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A note from the authors
Welcome to Solutions 2nd Edition. Teachers' responses to the first edition have been overwhelmingly positive, so we have been careful to follow the same guiding principles in the new edition, providing a course that has:

- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching approach with plenty of extra practice material
- a guided approach to speaking and writing.
In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.
In response to their requests, we have:

- updated and refreshed all the material, making it more appealing to secondary-school students
- made the vocabulary sets more sophisticated, with increased practice in the Vocabulary lessons as well as in the Culture and Reading lessons
- included more listening exam tasks in the Student's Book and Workbook
- provided more resources to support teachers, including photocopyable worksheets for every lesson in the Student's Book which provide a mixture of extra practice, extension and communicative activities, review games and worksheets
- revised the tests to provide totally new tests at a higher level to those in the first edition
- provided enhanced digital resources, comprising tools (a digital version of the Student's Book for use with Interactive whiteboards); Online Workbooks; and additional resources.

Solutions 2nd Edition has benefited from collaboration with teachers with extensive experience of teaching secondary-school students and of preparing students for their school-leaving exam. We would like to thank Caroline Krantz for sharing her expertise in writing the procedural notes in the Teacher's Book. Anna Lowy provided the photocopyable classroom activities on the Teacher's Resource CD-ROM.

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

Tim Falk and Paul A Davies

The components of the course
Student's Book
The Student's Book contains:

- ten topic-based units, each covering seven lessons
- five Language Review/Skills Round-up sections, providing a language test of the previous two units and a cumulative skills-based review
- five Get Ready for your Exam sections providing typical exam tasks and preparation
- two Get Ready for B2 Exams sections providing typical exam tasks and preparation
- a ten-page Vocabulary Builder section with vocabulary practice and extension
- a twenty-page Grammar Builder and Reference section containing grammar reference and further exercises

Words mobile phone app
Also available for students to purchase is the Solutions 2nd Edition Intermediate Words app for Apple and Android mobile phones. The app offers definitions and contextual sentences for over 1,000 useful words from the Intermediate Student's Book and Workbook. This helps to consolidate learning by enabling students to check and learn the meaning of the words presented and encountered in class and at home. The app also gives students the opportunity to practise the words through two different types of quiz. The first multiple choice gives students practical understanding of the meaning of the words by matching words to definitions. The second checks understanding of the context of the words by asking students to drag and drop words into contextual sentences. Please go to www.oup.com/elt/solutions/wordsapp for more information.

Three class audio CDs
The three audio CDs contain all the listening material from the Student's Book, plus recordings of all the reading texts from the Student's Book.

Workbook (with audio CD)
The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice lesson-by-lesson of the material taught in class
- more listening practice
- five Get Ready for your Exam sections providing typical exam tasks and preparation
- two Get Ready for B2 Exams sections providing typical exam tasks and preparation
- Challenge! exercises to stretch stronger students
- writing guides to provide a clear structural framework for writing tasks
- Self Checks with Can do statements at the end of every unit to promote conscious learner development
- reviews to develop students' awareness of their progress
- a Functions Bank and Writing Bank for reference
- an irregular verbs list
- a unit by unit Wordlist.
Online Workbook
The Online Workbook is an interactive version of all the content of the print Workbook, with integrated audio and an automated marking system and online markbook.

Teacher's Book
In addition to methodological notes for the course, including ideas for mixed-ability teaching, the Teacher's Book offers:
- optional activities throughout for greater flexibility
- structured speaking tasks to get students talking confidently
- exam teaching notes with useful tips and strategies to improve students' exam techniques
- a full Workbook answer key including transcripts
- a full Student's Book answer key including transcripts.

Teacher's Resource CD-ROM (TRCD-ROM)
Packed with the Teacher's Book, this contains two types of extra resources:
- digital Interactive Vocabulary and Grammar exercises for each unit, and games
- photocopiable PDFs: Classroom Activities for each lesson, Self-Test sheets for students, and suggestions for Warmers and Fillers.

Test Bank CD-ROM
Tests are provided as PDFs and editable Word documents. They consist of:
- two short tests per unit, A and B versions
- longer Progress tests for every unit, A and B versions
- three cumulative tests for Units 1–5, 6–10 and 1–10.
All tests are fully editable, so you can adapt tests to match your students' needs. There is also a Results Table to keep a record of your students' scores.

iTools
Solutions 2nd Edition iTools contains:
- Student's Book and Workbook page-on-screen functionality
- pop-up Student's Book and Workbook answer keys and audio
- DVD material for every unit, with worksheets
- further interactive resources.

Website
- Further resources and ideas for teaching.

Exam preparation
Student's Book
The Student's Book includes five exam-specific sections (Get Ready for your Exam) designed to familiarise students with the task-types typical for most exams. In addition, there are two B2 exam-specific sections at the end of the book, to prepare students for exams at that level. These sections provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence.
Each section provides practice of all skills that students will need to demonstrate in most exams: listening, reading, speaking and writing.

Workbook
Every other unit in the Workbook is followed by a double-page exam section to practise tasks for both oral and written exams. Work in class can be followed up with exam tasks done as homework.
The audio for the Workbook listening tasks is available on the Workbook audio CD. The CD also contains a link to Oxford English Testing (OET), where students can do practice exams and get feedback on their answers.

Teacher's Book
The Get Ready for your Exam lessons in the Student's Book are accompanied by full procedural notes with advice and tips for exam preparation.

A tour of the Student's Book
There are ten units in the Student's Book. Each unit has seven lessons (A–G). Each lesson provides material for one classroom lesson of approximately 45 minutes.

Lesson A – Vocabulary and listening
- The unit menu states the main language and skills to be taught.
- Every lesson has an explicit learning objective, beginning 'I can ...'.
- Lesson A introduces the topic of the unit; presents the main vocabulary set, and practises it through listening and other activities.
- This lesson links to the Vocabulary Builder at the back of the book, which provides extra practice and extension.
Lesson B – Grammar

- Lesson B presents and practises the first main grammar point of the unit.
- The new language is presented in a short text or other meaningful context.
- There are clear grammar tables and rules, and the grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- Learn this! boxes present key information in a clear and concise form. Look out! boxes appear wherever necessary and help students to avoid common errors.
- This lesson links to the Grammar Builder at the back of the book, which provides extra practice and a grammar reference.

Lesson D – Grammar

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

Lesson C – Culture

- Lesson C has a reading text which provides cultural information about Britain, the USA or another English-speaking country.
- Students are encouraged to make cultural comparisons.
- New vocabulary is clearly presented.
- All Culture lessons include practice of both listening and reading skills.

Lesson E – Reading

- Lesson E contains the main reading text of the unit.
- It occupies two pages although it is still designed for one lesson in class.
- The text is always interesting and relevant to the students, and links with the topic of the unit.
- The text recycles the main grammar points from lessons B and D.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.
Lesson F – Speaking

- Lesson F presents a functional dialogue.
- The lesson always includes listening practice.
- Extra vocabulary is presented, if necessary.
- Students follow a clear guide when they produce their own dialogue.
- Useful functional phrases are taught and practised.
- The step-by-step approach is suitable for mixed-ability classes and offers achievable goals.

Get Ready for your Exam

- There are five Get Ready for your Exam sections (after units 1, 3, 5, 7 and 9) and two Get ready for B2 Exams sections at the end of the book. These focus on exam skills and preparation.
- The sections include exam tasks for listening, reading, speaking, writing, and use of English.
- Each exam lesson includes activities to prepare students for typical exam tasks and provide them with the language and skills they need to do them successfully.
- These sections relate to the topics of the previous two units and provide authentic exam practice.

Lesson G – Writing

- Lesson G always begins by looking at a model text or texts and studying the structure and format.
- Students learn and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.
- A supported approach to writing increases students’ linguistic confidence.

Language Review / Skills Round-up

- There are five two-page reviews (after units 2, 4, 6, 8 and 10).
- The first lesson of each review is a Language Review of the preceding two units.
- There are exercises focusing on vocabulary, grammar and functions.
- The marks always total 20 for the review of each unit, so it is easy to monitor progress through the book.
- The second lesson of each review is a Skills Round-up which covers all the preceding units of the book.
- The material is centred around a girl called Anna, who is living and working in Britain.
- The lesson includes practice of all four skills: listening, reading, writing and speaking.
Strategies and ideas

Teaching vocabulary

Vocabulary notebooks
Encourage your students to record new words in a notebook. They can group words according to the topic or by part of speech. Tell them to write a translation and an example sentence that shows the word in context. Vocabulary does not just appear on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading or culture text and learn them.

Learning phrases
We often learn words in isolation, but a vocabulary item can be more than one word, e.g. surf the Internet, have a shower. Make students aware of this and encourage them to record phrases as well as Individual words.

Revision
Regularly revise previously learned sets of vocabulary. Here are two games you could try in class:

- Odd one out. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. kind, confident, rude, friendly, where rude is the odd one out as it is the only word with negative connotations.

- Word Tennis. This game can be played to revise word sets. Call out words in the set, and nominate a student to answer. The student must respond with another word in the set. Continue round the class. Students must not repeat any previous words. For example, with shops:

  T: bookshop
  S1: supermarket
  T: jeweller's
  S2: electrical store

Teaching grammar

Concept checking
The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new language. You can check that they truly understand a new structure by:

- asking them to translate examples into their own language
- talking about the practice activities as you do them, asking students to explain their answers
- looking beyond incorrect answers: they may be careless errors or they may be the result of misunderstanding
- contrasting new structures with language that they already know.

Practice
Practice makes perfect. Use the activities in the Grammar Builder, the photocopiables, the Workbook and on iTools.

Progression
Mechanical practice should come before personalised practice. This allows students to master the basic form and use it first, without having to think about what they are trying to express at the same time.

Teaching reading

Predicting content
Before reading the text, ask students to look at the picture and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary
Here are some ideas:

- Pre-teach vocabulary. Anticipate which words they will have difficulty with. Put them on the board before you read the text with the class and pre-teach them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about amnesia on page 18 of the Student's Book, list these words: condition memory loss criminals suffer patient
- Ask students to look at the picture and tell you which word they are not going to find in the text (criminals). At the same time, check that they understand the other four words.
- Having read through the text once, tell students to write down three or four words from the text that they do not understand. Then ask them to call out the words. You can then explain or translate them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they do not know. Knowing the part of speech sometimes helps them to guess the meaning.
- After working on a text, have students write in their vocabulary notebooks four or five new words from the text that they would like to learn.

Teaching listening

Pre-listening
This is an important stage. Listening to something 'cold' is not easy, so prepare the students well. Focus on teaching rather than on testing. Here are some things you can do:

- Tell the students in broad terms what they are going to hear (e.g. a boy and girl making arrangements to go out).
- Predict the content. If there is a picture, ask students to look at the picture and tell you what they can see or what is happening.
- Pre-teach vocabulary. Put new vocabulary on the board and check students understand it. Translating the words is perfectly acceptable.
- Read through the exercise carefully and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise.

Familiar procedure
It is not easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you will play the recording a number of times, and that they should not worry if they do not get the answers immediately.

Tell students not to write anything the first time they listen.

Monitor
While the students are listening, stand at the back of the class and check that they can all hear.
Teaching writing

Use a model
Ensure that the students understand that the text in Lesson G serves as a model for their own writing.

Preparation
Encourage your students to brainstorm ideas and make notes, either alone or in pairs, before they attempt to write a composition.

Draft
Tell them to prepare a rough draft of the composition before they write out the final version.

Checking
Encourage them to read through their composition carefully and check for spelling mistakes and grammatical errors.

Correction
Establish a set of marks that you use to correct students' written work. For example:
- sp indicates a spelling mistake
- w indicates a missing word
- gr indicates a grammatical error
- v indicates a lexical error
- wo indicates incorrect word order

Self-correction
Consider indicating but not correcting mistakes, and asking students to try to correct themselves.

Teaching speaking

Confidence building
Be aware that speaking is a challenge for most students. Build their confidence and they will speak more; undermine it and they will be silent. This means:
- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting.'

Preparation
Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support
Help students to prepare their ideas: make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling
Listen-and-repeat activities which the class does together can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

Teaching mixed-ability classes
Teaching mixed-ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation
Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem — the stronger students because they will finish quickly and get bored, or the slower students because they will not be able to keep up? Think how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities and fillers for different abilities.

Independent learning
There is the temptation in class to give most of your attention to the higher-level students as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It is often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support
If you are doing pair work, consider pairing stronger students with weaker students.

Project work
Provide on-going work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project.

Correcting mistakes
How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy
With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it is best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

Fluency
With activities such as role-play or freer grammar exercises it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We should not show interest only in the language; we should also be asking ourselves, 'How well did the students communicate?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self-correction
Give students a chance to correct themselves before you supply the correct version.

Modelling
When you correct an individual student, always have him or her repeat the answer after you correctly.

Peer correction
You can involve the rest of the class in the process of correction. Ask, 'Is that answer correct?' You can do this when the student has given a correct answer, as well as when the answer is incorrect.
Caught on camera

Map of resources

1A Vocabulary and listening
Student’s Book p4, Workbook p4
Photocopiable Activity: 1A Fashion statement

1B Grammar
Student’s Book p5, Workbook p5
Photocopiable Activity: 1B Present tense contrast

1C Culture
Student’s Book p6, Workbook p6
Photocopiable Activity: 1C Big Brother is watching you

1D Grammar
Student’s Book p7, Workbook p7
Photocopiable Activity: 1D Verb patterns

1E Reading
Student’s Book pp8–9, Workbook p8
Photocopiable Activity: 1E Adjective prefixes

1F Speaking
Student’s Book p10, Workbook p9
Photocopiable Activity: 1F Picture difference

1G Writing
Student’s Book p11, Workbook p10
Photocopiable Activity: 1G An informal letter

1 Review and Tests
Self Check 1: Workbook p11
Photocopiable Activity: 1 Review (Board game)
Student Self-Test Sheets 1, 1–3 (TRCD-ROM)
Unit 1 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 1
Student’s Book pp12–13
Exam 1 (Test Bank CD)

iTools Unit 1
Teacher’s Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

1A Vocabulary and listening

Fashion

LESSON SUMMARY
Vocabulary: describing clothes and fashion; clothes; compound adjectives
Grammar: order of adjectives
Listening: a fashion commentary on a radio show
Speaking: discussing attitudes to fashion and buying clothes
Topic: people

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 1. Vocabulary and Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES
• Write these sentences on the board: I like wearing comfortable clothes, I like baggy trousers and loose tops, I like to look different from other people, I love dressing up in smart or formal clothes for special occasions, I like weddings. Ask: Which of these statements describes you best?
• In small groups, students discuss the sentences. Get feedback by asking one student from two or three groups to report their group’s answers to the class.

Exercise 1

In pairs, students check the meaning of the words in a dictionary. With a stronger class elicit more words, e.g. fitted, denim, linen, polyester, silk, suede, viscose, flat (shoes), sleeveless, hooded. They then make a list of the clothes they can see in the photos, adding an adjective to each item of clothing.

• Check answers as a class. Correct pronunciation errors. Listen out especially for the mispronunciation of the vowel sounds /aɪ/ in leather, fur, kit, and furry /ˈfɜːri/ /ˈfɜːri/. Draw attention to the /s/ sound in loose /ləʊs/ and point out how it differs from the /z/ in lose /lɒz/.

(Possible answers)
woolly beanie, plain T-shirt/shirt, checked jacket, lacy dress, shiny trousersuit, woolly scarf, baggy jeans

Culture notes – Celebrities
Johnny Depp is an American actor, whose recent films include Pirates of the Caribbean and Alice in Wonderland. He is known for his scruffy and eccentric style.
Björk is an Icelandic singer who is as famous for her eccentric outfits as her unusual singing voice.
Vanessa Brown, also known as V V Brown, is an English singer, songwriter, model, and producer.
Kanye /kəɪnˈjei/ West is an American rap singer. His best-selling singles include Strange, Heartless and Gold Digger.
Exercise 2
- Check that students understand the words by giving the native-language translation and eliciting the English word. Practise the pronunciation of awful /'əwʃl/ and gaudy /'gɔ:di/. With a stronger class, elicit more words, e.g. chic, dowdy, conservative, over-the-top.
- In pairs, students discuss their opinions of the outfits in the photos.

For further practice of Clothes, go to:

Vocabulary Builder 1.1

| 1 | hoody | 2 | beanie | 3 | fleece | 4 | polo shirt | 5 | v-neck |
|---|---|---|---|---|---|---|---|---|
| 6 | sandals | 7 | combat trousers | 8 | platforms | 9 | roll-neck |
| 10 | kaftan | 11 | mini skirt | 12 | leggings |

2 a 2 b 1 c 5 d 6 e 8 f 1, 3, 4, 5, 9, 10 g 2 h i 4 j 6 j 3, 10 k 4

Exercise 3
- Explain the task. Make it clear that students will hear four celebrities described, but two of them aren’t shown in the photos.
- Tell students to listen out for key words from exercise 1 to help them identify the celebrity.
- Play the recording. Students check answers in pairs. Check answers as a class.

Transcript

Fashion commentator: First out of the limo is one of Hollywood’s hottest new stars. She’s young, but she looks all grown-up here. She’s wearing a beautiful, lacy, white dress from Armani. It’s long-sleeved, plain and very elegant. Her long, dark, shiny hair hangs over her shoulders. She has a small, sparkly clutch bag, and matching high-heeled shoes from Jimmy Choo. Very stylish!

Well, he may be famous, but he’s as scruffy as ever! Today he’s wearing a grey, cotton T-shirt. Over the top he’s wearing a brown, checked, baggy jacket with two scarves. One is really long, woolly and grey, and the other is short, green and black, and fluffy. He’s wearing very casual, baggy, dark blue jeans, and shiny, black, leather boots. On his head is an awful beige beanie. Oh dear!

Next to arrive is our favourite singer. He’s looking smarter than usual in a smooth, red, leather jacket which looks like Dolce and Gabbana. With that he’s wearing tight jeans, and a black and white, striped shirt, also Dolce and Gabbana, I think. He’s got a long, brown, furry scarf round his neck – not real fur, I hope. Altogether a very cool outfit.

Well, this lady certainly knows how to attract our attention. You can’t miss her in this outfit! Look at her shiny, gold trousers suit with black cuffs. And she’s wearing stylish, black, high-heeled shoes from Jimmy Choo. I’m not sure how flattering this outfit is, but she’s slim enough and beautiful enough to wear anything she wants!

Johnny Depp (Photo 1) and V V Brown (Photo 3)

Exercise 4
- In pairs, students complete the phrases from the radio show.
- With a weaker class, allow students to listen to the commentary again before they complete the phrases.
- Play the recording again for them to check their answers.

Transcript

1 | lacy | 2 | sparkly | 3 | cotton | 4 | baggy | 5 | leather | 6 | furry |
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Exercise 5
- Go through the Learn this! box together, and elicit one or two examples for each type of adjective.
- Refer students to the sentences in exercise 4 and elicit the types of adjective in each sentence (opinion, pattern, colour, shape, etc.).
- Students complete the rule with colour, material and shape. Students check answers in pairs. Check answers as a class.

2 shape | 4 colour | 5 material

For further practice of Order of adjectives, go to:

Grammar Builder 1.1

2 She’s wearing an elegant, lacy, white blouse.
3 She’s wearing ridiculous, high-heeled shoes.
4 I hate tight, nylon socks.
5 She’s wearing a spotty, velvet skirt.
6 I like your baggy, stripy, green tracksuit.
7 That’s a scruffy, checked jacket.

Extension
In pairs, students write a detailed description of the clothes worn by one of the people in the photos in this unit. They read out the description. The rest of the class guess whose clothes are being described. With a weaker class, give students more time to write their description.

Exercise 6
- In pairs, students describe the outfits worn by V V Brown and Kanye West in exercise 1. Monitor and check that students are using the correct adjectives in the correct order.

Exercise 7
- In pairs, students discuss the questions. Encourage them to develop their conversations by giving reasons for their answers and asking follow-up questions to their partner’s answers. Possible follow-up questions for number 1 could be: What kinds of clothes do you like buying? How often do you buy clothes? Which are your favourite clothes shops?
- Get feedback by asking a few students to say something about their partner’s attitudes to fashion and buying clothes.

Extension – fast finishers
Students write a description of their partner’s attitudes to fashion and buying clothes.

For further practice of Compound adjectives, go to:

Vocabulary Builder 1.2

1 short-haired | 2 | broad-shouldered | 3 | blue-eyed |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>good-looking</td>
<td>5</td>
<td>tight-fitting</td>
</tr>
<tr>
<td>7</td>
<td>high-heeled</td>
<td>8</td>
<td>old-fashioned</td>
</tr>
<tr>
<td>10</td>
<td>long-legged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 1 old-fashioned | 3 | tight-fitting | 4 | good-looking |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>high-heeled</td>
<td>6</td>
<td>dark-skinned</td>
</tr>
<tr>
<td>8</td>
<td>sun-tanned</td>
<td>9</td>
<td>blue-eyed</td>
</tr>
</tbody>
</table>

Lesson outcome
Ask students: What have you learned today? What can you do now? And elicit answers. I can describe someone’s clothes. I can use adjectives in the correct order.
1B Grammar

Present tense contrast

**LESSON SUMMARY**

**Grammar:** present tense contrast; dynamic and state verbs

**Reading:** a live online video chat

**Speaking:** talking about facts, habits, current actions and future arrangements

**SHORTCUT**

To do the lesson in 30 minutes, set exercise 6 and the Grammar Builder activities for homework.

**LEAD IN 2–3 MINUTES**

- In pairs, students brainstorm a list of things you can do on the Internet. Write students’ suggestions on the board. Possible answers include: send emails, chat with people (with or without a webcam), look up information, download music and videos, play games, buy things, get directions, store photos.
- Focus students’ attention on the photo and ask which of the things in the list the girl is doing (chatting online with a webcam).
- Ask students how often they video chat and who with.

**Exercise 1**

- Students describe what Zoe is wearing (a short-sleeved yellow top) and what she is doing (video chatting). Remind them to use language from the previous lesson.
- As feedback, ask one student to describe what Zoe is wearing and another what she is doing.

**Exercise 2**

- Play the recording for students to listen to while they read the dialogue. You could then ask students to read the dialogue in pairs.
- Students underline examples of the present simple and present continuous. Suggest they use a different colour for each tense.
- Students check answers in pairs. Check answers as a class.

**Transcript**

**Present simple:** I need (x2); She always comes; does oxygen change; do you fancy; does it start; I love

**Present continuous:** You’re always using; It’s so annoying; I’m chatting; I’m doing; I’m meeting

**Exercise 3**

- Students complete the table with simple or continuous.
- Students check answers in pairs. Check answers as a class. For each use elicit an example from the dialogue which illustrates it.

1 simple 2 continuous 3 continuous 4 simple 5 continuous 6 simple

Uses 5 and 6 refer to the future.

**Exercise 4**

- Go through the Learn this! box together or ask students to read it to themselves.
- Students find two examples of state verbs in exercise 1 (need, love).

**Learn this!**

**Dynamic and state verbs**

Help students to understand the meaning of state verb by explaining that it means a non-action verb. Students will eventually recognise instinctively what is a state or an action verb. Meanwhile, encourage them to learn a list of state verbs.

**For further practice of Dynamic and state verbs, go to:**

**Grammar Builder 1.2**

<table>
<thead>
<tr>
<th>1</th>
<th>1 He thinks</th>
<th>2 Mandy’s having</th>
<th>3 He appears</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I feel</td>
<td>5 We’re considering</td>
<td>6 tastes</td>
</tr>
<tr>
<td>2</td>
<td>‘I’m waiting</td>
<td>2 Do you know</td>
<td>3 don’t like</td>
</tr>
<tr>
<td>4</td>
<td>need</td>
<td>5 don’t remember</td>
<td>6 ‘s snowing</td>
</tr>
<tr>
<td>7</td>
<td>does (this DVD) belong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>‘I’m seeing</td>
<td>1b see</td>
<td>2a tastes</td>
</tr>
<tr>
<td>2b</td>
<td>‘m tasting</td>
<td>3a smell</td>
<td>3b ‘I’m smelling</td>
</tr>
<tr>
<td>4a</td>
<td>feels</td>
<td>4b ‘I’m feeling</td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td>looks</td>
<td>5b ‘I’m looking</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 5**

- In pairs, students complete the dialogue.
- Play the recording for students to check their answers.
- Check answers as a class. As you go through the answers, ask students to tell you which of the uses from exercise 3 each verb represents, e.g. Who are you phoning? Is use 2 (something happening now), The film starts in five minutes is use 6 (timetables and schedules).

**Transcript**

<table>
<thead>
<tr>
<th>1</th>
<th>are you phoning</th>
<th>2 starts</th>
<th>3 never arrives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Are you coming</td>
<td>5 ‘s just getting off</td>
<td>6 are you doing</td>
</tr>
<tr>
<td>7</td>
<td>‘re going</td>
<td>8 Do you want</td>
<td>9 ‘ve</td>
</tr>
<tr>
<td>11</td>
<td>are you doing</td>
<td>12 ‘m waiting</td>
<td></td>
</tr>
</tbody>
</table>

**For further practice of Present tense contrast, go to:**

**Grammar Builder 1.3**

<table>
<thead>
<tr>
<th>1</th>
<th>Does your dad usually wear a suit to work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I’m living with a family in Ireland for a month.</td>
</tr>
<tr>
<td>3</td>
<td>correct</td>
</tr>
<tr>
<td>5</td>
<td>We aren’t going to the cinema this Friday night.</td>
</tr>
<tr>
<td>6</td>
<td>‘t quite cold today. I’m taking a coat.</td>
</tr>
<tr>
<td>7</td>
<td>correct</td>
</tr>
<tr>
<td>2</td>
<td>1a wears</td>
</tr>
<tr>
<td>2a</td>
<td>are (they) speaking</td>
</tr>
<tr>
<td>3a</td>
<td>is living</td>
</tr>
<tr>
<td>4a</td>
<td>‘s always interrupting</td>
</tr>
<tr>
<td>5a</td>
<td>are (you) meeting</td>
</tr>
<tr>
<td>6a</td>
<td>doesn’t walk</td>
</tr>
</tbody>
</table>

**Exercise 6**

- Focus on the task and the example. Students do the exercise individually or in pairs. Circulate and monitor as they do so.
- Check answers as a class. For each verb ask three or four students to read out their sentences.

(Possible answers)

We have dinner at eight. This evening we’re having dinner at seven.

I usually play tennis with James. Right now I’m playing tennis with Matt.

My mum’s speaking loudly on the phone. She always speaks loudly when she’s on the phone.
She studies English literature. This term she’s studying Shakespeare. My dad usually wears a suit to work. Today he’s wearing jeans.

**Exercise 7**

- Demonstrate the exercise by giving your own answers to the first two questions.
- Encourage students to ask one or two follow-up questions, e.g., What...? Where...? Who do you... with?
- Circulate and monitor, noting down common errors for a feedback session at the end of the activity.
- Ask students to share with the class anything interesting they have found out about their partners.

**Lesson outcome**

Ask students: What have you learned today? What can you do now? and elicit answers. I can use different present tenses to talk about the present and future. I understand dynamic and state verbs.

**1C Culture**

**Big Brother**

**LESSON SUMMARY**

**Reading:** an article about surveillance; multiple-choice questions

**Listening:** a discussion about CCTV cameras

**Speaking:** expressing opinions about surveillance

**Topic:** state and society, science and technology

**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief, play the listening once only and do exercise 5 together as a class.

**LEAD-IN 3 MINUTES**

- Before students open their books, introduce the topic of the lesson by writing *Big Brother* on the board. Elicit opinions of the reality TV programme of that name. Elicit or explain the origin of the phrase *Big Brother* (see Culture note) and tell students that the topic of today’s lesson is surveillance /ˈsɜːvərəns/.

**Culture note – *Big Brother***

*Big Brother* is a character in the novel *Nineteen Eighty-Four* by the British writer George Orwell (who also wrote *Animal Farm*). Big Brother is the dictator of a totalitarian state in which people are under constant surveillance. They are continually reminded of this by the slogan they see and hear everywhere: ‘Big Brother is watching you.’

**Exercise 1**

- Focus on the photograph and ask: *What can you see?* Students are likely to say *camera* or *video camera*. Ask them to look at the words *Closed-Circuit Television (CCTV)* cameras and practise the pronunciation /ˈklɔːsd/ *ˈskeɪtər ˈtɛlvɪʒən/ *'kɛmərə/. Explain that a closed-circuit camera sends pictures to a small number of monitors; the pictures are not broadcast to a large audience.
- Elicit what CCTV cameras record (people’s actions in public places) and where they are usually found (banks, shops, airports, car parks, stations, etc.).

**Exercise 2**

- Students read the text and answer the question. Ask them to read it quickly in order to get the main meaning and work out what kind of text it is. Remind them not to worry about the meaning of unknown words at this stage. To encourage this, set a time limit of about two minutes.
- Elicit the answer. You can then play the recording for students to listen to while they read the text.

**Transcript**

```
1. 0.5
```

**Exercise 3**

- Students read the text again and answer the questions. Ask them to underline the part of the text that gives them the answer, noting the number of the question next to it. This will enable them to give evidence for their answers during feedback.
- Students check answers in pairs. Check answers as a class.
- Ask students if any information in the text surprised them, and if so, which.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>d</td>
<td>b</td>
<td>4</td>
</tr>
</tbody>
</table>

**Language note – *Looking out for you?***

You may wish to point out that the title of the article plays on the two meanings of the phrasal verb *look out for*. One meaning is ‘make sure nothing bad happens to somebody’. This refers to the fact that surveillance is supposedly there to protect us. The other meaning is ‘pay attention to what is happening around you so that you will notice a particular person or thing if you see them’, which refers to the fact that we are constantly being watched.

**Exercise 4**

- Tell students they will hear two people discussing CCTV cameras. Check they understand the meaning of *in favour of* and *against*.
- Play the recording. Students answer the questions.
- Students check answers in pairs. Check answers as a class.

**Transcript**

```
1. 0.6
```

**Martin** I came back from our summer holiday and do you know the first thing I noticed as we were leaving the airport? The number of CCTV cameras on the streets. They’re everywhere!

**Stephanie** What’s wrong with that?

**Martin** It means that somebody’s watching you all the time. I don’t like that.

**Stephanie** But the cameras are there to make criminals think twice before they do something wrong. Surveillance deters people from committing crime.

**Martin** I’m not sure about that. But even if it’s true, personal privacy is more important than catching criminals.

**Stephanie** Do you think so? I feel safer because of the cameras.

**Martin** Really?

**Stephanie** Well, in my opinion, public safety is more important than personal privacy. If the cameras can help prevent crime, you know, stop terrorists from leaving bombs in our cities, that’s a good thing. And I don’t mind if the police are watching me at the same time.

**Martin** But surveillance makes everybody feel guilty. If you see a camera pointing at you every time you look up in the street, you feel like you’ve done something wrong.

**Stephanie** Do you? Maybe you’ve just got a guilty conscience, Martin. Personally, I don’t think about it. Surely, if you don’t do anything wrong, then you have nothing to fear from surveillance.

**Martin** It’s not as simple as that. It’s the first step towards a police state.

**Stephanie** Don’t be silly. We don’t live in a police state!
Extra activity – speaking
Tell students that CCTV cameras are going to be installed in your school. Brainstorm and agree on the places where the cameras may be put (classrooms, halls, toilets?) and who will have access to the screens and recorded material (teachers, parents, the police?).

Divide the class into four groups. Two groups prepare arguments for or against the cameras from the point of view of students. Two other groups work on arguments for or against from the point of view of teachers.

Encourage students to use the ideas and vocabulary from exercise 7 as well as their own. Allow 3–4 minutes.

When the groups are ready, choose one person from each group. The class now form the jury. Their role is to take notes of the arguments presented by other students and finally decide who – the opponents or the proponents – are more convincing.

The four groups choose their speakers, who take it in turns to present their arguments. They have a minute each. Before they start, explain that everybody should listen carefully to the others as they will have a chance to respond to the arguments of the other groups, either strengthening their point or contradicting it.

When this round is finished, allow groups to work together again and decide what to say in the second round. Feed phrases like: We completely agree with our friends saying that ... We totally disagree with the group who say that ... After 2–3 minutes, let the speakers talk again. When they have finished, each member of the jury writes down on a piece of paper 'for' or 'against' stating whose arguments were the most appealing. Read the decision of the jury out to the class. If you want to be certain that there isn’t a draw, add your own vote.

If you want to give feedback on students’ mistakes, consider making notes on the misuse of verb patterns. At the end of the activity read your notes out to the class. Elicit corrections; put correct examples on the board.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand an article about surveillance and a discussion about surveillance. I can express my opinion about surveillance.

1D Grammar
Verb patterns

LESSON SUMMARY
Grammar: verb patterns
Reading: a short text about supermodels
Listening: a supermodel talking about her life
Speaking: personalised practice of verb patterns

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and omit extensions. Grammar Builder activities can be set for homework.
Exercise 1  
Focus on the photo and elicit that the woman is Kate Moss, a supermodel (a very famous and highly-paid fashion model). Ask: What is happening in the photo? Elicit that she is being photographed by paparazzi (photographers who follow famous people around to get interesting shots of them that they can then sell to newspapers and magazines).

Exercise 2  
- Students read the text and write down whether the verbs are followed by an infinitive or an -ing form.
- Check answers as a class.

Exercise 3  
Tell students they are going to listen to a supermodel talking about her life. Ask them to predict what she might say.
- Give students time to read the sentences before playing the recording.
- Students check answers in pairs. Check answers as a class.

Transcript  
I don’t expect to lead a perfectly normal life. I mean, you can’t when your face is so well-known. Some models hardly go out and they avoid going to clubs and restaurants. They never agree to pose for photos for the paparazzi. But that’s just silly. Because the photographers won’t give up. They can make life very difficult for you. I go out a lot, but I manage to keep my private life separate from my public life. I can’t imagine not having any privacy at all. That would be awful. A friend of mine – he’s a model too – he went on holiday to Majorca and some photographers followed him out there, and he couldn’t face leaving the villa because he knew that they were waiting for him in the street outside. So he ended up staying in the villa for most of the holiday.

1 false  2 false  3 true

Exercise 4  
- Focus on the sentences. Play the recording again for students to complete the sentences.
- Students check answers in pairs. Check answers as class.

Point out that the negative of the -ing form is not + -ing, e.g. I can’t imagine not having, and that the negative form of the infinitive is not + infinitive, e.g. I prefer not to go, not I prefer not to go.
- Make sure students are clear about the meaning of pose (sit or stand in a particular position to be photographed), can’t face (not want to do something because it is too unpleasant) and end up (find yourself doing something you didn’t expect to do).

Exercise 5  
- With a weaker class, go through the verbs in the table, giving or eliciting example sentences to check students know their meaning. Verbs which may require particular attention are happen (do something by chance, e.g. I happened to meet Oscar in town, mean (intend, e.g. I didn’t mean to hurt you) and can’t help (not be able to stop yourself from doing something, e.g. I couldn’t help laughing at his new haircut).
- Students add the verbs to the correct group. Do the first example together.
- Check answers as a class.

verb + -ing form  avoid  spend (time)  imagine  can’t face  end up
verb + infinitive  want  seem  expect  agree  manage

For further practice of Verb patterns, go to:

Grammar Builder 1.4  
1 not having  2 not to stay  3 seeing  4 to do  5 to buy  6 doing  7 eating  8 not to see  9 driving

Exercise 6  
- Students rewrite the sentences. Do the first sentence together as an example.
- Students check answers in pairs. Check answers as a class.

1 expects to be  2 can’t stand seeing  3 enjoy reading  4 refuses to eat  5 failed to keep  6 keeps looking  7 can’t face watching

Exercise 7  
- Go through the Learn this! box together. Make sure students understand that some verbs can be followed by an infinitive or an -ing form without an important change in meaning. Other examples include prefer, hate and begin. Explain that other verbs do change their meanings depending on whether they are followed by an infinitive or -ing form, and these differences will become clear when they translate some sentences.
- In pairs, students translate the sentences.
- Check answers as a class. (See the Language note below)

Language note – Verb patterns
With remember, forget, stop and go on the -ing form refers to the action that happens before the remembering, forgetting, etc. and the infinitive refers to what happens after. Try + -ing means try something as an experiment to see what will happen, whereas try + infinitive means make an effort to do something difficult.

Although not included in this exercise, students will also have heard like used with the -ing form or infinitive. There is a subtle but important difference in meaning between the two. Compare: I like going to the cinema. = I enjoy it. I like to go to the cinema. = I think it’s a good idea to go to the cinema.
For further practice of Verbs that change their meaning, go to:

Grammar Builder 1.5 (page 11)
1 1 whistling 2 to buy 3 standing 4 to annoy
3 to send 6 playing
2 1 looking to look 2 not to be 3 to understand
4 leading 5 to publish

Exercise 8 (page 7)
- In pairs, students tell each other what they did or will do.
- Circulate and monitor for correct use of verb patterns.
- Ask a few students to report back to the class some of the things their partner talked about.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can identify and use different verb patterns.

1E Reading

Eyeborg

LESSON SUMMARY
Reading: a magazine article about hearing colours
Vocabulary: adjective prefixes
Speaking: discussing colour-blindness
Topic: health, science and technology

SHORTCUT
To do the lesson in 30 minutes, set the Vocabulary Builder exercise for homework. The presentations in exercise 7 can be done simultaneously in groups.

LEAD-IN 2-3 MINUTES
- Elicit the names of the five senses (sight, hearing, smell, touch, taste) and ask what adjective describes a person who can't see (blind) and can't hear (deaf).
- In pairs, students rank the senses in order of importance, in their opinion.
- Encourage students to support their opinions with examples and explanations.

Exercise 1 (page 8)
- In pairs or open class, students discuss the questions.

Exercise 2 (page 8)
- Ask students to read the summaries and underline the key words in each summary.
- Students quickly read the text and choose the best summary.
- Students check answers in pairs. Check answers as a class.
- Play the recording for students to listen to while they read the text.

Transcript 1.08 (page 9)

Exercise 3 (page 8)
- Explain the task. Ask students to underline the key words in the paragraph headings.
- Students match the headings with the paragraphs. Do the first one together and show students how to look out for words in the text that have the same or similar meaning to the key words in the headings, e.g. in paragraph A, born is similar to birth in heading 5.
- Encourage students to underline the words in the text that match the key words in the headings. Elicit these during feedback. Remind students that there is one heading they don't need.
- Students check answers in pairs. Check answers as a class.
1 B 2 D 3 extra heading 4 E 5 A 6 F 7 C

Exercise 4 (page 8)
- Students answer the questions. With a weaker class, remind students that they can use the headings to help them find the information more quickly.
- Students check answers in pairs. Check answers as a class.
1 Yes, he is.
2 Neil met Adam when Adam came to his college to give a lecture.
3 It makes a low sound when it sees a red light and a high sound when it sees a violet light.
4 It is more sophisticated than the first one.
5 He has to carry a laptop (in a backpack).
6 It helps him to remember a lot of sounds.
7 People think he is videoing them. Security guards occasionally ask him to leave shops.

Exercise 5 (page 8)
- Go through the Learn this! box together. Students find words with negative prefixes in the text.
- Students check answers in pairs. Check answers as a class. Model and drill the pronunciation of each, paying attention to the word stress.
- Encourage students to write negative prefix words in sentences in their workbooks for reference.
irreversible; incredible; dissatisfied; impossible; uncomfortable; unusual; inseparable
For further practice of Adjective prefixes, go to:

Vocabulary Builder 1.3 (page 12)
1 1 irresponsible 2 immature 3 intolerant 4 illegal
5 dishonest 6 illiterate 7 unbelievable 8 incredible
9 unfriendly 10 impossible 11 disobedient
12 irrational
2 2 My bedroom is quite untidy.
3 My writing's always illegible.
4 My life is quite disorganised.
5 I eat at irregular times.
6 I think I'm quite insensitive.
7 This chair is very uncomfortable.
8 This medical condition is irreversible.
Extension - weaker students
In pairs, students write six sentences using the adjectives from the Vocabulary Builder activity.

Extension - stronger students
Students work on their own to write six sentences using the adjectives from the Vocabulary Builder activity. They leave a gap in the place of the adjective. They then swap sentences with another student and complete each other's sentences with the correct adjectives.

Exercise 6 (page 3)
- In pairs or small groups, students discuss the question.
- Circulate and monitor, feeding in vocabulary and ideas as necessary. (Problems might include responding to traffic lights, matching clothes, understanding maps or diagrams with colour codes.)

Exercise 7 (page 4)
- Students select their best three ideas and present them to the class. If time is short, they can present them in groups.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand a magazine article about colour-blindness. I have learned some adjectives with negative prefixes.

1F Speaking

Photo description

LESSON SUMMARY
Functional English: describing who is who in a photo
Grammar and vocabulary: prepositions; look like / look / look as if / look as though
Speaking: describing a photo; creating time to think (e.g. let me see ...)
Topic: culture, sport

SHORTCUT
To do the lesson in 30 minutes, do exercises 3 and 6 quickly together as a class. Keep the discussion brief in exercise 9.

LEAD-IN 3 MINUTES
- Write these questions on the board: Do you take a lot of photos? Do you usually print them out or look at them on a computer? Do you store any photos online? How do you feel about having your photo taken? In pairs or small groups, students discuss the questions.
- Have a quick class feedback session.

Exercise 1 (page 10)
- In pairs, students identify the people and things in the photo.

Culture note - Paparazzi
The word paparazzi comes from a character called Paparazzo in the film La Dolce Vita by the Italian director Federico Fellini. Paparazzo rode around on a scooter taking photos of famous people.

Exercise 2 (page 10)
- Tell students they are going to hear a student describing a photo as part of an exam.
- Play the recording. Students number the topics in the order they hear them.

Transcript 1,09 (page 11)
Examiner Describe the picture.
Student The photo shows a street at night. There's a sign in the background - it looks like it says 'Theatre'. There are a number of people in the street. The woman in the sunglasses looks like a pop singer or film star. The man in the grey suit next to the woman is a TV reporter, I think. He's holding a microphone and interviewing her. He looks very excited. They are walking away from the theatre. Perhaps she is the star of a show, but I'm not sure. The people to the right of the man are photographers - they look like paparazzi - and they're taking photos of the woman. In the top right-hand corner of the photo, I can see a TV camera too. On the left we can see just the hands of some people. One of them is holding a notebook and the woman with long blonde hair is writing something in the notebook with a blue pen. It looks as though she's signing her autograph. So I guess the people on the left are fans of the woman.

He includes a, c and d.

Exercise 3 (page 10)
- Students complete the phrases for identifying people and things. With a weaker class, allow students to listen to the recording again before they complete the phrases.
- Check answers as a class. Point out that to the left can sometimes be used as an alternative to on the left. We can say the people to / on the left of the man, but we can't say the man is to the left.

Learn this!
Expressions with look
Explain that the phrase look like (+ noun/person) means resemble. The phrase look like (+ clause) means look as if. Compare these examples: She looks like a famous model. = She resembles a famous person in her appearance. She looks like she is a famous model. = I think she is a famous model.

Exercise 4 (page 10)
- Go through the Learn this! box together. Make sure students understand what a clause is (a group of words that includes a subject and verb) and give one or two example sentences to illustrate each phrase: She looks like a celebrity. He looks bored. She looks as though / as if / like she's lost.
- Practise the pronunciation of looks as though.
- Students complete the sentences. Point out that there may be more than one answer.

1 looks like / as if / as though 2 looks like 3 looks 4 looks like 5 looks like / as if / as though

Exercise 5 (page 10)
- Play the recording for students to check their answers.
- Check answers as a class. Elicit alternative answers where possible.
Exercise 6
- Refer students to the strategy. Point out that these expressions help you 'buy time' when you are trying to think of something to say. Explain that it is much better to do this than remain silent.
- Students complete the expressions.
- Students check answers in pairs. Check answers as a class. Model and drill the expressions.

Exercise 7
- Play the recording. Students tick the expressions they hear.

Extra activity – speaking
Ask students to prepare a debate about the statement: Celebrities should be allowed more privacy and the paparazzi should be more restricted.
As a class, brainstorm some ideas for and against this statement. Encourage students to think about when celebrities like appearing in newspapers and magazines, and when they don’t. Ask students why the media likes images of celebrities and what benefits the images bring. Prompt students by asking questions such as: Do celebrities have an unwritten contract with the media which means that they have to relinquish some of their privacy? Should the media be concentrating on other issues more?
In small groups, students prepare arguments either for or against the statement. Remind students that they need to be prepared to offer explanations and examples to support their opinions.
Before you start the debate, elicit some useful expressions for expressing opinion, and for agreeing and disagreeing, e.g. In my opinion…, It seems to me that… I don’t agree with you, I see your point, but…
Divide the class into those for and against. Read out the statement and ask for reactions from each side. Encourage all students to contribute, referring to their prepared statements if necessary.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit answers. I can describe who is who in a photo. I can say where people are in the photo. I can talk about how they look. I can create time to think.

1G Writing
An informal letter
LEsson summary
Reading: an informal letter to an exchange student
Vocabulary: formal and informal expressions
Writing: an informal letter
Topic: people, family and social life
SHORTCUT
To do the lesson in 30 minutes, students finish the writing task for homework

LEAD-IN 2-3 MINUTES
- Write exchange student on the board. Elicit its meaning and find out if anybody in the class has taken part in a student exchange programme. Ask what the benefits are (you improve your knowledge of a foreign language, you find out about another country’s culture, you experience the independence of being away from home). Ask: Would you like to be an exchange student? Why? Why not? In which country?

Exercise 1
- Refer students to the photo with the second letter. Elicit descriptions of Pablo and his family.
Exercise 2
- Ask students to read the letters. Set a time limit of one minute and tell them to answer the questions. Students check their answers in pairs. Check answers as a class.
1. They are writing to exchange students.
2. They are introducing themselves and asking for information.

Exercise 3
- Draw students' attention to the strategy.
- Students read the letters again and decide how well Pablo and Johana have followed the task instructions.
- Students discuss their answers in pairs. Check answers as a class.
(Possible answer)
They have both followed the instructions well, but Pablo could give more information about his family, e.g. his parents' jobs and his sister's name.

Exercise 4
- Focus attention on Pablo's letter. Elicit that the style is informal.
- Explain that the words and phrases in exercise 4 are neutral in style. In other words, they are suitable for both formal and informal contexts. Students find informal equivalents in Pablo's letter.
- Students check answers in pairs. Check answers as a class. Point out that phrasal verbs such as pick up and get in are typical features of an informal style.
1. close to 2. loads of 3. I'm into 4. drop me a line 5. gets in 6. pick you up

Exercise 5
- In pairs, students consider the differences between Pablo and Johana's letters.
- Check answers as a class.
Johana starts a new paragraph at the beginning of each new topic, whereas Pablo doesn't.
Pablo uses longer and more complex sentences than Johana, e.g. Can I introduce myself? I'm really looking forward to meeting you.
Pablo uses a greater variety of vocabulary than Johana, e.g. drop me a line, let me know.

Exercise 6
- In pairs, students choose the most appropriate language for an informal letter.
- Check answers as a class. In feedback point out that I look forward to hearing from you is more formal than I'm looking forward to hearing from you.
1. Hi Mike; Dear Mike 2. Write soon; Bye 3. Best wishes; All the best 4. contracted forms 5. can use

Exercise 7
- Go through the instructions together and make sure students understand what they need to do. Remind them that they should try to use a variety of phrases and expressions to activate what they have learned in the unit and that they should try to go beyond short simple sentences. Remind them also to divide their letters into paragraphs.
- When students have finished, tell them to refer to the checklist to make sure they have completed the task as well as they can.

Extension – fast finishers
Ask fast finishers to swap letters with another student to read and check for mistakes.

Culture note – Language schools in the UK
During the long summer holiday there are many opportunities to go to the UK and study English. Language schools across the country provide residential language courses. They are often located in famous historic cities such as Oxford, Cambridge, Edinburgh and Brighton. A wide range of ages is catered for. Younger students are often accommodated in a boarding school, which is designed for living and learning. Older teenagers can choose to stay with host families who are employed by the language school.
As well as attending English lessons, the language students go on day trips to visit famous monuments, or even to theme parks. The language schools usually also organise extra activities, such as sports days, drama events or social gatherings like discos and barbecues.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can write a letter introducing myself. I can organise ideas into paragraphs. I know how to start and finish an informal letter.
Get Ready for your Exam 1

LEAD-IN 3-4 MINUTES

• Ask students to work in pairs and write down a list of five things that other people tend to refer to when talking about their own appearance, e.g. height, hair type and hairstyle, nose shape, clothes.
• After two minutes, put the ideas on the board. Then ask which of these things can be changed (e.g. hairstyle, clothes) and which can’t be changed (e.g. height, face shape).

Listening

Exercise 1  page 12

GET READY TO LISTEN

• Draw attention to the questions and indicate that vocabulary used in the lead-in will be helpful for students during their discussions.
• Ask students to discuss the questions and then feedback as a class. Encourage students to provide examples for their statements and opinions.

Exercise 2  page 12

LISTENING EXAM TASK – MULTIPLE CHOICE

• Tell students they are going to listen to somebody talking about appearance. Focus attention on the multiple-choice statements and ask students to read them through to check understanding. This will also help them predict the content of the listening text.
• Explain that two choices for each question are distractors.
• Encourage students to underline key words and phrases that they should pay attention to. For example, in the first question: students could highlight unhappy with your appearance, other people unhappy, affect … behaviour, other people won’t appreciate.
• Play the recording and ask students just to listen. Play again for students to choose their answers, and a final time to check their answers. In a weaker class, you could pause the recording after information for each question has been heard.
• Check answers as a class.

Transcript  1.11

Speaker The true beauty of a person comes from inside. But if you are unhappy with your appearance, it is difficult to appreciate that. Your appearance is the first thing that other people notice. If you are not happy with how you look, it affects the way you behave and that affects how other people treat you. If this is the case, it’s a good idea to take a look at yourself. First of all, write a list of things about yourself that you can’t change, for example, your height, the colour of your eyes, the size of your feet. Learn to love these things. Accept what you can’t change. Everybody has things that they don’t like about themselves. When you accept who you are, it shows on the outside. Confidence is attractive!

Turn your negatives into positives. If you have curly hair, don’t try and straighten it. Learn how to make your curls wonderful. Go to a good hairdresser and get an updated hairstyle. If you think you are too tall, be proud of your height. Remember that short people would love to have a few extra centimetres. Walk tall!

Then turn your attention to your wardrobe. Clothes that suit you and that you feel comfortable in make you look and feel better. Take a good look at your clothes and get rid of anything that doesn’t make you look good. If you need more help, go to some shops for some free advice. Shop assistants are often good at helping you to find what suits you. Try new styles and colours. And make sure you have a great, well-fitting pair of jeans!

Finally, get enough exercise. Try a new sport. Go to a gym and work out. I’m not saying you should become a body-builder, but a little exercise will make you feel better and make you look better, too.

1 C 2 A 3 B 4 C 5 A

Speaking

Exercise 3  page 12

GET READY TO SPEAK

• Read the task with the students. Point out that they need to describe the pictures in detail. They need to focus on the people in the images and what they are doing.
• Elicit from the students that they need to use the present continuous to describe what the people are doing.
• In pairs, students describe the pictures. Monitor the students as they speak without interrupting.
• At the end of the activity, ask two of the stronger students to describe the pictures. Make a note on the board of any useful vocabulary, for example, trying on, measuring, adjusting. You could point out that tailor is a noun and a verb, and that both words are useful when describing the second picture.
• Feedback any concerns you had while you were listening to the students in their pairs. Correct any common errors.

Culture note

It is still possible to ask a tailor to make a suit especially for you, although it is very expensive to have something tailor-made and is less common than in the past. The majority of people buy suits off the peg. For very special outfits, such as wedding dresses, women go to dressmakers. Just as at the tailor’s, the client is measured and the dressmaker starts to create the item of clothing. The client then returns for fittings so that the dressmaker can make final adjustments to ensure the finished item is a perfect fit.

Exercise 4  page 12

SPEAKING EXAM TASK – PICTURE COMPARISON

• Read the questions with the class. Check that students understand the term off the peg.
• Point out that the first question relates specifically to the pictures, the second is more general, while the remaining questions require students to talk about their own personal experience.
• Students answer the questions in pairs, taking it in turns to be the examiner and the candidate. Remind students to give reasons and examples to support their opinions. Encourage them to use language for creating time to think, e.g. Let me see… Let me think about that.
• Monitor the students as they do the task, helping out with ideas as necessary.
• At the end, choose four stronger students to answer the questions.
Use of English

Exercise 5  page 12

USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE CLOZE

- Read through the instruction with the class. Make sure students understand that only one word will fit in the context of the sentence and that the other three words are there as they represent common errors. Encourage students to read through the text to gain a general understanding. Elicit that the text is about a new type of clothing which helps cool people down when the weather is very hot.
- Explain that students need to look through the options to fill the gaps. Students will have to use their logic and grammar skills to find the correct missing word.
- Look at the first word with the class. Then ask students to complete the task individually.
- Before checking the answers with the class, ask students to compare their answers in pairs.
- Ensure that students understand why the chosen words are correct.

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

Reading

Exercise 6  page 13

GET READY TO READ

- Students match the words with items A–G to make expressions connected to free-time activities. Check the meanings of the expressions with the use of mime or simple sketches on the board and then ask students to answer questions 1–3.
- Ask students which of the free-time activities they would prefer. Has any student tried any of the activities?
- Check answers and practise the pronunciation of row /rəʊ/, tightrope /ˈtaɪtɪroʊp/ and jewellery /ˈdʒɜːərli/.

1 G 2 D 3 C 4 F 5 A 6 E 7 B
1 row a boat
2 design metal jewellery; make music
3 fly a kite

Exercise 7  page 13

READING EXAM TASK – MATCHING STATEMENTS TO TEXTS

- Students do the reading task. Remind them that they should first underline the key words in statements 1–7 to help them to locate the relevant parts of the text.
- With a weaker class, show them how to identify the key words in the first few statements before they complete the task, e.g. in sentence 1, they should underline weather; in 2 laugh; in 3 on stage, etc.
- When students have finished the task, tell them to check that they have used each letter (A–E) at least once.
- Remind students that they do not need to understand every word in the text in order to complete the task. Focussing on the key words will help them to find the correct answer.
- Students check answers in pairs. Then check answers as a class. As you do so, ask students to tell you which part of the text gives them the answer, e.g. for sentence 1 the answer is C. Every morning… when it’s windy is the part of the text that contains the answer.

1 C, line 16  2 A, line 4  3 D, line 20  4 A, line 5  5 D, lines 20–21  6 E, line 25  7 B, lines 9–10

Writing

Exercise 8  page 13

WRITING EXAM TASK – WRITING AN INFORMAL LETTER

- Give students 30 minutes to write the task. Remind them that they should spend some time writing a plan for their letter. Encourage students to write down the elements they need to include and then write what information they will use for each. Remind students to divide their letters into paragraphs. They should give themselves time to check their letter once they have finished, making sure they have included all the required information. Encourage students to go back to their plans and tick off all the information they have included. They should then read through their letters again to check their grammar and spelling.

Lesson outcome

Ask students: What have you learned/practised today? What can you do now? and elicit answers. I have practiced a listening comprehension (multiple choice), I have described and compared pictures, I have completed a multiple choice cloze for the use of English section of the exam, I have practiced a reading comprehension (matching statements to short texts), I have written an informal letter.
Looking back

2A Vocabulary and listening

How did you feel?

**LESSON SUMMARY**

Vocabulary: adjectives for feelings; noun formation (VB)
Listening: monologues – people describing feelings
Speaking: talking about feelings
Topic: people

**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief; omit the extension and set the Vocabulary Builder activity for homework. In exercises 5 and 6 students talk about four, not eight past experiences.

**LEAD-IN 3-4 MINUTES**

- Write the word Feelings on the board. Elicit the words nervous, irritated and excited by asking: How do you feel before an important exam? (nervous) How do you feel if somebody is speaking loudly behind you in the cinema? (irritated) How do you feel before going on holiday? (excited)
- Write these adjectives on the board. In pairs, students make a list of three things that make them nervous, irritated and excited.
- Ask a few students to read out their lists.

**Exercise 1**

- Check that students understand the adjectives to describe feelings. Refer them to a dictionary and then check comprehension of the more challenging words by giving a translation in their native language and eliciting the English word.
- Drill the pronunciation of words that are difficult to pronounce, e.g. embarrassed /eməˈbræzd/, guilty /ˈɡəlti/, jealous /dʒeləs/ and relieved /riˈliːvd/.
- Focus on the photos. Elicit the first answer, e.g. I think the boy in photo 1 looks confused. Maybe he’s doing a test and doesn’t understand a question.
- Students continue the exercise in pairs.

(Possible answers)

1. The boy is confused / fed up / irritated.
2. The man is depressed / disappointed / homesick.
3. The woman is afraid / shocked / upset.
4. The woman is afraid / nervous.
5. The woman is delighted / pleased / proud / satisfied.

**Exercise 2**

- Play the recording. Students choose the correct adjective to describe how each person is feeling. Pause after the first speaker, elicit the answer, and then play the rest of the recording.
- Students check answers in pairs. Check answers as a class.

Transcript 1.12

1. What? What are you doing? Get away from me! Are you … You’re not … This isn’t possible. Get away from me!
2. This bed is really … ugh … uncomfortable. What’s the time? Two in the morning! And I have to get up early, Tsk.
3. Alex When I was six, my older sister took part in an ice-skating competition. It was in London — and the whole family went along to watch her. It was quite a big event — the national junior championship, or something like that. We were quite surprised when she got through to the final part of the competition. When she came onto the Ice again, we all cheered and clapped. And believe it or not, she won — she won the whole competition. I couldn’t believe that my own sister was the champion! It made me feel so good. I told everybody at school about it.

4. Sophie When I was about eight, I was a member of a tennis club. I went every Saturday morning and played for two hours. I wasn’t very good — and I didn’t enjoy it. But I went every week. For some reason, I didn’t tell my mum and dad that I didn’t like the tennis club. I thought they would be angry if I admitted it! So I said nothing. Then, one day in the car on the way there, I said to my dad I really don’t want to go. I don’t like tennis! He wasn’t angry at all! Of course you don’t have to go, he said. ‘We only took you there every week because we thought you enjoyed it!’

5. Tom When I was a kid, my parents didn’t have a lot of money. I mean, we weren’t really poor — we had enough for clothes, and food and stuff like that. But a lot of my school friends came from richer families. There was one boy — my best friend for years — his name was Adam — who always got everything he wanted. He seemed to get a new bike every year! I had the same bike for about five years — and it wasn’t new when I got it! I really wanted to be Adam. Or at least, I wanted to have his parents.

1 of; Milly was afraid of her dad because he played the part of a horrible character in a play.
2 about; Sam was relieved because he thought his dog had run away but he hadn’t. Sam cried.
3 of; Alex was proud of his sister because she won a national junior ice-skating competition.
4 with; Sophie was fed up with going to a tennis club. She told her dad she didn’t like playing tennis.
5 of; Tom was jealous of Adam because Adam’s parents got him everything he wanted.

Pronunciation note – Prepositions

Explain that prepositions that come in the middle of a sentence and not at the end are pronounced as a weak form, e.g.: scared of /æf/ spiders, surprised at /ət/ my results. For extra practice: model and drill the following sentences, exaggerating the sentence stress:

I’m scared of spiders.
He’s surprised at his results.
She’s proud of her son.

Exercise 5 (page 14)

Focus on the task and the example. Make sure students write notes, not full sentences.

Exercise 6 (page 14)

In pairs, students ask and answer the questions.

Write What? When? Who? Where? Why? on the board to encourage students to ask follow-up questions to help their partner expand on their stories. Do the first example with a strong student in front of the class to show students the kind of questions they can ask.
Extension
Play a game to practise the adjectives from the lesson.
Put students in teams of two to four. Put stronger students in smaller teams and weaker students in larger teams.
Give a definition or situation to elicit an adjective, e.g. if you want what somebody else has got, you are ...? (jealous). Your brother wins a major tennis competition. How do you feel? (proud)
Students raise their hand (or bang the desk) if they know the answer. Invite the first student to raise their hand to give the answer. They must answer immediately. If they answer correctly, they win a point for their team. If they answer incorrectly, they lose a point. (This discourages students from raising their hands before they are sure of the answer.)
They can win a further point by making a correct sentence using the word.
Keep a tally of the scores on the board.
For further practice of noun formation from verbs and adjectives, go to:

<table>
<thead>
<tr>
<th>Vocabulary Builder 2.1</th>
<th>pp. 127–128</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 meat: 1 embarrassment 2 enjoyment 3 excitement 4 love: 2 depression 3 irritation 5 meanness: 1 kindness 2 nervousness 3 sadness</td>
<td></td>
</tr>
<tr>
<td>2 confusion 2 depression 3 enjoyment 4 kindness 5 embarrassment 6 excitement</td>
<td></td>
</tr>
<tr>
<td>3 boredom; guilt; jealousy; pleasure; pride; satisfaction</td>
<td></td>
</tr>
</tbody>
</table>

Lesson outcome
Ask students: What have you learned today? What can you do now? And elicit answers. I can describe how I feel. I can make nouns from adjectives.

2B Grammar
Past tense contrast

LESSON SUMMARY
Grammar: past tense contrast: past simple, past continuous and past perfect
Reading: stories of memorable experiences
Speaking: talking about your earliest memory

SHORTCUT
To do the lesson in 30 minutes, do exercises 5 and 6 together as a class. Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES
- Write Memorable experiences on the board, followed by a list of important ‘firsts’: the first band you liked, your first day at school, your first pet, the first time you rode a bike, etc.
- Ask students to think of more important ‘firsts’ and add them to the list (e.g. first English lesson, first best friend, first date, first mobile phone, first trip abroad).
- Students take it in turns to ask each other how well they remember these ‘firsts’. Write these expressions on the board for them to use. I can remember ... really well. I can hardly remember ... I can’t remember ... at all.

Exercise 1 (pp. 15)
- Allow students about half a minute to read the text.
- Students answer the two questions. Check answers as a class.

Positive effect: The rain made the atmosphere more dramatic.
Negative effect: It damaged the sound equipment.

Culture note – Metallica
Metallica is a heavy metal band which was formed in Los Angeles, California in 1981. The group were quick to become successful amongst heavy metal fans, but in 1991, when they released The Black Album, they became famous worldwide. The album sold 15 million copies around the globe. Since then Metallica has continued to release acclaimed albums and still tours internationally. It is one of the best-known heavy metal bands of all time.

Exercise 2 (pp. 15)
- Focus on the red words in the text. Elicit that arrived is past simple, were walking is past continuous and had started is past perfect.
- Students find an affirmative and negative example of each tense.
- Check answers as a class. During feedback, ask students to tell you which of the verbs are irregular. Point out that had is usually contracted to ‘d after a pronoun, e.g. I’d watched.

Past simple affirmative: he was; went; arrived; locked; decided; was; reached; were; was; made; stopped
Past simple negative: didn’t mind
Past continuous affirmative: we were walking; was coming; was raining; were cheering and dancing
Past continuous negative: wasn’t raining
Past perfect affirmative: had started; ‘d watched; had damaged
Past perfect negative: hadn’t seen

Exercise 3 (pp. 15)
- Students read and complete the Learn this! box with the names of the tenses.
- Students check answers in pairs. Check answers as a class.

1 past continuous, e.g. a storm was coming; it wasn’t raining yet
2 past simple, e.g. We arrived on Friday evening, looked at the programme and decided to ...
3 past simple; past continuous, e.g. As we were walking across the park, there was a flash of lightning.
4 past perfect, e.g. When we reached the Main Stage, Metallica had started playing.

For further practice of Past tenses, go to:

Grammar Builder 2.1 (Ex. 1) pp. 119–121
1 was waiting; saw 2 broke; was playing
3 stopped; was getting 4 were having; got
5 was shining; decided 6 was listening; didn’t hear
Exercise 4  (page 15)
- In pairs, students discuss the difference in meaning between the sentences.
- Check answers as a class. During feedback with a weaker class, ask concept questions to help clarify the differences: in number 1, did Muse play the song before or after we got to the main stage? (after)
  in number 2, had Muse started playing the song when we arrived? (yes)
  Did they continue playing it? (yes)
  in number 3, did Muse play the song before or after we got to the main stage? (before)

Culture note – Notting Hill Carnival
The Notting Hill Carnival is a two-day street festival held in west London every year at the end of August. It started as a small festival celebrated by the local Caribbean community, and has grown in recent years into a major tourist attraction. It features colourful decorated floats, live bands, costume parades and food stalls.

Exercise 5  (page 15)
- Students complete the text with the correct past tense form.
- Play the recording for them to check their answers.
- As you go through the first few answers, ask students to explain why they chose the tense.

Transcript 1.14 (page 15)
1 went  2 travelled  3 got off  4 walked  5 came
6 I'd never seen  7 was playing  8 were dancing
9 was walking  10 stopped  11 turned  12 had gone
13 had written  14 walked  15 asked  16 answered
17 heard  18 hadn't noticed

Exercise 6  (page 15)
- Students complete the questions.
- Students check answers in pairs. Check answers as a class.
1 did Julie travel?  2 did Julie feel?  3 was the band playing?
4 had her dad written?  5 did Julie ask?  6 was her dad?

Exercise 7  (page 15)
- Students ask and answer the questions in exercise 6.
- Monitor and check that students are using the correct past tenses.
1 She travelled by underground.
2 She felt shocked.
3 The band was playing reggae music.
4 He had written his mobile number.
5 She asked a shop assistant for help.
6 He hadn't noticed that Julie wasn't with him.

Extension – weaker students
In pairs, students retell Julie’s story from memory. Student A, with book closed, tells the first half of the story, while Student B, with book open, prompts. Student B tells the second half of the story while Student A prompts.

Extension – stronger students
In pairs, students retell Kyle’s and Julie’s stories. Student A, with book closed, tells Kyle’s story while Student B, with book open, prompts. Student B tells Julie’s story while Student A prompts.

Exercise 8  (page 15)
- Explain the task and give the students time to think about which occasion they want to talk about and plan what to say.
  If possible, model the task by telling students a story of your own about a time when you had a shock.
- Students use the given prompts to describe their experiences. Ask two or three students to tell the rest of the class about their partner’s experience.
For further practice of Past tenses, go to:

Grammar Builder 2.1 (Exs.2–3)  (pages 110–111)
2 2 had run; felt 3 got; hadn't practised
  4 had finished; went 5 arrived; had started
  6 shouted; hadn't tidied 7 hadn't phoned; went
3 1 b b 2 b 3 a 4 a 5 b 6 b

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can describe a memorable experience using different past tenses.

2C Culture
Remembering the past

LESSON SUMMARY
Vocabulary: war
Listening: a radio programme about Poppy Day
Project: a fact file about an important date
Topic: state and society, selected information about the countries of the target language

SHORTCUT
To do the lesson in 30 minutes, omit exercise 6. Exercise 7 can be set for homework.

LEAD-IN 3–4 MINUTES
- Write these words on the board: battle, soldier and fight and elicit that the words are related to war.
- Elicit the names of three or four recent wars, e.g. World War I, World War II, the Korean War, the Iraq War. Ask: When were these wars? Who was fighting? In pairs, students discuss the questions. Conduct a brief feedback session.

Exercise 1  (page 16)
- Focus on the photo and elicit answers to the questions.

The monument is a war memorial in London called the Cenotaph. It commemorates all soldiers who have died in wars in which Britain has fought.

Exercise 2  (page 16)
- In pairs, students match the words and definitions.
- Check answers as a class and practise the pronunciation of comrades /ˈkɒmərədz/ and casualties /ˈkeɪʒʊlətɪz/.
1 officer 2 comrades 3 battlefield 4 casualties 5 war 6 conflicts 7 poppies

Culture note – Poppy Day
In Britain, Poppy Day is the popular name for Remembrance Day. In the US it is known as Veterans' Day.
Exercise 3  page 16
• Tell students they are going to hear the beginning of a programme about Remembrance Day.
• Play the recording. Students complete the fact file.
• Students check answers in pairs. Check answers as a class.

Transcript  page 16
Presenter Poppy Day is the day when people in Britain and other countries commemorate the soldiers who died for their country in two world wars and later conflicts. It's on the 11th of November every year because World War One officially ended on the 11th of November 1918. Every year at exactly 11 o'clock in the morning, there is a two-minute silence. This tradition began in 1919, one year after the end of World War One, when there was a two-minute silence in London. It was a chance for everybody to stop what they were doing and remember the people who had died.

1 11 2 1/One 3 2/two 4 1919

Exercise 4  page 16
• Go through the strategy together and give students plenty of time to read the questions in exercise 5 carefully. Deal with any vocabulary questions that arise.

Exercise 5  page 16
• Play the complete recording. Students answer the questions.
• Students check answers in pairs. Check answers as a class.

Transcript  page 16
Presenter Poppy Day is the day when people in Britain and other countries commemorate the soldiers who died for their country in two world wars and later conflicts. It's on the 11th of November every year because World War One officially ended on the 11th of November 1918. Every year at exactly 11 o'clock in the morning, there is a two-minute silence. This tradition began in 1919, one year after the end of World War One, when there was a two-minute silence in London. It was a chance for everybody to stop what they were doing and remember the people who had died. This is how one British newspaper described the event:

Man At exactly 11 o'clock, all the cars, trams and other vehicles stopped. Everyone stood very still. The silence became deeper. It spread over the whole city. It was a silence which was almost pain. It was the spirit of memory.

Presenter John McCrae was a Canadian doctor who fought as an officer in World War One. He saw terrible things during that time — there were sometimes hundreds of casualties in one day. Thousands and thousands of young soldiers fought and died in the muddy, wet fields of Flanders, a part of Belgium. In those same muddy fields, red flowers grew — poppies. McCrae imagined that the poppies were growing there to mark the places where young men had died. He found the sight of the poppies very moving, and wrote a poem about them. In the poem, he heard the dead soldiers speak. It begins with this line: 'In Flanders fields the poppies blow...'

John McCrae died in battle in 1918. An American woman called Moina Michael read his poem and bought some poppies. She gave one of them and sold the others. She gave the money to ex-soldiers in the United States. Other people copied the idea — they made poppies out of paper and sold them to raise money for ex-soldiers and the families of soldiers who had died. Selling poppies became a tradition which spread from country to country.

Today poppies are sold in many countries around the world. When people buy and wear poppies, they are remembering all the soldiers who fought and died in World War One, between 1914 and 1918, and in later wars. And although World War One happened about a hundred years ago, people do still remember: in the UK alone, about 40 million poppies are sold each year.

1 b 2 d 3 b 4 c

Extension
Write these gapped sentences on the board or dictate them. Students discuss the answers in pairs.
1 A British newspaper said the silence was almost like... 2 Joan McCrae's poem begins: 'In Flanders... the poppies blow...'
3 People sold poppies to make money for... and the... of soldiers who died.
4 In the UK about... poppies are sold each year.

Play the recording a second time for them to check their answers. (Answers: 1 pain; 2 fields; 3 ex-soldiers; families; 40 million).

Exercise 6  page 16
• In pairs, students discuss the questions.
• Check answers as a class.

1 1st May is International Workers' Day, or May Day. It commemorates the historic struggle of working people throughout the world, and is a national holiday in more than 80 countries. 2nd July is American Independence Day. It commemorates the date on which Americans declared their independence from Great Britain in 1776. 3rd July is Bastille Day, in France, or French National Day. It commemorates the storming of the Bastille, a fortress/prison, during the French Revolution in 1789.

Exercise 7  page 16
• In groups, students prepare a fact file about an important date. Suggest that they use the Internet as a resource.
• Point out the information they need to make notes about. Make sure that they understand fully what they need to do.
• Allow students enough time to coordinate themselves in their groups to do the research. You might like to set a date in a future class for the follow-up activity.

Lesson outcome
Ask students: What have you learned today? What can you do now? And elicit answers: I have learned how soldiers who fought in wars are remembered in Britain. I can discuss the significance of important days in history.

2D Grammar
used to

LESSON SUMMARY
Grammar: used to
Reading: a dialogue about childhood possessions
Speaking: talking about past habits

SHORTCUT
To do the lesson in 30 minutes, omit extensions. Exercise 5 and the Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES
• Write Childhood mementos on the board and explain that it means 'souvenirs of childhood'. Ask students if they or their parents have kept any possessions or other objects that remind them of when they were very young. If so, what? (e.g. photos, school reports, first toys, locks of hair, baby teeth)
• Ask: How often do you look at them? How do you feel when you look at them? In pairs or small groups, students discuss the questions.

Exercise 1 (page 17)
• Play the recording for students to listen to while they read the dialogue. You could then ask students to read the dialogue in pairs.
• Students answer the question and check their answer with a partner. Check the answer as a class.

Transcript (1:17) (page 17)
Daisy is a bit upset at the end because Evie thought she was pretty when she was younger, but that she isn’t pretty now.

Exercise 2 (page 17)
• Students underline examples of used to in the dialogue.
• Check answers as a class. Write the affirmative, negative, and question forms on the board and point out that there is no d at the end of use in the negative and question forms (a common mistake, even for native speakers).

Affirmative: You used to have; You used to be; I used to use
Negative: I didn’t use to have
Interrogative: Did you use to wear...?

Exercise 3 (page 17)
• Refer students to the Learn this! box. Students complete the examples and match them with the uses.
• Check answers as a class. With a weaker class, recap by asking students to cover the box and ask: Do we use ‘used to’ to talk about present habits and situations? (no). Which time period? (past) So how do we talk about present habits? (present simple, sometimes with usually).

1 used to 2 didn’t use to 3 Did (you) use to

Exercise 4 (page 17)
• Go through the questions first to allow students to focus on what is important.
• Play the recording for students to answer the questions.
• Elicit answers and refer to the information in the Look out! box.
• Play the recording again and get students to repeat chorally and then individually.

Transcript (1:18) (page 17)
1 is/ 2 silent 3 /ta/.

Pronunciation note – used to
• Explain to students that the /is/ sound in used to helps to distinguish it from used, the past tense of use, e.g., I used my scooter yesterday. In the latter, the s is pronounced /z/.
• The final /d/ in used to is not pronounced. The sounds /d/ or /t/ often disappear completely when the next word starts with a consonant, e.g., last night /last night/, department store /deptment stor/.

Look out!
Go through the Look out! box together. Elicit or explain that we use be used to something or be used to doing something to talk about something that you are familiar with so that it no longer seems strange to you.

For further practice of used to go to:

Grammar Builder 2.2 (page 11:12)
1 I used to fight 2 used to kill 3 used to be 4 didn’t use to have 5 used to hang 6 didn’t use to eat
2 didn’t use to eat 3 used to be 4 used to be 5 didn’t use to like 6 used to have 7 used to do
3 Did he use to wear glasses? Yes, he did. 3 Did he use to play the piano? No, he didn’t.
4 Did he use to eat meat? Yes, he did.
4 I’m used to 2 I’m used to 3 I used to 4 I’m used to 5 I used to 6 I’m used to

Exercise 5 (page 17)
• Students complete the sentences.
• Students check answers in pairs. Check answers as a class.

2 didn’t use to play 3 did (the Ancient Greeks) use to study
4 used to have 5 didn’t use to speak 6 used to be
7 Did your teachers at primary school use to get
8 used to work 9 didn’t use to read

Exercise 6 (page 17)
• Students make notes about how much they have changed since they were young children. Write these prompts on the board: appearance, looks, clothes, toys and games, unusual habits and ask them to think about these areas.

Exercise 7 (page 17)
• In pairs, students ask and answer the questions. Remind them that they should use their notes as prompts, not read from them.

Extension
Students either write sentences about the three most interesting things they found out about their partner or tell the class about them.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers. I can talk about things that were true in the past but are not true now. I have learned how to use ‘used to’.

2E Reading

Amnesia

LESSON SUMMARY
Reading: a magazine article about memory loss
Vocabulary: verbs relating to memory
Speaking: talking about forgetting things
Listening: a song  — Ugly
Topic: people, health

SHORTCUT
To do the lesson in 30 minutes, omit extensions. Exercise 4 can be set for homework and exercise 7 can be omitted.
LEAD-IN 2-3 MINUTES

- Draw a picture of a slave on the board and explain that have a memory like a slave means be very forgetful.
- Ask: Do you have a memory like a slave or do you have a good memory? Do you know anyone who has an exceptionally good memory? What kind of things can they remember? What do you do if you have something very important to remember? In pairs, students discuss the questions.

Exercise 1  

- Explain the task. Play the recording for students to listen to while they read the text. Remind them to focus just on the task and not to allow themselves to be distracted by words they don't understand.
- Check answers as a class.

Transcript 1.19

Emily can't remember the distant past. The fictional character Jason Bourne has the same condition.

Henry can't form new memories. The fictional character Leonard Shelby has the same condition.

Culture note – The Bourne Trilogy and Memento

The Bourne Trilogy consists of The Bourne Identity (2004), The Bourne Supremacy (2004) and The Bourne Ultimatum (2007). The films are based on a series of novels by the American author Robert Ludlum. Jason Bourne, a man who used to work for the Central Intelligence Agency (CIA), but who has lost his memory after being shot, is played by Matt Damon. Memento was released in 2000, Leonard Shelby, a man with no short-term memory who is trying to solve his wife's murder, is played by Guy Pearce. The story of the film is told backwards and each new scene explains what happened before.

Exercise 2

- Students read the text again and complete the sentences. Remind them to look for key words in the sentences that will help them identify the right part of the text to look for the answer.
- Check answers as a class.

1 Henry  2 Henry  3 Emily  4 Emily  5 Emily  6 Henry  7 Henry

Exercise 3

- Students refer to the text again to decide if the sentences are true or false.
- Check answers as a class. Ask students to find sentences or phrases in the text to support true and false answers. This will also help them understand the difference between a sentence that is false and a sentence about which there is no information in the text.

1 false (She didn’t know anyone in Santa Fe)  
2 false (she didn’t recognise her own children)  
3 true (many doctors doubt these patients' stories)  
4 not known  
5 false (His brain was damaged during surgery)  
6 true (Although he could recall his childhood clearly)  
7 true (But each time she arrived, he introduced himself as if they were meeting for the first time.)  
8 not known

Extra activity – fast finishers

Ask fast finishers to scan the reading texts to find five examples of the past continuous (was still driving, was sitting, were lying, were meeting, were walking) and five examples of the past perfect (had driven, had happened, had (his) memory improved, hadn’t come back, had reminded).

Exercise 4

- Go through the strategy together. Students match the verbs and definitions and complete the examples. Tell them to find the verbs in the text first so that they can try to deduce their meanings from context.
- Check answers as a class. Point out that the 'b in doubt is silent: /daut/. It is also worth pointing out that most verbs ending in -ise (realise, recognise, memorise) can be spelt -ise. In American English, only -ize is correct.

1 realise; realised  2 memorise; memorised  3 solve; solve  
4 doubt; doubt  5 recall; recall  6 remind; remind  
7 recognise; recognise  8 conclude; concluded

Exercise 5

- Students make a note of which of the things they sometimes forget and what the consequences are.
- Ask fast finishers to think of other things they sometimes forget, e.g. to make a phone call, the punch-line of a joke, the reason why they have walked into a room.

Exercise 6

- In pairs, students discuss their ideas.
- Ask a few students to tell the class whether they or their partner is more forgetful, giving examples.

Exercise 7

- Ask students to read the song lyrics. Play the song.
- In pairs, students complete the song with the words.
- Ask students to identify which words are nouns and which are adjectives.

Transcript 1.20

Adjectives: 1 strange  2 beautiful  4 comfortable  
5 jealous  7 ugly  8 unfair  9 ashamed  
Nouns: 3 confidence  6 Personality  10 Envy

Exercise 8

- Ask students to read the sentences a–c. Play the song again.
- In pairs, students discuss what they think the song is saying. Elicit the answer.

Transcript 1.20

b

Extension

Ask students what they think I grew taller than them in more ways means I grew more confident. Ask them to think about the words they think are important in the song. Elicit answers and then ask: What is the meaning of the last strophe in the song? Elicit that there are events in the past which suggest that people insult others because they are jealous (I knew that they were only jealous, Envy is the only thing I could be), and which lines suggest that people insult others because it makes them feel better about themselves (But there will always be the one who will say something bad to make them feel great).

Find out how much students agree with the message of the song.
Culture note – *Ugly*

_Ugly_ is a pop song by the all-female British band the Sugababes. It was released in 2005 and reached the top 10 in several countries.

Extra activity

Tell students that they are going to invent a similar story about someone who has lost their memory. Write the following scenario on the board:

A 22-year-old man wakes up in the emergency department of a hospital. (Where?)

He has a broken nose and isn’t carrying a wallet or ID. (He can’t remember who he is.)

His mother tongue is English, but he can speak another language fluently. (Which?)

Psychiatrists discover he has a special talent. (What?)

Divide students into pairs or small groups. They invent the details of the story and decide what had happened to the man and what happened to him in the end. Allow 5–10 minutes for students to plan, make notes for and rehearse their story. Remind them to think carefully about past tenses. Students tell their stories to the class.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can understand an article about memory loss. I have learned some vocabulary related to memory.

2F Speaking

Narrating events

**LESSON SUMMARY**

*Listening:* teenagers talking about weekends

*Speaking:* telling and reacting to stories

*Grammar:* exclamatory sentences

*Vocabulary:* -ed / -ing adjectives

*Topic:* family and social life

**SHORTCUT**

To do the lesson in 30 minutes, set the Grammar and Vocabulary Builder activities for homework. Students act out their dialogues in exercise 9 in groups, rather than in front of the whole class.

**LEAD IN 3–4 MINUTES**

• Write these questions on the board: When do you go to parties? Where do you think are the best places to have a party? What do you like doing at parties? Describe the best party you’ve ever been to. In pairs or small groups, students discuss the question. Have a brief class feedback session.

**Exercise 1** (page 28)

• Ask students what they can see in the picture. Ask: Why do you think the people are visiting the girl’s house? (they look like they’re going to a party) Elicit the answers to the questions. (Possible answer: A girl is looking out of her window. She can see lots of people arriving at her house. They look as though they’re coming for a party. She looks shocked and scared. Perhaps she doesn’t want all the people to come to the party.)

**Exercise 2** (page 28)

• Give students time to read through the questions.

• Play the recording. Students choose the correct answers.

• Students check answers in pairs. Check answers as a class.

**Transcript** (page 28)

Adam Hello Hailey. Did you hear what happened to my friend Alisha last weekend?

Hailey No. I didn’t. Tell me.

Adam Oh, OK. Well, it was her birthday on Saturday – her 18th birthday. But she hadn’t arranged anything special. No party or anything. I’m not sure why. Maybe she just didn’t feel like it – or her parents said no. Or perhaps she had too much schoolwork to do and didn’t want to organise anything. Anyway, the day before her birthday, on Friday, she changed her mind. She decided that she did want a party after all. But by now, it was too late to send invitations – even by email or text.

Hailey Really? So what did she do?

Adam Well, that evening, she decided to put a message about the party on her Facebook page. It was an invitation saying all her friends could come if they wanted to. Unfortunately, her Facebook page wasn’t private – anybody could read it. And she mentioned her address in the invitation. "Come to 46 Blackwall Street at 8 o’clock," it said, or whatever.

Hailey That was a mistake.

Adam I know. So, the next day, about 200 people turned up at her house for the party, and about 180 of those were complete strangers! She locked the door and called the police. Eventually, everyone went home.

Hailey What a terrible experience!

Adam I know. When it was all over, her parents insisted that she remove all of her details from Facebook. She can still use the computer, but she’s banned from using social networking sites. And I don’t think she’ll have a birthday party next year.

• a  b  c  d  e  f  g

**Exercise 3** (page 29)

• Go through the strategy together. Highlight that we use _that_ was + adjective, _that_ was a / an + noun, _how_ + adjective, and _what_ a / an + (adjective +) noun.

• Ask students to identify which phrases Hailey uses while Adam is talking.

**Transcript** (page 29)

Adam I know. When it was all over, her parents insisted that she remove all of her details from Facebook. She can still use the computer, but she’s banned from using social networking sites. And I don’t think she’ll have a birthday party next year.

**Extension – weaker students**

With a weaker class, before moving on, provide some more controlled speaking practice of exclamatory sentences. Call out the following words which students have to make into exclamations. It will also give them valuable practice in deciding whether a word needs an indefinite article.

*difficult exercise terrible weather awful
dancer brilliant fantastic shoes*
Transcript 2.12 (page 10)
For further practice of Exclamatory sentences, go to:

Grammar Builder 2.3 (page 112)
1 How 2 What 3 How 4 How 5 What 6 What 7 What 8 How

Exercise 5 (page 10)
- Play the recording. Ask students to listen not only for the answers, but for intonation. Students complete the sentences and answer the question.
- Check answers as a class.

Transcript 2.13 (page 10)
Hannah Oh, hi Kevin.
Kevin Hi Hannah. Guess what happened to Edward the other day.
Hannah I've no idea. Well? Go on!
Kevin Well, it was Saturday evening. He went out with some friends for a meal at an Italian restaurant. They were all really excited because they'd just finished all their exams. Anyway, they had a great time at the meal and stayed out really late. When Edward got home, he realised that his mum and dad were already in bed, asleep. It was really annoying for Edward because he didn't have his door keys. So he couldn't get in. And he didn't want to wake his parents up.
Hannah What a nightmare! What did he do?
Kevin Well, he could see that his bedroom window was open. So he started to climb up the side of the house. It was tiring, but he made it!
Hannah That was lucky! So what happened next?
Kevin Well, while he was climbing, the neighbour saw him and thought he was a burglar! She called the police. Ten minutes later, three police cars arrived outside his house. Edward's parents woke up, really frightened by all the noise. Edward's dad went to open the door. The police came in and searched the house. No burglar, of course! Just Edward in his bed. The police were really confused!
Hannah How funny! And then what happened?
Kevin Well, in the end, the police left. The next day, Edward told his mum and dad the truth. They weren't angry at all, so Edward was really relieved about that. They didn't even ban him from staying out late with his friends. His dad just hid a door key in the garden and said to Edward, 'Next time, use the key!' Edward feels relieved.

Exercise 6 (page 10)
- Go through the Learn this! box together. Explain that these are fixed expressions which we use when we tell a story. (See the Language note.)

Language note – in the end
Students frequently confuse at the end and in the end. Explain that at the end is usually followed by of, e.g., at the end of the party; at the end of the evening, whereas in the end the emphasis is on the fact that something has changed, e.g., I was going to have a party, but in the end I decided not to.

Transcript 2.13 (page 10)
1 Guess what happened …
2 It was Saturday evening
3 Anyway
4 later
5 In the end

Exercise 7 (page 10)
- Go through the instructions. In pairs, students make notes in answer to the questions. Circulate and monitor, feeding in ideas as necessary.

Exercise 8 (page 10)
- In pairs, students prepare a dialogue based on their notes. Circulate and help with vocabulary and ideas as necessary.
- Remind students to include phrases from the Learn this! box and exclamatory sentences.
- Ask students to read their dialogues aloud several times in order to memorise them.

Exercise 9 (page 10)
- Students act out their dialogues for the class. Ask them to focus on sound interesting.
- With a stronger class, students act out their dialogues using their notes as prompts. Weak students can read out their dialogues.

For further practice of -ed / -ing adjectives, go to:

Vocabulary Builder 2.2 (page 124)
1 exciting 2 shocked 3 confusing 4 embarrassing 5 irritating 6 disappointed

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit answers. I can describe and react to a story. I can structure a story. I can react to a story using exclamatory sentences.

2G Writing
Narrative

LESSON SUMMARY
Reading: a narrative
Vocabulary: sequencing expressions; phrasal verbs
Writing: a narrative
Topic: family and social life, health

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and set the Vocabulary Builder activity for homework. Students can be asked to complete their narrative in Exercise 6 for homework.

LEAD-IN 3-4 MINUTES
- Tell students about a scary experience you have had (e.g. getting lost, an encounter with an animal, an adventure while travelling).
- Ask students to think about a scary experience that they or somebody they know has had and tell their partner about it. Get feedback by asking a few students to describe their partner's experience.

Exercise 1 (page 11)
- Students read the narrative and choose the best answer.
- Check the answer as a class.
- Elicit or explain that a narrative is a story, real or invented, written in the past. It contains a clear beginning, middle and end. It usually involves an unexpected event, which is often frightening or funny.
Exercise 2  page 21
- Ask students to tell you what is wrong with the narrative. (It isn’t divided into paragraphs.)
- Students decide where the paragraph breaks should be in the narrative.
- Students compare answers in pairs. Check answers as a class.
1 Paragraph 1 ends after ‘on the sand’.
2 Paragraph 2 ends after ‘wake her up’.
3 Paragraph 3 ends after ‘started crying’.
4 Paragraph 4 begins ‘In the end’.

Exercise 3  page 21
- Go through the strategy together. Students tick the expressions that are in Liam’s narrative.
- Check answers as a class and point out that the time expressions are followed by a comma.
One day last summer; Suddenly; At first; ... (but) then; A few minutes later; In the end

Exercise 4  page 21
- Students complete the phrasal verbs and match them with the meaning that is correct in the context of the narrative.
- As you check answers, you could elicit whether the meanings of the phrasal verbs are literal or idiomatic.
1 on; e 2 off; d 3 down; c 4 down; a 5 off; b
For further practice of Phrasal verbs, go to

Vocabulary Builder 2.3  page 129
1 gave away  2 brought up  3 gave away  4 turned up
5 turned up  6 brought up  7 put on  8 put on

Extra activity – vocabulary
Refer to the phrasal verbs that the students have been studying and ask if they can think of any more. Write their suggestions on the board.
Divide the class into teams and explain that they are going to play a miming game. A representative from the first team comes to the front of the class and acts out a phrasal verb. If the other team guess correctly, they score a point. Then ask a representative from the second team to mime, and so on.

Exercise 5  page 21
- Go through the instructions together and make sure students understand what they need to do.
- Remind them that they should try to use a variety of phrases and expressions to activate what they have learned in this unit, and encourage them to write down other useful expressions that they think of as they plan.

Exercise 6  page 21
- Students write their narratives. Circulate and monitor, helping as necessary. Remind them to divide their narrative into paragraphs and use time expressions.
- When students have finished, encourage them to read through their work carefully to check they have used the correct narrative tense forms and a wide range of vocabulary, including phrasal verbs.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can write a narrative. I can organise the narrative in paragraphs and use time expressions.
Language Review 1–2

Exercise 1  
1 fluffy 2 checked 3 baggy 4 full-length 5 cotton

Exercise 2  
1 're having 2 go 3 stay 4 're doing 5 Do (you) remember

Exercise 3  
1 going 2 to watch 3 to see 4 forgetting 5 to hurt

Exercise 4  
1 about 2 on 3 looks 4 like 5 with

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

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

Exercise 7  
1 did you get: walked 2 was doing: broke 3 lived; used to eat 4 came; had already cooked 5 Did you use to love; were

Exercise 8  
1 Guess what 2 it was 3 You'll never 4 How exciting! 5 In the end

Skills Round-up 1–2

Exercise 1  
Students' own answers.

Exercise 2  
c

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

Exercise 4  
Students' own answers.

Exercise 5  

Transcript  

Zara  Hi! I'm Zara. Are you Anna?
Anna  Yes, I am. Nice to meet you.
Zara  Nice to meet you too. Come in.
Anna  Thanks.
Zara  You're from Poland, aren't you?
Anna  Yes, I am. Wow! This is a nice flat.
Zara  Thanks. But I don't own the flat, I just rent it.
Anna  And you're living on your own.
Zara  Yes, that's right - up until now, anyway. But it's a two-bedroom flat, so there's space for another person. And I just can't afford the rent. I don't earn a lot of money.
Anna  What do you do?
Zara  I'm a dancer.

Anna  Oh really? That's interesting.
Zara  So, when are you moving to Liverpool?
Anna  Oh, I already live here. I've got a room in a shared house.
Zara  I didn't know that.
Anna  Yes, I'm a student at the university. I came here for the start of term, in October.
Zara  So, why do you want to move house?
Anna  Well, it's a long story. I had a few ... problems with my housemates.
Zara  Oh. That doesn't sound good. What happened?
Anna  Well, I'm not sure but I think somebody's stealing things. I lost a CD, a magazine, a pair of socks ... .
Zara  Oh no! That's horrible! It happened to me once, in a shared house. Do you know who took them? Was it definitely one of your housemates?
Anna  I don't know. I'm not even sure that they were stolen. Maybe I lost them. But I think somebody took them.
Zara  So you don't really want to live there now.
Anna  No, I don't. And six people in one house is too many!
Zara  Yes, I'm sure. So, what kind of person are you?
Anna  Well, I suppose I'm quiet - but friendly. I'm easy-going ...
Zara  Good! Are you a tidy person?
Anna  Yes, I think so. Quite tidy, anyway.
Zara  That's important! I like to keep the flat clean and tidy.
Anna  I'll do my best. I like tidy places too.
Zara  Great! Well, when can you move in? Oh ... did I tell you how much the rent is?
Anna  No, you didn't.
Zara  It's £400 a month each.
Anna  Oh! That's a lot. I'm only paying £150 at the moment.
Zara  I know. It isn't cheap. Actually, it's £900 a month for the flat, but I'll pay £50 because my room is bigger.
Anna  Well, I really want to move in. I think it'll be a great place to live.
Zara  The room is available now. And I'm sure we'll get on fine. Move in as soon as you want.
Anna  Great. Thanks. What about from the first of next month?
Zara  Perfect. Let's speak again before then. You'll need to sign some forms, of course. I can email them to you. And I promise I won't steal your things!

1 She wants to rent a room in her flat.  
2 They are at Zara's flat.  
3 Before the first of next month.

Exercise 6  
Transcript  
1 c 2 b 3 d 4 c 5 d

Exercise 7  
Students' own answers.
3A Vocabulary and listening

**LESSON SUMMARY**

**Vocabulary:** activities at work; describing work; hours and pay

**Listening:** radio advertisements for jobs

**Speaking:** describing jobs

**Topic:** work

**SHORTCUT**
To do the lesson in 30 minutes, omit exercise 6 and set the Vocabulary Builder activities for homework.

**LEAD IN 3–4 MINUTES**

- Write on the board the heading Jobs and these questions: What jobs do the people in your family (parents, grandparents, brother, sister) do? What do their jobs involve? Would you like to do the job your parents/grandparents do/did?
- In pairs, students discuss the questions. As feedback, find out which are the most common jobs.

**Exercise 1**

- In pairs, students list as many jobs as they can in two minutes.
- Ask them to count the jobs on their list. Ask the pair with the most to come forward and write their words on the board. Check spelling and pronunciation.
- Invite other students to call out jobs which are not on the board. The students at the board add them to the list.

**Exercise 2**

- Ask students what they can see at the start of the exercise (job adverts).
- Ask individual students to read out one job advert each.
- In pairs or individually, students complete the table. Suggest that they check any unknown vocabulary in a dictionary.
- Check answers as a class. Check understanding of the vocabulary, including the other words in the box, by asking questions, e.g. Which word describes a job which is difficult in an interesting way? (challenging) Which word describes work that is unimportant, not skilled and usually very boring? (menial) Which expression means ‘be responsible for’? (be in charge of) Which word means ‘alone’? (on your own)
- With a **stronger class**, ask students to continue asking these definition questions with a partner.

**1** phone  **2** public  **3** own  **4** team  **5** charge

**6** customers  **7** part-time  **8** shift  **9** hour  **10** paid

**11** earn  **12** hour  **13** challenging  **14** unskilled
For further practice of Agent nouns, go to:

**Vocabulary Builder 3.1** (page 129)
1. carpenter 2. archaeologist 3. accountant
4. childminder 5. civil servant 6. telesales operator
7. porter 8. electrician 9. flight attendant
10. IT consultant 11. mathematician 12. optician
13. pharmacist 14. fruit-picker 15. politician
16. receptionist 17. scientist 18. social worker
19. software programmer 20. translator 21. waiter
22. police inspector

**Exercise 3** (page 24)
- Explain the task and allow students time to read the sentences. With a weaker class, ask students to underline key words in the sentences.
- Play the recording. Ask students to note the information that gives them the answer.
- Students match the adverts with the sentences.
- Students check answers in pairs. Check answers as a class.
- Play the recording again if necessary.

**Transcript** (page 24)

B) Well be back after this short commercial break ...

1. The North Sands Hotel is a luxury 24-bedroom hotel overlooking the breathtakingly beautiful Kingsbury estuary. We are looking for an energetic chef to join the team in our busy four-star restaurant. The 35-hour week is Tuesday to Friday mornings, or Wednesday to Saturday evenings, on alternate weeks, and the salary is £25,000 per year. Experience of working in a restaurant or hotel kitchen is essential. To request an application form, ring Sam Westway on 01392 562265. The closing date for applications is the 30th of November.

2. At Burton's Restaurant we believe that the customer is king. We pride ourselves on the standard of our food and service. We have recently opened a new restaurant in Exeter and we are looking for a waiter or waitress to join our hard-working, friendly team. The successful applicant will work well under pressure while maintaining excellent customer service. Previous experience is essential, and references will be required. You will work full-time and earn £7.50 an hour, plus tips. This can be as much as £25 at busy times. Ring Harry Burton on 01392 516233.

3. Have you worked in the hotel industry? Do you want to take the next step in your career? Then you may be the person we are looking for. We are currently seeking a reliable, confident and flexible receptionist to work on the front desk of our prestigious five-star hotel in the centre of Exeter. You job will involve dealing with the public, and you will often be the first point of contact for our guests. Working alongside our experienced reception manager, you will learn how to operate the switchboard and online booking system. You will work weekends, but you will get Tuesdays and Wednesdays off in lieu. We are offering a competitive package: £12,000 a year, with 15 days holiday. Ring Maya Evans on 01392 545454.

4. Just left school? Want to earn some money in the summer holiday before you start college? Looking for your first job? We require two fit and healthy people to work as porters at our seaside hotel. The hotel has recently been refurbished to a high standard, but does not have a lift. Working closely with the receptionist, you will assist our guests on arrival and departure, carrying luggage to their rooms if required. You will earn £5.50 an hour and work Monday to Friday from two till nine. Please ring Amanda on 01392 507909 or drop by at the Queen's Hotel near Exmouth Marina.

**Extension**
Write these headings on the board for students to copy:
a. the job b. the activities c. the place of work d. the pay
Play the recording from exercise 3 again. For each advert, weaker students make notes about two of the headings: a (the job) and d (the pay). Stronger students make notes about all four headings, a, b, c, and d.

**Exercise 4** (page 25)
- In pairs, students describe the jobs in the photos, whether they themselves would like to do these jobs and why, or why not. Write some language of speculation on the board to help them with the task: I'd say ..., I think / reckon ..., He/She probably ..., It looks (challenging).
- Circulate and monitor, helping as necessary.

**Exercise 5** (page 26)
- In pairs or small groups, students talk about what their dream job would be and why.
- Get feedback by asking a few students to tell the class about their partner's ideal job.

For further practice of Useful phrases with work, go to:

**Vocabulary Builder 3.2** (page 127)
1. go back to work 2. doesn't work 3. out of work
4. working out 5. work out 6. off work
7. get down to work 8. work on

**Extra activity – game: What's my job?**
Ask students to choose a job from Vocabulary Builder activity 3.1 on page 129. Invite a student to come to the front of the class. The other students have to guess his/her job, taking it in turns to ask questions, e.g. Do you make anything? Do you work outside? Do you wear a uniform? Is your job well-paid? Students can ask a maximum of 15 questions. You could tell the student to answer questions only if they are correctly formed. An incorrectly formed question counts as one of the 15 questions. This should motivate the students to think before they ask.
Students continue the game in groups. The student who guesses correctly wins a point. If nobody guesses correctly, the student answering questions wins the point. Monitor and check that students are forming correct questions.

**Lesson outcome**
Ask students: What have you learned today? What can you do now? and elicit answers: I can describe what jobs are like and what activities people do in their jobs. I can talk about pay and hours of work.
3B Grammar

Defining relative clauses

LESSON SUMMARY
Grammar: defining relative clauses
Reading: texts about dream jobs
Speaking: defining words

SHORTCUT
To do the lesson in 30 minutes, omit exercise 4 and the extension. Grammar Builder activities can be set for homework.

LEAD IN 3–4 MINUTES
• Ask: What kind of jobs do children often want to do when they grow up? Elicit a list of jobs (e.g. policeman, soldier, football player, film star, vet).
• In pairs or small groups, students talk about what they wanted to be when they were in primary school and whether or how their ambitions have changed.

Exercise 1 (page 35)
• Students skim-read the text and answer the question. Ask them to underline the words in the text that give the answer.

Exercise 2 (page 35)
• Elicit or explain that all the words are relative pronouns. Students underline them in the text and complete the rules.
• Students check answers in pairs. Check answers as a class.

Exercise 3 (page 35)
• Students complete the text with the correct relative pronoun. With a weaker class, ask students to underline the word before the gap; this will help them focus on the correct relative pronoun for that gap. They should also look carefully at the words after the gap, especially gaps 4 and 7.
• Students check answers in pairs. Check answers as a class.

Exercise 4 (page 35)
• In pairs, students ask and answer the questions. Have a brief class feedback session.

Exercise 5 (page 36)
• In pairs, students do the exercise. Circulate and monitor, helping with vocabulary, as necessary.
• Check answers as a class.

Exercise 6 (page 36)
• Refer students to the Look out! box and ask them to decide where that could be used in exercise 5.

• With a stronger class, you may wish to mention that if the relative pronouns who and which are the objects of the verb (as they are in clauses 1 and 5), they can be omitted altogether, e.g. the money you receive for a job.

'that' can be used in 1, 4, 5 and 8.

Exercise 7 (page 37)
• Go through the Learn this! box together and then ask students to look back at the texts in exercises 1 and 3 to see where the clauses are. Suggest that they underline the whole clause so that they can see where it is in the sentence.
• Check answers as a class.

Exercise 1: The relative clauses are all at the end.
Exercise 3: 1 end 2 middle 3 end 4 end 5 end 6 middle 7 middle 8 middle

For further practice of Defining relative clauses, go to:

Grammar Builder 3.1 (pages 132–133)
1 1 whose 2 which 3 who 4 who 5 who 6 where 7 which 8 where
2 2 whose company is really successful 3 where they're researching climate change 4 where the new hotel will be 5 who make furniture 6 where they make microchips 7 whose job is to change texts from one language to another
3 1 I met a girl whose sister is in my class. 2 What's the name of the girl whose cat died last week? 3 I know a boy whose mum works in the local supermarket. 4 There's a boy in my class whose first language is Italian. 5 Do you know anybody whose parents are very rich?

Exercise 8 (page 37)
• In pairs, students take it in turns to define the words. With a weaker class, write prompts on the board, e.g. civil servant – works/government department.
• Circulate and monitor to check students are using the defining relative clauses correctly, and that their definitions are accurate.

a building site It's a place where something is being built.
a civil servant It's a person who works in a government department of a country.
a computer It's an electronic machine that can store, organise and find information, do calculations and control other machines.
a customer It's a person who buys something from a shop or business.
a electrician It's a person whose job is to connect, repair, etc., electrical equipment.
a hotel It's a building where people stay, usually for a short time, paying for their rooms and meals.
a nurse It's a person whose job is to take care of sick or injured people.
a manual worker It's work in which you use your hands or physical strength.
a part-time job It's a job which you do for only a few hours a day or for only some days in the week.
a salary It's the money that employees receive for doing their job.
a shift worker It's work for which your working hours are not always the same, for instance, you sometimes work during the day and sometimes at night.
Extra activity – revision

You can use these activities in other lessons as well, as a means of revising vocabulary.

Activity 1: Write out the words you want to revise on cards. Give a pile of cards to each group of students. They place the cards face down on the desk. They then take it in turns to take a card and define the word. The first person to guess the word wins the card. The person with the most cards is the winner.

Activity 2: Hand out five little pieces of blank paper to each student. They think of words or phrases they have recently studied, or they can look some up in their books. Collect the pieces of paper, shuffle them and distribute them to different groups. The groups then use the cards in the same way as in the first activity. This activity requires zero preparation.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit the answer: I can describe a person, thing or place using defining relative clauses.

3C Culture

Education for life?

LESSON SUMMARY

Reading: university in the UK
Listening: people talking about university
Speaking: discussing the importance of a university education; the language of agreeing and disagreeing
Vocabulary: education; separable phrasal verbs (VB)
Topic: school; selected information about the countries of the target language

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit the extension and do exercise 4 together as a class. The Vocabulary Builder activities can be set for homework.

LEAD-IN (3-4 MINUTES)

• Play Hangman with the word university.
• In pairs, students brainstorm words related to university, e.g. education, course, degree, subject, a graduate (‘graduate’), to graduate (‘graduate’), tuition, lecture, tutor, professor.
• Write the words students have brainstormed on the board and make sure they understand and can pronounce them.

Exercise 1

• Explain the task and give students time to read the sentences. With a weaker class, make sure students understand the sentences first and ask them to underline key words before they listen.
• Play the recording, pausing after each speaker to allow students to write their answer. Play the recording a second time if necessary.
• Check answers as a class.

Transcript 1.26

Speaker 1 I left school at sixteen and started working on a market stall. Now I've just opened my first shop. Some of my friends who went on to university can't find work or are in boring low-paid jobs. They had a good time at college for a few years, but I really don't know why they bothered to stay in education. Working for yourself is the best education there is – much more useful than a degree.

Speaker 2 I went straight into work after leaving school at the age of eighteen. I got a job in local government. But I think it was a mistake as there weren't any chances for promotion. I think graduates get more interesting jobs, so I decided to go to university to further my career. Studying for a degree was one of the best experiences of my life. I loved my subject, and now I'm looking for a new job – better-paid and more interesting than my last one.

Speaker 3 I always wanted to be a pharmacist, so I did a degree in pharmacy, followed by two years training. I must say the course was really hard work and I didn't enjoy it much at the time. But I don't regret it because without it I couldn't have got the job I have now. The other thing is that a university education teaches you a lot about yourself. I think I'm a more confident person because I did a degree.

Speaker 4 I finished my philosophy degree a few months ago, but I haven't been able to find a job. The course was really hard work, but reasonably interesting. However, I don't think it was a good idea to choose philosophy as many employers think it's irrelevant. If I could go to university again, I'd study something more useful like business studies. I think it's really important to think how the particular course you plan to do is going to help you get a job.

Speaker 5 I got quite a shock when I got my first job after graduating from university. My boss had been in the same class as me at school. She went straight into work at eighteen and now she's earning more than me. Actually, she wants to go to university now. And I think that's probably a much better way to do it. I think you'll get more from university if you spend some time working first.

Exercise 2

• Students complete the opinions with the words.
• Play the recording again to allow students to check their answers.
• Students check answers in pairs. Check answers as a class.

Transcript 1.26

1 degree 2 graduates 3 education 4 course 5 university

Exercise 3

• Explain the task and go through the language for expressing opinions and agreeing and disagreeing as a class.
• In pairs or small groups, students discuss the opinions in exercise 3. Encourage them to give examples to support their opinions.
• Find out through a show of hands how many people think a university education is essential for getting a good job, and if so, how many people think it is better to get a job first and go to university later.
Culture note – British universities

England's oldest universities are the University of Oxford (founded in the eleventh century) and the University of Cambridge (founded in 1209). Scotland also has some famous universities, among them the University of St Andrews (founded in 1413) and the University of Edinburgh (founded in 1582).

Other universities with an excellent reputation are University College London, Imperial College London and the London School of Economics.

It is worth noting that the University of Cambridge has produced 88 Nobel Laureates to date. This is more than any other university in the world.

Exercise 4

- With a weaker class, students read and listen to the fact file first and then complete it with appropriate words. With a stronger class, students can try and complete the fact file first and then listen and check their answers.
- Students check answers in pairs. Check answers as a class.
- Check that students understand subsidised (partly paid for), tuition fees (the money you pay for being taught), income (money that you earn) and vocational courses (courses which teach you the skills for a particular job).

Transcript 1.27

1 on 2 the 3 from 4 to 5 by 6 which 7 who 8 a 9 on

Exercise 5

- Students read the text again and answer the questions.
- Students check answers in pairs. Check answers as a class.

1 Now 40% of school-leavers go to university. In the early 1980s only 8% went to university.
2 15% of students are from abroad.
3 They have to pay towards their tuition fees and they have to pay for their living expenses.
4 They get their money for their fees and living costs from the government.
5 Graduates are likely to earn £100,000 more during their working lives than non-graduates.

Extension – fast finishers

Ask students to choose four words from the fact file that they would like to learn and write sentences with them.

Exercise 6

- In pairs or groups, students discuss the questions. Circulate and monitor or join in the conversations as appropriate.
- Get feedback by asking a few students to tell the class about their partner's hopes and plans.

For further practice of Phrasal verbs: separable, go to:

Vocabulary Builder 3.3

1 take out; pay back
2 1. I'd like to set up a business when I leave school.
   2. The company laid twenty workers off.
   3. The manager decided to close down the factory.
   4. Please fill the application form in.
   5. The teacher gave the exam papers out.
   6. Will you put your things away, please?
   7. We worked out the answers by ourselves.
   8. The receptionist picked it up.
   9. 'Don't forget to put them away', said the chef.
   10. Don't forget to send it in.
   11. The head waiter totalled them up.
   12. The secretary backed them (all) up.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers. I can express my opinions about having a university education. I have learned about university in the UK.

3D Grammar

Non-defining relative clauses

LESSON SUMMARY

Grammar: non-defining relative clauses
Reading: two texts about elderly people who work
Speaking: relating a story in the past

SHORTCUT

To do the lesson in 30 minutes, omit extensions. Exercise 4 can be set for homework. Grammar Builder activities can also be set for homework.

LEAD-IN 3–6 MINUTES

- Ask students: What is the retirement age in your country?
- Ask: Why do some people choose to carry on working beyond retirement age? In pairs, students brainstorm ideas. Write the ideas they brainstormed on the board (e.g. to avoid getting bored, to avoid getting lonely, to earn extra money, to avoid feeling useless).

Exercise 1

- Give students half a minute to skim-read the text and find the answers.
- Check answers as a class. Explain that a paperboy / papergirl is a boy or girl who delivers papers to people's homes.

He is a paperboy. He does the job because it allows him to meet the neighbours and have a chat.
Exercise 2  
- Students read the text and decide whether it makes sense without the relative clauses in red. You could also ask a student to read the text aloud, missing out the clauses, while the other students listen.
- Elicit the answer (yes) and explain that the relative clauses in red are non-defining relative clauses. Explain that the difference between defining and non-defining relative clauses is that a sentence does not make sense without a defining relative clause, whereas a sentence without a non-defining relative clause still makes perfect sense.
- Write one or two sentences with a defining relative clause on the board to illustrate this. A flight attendant is a person who looks after passengers on a plane. People who are older than sixty-five don’t have to work. Then cross off the defining relative clauses to show how the sentences do not make sense without them.

Exercise 3  
- Refer students to the Learn this! box. Students choose the correct words to complete the rules.
  1. after
  2. makes sense
  3. starts; ends

Exercise 4  
- Go through the Look out! box together. Students complete the text with relative clauses a–f.
- Students check answers in pairs. Check answers as a class.
  1 c  2 b  3 d  4 a  5 f  6 e

Exercise 5  
- Students combine the sentences to make a complex sentence containing a non-defining relative clause.
- Students check answers in pairs. Check answers as a class. Remind students to include commas. You may wish to point out that when we say a sentence with a non-defining relative clause, we pause slightly at the commas. In a sentence with a defining relative clause, however, we don’t pause before and after the clause.
  1. My aunt, who is a lawyer, earns a lot of money.
  2. I’d like to go to Africa, where I can work in a national park.
  3. Her daughter, who lives in France, works in a laboratory.
  4. He loves his job, which involves dealing with the public.
  5. Last summer I visited Thailand, where my cousin lives.
  6. Matthew, whose mum is a translator, wants to be an interpreter.

Exercise 6  
- Focus on the task and example.
- In pairs or small groups, students expand the story using relative clauses. Encourage them to use their imagination to make it interesting. With a weaker class, you can write some prompts on the board:
  - interviewer: How old was he/she? What expression did he/she have on his/her face?
  - The Interviewer’s questions: What did Dan do when the interviewer asked the questions?
  - Don’t previous job: What had Don been/done in his previous job? How long had he done this job?
  - Don’t wife: How did she react?
  - The salary: How much was it?
  - Circulate and monitor as students do the task.

Exercise 7  
- A representative from each group or pair reads out their story to the class.
- The class vote on which is the most interesting story.

Extension – fast finishers  
Write these prompts on the board: Brothers/Sisters  
Favourite band  Favourite food  Languages  Future plans  Place of birth  
Students use the prompts to interview their partner. They use the information to write sentences with non-defining relative clauses, e.g., Barbara, who’s got three brothers, wants to study economics at university. Tommy, whose favourite band is Kings of Leon, was born in Paris.

Lesson outcome  
Ask students: What have you learned today? What can you do now? and elicit answers. I can make complex sentences with extra information. I know how to make non-defining relative clauses.


3E | Reading

Reversing roles

LESSON SUMMARY

Reading: a magazine article about gender and work
Vocabulary: jobs, jobs and noun gender
Speaking: discussing male and female jobs
Topic: work

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit the extension. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES

- Write Puzzle story on the board. Tell students a puzzle story, for example, the following: There is a man who lives on the top floor of a very tall building. Every day he gets the lift down to the ground floor. When he returns from work, he can travel halfway up the lift and has to walk the rest of the way, unless it’s raining. If it’s raining, he goes all the way to the top in the lift. Why?
- Elicit students’ suggestions. One possible solution is that the man is very short and can’t reach the top buttons in the lift unless he has an umbrella with him.
- This kind of puzzle, like the one in exercise 1, is known as a lateral thinking puzzle. Find out if students know any more.

Exercise 1

- Students read the puzzle. Elicit the possible answer: the surgeon is the boy’s mother. Many people have problems solving the puzzle because it does not occur to them that the surgeon might be a woman.

Exercise 2

- Students look at the photos and identify which jobs the man and woman are doing. With a stronger class, ask students to cover the words in red.
- Make sure students understand the meaning of the other words.
- Give a translation in the native language and elicit the English word.

The man is a nursery schoolteacher and the woman is an air-traffic controller.

Exercise 3

- Play the recording for students to listen to while they read the text. Students answer the questions.
- You could then ask students to read the text, with each student reading a sentence.

Transcript 1.28

Yes, they are both good at their jobs.

Exercise 4

- Students read the sentences. Remind them to look for key words in the sentences that will help them identify the right part of the text to look for the answer.
- Students decide if the sentences are true or false.
- Check answers as a class. Students correct the false statements.

1 false; Jonathan was the only man who applied for the job.
2 true
3 false; Only 2% of nursery schoolteachers are men and this hasn’t changed for ten years.
4 true
5 true
6 true
7 true
8 false; Caroline was surprised that the male air-traffic controllers viewed her with suspicion.
9 false; The men say that women can’t read maps, which isn’t true.

Extension – fast finishers

Write these gapped phrases on the board:
1 be interested ___ planes
2 be prepared ___ a reaction
3 be viewed ___ suspicion
4 be used ___ changing nappies
5 be good ___ it

Fast finishers complete the phrases with the correct preposition and then check their answers in the text.
(Answers: 1 in, 2 for, 3 with, 4 to, 5 at)

Exercise 5

- Go through the Learn this box together. Make students aware that although some people continue to use words like actress, spokesman, etc., these are considered to be ‘politically incorrect’ or ‘non-pc’ by many people. It is therefore safer to use the more neutral alternatives.
- Students decide whether the words in red apply to men, women or both (both).

Exercise 6

- Students find six more nouns that apply to both men and women.
- Students check answers in pairs. Check answers as a class.

colleague; head teacher; applicant; childminder; teacher; football coach

For further practice of Jobs and noun gender, go to:

Vocabulary Builder 3.4

1 The police officer arrested the shoplifter.
2 The flight attendant served our food.
3 The manager interviewed me for the job.
4 The chairperson said the meeting would last half an hour.
5 Meryl Streep is one of the best actors in Hollywood.
6 The spokesperson explained the company’s decision.

Exercise 7

- In pairs, students decide which aspects of a job a–d relate to the jobs.
- Check answers as a class.

(Possible answers)
a beauty therapist; dental assistant; flight attendant; nurse; secretary
b flight attendant; nurse
c aircraft pilot; astronaut; builder; coal miner; lorry driver; mechanic
d coal miner; mechanic

Unit 3 39
Extension – stronger students

Students work in A/B pairs. Student A defines one of the jobs in either exercise 2 or 7 using a relative clause without saying the actual job. Student B has to guess what the job is. Students take it in turns until they have guessed all the jobs.

Extension – weaker students

Students choose five of the jobs from exercises 2 and 7 and write a definition for each using a relative clause. Ask students to leave a gap in their sentences for another student to complete with the correct job. Students then swap sentences and try to complete them, e.g. A_ is someone who works on a building site. (builder)

Exercise 8 (page 76)

- In pairs or small groups, students discuss the questions. Elicit some of the language for giving opinions, agreeing and disagreeing from Lesson 3C, and write it on the board for students to refer to during their discussions.
- Circulate and monitor as students discuss the questions.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can understand an article about gender and work. I can give my opinion about men and women in the workplace.

3F Speaking

A job interview

LESSON SUMMARY

Listening: a job interview
Speaking: asking and answering questions at a job interview, question tags
Vocabulary: personal qualities you need for a job
Topic: work

SHORTCUT

To do the lesson in 30 minutes, keep the preparation stage brief in exercise 7. Limit the number of students who act out their dialogues in exercise 8.

LEAD-IN 2-3 MINUTES

- Ask students: Imagine you want a job as a waiter, for example. What do you have to do to get the job? Elicit the various possible steps involved in the job-seeking process, e.g. First, look for adverts on the Internet or in a newspaper / go to a recruitment agency / visit a potential workplace. Secondly, apply for a job. Thirdly, have a job interview.
- Ask students what advice they would give a friend who has got a job interview tomorrow.

Exercise 1 (page 78)

- Ask students what they can see in the photo. Elicit that it is a job interview. Ask them what kind of job they think the girl is being interviewed for and how they think she is feeling.
- Focus attention on the adverts. Then play the recording for students to listen to while they read the dialogue.
- Students decide which job the girl has applied for.
- Check the answer as a class.

Exercise 2 (page 80)

- Go through the Learn this! box together. Focus on the form, pointing out that when the main verb is affirmative, the auxiliary verb of the question tag is negative, and vice versa.
- Explain that sentences with question tags are not real questions. We use them when we know the answer, but we want someone to confirm what we are saying. We often use them as a way of keeping the conversation going, e.g. This job is tiring, isn’t it? Without the tag question, the conversation might end.
- Elicit the equivalent of question tags in students’ native language.
- Students find examples of two question tags in the dialogue.

You’ve worked in catering before, haven’t you? And you worked there for about a year, didn’t you?

Pronunciation note – Intonation in question tags

Since question tags are not real questions, the intonation falls rather than rises.

You’ve worked in catering before, haven’t you?

You’ve worked in catering before, haven’t you?

Students commonly make the mistake of using a rising intonation.

Extension

Dictate or write these sentences on the board: He works as a chef. She’s got a new job. They’re looking for waiters. The pay isn’t very good.

Students add the correct question tags and practise saying the sentences.

For further practice of Question tags, go to:

Grammar Builder 3.3 (page 80)

1 aren’t you 2 didn’t he 3 haven’t you 4 doesn’t it 5 would you 6 mustn’t they 7 will you 8 can’t you

Exercise 3 (page 80)

- Students check the meaning of the words in a dictionary. Check their understanding of the less common words by giving a definition and eliciting the word, e.g. Which word means ‘someone you can depend on’? (reliable) Which word means ‘someone who takes care to do things properly and correctly’? (conscientious) Which word means ‘someone who can you be sure won’t steal money’? (trustworthy)
- Model and drill the words which may be difficult to pronounce. These are likely to be the words with several syllables, e.g. conscientious /ˌkɔnsɪˈentʃəs/, co-operative /ˌkɔʊəˈpɑːrətɪv/, determined /dɪˈtɜːrnɪd/, enthusiastic /ɪnˈθuzɪəstɪk/, and trustworthy /ˈtræstwɜːði/.

Exercise 4 (page 80)

- Check that students understand the difference between necessary and desirable.
- Focus on the example. Students discuss the qualities needed for the jobs.
- Circulate and monitor, helping as necessary.
Extension – fast finishers

In pairs, fast finishers practise the dialogue in exercise 1. Encourage them to focus on their intonation and sounding enthusiastic. When they have finished, they swap roles and practise again.

Exercise 5  [page 30]
- Play the recording. Students decide which job the interview is for. Tell them to note down the words which gave them the answer.

Transcript  (1.31)  [page 30]
Manager Gary Smith?
Boy That’s right.
Manager Good morning. My name’s Julia Rayworth.
Boy Good morning. Please to meet you.
Manager And you. Come in. Take a seat.
Boy Thank you.
Manager Thanks for coming in.
Boy You’re welcome.
Manager You live locally, don’t you?
Boy Yes, I do. I live in the village near the farm.
Manager Right. That’s great! Why do you want this job?
Boy Well, I need work during the summer to pay for my university fees.
Manager I see. Have you any experience of this type of work?
Boy Well, not exactly, but I’m used to working outdoors. I used to help a neighbour with her garden. She was too old to look after it.
Manager That’s interesting. What kind of things did you do?
Boy I cut the grass, I looked after the trees… everything, really.
Manager I see. The work is physically quite demanding, and the hours are quite long. You’re in good physical health, aren’t you?
Boy Yes, I am. I go swimming every morning, so I’m quite fit.
Manager That’s good. Why do you think you’re the right person for this job?
Boy As I said, I’m fit. I’m hard-working, I’m cooperative and flexible, so I’m good at working in a team.
Manager I see. So, when can you start work?
Boy School finishes tomorrow, so I could start next week.
Manager OK. Great!

Exercise 6  [page 30]
- Give students time to read through the questions. Play the recording again. Students number the questions in the order they hear them.
- Students compare answers in pairs and try to remember the answers the boy gave. Check answers as a class.

Transcript  (1.31)  [page 30]
a 4  b 5  c 7  d 1  e 3  f 2  g 6

Exercise 7  [page 30]
- In pairs, students choose one of the other jobs in exercise 4 and plan and write an interview. Encourage them to include vocabulary from exercise 3 and from exercise 2 in lesson 3A.

Exercise 8  [page 30]
- If there is time, each pair of students acts out their dialogue for the class.
- If there is not much time, choose one or two stronger pairs to act out their dialogues. Encourage them to do it without looking at their notes.
- Remind students to use appropriate intonation to make them sound interested and enthusiastic.
- The other students listen and vote on whether the interviewee gets the job with a thumbs up or a thumbs down gesture.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit answers: I can ask and answer questions at a job interview. I have learned how to talk about the personal qualities necessary for a job.

3G Writing

A job application

LESSON SUMMARY
Reading: a job application letter
Vocabulary: formal expressions for a job application
Writing: a job application letter
Topic: work

SHORTCUT
To do the lesson in 30 minutes, do the preparation work for exercises 1–6 as a class. Alternatively, set the writing task for homework.

LEAD-IN 2–3 MINUTES
- Write formal letter on the board. Students brainstorm situations where a formal letter (or email) is appropriate. Elicit job application.
- In pairs, students think about what kind of information should be included in a job application letter. Write their ideas on the board.

Exercise 1  [page 31]
- Students read the letter. Set a limit of about half a minute for this and then ask them to answer the questions. Students check answers in pairs. Check answers as a class.
- Ask students to give specific examples of how they know it is a formal letter. Ask if the letter includes any information that students did not think of in the lead-in activity.

1. Dan wants to apply for a job.
2. The letter is formal.

Exercise 2  [page 31]
- Elicit the answers to the questions.

Language note – Formal letter layout
There is some variation in the approved layout of a formal letter. Traditionally, the date has been placed on the right of the letter, but in many instances it is now placed on the left, beneath the recipient's address.

Exercise 3  [page 31]
- Students decide which paragraph contains the pieces of information 1–6.
- Students check answers in pairs. Check answers as a class.

1. paragraph 3  2. paragraph 1  3. paragraph 4
4. paragraph 1  5. paragraph 3  6. paragraph 2

Exercise 4  [page 31]
- Go through the Learn this! box together. Highlight the fact that Yours faithfully and Yours sincerely have a capital 'Y' and small 'f' and 's' respectively, and are followed by a comma.
• Remind students that women use the title Ms if they prefer not to indicate whether they are married or not.
• Elicit the answers to the questions.

He begins his letter 'Dear Sir or Madam.' He doesn't know whether the manager is a man or a woman.
He ends his letter 'Yours faithfully.' He doesn't know the recipient's name.

Exercise 5
• Go through the strategy together. Students read the letter again and find the formal equivalents of the words and phrases in red.
• Students check their answers in pairs. Check answers as a class.

1 to apply for the post of
2 My responsibilities there ... as well as
3 I consider myself to be
4 If necessary, ... supply
5 I would be grateful for the opportunity to
6 I will be available to
7 I am enclosing

Exercise 6
• In pairs, students read the job advert and discuss what experience and qualities would be required for it.
• With a weaker class, discuss students' ideas together as a class.

(Possible answers)
The person should be enthusiastic, polite, conscientious, hard-working, reliable, enjoy dealing with the public, able to use a computer, speak English, be able to work on their own or in a team.

Exercise 7
• Go through the instructions with students and make sure they understand what they need to do. Remind them that they should try to use a variety of phrases and expressions to activate what they have learned in the unit. Tell them to follow the suggested plan.
• Encourage students to write notes following the plan before they start to write their letters.
• Ask fast finishers to swap their letter with another student to read and check.

Extension – fast finishers
Students read each other's job applications and decide whether they would give the job to. Ask them to give reasons for their decision.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can write a letter applying for a job.
I have learned some fixed expressions for applying for a job.
Get Ready for your Exam 2

LEAD-IN 3–4 MINUTES
• Ask students to think back to their earliest memory. In pairs, students tell each other about their memories.
• Go round and monitor while students are talking and help them with unfamiliar vocabulary.
• Ask three or four stronger students to share their memories with the class. Find out if anyone has any particularly amusing first memories.

Reading

Exercise 1  (page 32)
GET READY TO READ
• Read through the instructions and the places in the list. Check that students understand the meaning of hut (a small, simply built house or shelter) and tribe (a group of people of the same race, and with the same customs, language, religion, etc., living in a particular area and often led by a chief).
• Students talk about what it would be like and which of the places they prefer. Then they think of some more examples of unusual places.

Exercise 2  (page 32)
READING EXAM TASK – MATCHING SENTENCES TO TEXTS
• Draw attention to the instructions and make sure students understand that they need to insert sentences A–E into gaps in the text 1–4, and that there is one sentence they do not need to use.
• Ask students to read quickly through the text to gain understanding, ignoring the fact that some sentences are missing.
• Then ask them to read through the statements. Encourage students to underline linking expressions, such as so, as a result. Remind them that these words indicate that the sentences they start will provide a consequence related to the content of the previous sentence.
• Then ask students to underline other key words in sentences A–E, e.g., surrounded by water, school, hard work, rocking and moving.
• In a weaker class, do the first gap together. Elicit the key words in the preceding sentence in the text (unsteady, comforting, feeling, being on the water). Elicit that the correct match is sentence D because it adds further description to the sensation of living on the water.
• Students do the reading task individually.
• Ask student to check answers in pairs before checking as a class.
1 D 2 A 3 E 4 B

Use of English

Exercise 3  (page 32)
USE OF ENGLISH EXAM TASK – OPEN CLOZE
• Draw attention to the incomplete text and ask students to read it to find out what the narrator remembers from his/her childhood. Elicit answers to check students have understood the text.
• Explain that the students have to insert one word into each gap. The missing words are usually small words such as prepositions, articles or common verbs. Students will not need difficult words and will have to use their logic and grammar skills to work out which word is missing.
• Look at the first gap with the class. Ask them what kind of word would logically or grammatically fit. Elicit that the missing word must be of.
• Students complete the rest of the text and check their answers in pairs. Check their answers as a class and make sure they know why each word is correct.
1 of 2 for 3 out 4 who/that 5 than 6 if 7 on 8 in 9 after 10 for

Speaking

Exercise 4  (page 32)
SPEAKING EXAM TASK – ROLE-PLAY
• Go through the task with the students. Remind students that they should include all the points mentioned in the instructions to maximise the marks they can get.
• Elicit some phrases for making suggestions, e.g., What about ... ? Do you think ... ?, Let's ..., Why don't we ... ? Ask students for phrases they could use to agree or disagree, e.g., Good idea, I'm not sure ..., OK, but what about ... ?
• While students are working in their pairs, go around the class monitoring the discussions but without interrupting.
• Ask stronger students to tell the class what they decided with their partner. Take this opportunity to feed back to the class any common errors. Also, highlight any particularly good use of expressions that you heard.

Listening

Exercise 5  (page 33)
GET READY TO LISTEN
• In pairs, students discuss the questions. Ask two or three students to tell the class about their partner's experience.

Exercise 6  (page 33)
• Students complete the expressions.
• Students check answers with a partner. Check answers as a class.
1 get 2 revise 3 hear from 4 sit/mess up 5 sit/mess up 6 do
Exercise 7

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Explain that students are unlikely to hear people using exactly the same words as in the sentences, but that they should listen out for synonyms or other ways of phrasing the same thing.
- Play the recording. Students put ticks in the correct column.

Transcript 1.32

Angus: Hi Dora, haven’t seen you for a while. How are you?
Dora: Oh, you know, a bit tired of all these exams. But they’re almost over now, thank goodness!
Angus: And how did you do in your last exams? History, was it?
Dora: Yes. OK, I think. I’m not sure, but it didn’t seem difficult at all. I hope it’s OK. What about you? You don’t do history. What was your last one?
Angus: Well, I’ve just sat my chemistry exam. It was really hard!
Dora: I bet! Chemistry just isn’t for me, although I quite like biology. I must admit. We’ve only got a week to go before the biology exam. How’s the revision going?
Angus: All right, I think. I think the exam might be quite hard, though. My brother did it last year and I remember him saying that it was tougher than he expected.
Dora: Oh dear, I hope it’s not the same this year. I need to get good marks so my dad will let me go travelling. I really want to travel this summer!
Angus: Me too! I’m off to America. Where are you planning to go?
Dora: Around Europe, mainly, although I have cousins in the States that I’d like to visit too.
Angus: Great. And after that? Do you know which university you’re going to?
Dora: I’m going to Bristol to do English and Drama.
Angus: Really? I didn’t know that. When did you hear from them?
Dora: On Friday. Unless I really mess up my exams, of course! What about you? Do you know about Manchester yet?
Angus: I’m still waiting to hear. I need to do well in my biology exams first.
Dora: But that’s no problem! You’re brilliant at sciences.
Angus: Thanks! I hope so.

1 Dora 2 Angus 3 Dora 4 Angus
5 Dora 6 Dora 7 Angus

Culture note

In the United Kingdom, students usually apply for university places at the beginning of their final school year. Students state predicted grades for their A level exams in their application. Universities then offer conditional places: students have to achieve the predicted grades or an alternative grade which the university has asked for. When students receive their A level exam results, they can go to the university of their choice, if they meet the grade requirements. However, if their grades aren’t high enough, they have to go through 'clearing'. This is a system where students apply for remaining places at other universities which are willing to accept lower grades.

Exercise 8

GET READY TO SPEAK

- In pairs, students discuss the questions. With a weaker class, elicit that they should be using the present tense.
- While students are speaking, monitor and offer suggestions for vocabulary as required.
- Ask two pairs to report back on what they discovered about their partners. Write any vocabulary which could be useful for the next task on the board, e.g. café, bar, waiter, waitress, chef, curator, installation, sculpture.

Exercise 9

SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Read the questions with the class to check understanding.
- Point out that students are being asked to talk about street cafés and museums in general, rather than those specifically illustrated. The first three questions explore the nature of these places and what it is like to work there, while the fourth question requires students to relate the discussion to themselves.
- Students answer the questions in pairs, taking it in turns to be the examiner and the candidate. Remind students to give reasons and examples to support their opinions.
- Monitor the students as they do the task, noting down any common errors or particularly good use of expressions.
- At the end, choose four stronger students to share their opinions with the class.
- Finally, give feedback from the notes you made while students were doing the task, suggesting ways students could improve.

Lesson outcome

Ask students: What have you learned/practised today? What can you do now? and elicit answers: I have practised reading comprehension (matching sentences to texts). I have completed an open cloze task in the use of English section of the exam. I have practised a role-play. I have practised listening comprehension (matching statements to speakers). I have practised a picture-based discussion.
4A Vocabulary and listening

The human body

LESSON SUMMARY

Vocabulary: parts of the body; inside the body (V8)
Listening: dialogues with body idioms
Speaking: acting out dialogues with body idioms
Topic: people, health

SHORTCUT

To do the lesson in 30 minutes, spend no more than 2–3 minutes on exercise 4, and limit the number of performances in exercise 7. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3–4 MINUTES

- Explain that today’s lesson is about the human body, and you are going to begin with a mini quiz to find out how much students know about the body. Write on the board:
  1. Which part of the human body never stops growing?
     a. mouth b. ears c. toes (b)
  2. How much blood does the average adult have?
     a. 2–3 litres b. 5–6 litres c. 7–8 litres (b)
  3. You get shorter by about 1 cm when you sleep. True or false?
     (false – you “grow” by about 1 cm. This happens because when we stand during the day, our weight compresses the fluid between the spinal vertebrae, making us shorter.)
  4. What percentage of the human body is water?
     a. about 66% b. about 75% c. about 90% (a)

- In pairs, students discuss the answers.

Exercise 1

- In pairs, students match the parts of the body with the correct section of the photo A–C. Encourage them to match the ones they are confident about first.

(Answers: see transcript for Exercise 2)

Exercise 2

- Play the recording for students to check their answers. With a weaker class, you may have to play the recording again.
- Draw a simple sketch of a body on the board and use it to check the answers.
- Model and drill the pronunciation of potentially problematic words (see the Pronunciation activity below) or replay the recording, this time pausing after every word to drill it.

Transcript

A: armpit; chin; eyebrow; eyelash; eyelid; fingernail; lip; neck; nostril; palm; scalp; throat; thumb; wrist
B: chest; hip; stomach; thigh; waist
C: ankle; calf; heel; shin; sole; toenail

Pronunciation activity

Several words in exercise 1 have silent letters: palm /pa:ml/, thumb /θʌm/, wrist /rist/, calf /kɑːfl/, thigh /θaɪ/. Write the words on the board. Ask students to copy them. Say each word twice. Students cross out the silent letters.
Exercise 3 (page 34)
- Students work in pairs and take it in turns to elicit the word for parts of the body from their partner.
- Circulate and monitor to check students are using the correct vocabulary.

Extra activity
Play a game of Simon says to revise the body vocabulary.
Explain that you are going to play a game to practise body vocabulary. Student(s) stand up and you give them instructions, e.g. Simon says... touch your ear; Simon says... touch your chin with your wrist. When you give an instruction preceded by Simon says... students must follow the instruction. If you don’t begin the instruction with Simon says... they should do nothing. If a student does the wrong action or does an action when you don’t say Simon says... they are out of the game and must sit down. The last student standing is the winner.
If time allows, you could ask students to come to the front of the classroom and give instructions.

Exercise 4 (page 35)
- In pairs, students complete the phrases. Encourage them to complete the ones they know or can guess first. Check answers as a class; make sure that students understand all the injuries.
- Students then ask their partners whether they have had any of the injuries. If the answer is yes, they ask a follow-up question. Encourage students to give as much information as possible.
- Circulate and monitor, giving help with vocabulary as necessary.

2 shoulder 3 ankle 4 leg 5 eye 6 lip

Exercise 5 (page 36)
- Write idiom on the board. Explain or elicit that an idiom is an expression whose meaning you cannot guess from the meaning of the individual words. If you try to translate an idiom word for word into another language, the translation sounds very strange, e.g. to keep an eye on something or somebody means ‘to take care of something or somebody and make sure that they are not harmed, damaged, etc’.
- With a weaker class, elicit idioms in their native language.
- Explain that there are a lot of English idioms which contain words for parts of the body. Tell students they will hear six dialogues, each containing one such idiom.
- Play the recording. Stop the CD after the first dialogue and check that all students heard He was pulling my leg. Then ask them if they can find the correct meaning. Play the recording again from the beginning. Students complete the sentences.
- Check answers and then ask students to choose the correct meaning, a, b, or c.
- You may need to play the recording again to help students deduce the meaning of each idiom from its context.
- Check answers as a class and elicit how the idiom was used in the dialogue.

Transcript 3 1.34 (page 36)
1 A Hi, are you OK?
B Yes, but I can’t stop now. I’ve got to watch Adam on TV.
A Your friend Adam? With fair hair?
B Yes! He’s on Britain’s Got Talent – tonight.
A You’re joking! What’s he doing on a talent show? What can he do?
B He’s dancing – he says it went really well. They recorded the show last night.
A But Adam can’t dance! I’ve seen him.
B What do you mean?
A He isn’t on TV tonight. He was pulling your leg.
B Really? Do you think so?
A Yes.
B Oh, he’s always doing that. I really believed him this time.

2 A What’s Dad doing in the garden? He’s been out there for hours!
B I think he’s building something.
A Building something? What?
B I’m not sure. But I saw him carrying lots of wood from the car. It was really heavy. He kept dropping it.
A Did you give him a hand?
B I tried to, but he said he could manage on his own. He didn’t want me around. I think it’s all a big secret.
A I’m going out to have a look.
B Don’t get too close. He’s in a very bad mood!

3 A I’d better go. It’s nearly eight o’clock.
B Why don’t you stay for dinner?
A That’s very kind of you, but I think I’d better get home. I’ve got a few things I need to do and...
B We’re having roast dinner.
A No, no, I really must... What kind of roast dinner? Chicken?
B No, roast beef... with roast potatoes and Yorkshire pudding.
A Oh! Well, OK. You’ve twisted my arm. I’ll stay then.
B Great!

4 A Are you looking forward to the match?
B Yes, I am. Who do you think is going to win?
A Oh, I don’t know. It’ll be close. They’re both really good teams.
B I reckon Chelsea will win – but only by one goal.
A Yeah? Maybe.
B Come on, make a prediction.
A Well, if you really want me to.
B Yes, I do. I reckon it’ll be 2–1 to Chelsea. What do you think?
A Well, OK. I’ll say 2–nil to Liverpool.
B Really? Do you want to bet on that? I’ll buy you dinner if you’re right. OK?
A Oh, er... yes. OK. I suppose so. I’ll stick my neck out.

5 A So, anyway, I was in a café with Kirsty last weekend. You know, that new café in town. Actually, we were sitting at a table outside. And a woman came over to us and said she worked for Face magazine.
B Really? What did she want?
A She asked if Kirsty was a model. When Kirsty said no, she asked her if she wanted to be in some photos – in the magazine.
B Wow! Kirsty must have been totally amazed!
A Actually, no, she wasn’t. She didn’t bat an eyelid!
B What? She didn’t even look excited for a minute! But she said yes, didn’t she?
A She took the woman’s mobile number – and said she’d think about it!
B Wow! That’s very cool.
A Maybe that kind of thing happens to her all the time.

6 A Hi, Dad.
B Hey, what’s the matter with you?
A My exams start tomorrow. I’m really worried about them!
B Why are you worried? You’ve worked hard, haven’t you?
A I need 75 percent to get an A in biology – and I need an A to study medicine at university.
B Isn’t biology your best subject?
A Yes, but what if I can’t answer the questions? I’m terrible in exams... I panic.
B You’ll be fine. You need to keep your head. Read the questions slowly and give yourself time to think. And get some sleep tonight!
A You’re right. I know you’re right. Thanks, Dad.

1 leg: b 2 hand: a 3 arm: c 4 neck: a 5 eyelid: c 6 head: c
Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers. I can talk about parts of the body and injuries. I can understand and use idioms with parts of the body.

4B Grammar
Past simple and present perfect contrast

Grammar: past simple and present perfect contrast
Reading: a text about a stunt mountain bike rider
Listening: an interview with a young kayaker surfer
Speaking: talking about recent activities

Exercise 1
Refrer students to the photo. Elicit possible answers to the questions, but don't confirm or refute them at this stage.
Allow students about half a minute to read the text.
Students answer the three questions and check their answers in pairs. Check answers as a class.
1. He is riding / doing stunts on a mountain bike.
2. It is his job.
3. He is in Scotland.

Exercise 2
Students look at the text and identify whether the verbs in red are in the present perfect or past simple. If necessary, remind them that the present perfect is formed with have / has + past participle.
Quickly go through the answers before going through the Learn this! box together. With a weaker class, revise the difference between for and since.
Students match the present perfect examples with uses a-c.
Students check answers in pairs. Check answers as a class.
Past simple: grew up; made; posted; watched
Present perfect: has lived; a; has become; c; has already had; c;
 hasn’t been; a; has given up; c; has become; c; has always
enjoyed; a; s had; b; s just broken; c
For further practice of Past simple and present perfect contrast, go to:

Grammar Builder 4.1

Exercise 3
Students complete the interview with the past simple or present perfect. Remind them to use contractions after personal pronouns, e.g. I’ve been ...
Play the recording for students to check their answers.

Transcript

Exercise 4
Students find the time expressions in the dialogue in exercise 3 and add them to the chart.
Check answers as a class and explain to students that time expressions can help them decide which tense is needed.
(See Language note below.)
1. in (2009) 2. later 3. (ten) years ago 4. in the past few years
5. since ... 6. so far
Language note – Past simple and present perfect
Choosing between the past simple and the present perfect is notoriously difficult for students. Even if they understand the rules, it is hard, when speaking, to decide quickly which rule should apply. Whilst it is clearly useful for them to analyse the rules, the most important thing is to have lots of practice so that the decision becomes instinctive.

Many students find it easier to relate the tenses to the vocabulary that is often used with them, e.g. present perfect is always used with yet; past simple is always used with ago, etc. Exercise 5 focuses on this.

It is important for students to become familiar with the common pattern of starting with the present perfect to talk about general or recent experience and then switching to the past simple as they zoom in to talk about a specific occasion, e.g. Have you been shopping recently? Yes, I have. What did you buy? I bought...

With a stronger class you could point out that the rules apply to British English. In American English, the present perfect is used less. In American English, the sentences: Did you do your homework yet? or I saw that film already are perfectly acceptable.

Optional activity
Play a game of Noughts and crosses to practise making sentences with the time expressions in exercise 5.

Write an empty noughts and crosses grid on the board. Put students in two teams. The teams decide whether they are noughts (0) or crosses (X). Explain, if necessary, that the aim of the game is to get a line of noughts or crosses before the other team.

Teams take it in turns to choose a square. They can win the square by making a correct sentence including a time word or expression that you will give them. Use the expressions from exercise 3. They have a time limit of 30 seconds to produce a correct sentence.

Exercise 5 page 55
• Go through the instructions for the task. Elicit the tenses that are used in the example and why. (The first question asks about an unspecified time in the last few months. The second narrows down the time frame to a specific event.)
• Don’t allow the conversations to become too long. Focus instead on accuracy and giving students practice in switching between the two tenses.

Extra activity
Students ask the questions in open pairs across the class: Student 1 asks the question and then nominates a Student 2 to answer the question: Have you done any sport in the past few months...? Darren? Nominating at the end of the question ensures the rest of the class don’t ‘switch off’. If Student 2 says no, Student 1 asks the follow-up question: Student 2 then asks the next question and nominates another student to answer.

When all the questions have been asked, students can repeat the exercise in closed pairs.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I have learned when to use the past simple and when to use the present perfect.

4C Culture

Public health?

LESSON SUMMARY

Reading: an article about school meals
Listening: young people talking about health issues
Speaking: discussing the Government’s role in promoting a healthy lifestyle; describing ways of improving diet
Topic: health, school

SHORTCUT

To do the lesson in 30 minutes, omit exercises 6 and 8. The Vocabulary Builder exercise can be set for homework.

LEAD-IN 2-4 MINUTES

• Ask students to write down everything they have eaten or drunk over the past 24 hours. This should include breakfast, lunch, dinner and any snacks between meals.
• In groups of three or four, students decide who in their group has the healthiest diet.

Exercise 1 page 56
• Check that students understand and can pronounce the words in the list, especially carbohydrate /kәrәuәdәriәt/, protein /prәәutәәniәnt/ and fibre /fәәriә/. Note: vitamin is pronounced /ˌvәәrtiәәnәnt/ in British English and /ˌviәәrtiәәnәnt/ in American English.
• In open class, ask individual students to describe the food in the photo and say which items contain a lot of calories, carbohydrates, fat, etc.
• Point out that we often say that foods are high /low in … to talk about nutritional content, e.g. Fizzy drinks are high in sugar. You could also mention that we frequently abbreviate carbohydrates to carbs.

(Possible answers)
Burgers contain a lot of calories, carbohydrates, fat and salt.
Soft drinks contain a lot of calories and sugar.
Apples contain a lot of carbohydrates, fibre, sugar and vitamins.

Culture note – Healthy food in schools
In 2005, TV chef Jamie Oliver began a campaign called Feed me Better to encourage British schoolchildren to eat more healthy food and less junk food. He also created a television series called Jamie’s Ministry of Food, in which he tried to encourage ordinary people in Yorkshire to cook healthy meals. In Britain, there was an explosion of publicity on the issue of healthy foods in school after Oliver started his campaign.

Exercise 2 page 57
• Students read the text and answer the questions. Suggest that they skim-read the text first to get the general gist and then underline the key words in the questions.
• Play the recording for students to listen to while they read the text again.
• Students check answers in pairs. Check answers as a class.
Extension – stronger students

In pairs, students write four more questions based on the text in exercise 2. When they have finished, put students together with new partners. In their new pairs, students ask their questions.

Exercise 3

- With a weaker class, give prompts to students, e.g. Why does the head teacher think that healthier meals are better for pupils? Why do the parents disagree?
- Students discuss whether they think schools should try to improve students’ diets or not. Remind them to use language for giving opinions and agreeing and disagreeing.
- Find out through a show of hands whether students think the school should continue with its regime.

Exercise 4

- Go through the instructions for the task. Explain that an issue is an important topic that people are discussing or arguing about.
- Remind students not to worry if they don’t understand every word, and that the first time they listen they should focus solely on the task, namely, identifying which two speakers think the Government shouldn’t tell us what to eat.
- Play the recording. Students compare answers in pairs. Check answers as a class.

Transcript 1.37

Speaker 1: I reckon it’s a good idea, trying to get schools to serve healthier food. Some people say it won’t make a difference because people don’t like it when the government tells them what to do – but look at the smoking law. That really helped to reduce smoking and improve people’s health. And there are other examples too, it can work.

Speaker 2: Nobody likes the government telling them what to do – or what to eat! And sometimes the advice is confusing – you know, it changes from year to year. People say it isn’t the government’s business to tell us what to eat – our health is our own business. The thing is, the government has to pay when you get ill and need to go to hospital, and if more and more people need treatment because they’re unhealthy, that means raising taxes. So I think the government should try to make people eat healthier food – and save us all some money!

Speaker 3: These politicians think they can control every area of our lives – how we drive, what we eat, where we smoke ... I’ve had enough! If I want to eat chips every day and drive everywhere by car, then that’s my decision. I can make up my own mind if I want to live a healthy life or not ... I’m not stupid, and it’s nobody else’s business what I do! We’ve got too many laws already in this country. We don’t need a new law telling us we have to eat salad twice a week, thank you very much.

Speaker 4: I think it’s a joke, frankly. A law about healthy eating? We don’t elect politicians so that they can stop us doing what we want! We elect them to run the country. What are they going to do next – ban fish and chip shops? Stop people from buying chocolate bars? Or pass a law that says fast food restaurants are illegal? They probably would, if they could. Meanwhile, crime is going up, taxes are going up ...
4D Grammar

Present perfect continuous

LESSON SUMMARY

Grammar: present perfect continuous; contrast: present perfect simple and continuous.
Reading: a short article about brain workouts.

SHORTCUT

to do the lesson in 30 minutes, do any of exercises 3, 4, 5 and 6 together as a class and set the Grammar Builder activities for homework.

LEAD-IN 3-4 MINUTES

• Write crossword and Sudoku on the board. Elicit further examples of puzzle games (e.g., jigsaw, Scrabble, quiz).
• Write these questions on the board: Which of these games do you like playing? Which don’t you like playing? Do you play them in magazines/newspapers? Do you buy puzzle books? Do you play them online? Do you think that playing these games can increase your brainpower? In pairs or small groups, students discuss the questions.

Exercise 1

Focus attention on the title of the text. Ask: What does ‘workout’ usually refer to? (physical exercise) and What do you think it refers to here? (mental exercise)
• Give students a minute to read the text and answer the questions.

The study is trying to find out whether brain-training exercises work. Brain-training does work, to a small extent, but no more than surfing the Internet.

Exercise 2

Focus on the verbs in red in the text. Give or elicit the name of the tense. Students complete the rule.
1 has 2 been

Exercise 3

Go through the Learn this! box together. Students complete the examples with the correct form of the present perfect continuous.
1 ‘ve been playing 2 have (you) been waiting
3 ‘ve been carrying

Exercise 4

Students complete the sentences using the present perfect continuous of the verbs.
• Students check answers in pairs. Check answers as a class.
1 ‘ve been playing 2 ‘ve been eating 3 ‘ve been working
4 ‘ve been drinking 5 ‘ve been pulling 6 ‘ve been wearing
For further practice of the Present perfect continuous, go to:

Grammar Builder 4.2

2 I’ve been learning the guitar (for years.)
3 It’s been raining (since midday.)
4 We’ve been chatting (on the phone for an hour.)
5 I haven’t been feeling well (since Saturday.)
6 My dad has been sleeping (for two hours.)

Exercise 5

Go through the Learn this! box together. Students find two examples of the present perfect simple in the text in exercise 1 which describe actions that are finished and complete.

Owen has conducted several studies of this kind, and they have all shown the same thing...

Exercise 6

Students complete the email with the present perfect simple or present perfect continuous.
• Students compare answers in pairs. Check answers as a class.
Ask students to explain their choice of tense.
1 I have (you) been enjoying 2 has been staying
3 have (never) liked 4 haven’t had 5 has been spending
6 ‘ve been working 7 ‘ve made
For further practice of the Present perfect simple and present perfect continuous contrast, go to:

Grammar Builder 4.3

1 a ‘ve been going 2a have been having 2b ‘ve had
3a ‘ve been talking 3b ‘ve talked
4a have gone out 4b have been going out

2 c ‘ve been waiting 2 h ‘s twisted 3 g has been cooking 4 e ‘ve been playing 5 a ‘ve broken
6 d ‘ve been doing 7 b ‘ve sent 8 f ‘ve been eating

Exercise 7

Focus on the instructions and the example. Do the first two items in open pairs then ask students to continue the exercise in pairs. Circulate and monitor to check for correct use of the present perfect tenses.

Extension – fast finishers

Write these sentences on the board for fast finishers to comment on: You’ve got a black eye. Your hair’s wet. You look bored. You look disappointed.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit the answer. I can correctly use the present perfect continuous.

4E Reading

All in the mind

LESSON SUMMARY

Reading: a magazine article about the power of the mind
Vocabulary: homonyms (VB)
Grammar: clauses expressing purpose
Speaking: discussing a mind reading experiment
Topic: people, health

SHORTCUT

to do the lesson in 30 minutes, set exercises 4 and 5 and the Vocabulary Builder activity for homework.
LEAD IN 3-4 MINUTES

- Write will power on the board and elicit or explain that it means the ability to control your thoughts and actions in order to achieve something. Elicit times when you need will power (e.g., to give up smoking, to go on a diet, to start a strict exercise regime, to persist with something challenging like a long run, cycle ride, or study regime). Ask: Do you have strong will power? Think of a time when you needed a lot of will power to achieve something. How hard was it?

- Write mind over matter on the board and explain that it means the ability to overcome physical problems through the power of the mind. Ask: Do you believe that the mind has the power to... control fear, ... overcome physical pain, ... help you recover from illness, ... read other minds, ... make things move?

Exercise 1 (page 38)

- Students look at the photos and the title and discuss the questions in pairs. Ask individual students to describe what is happening in each photo and elicit that the people in the photos are using the power of the mind to achieve something.

Exercise 2 (page 38)

- Ask students to skim-read the text and then underline the key words in questions 1-6. They then scan the text for words with the same or a similar meaning to the words they have underlined.

- Students match the sections of the text with the questions. Check answers as a class.

Transcript 1.38 (page 38)

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

Exercise 3 (page 39)

- Explain the reading task. Remind students that with a gapped text, it is a good idea to follow this procedure:
  1. Read the text and get the general sense.
  2. Try to predict what kind of information is missing from each gap.
  3. Read the sentences and try to fit them into the gaps. Look for words that link the sentences with the surrounding text.
  4. Look at the gapped sentences to see if the sentences they predicted for each gap are there.

- Do the first one together and show how the idea of a long tradition in the sentence before the gap is linked to 3,000 years in sentence c. Students continue on their own.

- Encourage them to cross out the options as they use them. If they get stuck, they should move on and come back to fill in any gaps by process of elimination.

- Students check answers in pairs. Check answers as a class.

- Play the reading text and ask students to read along, if there is time, ask students to read the text aloud, with each student reading two sentences. 1c 2a 3e 4f 5d

Exercise 4 (page 39)

- Students find the five underlined sentences in the text and then complete the Learn this! box.

Exercise 5 (page 39)

- Students answer the questions, using a different clause each time to express purpose.

- Students check answers in pairs. Check answers as a class.

**Possible answers**

1. They went on training courses so / in order to find out how to make it across burning coals / They went on the training course so that they could find out ... 2. The manager went hospital to / in order to be treated for their burnt feet / The manager went to hospital so they could be treated ... 3. The performers asked for volunteers so that they could hypnotise them / The performers asked for volunteers to / in order to hypnotise them.

4. The British Government passed a law to / in order to stop hypnotists from being irresponsible / The British Government passed a law so that they could stop hypnotising ... 5. Randi appeared on a live TV show with Hidrick to / in order to prove that Hidrick wasn't telling the truth / Randi appeared on a live TV show with Hidrick so that he could prove ...

Exercise 6 (page 39)

- Go through the Look out! box together. Help students remember the meaning of homonym: you could explain that homa means 'same' and bym means 'name' in Greek.

- Students identify whether the highlighted words are nouns or verbs.

**mind – noun; matter – noun; trip – noun; treat – verb; state – noun; show – noun; object – noun; turn – verb**

For further practice of Homonyms, go to:

**Vocabulary Builder 4.3** (page 150)

1 1 trip 2 object 3 show 4 treat 5 mind 6 matter 7 state 8 turn
2 1 park 2 face 3 play 4 land 5 study 6 plant 7 fly 8 left

Exercise 7 (page 39)

- Read through the task and make sure students understand what they have to do. Suggest that one student in each pair sets a timer so that they are not distracted by looking at their watches.

- Find out how many people guessed correctly and write the number on the board.

**Culture note – James Randi**

James Randi began his career as a magician called the Amazing Randi. When he retired, he began investigating claims about the paranormal, including telekinesis, which he believes have no foundation in fact. He has offered a prize of £1 million to anyone who can provide evidence of a paranormal or supernatural power or event. However, the evidence must be provided under conditions which both parties agree to. To date, no one has won the prize.
Exercise 8  page 37
- Students discuss the questions. (Note: It is perfectly possible that someone could guess 96%, 50%, 75% or even 100% right by pure chance as well. In order for an experiment like this to be valid, it would need to be repeated many times. Then a statistician would perform a calculation to see if the result is ‘significant’; in other words, if the percentage of correct guesses is not a result of pure chance.)
- Circulate and monitor the students as they speak, helping with ideas and vocabulary as necessary.
- Make a note of any general errors to be addressed at the end of the activity.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand an article about the power of the mind. I have learned about homonyms.

4F Speaking

At the doctor’s

LESSON SUMMARY
Listening: conversations at the doctor’s
Vocabulary: symptoms
Speaking: giving advice; a conversation at the doctor’s
Topic: health

SHORTCUT
To do the lesson in 30 minutes, limit the number of performances in exercise 8. The Vocabulary Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES
- Write ill on the board and elicit the noun illness. Brainstorm a list of common, non-serious illnesses (e.g. a cold, the flu, a stomach bug / virus, an ear infection, an eye infection, hay fever).
- Write these questions on the board: When was the last time you were ill? What was the matter with you? Did you take any medicine? Did you go to the doctor’s? Did you have time off school? In pairs, students ask and answer the questions.

Language note – the doctor’s
Point out that we refer to the place where you go to see a doctor as the doctor’s, e.g., I’m going to the doctor’s after school. We use the dentist’s in the same way, e.g., I’ve got an appointment at the dentist’s.

Exercise 1  page 40
- Students complete the dialogues with the questions. Suggest that students read through the dialogue before they complete it. With a weaker class, ask students to underline the key words in the answers after the gaps; this will help them find the right answers.
- Play the recording for them to check their answers. You could ask students to practise reading the dialogue with a partner.

Transcript  page 40
1 e 2 d 3 c 4 a 5 b

Culture note – Over-the-counter medicine; prescription medicine
There are two kinds of medicines that you can buy from a chemist’s (also called pharmacy) in the UK: medicine you can buy over the counter without a doctor’s permission, and prescription medicine, which you can only buy if the doctor prescribes it to you. A prescription is a form completed by the doctor, which gives instructions about the type of medicine and how to take it. Some groups of people (e.g., people who are old or who are suffering from long-term illness) don’t have to pay for prescribed medicine in the UK.

Exercise 2  page 40
- Students complete the sentences. Refer them to the wordlist for help.
- Students check answers in pairs. Check answers as a class. Practise the pronunciation of temperature /tempərətər/ and swollen /ˈswɔːln/.
1 swollen 2 dizzy 3 stiff 4 temperature 5 itchy 6 blocked up 7 rash 8 sore

Extension
Students test each other on the vocabulary in exercise 2 by miming the symptoms.

For further practice of Symptoms, go to:

Vocabulary Builder 4.4  page 131
1 1 shivery / sick 2 shivery / sick 3 a cough / backache 4 a cough / backache 5 itchy / painful 6 itchy / painful
2 1 weak 2 stomach ache 3 a rash 4 a blocked nose 5 swollen 6 bruised 7 dizzy 8 a stiff neck 9 itchy

Exercise 3  page 40
- Tell students they are going to listen to four patients describing their symptoms. Stop the CD after the first dialogue and check that students heard the patient’s symptoms (headache and temperature). Play the recording again from the beginning. Students listen and match each person with two symptoms.
- Students check answers in pairs. Check answers as a class.

Transcript  page 40
1 Doctor Hello, come in. What brings you here today?
Patient I’m not very well.
Doctor I see. What are your symptoms, exactly?
Patient I feel hot and shivery.
Doctor Let me take your temperature. Hmm, yes. You’ve got a temperature. It’s quite high. Have you got a headache?
Patient Yes, I have.
Doctor What about a stiff neck?
Patient No. My neck’s fine.
Doctor Have you noticed a rash anywhere on your skin?
Patient No, I don’t think so.
Doctor Well, I’m sure it’s just a normal virus. You need to drink lots of water. If I were you, I wouldn’t worry about food until you’re better. Just eat when you’re hungry.
Patient OK. So I don’t need any medicine.
Doctor No, just rest ... and, as I say, plenty of water.
Patient Thanks, Doctor.
2 Doctor Come in! Hello. How can I help you?
Patient Well, I had an accident yesterday. I fell out of a tree.
Doctor Oh. Really? How far did you fall?
Patient: Probably two metres. But I banged my head.
Doctor: Right. And have you been having any symptoms?
Patient: I've had a bad headache all day today. And I'm feeling a bit sick, too.
Doctor: Hmm. I think you've got concussion. How did you get here?
Patient: On my bike.
Doctor: I don't think you should cycle home. Can somebody pick you up?
Patient: Yes, my dad. Is it serious?
Doctor: Probably not, but if your symptoms get worse, call the hospital. It's very important to be careful about head injuries.
Patient: OK. Thanks for your help.
Doctor: You're welcome.

3 Doctor: Hello, come in. How can I help?
Patient: I've got an upset stomach.
Doctor: How long have you had it?
Patient: Just a couple of days.
Doctor: Any other symptoms? Headache? Fever?
Patient: No, no... just my stomach. I feel sick too.
Doctor: Can you remember eating anything unusual? Anything that tasted bad?
Patient: I had some chicken at my uncle's house... at a barbecue. It wasn't really cooked... it was still pink in the middle, but I had to eat it.
Doctor: Ah! Well, that's probably what caused it. It's very important to cook meat properly.
Patient: Hmm. Can you give me anything to make me feel better?
Doctor: Oh, I don't think you need to take anything. Drink plenty of water. Don't worry about eating anything yet.
Patient: Oh, OK. Thanks.
Doctor: And you must take extra care washing your hands.
Patient: OK. I'll do that.
Doctor: Anything else I can help you with?
Patient: Yes. Is there a toilet here?
Doctor: Yes, first door on your right.
Patient: Thanks. Bye!

4 Doctor: Good morning. How can I help you?
Patient: Oh, hello doctor. I'm feeling really bad. I've got an upset stomach.
Doctor: Oh dear, I'm sorry to hear that. Sit down and I'll take a look at you.
Patient: It started about a week ago. I had a really bad headache for two days.
Doctor: Did you take anything for it?
Patient: Yes - just ordinary painkillers.
Doctor: Let me take your temperature. Hmnm. 38.9. Yes, you've got a temperature.
Patient: Really? Is it a high one?
Doctor: Don't worry, it's just a virus. I'm sure. Have you had any other symptoms?
Patient: No, not really.
Doctor: The best thing would be to stay at home for a few days.
Patient: But I'm really busy at work. Can't you just give me some antibiotics?
Doctor: No, you don't need antibiotics. Try to rest as much as possible. You'll get better soon.
Patient: OK. Thanks. Doctor.

headache 1,2 temperature 1,4 feel sick 2,3 upset stomach 3,4

Exercise 4 (page 41)
- Go through the Learn this! box together. For each expression, ask a different student to make a sentence using it.
- Students find two of the expressions in exercise 1 and decide which is used for giving very strong advice.

You must / mustn't...

Exercise 5 (page 41)
- Play the recording again. Students tick the expressions from the Learn this! box that they hear.
- Check answers as a class. With a stronger class, ask students if they can remember what illness each patient has (patient 1: a virus, patient 2: concussion, patient 3: food poisoning, patient 4: a virus).

Exercise 6 (page 40)
- Students complete the doctor's advice using a suitable expression from the Learn this! box. Make sure they use a range of expressions.
- Elicit a few possible answers for each sentence. Listen out for mistakes with the use of to, e.g. You should to rest and the position of not, e.g. It's important not to eat...

(Possible answers)
2 if I were you, I wouldn't... You mustn't worry about...
3 I don't think you should... You mustn't...
4 You need to... It's very important to... 
5 You need to... It's very important to...
6 You need to... You must...
7 I (really) think you should... if I were you, I would...
8 The best thing would be to... You (really) ought to...

Exercise 7 (page 40)
- Students work in pairs to write notes for a role-play between a patient and a doctor. With a weaker class, help students to structure their dialogue. Write these phrases on the board: I feel... It's... I've got a... Explain that this is how we usually talk about symptoms. Refer students to the dialogue in exercise 1. Remind them to use language for giving advice.

Exercise 8 (page 40)
- Ask several pairs of students to act out their conversations. If you have a large class or are short of time, put students into two groups. Pairs act out their conversation for their group.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit the answer: I can talk about illnesses, their symptoms, and treatment.

4G Writing

An announcement

LESSON SUMMARY
Reading: three announcements
Writing: an announcement for an activity
Topic: family and social life

SHORTCUT
To do the lesson in 30 minutes, set the writing task as homework.

LEAD-IN 2-3 MINUTES
- Write these questions on the board: Which activity do you do to relax when you are feeling stressed? Have you ever done relaxation exercises? Have they worked for you? What do you do to get fit? Do you enjoy going to the gym or do you prefer other forms of exercise? In pairs, students ask and answer the questions.

Exercise 1 (page 31)
- Students read the announcements. Deal with any vocabulary questions that arise. In pairs or small groups, students discuss which activity appeals to them most.
- Elicit some answers and find out if anybody has done any of the activities. Ask them to tell the class about it.
Culture notes

Devon is a county in the south-west of England. North Devon is known for its high cliffs, rocky coastline and beaches, which face the Atlantic Ocean. The county also has seaside resorts, historic towns and cities, beautiful rural scenery and a mild climate. Two of England’s most famous national parks, Dartmoor and Exmoor, are in Devon.

Coasteering is an adventure activity which has become popular in recent years. It involves going along a coast on foot or by swimming, without the use of boats, surfboards or other craft. It includes climbing, going into caves, swimming in rock pools and jumping and diving into the sea.

Exercise 2

- Encourage students to guess the answers first. They can then check their answers in pairs. Check answers as a class.

1. street dance 2. meditation 3. coasteering 4. meditation
5. meditation 6. coasteering

Exercise 3

- Go through the writing strategy together. Then go through the questions and check that students understand them. Students answer the questions alone or in pairs. Check answers as a class.

1. Coasteering and Street Dance
2. Meditation
   Start date: 10th May, Time: 7:30 p.m., Venue/Place: Freme Village Hall, Cost: £45 for ten sessions
3. Meditation
   Street Dance: learn new steps; meet new people; have fun; get a new, fitter body
4. four: Coasteering: Do you want to explore the coastline?
   Meditation: Why don’t you try it? Street Dance: Do you want to get fit? Do you prefer dancing to working out?
5. Yes, they do.

Exercise 4

- Refer students to the photos and elicit or give the names of the activities (martial arts, karate or judo; walking or trekking).
- In pairs, students discuss how the activities might benefit mind and body. They can find some of the necessary vocabulary in the three announcements.

Exercise 5

- Working alone or in pairs, students plan the content for an announcement. Circulate and monitor, giving help as necessary.

Exercise 6

- Go through the instructions with students and make sure they understand what they need to do. Working alone or in pairs, students write their announcements. Tell them to refer to Check your work when they have finished writing to make sure they have completed the task as well as they can.
- If computers are available, students can design their announcements. If classroom space allows, you could display their announcements on the classroom wall. The other students could look at them and choose the most appealing.

Lesson outcome

Ask students: What have you learned today? What can you do now and elicit the answer. I can write an announcement for an activity.
Language Review 3–4

Exercise 1  page 47
1 d 2 e 3 a 4 b 5 c

Exercise 2  page 47
1 where my mum works  2 who likes us to be on time
3 which I applied for  4 whose sister was on TV
5 who checks your eyesight

Exercise 3  page 47
1 My uncle, who's just got a new car, works for Fiat.
2 Sally's new job, which she started last month, is stressful.
3 John, whose mum is an artist, can't draw at all.
4 My maths teacher, who's a great singer, is going to join a band.
5 My interview, which took two hours, went well.

Exercise 4  page 47
1 creative  2 flexible  3 conscientious
4 self-motivated  5 polite

Exercise 5  page 47
1 e 2 a 3 d 4 b 5 c

Exercise 6  page 47
1 did (you) buy  2 've (already) done  3 went  4 won
5 've (just) finished

Exercise 7  page 47
1 have (you) been doing  2 've been reading  3 've read
4 've been playing  5 haven't read

Exercise 8  page 47
1 do  2 symptoms  3 painful  4 allergic  5 dizzy

Skills Round-up 1–4

Exercise 1  page 48
Students' own answers.

Exercise 2  page 48
Students' own answers.

Exercise 3  page 48
Students' own answers.

Exercise 4  page 48
1 B; D  2 A; C  3 A; D  4 C; D; E  5 B; C  6 A; B; E
7 B; D  8 B

Exercise 5  page 48
Transcript  page 49
Julian  Hi! You must be Anna Porucznik.
Anna  Yes, I am. Nice to meet you.
Julian  My name is Julian Lloyd. I'm the Human Resources Manager here.
Anna  Thanks for coming.
Julian  My pleasure.
Anna  You've got your application form here. You're a student, aren't you?
Anna  That's right. I'm studying Economics at the university.
Julian  And how is that going?
Anna  Fine! Well, it's difficult, but I'm enjoying it.
Anna  You enjoy a challenge, do you?
Anna  Yes, I do.
Julian  Good. And you're looking for some part-time work?
Anna  Yes, I am. I've just moved to a new flat and the rent is a lot higher...
Julian  I understand. So, why did you apply for this job, in particular?
Anna  Well, I looked at quite a lot of job adverts and this one just seems right for me. I worked at a holiday camp last year, so I've got a lot of experience of dealing with the public. And I'm very enthusiastic.
Julian  And you mention languages on your application form, don't you?
Anna  Ah, du spichst Deutsch.
Anna  Yes, my Deutsch is not perfect, but ziemlich gut.
Julian  Hmm, yes. Any other languages?
Anna  Polish, of course!
Julian  You're from Poland, aren't you?
Anna  Yes, I am. And I speak a bit of Russian too.
Julian  Good! Well, do you have any questions?
Anna  Yes. What exactly are the hours? The advert just says morning or afternoon.
Julian  Oh, yes. Well, the morning hours are nine o'clock until midday. The afternoon hours are four till seven.
Anna  So, three hours. The advert says two hours.
Julian  Does it? Oh dear - that's a mistake. Yes, the shifts are three hours. Is that a problem for you?
Anna  No, it's better!
Julian  Good. And which would you prefer, morning or afternoon?
Anna  Afternoon is better for me. I have classes at the university in the mornings.
Julian  Great! Well, I'm very happy with your application. When can you start? Next Monday?
Anna  Sure!
Julian  Great. I'll send you a confirmation letter in the post.

...  page 49
Woman  Hello, Julian Lloyd's office.
Anna  Oh, hello. Could I speak to Julian Lloyd please?
Woman  I'm afraid he's in a meeting. Can I take a message?
Anna  Yes, it's Anna Porucznik here. It's my first day at work today, but I can't come in. I've got a temperature and a sore throat. I feel terrible.
Woman  Oh, poor you! Yes, I can tell Julian. I hope you get better soon.
Anna  Thanks. Bye.
1 B  2 She's got a temperature and a sore throat.

Exercise 6  page 50
1 F  2 T  3 T  4 F  5 T  6 F

Exercise 7  page 50
Students' own answers.
5A Vocabulary and listening

**LESSON SUMMARY**

**Vocabulary:** computing; noun prefixes (VB)

**Listening:** a conversation in a computer shop

**Grammar:** zero conditional

**Speaking:** talking about computer-using habits, inventing an app for a smart phone

**Topic:** science and technology

**SHORTCUT**

To do the lesson in 30 minutes, omit the lead-in, limit the number of descriptions in exercise 8. The Grammar and Vocabulary Builder activities can be set for homework.

**LEAD-IN 5 MINUTES**

- Write Computer on the board. In pairs or groups of three, students have two minutes to think of a word related to computers beginning with each of the letters in computer (e.g. C – cut, copy, chip; D – open, operating system, online; M – mouse, Mac, Microsoft; monitor, megabyte, memory, memory stick; P – page, PC, program, printer; U – undo, update, upload, use; T – toolbar, trash; E – email, Explorer, edit; R – restart, RAM, ROM, router).

- The first group to think of a word for every letter shouts Stop! Everybody puts their pens down. Starting with the first letter, C, elicit a word from each pair or group of students. They get a point for every correct answer and two points for an answer that nobody else has. Continue with the other letters.

- Students add up their score to see which group is the winner.

**Exercise 1**

- In pairs, students discuss the questions. Ask two or three students to summarise their conversation.

**Language note – geek**

In the past, the slang word **geek** referred to somebody who is boringly intellectual, wears unfashionable clothes and doesn’t know how to behave in social situations. In recent years it has become used in connection with someone who is knowledgeable about technology, and the word has become less negative in its connotation. The word is often used with other words, e.g. maths *geek*, sci-fi *geek*, etc.

**Exercise 2**

- Students complete the questionnaire. Suggest they use a dictionary if necessary.

- Play the recording for students to check their answers.

**Transcript**

1a podcast 1b social-networking 1c Wi-Fi 1d app

1e network 1f blog 1g channel 1h webcam

1i autocomplete

2a links 2b username 2c web page

3a desktop 3b USB 3c data 3d browsers
Language note – Computer technology

**App** is an abbreviation for application. Although apps are used on computers, the term commonly refers to a software program for a mobile phone. Apps have an enormous variety of functions and enable your phone to be used, amongst other things, as a torch, a camera, a musical instrument, a map or a games console.

**Blog** is short for ‘weblog’. Blogs usually contain text, photos, videos, music, and links to other web pages. Some blogs are like personal diaries, whilst others provide news and commentary on a particular subject, e.g. news, music, sport and political issues.

**A browser** is a program that allows people to access pages on the Internet. It interprets HTML code including text, images and links and displays it as a web page.

**A Wi-Fi hotspot** is an Internet access point that is found in public places like cafés, hotels, airports and stations.

**File sharing** is the sharing of digital files with other users on the Internet. You download software to get access to a file-sharing network and exchange files with others who are online. It is very commonly used for downloading free music and films. The practice of file sharing is legal, but is very frequently used for downloading copyrighted material, which is, of course, illegal.

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**Exercise 3**

- Students answer the questionnaire alone and then compare answers with a partner. Alternatively, they can answer the questions to interview their partner. Ask students if they or their partners are computer geeks.

(Possible answers)

2a Contact the person who designed the website if you can’t connect to other websites from this page.

2b If you type your username or password in capital letters when they should be in small letters, or vice versa, they won’t be recognised.

2c Click on the red button to save the address (URL) of the web page so that you can easily open it again later.

3a Acer, Apple, Dell, Hewlett Packard, IBM, LG, Panasonic, Sony

3b digital camera, iPAD, lamp, memory stick / removable storage, modem, mouse, MP3 player, printer, router, smartphone, speaker, webcam

3c CD, DVD, memory stick, online / in a cloud, removable hard disk

3d Google, Firefox, Safari, Internet Explorer

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**Exercise 4**

- Students read through the description of a computer.

- Play the recording. Students write the missing numbers. You could ask them to predict numbers which could complete the gaps and remind students that this is a useful way to prepare for listening.


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**Exercise 5**

- In pairs, students say aloud the abbreviations in red.

- Play the recording again for students to listen and check.

- Go through the words again, drilling them chorally and individually if necessary.

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**Exercise 6**

- Students match the beginnings and endings of the sentences. Check answers as a class and then ask students to discuss which sounds most interesting.

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

For further practice of Zero conditional, go to:

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**Grammar Builder 5.1**

1 Most phones don’t break if you drop them.

2 If you push this button, the light comes on.

3 My dog lies down if I clap my hands.

4 Cheese melts if you cook it.

5 If you turn around lots of times, you feel sick.

6 If the alarm rings, everybody has to leave.

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**Exercise 7**

- Go through the instructions for the task. In pairs, students invent a new app for a smartphone. Monitor and help with vocabulary and ideas as necessary.
Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can talk about computers and computing, I can talk about apps, I can use the zero conditional to talk about facts and situations that are always true.

5B Grammar
Speculating and predicting

LESSON SUMMARY
Grammar: speculating and predicting (may, might and could; will; first conditional)
Reading: a text about the future of computers
Speaking: speculating and making predictions about the future, agreeing and disagreeing

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, do exercise 6 together as a class. Grammar Builder activities can be set for homework.

LEAD IN 3-4 MINUTES
- Ask students to imagine it is the year 2040. Ask: What developments do you expect to see in mobile phones, televisions and computers?
- Give students two minutes to discuss their ideas in pairs or groups and then ask a few students to feed back to the class.

Exercise 1
- Give students about a minute to read the text then ask them to discuss the question in pairs or small groups.
- Ask a few students to feed back their opinions.

Exercise 2
- With a weaker class, explain that to speculate is to give an opinion about something without knowing all the details. We can speculate about the past, present and future. To predict is to say that something will happen in the future.
- Go through the Learn this box together or ask students to read it alone at their own speed. Check understanding by asking: Which words do we use to talk about possibility in the future? (may, might and could) Do they have the same meaning? (yes) How do we make a positive prediction? (with will) How do we make a negative prediction? (with won’t)
- Students find examples of may, might, could and will in the text.

Pronunciation note -- Sentence stress with might, may and could
We can use sentence stress to express stronger or weaker possibility. For example, if we say I might get a new phone, we are saying there is a strong possibility of getting a new phone. If we say I might get a new phone, we are stressing the fact that it is only a possibility and we sound less sure. This is an example of how sentence stress can make an important difference to meaning.

Exercise 3
- Working alone, students assess how likely they think the events are. Suggest they write a number from 0-100% next to each.
- Students write sentences and compare their predictions with a partner. Monitor and check for correct use of speculation and prediction language.

Exercise 4
- Go through the Learn this box together. Students are already familiar with the structure of the first conditional. The emphasis here is on its functional use of making predictions and on the use of may, might and could as alternatives to will.
- Students find an example of the first conditional in the text in exercise 1.

If life expectancy increases faster than people age, nobody will die.

Exercise 5
- Students match the two halves of the predictions and write the verbs in the correct tenses.
- Students check answers in pairs. Check answers as a class.

1 5 2 3 4 6
Exercise 5
1 In may / might / could die. 2 will go: aren’t. 3 may / might / could ban gets 4 becomes: may / might / could live. 5 may / might / could be; increases. 6 put; may / might / could regret.
5C Culture

Time capsules

LESSON SUMMARY
Listening: a radio programme about time capsules
Project: choosing items and preparing a message for a time capsule
Topic: science and technology

SHORTCUT
To do the lesson in 30 minutes, omit exercises 3 and 4. Limit the number of categories in exercise 8 to three or four.

LEAD-IN 3-4 MINUTES
- Ask students to imagine it is the year 2070 and that they are with their great-grandchildren, who want to know what life was like in the early part of the twenty-first century. What would they tell them about shopping, travel, entertainment, and sport?
- In pairs or small groups, students discuss their ideas. Have a brief feedback session.

Exercise 1
- Focus students’ attention on the photo and ask what they can see. Explain that they will learn more about time capsules in exercise 4.
- In pairs, students discuss the questions. Elicit some answers from the class.

(Possible answers)
1 The point of a time capsule is that it shows people in the future what life was like at the time when the objects were buried.
2 The kinds of items that would be interesting to future generations might include objects that tell them about everyday life, technology, culture, the price of things and what was happening in the world at that period.

Exercise 2
- Students match the two parts of the compound nouns. Refer them to a dictionary to check whether they are written as one word or two. You could explain that there are no fixed rules about whether compound nouns are written as one or two words, but that they follow the same pattern of linguistic development: they begin as two words but over the years they may become hyphenated and then they may become one word.
- With a stronger class, elicit more compound nouns, e.g. toothpaste, text book, TV screen.

1 alarm clock 2 can opener 3 tape measure 4 toothbrush 5 lipstick 6 baseball 7 light switch 8 newsreel

Exercise 3
- Play the recording for students to check their answers. Play it a second time for them to repeat the words.
- Elicit the answer to the question about where the stress falls (the first part of the compound noun).
- Check that students understand the meaning of the compound nouns by miming and eliciting the correct word.

Transcript  2.08

Exercise 6
- Read the Speaking strategy together. In pairs, students say whether they agree or disagree with the predictions in exercise 5. Encourage them to use a range of expressions for agreeing and disagreeing and to back up their opinions with reasons.
- Monitor and make a note of important mistakes for an error feedback session at the end of the class.

Exercise 7
- In pairs, students complete the predictions. Monitor and help with vocabulary and ideas.
- Ask as many pairs as possible to read out their predictions and find out if the rest of the class agree.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers. I can make predictions and speculate about the future.
Exercise 4
- Students decide which of the items are in the photo in exercise 1, which would be interesting for people in the future and why. With a weaker class, give an example yourself, e.g. A newsreel would be interesting because it would show people important events. It would also show the clothes people wore at the time and the way they spoke.

Exercise 5
- Tell students they are going to hear a radio programme about something buried in a park in New York. Play the recording. Remind students to concentrate on answering the task question, which requires them to understand just the general gist, so they don't need to understand everything the first time they listen.
- Elicit the answer.

Transcript 2.09
Presenter: Good afternoon. I'm standing in a park in New York City in the USA — Flushing Meadows Park, to be precise. And about 15 meters below my feet — below the ground — is a time capsule. That's a metal container with various interesting things inside. This time capsule was buried in 1939, and to talk about it, I'm joined by Harvard Professor of Linguistics, Henry Wolfson.

Presenter: Hi. Thanks for joining us. Now, first of all, who buried this time capsule all those years ago in 1939?

Presenter: Well, it was a group of engineers from a big company here in New York — the Westinghouse Electric and Manufacturing Company.

Presenter: So why did they bury it? And why did they do it then?

Presenter: Well, they buried it in 1939 because that year, in New York, there was a World Fair — an international celebration of human achievement and technology. In fact, there was another World Fair in New York in 1964, and they buried a second time capsule that year too — in the same place.

Presenter: So we're standing above TWO time capsules.

Presenter: That's right. Well, anyway, the point of a time capsule is that you bury certain things that give a picture of what the world is like, and what life is like for the people who live in it. The idea is, when people in the future dig up the time capsule and look inside, they'll learn a lot about the world of the people who buried it.

Presenter: When will that be?

Presenter: When will the capsule be opened? Not until the year 6939 — that's 5,000 years exactly after it was buried! Both the time capsules — the 1939 capsule and the 1964 capsule — will be opened that year.

Presenter: I see. Now, this first time capsule. What did it contain?

Presenter: Lots of things. Firstly, they put 35 small items inside the capsule — everyday items, to give an idea of life in the twentieth century. For example, they included a pen, an alarm clock, a watch, a doll, a baseball and even a packet of cigarettes. Secondly, they included lots of different materials — glass, rubber, plastic, metal, and so on — to show which materials humans had discovered or invented by 1939.

Presenter: Right. So this isn't a small capsule, then. It's quite big.

Presenter: The capsule is 229 centimetres long, and it's long and thin, like a giant pen.

Presenter: Oh, OK. So, what else is inside?

Presenter: Well, there's lots of cultural information — books, magazines, newspapers, messages from famous people, like Albert Einstein, and so on. They're all in special film with instructions on how to view them.

Presenter: Yes. I suppose in 5,000 years' time, technology will be very different. They might not know what film is!

Presenter: They probably won't. And in fact, they probably won't understand the books and magazines anyway, because the English language — if it still exists — will be very different.

Exercise 6
- Ask students to read through the questions and mark any answers they already know after the first listening. Then when they listen again, they can concentrate on the answers they still need to find.
- Play the recording again.
- Students check answers in pairs. Check answers as a class.

Transcript 2.09
1 c 2 c 3 b 4 c 5 a 6 b

Exercise 7
- If you have a small class, put students in pairs. With a large class, put students in groups (so that there's time for each time capsule to be presented in exercise 9).
- Students think of items they would put in a time capsule. Encourage them to think of good reasons for including the items. Monitor and feed in ideas and vocabulary as necessary.

Exercise 8
- Students compose a message to the people who will open the time capsule. They could write it as a group or you could allocate different sections to people in the group.
- Encourage students to include the useful language in blue. Monitor and help.

Exercise 9
- Students take it in turns to present their projects to the class. The class vote on the best choice of items and the best message.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand and react to a radio programme about time capsules. I have learned about compound nouns.
Grammar

Future perfect and future continuous

Lesson summary
Grammar: future perfect and future continuous
Reading: a text about jobs of the future

Shortcut
To do the lesson in 30 minutes, do exercises 2 and 3 together as a class and set the Grammar Builder activities for homework.

Lead-in 3-4 minutes
- Write these jobs on the board: travel agent, assembly line worker, petrol pump attendant, librarian, typist, supermarket cashier.
- Ask students: Which of these jobs do you think are disappearing? Why? Do you think they will disappear completely? Why? / Why not?
- Ask students to brainstorm some more ‘modern’ jobs (e.g. website designer, IT technician, computer game designer, green energy advisor).

Exercise 1
Focus on the photo and ask students what they can see (a city with a very tall modern skyscraper). Ask what is different about this skyscraper. If students don’t know, explain that they will find out as they read the text.
- Students read the text and answer the question in pairs. Ask two or three students to say which job they think would be most interesting and why. Check what is special about the skyscraper in the photo, if students didn’t know previously.

Exercise 2
- Go through the Learn this! box together or ask students to read it to themselves.
- Check the examples and rules.

1 perfect  2 continuous
Future perfect: will have disappeared; will have become; will have become; will have learned
Future continuous: will we be doing; will be growing; will be stealing; will be adding

Exercise 3
- Working alone or in pairs, students complete the text with the future perfect or future continuous. Remind them to contract will (but not have) after a pronoun.
- Check answers as a class. Point out that probably goes between will and have.

1 I’ll be studying  2 I’ll have finished  3 I’ll be working
4 I’ll probably be living  5 I’ll have learned  6 I’ll be running
7 will be working

For further practice of Future perfect and future continuous, go to:

Grammar Builder 5.3

1  2 I’ll have had  3 I’ll have come  4 I’ll have moved
5 I’ll have retired  6 I’ll have died
2 Students’ own answers.
3 Students’ own answers.

Exercise 4
- Students look at the chart and write Y or N according to whether they think the things will have happened or will be happening, or not.

Language note – How to say the year
There is no official correct way of saying years in the twenty-first century. 2012 can be spoken as twenty twelve or two thousand and twelve. Many people believe that twenty twelve, twenty thirteen, etc., is easier and faster to say. This has been encouraged by the media who refer, for example, to the twenty twelve Olympics. However, most people say the years 2001-2009 as two thousand and one, two thousand and two, etc.

Exercise 5
- In pairs, students ask and answer the questions. Do the first two together as a class so that they understand that they have to choose which tense to use.
- Monitor for correct use of the future perfect and continuous.
- Check answers by getting students to ask and answer the questions in open pairs across the class.

Questions
1 Will doctors have found a cure for all major diseases?
2 Will tourists be going on trips into space?
3 Will scientists have invented zero-emissions cars?
4 Will people often be living to the age of 200 or more?
5 Will humans have made contact with aliens?
6 Will a robot have become president of a country?
7 Will the Earth have completely run out of oil?
8 Will teenagers be spending all day in a virtual world?
9 Will humans have destroyed the Earth?

Exercise 6
- In pairs, students choose a year between 2025 and 2065 and think of an example for each of the items listed.

Exercise 7
- Students take it in turns to present their ideas to the class. If you have a large class, put students in two groups. Students present their ideas to the group.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can talk about actions in the future and when they will happen.
5E Reading

Visions of the future

LESSON SUMMARY

Reading: an article on life in fifty years’ time
Vocabulary: verb and noun collocations
Speaking: discussing and making predictions
Topic: health, environment, science and technology

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercises 4 and 5 and the Vocabulary Builder activities can be set for homework.

LEAD-IN: 3-4 MINUTES

- Write Science fiction on the board. Elicit the names of some science fiction films (e.g. Star Trek, The Matrix, Moon, Inception, Iron Man, Never Let Me Go, Transformers, Wall-E, The Road) and write them on the board.
- In pairs, students discuss what aspects of life in the future these films show (e.g. journeys into space and time, aliens, advanced technology, robots, artificial organs, different climates).

Exercise 1 (page 48)

- In pairs, students describe what they can see in the pictures in as much detail as possible and say which aspect of future life the pictures show.
- Students discuss which they think is most likely to come true. Encourage them to use the language of speculation that they studied in lesson 5B.
- Ask individual students to describe the pictures to the class.

Exercise 2 (page 48)

- Play the recording for students to listen to while they read the texts. In pairs, they then discuss the questions with a partner. You could then ask individual students to read the texts.
- Elicit some opinions about which is the most optimistic, the scariest and the most likely to come true.

Transcript 2.10 (page 48)

Exercise 3 (page 48)

- Focus on the reading strategy. With a weaker class, go through the predictions and elicit the key words. Students use these to locate the answer in the texts. To prove the point made in the strategy about the importance of the first sentence, you could ask students to see if they can answer the questions without reading more than the first sentence of each text.
- Students check answers in pairs. Check answers as a class.

Exercise 4 (page 48)

- In a weaker class, students read the text again before they match the verbs and nouns. In a stronger class, students match the verbs and nouns before checking their answers in the texts.
- Check answers as a class. Students may ask why you can’t say suffer illnesses. The correct answer would be suffer from illnesses.

Exercise 5 (page 48)

- Students complete the sentences with phrases from exercise 4. Let them compare answers in pairs before soliciting general class feedback.

Exercise 6 (page 48)

- In pairs, students make predictions about the world in fifty years’ time. Monitor students as they speak, helping with ideas and vocabulary as necessary.
- Ask fast finishers to make two further predictions.

Exercise 7 (page 48)

- Students share their predictions with the class, who say whether they agree or disagree.

For further practice of Verb + noun collocations, go to:

Vocabulary Builder 5.2 (page 131)
1 1 waste 2 patients 3 defeat 4 a fashion 5 the batteries 6 help 7 an announcement
2 1 change the batteries 2 suffer defeat 3 reduce waste 4 provide help 5 treat patients 6 make an announcement 7 start a fashion

Lesson outcome

Ask students: What have you learned today? What can you do now? And elicit answers. I can understand and react to some experts’ predictions for the future. I have learned some verb + noun collocations.
5F | Speaking

Talking about plans

LESSON SUMMARY
Listening: teenagers talking about weekend plans
Grammar: will, going to, may / might, present and future continuous for making plans
Functional English: making, accepting and declining suggestions
Speaking: making plans for the weekend
Topic: family and social life

SHORTCUT
To do the lesson in 30 minutes, limit the number of performances in exercise 9. The Grammar Builder activities can be set for homework.

LEAD-IN: 2-3 MINUTES
• In pairs, students brainstorm a list of activities that young people typically do at the weekend.
• Write the activities on the board, under two headings: Indoor activities and Outdoor activities.
• In pairs, students describe what they do on a typical weekend.

Exercise 1
Focus on the instructions and list of activities. Play the recording for students to listen to while they read the dialogue.
• Students write the names next to the activities.
• Check answers as a class and, if there is time, ask students to practise reading the dialogue in pairs. Remind them to sound enthusiastic.

Transcript
do some schoolwork  B go bowling  B / L go for a pizza  B / L
go for a bike ride  L go skateboarding  B have a barbecue  L

Exercise 2
• Go through the Learn this! box together or ask students to read it quietly on their own.
• Students underline examples of the tenses in the dialogue.

will: I'll call you
going to / future continuous: I'm going to finish; we'll be going
may / might: I might be going for a bike ride
Present continuous: I'm going skateboarding; I'm having a
barbecue; I'm going bowling
For further practice of will, going to, may / might, present continuous and future continuous, go to:

Grammar Builder 5.4
1 I am playing; they'll lose. 2 I'm taking. 3 I'm seeing.
4 We're going; will be. 5 are going; we're having.
6 I'll send.

Exercise 3
Students read the dialogue, substituting the words in blue with their own ideas.
Monitor and check for the correct use of tenses and for the correct verb + noun collocations in the activities. Make a note of important errors to address at the end of the exercise.

Exercise 4
Read the task together. Play the recording and ask students to discuss the answers in pairs. With a weaker class, elicit what students might expect to hear if the person is keen or not very keen to do something. For example, a person who is keen will respond enthusiastically and say things like That sounds great or That's a good idea. A person who is not keen might make excuses like I'm afraid I can't. Maybe or I'll see.
• Check answers as a class.

Transcript
1 Katie: Hey, Joe. What are you doing this weekend?
Joe: Er ... I'm quite busy, actually.
Katie: Oh, right. It's just that I'm going ice-skating with some friends on Saturday afternoon, and I was wondering if you'd like to join us.
Joe: Saturday afternoon? Er ... No, actually, I can't. I've already got plans. I'll be helping my dad at the shop on Saturday afternoon.
Katie: Oh, can't your sister do that?
Joe: We'll both be helping. It's the busiest time of the week.
Katie: Well, maybe we could go out on Saturday evening?
Joe: I'll be too tired ... after a busy day at the shop! I reckon I'll be going to bed early.
Katie: That's a shame. Because I'm having some friends round for the evening. We're going to watch a DVD.
Joe: Oh well, next time maybe.
Katie: How about Sunday morning? What are you up to then?
Joe: I'm going shopping with my mum. I need to buy a new jacket.
Katie: Really? I'm going shopping on Sunday morning too! Let's meet for a coffee.
Joe: Er ... OK. Why not?
Katie: I'll call you on Sunday around 11 o'clock.
Joe: Fine. I'll speak to you then. Great.
Katie: Bye. Joe. See you on Sunday!

2 Jack: Hi, Olivia!
Olivia: Oh, hi, Jack.
Jack: How are you?
Olivia: I'm all right, Jack. You?
Jack: Yes, I'm fine. Do you fancy getting together this evening? It's Friday night.
Olivia: Actually, I'm not up for it. I've got a bit of a headache. I'm planning to go to bed early.
Jack: Oh, OK. Well, how about tomorrow?
Olivia: I'm doing schoolwork tomorrow.
Jack: But it's Saturday.
Olivia: I know, but I need to revise for an exam. Grace is coming over and we're going to revise together.
Jack: What, all day?
Olivia: Er ... no.
Jack: Well, why don't we do something in the afternoon?
Olivia: What have you got in mind?
Jack: I don't know. What do you fancy doing? We could go ice-skating, perhaps.
Olivia: No, thanks. I'm not very keen on ice-skating.
Jack: What about going swimming at the Lido? You know, the one next to the golf course.
Olivia: Oh, yes. I love it there - but it's too far away. We'd have to go by bus and then walk.
Jack: We could go by car.
Olivia: You can't drive, Jack.
Jack: No, but my older brother George can. He can come with us and give us a lift.
Olivia: Oh, that's a good idea. OK, what time?
Jack: I'm not sure. I'll ask George about it. Then I'll call you.
Olivia: Great. Speak to you soon then.
Dialogue 1: Katie is more keen to meet up. She makes lots of suggestions. Joe rejects a lot of the suggestions and says he's busy. Dialogue 2: Jack is more keen to meet up. He makes lots of suggestions and won't take 'no' for an answer. Olivia finds lots of reasons not to meet up. Some of her excuses are feeble — she's got a headache, she doesn't like ice-skating, she says she's busy revising when she's only revising for half a day.

Exercise 5 (page 59)
- Play the recording again. Students write down the arrangement that each pair makes. They should note down what each pair are going to do and when.
- Check answers as a class.

Transcript (2.12) (page 59)
1. They arrange to meet for a coffee on Sunday morning.
2. They arrange to go swimming at the Lido.

Extension
Ask further comprehension questions about the dialogues: What is Joe doing on Saturday afternoon? (He's working at his dad's shop.) Why can't his sister do it for him? (They both need to work as it's a busy time.) What is he doing on Sunday morning? (He's going shopping with his mum.) Why can't Olivia meet Jack this evening? (She's got a headache.) Why can't she meet on Saturday? (She's revising with a friend.) Why doesn't she go ice-skating with Jack? (She doesn't like ice-skating.)

Exercise 6 (page 59)
- Go through the phrases from the dialogues and then the Learn this! box. Students match the phrases to the groups in the box.
- Check answers as a class.

A. Let's ...; I was wondering if you'd like to ...; OK. Why not?;
C. I'm not up for it; I've already got plans; Next time maybe;
No, thanks. I'm not very keen on ...

Language note — up for something
The informal phrase up for has become common in the last few years, especially among young people. In the past it meant 'prepared for something challenging.' Nowadays it has developed a more general meaning of 'want to do something' and doesn't contain the idea of challenge, e.g. Are you up for going out for a drink tonight? Another way of saying it is Are you on for it?

Extra activity — making suggestions
If you think your students would benefit from some controlled practice of language for making suggestions before going on to the freer practice activity in exercise 7, do a substitution drill. First choose one of the simpler phrases, e.g. Shall we ...? Say: Shall we go for a pizza? Students repeat it together. Then say: go for a bike ride. Students: Shall we go for a bike ride? Continue giving prompts for other activities, e.g. have a barbecue, meet for a coffee. Students: Shall we have a barbecue? Shall we meet for a coffee?
Repeat the procedure with How about ...? e.g. How about going skateboarding? Then give prompts, e.g. go ice-skating, meet for a coffee. This will be more challenging for students as they have to manipulate the phrase by using an -ing form. Finish with I was wondering if you'd like to ..., in other words, with the most complex phrase.

Exercise 7 (page 59)
- In pairs, students practise making and responding to suggestions using phrases from the Learn this! box and activities from exercise 1. Circulate and monitor.

Exercise 8 (page 59)
- Students prepare a dialogue about making plans following the structure given. When they have finished, they rehearse it.
- Ask fast finishers to talk about their real plans for the weekend.

Exercise 9 (page 59)
- Students read or act out their conversations. Remind them to speak loudly and clearly, maintain eye contact with each other, and show interest in what the other person is saying.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit the answer: I can suggest and agree on plans for the weekend.

5G Writing

An informal email

LESSON SUMMARY
Reading: an informal email
Writing: an informal email about plans and ambitions
Topic: family and social life

SHORTCUT
To do the lesson in 30 minutes, set the Grammar Builder activities for homework: Students finish the writing task for homework.

LEAD-IN 2–3 MINUTES
- Brainstorm different forms of informal written communication (e.g. letter, email, social-networking sites, texts).
- Write these questions on the board: How often do you use each of these methods of communication? Do you ever write informal letters / emails in English? In pairs, students ask and answer the questions.

Exercise 1 (page 51)
- Students read the email quickly to find out why Archie is writing to Carl.

Archie is writing to Carl to tell him about his plans for the Easter holiday and to make arrangements for Carl's visit.

Culture note — The New Forest
The New Forest is an area of countryside in the south of England which consists of forest and heathland (open wild land covered with rough grass and low shrubs). It is a popular tourist area and is famous for its New Forest ponies, a breed of small horses, which live in almost wild conditions in the forest.
Exercise 2
• In pairs, students find four activities that Archie is planning and say what tenses are used. Check answers as a class.
  camping, fishing, working in his uncle's café, doing revision
  I'm going camping = present continuous
  I really want to go fishing = present simple
  I'll be working = future continuous
  I need to do some revision = present simple

Exercise 3
• You could begin by asking what style the letter is generally written in (informal) and eliciting some examples of informal style (Thanks, It's great, really, I reckon, beginning a sentence with But, All the best).
• Students find one sentence that is too formal. Elicit which it is. (I'd be grateful if you could confirm the dates of your visit as soon as possible).
• Students rewrite it in a more informal style and then compare their sentence with a partner.
• Ask a few students to read out their sentences.

(Possible answer)
I'd be grateful if you could let me know what dates you're coming as soon as you can.

Exercise 4
• Students read the Learn this! box and find examples of want, hope, plan and reckon in the letter. Elicit a synonym for reckon (think) and explain that reckon is a much more informal alternative.
• Explain, if necessary, that a clause is a group of words that contains a subject and a verb.
  want: I really want to go fishing
  hope: I'm hoping to catch some fish
  plan: It's great that you're planning to visit us; We're planning to be away
  reckon: But I reckon I'll be able to work

Exercise 5
• Students complete the sentences with a clause or infinitive.
• Students check answers in pairs. Check answer as a class.
  1. to go  2. I'll pass  3. to spend  4. I'll look  5. I'll visit  6. to stay

Exercise 6
• Students read the strategy and find examples of the conjunctions in the letter. Highlight that it is a common mistake to use will instead of present simple after a time clause.

As soon as term finishes; while we're there; After we get back; before I go back to school; when you're here; until I hear from you

Exercise 7
• Students choose the correct conjunction in the sentences.
• Students check answers in pairs. Check answers as a class.
  1. until  2. as soon as  3. when  4. while  5. before  6. after
For further practice of future time clauses, go to:

Grammar Builder 5.5

1. I  until  2. until  3. when  4. until  5. until  6. when
2. 1 'll call; get  2. 'll feed; leave  3. will tell; knows  4. won't leave; I'm  5. 'll start; gets  6. will miss; 's
Get Ready for your Exam 3

Reading

Exercise 1

GET READY TO READ

- In pairs, students ask and answer the questions. Find out who in the class considers themselves a good cook and what kind of food they like cooking.

Exercise 2

3–5 MINUTES

- Students match the cooking verbs with their definitions.
- Go through the answers and check comprehension by asking students to state a food which might be cooked in this way.

1 D 2 B 3 A 4 C

Exercise 3

READING EXAM TASK – TRUE OR FALSE

- Ask students to glance quickly at the task below the text and ask what kind of task it is (True or False). Ask what other kind of reading tasks they might see in the exam (multiple choice, matching sentences to short texts, inserting sentences in a text).
- Suggest that students skim-read the text first, then underline the key words in sentences 1–5. Then they should go back to the text and re-read it carefully, underlining the sections which relate to the sentences.
- Check answers as a class and ask students to tell you which part of the text they underlined for each answer.

1 F, line 10 2 T, line 17 3 T, line 22 4 F, line 29 5 F, lines 32–33

Use of English

Exercise 4

USE OF ENGLISH EXAM TASK – WORD FORMATION

- Remind students that they need to identify the type of word needed to fill the gap and then to form that word from the one in brackets.
- Draw attention to the first gap and elicit that an adjective is needed. Ask a stronger student which prefix is needed in this case (dis-).
- Ask students to work through the exercise individually to identify the type of word needed. Then ask them to compare their ideas in pairs and to form the correct word together.
- Check answers with the class, ensuring that students understand why each word is correct.

1 disabled 2 easily 3 creator 4 difference 5 invention 6 freedom 7 used 8 ability 9 inspired 10 artist

Speaking

Exercise 5

GET READY TO SPEAK

- Focus on the pictures and ask students to say what each one is showing. Write useful vocabulary on the board as you discuss each picture, e.g. brain scan, tumour, surgery, satnav, cockpit, automatic pilot, navigation, ebook, departures, arrivals.
- In pairs, students find three arguments in favour of and three against the statement.
- Ask three pairs of students to share their arguments with the class.

Exercise 6

SPEAKING EXAM TASK – FOR AND AGAINST ARGUMENTS

- In the same pairs, ask students to do the speaking task. Remind them that they should provide examples and evidence for their opinions. While students are talking, monitor and offer help as necessary.
- Ask stronger students to elaborate on their opinions.
- Give feedback on any common errors and highlight any good expressions you heard while monitoring.

Listening

Exercise 7

GET READY TO LISTEN

- In pairs, students make a list of the five most important inventions of recent times and think of the reasons why they are important. Encourage them to give at least two reasons why each invention is important.

Exercise 8

- Encourage students to identify the type of words (verb, noun, etc.) as this will make it easier to match them to the definitions.
- Students then match the words with the definitions.
- Students check answers in pairs. Check answers as a class.

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

Exercise 9

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Begin by asking concept questions about the task: Do you know the topic of the listening extracts? (yes) What is it? (inventions) Do you need to use all the sentences? (no)
- Remind students that they will hear the recording twice.
- Students go through the sentences and underline the key words. Then think of synonyms they might hear. Do this together as a class or let the students do it in pairs. Then check.
- Play the recording twice.
- Check answers as a class. With a stronger class, elicit the synonyms or expressions from the listening text that helped them answer the questions (1 two vehicles – car, wings; 2 communicate – interact; 3 safer – prevent accidents; 4 realistic – 3D; 5 mental activity – mind, concentrate, pay attention).
- With a weaker class, you could ask the students to listen again and make a note of these synonyms.
Transcript

1. **Speaker 1**: For the low price of $104,000, you can be the proud owner of the very latest invention – a flying car. The car, called Transition, can fly for a distance of 460 miles. On the ground, the wings fold up and it can drive at average highway speeds. The producers already have orders for 70 of these futuristic-looking cars.

2. **Speaker 2**: An incredibly realistic robot is being built at the University of Hertfordshire. The robot is supposed to look like a child and will even have artificial skin. It is designed to be used in therapy for children with social problems. Playing with the robot, they will learn how to interact better with their classmates.

3. **Speaker 3**: A new form of driverless car will be launched by Toyota. The car has a special detector on the roof that works like an ‘eye’. These cars use an artificial intelligence computer that copies the decisions made by a human driver. The aim is to prevent traffic accidents, and to free up people’s time as well. Seven of these robot cars have already driven 140,000 miles with very little human control.

4. **Speaker 4**: Toshiba wants to take over the home entertainment industry. They are releasing ever bigger TV screens that show 3D TV without us needing to wear 3D glasses. The TVs work by showing several pictures from various positions at the same time. This means that our left and right eyes see different pictures, which creates a 3D effect.

5. **Speaker 5**: Having trouble concentrating? BodyWave technology will keep your busy mind on track. BodyWave tells you when you are at your best, and when you are not paying attention! This little machine attaches to your arm or leg and monitors your brainwaves through the movements of your body. It is designed to help people perform at their best whatever they are doing.

Lesson outcome

Ask students: What have you learned/practised today? What can you do now? and elicit answers. I have practised reading comprehension (True or False), I have practised word formation in the Use of English section. I have prepared and spoken about arguments for and against, I have practised listening comprehension (Matching statements to speakers), I have written an announcement.

Writing

**Exercise 10**

GET READY TO WRITE

- In pairs, students list as many cultural traditions as they can. Feed back as a class and be prepared to prompt students with traditions they haven’t thought of.
- Prepare students for the next task by asking them to think of successful advertising slogans they know. Elicit that these are short, memorable and that they are usually written in the present tense.
- In the same pairs, students focus on one national characteristic and create a slogan based on it.
- Invite feedback from the class. Write some of the most attention-grabbing slogans on the board. Ask if any students can improve upon them.

**Exercise 11**

WRITING EXAM TASK – AN ANNOUNCEMENT

- Allow 30 minutes for the task. Remind students to read the instructions carefully to ensure they include all required information. Encourage them to plan their work by writing a list of elements they need to include for each point. Elicit that announcements need to be attention-grabbing and informative.
- They should give themselves time to check their announcements once they are sure they have included all the required information. Encourage students to go back to their plans and tick off all the information they have included. They should then read through their announcements again to check their grammar and spelling.
**Crime at the manor**

**LESSON SUMMARY**

**Vocabulary:** compound nouns, easily confused words (VB)

**Listening:** an interview with an inspector

**Speaking:** suggesting solutions to a mystery

**Topic:** house

**SHORTCUT**

To do the lesson in 30 minutes, set the Vocabulary Builder activities for homework.

**LEAD-IN 3-4 MINUTES**

- In pairs, students draw a rough floor plan of their living room and describe the furniture and objects in it in as much detail as possible.
- Ask two or three students to repeat their descriptions to the class.

**Exercise 1**

- In pairs, students find the things in the living room. Refer them to a dictionary if they are unsure of any words.
- Check the answers by going through each room and eliciting which objects they can see. Check comprehension of the less familiar words by giving a translation in their native language and asking for the word in English.
- You could ask students to tell their partner which of the objects they have in their own living room.
- Ask students to identify other objects.

**Exercise 2**

- Students match the objects in exercise 1 with the materials they are made from.
- Play the recording for students to check their answers.

**Transcript (2.14)**

The armchair is made of wood and leather.

The ashtray is made of china.

The bookcase is made of wood and glass.

The coffee table is made of wood.

The curtain rail is made of wood.

The fireplace is made of marble.

The floorboards are made of wood.

The footstool is made of wood and fabric.

The lamp shade is made of fabric.

The oil painting is made of wood.

The rocking chair is made of wood.

The sideboard is made of wood.

The table lamp is made of china and fabric.

The wall light is made of glass.

The wallpaper is made of paper.

The windowsill is made of wood.

(Answers: see transcript)

**Extension – fast finishers**

Ask fast finishers to find two objects in the classroom that are made of each of the materials in exercise 2.
Exercise 3  page 54
• Go through the Learn this! box together. Students match the two parts of the compound nouns.
• Check answers as a class. Ask students if they can remember where the stress falls in a compound noun (on the first word).
1 keyhole 2 window ledge 3 bookshelf 4 lightshade 5 flower bed 6 hairbrush 7 writing paper 8 chair leg

Exercise 4  page 54
• Students decide whether the nouns in exercise 3 refer to a specific part of something or specify its purpose.
1 purpose 2 part 3 purpose 4 part 3 purpose 6 purpose 7 purpose 8 part

Optional revision activity
If you have space in your classroom, play the following game at the end of the lesson or in a future lesson to revise the vocabulary in exercises 1 and 3.
Put students in teams of three to five. Put yourself at a more or less equidistant position from each team. One member of each team comes to you to be given a word from exercises 1 and 3, written on a piece of paper. They rush back and draw the item written on their piece of paper. They must not speak, write or whisper. When their team guesses what item the drawing represents, another member is sent to get the next word. The first team to get, say, eight words, is the winner.

For further practice of Compound nouns, go to:

Vocabulary Builder 6.1  page 132
1 girlfriend; paintbrush; birthday present 2 history teacher; basketball; sports centre; weekend 3 next-door neighbour; bedroom; computer games 4 convenience store; strawberry jam / tea bags; tea bags / strawberry jam 5 alarm clock; bedside table; TV screen; bathroom 6 desk lamp; living room; light bulb
1 (Possible answers)
1 sunglasses; sun hat; sunlight; suntan; sunrise; sunset 2 football boot; football match; football team; football stadium; football pitch 3 police officer; policeman; policewoman; police car; police station 4 car wash; car driver; car accident; car crash 5 waterfall; water sports; water cooler; water fountain 6 bookmark; bookshop; bookstall; bookcase

Exercise 5  page 54
• In pairs, students look at the picture of the living room and decide what happened last night. Elicit a few ideas from the class.

Exercise 6  page 54
• Play the recording. In pairs, students answer the questions. Check the answers as a class.

Transcript  2.15  page 54
Insp Dalton  So, Wilson. What do you believe happened here?
Wilson  It's simple, isn't it? A thief climbed in through the window and stole the painting!
Insp Dalton  Maybe. Or maybe that's just what somebody wants us to think.
Wilson  What do you mean, Inspector?
Insp Dalton  Well, let's look at the evidence. Starting at the window. Now, look outside. What can you see?

Wilson  A flower bed with some roses.
Insp Dalton  Exactly. A flower bed. And the ground - is it dry or wet?
Wilson  It must be quite wet - we've had a lot of rain recently.
Insp Dalton  But there are no footprints in the flower bed. How could the thief walk across the flower bed to the window without leaving footprints?
Wilson  You're right, Good point!
Insp Dalton  Now, the ash tray is on the floor. How did it get there?
Wilson  The thief knocked it off the windowsill when he climbed through the window.
Insp Dalton  Really? Can you see any mud on the windowsill?
Wilson  Er... no.
Insp Dalton  So, is it possible that the thief climbed in through the window without leaving footprints in the flower bed or mud on the windowsill?
Wilson  I... er... suppose...
Insp Dalton  It isn't! It isn't possible, Wilson! What we're dealing with here is... a set up! Somebody has arranged the room to look as if a burglary has taken place. Look at the coffee table. What do you notice?
Wilson  It's got a footstool on top.
Insp Dalton  Why has it got a footstool on top?
Wilson  Because the thief wanted to climb up ...
Insp Dalton  There was no thief, Wilson! But look how carefully the footstool was put on top of the coffee table. There isn't a scratch! A thief wouldn't be so careful.
Wilson  No, I see what you mean.
Insp Dalton  Who would be so careful, Wilson? Think about it!
Wilson  Er... It's... I suppose ...
Insp Dalton  The owner of the table! He wouldn't want to damage it, would he?
Wilson  No, no. He wouldn't want to...
Insp Dalton  So the owner of the table - the owner of Riverford Manor - has arranged everything in this room to look like a burglary. But the burglary didn't happen.
Wilson  So, where's the oil painting?
Insp Dalton  That's what we need to find out! And I think we should ask its owner.

The inspector thinks the owner of Riverford Manor took the painting and has made its disappearance look like a burglary.

Exercise 7  page 54
• Play the recording again. Students make notes about the three clues.
• Students check answers in pairs. Check answers as a class.

Vocabulary Builder 6.2  page 137
1 1 flower 2 week 3 new 4 sun 2 1 flour 2 plane 3 meet 4 bare 5 cellar 6 heal 7 peace 8 wrap 9 whole 10 you're

Unit 6 69
Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers; I can suggest solutions to a mystery. I have learned some compound nouns.

6B Grammar

Reported speech (statements)

LESSON SUMMARY
Grammar: reported speech (statements); say and tell
Reading: a text about the Eiffel Tower hoax
Speaking: talking about untrue stories

SHORTCUT
To do the lesson in 30 minutes, set the Grammar Builder activities for homework and do exercises 3 and 5 together as a class.

LEAD-IN 3-4 MINUTES
- Write these words in a wordpool on the board: tell the truth; bribe; common; forgery; hoax; trick somebody; a lie; real; authentic; pull somebody's leg and fact.
- Ask students to arrange the words into two groups: words related to truth / honesty and words related to untruth / dishonesty. (Key: truth / honesty: tell the truth, real, authentic, fact; untruth / dishonesty: bribe, common, forgery, hoax, trick somebody, a lie, pull somebody's leg)
- Explain any vocabulary students are unsure of and focus on hoax (an act intended to make somebody believe something that is not true).
- Tell students they are going to read about a hoax.

Exercise 1 (page 55)
- Give students about a minute to read the text and answer the question.

Exercise 2 (page 55)
- Explain that sentences 1-7 are the actual words spoken by the people in the story. Students match each quotation with the reported speech in the text.
  1 Lustig told the men that the Eiffel Tower was becoming too expensive to maintain.
  2 He said that the Government had decided to sell it
  3 He told them they couldn't tell anyone else about it.
  4 She said Lustig wasn't telling them the truth.
  5 Lustig told him he was acting strangely because he expected a bribe.
  6 So Poisson said to Lustig that he would give him a large bribe
  7 Poisson told his wife that Lustig had tricked him.

Exercise 3 (page 55)
- Go through the task together and explain or elicit that reported speech is when we say or write what another person says.
- Explain that when we use reported speech the tense changes. With a stronger class, ask students what they notice about the tenses in the direct and reported speech and encourage them to explain the change themselves.
  2 past continuous 3 past perfect 4 past perfect
  5 could / couldn't 6 would / wouldn't

Exercise 4 (page 55)
- Read point 1 in the Learn this! box together. Students find examples of pronouns that change.
  1 In sentence 3 you changes to they.
  2 In sentence 5 I changes to he.
  3 In sentence 6 I changes to he, and you changes to him.
  4 In sentence 7 me changes to him.

Exercise 5 (page 55)
- Read point 2 in the Learn this! box together. Students match the time expressions in direct speech with their equivalents in reported speech.
  1 c 2 d 3 a 4 e 5 f 6 b

Exercise 6 (page 55)
- Students change the direct speech into reported speech. Do the first sentence together. With a weaker class, students can decide how the pronouns change first, then how the verb tenses change, and finally how the time expressions change.
  1 (He said) he was doing his (homework) that day.
  2 (She said) she didn't understand my (our) question.
  3 (He said) they had sold their (car) the month before.
  4 (He said) he would give her her (book back) the next day.
  For further practice of Reported speech (statements), go to:
  Grammar Builder 6.1 (pages 117-118)
  1 1 was 2 was wearing 3 wasn't wearing 4 had /'d left 5 couldn't go out 6 wouldn't
  2 1 (Agatha said) she had / she'd been ill the week before.
  2 (John said) he was buying a new computer the next weekend.
  3 (Anna said) she couldn't go out for lunch that day.
  4 (Tom said) he wasn't doing anything at that moment.
  5 (I said) it would probably rain the next day.
  6 (My grandparents said) they had / they'd been to France the year before.
  3 1 Dad said he was making pancakes for breakfast.
  2 My sister said she couldn't find her umbrella.
  3 My cousins said they were moving to London.
  4 My brother said he had seen Batman Returns five times.
  5 Rick said Chelsea had played well but (had) lost.
  6 Maria said she was taller than her brother.
  4 1 told 2 told 3 said 4 said 5 told 6 told 7 told

Exercise 7 (page 55)
- Students read the Look out! box and underline examples of say and tell in exercise 1.
- You could set this as a race to find out how many examples there are. (There are three examples of said and four examples of told)
Lustig told the men; He said that the Government; He told them they couldn't tell; She said Lustig wasn't telling; and told him Lustig was acting; Poisson said to Lustig; Poisson never told anybody.

Exercise 8 (page 55)
- Students complete the sentences with said or told and rewrite the direct speech as reported speech.
- Students check answers in pairs. Check answers as a class.
  2 told 3 said 4 said 5 told 6 told 7 told
  2 My dad told me I'd done really well.
The singer said it would be a great show.
She said to her boyfriend she couldn't find her purse.
My aunt told me she was going on holiday the next week.
Our teacher told us we didn't need our books that day.

Exercise 9
- Read the task and the example together. If possible, think of an example of your own to tell. Give students time to think of an occasion when they thought someone wasn't telling the truth.
- Ask a few students to tell their stories to the class. If you have a large class and/or are short of time, put students in groups and ask them to tell the others in the group.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers. I can report what other people have said. I can understand the rules of reported speech.

6C Culture
Crime writers

LESSON SUMMARY
Reading: an extract from a crime novel
Listening: an extract from a crime novel
Speaking: discussing the plot of a crime novel
Topic: culture, selected information about the countries of the target language

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and discuss the questions in exercise 7 as a class.

LEAD IN 3–4 MINUTES
- Write Novels on the board. Elicit the names of different types of novels (e.g. crime/detective, romantic, adventure, fantasy, science fiction, autobiographical, historical).
- Write these questions on the board: What kinds of novels do you like? Who's your favourite writer? Are you reading a novel at the moment? If so, what is it about? When and where do you usually read? Do you ever read e-books? If so, do you prefer, paper or e-books? In pairs, students discuss the questions.

Exercise 1
- Focus on the task and discuss the questions in open class.
(Possible answers)
A crime novel is a fictional story about a crime, usually a murder or multiple murders. A crime is introduced and investigated and the culprit (the person who committed the crime) is revealed at the end. The reader is given lots of clues to work out who committed the crime.
The characters you would expect to appear in a crime novel would include a victim, suspects, a culprit, a detective and possibly a detective's assistant.

Exercise 2
- Tell students they are going to read the first paragraph of a crime novel written by the English novelist, Edmund Crispin.
- Ask students questions to check understanding. What is the name of the character in the story? What time is it? How long has he got to do the job? What happens at midnight?
- In pairs, students discuss what the job might be. Elicit some suggestions. You could ask students to vote on what they think is the most likely suggestion.

Culture note – Edmund Crispin
Edmund Crispin (1921–1978) was the pseudonym of Robert Bruce Montgomery, an English crime writer and composer. His books are written in a slightly humorous style and have frequent references to English literature, poetry and music. The detective in his novels is called Gervase Fen, an eccentric Professor of English at Oxford University.

Exercise 3
- Play the recording. In pairs, students check their ideas for exercise 2. Did anyone guess the correct answer? Whose idea was the closest?

Transcript
He walked towards the house and saw a room with a light on. He looked quickly through the window and saw that it was the servants' room. Then he moved round the building and climbed to the upstairs room that his orders had described. It was not difficult to reach, and the window was unlocked, as promised.
He stepped inside, and waited.
After a moment, he heard someone coming and moved quickly and silently across to the door. He hid behind it. It opened slowly. Someone put on the light. The man who came in was about thirty-five years old. He had fair hair, and the right arm of his coat was empty.
'Mr Elliston?' Lister said from behind him.
Jacob Elliston turned quickly. He looked at Lister for a moment, then said, 'So you're the person they sent.'
'T'm who they sent,' agreed Lister.
Elliston closed the door. 'We have to be quick,' he said. 'You have guessed that this is my wife's bedroom. She's downstairs with her brother, but he'll leave to catch his train in a minute or two, and she'll come up to bed.
Lister looked at his watch, but said nothing.
'Please understand,' Elliston went on. 'That you will get no money if you don't succeed. . . .'
'In killing the lady,' Lister finished for him, with a smile. 'Yes. I understand. Mr Elliston, it's cash or delivery. You have the cash ready, I hope.'
Elliston took a gun from his pocket. 'Don't try that,' he said. 'The money is safe in my bedroom, if you want it, you'll have to finish the job.'
'Of course,' said Lister, smiling.
'You must use both hands,' said Elliston.
Lister looked at the empty arm of the other man's coat. 'Yes, that's sensible,' he said. 'They always look for clues like that.'
'And you must pretend there was a burglary,' said Elliston. 'Take that jewellery box. There's nothing valuable in it, but you could not know that because it's locked.'
Still holding his gun, Elliston moved towards the door. 'I'm going to my bedroom where I shall turn my radio on loud.' He opened the door a little. 'That's my wife's brother leaving now. She's tired, and will come up almost at once. I'll return with the money in . . . twenty minutes.'
The job is to kill Elliston's wife.

Exercise 4
- Give students time to read the sentences. Play the recording again. Students choose the correct word to complete the sentences.
- Students check answers in pairs. Check answers as a class.

Transcript
1 looks 2 left 3 wife 4 hands 5 steal 6 Elliston
Exercise 5  
- Students read the final part of the story and decide whether Lister follows Elliston's instructions. With a weaker class, elicit what the instructions were before students read the text.
- Students discuss the answer in pairs. Check the answer as a class.

No, he doesn't follow Elliston's instructions. He kills the wrong person. He uses his left hand only and he hides rather than steals the jewellery box.

Exercise 6  
- Students complete the expressions without looking at the text. They then read the text again and check their answers.
1 out 2 up 3 in 4 under 5 back 6 into 7 through 8 out

Exercise 7  
- In pairs, students discuss the questions. For question 1, encourage them to underline the parts of the text which help them decide on the answer.
- Check answers as a class.

(Possible answers)
1 No, he doesn't. He had seen her face through the window of the servants' room and knew who she was. He covered her face with a blanket because he didn't want Elliston to see her face and realise what had happened.
2 He wants to make it look like Elliston has killed her.
3 He is disobeying Elliston's instructions to make it look like a burglary. This is further evidence that he wants to make it look like Elliston has killed her.
4 Elliston will realise what has happened as soon as he sees the victim's face and realises his wife is still alive.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can understand a mystery story and talk about what happened.

6D Grammar

Reported speech (questions)

LESSON SUMMARY

Grammar: reported speech (questions)
Listening: an interview with a man about an alien encounter
Speaking: a memory game with reported questions

SHORTCUT
To do the lesson in 30 minutes, set the Grammar Builder activities and exercise 6 for homework.

LEAD IN 3-4 MINUTES
- Write Extraterrestrial on the board and elicit other words associated with it (e.g. alien, encounter, UFO, contact, spacecraft).
- Ask students to name some films or video games which feature aliens.
- Write these questions on the board: Do you think there could be intelligent life on other planets? Why? Why not? Is it a good idea for scientists to try to communicate with life on other planets? In pairs or groups, students discuss the questions.

Exercise 1  
- Focus on the picture and ask students what they can see.
- In pairs, students discuss whether they think encounters between humans and aliens really happen. Have a brief class feedback session.

Exercise 2  
- Explain the listening task and check that students understand the words in the list.
- Play the recording. Students complete the sentences after they have finished listening to the recording.

Transcript
1 Why? 2 Yes 3 I think 4 Yes 5 I don't think 6 Maybe

Exercise 3  
- Explain the task and put students in pairs. Ask them to decide who is A and who is B.
- Play the recording again.
- Refer students back to exercise 2 to familiarise themselves with the questions they are listening out for.
- Play the recording again.
- Check answers by asking students to write their questions on the board.

Transcript
1 I think it's aliens. 2 Yes, I think so. 3 Yes, I think so. 4 Yes, I think so. 5 No, I don't think so. 6 Yes, I think so.

Exercise 4  
- In pairs, students compare the direct questions with the reported questions and complete the rules in the Learn this! box. With a weaker class, ask students to read out the points, and if necessary, refer back to exercises 4 and 6 on page 55.
1 ask 2 are 3 change 4 before 5 don't use 6 if

Exercise 5  
- Focus on the task and the example.
- Students rewrite the questions as reported questions.
- Students check answers in pairs. Check answers as a class.

1 They asked him if he had been scared.
2 They asked him if he drank every night.
They asked him if he would give more interviews the next day.
They asked him if he could describe the spacecraft.
They asked him if he was telling the truth.

For further practice of reported speech (questions), go to:

### Grammar Builder 6.2 page 116

1. He; her; she
2. We; them; they
3. They; you; we
4. He; me; I
5. It; he

1. The teacher asked the students if they were listening.
2. I asked my sister why she was laughing.
3. My best friend asked me what I’d done the night before.
4. I asked my aunt if she could speak Italian.
5. My dad asked me when I would get home.
6. My grandma asked if it was raining.
7. I asked my mum what the time was.
8. My friend asked me how much money we had spent.

### Exercise 6 page 57

- Students complete the text with reported questions and statements. With a weaker class, ask students to check the sentences three times: once to check they have used the right pronouns, the second time to check for correct tenses and the third time to check for correct word order. Remind them that the subject comes before the verb in reported questions.

1. what she meant 2. hadn’t really met any aliens
3. how she knew 4. could tell when he was lying
5. had been married 6. why he had invented
7. could make money 8. it was wrong 9. if she wanted to be

### Exercise 7 page 57

- Go through the task and the example. Students work on their own to write six questions to ask their partner.
- Monitor and check that the questions are correct and they are using different tenses.

### Exercise 8 page 57

- Read through the instructions and example together. Put students in teams and start the game.
- With a stronger class, you could make the game more challenging by asking four or five pairs in one team to ask and answer questions before getting the other team to remember and report the questions and answers. Award a point for each factually and grammatically correct answer.

### Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit the answer: I can report questions which other people have asked.

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### 6E Reading

**Who was he?**

**LESSON SUMMARY**

**Reading:** an article about a famous nineteenth-century mystery

**Vocabulary:** inseparable phrasal verbs

**Speaking:** discussing whether a mysterious story is true

**Topic:** culture

**SHORTCUT**

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 4 and the Vocabulary Builder activities can be set for homework.

**LEAD-IN 2 MINUTES**

- Write Secret identity on the board. Ask students: Why would somebody want to adopt a secret identity? What would you have to do to pretend to be somebody else? Would it be possible to do that these days?

**Exercise 1 page 58**

- Ask students to discuss in pairs before eliciting answers as a class.

**Exercise 2 page 58**

- Ask students to underline the key words in the paragraph headings.
- Play the recording for students to listen to while they read the text. Then give them a minute to match the paragraphs with the headings. Explain that they will have an opportunity to read the text in more detail in the following exercise. Remind them to cross out the headings as they go.
- Students check answers in pairs. Check answers as a class.

**Transcript 2.18 page 59**

A 4 B 6 C 1 D 5 E 2

**Exercise 3 page 59**

- Focus on the exam strategy. Remind students that an effective strategy for answering multiple-choice questions is to underline the key words in the question or stem sentence and try to predict the answer. Next, they look at the options and see which best fits their prediction, eliminating those options that are definitely incorrect. Finally, they go back to the text to check.
- Working alone, students answer the questions. They then check in pairs. Check answers as a class.

1. c 2. c 3. d 4. d 5. b 6. d 7. c

**Exercise 4 page 59**

- Students match the highlighted phrasal verbs with their definitions. Encourage them to work out their meaning from their context rather than use a dictionary.
- Check answers as a class.

1. look into 2. call on 3. get over 4. look for 5. look after 6. come across

**Extension - weaker students**

Students make six personalised sentences using the highlighted phrasal verbs.
Extension – stronger students

Students find and underline six examples of reported statements in the first four paragraphs. Explain that one of the sentences uses say and one uses tell, but the others use different words.

(Answers: Some people assumed that Kaspar had grown up alone in the forest, like a wild animal. Kaspar said he had spent his whole childhood in a small dark cell.
He claimed that he had found bread and water in his cell every morning. Some suggested that Kaspar was the son of a rich and powerful man. He claimed that a man with a hood over his face had attacked him. Kaspar told the police that his attacker had given him a bag.)

Check sentences and ask students to turn them into direct speech.

For further practice of inseparable phrasal verbs, go to:

Vocabulary Builder 6.3

1. broke into 2. stick to 3. got in 4. do without 5. got off 6. dealt with 7. called for

2. Police are searching for the criminals who broke into it.
3. I decided to go running every day, but it’s hard to stick to it.
4. The racing drivers got in them and drove off.
5. I couldn’t afford to replace my phone, so I decided to do it without it altogether.
6. I got off it too early and had to walk.
7. To be a good shop assistant, you must know how to deal with them.
8. Some politicians have called for it.

Exercise 7

- In pairs, students look at the posters and discuss the questions. Compare answers as a class.

(Possible answers)

The Dark Knight (2008) is a Batman film, starring Christian Bale and Heath Ledger. Batman needs to conceal his true identity because this makes him more frightening to his enemies. The Man in the Iron Mask (1998), starring Leonardo DiCaprio and Jeremy Irons, tells the story of the cruel King Louis XIV of France, who has a secret twin brother who he keeps imprisoned. The King makes his brother wear the mask as he doesn’t want people to know that he has a brother. The Mask of Zorro (1998), starring Antonio Banderas and Catherine Zeta-Jones, is set during the Mexican War of Independence. Zorro fights the Spanish to defend the Mexican peasants. He wears a black mask to conceal his true identity in order to protect his family from getting involved.

Other reasons for concealing your true identity might be if you are a spy, if you are a criminal, if you are a celebrity, etc.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit the answer: I can understand and react to an account of a famous nineteenth-century mystery.

6F Speaking

Speculating about events

LESSON SUMMARY

Reading: a news report
Listening: teenagers speculating about news headlines
Grammar: must have, could have, might have, can’t have for speculation
Speaking: speculating about a mysterious new story; responding to speculations
Topic: culture

SHORTCUT

To do the lesson in 30 minutes, limit the number of performances in exercise 10. The Grammar Builder activities can be set for homework.

LEAD IN 2 MINUTES

- Before students open their books, write on the board. Tell students this is a mystery word and you are going to dictate some word clues to help them guess what the word is (yacht).
- Dictate the following: large, luxury, on board, crew, port, sail.
- Explain that students are going to read a news report about a yacht.

Exercise 1

- Focus on the instructions and the useful language.
- Students read the news report and decide what might have happened.
- Elicit some suggestions.
Exercise 2
- Play the recording for students to listen to while they read the dialogue. You could then ask students to read the dialogue in pairs.
- In pairs, students answer the questions.
- Elicit the answers. Check that students understand and can pronounce *weird* /wərd/ (an informal word meaning ‘strange’) and *likely* /'laɪkli/ (probable).

Transcript

They agree that the crew could have killed the owners, stolen their money and then escaped.

Learn this!
We use must have + past participle to say we are sure that something happened, even if we don’t have definite information or proof that it happened.

We use can’t have + past participle to say that we strongly believe that something didn’t happen. A common mistake is to use mustn’t have + past participle, e.g. They mustn’t have gone swimming.

We use might, could or may have when we are less certain that something happened.

Exercise 3
- Go through the Learn this! box together or ask students to read it to themselves.
- Students underline the examples of could have, might have, must have and can’t have and then match them to meanings.

They could have been attacked by pirates
They might have gone swimming
They can’t have all gone swimming
The crew could have killed the owners
They must have thrown the bodies into the sea
For further practice of Speculating about the past, go to:

Grammar Builder 6.3

1 1 can’t 2 might 3 can’t 4 must / might 5 might 6 can’t
2 2 Elizabeth might have gone to the doctor’s
3 Amelia can’t have forgotten about the party
4 Tyler might have gone on holiday
5 Archie must have missed the train
6 Alex might have fallen off his bike.

Exercise 4
- In pairs, students read the headlines and speculate about what might have happened and make notes.
- Monitor and check for the correct use of language of speculation.

Exercise 5
- Play the recording and pause after each dialogue so that students can discuss whether any of their ideas are mentioned.

Transcript

1 A Did you hear about that Ferrari?  
B No. What happened?  
A It was completely destroyed by fire in a car park – but no other cars were damaged.
B Did it just catch fire on its own?
A No. The police found matches and a can of petrol.
B Somebody must have set fire to it deliberately.
A They might have been jealous of the owner.
B Yes, that’s possible. Or maybe there’d been an argument.
A I doubt it. The owner had only just arrived from Italy that day. He can’t have had an argument – he hadn’t met anyone.
B He must have been furious.
A Yes, you’re probably right!

2 A Have you seen this story about a footballer? He was found unconscious in his hotel room.
B Really? Do you think that he might have taken drugs?
A Yes, that’s quite likely.
B Or he might have hit his head during a match. Sometimes that has an effect a few hours later.
A No, that’s not possible. It says he hadn’t played football for a week.
B Maybe he was attacked by a robber.
A That’s unlikely.
B Oh, Why?
A Well, he was wearing a really expensive watch, but it wasn’t taken, so it can’t have been a robbery.
B Oh, OK. Where is he now?
A He’s in hospital. He isn’t unconscious anymore, but he can’t remember anything.

3 A Have you heard about this cat that disappeared for ten years?
B No. Did they find it?
A Yes! It suddenly appeared in their garden.
B That’s amazing. I wonder what happened to it during that time.
A It must have found another house to live in.
B So why did it suddenly go home?
A It might have discovered the house by accident.
B That’s unlikely. Cats usually know where they’re going. They’ve got a good sense of direction.
A I suppose so. Well, the new owner might have died.
B Maybe. Or they probably just moved away.
A Yes, that’s probably what happened. So the cat went home.
B The original owners must have really missed it!
A I suppose so. Or they might have got a dog instead.

Exercise 6
- Play the recording again. Then check answers as a class.

Transcript

1 b 2 a 3 c

Exercise 7
- Go through the strategy together. Play the recording. Pause after each of the phrases for students to repeat. (See the teaching strategy below.)
Teaching strategy
An effective way to keep students animated and focused while they are doing pronunciation drills like this is to put them into 'drilling pairs'. Ask them to make eye contact with another student on the other side of the room. This person becomes their drilling partner. (It is only possible to make eye contact with one person.) When students repeat the phrases, they say them to their drilling partner instead of just saying it to no one, which can make them feel self-conscious.

Exercise 8  
- In pairs, students read the headlines, think of three or four possible explanations and note them down.
- Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 9  
- Students prepare a dialogue like the one in exercise 2. Circulate and monitor, helping and correcting as necessary. Encourage students to use the new phrases from the speaking strategy. When they have finished, they rehearse it.

Exercise 10  
- With a weaker class, students read out their conversations. With a stronger class, students act out their dialogues without referring to what they have written. Remind students to speak loudly and clearly and maintain as much eye contact as possible.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit the answer: I can speculate about recent events.

Writing

A formal letter: asking for information

LESSON SUMMARY
Reading: a formal letter
Grammar: indirect questions; verbs with two objects
Writing: a formal letter asking for information
Topic: travel and tourism

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in activity and set the Grammar Builder activities for homework. Students finish the writing task for homework.

LEAD IN 2-3 MINUTES
- Write Sherlock Holmes and Agatha Christie on the board. In pairs, students brainstorm what they know about them.
- Elicit information and write it on the board. (See Culture notes.)

Culture notes
Sherlock Holmes is a private detective in the detective stories of Scottish author, Sir Arthur Conan Doyle. Holmes is famous for solving mysteries using his brilliant powers of observation and logical reasoning. He lives in a flat at 221b Baker Street in London, which is now a museum. There are four novels and 56 short stories about Sherlock Holmes. They are set between 1880 and 1914, and most are narrated by his friend, Dr Watson. People often say 'Elementary, my dear Watson' when they think a problem is easy to solve, although Holmes never actually says this in any of his stories. He is often shown in films smoking a curved pipe and wearing a type of hat called a deer-stalker.

English writer Agatha Christie (1890–1976) is one of the world's best-selling authors of detective stories. She wrote 67 books and 19 plays. They include Murder on the Orient Express, Death on the Nile and 4.50 from Paddington. She created the detectives Hercule Poirot and Miss Marple. Her play The Mousetrap has been running continuously in London's West End since it first opened in 1952.

Exercise 1  
- Focus on the advert. Students read it quickly, ignoring the notes. Make sure students are clear about what happens at a murder mystery party. (See Culture note below.)
- Elicit the answer to the question in open class. Check students understand witness (a person who sees a crime) and clue (evidence / information that helps police / detectives solve a crime).

Culture note – Murder mystery parties
Organised murder mystery weekends (or evenings) have become popular in the UK and other countries in recent years. The party usually takes place in a hotel, and it involves a game. In this game, there is a 'murder', and the guests have to investigate it and find out who the murderer is. All the guests are given a role to play: the detective(s), the murderer, the victim, suspects, and perhaps other supporting roles. Sometimes actors are employed to take on one more of the roles. The 'murder' happens during the course of the weekend, or the guests may be told about it when they arrive at the party, and they spend the rest of the time investigating it.

Exercise 2  
- Refer students to the handwritten notes added to the advertisement. They then read Oscar's letter and find out which information he forgets to ask about.
- He forgets to ask if the murder mystery involves acting.

Exercise 3  
- Students read the strategy and find formal equivalents of sentences 1–3.
1. Could you tell me if there is any free time on Thursday or Friday?
2. I'd also like to know which hotel in London we will be staying at.
3. Please let me know which of the tours are already fully booked.
For further practice of indirect questions, go to:

**Grammar Builder 6.4**
1. I'd be interested in knowing how many staff work here.
2. I'd like to know if there is Wi-Fi in the rooms.
3. I'd appreciate it if you could tell me where the hotel swimming pool is.
4. I'd be interested in knowing when my colleague left.
5. Could you tell me why you took my passport?
6. I'd be grateful if you could tell me if there is another hotel near here.

**Exercise 4**
- Working alone, students write three direct questions that you could ask about a hotel. Monitor and help with ideas as necessary.
- Students swap questions with another student and rewrite their partner's questions as indirect questions. Monitor and correct.
- Ask a few students to read out their direct and indirect questions.

**Exercise 5**
- Students read the *Learn This* box. You could explain that the sentences can also be written with the indirect object coming second, e.g. *Sam bought some flowers for his mum* and *My friend sent an email to me*.
- Students find two examples of verbs with two objects in the letter.

... if you could give me some more information about some of the arrangements.
Would you mind sending me a complete list of dates for September and October?

For further practice of Verbs with two objects, go to:

**Grammar Builder 6.5**
1. Have you made me a sandwich?
2. Tom’s mum bought him a new shirt.
3. Daisy owes him £50.
4. Beth’s neighbour sold her his car.
5. Patrick wrote her a letter.
6. Scott sent her a text message.
7. Dad booked us a flight to Paris.
8. She showed them her prize.
9. My uncle bought me a new bike.
10. The hotel manager offered us the best room.

**Exercise 6**
- Go through the instructions together. Students can then plan their letter in pairs.

**Exercise 7**
- Working alone, students write their letters. Remind them to include all the information from exercise 6 and to use a variety of phrases for asking for information.

**Lesson outcome**
Ask students: *What have you learned today? What can you do now?* and elicit the answer: I can write a formal letter asking for information.
Language Review 5–6

Exercise 1  (page 62)
1 c 2 a 3 b 4 b 5 c

Exercise 2  (page 62)
1 might 2 won't 3 have 4 may 5 run

Exercise 3  (page 62)
1 By the end of term, we'll / will have done all our exams.
2 This time next week, they'll / will be lying on the beach.
3 A year from now, I'll / will have learned to drive.
4 At 10 p.m. I'll / still be doing my homework.
5 I'll be leaving for the airport at 7 a.m. tomorrow.

Exercise 4  (page 62)
1 Do you fancy 2 Sorry, I can't. 3 Maybe we could
4 I'd be up for 5 Yes, that sounds

Exercise 5  (page 62)
1 shelf 2 flower 3 hole 4 lamp 5 ledge

Exercise 6  (page 62)
1 John said he hadn't finished his project the day before.
2 Our teacher told us we were having our lesson outside.
3 She said she couldn't do it on her own.
4 Mum told us she would do it for us the next day.
5 They told me their plane left that night.

Exercise 7  (page 62)
1 I asked her if she'd had a nice time the day before.
2 He asked me when I was going home.
3 She asked him if he would give her a call.
4 I asked him where he had been the night before.
5 He asked her if she was working that evening.

Exercise 8  (page 62)
(Possible answers)
1 Could you tell me what time the meeting starts?
2 Could you please let me know what time it finishes?
3 I'd like to know if there will be a break for lunch.
4 Please let me know if we have to bring food.
5 I'd be grateful if you could tell me how many people will be there.

Skills Round-up 1–6

Exercise 2  (page 63)

Exercise 3  (page 63)
A 4 B 1 C 6 D 2 E 5

Exercise 6  (page 63)

Transcript 2.22  (page 63)
Mike  Hello.
Anna  Hi Mike. It's Anna.
Mike  Hey, Anna! Good to hear from you. It's been weird.
Anna  I know. I've been really busy. I told you about my new job.
Mike  Yes, at the museum. How's it going?
Anna  Fine. But I've got no free time. I work there three hours a day, and the rest of the time I'm studying.
Mike  How's the course going?
Anna  Oh, OK. But I'm tired every morning. I fell asleep in class yesterday.

Mike  Did your tutor notice?
Anna  I'm not sure. My friend told me I was snoozing, but I think she was joking.
Mike  What are you doing this weekend?
Anna  Well, that's why I'm phoning. There's a new exhibition at the museum where I work—I'm called into The Future.
Mike  Sounds interesting.
Anna  Yes. It opens on Monday, but they're having a special party on Saturday afternoon. Just for invited guests—journalists, employees, you know.
Mike  Great. Sounds fun.
Anna  And we can bring a guest. So would you like to go?
Mike  Me? Yes, I'd love to. What time does it start?
Anna  Four o'clock. Let's meet outside the museum at four so we can go in together.
Mike  OK, perfect. I'm looking forward to it. And how's your new flat?
Anna  I love it. I'm getting on really well with Zara, my flatmate. And the room is really big and...

Presenter  It's Sunday afternoon. Anna and Mike are at the museum.
Anna  So what do you think of it? Have you been here before?
Mike  To this museum? No. I haven't. It's really nice.
Anna  Oh, look. There's my boss. Julian. I'd better go over and say hello.
Mike  OK.

Julian  Hi Anna. How are you? Are you better now?
Anna  Yes, I'm fine, thanks. Julian, this is my friend, Mike.

Julian  Sorry? Who?
Anna  He's a friend of mine. He's called ... Mike? Where is he? He was here a moment ago.
Julian  Maybe he's gone to look at one of the exhibits.
Anna  Yes, maybe.

Julian  OK, well. I'll see you around. Have a good time!
Anna  I will. Thanks. But where's Mike?

Anna  Mike! There you are! I was looking for you!
Mike  Oh, hi Anna. I was just having a coffee with a colleague of mine.

Anna  I turned around and you were gone!
Mike  Daisy, this is Anna.
Anna  Oh, hi Daisy. Nice to meet you.
Daisy  Nice to meet you.
Anna  Are you enjoying the party?
Daisy  Yes, I am. And it's a great exhibition.
Anna  I'm glad you like it.
Daisy  Oh, do you work here? I thought you were a friend of Mike's.
Anna  Yes ... well, both. I'm a friend of Mike's and I work here. Only part-time, though. I'm also a student at the university.

Mike  Anna and I worked together last year— at a holiday camp.
Daisy  Really? That sounds fun. You aren't from the UK, are you?
Anna  No, I'm from Poland. Has Mike told you about me?
Daisy  No. I just noticed your accent.
Anna  Oh, I see. Anyway ... Mike, do you want to look around a bit more?
Mike  Sure. Let's go. See you later, Daisy. Hey! Anna! Wait for me! Anna? Are you OK?
Anna  Hmm.
Mike  What's wrong?
Anna  Why did you disappear like that? It was so embarrassing! I started to introduce you to Julian, and when I turned around you were gone!
Mike  Well, I thought you were busy. And then I saw Daisy in the coffee bar and ... Anna! Where are you going? Want Students' own answers.

Exercise 7  (page 63)
1 fell asleep 2 Sunday 3 outside 4 café 5 accent 6 embarrassed

78 Language Review 5–6 / Skills Round-up 1–6
7A Vocabulary and listening

Relationships

LESSON SUMMARY
Vocabulary: dating and relationships; three-part phrasal verbs (V8)
Listening: people talking about couples
Speaking: telling the story of a relationship
Topic: family and social life

SHORTCUT
To do the lesson in 3–4 minutes, set the Vocabulary Builder activities for homework.

LEAD IN 3–4 MINUTES
• Draw a simple matchstick drawing of a man and a woman and a heart and elicit some expressions to describe the relationship (e.g., they’re in love, they’re in a relationship, they’re dating).
• Tell students you are going to dictate some factors in a relationship: good looks, star sign, shared interests, taste in clothes, age, education, taste in music, sense of humour.
• In pairs, students decide if each factor is very important in a relationship (1), quite important (2), not very important (3), or not important at all (4).

Exercise 1

• Refer students to the phrases and explain the meaning of any unknown words. Check comprehension by asking questions, e.g., Why do couples fall out? What’s a good way of making up? Do you think a boy should ask a girl out or doesn’t it matter who asks who out? How long should a couple go out before they get engaged?
• In pairs, students put the phrases in order. There may well be some disagreement, so encourage them to explain their choices.

Exercise 2

• Students complete the sentences with the correct particle.
• With a stronger class, encourage students to do the exercise without referring back to exercise 1.

1 in; with; out 2 up; back 3 on; out 4 --; up 5 out; up 6 --

Exercise 3

• Students rewrite the sentences with phrases from exercise 1.
• Students check answers in pairs. Check answers as a class.

1 Daveancies Helen.
2 Harry and Diana have split up.
3 Kate and Ian have got divorced.
4 Pete and Sarah get on well.
5 Linda and Rob have got back together (again).
6 Tina and Bruce have made up.

Exercise 4

• Go through the instructions together.
• Remind students to focus on the general gist and not to worry about any words they don’t understand.
• Play the recording and pause after each dialogue.
• Allow students time to write their answers. As a follow-up, play each part of the recording separately and ask students to indicate which parts provided the information for their answers.

Transcript 2.23

1 A Hey, have you heard about Tom and Lisa? He asked her to marry him last week.
B Really? I thought that she wasn’t sure about marriage. I thought she wanted to wait.
A I don’t know about that because she said yes. She showed me the ring yesterday. Oh, it’s lovely.
B Well, I’m very happy for them. I think they make a lovely couple.

2 A Look, isn’t that Josh and Fiona over there? They’re always together these days. Are they going out?
B No, but they get on very well. They’ve known each other since they were young children.
A So they’re not in love, then?
B No, I don’t think they even fancy each other. They’re more like brother and sister.

3 A What’s happened to Dominic and Maria? I thought they were going out.
B They had a big row.
A Really? When?
B At Sandy’s party. Maria said she saw Dominic chatting up another girl.
A But Dominic’s not like that.
B I know, but you know what Maria’s like. I don’t think they’ll get back together now.
A Well, I think Dominic’s better off without her.

4 A Who’s that couple over there? I don’t know them.
B That’s Jill. She works in my office. I met her a few months ago when she first started working there. She’s great. You’ll like her.
A But who’s the guy?
B That’s her partner. His name’s James, I think. I’ve only met him once.
A Partner? You mean husband?
B Yes, they got married last year.
A That’s a shame. He looks nice.
B Sandra!

5 A Oh, look over there. Isn’t that Danny and Josie? I thought they’d fallen out with each other.
B Yeah, they did fall out. They split up a few months ago. I guess they weren’t getting on very well.
A They were always arguing, weren’t they? I wouldn’t be in the same room with them sometimes. I was glad when they split up.
B Well, they made up with each other recently. They seem very happy together at the moment.
A Well, I hope it lasts.

Exercise 5

• Focus on the instructions and look at the first picture together.
• Students make notes on what happened in each picture. In a weaker class, brainstorm some useful vocabulary first.
• Make sure they use the past tense.

(Possible answers)
1 They met at a party. Ryan fancied Hannah. He chatted her up.
2 He asked her out.
3 They went out. They got on well.
4 They fell in love.
5 They fell out.
6 They got back together.
7 They got engaged.
8 They got married.

Exercise 6

• Go through the instructions together. Then ask students to read through the time expressions.
• In pairs, students tell the story to each other. Suggest they take turns for each new picture. Monitor and help as they do this.

Extension – fast finishers

In pairs, students tell their partner the plot of a romantic film they have seen.

Extra activity – speaking

Divide the class into eight groups. Focus each group on one of the pictures in exercise 5. Tell students that they are going to write a dialogue to accompany their particular picture.

Allow fifteen minutes for each group to prepare their dialogue. Go around the room and monitor, providing help with vocabulary and expressions as necessary.

Ask each group in turn to appoint two speakers to act out their dialogue.

Follow up by praising good expression and ideas, and correct any common errors.

For further practice of Three-part phrasal verbs, go to:

Vocabulary Builder 7.1

1 1 on c 2 out f 3 on d 4 up g 5 down b 6 out e 7 up h 8 out a
2 1 look up to 2 looks down on 3 walked out on 4 gets on (very well) with 5 puts up with 6 going out with 7 carry on with 8 fell out with

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can talk about dating and relationships. I have learned some three-part phrasal verbs.

7B Grammar

Comparison

LESSON SUMMARY

Grammar: comparative and superlative adjectives and adverbs; less and least; superlatives with the present perfect, double comparatives, the… the… and comparatives

Reading: a text about social-networking sites

Speaking: sentences with comparison structures

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder exercises for homework.

LEAD IN 3-4 MINUTES

• Write these questions on the board: How many hours a week do you spend online? How often do you see your friends outside school? Do you prefer chatting online or chatting on the phone? In pairs, students discuss the questions.

• Check answers as a class.
**Exercise 1** (page 65)
- With a weaker class, pre-teach isolated, appealing and verdict. Give students about a minute to read the text and answer the questions.
- Elicit some answers from the class.

**Culture note – Social-networking sites**
Social-networking sites are places on the Internet where people meet in cyberspace to chat, socialise, debate and meet new friends. A member has their own website, on which they put a personal profile, write blogs and can post photos, music, videos for other people to look at. Social networking is immensely popular with teenagers and young adults, much more so than online chatting. The most popular social-networking sites are Facebook, MySpace, and Friendster.

**Exercise 2** (page 65)
- Go through the Learn this! box together, asking different students to read the sentences, or ask students to read it to themselves.
- Check comprehension by asking questions, e.g. Are comparative and superlative adverbs usually formed with ‘-er’ and ‘-est’? What’s the opposite of ‘more’ and ‘most’?
- Students match the words in red in the text in exercise 1 with the sentences.
1. less satisfying  2. least appealing  3. more easily  4. harder  5. best  6. less time  7. most popular

**Learn this!**
A few adverbs have comparative and superlative forms with -er and -est. The most common are: early, late, fast, hard, soon and long.

For further practice of Comparison (1), go to:

**Grammar Builder 7.1** (page 116)
1. Henry passed his exams more easily than Phillip.
2. Ian works more quickly than Emily.
4. Andrea sings more beautifully than Leah.
5. Max speaks more loudly than George.
6. Victor usually arrives later than Alice.

**Exercise 3** (page 65)
- Go through the Learn this! box together. Students match the words in blue in the text in exercise 1 with points 1–4.
1. the most exciting week I’ve ever had  2. more fun than I expected  3. busier and busier  4. the busier it gets, the more isolated people can feel

**Exercise 4** (page 65)
- In pairs, students ask and answer the questions using a superlative form with ever.
- Check answers by getting students to ask and answer the questions in open pairs across the class.

**Grammar Builder 7.2** (page 121)
1. We live nearer to London than we did before.
2. His hair isn’t as long as it was when he was little.
3. That MP3 player was more expensive last month than it is now.
4. That’s the best film I’ve ever seen.
5. He’s less generous than he used to be.
6. You work harder now than you used to.
2. 1. more and more difficult  2. cheaper and cheaper  3. better and better  4. more and more expensive  5. hotter and hotter
3. 1. c  2. e  3. b  4. a  5. d

**Exercise 5** (page 65)
- Students use the word in brackets to complete sentence B so that it has the same meaning as sentence A. Do the first sentence together as an example.
- With a weaker class, focus students’ attention on item 2 and ask them if they need to make a comparison with an adjective, an adverb or a noun (an adverb)!
- Remind them that they will probably need to make changes to the verb.
1. easier than I expected  2. drives more slowly than  3. ‘ve got less money than  4. the least expensive  5. the fewest goals  6. more and more difficult

**Exercise 6** (page 65)
- Students complete the sentences with their own ideas. Circulate and monitor, helping and correcting as necessary.
- If you find students’ answers are not complete, prompt them to say more about their ideas.
- When they have finished, ask students to say one interesting thing they have learned about their partners that they didn’t know before.

**Lesson outcome**
Ask students: What have you learned today? What can you do now? and elicit the answer: I can make comparisons with adjectives, adverbs and clauses.
Love poems

LESSON SUMMARY
Reading: two love poems
Listening: a documentary about William Blake
Speaking: talking about poetry
Vocabulary: idioms with heart and head (V6)
Topic: culture, selected information about the countries of the target language

SHORTCUT
To do the lesson in 30 minutes do exercises 2 and 4 together as a class and set the Vocabulary Builder activities for homework.

LEAD-IN 3-4 MINUTES
• Write Poetry on the board. Ask: What topics are poems usually about? (e.g., love, war, nature, politics). What's your favourite poem? Do you know the lines of any poems by heart? How is poetry different from prose? (e.g., a book, a news report)? (In a poem the words are chosen for their sound and the images they suggest, not just for their obvious meanings. The words are arranged in separate lines, usually with a repeated rhythm, and often the lines rhyme at the end.)
• In pairs, students say how much they agree with the quotations.

Exercise 1
• Students name as many poets as they can from their own and other countries. You could set this as a competition and give students, in pairs, two minutes to write a list of poets.

Exercise 2
• Students try to complete the poems with the verbs. Go through the first example to show how alternate lines rhyme. Tell students not to worry about unfamiliar words.

told 3 depart 4 came by 5 took 6 met 7 chose
knew 8 said 9 suppose 10 get

Exercise 3
• Play the recording for students to check their answers. With a stronger class, you could play the recording again and focus students' attention on the intonation and rhythm of the poems. In pairs, students read the poems to each other.

Exercise 4
• In pairs or small groups, students discuss the questions. Circulate and monitor, helping and guiding them towards the answers.
• Check answers as a class.
• Ask students to say which of the poems they prefer and to give reasons for their answers.

(Possible answers)
Love's Secret
1. It is a serious poem. The man lets his lover know that he is in love with her. She is horrified ('Trembling cold, in ghostly fears') and rejects him, and goes off with another man ('A traveller came by').
2. It is old. The language is old, e.g., 'thy', 'doe move'. The idea that love should be kept a secret is an old-fashioned notion.
3. It is pessimistic. The woman goes off with somebody else.
4. It is likely to be written by a man because the subject is a woman.
5. It is about lost love ('Ah! She did depart').

One Perfect Rose
1. It is funny. At first we think the writer feels touched to receive the rose. She talks about it in romantic terms ('tenderly', 'deep-hearted', 'pure', 'scented dew'). Then we realise she is being sarcastic and would rather receive a limousine. Her repetition of 'One perfect' before 'limousine' adds to the humour, as does her sudden switch to colloquial language ('It's always just my luck').
2. It is modern. The writer's unromantic attitude wouldn't have been so common in the poetry of earlier times.
3. It is pessimistic ('Why is it no one ever sent me yet? It's just my luck').
4. It is likely to be written by a woman, as it is usually a woman who receives flowers from a man.
5. It is about the poet's present partner.

Exercise 5
• Explain that students need to understand the words in this exercise in order to understand the listening text in exercise 6.
• Students complete the sentences, using a dictionary if necessary.
• With a stronger class, ask students to suggest further example sentences using the words.

1 religious 2 mystical 3 Patriotic 4 romantic 5 renowned 6 professional

Exercise 6
• Tell students they are going to listen to a documentary about William Blake, who wrote the poem Love's Secret which they have just read.
• Play the recording. In pairs, students decide which subjects were mentioned.
• Remind them that they do not have to understand every word.

Culture notes
Love's Secret was written by William Blake, a very famous English poet. There is more information about Blake in exercises 6 and 7.
One Perfect Rose was written by Dorothy Parker (1893–1967). Parker was an American writer of humorous, and often sardonic, poems and short stories. She is famous for her witty remarks and one-line quotations, such as 'Men seldom make passes at girls who wear glasses; men don't flirt with girls who wear glasses.'
Transcript 2.25  
Presenter That was Jerusalem, England’s most popular patriotic song. The words were written in 1808 by William Blake, one of England’s most famous poets and painters.
Blake was born in London in 1757, the son of a clothes maker. He did not go to school, but was educated at home by his mother.
At the age of twelve, he started to study drawing and engraving – cutting pictures into metal and then printing them. At the age of 21, he became a professional engraver, but he had also started to write poetry some time earlier.
In 1782, Blake met Catherine Boucher, who was five years younger than him. They fell in love and Blake asked her to marry him. Catherine could not read or write and she signed her marriage contract with an “X.” Blake later taught his wife to read and write and she became his assistant. They stayed together for the rest of his life. In 1800, the couple moved from London to a small village on the south coast of England, but moved back to London three years later, where he lived until he died.
Blake wrote many poems, which he also illustrated. Some of his poems are romantic love poems, but most of them are religious and mystical. He claimed that he had visions throughout his life and said that he spoke every day with his dead brother.
Blake died at the age of 70. Few people read his poems during his lifetime, but about 30 years after his death he was rediscovered, and ever since his work has had a huge influence on poets, writers and artists.

growing up; relationships; school; writing

Exercise 7  
Give students time to read the questions. Play the recording again.
With a weaker class, remind students of the strategy for answering multiple-choice questions.
Students check answers in pairs. Check answers as a class.

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

Exercise 8  
In pairs, students ask and answer the questions. Go around the class, listening and helping with vocabulary as necessary.
As feedback, ask a few students to tell the class about their partner’s answers.
For further practice of idioms with heart and head, go to:

Vocabulary Builder 7.2  
1 1 c 2 a 3 e 4 d 5 b 6 g 7 j 8 h 9 f 10 i
2 by heart  head first  take it to heart
4's set his heart on  laughed off
6 lose heart  have a head for heights  broke her heart
9 a head start 10 head over heels in love

Extra activity – writing
Ask students to produce a short biography of Dorothy Parker, or a poet of their choice.
Suggest that they find information on the Internet. Remind them to check the source of the information so that they know they can rely upon it.
Encourage students to find out some basic biographical detail such as birth and death dates, places where the poet lived, and personal life. Then students should expand their research to include information about the type of poetry the poet is famous for and whether he/she was especially successful in his/her own lifetime or not.
Alternatively, ask the students to select a poem in English. Students should review the poem, writing about its themes and describing its effect on the reader.
Encourage students to prepare their work so that they can read it to the class. Alternatively, you could create a poetry display.
Encourage class feedback on the pieces of work. Students can swap work to check for accuracy.
At a final feedback session, ask the class to vote for their favourite poem from those presented, or to indicate which poet’s biography was the most interesting.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand a poem. I have learned about the life of a famous British poet.

7D Grammar
Talking about imaginary situations

LESSON SUMMARY
Grammar: second conditional (I wish, if only, I'd rather)
Speaking: talking about imaginary situations

SHORTCUT
To do the lesson in 30 minutes, set exercise 6 and the Grammar Builder activities for homework.

LEAD-IN 2 MINUTES
Write these questions on the board: if you could / can / would spend the day with a famous person, who would / will it be? What would / will you ask them? Elicit the correct alternatives and give students a minute to answer the questions in pairs. Then ask some students to tell you what they would do.
Make sure they use the contracted form ‘d.

Exercise 1  
Focus on the picture and ask students who they can see and what they are doing.
Play the recording. Elicit the answer to the question in open class.
Ask a few of the students who answered yes to give an example of what kind of clothes they argue about and in what situation. Elicit the meaning of scruffy (dirty or untidy).
Exercise 2  (page 67)
- Go through the Learn this! box together. Students complete the rules and find examples of the second conditional in the dialogue.

1 past  2 would
If I had more money, I'd buy some new ones.
If you didn’t buy so many computer games, you would have more money.

Learn this!
Second conditional
Point out that the if clause can go first or second. If it is the first part of the sentence, a comma is needed. If it is the second part, no comma is needed, e.g. if I had more money, I'd... but you'd have more money if you...

Exercise 3  (page 67)
- Working alone, students complete the sentences and then compare them with a partner.
- Go through the answers by asking a student to form a question for number one: What would you do if you didn’t have to go to school? and then choosing a student to answer. The student answers the question, and then asks the next question, nominating another student to answer, etc. Ask students to say the person’s name after they have asked the question, to keep everybody’s attention.

For further practice of the Second conditional, go to:

Grammar Builder 7.3  (page 121)
1 I’d stop; didn’t get on  2 went out; didn’t split up; fell out;
3 didn’t try; wouldn’t chat up; didn’t fancy; 4 wasn’t / weren’t;
5 didn’t ask; 6 didn’t try; had; 7 wouldn’t go out; asked

Exercise 4  (page 67)
- Go through the Learn this! box together. After points 1 and 4 ask: Does this mean now or in the past? (Although the answer is now, students might think it is the past because of the past tense.)
- Students find examples of the expressions in the dialogue.

1 If only I could leave school and get a job.
2 I wish you’d throw those old jeans out.
3 I’d rather stay in and watch TV.
4 I’d rather you didn’t wear those jeans this evening.

Learn this!
I wish, if only, I’d rather
Students tend to link past and present tenses with past and present time. It is important to explain that past tenses do not always indicate past time, but are sometimes used to indicate unreal or imaginary situations. It can be useful to consider past tenses as expressing 'remoteness': remoteness from now (the past) and remoteness from reality (imaginary situations). Students might have come across the use of were instead of was, e.g. if I were you... If only I were rich. If they are curious to know about this, you could explain that were is the old English past subjunctive of the verb to be, which was used for all persons. I, you, he, etc.

I wish and if only are more or less synonymous, but if only is less common and suggests a deeper sense of longing for something which is a remote possibility and would change everything, e.g. if only he was with me.

Exercise 5  (page 67)
- Students complete the sentences with I wish (or if only) and I’d rather.
- Students check answers in pairs. Check answers as a class.

1 I’d rather  2 I wish / if only  3 I’d rather  4 I’d rather
5 I wish / if only  6 I wish / if only

Extension – fast finishers
Ask students to think up three more questions for this exercise. They swap with their partner and complete their partner’s questions.

Exercise 6  (page 67)
- Students make as many sentences as they can with the phrases in the chart. Elicit two or three example sentences.

(Possible answers)
I wish... I had a better job / she didn’t have to work / we took more holidays / she’d do better in her exams / our teachers wouldn’t give us so much homework.
If only... I had a better job / she didn’t have to work / we took more holidays / she’d do better in her exams / our teachers wouldn’t give us so much homework.
I’d rather... she didn’t have to work / get up later / we took more holidays.
If she worked harder, she’d do better in her exams.
She’d be less tired if... she didn’t have to work / we took more holidays.

Exercise 7  (page 67)
- Focus on the task and the example. Students continue the exercise in pairs. Circulate and monitor, helping as necessary.

For further practice of I wish, if only, I’d rather, go to:

Grammar Builder 7.4  (page 121-122)
1 We’re having pizza tonight, but I’d rather have spaghetti.
2 Jason wants to watch a DVD, but I’d rather listen to music.
3 I have to get up early tomorrow, but I’d rather stay in bed.
4 We live in a flat, but I’d rather live in a house.
5 I’d rather Sarah wore a skirt.
6 I’d rather my brother used his own bike.
7 I’d rather you didn’t spend it.
8 I’d rather Kate went to university.
9 If only I didn’t have to work / we took more holidays.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can talk about imaginary situations and things I would like to change.
Love on the Internet

LESSON SUMMARY

Reading: an article about online dating
Vocabulary: noun + preposition
Listening: a song – This ain't a love song
Speaking: discussing online dating
Topic: science and technology, family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 5 and the Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

• Dictate these expressions: love at first sight, opposites attract, love is blind.
• Ask students what love is blind means. (It is a quotation from Shakespeare and appears in a few of his plays. It means 'when you are in love, you don't see how foolishly you are behaving'. It can also be interpreted to mean that when you are in love, you don't notice the faults of the person you love.)
• In pairs or small groups, students talk about how much they believe in these ideas.
• Ask a few groups to share their opinions with the class.

Exercise 1

• Discuss the questions in open class. Encourage students to give reasons for their answers.

Exercise 2

• Go through text types 1–4 and elicit what information or features students would expect to see in each. (A blog would contain information or personal opinions. An email would have the layout of an email, it would have a greeting and ending and would probably be written in an informal style. An online article would have an introduction to the topic, it would develop the topic and have a conclusion. A Wikipedia entry would probably give basic facts about a topic before going into detail about it.)
• Give students a few moments to look at the text – they don't need to read it – and decide what kind of text it is.

Exercise 3

• Play the recording for students to listen to while they read the article. You could then ask students to read the article aloud, with each student reading one sentence.
• Students choose the sentence which best summarises the writer's opinion. Ask students to underline the parts of the text which help them choose their answer.

Transcript

1. remember 2. cried 3. cruel 4. lost 5. mess 6. tired
7. man 8. scared

Culture note – This ain't a love song

This ain't a love song is a single by American hard rock band Bon Jovi. It was released in 1995. The English indie-pop band Scouting for Girls made a cover of it in 2010.

Exercise 4

• Students read the text again and decide whether the sentences are true or false. Again, encourage them to underline the parts of the text which contain evidence for their answers.
• Students check answers in pairs. Check answers as a class.

Exercise 5

• Students find the noun and prepositions in the text. Check that they understand the meaning of take account of (take into consideration).
1 of 2 to 3 with 4 in 5 of 6 for

Extension – fast finishers

Ask fast finishers to find and underline these words and phrases in the text and try to work out their meaning from the context: recruit, compatible, get in shape, as the old saying goes.

Exercise 6

• In pairs, students read the comments and say whether each is an advantage or disadvantage. Ask them to decide whether, overall, the advantages outweigh the disadvantages.
• With a stronger class, encourage students to think of other advantages or disadvantages.
1 disadvantage 2 advantage 3 advantage 4 disadvantage 5 advantage 6 disadvantage

Exercise 7

• Tell students they are going to listen to a song by Bon Jovi, called This ain't a love song. Elicit what ain't means. (In this context, it means 'isn't'. It can also stand for 'aren't' and 'am not'.) Explain that ain't is not grammatically correct, but it is common in song lyrics.
• Play the song. Students complete it with the words in the list. With a stronger class, ask students to try to complete the lyrics first. Then play the song for them to check.

Transcript

2.27

Culture note – This ain't a love song

This ain't a love song is a single by American hard rock band Bon Jovi. It was released in 1995. The English indie-pop band Scouting for Girls made a cover of it in 2010.

Exercise 8

• Play the recording again. Students choose the best summary, justifying their answer with reference to the lyrics.
• With a weaker class, ask students to read the summaries carefully first, before listening. With a stronger class, encourage students to think up their own summary, before reading through the options in exercise 8. Whose summary is closest to that given in the exercise?

Transcript

2.28

Culture note – This ain't a love song

This ain't a love song is a single by American hard rock band Bon Jovi. It was released in 1995. The English indie-pop band Scouting for Girls made a cover of it in 2010.

Exercise 4

• Students read the text again and decide whether the sentences are true or false. Again, encourage them to underline the parts of the text which contain evidence for their answers.
• Students check answers in pairs. Check answers as a class.

Exercise 5

• Students find the noun and prepositions in the text. Check that they understand the meaning of take account of (take into consideration).
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1 disadvantage 2 advantage 3 advantage 4 disadvantage 5 advantage 6 disadvantage

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• Play the song. Students complete it with the words in the list. With a stronger class, ask students to try to complete the lyrics first. Then play the song for them to check.

Transcript

2.27

Culture note – This ain't a love song

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Transcript

2.28

Culture note – This ain't a love song

This ain't a love song is a single by American hard rock band Bon Jovi. It was released in 1995. The English indie-pop band Scouting for Girls made a cover of it in 2010.
Extension

Ask students to brainstorm more songs about splitting up. They then read out their list of songs. Ask which song they think is the best, the saddest, etc.

With a stronger class, ask students to find and present the lyrics to a song about splitting up. Ask them to review the song, commenting on how the lyrics affect the listener. Students should explain why they like or admire the song by referring to the lyrics.

Extra activity – listening

In advance of the lesson, prepare a set of lyrics from a well-known love song, or ask students to do this. Blank out some of the words and ask students to complete the lyrics while listening to the song.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can understand and react to a website article about online dating. I can understand a song about a relationship that has ended.

7F Speaking

Stimulus description

LESSON SUMMARY

Listening: a description of photos of restaurants

Vocabulary: linking words which express contrast

Speaking: describing and discussing photos of restaurants

Topic: food

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extension activity.

LEAD-IN 2-3 MINUTES

- Ask students to think about a time when they ate at a restaurant recently. Write these questions on the board: Where did you go? What was the occasion? Who did you go with? What did you eat? Was it good? Would you like to go there again? Why? / Why not? In pairs, students ask and answer the questions.

- Ask a few students to tell the class about their partner's experience.

Exercise 1  

- Focus on the adjectives for describing venues. You could ask students to find as many pairs of opposites as possible (boring–lively, bright–dark, cheap–expensive, formal–informal, noisy–quiet, traditional–trendy). The list doesn’t contain opposites for crowded, friendly and romantic, but you could elicit some (empty, unfriendly, unromantic).

- With a stronger class, you could elicit this vocabulary with books closed. Ask students to suggest as many words as they can to describe restaurants or other venues. Then ask students to open their books and compare their list with the list in the book.

- In pairs, students compare the restaurants in the photos using the adjectives. Ask one or two students to repeat their description/s to the class.

Exercise 2

- Read through the Instructions and the exam task and play the recording. Encourage students to take notes.

- In pairs, students discuss their answers. Check answers as a class. Ask: Why didn’t the student choose the other restaurant?

Transcript

**Student** I’m going to choose the restaurant in photo 1. It’s at school, so it would be very easy to meet up with my friend. It also looks like a cheap restaurant, and that’s important because I’d be there to talk to my friend about a problem, not to spend a lot of money. The problem with the restaurant in photo 3 is that it’s too crowded. It looks trendy and informal, which is good, but it might also be quite expensive.

**Teacher** I wouldn’t opt for the restaurant in photo 2 because it looks too formal. It might be quieter than the other restaurants, but it certainly wouldn’t be cheap. I wouldn’t feel comfortable and relaxed there. So, overall, the restaurant in photo 1 would be best.

The candidate chose the restaurant in photo 1 because it is small, it is easy to meet up there, and it is cheap.

Exercise 3

- Students complete the sentences.

- Play the recording again for them to check their answers. Check answers as a class and elicit synonyms for opt for (choose) and overall (in general).

Transcript

1 choose 2 problem; too 3 opt; looks 4 might; certainly 5 overall best

Exercise 4

- Ask two or three students whether they agree with the candidate’s choice and why.

Exercise 5

- Go through the Learn this! box together. Remind students that using linking words such as contrast linkers will enable them to produce longer, more complex sentences, which will impress the examiner.

- Practise the pronunciation of although /əlˈðəʊ/, nevertheless /əˈnevərəl/ and whereas /wɜˈeərəs/, paying particular attention to word stress.

Exercise 6

- Play the recording, asking students to listen carefully to the stress of the linking words and to the intonation to emphasise the contrast.

- Play the recording again, one sentence at a time to allow students to repeat each chorally.

Transcript

**Student** The café in photo 1 looks quite cheap. In contrast, photo 3 looks really posh.

**Teacher** The restaurant in photo 1 is informal, whereas the one in photo 2 is formal.
Exercise 7  page 70

- Go through the exam strategy and the task together.
- Put students into pairs. One student takes the role of the examiner and the other the role of the candidate. When they have finished, they swap roles.
- The ‘examiner’ must check that all the questions have been answered, that the candidate has used a wide variety of language from exercises 1 and 3, and that they have mentioned things they can see in the photo. They should also make sure the other student speaks for about one minute.
- With a weaker class, allow students some time to prepare their answers. They can write notes to help them.
- Monitor students as they do the task and note any general errors to address at the end of the activity. Remind students to speak loudly and clearly, to maintain eye contact with each other, and to show interest in what the other person is saying.
- Ask one or two strong pairs to perform the task again in front of the class.
- Encourage the other students to listen carefully and afterwards suggest ways that the answer could be improved.

Extension

Students make a list of eating places that they know, including cafés, restaurants, canteens, etc. In pairs, they tell their partner which venues they like best by making sentences using the linking words in exercise 5.

Lesson outcome

Ask students: What did you learn today? What can you do now? and elicit answers: I can describe and discuss photos. I can compare things using linkers which express contrast.

7G Writing

For and against essay

LESSON SUMMARY

Reading: a for and against essay
Vocabulary: examples and supporting statements
Writing: a for and against essay
Topic: family and social life

SHORTCUT

to do the lesson in 30 minutes, omit the extension activity and ask students to finish the writing task for homework.

LEAD-IN 2-3 MINUTES

- Before students open their books, write these words and phrases on the board: advantages to be for/in favour of pros to support
- Elicit the opposites for each word or phrase (disadvantages, to be against, cons, to refute). With a weaker class, write the opposites on the board in a wordpool.
- Tell students that in today’s lesson they will learn how to write a ‘for’ and against essay.

Exercise 1  page 71

- In pairs, students discuss the question.
- Ask a few students to summarise their conversations to the class.

Exercise 2  page 71

- Write these phrases on the board: a single child, a one child and an only child. Say: if you don’t have any brothers or sisters you are . . . ? and elicit the correct phrase.
- Read the exam strategy. Students read the first paragraph of the essay and identify which two of the techniques the writer has used.

Extension

Ask students to rewrite their introduction following technique C.

a and b

Exercise 3  page 71

- Students read the essay and decide which paragraph has arguments for the statement in the title and which paragraph has arguments against.
- Elicit the answer. Ask students to explain the arguments in their own words. Ask them to say which of the arguments they find most persuasive and why.
- You should point out that there isn’t a fixed rule whether arguments supporting the statement in the title come first or second.
- However, putting the arguments which represent the writer’s own opinion (in this case, against the statement) in the third paragraph is more logical and persuasive, since they come directly before the conclusion.

paragraph 2
paragraph 3

Exercise 4  page 71

- Go through the Learn this! box together. Ask students whether the style is formal or informal (formal; a ‘for and against’ essay is an example of academic writing, where a formal style is appropriate).
- Students find four of the phrases in paragraphs two and three of the essay. Stress the importance of learning these phrases by heart.

It is hard to deny that children with no brothers or sisters . . . . It is (also) true that brothers and sisters in large families . . . . On the other hand, children with no brothers or sisters . . . . It can (also) be argued that they are often ‘spoilt’.

Exercise 5  page 71

- Students read the exam strategy and then, in pairs, find examples or supporting statements for each argument in the essay.
Argument: It is hard to deny that children with no brothers and sisters get more attention from their parents than children in large families. Supporting argument: This can make them feel more confident and secure.

Argument: It is also true that brothers and sisters in large families often argue a lot. Supporting argument: They have to share possessions and living space, a bedroom for example, and this can lead to conflict.

Argument: On the other hand, children with no brothers and sisters may sometimes feel lonely, as they have no one at home to play with. Supporting argument: They have to find friends to play with in their free time, and this may be difficult if they do not live in a large community.

Argument: It can also be argued that they are often ‘spoilt’. Supporting argument: Their parents give them whatever they want, and so they don’t learn to share or co-operate with other people.

Exercise 6

- Students read the Learn this! box. Point out that the conclusion is the only part of the essay where they can express their opinion using a personal pronoun, e.g. I would say that ..., in my view, ...

- Students discuss whether or not they agree with the writer’s opinion, giving reasons for their views.

The writer thinks it is better to have brothers and sisters.

Exercise 7

- Go through the task and the instructions together. You could ask students to work alone and think of two arguments for the statement and two arguments against. They could then pool their ideas with a partner and choose the two best arguments, for and against.

Exercise 8

- Students read the exam strategy and the Learn this! box. Working alone or in pairs, they plan the introduction and conclusion. Circulate and monitor, helping as necessary.

- Students can continue to work alone or in pairs to write the essay. When they have finished writing, they check their writing against the checklist. Emphasise that this is a vital part of the writing process and that in the exam they should leave themselves plenty of time for this stage. If there is time available, students could swap their essays with their partner and check their partner’s work against the checklist.

- Monitor as students do the task, feeding in ideas and language as required.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can present arguments for and against an issue. I can write an introduction and a conclusion for a for-and-against essay.
Get Ready for your Exam 4

LEAD IN: 3-4 MINUTES

• Ask students to make a list of adjectives which describe cities and the countryside. Feed back as a class and write any useful words on the board.
• Ask students if they like living where they live. Encourage them to give reasons. Ask if they would like to live elsewhere and why.

Reading

Exercise 1 (page 72)
GET READY TO READ

• In pairs, students make a list of the advantages and disadvantages of living in the city and living in the country. Write their ideas on the board. Find out through a show of hands whether the majority of students would prefer to live in the city or the country.

Exercise 2 (page 72)
READING EXAM TASK - MULTIPLE CHOICE

• Explain that in multiple-choice comprehension tasks, the wrong options often contain words that appear in the text. However, if students look at those words in the text and read the sentences carefully they will see that the options are wrong. Do the first question together to illustrate this.
• Students continue with the reading task alone.
• Students check answers in pairs. Check answers as a class.

1 C 2 D 3 D 4 B 5 C

Speaking

Exercise 3 (page 72)
SPEAKING EXAM TASK - COMPARE AND CONTRAST

• Students take it in turns to do the task. Remind them that they should not describe the pictures in a lot of detail; the purpose of the pictures is to stimulate discussion. Circulate and monitor.
• Point out that questions 2-4 require students to give their own opinion.
• Stress that it is important to always support opinions with examples, partly to make the opinion more convincing and partly to give the examiner another chance to hear them speak. Remind students that they will get higher marks if they give full answers.
• Circulate and monitor.
• When students have finished, share ideas as a class. Make sure that students give reasons for their answers. With a weaker class, you could list these on the board.

Use of English

USE OF ENGLISH EXAM TASK - OPEN CLOZE

• Tell students to read quickly through the text first, ignoring the gaps. Ask What is the text about? (how the position of siblings affects their character).
• Remind students that the missing words are usually small words such as prepositions, articles or common verbs, and that they will need to use their logic and grammar skills to work out which word is missing.
• Look at the first gap with the class. Ask them what kind of word would logically or grammatically fit (preposition). Elicit that the missing word must be of.
• Students complete the rest of the text and check their answers in pairs. Check their answers as a class and make sure they know why each word is correct.

1 of 2 to 3 of 4 at 5 to 6 between 7 most 8 to 9 however 10 at

Listening

Exercise 5 (page 73)
GET READY TO LISTEN

• In pairs, students discuss the questions. Encourage them to support their opinions with reasons and examples.
• Have a brief class feedback session.

Exercise 6 (page 73)
• Students complete the sentences with the correct preposition.
• Check answers as a class and pronounce the pronunciation of influence /'ɪnflәns/ and obsessive /əb'sәsіv/.
• Working alone, students make their own sentences. Ask students to read out and compare their sentences in small groups. Circulate and monitor.

1 for 2 in 3 on 4 about 5 for 6 of

Exercise 7 (page 73)
LISTENING EXAM TASK - TRUE OR FALSE

• Tell students that to prepare for the listening task they should first read through statements 1-6. Encourage them to underline key information that they should listen out for. Remind students that they will not hear the same phrasing in the listening text as they see written in the statement.
• In a weaker class, prepare the first statement together, focusing on when his father lived and lived with five (family) members.
• Play the recording twice.
• Check answers as a class and get students to correct the false sentences.
Radio presenter: Hello and welcome to Film Weekly. In the run-up to the film awards this year, we’re taking a look at the early lives of some of the award nominees. Tonight we will be looking at Matt Damon, the action hero of the Bourne film trilogy.

Matt was born in the USA in 1970. His parents divorced when he was two, and he and his elder brother Kyle lived with their mother. It was an unusual childhood. For some of the time they lived with five other families in a big community house. His mother was a professor of early childhood development and had strong views on how to raise children. Matt has said, ‘It was as if she knew it all in advance. It was an annoying way to be raised!’ But she had a huge influence on her sons, and wanted them to be inventive. She gave them wooden blocks to play with so that they would use their imagination. She wouldn’t allow them to play with guns or war toys.

Kyle became an artist, and Matt from a young age was obsessive about dressing up and imitating other people. Later this became a love of acting. He shared this passion with his best friend, Ben Affleck. They did lots of acting at school and encouraged each other in the film world. But after years of trying, they were still unknowns. So they decided to write and act in their own film - Good Will Hunting. It was an amazing success. Matt and Ben won an Oscar for their screenplay, and their lives were never the same again. Matt’s mother, however, was unimpressed by his fame. When he had finally achieved the success he craved, Matt realised that it was never going to make him happy. So in between films he has become a tireless worker for charity. This work has made his mother very proud of him!

1) F; He lived with his mother and elder brother.
2) T
3) T
4) F; They knew each other for years before they became successful.
5) F; Matt didn’t become famous until the film was made.
6) T
8A Vocabulary and listening

Getting from A to B

LESSON SUMMARY

Vocabulary: travel and transport adjectives; travel-related compound nouns; travel and transport (VB)

Listening: conversations in different travel locations

Speaking: discussing the pros and cons of different forms of transport

Topic: travel and tourism

Shortcut

To do the lesson in 30 minutes, set the Vocabulary Builder activities for homework.

Lead-in 4–5 minutes

• Refer students to the title of the lesson. Elicit its meaning (getting from one place to another). It is often used in this context: I don’t need an expensive car, I just need something that will get me from A to B.

• Elicit words for means of transport, including unusual transport, and write the words on the board (e.g. aeroplane, balloon, bicycle, boat, bus, camel, car, coach, elephant, ferry, helicopter, horse, lorry, minibus, motorcycle, scooter, skateboard, train, tram, underground, van).

• Find out who in the class has used the most unusual form of transport.

Language note – Globetrotters

A globetrotter is a person who has travelled widely around the world.

Exercise 1

• Go through the instructions and the example together. Students discuss the advantages and disadvantages of the various means of transport. Encourage them to use other adjectives too, e.g. green, environmentally friendly.

Exercise 2

• Ask students if they can remember what a compound noun is (a noun made from two or more words). They then match the words in columns 1 and 2 to form compound nouns.

Exercise 3

• Play the recording for students to check their answers to exercise 2. Play it again for students to repeat. Listen out for correct pronunciation of words that can be difficult to pronounce, e.g. baggage /ˈbeɪɡɪdʒ/, buffer /ˈbʌfər/ and departure /dɪˈpɑːtʃər/.

• Ask students where the stress usually falls in the compound nouns (on the first word).

• Make sure students know what the vocabulary means by asking questions, e.g. Where do you go to collect your suitcases after you have landed? (baggage reclaim) Alternatively, students can check the meanings in a dictionary.
Exercise 4 (page 74)

• Ask students to copy the chart into their notebooks. They then write the compound nouns from exercise 2 in the correct place.
• Students check answers in pairs. Check answers as a class.
A arrivals hall; baggage reclaim; check-in desk; departure gate: duty-free shop; passport control
B hard shoulder; petrol station; taxi rank
C buffet car; ticket office; waiting room

Exercise 5 (page 74)

• In pairs, students add more nouns and verbs to each group. You could make this into a competition to see which pair can come up with the most words in two minutes.

Exercise 6 (page 74)

• Tell students they are going to hear eight dialogues which take place in locations from exercise 2.
• Play the recording, pausing after each dialogue for students to write the location.

Transcript (3.03 page 74)

1 Man Have you been waiting long?
Woman Yes, I have. I think my train must be late.
Man Hmm. Which train?
Woman The 12.05 to Manchester.
Man I think it’s gone.
Woman What do you mean? I didn’t see it.
Man It left from the other platform.
Woman Oh no!

2 Man Can I have a cheese and tomato sandwich and a coffee, please? Oh, and an apple.
Woman White or brown?
Man I’m sorry.
Woman The sandwich. White or brown bread?
Man Brown, please.
Woman Black or white?
Man What?
Woman The coffee. Black or white?
Man White.
Woman There you are. That’s £12, please.
Man Oh, gosh, that’s a lot. I need more money. I’ll have to go back to my car.

3 Man Judy! Over here!
Woman Chris. Thank you so much for coming to meet me.
Man Did you have a good flight?
Woman Yes, it was fine.
Man The car’s in the car park. Here, I’ll help you with your bags.
Woman Thank you.

4 Man I’d like this bottle of perfume.
Woman Of course. That’s £40; pounds, please. How will you be paying?
Man By credit card.
Woman Lovely. Can I see your boarding pass?
Man Yes, here it is. Hang on. I’m sure it was in this pocket. Oh dear…

5 Man Here, let me put those bags in the boot.
Woman Thanks.
Man Where to?
Woman Baker Street, please. I’m in a bit of a hurry.
Man OK. Jump in. Don’t forget your seat belt. It’s the law now.
Woman Oh, OK.

6 Woman Where are you flying to today?
Man Berlin.
Woman And how many bags have you got?
Man Just this one. Can I take it as hand luggage?
Woman Yes, that looks OK.
Man Thanks.

7 Man Great! We just made it in time!
Woman 1 Look, they’re boarding.
Man Come on.
Woman 2 Can I see your boarding pass?
Man Sure.
Woman 2 Only business class passengers are boarding at the moment. You’re in economy class.
Man Oh, OK.

8 Woman Are you going to fill it up?
Man Yes. Why not?
Woman How much is the unleaded?
Man £1.40 a litre.
Woman That’s really expensive. Just put in enough to get us home!
Man OK.

1 a waiting room 2 a buffet car 3 the arrivals hall 4 a duty-free shop 5 a taxi rank 6 a check-in desk 7 a departure gate 8 a petrol station

Exercise 7 (page 74)

• Give students time to read the sentences and familiarise themselves with the vocabulary.
• Play the recording again. Students complete the sentences.
• Check answers as a class. Elicit which are compound nouns.
• Model and drill the pronunciation of the words that are difficult to pronounce, namely carriagé /ˈkærɪdʒ/; hand luggage /ˈhænd ˈləʤ/; and unleaded /,ʌnˈleɪd/.

Transcript (3.03 page 74)

1 platform 2 carriagé 3 flight 4 boarding 5 belt
6 luggage 7 economy 8 unleaded

Sentences 4, 5, 6, 7

Extra activity – dictogloss

Choose one of the dialogues in Transcript 3.03 to do as a dictogloss. Tell students they are going to hear one of the dialogues again. Explain that you will play it, without pausing, and they must write down just the key words in the dialogue. They shouldn’t write the little words, such as pronouns, articles, auxiliary verbs, and prepositions.

In pairs, students pool their notes and reconstruct the original dialogue. It doesn’t have to be identical to the original one, but it must contain all the information and it must be grammatically correct.
Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can talk about travel and transport.

8B Grammar

The passive

LESSON SUMMARY
Grammar: the passive
Reading: texts about the first bicycle and a cheating incident in the Tour de France
Speaking: a transport quiz

SHORTCUT
To do the lesson in 30 minutes, set the Grammar Builder activities for homework.

LEAD-IN 2–3 MINUTES
• In pairs, students draw a simple sketch of a bicycle and label as many parts as they can.
• Draw a bicycle on the board and invite students to come up and label the parts. Make sure the labels include seat/saddle, wheel, tyre, pedal, handlebars and chain. (Other parts could include gears, brakes and mud guards.)

Exercise 1
• Give students about a minute to read the text and answer the questions.
  1 false; Other kinds had been built, but the Velocipede was easier to ride.
  2 false; They are faster and more comfortable.
  3 true

Exercise 2
• Elicit the rules for forming the passive: we use the verb be + past participle.
• Students complete the table with the passives in red in the text.
• Ask fast finishers to underline further examples of the passive in the text.
was flown; 1903
was opened; France
are being sold; $200,000
Barcelona; will not be finished
are manufactured; the Czech Republic
will be sent; Mars

Extra activity
For additional practice of the passive, dictate these sentence endings.
1 ... by William Shakespeare.
2 ... by Marie Curie.
3 ... by James Cameron.
4 ... by China in 2008.
In pairs, students write a true beginning for the sentence, using the passive.

(Possible answers)
1 Hamlet was written by William Shakespeare.
2 Polonium and radium were discovered by Marie Curie.
3 Avatar was directed by James Cameron.
4 The Olympic Games were hosted by China in 2008.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can make passive sentences. I have learned about the Velocipede and the Tour de France.

8C Culture

Explorers

LESSON SUMMARY
Reading: an article about the first man to travel the length of the Amazon River
Listening: an account of Captain Scott's last expedition
Speaking: talking about explorers
Vocabulary: phrasal verbs: review (VB)
Topic: travel and tourism, selected information about the countries of the target language

SHORTCUT
To do the lesson in 30 minutes set exercise 4 and the Vocabulary Builder activities for homework.

LEAD IN 2–3 MINUTES
• Write Explorers on the board. Ask: Can you name any famous explorers? Where were they from? Which part of the world did they explore/discover? What motivated them to explore?

Culture notes – Great European explorers
Christopher Columbus (1451–1506) was born in Genoa, Italy. With the backing of King Ferdinand II of Aragon and Isabella I of Castile he attempted to find a western sea route to the East, in search of valuable spices. Instead, in 1492, he landed in the Bahamas, and over the course of three more voyages, he claimed the Greater and Lesser Antilles and parts of the coast of Central America for the Spanish Empire.

Marco Polo (1254–1324) was a Venetian who travelled with his father and uncle on a journey for trade through Asia. They reached China and met the Mongol emperor Kublai Khan. When Marco returned to Italy, Venice was at war with Genoa. He was taken prisoner by the Genoese and while in prison he dictated his famous book about his travels: The Travels of Marco Polo.

Ferdinand Magellan (1480–1521) was a Portuguese explorer who served King Charles I of Spain. He, too, attempted to find a western sea route to the Indies. He was the first great explorer to sail from the Atlantic to the Pacific via the Straits of Magellan and his expedition circumnavigated the globe. He himself did not complete the voyage, dying in the Philippines in 1521.

Captain James Cook (1728–1779) was a British explorer, navigator and cartographer. He made three voyages to the Pacific Ocean and made the first European contact with the eastern coastline of Australia and the Hawaiian Islands. He also made the first recorded circumnavigation of New Zealand.

Exercise 1
- Students describe what they can see in the photo and speculate on where the man is and why he is there. Remind them to use language for describing photos, e.g., it looks like ..., He looks as if/though ...

Exercise 2
- Play the recording for students to listen to while they read the text. You could then ask students to read the text, with each student reading one sentence.
- Check answers as a class.

Transcript
The man is by the Amazon River. He is there because he wants to become the first person to trek the entire length of the Amazon River.

Exercise 3
- Ask students to underline the key words in the sentences and then search for the answers in the text.
- Students compare answers in pairs, correcting the false answers. Check answers as a class.

1 false; The public have always looked up to them, even if they were unsuccessful.
2 true
3 true
4 true
5 false; Some of the humans he encountered were even more threatening than the wildlife.
6 false; The village chief accompanied Stafford for 47 days and they became friends.
Exercise 4  
- Students match the adjectives in the text with the definitions.
- With a weaker class, do an example together. Read the first sentence and ask students to try to guess the meaning of intrepid from its context. Then they look at the list of definitions and see if there are any that are similar to their guesses.
- Students continue the exercise alone. Encourage them to approach the exercise in the order of the text, not in the order of the definitions.
- Students check answers in pairs. Check answers as a class.
- Model and drill the pronunciation of lethal /'li:tl/, notorious /'nauətəs/ and threatening /'θretən/.

1 unsuccessful 2 lethal 3 intrepid 4 notorious 5 threatening 6 challenging 7 gruelling 8 remote

Extension
In pairs, students imagine they are journalists waiting to interview Stafford as he arrives at the Atlantic coast in Brazil, where the Amazon meets the ocean. They write five questions and then role-play the interview.

Extension – fast finishers
Write 7,000, 50,000 and five or six on the board. Without looking at the text, students write down what the figures refer to and then check their answers in the text. (Key: Stafford travelled 7,000 kilometres; he had 50,000 mosquitoes; he was chased by five or six boa constrictors.)

Exercise 5  
- Focus on the listening task. Remind students there may be some unfamiliar vocabulary in the listening text, but they don’t need to understand every word to complete the task.
- Play the recording. In pairs, students answer the questions. Check answers as a class.

Transcript  
Robert Falcon Scott – or Captain Scott, as most people call him – was a famous British explorer who lived at the start of the twentieth century. In 1910, he set out on a new expedition: his aim was to get to the South Pole. At that time, nobody knew very much about Antarctica – the maps were not good – and nobody had ever been to the South Pole. Scott wanted to be the first. There were sixteen men in Scott’s expedition, and they were divided into groups. In October 1911, one group set off with two motor sledges carrying supplies, but both motor sledges broke down. The men had to pull the supplies across the snow themselves. This was exhausting, and the rest of the expedition soon caught up with them. Then, a snowstorm began and temperatures dropped. It was impossible to continue the expedition while the weather was so bad, so the men camped – and waited.

Scott was determined to reach the South Pole. He decided exactly who was going to make the final part of the journey: himself and four others. This part of the journey went well, but when they reached their destination, they found a tent, some supplies and a letter. A Norwegian explorer called Amundsen had got to the Pole first! Using skis, Amundsen had travelled much faster. It was a terrible moment for Scott. In his diary, he wrote: ‘Great God! This is an awful place!’ Captain Scott and the four other men turned around and headed back to base camp the next day.

The return journey was a disaster. The weather was terrible, and the men were exhausted. They did not have enough food to eat. And on the 17 February, one of them collapsed and died. The four survivors continued their journey, hoping for better weather. But in fact, the weather got worse – much worse – and they had to stop. One of the group, Captain Oates, decided on the 17 of March that he had no hope of completing the journey. He went out of the tent, saying ‘I am just going outside and I may be some time.’ He did not return. He must have decided that his own death would help the other three, because they would have more food.

Unfortunately, the death of Captain Oates was not enough to save the others. They were only eighteen kilometres from new supplies, but the weather was so bad they could not continue. The final entry in Scott’s diary shows that they had given up. He wrote: ‘I do not think we can hope for any better things now. We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far. It seems a pity, but I do not think I can write more.’

Six months later, a search party came across the bodies of Scott and the two other men in their tent. The body of Captain Oates was never found.

Scott died on the way back.

Exercise 6  
- Give students time to read the questions and deal with any vocabulary queries that arise. Play the recording again.
- Students check answers in pairs. Check answers as a class.

Transcript  
1 b 2 a 3 c 4 b 5 c

Exercise 7  
- In pairs, students ask and answer the questions.
- Circulate and monitor, helping with vocabulary as necessary.
- Have a class feedback session.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can talk about explorers.

8D Grammar
Indefinite pronouns: some/-, any/-, no/-, every/-

LESSON SUMMARY
Grammar: Indefinite pronouns: some/-, any/-, no/-, every/-
Reading: a mysterious camping incident
Speaking: a discussion about travel

SHORTCUT
To do the lesson in 3 minutes, do exercise 4 together as a class and set the Grammar Builder activities for homework.

LEAD-IN 2-3 MINUTES
- Write these questions on the board: Have you ever been camping? What's the best and worst thing about camping? Have you ever camped in the wild, for example, in a field or on a beach? Have you ever slept under the stars? Would you like to?
- In pairs or small groups, students ask and answer the questions and describe their experiences.
Exercise 1  
- Focus on the photo and ask students what they can see (a tent next to a lake in the mountains; there is a light in the tent).
- Students quickly read the text. Ask: What is strange about the photo in the story? (Somebody took a photo of the three friends while they were asleep. Who might have taken it?)

Exercise 2  
- Students complete the table with indefinite pronouns from the text. Explain that somebody/someone, etc. are interchangeable. Highlight the fact that no one is written as two separate words.

1 anyone  2 anything/nothing
3 somewhere/everywhere  4 nobody  5 someone
6 nothing/anything  7 everywhere/somewhere

Exercise 3  
- Check that students understand the meaning of affirmative and interrogative. Ask them to study the examples of indefinite pronouns in the text and complete the rules in the Learn this! box. Ask them to underline examples in the text which illustrate the five points.
- As you check answers, ask students to give examples from the text.

1 affirmative  2 negative/interrogative  3 affirmative
For further practice of indefinite pronouns, go to:

Grammar Builder 8.2 (pages 122–123)
1 anything  2 somebody  3 anyone  4 no one
5 everyone  6 nothing  7 nowhere
1a nothing  1b everything  1c anything
2d something  2e somewhere  2f nowhere
2g anywhere  2h everywhere  3a anybody
3b nobody  3c somebody  3d everybody

Exercise 4  
- Students complete the dialogue with indefinite pronouns.
- Students check answers in pairs. Check answers as a class. Again, ask students to explain their answers.

1 somebody/someone  2 everything  3 something
4 somebody/someone  5 anything/anything
6 everybody/everyone  7 something  8 something  9 somebody/someone
10 anybody/anyone  11 somebody/someone
12 something  13 anything  14 everybody/everyone

Exercise 5  
- Students complete the questions with indefinite pronouns.

1 anywhere  2 nobody/no one  3 somewhere
4 anybody/anyone

Exercise 6  
- Give students a few moments to consider their answers to the questions. In pairs, they take it in turns to ask and answer the questions.
- Circulate and monitor, taking note of any persistent errors for students to correct at the end.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer. I can use indefinite pronouns.

8E Reading

A year away

Lesson Summary
Reading: an article about going on holiday with friends.
Vocabulary: acronyms (VB)
Speaking: discussing holidays; planning an ideal holiday
Topic: travel and tourism

Shortcut
To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 5 and the Vocabulary Builder activities can be set for homework.

Lead-in 2–3 minutes
- Ask: What kinds of things do you like doing when you are on holiday? (e.g. sunbathing, relaxing, playing games, sports, sightseeing, visiting galleries and museums) How is this different from when you were a child? Is it different from what your parents like doing?
- In pairs or small groups, students discuss the questions.

Exercise 1  
- Students describe the photos, giving as much detail about what they can see as possible. They then discuss the questions in pairs.
- Ask a few students to briefly describe their partner's trip to the class.

Exercise 2  
- Go through the strategy together. Read through options a–c and elicit what kind of language one might expect to see in each.
- Give students half a minute to skim-read the text and identify what the author's intention is.
- Elicit the answer and ask students to explain why the other two options are incorrect.

Exercise 3  
- Ask students to begin by reading the summary sentences and underlining the key words. Then play the recording for them to listen to while they read the text.
- Encourage students to underline the parts of the text which contain evidence for their answers.
- Students check answers in pairs. Check answers as a class.

Transcript 3.06 (page 70)
1 C 2 E 3 4 A 5 D 6 B 7

Exercise 4  
- Make sure students understand what colloquial words are (informal words that are mainly used in spoken English).
- Students match the highlighted colloquial words in the text with their definitions. Tell them to read the sentence containing the colloquial word first and decide whether it is a noun, adjective or verb. They should then try to work out its meaning before looking at the definitions.
- Students check answers in pairs. Check answers as a class.
Extension – fast finishers
Write these words on the board in two word pools:
A: go, make, X, talk, do.
B: turns, wrong, sure, the washing up, the effort.
Students match words from A and B to make common collocations. They then check their answers in the text.
(Key: go wrong, make sure, make the effort, take turns, do the washing up).

Exercise 5
In pairs, students find the acronyms in the text and try to work out what they stand for.
Check answers and make sure students can pronounce them.
Ask if students can think of any other common acronyms.

Exercise 6
In pairs, students plan their ideal holiday. Remind them to use language for making, accepting and declining suggestions from lesson 5E, e.g. Why don't you ...? What/How about ...?
Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 7
Students present their ideas to the class. If you have a large class, put students in two groups and ask them to present to the group.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can understand an article about travelling with friends.

8F Speaking
Travel problems
LESSON SUMMARY
Listening: five dialogues explaining complaints
Vocabulary: accommodation problems
Speaking: expressing and sympathising with complaints
Topic: travel and tourism

LEAD-IN
To do the lesson in 30 minutes, omit the lead-in and extension activity. Set the Vocabulary Builder activity for homework.

LEAD-IN 2–3 MINUTES
• Ask students how people choose accommodation when they go on holiday (e.g. personal recommendation, travel website review).
• Write the following on the board: Seaview Hotel, followed by four 'circles' as in the review, the first filled in.

• Explain that these are travellers' reviews on a travel website. Focus on the Seaview Hotel rating and elicit reasons why somebody might give a one-star review to a hotel.
• Write students' ideas on to the board and ask them to compare their list to the list in exercise 1.

Exercise 1
In pairs, students rank the complaints in order of how serious they are. Ask them to compare their rankings with two other pairs.

Exercise 2
Ask students to look at the titles again and elicit what makes them more 'attention-grabbing' than normal sentences (e.g. there are no articles, some of them don't have verbs, use of exclamation marks).
In pairs, students think of three more possible problems with hotels. If you did the lead-in activity, students can use ideas from that. They use them to write titles following the style in exercise 1.
Ask students to read out their titles.

Exercise 3
Give students time to read through the problems. Play the recording so students can match the extracts with the problems. With a weaker class, do the first extract together. Then play the recording from the beginning.
Students check answers in pairs. Check answers as a class.

Transcript
1 Tour guide And on your left, you can see ...
Man Excuse me,
Tour guide ... a famous landmark which dates back to the fifteenth century. It was designed ...
Man Excuse me!
Tour guide ... by the famous architect ...
Man Excuse me! I'd like to make a complaint.
Tour guide Is there a problem?
Man Yes, it's very hot in here. Can you ask the driver to switch on the air conditioning?
Tour guide I'm afraid the air conditioning isn't working at the moment.
Man What? That's just not acceptable.
Tour guide I'm very sorry, sir. There's really nothing I can do about it.

2 Employee Can I help you?
Man Yes. I understand we're going to be late arriving at New York.
Employee That's right. The captain is estimating a delay of about twelve hours.
Man Well, that's a bit of a disaster for me. I've got a train to catch - I'm going to miss it.
Employee I'm very sorry to hear that. But I'm afraid the bad weather is slowing us down. The sea is quite rough.
Man Well, what do you suggest I do?
Employee Is it possible to change your train ticket?
Man Not without paying a fee and I don't see why I should pay for it. The delay isn't my fault!
Employee I'm afraid I can't help you. If you read the terms and conditions, you'll see that we don't guarantee to reach the destination at a specific time.

3 Employee Hi. Is everything OK?
Woman No, it isn't. I want to complain about the state of our swimming pool.
Employee Oh yes! What's the matter with it?
Woman It's filthy! It obviously hasn't been cleaned for weeks ... or even months. It's a disgrace.
Employee Don't worry, madam. I'll send somebody to clean it.
Woman That's what the owner told us on the day we arrived at the apartment. It's now a week later, and nothing has happened. I'm running out of patience. My children want to use our pool, but I won't let them swim in it until it's been cleaned. And the outdoor shower is just as bad. Look at it!
I can only apologise. I'll personally make sure the problem is resolved immediately.

Thank you.

4 Employee: Is everything OK?
Man: No, it isn't. I'm extremely disappointed.
Employee: Oh dear. I'm sorry to hear there's a problem. What's wrong exactly?
Man: The site doesn't have half the things we were promised. Where's the children's play area? There isn't one!
Employee: We had to remove it because of vandalism. I'm afraid there isn't much we can do about that.
Man: And look what it says in your brochure. 'Every tent has its own electricity and water supply.'
Employee: The luxury tents do – but not the standard tents. It's all there in the brochure if you read it carefully.
Man: Well, I'm really not happy about this.

5 Employee: How can I help?
Woman: I'm very disappointed with my room.
Employee: Oh, I'm sorry to hear that. What's the problem?
Woman: Well, I specifically asked for a room with a balcony with a sea view. But my room overlooks the street – and there's no balcony. It's not what I expect from a five-star hotel.
Employee: Oh dear. I must apologise. I'll sort it out immediately.
Woman: Thank you. I appreciate that.
Employee: Sorry for the inconvenience.
Woman: That's quite all right. Thank you for your help.

1 e 2 b 3 g 4 a 5 d

Exercise 4
- Go through the strategy together. Then play the recording for students to listen and repeat. If possible, get students to say the sentences to a partner on the other side of the room. This will encourage them to speak more loudly, clearly and emphatically.
- If necessary, play the recording again so that students can tick the sentences which are more emphatic. Check answers as a class.

Transcript 3.09

Emphatic: 1, 2, 5, 6, 8

Exercise 5
- Students read the phrases in Exercise 4 again and identify whether they are said by the person making the complaint or the person dealing with it.
- Check answers as a class.

Making a complaint: 1, 2, 5, 6, 8
Dealing with a complaint: 3, 4, 7, 9, 10

Exercise 6
- Go through the phrases in the chart, modelling each one and getting students to repeat.
- Students add the phrases in exercise 4 to the chart. Ask them to write the full phrase, not just the number.
- Check answers and emphasise the importance of learning some of the phrases by heart. Remind students that they will be able to make a more assertive complaint and deal more effectively with other people's complaints if they are confident about the language they are using.

Exercise 7
- Focus attention on the speaking task. Choose two strong students to do an example dialogue. Students continue in pairs, swapping roles after each dialogue.
- Stop the activity after students have each made three or four complaints.

Exercise 8
- Put students in new pairs. Go through the task together. Give students two or three minutes to think about what to say. Encourage Student A (the tourist) to take on a persona different from their own.
- Students role-play the conversation between the tourist and hotel receptionist. Monitor as they do the task, taking note of any general errors as well as examples of good use of language for a feedback session at the end.
- Ask fast finishers to swap roles.

Lesson outcome
Ask students: What did you learn today? What can you do now? and elicit answers: I can complain politely and effectively. I can deal with complaints politely and effectively.

8G Writing

Description of a place

Reading: a description of North Devon
Vocabulary: adjectives to describe places
Grammar: introductory It
Writing: a description of a place
Topic: travel and tourism

To do the lesson in 30 minutes, set the Grammar Builder activities for homework. Students finish the writing task for homework.

LEAD-IN
- Ask students: If you were to show a foreign visitor a beautiful rural region in your country, where would you take them? Is it popular with tourists? What's the countryside like there? What can you do there? In pairs, students answer the questions.

Focus attention on the photo. Ask students where they think it is and elicit one or two adjectives to describe the place.
- Students read the description and decide what kind of text it is. Elicit the answer and ask students how they know. (It gives information that would be useful for tourists and the language of the text is very positive e.g. perfect, breathtaking scenery, a visit to Lundy Island is a must) so its purpose is clearly to persuade visitors to go there.)
Exercise 2 (page 81)
- Go through the exam strategy together. Then go through the topics and check that students understand *excursion* (a short journey made for pleasure, especially one that has been organised for a group of people) and *landscape* (everything you can see when you look across a large area of land, especially in the country).
- Students match the paragraphs with the topics.
1 location 2 landscape 3 things to see and do 4 excursions

Exercise 3 (page 81)
- Students find the adjectives in the text, work out their meaning from the context and then match them with the definitions.
- Check answers as a class. Explain through mime that *breathtaking* means 'so beautiful that it takes your breath away'. Model and drill the pronunciation of *breathtaking* /'breikθɪŋ/ and *fascinating* /'fæsɪmentɪŋ/, paying attention to word stress.
- You could ask which of the adjectives are factual and which show the writer's opinion (*historic*, *isolated*, *wild* and *wooded* are factual; *breathtaking* and *fascinating* show the writer's opinion).
1 breathtaking 2 wooded 3 wild 4 historic 5 fascinating 6 isolated

Exercise 4 (page 81)
- Students write three or four sentences to describe places in their country or region using the adjectives.
- In pairs, students compare their sentences. Then ask some students to read their sentences out to the class.

Extension
In pairs, students underline further examples of adjectives that describe places in the text. Elicit these adjectives and then ask students to decide which are factual and which represent the writer's opinion (factual: *tall*, *rocky*, *wide*, *sandy*, *small*, *quiet*, *smooth*, *genteel*, *steep*, *wide open*; writer's opinion: *perfect*, *attractive*).

Exercise 5 (page 81)
- Go through the *Learn this* box together or ask students to read it to themselves. Students find three examples of introductory *it*.
- Do the first two examples together, explaining that in the first example, *it is situated...* it refers back to *the UK* and therefore is not an example of introductory *it*. In the second example, *it takes only three hours...* it doesn't refer back to a previous word and therefore is an example of introductory *it*.

For further practice of introductory *it*, go to:

Grammar Builder 8.3 (page 122)
1 c 2 f 3 a 4 e 5 b 6 d
2 2. It doesn't matter what you wear for the party.
3 It was a good idea to bring an umbrella.
4 It's impossible to replace this watch.
5 It's great news that she passed her exams.
6 It isn't sensible to drive in this weather.
7 It takes ten minutes to walk to school.
8 It's dangerous to swim in that river.

Exercise 6 (page 81)
- Go through the task together. Students think of a place that they are very familiar with. They can make notes individually or in pairs (if their partner is also familiar with the place). Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 7 (page 81)
- Working alone or in pairs, students write their description following the structure of the model description. They then check their descriptions against the checklist.

Extra activity
If you have access to computer facilities, students can research some of the factual information about their chosen location (but insist that they write the description in their own words). They could write their description on a computer and include photos. Their descriptions could be displayed on the wall and time set aside in a future lesson for the rest of the class to read the descriptions and choose which place they would most like to visit.

Lesson outcome
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a description of a place. I have learned how to write sentences with introductory it.*
Language Review 7–8

Exercise 1  page 82
1 asked  2 split  3 fell  4 made  5 engaged

Exercise 2  page 82
1 best; c  2 earlier; c  3 more difficult; a
4 bigger; d  5 furthest; b

Exercise 3  page 82
1 If I could sing  2 If only you  3 I wish I  4 I'd rather
5 I'd buy it for you

Exercise 4  page 82
1 lively  2 dark  3 trendy  4 romantic  5 formal

Exercise 5  page 82
1 c  2 d  3 a  4 b  5 e

Exercise 6  page 82
1 More electric cars are being bought now.
2 A bridge was built over the river last year.
3 The criminals have been caught by the police.
4 The new exams had already been written by the teachers.
5 Prizes will be awarded later.

Exercise 7  page 82
1 any-  2 some-  3 No  4 any-  5 every-

Exercise 8  page 82
1 I'd like to make a complaint
2 I'm running out of patience
3 I'm sorry to hear
4 But that just isn't good enough
5 I'll see what I can do

Skills Round-up 1–8

Exercise 2  page 83

Transcript  page 83
Presenter: Scene 1
Anna: Libby! Come on! How are you?
Libby: Good to see you, Anna. It's been ages.
Anna: I know. I've been so busy. But you've finally made it.
Libby: Yes. And I like your new place. It's great! Is it two bedrooms?
Anna: Yes, it is. I'll show you around. This is one of the bedrooms.
Libby: It's really big! Lucky you!
Anna: Actually, that's Zara's room.
Libby: Your flatmate? Is she out?
Anna: No, I think she's in the kitchen. I'll introduce you.
Libby: OK.
Anna: Hi, Zara. This is my friend Libby.
Libby: Nice to meet you.
Zara: Hi, Libby. I've heard a lot about you.
Anna: You haven't forgotten about tonight, have you? I'm cooking dinner. My friend Mike's coming round too. You will join us, won't you?
Zara: Yes, I'd love to.
Libby: Anna tells me you're a dancer.
Zara: Yes, that's right. I'm in a show at the moment. It's ...
Money, money, money!

Map of resources

9A Vocabulary and listening
Student's Book p84, Workbook p76
Photocopiable Activity: 9A Money, money, money!

9B Grammar
Student's Book p85, Workbook p77
Photocopiable Activity: 9B have something done

9C Culture
Student's Book p86, Workbook p78
Photocopiable Activity: 9C Lights, camera, action!

9D Grammar
Student's Book p87, Workbook p79
Photocopiable Activity: 9D Third conditional board game

9E Reading
Student's Book pp88–89, Workbook p80
Photocopiable Activity: 9E Preposition + noun phrases

9F Speaking
Student's Book p90, Workbook p81
Photocopiable Activity: 9F Photo description

9G Writing
Student's Book p91, Workbook p82
Photocopiable Activity: 9G Opinion essay

9 Review and Tests
Self Check 9: Workbook p83
Photocopiable Activity: 9 Review (Betting game)
Student: Self-Test Sheets 9, 1–3 (TRCD-ROM)
Unit 9 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 5
Student's Book pp92–93
Exam 5 (Test Bank CD)

iTools Unit 9
Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

9A Vocabulary and listening

Money and payment

LESSON SUMMARY
Vocabulary: money and payment; banking (VB)
Listening: a conversation about shopping; a conversation in a clothes shop
Speaking: talking about experiences with money
Topic: shopping and services

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, omit the extension activity and set the Vocabulary Builder activities for homework.

LEAD-IN 4 MINUTES
• Write Money on the board. In pairs, students have two minutes to think of as many verbs as they can which collocate with money.
• Write their answers on the board and explain the meaning of any verbs that may be unfamiliar (e.g. borrow, change, donate, earn, give away, inherit, invest, lend, lose, make, pay, save, spend, waste, win).

Exercise 1  page 81
• Focus on the photo and ask students what they can see (a sale). Ask them to tell their partner about something they bought in a sale.

Exercise 2  page 81
• Focus on the pictures and explain that they are all signs that you might see in a shop.
• Play the recording for students to complete the signs. With a stronger class, students try to complete the signs first and then listen to the recording to check their answers.
• Check answers as a class and praise the pronunciation of words which might be difficult to pronounce, namely, bargain /'bærɪdʒ/ and receipt /'rɪsikt/.
• Check that students understand the meaning of the words in red. Bear in mind that students often don’t like to ask about words they don’t know, or they might think they know the meaning of a word. One good way to check is by asking Which word means …? or giving the native-language translation and eliciting the English word. Words that are likely to need checking are bargain, refund /'rɪnd/ and, sale, stock and till.

Transcript  page 94
1 Summer sale! 50% off everything. Bargains galore!
2 We accept all major credit cards.
3 Huge stock clearance! Massive reductions!
4 Please check your change. Mistakes cannot be rectified later.
5 This item is currently out of stock.
6 Cash only at this till. No cheques or credit cards.
7 Special offer! Three for the price of two!
8 Please retain your receipt as proof of purchase.
9 No refunds or exchanges.
Exercise 3

- Students identify which signs advertise things, which are requests and which give general information.
- Students check answers in pairs. Check answers as a class.
  a Advertising things:
  - Summer sale! 50% off everything. Bargains galore!
  - Huge stock clearance! Massive reductions!
  - Special offer! Three for the price of two!
  b Requests to customers:
  - Please check your change. Mistakes cannot be rectified later.
  - Please retain your receipt as proof of purchase.
  c Giving general information:
  - We accept all major credit cards.
  - This item is currently out of stock.
  - Cash only at this till. No cheques or credit cards.
  - No refunds or exchanges.

Exercise 4

- Tell the students they are going to hear a conversation between two friends about shopping.
- Students read the sentences carefully before they listen.
- Play the recording for them to decide whether the sentences are true or false.
- Students check answers in pairs, correcting the sentences which are false. Check answers as a class.

Transcript 3.12

Alice: Hey, Bella. Do you want to come shopping with me tomorrow?
Bella: I don’t think I can. Alice. I can’t afford it. I’ve spent too much money on music and clothes lately. And my mum would be cross. She thinks I waste my pocket money on things I don’t really need.
Alice: But it’s sale time. We can shop around for fantastic bargains. I’ve been saving up for some boots and they’re on special offer now.
Bella: Oh, I don’t know.
Alice: Come on. I’ll lend you some money if you like.
Bella: That’s probably not a good idea. I don’t like being in debt.
Alice: Don’t be silly. I’m your friend. You can pay me back whenever. Remember that blue dress that you liked? Well, there are huge reductions in that shop. I’m sure that dress has seventy percent off now.
Bella: Really? That’s a bargain. I don’t know when I can pay you back, though.
Alice: Didn’t you say that your aunt wanted to buy you a last birthday present? Can’t you ask her for some money? Or she could pay for the dress?
Bella: That’s not a bad idea. I’d forgotten about that.
Alice: So that’s decided? Shall we go tomorrow?
Bella: OK, then. I could always just try it on, couldn’t I?

Alice: See? That dress looks great on you! I told you.
Bella: I love it. And what a bargain! Can I borrow the money then?
Alice: Of course. Here you are.
Bella: I hope my mum won’t be cross if she is, I can always take it back and get a refund.
Alice: I’m sure you can. If you keep your receipt. Come on. Let’s pay at that till over there.

Bella: I’d like to buy that dress, please.
Assistant: Certainly. Are you paying in cash or by credit card?
Bella: Cash, please. Can I bring it back if I change my mind?
Assistant: I’m sorry. There are no refunds or exchanges on sale goods. We’ve nearly sold out of that dress and we aren’t going to get any more stock in.
Bella: Oh dear. I’ll take it anyway.
Assistant: OK. And here’s your change.
Bella: Thank you. Oh well, I just hope Mum isn’t cross with me.
9B Grammar

have something done

**LESSON SUMMARY**

Grammar: have something done; reflexive pronouns
Reading: a text about Heidi Montag
Speaking: talking about things you have had done

**SHORTCUT**

To do the lesson in 30 minutes, set the Grammar Builder activities for homework.

**LEAD-IN 2 MINUTES**

Write these questions on the board: Do you judge people by their appearance? What is / would be your reaction to somebody who ... (choose from the following as appropriate) never irons their clothes / has large tattoos / wears designer clothes / is wearing a suit and tie / has blue hair / is wearing a uniform / wears a lot of make-up / wears patterned false nails / has a lot of piercings on their face / has obviously had a major face lift?

Exercise 1

- Focus on the photo and ask students if they know who the person is and if they know anything about her.
- Explain that the photo on the left shows Heidi a few years ago and the photo on the right shows her now. Elicit the changes in her appearance (her nose is a different shape and her lips are thicker).

Exercise 2

- Students read the text and answer the question with a partner.
- Elicit suggestions (e.g., she was unhappy with her looks, she was under pressure from society).

**Culture note – The Hills**

The Hills is a reality TV series that was broadcast from 2006 to 2010 and followed the lives of a group of young adults living in Los Angeles.

Exercise 3

- Go through the Learn this! box together and check comprehension by asking concept questions, e.g., Did he cut his hair himself? (no). Did he arrange for someone to cut it? (yes). Did I arrange for someone to steal my bag? (no).
- Students underline examples of the structure in the text.

she has had carried out; she had her nose altered; her lips made fatter and her breasts enlarged; She had work done

Exercise 4

- Students match the places to the things you can have done in each. They then write sentences with the present simple form of have and the prompts in 1–6.
- Students check answers in pairs. Check answers as a class.
- Remind student that you don’t need to say dentist’s surgery, hairdresser’s salon, etc. These words are understood.

2. You have your hair cut at the hairdresser’s.
3. You have your teeth whitened at the dentist’s.
4. You have your eyes tested at the optician’s.
5. You have a suit made at the tailor’s.
6. You have your watch repaired at the jeweller’s.

Exercise 5

- Students complete the dialogue with the correct form of have something done. Play the recording for them to check their answers.

**Transcript**

1. have a lot of work done
2. had new wheels fitted
3. had it repainted
4. Did you have that fitted
5. have it repaired

Exercise 6

- Refer students to the Learn this! box. Ask different students to read out the two points.
- Students find an example of a reflexive pronoun in exercise 5 and decide how it is used.
- Elicit the other reflexive pronouns and write them on the board.
- Ask students to supply example sentences to check understanding.

I did that myself; to add emphasis
herself; yourself / yourselves; ourselves; themselves

Exercise 7

- Focus on the instructions and the example. Do one item together on the board to show students that they have to use the same tense and pronoun as the original sentence.
- Working alone or in pairs, students continue the exercise. Check answers as a class.

2. I’ve had my hair dyed. I haven’t dyed it myself.
3. He’s having his bicycle repaired. He isn’t repairing it himself.
4. We had our windows washed. We didn’t wash them ourselves.
5. She’s going to have her nails painted. She isn’t going to paint them herself.
6. They have their house cleaned every Friday. They don’t clean their house themselves.

Exercise 8

- Read the instructions and get a strong pair of students to ask and answer the first question as an example. Encourage them to ask a follow-up question if the answer is yes.
- With a weaker class, ask students to write out their questions in full before they ask their partner.
Extension – fast finishers
Write these further prompts on the board:
- teeth / remove and room / decorate
Students ask and answer as before.

- In pairs, students continue the exercise. Tell them to be prepared to report their partner's answers back to the class.
- Ask students to report to the class anything interesting they have found out about their partner.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer. I can use the structure 'have something done'.

9C Culture

Advertising

LESSON SUMMARY
- Reading: an article about product placement
- Listening: people giving opinions about advertising
- Speaking: giving opinions about advertising
- Vocabulary: advertising (VB)
- Topic: shopping and services

SHORTCUT
- To do the lesson in 30 minutes, omit the lead-in and set the Vocabulary Builder activities for homework.

LEAD-IN 2-3 MINUTES
- Write Advertising and Advertisement on the board. Elicit the difference in meaning (see the language and pronunciation note below).

Language and pronunciation note
Advertising is the activity and industry of advertising things to people, e.g. He works in advertising. It is an uncountable noun. Advertisement /ˈædˌvɜːrtɪznent/ in British English and /ˈɛdvoʊrˌtəzmənt/ in American English, is often shortened to advert or ad. At a notice, picture of film/television showing advertising of a product, service or job, e.g. I like the new BMW advertisement.

- Practise the pronunciation of advertising, advertisement and advert.
- In pairs, students brainstorm a list of places where advertising features, e.g. TV, radio, cinema, posters, billboards, buses or the Internet.

Exercise 1
- Ask if any students know where this photo was taken (Times Square, see Culture note below).
- In pairs, students describe what they can see in the photo and discuss the questions. Get feedback from a few pairs.

Culture note – Times Square
Times Square is a famous landmark in New York, situated at the junction of Broadway and Seventh Avenue. The huge number of neon signs and LED signs have made the square one of New York's most iconic images. It has been featured in countless films, including I Am Legend, Knowing and Transformers. Times Square's first environmentally-friendly billboard powered by wind and solar energy was first lit on 4th December, 2008.

Exercise 2
- Explain or elicit the meaning of slogan (a word or phrase that is easy to remember, used for example in advertising to attract people's attention or to suggest an idea quickly) and ask students if they can think of any famous slogans. Ask: What do they advertise? Are they effective?

Exercise 3
- Refer students to the title of the reading text and elicit an explanation of product placement (the use of particular products in films or television programmes in order to advertise them).
- Ask students to think of any examples of product placement that they know.
- Students read through the text first, ignoring the gaps, to gain a general understanding.
- Students complete the gaps in the text. Point out that the words will be short grammatical words, e.g. prepositions, auxiliaries and articles.

Exercise 4
- Play the recording for students to listen to while they read the text and check their answers to exercise 3.
- You could then ask students to read the text, one student for each sentence.
- Students then ask and answer the questions.
- Students check answers in pairs. Check answers as a class. Ask: How do you feel when you see products in films? What about advertisements in children's educational books?

Exercise 5
- Ask students to read through the opinions carefully and underline the key words. Tell them to listen out for words which are the same or similar.
- Play the recording once for students to check their answers. With a weaker class, play the recording again if necessary.
- Ask students to give reasons for their answers. List on the board any synonyms they found.
Transcript 3.15 page 16
Speaker 1 I don't have a problem with advertising. Companies need to sell their products and they need to tell us about them. I like to see what's new. And I think many adverts are brilliant nowadays. I like watching them - like the one where the car turns into a street dancer. It's fantastic! And some of them are like little films with special effects - they're very creative. And anyway, if you're fed up with watching ads, you just turn off the TV. It's all under our control.

Speaker 2 Adverts are annoying at times. They interrupt the programmes and they're often boring. I don't usually pay much attention to them. And I honestly don't think they really make the majority of people go out and buy things. But one thing really, really annoys me. Why are there so many adverts aimed at children? I just don't think that's right. When my little sister watches children's TV, there are so many ads during the programmes. She knows them all by heart and can sing all the songs. She's always asking Mum and Dad for toys and sweets that she's seen advertised. I don't think adverts for children should be allowed on TV. Kids don't understand them.

Speaker 3 I hate adverts. They're terrible. People think they're harmless, but I really don't agree. For one thing, adverts only tell you the good things about the product. The government should control adverts better. And that's not the only thing I don't like about adverts. Companies spend a lot of money advertising things to people that they don't want or need. They're actually trying to make you waste money. It isn't right.

Exercise 6 page 86
- Put students in pairs or small groups. Read through the phrases that are useful in a discussion. If students are going to work in small groups, eliciting language for inviting other people to give their opinions: What about you, Thomas? What do you think, Heather?
- Students discuss their opinions. At the end, find out which opinion in exercise 5 most people agree with.

For further practice of Advertising, go to:

Vocabulary Builder 9.2 page 135
1 billboard 2 trainer 3 to purchase 4 consumer 5 jingle 6 flyer 7 brand 8 slogan 9 to promote 10 pop-up ad 11 logo 12 banner ad 13 to launch

Exercise 4 page 87
- Students complete the sentences. Remember them to use contractions where possible. The general rule is that we use contractions after pronouns but not after nouns.
- Students check answers in pairs then as a class. As you check the first answers, ask concept questions, e.g. Did he / she set the alarm clock? (no) Is this in the past, present or future? (the past)

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can give an opinion about advertising.
Exercise 5
- Students decide which of the sentences express regret and which express criticism.
- Go through answers as a class. Encourage students to give reasons for their answers.

Exercise 6
- Play the first two sentences and ask students simply to listen to the way have is pronounced. Elicit that it is pronounced /aɪ/ and then play the recording again for students to repeat chorally and individually.
- Circulate and monitor, taking note of any persistent errors for students to correct at the end. It is important not to omit the choral stage otherwise students won’t get sufficient practice.

Language note – Pronunciation of have
Although have is pronounced /aɪ/ it should be written in its full form and not as a contraction.

Exercise 7
- Students rewrite the sentences as third conditional sentences. Tell students they can put the if clause at the beginning or end of the sentences. Remind them to use contractions.
- With a weaker class work through the first couple of examples on the board together.

3 They’d have given you a refund if you’d kept your receipt. / If you’d kept your receipt, they’d have given you a refund.
4 I’d have lent you some money if I hadn’t been broke. / If I hadn’t been broke, I’d have lent you some money.
5 I’d have noticed the mistake if I’d checked my change. / If I’d checked my change, I’d have noticed the mistake.
6 I’d have bought the dress if it had been in the sale. / If the dress had been in the sale, I’d have bought it.
7 I wouldn’t have got into debt if I hadn’t lost my job. / If I hadn’t lost my job, I wouldn’t have got into debt.

For further practice of third conditionals, go to:

Grammar Builder 9.3
1 2 If you hadn’t spent all your money on magazines, you’d have been able to afford the CD.
3 We’d have bought the television if it had been in the sale.
4 If Andy hadn’t lost his receipt, he’d have got a refund.
5 Maisy wouldn’t have borrowed money from David if she’d saved her pocket money.
6 If Philip had had a lot of money, he’d have lent Liam £10.

2 1 What country would you have eaten for breakfast if you’d had the choice?
2 Which country would you have visited if you’d gone away last summer?
3 What would you have bought last weekend if you’d had lots of money?
4 Which film would you have seen if you’d gone to the cinema last night?
5 Who would you have visited last night if you’d had the time?
6 Students’ own answers.

Exercise 8
- Focus on the instructions and the example. Go through one or two more items together. Then students continue in pairs.
- Alternatively, you could get students to ask each other questions across the class.

Extension – fast finishers
Write these further prompts on the board:
he/she had had an argument with someone.
he/she had got a lot of money as a birthday present.
Students ask and answer as before.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can talk about an imaginary event in the past and its consequences.

9E Reading

A charmed life

LESSON SUMMARY
Reading: an article about a lucky person
Vocabulary: preposition + noun phrases
Listening: a song – Doesn’t mean anything
Speaking: discussing who you would give money away to
Topic: travel and tourism

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 6 and the Vocabulary Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES
- Write on the board: Touch wood! Fingers crossed! That was a lucky escape! Elicit when we say these expressions. (You use touch wood when you have just mentioned some way in which you have been lucky in the past, to avoid bringing bad luck. You use fingers crossed to hope that your plans will be successful. You use That was a lucky escape when you are lucky to have escaped from danger or an unpleasant situation.)
- Ask if similar expressions exist in their country. Find out if anybody in the class has ever had a lucky escape. If they have, invite them to tell the class about it.

Exercise 1
- Give students a moment or two to think about somebody who is really lucky. In pairs, students discuss the question. Have a brief class feedback session.
Culture note – Good luck traditions
In the UK there are a number of things which are traditionally associated with good luck. If a black cat crosses your path, this is meant to bring you luck, whereas in many cultures a black cat is unlucky. Some superstitious people nail a horseshoe to their house. It has to be the correct way up though, so that it holds the good luck. If it’s nailed upside down, your luck will fall out.

Some plants are considered lucky, like white heather and four-leaved clover. If you catch a falling leaf in autumn, this is supposed to bring you luck.

On the first day of each month, some people make sure the first thing they say is white rabbits, white rabbits, to bring them luck.

Spotting and picking up a penny is also considered lucky; see a penny, pick it up and all day long you’ll have good luck.

Exercise 2
- Ask students to skim-read the text and find the answer to the question. Remind them not to focus on words they do not know, but rather on the general meaning of the text.

Transcript
Exercise 3
- Students read the exam strategy and do tasks 1 and 2.
- Check answers as a class; encourage students to explain their answers.

1. a and g have words which link with freezing river. In a, drowned and swarm; in g, drowned in the icy waters.
2. Only g is correct because it refers to Selak’s first accident, so again in a is not correct.

Exercise 4
- Students match the rest of the sentences in exercise 3 with the gaps. Remind them to implement the following strategy:
  1. Read the text before and after the gap to predict the missing information.
  2. Look for a sentence in exercise 3 that fits the topic.
  3. Check by looking for language links such as pronouns, as well as thematic links.
- Students check answers in pairs. Check answers as a class. For each answer, elicit the words before or after the gap that link to the topic in the sentences a–h.
- Now play the recording for students to listen to while they read the completed text. You could then ask individual students to read one paragraph each.

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

Exercise 5
- Students decide if the sentences are true or false.
- Students check answers in pairs, correcting the false sentences. Check answers as a class.

1. false; He celebrated his fifth marriage by buying a lottery ticket.
2. true
3. false; Three of the accidents happened in the 1960s.
4. true
5. false; When the sixth accident happened, he was on foot.
6. false; He escaped from a burning car on two occasions.
7. true
8. true

Exercise 6
- Students complete the preposition + noun phrases and then check their answers in the text.

1. 1 for 2 by 3 on 4 in 5 in 6 in

For further practice of Preposition + noun phrases, go to:

Vocabulary Builder 9.3

1. 1 for 2 by 3 on 4 in 5 at 6 under 7 out of 8 from
2. 1 on a diet 2 under her breath 3 by accident 4 in a mess 5 out of work 6 from scratch 7 for a change 8 at first sight

Exercise 7
- In pairs or small groups, students discuss what they would do if they had £1 million to give away.
- Check answers as a class.
- You could ask the class to vote for the best idea.

Exercise 8
- Give students a minute to read through the summaries. Play the recording for students to listen to and read and then choose the best summary.
- Elicit some responses to the song. Ask: Do you know it? Do you like it? Why/Why not?

Transcript

Culture note – Doesn’t mean anything

'Doesn’t mean anything' is a popular song composed by American singer Alicia Keys. It was released in 2009.

Exercise 9
- Explain that the song has several examples of colloquial grammar. Students find colloquial equivalents to 1–5 in the song.

1. used to 2 rather 3 I don’t want nobody 4 shoulda 5 They don’t mean nothing

Extra activity
Tell students that they are going to imagine that they have won a large sum of money in the lottery. Write the questions below on the board:

Where/When did you buy the ticket?
How did you choose your numbers?
How much did you win?
How did you feel when you found out?
What are you going to do with the money?
You are going to give some to charity. Which charity?

Give students 2 minutes to invent their answers. They do this individually. Divide students into A and B. Tell them they are going to interview each other. Student A is the lottery winner and Student B is a newspaper reporter. Students role play the interviews. After a few minutes they reverse roles. Student B is the lottery winner and Student A the newspaper reporter.

If there is time, ask one or two pairs to act out their interviews to the class.
Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand an article about a lucky man. I can understand the song 'Doesn't mean anything'.

9F Speaking

Photo description

LESSON SUMMARY
Listening: a photo description
Speaking: giving opinions; emphasising a point; giving examples; describing a photo of a clothes sale
Topic: shopping and services

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in activity and set the Grammar Builder activity for homework.

LEAD-IN 2–3 MINUTES
• Write Online shopping on the board.
• In pairs, students write a list of three advantages and three disadvantages of shopping online. (Possible answers:
Advantages: you don't have to leave your house; you can shop at any time of the day or night; it can be cheaper; there is no pressure from sales assistants; there is a large variety of products; Disadvantages: you have to wait for delivery; there is no personal assistance; the website may experience technical problems; security may be an issue)

Exercise 1 (page 93)
• Focus attention on the photo. Write on the board people, locations, actions to prompt students.
• In pairs, students describe what they can see in the photo.
• Check answers as a class.

Exercise 2 (page 93)
• In pairs, students brainstorm further ideas for the first question.

Exercise 3 (page 93)
• Play the recording. In pairs, students compare their ideas in exercise 2 with the candidate's answer.
• With a weaker class you could do this as a whole class activity.
• Remind students that there are no right or wrong answers. The examiner just wants to hear some opinions and ideas. Students can make up their answers, as long as they are realistic.
• Check answers as a class. Explain that a direct debit is an instruction to a bank to allow someone else to take money out of your account on particular date, e.g. to pay bills. Find out what other ideas students had.

Transcript 3.20 (page 99)
Student I can't be sure, but I guess the girl is buying something. I think she's holding a credit card - it certainly looks like a credit card. Yes, I'm pretty certain that she's giving her credit card details to the sales assistant. She's got a laptop there, but she can't be shopping online because she's giving her card details over the phone.
Um, another possibility is that she's phoning her bank. If she manages her bank account online, it could be that she's phoning the bank to set up a direct debit or something like that. It's difficult to say.
Candidate's answer She may be buying something online or phoning her bank to set up a direct debit.

Exercise 4 (page 99)
• Students complete the sentences. Play the recording again for them to check their answers.
• Highlight the information in the Language notes below.

Transcript 3.20 (page 99)
1 sure; guess 2 looks 3 pretty 4 possibility 5 could; something 6 difficult

Language notes
Pretty is frequently used as an adverb in colloquial English. It means 'fairly'.
Guess means 'suppose', but it is much more informal. It used to be seen as an Americanism, but as with many Americanisms it is now common in British English.

Exercise 5 (page 99)
• Students read and translate the phrases in the Learn this box. With a weaker class, encourage students to think of an example sentence for each.
• Check their translations and then refer students back to the second question in exercise 2 before playing the recording. Student tick the phrases they hear.
• Check answers as a class.

Transcript 3.21 (page 99)
Candidate Yes, I'd say that I buy a lot of things online. For example, I'm always downloading music from iTunes. Actually, I downloaded a couple of tracks just last night.
As for my friends, I wouldn't say that they buy things online as often as I do. In fact, I'm pretty sure that some of them have never bought anything online. Why do I do it? Well, for one thing, it saves a lot of time because you don't have to go to the shops. I also think that things are usually cheaper online.
Giving opinions I'd say that I wouldn't say that Emphasising a point or giving extra details Actually, in fact; I also think that Giving examples For example; for one thing

Exercise 6 (page 99)
• Refer students to the third question in exercise 2 and ask them to tick the tenses they are likely to hear.
• With a weaker class, first establish that the question is in the past tense.
• Play the recording for students to check their answers. Elicit the tense used most frequently by the candidate (past simple).

Transcript 3.22 (page 99)
Candidate The last time I used a computer was last night. I was watching TV with my sister - I'd completely forgotten that I had history homework but in the middle of the programme, I suddenly remembered and rushed upstairs to my room to start.
I used to use my dad's computer, but my parents bought me a laptop for Christmas, which I keep in my room. Anyway, while I was writing the essay a couple of my friends kept sending me messages - they could see I was online, you see. It was really distracting, so I quit Messenger. Eventually, I finished the essay at midnight.
The candidate uses the past simple, past continuous, past perfect and used to. She uses the past simple the most frequently.

Exercise 7 (page 99)
• Students take it in turns to answer questions 2 and 3 in exercise 2. Point out that they should speak for roughly the same amount of time as the candidate on the recording.
Exercise 8 (page 79)

- In pairs, students describe the photo in as much detail as they can. Explain that at this stage they only need to describe what they can see and not make any speculations.

Exercise 9 (page 79)

- Go through the exam strategy and the questions together.
- If you feel students would benefit from working with a different partner, put them in new pairs. One student takes the role of the candidate and the other the role of the examiner. When they have finished, they exchange roles.
- Circulate and monitor as students do the task. Make a note of general errors and write them on the board at the end for students to correct.
- With a stronger class you could ask one pair to perform the task in front of the class and elicit feedback from the other students.

Lesson outcome

Ask students: What did you learn today? What can you do now? and elicit answers: I can describe and discuss a photo. I can give opinions, emphasise a point and give examples. I can use narrative tenses to describe a past event.

9G Writing

Opinion essay

LESSON SUMMARY

Reading: a model opinion essay
Writing: giving opinions and introducing an additional point: an opinion essay
Topic: shopping and services

SHORTCUT

To do the lesson in 30 minutes, ask students to finish the writing task for homework.

LEAD-IN 2-3 MINUTES

- Ask students to write down three things in their lives that make them happy and three things they don't have, but that would make their lives better.
- In small groups, students compare their ideas and decide which of the things require money and which don't.

Exercise 1 (page 81)

- In pairs, students discuss the three sentences.
- As feedback, read out each sentence and find out what the majority of students think and then elicit reasons for their opinions.

Exercise 2 (page 81)

- Students read the opinion essay and say what they think the writer's opinion is and why.
- Ask students to specify which paragraphs this information is in.
- Ask: How is this different from a 'for and against' essay? (In a 'for and against' essay, the writer's opinion isn't given until the final paragraph.)

The writer's opinion is that money alone does not buy happiness.

Exercise 3 (page 81)

- Go through the exam strategy together. Explain that a counter-argument is an argument that opposes another argument.
- Elicit the answer and ask students to explain in their own words what the opposing view and counter-argument are.

Exercise 4 (page 81)

- Go through the expressions in the Learn this box together. Make sure students can pronounce furthermore /ˈfɜːðər/ and moreover /ˈmɔːrˈaʊər/.

1. I firmly believe that ...
2. It seems to me that ...
3. What is more, ...

Exercise 5 (page 81)

- Students read the conclusion and say what the writer does.
- Check the answer and elicit which paragraphs the other sentences refer to. (Sentence 1 refers to the introduction and sentence 3 refers to the penultimate paragraph.)
- With a stronger class discuss whether students think the conclusion is effective. How could it be improved?
- As an additional activity, if there is time, you could ask students to write an alternative conclusion.

Exercise 6 (page 81)

- Go through the task together. Students make a list of two or three arguments and supporting statements, and one counter-argument.
- This planning stage can be done by students working on their own or in pairs.
- Circulate and monitor, checking that students have a clear list of arguments and supporting statements.
- Feed in ideas and vocabulary as required.

Exercise 7 (page 81)

- Students write their opinion essay. Circulate and monitor, checking that students are following the suggested plan and using the language in exercise 4 and in exercise 4 on page 71. Don't correct errors of grammar, vocabulary or spelling at this stage. Encourage students to self-correct when they have finished writing.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can write an opinion essay. I have learned more expressions for giving opinions. I have learned expressions for introducing additional points.
Get Ready for your Exam 5

LEAD IN 3−5 MINUTES

• Write these questions on the board. What is the most challenging thing you’ve ever done? Why did you do it? How did you feel before, during and afterwards?
• Give students half a minute to plan what they want to say before discussing the question in pairs or small groups.

Listening

Exercise 1  page 92

GET READY TO LISTEN

• Focus on the photo. In pairs, students imagine where the two men are going and why. Remind them to use language of speculation: may / might / could and looks like / looks as if / looks as though.

Exercise 2  page 92

LISTENING EXAM TASK—SHORT ANSWERS

• Ask students to read the task. Explain that by reading through the questions before listening, students will find important information about the context that will help them to understand the listening better.
• Check students have good exam techniques by asking: Will you hear the answers in the same order that the questions are written on the page? (yes) Why is it important not to spend too much time on one question? (because the next answer will be contained in the next part of the recording)
• Explain that with short-answer questions, students should note down as many answers as they can when they first hear the recording. During the second listen they should check these answers and listen out for any they missed initially. Finally, they should look back over their notes and write the short answers, checking spelling and grammar at this stage. Draw attention to the fact that students are not required to write complete sentences. Play the recording twice.
• Students check answers in pairs. Check answers as a class.

Transcript  page 92

Presenter Welcome to today’s edition of One Life Only. With us we have someone who has travelled across the Atlantic the hard way. Let me introduce Jason McIntrye who crossed the ocean in a rowing boat. So, Jason, why did you decide to embark on this particular trip?

Jason Well, I wanted to find the world’s toughest physical challenge. I decided to enter the Atlantic Rowing Challenge – a rowing race covering nearly 3,000 miles from the Canary Islands in Europe to Barbados in the Caribbean. I asked a friend, Phil Carrington, if he would join me, and luckily, he said yes.

Presenter So what was the first thing you had to do?

Jason Find a boat. And then – learn to row!

Presenter My goodness! What else did you have to do to prepare for the journey?

Jason We had to do a lot of planning – plan the route and work out how much food and water to take for the journey. We decided to take sixty days worth of food – a lot to fit into a small space!

Presenter And what was it like to be actually on the water?

Jason It was great – until day three! Then we were hit by our first storm. We had to stay in the cabin for eighteen hours. Two big guys in one tiny cabin – not comfortable!

Presenter Were the storms the worst thing?

Jason Well, there was the shark …

Presenter Really?

Use of English

Exercise 3  page 92

USE OF ENGLISH EXAM TASK—MULTIPLE CHOICE CLOSE

• Remind students that only one word will fit in the context of the sentence and that the other two words are there as they represent common errors. Students will have to use their logic and grammar skills to find the correct missing word.
• Encourage students to read through the text to gain a general understanding. Elicit that the text is about a 72-year-old man who has broken a world record for cycling.
• Ask students to complete the task individually.
• Before checking the answers with the class, suggest students compare their answers in pairs.
• Ensure that students understand why the chosen words are correct.

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

Speaking

Exercise 4  page 92

GET READY TO SPEAK

• Write on the board: Hotel problems. Underneath write dirty hotel room, cockroaches, rude hotel staff, food poisoning.
• In pairs, students think of other problems that can occur in hotels.
• Monitor their conversations, helping with vocabulary as necessary.
• With a weaker class, feed back these ideas and elicit ways to avoid or solve them. In a stronger class, ask students to continue the task in their pairs without class feedback at this stage.
Exercise 5

**SPEAKING EXAM TASK – ROLE PLAY**

- Tell students they will do a role-play. One student is a guest in a hotel, the other is the hotel manager.
- Before students begin, elicit some language for making complaints, sympathising with complaints, emphasising points and agreeing to act on a complaint.
- Ask students to brainstorm vocabulary that they might need to talk about poor quality food, noisy nights and a badly equipped room.
- Students prepare for the dialogue by making notes, rather than writing it out. They then act out their dialogues, taking it in turns to be the guest and manager. Remind the student who is playing the part of the manager to reject some of the guest’s arguments and suggestions.

**Reading**

Exercise 6

**GET READY TO READ**

- In pairs, students ask and answer the questions. Get feedback.
- Remind students that if they come across a word they don’t know, they can sometimes guess it from the context. If they can’t guess it from context, then it is best to ignore it, as it is not necessary to understand every word in order to be able to complete the text.

Exercise 7

**READING EXAM TASK - MATCHING SENTENCES TO TEXTS**

- Students do the reading task. Encourage them to underline the key words in sentences 1–6 and to look out for synonyms in the texts and underline those too.
- Check answers as a class, and ask students to tell you which part of the text they have underlined for each answer.

1 D 2 A 3 – 4 C 5 B 6 E

**Writing**

Exercise 8

**GET READY TO WRITE**

- Read through the task with the students. Refer students back to their speaking activity and elicit useful vocabulary.
- Ask students to imagine a situation if they don’t have personal experience of bad accommodation.
- In pairs, students write a sentence about each problem. Monitor and note down any common errors and any particularly good use of English.
- Feedback as a class, drawing attention to good sentence construction.
Be creative

Map of resources

10A Vocabulary and listening
Student’s Book p94, Workbook p84
Photocopiable Activity: 10A Spot the differences

10B Grammar
Student’s Book p65, Workbook p65
Photocopiable Activity: 10B Participle clauses

10C Culture
Student’s Book p96, Workbook p86
Photocopiable Activity: 10C A music festival

10D Grammar
Student’s Book p97, Workbook p87
Photocopiable Activity: 10D Determiners

10E Reading
Student’s Book pp98–99, Workbook p88
Photocopiable Activity: 10E Verb + noun collocations

10F Speaking
Student’s Book p100, Workbook p89
Photocopiable Activity: 10F How far do you agree?

10G Writing
Student’s Book p101, Workbook p90
Photocopiable Activity: 10G What I wanted to say was ...

10 Review and Tests
Self Check 10: Workbook p91
Photocopiable Activity: 10 Review (Quiz)
Student Self-Test Sheets 10, 1–3 (TRCD-ROM)
Unit 10 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 5
Workbook pp92–93

Units 9–10
Language Review: Student’s Book p102
Skills Round-up 1–10: Student’s Book p103
Review: Workbook p102

iTools Unit 10
Teacher’s Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

10A Vocabulary and listening

LESSON SUMMARY

Vocabulary: musical performers; artists and artistic activities (VB)
Listening: musical performances
Speaking: talking about music and musical performers
Topic: culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit the extension activity and set the Vocabulary Builder activities for homework.

LEAD-IN 3–4 MINUTES

• Write these gapped phrases on the board: put on _____.
  compose _____. Listen to _____.
• Ask students which word can go in the gaps (music).
• Elicit further verbs which collocate with music (e.g. download, write, play, perform, record, make).
• In pairs, students talk about how important music is in their lives.

Exercise 1

Focus on the photo and ask students what kind of music they think each of the people are performing (e.g. classical music, rock music, rap, choral music, jazz).
• Elicit answers and then ask students if they have ever performed these kinds of music.
• If any students answer yes, encourage the other students to ask further questions, e.g. Do you play in a band? What’s it called? Where do you perform?

Exercise 2

Focus on the task and then go through the words for musical performers. Words which might need clarifying are busker (someone who performs music in the street or other public place for money), choir (a group of singers who perform together, e.g. in a church or school), folk (traditional music from a particular region) and string quartet (a group of four players of classical stringed instruments, usually two violins, a viola and a cello).
• Tell students they are going to hear a sample of music followed by a short dialogue for each kind of performer.
• Play the recording. Students number the musical performers in the order they hear them.
• Students check answers in pairs. Check answers as a class.
Model and drill the pronunciation of choir /ˈkɔːr/ DJ /ˈdʒai/ folk /fɔːk/ and orchestra /ˈɔrkastrə/.

Transcript 3.24

1 Girl This is my favourite aria.
  Man Shh!
2 Boy Shh! Don’t clap now. That’s just the end of the first movement.
3 Man Isn’t this amazing?
  Woman Yes, it is. A hundred voices all singing in harmony!
4 Girl I know this. It’s really famous, isn’t it?
  Boy Yes. It’s Beethoven’s Fifth Symphony.
5 Girl What do you think of this track?
10B Grammar

Participle clauses

LESSON SUMMARY
Grammar: participle clauses
Reading: a description of a picture
Speaking: describing a picture using participle clauses

SHORTCUT
To do the lesson in 30 minutes, set the Grammar Builder activities for homework.

LEAD-IN 3–4 MINUTES
• Write these questions on the board: Have you got a favourite artist or work of art? Have you ever visited an art gallery? What did you see there? Who do you think is the most famous artist in the world?
• In pairs or small groups, students discuss the questions.

Exercise 1
Focus on the photograph. In pairs, students describe what they can see and answer the questions. Elicit ideas about how the photo was taken, but do not comment on students’ suggestions at this stage.

Exercise 2
Students read the text to check their ideas.

The photograph was produced without the use of computer software. (See Culture note.)

Culture note – Li Wei’s photography
Li Wei is a Chinese artist whose work is a mixture of performance art and photography. His photograph Boxing is part of a collection called Beyond Gravity. In this series he uses mirrors, metal wires and scaffolding to create optical illusions.

Exercise 3
Go through the Learn this box together, asking different students to read out each point. Revise the differences between defining and non-defining relative clauses.
• Ask students which of the three examples contains a participle clause that replaces a non-defining relative clause.

The match, shown on TV this evening, will be watched by millions.

Exercise 4
Students underline all the examples of participle clauses in the text.
• Before students answer questions 1 and 2, review the Learn this box. Ask: Do present participles replace active or passive verbs? (active) Do past participles replace active or passive verbs? (passive)
• Remind students, if necessary, that defining clauses contain essential information, without which the sentence wouldn’t make sense, whereas non-defining clauses contain non-essential information. In pairs, students answer the questions.
• During feedback point out or elicit that if there are commas, then the participle clause must be replacing a non-defining relative clause.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer. I can talk about different types of music and musical performers.
flying on a skyscraper; defining relative clause; no commas dressed in matching shorts and T-shirts; non-defining relative clause; commas wearing blue boxing gloves; defining relative clause; no commas measuring 176 x 366 cm; non-defining relative clause; commas currently exhibited by photographer Li Wei in Hong Kong; defining relative clause; no commas born in China in 1970; non-defining relative clause; commas produced without the use of computer software; non-defining relative clause; comma

Exercise 5  (page 93)
- With weaker classes, first ask students to identify the participle clauses in the text. Write the first two examples on the board and do them as a class. Students continue working in pairs. Check answers as a class.
- With a stronger class, students work on their own and then check their answers in pairs. Ask a student to read out the text, including the participle clauses, for the class to check their answers.

This picture, which is called Boxing, shows two men who are fighting on a skyscraper. The men, who are dressed in matching shorts and T-shirts, are very near the edge of the building. The man who is wearing blue boxing gloves is hitting the other man, who is about to fall. This large picture, which measures 176 x 366 cm, is one of a collection of photos which is currently exhibited by photographer Li Wei in Hong Kong. Li Wei, who was born in China in 1970, is well known for his unusual and gravity-defying photographs, which are produced without the use of computer software.

For further practice of Participle clauses, go to:

Grammar Builder 10.1  (page 113)
1. A painting belonging to the Queen has been stolen.
2. These beautiful costumes, worn by famous opera singers, are for sale.
3. The star of the show is an actor known by most people as a TV presenter.
4. It was difficult for people sitting at the back of the theatre to hear all the words.
5. I bought a copy of the novel signed by the author.
6. This piece, written by my piano teacher, is one of my favourites.
7. The fast train, leaving in five minutes, will get you to London in less than an hour.

Exercise 6  (page 95)
- Students rewrite the sentences about Boxing using participle clauses. Do the first example together.
- Students check answers in pairs. Check answers as a class.
1. The man falling from the building is the photographer Li Wei.
2. The city stretching into the distance is Beijing.
3. The photograph, taken in 2009, is part of a collection called Beyond Gravity.
4. Li Wei, born in Hubei, now lives in Beijing.
5. In 2006, Li Wei received an award for creativity, presented by the Getty Museum.

Culture note – The Getty Museum
The J. Paul Getty Museum, or Getty Museum, is an art museum in Los Angeles, California. It contains art from the Middle Ages to the present and is one of the most visited museums in the United States.

Exercise 7  (page 95)
- Working alone or in pairs, students find the things and people in phrases 1–6. They then complete the phrases with the correct participle form of the verbs in the box.
- Check answers as a class. Point out that participle clauses are useful when listing things we can see in a picture as it enables us to avoid repetition of who and which.

Culture note – Li Wei falls...
Li Wei falls to the Earth is part of the Li Wei Falls... series in which the photographer’s body is shown in various locations with his head buried in a building, lake, car windscreen, etc., while the rest of his body is perfectly straight.

1 lined 2 wearing 3 sitting 4 buried 5 chatting 6 carrying

Exercise 8  (page 95)
- Focus on the instructions and the example. Students take it in turns to make sentences to describe what they can see.
- Monitor students as they do the task, taking notes of good examples of sentences which include participle clauses as well as of errors.
- Use these for a feedback session at the end.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can correctly use participle clauses. I have learned about the art of Li Wei.

10C Culture
Music festivals
LESSON SUMMARY
Reading: an article about music festivals
Listening: people talking about music festivals
Speaking: discussing music festivals
Vocabulary: compound nouns (VB)
Topic: culture, selected information about the countries of the target language

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and set the Vocabulary Builder activities as homework.

LEAD-IN 2–3 MINUTES
- Write Festival on the board and elicit different types of festival (e.g. film festival, arts festival, literary festival, science festival, food festival, music festival, jazz festival).
- In pairs, students describe a festival they have been to.
- Finally, ask students if they can name any international music festivals and say in which country they are held.

Exercise 1  (page 93)
- Students read the text quickly to find out how many festivals are mentioned and which sounds the most appealing.
- Check the answers and ask a few students to say which festival they would like to go to and why.
- Play the recording for students to listen to while they read the text again.
Transcript 3.25  page 96

six (Glastonbury Festival, Roch Werchter, T-Mobile iMusic Festival, The Garden Festival, Fiberfab, Sonar)

Exercise 2  page 96
- Students read the text again and decide whether the sentences are true or false.
- In pairs, students check their answers, justifying the true answers and correcting the false answers.
- Elicit the meaning of Brits (an informal word for British people).
1 true
2 true
3 false; It takes place near Leuven.
4 false; It's a small festival.
5 true
6 false; There isn't too much local culture.

Culture note – Glastonbury Festival
Glastonbury Festival is one of the world's largest music festivals. It was first held in 1970 and is now attended by around 150,000 people. Tickets usually sell out within hours of going on sale.
The festival is renowned for its muddy conditions when it rains, and newspapers often feature images of festival-goers covered head-to-toe in mud during the festival period.

Exercise 3  page 96
- Students complete the compound nouns and find them in the text to see whether they are written with a hyphen, as one word, or as two words.
- Ask which of the words refer to people (headline acts, festival-goers, music-lovers, line-up) and which to things/places (dance music, campsite, mainland Europe, shuttle buses).
1 headline acts
2 dance music
3 festival-goers
4 music-lovers
5 campsite
6 mainland Europe
7 line-up
8 shuttle buses

For further practice of Compound nouns (2), go to:

Vocabulary Builder 10.2  page 136
1 camp
2 headline
3 -goers
4 line-
5 shuttle
6 mainland
7 -lover

Extra activity – memory quiz
Tell students they have three minutes to read the text and try to remember as much information as they can because you are going to test them with a quiz.
After three minutes ask them to close their books and read out the questions below. They write their answers and look back at the text to check.
In which part of England is Glastonbury? (the south-west)
In which year did the Rock Werchter festival start? (1975)
In which country does the T-Mobile iMusic festival take place? (Croatia)
What kind of music can people listen to at the Garden Festival in Croatia? (dance music)
What time does the music start playing in Benicassim in Spain? (at six o'clock)
In which city is the Sonar festival held? (Barcelona)

Exercise 4  page 96
- Tell students they are going to hear five people talking about music festivals. Ask them to read the opinions carefully and underline the key words. Tell them to listen out for words which are the same or similar to the key words.
- Play the recording once and check answers. With a weaker class, it may be necessary to play the recording again.

Transcript 3.26  page 96
Speaker 1 I love music – I'm definitely a music fan. All types, really. I listen to CDs a lot and my MP3 player too. But I'm not keen on going to festivals. You can't hear the music well because the sound system is never great. And anyway, most bands these days aren't really that good at performing live – they're much more used to recording in the studio. So on balance, I don't really like festivals.
Speaker 2 I go to rock concerts quite often, but the tickets for well-known bands cost a fortune! The great thing about a music festival is that I get to see four or five top acts in the same weekend. Sure, the ticket is expensive – not as expensive as going to five different rock concerts!
Speaker 3 I like the idea of music festivals – being with friends in the open air, listening to great bands playing live – but the truth is, I'm not good with crowds. And somewhere like Glastonbury, there are thousands of people all crammed into a couple of fields. I don't think I could stand it! It's my worst nightmare, to be honest. So I watch it on TV every year instead.
Speaker 4 I've been to a few festivals over the years – with my tent. You know, camping. Now, I don't know if I've been unlucky, but every time, we've had serious problems with rain, mud, the whole lot. Once, I woke up and there was a river running right through the middle of my tent! 'Tennibol! So now, I just think, I can't face it – not in Britain, anyway. Maybe somewhere with a warmer, drier climate!
Speaker 5 I love music festivals. Being in a crowd with thousands of other people, all enjoying the same thing, at the same time. It's great! At lots of festivals, there are people of all ages and backgrounds – you get eighteen-year-old students and sixty-year-old accountants all hanging out together. And they get on fine, because they've got something in common – they all love music.

Exercise 5  page 96
- In pairs, students discuss the questions. Circulate and monitor, contributing to the conversations as necessary.
- Get open class feedback from pairs of students.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can discuss music festivals. I have learned about some music festivals in Europe. I have learned some compound nouns.
10D Grammar

Determiners: all, each, every, few, little, etc.

LESSON SUMMARY
Grammar: determiners
Reading: a text about Stieg Larsson
Speaking: sentences with determiners

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and set the Grammar Builder activities for homework.

LEAD-IN 2-3 MINUTES
• Write these sentences on the board: Do you ever do any creative writing? Would you like to write a novel one day? Why do people write novels? What skills and qualities do you need to be a successful writer? In pairs or small groups, students ask and answer the questions.
• Conduct a brief class feedback session.

Exercise 1  (page 97)
• Focus on the photo and ask if anybody has seen the film or read the book. Find out what students already know about the author.
• Students read the text and answer the questions.
• Check answers as a class and ask further comprehension questions, e.g. Where was he from? What were his political beliefs? Did he need a lot of sleep? How many novels did he send to a publisher?

After he finished writing the books, Stieg Larsson sent them to a publisher. Unfortunately, he died before any were published.

Exercise 2  (page 97)
• Explain that the words in red are determiners. They are words that come at the beginning of noun phrases and show which or how many things we are talking about.
• Students look at the determiners and complete the table with ticks.

<table>
<thead>
<tr>
<th>every</th>
<th>singular countable noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>each</td>
<td>singular countable noun</td>
</tr>
<tr>
<td>no</td>
<td>singular countable noun; + plural noun; + uncountable noun</td>
</tr>
<tr>
<td>any</td>
<td>singular countable noun; + plural noun; + uncountable noun</td>
</tr>
<tr>
<td>some</td>
<td>plural noun; + uncountable noun</td>
</tr>
<tr>
<td>all</td>
<td>plural noun; + uncountable noun</td>
</tr>
<tr>
<td>most</td>
<td>plural noun; + uncountable noun</td>
</tr>
<tr>
<td>much</td>
<td>+ uncountable noun</td>
</tr>
<tr>
<td>few</td>
<td>+ plural noun</td>
</tr>
<tr>
<td>a few</td>
<td>+ plural noun</td>
</tr>
<tr>
<td>little</td>
<td>+ uncountable noun</td>
</tr>
<tr>
<td>a little</td>
<td>+ uncountable noun</td>
</tr>
</tbody>
</table>

Exercise 3  (page 97)
• Go through the Learn this' box together.
• Students find two examples of determiner + of in the text in exercise 1.

much of; any of

Language note – each and every
There are slight differences between each and every. Each can be used to talk about two or more people or things, whereas every can only be used to talk about three or more, e.g. He had a bag in each hand, not He had a bag in every hand.

Each is used to talk about individual people or things when you are thinking about them separately, while every is used when you are thinking about them as a group. So each is used to separate and every is used to generalise. Every room in the museum is open to the public. Each room has its own theme. In many cases, however, each and every are interchangeable.

For further practice of Determiners, go to:

Grammar Builder 10.2 (pages 125-136)
1 1 each; No; Any 2 Few; many; most; a few 3 much; some; no; little 2 3 1 4 5 6 b

Exercise 4  (page 97)
• Students complete the sentences with the correct determiner.
1 any 2 much 3 Some 4 no 5 Each 6 All

Exercise 5  (page 97)
• Go through the Look out! box together. Working alone, students complete the sentences with few, a few, little or a little.
• Students compare and justify their answers with a partner. Check answers as a class.
1 little 2 a little 3 few 4 little 5 a few 6 Few

Exercise 6  (page 97)
• Students choose the correct determiner to make sentences about their classmates.
• Make sure they understand they can use the same determiner as many times as they want.

Students' own answers.

Exercise 7  (page 97)
• For each sentence ask two or three students to read out their guesses. Then find out the truth about each sentence through a show of hands.
• NB: A few is very close in meaning to some, so you will have to establish exactly which number is the maximum for a few and which is the minimum for some within the context of your class size.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit the answer: I can use determiners to say which and how many things I am talking about.
Beautiful minds

LESSON SUMMARY
Reading: an article about two artists
Vocabulary: artistic verbs and nouns
Speaking: talking about special talents and abilities
Topic: culture

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and extension. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES
- Write Art on the board and brainstorm different kinds of art (e.g. drawing, painting, photography, sculpting, computer graphics).
- Write on the board: Do you enjoy doing art? What kind of art do you like doing? Are you good at it? Do you consider yourself to be a creative person?
- In pairs, students discuss the questions.

Culture note – Beautiful minds
The title of the lesson, Beautiful minds, is a reference to the book A Beautiful Mind about the life of John Nash, a Nobel prize-winning mathematician, who suffers from paranoid schizophrenia. The book was made into a film starring Russell Crowe.

Exercise 1 (page 98)
- In pairs, students describe what they see in the photos in as much detail as possible. Remind them to include participles clauses.
- Ask a student to repeat their descriptions to the class.

Exercise 2 (page 99)
- Play the recording for students to listen to while they read the text. Then give them a time limit of one minute to answer the questions.
- Encourage students to underline the section of the text which contains the answer.

Transcript (3.27) (page 91)
1 Both artists have autism, or a condition similar to autism.
2 Both artists are able to produce works which are absolutely true to real life. Alonzo Clemons' sculptures are 'anatomically correct', and Richard Wawro's drawings are 'perfectly accurate'.

Exercise 3 (page 99)
- Students read the text again and answer the multiple choice questions.
- Students compare answers, explaining why the other options are wrong. Check answers as a class.
  1 b 2 d 3 c 4 b

Exercise 4 (page 99)
- Students decide if the sentences are true or false for each artist.
- In pairs, students check their answers and correct the false sentences.
  Clemons: 1 false; He was born in Colorado, USA. 2 true
  3 false; His interest was in sculpture. 4 true 5 true
  Wawro: 1 true 2 false; His teacher discovered it. 3 true
  4 true 5 true

Exercise 5 (page 102)
- Students complete the chart and check their answers in the text.
  1 sculpture 2 draw 3 painting 4 illustration 5 sketch 6 exhibit

Extension
Write these words and phrases on the board:
1 'savants'
2 three weeks
3 weightlifting
4 his school bus, his breakfast, etc.
5 Margaret Thatcher
6 the USA

Explain that they are answers to questions. Students write questions for the answers. Ask stronger students to write the questions from memory. Weaker students can refer to the text. (Key: 1 What do some doctors call people like Alonzo? 2 How long did it take Alonzo to create Three Frolicking Frogs? 3 What does Alonzo enjoy doing at the gym? 4 What kind of things did Richard sketch? 5 Who described Richard as her favourite artist? 6 Which is Richard's favourite country to visit?)

Exercise 6 (page 105)
- Go through the task together. In pairs, students look at the photos of the two artists' work and choose which exhibition they would like to go to and why.
- Ask two or three pairs to explain their choice to the rest of the class.

Exercise 7 (page 106)
- In pairs, students talk about which of the abilities they would most like to have. Encourage them to give specific examples of what they would do if they had those abilities.

Lesson outcome
Ask students: What have you learned today? What can you do now? and elicit answers: I can understand an article about two artists; I can talk about special talents and abilities.
10F Speaking

Stimulus description

LESSON SUMMARY

Listening: a dialogue about choosing a show to see; a discussion about cultural activities
Grammar: so and such
Pronunciation: showing enthusiasm
Speaking: expressing enthusiasm and lack of enthusiasm; discussing cultural activities
Topic: culture

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in activity and set the Grammar Builder activity for homework.

LEAD-IN 2–3 MINUTES

- Elicit the names of some famous ballets, musicals and operas. If you have time, you could set it as a competition to see which pair of students can come up with the most in two minutes.
- Ask: When was the last time you saw a modern dance performance, a ballet, an opera or a musical? Tell your partner about it. If students don’t have much experience of these performances, ask them to talk about the last film they saw.
- Ask two or three students to report back on their partner’s experience.

Exercise 1  (page 109)

- Focus attention on the posters. Play the recording. Students say which of the four shows the speakers decide to see. Elicit the answer.

Transcript  3.28  (page 109

Ellie: So, which of these shows are we going to see?
Alex: I’m not sure. Personally, I’d rather go to a rock concert!
Ellie: Yes, but Grandma wouldn’t — and she’s coming too, remember?
Alex: Electricity — what is that exactly? Ballet?
Ellie: No, it’s modern dance.
Alex: Modern dance? Hmm. It’s not really my thing.
Ellie: Why not?
Alex: I don’t know. It just doesn’t appeal to me. I don’t hate it, but I’d rather see something else.
Ellie: That’s a shame. Modern dance is interesting. I’m quite into it. And ballet.
Alex: Personally, I don’t fancy going to a ballet.
Ellie: Why not? Do you think ballet’s for girls?
Alex: No, well, yes, a bit. But that’s not why I don’t want to go. I think I’d be bored.
Ellie: There’s also this opera — The Magic Flute. Do you like opera?
Alex: I wouldn’t say I was a real fan.
Ellie: Well, how about this musical — Hairspray?
Alex: That sounds more fun. I don’t know much about the show, though. Do you?
Ellie: Not really, no. But I think it’s about a TV dance show — I saw a bit of the film once.
Alex: It won’t be too heavy.
Ellie: No, not at all. It should be really entertaining.
Alex: Let’s phone up and see if there are any tickets left.

Hairspray (the musical)

Exercise 2  (page 109)

- Students complete the sentences from the dialogue with one word.
- Play the recording again for students to check their answers.
- Go through the answers and practise some of the phrases by asking students questions, e.g. Tell me something that’s not really your thing. What kind of music are you into? What kind of film doesn’t appeal to you? Keep the questions and answers as pacy as possible.
- Highlight: the use of it should to mean ‘I expect it to’ in number 7.

Transcript  3.28  (page 109

1 my 2 appeal 3 into 4 I’d 5 say 6 sounds 7 be

Exercise 3  (page 109

- Ask students to copy the lists and add the sentences in exercise 2. Make sure they write the sentences, not the sentence numbers.
- Play the recording for them to check their answers. Play it again for them to repeat, and encourage students to sound enthusiastic where appropriate.

Transcript  3.29  (page 109

Expressing enthusiasm I’m quite into it; That sounds more fun; It should be really entertaining.
Expressing lack of enthusiasm It’s not really my thing; It just doesn’t appeal to me; I think I’d be bored; I wouldn’t say I was a real fan.

Pronunciation note – quite

Quite (in sentence 3) has two different meanings. It can mean ‘fairly, to some degree, or it can mean ‘very, absolutely’. The speaker’s stress and intonation will show which meaning is intended. The show was quite good (with the stress on ‘quiet’) means ‘It could have been better’. The show was quite good (intonation rising towards the end of the sentence) means ‘It was very good’.

Exercise 4  (page 109

- Go through the exam task and the instructions together. Students take it in turns to do the task.
- Ask two students to repeat the task in front of the class.

Exercise 5  (page 109

- In pairs, students make notes to answer the questions. Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 6  (page 109

- Tell students they will hear two exam candidates answering the questions. Play the recording. Students say who answered which question and whether any of their ideas from exercise 5 were mentioned. Check answers and find out if students had any further ideas which were not mentioned by the candidates.
10G Writing

Book review

Lesson summary
Reading: a model book review
Vocabulary: talking about stories, describing books (VB)
Grammar: nominal subject clauses
Writing: a book review
Topic: culture

Shortcut
To do the lesson in 30 minutes, ask students to finish the writing task for homework.

Lead-in 3–4 minutes
• In pairs, students interview each other about their favourite book. Write these question prompts on the board:
  What/ favourite book?
  When/ read it?
  What/ about?
  Why/ like?
• Have a brief class feedback session.

Exercise 1 (page 101)
• With a weaker class, pre-teach hole, treasure and detention centre.
• Students read the book review and answer the questions.
• Students check answers with a partner. Check answers as a class, asking students to correct the false sentences and to elaborate on the true sentences.
  1 false; It's a desert.  2 true  3 true

Exercise 2 (page 101)
• Students find phrases from exercise 2 in the review.
  Encourage them to work out the meaning of any unfamiliar words from the context.
• Check answers as a class and make sure students understand the meaning of identify with (feel that you can understand and share someone's feelings).
  I identified with (the character of Stanley): The main character is (Stanley Yelnats); It was written by (Louis Sachar); It's an (adventure) story; I would definitely recommend it.

Exercise 3 (page 101)
• Students use the phrases from the box in exercise 2 to complete the text about The Lord of the Rings.
• Students check answers in pairs. Check answers as a class.
  1 It was written by  2 It's set in  3 it's the story of
  4 The main character is  5 in the end,
  6 a film was made of the book
  7 I would definitely recommend it.
Exercise 4

- Go through the learn this box together. Explain that in the second sentence the word ending is given emphasis because it is the last word in the sentence.
- You could explain that nominal is the adjective from 'noun', that the clause has the function of a noun and that is the reason it is followed by the verb be.
- Students find two sentences with nominal subject clauses in the text. Elicit them before asking students to rewrite them as ordinary sentences.

What they don't realise is that the Warden at Camp Green Lake is secretly looking for treasure. They don't realise that the Warden of Camp Green Lake is secretly looking for treasure.

What I will say is that the book keeps your interest right to the final page. The book keeps your interest right to the final page. But what I liked most was the plot; I liked the plot most.

Exercise 5

- Students rewrite the sentences with nominal clauses starting with what. Do the first one or two sentences together on the board.
- Check answers as a class.

1. What the characters are looking for is happiness.
2. What is really unusual is the setting.
3. What I loved was the twist at the end.
4. What the main character really needs is a holiday.
5. What I really enjoy reading is classic novels. What I really enjoy is reading classic novels.
6. What Stephen King is famous for is writing thrillers.

For further practice of nominal subject clauses go to:

Exercise 7

- Students add suitable vocabulary from the Vocabulary Builder activities to their notes.
- Go through the writing strategy together. Ask students why they think a review is written in the present simple. (A possible answer is that it sounds immediate and so has more impact.)
- Students write their review. Tell them to use as many phrases as they can from exercise 2, as these will not only help them to write a good accurate essay, but will also give them ideas of what to write about. Circulate and monitor, helping as necessary.
- When students have finished writing, they check their reviews against the checklist.
- After you have marked their work, you could display it in the classroom for other students to read.

Lesson outcome

Ask students: What have you learned today? What can you do now? and elicit answers: I can write a review of a book. I can use nominal clauses to emphasise information. I can talk about stories.

Grammar Builder 10.4

1. What I need is a new laptop.
2. What she's saying is she missed you.
3. What you need is a cup of coffee.
4. What they're looking for is a good dancer.
5. What they're doing is spending a year abroad.

2. (Possible answers)
1. What I'd like to have for dinner is a big steak.
2. What I enjoy (doing) in my free time is shopping.
3. What I usually wear to school is jeans and a sweatshirt.
4. What I'd like (to do) this summer is go to a music festival.
5. What I'm hoping to become is a journalist.

Exercise 6

- Go through the task together. Students think of a book they have read. This could be the book they spoke about in the lead-in task.
- Students copy out the table and write notes under the headings. Encourage them to include other appropriate information as well.
- Circulate and monitor, helping with vocabulary as necessary.

For further practice of describing books go to:

Vocabulary Builder 10.3

1. fast-moving 2. surprising 3. urban 4. detailed 5. likeable 6. colloquial
2. two-dimensional 2. surprising 3. fascinating 4. realistic 5. puzzling
Language Review 9–10

Exercise 1 (page 102)
1 receipt; back  2 up; stock  3 off; bargain  4 around; sale
5 in; till

Exercise 2 (page 102)
(Possible answers)
1 c: cut  2 a: repaired  3 d: tested  4 e: developed / taken
5 b: repaired

Exercise 3 (page 102)
1 had got  2 wouldn't have come  3 'd had
4 'd have stayed  5 hadn't forgotten

Exercise 4 (page 102)
1 can't be  2 guess  3 doubt  4 looks  5 could be

Exercise 5 (page 102)
1 busker  2 DJ  3 choir  4 string quartet  5 orchestra

Exercise 6 (page 102)
1 That's my neighbour walking his dog.
2 This watch, belonging to my father, is worth a lot of money.
3 Listen to this song written by my teacher.
4 The bride, wearing white, walked down the aisle.
5 This is the DVD given to me for my birthday.

Exercise 7 (page 102)
1 The film was terrible, so few people came to see it.
2 Hurry up! We've only got a little time left!
3 Most teenagers don't play much sport.
4 Don't ask me. I have no idea where he is.
5 None of the exam questions were easy.

Exercise 8 (page 102)
1 kind of thing  2 doesn't appeal  3 sounds
4 particularly interested  5 really love

Skills Round-up 1–10

Exercise 1 (page 103)
Students' own answers.

Exercise 2 (page 103)

Transcript 3.32 (page 103)
Presenter  Scene 1
Zara  Hello?
Libby  Oh, hi Zara. How are you?
Zara  I'm fine thanks. I'm just going out. I've got a rehearsal at three.
Libby  Oh, OK. Is Anna there?
Zara  No, she's at work. But I can tell her you called.
Libby  It's OK. I'll send her a text message. So, are you rehearsing for a new show?
Zara  Yes, it's Romeo and Juliet - the ballet.
Libby  Great! Are you Juliet?
Zara  No, unfortunately not. Just one of the chorus! But it's a wonderful ballet. Very romantic!
Libby  Yes, it's one of my favourites. Which reminds me, how are Mike and Anna getting on? Are they going out together yet?
Zara  No. They hardly see each other. It's a shame. I mean, they really like each other, but they don't want to admit it! That's my theory, anyway.
Libby  Mrs. Maybe they need a bit of help.
Zara  What do you mean?
Libby  A bit of help getting together. We need a plan...
Zara  Oh, I have to run. My rehearsal starts in ten minutes!

Presenter  Scene 2
Zara  Anna? Is that you?
Anna  Yes, it's me. Hi Zara. How are you?
Zara  Tired! I was at a rehearsal for four hours! Our director treats us like slaves.
Anna  Poor you!
Zara  What are you up to this evening?
Anna  I'm going to stay in and watch a DVD.
Zara  Is that my mobile?
Anna  Yes. Shall I pass it to you?
Zara  No, just read it out. I think it's a message from my dad.
Anna  No, it's my friend Libby! She's sent you a message.
Zara  Really?
Anna  Yes. It says: 'Can you get me two tickets for Romeo and Juliet, please?'
Zara  Oh ... OK.
Anna  Does that make sense to you?
Zara  Yes, yes. That's fine. It makes sense.

Presenter  Scene 3
Mike  Hello.
Anna  Hi, Mike. How are you?
Mike  I'm fine. I've just had a call from your friend, Libby.
Anna  Oh, really. That's nice. Everybody's hearing from her except me!
Mike  What?
Anna  Oh, nothing. Go on. Why did she call you?
Mike  It was a bit strange, really. I wasn't sure why she called. She asked me if I liked ballet.
Anna  Oh: What did she say?
Mike  I said I'd never been so I didn't know.
Anna  Maybe she's planning to take you out.
Mike  Yes, maybe! Anyway, what have you been up to recently? Do you fancy meeting up for a coffee this weekend?
Anna  No, I don't think so.
Mike  Oh! Are you busy?
Anna  No. But it sounds like you're going to be busy - with my friend!

Anna thinks that Libby asked Mike if he liked ballet because she wants to go to see a ballet with him.

Exercise 3 (page 103)
1 c  2 a  3 d  4 a

Exercise 4 (page 103)
Students' own answers.

Exercise 5 (page 103)
She bought tickets for Romeo and Juliet. She pretended they were for her and Anna but then said she couldn't come, so that Anna would give her ticket to Mike. Her plan to get Anna and Mike together worked.

Exercise 6 (page 103)
1 T  2 F  3 T  4 F  5 F  6 T  7 T

Exercise 7 (page 103)
Students' own answers.
Get Ready for B2 Exams 1

**LEAD-IN 3 MINUTES**
- Put students in groups and ask them to note down as many famous artists or artworks as they can.
- Feed back as a class and ask students if they can classify the artists, e.g. modernist, surrealist, Renaissance, etc. Tell students they are going to prepare to read a text about a contemporary artist.

**Reading**

**Exercise 1 (page 104)**

**GET READY TO READ**
- In pairs, students discuss the questions. Encourage students to support their opinions with reasons and examples. Get some feedback from the class.

**Exercise 2 (page 104)**

**READING EXAM TASK - MATCHING SENTENCES TO TEXT**
- Remind students of the techniques for tackling a sentence-insertion reading comprehension, which they should now be familiar with. Students should first skim-read the text and sentences to get a general understanding. They then read the text again, stopping at the each gap to try to predict what kind of information might follow. Next they look at sentences A-F to see if the idea they predicted is there and then check to see if there are grammatical links, e.g. pronouns or linkers which confirm their choice.
- Remind students it is helpful to cross out the statements as they are used and that if there are any items they are unsure of, they should move on and come back to them later, when they should be able to fill gaps more easily by a process of elimination.
- Students complete the reading task. Check answers as a class. 1 B 2 F 3 C 4 A 5 D

**Speaking**

**Exercise 3 (page 104)**

**GET READY TO SPEAK**
- Put students in pairs and give them three minutes to write down as many adjectives as they can to describe the pictures.
- Feed back as a class and write unusual adjectives on the board. Encourage students to think of more adjectives, e.g. creative, original, contemporary, joyful, traditional, classical, experimental.

1 graffiti 2 jazz 3 classical sculpture 4 classical/orchestral music

**Exercise 4 (page 104)**

**SPEAKING EXAM TASK - PICTURE-BASED DISCUSSION**
- Draw attention to the first part of the task which focuses on the pictures and requires students to compare and contrast them. Elicit some useful vocabulary for comparing and contrasting, e.g. on the other hand, in contrast, while, whereas.
- Elicit that the remaining questions require students to give personal opinions. Remind students that they will earn more marks if they can elaborate on their answers with examples. To prepare, you could ask students to think about what art represented in the past (e.g. a way of explaining religious stories to the illiterate, an expression of wealth) and now.
- In pairs, students take turns to do the task, with one student being the examiner and the other the candidate. Encourage the examiner student to give feedback on how the candidate could improve.
- Monitor while students are doing the task, noting down correct as well as incorrect use of English to share with the class in a feedback session.

**Listening**

**Exercise 5 (page 105)**

**GET READY TO LISTEN**
- In pairs, students discuss the questions. Encourage them to support their opinions with reasons and examples.
- Have a brief class feedback session.

**Exercise 6 (page 105)**

- Focus students on the listening task. Remind students not to rely on general knowledge to answer the question because they will need to listen to what the speakers are actually saying, as they may express ideas which do not comply with general knowledge.
- Elicit techniques that students have previously learned for dealing with a True or False listening comprehension task. Ask: What should you do before the recording starts? Elicit: Underline the key words in the statements. Think of synonyms that you might hear. Listen carefully to the recording when it is played a second time, even if it seems easy.
- Give students 30 seconds to read the sentences and prepare to listen.
- Play the recording twice.
- Check answers as a class, getting students to correct the false sentences.
- With a weaker class, you could play the recording again, stopping where necessary so that students can check their answers.
Guide
Ladies and gentlemen, we are now approaching Stonehenge. Look out of the window to your left and shortly you will see in the distance this amazing stone circle. There it is! The stones are so tall and the countryside is so flat and bare around it. Imagine how it looked to a Neolithic traveller, walking over the fields towards it for the first time.

How old do you think this stone structure is? Work started at Stonehenge in 3000 BC and continued for over a thousand years. The stones have now been standing here for over 3,500 years. And we still don’t know exactly how or why Neolithic man built it. You will be able to see this mysterious monument more clearly and find out more about it on our guided tour.

Now, everybody, in a few minutes we will arrive at the main car park, where the coach will stop for an hour. You can leave all of your bags and belongings on the coach, if you wish. Take a jacket, however, as it might start to rain. We will make our way in a group down to the entrance. We don’t have to queue as our tickets are pre-paid. However, we will stop to pick up audio guides for those of you who would like them. The guides are available in many languages, and take about 30 minutes to listen to.

Then we will go through the tunnel under the road to the monument itself. Please follow me at all times. You must stay on the paths around the monument. I’m afraid you are not allowed to go up to or touch the stones themselves. However, don’t worry – you will get a good, clear view from the designated walkways. After we have toured the site, there will be time for refreshments at the small café, before we have to head back to the car park.

Now, are there any questions before we leave the coach?

1. F, Stonehenge is on the left, but it is in the distance.
2. F, the final structure took over a thousand years to build. It was finished over 3,500 years ago.
3. T
4. T
5. F, there are designated walkways.

Use of English

Exercise 7

USE OF ENGLISH TASK – WORD FORMATION

- Remind students that they should first read through the text, ignoring the gaps, to understand the gist of the piece.
- Students should then look at each gap and work out what type of word is needed using their logic and knowledge of the language.
- Ask students to complete the task individually and then to compare their answers in pairs.
- When you check answers with the class, first ask what type of word was used in each gap before you check their word formation (noun: 2, 3, 7, 8, 9; adj.: 1, 4, 10; past participle: 5; adverb: 6).


Exercise 8

GET READY TO WRITE

- In pairs, students classify the expressions.
  - Contrasting: although, but, however, on the one / other hand, whereas
  - Adding: besides, furthermore, moreover, what is more
  - Giving an example: for example, for instance, since
  - Concluding: in conclusion, to conclude, to sum up
  - Giving a reason: as, because, so

Exercise 9

- Encourage students to identify the function of the words when making their selections. Ask for this information when checking answers with the class.

1. although 2. Besides 3. On the other hand 4. Moreover 5. but 6. as 7. To conclude

Exercise 10

WRITING EXAM TASK – OPINION ESSAY

- Write Opinion essay on the board. Elicit useful expressions, e.g. In my view/opinion... I believe/think/say that...

- Remind students that it is crucial to plan their work before they start to write. Stress the importance of paragraph division and that each paragraph should cover one idea.

- Encourage students to make notes for each paragraph.

- Remind students to give themselves time to check their work. They should check for accuracy and content. They should remember to provide examples to support their opinions.

- Allow 45-60 minutes for students to complete the task. You might like to remind students when they should stop planning. You could also indicate when they have 10-15 minutes left so that they can check their work.

Lesson outcome

Ask students: What have you learned/practised today? What can you do now? and elicit answers.

- I have practised Reading comprehension (matching sentences to texts).
- I have practised comparing and contrasting pictures and a picture-based discussion.
- I have practised listening comprehension (True or False).
- I have practised word formation.
- I have practised writing an opinion essay.
Get Ready for B2 Exams 2

LEAD-IN 5 MINUTES

- Write Challenges on the board. Ask students to describe what it means.
- In pairs, students list extreme physical challenges which some people undertake, e.g., climbing mountains, walking to the North / South Pole, swimming in the Amazon, sailing around the world.
- Feedback as a class and elicit adjectives to describe the nature of the challenges (treacherous, demanding, foolhardy, isolating) and the personality of the people involved (brave, adventurous, ambitious, solitary, passionate, driven).

Reading

Exercise 1  (page 104)

GET READY TO READ

- In pairs, students discuss the questions.
- Feed back as a class.

Exercise 2  (page 104)

READING EXAM TASK – MULTIPLE CHOICE

- Remind students of the techniques for tackling a multiple-choice task.
- Students should skim-read the text to get a general understanding. They should then read the questions and locate the paragraphs which contain the answers. The order of the question follows that of the text.
- The students should scan the relevant paragraph to find the information. It is often useful to start by eliminating options which are definitely wrong. Students should never choose an option without eliminating all three of the other options first.
- Check answers as a class and ask students to justify their answers, explaining why the other options are incorrect.

1 D 2 A 3 C 4 A 5 B

Speaking

Exercise 3  (page 106)

SPEAKING EXAM TASK –COMPARE AND CONTRAST

- Elicit that speaking tasks often start with picture description and then move onto a general discussion where students are meant to give their opinions and share their experiences.
- Start by asking for suggestions about what each picture shows. (Photo 1 shows competitors in the Marathon des Sables, an endurance race across the Sahara Desert. Photo 2 shows someone with his head in a tank full of cockroaches.)
- In pairs, ask students to take turns in being the candidate and the examiner. Monitor while students are doing the task.
- Feed back by highlighting good use of English and correcting any common errors.

Listening

Exercise 4  (page 107)

GET READY TO LISTEN

- Students complete the expressions with the help of a dictionary if necessary.
- Check answers as a class and ask students to read the pronunciation of candidate /ˈkændɪdət/, government /ˌɡʌvərnəmənt/ and democracy /ˌdɪməˈkræsi/. 
- Elicit explanations for every vote counts (every vote is important and makes a difference), run in the election (be a candidate in an election), have the right to vote (be legally allowed to vote / be morally entitled to vote).

1 counts 2 fed up 3 candidate 4 vote 5 right 6 worth 7 election 8 democracy 9 the Government

Exercise 5  (page 107)

- In pairs, students describe what they can see in the photo using expressions from exercise 1. Ask a strong pair to repeat their description in front of the class.
- Again in pairs, students discuss whether it is important to vote. Discuss their ideas as a class.

Exercise 6  (page 107)

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Ask students to read the task instructions and make sure that they are clear that they use each letter once only and that there is one letter they don’t need.
- Give students 30 seconds to read through sentences A-E. Remind them that this pre-listening preparation stage is crucial. They need to be thoroughly familiar with the content of the statements in order to be able to quickly relate the information on the recording to the correct one. Underlining key words often helps with this.
- Remind students that this task tests gist understanding and that it is not essential that they understand every word.
- Play the recording twice.

Transcript 3.34  (page 107)

Speaker 1 Some people say that it doesn’t matter whether you vote or not, because one vote won’t change the result. They say that you are just one voice in a crowd of millions. But if everybody thought that their vote didn’t count, then nobody would get elected. Think of it this way – your vote might just be the deciding vote. Voting means that all voices are heard, no matter whether they’re big or small.

Speaker 2 What I don’t understand is why people in Western countries don’t all vote. In the USA only thirty to forty percent of people vote. That’s less than half the population! Where I come from we want to vote, but we can’t. We want our leaders to hear our opinions. We want democracy, but we don’t have it yet. We have been fighting for it for decades and we are still fighting for it. In many countries like mine, people who disagree with the Government go to prison. Imagine that! You are lucky to be able to vote, so use this opportunity!

Speaker 3 I don’t think I’m going to vote this time, I’m fed up with politicians. I would vote, but there’s nobody worth voting for. I’ve listened to everybody who is campaigning in this election, and I think they all sound the same. Their policies all sound negative. All they do is criticise the other candidates. I wish someone would come along who said something different. I really would like to see someone with a new approach. I’d like to hear a new message, and I’ll only vote when this happens.

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Speaker 4: I'm going to vote for the very good reason that I'm a woman. Every time I get fed up with politics and politicians, I remember that, not so long ago, women didn't have the right to vote at all. We were regarded as second-class citizens and our opinions weren't worth having. British women at the beginning of the last century fought against this. Many went to prison, and one woman threw herself under the King's horse to bring this injustice to people's attention. She died of her injuries. If I don't vote, then she died for nothing.

1 B 2 A 3 E 4 C

Use of English

Exercise 7

USE OF ENGLISH - OPEN CLOZE

- Remind students that they need a general comprehension of the text before they can make connections between particular sentences and ideas. Encourage them to read the text through first without concentrating on the missing words.

- In a weaker class, look at the first gap together. Ask which type of word is needed (verb) and elicit the missing word (was). Remind students that they need to use logic and their language knowledge to find the missing words. For example, the second gap logically needs to be filled with After, which students can determine by comprehending the preceding sentences.

- Students complete the task individually, then compare answers in pairs before you check answers with the class.

1 was 2 After 3 as 4 to 5 to 6 any 7 with 8 have 9 of 10 of

Writing

Exercise 8

GET READY TO WRITE

- Encourage students to work out what type of word they need to complete each expression before they make their selections from the word pools.

- In pairs, students complete the expressions.

- Feed back as a class. When students read their answers, ask them to use the expressions in a sentence, e.g. As I see it, students should have more time to revise.

- Encourage students to make a note of all these expressions as they will be useful in their exams.

Giving as opinion:
1 see 2 mind 3 convinced 4 concerned 5 seems

Presenting an argument:
1 hard 2 can 3 evident 4 worth 5 remember

Presenting an opposing argument:
1 hard 2 spite 3 said 4 argue 5 say

Exercise 9

WRITING EXAM TASK - DISCUSSION ESSAY

- Write Discussion essay on the board. Refer students back to the expressions in exercise 8 as all of these are potentially useful in a discussion essay.

- Explain that students should present more than one side of an argument for their work to be balanced. They should include ideas for and against the statement.

- Remind students that it is crucial to plan their work before they start to write. Stress the importance of paragraph division for clarity.

- Help students organise their essay by asking the class for various opinions about the statement. They should also think of opinions that other people might have. (International money can be invested locally. Corrupt governments misuse funds. People are encouraged to start up self-sustaining businesses.)

- Encourage students to make notes for each paragraph.

- Remind students that when they have finished, they should check for accuracy and content.

- Allow 45–60 minutes for students to complete the task. You might like to remind students when they should stop planning. You could also indicate when they have 10–15 minutes left so that they can check their work.

Lesson outcome

Ask students: What have you learned/practised today? What can you do now? and elicit answers. I have practised reading comprehension (multiple choice). I have practised comparing and contrasting pictures and a picture-based discussion. I have practised listening comprehension (matching statements to speakers). I have practised an open cloze task. I have practised writing a discussion essay.
Workbook answer key

Unit 1

1A Vocabulary and listening

Fashion

Exercise 1  Materials: cotton, nylon, velvet  Patterns: checked, flowery, spotty, stripy  Shape: full-length, loose, short, tight  Texture: fluffy, lacy, smooth  Other: long-sleeved, matching

Exercise 2
1 cool  2 awful  3 trendy  4 elegant  5 great  6 beautiful  7 old-fashioned  8 smart

Exercise 3
2 correct
3 It's a trendy, baggy top.
4 They're spotty, wool socks.
5 They're stylish, stripy trousers.
6 They're scruffy, brown high-heeled boots.
7 It's a cute, furry jacket.

Exercise 4

Transcript  LISTENING 2

1 Lizzie Hi Steve. How was your weekend?
Steve Really bad. I went shopping with my mum to get some new trousers. I tried on lots, but I didn't like any of them. We had a big argument and in the end we went home without buying anything. I bought this, though. What do you think?
Lizzie Well, it's a plain, grey T-shirt, Steve.
Steve Don't you like it?
Lizzie Sorry, but I think it looks really scruffy.
Steve You're just as bad as my mum!
2 Andy Hello Beth. What are you doing here?
Beth Hi Andy. I need some new clothes, so I was hoping to find something cheap in the sales.
Andy Have you had any luck yet?
Beth Well... I bought some shiny, black trousers in the shop next door. Do you want to see them?
Andy Go on then. Let's have a look.
Beth There! What do you think?
Andy Really trendy!
Beth I just need to find a top to go with them now.
Andy Well, good luck!
3 Laura Hiya. You're late. Where have you been?
Craig I'm exhausted! I've been in town all day trying to find something nice for your birthday.
Laura I was wondering what was in that bag. Can I see?
Craig Sure. Here you are. Happy Birthday!
Laura Wow! The box is quite big.
Craig Go on. Open it, then.
Laura Oh! You've got me some sparkly, red shoes!
Craig I hope they're the right size. Why don't you try them on and see?
Laura They're really cute! Thanks Craig.

4 Martin Right, I'm ready to go. How about you, Sarah?
Sarah Yes. Just a minute. I have to find some shoes.
Martin Are you wearing those? They're awful
Sarah Sorry, but I like them! Anyway, what are you wearing under your jacket?
Martin I'm wearing that tight, yellow top I bought yesterday.
Sarah Take off your jacket, then, and let's have a look.
Martin Oh, all right. Well?
Sarah Um... it's a bit old-fashioned.
Martin Well, I'm not getting changed again, so let's just go.

Dialogue 2 (some) trousers. Yes, they're (really) trendy.
Dialogue 3 a pair of shoes / some shoes. Yes, they're (really) cute.
Dialogue 4 a top. No, it's (a bit) old-fashioned.

Exercise 5
good-looking, high-heeled, long-legged, old-fashioned, tight-fitting

Exercise 6
1 high-heeled 2 tight-fitting 3 long-legged 4 old-fashioned 5 good-looking

1B Grammar

Present tense contrast

Exercise 1
1a wear  1b 'm / am wearing  2a is, leaving  2b does, leave  3a take  3b are, taking  4a doesn't see  4b isn't seeing  5a 's / is starting  5b starts  6a does, work  6b is, working

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

Exercise 3
1 I'm tired. I want to go home now.
2 correct
3 We don't believe in ghosts.
4 correct
5 correct
6 Your car is very old. You need a new one.

Exercise 4
2 don't know 3 are, worrying 4 is going 5 don't want 6 understand 7 need 8 meeting

Challenge! Students' own answers

1C Culture

Big Brother

Exercise 1
1 police  2 crime  3 criminals  4 surveillance  5 safety  6 guilty  7 police state  8 technology  9 information
Exercises

1T 2 F 3 E 4 F 5 T

Exercise 3

1 b 2 c 3 a 4 c 5 a

Challenge!

Students' own answers

1F Speaking

Photo description

Exercise 1

1 in 2 in 3 to 4 in 5 with 6 on

Exercise 2

2 a 3 f 4 b 5 c 6 e

Exercise 3

1 I've never really thought about that.
2 It's difficult to say, really.
3 Let me think about that for a moment.
4 Well, I suppose...

Exercise 4

Transcript LISTENING 4 (page 9)

The photo shows a scene in the street – maybe outside a restaurant or a club. There's a car in the bottom left-hand corner of the photo. Er... let me see. It's daytime, I think. But it doesn't look very sunny - there aren't any shadows. The man and woman in sunglasses are celebrities. He looks like David Beckham. And the woman is his wife... er, what's her name? Let me think about that for a moment... Victoria! Yes, they're definitely David and Victoria Beckham. She's wearing a white top with a black triangle on it. He's wearing a big cardigan with a picture of horses on it. The people in the background look like journalists and cameramen. The Beckhams look calm. David is putting his arm around Victoria and smiling. She isn't smiling, but she doesn't look worried. A man with a large watch is pointing to the car. He looks as though he's telling the Beckhams to get in. I expect they're leaving somewhere. The cameramen look as if they're filming them.

1 a 3 h 1 c 2

Exercise 5

1 doesn't look 2 looks like 3 look like 4 look 5 doesn't look 6 looks as though

Exercise 6

Students' own answers

1G Writing

An informal letter

Exercise 1

1 Dear Markus
2 I'm 17 years old
3 a group of friends
4 Write soon
5 Best wishes

Exercise 2

1 C 2 D 3 B 4 A
Exercise 3  page 10
1 loads of  2 pick you up  3 Write  4 I’m into  5 gets in

Exercise 4  page 10
Students' own answers

Exercise 5  page 10
1 My hometown is in the north of England.  2 What time does your plane arrive?
3 I’m into playing computer games.  4 Do you live in the town centre?
5 We can pick you up from the station.  6 The weather is often cold and sunny / sunny and cold.

Exercise 6  page 10
Students' own answers

Unit 1  Self Check

Exercise 1  page 11
1 fluffy  2 velvet  3 checked  4 matching  5 smooth

Exercise 2  page 11
1 a long, leather coat  2 some beautiful, velvet trousers
3 a baggy, cotton shirt  4 my new, stripy skirt
5 a long-sleeved, wool jumper

Exercise 3  page 11
1 ir-  2 dis-  3 im-  4 un-  5 un-  6 in-

Exercise 4  page 11
1 makes  2 Are, going  3 're / are meeting  4 Isn't raining
5 don't need  6 Do, want  7 're / are complaining

Exercise 5  page 11
1 to lend  2 arriving  3 wearing  4 speaking  5 to do up
6 going  7 to take

Unit 2

2A Vocabulary and listening

How did you feel?

Exercise 1  page 12
1 d  2 h  3 c  4 a  5 g  6 f  7 e  8 b

Exercise 2  page 12
1 about  2 with  3 of  4 with  5 of  6 about

Exercise 3  page 12
Transcript ✽ LISTENING 5  page 12
Presenter  Hello and welcome to Mind over Matter. On today's programme we're going to discuss one of the most negative emotions a person can feel - jealousy. Psychologist Eleanor Pearce is here in the studio to tell us a bit about it, Eleanor?
Psychologist  Well, you're absolutely right, Jimmy, jealousy really is a negative emotion and it can create some very negative feelings, like being angry, feeling fed up and even depressed. Now, it's very normal to feel jealous if an attractive person comes up to your boyfriend or girlfriend, and starts talking to them. However, you don't become jealous just because the person you love is paying attention to someone else. In fact, the problem is inside you and is not caused by the situation or events happening at that moment.

Exercise 4  page 12
2 hesitation  3 pride  4 sadness  5 confusion  6 kindness
7 enjoyment  8 boredom

Challenge!  page 12
Students' own answers

2B Grammar

Past tense contrast

Exercise 1  page 13
1 got  2 weren't listening  3 didn't have  4 had answered
5 was following  6 had got  7 did  8 did you feel

Exercise 2  page 13
2 She hadn't brought her camera so she didn't take a photo.
3 We weren't amused because the film wasn't funny.
4 I'd read the book so I wanted to see the film.
5 He didn't feel homesick because he wasn't staying with an English family.
6 You weren't feeling guilty because you hadn't made a mistake.
7 We went out because it wasn't raining.

Exercise 3  page 13
1 Did you feel upset after the argument?
2 I didn't have breakfast this morning.
3 You were looking fed up at the party.
4 correct
5 They weren't enjoying the music so they went home.
6 correct
7 She was jealous because he'd seen his ex-girlfriend.
8 We took some great photos at the festival.

Exercise 4  page 13
1 came  2 had found  3 wanted  4 put  5 went
6 had escaped  7 searched  8 were looking  9 was holding
10 had discovered  11 made  12 kept

Challenge!  page 13
Students' own answers
2D Culture

Remembering the past

Exercise 1
1 comrades  2 war  3 casualties  4 conflicts  5 battlefield
6 officer  7 Poppies

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

Exercise 3

Transcript LISTENING 6
Interviewer Beryl, how old were you when you were evacuated?
Beryl I was ten. It was the spring of 1941 and the Second World War had started two years before.
Interviewer Why did your parents think you would be safer in the country?
Beryl Well, we lived in Plymouth, a large city in the southwest of England. Plymouth is on the coast and it has a port. At that time, it had an important naval base and so there had been a lot of bombing already. Then we were told that the situation was going to get much worse, so my parents started thinking about sending us to Cornwall.
Interviewer How many of your family were evacuated?
Beryl Only my sister Sylvia and me. I’ve got five brothers and sisters, but we were the youngest, and so we were the ones my parents thought should go. We weren’t evacuated together though, as we were going to different schools at the time. We both went to Cornwall, but my sister was sent to Truro with her classmates, and I went to Newquay with mine.
Interviewer How did you travel?
Beryl We went by train. I don’t remember much about the journey except that we all had little suitcases and boxes with our gas masks in, tied up with string.
Interviewer What was your host family like?
Beryl I can remember is that the mother was called Mrs Pascoe and she had a daughter called Hilda. I stayed there with another girl from my school called Sheila. We both went to school with Hilda and sometimes she took us to the beach to play.
Interviewer How long were you away from home in the end, Beryl?
Beryl I don’t really know. It seemed as if I was there for years, but it could only have been about two or three months. I was really relieved when I got back home, but that feeling didn’t last long as the bombing hadn’t stopped. In fact, our house was bombed soon after we returned. Fortunately no one was hurt, but there was nothing left of our house or our belongings.

She thinks she was evacuated for about two or three months.

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

Challengers
Students’ own answers

2D Grammar

used to

Exercise 1
1 used to walk  2 used to share  3 didn’t use to play
4 Did, use to read  5 didn’t use to like
6 Did, use to be  7 didn’t use to wear

Exercise 2
1 I used to enjoy watching cartoons.
2 Did you use to wear glasses?
3 correct
4 He used to have a motorbike.

5 correct
6 I didn’t use to have a computer.

Exercise 3

2 Did she use to have long hair?
3 We used to live in an apartment.
4 I didn’t use to do any exercise.
5 Did you use to be very shy?
6 We didn’t use to go on holiday.

Exercise 4
1 b 2 c 3 a 4 a 5 b 6 b 7 a 8 c

Exercise 5
1 ’s is used to  2 used to  3 ’s is used to  4 aren’t used to
5 used to  6 ’m/am/am used to

Challengers
Students’ own answers

2E Reading

Amnesia

Exercise 1
1 solve  2 recognise  3 conclude  4 doubt  5 recall
6 memorise  7 realise  8 remind

Exercise 2
1 He lost his memory because of a virus.
2 He remembered that he had a wife and that he loved her.
3 She realised that she couldn’t live without him and married him again.

Exercise 3
1 c 2 f 3 d 4 a 5 b

Challengers
Students’ own answers

2F Speaking

Narrating events

Exercise 1
2 How rude!
3 What a shame!
4 What a mess!
5 What a shock!
6 How lucky!
7 How strange!

Exercise 2

Transcript LISTENING 7
Alan And now here’s Jamie Amendale with the week’s alternative news stories. Jamie, what have you got for us today?
Jamie Well, the first story is about a wedding. Alan.
Alan A wedding? Anyone we know?
Jamie No, no. This actually happened to an American couple: Katy Miles and Bill Sullivan.
Alan Ok, so what happened?
Jamie Well, after the wedding – it was a romantic ceremony on a cliff top by the sea – the couple went down to the beach for the wedding photos. They found the perfect spot, right next to the water. The photographer took a few lovely shots and then disaster struck.
Alan Well, go on! Tell us what went wrong!
Jamie Remember that I told you they were standing very close to the sea?
Alan  Yes.
Jamie  Well, suddenly this enormous wave came in and covered the couple with water. They were both extremely surprised and ... completely wet.
Alan  What a nightmare! So what did they do?
Jamie  Well, they got out of the sea and tried to dry themselves off. But then something else went wrong.
Alan  What? What happened?
Jamie  As they were leaving the beach, the man discovered that he'd lost his wedding ring - he thought he'd lost it in the water.
Alan  Oh no!
Jamie  Yes, but don't worry. He found it again. He went back to where they had been standing and looked around on the sand. And a few minutes later, he saw something shiny at the edge of the sea. It was his ring!
Alan  That was lucky!
Jamie  Yes, it was. Really lucky! So he picked up the ring, dried it off and put it back on his finger. Then he went back to his wife, who was waiting in the car, and they drove home.
Alan  What a great story, Jamie! Have you got any more like that?

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

Exercise 3  page 117
1 Did you hear  2 Tell me about it.  3 suddenly  4 What a nightmare!  5 Eventually  6 That was lucky!

Exercise 4  page 117
1 what happened  2 about it  3 nightmare  4 eventually  5 lucky

Exercise 5  page 117
Students' own answers

Exercise 6  page 117
2 depressing  3 bored  4 pleased  5 shocking  6 annoying

Writing

Narrative

Exercise 1  page 118
1 C 2 A 3 D 4 B

Exercise 2  page 118
1 One day  3 At first, ... but then  4 Suddenly  5 a few minutes later  6 in the end  7 Finally

Exercise 3  page 118
1 A few years ago  2 At first  3 but then  4 Suddenly  5 After a while  6 In the end

Exercise 4  page 118
1 turn up  2 took off  3 take on  4 brings up  5 gave away  6 puts on

Exercise 5  page 118
Students' own answers

Unit 2 Self Check

Exercise 1  page 119
1 jealous  2 relieved  3 amusing  4 homesick  5 ashamed  6 disappointed  7 guilty  8 upset  9 shocked

Exercise 2  page 119
1 of 2 with 3 of 4 with 5 about 6 about 7 with

Exercise 3  page 119
1 a 2 c 3 b 4 c 3 b 6 a 7 b

Exercise 4  page 119
1 used to 2 get used to 3 isn't used to 4 you use to 5 're used to 6 didn't used to 7 got used to

Get Ready for your Exam 1

Listening  page 119

Transcript  LISTENING 8  page 120
Speaker 1  All governments try to control their citizens' behaviour. It is how much a particular government controls public behaviour that is important. That is what the political system is based on. The policies of each political party represent a certain degree of control and affect the amount of personal freedom allowed. Everyone needs to consider this when they vote.

Speaker 2  Absolutely governments need to control people's behaviour, otherwise we'd all suffer. We need laws to stop people robbing, hurting or killing each other. And governments should control things that are bad for us, like drugs and smoking. For example, if it weren't for laws about drink driving, many more people would die in car crashes.

Speaker 3  I don't think governments should only try to control people's behaviour when it's harmful to others. Otherwise, I think people should decide for themselves what they want to do. If people want to smoke, for example, it's their choice - as long as they're only hurting themselves.

Speaker 4  We are giving governments more control over us because they know more and more about us. All our details are on computers already. Nothing seems to be private anymore. I think it's worrying if politicians have too much power over us, they'll be very tempted to abuse it.

Speaker 5  I don't think politicians necessarily tell the truth about what and who they are trying to control. Governments should be open and straightforward about what they are trying to do. Laws and taxes should be clear. Instead, politicians treat their citizens like children. No wonder people don't trust governments anymore.

1 E 2 C 3 B 4 D 5 A

Reading  pages 118-119
1 She started training as a nurse when she was 31, in Germany.
2 They were terrible; the patients were dirty, they slept in dirty, overcrowded rooms, disease spread quickly and many patients died.
3 The Crimean War finished in 1856.
1 B 2 D 3 D 4 A 5 C

Use of English  page 121
1 I'd had  2 for  3 which, that  4 worked  5 was  6 out  7 so  8 had  9 was  10 've, have.

Speaking  page 127
Students' own answers

Writing  page 127
Students' own answers
Unit 3

3A Vocabulary and listening

The world of work

Exercise 1  page 22
1 salary  2 on your own  3 shift work  4 in charge of
5 menial  6 well-paid  7 supervise  8 skilled

Exercise 2  page 22
1 e  2 b  3 f  4 a  5 c  6 d

Exercise 3  page 22

Transcript  LISTENING 9  page 22
Speaker 1 Well, I guess I do what's called skilled work, because I had to get
qualified before they would give me the job. It was worth it though, because
I earn quite a high salary. I work nine-to-five, Monday to Friday, in a big office.
with the rest of the team. I have to concentrate pretty hard in my job to be able
to work out where the process is going. I don’t mind because I’ve always loved
inventing new systems.

Speaker 2 Oh yes, I love my job! The pay is OK and I get to travel to exotic
places. Some people think it must be boring, but I don’t see it like that. In
fact, it’s very exciting when you suddenly find something that has been
undiscovered for so long. For me, anything to do with the past is absolutely
fascinating!

Speaker 3 Yeah, my job's fairly challenging, really, because I have to deal with
the public. Sometimes I have to tell people things they don’t want to hear and
it seems more and more families have problems nowadays. I have to be careful
not to talk to the problems home with me! I work a 35-hour week, but that
doesn’t include all the paperwork I do. I have to write a report after every visit,
and sometimes that can take ages! My salary isn’t that good, really, considering
how hard I work.

1 c  2 a  3 b

Exercise 4  page 22
a 1 b 3 c 2 d 2 e 1 f 3

Exercise 5  page 22
2 get down to work  3 is off work  4 work on
5 isn't working  6 out of work

3B Grammar

Defining relative clauses

Exercise 1  page 23
1 who / that  2 where  3 which / that  4 who / that
5 where  6 which / that  7 whose  8 who / that

Exercise 2  page 23
1 who  2 which  3 which  4 who  5 whose  6 which
7 whose  8 where

Exercise 3  page 23
1 correct
2 She’s the person who deals with the public.
3 correct
4 That’s the lowest salary which / that you can earn here.
5 A factory is a place where cars are made.
6 She’s the flight attendant whose husband is a pilot.

Exercise 4  page 23
2 That’s the man whose job is to do the paperwork.
3 That’s the office where they deal with the public.
4 That’s the computer which I got for my birthday.
5 That’s the job which my sister is applying for.
6 That’s the girl whose phone I borrowed.
7 He’s the shop assistant who served me.
8 A laboratory is a place where scientists do experiments.

Challenge!  Students’ own answers

3C Culture

Education for life?

Exercise 1  page 24
1 university  2 degree  3 education  4 course  5 Graduates

Exercise 2  page 24
The European Union set up the Erasmus Programme in 1987.

Exercise 3  page 24
A 5  B 2  C 3  D 1  E 6  F 7

Exercise 4  page 24

Transcript  LISTENING 10  page 25
Presenter And now we’re going to talk to Benjamin Davies about his
experience of the Erasmus Programme. Benjamin, what are you studying?
Benjamin I'm studying Politics and Modern History at Manchester University.
Presenter OK. And where did Erasmus take you?
Benjamin I went to the Netherlands to study at the University of Amsterdam. I
was there for six months during the second year of my degree.
Presenter Right, I see. How was studying in the Netherlands different from
studying in the UK?
Benjamin Well, most of my classmates were either Dutch or American, and
those nationalities tend to be much more vocal than we Brits! They aren’t afraid
to speak up in class and say what they think. I participated a lot more in my
seminars in Amsterdam than I do here in Manchester.
Presenter Did you notice any other differences?
Benjamin Yes. In Amsterdam students are sent a weekly email telling them
about all the conferences that are available, and most of them are free. I
attended a lot of these conferences, something I don’t do in Manchester
because I don’t know anything about them.
Presenter Right. So what else did you do outside university?
Benjamin Um, I volunteered with BLUIN – it’s a Dutch non-government
organisation which tries to help the victims of human trafficking. BLUIN offers
legal and financial help to people mainly from Africa and Eastern Europe. I
worked in the office a bit.
Presenter How interesting! What about your social life? Was it easy to make
friends?
Benjamin Yes, I met lots of really nice people. I made friends at university and
also at work – I got a job in a call centre to help pay my living expenses.
Presenter Well, thank you for talking to us, Benjamin. And now we’re going to
talk to Sue who’s been to Germany, I believe …

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

Challenge!  Students’ own answers
3D Grammar

Non-defining relative clauses

Exercise 1
1 who  2 which  3 which  4 which  5 whose  6 where

Exercise 2
2 Paris, which  3 Victoria Beckham, whose  4 Liverpool, where  5 Shakira, who  6 Stockholm, which

Exercise 3
1 Crete, which is a Greek Island, is popular with British tourists.  
2 The actress Gwyneth Paltrow, who is married to the lead singer of Coldplay, also sings country music.  
3 Daniel Craig, who is the sixth James Bond, is afraid of flying.  
4 Dakar, where the famous motor rally ends, is the capital of Senegal.  
5 Robert Pattinson, whose films include Harry Potter and the Twilight series, was born in London.  
6 Halloween, which is celebrated in October, is a popular UK festival.

Challenge
Students' own answers

3E Reading

Reversing roles

Exercise 1
1 The spokesperson opened the meeting on time.  
2 'I'd like to speak to the manager, please.'  
3 My cousin wants to be a police officer.  
4 Natalie Portman worked as a model before she became an actor.  
5 I asked the flight attendant for a bottle of water.

Exercise 2
Dany promotes firefighting as a career for girls; saves people from burning buildings; visits homes, businesses and schools giving advice; works as a manager in an office; and attends emergencies.

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

Challenge
Students' own answers

3F Speaking

A job interview

Exercise 1
1 hard-working, trustworthy  
2 energetic, positive  
3 conscientious, self-motivated  
4 confident, enthusiastic  
5 fit, determined  
6 creative, reliable  
7 polite, thoughtful

Exercise 2
Transcript
LISTENING 11
Interviewer Hello, Rachel, isn't it?  
Rachel Yes, that's right.  
Interviewer Nice to meet you, Rachel. Please come in and take a seat.  
Rachel Thanks.  
Interviewer You've come about the job as a cleaner, haven't you?  
Rachel Yes, I have.  
Interviewer Now, Rachel. How did you find out about the job?  
Rachel I saw an advert on the Internet.  
Interviewer You've worked in a hotel before, haven't you?  
Rachel No, but I help my dad at home. We do the cleaning every Saturday morning.  
Interviewer What kinds of things do you do?  
Rachel I make my bed every morning and I clean my room. Sometimes I help clean the bathroom, too.  
Interviewer You live locally, don't you?  
Rachel Yes, I live very near. It only took me ten minutes to walk here.  
Interviewer Why do you think you're the right person for the job?  
Rachel Because I'm polite and trustworthy, and I'm very self-motivated, so I don't mind working on my own.  
Interviewer When could you start work?  
Rachel Well, my exams finish soon, so I could start at the beginning of next month.  
Interviewer Great, that's fine Rachel. Thanks for coming in and we'll be in touch.  
Rachel Thanks a lot. Bye, then.

Job: cleaner
Qualities: polite, trustworthy and self-motivated

Exercise 3
1 How did you find out about the job?  
2 You've worked in a hotel before, haven't you?  
3 What kinds of things do you do?  
4 You live locally, don't you?  
5 Why do you think you're the right person for the job?  
6 When could you start work?

Exercise 4
2 haven't you  3 can't you  4 do you  5 are you  6 didn't you  7 weren't you

Exercise 5
Transcript
LISTENING 12
1 You worked in a supermarket.  
2 You can start work next week.  
3 You're good at working in a team.  
4 You haven't finished your exams yet.  
5 You're still at school.  
6 You haven't met your new boss yet.  
1 You worked in a supermarket, didn't you?  
2 You can start work next week, can't you?  
3 You're good at working in a team, aren't you?  
4 You haven't finished your exams yet, have you?  
5 You're still at school, aren't you?  
6 You haven't met your new boss yet, have you?

Exercise 6
Students' own answers
3G Writing
A job application
Exercise 1 page 23
1 C 2 D 3 A 4 B
Exercise 2 page 23
A Dear 8 Yours sincerely,
Exercise 3 page 23
a 1 b 4 c 2 d 5 e 3
Exercise 4 page 23
1 apply, post 2 responsibilities included 3 consider myself
4 supply, reference 5 grateful, opportunity, discuss, person
6 available, start 7 enclosing, CV
Exercise 5 page 23
Students’ own answers

Unit 3 Self Check
Exercise 1 page 23
1 salary 2 shift 3 customers 4 part-time 5 team
6 menial 7 supervise
Exercise 2 page 23
1 polite 2 creative 3 conscientious 4 flexible
5 determined 6 enthusiastic
Exercise 3 page 23
1 They’ve closed down the restaurant where I celebrated my
birthday.
2 There’s a girl in my class whose dad is a politician.
3 I knew the woman who interviewed me for the job.
4 Tania works in a shop which sells electronic equipment.
5 I married an American who met at Oxford University.
Exercise 4 page 23
1 Beyoncé, whose father is a record manager, has won a total of
sixteen Grammy Awards.
2 Valencia, which is famous for paella, is on the east coast of
Spain.
3 Monte Carlo, where there is a Formula One racetrack, is
famous for its casino.
4 Mount Etna, which is the tallest active volcano in Europe, is
located on the island of Sicily.
5 C. S. Lewis, who was a professor at Oxford University, wrote
the Narnia stories.
6 The Pyramids, which are situated in Egypt, date from 2630
BCE.
Exercise 5 page 23
1 isn’t he 2 have they 3 don’t you 4 didn’t she
5 won’t he 6 can you

Unit 4
4A Vocabulary and listening
The human body
Exercise 1 page 33
1 thigh-j 2 shin-k 3 heel-r 4 scalp-a 5 nostril-m
6 eyelash-p 7 calf-s 8 chest-d 9 palm-l 10 throat-b
11 eyebrow-n 12 toenail-t 13 hip-h 14 waist-e
15 eyelids-o 16 chin-l 17 wrist-f 18 armpit-c
19 sole-q 20 fingernail-g
Exercise 2 page 33
Transcript LISTENING 13 page 33
Speaker 1 We were playing football. I was running towards the goal with the
ball when one of the players on the other team came and tackled me. He went
to kick the ball, but missed and kicked my leg instead. I had a big black mark on
my leg under the knee and in the next few days, it turned all sorts of colours—
purple, blue, green and then yellow... it really hurt, too.
Speaker 2 I was running down the stairs at home, reading a book—never a
good idea—when I tripped and fell over. Fortunately, I didn’t fall far, but when I
got up, I found that I couldn’t walk. I was in a lot of pain, so my mum took me to
hospital, but it wasn’t serious. They put a bandage on it and I had to sit with my
leg up. It got better after about two weeks.
Speaker 3 What happened was, I was out cycling with a friend and I fell off
my bike. I landed on the side of my face. It really hurt, and afterwards it was
terribly embarrassing. It all swelled up and it was really badly bruised. It looked
like somebody had hit me! I didn’t go out for about a week after that because it
looked so bad.
Speaker 4 I was playing tennis with my sister—she’s really good, you know—and
this time I was determined to win. Anyway, I went to serve, and suddenly I
felt this terrible pain as I hit the ball. Then, I discovered that I couldn’t move the
top of my arm! The doctors in hospital soon put it back into place, but I couldn’t
play tennis again for ages afterwards.
Speaker 1 a bruised shin
Speaker 2 a sprained ankle
Speaker 3 a black eye
Speaker 4 a dislocated shoulder
Exercise 3 page 34
1 leg 2 neck 3 head 4 arm 5 eyelid 6 hand
Exercise 4 page 34
1 brain 2 spine 3 lungs 4 skull 5 stomach 6 ribs
7 Veins
Challenge page 34
cheeks – face, elbow – arm, gums – mouth, instep – foot,
knuckles – hand / finger

4B Grammar
Past simple and present perfect contrast
Exercise 1 page 31
1 gone 2 broke 3 started 4 has just scored
5 haven’t done 6 became 7 have been
8 Has the match finished
Exercise 2
1. I haven't heard this band before. Who are they?
2. Callum's still off school. He's been ill for over a week.
3. Did you finish your homework last night?
4. correct
5. correct
6. Have you taken your driving test yet?
7. Leon broke his leg while he was playing rugby.
8. We're hungry! We haven't eaten since breakfast!

Exercise 3
1. 've have just eaten
2. has already won
3. hasn't scored, yet
4. Have you bought, yet
5. has just called
6. 've have already seen

Exercise 4
1. 5's / has broken
2. hasn't been
3. spent
4. realised
5. won
6. put
7. 5's / has learned
8. have offered
9. 5's / has said

Challenge!
Students' own answers

4C Culture

Public health?

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

Exercise 2
The sandwich was invented in the UK.

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

Exercise 4

Transcript LISTENING 14

Presenter: Now, today we're in Cornwall in the south-west of England, a beautiful region on the coast, which is also famous for its excellent food. One of its specialties is the Cornish pasty. Dean Roberts from the Cornish Pasty Association is here in the studio today to tell us more about it. Dean, for those people who have never tried one, can you give us a description of a Cornish pasty?

Dean: Yes, of course. Um, a pasty is a savoury dish made of pastry, that is, a mixture of flour, butter, water and salt. Inside the pastry we put beef, potato, onion and another vegetable called swede. Then the pastry is cooked in the oven. You can eat them either hot or cold, and if you haven't tried one, you should – they're delicious!

Presenter: Cornish pasties have been around for a long time, haven't they, Dean?

Dean: Yes. Cornish people have been making pasties since the 13th century. Then later, in the 17th and 18th centuries, they became popular with miners, because they could eat them in the mine with their hands for lunch when they were working. They didn't need to use a knife and fork.

Presenter: So, tell me, Dean, what's the difference between a Cornish pasty and a normal pasty?

Dean: Well, our pasties are the real ones. They're made in Cornwall. They're made of a special type of pastry, and they're shaped like the letter D. Our pasties have more meat than the imitations, too – at least 12.5%.

Presenter: Why is the Cornish pasty so important to the people of Cornwall?

Dean: Oh, the pasty is really important for the local economy. Thousands of people work in the pasty industry so it helps to create a lot of jobs. The pasties themselves are sold both in Cornwall and in other regions of the country, so it generates a lot of income for us.

Presenter: Well, thanks very much for joining us, Dean.

1. It's in the south-west of England.
2. Apart from swede, there is beef, potato and onion.
3. Miners used to eat them.
4. Because you don't need a knife and fork.
5. At least 12.5%.
6. Pasties create jobs and generate income.

Challenge!
Students' own answers

4D Grammar

Present perfect continuous

Exercise 1
1. Jim has been playing
2. have you been waiting
3. they've / have been getting up
4. Jamie has been shouting
5. You haven't been listening
6. Tracy has been studying
7. have you been cycling
8. he hasn't been going

Exercise 2
a 1, 2, 6, 7
b 3, 4, 5, 8

Exercise 3
1 for 2 since 3 for 4 for 5 since 6 since

Exercise 4
1. he's broken
2. have you been doing
3. I've been reading
4. have they offered
5. She's liked
6. I've sold
7. have you been designing
8. has Matt seen

Exercise 5
1. 5's / has lost
2. 5's / has been
3. 5's / has stopped
4. 5's / has been eating
5. has been giving
6. have been cooking

Challenge!
1. How many times have you visited the doctor this year?

Students' own answers

2. How long have you been studying English?

Students' own answers

3. How much water have you drunk today?

Students' own answers

4. How long have you been doing your homework this evening?

Students' own answers

4E Reading

All in the mind

Exercise 1
1 matter 2 treat 3 show 4 turn 3 object 6 state
7 trip 8 mind

Exercise 2
He managed to lift up a heavy car in order to rescue a cyclist who was trapped underneath it.
**4F Speaking**

**At the doctor’s**

**Exercise 1**

1. temperature
2. itchy
3. blocked up
4. sick
5. headache
6. stiff
7. sore

**Exercise 2**

**Transcript LISTENING 15**

**Doctor** Good morning. What can I do for you?

**Patient** Hello, doctor. I’ve got a problem with my foot. I cut it on a piece of glass and now it’s red and very swollen.

**Doctor** I see. When did the problem first start?

**Patient** It was four or five days ago, I think.

**Doctor** Let me have a look at it. Is it painful?

**Patient** Yes. It hurts a lot when I walk.

**Doctor** Right. It is quite red, and it feels very hot. Have you had any other symptoms?

**Patient** Yes, I’ve got a bit of a temperature.

**Doctor** I think you need antibiotics. You’ve got an infection. Have you got any allergies?

**Patient** Yes. I’m allergic to penicillin.

**Doctor** Don’t worry, I’ll prescribe a different antibiotic.

**Patient** OK. Thanks, doctor.

1. I’ve got a problem with my foot.
2. It was four or five days ago, I think.
3. It hurts a lot when I walk.
4. I’ve got a bit of a temperature.
5. I’m allergic to penicillin.

**Exercise 3**

**Transcript LISTENING 16**

**Speaker 1** I was running to catch the bus yesterday and I tripped down the kerb and twisted my foot really awkwardly. It was OK at first, but now it’s really swollen and it hurts to move my foot.

**Speaker 2** I’ve been working really long hours at work. I’m exhausted. This morning when I woke up I felt really dizzy. I couldn’t stand up. I thought I might fall over. I’ve been feeling a bit sick as well.

**Speaker 3** I think I’ve got an upset stomach. I ate a take-away curry yesterday and I don’t think the chicken was quite right – it was a bit pink. Anyway, I’ve been feeling sick ever since.

**Speaker 4** I think I might be allergic to something. I’ve got this rash… It’s really itchy and the skin is all red.

**Speaker 5** I’ve just had an accident on my skateboard! I think I hit my head on the pavement, but I can’t really remember what happened. I’ve got a headache and I’ve been feeling dizzy.

1. e 2 b 3 a 4 f 5 c

**Exercise 4**

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

**Exercise 5**

**Students’ own answers**

**4G Writing**

**An announcement**

**Exercise 1**

1. Cycling
2. You can relax, meet new people and get fit.
3. The group meets at 8.30 a.m. every Saturday at Andy’s Bike Shop.
4. It costs £5 per session.

**Exercise 2**

1. b 2 e 3 c 4 a 5 d

**Exercise 3**

1. d 2 e 3 a 4 b 5 c

**Exercise 4**

**Students’ own answers**

**Exercise 5**

**Students’ own answers**

**Unit 4 Self Check**

**Exercise 1**

1. wrist
2. eyelid
3. necks
4. leg
5. eye

**Exercise 2**

1. fibre
2. Protein
3. carbohydrates
4. vitamins
5. fat

**Exercise 3**

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

**Exercise 4**

1. hasn’t visited Paris
2. hasn’t seen you for
3. has had his laptop since
4. ‘ve have known each other for
5. ‘ve have lived in this town since
6. ‘ve have watched REM perform

**Exercise 5**

1. has been playing
2. has been
3. has trained
4. has won
5. has beaten
6. hasn’t won
7. has lived
8. has, published

**Get Ready for your Exam 2**

**Listening**

1. B 2 C 3 A

**Transcript LISTENING 17**

**Presenter** Are you feeling stressed and unhappy? Do you have low energy levels? Well, it might be that you aren’t getting enough sleep. Lucy Chang is joining us today to give us some tips on getting a good night’s sleep. Lucy, why is sleep so important?

**Lucy** Well, you’ve already mentioned some of the effects of not sleeping, but over time the results can be more serious. Lack of sleep increases the risk of obesity, diabetes and heart disease too. Getting a good night’s sleep is just as important to our health as diet and exercise.
Exercise 3  [page 110]

Transcript LISTENING 18  [page 110]

Speaker 1 Well, my computer was really useful last year because I was studying abroad. I couldn’t speak the language very well, so I liked watching my favourite TV shows from home in English. I used to log on to my favourite website when I got back to my flat each day and see what programmes there were. It didn’t cost much to view them and it was a great way of relaxing after sitting in lectures all day.

Speaker 2 I often get a bit distracted while I’m doing my homework, because I’ve usually got my computer on and my friends are always sending me messages. I probably spend more time chatting with them and updating my profile than I do finishing my homework. The worst thing is that our Internet connection is really slow; it’s really frustrating waiting for stuff to load.

Speaker 3 I’m studying history and although our teacher’s really good, I still have to research a lot of facts before I can write my assignments. We have quite a lot of homework and I really don’t know how I’d manage without my computer. There are pages and pages of information on the Internet – you just have to scroll down until you find the information that you need. It’s easy really.

Speaker 4 I went travelling last year with a friend of mine and we decided that we’d save a lot of money if we set up our own website to page to stay in touch with our friends and family back home. We took turns to write on it and tell everyone what we’d been doing each day, and we also had a message board for people to leave comments. I really glad we did it, because now we’ve got a great record of our trip.

Exercise 4  [page 110]

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

1 mini-break 2 multimillionaire 3 semicircle 4 autofocus 5 subtitles 6 ex-girlfriend

5B Grammar

Speculating and predicting

Exercise 1  [page 111]

1 d 2 b 3 e 4 f

1 is, ‘ll / will have
2 won’t pass, doesn’t study
3 lose, won’t play
4 drive, won’t be
5 won’t get, take
6 will do, doesn’t find

Exercise 2  [page 111]

1 I probably won’t get an LED TV for my birthday.
2 We might not go to John’s party.
3 correct
4 I may / might not have a holiday next year.
5 correct
6 Lisa might go out tonight.

Exercise 3  [page 111]

1 In the future, books will probably disappear.
2 In the future, libraries probably won’t exist any more.
3 In the future, people will work from home.
4 In the future, children may / might / could learn at virtual schools.
5 In the future, students won’t need notebooks.
6 In the future, schools may / might not teach foreign languages.
7 In the future, an asteroid won’t hit the Earth.

Challenge!  [page 111]

Students’ own answers
5C Culture

Time capsules

Exercise 1
1 alarm clock 2 light switch 3 toothbrush 4 lipstick
5 can-opener 6 baseball

Exercise 2
They are time capsules which have been sent into space. They contain sounds and images that show different aspects of life and culture on Earth.

Exercise 3
1 They are buried in space in the spacecrafts Voyager 1 and Voyager 2.
2 The noises include greetings in 55 languages, natural and animal sounds and different styles of music.
3 The pictures include the solar system, animals, insects, plants, DNA and different aspects of human life.
4 It is unlikely that the records will be found.
5 It will reach the nearest star.

Exercise 4

Transcript LISTENING 19
Linda Hi Alex, what are you doing? Chatting on Facebook again?
Alex No Linda, believe it or not, I'm looking up something for a science project we're doing at school. The best project gets a prize ...
Linda Really? So, what's it about?
Alex Well, I don't know if you know, but there are some time capsules which they've sent into space. They were launched into space inside the Voyager 1 and Voyager 2 spacecrafts ages ago. They recorded a lot of information, like sounds and photos, onto records - you know, the kind that they used to use to play music.
Linda What? You mean like those old things my mum and dad used to listen to? Why would they do that? The aliens would need some sort of machine to play the records if they found them, wouldn't they?
Alex Yeah, I suppose so.
Linda Well, that isn't very practical, is it?
Alex What do you mean?
Linda It isn't easy to find a record player in the shops on Earth these days, never mind in space! I think it's a waste of money sending those time capsules into space.
Alex Well, I don't agree with you. Think how important it might be for other life forms on other planets to discover things about planet Earth. And for us to make contact with other beings in space. In my opinion, a time capsule is a great way of showing them something about us.
Linda Only if they have the right machine to play the records! Anyway, I don't actually believe that there are other life forms on other planets.
Alex Well, I do. You have to remember that we still don't know that much about space. We still have only a limited amount of information about our own solar system, and there are other galaxies as well.
Linda Well, I'll tell you what I really think. I think we've got enough problems here on Earth without worrying about life in outer space and time capsules.
Alex Yeah, well. Perhaps you're right. Anyway, are you going to help me with my project?

Exercise 5
1 A 2 A 3 L 4 L 5 A 6 L

Challenge! Students' own answers

5D Grammar

Future perfect and future continuous

Exercise 1
1 will be living 2 will have melted 3 will have risen
4 will have died 5 will be eating 6 will have increased

Exercise 2
1 'll / will be doing 2 'll / will be chatting 3 will be working
4 'll / will have grown 5 will have thrown away
6 will be cooking 7 will be going 8 will have fallen
9 will be looking

Exercise 3
2 will be selling 3 will be driving 4 will have installed
5 will be using 6 will have dropped 7 will be working
8 will have closed

Exercise 4
1 'll / will have done 2 Will you be having dinner
3 The film will have started 4 will have gone to bed
5 we won't be living 6 won't have finished
7 we'll / will be flying

Challenge! Students' own answers

5E Reading

Visions of the future

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

Exercise 2

c

Exercise 3
1 d 2 a 3 e 4 c 5 f

Challenge! Students' own answers

5F Speaking

Talking about plans

Exercise 1
1 love 2 fancy 3 Sorry 4 keen 5 plans 6 Idea 7 up.
8 sounds

Exercise 2
1 Do you fancy going to the cinema?
2 Shall we play tennis on Saturday morning?
3 What about going out for a drink?
4 Why don't we watch a DVD?
5 Maybe we could go for a walk in the park.
6 How about going out for dinner?
7 Let's have lunch at a restaurant.

Workbook answer key 137
Exercise 3
1 are you doing 2 I'm playing 3 I'm going to go
4 I'll go shopping 5 we're having 6 I'm going swimming
7 I'm not doing 8 I'll call

Exercise 4
1 treat 2 make 3 reduce 4 start 5 replace 6 suffer
7 provide

Exercise 3
1 'll be travelling 2 'll have discovered
3 Will have started 4 won't be studying
5 won't have finished

Exercise 4
1 she's 2 I'll feel 3 He's going to make 4 I'll get
5 Are you going to 6 runs out 7 I'm going to

Exercise 5
1 might apply for 2 will probably snow 3 they won't win
4 might not go 5 could be wrong

Unit 6

6A Vocabulary and listening

Crime at the manor

Exercise 1
2 g 3 a 4 b 5 e 6 c 7 h 8 f
2 oil painting 3 wall light 4 windowsill 5 floorboards
6 coffee table 7 footstool 8 armchair

Exercise 2
2 wood 3 glass 4 fabric 5 china 6 leather 7 paper

Exercise 3
Inspector Would you like to tell me what happened, Mr Hedges? Start at the
beginning. Tell me everything you can remember.
Mr Hedges Well, I was sitting watching TV. It was about 8 p.m. Suddenly, I
heard my wife shouting from the bedroom upstairs. I ran upstairs and ... my
wife was lying on the floor!
Detective I see. I'm very sorry, Mr Hedges, but I need to ask you a few more
questions. Did you notice anything unusual?
Mr Hedges Yes, my wife had her hairbrush in her hand, and the window was
wide open. And there was a cigarette in the ashtray, still alight. My wife doesn't
smoke.
Detective Hmm. Have you touched anything? We'll take the cigarette down to
the station for tests. And we'll look for fingerprints on the windowsill. Did you
notice anything missing?
Mr Hedges Well, yes. The candlestick. There's usually a silver candlestick on the
fireplace.
Detective Thank you, Mr Hedges. I think that's all for now. We'll be in touch
shortly. Have you got any relatives who can come and stay ...
6B Grammar

Reported speech (statements)

Exercise 1
1 was  had  had bought  couldn't  would didn't

Exercise 2
2 told 3 said 4 said 5 said 6 told
2 told her that she had borrowed it that morning.
3 said that it wasn't in the bathroom.
4 said that she had left it on her windowsill.
5 said that she didn't like people taking her things.
6 told her that she wouldn't use her hairbrush again.

Exercise 3
2 He said that he had been on holiday until the day before / the previous day.
3 She told him that he would have to stay in jail that night.
4 He told her that he wanted to speak to his lawyer.
5 She said that she could see him the next day.
6 He said that he wasn’t staying in jail without seeing his lawyer.

Exercise 4
2 'The people crossing the bridge pay me a fee.'
3 'I’ve / have made a lot of money this year.'
4 'I need to build some new bridges.'
5 'I can sell you the bridge.'
6 'Visitors will continue to pay to cross.'
7 'I’m / am offering you an incredible bargain.'
8 'I’ll / will reduce the price, if necessary.'

Challenger
Students' own answers

6C Culture

Crime writers

Exercise 1
2 up 3 into 4 out 5 in 6 back 7 under 8 through

Exercise 2
The dual storyline about the solving of a crime and the relationship between the main characters.

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

Exercise 4

6D Grammar

Reported speech (questions)

Exercise 1
1 John asked me where I had been.
2 We asked them if they could come for lunch.
3 I asked him when my car would be ready.
4 You asked me if I knew the way.
5 They asked her where she was going.
6 She asked him if he wanted a drink.

Exercise 2
2 we 3 me 4 he 5 me, her 6 you 7 them, us

Exercise 3
2 ‘Have you been ill?’
3 ‘Can you tell us about your trip?’
4 ‘Does the head teacher know you’re / are back?’
5 ‘Will you still take your exams?’
6 ‘Do you want to borrow my notes?’

Exercise 4

Transcript LISTENING 22

Speaker 1 I really like V.I. Warshawski from the detective novels by Sara Paretsky, Vic, as her friends call her, wears T-shirts, sweatshirts and jeans, and eats Polish sausage sandwiches, so she seems quite ordinary really. At the same time, however, she's a very strong and independent woman who isn't afraid of physical fights.

Speaker 2 My favourite detective is Chief Inspector Wedsford from the novels by crime writer Ruth Randell. Wedsford’s family man and he’s got two daughters, Shella and Silvia. Although he isn’t that young, he has quite modern ideas about life. He is clever, educated and the kind of man who shows his feelings. He is often quite shocked by the violence he sees at work.

Speaker 3 In my opinion, the greatest modern-day investigator is Lisbeth Salander from the Millennium series by Stieg Larsson. Lisbeth is very small and looks quite innocent at first, but she is, in fact, an expert in martial arts like kickboxing. She's also a brilliant computer hacker and she uses these special skills to find out all kinds of things about people she has had problems with in the past.

Speaker 4 I'm a fan of Dorothy Sayers, who wrote novels at the same time as Agatha Christie. She created the character of a gentleman detective called Lord Peter Wimsey. Wimsey is very amusing and he always makes me laugh. Sometimes he behaves in a slightly silly way so that other people underestimate him.

1 b 2 d 3 e 4 a

Challenger
Students' own answers

Workbook answer key 139
Exercise 5

2. if I'd had ever had a job before
3. what my best subject at school was
4. if I'd had passed my last maths exam
5. what I wanted to do when I left school
6. if I was planning to go to university
7. if I could work two evenings during the week
8. if I could start the following week

Challenge! Students' own answers

6G Writing

A formal letter: asking for information

Exercise 1
1 a b 2 a 3 a 4 a

Exercise 5
Students' own answers

6E Reading

The Mande Barung

Exercise 1
1. looked after 2. looked into 3. came across 4. looked for 5. called on 6. got over

Exercise 2
b

Exercise 3
1. b 2. a 3. c 4. c 5. b

Challenge! Students' own answers

6F Speaking

Speculating about events

Exercise 1
1. must have been Jake's birthday yesterday.
2. could / might have made a mistake.
3. can't have seen a ghost.
4. could / might have got lost.
5. must have forgotten my keys.
6. can't have lost his phone.

Exercise 2
2. suppose 3. probably 4. doubt 5. way 6. unlikely
7. quite 8. not 9. so

Exercise 3

Transcript LISTENING 24
1. Woman 1: Did you see Kim after work yesterday?
   Woman 2: No, why?
   Woman 1: She was on her mobile - it sounded like she was having an argument with someone and then she started crying.
2. Boy: Mum, have you seen my jacket? I can't find it anywhere.
   Mum: If it's not in the hall, you must have left it at school again.
3. Girl 1: I can't believe it!
   Girl 2: What's happened?
   Girl 1: It's my bike. I left it here this morning. It must have been stolen.
   Boy 2: What's the matter?
   Boy 1: I can't get onto Facebook.
   Boy 2: Can you get onto Google? Maybe the Internet isn't working.

Exercise 4

Unit 6 Self Check

Exercise 1
1. footstool 2. windowsill 3. oil painting 4. rocking chair 5. sideboard 6. table lamp

Exercise 2

Exercise 3
1. into 2. on 3. over 4. after 5. across

Exercise 4
1. had been 2. wouldn't 3. had called 4. could 5. answered 6. hadn't 7. knew 8. was

Exercise 5
1. who she had visited the day before / the previous day 2. if he liked her dress 3. if he was going out that evening / night 4. if she had seen his MP3 player 5. when he could help her 6. he would do about his car
Get Ready for your Exam 3

Listening  page 55

Transcript LISTENING 25 page 56

DIGIEO International Competition
Are you under 19 and still in full-time education? Then why not take part in the
DIGIEO International Competition? Use your problem solving, communication
and technology skills to create a new web-based game and win an amazing
prize. This year’s competition is now open. The theme is solving world issues.
All you need to do is to enter to form a team with some friends and think of a
global problem that you’d like to solve. Then you need to develop a game
which reflects the problem and your proposed solution. The game must work
on both PCs and Macs and must be uploaded onto the DIGIEO platform before
the closing date of the competition.
Your team must be made up of between one and six students and a teacher. Your
trainer must be over 21 years of age and a teacher at your school or college.
The deadline for the competition is 7:00 p.m. on 25th January. A team
of independent judges will evaluate the entries and the winners will be
announced on 29th March.
So, what are you waiting for? Log onto www.digiad.org to find out more
details about this great competition! You never know, you might win a new
mobile phone and a visit to DIGIEO Live in New York City. The experience will be
unforgettable!

Reading page 56

1 left shoulder 2 model 3 four years 4 appearance
5 investigator 6 red 7 eating disorder

Use of English page 57

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

Speaking page 57

Students own answers

Writing page 57

Students own answers

Unit 7

7A Vocabulary and listening

Relationships

Exercise 1 page 58

1 out 2 up 3 back 4 married 5 divorced

Exercise 2 page 58

Transcript LISTENING 26 page 59

1 Giles Phil?
Phil Yes, Giles? What’s up?
Giles Who’s that girl over there?
Phil Oh, that’s Caitlin. Why? Do you like her?
Giles Yes, I do. She’s gorgeous!
Phil Why don’t you go and talk to her, then? Giles? Where’s he gone now?
2 Giles Hi. My name’s Giles.
Caitlin Hi, I’m Caitlin.
Giles What do you think of the party?
Caitlin Yeah, it’s all right. I don’t know many people, though.
Giles Me neither. Do you like the music?
Caitlin Not really. I prefer rock. How about you?

Workbook answer key 141
Exercise 5

2 bigger and bigger  3 more and more dangerous  
4 worse and worse  5 more and more expensive

Challenge!  
Students' own answers

Love poems

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

Exercise 2  
flower – hour, forget – met, greet – meet, song – wrong, tears – years

Exercise 3

1 wrong 2 forget 3 greet 4 tears 5 flower

Exercise 4  
1 C 2 B 3 A

Exercise 5

Transcript LISTENING 27

John Cooper Clarke was born in Salford in the North of England and is known as a punk poet. In the past, the British public didn't always look up to John as much as they do today. In his teenage years, he hung out with a group of young people called 'Mods', who wore smart, fashionable clothes and rode motor scooters. In 1960s Britain, the 'Mods' and 'Rockers' were unpopular, as there were often violent clashes between the two groups. When John left school, he went to work as a laboratory technician at the University of Salford. Before he finally became a performance poet, when the punk movement started in the UK in 1976, John performed on stage as a support act for famous bands like the Sex Pistols and the Buzzcocks. He recorded four studio albums, two live LPs and also made a few singles. However, John has been most successful performing live on stage. He has a very strong visual appearance because he's tall and thin, with wild, black hair. He calls himself 'the man behind the hairstyle'. He usually wears sunglasses, tight trousers and boots. His poems talk about current issues and problems and they are extremely funny. Of course, John knows them all by heart and he reads them very fast with a strong northern English accent. He usually has his audience laughing loudly in the first five minutes of his show.

Today, John lives with his family in Colchester and continues to write new poetry. Not over 60 years old, he is still performing all over the country and sometimes abroad, too.

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

Challenge!  
Students' own answers

Talking about imaginary situations

Exercise 1  
1 asked 2 spoke 3 would be 4 said 5 chatted 6 would earn

Exercise 2

1 if you put your clothes away, your room wouldn't be a mess.  
2 if you ate vegetables, you'd / would be healthy.  
3 if you weren't always with your friends, you'd / would have time for me.  
4 if you studied, you'd / would pass your exams.  
5 if you saved some money, we could go on holiday.  
6 if you didn't go to bed late, you wouldn't be tired.

Exercise 3

2 was / were 3 had 4 wouldn't phone 5 didn't have 6 lived 7 didn't wear 8 remembered / 'd / would remember

Exercise 4

1 'd / would rather you didn't borrow my clothes.  
2 I wish we lived in a bigger house.  
3 If only we saw more of each other.  
4 She'd / would rather stay in tonight.  
5 I wish we could get married tomorrow.  
6 If only you were ten years younger.

Exercise 5

2 fancied 3 knew 4 'd / would go out 5 could 6 'd / would get on 7 'd / would look 8 'd / would ask 9 live 10 'd / would be.

Challenge!  
Students' own answers

Speaking

Stimulus description

Exercise 1

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

Exercise 2

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

Exercise 3

Transcript LISTENING 28

I'm going to choose the restaurant in photo three. The tables are outside, so I could sit in the sun and rest for a while. I'd only want to eat something light because I wouldn't want to stop for long.
The problem with the restaurant in photo one is that it’s too formal and traditional. It looks expensive and I wouldn’t want to stop for a big meal in the middle of the day.

I wouldn’t opt for the restaurant in photo two because it looks very crowded. It might be cheap but I certainly wouldn’t be able to sit down. Eating there would be very stressful because it would be too noisy.

So, overall, the restaurant in photo three would be best.

She chooses the restaurant in photo three. The tables are in the sun and the food is light.

Exercise 4 (page 54)
1 choose 2 problem 3 looks 4 opt 5 might & too overall & best

Exercise 5 (page 57)
Students’ own answers

Unit 8

8A Vocabulary and listening

Getting from A to B

Exercise 1 (page 56)
2 control 3 reclaim 4 room 5 duty-free 6 office 7 rank
8 gate 9 petrol 10 hall 11 desk 12 shoulder
Mystery word: boarding pass

Exercise 2 (page 56)
1 dangerous 2 uncomfortable 3 inconvenient 4 relaxing
5 unreliable 6 fast

Exercise 3 (page 56)
Transcript (LISTENING 29) (page 56)
Becky: Right, I've booked our hotel in Paris. All we have to do now is to find a cheap flight and then we're fine.
Ian: What do you mean, find a flight? I thought we were going by train?
Becky: Oh no, travelling by plane is much safer than going by train. I'd much rather fly.
Ian: OK, but trains are quite safe, too. And they're a lot more reliable. Trains usually leave on time but planes are often delayed.
Becky: Yes, but flying is much more relaxing. Once you've checked in your luggage, you're free to do whatever you want. I love the duty-free shops in the departure lounge, and I always have something to eat before my flight takes off.
Ian: But don't forget that there's usually a buffet car on the train, so you can eat something there. Trains are more comfortable too, because you can stand up and walk around. On a plane you have to stay in your seat with the seat belt fastened.
Becky: I know, but it's much faster going by plane. The flight only takes an hour.
Ian: Actually, I think you'll find it's quicker by train. You don't have to hang around for so long before you board, and when you arrive, you've got your suitcase with you, so you don't have to go to baggage reclaim. The train is more convenient too as it takes you right to the centre of the city. Airports are usually a long way out of town and it can take you another hour to get to your hotel.
Becky: Umm.. I suppose you're right. I know! Let's do whatever is the cheapest.
Ian: I think the price is more or less the same.
Becky: Really? OK, you've convinced me. Let's take the train for a change.

1 B 2 B 3 1 4 B 5 1 6 1 7 B

Exercise 4 (page 56)
1 driver 2 overhead locker 3 carriage 4 flight attendant
5 runway 6 tracks 7 sets sail 8 disembark

8B Grammar

The passive

Exercise 1 (page 57)
1 are served 2 were given 3 wore 4 has made
5 is being cleaned 6 had arranged 7 has been built
8 will be cancelled

Exercise 2 (page 57)
1 are lost 2 has been reduced 3 was announced
4 will be closed 5 were stopped 6 is used
7 had been stolen 8 will be taken
Exercise 3
1. was written by Charles Dickens.
2. has been damaged by vandalism.
3. will be added to the train at the next station.
4. had been left at baggage reclaim.
5. are sold by low-cost airlines.
6. are being repaired so there aren’t any trains.

Exercise 4
1. was made
2. had been demonstrated
3. has been invested
4. have been produced
5. are sent
6. was introduced
7. is used
8. are being discovered
9. will be replaced

Challenge! Students’ own answers

8D Grammar
Indefinite pronouns: some-, any-, no-, every-

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

Exercise 2
2. nothing 3. anybody / anyone 4. anywhere 5. something
6. anywhere 7. somebody / someone 8. Everybody

Exercise 3
1. somewhere 2. anywhere 3. somebody / someone
4. everything 5. nothing 6. anybody / anyone 7. something
8. Everybody / Everyone

Exercise 4
1. somewhere 2. somebody / someone 3. anywhere
4. anything 5. nothing 6. Nobody / No one 7. something
8. anybody / anyone 9. nowhere

Challenge! Students’ own answers

8C Culture
Explorers

Exercise 1
1. lethal
2. threatening
3. notorious
4. challenging
5. intrepid
6. gruelling
7. remote
8. unsuccessful

Exercise 2
b

Exercise 3
A 5 3 2 1 C B

Exercise 4

Transcript LISTENING 30

Interviewer Rob, you went on an adventure cruise last year, didn’t you?
Rob Yes, I did.
Interviewer Can you tell us something about it?
Rob Yes. Well, the cruise was similar to the original trip done by Captain Scott. We set off from the island of Tasmania and we sailed to Cape Evans, where Scott camped, nearly 1,300 kilometres from the South Pole.
Interviewer Wow! That sounds exciting! How long did the trip take you?
Rob We were at sea for 21 days, which was quite an adventure in itself. Sometimes the waves were over twelve metres high, and one day the engines stopped when we were thousands of kilometres from land. The captain managed to solve the problem though, so we were able to carry on.
Interviewer So, was your journey exactly the same as Captain Scott’s journey?
Rob Not really. We followed the same route, more or less, except that we stopped at Macquarie Island, where we came across lots of penguins. And that’s where the similarity ends, really. Scott took 30 days to reach the camp, while we took only nine, and the conditions on board were very different, too. We had comfortable cabins, shops, a sauna and five-star meals, but Scott and his team had none of these facilities.
Interviewer What did you find when you reached Cape Evans?
Rob Well, the main attraction of Cape Evans is Captain Scott’s hut where the team camped. It looked quite solid and lonely in so much snow and ice. Inside, we saw the large table where Scott celebrated his 43rd birthday dinner before leaving for the Pole. On the shelves were the tins of food which they had taken with them, and scientific instruments and newspapers dating back to the time the men had left them. Scott’s sealskin blanket still lies on his bed, and a photo of his wife is still on the wall. Seeing the hut makes you feel real respect for this man and his team, who went so far with so few resources.

Challenge! Students’ own answers

8E Reading
A year away

Exercise 1
1. switched on
2. mate
3. folks
4. grief
5. look out for
6. chilled
7. wobbly

Exercise 2
The writer visited Vietnam and Thailand...

Exercise 3
1. a 2. b 3. c 4. a 5. b

Challenge! Students’ own answers

8F Speaking
Travel problems

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

Exercise 2

Transcript LISTENING 31

1. Guest Excuse me. I want to complain about my room.
Receptionist I’m sorry to hear there’s a problem. What’s the matter with it?
Guest It’s very uncomfortable because the air conditioning isn’t working.
Receptionist Well, I’ll see what I can do.
Guest I’m sorry, it’s just not good enough. This is a 5-star hotel!
Receptionist I must apologise, I’ll sort it out immediately.
Guest Thank you, I appreciate that.

2. Guest Excuse me, I’d like to make a complaint.
Receptionist I’m very sorry to hear that. What seems to be the problem?
Guest I didn’t sleep all last night. The music from the disco kept me awake.
Receptionist That’s really beyond our control, I’m afraid. The disco doesn’t belong to the hotel.

Challenge! Students’ own answers
Exercise 3  
1 A I want to complain about my room.
B I'd like to make a complaint.
2 A I'm sorry to hear there's a problem.
B I'm very sorry to hear that.
3 A What seems to be the problem?
B What's the matter with it?
4 A That's really beyond our control, I'm afraid.
B I'll see what I can do. A I'm sorry, it's just not good enough.
B There's really nothing I can do about it.
5 A I'm really not happy about this.
B I must apologise.

Exercise 4  
1 B 2 B 3 A 4 A 5 B 6 A

Exercise 5  
Students' own answers

Exercise 1  
It is an Area of Outstanding Natural Beauty. It's got a selection of bays, beautiful beaches and a good surfing school. It also has lots of historic sites and Afon Forest Park is excellent for mountain biking.

Exercise 2  
1 It is situated in 2 It takes 3 It is a great place 4 is famous for 5 to suit every taste 6 is a must

Exercise 3  
1 fascinating 2 isolated 3 wild 4 breathtaking 5 historic 6 wooded

Exercise 4  
1 It's Saturday 21st March today.
2 It's cloudy and it's only 10°C. It's only 10°C and it's cloudy.
3 It doesn't matter what you do.
4 It's only a few kilometres from here.
5 It's a shame that you can't come.
6 It took twelve hours to drive home.
7 It's easy to get there.
8 It's just after midnight.

Exercise 1  
1 stressful 2 slow 3 cheap 4 inconvenient 5 safe 6 unreliable

Exercise 2  
1 buffet car 2 taxi rank 3 hard shoulder 4 baggage reclaim 5 arrivals hall 6 ticket office 7 departure gate 8 passport control

Exercise 3  
1 has been ordered (by the hotel receptionist).
2 aren't served on the plane.
3 is being prepared (by the cleaners).
4 hadn't been changed.
5 will be brought to your room.
6 is being delayed by bad weather this morning.
7 weren't put on the plane.
8 were shown around Pompeii (by the guide).

Exercise 4  
1 anybody / anyone 2 somewhere 3 nothing 4 Somebody / Someone 5 nobody / no one 6 anything 7 something 8 anywhere

Get Ready for your Exam 4

Listening  
1 e 2 c 3 b 4 d 5 a

Transcript © LISTENING 33  
Presenter And now for the highlights on this week's television.
1 First of all, on Monday night there's Changing Rooms. In this home makeover show, two groups of friends swap homes. They then choose one of the rooms in their friends' home and redesign the room, painting it or putting up wallpaper and new curtains and so on. Finally, the couples meet up again to show each other the new rooms.
2 If you're into gardening, you won't want to miss Ground Force on Tuesday. In this show, a team of gardeners redesign the garden of a person who has been nominated by their family or friends. While the person is away, the team work on the garden for two days and surprise the person when they return home.
3 For those fashion addicts out there, on Thursday there's What Not To Wear. A member of the public is secretly filmed to find out what they usually wear. The show's presenters then visit the person and offer them £5,000 to throw away their old clothes and buy some new ones. At the end of the show, the person shows everyone their new look.
4 Now, if you're getting married soon, you may or may not want to watch Don't Tell the Bride on Friday. In this show, a couple are given £20,000 to spend on their wedding. However, the bride - that's the woman - and the groom - the man - must have no contact for three weeks, and it's the groom who has to organise everything, including the wedding dress.
5 Finally, for those of you who are keen on cooking, there's MasterChef on Sunday afternoon. Six contestants are given a selection of ingredients and they have to invent a dish. They have fifty minutes to cook the dish and present it to the judges. The winner goes through to the Grand Final at the end of the series.
Well, that's all we've got time for, I'm afraid. Happy viewing!
9B Grammar

have something done

Exercise 1

2. He's had his beard cut.
3. He's had his ear pierced.
4. He's had his glasses repaired.
5. He's had his hair dyed.
6. He's had his nose altered.
7. He's had his teeth whitened.

Exercise 2

2. are having the house decorated.
3. have had the central heating serviced.
4. are going to have the grass cut.
5. are having the front door painted.
6. had a new shower fitted.
7. are going to have the whole house cleaned.

Exercise 3

2. ourselves 3. yourself / yourselves 4. himself 5. myself
6. herself 7. themselves

Exercise 4

2. a cut b. cut himself
3. a. look after themselves b. look after
4. a. control herself b. control
5. a. taught herself b. taught
6. a. hurt b. hurt herself

Challenge! Students' own answers

9C Culture

Advertising

Exercise 1

1. adverts 2. brand 3. agencies 4. slogan 5. products 6. placement

Exercise 2


Exercise 3

Transcript LISTENING 35

Presenter Hello, and welcome to this week's edition of Best the Brands. Today, we've got Rick Davis in the studio with us to give us some ideas about how to get the most out of games consoles, Rick?
Rick Yes, well, as everyone knows, the manufacturers of games consoles want to keep the prices of their products as high as possible. The consoles get to their real, natural price about six months after they come out on the market – this is a reduction of more or less 25%. After a year, they can fall to about half their original price. So, if you want to buy a new games console, it's better to wait until the prices come down.
Presenter Right. Any other tips?
Rick Well, another problem is that the new console might not actually be successful with the public. If this happens, software companies will stop making games for it, and you could have a nice new console but no games to play on it. I suggest you wait for a year after the console is out on the market. That way, you'll be able to decide if it's a good product to buy or not, and if it is, you'll get it at a much better price.
Presenter And what about new games?
Rick: It's the same issue. Software companies invest a lot of money in adventuring new games and they are much more expensive when they first come out. If you wait for a while, you can read people's reviews on the Internet, or in your favourite games magazines, to see if the game really is as good as the advert says it is.

Presenter: Is it better to buy used games, then?

Rick: I would say yes. The price is often less than half the price of the new game. You can also sell your own games once you've finished with them to help you pay for a new one. My advice is to sell as fast as possible to get the best price for your games.

Presenter: Thanks, Rick.

Challenge! [page 76]

Students' own answers

9D Grammar

Third conditional

Exercise 1 [page 79]

1. If Beth hadn't spent all her pocket money, she would have been able to buy a new phone.

2. If we had gone to the right gate, we wouldn't have missed the flight.

3. I would have run out of petrol if I hadn't found a petrol station.

4. He would have bought the suit if it hadn't been out of stock.

5. They wouldn't have fallen out if he had paid her back on time.

6. If you had shopped around, you would have found a cheaper jacket.

Exercise 2 [page 79]

1. If I hadn't wasted my money, I wouldn't have been in debt all my life.

2. If she hadn't had plastic surgery, she wouldn't have become more confident.

3. If he had remembered his credit card, he wouldn't have paid in cash.

4. If the webcam hadn't been broken, I wouldn't have taken it back to the shop.

5. If the shop had ordered enough high-heeled boots, it wouldn't have sold out.

Exercise 3 [page 79]

1. had studied, would have passed

2. had had, would have found

3. hadn't got married, wouldn't have made

4. wouldn't have stayed, hadn't had

5. wouldn't have gone, hadn't got

6. had been able, would have met

7. would have gone, hadn't (already) been

Challenge! [page 79]

Students' own answers

9E Reading

A charmed life

Exercise 1 [page 81]

1. for 2. in 3. in 4. by 5. on 6. in

Exercise 2 [page 81]

Exercise 3 [page 81]

1. b 2. e 3. a 4. f 5. d

Challenge! [page 81]

Students' own answers

9F Speaking

Photo description

Exercise 1 [page 81]

Transcript LISTENING 36 [page 81]

Interviewer: Why do you think the woman is giving the girl some money?

Candidate: I can't be sure, but I guess the woman is the girl's mother. I think she's giving her a £20 note - it certainly looks like a £20 note. I'm pretty sure she's giving her the note because it's her pocket money. Um, another possibility is that she's giving her the money so that she can go out. It could be that she's going to the cinema or something like that. It's difficult to say.

Interviewer: Do you and your friends take a lot of money with you when you go out? Why? If not, why not?

Candidate: No, I wouldn't say I take a lot of money with me when I go out. For example, I usually take about £10 with me. Actually, I've got £10 in my pocket right now! I haven't got much money, so I have to be very careful with it. As for my friends, I'd say that they probably take the same amount with them as I do. In fact, I'm pretty sure that no one takes a lot of money with them. I think it's much safer if you don't carry a lot of money around.

Interviewer: Tell me about the last time you went out with your friends.

Candidate: The last time I went out with my friends was on Saturday. One of the boys in our group, Andy, had told us about a basketball match in the evening, so we decided to go and watch it. I hadn't seen Andy play before so I didn't know he was so good - he scored twelve points while we were watching! In the end, Andy's team won, so we all had dinner together to celebrate. We all had a great time and I got home at about midnight.

Exercise 2 [page 81]

Exercise 3 [page 81]

Transcript LISTENING 37 [page 81]

Candidate: I can't be sure, but I guess the woman is the girl's mother. I think she's giving her a £20 note - it certainly looks like a £20 note. I'm pretty sure she's giving her the note because it's her pocket money. Um, another possibility is that she's giving her the money so that she can go out. It could be that she's going to the cinema or something like that. It's difficult to say.

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

Exercise 4 [page 81]

Exercise 3 [page 81]

2. I doubt that ... 3. I wouldn't say that ... 4. Actually,

5. I also think that ... 6. In fact, 7. For example,

8. For one thing,... 9. For instance,

Transcript LISTENING 38 [page 81]

Candidate: The last time I went out with my friends was on Saturday. One of the boys in our group, Andy, had told us about a basketball match in the evening, so we decided to go and watch it. I hadn't seen Andy play before so I didn't know he was so good - he scored twelve points while we were watching! In the end, Andy's team won, so we all had dinner together to celebrate. We all had a great time and I got home at about midnight.

1. went out 2. had told 3. decided 4. hadn't seen

5. didn't know 6. were watching 7. won 8. had 9. got

Workbook answer key 147
Unit 10

10A Vocabulary and listening

Performers

Exercise 1
1 string quartet 2 busker 3 rock band 4 choir
5 folk group 6 rapper 7 jazz band 8 opera singer
9 orchestra

Exercise 2
1 solo 2 chorus 3 aria 4 Lyrics 5 beat 6 symphony
7 Chords 8 movement 9 melody 10 Harmony

Exercise 3

Transcript \L {LISTENING 39} \page{84}
Paul Yes, I have heard what they’re saying about the future of rock music?
Cathy No, but...I...?
Paul Well, this article says that rock music is on its way out. There’s no future for it.
Cathy How can they possibly say that? I love rock music!
Paul It says that last year there were only three rock songs among the top 100 best-selling hits in the UK.
Cathy But there’s a disaster! So what is everybody listening to if it isn’t rock?
Paul Hang on. Let me look at the figures. Here they are. The most popular music seems to be... hip hop and RnB. Erm... 47% of the top-selling tracks belong to this category. Next comes pop with 40% and then dance with 10%. Like I said, rock has only 9% of the hits on the list.
Cathy But surely someone out there must be listening to rock. The radio stations are full of it, and rock bands are always going on tour.
Paul Yes, but it’s the old bands that are doing well on tour, isn’t it? Some people still want to see them live. Bands like Bon Jovi and U2, who’ve been around for years. Rock music is still popular with the over forties, but it’s young people who aren’t so interested in it.
Cathy Well, for one, am going to carry on listening to my favourite rock bands. By the way, have you heard the latest album by The Strokes?
Paul No, I haven’t. Is it any good? I love that band!
Cathy Yes, it’s excellent. Wait a minute, I’ll put it on, so you can hear...

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

Exercise 4
1 singer 2 composer 3 poet 4 sculptor 5 director
6 novelist 7 playwright

Challenge! \page{84}

Students’ own answers

10B Grammar

Participle clauses

Exercise 1
1 performing 2 watching 3 collected 4 sung 5 inviting
6 composed 7 leading 8 played

Exercise 2
1 portrayed 2 depicted 3 worn 4 standing 5 walking
6 talking
Exercise 3  page 65
2 On stage there's a folk band singing old songs.
3 The musician, educated in Rome, will play three songs this evening.
4 The cathedral used for the ceremony was built in the last century.
5 The opera, starring Elaine Stewart, was an absolute disaster.
6 The DJ playing the music is very well-known.

Challenge!  page 66
Students' own answers

10C Culture

Music festivals

Exercise 1  page 66
2 e 3 h 4 c 5 a 6 d 7 f 8 b

Exercise 2  page 66
1 mainland Europe 2 music lovers / festival-goers
3 dance music 4 campsite 5 shuttle buses
6 festival-goers / music lovers 7 line-up 8 headline acts

Exercise 3  page 66
1 It was held in 2004.
2 Both festivals often have the same headline acts.
3 The best accommodation is 'podpads' in the Luxury Campsite.
4 They can find fully-equipped tents that they can hire.
5 It usually rains.
6 The performers also enjoy it.

Exercise 4  page 66

Transcript  LISTENING 40  page 66
Susie: Hi Callum! How are you? How was your summer?
Callum: Hello Susie. Yeah, it was good.
Susie: You went to a music festival, didn't you?
Callum: Yeah, yeah, I did.
Susie: What was it like?
Callum: I didn't really enjoy it, to be honest. I should have known it was going to be a disaster when I had such problems getting the tickets.
Susie: Oh, dear. What went wrong?
Callum: Well, the main problem was getting there in the first place. We wanted to be green and all that, so we decided not to take the car. We got the train to the nearest station and then there was supposed to be a bus to pick us up and take us to the festival site. Unfortunately, most of the other festival-goers had had the same idea as us, so there was a huge queue. It was really late by the time we got to the campsite.
Susie: But you saw some good bands, though, didn't you?
Callum: That was the other problem. After watching all the bands my brother wanted to watch in the pouring rain, we went to the main stage to see my favourite band. When we got there, we found out they'd cancelled at the last minute.
Susie: Why did they do that?
Callum: The lead singer was ill. He had a throat infection or something, I was so fed up, I can tell you.
Susie: Oh, poor you! Does that mean you won't be going to any more music festivals?
Callum: Not at all. Actually, I'm thinking of going to the V Festival next year. Do you want to come? The headline acts are the Arctic Monkeys, Eminem, and Plan B and Rihanna are also playing ...
1 difficult 2 train 3 A lot of 4 relative 5 bad
6 didn't play 7 will

Challenge!  page 66
Students' own answers

10D Grammar

Determiners: all, each, every, few, little, etc.

Exercise 1  page 67
1 a few 2 little 3 a few 4 little 5 Few 6 a little

Exercise 2  page 67
1 I watched most of it.
2 I have listened to all of them.
3 I liked some of it.
4 I haven't been to any.
5 I know most of them.
6 I've / have seen a few.

Exercise 3  page 67
1 The DJ didn't take much time to set up his equipment.
2 Singers and dancers earn little money at first.
3 correct
4 correct
5 few string quartets become famous.
6 Not many buskers get rich.
7 A lot of musicians can play more than one instrument.
8 correct

Exercise 4  page 67
2 no 3 some 4 Few 5 most of 6 each
7 any of 8 many

Challenge!  page 67
Students' own answers

10E Reading

Beautiful minds

Exercise 1  page 68
2 illustrations 3 sketches 4 drawings 5 paintings
6 sculptures

Exercise 2  page 68
They both suffer from bipolar disorder.

Exercise 3  page 68
1 d 2 g 3 b 4 c 5 a 6 f

Challenge!  page 68
Students' own answers

10F Speaking

Stimulus description

Exercise 1  page 69
Expressing enthusiasm I'd really love to see it. That sounds more fun. It should be really entertaining. I love that kind of thing.
Expressing lack of enthusiasm It just doesn't appeal to me.
It's not really my thing. I wouldn't say I was a real fan. I think I'd be bored. I'm not very keen on it.
Exercise 2 (page 88)
Transcript LISTENING 41 (page 89)
1 Let's go to an outdoor music festival this summer.
2 What did you think of that new DJ?
3 Do you fancy watching the school orchestra next Friday?
4 Have you ever seen a male voice choir?
5 They've put on a new interactive exhibition in the science museum.
6 Why don't we go to the ballet?
1 a 2 b 3 b 4 a 5 a 6 b

Exercise 3 (page 88)
1 so 2 so 3 such 4 such 5 so 6 such

Exercise 4 (page 88)
Transcript LISTENING 42 (page 89)
I'm going to choose the exhibition in picture 1. I'd really love to see this exhibition. I love that kind of painting. The technique is amazing! It's so detailed and so realistic. And it's really useful for me to see this kind of exhibition because I'm studying art at school and I have to write essays about the history of art.

I wouldn't opt for the sculpture exhibition in picture 2. It looks a bit strange! I wouldn't say I was a real fan of modern art, in general, actually, because I don't understand it. Some of my friends like Damien Hirst and other modern artists, but it's not really my thing. I prefer older art, like in picture 1.

1 She chooses the exhibition in picture 1 because she likes this kind of painting and it will help her studies to see the exhibition.
2 She rejects the exhibition in picture 2 because she doesn't really like modern art, as she doesn't understand it.

Exercise 5 (page 89)
Students' own answers

10C Writing
Book review
Exercise 1 (page 90)
1 identified 2 set 3 main 4 written 5 twist 6 end 7 recommend

Exercise 2 (page 90)
2 What is really exciting is the setting.
3 What I loved was the way the story was told.
4 What the main character needs is a friend to help him.
5 What I really enjoy is reading on the train.
6 What this author is famous for is creating a twist at the end.

Exercise 3 (page 90)
What the writer likes most is the relationship between Eragon and his dragon.

Exercise 4 (page 90)
Students' own answers

Unit 10 Self Check
Exercise 1 (page 91)
1 busker 2 orchestra 3 string quartet 4 DJ 5 folk group 6 choir 7 rapper

Exercise 2 (page 91)
1 movement 2 chorus 3 symphony 4 melody 5 solo
6 lyrics 7 chords 8 harmony

Exercise 3 (page 91)
1 written 2 changing 3 shown 4 used 5 playing
6 performed 7 announcing 8 wearing

Exercise 4 (page 91)
1 Few 2 Most 3 any 4 all 5 some 6 each 7 much

Get Ready for your Exam 5
Listening (page 92)
Transcript LISTENING 43 (page 92)
Presenter Hello and welcome to Career Opportunities. On today's programme we'll be talking to people who have jobs in the retail industry. First to join us is Caroline Bates, who's a personal shopper. Caroline, what exactly is a personal shopper?
Caroline Well, a personal shopper is someone who is actually paid to shop. They can be hired by individuals, companies or retailers themselves to find all kinds of different products. These can range from clothing and furniture to food and presents for employees. Some personal shoppers specialise in specific items while others do a variety of different things.
Presenter So, what's the secret to being good at the job?
Caroline Um, well, you mustn't limit yourself to only looking for things that appeal to you. You have to be open to looking for things that suit your clients' tastes, not just your own. You also need to know how to shop within a set budget.
Presenter Caroline, tell us about your own job. Who do you work for?
Caroline Well, I'm actually a 'personal shopping consultant'. I work in the women's clothes section of a large department store on Oxford Street.
Presenter So, who are your clients? And what happens in a typical meeting with a client?
Caroline Well, most of them are women, obviously. I meet the client in our special suite and we discuss what kind of image they want to project. Then, I go down to the shop floor and collect some items for the client to try on. Together we talk about the outfits, and when we're both sure that we're happy with the look, I take them off to the beauty department, where they have their face made up. And that's it, really.
Presenter So, what sort of qualities does a personal shopper need, Caroline?
Caroline Well, first of all, you need a lot of experience in sales. Your appearance is also important -- it's your best advertisement -- and you must be an outgoing sort of person, very friendly and confident. You also need to have a lot of patience and tact. You don't want to upset your client!
Presenter No, I'm sure, Caroline; thank you for joining us.
Caroline My pleasure.

Reading (page 92)
1 retail 2 employees 3 budget 4 department store 5 beauty department 6 appearance 7 patience/tact

Use of English (page 93)
1 where 2 have 3 what 4 would 5 every 6 was 7 having 8 had 9 lot 10 done

Speaking (page 93)
Students' own answers

Writing (page 93)
Students' own answers
Get Ready for B2 Exams 1

Use of English  page 94

Exercise 1  page 94
1 nothing  2 on  3 if  4 were  5 for  6 out
7 any/the  8 to  9 for  10 enough

Exercise 2  page 94
1 reliable  2 inventor  3 difference  4 selection
5 certificate  6 told  7 director  8 enthusiasm
9 response  10 actually

Reading  page 94–95
1 T 2 F 3 T 4 F 5 T 6 F 7 T 8 T

Get Ready for B2 Exams 2

Use of English  page 95

Exercise 1  page 95
1 won  2 was held  3 had been constructing
4 had entered  5 decided  6 didn't have  7 wouldn't be
8 were rewarded  9 had demonstrated  10 winning

Exercise 2  page 96
1 c 2 a 3 b 4 d 5 a 6 c 7 d 8 a 9 c 10 a

Reading  page 96
1 C 2 D 3 B 4 G 5 A 6 F

Review 1–2

Exercise 2  page 98
1 was walking  2 sounded  3 managed  4 were shining
5 heard  6 realised  7 were making  8 had noticed

Exercise 3  page 98
1 c 2 d 3 b 4 a 5 c 6 a 7 b 8 a 9 b 10 c 11 b
12 b 13 c 14 d

Review 3–4

Exercise 2  page 99
1 has  2 who  3 where  4 eyelid  5 been  6 neck
7 been  8 hand

Exercise 3  page 99
1 for work as  2 which I saw  3 experience in
4 I often help / I have often helped  5 who grows
6 I worked  7 in charge of  8 I did the paperwork
9 and I also served customers  10 I have always loved
11 I am training  12 the people whose
13 I have been looking after / I look after  14 who has just sold

Review 5–6

Exercise 2  page 100
1 was going to go  2 might not survive  3 look into
4 will have got over  5 that he had  6 time the train leaves
7 if we followed  8 must have forgotten

Exercise 3  page 100
1 'd / had invited  2 would pay  3 wanted  4 could
5 'm / am going to be  6 'm/am / 'll / will be looking after
7 'm / am going  8 finishes  9 'll / will have done
10 'll / will / might / may fall  11 don't pass
12 'll / will be studying  13 'll / will book
14 'll / will be arriving / 'm / am arriving

Review 7–8

Exercise 2  page 101
1 b 2 a 3 a 4 d 5 c 6 a 7 a 8 c

Exercise 3  page 101
1 are  2 most  3 would  4 Anybody / Anyone  5 less
6 desk  7 gate  8 is  9 more  10 would  11 weren't
12 been  13 advantages  14 be

Review 9–10

Exercise 2  page 102
1 offer  2 Many  3 refund  4 exchange  5 much
6 bargains  7 most  8 receipt

Exercise 3  page 102
1 written  2 called  3 hunting  4 occupying  5 ruled
6 known  7 killing  8 wouldn't have volunteered
9 Accompanied  10 created  11 cut  12 painted
13 making  14 Reading

Workbook answer key  151
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