

New Edition

*Series authors:*

Malcolm Mann

Steve Taylore-Knowles

# Laser B1

## Teacher's Book

with DVD-ROM and Digibook



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Malcolm Mann  
Steve Taylore-Knowles

# Laser B1

## Teacher's Book



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# Introduction: Welcome to *Laser B1!*

*Laser B1* 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.

A number of different components make up the *Laser B1* course:

- ***Laser B1 Student's Book* with Student's CD-ROM**
- ***Laser B1 Student's Book Class Audio CDs***
- ***Laser B1 Workbook* (with and without key versions) with **Audio CD****
- ***Laser B1 Teacher's Book***
- ***Laser B1 Teacher's DVD-ROM* (packaged with the Teacher's Book)**
- ***Laser B1 Digibook* (packaged with the Teacher's Book)**

Let's look at each of them in turn.

## ***Laser B1 Student's Book***

There are 16 topic-based units. Each unit contains the following sections:

- **Get warmed up!**, a short warm-up and lead-in to the topic
- **Reading**, developing key reading skills through the presentation of an attractively illustrated text
- **Dictionary corner**, focusing on topic-based lexis and lexico-grammar from the Reading section, this section seeks to build up students' lexical knowledge
- **Have your say!**, an opportunity for students to give their own opinions
- **Grammar 1**, focusing on one key grammar point (which has been exemplified in the preceding Reading text), this section presents the grammar point and is followed by exercises for consolidation
- **Listening**, developing key listening skills through a variety of exercise types
- a second **Dictionary corner**, focusing on topic-based phrasal verbs, word formation, patterns,

collocations, etc, again aimed at building up students' lexical repertoire

- **Grammar 2**, focusing on a second key grammar point and again followed by exercises for consolidation
- **Soundstation**, focusing on the production and reception of key phonetic areas that may prove problematic for students
- **Speaking**, developing key speaking skills based on a variety of scenarios that have relevance in everyday life, and including a **Phrase Bank!** feature, which provides useful words and phrases through a functional structure
- **Use your 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
- **Get ready to write**, working towards the production of a piece of writing, this feature guides and supports the students towards completion of the writing task

**Homework!** sections throughout the Student's Book indicate when and which Workbook exercises should be assigned.

After every two units, there is a two-page **Revision** section, revising and consolidating the grammar and vocabulary from the preceding two units.

At the back of the book, there is:

- a set of 16 **Composition Planners** (one for each unit)
- a set of **Role-play activities** to provide further speaking practice
- a two-page alphabetical **Pattern and collocation database**, with patterns and collocations appearing in the course with definitions and example sentences
- an alphabetical **Phrasal verb database**, with phrasal verbs appearing in the course with definitions and example sentences
- an alphabetical **Irregular verb database**
- a **Speaking database** arranged by function, providing examples of all the key language required for the Speaking sections
- a 28-page **Grammar database**, containing additional information for each grammar point covered in the Student's Book.
- an **Alphabetical index of grammar points** for students' reference

- a **Webquests** section, containing Webquests for students to complete every two units

## **Laser B1 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 B1 Student's Book Class Audio CD**

This contains all the recorded material for the Soundstation and Listening sections of the Student's Book. It also contains recordings of the main reading text from every unit.

The CD track references for this audio material are provided in the Teacher's Book.

## **Laser B1 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. The relevant exercises are clearly presented throughout the Student's Book, in the **Homework** boxes.

Each unit of the Workbook contains the following sections:

- **Reading**, consolidating and extending the work done in the Student's Book Reading section, using a variety of text types and exercises
- **Dictionary corner**, revising and consolidating the work done in the Student's Book first **Dictionary corner** section

- **Grammar 1**, revising and consolidating the work done in the Student's Book Grammar 1 section
- **Dictionary corner**, revising and consolidating the work done in the Student's Book second **Dictionary corner** section
- **Grammar 2**, revising and consolidating the work done in the Student's Book Grammar 2 section
- **Writing**, revising, consolidating and extending the work done in the Student's Book Writing section (up to and including Get ready to write), using various exercises requiring students to understand and analyse pieces of text
- **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

The Workbook also contains eight one-page or two-page **Check your progress!** tests for units 1–2, 3–4, 5–6, 1–8, 9–10, 11–12, 13–14, 9–16 and an **End of Year Fun quiz**.

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

## **Laser B1 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 detailed teacher's notes for every Student's Book task. 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 B1* with your students.

The Teacher's Book contains:

- information on the **Target language** for each unit
- information on the **Aim** of each task and section
- detailed guidelines for teachers on how to use the material in the Student's Book most effectively, including what to write on the board in **On the board** sections
- an **Answer key** to all exercises with additional explanation of answers where appropriate
- **Additional task** boxes, containing suggestions for supplementary activities
- a **CD Track reference** for each listening activity
- **Homework!** sections indicating when and which Workbook exercises should be assigned
- the **audioscripts** for all listening activities in the Student's Book where the complete script does not appear on the Student's Book page
- references to additional tasks and tests on the Student's CD-ROM and the Teacher's DVD-ROM

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 way 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 you, not hinder you, in your teaching.

### **Laser B1 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:

- **16 Unit Tests**, focusing on reading, grammar, vocabulary and writing
- **three Term Tests**, covering units 1–5, 6–10 and 11–16
- **one Final Test**, covering units 1–16
- **one complete PET Practice Exam**
- **the Answer key** for these tests

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 B1*.

The topics covered in *Laser B1 Teacher's support videos* are:

- **Introduction**
- **Reading:** Fully exploiting reading texts
- **Writing:** Using the writing planners
- **Speaking:** Doing the role-play activities
- **Grammar:** Using the Grammar database
- **Vocabulary:** Creating a vocabulary book
- **The Laser Quiz:** A great way to start the year

In the videos, the authors explain the rationale behind some of the features in *Laser B1 Student's Book*, suggest procedures for working through the *Laser B1* material or give ideas for more ways of exploiting the Student's Book material.

Each video is between three and four minutes long.

There are also extra reading tasks (**Reading Extra**) on the Teacher's DVD-ROM. New to the third edition, these offer more opportunities for exploitation of the reading texts in each unit of the Student's Book.

### **Laser B1 Digibook**

The **Digibook** is a page-faithful, digital version of the Student's Book.

The *Laser B1 Digibook* is 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, including all listening exercises.

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 B1* as much as we 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

### Do the Laser Quiz

- This section is designed to be a fun introduction to the course, and to help familiarise students with the Student's Book.
- Either ask students to do the quiz individually or in pairs.
- Encourage them to do the quiz as quickly as they can. You may wish to make it a competition, with the winning student/pair getting ten points, the next student/pair to complete it getting nine points, and so on.
- You may wish to read through the questions first with students to ensure understanding.



- 1 Rob, o
- 2 phrasal verbs, a
- 3 it, t
- 4 We're Talking Rubbish!, r
- 5 Amy Baxter, e
- 6 Laser Composition Planners, e
- 7 Away from Home, W
- 8 spectators, s
- 9 Malcolm Mann, m
- 10 e
- 11 Francesca, c
- 12 James Dyson, o
- 13 I
- 14 Steve Taylor-Knowles, L
- 15 Grammar database, B
- 16 1

Secret phrase: Welcome to Laser B1

# Student's Book contents map



Unit	Reading	Dictionary corner 1	Grammar 1	Listening	Dictionary corner 2
<b>1</b> <b>Welcome Back!</b> PAGE 8	scanning for specific information	patterns	present simple and present continuous	listening for specific information	topic vocabulary (education)
<b>2</b> <b>The Weird and the Unexplained</b> PAGE 16	reading for gist	topic vocabulary (mysteries)	past simple and past continuous	listening for location	collocation
<b>Revision Units 1–2 • PAGE 24</b>					
<b>3</b> <b>The Law's the Law</b> PAGE 26	logical cohesion	topic vocabulary (crime)	countable and uncountable nouns	listening for location	phrasal verbs (with off)
<b>4</b> <b>Meet the Stars</b> PAGE 34	reading for specific information	topic vocabulary (the media)	present perfect (simple and continuous)	listening for specific information	word formation (prefixes)
<b>Revision Units 3–4 • PAGE 42</b>					
<b>5</b> <b>The Space Race</b> PAGE 44	summarising points	patterns	<i>will</i> and <i>be going to</i>	listening for specific information	topic vocabulary (technology)
<b>6</b> <b>It Takes All Sorts</b> PAGE 52	grammatical referencing	topic vocabulary (people)	modals 1 (ability, obligation, advice, permission)	listening for attitude, purpose and intention	collocation
<b>Revision Units 5–6 • PAGE 60</b>					
<b>7</b> <b>Going Out and Staying In</b> PAGE 62	text type and function	topic vocabulary (entertainment)	modal perfect	listening for attitude and purpose	phrasal verbs (with up)
<b>8</b> <b>The Problem Page</b> PAGE 70	distinguishing fact and opinion	topic vocabulary (relationships)	zero, first and second conditionals	listening for gist	word formation (suffixes)
<b>Revision Units 7–8 • PAGE 78</b>					

 Grammar 2	 Soundstation	 Speaking	 Use your English!	 Writing	 GO Get ready to write
stative verbs	/i:/ and /ɪ/ recognition	giving personal information	unit revision	paragraphing	informal letter
used to and would	/i:/ and /ɪ/ production	describing photographs	unit revision	descriptive language	short story
articles	opinion expression and stress production	expressing opinion, giving reasons 1	unit revision	useful words and phrases for essays	essay
comparatives and superlatives	/ə/ recognition and production	giving examples	unit revision	interpreting notes	informal email
present simple and present continuous for the future	/æ/, /a:/ and /ʌ/ recognition	expressing opinion, giving reasons 2	unit revision	using set phrases	formal letter
modals 2 (possibility, probability, certainty)	/æ/, /a:/ and /ʌ/ production	comparing	unit revision	layout and text structure	report
-ing form or full infinitive?	/nd/, /d/, /ɪŋ/ and /g/ recognition	suggesting and recommending	unit revision	awareness of target reader	article
time clauses	/nd/, /d/, /ɪŋ/ and /g/ production	formality	unit revision	making suggestions	letter of advice

Unit	Reading	Dictionary Corner 1	Grammar 1	Listening	Dictionary Corner 2
<b>9</b> <b>It's the Way You Tell 'em</b> PAGE 80	reading for gist	topic vocabulary (humour)	third conditional	listening for specific information	patterns
<b>10</b> <b>Fair Play</b> PAGE 88	distinguishing main concepts	collocations	revision of conditionals and <i>unless</i>	main points	topic vocabulary (sport)
<b>Revision Units 9–10 • PAGE 96</b>					
<b>11</b> <b>The Land of Plenty?</b> PAGE 98	recognising discourse markers	topic vocabulary (the environment)	the passive	main points	phrasal verbs (with <i>out</i> )
<b>12</b> <b>CU @ 8!</b> PAGE 106	understanding sentence function	topic vocabulary (communication)	past perfect (simple and continuous)	deducing meaning	word form (irregular forms)
<b>Revision Units 11–12 • PAGE 114</b>					
<b>13</b> <b>Getting By</b> PAGE 116	deducing meaning	topic vocabulary (employment)	reported questions	prediction	patterns
<b>14</b> <b>Away from Home</b> PAGE 124	lexical referencing	topic vocabulary (travel)	future perfect simple and future continuous	roles and relationships	collocations
<b>Revision Units 13–14 • PAGE 132</b>					
<b>15</b> <b>Make or Break</b> PAGE 134	reading for specific information	topic vocabulary (success)	<i>prefer, would rather, had better</i>	listening for intention	phrasal verbs with other particles
<b>16</b> <b>Buy, Buy, Buy!</b> PAGE 142	implication	topic vocabulary (shopping and money)	question tags	listening for specific information	word form (verbs, nouns and noun phrases)
<b>Revision Units 15–16 • PAGE 150</b>					
<b>Composition Planners 1–16 • PAGE 152</b> <b>Role-play activities • PAGE 168</b> <b>Pattern and collocation database • PAGE 170</b> <b>Phrasal verb database • PAGE 172</b>			<b>Irregular verb database • PAGE 173</b> <b>Speaking database • PAGE 174</b> <b>Grammar database • PAGE 175</b> <b>Webquests • PAGE 204</b>		

**Grammar 2****Soundstation****Speaking****Use your English!****Writing****Get ready to write**

relative clauses	recognition of numbers	comparing	unit revision	developing a narrative	short story
<i>so, such, too, enough</i>	production of numbers	asking and answering	unit revision	awareness of purpose	informal letter
the causative	homophones	agreeing and disagreeing	unit revision	complex sentences	essay
reported speech	stress mobility	discourse management	unit revision	selecting appropriate style	informal email
indirect questions	/s/ and /ʃ/ recognition	expressing future intention	unit revision	using set phrases	letter of application
wish and if only	/s/ and /ʃ/ production	speculation	unit revision	making recommendations	review
direct and indirect objects	/ɔ:/ and /ʌ/ recognition and production	prioritising	unit revision	using the correct register	article
<i>although, even though, despite, in spite of</i>	reception and production of question tag intonation	expressing preference	unit revision	punctuation and capitalisation	report

# 1

# Welcome Back!

## Target language

Grammar:	present simple and present continuous / stative verbs
Lexis:	patterns / education vocabulary
Reading skills:	scanning for specific information
Listening skills:	listening for specific information
Speaking skills:	giving personal information
Writing skills:	paragraphing / informal letter
Pronunciation skills:	/i:/ and /ɪ/ recognition

- Ask students what the unit title is.
- Elicit the meaning of *welcome* and ask them what *back* refers to.
- Elicit any other expressions they know with *back* (eg *come back*, *give back*).
- Elicit suggestions as to what the unit is about (school and education).

### ON THE BOARD

*Students' answers, eg History is difficult because you have to remember a lot of dates.*



## Get warmed up!

**Aim:** to introduce the topic of the unit through personal responses

- Ask students to write down all the subjects they do at school. You may wish to set a time limit of one or two minutes for this.
- Ask them to number them in the order in which they enjoy them most ('1' for their favourite, '2' for their next favourite, etc).
- Give students a short time to discuss the questions in pairs or in small groups.
- Ask two or three students to tell you their three favourite subjects.
- Elicit from them why they like one or two of these subjects.
- Write some of their answers on the board.

### Additional task

- Tell the class you are going to do a survey to see which subjects are the most and least popular.
- Write a vertical list of about six subjects that have been mentioned by students on the board, then two more columns, one with a smiley face at the top, another with a non-smiley face at the top.

### ON THE BOARD

*(subjects should be ones that have come up in the lesson – see example table)*

	😊	😢
<i>maths</i>		
<i>English</i>		
<i>PE</i>		
<i>history</i>		
<i>geography</i>		
<i>science</i>		

### ON THE BOARD

*Students' answers, eg Science is fun because I like doing experiments.*

- Ask two or three students to tell you their least favourite subjects.
- Elicit from them why they don't like them.
- Write some of their answers on the board.

- Ask *Whose favourite subject is* (eg *maths*)?
- Count the number of students who raise their hands and write this number next to *maths* in the table on the board, in the column with the smiley face.
- Do the same for the other subjects.
- Now go through the subjects in the same way, this time asking *Whose least favourite subject is* (eg *maths*)? and write the scores under the non-smiley face in the table.

- Elicit an interpretation of the results from students, asking *Which is the class's favourite subject?* and *Which is the class's least favourite subject?*

## Background information

- PE* is the abbreviation used to refer to physical education lessons in British schools.

## Reading CD1, Track 1

**Aim:** to give practice in scanning a text for specific information

### 1

- Briefly revise countries, nationalities and languages by asking students where they are from, what nationality they are and what their first language is. If all students are from the same country, you could ask them to talk about countries they've been to on holiday, or the country, nationality and first languages of international celebrities.

#### ON THE BOARD

France - French - French

Spain - Spanish - Spanish

Mexico - Mexican - Spanish

- Ask students to look at the text and speculate about what kind of text it is (a blog). Elicit whether any students have read blogs or write a blog.
- Ask students to identify the following parts of the blog: the name of the blog; the blog post; the links; the comments.
- Ask students to look at the questions and choose the correct answers. Tell them that they should not read the blog, but should scan it to find the answers. Explain that scanning means looking through a text without reading it in detail in order to find specific information.
- Give them a minute or so to do the exercise.
- Either get students to compare their answers in pairs to check they are correct, or elicit the answers from the students.

1 B	2 A	3 A
-----	-----	-----

### 2

- Ask students to read the blog through once. Give them a few minutes to do this.
- Ask students to read the statements. Tell them that in order to find the answers they should not read the whole blog again, but should scan it for the information they need.
- Ask students to find the part of the blog that contains the information they need to decide if the first statement is true or false (the first paragraph). Ask them to then read only that part in detail to decide if the statement is true or false.

- Work through the remaining statements in the same way.

1 F	2 F	3 T	4 F	5 T
-----	-----	-----	-----	-----

### 3

- Ask the students to read the ideas. Explain that they will scan the text to find the relevant information. Tell them that they should scan for key words, such as 'dictionary' and 'music', and then read the context at that point.
- In order to discourage students from reading the blog in detail, you might give them a very restricted time in which to do the task, say one minute. See how many they find in that time, and then if necessary give them more time to complete the task.
- Go over the answers orally.

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

### Additional task

- Write the following answers on the board and ask students to write the questions for them, referring back to the blog if necessary.

#### ON THE BOARD

1 next week

2 French, German, Spanish and English

3 Ankara

4 a quiet room

5 through email

- If the students are finding it difficult to come up with the correct questions, write the following question words on the board to help them:

#### ON THE BOARD

When      What      Where      Where      How

Other wording is possible. Accept any reasonable answers.

1 When is the start of the new year?
2 What languages does Nicole speak?
3 Where is Adem from?
4 Where does Alessandra tell people to do their homework?
5 How does Lupita stay in touch with her friends?

### HOMEWORK!

- Assign the Reading exercise on page 4 of the Workbook.

## Dictionary corner

**Aim:** to practise expressions from the reading text

- Ask students to do the exercise in pairs.
- Check answers orally.



1 good	3 able	5 forward
2 help	4 fond	6 beginning



### HOMEWORK!

- Assign exercises 1, 2 and 3 on page 5 of the Workbook.



## Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Either ask the questions to the whole class and elicit students' responses, or put the students into groups and ask them to ask and answer the questions together. Then ask each group to tell the class what they discussed.

## G Grammar 1

### Present simple and present continuous

**Aim:** to consolidate students' understanding of the functions and usage of the present simple and continuous tenses

- Go through **Grammar database 1** on pages 175–176 of the Grammar database with students, drawing their attention in particular to the emphatic present simple and the use of the present continuous to describe annoying actions and changing situations.

### Additional task

- Ask students to close their books.
- Write the first two letters of six adverbs on the board and spaces for the remaining letters as follows:

#### ON THE BOARD

so _____	al _____
of _____	us _____
ju _____	ne _____

- Ask for volunteers among students to come up to the board and fill in the missing letters of the words (don't tell them at this stage what the words have in common).
- Elicit from students what the six words have in common (they are all adverbs of frequency).
- Ask students to make some example sentences about themselves using these adverbs.



sometimes, often, just, always, usually, never

## 1

- Ask students to complete the exercise.
- Go over the answers orally.



1 usually last	5 is always telling
2 we're revising	6 is getting
3 They're working out	7 does work
4 never shout	

### Additional task

- Write the following sentences on the board and ask students to correct them orally, using the emphatic present simple and beginning *No, actually ...*

#### ON THE BOARD

- 1 Most children don't like chocolate.
- 2 Britney Spears isn't a good singer.
- 3 It doesn't rain in England.
- 4 We don't like holidays.
- 5 It's time to go home.



- 1 No, actually most children do like chocolate.
- 2 No, actually Britney Spears is a good singer.
- 3 No, actually it does rain in England.
- 4 No, actually we do like holidays.
- 5 No, actually it isn't time to go home.

## 2

- Ask students to complete the exercise.
- When checking the answers, you may wish to write them on the board.



- 1 sometimes forgets
- 2 I'm/am trying
- 3 have just started
- 4 always tells
- 5 are getting
- 6 often takes

## 3

- Go through number 1 of the exercise with students, writing the answer on the board.

#### ON THE BOARD

**Q:** What does Nicole read every week?  
**A:** A book in English. / She reads a book in English.

- Ask students to do the rest of the exercise on their own.
- Go over the answers orally.



sometimes, often, just, always, usually, never

- 1**  
Q: What does Nicole read every week?  
A: A book in English. / She reads a book in English.
- 2**  
Q: What is Nicole writing to practise English?  
A: A blog. / She's writing a blog.
- 3**  
Q: Where is Adem studying English?  
A: In Ankara/Turkey. / He's studying English in Ankara/Turkey.
- 4**  
Q: Why does Adem use new words?  
A: To learn them. / He uses them to learn them.

### Additional task

- Ask students to think of a question using the present simple or present continuous tense.
- Ask different pairs of students to ask and answer each other's questions.
- Ask the rest of the class to listen and note down any mistakes in the question forms they hear.
- Elicit any corrections after each pair has spoken.

### HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 5 and 6 of the Workbook.

## Listening

**Aim:** to give practice in listening for specific information

### 1

- As a warm-up, ask students what their favourite school subjects are and why.
- Elicit from students the school subjects represented by the icons.

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

### 2

- Explain to students that they are going to hear part of a radio show. Ask them to look at the task and to say what they think the radio show is about (four students and their favourite school subjects).
- Elicit from students what specific information they need to listen for (country and favourite subject).
- Play the CD.

### CD1, Track 2

- Check the answers orally.

- 1** India, science  
**2** Romania, PE (physical education)  
**3** Russia, English  
**4** Holland, maths

### 3

- Choose different students to read questions 1–4 aloud.
- Tell students they must listen for the answers to these questions, but that they don't have to write full sentences.
- Play the CD again.

### CD1, Track 2

- Check the answers orally.

- 1** too difficult  
**2** (a bit) boring  
**3** (a) very difficult (language)  
**4** (a) very easy (language)

### HOMEWORK!

- Assign the Listening exercise on page 9 of the Workbook.

## Dictionary corner

**Aim:** to introduce and practise vocabulary on the topic of education

### 1

- Ask students to do the exercise in pairs.
- Check answers orally.

### Errors to watch out for

- The words *subject* and *lesson* are often confused by students. Make sure they understand that a subject is what a lesson teaches (eg *history, maths*), while a lesson is the actual period in which you have instruction on a subject.

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

### 2

- Ask students to complete the advertisement in pairs.
- Point out that although there are different possibilities for some of the gaps, they should find the most suitable word in each case and use each word only once.
- Check the answers orally.

**courses, revision, timetable, lessons, break, report, subject**

### Additional task

- Write the following verbs on the board:

**ON THE BOARD**

*to have      to write      to do      to take  
to learn      to study*

- Elicit from students which nouns from exercise 1 go with which of these verbs.



*to have: a break, a lesson  
to write: a report  
to do: revision, a course, a subject  
to take: a course, a break  
to learn: a subject  
to study: a subject (NOT a lesson)*

**HOMEWORK!**

- Assign exercises 1 and 2 on page 7 of the Workbook.

**G Grammar 2****Stative verbs**

**Aim:** to introduce stative verbs and familiarise students with their functions and usage

**1**

- Go through **Grammar database 2** on page 176 of the Grammar database with students, drawing their attention in particular to verbs that have different stative and non-stative meanings.
- Ask students to work with their partners to complete the exercise.
- Go over the answers orally.



- 1 ~~X~~ I **have** a headache at the moment.
- 2 ~~X~~ Fiona really **likes** her new German teacher.
- 3 ✓
- 4 ~~X~~ Nina **isn't** here today.
- 5 ✓
- 6 ✓
- 7 ~~X~~ It **seems** it's the end of the lesson.

**Additional task**

- Write the following sentences on the board and ask students to complete them with an appropriate verb in the correct form (either present simple or continuous).

**ON THE BOARD**

- 1 I \_\_\_\_\_ you! Will you marry me?
- 2 She \_\_\_\_\_ to work harder if she wants to go to university.
- 3 He \_\_\_\_\_ very unhappy most of the time.
- 4 I \_\_\_\_\_ of joining a gym.



- |               |                                   |
|---------------|-----------------------------------|
| 1 love        | 3 's/is / seems / appears / feels |
| 2 needs / has | 4 'm/am thinking                  |

**2**

- Explain to students that this exercise is in the form of a school report written by a teacher about a student.
- Ask students to read the report and complete it with the correct form of the verbs in brackets, paying special attention to the verbs that have different meanings in their stative and non-stative forms.
- Go over the answers orally.



- |             |                         |
|-------------|-------------------------|
| 1 am        | 8 believes              |
| 2 seems     | 9 does not/doesn't need |
| 3 think     | 10 doubt                |
| 4 likes     | 11 know                 |
| 5 are doing | 12 is thinking          |
| 6 is        | 13 wish                 |
| 7 do want   |                         |

**Soundstation**

**Aim:** to give practice in recognising the sounds /i:/ and /ɪ/

- Ask students to look at the cartoon and elicit what the communication problem was. (She had said 'ship', but he had heard 'sheep'.)

**1**

- Before listening, ask different students to read the pairs of words aloud.
- Ask students to listen to the recording and pay attention to the difference in pronunciation between the two words in each pair.
- Play the CD, stopping after the final word in the list of pairs.

**CD1, Track 3**

- For each pair, elicit which word contains the long vowel sound /i:/ and which the short vowel sound /ɪ/. (Don't, however, introduce them to the phonetic symbols for these sounds.)

words containing the short vowel sound /ɪ/ are: pill, ship, grin, lid, filling, chick

words containing the long vowel sound /i:/ are: peel, sheep, green, lead, feeling, cheek

Note: The words 'filling' and 'feeling' both contain the /ɪ/ sound in the second syllable 'ing'.

**2**

- Give students a minute to look through the sentences.
- Explain that they will hear only one of the two words in bold on the CD and that they have to circle the one they hear.
- Play the CD.

**CD1, Track 4**

- When checking the answers, you may wish to write them on the board.

1 peel	3 grin	5 feeling
2 ship	4 lid	6 chicks

### Additional task

- Elicit any more minimal pairs students know containing the sounds /ɪ/ and /i:/ and write them on the board.

#### ON THE BOARD

**Students' answers,**  
eg it / eat, sit / seat, fit / feet, lip / leap

- Ask a student (Student A) to pronounce one of the words on the board or from exercise 1.
- Ask a different student (Student B) to spell out the word they hear.
- Student A then confirms whether this was indeed the word they meant to say.
- Repeat with different pairs of students.

#### HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 7 and 8 of the Workbook.

## Speaking

**Aim:** to give practice in asking about and giving personal information

### 1

- Tell students they are going to listen to an interview with a teenage girl, but that they should focus not so much on what she says, but how she says it.
- Go through questions 1–3 with students.
- Play the CD.

#### CD1, Track 5

- When going over the answers, point out that in natural speech people do use one-word answers sometimes, but that it's good to get into the habit of giving fuller answers in preparation for the FCE speaking test.
- Also point out that words like *well* and *oh* are useful words to use in speech when you are trying to think about what to say next.

1 no	2 no	3 yes
------	------	-------

### 2

- Go through the list of questions, addressing them to different students.
- Stop after each question to give all students time to note down their own answers. (They should leave the column for their partner's answers blank for the moment.)

### 3

- Ask students to look back at the questions in exercise 2 and use them to interview their partner, noting down his/her answers in the spaces provided.
- Refer students to the Speaking database on page 174 before they do the task.
- Remind students that they can use the useful phrases from the box if they wish.
- Tell them they should avoid giving one-word answers and should try and use fillers like *well* and *oh*.
- They should then swap roles and let their partner interview them.
- Go round the class asking different students questions about their partners (eg *What's Nina's favourite subject? Why?*)
- Alternatively, you could ask students to copy their notes about their partner onto a separate piece of paper and collect them. You could then read out different sets of interview notes about different members of the class (eg *He or she usually plays football at the weekend. He or she wants to be a singer.*). The rest of the class have to guess who is being described in each case.

### Additional task

- Tell the class they are going to have a chance to interview you!
- Ask them to think of a question (which is not too personal!) that they would like to ask you and write it down.
- Go round the class, responding to each student's question.



## Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students what their least favourite school subject is. Ask them to say why they dislike that subject.
- Ask students to look briefly at the text and to say what they think they are going to read about (how to deal with school subjects you don't like).
- Go through the first couple of sentences of the text with students and elicit the missing words for gaps 1–3.
- Ask students to work in pairs to complete the exercise. Tell them they can refer back to previous exercises if necessary.
- Go over the answers orally.

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

### Additional task

- Tell students you are going to do a class survey on favourite and least favourite school subjects. Write these school subjects on the board. Replace any subjects your students don't do with ones that they do.

## ON THE BOARD

<i>maths</i>	<i>science</i>	<i>history</i>	<i>English</i>
<i>PE</i>	<i>music</i>	<i>art</i>	<i>computer science</i>

- Ask students to rank the subjects from 1 (favourite) to 8 (least favourite) for them.
- For each subject, ask each student their ranking. Keep a running total, or assign a student to do so. Write the total score next to each subject on the board.
- Explain to students that the subject with the lowest total score is the class's favourite and the subject with the highest total score is the class's least favourite. Put the subjects on the board in order by writing the numbers 1–8 next to them.
- Ask students to think about the class's least favourite subject. In pairs, ask them to come up with an idea that would help with surviving that subject, similar to the ideas in the text. Give them a few minutes to discuss it and then ask them to share their ideas with the whole class.

**Writing****Paragraphing**

**Aim:** to develop an understanding of paragraphing in letters

**1**

- Explain that the paragraphs of the letter are in the wrong order.
- Ask students to find the introductory part of the letter (*Dear Donna,*).
- Ask them to work in pairs to do the rest of the exercise.
- Go over the answers orally, getting different students to read out different paragraphs.



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

**2**

- Make sure students realise that parts 1, 2, 3, etc refer to the letter after it's been ordered correctly (eg part 1 is C in exercise 1). They can write their answers from exercise 1 to the left of the numbers to help them.
- Give students a couple of minutes to match up the parts with their purpose.
- When checking answers, you may wish to write them on the board.



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

**Additional task**

- Ask students to close their books.
- Ask different students to tell you one fact about Penny they can remember from her letter.

**3**

- Explain to students that each completed sentence will be a true statement about paragraphs.
- Do the first one together. Read the first half of the sentence and then read all the options for completing the sentence. Elicit which one makes sense (e).
- Ask students to complete the exercise and then go over the answers orally.



1 e	2 c	3 d	4 a	5 b
-----	-----	-----	-----	-----

**HOMEWORK!**

- Assign exercises 1, 2 and 3 on page 9 of the Workbook.

**Get ready to write****Informal letter**

**Aim:** to prepare students to write an informal letter to a pen friend

**1**

- Elicit the meaning of the word *informal* and ask students what the opposite is (formal).
- Ask them for examples of informal types of writing (eg a letter to a friend, some magazine articles, some adverts) and formal types of writing (eg a letter applying for a job, a newspaper article).
- Ask them whether the letter they read in Writing exercise 1 was formal or informal (informal).
- Elicit from students what contractions are. Write some examples of uncontracted phrases on the board and elicit the contracted forms:

**ON THE BOARD**

*he does not, they have got, we are not, you are*

- Point out that contractions tend to be used more in informal than formal writing.
- Choose different students to read a paragraph each of the letter aloud, while the rest of the class follow in their books.
- Ask students a few comprehension questions (eg *What do we find out about the writer's interests? What is he going to do after writing the letter?*).
- Ask students to work through the exercise in pairs.
- Go over the answers orally.

- 1 Gary
- 2 Adam
- 3 The following should be underlined: How's (line 2), can't (line 5), wasn't (line 6), I'm (line 9), we've (line 10), We're (line 11), we've (line 11), I'd (line 12), I've (line 13)
- 4 Either of the following should be underlined:  
*Sounds like you had a great time in Switzerland.*  
(line 3) *Boring!* (line 5)
- 5 The punctuation around the word *unfortunately* (line 14) should be circled (the use of brackets to add a comment and the exclamation mark are very chatty in style).
- 6 a How's it going? b Thanks a lot. c we've got d loads of
- 7 Write soon!, All the best,
- 8 Two

**2**

- Go through the questions that students will have to answer in the letter they write and elicit example answers for each one.

- 1 eg Emma / Juan / Dominic
- 2 eg say you hope their sister is better / thank them for the birthday present they sent you
- 3 eg awful / great / not as bad as I expected
- 4 eg I saw all my friends again / I've got a new teacher
- 5 eg I'm having a party next week / I'm going to a pop concert
- 6 eg dinner's ready / I've got to take the dog for a walk
- 7 eg (first) Write soon / Take care / Stay in touch  
(second) All the best / Lots of love
- 8 their own names, eg Kostas / Nancy / Bettina

**3**

- Tell students they should follow the general paragraph layout of the two model letters in their plan.
- Ask students to go to their Composition Planner on page 152 and give them about five minutes to write a brief plan for their letter.
- Check their plans.

 **HOMEWORK!**

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

**Additional task**

- Ask students to close their books.
- Ask them to write down the following words that have come up in the unit, paying particular attention to spelling:



1 language	6 course
2 beginning	7 sheep
3 revision	8 uniform
4 filling	9 friendly
5 usually	10 unfortunately

- Ask students to swap their answers with their partner and mark them.
- You may wish to write the words on the board for them to check.

**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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 1.

## 2

# The Weird and the Unexplained

## Target language

<b>Grammar:</b>	past simple and past continuous / <i>used to</i> and <i>would</i>
<b>Lexis:</b>	mysteries / collocations
<b>Reading skills:</b>	reading for gist
<b>Listening skills:</b>	listening for location
<b>Speaking skills:</b>	describing photographs
<b>Writing skills:</b>	descriptive language / short story
<b>Pronunciation skills:</b>	/i:/ and /ɪ/ production

- Ask students what the unit title is.
- Ask them to think of something weird (eg aliens, a dream they once had, a type of music).
- Ask them if they've ever had any weird experiences.
- Elicit any synonyms they know for *weird* and write them on the board (give them the first letter or two of the words if they're having difficulties).

**ON THE BOARD**

*strange, unusual, odd, peculiar, mysterious, bizarre*



## Get warmed up!

**Aim:** to introduce the topic of strange experiences through personal responses

- Write the key structures for answering the questions on the board:

**ON THE BOARD**

*I'd be ..., I'd ...*

- Elicit what *I'd* is a short form of (I would) and why it is used here (because it refers to an unreal event, i.e. the answers are hypothetical).
- Give students a short time to discuss the questions in pairs or in small groups.
- Address the three questions to the class as a whole and elicit answers from different students.



## Reading CD1, Track 6

**Aim:** to give practice in reading for gist

### 1

- Ask students to look at the pictures and elicit suggestions as to what the text they are going to read might be about.
- Read (or ask a student to read) the title and introductory sentence of the text and explain any vocabulary students are unfamiliar with (eg *fearless*, *investigates*).
- Ask students to read the text as quickly as possible and match the four stories to the pictures. (Tell them they shouldn't read every single sentence word for word to find the answers. Explain that they will have another chance later on to read the text in more detail.)
- Check answers orally and/or by writing them on the board.



1 B      2 A      3 D      4 C

### 2

- Go through the possible headings for the stories with students, explaining any words they are unfamiliar with (eg *witnesses*).
- Ask students to read the article in more detail this time and to decide with their partners which heading is the most suitable for each story.
- Check answers orally and/or by writing them on the board, getting students to justify their choices and give reasons why the other headings are unsuitable.



1 b      2 a      3 c      4 c

**3**

- Ask different students to read the sentences aloud, explaining any unfamiliar vocabulary (eg *colleagues*, *community*, *vanished*) as you go along.
- Pause after each sentence to give students time to jot down their answers. (They should refer back to the text if necessary.)
- Check answers orally and/or by writing them on the board.

 1 c    2 e    3 a    4 b

**HOMEWORK!**

- Assign the Reading exercise on page 10 of the Workbook.

**Additional task**

- Choose one student from each pair in the class and assign him/her the role of one of the people in the stories (eg Jimmy Carter, Christopher Davis, one of the flight attendants, etc).
- Tell the other students in the pairs that they are going to play the role of reporters and interview their partner about their strange experience.
- Give students a few minutes to prepare their roles (i.e. those playing the people in the stories should refamiliarise themselves with the information about 'themselves' and those playing the reporters should note down the questions they want to ask in their interview).
- Ask students to carry out the interviews with books closed, while you monitor them closely.
- Give feedback on students' performances, pointing out general strengths and weaknesses.
- Ask one or two pairs to come to the front of the class to perform their role-play.

**Additional task**

- Assign one of the four stories to each pair of students.
- Ask them to come up with a logical explanation for what happened in the story they have been given.
- Taking each story in turn, ask one student from each pair to explain to the rest of the class what 'really' happened.
- When each pair has spoken, take a class vote on which was the most believable explanation for each story.

**Dictionary corner**

**Aim:** to introduce and practise vocabulary on the topic of mysteries

- Ask students to do the exercise in pairs.
- Check answers orally and/or by writing them on the board.

**KEY**

1 odd	4 vanished	7 experience
2 weird	5 appeared	8 incident
3 bizarre	6 scared	

**Errors to watch out for**

- Students often use the wrong adjectival form, eg *scared* instead of *scary*, *frightened* instead of *frightening*. If they make this mistake, point out that the *ed* forms are used to describe people's feelings and the other forms to describe things, experiences and situations.

**HOMEWORK!**

- Assign exercises 1, 2 and 3 on page 11 of the Workbook.

**Have your say!**

**Aim:** to give students the opportunity to express their own opinions

- Either ask the questions to the whole class and elicit students' responses, or put the students into groups and ask them to ask and answer the questions together. Then ask each group to tell the class what they discussed.

**G Grammar 1****Past simple and past continuous**

**Aim:** to consolidate students' understanding of the functions and usage of the past simple and continuous tenses

**1**

- Go through **Grammar database 3** on pages 177 and 178 of the Grammar database with students, drawing their attention in particular to irregular verbs in the past simple, the emphatic past simple and the different uses of the past simple and past continuous forms.
- Ask students to do this exercise on their own and then compare their answers with their partner's.
- Check answers orally and/or by writing them on the board.

**KEY**

The following should be underlined:  
 (story 1) three consecutive sentences from: *He was waiting to suddenly disappeared*.  
 (story 2) one sentence: *In 1988, seventeen-year-old ... across a field*.  
 (story 3) one sentence: *Pilot Bob Loft ... Florida in 1972*.  
 (story 4) one sentence: *Cooking pots ... left at all*.  
 Example of the emphatic past simple: *a fire did break out* (story 3, final sentence)

**Additional task**

- Write the following on the board:

**ON THE BOARD**

- 1 I was sitting at my desk when ...
- 2 ..., a spaceship landed in the garden.
- 3 As I was eating my lunch ...
- 4 ..., the lights suddenly went off.

- Ask students to complete the missing halves of the sentences as imaginatively as possible, using the correct tenses.
- Ask different students to read out their answers.

**2**

- Elicit the answer to question 1 and write it on the board as an example:

**ON THE BOARD**

- 1 Did Naomi see a UFO last week?  
Naomi did not/didn't see a UFO last week.

- Ask students to complete the exercise on their own.
- Check answers to 2–6 orally and/or by writing them on the board.



- 1 Did Naomi see a UFO last week?  
Naomi did not/didn't see a UFO last week.
- 2 Was Bob Loft flying the plane?  
Bob Loft was not/wasn't flying the plane.
- 3 Were the people standing there amazed?  
The people standing there were not/weren't amazed.
- 4 Did the ghosts suddenly disappear?  
The ghosts did not/didn't suddenly disappear.
- 5 Was it the planet Venus?  
It was not/wasn't the planet Venus.
- 6 Was he driving his car when he saw the creature?  
He was not/wasn't driving his car when he saw the creature.

**3**

- Ask students to look at the picture and say what they think happened.
- Elicit the past simple tenses and present participles of the verbs *sit, hear, go, see, wear, run, eat, say* and *tell* and write them on the board:

**ON THE BOARD**

<i>sat – sitting</i>	<i>ran – running</i>
<i>heard – hearing</i>	<i>ate – eating</i>
<i>went – going</i>	<i>said – saying</i>
<i>saw – seeing</i>	<i>told – telling</i>
<i>wore – wearing</i>	

- Ask them to complete the exercise, working with their partner if necessary.
- Check answers orally and/or by writing them on the board.



- |               |                       |
|---------------|-----------------------|
| 1 had         | 11 sat down           |
| 2 was sitting | 12 looked/was looking |
| 3 heard       | 13 decided            |
| 4 went        | 14 was eating         |
| 5 was         | 15 called             |
| 6 opened      | 16 said               |
| 7 saw         | 17 replied            |
| 8 was wearing | 18 ran away           |
| 9 had         | 19 told               |
| 10 ran        | 20 loved              |

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on pages 11 and 12 of the Workbook.

**Listening**

**Aim:** to give practice in listening for location

**1**

- As a warm-up, ask students which of the pictures looks most interesting and why.
- Elicit the place each of the pictures shows.



- A a school science lab  
B a record shop  
C a bedroom  
D an office  
E a theatre

**2**

- Explain to students that they are going to listen to four people talking and have to match the experience described with the picture (A, B, C, D or E) that shows where it took place.
- Play the CD once.

**CD1, Track 7**

- Check answers orally and/or by writing them on the board.



- Speaker 1: B  
Speaker 2: E  
Speaker 3: A  
Speaker 4: C  
(picture D not referred to)

**3**

- Give students a couple of minutes to read through the questions.
- Make sure they understand that only one out of the three answer choices is correct for each question.
- Play the CD again.

**CD1, Track 7**

- Check answers orally and/or by writing them on the board, and elicit why the other answer choices are

wrong (eg 3c – we don't know that the clock broke because they looked at it. It could have been a coincidence).

1 c    2 b    3 b    4 a

### HOMEWORK!

- Assign the Listening exercise on page 15 of the Workbook.

### Additional task

- Write the following words on the board and ask students to match them to the speaker who used them when describing their strange experience:

#### ON THE BOARD

fireman   smashed   CDs  
storm   play   hypnotist

fireman: speaker 2  
smashed: speaker 3  
CDs: speaker 1  
storm: speaker 4  
play: speaker 2  
hypnotist: speaker 2

### Dictionary corner

**Aim:** to introduce and practise collocations

### 1

- Explain that in English certain words are used together.
- Write the following on the board and ask students to fill in the gaps in the sentences with the appropriate adjectives:

#### ON THE BOARD

good / fine / lovely  
That's a \_\_\_\_\_ dress.  
How are you? \_\_\_\_\_, thanks.  
I wish you all \_\_\_\_\_ luck in the test!

- Explain that even though the three adjectives have similar meanings, they cannot be used interchangeably to describe these nouns.
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board, making sure students understand the meanings of the phrases.

1 awake	6 time
2 asleep	7 cut
3 temperature	8 motion
4 escape	9 voice
5 away	10 trouble

### 2

- Explain any vocabulary you think students will have a problem with (eg *woods*, *panic*, *clap*).
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.
- Elicit ideas as to what the meaning of the dream could be.
- Ask students to tell you about any strange dreams they have had and invite interpretations from other members of the class.

1 had a high temperature	6 in slow motion
2 was fast asleep	7 in a deep voice
3 take a short cut	8 be in big trouble
4 for a long time	9 a narrow escape
5 be far away	

### Additional task

- Tell students they are going to describe some dreams (real or imaginary) and should try and use some of the phrases from exercise 1 in their descriptions.
- Ask each student to take a piece of paper and write down the first sentence, which should set the scene for the dream.
- They then pass the piece of paper on to the person next to them, who reads what is written and adds the next sentence.
- The pieces of paper get passed around until each student has added something to them all.
- Ask each student to read out the dream they have in front of them.

### HOMEWORK!

- Assign the Dictionary Corner exercise on page 13 of the Workbook.

### G Grammar 2

#### used to and would

**Aim:** to introduce *used to* and *would* to refer to the past

### 1

- Go through **Grammar database 4** on page 178 of the Grammar database with students, drawing their attention in particular to the difference in usage between the two and the negative and question forms of *used to*.
- Ask students to do the exercise in pairs and to underline the mistakes in the incorrect sentences.
- Check answers orally and/or by writing them on the board, eliciting the mistakes in the incorrect sentences.

The following sentences should be ticked: 1, 4, 5 The others are incorrect for the following reasons: 2: <i>would</i> should be <i>used to</i> 3: <i>thought</i> should be <i>think</i>
--

**2**

- Make sure students understand that they shouldn't change the form of the word given in any way.
- Ask students to do the exercise on their own.
- Check answers orally and/or by writing them on the board.

**10**

- |                         |               |
|-------------------------|---------------|
| 1 used to say           | 3 would do    |
| 2 never used to believe | 4 used to see |

**Additional task**

- Write the following on the board:

**ON THE BOARD***When I was younger, I ...*

<i>sleep</i>	<i>eat</i>	<i>carrots</i>	<i>fairy stories</i>
<i>like</i>	<i>be</i>	<i>naughty</i>	<i>worms</i>
		<i>with the light on</i>	

- Ask students to make three sentences about themselves using some of the information on the board and either *used to* or *would*, eg *When I was younger, I used to / didn't use to / would / wouldn't eat worms.*

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4, 5 and 6 on pages 13 and 14 of the Workbook.

**Soundstation**

**Aim:** to give practice in producing the sounds /i:/ and /ɪ/

**1**

- Write the following words from Soundstation in Unit 1 on the board. Elicit the differences in pronunciation between them:

**ON THE BOARD**

*pill, peel, grin, green, filling, feeling  
ship, sheep, lid, lead, chick, cheek*

**2**

- Explain to students that they are going to play a game.
- Go round the class in turn. When it is a student's turn, he/she secretly writes down one of the words from the list.
- Then, he/she says a sentence aloud, starting with *What an incredible* and finishing with the word that has been written down. For example, *What an incredible feeling.*
- The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets ten points.

If one student votes (incorrectly) for, say, 'filling', the student who said the sentence only gets nine points, etc. Every student who votes for the correct word gets five points.

- Students keep their own score, and the winner is the person with the most points at the end of the game.

**Speaking**

**Aim:** to give students practice in describing pictures

**1**

- Ask one or two students to briefly describe the two pictures.
- Ask students to read through the phrases for Students 1 and 2 and say whether any of them were used just now by the students who spoke.
- Tell them they are going to listen to two students describing the pictures and should tick any of the phrases they hear.
- Play the CD once and again if necessary.

**CD1, Track 8**



Phrases to be ticked:

Student 1: this is a picture of ...; I don't think ...  
Student 2: I'm not really sure ...; It seems to be ...;  
Perhaps it's a ...; it could be ...; it's difficult to tell ...

**2**

- Ask students to note down what they think pictures C–F show.
- Check answers orally and/or by writing them on the board.



C a UFO  
D a spoon moving  
E a human monster/beast (the Yeti)  
F a rope moving

**Background information**

- *The Yeti (also known as the Abominable Snowman) is said to be a large, hairy creature that lives in the highest mountains of the Himalayas.*

**3**

- Ask students to discuss the pictures in pairs while you monitor them closely. You may wish to have one student describing a picture while the other students listen.
- Give feedback on the performances in general.

**4**

- Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Refer them to the Speaking database on page 174 before they do the task.
- Allocate the roles of Friend A and Friend B for each pair.
- Give them a couple of minutes to think about their roles and write the following phrases on the board:

**ON THE BOARD**

*Guess what? It was really scary! No way!  
You'll never believe it but ... You're kidding!  
What did it look like?*

- Elicit which phrases might be used by Friend A and which by Friend B.
- Give students about five minutes to do the role-play activity, using some of the phrases on the board if they want, while you go round the class monitoring.

**Use your English!**

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Read through the introductory part of the report with students, making sure they understand the words *case*, *experiment* and *location*.
- Ask students to read the text, filling in the gaps with words they have met in the unit so far. Point out that they are given the letters for each word and they need to rearrange them.
- Check answers orally and/or by writing them on the board.
- Elicit suggestions as to what really happened to the ship.



1 did	7 know
2 watching	8 wanted
3 disappeared	9 went
4 were	10 vanished
5 stopped	11 took
6 felt	12 disappear

**Additional task**

- Tell students they are going to recount a weird event (either real or unreal) to the class.
- Give them five minutes to note down a few details of the event.
- Ask different students to recount their weird event.
- When they have finished, other students can ask them some questions about it to try and work out whether or not it was true.
- For each one, take a class vote on whether it was true or false, before the narrator reveals the answer.

**Writing****Descriptive language**

**Aim:** to give students practice in using descriptive language

**1**

- Explain to students that it is important to use a variety of words when they write in order to make their writing interesting to read.
- Explain that they are going to find words in the list that have a similar meaning to those in 1–6, and write them in the appropriate box.
- Do number 1 with them as an example, telling them to find any words in the list that involve the action of saying.
- Ask them to complete the rest of the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



- 1 state, answer, whisper, explain, scream, shout, promise, claim, ask, wonder, reply, suggest
- 2 glimpse, stare, notice, watch, glance, gaze
- 3 wonderful, great, fantastic, terrific, excellent, brilliant, amazing, marvellous
- 4 terrible, disastrous, awful, dreadful, horrible, rubbish
- 5 huge, enormous
- 6 tiny

**Additional task**

- Tell students they will have to describe the things you say in one word without using the words *good*, *bad*, *big* or *small* (i.e. using synonyms of these adjectives from the previous exercise).
- Say the following and choose different students to give you an adjective: *the weather today; English homework; the last English composition you wrote; pizza; the Loch Ness Monster; a mosquito.*

**2**

- Ask students to read the sentences. Explain that they have to choose the correct words to complete each sentence.
- Point out that in all of the sentences more than one word is correct.
- Give students a few minutes to complete the exercise and go through the answers orally.



- 1 shouted, screamed
- 2 stared, gazed, glanced
- 3 great, wonderful
- 4 awful, terrible, horrible
- 5 huge, enormous

**3**

- Tell students to choose an appropriate word from exercise 1 to complete each gap. Verbs from boxes 1 or 2 may need to change form.
- Check answers orally and/or by writing them on the board. A variety of answers is possible.

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 on pages 14 and 15 of the Workbook.

**Get ready to write****Short story**

**Aim:** to prepare students to write a short story

**1**

- Choose different students to read a paragraph each of the story.
- Elicit the answer to question 1.
- Ask students to do questions 2–10 either individually or in pairs.
- Check answers orally and/or by writing them on the board.



- 1 past simple
- 2 either *was travelling* (paragraph 1) or *was telling* (paragraph 3) should be underlined
- 3 *explained, asked, promised* (paragraph 2)  
*telling* (paragraph 3)  
*reminding, shouted* (paragraph 4)
- 4 past perfect
- 5 informal
- 6 formal
- 7 four
- 8 two
- 9 great
- 10 yes

**2**

- Make sure students understand that they must include the words given at the end of the composition they are going to write.
- Ask students to spend a few minutes making notes in answer to these questions, which will form the basis of their composition.
- Go through the questions eliciting ideas from different students.

**3**

- Ask students to go to their Composition Planner on page 153 and give them about five minutes to write a brief plan for their story.

**HOMEWORK!**

- Assign the writing of the story students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this story and give it to you. Their story will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their story to you.

**Additional task**

- Ask students to close their books.
- Ask them to write down the following words that have come up in the unit, paying particular attention to spelling:



1 disappear	5 deep	8 horrible
2 creature	6 scientist	9 scared
3 weird	7 great	10 odd
4 ghost		

- Ask students to swap their answers with their partner and mark them.
- Check answers by writing them on the board.

**Webquest**

- Ask students to complete the Webquest on page 204 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 (King) Henry VI
- 2 1440
- 3 Spanish
- 4 Harry
- 5 nightmare
- 6 (the Commonwealth of) Pennsylvania
- 7 United States Ship
- 8 German
- 9 examination
- 10 saucer

**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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 2.

# Revision Units 1-2

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 1 and 2.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for this test is 49 and the following should be taken as a rough guide to students' performance:



40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**



## As homework

- Assign all of the exercises after Units 1 and 2 have been completed.
- Alternatively, you may want to assign exercises 1, 3 and 4 after Unit 1 has been completed and exercises 2, 5, 6 and 7 after Unit 2 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.
- Check answers orally and/or by writing them on the board.

### 1



1 of doing  
2 to going  
3 with

4 at  
5 to write  
6 to understand

### 2



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

### 3



1 lesson  
2 report  
3 subject

4 revision  
5 break

6 timetable  
7 course

### 4



- 1 My sister **wants** me to help her with her homework.
- 2 ✓
- 3 Tony often **forgets** to bring his books to class.
- 4 ✓
- 5 Sarah **doesn't** really like her geography teacher.
- 6 What **are** you **thinking** about at the moment?
- 7 Where **does** Dana Banach **live**?

### 5



1 jumped, tried  
2 wrote  
3 was watching, fell  
4 Were you, heard  
5 was not / wasn't driving, had

### 6



1 was      3 did      5 would  
2 to      4 being      6 were

### 7



1 are doing      6 was  
2 are      7 had  
3 were playing      8 flew  
4 appeared      9 do not / don't believe  
5 saw      10 do think

# 3

## The Law's the Law

### Target language

<b>Grammar:</b>	countable and uncountable nouns / articles
<b>Lexis:</b>	crime / phrasal verbs (with <i>off</i> )
<b>Reading skills:</b>	logical cohesion
<b>Listening skills:</b>	listening for location
<b>Speaking skills:</b>	expressing opinion and giving reasons
<b>Writing skills:</b>	useful words and phrases for essays / essay
<b>Pronunciation skills:</b>	stress production in expression of opinion

- Ask students what they understand by the unit's title (It refers to the idea that there are no two ways about it – you have to abide by the law!).



### Get warmed up!

**Aim:** to introduce the topic of crime and the law through general discussion

- Ask students in pairs, in small groups or individually to write down as many crimes as they can think of in two minutes.
- After the two minutes are up, elicit as many crimes as possible from students and write them on the board. You might want to distinguish between serious and less serious crimes.



(suggested answers) theft, drug smuggling, kidnapping, terrorism, hijacking, drinking and driving, forgery, fraud, shoplifting, speeding, not wearing a helmet on a motorbike, not wearing a seat belt, parking on a double yellow line

- Give students a short time to discuss the questions in pairs or in small groups. Then have a class discussion based on the two questions. Encourage quieter students to join in by directing questions at them.



(suggested answers) question 1: possible reasons for committing crimes: poverty, boredom, political beliefs, jealousy, selfishness, desire to get rich  
question 2: students' answers



### Reading CD1, Track 9

**Aim:** to develop an understanding of cohesion in texts

### 1

- Ask students to look at the cartoon and elicit suggestions as to what it is about by asking the following questions:  
*What is happening? Why has the boy been arrested? Is this a normal reason to arrest someone?*
- Tell them it will all be explained in the text they are going to read.
- Ask students to read the article as quickly as possible to find the answers to questions 1–3. Point out that the paragraphs are not in the correct order and there are some missing sentences, which they should ignore for the moment.
- Check answers orally and/or by writing them on the board.



- on Christmas Day
- in Atlanta (USA)
- a human face

### Background information

- Mince pies are small round pies filled with a mixture of raisins, apple, sugar, etc. They are traditionally eaten at Christmas in Britain.*

### 2

- Ask students to read the article more carefully this time and put the paragraphs in the correct order. The first one has been done for them.
- When they think they have found the correct order, they should check their answers with their partner's.
- Check answers orally and/or by writing them on the board, eliciting what the links are between the paragraphs.



- 2 E
- 3 D
- 4 C
- 5 B

**3**

- Ask students to complete this exercise individually or in pairs, again using the words in bold as a clue to the position of the sentences.
- Tell them there are two approaches to this exercise: they can either read the sentences first and decide where they go in the text, or they can read the text again from the beginning and then choose the sentence that fits each gap.
- Make sure they realise that, when trying to work out whether or not a sentence fits in a particular position in the text, they should look both at what comes before and after the gap.
- Check answers orally and/or by writing them on the board, again eliciting the links between the missing sentences and the surrounding text.

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

**HOMEWORK!**

- Assign the Reading exercise on page 17 of the Workbook.

**Additional task**

- Write the names of some countries on the board:

**ON THE BOARD**

France   Britain   Germany   Spain   Greece   Italy

- Tell students they have to choose a country and make up a strange law that might exist there (eg *In Greece, it's illegal to drive slowly!*) – the sillier, the better!
- Ask different students to read out their laws and, at the end, ask the class to decide which was the silliest.

**Dictionary corner**

**Aim:** to introduce and practise vocabulary on the topic of crime and the law

**1**

- Ask students to complete the exercise on their own, paying special attention to verb forms.
- Check answers orally and/or by writing them on the board.

1 committing, crime	4 illegal
2 against, law	5 breaking
3 arrested	6 under arrest

**2**

- You may want to use this exercise as an opportunity to give students practice in using an English dictionary (in which case you will need one dictionary per pair of students).

- Ask students to look at the entry for the word *murder* and explain what the different abbreviations and phonetics stand for, then show them how to find the related word *murderer*.
- Ask them to complete the exercise in pairs, using the dictionary if necessary, and go round the class answering any queries they may have.
- Check answers orally and/or by writing them on the board.
- Elicit the differences in meaning between the words *burglar*, *thief* and *robber* (a burglar breaks into a house and steals from it, while a thief or a robber steals from a place or a person).



burglary: burglar  
theft/stealing: thief  
robbery: robber  
shoplifting: shoplifter  
smuggling: smuggler  
law: lawyer, outlaw  
crime: criminal  
prison: prisoner  
police: policewoman

**Additional task**

- Ask students to write down the verbs that describe the crimes in exercise 2.
- Check answers orally and/or by writing them on the board.



to murder  
to burgle  
to steal  
to rob  
to shoplift  
to smuggle

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on page 18 of the Workbook.

**Have your say!**

**Aim:** to give students the opportunity to express their own opinions

- Either on their own or in pairs, ask students to choose one of the laws from the article. Ask them to speculate on why that law was created. Have a student read the example aloud and check that everyone understands the task.
- Encourage students to use their imagination and to come up with different explanations. You might ask the class to vote on the funniest, strangest or most believable explanations.

**G Grammar 1****Countable and uncountable nouns**

**Aim:** to consolidate students' understanding of countable and uncountable nouns

**1**

- Go through **Grammar database 5** on pages 178 and 179 of the Grammar database with students, drawing their attention in particular to nouns that can be both countable and uncountable.
- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.
- Elicit the different meanings of the countable and uncountable forms of the words in the third row (eg *a glass* is something you drink out of, while *glass* is the actual material).



always countable: job, person, suitcase  
 always uncountable: advice, food, furniture, information, knowledge, luggage, money, news  
 countable and uncountable: cake, chicken, chocolate, crime, glass, hair, law, sheep, time, work

**Additional task**

- Tell students they are going to play a memory game.
- Write the following nouns on the board, eliciting whether each is countable or uncountable:

**ON THE BOARD**

<i>money</i>	<i>hat</i>	<i>book</i>	<i>suitcase</i>
<i>chocolate</i>	<i>fruit</i>	<i>umbrella</i>	<i>map</i>
<i>camera</i>	<i>towel</i>	<i>soap</i>	<i>toothpaste</i>

- Tell students they have to imagine they went on holiday and are remembering what they took with them.
- Choose a student to start with the words, *I went on holiday and I took ...* and choose one of the items on the board (eg *some books*) to complete the sentence.
- Choose another student, who will continue, *I went on holiday and I took some books and ...* (s/he will choose another item from the list on the board to add here).
- The game continues in this way, with each student having more and more items to remember (they must also remember them in the correct order).
- The game finishes when all the items on the board have been mentioned – the winner is the student who managed to remember the most items in the correct order.
- Encourage students to correct each other if they use the wrong articles before words (eg ‘a’ toothpaste instead of ‘some’ toothpaste).

**2**

- Ask students to do this exercise, referring to **Grammar database 5** if necessary.
- Check answers orally and/or by writing them on the board.
- Elicit the meaning of *works* (eg a work of art, two works of art).



1 was	3 work	5 amount
2 Is	4 much	6 Few

**3**

- Ask students to complete this exercise on their own.
- Check answers orally and/or by writing them on the board.



- 1 *many* should be *much*
- 2 *luggages* should be *luggage* or *suitcase*
- 3 *lots* should be *lot* or *Lots of*
- 4 *an* should be *some*
- 5 *chocolates* should be *chocolate*
- 6 *are* should be *is*

**Additional task**

- Ask students to make sentences using the words that they underlined in sentences 1, 3, 4, 5 and 6 of exercise 3 correctly ('luggages' in number 2 does not exist as a word).
- Elicit possible answers and write some examples on the board.



Students' answers (five sentences, each using one of the following words correctly: *many*, *lots*, *an*, *chocolates*, *are*)

**4**

- Explain to students that they are going to complete the sentences with the words and phrases in the box.
- Read the first sentence together as a class. Ask students whether *months* is countable or uncountable (countable). Elicit that the correct phrase to complete the sentence is *a few*.
- Give students a few minutes to complete the task alone or in pairs. Go through the answers orally.



1 a few	3 little	5 few
2 a little	4 number	6 piece

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 18 and 19 of the Workbook.

**Listening**

**Aim:** to give practice in listening for location

**1**

- As a warm-up, ask students if they or anybody they know has ever been the victim of a crime.
- Elicit what each of the pictures shows.



A a court	D a clothes shop
B a prison cell	E a police station
C a living room	

**2**

- Explain to students that they are going to listen to five people talking and have to match the speaker with the

picture (A, B, C, D or E) of the place referred to.

- Play the CD once.

### CD1, Track 10

- Check answers orally and/or by writing them on the board.

Speaker 1: C	Speaker 4: A
Speaker 2: D	Speaker 5: B
Speaker 3: E	

### 3

- Ask students to read through the statements.
- Tell them to be careful when listening because statements may be designed to seem true when they are not.
- Play the CD again.

### CD1, Track 10

- Check answers orally and/or by writing them on the board.
- You might like to elicit who the other speakers (apart from the prison guard) were (the victim of a burglary, a shop assistant, a policeman, a judge).

1 F	2 F	3 T	4 F	5 T
-----	-----	-----	-----	-----

### HOMEWORK!

- Assign the Listening exercise on page 22 of the Workbook.

## Dictionary corner

**Aim:** to give practice in using phrasal verbs with *off*

- Ask students to close their books and write down any phrasal verbs they know with *off*.
- Elicit the verbs they have thought of and their meanings.
- Ask students to open their books again and do the exercise, referring to the Phrasal verb database on page 172 if necessary.
- Check answers orally and/or by writing them on the board.
- You might like to elicit one-word synonyms for the phrasal verbs in numbers 3, 5 and 7: *go off* (explode), *take off* (remove), *get off* (leave).

1 turned off	5 took off
2 made off	6 took off
3 went off	7 got off
4 let off	

### Additional task

- Ask students to choose one of the phrasal verbs from the Dictionary Corner exercise and make a sentence using it.
- Ask different students to read out their sentence, substituting the verb with a beep sound (or two if the verb is separated). (eg *He beep his clothes and jumped in the shower*: beep = took off)
- The rest of the class have to guess what the missing phrasal verb is; whoever shouts out the answer first (and gets the verb tense right) has the next turn at reading out their sentence.

### HOMEWORK!

- Assign exercises 1 and 2 on page 20 of the Workbook.

## Soundstation

**Aim:** to give practice in correct stress production when giving an opinion

### 1

- Give students some oral examples of sentences where there is a definite stress on one word in particular (eg *This food is awful!* / *No, the film is on tomorrow night, not tonight*).
- Ask students to read and listen to the four sentences at the same time, paying attention to where the stress is placed.
- Play the CD once, and then again, if necessary.

### CD1, Track 11

- Check answers orally and/or by writing them on the board.

1 me	2 I'm	3 my	4 me
------	-------	------	------

### 2

- Ask different students to read out the sentences, making sure they are producing the correct stress patterns.
- Read out the sentences again, sometimes putting the stress obviously on the wrong word.
- Ask students to listen very carefully and elicit from them whether or not the stress was in the correct place.

## Grammar 2

### Articles

**Aim:** to develop students' understanding of the use of articles

- Go through **Grammar database 6** on pages 179 and 180 of the Grammar database with students, drawing their attention to the (many) exceptions to the rules about article use.

- Ask students to do the exercise, referring to **Grammar database 6** if necessary.
- Check answers orally and/or by writing them on the board.



1 a	6 the	11 the	16 –
2 –	7 the	12 an	17 The
3 a	8 the	13 the	18 a
4 a	9 –	14 an	19 the
5 The	10 a	15 the	20 the

### Additional task

- Divide students into two teams (A and B) and tell them they are going to play a game that will test their knowledge of articles.
- Draw two columns on the board with the headings 'Team A' and 'Team B'.
- Tell each team to come up with four sentences using one of the articles *a*, *an*, *the* or no article at all, referring to the examples in **Grammar database 6** to help them.
- Once each team has written their four sentences, they should change two of them to make them incorrect, either substituting one of the articles for a different one, removing it altogether or adding one where there shouldn't be one.
- Check both teams' sentences to make sure they have made two correct and two incorrect ones.
- Ask a member of Team A to read out one of their sentences.
- A member of Team B should write down the sentence and the team as a whole should decide a) whether or not the use of articles is correct, and b) if it is incorrect, what the correct version is. (Note: They are not allowed to refer to **Grammar database 6** or their Student's Book at this point.)
- If Team B correctly identifies whether the use of articles is correct or not, they get two points; if they correct an incorrect sentence accurately, they get a bonus point; and for either of the parts they get wrong, Team A scores one point.
- Keep the score for the two teams on the board.
- The teams take it in turn to test each other until all the sentences have been read out and the winning team is the one with the most points at the end.



### HOMEWORK!

- Assign exercises 1, 2, 3, 4, 5 and 6 on pages 20 and 21 of the Workbook.



### Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Go through question 1 with the class and elicit the answer, writing it on the board as an example:

### ON THE BOARD

*The thief escaped on a motorbike.*

*off*

*The thief made off on a motorbike.*

- Ask students to complete the rest of the exercise.
- Check answers orally and/or by writing them on the board.



1 off	4 a crime	6 off
2 you off	5 lot of	7 a few
3 the law		



### Speaking

**Aim:** to give practice in expressing opinion and giving reasons

#### 1

- Have a class discussion based on the first two questions, telling students to try and use some of the phrases. (Let students refer to the list of punishments for question two only after they have come up with some ideas of their own).
- Tell students to pay special attention to word stress when giving their opinion.
- Give students a couple of minutes to jot down some ideas in pairs in answer to question 3.
- Check answers to question 3 orally.



1 and 2: students' answers

3 (suggested answers)

Other possible rules the school should introduce:

No being rude to teachers, No fighting in the playground, No dyed hair

#### 2

- Ask students to turn to page 168 and assign each pair of students their roles (teacher and student).
- Elicit from students which of the two roles will require more use of language to express an opinion (the teacher's) and which more use of language to give reasons and results (the student's).
- Give students about five minutes to do the role-play.
- Refer students to the Speaking database on page 174 before they do the task.
- Choose one or two pairs of students to act out the role-play in front of the class.

# Writing

## An essay: useful words and phrases

**Aim:** to introduce students to some useful language for an essay

### 1

- Elicit what kind of composition an essay is (a composition which discusses / gives different points of view on a subject).
- Go through the list of purposes (a–i) with students, explaining that these are the different things one might want to do when writing an essay.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

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

### 2

- Ask students to look at the picture and to say what it shows. Ask students question 1.
- Ask students question 2. If students are struggling to come up with more than one or two reasons, ask them to think about how it might affect different people. Why might it benefit the school? (Perhaps it means less vandalism, or less theft, or better behaviour from students.) Why might it benefit students? (Perhaps it means they feel safer, or they are less likely to be the victim of a crime.)
- Ask students question 3 and encourage them to think of some negative aspects as well as the positive ones already mentioned. (Perhaps students will feel afraid, or feel that they aren't trusted, or feel that they are being controlled.)

### 3

- Explain to students that they are going to read a short essay on the topic of police officers in schools. Ask students to read the essay, ignoring the gaps, and to comment on whether the writer thinks it's a good idea to have police officers in schools (no, the writer doesn't think it's a good idea).
- Ask students to read the essay again, this time completing it using words and phrases from exercise 1.
- Check answers orally and/or by writing them on the board.

1 In my opinion
2 Firstly/To begin with
3 for example
4 However
5 Secondly/In addition/Moreover
6 Although
7 I believe that
8 On the one hand
9 on the other hand
10 As a result
11 In conclusion/In summary

## HOMEWORK!

- Assign exercises 1, 2 and 3 on page 22 of the Workbook.

## Get ready to write

### Essay

**Aim:** to prepare students to write an essay

### 1

- Ask students to read the model essay and complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



- the following should be underlined:  
paragraph 1: *such as, However*  
paragraph 2: *On the one hand, Firstly, Secondly, In addition, As a result*  
paragraph 3: *On the other hand, Moreover*  
paragraph 4: *In conclusion, I believe*
- to introduce the subject of the essay
- to say what the advantages of prisons are
- to say what the disadvantages of prisons are
- to draw a conclusion
- Yes, but only one – 'crime doesn't pay'. (Point out to students that this is an expression. The rest of the essay does not contain contractions.)
- formal
- three
- three
- community service, a fine

### 2

- Go through questions 1–8 with students, inviting comments and writing some ideas on the board after each one.
- Give students time to take notes as you go through the questions.
- Ask students to write the answer to question 9 on their own.
- Elicit some answers to question 9 orally.



- It means that a person caught stealing at school has to immediately leave the school forever.  
2–9: students' answers

### 3

- Ask students to go to their Composition Planner on page 154 and give them about five minutes to write a brief plan for their essay.

## HOMEWORK!

- Assign the writing of the essay students have planned in their Composition Planner, telling them to write between 120 and 150 words.

- Tell students they will write a first version of this essay and give it to you. Their essay will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their essay to you.

### **Additional task**

- Ask students to find a word from the unit that is more than a syllable long and write it down on a piece of paper, not showing it to anyone else.
- Ask them to close their books.
- Go round the class, asking each student to read out their word.
- The rest of the class have to write it down, paying particular attention to spelling.
- When each member of the class has read out their word, check the answers by spelling all the words out on the board.

### **Further material**

- For further practice and consolidation, ask students to complete the Unit 3 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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 3.

# 4

## Meet the Stars

### Target language

<b>Grammar:</b>	present perfect simple and continuous / comparatives and superlatives
<b>Lexis:</b>	the media / word formation (prefixes)
<b>Reading skills:</b>	reading for specific information
<b>Listening skills:</b>	listening for specific information
<b>Speaking skills:</b>	giving examples
<b>Writing skills:</b>	interpreting notes / informal email
<b>Pronunciation skills:</b>	/ə/ recognition and production

- Ask students if they've ever met a star and, if so, who.
- Elicit as many different types of star as possible (film star, TV star, etc) and write them on the board.

#### ON THE BOARD

film star      TV star/personality      pop star  
rock star      sports personality      comedian

### 2

- Go through the five statements with students and elicit what the letters DS stand for (doesn't say – i.e. it's impossible to tell whether the statement is true or not).
- Ask students to read the text in more detail this time to find the answers.
- Check answers orally and/or by writing them on the board, eliciting where the relevant information for each answer is to be found in the text.



### Get warmed up!

**Aim:** to introduce the topic of stars through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.



### Reading CD1, Track 12

**Aim:** to give practice in reading for specific information

#### 1

- Tell students they have one minute to find the names of the people in the photographs – the first to find them all should raise their hand.
- Check answers orally.



a Lady Gaga  
b Johnny Depp  
c Penélope Cruz

d Robert Downey Jr.  
e Angelina Jolie

### 2

- 1 F In her comment, Laura says: 'To answer your question, I've never met a celebrity, but my dad has.'
- 2 DS In his comment, Mike says: 'I've got some great photos of Megan Fox, Ben Stiller, Isla Fisher and Johnny Depp.' but he doesn't say whether his photo of Ben Stiller is his favourite.
- 3 F In her comment, Clare says that she sent Lady Gaga a letter.
- 4 F In his comment, Antonio says that he saw someone else get her autograph.
- 5 T In her comment, Sophie says: 'I'm also a member of an online unofficial fan club, so I get to chat to lots of other fans.'

### 3

- Explain to students that in this kind of task they need to use their scanning skills. Elicit from the students what we mean by scanning (looking through a text to find specific information).
- Tell students that when we are scanning we often need to look out for information that is expressed in different words. For example, the first item in exercise 3 asks them to discover who sometimes sees famous actors outside a cinema. Elicit from students synonyms for famous people (stars, VIPs, celebrities, etc).

- Ask students to quickly scan to see if any of these words appear in the text. They should find *famous people* in Laura's comment and *celebrities* in Mike's comment.
- Ask students to read the context around these words and phrases to see if either of them give them the information they are looking for. Elicit the fact that Mike's comment provides the relevant information because Mike says he stands outside movie premieres to take photos of celebrities.
- Ask students to work through the remaining questions in the same way.
- Check answers orally, asking students to refer to the specific part of the text which gives them the answer.



1 Mike	4 Sophie
2 Antonio	5 Clare
3 Laura	6 Mike, Antonio



### HOMEWORK!

- Assign the Reading exercise on page 23 of the Workbook.

### Additional task

- Tell students they are going to play 'Hangman' with film titles.
- Explain that you are going to write the initial letter of a film title on the board and they will take it in turns to guess what the missing letters are.
- Write the following on the board (*Braveheart*):

#### ON THE BOARD

B

- Ask students to raise their hands if they want to try and guess a letter.
- Choose a student, who should say a letter. If it is correct, write it in the appropriate place in the word; if not, draw the first part of the hanged man (i.e. a vertical line).
- Draw one part of the hanged man each time a letter that isn't in the word is suggested.
- Students should carry on guessing letters either until the hanged man is complete (in which case, you have won and should start again with a new title) or until someone thinks they know the answer (in which case, they should guess and, if correct, take over your role at the board).
- You might like to have some film titles written down for students to use in case they can't think of one of their own (eg *Matrix*, *Mission Impossible*, *Chicago*, *Star Wars*).

### Dictionary corner

**Aim:** to introduce and practise vocabulary on the topic of the media

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.



1 autograph	5 premiere
2 journalist	6 celebrities
3 media	7 fan
4 comes	8 interview



### HOMEWORK!

- Assign exercises 1 and 2 on page 24 of the Workbook.



### Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Ask students to comment on the blog. Ask them if they like reading blogs or if any of them write a blog.
- Ask students to imagine they have seen this blog and want to write a comment. Give them a few minutes to write a comment, giving their opinion. Get the students to read their comments out while the rest of the class listens. You might get the class to vote on the best comments.



### Grammar 1

**Present perfect simple and present perfect continuous**

**Aim:** to consolidate students' understanding of the functions and usage of the present perfect simple and continuous tenses

#### 1

- Go through **Grammar database 7** on pages 180 and 181 of the Grammar database with students.
- Ask students to look back at the interview and underline all incidences of the present perfect simple and continuous tenses, then count them up.
- Ask students to look back at the blog and the comments and to find the examples of the present perfect tenses. You might want to get students to do this task in pairs and then report back to the rest of the class on what they have managed to find. Explain that there may be more than one answer to each one.



1 I've never met a celebrity ... / I haven't ever asked  
a film star for their autograph ... / I've been a  
huge fan of Lady Gaga for about two years now. /  
I haven't had a reply yet. / The only famous person  
I've ever seen ... / I've always wanted to meet him  
but I've never had the chance.

2 ... he's interviewed lots of famous people ...

3 Have any of you ever met a famous person? /  
Have you ever written to a celebrity?

4 I've never met a celebrity ... / I haven't ever asked  
a film star for their autograph ... / I haven't had a  
reply yet. / ... I've never had the chance.

5 I've been reading your blog for a year now ... /  
He's been working as a journalist for about 15  
years ... / I've been living in Los Angeles since I  
was 10 ...

**2**

- Ask students to complete the exercise, referring to **Grammar database 7** if necessary.
- Check answers orally and/or by writing them on the board.



1 has interviewed	5 been
2 I've been writing	6 has just downloaded
3 since	7 still
4 yet	

**3**

- Explain to students that they have to fill in the gaps with the verbs given in the appropriate tenses and guess who the person described is.
- Check answers orally and/or by writing them on the board.



1 grew up	5 I've starred
2 I've worked	6 I've won
3 I've only been	7 they haven't given
4 came out	8 Have you worked out

(Don't give the identity of the mystery person away yet.)

**4**

- Ask students to match the text in exercise 3 with the photo of the person who was describing themselves.
- Check answer orally.



Photo B of Leonardo DiCaprio should be ticked.  
For your information, photo A is of Ashton Kucher and photo C of Matt Damon.

**Additional task**

- Tell students they are going to play the game 'Who am I?'
- Ask them to each think of a famous person (they can be male or female, but must be alive) and write down five sentences about them, using the text in exercise 3 as a guide.
- Choose a student to read out their information (eg *I've made four albums, I live in London, My first name begins with ...*), pausing after each sentence for students to guess who is being described.
- If they get to the end of their description without anyone having guessed who they are, they get five points.
- If a member of the class guesses the identity of the mystery person after just one sentence, they get five points, if they guess it after two sentences, they get four points, etc (until a guess after five sentences have been read out earns just one point).
- Keep the score on the board.
- The winning student is the one with the most points after everyone has had a turn at being the mystery person.

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on pages 24 and 25 of the Workbook.

**Dictionary corner**

**Aim:** to familiarise students with negative prefixes and give them practice in word formation

**1**

- Write the following words on the board:

**ON THE BOARD**

*untrue  
impolite  
unfriendly  
misunderstand*

- Elicit from students what the words have in common (they all contain a prefix – i.e. a particle added to the beginning of a word – which makes their meaning negative).
- Elicit any other words students know containing negative prefixes.
- Go through the adjectives in exercise 1, making sure students understand their meanings.
- Ask students to complete the exercise in pairs or individually.
- Check answers orally and/or by writing them on the board.



un-: uncertain, uncomfortable, unemployed, unhappy, unhelpful, unpopular, untidy  
dis-: dishonest  
il-: illegal  
im-: impatient, impossible

**2**

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.



1 impossible	4 dishonest
2 unemployed	5 illegal
3 impatient	

**HOMEWORK!**

- Assign exercises 1 and 2 on page 26 of the Workbook.

**Listening**

**Aim:** to give practice in listening for specific information

**1**

- Explain to students that they are going to listen to a song.
- Give students a couple of minutes to read through the lyrics and complete any of the gaps they can (encourage them to guess at what the missing words could be, using the rhyming scheme to help them).
- Ask different students to read a few lines of the song each, inserting possible words in the gaps (but don't give the answers at this point).

**2**

- Play the CD once for them to check whether their guesses were correct and listen for the rest of the missing words.

**CD1, Track 13**

- If necessary, play the CD a second time.
- Check answers orally and/or by writing them on the board.
- After checking the answers, you might like to give students a chance to listen to the song again and to sing along with it.



1 TV	7 care
2 magazine	8 opinion
3 movie	9 famous
4 star	10 autograph
5 car	11 newsflash
6 best	

**HOMEWORK!**

- Assign the Listening exercise on page 28 of the Workbook.

**G Grammar 2****Comparatives and superlatives**

**Aim:** to consolidate students' understanding of comparative and superlative forms and usage

**1**

- Go through **Grammar database 8** on page 182 of the Grammar database with students, drawing their attention in particular to comparative and superlative forms of irregular adjectives and adverbs.
- Elicit suggestions as to what kind of magazines *Hi!, Yes!* and *Now!* are (the type containing gossip about the stars) and ask students if they ever read magazines like this.
- Go through the information about the magazines with students and ask them to complete the exercise, referring to **Grammar database 8** if necessary.
- Check answers orally and/or by writing them on the board.

1 the most expensive

- 2 cheaper than
- 3 not as cheap as
- 4 the biggest
- 5 smaller than, bigger than
- 6 the most popular
- 7 the least popular
- 8 less popular than
- 9 more often than
- 10 as often as

**Additional task**

- Write the following on the board:

**ON THE BOARD**

Adele	Kylie Minogue	Madonna
David Beckham	Ronaldo	Neymar
Tom Cruise	Brad Pitt	Sean Connery

- Elicit what each group of famous people are (singers, footballers and actors).
- Ask students to make comparisons between the members of each group using the comparative and superlative forms of *good* and *bad* and the nouns *singer*, *footballer* and *actor* (eg *Adele is a better singer than Kylie Minogue, Tom Cruise is the best actor of them all, etc*).

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 26 and 27 of the Workbook.

**Soundstation**

**Aim:** to give practice in recognising and producing the sound /ə/

**1**

- Tell students to listen to the three sentences and focus on the pronunciation of the vowel sound in the highlighted words to see if it's the same in all three.
- Play the CD once, and then again, if necessary.

**CD1, Track 14**

- Check answer orally.
- Ask different students to read out the three sentences, paying special attention to their pronunciation of the vowel sound /ə/.



The highlighted words in the first two sentences contain the same vowel sound, /ə/, while the third one contains the vowel sound /i:/ (which was focused on in unit 1, Soundstation, page 12).

**2**

- Point out to students that often the spelling of a word does not reflect its pronunciation – eg in the word *famous*, the ‘ou’ in the second syllable is pronounced /ə/.
- For this exercise, tell students to focus on the sounds they hear, not on the spellings.
- Play the CD and ask students to look at where the /ə/ sound is highlighted in the sentence.

**CD1, Track 15**

- Play the six sentences once, and then again, if necessary. Ask students to underline all the /ə/ sounds.
- Check answers by writing them on the board, underlining the parts of the words where the /ə/ sound occurs.
- Explain that the sound /ə/ is a very common one in English, especially in unstressed words. (Note: this sound is called the schwa.)



(The sound /ə/ is underlined in the sentences.)

- 1 Have you ever met a famous person?
- 2 The magazine costs about a pound.
- 3 I felt uncomfortable interviewing Madonna.
- 4 He's a well-known writer.
- 5 Could you pass me the newspaper?
- 6 This video is better than that one.

**3**

- Ask different students to read the sentences from exercise 2 aloud, reproducing the stress patterns and pronunciation (of vowel sounds in particular) that they heard in the CD.
- If they are having difficulties, read out the sentences yourself and ask them to repeat them after you.

**Speaking**

**Aim:** to introduce students to different ways of giving examples to support opinion

**1**

- Play the CD once, asking students to fill in the missing words in the questions.
- Play the CD again, this time asking students to listen out for words and phrases used by the speakers to introduce the examples they give.
- Check answers orally and/or by writing them on the board.

**Student 1**

missing words in question: TV programmes  
words / phrases used to give examples: like

**Student 2**

missing word in question: music  
words / phrases used to give examples: such as, like

**Student 3**

missing words in question: film stars / actors  
words / phrases used to give examples: for example

**2**

- Ask students to interview each other, noting down their partner's replies.
- Remind students that they can use the useful phrases from exercise 1 if they wish.
- Choose different students and ask them to sum up their partner's tastes, using words and phrases from exercise 1 to give some examples of their favourite films, books, etc.

**3**

- Ask students to discuss these questions in pairs for a few minutes.
- Choose a student in the class, address question 1 to them and, when they have answered, ask them to choose another student and ask them the next question.
- Continue like this until all the questions have been asked and answered.

**4**

- Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Refer students to the Speaking database on page 174 before they do the task.
- Allocate the roles of journalist and celebrity for each pair.
- Give them a couple of minutes to think about their roles, making sure the student playing the role of the celebrity has decided who exactly he/she is going to be.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.

**Use your English!**

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Explain to students that, in this task, they are given some words (on the right in capitals) which they must change in some way to make them fit the gaps in the text.
- Point out that they will often have to change the given word into a different part of speech (eg a noun might have to become an adjective).
- Point out that they might also have to make a positive word negative (eg by adding a prefix).
- Read through the text with students and elicit suggestions as to what part of speech is needed in each gap (without asking what the actual missing word is).
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 famous	6 impossible
2 celebrity	7 unpopular
3 unhappy	8 uncertain
4 uncomfortable	9 unemployed
5 unable	10 harder

## Additional task

- Write the following words on the board:

### ON THE BOARD

- 1 *interest: adjective*
- 2 *visit: noun (person)*
- 3 *appear: verb (negative)*
- 4 *actual: adverb*
- 5 *burglary: verb*

- Ask students to form a new word from each of the words on the board, using the guidelines given.
- Check answers orally and/or by writing them on the board.



- 1 interesting/interested
- 2 visitor
- 3 disappear
- 4 actually
- 5 burgle



## Writing

### Interpreting notes

**Aim:** to give students practice in expanding notes into full sentences

### 1

- Ask a student to read the email aloud while the rest of the class reads along.
- Check students know who Ryan Reynolds is (he's an actor who has appeared in sitcoms and films such as *Definitely, Maybe*, *X-Men Origins: Wolverine*, *Green Lantern* and *Ted*).
- Point out to students that there are five questions in the email, numbered 1 to 5. Ask students to choose the correct response to each question from the options given.
- Check answers orally.



- 1 e
- 2 b
- 3 a
- 4 d
- 5 c

### 2

- Ask students to imagine that they are going to write an informal email in reply to the one in exercise 1, based on the notes at the bottom of the letter.
- Point out that, in their email, they will have to write full sentences, giving as much detail as possible in reply to the pen friend's questions.
- Ask them to read through the sentences in exercise 2 and decide which, in each pair, would be preferable for their email.
- Check answers orally and/or by writing them on the board, asking students to justify their choices.



- 1 a
- 2 b
- 3 b
- 4 a

### HOMEWORK!

- Assign exercises 1, 2, 3 and 4 on page 28 of the Workbook.



## Get ready to write

### Informal email

**Aim:** to prepare students to write an informal email

### 1

- Explain what an informal email is (informal communication between friends but not for formal situations).
- Ask students to read through the model email and answer the four questions that follow.
- Check answers orally and/or by writing them on the board.



- 1 informal
- 2 yes
- 3 yes
- 4 four

### 2

- Give students a few minutes to read through the writing task, email and notes, pointing out that they should approach this task in the same way as the one in exercise 1.
- Elicit suggestions as to how the notes could be expanded into full sentences (eg *I like her because she has a great voice and her songs and videos are brilliant too*).
- Ask students to go to their Composition Planner on page 155 and give them about five minutes to write a brief plan for their email.

### Additional task

- Ask students to close their books.
- Write the following words that have come up in the unit on the board with three alternative spellings (one correct, two incorrect):

### ON THE BOARD

1 a medea	b media	c meddia
2 a journalist	b jurnalist	c journist
3 a celebrity	b celebrity	c celebreaty
4 a sucessful	b succesful	c successful
5 a popular	b populer	c popula
6 a faverite	b favourite	c favorit
7 a interview	b intervue	c interviewe

- Ask students to choose the correct spelling for each word.
- Check answers by circling them on the board.

1 b      3 b      5 a      7 a  
2 a      4 c      6 b

## HOMEWORK!

- Assign the writing of the email students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this email and give it to you. Their email will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their email to you.

## Webquest

- Ask students to complete the Webquest on page 204 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 \$18.9 million	6 Robyn Rihanna Fenty
2 1986	7 1911
3 Australia	8 Christopher
4 Los Angeles	9 handcuffs
5 12	10 <i>My World</i>

## 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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 4.

# Revision Units 3-4

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 3 and 4.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 46 and the following should be taken as a rough guide to students' performance:



40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

## 1



- 1 BURGLAR  
2 THIEF  
3 SMUGGLER  
4 POLICEWOMAN

- 5 PRISONER  
6 MURDERER  
7 ROBBER  
8 LAWYER

## 2



- 1 went off  
2 made off  
3 let me off

- 4 took off  
5 get off

## 3



- 1 lots  
2 much  
3 How much  
4 many  
5 a few

- 6 the  
7 was  
8 an  
9 the  
10 –

## 4



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

## 5



- 2 older than  
3 the oldest  
4 the greatest number of  
5 more ... than  
6 less ... than  
7 the most  
8 the least

## 6



- 1 illegal  
2 unpopular  
3 dishonest

- 4 unable  
5 untidy  
6 unemployed



## As homework

- Assign all of the exercises after Units 3 and 4 have been completed.
- Alternatively, you may want to assign exercises 1, 2 and 3 after Unit 3 has been completed and exercises 4, 5 and 6 after Unit 4 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

## 5

# The Space Race

## Target language

<b>Grammar:</b>	<i>will</i> and <i>be going to</i> / present simple and present continuous (to refer to the future)
<b>Lexis:</b>	patterns / technology
<b>Reading skills:</b>	summarising points
<b>Listening skills:</b>	listening for specific information
<b>Speaking skills:</b>	expressing opinion and giving reasons
<b>Writing skills:</b>	using set phrases / formal letter
<b>Pronunciation skills:</b>	/æ/, /a:/ and /ʌ/ recognition

- *The Space Race* was a term used during the Cold War when the West and the USSR were racing to be the first in space, on the Moon, etc. Here, it is being used more generally to describe hurrying to do things in space, like get to Mars, destroy asteroids, etc.
- Ask students to look at the title.
- Elicit suggestions as to what the unit is about.
- Explain the meaning of the phrase *The Space Race*.



## Get warmed up!

**Aim:** to introduce the topic of space through personal responses

- Ask students in pairs, in small groups or individually to write down as many words and phrases connected with space as they can. You may wish to give them a time limit of one minute and/or close their books for this task.
- Bring the class together and elicit the words and phrases they came up with. Write them on the board. (suggested answers: star, black hole, universe, Moon, Sun, Mars, Jupiter, rocket, spaceship, meteor, astronomy)
- Give students a short time to discuss the final two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.



## Reading CD1, Track 17

**Aim:** to give practice in summarising points in a text

### 1

- Ask students to read the article as quickly as possible to complete the matching exercise.
- Check students' understanding of the title of the article (the word *invaders* refers to the asteroids described in the article, which might *invade* Earth at some point in the future).
- Check answers orally and/or by writing them on the board.

### 2

- Ask students to read the text again, this time in more depth, before looking at the questions.
- Ask them to circle the correct words and phrases individually or in pairs, underlining the sentences/phrases that gave them the answers.
- Check answers orally and/or by writing them on the board.

### 3

Paragraph 1: <i>don't think</i> 'Probably not, according to scientists, but it's going to be close.' Paragraph 2: <i>probably</i> '... it's quite likely that it will hit us at some point in the future.' Paragraph 3: <i>We'll</i> '... we'll have plenty of time to prepare for the collision and prevent it from happening.' Paragraph 4: <i>prepared</i> 'Next time it happens, we'll be ready for it.'
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### 4

- Ask students to read the statements and explain any words the students are unfamiliar with.
- Ask them to do the exercise individually or in pairs.

- Check answers orally and/or by writing them on the board and ask students to read from the text the sentences which helped them decide whether the statements were true or false.



1 F    2 F    3 F    4 T    5 F



### HOMEWORK!

- Assign the Reading exercise on page 30 of the Workbook.

## Dictionary corner

**Aim:** to develop an awareness of patterns

- Remind students that verbs and adjectives have different patterns (eg some are followed by the infinitive, others by a preposition plus -ing, etc).
- Ask students to make sentences using the following and another verb:

### ON THE BOARD

*be able  
look forward  
like*

- Check students' sentences orally and write an example sentence for each one on the board (or use some of students' examples instead):

### ON THE BOARD

*Are you able to come to my party?  
I'm looking forward to going on holiday.  
He likes learning English.*

- Ask students to complete the exercise, referring back to the article if necessary.
- Check answers orally and/or by writing them on the board.



1 prevent	5 prepare
2 time	6 likely
3 involve	7 ready
4 responsible	

## Additional task

- Write the following on the board:

### ON THE BOARD

*verb + ing  
verb + for + ing  
verb + to + infinitive  
be arrested, promise, love, be allowed, begin*

- Ask students to copy down the information and write the five verb phrases next to the pattern(s) they take (some can take more than one pattern).
- Check answers orally and/or by writing them on the board.
- Elicit any other verbs they know that follow any of these patterns.



*be arrested + for + ing  
promise + to + infinitive  
love + ing OR + to + infinitive  
be allowed + to + infinitive  
begin + ing OR + to + infinitive*



## Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Ask students for a show of hands to see who thinks an asteroid hitting the Earth is likely and who thinks it's unlikely.
- Ask students to give reasons for their opinions. Encourage them to explore what they think the possible consequences of an asteroid hitting the Earth might be.



### HOMEWORK!

- Assign exercises 1 and 2 on page 31 of the Workbook.

## G Grammar 1

*will and be going to*

**Aim:** to consolidate students' understanding of the uses of *will* and *be going to* to refer to the future

### 1

- Go through **Grammar database 9** on page 183 of the Grammar database with students, drawing their attention in particular to the differences in usage between *will* and *be going to*.
- Ask students to complete the exercise, referring to **Grammar database 9** if necessary.
- Check answers orally and/or by writing them on the board.



- Will the solar sail destroy the asteroid?  
The solar sail won't destroy the asteroid.
- Will we be able to have holidays in space soon?  
We won't be able to have holidays in space soon.
- Are they going to send a manned spaceship to Mars?  
They aren't/They're not going to send a manned spaceship to Mars.
- Is Mark going to be an astronomer?  
Mark isn't going to be an astronomer.
- Will you have to wear a spacesuit?  
You won't have to wear a spacesuit.

**2**

- Ask students to complete the exercise, thinking about why one form is more appropriate than the other in each sentence.
- Check answers orally and/or by writing them on the board.
- Don't elicit why answers are right or wrong at this point – in exercise 3, students must think about this for themselves.



- |                  |                |
|------------------|----------------|
| 1 We're going to | 4 I'm going to |
| 2 is going to    | 5 Shall        |
| 3 I'll           |                |

**3**

- Explain to students that they must choose the reason for each of the answers to the previous exercise (eg why the verb needed is *will* and not *going to* in sentence 3).
- Ask them to complete the exercise individually or in pairs, referring to **Grammar database 9** if necessary.
- Check answers orally and/or by writing them on the board.



- |            |              |
|------------|--------------|
| 1 before   | 4 before     |
| 2 based on | 5 suggestion |
| 3 an offer |              |

**Additional task**

- Tell students you will make a statement and they must make an offer or suggestion based on it using *Shall I?* or *Shall we?* (eg statement: *I'm cold*; offer: *Shall I shut the window?*)
- Make the following statements and choose different students to respond to them:
  - 1 I'm hungry.
  - 2 Jerry's thirsty.
  - 3 I can't do this exercise.
  - 4 It's too hot.
  - 5 I've got a test tomorrow.



- (suggested answers)
- |                                |
|--------------------------------|
| 1 Shall I make you a sandwich? |
| 2 Shall we get him a drink?    |
| 3 Shall I help you?            |
| 4 Shall I open a window?       |
| 5 Shall I help you revise?     |

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 31 and 32 of the Workbook.

**Listening**

**Aim:** to give practice in listening for specific information

**1**

- As a warm-up, ask students if they are interested in space exploration and ask them to give reasons for their opinions.
- Draw students' attention to the words below the picture. Check comprehension. Students may know some of the terms but not all of them. Encourage students to speculate about what the terms may mean and then either get them to check in a dictionary or explain to them what the words mean.
- Get students to look at the picture. You might ask one or two students to describe what they can see in the picture while the other students listen. Encourage them to use the vocabulary provided. Alternatively, you might ask students to work in pairs and to describe the picture to each other. Again, they should be encouraged to use the vocabulary provided.



The picture shows astronauts in a press conference. They are the captain and the crew who are about to go on a mission to Mars. Reporters from newspapers and TV channels are asking them questions about their mission.

**2**

- Tell students they are going to listen to the press conference and that they need to listen out for which person mentions a specific topic. Ask them to read the list of topics a-f. Check understanding.
- Play the CD once and ask students to choose who mentions what.



- Check answers orally and/or by writing them on the board.



- |     |     |     |     |
|-----|-----|-----|-----|
| 1 e | 2 a | 3 d | 4 b |
|-----|-----|-----|-----|

**3**

- Ask students to look at the statements and explain that they are going to listen for words or short phrases to complete the sentences.
- Ask students to try to predict the answers based on what they remember from the recording, but do not give the correct answers yet.
- Play the CD again and ask students to complete the sentences.



- Check answers orally and/or by writing them on the board.



- |                  |               |
|------------------|---------------|
| 1 water          | 4 (the) Earth |
| 2 (work) routine | 5 21 months   |
| 3 knowledge      | 6 ill         |



- Assign the Listening exercise on page 35 of the Workbook.

## Additional task

- Write the following topics on the board:

### ON THE BOARD

*travel      home      work      entertainment*

- Ask students to write a question about life in 50 years' time for each of the four areas using *will* or *won't* (eg *Will we still use cars to go to work?*).
- In pairs, students ask and answer each other's questions, while you go round monitoring the conversations.

## Dictionary corner

**Aim:** to introduce and practise vocabulary on the topic of technology

- Explain to students that the words that are grouped together in this exercise have similar meanings; they have to use the context given in the sentences to decide which fits where.
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.



- |             |                 |
|-------------|-----------------|
| 1 discover  | 6 machine       |
| 2 develop   | 7 battery       |
| 3 invent    | 8 electricity   |
| 4 equipment | 9 investigation |
| 5 engine    | 10 research     |

## Additional task

- Write the nouns from the previous exercise on the board:

### ON THE BOARD

*equipment      machine      engine      battery  
electricity      research      investigation*

- Elicit from students which nouns can be preceded by *a* or *an*.
- Elicit what type of noun the others are.
- Check answers orally and/or by writing them on the board.



a machine, an engine, a battery, an investigation  
The other nouns: *equipment*, *electricity* and *research* are uncountable.

### HOMEWORK!

- Assign exercises 1 and 2 on page 33 of the Workbook.

## G Grammar 2

Present simple and present continuous to talk about the future

**Aim:** to consolidate students' understanding of the uses of the present simple and the present continuous tenses to talk about the future

### 1

- Go through **Grammar database 10** on page 184 of the Grammar database with students.
- Write the following on the board:

### ON THE BOARD

*I'll phone him when ...*

*We'll go for a walk when ...*

*I'll do my homework as soon as ...*

- Ask students to complete the sentences orally, making sure they use the present simple tense.
- Ask students to complete the exercise, referring to **Grammar database 10** if necessary.
- Check answers orally and/or by writing them on the board.



- |              |                 |
|--------------|-----------------|
| 1 appears    | 4 starts        |
| 2 am meeting | 5 Are you going |
| 3 see        | 6 passes        |

### 2

- Ask the students to quickly read the text, ignoring the gaps. Elicit what this text is (the introduction to an astronomy programme on TV).
- Ask students to read the text again, this time completing the gaps with the correct forms of the words given. Ask them to refer to **Grammar database 10** if necessary.
- Check answers orally and/or by writing them on the board.



- |                    |                  |
|--------------------|------------------|
| 1 appears          | 5 are/'re having |
| 2 am/'m travelling | 6 rises          |
| 3 begins           | 7 am/'m speaking |
| 4 are organising   | 8 starts         |

### HOMEWORK!

- Assign exercises 1, 2, 3 and 4 on pages 33 and 34 of the Workbook.

## Soundstation

**Aim:** to give practice in recognising the sounds /æ/, /a:/ and /ʌ/

### 1

- You might want to ask students to read the three words aloud before they listen to them.
- Play the CD, stopping after the three words. Elicit the differences in vowel sounds between the words and draw students' attention to the fact that the *r* in *heart* is not pronounced.

 CD1, Track 19

- Check answers orally.
- Ask different students to read out the caption that goes with the cartoon.
- If you want to give students more practice in recognising the differences between these three sounds, tell them to close their books, then you read out the three words in random order.
- Tell students to write down what they hear (eg 1 heart, 2 hut, etc).
- Check answers by writing the three words on the board in the order you said them.

The phonetic transcriptions of the words (for your benefit) are as follows:

hat: /hæt/ or /hæt/ (depending on which phonetic system is being used)  
heart: /hɑ:t/  
hut: /hʌt/

## 2

- Tell students they are going to hear one of the words in each pair and they have to identify the word they hear.
- Play the CD once, and then again if necessary.

 CD1, Track 20

- Check answers by writing them on the board.

1 cut	4 pan	7 bat
2 cart	5 fun	8 duck
3 hard	6 ladder	

 Speaking

**Aim:** to give practice in expressing opinion and giving reasons

## 1

- Elicit the names of objects shown.
- Go through the words and phrases for expressing opinion and giving reasons/results, giving examples of how they are used.  
top row: laptop computer, mobile phone, spacesuit, camcorder, pen, Walkman  
second row: diary, sunglasses, exercise bike  
bottom row: gun, telescope, surfboard
- Ask students to discuss the question of what they would take with them on the trip in pairs, using some of the words and phrases in the Phrase Bank!
- Go round the class eliciting ideas as to what they would take with them and why.

## 2

- Tell students they should imagine that they can take three more things (not pictured here) with them on the trip.
- Refer students to the Speaking database on page 174 before they do the task.

- Give them a short time to come up with some ideas as to what they would choose to take.
- Select different students to give you their answers and encourage the rest of the class to join in with their own ideas. Remind them that they can use the useful phrases from the Phrase Bank! in exercise 1 if they wish.

## 3

- Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Ask each pair to decide between themselves which role (teenager or parent) they will play.
- Give them a short time to think about their roles.
- Give students about five minutes to do the role-play activity, using some of the words/phrases from exercise 1, while you go round the class monitoring.
- Ask a couple of pairs of students to re-enact their role-play in front of the class and ask other members of the class to make notes on any positive or negative points (eg accuracy of grammar, range of vocabulary, etc).
- Elicit feedback from the rest of the class at the end of the 'performances'.



## Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Explain to students that they are going to read a text which has some words removed from it. They must read the text first, ignoring the gaps and then complete it with one word in each gap.
- Remind students to read through the text when they have completed it to make sure that it makes logical and grammatical sense.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 in	7 that
2 is	8 finding/locating/getting
3 from	9 will
4 be	10 long
5 have	11 take/last/be
6 for	12 be

## Additional task

- Ask students to write their own sentence using vocabulary and/or grammatical structures from this unit.
- Once they have written their sentence, they should delete one of the words (in the style of the previous exercise), preferably one which it will be possible for other students to work out, but which isn't too obvious.
- Ask students to come up and write their sentences on the board for the rest of the class to write down which is the missing word for each one.
- Check answers by writing the word in the sentences on the board.

 Writing

**Using set phrases**

**Aim:** to give students practice in using set phrases in formal letters

**1**

- Ask a student to read the letter aloud.
- Address the following comprehension questions to the class:
 

*Who has the letter been written to?*  
(a company selling land on the Moon)

*What does the writer of it want?*  
(information about the cost of the pieces of land, transportation to the Moon and whether she would be able to build a swimming pool on the land)
- Elicit some examples of informal language in the letter (contracted verb forms, inappropriate salutations, etc).

**2**

- Ask students to do the matching exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 h	4 k	7 f	10 i	13 e
2 d	5 a	8 c	11 l	14 j
3 n	6 b	9 o	12 g	15 m

**3**

- Give students about ten minutes to do the rewriting exercise.
- If time is short, you could write the formal version of the letter on the board, eliciting each sentence from a different student, or assign the writing of the letter for homework.
- Check answers by writing them on the board.  
(formal words/phrases in bold)


**Model answer**

Dear Sir / Madam,

I am writing with regard to your advertisement for pieces of land on the Moon, which I saw in 'Planet Monthly' last Tuesday. I am interested in buying one. However, I would like some more information first.

I would be grateful if you could tell me how much they cost.

Secondly, I wonder if you could send me further information regarding transportation to the Moon.

Could you also let me know whether I will be able to build a swimming pool on the land?

I look forward to hearing from you.

Yours faithfully,  
Annabel Davis

 **HOMEWORK!**

Assign exercises 1, 2 and 3 on page 35 of the Workbook.

**(GO) Get ready to write**
**Formal letter**

**Aim:** to prepare students to write a formal letter

**1**

- Ask students to read through the letter on their own and then check their comprehension of it with the following questions:
 

*Why has Steve Knight written the letter?*  
(to ask about a weekend break to Mars)

*What three pieces of information does he want?*  
(the cost of the trip, more details about hotel facilities and confirmation of whether injections or passports are necessary for the trip)
- Note: Do not deal specifically with vocabulary queries at this stage because item 2 requires students to deduce the meanings of words on their own.
- Ask them to do questions 1–3 individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 formal		
2 a accommodation	d available	
b further	e confirm	
c facilities	f require	
3 a and b (explain that these are indirect questions)		

**2**

- Read through the advertisement with students and ask them to look at the notes on their own.
- Elicit what the first sentence of the letter would be and write it on the board.

**ON THE BOARD**

*I am writing with regard to your advertisement for trips round the world on the Space Bus, which I saw in 'The Daily News' on 2nd February.*

- Ask students to go to their Composition Planner on page 156 and give them a short time to write a brief plan for their letter, reminding them that they already have the first sentence.

 **HOMEWORK!**

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.

- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

### Additional task

- You might like to set this extra task for homework.
- Ask students to design an advertisement for a futuristic product or service (eg a robot, a flying car, etc), telling them to be as imaginative as they like.
- Tell them that, in their adverts, they should include colour visuals and some written details about the product/service on offer in the normal style of an advertisement.
- When you have given students feedback on their work, display the adverts on the classroom walls.

### 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 and Term Test 1, which are in the Tests section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 5.

# 6

## It Takes All Sorts

### Target language

Grammar:	modals 1 (ability, obligation, advice, permission) / modals 2 (possibility, probability, certainty)
Lexis:	people / collocations
Reading skills:	grammatical referencing
Listening skills:	listening for attitude, purpose and intention
Speaking skills:	comparing
Writing skills:	layout and text structure / report
Pronunciation skills:	/æ/, /a:/ and /ʌ/ production

- The title is part of a well-known saying, *It takes all sorts to make a world*, which means the world consists of many different kinds of people. It is a common response when somebody is thought to be strange or unusual in some way.
- Ask students to look at the title and see if they can work out what it refers to.
- Write the complete saying on the board and elicit suggestions as to its meaning:

#### ON THE BOARD

*It takes all sorts to make a world.*

- Ask students if there is an equivalent saying in their own language.



### Get warmed up!

**Aim:** to introduce the topic of people through personal responses

- Give students a minute or two to think of a person in the class and write down a sentence about them, including one physical detail and one detail about their character. (Note: Make it clear that potentially offensive descriptions are not acceptable!)
- Ask different students to read out their sentences, while the others take turns at guessing who is being described.



### Reading CD1, Track 21

**Aim:** to give practice in grammatical referencing

### 1

- Ask different students to read a paragraph each of the story aloud, ignoring gaps 1–6.
- Check students' understanding of the adjectives in the list.
- Elicit the adjectives that describe Zarena at the beginning of the story.
- Check answers orally and/or by writing them on the board.



bright, hard-working, lonely, shy, strict

### 2

- Explain to students that it is important, when reading a text, to understand what little words like pronouns refer to.
- Ask students to complete the exercise carefully, really thinking about what the writer's meaning is in each instance.
- Check answers orally and/or by writing them on the board, showing students how the relevant pronouns refer directly back to an idea mentioned immediately beforehand in the text.



1 b      2 a      3 a      4 b      5 a

### 3

- Ask students to re-read the relevant parts of the story and match the sentences to the gaps.
- Check answers orally and/or by writing them on the board.



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



### HOMEWORK!

- Assign the Reading exercise on page 36 of the Workbook.

## Dictionary corner

**Aim:** to introduce and practise vocabulary on the topic of personal characteristics

- Ask students to complete the exercise. (Point out that, for one of the gaps, they will have to form an adjective from the noun given in the text.)
- Check answers orally and/or by writing them on the board.
- Elicit any other positive or negative adjectives that students know for describing character and write them on the board.

Positive characteristics	Negative characteristics
1 kind	1 gossip
2 trust	2 arrogant
3 confidence	3 tease
4 secure	4 bully
5 respect	5 shows off
	6 ridiculous

### Additional task

- Write the following words on the board and ask students to find words in the story with the opposite meaning:

#### ON THE BOARD

1 confident    2 stupid    3 not well-liked  
4 easygoing    5 dirty

- Check answers orally and/or by writing them on the board.

1 shy (paragraph 2)
2 intelligent (paragraph 3)
3 popular (paragraph 4)
4 strict (paragraph 4)
5 clean (paragraph 3)

### HOMEWORK!

- Assign exercises 1 and 2 on page 37 of the Workbook.

## Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Elicit whether students enjoyed the story. Ask what aspects of the story (the plot, the characters, the setting, the language) they like or dislike. Encourage them to give reasons for their opinions by referring to the story.
- Ask students what kinds of stories they like to read. You might put students in pairs and ask them to discuss what makes a good story in their opinion. Then ask each pair to report back to the class on what they have discussed.

## G Grammar 1

### Modals 1 (ability, obligation, advice, permission)

**Aim:** to consolidate students' understanding of the functions and usage of modal verbs to express ability, obligation, advice and permission

#### 1

- Go through **Grammar database 11** on pages 184 and 185 of the Grammar database with students.
- Note: There is a lot of theory to take in about modal verbs in this unit, so don't expect students to absorb it all at once – working through the exercises will help them get to grips with their usage gradually.
- Ask students to do exercise 1, referring to **Grammar database 11** if necessary.
- Check answers orally and/or by writing them on the board.



- |          |              |
|----------|--------------|
| 1 can    | 7 be able to |
| 2 could  | 8 can        |
| 3 should | 9 can't      |
| 4 could  | 10 mustn't   |
| 5 can't  | 11 have to   |
| 6 has to |              |

#### 2

- Ask students to do this exercise, again referring to **Grammar database 11** if necessary.
- Check answers orally and/or by writing them on the board.



- |                   |         |
|-------------------|---------|
| 1 had to          | 4 can   |
| 2 should          | 5 must  |
| 3 doesn't have to | 6 could |

#### 3

- Tell students that the task is based on a dialogue between the two people (Andy and Michelle) mentioned in exercise 1. Ask them to read the dialogue first, ignoring the words in bold.
- Then explain that the words and phrases in bold are all incorrect. Ask students to read the dialogue again, this time writing the correct form in place of the words and phrases in bold.
- Check answers orally and/or by writing them on the board.



- |         |             |
|---------|-------------|
| 1 had   | 4 Can you   |
| 2 have  | 5 find      |
| 3 start | 6 to charge |

### Additional task

- Write the following song titles on the board and ask students to guess what the missing modal verbs are:

**ON THE BOARD**

- You Feel It?**
- It \_\_\_\_\_ Be Love**
- I \_\_\_\_\_ Help Falling In Love With You**
- It \_\_\_\_\_ Have To Be This Way**

- Check answers orally and/or by writing them on the board.



Can You Feel It? (The Jacksons)  
It Must Be Love (Madness)  
I Can't Help Falling In Love With You (Elvis Presley)  
It Doesn't Have To Be This Way (The Blow Monkeys)

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on pages 37 and 38 of the Workbook.

**Listening**

**Aim:** to give practice in listening for attitude, purpose and intention

**1**

- As a warm-up, ask students to say what puts them in a bad or a good mood.
- Go through the list of adjectives with students first, making sure they understand their exact meanings (eg the difference between *depressed* and *upset*).
- Make sure students understand that they have to say the sentence given in such a way as to express one of the adjectives of mood/feeling in the list. It might help if you tell them to imagine a situation where they might actually be saying these words in that particular way. (eg They might be shocked if they had just found out that their house had been burgled.)
- Go round the class asking students to say the sentence in turn and eliciting guesses from the rest of the class as to what mood it was spoken in.

**2**

- Most of the words in the questions should now be familiar to students from exercise 1 – any others should be checked in a dictionary.
- Note: As a general rule, don't make a habit of 'feeding' students with explanations for words they don't understand – they tend to remember words better when they have put some effort into finding their meanings themselves.

**3**

- Explain that for the first three questions they will have to work out what the attitudes of the speakers are, both from their tone of voice and from what they actually say.
- For questions 4 and 5, they will have to work out the intentions of the speakers by listening carefully to what they say.

- Play the CD once, give students a couple of minutes to think about their answers and then play it for a second time.

**CD1, Track 22**

- Check answers orally and/or by writing them on the board.



1 C      2 A      3 B      4 C      5 A

**HOMEWORK!**

- Assign the Listening exercise on page 41 of the Workbook.

**Dictionary corner**

**Aim:** to develop students' knowledge of collocations

- Elicit from students whether it is correct to say *to make one's homework* or *to do one's homework*.
- Remind students that, just as in Unit 2 (Dictionary corner, page 19), we saw that certain adjectives collocated with certain nouns, and certain adverbs with certain adjectives, there are certain verbs in English that take particular objects.
- Ask students to complete the exercise individually or in pairs, reminding them that some of the phrases can go with more than one of the verbs.
- Check answers orally and/or by writing them on the board.



**make:** a mistake, fun of someone, an effort, a fuss, up your mind, time to do something  
**do:** someone a favour, your homework, our best, the housework, someone good  
**have:** a dream, a bath, an idea, time to do something, a good/nice time, a holiday  
**take:** part in something, a bath, care of someone, pity on someone, time to do something, a holiday

**Errors to watch out for**

- The verbs *make* and *do* are often confused in expressions like *to make a mistake*, *do one's homework*, etc.

**Additional task**

- Draw students' attention to the fact that the verbs *make*, *have* and *take* can all be used with the phrase *time to do something*, but with different meanings.
- Write the following on the board and elicit which of the three verbs fits where:

**ON THE BOARD**

1 Don't rush, just \_\_\_\_\_ your time.

2 I know you're busy but could you \_\_\_\_\_ time to see him one day next week?

3 Do you \_\_\_\_\_ time to go for a coffee?

	1 take	2 make	3 have
--	--------	--------	--------

## Additional task

- Tell students they have five minutes to write a dialogue with their partner using as many verbs and phrases from the previous exercise as possible.
- Tell them to start the dialogue with the following:

### ON THE BOARD

*Can you do me a favour?*

- Stop students after five minutes and ask different pairs to perform their dialogues, while the rest of the class count the number of verbs and phrases used from the previous exercise.
- The 'winners' are the pair of students who use the most – and correctly.

### HOMEWORK!

- Assign exercises 1 and 2 on page 39 of the Workbook.

## G Grammar 2

### Modals 2 (possibility, probability, certainty)

**Aim:** to consolidate students' understanding of the functions and usage of modal verbs to express possibility, probability and certainty

### 1

- Explain to students that modal verbs often have more than one function and go through **Grammar database 12** on pages 185 and 186 of the Grammar database with them.
- Write the following on the board:

### ON THE BOARD

*It must be raining because ...*

*He might be late because ...*

*That restaurant can't be very good because ...*

*That could be Bill on the phone because ...*

- Elicit different possible ways of completing the four sentences.
- Ask students to complete the exercise, referring to **Grammar database 12** if necessary.
- Check answers orally and/or by writing them on the board.

- |  |                 |
|--|-----------------|
|  | 1 I'm sure      |
|  | 2 It's possible |
|  | 3 It's likely   |

### 2

- Ask students to look at the photograph and say what it shows (a girl running in a race, perhaps a marathon).

Explain that they should write sentences about the girl using the modals given. Draw students' attention to the model for further explanation.

- You may like to put students into groups and ask them to do this task collaboratively.
- Give students time to write sentences and then elicit their answers. Invite other students to comment on whether suggested sentences are correct or not and to offer corrections where necessary. Accept any reasonable answers.



(suggested answers)

*She must run every day to keep fit.  
She may be feeling tired after running a long way.  
She might be enjoying running in the race.  
She could be taking part in a competition.  
She can't be unfit because she's doing well in the race.*

### 3

- Ask students to complete the exercise, reminding them that they should use the continuous infinitive (*be doing*) with non-stative verbs.
- Check answers orally and/or by writing them on the board.

### Additional task

- Write the following on the board and ask students to complete the second sentence so that it means the same as the first, using a modal verb in the correct form:

### ON THE BOARD

1 *It isn't necessary for you to help me.*

*You ...*

2 *I'm sure he's tired after the journey.*

*He ...*

3 *It would be a good idea if you phoned your grandmother.*

*You ...*

4 *You are allowed to watch TV after you've done your homework.*

*You ...*

5 *Tom's definitely not in hospital – I've just seen him.*

*Tom ...*

- Check answers orally and/or by writing them on the board.



1 You do not/don't have (need) to help me.

2 He must be tired after the journey.

3 You should/ought to phone your grandmother.

4 You can/may watch TV after you've done your homework.

5 Tom can't be in hospital – I've just seen him.

### HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 39 and 40 of the Workbook.


**Speaking**

**Aim:** to give practice in comparing photographs

**1**

- Elicit the meaning of the word *compare*. (If you compare two things, you focus on both their similarities and differences.)
- Ask students to compare the first two pictures, before they listen to the CD.
- Play the CD once, asking students to circle each of the words/phrases 1–7 they hear used in the description of the photos.

 **CD1, Track 23**

- Check answers orally and/or by writing them on the board.
- When checking answers, elicit why the answer given on the CD is preferable to the other option given in the book. (eg in number 1, *at first* is wrong because it is normally used when comparing two different times, as in the following sentence: *At first, I thought she was telling the truth, but later I realised she was lying*. The speaker uses the phrase *to begin with* correctly to refer to the first of a series of observations about the photographs.)



- 1 to begin with
- 2 of
- 3 is a photo of a
- 4 much older than
- 5 They're both
- 6 one main difference is
- 7 whereas

**2**

- Give students a few minutes to look at the other pictures and make some brief notes about them.
- Check answers orally and/or by writing them on the board.



- (suggested answers)
- 3 & 4 main similarities: both families spending time together  
 3 & 4 main differences: inside/outside  
 5 & 6 main similarities: both are women  
 5 & 6 main differences: intelligence/beauty

**3**

- Choose a couple of students to compare pictures 3 and 4, then different ones to do the same with pictures 5 and 6.
- Ask the rest of the class to monitor closely, making sure the phrases from exercise 1 are used correctly.

**4**

- Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Allocate the roles of Neighbour A and Neighbour B for each pair.

- Give students a couple of minutes to think about their roles, asking them to try and use some modal verbs in their conversation.
- Write the following phrases on the board for them to use if they choose:

**ON THE BOARD**

*Could you turn your music down, please?*

*You shouldn't play it so loud.*

*I don't have to listen to you!*

*You must be joking!*

*You can't be serious!*

- Refer students to the Speaking database on page 174 before they do the task.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.
- Ask a couple of pairs of students to re-enact their role-play in front of the class and elicit feedback from the rest of the class.


**Soundstation**

**Aim:** to give practice in producing the sounds /æ/, /a:/ and /ʌ/

**1**

- Rather than asking students to look back at Unit 5, you may prefer to write the words on the board and elicit their pronunciation (*hat*: /hat/ or /hæt/, *heart*: /ha:t/; *hut*: /hʌt/).

**2**

- Explain to students that they are going to play a game.
- Go round the class in turn. When it is a student's turn, he/she secretly writes down one of the words from the list.
- Then, he/she says a sentence aloud, using the word. For example, *That shark was very big*. Explain to students it doesn't matter which adjective they choose to end with.
- The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets ten points. If one student votes (incorrectly) for, say, *shack*, the student who said the sentence only gets nine points, etc. Every student who votes for the correct word gets five points.
- Students keep their own score and the winner is the person with the most points at the end of the game.

**Use your English!**

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to look at the photo and the heading for the advertisement and elicit suggestions as to what the advertisement is for (an unusual holiday).
- Ask students to read through the text, ignoring the gaps for the moment, and tell you what kind of holiday is being advertised (a working holiday, volunteering at a theatre festival).
- Ask students to read through the text, without filling in the gaps for the moment, and tell you a) what they understand by the verb and noun *volunteer* and b) what kind of holiday is being advertised.
- Ask students to complete the gaps in the text.
- Check answers orally and/or by writing them on the board.

1 make	6 of
2 have	7 do
3 should	8 have/take
4 have	9 do
5 part	10 must

### Additional task

- Ask students to design an advertisement for an alternative kind of holiday (eg learning how to cook, working on an environmental project, etc).
- Ask them to write a short text for the advertisement and then either draw a picture or find a photograph to stick on it.
- After you have given students feedback on their work, display some or all of the advertisements on the classroom walls.



## Writing

### Layout and text structure

**Aim:** to give students practice in structuring and laying out a report

### 1

- Elicit suggestions as to the functions of reports and the circumstances in which one would write one. (Their function is to present factual information, often based on some sort of research done on a particular subject, and people often have to write them as part of their job, at school, etc.)
- You might want to get different students to read a paragraph each of the report aloud, while the others follow in their books.
- Check students' understanding by eliciting who the report is to and from and what its subject is. (It's to them, from one of the authors of *Laser B1*, on the subject of report-writing.)
- Ask them to answer questions 1–5.
- Check answers orally and/or by writing them on the board, eliciting reasons why the false statements are false.



- 1 F They are generally formal.  
2 T  
3 F They can be just a sentence long.  
4 F You should begin with *To;*, *From:* and *Subject:*  
5 T

### 2

- Tell students you are going to dictate a report to them and they must write it down word for word, making sure they paragraph it properly, give it headings, etc.
- Read the following:

*To: Mrs King  
From: Sally Smith  
Subject: Class Party*

#### Introduction

*The aim of this report is to look at how successful last Friday's class party was.*

#### Food

*We had arranged that each student would bring a different kind of food with them from home, with the result that we had an excellent choice of sandwiches, pies and cakes.*

#### Music

*Our music teacher, Mr Brown, provided the music and he was also the DJ for the party. Some students felt there was too much music from the 1980s but they agreed that it was quite good to dance to.*

#### Conclusion

*On the whole, the party was a great success. I would recommend, however, that we have a professional DJ for our next party.*

- Check by writing the report on the board. Make sure students check their spelling, as well as the layout of the report.



### HOMEWORK!

- Assign exercises 1, 2, 3 and 4 on page 41 of the Workbook.



### Get ready to write

#### Report

**Aim:** to prepare students to write a report

### 1

- Ask students to read the report and answer the questions individually or in pairs.
- Check answers orally and/or by writing them on the board.



- |                  |             |
|------------------|-------------|
| 1 Alison Webster | d currently |
| 2 Jane Peters    | e reduce    |
| 3 a discover     | f consider  |
| b whether        |             |
| c on the whole   |             |

**2**

- Ask students to go through the questions with students, eliciting ideas in answer to the questions and writing them on the board.

**ON THE BOARD**

(students' suggestions)

eg

- 1 club facilities: tennis courts, squash courts, swimming pool, sauna, gym, golf course
- 2 possible improvements: swimming pool could be extended and cleaned more often, more saunas built, gym could have better equipment, tennis courts could have lighting installed so they could be used in the evening, staff could be more professional/helpful
- 3 recommendations: should spend more money on updating facilities, training staff, etc

**3**

- Ask students to go to their Composition Planner on page 157 and give them about five minutes to write a brief plan for their report.

**HOMEWORK!**

- Assign the writing of the report students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this report and give it to you. Their report will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their report to you.

**Additional task**

- Ask students to find a key word from anywhere in the unit (i.e. a noun or verb) and write their own sentence using it (but not show it to anyone else).
- Go round checking that the key words are used correctly in the sentences.
- Go round the class, asking each student to read out their sentence **minus** the key word, where they will just say 'blank'.
- The rest of the class have to guess what the missing word is.
- After all students have read out their sentences, ask them to swap their answers with their partner's and go round the class, eliciting each student's missing word.
- Write the answers on the board and ask students to mark their partner's.
- Note: There will be cases where a student has guessed a word which isn't the same as the one intended, but fits the gap in the sentence just as well, in which case the student should get a mark.

**Webquest**

- Ask students to complete the Webquest on page 205 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 Buzz Aldrin
- 2 two
- 3 Sputnik 1
- 4 1957
- 5 war
- 6 Yuri Gagarin
- 7 microscopes
- 8 National Aeronautics and Space Administration
- 9 Tim Burton
- 10 Jack Nicholson

**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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 6.

# Revision Units 5-6

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 5 and 6.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 48 and the following should be taken as a rough guide to students' performance:



40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**



## As homework

- Assign all of the exercises after Units 5 and 6 have been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

### 1



- |                   |             |
|-------------------|-------------|
| 1 I'm going to be | 6 ✓         |
| 2 I have          | 7 ✓         |
| 3 ✓               | 8 Can/Shall |
| 4 ✓               | 9 come      |
| 5 We're going to  | 10 ✓        |

### 2



- |         |           |          |
|---------|-----------|----------|
| 1 Could | 3 could   | 5 will   |
| 2 can   | 4 have to | 6 should |

### 3



- |  |  |  |
|--|--|--|
| 1 must be  |  |  |
| 2 can't be   |  |  |
| 3 ought to/should announce                         |  |  |
| 4 should not/shouldn't/ought not to/oughtn't to do |  |  |
| 5 may/might/could                                  |  |  |
| 6 may/might/could be walking                       |  |  |

### 4



- |        |        |        |
|--------|--------|--------|
| 1 does | 4 had  | 7 made |
| 2 take | 5 do   | 8 take |
| 3 made | 6 make |        |

### 5



- |           |           |        |
|-----------|-----------|--------|
| 1 selfish | 4 jealous | 7 rude |
| 2 popular | 5 strict  | 8 shy  |
| 3 kind    | 6 lonely  |        |

### 6



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

## 7

# Going Out and Staying In

## Target language

**Grammar:**

modal perfect / -ing form or full infinitive?

**Lexis:**

entertainment / phrasal verbs (with *up*)

**Reading skills:**

recognising text type and function

**Listening skills:**

listening for attitude and purpose

**Speaking skills:**

suggesting and recommending

**Writing skills:**

awareness of target reader / article

**Pronunciation skills:** /nd/, /d/, /ŋ/ and /g/ recognition

- Ask students to look at the title of the unit and elicit suggestions as to what it will be about.
- Ask students what they prefer doing: going out or staying at home.
- Write the following on the board and ask students to guess what the word connected with free time and enjoying oneself is (entertainment):

**ON THE BOARD**

e \_\_\_\_ e \_ t \_\_\_\_\_ m \_\_\_\_ t



## Get warmed up!

**Aim:** to introduce the topic of entertainment through personal responses

- Ask students in pairs, in small groups or individually to write down as many places as possible. You may wish to set a time limit of two minutes.
- Bring the class together and elicit the places they came up with. Write them on the board.

**ON THE BOARD**

(suggested answers)

parks, nightclubs, pubs, bars, cafés, restaurants,  
sports/leisure centres, gyms, funfairs, etc

- Give students a short time to discuss the three other questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.



## Reading



CD1, Track 24

**Aim:** to give practice in recognising text type and function

### 1

- Go through the text types (1–8) with students, making sure they understand what each one is.
- Ask them to read the extracts quickly and match them to the text types (guessing any vocabulary in the extracts they are unfamiliar with).
- Check answers orally and/or by writing them on the board.



1 B	3 C	5 H	7 G
2 F	4 E	6 A	8 D

### 2

- Now ask students to read the texts again in more detail to choose the correct statement. (Alternatively, you might want to ask different students to read the extracts aloud before they tackle this exercise.)
- Check answers orally and/or by writing them on the board, eliciting where in each extract the relevant information is found.



Extract A: C	Extract B: C	Extract C: B
Extract D: B	Extract E: A	Extract F: C
Extract G: B	Extract H: B	



## HOMEWORK!

- Assign the Reading exercise on page 43 of the Workbook.

**3**

- Students now read the extracts again to find the answers to questions 1–6.
- Check answers orally and/or by writing them on the board, again eliciting where in each extract the information is found.

1 A, C, E  
2 B, F3 D, H  
4 G5 E  
6 A, B**Dictionary corner**

**Aim:** to introduce and practise vocabulary on the topic of entertainment

**1**

- Ask students to complete this exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 directed	5 games
2 set	6 remote control
3 plot	7 youth club
4 set	

**2**

- Ask students to complete this exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



2 FUNFAIR	8 DISCO
3 NIGHTCLUB	9 RESTAURANT
4 BALLET	10 MUSEUM
5 CIRCUS	11 GALLERY
6 THEATRE	12 CINEMA
7 CAFÉ	13 CONCERT
hidden word: ENTERTAINMENT	

**Additional task**

- Write the names of the entertainment venues from exercise 2 on separate slips of paper and give one to each pair of students in the class.
- Ask each pair to make up a short dialogue that might take place at the venue they have been given, giving some clues as to where it is, but not making it too easy to guess.
- Ask each pair of students to read out their dialogues; when they have finished, the rest of the class have to try and guess where it took place.
- Whoever guesses correctly first has the next turn at reading out their dialogue with their partner.

**HOMEWORK!**

- Assign exercises 1 and 2 on page 44 of the Workbook.

**Have your say!**

**Aim:** to give students the opportunity to express their own opinions

- You might ask students to do the activity in pairs, discussing their experiences and then reporting back to the class.
- Alternatively, you might ask for a show of hands. Ask students who have been to a concert to raise their hands. Ask one or two students to describe their experiences. Do the same for going to the theatre and the cinema.
- In order to include any students who have not been to a concert, the theatre or the cinema, ask students who their favourite musician/singer/band is and ask them to imagine what they think one of their concerts is like. Ask them to describe it to the rest of the class.

**G Grammar 1****Modal perfect**

**Aim:** to introduce the modal perfect form and familiarise students with its usage

**1**

- Elicit the modal verbs of possibility/probability/certainty focused on in the previous unit and write them on the board:

**ON THE BOARD**

<i>must</i>	<i>may</i>	<i>might</i>	<i>could</i>
<i>can't</i>	<i>should</i>	<i>ought to</i>	

- Elicit the differences in meaning between the verbs when referring to possibility/probability/certainty.
- Go through **Grammar database 13** on pages 186 and 187 of the Grammar database with students.
- Ask students what they think the picture shows.
- Elicit the meaning of the word *karaoke*, and then ask them to complete the exercise, referring to **Grammar database 13** if necessary.
- Check answers orally and/or by writing them on the board.



1 must	4 have been
2 should	5 can't
3 could	

**Background information**

- The word *karaoke* is Japanese in origin and is used in English to refer to the practice (which originated in Japan) of singing a well-known song on stage in a public place (eg a pub or bar). Backing music and the written lyrics of the song are usually provided.

**2**

- Ask students to complete the exercise, referring to **Grammar database 13** if necessary.
- Check answers orally and/or by writing them on the board.



- |                   |             |
|-------------------|-------------|
| 1 have bought     | 4 have been |
| 2 have remembered | 5 have won  |
| 3 have forgotten  |             |

**3**

- Explain to students that each item describes a situation and shows what someone might say in that situation.
- Complete the first item as a class. Ask a student to read the situation and ask another student to complete the response to the situation. Check that all students understand the task.
- Give students time to complete the task and then elicit the answers.



- 1 should have told me about your party
- 2 must have seen a film
- 3 can't have been a good concert
- 4 must have been singing for hours
- 5 ought to have bought tickets yesterday

**Additional task**

- Write the following on the board:

**ON THE BOARD**

- 1 *My car broke down this morning.*
- 2 *The dog ate my dinner yesterday.*
- 3 *I couldn't sleep last night.*
- 4 *I laughed a lot in the cinema.*

- Read out each of the sentences and ask students to respond to them, giving an explanation for the events, and using the modal infinitive with either *must* or *can't*.



(suggested answers)

- 1 You must have forgotten to put petrol in it.
- 2 It must have been hungry.
- 3 You can't have been tired.
- 4 The film must have been funny.

- Ask students to each think of a situation like those on the board and tell their partner, who then has to respond using the modal perfect form.
- Go round the class, monitoring the conversations and giving help if needed.

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on page 45 of the Workbook.

**Listening**

**Aim:** to give practice in listening for attitude and purpose

**1**

- As a warm-up, ask students if they have any hobbies that they do in their free time.
- Elicit what the people in the pictures are doing and ask students if they do any of these activities themselves.
- Check answers orally and/or by writing them on the board.



- A listening to music
- B playing chess
- C drawing
- D walking
- E playing a computer game

**2**

- Tell students they must listen, decide which activity is being described and write A, B, C, D or E accordingly next to each speaker.
- Point out to students that just because they can see, for example, girls walking in a picture that doesn't mean it will be a girl talking about walking on the CD. They are matching the activities, not the people.
- Play the CD once.

**CD1, Track 25**

- Check answers orally and/or by writing them on the board.



- |              |              |
|--------------|--------------|
| Speaker 1: D | Speaker 4: B |
| Speaker 2: A | Speaker 5: C |
| Speaker 3: E |              |

**3**

- Ask different students to read out statements A–E and tell them they are going to have to listen out for which speaker each one applies to.
- Play the CD again.

**CD1, Track 25**

- Check answers orally and/or by writing them on the board.



- |              |              |
|--------------|--------------|
| Speaker 1: C | Speaker 4: B |
| Speaker 2: E | Speaker 5: D |
| Speaker 3: A |              |

**HOMEWORK!**

- Assign the Listening exercise on page 48 of the Workbook.

## Additional task

- Write the following hobbies on the board:

### ON THE BOARD

ice-skating    skateboarding    stamp collecting  
 bird-watching    gardening    climbing  
 playing the guitar    cycling    writing poetry

- Check students are familiar with the different activities.
- Ask them to choose one of the activities and write a sentence describing it in such a way that it isn't very easy (but is possible) to guess what it is (eg *You fall down a lot at first and you need to wear warm clothes.* = ice-skating).
- Go round the class asking students to read out their sentences, while the others try and guess the activity being described.

## Dictionary corner

**Aim:** to give practice in using phrasal verbs with *up*

- Ask students to close their books and elicit any phrasal verbs they know containing the particle *up*.
- Ask them to open their books and see if they recognise any of the verbs in the list, eliciting examples of their use.
- Go through the other verbs in the list, giving an oral example for each one, making sure the meaning of the verb is the same as that in the exercise (eg *do up* – *I'm doing up my house at the moment.*).
- Ask students to complete the exercise individually or in pairs, paying attention to the spelling of the different verb forms.
- Check answers orally and/or by writing them on the board.



- |              |               |
|--------------|---------------|
| 1 pick, up   | 5 give up     |
| 2 setting up | 6 taken up    |
| 3 turned up  | 7 making up   |
| 4 do up      | 8 putting, up |

### HOMEWORK!

- Assign exercises 1 and 2 on page 46 of the Workbook.

## G Grammar 2

### -ing form or full infinitive?

**Aim:** to develop students' understanding of the usage of the -*ing* form and the full infinitive

### 1

- Go through **Grammar database 14** on page 187 of the Grammar database with students, drawing their

attention in particular to verbs that can be followed by both the -*ing* form and the full infinitive.

- Ask students to complete the exercise, referring to **Grammar database 14** if necessary.
- Check answers orally and/or by writing them on the board.
- Ask students what *remember buying* (sentence 4) and *stop to dance* (sentence 6) actually mean.



- 1 go should be going
- 2 taking should be to take
- 3 ✓
- 4 buying should be to buy
- 5 ✓
- 6 to dance should be dancing

### 2

- Ask students to complete the exercise, referring to **Grammar database 14** if necessary.
- Ask a student to summarise orally what the text is about.
- Check answers orally and/or by writing them on the board.



- |            |             |
|------------|-------------|
| 1 visiting | 7 to join   |
| 2 drawing  | 8 to be     |
| 3 painting | 9 drawing   |
| 4 to learn | 10 to stick |
| 5 studying | 11 trying   |
| 6 going    | 12 to see   |

### HOMEWORK!

- Assign exercises 1, 2, 3 and 4 on pages 46 and 47 of the Workbook.



## Soundstation

**Aim:** to give practice in recognising the sounds /nd/, /d/, /ŋ/ and /g/

### 1

- Ask students to listen and follow the words in their books.
- Play the CD once for students to hear the difference between the words.

### CD1, Track 26

- Point out to students that the vowel sounds in each pair of words are exactly the same – the only difference in pronunciation is in the final consonant (in the first two pairs) and the middle consonant (in the third pair).
- Play the CD again, stopping after each pair of words and asking students to repeat them.

### 2

- Ask students to read through the sentences before listening to the CD.

- Play the second part of the CD once and then again, if necessary.

### CD1, Track 27

- Check answers orally and by writing them on the board.



1 land	4 trend
2 bad	5 finger
3 bend	6 Juggle

### Additional task

- As a follow-up task, you might like to write the following tongue twister on the board and ask students to have a go at saying it as fast as they can:

#### ON THE BOARD

*A hundred friends couldn't find their fingers!*



### Speaking

**Aim:** to introduce students to language for making suggestions and recommendations

#### 1

- Ask students if they can think of any ways of making suggestions in English (eg *Why don't you/we ...?*).
- Ask them to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 to	5 idea
2 suggest	6 if
3 about	7 that
4 How	8 his/her

#### 2

- Tell students that each picture represents a hobby. Ask them to match the pictures to the hobbies.
- Check understanding of the names of the hobbies by asking students to tell you what the hobby involves and whether they like it or not.



1 photography	4 painting and drawing
2 rock climbing	5 horse-riding
3 collecting	

#### 3

- Ask students to discuss the situation described in pairs.
- Remind them that they can use the structures and useful phrases from the Phrase Bank! in exercise 1 if they wish.
- Stress the fact that it's not enough just to make suggestions about the hobby Carla should take up – they must also give **reasons** for their suggestions.
- Go round the class monitoring the conversations.

- Elicit suggestions from the class as a whole as to the best hobbies for Carla and take a vote on the two most suitable ones.

#### 4

- Ask students to read the task and elicit what information they will need to include in their note to Carla.
- Then give them a short time (about five minutes) to write their notes individually.
- Refer them to the Phrase Bank! in exercise 1 for making the two recommendations.
- Then ask individuals to read out their notes to the rest of the class so that students can compare their ideas.

#### 5

- Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Ask students to decide with their partner which role they're going to play, Flatmate A or Flatmate B.
- Give them a couple of minutes to think about their roles and remind them to use some of the structures from exercise 1.
- Refer students to the Speaking database on page 174 before they do the task.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.
- Tell the class who you feel was the most persuasive and convincing in their arguments!

### Additional task

- Tell students that you have some problems and want their advice about them.
- Write the following on the board:

#### ON THE BOARD

*My washing machine's broken.*

*My sister borrowed some money from me and hasn't paid me back.*

*My husband/wife/partner watches too much TV.*

*I can't afford to go on holiday this year.*

*My cat has had five kittens and I can't find homes for them.*

*I want to get fit.*

- Choose different students to give you some advice on one of the problems without saying which problem they're referring to.
- The rest of the class have to guess which of the problems they're trying to help you solve.



### Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to complete the exercise individually or in pairs.
- Remind them that they should write no more than five words in each gap.
- Check answers orally and/or by writing them on the board.

<b>1</b>	given up
2	feel like going
3	can't/cannot/couldn't/could not have seen
4	should have invited
5	looking forward to seeing

## Writing

### Awareness of target reader

**Aim:** to develop students' awareness of their target reader

#### 1

- Ask students why it is important to think about one's target reader (i.e. who they are writing to or for) when writing a composition (to ensure the content is relevant and the style and register are correct).
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

<b>1</b>	d	b	a
2	f	e	c

#### 2

- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

<b>1</b>	a, a	3	a, a	5	b, a
2	a, a	4	a, b	6	b, a

## HOMEWORK!

- Assign exercises 1 and 2 on page 48 of the Workbook.

## GO Get ready to write

### Article

**Aim:** to prepare students to write an article

#### 1

- Ask four different students to read a paragraph each of the article aloud, while the others follow in their books.
- Go through questions 1–3 with students.
- Check answers orally and/or by writing them on the board.



1 b

2 Yes, paragraph 1: I've ever had ...

paragraph 4: Although I didn't ..., I'd love to ...

3 fairly informal

#### 2

- Ask students if they can remember what a talent contest is (it came up in exercise 2 of the first Grammar section – it's a competition where people give some sort of performance – dance, sing, do tricks, etc.).
- Ask them to answer questions 1–6 in note form and remind them that what they write does not have to be based on truth.
- Elicit some ideas orally.

#### 3

- Ask students to go to their Composition Planner on page 158 and give them about five minutes to write a brief plan for their article.

## HOMEWORK!

- Assign the writing of the article students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this article and give it to you. Their article will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their article to you.

### 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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 7.

# 8

# The Problem Page

## Target language

<b>Grammar:</b>	zero, first and second conditionals / time clauses
<b>Lexis:</b>	relationships / word formation (suffixes)
<b>Reading skills:</b>	distinguishing fact and opinion
<b>Listening skills:</b>	listening for gist
<b>Speaking skills:</b>	formality
<b>Writing skills:</b>	making suggestions / letter of advice
<b>Pronunciation skills:</b>	/nd/, /d/, /ŋ/ and /g/ production

- Elicit suggestions as to what a problem page is (a section, usually of a magazine, which features readers' letters about personal problems they are having and advice from an 'agony aunt').
- Ask students if they ever read the problem pages in magazines and if they would ever consider writing a letter to one.
- Ask students what they think the unit will be about (relationships).

- Ask students to draw their own family tree, using yours as a model.
- Ask questions to elicit how many cousins, aunts, uncles, etc students have got.



## Reading CD1, Track 28

**Aim:** to give students practice in distinguishing fact from opinion



## Get warmed up!

**Aim:** to introduce the topic of relationships through personal responses

- Read out the following and ask students in pairs, in small groups or individually to write down the word for each one:  
*your father's son (but not you!) (brother)  
your mother's brother (uncle)  
your father's father (grandfather)  
your mother's sister's daughter (cousin)  
your brother's son (nephew)  
your grandfather's wife (grandmother)*
- Check answers orally and/or by writing them on the board.
- Give students a short time to discuss the two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.

## 1

- Read through the introductory part of the text with students, then ask three different students to read the letters 1–3 aloud.
- Ask students to read the responses A–C on their own and match them to the letters.
- Check answers orally and/or by writing them on the board.
- Ask students if they agree or disagree with the advice given by Miranda Miracle.



1 C      2 A      3 B

## 2

- Write the following on the board and ask students to tell you which are facts (the second and third sentences) and which are opinions (the first and fourth sentences):

### ON THE BOARD

*Italy is the most beautiful country in the world.*

*Spaghetti and pizza are Italian food.*

*Cats can see in the dark.*

*Cats are nice animals.*

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.
- Elicit reasons for the answers. (eg 'He's so gorgeous!' – this is opinion because everyone might not agree.)

1 O 2 F	3 O 4 O	5 F 6 O
------------	------------	------------

**3**

- Tell students to read through each of the four options for each question carefully and choose the best answer.
- Check answers orally and/or by writing them on the board.
- Elicit reasons why the other options are wrong (eg 1A - Alison says she doesn't know if her best friend's boyfriend feels the same way about her).

1 B 'He's so gorgeous!' (Letter 1)
2 C 'If you said something to your brother, it wouldn't necessarily affect your relationship with him.' (Response A)
3 A '... if you do move house, you won't be very far away from your father and your friends. It's not like you're moving to another country!' (Response B)

**HOMEWORK!**

- Assign the Reading exercise on page 49 of the Workbook.

**Additional task**

- Ask students to think of an imaginary problem relating to family, relationships, school, etc and make some notes about it.
- Choose a student to explain their problem briefly to the rest of the class.
- Ask this student to select two members of the class to give them some advice about the problem, and then decide whose advice was better.
- It is then this student's turn to explain their problem to the class.
- The process continues until all students have had a turn at reading out their problems.

**Dictionary corner**

- Aim:** to introduce and practise vocabulary on the topic of relationships
- Ask students to do the exercise individually or in pairs.
  - Check answers orally and/or by writing them on the board.

1 agony aunt	5 split
2 engaged	6 out
3 divorced	7 relationship
4 love	

**Errors to watch out for**

- Students often use divorce and marry in the active. They are much more commonly used in the passive as adjectives: be divorced/married or get divorced/married.

**HOMEWORK!**

- Assign exercises 1 and 2 on page 50 of the Workbook.

**Have your say!**

**Aim:** to give students the opportunity to express their own opinions

- Ask students to work in pairs and to comment on the advice Miranda gives to each person. Encourage them to come up with their own suggestions for each situation. Ask each pair to report back to the class.
- Alternatively, you could do the task as a whole class. Ask students for a show of hands according to whether they think Miranda's advice to each person is good or not. Ask different students to give their opinions and provide reasons for their opinions.

**G Grammar 1****Zero, first and second conditionals**

**Aim:** to introduce students to the forms and usage of zero, first and second conditionals

**1**

- Go through **Grammar database 15** on page 188 of the Grammar database with students, drawing their attention in particular to the difference in meaning between the first and second conditional forms.
- Ask students to do the exercise, referring to **Grammar database 15** if necessary.
- Check answers orally and/or by writing them on the board.

1 c	2 d	3 a	4 b
-----	-----	-----	-----

**2**

- Give students a short time to think about the descriptions and match them with the sentences in exercise 1.
- Check answers orally and/or by writing them on the board.

a 3	b 4	c 1	d 2
-----	-----	-----	-----

**3**

- Ask a student to read the letter aloud and elicit what the subject of it is (Jason wants to get his ears pierced).
- Ask them to do the exercise, referring to **Grammar database 15** if necessary.

- Check answers orally and/or by writing them on the board.



1 had	4 understood
2 do	5 don't
3 will	6 would

**4**

- Ask students to read Miranda's reply quickly, ignoring the gaps. Ask them what Miranda's advice to Jason is (wait a year and ask your parents again).
- Ask students to read the reply again, this time writing a word in each gap to complete the letter. Ask them to refer to **Grammar database 15** if necessary.
- Check answers orally and/or by writing them on the board.



1 I'd	3 don't	5 aren't
2 will	4 if	

**Additional task**

- Ask students to put themselves in the role of agony aunts (and uncles!) and write a reply to Jason, giving him advice about his problem.
- Give students about ten to fifteen minutes to write their replies.
- Choose a few students to read out their letters to the class.

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 50 and 51 of the Workbook.

**Listening**

**Aim:** to give students practice in listening for gist

**1**

- As a warm-up, ask students if they ever listen to radio call-in shows and, if so, what they like about them.
- Ask students to read through statements 1–5 before listening.
- Play the CD once and ask students to mark the statements T or F as they listen.

**CD1, Track 29**

- Check answers orally and/or by writing them on the board, eliciting why each answer is true or false.



- |     |  |
|-----|--|
| 1 F | It's with her boyfriend.   |
| 2 T |  |
| 3 F | Miranda doesn't say either Jenny or Adrian is wrong.                 |
| 4 F | Her advice will supposedly solve the problems with the relationship. |
| 5 T |  |

**2**

- Ask students to answer the questions without listening to the CD again.
- Point out to them that in some cases it is easy to make an educated guess about what the answer is likely to be (eg in sentence 5).
- Don't check students' answers yet.

**3**

- Play the CD again for students to check and correct their answers to exercise 2.

**CD1, Track 29**

- Check answers orally and/or by writing them on the board.



1 Y	2 N	3 N	4 N	5 N
-----	-----	-----	-----	-----

**HOMEWORK!**

- Assign the Listening exercise on page 54 of the Workbook.

**Dictionary corner**

**Aim:** to familiarise students with noun suffixes and give them practice in word formation

- Go through the verbs and adjectives in the list, eliciting their meanings.
- Explain to students that there are certain common noun endings (suffixes) in English, and elicit any others they know apart from the ones given (eg *-ion*).
- Ask them to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



-ship	friendship
-ment	argument, arrangement, enjoyment, entertainment, excitement, involvement
-ance	performance, importance
-ence	preference, pretence, difference, innocence, intelligence, patience, violence
-ity	responsibility

**Additional task**

- Write the following sentences on the board and ask students to complete the gaps with words from the previous exercise:

**ON THE BOARD**

- 1 Nicole Kidman's \_\_\_\_\_ in that film won her an Oscar.
- 2 There's far too much \_\_\_\_\_ on TV nowadays.
- 3 She tries to cover up her shyness, but deep down she doesn't have much \_\_\_\_\_.
- 4 Watching animals do circus tricks is not my idea of \_\_\_\_\_.
- 5 He never takes \_\_\_\_\_ for anything and always blames others for his mistakes.
- 6 We made a(n) \_\_\_\_\_ to meet at six o'clock and he just didn't turn up.

**3**

- Ask students to read the final dialogue. Explain that this takes place a little later than the first dialogue. Ask them to use the words from the box to complete the dialogue as they read.
- Check answers orally and/or by writing them on the board.



1 while

2 until

3 after

**Additional task**

- Ask students to work in pairs and to act out the dialogue. Tell the students they should change the names and the genders of the people involved as appropriate. Ask them to act the dialogue with as much emotion and expression as they can. Ask one or two pairs to perform the dialogue for the class.
- Alternatively, ask students in pairs to write their own dialogue about a similar situation. Ask them to make sure they include examples of the same time clauses that appear in the dialogue between Kelly and Alana. Ask different pairs to perform their dialogues for the class.

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on page 52 of the Workbook.

**G Grammar 2****Time clauses**

**Aim:** to give students practice in using time clauses

**1**

- Go through **Grammar database 16** on pages 188 and 189 of the Grammar database with students (note that this information is not completely new to students – the use of the present tense after *if* and *when* was dealt with briefly in Unit 5, **Grammar database 10**).
- Ask students to read the dialogue quickly, ignoring the gaps, and to tell you what the situation is (two girls discussing ending a relationship with a boy).
- Ask students to read the dialogue again, putting the verbs in bold into the correct form to complete it.
- Check answers orally and/or by writing them on the board.

1 comes	2 tell	3 realises
---------	--------	------------

**2**

- Ask students to read the continuation of the dialogue. This time they need to choose the correct word or phrase to complete the dialogue.
- Check answers orally and/or by writing them on the board.

1 as soon as	3 while
2 until	4 as soon as

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on page 53 of the Workbook.

**Soundstation**

**Aim:** to give students practice in producing the sounds /nd/, /d/, /ŋg/ and /g/

- Explain to students that they are going to play a game.
- Go round the class in turn. When it is a student's turn, he/she chooses a sentence and secretly writes down one of the two words in bold.
- Then, he/she says the sentence aloud, using the word. For example, *I think it's banned*.
- The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets ten points. If one student votes (incorrectly) for, say, *bad*, the student who said the sentence only gets nine points, etc. Every student who votes for the correct word gets five points.
- Students keep their own score and the winner is the person with the most points at the end of the game.

**Speaking**

**Aim:** to develop students' understanding of different levels of formality in spoken English

**1**

- Explain to students that 1–3 are the kind of questions they might be asked in the First Certificate Speaking paper.

- Elicit the meaning of question 4 (What are your parents' occupations?).
- Ask students to match the questions to the answers (some questions have more than one answer and some aren't answered).
- Check answers orally and/or by writing them on the board.

<b>K</b>	A 4 B 2	C 1 D 4	E 1, 2 F 1	G 2
----------	------------	------------	---------------	-----

**2**

- Ask students to think about the level of formality appropriate for replies to the questions in exercise 1.
- Check answers orally and/or by writing them on the board, eliciting why certain answers are more successful than others.

<b>K</b>	The most successful answers are A, F and G: they answer the questions fully (unlike E, where the answer is not sufficiently developed) and are neither too informal nor over-formal (like C and D, which sound very stilted in spoken English because of their use of the passive voice and words like <i>siblings</i> , which would normally only be used in a written context). Point out that students often say sentence B (for some reason) but it is quite inappropriate.
----------	---

**3**

- You might need to pre-teach some vocabulary for different professions for questions 4 and 8.
- Elicit possible ways of beginning an answer to questions 3: *He/She is*, not *He/She likes*; and 6: *I'm ...*
- Ask students to discuss the questions in pairs and then elicit some answers from them about their partners. (eg *What job does Sam want to do when he's older?* *He wants to be ...*)

**4**

- Explain to students that they are going to have a conversation with their partner based on the information on page 169.
- Ask students to decide with their partner which role they're going to play, Brother/Sister A or B.
- Give them a couple of minutes to think about their roles and tell them to try and use at least one conditional and one future time clause.
- Refer students to the Speaking database on page 174 before they do the task.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.

**Use your English!**

- Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far
- Ask students to cover up the words in capitals on the right and read through the text, seeing if they can work out what any of the missing words are.

- Elicit what part of speech is missing in all the gaps (a noun).
- Ask them to look now at the words in capitals and do the exercise.
- Check answers orally and/or by writing them on the board.
- Elicit suggestions as to what advice students would give the writer of this letter.

1 disagreements 2 arguments 3 relationships 4 confidence 5 friendship	6 suggestions 7 possibility 8 appearance 9 difference 10 pretence
---	---

**Writing**
**Making suggestions**

**Aim:** to develop students' knowledge of language for making suggestions

**1**

- Before looking at the exercise, elicit any ways of making suggestions students already know (see Unit 7, Speaking, page 67).
- Ask students to do the exercise.
- Check answers orally and/or by writing them on the board.
- Ask students what they think the problem for which this advice was given might be.

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

**2**

- Tell students to refer back to the structures in exercise 1 when doing this exercise.
- Remind them to pay attention to punctuation (i.e. to whether or not the suggestion is in the form of a question or a statement).
- Check answers orally and/or by writing them on the board.

1 talking to your parents about this. 2 telling Megan the truth? 3 get a weekend job and earn some money? 4 I would/I'd apologise to Phil. 5 to stay calm and see what happens. 6 explain to them how you feel.
--

**3**

- Ask students to look at each situation in turn and elicit spoken suggestions. Encourage students to use their imagination and accept all sensible suggestions.
- Ask students to write a short suggestion for each situation using the ideas they have just come up with. Encourage them to use a variety of structures from the previous exercises.
- Check answers orally and/or by writing some of them on the board.

 **HOMEWORK!**

- Assign exercises 1, 2 and 3 on page 54 of the Workbook.

**(GO) Get ready to write**
**Letter of advice**

**Aim:** to prepare students to write a letter of advice

**1**

- Ask students to read the letter and then check their understanding of it by asking the following questions: *What's Linda's problem?* (She doesn't get enough pocket money.)  
*What solutions does Jessica suggest?* (To get a job or ask for money instead of Christmas and birthday presents.)
- Ask students to answer questions 1–6 individually or in pairs.
- Check answers orally and/or by writing them on the board.

1 informal
2 no: She congratulates Linda on passing a test.
3 paragraph 2
4 paragraph 3
5 two
6 The following (in paragraph 3) should be underlined: <i>Why don't you get a part-time job, maybe on Saturdays or after school and earn a bit of extra money that way?</i> <i>Or perhaps you should tell everyone that you don't want presents for Christmas and your birthday, but that you'd rather have money.</i>

**2**

- Ask students to read through the extract from the letter and ask them if they've ever had the same kind of problem.
- Go through questions 1 and 2 orally with students, giving them time to take notes on the answers.
- Ask them to write down their own suggestions for question 2.
- Check answers orally and/or by writing them on the board.

1 students' answers
2 (suggested answers)
The pen friend should: plan activities to make their summer at home more interesting / try and prove to their parents that they are actually mature enough to go away with their friends / ask one of their friends' parents to talk to their parents and try and persuade them.

**3**

- Ask students to go to their Composition Planner on page 159 and give them about five minutes to write a brief plan for their letter.

 **HOMEWORK!**

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

**Additional task**

- Before the lesson, write the following six phrases on separate pieces of paper according to how many students you have in the class (eg if there are ten students in the class, four out of the six phrases should be duplicated):
   
*I'd suggest*  
*How about*  
*Why don't you*  
*If I were you*  
*My advice would be*  
*Perhaps you should*
- Ask each student to write a problem on a piece of paper and fold it up.
- Collect the pieces of paper.
- Give each student one of the pieces of paper with a phrase for making suggestions on it.
- Go round the class asking different students to pick a piece of paper with a problem on it, which you read out.
- Ask the same student to give you some advice for the problem using the phrase for suggesting they were given.
- Continue the process until all students have had a turn at giving advice for a problem.

**Webquest**

- Ask students to complete the Webquest on page 205 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 Puccini	6 Straight Talk
2 Scotland	7 theatres
3 Paris, France	8 Stratford-upon-Avon
4 USA	9 Florence, Italy
5 Japanese	10 a kind of cinema

**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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 8.

# Revision Units 7-8

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 7 and 8.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 51 and the following should be taken as a rough guide to students' performance:



40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**



## As homework

- Assign all of the exercises after Units 7 and 8 have been completed.
- Alternatively, you may want to assign exercises 3, 5, 7 and 8 after Unit 7 has been completed and exercises 1, 2, 4 and 6 after Unit 8 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

## 1



- I'll get
- I'd live
- have (got)
- asks
- wrote
- don't have/haven't got

## 2



- |                |                 |
|----------------|-----------------|
| 1 involvement  | 5 entertainment |
| 2 relationship | 6 patience      |
| 3 confidence   | 7 difference    |
| 4 performance  | 8 possibility   |

## 3



- must have/must've had a good time
- can't have gone to the same party
- shouldn't have been rude to Liz
- might have/might've forgotten
- should have/should've phoned me

## 4



- |        |      |        |
|--------|------|--------|
| 1 in   | 3 to | 5 up   |
| 2 with | 4 to | 6 with |

## 5



- |          |           |        |
|----------|-----------|--------|
| 1 do     | 4 pick    | 6 put  |
| 2 give   | 5 setting | 7 turn |
| 3 making |           |        |

## 6



- |                |           |           |
|----------------|-----------|-----------|
| 1 as she hears | 3 he gets | 5 arrive  |
| 2 you finish   | 4 closes  | 6 you see |

## 7



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

## 8



- |           |             |             |
|-----------|-------------|-------------|
| 1 to take | 4 to have   | 6 to get    |
| 2 going   | 5 splitting | 7 to become |
| 3 playing |             |             |

# 9

## It's the Way You Tell 'em!

### Target language

Grammar:	third conditional / relative clauses
Lexis:	humour / patterns
Reading skills:	reading for gist
Listening skills:	listening for specific information
Speaking skills:	comparing
Writing skills:	developing a narrative / short story
Pronunciation skills:	recognition of numbers

- The title refers to the idea that the way you tell a joke is more important than the joke itself. *It's the way I tell 'em* was also the catchphrase of Frank Carson, an Irish comedian. The subject of the unit is jokes and humour.
- Elicit what 'em in the title is short for (them) and explain that it refers to jokes here.
- Ask students if they can think of any comedians who are funny more because of the way they say things than because of what they actually say.
- Ask students what kinds of things make them laugh.

- Ask students to quickly read the article. Tell them not to worry at this stage about any language they don't understand but to focus on getting the general meaning of the text as a whole. You might give them a short time limit of one minute to encourage them to read for gist.
- Elicit what the article is about.

1 b

### 2

- Tell students that each picture shows the gist of what one paragraph of the article is about. Ask them to match each paragraph to a picture without reading the article again in detail.
- Check answers orally and/or by writing them on the board.

1 C      2 A      3 B      4 E      5 D

### 3

- Explain to students that now they have worked with the gist of the article, they are now going to read it in more detail. Ask them to read the statements given and check comprehension.
- Give students time to read the article again and ask them to find the part of the article that is relevant to each statement. Ask them to read those sections carefully to decide if each statement is true or false.
- Check answers orally and/or by writing them on the board.

### Reading CD1, Track 30

Aim: to give students practice in reading for gist

#### 1

- Ask students to read the title of the text and elicit what they think it might be about. Do not provide the correct answer at this point.



- 1 F 'Well, if I hadn't written this article, I wouldn't have learned just how interesting laughter is!'
- 2 F 'As we get older, our brains change and we start to think more before we laugh out loud.'
- 3 F 'When we feel unhappy, it affects our bodies. We don't seem to have any energy, and we notice any pain we have more.'
- 4 T
- 5 T
- 6 F 'Your heart works harder and pumps blood around your body. In fact, one minute of laughing can get your heart working as hard as ten minutes in the gym! Doctors are beginning to see that laughter brings many benefits.'



## HOMEWORK!

- Assign the Reading exercise on page 57 of the Workbook.

### Additional task

- Write the following on the board and ask students to match the first and second parts of each joke:

#### ON THE BOARD

- 1 'Doctor, doctor, I think I'm invisible.'
- 2 Where do birds go for their holidays?
- 3 What did the big chimney say to the little chimney?
- 4 Why is 6 scared of 7?
- 5 Why did the football coach give his team a lighter?
  - a The Canary Islands.
  - b Because they kept losing their matches.
  - c Because 7 8 9.
  - d Next, please.'
  - e You're too young to smoke.'

- Check answers orally and/or by writing them on the board, making sure students have understood them. (NB: In joke 4, '7 8 9' is supposed to be understood as 'ate 9'.)
- Ask students which of the five jokes they preferred.



1 d      2 a      3 e      4 c      5 b

## Dictionary corner

**Aim:** to introduce and practise vocabulary on the topic of humour

- Ask students to read through the words and phrases in the box and see if they can work out what two words *sitcom* is short for (situation comedy).
- Ask students to do the exercise individually or in pairs.

- Check answers orally and/or by writing them on the board.



- |              |                 |
|--------------|-----------------|
| 1 hilarious  | 6 sitcom        |
| 2 comedy     | 7 straight face |
| 3 comedian   | 8 loud          |
| 4 punch line | 9 laughter      |
| 5 humour     |                 |

### Additional task

- Write the following on the board and ask students to discuss what it means:

#### ON THE BOARD

*Laughter is the best medicine.*



## HOMEWORK!

- Assign exercises 1 and 2 on page 58 of the Workbook.



## Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Ask students to think of a joke. Ask them to check that they know how to tell the joke in English. They can do this either by running through the joke in their head or by writing the joke down. Be prepared to provide any specific items of vocabulary that students need but encourage them to think of a joke they can tell with the English they already know.
- Ask each student in turn, either from their seat or from the front of the class, to tell their joke. Encourage the other students to listen carefully and laugh or groan as appropriate! You might get students to vote on the best joke and/or the best joke-teller.

## G Grammar 1

### Third conditional

**Aim:** to introduce students to the form and usage of the third conditional

#### 1

- Quickly recap on zero, first and second conditionals by writing the following on the board and asking students to complete the sentences (tell them the first refers to a general fact):

**ON THE BOARD**

- 1 If your sister has a son, that child ...
- 2 If I don't do my homework, my teacher ...
- 3 If I were a millionaire, I ...

- Check that students have completed the sentences using the correct forms of zero, first and second conditionals (eg 1 ... is your nephew, 2 ... will be angry, 3 ... would buy a sports car).
- Tell students there is another conditional form they need to familiarise themselves with and go through **Grammar database 17** on page 189 of the Grammar database with them.
- Explain the meaning of the word *pitchfork* (a large fork for picking up hay), which is essential in order to understand the joke.
- Ask a student to read the joke aloud while the others follow in their books.
- Ask students to complete the exercise, referring to **Grammar database 17** if necessary.
- Check answers orally and/or by writing them on the board.



- 1 hadn't, wouldn't
- 2 hadn't, would
- 3 hadn't had, have faced

**2**

- Ask these questions before getting students to do the exercise.
  - 1 Did his parachute open? (no)
  - 2 Was there a haystack below? (yes)
  - 3 Had someone put a pitchfork in the haystack? (yes)
  - 4 Did he miss the pitchfork? (yes)
  - 5 Did he land on the haystack? (no)
- Ask students to complete the exercise, referring to **Grammar database 17** if necessary.
- Check answers orally and/or by writing them on the board.



- 1 had opened
- 2 would have been/would've been
- 3 had not put/hadn't put, would have been/would've been
- 4 had not missed/hadn't missed, would have/would've hurt
- 5 had landed, would not have/wouldn't have broken

**3**

- Ask students to read each situation and complete the sentences given.
- Check answers orally and/or by writing them on the board.



- 1 hadn't forgotten, would have laughed
- 2 had known, would have watched
- 3 hadn't seen, wouldn't have known
- 4 hadn't laughed, wouldn't have got

**Additional task**

- Write the following chain of events on the board:

**ON THE BOARD**

*He overslept → missed bus → late for school → teacher angry*

- Ask students to make three sentences using the third conditional form about the events (eg *If he hadn't overslept, he wouldn't have ...*).
- Check answers orally and/or by writing them on the board.



- 1 If he hadn't overslept, he wouldn't have missed the bus.
- 2 If he hadn't missed the bus, he wouldn't have been late for school.
- 3 If he hadn't been late for school, his teacher wouldn't have been angry.

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on pages 58 and 59 of the Workbook.

**Listening**

**Aim:** to give students practice in listening for specific information

**1**

- As a warm-up, ask students if they think it's possible to find the funniest joke in the world. Ask them how you might decide on the funniest joke.
- Ask students to read through statements 1–5 and the possible answers before they listen.
- Play the CD once and give students a short time at the end to write their answers.

**CD1, Track 31**

- Check answers orally and/or by writing them on the board. (Don't go into too much detail about the answers at this point.)



- |                |                |
|----------------|----------------|
| 1 young people | 4 psychiatrist |
| 2 scientist    | 5 3            |
| 3 40,000       |                |

**2**

- Ask students to fill in the gaps without listening to the CD again, telling them to guess at any they're not sure about.
- Don't go over the answers yet.

**3**

- Play the CD again for students to check their answers to exercise 2.

 CD1, Track 31

- After listening, give them a couple of minutes to amend any of their original answers.
- Check answers orally and/or by writing them on the board.
- Choose a student to retell the joke told on the CD, reminding them that jokes are normally told in the present tense.



1 Teenage	5 stupid
2 funniest	6 hunters
3 experiment	7 mobile (phone)
4 humour	

**HOMEWORK!**

- Assign the Listening exercise on page 62 of the Workbook.

**Soundstation**

**Aim:** to give students practice in recognising numbers that sound similar

- Ask students the following questions:  
*How many students are there in the class?* (students' answers)  
*How many years is half a century?* (50)  
*What's an unlucky number?* (13 is in Britain)  
*At what age do you legally become an adult in your country?* (18 in most countries)
- Tell students they are going to hear some sentences on the CD, each of which includes a number, and they must choose which one it is (from the choice of two given).
- Play the CD once, and then again if necessary.



## CD1, Track 32

- Check answers orally and by writing them on the board.
- Ask students where the stress usually falls in numbers like 13, 14, 15, etc (on the second syllable of the word) and in numbers like 30, 40, 50, etc (on the first syllable of the word).
- Ask different students to read out the pairs of numbers, making sure they stress the correct syllables in each one.



1 30	3 15	5 70	7 19
2 14	4 60	6 80	

**Dictionary corner**

**Aim:** to develop an awareness of patterns

**1**

- Ask students to look at the seven verbs/verb phrases and elicit any example sentences they can think of using them.
- Ask them to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 manage	5 depend
2 succeed	6 let
3 be capable	7 allow
4 prevent	

**2**

- Ask students to do the exercise.
- Check answers orally and/or by writing them on the board.



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

**Additional task**

- Write the following questions on the board:

**ON THE BOARD**

- 1 *What does success depend on?*
- 2 *What kinds of things do computers allow us to do?*
- 3 *What can eating healthily prevent us from?*
- 4 *What did Neil Armstrong succeed in doing?*
- 5 *What would you like your parents to let you do?*

- Elicit short spoken answers to the questions, telling students that the first word of their reply should be a verb in the appropriate form.



(suggested answers)

- 1 being confident / having talent
- 2 to get information easily
- 3 becoming ill
- 4 walking on the Moon / being the first man to walk on the Moon
- 5 Stay out late every night!

**HOMEWORK!**

- Assign exercises 1 and 2 on page 60 of the Workbook.

**G Grammar 2****Relative clauses**

**Aim:** to develop students' understanding of relative clauses

**1**

- Go through **Grammar database 18** on pages 189 and 190 of the Grammar database with students.

- Ask students to do the exercise individually or in pairs, referring to **Grammar database 18** if necessary.
- Check answers orally and/or by writing them on the board.
- Ask different students to read the jokes aloud and check their understanding of them (eg in 3, 'moo' is the sound a cow makes and 'moo-seum' sounds like *museum*).
- For joke number 2, ask someone in the class to write *Ivor Lottov Cash* on the board the way it's meant to be understood (*I've a lot of cash*).

**1** 1 who      3 where  
2 which      4 whose

**2**

- Ask students to do the exercise, referring to **Grammar database 18** if necessary.
- Check answers orally and/or by writing them on the board.
- Ask different students to read the jokes aloud and check their understanding of them (especially numbers 3 and 4, where 'Nobel' (no bell) and 'Tony' (toe knee) are a play on words).

**2** 1 which      3 who  
2 why      4 whose

**3**

- Ask students to look back at the sentences in exercise 2 and decide which of the relative pronouns could be replaced with *that*.
- Check answers orally and/or by writing them on the board.
- Elicit what kind of relative clauses all the sentences in exercises 1 and 2 contain (defining).

**3** sentences 1, 2 and 3

**Additional task**

- Write the following on the board:

**ON THE BOARD**

- My husband whose name is Stephen is 42 today.
- She's a woman, who hates publicity.
- Only one person, who I know, will be at the party.
- Sophie whose parents are very rich is going on holiday to the Bahamas.

- Ask students what each sentence implies (1 that the writer has more than one husband, 2 that it can't be taken for granted that 'she' is a woman, 3 that only one person will be at the party, 4 that the writer knows more than one person called Sophie).
- Ask students to write the sentences down, changing the punctuation and making any other changes to them so that they sound more natural.
- Check answers orally and/or by writing them on the board.

- 4** 1 My husband, whose name is Stephen, is 42 today.  
2 She's a woman who hates publicity.  
3 Only one person (that) I know will be at the party.  
4 Sophie, whose parents are very rich, is going on holiday to the Bahamas.

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4, 5 and 6 on pages 60 and 61 of the Workbook.

**Speaking**

**Aim:** to give students practice in comparing

**1**

- Ask students to look at the first photograph and say what it is a picture of (people/audience laughing at a stand-up comedian in a comedy club). It's possible that comedy clubs are not common in the students' country, or that they are outside the students' experience. Explain that in many countries, including the UK, there are clubs that specialise in comedy. These are often places where comedians try to make a name for themselves before getting the chance to make radio or TV shows.
- Either individually or in pairs, ask students to work through the rest of the questions about the photographs. Tell them to give their own opinions where appropriate.
- Alternatively, you might like to go through the whole exercise orally together, checking students' understanding as you go.

(suggested answers)

## Picture A

- people/audience laughing at a stand-up comedian in a comedy club
- He's telling jokes.
- The audience is laughing at the jokes.
- They probably feel happy because they are having a good time.

## Picture B

- two friends watching TV
- They are laughing at the programme on TV.
- It might be a sitcom or another comedy programme.
- They are probably very happy.
- Both pictures show people laughing. They show people having a good time with other people. They show people enjoying themselves.
- In the first picture, the people are part of an audience with other people they don't know. They are in a public place and are having a night out. In the second picture, the people are close friends. They are at home and are having a night in watching TV.
- students' answers

**2**

- Go through the phrases for expressing preferences, drawing students' attention to the fact that *I'd prefer* is followed by the full infinitive, whereas *I'd rather* is followed by the bare infinitive.
- Give students a short time to think about how they can express their opinions about the pictures on page 84 using the phrases given.
- Ask the students to work in pairs, comparing and contrasting the photos for each other. As they talk, monitor the conversations and make a note of any common mistakes. Do not interrupt the activity but go through the common mistakes at the end.

**3**

- Ask students to look at the pictures below and make notes on the similarities between them and the differences between them. Ask students to also make notes on which situation they would prefer to be in and why.
- Give students time to discuss the photos, monitoring the conversations. Encourage students to use the useful phrases given in the Phrase Bank!.

**4**

- Explain to the students that they are going to have a conversation with their partner based on the information on page 169.
- Ask students to decide with their partner which role they're going to play.
- Give them a couple of minutes to think about their role.
- Refer students to the Speaking database on page 174 before they do the task.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.

**Additional task**

- Direct the following questions (orally) at different students, asking each one to give a reason for their answer:  
*Would you rather:*  
*be an actor or a singer?*  
*go on holiday to America or Australia?*  
*spend money on CDs or clothes?*  
*go horse-riding or ice-skating?*  
*own a car or a boat?*  
*see a science fiction film or a comedy?*

**Use your English!**

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Pre-teach the word *hook*, which is integral to an understanding of the joke in this text.
- Ask students to read the first two sentences of the text and, without looking at the multiple-choice items below, try to work out what the missing words are (1 humour, 2 joke).

- Ask them to look now at the multiple-choice items, read through the rest of the text and choose the options that they think fit the gaps.
- Check answers orally and/or by writing them on the board.
- Check students' understanding of the text by asking the following questions:  
*How did Jake get his wooden leg?* (a shark bit his leg off)  
*How did he get his hook?* (someone cut off his hand in a sword fight)  
*How did he lose his eye?* (he used his hook to try and get some sand out of it!)
- Ask different students to read the text aloud.



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

## Writing

**Developing a narrative**

**Aim:** to develop students' ability to develop and structure a plot

**1**

- Give students a few minutes to read the story and write a sentence summarising it.
- Check answers orally.



(suggested answer)

The writer played a joke on his brother by putting the clocks forward and making him think he had overslept.

**2**

- Ask students to make brief notes on what happens at the beginning, in the middle and at the end of the story.
- Check answers orally and/or by writing them on the board.



At the beginning: decides to play joke on brother  
 In the middle: puts all clocks forward, brother shocked – thinks he's

overslept, wakes girlfriend

At the end: brother annoyed, writer amused

**3**

- Put students into pairs and explain to them that they are going to retell the story with their books closed. Ask one student in each pair to say what happens at the very beginning of the story. The other student should then continue the story. They should continue in this way, swapping over after saying a couple of sentences.
- Encourage the students to prompt each other if one of them can't remember what happens next in the story.
- You might like to get one or two pairs to tell the story to the whole class.

 **HOMEWORK!**

- Assign exercises 1, 2 and 3 on page 62 of the Workbook.

 **Get ready to write**
**Short story**

**Aim:** to prepare students to write a short story

**1**

- Ask students to answer the questions individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 past simple	3 b
2 informal	4 no

**2**

- Ask students if they have ever played a practical joke on someone and elicit some examples (either of ones they played themselves or that they have heard about from other people).
- If necessary, explain that many people, particularly children, play practical jokes on April 1st (April Fool's Day).
- Give students a few minutes to think of a plot for their story, using one of the ideas that has been discussed if they choose. (Remind them that their story does not have to be based on truth.)
- Elicit some plots that students have come up with.
- Ask students to divide their plots into three parts: beginning, middle and end.

**3**

- Ask students to go to their Composition Planner on page 160 and give them about five minutes to write a more detailed plan for their story.

 **HOMEWORK!**

- Assign the writing of the story students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this story and give it to you. Their story will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their story to you.

**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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 9.

# 10

## Fair Play

### Target language

<b>Grammar:</b>	revision of conditionals and <i>unless / so, such, too, enough</i>
<b>Lexis:</b>	collocations / sport
<b>Reading skills:</b>	distinguishing main concepts
<b>Listening skills:</b>	main points
<b>Speaking skills:</b>	asking and answering
<b>Writing skills:</b>	awareness of purpose / informal letter
<b>Pronunciation skills:</b>	production of numbers

- The title refers to the concept in sport of playing by the rules. The subject of the unit is sport.
- Ask students what they think *fair play* means in sport and how important they think it is to play by the rules.

(eg bungee jumping, hang-gliding, abseiling) which students might want to try.



### Get warmed up!

**Aim:** to introduce the subject of sport through personal responses

- Give students 30 seconds to write down, individually, in pairs or in small groups, as many sports as they can think of.
- Bring the class together and elicit the sports they came up with. Write them on the board.

#### ON THE BOARD

**Students' answers, eg**  
football, tennis, swimming, basketball, golf, hockey, ice hockey, skiing, badminton, table tennis, horse-riding, squash, rugby, rowing, surfing, windsurfing, gymnastics, polo, water polo, climbing

- Ask students to tell you which are team sports (football, basketball, hockey, ice hockey, rugby, rowing, polo, water polo) and which are usually played/done by individuals (tennis, swimming, golf, skiing, badminton, table tennis, horse-riding, squash, surfing, windsurfing, gymnastics, climbing).
- Ask students which sports on the board they have actually done.
- Give students a short time to discuss the other two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.
- Elicit the names of some more extreme kinds of sport



### Reading CD2, Track 1

**Aim:** to give practice in identifying main concepts within a text

#### 1

- Ask students to look at the photos and identify the sports or activities they show (1 pool, 2 jogging, 3 diving, 4 volleyball, 5 hang-gliding, 6 tennis).
- Ask them to scan the information about the sports courses and quickly match them with the appropriate photos.
- Check answers orally and/or by writing them on the board.
- Explain to students the importance of reading the sub-heading or the title of a text where it appears. They will usually always tell them what the text is about.



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

#### 2

- Explain to students that paragraphs usually have one main point, but also include other details which are related to it.
- Ask students to read the texts again and, after each one, make a note of what they think the main point is.
- Look at points 1 and 2 for Course A with students and elicit which is the main point the writer makes and which is a less important detail. (Point 1 is the main one, which all the details in the paragraph relate to in some way.)

- Point 2 is minor because it's just one example of the things one might experience when diving.)
- Ask students to complete the exercise individually or in pairs, using the notes they made as they were reading to help them.
- Check answers orally and/or by writing them on the board, asking students to refer back to the text to explain them.



A 1 main	2 minor
B 1 minor	2 main
C 1 minor	2 main
D 1 main	2 minor
E 1 minor	2 main
F 1 main	2 minor

**3**

- Choose four students to read the information about the four people.
- Then give students a few minutes to match the people to the most suitable course.
- Check answers orally and/or by writing them on the board.
- Ask students whether they prefer sports that take place in the air, on the ground or in the water and elicit reasons for their preferences.



- 1 Tennis for Beginners
- 2 Volleyball
- 3 Learn to Play Pool
- 4 Running for Fitness

**HOMEWORK!**

- Assign the Reading exercise on page 63 of the Workbook.

**Dictionary corner**

**Aim:** to familiarise students with words that collocate with time

- Ask students to read the paragraph and decide what part of speech (and, in the case of verbs, what form) is missing in each of the gaps. (1 adjective, 2 verb: bare infinitive, 3 verb: present simple, 4 verb: present simple, 5 verb: -ing form, 6 verb: present simple, 7 verb: present simple, 8 verb: present simple, 9 adjective). Note: The missing word in 5 will be difficult for students to work out because it forms part of a set phrase rather than actually functioning as a verb.
- Ask students to try and fill in the missing words in the paragraph, referring back to the article if necessary.
- Check answers orally and/or by writing them on the board.



- |            |         |          |
|------------|---------|----------|
| 1 spare    | 4 have  | 7 passes |
| 2 find     | 5 being | 8 takes  |
| 3 takes up | 6 spend | 9 first  |

**Additional task**

- Write the following expressions to do with time on the board and ask students to try and work out their meanings:

**ON THE BOARD**

- 1 *A stitch in time saves nine.*
- 2 *Time waits for no man.*
- 3 *Time is on your side.*
- 4 *Don't give him a hard time.*
- 5 *That was before my time.*

- Check answers orally.



- 1 Doing a task early may save you work later.
- 2 Time never stops.
- 3 You've still got time because you're young.
- 4 Don't treat him too harshly.
- 5 I'm too young to know about it because it happened a long time ago.

**HOMEWORK!**

- Assign exercises 1 and 2 on page 64 of the Workbook.

**Have your say!**

**Aim:** to give students the opportunity to express their own opinions

- Ask students to work in pairs. Ask them to consider each course in turn and to tell each other whether they would or wouldn't like to do that course. Ask them to give reasons for their opinions. You might ask one person from each pair to tell the whole class what their partner said about one or two of the courses.
- Alternatively, you might do the task as a whole class. Choose a course and ask which students would like to do it and which students wouldn't like to do it. Choose one or two students to comment on the reasons for their opinions. Repeat with the rest of the courses.

**G Grammar 1****Revision of conditionals and unless**

**Aim:** to revise conditionals and familiarise students with the use of *unless*

**1**

- Go through **Grammar database 19** on pages 190 and 191 of the Grammar database with students, drawing their attention in particular to the use of *unless*.
- Ask students to do the exercise individually or in pairs, referring to **Grammar database 19** if necessary.
- Check answers orally and/or by writing them on the board.

- Ask students to re-express sentence 6 using *if* instead of *unless* (I'll come swimming with you tomorrow if I'm not busy).



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

## 2

- Ask students to do the exercise, preferably without referring back to **Grammar database 19** (students should be familiar with these types of conditional sentences by now).
- Check answers orally and/or by writing them on the board.



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

## 3

- Ask students to do the exercise, referring to **Grammar database 19** if necessary.
- Check answers orally and/or by writing them on the board.
- Elicit what type of conditional each sentence is (1: first, 2: second, 3: third, 4: zero).



- 1 If there isn't a lot of/much snow tomorrow, we won't go skiing. / If there is a lot of snow tomorrow, we will go skiing.
- 2 If I had a horse, I would go horse-riding more often.
- 3 If I had known the rules, I would have played cricket with them.
- 4 If golfers win a professional tournament, they usually win a lot of money.

## Additional task

- Write these sentence endings on the board and ask students to come up with the first halves:

### ON THE BOARD

- 1 ... unless you marry me!
- 2 ... unless he forgot.
- 3 ... unless it's a full moon.
- 4 ... unless I'm too tired.
- 5 ... unless you don't like Robbie Williams.



(suggested answers)

- 1 I'll be miserable for the rest of my life
- 2 He obviously didn't want to call me
- 3 It will be dark tonight
- 4 I'm going to clean the house at the weekend
- 5 I might get you that CD for your birthday



## HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 64 and 65 of the Workbook.

## Dictionary corner

**Aim:** to introduce and practise vocabulary on the topic of sport

## 1

- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 lose/play/win	4 score
2 beat	5 draw
3 win	

## 2

- Elicit which of the six verbs are irregular (*beat, draw, lose* and *win*).
- Ask students to complete the exercise, paying particular attention to the past simple forms of the irregular verbs.
- Check answers orally and/or by writing them on the board.



1 played	4 scored
2 beat	5 drew
3 won, lost	

## HOMEWORK!

- Assign the Dictionary Corner exercise on page 66 of the Workbook.

## Listening

**Aim:** to give practice in listening for main points

## 1

- As a warm-up, ask students what they think are the three most popular sports in their country and if any of them appear in the photos.
- Check students' understanding of the five words.
- Ask students to match the pictures with the words, guessing if they're not sure.
- Check answers orally and/or by writing them on the board.



Picture a: player
Picture b: jockey
Picture c: referee
Picture d: commentator
Picture e: spectator

## 2

- Tell students that they must listen and match what each speaker says to one of the pictures.
- Point out to students that just because a person is male in a picture, it doesn't mean the speaker on the CD talking about the same job will be male.

- Play the CD once.

**CD2, Track 2**

- Check answers orally and/or by writing them on the board.



Speaker 1: b  
Speaker 2: c  
Speaker 3: a  
Speaker 4: d  
Speaker 5: e

### 3

- Ask five different students to read through the sentences and multiple-choice options.
- Explain to students that they are going to hear exactly the same speakers again, but this time in a different order (which means they can't complete any of the answers here without listening again first).
- Play the CD, while students listen and select their answers.

**CD2, Track 3**

- Check answers orally and/or by writing them on the board.



1 C    2 A    3 C    4 A    5 C

### HOMEWORK!

- Assign the Listening exercise on page 68 of the Workbook.

## G Grammar 2

### so, such, too, enough

**Aim:** to develop students' understanding of the uses of *so, such, too* and *enough*

### 1

- Go through **Grammar database 20** on pages 191 and 192 of the Grammar database with students.
- Write the following sentence on the board and ask students to re-express it in three different ways using the words given. (It's such a hot day today. It's so hot today. It's too hot today.):

### ON THE BOARD

*It's hot today.*  
*such    so    too*

- Elicit which sentence expresses the idea that the heat is unpleasant (It's too hot today.) and ask students what the opposite of this sentence would be (It's not hot enough today. or It's too cold today.).

- Ask students to do the exercise, referring to **Grammar database 20** if necessary.

- Check answers orally and/or by writing them on the board.



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

### 2

- Ask students to read the sentences and choose the word or phrase which completes each one, referring to **Grammar database 20** if necessary.
- Check answers orally and/or by writing them on the board.



1 so many	4 many	7 so
2 too	5 enough	8 such
3 much	6 too much	

### 3

- Ask students to complete the exercise individually or in pairs, referring to **Grammar database 20** if necessary.
- Check answers orally and/or by writing them on the board.



- These trainers are too small for me.
- The tracksuit was so expensive that I didn't buy it.
- That is such a cool wetsuit!
- I've got such a lot of baseball caps I never know which one to wear!
- It's not warm/hot enough to wear a bikini!
- There weren't enough ice skates for all of us.
- The swimming costumes were so cheap that I bought two.

### Errors to watch out for

- Students often find it difficult to distinguish between the meaning of *very* and *too*, especially if they don't have this distinction in their own language. When examples come up, take the opportunity to remind them that, whereas *very* is neutral, *too* is used with a negative meaning.

### Additional task

- Before the lesson, write the following sentences on separate pieces of paper:  
*You're too old to go to a nightclub.*  
*You're too young to see a horror film.*  
*It's too cold to eat ice cream.*  
*I'm too angry to make friends with him.*  
*She's too hungry to just have a sandwich.*  
*He was too scared to move.*  
*They were too excited to sleep.*
- Cut each sentence in half (after the word *to*) so that you end up with 14 pieces of paper. (If you have more than 14 students in your class, make up more sentences using *too* in a similar way and do the same with them.)
- In the lesson distribute the pieces of paper randomly (one per student) and tell them to read what theirs says, but not to show it to anyone else.

- Ask a student with the beginning of a sentence to read it aloud; whoever thinks they have the appropriate ending of the sentence should then put up their hand and read it.
- The rest of the class should decide whether or not this is the correct ending to the sentence. If it isn't, invite any other students who think they might have the correct ending to read theirs aloud.
- Continue this process until all the sentence parts have been correctly matched.

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4, 5 and 6 on pages 66 and 67 of the Workbook.

**Soundstation**

**Aim:** to give students practice in recognising numbers that sound similar

**1**

- Explain to students that they are going to play a game.
- Go round the class in turn. When it is a student's turn, he/she chooses a number and secretly writes it down.
- Then, he/she says the sentence aloud, using the number. For example, *I scored 18 goals this season.*
- The rest of the class vote for which number he/she said. If the whole class votes for the right number, the student gets ten points. If one student votes (incorrectly) for, say, '80', the student who said the sentence only gets nine points, etc. Every student who votes for the correct number gets five points.
- Students keep their own score and the winner is the person with the most points at the end of the game.

**2**

- Give students a couple of minutes to practise reading through the numbers on their own.
- Point out to students that commas are normally used in long numbers in English to break them down, and that it might help them when reading to add them in the relevant places (eg 819, 918).

**3**

Play the CD and tell students to listen to see if the way they said the numbers was correct.

**CD2, Track 4**

- Ask different students to read the numbers aloud.
- You might want to check by playing the relevant number on the CD after each one.

**Speaking**

**Aim:** to give practice in asking and answering

**1**

- Ask students to come up with three more questions that an interviewer might ask a sportsperson.
- Check answers orally.



(suggested answers)

- 6 How many hours a day do you spend training?
- 7 When did you decide you wanted to become eg an athlete?
- 8 What advice have you got for young people who would like to become eg athletes?

**2**

- Go through the information card with students eliciting ideas for what a sportsperson's greatest and worst professional moments might be (eg (best) winning a gold medal at the Olympics® (worst) being sent off during a World Cup final).
- Ask students to complete the information card, using their imagination to put themselves in the shoes of the sportsperson (real or imaginary) they choose.
- You may wish to check answers orally, asking each student to present the information they have written in the form of a short presentation (eg *My name is ... and I am a ... / I play ... etc.*)

**3**

- Refer students to the Speaking database on page 174 before they do the task.
- Ask students to role-play an interview between the journalist and the sportsperson from exercise 2. When they have finished the first interview, they should swap roles. Remind them that they can use the useful phrases from the Phrase Bank! if they wish.
- Go round the class monitoring the interviews.
- Choose a pair of students to carry out the interview in front of the class (one in the role of journalist, the other the sportsperson).
- Repeat this process until all students have had a turn at re-enacting one of the interviews they practised earlier with their partner.

**Use your English!**

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to complete the exercise, preferably without referring back to either of the Grammar databases for this unit.
- Check answers orally and/or by writing them on the board.

- 1 have seen the match if  
 2 unless you obey  
 3 too heavy for Sam to  
 4 not old enough to take  
 5 haven't got enough people  
 6 such an exciting race  
 7 are so talented  
 8 spends three hours training

## Writing

### Awareness of purpose

**Aim:** to develop students' awareness of purpose in writing tasks

#### 1

- Explain to students that every piece of writing has a purpose. It might be to give information or to entertain or to give advice, etc. Explain that they need to understand the purpose of each piece of writing they do.
- Tell students that each extract comes from a student's composition. Read the first one together and elicit what kind of piece of writing this has been taken from (an essay). Ask students to look at the purposes and to choose the one that fits this piece of writing (c).
- Either go through the remaining extracts in the same way, or give students time to complete the task on their own and then check the answers.

 1 c    2 a    3 e    4 d    5 b

#### 2

- Ask students to close their books and think of as many different types of writing as possible (eg letter, email, essay, report, story, poem, article, speech).
- Elicit reasons why someone might choose to write these things (other than being forced to by a teacher!), eg a letter: to give someone news or apply for a job; a poem: to express one's feelings about something.
- Ask students to open their books and fill in the table, referring either to their own compositions from Units 1–7 or the writing sections of these units.
- Check answers orally and/or by writing them on the board.

 The boxes should be ticked as follows:  
 Unit 1: informal letter: respond to and give personal information, interest and entertain the reader  
 Unit 2: short story: interest and entertain the reader  
 Unit 3: essay: discuss subject in a logical and formal way  
 Unit 4: informal email: respond to and give personal information  
 Unit 5: formal letter: ask for information  
 Unit 6: report: present information so it's easy to find  
 Unit 7: article: interest and entertain the reader

## HOMEWORK!

- Assign exercises 1 and 2 on page 68 of the Workbook.

## (GO) Get ready to write

### Informal letter

**Aim:** to give further practice in writing an informal letter

#### 1

- Ask students to read the letter and check their understanding by asking them the following question: *What is Jackie's purpose in writing the letter?* (to respond to Jill's last letter and give her news about herself)
- Ask students to make notes in answer to questions 1–6.
- Check answers orally and/or by writing them on the board.

- 1 Sports Day  
 2 100m and 200m  
 3 worried  
 4 because she's going to have competition from another girl who's a good runner  
 5 no – She also mentions Jill coming to stay.  
 6 She's got to do some more training.

#### 2

- Ask students if they have ever taken part in a sporting event of any kind: if so, how did they feel about it; if not, how do they imagine they would feel in that situation?
- Go through the questions orally, eliciting suggestions from different students and writing some ideas on the board:

### ON THE BOARD

- School Sports Day / local athletics meeting / football match
- next week / next month / in eg June
- swimming / playing / running
- training / eating healthily
- excited / nervous / scared / looking forward to it
- tough competition / not confident about ability / certain to win
- holiday plans / exam results / film you've seen

#### 3

- Ask students to go to their Composition Planner on page 161 and give them about five minutes to write a plan for their letter.



## HOMEWORK!

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

## Webquest

- Ask students to complete the Webquest on page 206 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 (a) shuttlecock	6 none/zero
2 (a) puck	7 situation
3 six	8 Charlie Chaplin
4 seven	9 Rowan Atkinson
5 (snooker) cue	10 French

## 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 and Term Test 2, which are in the Tests section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 10.

# Revision Units 9-10

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 9 and 10.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 50 and the following should be taken as a rough guide to students' performance:



40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**



## As homework

- Assign all of the exercises after Units 9 and 10 have been completed.
- Alternatively, you may want to assign exercises 1, 3 and 4 after Unit 9 has been completed and exercises 2, 5, 6 and 7 after Unit 10 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

### 1



1 were	5 doesn't improve
2 will laugh	6 get
3 hadn't been	7 would have had
4 laugh	8 would show

### 2



1 such	5 enough	9 too
2 such	6 enough	10 enough
3 so	7 too	11 such
4 so	8 such	

### 3



1 who	3 where	5 why
2 which	4 when	6 whose

### 4



Correct patterns:

1 a	3 b	5 a	7 a
2 b	4 a	6 b	

### 5



1 passes	3 takes	5 long	7 first
2 spends	4 finds	6 spare	8 being

### 6



1 d	2 f	3 a	4 b	5 c/e
-----	-----	-----	-----	-------

### 7



1 I get some exercise soon, I'll get fat
2 I liked making people laugh
3 she hadn't been the best player, she wouldn't have won
4 we won't go diving at the weekend
5 we'll go hang-gliding at the weekend

# 11

## The Land of Plenty?

### Target language

**Grammar:**

the passive / the causative

**Lexis:**

the environment / phrasal verbs (with *out*)

**Reading skills:**

recognising discourse markers

**Listening skills:**

main points

**Speaking skills:**

agreeing and disagreeing

**Writing skills:**

complex sentences / essay

**Pronunciation skills:** homophones

- A *land of plenty* is a place where there is an abundant supply of everything. Here, it refers to the idea that we tend to treat the Earth as if its resources were inexhaustible, while in fact there might not always be *plenty* of everything if we continue to abuse the environment.
- Explain the meaning of the phrase in the title to students and ask them why they think it is followed by a question mark (for the reasons explained above).

- You might like to ask students about any environmental problems that are specific to their country, eg animal species that are threatened, and elicit what measures are being taken to deal with the problems.



### Reading



CD2, Track 5

**Aim:** to develop students' understanding of the use of discourse markers

#### 1

- Check that students understand what a leaflet is and ask them to look at the heading and guess what they are going to read about (the problem of waste disposal).
- Tell students to look at questions 1–6 before they look at the text. They should then quickly scan the text for the answers to these questions.
- Before checking their answers, ask students the following questions:
  - 1 *What is a landfill site?* (a hole in the ground where rubbish is put)
  - 2 *Is the style the text is written in formal or informal?* (informal)
- Check answers to questions 1–6 orally and/or by writing them on the board.
- Elicit the meaning of *BC* (Before Christ) and the opposite term *AD* (Anno Domini).



1 2,500 BC

4 450 years

2 over 80%

5 reduce, reuse and recycle

3 less than 20%

6 0808 1234567



### Get warmed up!

**Aim:** to introduce the subject of the environment through personal responses

- Ask students in pairs, in small groups or individually to write down as many geographical features as possible. You may wish to set a time limit of two minutes.
- Bring the class together and elicit the words they came up with. Write them on the board.

#### ON THE BOARD

**Students' answers, eg**

**sea, river, stream, lagoon, pond, waterfall, spring, desert, cliff, hill, forest, jungle, wood, cave**

- Give students a short time to discuss the three questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions, and examples of environmental damage (eg rivers and seas: pollution from factories, oil tankers and human waste; forests: forest fires, trees cut down, etc) and possible solutions (eg better laws, filters on factories, raise awareness, etc).

**2**

- Ask students to look at sentences A–F and elicit the meaning of the following words/phrases: *in other words* (expressed another way), *because of this* (as a result), *that means* (the result is that ...) and *also* (in addition).
- Ask students to look back at the text and decide which sentence goes where, thinking carefully about the meaning of the introductory words/phrases in the sentences and the context of each gap.
- Check answers orally and/or by writing them on the board, eliciting the reason why each sentence fits best in this position.



1 E    2 A    3 F    4 C    5 D

Sentence B is not used.

(suggested ideas)

- fine people on the spot for dropping rubbish, have more bins and have them emptied more regularly
- charge people for plastic bags in supermarkets or don't provide them, have a competition to make something out of recycled products, make the price of recycled paper, etc cheaper than non-recycled
- get people to boycott companies that pollute the environment, encourage car manufacturers to design more environmentally friendly (eg solar-powered) cars, improve public transport, create more bicycle lanes

**3**

- Explain to students that, with the kind of 'removed sentence' exercise that they've just done in exercise 2, words in the removed sentences often refer to things that have already appeared in the text. Ask students to read the sentences given and tell them that the words in bold refer to things that appear in other sentences.
- For each sentence given, ask them to read carefully the text before the point where the sentence appears. Ask them to decide what the words in bold refer to. Check the answers orally together.



- producing fewer new bottles and packets and paper
- throwing rubbish into landfill sites

**HOMEWORK!**

- Assign the Reading exercise on page 70 of the Workbook.

**Additional task**

- Divide students into three groups (arrange the desks so that the members of each group are facing each other).
- Write the following discussion topics on the board and assign a different one to each of the groups:

**ON THE BOARD**

- How can we stop people from littering our towns and countryside?*
- How can we encourage people to recycle?*
- How can we deal with the problem of air pollution from cars and factories?*

- Appoint one person in each group as secretary and tell them they are going to take notes on the main ideas their group comes up with and report back on them at the end (they don't actually have to take part in their group's discussion).
- Tell the other members of the group that they have five to ten minutes to try and come up with some imaginative ideas in answer to their group's question.
- When the time is up, ask each group secretary to report back on the ideas the group came up with.

**Dictionary corner**

**Aim:** to introduce and practise vocabulary on the topic of the environment

- Read through the list of words with students, checking their pronunciation (especially of environment).
- Ask students to do the exercise individually or in pairs, referring back to the text if necessary.
- Check answers orally and/or by writing them on the board.



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

**Additional task**

- Tell students to imagine they have been asked to come up with an advertising campaign to warn people about the dangers of not looking after the environment.
- Write the following on the board and tell students that these are four possible slogans that they can choose from for their campaign:

**ON THE BOARD**

*No time to care about the world you live in? Rubbish!  
Pollute today, pay the price tomorrow.  
What's the world coming to?  
Be clean – go green!*

- In pairs, they should decide which is the best slogan and why, and what photographs or images they would choose to go with it on posters.
- If they don't like any of the slogans, they should try and come up with their own.
- Check answers orally.
- This task could be continued for homework: you could ask students to design a poster for the advertising campaign based on the ideas they came up with in class.

**HOMEWORK!**

- Assign exercises 1 and 2 on page 71 of the Workbook.



## Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Ask students to discuss the questions in pairs. They should take turns asking and answering the questions. You might ask them to make notes of their partner's responses and then ask one person from each pair to report back on their discussion to the whole class.
- Alternatively, you may want to discuss the questions as a whole class, inviting different students to give their opinion and reasons for their opinion.

## G Grammar 1

### The passive

**Aim:** to introduce students to the form of passive voice

#### 1

- Go through **Grammar database 21** on pages 192 and 193 of the Grammar database with students.
- Ask students to do the exercise, referring to **Grammar database 21**. Draw their attention to the fact that all the sentences are (or should be) passive, but that different tenses are required in them.
- Check answers orally and/or by writing them on the board.



- 1 has should be was
- 2 running should be run
- 3 from should be by
- 4 being should be been
- 5 have should be be

#### 2

- Read through the paragraph with students, eliciting the verb tense needed in each gap (1, 2, 3, 4, 8 and 9: present simple, 5 and 6: bare infinitive, 7: past simple).
- Ask students to complete the exercise individually or in pairs, referring to **Grammar database 21** if necessary.
- Check answers orally and/or by writing them on the board.



- |                |               |
|----------------|---------------|
| 1 is cleaned   | 6 be thrown   |
| 2 is picked up | 7 were taken  |
| 3 (is) put     | 8 is made     |
| 4 is separated | 9 is recycled |
| 5 be recycled  |               |

#### 3

- Pre-teach the words *dump* and *pump* to students.
- Remind students of the use of *by* in passive sentences (to denote who performed the action).
- Elicit the tense of each sentence (1 past simple, 2 and 3 present simple, 4 present perfect, 5 present continuous, 6 future with *be going to*).

- Look at sentences 1 and 2 with students and elicit how the sentences will begin (1 A lot of rubbish ..., 2 The atmosphere ...).
- Ask students to complete the exercise, referring to **Grammar database 21** if necessary.
- Check answers orally and/or by writing them on the board.



- 1 A lot of rubbish was dumped into the sea last year.
- 2 The atmosphere is polluted by exhaust fumes from cars.
- 3 Many people are annoyed by loud motorbikes.
- 4 A new recycling scheme has been introduced.
- 5 A lot of waste is being pumped into rivers.
- 6 A new airport is going to be built here next year.

#### 4

- Explain to students that there are eight mistakes with the passive in the text. Ask them to read the text through quickly to understand the gist and then to go through it more slowly looking for the mistakes. Ask them to underline the mistakes and write the correct form in the space provided.
- Check answers orally and/or by writing them on the board.



... First of all, it has taken to a special place ... At the MRF, the material is sort into different types, ... The plastic must is sorted again ... You might be surprised to learn that plastic bottles not used to make more plastic bottles! Drinks bottles, for example, is made of PET. The PET melted at high heat and is turned into a thread, which is use in new clothes. ... They be made out of HDPE.

- |                  |             |
|------------------|-------------|
| 1 is             | 5 are       |
| 2 sorted         | 6 is melted |
| 3 be             | 7 used      |
| 4 are not/aren't | 8 are       |

### Additional task

- Ask students to imagine they have set up a club at school to raise awareness of environmental issues among students. These are some of the things that have already been done and some others that must be done in the future:

#### ON THE BOARD

##### Things done:

- leaflets handed out at school
- tree-planting day at school organised
- beach cleaned last Saturday

##### Things still to be done:

- start recycling scheme at school
- organise party to raise money for club

- Ask students to convert the notes into full sentences using the passive voice in the appropriate tenses (tell

them to use the modal *have to* to describe the things to be done in the future).

- Check answers orally and/or by writing them on the board.



### Things done:

Leaflets have been handed out at school.  
A tree-planting day at school has been organised.  
The beach was cleaned last Saturday. (Note: Past simple is needed here because we know when the action took place.)

### Things still to be done:

A recycling scheme has to be started at school.  
A party to raise money for the club has to be organised.



## HOMEWORK!

- Assign exercises 1, 2, 3 and 4 on pages 71 and 72 of the Workbook.



## Listening

**Aim:** to give practice in listening for main points

### 1

- As a warm-up, ask students what they do in their own lives to help the environment.
- Ask students to complete the sentences with the words and phrases from the box.
- Check answers orally and/or by writing them on the board.



1 green	3 rural	5 environmentally
2 surroundings	4 urban	6 CFCs

### 2

- Ask students to read the ideas under each person's name. Draw students' attention to the point mentioned in the exercise task that each person may mention both ideas but that students should listen out for the main idea they mention.
- Play the CD once while students listen and choose the main ideas.



## CD2, Track 6

- Check answers orally and/or by writing them on the board.



1 B	2 A	3 A
-----	-----	-----

### 3

- Ask students to look at the statements and to choose T (true) or F (false) for each one based on what they remember of the programme. Don't give the correct answers at this stage.

- Play the CD again and ask students to listen out for the points mentioned in the statements to check the answers they have chosen.

## CD2, Track 6

- Check answers orally and/or by writing them on the board.



- 1 F Tom says: 'Yes, of course, we can all do something to help the environment, such as recycling our plastic and glass.'
- 2 T Tom says: 'But remember that the real solutions will come from scientists, not from recycling your plastic bottles.'
- 3 F Jackie says: 'People in rural areas find it very easy to be green, ...'
- 4 F Jackie says: 'It's about a lot more than not throwing paper away.'
- 5 T Oliver says: 'It takes a lot more energy to produce meat.'
- 6 T Oliver says: 'Another thing you can do is plan your meals. That way, there will be less to throw away.'

## HOMEWORK!

- Assign the Listening exercise on page 75 of the Workbook.

## Dictionary corner

**Aim:** to give practice in using phrasal verbs with *out*

- Ask students to close their books and elicit any phrasal verbs with *out* they can remember and their meanings.
- Tell them to open their books and look at the list of verbs – if they recognise any, ask them to give you an example sentence using it.
- Ask students to complete the exercise individually or in pairs, referring to the Phrasal verb database on page 172 of their Student's Book if necessary. (Tell them that, apart from verb tenses, they should think about whether each of the sentences is active or passive.)
- Check answers orally and/or by writing them on the board.



1 make out	5 fallen out
2 was put out	6 turned out
3 broke out	7 bring out
4 Look out	8 hand out

## HOMEWORK!

- Assign exercises 1 and 2 on page 73 of the Workbook.

## G Grammar 2

### The causative

**Aim:** to introduce the causative form

#### 1

- Go through **Grammar database 22** on pages 193 and 194 with students, making sure they understand the differences in form and usage between the causative and the passive.
- Ask students to do the exercise, referring to **Grammar database 22** if necessary.
- Check answers orally and/or by writing them on the board.
- Elicit the tenses of the four sentences (1 present perfect, 2 present simple, 3 present continuous, 4 future with *be going to*).



1 d    2 c    3 b    4 a

#### 2

- Ask students to choose the correct answers to complete the sentences, either individually or in pairs, referring to **Grammar database 22** if necessary.
- Check answers orally and/or by writing them on the board.



1 B    2 C    3 A    4 C    5 B

#### 3

- Go through sentence 1 with students, eliciting what the tense is (past simple) and what the first word of the causative sentence will be (they).
- Ask students to do the exercise individually or in pairs, referring to **Grammar database 22** if necessary.
- Check answers orally and/or by writing them on the board.



- 1 They had their drinking water tested by an expert.
- 2 She has her smoke alarms tested once a year by an electrician.
- 3 We are having our flat redecorated at the moment.
- 4 Megan has had her pet tarantula examined by a vet.
- 5 My grandparents are going to have the tree in their garden cut down.



### HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 73 and 74 of the Workbook.



## Speaking

**Aim:** to give students practice in agreeing and disagreeing

#### 1

- Ask students to read the situation and look at the suggestions and, either individually or in pairs, come up with benefits and drawbacks for them.
- Elicit as many different ideas as possible for each suggestion.



#### A create a landfill site

**benefit:** It's outside the city so it's not near a residential area. / It's a large area so it can hold a lot of rubbish. / It would help reduce the city's rubbish problem.

**drawback:** People will complain about damage to the environment. / It would be very ugly. / It might cause health problems.

#### B create a park

**benefit:** It would increase the amount of green space in the city. / It would create a place for people to enjoy. / It would help to produce a healthier environment.

**drawback:** It might take a long time to create. / People might not want to travel to visit a new park outside the city. / It won't produce any money for the city.

#### C build new houses

**benefit:** It's a large area, so they could build a lot of houses. / It would create more places for local people to live. / It might mean that the rest of the city is less crowded.

**drawback:** It's a long way from the city centre, so it would be a bit remote. / There might not be many facilities, such as schools, in the local area. / It would increase traffic in the area.

#### 2

- Ask students to look at the phrases for agreeing and disagreeing and elicit any others that they know.
- Have a class discussion on what should be done with the site or ask students to discuss the options in pairs. Encourage students to use the words and phrases from the Phrase Bank! Monitor and provide feedback. You may also wish to have a more formal debate (see Alternative task).

### Alternative task

- Split students into three groups/pairs and tell them they are going to have a debate on the question of what should be done with the old airport site; each group/pair is going to argue in favour of one of the possible solutions in exercise 1.

- Tell each group/pair what their proposed solution is and give them about five minutes to come up with some more arguments to support it.
- Each group/pair should then nominate a spokesperson.
- Choose a spokesperson from one of the groups/pairs to begin the debate by presenting some arguments in favour of one of the solutions for the airport site.
- Spokespeople from the other groups/pairs should join in, interrupting the first speaker if necessary, and put their points of view across using some of the phrases for agreeing, but mainly for disagreeing, in exercise 2.
- Each spokesperson should be given a turn to speak and at the end you should decide whose ideas were the most convincing and what the future of the airport site will be.

**3**

- Explain to students that they are going to have a conversation with their partner based on the information on page 169.
- Ask students to decide with their partner which role they're going to play.
- Refer students to the Speaking database on page 174 before they do the task.
- Give them a couple of minutes to think about their roles. Remind them that they can use the useful phrases in exercise 2 if they wish.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring.

**Soundstation**

**Aim:** to familiarise students with homophones

- Ask students to look at the pairs of words and say what they have in common (the two words in each pair are pronounced exactly the same, in spite of their differences in spelling).
- If dictionaries are available, students should use them to check the meanings of any words they are unfamiliar with.
- Explain to students that they are going to hear nine sentences, each containing one of the words in the pair. They have to work out which of the two words is used, not from the pronunciation (which is the same for both words) but from the meaning of the word, which should become clear from the rest of the sentence.
- Play the CD once and again if necessary.

**CD2, Track 7**

- Check answers by writing them on the board.



1 site	6 right
2 sun	7 sure
3 meat	8 won
4 wear	9 ate
5 knot	

**Additional task**

- Write the following words on the board and ask students to find homophones of them:

**ON THE BOARD**

1 here	3 two	5 see	7 four
2 there	4 hi	6 hole	

- Check answers by writing them on the board.



1 hear	3 too	5 sea	7 for
2 their	4 high	6 whole	

**Use your English!**

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students how green they think they are and tell them that they are going to do a quiz to find out.
- Before they actually do the quiz, tell them to complete each of the gaps in it with one of the four choices given.
- Check answers orally and/or by writing them on the board.



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

**Writing****Complex sentences**

**Aim:** to develop students' ability to write complex sentences using linking words and phrases

**1**

- Choose five students to read the sentences aloud.
- Discuss the functions of the words in bold. Students may wish to try translating these words.
- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



a 4	b 1	c 5	d 2	e 3
-----	-----	-----	-----	-----

**2**

- Ask students to use the words and phrases in bold in exercise 1 to complete the gaps in the sentences. Remind them to pay particular attention to the function of each word or phrase.
- Check answers orally and/or by writing them on the board.



1 such as	4 leads to
2 because	5 although
3 should	

**3**

- Ask students to make one sentence out of each pair of sentences using the word in bold. Point out that they may need to make some changes (eg leave out some words, such as *I think that is a shame* in number 5).
- Check answers orally and/or by writing them on the board.



- 1 The/An Environmental Awareness campaign led to more people starting to recycle their rubbish.
- 2 The animal became extinct because its habitat was destroyed.
- 3 Some products, such as deodorants and fridges, have become more environmentally friendly in recent years.
- 4 Although there are many bins in the city centre, people still throw rubbish on the ground.
- 5 Environmental studies should be a subject at school.

**HOMEWORK!**

- Assign exercises 1 and 2 on page 75 of the Workbook.

**Get ready to write****Essay**

**Aim:** to prepare students to write an essay

**1**

- Ask students to read the essay and try and guess what the question to which this is an answer might have been (something along the lines of: How much responsibility should human beings take for the environment?).
- Elicit the main idea expressed in each paragraph of the essay and write them on the board:

**ON THE BOARD**

*Paragraph 1: Human beings are responsible for the environment.*

*Paragraph 2: Human beings should realise that they have caused many environmental problems.*

*Paragraph 3: Education is the key to changing attitudes.*

*Paragraph 4: We must become more environmentally friendly.*

- Ask students to answer questions 1–3.
- Check answers orally and/or by writing them on the board.



- 1 a Although (paragraph 1)
- b Because of this (paragraph 1)
- c such as (paragraph 2), For example (paragraph 3)
- 2 formal
- 3 no

**2**

- Ask students to look at the composition question and answer questions 1–6 individually or in pairs, making brief notes on their ideas.
- Check answers orally and/or by writing them on the board.
- Ask students to look at their notes again and decide how they would organise them in their essay (in answer to the question given).

**3**

- Ask students to go to their Composition Planner on page 162 and give them about five minutes to write a brief plan for their essay.

**HOMEWORK!**

- Assign the writing of the essay students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this essay and give it to you. Their essay will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their essay to you.

**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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 11.

# 12

## CU@8!

### Target language

<b>Grammar:</b>	past perfect (simple and continuous) / reported speech
<b>Lexis:</b>	communication / word formation (irregular forms)
<b>Reading skills:</b>	understanding sentence function
<b>Listening skills:</b>	deducing meaning
<b>Speaking skills:</b>	discourse management
<b>Writing skills:</b>	selecting appropriate style / informal email
<b>Pronunciation skills:</b>	stress mobility

- The title is an abbreviated form of *See you at eight!* using 'cyber-English', i.e. the kind of English used in text messages and for chatting on the internet. The subject of the unit is communication.
- Ask students if they can work out what the title means and whether they recognise the kind of language it is written in. Elicit what they think the unit will be about.
- Write a couple more examples of this kind of English on the board and ask them to work out what they mean (in descending order: *What are you doing at the moment?*, *Are you OK?* and *Call me later*).

#### ON THE BOARD

wot u doin @ the mo?  
r u ok?  
call me l8r

### 1

- Ask students to scan the article quickly and underline the means of communication mentioned. Point out that they do not have to underline ones that are repeated.
- Check answers orally and/or by writing them on the board.



mobile phones, text message, email, writing, speech, letters, phone calls, video calls, social networking sites, instant messaging, (online) chat rooms, forums, articles, (online) newspapers, magazines, telephone, smartphones

### 2

- Ask students to read the article all the way through more slowly. Then ask them to look again at paragraph 1 and find a word or phrase which shows that a piece of information is surprising (In fact).
- Either work through the remaining items as a class, or give students time to do the task on their own before checking the answers together.



- |            |                   |
|------------|-------------------|
| 1 In fact  | 4 the chances are |
| 2 But now, | 5 It often works  |
| 3 on top   |                   |

### 3

- Ask students to do questions 1–4, reading all the multiple-choice options carefully to make sure they choose the best answer. Remind them that some of the incorrect options in this type of exercise are deliberately designed to be misleading.
- Check answers orally and/or by writing them on the board.

### Reading CD2, Track 8

**Aim:** to develop students' understanding of sentence function

- Point out to students how some of the distractors (the incorrect answers) can seem, at first glance, to be the correct answer to the question: eg in 2, option A ('that writing helps us meet new people') is misleading because, according to the text, it is indeed true that writing (in the form of chatting on the internet) puts people in touch with new people (strangers). This isn't however the best answer to the question, which asks what the writer **emphasises** in paragraph 2.



- 1 B 'Before mobile phones took off in the mid-1990s, no-one had predicted that they'd create a new means of communication: the text message.'
- 2 D 'But now, writing is back on top ... They're all communicating using a written form of the language.'
- 3 C 'So let's say you want to type the word *gone*. Which keys do you press? 4-6-6-3. But these are the same numbers for the word *home*.'
- 4 A '... communication breakdown, where the person receiving the message has absolutely no idea what the sender had intended to say.'



### HOMEWORK!

- Assign the Reading exercise on page 76 of the Workbook.

### Additional task

- Ask students to write a short message in 'cyber-English' on a piece of paper.
- Collect the pieces of paper and redistribute them around the class.
- Go round the class asking different students to read out their messages, or to come and write them on the board in the form of 'proper' English.

### Dictionary corner

**Aim:** to introduce and practise language to do with communication

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



- 2 get, receive, send, type, write (Note: *have* is not usually used, although *have got* is.)
- 3 get, receive, send, write (Note: *have* is not usually used, although *have got* is.)
- 4 chat
- 5 chat, hear, speak, talk, write
- 6 type (Accept *write*, but point out it is unusual.)
- 7 have
- 8 call, hear, ring
- 9 chat, listen, speak, talk, write
- 10 get, have, receive, send, type, write

### Additional task

Write the following on the board and ask students to choose the correct word in each case:

#### ON THE BOARD

- 1 Did you **have / get** my email yesterday?
- 2 I was **speaking / having** a conversation with Jim when the doorbell rang.
- 3 Why don't you **listen / hear** to me for once?
- 4 I **write / ring** my sister about once a month.
- 5 Send / Call me a text message to let me know.

- Check answers orally and/or by writing them on the board.



- 1 get  
2 having

- 3 listen  
4 ring

- 5 Send

#### HOMEWORK!

- Assign exercises 1 and 2 on page 77 of the Workbook.



### Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Ask if students send text messages and how many they send per day on average. Ask if their phone uses predictive text or auto-correct and if anybody has had any problems with it. Ask if they ever have problems understanding text messages (perhaps because of abbreviations, spelling mistakes, etc).
- You could either do this task as a whole class discussion or put students into pairs and ask them to discuss the questions. Ask students to report back on their discussion to the class.



### G Grammar 1

Past perfect simple and past perfect continuous

**Aim:** to introduce the forms and usage of the past perfect simple and continuous

#### 1

- Go through **Grammar database 23** on pages 194 and 195 of the Grammar database with students.
- Ask students to complete the exercise, referring to **Grammar database 23** if necessary.
- Check answers orally and/or by writing them on the board.

- 1**
- 1 I'd called you
  - 2 They'd spoken
  - 3 she'd left
  - 4 I'd got
  - 5 She had been learning

**2**

- Ask students to read through the paragraph first before they decide which tenses are correct.
- Ask students to do the exercise, referring to **Grammar database 23** if necessary.
- Check answers orally and/or by writing them on the board.

**3**

- Ask students to do the exercise, referring to **Grammar database 23** if necessary.
- Check answers orally and/or by writing them on the board.

**4**

- Ask students to look again at the sentences in exercise 3 and decide which can be completed with the past simple or the past continuous.
- Check answers orally and/or by writing them on the board.
- Point out that in exercise 1, sentence 3 and exercise 3, sentence 3, we can't use the past simple instead of the past perfect because the adverbs *already* and *ever* require a perfect tense. But *Did he ever go to London?* is acceptable if there's no possible connection to now (eg if the person is no longer alive).

**5**

- |                      |                    |
|----------------------|--------------------|
| 1 had sent           | 4 had had to       |
| 2 had been trying    | 5 had been waiting |
| 3 Had he ever spoken |                    |

**1**

- As a warm-up, ask students if there's a difference between talking to someone on the phone and talking to someone in person. Elicit that on the phone there's no body language.
- Explain the meaning of the word *gesture* (a body movement used to communicate an idea, emotion, etc) and ask students to match the gestures with the pictures.
- Check answers orally and/or by writing them on the board.
- Elicit the meaning of each gesture and ask students to compare them with the meaning they have (if they exist) in their own country.
- Elicit any other (polite!) gestures that are common in students' country/countries.

**2**

1 E      2 C      3 A      4 B      5 D

**3**

- Explain to students that listening tasks will often involve more than listening for a specific word or phrase – in many cases, they will have to interpret the meaning of what they hear in order to decide on the answer to a question.
- Go through the questions and multiple-choice options with students.
- Play the CD once and tell students to listen and circle the correct options.

**4** CD2, Track 9

- Check answers orally and/or by writing them on the board, eliciting what was said on the CD that corresponded to the answer.
- When going over the answers, you might like to play the relevant part of the CD for each one so that students can see how it relates to the written answer.

**5**

- |     |  |
|-----|--|
| 1 B | 'We saw how the language people use in a job interview is very different from the language they use in the pub or at home.'  |
| 2 C | 'The reasons we shake hands are historical – in the past, it was important to show that you didn't have a knife or a sword in your hand ... we do still use the handshake, and we usually use it to show friendship ...' |
| 3 A | '... they are only used in some cultures and not in all. The same thing's true of nodding and shaking your head.'  |
| 4 B | 'And I bet some of you who don't know are even using this gesture right now to show that you don't know. Even if you don't know you're doing it!'  |

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 77 and 78 of the Workbook.

**Listening**

**Aim:** to give students practice in deducing the meaning of what they hear

**HOMEWORK!**

- Assign the Listening exercise on page 81 of the Workbook.

## Dictionary corner

**Aim:** to give students practice in word formation

### 1

- Ask students to rewrite the nouns with the correct spellings and compare their answers with their partner's (don't let them refer to a dictionary).
- Check answers by writing them on the board.



1 ability	8 description
2 height	9 explanation
3 length	10 practice
4 strength	11 sight
5 belief	12 speech
6 choice	13 thought
7 decision	

### Additional task

- Write the following on the board and ask students to match the nouns with the verbs they collocate with (one can go with two different verbs):

#### ON THE BOARD

make / have / give	speech
ability	choice
explanation	strength
belief	decision

- Check answers orally and/or by writing them on the board. Point out we don't use the article *a* with *have strength* because *strength* is uncountable.



make: a speech, a choice, a decision  
have: an ability, a belief, a choice, strength  
give: an explanation, a speech

### 2

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 description	4 ability
2 length	5 decision
3 practice	6 speech



### HOMEWORK!

- Assign exercises 1 and 2 on page 79 of the Workbook.

## G Grammar 2

### Reported speech

**Aim:** to introduce the forms and usage of reported speech

### 1

- Go through **Grammar database 24** on pages 195, 196 and 197 of the Grammar database with students.
- Ask if students use abbreviations when texting in their own language. Elicit examples. Ask if students know of any text abbreviations used in English. Elicit examples and list them on the board.
- Ask students to look at the first text message given. Explain that often text abbreviations are based on the way the words sound, so you can often work out the meaning by reading the text aloud. Ask a student to read the first text aloud. You may need to explain that the @ symbol is pronounced 'at'.
- Elicit that the first message means 'I'll see you at eight o'clock tonight.' Then ask students, either individually or in pairs, to work through the remaining sentences in the same way.
- Check answers orally and/or by writing them on the board.



1 c      2 a      3 d      4 e      5 b

### 2

- Ask students to complete the text messages using their imagination. Tell them that they can use any text abbreviations they know. Ask them to read the example and check understanding.



(example answers)  
1 am gonna be a bit l8  
2 we r listening 2 music @ the mo  
3 u'll lv my new CD when u hear it l8r  
4 i wanna have a party next sat night!

### 3

- Ask students to imagine that the person who receives the message is with a friend when they receive it and tell him/her what the message says. Ask students to write in direct speech what each person says in that situation.
- Check answers orally and/or by writing them on the board.



(example answers)  
1 says she's going to be a bit late  
2 says they are listening to music at the moment  
3 says I'll love his new CD when I hear it later  
4 says he wants to have a party next Saturday night

### 4

- Explain to students that they are now going to report what the people said in exercise 3. Ask them to read the example and check understanding. Ask them to refer to **Grammar database 24** if necessary.
- Check answers orally and/or by writing them on the board.



(example answers)

- 1 said she was going to be a bit late
- 2 said they were listening to music at that moment
- 3 said he would love his new CD when he heard it later
- 4 said he wanted to have a party the following Saturday night

### Additional task

- Ask students to make up a sentence about anything at all using any of the tenses that they know.
- Choose a student (Student A) to read out their sentence and then choose another student (Student B) and ask them, *What did Student A say?* Student B must then put Student A's words into reported speech, i.e. *He/She said that ...*
- Student B then chooses another student to read out their sentence and you choose another student to report it.
- Remind students that if information is relevant now, eg *I am tired*, we do not usually go back one tense, eg *She said that she's tired* is quite appropriate.
- Continue until all students have read out their sentence and reported that of another student.

### HOMEWORK!

- Assign exercises 1, 2, 3 and 4 on pages 79 and 80 of the Workbook.

## Soundstation

**Aim:** to familiarise students with related words that have different stressed syllables

### 1

- Ask students to look at the pairs of words and read them to themselves to work out where the stress is in each one.
- Don't check the answers yet – students will check them against the CD in exercise 2.

### 2

- Play the CD, telling students to listen carefully and check their answers.

### CD2, Track 10

- Check answers orally and/or by writing them on the board.



1 <u>communicate</u>	communic <u>a</u> tion
2 <u>photograph</u>	photograp <u>h</u> y
3 <u>library</u>	lib <u>ra</u> rian
4 <u>advert</u>	ad <u>ver</u> tisement
5 <u>science</u>	sci <u>entif</u> ic
6 <u>economy</u>	econ <u>omi</u> cal
7 <u>secretary</u>	secret <u>ar</u> ial
8 <u>Italy</u>	<u>Itali</u> an

### 3

- Choose different students to read out pairs of words from the list, eliciting from other students whether or not the pronunciation is correct after each one.
- You might like to give further practice by writing the following sentences on the board and asking students to read them aloud:

#### ON THE BOARD

*My secretary is Italian.*

*Did you see the advert for the photography course at the library?*

*The science of communication is extremely interesting.*

## Speaking

**Aim:** to give students practice in discourse management

### 1

- Read through the statements with students, then ask them each to choose one and answer the questions about it in note form.
- Check that they have written something for every question, but do not worry about what they have written.

### 2

- Refer students to the Speaking database on page 174 before they do the task.
- Explain to students that they are going to play a game. The object of the game is to keep talking for a minute.
- Students take it in turns. When it is a student's turn, he/she uses his notes from exercise 1 to talk on his/her chosen subject.
- Point out that there are only two main rules: they cannot repeat something they have already said, and they cannot hesitate (*errr ...*, *ummm ...*, etc). Logic and grammatical accuracy are not important here at all. Remind them that they can use the useful phrases from the Phrase Bank! if they wish.
- Write these words on the board and make sure students understand their meaning.

#### ON THE BOARD

*repetition      hesitation*

- If a student speaks on their subject for one minute with no hesitation or repetition, they get 60 points. If they speak for 59 seconds, they get 59 points, etc. (You may wish to appoint a time-keeper.)
- The other students listen and shout out *repetition* or *hesitation* if the student repeats or hesitates. If you agree that it was hesitation or repetition, the student has to stop there. If not, he/she can continue and gains five points for being interrupted.

- Either keep a record of the points on the board, or ask students to note down their own points.
- The winner is the person who has the most points at the end of the game.



## Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to read through the paragraph first and elicit what it's about (accents in Britain).
- Go through the list of root words in capitals and for each one ask students to come up with as many different words as possible that can be formed from it (eg speak: *speaking, spoke, spoken, speech*), including any negatives they can think of.
- Ask students to do the exercise, selecting the appropriate word in each case from the groups of words they came up with.
- Check answers orally and/or by writing them on the board.



- |                 |              |
|-----------------|--------------|
| 1 thought       | 6 actually   |
| 2 speech        | 7 strength   |
| 3 length        | 8 impossible |
| 4 communication | 9 understood |
| 5 choice        | 10 written   |



## Writing

### Selecting the appropriate style

**Aim:** to further familiarise students with different writing styles

#### 1

- Ask students to look at the extracts individually or in pairs and answer the questions.
- Check answers orally and/or by writing them on the board.



- 1 three out of the following: *requested, examined, findings, outlined*
- 2 three out of the following: *Oh, got, really, cool, great, eh, we'll, loads*
- 3 very polite
- 4 quite informal
- 5 a formal
  - b *For this reason, I strongly believe*
- 6 a *Sonia nodded her head enthusiastically.*
  - b informal

#### 2

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



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



### HOMEWORK!

- Assign exercises 1 and 2 on page 81 of the Workbook.



## Get ready to write

### Informal email

**Aim:** to prepare students to write an informal email

#### 1

- Ask students whether or not they send emails to their friends and, if so, ask them what kinds of subjects they include in their messages.
- Ask a student to read the email aloud while other students follow in their books.
- Draw students' attention to the information at the top of the email, which is similar to a report, and elicit the differences between the names and subject here compared to those in a typical report (just the first names are given here, whereas full names are usually given in a report, and the subject isn't a serious one, just a greeting).
- Ask students if they can work out from Francesca's email what Joanne had asked her (whether she has been to Greece or not before).
- Ask students to answer questions 1–4.
- Check answers orally and/or by writing them on the board.



- 1 yes
- 2 informal
- 3 Two of the following should be underlined:  
*Glad you sorted out the problem with your computer virus! / Should be fun! / Well, got to go now.*
- 4 yes

#### 2

- Ask students to look at the writing task, the extract from the email and the notes around it.
- Elicit which notes answer which questions in the extract:  
‘I think you said you had a friend who was deaf, didn’t you?’ = ‘Yes – Angelo (one of my best friends)’/ ‘Any ideas?’  
‘Will it be really difficult to communicate with her?’ = ‘most can lip-read’, ‘try and learn sign language – not difficult and great fun!’, ‘deaf people are just like everyone else!’
- Explain to students that they should answer the questions in the extract in the main paragraph of their email, but include other details in the email too.
- Ask students to go to their Composition Planner on page 163 and give them about five minutes to write a brief plan for their email.

## **HOMEWORK!**

- Assign the writing of the email students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this email and give it to you. Their email will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their email to you.

## **Additional task**

- Suggest to students that, if they have a mobile phone or access to a computer, they should try texting/emailing their classmates (or other friends who speak English) in English once a week.

## **Webquest**

- Ask students to complete the Webquest on page 206 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 World Wildlife Fund
- 2 short message service
- 3 a (tree) frog
- 4 1992
- 5 Greenpeace
- 6 Dutch
- 7 a wind farm
- 8 of course
- 9 China
- 10 Rome

## **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 section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 12.

# Revision Units 11-12

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 11 and 12.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 41 and the following should be taken as a rough guide to students' performance:



35 and over: **Brilliant!**

25 and over: **Not bad**

between 15 and 25: **Could be better**

under 15: **Should be better**



## As homework

- Assign all of the exercises after Units 11 and 12 have been completed.
- Alternatively, you may want to assign exercises 1, 2, 3 and 4 after Unit 11 has been completed and exercises 5, 6 and 7 after Unit 12 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

### 1



- 1 recycle  
2 reduce  
3 pollute

- 4 dispose  
5 destroy

- 6 degrade  
7 solve

### 2



- 1 are sent  
2 was answered by  
3 has been set up

- 4 is going to be held  
5 mustn't be thrown

### 3



- 1 has  
2 your eyes tested  
3 redecorated

- 4 get  
5 had  
6 by

### 4



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

### 5



- 1 had been waiting  
2 Had you sent  
3 had been trying

- 4 hadn't/had not finished  
5 had just started  
6 had just been talking

### 6



- 1 (that) she was hoping to work for an environmental organization  
2 (that) he would meet him in the chat room the next/following night  
3 (that) she had sent the information the day before/the previous day  
4 (that) they really had to start recycling their rubbish  
5 (that) plastic takes an extremely long time to degrade

### 7



- 1 ability  
2 strength

- 3 thoughts  
4 speech

- 5 explanation  
6 description

# Getting By

## Target language

<b>Grammar:</b>	reported questions / indirect questions
<b>Lexis:</b>	employment / patterns
<b>Reading skills:</b>	deducing meaning
<b>Listening skills:</b>	prediction
<b>Speaking skills:</b>	expressing future intention
<b>Writing skills:</b>	using set phrases / letter of application
<b>Pronunciation skills:</b>	/s/ and /ʃ/ recognition

- The title refers to the idea of managing financially, which is what most people work in order to do. The subject of the unit is work and jobs.
- Ask students if they know the meaning of the verb *to get by* and explain it if they don't.
- Elicit the way in which most people get by (by working) and ask them if there are any other ways of getting by (eg living off your parents, if they're rich; receiving unemployment benefit, etc).
- Elicit any other phrasal verbs students know with *get* and their meanings (get up, get on with someone, get off, get out, etc).



## Get warmed up!

**Aim:** to introduce the subject of employment through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students.
- You may wish to build up a list of jobs and workplaces on the board, based on the jobs of people in the students' families.
- Elicit other jobs and workplaces and add them to the list on the board.

## ON THE BOARD

*Students' answers, eg*

*lawyer / solicitor - office*

*secretary - office*

*civil servant - town hall / office*

*doctor - hospital / surgery*

*shop assistant - shop / supermarket*

*policeman/woman - police station*

*teacher - school*

*lecturer - college / university*

- Ask students to name part-time jobs they have done or would like to do.



## Reading CD2, Track 11

**Aim:** to give practice in deducing meaning

### 1

- Give students a few minutes to skim the text and elicit the names of the four jobs described (sales representative, waiter, civil servant and magazine publisher).
- Ask students which job they like the sound of more and elicit reasons for their answers, as well as reasons why they don't like the others.
- Find out if there are any other jobs that appeal to them more than those described here.

### 2

- Choose four different students to read a paragraph each aloud while the others follow in their books.

- Ask them to try and put themselves in the position of each of the people they've read about and imagine who would be most likely to make each of the statements given.
- Check answers orally and/or by writing them on the board, eliciting which parts of the text made them clear.



- 1 D '... I'm hoping to expand soon.'
- 2 A '... a lot of my working day is spent on the road! / ... you also have to be prepared to do a lot of travelling.'
- 3 B 'I wouldn't want to be a waiter for the rest of my life, though!'
- 4 C 'I started working part-time after I had my first child. I love it!'
- 5 D '... at least there's no one telling you what to do.'

### 3

- Ask students to scan the text again for the answers to these questions.
- Point out that *positions* means 'jobs'.
- Check answers orally and/or by writing them on the board.



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

### HOMEWORK!

- Assign the Reading exercise on page 83 of the Workbook.

### Additional task

- Write the following adjectives on the board:

#### ON THE BOARD

*polite    sociable    honest    confident    talkative  
organised    independent*

- Ask students to think about which of these qualities would be most useful for each of the four jobs they've read about and discuss their ideas with the rest of the class (eg *It would be useful for the civil servant to be polite because ...*).
- Elicit any other qualities students can think of that any of the jobs require.

### Dictionary corner

**Aim:** to introduce and practise language to do with employment

- Ask students to complete the exercise, referring back to the text if necessary.
- Check answers orally and/or by writing them on the board.



1 part-time	6 wages
2 full-time	7 commission
3 temporary	8 get by
4 self-employed	9 in
5 salary	

### Additional task

- Ask students to think of a job and tell them the rest of the class will try and guess what it is by asking yes/no questions.
- Elicit some examples of the kind of questions it might be useful to ask and write them on the board:

#### ON THE BOARD

*Do you:*

- work with people?
  - work in an office?
  - wear a uniform?
- Does your job involve:*
- travelling?
  - working in the evening?
  - speaking a foreign language?

- Choose a student and tell the rest of the class they must try and guess what his/her job is by asking questions to which he/she can only answer *yes* or *no*.
- Go round the class letting each student ask one question each. If any student thinks they have the answer, they may put up their hand and have a guess. If they guess correctly, it is then their turn to be asked questions about their mystery job.
- Students keep asking questions in turn until someone guesses the job.

### HOMEWORK!

- Assign exercises 1 and 2 on page 84 of the Workbook.

### Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Put students into pairs or small groups and ask them to order the factors mentioned from 1–4. Ask them to try to reach agreement within the pair/group. Elicit from each pair/group the order they have chosen and ask them to give reasons why.
- You could present the results of the discussions in the form of a class survey as follows. Write the four factors on the board. Read out each factor in turn and ask each pair/group what place (1–4) they put it in. Add up all the answers and write the number next to the factor.
- Repeat with the other factors. The factor with the lowest overall score is the one that the class as a whole thinks is most important and the factor with the highest overall score is the one that the class thinks is least important.

## G Grammar 1

### Reported questions

**Aim:** to familiarise students with the form and usage of reported questions

### 1

- Quickly revise the rules of reported speech by writing the following sentences on the board and asking students to re-express them in reported speech:

#### ON THE BOARD

'My name is Helen,' she said.

'We're going to see a film tonight,' he told me.

I've finished my homework,' she said.

- Go through **Grammar database 25** on pages 197 and 198 of the Grammar database with students.
- Ask students to complete the exercise, referring to **Grammar database 25** if necessary.
- Check answers orally and/or by writing them on the board.



1 wanted	5 we could
2 I had applied	6 I knew
3 if	7 company.
4 whether	

### 2

- Ask students to complete the exercise, referring to **Grammar database 25** if necessary, and making any changes necessary to time references in the sentences.
- Check answers orally and/or by writing them on the board.



- why she had applied for the job
- what skills she had
- if/whether she would be able to work on Saturday mornings
- if/whether she had any questions
- if/whether she could start the next/following day

### 3

- Explain to students that the dialogue is between the woman who had the interview in exercises 1 and 2 and her husband. The dialogue takes place later, when she's got the job and has done her first day at work.
- Ask students to read the dialogue and select the correct answers, referring to **Grammar database 25** if necessary.



- |     |     |     |
|-----|-----|-----|
| 1 C | 3 A | 5 C |
| 2 B | 4 B | 6 C |

### HOMEWORK!

- Assign exercises 1, 2, 3 and 4 on pages 84 and 85 of the Workbook.



## Listening

**Aim:** to give students practice in predicting what they will hear

### 1

- As a warm-up, ask students how they think someone might feel on their first day in a new job.
- Explain to students that, in some cases, it is possible to look at the questions for a listening task and predict, or at least get some idea of, what the answer is likely to be. This makes it easier to focus on the relevant information on the recording when you actually hear it.
- Draw students' attention to the subject of the listening (someone talking about her new job) and ask them to write down possible words/phrases that could go in gaps 1–8 (but tell them not to write them in the actual answer spaces).
- Elicit suggestions for each of the answers without confirming whether or not they are correct.

### 2

- Play the CD, asking students to listen and complete the gaps in the statements.

#### CD2, Track 12

- Check answers orally and/or by writing them on the board.



- |                       |               |
|-----------------------|---------------|
| 1 8.30 / eight thirty | 5 desk        |
| 2 boss                | 6 designers   |
| 3 art department      | 7 advertising |
| 4 office              | 8 adverts     |

### 3

- Elicit how many of the answers students had correctly predicted and whether having thought about the answers beforehand helped them focus better when it came to listening.
- Tell students to try and use the strategy of predicting whenever possible in listening tasks.

### HOMEWORK!

- Assign the Listening exercise on page 88 of the Workbook.

## Dictionary corner

**Aim:** to develop an awareness of patterns

### 1

- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.

- 1**
- |         |         |       |
|---------|---------|-------|
| 1 for   | 5 about | 8 in  |
| 2 do    | 6 in    | 9 for |
| 3 to do | 7 to do | 10 on |
| 4 of    |         |       |

**2**

- Ask students to complete the exercise, referring back to exercise 1.
- Check answers orally and/or by writing them on the board.

- 1**
- |                  |              |
|------------------|--------------|
| 1 approve        | 5 apologised |
| 2 interested     | 6 insist     |
| 3 complain, made | 7 involved   |
| 4 make           |              |

**Additional task**

- Ask students to choose one of the patterns in the list in exercise 1 and write a sentence using it correctly (without showing it to anyone else).
- Choose different students to come and write their sentence on the board, omitting the verb, adjective or preposition, while the rest of the class have to guess what the missing word is.

**HOMEWORK!**

- Assign exercises 1 and 2 on page 86 of the Workbook.

**G Grammar 2****Indirect questions**

**Aim:** to familiarise students with the form and usage of indirect questions

**1**

- Go through **Grammar database 26** on page 198 of the Grammar database with students, drawing their attention in particular to the differences between reported questions and indirect questions.
- Ask students to look at the first half of the sentences 1–6 only and elicit possible ways of completing them.
- Then ask them to match them with endings a–f, as appropriate.
- Check answers orally and/or by writing them on the board.

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

**2**

- Ask students to complete the exercise, referring to **Grammar database 26** if necessary.
- Check answers orally and/or by writing them on the board.

- 1**
- |                                 |
|---------------------------------|
| 1 tell, you want, school?       |
| 2 you are planning, university? |
| 3 know, you would, abroad.      |

**3**

- Ask students to complete the exercise, referring to **Grammar database 26** if necessary. Remind them to be careful with question marks – some indirect questions need them, others don't.
- Check answers orally and/or by writing them on the board.

- 1**
- |   |
|---|
| 1 where you are working at the moment?                                      |
| 2 what your plans are for the future? / what your plans for the future are? |
| 3 tell me when you decided to be a teacher.                                 |
| 4 telling me whether/if a large salary is important to you?                 |
| 5 why you have quit your job?   |

**Additional task**

- Write the following on the board and ask students to re-express them more politely using indirect questions:

**ON THE BOARD**

- 1 *Lend me your rubber!*
- 2 *Help me with my homework!*
- 3 *Where's the video shop?*
- 4 *What's the time?*

- Check answers orally and/or by writing them on the board.

(suggested answers)

- 1 Would you mind lending me your rubber?
- 2 I wonder if you could help me with my homework.
- 3 Do you know where the video shop is?
- 4 Could you tell me what the time is?

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 86 and 87 of the Workbook.

**Soundstation**

**Aim:** to give students practice in recognising the difference between the sounds /s/ and /ʃ/

**1**

- Ask students to try reading the pairs of words aloud before they listen to them on the CD and see if they can differentiate between them (the only difference is in the pronunciation of the initial consonant, /s/ or /ʃ/).
- Play the CD, stopping after each pair of words and asking students to repeat them.

 CD2, Track 13
**2**

- Ask students to look at the list of words and look up any they don't know in a dictionary.
- Play the CD, asking students to circle the word they hear in each sentence.

 CD2, Track 14

- Check answers orally and/or by writing them on the board.



1 sack	4 sheet	6 sock
2 shine	5 sell	7 shed
3 shaving		

**Additional task**

- Write the following tongue twisters on the board and ask students to practise saying them three times as fast as they can:

**ON THE BOARD**

*Sally knows she's Shane's sister!  
She sells seashells on the seashore.*

- Ask students to make up their own tongue twister in pairs using words containing the sounds /s/ and /ʃ/.
- Elicit some and write the best ones on the board for students to practise saying.

**Speaking**

**Aim:** to give students practice in expressing future intention

**1**

- Ask students to close their books and address the question *Have you decided yet what job you'd like to do when you're older?* to some of them.
- Ask them to open their books again and read through the five answers given, deciding which are the better ones.
- Check answers orally, eliciting the reasons why each answer is successful or not.



- successful: Even though the speaker doesn't have a definite answer to the question, he/she puts forward some possible ideas rather than just saying I don't know.
- unsuccessful: The answer is too short – the speaker doesn't make any attempt to expand on his/her reply.
- successful: This is a roundabout way of answering the question, starting with what they'd like to study, but the speaker manages to make it relevant with the rhetorical *After that?* – another example of how a response can work even when it doesn't seem to give a direct answer to the question.
- successful: The speaker has a definite point of view, which he/she justifies with several examples.
- allow students to support their opinion: some may think it's successful, some may think it's unsuccessful. It does answer the question, but goes no further – it would be better if it were backed up with some reasons.

**2**

- Ask students to make notes in answer to the questions, reminding them that it's not always necessary to give a definite yes or no answer. Encourage them to use phrases like *I might* / *I suppose* *I could* / *Possibly*, etc, trying always to give reasons for their answers, though.

**3**

- Ask students to work in pairs, taking it in turn to interview each other using the questions and notes from exercise 2.
- Go round the class monitoring, making sure students are trying to expand on their answers.

**4**

- Explain to students that they are going to have a conversation with their partner based on the information on page 169.
- Refer students to the Speaking database on page 174 before they do the task.
- Allocate the roles of interviewer and interviewee for each pair.
- Tell them to decide between themselves what job the interview is for and give them a couple of minutes to think about their roles.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring. Remind them that they can use the useful phrases from exercise 1 if they wish.

**Use your English!**

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.



- 1 to know what Darren did
- 2 asked if she could take
- 3 ask where you are
- 4 to know what you said
- 5 was made to apologise for
- 6 approve of shop assistants being
- 7 caused Narinder to be late
- 8 am interested in finding out



## Writing

### Using set phrases

**Aim:** to give students practice in using set phrases

#### 1

- Explain to students that there are certain set phrases used in formal letters in English (particularly letters of application), which have different functions and are used in certain places in the letter.
- Go through the list of words with students and ask them to do the exercise.
- Check answers orally and/or by writing them on the board.



- 1 apply, position, advertised
- 2 experience
- 3 wonder
- 4 grateful
- 5 contact, require
- 6 attend
- 7 forward

#### 2

- Ask students to read the letter of application in Get ready to write and underline the phrases from exercise 1 used in it.
- Check answers orally and/or by writing them on the board.



- Phrases 1–7 from exercise 1 are found in the following paragraphs:
- Paragraph 1: phrase 1
- Paragraph 2: phrase 2
- Paragraph 3: phrases 3 and 4
- Paragraph 4: phrases 5 and 6
- Closing sentence: 7

#### 3

- Point out that we often use indirect questions in letters of application.
- Ask students to rewrite the sentences using appropriate indirect question beginnings. Allow them to refer to Grammar database 26 if necessary. Encourage them to use a range of beginnings.



(suggested answers)

- I would be grateful if you could tell me where the shop is.
- I wonder if you could tell me how much the pay per hour is.
- Could you tell me if I would have to wear a uniform?
- Could you let me know when you would want me to start?
- I would like to know what responsibilities I would have.
- Could you tell me if I would be able to work part-time?
- I would be grateful if you could let me know whether you need a reference.
- I wonder if you could let me know which days I would be expected to work.



## HOMEWORK!

- Assign exercises 1 and 2 on page 88 of the Workbook.



## Get ready to write

### Letter of application

**Aim:** to prepare students to write a letter of application

#### 1

- Choose a student to read the letter aloud while the rest of the class follow in their books.
- Draw students' attention to the paragraphing of the letter – the paragraphs in this type of letter can be very short, sometimes consisting of only one sentence.
- Ask students to answer questions 1–11.
- Check answers orally and/or by writing them on the board.



- 1 no – part-time
- 2 *The Evening Gazette*
- 3 last Tuesday
- 4 18
- 5 Tyfold College
- 6 currently
- 7 French
- 8 yes – he worked in a restaurant the previous summer
- 9 two: how many hours a week he would be expected to work and what the pay per hour is
- 10 indirect
- 11 formal

#### 2

- Look at the advertisement with students and ask the following questions:  
*What kind of job is being advertised?* (part-time shop assistant)  
*Who might Dave Parker be?* (the manager of the shop)
- Ask students to make notes in answer to questions 1–7.

Encourage them to use their imagination.

- Check answers orally and/or by writing some of them on the board.

### 3

- Ask students to go to their Composition Planner on page 164 and give them about five minutes to write a brief plan for their letter.

### HOMEWORK!

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

### Additional task

- Ask students in pairs to role-play a job interview between the character they created in exercise 2 and Dave Parker, the manager of Southam Sports.
- Tell them to think about other questions (apart from those they will ask in their letter) that they would want to ask in an interview for this job.
- The student in the role of the interviewer should also note down a few questions that they want to ask the interviewee.
- Students should practise the interview with their partner, then they should swap roles.
- Go round the class monitoring the conversations and giving feedback at the end.

### Further material

- For further practice and consolidation, ask students to complete the Unit 13 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 13, you may like to administer the Unit 13 Test, which is in the Tests section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 13.

# Away from Home

## Target language

<b>Grammar:</b>	future perfect simple and future continuous / <i>wish</i> and <i>if only</i>
<b>Lexis:</b>	travel / collocations
<b>Reading skills:</b>	lexical referencing
<b>Listening skills:</b>	roles and relationships
<b>Speaking skills:</b>	speculation
<b>Writing skills:</b>	making recommendations / review
<b>Pronunciation skills:</b>	/s/ and /ʃ/ production

- Ask students to look at the title and guess what the unit will be about (travel).
- Ask students if they've ever been away from home (with or without their parents) and, if so, whether they enjoyed the experience.



### Get warmed up!

**Aim:** to introduce the subject of travel through personal responses

- Give students one minute to write down in pairs, in small groups or individually as many means of transport as they can think of.
- Go round the class eliciting as many means of transport as possible, encouraging students to come up with more unusual ones as well as the everyday ones.



(suggested answers)

train, coach, tram, plane, lorry, helicopter, ship, boat, ferry, hovercraft, submarine, hot-air balloon, airship, bicycle, motorbike, scooter, metro/underground, rocket, spaceship, camel, donkey, rickshaw

- Give students a short time to discuss the other questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.
- You may wish to elicit as many foreign countries as students can think of and write them on the board before discussing the final question.

### Additional task

- Write the following on the board and ask students to match each country with its capital city:

### ON THE BOARD

Spain	Cairo
Belgium	Amsterdam
Egypt	Lisbon
USA	Madrid
Hungary	Reykjavik
Denmark	Brussels
Portugal	Washington, DC
the Netherlands	Copenhagen
Iceland	Budapest

- Check answers orally and/or by writing them on the board.



Spain: Madrid  
Belgium: Brussels  
Egypt: Cairo  
USA: Washington, DC  
Hungary: Budapest  
Denmark: Copenhagen  
Portugal: Lisbon  
The Netherlands: Amsterdam  
Iceland: Reykjavik



### Reading CD2, Track 15

**Aim:** to give students practice in lexical referencing

### 1

- Explain to students that they are going to read an advertisement for a holiday and ask them to scan it quickly and then choose the meaning of the underlined words.

- Check answers orally and/or by writing them on the board.

- KEY**
- 1 what to do this summer
  - 2 on this cruise
  - 3 the city you came from
  - 4 on a luxury cruise ship

**2**

- Now ask students to read the advertisement in more detail, or alternatively, ask different students to read parts of it aloud while the rest follow in their books.
- Ask the following questions to check students' understanding:
  - How old do you have to be to go on the cruise?* (between 16 and 19)
  - How many people share a cabin?* (four)
  - What season does the cruise take place in?* (summer)
- Give students a short time to work individually or in pairs to find the answers.
- Check answers orally and/or by writing them on the board, eliciting where students found the answers.

- KEY**
- 1 F 'You're aged 16–19.'
  - 2 T 'And learning a lot.'
  - 3 T 'Coach from any major UK city to Bristol Airport, and back again at the end of the cruise.'
  - 4 T 'Flights to and from Majorca (meals included). Short bus rides between Palma Airport and port.'
  - 5 F '(4 teenagers in each cabin)'
  - 6 F '(in alphabetical order)'

**3**

- Ask students to read the notices and choose the statement that means the same as the notice.
- Check answers orally and/or by writing them on the board, asking students to explain to you how they worked out the answer.

- KEY**
- 1 B
  - 2 A
  - 3 B
  - 4 C

**HOMEWORK!**

- Assign the Reading exercise on page 89 of the Workbook.

**Dictionary corner**

- Aim:** to introduce and practise language to do with travel
- Ask students to complete the exercise, referring to the advertisement if necessary.
  - Check answers orally and/or by writing them on the board.



- |            |           |
|------------|-----------|
| 1 passport | 6 ride    |
| 2 flight   | 7 coach   |
| 3 cruise   | 8 package |
| 4 border   | 9 Travel  |
| 5 cabin    | 10 guided |

**Additional task**

- Ask students, in pairs or individually, to think of a country and imagine they're on holiday there.
- Ask them to write a brief diary entry for one day of their holiday, describing activities, food, transport, etc without directly mentioning the name of the country they're in.
- Ask students to read out their entry while the rest of the class have to try and guess which country the holiday is in. Whoever guesses first reads out their diary entry next.
- Continue the process until all entries have been read out.

**HOMEWORK!**

- Assign exercises 1 and 2 on page 90 of the Workbook.

**Have your say!**

- Aim:** to give students the opportunity to express their own opinions
- Either ask the students to work in pairs to discuss the questions or discuss them together as a whole class. Encourage students to give reasons for their opinions.
  - Ask students to make a list of the two aspects of the cruise they would enjoy the most and the two they would enjoy the least. Ask students to explain their choices.

**G Grammar 1****Future perfect simple and future continuous**

**Aim:** to introduce students to the forms and usage of the future perfect simple and future continuous tenses

**1**

- Go through **Grammar database 27** on page 199 of the Grammar database with students, drawing their attention to the parallels between these and the present perfect and present continuous tenses.
- Ask students to complete the exercise, referring to **Grammar database 27** if necessary.
- Check answers orally and/or by writing them on the board.



- 1 c
- 2 b
- 3 d
- 4 a

**2**

- Ask students to complete the exercise, referring to **Grammar database 27** if necessary.
- Check answers orally and/or by writing them on the board.



- 1 ✓
- 2 incorrect: have should be *be*
- 3 incorrect: *sunbathe* should be *sunbathing*
- 4 incorrect: *are* should be *be*

**3**

- Ask students to complete the exercise, referring to **Grammar database 27** if necessary.
- Check answers orally and/or by writing them on the board.



- 1 will have introduced
- 2 will have invented
- 3 will all be going
- 4 won't/will not still be using
- 5 will have found

**Additional task**

- Write the following on the board:

**ON THE BOARD**

*by the end of this week*  
*by the end of this year*  
*by the time you're 25*  
*by the end of your life*

- Ask students to think of one thing they will have accomplished by each of the points in the time given.
- Elicit some answers, reminding students to express them using the future perfect.

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 90 and 91 of the Workbook.

**Dictionary corner**

**Aim:** to develop students' knowledge of collocations

- Ask students to do the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



- |          |              |
|----------|--------------|
| 1 trip   | 6 ahead      |
| 2 trip   | 7 way        |
| 3 cruise | 8 route      |
| 4 tour   | 9 directions |
| 5 miss   | 10 holiday   |

**HOMEWORK!**

- Assign the Dictionary Corner exercise on page 92 of the Workbook.

**Listening**

**Aim:** to give students practice in recognising speakers' roles and relationships

**1**

- As a warm-up, ask students what kind of job they might like to do in the future.
- Check that students understand what the six different jobs are and ask them to do the exercise.
- Check answers orally and/or by writing them on the board.



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

**2**

- Explain to students that they are going to listen to extracts of people talking in six different situations. Explain that for each situation, they need to decide who is speaking and choose the picture that shows that person.
- Play the CD while students choose the correct pictures.

**CD2, Track 16**

- Check answers orally and/or by writing them on the board.



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

**3**

- Explain to students that they are now going to listen to the complete situations and that they need to choose the answers to the questions.
- Ask students to read the questions before they listen. Based on what they know about each situation, ask them to predict the answers. Explain that it might seem like they're guessing, but that trying to predict will help them focus on the correct information when they listen.
- Play the CD while students listen for the correct answers.

**CD2, Track 17**

- Check answers orally and/or by writing them on the board.



- |     |     |     |
|-----|-----|-----|
| 1 C | 3 A | 5 C |
| 2 B | 4 B | 6 B |

**HOMEWORK!**

- Assign the Listening exercise on page 94 of the Workbook.

## G Grammar 2

wish and if only

**Aim:** to familiarise students with *wish* and *if only* structures

### 1

- Go through **Grammar database 28** on pages 199 and 200 of the Grammar database with students, drawing their attention in particular to the use of *would* with *wish* and *if only* to refer to general situations.
- Ask students to do the exercise, referring to **Grammar database 28** if necessary.
- Check answers orally and/or by writing them on the board.



- |   |     |     |
|---|-----|-----|
| 1 A   | 2 A | 3 B |
| 4 B   | 5 B |     |
| 6 A (even though next week is referred to, the action of inviting took place in the past) |     |     |

### 2

- Explain to students that each of the words in bold is incorrect. Individually or in pairs, ask them to write the correct form on the line, referring to **Grammar database 28** if necessary.
- Check answers orally and/or by writing them on the board.



- |          |         |         |
|----------|---------|---------|
| 1 hadn't | 3 could | 5 she'd |
| 2 were   | 4 would | 6 hope  |

### 3

- Ask students to do the exercise, referring to **Grammar database 28** if necessary.
- Check answers orally and/or by writing them on the board.



- |                            |
|----------------------------|
| 1 you had remembered       |
| 2 hadn't/had not eaten     |
| 3 wouldn't/would not video |
| 4 we could stay            |
| 5 I had                    |

### Additional task

- Write the following situations on the board and assign one to each pair of students:

### ON THE BOARD

You are fed up with your sister borrowing your clothes and not looking after them.

You love dogs and have found a stray puppy that you really want to keep, but your parents won't let you.

You like acting and wanted to be given a part in the school play, but you haven't been chosen for any of the roles.

You have been offered a part-time job delivering newspapers, but you need a bike to do it and haven't got one.

Your best friend has invited you and some other friends for a birthday celebration at a Chinese restaurant, but you hate Chinese food.

- Ask each pair to come up with at least four sentences using *I wish* and *if only* to comment on the particular situation, using a variety of tenses.
- Check answers orally.

### HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 92 and 93 of the Workbook.

## Soundstation

**Aim:** to give students practice in producing the sounds /s/ and /ʃ/

- You may want to do Soundstation before the Speaking section
- Explain to students that they are going to play a game.
- Go round the class in turn. When it is a student's turn, he/she chooses a word from the list and secretly writes it down.
- Then, he/she says the sentence aloud, using the word. For example, *What an incredible sign!*
- The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets ten points. If one student votes (incorrectly) for, say, *shine*, the student who said the sentence only gets nine points, etc. Every student who votes for the correct word gets five points.
- Students keep their own score and the winner is the person with the most points at the end of the game.

### Additional task

- Ask students to close their books and, in pairs, try to think of five words to do with holidays and travel beginning with either *s* or *sh*.
- The first pair to come up with five correct words must then read them out and choose five other students to make example sentences using them (one per student).



Students' answers, eg  
ship, sun, sunbathe, swim, sights, sea, surf, sail



## Speaking

**Aim:** to give practice in speculating

### 1

- Elicit what the two pictures show (some people camping and a cruise ship full of passengers) and ask students to note down these subjects.
- Ask students to go through the rest of the questions, making notes in answer to them.
- Check answers orally.

### 2

- Go through the list of phrases with students, reminding them of the meanings of the modal verbs of probability and possibility.
- Ask students in pairs to make points about the photos using the phrases.
- Alternatively, you may wish the whole class to do this activity together, with students taking it in turns to make points.

### 3

- Remind students of words like *well*, *oh* and *um*, which can be used when speaking to fill in gaps while you're thinking of what to say next.
- Choose individual students to compare the two photos saying which holiday they would prefer to go on and giving reasons why. Ask another student in the class to time the student speaking and report back afterwards on how long they spoke for.
- Give feedback afterwards on:
  - how well they used the phrases in exercise 2 to express their ideas
  - how well they compared the two pictures
  - how accurate their language was in general
  - whether they did both parts of the task
  - whether or not they managed to find enough things to say to fill a minute

### 4

- Explain to students that they are going to have a conversation with their partner based on the information on page 169.
- Ask students to decide who will be the teenager and who the parent and give them a couple of minutes to think about their roles.
- Refer students to the Speaking database on page 174 before they do the task.
- Give students about five minutes to do the role-play activity, while you go round the class monitoring. Remind them that they can use the useful phrases from the Phrase Bank! in exercise 2 if they wish.

### 5

- Give students about ten minutes to write their postcard to a friend while you go around the class monitoring.
- Encourage them to use some of the grammar and vocabulary from this unit in their descriptions.
- Ask individuals to read out their postcards to the class.



## Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to skim the text before they do the exercise and summarise what it's about (someone who went on a school trip and got left behind).
- Go through the text eliciting suggestions as to the kind of word required in each gap.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 on	6 tour	11 be
2 from	7 gave	12 have
3 had	8 on/ahead	13 come
4 off	9 getting	14 up
5 made	10 had	15 only



## Writing

**Making recommendations**

**Aim:** to give students practice in making recommendations

### 1

- Ask students to read the sentences 1–8 and to circle the correct answer for each one.
- Check answers orally and/or by writing them on the board.



1 for	4 visit	7 to
2 would	5 miss	8 then
3 you'll	6 but	

### 2

- Ask students to read the sentences 1–8 in exercise 1 again and then to choose the correct answer for each question.
- Check answers orally and/or by writing them on the board, eliciting from students which key words or phrases helped them find the answer.



1 a	3 a	5 b	7 a
2 b	4 a	6 b	8 a



## HOMEWORK!

- Assign exercises 1 and 2 on page 94 of the Workbook.



## Get ready to write

**Review**

**Aim:** to prepare students to write a review

**1**

- Ask if any of your students have visited the Tower of London and elicit what they remember about it.
- Choose a student to read the review out loud while the rest of the class follow in their books.
- Ask students to answer the questions about the review individually or in pairs.
- Check answers orally and/or by writing them on the board.



- 1 on the River Thames, next to Tower Bridge
- 2 see the Beefeaters, see the ravens, go on a guided tour, see the Crown Jewels
- 3 anyone who visits London, including families with children
- 4 a similar: gives useful information  
different: no headings, less formal
- b similar: has a title, and is written to interest the reader  
different: no important differences in terms of style as a review is a type of article about a film/book/place, etc
- c similar: contains some factual information  
different: less formal, less presentation of logical argument, makes a recommendation

**2**

- Ask students to read the writing task and answer the questions.
- Encourage them to think of a place they know well to review as this will make it easier for them to imagine the details.
- Elicit their answers to the questions and make a note of any good ideas on the board.

**3**

- Ask students to go to their Composition Planner on page 165 and give them about five minutes to write a brief plan for their review.

**HOMEWORK!**

- Assign the writing of the review students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this review and give it to you. Their review will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their review to you.

**Webquest**

- Ask students to complete the Webquest on page 207 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 Human Resources     | 6 (the) Airbus A380 |
| 2 left and right      | 7 commercial        |
| 3 Heavy Goods Vehicle | 8 135               |
| 4 P&O (Cruises)       | 9 visa              |
| 5 get the sack        | 10 chopper          |

**Further material**

- For further practice and consolidation, ask students to complete the Unit 14 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 14, you may like to administer the Unit 14 Test, which is in the Tests section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 14.

# Revision Units 13-14

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 13 and 14.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 43 and the following should be taken as a rough guide to students' performance:



35 and over: **Brilliant!**

25 and over: **Not bad**

between 15 and 25: **Could be better**

under 15: **Should be better**



## As homework

- Assign all of the exercises after Units 13 and 14 have been completed.
- Alternatively, you may want to assign exercises 2, 5 and 6 after Unit 13 has been completed and exercises 1, 3, 4 and 7 after Unit 14 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

### 1



- |                   |            |
|-------------------|------------|
| 1 flight          | 4 passport |
| 2 package holiday | 5 border   |
| 3 cabin           | 6 coach    |

### 2



- |              |             |
|--------------|-------------|
| 1 in         | 6 to do     |
| 2 for        | 7 to behave |
| 3 in working | 8 of        |
| 4 in         | 9 on        |
| 5 do         | 10 for      |

### 3



- |                                |
|--------------------------------|
| 1 will be travelling           |
| 2 will have heard              |
| 3 will be earning              |
| 4 will be working              |
| 5 won't/will not have finished |

### 4



- |          |          |            |
|----------|----------|------------|
| 1 tour   | 3 missed | 5 trip     |
| 2 cruise | 4 trip   | 6 ahead/on |

### 5



- |   |
|---|
| 1 if/whether he was self-employed   |
| 2 Danny had been paid his commission yet                                      |
| 3 if/whether he wanted to come/go in to the office the next/following morning |
| 4 what the salary was   |
| 5 when she could expect a pay rise  |

### 6



- |  |
|--|
| 1 what 'departure' means?                          |
| 2 how much the bus ticket is.                      |
| 3 if/whether you will/you'll be leaving on Friday. |
| 4 if/whether it is/it's a single or a return?      |
| 5 (you) which airline you flew with?               |

### 7



- |         |               |            |
|---------|---------------|------------|
| 1 were  | 3 would       | 5 was/were |
| 2 could | 4 hadn't quit | 6 hadn't   |

# 15

## Make or Break

### Target language

<b>Grammar:</b>	<i>prefer, would rather, had better</i> / direct and indirect objects
<b>Lexis:</b>	success / phrasal verbs with other particles
<b>Reading skills:</b>	reading for specific information
<b>Listening skills:</b>	listening for intention
<b>Speaking skills:</b>	prioritising
<b>Writing skills:</b>	using the correct register / article
<b>Pronunciation skills:</b>	/ɔ:/ and /ʌ/ recognition and production

- The expression *It's make or break* is used to refer to a critical situation, when something will result in either success or failure. The subject of the unit is success.
- Ask students what they understand by the title and see if they can guess what the unit will be about.
- Ask them if they've ever been in a *make or break* situation.

1

- 1 a new kind of vacuum cleaner  
2 It didn't use bags and didn't lose power.

2

- Now ask students to scan the text again to match the figures to the statements.
- Check answers orally and/or by writing them on the board, asking students to justify their choices by reading directly from the text.

3

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

3

- Ask students to read the text more carefully and to decide whether the statements are true or false.
- Check answers orally and/or by writing them on the board, asking students to justify their choices.
- Use the following questions to generate further discussion on the subject of the text:  
*Do you consider James Dyson to be successful?  
Would you like to be successful in the same way?  
What are the risks of trying to set up your own business?  
What qualities do you need to be a successful businessman/woman?*



### Reading CD2, Track 18

**Aim:** to introduce students to reading for specific information

1

- Ask students to look at questions 1 and 2 and to scan the text quickly for the answers to them.
- Check answers orally and/or by writing them on the board.

- 1T '... he described himself as someone "whose recipe for success has been to make things that people want to buy. Not because they look better ... but because they work better."
- 2F 'After school, he went to art college, where he got qualifications in furniture and design before he became interested in engineering.'
- 3T 'In the late 1970s, he realised that the vacuum cleaner he was using lost power as it got full of dust. He made up his mind to invent a new kind that didn't have this problem.'
- 4F 'At the time, he and his wife didn't have much money.'
- 5F 'It took him five years to succeed.'
- 6F 'Even though he had managed to achieve his first aim, to build a better vacuum cleaner, companies were not interested in helping him.'
- 7T 'He started selling his vacuum cleaners in Japan and won the International Design Fair prize in 1991. Using the money he earned in Japan ...'
- 8T 'His product became more and more popular as people realised they would rather not buy new bags every few weeks.'
- 9F '... I think students should be marked by how many mistakes they make.'
- 10T '"The fact is, the B grade students are the most successful in life ... They're not scared of failure."

### HOMEWORK!

- Assign the Reading exercise on page 96 of the Workbook.

### Additional task

- Write the following words on the board and ask students to find words or phrases in the text that mean the same as them:

#### ON THE BOARD

- 1 job
- 2 decided
- 3 hard work
- 4 businesses
- 5 started a business

- Check answers orally and/or by writing them on the board.



- 1 career (paragraph 1)
- 2 made up his mind (paragraph 2)
- 3 struggle (paragraph 3)
- 4 companies (paragraph 4)
- 5 set up (paragraph 5)

## Dictionary corner

**Aim:** to introduce and practise language to do with success

- Ask students to complete the exercise, referring to the text if necessary.
- Check answers orally and/or by writing them on the board.



1 determined	5 achieve
2 qualifications	6 ambitions
3 failure	7 fortune
4 succeed	8 mind

### Errors to watch out for

- Students often confuse *qualifications* and *certificates*. Certificates are the actual pieces of paper which show what qualifications you have.

### HOMEWORK!

- Assign exercises 1 and 2 on page 97 of the Workbook.

### Have your say!

**Aim:** to give students the opportunity to express their own opinions

- Put students into pairs or small groups and ask them to discuss the questions. Encourage them to give reasons for their opinions. Ask each pair/group to report back to the class on their discussion.
- Alternatively, you might want to do the activity as a whole class. Ask students to comment on the role of making mistakes in learning English.

## G Grammar 1

*prefer, would rather, had better*

**Aim:** to introduce students to the comparative uses of *prefer*, *would rather* and *had better*

### 1

- Go through **Grammar database 29** on pages 200 and 201 of the Grammar database with students.
- Ask students to do the exercise individually or in pairs, referring to **Grammar database 29** if necessary.
- Check answers orally and/or by writing them on the board.



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

**2**

- Ask students to read through the short text quickly ignoring the words in bold to get the gist. Elicit who wrote the text (a young person at school thinking about his/her future).
- Ask students to read the text again, this time choosing the correct words and phrases to complete the text, referring to **Grammar database 29** if necessary.
- Check answers orally and/or by writing them on the board.



1 would	4 doing	7 prefer
2 to go	5 to	8 had
3 would	6 would rather not	

**3**

- Ask students to do the exercise, referring to **Grammar database 29** if necessary.
- Check answers orally and/or by writing them on the board.



1 would	4 to (the first one)
2 to (the first one)	5 had
3 than	6 rather (the first one)

**4**

- Ask students to do the exercise, referring to **Grammar database 29** if necessary.
- Check answers orally and/or by writing them on the board. Draw students' attention to the pronunciation of the name *Sean*, like *shorn*.



1 had better check
2 would rather you did not/didn't
3 prefer to be happy rather
4 prefers taking risks to

**Additional task**

- Write the following on the board:

**ON THE BOARD**

- 1 I've got toothache.
- 2 I've got exams next week.
- 3 It's my brother's birthday tomorrow.
- 4 I'm always late for school.
- 5 I want to be a pop star when I grow up.

- Ask students to think of some advice for each of the situations described using *had better* (eg 1 You'd/had better go to the dentist's.).
- Elicit answers orally.

**HOMEWORK!**

- Assign exercises 1, 2, 3, 4 and 5 on pages 97 and 98 of the Workbook.

**Listening**

**Aim:** to give students practice in understanding speakers' intentions

**1**

- As a warm-up, ask students if they have an ambition in life and, if so, what it is.
- Explain that they are going to listen to five people talking about their ambitions and that they must note down what each one's is.
- Play the CD once while students listen and note down their answers.

**CD2, Track 19**

- Check answers orally and/or by writing them on the board.



Speaker 1: (to) visit Greece  
 Speaker 2: to find a job  
 Speaker 3: to build a house  
 Speaker 4: to become successful with their band / to get a record deal and make a CD  
 Speaker 5: to swim in the Olympics®

**2**

- Ask students to read through statements A–F and see if they can match up any with the speakers before they listen for the second time.
- Play the CD again and tell students to listen and match the statements.

**CD2, Track 19**

- Check answers orally and/or by writing them on the board.
- Ask students the following questions:  
*Which of the speakers is/are most likely to achieve their ambition? Why?*  
*Which of the speakers is/are not very likely to achieve their ambition? Why not?*



Speaker 1: D	Speaker 4: B
Speaker 2: F	Speaker 5: C
Speaker 3: A	E is not used.

**HOMEWORK!**

- Assign the Listening exercise on page 101 of the Workbook.

## Dictionary corner

**Aim:** to give practice in using phrasal verbs with different particles

### 1

- Ask students to do the exercise individually or in pairs. Explain that they should be able to work out the answers even if they only know the meaning of one of the phrasal verbs in each pair.
- Check answers orally and/or by writing them on the board.



1 down	3 up	5 into	7 after
2 on	4 on	6 on	8 into

### 2

- Ask students to match the verbs that were the answers in exercise 1 with their definitions.
- Check answers orally and/or by writing them on the board.



1 turn into	5 look into
2 carry on	6 turn down
3 put on	7 look after
4 get on (with)	8 make up

### Additional task

- Ask students to choose three of the phrasal verbs from exercise 2 and make a sentence with each using *prefer*, *would rather* and/or *had better* and an appropriate structure (they should refer to **Grammar database 29** if necessary).
- Check answers orally and/or by writing them on the board.



Students' answers, eg  
 I'd prefer not to **carry on** studying after I leave school.  
 You had better not **turn down** that job offer as it's the only one you've had.  
 I prefer doing nothing to being active, which is why I **put on** weight so easily!



### HOMEWORK!

- Assign exercises 1 and 2 on page 99 of the Workbook.

## G Grammar 2

### Direct and indirect objects

**Aim:** to familiarise students with the use and position of direct and indirect objects in sentences

### 1

- Write the following sentence on the board and elicit which is the direct object and which the indirect object in the sentence (direct object = the message / indirect object = Karen).

#### ON THE BOARD

*Have you given the message to Karen?*

- Elicit a different way this sentence could be expressed (Have you given Karen the message?).
- Go through **Grammar database 30** on page 201 of the Grammar database with students.
- Ask students to do the exercise, referring to **Grammar database 30** if necessary.
- Check answers orally and/or by writing them on the board.



(a dash means that no word is needed)

1 –	4 for	7 –
2 to	5 –	8 –
3 to	6 to	

### 2

- Ask students to do the exercise, referring to **Grammar database 30** if necessary.
- Point out that they must not use the word in bold or change any of the other words to form their new sentence.
- Check answers orally and/or by writing them on the board.



- I made my dad a promise to try harder at school.
- We'll send you the certificate next week.
- Did you get Mandy a present?
- I'm going to make an effort to write my pen friend a letter every week.
- My mum made the team a cake when they won the match.

### 3

- Ask students to rewrite the sentences using the word in bold, referring to **Grammar database 30** if necessary. You might want to go through the first one together as a class, eliciting the answer and checking understanding, before asking students to complete the task on their own.
- Check answers orally and/or by writing them on the board.



- I showed the new office computer system to me
- You lend some money to me
- Made a birthday card for you
- Me play a video online for you
- The email you got from Jake to me

### HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 99 and 100 of the Workbook.



## Soundstation

**Aim:** to give students practice in recognising and producing the sounds /ɔ:/ and /ʌ/

### 1

- Ask students to read the two words aloud, then play the CD for them to check their pronunciation.



CD2, Track 20

### 2

- Ask students to practise reading through the pairs of words, checking any they are unfamiliar with in a dictionary.
- Play the CD, asking students to circle the word they hear in each pair.



CD2, Track 21

- Check answers orally and/or by writing them on the board.



1 short	4 born
2 done	5 but
3 won	6 bored

### 3

- Ask students to practise saying the pairs of words again. Provide feedback and correction where appropriate.

### Additional task

- Ask students to make two columns in their exercise books and write the word *caught* at the top of one and *cut* at the top of the other.
- Write the following words on the board and ask students to write them in the appropriate column according to the vowel sound they contain:

#### ON THE BOARD

door, luck, come, roar, sure, law, enough, water, floor, bored

- Check answers orally and/or by writing them on the board.



caught: door, roar, sure, law, water, floor, bored  
cut: luck, come, enough



## Speaking

**Aim:** to give practice in prioritising

### 1

- Read through the information with students and elicit what the pictures show (a games console, a pool table, a video camera, a tablet, a fridge).
- Ask students to make notes in answer to the three questions.
- Don't check answers at this point – students will discuss them in exercise 2.

### 2

- Ask students to have a discussion with their partner based on the notes they made in exercise 1, using the phrases given.
- Go round the class monitoring the conversations.
- Alternatively, you may wish to do this as a whole class discussion.
- Take a vote at the end on which would be the most useful piece of equipment for the youth club, and why.

### 3

- Explain to students that they are going to have a conversation with their partner based on the information on page 169.
- Refer students to the Speaking database on page 174 before they do the task.
- Elicit some examples of questions the reporter might be likely to ask and write them on the board:

#### ON THE BOARD

*When did the quiz take place?*

*Who were you competing against?*

*How did you feel when you won?*

*What was the prize?*

*What would you like the prize money to be spent on?*

- Give students about five minutes to do the role-play activity, while you go round the class monitoring. Remind them that they can use the useful phrases from the Phrase Bank! in exercise 2 if they wish.



## Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to tell you the reasons why people make mistakes (eg they do things too quickly or without paying attention to what they're doing; they are inexperienced or nervous; they are distracted; they are afraid of failure, etc).
- Ask students to complete the exercise individually or in pairs.
- Remind them to read the text when they have completed the gaps to make sure it makes grammatical and logical sense.
- Check answers orally and/or by writing them on the board.

1 not	7 had
2 it	8 to
3 would	9 us
4 them	10 prefer / like / choose
5 up	11 to
6 you	12 on

## Writing

### Using the correct register

**Aim:** to give students practice in distinguishing between different registers

#### 1

- Choose two students to read texts A and B aloud while other students follow in their books.
- Elicit whether the paragraphs are from the beginning, middle or end of the respective pieces of writing (both are the introductions) and elicit ideas as to how they might continue (A: by giving advice about how to organise a quiz / B: by discussing the effects of being competitive or whether or not being competitive is a good thing in more detail).
- Ask students to answer questions 1–9.
- Check answers orally and/or by writing them on the board.

1 A	3 B	5 A	7 A	9 A
2 A	4 B	6 B	8 B	

#### 2

- Explain to students that these sentences are inappropriate for an article for a young people's magazine because they are too formal.
- Ask students to rewrite the sentences in a more appropriate style.
- Check answers orally and/or by writing them on the board, accepting all sentences which are grammatically correct and the correct level of formality.

(suggested answers)

- 1 Make sure you know the right answer to each question.
- 2 You need to make answer sheets before the quiz.
- 3 You have to decide how many questions you're going to ask.
- 4 Think about whether you want teams or individuals to take part.
- 5 Don't forget that not everyone's going to bring a pen with them.
- 6 Give the winning team a cheap prize.

### HOMEWORK!

- Assign exercises 1, 2 and 3 on page 101 of the Workbook.

## GO Get ready to write

### Article

**Aim:** to prepare students to write an article

#### 1

- Ask students to read the article and say whether or not they agree with the advice given in it (and if they can think of any other tips for successful revision).
- Ask students to answer the questions individually or in pairs.
- Check answers orally and/or by writing them on the board.

#### 2

- 1 one of the following: *you're, don't, you'll, won't*
- 2 exclamation mark (!)
- 3 either of the following (in paragraph 1): *Are you about to start revising for exams? / Are you worried you're studying in the wrong way?*
- 4 one of the following: *take, make, add, give, don't imagine, find, stay, get*
- 5 *Then take a look at ... (paragraph 1) / Good luck! (paragraph 4)*

#### 3

- Read through the advertisement with students and ask them if they have ever organised a party, barbecue, quiz, etc.
- Ask students to choose the event they're going to write about in their article and note down five tips on how to organise it.
- Elicit some ideas for each of the different events and ask students what kind of language they will use in their article for giving tips/advice (imperatives and modal verbs, eg *should, ought to, could*, etc).
- Draw students' attention to paragraph 3 of the model article, where the writer gives the reader advice by giving an example of his/her own approach to exams. Tell students they might want to use this approach when giving tips/advice in their article.

#### 3

- Ask students to go to their Composition Planner on page 166 and give them about five minutes to write a brief plan for their article.

### HOMEWORK!

- Assign the writing of the article students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this article and give it to you. Their article will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their article to you.

## Additional task

- Divide students into two teams (A and B) and tell them they are going to do a quiz about successful people.
- Tell them the two teams will take it in turns to answer questions: if they get the question right, they score two points; if they get it wrong, the other team can have a go at answering it for a bonus point (i.e. one point).
- Read out question 1 to Team A, question 2 to Team B, and so on.
- Keep the teams' scores on the board – the winners are the ones with the most points at the end.

## SUCCESSFUL PEOPLE QUIZ

(answers in brackets)

- Who discovered America in 1492?  
(Christopher Columbus)
- Which famous rock and roll singer was nicknamed 'The King'?  
(Elvis Presley)
- Who was the first man to walk on the Moon?  
(Neil Armstrong)
- Which company made the very first pair of blue jeans?  
(Levi's)
- Which children's books about a school for wizards were written by J.K. Rowling?  
(the *Harry Potter* series)
- Name one of the stars of the film *Titanic*.  
(Kate Winslet or Leonardo DiCaprio)
- Which football team based in the north of England did David Beckham used to play for?  
(Manchester United)
- Who wrote the plays *Hamlet* and *Macbeth*?  
(William Shakespeare)

## Further material

- For further practice and consolidation, ask students to complete the Unit 15 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 15, you may like to administer the Unit 15 Test, which is in the Tests section of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 15.

# Buy, Buy, Buy!

## Target language

**Grammar:**

question tags / *although, even though, despite, in spite of*

**Lexis:**

shopping and money / word formation (verbs, nouns and noun phrases)

**Reading skills:**

implication

**Listening skills:**

listening for specific information

**Speaking skills:**

expressing preference

**Writing skills:**

punctuation and capitalisation / report

**Pronunciation skills:**

reception and production of question tag intonation

- Ask students to look at the title and elicit suggestions as to what the unit is about (shopping and money).
- Ask students if they think people in general buy more than they actually need and, if so, why.

- If a student makes a mistake when trying to remember the list of things, they are 'out' and the game continues without them. The winner is the student who manages to remember the longest list correctly.



## Get warmed up!

**Aim:** to introduce the subject of shopping and money through personal responses

- Give students a short time to discuss the questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.
- You might like to write the following sayings on the board and ask students how far they agree with them:

### ON THE BOARD

*Money is the root of all evil.*

*Money makes the world go round.*

*Money can't buy happiness.*

## Additional task

- Play the game 'I went to the shops'.
- Student A should start the game by saying, 'I went to the shops and I bought a T-shirt.' (He/She can choose to say any product whatsoever.)
- Student B then continues the game by saying, 'I went to the shops and I bought a T-shirt and some socks.' Once again, 'socks' is just an example. Student B can say any product. As you go round the class the list of purchases will get longer and each student has to remember what previous students 'bought' in the correct order.



## Reading



CD2, Track 22

**Aim:** to develop students' understanding of implication

### 1

- Read through the introduction to the questionnaire with students and explain that, for each question in the questionnaire, they will have to choose the correct option for themselves.
- Go round the class asking students to read out a question each while the others follow in their books and tick the answer that applies to them.
- Ask students to calculate their scores at the end and elicit what kind of shopper they are before you read out the comments for each score.
- Elicit suggestions as to the meaning of the word *shopaholic* (someone addicted to shopping) and ask students if they know any other words ending in 'holic' (eg alcoholic, workaholic, chocoholic).

### 2

- Explain that sometimes reading tasks require you to infer an answer from the information given in a text – that means the answer is not given directly, but can be deduced from what is said.
- Make sure students understand the meaning of the word *imply* (suggest).
- Ask students to read the comments on the scores again and answer the three multiple-choice questions.

- Check answers orally and/or by writing them on the board, asking students to justify their choices.

- K**
- 1 B '... if your score is above 45, you're in danger of becoming a shopaholic. Take care ...'  
 2 B 'You might be in danger of being called old-fashioned and boring by many of the people round you.'  
 3 C eg 'Are you sure you've got enough money???' , 'Maybe you should get out more!'

- Discuss the questionnaire and its results with students.
- You might want to follow it up with these further questions for discussion:

*Why are brand names important to young people in particular when it comes to shopping?*

*How far are you influenced by advertising to buy certain products?*

*Do you think you can be happy without a lot of money?*

### **HOMEWORK!**

- Assign the Reading exercise on page 102 of the Workbook.

### **Additional task**

- Write the following sentences on the board and ask students what is implied by each one:

#### **ON THE BOARD**

- 1 *Shopping isn't high on my list of priorities.*
- 2 *The shop assistant looked as if he had much better things to do than serve me.*
- 3 *She was not famous for her self-control with a credit card.*
- 4 *It might not have been the bargain of the year, but so what? You only live once.*
- 5 *Trying on the jeans brought it home to me that not going on a diet was not an option.*

- K**
- 1 I don't like shopping.  
 2 The shop assistant looked bored / wasn't very polite.  
 3 She liked spending money.  
 4 It was expensive but I didn't / don't care.  
 5 I realised when I tried on the jeans that I would have to go on a diet.

### **Dictionary corner**

**Aim:** to introduce and practise language to do with shopping and money

- Ask students to complete the exercise, referring to the questionnaire if necessary.
- Check answers orally and/or by writing them on the board.

- Draw students' attention to the pronunciation of the word *receipt* (like 'ri-'seat').

- |               |               |
|---------------|---------------|
| 1 try, on     | 6 catalogue   |
| 2 take, back  | 7 order       |
| 3 credit card | 8 bargain     |
| 4 receipt     | 9 Brand names |
| 5 sales       |               |

### **HOMEWORK!**

Assign exercises 1 and 2 on page 103 of the Workbook.

### **Have your say!**

**Aim:** to give students the opportunity to express their own opinions

- Put students into pairs and ask them to ask and answer the questions, giving their opinions of the questionnaire.
- Ask them to come up with their own questions for the questionnaire, with their own answer options. Ask them to share their questions with the whole class and get the students to answer each other's questions.

### **G Grammar 1**

#### **Question tags**

**Aim:** to familiarise students with the formation and usage of question tags

#### **1**

- Direct the following comments to different students in the class:  
*You've done your homework, haven't you?  
 It's cold/hot today, isn't it?  
 Your sister's/brother's name's ..., isn't it?*
- Go through **Grammar database 31** on pages 201 and 202 of the Grammar database with students.
- Ask students to do the exercise, referring to **Grammar database 31** if necessary.
- Check answers orally and/or by writing them on the board.

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

#### **2**

- Ask students to do the exercise, referring to **Grammar database 31** if necessary.
- Check answers orally and/or by writing them on the board.

- |  |
|--|
| 1 <i>will</i> should be <i>shall</i>       |
| 2 <i>hasn't</i> should be <i>has</i>       |
| 3 <i>amn't</i> should be <i>aren't</i>     |
| 4 <i>doesn't</i> should be <i>does</i>     |
| 5 <i>shouldn't</i> should be <i>should</i> |

**3**

- Ask students to do the exercise individually or in pairs, referring to **Grammar database 31** if necessary.
- Check answers orally and/or by writing them on the board.



1 doesn't he?	6 shall we?
2 is it?	7 am I?
3 doesn't she?	8 will you?
4 have we?	9 couldn't we?
5 do they?	

**Additional task**

- Write the following question tags on the board and choose different students to ask you questions (about you, themselves or other students) using them:

**ON THE BOARD**

will you?	shall we?
has he?	don't I?
doesn't she?	was it?
did they?	isn't it?
aren't I?	should he?

**HOMEWORK!**

- Assign exercises 1, 2, 3 and 4 on page 104 of the Workbook.

**Listening**

**Aim:** to give students practice in listening for specific information

**1**

- As a warm-up, ask students if they like shopping and to say why / why not.
- Ask students to label the pictures and check their understanding of *cash card* and *cheque book*. Ask them which of these things they or their parents use when they go shopping.
- Check answers orally and/or by writing them on the board.



cash machine  
cheque book  
cash  
cash card

**2**

- Ask students to read through statements 1–5 before they listen to the CD.
- Play the CD, asking students to choose T or F as they listen.

**CD2, Track 23**

- Check answers orally and/or by writing them on the board.



1 F	3 T	5 F
2 F	4 T	

**3**

- Ask students to read the sentences and make a note of any answers they can remember.
- Play the CD again and ask students to listen out for a word or short phrase which can fit in the gap.

**CD2, Track 23**

- Check answers orally and/or by writing them on the board.



1 cheque book	4 in the evening
2 credit card	5 cash card
3 electricity bills	

**HOMEWORK!**

- Assign the Listening exercise on page 107 of the Workbook.

**Dictionary corner**

**Aim:** to give practice in word formation

- Ask students to look at the words given in the table and check they understand them.
- Ask them to do the exercise in pairs, preferably without using dictionaries.
- Check answers orally and/or by writing them on the board.
- Point out the difference in stress between *produce* as a verb and a noun (stressed syllables indicated in bold): *produce* (verb), *produce* (noun).
- Point out the difference in stress between the following words (stressed syllables indicated in bold): *advertise*, *advertiser*, *advertisement*, *advert*, *advertising*.



shop: shopper, shop assistant, shopping centre, go shopping

produce: producer, product, produce

consume: consumer, consumption, consumer rights, consumer society

salesperson, sales, on sale, for sale, buy something in the sales

deliver: delivery, pay cash on delivery, free delivery

manage: managing director, management

advertise: advertiser, advertisement, advertising agency

## Additional task

- Ask students to close their books.
- Write the following sentences on the board and ask students to complete the gaps with the appropriate words (from the table in the previous exercise):

### ON THE BOARD

- 1 Would you say that you're a sensible \_\_\_\_\_ or do you normally spend too much when you go \_\_\_\_\_?
- 2 I always buy fresh \_\_\_\_\_ like eggs, fruit and vegetables at my local market rather than in a \_\_\_\_\_.
- 3 These curtains were a bargain because I bought them in the \_\_\_\_\_.
- 4 I decided to \_\_\_\_\_ my car in the paper because it didn't cost anything to put the \_\_\_\_\_ in.

- Check answers orally and/or by writing them on the board.



- 1 shopper, shopping
- 2 produce, shop/store
- 3 sales
- 4 advertise, advert/advertisement



### HOMEWORK!

- Assign exercises 1 and 2 on page 105 of the Workbook.

## G Grammar 2

*although, even though, despite, in spite of*

**Aim:** to familiarise students with the structures that go with *although, even though, despite, in spite of* and their meaning

### 1

- Go through **Grammar database 32** on page 202 of the Grammar database with students.
- Ask students to do the exercise, referring to **Grammar database 32** if necessary.
- Check answers orally and/or by writing them on the board.



- |               |                         |
|---------------|-------------------------|
| 1 In spite    | 4 Despite               |
| 2 Although    | 5 Despite the fact that |
| 3 Even though | 6 in spite of           |

### 2

- Explain to students that some of the words in bold are correct and the rest are incorrect. Tell students that they should look through all the sentences and decide which are correct first, before they try to correct the ones that are incorrect.

- Give students time to complete the task, referring to **Grammar database 32** if necessary, and then check the answers.



- 1 ✓
- 2 was
- 3 (my) looking/the fact (that) I looked
- 4 were
- 5 ✓

### 3

- Ask students to do the exercise individually or in pairs, referring to **Grammar database 32** if necessary and paying attention to punctuation.
- Check answers orally and/or by writing them on the board.



- 1 Although the shop is a long way from the city centre, it is popular.
- 2 Even though we've got a car, we prefer to take the bus into town.
- 3 Despite being the right size, the jeans didn't feel comfortable. / Despite the fact that the jeans were the right size, they didn't feel comfortable.
- 4 In spite of there being a big queue, I decided to wait. / In spite of the fact (that) there was a big queue, I decided to wait.



### HOMEWORK!

- Assign exercises 1, 2, 3, 4 and 5 on pages 105, 106 and 107 of the Workbook.



## Soundstation

**Aim:** to give practice in understanding and producing intonation in question tags

### 1

- Play the first version of the sentence on the CD, telling students to listen carefully.



### CD2, Track 24

- Then play the second version of it and elicit what the difference is in the way it is spoken (the speaker's voice goes up at the end, whereas in the first it went down) and possible reasons for this difference (the first question is asked in order to confirm something the speaker thinks is true, while in the second, the speaker doesn't have preconceived ideas as to what the answer will be, i.e. it's more like a real question).
- Go through the two explanations with students, playing the sentences again, if necessary, to illustrate the differences in intonation in the question tag.

### 2

- Ask students to listen carefully to the sentences, especially the intonation at the end of them, and decide whether they're the first or second type described in

exercise 1 (i.e. whether the speaker expects the listener to agree or whether they really want to check the information they're asking about).

### CD2, Track 25

- Play the CD again, pausing after each sentence for students to circle the answer.
- Check answers orally and/or by writing them on the board.



1 agree	3 check	5 check
2 agree	4 agree	

### 3

- Ask the students to practise saying the sentences with both types of intonation.
- Choose different students to read out a sentence each with one type of intonation or the other and elicit what exactly they meant afterwards (i.e. whether it was said expecting agreement or to ask for information).

### Additional task

- Write the following situations and questions on the board and ask students to practise asking the questions with the correct intonation:

#### ON THE BOARD

- 1 You think your friend looks awful in the dress she's just tried on in a shop, but you're afraid she might buy it. You say: 'You're not going to buy that, are you?'
- 2 You and your friend have found a really good shop with excellent prices – you've both bought lots of bargains. You say: 'This shop's brilliant, isn't it?'
- 3 You know that your friend didn't buy a CD she really wanted because she couldn't afford it. You say: 'You didn't have enough money to buy it, did you?'
- 4 You're tired from too much shopping and suggest going for a coffee to your friend, who isn't as tired as you. You say: 'Let's go for a coffee, shall we?'

- Check answers orally.



1 voice should go up
2 voice should go down
3 voice should go down
4 voice should go up



### Speaking

**Aim:** to give practice in expressing preference

### 1

- Ask students to close their books.

- Read questions 1–7 aloud, eliciting answers from different students and encouraging them to expand on their answers as much as possible.

### 2

- Ask students to open their books and interview each other using questions 1–7 and taking brief notes on their partner's answers. Remind them that they can use the useful phrases from the Phrase Bank! if they wish.
- Tell students you are going to carry out a class survey to find out about their consumer habits and write the following on the board:

#### ON THE BOARD

- 1 shopping:  
alone?  
with friends?  
with family?
- 2 second-hand clothes:  
yes?  
no?
- 3 pay:  
in cash?  
with credit card?
- 4 prefer:  
money?  
presents?
- 5 prefer:  
catalogue?  
shop?
- 6 internet shopping?
- 7 prefer:  
saving money?  
spending money?

- Elicit students' preferences regarding each question by asking students to answer about their partner (according to the notes they took) rather than themselves.
- Count up the number of students who answered each way after each question and write the numbers on the board.
- Ask students to draw conclusions about the results of the survey, using *would rather* and *prefer* with the appropriate structures (eg *Most students prefer to get money rather than presents for Christmas. / Less than half of the class would rather save money than spend it.*).

### 3

- Explain to students that they are going to have a conversation with their partner based on the information on page 169.
- Refer students to the Speaking database on page 174 before they do the task.
- Allow pairs to decide who will role-play the customer first, and who will be the shop assistant.
- Give students about five minutes to do the role-play activity, swapping roles when they have finished the first time, while you go round the class monitoring.



## Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Ask students to skim the text quickly for gist and elicit what it's about (one's rights when shopping).
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



- 1 shopper
- 2 consumer
- 3 adverts/advertisements/advertisers
- 4 product
- 5 delivery
- 6 complaint
- 7 assistant
- 8 manager
- 9 customers
- 10 online

## 2

- Ask students to look at the four extracts and work out where they are from (1 a report, 2 an informal email, 3 a formal letter, 4 a story).
- Ask students to work individually or in pairs to rewrite the extracts with the appropriate capitalisation and punctuation.
- Check answers by writing them on the board.



- 1 To: Mr Deacon  
From: Alison Davis  
Subject: Improvements to Deacon's Newsagents  
Date: 24th February
- 2 Dear Charlie,  
Hi! How are you? Thanks for your email. I'm really pleased you're coming to stay with us this Christmas. You're not going to spend a lot on presents for my family, are you?
- 3 Yours sincerely,  
Jean Prentice
- 4 Hardy came into the room. 'Good morning,' he said. He sat at the breakfast table and opened the newspaper. 'I see the sales have started,' he remarked.



## Writing

### Punctuation and capitalisation

**Aim:** to give students practice in using punctuation and capitalisation correctly

#### 1

- Ask students to look at the first sentence. Elicit how many mistakes there are, what they are and why they are incorrect.
- Continue with the remaining sentences.



- 1 two mistakes: the comma after *yesterday* because this should be two separate sentences, and the word *its*, which means 'belonging to it'
- 2 one mistake: *it's* means 'it is' or 'it has'. *Its* should be used to show possession.
- 3 one mistake: the question mark. This is a reported question.
- 4 two mistakes: we never use chevrons (>) in English and the sentence doesn't end after *anything*
- 5 two mistakes (related to each other): the commas. This is a defining relative clause.

- Ask students to rewrite the sentences correctly.
- Check answers by writing them on the board.



- 1 I got the new *Homeshopper* catalogue yesterday. It's great.
- 2 This department store has its own credit card.
- 3 I asked if I could return the top.
- 4 'I didn't buy anything,' said Chris. (Note: It doesn't matter if double or single quote marks are used here, as long as they are both the same type.)
- 5 The shop assistant that served me was very helpful.

### Additional task

- Ask students to write a couple of sentences that could be part of any of the types of writing that have been covered in the book (letter, email, report, story, etc). The sentences should contain examples of different kinds of punctuation.
- Choose a student to write their sentences on the board minus all punctuation and in lower case letters (as in the examples they looked at).
- Another student should then rewrite the sentences on the board with the correct punctuation and capitalisation.
- Repeat this process several times with different students.



### HOMEWORK!

- Assign the Writing exercise on page 107 of the Workbook.



## Get ready to write

### Report

**Aim:** to prepare students to write a report

#### 1

- Choose a student to read the report aloud and ask students what it's about (a possible new location for a gift and card shop) and what they imagine is the relationship between Amy Baxter and Mrs Peters (employee and employer/manager).
- Ask students to answer questions 1–5 individually or in pairs.
- Check answers orally and/or by writing them on the board.



- 1 Amy Baxter
- 2 formal
- 3 Although / However
- 4 Conclusion
- 5 a ideal (paragraph 2)
- b discovered (paragraph 2)
- c reasonable (paragraph 2)
- d our current location (paragraph 3)

**2**

- Ask students to read through the task and make notes in answer to questions 1–6. Encourage them to use their imagination.
- Elicit some ideas in answer to the questions, especially for question 5.
- Check answers orally and/or by writing them on the board.

**3**

- Ask students to go to their Composition Planner on page 167 and give them about five minutes to write a brief plan for their report.

**HOMEWORK!**

- Assign the writing of the report students have planned in their Composition Planner, telling them to write between 120 and 180 words.
- Tell students they will write a first version of this report and give it to you. Their report will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their report to you.

**Webquest**

- Ask students to complete the Webquest on page 207 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 Cromer, Norfolk, England
- 2 Bloomingdale's
- 3 to university
- 4 1965
- 5 Preliminary English Test
- 6 New Year's Day
- 7 1952
- 8 1995
- 9 Canberra
- 10 &,'and'

**Further material**

- For further practice and consolidation, ask students to complete the Unit 16 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 16, you may like to administer the Unit 16 Test and Term Test 3, which are in the Tests section of the Teacher's DVD-ROM. You may also like to administer the Final Test. You may also like to construct your own test using the Test Generator material for Unit 16.
- Assign the End-of-Year Fun! exercises on pages 118 and 119 of the Workbook.

# Revision Units 15-16

You may wish to use this section in any of the following ways with your class:



## As a test

- Warn students a few days in advance that they should revise the language from Units 15 and 16.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately 30 minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for the test is 56 and the following should be taken as a rough guide to students' performance:



45 and over: **Brilliant!**

35 and over: **Not bad**

between 25 and 35: **Could be better**

under 25: **Should be better**



## As homework

- Assign all of the exercises after Units 15 and 16 have been completed.
- Alternatively, you may want to assign exercises 1, 2, 7 and 8 after Unit 15 has been completed and exercises 3, 4, 5 and 6 after Unit 16 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.



## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.

### 1

1 to	5 ✓
2 ✓	6 ✓
3 ✓	7 for (the first one)
4 to	

### 2

1 on	4 up	6 into
2 after	5 on	7 on
3 down		

### 3

1 have they	5 aren't I
2 doesn't he	6 is it
3 are you	7 do they
4 shouldn't we	

### 4

1 ✓	3 ✗	5 ✗
2 ✗	4 ✓	6 ✓

### 5

1 sales	5 receipt	8 catalogue
2 around	6 cash	9 through
3 bargains	7 credit	10 shop
4 on		

### 6

1 advert(ise)ment	4 managing
2 shopping	5 consumer
3 delivery	6 products

### 7

1 rather	4 rather
2 prefer	5 better
3 better	6 prefer

### 8

1 ambitious (column 7, down)
2 fortune (column 6, diagonal)
3 failure (column 3, down)
4 determined (column 1, diagonal)
5 achieve (column 8, across)
6 qualifications (column 1, diagonal)
7 succeed (column 12, down)

# Audioscripts

## Unit 1

### Listening 2 & 3

- Presenter:** Hello, and welcome to *English Forever*, the internet radio station for young people just like you who are learning English. Call us and tell us about your school and what you like and dislike. *English Forever* is a great place to practise your English. Oh, we've got our first caller. Hello!
- Ganika:** Hello! I'm Ganika, and I'm calling from India. Students in India work very hard to pass exams, and we do a lot of homework. I enjoy learning languages and learning about history, but I think science is probably my favourite subject. I love doing experiments, and I prefer it to maths. I find that subject too difficult! Bye!
- Presenter:** Thanks, Ganika! That's very interesting. And here's our second caller. Hello!
- Eugen:** Hello. I'm from Romania and I enjoy your show. Oh, and my name is Eugen! This year, I'm studying lots of different subjects, including geography and history, which I find a bit boring. I don't mind maths and English, but I really like PE. It's a great chance to get some exercise! I really look forward to those lessons!
- Presenter:** That's great, Eugen! Thanks. And here's our next caller. Hello!
- Valeriya:** Hi! This is Valeriya, and I live in Russia. It's snowing very heavily here right now, and my school is closed so I'm listening to you at home! I like a lot of subjects, such as computer studies and maths, but I don't really like French. It's a very difficult language. I prefer English, and that's probably the subject I like most. Thanks for giving me the chance to practise!
- Presenter:** You're welcome, Valeriya. And now our final caller. Hello!
- Dirk:** Hello! I'm speaking to you from Holland! My name is Dirk, and I'm 14 years old. I agree with the last caller that maths is interesting, and enjoy those lessons the most. I also like science lessons and computer studies lessons. I like English, but for me it's a very easy language! I prefer subjects where I have to work a little bit harder! Bye!
- Presenter:** Thanks for calling. Now let's have some music.

### Soundstation 2

- 1 Where's the peel?
- 2 Look at that ship!
- 3 That's a nice grin.
- 4 Where did you put the lid?
- 5 What a fantastic feeling!
- 6 Look at her chicks!

### Speaking 1

- Interviewer:** What time do you get up on school days?
- Katerina:** Well, usually at around seven o'clock, but sometimes I lie in a bit and get up at about seven thirty.
- Interviewer:** How do you usually get to school?
- Katerina:** Oh, I walk. It's not far. It's only five minutes from my house.
- Interviewer:** What's your favourite subject?
- Katerina:** History, definitely. I love it. It's so interesting learning about how people lived in the past.
- Interviewer:** What do you usually do at the weekends?
- Katerina:** Um ... what do I do? I don't know. The usual things, I suppose. Play with my friends, listen to music, catch up on my homework if I have to. Nothing special.
- Interviewer:** How often do you have English lessons?
- Katerina:** Well, we do English at school in the morning, and I also go to a language school in the afternoon, so I think I probably do some English every day, really.
- Interviewer:** Are you reading any books at the moment?
- Katerina:** Yeah, I'm reading a great book. *Harry Potter and the Deathly Hallows*. It's really exciting. Even better than the movie, actually.
- Interviewer:** What do you want to do when you leave school?
- Katerina:** I haven't really decided. I think I'd like to go to university and get a degree, but I'm not totally sure yet. I'm a bit young to make those kind of decisions.

## Unit 2

### Listening 2 & 3

#### Speaker 1

Actually, something weird did happen to me – must have been a couple of years ago, now. I was in er ... ,

London. Yeah, London, and I was trying to find a CD for my brother for his birthday. So I went into this shop in Oxford Street and started looking through the CDs. All of a sudden, I felt really odd, and I looked around and everyone seemed to be wearing clothes from the 1970s. I thought, that's strange, and I turned round and I couldn't find any CDs anywhere. They only had records, you know vinyl records. And I listened to the music they were playing and that was from the 70s too. And I wanted to go up and ask someone what year it was, but I was too scared, so I ran out of the shop and everything seemed normal outside, so I went back in, and the music was something modern, and everyone was wearing modern clothes, and they had loads of CDs. Weird, eh?

#### **Speakers 2–4**

Creepy! / Wow, bizarre!

#### **Speaker 2**

Well, this didn't happen to me – it happened to my uncle, but it's strange all the same. He was really into hypnosis a few years ago, and he used to see a hypnotist regularly. You know, this guy who'd send him to sleep and then ask him questions and stuff. Anyway, one day, while he was unconscious, he told the hypnotist he was called Mr Jackson, and that he was a fireman. He said it was the year 1884. He said he was seeing a play with his wife, and then he described the stage catching fire, and the actors screaming and the audience panicking and how he helped lots of people get to safety but then he said he died in the fire. A few days later, my uncle did some research, and found out that in 1884 there was a fire during a performance of *The Tempest* in Leeds, and a fireman called Jackson had died after helping lots of people escape from the building. And my uncle definitely didn't know the story before he went to the hypnotist. How do you explain that?

#### **Speaker 3**

I remember once when I was at school we were doing science with Mr Thomas, and one of the kids, Nick Rice I think his name was, asked Mr Thomas if it was possible to make objects move using the power of your mind. Mr Thomas said, no, he thought that was rubbish and so Nick Rice said, 'OK, let's see. I'm going to try and make the clock fall off the wall.' We all looked at the clock and – do you know what? – it fell off the wall and smashed into hundreds of pieces on the floor. We couldn't believe it! Afterwards, I asked Nick how he did it. He said he had no idea and that it was probably coincidence. I'm not so sure, though.

#### **Speaker 2**

Wow, that's incredible!

#### **Speaker 4**

Well, listen to this, then. My mum was away somewhere – I think she was on a business trip or something – so my dad was sleeping at home alone. For some reason, I'm not sure why, he decided to sleep in the spare room, rather than in their bedroom. Anyway, in the middle of the night there was this huge storm and the ceiling in my parents' room completely collapsed. There was

a huge amount of damage, and Dad could have been killed if he'd been in the bed at the time. He says he's got no idea what made him sleep in the spare room that night – he just had this strange feeling that he should. Isn't that odd?

## **Speaking 1**

### **A**

Well, this is a picture of a ghost in someone's bedroom. I don't really believe in ghosts, so I don't think the photo's real. It looks real though.

### **B**

I'm not really sure what this is. It seems to be some kind of creature in the sea or a lake. Perhaps it's a crocodile or dolphin or something, but I guess it could be a submarine. The picture's not very clear though, so it's difficult to tell.

## **Unit 3**

## **Listening 2 & 3**

#### **Speaker 1**

Well, we'd just come back from town, hadn't we Doreen, and we came through the front door and, well, I knew immediately something was wrong. And then we came in here and ... well, the TV had gone, and the video, and he even stole all the photos of the grandkids. Why did he have to take them? For the frames, I s'pose. The clock that Doreen's mum gave us. None of it was worth a huge amount of money – well, we don't have much, do we, but it's the thought that he's been in here. Still, they caught him. David Jackson's his name. And we did get all of our stuff back, luckily, so it could have been a lot worse.

#### **Speaker 2**

Well, I was just hanging up the new leather jackets when I saw him put something in his bag. I immediately thought, 'he's shoplifting, he is' so I went to the cash desk, keeping my eye on him all the time, and called the store security guard. He came down and followed the guy round for about, well, for about ten minutes or so I guess. As the guy was leaving, the security guard stopped him and asked him to open his bag. He'd only stolen 15 pairs of socks! Incredible! So, they took him to the manager's office and called the police. It turned out his name was David Jackson, and he'd also done loads of burglaries all round the area.

#### **Speaker 3**

After we'd arrested Jackson, we brought him here for questioning. At first, we thought he was just a shoplifter, and, of course, he said it was all a mistake and he hadn't done anything wrong. But while he was telling us how innocent he was, we sent a couple of officers round to his house. Do you know what they found in his bedroom? 27 TVs, 16 videos, and loads of jewellery. All stolen. Well, when the officers came back we told Jackson what we'd found. And he denied any knowledge

of them. Said he didn't know where they'd come from. Can you believe it?

#### **Speaker 4**

Yes, I was the judge on that case. There was no doubt he was guilty. He'd been caught shoplifting, and then when the police searched his house, they found things Jackson had stolen in over 20 different burglaries. I had no choice. I had to send him to prison. I just hope that in prison he'll realise that crime doesn't pay and that he'll be a responsible citizen when he comes out.

#### **Speaker 5**

Yes, Jackson's been here for three years, now. He's got two more years to go. He's quite well behaved actually. Never causes any trouble. Just sits in his cell most of the time reading. Will he commit any crimes again after he leaves? It's difficult to tell. Some do, some don't. I can't imagine he'll want to come back here, though. It's not a very nice place, is it?

## **Unit 4**

### **Listening 2**

#### **I'm your number one fan**

You've never had a hit record  
You've never been on TV  
I've never seen your face in a magazine  
Or a Hollywood movie  
You don't have any money  
And you don't dress like a star  
No-one's visited your web page  
You don't even have a car

But I'm your number one fan!  
And I'll do whatever I can  
To show you you're the best  
Much better than the rest  
To show you that I care  
And that I'll always be there  
Yes I'm your number one fan!

No-one's ever asked your opinion  
About the issues of the day  
No-one famous has ever called  
To see if you're OK  
You've never signed an autograph  
And you probably never will  
And there'll never be a newsflash  
To tell us that you're ill

### **Speaking 1**

#### **Student 1**

Oh, comedies, like *Friends* and *Absolutely Fabulous*. I also love watching videos on MTV.

#### **Student 2**

I generally listen to pop and rock. You know, bands such as *Radiohead* and *Travis* and *Coldplay*, and people like Jennifer Lopez and Kylie Minogue.

#### **Student 3**

Oh, really good-looking film stars. Brad Pitt and Ewan McGregor, for example.

## **Unit 5**

### **Listening 2 & 3**

#### **Professor Jenkins:**

Hello, everybody, and welcome to this press conference. As you probably know, I'm Professor Jenkins and I have here with me today the crew of Starlight 1, the first manned mission to Mars. They're very happy to answer your questions, so let's get going. First question, please.

#### **Reporter 1:**

Professor Jenkins, what do you think they will find on Mars?

#### **Professor Jenkins:**

Well, it's probably easier to say what I *don't* think they'll find on Mars. We're sure there aren't any large living things on Mars, so there won't be anyone there to say hello to. However, once they arrive, the crew will study the soil on Mars. I don't expect that they'll find anything living now because it seems that Mars is completely dry and we think water is essential for life. But, they might find evidence of what Mars was like in the past, and that will be very exciting. Who knows? Next question.

#### **Reporter 2:**

I'd like to ask Captain Larsen what she thinks the trip is going to be like.

#### **Captain Larsen:**

Well, I'm sure there are going to be lots of exciting moments, but let's not forget that we're going to be travelling for nine months just to get there. We'll have a very clear work routine every day, but there's going to be a lot of time to fill. We'll keep in touch with people back home, and of course there will be some entertainment on the spaceship, but it'll be important to keep ourselves busy. When you're bored at home, you can go out and meet friends. We won't have that chance!

#### **Reporter 3:**

Astronaut Davies, what are you looking forward to most on this trip?

#### **Astronaut Davies:**

It's going to be an incredible adventure for all of us. We're going to learn so much about our neighbour, Mars, and perhaps one day that knowledge will help people live there. We'll only be there for a short time, but one thing I'm looking forward to is standing on the surface of the planet and looking up at the Earth and thinking about friends and family. I'm sure we're all going to find it difficult to be away from the people we love, but we'll be thinking about them. And I know everyone here will be thinking about us.

#### **Reporter 4:**

Astronaut Borkowski, what will you worry about most on this trip?

#### **Astronaut Borkowski:**

First of all, let me say that we know everyone will do their best to make sure we get to Mars and back without

accidents. However, no-one's ever done this before, and it's a long trip. From leaving home to getting back to Earth, we'll be away for just about 21 months, and a lot can happen in that time. Perhaps something unexpected will happen on Mars. Or perhaps one of us will get ill, which could be very dangerous. I don't think any of us are worried, but of course we know the risks.

**Professor Jenkins:**

Thank you, ladies and gentlemen. That's the end of the press conference.

## Soundstation 2

- 1 cut
- 2 cart
- 3 hard
- 4 pan
- 5 fun
- 6 ladder
- 7 bat
- 8 duck

## Unit 6

### Listening 3

1

Well, they were a disaster, basically. I mean, I only passed one of them. I can't blame anyone else except myself, though. I obviously just didn't do enough revision. My parents are really angry, of course, but there's nothing I can do about it now, is there?

2

**Girl:** Come on then, shall we join the queue?  
**Boy:** Well, to be perfectly honest, I didn't expect it to be so high. It must be at least 50 metres. And it doesn't really look very safe.  
**Girl:** Of course it is! Don't be silly!  
**Boy:** I'm not so sure. It looks a bit old to me. I thought it would be one of these new ones. I don't think we should risk it, do you?

3

How could you do something like that? It's just not like you. I really, I mean I really don't know what to say. Could you please just tell me why? That's all I want to know. You're going to have to try and explain to me why you did it. There must be a reason.

4

Well, as you know, we were planning to go to the States this summer, but Dad couldn't get tickets or something, so we had to choose somewhere else, and we decided on Australia or Germany. Mum said we could either afford a week in Australia or a fortnight if we stay in Europe, so of course Dad and I said we wanted as long a holiday as possible, so we're going there.

5

**Boy 1:** Go on, what are you waiting for?  
**Boy 2:** I don't know – I'm not sure!  
**Boy 1:** Go on! Just pick it up and do it.

**Boy 2:** What should I say?

**Boy 1:** Just ask her if she wants to come with you.

**Boy 2:** What if she says no?

**Boy 1:** I don't know ... tell her it's going to be the party of the year. That should work.

## Speaking 1

Well, to begin with, they're both pictures of people doing sports. The first picture is a photo of a man rock climbing. He's quite young and he seems to be very fit. The second picture's a photo of a man fishing. He's much older than the man in the first picture. They're both outside, but of course one main difference is that you have to be very active to go rock climbing, whereas fishing is a much more relaxing hobby.

## Unit 7

### Listening 2 & 3

**Speaker 1**

We try and go somewhere every weekend. You know, it's so easy living in the city to forget that the countryside exists. But it's just really relaxing to get back to nature for an hour or two. Breathe in some country air, see some beautiful, unspoilt scenery. Not have to rush for a change. You come back really refreshed, and realise that you haven't thought about work all day. Fantastic!

**Speaker 2**

Well, I've got over 200 CDs, so I might as well listen to them, mightn't I? No, I mean – what I really love about it is that you can always find something to fit your mood. You know, if you're sad or miserable, you put on something sad and miserable, and strangely, it makes you feel better. And if you're in a really good mood, you put on something really poppy and dance round the room. Well, I do, anyway!

**Speaker 3**

Yeah, they're totally addictive! Like yesterday, I spent the whole day playing Cyberforce Invaders. It's great! I got to level seven. My mum and dad do sometimes complain that I spend all my time up here, but I want to be a professional programmer when I'm older, so I've got to learn all about it, haven't I?

**Speaker 4**

I started playing when I was four, actually. My dad taught me the rules, and I'm now a member of a local club. We meet two or three times a week. Some people think it must be really boring, but it's not. I think what I like most about the actual game is that there's so much skill involved – it's not a game of chance and luck like so many other games. And you can always improve. You can never say 'Right, I'm as good at this as I'll ever be.' The more you play, the better you get.

**Speaker 5**

I've always been good at art. You know, it was my favourite subject at school, so it's always been my

hobby, really. These days, when I do a picture, I usually have a person in mind to give it to. They're perfect for birthdays and Christmas, you see. They're personal, people like hanging them up and telling other people, 'Oh, Al did that!' and of course it saves me money, too!

## Soundstation 2

- 1 Look at that land!
- 2 That's bad.
- 3 I'm going to go round the bend.
- 4 That's a strange trend.
- 5 It's a very big finger.
- 6 Have you read *The Juggle Book*?

## Unit 8

### Listening 1 & 3

- Simon:** Well, it's Wednesday, and it's 11 o'clock, so I'm very pleased to welcome Miranda Miracle back to the studio. Miranda, hi.
- Miranda:** Hello, Simon. Yes, I'm back again and ready to help your listeners solve any problems they might have.
- Simon:** Terrific. OK, let's have our first caller, Jenny. Jenny's on line three. Hello, Jenny.
- Jenny:** Hi, Simon. Hi, Miranda.
- Miranda:** Good morning, Jenny. How can I help you?
- Jenny:** Well, the thing is, I love my boyfriend Adrian very much, and I know he loves me, but we've got, well, we've got nothing in common.
- Miranda:** What do you mean exactly?
- Jenny:** Well, for example, I like going out in the evening. He likes staying in. And when we do go out, let's say we go to the cinema, we can never agree on what film to watch. We just like different things.
- Miranda:** And do you end up having lots of arguments?
- Jenny:** Yes, loads. We both get really angry and start shouting at each other. What do you think I should do?
- Miranda:** How old are you, Jenny?
- Jenny:** I'm 19 and Adrian's 18.
- Miranda:** And has your relationship always been like this?
- Jenny:** We've only been going out together for a few months. I guess at first he was happy to do what I wanted to do, but now he just thinks that all my suggestions are silly.
- Miranda:** And you don't like his suggestions either.
- Jenny:** No.
- Miranda:** Well, here's what I suggest. You say you love him very much, so you don't want to split up, right?
- Jenny:** Oh, no. I want to try and solve the problem.
- Miranda:** Right. Good. So, how about this? You have Jenny evenings and Adrian evenings. On Jenny evenings, you decide what you do.

Everything. And Adrian isn't allowed to argue. But on Adrian evenings, you have to do whatever he wants to do. If he wants to stay in, you'll stay in. What do you think? Well, it might work.

- Jenny:**
- Miranda:** Give it a try. Suggest it to Adrian and see what he says. Let him have the first evening, though. That way he'll feel better about it.
- Jenny:** OK, I'll try it. Thanks, Miranda.
- Miranda:** You're welcome.
- Simon:** OK, let's have our next caller. Ben, on line two. Hello, Ben ...

## Unit 9

### Listening 1 & 3

- Martin:** ... and Heidi will be back next week to tell us more about looking after a pet tortoise. And now on *Teenage Newsround*, we're very pleased to have with us again Jan Davis, who's been looking at this week's newspapers and magazines. Jan, welcome back.
- Jan:** Hi, Martin. It's nice to be here, as always.
- Martin:** So, Jan, anything interesting to report this week?
- Jan:** Well, this is definitely my favourite story of the week. Scientists think they've discovered the funniest joke ever.
- Martin:** Really? And how do they decide if one joke is funnier than another?
- Jan:** Well, there's a psychologist – Dr Richard Wiseman – and he works at the University of Hertfordshire. Now, Dr Wiseman and his team did an experiment called the LaughLab Experiment, where they asked people to send them jokes over the internet. Well, they received more than 40,000 jokes!
- Martin:** That's a lot of jokes.
- Jan:** Yes, it certainly is. So, what they then did – they used these jokes to find out if different things make different people laugh. And, as you would probably expect, they do. People in different countries often have a different sense of humour, so the Germans, for example, find different things funny to the French. And that's true for young people and older people, too. Even men and women find different things funny.
- Martin:** OK ...
- Jan:** But Dr Wiseman realised that some jokes appeal to people of all ages from all groups and all countries, and the joke which most people in the world found really funny, well, that's the world's funniest joke.
- Martin:** So, what is the world's funniest joke, then?
- Jan:** Well, it's a joke that was actually sent to Dr Wiseman's experiment by a psychiatrist called Gurpal Gosall, and, just before I tell you the joke, let me just tell you what he

- Martin: said about it. He said 'People like it because it makes them feel better. It reminds them that there's always someone out there who is doing something more stupid than they are!' So, the joke's about stupid people, is it?
- Jan: In a way, yes it is. Well, a stupid person, anyway. Do you want to hear the joke?
- Martin: Yes, please!
- Jan: Right. Here it is. I think it's great! Here we go. Two hunters are out hunting in the woods when one of them collapses. He doesn't seem to be breathing and his eyes look strange. The other hunter gets out his mobile phone and calls the emergency services. 'I think my friend is dead,' he screams. 'What should I do?' So the operator says: 'Calm down, sir, so I can help. First, let's make sure he's really dead.' There's a silence, and then a gun shot. Then the hunter comes back on the phone and says, 'OK, I've done that. What now?'

## Soundstation

- 1 I've got over 30 CDs.
- 2 There were 14 people at the party.
- 3 She's 15 years old.
- 4 It's 60 kilometres from here.
- 5 That'll be 70 euros, please.
- 6 He'll be 80 next Tuesday.
- 7 What's 19 times three?

## Unit 10

## Listening 2

### Speaker 1

I've actually been riding since I was about four years old. Luckily, I never got too tall. You see, you have to be quite short and light to become a professional. I love it! Can't imagine doing anything else. There's nothing like speeding down a race track on the back of a horse. There's the noise of the horses' hooves, the spectators cheering – fantastic! And it really is team work. You have to know your horse so well and respect it. You're working together. That's the only way you can win a race.

### Speaker 2

Well, of course we do make mistakes sometimes – we're only human, aren't we? But when we do! I've had players screaming in my face telling me it wasn't a goal and I'm blind and stuff like that. Mind you, they also scream at you if you haven't made a mistake. But it's great, actually. You're taking part in the game and you're a spectator at the same time. I have to admit I quite like the power. You know, you can send players off or show them the yellow card. Of course you have to be careful how you use that power though.

### Speaker 3

Strangely enough, I never really played it until I went

to university. I think at school we thought it was just a game for girls! I don't think I ever even watched it on TV. Now, though, it's my whole life. I joined this team about two years ago. We've done very well – won a couple of local championships, you know. We're hoping to take part in the national league next year, if all goes well.

### Speaker 4

I do both radio and TV and they're actually not the same at all. On the radio, of course, the listeners can't see anything, so you have to describe exactly what's going on in great detail. On TV, they can see what's going on and viewers get annoyed if you just state really obvious things like 'He's running up the pitch' – well, you know, they can see that, so I think on TV my role is to give them information that they might not know. You know, information about the players and how well they've done throughout the season and things like that.

### Speaker 5

Never miss a match. Never. Not when they're playing at home, anyway. I'm their greatest fan. I've got a season ticket, so every Saturday, rain or shine, I'm down here cheering them on. They're a great team really. We've had our problems over the last couple of years but we'll be back at the top next year, I'm sure. But they need the fans, you see. I'll never let them down anyway.

## Listening 3

- 1 (See audioscript for Speaker 5 above.)
- 2 (See audioscript for Speaker 4 above.)
- 3 (See audioscript for Speaker 1 above.)
- 4 (See audioscript for Speaker 3 above.)
- 5 (See audioscript for Speaker 2 above.)

## Unit 11

## Listening 2 & 3

**Presenter:** Good afternoon and welcome to *Going Green*, the programme about the environment for young people. Today we'll be talking to experts about what we can all do to help the environment. First, we're joined by Tom Prentice, a university professor. Tom, can we all help the environment?

**Tom:**

Hello. Yes, of course, we can all do something to help the environment, such as recycling our plastic and glass. However, I'd like to make the point that we hear a lot of people saying that we are heading towards disaster. I'm not so sure about that. CFCs were very dangerous in the past and we replaced them and used something else. We're very good at coming up with other solutions to our problems. I'm sure that in the future we'll be able to handle any environmental problems, so we shouldn't

worry too much about destroying the Earth or anything like that. Of course, if we do nothing, we'll make things harder for ourselves, so keep doing all the green things you're doing now. But remember that the real solutions will come from scientists, not from recycling your plastic bottles.

**Presenter:** OK. I'm sure we'll come back to those ideas later in the programme. Also here is Jackie Parris, who has written a book on the environment. Jackie, can we all help the environment?

**Jackie:** Of course we can. And my book, *It's Not Easy Being Green*, describes lots of ways in which we can all do exactly that. One thing we should remember is that it depends a lot on where you live and your surroundings. People in rural areas find it very easy to be green, and they often don't understand the problems people in towns face and blame them for not doing more. The simple fact is that if I live in an urban area and I want to go green, it costs me more in the supermarket. The price of green products is usually higher than other products. And an environmentally friendly car will probably cost me more. We can all do our bit, but it really isn't easy. We need to understand that and find ways of making it easier for people. For example, the government could help with the cost of green cars, or supermarkets could lower their prices. It's about a lot more than not throwing paper away.

**Presenter:** Thanks, Jackie. Very interesting ideas. My final guest is Oliver James, and he's a well-known TV chef. Oliver, can we all help the environment?

**Oliver:** I believe we can. My own interest is food, of course, and there are a few simple things we can all do. One is eat more fruit and vegetables. It'll make you healthier, but it's also good for the environment! It takes a lot more energy to produce meat. Another thing you can do is plan your meals. That way, there will be less to throw away. Did you know that each year we throw away about 20% of the food we buy? If we thought about it more, there would be less waste. I think that's true in the rest of our lives. Sit down and think about where you waste energy. Do you drive when you could walk? Do you leave lights on when they don't have to be? People don't think, and that's a big part of the problem.

**Presenter:** Thanks, Oliver. That's certainly food for thought. Now, I'd like to come back to you, Professor, if I may and ask ...

## Soundstation

- 1 I really want to see the building site while I'm there.
- 2 The sun goes down in the west, doesn't it?
- 3 Do you want meat or fish tonight?
- 4 I don't know what to wear to the party.
- 5 I'm having problems with this knot.
- 6 I'm trying to get this letter right.
- 7 Are you sure it's safe to go swimming there?
- 8 Do you know who won the game?
- 9 We ate at about seven, I think.

## Unit 12

### Listening 2

**Presenter:**

And now the fourth episode in our series *Getting The Message Across*. This week, Adam Cartwright looks at gestures and body language.

**Adam:**

Hello there. Last week, if you remember, we were looking at how we use different types of English in different situations. We saw how the language people use in a job interview is very different from the language they use in the pub or at home. But we don't just communicate using spoken language – that is, using words and sentences and different tones of voice. We also use lots of gestures. Gestures are movements we make with our bodies – or parts of them – to communicate some kind of meaning. Have you ever wondered why we shake hands when we meet someone? The reasons we shake hands are historical – in the past, it was important to show that you didn't have a knife or a sword in your hand, otherwise you might be dangerous, so shaking hands showed that you came in peace. These days, of course, we don't usually carry knives and swords, but we do still use the handshake, and we usually use it to show friendship or to show that you're pleased to meet someone.

What's interesting is that in some countries and cultures they don't shake hands. In some countries, you're much more likely to see two politicians kissing each other on the cheek than shaking hands. That's because most gestures are culturally specific. That is, they are only used in some cultures and not in all.

The same thing's true of nodding and shaking your head. Those are both gestures we in Britain use all the time. We nod our head if we agree, and we shake our head if we disagree. But that's not what they do in some other countries. In Greece, for example, if you move your head up and back a little, that actually means 'no', not 'yes'. It can be very confusing for British tourists.

Now, let me ask you a question. What gesture do we use to show we don't know something? I know you're all thinking out there and I bet some of you are thinking 'oh, I don't know'. And I bet some of you who don't know are even using this gesture right now to show that you don't know. Even if you don't know you're doing it!

We shrug our shoulders. We just raise them a little, then drop them, and that shows we don't know. So, we don't always need language to communicate. We can also sometimes use our bodies. Well, that's all for this week. I'm off to write next week's episode now. Wish me luck! And if you want to, you can keep your fingers crossed for me. That's a kind of gesture, showing that you wish someone luck. Goodbye!

## Unit 13

### Listening 2

**Amy:** Hi, Gary. I'm back.

**Gary:** Well ...

**Amy:** Well what?

**Gary:** How did it go?

**Amy:** Well, OK, I suppose. I got there at five to nine this morning, which I thought was fine, as I'd thought I was supposed to start at nine, but in fact – I can't believe they hadn't told me this – the office opens at eight thirty. So, in fact I was late. But it really wasn't my fault.

**Gary:** That's not fair, is it?

**Amy:** Well, they weren't angry or anything, so that was OK. So, I was met by Mrs Collins, she's my new boss – she's really nice, actually – and she gave me my company ID card and took me up to the fifth floor. That's where the art department is.

**Gary:** Have you got your own office?

**Amy:** No, it's nothing like that! We all work in this huge room and, listen to this – we haven't even got our own desk! Everyone has a little trolley with their things on, which you lock in a cupboard at the end of the day, and in the morning you get your trolley and just go to an empty desk. It doesn't matter which one it is.

**Gary:** Weird! What are the other people who work there like?

**Amy:** Well, most of them in my department are graphic designers like me, and some of them seemed quite interesting. To be honest, though, I didn't really get the chance to talk to many of them. I was working all day.

**Gary:** Really? On your first day! That's a bit much. What did they make you do?

**Amy:** Well, the company's doing this big advertising campaign for Zantok computers at the moment. You know, promoting their new range of laptops and PCs, so I was asked to do one of the newspaper adverts. It was quite fun and Mrs Collins seemed quite pleased with the results, so that was good.

**Gary:** Well, I'm glad it went quite well, anyway. So, what do you fancy doing this evening?

**Amy:** Oh, I'm actually a bit exhausted, Gary, to be honest. Maybe we could just ...

## Soundstation 2

- 1 Look at that sack!
- 2 I really want you to shine.
- 3 I think you need to start shaving.
- 4 We sat on a sheet.
- 5 Do you want me to sell those?
- 6 It was a big sock.
- 7 How do you spell 'shed'?

## Unit 14

### Listening 2

1

... So, you're in room 307 – that's on the third floor. The lift's just over there. Here's your key.

2

Ladies and gentlemen, the captain's turned on the overhead seatbelt sign, which means we'll be landing in approximately 20 minutes ...

3

So, would you like me to book those flights for you, Mr Edwards?

4

I mean, you're only 13. You're a bit young to be doing something like this. How long's the trip for? How many teachers are going too?

5

So, I've got an email here from Todd who says, 'Hi, Caroline! Love the show! The whole family listens to you on Saturday mornings ...'

6

Can everyone hear me OK? Good. So, welcome to Glanville Castle.

### Listening 3

1

**Mrs Granger:** Hello, I've got a room booked for two nights.

**Receptionist:** You must be Mrs Granger.

**Mrs Granger:** Yes, that's right.

**Receptionist:** Welcome to the Paradise Beach Hotel. Could you just write your name and passport number here, and sign at the bottom?

**Mrs Granger:** Sure. I'd like to pay by credit card. Is that OK?

**Receptionist:** Absolutely. So, you're in room 307 – that's on the third floor. The lift's just over there. Here's your key. We'll be serving breakfast in the restaurant on the first floor between seven and ten in the morning.

**Mrs Granger:** Great.

**Receptionist:** If you need anything, call 100 for Reception and 200 for Room Service.

**Mrs Granger:** Thanks.

**Receptionist:** I hope you enjoy your stay here at the Paradise Beach Hotel, Mrs Granger.

**Mrs Granger:** I'm sure I will. Thanks a lot!

2

Ladies and gentlemen, the captain's turned on the overhead seatbelt sign, which means we'll be landing in approximately 20 minutes, so could I ask you all to return to your seats, fasten your seatbelts, put your seatbacks in an upright position and close your tray tables? Could you also make sure that all bags are now placed in the overhead baggage lockers, or under your seats? Members of the cabin crew will be coming through the cabin shortly to collect any rubbish you may have.

3

**Travel agent:** So, would you like me to book those flights for you, Mr Edwards?

**Customer:** Yes, I think those are the best ones. I'm actually amazed that you found cheaper flights than the ones available online.

**Travel agent:** Yes, a lot of people don't realise that. We can often get the best deals. So, let me just get some final information from you, and then we'll have finished. Do you or your family have any special meal preferences?

**Customer:** Err ... what do you mean, exactly?

**Travel agent:** Maybe someone's a vegetarian, or allergic to fish, or something like that? We can let the airline know now, so they can make sure you get a suitable meal during the flight.

**Customer:** Oh, I see! No, none of us is a vegetarian or allergic to anything.

**Travel agent:** That's fine. Right, that's booked then. I'll have received the tickets by Friday, so if you'd like to come in then, I'll be able to give them to you.

**Customer:** That's super. Thanks.

4

**Girl:** Dad, can I ask you something?

**Man:** Sure. What is it?

**Girl:** Well, the school's organising a trip to Paris in the summer, and I wondered if I could go. Dawn and Andrea are going. Please say yes, Dad!

**Man:** Well, hold on a second. Tell me a bit more about it first. I mean, you're only 13. You're a bit young to be doing something like this. How long's the trip for? How many teachers are going too?

**Girl:** It's for five days, and Mrs Phillips and Mr Greenwood are organising it and coming with us. Apparently we'll be staying in a really nice hotel near the Eiffel Tower. Go on, Dad.

**Man:** Well, you haven't told me the most important thing yet.

**Girl:** What's that?

**Man:** How much does it cost?

5

So, I've got an email here from Todd who says, 'Hi, Caroline! Love the show! The whole family listens to you on Saturday mornings. But on Saturday 13<sup>th</sup> June... - that's today, of course - ... on Saturday 13<sup>th</sup> June we won't be listening because we'll be cruising round the Mediterranean! But - our neighbours will be listening to your show, and as they're looking after our cat and dog while we're away, could you say a special hello to them and tell them we'll bring them back some lovely souvenirs from our travels?' So, to Todd's neighbours Irene and David, a special hello from Todd and the family, thanks for looking after Dodo and Curry, and they'll see you when they get back. And now, it's coming up to ten o'clock, so let's go over to the weather centre ...

6

Can everyone hear me OK? Good. So, welcome to Glanville Castle. Glanville Castle was built in 1182 by Sir Phillip De Glanville, and the De Glanville family lived in it until the early 1800s. No-one lives in it today, but there are plans to renovate one section of the castle to turn it into a hotel. Over the next hour, I'll take you through the main buildings, we'll go down to the dungeons, and then we'll do a quick tour of the beautiful gardens. At the end of the tour, you'll be able to get refreshments from the castle café, and buy some souvenirs if you like from the gift shop. Does anyone have any questions before we start?

## Unit 15

### Listening 1 & 2

#### Speaker 1

Well, as you probably know I'm Greek American and I was born in the States – here in Chicago, in fact – and I've never actually been to the island where my parents grew up. Can you believe it? Crazy, isn't it? So, I guess my dream – would you call this an ambition? I'm not really sure – but my dream is to go to Greece for a holiday one day. That would just be fantastic. The problem is I don't speak Greek very well, so I'd probably have to take some classes or something before I went.

#### Speaker 2

I've got one ambition right now and that's to find a job. I'm sick of being unemployed. I graduated from university six months ago and I still haven't found anything. Must have sent off over a hundred applications. I don't know – you study for so many years thinking that it's all worth it and then no-one wants to offer you a job at the end of it. Still, I'm not going to give up. Something'll turn up eventually, I'm sure.

**Speaker 3**

Maybe it sounds a bit silly, but the thing I'd like most in the world is to be able to build my own house. You know, buy a little plot of land somewhere and actually design a house with an architect so it's exactly how I'd like it. And be involved in actually building it too. I think it would be really satisfying to live in a house you've planned and built yourself.

**Speaker 4**

Yeah, well, my whole life at the moment is working on this band I've put together. We write all our own songs and I think we're pretty good. So, we've all really got the same ambition. And that's to get a record deal with a record company and produce a CD. I don't know if we'll make it or not. There's loads of bands out there trying to get a record deal, to get noticed, but you've got to have a dream, haven't you? And you never know ...

**Speaker 5**

I think I spend about 30 hours a week trying to realise my ambition, so it must be important to me, mustn't it? I'm into swimming and I desperately want to make it into the national swimming team for the next Olympics\*. I stand a good chance – I've won a lot of competitions this year and I'm only 19, so I've got a few years left before I'm too old. I'd love to swim for my country in the Olympics\*. It'd be a huge responsibility, and I'd be really nervous, of course, but it would be something I'd remember for the rest of my life.

**Soundstation 2**

- 1 short
- 2 done
- 3 won
- 4 born
- 5 but
- 6 bored

**Buck:**

Well, I've got one but I don't use it very much anymore, to be honest. If I don't want to pay cash, I usually just use my credit card. You're going to have a credit card, aren't you?

**Adriana:**

Yes, they'll give me one when I open the account, I think. What do you think, Claire. Do you agree with Buck?

**Claire:**

Well, I definitely use my credit card much more than I use my cheque book but I tell you when a cheque book's really useful. If you get a bill, say an electricity bill or a phone bill and you don't want to go into town and wait in line to pay it, you can just write them a cheque and send it through the post. That's what I do.

**Adriana:**

That does actually sound quite useful. Maybe I will get a cheque book ... There's something else I'm not sure about. As I'm going to have a credit card, do I also need a cash card? You know I lose things all the time. Maybe it's best if I don't have one.

**Buck:**

Oh, I don't know, Adriana. I think you probably need one. Banks are closed in the evening and at the weekend. What if you need some money? You can't use your credit card for everything. It's so handy being able to go to the cash machine and get some money out whenever you want.

**Claire:**

I think Buck's right, Adriana. If you want to buy a paper or something at the weekend, they won't be very happy if you use your credit card. You have to pay cash for things like that. I'd say get a cash card.

**Adriana:**

Yeah, I guess you're right. I hope I don't lose it, though.

**Unit 16****Listening 2 & 3**

**Buck:** Hi, Adriana, what are you doing?

**Adriana:** Hi, Buck. Hi, Claire. Oh, I'm thinking of opening a bank account, so I'm looking at these leaflets I got from the bank. You don't know anything about bank accounts, do you?

**Buck:** Sure. What do you want to know?

**Adriana:** Well, it says here I can have a cheque book if I want one. I've never had one before and I'm not sure whether it would be useful or not.

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