

New Edition

Series authors:

Malcolm Mann

Steve Taylore-Knowles

Laser

B2

Teacher's Book

with DVD-ROM and Digibook



MACMILLAN



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Laser B2

Teacher's Book



Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-43389-2

Text, design and illustration © Macmillan Publishers Limited 2013
Series authors: Malcolm Mann & Steve Taylore-Knowles

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This edition published 2013
Second edition published 2008
First edition published 2004

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Original design by Peter Burgess
Page make-up by Expo Holdings, Malaysia
Cover design by Peter Burgess

Teacher's DVD-ROM

ISBN 978-0-230-43393-9

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Software developed by MPS Limited
Audio produced and recorded by James Richardson Productions Ltd

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Printed and bound in Thailand

2017 2016 2015 2014 2013
10 9 8 7 6 5 4 3 2

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Introduction: Welcome to *Laser B2!*

Laser B2 is designed to make your job as easy and stress-free as possible. To this end, it's worth spending a few minutes reading this introduction to see how the course is structured and what it provides you with in terms of materials.

We hope this Teacher's Book will be a useful tool for you throughout the teaching year. The more familiar you are with the various features that are included in the book, the more useful we think you will find it.

Components

A number of different components make up the *Laser B2* course:

- *Laser B2 Student's Book* with *Student's CD-ROM*
- *Laser B2 Student's Book Class Audio CDs*
- *Laser B2 Workbook* (with and without key versions) with *Audio CD*
- *Laser B2 Teacher's Book*
- *Laser B2 Teacher's DVD-ROM* (packaged with the *Teacher's Book*)
- *Laser B2 Digibook* (packaged with the *Teacher's Book*)

Let's look at each of them in turn.

Laser B2 Student's Book

There are 12 topic-based units, plus two revision units, which come in the middle and at the end of the course. Each main unit contains the following sections:

- **Reading 1**, developing key reading skills through the presentation of an attractively illustrated text, incorporating:
 - **Wordpower!**, pre-teaching important vocabulary
 - **Starting point**, a short warm-up and lead-in to the topic
 - **Work it out!**, giving students the opportunity to practise deducing the meaning of vocabulary from context
 - **Have your say!**, an opportunity for students to give their own opinions
- **Grammar 1**, focusing on one key grammar point, this section presents the grammar point and is followed by exercises for consolidation

- **Vocabulary**, focusing on topic-based phrasal verbs, word formation, patterns and collocations, aimed at building up students' lexical repertoire
- **Listening**, developing key listening skills through a variety of exercise types, with pre-listening **Starting point** and post-listening **Have your say!** sections
- **Speaking**, developing key speaking skills based on a variety of scenarios that are relevant to both the students' lives and the requirements of exams
- **Reading 2**, a second reading section that further develops students' reading skills and knowledge of the world
- **Grammar 2**, further developing students' grammar skills and knowledge
- **Use of English**, revising, consolidating and building on language from the unit within exam-style contexts
- **Writing**, developing key writing skills through the study of model writing tasks and related exercises and working towards the production of a piece of writing.

After every two units, there is a two-page **Check your progress!** section, revising and consolidating the grammar and vocabulary from the preceding two units. At the back of the book, there is:

- a **Grammar database**, containing additional information for each grammar point covered in the *Student's Book*
- a **Speaking database**, providing examples of key language required for common functions
- a **Writing database**, with key information about each writing type students are expected to produce in *Laser B2*
- a **Key word database**, providing important derivatives of common words
- an alphabetical **Phrasal verb database**, with definitions of phrasal verbs appearing in the course
- a set of six **Writing Planners** (one for each of the first six units)
- a **Webquests** section, one for students to complete every unit.

Laser B2 Student's CD-ROM

Every Student's Book includes a CD-ROM which gives students the opportunity to practise and develop their language learning in a motivating and

enjoyable way. It contains nine additional revision and consolidation tasks for each unit:

- three of these tasks focus on **vocabulary**
- three of these tasks focus on **grammar**
- three of these tasks focus on grammar and/or vocabulary within an exam-style task.

One or two of the above tasks in each unit require the students to carry out some form of **listening** activity.

The Student's CD-ROM provides the opportunity for extra practice and consolidation of the structures and lexical items learned in the Student's Book units. It is a flexible component in that it can be used in class as an integrated part of the lesson, or can be used by students independently outside the classroom, either as a homework task or as an extra option to support their learning.

Laser B2 Student's Book Class Audio CDs

This contains all the recorded material for the Speaking and Listening sections of the Student's Book, and includes an audio version of all the reading texts.

Laser B2 Workbook

There are two versions of the Workbook: one with answer key and one without.

The Workbook revises and consolidates the work done in the Student's Book, and at times extends it further too.

All Workbook exercises are designed so that they can be assigned for homework.

Each unit of the Workbook contains the following sections:

- **Reading 1: vocabulary**, practising the vocabulary students have encountered in the Student's Book Reading section
- **Grammar 1**, revising and consolidating the work done in the Student's Book Grammar section
- **Reading**, consolidating and extending the work done in the Student's Book Reading section, using a variety of text types and exercises
- **Vocabulary**, revising and consolidating the work done in the Student's Book Vocabulary section
- **Reading 2: vocabulary**, practising the vocabulary students have encountered in the Student's Book Reading section
- **Grammar 2**, revising and consolidating the work done in the Student's Book Grammar section
- **Use of English**, further practising the vocabulary and grammar work done throughout the unit in exam-style contexts

- **Listening**, consolidating and extending the work done in the Student's Book Listening section, using a variety of listening situations and a range of speakers
- **Speaking**, consolidating and extending the work done in the Student's Book Speaking section.

The **Workbook Audio CD** contains all the recorded material for the Listening sections.

Laser B2 Teacher's Book

As we said earlier, this Teacher's Book has been specially written in order to make your life as a teacher easier. We have tried to include a range of useful information along with teacher's notes for most Student's Book tasks. Once you have familiarised yourself with the Teacher's Book and you know what information it contains and where that information can be found, we hope you will find it constructive and helpful as you work your way through *Laser B2* with your students.

The Teacher's Book contains:

- information on the focus of each task and section
- guidelines for teachers on how to use the material in the Student's Book most effectively
- an **Answer key** to all exercises with additional explanation of answers where appropriate
- **Additional activities** containing suggestions for supplementary activities
- references to the relevant Workbook sections to be set for homework on completion of a section in the Student's Book
- The **audioscripts** for all listening activities in the Student's Book where the complete script does not appear on the Student's Book page.

We recommend that, irrespective of whether you're a new or highly experienced teacher, you make the most of the material provided in the Teacher's Book both during the planning of a lesson and, if appropriate, during the lesson itself.

However, we do not want you to feel restrained by the notes and guidance in the Teacher's Book. You may wish to omit certain parts of an activity, or extend an activity further, or carry out an activity in a different way to the one suggested. You know your students and their needs best, and you know what the time constraints are. The aim of the Teacher's Book is to help, not hinder you, in your teaching.

Laser B2 Teacher's DVD-ROM

This is packaged with the Teacher's Book and contains several extra resources which we hope you will find useful.

There are three sections on the DVD-ROM: **Tests**, **Test generator** and **Teacher's support videos**.

The **Tests** section contains:

- 12 **Unit tests**, focusing on reading, listening, grammar and vocabulary
- two **Progress tests**, covering units 1–6 and 7–12
- one complete **FCE Practice Exam**
- photocopyable extra **Writing** activities
- photocopyable extra **Listening** activities
- the **Answer key** for all tests and extra activities

All the tests are available as either editable Word documents or as PDFs. If you opt for the Word documents, you can change or add to the material as many times as you like in order to make it suitable for your particular student group. If you opt for the PDFs, the tests are formatted and ready for you to print and use immediately, but you won't be able to edit the tests in PDF format.

The **Test generator** section allows you to produce custom-made tests, and contains the following elements for each unit:

- six **Vocabulary** tasks
- six **Grammar** tasks
- four **Reading** tasks
- three **Speaking** tasks
- four **Listening** tasks
- the **Answer key** for these tasks

The **Test generator** enables you to select the specific skills you wish to test, choosing as few or as many as you like. It also enables you to choose which unit or units you would like to test at any one time.

Approximately half of the **Test generator** tasks in each unit are labelled as being 'less challenging' and the other half as 'more challenging', allowing you to choose appropriate tasks for particular students or groups of students depending on their level and ability.

Many of the tasks included in the bank of **Test generator** material are the same as or similar to exam-style tasks.

The **Teacher's support videos** section of the DVD-ROM contains a series of short videos featuring both the *Laser* authors (Malcolm Mann and Steve Taylore-Knowles).

The aim of the videos is to provide teachers with a range of suggestions and ideas about how to use the material in *Laser B2*.

The topics covered in *Laser B2 Teacher's support videos* are:

- **Introduction**
- **Reading: Work it out!**
- **Writing:** From teaching to testing
- **Listening:** Giving reasons
- **Speaking:** Exam practice
- **Grammar and vocabulary:** Using the *Be careful!* boxes
- **Exams:** Using the *Exam Expert* feature.

In the videos, the authors explain the rationale behind some of the features in *Laser B2 Student's Book*, suggest procedures for working through the *Laser B2* material or give ideas for more ways of exploiting the Student's Book material. Each video is between three and four minutes long.

Laser B2 Digibook

The Digibook is a page-faithful, digital version of the Student's Book. The *Laser B2* Digibook has two main sections: **Interactive book** and **Audio**. These sections are designed for you to use in class. To use the book, you will need a computer connected to a projector, or an interactive white board (IWB). However, for those of you who are not familiar with IWB techniques, it is important to remember that the Digibook is very simple to use and requires no previous IWB experience whatsoever. You will be able to see the relevant icons for audio material, answer keys and links to the grammar database explanations, as well as the zoom feature enabling you to enlarge specific exercises or areas of the Student's Book page.

The Digibook contains a full answer key to all tasks. Answers for each individual exercise can be revealed as and when you feel it's appropriate.

The **Audio** section contains all of the audio material featured in the Student's Book.

The Digibook can provide a visual focal point for your lesson and enable more 'heads-up' learning, where your students are much more engaged and are all focusing on the Student's Book pages as projected at the front of the classroom rather than all working with their heads down, reading the book on their desks. This makes the class more cohesive. You can consolidate new vocabulary, demonstrate exercises, play audio tracks, and check answers to exercises. You can also personalise the content, adapting it to your own teaching style, by writing, highlighting and drawing on the pages using the optional IWB tools provided.

We very much hope you and your students enjoy using *Laser B2* as much as we have enjoyed writing it. If you or your students have any questions about the course, please contact us through the publisher. We would love to hear from you!

Have a great school year!

Malcolm Mann & Steve Taylore-Knowles

Student's Book contents map

Unit	 Reading 1	 Grammar 1	 Vocabulary	 Listening
1 Relationships	PAGE 6 predicting / scanning	present simple, past simple, stative verbs	topic vocabulary; topic phrasal verbs; word formation; confusable words; word patterns	deduction
2 Travelling	PAGE 18 text awareness / speculating	present continuous, past continuous, present perfect continuous, past perfect continuous	topic vocabulary; word formation; topic phrasal verbs; collocations	predicting
Check your progress! Units 1–2 • PAGE 30				
3 Technology	PAGE 32 text awareness / reading for gist	the future	topic vocabulary; topic phrasal verbs; word formation; confusable words; word patterns	lexical awareness / text awareness
4 Money	PAGE 44 predicting / scanning	conditionals (1): zero, first, second; <i>unless, in case, as long as, provided that</i>	topic vocabulary; topic phrasal verbs; word formation; confusable words	text awareness / speculating
Check your progress! Units 3–4 • PAGE 56				
5 Leisure	PAGE 58 reading for gist / scanning	modals (1): ability, permission, advice/criticism, obligation	topic vocabulary; topic phrasal verbs; word formation; word patterns	listening for gist
6 Nature	PAGE 70 predicting	the passive	topic vocabulary; topic phrasal verbs; word formation; word patterns	listening for gist / predicting
Check your progress! Units 5–6 • PAGE 82				
Revision 1				

**Reading 2****Grammar 2****Use of English****Writing****Speaking**

discourse management predicting / scanning present perfect simple,
past perfect simple multiple-choice cloze;
word formation informal letter/email

comparing scanning / reading for
specific information *so, such, too, enough;*
used to, would, be/get used to open cloze;
transformations review

making suggestions scanning articles; time clauses open cloze; word
formation article

concept development /
giving examples scanning / reading for
specific information countable and
uncountable nouns;
quantifiers multiple-choice cloze;
transformations essay

lexical
awareness /
expressing
opinion text
awareness /
reading for gist comparatives and
superlatives; questions open cloze; word
formation formal
letter/email

expressing
opinion / concept
development predicting / reading for
specific information *-ing form or infinitive;*
prefer, would rather, had better word formation;
transformations article

**Reading 1****Grammar 1****Vocabulary****Listening****Unit****7****Sport****PAGE 90**

reading for specific information

modals (2): degrees of certainty

topic vocabulary; topic phrasal verbs; word formation; collocations

listening for gist

8**Communication****PAGE 102**

text awareness / scanning

reported speech; reported questions

topic vocabulary; topic phrasal verbs; word formation; get

text awareness / listening for gist

Check your progress! Units 7–8 • PAGE 114**9****Work****PAGE 116**

scanning / lexical and grammatical referencing

relative clauses

topic vocabulary; topic phrasal verbs; word formation; have / take / make / do

predicting / lexical awareness

10**Health****PAGE 128**

reading for specific information / scanning

conditionals (2): third, mixed, inverted

topic vocabulary; topic phrasal verbs; word formation; word patterns

predicting

Check your progress! Units 9–10 • PAGE 140**11****Learning****PAGE 142**

scanning

unreal past, past wishes

topic vocabulary; topic phrasal verbs; word formation; collocations

focusing on key words / text awareness

12**The Law****PAGE 154**

text awareness / scanning

inversions

topic vocabulary; topic phrasal verbs; word formation; word patterns

predicting

Check your progress! Units 11–12 • PAGE 166**Revision PAGE 168****2**

**Speaking****Reading 2****Grammar 2****Use of English****Writing**

discourse management reading for gist prepositions of time and place; indirect questions multiple-choice cloze; word formation formal letter/email

agreeing and disagreeing predicting / speculating reporting verbs; *although, even though, in spite of, despite, however* open cloze; word formation report

comparing reading for specific information the causative multiple-choice cloze; transformations review

asking questions predicting / reading for gist direct and indirect objects; infinitives of purpose open cloze; word formation story

discourse management / text awareness comparing participles word formation; transformations informal letter/email

concept development / discourse management speculating question tags; impersonal passive multiple-choice cloze; open cloze essay

Grammar database

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Speaking database

page 193

Writing database

page 194

Key word database

page 203

Phrasal verb database

Writing Planners

Webquests

page 204

page 206

page 209

1

Relationships

Target language

Grammar:

present simple, past simple, stative verbs / present perfect simple, past perfect simple

Lexis:

topic vocabulary / phrasal verbs / word formation / confusable words / word patterns

Reading skills:

predicting / scanning

Listening skills:

deduction

Speaking skills:

discourse management

Writing skills:

informal letter/email



Reading 1 (page 6)

- This section practises a multiple-matching task allocating summary sentences to paragraphs in a text.
- In order to do this effectively, students must develop their skimming (looking quickly over a text to get the main idea) and scanning skills (looking quickly over a text to find a particular item of information).

professional/working relationships: office politics; issues of seniority; annoying work habits; not being kept informed, etc.

1

- Focuses on the particular theme of this passage – a relationship hotline blog which people can go to for help and advice.



Information on problems people have with relationships, and some suggested solutions.
Accept all sensible and logical answers.

2

- Practises scanning. Ask students to underline the examples and only give two minutes. Students need to realise the necessity for speed in exam conditions.



(suggested answers)

Problems:

- we often 'hurt the ones we love'
- people don't listen to or care about the problems of others
- expecting perfection in a relationship can lead to disappointment

Solutions:

- don't expect perfection in a relationship
- choose the right time to say something, especially if it's negative
- don't be so critical of others
- accept people for who they really are
- work harder to make a relationship work



All the words in the word box could be used to describe what is happening in the picture or what caused it.

Starting point

- This lead-in aims to focus students' attention on the topic – the problems people have in relationships.
- It is best done in groups, with each group thinking about one question. Two minutes should be enough before getting feedback.



brothers and sisters: not sharing; interfering in each other's private affairs; annoying habits, eg loud music, untidiness, etc.
parents: being over-protective; not giving enough pocket money; ringing them on their mobiles all the time; nagging all the time about school work, etc.
friends: gossiping; mockery; betrayal of friendship; arguments, quarrels, etc.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

- At the end of the discussion, remind students that it's not always obvious who or what a pronoun refers to; it could be someone or something mentioned in the previous paragraph, not just the previous sentence. For this reason, it's important to learn to quickly trace back the reference to make sure the sentence is correct.

b is the right answer

3 exam practice

- Do this in class. Give them a time limit, eg 10 minutes. Tell them to find their own answers first, then compare their answers with their neighbour's.

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

- Remember to ask students to justify their answers in the feedback session. Expect disagreement!

4

- Recycles passive vocabulary in the text or removed sentences and helps to train students to guess meaning from context.
- Ask students to replace the word in the text or removed sentences with their chosen meaning and read it out. Ask them whether their meaning fits grammatically and logically.

1 face	5 have in common
2 come up	6 taking a deep breath
3 approach	7 sort things out
4 take it out on	8 to blame

Work it out!

- This activity helps:
 - to increase students' awareness of how different contexts affect the meaning a word has.
 - give students practice in guessing meaning from context.
- Students should first find the word in the text and then try to guess the meaning. Accept any suitable answer and write the students' suggestions on the board. Make sure you point out to students that the meaning of a word can change either slightly or completely depending on the context in which it appears.
- If necessary give some pronunciation practice on new words.

saying (paragraph 2) – proverb; something which people often say
 rough patches (paragraph 2) – difficult periods (in a relationship)
 typical (paragraph 2) – usual or normal
 key (paragraph 7) – important
 perfectly balanced (paragraph 5) – totally equal
 the same goes for (paragraph 7) – the same thing applies to

Have your say!

- Students should discuss these questions in pairs or small groups before turning it into a class discussion. Some students might find the whole idea of discussing their problems online or in public embarrassing or distasteful, so be open to that – it could lead to interesting debate.

WB Unit 1 page 6

G Grammar 1 (page 8)

Present simple and past simple

- This section presents and practises the present and past simple, focusing on the fact that the present simple always has the idea of permanency (except in future uses) and that the past simple can have either the idea of permanency in the past or the idea of a specific occasion.

- Write up:

I often go out with my friends

- Ask students if it is correct.
- Rub out the *go* and substitute *went* – is it correct?

Yes, in both cases.

- Change to *I went out with my friends last night / then*. Is it correct?

Yes, because the past simple can refer to a specific occasion.

- Ask students to read the presentation in the Student's Book silently, and also ask them to turn to **Grammar database 1** on page 174.
- Point out that the **Grammar database** is for reference and is for their own use rather than classroom study.

Be careful!

- Draw students' attention to the grammar point in the box.

1

- Focuses on examples of the two tenses in the passage. Students find the examples in pairs.

Why does he behave this way (paragraph 4)
 it doesn't always help (paragraph 7)
 he wasn't interested (paragraph 4)

2

- Gives practice for the error identification section of the Use of English paper, and also important practice for composition revision.
- Do this in pairs, then ask students to tell you their answers.



- 1 *I get* should be *I do*
- 2 *do go* should be *go*
- 3 *are always having* should be *always have*
- 4 *don't tease* should be *doesn't tease*
- 5 *aren't always agreeing* should be *don't always agree*
- 6 *didn't fancied* should be *didn't fancy*
- 7 *wasn't be* should be *wasn't*
- 8 *was going* should be *went*
- 9 *meet up* should be *met up*
- 10 *did went* should be *went*

3

- Students work in pairs to do this. Ask for feedback from the class.



- | | | |
|-----------|------------|---------------|
| 1 forgot | 4 made | 6 didn't know |
| 2 gets in | 5 don't go | 7 seems |
| 3 met | | |

4

- This gives freer practice of the two tenses, and also gives students a chance to find out something about each other.
- Before getting the students to write, elicit a few other possible questions for each tense to make sure they have the right idea.



- (suggested answers)
- What does your father do? Does your mother work? Do you have a boy/girlfriend?
 - What programmes did you watch on TV? Did you go out on Saturday evening? Did you do a lot of homework?

5

- When the students are ready, ask them to do this, stressing that they should note full sentences. Ask one student a few questions, as above, and note down the answers on the board to show what you mean.

Be careful!

- Focus students' attention on this.
- Write up *Who told you?* and *Who did you tell?* Then write up *John told you* and *You told John*. Ask students to give the right answer to each question.



Who told you? → *John told you.*
Who did you tell? → *You told John.*

- In the first case *Who* is the subject of the verb, and in the second, the object.

- Now allow students time to write their questions, monitoring for accuracy.

**Vocabulary (page 9)****Feelings and situations**

- Focuses on the key vocabulary needed when talking about relationships.

1

- This section focuses on the difference between the active and passive participles. Write up a few sentences with blanks in them and ask students to put in a suitable participle, eg:

The film was so that we forgot to eat our popcorn.

My neighbour is very He always plays heavy metal music when I'm trying to sleep.

You look very Have you had a good sleep?

Additional activity: Write up the following:

a film, an audience watching a film, a lesson, a student, a teacher, a person who is watching TV, a TV programme, a ghost, a person who has just seen a ghost.

- Ask the students to write them down with a suitable adjective formed from the Student's Book list, eg *an exciting film, an interested audience*, etc.



bore	bored	boring
interest	interested	interesting
excite	excited	exciting
tire	tired	tiring
please	pleased	pleasing, or pleasant (meaning agreeable)
scare	scared	scary (scaring is rare)
frighten	frightened	frightening
terrify	terrified	terrifying
relax	relaxed	relaxing
annoy	annoyed	annoying

Phrasal verbs

- Focuses on phrasal verbs related to the topic of relationships.

2

- | | |
|-----------------|----------------|
| 1 brought me up | 4 looked after |
| 2 grew up | 5 put up with |
| 3 took after | 6 let me down |

Be careful!

- The point here is that parents can't *grow up* children. Farmers can *grow* crops, however (not *grow up*).

Word formation

- Gives practice in derivatives formed by adding prefixes or suffixes.

3

Noun	Verb	Adjective	Adverb
help	help	(un)helpful helpless	(un)helpfully
relation relative relationship	relate	relative	relatively
friend	befriend	friendly	x
care carefulness	care	careful careless	carefully carelessly
attraction attractiveness	attract	(un)attractive	(un)attractively
obedience	obey	(dis)obedient	(dis)obediently
honesty	x	(dis)honest	(dis)honestly
appearance	appear	apparent	apparently
rudeness	x	rude	rudely
kindness	x	(un)kind	(un)kindly
jealousy	x	jealous	jealously
nerve	x	nervous	nervously
nervousness			

Confusable words

4

- This exercise focuses on words often confused by students.

1 annoyed ('nervous' implies tension, for example, before an exam)
2 honest ('sincere' means saying what you really feel and believe, eg <i>He was completely sincere in his beliefs</i>)
3 alone ('lonely' has a negative meaning)
4 kind ('polite' is only concerned with good manners, eg <i>He was very polite and had beautiful manners but was basically a bad person</i>)
5 enjoyed (You 'entertain' someone else. You 'enjoy yourself'. Or you can 'enjoy something', a party for example.)
6 fun (something 'funny' makes you laugh)

5

See explanations above.

Word patterns

6

1 with	4 of	7 from
2 about	5 in	8 from
3 for	6 from	

WB Unit 1 pages 4 and 8

Listening (page 10)

- This practises the deduction of context from clues in a short dialogue.

Starting point

- Use the pictures to recycle vocabulary about relationships. Ask students to explain their answers.

Picture 1 friends
Picture 2 strangers
Picture 3 colleagues
Picture 4 family members

1

- This preliminary exercise is designed to focus attention on:
 - what are sufficient clues to enable the listener to guess the context of an exchange and
 - the fact that the appearance of the same word in the dialogue and in one of the multiple-choice answers does not necessarily mean that that answer is correct.
- Encourage class discussion but avoid giving students the right answer yet.

CD1, Track 2

- | |
|---|
| 1 The mention of 'boss' does not mean that the speakers are necessarily colleagues. |
| 2 The male speaker doesn't seem enthusiastic about the marriage, so A is probably wrong. He seems to sympathise with Derek. |
| 3 A and C can probably be excluded because of <i>just like we agreed</i> . |
| 4 She would only be nervous before the exam, not after, so B can be excluded. She doesn't seem jealous of the other speaker, so C may be out too. |
| 5 It mentions that they are both generous and kind-hearted and both like meeting people, so probably A and C can be excluded. |
| 6 He's probably arrogant if he's a snob, but probably not lonely. |
| 7 They don't mention music, so option C can probably be excluded. |
| 8 He says that she helped him with work in class, so B can be excluded. She was also probably his friend, so C may not be the correct option. |

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

b is the right answer (eg repetition of 'ticket' in question 3 and 'nervous' in question 4)

2 exam practice

- Do this under exam conditions, ie students listen twice, with only a short pause between the two listenings. Allow students to compare answers before feedback.

CD1, Track 3



- 1 B (Nice bumping into you again.)
- 2 C (He doesn't disapprove of Derek and he doesn't think the marriage is a good idea.)
- 3 B (she's got nowhere to stay.)
- 4 A (That's just not fair, is it? They shouldn't do that.)
- 5 B (never swears ... always says 'please' and 'thank you')
- 6 C (He's not selfish because he does a lot of work for charity. Arrogant because He looks down on all those people.)
- 7 B (The boy's parents had got back early and didn't know anything about the party.)
- 8 A (I remember the times when she used to talk about becoming a writer or an actor... and everyone thought she'd make such a great success of her life.)

3

- See explanations above. Use the audioscript or play the CD again if necessary.



Have your say!

- Do this in pairs first, monitoring discreetly, then open into a class discussion.

WB Unit 1 page 11



Speaking (page 11)

- Gives practice in speaking as if under exam conditions. Remind students that the speaking sections of exams often require candidates to give some personal details about themselves.

Starting point



- Two young people are being interviewed in an exam. They probably feel rather nervous.
- There are two examiners, one called the interlocutor, who asks the students questions, and another, called the assessor, who listens to the candidates and notes down grades in four different categories:
 - 1 Grammar and vocabulary
 - 2 Discourse (ie ability to construct coherent, logical sentences)
 - 3 Pronunciation
 - 4 Communicative ability

There are four parts to the speaking exam:

- general conversation about candidates' lives and interests (three minutes)
- comparing pictures (four minutes)
- discussing a problem with the other candidate (three minutes)
- general questions about the topic in part 3 (three minutes)

The whole interview lasts 14 minutes.

1

- This exercise illustrates how to answer questions asking for personal details, by giving a recording of the answers in a jumbled order. Students are asked to match the answers given by the candidate to suitable questions.
- In an actual exam, the interlocutor chooses from a wide range of questions, so be careful not to give the impression that the questions given here will definitely be those asked in the test.
- Try to avoid students learning answers off by heart. Most probably, parroted answers will not be appropriate answers to questions asked, and even in the best case, it is immediately obvious to a native speaker if answers have been learned off by heart.
- Ask students to match the questions to the answers after only one listening, and when they tell you their answers ask for evidence from the listening itself.

CD1, Track 4



- | | | |
|-----|-----|-----|
| 1 C | 3 A | 5 F |
| 2 B | 4 E | 6 D |

2

- Here the interview is played in the correct order and students are invited to comment on the candidate's performance. This will provoke good discussion.

CD1, Track 5

- 1 Yes
- 2 Yes, but not excessively.
- 3 No (her answers are very natural)
- 4 Yes
- 5 No
- 6 No
- 7 Yes

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

a is the right answer

One-word answers don't show that you can speak English, and don't show that you're engaging with the examiner.

3 exam practice

- Here, the students role-play an interview. You could do it with one group performing for the whole class, and the rest of the class acting as assessors. With a large class, it is more suitable to divide it into groups of four, with two students as interlocutor and assessor and two as candidates. Marks can then be discussed in private among the members of the group.
- This can be followed by a single group of three acting the interview for the whole class. In this case, be careful to select a fairly good pair to be interviewed. They would then get good marks from the other students.
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the Speaking test.

WB Speaking page 112



Reading 2 (page 12)

- This section gives practice in texts with multiple-choice questions.



Wordpower!

- Elicit these words from the pictures, ask *How do you think the girl / boy is feeling? Why might they be feeling like this?*
- Keep a sharp eye on the students here. Avoid embarrassing them!

Starting point

- Best done in pairs. A sensitive subject – keep it as impersonal as you can!
- Focuses attention on content of article to help students read faster and more effectively by anticipating content.

- Elicit possibilities from students but be careful not to confirm or reject their ideas at this stage.

2

Scanning exercise. Elicit from students what *Dos* (things you should do) and *Don'ts* (things you should not do) are. Give students about three minutes to do the task and ask for feedback. Note down answers in brief on the board.



Dos

Remember relationships aren't like exams

Talk to parents or friends

Buy some new clothes or get a new hairstyle

See a film

Go to a party

Let your ex know you can survive

Don'ts

Think you've failed

Do anything impulsive

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should look at all the distractors before making their choice, and find evidence in the text why they are right or wrong.



b is the right answer

3 exam practice

- This is best done in class with a time limit, eg 10 minutes, like the previous reading. Allow students to discuss answers in pairs before feedback.



- 1 C (*You probably feel that no-one has ever felt this way before.*)
- 2 D (*It reminds us that relationships aren't like exams.*)
- 3 D (*If a friend came between you and your boyfriend or girlfriend...*)
- 4 B
- 5 C (*Let them see you can have a good time without them.*)
- 6 D (*But don't be tempted to rush into another relationship. This is called going out with someone 'on the rebound'.*)
- 7 D (*In a year, it will all seem ancient history.*)

4

- Recycles 'emotions' vocabulary. Ask students to do the task in pairs then elicit answers.



rejected	alone	unwanted	miserable
betrayal	humiliated	embarrassed	sympathetic
regret	worried	unhappy	

5

- Focuses on new vocabulary in the passage. Remember to get the students to fit their meanings into the context, as mentioned above. Do this in pairs before feedback.



- 1 get over
- 2 goes through
- 3 came between
- 4 treat
- 5 come about

**Work it out!**

- This helps students to guess meaning from context. See p13 for full details.



- childish (subheading) – like a child
 sympathetic (paragraph 3) – ready to listen and help
 traumatic (paragraph 6) – causing suffering
 bearable (paragraph 6) – tolerable, not impossible
 impulsive (paragraph 4) – without thinking beforehand
 miserable (paragraph 1) – very sad

**Have your say!**

- This will work well if you give students a chance to prepare their answers in pairs. As before, expect disagreement.

WB Unit 1 page 9**Grammar 2 (page 14)****Present perfect simple and past perfect simple**

- This section focuses on the present perfect simple with its meaning of something which happened in the past (we are not interested when) with an effect on the present situation.
- The past perfect simple is presented in its parallel meaning of something which happened before a point in the past with an effect on the past situation.
- The line from the reading text is used to introduce the present perfect simple. The students are then asked three concept questions.



- Yes, it happened in the past.
- Yes, it's relevant now.
- No, we don't know exactly when she told you.
- It is *had thought* because the thought took place before the announcement in the past that the relationship must finish.

Additional activity: Use two magazine pictures, eg a picture of a model wearing one set of clothes, and another picture showing her wearing different clothes. Elicit *She has changed her clothes, she has put on a red dress etc.*

- Use your two pictures again, but establish that the second picture is about the past. Elicit by asking: *What had happened when this photograph was taken?*



She had changed her clothes etc

- Ask students to read the Grammar presentation in the Student's Book silently, and the **Grammar database 2** on pages 174–5.

1

- Students will have a variety of answers here – all may be correct and some may not use the present perfect simple, but encourage them to use it.



(suggested answers)

- 1 He's been at the beach.
- 2 Someone has written to you.
- 3 We've moved into the flat next door

2

- Gives practice for sentence completion exercises, focusing on the present perfect simple. Do in pairs before feedback.



- 1 I think they have / they've lived here for six years.
- 2 We have / We've already bought her birthday present.
- 3 The Taylors have gone to Australia on holiday.
- 4 Stacy has / Stacy's never been to France before.
- 5 Eleni and Alan have been engaged since April.
- 6 Andy still has not / hasn't sent me a reply.

3

- This exercise is similar to the previous one but focuses on the past perfect simple. Students work in pairs first, then ask for feedback from the whole class.



- 1 I had lived in Brisbane and Sydney before I moved to Canberra.
- 2 As soon as Charlotte had heard the news, she called Phil.
- 3 After I had gone / been to the supermarket, I went to the Post Office.
- 4 We had already finished eating when Diane arrived.
- 5 Diane had only just arrived when Rick turned up.

4

- This exercise focuses on the past perfect simple. Again, be ready for a variety of answers, not necessarily using the past perfect simple, but encouraging students to use it. Students work in pairs first, then ask for feedback from the whole class.

(suggested answers)

- 1 They had won the national lottery.
- 2 Justine had gone out with her boyfriend.
- 3 He had just run 20 kilometres.
- 4 He hadn't studied at all.

Be careful!

- The point here is that whenever we count the number of times something has happened we must use the present perfect simple.
- If the time reference is in the past, we must use the past perfect simple.
- If we have never done something, we also have to use the present perfect simple, eg *I've never seen the Coliseum*.

Additional activity: Write the following up on the board:

Seen the Coliseum 0, eaten snails 2, spoken to a Russian 1, danced the tango 2, been to Naxos 1, been in love 4.

- Ask the students to ask each other and answer as if they were doing the activity now, eg *Have you ever been to the Coliseum? No, I've never been there before* (or: *This is the first time I've been here.*) *Have you ever eaten snails? Yes, this is the second time I've eaten snails.*
- Do in pairs before feedback.
- Refer students to **Grammar database 2** on pages 174–5.

**Have your say!**

- Pairwork. If there is time, ask some students to give feedback.

WB Unit 1 page 10**Use of English (page 15)**

- This section introduces students to two types of exercise. The first is a gap-filling exercise which focuses on lexical appropriacy; students are given four choices for each blank. The second focuses on use of prefixes and suffixes to form derivatives.
- Ask students who James Dean is. If they don't know, ask who they think he might be.

1

- Scanning exercise. Students should be able to do this in half a minute.



- 1 He was killed in a car crash.
- 2 three
- 3 24

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- If students read through the text before attempting the blanks, they will be more likely to get the right answers, as they will have a better overall impression of the text.



a is the right answer

2 exam practice

- Give students about five minutes to do this. Encourage them to compare answers when finished, then check their answers round the class, making sure that students understand why their answers are right or wrong.



- | | | | | |
|-----|-----|-----|-----|------|
| 1 C | 3 A | 5 B | 7 C | 9 C |
| 2 D | 4 B | 6 D | 8 A | 10 B |

3

- This introductory activity helps to focus students' attention on the function of the word in the sentence, which helps them make the correct form of the word.



- | | | |
|-------------|-------------|--------------|
| 1 noun | 5 noun | 8 noun |
| 2 adjective | 6 adjective | 9 adjective |
| 3 noun | 7 noun | 10 adjective |
| 4 noun | | |

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- As mentioned above, it helps to get an overall impression of the text.
- Remind students to write their answers in capital letters.



b is the right answer

4 exam practice

- Students should do this alone. Remind them of exercise 3 if they have a problem.
- Ask for feedback and write the correct answers on the board. Correct spelling is essential here.



- | | |
|-----------------------|--------------|
| 1 FRIENDSHIP | 6 ATTRACTIVE |
| 2 INTERESTING | 7 HONESTY |
| 3 RELATIONS/RELATIVES | 8 KINDNESS |
| 4 TEACHERS | 9 DIFFERENT |
| 5 PERSONALITIES | 10 BORING |

WB Unit 1 pages 5, 9, 10



Writing informal letter/email

(page 16)

- This section introduces the students to informal letter/email writing. Students are asked to analyse and comment on a sample email, practise personal description, and write a response to another email according to given notes.
- In these introductory stages the preparatory work should be done in class. Then the teacher can make sure students have the right idea and can guide them towards a good piece of writing.

Starting point

- Elicit ideas from the whole class. Make notes on the board as students make suggestions.



What are their hobbies and interests?
 What do they want to do when they get here?
 Is there any food which they particularly like or dislike?
 What pop / sports / film stars do they like?

1

- Ask students to read the email and discuss the questions below with their partner or group.



- Very informal, eg 'Thanks', 'I can't wait'... 'I'm crazy about'...
- Paragraph 1: introduction and reference to previous letter. Paragraph 2: shared interests. Paragraph 3: response to question about proposed activities. Paragraph 4: mention of photo. Paragraph 5: conclusion.
- She and her parents are coming in August, she's good at tennis, she likes pop music, she's fifteen.
- Whether she likes tennis and pop music, what she wants to do during her stay, what she looks like.
- Whether she likes swimming, whether her parents will let them go to a club.
- 'Thanks for your email,' 'Please write back soon,' 'Can't wait to meet you!', 'Bye for now!'
- 'See you soon,' 'Best wishes,' 'Yours,' 'Love'
- Probably, as they seem to share many interests and are the same age.

2

- Ask students to read the statements and elicit whether they are true or false.
- Remind students that informal letters and emails are written in the same way.



- T (although we can also use *Hi ... !*)
- F
- F
- T

3

- Informal language makes it easier to find different ways of saying the same thing, or say it with a different emphasis. This exercise encourages students to find different ways of expressing commonly used language.



(suggested answers)

- It's clear we share a lot of the same interests.
- And I'm really happy you're into pop music!
- I really love The Screamers!
- You wanted to know if there's anything I'd like to do while I'm with you.
- Both of us like tennis, so we should definitely arrange a game, and it'd be great to go swimming too.
- Send me another email when you can!



Plan ahead

1 exam practice: informal email

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions such as *Do you have to write a letter or an email?* (an email), *Who are you writing to?* (Adam), etc.
- Elicit the main tenses they will need to use in their email (present tenses with some future).
- You may want students to look at the EXAM EXPERT box at this point, or you may want to wait until after exercise 3.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Even if in real life paragraphs, grammar, spelling and punctuation aren't that important in some informal emails, in exams they are important, and candidates will lose marks if they don't get them right.
- Refer students to the Writing database on page 199.



b is the right answer

2

- Ask students to discuss the questions in pairs.



- Informal
- Do you know the Kaiser Chiefs? What kind of things do you like doing? What music do you like? What do you want to do in the evenings and at weekends when you are here?
- 4
- As in 2 above
- Favourite sports and teams, family information, information about school etc
- Questions on the above subjects

3

- This is quite a long task, so you might want to divide it up among class pairs; each pair deals with one note.
- Ask for feedback and write up the students' sentences on the board, eliciting corrections from the class where necessary.

(suggested answers)

- 1 It's great that you like skateboarding. I've never done it, but I'd love to try.
- 2 I like playing basketball and computer games, and going to the cinema.
- 3 It seems that I like exactly the same music as you.
- 4 You ask if there is anything I would particularly like to do. Well, I've heard so much about English castles. Could we visit one? Are there any near your house?

4

- Ask students to turn to **Writing Planner 1** on page 206. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you should check the notes made by all students to ensure they have enough content to base their piece of writing on.

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their Writing Planner as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Hi Adam and thanks for your email. It was great to hear from you. I'm really looking forward to meeting you.

Well, we seem to like the same kind of things. I've never tried skateboarding though, but I've always wanted to learn. You can show me some tricks! I'm crazy about basketball and I love playing computer games. Oh, and I like seeing adventure films at the cinema. What about you?

Tell your mum that I don't mind what we do, it will be fun just to be in another country. There's only one thing; I've never seen an old castle. Is there one near you that we could visit?

Please write back and tell me what you would like me to bring with me. Can't wait to meet you all!

Bye for now!

Giles

Webquest

- Ask students to complete the Unit 1 Webquest on page 209 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers (eg Wikipedia) and how they found them (eg explaining what they typed into the search engine box).



- | | |
|--------------------------|-----------------------------|
| 1 February, 2004 | 5 Harvard University |
| 2 Mark Zuckerberg | 6 Facemash |
| 3 1984 | 7 900 million |
| 4 White Plains, New York | 8 <i>The Social Network</i> |

(suggested answer)

Facebook was founded in February 2004 by Mark Zuckerberg. Zuckerberg was born in 1984 in White Plains, New York. At the time he started Facebook, he was studying at Harvard University. Before Facebook, he created a website called Facemash. By April 2012, Facebook had 900 million users. The story of the founding of Facebook was told in the film *The Social Network*, which was released in 2010.

Further material

- For further practice and consolidation, ask students to complete the Unit 1 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 1, you may like to administer the Unit 1 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 1.

2

Travelling

Target language

Grammar:

present continuous, past continuous, present perfect continuous, past perfect continuous / *so, such, too, enough / used to, would, be/get used to*

Lexis:

topic vocabulary / word formation / phrasal verbs / collocations

Reading skills:

text awareness / speculating / scanning / reading for specific information

Listening skills:

predicting

Speaking skills:

comparing

Writing skills:

review



Reading 1 (page 18)

- This section gives practice in answering multiple-choice questions on a passage.

2

- Give students a few minutes to read the questions in exercise 3, and then ask them to read the two statements.
- Elicit whether the statements are probably true or false by encouraging them to speculate about what the text might be about.



1 is probably true because the questions mention the staff, the spa and the swimming pool.



Wordpower!

- Ask students to tell you how the words are connected to holidays.

Starting point

- Ask students where they went on holiday during the past summer. Ask if anyone went abroad. Ask which holiday in the list suits each of the pictures and why. Ask them to put the list of holidays in order of preference in pairs.
- When they are ready, ask the whole class to give you an order of preference and write it up on the board, the most popular at the top. If they disagree, ask them to support their arguments.
- This lead-in should last approximately 10 minutes.

1

- Ask students to look at the title and elicit what they think the text might be about.
- Ask them to look at the text without reading it in detail and decide which type of holiday from the list best describes the holiday the writer went on.



an activity holiday

- On a quick reading some students may choose family holiday or camping holiday, but the text mentions only father and daughter, and staying in cabins.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- It's always a good idea to underline the part of the text that provides the answer, and to write the number of the question next to this. This makes checking answers at the end – which exam candidates should always do – quicker and easier.
- Students should always give themselves enough time to go over their answers at the end of the test, although it should not be necessary to do the whole section again.
- Underlining the relevant part of the text and highlighting key phrases in the stem or options helps students to locate reference points again at the end of the test, although excessive heavy underlining should be avoided.
- It is better to mark the relevant point in the margin. Marking points is also useful when students are asked to prove their answers when doing reading exercises in class.



b is the right answer

3 exam practice

- Give students 10 minutes to do this and ask them to compare answers when they've finished. It is important that students should know why an answer is correct and also why the others are wrong.
- When you discuss the answers in class you can train them in this by asking students to support their answers with evidence from the text. If there is no evidence in the text, then the answer is not correct.

1 C 3 D 5 A
2 A 4 C 6 B

Work it out!

This helps students to guess meaning from context. See p13 for full details.

checked (paragraph 1) – with a pattern made up of squares
 ultimate (paragraph 2) – best; perfect
 saddle (paragraph 2) – what you sit on to ride a horse or pony
 itching to (paragraph 4) – keen to; dying to;
 wanting very much to
 crackling (paragraph 6) – making the noise of burning wood
 isolation (paragraph 7) – alone; far from people
 swears (paragraph 8) – promises; vows
 apprentice (paragraph 8) – someone learning a job

4

- If students seem to be having difficulty with this, write up the first letter of each word. Remind them that they can check their answers by putting the meaning into the text instead of the word, and reading it out.

1 trail	4 valleys	7 porch
2 stream	5 cabins	8 sheer
3 tracked	6 secluded	

Have your say!

- These are useful conversation topics. Ask students to discuss them in groups of three or four and then throw the discussion open to the class.

Suggested points		
<p>Students might feel that 16 is an acceptable age for them to go on holiday with their friends without their parents. This might depend however, on the country where they live and how much freedom young people there generally have. Whether their country is generally considered quite safe will also make a difference to what age they would be allowed to travel alone. Students might also compare the age at which they are allowed by law to do other things to influence their opinions. In many countries, young people can marry with their parents' permission at the age of 16, but have to wait until the age of 18 if they want to marry without their parents' consent. In the same way, 16 might be the age at which young people want to go on holiday alone, but they would usually need to get their parents' permission first.</p>		

WB Unit 2 page 14

G Grammar 1 (page 20)

Continuous tenses

- This section focuses on the different functions of the continuous form.
- Additional activity:** Before getting students to look at the presentation in the Student's Book, give your own presentation.
- Write up the following headings on the board:

<i>At the moment</i>	<i>In the future</i>
<i>During this period of time</i>	<i>Something changing</i>

- Then read out these sentences:
I'm going out tonight.
The world is getting warmer.
What are you doing with that pencil?
We're having a great time in Santorini.
- Ask the students to put the sentences under the right heading and write them on the board.
- Then write up another group of headings:

<i>At a moment in the past</i>
<i>Future in the past</i>
<i>Temporary situation in the past</i>
<i>Something changing in the past</i>

- Read out the following and ask students to help you put them under the right headings:
100 years ago, many changes were taking place because of new inventions.
While he was at university, he was living with his aunt.
At 3 o'clock I was waiting for the bus.
I was meeting Susy at 8 o'clock that evening.

- Your board should now look like this:

At the moment

What are you doing with that pencil?

In the future

I'm going out tonight.

During this period of time

We're having a great time in Santorini.

Something changing.

The world is getting warmer.

At a moment in the past

At 3 o'clock I was waiting for the bus.

Future in the past

I was meeting Susy at 8 o'clock that evening.

Temporary situation in the past.

The first time I met him he was walking home from school.

While he was at university he was living with his Aunt.

Something changing in the past.

100 years ago, many changes were taking place because of new inventions.

- It will make this activity much quicker if you write out your sentences and headings on separate pieces of card and stick them on the board with the students' help. Make the cards large enough for students at the back of the classroom to see.
- Look at the model sentence in the Grammar box and elicit answers to the question. Ask students to justify their answers.



It is incorrect because *every summer* implies a habitual action, and therefore would require the present simple.

- Ask students to read the presentation in the Student's Book, and also refer them to **Grammar database 3** on page 175.

- Additional activity:** Present the present perfect continuous (*I'm tired because I've been running*) by showing magazine pictures of people who have obviously been doing something. Establish the difference between what is shown in the picture and what has led to it, eg *a girl wearing new clothes* → Step 1 *She has / is wearing new clothes. So ... She's been shopping; a sun-tanned girl* → Step 1 *She looks very brown / tanned. So ... She's been sun-bathing.*
- Be careful not to use pictures in which the person is still doing the action: this would elicit *She's doing it*. Elicit the present perfect continuous by asking *What has she been doing? Why is he tired*, and so on.
 - For the past perfect continuous, use the same pictures to establish past time, eg *She wore a new dress to the party. So ... She'd been shopping etc.*
 - Tell the students to imagine what the people had been doing before the photographs were taken.

1

- Ask the students to do this and exercises 2 to 4 in pairs or as homework. Give feedback on all the exercises together.



You're wearing your new cowboy boots ...

(paragraph 1) (This is about an action that is happening at a particular moment.)

If you're imagining it properly, ... (paragraph 1) (as above)

These are people who know an awful lot about rodeo, ..., and are itching to share. (paragraph 4) (as above)

When you're standing on the porch, coffee in hand, looking across the early mist on the river, ... (paragraph 7) (as above)

2

- Remind students that they must refer to the context in order to put the verbs into the correct tense.



- 1 have been travelling
- 2 got
- 3 have been staying / are staying
- 4 have met
- 5 are sitting
- 6 is practising
- 7 were walking
- 8 saw
- 9 are going

3

- Ask students to underline the verb tenses used in the sentences and ask them to decide whether the simple or the continuous is the most appropriate tense to use in each case.
- Refer them back to the grammar database if necessary.
- Item 1 keeps the continuous but requires a tense change. Ask students to explain why the sentences are wrong.



- | | |
|----------------------|-------------------------|
| 1 have been learning | 4 have you ever visited |
| 2 swam | 5 was having |
| 3 are going | |

4

- Make sure students know the meaning of all the verbs before starting this exercise. Ask them to complete the gaps in pairs.



- | | |
|--------------------|------------------------|
| 1 was working | 10 was / were arriving |
| 2 got | 11 met |
| 3 had been working | 12 had been |
| 4 saw | 13 helped |
| 5 were taking | 14 were staying |
| 6 rang | 15 showed |
| 7 seemed | 16 enjoyed |
| 8 saw | 17 am going |
| 9 offered | |

V Vocabulary (page 21)

Travel and tourism

- This section presents or recycles vocabulary associated with travel and tourism.
 - Use the three photos to focus attention on the topic by asking students to describe the photos.
- Additional activity:** Before doing exercise 1, ask the students to make a word tree. Put them in groups of four and ask one student in each group to write the three category headings *Ship*, *Train* and *Plane*. Ask the groups to find as many words in each category as they can, eg *Ship*: *captain, crew, deck, passenger, port, quay, sea, ferry* ...
- When they are ready, write up the three categories on the board and ask the groups to tell you their words and make a class word tree.

1

- Ask students to do this in pairs.

Ship: ferry, cruise, cabin, delayed, sail, voyage
Train: express, carriage, platform, delayed, rails, ticket inspector
Plane: departure lounge, cabin, flight, delayed, runway, land

- If you have used the additional idea above, use the list in exercise 1 to add any extra words to the lists the groups have already made. Don't forget to practise pronunciation where necessary.
- Recycle the vocabulary by eliciting sentences about the photographs including as much of the target vocabulary as possible.

Word formation

2

- This exercise practises forming derivatives with prefixes or suffixes. Make sure students fit the meaning into the context, eg in question 2, *comfortable* would not make sense, the answer must be the negative form.
- Students should work in pairs. Get feedback from the class and write the correct answers on the board, checking that spelling is correct.

1 tourism	6 distance
2 uncomfortable	7 growth
3 arrival	8 broadens
4 European	9 cultural
5 announcement	10 inhabitants

3

- This activity expands and recycles derivatives. Ask the students to put their words in *Noun*, *Verb*, *Adjective*, *Adverb* categories. Encourage them to include negative forms.

Noun	Verb	Adjective	Adverb
tour	tour	touristy	x
tourist			
(dis)comfort	comfort	(un)comfortable comforting	(un) comfortably
arrival	arrive	arriving	x
Europe	Europeanise	European	x
announcement	announce	x	x
distance	distance yourself	distant	distantly
growth	grow	growing	x
breadth	broaden	broad	broadly
culture	cultivate	cultural (un)cultured	culturally
habitation	inhabit	(un)inhabited	x
habitat		(un)inhabitable	

Phrasal verbs

4

- Brainstorm by asking students to think of two common phrasal verbs to do with travelling, eg *check in* and *take off*. Students then work in pairs. Check answers round the class.

1 off	3 off	5 in
2 back	4 up	6 down

5

- Students match meanings quickly. Check answers round the class.

a see off	d take off	f –
b get back	e check in	g speed up
c slow down		

Collocations

6

- Emphasise the importance of collocations (word groups). In many exams, students will be expected to show which word can be used with which other word. Do this as a whole-class activity.

1 a school trip ('trip' has a more general meaning; 'excursion' is more specifically a trip for pleasure, often while on holiday)
2 a business trip ('journey' is a longer trip)
3 time off work (you can say 'time out' but not 'time out something')
4 a round-the-world trip (we don't say a 'round-the-earth trip')
5 the holiday of a lifetime
6 a five-star hotel
7 holidaymakers (but 'to go on holiday' / 'to have or take a holiday')

- Then ask students to cover the task and call out an incorrect phrase, eg *school excursion*. Students have to call out the correct collocation. This will provide pronunciation practice too.

WB Unit 2 pages 12 and 16



Listening (page 22)

- This section gives students practice in completing sentences with a word or short phrase.
- Explain to students that they should be able to understand not only the gist of a text but also extract specific information in order to complete the gaps.
- Tell students that all words tested are considered to be within their level for meaning and spelling. In some exams, minor spelling mistakes are not penalised but the candidate's intention must be clear, so students need to be very careful about spelling.



(suggested answer)
take a ferry

3

- This encourages students to try to anticipate answers – an important skill in the listening. Ask the students to note down possible answers in pairs. When they have finished, ask pairs for their answers in turn and note them on the board. Don't say whether they are right or wrong at this point.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- There is no time to write more than a short phrase. Encourage students always to write something, even if it is misspelt. They may get the mark!



b is the right answer



Wordpower!

- Pre-teaches key vocabulary in the listening.

Starting point

- Ask the students to answer the questions accompanying the picture and then use the picture to elicit the key vocabulary.



The photo shows Sydney Harbour, with the Opera House and the Harbour Bridge. Sydney is the largest city in Australia. It is situated in South Eastern Australia and is the state capital of New South Wales. There are superb beaches nearby, which are popular with surfers. The symbol of the city is the Opera House, built to a revolutionary Danish design in the 1960s.



2 central Sydney	7 (many) different cultures
3 on foot	8 (to the) south
4 sailing boat	9 lifeguards
5 under twenty-seven	10 a picnic
6 the world	

4

exam practice

- Play the CD twice. After the second listening, play it again, stopping immediately after the answer to each question is mentioned.
- Note the right answers next to the guesses which you have already written on the board from exercise 3 and point out where students are correct.

CD1, Track 7

1

- This aims to prepare students for the task, by getting them to think of a possible completion of the first question.



take a boat trip

- Any logical and grammatical completion would be acceptable.

2

- This allows students to check the accuracy of their guess.



CD1, Track 6

- This exercise allows students to assess how they and their classmates have done the listening exercises. Encourage students to discuss where they feel they might have gone wrong.

5

- Ask students to do this in pairs. Additional possibility: take a vote on the most popular place to visit.

WB Unit 2 page 19



Speaking (page 23)

- This section introduces and gives practice in comparing two related photos. This is the most difficult part of

the interview, as candidates are only given a minute to capture the essence of each photo, summarise the differences or similarities and answer an additional question, and they have to speak without interruption.

- The task set by the interlocutor always has two parts, the first being standard (*Compare the two photos*) and the second a more personal question related to the student's own preferences.
- It is very important that the candidate listen carefully to the second part and answer it properly.

Starting point

- This focuses on the tenses normally required in descriptions. Discuss the answers in class. Students should know the answers after the work they have done in the grammar section.

present continuous
present simple

1

- Ask students to do this in pairs and then tell you, giving reasons for their answers.

- You might need an experienced tour guide. B
- You might get bored with doing the same thing. B (looking at sights)
- The crowds might get on your nerves. B
- You can get away from your everyday life. A
- Good weather is important. B (if most of the sights are outdoors) and A

2

- Elicit ideas from the class, prompting if necessary.

- (suggested answers)
- A It might be dangerous; you might meet wild animals; you might get lost.
B It's very educational; you must have a map of the city; it can get very tiring.

3

- This activity focuses on common mistakes made when comparing pictures.
- When students have chosen the correct words to complete the sentences, remind them that these are useful phrases which they can use in the exam practice on this page.

1 more	3 the	5 although
2 less	4 other	6 whereas

4

- Direct students' attention to the boxes, a and b, then play the CD once and elicit the students' ideas.

CD1, Track 8



b

She doesn't go into too much detail about the two photos, but compares the two types of holiday perceptively and then makes a clear statement about her own preferences.

5

- Play the CD and again elicit the students' ideas.

CD1, Track 9



a

Candidate B only has to respond with a brief answer.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.



a is the right answer as illustrated by the Candidate A in exercise 4

6 exam practice

- Divide the class into groups of four, and appoint two students as candidates and two as the interlocutor and assessor (see Speaking Unit 1 for a detailed description of the organisation of the interview and how this can be set up in class).
- Ask the students to role-play the interviews. They should repeat the interview four times, changing roles each time, so that each student gets a chance to do the description. Ask one or two students to do a class performance to round up.
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the speaking test.

WB Speaking page 113



Reading 2 (page 24)

- This section gives students practice in logical cohesion when reading. With this task type, some sentences have been removed from the base text and the student has to replace them correctly.
- The exercise demands good skimming and scanning skills but mainly focuses on students' ability to understand text structure. They therefore must have an awareness of coherence and cohesion and be familiar with cohesive devices like linkers and reference items such as *he, this, then, there* etc.



Wordpower!

- Elicit how the words relate to holidays.

Starting point

- Briefly elicit what is shown in the picture, and then ask one or two students the question which follows. Find out if there are any students who go on holiday in the winter, and ask them to tell the class about it.

1

- This is an introductory scanning activity. Ask students to match the places to the activities before they scan the article, then confirm their guesses. A minute should be enough.
- Ask the students to identify which of the pictures goes with which place and activity.



1 c 2 b 3 d 4 a

2

- This exercise focuses on inferring meaning or 'reading between the lines'. Ask the students to do it in pairs (two minutes) and tell you their answers, giving reasons. Expect disagreement!



1 T (It says that you can treat yourself to a bit of luxury.)
 2 F (Because it melts in the spring.)
 3 T (The temperatures given show this.)
 4 F (No mention of complaints in the text. Presumably guests know about the conditions when they book a room.)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should understand reference devices like *this*, *it* and *that*, as this will help them insert the sentences correctly.



b is the right answer

3 exam practice

- Give students 10 minutes to do this alone, and ask them to mark the cohesive devices which helped them with each sentence.
- Tell them to compare their answers with their neighbour when they've finished. When they tell you their answers, ask them to point out the reference devices which they marked.



1 B (... not just disappearing to find distant sun ...
From Europe to America ...)
 2 F (*Traditionally... Increasingly, though ...*)
 3 C (... ski trails and ski mountaineering. These ...)
 4 E (*hotel melts. It...*)
 5 A (... town of Kiruna... There ...)
 6 D (*huskies ... pulled along the ground ...*)
 7 G (... winter wanderer ... He or she ...)

4

- Point out paragraph numbers to students if they are having difficulty.



1 slopes (paragraph 3)
 2 cable car (paragraph 4)
 3 luxury (paragraph 5)
 4 region (paragraph 6)
 5 glacier (paragraph 7)
 6 packing (paragraph 8)



Work it out!

- This activity focuses on guessing meaning of individual words from context. See p13 for full details. Ask students to do the task in pairs before feedback.



bound to (paragraph 2) – certain to
 flock (paragraph 3) – go in large numbers
 appeal (paragraph 4) – attraction
 constructed (paragraph 5) – built
 thermal (paragraph 5) – very warm
 carved (paragraph 6) – shaped, formed
 rink (paragraph 6) – artificial ice pool
 huskies (paragraph 7) – dogs
 vow (paragraph 7) – promise to yourself



Have your say!

- Ask the class these questions.

WB Unit 2 page 17



G Grammar 2 (page 26)

so, such, too, enough

- Write out the following sentences on the board before the class starts, or on pieces of card:

The holiday was-----wonderful that ...
 It was-----difficult exam that ...
 It was-----bad weather that ...
 They were-----delicious oranges that ...
 The water was-----cold for us ...
 The water wasn't warm-----for us ...
 There weren't-----books ...

- Write up on the board:

such so such a such too

- Now ask the students to help you put the words in the right blanks, and to suggest suitable endings to the sentences.

1 The holiday was so wonderful that we stayed an extra week.
It was such a difficult exam that nobody passed.
It was such bad weather that we stayed indoors all the time.
They were such delicious oranges that I ate them all.
The water was too cold for us to go swimming.
The water wasn't warm enough for us to go swimming.
There weren't enough books for all the students.

- Elicit the rules from the examples, eg *Why do we put 'so wonderful' but 'such a difficult exam'?*
- The students should be able to give the rules as they appear in the Student's Book.
- Elicit the right answer to the question in the grammar presentation.

2 such, because the adjective *wonderful* is used with a noun *holiday*

- Review with the students why you can't put any of the other words:
so is used with an adjective alone.
too and *enough* are not used with *that*.
- Ask students to read the rules in the grammar presentation and refer them to **Grammar database 4** on page 176.

Be careful!

- The point here is that *too* has a negative meaning and we expect something else to be impossible because of it. A holiday can never be too enjoyable!

1

- Ask students to do this in pairs.

1 so	3 so	5 such
2 too	4 enough	6 such

2

- Ask students to do this in pairs.

3

- 1 The resort was so big that we got lost a few times.
- 2 The hotel was too expensive for us to stay there.
- 3 Australia is such a long way away that it takes a day to get there.
- 4 The weather isn't good enough for us to go to the beach.
- 5 It was such a dirty hotel that we decided to stay somewhere else.
- 6 The hotel was so dirty that we decided to stay somewhere else.
- 7 I'm too young for my mum to let me go on holiday with my friends.

used to, would, be/get used to

- Ask the students to look at the model sentence and elicit the answer, encouraging them to tell you how they know. Ask them what the sentence means.
- Then write this sentence on the board: *I used to stay in hotels* and repeat the questions you asked before to establish the difference between the two forms.

4 *I am used to ...* refers to the present and means *I am accustomed to ... / I don't mind ...*. *Used to* here is an adjective phrase and is followed by gerund.

I used to can only refer to the past and means that you did something in the past but you no longer do this. It is a verb and is followed by infinitive.

Additional activity: Ask the students how life 100 years ago was different from now and make notes of their answers, eg *transport: horses; entertainment: no cinemas or TV; school: uniforms, different subjects, etc.*

- Use the notes to get individual students to make sentences with *used to*, eg *People used to travel on horses. We didn't use to have cinemas*, etc. Use the same procedure to practise *be/get used to*.
- Ask what someone who lives in Greece is used to (*the heat, good weather, going to the beach, staying up late, etc*) and then what they would have to get used to if they went to live in England (*the cold, bad weather, speaking English all the time, etc*).
- Point out the difference between *would* and *used to*: (*would* can only be used for actions that are repeated and not for states, so *we used to have a bigger car*, not *we would have a bigger car*).
- Ask students to read the Student's Book presentation and refer them to **Grammar database 5** on page 176.

3

- Ask students to do this alone and check their answers, making sure they understand why the other options are not correct in each case.

5 1 a 2 a 3 a 4 c 5 a

4

- Ask students to do this alone and monitor discreetly. When they've finished, ask them if they'd like to read out their sentences. Some are probably quite funny. If any student is unwilling to do this, don't insist as they may not wish to talk about their family in front of the class. The sentences should act as a check that they can use the structures correctly.

WB Unit 2 page 18



Use of English (page 27)

- This section gives practice in open cloze and key word transformation exercises.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Remind students that it's essential to read through the whole text again at the end to check their answers make sense and fit grammatically.



a is the right answer

1

- This makes students read through the passage before attempting to fill the gaps. Students should be encouraged to do this as a matter of course, in order to get an idea of the global meaning. They are not reading for detail at this point, so set a time limit to encourage them to read quickly. Allow one minute.



1 T 2 F 3 F 4 T

2 exam practice

- Students need to be aware of what kind of words are likely to be missing (mainly grammatical or lexicogrammatical items) and that in order to find these words they will have to focus on the whole sentence rather than just the gap. Emphasise this. Many students find this type of exercise difficult simply because they only focus on the gaps and forget about the words on either side.
- Allow 10 minutes for students to do the exercise in pairs, then get feedback from the whole class, pointing out why an answer is correct, eg that the answer to number two is, *of* because we say *chance of*.



1 A	7 WOULD
2 OF	8 WAS
3 IT	9 WHICH
4 AROUND / ROUND	10 BEING
5 USED	11 TO
6 ON	12 SO

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Emphasise that it is important to read the rubrics!



b is the right answer as is clearly stated in the rubric.

3 exam practice

- Do the first two sentences with the students. Look at the key word and elicit what part of speech it is and what is likely to follow it. Then look at the first sentence and ask students how they would have to change it, eg Sentence 1: *been* is a past participle, so it could be a part of a passive perfect tense or a perfect continuous tense. In the first sentence *began visiting ten years ago* implies that they still visit now, so present perfect continuous is correct.
- Write the completed sentence on the board. Remind students that what they write must be logically as well as grammatically correct so they should always read the completed sentence carefully to check that it makes sense. Ask students to do the remaining sentences individually, then get feedback from the class.
- Remind students to write their answers in capital letters.



1 HAVE BEEN VISITING
 2 WAS THIRTY WHEN HE
 3 HAD / SPENT SUCH A TERRIBLE HOLIDAY
 4 MANAGED TO FIND
 5 USED TO GO
 6 WAS NOT / WASN'T WARM ENOUGH
 7 AM / 'M USED TO STAYING
 (DON'T MIND STAYING is possible)
 8 MADE AN ANNOUNCEMENT

WB Unit 2 pages 16, 18–19



Writing: review (page 28)

Starting point

- Ask students to work in pairs to compare the two hotels shown in the photos on pages 28 and 29.
- Elicit whether they have stayed in a hotel and ask them to tell you what the experience was like.
- For the last question, build up a list of facilities on the board. You can expect answers like *swimming pool, restaurant, gym or fitness centre, maid service, tennis courts*, etc.
- This prepares students for the theme of the writing sample and provides them with vocabulary they can use in their writing.

1

- Ask students to read the rubric and the exam question and elicit what they are going to read (a review of a local hotel for an English-language magazine).
- When they have read the review, ask the students to decide if the statements are true or false and why or why not.



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

2

- This encourages students to think about information which is relevant to their review. Elicit which other relevant things the writer could have mentioned in the review and briefly elicit some of the information that the writer could have included about the cost of the hotel, eg *I thought the hotel was a little overpriced*, etc, the meals provided, eg *The food was generally of a very high standard*, etc and how close the hotel was to other places, eg *The hotel is conveniently located near the beach*, etc.



- the cost of staying at the hotel
- the meals provided at the hotel
- how close the hotel is to other places

3

- Divide the class into pairs for them to look at the information given in the table and work out which is the cheapest option and which is the most expensive.



The cheapest option is to stay in a single room between Sept 1st and Feb 28th. The most expensive option is to stay in a suite between June 1st and August 31st.

4

- This gives students practice in giving written information. Briefly elicit from the students what information they will need to use from the table in exercise 3 (the dates when it is cheapest and most expensive to stay at the hotel).
- Students should write their paragraphs individually. Ask some of the students to read out what they have written.

**Plan ahead****1 exam practice: review**

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions such as *What will you have to write?* (a review of a hotel), *What choices do you have?* (which hotel it is, whether it was good or bad), etc.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Refer students to the *Writing database* on page 198 for further information.



b is the right answer

2

- Ask students to answer the questions individually by making notes.
- Encourage them to use their imagination and be logically consistent.
- Monitor and help if necessary. Set a time limit for this activity.
- Ask one or two students to read out their notes to the class.

3

- Students can now work in pairs to put the positive and negative adjectives in the correct column.
- Monitor, checking that students are spelling the adjectives correctly as they write them.



Positive adjectives: fantastic, great, impressive, lovely, marvellous, wonderful
Negative adjectives: awful, disappointing, dreadful, shocking, terrible

4

- Ask students to turn to **Writing Planner 2** on page 206. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you should check the notes made by all students to ensure they have enough content to base their piece of writing on.

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their Writing Planner as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

The Green Hotel is a small hotel in my area which opened in 1998. Although it only has 23 rooms, the owners have made every effort to make it feel like a much bigger hotel and the range of facilities they offer is impressive.

The room I stayed in was very clean and bright. Breakfast was included in the cost of the room and was fantastic. Other facilities at the hotel include an outdoor swimming pool and a gym. The weather wasn't warm enough to swim during my stay, which was a bit disappointing.

The only criticism I have of the hotel is the high cost of the rooms. Compared to other hotels in the area, the Green Hotel is very expensive and they don't offer discounts for stays of over three nights. Although the standard of service is high, I'm sure many people are put off by the expense.

To conclude, the Green Hotel is a lovely hotel, but it isn't really very good value for money.

Webquest

- Ask students to complete the Unit 2 Webquest on page 209 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers (eg Wikipedia) and how they found them (eg explaining what they typed into the search engine box).



1 Illinois

2 about 2.7 million

3 from a Native American word meaning 'wild onion' or 'wild garlic'

4 the Great Chicago Fire

5 29.3°C

6 -4.7°C

7 Willis Tower and Trump International Hotel and Tower

8 the Chicago Cubs and the Chicago White Sox

(suggested answer)

Chicago is a city in the state of Illinois. About 2.7 million people live there. The name 'Chicago' comes from a Native American word meaning 'wild onion' or 'wild garlic'. In 1871, a large part of the city was destroyed by the Great Chicago Fire. In July, the average temperature is 29.3°C, while in January it is -4.7°C. The two tallest buildings in Chicago are Willis Tower and Trump International Hotel and Tower. There are two baseball teams that come from Chicago: the Cubs and the White Sox.

Further material

- For further practice and consolidation, ask students to complete the Unit 2 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 2, you may like to administer the Unit 2 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 2.

Check your progress! Units 1-2

1

- | | |
|------------|---------------|
| 1 brochure | 5 destination |
| 2 cruise | 6 cabin |
| 3 platform | 7 resort |
| 4 arrival | 8 carriage |

8 marks

4

- | | |
|-----------------|-----------------------|
| 1 unattractive | 6 relative / relation |
| 2 disobedient | 7 uncomfortable |
| 3 dishonest | 8 different |
| 4 distance | 9 friendship |
| 5 Unfortunately | 10 unkind |

10 marks

2

- | | |
|---------|---------------------|
| 1 pick | 6 look |
| 2 take | 7 brought |
| 3 check | 8 see |
| 4 going | 9 be / get / arrive |
| 5 puts | 10 let |

10 marks

5

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

6 marks

3

- | |
|----------------------------------|
| 1 had been living there for |
| 2 such a lot of people |
| 3 not old enough |
| 4 not had a holiday since |
| 5 did you use to be |
| 6 have not / haven't got used to |
| 7 succeeded in persuading |
| 8 was such a boring lesson |
| 9 you put up with |

18 marks

6

- | | | | |
|--------|--------|---------|--------|
| 1 from | 3 in | 5 about | 7 from |
| 2 of | 4 with | 6 from | 8 for |

8 marks

Total: 60 marks

3

Technology

Target language

Grammar:	the future / articles / time clauses
Lexis:	topic vocabulary / phrasal verbs / word formation / confusable words / word patterns
Reading skills:	text awareness / reading for gist / scanning
Listening skills:	lexical awareness / text awareness
Speaking skills:	making suggestions
Writing skills:	article



Reading 1 (page 32)

- This section practises answering true/false/not stated questions about the text. This requires students to scan for specific information within the text.



1 translation programs; home appliances; gadgets
2 in the area of translating
3 The writer is *for* technology (although he recognises its limitations when it comes to translating). The fridge and the other items are described as though the writer admires them and we will love them.



Wordpower!

- Ask students to say how the words in the box relate to the pictures.

Starting point

- Ask students to work in pairs to discuss the questions.
- As a class, see if there is a consensus about which programmes or services are most popular.

1

- Give students a short time to read the statements and decide whether they agree or disagree with them. Ask them to refer to the vocabulary in the word box to help them with their answers. Remind them to give reasons for their opinions.

2

- An introductory scanning exercise to give students an idea of the subject of the passage. Allow students two minutes to work in pairs and to underline the relevant parts of the text.



3 exam practice

- Focuses on possible cohesive linkers.



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

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Questions with the answer NS (not stated) might contain some information given in the text, but do not have the detail required to give a definite true or false answer.



a is the right answer

4

- After the preparatory exercises the students should find this very quick to do. Give them five minutes. Do it alone and compare answers.



1 developments
2 click
3 (piece of) software or app
4 predictive text
5 scan
6 voice-recognition technology
7 monitor
8 gadgets

Work it out!

- This activity focuses on guessing meaning of individual words from context. See p13 for full details.

handy (paragraph 3) – convenient, useful
 notify (paragraph 4) – contact; send a message to
 robust (paragraph 5) – strong
 take pride in (paragraph 1) – feel good about
 unfolding (paragraph 1) – developing

Have your say!

- Do this as a class. Students can refer back to the reading text for ideas, but encourage them to express their own opinions.

WB Unit 3 page 22

G Grammar 1 (page 34)

The future

- This section covers all the different forms of the future, but differences in meaning are slight and several forms are often appropriate in the same sentence. It is not worth spending too much time explaining the differences. Use the explanations given below only if students ask.
- Write up the sentence about the Museum of Technology. Elicit the different forms of the future which can be inserted into the sentence and write them up as a table:

<i>The Museum of Technology</i>	<i>will open</i> <i>is going to open</i> <i>is opening</i> <i>opens</i> <i>might open</i> <i>shall open</i>	<i>next week.</i>
---------------------------------	--	-------------------

- All the forms given in the Student's Book can be used in this sentence. There are slight differences in register and meaning:
will open and *is going to open* both express a plan, but *will open* is more formal
is opening is informal and expresses something already arranged
opens is a formal way of expressing something scheduled
might open expresses possibility and
shall open (rare) expresses determination on the part of the speaker.

- If students ask what the differences in meaning are, explain as above and make a brief note against each form.
- Refer students to the grammar presentation and **Grammar database 6** on pages 176–7.

1

- 1 is more formal
 2 is more informal, as mentioned above
 3 is not possible, because *are we using* refers to an arrangement. The function of the question about powering cars is asking about predictions.
 4 and 5 enquire about future possibility
 6 gives the idea of asking about suggestions

2

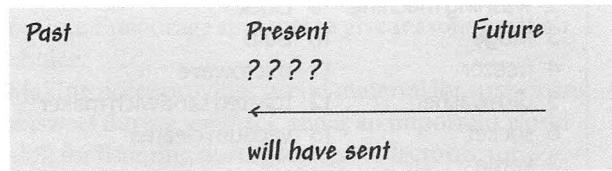
- Work in pairs.

- 1 the bus is leaving / is going to leave / will leave / leaves
 2 everyone will have / is going to have
 3 I'll buy / I'm going to buy / I shall buy
 4 I'm going to be / will be / shall be
 5 Shall we help
 6 I'm not lending / I'm not going to lend / won't lend / shan't lend

Future perfect simple and future continuous

- I'll have sent.

- As the sentence contains *By the end of the day*, we know that the tense must give the idea of looking back from a point in time in the future.
- Illustrate *will have sent* with a time line:



Ask the students to read the grammar presentation in the Student's Book, and refer them to **Grammar database 6** on page 177.

3

- Students have to find the right verb, put it into the correct tense, and if there is an adverb, put it in the right place.

Additional activity: Before students start, remind them of the position of common adverbs.

Write up *I will be living here*, and ask the students to tell you where to insert *still*.

- after the first auxiliary *will*: *I will still be living here.*

- Write up: *Will I be living here?*
- Here *still* goes after *I*: *Will I still be living here?* Leave up the completed sentences for reference.
- Ask students to do the task in pairs. If they seem to be having difficulty finding the correct verb, write up question numbers and the appropriate verb for each number from the list, eg 1 *be*; 2 *be*; 3 *live*, etc.



- 1 the world will be
- 2 I will be
- 3 I will have left
- 4 I will / should probably have / have got
- 5 Will I still be living
- 6 I will have lived / been living
- 7 Will I have / have got / have found
- 8 robots will be doing / will do
- 9 There will still be
- 10 will have been introduced
- 11 we will all be driving
- 12 there won't / shouldn't / may not / might not be
- 13 will have implanted

WB Unit 3 pages 20–21



Vocabulary (page 35)

Technology

1

- Before students start the exercise, elicit the names of items normally found in a kitchen and write them up on the board. When the students run out of ideas, refer them to the picture. Do the exercise in pairs.



- | | |
|-------------------|---------------------------|
| 1 cooker | 8 plug |
| 2 washing machine | 9 clock |
| 3 fridge | 10 bulb |
| 4 freezer | 11 microwave |
| 5 dishwasher | 12 toasted sandwich maker |
| 6 socket | 13 vacuum cleaner |
| 7 kettle | |

Additional activity: Ask students to write down all the items of electrical equipment they find in their bedrooms or living rooms at home. Give them a time limit and then see who has come up with the most words.

- This gives a real context to the words, which should help the students remember vocabulary more easily, so use this type of activity with other vocabulary items where possible.

Phrasal verbs

2

- Allow students to attempt this in pairs before giving feedback.



- | | |
|----------------|---------------|
| 1 put in | 5 cut off |
| 2 come up with | 6 get through |
| 3 look into | 7 come on |
| 4 breaks down | |

Word formation

3

- Do this exercise in pairs, too.



- | | |
|---------------|---------------|
| 1 achievement | 6 improvement |
| 2 beneficial | 7 invention |
| 3 creative | 8 product |
| 4 development | 9 scientific |
| 5 discovery | 10 solution |

4

- This exercise recycles other derivatives. Work in pairs.



Verb	Person	Other nouns	Adjectives
achieve	achiever	achievement	(un)achievable
benefit	benefactor	benefit	beneficial
create	creator	creation creativity	(un)creative
develop	developer	development	developing (un)developed developmental
discover	discoverer	discovery	✗
improve	improver	improvement	improving
invent	inventor	invention	(un)inventive
produce	producer	product production	(un)productive
✗	scientist	science	(un)scientific
solve	solver	solution	(in)soluble (un)solved

Additional activity: Recycle the vocabulary in the above four exercises by asking students questions which include some of the words, eg:

Do you have a toaster in your house?

Have you ever come up with a brilliant idea?

Has your car ever broken down?

Would you call yourself a creative person?

Confusable words

5

- Do this exercise in pairs.

1	invented (you 'invent' something totally new; you 'discover' something which already exists but nobody realised before)
2	developing (the microchip has already been invented. Now it is being improved or 'developed')
3	research ('investigation' is countable and is what a detective does into a crime, eg <i>The investigation is going well and they hope to catch the criminals tomorrow</i>)
4	engine (we say the 'engine' of a car; a 'machine' is a complete unit, eg <i>He had a machine which turned oranges into orange juice</i>)
5	portable ('mobile' is used for telephones, also homes)
6	appliances ('tools' are simple things like a hammer or screwdriver)
7	equipment ('tents' and 'rucksacks' are not tools because they cannot be used to fix things)

Be careful!

- Write up two sentences and ask students to provide the correct verb to check meaning:

Edison the electric light bulb.

invented

Franklin that lightning was electricity.

discovered

Word patterns

6

1 in	3 with / in	5 for	7 of
2 to	4 on	6 with	

WB Unit 3 pages 20 and 24



Listening (page 36)



Wordpower!

- The words in the box are key vocabulary in the listening task. In order to answer the Starting point questions, ask the students to match the words in the Wordpower! box to the right pictures.

Starting point

- Ask students to discuss the questions.



- They are all inventions.
- The cartwheel is old-fashioned and is obsolete and the digital camera and laptop are groundbreaking.

1

- This exercise provides more key vocabulary for the listening task. Work in pairs and then give feedback.



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

2

- This exercise prepares the students for the opinions expressed in the listening task. Show the students how to do it by selecting one of the opinions yourself and expressing it, eg *I couldn't live without it. I use my computer all the time, and as for my mobile phone, I depend on it.* (Opinion: B)

Ask students to do the same with each other in pairs, then ask several students to tell the class their sentences.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Making notes provides useful material for supporting answers during feedback and is an important world skill for listening during lessons or lectures, for example.



a is the right answer

3 exam practice

- Before you play the CD, warn the students that they will have to support their answers after the listening (this will encourage them to take notes). Play the CD twice, with a short pause after the first playing. After the second listening, ask the students to compare and then tell you their answers, supporting them with appropriate evidence.



CD1, Track 10

- 1 E** (*I'm not sure there's much more to invent.... I don't think there's really going to be anything revolutionary coming along sometime soon. It's all going to be development rather than anything groundbreaking.*)
- 2 A** (*half the time I wonder whether they don't just bring out new products just to get us to buy them - not 'cause they're better... No, I'm not the kind of person who rushes out to get the latest things.*)
- 3 F** (*The people who come up with these things have got such an incredible imagination. I think I've become addicted to gadgets.*)
- 4 C** (*Most people forget that the greatest technological developments took place thousands of years ago! ... We think we're so clever 'cause of our fast cars and internet and stuff but we wouldn't have any of it if some very bright people ages and ages ago hadn't experimented and tried to make their lives a little bit better.*)
- 5 D** (*Think of all the advances we've made over the last few hundred years, times them by ten and you still won't be close to what we're going to achieve over the next century.*)

- Of course the students won't be able to supply all the details above!

4

- Accept any suggestions from the above extracts.

**Have your say!**

- Ask students to discuss in pairs and then ask several students their opinions.

WB Unit 3 page 27**Speaking (page 37)****Wordpower!**

Ask students to allocate most of the words to the correct picture in exercise 4.

Starting point

- This provides an introduction to oral description. Show students what to do by picking one picture yourself and describing it.

1

- Ask students to make notes, then describe their item to the rest of the class or to a partner. Continue until all the items have been described.

2

- When students have ticked the sentences that are correct, remind them that these are useful phrases which they can use in the exam practice exercise on this page.



1, 2, 3, 4, 6, 7, 9, 11

3

- Elicit comments from students.

CD1, Track 11


- They agree with each other about everything.
- They should disagree sometimes.
- There is no discussion of certain items: computer, TV and air conditioning unit.
- The conversation should be longer than this.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should not be afraid to disagree with each other! They should speak as they would in real life.



b is the right answer

4 exam practice

- Put the students in groups of four. Two students are the candidates and two are the interlocutor and the assessor. Ask them to do the interview twice so all four students get to be candidates. Ask the 'assessor' to time the interview (three minutes). When the groups have finished, get one or two groups to perform for the class.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Make sure students understand that it's perfectly acceptable for them to say they're not sure about something.



a is the right answer

5 exam practice

- Keep the same groups, again changing round halfway through to allow all students to be candidates. When they have finished, ask certain students these questions as well.
- Students should be encouraged to use relevant words and phrases from the **Speaking database** on page 193.

WB Speaking page 113–114



Reading 2 (page 38)



Wordpower!

- Introduces key vocabulary.

Starting point

- Ask students to match the names in the **Wordpower!** box to pictures and ask each other the questions. Let the class decide when they think each of the items was invented and note the dates.

1

- This is a scanning exercise to give students an idea of the article content.



Inventor(s)	Date(s) invented	Place(s) invented
Walter Hunt	1849	–
Italo Marchiony	1896	New York
Bette Nesmith Graham	–	at home
Ezra Warner William Lyman	1858 1870	–

- Compare these answers with students' guesses above.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- This task type focuses specifically on scanning skills.



b is the right answer as it takes much less time than a

2 exam practice

- Give the students 10 minutes to do the task individually and then compare their work in pairs. Warn them to mark evidence for their answers as you will be asking for this when they finish.



- 1 C (*Bette was also the mother of Mike Nesmith, a member of the well-known sixties pop group 'The Monkees.'*)
- 2 B (... who had emigrated from Italy only a few years before.)
- 3 A (*Then he watched his latest brainwave go on to become a million dollar earner for someone else.*)
- 4 C (*Bette offered 'Mistake Out' to IBM, who turned it down.*)
- 5 C (*Using her kitchen and garage as a laboratory and factory, she gradually developed a product that other secretaries and office workers began to buy. While continuing to work as a secretary, she educated herself in business methods and promotion.*)

- 6 A (*Walter Hunt had come up with numerous other inventions before he created the safety pin in 1849.*)
- 7 D (*This type never left the shop, as a shop assistant opened all tins before they were taken away.*)
- 8 C (*Unfortunately, she was not a particularly good one ...*)
- 9 B (*As with many great inventions, a similar creation was independently introduced – in 1904 by Charles Menches.*)
- 10 D (*It was only when steel tins were brought out ...*)
- 11 B (... rolled up the Zalabia into a cone ...)
- 12 B (*Strangely enough, the first practical tin opener was developed more than forty years after the metal tin was introduced.*)
- 13 A (*Owing fifteen dollars to a friend ...*)
- 14 C (*In 1979, 'Liquid Paper' was bought by Gillette for \$47.5 million plus royalties.*)
- 15 B (*He looked around and saw a Syrian man selling a Middle Eastern dessert called 'Zalabia' ...*)

3

- Point out the paragraph numbers if necessary and ask students to check the answers by inserting the meaning into the text.



- | | |
|--------------------|----------------|
| 1 take for granted | 5 gradually |
| 2 numerous | 6 incidentally |
| 3 hey presto | 7 figured out |
| 4 granted | 8 seal |



Work it out!

- This exercise helps students guess the meaning from the context. See p13 for full details.



debt (paragraph A) – money which you owe
 brainwave (paragraph A) – brilliant idea
 emigrated (paragraph B) – left a country
 ran out of (paragraph B) – didn't have any more of
 undeterred (paragraph C) – not discouraged
 chisel (paragraph D) – sharp tool like a knife.



Have your say!

- Ask the class these questions. Expect answers like *Actually, not all that important! The modern world would be much the same if they hadn't been invented, and something else would certainly have been invented to take their place.*

WB Unit 2 page 24

G Grammar 2 (page 40)**Articles**

- Make a big copy of the table below on the board before the class starts.

	<i>Singular countable nouns</i>	<i>Plural countable nouns</i>	<i>Uncountable nouns</i>
<i>a/an</i>	<i>one non-specific thing:</i> <i>I'm going to get a digital camera.</i>	-	-
<i>the</i>	<i>one specific thing: general group:</i> <i>The digital camera has changed the nature of photography.</i>	<i>several specific things:</i>	<i>specific:</i>
<i>no article</i>	-	<i>generally:</i> <i>Digital cameras are still quite expensive.</i>	<i>generally:</i>

- Copy out the four sentences given in the *Student's Book* onto strips of card.

The digital camera I bought is great!
I'm going to get a digital camera.
The digital camera has changed the nature of photography.
Digital cameras are still quite expensive.

In class, ask the students to tell you where to put each strip.

	singular countable nouns	plural countable nouns	uncountable nouns
a/an	one non-specific thing: <i>I'm going to get a digital camera.</i>	X	X
the	one specific thing: <i>The digital camera I bought is great!</i> general group: <i>The digital camera has changed the nature of photography.</i>	several specific things:	specific:
no article	-	generally: <i>Digital cameras are still quite expensive.</i>	generally: <i>The digital camera has changed the nature of photography.</i>

Then, when they have got the general idea, put the students in pairs and hand out two blank cardboard strips and a marker to each pair.

- Ask each pair to look at one paragraph in the text for Reading 2, select two nouns, and write them plus their context on their strip.
- When they are ready, ask them to come up and stick their strips on the table on the board in the appropriate box.
- Refer students to **Grammar database 7** on pages 177–8.

1

- 1 metal tins generally
 2 one specific pop group

2

- You may want students to do this task individually, in pairs, in small groups, or as a whole-class activity.
- Point out to students that the mistakes might be either missing words or incorrect words.

- (1) – Jason Tarbuck, (2) **an** inventor from the UK, has come up with (3) **a** unique way to prevent (4) – people from locking themselves out of their houses. (5) **The** invention, called (6) – LockSafe, uses (7) **a** small electronic sensor on (8) **the** door lock to check that (9) **the** key is outside the door before it locks. (10) **The** sensor detects an infra-red light beam from the key or key chain.

Be careful!

- The point here is that with common adverbial phrases like *to / at school*, *to / at work*, *to / in bed*, *to / in hospital*, *to / in prison*, *to / in church*, *to / at university*, we don't use the definite article.
- If the phrases are used with a definite article, the implication is that we are there in some other capacity than the expected one, eg *a visitor at a hospital*.
- At home* is the answer to *Where is he?* *Home* is the answer to *Where is he going?*
- Quickly elicit and write up the other phrases as mentioned above, eg *Where do you have to go if you are very ill?* *To hospital.*

WB Unit 3 page 26

Time clauses

grow is correct.

- Write up the sentence and elicit the other time linkers as given in the presentation below. Your board will then look like this:

<i>I want to be an astronaut</i>	<i>when as soon as until after before while</i>	<i>I grow up</i>
----------------------------------	---	------------------

- Elicit the different meanings of the different linkers in the above example – it should be quite amusing.
- Refer students to **Grammar database 8** on page 178.

3

- Ask students to do this and the next exercise individually. Write up the answers to this exercise with the students' help when they have finished.

1 My brother will buy a smartphone when the price comes down.
2 I'll hand in the science report as soon as I finish it.
3 You'll fall asleep before the doctors start the operation.
4 You can't use your bank card until the bank sends you a PIN.
5 I'll record that movie for you while I'm watching it tonight on TV.

- In 1, 2 and 4, it is better to use the present perfect simple, ie *has come down*, *have finished*, *has sent*.
- Ask the students if there is another tense they could use in these sentences and add it as an alternative. Ask the students why it is better. (Answer: because it emphasises the fact that the first action can't start until the second one has been completed.)

4

- Monitor this exercise carefully to make sure the students are writing the tenses correctly.



Use of English (page 41)

- This section gives students practice in open cloze and word formation exercises.

1

- Ask students to read the text quickly, ignoring the gaps for the moment, and to choose whether the statements are true or false.

1 T 2 T 3 F

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Remind students to write their answers in capital letters.

b is the right answer

2 exam practice

Give students five minutes to do this exercise. Ask them to compare answers when they have finished.

1 SOON	5 THE	9 MORE
2 WILL	6 IN	10 BY
3 OFF	7 THE	11 LOOK
4 OF	8 A	12 UNTIL

3

- Ask students to anticipate which part of speech fits each gap.

1 noun	6 noun
2 adjective	7 noun
3 noun	8 adjective
4 noun	9 noun
5 noun	10 adjective

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Spelling is crucial in this exercise.

b is the right answer

4 exam practice

Give students five minutes for this exercise. Compare answers when they have finished.

1 INVENTION	6 EQUIPMENT
2 REVOLUTIONARY	7 SOLUTION
3 INTRODUCTION	8 FROZEN
4 APPLIANCES	9 IMPROVEMENT
5 DISHWASHER	10 BENEFICIAL

WB Unit 3 pages 25, 26–27



Writing: article (page 42)

Starting point

- Use the pictures to elicit the two disadvantages of technology which they show (pollution and not using our brains to work something out).
- Write these up on the board and give the students a minute to think of other disadvantages. Encourage them to explain why technology causes the problems they mention.
- Write up a list of disadvantages with the students' help. This activity helps students to anticipate the message of the article below.

1

- In this exercise the students check if their predictions were correct.

2

- This exercise focuses on the style and register of the passage.



- yes; no; semi-formal
- I've got friends in my class who can't do simple maths.*
Many teenagers I know would rather spend their free time in front of their computer than meet their friends.
- What's more*
- Because it is an effective way of introducing a new point.
- b
- If it were in a scientific journal, it would be in very formal language and would mention more remote problems like the exhaustion of the world's primary resources. In a physics textbook the article would also be in very formal language, and would be more concerned with how things work than the problems they cause.

3

- Ask the students to do this exercise individually or in pairs and read out their suggestions when they have finished.



(suggested answers)
(First gap) What's more, they don't get enough exercise and are getting fat. And they can only talk about their computers; they are very boring.
(Second gap) Will there be no forests and green fields left?



Have your say!

- Ask the students this question and encourage disagreement!



Plan ahead

1 exam practice: article

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions such as *What do you have to write?* (an article), *What's the title?* (Why I'm a fan of modern technology), *Where will the article appear?* (in the school magazine), etc.
- You may want students to look at the EXAM EXPERT box at this point, or you may want to wait until after exercise 3.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- In this case the target readers are fellow students, as mentioned in the question, so an informal style is required.
- Refer students to the Writing database on page 194.



a is the right answer

2

- This exercise reminds students of important points to observe when writing.



- other students in the school
- no, semi-formal
- Yes, perhaps saying that some people may be against technological advance, but that they personally are for it.
- yes
- Yes, perhaps giving a general reason why they are fans of technology, eg because it has made the quality of life better.

3

- Use the pictures to get the students started with their lists; elicit what is in each picture and what benefit of modern technology it illustrates.



(suggested answers)

General benefit	Example
makes travel easier	plane – quick and easy transport to anywhere in the world
easy access to information	can find almost any information you need easily on the internet
keeps us healthier	medical equipment and techniques that keep people alive in hospital

4

- Ask students to turn to **Writing Planner 3** on page 207. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you should check the notes made by all students to ensure they have enough content to base their piece of writing on.

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their Writing Planner as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Why I'm a fan of modern technology

Don't let anyone tell you that modern technology is a bad thing! It isn't. It's great and we couldn't live without it. Here's why!

Have you ever thought about what life was like before technology had developed as much as it has now? When it took two weeks for a letter to reach Australia, so you couldn't keep in touch with people easily? Or just travelling from your home to another town a few kilometres away could take hours? What about finding out what was going on in the world? If you didn't live in a big city, you didn't have much information.

Now, with computers and email we never have to lose contact with anyone. We can travel from one place to another quickly and safely. What's more, because of television, everyone has information about the world around them. And technology is developing. Soon we'll all have more time for our hobbies and interests because robots will do all the work for us!

Technology has definitely made our lives better and easier and we couldn't live without it!

Webquest

- Ask students to complete the Webquest on page 210 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



1 1826	4 1900	7 1992
2 1861	5 the Polaroid	8 2004
3 the Kodak	6 1975	

(suggested answer)

The first permanent photograph was taken by Frenchman Joseph Niépce in 1826. In 1861, the first colour photograph was taken. In 1888, George Eastman produced the Kodak camera, and then in 1900, the popular Brownie camera. Edwin H. Land introduced the Polaroid camera, which produced instant images, in 1948. The first digital camera was invented in 1975, and the first photograph was published on the web by Tim Berners-Lee in 1992. Flickr is a popular image website, which first appeared in 2004.

Further material

- For further practice and consolidation, ask students to complete the Unit 1 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 3, you may like to administer the Unit 3 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 3.

4

Money

Target language

Grammar:	conditionals (1): zero, first, second / <i>unless, in case, as long as, provided that</i> / countable and uncountable nouns / quantifiers
Lexis:	topic vocabulary / phrasal verbs / word formation / confusable words
Reading skills:	predicting / scanning / reading for specific information
Listening skills:	text awareness / speculating
Speaking skills:	concept development / giving examples
Writing skills:	essay



Reading 1 (page 44)

- This section introduces and gives practice in multiple matching of paraphrased ideas or statements to appropriate parts of the text. This requires students to scan for specific information and detail in a longer text.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- The ‘similar’ meaning could be a distractor.



b is the right answer



Wordpower!

- Ask the students to match the words in the box with the pictures. *Afford* and *get by* could be used for both. Ask the students to make a statement about each picture using them, eg *The millionaire can afford a sports car; the poor man can't even afford new clothes.*

Starting point

- Compare and contrast the photographs in pairs, then ask individuals to give feedback.

1

- This exercise helps the students to anticipate text content.

2

- This provides an introductory scanning practice.



- Marc Maiffret: computer security
- Mike Becker: toy making
- Andy Wolf: snowskate making
- Robert Tuchman: corporate hospitality (arranging for companies to take their clients to sporting events)
- John Christakos: furniture making

3 exam practice

- Give students 10 minutes to do this exercise. Ask students to compare answers and remind them to mark the sentence in the text on which they base their answer. During feedback, ask them to read out their marked sentences.



- (*The thing I'm happy about is that my biggest passion in life is something that actually makes a good business,' says Maiffret.*)
- (... set up a cool little business based on what I love)
- (Work for other small companies in other fields.)
- (Everyone comes across a good idea in their life, but they seldom do anything about it.)
- (Be prepared to expand your range of abilities.)
- (There are definitely set ideas on how you should run a business. Not all those things are right.)
- (Don't ever let anyone say it can't be done.)
- (I never did that, so we discovered problems and solutions for the first time.)
- (Be ready to work a lot. If you're younger, it is harder to impress people.)

- 10 A (*You'd better be ready to make work your only focus and know what you want to achieve.*)
- 11 B (*Be very clear about what it is you're selling.*)
- 12 C (*You have to have a plan and stick to it.*)
- 13 A (*You've still got to have fun and make time for that ...*)
- 14 C (*I wanted to do both, so I came up with snowskate.*)
- 15 D (*If it doesn't work the first time, give it another try ...*)

4

- Do this exercise and the next exercise together.

- | | |
|-------------------|-------------------|
| 1 f (paragraph 1) | 5 g (paragraph 3) |
| 2 d (paragraph 2) | 6 b (paragraph 4) |
| 3 a (paragraph 2) | 7 h (paragraph 5) |
| 4 e (paragraph 2) | 8 c (paragraph 5) |

Work it out!

- This exercise helps students guess meaning from context. See p13 for full details.

hacking (paragraph 1) – illegally getting into other people's computer systems
 dedication (paragraph 1) – willingness to give a lot of time and hard work to something
 savings (paragraph 2) – all the money he had saved in his life
 seldom (paragraph 2) – not often
 give up (paragraph 3) – stop doing something
 go for it (paragraph 4) – try very hard
 billionaire (paragraph 6) – a person who has more than one billion pounds (£1,000,000,000)

Have your say!

- Ask the students to ask each other these questions and then tell you their opinions.

WB Unit 4 page 30**G Grammar 1 (page 46)****Conditionals (1): zero, first, second**

- Write up the example sentence and ask the students this question.

the present; he doesn't have much money.

- Ask the students how they could make the sentence refer to the future.

... have ... will buy (*If I have more money I will buy another CD.*)

- Write the changed sentence above the first sentence and label each sentence *1st conditional* and *2nd conditional*.

Additional activity: before the class, write out the following phrases on strips of card:

*If you keep your money in a bank,
you earn interest.*

I will do the work,

if you pay me enough.

*If you win the lottery,
don't spend the money all at once.*

If I had lots of money,

I would give it to the poor.

- Stick the cards up in random order and ask the students to match up the halves and help you put a name to the resulting sentence, as in the presentation above.
- Refer students to the presentation in the Student's Book and also to **Grammar database 9** on pages 178–9.

1

- Key** The sentence is in paragraph 1 and is a zero conditional.

- Ask the students to find the five conditional sentences in pairs and then tell you what they have found.

- Key**
- 1 *If you snowboard, you are surrounded by snow and you can't do skateboard tricks.* (paragraph 3; zero conditional)
 - 2 *If you want to be successful, you've got to go for it.* (paragraph 4; zero conditional)
 - 3 *If it doesn't work the first time, give it another try and another try...* (paragraph 4; 1st conditional)
 - 4 *If you were thinking of going into business on your own, you'd learn a lot from the right kind of experience.* (paragraph 5; 2nd conditional)
 - 5 *... if you want to make a million, the opportunities are there.* (paragraph 6; zero conditional)

2

- Ask the students to do exercises 2, 3 and 4 together, in pairs, and give you their feedback on all three.

- Key**
- | | | |
|---------|---------|-------------|
| 1 would | 3 can | 5 spend, go |
| 2 We'll | 4 won't | |

3



- 1 If I were you, I would ask my parents for more pocket money.
- 2 If you won the lottery, what would you do with the money?
- 3 If the shops are busy this afternoon, we will drive to the new supermarket.
- 4 Charities would have more money if people were more generous.
- 5 Would you go to the police if you found someone's wallet?



- | | |
|------------|---------------|
| 1 receipt | 6 credit card |
| 2 refund | 7 cashpoint |
| 3 bargain | 8 checkout |
| 4 discount | 9 cheque |
| 5 change | 10 currency |

Phrasal verbs

2



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

4

- Monitor this exercise carefully. Ask some students to read out their sentences when they have finished.

unless, in case, as long as, provided that

- Ask the students to tell you which joiner fits logically.



in case

- Ask students why the other joiners don't fit.



because *unless* means *except if*; *as long as* and *provided that* mean *only if*. If you put them in the sentence, it doesn't mean anything.

- Ask students to read the grammar presentation and **Grammar database 10** on page 179.

5

- Ask students to do this exercise in pairs and tell you when they have finished.



- | | | |
|-----------|--------------|--------------|
| 1 unless | 4 unless | 6 in case |
| 2 in case | 5 as long as | 7 as long as |
| 3 in case | | |

WB Unit 4 pages 28–29**Vocabulary (page 47)**

3

- Do this exercise in pairs.



Noun	Verb	Adjective	Adverb
economy	economise	(un)economic	(un)economically
economist		(un)economical	
poverty	x	poor	poorly
style	style	(un)stylish	(un)stylishly
stylist			
fashion	x	(un)fashionable	(un)fashionably
advertisement	advertise	x	x
advertising			
finance	finance	financial	financially
commerce	commercialise	commercial	commercially
commercial			
expense	x	(in)expensive	(in)expensively
expenses			
investment	invest	x	x
investor			
payment	pay	(un)paid (non-)payable	x

Money

Students can do all these vocabulary exercises as one exercise and give feedback after exercise 5. They can be given as homework.

1

- Ask students to do the exercise in pairs, making sure that they understand the instructions by doing the first one with them.
- During feedback, ask them to explain each word and check this by eliciting the equivalent word in their own language.

Confusable words

4

- 1 economic (means 'to do with the economy')
- 2 economical (means 'making better use of money')
- 3 lend (means 'giving something temporarily')
- 4 borrowing (means 'asking somebody to give you something temporarily')
- 5 business ('business' is uncountable and means the activity.
'A company' is an organisation which does business. It does not mean a group of friends in English. It is WRONG to say *I went out with my company to the cinema.*)
- 6 company ('industry' means a section of the business world which does a single activity, eg the shipping industry, the car-making industry.)

Additional activity: After giving feedback on the above exercises, ask the students some questions using the words they have learned.

Do you use a cashpoint?

Have you ever got a refund for something you bought?

Do you manage to get by on your pocket money?

WB Unit 4 pages 28 and 32



Listening (page 48)



Wordpower!

- Introduces vocabulary for the topic.

Starting point

- This is a lead-in to the topic of the listening. Elicit the words in the Wordpower! box by asking the questions.

1

- Ask students to read the statements and give them a short time to work in pairs to decide whether they agree or disagree with them.
- Elicit feedback making sure that students explain their choices.

2

- This exercise provides practice in identifying what students are going to hear.
- Ask students to explain their answers by referring to the questions.



- 1 T (The interview is with a financial expert, so it's probably with someone who works for Moneyspot.)
- 2 F (Alison is probably answering the questions because questions 2, 3, 5, 6 and 7 are all about what she says.)
- 3 T (This is what Alison mentions in question 3.)
- 4 T (This is what Alison mentions in question 4.)
- 5 T (This is what Alison mentions in question 5.)
- 6 F (This is what Alison mentions in question 6.)
- 7 F (This is the suggestion Alison makes in question 7.)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.



b is the right answer

3 exam practice

- Play the CD twice. Remind students to note down key phrases as they listen, so that they can justify their answers during feedback.

CD1, Track 12



- 1 C (... we make predictions of how things are going to change. Knowing that can help you plan what to do with your money.)
- 2 A (What has changed is the amount of money. As society has got wealthier, so have young people.)
- 3 B (... so what we're finding is that many young people are getting money straight into their bank account.)
- 4 C (... the majority of teenagers' money goes on the same things it always has: clothes, entertainment, food, seeing friends. That'll probably never change,...)
- 5 A (That means that you have a much wider choice than your local shops can offer...)
- 6 A (Teenagers actually show quite a high level of financial understanding generally, and they are good at saving.)
- 7 C (It's not easy, partly because there are legal controls on the kind of work young people can do and the hours they can do.)



Have your say!

- Ask students these questions. Expect disagreement.

WB Unit 4 page 35



Speaking (page 49)



Wordpower!

- Ask students to explain the connection between the words in the box.

Starting point

- Use the question to elicit the words in the **Wordpower!** box. Ask further questions to explore the differences.
Why do some people prefer to shop at the corner shop? → Because it's more convenient.

What advantage does a supermarket have over a corner shop? →

It's usually cheaper and has a wider range of products.

1

- Ask the students to discuss these statements in pairs, then give feedback to their answers.

2

- Ask the students to find the answer to the question about what the two photos show as they listen to the interview.



CD1, Track 13



a corner shop and a department store

3

- Play the CD again, asking the students to note down the words or phrases as they listen.



CD1, Track 14



such as, like, for instance, say, for example

4

- Ask students to fill in this table individually, and to compare their answers when finished.



at a street market	on the internet
2 fruit, vegetables, fish	books, CDs, plane tickets
3 food is usually fresh	you can easily compare prices
4 may be some distance away	you can't inspect the goods

5

- Ask the students to read out their ideas and encourage them to note down ideas they hadn't thought of.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Candidates can't plan what they are going to say because they don't know what they're going to be asked. If they listen to what the other candidate says, they can make an intelligent comment when asked a short question after the other candidate has finished speaking.



b is the right answer

6 exam practice

- Ask the students to role-play this in pairs; one of the students plays the candidate and the other the interlocutor. Change over when finished. Ask one or two pairs to perform for the class.
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the exam.

WB Speaking page 114



Reading 2 (page 50)

Wordpower!

- Check that students know the meaning of the words in the box.

Starting point

- Ask the students to ask each other these questions, before giving their answers to you. The second question should provoke good discussion.

1

- Ask students to read the first two paragraphs of the article and give them a minute to match the countries to the statements. Remind them to underline in the article where they found the answer.



1 c 2 a 3 d 4 b

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Following the instructions in option a would take too long. Students need to be able to identify the paragraph where the key information appears quickly.



b is the right answer

2 exam practice

- Ask students to do this exercise individually and then to compare answers. Ask them to mark the text so that they can support their answers during feedback. Allow 10 minutes for the task.

- 1 A (*In Sweden it is considered unacceptable and is banned for children under 12 ...*)
 2 C (*Greece has a ban on advertisements for children's toys between 7 am and 10 pm ...*)
 3 B (*If adults see a product advertised and don't find it when they go shopping they forget about it.*)
 4 A (*Research by advertising agencies has confirmed that children's personal preferences can be targeted and changed by TV advertising.*)
 5 B (*The effectiveness of advertising increases when the ads are shown in between or around programmes aimed at children ...*)
 6 C (*Advertisements today are not so much about the products ...*)
 7 A (*... they are educated about living in a consumer society.*)
 8 D (*After all, the companies certainly do not have the children's moral or social well-being in mind; they are only concerned about profits.*)

3

- | | |
|---------------|------------------------|
| 1 consumer | 4 advertising agencies |
| 2 regulations | 5 social status |
| 3 ban | 6 lifestyle |

Work it out!

This exercise helps students guess meaning from context. See p13 for full details.

- hygiene (paragraph 2) – cleanliness
 demands (paragraph 3) – strong statements that you want something
 seeing through (paragraph 4) – recognising that something is not true and not allowing yourself to be tricked by it
 influence (paragraph 4) – the effect something has on another thing
 possess (paragraph 5) – own
 well-being (paragraph 7) – the state of being happy, healthy and safe

Have your say!

- Ask students to prepare their answers to these questions in groups of four before asking the class as a whole. This should provoke good discussion.

WB Unit 4 page 33

G Grammar 2 (page 52)

Countable and uncountable nouns

Tip It is incorrect because *money* is an uncountable noun and takes a singular verb.

- Write up the correct sentence on the board.

Your money is on the desk where you left it.

Additional activity: Prepare cards, each with one of the following words on it:

people, money, advice, information, furniture, hair, meat, food, fruit, dogs, cats, students, English, maths, news, trousers, glasses, luggage, jeans

- In class, write up:

not much, a lot of, lots of, little, a little, many, a lot of, lots of, few, a few

- Ask the students to come up and stick the cards under the right category. When finished, the board should look like this:

*not much, a lot of, lots of, little, a little
money, advice, information, furniture, hair, meat, food, fruit, English, maths, news, luggage*

*not many, a lot of, lots of, few, a few
people, dogs, cats, students, trousers, glasses, jeans*

- Refer students to **Grammar database 11** on page 179.

1

- Ask students to do exercises 1, 2, 3 and 4 together, in pairs, and get feedback on all four.

1 many	4 much	7 –
2 a	5 is	8 little
3 a few	6 falls	

2

Tip Wood is a material used for furniture, etc; a wood is a small forest.
 Coffee is a brown liquid we drink; a coffee is a cup of this.
 Chicken is a type of meat; a chicken is a bird.
 Glass is a transparent material used for windows, etc; a glass is something we drink out of.
 Paper is a material we can write on; a paper means a newspaper.
 Iron is a hard metal; an iron is something we use to make clothes smooth.
 Chocolate is a type of food; a chocolate is an individual sweet, usually wrapped in silver paper.

3

- 1 a bit of advice, bread, information, knowledge, news, paper
- 2 a piece of advice, bread, clothing, information, luggage, news, paper
- 3 a slice of bread, fruit
- 4 a pair of jeans, scissors
- 5 a sheet of paper
- 6 an item of clothing, luggage, news

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- A different meaning makes the answer wrong and candidates will lose marks for this.
- Usually for this type of task 2 marks are given. It's worth candidates checking the meaning, their grammar and their spelling before they write their answer on the answer sheet.



a is the right answer

Be careful!

- There is no singular of *clothes*; we have to say *an item of clothing*, or *a garment*.

4

- | | | |
|------------|----------|------------|
| 1 a little | 3 little | 5 a few |
| 2 few | 4 a few | 6 a little |

WB Unit 4 page 34**Use of English (page 53)**

- This practises multiple-choice gap filling and key word transformations.

1

- This is a scanning activity so that students get an idea of the text content.



They like clothes that are practical and comfortable.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- This frequently happens; students must get used to choosing an answer by process of elimination.



a is the right answer

WB Unit 4 pages 29, 33 and 34**Writing: essay (page 54)****Starting point**

- Ask the students to discuss these questions in pairs before class discussion. Conduct a class survey to find out how many students do each of the chores mentioned.

1

- Ask the students to identify where the extracts come from, in pairs. Remind them to mark the parts of the extracts which helped them find their answer.



- A This comes from the end. The writer has already given several arguments why children should not be made to do household chores and ends by making a request for the money which children need. *That's all* also indicates the end of the piece. This is in very informal style.
- B This is also from the end. Similar arguments are offered, and the final paragraph starts with *in conclusion...*, indicating the final statement.

2 exam practice

- Do this exercise individually then compare answers before giving feedback. Allow five minutes.



- | | | | |
|-----|-----|-----|------|
| 1 B | 4 C | 7 C | 10 D |
| 2 C | 5 D | 8 A | 11 A |
| 3 B | 6 C | 9 A | 12 D |

2

- Ask students to consider these points in pairs, and to make notes using examples from the extracts.
- Bring the class together to discuss the ideas.



- formality: the first is very informal, the second very formal. As the instructions say that the piece should be a class composition to be read by the teacher, a formal style is more appropriate.
- use of grammar: correct in both cases but rather limited in range in A.
- vocabulary: as above.
- relevance to topic: good points in both extracts but A is not appropriate to the task set, which is a composition for the teacher. The writer has not thought about the target reader and makes very direct comments, eg *just listen to your teenage children*.
- use of discursive phrases: generally good in B (*which, in addition to that, while, in conclusion*); A is too emotional and direct to show impersonal discussion, eg *that's all* in A would be better expressed by *to sum up*, etc.
- sentence length: rather too short in A for this style of writing with unsuitable linkers but good in B which also shows a variety of beginnings of sentences which is something that examiners look for.
- complexity: very good in B, but A lacks the appropriacy and range necessary for this task type – it might be fine as an article but again that would depend on the target reader.

3

- Ask students to complete the paragraph individually.
- Ask several students to read out their sentences.
- Encourage the other students to comment on what they like and dislike about the sentences read out.



(suggested answer)

In conclusion, I would argue that teenagers should not be asked to do chores to earn their allowance because they just do not have the time and most household chores are done by machines nowadays, anyway.

4

- In addition to that ...*
- While*
- In conclusion*

5

- | | | |
|-----|-----|-----|
| 1 b | 3 c | 5 c |
| 2 c | 4 b | 6 c |

Additional activity: Ask the students to put these linkers into categories, and to give each category a name. Write these up on the board with the students' help, and ask the students to add any further linkers they know to each category.



- giving examples: *for example, for instance* (such as, like)
- making a contrast: *in contrast, but, yet, on the other hand* (however, nevertheless, still, though, although)
- making a further point: *in addition, furthermore, moreover* (what's more, apart from that, and, also)
- introducing a result: *so, as a result* (therefore, thus)
- starting a list of arguments: *to begin with, firstly (to start with)*
- giving an opinion: *in my opinion, as far as I'm concerned (personally)*
- drawing a conclusion: *in conclusion, to sum up (finally, so, therefore)*



Plan ahead

- This is a related subject to the example above, the difference being that the topic in the example is about whether children should be paid by their parents for tasks done at home, and this topic is about whether they should take a paid job, eg as a waitress or baby-sitter.

1 exam practice: essay

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions such as *What will you have to write?* (an essay), *Who will read it?* (the teacher), *What's the issue being discussed?* (whether teenagers should get a part-time job), etc.
- You may want students to look at the EXAM EXPERT box at this point, or you may want to wait until after exercise 2.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Essays do not contain much description and are normally in formal language, although students should read instructions carefully, and have in mind the target reader. Clarity of argument is essential.
- Refer students to the Writing database on page 195.



a is the right answer

2

- Ask the students to make notes in pairs.



(suggested answers)

For:

- It will give them a useful introduction to the world of work.
- It will give them useful extra pocket money; parents will not need to provide them with so much money.
- They will become more independent of their parents.

Against:

- They will not have time to do their school work.
- They may get over-stressed.
- They may suffer in the future because they were not able to do as well at school as they could have.

3

- Ask students to turn to **Writing Planner 4** on page 207. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you may like to check the notes made by all students to ensure they have enough content to base their piece of writing on.

4

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their Writing Planner as they do their piece of writing.

5

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Most teenagers today are given some pocket money by their parents. However, they often feel this is not enough for their needs. As a result, the question of whether they should have a part-time job often comes up.

Many people say that teenagers are too young to work and that they should concentrate on their school work. Although this is true, in my opinion there are jobs that teenagers can do which do not take up too much time and which will give them a little extra money. For example, they can do some babysitting once a week in the evening, or they can do chores for their parents on Saturday mornings. In addition, they can find a holiday job during the summer and save the money for something special.

If a teenager has a job like this it not only means that there is extra money for clothes and CDs, but also it makes the teenager more responsible and careful about money. We should all understand that money does not grow on trees! It has to be earned!

Webquest

- Ask students to complete the **Webquest** on page 210 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



- | | | | |
|---|--------------------|---|-------------------------|
| 1 | 18th July 1950 | 5 | Virgin Records |
| 2 | Blackheath, London | 6 | Virgin Atlantic Airways |
| 3 | <i>Student</i> | 7 | Virgin Mobile |
| 4 | 16 | 8 | a balloon |

(suggested answer)

Richard Branson was born on 18th July 1950 in Blackheath, London. His first business produced a magazine, called *Student*. He produced this when he was just 16. In 1972, he started a chain of record shops called Virgin Records. Virgin Atlantic Airways was formed in 1984, and in 1999 he formed Virgin Mobile. In 1991, he broke the record for crossing the Pacific Ocean in a balloon.

Further material

- For further practice and consolidation, ask students to complete the Unit 4 tasks on the Student's CD-ROM.
- To test students understanding of the material in Unit 4, you may like to administer the Unit 4 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 4.

Check your progress! Units 3-4

1

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

7 marks

2

- | | | | |
|-------|--------|------|------|
| 1 in | 3 with | 5 to | 7 in |
| 2 for | 4 of | 6 on | |

7 marks

3

- | | |
|--------------------------------|--|
| 1 to lend you some | |
| 2 only a few businesses which | |
| 3 in case you need | |
| 4 were better, I would | |
| 5 have been working here since | |
| 6 unless I don't have | |
| 7 came up with the | |
| 8 as long as you pay | |
| 9 has broken down | |
| 10 is only a little | |

20 marks

4

- | | |
|---------------|-----------------|
| 1 scientist | 6 dedication |
| 2 solutions | 7 discovery |
| 3 creative | 8 expensive |
| 4 achievement | 9 investment |
| 5 beneficial | 10 developments |

10 marks

5

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

8 marks

6

- | | |
|-----------------|--------------|
| 1 wealthy | 5 convenient |
| 2 sceptical | 6 obsolete |
| 3 mature | 7 numerous |
| 4 revolutionary | 8 gullible |

8 marks

Total: 60 marks

5

Leisure

Target language

Grammar:	modals (1): ability, permission, advice/criticism, obligation / comparatives and superlatives / questions
Lexis:	topic vocabulary / phrasal verbs / word formation / word patterns
Reading skills:	reading for gist / scanning / text awareness
Listening skills:	listening for gist
Speaking skills:	lexical awareness / expressing opinion
Writing skills:	formal letter/email



Reading 1 (page 58)



Wordpower!

- Introduces vocabulary related to the exercises that follow.

Starting point

- Ask students to fill in the screen-time table, then refer to the pictures and, using the vocabulary in **Wordpower!**, discuss the questions in pairs or small groups. Then open into a class discussion.

1

- This exercise practises quickly skimming a text to get the global meaning.



2 is the correct answer

2

- Tell students they have to match the statements a-f with the author and people mentioned in the text. They will have to read more closely for this, so allow up to 10 minutes.
- Encourage students to underline or mark in the text reasons for their answers.



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

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

- Make sure students understand that grammar is not the only criterion. A sentence ending must fit logically with the text before and after it.



b is the correct answer

3 exam practice

Remind students that the exercise uses parts of sentences not complete ones. Ask them to look at the first words of each clause: *until*, *even though*, *even if*, *because of*, *unless*, *by*, *and*. These linking words should help them find the partial sentences they need to complete. Also remind them of the **EXAM EXPERT** advice; that it's not enough to be grammatically correct – it must make logical sense.



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



Work it out!

- This exercise helps students guess meaning from context. Do it in pairs. See p13 for full details.



antidote (paragraph 7) – solution; alternative
berserk (paragraph 2) – mad; crazy
bonding (paragraph 1) – developing a relationship; feeling close
exasperated (paragraph 1) – desperate; not knowing what to do
hamper (sentence E) – get in the way of
negotiation (paragraph 4) – discussion aimed at reaching agreement
outlawed (paragraph 6) – made illegal

4

- | | |
|---------------|--------------|
| 1 addiction | 5 guidelines |
| 2 missing out | 6 harmful |
| 3 sneakily | 7 attention |
| 4 spend | 8 nagging |

things they *can / can't / must / mustn't* do in this place under the headings in note form. Go round, checking that they aren't writing sentences.

- After ten minutes, tell each pair to find another pair and make them guess the place they are thinking of. The presenting pair should say the items on its list, eg *You can lie down, you can undress, you shouldn't go in formal clothes.*
- The other pair can ask questions if they like, but only with answers Yes or No.
- When they have finished, ask some pairs to present their place to the whole class.
- Ask students to read the grammar presentation, and also **Grammar database 13** on page 180.

1

- Do this exercise as well as exercises 2, 3 and 4 all together and get feedback after 4. Assign them for homework if you need to.

4

- | |
|-----------------------------------|
| 1 had to / obligation |
| 2 can / ability |
| 3 ought to / advice and criticism |
| 4 should not / advice |

2

- | | |
|------------------|--------------|
| 1 believe | 6 have taken |
| 2 didn't have to | 7 afford |
| 3 could | 8 to borrow |
| 4 had to | 9 must |
| 5 should | 10 have come |

3

- | |
|-----------------------------|
| 1 shouldn't / don't have to |
| 2 be able to; can't |
| 3 should have |
| 4 could |
| 5 mustn't / shouldn't |
| 6 don't have to |
| 7 had to |

4

- Ask students to ask each other in pairs, then ask one or two students in the class for their answers.

WB Unit 5 pages 36–37

 **Have your say!**

- Ask the class these questions and encourage disagreement and discussion.

WB Unit 5 page 38
G Grammar 1 (page 60)
**Modals (1): ability, permission, advice/
criticism, obligation**

- 1** b offers advice, ie the listener is not obliged to get there early, but it is a good idea.
a expresses obligation, ie there will be some sort of punishment or trouble if he or she does not phone.

Additional activity: Write up on the board as headings:

*can, can't, must / have to, mustn't, don't have to,
should, shouldn't*

- Ask the students to suggest things which they *can / can't / must*, etc do at school and write each thing below the correct heading, eg *We can play football in the breaks, we mustn't smoke, etc.*

So your board will look like this:

<i>can / can't Play football in the breaks</i>	<i>must / have to do our homework</i>	<i>mustn't smoke</i>
<i>don't have to wear a uniform</i>	<i>should be kind to other students</i>	<i>shouldn't worry if we can't understand something</i>

- Try to get as many suggestions as you can. There may well be some argument about the right column to put some items, eg *Does be polite to our teachers* go under *should* or *must*?
- This is a very useful activity as it really brings the meaning of the different forms to life for the students.
- When you have put several items under each heading, ask the students to read out some of them as full sentences so that they get used to saying them. Then ask them to write the same headings in their notebooks in pairs.
- Tell the pairs to think of some other places or institutions which they know, eg *hospital, library, swimming pool, beach, disco, cafeteria, home* etc, but not to tell anyone what they are thinking of. Ask them to write different

V Vocabulary (page 61)

People associated with leisure time activities

Additional activity: Create a word tree with the help of the class. Write LEISURE TIME ACTIVITIES in the middle of the board. Write up around it:

football, basketball, computers, music, going to the beach, shopping, talking with friends, dancing, music.

- Divide the class into groups of four and ask each group to choose one activity; no two groups should have the same activity.
- Ask each student in each group to write down the name of the group's activity in his/her notebook, and under it three headings: *people, things, verbs*. Each group then writes down as many words as it can think of under each heading for its particular activity:



(suggested answers)

Shopping

People: customer, assistant, store detective, friend, parent, manager

Things: clothes, food, computers, electrical goods, toys, CDs, cash, credit card

Verbs: shop, buy, window-shop, browse, try on, complain, pay, refund

- Give students five minutes, and when the time is up find out which group has the most words. During feedback, write up each group's words and get the other students in the class to add even more words.
(Many words will also come up in other units of this book, eg *football* will be under Sport (Unit 7). This does not matter at all; the more often words are recycled, the better.)

1

- Ask the students to do exercises 1 to 4 together in pairs, and give feedback after 4.



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

- To help students remember these definitions and practise pronunciation, ask them to cover their books and call out the definitions in random order and students give the correct word.

Phrasal verbs

2

- Be prepared to explain the difference between *take up* + *activity* (adopt something as a hobby or pastime) and *take to doing something* (begin doing something as a habit).



- | | |
|--------------------|-------------|
| 1 flicking through | 5 caught on |
| 2 came across | 6 get away |
| 3 take up | 7 taken to |
| 4 came round | |

Word formation

3



Noun	Verb	Adjective
act/action	act	(in)active
amusement	amuse	(un)amusing
appreciation	appreciate	(un)appreciative
attendance	attend	(in)attentive
attendant		
day	✗	daily
enjoyment	enjoy	(un)enjoyable
entrance	enter	✗
entertainment	entertain	entertaining
excitement	excite	(un)exciting
happiness	✗	(un)happy
humour	humour	humorous
popularity	✗	(un)popular

Be careful!

- The point here is that you can enjoy yourself, but you normally entertain other people, eg *They entertained the children at the party with a magic show*. The adjectives are '*enjoyable*' and '*entertaining*'.

Word patterns

4



- | | |
|---------------|-----------|
| 1 in getting | 5 to meet |
| 2 to organise | 6 going |
| 3 to come | 7 to stay |
| 4 of taking | 8 buy |

WB Unit 5 pages 36 and 40



Listening (page 62)

- This exercise provides practice in deducing context from verbal clues in short dialogues.

Starting point

- Elicit the situation from the picture.



(suggested answer)
Maybe she's fallen out with a friend.

1

- This is a preliminary exercise designed to encourage students to guess the type of person who is speaking from the first interchanges in each dialogue.
- The extracts from the dialogue have been jumbled and the students have to match them to the right question.
- Remember to ask the students to support their answers using evidence from the extracts.

CD1, Track 15



- Extract A 4 (*Janice, it's Andrea. Where are you?*)
 Extract B 2 (*... this big ship that swings and you go higher and higher.*)
 Extract C 6 (*... offers the best in classic film and theater entertainment ...*)
 Extract D 5 (*Always the same campsite ...*)
 Extract E 3 (*... I know what you want to do ... Stay in and watch the football.*)
 Extract F 1 (*... we're not actually competing against each other here.*)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- If they write nothing, a zero is guaranteed!



b is the right answer

2 exam practice

- Now play the CD twice, with a short pause in the middle. Remind the students to make brief notes of evidence in the dialogues which helped them find their answers. During feedback, ask for this evidence.

CD1, Track 16



- 1 C (*There ought to be a message or something on the screen.*)
 2 A (*I didn't mind it at all but Danny went completely pale and just shut his eyes and held my hand as tight as he could.*)
 3 B (*Phil and Fiona are playing pool later, so we could always join them ... let's meet Phil and Fiona tonight, and we can always take in the late movie if we feel like it.*)
 4 C (*Oh no, so you haven't left the office yet? And what's the traffic like? ... Oh, well that's all right, then.* The other person presumably said the traffic wasn't bad.)
 5 A (*No, what really appeals to us is the feeling of camaraderie amongst the campers.*)
 6 A (*For the next three weeks, except Sundays, the Taunton Players present their song and dance extravaganza It's an Upside-Down World in the main auditorium. Carry on Cleo is a film, not a theatre play.*)

- Additional activity: Look at the questions in exercise 2 that students got wrong. What did they hear to make them choose the wrong answer?
- This focuses on the distracting evidence. Refer to the audioscript in order to explain why they are wrong (if you haven't done it already). This is much quicker than trying to find the right place in the recording.
- Read out the relevant part, as this is all about listening, the students should be listening to rather than reading the audioscript. If you read it out, it also helps students who didn't understand the audioscript because they are not used to English pronunciation.

**Have your say!**

- Ask students to discuss in pairs and then ask several students to tell the class.

WB Unit 5 page 43**Speaking (page 63)**

- This provides practice in discussion with a partner.

**Wordpower!**

- Refer students to the Wordpower! box and ask them to speculate how the words might relate to camping, eg *When you go camping, you go back to basics.*

Starting point

- This familiarises students with words connected with camping, before they attempt the speaking task. Use these questions to elicit vocabulary associated with camping.



(suggested answers)

They sleep in a tent, they use sleeping bags, they carry everything in a rucksack, they use a camp fire or a gas stove to cook.
 They have a torch and perhaps a gas lamp for lighting.

1

- Ask students to do this in pairs and then ask individuals to explain to the class why these things are useful when camping.



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

2

- Ask the students to fill in the blanks in the useful phrases while they listen to the example dialogue.
- When students have completed the sentences, remind them that these are useful phrases which they can use in the exam practice on this page.

CD1, Track 17



1 essential ... as	5 idea
2 definitely ... quite	6 come in
3 sure ... need	7 decide
4 think ... taking	8 like ... suggest

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Part of the skill required in a speaking task like this is the ability to cover a range of information in the allotted time. Fluency is therefore very important, and students only acquire this through practice. They should therefore speak as much as possible in class.



b is the right answer

3 exam practice

- Ask students to read the task.

4

- Write the feedback sheet onto the board to make students aware of important things to do while they are discussing the task. They can use this as a template for assessing each others performance.
- Do the task as recommended in the Student's Book or in groups of three with one person asking the question and filling in the feedback sheet and the other two discussing the task.
- Change roles so that the 'interlocutor' participates in the discussion as well. When finished ask one or two groups to perform for the class and the class to give feedback.

Feedback Sheet	Tick or Cross Candidate A	Tick or Cross Candidate B
gave reasons and explanations		
used some phrases from exercise 2		
had a conversation with the other candidate		
attempted both parts of the task		

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Interlocutors are given strict instructions to mark candidates on their ability in English, not on their opinions – but discourage your students from being too controversial!



a is the right answer

5 exam practice

- When students have discussed the feedback sheet, ask them to continue in their groups, with a different student taking the role of the interlocutor. If you are doing this with only one group, use a different group of three students from the group which did exercise 4 to do this task.
- Give students three minutes. When they have finished, ask different students to ask other students the questions, with the whole class listening. Ask as many students as possible for their opinions (especially the quiet ones).
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the Speaking exam.

WB Speaking page 115**Reading 2 (page 64)**

- This exercise gives students practice in multiple-choice questions.

**Wordpower!**

- Write up the words from the **Wordpower!** box on the board. Match with the pictures where possible.

Starting point

- This leads in to the topic of the reading passage. Ask the students to ask each other these questions. Ask them to tell you their answers.

1

- This prepares students for the vocabulary they may meet in the passage. Ask students to make lists in pairs.



(suggested answers)

- a swim, sunbathe, play games (beach tennis, volleyball, etc)
- b go on water slide, play water games, eg water polo
- c swim, dive, play water games, etc

2

- This practises scanning for information. Give students a minute for the task.

key simple, relatively primitive, with swimming pools and a drinks machine

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

key b is the right answer

3 exam practice

- Give students 10 minutes to do this, and ask them to compare answers in pairs. Remind them to mark evidence in the text.

- 1 C (The whole of the paragraph deals with facilities in 1970s leisure centres.)
 2 A (... *based on the notion that swimming on its own is not the most interesting activity in the world. People get bored easily, and demand a lot more entertainment for their money.*)
 3 C (*In Mediterranean countries ... they are more often than not completely outdoors. Some are dedicated water parks, and others are part of a larger leisure or holiday complex.*)
 4 B (... *there's usually an entrance fee which, although quite reasonable if you make the most of what's on offer, is not cheap.*)
 5 B (*If you were lucky, there was a short, straight slide that had to be kept wet with a bucket of water ... All of them have water flowing down them.*)
 6 A (... *include the rapids – in which you make your way through a man-made river... the lazy pool, where the current gently takes you round a circular channel of water.*)
 7 A (*There's also a lot more on offer than a drinks machine ... shops, cafés, bars and restaurants.*)
 8 C (*Fun in the swimming pool has come a long way in the last twenty-five years.*)

4

- | | |
|-----------------------------|------------------------|
| 1 day out | 5 entrance fee |
| 2 drinks machine | 6 all shapes and sizes |
| 3 fizzy drinks | 7 wave machine |
| 4 leisure / holiday complex | |

**Work it out!**

This exercise helps students guess meaning from context. See p13 for full details.

key

notion (paragraph 2) – idea
 combination (paragraph 3) – mixture
 current (paragraph 6) – flowing water
 reasonable (paragraph 4) – not expensive
 steep (paragraph 5) – going down very quickly
 twist (paragraph 5) – have sharp turns
 cable (paragraph 7) – wire rope
 splash (paragraph 5) – make wet
 obstacles (paragraph 6) – things which get in the way
 thrilling (paragraph 7) – exciting

**Have your say!**

- Allow students to ask each other.

WB Unit 5 page 41**Grammar 2 (page 66)****Comparatives and superlatives**

- Ask the students to do this exercise individually and then ask them to explain why they have made their choices.



That was the most exciting ride I've ever been on. This ride was more exciting than the others. Do you think this ride is as exciting as the other one we went on?

- Additional activity:** Use three pictures, one of a car, one of a motorbike, one of a bus and/or train. Stick up the car and the motorbike and ask the students which one they would prefer for commuting in the city.
- Write up the different reasons they give for liking one or the other in a grid. Ask them why they say one is more expensive than the other, for example: *You have to pay more for petrol, road tax and insurance for a car.* Your board will look like this:

	car	motorbike
<i>expensive</i>	✓	
<i>cheap</i>		✓
<i>fast</i>		✓
<i>comfortable</i>	✓	
<i>economical</i>		✓
<i>convenient</i>		✓

- If they are slow with suggestions, prompt the students with questions like; *What about parking? What about money?*
 - When you have got a reasonable list of adjectives on the left, including short and long ones, ask the students to make correct statements about the two types of transport using the comparative.
 - Now stick up the picture of the bus and/or train to the left of the car and ask the students to choose the most expensive etc.
- Your board should now look like this:

	<i>public transport</i>	<i>car</i>	<i>motorbike</i>
<i>expensive</i>	✓	✓	
<i>cheap</i>			✓
<i>fast</i>			✓
<i>comfortable</i>		✓	
<i>economical</i>			✓
<i>convenient</i>			✓

- Ask the students to make statements in the superlative in the same way as for the comparative eg *The car is the most expensive of all.*
- Refer the students to the grammar presentation and to **Grammar database 14** on page 181.

1

- Ask students to do exercises 1 to 3 in pairs, and give feedback after exercise 3.

- 1**
- 1 latest (sub-heading)
 - 2 the most interesting (paragraph 2)
 - 3 warmer and drier (paragraph 3)
 - 4 much more than (paragraph 3)

2

- 1**
- | | |
|------------------|---------|
| 1 funniest | 4 worst |
| 2 longer | 5 less |
| 3 more expensive | 6 most |

Be careful!

- A common mistake is to say either *Most of the people think ...* or, even less correct, *The most of the people think ...* when making a general statement.
- Write up on the board:

The most of the teenagers like to go out on Friday nights.

Ask students what is wrong with it and why.
(It should be *Most teenagers like ...* because it is a general statement.)

3

- Key**
- 1 was much more interesting than
 - 2 the least dangerous
 - 3 never been to a better
 - 4 was not / wasn't as near as / as close as

Questions

- Ask the students to read the presentation and refer them to **Grammar database 15** on page 182.

Grammar presentation: For subject and object question words. Write up on the board:

*Mary won
the maths prize.*

*Mary won the
maths prize.*

*Mary won
the maths prize.*

*Mary won the
maths prize.*

What did Mary win? Who won the maths prize?

- Ask the students to make you a question for each sentence and write each up under the first sentences:

Key

Because What in the first sentence is the object of win; Who in the second sentence is the subject of won.

4

- Ask each student to write down the name of a game they enjoy, and then ask them to ask each other about their games in pairs. Monitor the activity to make sure they are asking questions correctly.

WB Unit 5 pages 41–42**Use of English (page 67)**

- This gives students practice in blank filling with no words given, and word formation.
- Elicit what the picture shows before going to the text.

1

- This encourages students to read through the text before attempting the blanks.

- Key**
- 1 In the 12th century
 - 2 Because farmers used to bring their geese to the fair to sell.
 - 3 It becomes a large funfair.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- The exercise focuses on grammatical and cohesive words and students have to understand the text as a whole in order to score well.

b is the right answer

2 exam practice

- Ask the students to do this alone and compare answers when finished.
- Remind students to write their answers in capital letters.

1 MORE	5 USED	9 IN
2 THE	6 OF	10 TO
3 AS	7 WHERE	11 THERE
4 AGO	8 NOT	12 MOST

3

- Again, make the students read through the text quickly before doing the task.

A music festival usually lasts a few days.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Remind students to check whether any nouns are singular or plural by looking for other grammatical clues in the text.

b is the right answer

4 exam practice

- Students should do this alone and compare answers. Give them five minutes. Remind them to write their answers in capital letters.

1 ENTERTAINMENT	6 APPRECIATION
2 POPULARITY	7 ACTIVITIES
3 SPECTATORS	8 ATTENDANCE
4 ENTRANCE	9 ENJOYABLE
5 EXCITING	10 FAMOUS

WB Unit 5 pages 37, 42–43**Writing: formal letter/email**

(page 68)

Starting point

- Use these questions to focus attention on the topic.

(suggested answers)

Positive things: a variety of groups, you can see the groups live, it's a good chance to meet lots of people, it keeps you abreast of latest music trends.
Criticisms: very crowded, lack of facilities (food, drinks, toilets), you might not be able to hear the groups, you can't see them either because of the crowds.

1

- This exercise focuses attention on the stylistic features of a formal letter/email. Do it in pairs and then ask for class feedback.

- No
- Formal
- No
- To congratulate the organisers on a successful festival and to make some suggestions for the next one.
- Having different stages for different music styles, and the large campsite.
- Two; to have cheap student tickets and to have more toilets.
- Because the letter starts with Dear Sir / Madam; if it starts with Dear Mr X, the letter should finish 'Yours sincerely'.
- Because it is a formal letter.

2

- Ask students in pairs to find the words/phrases in the letter and choose the correct meaning.

- | | |
|---------------|-------------|
| 1 about | 4 extremely |
| 2 went to | 5 about |
| 3 a very good | 6 consider |

3

- Ask students to do this task individually.
- When they have finished, ask several students to read out their sentences.
- Encourage the other students to comment.
- You may wish to ask students to look at the **EXAM EXPERT** box on p69 at this point, as it directly relates to turning notes into more formal sentences.

(suggested answer)

The food in almost all the snack bars was made with meat, which meant that there was not much choice for us vegetarians. Would it be possible to have vegetarian food too?



Plan ahead

1 exam practice: formal letter/email

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions about the situation.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- The notes given in the exam question are usually informal, as is natural when a person writes notes to remind him/herself about something. They must be changed to a formal register in the letter or email itself.
- Refer students to the **Writing database** on page 196.



b is the right answer

2

- Ask students to make notes individually to answer the questions. Then have a class discussion.



- To give an opinion of the festival and to make some suggestions for the next one.
- No.
- The friendly atmosphere and the facilities.
- Drinks.
- No, as it is very formal. It would not be natural for a young person to write 'beverages'.
- Four.
- There was only one rapper; there should be more as rap is very popular. The campsite was too small: could you also use the field next to it? Maybe you could make the fee slightly higher. This would allow you to get more and better bands.
- Yours faithfully.

3

- This focuses on question 7 in exercise 2. To make this activity quicker, you may wish to allot one suggestion to each pair and ask them to write it out as a full sentence or group of sentences.
- When the pairs have finished (two minutes) ask them to read out their sentences.
- You could also use this as an opportunity to go over formal ways of making suggestions and use of *should*: *It might be a good idea ... etc.*
- Encourage students to use a variety of ways to make suggestions and avoid just listing points.



As given for number 7 in exercise 2 above.

4

- Ask students to turn to **Writing Planner 5** on page 208. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you may like to check the notes made by all students to ensure they have enough content to base their piece of writing on.

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their Writing Planner as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Dear Sir / Madam,

I am writing with regard to the Callington Music Festival, which I attended this year.

First, I would like to say how much I enjoyed the festival. The music was excellent and I was particularly impressed by the friendly atmosphere you created. I hope I will be able to attend next year's event, too. However, there are some suggestions I would like to make for next year's festival.

As I am sure you know, rap music is very popular, but there was only one rapper at the festival. In my opinion, there should be more. If the entrance fee was higher, the money could be used to attract more bands and other musicians. Secondly, the campsite was quite crowded. If you used the field next to the site, this might solve the problem.

I do hope you take my suggestions into account when organising next year's festival.

Yours faithfully,
Clara Thompson

Webquest

- Ask students to complete the Webquest on page 211 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).

- 1 New South Wales
2 the Sydney Harbour Bridge
3 Jorn Utzon
4 1957
5 1973
6 Queen Elizabeth II
7 \$102 million
8 the Sydney Symphony Orchestra

(suggested answer)

The Sydney Opera House is in Sydney in the Australian state of New South Wales. It is near the famous Sydney Harbour Bridge. It was designed by Jorn Utzon, whose design won a competition in 1957. The Opera House was completed in 1973 and was officially opened by Queen Elizabeth II. It cost \$102 million to build and it is the home of the Sydney Symphony Orchestra.

Further material

- For further practice and consolidation, ask students to complete the Unit 5 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 5, you may like to administer the Unit 5 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 5.

6

Nature

Target language

Grammar:	the passive / -ing form or infinitive / prefer, would rather, had better
Lexis:	topic vocabulary / phrasal verbs / word formation / word patterns
Reading skills:	predicting / reading for specific information
Listening skills:	listening for gist / predicting
Speaking skills:	expressing opinion / concept development
Writing skills:	article



Reading 1 (page 70)

- Gives practice in multiple-choice questions.



Wordpower!

- Ask students to tell you what each of the words in the box means.

Starting point

- This exercise leads in to the reading passage.
- Ask students what the pictures show.
- Elicit ways in which they can protect the environment.

1

- This helps students anticipate the subject of the passage.



The title is 'Making every drop count' so the article is probably about problems with water supply, how water is wasted and how to use less water.

2

- Ask students to find out if their guesses were correct. This is a skimming exercise.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should be aware that some questions focus on the intentions of the writer rather than what the text means.



b is the right answer

3 exam practice

- Students should do this exercise individually and then compare answers. Remind them to mark evidence in the text as you will be asking for it in the feedback.



- 1 B (... much of the rest is in the form of ice at the North and South Poles.)
- 2 D (Half of the world's population still suffer from water services inferior to those available to the ancient Greeks and Romans.)
- 3 C (Changing the course of rivers and building dams threaten fish ...)
- 4 B (The building of new water facilities is now less important than using what we already have efficiently and wisely.)
- 5 B (... it now takes only six tons of water to make a ton of steel, compared to 60 tons 60 years ago.)
- 6 D (... especially if you have a special water-saving showerhead fitted. Toilets which use less water can be fitted ...)
- 7 B (Pavements and balconies should be swept instead of being washed.)



Work it out!

- This helps students guess the meaning of less common words. See p13 for full details.

trickle (paragraph 1) – small flow of water
 the developing world (paragraph 1) – poorer countries
 dams (paragraph 2) – walls to hold back water
 reservoirs (paragraph 3) – artificial lakes to store water
 conservation (paragraph 5) – not wasting water
 sink (Kitchen and Laundry) – bowl where you do the washing up
 evaporation (Outdoors) – when water is lost because of hot weather
 leaks (Outdoors) – holes in water pipes

Have your say!

- Ask students to make a list in pairs. Allow two minutes.

WB Unit 6 page 46

G Grammar 1 (page 72)

The passive

- Write the sentence about industrial processes on the board, leaving a large gap for the passive form. Ask the students to tell you what to put in the gap.

have been discovered

- Ask the students:

*Do we know who discovered the processes? (No)
 Is this formal or informal? (Formal)*

Additional activity: Revise the other tenses of the passive by putting different time adverbs at the beginning of the sentence and labelling each tense. This is quite important; students get very confused with the forms of the passive, as they tend to be very similar to continuous active forms, eg *has been doing / has been done*.

- Write up the adverbs as below, and for each adverb elicit the correct passive form.
- When you have finished the board should look like this:

Every day,	industrial processes	are	discovered	present
In the future,		will be		future
Last year,		were		past
By 2000,		had been		past perfect
Recently,		have been		present perfect
At the moment,		are being		present continuous
When we were young,		were being		past continuous

- Ask students to read the grammar presentation and **Grammar database 16** on pages 182–3.

1

- Do this in pairs.

Large-scale facilities were built. ... (paragraph 3)
 ... and large numbers of reservoirs were constructed ... (paragraph 3)
 ... water is used ... (paragraph 4)
 Industrial processes have been discovered. ... (paragraph 4)
 ... a lot of water is still wasted ... (paragraph 5)
 Up to 12 litres of water is lost ... (Bathroom)
 Dishwashers and washing machines should only be used ... (Kitchen)
 ... rainwater can be recycled ... (Outdoors)
 ... which should be done in the morning ... (Outdoors)
 ... so that less water is lost ... (Outdoors)
 Pavements and balconies should be swept. ... (Outdoors)
 ... instead of being washed ... (Outdoors)
 ... leaks or waste in your neighbourhood are reported ... (Outdoors)

2

- Do this exercise in pairs.



- 1 The theory of evolution was suggested by Charles Darwin.
- 2 The elephants in this area should be protected by a ban on hunting.
- 3 I'm really looking forward to being taken to the zoo tomorrow.
- 4 A new species of bird has been discovered by scientists.
- 5 People should be encouraged to recycle their waste.
- 6 The government is being put under pressure to change the law on fishing.
- 7 Many dolphins are killed accidentally by tuna nets.
- 8 Global warming has been predicted for a long time now.

3

- Ask the students to think of as many uses as they can; the crazier the better!
- Do this in groups of four. Make notes on the board of all the suggestions and ask the students to repeat the suggestions, to practise saying passive sentences.



(suggested answers)
 They could be recycled.
 They could be sent to poor countries.
 They could be made into something else.
 They could be used for modern art.
 They could be used as landfill.
 They could be used as instructional materials in schools, etc.

4

- This is a tricky exercise as the students have to find the correct word and also put it into the correct passive tense.
- Ask students to do it in pairs, and go round monitoring and helping if necessary.



- | | |
|------------------|----------------------------|
| 1 are bought | 7 must be / is taken apart |
| 2 are dumped | 8 (are) sorted |
| 3 was introduced | 9 is collected |
| 4 be smashed | 10 is / are criticised |
| 5 be used | 11 is being made |
| 6 are required | |

WB Unit 6 page 45**V Vocabulary (page 73)****Nature**

Additional activity: Introduce this vocabulary section with a short discussion about environmental problems and their solutions.

- Write up Problems and Solutions as headings on the board and elicit suggestions to go under each heading.

Problems	Solutions
global warming	stop cutting down forests
destruction of forests	make nature reserves
air pollution	control CFCs
extinction of species	make factories install filters
rubbish	electric cars
greenhouse effect	make public transport better
	recycle rubbish

- When you have a good list of problems and solutions, ask students to come up and draw a line between a problem and a solution, and explain why they have drawn the line, eg *global warming – stop cutting down forests* (because the forests help the world to breathe).
- Some problems have many solutions, so you should end up with a number of lines.

1

- Do all these vocabulary exercises together in pairs and give feedback after the last one.



- | | |
|----------------------|---------------------|
| 1 global warming | 6 greenhouse effect |
| 2 endangered species | 7 sewerage system |
| 3 rural | 8 nature reserve |
| 4 green | 9 urban |
| 5 smog | 10 fossil fuels |

Phrasal verbs**2**

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

3

- | | |
|-------------|--------------|
| 1 run out | 5 give off |
| 2 bring out | 6 throw away |
| 3 cut down | 7 clear up |
| 4 gone off | 8 die out |

Word formation**4**

Noun	Verb	Adjective	Adverb
environment	x	environmental	environmentally
globe	x	global	globally
harm	harm	harmful harmless	harmfully
industry	x	industrial	industrially
nature	x	(un)natural	(un)naturally
poison	poison	poisonous	x
pollution	pollute	polluting polluted	x
success	succeed	(un)successful	(un)successfully
value	value	(in)valuable valueless	x
world	x	(un)worldly worldwide	x

Word patterns**5**

- | | | |
|--------------|------|------|
| 1 to | 4 to | 6 on |
| 2 of / about | 5 of | 7 of |
| 3 to | | |

WB Unit 6 pages 44 and 48



Listening (page 74)

Starting point

- Students should ask each other these questions in pairs before feedback.

Key Trees being cut down in order to build houses/factories.
Both are important, of course, but economic development should not happen if it is going to destroy the environment.

1

- Ask students to make a note of evidence in the dialogue as they listen.

Headphones CD1, Track 18

Key
1 F (*The council plans to encourage the building of hotels along the coast by constructing a road.*)
2 T (...Greenwatch, which opposes the plans.)

2

- Ask students to write down in the spaces provided what they think might fill each gap.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Remind students that the sentences have to be grammatically correct, but that they won't have to change the form of the words they hear. Answers will be words or phrases exactly as they are expressed in the recording.

Key a is the right answer

3 exam practice

- Play the CD twice, pausing briefly in the middle. Let students compare their answers when they have finished.

Headphones CD1, Track 19

Key

- 1 develop tourism
- 2 a road
- 3 unemployment
- 4 a nature reserve
- 5 south (for the winter)
- 6 (many species of) wild flowers
- 7 written to local people
- 8 an important attraction
- 9 advice on (getting involved in) the campaign
- 10 demonstration



Have your say!

- Ask the students these questions. This is similar to the additional activity at the beginning of the Vocabulary section, but it is about the students' own locality.

Additional activity: Put the students in pairs and ask them to role-play a discussion between Lynne Masterton and a representative of the Tenmouth local council. Show them how to do it by assuming the role of the representative yourself, and starting a discussion with one of the better students as Lynne Masterton.

WB Unit 6 page 51



Speaking (page 75)



Wordpower!

- Introduces relevant vocabulary. Check for understanding.

Starting point

- Ask the students to prepare answers in pairs before feedback.



(suggested answers)

The chemicals pollute the water, kill the fish and make it impossible to use the river as a source of drinking water.

Landfills pollute groundwater because dangerous chemicals seep out and get into the groundwater; also they tend to fill up and the surrounding area becomes full of rubbish.

Other forms of pollution:

- oil leaking from oil tankers
- factory smoke
- sewage going untreated into the sea

1

- When students have rewritten the sentences correctly, remind them that these are useful phrases which they can use in the exam practice on this page.



- 1 In my opinion, there is no point ...
- 2 As far as I'm concerned, the government ...
- 3 In my view, we should worry ...
- 4 It seems to me that children should ...

2

- Ask students to give their opinion and of course support it with reasons. This should result in lively discussion.

3

CD1, Track 20



- a factory which is producing a lot of smoke, and a group of tourists camping in the countryside.
- *I would say / on the other hand / my personal opinion / I tend to think / to my mind*

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Remind students that the task for Candidate B varies. They might be asked to say how they feel, express preference, to say if they agree with Candidate A, etc, so it's important that they listen carefully to the instructions.



b is the right answer

4 exam practice

- Draw students' attention to the **Wordpower!** box and ask them to put each word to a picture and say why they have made this connection. This will remind them of key vocabulary needed in the interview.
- Ask the students to role-play this interview in pairs, with one student as the interlocutor and the other as the candidate. Ask the interlocutors to time the candidates – one minute only. Change roles when finished. Finally, get one or two pairs to perform for the class.

WB Speaking pages 115–116**Reading 2 (page 76)****Wordpower!**

- Introduces relevant vocabulary.

Starting point

- Ask the students to match the pictures to the names and then write down other insects they know, eg *fly, spider, wasp, bee, ant, butterfly, scorpion*



- | | |
|---------------|------------|
| 1 grasshopper | 3 mosquito |
| 2 beetle | 4 ladybird |

1

- This question helps students to consider and anticipate the content of the article.



The article is about the author's interest in ants and how they live.

2

Ask students to read the text quickly and to decide if the statements are true or false. Encourage them to underline in the text where they found the answer.



- 1 T (... with most of them found in the rainforests.)
- 2 T (They perform such functions as foraging for food and defending the colony from attack, as well as tending to the queen and the colony's eggs.)
- 3 T (Instead, they form a nest using their own bodies ...)
- 4 F (After a successful attack, some species of ant will take eggs from the losing colony and return them to their own, raising the ants to work as slaves.)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- It is a good idea to skim read the whole text so that you have an overview of the subject of the text. Once you know what each section is about it will be easier to match up the missing sentences.



b is the right answer

- Remind students that the gapped section of the text is the base text and gives the main idea of what the text is about. This should be read more carefully, then linkers used to help fit the missing sentences into the text.

3 exam practice

- Give the students 10 minutes. Do the task individually and compare answers.
- Remind them to mark the linkers which helped them insert the sentences.



- 1 D (...the worker ants around her. These are all female and infertile.)
- 2 F (...during the difficult first few months. Once this critical period is over ...)
- 3 A (...act as living containers for food. They are fed enormous quantities of honey ...)
- 4 C (Ants follow the trail ... The ants who discover the shorter way will get there faster and leave a stronger scent trail.)
- 5 E (... nomadic species ... These ants don't have a permanent home.)
- 6 B (...these ants on the move is one of the most frightening sights in the rainforest. They destroy every living thing in their path.)
- 7 H (... and some will attack other species. They do this using acid produced in their bodies as a weapon.)

4

- This exercise helps students guess meaning from context.

- 1 c (sentence D)
- 2 d (paragraph 8)
- 3 a (sentence C)
- 4 e (paragraph 3)
- 5 b (paragraph 3)

Work it out!

- This exercise helps students guess the meaning of words. See p13 for full details.

select (paragraph 4) – choose
 foraging (paragraph 2) – searching
 tending to (paragraph 2) – taking care of
 critical (sentence F) – dangerous
 obstacle (paragraph 5) – something in the way
 sole (paragraph 2) – only
 founded (paragraph 3) – started
 trail (sentence C) – something which shows others which way to go

Have your say!

- Ask the students to write down the name of an insect then swap papers. Each student should ask his/her partner why he/she would study this insect. If they seem interested in the subject, ask some students why they would study their insects.

Additional activity: Ask the students to guess each other's insect before they start the above activity. They can only ask questions with yes or no answers, eg *Does it weave a web? Does it carry germs?*

WB Unit 6 page 49

G Grammar 2 (page 78)

-ing form or infinitive

to behave is the right answer

Additional activity: Copy the list below onto a piece of paper. Make one copy for each pair.

want, prefer (2 possibilities), it is important, like (2 possibilities), need (2 possibilities), make somebody, should, must, am bored with, am interested in, tell somebody, want somebody, let somebody, hope, avoid, prevent somebody from, forget (2 possibilities), remember (2 possibilities), start (2 possibilities), stop, imagine, fancy, admit, give up, decide, manage, plan, refuse, learn, remind somebody, invite somebody, suggest, expect somebody, look forward to, mean (2 possibilities)

- Hand out the copies. Write up the following headings at the top of the board:

study English to study English studying English

- Tell the pairs to write the headings at the top of a sheet of paper and ask them to decide which heading each verb should go under, eg *I want* goes under *to study English*.
- When they are ready, read out the verbs or verb phrases one by one. Students take it in turns to tell you which column to write them under.
- When you have finished your board should look like this:

study English	to study English	studying English
<i>make somebody should must</i>	<i>want prefer it is important like need</i>	<i>prefer like need (only in passive sense ie English needs studying.)</i>
<i>let somebody</i>	<i>tell somebody want somebody hope forget remember start</i>	<i>am bored with am interested in avoid forget (See Gd) remember (See Gd)</i>
	<i>decide manage plan refuse learn remind somebody invite somebody expect somebody mean</i>	<i>prevent somebody from start (See Gd) stop (See Gd) imagine fancy admit give up suggest (but not suggest somebody doing) look forward to mean</i>

* Gd = Grammar database

1

1 to protect	4 visiting
2 to save	5 take part
3 introducing	

2

1 to get	4 seeing
2 reading	5 to call
3 to stop	6 producing

prefer, would rather, had better

Key to the present: *I'd rather* takes the past form of the verb if somebody else is mentioned.

- Refer students to the presentation in this section and **Grammar database 18** on page 184.

Be careful!

- Normally these two forms are contracted, so students remain unaware that the first '*d*' is *had* and the second *would*.
- Write the two forms *he'd rather* and *he'd better* on the board and ask the students to tell you the non-contracted forms.

3

- Ask the students to do this individually, and monitor them carefully.

- Key**
- Would you rather visit a farm or a zoo?
 - Would you prefer to go fishing or bird-watching? / Do you prefer going fishing to bird-watching?
 - What do you think we had better do about litter in our town or city?
 - Would you rather work outdoors or indoors?

- Additional activity:** Ask students to ask each other about other preferences, eg *Greek island / tropical island*. *Would you rather go to a Greek island or a tropical island?*
- Write up the following on the board so that students can ask each other:

*English / French
German / Spanish
football / basketball
watch TV / read books
watch a DVD / go to the cinema*

- Remind students to ask each other for reasons.

WB Unit 6 page 50



Use of English (page 79)

1

- This makes the students begin by reading through the whole text.

- Key**
- Farmland is being lost.
 - Because the polar ice is melting.
 - The greenhouse effect.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Negative forms frequently come up and in order to get them right, students need to read the whole text and understand the global meaning.

Key b is the right answer

2 exam practice

- Do all of these Use of English exercises together and give feedback after the last one. Do them for homework if necessary.
- Remind students to write their answers in capital letters.



- | | |
|-----------------|--------------|
| 1 GLOBAL | 6 NATURAL |
| 2 WORLDWIDE | 7 POLLUTION |
| 3 VALUABLE | 8 HARMLESS |
| 4 SCIENTISTS | 9 INDUSTRIAL |
| 5 ENVIRONMENTAL | 10 SOLUTION |

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Can't* is one word because the full form is *cannot*, not *can not*.

Key b is the right answer

3 exam practice

- This should be quite quick to do as the students have met all the words recently. Do the task individually then compare answers. Allow three minutes.
- Remind students to write their answers in capital letters.



- | |
|-------------------------------|
| 1 IS BEING BUILT |
| 2 SUCCEED IN PERSUADING |
| 3 DIED OUT |
| 4 SHOULD BE DISCUSSED |
| 5 TO AVOID WASTING |
| 6 RATHER YOU DID NOT / DIDN'T |
| 7 WILL RUN OUT OF |
| 8 TO STOP CREATING SO |

WB Unit 6 pages 48–49, 50–51



Writing: article (page 80)

Starting point

- Students should ask each other the questions.



(suggested answer)

They are protesting against pollution.

1

- 1 Recycle as much rubbish as possible.
- 2 Save water.
- 3 Demand facilities for helping the environment from the local council.

2

- This exercise focuses students' attention on the stylistic features of the example.



- ... what about plastic, or tin cans?
... what if you don't have any facilities or schemes in your area?
- We all know what the problem is. First of all, ... Secondly, ... Finally, ... So, ...
- ... ask yourself if you recycle everything you could.
Find out from your local council how you can recycle more of the things you use every day.
... think about how much water you use.
... start writing to your council to demand them.
- warming's, there's, don't, don't,

3



to start / begin with, firstly
next, then
also, in addition
the last point is, the final thing to remember, etc

4

- This gives students practice in writing in a similar style to the model.
- Ask them to do this individually.
- When they have finished, ask several students to read out their sentences.
- Encourage the other students to comment.



(suggested answer)

... you can save a lot of water by sweeping balconies and pavements. Don't let the tap run while you are brushing your teeth, make your showers shorter, and fill the sink to do the washing up rather than leaving the tap running.



Plan ahead

1 exam practice: article

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions about what they have to write and what it is about.
- You may want students to look at the EXAM EXPERT box at this point, or you may want to wait until after exercise 3.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Refer students to the Writing database on page 194.



b is the right answer, as shown in the example.

2

- This focuses on target readership and therefore the style needed.



1 F 2 F 3 T 4 T

3

- Discuss these questions in pairs. Students are asked to think in what ways their school is harming the environment.



- Your school could have all these effects on the local environment, eg causing litter by throwing rubbish away, rather than recycling, etc.
- Accept any reasonable solutions the students suggest, eg recycling paper, having a school noise policy, etc.
- Main body. The introduction should be reserved for a general statement of the problem and the conclusion, perhaps for a hope for the future.

4

- Ask students to turn to Writing Planner 6 on page 208. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you may like to check the notes made by all students to ensure they have enough content to base their piece of writing on.

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their Writing Planner as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

A 'green' school!

We all talk a lot about the environmental problems in the world, but why don't we think about how to make our school waste less and conserve more? How? It's simple!

First of all, what about all the paper we throw away? We should try to organise a system to collect paper for recycling. And remember that paper is precious! Let's use it carefully and not waste it. Secondly, litter in the playground and the classrooms is a problem. We could make sure that there are litter bins in the playground and outside the classrooms.

Thirdly, how many times have we all left the taps running in the washrooms? Let's remember to turn them off and save money and water. And finally, what about asking the school to provide a bus to pick us all up in the mornings and take us home after school? In that way our parents wouldn't have to use their cars to take us to school and we'd all save fuel!

Think about it! With a bit of care our school can help to save the environment!



- 1 Worldwide Fund for Nature
- 2 1986
- 3 1961
- 4 Switzerland
- 5 Prince Bernhard of Lippe-Biesterfeld / Prince Berhnard of the Netherlands
- 6 the giant panda
- 7 China
- 8 over 5 million

(suggested answer)

The WWF used to be called the World Wildlife Fund, but now it is called the Worldwide Fund for Nature. It changed its name in 1986. It was formed in 1961 and the first WWF office was in Switzerland. The first president of the WWF was Prince Bernhard of Lippe-Biesterfeld/the Netherlands. The WWF protects endangered animals, and their symbol is an endangered animal, the giant panda, which comes from China. The WWF has approximately 5 million supporters worldwide.

Further material

- For further practice and consolidation, ask students to complete the Unit 6 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 6, you may like to administer the Unit 6 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 6.

Webquest

- Ask students to complete the **Webquest** on page 211 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).

Check your progress! Units 5-6

1

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

8 marks

2

- | | | | |
|-------|---------|--------|---------|
| 1 run | 3 flick | 5 go | 7 clear |
| 2 die | 4 take | 6 come | 8 catch |

8 marks

3

- | | |
|--|--|
| 1 was not as / wasn't so / good as | 4 should have asked |
| 2 are not / aren't allowed / permitted to / must not / mustn't | 5 would / 'd rather you did not / didn't |
| 3 had / 'd better get | 6 rollercoaster goes as fast as |
| 7 to avoid damaging | 8 having a go at |
| 9 rubbish is thrown away | |

18 marks

4

- | | | | |
|------|------|------|------|
| 1 of | 3 of | 5 in | 7 to |
| 2 to | 4 on | 6 of | 8 to |

8 marks

5

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

6 marks

6

- | | |
|----------------|-------------|
| 1 attendance | 4 harmless |
| 2 appreciation | 5 allowance |
| 3 enjoyment | 6 addictive |

6 marks

7

- | | |
|------------|--------------|
| 1 cast | 4 spectators |
| 2 viewers | 5 lifeguard |
| 3 audience | 6 sightseers |

6 marks

Total: 60 marks

Revision 1



Reading 1 (page 84)

Starting point

- Ask students to describe the picture and then ask each other these questions. Select some students to tell the class what happened to them and how they dealt with the problem.

1

- This is a scanning exercise prior to the reading task.



1 had been stolen	5 attacked
2 English	6 victims
3 millions	7 discount/bargain
4 a bank account	8 be fooled

2 exam practice

- Students should do the exercise under exam conditions. Allow 20 minutes for exercises 2 and 3. Remind them to mark evidence for answers to exercise 2.



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

3



1 check in	6 on arrival
2 come up with	7 embarrassment
3 come into	8 location
4 currency	9 five-star
5 set up	10 things in common

WB Revision 1 pages 52–53



Listening (page 86)

1 exam practice

- No lead-in is given for this listening. Do it as a real exam listening: play the two parts of the CD twice, and give feedback after the second playing.
- Tell students to note down evidence for their answers, as usual.

CD2, Track 1



1 B (Man: ... *What about Starburst? It got great reviews Woman: Well, we're here now. I suppose we'll go for your choice, but I get to choose next time, and no arguments.*)

2 A (She uses scientific language – *Close analysis of the data shows that levels of certain chemicals have risen sharply ... and has all the facts at her disposal. She refers to the press as another group – a fact that has been picked up by reporters working for the local press, and seems to be against modern farming practices.*)

3 A (*Well, I'd really like him to come to my birthday party next week ... Could you give him the message?*)

4 A (*I can still use the word processor, but it's not much use if I can't make a hard copy ... I thought it might be a problem with the computer, but my wife connected it up to another machine and it still didn't work. Machine here refers to another computer.*)

5 B (*If you are lucky enough to spot the echidna in the wild, which happens more and more infrequently as numbers fall ... It is not unique in general, because it is like a hedgehog (*unique to Australia* means that it is only found there) and it isn't dangerous).*

6 B (*That means that we'd be happy to exchange the product, but cash refunds are against company policy.*)

7 C (... *we will reach our destination approximately twenty minutes behind schedule.*)

8 C (*I would've done more with the images. I think you have to reach a much higher standard than that these days ... No, it's just the images really.*)

2 exam practice

CD2, Track 2

- 1 F (I was always one of those who found it rather boring until recently. Most people start when they're kids so I've got a lot of catching up to do with my collection.)
- 2 C (I used to be really into it ... I seem to spend more and more of my time on other things these days.)
- 3 D (Then there's all the historical information you pick up from researching the coins.)
- 4 E (I don't seem to be able to keep my collection up to date like I used to because of other demands.)
- 5 B (I buy these stamps as an investment, and I expect to make money on them. And I would, too, if I sold up tomorrow. But I'm hanging onto my collection until interest increases and hopefully I'll be able to get even more for it.)

Speaking (page 87)

- If you wish to do this as exam practice, divide the class into groups of four, with two students as candidates, one as the examiner (or interlocutor) and one as the (silent) assessor. Ask the groups to do all four tasks in the set time. You may also want them to change roles when they have finished, so that the examiner and assessor do the tasks too.
- When everybody has finished, ask the best group to perform for the class.
- The total time given for the group work should be a little over 30 minutes and for the single group performance, another 15 minutes.
- You may want to allow students to refer to the **Speaking Database** on page 193 while they do these tasks.

Use of English (page 88)

- Do this part in class, under exam conditions. Allow 15 minutes.

1 exam practice

	1 D	4 B	7 A	10 C
	2 C	5 C	8 B	11 A
	3 A	6 D	9 B	12 C

2 exam practice

- Remind students to write their answers in capital letters.

	1 FOR	5 TO / FOR	9 IS
	2 BECAME	6 BEEN	10 WERE
	3 OUT	7 CAN	11 NOT
	4 IT	8 ABOUT	12 TO

WB Revision 1 pages 54–56

WB Revision 1 p56



Writing: email (page 89)

1

- Before students start to write, do this orientation activity, to get them going on the right track. No other help should be given.



- 1 formal
- 2 the travel agent
- 3 Dear Sir / Madam
Yours faithfully
- 4 'organised activities' – what activities?
any for young children? which resorts?
available from 24th June to 8th July?
price? discounts for groups?

WB Revision 1 page 57

2 exam practice: email

- Write an email. This must be done in class with a strict time limit of 30 minutes, in order to give students experience in writing under exam conditions.

3



(suggested answer)
Dear Mr Faldo,

I am writing with regard to your advertisement for Mediterranean cruises which I saw in yesterday's *Daily News*. I am interested in going on one of these cruises with my family and I would like to ask you some questions about them.

First of all, what kind of activities do you provide? My children are quite young and it would be good for them if there was something for them to do on the ship. Could you also let me know which resorts the ships stop at? I have already been to some Mediterranean resorts and would prefer to see new places if possible.

Finally I would like to know whether there are any cruises available between the 24th June and the 8th July, which is when our holiday is, and of course, how much the cruise would cost. There is a possibility that we could come with friends and book the cruise for a group. Would that cost us less?

I do hope you will be able to answer my questions and I look forward to hearing from you.

Yours faithfully,
Chris Fisher

4

- When the 30 minutes limit is up, tell the students to stop writing. Give them five minutes to check their work, using the checklist.
- Warn students that in the exam they will probably not have time to write a full draft and then copy this up, so encourage them to work from notes.
- Train them to estimate words rather than spend valuable time counting words.

7

Sport

Target language

Grammar:	modals (2): degrees of certainty / prepositions of time and place / indirect questions
Lexis:	topic vocabulary / phrasal verbs / word formation / collocations
Reading skills:	reading for specific information / reading for gist
Listening skills:	listening for gist
Speaking skills:	discourse management
Writing skills:	formal letter/email



Reading 1 (page 90)



Wordpower!



- 1 1995
- 2 snowboarding
- 3 BMX racing, freestyle BMX
- 4 1974
- 5 1716

- Introduces vocabulary for use in the exercises that follow.

Starting point

- This provides a lead-in to the subject of the unit. When receiving feedback, it is easier to make a table and put ticks in the appropriate columns, as below. This grid contains the suggested answers.



(suggested answers)

	basketball	in-line skating	BMX racing
stamina	✓	✓	✓
teamwork	✓		
sense of balance		✓	✓
agility	✓	✓	✓
coordination	✓	✓	

- There will probably be disagreement here. Exploit this by asking students to support their arguments. When finished, ask the pairs to focus on one of the sports (a different one for each) and try to think of other skills or qualities needed, eg *a good eye, physical strength, courage*, etc. You will probably need to help with vocabulary here.

1

- This is an initial scanning activity. Allow two minutes.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Rereading will help students to spot mistakes.



b is the right answer

2 exam practice

- Give 10 minutes for this exercise. Ask students to do it individually then compare answers. Remind students to mark the linking phrases which helped them.



- 1 D (... coined the phrase 'extreme sports'. Several of the sports that fall into this category ...)
- 2 F (... 'alternative sports' ... they are often considered to be different from older, established sports.)
- 3 H (Many extreme sports are in fact new versions of older sports, ... BMX racing and mountain biking are both based on cycling.)
- 4 B (... in a group context. Athletes would show off their skills for the people watching to copy.)
- 5 G (... a group of kids ... too young to ride motorbikes ...)
- 6 E (... in a rectangular arrangement. This design was easier to control ...)
- 7 A (... aggressive in-line skating, also known as 'aggro'. This form of the sport ...)

3

- This helps students guess meaning from context. Work in pairs.



- 1 f (paragraph 2)
- 2 a (paragraph 4)
- 3 e (paragraph 5)
- 4 b (paragraph 5)
- 5 d (paragraph 6)
- 6 c (paragraph 8)

**Work it out!**

- This helps students guess the meaning of less common vocabulary from the context. Work in pairs. See p13 for full details.



taken off (paragraph 1) – become popular
 coined (paragraph 2) – invented
 versions (paragraph 4) – kinds
 originated (paragraph 5) – started
 stands for (paragraph 6) – means
 devoted to (paragraph 6) – about [in this context]
 went from strength to strength (paragraph 6)
 – became more and more popular

- Your board should now look like this:

<i>must</i>	<i>can't</i>	<i>be playing football,</i>	<i>(It's certain)</i>
-----	-----	-----	-----
<i>couldn't</i>	<i>should</i>	<i>said Maria</i>	<i>(It's impossible)</i>
-----	-----	-----	-----
<i>'ian</i>	<i>ought to</i>		<i>(It's probable)</i>
-----	-----		-----
<i>may</i>	<i>might</i>		<i>(It's possible)</i>
-----	<i>could</i>		

- Write in *couldn't* under *can't*.
- Write up *have been playing* under *be playing* and ask the students what the sentences mean now.



We are talking about the past.

- Refer students to the grammar presentation and **Grammar database 19** on page 184.

1

They couldn't have known what they were starting.
 (paragraph 6).

2

- Accept any possible answers here and encourage lots of suggestions.



(suggested answers)

- 1 It might have been taken in Northern Greece.
- 2 They must be feeling terrified.
- 3 They may have been wondering if they were going to survive.
- 4 They could be a group of students.

3

- 1 may have forgotten
- 2 must have been depressed
- 3 can't have beaten
- 4 may not have known
- 5 can't have been happy

**Have your say!**

- Students can ask each other these questions.

WB Unit 7 page 60**Grammar 1 (page 92)****Modals (2): degrees of certainty**

b is the right answer

- If it were *must play*, a would be correct.
Additional activity: Write the sentence from the Student's Book on the board.
- Write in *can't* below *must* and ask the students what it means.



It's impossible.

- Write in *should* and *ought to* (probability) and *may*, *might*, *could* (possibility).

4

- Kelly: Well done, Fran. You've improved! You **must have been practising**.
- Fran: Well, I think you **might have let** me win.
- Kelly: Maybe next time! But honestly, you were really good. You **can't have missed** more than a few shots.
- Fran: It was a lot of fun. You **must be** exhausted, though. That's your second match today, isn't it?
- Kelly: Yes. I **must be mad!** I've got another match tomorrow, as well. I'm playing Wendy. She **can't be** very good because I heard that Amy beat her last week.
- Fran: She **can't have done!** Amy is a complete beginner!
- Kelly: Yes, I know. Look! There's Wendy's car. She **must be playing** at the moment. Let's see if we can find her.
- Fran: Okay.

Additional activity: Ask the students to practise intonation (very important with modals) by reading out one part at a time of the dialogue yourself and asking the students to repeat. Then ask them to practise the dialogue in pairs.

WB Unit 7 pages 58–59



Vocabulary (page 93)

People in sport

Additional activity: Make a sports word tree. Divide the class into groups of four and ask each group to think of a different sport.

- Ask them to write their sport in the middle of a notebook page and write four word categories, *people, things, places, verbs*, in the four corners of the page. They then think of as many words as they can, connected with the sport, under the categories.
- After 10 minutes ask someone in each group to read out their words. The group with the most words is the winner.

1

- Ask the students to do all these vocabulary exercises together and give feedback after exercise 6. Assign them for homework if necessary.

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

Phrasal verbs

2

- | | |
|--------------------|---------------|
| 1 caught up | 4 joined in |
| 2 has taken on | 5 give up |
| 3 has been put off | 6 dropped out |

Word formation

3

- | | |
|---------------|---------------|
| 1 loss | 4 strengthen |
| 2 competitive | 5 injuries |
| 3 performance | 6 preparation |

4

- Ask the students to make a table, as below.

Noun	Verb	Adjective	Adverb
loss, loser	lose	losing	✗
competition	compete	competitive	competitively
performance	perform	✗	✗
strength	strengthen	strong	strongly
injury	injure	injured	✗
preparation	prepare	preparatory	✗

Collocations

5

- | | | | |
|------|--------|------|--------|
| 1 go | 3 go | 5 go | 7 play |
| 2 do | 4 play | 6 go | 8 do |

6

- | | | |
|---------|----------|---------|
| 1 pitch | 5 pitch | 8 ring |
| 2 court | 6 course | 9 court |
| 3 pitch | 7 rink | 10 ring |
| 4 court | | |

Additional activity: Recycle some of the above vocabulary by giving a quiz in class with 10 questions based on exercises 1 to 6, eg *Who trains athletes? Where do you play golf?*

WB Unit 7 pages 58 and 62



Listening (page 94)



Wordpower!

- Tell your students what the words in the box mean.

Starting point

- Ask the students to describe the pictures and answer the questions in pairs.
- Ask how the words in the **Wordpower!** box could relate to the topic of women in sport (if they haven't already had to use the words when answering the questions), eg *Are certain sports more suitable for one gender or the other?*

1

- Elicit the sport shown in each picture before playing the CD. Ask students to prove their answers.

**CD2, Track 3**

- 1 B (... doing a few of the old tricks ...)
 2 C (There were about 300 metres to go ...)
 3 A (I hit a beautiful shot ...)

2**CD2, Track 4**

- 1 snowboarding 2 squash

3

- Any suggestions are acceptable here. Do this quickly as a class.



- (suggested answers)
- B She may be starting a new sport, eg snowboarding, and is surprised because she isn't very good at it.
 C She may have taken up a new, demanding sport like running, and she needs a lot of training.
 D She may have got tired of doing nothing and needs exercise.
 E Maybe she was surprised at how difficult it was.
 F Maybe someone had an accident.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Any information students have about what they are going to hear will help them understand.



a is the right answer

4 exam practice

- Play the CD twice with a pause in the middle. Remind students to make a note of evidence for their answers.

**CD2, Track 5**

- 1 B (... it was much more, well, challenging, I suppose you could say, than I thought it was going to be.)
 2 C (... I wish I'd got myself a bit fitter before I started throwing myself all over the place.)
 3 A (We carried on playing, but it had really put me off and it cost me the match.)
 4 D (I've had enough running around, and it might be nice to try something that demands a bit more mental strength.)
 5 F (... Kathy suddenly slipped and dropped out – she'd pulled a muscle.)

5

- Students listen again and this time note down what words and phrases helped them find the answers. (See key above.)

**CD2, Track 5**

Have your say!

- Students can ask each other the question.

WB Unit 7 page 65



Speaking (page 95)

Starting point

- Ask the students these questions. Find out which students prefer to take part in and which prefer to watch sports.

1

- 1 F 2 F 3 T 4 F 5 F

2

CD2, Track 6

b, a, c, d

3

CD2, Track 7

(suggested answers)

Michael performs very much better than Sonia, because he gives clear, extended but relevant answers, while Sonia doesn't seem to be able to manage more than a few words, and is rather negative (*I don't have time. No. I don't like sport. We don't have any.*)

4

- Ask the students to look at the questions in exercise 5 and, if they wish, to make notes of their answers before they role-play the interview.
- Ask them to interview each other in pairs using the questions in exercise 5.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

b is the right answer

5 exam practice

- Ask the students to look at the questions and, if they wish, to make notes of their answers before they role-play the interview.
- Ask them to interview each other in pairs using the questions.
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the exam.

WB Speaking page 116**Reading 2 (page 96)**

- This gives students practice in scanning a text for particular information.

**Wordpower!**

- Check understanding of the words in the box.

Starting point

(suggested answer)

Sportsmen and women often have to fit their training around a full-time job. Not all athletes receive sponsorship or lottery funding.

1

- Ask students to read the text quickly and give them a short time to make a note of the main problem the person mentions.
- Give them a time limit of five minutes for this.



- 1 tripped and had an injury
- 2 faced rumours he would be dropped from team
- 3 staying focused
- 4 knowing it was his final season
- 5 difficult to keep up pace in marathon
- 6 business manager stole from him
- 7 failed a drugs test
- 8 losing

2

- This exercise helps students to understand the questions in the main task.
- Ask students to underline key words in each of the sentences in exercise 3.



- a 3 and 6
b 3, 13 and 15
c 5, 7 and 13

- d 10
e 1, 4, 11, 14 and 15

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- This also helps in class when you ask the students to justify their answers.



a is the right answer

3 exam practice

- Do this exercise individually and then compare answers. Remind students to mark evidence in the text and demand this during feedback.

- 1 F (*Discovering that the person I most trusted ... had been stealing from me.*)
 2 E (*... I just wasn't prepared for running in that kind of heat ...*)
 3 H (*I'll be back, and I'll be better than ever!*)
 4 G (*... they told me I'd failed a drugs test ...*)
 5 C (*... had to work out if I'd have to sacrifice either my relationship or my career, or if I could have both.*)
 6 D (*I'm not going to completely disappear, though, as I'll be playing as an amateur for the Lincolnshire Warriors ...*)
 7 B (*... rumours started in the press that I was to be dropped from the team.*)
 8 D (*I don't regret taking the decision to retire ...*)
 9 A (*And then I tripped during training and sprained my ankle.*)
 10 G (*... I was reinstated, just before the Championships, I was thrilled.*)
 11 B (*... my coach and the manager both reassured me they weren't true ...*)
 12 A (*I didn't get to compete at Wimbledon ...*)
 13 E (*There were moments when I thought I wouldn't make it.*)
 14 C (*... all of a sudden there was something in my life apart from boxing.*)
 15 E (*The media had built it up into such a big thing ...*)

4

- This helps students guess meaning in context. Work in pairs.

- 1 prospects (paragraph A)
 2 strip (paragraph B)
 3 amateur (paragraph D)
 4 club (paragraph D)
 5 pace (paragraph E)
 6 awarded (paragraph E)
 7 Contracts (paragraph F)
 8 defeat (paragraph H)

**Work it out!**

- This helps students guess meaning in context. Work in pairs. See p13 for full details.

- 1 rumours (paragraph B) – untrue stories, gossip
 2 reassured (paragraph B) – told not to worry
 3 demanding (paragraph C) – difficult
 4 single-minded (paragraph C) – determined
 5 sacrifice (paragraph C) – pleasures which you give up
 6 weird (paragraph D) – strange
 7 paid off (paragraph E) – were worth it
 8 resentment (paragraph G) – bad, bitter feeling
 9 mood (paragraph H) – the way someone feels

**Have your say!**

- Work in pairs. If some students are very interested in sports, ask them to tell the class about the pressures put on an athlete.

WB Unit 7 page 63**Grammar 2 (page 98)****Prepositions of time and place**

The match is on Monday at the Millennium Stadium in Cardiff.

Additional activity: Copy out these words and phrases from the grammar box onto cards or sheets of paper and give one to each pair in the class.

Crete, a match, a bridge, one o'clock in the morning, a concert, the evening, the table, the first week of March, the centre of town, midnight, Monday, 6.30, Easter, McDonald's, the cinema, a party, the weekend, dawn, Friday morning, the road, Tenerife, the Isle of Man, TV, time, 1996, summer, Christmas, the afternoon, a week's time, night, New Year, the airport, the corner of the street, London, work, my birthday, the phone

- Ask students to write three headings in their notebooks, *at*, *on*, *in*, and ask the pairs to put the time phrases in the list under the correct preposition. Ask them to do this without referring to the grammar box.
- When they've finished, ask one pair to write on the board all the phrases which go under *at*, another pair for *on* and a third pair for *in*, eg

<i>at</i>	<i>on</i>	<i>in</i>
one o'clock	Monday	1996

- When students have finished, ask them to check their answers from the grammar presentation. Also refer them to **Grammar database 20** on page 184.

Be careful!

- Arrive in* is used for cities, countries and continents, ie for large areas.

1

- Work in pairs.

1 at	3 at	5 on	7 at	9 at
2 at	4 in	6 on	8 in	10 in

Indirect questions

Key It should be: *Could you tell me what time basketball training is this week?* The order in indirect questions is the same as in statements, ie Subject-Verb-Object-Adverb, or SVOA.

Additional activity: Write up *What's the time?* and ask students if it is a direct or indirect question.

Key direct

- Now write *Could you tell me* in front of it, and ask the students to join the two phrases together. The sentence should read: *Could you tell me what the time is?* Is this direct or indirect?

Key indirect

- Now substitute *I wonder* for *Could you tell me* and ask them what change needs to be made.

Key no question mark

2

- Students should write the questions individually.

Key (suggested answers)

- 1 Could you tell me when you started playing football?
- 2 Would you mind telling me what your family says about your career?
- 3 Could I ask if you are continuing with your school work?
- 4 I wonder if you could tell me how much they are paying you.

3

- When students have finished the pair work, ask the liveliest students to come and sit facing the class and role-play a press conference with the rest of the class as reporters.

WB Unit 7 page 64



Use of English (page 99)

- These exercises can be done for homework if necessary.

EXAM EXPERT

- Have a class discussion about which are the correct options. Encourage students to give reasons for their choice.

Key Leave yourself **enough** time to transfer your answers to the answer sheet and do it as **carefully** as possible because any mistakes **will** cost you marks.

1

- Makes students read through the text before starting the blank filling.

Key Yes, except for boxing.

2 exam practice

1 B	4 C	7 B	10 D
2 D	5 C	8 A	11 A
3 B	6 D	9 B	12 C

3

- This exercise helps students anticipate the content of the passage and gives useful pronunciation practice too. Elicit suggestions from the class.

Additional activity: Write the stem words on the board and ask students to tell you as many words as they can based on the stem, eg

compete → *competitive, competitor, competition*

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should always have a go, although spelling does count in this task. If they leave a blank, they get no mark.

Key b is the right answer

4 exam practice

- Remind students to write their answers in capital letters.

1 COMPETITORS	6 DECISION
2 MIXTURE	7 COUNTLESS
3 IMPROVEMENT	8 TRAINING
4 MEDALIST	9 EVIDENCE
5 UNFORTUNATELY	10 HARMFUL

WB Unit 7 pages 59, 63, 64–65



Writing: formal email

(page 100)

Starting point

- Ask students to discuss these questions in pairs or as a class.
- Try to motivate students by encouraging them that there is a reason for writing letters/emails as this is a real-life skill they may need – give examples of letters or emails you may have written yourself.



To communicate on a 'business-related' matter with someone whom you have not met or don't know very well and who may be older than you, eg to find a job, to complain, make an enquiry, make suggestions, give or request information or ask permission, etc.

1

- This exercise makes students focus on the formal features of the model. They should be able to use some of these expressions when they come to write their own letters or emails. Work in pairs.



*Thank you for your email ...
In answer to your questions ...
... approximately ...
We would also welcome any advice you have ...
We would like to hold the interview ...
I wonder if you could possibly bring ...
... our readers would be very interested ...
Please do contact me if you have any further questions ...*

2

- This exercise focuses on the content of the example. Work in pairs.



(suggested answers)

- Someone who has won a gold medal at the Olympic Games™.
- A schoolgirl who writes articles for her school magazine.
- How long will the interview last? What will you be asking me about? When do you want the interview? Do you want me to bring anything?
- Do you think you could be here on either the 13th or the 14th of May? I wonder if you could possibly bring your gold medal with you.

3

- This allows students to practise a short piece of writing in the correct style. Ask students to do this individually.
- When they are ready, ask one or more students to read out their sample with you writing it up on the board and, with the help of the class, correcting it where there are problems.



(suggested answer)

The ideal time for us would be 4pm as our lessons finish then, but the morning is also possible if you can come before 9am, say at 8am.

**Plan ahead****1 exam practice: formal email**

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions about the situation.
- You may want students to look at the EXAM EXPERT box at this point, or you may want to wait until after exercise 2.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students will be penalised if they do not include all the information given, and they will give a good impression if they can think of other relevant points. They should not go over the word limit, although if they do, they are not penalised.
- Refer students to the Writing database on pages 196 and 197.



b is the right answer

2

- This should give the students all the information they need to write their emails. Ask them to make notes of answers, in pairs.



- To Penny McDougal, the footballer; to arrange an interview for the school magazine.
- Where and when they would like the interview to take place. What she is going to be asked about and whether there is anything she should bring with her to the interview.
- She will be asked about her career – especially being a woman in football, and for advice for the pupils of the school. Proposed interview date: the middle of February (give two alternative dates and times). Could she bring some photos of herself playing?
- Dear Mrs McDougal,
5 sincerely,

3

- Paragraph 1 Thanks for agreeing to come
- Paragraph 2 What questions will be asked
- Paragraph 3 Suggestion about the date and time of the interview
- Paragraph 4 Request for photos
- Paragraph 5 Looking forward to meeting, benefits for school, etc

4

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their paragraph plan and notes as they do their piece of writing.

5

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Dear Mrs McDougal,

I would like to thank you for agreeing to be interviewed for our school magazine.

In answer to your questions, we would like to ask you about your career in the interview. We are particularly interested in knowing what it is like being a woman footballer and we would also welcome any advice you have about careers in football from your own experience.

The interview will last about half an hour. We would like to hold the interview at the school at midday on the 10th or 14th February so that it can go into the March issue of the magazine.

I wonder if you could possibly bring some photographs of you playing football with you. Our readers would be very interested in seeing them.

Please do contact me if you have any further questions regarding the interview.

Yours sincerely,
Maria Winters



1	William Webb Ellis	5	15
2	(at) Rugby School	6	try
3	1823	7	5
4	13	8	4

(suggested answer)

William Webb Ellis is often said to be the person who created the game of rugby. The story is that, during a game of football at Rugby School in 1823, he picked up the ball and ran with it.

Today, there are two main forms of the game: rugby union and rugby league. They have different rules, and a different number of players on each team. There are 13 players in a rugby league team, and 15 players in a rugby union team. In rugby, you don't score a goal, you score a try. In rugby union, a team gets 5 points when they score. In rugby league, the team gets 4 points. In both games, if the ball is kicked over the crossbar and between the upright posts following this, the team gets 2 points. This is called a 'conversion'.

Further material

- For further practice and consolidation, ask students to complete the Unit 7 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 7, you may like to administer the Unit 7 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 7.

Webquest

- Ask students to complete the **Webquest** on page 212 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).

8

Communication

Target language

Grammar:	reported speech / reported questions / reporting verbs / <i>although, even though, in spite of, despite, however</i>
Lexis:	topic vocabulary / phrasal verbs / word formation / <i>get</i>
Reading skills:	text awareness / scanning / predicting / speculating
Listening skills:	text awareness / listening for gist
Speaking skills:	agreeing and disagreeing
Writing skills:	report



Reading 1 (page 102)



Wordpower!

- Draw the students' attention to the words in the box. Explain them where necessary.

Starting point

- Ask the students the questions.
- The second and third questions are very broad, so ask the students to select the following: *mobile phones, TV, email, cinema*, and discuss with their partner how they affect our lives and how they will develop in the future. Allow two minutes before feedback.

1

- This helps students anticipate the content of the passage. Elicit ideas, but don't confirm or reject them yet.

2

- This scanning exercise helps students get an idea of text content. Allow a minute.

1 b 2 c 3 a

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- In the case of two or three answers to the same question, they can be given in any order.

a is the right answer

3 exam practice

- Give students 10 minutes to do this individually then compare answers in pairs. Remind students to mark evidence for their answers in the text.



- 1 E (... *along with the ability to produce fresh and original ideas.*)
- 2 A (*Want to crash a car, or destroy a spaceship?*)
- 3 B (*Camera operators set up, position and operate camera equipment ... on location.*)
- 4 C (*They may be expected to ... direct news items on location ...*)
- 5 C (... *the ability to decide in a split second how to cover a story.*)
- 6 F (... *you had to keep calm and think straight under pressure. He said he had to make important decisions every minute of every day.*)
- 7 A (... *as well as understand what the director is telling you.*)
- 8 B (*You might have responsibility for interpreting the director's intentions.*)
- 9 A (... *you had to be able to use computers ...*)
- 10 C (*If you also have excellent communication skills ...*)
- 11 D (*A good presenter makes the viewers feel that he or she is talking directly to them, so you have to come across as a likeable person.*)
- 12 E (*Good communication skills ...*)
- 13 C (*Journalists work across a range of factual, news and current affairs programmes ...*)
- 14 D (*They may ... read news, interview people, report on issues and events ...*)
- 15 A (... *experts in specialised areas (electronics, explosives, etc.).*)

4

- Key**
- | | |
|-------------------|-------------------|
| 1 f (sub-heading) | 4 c (paragraph C) |
| 2 b (paragraph B) | 5 e (paragraph D) |
| 3 a (paragraph B) | 6 d (paragraph C) |

'I am a TV presenter.'
 'I will be 25 next year.'
 'I went to London last month.'
 'I haven't been to New York.'
 'I had finished the book when you asked for it.'
 'I am studying French now.'
 'I was doing my homework when the phone rang.'
 ... he was a TV presenter.
 ... he would be 25 the following year.
 ... he hadn't been to New York.
 ... she had finished the book when I asked for it.
 ... she was studying French at the time.
 ... she was doing her homework when the phone rang.

- This helps students guess meaning from context. See p13 for full details.

Key

- explosives (paragraph A) – things which explode, like a bomb
- qualifications (paragraph B) – diplomas, degrees etc
- likeable (paragraph D) – friendly
- contribute (paragraph C) – give something to
- vital (paragraph C) – very important
- a split second (paragraph C) – a very short time
- deadlines (paragraph E) – time limits
- overall (paragraph F) – general
- comes up (last paragraph) – appears (on screen)

- Hand out the cards at random to the students and tell them to find another student with the card which corresponds to their card in direct or reported speech.
- When everybody is paired up, write up *Direct* and *Reported* on the board.
- Under *Reported* write *He/she said (that)*. Then ask the students to stick their cards up in the correct column and in the correct pairs.

When they have finished the board should look like this:

Direct	Reported He/she said (that) ...
'I am a TV presenter.'	... he was a TV presenter.
'I will be 25 next year.'	... he would be 25 the following year.
'I went to London last month.'	... he had been to London the previous month.
'I haven't been to New York.'	... he hadn't been to New York.
'I had finished the book when you asked for it.'	... she had finished the book when I asked for it.
'I am studying French now.'	... she was studying French at the time.
'I was doing my homework when the phone rang.'	... she had been doing her homework when the phone rang.

- Ask students to ask each other in pairs, and then find out which of the jobs would be most popular in the class. Ask one or two students to say which job they would prefer and why.

WB Unit 8 page 68

G Grammar 1 (page 104)

Reported speech

Key b is the right answer

- In reported speech we move the direct speech tense backwards. When we change reported speech to direct speech, we have to move the tense forward. So in direct speech the tense is *want* and in reported speech, *wanted*.

Additional activity: Copy out the following sentences on to cards which can be stuck on the board and seen from the back of the class:

- Ask the students to point out the differences between the direct speech sentences and the indirect speech.
- Refer students to the grammar presentation and Grammar database 22 on pages 185–6.

1

Key The sentence is in paragraph A

- Students can do this and exercise 2 in pairs. Give feedback after exercise 2.



Lisa Jenkins ... said she had done a photography degree course before landing a job with Planet Productions. (paragraph B)
 ... they agreed that vital qualities were an eye for a story ... (paragraph C)
 One of the directors at Planet Productions, Todd Barnes, told me you had to keep calm and think straight under pressure. (paragraph F)
 He said he had to make important decisions every minute of every day. (paragraph F)

2



- 1 Kevin said (that) he was starting his new job at the TV studio the following week.
- 2 Alysia told me (that) it was her favourite episode.
- 3 Terry thought (that) the media had a great influence on public opinion.
- 4 Richard said (that) he loved special effects and (that) he thought (that) they would get better in the future.
- 5 Cheryl told me (that) she had been working for the radio station for two years.

Reported questions



a is the right answer

If can be used instead of *whether*.

Additional activity: Do the same with these phrases as for the reported speech (see above):

'Where do you live?'
 'How old will you be next Christmas?'
 'What kind of food do you like?'
 'Have you been to America?'
 'Where did you go last summer holidays?'
 ... where he/she lived.
 ... how old he/she would be next Christmas.
 ... what kind of food he/she liked.
 ... if/whether he/she had been to America.
 ... where he/she had been last summer holidays.

- Ask the students to stick them up as before. When the students have finished, the board should look like this:

Direct	Reported <i>I asked him/her ...</i>
'Where do you live?'	... where he/she lived.
'How old will you be next Christmas?'	... how old he/she would be next Christmas.
'What kind of food do you like?'	... what kind of food he/she liked.
'Have you been to America?'	... if/whether he/she had been to America.
'Where did you go last summer holidays?'	... where he/she had been last summer holidays.

- Again, ask the students to point out the things which change in the reported question.
- Refer students to the grammar presentation and to **Grammar database 23** on page 186.

3

- Ask students to do exercises 3 and 4 together.



- 1 I asked Lisa what it was like working in the media.
- 2 The director asked me whether / if I had worked in films before.
- 3 The producer asked me what I was doing the next day.
- 4 I asked the journalist if he was ever frightened.
- 5 The presenter asked the contestant what she would do with the money if she won.

4



- 1 I asked her if she worked in the media.
- 2 I asked her which channel she worked for.
- 3 I asked her who wrote/had written the script for the show.
- 4 I asked her if/whether the show had ever won any awards.
- 5 I asked her how long it took/takes to record each episode.



Have your say!

- Ask the students to say if they agree or disagree with the statements, in pairs, and to note down their partner's answers.
- Before reporting the answers to the class, they should practise reporting them to another student, with you monitoring.
- There are many ways of reporting statements, for example, for the first one students may say: *He thinks / says (that) TV is getting better*, *He said (that) TV was getting better*.
- Accept any correct version.

- Additional activity:** Students may find it difficult to remember exactly what was said during an argument they had. If you think this may be a problem, give them role cards, as below. They should then role-play the argument on the cards with their neighbour.
- When they have finished, each student should turn round to face another student and tell him/her what happened in the role-play. Finally one or two students should tell the whole class.

Student A

You were driving along an empty road when suddenly a large 4x4 car came out of a side road. You did not have time to avoid it, so you hit it on the side and caused a small amount of damage (a bent bumper). You try to make the other person understand that it was his/her fault because you were on the main road, but she/he gets very angry. She/he claims that the damage is worth €10,000, and demands that you go to the bank and get the money immediately. If you refuse, she/he will take you to the police.

Student B

You were on a main road and were turning into another road, when a small Fiat 500 came along at high speed (well above the speed limit). It could not stop in time and caused a lot of damage to your bumper and the whole of the side of your car. The other person says it was your fault, but you are sure that it wasn't, and demand €10,000 in immediate payment. If you don't get it, you will take him/her to the police.

WB Unit 8 pages 66–67**V Vocabulary (page 105)****Communication****1**

- Write up the categories as below, and ask the students to help you put the words in the right categories.

TV	Means of communication	People
channel bulletin studio talk show documentary reality TV	surfing the internet email chat room text message	presenter newsreader viewer editor reporter

Additional activity: When you have finished, ask students to suggest other words which could go into each category, eg *soap opera, feature film, news, commercials, letters, fax, phone, producer, scriptwriter, special effects manager, journalist* etc.

Phrasal verbs

- Ask the students to do all these vocabulary exercises together. Give feedback after exercise 4.

2

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

Word formation**3**

Noun	Verb	Adjective
activity	activate	active
argument	argue	argumentative
communication	communicate	(un)communicative
conversation	converse	✗
correspondence	correspond	corresponding
correspondent		
direction	direct	(in)direct
discussion	discuss	✗
enthusiasm	enthuse	(un)enthusiastic
journalism	✗	journalistic
responsibility	✗	(ir)responsible
saying	say	✗

Synonyms for get**4**

- | | |
|-------------------|----------------|
| 1 buy ... receive | 4 found / took |
| 2 find / take | 5 became |
| 3 arrived | |

WB Unit 8 pages 66 and 70**Listening (page 106)****Wordpower!**

- Introduces relevant vocabulary.

Starting point

- Elicit some examples of reality shows on local TV, eg *Survivor, Big Brother* etc.
- Students should ask each other the questions in pairs. When they have finished, ask one or two students the questions.
- Ask the students how the words in the Wordpower! box could relate to the theme of reality shows.



They take place every day, so they are a series; they usually have to nominate one person to be thrown out once a week; they (or the viewers) vote on this.

1

Jenny and Tony.
They are talking about being on a reality game show.

2

- This exercise is an introduction to the listening task.

CD2, Track 8



She's been on a reality show.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Reading the questions beforehand helps students to anticipate the content of the listening.



a is the right answer

3 exam practice

- Play the CD twice with a short pause in the middle. Remind the students that you will be asking for proof of their answers during feedback.



CD2, Track 9



- 1 A (*Lots of interviews on radio and TV and people recognise me wherever I go.... No offers to present TV programmes ...*)
- 2 B (*I thought it could show what the young people of Britain are really like right now ...*)
- 3 C (*... in real life we don't decide who we want to get rid of and then vote on it. It's that anti-social aspect that worries me ...*)
- 4 B (*... it wasn't easy because you become very emotionally attached to the other people ...*)
- 5 A (*There have been reports of children as young as seven or eight years old playing Big Brother in the playground and using the game to bully other children, by nominating them, talking about them and then voting them out. That can be a very hurtful experience at that age.*)
- 6 A (*Doesn't it teach them a lot about making friends, about showing tolerance and about giving other people their own space?*)
- 7 B (*We'd like to see these programmes going out later at night ...*)

**Have your say!**

- Divide the students into groups and ask them to discuss these questions together then ask the groups to contribute their ideas to the whole class, and let the class decide on the best ideas.
- Make notes of the class decisions on the board.
- Finish the exercise by asking which speakers students agree with and why.

WB Unit 8 page 73**Speaking (page 107)****Wordpower!**

- Introduces relevant vocabulary.

Starting point

- Ask the students to answer the two questions in pairs.

1

- This gives students practice in various ways of expressing agreement or disagreement.
- When students have completed the sentences, remind them that these are useful phrases which they can use in the exam practice on this page.



- | | | |
|-------------|------------|------------|
| 1 dis/agree | 4 disagree | 6 disagree |
| 2 agree | 5 agree | 7 agree |
| 3 disagree | | |

2

CD2, Track 10



They seem to be discussing good ways to practise English in one's spare time.

Anne does much better because she uses the pictures to raise appropriate points which are relevant to the subject (watching TV, reading a newspaper, surfing the internet).

Rob raises the topic of reading books, but merely asks Anne if she reads books.

Anne tactfully changes this to asking whether books are valuable for improving English.

Rob's English is poor, and this could cause misunderstanding, but Anne correctly asks for clarification and misunderstandings are avoided.

3

- Ask the students to discuss these statements in pairs. Show them how to do it by demonstrating with a good student.

Additional activity: Role-play this situation:

- Imagine Student A wants the internet at home because he/she thinks it will help with learning English.
- Student B is Student A's mother/father and thinks the internet is a waste of time.
- Have a conversation, trying to persuade the other person of your point of view.
- Before putting the students in pairs, quickly elicit ways in which the internet can help with learning English.
- Make notes on the board. Briefly demonstrate the role-play with a good student before they start.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- This is supposed to be a conversation between the two candidates, not two monologues.

 a is the right answer

4 exam practice

- Work in pairs. Allow three minutes for the exercise and when students have finished ask a good pair to perform for the class.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Short answers score very badly in the interview (like in exercise 2 above) and students should try to make a strong final impression on the examiners.

 b is the right answer

5 exam practice

- Ask the students to ask you these questions first. Answer some in full and some inadequately with responses such as *Yes/No*, *I don't know anything about that* or *I can't even tell you that in Greek*. Then get feedback on the impression your answers made on them.
- This will raise awareness of the need to make an attempt to answer and demonstrate what NOT to do and the bad impression short answers create.
- Then ask the same pairs to continue with these questions and, when finished, ask individual students in the class.
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the Speaking test.

WB Speaking page 117**Reading 2 (page 108)****Wordpower!**

- Ask students how the words relate to the picture and to the topic of computers and smartphones.

Starting point

- Ask students to complete the questionnaire and discuss in pairs their likes and dislikes. Get feedback on which are the most/least popular.
- Ask students in pairs to discuss the follow up questions.

1

- Ask the students to speculate about the topic of the article.



(suggested answer)

How people are using email less frequently and are turning to alternatives such as Twitter and Facebook. It suggests that email is dying out as a means of communication.

2

- Ask students to answer these questions in pairs without referring to the main text. The answers can be confirmed after they have done exercise 3, so accept all suggestions at this stage.



- 'He' is a manager or an owner of a company. We know because it talks about 'his employees'.
- It is an example of companies which benefit from email, or the advantages of email. It suggests email is positive.
- It is a different form of communication to email, perhaps an alternative suggestion. Before this, the article probably talked about changes in the way businesses communicate or what could replace email.
- Elicit suggestions based on the initial discussion in Starting point, eg SMS, instant messaging, etc. The previous sentence probably talked about such alternatives.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

 b is the right answer

3 exam practice

- Ask students to do this exercise alone and then compare their answers. Remind them to mark evidence in the text. Allow 10 minutes.

- 1 G (... they waste time and are outmoded ... companies would have a problem ... because of all this useless information.)
- 2 F (Email use is down 31% among the 12–17 age group, with a further slump among those aged 18–24.)
- 3 H (... services such as BlackBerry Messenger and Yahoo! Messenger were designed to allow low-cost, real-time communication.)
- 4 A (They want things like SMS and IM to message each other.)
- 5 D (... the majority of what is sent is unwanted.)
- 6 E (What could replace email in the workplace?)
- 7 B (... it will take time to disappear, thanks to its proven success ... And more than 107 trillion emails will be sent this year.)



Work it out!

- This helps students guess meaning from context. See p13 for full details.



unbeatable offers (paragraph 1) – discounts or bargains
 a thing of the past (paragraph 1) – something which no longer exists
 slump (paragraph 3) – fall/drop
 exceed (paragraph 3) – be/go higher than
 proportion (paragraph 4) – number/percentage
 pioneer (sentence A) – adventurer, one of the first to do something
 subscribers (sentence B) – people who pay to access a service

4

- This exercise recycles relevant vocabulary.



- | | |
|--------------|------------------------|
| 1 deleting | 4 merges |
| 2 outmoded | 5 appropriate |
| 3 phased out | 6 (video) conferencing |



Have your say!

- Ask students to discuss this question in small groups and then get feedback.

WB Unit 8 page 71

G Grammar 2 (page 110)

Reporting verbs



a is the right answer

Additional activity: Copy out the following sentences, one copy for each pair:

No, it wasn't me who robbed the bank.

Maybe it was the Mafia who did it.

No, I won't come to the police station with you.

I was at the swimming pool at the time.

Why don't you arrest someone else?

Get into this police car!

Would you please put these handcuffs on?

All right, I will do what you ask.

- Write up the verbs in the grammar presentation randomly in a bubble on the left of the board, and ask the pairs to write the reported form of the sentences, using the verbs in the bubble.
- The reported forms should start with your name and the students should imagine they are the police. When they are ready, ask them to help you write up the reported forms.
- When you have finished, the board should look like this:

deny	Our teacher denied robbing the bank.
suggest	She/he suggested that it was the Mafia who had done it.
refuse	She/he refused to come to the police station with us.
claim	She/he claimed to be / have been at the swimming pool at the time.
suggest	She/he suggested arresting / that we should arrest / that we arrested someone else.
tell	We told him/her to get into the police car.
ask	We asked him/her to put some handcuffs on.
agree	She/he agreed to do what we asked.

- Suggest is frequently misused: remind the students that they can't say, *I suggested him to do it.*
- Refer the students to the grammar presentation and to the **Grammar database 24** on page 187.
- The verbs above are only a selection of reporting verbs. The students will have to know how other common ones operate before doing the exercises.

1

- Ask the students to do this exercise and exercise 2 together.

- Key**
- making
 - to know
 - had made / might have made / must have made
 - to admit
 - to go
 - to check
 - to speak / if she could speak
 - believing
 - to forgive
 - them

- Rub out *however* and ask if it can be put anywhere else in the sentence.

Key Yes

- At the end, preceded by a comma:
I don't check my email often. I know I should, however.
- Rub out the *however* and ask how to make the sentence with *despite*.

Key *I don't check my email often, despite the fact that I know I should.*

- Ask if there is anything else we can put instead of *despite*.

Key *in spite of*

- Refer the students to the grammar presentation and to **Grammar database 25** on page 187.

2

- Key**
- Liam suggested that we should check the time of the film on the internet.
 - Nicole claimed to have over a thousand names in her email address book.
 - Darren refused to let Jamie borrow his newspaper.
 - Rob agreed to let me use his computer to check my email.
 - Anoushka denied that she had used Scott's mobile phone.

- Ask students to do exercises 3 and 4 together and give feedback after 4.

- Key**
- ... they've caught on fast.
 - ... online communities are a recent development, they've caught on fast.
 - ... online communities are a recent development, they've caught on fast.

3

- Key**
- Despite having written to Mandy months ago, I still haven't received a reply.
 - Although Dan warned us not to swim there, we didn't take his advice.
 - Most webcams are cheap. However, some of them are very good quality. / Some of them are very good quality, however.
 - Even though Rachel reminded me about the meeting, I forgot to go.
 - In spite of the very long hours, Simon loves his job on the newspaper.

although, even though, in spite of, despite, however

Key *although* is the right answer

(A conjunction is needed in this sentence. *Despite* is a preposition; *however* is an adverb).

Additional activity: Write up the example sentence on the board as below.

I don't check my email often, although I know I should.

- Rub out *although* and put in *even though*.
- Ask the students if anything needs to be changed in the sentence.

Key No

- Rub out *even though* and put in *however*.
- Ask the students if anything needs to be changed in the sentence now.

Key Yes

- There should be a full stop or semi-colon in the middle:
I don't check my email often; however I know I should. Or
I don't check my email often. However I know I should.

WB Unit 8 page 72



Use of English (page 111)

- This gives students practice in blank filling with no word given, and word formation.

1

- This is a scanning exercise to make students read the text before they start the blank filling. Ask the students to prove their answers.



- 1 F (... sign language has been used for thousands of years ...)
- 2 F (... a signer (5) uses British sign language may well not be able to understand a signer from another country.)
- 3 T (... linguists who have studied (7) say that they are.)
- 4 F (... anything that can be expressed through spoken language can also be expressed through sign language.)
- 5 F (Learning sign language is like learning any (11) language.)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.



b is the right answer

2 exam practice

- Remind students to write their answers in capital letters.



- | | |
|------------|---------------------------------|
| 1 THAT | 7 THEM |
| 2 OF | 8 OF |
| 3 TO | 9 THEIR |
| 4 THERE | 10 IN |
| 5 WHO/THAT | 11 OTHER |
| 6 THOUGH | 12 TAKES/NEEDS/DEMANDS/REQUIRES |

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- This focuses on different parts of speech. If students want an example of an adverb giving information about an adjective, ask them to look at question 1 in the exam practice task.



b is the right answer

3



- | | |
|----------|-------------|
| 1 adverb | 6 noun |
| 2 noun | 7 noun |
| 3 noun | 8 noun |
| 4 noun | 9 adjective |
| 5 noun | 10 noun |

4 exam practice

- Remind students to write their answers in capital letters.



- | | |
|---------------|------------------|
| 1 FACTUALLY | 6 RESPONSIBILITY |
| 2 REPORTER | 7 COMMUNICATION |
| 3 SAYING | 8 CHOICE |
| 4 TRUTH | 9 PERSONAL |
| 5 JOURNALISTS | 10 RESPONSE |

WB Unit 8 pages 67, 70–71 and 72–73



Writing: report (page 112)



Wordpower!

- Introduces relevant vocabulary.

Starting point

- For the second question, elicit all the types of article a school magazine could contain, as in the **Wordpower!** box.
- Make sure all the words in the box are covered. If they haven't been mentioned, ask questions which focus on their meaning, eg *What sort of content should it have – humorous, informative, gossipy, etc?*

1

- This task focuses on the form of a report.



- | | |
|----------------|--------------------|
| 1 To | 6 Quality |
| 2 From | 7 Number of issues |
| 3 Subject | 8 Content |
| 4 Date | 9 Conclusion |
| 5 Introduction | |

2

- This task focuses on the content and register of a report.



- 1 Ben Parker, a student
- 2 The teacher in charge of the magazine
- 3 Formal
- 4 Because, in a report, it has to be absolutely clear what each paragraph is about.
- 5 To bring out *Together* more often; to make it colour; to have more photographs and to have a creative writing section.
- 6 In the conclusion

3

- This focuses on formal words often found in reports.

As requested (paragraph 1) – as you asked
regarding (paragraph 1) – about
findings (paragraph 1) – what I have found out
outlined (paragraph 1) – briefly given
On the whole (paragraph 2) – generally
positive (paragraph 2) – good
consider (paragraph 5) – think about
come out (paragraph 3) – be published
Secondly (paragraph 4) – the second point is ...
To sum up (paragraph 5) – in conclusion
The majority of (paragraph 3) – most of
look into (paragraph 5) – think about

4

- Check that all students agree what the two recommendations are before asking them to do the writing task.
- The writing task should be done individually.
- When everyone has finished, ask several students to read out their sentences.
- Encourage the other students to comment.

The two recommendations are to make it colour and to include a creative writing section.
(suggested answers)
(Second paragraph): However, many readers said that they would prefer the magazine to be in colour, as black and white was very dull.
(Fourth paragraph): Secondly, some students suggested that we should include a creative writing section, where students can publish original stories and poems.

2

- Ask the students to make notes in answer to these questions in pairs. You may need to prompt students for some answers so have some suggestions ready such as a name for the newspaper.
- When they are ready, ask the pairs to read out their notes and write up suitable answers on the board. This may help give students ideas regarding content.

3

- Ask students to complete the information based on their notes for exercise 2.
- Remind them that the number of paragraphs depends on how many points they want to make – they are not confined to the four lines provided.
- Students can also refer back to exercise 1 on page 112.
- Check that all students have logical and sensible information here.

4

- Ask students to add a bit more detail to their outline by noting down the main points of each paragraph in the table.
- Remind them to have the correct number of paragraphs depending on how many headings they chose in the previous exercise.



- 1 Introduction
(who was interviewed, when and about what)
- 2 General opinion of the magazine
- 3 Quality
- 4 Number and date of issues
- 5 Content
- 6 Conclusion

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their paragraph plan and notes as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.

Plan ahead

1 exam practice: report

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions about the situation.
- You may want students to look at the **EXAM EXPERT** box at this point, or you may want to wait until after exercise 3.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- The number of paragraphs depends on the number of different points the writer wants to make: one paragraph per point.
- Refer students to the **Writing database** on page 201.

b is the right answer

(suggested answer)

To: Simon Hunter
From: Christine Kerr
Subject: Student opinions
Date: 23rd March

Introduction

As requested I have interviewed students at the college about their views on the quality of the college newspaper. These are my findings.

Quality

In general, the majority of the students I interviewed were enthusiastic and positive about the quality of the newspaper. They find it gives them information on all the important events at the college. However, they find that the quality of the printing is not always very good, so some articles are difficult to read.

Number and date of issues

Most of the people interviewed would prefer the newspaper to come out less often. They would prefer to have one longer edition once a month rather than a weekly newspaper.

Content

Although most students enjoy the 'College Events' section, many people commented that there was not enough sports coverage. Secondly, some students suggested that it should include competitions for readers.

Conclusion

To sum up, we should consider bringing out the newspaper only once a month and including more articles on sports events. We should also have a section for competitions and check the quality of the printing.

1 (The) Penny Black

2 68,808,00

3 (the) British Postal Museum

4 1840

5 (Sir) Roland Hill

6 the person who received the letter

(suggested answers)

The Penny Black was the world's first adhesive postage stamp. It was introduced in 1840 by (Sir) Roland Hill, who had been given the job of reforming the British postal system. Before stamps, people paid postage on delivery. Stamps allowed the sender to pay. 68,808,000 of the world's first stamp were printed, and many have survived until today. The only known complete sheet of these stamps is in the British Postal Museum.

Further material

- For further practice and consolidation, ask students to complete the Unit 8 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 8, you may like to administer the Unit 8 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 8.

Webquest

- Ask students to complete the **Webquest** on page 212 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).

Check your progress! Units 7-8

1

- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 C | 5 D | 7 C | 9 A |
| 2 D | 4 B | 6 A | 8 D | 10 B |

10 marks

5

- | | | |
|----------|---------|---------|
| 1 must | 4 must | 7 must |
| 2 can't | 5 might | 8 can't |
| 3 should | 6 can't | |

8 marks

2

- | |
|---------------------------------|
| 1 to be |
| 2 going / that we go / |
| that we should go / |
| that we went |
| 3 breaking / that he had broken |
| 4 to lend |
| 5 to run |
| 6 to let |
| 7 to come |

7 marks

6

- | |
|-----------------------------|
| 1 a slight improvement in |
| 2 can't have seen |
| 3 claimed to be |
| 4 put off the meeting until |
| 5 if she was |
| 6 have an argument |
| 7 to take part |
| 8 has almost caught up with |
| 9 in spite of the fact |
| 10 calling Erica to ask |

20 marks

Total: 60 marks

3

- | | |
|----------------|------------------|
| 1 preparation | 5 qualifications |
| 2 enthusiastic | 6 decision |
| 3 responsibly | 7 opponent |
| 4 likeable | 8 reality |

8 marks

4

- | | | |
|--------|--------|---------|
| 1 hung | 4 join | 6 put |
| 2 drop | 5 give | 7 bring |
| 3 log | | |

7 marks

9

Work

Target language

Grammar:	relative clauses / the causative
Lexis:	topic vocabulary / phrasal verbs / word formation / <i>have, take, make, do</i>
Reading skills:	scanning / lexical and grammatical referencing / reading for specific information
Listening skills:	predicting / lexical awareness
Speaking skills:	comparing
Writing skills:	review



Reading 1 (page 116)



Wordpower!

- Ask the students to match the words in the **Wordpower!** box with the pictures; *earn* and *gain experience* do not go with any particular picture, but check that the students know what they mean.
- Ask students to ask each other the questions about the pictures.

Starting point



working in restaurants, babysitting, volunteer work, etc

1

- This is a scanning exercise. Allow three minutes for this task.



working at a fast-food restaurant
shop assistant
stacking shelves at a supermarket
owning a restaurant
babysitting
garden care
in-home pet care when owners are on holiday
running errands for busy people
washing cars for neighbours
teaching people how to use computers or the internet
part-time helper in printing, plumbing, computer programming and advertising
volunteer for hospitals, old people's homes, charitable organisations and political groups

2

- This exercise helps students understand the context of each of the removed sentences.



Accept all suggestions which students can justify.
The following words refer to things in other sentences in the text:
A This, however ...
C ... another option ...
D In return, ... the business ...
G This ...
H ... several things ...

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- It is quite an easy matter to check that one of the sentences cannot fit anywhere else, and if you have definitely ruled it out, you can be more confident that the other answers are right.



b is the right answer

3 exam practice

Give students 10 minutes to do this task individually and then compare answers. Remind them to make a note of evidence.



- 1 E (... ask lots of questions about cash flow, staffing, etc. ... you'll learn a huge amount.)
2 B (... might not even be able to find a job in an area that you enjoy. If any of these problems holds true for you ...)
3 H (There are several things you can do to make your services more valuable. For example....)

- 4 C (*Indoor house painting is another option. Before undertaking this, you need to make sure you know what you are doing ...*)
 5 G (*How much should I charge? This is a question which is best answered ...*)
 6 D (*Many of these could really benefit from a part-time helper who is reliable and mature. In return, the business ...*)
 7 F (*You can volunteer your services ... You won't earn any money ...*)

4

- This helps students guess meaning from context. Remind the students to try fitting their answer into the text to check that it makes sense.

1 gathering
 2 lack
 3 handle

4 like-minded
 5 undertaking
 6 potential

**Work it out!**

- This exercise helps the students guess the meaning of less common words from context. See p13 for full details.

typical (paragraph 1) – very common
 holds true (paragraph 3) – to be true
 tried and tested (paragraph 4) – frequently used
 mature (paragraph 7) sensible
 old people's homes (paragraph 8) – places where old people are looked after

**Have your say!**

- Ask the students to talk about these questions for a few minutes then ask the class for their opinions.

WB Unit 9 page 76**G Grammar 1 (page 118)****Relative clauses**

a is the right answer

- The implication here is that there are several women, but only the one with good qualifications got the job. In the second sentence we are only talking about one woman.

a is the right answer

- As it is a defining relative clause, we can replace *who* (or *which*) with *that*.

Additional activity: Copy out the following ends of sentences on to cards:

*lived in the 17th century.
 I saw on TV!
 I lived when I was a boy.
 had the biggest discount.
 they want?
 many famous people were executed.
 was written by Shakespeare.
 had the best qualifications for the job.*

- Copy out the following beginnings of sentences on the board:

*1 The play this week at the Globe is 'Much Ado about Nothing'
 2 This is a painting by Rembrandt
 3 The building on our right is the Tower of London
 4 I chose the shirt
 5 Is it a good idea to give children everything
 6 We selected the person
 7 That's the woman
 8 This is the place*

- Ask the students which sentence beginnings on the board appear to be complete, and which don't.

Key 1, 2, 3 are complete; the rest are not.

- Now hand out cards with the ends of the sentences written on them, one card to each pair. Ask the pairs with the correct ending for sentences 1, 2 and 3 to come up and stick their cards next to the sentence beginnings.
- Ask the students if any more words and punctuation are needed.

Key Yes
 1 which 2 who 3 where

- Now ask the rest of the pairs to come up and stick their cards in the right places.
- Ask them what extra words and punctuation are needed.

Key 4 which or that 7 who, that or –
 5 that or – 8 where
 6 who or that
 No punctuation in any of these sentences

- When you have finished, the board should look like this:

- 1 *The play this week at the Globe is 'Much Ado about Nothing', which was written by Shakespeare.*
- 2 *This is a painting by Rembrandt, who lived in the 17th century.*
- 3 *The building on our right is the Tower of London, where many famous people were executed.*
- 4 *I chose the shirt which / that had the biggest discount.*
- 5 *Is it a good idea to give children everything that / - they want?*
- 6 *We selected the person who / that had the best qualifications for the job.*
- 7 *That's the woman who / that / - I saw on TV!*
- 8 *This is the place where I lived when I was a boy.*

- Ask why there is a difference between the first three sentences and the rest.



The first three are non-defining clauses. They merely give extra information. The rest are defining clauses and they say which thing or person in the previous clause we are talking about. For the defining clauses we mustn't put commas and we can put *that* instead of *who* and *which*.

- Ask why we can put blanks in sentences 5 and 7.



Because the relative pronoun, if it were there, would be the object of the verb in the relative clause.

- Refer students to the grammar presentation and **Grammar database 26** on page 188.

1



- | | |
|--------------------|--------------------|
| 1 who / that | 4 which / that |
| 2 which / that / - | 5 who / that |
| 3 which / that / - | 6 which / that / - |

2



- | | |
|---------|---------|
| 1 who | 4 why |
| 2 which | 5 where |
| 3 when | 6 whose |

Be careful!

- In order to draw the students' attention to this point, write up *the office* *I work* and ask students how they can join the two parts together.
- Also elicit the relative pronouns for time and reason. Ask the students *the time ... when; the reason ... why*.



- | | | |
|---------|---------|----------|
| 1 which | 6 which | 10 which |
| 2 which | 7 which | 11 who |
| 3 who | 8 where | 12 when |
| 4 who | 9 which | 13 why |
| 5 where | | |

WB Unit 9 pages 74–75



Vocabulary (page 119)

Employment

Additional activity: Ask the students to brainstorm as many jobs as they can. Divide the class into groups of four and ask each group to think of a different category of job eg *outdoor jobs, office jobs, jobs making things, jobs, selling things, artistic jobs*, etc. The group which can think of the most jobs is the winner. During feedback, write up the jobs on the board.

- Now ask the students to play *What's my job?* One student thinks of a job and everybody else has to guess the job by asking *yes/no* questions, eg *Do you have to work out of doors? Do you have to wear a uniform?*

1

- Students can do this in pairs before giving feedback.



- 1 Unemployed means without a job; self-employed means you are working for yourself, rather than a boss.
- 2 A permanent job is one which has no agreed term; a temporary job is one which lasts for a fixed term.
- 3 A salary is paid monthly, to a professional worker; a wage is paid weekly, to an unskilled worker.
- 4 A part-time job is for part of each working day; a full-time job is for the whole of the working day.
- 5 Commission is a percentage paid to salesmen on sales; royalties are payments made to authors for books sold.
- 6 Getting the sack and being fired mean losing a job because of something you have done wrong; redundancy is when your job is no longer needed by the employer.
- 7 Commuting is travelling every day between work and home; a business trip is a longer trip made for business purposes.
- 8 Overtime is work done over and above normal working hours; when you are on strike you refuse to work because you want more pay, for example.

Phrasal verbs

2

- Ask students to do exercises 2 to 4 as one exercise and monitor them carefully. Otherwise assign the exercises for homework.

1 in 2 on	3 on 4 up	5 in 6 over
--------------	--------------	----------------

Additional activity: During feedback, ask the students to give a word which means the same as the phrasal verb in the question.

1 complete	4 occupies
2 employed	5 apply
3 agreed to do	6 bought

Word formation

3

1 employees	5 supervisor
2 assistant	6 trainee
3 managing	7 applicants
4 worker	

Additional activity: During feedback ask students to give other derivatives of the words in brackets.

1 employment, employer, (un)employed
2 assistance
3 management, manager
4 work, working
5 supervision
6 trainer, training
7 application

have / take / make / do

4

Have: an appointment, an arrangement, a break, a day off, an effect, an experience, a holiday, an idea, a job, money, a plan, sense, some work, a suggestion, the chance to do
Take: a break, care, a day off, a decision, a holiday, a job, part in something, the chance to do, turns
Make: an appointment, an arrangement, certain, a complaint, a decision, a difference, an effort, a fortune, a mistake, money, a plan, sense, a suggestion, sure, the best of something, up your mind
Do: an experiment, a job, research, some work, someone a favour, the housework, your best, your duty, your homework

Additional activity: When you have checked the answers to this task, ask students to cover their books.

Then give them a situation which they have to respond to by using one of the expressions they have learned, eg *I'd love a coffee right now.* → *Let's have a break.* *I don't know which one to choose.* → *Make up your mind.* *I need to go to the dentist.* → *Make an appointment.*

Additional activity: When students have finished exercises 2 to 4 and you have checked their answers, ask some questions using the words and phrases they have learned, eg *Do you often take the day off school?* *Have you ever been an employee?*

WB Unit 9 pages 74 and 78



Listening (page 120)



Wordpower!

- Introduces vocabulary related to the topic and which will be useful in doing the exercises which follow. Check for understanding of the words/phrases.

Starting point

- Ask students to answer the question in pairs, drawing up a list of advantages and disadvantages. Then write on the board a list of the main points for and against made by the students.

1

1 noun	6 noun
2 verb	7 noun
3 verb	8 adjective
4 noun	9 adverb
5 verb	10 noun

- The students' predictions could be written up and compared after they have the answers.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students must be prepared to leave an item blank and then come back to it if they do not catch the answer when they first hear the recording.



always is the correct answer

2 exam practice

- Play the CD twice with a short pause in the middle. Remind the students that you will be asking them to prove their answers during feedback.



CD2, Track 11

- 1**
- 1 working hours (... can you think of any companies that would let you choose your own working hours?)
 - 2 take a break (...you're your own boss so you can take a break whenever you like.)
 - 3 deal with (... I'm always on hand to deal with things there when I need to, like deliveries and the usual things involved in running a home.)
 - 4 freedom (I love the freedom of being able to use my time in the best way possible ...)
 - 5 commute (to work) (...I save three hours a day by not travelling.... I had to commute to work and that took at least an hour and a half each way...)
 - 6 a day off (...if one of them is ill... I'm forced to take a day off.)
 - 7 deadline (You have deadlines to meet and that can mean long hours.)
 - 8 disciplined (You need to be disciplined ... it's no good spending the day playing games ...)
 - 9 part time (They equate working from home with working part time, so they think you have hours on your hands.)
 - 10 free time (...I actually have much less free time now...)

3

- Ask the students to suggest alternative ways of saying the italicised words. Do not do this exercise if you are confident they know the meanings.

behind – the cause of
 standard – quality
 taking their side – agreeing with them
 approached – dealt with, talked to
 smoothly – well, without problems
 fire – sack, dismiss from his job, get rid of

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Remind students that the questions are always heard in the order that they appear on the page, so they should move onto the next question and go back to the one they missed the second time they listen.

a is the right answer

4 exam practice

- Play the CD twice, with a short pause in the middle. Remind the students that you will be asking them to prove their answers during feedback.

CD2, Track 12

- 1**
- 1 B (... the workers would completely ignore the instructions and deliberately take too long doing jobs.)
 - 2 C (... there was a lot of pressure on me to be one of them.)
 - 3 A (In my first job, I couldn't handle this at all, so I resigned.)
 - 4 C (He suggested that I make an appointment to speak to the manager ... But he warned me that I'd better be prepared with some suggestions ...)
 - 5 B (I'd started to think that all offices were the same ... I considered getting a job in a factory ...)
 - 6 B (If I know that Jim ... has just had a baby, or got divorced, or lost his father, I can make allowances, can't I?)
 - 7 A (A large part of my day is spent talking to staff members – and yes, it's often about personal stuff...)

Have your say!

- Ask students these questions as a class.

WB Unit 9 page 81
Speaking (page 121)
Starting point

- Give students one minute to make a list and then ask them to compare their list with a partner's. Start them off by giving one or two examples, eg *factory, office, home*.

1

CD2, Track 13

1 He would probably get one out of five. He manages to say which job is more difficult and more important, but he does not say why. He doesn't compare the photos at all, and he doesn't say which job he would prefer. Also, his turn lasts about 20 seconds, and he is supposed to talk for a minute.

2

- Ask the students to make notes about what they are going to say in this table.
- Monitor and help them fill the table, making notes on similarities and differences in the second column and giving their own views in the third column.
- They will probably need some help with vocabulary at this stage.

Picture A: a paramedic, nurse, doctor, etc	1 d	3 e	5 a	7 f
Picture B: a TV news presenter	2 c	4 b	6 g	

Picture C: a modern office block
Picture D: a modern factory

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- The candidate who is not speaking has to comment briefly on the photos when the other one has finished his/her turn.

b is the right answer

3 exam practice

- Do this in groups of four, with two students as the candidates and two as the assessor and interlocutor.
- Ask them to role-play the interview exactly as in the exam, and when they have finished, exchange roles so that the 'assessor' and 'interlocutor' become the candidates.
- When they have finished, ask a group to perform for the class.
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the Speaking test.

WB Speaking page 117**Reading 2 (page 122)****Wordpower!**

- Introduces vocabulary relevant to the topic.

Starting point

- Ask individual students to describe the pictures, and then match the words in the Wordpower! box to suitable pictures. Finally, ask the class the questions.
- Remind students to use the vocabulary from Wordpower! when answering these questions.

1

- This exercise provides an introduction to the topic of the passage.



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

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should keep the question in mind when they choose their answer.



a is the right answer

2 exam practice

- Give the students 10 minutes to do this task individually then compare answers. Remind them to mark evidence for their answers.



- 1 D (*When the job was over, he called me down to see it ... He looked a little uncomfortable before replying ... 'Do you think it's worth five pounds?'*)
- 2 A (... she tried to offer money for chores, but didn't offer enough.)
- 3 C (... give and take in a family is about caring and not money.)
- 4 C (... it is important not to place too much focus on financial incentives.)
- 5 A (... there are jobs everyone should do with the agreement that nobody gets paid for doing them ...)
- 6 B (... but they are not actually helping but slightly irritating you.)
- 7 C (*Your boss offers you a rate; you accept it or you don't.*)

**Work it out!**

- This exercise helps students guess less frequent word meanings. See p13 for full details.



manner (paragraph 1) – way
grumpily (paragraph 2) – in a bad mood
coexist (paragraph 2) – exist together; live side by side
money doesn't grow on trees (paragraph 6) – we have to (work to) get money from somewhere
a given (paragraph 7) – something we take for granted

3

- This exercise helps students guess meaning from context.



1 enterprise	4 financial incentives
2 working out	5 household
3 outcome	6 rates



Have your say!

- Ask students to ask each other these questions in pairs, then get feedback.

WB Unit 9 page 79

G Grammar 2 (page 124)

The causative



someone else did, eg a painter.

Additional activity: The main problem with the causative form is its similarity to ordinary active forms. It is the order which makes the crucial difference in meaning.

- Clarify the differences by writing on the board:

I cut my hair every month.

- Change the tense by altering the adverb, ie *now*, *tomorrow*, *yesterday*, *just*, and writing the changed tense below, eg

<i>I</i>	<i>cut</i> <i>am cutting</i> <i>will cut</i> <i>have just cut</i>	<i>my hair</i>	<i>every month</i> <i>now</i> <i>tomorrow</i> <i>yesterday</i>
----------	--	----------------	---

- Ask who does the cutting.



You

- Now write the simple present causative form below

I have my hair cut every month.

- Ask who does it in this case.



the hairdresser

- Elicit the other tenses so that the students can clearly see the difference between the normal and the causative forms.
- When you have finished the board should look like this:

<i>I</i>	<i>cut</i> <i>am cutting</i> <i>will cut</i> <i>have just cut</i>	<i>my hair</i>	<i>every month</i> <i>now</i> <i>tomorrow</i> <i>yesterday</i>
<i>I</i>	<i>have</i> <i>am having</i> <i>had</i> <i>have just had</i>	<i>my hair cut</i>	<i>every month</i> <i>now</i> <i>tomorrow</i> <i>yesterday</i>

- Refer students to the grammar presentation and **Grammar database 27** on page 188.

Be careful!

- The point is that we can use the causative for things that are done to us even if we don't ask for/want them to be done.

1

- Ask students to do the exercise individually. Give the students paragraph numbers if they are having difficulty.



I was having my kitchen cupboards emptied and cleaned out by my 11-year-old son. (paragraph 1)
She added that they shouldn't expect to have their room tidied or their bed made for them. (paragraph 5)

2

- Ask students to do exercises 2 to 5 in one go.
- Ask students to tell you these answers as they are good words to check for pronunciation practice.



- 2 a vet
- 3 an optician or eye specialist
- 4 an electrician
- 5 a plumber
- 6 a photographer
- 7 secretaries

3

- Remind the students that a maximum of five words is permitted in the blanks.



- 1 had / got their house designed by
- 2 have / get your washing machine fitted
- 3 have / get our newspapers delivered
- 4 had / got the tree cut down
- 5 had / got the prisoner released

4



(suggested answers)

- 2 We are having our new furniture delivered tomorrow.
- 3 They are having their house painted at the moment.
- 4 Emma is not having her wedding dress made until next month.
- 5 Craig has had his car repaired recently.
- 6 Have you ever had your bike stolen?
- 7 Dan and Margaret usually get their grass cut by a local gardener.

5

- Key**
- 2 Did you have to have that tooth taken out?
 - 3 Why did you have to get your computer repaired?
 - 4 When did you get your eyes tested?
 - 5 Have you had your roof repaired yet?
 - 6 Do you always get your hair cut by Anne Marie?

WB Unit 9 page 80**Use of English (page 125)**

- These exercises give students practice in multiple-choice blank filling and key word transformations.

1

- This question focuses students' attention on the topic of the text.



dot com company

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- A word may fit the meaning but not the grammar of the sentence.



b is the right answer

2 exam practice

- Give the students five minutes to do this exercise individually and then compare answers.



1 C	4 B	7 C	10 B
2 D	5 A	8 B	11 D
3 D	6 A	9 C	12 A

EXAM EXPERT

- Have a class discussion about which are the correct options. Encourage students to give reasons for their choice.
- Students should be very careful about making their answer fit grammatically.



more than and might are the correct answers

3 exam practice

- Remind students to write their answers in capital letters.



- 1 HAVE HER SPEECHES WRITTEN FOR
- 2 IS THE WOMAN WHOSE FATHER
- 3 GET A GARDENER TO CUT
- 4 WERE TAKEN ON BY
- 5 DOESN'T SEEM TO MAKE SENSE
- 6 HAS MADE UP HER MIND

WB Unit 9 page 81**Writing: review****Starting point**

- This exercise provides a useful introduction to the topic of writing a review by getting them to provide information and opinions about a book or TV programme they have read or seen recently.
- Students ask each other these questions in pairs.

1

- 1 A TV programme
- 2 *The Worst Jobs In History*
- 3 He is the presenter. / He presents the programme.
- 4 difficult or disgusting jobs that people had to do in the past
- 5 How a poor man spent hours farming the land and had to build a house by hand in order to provide for his family.
- 6 They get experts to show how the jobs were done, with the tools and methods actually used, and the presenter has a go which is sometimes funny.
- 7 interesting, worst, old, difficult, disgusting, hard, poor, best, funny
- 8 Yes, he/she recommends you look out for it, ie. watch it.

2

- | | |
|----------------|-----------------------|
| 1 repeated | 5 viewers |
| 2 show | 6 In order to do this |
| 3 examines | 7 has a go |
| 4 For instance | 8 made a living |

3

- 2 informal but informative

4

- Have a class discussion about what the writer might have wanted to say. Allow all sensible and logical suggestions.
- Ask students to complete the sentence individually.



(suggested answer)

...some of the awful jobs people had to do at that time.

3

- Ask students to do this quickly in pairs.



episode	T
chapter	B
writer	B/T
presenter	T
story	B/T
description	B/T

4

- Students do this individually. They can refer to their answers to exercise 3 once they have decided whether they are going to review a book or a TV programme.

5

- Once students have decided on a book/TV programme, this structured exercise gets students to think about some of the main points they want to make in their review.
- They can refer to the model review on page 126, but remind them they are to use their own words and opinions.

6

- Check every students' paragraph plan before asking them to do the actual writing task.



Paragraph 1: Introduction – title/name of book/TV programme, who it is by and what type of book/TV programme it is; general description of what it is about

Paragraph 2: More detailed description of contents: names of characters/actors/presenter; plot/storyline, what happens, etc

Paragraph 3: Your opinion of why it is interesting/exciting/informative etc, with examples

Paragraph 4: conclusion

7

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their paragraph plan and notes as they do their piece of writing.

8

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.

2

- These questions give guidance to students about the content and style of their review.



- A review of a TV programmes you have seen or a book you have read
- What you learned from it
- Probably students (it's for a school or college magazine)
- An informal but informative style

(suggested answer)

Whoops!

One of the most interesting and informative books I have read recently is called *Whoops!* Written by John Lanchester, *Whoops!* is about the economic crisis that began in 2008. The author is a novelist, not an economist, and has written this book so that difficult economic ideas can be understood by people with no knowledge of economics or how the financial markets work.

Lanchester travelled all over the world interviewing the bankers, businessmen, politicians and economists. He paints a clear picture of how it all began and all the terrible mistakes that were made. He analyses how the financial system works and how people were able to get away with, if not always illegal, definitely immoral activity.

One of the best things about the book is the writer's ability to write clearly and interestingly about the subject, using examples and illustrations based on everyone's experience of using money, so that it reads like a thriller and not a dull old economics book at all.

I feel I understand more about economics now – and can even explain the economic crisis to anybody who wants to hear.

Webquest

- Ask students to complete the **Webquest** on page 212 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



- 1 the Treasury
- 2 Chancellor (of the Exchequer)
- 3 Secretary
- 4 Member of Parliament
- 5 constituency
- 6 Commons
- 7 Speaker (of the House of Commons)

(suggested answer)

There are some confusing job titles in British politics. For example, you might think that the First Lord of the Treasury was responsible for the country's finances. In fact, the person with this title is always the Prime Minister. The person with direct responsibility for the country's finances is the Chancellor (of the Exchequer). The most senior ministers in each department have strange titles too. For example, the minister in charge of the Foreign Office is usually referred to as the Foreign Secretary. Elected politicians are called MPs. MP stands for Member of Parliament. Each MP represents a different part of the country, called a constituency. They debate issues in the House of Commons. The person who makes sure they follow the rules is called the Speaker (of the House of Commons).

Further material

- For further practice and consolidation, ask students to complete the Unit 9 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 9, you may like to administer the Unit 9 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 9.

10

Health

Target language

Grammar:	conditionals (2): third, mixed, inverted / direct and indirect objects / infinitives of purpose
Lexis:	topic vocabulary / phrasal verbs / word formation / word patterns
Reading skills:	reading for specific information / scanning / predicting / reading for gist
Listening skills:	predicting
Speaking skills:	asking questions
Writing skills:	story



Reading 1 (page 128)



Wordpower!

- Introduces vocabulary related to the topic of the passage.

Starting point

- Ask students to look at the picture and how the vocabulary in **Wordpower!** relates to it.
- Students then ask each other these questions using the vocabulary provided where appropriate.

1

- This provides an introductory activity to give students an idea of the topic of the passage.



- 1 F (*Imagine this scenario.*)
- 2 T (... *clutching her leg and writhing in agony ... She can hardly move, let alone walk ...*)
- 3 F (*I consider myself ... lucky to have suffered little more than cuts and bruises ...*)

2

- This is a scanning exercise to help students get the gist of the passage.



- 1 15
- 2 (a spell of) amnesia
- 3 Far From Help
- 4 (your) blood pressure
- 5 WMT tutor (for the weekend)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- A reference might be to a word, phrase or sentence coming before or after the reference word.



b is the right answer

3 exam practice

- Give students 10 minutes to do this task individually then compare answers. Remind them to mark the text for evidence.



- 1 D (*It has been a terrific day's walking ... The sun has been beaming down all day ... Suddenly, you hear a scream.*)
- 2 A (... *there is no mobile signal and anyway the battery is about to run out.*)
- 3 D (... *I consider myself lucky to have suffered little more than cuts and bruises ...*)
- 4 A (... *we concentrate on ... problems when medical help is not readily available ...*)
- 5 C (... *we think we know but then find we're not sure.*)
- 6 A (*I could bandage your arm ... and make a sling for it.*)
- 7 B (*Above all ... my calmness and confidence that we could cope with the situation ... How much better it feels to be among the 15% ...*)

Work it out!

- This exercise helps students guess the meaning of less common words. See p13 for full details.

beaming (paragraph 1) – shining brightly
suppress (paragraph 2) – stop; keep down
run out (paragraph 2) – lose its charge
go beyond (paragraph 4) – go further than
hesitate (paragraph 5) – wait; pause
cope with (paragraph 6) – manage; handle; deal with
sobering (paragraph 7) – serious; something that makes you think

4

1 clutching	5 amnesia
2 agony	6 inadequate
3 the killer blow	7 stethoscope
4 cuts and bruises	8 hysterical

You didn't bring your umbrella and got wet in the rain.

- Underline the verbs in the sentence; write *past perfect* above the first and *perfect conditional* above the second.
- Write up the following three examples under the first sentence and again ask what happened:

If I hadn't said that, I wouldn't have been fired.
If I hadn't done it, I wouldn't be in prison now.
If I weren't so shy, I would have gone to the party.

- Ask students what difference they can see in one of the verbs in the second and third sentences above, and why they are different.

Sentence 2: It is the present hypothetical conditional, because it is about the present result (*I'm in prison*) of a past action (*because I did something wrong*).
Sentence 3: This is the opposite. It is the perfect conditional with *if + past*, because it is about a present fact (*I'm shy*) with a past result (*so I didn't go to the party*)

Your board should now look like this:

<i>past perfect</i>	<i>perfect conditional</i>
<i>If I had known it was going to rain, I would have bought one.</i>	
<i>past perfect</i>	<i>perfect conditional</i>
<i>If I hadn't said that, I wouldn't have been fired.</i> <i>(both referring to the past)</i>	

<i>past perfect</i>	<i>perfect conditional</i>
<i>If I hadn't done it, I wouldn't be in prison now.</i> <i>(referring to past action with present result)</i>	
<i>simple past</i>	<i>perfect conditional</i>

<i>simple past</i>	<i>perfect conditional</i>
<i>If I weren't so shy, I would have gone to the party.</i> <i>(referring to present fact with past result)</i>	

- The concept of mixed conditionals can be confusing for students, so you need to check this with concept questions which focus on the real time of actions, eg
 - Did you bring an umbrella? Why not?
 - Did you get fired? Why?
 - Where are you now? Why?
 - Did you go to the party? Why not?
- Leave the sentences up as a model, and hand out the copies. Ask the students, in pairs, to write *If* sentences about each problem on their copy.
- Monitor them carefully, and ask them to read out their sentences for feedback. Check the concepts as above.

If I were fitter, I would have won the race.
If I had got up earlier, I wouldn't have got the sack.
If I had taken that job, I would be rich now.
If I hadn't forgotten my key, we would be able to / could get into the house now.
If I had been more careful, we wouldn't have had the accident.
If I weren't so busy at the moment, I would have gone last weekend.

- During the lesson, write up the following sentence on the board:

If I had known it was going to rain, I would have brought one.

- Ask the students what *one* refers to and what happened.

Additional activity: Learners sometimes have problems with inverted conditionals. Make sure students understand that inversions like *Were you here ... or Had you done ...* are not questions.

- Write up the following on the board:

Were you at home yesterday?

Were you at home, I'd come to see you.

- Ask the students which one is a question, referring to the past.

Key The first sentence.

- Ask students the meaning of the second sentence.

Key This is hypothetical, and means that you're not at home so I won't come.

- Show students on the board how this is formed by writing up *If you were at home* and illustrating the inversion, *Were you at home ...*
- Repeat the question above for the following sentences:

Had you written to him before he came?

Had you written to him, he would have come.

- Ask students which one is a past perfect question.

Key The first sentence

- What is the meaning of the second sentence?

Key This is hypothetical past and means that you didn't write to him so he didn't come.

- Show students how this is formed by writing up *If you had written to him* and illustrating the inversion *Had you written to him*.
- Refer students to the grammar presentation and to **Grammar database 28** on page 189.

1

- Ask students to do exercises 1 to 4 as one exercise, in pairs. Monitor them carefully.

Key 1 a 2 b 3 c 4 a

2

- Key**
- 1 If I had had enough money on me, I would have got some aspirin.
 - 2 I wouldn't have caught a cold if I hadn't gone out in the rain.
 - 3 If I hadn't needed some medicine, the doctor wouldn't have given me a prescription.
 - 4 I could have gone to school if I hadn't been ill last Friday.
 - 5 If you hadn't eaten so much junk food yesterday, you wouldn't feel sick now.

- 6 If you had taken your medicine, you would have got better.

- 7 Had they applied for permission in time, the town council would have allowed them to open the new gym.

3

(suggested answers)

- 1 ... they would have saved many lives.
- 2 ... I wouldn't have asked you to come out last night.
- 3 ... I would have caught double pneumonia.
- 4 ... I wouldn't have eaten so much spaghetti.
- 5 ... I wouldn't feel sick now.
- 6 ... I would be overweight now.
- 7 ... they would never have started.

4

- If you see that the students are having difficulty here, give them an example, eg *If I hadn't taken exercise, I wouldn't be in good health now.*

Additional activity: Ask the students, in pairs, to summarise a well-known story, without mentioning the name of the hero / heroine, eg *She was very poor and she had two ugly sisters who bossed her about and made her life a misery. The sisters were invited to a ball at the royal palace, but she had to stay at home ...*

- When students have written the summary, ask them to write some *If* sentences about it, eg *If she hadn't had two ugly sisters, her life wouldn't have been a misery*, etc.
- When students are ready, ask them to read out the conditional sentences. The rest of the class guesses the story.

WB Unit 10 pages 82–83



Vocabulary (page 131)

Health

1

- Key**
- | | |
|----------------|-------------|
| 1 surgery | 6 first aid |
| 2 germs | 7 infection |
| 3 prescription | 8 tablet |
| 4 alternative | 9 disabled |
| 5 clinic | 10 check-up |

Additional activity: Ask the students to make 'health flow charts'.

- Put them in pairs and tell each pair to think of a health problem, or an injury, eg *flu*, *a broken leg*, *a headache*. Then tell them to tell the story of its treatment and the final recovery of the patient as a flowchart, eg *I had a stomach ache → It got worse → I went to the doctor*

→ He examined me → He gave me a prescription for some medicine → I went to the chemist and bought the medicine → went home → I went to bed and took the medicine three times a day → I got better.

- Monitor students carefully, making sure they don't leave out any stages. When they've finished, ask one or two pairs to read out their flow chart.

Be careful!

- Make sure students understand the meaning of *a surgery; surgery* (uncountable) is what a surgeon does in an operating theatre.

Phrasal verbs

2

- | | |
|------------------|----------------|
| 1 come down with | 4 break out |
| 2 pass out | 5 cheer her up |
| 3 came to | 6 get over |

Word formation

3

- | |
|-----------------------|
| allergic – allergy |
| operate – operation |
| disabled – disability |
| recover – recovery |
| fit – fitness |
| surgery – surgeon |
| ill – illness |
| treat – treatment |
| inject – injection |

Word patterns

4

- | | |
|--------------|------------|
| 1 take | 5 to stop |
| 2 to take | 6 worrying |
| 3 in telling | 7 to catch |
| 4 eating | 8 to eat |

WB Unit 10 pages 82, 86



Listening (page 132)

Starting point

- Accept all reasonable answers.

- | |
|--|
| (suggested answers) |
| to make or cancel an appointment |
| to make a medical enquiry |
| to ask the doctor to come for an emergency |

1

- Ask the students to guess possible answers to the other questions, but don't confirm or reject their guesses.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Reading the questions beforehand gives useful information about the probable content of the dialogues.



a is the right answer

2 exam practice

- Play the CD twice, with a short break in the middle. Remind students that they will need to support their answers during feedback.



1 B (*Doctor Simpson ... Well, the nurse ... said that I should call to ... erm ... book an appointment ...*)

2 B (... people are sensitive to all kinds of things – dust, soap, washing powder. I'd try using something else on your clothes for a while ...)

3 A (*Our juice is high in vitamins A, B, E, folic acid and calcium.*)

4 A (*I'd have to pick him up and bring him here with me, which isn't ideal.*)

5 A ('Sorry, Margaret,' she says, 'but I've got a terrible headache.' That's nothing compared to the headache I've got. I've a good mind to take a few days off sick myself!)

6 C (*I was wondering what the doctor thought about other similar things, you know, like traditional cures and remedies, that sort of thing.*)

7 B (*Pretty basic, really, and what I don't understand is, surely people are being told that kind of thing all the time. It's like saying 'stop smoking'. Who doesn't know that it's bad for you? Same thing with junk food, yet they went on and on about it.*)

8 A (*The surgery is currently closed and will remain closed until Monday the seventeenth when Doctor Vaughan hopes to be back in the surgery, fit and well. He's going on holiday in the future, not now.*)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- It is quite easy to lose track of who is speaking.



a is the right answer

3 exam practice

- Play the CD twice, with a short break in the middle. Remind students that they will need to support their answers during feedback.

CD3, Track 1



- 1 F (... how are complete strangers supposed to understand? It's not something you think about until it happens to you.)
 2 E (I'd convinced myself... that I was going to die. ... But he asked me ... whether I had been worrying about other things.)
 3 D (All I can say is than goodness we were covered.)
 4 B (I don't know if they feel they're poorly paid or if they're just lazy, but that's no way to speak to people.)
 5 A (... if we were to convince the public of the importance of early diagnosis.)

- Ask the students to give their opinion of the two candidates in the dialogue, and to say what picture they decided on and why, and why they rejected the other pictures.
- Ask the students if they agree.

2



- 1 F (They are not asked to recommend anything about the content of the book.)
 2 F (This is irrelevant to the question.)
 3 T

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- While it is important to have the vocabulary to meet the requirements of the task, it is not a vocabulary test. The idea is to sound as natural as possible in the given situation.



b is the right answer



Have your say!

- Ask the students for their opinions. Write them up in order of seriousness with students' help (this should cause some debate).

WB Unit 10 page 89



Speaking (page 133)



Wordpower!

- Introduces topic vocabulary.

Starting point

- Ask the students' opinion of the poster in the picture and ask how they would improve it. Use the words in the Wordpower! box as prompts if they are having difficulty.

1

CD3, Track 2



So, which picture would you choose for the cover, then?
 What about you?
 Do you see what I mean?
 How about that for the cover?
 Shall we go for that one?

3 exam practice

- Do this exercise in groups of four. Ask two students in the group to be interlocutor and assessor, and the other two to be the candidates.
- Allow three minutes, and ask them to change roles when they have finished, and repeat. Finally, ask a group to perform for the class.
- Students can now turn to the Speaking database on page 193 for information on words and phrases which they can use in the Speaking test.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Unlike exercise 3 exam practice, in this task students are asked questions by the examiner – but this shouldn't prevent them from asking each other questions.



a is the right answer

4 exam practice

- Do this exercise in the same way as exercise 3 above.

WB Speaking page 118



Reading 2 (page 134)



Wordpower!

- Introduces topic vocabulary. Check for understanding.

Starting point

- Ask the students to discuss the questions.



GP (General practitioner), surgeon, dentist, vet, psychoanalyst, gynaecologist, paediatrician, etc. The daily routine of a GP may be receiving visits in the surgery in the morning and evening, and visiting patients during the day. He / she might work in a hospital, in which case he / she visits patients in the wards, attends operations and gives nurses instructions about care of patients.

1



About ordinary people who have the chance to find out what a doctor's routine is like.

2

- This is an introductory activity. Students should be able to find the answers immediately.



- 1 A mother and her thirteen-year-old child
- 2 A scheme called 'Take Your Child to Work Day'
- 3 To give children an idea of the jobs their parents do.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should look for linkers in the sentences, or some relation in meaning even if it's a variation of the topic.



b is the right answer

3 exam practice

- Give the students 10 minutes for this exercise, reminding them to mark logical and grammatical linkers.
- Also, ask them to check the sentence which does not belong.



- 1 G (... a scheme designed to give children an idea of the jobs their parents do. The aim is ...)
- 2 H (... they all thought it was a really good idea. The positive response ...)
- 3 D (Abigail had her doubts at first. ... In the end, it all went smoothly ...)
- 4 C (You can never predict exactly what cases are going to come up ... It's a job with a great deal of variety,' says Gillian ...)
- 5 F (Her mother's duties include visiting patients on the wards and checking on their progress. Abigail found this the most interesting aspect of the day.)
- 6 A (... one thing that surprised her was ... She also found that it was ...)
- 7 B ('At the end of the day, I was shattered!' Even so, Abigail is also very aware of the plus side.)

Additional activity: Ask the students to role-play Abigail and a friend of hers; the friend asks Abigail about her day with Dr Doyle, eg 'So Abigail, could you tell me what happened during your day with your mum?' 'Yes, it was really interesting. The first thing we did was ...'

4

- Give the students paragraph numbers if necessary.



- 1 X-ray (paragraph 1)
- 2 sprained (paragraph 3)
- 3 sore (paragraph 3)
- 4 fractured (paragraph 3)
- 5 wards (sentence F)
- 6 demanding (paragraph 8)



Work it out!

- This exercise helps students guess the meaning of words in context. See p13 for full details.



taking temperatures (paragraph 1) – measuring patients' temperatures
 scheme (paragraph 2) – plan
 fascinating (paragraph 4) – very interesting
 aspect (paragraph 6) – side
 commitment (paragraph 8) – being ready to spend a lot of time and effort
 shattered (paragraph 8) – exhausted
 doing my bit (paragraph 8) – helping
 grin (paragraph 8) – smile



Have your say!

- Ask the students these questions.

WB Unit 10 page 87

G Grammar 2 (page 136)

Direct and indirect objects

- Write up this sentence and ask the students to tell you how to change it.

Key The doctor gave me a prescription.

- Now write up on the board *I ...* and ask them how the sentence should read now.

Key I was given a prescription by the doctor.

- Refer students to the grammar presentation and to **Grammar database 29** on page 189.

1

- Key**
- My mum made my dad an appointment at the doctor's.
 - The doctor wrote me a prescription for some cough medicine.
 - ✓
 - My uncle sent my sister a book about teenagers and health.
 - Why don't I lend you my exercise bike?
 - ✓
 - Would you mind passing me the toothpaste?
 - ✓

2

- Key**
- It cost my parents over €200 in doctor's fees.
 - Some parents refuse their children permission to become vegetarian.
 - Let me read you what it says about healthy living.
 - My mum made me a glass of honey and lemon for my sore throat.
 - Ask the doctor to give you some aspirin.

Infinitives of purpose

- Present this to the students by writing up the example sentence on the board.
- Ask the students if there is anything else they can put instead of *to*.

Key in order to, so as to

- Now under the first sentence, write up:

I ate lots of fruit get ill.

- Ask the students what you could write in the space.

Key in order not to, so as not to (but not *to* on its own)

- Now write up:

I gave my son vitamins get better.

- Ask what could go in the space now.

Key for him to, in order for him to

- Also point out that you can say *so that*, ie *so that he would, in order that he would*

- Refer the students to the grammar presentation and **Grammar database 30** on page 190.

3

Key (suggested answers)

- Doctors use a stethoscope **in order** to listen to your heart.
- Doctors take X-rays **so as to** find out if you have broken a bone.
- You should wash your hands regularly **so as not to** catch diseases.
- Eat more vegetables **in order to** stay healthy.
- I work out twice a week **to** keep fit.
- Put a plaster on your cut **in order to** keep it clean.
- You should brush your teeth every day **so as to** avoid tooth decay.
- I rang the clinic **in order to** make an appointment.
- I'd like to become a doctor **so as to** help other people.
- Cover your mouth when you sneeze **so as not to** give your cold to others.

WB Unit 10 page 88



Use of English (page 137)

- This section gives students practice in gap-filling (with no words given) and word formation.

1

- Key**
- sweet and salty
 - energy
 - bitter and sour

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Often information later in a text gives clues about the earlier part.

Key b is the right answer

2 exam practice

- Remind students to write their answers in capital letters.

1 FOR	7 ABOUT
2 TO	8 IN
3 OF	9 IS
4 WITH	10 AS
5 ON	11 WHICH / THAT
6 SUCH	12 GOES

3

- This exercise encourages students to scan the text for specific words which are connected to parts of the body.

Key the ears

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Encourage students to use their familiarity with a word sounds or looks to make an educated guess about what is correct.

Key b is the right answer

4 exam practice

- Remind students to write their answers in capital letters.

1 ALLERGIC	6 TREATMENT
2 ILLNESS	7 SUCCESSFUL
3 INFECTION	8 RECOVERY
4 FITNESS	9 SCIENTIFIC
5 EQUIPMENT	10 DANGEROUS

WB Unit 10 pages 83, 87, 88–89

 **Writing: story (page 138)**
Starting point

- Use these questions to remind students how important it is for their writing to read stories or novels. They can learn words more easily and reading gives them ideas for writing.
- Students who read a lot almost always do better in exams than those who don't.

1

- This exercise reminds students of the importance of checking compositions for errors.

Key so (line 6)
there (line 7)
in (line 11)
away (line 16)
being (line 19)
on (line 21)

2

- You may wish students to do this individually or in pairs.

Key (suggested answer)
Jeff woke on the day of a party and his face was covered with spots, so he went to the doctor, who saw that they had been drawn on with a marker pen, and wiped them off. Jeff's brother must have done it while Jeff was asleep.

3

- Ask students to do this individually.

Key (suggested answer)
There were several people with red spots like himself, and they told him that he would probably have to go to bed for two weeks; there were other people, young and old, patiently waiting. Jeff began to feel really depressed.

4

- Have a class discussion. Encourage students to say what they like/dislike about each possible title.

Key b



Plan ahead

1 exam practice: a story

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions about the situation.
- You may want students to look at the **EXAM EXPERT** box at this point, or you may want to wait until after exercise 5.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Each part is important.
- Refer students to the **Writing database** on page 202.



b is the right answer

2

- Let the students develop their plot without help, in pairs, but if they have no ideas, prompt them with the following suggested plot:



(suggested answers)

- It would be a good excuse not to do something.
- She was going to do something unpleasant, eg taking an exam, going to see somebody she didn't like or working for her parents.
- Something nice
- Maybe her toothache gets worse and she has to go to hospital.
- She feels sorry.

3

- Ask students to do this task individually.
- Point out that the text in blue is just an example and shouldn't just be copied.

4

- Students do this in pairs. Having completed exercises 2 and 3 there should be no problems here.
- Monitor the conversations, checking that stories are logical and sensible.

5

- Depending on the size of your class, select a number of students to tell the class their partner's story. Allow about 10 minutes for this task.

6

- Check all students paragraph plans before they do the actual writing task.



(suggested answers)

Paragraph 1: Emma wakes up to find she has toothache.

Paragraph 2: What she had been planning to do that day.

Paragraph 3: What she does instead.

Paragraph 4: The results of this new activity.

Paragraph 5: Emma's feelings about what happened.

7

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their paragraph plan and notes as they do their piece of writing.

8

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Emma's Toothache

There couldn't have been a better time for Emma to get toothache! She had woken up with a terrible one.

As she lay in bed, she suddenly remembered that, after school, her mother was going to take her to see one of her aunts. 'Remember, darling, she is very lonely. She loves to see you, even though she seems to be rather fierce,' her mother said. Emma smiled. She couldn't possibly go and see Auntie Maud with a toothache!

Emma went to school, but when she came home she looked rather ill, and told her mother about the toothache. Anxiously, her mother told her to take some aspirins and go straight to bed. 'I'll go and see Aunt Maud by myself,' she said. As soon as she left the house, Emma jumped out of bed, ran to her friend Sarah's house and together they went swimming.

When Emma returned home late that evening, her mother was furious, her toothache was much worse and she also had a bad cold.

'Oh well, I suppose I deserved it,' she told herself.

Webquest

- Ask students to complete the **Webquest** on page 213 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



- 1 Florence
- 2 1820
- 3 1910
- 4 the Crimean (War)
- 5 Lamp
- 6 1860
- 7 the Nightingale School for Nurses
- 8 St Thomas' (Hospital)

(suggested answer)

Florence Nightingale, who was born in 1820 and died in 1910, made an enormous contribution to nursing. In the Crimean War (1853–1856), she was known by the wounded British soldiers as 'The Lady with the Lamp'. After the war, in 1860, she set up the world's first official training programme for nurses, called the Nightingale School for Nurses, at St Thomas' Hospital in London.

Further material

- For further practice and consolidation, ask students to complete the Unit 10 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 10, you may like to administer the Unit 10 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 10.

Check your progress! Units 9-10

1

1 C	5 A	8 B	11 C	14 D
2 B	6 C	9 A	12 B	15 B
3 D	7 C	10 D	13 D	16 A
4 D				

16 marks

2

1 so as not to	2 to have my temperature taken	3 is the doctor who treated	4 whose leg is	5 feel like doing	6 not / n't like Fiona to be	7 advised Caroline not to eat	8 not / n't have been sacked if	9 would have asked	10 is /'s no point in applying
----------------	--------------------------------	-----------------------------	----------------	-------------------	------------------------------	-------------------------------	---------------------------------	--------------------	--------------------------------

20 marks

3

1 applications / applicants	5 injections
2 surgeon	6 disabled
3 assistance	7 trainee
4 allergic	8 operation

4

1 take	3 do	5 doing	7 made
2 made	4 take	6 make	8 Take

8 marks

5

1 taken over	5 took on
2 come down with	6 pass out
3 Cheer up	7 fill in
4 takes up	8 gets over

8 marks

Total: 60 marks

Learning

Target language

Grammar:	unreal past, past wishes / participles
Lexis:	topic vocabulary / phrasal verbs / word formation / collocations
Reading skills:	scanning / text awareness
Listening skills:	focusing on key words / text awareness
Speaking skills:	discourse management / comparing
Writing skills:	informal letter/email



Reading 1 (page 142)



Wordpower!

- Introduces vocabulary related to the topic of the passage.

Starting point

- Ask students to describe the photos using some of the words from the **Wordpower!** box.

1

- This provides an introductory activity to give students an idea of the topic of the passage..

Subjects: writing, English, computers, sport, photography, English literature, Latin, maths, economics

Educational establishments: nursery school, primary school, public school, boys-only prep school, state school, Dorkham University, comprehensive school, boarding school, sixth form college, private school.

EXAM EXPERT

- Have a class discussion about which are the correct options. Encourage students to give reasons for their choice.
- Encourage students to focus on meaning rather than specific words. An idea in the text will probably be expressed with different words in the correct option.

before / Underline / is closest in meaning to

2 exam practice

- Ask the students to do this alone and to compare answers when finished. Allow 15 minutes.
- Remind them to underline in the text for the feedback.



- 1 C (*I have no recollection of my first days either at nursery school, which we called 'playgroup', or primary school.*)
 2 C (... *top of my form for most subjects.*)
 3 A (*Getting a good Latin report at the end of term is little consolation for the resulting bullying from the other boys.*)
 4 D (*Now my children are at school – a state school – I wish they had the opportunities I had.*)
 5 B
 6 C (*Suddenly, the teachers were just teachers. They weren't interested in my moral upbringing, as teachers at private schools are.*)
 7 B (... *I was quite used to having to fend for myself.*)
 8 A (*If I were back at prep school, I would make more of an effort to be liked. Perhaps I did show off too much.*)

3

- This helps students guess meaning from context.



- form (paragraph 2)
- report (paragraph 2)
- scholarship (paragraph 3)
- co-educational (paragraph 3)
- extra-curricular activities (paragraph 4)
- degree (paragraph 7)
- undergraduate (paragraph 8)



Work it out!

- This exercise helps students guess meaning from context. See p13 for full details.



climbing frame (paragraph 1) – playground equipment for children to climb on posted abroad (paragraph 2) – sent abroad for work excelled (paragraph 2) – be very good distraction (paragraph 3) – something which causes you to not pay attention moral upbringing (paragraph 6) – character education fend for myself (paragraph 8) – be independent show off (paragraph 9) – seek admiration



if only

- Write up the forms each time so that your board looks like this:

I wish
If only

I knew the answers.
I didn't have to do this exam.
I were somewhere else.
that noise would stop.
I had studied more.

- Show the similarity to the three conditional forms by asking, *How would he feel if he knew the answers? If he knew the answers, he would feel happier.*
- Write this up and ask students to make conditional sentences based on the other forms on the board.
- Ask the students if there are other words they could put in the sentence instead of *if*.



supposing, suppose, what if, imagine

- Write these up under the *If* in the sentence on the board.
- Now there should be the following under the *I wish* sentences on the board:

If
Supposing, suppose
What if
Imagine

he knew the answers,
he would feel happier.

- Ask students if they know an expression with *time* which makes the verb do the same thing.



It's (high) time ...

- Point out that *it's time* can only be followed by the simple past, not *would* or *had*, or the infinitive.
- Elicit an example, eg *What would you say if you are still at home and the school bus is waiting in the street?*



It's high time we left.

Additional activity: Ask the students to think of an unpleasant situation, eg *being in a small boat in a storm, being at the dentist's, waiting for an operation*, etc but not to tell anyone what the situation is.

- Ask them to write down some *I wish, if only, supposing* sentences about the situation, then read them out to their neighbour. The neighbour has to guess what the situation is.
- Finally ask one or two good ones to read out their sentences to the class.
- Refer students to the grammar presentation and Grammar database 31 on page 190.

1



1 a 2 b 3 b

2

- 1 ✓
 2 It's about time the bell **rang**.
 3 I really wish we **didn't** have to choose between doing biology and German.
 4 Would you rather I **didn't** use a dictionary so much?
 5 ✓ (*were* is also correct)

3

- | | |
|------------------|----------------------|
| 1 were | 5 would / could come |
| 2 would not give | 6 didn't sit |
| 3 learned | 7 had started |
| 4 knew | |

4

- 1 If only I didn't have so much homework to do.
 2 It's time you stopped copying from me in class.
 3 I'd rather you didn't give us extra lessons during the holidays.
 4 If I could speak English fluently, I could go to Harvard University.
 5 What if you did a computer course?

2

- 0 A qualification is any piece of paper which may interest an employer, eg a degree, a certificate, a diploma etc.
 1 A certificate is a paper certifying something, eg that you have passed the FCE.
 2 A skill is something you can do with your hand or body, eg carpentry or driving a car.
 3 A licence is a certificate which allows you to do something specific, eg drive a car, fly an aeroplane.
 4 An exam result tells you what grade you got in an exam.
 5 A degree is the qualification you get at the end of a university course.

- Ask the students to give examples of each as above; this is easier and quicker than explaining.

Phrasal verbs**3**

- | | |
|------------------|----------------|
| 1 sailed through | 5 set out |
| 2 cross it out | 6 work out |
| 3 go over | 7 get ... down |
| 4 got down | 8 look it up |

Word formation**4**

- | | |
|----------------|---------------|
| 1 revision | 5 educational |
| 2 scholarship | 6 taught |
| 3 academic | 7 retake |
| 4 certificates | 8 illiterate |

Be careful!

- Ask the students how we talk about somebody writing an exam (mime somebody writing).



take, sit or do (not give)

- Ask what happens afterwards (mime a happy student).



You pass

- (Mime an unhappy student.)



You fail

V Vocabulary (page 145)**Education****1**

- Teachers:** coach, instructor, lecturer, professor, trainer, tutor
Learners: apprentice, pupil, trainee, undergraduate

- Ask the students to say where each person works or studies and what sort of things they teach or study.

Be careful!

- Draw students' attention to these differences.

Collocations

5

- In this exercise, several collocations are often possible for each word.
- Ask the students to explain what their chosen collocation means, and if the explanation is convincing, accept it.



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

6



1 assessed essay	4 parrot fashion
2 science lab	5 school fees
3 special needs	

WB Unit 11 pages 90 and 94



Listening (page 146)

Starting point

- Ask the students to ask each other the questions in pairs.

1



2 reason, choice
3 say, education
4 Where, finally find, information
5 want, do
6 What, agree
7 teach, bike, happened
8 What, learn

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- There are always unknown words in listening and reading tasks.



a is the right answer

2 exam practice

- Play the CD twice with a pause in the middle. Remind students to note down evidence for their answers.



CD3, Track 3

3

- (... but the different bits just don't seem to tie in with each other at all ... I don't really get it.)
- (... but what swung it for me was the fact that at this particular school all the lessons are in the evening ...)
- (What I did mind was not being able to go straight to university. The war put a stop to all of that, of course. I managed to get there in 1947, though ...)
- (... but the other book was brilliant 'cause it's got a section on the history of words and all that.)
- (Do have another look, though, at the Highway Code. You've got to be absolutely sure of the difference between a stop sign and a give way sign.)
- (Female teacher: ... A few of them are doing really well. Male teacher: Are they? Oh that's good. I'm always telling them they're not lacking in intelligence. In fact, some of them are really bright and are actually pretty good at history.)
- (... within a week she ... was ... bombing round just on two wheels.)
- (It was silly just pretending that I wanted to be with him because I didn't. I just wanted to focus on my work. And I'm glad I did tell him too as it enabled him to go out and find someone else who could commit to him.)

3

- Ask students to do this in pairs. It encourages them to find different ways of expressing an idea.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- There might be some more information which leads to a different answer, later in the extract.



b is the right answer

4 exam practice

- Again, play twice with a pause in the middle. Remind students to note down evidence for their answers.



CD3, Track 4

5

- (... less than a week's revision ... it turned out I'd done a really thorough job ... I saw more and more questions that I recognised.)
- (... I just never did as well as people expected ...)
- (Then I came across a website where there were all these links.)
- (... what made me switch to philosophy, I'll never know.)
- (Every day that winter, he took me out in that car, come rain, snow or ice!)

Have your say!

- Students do this in pairs or small groups.

WB Unit 11 page 97

Speaking (page 147)

Starting point

- This should stimulate animated discussion.
- Ask the students to discuss the pros and cons of classroom learning versus private lessons in pairs and then tell the class their ideas.

1

 CD3, Track 5

2

- Yes, very well; she says she hasn't been in the situations in the photographs, but then finds similar situations which she has been in so that she can give a reasonable answer.
- No, it's just the right length.
- No, examiners like cheerful candidates.
- Yes

3

- Ask the students to make notes about what they are going to say in this table.
- Monitor and help them fill the table, making notes on similarities and differences in the second column and giving their own views in the third column.
- They may need some help with vocabulary at this stage.

Picture A: a driving lesson
Picture B: an army classroom
Picture C: a science lab
Picture D: a primary school classroom

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

4

a is the right answer

3 exam practice

- Ask the students to do the interview in groups of four, with two students as the assessor and interlocutor, and two as the candidates.
- Remind them to time each other (one minute for the first candidate and 20 seconds for the second, each time).
- When they've finished, get one or two groups to perform for the class.

WB Speaking pages 118–119



Reading 2 (page 148)



Wordpower!

- Ask the students to explain how these words relate to learning.

Starting point

- Ask students to quickly say what is in the picture and to ask each other these questions, using the vocabulary from Wordpower! where appropriate.

1

- Do this as a class. At this stage accept all possible answers and write the most likely on the board. You can check these later when they have done exercise 3.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- In this particular case, the word *break* does appear in the text, but that doesn't mean that **a** is correct. It is important that students look for key ideas rather than key words, as they don't know how the idea will be expressed in the text.

2

b is the right answer

3

there are things you can do to help you pass exams
some people are made extremely nervous by exams
giving yourself time is important
you need to plan your revision
cheating is not worth it
you need to develop tactics that you can use from one exam to the next
preparation is important

3 exam practice

- | | |
|-------------------|-------------------------|
| 1 motivate | 6 can spot |
| 2 potential | 7 sense of satisfaction |
| 3 common sense | 8 more manageable |
| 4 the last minute | 9 effectively |
| 5 unscrupulous | 10 Careful preparation |

4

- This helps students guess meaning from context.

- | | |
|----------------------------|---------------------|
| 1 go to pieces | 5 inflexible factor |
| 2 traumatised | 6 past papers |
| 3 settling for second best | 7 factor in |
| 4 fulfilled | 8 strategies |

Work it out!

- This exercise helps students guess meaning from context. See p13 for full details.

in anticipation of (paragraph 1) – thinking about; expecting; waiting for
 highlights (paragraph 2) – draws attention to; emphasises
 what you're up against (paragraph 4) – what you have to deal with
 a mile off (paragraph 4) – easily; from a distance
 armed (paragraph 5) – prepared

Have your say!

- Ask students to answer these questions in class. You could also ask them if they have learned anything useful from the text and if they will make use of any of the advice.

WB Unit 11 page 95**G Grammar 2 (page 150)****Participles**

who is

Additional activity: Write up the following sentences on the board before the lesson:

- 1 After I had revised for four hours, I took a break.
- 2 Even though I had been told I had dyslexia, I still applied for – and got – the scholarship.
- 3 As he was a good public speaker, Adrian had no problems getting into the school debating team.
- 4 As she was waiting for the exam to start, Carol went through her revision notes one more time.
- 5 When he realised that he had got an A, he literally danced with joy.
- 6 The teacher who is taking your class today is called Mrs Jenkins.
- 7 As they were built in 1936, the school buildings are in a bad state of repair.
- 8 A teacher who is called Mrs Jenkins took our class today.

- Ask the students to change each sentence so that it has an -ing or -ed participle in it, like the first example.
- Tell them that the answers are in the Student's Book, but to do the exercise without looking at the book.
 Answer: as in the Student's Book grammar presentation, except for 2 (*Despite having been told ...*)
 5 (*On realising ...*).
- Refer students to **Grammar database 32** on pages 190–1.

1

- | | |
|------------------|------------------|
| 1 having learned | 3 offering |
| 2 thinking | 4 Having allowed |

2

- | | |
|---------------------|------------------------|
| 1 who | 4 who (the second one) |
| 2 were | 5 been |
| 3 I (the first one) | |

3

- 2 After / On opening my bag, I realised I'd left my books at school.
- 3 Having been compiled by a team of experts, it is widely recognised as the most up-to-date dictionary in the world.
- 4 On being / After being / After having been handed the exam paper, Adrian realised he was in the wrong exam.
- 5 Never having sat in the driving seat before, I was terrified for the whole of my first driving lesson.
- 6 The people marking your papers in the UK need to be able to read your handwriting.

WB Unit 11 page 96



Use of English (page 151)

- Gives practice in word formation and key word transformations. Do this for homework if necessary.

1

1 noun	6 noun
2 adjective	7 noun
3 verb	8 adjective
4 noun	9 noun
5 noun	10 noun

1 'S / IS HIGHTIME WE HAD

2 WHO WAS STANDING

3 SHOULD GO OVER

4 LOOK UP THOSE WORDS IN / LOOK THOSE WORDS UP IN

5 BE DEMOLISHED AS A RESULT

6 DON'T / DO NOT FEEL LIKE DOING

7 DIDN'T / DID NOT DESERVE TO BE

8 OF NOT BEING ABLE TO

WB Unit 11 pages 91, 94–95, 96–97



Writing: informal letter/ email



Wordpower!

- Introduces relevant vocabulary. Check for understanding.

Starting point

- Ask the students to discuss this in pairs. Tell them that the words in the Wordpower! box are clues to their answers.

1

1 The fact that his leg is out of plaster.

2 Place – Manchester; length – three weeks; help with accommodation offered.

3 Cost of course; dates of course.

4 Informal: *Thanks a lot; It was great to hear from you; your leg's out of plaster now; a great idea; It'll be; Good thinking; their ad; we'll need; They don't say; I'm not actually sure; I'm helping my dad; Hope to hear from you soon.*

2

- Ask students to do this task individually.
- Remind them that this is an informal letter.



(suggested answers)

... we get a certificate at the end of the course.

... what sort of accommodation they'll find for us.
I wouldn't mind living in a university hostel, but I wouldn't want to be in a bedsitter miles from the centre.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.

sometimes is the right answer

2 exam practice

- Remind students to write their answers in capital letters.

1 EDUCATION 6 KNOWLEDGE

2 RIDICULOUS 7 ABILITY

3 EMPHASISE 8 PRACTICAL

4 QUALIFICATIONS 9 FAILURE

5 MAINTENANCE 10 THINKERS

3

- Helps students to work out the phrase needed by getting them to think which part of speech to put in the gap.

1 verb	5 verb
2 relative pronoun	6 verb
3 verb	7 verb
4 verb	8 preposition

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- The object of this exercise is for the student to put the words into a common idiom which would fit the context.

b is the right answer

4 exam practice

- Remind students to write their answers in capital letters.

3

- Ask students to do this task in pairs or small groups.



(suggested answer)

Learn how to type in three weeks! The Bitman's typing course offers three-week typing courses for students, business people, writers, anyone in fact, who would like to learn to use a computer to type fast and efficiently. Courses take place every month in our training centre conveniently situated near the centre of Manchester. We offer help in finding accommodation if required. Contact Ms A. Humphries at the Centre, tel 1234567.

4

(suggested answer)

Brighton is a good place because it's quite near London, so it's easy to fly to. Also the Danton School offers help with finding accommodation. We've got to think about some other things, though. It doesn't say how much the course and accommodation cost. I'll find out about that. And finally, we'd better find out when courses start and decide when we want to go.

4

Paragraph 1: respond to friend's news and give personal news

Paragraph 2: agree with suggestion and give details of school

Paragraph 3: say why it's a good choice

Paragraph 4: say what you need to think about and find out about

Paragraph 5: promise to get in touch and say that you hope it turns out well

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their paragraph plan and notes as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Dear Luke,

Thank you for your letter and all your news. Your new house sounds great!

Your idea about studying in England is excellent. I have done some research and have found a school which looks suitable. It is called the Danton School of English and it's in Brighton, on the south coast of England.

Brighton is quite near London, so it will be easy to get there. Also the Danton School offers help with finding accommodation.

We've got to think about some other things, though. It doesn't say how much the course and accommodation cost. I'll find out about that. And finally, we'd better find out when courses start and decide when we want to go.

Write and tell me what dates suit you best. Meanwhile, I'll make some enquiries about the school. I'll get in touch soon. I hope it all works out!

Yours,
Dimitris

2

- (any name)
- They gave some news about themselves.
- Respond and give some news about yourself.
- To go to a language school.
- You agree with the idea and suggest the Danton School.
- It's The Danton School of English in Brighton; it offers summer courses at all levels and help with accommodation.

3

- Ask students to do this task individually.
- Remind them that there are two parts to this: why it's a good place to choose and things to consider further.

Webquest

- Ask students to complete the **Webquest** on page 213 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



- | | |
|--------------------------|--------------------|
| 1 Coventry | 5 the (White) Koan |
| 2 1965 | 6 Lilian Lijn |
| 3 2000 | 7 1972 |
| 4 (the) Butterworth Hall | |

(suggested answer)

The University of Warwick is not, as its name suggests, in the town of Warwick, but several miles away on the outskirts of the city of Coventry. The university welcomed its first undergraduates in 1965 and Warwick Medical School opened in 2000. The Arts Centre at the university includes a 1500-seat concert hall, called the Butterworth Hall. In front of the Arts Centre is a striking sculpture called the (White) Koan, which was created by artist Lilian Lijn and bought by the university in 1972.

Further material

- For further practice and consolidation, ask students to complete the Unit 11 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 11, you may like to administer the Unit 11 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 11.

12

The Law

Target language

Grammar:

inversions / question tags / impersonal passive

Lexis:

topic vocabulary / phrasal verbs / word formation / word patterns

Reading skills:

text awareness / scanning / speculating

Listening skills:

predicting

Speaking skills:

concept development / discourse management

Writing skills:

essay



Reading 1 (page 154)



Wordpower!

- Introduces relevant vocabulary.

Starting point

- Ask the students to describe the pictures and give their opinions about possible negative effects.
- Ask them to say how the words in the Wordpower! box might be used in connection with media violence, eg *Violence on TV is not acceptable because it desensitises us. You usually encounter a lot of violence in thrillers and 'whodunnits'. Even though people know they are fiction, constant exposure to violence makes us feel it is somehow normal.*

1



As everyone knows TV violence is fiction, it can't have any effect.

It may help to prevent violence because people become more aware of possible violent situations and avoid or prevent them.

It may act as a sort of outlet for violent impulses, and therefore reduce violence.

2



bank robberies, murders (paragraph 2)
shoplifting (paragraph 5)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- It may help students focus on the text and find correct information.



sometimes is the right answer

3 exam practice

- Give the students 15 minutes to do this exercise and remind them to mark evidence for their answers.



1 A (*There's no doubt that violence and crime on TV have a negative impact ...*)

2 H (*What about the messages our governments send out? They're telling us all the time that it's okay to use violence under certain circumstances – when we go to war, for example. That's a terrible message to be giving to young people. They should be saying: under no circumstances is it okay to use violence.*)

3 C (*But if they're being included in the figures then that's just misleading.*)

4 C (*The increase in violence and crime in society is just being reflected in the programmes that are shown.*)

5 A (*We've seen over the last fifty years or so a huge rise in TV violence ...*)

6 B (*People have been stealing and killing since the beginning of time.*)

7 E (*I think that particular show has stopped a lot of teenagers ... shoplifting ...*)

- 8 D (*Programmes like that actually stop some people breaking the law. What's the message that these programmes are sending out? That crime doesn't pay.*)
- 9 G (... it's important that it's reported, so we know what our society is like.)
- 10 F (*Round here, it's not safe to get your mobile out in public because it might get nicked.*)
- 11 G (*What we must not do, though, is see one crime and think that the whole country has become a nation of criminals. It hasn't.*)
- 12 C (*Programmes like Crimewatch, where they re-enact real life crimes and get people to ring in with information, help to catch criminals. They're clearly good for society.*)
- 13 D (*At the end of the show, the goodies win, the criminals get caught, and justice is done.*)
- 14 F (*TV programmes are an irrelevance.*)
- 15 B (*That hasn't made me any more likely to go out and kill someone ...*)

4

- 1 commit (paragraph 4)
 2 break (paragraph 4)
 3 catch (paragraph 3)
 4 arrested (paragraph 5)
 5 court (paragraph 5)

Work it out!

- This exercise helps students guess the meaning of words from context. See p13 for full details.

- coincidence (paragraph 1) – chance
 reflected (paragraph 3) – reproduced
 re-enact (paragraph 3) – act again
 misleading (paragraph 3) – giving a mistaken impression
 repercussions (paragraph 5) – results

Have your say!

- Ask the class this question. Prompt students with ideas from the text, eg *Does watching violence on TV cause people to commit crimes? Can some programmes on TV actually help prevent crimes? What role do governments play in the question of crime on TV?*

WB Unit 12 page 100**G Grammar 1 (page 156)****Inversions**

- 1 Yes
- 2 Yes
- 3 No; the question form is used when a statement starts with a negative or restrictive adverb like *never, not until, rarely*, etc. The form is used for emphasis.

- Write up on the board:

I have never seen such an exciting film.

- Ask the students if you can put *never* in a different position.



at the beginning

- Ask what happens to the verb.



it inverts to the question form, eg *Never have I seen such an exciting film.*

- Change the sentence and ask what the point of doing this is.



to give emphasis

- Ask if there are any other adverbs like *never* which do this.



rarely, seldom, hardly ever, not often

- Write up these words under *never*. Then write up:

You mustn't leave the baby alone at any time.

- Ask how we can say this to give emphasis.



At no time must you leave the baby alone.

- Add *under no circumstances* under *at no time*.

- Write up on the board:

I had hardly walked through the door when the phone rang.

- Ask the students to help you change it in the same way.



Hardly had I ...

- Elicit words to replace *hardly*



scarcely, barely

- Write them up on the board.

- Add *no sooner* and ask if anything needs to be changed in the sentence.



Yes; when becomes than.

- Write up:

You can go out only when you have eaten your breakfast.

- Ask how this can be emphasised.



by putting the *only* clause at the beginning, eg *Only when you have eaten your breakfast can you go out.*

- Point out that the whole clause serves as a negative adverb, therefore the second verb is inverted.
- When you have finished your board should look like this:

<i>Never Seldom Rarely Not often</i>	<i>have I seen such an exciting film.</i>		
<i>At no time Under no Circumstances</i>	<i>must you leave the baby alone.</i>		
<i>Hardly Scarcely Barely</i>	<i>had I walked through the door</i>	<i>when</i>	<i>the phone rang.</i>
<i>No sooner</i>		<i>than</i>	
<i>Only</i>	<i>when you have eaten your breakfast</i>		<i>can you go out.</i>

- Refer students to the grammar presentation and Grammar database 33 on page 191.

Be careful!

- Students sometimes also get confused about which part of the sentence to put in the question form with these adverbs: it is always the first part, eg *Hardly had I come in when the bell rang.*
- However, with an adverb plus conjunction eg *only when ..., not until ...*, the inversion is in the second half of the sentence, eg *Only when you have finished your homework can you go out.* (See additional presentation above.)

1



is it

2



- 1 ✓
- 2 Never has there been such a miscarriage of justice.
- 3 Rarely do criminals get away with their crimes.
- 4 ✓
- 5 No sooner had the police appealed for witnesses than someone came forward.

3



- | | |
|--------------|----------|
| 1 At no time | 4 Little |
| 2 nor | 5 Only |
| 3 Not | |

4



- 1 Rarely do women commit violent crimes.
- 2 Under no circumstances can prisoners become Members of Parliament.
- 3 At no time did the detective suspect Hitchins of having committed the robbery.
- 4 Little did I realise how guilty I would feel.
- 5 Hardly had she been released from prison when she was arrested for shoplifting!
- 6 No sooner had Davis bought his Porsche than he was stopped for speeding.

5



- 1 No sooner had Adams entered the bank than he pulled out a gun.
- 2 Not until we found the getaway car did we realise that Adams was the bank robber.
- 3 Little did we know that his wife had been helping him plan his crimes!
- 4 Not only did we find a million euros in cash in his flat, but two million euros worth of jewellery!
- 5 Never have I met such an unrepentant couple!
- 6 Only after I had interviewed them eight times did they confess!

WB Unit 12 pages 98–99



Vocabulary (page 157)

Crime and punishment

Additional activity: Make a word tree with the help of the students.

- Write up *The law* in the middle of the board. Around it write *crimes, people, places, verbs*.
- Put the students into groups of four and ask them to copy the embryonic tree into their notebooks. Then ask them to add as many words as they can think of to each branch of the tree.
- Give them 10 minutes then ask the class to help you make a big tree on the board. Tell them they should add to the word tree as they progress through the unit and help them to do this.

1

1 trial	6 accused
2 fraud	7 solicitor
3 witness	8 innocent
4 judge	9 verdict
5 jury	10 evidence

Phrasal verbs**2**

1 making	4 get	7 beat
2 let	5 broke	
3 went	6 set	

Word formation**3**

crime – criminal
accuse – accused
offence – offender
law – lawyer
rob – robber
theft – thief
murder – murderer
convict – convict

Word patterns**4**

1 of stealing	4 of attempting
2 driving	5 to cooperate
3 with	6 for breaking

Be careful!

- Here also remind students that the structures are: *refuse to do, deny doing*; you can also refuse something, like an offer or a present.

WB Unit 12 pages 98 and 102**Listening (page 158)****Wordpower!**

- Introduces relevant vocabulary. Check for understanding.

Starting point

- Ask the students the questions. Ask how the words in the Wordpower! box could be used in connection with a judge.

1

- This exercise helps students to anticipate the content of the listening task.
- Students may produce different suggestions and these should be noted on the board to compare with the answers they find after the listening.
- Discuss students' guesses.



1 judges	6 shoplifting
2 lawyer	7 not guilty
3 under eighteen	8 probation
4 defence	9 waste of time
5 victim	10 consistent / successful

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- If two answers are given, the candidate gets zero.



b is the right answer

2 exam practice

- Play the CD twice, pausing briefly in the middle. Remind the students to take notes for evidence.

CD3, Track 6



- volunteers (*Magistrates work in a court ... which deals with less serious crimes. ... All magistrates are actually unpaid local volunteers.*)
- paid clerk (*... we're helped in the court by a paid clerk who gives us legal advice.*)
- eighteen and under (*... the Youth Court. Here, we deal with cases where the defendants are eighteen or under.*)
- previous convictions (*In the Youth Court, if a defendant pleads guilty and has no previous convictions, then we have to use a new sentencing option called a Referral Order.*)
- victim (*... usually the victim of the offence is invited too.*)
- breaking a window (*... very minor offences such as breaking a window ...*)
- not guilty (*If a defendant pleads not guilty, then we set a date for their trial ...*)
- a small fine (*The punishments we hand out range from a small fine to a twelve-month supervision order.*)
- failure (*We do occasionally have to send people to prison, but, especially in the youth court, we see that as a failure.*)
- successful (*Sometimes we're successful and sometimes we're not.*)

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should make sure that they check their answers the second time they hear the recording.
- Remind them to always put an answer on their exam answer sheets.



a is the right answer

3 exam practice

- Again, play the CD twice, pausing briefly in the middle. Remind the students to take notes of evidence.



CD3, Track 7



- 1 C (... sadly, murder is all too common and the public are only really interested if it's a particularly horrific crime.)
- 2 A (For me, there were several missing pieces of the puzzle – and motive was one of them. I couldn't see why he would have done what they said.)
- 3 B (... was he covering for someone else? Had he been set up? Was he intimidated by someone? ... he might have done something worse?)
- 4 B (... the police and the law courts are very thorough in their work.)
- 5 A (... it made me smile because of the foolishness of the man. His story had no chance of being believed.)
- 6 B (... it's easy to see that the person was desperate for money or food. ... It makes me sad when people make a mistake that ends in crime ...)
- 7 C (How many people are there whose lives are dramatically altered by crime? I get angry because the criminal doesn't think about these things.)

**Have your say!**

- Do this as a class.

WB Unit 12 page 105**Speaking (page 158)****Wordpower!**

- Draw students' attention to the words in the box.

Starting point

- Discuss the questions as a class. Encourage use of the **Wordpower!** box.

1

- Now ask the students to look more systematically at each of the pictures and make notes.

2

- Picture 3 (the wallet in the back pocket)
- Yes, they say, *If you've got your wallet in your back pocket, it's much easier for a pickpocket to come along and steal it.*
- Yes, they seem to be having a normal discussion.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- An important part of interactional ability is skill at getting one's interlocutor to re-express something one didn't understand.



b is the right answer

3 exam practice

- Ask the students to read the instructions. Work in pairs.

4

- Give students three minutes for this task. An additional procedure is to put the class into groups of four, with two students as candidates and two as interlocutor and assessor.
- When they have finished, swap roles.
- Finally ask one group to perform as suggested in the *Student's Book*. Be careful to ask a good group to perform in order to elicit positive feedback from the class if you ask the class to give them a grade.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.



a is the right answer

5 exam practice

- Continue this part in the same way as you did exercise 3. Ask another group to perform, and again ask the class to give marks.
- Students can now turn to the **Speaking database** on page 193 for information on words and phrases which they can use in the Speaking exam.

WB Speaking page 119



Reading 2 (page 160)

Wordpower!

- Introduces topic vocabulary.

Starting point

- Ask students to look at the pictures and decide which words from the **Wordpower!** box can be used in talking about what is going on in the pictures.
- Ask students to rate the crimes in pairs.

1

- This exercise encourages students to speculate about what the article might be about.
- Accept all of their suggestions at this point as they will be reading to check.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should only read the removed sentences when they have read the text through once and have an idea of the content.



b is the right answer

2 exam practice

- Give students 10 minutes to do this task individually and compare answers, marking the text for evidence.
- Remind them to check that the remaining unused sentence doesn't fit anywhere.



- 1 F (... around 300,000 counterfeit banknotes were taken out of circulation ... And those are just the ones they found.)
 2 H (You wouldn't think ... that forgers would bother with £1 coins, would you?)
 3 C (You need expensive specialised equipment ... It's a little difficult to explain ... to the neighbours ...)
 4 A (... just about anything can be forged, or imitated, or pirated.)
 5 E (... in many people's minds, the line is not always clear between what is and isn't dishonest.)
 6 B (... and he made a nice living from it.)
 7 G (... he wasn't claiming they were genuine, but he was relying on other people thinking they were ... people thought they had discovered a lost masterpiece.)

3

- This helps students guess meaning from context.



- 1 forger
- 2 fakes
- 3 getting caught
- 4 sentenced to prison
- 5 slogan
- 6 arousing the suspicion of



Work it out!

- This helps students guess meaning from context. See p13 for full details.



the vast majority of (paragraph 2) – most of
 in contrast with (paragraph 2) – compared with/to
 I don't think it's for me (paragraph 3) – I'm not
 suited to it
 found guilty (paragraph 3) – proved by a court to
 have committed a crime
 a fraction of the price of (paragraph 4) – much less
 (money) than
 honesty is the best policy (paragraph 5) – it's better
 to be honest



Have your say!

- Ask the students these questions; there should be some interesting discussion.

WB Unit 12 page 103



Grammar 2 (page 162)

Question tags



- 1 aren't 2 are

Additional activity: Before the class, prepare cards with the following question tags, one tag per card:

*shouldn't we? aren't we? can we? have we? didn't we?
 are we? don't we?*

Also write up on the board:

- 1 We're having a party next week,
- 2 We're not going on holiday next month,
- 3 We haven't finished the book,
- 4 We love this book,
- 5 We started the book last September,
- 6 We can't finish this book in time,
- 7 We should do all our homework,

- During the class, hand out the tag cards to pairs and ask the pairs to come up and stick the tags next to the correct sentence.
- When they have finished, your board should look like this:

- 1 We're having a party next week, aren't we?
- 2 We're not going on holiday next month, are we?
- 3 We haven't finished the book, have we?
- 4 We love this book, don't we?
- 5 We started the book last September, didn't we?
- 6 We can't finish this book in time, can we?
- 7 We should do all our homework, shouldn't we?

- Elicit the basic rules by asking:
What happens to the tag if the main sentence is positive?
 (sentence 1) Negative? (sentence 2)
What verb do we use in the tag if the main verb has 'to be' or 'to have' in it? (sentences 1, 2 & 3)
How do we make the tag if the verb is in the present or past simple? (sentences 4 & 5)
What verb do we use in the tag if the main sentence has a modal verb? (sentences 6 & 7)
- Finally, ask the students to practise the two types of intonation.
- Read the sentences out, either with a rising or a falling intonation, and ask them if you want them to agree or are asking for information.
- Ask them to repeat the sentences all together with the two types of intonation, and finally ask them to speak to each other in pairs, with the listener responding appropriately.
- Refer students to the grammar presentation and **Grammar database 34** on page 192.

1

- | | |
|----------------|----------------|
| 1 weren't you? | 5 didn't they? |
| 2 has she? | 6 haven't you? |
| 3 will we? | 7 are you? |
| 4 didn't he? | |

2

- Ask the students to write these questions down and monitor them carefully. They might need help. If so suggest some ideas from the questions given below.
- When they are ready, ask them to role-play the detective and the suspect in pairs, using the questions they have written.

(suggested answers)

- 1 You aren't telling the truth, are you?
- 2 You weren't at church at the time, were you?
- 3 You didn't sing in the church choir, did you?
- 4 You robbed the Britminster Bank, didn't you?
- 5 You've hidden the money in your back garden, haven't you?
- 6 You can understand what I'm asking, can't you?
- 7 You know you're guilty, don't you?

Be careful!

- Draw students attention to this.

Impersonal passive

a is the right answer

- This is the impersonal use of *it*; it doesn't refer to anything.
- Write up on the board:

People say that the Prime Minister is in trouble.

- Under *People* write *It*.
- Ask the students to change the sentence.

It is said that the Prime Minister is in trouble.

- Write up *The Prime Minister* under *It* and ask the students to change it again.

The Prime Minister is said to be in trouble.

- Finally your board should look like this:

People say that the Prime Minister is in trouble.

It is said that the Prime Minister is in trouble.

The Prime Minister is said to be in trouble.

- Elicit other verbs which can do this.

suppose, mean, think, consider, rumour, feel, know, believe

- Refer students to the grammar presentation and **Grammar database 35** on page 192.

3

- | |
|---|
| 1 It is felt that she's a successful Minister of Justice. |
| 2 It will be thought that the police gave her special treatment. |
| 3 It had been thought that he was innocent. |
| 4 It wasn't known that he'd been in trouble as a teenager. |
| 5 It has been said that McGarrett received an unfair trial. |
| 6 It has never been said that the legal system is perfect. |
| 7 It is believed that he left the country and assumed a new identity. |

4

- 1 It is believed that education prevents crime.
Education is believed to prevent crime.
- 2 It is known that life in prison is hard.
Life in prison is known to be hard.
- 3 It is felt that freedom is very important.
Freedom is felt to be very important.
- 4 It is said in the papers that the police found some fingerprints at the scene of the crime.
The police are said in the papers to have found some fingerprints at the scene of the crime.

WB Unit 12 page 104**Use of English (page 163)****1**

- This exercise prepares students for some new vocabulary and introduces them to the content of the text.



- The law assumes you are innocent. It is up to your accusers to prove you guilty.
- The court has decided that it has enough evidence to arrive at a decision.
- The court decides that the accused is innocent.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- You would have more chance of success, as sometimes the sound of a word in context can jog the memory.



b is the right answer

2 exam practice

- Give students five minutes to complete this exercise.



- | | | | |
|-----|-----|-----|------|
| 1 B | 4 C | 7 B | 10 B |
| 2 B | 5 C | 8 D | 11 B |
| 3 A | 6 C | 9 A | 12 A |

3

- This encourages the students to read the text quickly before attempting to fill in the blanks.



The convict very coolly turned up at the court to hear his girlfriend's trial. Everything would have gone fine if the silly girl hadn't exposed him by getting the paging system to call him by his name.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Giving two alternative answers gets zero.

b is the right answer

4 exam practice

- Remind students to write their answers in capital letters.



- | | |
|-----------------------|-----------------|
| 1 BEEN | 7 FOR |
| 2 SEEM /TEND / APPEAR | 8 ALL |
| 3 THAN | 9 WENT / POPPED |
| 4 OF | 10 WHILE |
| 5 OUT | 11 HAD / GOT |
| 6 DESPITE / DURING | 12 ON / AFTER |

WB Unit 12 pages 99, 104–105**Writing: essay (page 164)****Starting point**

- Have a class discussion.
- Encourage students to express their opinions, and also to express doubt and uncertainty.
- Allow disagreement, but make sure students give reasons and justifications for their opinions.



(suggested answers – but opinions may vary widely!)

crimes

murder 1
kidnapping 2
armed robbery 3
arson, blackmail 4
burglary 5
forgery, manslaughter 6
theft 7
picking pockets 8
shoplifting 9
speeding 10

punishments

the death penalty / capital punishment: none
a prison sentence: armed robbery, arson, blackmail, burglary, forgery, fraud, kidnapping, murder
a suspended sentence: manslaughter
community service: picking pockets, theft
a fine: shoplifting, speeding
a warning: none

1

1 However	6 hand
2 such as	7 A second argument against
3 Firstly	8 In conclusion
4 In other words	9 personally
5 Secondly	

2

	Aim of paragraph	Points to make
paragraph 1	Introduction	To say where capital punishment is and is not used
paragraph 2	Arguments in favour of capital punishment	Death penalty is a deterrent; appropriate punishment for terrible crime
paragraph 3	Arguments against capital punishment	Society should give a good example by not killing; the death penalty cannot be reversed
paragraph 4	Conclusion	Personal opinion

3

(suggested answer)
I personally believe that there can never be any reasonable argument for the death penalty, as it shows that society is capable of doing the same terrible thing that a murderer does. Society should try to set an example and bring criminals back to a normal, productive life, not take revenge.

Plan ahead**1 exam practice: essay**

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions about the situation.
- You may want students to look at the **EXAM EXPERT** box at this point, or you may want to wait until after exercise 3.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Refer students to the **Writing database** on page 195.

b is the right answer

2

- Ask students in pairs to come up with at least one advantage and one disadvantage for each punishment.
- Encourage them to use ideas already encountered in Starting point and exercise 1 on page 164, or their own ideas.

3

- Students should discuss these questions in pairs, and make notes as they go through the possibilities.
- Explain to them that their paragraph plan in the next task will be based on their thoughts, answers and notes here.

4

- The plan will depend on the students' personal opinion and their answers to exercise 3. In any case, there should be a proper introduction and conclusion and two to five paragraphs in between.

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their paragraph plan and notes as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

For some very serious crimes, imprisonment is the only suitable punishment, but for other less serious crimes there are other much more effective punishments.

Which crimes are so serious that prison is the only answer? We should decide whether criminals may be a danger to society in the future. If they have murdered many people, for example, they will probably murder more people in the future if they are allowed to, and so they should be locked away for ever.

On the other hand, if the criminal seems to be curable, he may be able to learn a useful skill and stop his life of crime, perhaps in a special open prison where there are plenty of training facilities and he has quite a lot of freedom. Less serious crimes like shoplifting or vandalism should be punished by making the criminal do work for the community, or even pay a fine.

In conclusion, prison is such a serious form of punishment that it should only be used as a last resort.

Webquest

- Ask students to complete the **Webquest** on page 213 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



- 1 *Catch Me If You Can*
- 2 2002
- 3 Steven Spielberg
- 4 fraud
- 5 (the) FBI (Federal Bureau of Investigation)
- 6 Leonardo DiCaprio
- 7 Tom Hanks

(suggested answer)

The film *Catch Me If You Can*, which came out in 2002, is based on the life of Frank Abagnale Jr. As a teenager, Abagnale committed a number of crimes, particularly fraud. He made millions of dollars before he was caught by FBI agent Carl Hanratty. In the film, which was directed by Steven Spielberg, Abagnale is played by Leonardo DiCaprio, and Hanratty is played by Tom Hanks.

Further material

- For further practice and consolidation, ask students to complete the Unit 12 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 12, you may like to administer the Unit 12 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 12.

Check your progress! Units 11-12

1



- | | |
|--------------------|--------------|
| 1 hadn't left | 5 gave |
| 2 learned | 6 found |
| 3 had | 7 had locked |
| 4 hadn't committed | |

7 marks

5



- | | |
|---------------|--------------------|
| 1 have you | 5 didn't it / they |
| 2 won't there | 6 does she |
| 3 shall we | 7 hadn't we |
| 4 can't it | 8 wouldn't we |

8 marks

2



- | | |
|--------------|---------------|
| 1 accusation | 5 scholarship |
| 2 acceptable | 6 failure |
| 3 revision | 7 evidence |
| 4 intensive | 8 forgery |

8 marks

6



- | |
|--|
| 1 feel like studying |
| 2 is believed to have |
| 3 at the age of |
| 4 would / 'd rather you did not / didn't |
| 5 about time you started |
| 6 you would / 'd stop boasting |
| 7 been convicted, the criminal was |
| 8 so I looked it up |
| 9 sailed through the driving test |
| 10 in spite of not saying |

20 marks

Total: 60 marks

3



- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 C | 5 A | 7 B | 9 D |
| 2 A | 4 A | 6 D | 8 C | 10 C |

10 marks

4



- | | | |
|-----------|----------|--------|
| 1 gone | 4 go | 6 get |
| 2 beating | 5 broken | 7 work |
| 3 cross | | |

7 marks

Revision 2



Reading (page 168)

Starting point

- Ask the students to do this in pairs.

1

- This is designed to help students understand the questions. They will need help, so tell them in which question to find the words.



- reminded (question 1)
- respond (question 2)
- ignore (question 2A)
- thoughtful (question 5)
- identify (question 7B)

2 exam practice

- Ask the students to do this under exam conditions, allowing 15 minutes. Remind them to mark evidence in the text.



- (‘Think you can get it in their net this week?’ It was Ben, grinning as he pulled his number nine shirt over his head. Jake blushed briefly as he remembered the own goal he had scored in the last match.)
- (‘I want all of you out there in two minutes. Get a move on!’ He disappeared and there was a new sense of urgency about the changing room, with those boys who had not yet put on their boots starting to rush.)
- (Ben sat down next to Jake with a thoughtful look on his face ... It made Jake slightly uneasy and he started to check his boots ...)
- (... Jake couldn’t see what Ben was getting at. Things changed every year. Why was Ben in this mood?)
- (Ben was very close to Sean, closer even than he was to Jake, and Sean’s leaving would turn his world upside-down.)
- (‘He’ll be back,’ he said and Ben nodded, grateful that Jake had understood what was bothering him without needing an explanation.)
- (‘What? Looks just the same as ever to me,’ he said ... As he ran, Ben turned ... ‘Exactly!’ he shouted ...)

3

- This helps students guess meaning from context.



- | | |
|------------|--------------|
| 1 studs | 6 sheepishly |
| 2 boasting | 7 uneasy |
| 3 grinning | 8 drifting |
| 4 blushed | 9 bothering |
| 5 weary | 10 paces |

WB Revision 2 pages 106–107



Listening (page 170)

- Again do this section as if in an exam. Play the two extracts twice each with a short pause in the middle. Remind the students to make a mental note of the context in which they found their answers.

1 exam practice

CD3, Track 9



- talk show (... it’s quite rare to have a talk show that ...)
- current affairs programmes (We’re used to seeing that from current affairs programmes, where journalists grill politicians, but it’s not so common in this kind of programme.)
- high salary (... there have been negative reports in the media recently about the high salary Charles gets paid ...)
- respect for celebrities (Some people, though, say that Charles Wilson needs to have a bit more respect for the celebrities that he has on his show.)
- a private life (You can’t be on our screens all the time and then think you are going to have much of a private life, can you?)
- a reality show (It was a reality TV show. Now, I’ve got nothing against that kind of programme, but this one was dreadful. Girl Power. That was it.)
- nine weeks (Nine weeks of the same tedious rubbish, every night of the week.)
- the studio (... it was interesting to see that kind of programme get out of the studio for a change.)
- education (The programme I saw was about education, which isn’t a subject that is particularly important to me ...)
- a later time (Seven o’clock is a bit early for that kind of thing, so maybe they should think about moving it to a later time.)

2 exam practice

CD3, Track 10



- 1 A (*We put a class through a 1950s-style education for a week ...*)
- 2 C (*It's quite useful and you don't mind getting it dirty, like you do with expensive clothes. I'd never realised how handy a jacket with lots of pockets could be until I had to wear one.*)
- 3 B (*When we were doing the kind of work they did fifty years ago, I don't think any of us understood what the point of it was. It was all very academic and not really connected to the real world.*)
- 4 A (*It was all memorising lists of vocabulary, doing tests, just stuff that was completely useless, really. Who needs to be able to say things like, 'My aunt's pen is in the garden'?*)
- 5 B (*The maths lessons ... were at a much higher level ... we were all just looking at each other, like 'What's this supposed to be?' It was quite funny, actually.*)
- 6 B (*... the teacher could sit at the front of the class teaching and testing all these things they didn't understand.*)
- 7 B (*... so boys and girls probably have a much better idea of the opposite sex than our grandparents did.*)



Use of English (page 172)

1 exam practice

- Remind students to write their answers in capital letters.



- 1 WHICH / THAT
- 2 COMMITTED
- 3 HAD
- 4 CLAIMING / PRETENDING
- 5 ORDER
- 6 HAD
- 7 BE
- 8 FROM
- 9 MAKE
- 10 OUT
- 11 WITH
- 12 ALTHOUGH / THOUGH

2 exam practice

- Remind students to write their answers in capital letters.



- | | |
|------------------|----------------|
| 1 ENTHUSIASTIC | 6 ARRANGEMENTS |
| 2 JOURNALISTS | 7 SUPERVISION |
| 3 EDITOR | 8 PRODUCTION |
| 4 COMMUNICATION | 9 EMPLOYMENT |
| 5 RESPONSIBILITY | 10 APPLICANTS |

3 exam practice

- Remind students to write their answers in capital letters.



- 1 IS / 'S HIGH TIME YOU STARTED
- 2 HAVE OUR CAR WASHED BY
- 3 MAKE UP YOUR MIND
- 4 IS SAID
- 5 YOU MIND PASSING
- 6 NO CIRCUMSTANCES IS CHEATING
- 7 WISH YOU HADN'T LIED
- 8 IS THOUGHT TO BE

Have your say!

- Ask the students these questions. Alternatively, put the students in pairs and ask one student to be a modern pupil, and the other to be a pupil from the fifties.
- Argue for the advantages of the type of schooling each one is used to.

WB Revision 2 page 110



Speaking (page 171)

- Students can now turn to the Speaking database on page 193 for information on words and phrases which they can use in the Speaking test.
- Put the class into groups of four, with two students as candidates and two as interlocutor and assessor. Ask the groups to do the complete interview in the set time, and tell them to change roles when they have finished.
- When everybody has finished, ask the best group to perform for the class.
- The total time allowed for the group work is a little over 30 minutes and allow another 15 minutes for the single group performance.

WB Revision 2 pages 108–109



Writing: email (page 173)

- Ask the students to answer the questions below, but do not give any further guidance before they start to write.

1

- This task focuses the students' attention on layout and register.



- 1 Leroy, the manager of the other team.
- 2 No, you've already sent him an email saying you are interested in having a match.
- 3 Fairly informal (like his email)
- 4 Dear Leroy; Yours, (your first name)

2 exam practice: email

- Write an email. This must be done in class, under strict exam conditions. Give students 30 minutes.

3



(suggested answer)

Dear Leroy,

Thanks for your last email.

You wanted to know about the time and the place for our match. I agree that the best day would be Saturday. What about July 5th at the Sports Centre here? It has really good facilities and excellent courts. There's a swimming pool too, so if anyone wants to swim after the match they can and there are good changing rooms with showers. Upstairs there's a café, so we can get a bite to eat when we've finished playing.

The Sports Centre is really easy to get to. All you do is follow the motorway to Redbridge and then follow the signs to the Sports Centre.

If you get lost or there's any problem, you can call me on my mobile. The number is 6975552189.

So, see you soon.

Yours,
Tom

4

- At the end of the 30 minutes, give the students five minutes to check their work, using the checklist.

WB Revision 2 page 110

Audioscripts

Unit 1

Listening 1

- 1 So I said to the boss, 'It's a bit of a bad state of affairs if I can't take the day off to go to a wedding.'
- 2 I've just got this feeling Derek'll call the whole thing off, and I can't say I blame him.
- 3 I'm actually phoning to ask you a favour. I know you're getting the tickets for tomorrow night, just get two, like we agreed, but Rachel's going to come too – she's in town and she's got a ticket already – and she's got nowhere to stay.
- 4 I mean, I know I was nervous, but really, I'm sure they set some questions that weren't in the book. And that's just not fair, is it?
- 5 I think we're both generous and kind-hearted, and we both like meeting new people, you know...
- 6 I think he's a bit of a snob, actually.
- 7 We thought maybe the invitation was for another day, or Jack had forgotten which day it was or something.
- 8 She often helped me when the work in class was a bit difficult, especially in things like Maths.

Listening 2

1

- Woman 1: So I said to the boss, 'It's a bit of a bad state of affairs if I can't take the day off to go to a wedding.'
- Woman 2: And what did he say?
- Woman 1: Well, he was quite understanding really. He said he'd see what he could do but couldn't promise anything. Hopefully I'll find out next week.
- Woman 2: You work in the accounts department, don't you?
- Woman 1: No, in the warehouse. That's the big ugly building next door.
- Woman 2: Oh yes, I think I know. Anyway, I'm getting off here. Nice bumping into you again. Hope you get to that wedding. Take care.
- Woman 1: Bye, love. Maybe see you on the bus again next Tuesday.

2

It's not that I don't like Derek – I do – and actually I was quite pleased when they got engaged, but they don't seem to have anything in common. You know, she likes going out at night and he just wants to stay in – that kind of thing. And she's started nagging him and complaining about him already. I don't know. I've just got this feeling Derek'll call the whole thing off, and

I can't say I blame him. I mean, I've always wanted the best for my Alison, of course, but if they're not going to be happy together, maybe it's best if they don't get married.

3

Hi there, it's Jan. Glad you're coming with me to the play. It's going to be fun. I'm actually phoning to ask you a favour. I know you're getting the tickets for tomorrow night, just get two, like we agreed, but Rachel's going to come too – she's in town and she's got a ticket already – and she's got nowhere to stay. She could stay at mine but there's boxes everywhere 'cause we've only just moved in. Would you mind if she stayed at yours? She's going back to Cardiff the day after. Anyway, let me know – I don't think it'll be a problem, will it?

4

- Man: That wasn't so bad, was it?
- Woman: It was awful. It really was. I couldn't do half of the questions. I mean, I know I was nervous, but really, I'm sure they set some questions that weren't in the book. And that's just not fair, is it? They shouldn't do that.
- Man: Which ones? I didn't have any problems. I thought it was fairly straightforward.
- Woman: Well, you've always been good at exams. I don't know how you do it! I'm sure I've failed, though.

5

Well, Gary's actually a tiny bit older than me. I think he was born about half an hour before me, but we're about the same height and build and we're actually really similar in a lot of ways. I tell you where we're not the same, though. Gary never swears – I mean never – and he always says 'please' and 'thank you' and things like that. I don't. I don't know why – I just never remember to! I think we're both generous and kind-hearted, and we both like meeting new people, you know, but he's better at saying the right thing than I am. I always put my foot in it and get into trouble for being rude!

6

- Man 1: I think he lives on his own, doesn't he?
- Man 2: Yeah, I think so. I've never seen anyone in his family. I don't know, though. He gives the impression he thinks he's better than the rest of us. Just the way he walks down the street. I think he's a bit of a snob, actually.
- Man 1: Yeah. I heard he does a lot of work for charity, though.
- Man 2: Oh, he does. But maybe that's all part of the same thing. He probably looks down on all those people he's giving money to.

7

- Man:** And so, when we got there, it was completely quiet, no music, nothing.
Woman: Oh, no. That's a bit weird.
Man: Yes, it was. We thought maybe the invitation was for another day, or Jack had forgotten which day it was or something. Anyway, we went in, and we realised why it was so quiet. His parents had got back early.
Woman: And I suppose they knew nothing about it.
Man: Exactly. Well, they weren't very pleased about it. I think it'll be a while before Jack has another party.

8

I'll never forget her. We were in the same class all the way through secondary school and for a while we were best friends. She often helped me when the work in class was a bit difficult, especially in things like Maths. I haven't seen her for a while, but I heard that she works in the local library and she's married with three kids. I remember the times when she used to talk about becoming a writer or an actor, and she even went to drama school for a while, so she had her chance. She was always so popular and everyone thought she'd make such a great success of her life. Maybe she's happy, but it seems a bit of a shame to me.

Speaking 1

- A Umm ... I like going out with my friends. You know, to a café or maybe for something to eat. I'm not very keen on sport, but I like going swimming in the summer. And the normal things like watching TV, playing computer games, that sort of thing.
- B Yes, very much. We've got a great apartment – I live with my mum and dad and my brother, Kostas – and Thessaloniki's lovely. There's so much to do in the evening. It's a great city.
- C Well, I was born in a small village about thirty kilometres from Thessaloniki, but I've been living in the city centre for almost three years now.
- D Oh, for years! I started when I was seven years old. I love it! I think it's a great language.
- E Yes, I'm in the fourth year, so I've got some important exams coming up next year.
- F Well, I haven't really decided yet, to be honest, but I'd like to go to university. I don't just want to leave school and get a job.

Speaking 2

- Interviewer:** Where are you from?
Candidate: Well, I was born in a small village about thirty kilometres from Thessaloniki, but I've been living in the city centre for almost three years now.
Interviewer: Do you like living there?
Candidate: Yes, very much. We've got a great apartment – I live with my mum and dad and my brother, Kostas – and Thessaloniki's lovely. There's so much to do in the evening. It's a great city.
Interviewer: What kind of things do you like doing in your free time?

Candidate: Umm ... I like going out with my friends. You know, to a café or maybe for something to eat. I'm not very keen on sport, but I like going swimming in the summer. And the normal things like watching TV, playing computer games, that sort of thing.

- Interviewer:** Are you still at school?
Candidate: Yes, I'm in the fourth year, so I've got some important exams coming up next year.
Interviewer: What do you want to do when you leave school?
Candidate: Well, I haven't really decided yet, to be honest, but I'd like to go to university. I don't just want to leave school and get a job.
Interviewer: How long have you been learning English?
Candidate: Oh, for years! I started when I was seven years old. I love it! I think it's a great language.

Unit 2

Listening 2

When people first explored the area where Sydney stands today, they immediately knew that they were looking at one of the greatest harbours in the world. The best way to see it is to take a ferry from Circular Quay and travel around the harbour, where you'll see all kinds of sailing boats and speedboats.

Listening 4

Announcer: Over now to Liz Pearson, who's been finding out about Sydney.

Liz Pearson: When people first explored the area where Sydney stands today, they immediately knew that they were looking at one of the greatest harbours in the world. The best way to see it is to take a ferry from Circular Quay and travel around the harbour, where you'll see all kinds of sailing boats and speedboats. The view is dominated by two sights: the Sydney Harbour Bridge and the Sydney Opera House. The bridge joins North Sydney, on one side of the harbour, to central Sydney and was completed in 1932. It's used by cars, trains, cycles, and even people on foot, which is probably the way to get the best view from the bridge. You won't see much from a car.

The Opera House is one of the most famous buildings in the world and some people say that its design is based on the shape of a sailing boat. As well as opera, you can visit the Opera House to see ballet, films and classical music concerts. It's very popular, and it's not always easy to get tickets for some performances. You might also find that it's a little expensive, although those under twenty-seven can get special reduced prices.

Just a little further along from the Opera House you'll find the Royal Botanical Gardens. This is rather like a large park, with collections of flowers, trees and other plants from around the world, as well as from all over Australia. Here, you can also see the flying foxes, a kind of bat.

Away from the waterfront, Sydney has plenty to entertain the visitor. Because there are so many people from different cultures in Sydney, there is a lot of choice when it comes to eating out. There are a number of excellent restaurants serving Thai food, including Tuk Tuk in Bayswater Road, and places to eat traditional and modern Australian cuisine, like the famous Bill's.

A round-up of the attractions of Sydney wouldn't be complete without mentioning the beaches. To the south of the city is Bondi Beach, a name that everybody has heard of. Here, Sydneysiders, as residents of Sydney are called, come to play. It's a well-developed beach, but like many places in Australia the sea can be dangerous, although there's no need to worry as the beach is patrolled by lifeguards, who make sure nobody gets themselves into trouble.

Finally, make sure you visit Taronga Zoo, on the north side of the harbour. You can get there by ferry from central Sydney. As well as the great collection of animals from around the world, you'll get a great view of the harbour from here. A picnic looking down on the boats and ferries travelling on the water can be a great way to spend the afternoon.

Speaking 4

Interlocutor:

Now, Katherine, Here are two photographs showing different kinds of holiday. I'd like you to compare them and tell us which holiday you would prefer to go on. You have about one minute to do this, so don't worry if I interrupt you.

Katherine:

Okay. Well, this is a photo of a family on safari, probably in Africa. They're driving through the countryside in a jeep and they're taking photos of all the animals they see. The other photo shows a group of friends who are enjoying a beach holiday. A safari's more exciting than a beach holiday because it can be a little dangerous in the wilderness with all the wild animals. It's also usually quite expensive, whereas a beach holiday doesn't have to be. Spending time at the seaside with your friends can be a lot of fun, although you have to be careful you don't get sunburnt. On this kind of beach holiday, you can relax and you probably stay in a nice, comfortable hotel and don't have to worry about anything. On safari, you might have to stay in a tent, which some people don't like very much. Personally, I think I would prefer to go on safari. I like to explore places and do exciting things. I like beach holidays, but that's the sort of thing I can do any time I like. A safari would be the holiday of a lifetime.

Speaking 5

Interlocutor: Thank you, Katherine. Do you agree, Nick?

Nick: Yes, I completely agree with Katherine. I'd much rather go on a safari because it would be an unusual holiday that I'd probably remember for the rest of my life.

Unit 3

Listening 3

Speaker 1

Well, to be perfectly honest I'm not sure there's much more to invent. I mean, two hundred years ago we didn't have the car or the plane or the phone or the TV or the computer – we didn't even have electricity, for goodness sake. We've done so much, I don't think there's really going to be anything revolutionary coming along sometime soon. It's all going to be development rather than anything ground breaking. Mobiles'll get smaller, cars'll get safer and more efficient, medicines'll improve, but nobody's going to discover a way to travel through time or around the world in a couple of seconds. It's just not going to happen.

Speaker 2

I only got a computer last year and frankly I haven't really learned how to use it yet. I don't know – I was perfectly happy with my old electric typewriter. I suppose CDs and DVDs are better quality, but half the time I wonder whether they don't just bring out new products just to get us to buy them – not 'cause they're better. Do you know what I mean? Everyone tells me my mobile's really old-fashioned, but it still works fine. I really don't need one with a colour screen and I don't see why anyone needs to send a photo with their mobile. No, I'm not the kind of person who rushes out to get the latest things.

Speaker 3

Bob and I get this catalogue once a month called *Innovative Products*. It's great! The people who come up with these things have got such an incredible imagination. I think I've become addicted to gadgets! Let me see – we always order something. There are the typical things like smoke alarms and electronic air fresheners, but there's also things like a digital thermometer and this great clock which actually tells you the time – I mean it says it – when you say 'What's the time?' It's brilliant. Oh, and we've just got this device which automatically changes colour when the air becomes too dry. Very handy. We give them to people for presents, too. Everyone loves them!

Speaker 4

What gets me is that, if you say to someone 'What do we mean by technology?' they automatically think of modern technology. You know, computers

and television and so on. Most people forget that the greatest technological developments took place thousands of years ago. The wheel, for example. A fantastic advance. Using tools for agriculture. Cooking! We think we're so clever 'cause of our fast cars and internet and stuff but we wouldn't have any of it if some very bright people ages and ages ago hadn't experimented and tried to make their lives a little bit better.

Speaker 5

You know the phrase 'you ain't seen nothing yet'? I think that's as true for technology as it is for anything else. Think of all the advances we've made over the last hundred years, times them by ten and you still won't be close to what we're going to achieve over the next century. I reckon, in my lifetime, we'll regularly be travelling to other planets, we'll all be living to a hundred or a hundred and fifty, the car will become completely obsolete, computers'll start thinking for themselves and we won't be able to tell the difference between reality and virtual reality. That's what I think.

Speaking 3

Interlocutor: I'd like you to imagine that your local youth club has been awarded some money by the local council. Here are some of the things that you are considering buying. Talk to each other about how useful these things would be for the youth club. Then, decide on the two items that you should definitely buy. You have three minutes for this.

Candidate A: Right, well, I'm not sure that a microwave would be very useful, would it? Is anyone in the youth club going to want to microwave food?

Candidate B: I don't think so. A stereo would be much more useful as we could use it when we had discos and parties.

Candidate A: Yes, I agree. What about the drinks machine?

Candidate B: Yes, that would be good. I'd like to suggest getting the drinks machine and the stereo.

Candidate A: Yes, I think those are the most useful.

Candidate B: So, we agree. We've finished.

Alison: Thank you, Duncan.
Interviewer: Now, perhaps you could first of all tell us a little bit about the website you work for, *Moneyspot*. Is that a website for young people?

Alison: Well, at *Moneyspot* we do have a number of young members, but it's really for anyone interested in making, saving or spending money. What we do is research the latest trends, you know, what people are doing with their money this year, and we make predictions of how things are going to change. Knowing that can help you plan what to do with your money.

Interviewer: So what are young people doing with their money? Or perhaps we should start with a more basic question. Where do young people get their money from? Today's teenagers are not so different from teenagers in the past, really.

Alison: They've always got money from a variety of different sources: weekly or monthly allowances, part-time jobs, gifts at Christmas or birthdays. What has changed is the amount of money. As society has got wealthier, so have young people.

Interviewer: So are children still going to their mother or father at the end of every week to be given cash?

Alison: Oh, yes. The traditional way of receiving your pocket money like that still happens, but things have changed. These days, it's very easy to move money around in banks from one account to another. You can even do it from your laptop in your living room. A number of banks offer special accounts for the under-18s, and so what we're finding is that many young people are getting money straight into their bank account. Often, this happens automatically, so parents can't forget!

Interviewer: What about spending? Are the spending habits of today's teenagers changing?

Alison: In a way, spending habits are always going to be constantly changing because new things to spend your money on are appearing all the time. Having said that, the majority of teenagers' money goes on the same things it always has: clothes, entertainment, food, seeing friends. That'll probably never change, although the ability to spend money over the internet does make a difference.

Interviewer: What kind of difference?

Unit 4

Listening 3

Interviewer: Hello again, and welcome to *You and Your Money*. Today, we're going to be talking about young people and money. Where do they get it and what do they do with it? In the studio with me is Alison McCartney, who is a financial expert from the website, *Moneyspot*. Alison, welcome to the show.

Alison: Well, it's now much easier to find and order things online. That means that you have a much wider choice than your local shops can offer, unless you live in a large city. If you're an adult, then perhaps it's always been quite easy to hop in the car and travel to another town or city when you want to buy something more unusual. Teenagers have never really had that choice. The internet means that now they do.

Interviewer: So teenagers are going out, or even staying in, and spending money. What about saving?

Alison: Well, parents seem to often complain that teenagers spend money very easily and don't really understand that it has to be worked for. I think that's a bit of a myth, though. Teenagers actually show quite a high level of financial understanding generally, and they are good at saving. The difference between them and older people is that they need a very clear focus for saving, say a holiday or a new outfit. While you and I might save just because we know we'll need money in the future for some reason or other, they find it difficult unless they have a purpose.

Interviewer: Finally, I'm sure our teenage listeners would be very interested in any advice you have to offer them, Alison. What would you say to them?

Alison: I'd say that the question I'm asked most often at *Moneyspot* is how best to get more money. It's not easy, partly because there are legal controls on the kind of work young people can do and the hours they can do. Still, a part-time job can make a big difference, and if it's related to the work you'd like to do in the future it can be good experience. Nobody's going to give you money, except maybe your parents, unless you work for it. The experience of earning and spending your own money will teach you a lot that will be very useful in later life.

Interviewer: That's all very interesting, and I hope you'll come back on the show in the future to tell us more. Alison McCartney, thank you very much for joining us.

Speaking 2 and 3

Interlocutor:

Now, Gregory. Here are two photographs showing different ways of shopping. I'd like you to compare them and tell us how you feel about these ways of shopping. You have about one minute to do this, so don't worry if I interrupt you.

Gregory:

Well, as you said, they both show different shops. The first is the kind of shop that you might find in your neighbourhood, while the second is usually found in the centre of town. Well, people go to the first shop for their everyday needs, such as bread, milk, and maybe newspapers or magazines. You'd go to the second kind of shop, on the other hand, for things for the house, like plates or curtains, and maybe clothes or shoes. There are a few disadvantages with shopping at the first shop. For instance, you don't have a lot of choice and the prices can be quite high compared to, say, a supermarket. With the second shop, there's a lot of choice but also some disadvantages. The service might not be as friendly as in the first shop, for example. I feel much happier about shopping in a large shop like the one in the second picture, rather than in the first picture. I think it can be very boring to buy the same things every day from a local shop and it's much more exciting to go into town and get something you really want, like a new CD or some new trainers.

Unit 5

Listening 1

- A Janice, it's Andrea. Where are you? I've been waiting here for about forty-five minutes.
- B And then Danny begged me to take him on the Pirate Ship – you know, this big ship that swings and you go higher and higher.
- C Hello and welcome to the Taunton Arts Centre information line. Taunton Arts Centre offers the best in classic film and theatre entertainment, and hosts exhibitions in the Carlton Gallery.
- D We try and go every year, usually for a week or ten days. Always the same campsite in the Lake District.
- E
- Adam: Right, what are the options?
- Greg: Well, I know what you want to do.
- Adam: What?
- Greg: Stay in and watch the football.
- F Oh, I see. So, we're not actually competing against each other here. We're both trying to work out how to unlock the door of the castle.

Listening 2

1

- Girl: Oh, I see. So, we're not actually competing against each other here. We're both trying to work out how to unlock the door of the castle.
- Boy: Yeah, exactly. We've got to work together here. But once we're inside, of course, then it's a race to see who gets to the key first.
- Girl: Right. Wouldn't it be better, though, if it made that clear? I mean, you only know that 'cause you've played it before, don't you? There ought to be a message or something on the screen.

Boy: Yeah, it took me and Carl ages to work out what was going on last time we played. But once you know what's happening, it's really not that difficult at all.

2

And then Danny begged me to take him on the Pirate Ship – you know, this big ship that swings and you go higher and higher. Well, I didn't want to go on it at all, to tell you the truth – it looked completely terrifying – but Danny was pleading with me and told me not to be so silly, it was quite safe, so I said okay in the end. As soon as we started to swing, I didn't mind it at all but Danny went completely pale and just shut his eyes and held my hand as tight as he could. I shouldn't laugh, but it was funny. When we got off, he just turned to me and said: 'Next time I want to go on something like that, don't let me!' Bless him!

3

Adam: Right, what are the options?
Greg: Well, I know what you want to do.
Adam: What?
Greg: Stay in and watch the football.
Adam: I'm not that bothered. I quite fancy going out, to be honest.
Greg: Really? Okay. Well, there's a good movie on at the Odeon, and Phil and Fiona are playing pool later, so we could always join them.
Adam: Or we could check out that jazz band that Dave mentioned the other day.
Greg: Actually, I don't think they're playing tonight.
Adam: Oh, aren't they? That's a shame. Well, let's meet Phil and Fiona tonight, and we can always take in the late movie if we feel like it.

4

Janice, it's Andrea. Where are you? I've been waiting here for about forty-five minutes. Oh no, so you haven't left the office yet? ... Oh, okay. Good. And what's the traffic like? ... Oh, well that's all right, then. So you should be here fairly soon. What d'you reckon? About another ten minutes? Okay, Janice, I'll see you shortly, then. Bye!

5

We try and go every year, usually for a week or ten days. Always the same campsite in the Lake District. The kids used to love it – now they're older they'd rather go somewhere with their friends, of course – so for the last couple of years it's just been me and Dorothy. It is peaceful, and you really do feel that you're getting back to nature in a small way, but of course we take the little fridge with us which we run off the car battery, and we've got a cooker and all that, so it's not that uncomfortable and primitive. No, what really appeals to us is the feeling of camaraderie amongst the campers. You know, you take it in turns to go off to the farmhouse in the morning to get milk, someone's always got some coffee on the go, things like that. It's a chance to meet people and really get to know them and it's difficult to do that in normal daily life.

6

Hello and welcome to the Taunton Arts Centre information line. Taunton Arts Centre offers the best in classic film and theatre entertainment, and hosts exhibitions in the Carlton Gallery. The exhibition of science fiction comics from the 1950s will continue to be on show until the end of the month. Entrance is free. As part of our season of cinema comedy classics, *Carry On Cleo* is showing nightly in the Screening Room at 9pm and 11.30pm until next Tuesday. For the next three weeks, except Sundays, the Taunton Players present their song and dance extravaganza *It's an Upside-Down World* in the main auditorium at 7.30pm. Tickets for all Arts Centre events are available at the box office or you can call 5050 505050.

Speaking 2

- 1 I think a sleeping bag would be essential as it can get very cold at night.
- 2 A torch would definitely be quite useful because you might want to go to the toilet in the middle of the night and it'll be dark!
- 3 I'm not sure we'd really need a fishing rod. We're not planning to go fishing, are we?
- 4 What do you think about taking a camera? It will be nice to take some pictures of the trip, wouldn't it?
- 5 I think the first-aid kit's a good idea. You can easily cut yourself when you're camping, especially if you're using a penknife or something like that.
- 6 The gas cooker might come in useful. We will probably want to cook some food and make coffee and tea, won't we?
- 7 So, let's decide which two things we're not going to take with us.
- 8 I'd like to suggest that we don't take the inflatable boat as I think it will be quite heavy to carry.

Unit 6

Listening 1

Presenter: With me in the studio to discuss those plans, I've got Lynne Masterton from the organisation Greenwatch, which opposes the plans. Lynne, welcome to the show.

Lynne: Thanks for inviting me.

Presenter: Now, for those listeners who aren't aware of the council's plans, perhaps you could just outline what they are intending to do.

Lynne: Of course. Well, the aim, as you said, is to develop tourism in the local area. The council plans to encourage the building of hotels along the coast by constructing a road that will connect the two resorts of Tenmouth and West Newton.

Listening 3

Presenter: That was this week's top twenty, and you're listening to Rainbow FM, your local radio station. Now, I'm sure you've all heard about the local council's plans to develop tourism in the area. With me in the studio to discuss those plans, I've got Lynne Masterton from the organisation Greenwatch, which opposes the plans. Lynne, welcome to the show.

Lynne: Thanks for inviting me.

Presenter: Now, for those listeners who aren't aware of the council's plans, perhaps you could just outline what they are intending to do.

Lynne: Of course. Well, the aim, as you said, is to develop tourism in the local area. The council plans to encourage the building of hotels along the coast by constructing a road that will connect the two resorts of Tenmouth and West Newton.

Presenter: That sounds like quite a good idea, doesn't it? Surely it would mean more money coming into the area, which means more jobs, which must be a good thing, considering the amount of unemployment in this area.

Lynne: That may be true, but what we at Greenwatch want to draw attention to is the cost to our local environment. You see, the proposed route goes through an area of particular interest, which we feel should actually be turned into a nature reserve. I'm talking about the Eastford Downs.

Presenter: What's so special about the Downs?

Lynne: There are two main reasons why we'd like to see this area preserved in its natural state. First of all, it's an important bird-watching area, where many species stop as they migrate south for the winter. Secondly, and this is something that many local people are unaware of, some species of wild flowers will only grow under certain conditions and in certain places, and Eastford Downs are a very important habitat for a number of rare species.

Presenter: So what action is Greenwatch taking?

Lynne: Apart from organising a number of meetings so that local residents can express their opinions, Greenwatch has also written to local people, informing them about the situation. And I have to say that so far the response has been very positive. Despite the problems caused by unemployment, many local people recognise that the Downs are an important attraction and that if we destroy them by building on them, we will actually reduce the number of visitors to the area.

Presenter: If anyone listening is interested in getting involved, what should they do?

Lynne:

I can be contacted through this radio station, or through the local Greenwatch office, whose number is 5551212. There, our volunteers will be very happy to give you advice on getting involved in our campaign. We would particularly welcome people right now because this weekend we are holding our first demonstration in the centre of town, and we'd obviously like to have as many people there as possible.

Presenter: Lynne Masterton, thank you very much for joining me today, and good luck with the campaign.

Lynne: Thank you.

Presenter: And if you are interested in getting involved, here's that number again 5551212. Now, back to our afternoon's music, and this is the latest from Take That, and it's called...

Speaking 3

Interlocutor:

Now, Katerina. Here are two photographs showing different things that threaten our natural environment. I'd like you to compare them and tell us which you think is the bigger threat. You have about one minute to do this, so don't worry if I interrupt you.

Katerina:

The first picture is of a factory which is producing a lot of smoke and the second is of a large group of tourists camping in the countryside, with a lot of rubbish all around the campsite. I would say that pollution caused by factories is a major problem and it adds to the greenhouse effect, which causes global warming. On the other hand, tourism creates problems locally because large numbers of people mean large amounts of rubbish. People drop litter and, perhaps because they're on holiday, they often don't care about the problems they're causing. My personal opinion is that pollution caused by large businesses is far worse than damage to the environment caused by individuals. Factories often use chemicals which are poisonous and when those chemicals get into the environment, they can be harmful to plants and animals. I tend to think that rubbish in tourist sites is ugly, but it doesn't usually create a serious threat. To my mind, industrial pollution is probably the bigger threat of the two.

Revision 1

Listening 1

1

Man: Well, the one you wanted to see is on, *Floating Voters*, the one with what's-her-name. That woman out of *The Candy Bar*.

Woman: Demi Jackson. Not sure it's your kind of thing, though. The last time we watched a political thriller you spent the whole time asking, 'Who's that guy supposed to be again?'

- Man:** Well, some of the films you choose are like taking an exam! You stop concentrating for two minutes and you've lost the plot. What about *Starburst*? It got great reviews.
- Woman:** You know I hate science fiction. 'I am not of your planet Earth. I come from a planet called Tharg, far, far away.' Stupid rubbish. That leaves *Long Goodbyes*.
- Man:** A romantic comedy? You must be joking. Maybe we should just go home and get a DVD out.
- Woman:** Well, we're here now. I suppose we'll go for your choice, but I get to choose next time, and no arguments.
- Man:** Okay, whatever you say.

2
... which means that more and more of the fertilisers we use on the land are finding their way into our rivers. As agriculture becomes more intense, as farmland has to produce more and more food, so the effects we are having on our natural environment become greater. At laboratories across the country, the quality of our water is being determined in the first national survey of its kind. My colleagues in Manchester, for example, have found that, compared to thirty years ago, the water supply is heavily polluted, a fact that has been picked up by reporters working for the local press. Close analysis of the data shows that levels of certain chemicals have risen sharply ...

3
Hi, it's me. Maxine. Can't talk long. I'm going out shopping with my mum in a sec, and you know how impatient she can get ... Yeah ... Listen. I wanted to ask you for a favour. You know Jonathan, the attractive guy from your class? ... Well, I'd really like him to come to my birthday party next week ... No, it's at my place, probably. That way there's lots of room if people want to stay over. My mum says you just have to bring a sleeping bag ... The thing is that, well, to tell you the truth, I quite fancy him and ... no, don't laugh ... Could you give him the message? Oh, and don't forget to bring the books I lent you when you come ... Okay. Bye.

4
You see, I'm not very good with technology, I'm afraid. The one I have at the moment ... I can't remember the model number ... but it just seems to have some kind of problem. I click on the icon on the screen with the mouse but nothing happens. I can still use the word processor, but it's not much use if I can't make a hard copy. I keep getting this message saying something about the connection. I thought it might be a problem with the computer, but my wife connected it up to another machine and it still didn't work. I've had it for a while, so I thought it might be time for a new one, you know, one with more features.

5
And here we have the echidna, a shy animal that in some ways resembles the European hedgehog in appearance, although any similarities stop there. It is a member of the marsupial group, unique to Australia.

The defining characteristic of these species is that they give birth to live young who then continue to develop in a pouch, where they are protected from the dangers of their natural environment. If you are lucky enough to spot the echidna in the wild, which happens more and more infrequently as numbers fall, you may have the opportunity to observe its behaviour when threatened. The echidna will roll itself into a ball, in this way protecting itself from attack.

- 6**
- Man:** Well, I'm afraid it is company policy in these circumstances, Madam.
- Woman:** But look at it! It's scratched and it won't play! All I get is a horrible noise coming out of the stereo.
- Man:** As I said, we do find that sometimes an older stereo can damage CDs in this way and ...
- Woman:** Look, it's nothing to do with my stereo. It was like that when I bought it. I've got the receipt right here.
- Man:** As I explained, the item was a sale item, offered at a discount of fifty per cent. That means that we'd be happy to exchange the product, but cash refunds are against company policy.
- Woman:** Oh, that's ridiculous! I'll tell you one thing. It's the last time I buy anything from this shop!
- Man:** As you wish, Madam.

7
Ladies and gentlemen, this is your head steward, Christine, speaking. We would like to remind passengers that, although we seem to be ahead of most of the severe weather, the seat belt sign has been switched on and all passengers must return to their seats. We have received news that air traffic controllers in Madrid are on strike, which means that the airport is not in operation until further notice. Since our route takes us through the region, we will be forced to take a detour, which means that we will reach our destination approximately twenty minutes behind schedule. Please remember that the stewards are here for your comfort, so please do ask if you require any drinks, snacks or duty free goods.

8
I would've done more with the images. I think you have to reach a much higher standard than that these days. It's a great plot, though. You know, it's one of those role-playing games where you have to play a character in search of lost treasure, that kind of thing. Some of the characters are quite bad, which can be a lot of fun because you get sick of playing the good guys all the time. I turned the music off while I was playing because you can't hear what some of the characters are saying, but they've got some great melodies. No, it's just the images really. Like I said, though, there's so much competition these days that unless you get everything right, you're never going to have a big seller.

Listening 2

Speaker 1

I think the thing is with stamp collecting that you either understand what the attraction is or you don't. You can't convince somebody to find it interesting if they don't already. You can talk about how valuable stamps can be or how much satisfaction you might get, but it doesn't make any difference. I was always one of those who found it rather boring until recently. Most people start when they're kids so I've got a lot of catching up to do with my collection.

Speaker 2

Lots of people collect phonecards, I suppose because there are lots of different ... you know ... designs, and types of card. I've got a fairly big collection, but it's not worth that much, just because there are so many of them out there. I used to be really into it, and even joined a special club at one time. I learned, though, that there was no end to it. They just keep bringing more cards out and there's never a point when you can relax and say, there, I've done it. I seem to spend more and more of my time on other things these days.

Speaker 3

The value of collecting can be enormous. First of all, there's nothing like filling that gap in your collection with a rare coin that you've had to spend a bit of money to get. Then there's all the historical information you pick up from researching the coins. You have to make time for it, of course, but it's worth it.

Speaker 4

It was a lot easier in the past, when I would sometimes spend all weekend sorting them out and rearranging them and just ... well ... enjoying my collection, really. I picked up a lot of my football programmes on the internet, through websites for collectors, so I've got lots from abroad. With this new job, though, if I'm online it's more likely to be to check my email or contact a customer. I don't seem to be able to keep my collection up to date like I used to because of other demands.

Speaker 5

You get out of a hobby what you put in, if you ask me. I don't know how people can say they don't have enough time. You make the time if you're really that interested. I look at it in the same way some people look at their business. I buy these stamps as an investment, and I expect to make money on them. And I would, too, if I sold up tomorrow. But I'm hanging onto my collection until interest increases and hopefully I'll be able to get even more for it.

Unit 7

Listening 1

- 1 It was Jenny's first time, so I started showing off, doing a few of the old tricks I'd learned. I was pretty good, not perfect, but enough to impress a complete beginner.

- 2 There were about 300 metres to go and I was trying to catch up with the leader, Kathy Milton. I knew she was a strong finisher, so I was just trying to stay with her.
- 3 Anyway, at one point I hit a beautiful shot that caught her out completely. I was just congratulating myself when the umpire said that it had been out and gave her the point.

Listening 2

- 1 I thought it would just be a matter of transferring that skill ... you know ... that ability ... to the snow, for snowboarding, but it was much more, well, challenging, I suppose you could say, than I thought it was going to be.
- 2 About five years I've been playing squash now, I guess. There aren't so many women who play at the club, but there are a few.

Listening 4

Speaker 1

I'd been skateboarding a few times, even though it's not so much a girls' sport, or I don't think so, anyway, so I suppose I knew the ... um ... the basics, you know what I mean? It's all a question of keeping your ... um ..., your weight over your feet so that you don't lose your, you know, balance. I was never into doing tricks or anything like that, but I could stay on my feet, you know. I thought it would just be a matter of transferring that skill ... you know ... that ability ... to the snow, for snowboarding, but it was much more; well, challenging, I suppose you could say, than I thought it was going to be. Couldn't really get the hang of it, which was a bit embarrassing, really, because I'd told everyone it didn't look that difficult.

Speaker 2

There are some things you never forget, like riding a bike, or that's what people say, anyway, and I think skating's a bit like that as well. As soon as I got on the skates, it all came back to me, although it must've been about six years since I'd skated regularly. It was Jenny's first time, so I started showing off, doing a few of the old tricks I'd learned. I was pretty good, not perfect, but enough to impress a complete beginner. It was only the next day that I started suffering. I was aching all over and my legs were really stiff. I'd forgotten how physically demanding it could be and I wish I'd got myself a bit fitter before I started throwing myself all over the place.

Speaker 3

It was last weekend, last Saturday, at the tennis club. I was playing with Janice, Janice Porter. She's quite new, so I was going easy on her, but it was a tournament and I hadn't won anything for a while, so I wasn't going to let her have it too easy. Anyway, at one point I hit a beautiful shot that caught her out completely. I was just congratulating myself when the umpire said that it had been out and gave her the point. Well, I didn't say anything, just stood there for a minute, looking at him. But it was ridiculous. We carried on playing, but it had really put me off and it cost me the match. My own fault for getting annoyed, I suppose.

Speaker 4

About five years I've been playing squash now, I guess. There aren't so many women who play at the club, but there are a few. I first started when my friend Carmen suggested it. Joined a club near where I live and it just took off from there, really. I've improved a lot since the first time. Wasn't sure what I was doing at all, but I soon got the idea ... and got into shape, which was the main reason I started playing. A little bored with it now, especially since Carmen moved and joined a different club. They've started doing judo lessons, though, so I might give that a go. I've had enough running around, and it might be nice to try something that demands a bit more mental strength. Do you know what I mean?

Speaker 5

It's a race I'll remember for a long time. There were about 300 metres to go and I was trying to catch up with the leader, Kathy Milton. I knew she was a strong finisher, so I was just trying to stay with her. As we came round the final bend, Kathy suddenly slipped and dropped out – she'd pulled a muscle. It was terrible luck and I felt really sorry for her but I have to admit that as I crossed the finishing line my mind was on one thing only – my first gold medal!

Speaking 2

- 1 I used to. I have a lot of other commitments these days, so I don't really have time, but I was a member of my local volleyball team until last year. I'd like to play more but it's probably not going to be possible for a few more years.
- 2 Well, there's a lot of football and basketball on TV, but I'm not really a big fan. I like watching athletics, particularly events like the 100 metres.
- 3 Not really. I've got a skateboard and I can do a few tricks, but I've never entered any competitions or anything like that. I've read a bit about BMX and I'd like to have a go but so far, no, I haven't.
- 4 They're not so good, really. If there was a sports centre, I think more people would get involved in sport, but at the moment we just have a couple of basketball courts and tennis courts.

Speaking 3

Interlocutor: Hello. Come in.

Michael: Hello.

Sonia: Good morning.

Interlocutor: Please sit down. My name is John Smith and I'm going to be talking to you today. This is my colleague, Anne Cox, and she's just going to be listening to us. Can I have your mark sheets, please? Thank you. Could you tell us your names?

Michael: My name is Michael.

Sonia: Sonia.

Interlocutor: Thank you. Now, we'd like to know a little about you so I'm going to ask you a few questions about yourselves. Sonia, are you from this area?

Sonia: Yes.

Interlocutor: And you, Michael?

Michael:

Yes, I was born here and I've lived here all my life, although we've moved house once or twice.

Interlocutor: Do you play much sport, Michael?

Michael: I used to. I have a lot of other commitments these days, so I don't really have time, but I was a member of my local volleyball team until last year. I'd like to play more but it's probably not going to be possible for a few more years.

Interlocutor: Sonia, are you a member of any sports teams?

Sonia: I don't have time.

Interlocutor: Do you follow any sports as a spectator?

Sonia: No. I don't like sport.

Interlocutor: Do you watch sport on TV, Michael?

Michael: Well, there's a lot of football and basketball on TV, but I'm not really a big fan. I like watching athletics, particularly events like the 100 metres.

Interlocutor: Have you ever tried any unusual sports?

Michael: Not really. I've got a skateboard and I can do a few tricks, but I've never entered any competitions or anything like that. I've read a bit about BMX and I'd like to have a go but so far, no, I haven't.

Interlocutor: Sonia, are there any unusual sports you'd like to try?

Sonia: Yes. BMX. Like Michael.

Interlocutor: What are the sporting facilities like in your area? Sonia?

Sonia: We don't have any.

Interlocutor: What do you think about local sports facilities, Michael?

Michael: They're not so good, really. If there was a sports centre, I think more people would get involved in sport, but at the moment we just have a couple of basketball courts and tennis courts.

Unit 8**Listening 2**

Jenny:

Well, it's been a lot of fun. Lots of interviews on radio and TV and people recognise me wherever I go. It hasn't completely changed my life, though. No offers to present TV programmes, but then that's not why I went on in the first place.

Interviewer: So why did you?

I'd seen earlier series and thought, 'She's in it for the money' or 'He wants to be a star' and I thought the programme could be so much more than that. I thought it could show what the young people of Britain are really like right now and so I went on just to be myself, really.

Listening 3

Interviewer: Media hype or genuine hit? Boring waste of time or fascinating look at human reactions? Well, you might have guessed that I'm talking about reality TV. Whether it's *Big Brother*, *Survivor*, *Bar Wars* or *I'm a Celebrity, Get Me Out of Here*, our screens seem to be full of TV programmes where people live together, work together, play together and then kick each other off the programme. And we watch it all in our millions. With me to discuss this are Tony Christian, member of the media watchdog group *Airwave* and Jenny Doyle, winner of last year's *Big Brother*. Jenny, how's life been since you left the house?

Jenny: Well, it's been a lot of fun. Lots of interviews on radio and TV and people recognise me wherever I go. It hasn't completely changed my life, though. No offers to present TV programmes, but then that's not why I went on in the first place.

Interviewer: So why did you?

Jenny: I'd seen earlier series and thought, 'She's in it for the money' or 'He wants to be a star' and I thought the programme could be so much more than that. I thought it could show what the young people of Britain are really like right now and so I went on just to be myself, really.

Interviewer: Tony, it all sounds quite harmless, doesn't it? Just a bunch of young people getting to know each other?

Tony: Well, yes, on one level it is. You know, these reactions weren't invented when reality TV was developed. When young people go away to camp or to university, they often develop relationships just like we see on TV, very intense friendships. The difference is that in real life we don't decide who we want to get rid of and then vote on it. It's that anti-social aspect that worries me and many other members of *Airwave* and similar organisations.

Interviewer: Jenny, what do you think about that? How did you find the whole process of having to nominate your housemates?

Jenny: Well, it wasn't easy because you become very emotionally attached to the other people, but we all knew that at the end of the day it was a game. You know, and this is where I disagree with Tony, it's not supposed to be real life. It's supposed to be a TV programme, and I'm sure everyone watching is aware of that.

Tony:

That's true to a certain extent when you're talking about adult viewers. Another thing that concerns me, though, is very young viewers. There have been reports of children as young as seven or eight years old playing *Big Brother* in the playground and using the game to bully other children, by nominating them, talking about them and then voting them out. That can be a very hurtful experience at that age.

Jenny:

Yes, and that's not something I would defend. However, I think that children can learn a huge amount about getting on with people from watching this programme where complete strangers are thrown together. Doesn't it teach them a lot about making friends, about showing tolerance and about giving other people their own space?

Interviewer:

Finally, Tony, can I ask you what your organisation proposes?

Tony:

Airwave has written to the controllers of all major channels asking them to look at this kind of television very closely. Rather than a complete ban, what we would like to see is tighter controls over times of broadcast. We'd like to see these programmes going out later at night, when we can reasonably expect very young viewers to be in bed.

Interviewer:

Tony Christian, Jenny Doyle, thank you very much for joining me today.

Speaking 2

Anne: Yes, I completely agree with you. Watching TV in English can be a great way to practise listening. What about reading a newspaper? Do you think it's useful? Spanish boy

Rob: Yes, it's useful. You can learn many things. Are you agree?

Anne: Am I what?

Rob: Agree.

Anne: Oh, do I agree? Well, yes, although I think newspapers can be quite difficult and I prefer reading magazines. This picture shows somebody surfing the internet. I find that the internet really teaches me a lot about informal English. Don't you?

Rob: Yes, I surf the internet, too.

Anne: No, I mean, don't you think it helps?

Rob: Yes, my father helps me with the computer. This other picture is an English book. Are you reading a book in English?

Anne: Er ... do you mean am I reading a book at the moment, or do I read books generally?

Rob: Yes. Generally. Yes.

Anne: Oh, I see. Erm. Well, yes, I try to read books in English when I can, although I don't always have time. I think it helps me to improve my vocabulary. So, I guess we need to choose the three we think are most useful. Erm ... I would suggest the internet, and perhaps reading magazines ...

Unit 9

Listening 2

Woman: Thank you for downloading this careers podcast.

Man: Today I want to talk to you about going freelance. For most people, working from home is a dream come true, and I have to admit that in many ways it is. I mean, can you think of any companies that would let you choose your own working hours? Then, of course, you're your own boss so you can take a break whenever you like. For me, personally, I like the idea that I'm in the house all day and I'm always on hand to deal with things there when I need to, like deliveries and the usual things involved in running a home. In particular, I know that there are times when I'm more productive, and those times don't always coincide with a nine-to-five job. You can't just press a button and be creative every time you sit down at your desk. So I love the freedom of being able to use my time in the best way possible – even if that means I'm working at midnight sometimes. Most of all, I save three hours a day by not travelling. In my last office job, I had to commute to work and that took at least an hour and a half each way, when you factored in finding a place to park. But that's not to say there aren't disadvantages. There are distractions, particularly if you have children. What do you do, for example if one of them is ill and can't go to school? In my case, it means I'm forced to take a day off. Then, when we talk about working for yourself, we mustn't forget that there are usually people waiting for work from you, so you're not really completely free. You have deadlines to meet and that can mean long hours. You need to be disciplined if you're going to get enough work done – it's no good spending the day playing games if people are expecting you to send them work. For me, the worst thing is people's perception of what you do. First of all, if you're not firm, you can find that people will visit you at all times during the day. They think you're available for coffee, just because you're at home. They equate working from home with working part time, so they think you have hours on your hands. In my case, nothing can be further from the truth – I actually have much less free time now because there isn't a clear line between being at work and being free, unlike in an office, where, you know that the rest of the day is your own when you switch off your computer and walk out the door. So you have to bear all these things in mind if you're thinking about...

Listening 4

Interviewer: With me today is Steve Little, who is the manager of a large office here in the city. Steve, first of all thank you for coming in to talk to us.

Steve: It's nice to be here.

Interviewer: Now Steve, I understand you do things a bit differently in your office. Tell us a little about that.

Steve: Well, I should begin with my own experiences of working in an office, because that's what's influenced my management style.

Interviewer: Would I be right in thinking that these experiences were largely negative?

Steve: You would, yes! You see, I consider myself to be a hard worker and what I found – in several jobs that I had – was that this was not rewarded. There was an atmosphere around the office that actively discouraged hard work. It was a question of *us and them* – the workers would smile politely and say yes in all the right places when they were talking with management ... but then, as soon as their backs were turned – the managers' backs, I mean – the workers would completely ignore the instructions and deliberately take too long doing jobs. It was like they were trying to destroy the company.

Interviewer: Sounds like a very bad place to work.

Steve: Yes. And I'm talking about more than one company here – this was the norm – not an exception. My problem with it was that there was a lot of pressure on me to be one of them. Now, call me old-fashioned, but I was there to do a job, and I get a certain amount of satisfaction out of doing something well. But this was just frowned upon in the office. It had become like an elaborate game.

Interviewer: And I suppose the pressure for you to conform was great.

Steve: That's what was expected, yes. One or two people took me aside and said, 'Look, this is the way we do things round here – you'd better make up your mind whose side you're on.'

Interviewer: So it was a question of taking sides ... I see. So, dare I ask ... whose side did you take?

Steve: In my first job, I couldn't handle this at all, so I resigned. But when I found a similar thing in the next job, I thought, 'Why should I be the one to suffer here?' I decided to speak to my supervisor.

Interviewer: Whose side was he on?

- Steve:** Well, he was stuck in the middle, of course, but he did sympathise with my situation. He said there had been problems for years. He suggested that I make an appointment to speak to the manager about my concerns. But he warned me that I'd better be prepared with some suggestions because the boss was the kind of person who didn't like people going to him with problems – only solutions!
- Interviewer:** I see!
- Steve:** And he was pleasant enough about it but I could see that he wasn't willing to change things. He was close to retirement and looking for an easy life I think. But I learned a lot through these bad experiences – in fact, I think they helped me get my first management position.
- Interviewer:** You finally found someone who appreciated your approach, did you?
- Steve:** Finally! Yes, I did. I'd started to think that all offices were the same and I was beginning to wish I'd chosen a different career. At one point I considered getting a job in a factory with a weekly wage and no responsibilities – I thought that would be better than all the negativity I seemed to find everywhere.
- Interviewer:** But it made you what you are today and so ... let me ask you about your own management style. You have, I believe, around a hundred employees. How do they treat you?
- Steve:** With the greatest respect! But that had to come from me. One big lesson I learned was that the managers I worked for had no respect for their employees. None whatsoever. They almost treated them as if they were the enemy. There was no communication and no consulting them. We were basically office slaves, expected to get on with our work.
- Interviewer:** So now ...
- Steve:** So now that I'm a manager, the first thing I place importance on is getting to know the people I'm working with. I know them all by name, and I know a lot more about each of them than any of my own managers ever knew about me. You think that's important ...
- Interviewer:** It is if you want things to run smoothly. It's common sense. If I know that Jim in accounts has just had a baby, or got divorced, or lost his father, I can make allowances, can't I? Without that information, I could jump to the conclusion that he's being lazy and he deserves to get the sack.
- Interviewer:** So what are you really like to work for? Be honest now!
- Steve:** Look, I'm not the kind of manager who wants to go out bowling with my staff on a Friday night. I think you can become too friendly with them and they see you as wanting to be one of the lads ... and it doesn't work. Plus, over half of my staff are women – it's just not appropriate to socialise with the men and not the women – so I do neither. They know where the line is – work is work. But beyond that, I encourage them to talk to me – my office door is always open for them – and I talk to them. A large part of my day is spent talking to staff members – and yes, it's often about personal stuff because, as I said, that gives me a clearer picture of what I can expect from them. A lot of managers claim that they're too busy with important work and they can't afford the time to do this. My viewpoint is that I can't afford not to do it. Yes, of course I have meetings and other duties, but I think a manager is nothing without a good team behind him – or her, of course! My employees have to come first whenever possible.
- Interviewer:** Interesting! We'll hear more about your thoughts on team-building after this piece of music ...

Speaking 1

- Interlocutor:** Marios, here are two photographs of different jobs. I'd like you to compare them and say which job you would prefer and why. You have about one minute to do this, so don't worry if I interrupt you.
- Marios:** Well, both of them are good, but this one is more difficult than this one, and I think it is more important too because they, you know, do more important things than these people. This one helps people and this one tells us the news. I'd prefer the first one because it's more important.

Unit 10

Listening 2

1

It's my leg, you see. The same problem, only it's getting worse, so I wanted to come into the surgery tomorrow, if that's possible Yes, that's right. Doctor Simpson ... Well, the nurse gave me some pills, painkillers, and she said that I should call to ... erm ... book an

appointment if there was any change ... The morning, if possible. Say, about eleven ... Oh, okay ... Yes, ten thirty, then.

2

Man: So I've been ... er ... applying that cream that you gave me, but it still hasn't cleared up.

Doctor: Well, I think we were right that it looks like the problem is an allergy. If the cream's not doing you any good, then we're going to have to find the root of the problem. It'd be great if there was a magic pill I could give you. The thing is that people are sensitive to all kinds of things – dust, soap, washing powder. I'd try using something else on your clothes for a while and we'll see how you get on.

3

Man: 'Our juice is high in vitamins A, B, E, folic acid and calcium.' What's folic acid?

Woman: I don't know. It must be good for you, though, or they wouldn't put it on the label, would they?

Man: Vitamins ... protein ... fibre ... I'm not sure these days what I can eat and what I can't! I just think you have to be sensible, you know. Enough fruit and veg, not too much bread and potatoes.

Woman: Since when have you been an expert in nutrition? Anyway, it's not just diet, is it? It's your whole lifestyle, and you're not telling me you get enough exercise.

Man: Oh, come on. We're going to be here all afternoon at this rate, reading all the labels. Where're the sweets?

4

Erm ... you couldn't make it a bit earlier, could you? It's just that my son leaves school around four and he's only eight and I can't let him walk. So I'd have to pick him up in the car around that time. The only alternative is to take him out of school early and bring him here with me, which I'd rather not do. And my husband is covering for a sick colleague all week so he can't do it. Something like two would be much better, if there's any way you can rearrange things. Then I'd be finished in time for when school closes.

5

You wouldn't believe what it's like at work! My doctor practically ordered me to take it easy after the operation, and I only wish I could! But what with the phone going all day and customers in and out, well, I hardly get a minute to myself. 'Sorry, Margaret,' she says, 'but I've got a terrible headache.' That's nothing compared to the headache I've got. I've a good mind to take a few days off sick myself!

6

DJ: On line three we've got Richard from Cambridge. Richard, what's your question for Doctor Whitehouse?

Man: Yes, er ... hello, Simon, and hello, Doctor. Congratulations on the show, first of all. I've

really learned a lot over the last couple of weeks and thanks to you I'm even thinking of giving up smoking. I was really ringing to ask the doctor about something he said to the young lady from London who called about getting in shape for the summer. She said that she'd not had much help from her doctor and had gone to a hypnotist and Doctor Whitehouse seemed surprised. I was wondering what the doctor thought about other similar things, you know, like traditional cures and remedies, that sort of thing.

7

Erm ... *Health Matters*, I think it was called. Something like that. It was all about eating properly, getting the right amount of vitamins, making sure you eat lots of vegetables, things like that. Pretty basic, really, and what I don't understand is, surely people are being told that kind of thing all the time. It's like saying 'stop smoking'. Who doesn't know that it's bad for you? Same thing with junk food, yet they went on and on about it. Should've done something on how food labels often give people the wrong information. That would've been much more useful.

8

Hello, and thank you for calling the Greenford Clinic. The surgery is currently closed and will remain closed until Monday the seventeenth when Doctor Vaughan hopes to be back in the surgery, fit and well. The clinic will be open until Friday the twenty-first, when Doctor Vaughan goes on holiday for the Christmas period. In the meantime, patients requiring urgent attention should contact Doctor Willoughby on Greenford 5554142.

Listening 3

Speaker 1

I don't know what's going to happen in the future, but I take one day at a time. I know my life's never going to be the same again, but at the same time, I'm counting my blessings because I know it could have been a lot worse. I get stares when I'm out in public, but that's normal, I suppose – how are complete strangers supposed to understand? It's not something you think about until it happens to you. I know that better than anyone now, of course.

Speaker 2

We called the doctor out that night. I'd convinced myself by then that I was going to die. I was pretty scared, I don't mind telling you, and I really felt every symptom that I described to the doctor. He was very sympathetic ... and very thorough when he checked me over. But he asked me a lot of non-medical questions too, such as whether I had been worrying about other things. It was only then that I had the slightest clue about the real cause. Honestly, I would never have believed it possible. Of course, I made a full recovery.

Speaker 3

It's just not something you expect to happen, is it? I mean, you set off for a beautiful beach holiday and then ... well, this happens. All I can say is thank goodness we were covered. We'd have just had to sell our house, that's all. We weren't at death's door or anything, but it was serious enough. The hospital bed alone cost a small fortune a day and the doctors' bills were extremely high. Mind you, I won't hear a bad word said about the doctors and nurses there. They were just fantastic.

Speaker 4

I don't know what it is but I know I'm not alone when I say that the health service is going downhill. I had a doctor tell me to look up my condition on the internet. Yes, thanks very much! I came to you because you're supposed to be a professional. Then my sister was told she was too fat and that's why she was ill. Charming! I don't know if they feel they're poorly paid or if they're just lazy, but that's no way to speak to people. With a little training in manners, doctors could once again start making their patients feel better.

Speaker 5

Of course, we know that so many millions have to be spent on health care and we will continue to do so, I feel sure. However, and this is not avoiding the issue in any way, we need scans and screening too. I'm not suggesting that we cut the budget for health care, but I am saying that more money must be found. We would simply not need the amount of doctors and equipment we're talking about if we were to convince the public of the importance of early diagnosis. Of course, what makes this unpopular is that we won't see the benefits for some years. But when we do, the savings will be incredible.

Speaking 1

Candidate A: Let me see. Well, another point is that young people are surrounded by pollution from cars and factories, which is a major health risk. It can cause breathing problems and people in cities suffer from things like asthma much more than people who live out in the countryside.

Candidate B: That's right, although I don't think it's as important as having a good diet. Especially when you're young, you need to eat the right things to build strong bones, things like that. So, which picture would you choose for the cover, then?

Candidate A: Erm ... I think I'd go for the picture that shows someone smoking because it can be something that affects the whole of your life. In my experience, a lot of teenagers smoke and I don't think they realise what problems it's going to cause in the future. What about you?

Candidate B: I disagree, I'm afraid. I think that smoking only affects a small number of teenagers, whereas healthy eating affects everyone, so I would choose the photograph of the hamburger. That way, the cover of the book shows a problem that every teenager faces. Do you see what I mean?

Candidate A: Yes, I do, but I'm not convinced. Junk food is only bad for you if that's all you eat. There's nothing wrong with a hamburger or fizzy drinks, as long as you eat lots of other things, like vegetables. Perhaps we should consider another photo. This one here shows a student suffering from stress. How about that for the cover?

Candidate B: It's definitely something that affects all teenagers. I had a friend who got ill from worrying about her exams, so I think it's a major problem. It would look good on the cover of the book because most teenagers would immediately recognise the problem. Shall we go for that one?

Candidate A: Yes, let's choose that one.

Unit 11

Listening 2

1

Student 1: So how are you getting on with Modern Literary Studies?

Student 2: I don't know. I mean, I think the point of it is that it gives us an overview of the different literary genres and all that, and if that is the point then that's fine but ...

Student 1: Yeah, I know exactly what you mean. It's not that it's not interesting – it is – but the different bits just don't seem to tie in with each other at all.

Student 2: No. One week we're doing modernist poetry and the next we're looking at something from fifty years later and I don't really get it.

Student 1: Well, it's probably just like that European Novel course we did last term. We'll only be able to make sense of it when it's all over.

Student 2: Yeah, probably.

2

So I found this gorgeous little French language school a few miles outside of Roscoff. I mean it's perfect. A little bit pricey, but I think you probably get what you pay for, don't you? There are actually a couple of them in the town, but what swung it for me was the fact that at this particular school all the lessons are in the evening, so I'll be able to do up the farmhouse during the day, and then pop down to the school in the car and learn French from six till nine. I can't wait!

3

Well, of course in my day, before the war, a lot of families sent their children to boarding school. It was just the done thing. So off I went at the age of seven. I actually got a full scholarship if I remember rightly, so my father didn't have to pay any fees at all. It was tough, there's no doubt about it, and some of the girls didn't enjoy the experience at all. I can't say I really minded it, though. What I did mind was not being able to go straight to university. The war put a stop to all of that, of course. I managed to get there in 1947, though, and of course that's where I met my husband so if I hadn't...

4

So, you know that magazine I get every week – *World of Knowledge*? Well they're running a competition that's, like, you have to answer these questions and if you win then you get a year's free subscription to the magazine. So I knew all the answers except one and I thought it was in a previous issue of *World of Knowledge* but I looked and looked and couldn't find it so then I remembered that set of reference books Al gave me for my birthday. You know, with the thes ... thes ... thesaurus and dictionary and encyclopaedia. Well, the question was about where the word 'education' comes from so I looked it up in the encyclopaedia and it gave loads of information but not where it comes from and of course the thesaurus didn't help but the other book was brilliant 'cause it's got a section on the history of words and all that. So I've sent it off and I'm just waiting to find out now if I've won.

5

And handbrake on. Right, Mr Philips. Not bad at all. I think you're probably nearly ready for your test, don't you? You're definitely getting the hang of using the mirrors now, aren't you? Just remember mirror, signal, manoeuvre and you'll be fine where that's concerned. And I think you're much more comfortable with the wheel now, too. You were holding it just a bit tight before, but it was just right today. Do have another look, though, at the Highway Code. You've got to be absolutely sure of the difference between a stop sign and a give way sign. I thought you were a bit hesitant on that today. Anyway, just have a look through those again and I'll see you again tomorrow. Okay?

6

Teacher 1: Last lesson?

Teacher 2: Yeah, just one to go. You?

Teacher 1: Yup. 5C.

Teacher 2: You still having problems with them?

Teacher 1: Actually, they're a lot better behaved than they used to be.

Teacher 2: I can't believe that for a minute. They're dreadful when I have them for history.

Teacher 1: No, they've settled down now in my classes. Do you know what amazes me, though? A few of them are doing really well.

Teacher 2: Are they? Oh that's good. I'm always telling them they're not lacking in intelligence. In fact, some of them are really bright and are actually pretty good at history. They're just totally lazy.

Teacher 1: Oh, that's not fair. I wouldn't call any of them lazy. Mind you, some of them could definitely try a bit harder.

Teacher 2: You're telling me!

7

Well, I wanted to do it properly, you know, so I got this book from the library which tells you exactly how to go about it. Said it was important to build up confidence, you know, 'cause throwing someone her age in at the deep end, so to speak, is just a recipe for disaster. So I fitted these stabilisers and held her while she got the hang of pedalling. Oh, it was great. She took to it like a duck to water, I can tell you. Anyway, within half an hour or so she was racing round the garden and within about a week she didn't need the stabilisers at all and was totally comfortable bombing round just on two wheels. Didn't fall off once, to tell you the truth. I was so proud of her.

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Well, Carlo was my first real boyfriend, I suppose. But just after we'd started going out together I got this new job – you know, great salary, great career prospects, everything I'd worked for. Well, after a while Carlo began to get a bit irritated that I was working late every night. I mean, I couldn't blame him, he was right, but my priorities just weren't on the relationship. This went on for a bit and things went from bad to worse and I finally realised I just had to tell him that really I didn't have time for him in my life right now. It was silly just pretending that I wanted to be with him because I didn't. I just wanted to focus on my work. And I'm glad I did tell him too, as it enabled him to go out and find someone else who could commit to him.

Listening 4

Speaker 1

Well the day of the exam finally came and there I was with less than a week's revision done. You can imagine how miserable I felt. Well, do you know, it turned out that I'd done a really thorough job! As I quickly flicked through the pages of the exam paper, I saw more and more questions that I recognised. I didn't need months after all. Of course, I passed with flying colours.

Speaker 2

It was all right at school. Something about it appealed to me and I just responded well to it, I suppose. Then, right at the end, I got an inkling – whereas I was supposed to get three Bs or higher, I got a B and two Cs. That of course limited my choice of university. Thinking back, now, I don't think it would have mattered where I was. For whatever reasons, I just never did as well as people expected and it was as bit of a waste, to be honest.

Speaker 3

I was doing a distance-learning course in an area of history that was a bit under-developed in terms of research, so there wasn't much material out there. I'd found out a little from the usual sources but there just wasn't enough to base my dissertation on – I had to write ten thousand words and I just didn't have enough material. Then I came across a website where there were

all these links. In about a week, I had my plan and more than enough information. It was just plain luck.

Speaker 4

We studied three subjects in our first year as undergraduates, so I did English – my *major*, if you like – philosophy and art, with, of course, the plan being that you switch to only your main subject in year two. Well, I'd wanted to study English for years and I really enjoyed it in the first year. So what made me switch to philosophy, I'll never know. English is bad enough – you can always be a teacher – but have you heard of any jobs for philosophers in your area?!

Speaker 5

When you've got a disability, it just makes certain things more complicated. For me, my driving test was a mountain that I just had to climb – but the problem was I got confused over the various road junctions. I'm lucky in that my dad is a very patient man, and he took me over and over the possible examination routes until I knew them like the back of my hand. Every day that winter, he took me out in the car, come rain or snow or ice! I'm glad to say it paid off!

Speaking 1

Candidate A: ... and, of course, in this picture lots of people are being taught something together, whereas in the other picture there's one instructor and one learner. I think you can probably learn things in both situations, but I personally prefer personal tuition as the teacher can focus just on the things you need.

Interlocutor: Okay, thank you. Angie, have you ever been in situations similar to these?

Candidate B: Well, I've never learned how to drive a car, and I've never been in the army, so no, not exactly like these, but my dad taught me how to ride a bike, and of course I go to school, so, in a way, yes, I have.

Interlocutor: Thank you. And now, Angie, here are two photographs of...

Unit 12

Listening 2

First of all, I'd like to thank you all for inviting me here today. It's a pleasure to be here and I hope I'll be able to give you some insight into what my job involves. After I've finished speaking, I'll be happy to answer any questions you might have. So, my name is Kathleen Majors and, as Jean said in her introduction, I'm a judge, but more specifically, I'm a magistrate. Magistrates work in a court called a Magistrates Court, which deals with less serious crimes. If there's a serious crime, we pass that on to another court, called the Crown Court. At the Crown Court, the judges are paid, but we're not. All magistrates are actually unpaid local

volunteers. Thankfully, because we're not legal experts, we're helped in the court by a paid clerk who gives us legal advice. I spend a lot of my time in a section of the Magistrates Court called the Youth Court. Here, we deal with cases where the defendants are eighteen or under. It's actually a lot more informal than the Adult Court, where defendants are addressed by their surname. In the Youth Court, we call them by their first names. In the Youth Court, if a defendant pleads guilty and has no previous convictions, then we have to use a new sentencing option called a Referral Order. What that means is that the young person appears before a panel of people from the local area. Their parents are expected to attend, and usually the victim of the offence is invited too. The young offender is asked to enter into a contract with the panel, hopefully to stop him or her getting into trouble in the future. It does work quite well, but one of the problems with this system is that it applies equally to very minor offences such as breaking a window and to much more serious crimes like burglary. I personally think it would be better if magistrates could decide the best punishment for the more serious crimes. If a defendant pleads not guilty, then we set a date for their trial, which is usually held several weeks later. Every case is different, which is what I particularly enjoy about the job. We deal with all sorts of crime: criminal damage, shoplifting, motoring offences. We do, of course, punish youngsters for the crimes they commit, but really the aim of the youth court is to stop young people from committing crimes again. The punishments we hand out range from a small fine to a twelve-month supervision order. We do occasionally have to send people to prison, but, especially in the youth court, we see that as a failure. I often say to young offenders: I really hope I never see you here again. Sometimes we're successful and sometimes we're not. It is wonderful, though when you hear of someone who's been before you getting a job, settling down and keeping out of trouble. Right, does anyone have any questions?

Listening 3

Presenter: Peter, you've been reporting on crime for what, twenty years?

Journalist: Twenty years, that's right.

Presenter: In that time as a court reporter, you must have seen it all!

Journalist: Pretty much, yes!

Presenter: Is there one crime that you covered that sticks in your mind?

Journalist: Well, there was a murder about five years ago in Newport and I was sent to cover it. It was in the national press but it wasn't really a big story – sadly, murder is all too common and the public are only really interested if it's a particularly horrific crime. There are plenty of those.

Presenter: Was that the case here?

Journalist: No, what stands out for me is the fact that, although the defendant was found guilty, and everyone I spoke to felt he deserved his long sentence, I had my doubts. The

accused pleaded not guilty and everyone assumed he was lying. For me, there were several missing pieces of the puzzle – and motive was one of them. I couldn't see why he would have done what they said. I know a lot of criminals don't seem to be bad but this struck me as very strange case, because he really didn't seem to be capable of what they said he'd done.

Presenter: He got a long sentence, you say.

Journalist: Yes, twelve years, but he didn't really defend himself. I mean he said very little in his defence. Now, was he covering for someone else? Had he been set up? Was he intimidated by someone? I suppose we'll never know. Perhaps I'm wrong, but my instincts told me that he was innocent – of that crime at least.

Presenter: You mean you think he might have done something worse?

Journalist: Maybe – a colleague of mine suggested that he might have committed even worse crimes, and by not fighting this one, he got twelve years instead of what he thought he might get for the others. It's frustrating not knowing!

Presenter: Perhaps the truth will come out one day. People must behave very differently when they face a trial.

Journalist: Well, some of them are just funny. I mean the police and the law courts are very thorough in their work – they've also seen it all before. This contrasts sharply with the first-time offender who is new to this game and, well, they are just naive. They think they can say things and the court will believe them.

Presenter: I've a feeling you've got a story to tell us.
Journalist: There was one case where a young man had tried to set fire to a house. He was on trial for arson and attempted murder. It's only funny because nobody got hurt, by the way. What he did was really serious. Again, everyone was convinced he'd done it. But he made up this story about how he'd run out of petrol and was walking back to his car with a full can, when he tripped and fell. Some of the petrol 'accidentally' spilled through a broken window into the house. Then, to top it all, he 'accidentally' set fire to it! It was beyond belief – and yet the guy thought it was a good defence. His story just fell to pieces in court, of course. I think he got an extra punishment for lying. But it made me smile because of the foolishness of the man. His story had no chance of being believed.

Presenter: I'm sure that you, like the police, can probably tell when someone is lying by now.

Journalist: Nearly always!

Presenter: What are the most common kinds of crimes you've covered?

Journalist: Burglary, I would say. Or theft of one kind or another. There's just no end to it. Shoplifting ... people picking pockets on buses ... people stealing cars.

Presenter: Do you ever feel sorry for these people?

Journalist: Even if you know they are guilty, I mean.

Journalist: You know, that's a thing I agonise over. Sometimes I do feel sorry for them, yes. Sometimes ... it's just that you can see that the person never set out to be a criminal. I mean, in some trials, it's easy to see that the person was desperate for money or food. Their circumstances forced them into it. Nobody is perfect – we all make mistakes. It makes me sad when people make a mistake that ends in crime ... when they could so easily have taken a slightly different path and ended up with a very different life.

Presenter: Yes, indeed. And what kind of crimes make you angry? Do you still get angry sometimes?

Journalist: Oh yes. Not about property – I don't think we should get too upset if someone steals our car, or damages our property in some way. Bad as it is, things are things – money is not everything. But I have seen victims of crime whose lives are shattered. They live in fear of getting beaten up in the street, or of finding someone has broken into their home. They can't sleep at night. I knew one woman who was in a bank while it was being robbed by an armed gang. Nothing happened to her – she just waited until they left ... she wasn't harmed in any way. But the whole incident made her ill – she lost confidence in herself ... didn't want to go out in public. How many people are there whose lives are dramatically altered by crime? I get angry because the criminal doesn't think about these things. And the newspapers don't think it's a worthwhile story. 'Nobody was injured', they'll say ... or 'All the hostages were released unharmed'. The woman I mentioned died a few years later – not as a result of the crime she witnessed, but it's safe to say she never recovered from it. She was never the same again.

Presenter: A very sad reminder, there. We'll come back in a few minutes, when I'd like to ask you ...

Speaking 2

Teenager A: Now, what about this one?

Teenager B: Yeah, that seems like a sensible piece of advice. If you've got your wallet in your back pocket, it's much easier for a pickpocket to come along and steal it.

Teenager A: Yes, definitely. So, the advice will be: 'Don't keep your purse or wallet somewhere where it's easy to steal, like in the back pocket of your jeans?'

Teenager B: Yes, exactly. Now, this one's interesting...

Revision 2

Listening 1

Presenter: Mmm. A little blast from the past there with U2 and 'I still haven't found what I'm looking for'. Well, I'll tell you what I'm looking for: your opinions on what's on your screens these days. What do you think? Which shows keep you glued to the telly and which have you reaching for the remote control? First up we've got Nancy Winterbottom from Norwich on line 3.

Nancy: Nancy, hi.

Nancy: Oh, hi. I'd like to say first of all that *Sound Off* is my absolute fave. The presenter, Charles Wilson, is so funny and I think it's quite rare to have a talk show that actually puts the stars on the spot, you know, makes them sweat a little. We're used to seeing that from current affairs programmes, where journalists grill politicians, but it's not so common in this kind of programme. I know there have been negative reports in the media recently about the high salary Charles gets paid, but I think he deserves every penny.

Presenter: Okay. We've had a few callers praising *Sound Off*. Some people, though, say that Charles Wilson needs to have a bit more respect for the celebrities that he has on his show. What do you say to that?

Nancy: To be honest, I think that it's complete rubbish. Actors and other celebrities get very wealthy, make a lot of money from being in the public eye, and I think that one of the things they have to accept is, well, they have to accept that people are going to question them and criticise them. You can't be on our screens all the time and then think you are going to have much of a private life, can you?

Presenter: I take your point. What about other programmes? Anything you haven't been so impressed by recently?

Nancy: Oh, yes. Lots. I'll tell you one that stands out. What's it called? It was a reality TV show. Now, I've got nothing against that kind of programme, but this one was dreadful. *Girl Power*. That was it. It was all about girls who wanted to be electricians. I forget which channel it was on, but whichever producer thought up that idea should lose their job! I can't believe that

the series lasted so long! Nine weeks of the same tedious rubbish, every night of the week.

Presenter: Finally, were there any programmes you weren't sure about, where you thought, 'Well, I'd like to see more of that before I decide?'

Nancy: Erm ... no, I don't think so. Well, there was *News Review*. I saw one of their programmes and I thought it was interesting to see that kind of programme get out of the studio for a change. You know, normally it's people sitting round a table, but it was a good idea to get people discussing things in other places, shops, banks, that kind of thing. The programme I saw was about education, which isn't a subject that is particularly important to me, so I think I'd like to see one where they discussed something else. I wonder if it's on at the right time. Seven o'clock is a bit early for that kind of thing, so maybe they should think about moving it to a later time.

Presenter: Well, thanks for those thoughts, Nancy. If you'd like to agree with what Nancy says, or if you have a different opinion, call us now on 5553974. On line two we have Dave Rogers. Hello, Dave. Which programmes would you like to talk about?

Listening 2

Presenter: 'School isn't like it was in my day. Kids today don't know how lucky they are.' Have you ever heard your parents or your grandparents say anything like that? We decided to find out for ourselves how true it was, so we put a class of fourteen year olds through a 1950s-style education for a week to see what they thought. This is Mark.

Mark: I wasn't sure what to expect. I'd heard that pupils had a lot less freedom then and that they worked much harder. I didn't think that I'd mind that because I'm quite used to that kind of thing normally, but I wasn't so keen on the idea of wearing a school uniform – we don't wear one at my school. It's amazing how quickly you get used to it, though, and, in fact, I can see the attraction of it now. It's quite useful and you don't mind getting it dirty, like you do with expensive clothes. I'd never realised how handy a jacket with lots of pockets could be until I had to wear one. The work was actually easier than I'd expected, just different. Nowadays we do a lot more group work and we put together projects, things like that. I think they make an effort to motivate us, keep us interested. It clearly wasn't like that in the fifties. You did what you were told, whether you

liked it or not. I think we also do stuff today that might be useful to us later on. When we were doing the kind of work they did fifty years ago, I don't think any of us understood what the point of it was. It was all very academic and not really connected to the real world.

Presenter: Here's what Hannah had to say.

Hannah: It's really surprising how much certain subjects have changed. Languages, for example. I do French now, so I tried French lessons from the fifties. There was no pair work or projects, things that teach you useful skills. It was all memorising lists of vocabulary, doing tests, just stuff that was completely useless, really. Who needs to be able to say things like, 'My aunt's pen is in the garden'? It was all out of context, so I don't see how they could have learned anything. What I really struggled with was the maths. The maths lessons for pupils the same age as us were at a much higher level in those days, so when we were doing them, we were all just looking at each other, like 'What's this supposed to be?' It was quite funny, actually. History was very different, as well. You definitely had to have a good memory in the fifties! It was all dates and kings and battles and revolutions. These days, we learn about what life was like for ordinary people and how hard it was for them to survive.

Presenter: Finally, here's Gareth.

Gareth:

Everybody imagines that teachers back then were much stricter, and I suppose that's true to a certain extent, but I think that was only because they cared about the progress of their students. That hasn't changed. What has is that a lot of the stuff kids had to learn back then came out of a book, so the teacher could sit at the front of the class teaching and testing all these things they didn't understand. I don't think it's really possible to do that these days. I think it was an interesting experiment, on the whole, but there were some things from the past that we could never recreate. One is the relationships between the pupils themselves. Negative things like bullying, well, I suppose that's always been with us and always will. But I think students today are much more likely to give each other a hand, say when there are things that need explaining. Also, I think the whole system is a lot more co-educational than it was in the fifties, and society is a lot more open, so boys and girls probably have a much better idea of the opposite sex than our grandparents did.

Presenter: Some interesting views from our teenagers, there. We're now going to hear from the teachers, to see what they thought of the experiment.

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