95; Workbook, page 64

8B Grammar

Student Book, page 96; Workbook, page 65

8C Listening

Student Book, page 97; Workbook, page 66

8D Grammar

Student Book, page 98; Workbook, page 67

8E Word Skills

Student Book, page 99; Workbook, page 68

8F Reading

Student Book, pages 100–101; Workbook, page 69

8G Speaking

Student Book, page 102; Workbook, page 70

8H Writing

Student Book, page 103; Workbook, page 71

Culture 8

Student Book, page 104

Classroom Presentation Tool Unit 8**End of unit**

Unit Review : Student Book, page 105

Cumulative Review I–8: Workbook, pages 80–81

- Ask:

Can you think of some other gadgets? (e.g. MP3 player, pedometer, reading light that clips on to a book)

What's your favourite gadget?

Are these items essential for a happy life?

Elicit answers.

Exercise 1 page 94

- Focus attention on the photos. In pairs, students describe what the different gadgets do and whether they are good or bad ideas. They then choose their favourite.
- Elicit some answers. (The gadgets are: A: a pizza cutter; B: a door that turns into a tennis table; C: ninety-degree reading glasses)

Exercise 2 CD 3.14 page 94

- Go through the materials and check their meanings.
- Play the recording for students to listen and repeat.
- Students decide what the gadgets in exercise 1 are made of.
- Check answers as a class.

KEY

(Possible answers)

A plastic, rubber, steel

B plastic, nylon, rubber, wood

C aluminium, glass, plastic

Transcript

See Student Book, page 94.

Exercise 3 page 94

- Tell students they are going to do a quiz about different materials. Go through the quiz together and explain any unknown vocabulary.
- Students do the quiz in pairs. Teacher gives answer. Ask which answers surprise them the most.

KEY

1d 2a 3d 4a FALSE 4b FALSE

5b 6e hardest 6c heaviest

Exercise 4 page 95

- In pairs, students name describe things that are each made of different materials.
- Elicit students' answers.

Exercise 5 page 95

- Go through the words and phrases for describing technology together and check meaning and pronunciation. Pay particular attention to *straight* /streɪt/, *curved* /kə:vɪd/, *rectangular* /rek'tæŋgjələr/, *spherical* /'sfɜːrikəl/, *square* /skweə/, *triangular* /trai'æŋgjələr/ and *circular* /'sɜːkjələr/.
- Students complete the phrases.
- Do not check answers at this point.

KEY

1 mains 2 mostly 3 handle 4 base 5 allows

Exercise 6 CD 3.15 page 95

- Tell students that they are going to listen to a recording about gadgets.
- Play the recording. With a weaker class, play the recording once so that students can find out what the gadgets are. Play it a second time to allow them to check their answers in exercise 5.
- Check answers as a class.

KEY

battery powered; mains powered; it's got a long handle; It's got a triangular base; that's made of iron

Transcript

1 Customer This is lovely. Isn't it lovely? What is it exactly?

Shop assistant It's a coffee machine.

C Oh, yes. Of course. Is it battery powered?

SA No, it's mains powered. Look, the cable's here, under the base. If you press this button, the plug appears.

C That's clever. I love it. It's perfect for my kitchen at home. I'll come back later today and buy it.

SA Would you like to try a cup before you go?

C I'm sorry?

SA A cup of coffee?

C Oh, no thanks. I never drink coffee. Horrible stuff.

2 Shop assistant I see you're looking at the cycling machines.

Customer Cycling machines? Oh, yes. Yes, they're very nice, aren't they? A very unusual design.

SA It will look great in your living room. You don't need to put it away if friends come to visit.

C Yes, I see. Good idea. And it's got a long handle. Is that for carrying it?

SA No, that's the seat. It's leather.

C Oh yes, of course. It's heavy, isn't it?

SA Yes. It's got a triangular base that's made of iron. It allows you to cycle very fast without the whole thing shaking.

C And what are these buttons for?

SA That's the computer. If you choose 'share' mode, it automatically posts your workout results on Facebook.

C I see. Yes, I really like it. The thing is, I joined a gym recently.

SA Oh, right.

C But my son is trying to get fit, and he would use it, I'm sure.

Extra activity: Fast finishers

Ask **fast finishers** to write one sentence for each product that the assistant could use. They can use the expressions in exercise 5, e.g. *The coffee maker has a beautiful spherical shape. The exercise bike allows you to get fit in the comfort of your own home.*

Exercise 7 page 95

- Tell students think of a gadget to describe. They should also think about its shape, how it is powered, what it is made of and what it is used for.

- Students take turns to describe the gadget to each other. The other student must guess what it is.

Extra activity

- Students choose one of the products from exercise 1 and write a dialogue about it between a sales assistant and a customer. They should describe it using the words for materials and expressions to describe technology. Monitor and help with grammar and vocabulary where necessary.
- Alternatively, ask students to research a new gadget on the Internet and write sentences about it using the expressions in exercise 5.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe gadgets and talk about their use. I can name different materials. I can use expressions for describing technology.*

8B Grammar**The passive (present simple and past simple)**

Reading: A text about mobile phones

Grammar: The passive (present simple and past simple)

Speaking: Talking about the reading texts in the Student Book using the passive

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 7 can be set as a written activity for homework.

LEAD-IN 2-3 MINUTES

- On the board, write the following questions:
What gadgets do you use every day?
What would life be like if you didn't have a mobile phone?
- Students discuss the questions in pairs. Encourage them to use second conditional sentences.

Exercise 1 page 96

- Students brainstorm different uses of mobile phones.
- Ask: *What do you use your mobile phone for the most?*
- Elicit answers.

KEY

(Possible answers) make calls, text / send messages, listen to music, take photos, play games, tweet, send and receive emails, search the internet

Exercise 2 page 96

- Ask students to scan the text to find the answers.
- Check answers as a class. Write the answers on the board and ask students *What is more important: the thing that happens to something, or the person or thing that does the action? (The thing that happens to something).*

- Explain that this form is called the passive. It is often used to talk about technology.

KEY

1973 The first mobile phone call was made by Martin Cooper.
 1986 Voicemail was added to phones.
 1992 The first text message was sent.
 1997 The camera phone was invented by Philippe Kahn.

Exercise 3 page 96

- Students study the first two sentences of the text. Then go through the *Learn this!* box together.
- Students complete the rules.
- Check answers as a class.

KEY

1 be 2 present 3 past 4 by

Exercise 4 page 96

- Students find the examples. Then ask: what forms of 'be' we use:
 - when the subject is plural? (*are, were*)
 - when the subject is singular? (*is, was*)
 - in negative sentences? (*isn't, aren't, wasn't, weren't*)
 What word order do we use in questions? ('be' + subject + past participle)
- Check answers as a class.

KEY

Nearly a billion mobile phones are sold ... (a)
 The first mobile phone call was made ...
 The call was answered ...
 The first mobiles were powered ... (a)
 Voicemail was added ...
 Internet access was not added ... (b)
 The first text message was sent ...
 It was not typed ... (b)
 The camera phone was invented ...
 Photos of his newborn daughter were shared ... (a)
 In the UK, a mobile phone is stolen ...
 What are mobile phones used for the most? (c)

For further practice of the passive:

Grammar Builder 8B page 122

- 1 1 broken 2 taken 3 made 4 sent 5 spent
 6 flown 7 tried 8 shown 9 grown 10 known
 2 1 was 2 was 3 is 4 is 5 was 6 are
 7 were 8 are
 3 1 are made 2 is known 3 are used
 4 are grown 5 is produced 6 are prepared
 7 are cooked 8 are served
 4 1 was transmitted 2 was broadcast 3 was sent
 4 was sold 5 were made 6 were demonstrated
 7 were televised 8 was earned 9 were bought
 10 was watched 11 was shown

Exercise 5 page 96

- Go through the *Look out!* box together.
- Ask students to read the sentences. With a **weaker class**, ask students to underline the words or phrases that tell them which tense to use, e.g. *1 today*.

- Students complete the sentences.
- Check answers as a class.

KEY

2 were sold 3 are often used 4 is usually answered
 5 is accessed 6 are sent

Extra activity: Fast finishers

- Write the following on the board:
 - the children / give / a lot of presents* (past)
 - pasta / cook / water* (present)
 - the moon / not make / of cheese* (present)
 - the emails / send / yesterday?* (past)
 - the exercise bikes / sell / online?* (present)
 - I / not tell / about the party* (past)
- Ask **fast finishers** to write passive sentences in their notebooks.
- Key:
 - The children were given a lot of presents.*
 - Pasta is cooked in water.*
 - The moon isn't made of cheese.*
 - Were the emails sent yesterday?*
 - Are the exercise bikes sold online?*
 - I wasn't told about the party.*

Exercise 6 page 96

- Students complete the questions.
- Check answers as a class.

KEY

1 was ... watched 2 Were ... rescued 3 are improved
 4 was nearly killed 5 is ... employed
 6 are ... sometimes held 7 was ... shown

Exercise 7 page 96

- Tell students to scan the texts to find the necessary information.
- In pairs, students take turns to ask and answer the questions.
- Check answers as a class.

KEY

(Possible answers)

- She was watched carefully because she didn't feel pain, so she often injured herself badly.
- No, they weren't. They swam to a beach and were helped by a farmer.
- Players are taught to think about objects in three dimensions and how to react well to failure. Social skills are also improved.
- Ewa Wisnierska was nearly killed by a storm.
- He was employed at Legoland Discovery Centre in Illinois as a Master Model Builder.
- They are sometimes held in burger bars.
- She was shown how to harvest coffee, carry it in a special backpack and roast it.

Extra activity: Fast finishers

Ask **fast finishers** to write questions about the text in exercise 2. They then give them to a partner to answer, e.g. *How many mobile phones are sold every year?*
Who was the first mobile phone call answered by?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present and past passive to talk about technology. I can use the passive to ask and answer questions about reading texts.*

8C Listening

Intentions of the speaker

Exam topic: Identifying the intentions of the speaker

Vocabulary: Speaker intentions; collocations

Listening: People speaking with different intentions

Speaking: Giving a short speech

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercises 5 and 6 can be set as a written activity for homework and the speeches presented in the next lesson.

LEAD-IN 2–3 MINUTES

- Write the following on the board:

Your friend is crying because she has split up with her boyfriend.

You aren't happy with your new phone, so you take it back to the shop.

You are bored and want to go out tonight with a friend.

You are a head teacher and some new pupils are arriving for their first day.

You are at a tourist office and you want to find out about tourist attractions.

You have just broken your mum's favourite plate.

You are at the entrance to the platform at a train station. You can see your train but the ticket guard won't let you through.

- Ask: *What would you do in each situation?* Elicit some ideas as a class for the first situation. Then ask: *What verb describes how you would speak to your friend?* (comfort) Do the same with the other situations and try to elicit some of the verbs in exercise 3.

Exercise 1 page 97

- Focus attention on the photos. In pairs, students decide where the people are and what they are saying.
- Elicit ideas.

Exercise 2 page 97

- Go through strategy together. Then check the meaning and pronunciation of the verbs.
- Tell students to read the sentences and then ask: *Where do you think the speakers are? Who are they talking to?* Students match the sentences with the verbs.
- Focus attention on the photos. Students match three of the sentences with the photos.
- Check answers as a class.

KEY

- 1 to warn 2 to complain 3 to recommend
4 to welcome 5 to enquire 6 to comfort
A 2 B 6 C 4

Extra activity: Fast finishers

- Ask **fast finishers** to think of another sentence each speaker in the sentences in exercise 2 would say, e.g.
1 *You could burn yourself.*
- Key (Possible answers):
2 *We've been here for hours!*
3 *I really enjoyed it and I think you'll love it too.*
4 *Please take a seat. If you need anything, please let me know.*
5 *Could you tell me what time the museum opens?*
6 *You have nothing to worry about. Everything will be OK.*

Exercise 3 CD 3.16 page 97

- Tell students they are going to listen to six people. Each speaker has a different intention.
- Play the recording for students to answer the questions.
- If there is time, play the recording again. Ask students who they think the speakers are, who they are talking to and where they could be.
- Check answer as a class.

KEY

- 1 to thank 2 to invite 3 to encourage
4 to complain 5 to comfort 6 to welcome

Transcript

- 1 It was really kind of you to lend me your laptop. I'm really grateful.
- 2 Please come to the shop with me. I really need your advice on what cooker to buy, and I don't want to go on my own.
- 3 This e-sport match is going to be tough. The other team are really strong. But I think you can win if you really want to.
- 4 I'm sorry, but my phone screen is not as large as advertised. Could you change it, please?
- 5 I'm sorry to hear that your new product hasn't been selling well. I know you're upset, but I'm sure things will be better soon.
- 6 It's great to see so many of you here today for the launch event. Thank you very much for coming. I hope you enjoy our new gadget.

Exercise 4 CD 3.17 page 97

- Tell students they are going to listen to two more people with different intentions. Then ask them to read the questions quickly to see who the speakers are and to guess what their intention might be. Remind them to listen out for phrases such as *I think you should, be careful to, I'm going to tell you about.*
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

- 1 a and b 2 b and c

Transcript

- 1 Your poor eye sight is due to too much exposure to blue light. This has probably been caused by looking at digital screen too much, especially at night time. I can certainly prescribe some drugs that will help to better your eye sight, but initially I'd like you to make some changes to your habits at work. Try to avoid sitting at your desktop or laptop for hours on end. You really should stop using mobile devices before bedtime. Try also to work in natural light as much as possible. Come back to me in three months. If your eye sight doesn't improve, we will consider a course of treatment at that point.
2. You'll be delighted to hear that the new multimedia classroom which the school purchased has finally come into use. It consists of an interactive board and 50 desktops, all of which are hooked up to the highest-capacity internet network. It runs various self-study softwares of every single subject on the school's curriculum, so it is very useful for students to work on whatever aspect they need to improve. It'll also allow students to practise communicative skills of foreign languages. We were able to set up this multi-media classroom thanks to the money we made at the Christmas fair. We are very grateful to all the people who donated unwanted items for the stalls and who made all those delicious cakes and biscuits. Without you, we wouldn't have this wonderful self-study space. I'm sure this classroom will be in high demand from the word go.

Extension

- Write the following sentences from the recording in exercise 4 on the board:
We are very grateful ... Without you, we wouldn't have this ... (head teacher) ... initially I'd like you to make some changes ... (doctor)
- Ask students to match the sentences to the people. Do the activity as a class.

Exercise 5 page 97

- Go through the different situations together.
- Students then choose a situation and prepare a speech for it.
- With a **stronger class**, ask students to think of more phrases they could use, e.g. *How about ...? It was very kind of you to ...*
- With a **weaker class**, elicit examples for each situation, e.g. 1. *Instagram, Facebook, chat with friends, updates* 2. *efficiency, speed, softwares*
- Students prepare their speeches.

Exercise 6 page 97

- Students deliver their speeches to a partner. Remind students to lift their chin and chest and smile. Monitor while students are speaking.
- Students give their presentations to the class.
- The class vote for the best speech.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify a speaker's intention. I can express my intention and use a variety of phrases to do it.*

8D Grammar

The passive (present perfect, future and modal verbs)

Reading: A text about the future of cameras

Grammar: The passive (present perfect, future and modal verbs)

Speaking: Asking and answering questions using the present perfect passive with ever

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 7 can be set as a written exercise for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Revise the meaning of *gadget* (a small device, tool or machine that has a particular but usually unimportant purpose) and ask students to name their favourite gadgets.
- Write some of them on the board. Then ask:
What's the future of these gadgets? How will they change in the future?
Can you describe a gadget that you would like to invent?
- Elicit students' ideas.

Exercise 1 page 98

- Focus attention on the photo and the title. Ask students if they recognise what the man is wearing (Google Glass). If they have heard about the product, what do they know about it? Explain that Google Glass is a computer that you wear on your head like a pair of glasses. It is voice-operated and can perform tasks like those of a smartphone, e.g. it can make phone calls, display information from the internet, take photos and make videos.
- Ask students how wearable gadgets in general can make their lives easier, e.g. you do not have to use your hands, so they save you time and allow you to do more things simultaneously. If students are having difficulty coming up with ideas, ask: *Do you need to use your hands with a wearable gadget?* (no)
- Ask:
How is a wearable camera better than an ordinary one?
How do you take pictures if you don't use your hands?
What do you think the picture quality is like?

- Elicit ideas and write them on the board.

Exercise 2 page 98

- Students read the text and check their ideas in exercise 1.

KEY

The gadget allows people to take a photo simply by blinking. You can also send messages and surf the internet.

Exercise 3 page 98

- Ask students to read the underlined sentences in the text and ask what they have in common. (*They are in the passive.*) Remind students that the passive is often used to talk about technology.
- Briefly revise the structure of the passive: **subject + be + past participle.**
- Students match the sentences with a–h.
- Check answers as a class.

KEY

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

Present perfect affirmative billions of photos have been uploaded to social networking sites; Wearable gadgets have recently been developed ...

Present perfect negative They haven't been replaced yet ...; ... we haven't even thought of

For further practice of the passive (present perfect, future and modal): Grammar Builder 8D
page 122

- 5** 2 haven't been washed 3 Has ... been checked
 4 has been built 5 hasn't been shown
 6 Has ... been delivered 7 have been sold
 8 have been invited 9 hasn't been marked
- 6** 1 will be uploaded 2 will be scanned
 3 will be stored 4 will be backed up
 5 won't be lost 6 won't be charged 7 will be sent
- 7** 2 Desktop computers probably won't be needed ten years from now.
 3 Celluloid film cameras have been replaced by digital cameras.
 4 Passengers can be helped with the check-in at the airports by robots now.
 5 Your vocabulary may be enriched by using this electronic dictionary.
 6 Computers that can think like humans haven't been invented.

Extra activity: Fast finishers

- Write the following prompt on the board:
the photo / take.
- Ask **fast finishers** to make passive sentences using the tenses and forms in exercise 3.
- Key:
The photo has been taken.
The photo hasn't been taken.
Has the photo been taken?
The photo will be taken.
Will the photo be taken?
The photo won't be taken.

Culture notes

- Weather modification already exists in the form of cloud seeding. Chemicals are fired into clouds to control the amount of rainfall or snowfall. Cloud seeding is practised by several countries around the world, most notably China, where cloud seeding was used in an attempt to reduce rainfall during the Beijing Olympics. However, there is some debate about its efficacy.
- A study by French bank Natixis indicates that by 2050, French may be the most widely spoken language in the world, followed by Chinese Mandarin, Spanish and then English. This result is based on the fact that French is widely spoken in the fastest-growing regions of the world, particularly sub-Saharan Africa, whose economy is expected to grow dramatically in the next hundred years.

Exercise 4 page 98

- Students complete the predictions.
- Check answers as a class.

KEY

- 1 will be controlled 2 will ... be connected
 3 will be spoken 4 will be built

Exercise 5 page 98

- Ask students to read the predictions in exercise 5 again and decide whether or not they agree with them. They should think of reasons to support their opinions.
- In pairs, students give their opinions. Encourage them to use a variety of phrases to give their opinions and make additional points, e.g. *As I see it*, *Moreover*.
- Ask a few students to share their ideas with the class.

Extra activity: Fast finishers

Ask **fast finishers** to give their opinions on the predictions in exercise 4.

Exercise 6 page 98

- Students read the facts and complete the sentences.
- Check answers as a class by asking students to read out the sentences. Make sure they say the numbers correctly.

KEY

- 2 have been sold 3 have been uploaded
 4 have been shared 5 have been watched

Exercise 7 page 98

- Check that students understand the words in the prompts.
- Students write questions.
- Check answers as a class.

KEY

- 2 Have you ever been punished for something you didn't do?
 3 Have you ever been hurt while doing sport?
 4 Have you ever been criticised by a good friend?

- Focus attention on the model question and answer. Point out that the tense in the answer changes from the present perfect to the past simple, as students have practised.
- Tell students that they do not have to give their entire answer using the passive. However, the more information they can give in the passive, the better.
- In pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 8 page 98

- Ask students to work in groups.
- Students design a wearable gadget.
- Students describe the gadget, using passive sentences with "may" and "can".
- Teacher can give suggestions like: *What is it made of? What can be done with it? What shape is it? By whom may it be used?*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the passive to make predictions and to talk about things which have happened. I can give my opinions on predictions using the future passive and describe experiences using the present perfect passive.*

8E Word Skills

Verb + preposition

Reading: A text about a future colonisation of the moon or Mars

Exam topic: Using a dictionary to find out which prepositions can be used with different verbs

Dictionary work: Finding the correct preposition to follow a verb

Speaking: Discussing whether people will live on the moon or Mars in the future; discussing different topics using verbs with prepositions

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercises 7 can be set for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Remind students of the prediction *Hotels will be built on the moon* from Lesson 8D. Ask: *Is the moon a good place to live? Why? / Why not?*
- Elicit ideas.

Exercise 1 page 99

- Ask students to think of two advantages and two disadvantages of living on another planet.
- Elicit ideas and write them on the board. Ask students to give reasons for their ideas.

Exercise 2 page 99

- Focus attention on the title and the illustration. Ask: *Do you know what the text is about?* Elicit answers.
- Students read the text for gist. They then discuss in pairs whether they think the project is a good idea and give reasons for their opinions.
- Ask students to read the text again more carefully and check any unknown vocabulary. Do not check verbs + prepositions at this point.

Exercise 3 page 99

- Focus attention on the highlighted verb + preposition collocations in the text. Ask them to find more verbs + preposition collocations.
- Check answers as a class and check that students understand the meaning.

KEY

for	search for, prepare for	to	adjust to
with	deal with	at	arrive at

Exercise 4 page 99

- Go through the strategy together. Then ask students to read the dictionary entry.
- Elicit the meaning of *recover*.
- Students answer the question.
- Ask students in which two contexts we can use *recover from*.

KEY

from

Exercise 5 page 99

- Ask students to read the sentences and note which have missing prepositions.
- Students can use a dictionary to complete the sentences. With a **stronger class**, ask students to do the exercise and only use a dictionary to check their answers.
- Check answers as a class.

KEY

1 apologised	2 about	3 of
4 asked	5 laugh	6 with

Exercise 6 page 99

- Go through the *Look out!* box together. Ask students how a dictionary can help them to decide which preposition to use. (They should look for the meaning or an example sentence that shows you the context in which they can use the preposition.)
- Students choose the correct prepositions.
- Check answers as a class. Check that students understand what the collocations mean, e.g. *care for* means 'to look after'; *care about* means 'to be worried about or interested in something'.

KEY

1a of	1b about	2a for	2b about	3a about	3b of
4a to	4b about	5a to	5b with		

Extra activity: Fast finishers

Ask **fast finishers** to choose five verb + preposition collocations from exercise 6 and write a sentence for each.

Exercise 7 page 99

- Tell students to complete as many sentences they can without a dictionary. They then use a dictionary to check their answers.
- Check answers as a class.

KEY

1 about 2 with; about 3 in 4 to

Exercise 8 page 99

- In pairs, students take turns to ask and answer the questions. Monitor and check that students are using the collocations correctly.
- Ask a few students to share their ideas with the class.

Extra activity

- Tell students to imagine they are living on the moon or Mars and are writing an email to a friend back on Earth.
- Remind them of the advantages and disadvantages of living on the moon or Mars that they discussed in exercise 2; they should include them in their email.
- The email could start:
*Dear ...
Well, I've been on Mars for two months now and ...*
- Students complete the email.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use verb + preposition collocations. I can understand collocations in a text about the future colonisation of the moon or Mars and use them to give my opinions on these.*

8F Reading

Great inventions?

Reading: A text about three forgotten inventions

Exam topic: Making sure that separate texts match questions correctly

Vocabulary: Nouns related to verbs and adjectives

Speaking: Discussing which inventions and discoveries are the most important

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than three minutes on exercise 3. Exercises 8 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Give students a minute to brainstorm recent inventions and discoveries, e.g. forms of wearable technology and the structure of DNA.

- Write students' ideas on the board.

- Ask:

In a hundred years from now, how important will these inventions be in people's lives?

Will we still remember them or will they be forgotten?

- Students discuss as a class.

Exercise 1 page 100

- Focus attention on the photos. Ask individual students to describe the photos.
- In pairs, students speculate about what the inventions were for.

Exercise 2 page 100

- Students read the texts and check their answers.
- Students discuss as a class.

Exercise 3 page 100

- Students discuss in pairs.
- Elicit their answers.

Exercise 4 page 100

- Ask:
How silly do the inventions look compared with today's technology?
How do you think people reacted when they were first invented?
- Students scan the texts again to find the dates of the inventions. Make sure that students find the date that the Antikythera mechanism was invented, not discovered.
- Check answers as a class. You could also ask students to think about the impact the inventions had on people's lives at the time of their invention.

KEY

A 1 (2 BC) B 3 (1897) C 2 (1865)

Exercise 5 page 100

- Students read the texts and match them with the questions.
- Check answers as a class.

KEY

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

Extra activity: Fast finishers

- Ask **fast finishers** to write one comprehension question about each text, covering a point not mentioned in previous exercises.
- Students then swap questions with a partner and answer their partner's question.

Exercise 6 page 100

- Students read the texts and answer the questions.
- Check answers as a class.

KEY

1 T 2 F 3 DNS 4 T 5 DNS 6 T

Exercise 7 page 100

- Students find the nouns in the text.
- Check answers as a class.

KEY

- a invention b recordings c movement
- d arrangement e discovery f reconstructions

Exercise 8 page 100

- Go through the inventions and discoveries together.
- Ask: *Which are inventions and which are discoveries?* (Fire, electricity and antibiotics are not inventions; they all exist in nature and were discovered. The rest are inventions because they are man-made.)
- Students discuss which invention or discovery is the most important. Encourage them to consider which inventions could not exist without other inventions or discoveries, e.g. *Television could not exist without electricity.*)
- Monitor and check that students are using the second conditional correctly.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about forgotten inventions. I can understand and use nouns with different suffixes. I can give my opinion about the most important inventions and discoveries in history.*

8G Speaking**Making a complaint**

Listening: A candidate acting out a role-play between a shop assistant and a customer returning a faulty gadget

Vocabulary: Gadgets; parts of gadgets

Exam topic: Mentioning all the points in a guided conversation task

Speaking: A role-play between a shop assistant and a customer returning a faulty gadget

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Omit exercise 3 and 4 but read through the strategy. If necessary, exercise 9 can be set for homework.

LEAD-IN 2–3 MINUTES

- Elicit different gadgets that students own.
- Ask: *How can gadgets go wrong?* Give an example: *My mobile phone didn't switch on when I pressed the button.*
- Elicit answers. Encourage students to use verbs like *turn on, switch off, press, scroll down, swipe* etc. when they are describing the problem. Write useful verbs on the board and keep them there for use later on in the lesson.

Exercise 1 page 102

- Students describe the photo and discuss the questions in pairs.
- Elicit answers.

Exercise 2 CD 3.19 page 102

- Go through each point in the task together and ask students what words or types of information they expect to hear in relation to each, e.g. 1 name of gadget and a date, 2 verbs to describe how to use it (e.g. *charge, turn on*).
- Play the recording for students to choose the correct answers.
- Check answers as a class.

KEY

- 1 b 2 b 3 a 4 a

Transcript

Sales assistant Hello. Can I help you?

Student Yes, I bought this portable DVD player here six months ago and there's a problem with it.

SA Oh, dear. What's wrong with it?

S I can't switch it on. I press the on/off button and nothing happens.

SA Let me have a look. Yes, you're right. Are the batteries fully charged?

S Yes, they are. It doesn't work even when the power lead is connected.

SA Have you got the receipt?

S Yes, here it is. I'd like to exchange it, please.

SA I'm afraid that won't be possible. It's over a month old, you see.

S Is there anything else you can do?

SA We can repair it for you.

S How long will that take?

SA About two to three weeks.

S OK, then. Repair it, please.

For further practice of gadget vocabulary:**Vocabulary Builder 8G** page 128

- | | | | |
|---|---------------------------------|-----------------------|----------|
| 1 | A digital radio | B camcorder | |
| | C Blu-ray player | D digital photo frame | |
| | E solar-powered battery charger | F satnav | |
| 2 | 1 smart TV | 2 hard disc recorder | 3 satnav |
| | 4 headphones | 5 e-book reader | |

Exercise 3 CD 3.19 page 102

- Go through the strategy together.
- Play the recording again for students to listen and decide how well the candidate does the task.
- Elicit the answer.

KEY

Yes. The student mentioned all four points and responded well to the sales assistant's contributions.

Transcript

See exercise 2.

Exercise 4 page 102

- Go through the gadgets together and check meaning and pronunciation.
- Students discuss the questions about the gadgets they like in groups.
- Elicit the answers.

- Go through the parts of the gadgets together and check meaning and pronunciation.
- Students match the parts with the gadgets.
- Check answers as a class.

KEY

(Possible answers)

digital camera battery, case, charger, on/off button, screen, strap
DVD player on/off button, power lead, remote control, USB port, volume control
e-book reader battery, case, charger, on/off button, screen, USB port
games console on/off button, power lead, volume control
smartphone battery, case, charger, on/off button, screen, USB port, volume control
tablet battery, case, charger, on/off button, screen, volume control

Exercise 5 CD 3.20 page 102

- Play the recording for students to listen to another candidate and answer the question.
- Check answers as a class.

KEY

screen, case

Transcript

Sales Assistant Hello. How can I help you?

Student I bought this tablet here last week. There's a problem with it.

SA Oh. What's wrong with it?

S The screen is broken. Look.

SA How did that happen?

S I dropped it.

SA Oh, dear. Well, we can repair it for you. But you'll have to pay for the repair.

S Why? It's only a week old. Can I have my money back, please?

SA No, I'm afraid you can't. You broke it, you see. It isn't a fault with the tablet.

S But it shouldn't break when you drop it. And it was in its case.

SA The glass is very delicate. It can break quite easily. I'm very sorry but there's nothing I can do.

S Can I exchange it, please?

SA No, as I said, we can repair it, but we'll have to charge you.

S Well, how much will it cost?

SA About £80, I think.

S Eighty pounds! I'm not happy about that. Can I see the manager, please?

SA He isn't in the shop at the moment.

S Well, if you won't exchange it or give me a refund, I'm going to write to the manager.

SA As you wish.

S Thank you and goodbye.

SA Goodbye.

Exercise 6 page 102

- Students complete the phrases.

- Check answers as a class.

KEY

1 problem 2 something 3 work 4 stopped
 5 broken 6 come 7 money 8 exchange
 9 repair 10 happy 11 manager 12 write

Extra activity: Fast finishers

- Ask fast finishers to paraphrase the phrases in exercise 6. E.g.
 - *There's a problem with = I have a problem with*
 - *Can I have my money back? = Can you give me a refund?*

Exercise 7 CD 3.20 page 102

- Students listen and pay attention to the stress in particular.
- While students practise in pairs, monitor round the class and correct pronunciation and stress where necessary.

Transcript

See exercise 5.

Exercise 8 page 102

- Students match the sentence halves.
- Check answers as a class. Make sure that students understand the meaning of *credit note* (a voucher you are given to spend in a shop when a refund is not possible).

KEY

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

Exercise 9 page 102

- Students use the vocabulary and phrases from the lesson to do the task in exercise 2.
- Give students a minute to plan their conversations. Remind them to mention all four points.
- Students act out the conversation and then swap roles.
- Ask a few pairs to act out their role plays for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can complain about faulty goods in a shop using vocabulary for gadgets and phrases for making complaints. I can make sure I mention all the points in a conversation task.*

8H Writing

A formal letter

Vocabulary: Conjunctions

Exam topic: Writing a letter of complaint

SHORTCUT

- To do the lesson in 45 minutes, keep the lead-in brief and omit exercise 1. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask: If you receive bad service in a shop or restaurant, do you complain? Why? / Why not? Have you ever written a letter of complaint? What was the situation and the result?
- Elicit answers.

Exercise 1 page 103

- Ask: What affects online education? Which factor affects the most? Why? Encourage students to come up with ideas that aren't in the list in exercise 1. Write any new vocabulary on the board.
- Students then complete the task in pairs.
- Elicit ideas.

Exercise 2 page 103

- Go through the instructions and task together and make sure students understand what they have to do.
- Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Exercise 3 page 103

- Go through the strategy as a class.
- Students match the highlighted words with their meanings.
- Ask students what type of information would follow each conjunction. (as / since – reason; rather than – alternative option; unless – an unlikely situation or one that happens only occasionally; so – consequence)

KEY

1 as, since 2 rather than 3 unless 4 so

Extra activity: Fast finishers

- Write the following sentence on the board: Joseph plays football on Saturdays.
- Ask fast finishers to elaborate it by using unless, as, so, rather than and since, e.g.
Joseph plays football on Saturdays rather than tennis.
Joseph plays football on Saturdays as it's his only free day.

For further practice of conjunctions:
Vocabulary Builder 8H page 128

3 1 c 2 a 3 c 4 b

Exercise 4 page 103

- Go through the instructions and task together and make sure students understand what they have to do.
- Students match the paragraphs with the headings.
- With a weaker class, you could do the first heading together as an example.
- Monitor and help where necessary.
- Check answers as a class.

KEY

1 C 2 A 3 E 4 B

Exercise 5 page 103

- Tell students to read the task.
- Check the answer as a class.

KEY

All in all, ...

Exercise 6 page 103

- Go through the instructions and task together and make sure students understand what they have to do.
- Refer students back to their answers from exercise 4 as these paragraph headings will help them to structure their letters.
- Monitor and help where necessary.
- Students write their letters. Remind them to use the conjunctions from exercise 3 to link their points and phrases from exercise 5 to sum up their argument.
- Students use the Check your work box to edit their work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: What have you learned today? What can you do now? and elicit answers: I can write a formal letter about the problems during online lessons. I can include conjunctions in my writing and phrases for summing up.

8I Culture

Virtual Education

Reading: An article about virtual museums

Listening: The benefits of virtual museums

Internet research: Researching facts about a virtual museum (the Museum of Flight, the Terracotta Warriors and Horses Museum or Natural History Museum)

SHORTCUT

- To do the lesson in 45 minutes, omit the lead-in activity and students do the internet research for homework.

LEAD-IN 2-3 MINUTES

- Write the following questions on the board: What is virtual reality? What is its application? (virtual reality: a set of images and sounds, produced by a computer, that seem to represent a place or a situation that a person can take part in // application: entertainment, education)
- Students discuss the questions in exercise 1.

Exercise 1 page 104

- Focus attention on the photo above exercise 1 and the photo in the main text.
- Students discuss the questions in pairs.
- Elicit ideas and write them on the board.

Culture note

In 1962 Heilig built a prototype of his immersive, multi-sensory, mechanical multimodal theater called the Sensorama, and created five short films to be displayed in it. On August 28, 1962 Heilig was granted U.S. Patent 3,050,870 for a "Sensorama Simulator." This invention is considered one of the earliest functioning efforts in virtual reality.

Virtual tour of Terracotta Warriors and Horses Museum
[http://39.104.142.130/html/public/zl/500yvr/
bc726d2972a949c180c4f85216e6c5ea.html](http://39.104.142.130/html/public/zl/500yvr/bc726d2972a949c180c4f85216e6c5ea.html)

Virtual tour of Natural History Museum

<https://www.nhm.ac.uk/visit/virtual-museum.html>

Exercise 2 page 104

- Tell students they are going to read about the development of virtual museums.
- Students read the text to find the information and answer questions in exercise 1.
- Check answers as a class.

KEY

1 It creates virtual reality.

2 It was developed in the 1950s.

Exercise 3 page 104

- Go through the events together. Then ask students to find the events in the text and put them in the correct order.
- Check answers as a class.

KEY

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

Exercise 4 page 104

- Students discuss the advantages of virtual museums in pairs.
- If students have difficulty, help them brainstorm with questions: *What are the benefits of visiting a museum without actually getting there? On the part of visitors? On the part of the museums?*

Exercise 5 CD 3.22 page 104

- Play the recording for students to listen to the talk about the advantages of virtual museums. Students take notes while listening.
- Teacher may stop the recording after each point so that students can have time to note down ideas.
- Check the answer as a class.

KEY

Main points

Visitors can see what the past was like.

Heritages can be admired without any damage.

They offer education and entertainment.

Visitors can access virtual museums regardless of time and location.

Transcript

Like physical museums, virtual museums can transport visitors to the past. For example, the Museum of Flight (Seattle, USA) shows its visitors the early days of aviation history. But, virtual museums have a number of benefits. To begin with, they enable people to admire precious heritages around the world without doing any damage to them. Thanks to virtual museums, archaeological sites are visually accessible to the public while remaining perfectly preserved. The Terracotta Warriors and Horses Museum in China, for example, gives visitors a virtual experience of swooping into the tomb, walking among the terracotta soldiers and viewing their facial expressions. In addition, virtual museums offer education and entertainment at the same time, making learning more enjoyable and making information memorable. Last but not least, virtual museums are accessible regardless of the time and location. Vietnamese students can easily explore the Natural History Museum in London without having to travel to the UK.

Exercise 6 CD 3.22 page 104

- Ask students to read the sentences and check that they understand them.
- Working individually, students predict the answers.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

1F 2T 3F 4F 5T

Transcript

See exercise 5.

Extra activity: Fast finishers

Fast finishers read the text again. Then, books closed, they write down everything they can remember about the development of virtual museums.

Exercise 7 page 104

- Students research one virtual museum on the internet and make notes of five more important facts about it.
- They then write a text it on a sheet of paper.
- Students stick their texts on the classroom walls.
- The class vote for the best article of virtual museums.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about virtual museums. I can understand a recording about the advantages of virtual museums.*

Review Unit 8

Reading

KEY

1 a 2 c 3 b

Listening CD 3.23 page 105

KEY

1 F 2 T 3 F 4 T 5 T 6 F

Transcript

Many people say that Galileo invented the telescope, but this is not actually true. In 1609, he was the first person to use a telescope to study the stars, but it's thought that a man named Hans Lipperhey invented it in 1608. Galileo learned about this invention and built his own. At first people used it on land and at sea, but then Galileo had the idea of turning his telescope towards the sky. He made many discoveries including the idea that the moon was not flat and smooth, but had mountains and craters.

After this, people wanted to travel in space and they started researching different ways to get there. The first successful flight was in 1944 when a German V-2 rocket went on a test flight. It was the beginning of many 'firsts'. In 1957, the Russians launched Sputnik 1 which was the first satellite to orbit the Earth.

The first successful human space flight was when the Russian astronaut Yuri Gagarin travelled in a spacecraft called Vostok 1, in 1961. It completed one orbit around the Earth. The first object to land on the moon was Luna 2, in 1959. The first woman in space was Valentina Tereshkova, in 1963. And in 1969, the first men walked on the moon. Since then, there have been many attempts by scientists to explore Mars, and scientists have discovered interesting things about the planet, including signs of water and possible life.

Speaking

- Pair students up.
- Remind students of the points they need to cover.
- Ask some pairs to present before class.

Writing

- Ask students what type of letter they are going to write.
- Remind the parts of the letter, conjunctions.
- Students write. Then teacher picks out one or two letters to correct before class.

Introduction

IA Vocabulary

Likes and dislikes

Exercise 1 page 4

I love / I'm really keen on; I like; I don't mind; I don't like;
I can't stand / I hate
1 swimming 2 dancing 3 I don't mind
4 I like 5 I don't like

Exercise 2 page 4

1 don't mind 2 love 3 don't mind / quite like
4 really keen 5 is great 6 can't stand / hate
7 can't stand / hate 8 terrible 9 isn't bad

Exercise 3 page 4

1 basketball 2 drawing 3 swimming 4 chess
5 board games 6 video games 7 cycling
8 ice hockey 9 volleyball

IB Grammar

Contrast: present simple and present continuous

Exercise 1 page 5

1 Do you go; don't go; go
2 Does Sam study; doesn't study; studies
3 teach; teaches; 's
4 Do your parents work; work
5 Do you practise; practise; makes

Exercise 2 page 5

1 Are you having 2 'm calling 3 are staying
4 are enjoying 5 am planning 6 am relaxing
7 am running 8 are thinking 9 is shining

Exercise 3 page 5

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

Exercise 4 page 5

1 scores 2 believe 3 is trying 4 is cooking
5 reads 6 'm watching 7 gets up 8 is coming
9 plays 10 understand

Exercise 5 page 5

1 is 2 're having 3 'm enjoying 4 put on
5 're working 6 has 7 're practising 8 'm trying
9 'm playing 10 forget 11 believe 12 are travelling
13 're 14 hope

IC Vocabulary

Describing people

Exercise 1 page 6

1 long, straight, black 2 short, curly, dark
3 medium-length, wavy, fair 4 short, straight, dark
5 long, wavy, dark 6 medium-length, straight, dark

Exercise 2 page 6

1 boots 2 coat 3 socks 4 tie 5 trainers 6 hoodie
7 jeans 8 T-shirt 9 gloves 10 dress

Exercise 3 page 6

(Possible answers)
1 He's got short, straight, dark hair. He's wearing a coat and tie.
2 She's got shoulder-length, straight, fair hair. She's wearing a dress and gloves.
3 He's got short, wavy, fair hair and a dark beard. He's wearing jeans, a T-shirt and a jacket.
4 She's got short, wavy, dark hair. She's wearing dark trousers and a dark jacket.

Exercise 4 page 6

1 long 2 straight 3 dark 4 scarf 5 jacket
6 short 7 wavy 8 brown 9 eyes 10 moustache
11 tie 12 shirt

ID Grammar

Articles

Exercise 1 page 7

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

Exercise 2 page 7

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

Exercise 3 page 7

1 the 2 a 3 - 4 an, the 5 the 6 - 7 -, an
8 a 9 the 10 -

Exercise 4 page 7

1 the 2 a 3 the 4 The 5 the 6 the
7 a 8 a 9 the

Exercise 5 page 7

1 There are 2 There is 3 There are 4 there is
5 There are 6 There are 7 there is 8 there is
9 There are 10 There is

Exercise 6 page 7

2 There are three 3 in a football 4 for work
5 is a dancer 6 There is a 7 have a great 8 The car is
9 Maggie a CD 10 in geography

Unit 1 Feelings

1A Vocabulary

How do you feel?

Exercise 1 page 8

- 1 excited 2 relieved 3 cross 4 anxious 5 proud
6 suspicious 7 bored 8 frightened 9 envious
10 upset 11 confused 12 shocked

Mystery word: disappointed

Exercise 2 page 8

- 2 delighted 3 embarrassed 4 proud 5 upset
6 anxious 7 frightened 8 relieved

Exercise 3 1.02 page 8

- 1 relieved 2 suspicious 3 envious

Transcript

- 1 The other team weren't very good and we quickly scored three goals. But then we relaxed, I think. We thought, 'This is easy! We're going to win. No problem at all!' But then, in the second half, the other team scored three goals, so it was 3–3. And there were only five minutes left. But luckily we managed to score in the last minute and win the match.
- 2 I arranged to meet my boyfriend Jake last night, but he texted an hour before and said sorry, he was busy. I texted back, 'Busy? What are you doing?' 'I'm staying in. Really sorry. See you tomorrow,' he said. But then Sally saw him in town with Lizzie. That's what she said, anyway. So, did he stay in? I don't know.
- 3 There's a boy in my class who's good at everything. He gets top marks in all the subjects and he doesn't seem to work very hard. He's also very good at sport and is captain of the football team. And he's good-looking and popular with the girls! How does he do it?!

1B Grammar

Past simple (affirmative)

Exercise 1 page 9

- 1 studied 2 moved 3 looked 4 stopped 5 talked
6 decided 7 dropped 8 married 9 wanted
10 died

Exercise 2 page 9

- 1 chose 2 found 3 went 4 stole 5 began
6 took 7 felt 8 were 9 got 10 spent

Exercise 3 page 9

- 1 was 2 won 3 gave 4 started 5 took
6 invited 7 had 8 had 9 was 10 said 11 got
12 answered 13 was 14 was 15 decided 16 gave
17 said 18 died 19 chose 20 helped

1C Listening

Problems, problems!

Exercise 1 page 10

- 1 make 2 have 3 give 4 take 5 made 6 tell
7 take 8 tell

Exercise 2 page 10

- 2 shouldn't listen 3 should look 4 shouldn't feel
5 should invite 6 should tell 7 should spend
8 should go

Exercise 4 1.03 page 10

- 1 a 2 b

Transcript

- B Ben Hi, Ellie. How are you?
Ellie Oh, I'm OK, thanks.
B You don't sound very happy.
E Well, to be honest, I'm a bit upset about the school show. It doesn't look like I can be in it this year.
B Why not?
E Because a relative of mine is getting married – and the wedding is on the same night as the first performance.
B That's bad luck!
E I know.
2 Leo Hi, Daisy. What are you up to?
Daisy I'm reading an email from my cousin in Canada. He's planning to visit us next month! I can't wait ...
L That's good news. But I didn't think you got on with him that well.
D I don't. But he's OK.
L I don't understand. You seem really excited ...
D I know – because he's bringing me a DVD of the new Twilight film! It isn't in the shops here, only in America.
L Oh, OK. Now I see. Fantastic!
D I know!

Exercise 5 1.04 page 10

- 1 B, 3 A

Transcript

- A Sophia Hi, Charlie. You don't look very happy. Is there a problem?
Charlie Well, yes. I just don't know what to do.
S Tell me about it.
C Well, you know I'm in the basketball team ...
S Yes. You're really good!
C Well, I want to stop playing.
S Stop playing? Why?
C I haven't got time. I've got too much schoolwork this year.
S So ... what's the problem?
C I feel bad about leaving the team in the middle of the year.
S Why don't you talk to your team-mates about it?
C I talked to them yesterday. They were really upset! They say they need me in the team.
S Oh dear – I see your problem.
C What can I do?
S I don't know. Sorry!
B Emma Hello, Luke. Can I ask you something?
Luke Yes, of course. What is it?

E Well, it's about my science project. We have to hand it in tomorrow – and I only started it today!

L Oh dear. Why?

E Well, I was ill last week. Remember? And then I had a lot of other homework ... I need more time!

L Talk to Mr Woods, then. Ask for more time.

E But my last project was late too. And Mr Woods was really cross with me! So I don't want to ask for more time.

L You haven't got a choice. You can't finish it before tomorrow, can you?

E Well, if I look for something on the internet ...

L Something to copy? No, I don't think you should do that. Just talk to him. That's my advice.

E I can't. You don't understand!

L What are you doing now?

E I'm looking for science projects on the internet.

Exercise 6 1.04 page 10

1 I just don't know what to do.

2 Oh dear, I see your problem.

3 Can I ask you something?

4 Just talk to him. That's my advice.

1D Grammar

Past simple (negative and interrogative)

Exercise 1 page 11

1 didn't get 2 didn't win 3 didn't feel 4 didn't spend
5 wasn't 6 didn't give

Exercise 2 page 11

2 didn't die 3 didn't begin 4 weren't born
5 didn't say 6 didn't see

Exercise 3 page 11

1 could / couldn't 2 did / didn't do 3 was / wasn't
4 lived / didn't live 5 made / didn't make
6 chose / didn't choose

Exercise 4 page 11

1 What 2 Who 3 How often 4 Where 5 Which
6 Why 7 when

Exercise 5 page 11

1 How much homework did you do last night?
2 Who did you travel to school with today?
3 Where did you meet your best friend?
4 Who was your first English teacher?

Students' own answers

Exercise 6 page 11

2 Why did Sam have dinner early?
3 Who did Mason go to London with?
4 How many Lady Gaga CDs did Grace listen to?

1E Word Skills

Adjective endings

Exercise 1 page 12

1 tiring 2 amazing 3 astonished 4 embarrassing
5 interesting 6 shocking 7 surprised 8 annoyed

Exercise 2 page 12

1 tiring	2 exhausted	3 worried
4 frightening	5 confused	6 delighted
7 moving	8 interested	9 astonishing
10 exciting		

Exercise 3 page 12

1 disgusting	2 moving	3 confused
4 exciting	5 frightened	

Exercise 4 page 12

Verb	Adjective	Noun
amuse	amusing, amused	amusement
depress	depressing, depressed	depression
entertain	entertaining, entertained	entertainment
relax	relaxing, relaxed	relaxation
satisfy	satisfying, satisfied	satisfaction

Students' own answers

1F Reading

A painless operation

Exercise 1 page 13

1 bleed 2 burn 3 cut 4 sprain 5 injure 6 broken

Exercise 2 page 13

1 bruise 2 pain 3 hurts 4 hurt 5 slipped, fell over

Exercise 3 page 13

1 F 2 F 3 T

Exercise 4 page 13

A 3 B 1 C 1 D 3 E 2 F 3 G 1 H 3 I 2 J 2

1G Speaking

Narrating events

Exercise 1 page 14

2 Really? What a relief! 3 That sounds like a nightmare.
4 Oh no! What a shame! 5 You're kidding!
6 That sounds like fun! 7 How upsetting!

Exercise 2 page 14

1 That sounds like a nightmare! Oh no! What a shame!
You're kidding! How upsetting!
2 What a cool thing to do! That's amazing! You're kidding!
That sounds like fun!
3 What a cool thing to do! That's amazing! You're kidding!
That sounds like fun!
4 Really? What a relief! You're kidding!
5 Really? What a relief! That's amazing! You're kidding!

Exercise 3 page 14

1
Who? Alice
Where Alice's house, school, Helen's house
When The last day of the summer holidays, the first day of school

2 raise money for charity – next day school in fancy dress
– joke – noone wearing fancy dress – home to change –
missed lessons – embarrassed – Alice laughed – teacher
cross
3 Helen: embarrassed; Teacher: cross

1H Writing

A description of an event

Exercise 1 page 15

- 1 Maria apologised for playing a prank on Mark on his birthday.
- 2 Robert's reactions on the stage confused us.
- 3 We all hope for a picnic and the bad weather disappoints us.
- 4 My little brother admits that he himself put the plastic mouse into my schoolbag.
- 5 The magician's movements excited the young children.

Exercise 2 page 15

- 1 proud 2 scared 3 upset 4 guilty

Unit 2 Adventure

2A Vocabulary

Landscapes

Exercise 1 page 16

- 1 cliff 2 stream 3 cave 4 waterfall 5 ocean
- 6 forest 7 mountain 8 lake 9 hill 10 river
- 11 shore 12 volcano 13 desert 14 valley 15 rocks

Exercise 2 page 16

- 1 tall mountain 2 icy stream 3 narrow river
- 4 dark cave 5 shallow lake 6 low waterfall
- 7 rocky shore 8 deep ocean 9 wide river
- 10 steep volcano / waterfall

Exercise 3 1.05 page 16

- 1 waterfall 2 ocean 3 river 4 Lake 5 mountains
- 6 volcano 7 desert 8 Valley 9 shore 10 Forest

Transcript

- 1 In which country is the highest waterfall in the world?
- 2 What's the name of the ocean to the east of Africa?
- 3 What's the name of the river that flows through London?
- 4 In which country is Lake Baikal?
- 5 What's the name of the mountains that run along the west coast of South America?
- 6 In which country is the volcano Vesuvius?
- 7 What's the name of the desert in southern Africa?
- 8 In which two continents is the Great Rift Valley?
- 9 Which famous American city is on the shore of Lake Michigan?
- 10 In which European country is the Black Forest?

Exercise 4 page 16

- 1 Venezuela 2 Indian Ocean 3 the Thames 4 Russia
- 5 the Andes 6 Italy 7 Kalahari 8 Africa and Asia
- 9 Chicago 10 Germany

2B Grammar

Past continuous

Exercise 1 page 17

- 1 were having 2 wasn't listening
- 3 was lying, was eating 4 were smiling, was taking
- 5 were ... arguing 6 was talking

Exercise 2 page 17

- 2 Was the sun shining? 3 It wasn't raining.
- 4 Where was he going? 5 He wasn't wearing a helmet.

Exercise 3 page 17

- 1 was raining 2 was wearing 3 carrying
- 4 were leaving 5 hurrying 6 wasn't wearing
- 7 was standing 8 Was ... following

Exercise 4 page 17

- 2 Will and Emma were having a picnic.
- 3 Kim was reading a magazine.
- 4 Max and Eve were sunbathing.
- 5 George and Susan were listening to music.
- 6 Jay was drinking fruit juice.
- 7 Leyla was eating an ice cream.
- 8 Zoe was phoning someone

2C Listening

Adrenaline junkies

Exercise 1 page 18

- 1 c 2 c 3 b 4 a 5 c

Exercise 2 1.06 page 18

- 1 ages 2 didn't enjoy 3 amazing 4 it isn't cheap

Transcript

I spent ages trying to find the right sport. I played team games like football and volleyball when I was a teenager, but I didn't enjoy them. I prefer to be in control – so I like individual sports. When I was nineteen, I discovered wingsuit flying. It's an amazing feeling, because it really is like being a bird: you can choose which way to fly. I love it! The only problem is, it isn't cheap. For that reason, I can't do it as often as I want to.

Exercise 3 1.07 page 18

Photo A: Speaker 2 **Photo B:** Speaker 3

Photo C: Speaker 1

Transcript

- 1 I started doing it about five years ago. At that time, I didn't know what the word 'creeking' meant! But I was already a fan of kayaking and I suppose I was looking for a new challenge. The first time I saw it, I thought, hey, this doesn't look possible! You can't take a kayak down a waterfall! But actually, it doesn't feel quite as bad when you're doing it because you're in control ... most of the time. And now, I just love creeking. The adrenaline is amazing. I can't go back to ordinary kayaking ... never!
- 2 Free soloing is the most extreme form of climbing because it doesn't use any equipment at all – no ropes, no safety gear, nothing. It's just the climber and the cliff

or mountain. I started doing it ten years ago, because I was looking for a physical challenge. It needs a lot more strength than ordinary climbing – you need strong fingers, hands and arms in particular. And of course, it's dangerous sometimes, but I don't think about that. For me, it's all about testing myself, not about risking my life.

3 When I first told people I was into volcano boarding, people thought I was joking. That's because most of them didn't know anything at all about the sport. I didn't know anything about it either, until I was in Nicaragua on holiday three years ago. I visited a volcano called Cerro Negro – the name just means 'black hill'. It's a young, active volcano – and the best place in the world for volcano boarding. So I decided to try it. It takes 45-minutes to walk up the volcano. Then just a few minutes to surf down it. It was amazing – really thrilling. But very hot!

Exercise 4 1.07 page 18

1 T 2 F 3 T 4 F 5 F 6 F

Transcript

See exercise 4.

2D Grammar

Contrast: past simple and past continuous

Exercise 1 page 19

1 wasn't raining 2 were you doing 3 put on, left
4 were making 5 didn't believe 6 was having

Exercise 2 page 19

1 saw, was cycling 2 were preparing, started
3 were leaving, arrived 4 were walking, heard
5 didn't eat, were staying 6 drank, wasn't looking

Exercise 3 page 19

2 made 3 was fishing 4 didn't see 5 felt
6 were playing 7 turned 8 was 9 realised
10 was happening 11 was carrying 12 used
13 got 14 looked 15 were bleeding 16 cleaned
17 went 18 were enjoying 19 gave
20 was bleeding 21 went

Exercise 4 page 19

2 While I was walking home, it started to rain.
3 She was learning to ski when she broke her leg.
4 As he was making lunch, he suddenly felt ill.
5 She started to laugh loudly when she was telling me about her party.
6 While I was shopping, I lost my wallet.
7 The band were playing their first song when all the lights went out.

2E Word Skills

Word building

Exercise 1 page 20

2 achievement 3 need 4 dream 5 argument
6 failure 7 imagination(s) 8 eruption 9 rescue

Exercise 2 page 20

1 circumnavigation 2 attempts 3 preparations
4 entertainment 5 relaxation 6 experiences
7 imagination(s) 8 development 9 exploration
10 accomplishments 11 employment 12 motivation

Exercise 3 page 20

1 explorer 2 exploration 3 exploration 4 explore
5 explore has multiple meanings. 6 exploration

Exercise 4 page 20

1 ski lift 2 skier 3 ski jacket 4 ski slope 5 skis

2F Reading

Staying alive

Exercise 1 page 21

2 tasty 3 stunning 4 bad 5 disgusting 6 hungry
7 tiny 8 good 9 terrifying 10 sad 11 filthy
12 big 13 exhausted

Exercise 2 page 21

awful; huge; starving; exhausted; terrifying

Exercise 3 page 21

1 E 2 B 3 D 4 G 5 F

Exercise 4 page 21

1 F,A 2 F,A 3 T,B 4 T,C 5 F,E

2G Speaking

Photo description

Exercise 1 page 24

1 life jacket 2 rucksack 3 boots 4 helmet 5 rope
6 dinghy 7 paddles 8 safety harness 9 poles

Exercise 2 page 22

1 helmet, safety harness, rope
2 life jacket, helmet, paddles
3 rucksack, boots, poles

Exercise 3 page 22

1 shows 2 look 3 on 4 In 5 as

2H Writing

An invitation

Exercise 1 page 23

1 kite surfing
2 kayaking
3 rock climbing
4 mountain biking
5 quad biking
6 abseiling
7 orienteering
8 jet-skiing

Exercise 2 page 23

1 p.m. 2 e.g. 3 RSVP 4 P.S. 5 etc.

Unit 3 On screen

3A Vocabulary

Film and TV programmes

Exercise 1 page 24

- 1 game show 2 documentary 3 romantic comedy
4 reality show 5 period drama 6 action film 7 chat show
8 thriller 9 soap opera 10 sitcom

Exercise 2 page 24

- 1 science fiction film 2 fantasy film 3 western
4 horror film 5 musical 6 news bulletin
7 animation 8 comedy

Exercise 3 page 24

Only TV: game show; reality show; soap opera; sitcom; news bulletin
TV or film: documentary; romantic comedy; period drama; action film; thriller; science fiction film; fantasy film; western; horror film; musical; animation

Exercise 4 page 24

- 2 exciting 3 funny 4 gripping 5 confusing
6 convincing 7 embarrassing 8 imaginative
9 spectacular 10 unrealistic 11 scary
12 interesting 13 moving 14 violent

positive: exciting funny gripping convincing
imaginative spectacular interesting moving

negative: boring confusing embarrassing
unrealistic scary violent

Exercise 5 1.08 page 24

- 1 a 2 a

Transcript

Anna Did you enjoy that film, David?

David Yes, I did. The characters are often a bit boring in action films, but in this one, I thought they were very interesting.

A I agree. And weren't the special effects great? They were really spectacular.

D Yes, but rather unrealistic, I thought.

A But they often are, aren't they? That's why they're special effects!

D And the soundtrack was very interesting.

A Yes, it was. It added to the suspense, didn't it? Some of the scenes were very scary.

D Yes, and very violent. I couldn't look sometimes.

A Yes, there was too much violence. But overall, it was great.

D Yes, it was.

Exercise 6 1.08 page 24

- 1 interesting 2 interesting 3 spectacular
4 unrealistic 5 interesting 6 interesting 7 scary
8 violent

Transcript

See exercise 5.

3B Grammar

Quantity

Exercise 1 page 25

- 1 some 2 any 3 Some 4 any 5 any

Exercise 2 page 25

- 1 some 2 any 3 some 4 some 5 any
6 some 7 some 8 any 9 any

Exercise 3 page 25

- 1 a few 2 a little 3 a few 4 a little 5 a little

Exercise 4 page 25

- 1 How many 2 How much 3 How many
4 How much 5 How many

Exercise 6 page 25

- 1 How many 2 How much 3 a few 4 many
5 a little 6 some 7 any 8 much

3C Listening

Advertising

Exercise 1 page 26

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

Exercise 2 page 26

- A b B b C c

Exercise 3 1.09 page 26

- 1 fast food 2 sports clothes 3 a car

Transcript

1 Man Are you hungry? I could make some lunch.

Woman Starving. What have we got?

M Er ... we've got some bananas. And a packet of rice. And a tomato. Ooh – and some cheese, but it looks a bit old. How does that sound? Hey! Where are you going?

W Back soon!

Narrator When you're hungry – and you don't fancy rice with bananas and cheese – there's always another option.

W Two portions of chicken with fries, please. And a side order of garlic bread.

Server Certainly, madam. To eat here?

W No, take away.

N The Chicken Shack – for delicious American-style chicken. There's one near you.

2 Narrator What matters in your life?

Man Being fit and healthy.

Woman Feeling good.

Boy Looking cool!

Narrator Whatever matters, make East Coast fashion a part of your life, whether you're playing football with friends, running a race or just chilling. Life is a game. Play it well. Wear East Coast casuals. In department stores now.

3 Man Hi Sarah. Can I give you a lift?

Woman Yes, thanks. Oh ... is this new?

M Yes. I got it yesterday!

W Nice!

M It's great to drive. I love it.
W Yes, really smooth and comfortable.
M It's a two litre engine. Six cylinders.
W Can I ask you something?
M Yes, sure.
W Can I have a go at driving it?
M Sure. Why not?
Narrator The new XK 44 – on the road from £19,995.

Exercise 4 1.09 page 26

race, engine, hungry

Transcript

See exercise 3.

Exercise 5 page 26

1 C 2 A 3 B 4 D

Exercise 6 1.10 page 26

Dia 1: D Dia 2: A Dia 3: B

The extra sentence: C

Transcript

1 Boy Did I tell you what happened to me when I was out with Molly?
Girl No, you didn't.
B It was really funny.
G Go on, tell me!
B Well, we were at the cinema. The film was just starting when Molly got up to go and to buy popcorn.
B A few moments later, she came back and sat down. I thought, 'That was quick,' but I didn't say anything. I was really concentrating on the film.
G Go on ...
B So I helped myself to some of the popcorn. She was holding a big box of it in her hand. And then a woman's voice said, 'Hey! That's mine!'
G Oh no!
B Yes! I turned around ... and it wasn't Molly! It was another woman who was sitting in her place.
G How embarrassing!
2 Boy What's on next?
Girl There's a talent show starting in five minutes.
B No thanks! I really don't like talent shows.
G Me neither. They're so boring, aren't they?
B Yes. Terrible. What else is on?
G There's a new sitcom on a bit later.
B No, sitcoms aren't my thing. They're never really funny.
G I don't think you're right about sitcoms. Some of the American shows are really clever.
B Clever? You're joking. They're all the same ... and the laughter isn't real, it's all recorded.
G No, it isn't. There's usually a real audience.
B I don't think so. Not for most of the shows.
3 Woman Can I help you?
Man Yes, I want to return this DVD.
W Have you watched it?
M Yes, I have.
W Well, I'm sorry. You can't return it.
M But there's a problem with it. It keeps jumping.
W There's nothing I can do. It's our policy.
M It's just not good enough. You sold me a DVD which doesn't work. Where's the manager?
W She's in her office. Do you want me to call her?
M Yes, I do!

Exercise 7 1.10 page 26

Transcript

See exercise 6.

3D Grammar

must, mustn't and needn't / don't have to

Exercise 1 page 27

1 must 2 have to 3 mustn't 4 don't have to
5 have to 6 must 7 needn't 8 mustn't

Exercise 2 page 27

1 doesn't have to 2 mustn't 3 mustn't
4 doesn't have to 5 mustn't 6 mustn't
7 don't have to, mustn't

Exercise 3 page 27

1 don't have to / needn't 2 mustn't 3 must / have to
4 must / have to 5 mustn't

Exercise 4 page 27

2 The concert needn't be cancelled. 3 Mobile phones mustn't be used during lessons. 4 Your name has to be written in capital letters. 5 Homework must be handed in on time. 6 School uniforms have to be worn to school.

3E Word Skills

Negative adjective prefixes

Exercise 1 page 28

1 dissatisfied 2 untidy 3 incorrect 4 illegible
5 invisible 6 unkind 7 unbelievable 8 impolite

Exercise 2 page 28

2 unfair 3 impossible 4 certain 5 unacceptable
6 dishonest 7 unlikely 8 irresponsible 9 impatient
10 safe

Exercise 3 page 28

1 illegal 2 impolite 3 impatient 4 possible
5 unsafe 6 honest

Exercise 4 page 28

1 kind 2 thoughtful 3 yes 4 considerate

Exercise 5 page 28

(Possible answers)

1 enjoyable, unpleasant 2 lucky, unfortunate
3 polite, courteous 4 almost certain, improbable

3F Reading

Disaster alert!

Exercise 1 page 29

1 take part in 2 provide 3 did 4 use 5 have
6 cause 7 express 8 make 9 get

Exercise 2 page 29

1 She's a scientist. 2 Japan 3 earthquake

Exercise 3 page 29
1 c 2 b 3 b 4 d

3G Speaking

Reaching an agreement

Exercise 1 page 30

Expressing likes and dislikes: 1 I adore / I can't stand; 5 I'm / I'm not a big fan of ...; 7 I'm / I'm not keen on ...

Expressing a preference: 3 I think ... will be better / more fun, etc.; 4 I'd rather / I'd prefer (to) ... 10 I quite fancy / I don't really fancy ...

Reaching an agreement: 2 That's agreed, then; 6 OK, I agree; 8 Let's / Shall we settle on ... 9 That's a great idea.

Exercise 2 1.11 page 30

The student chose the second game, the driving game.

Transcript

Student So, which video game shall we play? I adore puzzle games.

Teacher Really? I can't stand them. I think they're really boring. I'd prefer to play the driving game.

S Well, I'm not a big fan of driving games, but this one looks quite fun, I suppose.

T Let's settle on the driving game, then.

S OK. Where shall we play it? At my house or at yours?

T You can come to my house if you like.

S I'd rather play it at my house. We've just bought a new TV. It's really big!

T OK, that's agreed then. Shall we invite anyone else?

S Let's ask Tom if he wants to play.

T I think Tom is away this weekend with his parents.

S Oh, well, what about Sally, then?

T Yes, that's a great idea. I think she really likes driving games.

Exercise 3 1.11 page 30

Students should tick: 1, 2, 4, 5, 8, 9

Transcript

See exercise 2.

3H Writing

An informal letter

Exercise 1 page 31

1 go for a bike ride 2 go shopping

3 meet friends in town 4 play basketball

5 have a coffee 6 listen to music 7 play table tennis

Exercise 2 page 31

(Possible answers)

1 Why don't we play table tennis?

2 Do you fancy having a coffee?

3 How about going for a bike ride?

4 Would you like to meet in town?

Exercise 3 page 31

1 Dear 2 are 3 now 4 soon 5 Best

Exercise 4 page 31

scenes, length

Unit 4 Our planet

4A Vocabulary

Weather

Exercise 1 page 32

2 cloudy 3 snowy 4 frosty 5 foggy 6 icy

7 stormy 8 windy 9 sunny 10 rainy

Exercise 2 page 32

2 cloud 3 snow 4 frost 5 fog 6 ice 7 storm

8 wind 9 sun 10 rain

Exercise 3 page 32

1 thunderstorm 2 storm clouds 3 blow

4 raindrops 5 flashes 6 claps 7 sunshine

Exercise 4 page 32

1 sweltering 2 hot 3 warm 4 mild 5 cool

6 cold 7 freezing

Exercise 5 page 32

3 It's minus fifteen.

4 It's fourteen degrees (Celsius).

5 It's minus seven.

6 It's thirty-two degrees (Celsius).

Exercise 6 1.12 page 32

1 b sunny 2 a fog b ice 3 a cloudy b thundery

4 a frost b windy, snowy

Transcript

1 Yesterday morning the weather was terrible. It started to rain just after breakfast and it only stopped at about one o'clock. But then the sun came out and we spent the afternoon sunbathing in the park.

2 When we drove to school this morning, it was really foggy. It was so thick that we could only see about 20 metres ahead. Not only that, the road was really icy and slippery because the temperature in the night was about minus ten degrees Celsius. The bus driver had to drive really slowly and carefully.

3 It was school sports day yesterday. Unfortunately the sky was quite cloudy for most of the day and the sun didn't shine at all. It was quite mild and we heard some crashes of thunder, but luckily it didn't rain.

4 I went to play football in the park with some friends on Sunday morning. It was a lovely clear day but it was freezing cold and very frosty. There wasn't any snow but the grass was completely white! Then in the afternoon the weather changed. The wind started to blow and it snowed quite heavily. By the evening there was about 10 centimetres of snow on the ground.

4B Grammar

Comparison

Exercise 1 page 33

1 taller 2 larger 3 hotter 4 earlier

5 more powerful 6 more spectacular 7 better

8 worse 9 further/farther 10 fewer 11 more 12 less

Exercise 2 page 33

- 1 heavier 2 bigger 3 closer 4 further/farther
 5 colder 6 brighter 7 rarer 8 fewer
 9 more dangerous 10 more likely

Exercise 3 page 33

- 2 London is as warm as Edinburgh.
 3 London isn't as cloudy as Edinburgh.
 4 Edinburgh isn't as bright as London.
 5 London isn't as wet as Edinburgh.
 6 London is as windy as Edinburgh.
 7 Edinburgh isn't as dry as London.

Exercise 4 page 33

- 1 as 2 much, than 3 more, much 4 as, as
 5 than 6 more, than, as, much

4C Listening**Eyewitness****Exercise 1** page 34

- 1 earthquake 2 volcanic eruption 3 flood
 4 avalanche 5 famine 6 tsunami 7 drought
 8 forest fire 9 epidemic 10 mudslide

Exercise 2 page 34

Photos: A volcanic eruption, B drought

Exercise 3 1.13 page 34**Dialogue 1:**

- 1 They are in Mrs Dennington's home. (She says 'Come in.')
 2 A flood caused the damage. (twenty centimetres deep in my living room!)

Dialogue 2:

- 3 They're discussing a drought. (They need rain; it didn't rain at all; The ground is so dry.)
 4 It is early morning; they are having breakfast. ((the shop) isn't open yet; toast and jam is just fine.)

Transcript

- 1 Man Hi. Mrs Dennington?
 Woman Yes, that's me. Are you Mr Jones?
 M Yes.
 W Come in, come in.
 M Hmm. I can see straight away there's a lot of damage here!
 W Yes. It was about twenty centimetres deep in my living room!
 M So, what would you like me to look at?
 W Well, this wall by the kitchen. The water made a few holes near the bottom.
 M Oh yes, I see.
 W Is it safe?
 M Safe? Yes, perfectly safe. You don't need to worry about that. But it doesn't look very good!
 W So can you fix it?
 M Yes, of course. I suppose it's about two days' work, so ... let's say £300.
 W That's fine. When can you do it?
 2 Man Did you read this article?
 Woman Which one?
 M About California. They need rain!
 W Really?

M Yes. It says here that in some places it didn't rain at all during the whole winter! The ground is so dry. Look at this photo.

W That's amazing.

M What are you having for breakfast?

W Just toast and jam. Do you want a piece?

M Hmm. No, I fancy eggs.

W We haven't got any eggs.

M I can buy some at the shop next door.

W It isn't open yet. You need to wait about twenty minutes.

M Forget that, toast and jam is fine.

Exercise 4 1.14 page 34

- 1 famine 2 tsunami 3 epidemic

Transcript

- 1 Woman Hello.

Man Hi.

W I'm collecting for emergency relief. Can you spare a few coins?

M Actually, I'm in a bit of a hurry. I need to get to the supermarket before it closes but tell me quickly ... which charity is it?

W We're collecting money for food packages to send to Somalia. The situation there is terrible: more than a million people have got nothing to eat. These photos show what's happening there and how food packages are helping.

M Yes, yes. It looks terrible. I've got some money in my pocket ... hold on. Here.

W Thank you!

- 2 I was in Japan when it happened. I was in Tokyo working. While we were having a meeting, somebody heard the news online. And then everyone was talking about it – in Japanese, of course. I didn't know what was happening because my Japanese isn't very good. Anyway, I knew something was wrong. I could tell that from their faces. After a few minutes, somebody explained to me in English what was happening. Later I saw it all on TV, how that enormous wave came in and destroyed everything on the coast. It was shocking.
- 3 I took a gap year after university. I studied medicine, but I didn't want to be a doctor. Anyway, for my gap year, I went to Cameroon in Central Africa. I got a job helping a medical charity. Basically, I worked as a doctor's assistant in one of their medical centres. We were really busy because that year, there were a lot of cases of Yellow Fever. It was spreading fast, and people were coming to the medical centre every day with the disease. It took ten months to get it under control. After that, I changed my plan – I finished my training and became a hospital doctor.

Exercise 5 1.14 page 34

- 1 b 2 b 3 c

Transcript

See exercise 4.

4D Grammar

Superlative adjectives, *too* and *enough*

Exercise 1 page 35

- 1 highest, a 2 furthest/farthest, c 3 deepest, c
4 sunniest, b 5 most polluted, c 6 most common, a
7 longest, c 8 largest, b 9 driest, a

Exercise 2 page 35

- 1 largest, in 2 most dangerous, in 3 worst, of
4 hottest, of 5 most expensive, in

Exercise 3 page 35

- 2 We're not old enough to go on holiday alone.
3 This bed isn't soft enough.
4 This film is too boring.
5 It's too cold to go to the beach.
6 His family weren't rich enough to go on holiday.

Exercise 4 page 35

- 1 latest 2 too close 3 richest 4 lucky enough
5 too old 6 too ill 7 best 8 most helpful
9 biggest 10 most spectacular 11 difficult enough
12 most likely 13 too early 14 too dry
15 most probable

4E Word Skills

Phrasal verbs

Exercise 1 page 36

- 2 fossil fuels 3 global warming 4 greenhouse gases
5 ice caps 6 rainforest 7 renewable energy 8 sea level
9 surface temperature

Exercise 2 page 36

- 1 off, T 2 down, F 3 up, T 4 out, F 5 down, F
6 on, T 7 up with, F 8 out, T

Exercise 3 page 36

- 1 come up with 2 give up 3 carry on 4 look after
5 use up 6 go up 7 put off 8 set off

4F Reading

Survival story

Exercise 1 page 37

- 1 approaching 2 took off, landed 3 reached
4 heading 5 spin

Exercise 2 page 37

- 1 a tornado 2 at home 3 at school 4 a bathroom
5 in a cupboard under the stairs 6 twenty-four

Exercise 3 page 37

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

4G Speaking

Photo comparison

Exercise 1 page 38

- 1 photos 2 contrast f 3 both 4 second f
5 obvious f 6 theme 7 first f 8 Unlike f 9 can

Exercise 2 page 38

- 1 shows 2 country 3 must 4 see 5 fun
6 jumping 7 throwing 8 wearing 9 children
10 Judging 11 enjoying

4H Writing

An article

Exercise 1 page 39

- 1 burn, gives 2 appears, comes 3 happens, causes
4 forms, call 5 happen, rains

Exercise 2 page 39

The second paragraph should begin at B.

Exercise 3 page 39

(*Phrases used in the model text)

- A In my opinion, ... ; To be honest, ...
B *Having said that, ... ; On the other hand, ...
C *However, ... ; Nevertheless, ...
D Moreover, ... ; *What is more, ...

Also in model text: Furthermore, ... ; I do not think ...

Unit 5 Ambition

5A Vocabulary

Jobs

Exercise 1 page 40

- 1 dentist 2 programmer 3 pilot 4 farmer
5 hairdresser 6 paramedic 7 sports coach
8 receptionist 9 engineer 10 solicitor 11 architect
12 travel agent 13 cleaner 14 waiter

Secret job: sales assistant

Exercise 2 page 40

- 1 travel a lot 2 be on your feet 3 serve customers
4 work alone / indoors / outdoors 5 wear a uniform
6 deal with the public 7 be part of a team
8 work nine-to-five 9 work long hours
10 make phone calls 11 answer the phone
12 work with children 13 earn a lot 14 use a computer

Exercise 3 page 40

- 2 badly paid 3 creative 4 repetitive 5 rewarding
6 stressful 7 tiring 8 varied 9 well paid
Positive: creative, rewarding, varied, well paid,
Negative: badly paid, repetitive, stressful, tiring

Exercise 4 1.15 page 40

- 1 receptionist; varied, tiring
2 architect; creative, well-paid
3 programmer; challenging, rewarding

Transcript

- 1 I work as a receptionist in a hotel. The job is OK. There are lots of different things I have to do, like deal with the public, check guests in and out, answer the phone, use a computer, and so on. So every day is different. The problem is, I have to work long hours, sometimes at night, so I'm absolutely exhausted when I go home.
- 2 I'm an architect. I finished college last year and this is my first job. I love designing houses, creating something beautiful for people. I love working in a team and the other people in the office are great. But we all work very long hours. Luckily, I get quite a lot of money so it's worth it!
- 3 I'm a programmer. I work for a software company in London. I love my job. I often have to solve quite challenging problems, which is difficult and takes a lot of time, but I really enjoy it. I love the feeling at the end of the day when I have solved a really challenging problem.

5B Grammar

will* and ***be going to**

Exercise 1 page 41

- 1 a, 'll carry, 2 b, won't be 3 e, won't lose
4 c, 'll help 5 d, 'll have

Exercise 2 page 41

- 1 will 2 's going to 3 isn't going to
4 's going to 5 will 6 's going to

Exercise 3 page 41

- 1 's going to 2 aren't going to

Exercise 4 page 41

- 1 If you don't finish your homework in time, (b) our teacher won't be happy.
2 He'll do an hour's revision in the morning (c) if he wakes up early enough.
3 If she needs money over the summer, (e) she'll get a part-time job.
4 If he decides to become an engineer, (a) he'll apply for a place at university.
5 If I pass all of my exams, (d) my parents will give me a reward.

Exercise 5 page 41

- 1 'll fail 2 'll see 3 'll invite 4 invites 5 'll sleep
6 won't do 7 don't do 8 'll fail

Exercise 6 page 41

... spend all my money, I'll have to stay in on Friday night.
If I have to stay in, I won't see Connor.
If I don't see Connor, he won't invite me to the barbecue.
If he doesn't invite me to the barbecue, I won't see his sister again!

5C Listening

Changing jobs

Exercise 1 page 42

- 1 gardener 2 estate agent 3 surfing instructor
4 pizza delivery man / woman 5 photographer
6 locksmith 7 police officer 8 stunt performer
9 video game developer 10 builder 11 journalist

Exercise 2 page 42

- 1 as I see it 2 such as 3 although 4 in spite of this
5 that's because 6 What is more

Exercise 3 page 42

- 1 b 2 a 3 b 4 a 5 b

Exercise 4 1.16 page 42

- a She went to college.

Transcript

H Today in our series about women in unusual jobs, I'm talking to Sally Stone. Hello, Sally.

S Sally Hello.

H So what made you get a job in transport?

S I wasn't sure what to do when I left school, so I went to college and trained as a hairdresser. But I decided it wasn't for me. It's badly paid and I wanted something more challenging. So I left college without completing the course.

H Were your parents disappointed?

S No, not at all! In fact, Dad said, why don't you come and work with me? He has a transport company. And I thought, why not? It was the easiest thing to do, really.

H You need a special licence to drive big lorries, don't you? Was it difficult to pass the driving test?

S Lots of people fail, but I passed first time.

H What was it like, when you drove for the first time on your own?

S It was a bit scary but I soon got used to it.

H What do you like about the job?

S I love travelling around and seeing different places. I like being on my own for long periods of time. It's much more rewarding than a nine-to-five job, I think.

H How do men react when they see a woman behind the wheel?

S They often stare, especially when I'm sitting in a traffic jam.

I think they can't quite believe what they're seeing.

H Only one in 200 lorry drivers is a woman. Why aren't there more, do you think?

S I don't know. But it's a pity, because women are very good at it.

H How do you mean?

S Well, you need to drive carefully and safely, and not too fast. You need to be patient and not get angry with other drivers. In my view women are usually better at all those things than men!

H But male lorry drivers drive carefully and safely too.

S Of course they do. I'm not saying that male drivers are less safe, of course. It's just that they aren't any better than women at what they do.

H Thank you, Sally, for talking to us today.

Exercise 5 1.16 page 42

1 F 2 F 3 T 4 T 5 T 6 F

Transcript

See exercise 4.

5D Grammar

Defining and non-defining clauses

Exercise 1 page 43

1 where 2 whose 3 where 4 which

Exercise 2 page 43

- 2 Who is the boy who helped you with your homework?
- 3 Do you know that man who's looking at us?
- 4 I opened the cupboard where we keep the glasses.
- 5 That's the girl (who) I saw you with.
- 6 That's the boy whose bicycle I borrowed.

Exercise 3 page 43

- 2 What's the name of the hotel where we stayed last summer?
- 3 Is Jake the boy you introduced me to a few days ago?
- 4 This is the jacket I wore to Beth's party.
- 5 Do you like people who show lots of initiative?

Exercise 4 page 43

1 which 2 where 3 whose 4 who

Exercise 5 page 43

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

5E Word Skills

Prefixes

Exercise 1 page 44

1 multi 2 sub 3 under 4 ex 5 micro 6 over

Exercise 2 page 44

1 semi 2 mis 3 co 4 mini 5 re 6 post 7 multi
8 over

Exercise 3 page 44

2 underperformed 3 ex-school friend 4 post-war
5 mistyped 6 resold 7 co-wrote

Exercise 4 page 44

indoors: hairdresser, programmer, receptionist
activities: answer the phone, serve customers
outdoors: gardener, lorry driver, paramedic
describing: badly-paid, repetitive, tiring, well-paid

5F Reading

The worst jobs in the world?

Exercise 1 page 45

1 a job 2 an advertisement 3 an application
4 a job 5 a team 6 a degree 7 the job 8 the day

Exercise 2 page 45

1 A 2 C 3 B

Exercise 3 page 45

1 sewers 2 light 3 fishing boat 4 job 5 the
internet 6 long hours

5G Speaking

Choosing a job

Exercise 1 page 46

1 patient 2 good at communicating 3 physically fit
4 honest 5 friendly 6 enthusiastic 7 flexible
8 reliable

Exercise 3 1.17 page 46

Gardener

Transcript

Examiner So, I understand you're looking for a part-time job. Is that right?

Candidate Yes, that's right.

E Well, we have two jobs available at the moment. What do you think of this first one? They're looking for a part-time waiter. Does that appeal to you?

C Well, I quite like the idea of working in a busy café. But the hours aren't quite right for me. I know it's only four hours a day. However, it's at the end of the day when I am already tired.

E Oh, OK. You're a morning person! Well, what about this other job: gardener.

C I like the sound of that. I enjoy working outside, even though the weather is often bad. I find gardens very relaxing.

E And what about the hours? Are you happy with those?

C Yes, I am. Although the hours are quite long, they're all at the weekend.

T OK. So you're choosing this job – the gardener.

C That's right. I'm sure a café is an interesting place to work. The money is slightly better too. Nevertheless, I'm sure the other job is right for me.

Exercise 4 1.17 page 46

1 However 2 even though 3 Although
4 Nevertheless

Transcript

See exercise 3.

5H Writing

An application letter

Exercise 1 page 47

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

Exercise 2 page 47

1 d 2 c 3 a 4 e 5 b

Exercise 3 page 47

1 netball team leader 2 in the leisure centre
3 experience 4 netball 5 sociable 6 responsible
7 train 8 Saturday games

Unit 6 Money

6A Vocabulary

Spending power

Exercise 1 1.18 page 48

- b \$750,000 c £100 d ¥4.6 million e ¥6,900
f £2.5 billion g \$2,500 h €999,000

Transcript

- a a million euros
b seven hundred and fifty thousand dollars
c one hundred pounds
d four point six million yen
e six thousand nine hundred yen
f two and a half billion pounds
g two and a half thousand dollars
h nine hundred and ninety-nine thousand euros

Exercise 2 page 48

- 1 DIY store 2 baker's 3 greengrocer's 4 butcher's
5 clothes shop 6 cosmetics store 7 garden centre
8 post office 9 shoe shop 10 stationer's

Exercise 3 page 48

- 1 deli (delicatessen) 2 takeaway 3 bank
4 optician's 5 charity shop 6 estate agent's
7 launderette 8 DIY store

Exercise 4 1.19 page 48

- 1 newsagent's 2 florist's 3 jeweller's 4 chemist's

Transcript

- 1 Customer I'd like a large bar of chocolate, please.
Newsagent Is this one big enough?
C Yes! How much is it?
N £2. It's on special offer.
C OK. I'll take it.
N Anything else?
C Yes, I'm looking for a copy of a magazine called *Stamp Collectors' Monthly*. Have you got it?
N I'm afraid we don't keep it in stock, no. I'll order it for you, if you like.
C Thanks. When will it come in?
N In about three days, maybe four.
- 2 Florist Hi. Can I help you?
Customer Yes. I'd like to buy a bouquet for my wife. It's our anniversary.
F Congratulations! How much are you hoping to spend?
C I'm not sure ... £20?
F OK. I'll see what I can do for that.
C Actually, I'm in a hurry. Have you got anything that's ready to buy now?
F We've got these two. They're both quite nice. The larger one includes these beautiful red roses.
C How much is it?
F It's £28.
C I'll take the smaller one, please.
F Certainly.
- 3 Jeweller Can I help you?
Customer Yes. I'm looking for a watch.
J Is it a gift?

C Yes, for my daughter. It's her 18th birthday.

J Have you seen anything you like?

C There's one in the window. The gold one – it's on the left.

J OK. I'll get it for you, so you can have a closer look.

C Thanks. Yes, this is nice. I'll take it.

J You can change it if she doesn't like it ... as long as you keep the receipt.

C Oh, OK.

J I'll put the receipt in the bag.

C Thanks.

4 Chemist Can I help you?

Customer Yes, I've got a terrible headache and I need some painkillers.

C Well, we've got ibuprofen or paracetamol.

C I'll have the ibuprofen, please.

C Sixteen tablets or thirty-two?

C Sixteen is enough.

C That's £1.99, please. Make sure you follow the instructions on the packet.

C OK, thanks.

Exercise 5 page 48

- 1 sale 2 price tag 3 discount 4 bargain
5 coupon 6 special offer 7 refund 8 receipt

6B Grammar

The second conditional

Exercise 1 page 49

- 1 would help 2 had 3 wouldn't take
4 didn't stay up 5 would ... feel 6 would be
7 could 8 won

Exercise 2 page 49

- 1 drove, wouldn't use 2 bought, wouldn't throw
3 borrowed, wouldn't have to 4 drank, would save
5 wore, could 6 were, would spend
7 turned off, wouldn't use

Exercise 3 page 49

- 1 saw 2 gave, didn't like 3 could 4 knew
5 broke 6 found

Students' own answers

6C Listening

Honesty pays

Exercise 1 page 50

- 1 charges 2 saved 3 buy, pay for 4 afford, lend
5 wastes 6 owe 7 run out of, borrow 8 buy, cost

Exercise 2 1.20 page 50

a: An honest student gets a reward.

Transcript

Back in 2011, Chamindu Amarsinghe was a student and, like many students, he was short of money – so he took a part-time job. For a few hours a week, he worked as a cleaner at the offices of a TV company in Sydney, Australia. One day, he was cleaning the ground-floor bathroom at

a TV company building when he found lots of A\$50 and A\$100 notes inside a bin. There was too much to count. At first, Mr Amarsinghe, who is originally from New Zealand, thought it was a prank. But when he touched the notes he realised it was real money. He was astonished. His first thought was to tell the authorities. He didn't know why the money was there but he knew that the money didn't belong to him and he didn't want to take it away. He called his supervisor and, before long, police officers collected more than A\$100,000 from the bathroom. No one came forward to claim the money, which was probably connected with a crime. But three years later, Mr Amarsinghe received a phone call to say most of the money – about A\$88,000 – was now his. He was astonished – again! The judge decided that the money was a suitable reward for the student's honesty. And the police agreed, particularly because Mr Amarsinghe was short of money when he found the cash but still did not think about taking it for himself. Mr Amarsinghe was delighted to receive the money. When the newspapers interviewed him, he didn't know how he was going to spend it all, but he would give some to his family, some to disabled people and some to a Buddhist temple in Australia.

Exercise 3 page 50

- 1 a job 2 a room 3 a country 4 a number
5 a period of time 6 an adjective to describe a feeling

Exercise 4 1.20 page 50

- 1 a cleaner
2 a bathroom
3 New Zealand
4 100,000
5 three years
6 delighted

Transcript

See exercise 2.

Exercise 5 page 50

- 1 a place 2 a number 3 a period of time 4 a thing

Exercise 6 1.21 page 50

- 1 The apartment is in Spain.
2 She spent nearly one hundred pounds.
3 He's had his job for three years.
4 His hobby is cycling.

Transcript

- 1 It was one of my friends from school who had the idea. He told us that his uncle owns a big apartment in Spain and we could all stay there for free in June. It would be a great way to celebrate the end of our exams. So I asked my parents if I could borrow some money for the flight. They said 'yes' and I was really excited. But then it all went wrong. My friend's uncle didn't want us to stay there in the end. We never went.
2 I'll never go to that department store again. I think the way they treated me is terrible! I spent nearly £100 there on cosmetics but I couldn't use some of the make-up because it gave me problems with my skin. I took it back and asked for a refund – but the shop assistant said I couldn't have a refund because they don't give refunds for make-up. I argued about it and showed

her the receipt but it was no good. So in the end I just walked out.

- 3 I've had my job at the radio station for three years now and I really love it – but to be honest, my salary is terrible. It's just enough for rent and food – but I can't afford to go on holiday or buy new clothes or anything like that. So I went to see my boss and we had a chat about it. She thinks I'm doing a great job. But when I asked for more money, she said no. She says the radio station is losing money and can't afford it. Oh well ... next year, maybe.
4 I've got quite a lot of money in the bank. I don't know how much exactly – but a few hundred at least. Every birthday, I get presents from my relatives and when they ask me what I want, I always say 'money'. So they send me birthday cards with money inside. I don't spend it – never. I put it all in the bank. One day, I'll spend it but I'm not sure what I'll buy. I'm not really saving up for anything. But I might buy a new bike one day because I'm really into cycling.

Exercise 7 1.21 page 50

- A Speaker 3 B Speaker 1 C Speaker 4

E Speaker 2

The extra sentence is D.

Transcript

See exercise 6.

6D Grammar

Past perfect

Exercise 1 page 51

A

Exercise 2 page 51

- 1 had taken 2 had kept 3 had increased
4 hadn't saved 5 had sold

Exercise 3 page 51

- 1 had died 2 had saved up 3 had buried
4 had written 5 had drawn 6 had done
7 had added 8 hadn't known

Exercise 4 page 51

- 2 When we'd bought some chicken, we made dinner.
3 When I got home, my parents had gone out.
4 After the sun had come out, we arrived at the beach.
5 After I had taken my bike apart, I cleaned every piece.
6 When we arrived at the hotel, it had got dark.
7 After I had spoken to my dad, I applied for the job.
8 When she had read the letter, she began to laugh.

Exercise 5 page 51

- 2 After he'd had breakfast, he went shopping.
3 After he'd bought a skateboard, he met friends for lunch.
4 After he'd finished his homework, he practised the guitar.
5 After he'd had dinner, he watched a DVD.
6 After he'd read a magazine, he went to bed.

6E Word Skills

Verb + infinitive, -ing form or bare form

Exercise 1 page 52

- 1 to pay 2 cycling 3 ✓ 4 stealing 5 staying
6 ✓ 7 ✓ 8 to pass 9 to phone

Exercise 2 page 52

- 2 shopping 3 to arrive 4 returning 5 to visit
6 to buy 7 scanning 8 enjoying 9 deliver
10 looking 11 shopping / to shop

Exercise 3 page 52

- 1 two 2 fail 3 risk 4 make

6F Reading

Billionaire lifestyle?

Exercise 1 page 53

- 1 a 2 a 3 b 4 b 5 b 6 b 7 a 8 b

Exercise 2 page 53

- c Warren Buffet is a billionaire and leads a modest lifestyle.

Exercise 3 page 53

- 1 D 2 B 3 G 4 F 5 A

Exercise 4 page 53

- 1 T 2 T 3 F 4 T 5 F

6G Speaking

Photo comparison and presentation

Exercise 1 page 54

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

Exercise 2 page 54

- B, A, A, D, A, A, C, C, A, A, C, C, D

Exercise 3 1.22 page 54

Transcript

I'd like to start by looking at my school. It's clear that the school doesn't have much money. There are a number of reasons why I say that. First of all, we don't have enough computers, and the ones we have are rather old. Secondly, there aren't many books in the library. And thirdly, the buildings are very old and need some repairs. Last winter, when it rained very heavily, water came in through the roof of the gym.

It's true that people always want more money for education. But I think that the government should listen to them and give schools more money. The main reason I feel this way is that education is important for the future of our country.

So, in conclusion, it's clear that schools don't have enough computers and books and that the buildings are often old. The government definitely needs to spend more money on education.

Exercise 4 1.22 page 54

I'd like to start by looking at ..., There are a number of reasons why I ..., First of all, ..., The main reason I feel this way is ..., In conclusion ...

Transcript

See exercise 3.

6H Writing

An opinion essay

Exercise 1 page 55

- 1 F 2 T 3 T 4 F

Exercise 2 page 55

- 1 Although I have got an MP3 player ...
2 If I won €1 million, there are a lot of things I would like to do with the money.; If I gave them €5,000, they could buy ...; ... if I invested the money, it would grow, ...
3 In my opinion, ...
4 First of all; Secondly; Thirdly; Finally
5 What is more, ...

Unit 7 Tourism

7A Vocabulary

Worth a visit

Exercise 1 page 56

- 1 fountain 2 aquarium 3 market 4 water park
5 harbour 6 castle 7 cathedral 8 statue
9 ruins 10 temple

Exercise 2 page 56

- 1 national park 2 museum 3 palace 4 theme park
5 tower 6 aquarium 7 botanical gardens

Exercise 3 2.02 page 56

- 1 castle 2 market 3 harbour, evening

Transcript

1 Woman I'd like to book an excursion.
Tourist information officer Of course. Do you know which one you're interested in?
W Well, my husband and I both like history, so we thought maybe the castle ... I imagine it's quite atmospheric?

TIO Yes, it is. There's also a night-time excursion to the Roman ruins.

W A night-time excursion?

TIO Yes. The ruins are far more spectacular at night.

W No, no. I like to be in bed by 9 o'clock. The castle sounds much better.

2 Man Hi. I'm interested in booking an excursion for tomorrow.

Tourist information officer Certainly. What did you have in mind?

M Well, the market looks beautiful. And I want to see the harbour too.

TIO Well, I suggest going to the market tomorrow.

M Really? Why's that?

T10 Tomorrow is Friday. The market isn't as crowded on Fridays. At weekends, it's really busy – too busy, in my opinion.

M OK. Thanks for the advice. I'll go to the market.

3 Man Oh, hello. Can I ask about your excursion to the harbour?

Tourist information officer Yes, of course. What would you like to know?

M Well, there's a morning excursion and one in the evening. Which do you recommend?

T10 They're both great. The evening excursion is much less busy.

M I see.

T10 And it's more romantic, in my opinion.

M OK. I'll go for the evening excursion.

Exercise 4 2.02 page 56

- 1 a atmospheric 1 b spectacular 2 a beautiful
2 b crowded 3 a busy 3 b romantic

Transcript

See exercise 3.

7B Grammar

Present perfect v past simple

Exercise 1 page 57

- 1 's broken 2 has come out 3 hasn't visited
4 've lost 5 haven't finished 6 hasn't read

Exercise 2 page 57

- 1 've been 2 has been 3 hasn't rained 4 've visited
5 've been 6 've bought 7 've taken 8 haven't been

Exercise 3 page 57

- 2 Has she spent lots of money? Yes, she has.
3 Has she been windsurfing? Yes, she has.
4 Has she read lots of books? No, she hasn't.
5 Has she swum in the sea? Yes, she has.
6 Has she sent many postcards? No, she hasn't.

Exercise 4 page 57

- 2 went 3 went 4 's been 5 've been 6 's gone

Exercise 5 page 57

- 1 A: Have you ... had B: have, spent
A: did you visit B: started, travelled
2 A: Have you ... tried B: haven't, learned
A: Did you enjoy B: did, booked
3 A: Have you ... been B: have, went
A: did it take B: stopped
4 A: Have you ... eaten B: have, bought, didn't enjoy

7C Listening

Check your ticket!

Exercise 1 2.03 page 58

Students should underline:

- 1 pasta 2 two 3 cathedral 4 castle 5 touristy

Transcript

1 Actually, I ordered the chicken pasta.

2 I need two seats near the front of the plane.

3 No, there's a bus to the cathedral.

4 I'd rather go to the castle first.

5 The market is very touristy.

Exercise 2 2.03 page 58

- 1 a 2 b 3 b 4 b 5 a

Transcript

See exercise 1.

Exercise 4 2.04 page 58

Students should underline:

- 1 camera 2 Morocco 3 single 4 taxi 5 open

Transcript

1 A Did you get a new smartphone for your birthday?
B No, I got a new camera for my birthday.

2 A Did you have a good time in Egypt last month?
B We went to Morocco last month.

3 A Did you book a double room for three nights?
B No, I booked a single room for three nights.

4 A Shall we go by taxi or by bus?

B Let's go by taxi.

5 A I think the zoo is closed in December.

B No, I checked. It's open in December.

Exercise 5 2.05 page 58

- 3 They flew from Los Angeles (A) to Istanbul (C) to Dhaka (D) to Istanbul (C) to Dakar (B).

Transcript

Sandy Valdivieso and her husband were looking forward to their holiday in Africa. They had tickets for a Turkish Airlines flight from Los Angeles to Dakar, the capital of Senegal in West Africa. However, an airline mix-up sent them 11,000 kilometres away from their destination, to another continent. They boarded their flight at Los Angeles International Airport in the USA. But unfortunately, an airline employee at the airport accidentally entered the wrong three-letter airport code into the flight booking system. The code for Dakar is DKR. But the employee entered DAC, which is the code for Dhaka, the capital of Bangladesh, in Asia.

The first leg of their flight to Istanbul in Turkey went smoothly, but it was the second leg of the trip that sent them off in the wrong direction. From Turkey, they headed east rather than west.

At first, Sandy and her husband did not notice that there was a problem. When the flight attendant said they were heading to Dhaka, they thought she was saying 'Dakar' with a Turkish accent. Several hours into the trip they woke up from a long sleep and noticed the inflight map showed the plane over the Middle East. They then realised the plane was full of passengers who looked Asian, not African. That's when they knew that there was a serious mistake. But there was nothing they could do about it: they had to continue all the way to Bangladesh!

Once on the ground, it took several hours for the airline to confirm the mistake was their fault. They apologised to Sandy and her husband and 12 hours later, they flew them back to Istanbul. From there, they took the correct plane to Senegal. To say sorry, Turkish Airlines offered the passengers two free economy class tickets to any destination it flies to.

Exercise 6 2.05 page 58

1 T 2 F 3 F 4 T 5 F 6 F

Transcript

See exercise 5.

7D Grammar

Reported speech

Exercise 1 page 59

1. past simple
2. past continuous
3. past perfect
4. past perfect
5. past perfect
6. could / couldn't
7. would / wouldn't
8. might
9. should

Exercise 2 page 59

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

Exercise 3 page 59

1. that day
2. a week before
3. the day before / the previous day
4. the year before / the previous year
5. the following day / the day after
6. the following month / the month after
7. there

Exercise 4 page 59

1. told
2. told
3. told
4. said
5. said
6. told
7. said
8. told

Exercise 5 page 59

1. John told Sue that he had left a message for her the previous day / the day before.
2. Mark said that he would top up his phone that evening.
3. Jenny told Dave that she couldn't hear him.
4. Ann said that she had checked her balance three times that week.
5. Jo told Si that he should turn off data roaming.
6. Kate said that she had already texted Harry at the weekend.
7. Fran told Fred that he had called Tom two days before.

Exercise 6 page 59

1. I fell over a few moments ago.
2. This is an amazing coincidence because I have just done the same.
3. My leg is hurting so much that I can't walk.
4. My own leg is OK and I can easily walk home.
5. But if you can't walk, you should call an ambulance.
6. It won't be necessary and I can call our parents.

7E Word Skills

Compounds

Exercise 1 page 60

- 1 checks
- 2 pass
- 3 centre
- 4 lounge
- 5 season
- 6 class
- 7 crew

Exercise 2 page 60

2 d, low season 3 g, passport control 4 h, first class
5 c, flight attendant 6 f, online check-in 7 a, seat belt
8 i, hand luggage 9 j, baggage carousel 10 b, single room

Exercise 3 page 60

- 1 baggage carousel
- 2 flight number
- 3 first class
- 4 flight attendant
- 5 hand luggage
- 6 passport control
- 7 single room
- 8 online check-in
- 9 low season
- 10 seat belt

Exercise 4 page 60

- 1 **Four:** excess baggage, baggage reclaim, baggage room, left-luggage office
- 2 **Two:** baggage, baggage room

7F Reading

Adventure holidays

Exercise 1 page 61

- 1 travel guide
- 2 sunburn
- 3 penfriend
- 4 suncream
- 5 backpack
- 6 sunglasses
- 7 campsite
- 8 travel programme

Exercise 2 page 61

- 1 T 2 T 3 F 4 T

Exercise 3 page 61

- 1 a 2 d 3 c 4 c

7G Speaking

Planning a holiday

Exercise 1 page 62

- 1 monument
- 2 safari park
- 3 carnival
- 4 square
- 5 restaurant
- 6 shopping district
- 7 opera house

Exercise 2 page 62

Making suggestions: 1 Do you fancy ...?

2 We could always ... 3 Let's ...

Accepting a suggestion: 4 Let's do that.

5 That's a really good plan 6 What a good idea.

Declining a suggestion:

7 I don't think that's a great idea.

8 I'd rather not.

9 I'm not sure about that.

10 I'm not very keen on that idea.

Expressing a preference: 11 Either suggestion is fine by me.

12 I don't mind. 13 They're both good ideas.

Exercise 3 page 62

- 1 town
- 2 about
- 3 nice
- 4 worth
- 5 say
- 6 repeat
- 7 park
- 8 walk
- 9 buy

Exercise 4 2.06 page 62

- 1 more expensive
- 2 local
- 3 to buy

Transcript

Teacher Where shall we stay, then?

Student Nothing too expensive.

T Pardon?

S I'd prefer to stay somewhere cheap.

T Well, there's a nice little hotel in the Old Town. It's quite cheap; about £60 a night. If that's too expensive, there's a cheaper hotel near the station.
S Either suggestion is fine by me.
T OK. Let's stay at the hotel in the Old Town, then.
S Fine. Where should we eat, do you think?
T There are some good restaurants in the main square.
S What kind of food do they serve?
T Most of the restaurants here serve local food. But there's an Indian restaurant, too.
S Sorry, did you say 'Indian restaurant'?
T Yes, that's right.
S Oh, I'm not very keen on Indian food. Let's eat local food.
T OK.
S I'd like to do some sightseeing. What do you fancy?
T The fountain in the Old Town is very beautiful. It's near the cathedral, which is also worth a visit.
S That sounds like a great idea. What's the best way to travel around?
T Well, if we stay in the Old Town then we can walk everywhere. But perhaps we should go to other parts of the city.
S We could always buy a travel card.
T That's a really good plan. I'd prefer to travel by bus or tram than to walk.
S I agree.

7H Writing

A holiday blog

Exercise 1 page 63
1 go 2 visit 3 hire 4 go

Exercise 2 page 63
visit a lake, go swimming

Exercise 3 page 63
1 I'm / We're 2 We're 3 I'm

Exercise 4 page 63
1 Wish I could stay here longer!
2 Taking lots of photos to show you.
3 See you soon!

Unit 8 Science

8A Vocabulary

Gadgets

Exercise 1 page 64
1 wood 2 steel 3 glass 4 stone 5 aluminium
6 cardboard 7 plastic

Exercise 2 page 64
1 leather 2 gold 3 rubber 4 ceramic, cardboard
5 paper 6 concrete 7 iron 8 nylon 9 copper

Exercise 3 page 64
1 wood rubber cardboard

2 iron copper gold aluminium steel
3 leather
4 stone
5 nylon plastic
6 glass ceramic concrete

Exercise 4 page 64

1 rectangular 2 square 3 spherical 4 circular
5 triangular 6 curved 7 straight

Exercise 5 2.07 page 64

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

Transcript

- 1 It's rectangular. //
- 2 It's spherical and it's made of plastic and metal. //
- 3 It prevents you from getting lost. //
- 4 It's got a metal lid and a metal handle. //
- 5 It's mostly made of plastic and it's rechargeable. //
- 6 It's used for making tea. //
- 7 It's used for listening to music. //

8B Grammar

The passive (present simple and past simple)

Exercise 1 page 65

1 are sold 2 isn't played 3 Are ... used
4 are committed 5 aren't grown 6 Are ... made

Exercise 2 page 65

2 Penicillin was discovered by Alexander Fleming.
3 The match wasn't won by Rafa Nadal.
4 That car was made by robots.
5 Were the Hunger Games books written by Suzanne Collins?
6 The Hobbit films were directed by Peter Jackson.

Exercise 3 page 65

1 Phones are sometimes used as satnavs.
2 Was Make you feel my love first sung by Bob Dylan?
3 The wheel was probably invented about 5,000 years ago.
4 The suspect was quickly arrested.
5 Was the missing jewellery ever found?

Exercise 4 page 65

1 was invented 2 wasn't powered 3 was built
4 was called 5 was used 6 weren't sold
7 were developed 8 was added 9 wasn't added
10 were sold

8C Listening

Intentions of the speaker

Exercise 1 page 66

1 lost 2 came up with 3 runs 4 browse 5 gets
6 prescribed

Exercise 2 page 66

- 1 warn 2 complain 3 apologise 4 enquire
 5 recommend 6 encourage 7 welcome 8 inform
 9 challenge 10 comfort 11 persuade 12 entertain

Exercise 3 2.08 page 66

- 1 warning 2 apologising 3 enquiring
 4 encouraging

Transcript

- As you go walking in the mountains today, be very careful. The weather forecast isn't good and if you don't know this area well, it's very easy to get lost. You must complete your walk before it gets dark. It's really dangerous to be in the mountains at night.
- I know ... I know. It's 8 o'clock, I said I'd be here at 7. I'm so sorry – I left home late, and then the bus was full and I had to wait for the next one. And I couldn't call you because I'd left my phone at home! I'm really sorry.
- Oh hello. I was just wondering – I don't know if you can help me – but do you know what time the museum closes? I mean the museum of modern art, in the city centre? Only this is our last day here and I don't want to miss it. Is it open in the evening?
- Don't be nervous about the final. You're a great tennis player. Just play your natural game and you'll be fine. And remember to enjoy it too. We're already proud of you, win or lose. So just relax and I'm sure you'll do really well.

Exercise 4 2.09 page 66

- 1 a 2 b 3 a 4 c

Transcript

- Good evening everybody and thank you for coming to our special event at this amazing castle. It's wonderful to see so many people here for the launch of our new car, the Model TX3. Later, we'll give you lots of information about the vehicle and you'll have the chance to speak to our engineers and ask questions. But for now, just relax, get a drink and enjoy this spectacular venue for a while!
- I've had a look at your laptop, but I'm afraid it's bad news. If you look here, you can see where the water has damaged the inside of the laptop. You can't repair damage like that, I'm afraid. You can replace all of these parts, but that will cost a lot of money. My advice would be that you just buy a new laptop. I'm sorry.
- This new type of battery is going to make it far quicker and cheaper for people to recharge their smartphones. The technology works, and it was discovered right here in our laboratories. All we need to do is find enough funding to develop our product. And that's where you come in! You can help us raise the \$5 million we need to turn this brilliant idea into reality. We believe we're offering you a fantastic opportunity.
- So, this is a little machine I made at home. As you can see, it's got wheels, like a little car. And it is powered by one small battery. I tested it three times and my best distance was eight metres and twenty centimetres. Now, this is what you have to do. In your teams, you have to design and build a machine that is powered by the same type of battery as my machine. How far can it travel? Can it beat my distance of eight metres twenty? That's your mission. Good luck!

8D Grammar**The passive (present perfect, future and modal verbs)****Exercise 1** page 67

- 1 has been stolen 2 have been developed
 3 has been damaged 4 hasn't been seen
 5 has been spent 6 hasn't been sold

Exercise 2 page 67

- 1 The factory has been sold.
 2 The glass in the windows has been replaced.
 3 The big front door has been painted.
 4 The metal sign hasn't been changed.
 5 A new road has been built.
 6 The new roof hasn't been finished.

Exercise 3 page 67

- 2 Has your home ever been burgled?
 3 Have you ever been chased by a dog?
 4 Has your phone ever been stolen?

Students' own answers**Exercise 4** page 67

- 2 most of your electricity will be provided by the sun.
 3 all the rooms will be cleaned by robots.
 4 all of your food will be prepared by machines.

Exercise 5 page 67

- 1 have been completed 2 has been chosen
 3 will it be built 4 will not be decided
 5 will be approved 6 will be sent

Exercise 6 page 67

- 1 can be suggested
 2 can be stored
 3 may be sent
 4 can be accessed
 5 may be personalised

8E Word Skills**Verb + preposition****Exercise 1** page 68

- 1 at 2 to 3 of 4 for 5 for 6 about 7 to
 8 to 9 about 10 with 11 in 12 about

Exercise 2 page 68

- 1 for 2 at 3 for 4 about 5 of 6 about
 7 to 8 to

Exercise 3 page 68

- 1 inform 2 charge 3 inform

8F Reading**Inventions that save lives****Exercise 1** page 69

- 1 movement 2 reconstruction 3 recordings
 4 baldness 5 invention 6 arrangement 7 deafness
 8 discovery

Exercise 2 page 69

2 LifeStraw, Photo B

3 AidPod, Photo A

Exercise 3 page 69

1 T 2 T 3 DNS 4 F 5 DNS 6 F

8G Speaking**Making a complaint****Exercise 1** page 70

- 1 games console 2 digital camera 3 DVD player
 4 e-book reader 5 mobile 6 digital radio
 7 tablet 8 MP3 player 9 headphones

Exercise 2 page 70

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

Exercise 3 2.10 page 70

- 1 digital radio
 2 volume control, power lead, remote control

Transcript

Shop assistant Hello, can I help you?

Customer Yes, I bought this digital radio here a week ago and there's a fault with it.

SA Oh, I'm sorry. What's wrong with it?

C There's something wrong with the volume control.

SA Let's have a look. Have you got the power lead with you?

C Yes, it's in the box.

SA OK, I'll just plug it in.

C You see? It's very quiet. And when I try to turn it up ... nothing happens.

SA Have you tried using the remote control?

C No, I haven't.

SA There. It works perfectly with the remote control.

C But it's still faulty, isn't it? Can I have my money back?

SA We don't give refunds, I'm afraid.

C No refunds? I'm not happy about that! The volume control doesn't work!

SA I can give you a credit note.

C Hmm. Well, OK.

SA Have you got the receipt with you?

C Yes, I have. It's in the box.

SA OK. If you just wait a moment, I'll sort it out for you.

Exercise 4 2.10 page 70

- 1 wrong, shop assistant 2 something, customer
 3 money, customer 4 refunds, shop assistant
 5 happy, customer 6 credit, shop assistant
 7 receipt, shop assistant

Transcript

See exercise 3.

8H Writing**A formal letter****Exercise 1** page 71

a

Exercise 2 page 71

1 Since 2 However 3 so 4 Unless

Exercise 3 page 71

- 1 all 2 balance 3 opinion
 4 conclusion 5 reasons

The writer uses "In conclusion, ..."

**Cumulative Review 1
(Units I–1)****Exercise 1** 2.11 page 72

(Possible answers)

- 1, 2, 3 and 4 embarrassed / ashamed

Transcript

1 It was my dad's fiftieth birthday last weekend and everyone was there: my grandparents, my aunts and uncles, my cousins – the whole family. We were all having a great time: chatting, singing, dancing – it was all going really well. And then it was time for the cake. I was trying to be helpful, so I went into the kitchen to get it. Unfortunately, the cake never reached the table because I tripped and dropped it on the floor as I was walking in. I felt terrible.

2 I once had a problem with my favourite pair of jeans. I suppose they were a bit tight, but I liked them that way. Anyway, you can probably guess what happened. One morning in school, as I was sitting down at my desk, my jeans broke. The worst thing was that the teacher had just walked into the classroom, so it was very quiet – everybody heard the noise. There was a moment of silence, and then the whole class started laughing – even the teacher joined in. It was awful!

3 Do you ever forget people's names? It happened to me a few days ago. I was having a coffee with a friend when this boy came up to our table. I recognized him as one of my brother's friends, but I couldn't remember his name. I said 'hi' anyway, and we chatted for a bit – everything was fine until my friend asked me to introduce him. There was this horrible silence, and I could feel my face turning red. In the end, he introduced himself – his name was Eddie. I think he was really annoyed.

4 I was on holiday in Greece when this happened. I wanted to play beach volleyball with some Greek boys, so I walked up to them and shouted, 'kalimaree' – 'good morning' to them. They all looked at me, and then they started laughing. After that, they moved further up the beach to play. My sister also found the situation amusing when I told her about it. Then I found out why. Apparently, kalimaree means 'squid' in Greek; 'good morning' is 'kalimarea'. You can imagine how stupid I felt.

Exercise 2 2.11 page 72

1 C/D 2 B 3 E 4 A

Transcript

See exercise 1.

Exercise 4 page 72

C

Exercise 5 page 72

1 C 2 A 3 E 4 B 5 D

Exercise 6 page 73

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

Cumulative Review 2 (Units I–3)

Exercise 1 2.12 page 74

1 T 2 F 3 F 4 T 5 F

Transcript

And now for something different.

The City of London is famous for its many museums: the British Museum and the Victoria & Albert to name but a few. However, there are also a number of other smaller institutions that are not quite so famous, but are well worth a visit. This is the case of the London Cinema Museum. The London Cinema Museum houses a collection of all kinds of things related to the cinema of the past, including films, equipment and furnishings. Many of the exhibits date back to the earliest days of cinema in the 1890s. What's more, the collection is housed in a beautiful old building called The Master House which itself has a place in cinema history. The building was once a home for poor people, and the English actor Charlie Chaplin spent some time there as a child when his family had no money to feed him.

The collection is well worth visiting, but in order to see it, you have to book a guided tour. The museum is open on most days of the year and you can book online or by phone. The price is £10 for adults and £7 for students with a student card.

As well as the collection, the museum holds regular talks and presentations by some of the most important experts on film and cinema. Several nights a month, there is also a showing of a film from the museum's collection. Tickets for these events are available in advance at £8.50 for adults and £6.50 for students or for a slightly higher price at the door: £10 for adults and £7 for students.

Located in the district of Kennington, to the south of the river, the museum is easy to get to by public transport. The nearest tube stations are Kennington and Elephant and Castle, but many London buses stop nearby, if you prefer travelling overland.

So, if you're a fan of the cinema, and you're spending some time in London, why not find out what's on at the Cinema Museum? If you manage to fit a visit into your busy schedule, you won't be disappointed.

Exercise 3 page 74

1 b (watching all thirteen episodes) 2 a (nervously)
3 c (monthly subscription) 4 d (watch what they want when they want) 5 c (The series was extremely popular and won a number of awards.)

Exercise 4 page 75

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

Cumulative Review 3 (Units I–5)

Exercise 1 2.13 page 76

a 4 b 1 c 3 d 2

Transcript

1 ... So, let's start by looking at the different sections of a CV. You should start by giving your personal details, that's your name, address and contact details. Your age, nationality and marital status shouldn't be important to an employer, but some companies may ask you to give this information. After that comes your personal profile where you have to try and sell yourself to the company. Look at it as a kind of mini advert....

2 Olivia Hello, I'm Olivia.

Paul Hi, nice to meet you. I'm Paul.

O What do you do, Paul?

P I work for an engineering company. Right now, we're building a new bridge over the river Mersey in Liverpool.

O That sounds interesting!

P Yes, it is, but I'm away from home a lot, so I don't see much of my family.

3 ... And now for some news for those of you looking for a job. JPH Sports is opening a brand new store in the Mall and they are looking for a team of reliable and enthusiastic sales assistants. There are part-time and full-time jobs available. If you're interested and you have worked in the retail sector before, you should go to the information desk in the Mall to pick up a form. The closing date for applications is this Friday, so you must hurry.

4 Interviewer Please take a seat.

Candidate Thanks.

I So Annabel, what makes you think you'd be a good waitress?

C Well, I'm a friendly and outgoing kind of person, and I like being with people. I had some experience of serving customers in my grandmother's coffee shop last year. Now, I'd like to try working in a busier environment. That's why I applied for this job.

Exercise 2 2.13 page 76

1 b 2 c 3 b 4 a

Transcript

See exercise 1.

Exercise 4 page 76

1 D 2 F 3 A 4 C 5 B

Exercise 5 page 77

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

Cumulative Review 4 (Units I–7)

Exercise 1 2.14 page 78

1 a dress 2 an e-book 3 some potatoes 4 an album

Transcript

- 1 I often meet up with some friends at the weekend to go into town. We get the bus in, and then we spend all day going around the shops. There are some great clothes shops in the city centre and sometimes they have a sale. We have a lot of fun trying things on in the fitting rooms, and I always manage to find a bargain. I'll have to get a new wardrobe soon, because all of my cupboards are full!
- 2 I hardly ever go to the shops, really and I can't stand clothes shopping. The only thing I ever spend any money on is a new download for my e-reader. My friends know that I love reading, so they gave it to me for my birthday last year. I'm really keen on science fiction, and I read at least one book every week. Books are always so much better than films, I find, so I don't go to the cinema very often. Give me an e-book any day!
- 3 I try really hard not to waste my money as I haven't got a lot of it. My job isn't very well paid so I can't afford a new phone or a tablet or anything like that. But I do enjoy going to our local farmer's market on a Saturday morning. The fruit is always so fresh, and it's often much cheaper than at the supermarket. There are all kinds of special offers on the vegetables if you buy a large quantity, so that's what I usually do.
- 4 I guess the thing I spend most of my money on is music. I listen to it all the time. I don't use my MP3 player any more as I have a nice new phone, which sounds quite good. I download most of my music, and I have a few CDs that people have given me. But for me the best way to listen to music is on the old records from the past – vinyls they're called. I've started a vinyl collection and I love going to old record shops to see what I can find.

Exercise 2 2.14 page 78

1 E 2 B 3 C 4 A

Transcript

See exercise 1.

Exercise 4 page 78

1 b 2 a 3 c

Exercise 5 page 78

- 1 a: The millionaires decide who to give the money to themselves: [they] go into poor areas of their city to find three charities to give some of their money to.
c: The text mentions that *Secret Millionaire* is a reality show, but says nothing about how the programme is good for society.
- 2 b: The first reaction of the students when they find the money is to decide how to spend it. They make no attempt to find the owner: *At first, the students began to talk about what they would do with the money.*
c: At no point in the story did the students call the charity shop.
- 3 a: The text mentions only one kind of bank account: *a Student Account.*

b: The advice given in the text is about opening an account, not managing money: *Then why not open an account with us?*

Exercise 6 page 79

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

Cumulative Review 5 (Units I–8)

Exercise 1 2.15 page 80

1 a 2 a 3 b 4 b

Transcript

- 1 Hi Maisie, it's Charlotte. Um, hope you're OK. Er, we got back from our holiday in Ibiza late last night. We had a great time. Um, I wanted to talk to you about the e-book reader you lent me for the trip. Er, I used it a lot, so thanks for that. Um, the only problem is, um, that I, er, that I seem to have come home without it. Er, I'm terribly sorry, Maisie, I think I left it in the drawer of the cupboard in the hotel room. Um, I'll buy you a new one, I promise.
- 2 Police officer Can I help you?
G Girl Yes, um, I'd like to report a stolen tablet.
P0 OK, I'll need some information about the tablet, then.
Um, what make is it?
G It's an Asus.
P0 Which model?
G The Transformer Pad.
P0 The white one?
G No, it's black. And it's got a purple cover.
P0 Where were you when the tablet was taken?
G I was on the underground. I think someone took it while I was getting off the train.
- 3 Gadgets Alive! is pleased to announce its fantastic winter sale. Prices have been slashed in all departments, with the best offers in audiovisuals. DVD players have been reduced by up to 20% and there's a discount of 40% on all of our digital cameras. Treat yourself to a new MP3 player at 30% of the normal price. Sale starts on Saturday 19th at 9 a.m. and continues while stocks last. Don't miss this great opportunity – you won't regret it!
- 4 Mum Happy Birthday, Matt.
M Thanks! Wow – that's a big box. What is it?
M Open it and see.
M OK ... um, is it a TV for my room?
M It might be ...
M If it isn't a TV, it could be a new computer.
M Why don't you open it?
M OK, here goes ... Wow! It's just what I wanted. Let's set it up and try it out. Where are the controllers?
M I think they're in the box.
M Yes, here they are. Right, what do you want to play?

Exercise 3 page 80

1 B 2 A,D 3 C 4 A 5 B,D 6 D

Exercise 4 page 81

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

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