

FOR REAL

intermediate

Teacher's Book

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HEBLING LANGUAGES
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For Real Intermediate Teacher's Book
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FOR REAL Intermediate Teacher's Book

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WELCOME TO *FOR REAL INTERMEDIATE*

Dear teacher

Firstly, why *For Real Intermediate*? Well, teachers tell us that they would like a course which makes a smooth and effective transition from basic language study to studies at a higher level. Something that activates the language knowledge students already have, but also adds to it, through motivating and interesting material. Their students are growing up, they are not young teenagers any more, and they need topics that they can really get their teeth into. They have to have a reason to read and a reason to discuss together. Teachers themselves go to great personal effort to seek out and create issues-led materials that will fill that gap. We want *For Real Intermediate* to help the teachers in their aims.

Secondly, how did we approach it? We looked for topics and angles to promote genuine interest in the classroom. Issues that get students thinking. Cultural and cross-curricular topics that extend students' knowledge of the world around them. Ideas that have a resonance in a changing global world and that ring true with the students' own lives. Stories that speak directly to the student, and take them further on their journey into adulthood. Texts including Internet sites, blogs, magazine and newspaper articles, e-mails, chat rooms, adverts, stories and extracts from novels, radio programmes and dialogues.

In writing this course we too have been on an exciting journey. Student motivation has been our key. We have asked ourselves at all times, will this interest the students? Will it be useful to them? Will it promote discussion? Will students and teachers have that 'I didn't know that!' response? Will they go home with something new to tell their family and friends?

Our writing has been a journey through time and around the world in search of extraordinary people. Among others, we tell the stories of Ishmael Beal, a child soldier in war-torn Sierra Leone who ends up writing a book; Rosa Parks, a young black woman in the USA who refuses to get up for a white person on a bus and sets off a protest movement; the romantic poet Shelley who rebels against society and its restrictions; a young Frenchman who starts the new urban sport of free running; and Dizzee Rascal, a school drop-out, who becomes a successful hip hop artist. The DVD takes us all over the UK, meeting amazing people doing extraordinary things, such as a young fashion designer, members of the UK Youth Parliament and the incredible wheelchair rugby players. These are just some of the people we hope will inspire you and your students.

Confidence is the key to effective communication. Students need to dive into the language to make it truly their own. So developing speaking and listening skills and their related interactional gambits are essential at this level. Students need to hear, analyse and use real language; leafing through the course you will see that its theme-led materials are balanced with lessons called *Real Communication* focusing on interactions between a group of friends. They are doing something with the language, such as showing interest, turn taking, persuading and being vague.

At this level students have quite a lot of knowledge of the language system, but their ability to communicate freely can lag behind. To help them we have created *Fluency for real* – sections where they can explore a theme or solve problems, such as becoming detectives investigating a crime scene. These are spaces when we want your students to relax, have fun, play with language and experiment without fear of failure!

WELCOME TO *FOR REAL INTERMEDIATE*

'Words, words, words,' as Hamlet said. We believe that at this level students absolutely must deepen their active and passive vocabulary and learn more collocations and fixed expressions. With that aim in mind *For Real Intermediate* provides the students with a supportive framework for their vocabulary development. It regularly focuses on key verbs and words, devotes pages to wordbuilding and helps the students get the most out of their reading, including a mini-dictionary at the back of the book and topic-based photocopiable resources.

Your students are digital natives who have grown up in a world of computers, mobile phones and connectivity. So we have made an interactive CD-ROM packed with extra material, including extracts of the course DVD, and lots of other activities including grammar, vocabulary and pronunciation. They can go online too for a complete pronunciation course linked with the units of *For Real Intermediate* (pronunciation is often neglected at this level while we feel we need to continue to give students help and support). And you have the opportunity to teach with the interactive materials if you want.

Young adults are asking themselves Who am I? What do I believe? What's important to me? So the course invites them to explore their own identity. It helps prepare them for university and the world of work by developing their soft skills such as working in a team, problem-solving, dealing with difficult conversations, handling stress and pressure, making effective presentations, managing their relationships with family and friends, their culture and other cultures. And without getting 'heavy' in any way, students reflect on personal and civic values such as tolerance, respect and equality.

Talking with teachers, we recognise that many of you have in mind exams such as Cambridge FCE and Trinity ISE II. It is a long process preparing students for these exams, and they need to be good B2 users of English to approach them comfortably. *For Real Intermediate* provides a springboard from which your students can confidently meet the challenge. We provide regular sections with exam preparation in both the Student's Book and the Workbook. These take students hand in hand towards these exams and gently train them in the necessary skills and exam types.

And what about you the teacher? We have tried to give you the support you need. The *For Real* DVD has exciting films that explore young people and their lives. The Workbook contains grammar support, vocabulary practice, skills work and word-building tips and exercises to extend students' vocabulary. The student CD-ROM focuses on communication and exam skills, a tool for you in the classroom and the students at home. And then there are the Class CDs, the Teacher's Book and the Testbuilder CD-ROM/audio CD.

Multimedia tools also help make the job easier for you the teacher in the digital world. The course comes as a digital book for your interactive whiteboard or computer – it contains the whole course including audio and the DVD, and you can just click and go!

Our main aim is that you and your students look forward to working with *For Real Intermediate* because the material gets the students talking and learning English. So without any more delay, let's move on to the Introduction which explains the course and how it works.

With best wishes.

Julia Starr Keddle
Martyn Hobbs

Contents

UNIT	FUNCTIONS REAL COMMUNICATION	GRAMMAR	VOCABULARY	CLIL CULTURE SONG READING DVD	
				SKILLS	DVD Film 1: Fashion designer
1 Identity p.7 About me Teamwork Fashion	Functions: talking about the present Real communication: getting started; eliciting; listening; fillers; suggesting and responding; moving on	present simple and present continuous • countable and uncountable nouns • quantifiers	• <i>make and do</i> fashion • adjectives to describe clothes	Reading: a blog; street fashion; article about teamwork Listening: students doing a quiz Speaking: discussing personal style; how to work in a team Writing: a paragraph about your style Pronunciation: showing interest	
2 Lifestyle p.15 Parents A study trip Family life	Functions: talking about the recent past and finished past Real communication: greetings; replies; thanks; introductions; asking for clarification; making requests; goodbyes	past simple and present perfect • present perfect and present perfect continuous	• definitions of words related to life and lifestyle • <i>get</i>	Reading: article about what young people think of their parents' lives; a dialogue; a webpage Listening: a conversation with a parent; three situations for meeting someone; someone making requests; conversation at a language school Speaking: giving advice; discussing parents' lives; discussing what has been happening in a picture Writing: a paragraph about your parents' lives Pronunciation: sounding polite	
Fluency for real p.23 Language check p.26	Talking about social networking sites and safety online; Game: WebWise				
UNIT	FUNCTIONS REAL COMMUNICATION	GRAMMAR	VOCABULARY	CLIL CULTURE SONG READING DVD	
				SKILLS	DVD Film 2: Wheelchair rugby
3 Stories p.27 A mystery A good read Telling anecdotes	Functions: talking about an earlier past event; talking about events in progress in the past; talking about imaginary past alternatives Real communication: starting; showing interest; keeping the story going; attitude expressions; turn taking; closing the story	past simple and past perfect • past simple and past continuous • <i>could have</i>	• using the -ing form • childhood	Reading: two articles about the Piano Man; extracts from novels Listening: talking about childhood events; radio report about the Piano Man; talking about memories; a childhood memory Speaking: explanations for situations; discussing novels Writing: a description of a memory Pronunciation: Past simple endings	
4 Out and about p.35 Parlour Adventure Getting around	Functions: reporting statements, questions and negative requests Real communication: buying souvenirs; asking for directions; asking for information; getting a bus; booking a hotel	reported speech • reporting verbs • indirect questions	extreme sports • reporting verbs • holidays	Reading: Urban acrobatics; On top of the world; tourist brochure for Scotland Listening: a dialogue; answerphone messages; conversations in tourist situations Speaking: quiz – how adventurous are you; asking and reporting questions; talking about extreme sports; role play tourist situations Writing: a reported conversation Pronunciation: intonation in direct and reported questions	
Fluency for real p.43 Language check p.46	Talking about a mystery; news stories; performing a TV interview				

UNIT	FUNCTIONS REAL COMMUNICATION	GRAMMAR	VOCABULARY	SKILLS	CLIL CULTURE SONG READING DVD
5 The big year off p.47 On the road Journeys Inviting and arranging	Functions: talking about the future; talking about facts and possible conditions; expressing certainty about the future Real communication: inviting; making arrangements; making and accepting excuses; gossiping; saying 'yes'; persuading and encouraging; expressing surprise	• present continuous, <i>will</i> / <i>be going to</i> for future • zero and first conditional • <i>when, as soon as, unless</i> • future predictions	• geographical features • <i>get</i>	Reading: Working round the world; emails Listening: a conversation; a conversation about asking people out, gossiping Speaking: giving reasons for taking a gap year; making resolutions; discussing gap-year situations; role play a visit to a fortune teller; inviting friends; gossiping Writing: advice for a gap-year student Pronunciation: expressing degrees of enthusiasm; expressing surprise	DVD Film 3: Gap year
6 Careers for life p.55 Exceptional youth What if? On the phone	Functions: talking about imaginary or unlikely situations; talking about a desire in the present Real communication: calling and answering; messages; taking down information; asking for clarification; getting connected	• phrasal verbs • second conditional • <i>wish / if only + past simple</i>	• phrasal verbs • jobs • <i>take</i>	Reading: One-stop career shop; article about exceptional young people; career quiz Listening: a TV programme; a phone call Speaking: hypothetical situations; making and answering phone calls Writing: sentence patterns; a paragraph describing your ideal job Pronunciation: /d/ and /l/	
Fluency for real p.63 Language check p.66	Talking about unusual interviews; performing at a job interview				
UNIT	FUNCTIONS REAL COMMUNICATION	GRAMMAR	VOCABULARY	SKILLS	CLIL CULTURE SONG READING DVD
7 Crime and punishment p.67 Knife crime Ideas and opinions Is it a crime?	Functions: talking about obligation and advice Real communication: asking for opinions; saying how much you know; agreeing and disagreeing; giving opinions; talking about likes and dislikes	• talking about obligation and advice • comparatives and superlatives	• crime • violence • give • punishment • minor offences	Reading: Dead cool; report about stupid criminals; article about banning chewing gum Listening: interview about knife crime; three opinions; conversation about a crime; Speaking: quiz: How honest are you?; putting your point of view; talking about crimes; talking about things that worry, scare and bore you; discussing appropriate punishments Writing: a paragraph about things you had to do in the past Pronunciation: weak to	DVD Film 4: Knife and gun crime
8 Rebels p.75 Romantic rebel Talking about films Stand up for your rights	Functions: contrasting ideas; giving reasons for actions; drawing conclusions about the present; speculating about the past Real communication: plot; characters and acting; being vague; sets and visuals; moving on; your interpretation	• indefinite pronouns • linkers of contrast • clauses of purpose • speculating	• <i>have</i> • films • protest	Reading: blogs about being a conformist; article about the poet Shelley; Stand up for what you believe in Listening: extracts from Shelley's writing; two people discussing their favourite films Speaking: discussing statements and reaching group consensus; talking about films; giving a description of a film Writing: sentences about contrasts in your life; a paragraph about an issue you feel strongly about; a short description of a film Pronunciation: vague language	
Fluency for real p.83 Language check p.86	Talking about a crime, motives, and alibis; Game: alibi game				

UNIT	FUNCTIONS REAL COMMUNICATION	GRAMMAR	VOCABULARY	SKILLS	CLIL CULTURE SONG READING DVD
9 Love and friendship p.87 The science of love Difficult conversations People	Functions: defining information; adding information; identifying people, things and places Real communication: getting the point across; reflective listening; disagreeing; reprimands; disagreeing strongly; acknowledging and apologising	• relative clauses • articles	• relationships • personal qualities • word formation • appearance	Reading: haiku; The three stages of love; three extracts from novels; advice for managing difficult conversations Listening: people talking about how they met their partners; two people having an argument Speaking: talking about personal qualities; describing and guessing people; role play difficult situations Writing: a love letter; a description of a person Pronunciation: word stress	DVD Film 5: Living in the UK
10 Feelings p.95 Things I wish I hadn't done Emotional intelligence Presentations	Functions: talking about imaginary situations in the past; talking about regrets in the past Real communication: introductions; starting; sequencing; giving examples; moving on; showing visual aids; giving reasons; summarising and concluding	• third conditional • modal verbs • <i>wish/if only</i> • use of <i>to</i> , infinitive and -ing form	• -ing and infinitive • presentation aids	Reading: two articles about stress; a student's blog about past regrets; article about emotional intelligence; presentation tips Listening: people talking about what makes them stressed; a talk about Mexico City Speaking: imaginary situations; 5-minute quiz; a talk about about your region Writing: a short composition about an argument Pronunciation: third conditional	
Fluency for real p.103 Language check p.106	Talking about personal profiles, stereotypes, performing a TV show				
Workbook	pp 107-177				
Word list	pp 178-182				

INTRODUCTION

For the student

- one single volume made up of
Student's Book, containing 10 units
Workbook, containing 10 units
5 Fluency for real sections
a Wordlist unit-by-unit
- one Multimedia CD-ROM containing
grammar, vocabulary, pronunciation exercises
functional/situational practice
exam practice
tests
DVD material with interactive activities
- Internet resources

For the teacher

- Teacher's Book containing:
course description, methodology, documents on the Common European Framework of Reference
lesson by lesson 'chats' with the authors and teaching notes for units 1–10
answer keys to exercises and the transcripts of recordings, both for the Student's Book and Workbook
cultural notes and extra activities
- two Class Audio CDs containing the listening material for the Student's Book (available as MP3 downloads)
- one Interactive Book containing:
Digital Student's Book
Testbuilder CD-ROM for the teacher to create personalised tests
Tests Audio CD containing the listening material for the tests
one integrated DVD, for use in the classroom. It contains six real life documentaries about
inspirational young people, linked to the main themes of the course
- Internet resources

INTRODUCTION

For Real Intermediate: Rationale

For Real Intermediate is an easy-to-use, intermediate-level course that gives you and your students what they really need – a ‘bridge’ between the lower intermediate and higher intermediate levels. This new, compact course helps lift students above that demotivating ‘plateau’ where they don’t seem to make much progress. It equips students with the skills and know-how they will need to speak about a wide range of topics, understand more challenging texts, participate in discussions and social situations, and perform tasks such as note-taking, essay and report writing, and giving presentations.

For Real Intermediate continues seamlessly from the previous two levels (*For Real Elementary* and *For Real Pre-Intermediate*), enriching, extending and revising language – taking students effortlessly deep into the B2 arena. All the main tenses and structural areas are revised and extended but in new contexts, aimed at young adult students who are looking for themes that really make them think and reflect.

For Real Intermediate can also be used as a free-standing course that provides a perfect link between the students’ basic language studies and later, more specialised language work. It aims to provide students with solid language awareness both at a grammatical and lexical level. It deals with a wide-ranging and motivating selection of topic areas, so students will never feel without something to say.

For Real Intermediate is student friendly in its:

- systematic and regular presentation of the features in each unit, making each phase easy to recognise
- clear graphics and the instant visual impact of its photos and illustrations
- development of study strategies, which can be applied to all learning areas
- easy to find reference pages: the *Real communication Files*, the Wordlist organised like a mini-dictionary, the Workbook wordlists, the phonetic table and the list of irregular verbs

For Real Intermediate is teacher friendly both in its clear lay-out and in its teaching tools:

- unit structure designed to allow a flexible selection of topics and activity type so that the work can be adjusted to the level and requirements of the class
- unit overview with detailed references to CEF descriptors and external exams
- teaching notes with tips on using English in the classroom, along with further cultural information and ideas for extra activities
- a CD-ROM to create new tests
- photocopyable resources

For Real Intermediate Student’s Book has these special features:

- 1-page warm-ups for each unit, each with thought-provoking quotes to enrich discussion
- functional language and everyday real communication (linked to the CEF)
The 10 *Real communication* sections of the course each focus on functional language.
- skills-based language development
- vocabulary in context and specific vocabulary development
- ‘Real Talk’ – language used by young adults
- Word Expander – regular focus on key high frequency words and expressions
- *Fluency for real*: freer, extended task-based and problem-solving speaking activities
- Language check
- an integrated 70-page Workbook with a grammar reference, grammar practice, reading and study skills, wordlists, vocabulary practice and Improve your Word Power, I can lists and a Wordlist

INTRODUCTION

For Real Intermediate: Features

- The course is based on the **functional syllabus of the Common European Framework of Reference (CEF)**. It builds on the B1 competences reached in previous levels, reinforces them and helps develop the full range of B2 skills the learner needs for the active use of English in the real world.
- It is structured around **students' needs** and is adaptable to different styles of learning by providing **differentiated learning experiences**: e.g. surveys, questionnaires, role plays, group work, etc.
- It promotes **learner independence** by giving students space to prepare for the topic at the opening of each unit; allowing them to evaluate their learning with student self-assessment in the Language Checks and the Self-assessment page in the Workbook and providing Study skills guidance and learner tips
- It is **solidly based on grammar** which is explored with both inductive and deductive methods. The study of grammar can be carried out on three levels – by integrating it with the communicative functions through short yet complete notes in the pages of the Student's Book; by extending it with exercises in the special grammar page in the Student's Book (*Get the grammar*); and through detailed explanations in the *Grammar reference* and extensive practice in the Workbook.
- Its **Real communication and Fluency for real** pages help students acquire fluency in a range of realistic situations which prepare them for communication in the real world, help them get their point across in oral exams and build up their competences within B2 of the CEF.
- It is **innovative in the choice of topics and information**, which speak to today's young adults, a 'globalised' generation, who can see through the language barrier to the fact that they share common interests and means of communication. Stories of young people from all over the world, significant events from the past, life experiences which have an impact on our collective mind today all converge in this stimulating course packed with discussion topics and unexpected situations to involve and develop all of the students' mental powers.
- It links to **CLIL, cultural and vocational themes** in the Student's Book units.
- It is **innovative and up-to-date in its choice of language** and is designed to reflect how young adults speak. Their language is often idiomatic, as highlighted in the *Real Talk* boxes.
- It **focuses specifically on the development of vocabulary** for which the reading texts are a springboard, Word expander sections and Improve Your Word Power where students are taught how to add prefixes and suffixes, how to use dictionaries, mind maps, compound nouns, and common idioms, etc.
- It **focuses on storytelling and narrative** including extracts from novels and a 12-page section devoted to literature. This includes an original short story, poetry, slave narratives and extracts from Shakespeare.
- It **creates contexts for meaningful discussions** through quotes, stimulating short texts and genuinely provocative topics to get the students thinking and talking.
- Its **multimedia support enhances the learning process** with fully integrated practice of the course material, both on the DVD and on the CD-ROM.

INTRODUCTION

For Real Intermediate Student's Book

Approximate timings for 10 units = 80 hours

(16 hours for 2 units + Fluency for real + exam skills)

First unit (8 pages)

1 Get started	2 presentation, vocabulary, skills	3 4 presentation, vocabulary, skills	5 6 Real Communication
8 Get the grammar			

Second unit (8 pages)

9 Get started	10 presentation, vocabulary, skills	11 12 presentation, vocabulary, skills	13 14 Real Communication
16 Get the grammar			

Fluency for real, Language check (4 pages)

17 Fluency for real	18 Fluency for real	19 20 Language check
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INTRODUCTION

For Real Intermediate Workbook

Two units plan

First unit (7 pages)

1 Grammar Reference	2 Grammar Reference, Wordlist	3 Vocabulary exercises	4 Grammar exercises	5 Grammar exercises	6 Reading	7 Improve Your Word Power
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Second unit (7 pages)

8 Grammar Reference	9 Grammar Reference, Wordlist	10 Vocabulary exercises	11 Grammar exercises	12 Grammar exercises	13 Study skills	14 Self-assessment
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INTRODUCTION

Organisation of the course

Get Started (Student's Book)

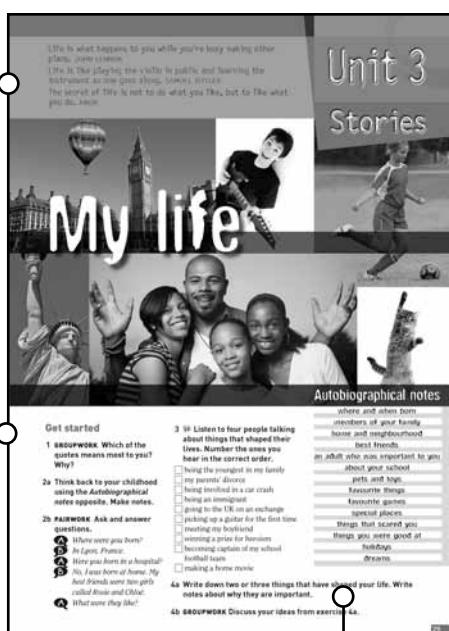
The unit always starts with some discussion quotes linked to the topic.

This page introduces the main theme through quizzes, questionnaires, discussions, and stimulating reading texts.

It also develops vocabulary where appropriate and occasionally carries a minor grammar point.

Quotes

Each unit starts with a brief series of quotations to get students thinking in English about the main theme(s) of the unit.



Get started activities

These help students to think about the theme and to discuss their ideas freely. Understanding what is expected of them and making a conscious commitment to do it is the first step towards autonomy and taking on responsibility for their own learning process.

Vocabulary

This initial page also helps students to build the vocabulary necessary to talk about the given theme. The main goal is to make students feel confident that they have the basic linguistic skills they need on which to build their future knowledge and abilities.

INTRODUCTION

Presentation (Student's Book)

The theme of the unit is developed in two spreads. Each spread can be completed in one- or two-lesson periods depending on the level of the class.

The grammar and skills work are integrated in these pages.

The **Reading** texts are extracts from a variety of text types including newspapers, short stories, magazine articles and quizzes, web pages, young people's diaries, e-mails and blogs. You can do the following:

- study the picture to speculate on what happens in the text;
- introduce new words and grammar structures;
- do the comprehension exercise together or in pairs and discuss any difficulties;
- discuss the ideas, feelings and attitudes found in the text and speculate on how the theme will develop;
- read the text in pairs or groups.

Use a variety of methods for reading (scanning, skimming and detailed reading) and for testing comprehension (true/false, recognition, choice of the correct alternative, answers to specific questions, etc.).

The **Grammar** focus is drawn out of the presentation material. Grammar boxes offer explanations of the main grammar points, mostly with an inductive approach, and carry a cross reference to the *Get the grammar* page, where students can find more practice.

Grammar exercises can be used for oral interactional grammar practice in the classroom or can be done at home, depending on situation.

Listening

To ensure an integrated development of skills, recorded conversations or monologues take up the topic discussed in the reading process. Students now develop their understanding through listening. Listen to the recording several times, both with books closed and books open.

Writing

Written activities relate to the contents of the reading, listening and speaking activities. They develop the techniques required to write notes, e-mails, paragraphs, letters, passages and wider-ranging compositions.

Unit 4 Parkour

Reading

1 Read the first paragraph, look at the photo and discuss the questions. Then read the article quickly and find the answers.
What do you think Parkour or free running is? What does it involve?
Have you ever seen it in films or TV?

2 Circle T (True) or F (False).
Correct the false statements.
The first time I heard about Parkour is to move quickly. T/F
2 In Parkour, you don't take the familiar routes through a city. T/F
3 Free running requires equipment. T/F
4 Parkour can help you in your day-to-day life. T/F
5 Parkour is like dance because the movements are planned in advance. T/F
6 If you can think quickly, it doesn't take long to become a free runner. T/F
7 Jumping and landing well helps you to avoid accidents. T/F
8 One of the founders of Parkour appeared in a blockbuster film. T/F

Grammar

3 Study the rules on the right and then complete the reported sentences in the article.

1 Katy asked if I ... an art form.
2 Laïen said that Parkour ... speed, fluidity and originality.
3 Katy asked Laïen where he ...
4 Laïen told Katy that David Belle and Sébastien Foucan ...
5 Katy asked what qualities you ...
6 Laïen told her that you ... be quick-thinking.
7 Katy asked where she ... see Parkour.
8 Laïen said that she ... probably it already.

Reported speech (1)

In reported speech we normally shift the tense 'base', e.g. the present simple → the past simple, the past simple → the past perfect, etc. If there is a past simple, → She said that she often ate lunch at school.

Use tell with an indirect object:
They told me that they were having a party.

Use tell with the past tense:
I told you the last message. → She told me that I didn't like that message.

Use ask with questions. You can use ask without an object:
She asked if I ...

Use ask or whether to report yes/no questions. The word order is the same:

Are you hungry? → He asked if I was hungry.
Where do you have lunch? → She asked where I had lunch.

Personal pronouns, possessive adjectives and time expressions often change:
Sally saw your brother yesterday → She said that she had seen my brother the previous day

URBAN ACROBATICS

What does Parkour involve?
Why have to move from point A to point B as quickly and efficiently as possible?
That sounds quite difficult. Where's the challenge?
Everyone knows what it is like to walk on the ground. In Parkour we take new routes. The urban environment is our playground.

How do you get from A to B?
We find new ways to cross the urban landscape. We jump over concrete walls, scale walls, run across roofs and climb trees. It's all about finding the best route.

What is so special about Parkour?
We only use the human body to overcome all obstacles. The moves are called 'flows'.

In what way is it a philosophy?
Like an eastern philosophy, our focus is on discipline and self-control. It's also about finding a deep personal connection between your body, your spirit and your environment. You overcome your fears in life as well. It is an art form.

Is it an art form?
Although Parkour combines speed, fluidity, beauty and originality, it is also an art form. You try to make every move harmonious, like a dance.

Where did it start?
David Belle and his friend Sébastien Foucan invented it. They were teenagers in the suburbs of Paris and had nothing else to do.

How do people get started?
Firstly, we are athletes. It takes a lot of hard work and regular training. If you are a beginner, you must start the basic moves daily, starting with low walls.

What qualities do you need?
You need imagination above all. Then you have to be very thinking and able to get out of difficult situations.

How do you avoid accidents and injuries?
You must be careful. If you are a beginner, you should not do experienced athletes, a bad jump can kill. You can get hurt if you don't know how to jump and land correctly. You must have a good teacher for technical training.

Where can I see Parkour?
You've probably already seen it in films, music videos and TV shows. It's also in the video game 'Grand Theft Auto V'. Michael Jackson, Madonna and others have used Parkour in their ads.

Listening and writing

4 Listen to the conversation between Lauren and Jamie and complete the dialogue.

JAMIE: How's ...
LAUREN: I'm fine, thanks.
JAMIE: Where's ...?
LAUREN: ... to the Southbank by the National Theatre.
JAMIE: ... you liked park.
LAUREN: ... I there's a kind of skate park there. It's ... the best place to see really cool skaters.
JAMIE: Why ... to see them?
LAUREN: ... a project on extreme sports at college and I ... to film them.

5 Write the conversation above as reported speech.
Some asked Lauren how she was and she told him that she was fine.

Speaking

6 Write three questions that you want to ask your partner. Then write in pairs. Ask questions and note the answers.
What's your nickname, Andy?
Who's your nickname, ...?
He told me it was ...
It's ...

Random Fact

A light-hearted factbox linked to the topic appears at the bottom of some pages.

Pronunciation

exercises focus on the way intonation expresses attitudes, feelings and meaning and helps students to communicate. They can be found on the website www.forreal.cc/intermediate. There is also extensive pronunciation practice on the CD-ROM.

Speaking

To ensure an integrated development of skills, oral activities centre on the reading or listening topic. Students can move from pairwork to group discussions and to the presentation of a talk to the class.

INTRODUCTION

Presentation continued

Vocabulary

This is presented in lexical categories or expressions. It is followed by exercises in which students match text and illustrations, recognise words in a text, divide words into categories, etc. Students are invited to process the language in order to understand its usage in real contexts and a variety of situations.

The Workbook provides an extension of the lexical area explored in the Student's Book and numerous exercises for further practice.

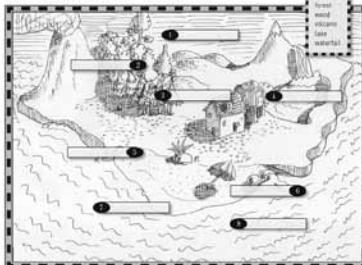
Unit 4

Adventure

1

Vocabulary

1 Label the features on the map using the words in the box.



2 Underline the

- 1 White-tailed kites along the waterfalls; & rapidly a few more time it's really raining.
 - 2 These birds can only be found in the damp marshlands / plains next to the river bed.
 - 3 There's a family wild stripey of pheasant / bustards when we're walking with the dog every weekend.
 - 4 The forest / wood is full of exotic birds like parrots, and monkeys come from the branches of the trees.
 - 5 Our house in the countryside is surrounded by given places / fields.
 - 6 Most of the land is coke flat, but here and

WHAT ABOUT YOU?

Which of these places would you most like to visit or travel to? Why?



Word Expander

This activity looks at single words and verbs and helps students to develop their ability to express themselves in different ways, e.g. by finding synonyms or the various meanings of common verbs.

The Workbook provides further practice of these expressions.

A woman with dark hair, wearing a black and white horizontally striped t-shirt, is smiling broadly at the camera. She is holding a small book or booklet titled "Real Talk" in her right hand. The background is a plain, light-colored wall.

The **Real talk** sections focus on the language used by young adults, especially idiomatic expressions and youth jargon.

INTRODUCTION

Real Communication (Student's Book)

The **Real Communication** two-page spread presents lively, engaging and meaningful contexts for spoken interaction. It practises key communication areas that are a part of everyday interaction and covers a wide range of speech acts, from social to situational and functional. It provides meaningful contexts for students to see the language in action in various situations and gives students ample opportunities to gradually develop their communicative competencies and learn key expressions.

The main theme of the spread, and of the unit, is further explored while all four skills are developed.

Real communication

This section is designed to develop students' interactive and communicative skills. Through guided reading and listening activities, followed by analysis of the key language in *File*, students are gradually led to a point where they can actively and confidently use the language themselves in pairwork and group work activities. There is authentic material from web pages, holiday brochures, e-mail and phone messages, film adverts and book reviews, and coverage of interactive areas such as telling anecdotes about childhood memories and discussions about controversial topics like animal testing. It also includes interactions between friends and characters in the photo story.

Real Communication aims at developing students' social skills, for example, showing students how to invite friends out, how to discuss arrangements to meet up, how to turn down an invitation and make an excuse, how to manage difficult conversations.

Pronunciation

Great emphasis is put on intonation as a means of communicating attitudes and feelings.

All pronunciation can be found on the website www.forreal.cc/intermediate

INTRODUCTION

Grammar: Rules and Practice (Student's Book, Workbook)

Each unit in the Student's Book concludes with a **Get the grammar** section with targeted exercises. Learners can explore grammar at any point in the course, so grammar is set out on a separate page that provides a range of controlled exercises and text types.

<h1>Get the grammar</h1> <p>Reported speech say</p> <p>1 Report the celebrity quotes using the correct form of say.</p> <p>1 Life is a crazy ride and nothing is guaranteed. (Eminem) Eastern sold that life was a crazy ride and nothing was guaranteed.</p> <p>2 I like the way you look at me. (Leandro DiCaprio)</p> <p>3 Men disgust me if they don't have a nice smile, nice lips and nice teeth. (Jennifer Lopez)</p> <p>4 A man is a success if he gets up in the morning and wishes to be successful, and on his deathbed says what he wants to do. (Bob Dylan)</p> <p>5 As a rock star, I have two instincts. I want to have fun and I want to change the world. (Bono)</p> <p>6 You can't be serious! It's not funny, it's actually that! (It's Off to be Different) (Leanne Cappi)</p> <p>7 If you ask people what they've always wanted to do, most people haven't done it. That breaks my heart. (Angela Hale)</p> <p>Reported speech tell</p> <p>2 Report the sentences using the correct form of tell.</p> <p>1 I'm getting fat. (Sara to Alex) Sara told Alex that she was getting fat.</p> <p>2 I'm going to the state park at night. (Mike to his friends)</p> <p>3 I read your blog at the weekend. (Charlotte to Chet) 'You're making too much noise,' is teacher to her student.</p> <p>4 I've never been to Paris. (Anna to me)</p> <p>5 Read Patti's latest film is amazing.' (Bridie to her sister)</p> <p>6 I really like your dress. (Pam to Janice)</p> <p>7 I want to keep in touch with you. (Elle to me and my girlfriend)</p> <p>Reported speech questions</p> <p>3 Report the questions.</p> <p>1 Who's the best player? (She asked him.) She asked him who the best player was.</p> <p>2 Is there anybody there? (He asked...) He asked if there was anybody there.</p> <p>3 How did you do in the exam? (She asked them...) What time did you get up this morning? (He asked me...)</p> <p>4 What's the capital of France? (He asked me...)</p> <p>5 How long have you lived here? (He asked her...)</p> <p>6 Did they enjoy the film? (He asked...)</p> <p>7 Have you seen my mobile? (He asked...) What's the matter with Liam and Kris going out any more?</p> <p>8 (He asked...) Where was Liam going when I saw him? (She asked...)</p>	<p>Reporting verbs</p> <p>4 Report these things that Jim Larsen said to Max 'Spent' using the correct form of the verb to be.</p> <p>1 The most important thing is to keep cool.' (pointed out) Jim pointed out that the most important thing was to keep cool.</p> <p>2 You can't afford to let times before... (replied) Jim replied that you can't afford to let times before...</p> <p>3 You have to be a helmet. (advice) Jim let's get off the rope. (inflirt)</p> <p>4 Try to hit harder. (persuaded) When you are climbing, your mind and body are working together.</p> <p>5 Remember to relax while you're climbing. (remind) It isn't as dangerous as you think. (treasure)</p> <p>6 You can't carry your rock bag. (inter)</p> <p>7 You need to have more practice before you try surfing. (advise)</p> <p>8 Don't go to bed the night before you try. (warn) Why don't you have a rest in this branch? (suggest)</p> <p>Reported speech modals</p> <p>5 Report these sentences using the correct form of say.</p> <p>1 Sam: 'She can't open the door!' Sam said that she couldn't open the door.</p> <p>2 I'm going to the airport as soon as I leave before the flight. I'm going to the airport as soon as I leave before the flight.</p> <p>3 Malorie: 'You can see for 10 miles from this hilltop.' Malorie said that you can see for 10 miles from this hilltop.</p> <p>4 Mr Adams: 'The Prime Minister will meet the Union leaders in this recycling centre.' Mr Adams said that the Prime Minister would meet the Union leaders in this recycling centre.</p> <p>5 June: 'We might go to the cinema tonight.' June said that they might go to the cinema tonight.</p> <p>6 Mrs Sherman: 'Students must eat their own latkes during Chanukah.' Mrs Sherman said that students must eat their own latkes during Chanukah.</p> <p>7 Paul: 'I'm afraid we'll eat her raw fondue.' Paul said that they were afraid we'd eat her raw fondue.</p> <p>8 Richard: 'You mightn't take your mobile into the exam.' Richard said that you mightn't take your mobile into the exam.</p> <p>9 Paul: 'I have to finish this project tonight.' Paul said that he had to finish this project tonight.</p> <p>10 Mr Brown: 'The Members of Parliament may vote to change the law.' Mr Brown said that the Members of Parliament might vote to change the law.</p> <p>11 Julie: 'My parents shouldn't eat chocolate.' Julie said that her parents shouldn't eat chocolate.</p> <p>12 Matthew: 'I was driving my test.'</p>
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Grammar rules are mostly presented with an inductive approach. Clear examples that pinpoint the target structure enable students to complete the rules and reflect on usage.

Grammar exercises can be used in the classroom to quickly check that grammar rules have been understood and assimilated, and, if necessary, to discuss any problem areas and differences compared to the student's native language. They can also be assigned as homework.

The Grammar page concludes with a link box, which sends the students to the film on DVD and to further practice on the CD-ROM and the Workbook.

Every unit in the Workbook starts with a **Grammar Reference** which explains the grammar structures taught in the Student's Book and details their use.

References are made also to the lexical categories used in the Unit, **Wordlist**, and to **Useful expressions** and phrases.

There is an extensive series of **Grammar exercises**, which can either be assigned as homework or used for classwork. Exercises include matching, transformation, gap-filling, choosing the correct alternative, etc.

<p>Grammar</p> <p>Present continuous, Be going to, will</p> <p>1 Underline the most appropriate future forms to complete the dialogue.</p> <p>Ask: If you were to have a glass for the summer, what?</p> <p>ANSWER: I would be drinking juice because it's healthy and it doesn't have sugar.</p> <p>ANSWER: I'm definitely going to spend it! I'll spend the first two weeks with my sister.</p> <p>ANSWER: Good. That sounds nice! Are you going to go to the beach or stay at home? I'm going to go to England during the last week. So, if we're meeting, we'll be in the same place.</p> <p>ANSWER: That's great! Is it going to rain?</p> <p>ANSWER: No, it's not. It's going to be nice at the beach.</p> <p>ANSWER: That's a pity! I would be together this summer because I'm free.</p> <p>ANSWER: I'm not going to go to university in September. I'm going to have the summer off to travel around the world.</p> <p>ANSWER: Yes, I think that sounds like a good idea.</p> <p>ANSWER: And what about me? Are you planning us?</p> <p>ANSWER: I am. I'm going to go to the beach. You are, too, right? I'm going to go to the beach every day.</p> <p>ANSWER: That's wrong! I have got a course to come back from.</p> <p>ANSWER: I suppose it's the opposite of summer, isn't it?</p> <p>ANSWER: I don't think so. It's just more often than not people go to the beach in summer, not in winter!</p> <p>ANSWER: Well, I hope you have a good summer!</p> <p>ANSWER: Me, too! See you next year!</p>	<p>Zero conditional</p> <p>3 Match the beginnings and ends of the sentences.</p> <p>1 If you break your arm, 2 If you break your arm, 3 If you break your arm, 4 If you break your arm, 5 If you break your arm, 6 If you break your arm,</p> <p>a you can't play football. b you can't go to school. c it's better for the environment. d you can't go swimming. e you get green, sore fingers. f you can't see some things.</p>
<p>First conditional</p> <p>4 Write first conditional sentences.</p>	<p>Are you planning a gap year?</p> <p>Kids in the UK feel pressurised to go to university, but many teenagers don't want to go. Here are some ideas for people who feel pressurised but don't necessarily want lots of people.</p> <p>What's a gap year? - more info about the concept</p> <p>How to plan a gap year - do lots of research!</p> <p>Gap year checklist - what to do before you go</p> <p>Gap year - what's involved?</p>
<p>2 Match the sentences (1-5) to the functions (a-e).</p> <p>1 <input type="checkbox"/> I'm going to spell that name.</p> <p>2 <input type="checkbox"/> The train leaves at 7.30 - that's fine for me.</p> <p>3 <input type="checkbox"/> The book of English grammar that interests me will go well with my other books.</p> <p>4 <input type="checkbox"/> What are you going to do when you get to India?</p> <p>5 <input type="checkbox"/> Should we have the same car?</p> <p>ANSWER: I think I'll have some time to go to the beach.</p> <p>ANSWER: I'd like to go to the beach.</p> <p>ANSWER: I'm not interested.</p> <p>ANSWER: I'm not interested.</p> <p>ANSWER: I'm not interested.</p>	<p>3 Match the beginnings and ends of the sentences.</p> <p>1 If you break your arm, 2 If you break your arm, 3 If you break your arm, 4 If you break your arm, 5 If you break your arm, 6 If you break your arm,</p> <p>a you can't play football. b you can't go to school. c it's better for the environment. d you can't go swimming. e you get green, sore fingers. f you can't see some things.</p>
<p>4 Write first conditional sentences.</p>	<p>Are you planning a gap year?</p> <p>Kids in the UK feel pressurised to go to university, but many teenagers don't want to go. Here are some ideas for people who feel pressurised but don't necessarily want lots of people.</p> <p>What's a gap year? - more info about the concept</p> <p>How to plan a gap year - do lots of research!</p> <p>Gap year checklist - what to do before you go</p> <p>Gap year - what's involved?</p>

<p>It, which, as soon as, unless</p> <p>3 Complete the second sentence so that it means the same as the first sentence. Use the word given.</p> <p>a) It won't happen as, we'll have then. [WHEN]</p> <p>b) As you go to bed, turn off the computer so that you check your homework before.</p> <p>before homework, you turn computer off.</p> <p>c) Can you take one of my pictures at the studio? [PHOTO]</p> <p>Can you photograph me?</p> <p>d) I intend to visit the museum tomorrow. [TOMORROW]</p> <p>I plan to visit the museum tomorrow.</p> <p>e) I plan to go to the party if you go too. [IF]</p> <p>I will go to the party if you go too.</p> <p>f) It's such a hot day. The Earth gets warmer, and the ice caps melt. [IF]</p> <p>It's so hot. The Earth gets warmer, and the ice caps melt.</p> <p>g) I'm going to study psychology at my new school. [WHEN]</p> <p>I'm going to study psychology at my new school.</p> <p>Future predictions</p> <p>WHAT ABOUT YOU?</p> <p>Write sentences about what you think will happen in the world during the next 10 years.</p> <p>Use the following expressions: - will definitely / probably / might / can't imagine / expect / hope / believe / expect / predict / probably / definitely / maybe / - going to / going to be / going to happen / going to change / going to continue / going to continue to change / going to increase / going to decrease / going to stay the same /</p> <ul style="list-style-type: none"> • the climate • family • technology <p>VOCAB EXPANDER part 2</p> <p>Complete the sentences with the correct forms of the verb 'go'.</p> <p>a) I am going to be late. [BEING]</p> <p>b) I want to go to the beach. [WANT]</p> <p>c) When are you going to see your parents? [GOING TO SEE]</p> <p>d) What is going to happen tomorrow? [WHAT IS GOING TO HAPPEN]</p> <p>e) Where are you going on holiday? [WHERE ARE YOU GOING ON HOLIDAY]</p> <p>f) When are you going to buy new clothes? [WHEN ARE YOU GOING TO BUY NEW CLOTHES]</p> <p>g) What is going to happen in the future? [WHAT IS GOING TO HAPPEN IN THE FUTURE]</p> <p>GRAMMAR line 1</p> <p>Complete the expressions with give, using the words below.</p> <p>back / help / give / give /</p> <p>1 I haven't given you my CD. [HAD / NOT GIVEN]</p> <p>2 I haven't had such a bad day, but I will give you right in the end. [HAD / NOT HAD]</p> <p>3 My youngest sister had a very funny time yesterday. [HAD] She was laughing and running around in the garden. [WAS LAUGHING / WAS RUNNING]</p> <p>4 Can you ask your brother to give me my CD? [CAN / ASK / GIVE]</p> <p>Match each expression with its meaning (a-d).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> a) to imagine</td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> d) to increase</td> </tr> <tr> <td><input type="checkbox"/> b) to hope</td> <td><input type="checkbox"/> e) to stay the same</td> </tr> <tr> <td><input type="checkbox"/> c) to predict</td> <td><input type="checkbox"/> f) to change</td> </tr> </table> <p>Desorption II: New Ideas after Hurricane Katrina</p> 	<input type="checkbox"/> a) to imagine	<input type="checkbox"/> d) to increase	<input type="checkbox"/> b) to hope	<input type="checkbox"/> e) to stay the same	<input type="checkbox"/> c) to predict	<input type="checkbox"/> f) to change
<input type="checkbox"/> a) to imagine	<input type="checkbox"/> d) to increase					
<input type="checkbox"/> b) to hope	<input type="checkbox"/> e) to stay the same					
<input type="checkbox"/> c) to predict	<input type="checkbox"/> f) to change					

INTRODUCTION

Fluency For Real (Student's Book)

The three pages of **Fluency for real** at the conclusion of two units aim at developing students' ability to communicate freely using the language they have studied, but still need to become comfortable with. It provides breathing space in the classroom and allows students to consolidate and experiment with language. The approach is wide-reaching and playful – students need to use all their linguistic resources to engage with the tasks and really think in English.

They offer students an opportunity to practise speaking in a series of entertaining role plays, tasks and problems. The key is fun and entertainment and the three-page lessons often start with an intriguing situation. Some of them are lighthearted, others are more related to the real world. The themes include safety on the Internet, strange news reports, job interviews, conducting a crime investigation, exploration of stereotypes and preparation of a TV film.

A number of **techniques**, such as visuals, questionnaires, games, humorous pictures, and mystery stories, are adopted to create spontaneous responses and to encourage the expression of personal views or emotions.

FLUENCY for real

You are going to discuss appearance and reality. Do you have the right image of people? Are you sometimes surprised by your friends? What about on TV and in films do they show real people, or stereotypes?

Personal profiles

1a **PAIRWORK** Move your chair so that you aren't looking at each other. Quickly answer these questions about your partner. If you don't know your partner very well – guess!

I NEVER KNEW THAT!

How well do you know the people in your life? Pick a partner, and answer these questions about him/her. How many can you get right?

1. What's your partner's shoe size?
2. Where was he/she born?
3. What's your partner's star sign (Libra, Scorpio, etc.)?
4. What is his/her favourite food?
5. Does he/she have any brothers/sisters?
6. Is he/she left- or right-handed?
7. How does he/she get to school?
8. What sports does he/she play?
9. What's the name of the car he/she got?
10. How tall is he/she?
11. Does he/she wear a watch?
12. Does he/she send lots of messages does he/she send a diary?
13. Who's his/her favourite band or singer?
14. Is there any food he/she doesn't like?

1b **PAIRWORK** Now work together. Ask and answer the questions from exercise 1a. Did you get them all right?
2. Work with a different student. Discuss your results from exercise 1. What did you learn about your partner? Were you surprised?

I never knew that Katie is left-handed!
I never knew that Fabio has blue eyes.
I found out that Dieter was born in Innsbruck, like me.
I discovered that Jessica loves green Day.

Pairwork and Groupwork
Communicative skills are developed by working in pairs or in groups, conducting interviews and surveys, reporting back to the class, participating in class debates.

FLUENCY

Stereotypes

stereotype noun [stərēōtīp] a type of [C]

a fixed idea that people have about what someone or something is like, often an idea that is wrong. The characters in the book are just stereotypes.

3 GROUPWORK Read the definitions above. Then choose four roles from the box. What kind of people usually play these roles in films and on TV? Think of: ago? male/female? appearance (full/bald?, clean/dirty?, wearing a bikini/shorts/t-shirt/sweatshirt/good/bad education? living elsewhere? home? car?)

In films, chefs are usually white men who eat a lot, and have red faces. They are usually angry and shout at everybody.

4a GROUPWORK In groups of four, read about these four fictional characters. In what way are they not stereotypes?

Billy Elliot
Billy is an 11-year-old boy who lives in an industrial city in the north of England. His father and brother are miners, and the family are in serious financial trouble. Billy's mother died when he was very young. He wants to be a dancer. With a friendly teacher, he secretly learns to be a ballet dancer. Finally, he applies to study at one of the best ballet schools in the country. Can a boy with his background really follow his dreams?

Marge Gunderson
Marge Gunderson is a widow警官 in Minneapolis, USA. She is also a policewoman who is investigating a series of violent murders. At the same time, Marge is trying to find her son, who has been kidnapped, which were used to pay a criminal gang. This money has now disappeared. Marge travels around the snow and ice-covered roads of Minnesota, looking for clues through throughout the film. Marge is 7 months pregnant!

Jess Bhambhani
Jess is a schoolgirl from an Indian family living in London. Her family is very ordinary, her mother is a housewife and her father is a shopkeeper. They want Jess to become a wife and mother, but she wants to become a footballer. She has to leave her family because she secretly joins a local football team and dreams of playing for England. But her parents will be furious if they find out about her new hobby.

Professor X & X-Men Trilogy
The X-men are superheroes. They are all mutants, born with special powers. Most of the X-men are super strong, can fly, can run fast, can heal themselves, etc. They help the X-men share his thoughts with other people, and unlike the others, he is in a wheelchair. (X-men) are mutants who have special powers. They are the last mutants left on Earth. They are the last mutants left on Earth. Professor X, and the X-men are the only ones who can protect normal people from these powerful opponents.

4b Which of the films would you prefer to see? Why?

Writing a TV show

5a GROUPWORK Work in groups of four. Imagine that you're going to make a new TV series. You need to create characters A-D. Make sure your characters aren't stereotypes. Decide on age, character, appearance, interests etc. Use expressions from the file on page 12.

A: The artist
You have recently moved to a new apartment. You spend most of your time drawing indoors. You are very poor.

B: The neighbour
You are very rich and you live with your family in a beautiful house. You work as doctor in the city hospital.

C: The teenager
You are 18 and you work in the supermarket. You know B well. You come to school with B's daughter.

D: The journalist
You work for a local newspaper. You are not very successful and you are sometimes late for work.

5b PAIRWORK Write one of these scenes for your TV show, using the characters from exercise 5a. Each character should speak at least five times.

SCENE 1: someone is stealing from the supermarket. The teenager is at work talking to the neighbour about the problem. The teenager thinks the thief is the new person in the area – the artist!

SCENE 2: the neighbour is unhappy with the local teenagers. The artist is walking past the supermarket and eats all the old food that the supermarket throws away. In this scene, the teenager discovers the artist wasting for the old food!

SCENE 3: Now perform your scenes to the class. Which one is the best?

6 LINKS CLIL & CULTURE Communication pp 40-42

INTRODUCTION

Improve Your Word Power (Workbook)

The expansion of vocabulary becomes a major goal learners need to achieve once they have mastered the main structural framework of a language. It is ‘words’ which will allow them to express themselves in a significant way, to communicate thoughts as well as facts, to reach out to the native speakers. It is the ‘use of words’ in phrases, idioms and situational contexts which will allow meaningful exchanges between different cultures and also of course help prepare students for exams.

This page offers key lexical techniques such as word building, word fields and dictionary work. It also gives students guidelines and practice through explanations, graphics and exercises.

Study Skills (Workbook)

Study skills relate to the soft skills that students need to be effective in the adult world; they also help students improve their performance in English. The advice given in this section is often followed by questions that focus the student's attention. There are suggestions on how to develop English outside the classroom, organise a work schedule and a study plan, take notes, present

work effectively, develop listening skills and so on. Strategies are designed to have a cross-curricular application and to produce a pool of skills for the future educational and professional career of the learner.

Study Skills help students to:

- understand what kind of learners they are
 - develop memory skills
 - manage their time
 - study effectively
 - make useful notes

INTRODUCTION

Multimedia

Tests Audio CD

The Tests Audio CD contains the listening material for the listening tests.

Teacher's Testbuilder CD-ROM/Tests Audio CD

With this useful and innovative tool teachers can produce as many versions of the same test as they wish. They can select items from the tests allocated to each unit to produce one version of a test, which can then be modified to produce a further version and so on. Testbuilder and audio are in one hybrid CD-ROM

Student's Interactive CD-ROM

The Student's CD-ROM contains grammar, vocabulary and pronunciation exercises, lively culture tests, exam preparation and DVD extracts. Students can record their pronunciation and compare it with models given by native speakers. Students can listen to a dictation and check their English spelling.

Class DVD

The full DVD contains six real life documentaries about young people, linked to the main themes of the course and the appropriate time to use it is signalled in the link box in the Student's Book.

Teacher's Audio CDS

There are two Audio CDs for the teacher. They contain a wide range of listening material for the Student's Book.

INTRODUCTION

For Real Intermediate and the CEF Descriptors

Descriptors are organised in three levels (**A, B, C**), each divided into two sublevels (**A1, A2, B1, B2, C1, C2**).

For Real Intermediate offers extensive support for the students to become effective B2 users.

This global scale is from the website <http://www.sprachenportfolio.ch>

A Basic User

A1 Breakthrough Introductory or discovery	A2 Waystage Intermediate or survival
Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate during simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B Independent User

B1 Threshold	B2 Vantage Advanced or independent
Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C Proficient User

C1 Effectiveness	C2 Mastery
Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, demonstrating controlled use of organisational patterns, connectives and cohesive devices.	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

INTRODUCTION

Self-assessment Grid – Levels B1 and B2

From the website <http://www.sprachenportfolio.ch>

		B1	B2
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

INTRODUCTION

Self-assessment Checklist – Level B2

From the websites

<http://www.sprachenportfolio.ch>

<http://www.coe.int/T/DG4/Portfolio/documents/appendix2.pdf>

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances ! This is an objective for me

✓✓ I can do this easily !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B2.

1 I 2 Teacher/Others 3 Personal Objectives

Listening	1	2	3
I can understand in detail what is said to me in standard spoken language even in a noisy environment.			
I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.			
I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc.			
I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.			
I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.			
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.			
Reading	1	2	3
I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.			
I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.			
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.			
I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.			
I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.			
I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.			
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.			

INTRODUCTION

Spoken Interaction	1	2	3
I can initiate, maintain and end discourse naturally with effective turn-taking.			
I can exchange considerable quantities of detailed factual information on matters within my fields of interest.			
I can convey degrees of emotion and highlight the personal significance of events and experiences.			
I can engage in extended conversation in a clearly participatory fashion on most general topics.			
I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			
I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.			
I can carry out a prepared interview, checking and confirming information, following up interesting replies.			
Spoken Production	1	2	3
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.			
I can construct a chain of reasoned argument, linking my ideas logically.			
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
I can speculate about causes, consequences, hypothetical situations.			
Strategies	1	2	3
I can use standard phrases like 'That's a difficult question to answer' to gain time and keep the turn while formulating what to say.			
I can make a note of 'favourite mistakes' and consciously monitor speech for them.			
I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.			
Language quality	1	2	3
I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.			
I can pass on detailed information reliably.			
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.			
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			
Writing	1	2	3
I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.			
I can write summaries of articles on topics of general interest.			
I can summarise information from different sources and media.			
I can discuss a topic in a composition or 'letter to the editor', giving reasons for or against a specific point of view.			
I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.			
I can write about events and real or fictional experiences in a detailed and easily readable way.			
I can write a short review of a film or a book.			
I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.			

INTRODUCTION

Teacher's Book

The Teacher's Book contains:

- an Introduction with a description of the course and its methodology, also documents on the Common European Framework of Reference (CEF)
- plans for each set of two units, with a list of the B2 communicative competences acquired in the units
- innovative and informative lesson by lesson 'chats' with the authors for Student's Book units 1–10 – a great way to gain a quick overall sense of how the lesson is designed
- teaching notes for Student's Book units 1–10
- cultural notes and extra activities
- answer keys to exercises and the transcripts of recordings, for the Student's Book and Workbook

In each individual unit, the teaching notes for *Get started* explain how to get students talking about the theme of the unit by exploiting the quotes and developing vocabulary. Quotes need to be translated into the students' own language: get students to work in groups, then ask them to compare translations.

Presentation: each spread is presented as a lesson, with a clear rationale of its aim and structure, a clear indication of the CEF descriptor(s) that will be practised (from the full range of B2) and a clear focus on the introduction and practice of the new grammar.

There are tips about different ways of getting into lessons.

There are specific teaching notes for weaker and stronger students.

There are extra ideas for study skills, dictations and vocabulary work.

Real Communication: this spread is presented as a lesson. The teaching notes offer an analysis of these communicative activities which reinforce the language previously introduced. They also suggest techniques for exploiting the material.

Get the grammar: the Teacher's Book provides answer keys.

Random facts/Projects: there are suggestions on how to exploit these features.

Cultural pages: further cultural and background information is provided in the teaching notes.

Teaching notes
for
For Real Intermediate
Student's Book
&
Workbook Answer Key

Units 1 & 2

Linguistic competences	Communicative competences B2
<p>Grammar</p> <ul style="list-style-type: none">• present simple and present continuous• countable and uncountable nouns• quantifiers• past simple and present perfect• present perfect and present perfect continuous <p>Functions</p> <ul style="list-style-type: none">• talking about the present• <i>File:</i> getting started, eliciting, listening, fillers, suggesting and responding, moving on• talking about the recent past and finished past• <i>File:</i> greetings, replies, thanks, introductions, asking for clarification, making requests, goodbyes <p>Pronunciation</p> <ul style="list-style-type: none">• showing interest• sounding polite <p>Vocabulary</p> <p>make and do fashion adjectives to describe clothes definitions of words related to life and lifestyle get statistical information word building prefixes <i>un-</i></p> <p>CLIL and CULTURE</p> <p>Design: fashion Family life in the US and the UK Mathematics, Economics, Sociology: statistics about UK society</p> <p>DVD</p> <p>Film 1: <i>Fashion designer</i></p> <p>Webproject</p> <p>Writing a report giving statistical information about families in your area</p>	<p>Listening</p> <ul style="list-style-type: none">• understand in detail what is said to me in standard spoken language, e.g. p. 18 ex 1a, p.20 ex 3• understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect, e.g. p.10 ex 5• use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues, e.g. p.13 ex 3 <p>Reading</p> <ul style="list-style-type: none">• rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile, e.g. p.10 ex 2, p.12 ex 2 and ex 3, p.20 ex 2• read and understand articles and reports on current problems in which the writers express specific attitudes and points of view, e.g. p.9 ex 2 <p>Spoken Interaction</p> <ul style="list-style-type: none">• initiate, maintain and end discourse naturally with effective turn-taking, e.g. p.21 ex 8• exchange considerable quantities of detailed factual information on matters within my fields of interest, e.g. p.9 ex 3, p.10 ex 5• engage in extended conversation in a clearly participatory fashion on most general topics, e.g. p.12 ex 1• account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments, e.g. p.19 ex 6• help a discussion along on familiar ground confirming comprehension, inviting others in, etc., e.g. p.18 ex 2• carry out a prepared interview, checking and confirming information, following up interesting replies, e.g. p.20 ex 6 <p>Spoken Production</p> <ul style="list-style-type: none">• give clear, detailed descriptions on a wide range of subjects related to my fields of interest, e.g. p.19 ex 5• explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, e.g. p.12 ex 1 <p>Strategies</p> <ul style="list-style-type: none">• use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say, e.g. p.13 ex 4 <p>Language Quality</p> <ul style="list-style-type: none">• pass on detailed information reliably, e.g. p.21 ex 8• have sufficient vocabulary to express myself on matters connected to my field and on most general topics, e.g. p.20 ex 1 <p>Writing</p> <ul style="list-style-type: none">• write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest, e.g. p.10 ex 6, p.17 ex 6• summarise information from different sources and media, e.g. p.24 ex 6• express in a personal letter different feelings and attitudes, e.g. p.27

Objectives

Grammar

- present simple and present continuous
- countable and uncountable nouns
- quantifiers

Functions

- talking about the present
- File:* getting started, eliciting, listening, fillers, suggesting and responding, moving on

Pronunciation

- showing interest

Vocabulary

- make* and *do*
- fashion
- adjectives to describe clothes

Skills

Reading: a blog; an article about teamwork; street fashion

Listening: students doing a quiz

Speaking: discussing personal style; how to work in a team

Writing: a paragraph about your style

DVD

Film 1: *Fashion designer*

GET STARTED P. 7

This is the first lesson of the whole course and gets students thinking about their identity. It introduces the main theme of the course – exploring ourselves and our place in the world. Our inspiration is webpages where young people talk about who they are, what they think and their ambitions. The young people here give a wide range of opinions which will help students with expressing their own ideas.

The lesson also activates language students already know in a non-threatening context.

Cultural information

Jonathan Davis, born in California in 1976, is the singer of the nu metal band KoRn. He also composes songs on the guitar and plays the drums and the bagpipes.

Mark Twain, pen name of Samuel Langhorne Clemens (1835–1910), is a famous American humorist and novelist.

His works include *The Adventures of Tom Sawyer* (1876), *The Adventures of Huckleberry Finn* (1885), *A Connecticut Yankee in King Arthur's Court* (1889).

1 p. 7

- Ask the students to read the quotes and translate them into their own language.
- Elicit who the authors are and what the students know about them. Add some information, if necessary.
- In groups, the students discuss possible answers to the two questions.
- Ask the groups to compare their answers.

2 p. 7

- Point out the unit title (*Identity*). Ask the students what we mean when we talk about 'identity'.
- Collect their suggestions on the board, then point out the title of the reading (*Who are you?*)
- Ask the students to work in pairs. Allow them five minutes to say as many sentences as possible starting with *I'm*.

3 p. 7

- Get the students to read in pairs and decide on the answers.
- Put the questions to the class and ask them to justify their answers.

Answers

- 1 Michael 2 Tyler 3 Liam 4 Amelia 5 Emily

4 p. 7

- Give your own similarity (or difference) as an example.
- In pairs, the students discuss their similarities and differences with the five people.

Teaching tip

Encourage the students to make notes during pair or group discussions. This helps them to organise their ideas and, in some cases, to report to the class.

5 p. 7

- Explain that the phrases are definitions or paraphrases of words that the students can find in the reading.

Answers

- 1 being the centre of attention
- 2 (be) out for themselves
- 3 (be) comfortable in your own skin
- 4 a phase
- 5 fitted in

6 p. 7

- Students do the writing activity following the models given in the profiles.

Teaching tip

When the students have finished writing, ask them to read each other's work in order to check vocabulary, grammar and spelling.

ABOUT ME PP. 8–9



Jessica is a typical young adult, talking about her life on the Internet, downloading music, getting tattoos, planning trips with her friends. She has strong opinions but also likes dreaming. She is using a form of communication, the blog, that your students are familiar with. They probably either read them or write their own. Students can identify with what she says, and learn how English-speaking bloggers write. At the same time they are revising and extending their use of the present tenses by comparing their lives with Jessica's and talking about themselves.

Reading and speaking

1 p. 9

- The students work in pairs. Allow them a few minutes to discuss what they know about blogs. They can make notes, if they want.
- Read the questions and elicit answers from the whole class.

2 p. 9

- Tell the students to concentrate on the main idea in each paragraph.
- Point out the words and expressions listed in the Real talk box at the bottom of page 6 and help the students to find equivalent words and phrases in their own language.

Answers

- Going out, having fun, music, shopping and writing her blog.
- Her Saturday job, wearing furs and eating meat.
- She dreams of being a top model or a singer.
- Lots of things like exams, money, boys, cruelty to animals, the end of the world!
- She's going to South America for four months.
- She's got a part-time job in a clothes shop, she's selling her old clothes on eBay, asking her parents for things to sell and doing a few chores around the house which her mum pays her for.

3 p. 9

- The students compare their lives to Jessica's: their interests, likes and dislikes, dreams and worries, and talk about their plans for the summer or the following year.

Grammar Present simple and present continuous

4 p. 9

- The students can work individually or in pairs. Ask them to read the sentences, underlining the verbs in the present simple and circling the verbs in the present continuous.

Answers

- | | |
|-----------------------|-----------------------|
| 1d present continuous | 4e present continuous |
| 2b present simple | 5a present simple |
| 3c present continuous | |

→ See also Get the grammar, page 14

Consolidation

You can test students' comprehension of the rules by asking them to underline all the verbs in the present simple and to circle those in the present continuous in the blog they have just read and to explain the use in each case.

5 p. 9

- Read the task and make sure the students understand the topics listed.
- Allow three or four minutes for the written activity.

6 p. 9

- Allow enough time for each student to read their sentences and for the group to ask them questions and decide which sentence is false.

Pronunciation

Showing interest

www.forreal.cc/intermediate

There are two recordings. The first is a long conversation between a woman who tells a story and a man who uses expressions to show interest. The second is a long story with pauses for the students to give their own responses showing interest.

Transcript 1

- Woman: Anyway, you know my friend, Sharon...
- Man: Sure.
- Woman: She was at a job interview recently. She had to do a quick online computer test, you know, they sometimes ask you to do a project in some job interviews...
- Man: Uh huh.
- Woman: Well, just as she was going into the office she caught her finger in the door, and hurt it really badly. So she had to go to the receptionist and get a plaster for her finger. She then had to tell the interviewer she couldn't do the online test because she had her fingers in a plaster! Luckily they said she could come back the next day and do it then.
- Man: Right.
- Woman: Can you imagine that happening to you! How embarrassing.
- Man: Mmm. Yes.

Transcript 2

Man: So I got to the bus stop, you know, the one opposite the bank...

(pause)

and I was early, so I thought I'd just go over to the cash point machine and draw some money out.

(pause)

Anyway, as I was standing there, waiting for something to come up on the screen... you know, sometimes it takes so long...

(pause)

And all of a sudden, there was my bus! So I grabbed my card and ran on to it. I was in a hurry, you see, because I was late for an appointment.

(pause)

and it was only when the bus had pulled away that I realised I'd left the cash in the machine!

Word expander***make and do p. 9***

- Explain that nouns combine with these verbs to form fixed expressions or ‘collocations’. Suggest they find as many as possible in the blog.
- Check the answers with the whole class and ask them to record the verbal expressions with their translation in their vocabulary notebooks.

Answers

- do an exam, a job, housework, homework, one's best
- make an excuse, a noise, money, a mistake, a phone call

Teaching tip

Encourage students to keep a vocabulary notebook in which they can record words and phrases in different sections, for example:

- Real talk words and phrases
- the collocations in Word expander
- a glossary of the Internet and web jargon
- the words from Improve Your Word Power

Random Fact p. 9

- Ask the students to read the information and find out if they know the origin of other Internet words, e.g. *www* (world wide web, created by Tim Berners-Lee in 1989); *information superhighway* (another word for the Internet); *podcast* (a collection of media files, where pod means ‘portable on demand’); *download* (to transfer electronic data between computers); *IM* (instant messaging) etc.

FASHION PP. 10–11***CLIL: Design*****Author chat**

How we dress is an important part of our identity and young adults are particularly concerned with their look. Here we focus on how some twentieth century trends affect how we dress now, linking the history of fashion with students' own lives. There is an emphasis on vocabulary development and students use this language in the context of grammar practice, before going on to read the text. The lesson ends with a personalisation where students talk about their own style.

Vocabulary: fashion**Quantifiers****1a p. 10**

- The students probably recognise words which are identical in their own language. Read these words out loud and point out the differences in pronunciation.
- Briefly revise the *Quantifiers* and do the exercise with the students as they may find it quite difficult.

Answers

- Countable: body piercing, baseball cap, wristband, tattoo, T-shirt, mini-skirt, hoodie, beard
- Uncountable: hair gel, jewellery, make-up, dyed hair, aftershave, perfume
- Always plural: jeans, dreadlocks, leggings, trainers
- Tell the students that, in some contexts, ‘body piercing’ can also be an uncountable noun and that ‘perfume’ and ‘hair gel’ can be countable.

→ See also Get the grammar, page 14

1b p. 10

- Make sure the students read the example before discussing with their partner.

Reading**2a p. 10**

- Ask the students if they have seen any films, documentaries or family photos about the decades mentioned here.
- Invite them to look at the photos and identify which decade they come from.

2b p. 10

- Check the underlined words with the whole class.
- Point out the words and expressions listed in the *Real talk* box at the end of the article and help the students to find equivalent words and phrases in their own language. Ask the students to note these down in their vocabulary notebook.

Answers

Clothing: (the 1960s) mini-skirt, tights, bright patterned shirts, slim-fitting trousers, boots, unisex clothes, flared jeans, ethnic clothes; (the 1970s) clothes held together with safety pins and chains, torn T-shirts; (the 1980s) baggy jeans, large T-shirts, hoodies, expensive trainers

Hairstyles: (the 1960s) long hair, beards, (the 1970s) spiky hair

Accessories: (the 1960s) beaded necklaces, (the 1970s) razor blades, studs, rings, (the 1980s) gold/platinum chains.

3a p. 10

- Ask the students to reread the article carefully and make notes about each movement.

Answers**Movement: Swinging Sixties**

Date: 1960s

Place: London

How it originated: ideas came from the young and from the music scene

Music: pop music and bands like the Beatles

Style: mini-skirts, bright colours, boots, long hair, unisex

Movement: Flower Power

Date: late 1960s

Place: UK and USA

How it originated: dropping out from society and protesting against the Vietnam War and nuclear weapons

Music: psychedelic rock and folk music

Style: hippies, beards, long hair, flared jeans, ethnic clothes

Movement: Punk

Date: mid 1970s

Place: London

How it originated: with non-affluent young people who were anti-establishment and anti-fashion

Music: punk music

Style: torn clothes, safety pins and chains, razor blades, angry slogans, body piercing, spiky hairstyles, unisex black eye make-up

Movement: Hip hop

Date: early 1980s

Place: New York and Los Angeles

How it originated: with street music and dance of African-American youth

Music: Hip hop (Eminem, Jay-Z, 50 Cent)

Style: baggy jeans, large T-shirts, hoodies, gold/platinum chains, expensive trainers

3b p. 10

Weaker students: You could assign each group just one paragraph to summarise.

Possible answers

The sixties saw a revolution in fashion led by young women in miniskirts and young men in brightly patterned clothes.

Flower power was the hippie movement of the late sixties when people wore long hair and ethnic clothes and protested against the Vietnam war and nuclear weapons.

Punk was a mid-1970s anti-establishment movement with young people wearing torn clothes, spiky hairstyles and razor blades as jewellery.

Hip hop is a movement based on African American style of music and a look of baggy jeans, hoodies and metal chains.

4 p. 10

- Elicit the meaning of *colour, pattern, size and shape* before the students do the task.

Answers

Colour: dark, bright

Pattern: plain, patterned

Size and shape: long, short, slim-fitting, flared, baggy, large

Listening and speaking**5a, 5b p. 10**

- Tell the students they are going to hear an interview with Danny talking about his style and choice of clothes. Ask them to read the questions the interviewer asks.
- Play the recording with a pause after each answer for the students to make notes.
- Tell the students to take turns to ask and answer the questions in 'What's your style?'
- If necessary, play them the recording again to reinforce pronunciation and intonation.

Stronger students: When they answer, they should add some extra information. Explain that adding extra information keeps the conversation flowing.

Transcript [CLASS CD1 Track 2]

Lisa Hi, Danny.

Danny Hiya.

Lisa I've got a few questions for you.

Danny OK, go ahead.

Lisa Right. So, what are you wearing at the moment?

Danny Well, I'm wearing an old Guns n' Roses T-shirt, a pair of jeans, and trainers. They're Adidas – nothing special, but I think they look cool.

Lisa What do you always take with you when you go out?

- Danny** Two things. I take my mobile and my wallet.
Lisa What's your favourite clothes label?
Danny Erm... I'm not sure. Maybe Dolce & Gabbana.
Lisa Think of all your clothes and accessories at home. What have you got too many of?
Danny Oh, that's easy. Shirts. I have so many shirts – and I hardly ever wear them! I prefer T-shirts and sweatshirts.
Lisa What have you got too much of?
Danny Um, I think I probably have too much aftershave. I buy a new bottle every time I go through an airport.
Lisa Which of your clothes do you never wear?
Danny Well, there are some sweaters I never wear. They were Christmas presents from my parents... and I don't like them very much.
Lisa What's your favourite item of clothing?
Danny That's easy. My black leather jacket. I love it.
Lisa Thanks, Danny. That was really interesting.
Danny No worries.

Answers

- I'm wearing an old Guns n' Roses T-shirt, a pair of jeans, and trainers.
- I take my mobile and my wallet.
- I'm not sure. Maybe Dolce & Gabbana.
- I have so many shirts.
- Um, I think I probably have too much aftershave.
- Well, there are some sweaters I never wear.
- My black leather jacket.

Extension

Ask the students what extra information Danny gives in some cases. Play the recording again; the students make a note of the extra information.

Writing

6 p. 10

- Remind the students to swap paragraphs with their partners and read each other's work to check vocabulary, grammar and spelling.

REAL COMMUNICATION PP. 12–13

Teamwork



This lesson starts students thinking about soft skills – the skills we all need for life and the world of work. They can be divided into three broad areas:

People and communication: interpersonal skills, influencing people, conflict management, etc.

Thinking: planning and organisation, concentration, critical thinking, problem solving, etc.

Personal: stress-management, working under pressure, flexibility, etc.

Throughout the course you will find material that guides students in developing these skills. In this lesson they work on teamwork and listening skills, which students also need to develop as life skills. They practise through fun activities which are similar to the ones used in further education and workplace training courses. The language is presented in a real context and focuses in particular on fillers and the small interactional questions which students require for all the pairwork and group work activities they do in English.

The characters

In *For Real Intermediate* we follow the lives of six 18-year-old friends. Here we meet Silas, Luke and Aisha, and we hear Rachel's voice over the phone. Ben and Haley are introduced later.

Silas is a British boy. His mother is from England and his father is of Indian origin. He is a bit of a poser, but is cultured, well-organised, and set to do well at uni. His interests are reading, film and indie music. His parents work for the local council.

Luke is a white British boy who is impulsive, but well-intentioned. A bit of a dreamer, he often gets into scrapes. He is interested in doing up cars, and in all things mechanical. He likes punk. His dad is a businessman, his mum a teacher.

Aisha is British from an Afro-Caribbean background and has a bright, bubbly personality. She is clever, efficient and a real organiser who gets things done. She is interested in computers and technological things. Her parents are shopkeepers.

Rachel is a British girl. Her mother is of Chinese origin and her father is from Scotland. She is introspective, a bit depressive and emotional. She is a thinker, but interested in indie pop, Nirvana and fashion. Her dad works for a legal firm, her mum is in publishing.

Ben is a British Asian boy. He is outgoing, sporty, practical and fun and likes heavy metal and rap. His mum works in hospital administration, his dad in a factory.

Haley is a white British girl. She is organised, grown up, independent and forward thinking, but she also has a soft side. She is interested in the environment, art, making music and dance. Her parents work in the organic food trade and have a small creative business selling art.

How to work in a team

1 p. 12

- Ask the students to read the title of the lesson (*Teamwork*) and explain/see if they know what it means.
- The students work in groups to discuss possible answers to the three questions.
- The groups compare their answers.

2 p. 12

- The students read the article and check to see if it mentions any of their ideas. Ask if they can think of any other secrets to successful teamwork.
- Ask them to find key words and phrases in the article and to translate them into their own language, e.g. *point of view and experience, brainstorming ideas, share the work, deal with challenge and criticism, help each other, collaboratively, get involved, planning, share work, pull their weight*.
- Ask individual students if they agree with the advice and encourage them to justify their opinions.

Cultural information

Johnny Depp, American actor born in 1963 in Kentucky, famous for his quirky and dark roles in films like *Finding Neverland* (2004), *The Pirates of the Caribbean* trilogy (2003, 2006, 2007) *Sweeney Todd* (2007).

Nelson Mandela, (South Africa, 1918), former leader of the anti-apartheid movement and 11th President of South Africa (1994–1999), recipient of the Nobel Peace Prize in 1993. In 2007 he founded 'The Elders', a group of world leaders, peace activists and human rights advocates to address the world's most urgent problems. His autobiography *A Long Walk to Freedom* was published in 1994.

Nirvana was an American rock group based in Seattle, formed by Krist Novoselic, David Grohl and Kurt Cobain, the singer-guitarist that made it famous. They were active between 1987–1994, the year of Cobain's suicide. Their first success, the album *Nevermind*, created a new musical style called grunge.

3a p. 13

- Explain that the photos show three of the six young people who will appear throughout the book in various situations.
- Tell the students that they will hear a conversation in which Luke, Aisha and Silas do a quiz to win an MP3 player. They consult a fourth friend, Rachel, over the phone.
- You may want to play the recording in stages, stopping after each question for the students to note it down.

Transcript [CLASS CD1 Track 3]

- Aisha** Look, there's a quiz here – can we do it?
- Luke** What's the prize?
- Aisha** An MP3 player.
- Luke** So let's start! Ready?
- Aisha** Oh hang on... have you got a pen or something?
- Luke** I've got one.
- Aisha** Thanks, Silas.
- Luke** OK. What's the first question?
- Aisha** Who played Captain Jack Sparrow in *Pirates of the Caribbean*?
- Silas** Johnny Depp! This is too easy.
- Aisha** Question 2. Whose autobiography has the title *A long walk to freedom*?
- Silas** *A long walk to freedom*?
- Aisha** Um... let me see... I think I know this...
- Silas** Uh huh...
- Aisha** It's er... something to do with South Africa...
- Silas** South Africa?
- Aisha** He was the president of South Africa... You know...
- Luke** Nelson Mandela?
- Aisha** Nelson Mandela! Thanks, Luke!
- Silas** Are you sure?
- Aisha** I think so.
- Luke** Let's go with that.
- Aisha** Question 3. What was the title of Nirvana's second album?
- Luke** Their second album? I think it was *Nevermind*.
- Silas** That was their first album.
- Luke** No, it wasn't.
- Silas** Yes, it was. What do you think, Aisha?
- Aisha** Er... it could be... I'm not sure. I don't like Nirvana. Shall we move on to the next one?
- Luke** No, wait a minute. Wouldn't it be better to call someone?
- Silas** Like who?
- Luke** Why don't we call Rachel? She loves Nirvana.
- Aisha** That's a good idea.
- Aisha** [mobile phone rings]
- Aisha** Hi Rachel.
- Rachel** Oh, hi Aisha.
- Aisha** Listen. What was the title of Nirvana's second album?
- Rachel** Well, their first album was *Bleach*...
- Aisha** I've never heard of it.
- Rachel** And their second album was *Nevermind*.
- Aisha** *Nevermind* was their second album?
- Rachel** That's right.
- Luke** I told you so!

Answers

- Who played Captain Jack Sparrow in *Pirates of the Caribbean*?
- Whose autobiography has the title *A long walk to freedom*?
- What was the title of Nirvana's second album?

3b p. 13

- Play the recording again in three stages, stopping after each answer for the students to note it down.

- The students compare their answers in pairs.

Answers

1 Johnny Depp 2 Nelson Mandela 3 *Nevermind*

3c p. 13

- Play the recording again. When the students hear one of the expressions in the *File*, they tick it in their books.
- Ask them to find an equivalent for each expression in their own language.

Answers

Ready?, OK, Um..., let me see, Uh huh, er..., You know..., Let's go with that, I'm not sure, Shall we...?, Shall we move on to the next one?, Wouldn't it be better to...?, Why don't we...?, That's a good idea.

4 p. 13

- The students read the title of the quiz and find out how the quiz works.
- Monitor the activity, reminding groups of the teamwork rules when necessary.

Answers

A Apostrophe	N Novel
B Bee	O Ouch
C Canoe	P Pumpkin
D Dry	Q Quit
E Examine/Examination	R Roof
F Flood	S Squirrel
G God save the Queen/King	T Tower
H Helmet	U Usually
I Increase	V Vocabulary
J Jail	W Wordsworth
K Kidnap	X X-ray
L Lost property office	Y Yellow card
M Mix/Mixture	Z Zip

Teaching tip

Explain that in *For Real Intermediate* the students are going to learn vocabulary through 'definitions' and examples. Suggest that the students write definitions and examples for each word or phrase they record in their vocabulary notebook.

How to work in pairs

5 p. 13

- The students discuss the advice and the article in pairs.
- Ask some pairs to report their answers to the class.

6a p. 13

- The students write about their own likes and dislikes.

6b p. 13

- In pairs, the students report their answers to each other. They use the conversation gambits suggested in the *File* and the strategies presented in the article.

GET THE GRAMMAR P. 14

Author chat

This section is designed for students to practise the grammar in the lesson under their teacher's guidance. However, if it is clear students understand the grammar points, they can use it at home for further practice or revision. The Workbook also contains a grammar reference section and lots of extra grammar exercises; you can either use these with the students in class or they can work with them at home. Don't forget that the CD-ROM is packed with extra practice too!

1 p. 14

- 1 am doing
- 2 am planning
- 3 want
- 4 don't agree
- 5 am having
- 6 don't get on/are not getting on
- 7 tries
- 8 hate
- 9 talks
- 10 think
- 11 know
- 12 do people want
- 13 go
- 14 am trying
- 15 check

2 p. 14

U accommodation	U advice	U work
C parcel	U/C perfume	C dream
U furniture	U information	U news
U police	U traffic	U music
U luggage	U damage	U money
C film	U rubbish	U transport
U/C wine	U education	U/C space
P scissors	U/C hair	U/C paper
P clothes	U homework	U help
U/C company	C job	P glasses

3 p. 14

- 1 many
- 2 a little
- 3 not much
- 4 very few

4 p. 14

- 1 a lot of
- 3 lots of
- 5 a few
- 7 hardly any

Go to:

- DVD film 1, *Fashion designer*
- WORKBOOK Unit 1 pp. 108–114
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

Objectives

Grammar

- past simple and present perfect
- present perfect and present perfect continuous

Functions

- talking about the recent past and finished past
- *File:* greetings, replies, thanks, introductions, asking for clarification; making requests; goodbyes

Pronunciation

- sounding polite

Vocabulary

- definitions of words related to life and lifestyle
- *get*

Skills

Reading: an article about what young people think of their parents' lives; a webpage; a dialogue

Listening: three situations for meeting someone; someone making requests; conversation at a language school; a conversation with a parent

Speaking: giving advice; discussing parents' lives; discussing what has been happening in a picture

Writing: a paragraph about your parents' lives

GET STARTED P. 15

Author chat

The theme of the unit is lifestyle and family life. For this lesson, we took our inspiration from Internet sites offering guidance to parents. The surprise here is asking students to think about how to be a good parent. You get a different perspective if you are asked to see things from someone else's point of view. Giving advice to their parents gives the students an opportunity to express their feelings and develop their own ideas about parenting. The quotes allow discussion about how much we are the result of our upbringing and heritage.

Cultural information

Thich Nhat Hanh, born in Vietnam in 1926, a Buddhist monk and peace and human rights activist. He founded the 'engaged Buddhism' movement to help the Vietnamese population during the Vietnam war, and later Plum Village, a Buddhist community in exile in France, where he continues to help Third World refugees and the homeless. Among his writings: *Being Peace*, *Touching Peace*, *Living Buddha Living Christ*, *Teachings on Love*.

Anne Frank was born on 12 June 1929 in a German-Jewish family in Frankfurt. She spent two years in hiding in Amsterdam before being arrested and deported to Auschwitz and then to Bergen-Belsen where she died of typhus in March 1945. Her diary, written during her time in hiding, was found by a friend and published in 1947. It has been translated into 67 languages.

1 p. 15

- Ask the students to read the quotes and translate them into their own language.
- Elicit who the authors are and what the students know about them. Add some information, if necessary.
- In pairs the students discuss possible answers to the questions.

2 p. 15

- Ask the students what they think 'good parenting' means. Help them to link the expression to the word 'parents'.
- Elicit comments on the photos, by asking *How many people can you see? Who do you think they are? What do their gestures and facial expressions tell you?* Then ask the questions in exercise 2.
- Accept all answers and write them on the board.

3 p. 15

- The students read the 10 tips in pairs. Make sure they discuss all the advice and choose only three items.
- Ask pairs about their choices, write them on the board and ask individuals to justify them.

4 p. 15

Weaker students: You could have a class discussion to brainstorm ideas for being a good parent, then ask students to write individually.

Stronger students: You may want the students to discuss their ideas in pairs before they each write two extra pieces of advice.

5 p. 15

- Tell the students they can decide whether to accept the behaviour described in the situations or to suggest ways for parents to modify it.
- Monitor the discussion, helping with vocabulary if necessary.

Teaching tip

When monitoring a discussion, take note of the difficulties the students have encountered, the mistakes they have made and any remedial work they may need. At the end of the activity, write your findings on the board, without mentioning specific students or groups, and give advice to the whole class.

PARENTS PP. 16–17**Author chat**

We talked to lots of teenagers to find out what they thought about their parents' lives. If this were simply a description of how young English-speaking people spend their time, your students would be bored. But here they reflect on their family life and their parents' values. Do they agree with their parents? Do they admire them? They are beginning to think about how they want to lead their lives, and measure their parents' values against their own beliefs. From a language point of view, the overlap between talking about the past and the present gives lots of natural usage of the past simple and the present perfect!

Grammar and reading**Past simple and present perfect****1 p. 16**

- Ask the students to read the sentences and translate them into their own language before they do the task.

Answers

- | | |
|---------------------------|---------------------|
| 1 f past simple | 4 a present perfect |
| 2 a/c/e/d present perfect | 5 e present perfect |
| 3 b present perfect | 6 d present perfect |

→ See also Get the grammar, page 22

2 p. 16

- As a pre-reading activity, encourage the students to look at the title of the article on page 16 and the photos and to predict what these young people will say.
- Then focus on reading with the scanning technique. Give the students a time limit of three or four minutes. Explain that they don't need to read the whole text, but simply run their eyes over each line looking for clues such as key words and phrases.
- The students scan the article to identify sentences in the present perfect and the past simple and do the grammar activity.
- Check the answers with the class.

Possible answers

- Mum has worked since I was about eleven: rules 2 and 5
- Before that she stayed at home and looked after me: rule 1
- We haven't done anything together for a while: rule 4
- We've missed out on things and we've never been on holiday together: rule 3

3 p. 16

- Ask the students to reread the article in detail and complete the sentences.
- Check the answers with the class and ask the students to justify their choices. You may need to set up a class debate if the students disagree on the answers.

Answers

- 1 Milton, Stephanie
- 2 Brandon, Stephanie, Grace
- 3 Stephanie, Milton
- 4 Brandon, Milton

Teaching tip

Discuss the reading techniques the students have used in activities 2 and 3. You skim a text to see what it is about and decide if it is worth reading (pre-reading activity); you scan a text to identify specific information (activity 2); you read the text in detail to get all the information (activity 3).

4 p. 16

- The students work in pairs. They may want to make notes before asking each other the questions.

Weaker students: Write on the board suggestions for the discussion, e.g.

- working class family wanting their children to do better OR middle-class family with good financial security but other problems
- interested in getting an education and earn more money OR interested in power/success and enjoying life
- be around for your children and spend a lot of time together OR go to work and let them get on with their lives

Vocabulary: definitions**5 p. 17**

- Remind the students to check the context for words like *struggle*, *put your mind to something*, *make an effort* which have rather similar meanings. Point out that *struggle* can be a noun (Milton's text) or a verb (Stephanie's text): in the exercise it is used as a verb.
- Check the answers with the class.
- Ask the students to add these words to their vocabulary notebook.

Weaker students translate the words and expressions into their own language.

Stronger students look up the words in a monolingual dictionary and learn how to write definitions.

UNIT 2

Answers

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

Writing and speaking

6 p. 17

- The students read what they must include in their paragraph and make brief notes for each point before doing the writing task.

7 p. 17

- The students exchange paragraphs with their partner and ask each other questions, e.g. *When did your mother/father/parents start this job? When was the last time you went out with your parents? Do you enjoy life at home? Why do you want to have the same/a different life/job?*

Word expander

get p. 17

- Explain that the verb *get* can combine with prepositions to generate many different meanings. Remind the students that these combinations are called *phrasal verbs*. Give them the following definition: a phrasal verb is a combination of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts.
- Elicit the translation of the sentences in the students' own language.
- Ask the students to write these phrasal verbs in their vocabulary notebook, together with the translation into their own language and an example.

Stronger students: Ask them to find other verb-and-preposition (or adverb) combinations in the texts on pages 16 and 17, e.g. *go out with, come over from, break up, bring up, miss out on*. Explain that most of these verbs can't be separated from their preposition, but others can. You can say *They brought up their children in the country* OR *They brought their children up in the country*. You can only say *I went out with my boyfriend* NOT *I went with my boyfriend out*.

Dictation

With a fairly advanced class, you can try a dictation which requires some transformation. You dictate one of the texts from p. 16 or p. 17 in the third person and the students write the text in the first person, reproducing what they have read. Example for the Grace Lynch text: *Her mum and dad broke up / around the time she was born / but they are friends now. / She was brought up by her mum. / They are doing jobs they like – / they both have a good work-life balance. / Her mum has always been a happy person, / with a bubbly personality, / Grace would be happy to live her life. / Grace's mum's a good role model. / She works hard / but still has time for her family. / Her dad wasn't around much / when she was younger / they've missed out on things / and they've never been on holiday together, / but he's making an effort now.*

FAMILY LIFE PP. 18–19

Author chat

Even in the happiest of families there are conflicts and misunderstandings. It's Luke's 18th birthday and he finds his idea of a party and his parents' ideas are quite different! He wants a party for his friends with a DJ, and his parents want to celebrate with a family gathering. But Aisha finds out that Luke hasn't been exactly clear with his parents about his plans. When talking about ongoing plans, it is natural to use the present perfect and present perfect continuous. The perfect tenses pose problems for learners and they probably still struggle with usage. We move gently from presentation to practice in clear, guided contexts to help students internalise usage. At this point in the course, at the end of Units 1 and 2, we have revised and extended students' use of basic present, past and perfect tenses.

Listening and reading

1a p. 18

- Tell the students to read the title of the conversation and then cover the text.
- Ask them to read the questions, and explain that they help to focus on the problem Luke is facing.
- Play the recording while the students make notes.

Transcript [CLASS CD1 Track 4]

- Aisha Are you OK?
Luke I've just been talking to my parents. Did I say 'talking'? They've been shouting at me.
Aisha What have you been arguing about?
Luke You know my 18th birthday's coming up and I've been planning a big party...
Aisha Sure, and thanks for my invitation, by the way. I got your text.
Luke Well, I've been organising it for ages. And I've been doing loads of extra jobs to help pay for it. I've really been looking forward to it!
Aisha So what's the problem?
Luke My parents. They're the problem! They don't want me to have a party.
Aisha What! Why not?
Luke They've organised a family dinner in a restaurant. Oh, and they've invited my cousins, too. You know, the really boring ones!
Aisha You poor thing!
Luke I mean, I've been sending out invitations all day. I've sent over 50 texts. And emails. And I've booked an amazing DJ who is brilliant at mixing. I've set the whole party up – and now this!
Aisha But didn't your parents know about your party?
Luke Of course they did! Sort of.
Aisha Sort of?

Luke Well, I've been trying to tell them. But they're always too busy or they just don't seem to listen. So now I've got over 100 people turning up next Saturday and no one will be at home! What am I going to do?

Answers

- 1 Luke's going to celebrate his 18th birthday.
- 2 He has organised a big party at his house.
- 3 His parents have organised a family dinner in a restaurant.

1b p. 18

- Ask the students to read the conversation and underline all actions in the example.
- Point out the words and expressions listed in *Real talk*.

2 p. 18

- Ask each group to choose a secretary to take notes of everyone's suggestions.
- The secretaries report back their group's suggestions to the class.

3 p. 18

- Tell the students they are going to hear a conversation between Luke and his parents about the problem of his birthday party.
- Ask them to read the true/false sentences.
- Play the recording more than once if necessary.

Transcript [CLASS CD1 Track 5]

Dad Oh, hi, Luke.
Luke Hi.
Mum Been shopping?
Luke No, I just erm went out for a walk. To clear my head.
Mum Right.
Dad Luke, we've been thinking...
Luke Wait. I just want to say that I'm really sorry I lost my cool. I've been thinking of having a party for such a long time... and I should have said something but...
Mum It's OK, Luke. We're sorry, too.
Luke You are?
Mum We should have talked about all this a long time ago. But we've been so busy with work and other things... Anyway, we want you to have your birthday party.
Luke Really?
Dad Yes.
Luke But what about the dinner? I mean, dinner would be nice... And I haven't seen my cousins for a long time.
Dad Well, we've just been on the phone to the restaurant, actually. And it was already fully booked for the Saturday evening. So how about going there on Friday evening instead?
Luke Cool!

Answers

1 T 2 F 3 T 4 F

Extension

Ask the students what extra information they hear. Play the recording again: the students make a note of the extra information. (*Luke went out for a walk to clear his head. His parents have been very busy with work and other things. Luke hasn't seen his cousins for a long time. The restaurant is fully booked on Saturday.*)

Grammar Present perfect and present perfect continuous

4 p. 19

- The students can work individually or in pairs. Ask them to read the sentences, underlining the verbs in the present perfect and circling the verbs in the present perfect continuous.
- The students match the sentences to the rules.
- Check the answers with the whole class.

→ See also Get the grammar, page 22

Answers

1 d 2 a 3 b 4 c

Speaking

5 p. 19

- The students work in groups or pairs and take turns to say what has just been happening in the picture.
- Monitor the activity, helping with vocabulary if necessary.

6 p. 19

- The students work in groups of four or five.
- Tell them to look at the situations and to think of reasons why they may have occurred. Ask them to be creative and to find interesting motivations.
- In turn each student looks at one of the situations and asks a question starting with *Why*. The others offer their explanations.
- Offer help with the vocabulary if necessary.

REAL COMMUNICATION PP. 20–21

A study trip


Author chat

Many students go on study trips abroad and find living in a family a valuable experience. This lesson covers the main language areas they will need, including a review of greetings, introductions and basic socialising. It is often assumed that students have learnt this language, but often they don't use it regularly enough to acquire it. By incorporating enquiries about health and greetings into your everyday classroom interaction, students can become more comfortable with it. Areas such as asking for clarification, an important element in CEF (Common European Framework), are essential for all aspects of interpersonal communication. Why not encourage your students to regularly review this language when they do activities in class? At this level students need to distinguish between formal and informal language so the focus here is also on helping them build up a range of gambits.

Staying in the UK

1 p. 20

- Ask the students to read the title of the lesson (A study trip) and explain what it means.
- The students discuss the questions in pairs.

2a p. 20

- Ask the students to read the webpage article with the scanning technique to see if it mentions any of their ideas.

2b p. 20

- The students read the article in detail.
- Check vocabulary if necessary.
- The students work individually or in pairs to do the true/false activity.

Answers

1 T 2 F 3 F 4 T 5 T 6 F 7 T 8 F

Greetings and introductions

3a p. 20

- Elicit comments on the photo, by asking *Who do you think these people are? Where are they? What are they wearing? What could they be talking about?*
- Tell the students that they will hear three conversations with a girl called Alessia.
- Ask them to read the three situations and think about the greetings and introductions they can expect to hear.
- Play the recording in three stages, stopping after each conversation for the students to identify the situation and number it.

Transcript [CLASS CD1 Track 6]

1

- Alessia** Hi, Elaine.
Elaine Oh, hi, Alessia.
Alessia Can I introduce my friend, David? We're working on a project together.
David Pleased to meet you, Mrs Wilson.
Elaine Hello, David. We've heard a lot about you.
David Really? Only good things, I hope!

2

- Alessia** Are you Mr Wilson?
Tim Yes, that's right.
Alessia Hello. I'm Alessia. Alessia De Luca.
Tim Alessia. Hello. Pleased to meet you.
Alessia Pleased to meet you too.
Tim This is my wife Elaine.
Alessia Hello, Mrs Wilson.
Elaine Oh, call me Elaine.
Alessia OK... Elaine.
Elaine Did you have a good journey, Alessia?
Alessia Oh, it wasn't too bad.
Tim Here, let me help you with those bags.
Alessia Thanks.

3

- Alessia** Hey!
David Hi, Alessia. How's it going?
Alessia Fine thanks. What about you?
David Oh, not too bad. Have you met Natálie? She comes from the same town as me!
Natálie Hi.
Alessia Hi, Natálie. Nice to meet you.
Natálie You too.

Answers

2, 3, 1

3b p. 20

- Play the recording again for the students to tick the expressions in the *File* in their books.
- Ask them to find an equivalent for each expression in their own language.

Answers

Formal, polite

Hello, Can I introduce...?,
Pleased to meet you, This is my..., Have you met...?,
I/We've heard a lot about you

Informal

Hi, Hey, How's it going?
Not too bad, Fine
Thanks, Nice to meet you.

4 p. 20

- The students work in groups of three to do the role play. Assign the roles in each group (dialogue 1: Alessia, Elaine, David; dialogue 2: Alessia, Tim (Mr Wilson), Elaine; dialogue 3: Alessia, David, Natálie).

Making requests

5 p. 20

- Tell the students that they will hear Alessia making five requests in her host family. Remind them that Elaine is Mrs Wilson's name and tell them that Mr Wilson's name is Tim.
- Before listening, tell the students to look at the relevant section in the *File* and help them with the vocabulary if necessary.
- Play the recording, stopping after each mini-dialogue for the students to make a note of Alessia's request and her host's reply.
- Check the answers at the end and write them on the board so they can be used in activity 6.

Transcript [CLASS CD1 Track 7]

1

Alessia Elaine? Could I possibly make you a meal tomorrow?

Elaine A meal?

Alessia Yes. I'd like to make you some real Italian pizzas.

Elaine Yes, of course. That would be lovely.

2

Alessia Tim, do you happen to have the phone number for a taxi?

Tim Yes, no problem. Here it is.

3

Alessia Would you mind if I made myself a sandwich?

Elaine Not at all. There's plenty of cheese in the fridge. And the bread's over there.

4

Alessia Would it be all right if I had some friends round this evening?

Elaine I'm sorry but this evening's a bit difficult. We've got Tim's parents coming round. But tomorrow would be all right.

Alessia OK, that's great.

5

Alessia Could I possibly use your pen?

Tim Yes, of course. Go ahead.

Answers

- 1 Alessia wants to make pizzas for the family tomorrow and Elaine agrees.
- 2 Alessia needs the phone number for a taxi and Tim gives it to her.
- 3 Alessia wants to make herself a sandwich and Elaine tells her where the bread and cheese are.
- 4 Alessia wants to invite some friends for the evening, but Elaine has got guests, so they agree on the following evening.
- 5 Alessia wants to use Tim's pen and Tim agrees.

Pronunciation

Sounding polite

www.forreal.cc/intermediate

The recording consists of Alessia's five requests and the responses.

Transcript

1

Alessia Could I possibly make a meal tomorrow?
Elaine Yes, of course.

2

Alessia Do you happen to have the phone number for a taxi?
Tim Yes, no problem.

3

Alessia Would you mind if I made myself a sandwich?
Elaine Not at all.

4

Alessia Would it be all right if I had some friends round this evening?
Elaine I'm sorry but this evening's a bit difficult.

5

Alessia Could I possibly use your pen?
Tim Yes, of course. Go ahead.

6 p. 20

- The students make notes about their personal requests. In pairs, they take it in turns to be a student and a member of the host family.

Socialising

7a p. 21

- As a pre-listening activity, ask the students what they would say to someone they had just met at a party. What questions would they ask? What topic would they discuss?
- Tell the students that they will hear Alessia talking to a young man and his friend at a party. Write their names on the board: Benjamin and Kaito.
- Play the recording more than once if necessary.

Transcript [CLASS CD1 Track 8]

Alessia Hello, I'm Alessia.
Ben Oh, hi Alessia. I'm Benjamin.
Alessia Sorry, what was your name again?
Ben Benjamin. But call me Ben.
Alessia Where are you from?
Ben I'm from France. I live in Paris.
Alessia Paris? Really?
Ben Sure. It's very nice. What about you?
Alessia I'm Italian. I'm from Florence.
Ben Sorry, I missed that.
Alessia I'm from Florence. You know, in Tuscany.
Ben Yeah, yeah, of course. And what do you do?

UNIT 2

- Alessia** I'm a student. I'm studying languages at university. What about you?
- Ben** I work for an advertising company.
- Alessia** Sorry?
- Ben** An advertising company. We make advertisements for TV, mainly.
- Alessia** That's great!
- Ben** Yeah, but I want to make real films. For the cinema.
- Alessia** Wow.
- Ben** What kind of films do you like?
- Alessia** Oh, all kinds of things. Comedies, romantic films, interesting films...
- Ben** What do you mean by interesting?
- Alessia** Films that make you think.
- Ben** Do you like films by David Lynch?
- Alessia** Sorry, I didn't quite get that.
- Ben** David Lynch. The American director.
- Alessia** Oh, yes. I love them.
- Ben** Me too...
- Kaito** Hello, Ben.
- Ben** Hey! This is my friend, Kaito.
- Alessia** Hello.
- Kaito** Nice to meet you.
- Ben** It's a bit noisy in here. Shall we go outside?
- Alessia** Pardon?
- Ben** Shall we go outside? It's very noisy in here!
- Alessia** Good idea!

Answers

- Alessia is Italian, from Florence; she is studying languages at university; she likes all kind of films; she loves films by David Lynch.
- Ben is French and lives in Paris. He works for an advertising company. He wants to make films for the cinema. He likes films by David Lynch too. He has a friend called Kaito.

7b p. 21

- Ask the students to look at the *File* on p. 20. Focus on the section *Asking for clarification*.
- Play the recording of activity 7a again.

Answers

- Sorry, what was your name again? Sorry, I missed that.
- Sorry? What do you mean by...? Sorry, I didn't quite get that, Pardon?

8 p. 21

- Tell the students to start the activity by introducing themselves and another person to the group. Then they ask each other questions, as if they were at a party.

Random Fact p. 21

- Ask the students to read the information and help them with the pronunciation.

GET THE GRAMMAR P. 22

1 p. 22

- 2 broke, haven't sent
- 3 has gone, sent, has just arrived
- 4 have you lived, have lived
- 5 has worked, has loved, trained, graduated
- 6 have burnt
- 7 Have you seen, saw
- 8 has just gone, haven't had, bought
- 9 lived
- 10 has made, was
- 11 have been, travelled
- 12 has joined, got, had
- 13 haven't played, have played
- 14 Have you done, haven't, did
- 15 have been, ate, was

2 p. 22

- 2 has been trying
- 3 has given
- 4 has been writing
- 5 have you been doing, have been helping
- 6 have read
- 7 haven't finished
- 8 have been painting
- 9 have been
- 10 have been thinking
- 11 has eaten
- 12 Have you decided
- 13 hasn't been feeling
- 14 have you known, have been going out

3 p. 22

- Students' own answers.

Go to:

- WORKBOOK Unit 2 pp. 115–120
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

FLUENCY For Real (Units 1 & 2)

FLUENCY FOR REAL PP. 23–25

Author chat

Students at this level often have quite a lot of knowledge of the language system but their ability to communicate in the language freely can lag behind. So the *Fluency for real* sections are an opportunity for them to practise free speaking in a series of varied and motivating situations that create real speaking opportunities. They are designed to review the new lexis and grammar of the preceding two units. In this first section, students are asked to find out interesting information about each other. Social networking sites are all about sharing personal information and we use this as the starting point for this series of activities. The aim here is to get students talking about issues which are important for them, so try not to correct too much at this stage.

Random Facts

1a p. 23

- Ask some students to read the *Random Facts*. The class can make suggestions for the missing info. Some clues may be found in the pictures.
- Make brief notes on the board so that students can check their ideas when listening to the recording.

1b p. 23

- Play the recording for students to hear what people actually said on the networking sites.
- Students check if they guessed right.

Transcript [CLASS CD1 Track 9]

Julie Ng OK, four facts about me. Well, I've never worn make-up. I have nice skin and I never used it. Er... I love animals and my first pet was a dog called Bruce. He was a Dalmatian. Erm... Both my parents are from Hong Kong, but I can't speak Chinese! We only speak English at home. And I learned to ski when I was three years old! My mum loves skiing and she taught me and my sister.

Eric Steele Four facts. Number one. I was born in an ambulance on the way to hospital. It was very quick. Er... Number two. I've never flown in a plane. In fact, I've never been abroad. I'd like to travel though, and go to the USA. Number three. I've got three uncles, and they've all got beards. My uncles are really good fun. I get on well with all of them. Number four. I always drink a glass of milk before I go to bed. It's very good for you.

Becky Shaw I've been going to judo classes for five years. I've been doing it for ages and I've now got a blue belt. Er... what else? Every time I go on holiday, I always buy a new necklace. I love fashion and I make all my own T-shirts! It's easy to do. I've got the same birthday as Eminem (October 17). How cool is that?

Mike Robbins I've watched *Avatar* on DVD over fifty times. It's great. I'm taller than my brother – but he's two years older than me! I'm the tallest student in my class actually. I've never eaten an avocado. I don't know why. These are random facts, aren't they? And last year I had dreadlocks, but my dad told me to cut them off! It's so unfair. He's always telling me to do things like that, and it really gets on my nerves!

Answers

- Julie: 1 make-up, 3 speak Chinese
- Eric: 1 an ambulance, 3 beards
- Becky: 2 necklace, 3 T-shirts
- Mike: 3 avocado, 4 dreadlocks

2 p. 23

- In pairs students answer the questions from memory.
- Play the recording again for a final check.

Answers

- 1 Her mum.
- 2 The USA.
- 3 Blue.
- 4 He's the tallest student in his class.

3 p. 23

- In pairs, students write five random facts about themselves.
- Remind them to write a false one so that they can test another pair.

Safety online

4 p. 24

- Ask some students to read the guidelines and announce they will use them for the project in exercise 6.
- Discuss other possible advice in open class.

The Internet and me

5a, 5b p. 24

- Groups play the game on page 25 and discuss their answers.

6a, 6b p. 24

- Students do the project individually.
- Suggest that they discuss their webpage with a partner to test if the safety guidelines have been followed.

Language check (Units 1 & 2)

Rules

Game p. 25

- Provide one coin and three counters for each group.
Explain the meaning of 'heads' (the side of a coin with a picture of someone's head) and 'tails' (the side of a coin which does not have a picture of someone's head on it).
- Point out that each member of the groups has a different route and set of questions: A follows the blue route, B the green one and C the purple one.
- Allow about twenty minutes for the game. Help out with vocabulary if necessary.

LANGUAGE CHECK P. 26

1 p. 26

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

2 p. 26

- 1 dreadlocks
- 2 wristband
- 3 hoodie
- 4 leggings
- 5 baseball cap

3 p. 26

- make: a noise, a mess, decisions
- get: together with, over it, round someone
- do: research, business, nothing, housework

4 p. 26

- 1 how
- 2 met
- 3 Nice
- 4 heard
- 5 could
- 6 kind
- 7 Why
- 8 That's
- 9 Wouldn't
- 10 go

5 p. 26

- Students: oral pairwork.

Go to:

→ DVD Film 1 Fashion designer

ASSESSMENT

→ WORKBOOK Self Assessment p. 121

Units 3 & 4

Linguistic competences	Communicative competences B2
<p>Grammar</p> <ul style="list-style-type: none">• past simple and past perfect• past simple and past continuous• <i>could have</i>• reported speech• reporting verbs• indirect questions <p>Functions</p> <ul style="list-style-type: none">• talking about an earlier past event• talking about events in progress in the past• talking about imaginary past alternatives• <i>File:</i> starting, showing interest, keeping the story going, attitude expressions, turn taking, closing the story• reporting statements• questions and negative requests• <i>File:</i> buying souvenirs, asking for directions, asking for information, getting a bus, booking a hostel <p>Pronunciation</p> <ul style="list-style-type: none">• past simple endings• intonation in direct and reported questions <p>Vocabulary</p> <p>using the <i>-ing</i> form childhood extreme sports reporting verbs holidays how to use a dictionary mind maps vocabulary notebook</p> <p>CLIL and CULTURE</p> <p>Literature: extracts from three novels; book genres and summaries</p> <p>Tourism: tours for young travellers in Scotland</p> <p>British mass media: newspapers</p> <p>DVD</p> <p>Film 2: <i>Wheelchair rugby</i></p> <p>Webproject</p> <p>Writing a short article about newspapers in your country and their readership to help foreign visitors</p>	<p>Listening</p> <ul style="list-style-type: none">• understand in detail what is said to me in standard spoken language even in a noisy environment, e.g. p.33 ex 5, p.37 ex 4, p.41 ex 3• follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured, e.g. p.27 ex 3• understand most radio documentaries delivered in standard language and identify the speaker's mood, tone etc, e.g. p.28 ex 3 <p>Reading</p> <ul style="list-style-type: none">• rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, e.g. p.28 ex 2 and ex 4, p.40 ex 2• read and understand articles and reports on current problems in which the writers express specific attitudes and points of view, e.g. p.36 ex 1• understand specialised articles outside my own field if I can occasionally check with a dictionary, e.g. p.39 ex 2• understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot, e.g. p.30 ex 1 and ex 2, p.44 ex 4 <p>Spoken Interaction</p> <ul style="list-style-type: none">• exchange considerable quantities of detailed factual information on matters within my fields of interest, e.g. p.41 ex 4• convey degrees of emotion and highlight the personal significance of events and experiences, e.g. p.30 ex 7• help a discussion along on familiar ground confirming comprehension, inviting others in, etc, e.g. p.46 ex 3• carry out a prepared interview, checking and confirming information, following up interesting replies, e.g. p.37 ex 6 <p>Spoken Production</p> <ul style="list-style-type: none">• give clear, detailed descriptions on a wide range of subjects related to my fields of interest, e.g. p.33 ex 7• speculate about causes, consequences, hypothetical situations, e.g. p.29 ex 8 <p>Strategies</p> <ul style="list-style-type: none">• generally correct slips and errors if I become aware of them or if they have led to misunderstandings, e.g. p.46 ex 1 <p>Language Quality</p> <ul style="list-style-type: none">• I have sufficient vocabulary to express myself on matters connected to my field and on most general topics, e.g. p.33 ex 6 <p>Writing</p> <ul style="list-style-type: none">• write clear and detailed texts e.g. compositions, reports or texts of presentations on various topics related to my field of interest, e.g. p.41 ex 5• write about events and real or fictional experiences in a detailed and easily readable way, e.g. p.33 ex 8, p.47 ex 4

Objectives

Grammar

- past simple and past perfect
- past simple and past continuous
- *could have*

Functions

- talking about an earlier past event
- talking about events in progress in the past
- talking about imaginary past alternatives
- *File*: starting a story, showing interest, keeping the story going, attitude expressions, turn taking, closing the story

Pronunciation

- past simple endings

Vocabulary

- using the *-ing* form
- childhood

Skills

Reading: two articles about the Piano Man; extract from novels

Listening: talking about childhood events; radio report about the Piano Man; talking about memories

Speaking: explanations for situations; discussing novels; reporting memories

Writing: a description of a memory

GET STARTED P. 27

Author chat

This unit focuses on telling stories and improving students' narrative skills. We all tell stories and anecdotes – stories about our lives where we are the protagonists. So this is the starting point of the unit. Students already have a long history of events and experiences to draw on in social situations... as long as they have the language necessary. Here we get them to complete the autobiographical notes, listen to people talking about things that have shaped their lives and talk about their own lives.

Cultural information

John Lennon (1940–1980), founded the Liverpool band The Beatles in 1960 with Paul McCartney, George Harrison and Ringo Starr. He left the band in 1969 and pursued a solo career for the rest of his short life. A singer and songwriter, he was also a poet and a peace activist during the years of the Vietnam war. He was murdered in New York on 8 December 1980.

Samuel Butler (1835–1902), British novelist, poet and painter, author of the utopian novel *Erewhon* (anagram of 'nowhere') – a satire of Victorian society.

1 p. 27

- Ask the students to read the quotes and to explain their meaning either by translating them into their own language or by paraphrasing them, e.g.:

First quote: *we tend to be busy making plans for the future and forget that it is today that we are living.*

Second quote: *there are no set rules for living – we make mistakes and learn to live with each new experience, in full view of the rest of society.*

Third quote: *The important thing in life is not to live aimlessly, but to focus on the positive aspects of whatever we do.*
- Elicit what the students know about John Lennon and Samuel Butler. Add some information, if necessary. Ask the students what ANON stands for (anonymous) and what it means when referred to a text (written by an unknown person).

2a p. 27

- Point out the unit title (*Stories*). Ask the students what they expect to find in this unit.
- Collect their suggestions on the board, and if necessary add the word 'narrative' in order to point them in the right direction.
- Ask the students to look at the pictures and describe what is going on in each one. In which way are they related to the title *My life?* Encourage them to imagine the special moment in each person's life captured by the photos.

Teaching tip

Teach the students how to describe a photo. They should start by saying *This is a photograph of + a noun* that identifies the 'subject', then they should provide the following information: actions, facial expressions, clothes, and background scene. Remind the students to use the present continuous when describing actions in a photo.

2b p. 27

- The students base their answers on the notes they have made.

3 p. 27

- Tell the students that in the recording they will hear people narrating four events but not using the expressions listed.
- Play the recording in four stages, stopping after each narrative for the students to identify the event and number it.

Transcript [CLASS CD1 Track 10]

1

I was walking along with my friend by the river and saw these kids – they were shouting and looking at the water. There was this other kid in the water. He couldn't swim – he was drowning. I just took off my shoes and jumped in. I didn't really think or anything – it was sort of instinctive. So I swam over and got hold of the kid, and we got to the bank. I know, I know, I saved his life, but I don't think I did anything special. It was great getting an award, though. I feel that life is so precious now.

2

I was only eight years old. Something like that is really difficult to deal with. It felt like I had to choose between them. You know, should I be with mum or with dad? Will dad be upset if I want to spend time with mum? etc. etc. But now I've got used to it – in fact I'd say I prefer it. I spend, like, every other weekend with my dad. He's got a new wife and she has two kids my age. We're lucky, we get on really well – it's like getting a ready-made family. But I live with my mum most of the time. I'm happy now and get on with both my parents.

3

It's the best thing I've ever done! I just loved it. I loved improving my English and studying other subjects in English, I loved the trips to all the sights, I loved all that history, and all the new friends I made. I stayed with a really nice family – I'm still in touch with them. It was such fun. And I've decided that I want to do a job with languages. Like, be an interpreter, or a translator. And maybe live in the UK for a few years too.

4

I didn't even like him at first. We were in the same class for Science. He was always making jokes and messing around. Always the centre of attention. I thought, 'What an idiot.' But then my friend told me that he liked me and I thought – well... maybe he's not so bad-looking after all. And well... we went out on a date. And um, we really got on. We have the same attitude to life, I suppose, we like the same things, you know, the same music, the same films. We even like the same food. I can't imagine life without him now.

Answers

- 1 winning a prize for heroism
- 2 my parents' divorce
- 3 going to the UK on an exchange
- 4 meeting my boyfriend

Extension

Ask the students to provide a newspaper headline for each of the narratives they have heard, for example:

- 1 *Saved from drowning / A hero's reward*
- 2 *Which parent shall I choose? Mum or Dad?*
- 3 *English trip a success*
- 4 *The boy she didn't like*

4a p. 27

- Ask the students to identify two or three important events in their life that they can talk about comfortably. If they don't want to discuss real life events, they can invent experiences that might have happened to them. Tell them to note down why these events were important and what impact they have had on their life.

4b p. 27

- The students work in groups. Each student reports one important event in his/her life. The group asks questions about the significance of the event.

Dictation

You can try this type of dictation. Photocopy the transcript and cover a few words in each section with correcting fluid. Distribute one copy of the gapped text to each student. Play the recording, one full sentence at a time. Students complete the gaps. At the end, play the recording again for students to check what they have written. You can either correct the answers by writing them on the board or distribute photocopies of the full transcript.

A MYSTERY PP. 28–29

News reports and stories dominate our lives. And some stories just stir the imagination. When he turned up, the Piano Man was the topic of conversation in schools, workplaces and homes around the world. Who was he? Where did he come from? Why could he play the piano? Here we reproduce for the students the experience of the breaking story, the ensuing speculation and the resolution of the story. At this level students need to be able to read and understand newspaper reports and pick out the most important information. An essential element in this is the understanding of how the narrative tenses work together.

Reading and listening**1 p. 28**

- The students read the article quickly with the scanning technique to see if they can find out where the Piano Man is from.
- Elicit other questions from the class and write them on the board. (*Who is the Piano Man? Why can't he talk? Why was he on the beach? etc.*)

2 p. 28

- The students read the article in detail and underline the key words they need to answer the questions, e.g. *belongings, labels, fluent in one language, melancholy tunes*.

- Ask them to note down any other words they didn't know, e.g. *seafront, smartly, soaking wet, hospital care, social worker, carer, staff, amazement*, and discuss them with you.

Answers

- Because he carried no belongings, he wouldn't answer any questions, and all the labels were missing from his clothes.
- In the language of music. He can play the music of Tchaikovsky, The Beatles, and his own melancholy tunes on the piano.

3a p. 28

- Ask the students to read the information about the speakers and to make suggestions. Pre-teach the words *the press* and *case*.
- Play the recording, stopping it after each speaker has given his opinion so that the students can do the matching activity.

Weaker students: Play the recording a second time for a further check.

Transcript [CLASS CD1 Track 11]

Presenter The press have called him the 'Piano Man' and discussed his case for months, each newspaper coming up with a different explanation for his unexplained silence. They never seem to agree. Meanwhile, the mystery of the Piano Man's identity continues. But it seems that people from all over Europe have thought they know who he is. A Polish man working as a mime artist in Rome told Italian police...

Polish man He is a French street musician. His name was Stephen Villa Masson. I worked with him – I'd know him anywhere.

Presenter However, they found Stephen living happily in his home in France. The drummer from a Czech rock band made a call to the National Helpline and said:

Czech man He's a keyboard player called Tomáš Strnad from a rock band. I last saw him nine years ago, but when I saw the picture in the newspapers, I knew it must be him.

Presenter The drummer's brother agreed. So did another musician. But then journalists found the real Tomáš Strnad and interviewed him on TV. Meanwhile an Italian journalist said...

Italian journalist He's a concert pianist. I saw him perform in Rimini five years ago. His hair's different but he looks just the same.

Presenter But this turned out not to be true either. In June a Danish woman claimed...

Danish woman He is my husband. He's Algerian. He has lost 20 kilos and bleached his hair, but I can see in his eyes that it's him.

Presenter But it wasn't. So who really is the Piano Man? Will we ever find out? The mystery continues...

Answers

- 1 d 2 a 3 b 4 c

3b p. 28

- Write on the board:

Polish mime artist – Stephen Villa Masson

Czech drummer – Tomáš Strnad

- Play the recording again. Stop after the words *his home in France* for the students to make notes on the first speaker. Then play as far as *interviewed him on TV* so that the students can make notes on the second speaker.

Stronger students: Ask them to write full answers from their notes as homework.

Answers

- The Polish mime artist identifies the Piano Man as someone called Stephen Villa Mason, a street musician he worked with. The Czech drummer identifies the Piano Man as Tomáš Strnad, a keyboard player he last saw nine years ago.
- The Polish man is wrong because they found the street musician, Stephen Villa Mason, living happily in his home in France. The Czech drummer is wrong because journalists found the real Tomáš Strnad and interviewed him on TV.

4 p. 28

- Ask the students to read the questions and predict what the article is going to be about (the identity of the Piano Man and what had happened to him).
- Elicit the meaning of *fake* by pointing out that it is the opposite of *genuine*.

Answers

- For 130 days.
- From Bavaria in Germany.
- Because he had been unhappy in the small village of Prosdorf.
- Because he had stopped phoning home.
- He had lost his job in Paris and had taken a Eurostar train to Britain.
- Students' own answers.

Grammar Past simple and past perfect

5 p. 28

- Check the answers with the class. If necessary, write the sequence of the events on the board.

Answers

- The sequence of the events is 3, 6, 4, 2, 1, 5.

Extension

With a stronger class, you can ask the students to practise summarising the story in their own words, e.g. *The Piano Man left his village to go and study in Paris. When he lost his job there, he travelled to Britain. The police found him in Kent and took him to hospital. He could not remember anything, he could only play the piano. Finally, four months after disappearing, he was reunited with his parents.*

The exercise can be done orally from notes, or in writing as homework.

6 p. 28

- The students read the sentences, underlining the verbs in the past simple and circling the verbs in the past perfect, and complete the rules.
- The students do the last two tasks. They should explain the use of the tenses in each case.

Answers

- 1 past simple
- 2 past perfect
- 3 past simple
- 4 past simple
- 5 past perfect

Past perfect verbs in *The Piano Man Revealed*: had been, had told, had left, had stopped, had already found, had taken, had happened, had lost, had taken, had tried, had suffered, had been.

Past simple of the listed verbs in *Who is the Piano Man?*: was smartly dressed, he carried no belongings, labels were missing..., the police... left the doctors to, others thought he was..., a carer gave him paper..., staff took him to...

→ See also Get the grammar, page 34

7 p. 29

Weaker students: Ask them to complete the sentences in class and to justify each usage according to the rules.

Stronger students: Assign this exercise as homework.

Answers

- | | |
|--------------------|---------------------|
| 2 she had received | 5 she had memorised |
| 3 I had made | 6 had visited |
| 4 had downloaded | |

8 p. 29

- Make sure the students understand the situations.
- Allow enough time for each student to think of an explanation and to formulate it in English.

Teaching tip

When students are asked to react to situations, they may find it difficult at first to think of various possibilities. You can brainstorm ideas with the whole class and make brief notes on the board.

Random Fact p. 29

- Ask the students to read the information. Do they know of similar cases in their own country? Do they know of an organisation to find missing people? Tell them they can visit the website of the British charity www.missingpeople.org.uk and read about the support Bob Geldof has pledged to this charity.

A GOOD READ PP. 30–31**CLIL: Literature****Author chat**

Nowadays there are thousands of stories written specifically for teenagers and young adults. They have all the elements of literature: creative use of language and imagery, characters, plot, dialogue and description; but they deal with themes and issues that inspire young people, such as love and friendship, family, finding yourself, growing up, realising your dreams and dealing with problems. Here are the openings of three modern teen novels, so students can have a guided but authentic reading experience. After responding to the meaning of the extracts, they deal with language commonly used in narrative and then prepare to talk about a 'Flash bulb memory' – memories which we form when something dramatic happens in the world, such as 9/11.

Cultural information

Kevin Brooks (Essex, 1959), writer of children's books and novels for young adults, such as *Martin Pyg* (2002), *Kissing the Rain* (2004), *The Road of the Dead* (2006), *Being* (2007).

The Road of the Dead is the story of two half-gypsy brothers who are searching for the man who raped and murdered their sister.

Sarra Manning, British editor of teen magazines and writer of teen novels, such as *Guitar Girl* (2003), *Diary of a Crush* (2004), *Pretty Things* (2005), *Let's Get Lost* (2006).

Guitar Girl is the story of three girls who set up a band and find themselves involved in the music scene, drugs, corruption and deceit. The story is told in flashbacks and its narrator is Molly, the founder of the band.

Anne Cassidy (London, 1952), a prolific writer of crime stories for young adults, such as *Blood Money* (2003), *Innocent* (2006), *The Story of My Life* (2007).

Blood Money is about what happens to Jack, his girlfriend Jaz (the narrator in the passage on p. 31) and Bobby, when they find a bag with £30,000 in the house of the local mafia boss. The money brings mistrust and unhappiness to all three.

Reading and speaking

1a p. 30

- Ask the students if they know any of the authors or the books mentioned on p. 30. Don't give any information yet.
- The students work in pairs to predict the contents of the books from the covers.
- Write their predictions on the board.

Teaching tip

In this type of pre-reading activity it is important to accept all suggestions, without confirming them. In this way, the students will feel strongly motivated to read the texts in order to check their ideas.

1b p. 30

- Explain that each text is the opening page of one of the books and that all the books are novels.
- Check the answers with the class and ask which words helped them identify the book title.

Answers

- 1 C (the key word is 'money' in the first line)
- 2 A (the key word is 'Dead Man' in the first line)
- 3 B (the key words are 'I formed a band and became a rock 'n' roll star')

2 p. 30

- Suggest that some of the questions may have a variety of answers. Ask the students to underline the words or sentences where they find the answers.
- Check that the students understand the expressions in the *Real talk* box.

Answers

Text 1

- 1 Three people. (*Bobby, Jack, I*)
- 2 They broke into the house out of curiosity. (*We were only being nosy*)
- 3 Because a lot of kids looked for drugs to sell. (*A lot of kids did it*)

Text 2

- 1 They repair cars, or they strip them down, possibly for spare parts which they can then sell. (*I'd spent an hour or so checking it out, seeing if it was worth stripping down*)
- 2 The narrator had had a good look at the wrecked Mercedes, then he had got in the back because it started to rain. (*I'd spent an hour or so checking it out, then the rain had started, I'd got in the back*)
- 3 He liked the rain. Also he didn't want to get wet running to the house or to the sheds which were dark and full of rats. Perhaps he liked the rain patterning on the car roof. (*but the sheds were dark and full of rats, and the rain was really pouring down, and the house was all the way across the other side of the yard. I liked the rain*)

Text 3

- 1 Her ambition was to own a cake shop. (*I wanted to own a cake shop*)
- 2 Because the music room was warm and because from there they could see the boys in the art college opposite. (*it was heated, had a great view of the art college opposite...*)
- 3 The funny turn was that she became a rock 'n' roll star. (*instead I formed a band and became a rock 'n' roll star.*)

Teaching tip

If the students need help with the vocabulary when reading a text, do not give them a translation, but tell them to underline the unknown words and do some research. Encourage them to consult a monolingual dictionary first, and a bilingual dictionary as a last resort.

3 p. 30

- If you wish, you can give the students some background information on the authors and the novels.
- The students work in groups to discuss the questions.

Extension

Encourage students to make a written list of their favourite books. Ask them to fill in a form for each book giving the following information: title, author, date of publication, literary genre, what it is about, when I read it, how long it took me to read it. .

Grammar Past simple and past continuous; *could have*

4a p. 30

- The students can work individually or in pairs. Ask them to read the sentences, underlining the verbs in the past simple and circling the verbs in the past continuous.
- If the students have problems in understanding the construction *could have* + past participle, elicit the translation of the example into their own language and compare the structures. Then ask them to find two more examples in the last paragraph of text 2 on p. 30 and to translate them (*I could have taken shelter, I could have gone back to the house*).

Answers

- 1 past continuous 2 past continuous 3 past simple

→ See also Get the grammar, page 34

4b p. 30

- The students work individually or in pairs to underline all the verbs in the past continuous in the texts they have just read.
- Ask them to explain the use in each case.

5 p. 30

- The students work in pairs and take turns to ask and answer questions about the times listed.

Word expander**using the *-ing* form p. 30**

- Ask the students to find the example sentences in the texts on p. 31. Elicit the translation in the students' own language and point out if a different verb form is needed for each case.
- Ask the students to copy the list of verbs followed by the *-ing* form in the special section of their vocabulary notebook dedicated to *Word expander*. Suggest that they keep adding to it each time they meet a verb followed by the *-ing* form.

Listening and speaking**6 p. 30**

- Read the brief introduction (*Flashbulb memories*) with the class. Students may react instantly by sharing some memories with the class.
- Tell the students they are going to hear two recordings.
- Write a table on the board with headings relating to the memories, e.g. *Event/Memory, Where?, Doing what?, Feelings*.
- Play the recording, pausing after each speaker for the students to make notes.
- Play the recording again for the students to check their answers.

Transcript [CLASS CD1 Track 12]

1

I was on holiday with my boyfriend travelling around Europe. We were staying in Prague at the time and I remember we weren't getting on very well. I wanted to go to museums and stuff but he just wanted to hang out. So we were sitting in a bar drinking cola and trying to decide what to do next. Then this guy who worked in the bar walked over to the TV and turned it on. He changed the channel a few times and then we saw a plane flying into a tall building. It was so surreal. It looked like New York but we couldn't work out what was happening – I mean at first I thought it was just an old disaster movie. We couldn't understand anything – the programme was in Czech – but then a girl in the bar, I remember she was wearing a Sex Pistols T-shirt, told us what was happening. I couldn't believe it. And it was so weird... the TV was showing the planes flying into the Twin Towers again and again. But then I saw film of the survivors – just people on the streets – and I started crying. It was the first time I'd ever cried at a disaster on TV. My arguments with my boyfriend suddenly seemed so stupid. It seemed like the end of the world.

2

This happened when I was at university. I was studying English literature and it was the first day of the spring term. We were starting a new course – the Romantic poets, you know, Wordsworth, Shelley, Byron. Anyway, I got there a bit late, the class had already started, so I sat near the back and tried to concentrate on what was going on. Unfortunately I'd been out clubbing the night before and I was really tired, so I found it difficult to concentrate. Anyway, I guess I was daydreaming, and staring out of the window, when I felt someone touching my arm. The lecturer had asked me a question and the girl next to me was trying to get my attention. I erm, I tried to answer his question, then I said thanks to the girl next to me. I hadn't noticed her before. She had these beautiful green eyes and a really cute smile. I couldn't stop looking at her! After the lesson we had a coffee together – I can't remember what she said but I remember her voice and her laugh. I loved just being in her company. And that was the day I met my girlfriend.

Answers

- the planes flying into the Twin Towers; in Prague; drinking cola in a café and arguing with her boyfriend; crying.
- meeting his girlfriend; attending a class on the Romantic poets at university; daydreaming and staring out of the window; happy.

Dictation

If the class is fairly advanced, you can try an 'incomplete' dictation. Tell the students you are going to dictate part of the first recording, but you'll leave out three words, usually at the end of sentences; the students have to provide the missing words from memory. Play the recording once to remind them of the story. Then dictate, for example: *I was on holiday with my boyfriend (travelling around Europe). We were staying in Prague (at the time) and I remember we weren't getting (on very well). I wanted to go to (museums and stuff) but he just wanted (to hang out). So we were sitting in a bar drinking cola and trying to decide what (to do next). Then this guy who worked in the bar walked over to the TV and (turned it on). He changed the channel a few times and then we saw a plane flying into (a tall building). It was so surreal. It looked like New York but we couldn't work out (what was happening) – I mean at first I thought it was just an (old disaster movie).* Distribute photocopies of the full transcript for the students to correct their work.

7 p. 30

- The students work in groups and take turns to talk about their flashbulb memories.
 - Remind them to describe the events in the past simple and the background information in the past continuous.
- Stronger students** can make notes of the memories told by the members of the group and report back to the class.

Consolidation

The students can write out their memories as homework.

REAL COMMUNICATION PP. 32–33**Telling anecdotes****Author chat**

Students have been developing a sensitivity to the elements needed in telling anecdotes and stories. This lesson is a safe place for them to ‘stretch their wings’. After analysing how spoken narrative is organised, and what tenses and linkers are used, they prepare to tell their own childhood anecdote, thinking about the past and remembering their own childhood through guided exercises. In Luke’s anecdote students can hear key expressions presented in *File* and get a feeling for how they work in practice. They are then given a framework of questions to help guide them, so they will have a successful outcome in their ‘long turn’.

Childhood memories**1 p. 32**

- Ask the students to look at the photo and predict what the text could be about (a memory of playing as a child).
- Pre-teach the phrase *hide and seek*.

Weaker students: Ask them to copy the sentences in the correct order and to practise reading the story.

Stronger students: Ask them to retell the story in the third person, using their own words.

Answers

The correct sequence is: 5, 4, 2, 6, 3, 7, 1.

Teaching tip

In this type of exercise, after reordering the sentences, the students should always read the story out loud to check that the narrative flows naturally.

2a p. 32

- Ask the students to look at the photo and to predict what the text could be about (a memory of a day at the seaside).
- Check that the students understand *clamber*, *suntan*, *tide*, *crab*, *bucket*, *float*.

- Remind the students of the verb forms used to express habitual actions in the past (*used to*, *would*, and occasionally the past simple). Write some example sentences on the board e.g. *We used to cycle to school. We would leave home early and race each other. I came first every time.*

Answers

- | | | |
|--------------|-------------------|-----------------|
| 1 lived | 4 put | 7 ate |
| 2 would walk | 5 would clamber | 8 were sleeping |
| 3 would go | 6 used to collect | 9 had come in |

Extension

Ask the students to describe the photo using the technique you taught them for the photos on p. 27. They could say, for example: *This is a photo of two children on the beach. We can see them from the back. They are walking on the sand towards the sea. The taller child is a girl. She's wearing pink shorts and a striped jumper. The smaller child is a boy. He's wearing red Wellington boots, dark shorts and a red T-shirt. There are some low rocks at the water's edge.*

2b p. 33

- The students complete the matching task individually or in pairs.
- Ask them to underline all the examples of these tenses in the two texts on p. 32 and to justify their use.

Answers

- 1 d 2 b 3 a 4 c

Vocabulary: childhood**3 p. 33**

- Students do the matching exercise in pairs or individually. Ask them to add these words to their vocabulary notebook.

Answers

- 1b 2c 3d 4i 5h 6g 7e 8l 9k 10a 11f 12j

4 p. 33

- Write on the board some sentence patterns the students can use to report their memories, e.g. *I remember + -ing form*, *I used to + base form*, *We had..., We would play..., Once I fell / broke / climbed etc.*

Consolidation

Weaker students: Ask them to look up the words in a monolingual dictionary and to copy the definitions into their vocabulary notebook.

Stronger students: Encourage them to formulate their own definitions for these objects using expressions like *It is made of... It is used for...*

Listening and speaking

5a p. 33

- Tell the students they are going to hear a conversation with three of the main characters in *For Real Intermediate*. Ask them if they recognise the young person in the photo. If not, they can look back at the photos on p. 13.
- The students read the questions and make predictions about the memory Luke is going to talk about (*it is something to do with a play that he and his mother watched, it might have been at school because the head teacher is mentioned*).
- Play the recording pausing every time Luke finishes speaking so that students can make notes.

Transcript [CLASS CD1 Track 13]

Luke When I was about four or five I went to see my first play. It was a big thing, because my brother David was in it. He was three years older than me and this was the first time he'd ever been on stage. I can't remember the play at all, but I know my brother only had about one line to say. And he was really nervous! And the problem was, I was making things worse for him.

Silas How?

Luke Because I kept saying to David and my mum, 'Me's going to shout during the play.'

Aisha 'Me's going to shout?' What sort of English is that?
Luke Yeah well, I was only little and my grammar wasn't very good! But I wanted to shout. I guess I wanted to be a part of the performance! So I kept saying, 'Me's going to shout, me's going to shout' and my brother was really upset.

Aisha Poor thing.

Luke But then my Mum said, 'No, darling, you're not going to shout. You're going to sit quietly with me in the audience and we're going to watch your brother in the play.' And after that I guess I calmed down and I sort of forgot about shouting. Unfortunately, it didn't stay that way.

Silas What happened?

Luke Well, on the day of the performance, we sat in the school hall with all the other mums and kids and their grandparents. And we were all waiting for the performance to begin. Then the head teacher walked onto the stage and said, 'How wonderful to see so many parents and children here today for our school play.' And I shouted 'hurray!' really loudly!

Aisha Really?

Luke Yeah. My mum was so embarrassed and she said 'Be quiet!' and I started crying and making a huge noise. So she had to take me out of the hall. We saw the school play in the end – but we were standing in a corridor outside the hall. We watched the whole thing through a window. So in the end we didn't hear my brother saying his line! The thing is, I didn't feel guilty. I felt proud. I had wanted to shout during the play, and I did!

Aisha That's terrible, Luke!

Answers

- The story took place when Luke was about four or five.
- He wanted to shout.
- Luke shouted 'hurray!' His mum told him to be quiet. Luke started crying. His mum took him out of the hall.
- They watched the play through a window in the corridor outside the hall.
- He felt proud, not guilty.

Pronunciation

Past simple endings

www.forreal.cc/intermediate

There are two recordings. In the first some past simple verbs are pronounced in random order, in the second they are pronounced according to their endings.

Transcript 1

avoided believed happened hated liked lived
looked played reached remembered reported started
stopped wanted watched

Transcript 2

/t/	/d/	/ɪd/
watched	believed	wanted
liked	remembered	hated
reached	lived	started
looked	played	avoided
stopped	happened	reported

Consolidation

Ask the students if they remember any information Luke gave about his brother. Ask them to write it down. Play the recording again. How much did they remember?

5b p. 33

- Ask the students to read through the expressions in the *File* on p. 32.
- Play the recording again. When the students hear one of the expressions, they tick it in the *File* in their books.

Answers

- Starting:** When I was, I can't remember...
- Showing interest:** What happened?, Really?, That's terrible.
- Keeping the story going:** But then..., And after that..., Then...
- Attitude expressions:** Unfortunately
- Closing the story:** In the end...

6 p. 33

- Get each student to draw a spidergram of one of their earliest childhood memories based on the categories given in the book. As they work, ask them to think about what verb forms they would use to describe their memory (the past simple and the past continuous).

7 p. 33

- The narrator uses the expressions from the *File* on p. 32 and the appropriate tenses and verb forms. The other members of the group also use expressions from the *File* to show interest and to ask questions.

Writing**8 p. 33**

- Tell the students that they can also use a spidergram to organise a written composition. Ask them to write a text using each leg of their spidergram as a paragraph. Remind them to follow a logical sequence or, in the case of a memory, a time sequence.
- The composition can be assigned as homework.
- In the next lesson ask students to swap text with their partners and read each other's work to check vocabulary, grammar and spelling.

GET THE GRAMMAR P. 34**1 p. 34**

- 1 got, had already left
- 2 'd left
- 3 had lived
- 4 arrived, hadn't started
- 5 emailed, had sent
- 6 had just got, called
- 7 saw, had decorated
- 8 hadn't fallen, met

2 p. 34

- 1**
- 2 took
- 3 had given
- 4 asked
- 5 wasn't able to
- 6 had eaten
- 2**
- 1 went
- 2 had to
- 3 served
- 4 drank
- 5 had got
- 6 was not
- 3**
- 1 made
- 2 rushed
- 3 asked
- 4 had broken down
- 5 wanted

3 p. 34

- 2 talked, were talking
- 3 surfed, was surfing
- 4 wasn't hearing, didn't hear
- 5 drove, was driving
- 6 was breaking, broke
- 7 played, were playing
- 8 did, was doing

4 p. 34

- | | |
|----------------------|----------------|
| 2 learnt | 12 was crying |
| 3 was doing | 13 bought |
| 4 was | 14 read |
| 5 was coming out | 15 brought |
| 6 saw | 16 was |
| 7 said | 17 were |
| 8 felt | 18 was raining |
| 9 couldn't believe | 19 was blowing |
| 10 were/was standing | 20 seemed |
| 11 were reading | |

5 p. 34**Possible answers**

- 2 Hannah could have gone to university and got a top job in management.
- 3 Samantha could have waited for the right man and could have been happier in her marriage.
- 4 Holly and Izzy could have got up and left the cinema/ could have switched channel and watched a fantastic documentary on the polar ice caps

Go to:

- WORKBOOK Unit 3 pp. 122–128
 → CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

Objectives

Grammar

- reported speech
- reporting verbs
- indirect questions

Functions

- reporting statements, questions and negative requests
- *File*: buying souvenirs, asking for directions, asking for information, getting a bus, booking a hostel

Pronunciation

- intonation in direct and reported questions

Vocabulary

- extreme sports
- reporting verbs
- holidays

Skills

Reading: Urban acrobatics; On top of the world; tourist brochure for Scotland

Listening: a dialogue; answerphone messages; conversations in tourist situations

Speaking: quiz – How adventurous are you?; asking and reporting questions; talking about extreme sports; role-playing tourist situations

Writing: a reported conversation

DVD

Film 2: *Wheelchair rugby*

GET STARTED P. 35

Author chat

In this unit students will look at a variety of adventurous and extreme experiences, so what better place to start than finding out how adventurous they are? This is a lighthearted questionnaire based on the sort of quiz students enjoy on the Internet and in magazines. The quotes and the final task ask students to reflect on the nature of risk and one's attitude to life.

Cultural information

William Bolitho (1890–1920), South African journalist, author of *Murder by Profit* (1926), a study of mass murder, and *Twelve Against the Gods* (1929).

Thornton Wilder (1897–1975), American author famous for the novel *The Bridge of San Luis Rey* (1927).

T S Eliot (1888–1965), American poet, playwright and literary critic. Among his famous poetical works *The Waste Land* (1922), *Ash Wednesday* (1930), *Four Quartets* (1944). His plays include *Murder in the Cathedral* (1935), *The Cocktail Party* (1950).

1 p. 35

- Ask the students to read the quotes and elicit who the authors are and what the students know about them. Add some information, if necessary.

Possible answers

- **First quote:** *We will only be able to discover more about life when we give up the security of our home and family.*
- **Second quote:** *We are restless and want both challenges and security, usually the opposite of what we have at any one time.*
- **Third quote:** *You don't know how much you can do until you push yourself to your limit.*

2 p. 35

- You may want to help with some of the sports vocabulary, or to ask the students to use a dictionary.

Teaching tip

During group work, the students should appoint one member of the group to make brief notes. This is useful even in discussions which do not lead to a subsequent written exercise. It helps to organise the discussion, allows all members a chance to speak and encourages everyone to make a serious contribution. It also gives the teacher the opportunity to go over the activity of each group at the end.

3 p. 35

- You may need to teach the meaning of 'talent' in 6c (slang word for people you find sexually attractive).

Extension

You can conduct a class survey to check how adventurous your students are. Draw a table with 3 columns on the board, headed *High risk (mostly a's)*, *Medium risk (mostly b's)*, *Low risk (mostly c's)*. Invite the students to put up their hand if they have scored mostly a's. Repeat with b's and c's and write the numbers in the correct column. Ask the students to summarise the results orally or in writing, e.g. *In our class 8 people are real adventure seekers, 12 people have a balanced approach and 6 people don't like to take risks.* If the students are good at maths, they can transform the numbers into percentages.

Extension

You may have a class discussion on why some people do adventurous sports.

Write a few prompts on the board to get the discussion going, e.g. *test your abilities, face challenges, see how far you can go, get your adrenaline flowing, euphoria after success*.

PARKOUR PP. 36–37**Author chat**

This lesson provides students with an exciting context in which to increase their skills in the use of reported speech – not the most inspiring of language areas! Parkour, or free running, is an extreme sport which involves jumping from building to building in an urban environment. It is in the news, with films using the top Parkour athletes, and even the British army bringing in free running specialists to help in their training. Here we find out about its history, its philosophy and the skills needed. But do remember to warn your students not to try Parkour themselves as it is an incredibly skilled activity!

Reading**1 p. 36**

- The students read the article with the scanning technique to find the answers.
- They can find out what this extreme sport consists of in the third paragraph *How do you get from A to B?*

2 p. 36

- You may want to extend the activity by asking the students to justify their choices, i.e. to explain why, in their opinion, some statements are false and some are true. If there are conflicting views in some cases, help the students to conduct a proper discussion.

Answers

- 1 F It is also important to have discipline and dedication and to work hard.
- 2 T You run across the roofs of buildings, not on the road and jump from building to building.
- 3 F Free runners use only their bodies, but they have to be extremely fit.
- 4 T It can help you overcome your fears, focus on self-improvement and find a real connection between your body and the environment.
- 5 F You have to make quick decisions to get out of difficult situations.
- 6 F It takes a long time with a lot of hard work and daily practice.
- 7 T It is very important to jump and to land properly, and also to know your limits.
- 8 T Sébastien Foucan appeared in the James Bond film, *Casino Royale*.

Consolidation

Go through the text with the students to identify the words they found difficult to understand. Ask them to look up the definitions provided in the Wordlist at the end of the book. Discuss the other words: ask the students to write them in their vocabulary notebook adding a definition or a translation.

Grammar Reported speech (1)**3 p. 36**

- Write all the examples from the grammar box on the board, with the direct speech first and the reported speech underneath. Draw lines to show the transformations and the changes in word order.
- Then the students complete the sentences. Remind them that Katy is the interviewer in the article on p. 36 and Léon is a Parkour athlete.

Answers

- | | |
|-----------------------|--------------------|
| 1 was | 5 needed / need |
| 2 combined / combines | 6 had to / have to |
| 3 (had) started | 7 could |
| 4 (had) invented | 8 had, seen |

→ See also Get the grammar, page 42

Listening and writing**4 p. 37**

- Play the recording twice, first for the students to do the exercise and then to check what they have written.
- You may want to ask the students to act out the dialogue in pairs.

Transcript and answers [CLASS CD1 Track 14]

Jamie How ¹are you doing?

Lauren I'm fine.

Jamie Where ²have you been?

Lauren I ³'ve been to the Southbank by the National Theatre.

Jamie I ⁴didn't know you liked plays.

Lauren I ⁵don't! There's a kind of skate park there. It ⁶s the best place to see really cool skateboarders.

Jamie Why ⁷did you want to see them?

Lauren I ⁸m doing a project on extreme sports at college and I ⁹wanted to film them.

Teaching tip

You can teach these techniques for memorising/acting out a dialogue.

Weaker students: Tell them to read one line silently, then to say it looking at their partner not at the book.

Stronger students: First the students read and say their lines using the above technique. Then one of them reads his/her role; the other responds keeping the book closed. Finally they both act out the dialogue with their books closed.

5 p. 37

- Write each line of the dialogue on the board and show how the reported sentence should begin. Elicit how the tenses shift back and the pronouns change.

Answers

Jamie asked Lauren where she had been and she told him/said she had been to the Southbank by the National Theatre. Jamie said that he didn't know she liked plays. She said/replied that she didn't, but there was a kind of skate park there and it was the best place to see really cool skateboarders. Jamie asked her why she wanted to see them and she replied that she was doing a project on extreme sports at college and wanted to film them.

Pronunciation**Direct and reported questions**

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The recording presents four questions from an interview with a Parkour athlete, first in direct speech then in reported speech.

Transcript

1

Katy How old were you when you started?
Man She asked how old he had been when he started.

2

Katy Do you practise every day?
Man She asked if he practised every day.

3

Katy Have you had any accidents?
Man She asked if had had any accidents.

4

Katy Where are you planning to run next?
Man She asked where he was planning to run next.

Speaking**6a p. 37**

- Make sure the students write both questions and answers as they need their notes for activity 6b.

6b p. 37

- Using their notes, the students report their conversations to the group.
- Group members can ask further questions about what was said. The students should answer in indirect speech.

Random Fact p. 37

- Explain that Yamakasi is a word used in France to describe an activity similar to Parkour but focusing more on the aesthetic aspect of movement than on efficiency in covering the route. Yamakasi comes from the Lingala language spoken in The Congo and it means 'strong spirit, strong body, strong man'.
- You can ask the students to go on the Internet and read about a 2001 French film by Luc Besson, *Yamakasi – Les samouraïs des temps modernes*, which features the exploits of seven 'modern day samurais' who use Yamakasi in Paris to steal money from the rich and pay for heart surgery for a child.

ADVENTURE PP. 38–39**Author chat**

Adventurous activities, especially outdoors, are very popular amongst young people, and many of your students may well do one of these activities or something similar. They appeal to their desire to push themselves, meet a challenge, experience danger in a relatively safe environment, and channel their physical energies. Tree climbing is becoming more and more popular so again we use this interesting context to help students to refine their use of reporting verbs. It's important that students have the opportunity to respond to the article and express their own feelings about adventure sports.

Vocabulary: extreme sports**1a p. 38**

- Point out that all the words are compounds and that the students can guess the meaning from one or both of the components.

Weaker students: Ask them to add these words to their vocabulary notebook with a translation (if different in their language) or an illustration.

Stronger students: Ask the students to add these words to their vocabulary notebook and to write a definition by saying what you do in each sport, e.g. *This is a sport where you surf...*

Answers

- 1 whitewater rafting
- 2 body boarding
- 3 rock climbing
- 4 parasailing
- 5 go-karting
- 6 tree climbing

1b p. 38

Weaker students: Write prompts on the board to help them with the replies, e.g. *I've tried..., I've never tried..., I would be interested in..., I would like to try... because...*

Stronger students: Ask them to mention any sport they have tried and to add a sentence in the past simple to describe the experience.

Reading and speaking**2 p. 38**

- Ask the students to look at the title of the article on p. 39 and say what sport it refers to (tree climbing).
- Ask them to read the introduction and the first paragraph in order to identify the speaker (Max Spiteri) and the other character (Jim Larsen).
- Pre-teach the words *rope* and *knot*.
- You may want to extend the activity by asking the students to explain why some statements are false and some are true.

Answers

- 1 F Tree climbing is the fastest-growing adventure sport in the USA and is becoming popular in Europe.
- 2 F Max Spiteri met Jim Larsen early in the morning in the middle of a forest.
- 3 T Jim thinks this is an excellent way to keep fit.
- 4 T A lot of the kit is also used in mountain climbing.
- 5 T The rope was only kept in place by a single knot.
- 6 F His foot slipped off a branch but he didn't fall off the tree.
- 7 F Jim has never been afraid when climbing trees.
- 8 T Jim explains that some tree climbers spend the night up in the branches.

Extension

Vocabulary test. Students make a list of the words they found difficult to understand and look up the translation in their own dictionaries. Collect the lists, choose the ten words that occur most frequently and dictate them in the students' own language. The students write the English equivalent.

3 p. 38

- Brainstorm some ideas round the class and write them on the board, e.g. *experience danger, return to nature, appreciate the environment, crazy trend*, etc.

Grammar Reported speech (2)**4 p. 38**

- Write all the modals and all the patterns on the board.
- The students complete the sentences, copy them into their notebooks and translate them into their own language. Check the answers and discuss in which way the two languages are similar or different.

Answers

- 1 added
- 2 suggested
- 3 told
- 4 offered
- 5 advised

5 p. 39

- Explain that all the sentences in the exercise are in direct speech whilst the equivalent sentences in the article are in reported speech.
- Ask the students to find the reported sentences and underline them, then to look at the verbs that introduce them (the reporting verbs). Point out that these are all in the past simple but the students are asked to write their base form in the exercise.

Answers

- | | | |
|------------|------------------|-------------|
| 2 explain | 6 suggest | 10 remind |
| 3 add | 7 offer | 11 reassure |
| 4 complain | 8 tell... not to | 12 explain |
| 5 persuade | 9 advise | |

→ See also Get the grammar, page 42

Word expander**Reporting verbs p. 39**

- Ask the students which verbs are listed in more than one pattern and explain that these can have two constructions, some with the same meaning, others with a different meaning:
patterns 2 and 4: *tell, remind, convince, persuade, warn*
patterns 2 and 3: *promise*
- The students copy all the verbs with their translation into their vocabulary book and add example sentences.

Listening**6 p. 39**

- Tell the students they are going to hear six brief answerphone messages for somebody called Joe.
- Play the recording with a pause after each message for the students to make notes.

Transcript [CLASS CD1 Track 15]

- 1 Ben Hi Joe! This is Ben. I can give you a lift to the party.
- 2 Mum Hello, Joe. This is your mum. I'm a bit annoyed with you. You haven't called me for a week.
- 3 Andy Um... hello. It's Andy. I promise to give back your MP3 player this evening. I'll bring it to the party.
- 4 Emma Hey. This is Emma. Why don't we watch a film later? Would you like to come to my place?
- 5 Mum Joe. Mum again. Listen. Don't forget to buy your grandmother a birthday card.
- 6 Andy Hi, this is Andy again. Listen, I... um... can't find your MP3 player.

Possible answers

- 2 Your mum was a bit annoyed. She complained that you haven't called her for a week.
- 3 Andy promised to give back your MP3 player and to bring it to the party this evening.
- 4 Emma suggested that you watched a film together later, at her place.
- 5 Your mum phoned back to remind you to buy your grandmother a birthday card.
- 6 Andy phoned again to say that he couldn't find your MP3 player.

Answers

- 1 Because it has wonderful coastlines, stunning beaches, moorlands, lakes, beautiful castles, and mountains, as well as 800 islands.
- 2 It offers 3, 4, 5, and 7 day tours.
- 3 They are aimed at young independent travellers.
- 4 Accommodation, breakfast and evening meals, ferry transfers and entry fees are included.
- 5 Lunch, beer and souvenirs aren't included.
- 6 Because even in the summer it can be quite cool and it rains a lot.

REAL COMMUNICATION PP. 40–41**Getting around****CLIL: Tourism**

After a challenging unit with a demanding grammatical load, this lesson gives students a bit of a break and revises and enriches the range of language strategies they need to get around when they are on holiday. Many young adults go on a budget holiday to the UK, travelling around with friends, using local buses, staying in youth hostels and visiting as many famous places as possible. And Scotland is a popular destination with its wonderful scenery, historic buildings and interesting history. After reading, listening and focusing on the key language required, students do a series of practical role plays refreshing their know-how of these key situational/functional areas.

Vocabulary: holidays**1 p. 40**

Weaker students: Brainstorm ideas around the class and write all suggestions on the board.

Possible answers**What to see and visit**

city: bridge, castle, ruins, theatre, opera house, historical monument, shopping centre, etc.

country: hill, lake, river, island, canal, forest, wood, moorland, etc.

Where to stay: bed and breakfast, hotel, camping site, tent, caravan, etc.

2 p. 40

- The students read the brochure with the scanning technique to find the answers.

Travelling around**3a p. 41**

- Elicit comments on the photo, by asking *What can you see? Where do you think this place is? What is the weather like?*
- Explain to the class that they will hear five conversations between the two young people and the people they meet in situations a–e.
- Play the recording, stopping after each conversation for the students to identify and number the situations.

Transcript [CLASS CD1 Track 16]

1

Daisy Hello, is that Edinburgh Central Hostel?

Receptionist Yes, it is. Can I help you?

Daisy Yes, I'm calling to ask if you have a room available from the 24th July.

Receptionist I'll just check. How many people? And how many nights?

Daisy Two people. For three nights, please.

Receptionist Yes, we have a twin room free that night, or a shared four-bedded dormitory.

Daisy We'd prefer a twin room. Are the rooms en-suite?

Receptionist Yes, all our rooms are en-suite.

Daisy How much is the twin room?

Receptionist It's £54 a night. Bed linen is included in the price but towels and breakfast are extra.

Daisy That sounds fine. Can I book, please?

Receptionist Are you a member of the SYHA?

Daisy Sorry?

Receptionist The Scottish Youth Hostel Association?

Daisy No, I'm not.

Receptionist Then you will have to pay an extra £1 a night per person. But it may pay you to join. It costs £8 to join, so if you are planning to stay in Scotland for more than eight nights it would be worth joining.

Daisy Thanks.

Receptionist Can I have your name, please?

Daisy Yes, it's...

2

- Joe** Excuse me does this bus go to Bonnyrigg?
Bus driver Yes, it does.
Joe Can I have a ticket to Bonnyrigg then, please?
Bus driver That will be £2.30.
Joe That's quite a lot!
Bus driver You'll be able to travel on all First buses in Zone 1 all day.
Joe But I don't want to get another bus today!
Bus driver I'm sorry, that's the price.
Joe OK... I'll have the ticket, please. Could you tell me when to get off, please?
Bus driver Where are you going?
Joe Near Park Road.
Bus driver OK. I'll give you a shout.
Joe Thanks.

3

- Daisy** Excuse me. How much is that T-shirt?
Assistant It's £15.
Daisy Thanks. Do you have it in a medium?
Assistant Let me just check... yes, here you are.
Daisy Great.
Assistant Can I help you with anything else?
Daisy Um, yes. Can I see that necklace, please?
Assistant Yes, just a moment... It's silver. Made in Scotland. Not like a lot of stuff you find in shops here. So much is made in China nowadays. This is handmade.
Daisy It's very nice. How much is it?
Assistant It's £35.
Daisy It's a bit expensive, I'm afraid. I'll just take the T-shirt.
Assistant OK. That'll be £15.
Daisy Here you are.
Assistant Thanks. Here's your change.
Daisy Thanks. Bye.
Assistant Goodbye.

4

- Clerk** Hello. Can I help you?
Joe Yes, I wanted to know what time the castle opens tomorrow.
Clerk It opens every day at 9.30 and closes at 6.00 pm.
Joe Could you tell us how long it takes to visit?
Clerk To see all the sights you need nearly all day. There are museums and exhibitions to visit too. Also I recommend that you are there for the one o'clock gun.
Joe What's that?
Clerk It's a gun that is fired at one o'clock every day! It's very famous.
Joe Oh, I see. Could you tell us if there are cafés at the castle?

Clerk

Yes, there are two. The Queen Anne café serves a nice sit-down lunch and refreshments all day. And there is also the Redcoat café that serves hot food and sandwiches.

**Joe
Clerk**

How much does it cost to get in? £11 for adults and £9 for students. You need a student card for the discount.

5

- Daisy** Excuse me, how do you get to the Castle from here?
Passer by The Castle? Yes. Go down this road, Princes Street. Turn left into the Mound. And then turn right. You can't miss it! It's not far.
Daisy Thanks very much.

Answers

a 2 b 1 c 5 d 4 e 3

3b p. 41

- Play the recording again, stopping after each conversation for the students to make notes.
- Stronger students:** Some students might be able to remember the answers from the first listening. Ask around and write their replies on the board for them to check after the second listening.

Answers

- 1 £54 a night. Towels and breakfast are not included in the price. Because they are not members of the Scottish Youth Hostel Association.
- 2 £2.30. Because it allows them to travel on all First buses in Zone 1 all day. To tell them when to get off.
- 3 £15. £35. Because it's a bit expensive.
- 4 At 9.30. Yes, you can (at Queen Anne café and at the Redcoat café). £11 for adults and £9 for students.

3c p. 41

- Play the recording again. As the students hear the expressions in the *File* they tick them in their books. Note that all of them are on the recording.
- Ask the students to find an equivalent for each expression in their own language.

Answers

Buying souvenirs: How much is...? (x 2), Do you have it in a medium?, Can I help you with anything else?, Can I see that..., please?, Here you are, Here's your change.

Asking for directions: Excuse me, how do I get to...?, Go down..., Turn left..., turn right..., You can't miss it.

Asking for information: Can I help you?, I wanted to know..., Could you tell us...? (x 2)

Getting a bus: Excuse me, does this bus go to...?, Can I have a ticket to...?, Could you tell me when to get off, please?

Booking a hostel: I'm calling to ask if you have a room available..., How many nights?, Are the rooms en-suite?

Indirect questions

- Write the direct questions from the examples on the board (*How long does it take to visit? Are there cafés at the castle?*) and underneath write the indirect or reported questions, showing the transformation graphically (with arrows and strikethrough).

4 p. 41

- The students work in pairs to role play the situations.

5 p. 41

- The students work in small groups. The groups decide which places they want to write directions for.

GET THE GRAMMAR P. 42

Author chat

Having completed Units 3 and 4, students have extended and consolidated the key language for narrating and talking about the past, including reported speech. They will continue to revise and practise this language throughout the course.

- Before doing exercises on this page, point out that there can be more than one correct answer (see below).

1 p. 42

- 2 Leonardo di Caprio said that he liked doing things that scared him.
- 3 Jennifer Lopez said that men disgusted her if they didn't have a nice smile, nice lips and nice teeth.
- 4 Bob Dylan said that a man was a success if he got up in the morning and went to bed at night and in between did what he wanted to do.
- 5 Bono said that, as a rock star, he had two instincts, he wanted to have fun and he wanted to change the world.
- 6 Johnny Depp said that, if there was any message to his work, it was ultimately that it was OK to be different.
- 7 Angelina Jolie said that if you asked people what they had always wanted to do, most people hadn't done it and that broke her heart.

2 p. 42

- 2 He told them that they were going to meet at the skate park at eight.
- 3 He told her that he had read her blog at the weekend.
- 4 She told them that they were making too much noise.
- 5 She told me that she had never been to Paris.
- 6 He told her that Brad Pitt's latest film was amazing.
- 7 He told him that he really liked his website.
- 8 She told us that she wanted to keep in touch with us.

3 p. 42

- 2 He asked if there was anybody there.
- 3 She asked them how they had done in the exam.
- 4 He asked him what time he had got in the night before/the previous night.
- 5 He asked me if I was waiting for anyone.
- 6 He asked her how long she had lived there.
- 7 He asked (them) if they had enjoyed the film.
- 8 I asked her if she had seen my mobile.
- 9 He asked why Steve and Kim weren't going out any more.
- 10 She asked where Liam had been going when she saw him.

4 p. 42

- 2 Jim replied that he had done that lots of times before.
- 3 Jim added that he had to wear a helmet.
- 4 Jim told him not to let go of the rope.
- 5 Jim persuaded him to try a bit harder.
- 6 Jim explained that when he was climbing his mind and body were working together. (also possible: when you are climbing your mind and body are working together.)
- 7 Jim reminded him to relax while he was climbing.
- 8 Jim reassured him that it wasn't as dangerous as it looked.
- 9 Jim offered to carry his rucksack.
- 10 Jim advised him to have more practice before he tried surfing.
- 11 Jim warned him not to go to bed late the night before he surfed.
- 12 Jim suggested that he had a rest on that branch.

5 p. 42

- 2 Harry said he had to get to the airport two hours before the flight.
- 3 Madison said that you could/can see for 100 miles from that hilltop.
- 4 Mr Adams said that the Prime Minister would meet the Union leaders the following day.
- 5 Jane said that they might go to the cinema that night.
- 6 Mrs Sheraton said that students had to put their used batteries in that recycling bin.
- 7 Kiera said that Matt should eat less junk food.
- 8 Richard said that you mustn't take your mobiles into the exam/they shouldn't take their mobiles into the exam.
- 9 Paul said that he had to finish that project that night.
- 10 Mr Brown said that the Members of Parliament might vote to change the law.
- 11 Julie said her mum shouldn't eat chocolate.
- 12 Matthew said he would pass his driving test.

Go to:

- DVD film 2, *Wheelchair rugby*
- WORKBOOK Unit 4 pp. 129–134
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

FLUENCY for real (Units 3 & 4)

FLUENCY FOR REAL PP. 43–45

Author chat

People love detective stories and in this section students have the opportunity to play detective! The activities are designed to get students hypothesizing about a mystery which they have to try to solve by using a series of visual, aural and textual clues. Providing non-verbal information gives the students plenty of imaginative space to create their own ideas without needing to invent everything from scratch. This allows all students to contribute to the discussion.

Later, students examine newspaper reports and look for false information. Often people believe more of what they read in a foreign language. This is because they concentrate more on understanding the text than on the information contained within it. This task encourages students to question what they read in English in the same way as they would in L1.

A mystery

1 p. 43

- Students develop fluency by describing a pictorial scene from memory. This activity reinforces their visual memory and their knowledge of vocabulary.

Possible answer

This is a scene in the wild, probably in a remote area of Canada. We can see woods and a lake. To the left of the picture, there is a metal box. It is open and lying on the ground. Around the metal box and leading away from it we can see animal tracks. On a branch of a tree there is a ripped piece of paper that has been blown there by the wind.

Lying around the clearing are these objects: a banana skin, a scarf, a rope, a teddy bear, some pencils, a bottle of mineral water, and a guide book.

Running around the site is a tape saying ‘Police lines do not cross’.

We can see two policemen and their jeep.

2 p. 43

- Students look at the picture again and listen to the recording of the sounds made in that location during the mystery event.
- If necessary, play the recording twice.

Transcript and answers [CLASS CD1 Track 17]

Sound effects of:

- young people laughing together
- people walking up a hill: crunching footsteps, deep breathing
- someone pressing buttons on an electronic device
- further walking and scrunching
- sound of people dragging a metal box, opening the box and putting items in it

- repeat sound of someone pressing buttons on electronic device
- sound of footsteps retreating into distance
- wind in the trees, quiet countryside noises (no people)
- a fierce storm, wind and rain
- an animal snuffling around, like wild dogs or wolves
- the box falls over, we hear the dogs barking and growling, then eating and running away
- repeat sound of wind and rain on the trees

3 p. 43

- In groups, students try to reconstruct the event from the picture and the sounds they heard.

News stories

4a p. 44

- Students work in pairs to complete one story each.

Answers

- “A large number of items have been found in the woods.”
- “I’m very worried, especially because one of the things that we found was a teddy bear.”
- “We’ve not yet received any news about missing people in the local area.”
- “We don’t yet have any information about who left these items in the forest.”
- “I’m sure it’s the work of Big Foot!”
- “We’ve had several reports of Big Foot sightings over the years.”

4b p. 44

- Students report their story to their partner without looking at the text.
- They compare their story with the picture on p. 43 and find the discrepancies.

Possible answers

- Errors in the first story: the picture doesn’t show a helmet and a pair of boots.
- Errors in the second story: the picture doesn’t show any giant human footprints.

4c p. 44

- Discuss the mystery event in open class.
- Write all the ideas on the board or call different students to make notes on the board.

A logical explanation

5 p. 45

- Ask students to read the messages out loud: the pronunciation will help them understand what each abbreviation stands for.

Answers

- Second message:** No, we’re coming back later, it’s raining and windy here!
- Third message:** We’ll be there in ten minutes. This game is going to be a great one!

Language check (Units 3 & 4)

- **Fourth message:** OK! Finished! We've put the box in a great place! Where are you now?
- **Fifth message:** At hostel. We're staying here tonight.

6 p. 45

- In groups, students collect all the information they have had so far (the picture p. 43, the articles p. 44, the text messages p. 45) and make some hypotheses.

7 p. 45

- Play the recording for students to understand the situation.
- Play it again for students to fill the gaps.

Transcript [CLASS CD1 Track 18]

- Reporter** Police chief LeClerc. Can you tell us what really happened?
LeClerc Yes, I can. It was a case of geocaching. There was no murder... and no monsters!
Reporter What is geocaching?
LeClerc Geocaching is a type of hobby. In geocaching, people put objects somewhere in the world. They put some information about the location on the Internet. Then, other people try to find the objects using a GPS.
Reporter GPS?
LeClerc That's a machine that gives you directions in your car.
Reporter Oh yeah, right.
LeClerc So, in this story, some friends were geocaching. They put some objects in a box in the woods, including a book. Er... But there was some food with the objects and some wild dogs found it. They opened the box and they damaged the book. There was only a single page left in a tree. That's why we didn't understand why the objects were in the woods.
Reporter Great. I see. One more question, chief...

Answers

- 1 hobby
- 2 the world
- 3 the Internet
- 4 find
- 5 your car
- 6 a box
- 7 dogs
- 8 the box
- 9 left

8a p. 45

- In groups, students look at the picture on p. 43 and invent a different explanation.

8b p. 45

- Students prepare an interview which fits in with the explanation they invented.
- You may want to dictate the interview from exercise 7 to provide a model for the students' own interviews.

LANGUAGE CHECK P. 46

1 p. 46

- 1 d 2 c 3 a 4 d 5 c

2 p. 46

- 1 didn't have to attend that afternoon's lecture.
- 2 where his mobile phone was.
- 3 not to forget to lock the door when we went out.
- 4 that two boys were shouting in the street late last night / the night before.
- 5 if she was going to finish early that day.

3 p. 46

- | | |
|-----|------|
| 1 e | 6 h |
| 2 i | 7 j |
| 3 b | 8 c |
| 4 g | 9 f |
| 5 d | 10 a |

Extreme sports: go-karting, rock climbing, whitewater rafting, parasailing, body boarding

Childhood: pushchair, teddy bear, playpen, see-saw, sandpit

4 p. 46

- 1 do you have
- 2 do you get
- 3 Turn left
- 4 go to
- 5 You can't
- 6 Can I
- 7 Could you
- 8 I'm calling to
- 9 available
- 10 nights

5 p. 46

Students' own answers.

ASSESSMENT

→ WORKBOOK Self Assessment p. 135

Units 5 & 6

Linguistic competences	Communicative competences B2
<p>Grammar</p> <ul style="list-style-type: none">present continuous, <i>will</i>, <i>be going to</i> for futurezero and first conditional<i>when, as soon as, unless</i>future predictionsphrasal verbssecond conditional<i>wish/if only</i> + past simple <p>Functions</p> <ul style="list-style-type: none">talking about the futuretalking about facts and possible conditionsexpressing certainty about the future<i>File</i>: inviting, making arrangements, making and accepting excuses, gossiping, saying 'yes', persuading and encouraging, expressing surprisetalking about imaginary or unlikely situations, talking about a desire in the present<i>File</i>: calling and answering, messages, taking down information, asking for clarification, getting connected <p>Pronunciation</p> <ul style="list-style-type: none">expressing degrees of enthusiasmexpressing surprise<i>I'd</i> and <i>I'll</i> <p>Vocabulary</p> <p>geographical features <i>get</i> phrasal verbs jobs <i>take</i></p> <p>CLIL and CULTURE</p> <p>Geography: location of some British universities Education: universities in the UK</p> <p>DVD</p> <p>Film 3: <i>Gap year</i></p> <p>Webproject</p> <p>Writing an article about higher education in the USA</p>	<p>Listening</p> <ul style="list-style-type: none">understand in detail what is said to me in standard spoken language even in a noisy environment, e.g. p.60 ex 3, p.61 ex 4, ex 7 and ex 9aunderstand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect, e.g. p.58 ex 1understand the main ideas of complex speech, including technical discussions in my field of specialisation, e.g. p.55 ex 5use a variety of strategies to achieve comprehension, including listening for main points, e.g. p.53 ex 1, ex 3 and ex 5 <p>Reading</p> <ul style="list-style-type: none">rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, e.g. p.56 ex 1, p.67 ex 1understand in detail texts within my field of interest or the area of my academic or professional speciality, e.g. p.59 ex 2read emails on topics within my areas of academic or professional speciality or interest and grasp the most important points, e.g. p.51 ex 2 and ex 3 <p>Spoken Interaction</p> <ul style="list-style-type: none">initiate, maintain and end discourse naturally with effective turntaking, e.g. p.61 ex 9bengage in extended conversation in a clearly participatory fashion on most general topics, e.g. p.51 ex 6 and ex 7, p.59 ex 5account for and sustain my opinions in a discussion by providing relevant explanations, arguments and comments, e.g. p.47 ex 4 <p>Spoken Production</p> <ul style="list-style-type: none">explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, e.g. p.47 ex 5, p.55 ex 4speculate about causes, consequences, hypothetical situations, e.g. p.49 ex 8 <p>Strategies</p> <ul style="list-style-type: none">use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say, e.g. p.61 ex 9b <p>Language Quality</p> <ul style="list-style-type: none">produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses, e.g. p.53 ex 4pass on detailed information reliably, e.g. p.61 ex 6b <p>Writing</p> <ul style="list-style-type: none">write clear and detailed texts e.g. compositions, reports or texts of presentations on various topics related to my field of interest, e.g. p.59 ex 7, p.67 ex 3summarise information from different sources and media, e.g. p.67 ex 2

Objectives

Grammar

- present continuous, *will*, *be going to* for future
- zero and first conditional
- when, as soon as, unless*
- future predictions

Functions

- talking about the future
- talking about facts and possible conditions
- expressing certainty about the future
- File:* inviting, making arrangements, making and accepting excuses, saying 'yes', persuading and encouraging, expressing surprise, gossiping

Pronunciation

- expressing degrees of enthusiasm
- expressing surprise

Vocabulary

- geographical features
- get*

Skills

Reading: working round the world; emails

Listening: a conversation about plans for a gap year; a conversation about asking people out; gossip

Speaking: giving reasons for taking a gap year; making resolutions; discussing gap-year situations; role play a visit to a fortune teller; inviting friends; gossiping

Writing: advice for a gap-year student

DVD

Film 3: *Gap year*

GET STARTED P. 47

A gap year is the experience of a lifetime. But as the quotes show, young adults miss home comforts! Many gap year students choose to do something useful, and there are now many websites that offer work experience around the world, where they can teach, do community work or earn money. And employers are particularly interested in this work experience as they believe it develops a range of soft skills. After getting interested through the quotes, the students explore the kind of gap year experiences that are available and reflect on reasons why a gap year is useful.

1 p. 47

- Ask the students to read the quotes and check they understand all the words.

- In groups, the students discuss the feelings of the writers. The first person is probably a spoiled teenager who feels in need of being looked after; the second person sounds demoralised and resigned to being taken advantage of; the third person seems to feel lonely and suffer emotionally from the separation from his/her family and friends.
- Ask the pairs to compare their answers.

2a p. 47

- Point out the unit title (*The big year off*). Ask the students what they expect to find in this unit. Collect their suggestions on the board. Do not confirm or contradict what they say. They'll find out in the next activity.
- Students discuss what they know about a gap year.
- Suggest they make notes so that they can compare their ideas with the texts they'll be reading next.

2b p. 47

- The students read the paragraph and compare it with their ideas.

3 p. 47

- The students work individually or in pairs and match the places to the jobs.

Answers

1 c 2 a 3 d 4 e 5 b

4a p. 47

- The students study the website carefully and choose one of the jobs.

4b p. 47

- The students work in pairs and explain how they arrived at their choice.

5 p. 47

- Ask the groups to think about each of the motivations. Say that they are all valid reasons and that many British teenagers feel quite strongly about some of them.
- Invite students to choose their five best reasons and to discuss them with the rest of their group.

Extension

Ask the students to describe the photos, using the technique presented on page 46 of the Teacher's Book.

Possible answers:

- This is a photograph of a slum in a very highly populated city, Rio in Brazil.*
- This is a photo of turtles from the Kenya conservation project.*
- This is a photo of Sydney. We can see the Opera House and the harbour. It is a beautiful sunny day.*
- This is an Indian girl from Delhi. She is working on her laptop.*

ON THE ROAD PP. 48–49

Author chat

Luke and Ben are on the road! They have bought an old camper van and are going to travel around Europe. But Haley is less than impressed. She has plans to work and earn money at home. Students can speculate on how successful Luke and Ben's trip will be and how well-prepared they are. The lesson revises and extends the three main ways you can speak about the future in English. The future forms speakers choose are quite fluid, as they depend on what ideas they are trying to communicate at the time of speaking. In particular students see the flexibility of the *going to* form.

Listening**1 p. 48**

- Point out the photo and ask the students if they recognise Luke (the boy on the left). Introduce the other characters, Haley and Ben. Discuss the meaning of *Europe on £10 a day*.
- Point out the expressions in *Real talk* on p. 49 and explain slang words like *cool* (great, fashionable), *you guys* (you people), *sad* (the opposite of *cool*, not fashionable, not interesting).
- Play the recording in stages, stopping after the answer to each question so the students can make notes.

Transcript [CLASS CD1 Track 19]

Haley Hey guys. Long time, no see. How's life?
Ben Good. What about you?
Haley Not bad.
Luke Actually, this is our last day in town!
Haley Really? Where are you off to?
Luke We're going to travel round Europe all summer.
Haley No way! When are you setting out?
Ben We're hitting the road tomorrow morning.
Haley How are you going to get around?
Luke In this campervan.
Haley You're kidding me, Luke.
Luke Why? What's wrong with it?
Haley Isn't it a bit... old?
Luke This is a vintage van, man! Ben and I bought it last month on eBay for next to nothing.
Haley Er... right. So where are you going to go?
Ben We're going to drive through France, Spain, Italy, Germany, Poland... maybe even Greece.
Haley Wow. Where are you going to sleep?
Ben We won't have to spend money on hotels or things. We're going to sleep in the van.
Haley Won't that be a bit uncomfortable?
Ben It'll be fine! Anyway, we're staying with Luke's sister in the south of France for two weeks in August. So we'll be able to chill out.

Haley What about money? How are you guys going to survive?

Luke I've got this book, 'Europe on £10 a day'.

Haley That book looks ancient, too!

Luke Yeah, well, I bought it second-hand. But it'll be really useful. And there'll be loads of little jobs we can get along the way, like grape picking.

Haley When are you coming back?

Luke The end of August.

Haley I think that'll be too early for grape picking, Luke.

Luke Whatever. We'll be OK. So what about you?

Haley Well, I'm planning to take a year out and get some work experience.

Ben Work experience? That is so sad.

Haley No it's not. It'll be cool. I'm seeing some gap year agencies on Friday...

Luke Sorry, Haley, we can't stand here all day and talk about work. We've got to get on the road!

Haley OK, have a great time.

Ben We will!

Answers

- They're going to travel round Europe.
- They're going to go to France, Spain, Italy, Germany, Poland... maybe even Greece.
- They're going to sleep in a van they bought on eBay.
- They think they will do loads of little jobs, like grape picking.
- She's planning to take a year out and get some work experience.
- Luke is not impressed. He probably thinks it's boring.

Teaching tip

If you are going to play the recording in stages, you may want to mark the transcript at the appropriate points before the lesson, and keep it in front of you as you stop and start the recording.

2 p. 48

- Pre-teach *wicked*, which is slang for *excellent, fabulous*.
- Play the recording in stages, stopping after the answer to each question for the students to make notes.

Transcript [CLASS CD1 Track 20]

Luke Haley?
Haley Hi Luke. How's it going?
Luke Oh, OK I guess.
Haley Where are you?
Luke We're still in France.
Haley Really? Where are you? Paris? Nice?
Luke No, we're in Calais.
Haley Calais? But that's just by the port! What's happened?
Luke The van broke down as soon as we got off the ferry.
Haley Oh, no.

- Luke** We tried to fix it ourselves but we couldn't. So it's in a garage... and they say it'll cost loads of money to repair.
- Haley** So what are you going to do?
- Luke** I dunno. We haven't got much money left. I think we'll have to come home... without the van. What about you?
- Haley** Oh, well erm... I'm leaving for Australia next week.
- Luke** Australia?
- Haley** Yeah, I've got a gap year job near Sydney. I'm going to work for a surfboard company. It'll be wicked! [*the line goes dead*] Luke? Luke? Are you still there? Luke?

Answers

- 1 Luke and Ben are in France, at the port of Calais.
- 2 Their van broke down as soon as they got off the ferry.
- 3 They're probably going to come home.
- 4 Haley's going to go to Australia and work for a surfboard company in Sydney.

3 p. 48

- With weaker students, you can do this activity brainstorming ideas around the class.

Grammar Talking about the future**4 p. 48**

- Ask the students to underline the *going to* forms, to circle the *will* forms, and to tick the present continuous with future meaning.

Answers

- going to:** we're going to travel, How are you going to get around?, where are you going to go?, We're going to drive..., Where are you going to sleep?, We're going to sleep..., How are you guys going to survive?
- will:** we won't have to spend, Won't that be a bit uncomfortable?, It'll be fine, we'll be able to chill out, it'll be really useful, there'll be loads of little jobs, I think that'll be too early, We'll be OK, It'll be cool, We will!
- present continuous with future meaning:** When are you setting out? We're hitting the road, we're staying with..., When are you coming back? I'm seeing some gap year agencies on Friday
- Note that the present continuous forms *You're kidding me, I'm planning to* have a present meaning.

Extension

Ask the students to summarise Ben and Luke's plans using the *going to* form, e.g. *Ben and Luke are going to travel around Europe all summer. They are going to drive to France, Spain, Italy, Germany, Poland, maybe Greece. They are going to sleep in their campervan and they are going to survive on £10 a day.*

5 p. 48

- The students can work individually or in pairs. They read the rules and match them to the sentences.
- Check the answers. Discuss any sentences which might generate different answers around the class.

Answers

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

→ See also Get the grammar, page 54

6 p. 49

- The students are now ready to apply the rules in different contexts and choose the most appropriate future form in each sentence.
- Ask them to justify their choice according to the rules.

Answers

- 1 I'm going to do (rule 1)
- 2 we'll go (rules 2–3)
- 3 I'll send (rules 2–3)
- 4 are going to break (rule 4)
- 5 I'm having (rule 6)
- 6 are you doing (rule 5)

Speaking and writing**7 p. 49**

- Ask the students to read the task and make sure they understand the three resolutions.
- The students work in pairs and tell their partner what they've resolved to do and why.

8 p. 49

- Quickly brainstorm ideas around the class for possible activities and write them on the board.
- Remind the students that the negative form of *I think I'll* is *I don't think I'll*, not *I think I won't*.

Teaching tip

Brainstorming is a technique for collecting all possible ideas for the development of a theme:

- 1) ask students to offer as many ideas as possible, however strange they might be;
- 2) accept all ideas without discussing them until the end of the session and write them on the board;
- 3) encourage each student to develop the ideas suggested by others in order to explore new directions;
- 4) at the end of the session, eliminate weak ideas, point out the relevant ones and link them in mind maps.

9 p. 49

- Make sure the students understand *e-friend* (a friend they are in touch with by email). Remind them to give reasons, as in the examples.

JOURNEYS PP. 50–51

 Author chat

Olivia and her friends have gone to Central and South America for their gap year and are keeping in touch with home by sending regular emails to all their friends and family. What a lot of writing is going on in 21st century life – text messages, blogs, emails. Pre-email, they would have maybe sent a few postcards, but now they are writing travel journalism! Olivia recounts what they have done and talks about what they are planning to do next. And naturally uses conditionals, which are the focus of the lesson.

Vocabulary: geographical features

1 p. 51

- The students use the scanning technique to do the task.

Answers

- email 1 beach
- email 2 beach
- email 3 jungle, waterfalls
- email 4 jungle, volcano
- email 5 river, rapids, hills, waterfall

Reading

2 p. 51

- The students scan the emails again and number the places in the chronological order in which the girls visited them.

Answers

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

3 p. 51

- Suggest that some of the questions may have a variety of answers. Ask the students to underline the words or sentences where they find the answers.
- Point out the expressions in *Real talk*.

Answers

- 1 They went swimming, slept and sunbathed. They also acted in a soft drinks advert.
- 2 Megan got ill. She had a fever.
- 3 You wear a hat so that scorpions don't fall onto your head and sting you.
- 4 They walked on rope bridges 135 feet above the jungle canopy.
- 5 They hiked up to the Pulhapanzak waterfall and jumped into the pools.
- 6 They got there by canoe.
- 7 In an isolated village called Bambú in Costa Rica.
- 8 Students' answers.

Grammar Zero and first conditionals; *when, as soon as, unless*

4 p. 51

- The students read the emails underlining all the conditional structures and complete the rules 1–5.

Answers

- The conditional structures in the emails are:
- (email 1) *If we stay..., we may become... / If they choose us, we'll get...*
- (email 2) *As soon as the advert is made, I'll send... / If she gets..., our friends will drive...*
- (email 3) *If you don't wear..., scorpions fall... / When I find ..., I'll tell you...*
- (email 4) *If we can find..., we are going to go...*
- (email 5) *If I find..., I'll send you...*
- The rules of the zero and first conditional:
- 1 + present
- 2 + imperative
- 3 + *will*
- 4 + *going to*
- 5 + *may/might*

5 p. 51

- The students complete the rules 6–8.

Answers

- 6 *when*
- 7 *unless*
- 8 *as soon as*

→ See also Get the grammar, page 54

Speaking Future predictions

6 p. 51

- Brainstorm ideas around the class and write them on the board using the expressions from *Future predictions*.

→ See also Get the grammar, page 54

7a p. 51

- Brainstorm ideas and write them on the board. Further suggestions: *Will I have a good job? Will I earn lots of money? Will I live abroad? Will I have children?* etc.

7b p. 51

- Tell the students who play the role of the fortune teller to give extended answers e.g. (*Will I have a good job?*) *Yes, you will. You will be very successful in the world of fashion. / You'll have a wonderful career which will bring you success and a lot of money.*

Word expander

get p. 51

- Read out each group of collocations and ask the students to provide an equivalent in their own language. They should also write an example sentence for each verbal expression.

REAL COMMUNICATION PP. 52–53

Inviting and arranging

 Author chat

Silas is looking for a girlfriend! But does he manage to get Aisha or Rachel to go out with him? One of the most difficult things for young adults is inviting people to do things and turning down invitations they aren't so keen on. This lesson focuses on the language students need to do this effectively. It allows students more opportunities to use future forms. They also learn how to pass on juicy news and gossip and respond with surprise.

Asking people out

1a p. 53

- Ask the students to look at the photo and to identify the characters (Silas and Aisha). Can they predict what the text is about? How do they think Silas and Aisha are feeling?

Extension

Ask the students to go through the units so far and to find the scenes where Aisha appears. (In Unit 1 Aisha is answering a quiz with Luke and Silas. In Unit 2 Aisha is listening to Luke complaining about his parents. In Unit 3 Aisha is listening to Luke talking about a childhood memory.)

1b p. 53

- Play the recording for the students to check if they were right.

Transcript and answers [CLASS CD1 Track 21]

Silas Hi Aisha.
Aisha Oh, hi Silas.
Silas How's things?
Aisha Oh fine. I've just been doing my homework. What about you?
Silas Me, too. But it didn't take long.
Aisha No... so...
Silas I erm... ¹I was wondering if you were doing anything tomorrow.
Aisha Tomorrow? No, I don't think so.
Silas ²Would you like to go and see a film?
Aisha A film?
Silas Yeah, there's a brilliant film on at the Phoenix. It's a 1960s classic French movie.
Aisha Yeah, but I'm not that keen on old films. And I don't understand French.
Silas There are subtitles.

Aisha Uh huh.
Silas ³Why don't we go to the film and then maybe have a pizza?
Aisha Who's going?
Silas Well, only me at the moment...
Aisha Erm... ⁴I'm afraid that tomorrow's going to be a bit difficult. We've got family coming over and I can't really get out of it.
Silas ⁵How about going on Saturday?
Aisha ⁶I'd love to, but Saturday's impossible. I'm going out with Emily and Lauren.
Silas Never mind. ⁷Another time, maybe.
Aisha Yeah, sure.
Silas OK, see you.
Aisha Bye.

2 p. 53

- Go through the expressions in *File* with the students. Ask them how they would say these in their own language.
- In pairs, the students complete the conversation.
- Play the recording again so that students can check their answers.

Weaker students: play the recording again before the students complete the conversation. Tell them to tick the expressions in *File* while they listen. Then they can use them to complete the dialogue.

Cultural information

Breathless, a 1960 French film directed by Jean-Luc Godard, which inaugurated the style of the *nouvelle vague* (films dealing with the alienation of urban life and using new filming techniques like the hand-held camera and long tracking shots).

Quentin Tarantino (1963), American film director and actor. Famous films: *Reservoir Dogs* (1992), *Pulp Fiction* (1994), *From Dusk till Dawn* (1996, 1999, 2000), *Grindhouse* (2007), *Inglourious Basterds* (2009).

Indie, short for 'independent', is an umbrella term for music bands, films and other cultural manifestations who refuse commercial labels and seek self-expression outside mainstream movements.

YouTube is a website where people can share their own videos. Music videos of many famous artists, past and present, can also be viewed.

3a p. 53

- Ask the students to look at the photo. Who is Silas with? Introduce the character of Rachel. Remind the students they have heard Rachel's voice on the phone when she helped Silas, Luke and Aisha answer a quiz question on Nirvana.
- Ask the students to read the questions, then play the recording.

Transcript [CLASS CD1 Track 22]

- Silas** The last lesson was so boring.
- Rachel** Yeah, I'm glad the week's over. The weekend starts now!
- Silas** Erm... Rachel... listen. Do you fancy going to the cinema? There's an amazing film on at the Phoenix. It's a 1960s classic. It's in French, but there are subtitles, and it's really exciting. It's a bit like a Quentin Tarantino film.
- Rachel** What's it called?
- Silas** *Breathless*.
- Rachel** Sorry, but I've already seen it.
- Silas** You have? That's a pity.
- Rachel** Yeah, it's good though. You'll enjoy it.
- Silas** So what are you doing tonight?
- Rachel** I'm going to a gig.
- Silas** Who's playing?
- Rachel** It's an indie band I discovered on YouTube called *The Suggestions*.
- Silas** I know them!
- Rachel** Do you?
- Silas** Well, I've heard some of their stuff. I like it.
- Rachel** Why don't you come along?
- Silas** Oh, I don't know...
- Rachel** It'll be fun.
- Silas** But maybe you're going with friends.
- Rachel** I'm going with my sister and her boyfriend, that's all. Go on!
- Silas** Yeah, I'd love to!
- Rachel** Cool. It starts at nine at the Zodiac.
- Silas** Where shall we meet?
- Rachel** Let's meet outside at about 8.30.
- Silas** OK, that's great.
- Rachel** I'll see you there.

Answers

- 1 Silas invites Rachel to go to the cinema.
- 2 Because she has already seen the film.
- 3 She suggests Silas joins her. She's going to a gig.
- 4 Yes, he does.

Extension

Tell the students to create a page in their notebook for the 'story' of *For Real Intermediate*. Ask them if they remember the names of all the characters and write them in a column on the board (Luke, Aisha, Silas, Rachel, Ben, Haley). Create more columns headed *Physical appearance*, *Temperament*, *Scenes in the story*, *Events in the past*, *Events in the future*. The students can then make a record of the scenes in the order they read them. They can also put together a 'profile' of each character. At the end of the book, they will write a summary of the 'story'.

3b p. 53

- Play the recording again. When the students hear one of the expressions in the *File* on p. 52, they tick it in their books.

Stronger students: Ask them to list the functions covered in the conversation: 1) inviting (Silas invites Rachel out), 2) making and accepting excuses (Rachel makes an excuse), 3) persuading and encouraging (Rachel encourages Silas to join her for a gig and persuades him), 4) making arrangements (Rachel and Silas decide when and where to meet).

Answers

- Do you fancy...?, Sorry but..., That's a pity, Why don't you...?, It'll be fun, Go on, Where shall we meet?, Let's meet..., I'll see you there.

Pronunciation**Expressing degrees of enthusiasm**

www.forreal.cc/intermediate

There are two recordings. The first consists of four questions and answers. Students have to identify which answers express enthusiasm and which express uncertainty. The second recording consists of four questions. The students answer in a personal way showing enthusiasm or uncertainty.

Transcript 1

- 1 Do you like Indian food?
Yes, it's nice. *[enthusiastic]*
- 2 Do you like Indian food?
Yes, it's nice. *[less certain]*
- 3 Do you like rap music?
Yes, it's interesting. *[less certain]*
- 4 Do you like rap music?
Yes, it's interesting. *[enthusiastic]*

Answers

- 1 enthusiastic 2 not sure 3 not sure
- 4 enthusiastic

Transcript 2

- 1 Do you like Chinese food?
- 2 Do you like dancing?
- 3 Do you enjoy studying English?
- 4 Do you like watching sport?

Inviting friends**4 p. 53**

- The students read the situations and the instructions.
- Allow them ten minutes to perform dialogues for all the situations.
- Encourage them to use the expressions in the *File* on page 52.

Weaker students: Ask them to do just two dialogues, one accepting an invitation and one refusing it. They can jot it down on paper before performing it.

Stronger students: Ask them to invite each other to something that is really happening in their lives.

Teaching tip

When students do pair work, always remind them to look the other person in the face. They should either sit opposite or turn towards each other. They should not speak while reading from notes or from the book. If they need to remember some words or details, they can look at the written words, then raise their eyes and speak.

5a p. 53

- Ask the students to look at the photo and identify the people (Aisha and Ben).
- Ask them to read the questions and to predict what the conversation will be about (Perhaps Aisha tells Ben about Silas's invitation).
- Play the recording while students make notes.

Transcript [CLASS CD1 Track 23]

Aisha Hi Ben.
 Ben Oh, hi Aisha.
 Aisha Have you heard about Silas?
 Ben Silas? No, what?
 Aisha Well, he asked me out last week.
 Ben You're joking!
 Aisha No, I'm not.
 Ben So what did you do?
 Aisha I said I was busy. But that's not all. You won't believe this, but then Silas asked out Rachel.
 Ben Really?
 Aisha Yeah.
 Ben That's incredible!

Answers

- 1 Aisha tells Ben that Silas has invited her out and she has refused. Silas is going out with Rachel instead.
- 2 Ben is very surprised and laughs.

5b p. 53

- Play the recording again. When the students hear one of the expressions in the *File*, they tick it in their books.
- Stronger students:** Ask them to list the functions covered in the conversation: 1) gossiping, 2) expressing surprise

Answers

- Have you heard about...?, You're joking (in *File*: Are you joking), You won't believe this, but..., Really?

Dictation

You may want to dictate this conversation as it will be a useful model to follow in activity 6b.

Weaker students: dictate one line at a time

Stronger students: dictate Aisha's lines and tell the students to write Ben's responses from memory.

At the end, write the complete conversation on the board or make photocopies and distribute them to the class.

Pronunciation

Expressing surprise

www.forreal.cc/intermediate

The recording presents six expressions of surprise.

Transcript

- Really?
- You're kidding!
- That's terrible!
- I don't believe it!
- Are you joking?
- That's fantastic!

Teaching tip

Phrases that express surprise are pronounced with a rising intonation. Tell the students to move their chin upwards in order to produce a rising intonation. Conversely, they can lower their head when they want to produce a falling intonation. They will find the intonation automatically rises with the upward movement and falls with the downward movement.

6a p. 53

- Ask the students to read the ideas and brainstorm a few more round the class.

6b p. 53

- In pairs, students perform short dialogues like the one they have heard between Aisha and Ben. If you have given the students a written model, they can follow it in their dialogue, but make sure they don't just read it out.

GET THE GRAMMAR P. 54

1 p. 54

- | | |
|-----------------------|-----------------------|
| 1 are you leaving | 7 will |
| 2 I'm getting | 8 are you going to do |
| 3 going to do | 9 going to look |
| 4 going to do | 10 I'll go |
| 5 will the weather be | 11 will you get |
| 6 won't be | |

2 p. 54

- | |
|---|
| 2 ✗ I'll have a cheese sandwich. |
| 3 ✗ Pierre can't come to the football practice this evening because he's going to the marathon planning meeting at six o'clock. |
| 4 ✗ Don't worry. I'll explain. |
| 5 ✓ |
| 6 ✗ We hope it'll have a great impact. |
| 7 ✓ |
| 8 ✗ The coffee is going to spill over your notes. |

3 p. 54

Students' own answers.

4 p. 54

- | | |
|-----|------|
| 1 j | 6 g |
| 2 f | 7 e |
| 3 d | 8 c |
| 4 i | 9 a |
| 5 b | 10 h |

5 p. 54

- | | |
|--------------|----------|
| 1 as soon as | 5 Unless |
| 2 unless | 6 unless |
| 3 when | 7 When |
| 4 unless | 8 unless |

6 p. 54

Students' own answers.

Go to:

- DVD film 3, *Gap Year*
- WORKBOOK Unit 5 pp. 136–142
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

Objectives

Grammar

- phrasal verbs
- second conditional
- *wish/if only* + past simple

Functions

- talking about imaginary or unlikely situations, talking about a desire in the present
- *File*: calling and answering, messages, taking down information, asking for clarification, getting connected

Pronunciation

- *I'd* and *I'll*

Vocabulary

- phrasal verbs
- jobs
- *take*

Skills

Reading: website with a list of careers, article about exceptional young people, career quiz

Listening: a TV programme, a phone call

Speaking: hypothetical situations, making and answering phone calls

Writing: sentence patterns, a paragraph describing your ideal job

GET STARTED P. 55

Author chat

Students are thinking about their future careers, and this unit looks at how their personality and preferences will shape their career choices. We also look at successful young people and the qualities that have led to their success in life. The quotes ask students to reflect on the relationship between our work and our quality of life. And the career website is designed to help young people think about what sort of job they are suited to, depending on their interests.

After choosing three areas and looking at the proposed careers, they discuss this with their partner, and learn key work vocabulary while listening to people describing their jobs.

Cultural information

Confucius (551–479 BC), Chinese philosopher, whose works were influential during the Han Dynasty (206–220 BC). The Jesuit Matteo Ricci introduced his works to the western world at the end of the 16th century.

Rita Mae Brown (1944), American writer, known for her mystery stories, her poetry and her support for civil rights, lesbian and gay movements.

Stephen King (1947), American writer, famous for his horror and fantasy novels.

1 p. 55

- Ask the students to read the quotes and elicit who the authors are and what the students know about them. Add some information, if necessary.

Possible answer

- Don't choose a job just because it pays well, choose a job you love doing, and work very hard to use all your talents.

2 p. 55

- In pairs, the students think of as many jobs as possible before they read the website in exercise 3.

3 p. 55

- The students do the matching exercise.
- Check the answers with the class, then teach any word which might be new.

Answers

- | | | |
|-----|-----|------|
| 1 e | 5 j | 9 f |
| 2 i | 6 a | 10 b |
| 3 g | 7 l | 11 d |
| 4 h | 8 k | 12 c |

4a p. 55

- Ask the students to read the task and to make notes in preparation for pairwork.

4b p. 55

- In pairs, students compare their choices, justify them and encourage their partner to make further choices.

5a p. 55

- Tell the students they are going to hear four monologues.
- Play the recording, stopping after each speech to ask the class what they think this person does. Write their ideas on the board.

Transcript [CLASS CD2 Track 2]

1

My job is basically to help the company sell more products. It involves a lot of different things – I research potential customers and competitors, organise market research, er... things like questionnaires and telemarketing – you know, making phone calls to find out what they think and what they want. A lot of my work is deskbound and I um... have to do all those everyday office

duties – things like photocopying and filing and updating the database. But the best bit is when I get to go to trade shows. There's a lot of hands-on work, from preparing the stand to organising the daily event schedule. That's the fun part of the job.

2

It's often thought of as a glamorous job, but in many ways it's quite routine. I think you have to like working with people because... er that's what the job is all about. You want people to have a safe and pleasant time while they're in your care. Essentially, we welcome them on board, we take care of them while they're with us, and then we help them disembark safely. We're told if anyone has any special dietary needs or is, say, a nervous flier. It's important we know this as it means we can react more quickly in a potentially dangerous situation. Obviously travel's a big part of the job – but I often don't have time to see much more than the inside of my hotel room!

3

It's a creative job, but it's surprisingly technical, too. I mean, most of my work is done on computers these days. I was never into video games and stuff when I was at school. I mean, I was never a techie. But a lot of my artwork is for video games and websites and animation, stuff like that... I work mainly on my own, which is great. But I also spend a lot of time talking to clients in order to understand what they want me to do. You know, they give me a brief, or a problem [*laughs*], and I have to come up with new visually interesting ideas for the images. It's not the kind of artwork I imagined doing before I left school, but I love it. There's a new challenge every day.

4

If you want an easy life, this job isn't for you. We deal with people who are in trouble, or going through some kind of crisis, or maybe who just can't look after themselves. I work very closely with young people and their families um... mainly kids who have got into trouble, with the law and drug abusers. It's tough. You have to want to help people – but at the same time, you mustn't get too involved. If you let your heart rule your head, you know, you can make bad decisions – and that doesn't help anybody. I really like the personal contact – helping people to get better, to be happier – but like most people I can't stand having to do all the paperwork.

Answers

- 1 Marketing assistant
- 2 Flight attendant
- 3 Illustrator
- 4 Social worker

5b p. 55

- Play the recording again. Tell the students to write down the words that helped them to identify the jobs.

Consolidation

Ask the students to write a definition of each job based on the key words they noted during the recording.

EXCEPTIONAL YOUTH PP. 56–57



Exceptional young people are great role models.

Understanding their qualities, skills and their attitude to life and its obstacles can help students overcome problems in their own lives so they too can fulfil themselves. The key themes in the title: 'enjoy, achieve, dream, succeed' link to the ideas in the quotes at the beginning of the unit. Theo Walcott comes from a family with money problems; Lily Cole realises that being a top model is not enough in life and continues with her education; and Dizzee Rascal pursues his dream, narrowly avoiding a life of crime. Mastering a range of phrasal verbs is a key to fluent and natural sounding communication. Here we look at some common phrasal verbs in context and extend students' knowledge of this key B2 area.

Reading

1 p. 56

- Ask the students to read the article in detail and to complete the sentences.
- Point out that people in England can take their driving test at 17, but they are allowed to take their theory driving test at 16, as Theo Walcott did.
- Check the answers with the class.

Answers

- | | |
|-----------------|------------------|
| 2 Lily Cole | 8 Lily Cole |
| 3 Theo Walcott | 9 Theo Walcott |
| 4 Theo Walcott | 10 Lily Cole |
| 5 Lily Cole | 11 Dizzee Rascal |
| 6 Theo Walcott | 12 Lily Cole |
| 7 Dizzee Rascal | |

Vocabulary: phrasal verbs

2 p. 56

- Ask the students to scan the article to find the listed phrasal verbs.
- Tell them to guess the meaning of the verbs from the context, before attempting to match them with their definitions.
- Explain that the expression d) *look after children*, e.g. *parents* refers to what parents usually do, i.e. look after their own children.
- Check the answers with the class.

Answers

- | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 g | 2 a | 3 i | 4 b | 5 c | 6 h | 7 d | 8 e | 9 f |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Consolidation

Go through the article with the students to identify the words they found difficult to understand. Tell them to look up the definitions in a dictionary. Ask the students to write all the difficult words in their vocabulary notebook, adding a definition or a translation.

Speaking

3 p. 56

- The students work in pairs. They take turns to ask and answer the questions and to express their opinions.
- At the end, collect their ideas on the board and compare opinions in class.

Grammar Phrasal verbs

4a p. 56

- The students scan the article to find the listed phrasal verbs.
- Suggest they underline the verbs in preparation for the next exercise.

4b p. 56

- Read the rules with the class and write the example verbs in four columns on the board: *pick out, work on, go out, get on with*.
- In pairs, students write the verbs in four categories, as presented in the rules.
- Check the answers with the class.

Weaker students: Ask them to read out each verbal form and to discuss which rule they can apply to it. Write each verb in the correct column on the board, while students write it in their notebook.

Stronger students: Assign this exercise as homework.

→ See also Get the grammar, page 62

Answers

- group 1: kick around, *pick out*, take up, find out, give up, put on, start off, bring up, kick out, build up, involve with
- group 2: take after, run into, look after, talk about, *work on*, walk along, run away, jet around
- group 3: *go out*, run away, reach out
- group 4: stand up for, *get on with*, run into, bring up

Writing

5 p. 56

- Ask the students to read the sentences and write some of their own.

Weaker students: Ask them to translate the sentences first, then to write their own sentences in class.

Stronger students: Assign this exercise as homework.

WHAT IF? PP. 58–59

Author chat

Continuing the theme of careers, students look at how their own personality and attitudes have an impact on their behaviour in the workplace, and the sort of job that they are suited to. The quiz is a shorter version of the popular psychometric tests favoured by many employers in the modern workplace. There are many types available online. Key soft skills needed in the world of further education and work are introduced – working under pressure, responding to routine, getting on with people, expressing your feelings and being able to plan ahead. The focus of this lesson is the second conditional and students are given plenty of opportunities to practise in a wide variety of situations.

Listening and speaking

1a p. 58

- Ask the students to read the situations carefully. Help them out if they don't remember the structure of the second conditional.
- Tell them to look at the photos. Say that these people were interviewed on a TV programme and each person answered differently. Explain that the students have to allocate a different answer to each person.

1b p. 58

- Play the recording in three stages for students to note down the answers.

Transcript [CLASS CD2 Track 3]

1

Interviewer Hi, this is the *Word on the Street* coming this week from the streets of Swindon. It's a busy Saturday and everybody is out and about. So let's find out what people are thinking this week.

What would you do if you found a mobile phone in the street?

Young woman If it was a nice one, and it wasn't locked, I might keep it!

Interviewer What would you do if you found out that your best friend was having an affair?

Young woman Ooh. That's a hard one. I suppose I'd be loyal to my friend. After all it's her business.

Interviewer What would you do if you had more free time?

Young woman I'd travel abroad. Well, if I had enough money as well!

2	Interviewer	What would you do if you found a mobile phone in the street?
	Man	Good question! Um... I don't think I'd take it to the police station. I'd try to call someone in the address book, I think.
	Interviewer	What would you do if you found out that your best friend was having an affair?
	Man	Huh! Nothing! I wouldn't want to interfere. Friends give their mates support.
	Interviewer	What would you do if you had more free time?
	Man	I'd like it. I work too hard, mate. I'd go out with my friends and have a good time.
3	Interviewer	What would you do if you found a mobile phone in the street?
	Woman	I think I'd hand it in to um the nearest shop.
	Interviewer	What would you do if you found out that your best friend was having an affair?
	Woman	Difficult. But I'd try and persuade my friend to stop. I'd ask her to think about the consequences of what she was doing.
	Interviewer	What would you do if you had more free time?
	Woman	I have lots of free time. I'm retired. So that wouldn't change my life.

Answers

- Photo A (dialogue 1) 1 c 2 a 3 c
- Photo B (dialogue 3) 1 a 2 b 3 b
- Photo C (dialogue 2) 1 b 2 c 3 a

1c p. 58

- In small groups, the students ask each other the questions and note down the answers so that they can report them to the class.
- Call the groups one by one to report their results to the class.

Reading**2a p. 58**

- Explain that this quiz is similar to those used in the workplace to identify personality traits and behavioural attitudes. Ask the students to imagine they have to do the quiz as part of a job interview.
- Make sure they understand all the words, especially the categories used to measure their personality and behaviour (*pressure, routine, creativity, empathy* etc.).

2b p. 58

Weaker students: Ask them which qualities are needed for each of the professions listed. Write them on the board. This will help the students to suggest appropriate careers to their partner and to motivate their choices.

Grammar Second conditional; wish/if only + past simple**3 p. 58**

- Write the first example sentence on the board and point out the structure of the second conditional (*if* + past simple + *would* + base form). Write the fourth example on the board and remind students of the form *I were* which is often used in second conditionals instead of *I was*.
- Write examples with *wish* and *if only* and explain the structure.
- The students complete the rules.
- Check the answers by asking some students to read out the rules and the examples.

Weaker students: Ask them to translate each example into their own language.

Stronger students: Ask them to underline all *If clauses* and circle main clauses in the career quiz.

→ See also Get the grammar, page 62

Answers

- 1 main clause 2 less 3 advice 4 permission

4 p. 59

- The students work individually or in pairs.

Weaker students: Ask them to formulate sentences orally under your guidance. Check that they use the correct tense in the *if* clause.

Stronger students: They can do this exercise as homework. You can also ask the students to choose one of the ideas and ask them to write a lengthy composition. There are plenty of ideas for several compositions.

Pronunciation

I'd /aɪd/ **I'll** /aɪl/

www.forreal.cc/intermediate

The recording consists of six statements about future careers or life choices.

Transcript

- 1 **I'd** definitely try to do a creative job.
- 2 I think **I'll** try to work from home.
- 3 I don't know about you but **I'll** probably live abroad.
- 4 **I'd** never choose to do a nine-to-five job.
- 5 **I'll** definitely have a career where I can help people.
- 6 I think **I'd** enjoy working for a major company.

5 p. 59

- Assign one or more questions for oral pairwork.

Weaker students: Brainstorm ideas and write them on the board using the base form of the verb. The students, in pairs, choose the ideas they agree with and formulate imaginary situations using the second conditional.

Stronger students: They discuss in pairs, then report their ideas back to the class.

6 p. 59

- Read the task and make sure the students are aware that they have to use *If only* or *I wish* followed by the past simple. Give them a few more examples.
- Allow five minutes for the written activity. Then ask pairs to read the sentences to each other and exchange comments.

Stronger students: They can extend the oral activity motivating their wishes and asking their partner if they share the same wish.

Word expander**take p. 59**

- Ask the students to read each expression preceded by *take* and to provide a translation in their own language.
- The students copy all the expressions with their translation into their vocabulary notebook. Then they add an example sentence for each expression.

Weaker students: They can look up examples in the dictionary.

Stronger students: Ask them to write up their own examples.

Consolidation

You can draw a mind map on the board, with *take* in the middle and the seven listed categories all around. Write the words for each category and ask the students to add some more.

Writing**7 p. 59**

- You can discuss the topic by describing an imaginary job for yourself. Then assign this task as homework.

Teaching tip

You can help the students prepare for any writing activity by drawing an outline on the board of how to develop a composition.

Opening paragraph: You announce the theme to be developed.

Main body of the text: You elaborate (clarify and give details), illustrate (give examples), discuss (give the reasons for your choices).

Conclusion: You make a final statement in one paragraph. It should wrap up your presentation and stimulate further thoughts in the reader.

REAL COMMUNICATION PP. 60–61**On the phone****Author chat**

Talking effectively on the phone is an essential skill and this lesson provides students with key telephone survival strategies.

Aisha is saving for a holiday and has taken a summer job to earn some money. She has to answer the phone to clients and take messages, but she also takes a call about her holiday. Students are guided through a series of phone calls to analyse and practise skills, such as making calls and getting connected, answering the phone, taking messages and asking for clarification. Don't forget to discuss the Random Fact about how often people lie in phone conversations!

Aisha's summer job**1 p. 60**

- Ask the students to work in pairs to read the email and answer the questions orally.

Answers

- 1 She is working in an office.
- 2 She's a secretarial assistant. She makes photocopies, answers the phone and makes the tea for the boss.
- 3 Probably to earn money for her summer holiday in Ibiza.

Taking messages**2 p. 60**

- In small groups, the students ask each other the questions and note down the answers.

3 p. 60

- Tell the students they will hear a business call in which Aisha takes down a message.
- Remind them that telephone numbers are read one digit at a time in English, not in pairs or in groups.
- Play the recording once without stopping.
- Ask the students to write the headings of the form on p. 60 and to fill them in during the second listening.
- Play the recording again pausing at appropriate points for the students to note down the answers.

Transcript [CLASS CD2 Track 4]

Aisha Hello, Be All Fashions, can I help you?

James Could I speak to Julia Aldridge, please?

Aisha Yes, could you hold the line a second?

James Sure.

Aisha I'm afraid that Julia isn't at her desk at the moment. Would you like to leave a message?

James Thanks. This is James Cohen from Pretty Things. I'm going to be in the area tomorrow. I'd like to show Julia our new season's accessories. So could she call me?

Aisha OK. I'll tell her that. What's your number?

James 018635 453219

Aisha 018635 453219?

James Yes, that's right.

Aisha And how do you spell your surname?

James It's C-O-H-E-N.

Aisha C O H E N. OK. So, James Cohen from Pretty Things is going to be in the area tomorrow. And you want to show Julia your new season's accessories. You'd like her to call you.

James Yes, please.

Aisha Thanks. I'll let her know.

James Bye.

Aisha Bye.

Answers

- Name: James Cohen
- Company: Pretty Things
- Phone number: 018635 453219
- Message: He's going to be in the area tomorrow.
- Would like to show you their new season's accessories.
- Please call him.

4 p. 61

- Tell the students they will hear another business call in which Aisha takes down a message. At first she makes mistakes, then she corrects them.
- Play the recording once without stopping.
- Play the recording pausing at appropriate points for the students to note down the answers.

Transcript [CLASS CD2 Track 5]

Aisha Hello, Be All Fashions, can I help you?

Clarice Hello. I wonder if you can help me with an enquiry.

Aisha I'll try!

Clarice I wanted to know what discount your company gives to small shops.

Aisha Um... well... I think you need to speak to Mr Kumar. Bear with me, please. ...I'm sorry, but he's not in yet.

Clarice Can I leave a message?

Aisha Of course. If you leave your details, I'll get him to call you back.

Clarice OK. My name's Clarice O'Doherty and I run a shop in Cheltenham called Go 4 it.

Aisha Cool. Could you spell your name, please?

Clarice Yes, it's C L A R I C E O apostrophe D O H E R T Y.

Aisha O D O C H E R T Y?

Clarice No, O'Doherty. O apostrophe D O H E R T Y. There's no C.

Aisha Sorry. And your shop is called?

Clarice Go 4 it. That's the number 4. Not the word.

Aisha Oh right. Cool. And your phone number?

Clarice 02074 896499.

Aisha 02074 996499.

Clarice No, 896499.

Aisha Sorry. 896499. So that's Clarice O'Doherty from Go 4 it. You would like to know what discount we give to shops.

Clarice To small shops.

Aisha Sure. Oh, hang on. Mr Kumar has just arrived. ...Mr Kumar!

Answers

- Name: Clarice O'Doherty
- Company: Go 4 it
- Phone number: 02074 896499
- Message: wants to know what discount we give to small shops

5 p. 61

- Play tracks 4 and 5 again: the students do the task.

Answers

- **Track 30:** Hello, (Be All Fashions) can I help you?, Could you hold the line?, I'm afraid that (Julia) isn't at her desk, Would you like to leave a message?, This is (James Cohen), How do you spell your (sur)name?
- **Track 31:** Hello, (Be All Fashions) can I help you? Bear with me, Can I leave a message?, I'll get him to call you back.

6a p. 61

- Tell the students to use the expressions they listed in activity 5.
- Remind them to repeat the conversation reversing roles.
- Weaker students:** Give an example of a possible conversation with one student. The other can make notes. Then they role play a similar conversation.

6b p. 61

- Weaker students:** They write out the conversation before performing it.

A bad line**7 p. 61**

- Tell the students Aisha takes a business call on a bad line and the caller's words are not clear.
- Get them to read the text and imagine what the missing words might be.
- Play the recording pausing at appropriate points for the students to note down the answers.

Transcript and answers [CLASS CD2 Track 6]

Paul Hello, hello. I'd like to speak to Greg.

Aisha Sorry. The **'line's very bad**, could you speak up?

Paul Yes. I'd like to speak to Greg Mitchell.

Aisha And what's your name, please?

Paul [crackle on line] Paul, Paul Walsh.

Aisha Sorry, I didn't **'catch that**.

Paul [crackle again] Paul Walsh.

Aisha [crackle] I'm really sorry, Paul but I **'can't hear you**.

Paul Hello, hello? Are you there? Hello.

8 p. 61

- This is the conversation the previous caller, Paul, wanted to have with Aisha's office. The students reorder the sentences.
- Check answers by playing the recording.

Transcript [CLASS CD2 Track 7]

Paul Hello. This is Paul Walsh, again.
Aisha Hello, Paul. It's a much better line.
Paul Great. Can I speak to Greg Mitchell in the Accounts department, please?
Aisha Yes, sure. I'm putting you on hold. Is that OK?
Paul Fine. [pause]
Aisha Hello, is that Greg Mitchell?
Greg Speaking.
Aisha I've got Paul Walsh on the phone for you.
Greg Thanks. Put him through.

Answers

The sentence order is: 3, 8, 4, 5, 2, 7, 1, 6, 9.

Aisha's holiday**9a p. 61**

- Tell the students they are going to hear a conversation about Aisha's holiday arrangements.
- Play the recording pausing at appropriate points for the students to note down the answers.

Transcript [CLASS CD2 Track 8]

Nicholas Hello, this is Nicholas from ABC Travel. Can I speak to Aisha Rai, please?
Aisha Speaking. What can I do for you?
Nicholas Well, I'm calling regarding your booking for Ibiza. Is this a convenient time?
Aisha Yes, it is. No worries.
Nicholas Um, we've had to change the dates. The flight to Ibiza isn't available for the dates you wanted. There is a morning flight a day earlier. August 15th.
Aisha Oh, I see. Well, I think that's OK. But I'll need to speak to the other person.
Nicholas Fine. I can hold the booking today. But you'll need to call me back by the end of the day. You'll lose it otherwise.
Aisha OK. That's fine. I'll call back later.
Nicholas Thanks.
Aisha [off the phone] Oh no!

Answers

- 1 He's a travel agent.
- 2 Because they have had to change the dates of her flight.
- 3 She needs to speak to the other person (Katie).
- 4 She needs to get back to Nicholas by the end of the day, because otherwise they will lose their booking.

9b p. 61

Weaker students: Ask them to write out the conversations before performing them.

Stronger students: They make brief notes and invent the conversations as they go along.

Random Fact

- Ask the students to read the information and to discuss in pairs if they usually do the same.

GET THE GRAMMAR P. 62**1 p. 62**

- | | |
|----------------------|--------------|
| 2 build up | 6 walk along |
| 3 were talking about | 7 picked out |
| 4 kick a ball around | 8 goes out |
| 5 stood up for | |

2 p. 62

- 2 Nathan gave it up last year.
- 3 I ran into him in Paris. I couldn't believe it.
- 4 Steve doesn't get on with her.
- 5 Mia really takes after her.
- 6 I tried to help him out when he was in trouble.
- 7 Are you working on it?
- 8 I found it out on the Internet.
- 9 Jamie put it on before he went out.
- 10 Don't worry. I can look after them while you're out.

3 p. 62

- | | |
|-----------------|-----------------|
| 2 e more likely | 6 a more likely |
| 3 h less likely | 7 b more likely |
| 4 f more likely | 8 c less likely |
| 5 g less likely | |

4 p. 62

- 2 Laura could go to the concert if she had a ticket.
- 3 I could follow the film if I understood German.
- 4 I would read novels if I found / could find the time.
- 5 Charlie would travel by train if the fare wasn't/ weren't too expensive.
- 6 Adam and Holly wouldn't be bored if they went out more.

5 p. 62**Possible answers**

- 2 If I were you, I'd find a temporary job and save some money.
- 3 If I were you, I'd do an intensive language course abroad.
- 4 If I were you, I would take more breaks from working at the computer.
- 5 If I were you, I'd talk to my parents and explain I'm a responsible person.
- 6 If I were you, I'd study hard, then I'd go for a walk and relax.

FLUENCY for real (Units 5 & 6)

6 p. 62

Possible answers

- 1 If only I danced/could dance like that guy. / If only she was my girlfriend.
- 2 If only I could afford a meal like that.
- 3 I wish I had a better car. / I wish I knew what to do. / I wish there was a garage near here.
- 4 I wish I had a bigger flat. / I wish I didn't have to live here. / I wish I could cook.

Go to:

- WORKBOOK Unit 6 pp. 143–148
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

FLUENCY FOR REAL PP. 63–65

Author chat

Here students are exploring how language will be used beyond the world of the classroom. Students may find themselves in the future being asked to perform a job interview in English and such a situation requires a particular form of formal English. Indeed, the same sort of questions tend to be asked in each interview. Thus students can prepare beforehand by thinking about the sort of things they will be asked, and the sort of responses that they would give.

Many students in this age group lose interest in lessons which relate to the world of work and employment, so the lead-in to this lesson provides a humorous take on interview situations to help engage students with the material.

Job interviews

1a p. 63

- Students work in pairs and make guesses about the four comic situations.
- Ask about their ideas and write them on the board so that students can check them when listening to the recording.

1b p. 63

- Play the recording of the radio programme where the four situations are described.
- Students check if they guessed right and number the pictures in the order of the descriptions.

Transcript [CLASS CD2 Track 9]

Radio

announcer OK, now it's time for Web Watch, where we talk about funny stories from the Internet. Today we're talking about very strange job interviews. Here's the first one. A man came into the interview room wearing a yellow scarf. Except it wasn't a scarf... he had his pet snake around his neck!

Bill No!

Karen He took his pet snake to an interview?

Announcer Yes! They asked him, why have you brought your snake here? The man said he wanted to look different.

Karen Crazy!

Announcer OK... Karen, what story have you got?

Karen It's great. A man finished his interview, and said goodbye. Then, he walked out through a glass door! He completely destroyed it, and the glass went everywhere.

Announcer Was anyone hurt?

Karen I don't think so.

Announcer Bill, what have you got?

FLUENCY for real (Units 5 & 6)

- Bill** Unbelievable but true. A man was in an interview, and he asked for a glass of water. Then he kept the water in his mouth for a minute. Finally, he spat the water out onto a plant.
- Announcer** At the beginning of the interview?
- Bill** Yes!
- Announcer** OK, one more. Uhm... this is mad. A man went to an interview and he was wearing a suit and shoes, but he forgot his socks.
- Karen** His socks?
- Announcer** So what do you think he did?
- Karen** I don't know.
- Announcer** He got a pen and he drew socks on his legs. He drew socks in ink on his own legs.
- Bill** No!
- Announcer** It's true! If you don't believe me, look on the Internet!

Answers

1 c 2 b 3 a 4 d

2a p. 63

- Students work in pairs and discuss the mistake made by each interviewee.

2b p. 63

- Students decide which of the mistakes made by the interviewees was the worst thing to do in an interview.

2c p. 63

- Students number the sentences working from memory.
- Play the recording again so they can check their answers.

Answers

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

3a p. 63

- Students work in pairs and decide which interview was a success.

3b p. 63

- Pre-teach the expression 'truth is stranger than fiction'.
- Play the recording for students to hear the answer.

Transcript and answer [CLASS CD2 Track 10]

- Bill** Are you telling us that one of these people got the job?
- Karen** It's not possible!
- Bill** Who was it?
- Announcer** The man with the snake! They thought his explanation was very honest and they gave him the job. How about that!
- Karen** Well, they say that truth is stranger than fiction.

Good advice

4a p. 64

- Students learn a new technique for developing fluency. After reading the text, they read it again anticipating the words on the next line.

4b p. 64

- Students suggest other possible advice.
- Discuss their suggestions in open class.

4c p. 64

- Tell the students they will hear the comments of four interviewers about the candidates they have just seen. Students should identify the mistakes made by the interviewees.
- Play the recording once, while students compare the comments with the advice listed in exercise 4a.

Transcript [CLASS CD2 Track 11]

A

He had no idea about our company. He didn't know where our head office is. He didn't know the names of our products. He didn't know anything.

B

I liked her, but she said... er... she said she argued a lot with her manager in her old job. That's not good, is it?

C

So we did an online search for the candidates. Look at this one. This is his home page. Is that him... in some crazy party? And... he's dancing in this one. Hmm, very interesting pictures.

D

So, everyone looked very smart except for this guy, Jack Fletcher. I mean, a T-shirt? I don't think he really wanted the job.

Answers

- In interview A, the candidate hadn't followed the second piece of advice (find out everything you can about the company).
- In interview B, the candidate hadn't followed the fifth piece of advice (don't complain about your old boss and don't say you have lots of arguments).
- In interview C, the candidate hadn't followed the last piece of advice (take any bad photos or silly stories out off your web pages).
- In interview D, the candidate hadn't followed the first piece of advice (wear smart, formal clothes).

5a p. 64

- Students learn the type of questions frequently asked in job interviews. Play the recording for them to check.

FLUENCY for real (Units 5 & 6)

Transcript and answers [CLASS CD2 Track 12]

- 1 Tell me about yourself.
- 2 What are your strengths and weaknesses?
- 3 What was your biggest achievement?
- 4 Where do you see yourself in five years?
- 5 How would you describe your personality?
- 6 Why do you want to work here?
- 7 What are your hobbies?
- 8 How would you describe your teachers?

5b p. 64

- Students discuss the questions in pairs.
- Write their opinions on the board.

5c p. 64

- Students suggest one further crazy interview question.
- Write the suggestions on the board for the class to discuss and to answer.

6a, 6b p. 65

- In pairs, students prepare an interview based on the information given.
- Students perform the interview according to the plan given.
- Allow about twenty minutes for the whole activity.

Example answer

- **A** = Interviewer **B** = Interviewee
- **A** Hello and welcome.
- **B** Hello.
- **A** We need people to sell tickets to the public at the stadium. We are offering the job for two Saturdays a month, from 11 a.m. to 4 p.m., and we pay €30 a day. Are you interested?
- **B** Yes, I am.
- **A** What is your present job?
- **B** I work in a supermarket every Saturday for six hours and I earn €5 per hour.
- **A** That means you earn €30 for four Saturdays a month. We are only offering two Saturdays a month. Are you sure you want to work here?
- **B** Absolutely, I love car racing.
- **A** What are your weaknesses and strengths?
- **B** I am very punctual and reliable. However, I talk a lot to make customers welcome and this may slow down the transaction.
- **A** How would you describe your personality?
- **B** I am very hard-working and enthusiastic.
- **A** Where do you see yourself in five years?
- **B** Competing in motor races. I want to be a driver one day.
- **A** Do you have any questions about this job?
- **B** Yes, is there any chance of watching the races?
- **A** Yes, you can watch them for free on the Saturdays when you do not work.
- **B** Great. And what breaks are there during the working day?
- **A** You have a break of one hour between morning and afternoon sessions.

7a p. 65

- Students swap roles and prepare an interview based on the information given.
- Students perform the interview according to the plan given.
- Allow about twenty minutes for the whole activity.

Example answer

- **A** = Interviewer, **B** = interviewee
- **A** Hello and welcome.
- **B** Hello.
- **A** We need an assistant to help in our office at weekends. The work is three hours a day on Saturday and Sunday, 9 a.m.–12 p.m. And we pay €4 an hour. Are you interested?
- **B** Yes, I am.
- **A** What is your present job?
- **B** I work in a fast food restaurant. I cook burgers on Saturday and Sunday.
- **A** How much do you earn?
- **B** €40 a day.
- **A** So you would be earning less with us. Why do you want this job?
- **B** I want to be a journalist when I leave school and I think this would be an ideal beginning.
- **A** What are your weaknesses and strengths?
- **B** I have good writing skills and a flair for good stories. Hmm, my main weakness is too much attention to detail.
- **A** How would you describe your personality?
- **B** I am very hard-working and enthusiastic.
- **A** Where do you see yourself in five years?
- **B** Editing a magazine.
- **A** Do you have any questions about this job?
- **B** Yes, what specific tasks does it involve?
- **A** The work involves answering the phone, helping the journalists and photocopying.
- **B** Yes, is there any chance of doing some ghost-writing?
- **A** We'll have to see about that. Our journalists are very particular about their articles.

7b p. 65

- Students discuss in open class, giving reasons for their decision.

Language check (Units 5 & 6)

LANGUAGE CHECK P. 66

1 p. 66

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

2 p. 66

- 1 d
- 2 e
- 3 a
- 4 b
- 5 c

3 p. 66

- 1 marshland
- 2 plain
- 3 rapids
- 4 canyon
- 5 jungle

4 p. 66

- 1 childcare worker
- 2 sport therapist
- 3 computer engineer
- 4 financial analyst
- 5 flight attendant

5 p. 66

- 1 here
- 2 catch
- 3 repeat
- 4 Bear
- 5 through
- 6 wondering
- 7 love
- 8 pity
- 9 nice
- 10 Let's

6 p. 66

Students' own answers.

ASSESSMENT

→ WORKBOOK Self Assessment p. 149

Units 7 & 8

Linguistic competences	Communicative competences B2
Grammar <ul style="list-style-type: none">• talking about obligation and advice• comparatives and superlatives• indefinite pronouns• linkers of contrast• clauses of purpose• speculating	Listening <ul style="list-style-type: none">• understand in detail what is said to me in standard spoken language even in a noisy environment, e.g. p.73 ex 2 and ex 4• understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect, e.g. p.68 ex 3, p.86 ex 1• use a variety of strategies to achieve comprehension, including listening for main points, e.g. p.81 ex 3
Functions <ul style="list-style-type: none">• talking about obligation and advice• <i>File</i>: asking for opinions, saying how much you know, agreeing and disagreeing, giving opinions, talking about likes and dislikes• contrasting ideas, giving reasons for actions, drawing conclusions about the present, speculating about the past• <i>File</i>: describing the plot, the characters, the acting, the sets and the visuals; being vague, moving on, giving your interpretation	Reading <ul style="list-style-type: none">• read and understand articles and reports on current problems in which the writers express specific attitudes and points of view, e.g. p.68 ex 4, p.70 ex 1, p.72 ex 1, p.75 ex 2, p.79 ex 3 and ex 4• understand in detail texts within my field of interest or the area of my academic or professional speciality, e.g. p.76 ex 2, ex 3, ex 4, ex 5 and ex 6
Pronunciation <ul style="list-style-type: none">• weak <i>to</i>• vague language	Spoken Interaction <ul style="list-style-type: none">• exchange considerable quantities of detailed factual information on matters within my fields of interest, e.g. p.81 ex 5• engage in extended conversation in a clearly participatory fashion on most general topics, e.g. p.81 ex 4• account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments, e.g. p.67 ex 1, p.68 ex 5, p.69 ex 7, p.71 ex 7, p.79 ex 6• help a discussion along on familiar ground confirming comprehension, inviting others in, etc, e.g. p.79 ex 1, p.80 ex 1
Vocabulary <p>crime violence <i>give</i> punishment minor offences <i>have</i> films protest</p>	Spoken Production <ul style="list-style-type: none">• construct a chain of reasoned argument, linking my ideas logically, e.g. p.77 ex 7• speculate about causes, consequences, hypothetical situations, e.g. p.73 ex 5
CLIL and CULTURE <p>Sociology: knife crime Literature: Shelley and the Romantic period Media Studies: film reviews History: genetic studies into the origins of the British History/Society: the slave trade</p>	Strategies <ul style="list-style-type: none">• use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say, e.g. p.81 ex 4
DVD <p>Film 4: <i>Knife and gun crime</i></p>	Language Quality <ul style="list-style-type: none">• pass on detailed information reliably, e.g. p.81 ex 2
Webproject <p>Writing an article after research into the genetic background of people in your country</p>	Writing <ul style="list-style-type: none">• summarise information from different sources and media, e.g. p.81 ex 2• develop an argument systematically in a composition or report, emphasising decisive points and including supporting details, e.g. p.79 ex 7• write about events and real or fictional experiences in a detailed and easily readable way, e.g. p.77 ex 11• write a short review of a film or a book, e.g. p.81 ex 2• write a formal letter, e.g. p.87 ex 3 and ex 4

Objectives

Grammar

- talking about obligation and advice
- comparatives and superlatives

Functions

- talking about obligation and advice
- *File*: asking for opinions, saying how much you know, agreeing and disagreeing, giving opinions, talking about likes and dislikes

Pronunciation

- weak *to*

Vocabulary

- crime
- violence
- give
- punishment
- minor offences

Skills

Reading: an article about knife culture; an article about banning chewing gum; a report about stupid criminals

Listening: an interview about knife crime; three opinions about a drink driving offence; a conversation about a crime

Speaking: answering a quiz about honesty; putting your point of view about carrying guns; discussing appropriate punishments; talking about crimes; talking about things that worry, scare or bore you

Writing: a paragraph about things you had to do in the past

DVD

Film 4: *Knife and gun crime*

GET STARTED P. 67

Author chat

This unit looks at crime, punishment and personal responsibility in topics ranging from the serious to the light-hearted. To introduce the theme we open with a questionnaire about honesty. Everyone has done something dishonest in their lives, even if it is just telling a white lie or copying a friend's homework. The questions ask students to think about times when they may have cheated a bit! The page also teaches some basic crime vocabulary.

Cultural information

Seneca (4 BC–65 AD), Roman philosopher and writer. Known for his epistles and dialogues, imbued with ideas from stoicism, and for his dramas, based on Greek tragedies.

Aristotle (384–322 BC), one of the greatest Greek philosophers. His works on logic, metaphysics, physics, ethics, politics, rhetoric strongly influenced the development of Western thought.

Lao-Tzu (6th century BC) a Chinese philosopher, regarded as the founder of Taoism, often worshipped as a god.

1 p. 67

- Check the students understand the quotes, before discussing them.
- Give or elicit information about the authors.

2 p. 67

- Make sure the students understand all the words. Explain the expression *skive off* (to be absent without permission) or ask the students to look it up in a monolingual dictionary.

Extension

In pairs, students add more questions to the quiz.

In what other situations are they confronted with the choice between cheating and being honest? Write a few prompts on the board: *copying their homework from a friend, travelling without a ticket, pretending to be late because of the traffic, lying about their age to get admission to a cinema or a club (saying they are older) or to get free or reduced admission (saying they are younger)*, etc. The students write out full questions and a choice of multiple answers, then exchange their quiz with another pair.

Vocabulary: crime

3 p. 67

• Point out that all the words to be matched are nouns.

Weaker students: add the words and the definitions to their vocabulary notebook and provide a translation in their own language.

Stronger students: add the words and the definitions to their vocabulary notebook and write an example. They can look up examples in a monolingual dictionary.

Answers

- | | |
|-------------------|-------------|
| • a mugging | f murder |
| • b pickpocketing | g fraud |
| • c theft | h joyriding |
| • d burglary | i arson |
| • e shoplifting | j vandalism |

KNIFE CRIME PP. 68–69

CLIL: Sociology

 Author chat

Knife crime is a very serious crime amongst young people. Many teenagers feel that they should carry weapons to protect themselves, but doing that can often lead to conflict. The article presents information about knife crime in the UK, and shows how to avoid getting hurt. This lesson also links to the DVD unit, where we find out about the UK Youth Parliament and what it is doing to combat knife and gun crime. The focus of the lesson is on talking about obligation – students have lots of opportunities to see the language in natural contexts and consolidate their knowledge of this area. The lesson concludes with a debate about the ethics of gun-possession for self-protection.

Vocabulary: crime and violence

1 p. 68

- Point out that all the words to be matched are verbs, except the last one which is a noun.

Weaker students: add the verbs with their past tense to their vocabulary notebook and provide a translation in their own language.

Stronger students: add the verbs with their past tense to their vocabulary notebook. They can copy the definitions and provide examples from a monolingual dictionary.

Answers

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

Teaching tip

You can use a different method of checking answers here. Read a definition and ask a volunteer to write the headword on the board. The class confirms if the answer is correct or not.

Listening

2 p. 68

- Ask the groups to report to the class. Collect the information on the board to make the whole class aware of the problems experienced by each student.

3a p. 68

- Tell the students they are going to hear a radio interview in which a female journalist gives hard facts about knife crime in Britain. They will complete the text with statistical data, mainly numbers.
- Pre-teach some words: *disturbing* (worrying), *fatal* (causing death), *imprison* (to put in prison), *sentence* (punishment given in court), *amnesty* (the definition is in the Wordlist), *grim* (hopeless, horrible).

Remind students that the plural of *knife* is *knives*.

Weaker students: You may need to revise numerals for this activity. Write a few numbers on the board belonging to the categories below, and get the students to pronounce them. Make sure you include the numbers the students will hear:
 thousand: 35,000 64,400 74,400 25,000
 fractions: 1/4 1/6 1/5 1/15
 percentages: 50% 13% 30% 35%

- Play the recording in stages, stopping after the answer to each question so the students can make notes. Tell them to write the numbers in figures.
- Play the recording a second time for a further check.

Transcript [CLASS CD2 Track 13]

Andy It's coming up to ten past five and here's Louise Clarke with some disturbing statistics on knife crime. Louise.

Louise Thanks, Andy. And yes, the official statistics on knife crime make very disturbing reading indeed. In 2005–06, there were 64,400 knife crimes in Britain, which was an increase of 25,000 on the previous year. In 2007 seven under-16 year olds were fatally stabbed in the first two months of the year. And in London alone, over one Bank Holiday weekend, police recorded 50 knife attacks. According to a study, just under one fifth of young people said they had been attacked by people with knives in the previous year.

Andy So who is most at risk from knife violence?

Louise Young people, and particularly young males, living in inner city areas. A recent study carried out in London schools found that 30–35% of students admitted to carrying a knife at some point in the past year. But remember, this isn't just a crime committed by males. Nowadays, more and more girls are carrying knives.

Andy What kind of punishments are handed out by the authorities?

Louise Well, you can be imprisoned for up to three years for illegally carrying a knife, and up to four years if it's considered an offensive weapon. But many people would like to see an increase in the minimum sentence, especially action groups run by families of victims. The problem is that knife carrying is hard to detect so the sentences don't necessarily stop young people doing it.

Andy So is there any way to reduce the number of knives in circulation?

Louise The police organise knife amnesties where anyone can bring in their knives, but while thousands of potential weapons are handed in, there are still many more being carried on the street every day.

Andy OK, thank you, Louise. It's a pretty grim picture. Let's see if the weather prospects are any better with Karen Miller at the Weather Centre.

Answers

1 64,400 3 about 1/5 5 inner city 7 up to 3 years
 2 25,000 4 males 6 30–35% 8 up to 4 years

3b p. 68

- Play the recording again, stopping after the answer to each question for the students to make notes.

Answers

- No, girls carry knives too.
- Because knife carrying is hard to detect, there are relatively few convictions. Also, some people think that prison sentences of three or four years are not severe enough to be a deterrent.
- According to the journalist, they won't but because while thousands of potential weapons are handed in, there are still many more being carried on the street every day.

Reading and speaking**4 p. 68**

- Discuss the headline of the article on p. 69, the subhead and the blurb next to the photograph. What do they say about the content of the article?
- Tell the students that not all the answers are 'written out' in the article, some have to be inferred from the content through a process of deduction and verbal reasoning.
- Students can look up difficult words in the Wordlist. Explain expressions like *feel big* (feel important and powerful), *earn respect* (look superior in the eyes of your peers and gain their admiration), *feel cool* (feel you are trendy, up-to-date with recent ideas or fashion).

Answers

- Because there have been numerous fatal stabbings of both teenagers and adults.
- The writer says that some young people carry knives to feel important or trendy while others do it to defend themselves.
- 'Ironic' is when an action achieves the opposite of what was intended. In this case, people carry knives to protect themselves, but in doing so risk being attacked with their own knives.
- Schools must raise awareness of the danger. For example, they can invite former knife carriers and knife victims to talk about how their lives have been ruined by knife crime.
- People have to realise that knives kill very quickly and are therefore extremely dangerous. Knife carrying is not cool, nor is it useful for self-defence. It increases the likelihood of death or serious injury to both knife carriers and their victims.

Extension

With a stronger class, you can use this article to analyse the typical linguistic features of newspaper headlines. You will need to refer back to other headlines students have met in the course so far. Tell the class that most languages use a telegraphic type of language in their headlines, and in particular English headlines:

- omit verbs and/or auxiliaries, e.g. *stabbed to death* = are stabbed to death, *ended without mercy* = are ended without mercy. See also p. 29 *The Piano man revealed* = The identity of the Piano Man is revealed.
- prefer noun phrases, e.g. *young lives* = the lives of young people, *bright futures* = a bright future for young people. See also p. 36 *Urban acrobatics*.
- omit articles, e.g. *young lives, bright futures*.
- use puns, e.g. *dead cool* = 'dead' here means 'extremely' and also literally 'dead, killed'
- use short words, e.g. *dead cool* = extremely cool
- often change the word order, so that the most important items come first
- use adverbial headlines, with the omission of both verb and subject, see p. 39 *On Top of the World* = These people feel they are on top of the world.

5 p. 68

- The students take turns to answer and discuss the questions.
- Remind the students to appoint one member in each group to make brief notes.

Teaching tip

At the end of group discussions, you can get the whole class to work together again by asking a representative from each group to report back. Collect their ideas on the board so that all contributions are shared.

Grammar Talking about obligation and advice**6a p. 68**

- The students complete the task.

Answers

- must:** But schools must do more to help...
- have to:** You have to carry a knife to feel...
- don't have to:** And you don't have to be strong to...
- ought to:** If there are people and places that scare you, you ought to avoid them.
- should:** If somebody approaches you and..., you should walk away. You shouldn't try to negotiate...
- had to:** I had to give my mobile phone...
- didn't have to:** He didn't have to die.
- will have to:** attitudes to carrying knives will have to change.

6b p. 68

- Ask some students to read out all the rules, including the ones on the use of *had better* and *had better not*.

Answers

- | | |
|----------------|------------------|
| 1 must | 5 don't have to |
| 2 have to | 6 didn't have to |
| 3 had to | 7 ought to |
| 4 will have to | 8 should |

→ See also Get the grammar, page 74

Pronunciation

weak 'to'

www.forreal.cc/intermediate

The recording consists of seven sentences using 'weak' to + base form of the verb.

Transcript

- 1 Do you have to go to school today?
- 2 Anna had to buy a new computer.
- 3 He has to get up early tomorrow to get the plane.
- 4 You don't have to be over eighteen to drive a car.
- 5 People ought to recycle their old mobile phones.
- 6 Don't be tempted to buy a knife.
- 7 Schools must do more to stop violence.

Speaking and writing

7a p. 69

- Ask the students to read the quote and make sure they understand *decent* (good, socially acceptable) and *law-abiding* (obeying the law).
- Students work in groups of three As and three Bs. Allow them five minutes to collect ideas for defending their point of view, then ten minutes to debate.
- If you prefer, you can conduct this activity collectively, as a class debate.

Teaching tip

Explain the techniques for debating in a group. Each group elects a leader to conduct the debate and a secretary to make notes. The debate starts off with one student presenting an argument in favour of the motion and another arguing against it. The rest of the group listen and raise their hands if they want to comment. The leader indicates when it is their turn to speak and the group secretary keeps a note of all the major points made in order to summarise them at the end.

7b p. 69

- Summarise the opinions of the class on the board and ask students to make notes. Then assign the composition as homework.

Word expander

give p. 69

- Ask the students to read each expression adding *give* in front of it and to provide a translation in their own language.
- The students copy all the expressions with their translation into their vocabulary notebook. Then they add an example sentence for each expression.

Possible answers

These sentences exemplify the most common meaning of the verb collocations.

- Give me a shout when you are ready.
- She gave a cry of surprise when she saw the enormous cake.
- They landed safely and gave a sigh of relief.
- Stop fighting with your little sister. Give her a hug and a kiss.
- Can you give me some advice on making an apple pie?
- When I asked them where they had been, they wouldn't give me an answer.
- Give me an example of the past perfect.
- The professor was giving a talk about gun crime.
- You'll have to give me an explanation of how this gadget works.
- If you are late for school, we can give you a lift in the car.
- My little brother asked if I would give him a ride on my bike.
- Have you given up studying Japanese? Have you given it up?
- This shop is giving away free perfume samples as a promotion. They are giving them away.
- Can you give me back my CD? Can you give it back to me?
- You shouldn't give in to peer pressure. / I've got to finish the race, I can't give in. / Please give in your homework. Please give it in.
- His heart gave out and he collapsed. / The teacher gave out the test papers. The teacher gave them out.

IS IT A CRIME? PP. 70–71



People rarely commit 'the perfect crime'. Every year we hear news stories from round the world about stupid criminals! Here we read about some amusing bungled crimes and students vote on the most stupid. Many people commit minor offences in their daily lives which they don't necessarily consider crimes. Students discuss their views about offences such as buying a counterfeit bag or downloading music for free. The lesson concludes with a personalised activity about their own feelings. There are plenty of opportunities in this lesson for students to study and use comparatives and superlatives.

Reading

1 p. 70

- Students will find some difficult words in the Wordlist and will learn the meaning of some of the verbs in exercise 3.

Answers

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

2 p. 70

- Point out that each sentence summarises one of the situations described in the reports.

Answers

1 Faisal Wakil	4 Jacques Tremblay
2 Vicki Carter	5 Calvin Bonds
3 David Ivy	6 Tyrone Hogan

3 p. 70

- The students check the verbs in the context of the reports in order to understand their meaning.

Answers

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

4 p. 70

- Allow a couple of minutes for students to decide who to vote for and why.
- Do a class survey with a show of hands. Call up students who have voted for different criminals and ask them to justify their choice.
- Write the results on the board.

Vocabulary: minor offences**5a p. 71**

- The students look at the pictures and match them to the descriptions.

Answers

a busking
 b smoking in a no-smoking area
 c downloading music for free
 d not wearing your helmet on a motorbike
 e drinking alcohol in the street
 f buying a counterfeit bag, watch, etc.
 g begging
 h breaking the speed limit
 i not wearing your seatbelt

5b p. 71

- Remind each group to appoint someone to make brief notes.

Weaker students: You can conduct the discussion with the whole class and record the answers on the board.

Extension

You can ask each group to report back to the class. Write brief notes on each group's findings on the board, then open up the discussion to see if the class can reach a consensus.

Grammar Comparatives; Superlatives**6 p. 71**

- The students do the task. Point out that sentence *e* exemplifies two rules.

Answers

1 c 2 d 3 b 4 a 5 e

→ See also Get the grammar, page 74

Speaking**7 p. 71**

- At the end of the pairwork activity, write the bullet points on the board and do a quick survey of the class's attitude to minor offences.

8a p. 71

- Brainstorm ideas around the class and write them on the board to get the discussion going.
- During the discussion, one group member should make notes in preparation for activity 8b.

Weaker students: Write some example statements on the board to make students aware of the structures they have to use, e.g. one student might say *I'm worried about my homework*, and the next might say *I'm not as worried as you about homework, I'm more worried about exams*.

Alternatively, ask the students to read the example in 8b.

8b p. 71

- One representative from each group reports back to the class on the basis of the notes they have made.

REAL COMMUNICATION PP. 72–73**Ideas and opinions****Author chat**

Building on the theme of crime and anti-social behaviour, we develop students' ability to have informal discussions about their opinions. Most of your students probably use chewing gum, so this lesson begins with facts about chewing gum and presents conflicting opinions about spitting it out in the street. Make sure you read the Random Fact with your class and talk about whether chewing gum should be banned. Students then use the target language to agree on suitable punishments for different crimes.

A sticky problem

1a p. 72

- Discuss the title of the article (*Should spitting out gum be banned?*) and how it is connected to the title of the section. (*A sticky problem* is a pun on the adjective *sticky*, used both for something that sticks to a surface and for something that is difficult to resolve.)
- Allow a few minutes to discuss the questions. Collect ideas on the board so that students will be able to compare them with the ideas of the young people in the article.

1b p. 72

- Students read and discuss the article. Explain the meaning of the expressions in *Real talk*.
- Do a quick survey round the class. Write the three names on the board and ask the students to show their agreement by raising their hands. Write the numbers on the board next to the young people's names.

1c p. 72

- Elicit the answers and write them on the board.

Answers

- David: In my opinion...
- Steve: I don't think..., I like..., As I see it...
- Anya: I can't stand..., I mean..., I think...

2a p. 73

- Pre-teach the meaning of *paving*, *fuss*, *civil servant*, *discard*, *paving stones*.
- Play the recording in stages, stopping after each speaker so the students can decide which summary the speech refers to and write the speaker's name.

Transcript [CLASS CD2 Track 14]

1

Julie Hi. My name's Julie and I work in a bar. They've just put down new paving along the street where I work – and it's already getting covered by bits of chewing gum. I feel that people should think twice before they spit out gum. It makes everything in the environment look so ugly. In my opinion, the police should be able to fine people for dropping gum.

2

Rita Erm, I'm Rita and I'm still at school. I spit out gum in the street all the time. I spit it out and then I kick it away. It's good fun. I don't know what all the fuss is about. I think it would be better if people worried about serious things and stopped blaming kids for everything. I mean, spitting out chewing gun is hardly as important as global warming, is it?

3

Alan OK, my name's Alan. I'm a civil servant. I believe that discarded gum is a huge problem. I work in local government so I know something about it. It costs 10p to remove one piece of gum. So it costs one pound to remove 10 pieces. A pound! And did you know that 92% of paving stones in city streets have had gum stuck on them? Do the maths. This is incredibly expensive. I think we ought to fine the people who cause this problem and make them pay for clearing it up!

Answers

- 1st summary: Alan
- 2nd summary: extra opinion
- 3rd summary: Rita
- 4th summary: Julie

2b p. 73

- Write *Julia*, *Rita*, *Alan* on the board. The students copy them and add the expressions the people used to give opinions.
- Play the recording again, stopping after each speaker so the students can make notes.

Answers

- Julie: I feel..., In my opinion...
- Rita: I think..., I mean...
- Alan: I believe..., I think...

Vocabulary: punishment

3a p. 73

- Explain that the words should be nouns.
- Elicit answers and write them on the board.

Weaker students: Brainstorm ideas round the class, in English, or in the students' own language, and provide the English translations when necessary.

3b p. 73

- The sentences give a clear context or an explanation that helps to understand the words.

Weaker students: Do the exercise with the class explaining new vocabulary, as necessary.

Answers

- | | |
|---------------------|----------------------|
| 1 sentence | 4 fine |
| 2 community service | 5 probation |
| 3 bail | 6 suspended sentence |

Consolidation

Ask the students to copy the words into their vocabulary notebook. They should add the translation in their own language, as well as a definition and an example from a monolingual dictionary.

Making the punishment fit the crime

Cultural information

Rules about drink driving are strict in the UK. Legally, the alcohol limit for drinking and driving is 80mg to 100 millilitres of blood. Two pints of normal strength beer or one large glass of wine could put you over the limit. It takes the liver an hour to process one unit of alcohol (e.g. half a pint of beer or half a glass of wine), so a sufficient number of hours should go by before attempting to drive. After a heavy night's drinking, people can still be over the limit the next morning. People who drive while over the legal limit can be prosecuted.

4a p. 73

- The students identify the characters in the photo (Rachel, Silas, Aisha).
- They read the questions and predict what the recording is going to be about (something that has happened to Luke).
- Play the recording once for the students to understand the situation.
- Play the recording again: the students listen and make notes.

Transcript [CLASS CD2 Track 15]

Silas Hi, Aisha.
Aisha Oh hi, Silas. Rachel.
Rachel Hi.
Aisha What are you guys up to?
Silas Oh, nothing much. You know, just hanging out.
Aisha Have you heard about Luke?
Silas Luke, no. Why? What's he done now?
Aisha He was arrested last night.
Silas No way. What for?
Aisha Well, he was driving home from a club when the police stopped him.
Silas Why? Weren't his lights working or something?
Aisha No. He'd drunk some beer...
Silas Oh no, the idiot.
Aisha He was way over the limit.
Silas So what's going to happen?
Aisha Well, he's going to have to go to court.

4b p. 73

- In the next conversation Rachel, Silas and Aisha express their opinions about the punishment Luke deserves for his offence.
- Pre-teach the expression 'drink driving' and explain the law in the UK.
- Play the recording once for the students to hear the various opinions.
- Play the recording again: the students listen and make notes.

Transcript [CLASS CD2 Track 16]

Aisha Luke's in big trouble. In my opinion they should take away his driving licence and ban him from driving.

Rachel Come off it, Aisha. That's far too heavy.

Aisha Too heavy? How can you say that, Rachel? Driving when you're drunk is dangerous.

Rachel Yeah, I know. But Luke's a good driver...

Aisha A good driver never goes out in a car when he's over the limit. It's as simple as that.

Rachel I never said Luke's perfect, but he is a good driver. He knows loads about cars and engines and stuff. He loves them.

Aisha What do you think about drinking and driving, Silas?

Silas It's wrong, I know, but... it depends.

Aisha On what?

Silas It depends on whether the driver has had loads to drink or if he's just a bit over the limit. Alcohol doesn't affect everyone the same way.

Aisha Well, I know about the effects of drink on drivers. My dad was in a bad car accident a couple of years ago because of some drunk driver. These people are a real menace. They should be kept off the roads.

Rachel I reckon it would be better if Luke just had a fine or something.

Aisha Only a fine?

Rachel Nobody got hurt, did they? I mean, there wasn't an accident or anything. And he needs to drive for his Saturday job.

Aisha I can't stand it when people put other people's lives at risk and all because of their own stupidity. It's just typical of Luke. He just doesn't think.

Answers

- 1 Aisha
- 2 Rachel
- 3 Silas
- 4 Aisha's father
- 5 Rachel

Extension

Students write a short summary of the situation to insert in the page of their notebook dedicated to the 'story' of *For Real Intermediate*. For example: *Luke was stopped by the police last night while he was driving home from a club. He was well over the limit for drink driving and was arrested. He will have to go to court. His friends are discussing the situation.*

4c p. 73

- Go through the expressions in *File* with the students. Ask them how they would say these in their own language.
- Play the recording again so that students can tick the expressions they hear.

Answers

- In my opinion, What do you think about..., it depends,
- It depends on..., I know about..., I reckon..., I can't stand it when...

5 p. 73

- Make sure the students understand the situations and allow ten minutes for the group discussions.

Consolidation

Ask the students if they can name the offence in each of the situations listed in exercise 5. This will help them to revise some vocabulary from this unit and to learn some new words. (Answers: *drink driving, drug taking, knife crime, theft, drug dealing, shoplifting, joyriding, shoplifting*).

Extension

Each group writes the punishment they have decided on for each offence. One group reports back to the class and opens up a class discussion. The class accepts or rejects their opinions and gives reasons.

Random Fact

- Ask the students to read the information and to discuss in pairs if they consider this punishment fair. Would it dissuade them from visiting Singapore? How addicted are they to chewing gum?
- Ask them to research on the net when the ban came about.
(Both the import and sale of chewing gum has been illegal in Singapore since 1992, although following a trade agreement with the United States in 2004, imports of chewing gum of therapeutic value have been allowed.)

GET THE GRAMMAR P. 74

- Advise the students to study the Grammar Reference in the Workbook before doing these exercises, especially the sections on the comparative and superlative of adverbs.

1 p. 74

- 1 mustn't
- 2 doesn't have to
- 3 mustn't
- 4 doesn't have to
- 5 mustn't
- 6 doesn't have to

2 p. 74

- 1 mustn't forget
- 2 had to wear
- 3 Do you have to take
- 4 must turn off
- 5 don't have to do
- 6 don't have to translate
- 7 had to buy
- 8 mustn't park

3 p. 74**Possible answers**

- 2 You ought to relax and enjoy yourself.
You shouldn't worry so much.
- 3 You ought to get up earlier.
You shouldn't leave home so late.
- 4 You ought to tell that person to be quiet.
You shouldn't take any notice of them.

4 p. 74**Possible answers**

- 2 You'd better start studying now or you won't pass your exams.
- 3 You'd better ask mum. You'll have to get her permission first.
- 4 You'd better go to the police. They'll help you.
- 5 You'd better take your dictionary. You'll probably need it.
- 6 You'd better take it back. They will change it for you.

5 p. 74

- 2 What's the most dangerous thing you've ever done?
- 3 Where's the most beautiful place you've ever visited?
- 4 Who's the most inspiring person you've ever met?
- 5 What's the most expensive thing you've ever bought?
- 6 What's the most difficult subject you've ever studied?
- 7 Who's the funniest person you've ever known?
- 8 What's the most exciting film you've ever seen?

6 p. 74

Students' own answers.

7 p. 74

- 1 more slowly
- 2 more quickly
- 3 the most fluently
- 4 the earliest
- 5 more quietly
- 6 more carefully
- 7 badly
- 8 the hardest (of all)

Go to:

- DVD film 4, Knife and gun crime
- WORKBOOK Unit 7 pp. 150–156
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

Objectives

Grammar

- indefinite pronouns
- linkers of contrast
- clauses of purpose
- speculating

Functions

- contrasting ideas, giving reasons for actions, drawing conclusions about the present, speculating about the past
- *File*: describing the plot, the characters, the acting, the sets and the visuals; being vague, moving on, giving your interpretation

Pronunciation

- vague language

Vocabulary

- *have*
- films
- protest

Skills

Reading: blogs about being a conformist; an article about the poet Shelley; an article about three supporters of freedom and civil rights

Listening: extracts from Shelley's writings; two people discussing their favourite films

Speaking: talking about film; giving a description of a film; discussing statements and reaching group consensus

Writing: sentences about contrasts in your life; a short description of a film; a paragraph about an issue you feel strongly about

GET STARTED P. 75

We are all fascinated by people who rebel or who don't conform to the conventions of society. In this unit we explore the lives of people who rebelled against society and fought to change the world. The starting point is a discussion on a website about whether the contributors are conformist or not. Students read a wide range of views, and think about the ways in which they are both conformist and non-conformist in their own lives.

Cultural information

Albert Camus (1913–1960) French novelist and philosopher, winner of the Nobel Prize for Literature in 1957. Among his works, the novels *L'Étranger* (1942) and *La Peste* (1947) and the essay *The Rebel* (1956).

Madonna (1958), American singer, songwriter and actress, one of the best-known and most controversial artists on the music scene since the 1980s. Amongst her albums: *Like a Virgin* (1984), *Like a Prayer* (1989), *Ray of Light* (1998), *Confessions on a Dance Floor* (2005).

1a p. 75

- Ask the students to read the quotes and elicit who the authors are and what the students know about them. Add some information, if necessary.

Possible answers

- I like the first quote. It says that it is important in life to be able to say no, to be independent of other people's judgement and to resist peer pressure.
- I like the second quote. It says that you can only be a rebel if you have been taught basic values in your early life. I think we should all develop the ability to question beliefs and to make our own judgement.
- I like the third quote because of its irony. It is 'ironic' because the second part of the statement implies the opposite of the first part. The declaration of nonconformism is followed by an assumption of conformism.

1b p. 75

- In pairs, the students say which quote they prefer and why.

Weaker students: Do the task with the whole class, writing their ideas on the board.

Indefinite pronouns

- Before starting activity 2, introduce the *Indefinite pronouns* listed in the grammar box. Ask the students to do ex. 1 on p. 82 and to find an equivalent for each pronoun in their own language.

2 p. 75

- Explain the word *conformist* and how it relates to *rebel* (they are opposites).
- The students read the blogs focusing on the attitude of each writer towards conformism. They can look up some words in the Wordlist. Help them to understand the expressions in *Real talk*.

Answers

- Shaggy: a bit of both
- Spaceboy: a non-conformist
- Monika: a bit of both
- Blooeyes: a bit of both
- Samtheman: a conformist
- Kyla: a bit of both
- Flower: a conformist

3 p. 75

- The students write six sentences, then work in pairs to check spelling, grammar and vocabulary.

ROMANTIC REBEL PP. 76–77

CLIL: Literature

 Author chat

Shelley was a rebel, a non-conformist, a revolutionary, a feminist, a free-thinker. Your students may have heard of him during their studies, but do they realise how 'modern' he was? Through a short biography and quotes from Shelley's political and social writing, students reach beyond Shelley the Romantic poet, and see the real man and his beliefs. Later in the lesson students learn more facts about Shelley's life and thought, and practise linkers of contrast.

Reading

1a p. 76

- The students pool their ideas about the historical topics listed.
- Suggest they make notes so that later they can check how Shelley's life developed in parallel with historical events.

1b p. 76

- Point out the title of the section *Romantic rebel* and ask the students who they think it refers to (it can be a general description of the main figures of the Romantic movement or it may refer specifically to Shelley, a prominent Romantic poet).
- The students work in groups to predict Shelley's attitudes to the issues listed.

2–6 p. 76

- Shelley's life is presented in five paragraphs, preceded by questions, while some of Shelley's ideas are presented in the listening activity on the next page.
- Do the reading with the class offering further information on the poet and the Romantic period.
- The students can answer the questions writing brief notes or discussing in pairs.

2 p. 76

Answers

- Shelley believed in himself, in revolution and rebellion.
- He criticised the monarchy and the church.
- He came from a wealthy English aristocratic family.
- I think he was in exile because he could not conform to the society he was born into.

3 p. 76

Answer

- He was rebellious and was bullied at school. He was expelled from university.

4 p. 76

Possible answer

Perhaps he felt that a traditional ceremony was the best way to express his commitment to a woman. Or perhaps as a feminist he wanted to protect the reputation of the women he lived with, or he did not want his children to be illegitimate.

5 p. 76

Possible answer

He thought that the ideas of freedom and democracy were important at that time in history and that he could communicate them better through political pamphlets than through poetry.

6 p. 76

Possible answers

He spent the last four years of his life in Italy, travelling with his family and writing his most famous poems. He drowned while sailing during a summer storm in 1822. Shelley must have found great support in Byron, because both had a radical approach to society, both rebelled against its conformism, and consequently both went into exile.

Consolidation

Ask the students to write the difficult words from this reading in their vocabulary notebook, adding a definition or a translation.

Listening and speaking

7a p. 77

- Ask the students to predict which words would complete the four extracts.
 - Play the recording once: the students listen for the general meaning.
 - Play the recording again: the students complete the task.
- Weaker students:** Guide them through the translation of each extract in preparation for activity 7b.

Transcript and answers [CLASS CD2 Track 17]

Love is free: to promise for ever to love the same ¹woman is not less absurd than to ²promise to believe the same creed: such a vow in both cases, excludes us from all enquiry.

Man has no right to kill his ³brother, it is no excuse that he does so in ⁴uniform. He only adds the infamy of servitude to the crime of ⁵murder.

Government is an ⁶evil; it is only the thoughtlessness and vices of men that make it a necessary evil. When all men are good and ⁷wise, government will of itself decay.

A man, to be greatly ⁸good, must imagine intensely and comprehensively; he must put himself in the ⁹place of another and of many others; the pains and ¹⁰pleasures of his species must become his own.

7b p. 77

- In pairs, the students express their opinions and decide how relevant these ideas are today.
- Weaker students:** Do the task with the whole class and write their opinions on the board.

Grammar Linkers of contrast; Clauses of purpose

8a p. 77

- Make sure the students understand the meaning of the linkers listed in the rubric.
- The students find the linkers in the text on p. 76.

Answers

- 1st paragraph: *Although* he came from a wealthy family..., *However*, to his contemporaries...
- 2nd paragraph: *In spite of* his angelic appearance...
- 3rd paragraph: But *despite* being a believer in free love..., *However*, he abandoned Harriet..., *Although* they lived together...
- 4th paragraph: Shelley is best known as a poet, *even though* he thought poetry...
- 5th paragraph: Shelley was a keen sailor *despite* the fact that..., *In spite of* being a bitter critic...

8b p. 77

- The students read and complete the rules.

Answers

- | | |
|---------------|---------------|
| 1 one | 4 despite |
| 2 two | 5 although |
| 3 in spite of | 6 even though |

→ See also Get the grammar, page 82

9 p. 77

- Write on the board the three structures used to express purpose: *in order to* + base form, *to* + base form, *so that* + can/could.

Answers

- ...in order to set up a free thinking commune
- ...so that he could be with the brilliant Mary Godwin
- ...to distribute his political pamphlets

10 p. 77

- The students use linkers of contrast in this exercise.

Answers

- 2 *In spite of coming / In spite of the fact that he came* from the country of roast beef, Shelley was a passionate vegetarian.
- 3 Mary's father believed in free love. *However*, he didn't approve of Shelley and Mary's relationship.
- 4 *Despite the fact that he didn't believe / Despite not believing* in marriage, Shelley married twice.
- 5 Shelley and Byron were close friends *in spite of the fact that* Shelley disliked Byron's sexual attitudes.

- 6 *Although* Shelley's body was burned on the beach at Livorno, his heart was buried in Rome.
- 7 Byron achieved international fame in his lifetime. *However*, Shelley was almost unknown.
- 8 Shelley is now a world-famous writer, *even though* few of his works were published in his lifetime.

Word expander**have p. 77**

- The students record the expressions with their translation into their vocabulary notebook, and add example sentences.

Possible answers

These sentences exemplify the most common meaning of the verb collocations.

- When I am thirsty, I usually have a drink of water.
- It's lunchtime. We're going to have a meal as soon as we get home.
- What time do you usually have lunch / dinner?
- I often have a snack at school during break.
- As soon as the programme is over, we'll have something to eat.
- He would like to have a party on his birthday.
- Don't be late. You have a piano lesson in a few minutes.
- Mum and dad want to have a chat with you.
- The managers had a meeting to discuss the crisis.
- When did you last have a holiday?
- The children had a good day at the beach.
- They had an accident while they were skiing.
- Did you have to have an operation after your fall?
- We went to a theme park and had lots of fun.
- I can't wait for the summer holiday. I'm going to have a good time with my friends.
- Do you prefer to have a bath or a shower in the morning?
- If the weather is nice, I'll have a walk on the beach.
- When you finish your homework, you can have a rest.
- She had no idea where the keys are.
- If you don't accept this proposal, then we have a problem.
- This exercise can't be difficult. Let me have a look.
- I love playing computer games. Can I have a go?
- She said she had a strange dream last night.
- The two sisters haven't spoken to each other since the argument they had five years ago!
- What do you take when you've (got) a cold?

Writing**11 p. 77**

Weaker students: Ask them to translate the example sentences first, then to write their own sentences in class.

Stronger students: Assign this exercise as homework.

Random Fact p. 77

- The students read the information. Ask them to look up some information about Mary Godwin Shelley's novel *Frankenstein* (1818) and about the numerous films made on the subject.

COURAGE PP. 78–79**Author chat**

Three amazing stories, three incredible people, living through terrible experiences and fighting to change the world. Rosa Parks provides a role model for tolerance and equality in our societies as we learn to live with new diversity; Ron L Kovic shows how one man's experience of war can become a starting point for anti-war protests; and Ishmael Beah's appalling experience as a child soldier and his escape and rehabilitation is an inspiration to us all. Students discuss key principles derived from the Declaration of Human Rights, and consider statements made by the three heroes using the target language of speculation.

Speaking**1a p. 79**

- Read the statements with the class. Explain that they are principles concerning freedom, democracy and civil rights.

1b p. 79

- In groups, the students discuss their ideas on each principle and try to reach an agreement.

Extension

You can elicit feedback and write the groups' ideas on the board. What do their ideas say about the class's attitude to human rights?

Teaching tip

At the end of a group discussion, try to elicit feedback occasionally from the quieter or less confident students. Put questions directly to them, e.g. *For the first statement, what did the group agree on?*

Vocabulary: protest**2 p. 79**

- The students check new words in a monolingual dictionary.

Cultural information

Rosa Parks (1913–2005), a black woman whose action in 1955 sparked the beginning of the civil rights movement in the USA. Led by Martin Luther King (1929–1968) the movement brought about the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Ronald L Kovic (1946), an anti-war activist, famous for his memoir *Born on the 4th July*, which was made into a film directed by Oliver Stone with Tom Cruise in the role of Kovic. Paralysed in the Vietnam war, he believes that his injury and subsequent disability have given him the courage to spread a message of peace and non-violence.

Ishmael Beah (1980), a former child soldier in the Sierra Leone civil war, currently works for the 'Human Rights Watch Children Division' in New York.

3 p. 79

- Point out the photos on p. 78 and ask the students what they know about these people. Give them some information, as necessary.
- The students do the task individually or in pairs.

Answers

- 1 Rosa Parks
- 2 Ronald L Kovic and Ishmael Beah
- 3 Rosa Parks
- 4 Ishmael Beah
- 5 Rosa Parks
- 6 Ronald L Kovic and Ishmael Beah
- 7 Ronald L Kovic and Ishmael Beah
- 8 Rosa Parks and Ronald L Kovic

4 p. 79

- The students copy the table into their notebooks and scan the texts to find the missing information.

Answers

- Rosa Parks, 1913–2005, segregation of the blacks, civil rights laws
- Ronald L Kovic, 1946 – now, the killing of innocents in war, spreading the anti-war message
- Ishmael Beah, 1980 – now, to stop the recruitment of child soldiers

5 p. 79

- Allow five minutes for the students to discuss the questions and make their decisions. Write their opinions on the board.

Stronger students: You may have a class debate to arrive at a general consensus on these issues.

Grammar Speculating; would/wouldn't

- The students read the rules and translate the examples into their own language.
- They can find examples of these verb structures in the texts on p. 78, underline them and translate them.

→ See also Get the grammar, page 82

6 p. 79

- The students read the statements and speculate on who could have said them and why.

Possible answers

- 2 I think it must be Rosa Parks. She would consider segregation as a system gone astray, and she did her best to oppose and change it. Or it could be Ron Kovic with his opposition to governments and systems which approve of war.
- 3 I think it must be Rosa Parks. When she was on the bus, she felt that the blacks had endured bad treatment for too long. Or it could be Ishmael Beah who escaped three years of forced recruitment.
- 4 I think this must be Ishmael Beah because he killed many people as a child soldier and now he's trying to protect children from a similar fate.
- 5 I think this must be Ron Kovic. He would say that talking about his war experience in Vietnam. Or it could be Ishmael Beah. He would say that talking about his war experience in Sierra Leone.

Writing**7 p. 79**

- Give guidance to the students as to the topics they could write about. You can brainstorm ideas round the class and write them on the board. Or you can raise some important issues yourself asking the students how they feel about them.
- Mention topics related to local (or global) problems of the environment, to immigration and integration of children in schools, to denial of human rights in some areas of the world, to the value of sending your own troops or peace keeping forces to other areas of the world, etc.

REAL COMMUNICATION PP. 80–81**Talking about films****CLIL: Media Studies****Author chat**

When we chat with our friends or meet at social events, we often end up talking about films and books. But do we structure what we say as if we were writing a review? No, we don't! Talking about films isn't an exam, and we haven't studied for it. And it's oral, not written. By analysing people talking about films, we isolated key discourse markers and found that speakers often forget key information, use vague language, backtrack and hesitate. They don't tell the whole story and they focus more on their feelings, expectations, impressions and interpretations than on hard facts. So the aim of this lesson is to let students learn the secrets of natural interaction, and hopefully give them the confidence to weave together the language for talking about films with the language of informal conversations.

The language of films**Cultural information**

Blade Runner, a 1982 science fiction film with Harrison Ford. In the Los Angeles of the future, malicious humanoid robots called 'replicants' are tracked down and killed by special forces called 'blade runners'.

The Godfather, a 1972 film directed by Frank Coppola, with Marlon Brando in the title role. It tells the story of ten years of crimes (1945–1955) perpetrated by a powerful Mafia family in New York in its fight against other Mafia families.

Apocalypse Now, a 1979 film directed by Frank Coppola, with Martin Sheen and Marlon Brando. The film, partially based on Joseph Conrad's 1899 story *Heart of Darkness*, is set during the Vietnam War (1959–75). It tells the story of an American war veteran sent into the Cambodian jungle to assassinate an American colonel reputed to have gone mad.

Erin Brockovich, a 2000 film with Julia Roberts in the title role. It is the true story of Erin Brockovich's fight against an American energy corporation, accused of contaminating the water supply of a small Californian town. The case was settled in 1996 in favour of the town. The real Erin Brockovich is a major figure in antipollution campaigns throughout America.

Groundhog Day, a 1993 film with Bill Murray and Andie MacDowell. Groundhog Day is an American holiday on February 2nd. According to the legend, if a groundhog (or marmot) comes out of its burrow on February 2nd and cannot see its shadow because the weather is cloudy, the winter will soon end. The plot of the film is told in CD2, Track 18.

Alien, a science fiction series, with four episodes (1979, 1986, 1992, 1997) is the story of how an alien form boards the spaceship Nostromo and how commanding officer, Ellen Ripley, played by Sigourney Weaver, battles to kill it and to return to Earth.

Lost in Translation, a 2003 comedy-drama film, directed by Sofia Coppola, with Bill Murray and Scarlett Johansson. Two Americans, a middle-aged actor and a young woman, meet in Tokyo by chance. Far from their partners, they develop a profound friendship as together they explore the city with its alienation and loneliness. **American Beauty**, a 1999 comedy-drama film, directed by Sam Mendes. It tells the story of a family's failed attempts at escaping from a boring and unhappy life in suburban America.

ET The Extra Terrestrial, a 1982 science fiction film, directed by Steven Spielberg. It is the story of a little boy who makes friend with an alien stranded on Earth and helps him to get back with his own kind, against his family's and the government's attempts at 'protecting' the boy and 'studying' the alien.

The Lord of the Rings, a trilogy (2001, 2002, 2003) directed by Peter Jackson and based on J R R Tolkien's fantasy series (1954–55) about the fictional world of Middle Earth and the quest to destroy the Ring that makes its evil maker all-powerful.

For further information on the films see the website of the Internet Movie Database, www.imdb.com

1a p. 80

- Pre-teach *the movies* (an American word for ‘films’, used also in British English), *buff* (somebody who is very interested in a particular subject).

Answers

1 D 2 C 3 A 4 B

1b p. 80

- Allow a few minutes for the students to talk about the films. Offer some information if necessary.

1c p. 80

- In pairs, the students take turns to ask and answer the questions.

Extension

If you monitor the activity and make notes about the answers on the board, you can produce a profile of the class’s taste in films.

Vocabulary: film**2a p. 81**

- The students write a description of a film based on the categories listed. They must not mention the title of the film, in order to be able to do the following activity.

2b p. 81

- In groups, each student makes an oral presentation of the film they wrote about. The other group members have to guess the film.

Film talk**3a p. 81**

- The students are going to hear a long conversation about two films.
- Play the recording once for the students to grasp the general meaning.
- Play the recording a second time stopping at appropriate points for the students to make notes. Remember to mark the pauses on the tapescript in preparation for this activity.

Transcript and answers [CLASS CD2 Track 18]

- Oliver** The funniest film I’ve ever seen is *Groundhog Day*.
- Mia** Oh yeah, I’ve seen that, too. But I don’t remember much about it.
- Oliver** Well, the main character’s played by Bill Murray.
- Mia** Oh yeah. He’s in *Lost in Translation*, isn’t he?
- Oliver** Yeah. And *Ghostbusters*. I love him. And Andie MacDowell’s in it, too.
- Mia** So what happens?
- Oliver** It’s a really clever film. It’s a romantic comedy, but it’s got this great central idea. It’s the story of this crazy weatherman and he has to live one day of his life again and again. At the beginning,

Phil – that’s Bill Murray – is sent by his boss to some place in the USA – I can’t remember exactly... Punxsutawney.

- Mia** Punxsutawney.
- Oliver** That’s right! How did you remember?
- Mia** Well, I am American... [laughs]
- Oliver** Anyway, Phil goes to this place to do the weather forecast, and it’s Groundhog Day. It’s a local event...

Mia [starting to remember] That’s right.

Oliver And Phil, that’s his name, is horrible to the people he works with. One of them is Rita – that’s Andie MacDowell. Anyway, that night there’s a terrible snowstorm and when Phil wakes up in the morning, he hears the same song on the radio, and it’s February the second, all over again. Groundhog Day. He’s kind of gone back in time to the previous day. This happens again and again. At first, Phil’s really selfish and horrible. I mean, every day he gets drunk, he does whatever he likes... then he wakes up the next morning and starts all over again. You have the feeling that this goes on for years. But then something happens. Phil gets bored. He changes. He starts doing good deeds. And he learns... you know, things like French and jazz piano. In the end he falls in love with Rita, his co-worker, and she believes him. The next morning, he wakes up and hears the same song on the radio. He thinks it’s Groundhog Day again. But then he discovers that it’s actually the third of February. It’s a new day! It’s the best bit of the film for me.

Mia Yeah, that’s a really cute ending. I cried when I saw it.

Oliver Me too.

Mia I think my favourite movie just has to be *Erin Brockovich*. It’s based on a true story.

Oliver Really? I didn’t know that.

Mia *Erin Brockovich* is played by Julia Roberts in the movie. She was a real rebel, someone who stood up for her rights and... I can’t remember all the details about her, but she leads the fight against a huge Gas and Electricity company that has poisoned a local community and hidden all the evidence.

Oliver What did you think of Julia Roberts?

Mia She’s brilliant in the movie. She’s OK in things like, you know, *Notting Hill* and *Pretty Woman*, but I think this is her best performance. Her character shows real guts and determination. And it’s really exciting when she starts to investigate this huge multi-billion dollar company.

Oliver Sort of the story of the little guy against the world...

Mia That’s right! So... this movie has an amazing beginning. It’s the best bit of the movie. The film opens with Erin trying to get a job. There’s a job interview and she’s... she’s having a really tough time. She’s, like, unemployed, got three kids, and desperately short of money.

But the interview's really funny. You see her making all these mistakes, saying the wrong things.

And she doesn't get the job! Then she goes out and gets into her car – oh no, I forgot to say that when she gets back to her car, she's got a parking ticket, so a day that started off badly has just got a lot worse...

Oliver [laughs] I've had days like that.

Mia So she gets into the car and drives off. You expect to see the car drive away and then cut to the next scene. I mean, after the first interview, you're led to believe that you're going to see Erin going for other jobs, that the movie's going to be quite funny.

Oliver So what happens?

Mia Well, what happens is, the car's driving away and coming up to some lights. The lights are green. So she drives through them and you're wondering when the scene's going to end – and then suddenly, in the background, a car goes through a red light, and it crashes into the side of her car. It comes as a real shock. I love that moment. It's a great opening to the movie.

Oliver Fantastic.

Answers

- They describe *Groundhog Day* and *Erin Brockovich*. They also mention *Lost in Translation*, *Ghostbusters*, *Notting Hill*, *Pretty Woman*.
- In *Groundhog Day* there are Bill Murray who plays Phil and Andie MacDowell who play Rita. In *Erin Brockovic* the title role is played by Julia Roberts.
- They think that their performances are very good.
- Oliver thinks that the best bit of *Groundhog Day* is the end when Phil discovers that it isn't Groundhog Day any more. It is the best bit because it is moving to see Phil realise that a new day is starting. Mia thinks that the best bit of *Erin Brockovich* is the beginning when everything goes wrong in Erin's day. You think the movie is going to be funny, then there's a real shock when a car crashes into the side of Erin's car.
- Perhaps because they like the central idea in each film. Perhaps because they can identify with the main character.

3b p. 81

- Write on the board *lapses of memory*, *hesitation*, *vague language* and add one example each from the recording. A 'lapse of memory' is when Mia says *I don't remember much about it*, 'hesitation' is when Phil says *Punxs...*, 'vague language' is when Phil says *He's kind of gone back in time*.
- Read out the expressions under the heading *Being vague* in the *File*.
- Play the recording of the conversation between Oliver and Mia. Pause when you hear one of the points been made, and ask the students to which category they would assign it.
- Play the recording again: the students identify the tenses used to describe the plots.

Answers

lapses of memory: I don't remember much about it, I can't remember exactly, I can't remember all the details about her, oh no I forgot to say

hesitation: Punxs... It's a local event..., he does whatever he likes..., and she's...she's having

vague language: He's kind of gone back in time..., I mean, things like, you know..., Sort of the story of the little guy..., She's, like, unemployed..., I mean, after the first interview...

tenses used to describe the plots: present simple and present continuous for telling the story of the film.

3c p. 81

- Play the recording again. The students tick the expressions they hear in the *File*.
- Ask them to find an equivalent for each expression in their own language.

Answers

The main character's played by..., Andie MacDowell's in it..., It's the story of..., At the beginning..., Anyway..., kind of..., At first..., You have the feeling that..., you know..., In the end..., It's the best bit of the film for me, It's based on a true story, I can't remember..., This is her best performance, Her character shows..., Sort of..., The film opens with..., like..., You see her..., I forgot to say..., You expect to see..., I mean..., You're led to believe that..., What happens is..., The car's driving away..., You're wondering..., in the background..., I love that moment.

4 p. 81

- To help the students tell the difference between a film review and a general conversation about it, provide an example. Photocopy Mia's talk about her favourite film, *Erin Brockovich*, from Track 18 and the review of the same film below, taken from the BBC website.
- Ask them to identify the structure of the review:
 - 1) quick summary of the plot, 2) appraisal of the actors' performance, 3) details of credits.
- Compare the review with Mia's talk: 1) focus on the actress, 2) mention of the main theme, 3) the opening of the film.
- The students discuss and answer the questions in groups.

Review of *Erin Brockovich*

www.bbc.co.uk/films/2001/01/08/

After losing a lawsuit against the driver who hit her already beat up car, Erin Brockovich (Roberts) seeks recompense from her lawyer – world weary Ed Masry (Finney) – in the form of a job. Knowing an unstoppable force of nature when he sees one, Ed agrees and hires her for basic secretarial duties. While filing papers connected to a real estate case Erin becomes curious about some of the detail contained within them, and after being given permission to investigate further uncovers an appalling case of corporate negligence.

The result of their efforts is a riveting drama, made all the more fascinating for its basis in fact. Roberts plays the role with effortless charm and gritty conviction, yet true to Soderbergh's usual style there are other fascinating characters within the story too. Ed Masry is given much heart by Finney, while Aaron Eckhart is George, Erin's biker neighbour and sometime lover. But still, this is Roberts' film, and a timely reminder of a talent that had until recently been paddling in the shallow end of the acting pool.

Credits

Director: Steven Soderbergh; Writer: Susannah Grant; Stars: Julia Roberts, Albert Finney, Aaron Eckhart, Peter Coyote, Marg Helgenberger; Genre: Drama, Comedy
Length: 131 minutes; Original: Country: US

Possible answers

- A film review has a more comprehensive look at the place of the film in the contemporary scene and uses more technical language.
- When you tell some friends about a film you are likely to miss out details of the credits; you rarely give a critical appraisal, but rather concentrate on the plot.
- Usually you start by saying why you like the film and what impressed you most, then you talk about the plot.

Pronunciation

Vague language

www.forreal.cc/intermediate

The recording consists of five sentences in which speakers try to remain vague.

Transcript

- I can't remember exactly but I think it's on the left, just opposite the bank.
- I'm not sure if that's right, actually.
- Let me see ... it's about ten minutes walk from here, I'd say.
- I don't know, I feel sort of anxious about it, in a way.
- It's like, you know, he doesn't seem to want to see anyone at all.

5 p. 81

- Allow around ten minutes for the groups to talk about their films and answer questions on them.

Random Fact p. 81

- The students read the information. Ask them to look up the two expressions in their monolingual dictionary and to write the explanations in their vocabulary notebook.
(A *cliffhanger* is a story which is exciting because its ending is uncertain until it happens. The expression *on the edge of my seat* implies that you don't know what happens next.)

GET THE GRAMMAR P. 82

- Before assigning the exercises on this page, point out to the students that in some cases there can be more than one correct answer (see below).

1 p. 82

- | | |
|------------|--------------|
| 1 anything | 5 everywhere |
| 2 nothing | 6 something |
| 3 Everyone | 7 anything |
| 4 No-one | |

2 p. 82

- | | |
|--------------------------|--------------------------|
| 1 In spite of / Despite | 4 Although |
| 2 Although / Even though | 5 Although / Even though |
| 3 in spite of / despite | 6 In spite of / Despite |

3 p. 82

Possible answers

- Jerry is learning Italian so that he can speak the language when he goes on holiday to Italy.
- Avril has created her own website so that she can share her ideas with people who use the Internet.
- Joe borrowed a lot of money and bought a motorbike in order to travel through Africa with a friend.

4 p. 82

- | | |
|-------------------|----------------------|
| 1 can't be | 6 must have been |
| 2 must have gone | 7 must have gone out |
| 3 can't have done | 8 can't have left |
| 4 must be | 9 must be |
| 5 can't be | |

5 p. 82

Possible answers

- She could have split up with her boyfriend. She couldn't have been told off by her boss. He thinks the world of her.
- He could have lost his wallet. He couldn't have had bad news from home. He sounded quite happy when he spoke to his mum a few moments ago.
- She could have got a place at the university of her choice. She couldn't have had bad exam results. I know she passed brilliantly.

Go to:

- WORKBOOK Unit 8 pp. 157–162
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

FLUENCY for real (Units 7 & 8)

FLUENCY FOR REAL PP. 83–85

Author chat

Story-telling can be an enormously useful way of teaching a foreign language. Within the story, ready-made characters and situations create a clear context for language practice. Using a fictional context also allows students the freedom to speak without needing to reveal personal information: something that more self-conscious students find difficult in the classroom. In this case, students look at a fictional crime and compare the facts with a series of suspects to try to find who was responsible for the theft of a valuable Chinese vase. They then move on to a free speaking activity where they themselves interview two suspects to find out if they committed a crime!

Art theft

1 p. 83

- Students develop fluency by describing a sequence of images that form a story. This activity is especially suitable to students with a visual-spatial intelligence.

Possible answer

- The story is set in a museum. In picture 1, some visitors are staring at a precious vase in a glass case. A security guard is pointing to a clock that says 5 p.m.
- In picture 2, the visitors are leaving the museum and two security guards with keys in their hands are closing the doors.
- In picture 3, it is night time. The security guard is in his office, sleeping. The clock says 12 p.m. We can see CCTV on the wall.
- In picture 4, a mysterious figure wearing a balaclava and gloves is in a room with a torch, and is shining a torch on the security alarm box.
- In picture 5, the same masked figure is in the room with the vase, is unlocking the glass case and taking the vase out. The clock now says 1 a.m.
- In picture 6, it is the next morning. A visitor is pointing to the now-empty glass case and the guard looks shocked as this is clearly the first time that he has realised that the vase is missing.

Motives and alibis

2 p. 84

- Students circle the correct words to complete the detective's comments.
- Play the recording to check answers.

Transcript and answers [CLASS CD2 Track 19]

Detective We've spoken to ¹**everyone** about the theft but ²**nobody** knows who stole the vase. We are sure that it is ³**somebody** who works in the museum because the alarm was turned off and the glass box around the vase was not broken.

We believe it could be one of four possible suspects. ⁴**Everyone** has got a motive. But is there ⁵**anyone** without an alibi?

3 p. 84

- Students do the lexical exercise individually or in pairs.

Answers

1 c 2 a 3 b

4a p. 84

- Students work in pairs to read the texts and complete one more note for each person.

Answers

Marcus Burlington. Motive: needed money to repair his house.
Brenda King. Alibi: was with her mother in hospital.
Duncan Howells. Motive: was a criminal in the past.
Jane North. Alibi: was catching a flight to Chicago.

4b p. 84

- Play the recording for students to identify the missing information and to complete the notes.

Transcript [CLASS CD2 Track 20]

1

Detective Mr Burlington, good morning.

Marcus Good morning.

Detective I'd like to ask you a question.

Marcus Yes?

Detective Where were you on the night of the theft?

Marcus Excuse me? Are you saying I'm a suspect?

Detective I'm the director of the museum!

Marcus It's just a question, sir. Where were you on the night of the theft?

Detective Well, I ... I was at home.

Detective Was anyone with you?

Marcus Yes, my wife and children.

2

Detective Officer, I want to speak to Mrs ... Brenda King.

Police officer I'm sorry, detective. She's in the hospital. With her sick mother.

Detective I see. Why is her mother in the hospital?

Police officer Her mother needs an operation on her leg. Apparently, the operation will be very expensive. £50,000.

Detective Why is the operation so expensive?

Police officer They can only do it in the USA.

Detective So Brenda King needs £50,000. Has she got a lot of money?

Police officer I don't think so, no.

Detective Hmm ...

3

Detective Now, Mr Howells, you're the head of security of the museum. But you were in prison once, weren't you?

Duncan That was a long time ago! I've changed.

FLUENCY for real (Units 7 & 8)

Detective But this vase was stolen from the museum...
Duncan Yes, it's very embarrassing.
Detective Can you tell us where you were on the night of the crime?
Duncan I was watching the football on TV with my friends.
Detective What time did the game finish?
Duncan 9.30? 10?
Detective Did you go home then?
Duncan No, we stayed out all night. We were celebrating because we won the game! Ask my friends.

4

Detective Jane North. Professor Jane North. You're an expert in Chinese art?
Jane Yes, that's right.
Detective In fact, you buy and sell Chinese art, using the Internet. Is that true?
Jane Yes, many art experts do the same thing.
Detective And the museum's vase was stolen. It's very valuable.
Jane Very. It's also very famous. The thief couldn't sell it, because everyone will recognise it.
Detective No one will buy it? Except a criminal, perhaps.
Jane Yes. Do you know any criminals?
Detective I'm a detective. I know hundreds of them.

Answers

- Marcus Burlington. Alibi: was at home with his wife and children.
- Brenda King. Motive: needs the money for her mother's operation.
- Duncan Howells. Alibi: was watching football on TV with friends and stayed out all night.
- Jane North. Motive: buys and sells Chinese art.

5a p. 85

- Group discussion. It is important that students give a reason for their opinions.

5b p. 85

- Play the recording for students to understand the solution of the mystery and to compare it with their ideas.

Transcript [CLASS CD2 Track 21]

Police officer Detective Goodall! You've solved the crime!
Detective Yes, it was Jane North.
Police officer But she had an alibi. She was on a plane to New York when the crime happened.
Detective No, she had a boarding pass. But she printed the boarding pass from her computer. She never got on the plane. She never went to New York.
Police officer Amazing. Why did she do it?
Detective Money.
Police officer Money?

Detective Jane North knows everybody in the art world. There's a top criminal who loves Chinese art. He lives in London. He offered her £100,000 to steal the vase. And she said yes.
Police officer What do we do now?
Detective We arrest her! Come on!

The alibi game

6a, 6b p. 85

- Students discuss the picture in pairs.
- Collect their ideas on the board and ask them to vote for the best one.

7a p. 85

- Assign the role of the suspects to two students. They leave the classroom together and concoct an alibi using the Suspect Preparation card.
- Meanwhile, the class does the Detective Preparation thinking of questions based on the items in the Suspect Preparation card.

7b p. 85

- Call one of the suspects back and tell the class to act as detectives. They ask questions and make notes of the replies.
- Now the suspects swap places. The one who was interrogated goes out, the other comes back and answers the questions. The class tries to identify discrepancies between the replies of the two suspects.

Language check (Units 7 & 8)

LANGUAGE CHECK P. 86

1 p. 86

- 1 b 2 b 3 d 4 a 5 c

2 p. 86

- 1 must 3 mustn't 5 mustn't
- 2 don't have to 4 Must

3 p. 86

w	o	u	n	d	g
e	r	s	e	b	e
a	t	t	a	c	k
p	t	a	r	m	h
o	v	b	u	r	d
n	e	n	h	t	p

4 p. 86

- 1 hilarious 3 sentimental 5 superficial
- 2 terrifying 4 exciting

5 p. 86

- 1 think 5 sure 9 mind
- 2 opinion 6 seems 10 better
- 3 find 7 stand
- 4 much 8 reckon

6 p. 86

Students' own answers.

ASSESSMENT

→ WORKBOOK Self Assessment p. 163

Units 9 & 10

Linguistic competences	Communicative competences B2
Grammar <ul style="list-style-type: none">• relative clauses• articles• third conditional• modal verbs• <i>wish / if only</i>• use of <i>to</i>, infinitive, and <i>-ing</i> form	Listening <ul style="list-style-type: none">• understand in detail what is said to me in standard spoken language even in a noisy environment, e.g. p.101 ex 4• understand most radio interviews delivered in standard language and identify the speaker's mood, tone etc, e.g. p.97 ex 5• understand the main ideas of complex speech, including technical discussions in my field of specialisation, e.g. p.107 ex 2• use a variety of strategies to achieve comprehension, including listening for main points, e.g. p.92 ex 2, ex 3 and ex 4
Functions <ul style="list-style-type: none">• defining information; adding information; identifying people, things and places• <i>File</i>: getting the point across, reflective listening, disagreeing, recriminations, disagreeing strongly, acknowledging and apologising• talking about imaginary situations in the past, talking about regrets• <i>File</i>: introductions, starting, sequencing, giving examples, moving on, showing visual aids, giving reasons, summarising and concluding	Reading <ul style="list-style-type: none">• rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, e.g. p.93 ex 5• read and understand articles and reports on current problems in which the writers express specific attitudes and points of view, e.g. p.95 ex 1 and ex 2• understand in detail texts within my field of interest or the area of my academic or professional speciality, e.g. p.88 ex 4, p.91 ex 4, p.97 ex 2• read reviews dealing with the content and criticism of cultural topics and summarise the main points, e.g. p.98 ex 2
Pronunciation <ul style="list-style-type: none">• word stress• third conditional	Spoken Interaction <ul style="list-style-type: none">• carry out a prepared interview, checking and confirming information, following up interesting replies, e.g. p.93 ex 6
Vocabulary relationships personal qualities word formation appearance <i>-ing</i> and infinitive presentation aids	Spoken Production <ul style="list-style-type: none">• give clear, detailed descriptions on a wide range of subjects related to my fields of interest, e.g. p.90 ex 3• construct a chain of reasoned argument, linking my ideas logically, e.g. p.101 ex 6• speculate about causes, consequences, hypothetical situations, e.g. p.99 ex 6
CLIL and CULTURE Science: The science of love Literature: Describing people's character and appearance Psychology: EQ, emotional intelligence Communication: cultural gaffes Music: Bob Dylan	Strategies <ul style="list-style-type: none">• generally correct slips and errors if I become aware of them or if they have led to misunderstandings, e.g. p.108 ex 1
DVD Film 5: <i>Living in the UK</i>	Language Quality <ul style="list-style-type: none">• I have sufficient vocabulary to express myself on matters connected to my field and on most general topics, e.g. p.101 ex 5
Webproject Writing a research-based report on a musical genre	Writing <ul style="list-style-type: none">• write clear and detailed texts e.g. compositions, reports or texts of presentations on various topics related to my field of interest, e.g. p.91 ex 7• write summaries of articles on topics of general interest, e.g. p.99 ex 3• summarise information from different sources and media, e.g. p.88 ex 4• discuss a topic in a composition or 'letter to the editor', giving reasons for or against a specific point of view, e.g. p.108 ex 2• write about events and real or fictional experiences in a detailed and easily readable way, e.g. p.99 ex 7• express in a personal letter different feelings and attitudes, e.g. p.88 ex 6

Objectives

Grammar

- relative clauses
- articles

Functions

- defining information; adding information; identifying people, things and places
- File:* getting the point across, reflective listening, disagreeing, recriminations, disagreeing strongly, acknowledging and apologising

Pronunciation

- word stress

Vocabulary

- relationships
- personal qualities
- word formation
- appearance

Skills

Reading: the Japanese poetic form of haiku; a scientific study on the three stages of love; advice for managing difficult conversations; three extracts from novels

Listening: people talking about how they met their partners; two people having an argument

Speaking: role play difficult situations; talking about personal qualities; describing and guessing people

Writing: a love letter; a description of a person

GET STARTED P. 87

Author chat

Love is in the air! And in this unit we will be looking at love and relationships. We start the ball rolling with some fascinating quotes about love. Although love is timeless we have found quotes that may motivate your students a bit more from stars such as Madonna, John Lennon and Jennifer Aniston. We ask students to reflect on the quotes and think about their own beliefs about love. Does love last for life? Do you need to work at relationships? Do you need to apologise to your loved one? We end the lesson with some love haikus and ask students to write their own.

Cultural information

Eric Segal (1937–2010), American writer, famous for his 1970 novel *Love Story*, made into a successful romantic film the same year.

W Somerset Maugham (1874–1965), British novelist and playwright, famous for short stories set in the Far East: *Rain*, *Footprints in The Jungle*, *The Outstation*. Among his novels *Of Human Bondage* (1915), *The Moon and Sixpence* (1919), *The Painted Veil* (1925) were adapted for the screen.

Antoine de Saint-Exupéry (1900–1944), French author of *Le Petit Prince* (1943) and numerous novels based on his experience as a pilot.

Madonna, see notes for Unit 8 TB p. 93.

Oscar Wilde (1854–1900), Irish playwright and short story writer. Famous works: *The Canterville Ghost* (1887), *The Happy Prince and Other Stories* (1888), *The Picture of Dorian Gray* (1891) and the plays *Lady Windermere's Fan* (1892), *The Importance of Being Earnest* (1895).

John Lennon, see notes for Unit 3 TB p. 46.

Jennifer Aniston (1969), American actress famous for her role as Rachel in the sitcom *Friends* and for numerous successful films.

1a p. 87

- Check the students understand the quotes.
- Give or elicit information on the authors. Remind the students that 'anon' is short for *anonymous*.

Weaker students: Do the task with the class discussing the meaning of each sentence.

Answers

- Jennifer Aniston
- Eric Segal
- Madonna
- Anon
- W Somerset Maugham
- Oscar Wilde
- John Lennon

1b p. 87

- Make sure the students justify their choices. Write on the board how they should structure their responses: *I like this quote because I feel / I think that...*

2a p. 87

- This exercise gets the students thinking about the theme of the unit. Ask them to write out their sentences in preparation for activity 2b.

2b p. 87

- Encourage the students to give reasons for their choices.

Cultural information

Haiku is one of the world's oldest forms of poetry, made famous by the Japanese poet Matsuo Basho (1644–1694). In the early 1900s haiku poems had a strong influence on a whole generation of British and American authors, including James Joyce, D. H. Lawrence, Amy Lowell, Marianne Moore and Ezra Pound.

The poets of the Beat generation read the four volumes of haiku collected by the English professor R. H. Blyth in the 1940s and published their own haiku poems in the 1950s. A volume of haiku by the African American novelist and poet Richard Wright (1908–1960) was published posthumously in 1998.

In 1989, the Haiku International Association was formed to promote friendship and mutual understanding among poets, scholars and others who shared a common interest in haiku. In the same year 1989 the poetry magazine *Haiku Quarterly*, now called HQ, was started. In 1990, the *British Haiku Society* was formed. Today haiku is the most popular form of poetry around the world.

Haiku poems are about everyday things and themes such as nature, feelings, or experiences. Their characteristic is that they create an image and express a thought in just three lines of 5 syllables, 7 syllables and 5 syllables respectively. Haikus don't rhyme.

3a p. 87

- Give a brief introduction to haikus. Remind the students of the theme of the unit so that they can expect the images of the poems to be about love and friendship.

Stronger students: Ask them to expand the image of each haiku by describing the situation in full, e.g. *A lover is sad and has sleepless nights because his/her partner is not there.*

*Two lovers are enjoying a moment together in a park.
A lover complains that his/her partner is not keeping in touch.*

A girl is jealous because her boyfriend exchanged phone numbers with another girl.

Answers

a 2 b 4 c 3 d 1

3b p. 87

- Help the students to count the syllables in the haikus they've read, so that they understand how to produce a line.
- The students will enjoy being asked to write 'poetry' in English and will probably want to try out their skills immediately. Alternatively, assign this exercise as homework and ask them to read more haikus on the Internet.

THE SCIENCE OF LOVE PP. 88–89**CLIL: Science**

Is true love a meeting of true minds? A bunch of roses and some pink hearts? Maybe. But science is showing us that our behaviour is also directed by some very powerful chemicals flooding our brains. And scientists have even found a chemical responsible for faithfulness! In this lesson we explore the science of love and find out what drives the love experience. Never has science been more fascinating than discovering what happens when we fall in love. Scientific texts are ideal for working on relative clauses as lots of information needs to be packaged in easy to read chunks. Students finish the lesson by writing a love letter full of relative clauses! And in Extra Reading there is a little bit of guided *Romeo and Juliet* to conclude this analysis of love!

Vocabulary: relationships**1 p. 88**

- Check that students know the equivalent for each expression in their own language. Point out that all the verbs but one (*had broken up*) are in the past simple.
- The students add the words to their vocabulary notebook, writing the verbs in their base form, and giving a translation and an example.

Listening**2a p. 88**

- Tell the students they are going to hear four short narratives.
- Pre-teach some words the students will hear in the recording, e.g. *avoid, moan, figure-hugging dress, love at first sight.*
- Play the recording in stages, stopping after each narrative so that the students can identify the location and number it.

Transcript [CLASS CD2 Track 22]

1

Woman 1 We didn't even like each other at first. I thought he wasn't very friendly and was a bit snobbish. I think he thought I was a bit silly, like, you know only into clothes and watching Big Brother on TV. So really we avoided each other in the office. Then one day we had to work on a project together. I didn't want to! I moaned to my work mates. But there was nothing I could do.

Then I realised he was really nice, and well, he was pretty good-looking too. Sexy! And we've got two children now!

2

- Man 1** I remember every moment. I was a bit bored really. I didn't know anyone and I was standing with my drink by the food. And then this gorgeous girl walked in. She was stunning. She had these long legs, lovely brown hair and she was wearing a figure-hugging dress. It was like a film. No one else counted. And it seemed to go really quiet! I could only see her. Then our eyes met. I got her a drink and we chatted all evening. It was love at first sight. We're getting married next year.

3

- Man 2** How did we meet? It was ages ago now. Actually we met during the first year in a class – a poetry class. But I had a girlfriend at the time so I wasn't interested in her, to be honest. But it was in the final year, in the spring, we started going out together. So no, it wasn't love at first sight. But I think it was destiny that we got together in the end! We've been together for five years now.

4

- Woman 2** We met in Rome. They say this sort of romance never lasts but this one did. I was from Ireland and he was from Italy. I was working as an au pair, looking after these two horrible kids! And I was studying Italian. And well, he worked in the pizzeria where I used to go with the other students. He asked me out. And I liked him, so I said yes. Later on I had to go back to Dublin and get my degree, but he used to come and visit and then well, I ended up living in Rome with him. We split up a few years ago now but he was my first love... and he still makes a good pizza!

Answers

A 3 B 4 C 2 D 1

2b p. 88

- Play the recording again. The students write the number of the narrative(s) next to each question.
- Alternatively, write on the board these expressions to be used in the answers: *two office workers, two university students, man meeting girl at a party, Irish au pair and pizza man*.

Answers

- Number 2 (man meeting girl at a party)
- Number 4 (Irish au pair and pizza man)
- Numbers 1 and 3 (the two office workers, the two university students)
- Number 2 (man meeting girl at a party, the two office workers)

Reading and speaking

3 p. 88

- The students take turns to answer and discuss the questions.
- If you want, ask them to make brief notes so they can share their ideas with the rest of the class.

Extension

While the students do the pairwork, you can draw a table on the board with four columns headed *Love at first sight, Loving for ever, The only way to be happy, Working at love*. At the end of the pairwork, collect all positive answers and write *Yes* + the number of students in each column. Then collect all negative answers and write *No* + the number of students in each column. You can start a class debate with the students supporting opposite opinions.

Pronunciation

Word stress

www.forreal.cc/intermediate

The recording consists of words from the reading on p. 89. They are the names of hormones in the human body.

Transcript

oestrogen, dopamine, pheromone
testosterone, adrenaline
serotonin, oxytocin, vasopressin

4a p. 88

- Discuss the title of the article (*Love is the drug*), the subhead (*The three stages of love*) and the blurb above the photograph. What do they say about the content of the article?
- Make sure the students in each group work on a different stage of the article.

Answers

Stage 1: 1 women smelling men's sweaty T-shirts; 2 pheromones which animals and possibly humans give off in order to attract a mate; 3 people are attracted to each other

Stage 2: 1 a study of a group of Italian students, a study of people put in an MRI machine; 2 dopamine (it causes an intense rush of pleasure), adrenaline (it makes the heart beat faster), serotonin (it suppresses obsessive thinking and treats depression); 3 people are elated, they lose their appetite and can't sleep

Stage 3: 1 a study of prairie voles; 2 oxytocin and vasopressin; 3 people feel less attraction and more attachment, they experience a sense of calm and stability

4b p. 88

- The students continue to work in groups of three and report to each other. Each student asks questions about the two 'stages' they have not read about.

Stronger students: They make notes on all three stages and report back to the class.

Grammar Defining relative clauses; Non-defining relative clauses; Reduced relative clauses

5a p. 88

- Go through the rules and the examples with the class. Ask them to provide a translation of all the examples in their own language.

Answers

- 1 who/that
- 2 which/that
- 3 where
- 4 whose
- 5 that

→ See also Get the grammar, page 94

5b p. 88

- Ask some students to read out the sentences they have underlined or circled.

Answers**Defining relative clauses**

- Pheromones are chemicals which animals give off...
- They preferred the smell of males whose immune systems were different...
- People who are in love can think of nothing else.
- Adrenaline is the neurotransmitter that makes your heart beat...
- A group of Italian students who were thinking about their loved ones up to...
- ...people who were in love were put into an MRI machine...
- The part of the brain that lit up...

Non-defining relative clauses

- Lust, which is the initial attraction stage between people, is driven...
- Dopamine, which has the same effect on the brain as cocaine, causes...
- Serotonin, which is prescribed by doctors to suppress obsessive thinking and treat depression, is...
- ...put into an MRI machine where they were shown pictures...
- ...prairie voles, which mate for life.

Writing**6 p. 88**

- Remind the students of the style of an informal letter.

PEOPLE PP. 90–91**CLIL: Literature****Author chat**

Your students are probably already able to describe people, and the first part of this lesson revises and extends their skills and language in this area. They think about what makes a good friend and go on to describe someone they know.

There are a lot of descriptions of people's appearance and their personality in fiction. In these extracts by famous novelists writers describe characters' appearance.

Mastering the use of the article is an ongoing project! It's one of those tricky language areas that continue to trip up language users even as they become fluent speakers. So this lesson reminds students of the basic principles. But the best way to gain more accuracy in the use of the article is, of course, to expose yourself to lots of language. How about encouraging your students to read some fiction?

Speaking**1a p. 90**

- The students underline the six important qualities and circle the three least important. Warn them that some adjectives could be false friends.

1b p. 90

- The students justify their choices and check if their partner has chosen the same qualities for the same reasons.

Word expander**Word formation p. 90**

- Students do the word-building activity.

Answers

- dishonest, immodest, disloyal, unattractive, unpopular, unadventurous, uncaring, impatient

Vocabulary: appearance**2 p. 90**

- The students should look up the words or expressions they don't know in a monolingual dictionary.

Answers

- Face:** plump, heart-shaped, clean-shaven, moustache, round, glasses, thin, chubby, long, sideburns, pierced ears, small, beard
- Hair:** short, wavy, curly, tied back, grey, thin, long, blonde, black, brown, medium-length, bald, dreadlocks
- Eyes:** grey, blue, round, green, glasses, black, brown, small, hazel, almond-shaped

- Body:** piercing, tattoos, stud, fat, bony, thin, long
- Height:** short, tall
- Build:** plump, fat, bony, thin, chubby, well-built, slim, small, slender, average build

3 p. 90

- Each member of the group chooses a person to describe.
- You can decide if the other students should ask *Yes/No questions*, which make the guessing game more difficult, or *Wh-questions*, which elicit responses with detailed information and make guessing much quicker.

Reading**Cultural information**

John Steinbeck (1902–1968), an American novelist. Among his works: *Of Mice and Men* (1937), *Grapes of Wrath* (1939, Pulitzer prize 1940), *East of Eden* (1952). *Of Mice and Men* tells the tragic story of two ranch workers in California during the Great Depression of the late 1920s.

Jon McGregor (1976), British author of *If Nobody Speaks of Remarkable Things* (2002), a novel about the daily life of people in an English suburban street. Three narrators speak in the first person and express their thoughts with the technique of the stream of consciousness.

Ian McEwan (1948), a British novelist. Among his works: *The Child in Time* (1987), *Amsterdam* (1998, Booker Prize), *Atonement* (2001, film 2007). *The Child in Time* is the story of Stephen's emotional turmoil and subsequent psychological healing after the kidnap of his three-year-old daughter at a supermarket checkout.

4 p. 91

- The students read the texts with the scanning technique to identify the people.

Answers

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

5 p. 91

- Elicit information from the students about the authors and the novels. If you have formed a 'reading group', take these novels along and ask the group to choose one to read.
- The students will find some difficult words in the Wordlist at the end of the book.

Possible answers

- First extract:** They are casual labourers. They live in the open country or in the woods. They are going to look for work. They get on well.
- Second extract:** It is late night or early morning. They have been out clubbing. They are going home to sleep.
- Third extract:** She's intelligent, confident, humorous. She is interested in physics. Stephen is the main character in the novel.

Grammar Indefinite article *a / an*; Definite article; No article**6 p. 91**

- The students underline the listed expressions in the second and third extracts.
- While they do the task, they can circle the five other examples quoted from the extracts (*a tall thin girl, a highly intelligent squirrel, the opening by the green pool, two men emerged from the path, her hair dyed pink*).

Answers

- 1 a girl with enormous trainers
- 2 a bright pert look
- 3 the taxi moves away
- 4 the high cheekbones
- 5 his eyebrow
- 6 intelligence shone from her face

→ See also Get the grammar, page 94

Consolidation

The students translate all the sentences into their own language. They can read the Grammar Reference in the Workbook for further examples.

Writing**7a p. 91**

- The students have a wide choice as most pages in the book carry images of people. They can decide to describe just one person or some people together as in some of the photos on p. 27.

7b p. 91

- The students read their partner's description and guess who the person is.
- They reread the text, checking grammar, vocabulary and spelling. Then they decide if something can be added to make the explanation clearer or more interesting.

Extension

Write some of the best descriptions on the board for the whole class to guess.

REAL COMMUNICATION PP. 92–93

Talking it over

 Author chat

Even the best of relationships has its off days! And Silas and Rachel have had a breakdown of communication at a party. Is Rachel giving Silas the cold shoulder or is he misunderstanding what happened? We eavesdrop on two difficult conversations but in the final discussion, by using strategies for managing a difficult conversation, they calm down and seem to work things out.

We all have difficult conversations. And when we are angry and emotional, we don't always have great results. Managing difficult conversations is a soft skill that can be improved by following some basic guidelines. Students read the tips in *People skills* and then role play two difficult conversations. The language in *File* is designed to build on expressions students already know and raise their level of communication to a B2 level.

Having an argument

1 p. 92

- The exercises on this page get the students thinking about their feelings and general attitude when they have an argument with a friend.
- Allow the students to work in pairs for a few minutes to discuss the questions.
- Collect their ideas on the board in preparation for finding out how Rachel and Silas feel during the argument the students are going to hear.

2a p. 92

- Tell the students they will hear three recordings, each of a different stage of an argument between Rachel and Silas. The first one is the beginning of a phone call.
- Play the recording twice: first the students get the global meaning, then they make notes and answer the questions.

Transcript [CLASS CD2 Track 23]

Rachel Hello?
Silas Hi, it's me.
Rachel Oh, hi Silas. How are you doing?
Silas OK. What about you?
Rachel Oh, pretty good... I've only just got up, actually. It was a great party at Ben's last night. I didn't get to bed until three...
Silas Three?
Rachel ...that's why I'm still a bit tired.
Silas I'm not surprised.
Rachel I haven't had so much fun in ages. What is it?
Silas Nothing.
Rachel Come on, you sound a bit... weird.
Silas Well, how do you expect me to feel?
Rachel I dunno... I mean, are you feeling better now?
Silas Better?

Rachel You said you had a headache last night. That's why you left the party early.

Silas I didn't think you cared.

Rachel What?

Silas Well, you didn't think of leaving with me.

Rachel It was a party, Silas!

Silas Yeah, and you were having a really great time. You hardly spoke to me for hours. You just spent the whole time dancing.

Rachel Well, the music was really cool...

Silas And most of the time you were dancing with Ben.

Answers

- 1 They went to a party.
- 2 Because Rachel hardly spoke to him at the party and danced with Ben most of the time.
- 3 Students' own answers. They may suggest that the argument escalates to a fully blown row, or that Rachel feels fully justified for her behaviour and Silas accepts it, or that both can make up without further discussion.

2b p. 92

- Play the recording again, stopping when you hear the sentences so that the students can write the name of the speaker.

Answers

- S I'm not surprised.
- R I haven't had so much fun in ages.
- R Come on, you sound a bit... weird.
- S Well, how do you expect me to feel?
- S Well, you didn't think of leaving with me.

3a p. 92

- Tell the students they are going to hear the continuation of the phone call. Pre-teach *that's not fair* and *you've got the wrong end of the stick*.
- Play the second part of the recording twice, for general understanding and for the students to do the task.

Transcript [CLASS CD2 Track 24]

Silas You were dancing with Ben the whole time and when you weren't dancing you were talking...
Rachel Hang on...
Silas You hardly said a word to me the whole night.
Rachel We talk all the time.
Silas Yeah, but you went to the party with me.
Rachel I don't see the problem. I mean, it's not like we're married or anything.
Silas That isn't what I meant.
Rachel So I don't see why you're getting so jealous.
Silas Me, jealous? I'm not jealous!
Rachel You sound it.
Silas I just felt really stupid, that's all. I mean, I thought we were going out together.
Rachel We are.
Silas But you just try to get away from me as soon as you have a chance.

Rachel That's not fair!
Silas It's what happened last night.
Rachel You should have said something if that's how you feel. I could have sat down and talked with you the whole evening if you'd wanted.
Silas 'Sat down'? Why 'sat down'?
Rachel Well, you never want to dance.
Silas That's not true!
Rachel When's the last time we went dancing? You don't even dance at gigs.
Silas This has got nothing to do with dancing. What I'm saying is, you seem a lot more interested in Ben than you are in me.
Rachel I can't believe you just said that!
Silas And if that's how you feel, well... we might as well break up.
Rachel Silas... I know I was talking to Ben, but you've got the wrong end of the stick.
Silas I don't think so.
Rachel It's no good talking over the phone. Why don't we meet up later?
Silas Hmm.
Rachel I'll see you in the park by the lake – say about four?
Silas Whatever. Bye.

Answers

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

3b p. 92

- The students have a chance to express their opinion and to suggest different ways of dealing with the situation.

4a p. 92

- Tell the students they are going to hear Rachel and Silas talking face to face in the park. Do they predict the argument will be resolved? How?
- Play the recording twice.

Transcript [CLASS CD2 Track 25]

Silas I go to a party with you but... but you just ignore me and hang out with other people...
Rachel That's what you do at parties, Silas. You know, have a laugh.
Silas But we went to the party together. But you just went off with your mates and you only spoke to me again when I said I was going home.
Rachel I see what you mean, but I didn't try to avoid you. I was just having fun.
Silas And you don't think that being with me is having fun? That makes me feel great.
Rachel OK, you've got a point, but that isn't what I meant. Of course I have fun with you.
Silas It doesn't sound like it. I don't know. We're just wasting our time talking about this. It seems to me you'd rather be somewhere else.
Rachel So what you're saying is I don't want to go out with you.

Silas What am I meant to think? You were with Ben nearly the whole time.
Rachel So you think that I want to go out with Ben? *[pause – no answer]*
Rachel I'm really sorry. The thing is, we were talking about Haley.
Silas Haley? What's she got to do with it? She's in Australia.
Rachel That's the problem. Ben's really missing her.
Silas Ben?
Rachel Yeah. He's in love with her.
Silas Oh...
Rachel And that's what we were talking about. Listen, Silas, I didn't mean to hurt your feelings. Honestly.
Silas Don't worry. I'm sorry, too. *[sound of a text message coming in]*
Silas What's that?
Rachel Oh, it's just a text message.
Silas Who's it from?... Is it Ben?
Rachel Er... yeah.
Silas I don't believe it. *[footsteps walking off]*
Rachel Silas?... Oh come on Silas!... Silas!

Answers

The best summary is A.

4b p. 92

- Go through the expressions in *File* with the students. Ask them how they would say these in their own language.
- Play all three recordings again so that students can tick the expressions they hear.

Answers

The first part: of the conversation doesn't have expressions from the *File*.

The second part: Hang on, I don't see the problem, I mean, That isn't what I meant, I don't see why..., That's not fair!, You should have..., That's not true!, What I'm saying is, I can't believe you just said that!, if that's how you feel..., you've got the wrong end of the stick

The third part: I see what you mean but..., OK, you've got a point but..., that isn't what I meant. So what you're saying is..., So you think that..., I didn't mean to hurt your feelings. Don't worry. I'm sorry.

Extension

The students can write a short summary of the situation to insert in the page of their notebook dedicated to the 'story' of *For Real Intermediate*. For example: *Silas phones Rachel and shows he is upset about Rachel's behaviour at the party last night. He thinks she prefers spending time with Ben. Rachel is very surprised and thinks Silas has misunderstood the situation.*

They meet in the park and Silas learns that Ben needed to discuss his girlfriend with Rachel. The two have a temporary reconciliation, until Rachel receives a message from Ben.

Talking it over

5a p. 93

- Before doing the task, the students think of a specific situation, either the argument between Rachel and Silas or another confrontation from their own life. They complete the text, then read each paragraph and think how they would put the advice into practice.

Answers

- | | |
|------------|---------------|
| 1 critical | 7 behaviour |
| 2 person | 8 view |
| 3 fault | 9 voice |
| 4 positive | 10 feelings |
| 5 predict | 11 interrupt |
| 6 point | 12 understood |

- B I'm really sorry. I didn't mean to bring my private life into the office, but...
- A What I mean is that you're wasting your employer's time and money.
- B I can see that you are angry, but I really had to sort out some personal problems.
- A I can't believe you just said that. This is a workplace. You should sort out your personal problems from home.
- B You've got a point, but I'll make sure it doesn't happen again.
- A It mustn't happen again. This is your last chance.

5b p. 93

- The students analyse their own behaviour going through the points made in the article and discuss their opinions in pairs.

6a p. 93

Weaker students: Ask a pair to demonstrate the role play while you guide them through it with specific instructions for each line, e.g. A asks B for his laptop, B says that he hasn't brought it back and asks why A needs it now, etc.

Possible answer

- A Have you brought back my laptop?
- B No, I haven't. When do you want it back?
- A Like now?! I need it for my presentation tomorrow!
- B Maybe the college will lend you one.
- A That's not the point. I want to use my own laptop. Where is it? I can come and collect it from your house.
- B I'm really sorry, but I left it on the train yesterday.
- A You what? I can't believe you just said that.
- B Look, it was a dreadful mistake. I've got a terrible memory and I just forgot to pick it up when I got off the train. I've reported it as lost, but I haven't heard anything yet. If it doesn't turn up, I'll have to replace it.
- A You can't, that laptop had all my coursework on it.

6b p. 93

- Follow the same procedure as the role play in 6a.

Possible answer

- A What do you think you're playing at?
- B I beg your pardon...
- A You said you couldn't come to work yesterday because you were sick.
- B Yes, I was.
- A And you go clubbing at night when you're sick?
- B I can explain that...
- A The same as you can explain the time you spend surfing the net while you're at work, or phoning your friends and doing your private business?

GET THE GRAMMAR P. 94

1 p. 94

- 2 who
- 3 which
- 4 who
- 5 which
- 6 which
- 7 whose
- 8 which

2 p. 94

- 2 that
- 3 who/that
- 4 –
- 5 who/that
- 6 –

3 p. 94

- 2 The gig, which was a great success, was played in Prague.
- 3 Prairie voles, which are found in Canada and North America, are very faithful creatures.
- 4 Jerry Lake, who has died at the age of 81, was married twelve times.
- 5 Dopamine, which is naturally produced by the human body, is important for balanced and controlled movements.
- 6 Jasmine Lewis, who is the lead singer with Broken Hearts, has written a book for children.
- 7 The website, which was set up last year, receives over three thousand hits per day.
- 8 Pete Gomulski, who used to be a taxi-driver, is now a well-known actor.

4 p. 94

- | | |
|--------|--------|
| 1 the | 14 the |
| 2 a | 15 the |
| 3 a | 16 a |
| 4 the | 17 a |
| 5 a | 18 a |
| 6 an | 19 the |
| 7 a | 20 a |
| 8 the | 21 a |
| 9 the | 22 an |
| 10 a | 23 a |
| 11 a | 24 the |
| 12 The | 25 the |
| 13 a | 26 a |

5 p. 94

- | | |
|----------|--------|
| 1 a | 14 a |
| 2 a | 15 a |
| 3 an/the | 16 A |
| 4 The | 17 – |
| 5 the | 18 The |
| 6 the | 19 – |
| 7 the | 20 – |
| 8 the | 21 A |
| 9 a | 22 – |
| 10 the | 23 – |
| 11 the | 24 – |
| 12 a | 25 The |
| 13 The | 26 the |

Go to:

- WORKBOOK Unit 9 pp. 164–170
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

Objectives

Grammar

- third conditional
- modal verbs
- wish / if only*
- use of *to*, infinitive, and -ing form

Functions

- talking about imaginary situations in the past, talking about regrets
- File*: introductions, starting, sequencing, giving examples, moving on, showing visual aids, giving reasons, summarising and concluding

Pronunciation

- third conditional

Vocabulary

- ing and infinitive
- presentation aids

Skills

Reading: two articles about stress; a student's blog about past regrets; an article about emotional intelligence; presentation tips

Listening: people talking about what make them stressed; a talk about Mexico City

Speaking: discussing imaginary situations; doing a 5-minute quiz; a talk about your region

Writing: a short composition about an argument

DVD

Film 5: *Living in the UK*

GET STARTED P. 95

Author chat

Modern life can stress everyone including students studying for exams and exploring their first grown-up relationships. This unit opens with a discussion of stress and how to deal with it. The unit continues with the theme of interactional soft skills and how to develop them. Students read about top stressors and discuss which ones affect them most. They then read tips on dealing with stress and choose the ones they like best.

Cultural information

'Danzae Pace': anonymous quote.

Bill Clinton (Arkansas, 1946), 42nd President of the United States, was in office for two terms, 1993–2001.

Natalie Goldberg (Long Island, 1948), American writer and painter, an advocate of Zen Buddhism.

Jim Goodwin (Waterford, 1981), Irish footballer.

1a p. 95

- Ask the students to read the quotes and elicit who the authors are and what the students know about them. Add some information, if necessary.

1b p. 95

- Brainstorm some ideas before the students work in pairs.

2 p. 95

- Help the students with new vocabulary. They can also look up some words in the Wordlist.

Weaker students: Ask them some comprehension questions, e.g. *Why is stress useful? When does it become negative? Who gets badly stressed according to the writer? What is the meaning of the word 'stressors'? Are holidays and sport stressors?*

3 p. 95

- At the end of the pairwork activity, you can do a class survey and record the findings on the board. It will help students to see their friends' most common stress relievers and will encourage them to try out the ones they have never used.

Dictation

Ask the students to reread the nine *top stress busters* carefully and try to remember them. Then dictate each heading (*Exercise, Sleep, Music* etc.) followed by a pause to give the students time to write down how this factor contributes to reducing stress. They can either write the exact words from the book or rephrase them in their own words.

I WISH... PP. 96–97

Author chat

Keira is a typical blogger. And in her blog there is an emphasis on the small things in her daily life, her favourite things, ambitions, her feelings, relationships and friends. All delivered with an ironic, tongue-in-cheek tone and a strong dose of Real talk! Keira's life at the moment is full of regrets, things she wished she hadn't done, or done differently. Students think about her life and speculate on how she could have done things differently. Regrets are expressed with the third conditional of course, so students have the chance to practise this structure with their own regrets!

Speaking and reading

1a p. 97

- Read the five headings with the class and explain that this lesson is about 'regrets'.
- Suggest they use the past participle in their notes for *Things I wish I had done / I hadn't done*, e.g. *told my parents the truth; bought that expensive bag*. The students will write full sentences for their regrets in exercise 4.

Weaker students: Write the headings on the board and give examples from your own life.

1b p. 97

- The students comment on what their partners have written under the five headings.

2a p. 97

- The students check new words in the Wordlist or a monolingual dictionary before doing the task.
- Point out the phrases in *Real talk* at the bottom of the page and help the students to translate them.

Stronger students: Ask them to correct the false statements.

Answers

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

2b p. 97

Weaker students: Brainstorm ideas around the class before students do the pairwork.

Possible answers

- Keira should have found out from friends what he was like, if he was going out with somebody else, how serious the relationship was, etc.
- She should tell her parents and ask them to pay for a tattoo removal.
- She should talk to her tutor and ask if she could transfer to another subject within the same degree course.
- She should organise a work timetable and plan for some moderate fun!

Grammar Third conditional; Modal verbs; *wish / if only*

3a p. 97

- Ask the students to compare these structures with the equivalent ones in their own language.
- Point out the use of *would* + base form after a past tense (*I thought it would be; he told all his mates that... I wouldn't leave him alone*), and revise the reported speech tenses in Unit 4. Ask the students if the use is the same in their own language.

Answers

Third conditional sentences

If I'd managed to get some early nights, I might have been more awake during the day.
If I'd studied more, I would have done better in my exams.

But if I'd studied all the time, I wouldn't have gone to gigs and parties!
Because if I hadn't sent him a text, his girlfriend wouldn't have seen my message.

Sentences with *should / shouldn't have + past participle*

I should have said 'no' when...

Mistake! I shouldn't have done that.

Sentences beginning with *I wish / If only*

I wish I'd gone to more lectures.
If only I hadn't got that tattoo done on my shoulder.
I wish I hadn't chosen to study Economics.

3b p. 97

- Remind the students that the conditional is formed by two clauses (*if* clause + main clause) and, when they have completed the task, ask them to translate the examples.

Answers

- 1 situations
- 2 main clause
- 3 uncertainty
- 4 imagined
- 5 criticise
- 6 regret

→ See also Get the grammar, page 102

4 p. 97

- Make sure the students use all three structures in their sentences.

Pronunciation

Third conditional

www.forreal.cc/intermediate

The recording consists of four third conditional sentences.

Transcript

- 1 If she'd worked harder, she would've got better marks.
- 2 If we'd left earlier, we wouldn't've been late.
- 3 If they hadn't gone to the concert, they might not've met.
- 4 If I'd known you were going to the party, I would've gone, too.

Listening and speaking

5a p. 97

- Pre-teach some words, e.g. *quick fire questions, dropping out, chill out, split up*.
- Play the recording in three stages, stopping after each person interviewed has finished answering the questions.

Weaker students: Write notes for Liam on the board as an example.

Stronger students: Ask them to use their notes to report the answers in the third person.

Transcript [CLASS CD2 Track 26]

- Interviewer** OK, thanks for coming in today and talking to Radio Oxford about life as a student. I'd just like to close with some quick fire questions.
- Liam** Sure.
- Monica** All right.
- Interviewer** Let's start with Liam. Liam, what makes you stressed?
- Liam** Well, I get very worked up about my studies. And very stressed about exams. Sometimes the whole education thing just seems too pressurised and I feel like dropping out. – Joke!
- Interviewer** What do you do to relax?
- Liam** I listen to my iPod... um... maybe download some new music or... sometimes I go out with my friends. Have a few drinks. Chill out.
- Interviewer** And do you have any regrets about the last year?
- Liam** Well, I wish I'd brought my guitar from home. But I'll bring it back with me next term. My mates and I are talking about forming a band.
- Interviewer** Cool. You'll have to come back and play for us! And now Monica. What about you? What makes you stressed?
- Monica** Umm, well... my parents split up just after I came to uni. That really stressed me out. More than I expected. I don't know who to go and visit, I don't have a 'home' to go back to, you know? I feel like I've had to grow up too quickly.
- Interviewer** So how do you relax?
- Monica** I rent a DVD, invite some friends over and get a takeaway. Have a laugh.
- Interviewer** Any regrets?
- Monica** Sometimes I think if I'd been at home, my parents wouldn't have split up. But I know that's stupid. They're both happier now anyway. And they see each other all the time!
- Interviewer** OK, Mohammed, what makes you stressed?
- Mohammed** Well, I get pretty stressed about thinking what's going to happen after uni. You know, will I get a job? Will I be able to pay back all my debts? It's a big problem.

Interviewer I think that's a problem a lot of students have Mohammed. So how do you relax?

Mohammed I go running a lot. It really helps if I'm feeling stressed out. And I play cricket. I'm in the college team.

Interviewer And what regrets do you have?

Mohammed Oh, I don't know. I don't have any really. Well, I should have given in some course work today and I haven't even started it. So I suppose I regret coming on the show! Especially if my tutor is listening!

Possible answers

Liam: 1 studies and exams; 2 listen to iPod, download new music, go out with friends, have a few drinks, chill out; 3 didn't bring guitar from home

Monica: 1 parents splitting up; 2 rent a DVD, invite friends over, get a takeaway, have a laugh; 3 if I'd been at home, maybe my parents wouldn't have split up

Mohammed: 1 thinking about jobs after uni, paying back debts; 2 go running, play cricket; 3 no regrets, except should have given in some course work today, so regrets coming on show.

5b p. 97

- The students can use some of the ideas they collected in the activities on p. 95.

6 p. 97

- The students take turns to answer and discuss the questions.
- If you want, ask them to make brief notes so they can share their ideas with the rest of the class.

Possible answers

- I would have seen the coast of San Salvador.
- I would have felt that it was 'one small step for a man, one giant leap for mankind'.
- I would have seen the performance of some plays by Shakespeare.
- I would have been horrified by the spectacle of the guillotine.
- I would have felt energized and elated.
- I would have tried to understand the secrets of the buildings.

INTELLIGENCE PP. 98–99

CLIL: *Psychology* Author chat

The theory of emotional intelligence is in the background of all discussions of soft skills. Emotional intelligence is about how well we recognise and manage our own emotions, and how effectively we recognise other people's emotions and deal with them. Students move from fun activities that measure their IQ to reading about the theory of EQ (Emotional Intelligence). After working on the use of the infinitive and the *ing* form, areas which are particularly important for accuracy at this level, they work together to discuss how to deal effectively with some difficult emotionally-charged scenarios.

Reading

1a p. 98

- Suggest the students time themselves. They report their timing to you so that you can create a profile of the class IQ.

Answers

1 F 2 T 3 T 4 T 5 F 6 F 7 T

1b p. 98

- In pairs, the students discuss their answers.

2 p. 98

- Explain that IQ stands for Intelligence Quotient, i.e. a measurement of someone's intelligence based on special tests, whilst EQ stands for Emotional Quotient, i.e. a measurement of someone's ability to perceive and manage both their own emotions and those of others.
- The students do the task. They can look up the words listed at the bottom of the page in the Wordlist.

Answers

- Intelligence is not enough
- How it developed
- Know your own emotions
- The advantages of EQ
- Understanding other people
- Get a higher EQ

3 p. 99

- Elicit ideas orally and collect them on the board.
- Then ask the students to write full sentences.

Possible answers

- It is the ability to understand and manage emotions.
- You develop awareness of your own feelings and of those of the people you interact with. You try to control and manage your feelings.
- Daniel Goleman.
- Because it can help you to communicate better, live more peacefully and be successful.

4 p. 99

Weaker students: Do this activity with the class. Ask students to identify verbs and potential nouns paragraph by paragraph.

Stronger students: Suggest they work in pairs and use a monolingual dictionary.

Answers

- verbs which form nouns with the suffix *-ment*:**
develop, manage, improve, acknowledge
- verbs that don't change when they become nouns:**
lack, control, influence, sense, decrease, benefit, need, help

Grammar Use of *to*, infinitive and *-ing* form

5 p. 99

- After completing the task, the students translate the examples from the rules into their own language.

Answers

2 d 3 a 4 c 5 e

Extension

The students record the adjectives and verbs listed in the rules in their vocabulary notebook. They look them up in a monolingual dictionary and copy an example for each construction.

→ See also Get the grammar, page 102

Speaking

6 p. 99

- Point out that an EQ test is very different from an IQ test, like the one the students took on p. 98. There is no time constraint and no right or wrong answers.
- Tell the students to be honest in reporting their reactions to these situations.
- Collect their answers so that you can create a profile of the class EQ.

Word expander***-ing* and infinitive p. 99**

- The students can find a description of each meaning in a monolingual dictionary. Alternatively they can translate the examples into their own language.

Possible answers

- remember + -ing = to recall doing something / performing an action in the past
- remember + infinitive = not to forget to do something
- forget + -ing = not to remember an action you did or performed in the past
- forget + infinitive = not to remember to do something
- stop + -ing = finish or interrupt something you were doing
- stop + infinitive = to pause in order to do something
- go on + infinitive = to do something after first doing something else
- go on + -ing = to continue to do something

Writing**7 p. 99**

- The students follow the outline given in the exercise.

Teaching tip

Remind the students of these rules for a good composition:

- Write a draft following the outline point by point.
- Re-read your draft, checking grammar, spelling and punctuation.
- Write a clean copy.

Random Fact p. 99

- The students read the information. Ask them to look up Daniel Goleman on the web, to check if his book *Emotional Intelligence* (1995) has been translated into their language and to learn its basic principles (knowing one's emotions, managing one's emotions, recognising emotions in others, handling relationships).

REAL COMMUNICATION PP. 100–101**Presentations****Author chat**

Soft skills are not just about other people and how you deal with them. They include all those skills that we need in education and in the workplace, such as giving a presentation.

A good presentation can improve your chances in an exam, get you a job, or get you a promotion. And it's one of those areas that students really can improve with a bit of help and practice. This lesson focuses on the key language for doing a good presentation and provides essential tips to improving your performance. Through listening to a well structured talk, students learn key expressions and conclude with preparing their own presentations.

Vocabulary**1 p. 100**

- The students look up these words in a monolingual dictionary and give definitions explaining what each item is used for.

Possible answers

- projector screen:** a screen used to show images coming from a projector
- whiteboard:** a white surface used for writing and drawing with a special pen
- flipchart:** large sheets of paper fixed to a board, used to present graphics, mind maps etc.
- laser pointer:** a narrow beam of light, used for pointing at words on a board
- projector:** a device which magnifies images from a flat transparent sheet and shows them on a white screen
- PowerPoint™ slides:** slides created with a computer program of that name
- handouts:** print-outs given to the audience with information on a specific subject
- visuals:** pictures, films or maps you show to provide information on your topic
- laptop:** a small portable computer
- marker pens:** thick pens for writing on special surfaces
- microphone:** a piece of equipment you use to make sound louder

2a p. 100

Weaker students: Brainstorm ideas with the class, e.g. people give talks to inform, to sell or market products, to present their specialist topic, to train others, to entertain, to spread political or religious ideas, etc.

2b p. 100

- The students can think of any situation, from exams to family celebrations. If they haven't given a talk, they can mention talks they have heard in real life, on TV, on radio.

Possible answers

- The most common problems people have when they give talks: the technology not working properly (microphones, slide projectors malfunctioning); speakers being nervous and maybe talking too fast or too softly; speakers making the talk too complicated so that the audience becomes bored, etc.

Giving a good presentation**3a, 3b, 3c p. 100**

- Each student presents a section to the others rephrasing it in their own words, e.g. *You should plan your talk carefully: think about your audience, the purpose of the talk, the main ideas that should go into it, ...*
- The group chooses tips from all the sections.

Talking about a place

4a p. 101

- Elicit any information the students have about Mexico City and ask them to describe the pictures in their own words. Give help with vocabulary.
- Play the recording, stopping at each sound of the slide projector so that the students can number the pictures.

Transcript [CLASS CD2 Track 27]

Hello, my name is Antonio and I'm a student here. Thank you very much for coming here. Today I'd like to say a few words about my home – Mexico City, and share with you my enthusiasm for my city.

I've divided my talk into four parts. I'll start by telling you something about the history. Then I'll move on to say something about Mexican culture. After that I'll show you some important sights. Lastly, I'll quickly recap before concluding by telling you about my favourite place.

I'd like to start by showing you a photo of a model of the city. [click] This is as it was in 1500 when it was ruled by the Aztec emperor Moctezuma II. Tenochtitlán, as it was called then, was a huge Aztec city built on water. It was very advanced with straight roads, squares, big buildings and spectacular pyramids. [click] Here is a picture of Moctezuma in his best clothes!

But in 1519 the Spaniard Hernán Cortés invaded the city and conquered the Aztecs, changing Mexican history for ever! The Spanish destroyed Tenochtitlán and built Mexico City on top of the ruins. This is why you see a lot of Spanish colonial buildings in Mexico City. [click] Here is a picture of the cathedral – a beautiful building.

Let's move on to some more history. During the 19th century Mexico became a federal republic, it was invaded by the USA and occupied by the French. The dictator Porfirio Díaz came to power in 1872 and in the early twentieth century there was a revolution. Mexico City is now one of the largest cities in the world with a population of 20 million people. Easy to get lost!

Well that's enough history! Let me turn now to Mexican life. We love colour and festivals. A famous festival is in November when we celebrate the Day of the Dead with processions, special food and parties! [click] Here is a photo showing candy skeletons and flowers!

Before I finish this part of my talk I'd just like to mention all the wonderful crafts that you can buy in the markets of Mexico City. A good example is the neighbourhood of San Ángel. [click] This is a photo of a colourful stall there.

Let me now turn to the last part of my talk – the top sights to visit Mexico City.

Firstly you must go to the Zócalo – the huge square in the historic centre. You will find the cathedral there, and the National Palace with Diego Rivera's historical murals. And just by the Zócalo you can also visit the spectacular ruins of the Aztec Templo Mayor.

Secondly, you mustn't miss the National Anthropological Museum. It is the most important museum of its kind in the world! It is a dramatic modern building with a series of halls showing incredible objects from ancient Mexican

culture and society. You need two days to see it all! A good example is this photo of a statue. [click]

Thirdly, you have to take a day trip to the famous ancient city of Teotihuacán where you can climb the steep pyramids and admire the views. [click] In this photo you can see the view from Pyramid of the Moon. I was scared up there!

And finally I would just like to mention the colourful and inspiring Frida Kahlo Museum the home of a world famous Mexican artist. [click] Here is a self-portrait.

To recap, I've told you about the history, we've looked at Mexican lifestyle and I've shown you some important sights. And to sum up here is my favourite place for a perfect relaxing Sunday. It's the floating gardens of Xochimilco – a maze of ancient Aztec canals where you can enjoy the carnival atmosphere on a brightly painted boats. Sit back, eat freshly cooked tortillas, watch nature and listen to traditional music. [click] Here is my last picture. Very relaxing! Thank you for your time.

Answers

- | | | |
|-----|-----|-----|
| A 4 | D 8 | G 1 |
| B 9 | E 7 | H 6 |
| C 3 | F 5 | I 2 |

4b p. 101

- The students copy the table into their notebooks.
- Play the recording again.
- The students complete the task, then work in pairs.

4c p. 101

- Go through the expressions in *File* with the students. Ask them how they would say these in their own language.
- Play the recordings again so that students can tick the expressions they hear.

Answers

Introductions: Hello, my name is... and I..., Thank you very much for coming here today.

Starting: I'd like to say a few words about..., I'll start by telling you..., Then I'll move on to..., After that I'll..., Lastly, I'll..., concluding with...

Sequencing: I've divided my talk into three parts, Firstly, Secondly, Finally

Moving on: Let's move on to..., Before I finish this part of my talk I would just like to..., Let me now turn to...

Showing visual aids: I'd like to show you a photo of..., Here is a picture of..., This is..., Here is...

Giving examples: To give you an example..., A good example... is...

Giving reasons: This is why...

Summarising and concluding: To recap, I've told you about..., To sum up

5a, 5b p. 101

- You will need to allocate a whole lesson to this activity. But first ask the students to do their research at home and prepare visuals. Explain they should have enough material to speak for five minutes.

6a p. 101

- Allow at least twenty minutes for both pairs' rehearsal, feedback and further planning.

6b p. 101

- Use the rest of the lesson by calling on as many pairs as possible to give their presentation.

Random Fact p. 101

- The students read the information and think about their experience of remembering lessons, talks or lectures.

GET THE GRAMMAR P. 102**1 p. 102**

- 2 If Tom hadn't found out that Jade fancied another guy, they wouldn't have had an argument.
- 3 If their train hadn't broken down, they wouldn't have been late for the cinema.
- 4 If Adam hadn't been very shy, he would have had a girlfriend (while he was at school).
- 5 Jake would have gone to Glastonbury if he'd been able to afford the ticket.
- 6 If Sam hadn't dyed his hair green, he wouldn't have got in big trouble with his parents.

2 p. 102

- 2 Ricky ought to have / should have bought a ticket.
- 3 Liz should have / ought to have worn a helmet when she went in-line skating.
- 4 Simon shouldn't have / oughtn't to have drunk so much.
- 5 Mo oughtn't to have / shouldn't have spent so much money.
- 6 Dylan and Grace shouldn't have / oughtn't to have got married three months after they met.

3 p. 102

- 2 'd gone
- 3 'd danced
- 4 (I'd) talked
- 5 'd been
- 6 hadn't smiled
- 7 hadn't started
- 8 hadn't given
- 9 hadn't explained

4 p. 102

- 1 making
- 2 to do, going
- 3 surfing, to talk, downloading
- 4 to pass, drinking, giving up
- 5 not smoking, to give it up
- 6 to be, to do, to live
- 7 to put up with, seeing, meeting
- 8 hitting, to brake

5 p. 102

- 2 I did a course to improve my time management.
- 3 Ray has the BBC as his homepage to keep up with the news.
- 4 Jessica bought a motorbike to travel across Europe.
- 5 He studied English to understand pop songs.
- 6 Emily and Scarlett got part-time jobs to have some extra cash.

6 p. 102

Students' own answers.

Go to:

- DVD film 5, Living in the UK
- WORKBOOK Unit 10 pp. 171–176
- CD-ROM Vocabulary, Grammar, Pronunciation, Exam Practice

FLUENCY for real (Units 9 & 10)

FLUENCY FOR REAL PP. 103–105



Here we explore the difference between appearance and reality. Students begin by guessing answers about a classmate. Once they hear the real answers, they might be surprised at how little they know someone that they see every day!

This is then followed up by an examination of stereotypes in the media. A huge part of adults' and young people's world view comes from fictional sources: films, comics, TV and books. These often use stereotypes as a quick way of introducing a character. In this lesson, students discuss how and why stereotypes occur and also look at some examples of films which 'break the mould' by creating very unusual characters.

Personal profiles

1a p. 103

- Students read the questions about their partner and write what they think the answers could be.

1b p. 103

- In pairs, students ask each other the questions to check if they wrote the correct information about their partner.

2 p. 103

- Students report to a third partner what they discovered.

Stereotypes

3 p. 104

- Discuss the meaning of 'stereotype' with the class and read the example.
- Make sure students understand all the words in the box.
- In groups, students choose four roles and describe how they are presented in films and on TV.

4a p. 104

- In groups, students read about these film characters and discuss if they are stereotypes. (Of course they are not stereotypes: *Billy Elliot* is about a boy who wants to be a ballet dancer, *Fargo* has a female detective who is heavily pregnant, *Bend it like Beckham* has a young Indian girl trying to be a professional footballer and *X-men* Professor X is in a wheelchair so is a disabled super-hero).

4b p. 104

- They say which film they prefer and give reasons for their choices.

Cultural information

Billy Elliot, a 2000 British film with Jamie Bell in the title role. A theatre version appeared in 2005 as *Billy Elliot the Musical*.

Fargo, a 1996 American film starring Frances McDormand in the main role.

Bend it like Beckham, a 2002 British film starring Parminder Nagra and Keira Knightley.

X-Men Trilogy, a trilogy of films released in 2000, 2003 and 2006.

Real life

5a p. 105

- In groups of four, the students create one character each, following the instructions.

5b p. 105

- The groups split into pairs.
- Pairs write up one of the scenes, following the instructions. There are only two characters in each scene.

5c p. 105

- Pairs perform their scene to the class.
- The class votes for the best scene.

Language check (Units 9 & 10)

LANGUAGE CHECK P. 106

1 p. 106

- 1 a 2 c 3 c 4 a 5 b

2 p. 106

- 1 getting
- 2 Swimming
- 3 to buy
- 4 to see
- 5 to take

3 p. 106

Personal qualities: affectionate, spiritual, crazy,

creative, dependable

Appearance: plump, bald, bony, curly, slender

4 p. 106

- 1 c 2 e 3 d 4 b 5 a

5 p. 106

- 1 upset
- 2 problem
- 3 feel
- 4 not fair
- 5 believe
- 6 think
- 7 meant
- 8 saying
- 9 point
- 10 forget

6 p. 106

Students: oral pairwork.

ASSESSMENT

→ WORKBOOK Self Assessment p. 177

UNIT 1

Page 110

Vocabulary

- 1** HAIR = dyed, dreadlocks, gel
 CLOTHES = hoodie, mini-skirt, tights, T-shirt
 BODY = jewellery, make-up, tattoo, piercing
- 2** eye = make-up
 flared = jeans
 gold and platinum = jewellery
 nose = stud
 short, spiky = hair
 nylon = stockings
- 3** The girl has long brown hair. She's wearing a dark shirt, a silver necklace and a bracelet.
- 4**

Pattern	Material	Colour	Size and shape
check	leather	bright	baggy
flowery	metal	dull	flared
plain	PVC	light	long
striped			slim-fitting

Page 111

Grammar

- 1** 1 don't believe
 2 think
 3 I'm working
 4 I'm saving
 5 live
 6 surf
 7 plan
 8 I'm writing
 9 I'm teaching
 10 I'm starting
 11 have
- 2** 1e 2c 3a 4b 5d
- 3** 1 think
 2 feel
 3 are you thinking
 4 suit
 5 wants
 6 I'm wearing

Page 112

4

Countable	Uncountable	Always plural
argument	gold	jeans
culture	hair	people
fashion	knowledge	clothes
style	pollution	
	jewellery	

- 5** 1 much
 2 very few
 3 a few
 4 many
 5 much/some
 6 very little
- 6** 1 lots of
 2 many
 3 much
 4 a few
 5 hardly any
 6 lot of
 7 very little
 8 a little

Word expander: make and do

- 1 make
 2 do
 3 do
 4 make
 5 do
 6 make
 7 make
 8 do
 9 do
 10 make
- 1 well
 2 a promise
 3 damage
 4 some exercise
 5 a mistake

- 1 making
 2 make
 3 did
 4 doing
 5 are making/made
 6 made
 7 does
 8 make

Focus: go out

- 1 b
 2 c
 3 d
 4 a

Page 113

Reading

- 1** 1 Erin
 2 Jess
 3 Leo
 4 Reece
- 2** 1a 2d 3b 4a

Page 114

Improve your word power

- | | | |
|----------|----------------|-----------------|
| 1 | 1 motivate | 6 perform |
| | 2 complain | 7 destroy |
| | 3 educate | 8 connect |
| | 4 development | 9 improvement |
| | 5 cruel | 10 argument |
| 2 | 2 solution | 6 performance |
| | 3 revolution | 7 suggestion |
| | 4 education | 8 argument |
| | 5 improvement | |
| 3 | 1 unlock | 5 unnatural |
| | 2 unpack | 6 unemployed |
| | 3 unplug | 7 unimportant |
| | 4 unmotivated | 8 unhelpful |
| 4 | 1 uninterested | 6 unlike |
| | 2 uncool | 7 unnatural |
| | 3 unpacked | 8 unsympathetic |
| | 4 unemployed | 9 unplug |
| | 5 unbelievable | 10 unlocked |

Workbook Answer KEY

UNIT 2

Page 117

Vocabulary

- 1 to admire a night shift
to earn a job
to make a mind
to break up a child
a bubbly generation
a pointless football score
- 2 1 role models
2 around
3 bring up
4 bubbly
5 make an effort
6 motivated
7 work life balance
8 on
- 3 1 b 2 d 3 c 4 c 5 b 6 d
- 4 1 you make an effort
2 put your mind to it
3 broke up
4 for the sake of it
5 opens doors

Page 118

Grammar

- 1 1 A: has broken, bought B: 've had, 's been
2 A: Have you seen B: saw
3 A: Have you met, 's started B: met A: won
4 B: had, haven't had
5 A: have you lived, did you live B: shared
6 A: 've just read B: 've never heard B: made B: 've seen, didn't recognise
- 2 1 PP 2 PS 3 PP 4 PS 5 PP
- 3 a 4 b 1 c 2 d 5 e 3
- 4 1 for, since 4 since
2 since, for 5 for, since
3 For 6 for

Page 119

- 5 1 A: 've been crying B: 've been watching
2 A: 've locked, 've watered, 've finally packed
B: 've been packing A: Has, arrived B: 's been waiting
3 A: 've been waiting B: been driving A: have just started
4 B: 's been using, 's been taking, 's walked/'s been
walking
A: Has, been B: have become
- 6 1 T 2 F 3 F 4 T 5 F 6 T

Word expander: get

- 1 doesn't get on with
2 got round
3 got together with
4 got out of
5 hasn't got over
6 get through to

Focus: break up

- 1 c 2 d 3 b 4 a

Page 120

Study skills

- 1 A 3 B 4 C 2 D 1

- 2 1 visual
2 auditory
3 kinaesthetic
4 auditory
5 kinaesthetic
6 visual, auditory
- 3 (V = visual, A = auditory, K = kinaesthetic)
a V/K b V/A c K/A d K e A/V f K/V g A h V

UNIT 3

Page 124

Vocabulary

- 1 & 2
TOYS = doll, game, soft toy, teddy, go kart, rocking horse
BABY FURNITURE AND EQUIPMENT = cot, high chair, playpen, pram, pushchair, bottle, dummy, nappy
IN THE PLAYGROUND = see-saw, slide, swing, roundabout, sandpit, climbing frame, tree house
- 3 1 bottle
2 go kart
3 tree house

Page 125

Grammar

- 1A 1 started
2 met
3 fell
4 were
5 discovered
6 had fallen
7 had met
8 had invented
9 realised
10 had happened
- 1B 1 fell
2 woke
3 had arrived
4 had passed
5 woke
6 asked
7 had happened
8 answered
9 lost
10 returned
11 had lost
12 had influenced
- 2 1 b 2 b 3 b 4 b 5 a

Page 126

- 3 1 were speeding
2 stopped
3 explained
4 gave
5 was sitting
6 saw
7 was asking
8 was making
9 was hiding
10 didn't get
- 4 1 could have asked
2 could have chosen
3 could have danced
4 could have been
5 could have got

Word expander: -ing form

- 1 going
2 playing
3 to do
4 writing
5 reading
6 getting
7 listening
8 to buy

Focus: out

- 1 c 2 d 3 a 4 b

Page 127

Reading

- 1** 1 e
2 g
3 –
4 b
5 d
6 f
7 c
8 a
2 1 reunion
2 ward
3 piece together
4 sincere
5 tutor
6 amnesia

Page 128

Improve your word power

- 2** 1 spelling
2 phonemic transcription
3 part of speech
4 definition
5 extra grammatical information
6 phrase
7 example sentence
3 1 glanced
2 staring
3 glared
4 glimpsed
5 scanned
scan = to look at something very carefully, thinking you might see something
stare = to look for a long time with the eyes wide open, especially when surprised, frightened or thinking
glare = to look in an angry manner
glance = to give a quick short look
glimpse = to get a quick look at something or someone

UNIT 4

Page 131

Vocabulary

- | | |
|-------------|-------------|
| 1 1 hammock | 6 board |
| 2 hook | 7 harness |
| 3 paddle | 8 helmet |
| 4 knot | 9 parachute |
| 5 laces | 10 rope |
- 2** 1 2, 4, 7, 8, 10
2 3, 6
3 3
4 7, 9

- 3** 2 body boarding = lying down on a board
wind surfing = standing up on a board
3 waterskiing = on skis being pulled by a boat
parasailing = attached to a parachute being pulled by a boat or automobile
4 skateboarding = moving on a board with wheels
roller-blading = moving on boots with wheels
5 snorkelling = using a snorkel to breathe in air from outside whilst under the surface of the water
scuba diving = using an oxygen tank to be able to breathe deep down underwater
6 hiking = trekking up mountains by foot
going on safari = driving through the desert in a jeep
4 2 excitement
3 rural
4 get on
5 crawl
6 enjoyable
7 invent
8 dedication
9 suburb
10 walls

Page 132

Grammar

- 1** 1 from something they had deep inside them – a desire, a dream, a vision.
2 Michael Jordan said that when he stepped onto the court, he didn't have to think about anything. If he had a problem off the court, he found that after he played, his mind was clearer and he could come up with a better solution. It was like therapy.
3 Daniel Boone said that he had never been lost, but he would admit to being confused for several weeks.
4 David Beckham said that one thing would not change – they would be going out to win.
5 Lewis Hamilton said he was trying to control himself because he wanted to just park the car and jump out and do cartwheels. The next dream was to win the world championship.
2 2 The flight attendant told the passengers that if there was no room in the overhead locker, they should put their hand luggage under the seat in front of them.
3 The flight attendant told the passengers that they would shortly be serving them a light lunch and that after that they would be able to buy duty-free goods.
4 The flight attendant told the passengers that they had reached their cruising altitude and that the captain had turned off the seat belt sign, so they could move about the cabin.
3 2 Oliver asked him which jump had been the most exciting.
3 Joe asked him if he had seen any wild life.
4 Eloise asked him what had been the highlight of the trip.
5 Matthew asked him if he had splashed down in the river.
6 Sylvie asked him if he hadn't felt sick on the way down.
7 Clara asked him if he had missed her.
8 Mum asked him why he hadn't written to her and his father.

Page 133

- 4** 2 Mr Holt reassured me that it would be over before I knew it.
3 Ms Green reminded our class that our library books had to be handed in to her the next day.
4 Jane offered to help her grandmother with the heavy suitcase.

Workbook Answer KEY

- 5 The doctor explained to me that when I had banged my head, I had damaged the part of my brain that controlled my speech.
6 Mum warned me not to drop the vase! It was really valuable.
7 The teacher threatened the class that if they didn't do the homework that day, he would keep them all in after school that Friday.
8 Sean admitted to the police officer that he was the one who had broken the window.
- 5** 2 Michael said he couldn't go to bed for at least an hour.
3 Lucy said that she mustn't forget that Mother's Day's was coming up soon.
4 The reporter said that the police would investigate the case of the missing businessman.
5 The doctor said that you shouldn't eat so much meat.

Word expander: Reporting verbs

- 1 admitted
2 ordered
3 convinced
4 complained
5 persuaded
6 offered
7 suggested
8 warned

Focus: up

- 1 take
2 go
3 look
4 give
a 4 b 3 c 1 d 2

Page 134

Study skills

- 1** A 3 B 1 C 4 D 2 E 6 F 5
2 1 b 2 a 3 c 4 b 5 d 6 a 7 b

UNIT 5

Page 138

Vocabulary

- 1** 1 mountain
2 volcano
3 forest
4 wood
5 waterfall
6 beach
7 hills
8 lake
2 1 rapids
2 marshlands
3 heath
4 forest
5 fields
6 hills
3 1 jungle
2 desert
3 desert
4 beach
5 volcano
6 waterfall

Page 139

Grammar

- 1** you'll
I'm going to spend
are coming
is going
we'll see
Is Jenny coming
she's going to work
you're going
Are you looking forward
Will you miss
you're going to
you'll come
I'll
we'll
is going to do
2 a 4 b 5 c 3 d 2 e 1
3 a 2 b 5 c 1 d 6 e 4 f 3
4 1 If you stay with a local family, you'll learn lots about the culture.
2 If you take a sleeping bag, you'll be able to sleep anywhere!
3 If you take a debit card, you'll be able to get cash in most countries.
4 If you wear a hat, you won't get sunburnt.
5 If you carry your money in a money belt, you're not likely to be mugged.
6 If you eat well cooked food, you won't get ill.

Page 140

- 5** 1 We'll be late, unless we hurry up.
2 If you finish your homework, you can go out tonight.
3 Can you phone me when you arrive at the station?
4 As soon as I hear any news, I promise I'll text you.
5 I won't go to the party unless you do too.
6 It's a fact. If the earth gets warmer the ice caps will melt.
7 I'm going to study Psychology when I go to my new school.

Word expander: get

- 1 got stuck
2 got ... emails
3 's getting better
4 will get angry
5 got lost
6 get into

Focus: give

- 1 away
2 up
3 in
4 back
a 4 b 3 c 2 d 1

Page 141

Reading

- 1** c
2 1 a 2 d 3 e 4 c 5 b
3 1 c 2 b 3 b 4 b 5 a

Page 142

Improve your word power

- | | | |
|----------------|----------------|----------------------|
| 1 discussion | 10 improvement | 19 traditional |
| 2 intelligence | 11 musician | 20 biological |
| 3 violence | 12 memorise | 21 tallish |
| 4 writer | 13 widen | 22 dirty |
| 5 stapler | 14 brighten | 23 rainy |
| 6 nationality | 15 shorten | 24 attractive |
| 7 illness | 16 intensify | 25 careless/ careful |
| 8 student | 17 fashionable | 26 dangerous |
| 9 tourist | 18 educational | 27 monthly |

Extension

Encourage the students to identify the meaning of each suffix, e.g. *-er*, *-ant*, *-ist* indicate people or occupations, *-ion*, *-ness*, *-ty* indicate abstract nouns, etc.

- | | | |
|-----------------|----------------|----------------|
| 2 1 foolish | 6 simplify | 11 thoughtful |
| 2 forgetfulness | 7 photographer | 12 sympathise |
| 3 owner | 8 helplessly | 13 payment |
| 4 offensive | 9 painless | 14 neighbourly |
| 5 strengthen | 10 greedy | 15 historical |

UNIT 6

Page 145

Vocabulary

- 1 DJ
 - 2 politician
 - 3 nurse
 - 4 manager
 - 5 volunteer
 - 6 journalist
 - 7 fashion designer
 - 8 librarian
-
- 2 colleague = someone you work with in the same position as you
boss = someone you work with who has authority over you
 - 3 nine to five job = permanent job 5 days a week
part-time job = job that you do 2/3 days a week
 - 4 teacher = someone who teaches you in school
coach = someone who trains you in something
 - 5 office = somewhere you go to work
business = a company for which you work
 - 6 interview = to see if you are suitable for a job
test = to pass an exam and gain a qualification

- 3 a 6 b 3 c 5 d 7 e 4 f 1 g 8 h 2
- 4a**
- b author
 - c journalist
 - d architect
 - e model
 - f nurse
 - g politician
 - h secretary
- 4b**
- 1 f 2 a 3 h 4 g 5 e 6 b 7 c 8 d

Page 146

Grammar

- 1 1 depart
 - 2 remove
 - 3 arrive
 - 4 increase
 - 5 create space
 - 6 go higher
 - 7 stop working
 - 8 make smaller
 - 9 go further apart
 - 10 unfold
- 2 4 Turn the volume up, please.
 - 8 The body contains enzymes that break food down as you eat it.
 - 10 Let's spread this blanket out and have a picnic.
- 3 2 get away with
 - 3 put up with
 - 4 make do with
 - 5 stand up for
 - 6 speak out about
 - 7 found out
- 4 1 b 2 a 3 a
 - 5 a 3 b 1 c 2
- 6 If I learn to speak English fluently...
If I take a gap year...
If I don't do well in my exams...
If I meet my ideal partner next week...

Page 147

- 7 2 I wish I knew the answer. / If only I knew the answer.
- 3 I wish I had an umbrella. / If only I had an umbrella.
- 4 I wish I could remember the way. / If only I could remember the way.
- 5 I wish I played better. / If only I played better.
- 6 I wish I was more popular. / If only I was more popular.

Word expander: *take*

- | | |
|-------------|----------------|
| 1 take away | 4 took notes |
| 2 took ages | 5 took control |
| 3 took up | 6 take sugar |

Focus: *shout*

- | | |
|-----------------|--|
| 1 out | |
| 2 at | |
| 3 about | |
| 4 to | |
| a 4 b 2 c 1 d 3 | |

Page 148

Study skills

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

UNIT 7

Page 152

Focus: Expressions with *time*

- | | |
|-------------------------|---------|
| 1 in | 4 from |
| 2 on | 5 at |
| 3 for | 6 about |
| a 6 b 3 c 1 d 5 e 2 f 4 | |

Workbook Answer KEY

Vocabulary

1 1 j 2 g 3 i 4 c 5 e 6 f 7 a 8 b 9 h 10 d

2

Weapons	Physical injury	Taking things that do not belong to you	Punishment
gun knife	murder stabbing wound	burglary fraud pick pocketing shoplifting theft	arrest probation sentence trial

- 3 1 steal
2 defend
3 mug
4 imprison
5 shoplifting
6 attacks
7 pick pocket
8 fraudster
9 attack
10 fine
4 a 4 b 2 c 2 d 1/4 e 2 f 4 g 3

Page 153

Grammar

- 1 1 Do I have to
2 had to
3 must
4 don't have to
5 have to
6 must
2 1 mustn't
2 has to
3 must
4 don't have to
5 have to
6 don't have to
7 must
8 doesn't have to ... have to
9 must
10 had to
3 1 had better/should
2 shouldn't/oughtn't to
3 ought to/should
4 should
5 should
6 ought to/should
7 shouldn't/oughtn't to
8 ought to/should

Page 154

- 4 1 more aggressive
2 most
3 shorter
4 worse
5 nicest
6 stricter
7 more common
8 better
9 worst
10 as dangerous as
5 Possible answers:
1 A Porsche is much faster than a Toyota.
2 An elephant is a bit less dangerous than a rhino.
3 Canada is a lot bigger than Egypt.

4 Angelina Jolie is far more talented than Scarlett Johansson.
5 A city is much less quiet than a village.

6 Bungee jumping is not much more popular than waterskiing.

- 6 2 lee is a bit shorter than Ben.
3 Ben isn't much taller than Kay.
4 Kay is a bit shorter than Ben.
5 Kay is a lot older than Lee.
6 Guy is much younger than Ben.
7 Lee is a bit younger than Guy.

Word expander: give

- 1 gave a lift
2 'll give ... a kiss
3 gave a sigh
4 give talks
5 gave an explanation
6 gave in
7 gave up
8 gave ... a warning

Page 155

Reading

2 1 D 2 A 3 B 4 C
3 1 T 2 T 3 T 4 F 5 F 6 T 7 F 8 F

Page 156

Improve your word power

- 2 2 mother tongue
3 sunglasses
4 printer cartridges
5 slave trade
6 greenhouse effect
7 credit card
8 youth hostel
9 pedestrian crossing
10 hay fever
3 1 cover-up
2 breakout
3 breakthrough
4 outbreak
5 breakdown
6 handout
4 driving licence
walking stick
sleeping pill
talking point
changing room
shopping bag
chopping board
travelling companion
chewing gum
5 2 new
3 working
4 known
5 behaved
6 written

UNIT 8

Page 159

Vocabulary

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

- c over-romantic
d real cliffhanger
e powerful
f very scary
- 3** 1 comedy
2 action film
3 comedy
4 disaster film
5 horror film
6 costume drama
- 4** 1 Steven Spielberg
2 horror
3 on the beaches in New Jersey, USA
4 A woman disappears but the town councillor denies she was killed by a shark. Then further shark attacks occur.
5 Roy Schneider, Richard Dreyfuss
6 models of sharks
7 using a small actor and miniature shark cage
8 exciting, action-packed

Page 160

Grammar

- 1** 1 someone 6 anything
2 anyone 7 no one/nobody
3 anything 8 anything
4 anyone 9 someone
5 anyone 10 anything
- 2** 1 Although
2 Although
3 Even though
4 In spite of
5 Although
- 3** 1 Despite being one of the most famous 'rebels' in movie history,...
2 In spite of playing the role of cowboy in *Giant*,...
3 Despite the fact that he died in 1955,...
4 Even though he won an Oscar for *The Godfather*,...
5 Despite the fact that these 1950s teen rebels aren't considered 'cool' today,...
- 4** 2 Lulu's taking all science subjects in order to go to medical school.
3 We should book early to get the best seats.
4 I'm having extra lessons to improve my English.
5 We have to order some new parts in order to repair your bike.
6 I'll be holding a big red umbrella up high so that you can see me.
- 5** 2 It can't be
3 You must be
4 would have phoned if he was
5 could be/could have been
6 couldn't have been
7 couldn't have been/wouldn't have phoned
8 couldn't have closed it/must have left

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- 6a** 2 She could have decided not to come.
3 She must have changed her mind.
- 6b** 1 The manager can't have dropped him from the team.
2 He could have got injured in last week's match.
3 He couldn't have got injured last week.

Word expander: have

- 1 have something to drink
2 had a great chat
3 had a shower
4 had an argument
5 have much better ideas

- 6 I've got a horrible cold
7 have my guitar lesson
8 had a lot of fun
9 has a meeting

Focus: look

- 1 up
2 at
3 out
4 down
a 4 b 3 c 1 d 2

Page 162

Study skills

- 1** 1 C 2 D 3 B 4 E 5 A
2 1 E 2 D 3 C 4 A 5 B

UNIT 9

Page 166

Vocabulary

- 1** a 7 b 1 c 2 d 9 e 3 f 4 g 8 h 5 i 6
- 2** 1 asked me out
2 fancied
3 relationship
4 got married
5 got engaged
6 going out with
7 splitting up
8 having affairs
9 (got) divorced
- 3** a3 b1 c4 d2
- 4** 1 sense of humour
2 honest
3 generous
4 modest
5 attractive
6 affectionate
7 popular
8 spontaneous
9 dependable
10 adventurous
- 5** 1 I'd like to meet people who share the same opinions and interests, who were brought up like me.
2 You can rely on Susie to be trusted with secrets.
3 Tony is clever, and well-educated.
4 She's a very contemplative person who is spiritual.
5 I'm a person who is talkative, so I can't be with people who like to be quiet!
6 He is creative.

Page 167

Grammar

- 1** 1 who
2 where
3 whose
4 which
5 who
6 which
7 where
8 whose
- 2** 1, 2, 4, 6
- 3** 2 ...which is a town just outside Oxford
3 ...whose name is Celia
4 ...where you can have the most delicious cakes.
5 ...who wrote a diary about her life during the war.

Workbook Answer KEY

- 6 ...which sank on its first voyage.
7 ...who can give me some advice.
8 ...which give you a workout while you walk.
- 4** 2 which is about a group of six friends in New York
3 who had already written a cable TV series called *Dream On*
4 which was originally going to be called *Insomnia Café* or *Across the Hall*
5 which was shown in May, 2004
- 5** 6 who became household names all over the world
1 A man, who fell in love with a passenger on a plane, got the airline to help him find her.
2 The girl, whose name was Juliet, was sitting in seat 2B.
3 The man, whose name was Michael, was sitting next to her.
4 Michael, who was on a business trip, said that they had chatted for the entire flight.
5 They got on well, but Michael, who was too shy, didn't ask for her number.
6 After the flight, he begged the airline, who agreed to help, to contact her.
7 The couple, who live together in Manchester now, are getting married soon.

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- 6** 1 an
2 –
3 a
4 the, the
5 the
6 the
7 the ... the
8 –, –
9 the
10 the
- 7** b 7 c 6 d 5 e 10 f 9 g 1 h 3 i 2 j 8
- 8** 1 –
2 the
3 –
4 a
5 –
6 the
7 a
8 –
9 –
10 the
- 9** b 1 c 3 d 4 e 6 f 9

Word expander: word formation

- 1 impatient
2 disloyal
3 disapprove
4 immature
5 unappetising

Focus: *in, on, at*

- 1 at
2 in
3 at
4 in
5 at
6 at/in
7 on

Page 169

Reading

- 1** The writer is a woman. In line 46 she says 'we women'.
2 1T 2T 3F 4T 5T 6T 7T 8F 9T 10F

Page 170

Improve your word power

- 1** **un:** unreal, unpleasant, unkind, unsympathetic
in: incorrect, informal
im: immobile, imperfect
il: illegal, illiterate
ir: irregular
dis: disbelief
non-: non-fiction
- 2** 1 unfriendly
2 informal
3 non-fiction
4 illegible
5 incorrect
6 irresponsible
7 disbelief
8 unpleasant
9 immobile
10 untidy
11 invisible
12 antisocial
- 3** **dis:** dislike **over:** oversleep
un: unwrap, unpack **mis:** misunderstand
de: defrost **en:** enlarge, encircle
re: re-book
- 4** 1 interact
2 defrost
3 overheated
4 enclose
5 outclasses
6 mis-using
7 unpack
8 disappeared
9 re-write
10 encircled

UNIT 10

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Vocabulary

- | | |
|-----------------|-------------|
| 1 ACROSS | DOWN |
| 2 posture | 1 flipchart |
| 4 whiteboard | 2 projector |
| 7 pointer | 3 screen |
| 8 debate | 5 rapport |
| | 6 audience |
- 2** Contents of the talk = introduction, summary, discussion, handouts
Equipment = marker pens, projector, laser pointer
Communication tools and techniques = eye contact, posture, body language, anecdotes, rapport
- 3** 1 d 2 c 3 g 4 a 5 f 6 h 7 e 8 b
- 4** 1 a joke
2 a debate
3 visuals
4 a whiteboard
5 a worksheet
6 memorising
7 a punch line

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Grammar

- 1** 2 'd known, wouldn't have gone
3 hadn't missed, wouldn't have had
4 hadn't bought, would have been able
5 had seen the accident, could have helped
6 hadn't been using, wouldn't have taken

Workbook Answer KEY

- 7 hadn't gone to, wouldn't have become
8 had kept, would have given
9 hadn't seen, have wanted
10 hadn't broken, could have gone
- 2** 2 He ought to have stopped at a red traffic light.
3 She shouldn't have been driving so fast.
4 He oughtn't to have blocked the entrance to the school.
5 She should have reported an accident.
6 He oughtn't to have been talking on his mobile whilst driving.
7 She should have put enough money in the parking meter.
8 He shouldn't have parked in a space meant only for a doctor.
- 3** 2 If only I had done my homework yesterday, then I wouldn't have had to get up early to finish it.
3 If only we had been honest with each other, then we wouldn't have broken up.
4 I wish I hadn't lost my temper, then the referee wouldn't have sent me off.
5 If only I hadn't got up so late this morning, then I wouldn't have missed the train.

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- 4** 1 to come
2 to try
3 to go
4 to teach
5 sailing
6 making
7 to test
8 studying
9 downloading
- 5** 1 b 2 e 3 g 4 c 5 d 6 f 7 a
- 6** 1 Joni's studying Zulu to work on a game farm in South Africa.
2 Kath's working in a restaurant to save money for her gap year.
3 I go to karate to learn self-defence.
4 I set my alarm early to have time for a shower in the morning.
5 I've put your dinner in the oven to stay warm.

Word expander: -ing and infinitive

- 2 talking
3 eating
4 to take
5 to talk
6 to eat
7 arguing
8 taking

Focus: go

- 1 on about
2 through with
3 out of
4 in for
5 down with
a 4 b 5 c 1 d 2 e 3

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Study skills

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

