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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 photocopiable 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 itools (a digital version of the Student's Book for use with interactive whiteboards); Workbooks; Online 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 exams. We would like to thank Meredith Levy for sharing their expertise in writing the procedural notes in the Teacher's Book. Amanda Begg provided the photocopiable 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 Falla 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 Focus / Skill Round-up sections, providing a language test of the previous two units and a cumulative skills-based review.
- ten Get Ready for your Exam sections providing typical exam tasks and preparation.
- a ten-page Vocabulary Builder section with practice and extension.
- a nineteen-page Grammar Builder Reference section containing grammar reference and further exercises.

Words mobile phone app

Also available for students to purchase is the Solutions 2nd edition Upper-Intermediate Words app for Apple and Android mobile phones. The app offers definitions and contextual sentences for over 1,000 useful words from the Upper-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 quiz checks student 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.
- 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 student's 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 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 audioscripts
- a full Student's Book answer key, including audioscripts.

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 ten exam-specific sections (Get Ready for your Exam) designed to familiarise students with the task-types typical for most exams. 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 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 the oral and the written exam. 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.
- The topics covered in the book correspond to the topics in the Extended Matura syllabus.
- 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 grammar presentation is interactive.
- **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 grammar reference.

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 D – Reading
- Lesson D contains the main reading text of the unit.
- It occupies two pages though 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 E.

Lesson E – Grammar
- Lesson E 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 grammar reference notes.

A final speaking activity allows students to personalise the new language - this happens throughout the book.

Lesson F – Speaking
- Lesson F (Speaking) presents an exam-style speaking task.
- 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.

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.

Get Ready for your Exam
• There are ten Get Ready for your Exam sections which focus on exam skills and preparation.
• The sections include exam tasks for listening, reading, speaking and writing.
• 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 unit and provide authentic exam practice.

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 40, 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 lesson includes practice of all four skills: listening, reading, writing and speaking.
Strategies and ideas

Teaching vocabulary
Vocabulary notebooks
Encourage 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 learnt 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 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 a misunderstanding
• contrasting new structures with language that they already know.

Practice
Practice makes perfect. Use the activities in the Grammar Builders, photocopiables, the Workbook and on IT tools.

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 jailbreakers on page 5 of the Student's Book, list these words: hacker jailbreaker criminals malicious entrepreneur
• 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 students well. Focus on teaching rather than testing. Here are some things you can do:
• Tell 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 students listen. Ensure that 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 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 students are listening, stand at the back of the class and check that they can all hear.
Teaching writing

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

Preparation
Encourage 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 it 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 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 pairwork, consider pairing stronger students with weaker students.

Project work
Provide on-going work for stronger students. You can give 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 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 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.
1A Vocabulary and listening

Describing personality

LESSON SUMMARY
Vocabulary: personality traits; compound adjectives; synonyms and antonyms
Listening: talking about personality traits
Speaking: describing and expressing feelings about personality traits
Topic: People

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

LEAD-IN 3-4 MINUTES
- Write the headings People I like and People I dislike on the board. In pairs, students discuss and agree on four adjectives to describe people in each category.
- Ask a few students to write their adjectives on the board. Encourage the others to express agreement or disagreement.

Exercise 1
- Refer students to the photos and ask them to describe what the people are doing. Discuss the questions as a class.

Exercise 2
- In pairs, students check the meaning of the adjectives using a dictionary. Check comprehension by giving translations and eliciting the English words.
- Drill words which may be difficult to pronounce, e.g. eccentric /ɪk'sentrɪk/. Give special attention to the /aɪ/ sound in the last syllable of considerate and stubborn, and to the stress on the third syllable in argumentative.
- In pairs, students discuss the questions. In class feedback, ask them to give reasons for their choice of adjectives.

Extension
Write the prefixes un-, in-, dis- and ir- on the board. Ask students to find at least three adjectives in the list that take the prefix un- to form an adjective with the opposite meaning, and one adjective for in-, dis- and ir-. They can use dictionaries to check.

un-: unambitious, unassertive, unconventional, unselfish, unsociable
in-: inconsiderate
dis-: disorganised
ir-: irresponsible
For further practice of Synonyms and antonyms, go to:

Vocabulary Builder 1.1  (page 131)
1 positive: daring – adventurous; energetic – active; friendly – amiable; humorous – witty; intelligent – clever; logical – rational; loyal – faithful; relaxed – calm; unassuming – modest
negative: conceited – vain; condescending – patronising; irritable – grumpy; timid – shy
1 c 2 b 3 a 4 d 5 b 6 a
3 I mess y 2 excited 3 exactly 4 dishonest 5 hate 6 optimism

Exercise 3  page 5
• Students read and complete the sentences.
• Students check answers in pairs. Check answers as a class.
1 immature 2 selfish 3 argumentative 4 stubborn 5 considerate

Exercise 4  page 5
• Students write their sentences individually. Point out that they need to think of examples of typical behaviour to illustrate the personality traits they have chosen.
• Students read out one or more of their sentences, leaving out the adjective for the others to guess. If you have a large class, it may be best to do this as a group activity so that everyone gets a chance to read more than one sentence. With a stronger class, ask students to guess the adjective without looking at the list in exercise 2.

Extra activity – speaking
Ask students to think of a well-known fictional character (e.g. from a film, a book, a TV drama, a sitcom or a soap opera). In groups, they take it in turns to describe the character they have chosen, without naming them. They can include some information about the person's age, nationality and appearance, but the description must focus on their personality. The other members of the group try to guess the character, asking questions if necessary.

Exercise 5  page 5
• Students discuss in pairs. Tell them to explain their choice of adjectives by describing how they typically behave or react in certain situations.
• Ask a few students to tell the class about their partner's ideas.

Exercise 6  page 5
• Explain the task and give students time to read the questions. With a weaker class, tell students to decide which questions ask about a positive personality trait (b, c, f) and which about a negative one (a and d; e could be positive or negative).
• Play the recording, pausing after each speaker for students to find the right question. Play the recording a second time, if necessary. Check answers as a class.
• Elicit the main idea in each speaker's answer. Ask which of these answers students found the most surprising.

Audioscript  1.02  page 5
1 I definitely respect people who don’t need to be told what to do, who work things out for themselves and then just get on and do it. I think being self-motivated is a great quality. I mean, it’s really useful in life, especially at school or at work. It means you’re in control of your life. I hope I’ve got it too, a little bit. But I need to improve! It’s definitely the best one to have.

2 What you really want from somebody you spend a lot of time with is somebody who cares about you, who wants to do the right thing, even if they don’t always get it right. So for me, the most important quality is to be well-meaning. You can’t expect anyone to be perfect; we all have our faults, don’t we? But basically, they have to be a nice person, and if that’s what they’re really like inside, then I can forgive a few other faults. Those aren’t important.

3 It’s fine to have strong opinions of your own, but you need to listen to other people too and be a bit, you know, open to things. Some people don’t even listen to what other people have got to say. It’s like, ‘I’m right, this is how it is, and why should I listen to anyone else’s point of view?’ But that’s really negative and … er … I just don’t know why anybody wants to be so narrow-minded. It makes me angry sometimes.

4 There are a few things about myself that I wish I could change. Like, I wish I didn’t get angry so easily. I’m so quick-tempered! It’s not something I want to do, or mean to do – it just happens. I mean, I don’t get angry for no reason, of course – there’s always something that sparks it off. Like when somebody pushes in front of me in the queue for the bus – I mean, how dare they? Who do they think they are? Angh! That makes me really angry … but I wish it didn’t.

5 I’m terrible if people say things about me, even if they don’t really mean to be rude! I get upset very easily. It’s not their fault, really, it’s mine. I take everything so personally, I’m just not very thick-skinned. I definitely think it would be better if I could ignore criticism or unfriendly comments, and just think, OK, that’s interesting, that’s your opinion … but it isn’t going to upset me. That’s how I’d really want to react – yes.

6 I think lots of different personality qualities might be important, but basically, you have to really care about money! If you’re really mean, and never spend the money you get, you’ll probably end up with lots of it. Sometimes you hear people say things like, ‘That guy’s got so much money, why is he so penny-pinching? Why doesn’t he buy somebody a drink every now and then?’ Well, you know, that’s why he’s got so much money – because he’s careful with it! Most of my friends are really generous with their money, but they’ve never got much.

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

Exercise 7  1.02  page 5
• Play the recording again. Pause after each speaker to elicit the missing word and the meaning of the whole adjective.
1 self 2 well 3 narrow 4 quick 5 thick 6 penny

Language note – Compound adjective forms
If the second word of a compound adjective is a present participle (verb + -ing), it is an active form and means 'doing something' (so a hard-working person works hard). If it is a noun + -ed, it means 'having something' (so a kind-hearted person has a kind heart). If it is a past participle, it has a passive meaning (so a love-struck person has been struck by love).

Exercise 8  page 5
• Students discuss the questions in pairs. Encourage them to give reasons for their opinions and to respond to their partner with comments and follow-up questions. Circulate and monitor or join in the conversations as appropriate.
Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers: I can use suitable adjectives to describe personality traits. I have learnt some compound adjectives for describing personality.

1B Grammar

Present perfect simple and continuous

Lesson summary

Grammar: present perfect simple and present perfect continuous; state and dynamic verbs
Readings: an article about an exceptional teenager
Speaking: talking about recent actions and activities that have continued over a period of time

Shortcut

To do the lesson in 30 minutes, omit the lead-in and do exercises 3 and 4 together as a class. The Grammar Builder activity can be set for homework.

Lead in 3-4 minutes

- Write the following on the board: Name three teenagers who have received a lot of publicity. What did they do to attract this attention? Do you admire them? Would you like to be in their shoes?
- In pairs or small groups, students discuss the questions.

Exercise 1

- Focus on the photo and elicit answers to the question. Examples of mental qualities could include courage, determination, self-confidence, independence and ambition.

Exercise 2

- Students read the text to find the three pieces of information. Check answers as a class.
- Discuss the two questions as a class. The answers can only be speculative, so encourage the use of might, could, may or must (have) and the adverbs perhaps or probably.

name: Jordan Romero  age: thirteen  nationality: American

Exercise 3

- Establish the difference in form between the present perfect simple (have / has + past participle) and present perfect continuous (have / has been + present participle).
- Explain at the outset that the two tenses are similar but, like all continuous tenses, the present perfect continuous carries the idea of action continuing over time.

Language note – Present perfect simple and continuous

The difference between the two tenses is difficult to pinpoint, as both can refer to recent actions. In the text in exercise 2, most of the present perfect continuous verbs could be replaced by verbs in the present perfect simple, but the meaning would be a bit different. The continuous tense emphasizes duration – actions continuing or happening repeatedly over a period of time up to the present, and often extending into the present. To help students grasp this idea of action in progress, make a comparison with the present and past continuous forms that they are already familiar with.

You may want to mention that we use ever, never and yet with the simple form and that already is commonly used with the simple form. You could also mention that, as well as for and since, the expressions all morning/week, etc. are most commonly used with the continuous form.

Exercise 4

- Students work individually to form the two tenses and then discuss the differences in pairs. Allow them to give their explanations in their own language. With a weaker class, go through some or all of the sentences together.

have read: I finished reading the book at some time in the past.
have been reading: I was reading the book for some time until recently; I may still be reading it.
haven’t played: The last match we played was a long time ago.
haven’t been playing: We play football now, but we didn’t start until quite recently.
has done: Her exams are finished and she has good results.
has been doing: Her exams aren’t finished yet, but she’s doing well.
has finished: His homework is done now.
has been finishing: He was working on the last part of his homework until recently and he may still be working on it.
have gone: They’re at the gym now.
have been going: They’ve made repeated visits to the gym recently.
have eaten: There aren’t any crisps left.
have been eating: You were eating my crisps until just a moment ago; perhaps there are some left.
Exercise 5  page 6
• Refer students to the Look out! box. Remind them that state verbs describe the way things are, as opposed to dynamic verbs, which describe actions or processes. Elicit some examples of state verbs (see Grammar Builder 1.2).
• Give students a few moments to find the verb which is used in both ways. In pairs, they discuss the difference in meaning. Check the answer with the class.

The verb is appear. In paragraph 1 it is a state verb meaning 'seem'. In paragraph 2 it is a dynamic verb meaning 'make an appearance'.

Extension
Write on the board a list of state and dynamic verbs, e.g. climb; hate; seem; call; come; agree; find; watch; know; believe; bring; need. Ask students to pick out the state verbs. Then write have and look. Elicit two sentences for each, one using the verb as a state verb, the other as a dynamic one (e.g. She has a lot of determination. She's having a lesson.).

For further practice of State and dynamic verbs, go to: Grammar Builder 1.2  pages 112–116

Exercise 6  page 6
• Explain to students that in some of these sentences either tense is possible. However, they should use the present perfect continuous unless it is actually incorrect.
• As you check the answers, ask students why the simple form is needed in sentences 2, 3 and 4. (In 2, like is a state verb. In 3 and 4, the verb refers to completed actions.)

1 I have been helping 2 has liked 3 has climbed
4 hasn't climbed 5 hasn't been going 6 has been appearing

Exercise 7  page 6
• Students write the questions individually and then compare answers in pairs. Check answers as a class.

1 What have you been watching on TV recently?
2 How long have you been learning English?
3 Have you been working hard recently?
4 How long have you known your teacher?
5 Has your best friend seemed happy recently?
6 How much has it been raining this month?
7 What time have you been going to bed recently?
8 How well have you understood this grammar lesson?

Exercise 8  page 6
• Choose a pair of students to ask and answer the first question as an example.
• In pairs, students ask and answer. Circulate and monitor to check that they are using the tenses correctly.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt when to use the present perfect simple and when to use the present perfect continuous. I understand dynamic and state verbs.

1C Culture
Great American writers
LESSON SUMMARY
Listening: a radio talk about two American authors
Reading: an extract from To Kill a Mockingbird
Vocabulary: words for religions
Speaking: talking about themes in a work of fiction
Topic: Understanding the culture of English-speaking countries
SHORTCUT
To do the lesson in 30 minutes, do exercises 4 and 5 together as a class.

Exercise 1  page 7
• Check that students understand the word adolescent (a young person who is developing from a child into an adult).
• In pairs, students make a list of titles on this theme. Ask one pair to read out their list. Write it on the board and invite the others to add to it. Leave the list on the board for exercise 7.

Exercise 2  page 7
• Write on the board the names of the two authors (J. D. Salinger and Harper Lee) and the novel titles (The Catcher in the Rye and To Kill a Mockingbird). Ask if anyone in the class has read these novels (in translation) or seen the film version of To Kill a Mockingbird.
• Play the recording. In pairs, students note down things that the writers have in common.

Audioscript  page 7
Most novelists are hungry for publicity. However, a minority of authors have appeared to hate the attention which their success has brought. Among these are two of the best-known American novelists of the twentieth century. J. D. Salinger and Harper Lee.
Jerome David Salinger — known as J. D. Salinger — was born in New York in 1919. He grew up in a Jewish family, and at the age of thirteen went to a private school in Manhattan. Overall, his education was not a success. He was asked to leave school after a series of poor grades, and he dropped out of New York University after studying there for less than a year.
Salinger's passion was writing, and in the 1940s, during and after World War Two, Salinger sent many stories and poems to the magazine The New Yorker. They rejected them all. But then his luck changed, and in 1951 Salinger published his first novel, The Catcher in the Rye. It was an immediate success, particularly among younger readers, who, for the first time, had an honest portrayal of the stress and confusion of adolescence. Because of its honesty, the novel was controversial. The Catcher in the Rye is not only on the list of books that are most often taught in American schools, but also on the list of books that are most often banned.
The success of The Catcher in the Rye made Salinger famous — but he did not react well to fame. He moved from New York to a remote house in the country, and gradually became more and more reclusive. He experimented with various different religions, converting first to Buddhism, then to Hinduism, and later to a form of Christianity called Christian Science. Eventually, he abandoned them all. From 1965 until his death in 2010, Salinger published nothing. And for the last thirty years of his life, refused all requests for an interview. Few people ever saw or spoke to him.
In a strange way, Salinger's single-minded determination to stay out of the public eye made him even more famous. He was famous for not liking fame! The same can be said of another great writer from the twentieth century, Harper Lee. She was born in Alabama in 1926, worked hard at school and went on to university, where she got a degree in English Literature. Like Salinger, Lee had a passion for writing fiction but did not achieve immediate success. In 1949, at the age of 23, she moved to New York to become a writer, but ten years later, she was still struggling and unknown. Fortunately for her, a friend of hers, who was a successful songwriter, gave her an amazing Christmas present: a whole year's salary in one go! With the money was a note which read: 'You have one year off from your job to write whatever you please. Merry Christmas.' Harper Lee left her job and wrote her first novel: To Kill A Mockingbird. It was an immediate success, winning the Pulitzer Prize for Fiction in 1961 and selling millions of copies. After the success of To Kill A Mockingbird, the literary world was waiting for Harper Lee's next publication. It never came. Although she worked for a while on a second novel, she never finished it. On the rare occasions when she agreed to appear in public, she always refused to make a speech. Both novels – The Catcher in the Rye and To Kill A Mockingbird – were published more than half a century ago, but both continue to sell hundreds of thousands of copies every year. Perhaps that is why the authors of two popular books about the human condition were so keen to avoid contact with their fellow humans.

(Possible answers)
They were both American and spent time living in New York. They both had a passion for writing but did not achieve immediate success. They both had tremendous success with their first novel. They both disliked being famous and avoided public appearances. Neither of them published another novel.

Culture note – The Catcher in the Rye and To Kill a Mockingbird
In The Catcher in the Rye, events are seen through the eyes of Holden Caulfield, a troubled and rebellious sixteen-year-old boy who feels alienated from the world in which he is growing up. To Kill a Mockingbird is set in a small town in the American south where the narrator, Jean Louise Finch ('Scout'), is growing up with her older brother Jem. Their widowed father is a lawyer and the novel revolves around his defence of a black farm worker. In 1962, the novel was made into a celebrated film starring Gregory Peck.

Exercise 3 1.03 page 7
- Go through the Exam tip together. Remind students that even when they are not sure of the correct answer, they may be able to narrow down the choices by eliminating one or two that they know are not correct.
- Give students time to read the questions, marking the answers they know. You may need to check comprehension of condemned (judged with extreme disapproval) and controversial (causing disagreement).

1 c 2 c 3 d 4 b 5 a

Exercise 4 page 7
- In pairs, students complete the chart.
- Ask the question about Salinger. Play the first half of the recording again if necessary.

1 Buddhism 2 Christian 3 Christian 4 Hindu 5 Islam 6 Muslim 7 Judaic 8 Sikh 9 Hindu 10 Buddhism and Christianity (Christian Science).

Exercise 5 1.04 page 7
- Explain that an implication is a meaning that is suggested, not directly stated.
- Before students read the extract, explain a little about the main characters (see Culture note) and tell students that Calpurnia (Cal) is the family housekeeper.

She has brought a heavy suitcase which hits the floor with a dull permanence. The children know that the phrase 'for a while' may be used to mean 'for a long time'.

Language note
None is the way the children say 'No, ma'am', ma'am (or madam) being a polite way of addressing an older woman.

Exercise 6 page 7
- Ask students to guess the meaning of bossy (always telling people what to do) and tomboy (a young girl who behaves in a way that is considered more typical of boys).
- Students complete the task individually and then discuss with a partner. Check answers as a class.

(Possible answers)
1) The first two things she says when she arrives are orders.
2) He takes Calpurnia's heavy suitcase and carries it inside.
3) He has forgotten to tell the children their aunt is coming.
4) She is not (romantically) interested in boys and can't imagine being interested in clothes.

Exercise 7 page 7
- In pairs, students choose one item from the list on the board to discuss. Advise them to focus on one or two main characters only. To help them organise their ideas, you could write these questions on the board: What is the character like? How does he/she relate to others? Describe an interesting event that shows this. Tell students to make notes as they discuss.
- Ask some students to feed back to the class.

Extension
Students work individually to write a paragraph on the topic they have discussed in exercise 7.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about two great American writers. I can recognise implications and discuss a work of fiction.

1D Reading

A maths prodigy

LESSON SUMMARY
Reading: an article about a teenager with exceptional abilities in maths
Vocabulary: prepositions and prepositional phrases
Speaking: asking for and giving advice
Topic: School

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and do exercises 4 and 5 together as a class.
LEAD-IN 3-4 MINUTES

- Write on the board: What are the most important things you have achieved in your life so far? What do you hope to achieve this year? In pairs, students discuss them briefly.
- As class feedback, elicit examples of achievements which are academic (connected with education) and non-academic. At this point you could also pre-teach extra-curricular activities (outside your course of study).

Exercise 1

- Check the pronunciation of prodigy /prɒdɪdʒi/ and elicit, or, if necessary, explain the meaning (a person who is exceptionally good at something at a very early age).
- Check that students understand that desperate implies an extreme feeling of need, so you'll do almost anything to get what you want. Also explain that being hard on yourself means you make very severe judgements about yourself.
- In pairs, students list as many adjectives as possible. Elicit answers but do not confirm or correct them at this stage.

Exercise 2

- Play the recording for students to listen while they read the article.
- Give students a few minutes to reconsider and add to their list from exercise 1. Fast finishers can exchange lists to see if they agree and to check each other’s spelling.
- As you check the answers, ask students to give supporting evidence from the text.

Possible answers:
unusual, exceptional, brilliant, gifted, ambitious, hard-working; unsociable, uncommunicative, awkward, isolated, insensitive, naive; honest, self-critical

Exercise 3

- Go through the Exam tip together. Remind students that some answer options may have “traps”, using words from the text, but in a statement that is not true.
- Students read the text again and answer the questions.

Exercise 4

- Students find the prepositions and phrases in the text, using their dictionaries where necessary. They then compare answers in pairs.
- Check answers as a class. Elicit translations to check that students have understood the meanings correctly.

1 bearing in mind 2 among 3 towards 4 alongside 5 prior to 6 aside from 7 beyond 8 Throughout 9 owing to 10 concerning

Language note

Both considering and bearing in mind are used to show that you are aware of a certain fact and are keeping it in mind, when making a statement. As well as introducing a noun, they can also be used with that + clause.

Exercise 5

- Students choose the correct prepositions. With a weaker class, help with vocabulary.
- Ask some students for their opinions on the statements:

1 right through 2 among 3 alongside 4 prior to 5 owing to 6 aside from

Extension - fast finishers

Ask students to write example sentences for bearing in mind, beyond and concerning.

Exercise 6

- Ask: If someone has good social skills, what can they do? and elicit examples.
- In pairs, students discuss and decide on three activities.

Exercise 7

- Explain that in the role-play, Student B should be prepared to suggest all three activities chosen in exercise 6, giving reasons that will be encouraging. Student A should raise doubts about two of the choices before agreeing to try one.
- Refer B students to the language for suggesting and A students to the language for objecting and agreeing.
- Give students time to practise their role-play. Circulate and give help where necessary.
- Fast finishers can swap roles and do the role-play again.

Exercise 8

- Ask some pairs to perform their role-play for the class.

Extra activity

Students do some research at home about a child prodigy in a field other than maths (e.g. music, art, sport, etc.) and make notes. Ask them to tell the class about this person in the next lesson, referring to their notes only when necessary.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers. I can understand and react to a text about a high achiever. I can give and respond to advice.

1.4 Grammar

Verb patterns

LESSON SUMMARY

Grammar: verbs that are followed by different forms
Speaking: asking questions using different verb patterns

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercises 1 and 2 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES

- Introduce the verb stand out (to be clearly noticeable among other people). Brainstorm examples of people who stand out in these contexts: in a sports team, in a band, in a TV drama.
- Ask students to explain why these people stand out.

Exercise 1

- In pairs, students discuss the statement, and then individually decide on the number (0-5) which best fits their preference.
- Call for a show of hands for each number, to see where the majority of students see themselves.

Exercise 2

- In pairs, students ask and answer the first three quiz questions. (Others will be asked later, in exercise 7)
Exercise 3  page 10
- Go through the Learn this box together. Draw attention to the form of each example.
- Focus on quiz questions 1–3. Students find the phrases and put them with the correct pattern in the Learn this! box.

1a decide to paint it / seems to be / offer to help
1b avoid helping
1c invite your friends to come
1d let your friends borrow / help them choose
1e want your room decorated

Exercise 4  page 10
- Students look again at quiz questions 1–3 to find the examples and identify the pattern for each one.

Language note
Pattern 4 is rare, and the verbs that belong to this group are make and let. Help can also be followed by the infinitive with to (I help them to choose) with no change of meaning.
Pattern 5 have / get something done is a structure with a specific use. It means to arrange for someone (usually a professional) to do a service for you.

Exercise 5  page 10
- In pairs or groups, students do the task. If they are unsure, they should think of examples to see which form sounds right.
- Students check their answers against the Grammar Builder.
- Ask students to say which verbs they were unsure about.
- Elicit one or two example sentences for each of these.
  agree A; avoid B; can’t help B; can’t stand B; consider B; deny B; enjoy B; feel like B; finish B; hope A; imagine B; keep (on) B; miss B; practise B; pretend A; refuse A; risk B; spend (time) B; suggest B

Exercise 6  page 10
- Go through the examples in the Look out! box together and elicit translations to show the differences in meaning.
- Students work in pairs to complete the exercise.
  1a He shouted once.
  1b He was shouting for some time or he shouted a number of times.
  2a She smiled at him, hoping it would have a good effect (but it didn’t).  
  2b She made an effort to smile but couldn’t do it.  
  3a The busker had been chatting but then stopped.  
  3b The busker stopped in order to chat.  
  4a You need to speak to Sam – don’t forget to do that.
  4b You spoke to Sam some time ago – you must remember that you did that.

For further practice of Verb patterns, go to:

Grammar Builder 1.3  pages 116–117
1  1 to come, going  2 to meet, to turn up
2  3 to contact, trying  4 staying, sleeping  5 to like, being
3  6 taking, to ask  7 arguing, having  8 playing, to stop
4  2 b c 3 b 4 c 5 b 6 c

Exercise 7  page 10
- Explain that on behalf of means ‘representing’. If someone speaks on behalf of a group, they act as a spokesperson, expressing the views of the group.
- Students work individually to write the verb forms. Check answers as a class.
- In pairs, students ask and answer.
  4 to wear, looking, feeling  5 looking, chatting, making  
  6 to know, to speak, offering, speaking

Exercise 8  page 10
- Explain the task, reminding students of the topic of the quiz. You could start by brainstorming some situations that will show if people prefer to stand out or not (e.g. choosing clothes, performing in public, organising an event, posing for a photo, thinking about a future career, etc.).
- With a stronger class, encourage students to think of more than two questions. With a weaker class, elicit ideas to write the first question on the board. In pairs, students then write the second question themselves.
- Pairs swap questions and give their answers.
- Ask some students to tell the class whether their partner prefers to fit in or stand out, and to give examples.

Lesson outcome
Ask students: What have you learnt today? What can you do now? Elicit answers: I can recognise different verb patterns. I can use a range of verbs in the correct pattern.

1F Speaking
Photo description
LESSON SUMMARY
Listening: a photo description
Vocabulary: language for describing people
Speaking: describing
Topic: People

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do Exercise 1 together as a class.

LEAD-IN 2–3 MINUTES
- Ask students to think of a photo of themselves that they like. Ask: Where are you and what are you doing in the photo? If someone looked at this photo without knowing you, what impression of you would they get? Elicit answers from a number of students.

Exercise 1  page 11
- Ask students to read out the words in the list. Check comprehension and pay attention to the pronunciation of intriguing /ɪntrɪˈɡɪŋ/.
• Students choose adjectives and discuss in pairs. Tell them that it does not matter if they do not agree—their answers will depend on their own personal judgement.

Exercise 2  page 11
• Students add the words to the mind map. You may want to check these answers before pairs go on to brainstorm other words.
• While they are working, copy the mind map onto the board, leaving plenty of room under the headings. As students read out their words, write them on the mind map. Practise the pronunciation where necessary.

Hair: dyed, spiky (other examples: long, short, straight, wavy, curly, frizzy)

Make-up: eye-liner, mascara (other examples: lipstick, lip gloss, eye shadow, nail polish)

Jewellery: bracelet, piercing (other examples: ring, necklace, chain, earrings, studs, brooch, badge)

Expression / Posture: crouching, moody (other examples: cheerful, lively, excited, bored, worried, nervous, frightened, sitting, standing, lying, kneeling, leaning, bending, stretching)

Clothes: tie, tights (other examples: jeans, leggings, skirt, dress, shirt, sweatshirt, jumper, jacket, anorak, gloves, scarf)

Exercise 3  page 11
• Play the recording. Students listen for the expressions listed in exercise 2. Ask them if they heard any other words from the mind map on the board.

Audioscript 1.06  page 11
Candidate This photo shows a boy and a girl—they might be eighteen or nineteen years old. Or a bit older. I'd say they're...uh...punks? He's got long, spiky black hair—and some of it's red, actually. It's dyed, of course. He's wearing a black and white T-shirt and a black leather jacket. He's...uh...got a piercing in his nose. He's wearing an earring. The girl has got a leather jacket too. I can't quite see what she's wearing on her legs. Perhaps she's got black tights, and long socks up to her knees. She's wearing make-up, dark lipstick and probably some eye-liner. They look as if they're in a photographer's studio. I can't see any background behind them. They're both sitting down. The boy has got his arm around the girl's shoulder, and they're smiling slightly.

spiky, dyed, piercing, tights, make-up, eye-liner

Culture note – Goths and Emos

Drawing on images from traditional horror films, the gothic look is dark, elegant and slightly sinister. Goths typically wear black clothes, often in a nineteenth-century style, with dyed black hair, dark eye make-up and black-painted fingernails. Emos wear tight clothes and have straight hair that may be dyed in a variety of colours and often hangs down over one eye. Both these groups started as offshoots from punk rock in the 1980s and they each have their own genre of music.

Exercise 4 1.06  page 11
• Go through the first Exam tip together. Remind students that the examiner is not looking for a specific answer but wants to hear them expressing their ideas. They will be able to speak more freely if they can speculate about the person in the photo.
• Play the recording again. Students listen for the expressions for guesses and deductions.

might, I'd say, Perhaps, They look as if

Exercise 5  page 11
• Go through the second Exam tip together and then focus on the list of phrases. Explain that there is no rule dictating when these phrases can be used; however, some are likely to be more useful when looking at the photo and others when responding to a more general question.

a 1 b 2 c 1 d 2 e 2 d 1

Exercise 6  page 11
• In pairs, students consider the questions. Tell them to make sure first that they understand what each question is asking so that they keep to the topic. Then they discuss what they could say in reply and note down their ideas.

Exercise 7  page 11
• Play the recording. In pairs, students compare the candidate's ideas with their own.
• Get feedback from some students whose ideas were similar and from some who had different ideas.

Audioscript 1.07  page 11
Examiner Do you think the boy in the photo cares about his appearance? Why do you think so?
Candidate Yes, I do. I mean, look at his hair. It must take a long time to get it like that—it's amazing! And the clothes are quite unusual, compared to, say, jeans and a sweatshirt. So I reckon he's spent quite a lot of time thinking about his outfit.
Examiner Good, thank you. Now, tell me...how much can you tell about a teenager's personality just from looking at their appearance?
Candidate It depends. Sometimes, you can't tell very much. If the teenager is wearing really normal clothes. But if they're dressed like a Goth, for example, then you can make some assumptions about their personality. By and large, Goths tend to be fairly quiet, and they aren't aggressive at all. In my experience, they're quite creative.
Examiner OK. Thanks. Now, one more question...

Exercise 8 1.07  page 11
• Play the recording again. Students listen for the phrases from exercise 5.

a, b, e

Exercise 9  page 11
• Students take it in turns to answer the two questions, using language from the lesson.
• Circulate and monitor, making a note of any important errors to address at the end of the activity.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can answer questions about photos of people.

1G Writing analysis

Description of a person

LESSON SUMMARY
Reading: a description of two contrasting personalities
Vocabulary: idioms for personality traits
Topic: People

Exercise 1  page 12
• In pairs, students discuss the saying. They should support their views by describing relationships in their own life or between people they know.
• Ask some students to share their opinions with the class.
Exercise 3  page 12
- Check that students understand the meaning of conformist (behaving and thinking in the same way as most other people and not wanting to be different).
- Students read the text more closely to match the adjectives with the people. Encourage them to underline and label the relevant parts of the text. With a stronger class, students can be asked to do the matching before they re-read the text.
- Check answers as a class.

Connor: funny, outgoing, unconventional, unreliable
Bess: considerate, dependable, shy

Exercise 4  page 12
- Make sure that students understand that the phrases in each pair are opposites, and that only some of them are in the text.
- In pairs, students complete the phrases. They can complete the ones they know first and then guess the others before using a dictionary.
- With a weaker class, tell students where to find the phrases in the text so that they can see them used in context and can pick out these verbs first. You may want to go through the new phrases together.
- As you check the answers, ask students to explain the expressions in their own words.

1 play 2 look 3 keep 4 take 5 wear 6 give 7 get 8 like 9 count

Extension
Ask students to think of similar or related expressions in their language. They can do this in pairs or small groups.

Exercise 5  page 12
- Refer students back to exercise 4 to help them with the transformation task. Remind them that they must use the word in brackets without any change and that they may not use more than five words.
- In a stronger class, students complete the task individually and then compare answers with a partner to check. In a weaker class, they can work in pairs.

A doesn’t get stressed / never gets stressed 2 never let you 3 suddenly lost for 4 wear his heart on 5 look on the bright

Exercise 6  page 12
- Give students a few seconds to find the example. Check comprehension by asking: How does the writer feel when this happens? (annoyed / irritated)

(Paragraph 4) ... he’s always phoning me at the last minute...

Exercise 7  page 12
- Students discuss in pairs. Encourage them to use some of the idiomatic phrases from exercise 4.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers. I can understand a description of two people and talk about two different people. I have learnt some idioms for describing personality and behaviour.

1G Writing task

Description of a person

LESSON SUMMARY
Vocabulary: expressions for making a contrast; sentence openings to make a statement more subtle
Writing: a description contrasting two very different people
Topic: People

SHORTCUT
To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD IN 2-3 MINUTES
- Tell students to close their books, and then say all they can remember about the two people in the text on page 12.

Exercise 1  page 13
- Students identify the topics that appear in the text.

annoying habits, clothes, hair, personal traits

Exercise 2  page 13
- Students use the chart to plan the general areas they are going to focus on. Remind them that they need to think of areas where the differences between the two people are most obvious.

Exercise 3  page 13
- Go through the Learn this box together. Point out that unlike and in contrast to are followed by a noun. Whereas, while / whilst and and yet are used to join two clauses.
- Tell students to find and underline examples in the text.
- Draw attention to the use of Nevertheless as a more formal alternative to However in the last paragraph.

unlike (paragraph 5); but (paragraphs 1, 4, 6); whilst (paragraph 5); however (paragraph 6)

Language note – however
The position of however can vary. The most common position is at the beginning of the sentence, as in the example in the Learn this box, but it can also be placed between the subject and verb (Sarah, however, is short) and, less commonly, at the end of the sentence (Sarah is short, however). It is not correct to use it as a conjunction to join two clauses.

Exercise 4  page 13
- Students complete the task individually and then compare answers in pairs.

1 whereas 2 whilst 3 and yet 4 but 5 on the other hand

Extension
Ask students to choose other expressions from the box that could be used to replace their answers in exercise 4.

1 but / while / whilst 2 Whereas / While 3 but 4 whereas / while / whilst 5 however
Exercise 5  
- Students write four sentences about the people they have chosen. Each sentence should be on a different topic and should include a different expression from the Learn this! box.
- Ask some students to read out their sentences to the class.

Exercise 6  
- Go through the Exam tip together. Explain that these expressions are especially useful when we want to soften a statement that would otherwise seem too sweeping or too severe in judging someone.
- Students look back at the model text to find examples.

Connor comes across as very confident. (paragraph 1); he tends to be very talkative (paragraph 6)
Possible alternatives: he can be unreliable at times / he tends to be unreliable at times (paragraph 4); he has a habit of phoning me (paragraph 4); Bess tends to play it safe (paragraph 5)

Exercise 7  
- Check that students understand the meaning of offend (to cause someone to feel upset or angry) and trustworthy (that you can rely on to be good, honest, sincere, etc.).
- Students rewrite the sentences using the word in brackets.

1. My dad comes across as immature.
2. My neighbour has a tendency to talk too much.
3. People regard my friend George as ambitious / an ambitious student.
4. Lucy's brother tends to offend people.
5. Some people find my best friend argumentative.
6. My mum can be unconventional.
7. People consider me trustworthy.
8. He has a habit of saying the wrong thing.

Exercise 8  
- Students write their description. Encourage them to use some of the language on pages 11 and 12. Circulate and monitor, giving help where necessary.
- When students have finished writing, they check their work against the checklist.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can write a description contrasting two people. I have learnt expressions for making a contrast and for making a statement more subtle.
Get Ready for your Exam 1

LEAD IN: 3-4 MINUTES

- Ask students if any of them have been on a course during the school holidays or during term time at the weekend.
- Ask a few to explain what they did on the course and why they chose to do it.

Listening

Exercise 1  page 14

GET READY TO LISTEN

- Students read through the courses and come up with at least three reasons for choosing the one they want to attend.
- Students discuss their choices in pairs.

Exercise 2  page 16

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Begin by asking concept questions about the task: Do you know the topic of the listening extracts? 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. They think of synonyms they might hear. Do this together as a class or get the students to 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 defend themselves, self-defence; 2 karate, original philosophy, deeply spiritual; 3 stressful, feeling pressure, mind and body will become stronger; 4 water, wind in your hair, water sport; 5 travelling at up to 100 miles an hour along the shore).

Audioscript 1.08  page 14

1 Do you find it stressful walking around at night time if you were attacked or mugged, what would you do? How can a smaller, weaker person defend themselves against a taller, stronger assailant? Which parts of your body are the most vulnerable? How fast can you move? If you don't know the answers to these questions, join our ten-week course on self-defence for students. You will learn basic karate and practical techniques with a qualified instructor.

2 Everyone thinks they know about karate because they see its fighting techniques showcased in Hollywood films. But would you like to learn about it beyond the basic moves? Understanding the original philosophy and principles behind this most ancient of martial arts can be a deeply spiritual experience. The mind is trained alongside the body – both become stronger and begin to work as one powerful unit. It is a form of meditation and self-defence combined. Try a free class today!

3 Our modern day lives are getting increasingly stressful. We work hard and expect a lot from ourselves so it's no wonder that even young people are feeling the pressure. We invite you to look at the world differently for an hour a week. During that hour we guarantee your mind and body will become stronger and your powers of concentration will increase. Meditation may not have considered it before, but why not give it a try? Join us today!

4 Look at the world differently – standing on the water with the wind in your hair! Stand Up Paddleboarding or SUPboarding is the newest water sport to hit our shores, and it won't take you long to master the basics. Tall, small, weak or strong, anybody can do it. Give your body a complete workout, and give your mind some time out from the stress and pressure of your everyday life. Acquire the basics in just a one-hour introductory session!

5 Why not learn to sand-yacht this year? Imagine the wind in your hair – travelling at up to 100 miles an hour along the shore! Contrary to popular belief, sand-yachting needn't be complicated or expensive. It won't take you very long to master the basics, so that you can swiftly enjoy the very real pleasures of this new and exciting sport. Sign up for one of our 'come and try' sessions at only £16.50 an hour!

1 B 2 C 3 A 4 D 5 F

Use of English

Exercise 3  page 14

USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE CLOZE

- Remind students that only one word will fit into the context of the sentence. Students will have to use their logic and grammar skills to find the correct missing word. Check that they understand that not all the words are needed.
- Encourage students to read the text to gain a general understanding. Elicit that the text is an advert for a summer camp in California where students can learn stunt performing skills.
- Ask students to complete the task individually.
- Before checking the answer with the class, suggest students compare their answers in pairs.
- Ensure that students understand why the chosen words are correct.

1 F 2 A 3 H 4 B 5 I 6 D 7 C 8 J 9 E

Speaking

Exercise 4  page 14

GET READY TO SPEAK

- Students order the benefits individually and then compare their order with a partner's. Encourage them to justify their order and persuade their partner to reorder.
- Monitor their conversations and help with vocabulary if necessary.
- With a weaker class, feed back their ideas and elicit an agreed class order.

Exercise 5  page 14

SPEAKING EXAM TASK – COMPARE AND CONTRAST

- Students work in pairs and take it 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 and 3 require students to give their own opinion.
- Stress that it is important to always support opinions with examples and refer to the pictures if necessary, 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.
Rich and poor

Map of resources

2A Vocabulary and listening
Student’s Book page 15, Workbook page 11
Photocopiable Activity: 2A Money makes the world go round (TRCD-ROM)

2B Grammar
Student’s Book page 16, Workbook page 12
Photocopiable Activity: 2B What life used to be like (TRCD-ROM)

2C Culture
Student’s Book page 17, Workbook page 13
Photocopiable Activity: 2C A place to let … (TRCD-ROM)

2D Reading
Student’s Book pages 18–19, Workbook pages 14–15
Photocopiable Activity: 2D What would you do? (TRCD-ROM)

2E Grammar
Student’s Book page 20, Workbook page 16
Photocopiable Activity: 2E Past perfect and past perfect continuous (TRCD-ROM)

2F Speaking
Student’s Book page 21, Workbook page 17
Photocopiable Activity: 2F To be honest; I was furious! (TRCD-ROM)

2G Writing
Student’s Book pages 22–23, Workbook page 18
Photocopiable Activity: 2G An irresponsible driver (TRCD-ROM)

2 Review and Tests
Review 1–2 Student’s Book page 24
Review 1–2 Workbook page 98
Photocopiable Activity: 2F Find out who … (TRCD-ROM)
Student Self-Test Sheets 2, 1–3 (TRCD-ROM)
Unit 2 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam
Student’s Book page 26
Workbook pages 19–20
Workbook page 93 Exam Challenge

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

2A Vocabulary and listening

Value and price

LESSON SUMMARY
Vocabulary: money management; adjectives describing value, price, cost, attitudes to money; being rich or poor; money idioms
Listening: describing ways of handling money
Speaking: talking about spending habits and saving
Topic: Shopping and services

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 3 and the extension. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Give students ten seconds to look at the photos on page 15 and then tell them to close their books. In pairs, they try to remember all the objects in the photos.
- Ask students to estimate the monetary value of the objects. Then focus on the less expensive objects and ask: Why might someone attach importance to these things? Do you have possessions like these that are important to you? Elicit responses from several students.

Exercise 1 page 15
- In pairs, students discuss the questions. Encourage them to describe the objects rather than just naming them, and to be ready to respond to their partner with follow-up questions (e.g. When . . . ? Where . . . ? Why . . . ? How much . . . ?).
- Ask some students to tell the class about the most interesting thing their partner told them.

Exercise 2 page 15
- Focus on the words in the list. Check that students understand allowance (a sum of money that is given to someone regularly, often to a school-age person by their parents) and budget (to manage your money carefully, according to a plan). Point out that budget and waste can be nouns as well as verbs.
- Draw attention to the silent b in debt /det/.
- With a weaker class, ask students to sort the words into nouns, verbs and adjectives. Tell them to read through the text and work out what part of speech is needed for each gap before they complete the text.
- Students complete the text. Check answers as a class.

1 income 2 allowance 3 financial 4 debt 5 save 6 repay 7 wastes 8 afford 9 expenses 10 budget

Exercise 3 page 15
- Discuss the question with the class. Find out if there are any tips that some students do not agree with.

Exercise 4 page 15
- Focus on the headings in the chart. Ask: Which sections of the chart describe people and which describe things? (The last two sections describe people; the first two describe things.)
• In pairs, students check the meaning of the adjectives, starting with the ones in the chart and referring to a dictionary. They then complete the chart with the adjectives in the list.

• Make sure students do not confuse priceless (extremely valuable - so valuable that it is beyond price) with worthless (having no value at all).

• Check comprehension by asking questions, e.g. Which words describe something of very high value? (precious, priceless, worth a fortune) Which words mean expensive? (costly, pricey, dear) What is a rip-off? (something that is not worth the money you pay for it) Which two words mean the opposite of generous? (stingy, mean) Which two adjectives mean 'having very little or no money'? (hard up, broke) Is 'hard up' informal? (yes) Which three adjectives mean 'having a lot of money'? (affluent, well off, comfortably off)

• Drill pronunciation as necessary, paying special attention to precious /prɛfəs/ and stingy /ˈstɪŋgi/.

1 valuable 2 worthless 3 dear 4 extortionate 5 careless 6 mean 7 hard up 8 well off

Extension
Ask students to rearrange the words in each section of the chart. They should group similar words together and put them in order, starting with those that have the strongest meaning. With a stronger class, get students to do this in pairs. With a weaker class, draw a chart on the board and group and order words together.

(Possible answers)
priceless, worth a fortune, precious, valuable; worthless, extortionate, a rip-off; costly, pricey, dear; reasonable; dirt cheap
generous; careful; careless; mean, stingy, affluent, well off, comfortably off; hard up, broke

Exercise 5  page 15
• Students choose the correct adjectives from the chart.

1 In pairs, students give their opinions on the statements.

1 dirt cheap 2 priceless 3 affluent 4 stingy

Exercise 6  page 15
• Tell students that they will hear four people talking about their attitudes to money and the way they spend and save it. Give them time to read the five statements and underline key words to highlight the differences between them.

• You may want to pre-teach the first two idioms in exercise 7, which students will hear used by speakers 1 and 4.

• Play the recording, pausing after each speaker for students to choose one of the options. With a weaker class, you could elicit some information about each speaker before moving on to the next one.

• Play the recording again for students to check or revise their answers.

Audioscript  1.09  page 15
1 I have a very relaxed attitude to money – too relaxed, probably. I've never managed to save anything. I find money burns a hole in my pocket. If I have some, I tend to spend it on books, magazines, music. And when it's gone, it's gone. When I do have money, I'm quite generous with it and pay for my friends if they're a bit hard up. So I find that when I'm broke, there's more often than not a friend that can pay for me. I'd prefer to be like that with money than be stingy. Although I know I should save some, I really don't like people who are mean with their money. Friends are much more valuable than cash.

2 My family is not affluent at all, and I was always taught to be careful with money. I've been brought up to know the value of everything, and not to waste anything. My parents work hard but couldn't afford much for us when we were growing up and don't give us much of an allowance. Me and my brothers always found ways to earn a bit of money. If we particularly wanted something, we saved up hard for it. Now I work twice a week in my local supermarket – on Thursday evenings and all day Saturday. I've got my own bank account and I write down my weekly income and expenses so that I can keep track of my finances. I'm always careful to keep some back for a rainy day.

3 What can I say – I love shopping! I love buying new clothes and shoes, music and gadgets. But I never buy anything that's really extortionate, because I also hate getting into debt. So I take good care of my finances and try to budget wisely. I have two part-time jobs – in a newspaper office and a garden centre – but I work hard at schoolwork, too – honestly! I have a bank account which I pay into weekly. I make sure that I keep most of my money in there. And once a month I go shopping. But I don't use a debit card, because I think that might be dangerous. It's too easy to spend money without thinking. I always use cash.

4 I wish I was more interested in money, but I'm not and never have been. If my mum gives me some pocket money, I tend to lose it. I'm really careless with money – I suppose it's important, and one day I'll have to get a job and earn a living. But I'm just not bothered about having pricey possessions. I suppose I'd rather be comfortable off than severely hard up, but actually I don't think I'll need much money in the future. I like making things and buying second-hand stuff. Things don't have to be expensive to be worth having. I think that other things are much more precious. Things like friendship, I mean, which is priceless.

A 4 B 2 C 1 E 3

Exercise 7  page 15
• Ask students to guess the meaning of the three idioms, reminding them of how the first two were used in the recording. (If money burns a hole in your pocket, you want to spend it as soon as you have it. If you keep some money back for a rainy day, you save it for a time when you will really need it. If you shop around, you compare the quality or prices of goods or services that are offered by different shops / stores, companies, etc. so that you can choose the best.)

• In pairs, students discuss the questions.

Vocabulary Builder 2.1  page 15
1 d 2 g 3 c 4 e 5 b 6 h 7 f 8 a

1 cost an arm and a leg 2 dip into our savings 3 came into some money 4 live from hand to mouth 5 make ends meet 6 were ripped off 7 made a killing 8 tighten our belts

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can talk about money management, value, price, cost, attitudes to money and being rich or poor. I have learnt some money idioms.

2B Grammar
used to and would

LESSON SUMMARY

Reading: a short text about a lottery winner

Grammar: used to and would

Listening: word stress to express irritation

Speaking: talking about habits in the past
SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and extensions. The Grammar Builder activity can be set for homework.

LEAD-IN 2–3 MINUTES
- Write these questions on the board: Have you won many prizes in your life? What was the best thing you’ve won? What was the silliest thing? In pairs, students ask and answer.
- Ask some students to report on what their partner has said.

Exercise 1 page 16
- Discuss the questions briefly as a class.

Culture note – The lottery
A number of countries, including the UK, run a lottery based on choosing six numbers from 1 to 49. The chances of getting all six numbers are almost 14 million to one.

Exercise 2 page 16
- Pre-teach state benefits (money paid by the government to support people who are unemployed or ill) and the jackpot (the top prize in a lottery).
- Give students two minutes to read the text and answer the questions.
- As you check the answers, ask students to deduce the meaning of run-down (in a very bad condition because it has not been looked after) and get by (to manage to live using the money you have or get, but with some difficulty).
  1 No, she hasn’t.  2 It was quite poor.  3 Because she didn’t usually win anything and wasn’t expecting to win.

Exercise 3 page 16
- If necessary, revise the form of used to. Write a sentence using used to on the board (e.g. She used to live in the country) and elicit the negative and question forms (She didn’t use to live in the country? Did she use to live in the country?).
- Go through the Learn this! box together. Stress that would cannot be used to describe past states. Unlike used to, it can only be used for repeated actions.
- Ask students to underline the examples in the text. Point out that it would be possible to use a past simple verb in many of these examples. However, using used to or would emphasises the fact that the actions or states were normal or habitual in the past but do not happen now.
  didn’t use to be, used to live, never used to win would buy, ‘d (always) choose, ‘d (sometimes) forget

Language note – ‘d
The contraction ‘d can be used for both would and had. In the last sentence of the text, She’d means She had, where had is the auxiliary verb of the past perfect, not She would. Note the past participle won rather than the infinitive win.

Extension
Students focus on the verbs they have underlined. Where possible, they substitute used to for would, and vice versa.
Molly used to buy; She always used to choose; she wouldn’t usually look; I’d never win; I sometimes used to forget.

Exercise 4 page 16
- In pairs, students identify the sentences with errors and correct them. Check answers as a class.
  2 I didn’t use to wear glasses, but I do now.
  4 My dad used to have a beautiful old sports car.
  5 Sally was a teacher for ten years.
  3 and 6 are correct.

Exercise 5 page 16
- Students complete the sentences. Tell them to use used to or would wherever possible.
- Check answers as a class. For answers where only one form is correct, ask students to explain why the other forms cannot be used.
  1 used to have / had; used to use / would use / used; got; charged; ended
  2 used to be / was; worked; used to have to / would have to / had to; didn’t use to earn / didn’t earn; used to do / would do / did; won

Language note – used to and would
Paragraph 1: used to charge / would charge is not correct because the company almost certainly still charges high rates now.
Paragraph 2: worked; not used to work, is correct because the length of time is given (for 30 years). In the next sentence, didn’t use to earn (or didn’t earn) is correct but wouldn’t earn is not; the sentence describes a constant condition of life, not a repeated action.

For further practice of used to and would, go to:

Grammar Builder 2.1 page 117
1 a  2 both  3 both  4 a  5 both  6 a  7 a  8 b

Exercise 6 page 16
- Go through the Look out! box together. Model the example, stressing would and showing annoyance.
- Play the recording. Students listen for the sentences that stress would to talk about a persistent and annoying habit.

Audioscript 1.10 page 16
1 He would go out rather than do his homework.
2 If he was short of cash, he would always borrow money from me.
3 She would leave her shoes in the middle of the hall where people would trip over them.
4 Sometimes Pete would eat a whole packet of biscuits in an evening.
5 She would never offer to help with the housework.
6 A fan denies breaking the DVD player.
7 Well, she would, wouldn’t she?
1 irritated 2 not irritated 3 irritated 4 not irritated 5 not irritated 6 irritated

Exercise 7 page 16
- Students complete the transformation exercise. With a weaker class, focus on the original sentences first and make it clear that these all describe habits or conditions in the past.
- Check answers as a class.
  1 would interrupt  2 used to spend  3 would always drive
  4 Did you use to have  5 never used to be

Exercise 8 page 16
- In pairs, students take it in turns to talk about each topic. You could start by telling the class about some of your own past habits, making the description light-hearted and amusing if possible.
- Encourage students to use the stressed would for topic 3.
Culture note – Squatting in England

In England, it is a crime to enter someone’s home or a building that the owner is intending to occupy. But squatting in an empty and unused commercial property is considered to be a civil matter (i.e. a dispute between individuals) rather than a criminal one, as long as the squatters have not forced their way in, caused damage or used the owner’s gas, water or electricity supplies. The owner can, however, get a ‘possession order’ through a civil court and if squatters then refuse to leave, they are committing a crime and the police can be called to remove them. There are an estimated 200,000 squatters across the UK today.

Exercise 3

- Tell students that they are going to hear an interview with one of the squatters in Mr Lock’s property in Bath.
- Give students time to read the sentences before playing the recording. You may need to play it a second time.
- Students compare answers in pairs. Check answers as a class.

Audioscript

Reporter I’m at the house that Mr Lock bought and which has been occupied by squatters. I’m going to see if they will talk to me... Hello! Hello! Is anyone there?
Woman Who is it?
Reporter My name is James Connolly. I’m from Radio Bath, the local radio station. I was wondering if someone would give me an interview.
Woman Hi. This isn’t on live radio, is it?
Reporter No, it isn’t. But I’m recording it. Is that OK?
Woman Sure. What would you like to know?
Reporter Why are you squatting in this house? It isn’t yours, is it?
Woman No, of course it isn’t. But it was empty and we all need a place to live.
Reporter Why don’t you just rent a flat or house?
Woman You’re joking! The rents around here are extortionate. I wouldn’t have enough to live on after paying the rent.
Reporter Don’t you think it’s wrong to live in a property which doesn’t belong to you, without getting permission?
Woman No, not if it’s empty. There’s a shortage of houses in this country. But there are loads of empty properties and most of them are owned by greedy property developers who have bought them as an investment and are leaving them empty for years and then selling them when property prices go up.
Reporter What’s wrong buying and selling property to make a profit?
Woman What’s wrong with that? There are thousands of people who have become homeless, people with mental health and addiction problems, who need somewhere to live. Everybody’s got the right to a roof over their head.
Reporter Why did you choose this place?
Woman We noticed that it looked empty. We came back a few times to make sure, then one of us climbed in through a window that had been left open. Nobody is using the place so we decided to take possession of it.
Reporter What do you say to people who say that squatters are just lazy and want everything for free, and contribute nothing to society?
Woman That’s rubbish. We’re just normal people. We live like normal people. We contribute to society, yeah. We’re not damaging stuff, and in fact we’ve done a lot of maintenance, and even made some improvements. We’ve tidied the garden and repaired the roof. It’s the people like Mr Lock who own empty properties that are anti-social. They’re only motivated by greed. They’re the ones that contribute nothing to society.
Reporter Mr Lock has applied for a court order. What will you do when you get evicted?
Woman We’ll leave. We’ll find another empty property and squat there... My baby’s woken up. I have to go now.
Reporter OK. Thank you for your time.
Woman Bye.
Exercise 4 1.12 (page 17)

Make sure students understand that five of the sentences reflect opinions that the woman expresses, although they do not use her exact words. Their task is to choose the sentence that is not expressed.

- Students read the sentences and decide what is not expressed. If they have trouble deciding, tell them to eliminate as many sentences as they can and then listen to complete the task.
- Play the recording again. Students check their answer.

sentence 3

Extra exercise
Ask students to do some research to find out about the laws concerning squatting in their country and to report back on their findings in the next lesson.

Exercise 5 (page 17)

- Explain the meaning of maintenance (keeping something in good condition by checking or repairing it regularly).
- In pairs, students complete the collocations.
- Ask fast finishers to think of example sentences using some of the collocations.

1 rent 2 pay 3 make 4 become 5 take 6 do 7 make 8 get

Language note - rent

The verb rent may describe either what a tenant does (We’re renting a house in Lublin) or what a landlord does (She rents out rooms in her house). However, rent out always refers to what a landlord does.

Exercise 6 (page 17)

- In pairs, students discuss the question.
- Elicit opinions from both sides of the argument and then take a class vote.

Exercise 7 (page 17)

- In pairs, students decide what kind of property they are going to talk about, so they can both visualise it. They should decide where the property is, what condition it is in, how long it was empty, and how many squatters are now occupying it.
- Give students time to prepare their roles. With a weaker class, you can write prompts on the board:
  - Student A: Why are you homeless? Why don’t you and your friends rent a place to live? How are you living in the property? Have you damaged or improved it?
  - Student B: Are you a property developer or a private owner? When did you buy the property? What do you want to do with it? Why was it empty? Why do you object to squatters living in it?

Exercise 8 (page 17)

- Students act out their role-play using their notes as prompts.
- Ask a strong pair to act out their role-play for the class.

Extension
If you have access to video equipment, you can film the role-play. Play it back to the class and encourage students to comment on the strong points made on each side of the argument.

For further practice of Buying and renting a flat, go to:

**Vocabulary Builder 2.2** (page 13)

- 1 top-floor 2 balcony 3 fully-fitted 4 walking distance 5 amenities 6 For sale 7 Spacious 8 furnished 9 double glazing 10 central heating 11 Available 12 Rent

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand an article about squatters and an interview with a squatter. I can express my opinions on the subject of squatting and squatters.

2D Reading

How the other half live

**LESSON SUMMARY**

Reading: an article about millionaire philanthropists

Vocabulary: prepositions in verb phrases

Grammar: revision of the second conditional

Speaking: talking about good causes

Topic: People, State and society

**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 5. The Grammar Builder activities can be set for homework.

**LEAD-IN: 2-3 MINUTES**

- Write millionaire on the board and ask students what they immediately associate with this word. Brainstorm ideas with the class and write them up quickly on the board.
- Pre-teach benefit (to be useful to somebody or improve their life in some way) and ask: Do you know of any millionaires who benefit society? Elicit examples.

Exercise 1 (page 18)

- Read out the title, Secret millionaire, and focus on the photos. Ask students to describe what they can see and to predict what the article will be about.
- Play the recording while students read the text. With a stronger class you can give students one or two minutes to skim-read the text without listening to the recording. Remind them to concentrate on the general meaning, ignoring words they do not know.
- Ask students if their predictions were correct.

Exercise 2 (page 18)

- Students re-read the first three paragraphs in detail to answer the questions.
- Check answers as a class and ask students to correct the sentences that are false.

1 F 2 T 3 F 4 F 5 F

Exercise 3 1.13 (page 19)

- Focus on the task, pointing out that each question needs to be matched to one of the four millionaires A-D. There are ten questions so there is a strong possibility that each paragraph (A–D) will contain at least two of the answers.
- Give students a few moments to read the ten questions.
Go through the tip together. With a **weaker class**, demonstrate the strategy by reading out paragraph A and asking students to find the two descriptions that fit. They can then work in pairs to do the same with paragraphs B–D.

As students work through the task, ask them to underline and make a note next to the parts of the text that gave them the answers. Check answers as a class.

**Exercise 4**  
Students find the phrases in the text and complete them with the prepositions. Tell them that the phrases are listed in the order in which they appear in the text.

In a **stronger class**, students can try and complete the phrases before looking at the text to check their answers.

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

**Exercise 5**  
Ask students to agree on the paragraphs they are going to focus on so they do not both choose the same one. Explain that they can use their own words when they do the task.

Students take it in turns to tell their partner all they can remember.

When they have finished talking, students look at the text again to check for any information that was missing or inaccurate.

**Exercise 6**  
In pairs, students discuss the questions.

Negative aspects could include the following: the programme may exploit poor or needy people for the sake of ratings; the reality of the situation may be distorted by the presence of a camera crew; the gift of money may have no long-term effect on the problems people are facing; charity should be given anonymously, not for publicity.

**Exercise 7**  
Go through the examples in the Learn this! box together to revise the use of the second conditional.

Check that students understand when we use the second conditional: to talk about unusual situations and events in the present or future.

Students complete the rule:

* past simple, would

For further practice of the Second conditional, go to:

**Grammar Builder 2.2**  
1 worked out, would know 2 would manage, let
3 would be able, didn't spend 4 gave, wouldn't be
5 wouldn't have, weren't 6 won, would retire

2 If he weren't (so) stingy, he'd lend you money. / He'd lend you money if he wasn't (so) stingy.
3 If the painting wasn't / weren't a copy, it would be worth a fortune. / The painting would be worth a fortune if it wasn't / weren't a copy.
4 If the restaurant wasn't / weren't rather pricey, we'd often eat there. / We'd often eat at the restaurant if it wasn't / weren't rather pricey.
5 If he wasn't / weren't (so) careless with his money, he wouldn't always be broke. / He wouldn't always be broke if he wasn't / weren't (so) careless with his money.
6 If he budgeted well, he wouldn't go into debt all the time. / He wouldn't get into debt all the time if he budgeted well.
7 If it wasn't / weren't (so) difficult to pay money back, I'd borrow it. / I'd borrow money if it wasn't / weren't (so) difficult to pay back.
8 If you didn't waste your money, you wouldn't always be short. / You wouldn't always be short of money if you didn't waste it.

**Exercise 8**  
Explain the meaning of a **good cause** (an organisation that does good work to help others or to improve conditions in the world).

In pairs, students discuss the question.

**Exercise 9**  
As students report back to the class, write their suggestions on the board. Then take a class vote.

**Lesson outcome**  
Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand and react to an article about a TV programme. I can talk about good causes that deserve support.

**2E Grammar**

**Past perfect simple and continuous**

**LESSON SUMMARY**

**Grammar:** past perfect simple and continuous

**Speaking:** talking about past emotions and the reasons behind them

**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 5 together as a class and omit the extension activities. The Grammar Builder activities can be set for homework.

**LEAD-IN 2-3 MINUTES**

- Write the expression from rags to riches on the board. Explain rags (pieces of old, torn cloth worn as clothing) and elicit the meaning of the expression (from being extremely poor to being very rich).
- Ask students if they know of any rags-to-riches stories, either real or fictional, and encourage them to tell the class about them.
Culture note – J. K. Rowling
J. K. (Joanne) Rowling was born in England in 1965. Her seven fantasy novels about the adventures of Harry Potter and his friends at Hogwarts School for wizards have made her one of the wealthiest women in the UK. Published between 1997 and 2007, the books have been phenomenally popular, selling over 400 million copies. They have been translated into 67 languages and were made into a series of films starring Daniel Radcliffe as Harry.

Exercise 1
- Write J. K. Rowling on the board. Establish that she is the author of the Harry Potter books and ask students to say what else they know about her.
- Elicit the form of the past perfect simple (had + past participle) and teach the form of the past perfect continuous (had been + present participle). Draw attention to the similarity between these forms and the present perfect simple and continuous.
- Students underline examples of the two tenses in the text.
  - Past perfect: had (just) returned; had married; had (only) lasted; had moved
  - Past perfect continuous: had been living; had been teaching; hadn't been feeling; had been going around

Exercise 2
- Focus on the first example in the text (She had just returned). Point out that the situation is already in the past (in 1994, J. K. Rowling was living) and remind students that the past perfect simple is used to refer back to an earlier time in the past.
- Focus on the next example (she had been living). Point out that this also refers back to an earlier time. Emphasise that, like all continuous tenses, the past perfect continuous carries the idea of action continuing over a period of time.
- With a weaker class, go through the text together and ask concept questions, e.g. Which came first, living in Portugal or living in Scotland? (Living in Portugal). How long was she in Portugal? (For two years). Was she teaching English during this time? (Yes). Did she get a teaching job in Scotland? (No). Did she get married before or after 1994? (Before).
- With a stronger class, ask students to read the Learn this! box and choose the correct alternatives. Check the answers before they continue. With a weaker class, go through the rules together.
- In pairs, students choose an example to match each rule.
- Fast finishers can write their own example sentence for each of the two tenses.
  1. Simple: She had just returned from Portugal; had married a Portuguese man there; she had moved back to Britain
  2. Continuous: She had been teaching English in Porto
  3. Simple: But the marriage had only lasted for a few years
  4. Continuous: she had been living for two years; she hadn't been feeling well for months; had been going around in her head for a long time

Language note – Past perfect simple and continuous
In some sentences it is possible to substitute the past perfect simple for the past perfect continuous. For example, in the text it would not be incorrect to say where she had lived for two years or She had taught English in Porto. However, the continuous form is more suitable here because it emphasises the duration of the state or action.

For further practice of Past perfect simple and continuous, go to:

Grammar Builder 2.3
- 1 had been 2 had always kept 3 hadn't told 4 had been 5 Had (you ever) visited 6 had got up 7 had known
- 2 had been raining 2 hadn't been sleeping well 3 had been cooking dinner 4 had been travelling for six hours 5 hadn't been paying attention 6 had been sitting at my desk since nine o'clock 7 had been walking in the woods 8 had been sunbathing all day

Exercise 3
- Students read the sentences and choose the correct verbs. They then compare answers in pairs. Check answers as a class.
  1 had 2 been raining 3 been learning 4 eaten 5 been running 6 seen

Exercise 4
- Go through the example together.
- In pairs, students complete the sentences and match them with the rules in the Learn this! box.
  2 had been learning, Use 4
  3 had been waiting, Use 4
  4 had known, Use 3; had (only) been going out, Use 4
  5 hadn't had, Use 3
  6 had been working, Use 2

Extra exercise
Write the following sentences on the board:
  1 I went to sleep in front of the TV last night.
  2 We saw Alice in the city centre this morning.
  3 Paul rang me as soon as he got home.
  4 Her face was white and she was trembling.

For each sentence, students write two follow-up sentences, one using the past perfect simple and the other using the past perfect continuous, e.g. (for the first sentence) I'd gone to bed late the night before. I'd been watching a boring documentary.

Exercise 5
- Write Ralph Lauren on the board and ask students why he is famous. (He is a world-famous fashion designer.)
- Tell students to read the whole text before they start to write. With a weaker class, it may be useful for students to underline the time expressions; this will help them follow the time shifts in the text.
- In pairs, students write the correct form of the verbs.
  1 had dropped out 2 had been studying 3 hadn't finished
  4 had been selling 5 hadn't had 6 had (always) worked
  7 had started 8 had been designing
Extension – Fast finishers
Write this sentence on the board for fast finishers to complete: In 2012, at the age of 72, Ralph Lauren still _______ (not retire) although he _______ (work) in the fashion industry for more than 50 years.

hadn't retired, had been working

Exercise 6  
- Focus on the example. Draw attention to the tenses used in the replies.
- Give students time to think about situations that could have produced the emotions in the list.
- In pairs, students ask and answer. Encourage them to give details about what they had been doing and what had happened.
- Ask some students to tell the class about one or two of the situations that their partner described.

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

2F Speaking

Photo description

LESSON SUMMARY
Listening: opinions related to a photo; a description of a related event
Vocabulary: extreme adjectives; comment adverbs
Speaking: answering questions related to a photo; describing a personal experience
Topic: Family and social life

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in, do exercise 6 orally as a class and keep exercise 8 brief. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES
- Tell students that you want them to think about adjectives for feelings. Put students in groups, and ask one student in each group to write down the words.
- Say ten letters of the alphabet in random order. Pause after each one for groups to think of an adjective beginning with that letter (e.g. a: depressed, delighted).
- Elicit the adjectives and write them on the board. Groups score a point for each correct adjective and an extra point if it is a word that no one else thought of. The group with the highest score is the winner.

Exercise 1  
- Pre-teach any words in the list that students are not familiar with.
- In pairs, students describe the photo. At this stage, they should focus on physical details, not on the boy's feelings.

Exercise 2  
- In pairs, students discuss the boy's thoughts and feelings. Remind them to consider why he is feeling this way and encourage them to speculate about various possibilities.

Exercise 3  
- Play the recording. Students make brief notes on the candidate's ideas and then discuss them with their partner.
- Ask some students to report back on the candidate's ideas and on their own.

Audioscript 1.14  
He's clearly astonished. Perhaps he's so surprised because he's received something he's always wanted but didn't expect to get. Another possibility is that it's an incredibly expensive present. Or it could be that it's a complete surprise and he's just delighted to be given whatever it is.

Exercise 4  
- If necessary, play the recording again to elicit the two adjectives. Make sure students understand that these words have a stronger meaning than surprised and happy.
- Remind them that it is good to find different words to express different shades of meaning, rather than always relying on the obvious ones.

astonished, delighted

Extension
On the board, write the following adjectives that may be used instead of happy: overjoyed, pleased, cheerful, elated, ecstatic, glad, thrilled, contented. Ask students which ones express a very strong feeling of happiness.

overjoyed, elated, ecstatic, thrilled

For further practice of extreme adjectives, go to:

Vocabulary Builder 2.3  
1 angry, furious; beautiful – gorgeous; crowded – packed; clean – spotless; dirty – filthy; funny – hilarious; hungry – starving; silly – ridiculous; surprising – astonishing; tired – exhausted; ugly – hideous
2 1 enormous, huge; 2 fantastic / fabulous, wonderful; 3 terrible, awful

3 Audioscript 1.15  
1 A Are you hungry?  B Hungry? I'm starving! 2 Is the dining table clean? 3 Was the bus crowded? 4 I think Joanna is beautiful. 5 That was a silly thing to say 6 I thought that programme was quite funny. 7 Are you tired? 8 Was your dad angry with you?

2 Clean? It's spotless! 3 Crowded? It was packed! 4 Beautiful? She's gorgeous! 5 Silly! It was ridiculous! 6 Quite funny? It was hilarious! 7 Tired? I'm exhausted! 8 Angry? He was furious!

Exercise 5  
- Go through the tip together.
- Pre-teach hoodie (a sweatshirt with a hood).
- Play the recording. Pause after the examiner's question to allow students to consider how they would respond to it.
- Students listen for the tenses the candidate uses.
- Play the recording again, pausing from time to time to elicit the verbs. Point out that the main tense is the past simple.
Audioscript 1.1.6  page 21
Examiner  Tell me about the last time you gave someone a present.
Candidate  The last time I gave someone a present ... let me see. That was my sister's birthday. I usually used to buy her make-up or jewellery, but she'd been borrowing my hoodie all the time so I thought I'd get her one of her own. I found a great one on a website, but stupidly ordered the wrong size. I must have clicked the wrong button. I'd asked for the hoodie to be gift-wrapped and sent directly to her, not to me. So obviously didn't realise my mistake until she opened the present on her birthday. It was a size 18 instead of a size 8! You should have seen her face when she unwrapped it! Luckily, she saw the funny side. I can laugh about it now, but to be honest I didn't think it was very funny at the time. Fortunately, I was able to return it and they exchanged it free of charge.

past simple, past perfect simple, past perfect continuous, used to, would

Exercise 6  page 21
- Students answer the questions individually and then compare answers with a partner. Check answers as a class.
  1 Because her sister had been borrowing her hoodie.
  2 She thinks she has clicked the wrong button.
  3 Because she had asked for it to be sent directly to her sister.
  4 She was probably astonished and disappointed, but also quite amused.
  5 She was probably horrified and angry with herself. Now she is amused.

Extra activity
In pairs, students take it in turns to give their own answer to the examiner's question in exercise 5.

Exercise 7 1.1.6  page 21
- Go through the Learn this! box together.
- Make sure students understand the difference between the two examples with franklly. In the first example, it means 'I'm going to be honest, even though you might not like what I have to say.' (To be honest has the same meaning.) In the second, it means 'in an honest and open way'.
- You could give another pair of examples with hopefully, e.g., Hopefully, it will be warm tomorrow. (I hope it will be warm tomorrow). The dog was looking hopefully at the food on my plate. (The dog was looking at the food on my plate in a hopeful way, in other words, it was hoping I would give it some food).
- Students complete the sentences. When they have finished, play the recording again so that they can check their answers.
  1 stupidly  2 obviously  3 Luckily  4 To be honest
  5 Fortunately

For further practice of Comment adverbs, go to:

Vocabulary Builder 2.4  page 155
1 Personally  2 To be honest, / Frankly
  3 obviously / unfortunately  4 Hopefully / ideally
  5 fortunately

Exercise 8  page 21
- In pairs, students describe the photo. Remind them to say where it was taken, who is in the photo, and what the person is doing.

Exercise 9  page 21
- Give students time to read and think about the three questions.
- In pairs, students take it in turns to ask and answer. Circulate and monitor, making a note of any important errors to address at the end of the activity.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can describe and discuss a photo. I can answer a question about a personal experience in the past. I have learnt how to use comment adverbs.

2G Writing analysis

Story

LESSON SUMMARY
Reading: a story about an unexpected find
Grammar: sequencing clauses
Topic: People
SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and set the Grammar Builder activity for homework.

LEAD-IN 3-4 MINUTES
- Write the following phrases from the story in exercise 2 on the board: a waste collector, a filthy plastic bag, the police, a robbery, wonderful news.
- In pairs or small groups, students construct the outline of a story that could contain all the phrases on the board.
- Ask some students to tell the class about the story they have devised.

Exercise 1  page 22
- In pairs, students ask and answer the questions. If some students have not had these experiences with money, they can talk about something else that they found or lost.

Exercise 2  page 22
- Ask students to describe what they can see in the photo. Then give them about one minute to read the story.
- With a stronger class, ask students to summarise the main events without looking at their books. With a weaker class, prompt them with questions, e.g., What does Graham Hill do in his job? (He collects rubbish.) Where did he find the banknotes? (In a plastic bag in a dustbin) What was strange about them? (They were cut into pieces.) What did the police do with the money in the end? (They gave it back to Mr Hill). Why was this good news for Mr Hill? (Because the bank will give him new banknotes for all the old ones that he can put together).
- Invite students to speculate about where the money came from.

Exercise 3  page 22
- Students identify the stages in the story. They can do this together as a class.
- Point out that while the main narrative tense is the past simple, other tenses are also used. Elicit some examples.

Background information that sets the scene: It was a day like any other ... a waste collector.
The first event: He was putting bags of rubbish onto his handcart when he noticed something unusual in one of the dustbins. Leaning over the bin, ... But they were all cut into pieces! Later events: second paragraph

The final resolution or outcome: last paragraph

Exercise 4  page 22

- Students read the three uses in the Look out! box and complete the examples.
- Tell them to find other examples in the story.

Look out!
1 was raining, was blowing  2 stood up, opened, left
3 was reading, rang

Examples from the story
1 ... Graham Hill was doing his normal round as a waste collector.
2 ... he took a closer look and saw a filthy plastic bag ...; As soon as he realised ... Hill called the police, who quickly arrived on the scene; The police thanked Hill and said ...
3 He was putting bags of rubbish onto his handcart when he noticed something unusual in one of the dustbins
For further practice of Past simple and past continuous, go to:

Grammar Builder 2.4  page 112–119

1 was shining, were singing, left  2 saw, realised
3 were (you) doing, called  4 were waiting, started
5 walked, sat down, started  6 was living, moved
7 played / was playing, was living  8 was leaving, came out

Exercise 5  page 22

- Go through the Learn that! box together. Point out that these structures are useful for showing when actions took place in relation to each other.
- Students find examples in the text.
1 after investigating for a long time
2 Having looked in the bag  3 As he pulled it out
4 As soon as he realised  5 Leaning over the bin

Language note
Note that the rule about subject agreement in point 5 also applies to the other participle clauses (1 and 2).

After losing his wallet, he called the police. ✓
After losing his wallet, the police questioned him. ✗
Having found the money, he took it to the police station. ✓
Having found the money, the police let him keep it. ✗

Exercise 6  page 22

- Students use structures from exercise 5 to combine the sentences. Do the first one together as an example.
1 I've lost my wallet/ said Mary, closing her handbag / as she closed her handbag.
2 As soon as / The moment / As I stepped outside, it started to snow.
3 After sitting down / Having sat down, he opened the newspaper.
4 Walking to the shops / As I walked to the shops, I thought about what my mum had just said.
5 After having lunch / Having had lunch, she went out.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can recognise the stages in a story. I can use sequencing clauses to order events in a story.

2G Writing task

Story
LESSON SUMMARY
Vocabulary: time expressions used in a story
Writing: a story
Topic: People

SHORTCUT
To do the lesson in 30 minutes, do exercises 1–6 in class and get students to complete the story for homework.

LEAD-IN 2–3 MINUTES
- Ask students to describe the photo.
- Brainstorm ideas for other valuable things, apart from money, that might be lost or hidden and then found. Examples might include a treasure from the ancient past, a rare document, a painting, a piece of jewellery, or perhaps something of purely personal value, like a treasured photo or a family pet.

Exercise 1  page 21
- Read the topic and give students three or four minutes to think of some ideas for the basic outline of the story.

Exercise 2  page 21
- Go back over the four stages in the story on page 22.
- Point out that the story on page 22 has three paragraphs, but they may need more. After the first event, it may be a good idea to use a separate paragraph for each of the events that follow, and to have a shorter resolution at the end. Remind students that when the action shifts from one time to another, or when one train of events ends and a new one begins, they will probably need to start a new paragraph.
- Students use the chart to plan their story in paragraphs.

Exercise 3  page 21
- Students write their first paragraph. Circulate and monitor, checking tenses and giving help where necessary.

Exercise 4  page 21
- Remind students of the importance of time expressions in a story to make the sequence of events clear to the reader.
- Students complete the chart. To check comprehension, give translations and elicit the English expressions.

Exercise 5  page 21
- Go through the tip together. Ask a strong student to read out the example, bringing out the sudden drama created by the change to short sentences.
- Students look for a similar example in the story.

As he pulled it out, he gasped. It was money. Inside the carrier bag were lots of banknotes! But they were all cut into pieces!
Exercise 6  
• Tell students to find examples of this language in the story.
  1 filthy, wonderful
  2 Surprisingly, Apparently
  3 the police told him they would find out what had happened; the Bank of England said that for every note that he could put back together, Hill would receive a new one

Exercise 7  
• Students use their plan to write the middle paragraphs.

Exercise 8  
• Point out that the last sentence of the story on page 22 is short. It wraps up the story neatly and creates an image that lingers in the mind. This then makes a good title.
• Explain that it is a good strategy to think of an effective ending before writing the last paragraph. It is important not to drift towards a weak and inconclusive ending.

Exercise 9  
• Students write their final paragraph.
• When they have finished writing, they check their work against the checklist.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can plan and write an interesting story.
Language Review / Skills Round-up

1–2 Language Review

Exercise 1  
1 selfish / self-centred  2 calm / unemotional  3 ambitious  
4 immature / childish  5 creative / artistic

Exercise 2  
1 Have (you) remembered  2 have been reading  3 has been  
4 have been staying  5 has wanted

Exercise 3  
1 repaired  2 standing  3 to go  4 playing  5 join

Exercise 4  
1 like  2 say  3 though  4 should  5 could

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

Exercise 6  
1 didn’t use to  2 used to  3 would  4 ‘d  5 wouldn’t

Exercise 7  
1 had been looking  2 had arrived  3 had got up  
4 had been getting  5 had fallen down

Exercise 8  
1 furious  2 filthy  3 spotless  4 hideous  5 hilarious

1–2 Skills Round-up

Exercise 1  
Students’ own answers

Exercise 2  
Anna’s brother: paragraph 3  
Anna’s new home: paragraph 4  
Anna’s ex-boyfriend: paragraph 2  
Anna’s new job: paragraph 1

Exercise 3  
1 d  2 b  3 d  4 a

Exercise 4  
Students’ own answers

Audioscript  
Stefan Hi, can I ask you… does this newspaper have property adverts?  
Shopkeeper Are you planning to buy somewhere?  
Stefan No, I need to rent a flat.  
Shopkeeper Oh right, well, that paper has a few adverts at the back. But you  
know there’s a weekly property newspaper as well. It comes out on Fridays.  
Stefan I didn’t know that.  
Shopkeeper Come back in tomorrow, I’ll save you a copy.  
Stefan Thanks!  
Shopkeeper And while you’re here, have a look in our window. We’ve got a few  
adverts there for flats to rent.  
Stefan Thanks, I will. Bye!

Spikey Hi, looking for somewhere to live?  
Stefan Yes, I’m looking for a flat to rent. Why? Do you know of one?  
Spikey Not exactly, but I might be able to help you out.  
Stefan Really? That’s great.  
Spikey When did you arrive in London?  

Stefan About a month ago, I’ve been staying with friends…  
Spikey You’re not originally from the UK, are you?  
Stefan No, I’m from Poland.  
Spikey Your English is fantastic.  
Stefan Thanks, I’ve been learning it for ten years; so it should be OK…  
Spikey Anyway, look… I’m sharing a place with a few friends. It’s massive!  
Seven or eight bedrooms…  
Stefan Sounds great.  
Spikey Yes, and the best thing is, we don’t have to pay a penny for it.  
Stefan Ah, you’re squating.  
Spikey It’s squatting, not squashing, actually. And yes, we’re squatting. Well,  
you know, it’s such a waste, having all these big, empty houses. It’s criminal,  
really, when you think about all the homeless people there are in London.  
Stefan I see your point…  
Spikey That’s why I do it really. It’s a kind of protest. I used to pay over a  
thousand pounds a month for a tiny room in a flat. I worked seven days a week  
to pay for it, and every day I would walk past ten empty houses. Well, I mean,  
obody has to challenge the way the capitalist society works — somebody  
has to stand up and say, no, this is unfair, for one person to own a huge  
property they don’t even need when other people are homeless, or paying rent  
they can’t afford.  
Stefan Yes, it does seem unfair…  
Spikey So, feel free to drop round and visit us. Have a look. If you like it, you’re  
welcome to move in. It’s the big house on the corner of Williams Street and  
Western Avenue.  
Stefan Right, thanks. My name’s Stefan, by the way.  
Spikey I’m Spikey.  
Stefan Spikey?  
Spikey Well, that’s what everybody calls me now anyway. So, do you think  
you’ll come round and see us?  
Stefan Well, it’s really kind of you. But I’m not really looking for a house share —  
or a squat. If I could find a place on my own, I’d prefer that.  
Spikey In this part of London? But rents are extortionate here — a complete rip-off.  
Only bankers and people like that can afford to rent a place on their own.  
Stefan Well, actually, I do work in the financial sector.  
Spikey Oh… I see. Well… you’re still welcome to drop round, I suppose?  
Stefan We don’t hate all bankers.  
Stefan Thanks, well, see you around.  
Spikey Yeah, Bye.

(Possible answers)  
He is less friendly.  
He probably thinks Stefan is a capitalist, and he is against  
capitalists.

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

Exercise 6  
Students’ own answers

Exercise 7  
Students’ own answers
Get Ready for your Exam 2

LEAD IN 3-4 MINUTES

- Ask students to describe their favourite advert.
- Elicit why it appeals to them.

Reading

Exercise 1

GET READY TO READ

- In pairs, students discuss the questions.
- Elicit answers from different pairs and encourage other students to comment.

Exercise 2

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 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 gaps at this stage.
- Then ask them to read through the statements. Encourage students to underline linking expressions and pronouns, such as so, also, this, they. Remind them that these words indicate that the sentences they start will provide either a consequence or additional information related to the content of the previous sentence.
- Then ask students to underline other key words and expressions in sentences A–E, e.g. advertising, products, increased activity in the brain, general public, predict.
- In a weaker class, do the first gap together. Elicit the key words in the preceding sentence in the text (endless surveys asking us what we buy, not an exact science). Elicit that the correct match is sentence D because it adds further information about the scientific approach to surveys and asking us why we buy what we do.
- Students do the reading task individually.
- Ask students to check answers in pairs before checking as a class.

1 D 2 E 3 A 4 C

Speaking

Exercise 3

GET READY TO SPEAK

- Students make their lists in pairs. Make sure they all start listing at the same time and give them two minutes.
- After two minutes ask pairs to read out their lists to see who has named the highest number of objects.
- List the objects on the board and encourage students to add any they didn’t get to their own lists.
3A Vocabulary and listening

Relating to people

LESSON SUMMARY

Vocabulary: expressions describing how we relate to people; verbs for verbal interaction
Listening: describing family relationships
Speaking: discussing family relationships; giving and responding to a monologue
Topic: People, Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, keep exercise 1 brief and do exercises 8 and 9 orally as a class. The Vocabulary Builder activities can be set for homework.

LEAD-IN 2 MINUTES

- Read out the following sentences, pausing after each one for students to write the correct family word.
  1. My aunt’s son is my … (cousin)
  2. My husband’s mother is my … (mother-in-law)
  3. My mother’s grandfather is my … (great-grandfather)
  4. The woman my father married is his … (wife)
  5. My daughter’s husband is my … (son-in-law)
  6. A girl who has the same father as me, but not the same mother, is my … (step-sister)

- Check answers as a class.

Exercise 1

Give students three minutes to find out all they can about their partner’s family, making brief notes of the answers.

Ask several students to tell the class what they have learnt about their partner’s family. You can ask questions to elicit information, e.g. Is there anyone who lives in an extended family? Who has more than six cousins? Who has a very young sister or brother? Who has twins in their family? Who has relatives living outside Europe?

Exercise 2

- In pairs, students read through the list, using their dictionaries where necessary. Then decide whether the expressions describe a negative or a positive feeling, or relationship.
  - Check answers as a class. Note that feel sorry for could be seen as either positive or negative.
  - Pay special attention to the pronunciation of wary /'weərɪ/.
(Possible answers)

  negative: be wary of, despise, envy, feel sorry for, have nothing in common (with), look down on, not see eye to eye (with)
  positive: admire, adore, be on the same wavelength (as), be (very) close to, feel sorry for, have a lot in common (with), look up to, respect, trust

Extension – fast finishers

Ask fast finishers to find: (a) a synonym for admire (look up to), (b) an antonym for look up to (look down on), (c) the word that expresses the strongest negative feeling (despise), and (d) the word that expresses the strongest positive feeling (adore).
Exercise 3 page 27

- Explain the task. Make sure students understand that their first step is to choose the best expression for the first half of each sentence. They will then have more time to complete the sentences in their own words.
- Ask students to read through the sentences first. With a weaker class, ask them to say whether the speaker's feeling about the person is positive or negative.
- Play the recording. Pause after each speaker for students to choose the best verb or expression in the sentence. Play the recording again. Students make brief notes to help them with the second part of the task.
- Give students time to complete the sentences. Their answers will vary, so elicita a number of different endings when you check as a class.

Audioscript 1.18 page 27

Branka: My mum's life isn't easy at all. She has to cope with a lot. She works long hours in the hospital - she's a nurse - and she also does most of the cooking and housework. But she manages it all somehow, without complaining! My brother and I argue all the time about whose turn it is to do the washing-up or empty the bins. My mum always says she'd rather do it herself than listen to us arguing! I feel bad about it really, because I think she's amazing.

Ryan: I'm quite an easy-going person, I think. I mean, I don't get annoyed very easily. But I'm always disagreeing with my dad about... well, about nearly everything! We have a completely different way of looking at the world, even though, on the surface, we like the same things, like football and films. If we weren't in the same family, we'd probably never speak to each other. But because we live in the same house, we have to. I always complain to my mum about him - and she always listens. She's a good listener. Unlike my dad.

Sophia: My granddad lives with us - he's lived with us for about ten years, so I know him really well. And I've learnt a lot from him. He's had an amazing life and I love listening to his stories about his early life. In many ways, I'd say he's my best friend - at least, within my family - even though we're not that alike. You see, I don't always find it easy to talk to my parents. My dad's always too busy. And my mum's always telling me to do my schoolwork - she says it takes ten evenings, it drives me mad! That's why I'd rather be with Granddad. He's cool.

Isaac: My cousin Noah is the top of his class in just about every subject. I really wish I was like that. I mean, I work hard and everything, but I just don't do as well. I'm average, I suppose. But Noah's a genius - and he doesn't mind admitting it! He's always telling me about his incredible exam results - that he got 195 per cent in this exam or 98 per cent in that exam. I just smile and try to look pleased for him! But really, I wish I didn't go on about it so much! And, in some ways, I wish I was more like him.

Ella: I've got a twin brother called Sam. Because we're twins, people assume that we're going to be similar - you know, have the same hobbies and interests, that kind of thing. But we haven't. In fact, we couldn't be more different! He's into football, I hate it, I like books, he never reads. His favourite subjects at school are all the sciences - physics, chemistry... but I like history, music, English, languages. It's odd, isn't it? The only thing we share is a birthday. Apart from that, everything about us is different - even our hair. I'm the only one in the family with black hair, Dad's always teasing me about it. He says maybe the hospital gave them the wrong baby to take home. But that can't be true because I really do look like Mum...

David: My dad is really close to his sister, Kate. We visit her quite often - which is fine because she's really nice. Her husband - my uncle - is nice too, but he makes me a bit nervous because he's always playing tricks on me. Ugh, once, when I was washing up in the kitchen, he put a plastic eyeball in the sink. It gave me a shock when I picked it up! I know he's just trying to be funny, but I don't really like that kind of joke. Anyway, I don't complain about it. My aunt says it's good that I'm so patient. But still, I wish he'd stop doing it. I can't relax when he's around!

(Possible answers)

1. (Branka) admires (her mother, because) she works extremely hard for other people without complaining.

2. (Ryan) doesn't see eye to eye with (his father, because) they have a different way of looking at the world.

3. (Sophia) is very close to (her grandfather, because) she can talk to him easily and loves listening to his stories.

4. (Isaac) envies (his cousin, because) he always gets outstanding results at school.

5. (Ella) has nothing in common with (her twin brother, because) they have completely different interests and don't even look alike.

6. (David) is wary of (his uncle, because) he likes to play tricks on David that aren't very pleasant.

Exercise 4 page 27

- Students ask and answer in pairs.

Exercise 5 page 27

- In pairs, students go through the list and check the meanings in a dictionary. Then they test each other by giving English verbs to elicit the translations.

Exercise 6 page 27

- Students work individually to complete the sentences.

1. with 2. in 3. about 4. about 5. about 6. for

Exercise 7 page 27

- Play the recording again. Students answer the questions.

With a stronger class, ask students to write down any answers they can remember before they listen.

1. her brother 2. his mother 3. (doing) her homework 4. his exam results 5. her black hair 6. his patience

Exercise 8 page 27

- Play the first item on the recording as an example.

- Play the rest of the recording, pausing after each speaker so that students can choose the verbs.

Audioscript 1.19 page 27

1. Hey, well done! You played really well. I didn't realise you were so good at tennis. It wasn't an easy match, but you kept going and showed a lot of determination. I was really impressed.

2. Hey, guess what I got in my maths test? Come on, guess! No? OK - I got 98 per cent! Isn't that great! I'm sure it was the top of the class. I mean, I can't imagine anyone getting more than 98 per cent, can you? I knew I'd done well, but I didn't realise I'd done that well. 98 per cent! So anyway, what did you get?

3. Look, if you've got Mr Edwards for history, be careful. He gets angry really easily - you know, if you talk in class or don't pay attention. And you don't want to see Mr Edwards when he's angry. It isn't nice. So be careful!

4. Do you want to know who my favourite singer is? Don't tell anyone, will you? OK - it's Justin Bieber. Yeah, I know. But I just really like his voice - and the songs are great too. I think I like 'Baby' the best. What a great song!

5. I hear you got a birthday present from Jake. A book of poems, wasn't it? How romantic. I didn't know he felt that way about you. What do you mean, you're just a friend. Oh, come on! Tell the truth now...

6. I can't believe you borrowed my bike without asking! I opened the garage to get it and it wasn't there. I needed it! Why didn't you tell me you were taking it? It's my bike! And that's the second time this week that you've taken it without asking. It's really unfair - you should say sorry.

Speaker 2: boasting; Speaker 3: warning; Speaker 4: confessing; Speaker 5: teasing; Speaker 6: telling off

Exercise 9 page 27

- Read out the example. Draw attention to the preposition for and point out that the word following a preposition can be a gerund as well as a noun.
Students expand their answers in exercise 8 into sentences.

(Possible answers)
Speaker 2 is boasting about his exam results.
Speaker 3 is warning somebody about a teacher’s hot temper.
Speaker 4 is confiding in somebody about his liking for Justin Bieber.
Speaker 5 is teasing somebody about her relationship with a boy.
Speaker 6 is telling somebody off for borrowing his bike.

Exercise 10
- Students think of a verb and plan a monologue like the ones in the recording.

Exercise 11
- In pairs, students take it in turns to speak and guess what the verb is.
- Ask some students to deliver their monologue for the class to guess.

Extra exercise
Turn the activity in exercise 11 into a team game. In turn, students from each team deliver their monologue to the class. Their team has a maximum of 30 seconds to guess what they are doing, using the correct verb with the correct preposition(s). Time the activity and record the times on the board. The team with the smallest time total at the end is the winner.

For further practice of Stages of life, go to:

Vocabulary Builder 3.1

1. Infancy: nappies, toddler, kid
   Childhood: kid, toddler
   Adolescence: kid, teenager
   Adulthood: career, fortiest, marriage, twenties
   Middle age: career, fortiest, grey hair, marriage, wrinkles
   Old age: elderly, OAP, retirement, seventies, walking stick, white hair, wrinkles

3. Students’ own answers

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can describe relationships. I can use different verbs to show how people interact.

3B Grammar

Question forms

LESSON SUMMARY
Grammar: indirect questions; subject and object questions
Listening: a market research survey
Speaking: asking polite questions; asking and answering subject and object questions

SHORTCUT
To do the lesson in 30 minutes, do exercise 3 orally as a class. The Grammar Builder activity can be set for homework.

LEAD IN 2-3 MINUTES
- Focus on the photo. Ask: Where are they? What do you think she’s doing? How well do they know each other? Establish that the young woman is conducting a survey.
- Find out if anyone has been approached in the street to answer survey questions. Did they agree to do so? If they did, what were the questions about? If they did not agree to answer them, why not?

Exercise 1
- Play the recording while students read. You can elicit the answer to the question at this point.
- Play the recording again, pausing for students to write the answers. Then play it once again so they can check.
- Check answers, paying special attention to word order.

Audio script 1.20
Ava: Excuse me. I'm doing a survey about families. I wonder whether you could spare a moment?
Tom: OK, fine.
Ava: Thank you. First, I need a few details about you. Could you tell me how old you are?
Tom: I'm twenty.
Ava: Can I ask what you do?
Tom: I'm a web designer.
Ava: Would you mind telling me who you work for?
Tom: I'm self-employed. I work at home.
Ava: Great. So, question one. What do you argue about most in your family?
Tom: Er...whose turn it is to use the car.
Ava: OK. Question two. Who cooks most of the meals in your home?
Tom: We don't have family meals. We help ourselves.
Ava: And finally, question three. Who do you get on with best in your family?
Tom: My sister, definitely. We've got a lot in common.
Ava: That's all. Thanks very much for your help.
Tom: No problem. I wonder if I can ask you a question.
Ava: Sure. Go ahead.
Tom: I'd like to know if you'refree this evening.

1. I wonder whether
2. Could you tell me how
3. Can I ask what
4. Would you mind telling me who
5. I wonder if
6. I'd like to know if

Yes, he does. He wants to ask her out this evening.

Exercise 2
- Go through the Learn this box together. Point out that Ava's questions to a stranger about his personal life are quite delicate and she needs to be very polite.
- Students look back to exercise 1 to answer the questions. Point out that if and whether are often used after I wonder, but can also be used with the other phrases in the Learn this! box.

Question word: 2, 3, 4
If/whether: 1, 5, 6

Exercise 3
- Focus on the example. Point out that the direct question, with its use of could, is already quite polite, but the indirect form that Ava uses is even more polite.
- Students work individually to rewrite the questions.
2. How old are you?
3. What do you do?
4. Who do you work for?
5. Can I ask you a question?
6. Are you free this evening?

For further practice of Indirect questions, go to:
Exercise 4  page 28
- Students work in pairs or individually to make indirect questions. There are many different phrases that can be used to begin the question, but the word order and the use of if/whether for yes/no indirect questions is always the same.

(Possible answers)
1. Would you mind telling me if you share a bedroom?
2. Can I ask you who you’d like to know if you’re the only teenager in your home?
3. Could you tell me how often you all have a meal together at home?
4. Can you tell me who goes to bed first in your family?
5. I wonder if you’re often alone in your home.
6. Can I ask you whether you help with the housework?

Exercise 5  page 28
- Give students a couple of minutes to think of three more questions to ask about home and family life.
- In pairs, students ask and answer. With a stronger class, encourage them to begin questions 1–7 with phrases that are different from the ones they used in exercise 4.

Exercise 6  page 28
- Go through the Learn this box together. Remind students that in object questions there is always a noun or pronoun subject (in the examples, the subject is you), whereas in subject questions the question word itself is the subject.
- Stress the difference in word order between the two forms.
- Students identify the underlined examples.

Subject question: Who cooks most of the meals in your home? Object questions: What do you argue about most in your family? Who do you get on with best in your family?

Language note
If students have trouble deciding which form to use, tell them to ask themselves whether the verb has a noun or pronoun subject. If not, it is a subject question and the verb must be in the form of a statement. This means that in the present and past simple there is no use of the auxiliary do.

Exercise 7  page 28
- Students write the questions. With a weaker class, ask them to see if the prompts include a subject and, if so, to underline it.
- Ask fast finishers to write one more sentence of each type.
- Students compare their answers in pairs. Check answers as a class.

1. What do you have for breakfast?
3. Which letter does your surname start with?
4. Which month has the fewest days?
5. Which subject do you have first on Mondays?
6. Who buys your clothes?
7. What makes you laugh?
8. Who do you admire most in the world?
9. Who has the most in common with you?

Exercise 8  page 28
- In pairs, students ask and answer the questions in exercise 7.

Lesson outcome
Ask students: What have you learned so far? What can you do now? and elicit answers. I can use indirect questions to ask formally and politely. I understand the difference between subject and object questions.

3C Culture

Ageing population

LESSON SUMMARY
Listening: a radio interview about the ageing population
Vocabulary: compound nouns related to old age
Speaking: giving opinions about ageing and the lives of elderly people
Topic: Family and social life

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in, keep exercise 1 brief and do exercise 2 as a class.

LEAD IN 3–4 MINUTES
- Ask students to think of an elderly person they know and to describe this person to their partner.
- Ask: What difficulties do elderly people face? Elicit ideas and write them up in note form on the board.

Exercise 1  page 28
- In pairs, students describe the man in the photo. Ask some students to feed back to the class.
- In pairs, students discuss a definition of elderly. They may specify an age, but their answers will probably vary. Point out that elderly is a gentler and more tactful expression than old.

Exercise 2  page 29
- Elicit or explain the meaning of life expectancy (the number of years that a person is likely to live).
Exercise 3  page 28
• Play the recording and elicit the correct answers for exercise 2. Find out which piece of information students found most surprising or significant.

Audio script 1.21  page 29
See the first half of audio script 1.22 below.
1 16 2 82 3 69 4 68

Culture note  Woody Allen
Woody Allen is an American film actor and director who is renowned for his wry humour. The ‘alternative’ to ageing referred to in the recording is, of course, dying.

Exercise 4  page 29
• Give students time to read the questions and underline key words. Explain that Classical refers to the time of ancient Greece and Rome.
• Ask students to choose one answer option for each question that seems unlikely and put a question mark beside it.
• Play the recording of the whole interview. Tell students to eliminate any options that are definitely wrong.
• Play the recording again. Students concentrate on the remaining options and make their choices.

Audio script 1.21 and 1.22  page 29
Presenter  Hello, and welcome to Family Matters. And today, we’ll be discussing ageing and the elderly. With me in the studio is Professor Terence Clark from the University of London. Professor Clark – how would you sum up people’s attitude to old age?
Professor  Hmm. Well, nobody really likes the idea of getting old. But as Woody Allen remarked, getting old is better than the alternative. And we’d better get used to it because more and more of us are living longer and longer. Here in the UK, we’ve got more people who are over 65 than under sixteen. It’s the first time in history that this has happened.
Presenter  So, how long can we expect to live? Is it possible to say?
Professor  Life expectancy here in the UK is now 78 for men and 82 for women.
Presenter  And what did it used to be?
Professor  Well, way back in Classical times – the Romans and Greeks – the average life expectancy was 28. And in fact, it was similar in many other civilizations throughout history – right up until the modern age.
Presenter  That’s amazing. 28! So when you reached fourteen, you’d already lived 50 per cent of your life.
Professor  Er, no. Actually, that’s not right.
Presenter  But you said 28 …
Professor  Yes, that’s the average life expectancy. But not many people actually died at that age. The majority actually died before the age of four. If you were lucky enough to reach the age of fourteen – if you survived all those childhood illnesses – you had quite a good chance of a long life. You might even live to be 60! But 70 was unusual. This was true for most of human history, right up until the twentieth century. Then life expectancy began to increase sharply. Only forty years ago, it was only 69 for men and 75 for women. Today, living to 90 isn’t unusual. That’s why most governments are trying to raise the retirement age. For example, in the UK, it’s due to go up to sixty-eight by 2027.
Presenter  So how do you explain this rise in life expectancy?
Professor  It’s mainly down to medical science and healthcare. Also, we’re more conscious of trying to stay healthy these days – eating healthier food, taking regular exercise. People didn’t worry about those things so much in the past because, quite frankly, they didn’t expect to live so long.
[Recording 1.21 ends here.]
Presenter  I suppose the idea of getting old is less frightening if you think you’re going to stay healthy.

Professor  Yes, it is. Maybe you heard about the British man who recently set several athletics records at the age of 100.
Presenter  That’s amazing! Can you imagine a time in the future when the parks are full of 100-year-old joggers trying to keep fit?
Professor  Well, personally I think it’s very unlikely – the human body doesn’t seem to be designed to live that long, although there are exceptions. But certainly, I think we’ll see more people in their eighties leading healthy and active lives.
Presenter  So, it isn’t time for me to give up exercise yet – at the age of 56?
Professor  Not certainly not.
Presenter  Although perhaps I should lose some weight before I start jogging.
Professor  Well, a few kilos, yes.
Presenter  So does this increase in life expectancy cause any problems?
Professor  Yes, it does. Firstly, there’s an economic problem: governments can’t afford to pay everyone the state pension if they’re going to live for twenty or thirty years after retiring. Then, there’s also the problem of how we, as a society, will cope. Take care of all these elderly people. Many countries are having to face this problem right now.
Presenter  And how do we compare with other countries and societies? Are we more or less the same in the way we treat the elderly?
Professor  Not, not at all. There are very significant differences between cultures.
Presenter  Can you give us a couple of examples?
Professor  Yes, well, in many societies, elderly people always live with their families – in fact, the families think of it as an honour to have their elderly relatives in their home. In Britain and North America, it’s more usual for elderly people to live in nursing homes if they can’t look after themselves. And at the other extreme, there are traditional nomadic tribes who simply abandon their elderly people because there’s no way of looking after them.
Presenter  So some cultures treat their elderly people worse than we do …
Professor  Yes – but not many. And interestingly, some societies who in the past took good care of their elderly relatives are becoming more like us – places like China and India, particularly in the big, modern cities. Younger people in those places want to live their lives and be independent – they don’t want to look after an ageing grandparent.
Presenter  Hmm. Yes, I see. Fascinating stuff. But I’m afraid we’ve run out of time. Professor Clark from the University of London, thank you for coming into the studio.

Exercise 5  page 29
• Students match the words to form compound nouns from exercise 4. With a stronger class, ask students to do the matching before checking their answers.

Check comprehension by eliciting translations.
1 c/d 2 a 3 e/g 4 h 5 b 6 g/e 7 f 8 d/c

Exercise 6  page 29
• Students complete the sentences individually and then compare answers with a partner. Check answers as a class.
2 nursing homes 3 lifespan / life expectancy, healthcare 4 state pension 5 elderly relatives 6 old age, retirement age

Exercise 7  page 29
• Ask some students to read out the example dialogue.
• In pairs, students give their opinions.
• Ask some students to share their opinions with the class and invite others to agree or disagree.

Exercise 8 page 29
• In pairs, students discuss the topic. Advise them to start by deciding what they think the major problems are for elderly people. They can refer to the notes on the board from the lead-in activity.
• Elicit a range of ideas and discuss them with the class.
Extra exercise
For homework, ask students to write an essay on the topic in exercise 8. They should structure it by giving a paragraph to each of their proposed improvements, together with a brief introduction and conclusion.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about the ageing population in the UK. I can talk about elderly people.

3D Reading
Closing the generation gap

LESSON SUMMARY
Reading: an article on good parenting by a teenager
Vocabulary: phrasal verbs; colloquial phrases; adjective suffixes
Speaking: a presentation on relationships between teenagers and parents

Topic: Family and social life

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in, do exercise 8 orally as a class, and omit the discussion stage in exercise 9.

LEAD IN 2-3 MINUTES
• Ask: What are some differences between your life and the lives of your parents when they were your age?
• Ask students to discuss in pairs and get feedback from the class.

Exercise 1
Read out the quotation and discuss the question as a class.
• Ask students what their own personal experiences are or have been.

Exercise 2
Focus on the title of the article and ask a student to read out the last sentence. Elicit or give a translation for cotton wool and ask students what they think is meant by wrapping someone in cotton wool (being over-protective of someone).
• Students read the four options and predict which one will fit with the article. Do not check the answer yet.

Exercise 3
Students read the article. Elicit the correct answer to exercise 2 and ask students if they agree with it.
• Ask: How old is Ellie? (sixteen) Which parent does she have a good relationship with? (her father) What's the main problem with her mother? (She treats Ellie like a child.)

Exercise 4
Students answer the question, giving supporting evidence from the text.
• It contains mainly opinions. The text is subjective, written on the basis of Ellie’s experience and that of her friends.

Exercise 5
Go through the Exam tip together.

• Focus on sentences A-G and ask students to find examples of the types of language given in the tip. (A and G each have a pronoun that must refer back to something or someone in the previous sentence; B, C and E make comparisons with something that has just been described; D makes a contrast and F exemplifies something.)
• Students read the text and complete the task. With a weaker class, ask students to read the text aloud, each student reading two or three sentences, and help with vocabulary where necessary.
• Do not check answers at this stage.

Exercise 6
• In pairs, students compare their answers and discuss how they arrived at them.
• Play the recording for students to check their answers.

1 F 2 C 3 H 4 A 5 G 6 D

Extension
Write these questions on the board for students to answer: According to the text, who...
1 is always calm? (Ellie’s father)
2 is capable of behaving responsibly? (Ellie)
3 provokes arguments? (Ellie’s mother)
4 over-reacted after an accident? (Ellie’s mother)
5 reacts in different ways to different people? (Ellie)
6 agrees with Ellie’s opinions? (Ellie’s friends)
7 made a legal agreement with Ellie? (a book publisher)

Exercise 7
• Students match the verbs with the definitions.
1 turns into 2 grow up 3 get on with 4 comes down to 5 ended up 6 brings out 7 storm out 8 answer back

Exercise 8
• Elicit possible translations of the phrases. Make sure that students understand that the phrases in 1, 3 and 4 are informal, as is the use of moon to mean ‘complain’.
• In pairs, students rewrite the sentences in their own words.
(Possible answers)
1 All adults think teenagers are awful to live with.
2 I complain until I get what I want.
3 Mum made me feel exasperated and furious a few weeks ago.
4 Why did she think it was so important?
5 It is natural for a teenager to want the freedom to try out new experiences for themselves.

Exercise 9
• Students match the parts of the words. They should try to do this before referring to the text.
• In pairs, students discuss the questions.
• Ask some students to share their opinions with the class.

moody, argumentative, responsible, unpredictable, confusing, reasonable, combative

Extension
Ask students to underline the stressed syllable in the adjectives in exercise 9. Then practise saying the words.
moody, argumentative, responsible, unpredictable, confusing, reasonable, combative
Exercise 10  page 31
- In pairs, students agree on three practical suggestions on the topic, Ask them to describe problems and outcomes as well as the actions that should be taken.

Exercise 11  page 31
- In pairs, students prepare and practice a formal presentation of their ideas, using the structures.
- Ask some pairs to present their ideas to the class. At the end, ask the class which of the ideas they found most persuasive.

For practice of Phrasal verbs with up and down, go to:

Vocabulary Builder 3.2  page 136

AudioScipt 1.24  page 136
1 You're welcome to visit us on Saturday but I'm afraid we can't put you up.
2 He doesn't play as well as he can because he doesn't want to show the rest of the team up.
3 They often have terrible rows because they both refuse to back down.
4 When you talk to my grandfather about his health problems, he always plays them up.
5 At the time, his marriage was a huge scandal that took years to die down.
6 It's a comfortable hotel, but they need to do it up.
7 As the teacher started to wind down the lesson, the students put their books away.
8 He only took up skating after he'd retired.
9 There was an accident on the motorway which held us up for two hours.
10 He turned down a job in a bank because he wanted to be a dancer.

1 1 up 2 up 3 down 4 up 5 down 6 up 7 down 8 up 9 up 10 down
2 a, intransitive 3 a, transitive 4 c, transitive 5 f, transitive 6 b, transitive 7 j, transitive 8 h, transitive 9 d, transitive 10 g, transitive
3 Students' own answers

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand and react to a text about parents and teenagers. I can present ideas in a logical sequence.

3E Grammar

Comparison

LESSON SUMMARY
Grammar: comparative structures
Speaking: statements with comparatives and superlatives

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and exercise 1. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES
- Draw the following chart on the board:

<table>
<thead>
<tr>
<th>Comparative adjective</th>
<th>Superlative adjective</th>
<th>Adverb</th>
<th>Comparative adverb</th>
</tr>
</thead>
</table>

- Briefly revise comparative and superlative forms by asking students to complete the chart using these words: quiet (quieter, the quietest, more quietly, quiets), easy (easier, the easiest, more easily, easily). important (more important, the most important, more importantly, more importantly). late (later, the latest, later, latest), good (better, the best, well, better) and bad (worse, the worst, badly, worse).

Exercise 1  page 32
- In pairs, students discuss the question. If they find it hard to answer, prompt with more specific questions, e.g. What are some examples of teenage slang? Do you and your friends use words your parents don't understand? How often do you use formal language? Is it important to you to use correct grammar when you're speaking your language?

Exercise 2  page 32
- Students read the text to find and identify the comparative and superlative forms.

Comparative: smaller (adjective, regular); worse (adjective, irregular); younger (adjective, regular); more frequently (adverb, regular); noisier (adjective, regular); harder (adjective, regular)

Superlative: commonest (adjective, regular)

Exercise 3  page 32
- Go through the Learn this! box together. Check that students understand the meaning of the qualifying words in points 1 and 2.
- All the examples in the box use comparative adjectives, except for the comparative adverb faster in point 5. Make sure students understand that all five points also apply to comparative adverbs. Remind them that for points 3-5 we can use less + adjective/adverb.

- Students work individually to find examples in the text. Tell them that some illustrate more than one point.

1 far smaller; even worse
2 almost as worrying; nowhere near as important as; nothing like as varied as; just as worrying
3 smaller than you might think; worse ... than previous generations were
4 more and more frequently
5 the noisier their surroundings, the harder it is...

Language note
In the examples almost as worrying and just as worrying, the second half of the comparison is implied. The writer means 'almost / just as worrying as the situation I have just described'.

Exercise 4  page 32
- Go through the Look out! box together. Point out that the verb form after as depends on the first verb in the sentence. If the first verb has an auxiliary (or modal), this is what is used after as. The auxiliary will be singular or plural, depending on its subject. If the first verb is in the present or past simple, we use do, does or did.

- Students complete the sentences.

2 as have our neighbours 3 as can her dad
4 as will the pre-school 5 as did her boyfriend

Exercise 5  page 32
- Students work individually to do the matching task and then compare answers in pairs. Check answers as a class.

| 1 d | 2 a | 3 g | 4 b | 5 c | 6 e | 7 h | 8 f |
Extension
Ask fast finishers to write their own sentence endings for the following: I'm nearly as ..., I'm nothing like as ..., The more ... the better! ...

For further practice of Comparison, go to:

Grammar Builder 3.3 [page 176]
1. near as big as  2. more difficult than  3. further south than  4. as big / large as it looks  5. smaller (and smaller)  6. you drink, the worse
2. This restaurant is more popular than it used to be.
3. It should be easier than it is to use this phone.
4. I spent more money than I had planned to.
5. This hotel is more comfortable than it looked from the outside.
6. Chicago is a more exciting city than I had imagined.

Exercise 6 [page 32]
- Look at the example and elicit one or two other possible beginnings for this sentence.
- Students use their own ideas to write alternative beginnings.
- Elicit a few different alternatives for each sentence.

Exercise 7 [page 32]
- With a stronger class, students work individually to do the transformation exercise. Then tell them to compare answers in pairs. If they have different answers, are both correct or is one of them wrong?
- With a weaker class, reduce the number of alternatives by giving students the first word or phrase for each sentence.
2. Sam is nowhere near as talkative as Jack (is).
3. Getting online is becoming less and less difficult / hard. / It is becoming less and less difficult / hard to get online.
4. My dad drives (just) as badly as my sister. / My sister drives (just) as badly as my dad.
5. I'm the worst singer in the class. / No one in the class is a worse singer than me / I am.
6. He doesn't play football as badly as he thinks (he does). / He plays football less badly than he thinks (he does).
7. The town centre is nowhere near as busy as it used to be. / The town centre is nothing like as busy as it used to be. / The town centre is far / much less busy than it used to be.

Exercise 8 [page 32]
- In pairs, students use their own ideas to complete the sentences.
- Ask some students to read out their sentences. Encourage others to say if they agree and to add their own comments.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can use a variety of comparative structures correctly.

3F Speaking
Role-play

LESSON SUMMARY
Listening: a role-play
Grammar: question tags

Speaking: role-playing a conversation about a visit
Topic: Family and social life, Travel and tourism

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 4. The Grammar Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES
- Ask students to imagine their ideal hotel and describe it to their partner. Write these prompts on the board: Where? Surroundings? Rooms? Facilities? Food? Entertainment?
- Ask some students to tell the class about their partner's ideal hotel.

Exercise 1 [page 33]
- In pairs, students describe the hotel in the photo.

Exercise 2 [page 33]
- Read through the task together and give students a little time to think of some ideas of their own before they listen.
- Play the recording twice. Students listen for the suggestions made and write the ones that are agreed on in the chart.
- As you check answers, ask what other suggestions the candidate made and why they were rejected.

Audioscript 1.26 [page 33]
Examiner: So, I'm coming to visit you soon.
Candidate: Yes. Your grandfather is coming too, isn't he?
Examiner: That's right.
Candidate: Would you like to come and stay with us?
Examiner: Thanks, but I don't think that's a great idea. You haven't got a big flat, have you?
Candidate: No. But you can sleep in my room, I've got a sleeping bag.
Examiner: Hm. I'm not sure about that. I don't think my grandfather would enjoy sleeping on the floor. He's 75.
Candidate: Alternatively, we could book a hotel. There's a good one in the town centre. It's called the Bear Hotel. It's about ten kilometres from our house.
Examiner: Is there anywhere closer?
Candidate: No. Not really.
Examiner: Hm. I don't know ...
Candidate: I really think you should stay there. It's far better than any of the other hotels - and it isn't too expensive.
Examiner: Does it have a restaurant?
Candidate: Yes, it does. It serves Thai food. It's a really good place to eat.
Examiner: Ah - Thai food is spicy, isn't it? My grandfather hates Thai food. Are there any other restaurants?
Candidate: Yes, there's an Italian restaurant near the hotel. I'm sure your grandfather will like that. Everybody likes Italian food, don't they?
Examiner: Yes, I guess. It's not reasonable?
Candidate: I'm sorry, I'm not sure what you mean by 'reasonable'.
Examiner: 'Reasonable' means 'not expensive'. Is the Italian restaurant reasonable?
Candidate: Yes, it is. It's a little more expensive than the Thai one, but the food is nicer.
Examiner: Good. It sounds perfect then. The other thing we should do is arrange a few day-trips during our stay.
Candidate: Well, there's a castle.
Examiner: I'm not that interested in castles.
Candidate: And there's a fantastic wildlife centre. You really must go there.
Examiner: That sounds more interesting.
Candidate: There are lots of other places too.
Examiner: I should look online, shouldn't I?
Candidate: Yes, that's a good idea. Is there anything else you need to know about transport?
Examiner: Yes, transport. How are we going to get around while we're there?
Candidate: You could hire a car, couldn't you?
Examiner: I'm not sure. My grandfather doesn't really like driving.
Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit the answer: I can make and respond to suggestions and objections.

3G Writing analysis

Essay: pros and cons

LESSON SUMMARY

Reading: an essay on being home alone as a teenager

Grammar: language for making concessions

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief.

LEAD-IN 3-4 MINUTES

Listen to the recording: In an average week, how much time do you spend alone at home? In groups of four or five, students give their answers and explain the circumstances.

When they have finished talking, they work out the average amount of time their group spends alone at home and report back to the class.

Exercise 1

In pairs, students discuss the questions.

Exercise 2

In pairs, students agree on one advantage and one disadvantage. Elicit a range of ideas and write them in note form on the board.

Culture note – Home Alone

The phrase home alone refers to the title of a series of five comedy drama films released between 1990 and 2012. In each film, a young boy, accidentally left alone at home, finds ingenious ways to defeat a couple of burglars, who are trying to break into the house.

Exercise 3

Give students a minute or two to read the essay. Ask them to say which of the ideas on the board appear in the text.

Exercise 4

Go through the exam tip together. Tell students that they may prefer to reverse the order of paragraphs 2 and 3—that is, to put the cons before the pros.

Individually or in pairs, students study the essay in exercise 3 to answer the questions.

Exercise 5

Read through the information in the Learn this! box.

Students find examples in the text.

... even though you may forget one or two little things: Although preparing your own food may be fun, ...: Despite the risk of problems, ...
Language note

We can use despite the fact that and in spite of the fact that + clause, e.g. He won the race despite/in spite of the fact that he had hurt his foot.

Extension

Write the following sentence halves on the board:

1. We decided to eat outdoors, in spite of...
2. ... even though she sometimes drives me crazy.
3. ... despite being nervous, ...
4. Although ..., it's a worthwhile thing to do.

Students use their own ideas to complete the sentences.

Exercise 6

- Students do the transformation task. With a weaker class, focus on the words in brackets and ask students to say which are followed by a noun or -ing form, and which by a clause.

2. Despite their friendship / being friends, they often argue.
3. In spite of our teasing, we're actually very close.
4. Although it was raining, they walked home together.
5. Many parents watch too much TV even though they lecture their children about the same thing.
6. She doesn't respect her dad in spite of his well-paid job.

Exercise 7

- In pairs, students discuss the essay's conclusion.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers: I know how to structure a 'pros and cons' essay. I can use language to express concession.

3G Writing task

Essay: pros and cons

LESSON SUMMARY

Writing: a 'pros and cons' essay
Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 2 MINUTES

- Focus on the photo. Ask: How old are these people? What's the relationship between them? Where are they? What are they doing? Are they enjoying themselves? Elicit answers from the class.

- Ask students if they have a similar relationship with their own friends.

Exercise 1

- Give students two or three minutes to read the task and then in pairs, exchange a few preliminary ideas.

Exercise 2

- Working individually, students note down all the advantages and disadvantages they can think of. They can include or build on ideas discussed in exercise 1.

- Check that students understand get mugged (to be attacked violently by a person who wants to steal your money).
Get Ready for your Exam 3

LEAD IN 3-4 MINUTES
- Write the word weekend on the board and brainstorm activities associated with the weekend. As students make suggestions, write them up on the board.
- Circle four of the activities and ask students, in pairs, to think of two adjectives to describe each one. Elicit a variety of adjectives and write the best ones on the board.

Listening

Exercise 1  page 36
GET READY TO LISTEN
- In pairs, students describe their preferences. Encourage them to give reasons and examples, and to ask their partner follow-up questions, e.g. Why do you prefer to be alone? Do you see the same friends every weekend?

Exercise 2  page 36
LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS
- Tell students to read the task. Ask: How many speakers will you hear? (five) What do you have to do in the chart? (tick the speaker described by each sentence) Will some speakers match with more than one sentence? (yes) Are the answers in the recording in the same order as the sentences? (no)
- Students read the sentences and underline key words.
- Tell students to focus on the words they have underlined and to make a note of any synonyms or other associated words. They can compare answers briefly in pairs.
- Play the recording twice. Students complete the task.

Audioscript 1.28  page 36
1 You can’t beat spending the weekend in the countryside, somewhere really remote, away from the constant racket, bustle, dirt and smog of the city. Every so often, I drag my rucksack down from the top of the wardrobe, fling a few things in it and set off hiking and camping overnight with a couple of friends. We get exhausted, muddy and laugh a lot. We can’t get enough of the wide open spaces, the beauty and the sense of adventure.
2 My brother and I are kart fanatics. We are completely obsessed with racing, so you’ll find us at the track every weekend without fail. It’s a totally awesome sport. It’s our ambition to get into Formula One. All those drivers started with karts. Our supermen of all time has got to be Ayrton Senna. We want to be as class as drivers as him. Right now we’re saving every penny for our own kart, because we’ve got to get faster.
3 My best weekends are with my mates, a screen and a console. We consider ourselves extreme gamers and we’re all pretty good. Every Friday after school is game time – we create competitions which can carry on into the night, or at least for as long as our parents let us! They keep nagging us about spending so much time on the computer, but what with school, sports and endless homework, it’s not that long. They should chill a bit.
4 It’s dead easy to describe my ideal weekend. Two words: city and shopping! We live in the back of beyond, so I’m usually dying to get away to the Big Smoke and visit my auntie. I adore arriving in central London. My aunt usually plans a treat like the theatre, but mostly we’re shopaholics! We’re both really into clothes and design, but I don’t need to spend much. Just feeling the buzz and vibrancy of city life is cool.
5 My ideal weekends? Doing absolutely nothing for a whole 48 hours. Sure, this sounds lazy, but I’m a student doctor sloving away on an 80-hour week, which is super stressful. My ideal weekend wouldn’t start before noon and the alarm clock would be in a drawer. I’d have a long bath, not a quick shower. Then I’d have friends round and watch back-to-back films on TV – as long as we ordered take-aways! There’s no way I’d be shopping or cooking.

Use of English

Exercise 3  page 36
USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE CLOZE
- Point out that this task tests vocabulary and grammar.
- Individually or in pairs, students do the first question as an example. Tell them to use a dictionary only if necessary and to guess the answer first. Remind them to look closely at the previous sentence as well as the one with the gap.
- Students complete the task.
- Check the answers and ask students to explain why the other options are not correct.

Exercise 4  page 36
GET READY TO SPEAK
- In pairs students briefly agree on when old age starts. Take an average and agree that the discussion will be based on people at this age and older.
- In the same pairs students make their two lists. Get feedback.
- Ask students to tell the class about their personal experiences with older people.

Exercise 5  page 36
SPEAKING EXAM TASK – STATEMENT-BASED DISCUSSION
- Draw attention to the picture. Make it clear that the picture is there to stimulate discussion only, and that they are not required to describe it.
- Focus on the task and the statement. Elicit that it requires students to give clear personal opinions supported by reasons. Remind students that they will earn more marks if they can elaborate on their answers with examples.
- 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.
4 Taking a stand

Map of resources

4A Vocabulary and listening
Student’s Book page 37, Workbook page 29
Photocopiable Activity: 4A Politics and protest (TRCD-ROM)

4B Grammar
Student’s Book page 38, Workbook page 30
Photocopiable Activity: 4B Expressing probability (TRCD-ROM)

4C Culture
Student’s Book page 39, Workbook page 31
Photocopiable Activity: 4C Conflict (TRCD-ROM)

4D Reading
Student’s Book pages 40–41, Workbook pages 32–33
Photocopiable Activity: 4D Suffixes (TRCD-ROM)

4E Grammar
Student’s Book page 42, Workbook page 34
Photocopiable Activity: 4E Looking forward to the future (TRCD-ROM)

4F Speaking
Student’s Book page 43, Workbook page 35
Photocopiable Activity: 4F Alternatively we could … (TRCD-ROM)

4G Writing
Student’s Book pages 44–45, Workbook page 36
Photocopiable Activity: 4G A letter of protest (TRCD-ROM)

4 Review and Tests
Review 3–4 Student’s Book page 46
Review 3–4 Workbook page 99
Photocopiable Activity: 4 Find out who … (TRCD-ROM)
Student Self-Test Sheets 4, 1–3 (TRCD-ROM)
Unit 4 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam
Student’s Book page 48
Workbook pages 37–38
Workbook page 94 Exam Challenge

ITools Unit 4

Teacher’s Resource Disk (TRCD-ROM)
Interactive exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

4A Vocabulary and listening

Politics and protest

LESSON SUMMARY

Vocabulary: collocations; political terms
Listening: talking about attitudes to politics
Speaking: expressing opinions on political attitudes
Topic: State and society

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and set a time limit of three minutes for the quiz in exercise 1. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

• In pairs, students choose two major events in the news at the moment, one of which is taking or has taken place in their country. They exchange information about what has happened, giving details and explanations where they can.
• Ask some students to describe one of their news stories. Invite others to add information or comments.
• Ask the class: Which of these news stories can be described as political?

Exercise 1

• Focus on the photos and elicit the names of the politicians.
• In pairs, students answer the quiz questions.
• Check answers as a class. Students score 1 point for each correct piece of information. Find out which pair had the most correct answers.

1 Nelson Mandela: (a) South African; (b) He was imprisoned for 27 years for his opposition to apartheid in South Africa.
Barack Obama: (a) American; (b) He was the first African American to be elected President of the USA.
Aung San Suu Kyi: (a) Burmese; (b) She carried out a campaign for democracy while being held under house arrest for almost fifteen years by Burma’s military rulers.
Angela Merkel: (a) German; (b) She is the first woman to be elected Chancellor of Germany.
Lech Walesa: (a) Polish; (b) He was leader of the Gdansk shipyard strike and head of the Solidarity labour union which spearheaded opposition to Soviet power in Poland.
Hanna Gronkiewicz-Waltz: (a) Polish; (b) She was the first woman to be elected Mayor of Warsaw.

2 Answers will depend on the current situation.
3 18
4 27 (Austria, Belgium, Bulgaria, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, the United Kingdom)
5 2004
6 Answers will depend on the current situation.
7 Mikhail Gorbachev

Extension

Fast finishers can work individually or in pairs to write two more quiz questions to ask the class.
Exercise 2
- Elicit or explain what the House of Commons is (see the Culture note). You may also need to pre- teach other words, e.g. demonstration, protest, petition, cynical.
- Ask students to read the list of verbs. Pay special attention to the pronunciation of launch /ˈlɑːn.tʃ/ and gauge /ˈɡeɪdʒ/.
- In pairs, students complete the task. Point out that the form of some words will need to be changed to fit the text.
1 taken part 2 written 3 joined 4 launching 5 influencing 6 sign 7 called for 8 tackle 9 change 10 gauge

Culture note – House of Commons
The UK parliament has two bodies, the House of Commons and the House of Lords. The most important legislative powers belong to the House of Commons, which has 650 democratically elected members. The prime minister, the leader of the opposition and most government ministers belong to this house.

Exercise 3
- Students can use dictionaries to check the meanings.
- In pairs, they test each other as in the example.
For further practice of Elections, go to:

Vocabulary Builder 4.1
1 General elections 2 constituencies 3 candidates 4 member of parliament 5 proportional representation 6 votes 7 majority 8 prime minister 9 hung parliament 10 coalition

Exercise 4
- Give students time to read the sentences. Tell them to write + or −, depending on whether the attitude to politics seems to be positive or negative.
- Play the recording twice. Students complete the task.

Audio script
1 I’m old enough to marry, have children, work, own a house, join the army, which could mean dying for my country. But I’m not old enough to vote. I think we need to reform the electoral system so that anyone over the age of sixteen can vote in a general election. The government spends a lot of money on education, but school students have no say in how that money is spent. I think we should. Many teenagers have thought about things and have opinions on how politicians should tackle the important issues. People sometimes say we aren’t responsible enough and wouldn’t take it seriously. But a lot of young people get involved in single-issue politics, like animal rights, and so on. And if you gave them the vote, they’d take the trouble to find out what the other, more general, issues are.
2 Imagine what it would be like if you couldn’t vote at all. Many young people in the West can’t imagine what that would be like. Being female, I think it’s especially important to vote. It took a long time before women were allowed into politics – which, frankly, I think is shocking – and there are still countries in the world where women can’t vote. So, if you want to change the world, you have to use your vote. Otherwise we may lose our freedoms and end up living under a dictatorship. There are so many countries where you can’t vote, where your opinion doesn’t count. Of course, politicians here sometimes don’t listen, but you have to appreciate the political system that we have. We should value our democracy and not take it for granted. And remember, democracy only works if people take part. When I’m eighteen next year, I’ll be first at the polling station!
3 I just switch off when I hear politicians droning on the telly. I don’t know who’s left wing or who’s right wing. I’m not even sure I know the name of the Prime Minister. And I probably wouldn’t remember to vote even if the Government passed a law allowing me to at sixteen. I think a lot of teens just wouldn’t bother to vote. They aren’t interested in politics. They think it’s boring and that it doesn’t affect them. None of my friends have taken part in a demonstration or even signed a petition. And also, it seems that those people at school who are interested in politics just have the same political opinions as their parents. If they are going to get into politics and stand for public office, they need to think for themselves. Having said all that, maybe when I’m eighteen and able to vote, I’ll change my mind.

4 It seems to me that whether people vote or not, things never change. All political parties seem interchangeable and say the same things. I don’t think politicians pay any attention to what the general public think about government policy. They are far more interested in arguing amongst themselves. They just say what people want to hear when they want the public’s votes in order to get elected. But when they’re in government, they’re not interested in public opinion any more. When I get the vote, I hope someone different will come along with a new attitude and new approach to politics. I’m not sure I’ll care if they’re left wing or right wing, as long as I can believe that they mean what they say. My mum says that not all politicians are the same and that I should take an interest in politics. Perhaps she’s right.

5 I admire people who go into politics and put themselves up for election. They mostly do it because they want to change things and make things better. I don’t think they’re in it for the money or the fame. Having said that, I’m pretty fed up with politics in general. I think the main problem is the electoral system. We don’t have proportional representation in this country, so the political party that wins isn’t necessarily the one that gets the most votes in the general election. That’s why I think a lot of people have become disillusioned with mainstream politics and get involved with single-issue politics, like climate change or gun control, things like that.

Exercise 5
- Play the recording again, pausing after each speaker for students to make brief notes.
- Give students time to expand their notes into sentences.
- Check answers as a class.
(Possible answers)
1 Young people like me have thought and formed opinions about important issues.
2 Democracy allows us to make our opinions count, but the system only works if people take part.
3 Young people think politics is boring and doesn’t affect them.
4 Politicians say what people want to hear in order to get elected, but when they’re in government they aren’t interested in public opinion.
5 The party that wins an election isn’t necessarily the one that got the most votes.

Exercise 6
- In pairs or small groups, students give translations for the phrases. They can use dictionaries where necessary, but encourage them to guess first.
- Check answers as a class.

Exercise 7
- In pairs, students give their own opinions on the statements in exercise 4.
Extra exercise
Have a debate on statement D in exercise 4. Divide the class into two teams, one to speak for the statement and the other against. Each team chooses three speakers and the whole group works together to help them prepare arguments and decide who will say what. Alternate speakers from each team have one minute to speak in front of the class. You will be the adjudicator, but encourage other students to comment on the strong points of the speakers' presentations.

For practice of international organisations, go to:

Vocabulary Builder 4.2 page 131

1 the UN 2 Amnesty International 3 NATO 4 World Trade Organisation 5 European Central Bank 6 the Red Cross 7 WWF 8 the EU

2 (Possible answers)
1 It promotes peaceful cooperation between countries.
2 It protects human rights.
3 It is a military alliance of 28 North American and European countries.
4 It regulates international trade.
5 It regulates financial transactions in the European Union.
6 It supports refugees and victims of natural disasters.
7 It campaigns for action to protect the environment.
8 It promotes and regulates trade among its member states.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers. I have learnt verbs and collocations for talking about politics and political campaigns. I can express opinions about politics.

4B Grammar
Probability: present and future

Grammar: modals for present and future probability
Listening: a conversation at a demonstration
Speaking: discussing a photo

To do the lesson in 30 minutes, keep the lead-in brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES
1 Write the student fees on the board. Then elicit answers to these questions: Do students have to pay anything for university education here? Do students from other EU countries have to pay? What about students from other countries?
2 Give some information on tuition fees in England (see Culture note) and ask students how they think this scheme would be received in their country.

Exercise 1 page 131
1 They are university students.
2 Students are occupying the library and holding demonstrations to protest against student fees.

Culture note – Student fees
University education was free for British residents until 1998, when tuition fees were introduced. The amount students have to pay has risen sharply over the years to a maximum of £9,000 per year. It can be paid by means of an interest-free loan, repayable when the person starts earning a salary. The rise in fees sparked protests, and the law does not apply in Scotland, where tuition fees have been abolished.

Exercise 2 page 38
1 Go through the Learn this! box together. With a weaker class, check that students remember the differences in form between modals and other verbs.
2 Test students' understanding by asking concept questions, e.g. (point 2) What's the difference between 'Emily will have left' and 'Emily will be leaving'? (Emily will have left means that she will no longer be there; Emily will be leaving means that she will still be there, but in the process of leaving.) (point 3) Can we also conclude 'He mustn't be at work'? (No. We use can't when we conclude about something negative.) (point 5) Can we also say 'We may not play tennis'? (Yes. What about 'We couldn't play tennis'? (No. The meaning is different. We couldn't play means 'We were unable to play.') (point 6) What's the difference between 'Spain should beat England' and 'Spain might beat England'? (Spain should mean England implies we are expecting Spain to beat England. Spain might beat England means it is possible that Spain will beat England.)
3 Students find examples that express probability in the text. Chances are, will be there, must be wondering, are likely to occupy, could, might, be bound to sit up, should be heard.

For further practice of talking about possibility, go to:

Grammar Builder 4.1 pages 131–132

1 may / might / could 2 can't 3 may / might / could 4 must 5 can’t 6 should 7 can’t 8 may / might / could 9 should

2 1 Chances are you'll have an accident one day. / You're likely to have an accident one day.
2 ... so chances are we'll get home just after five twenty. / I'm likely to get home just after five twenty.
3 It's bound to be no good – there was nobody in it.
4 Chances are he's in town shopping. / He's likely to be in town shopping.
5 ... so they're bound to win.

Exercise 3 page 38
1 In pairs, students complete the task.
2 Check answers as a class and discuss the differences in meaning between the alternatives in sentences 1, 3 and 6.

Exercise 4 page 38
1 With a stronger class, ask students to do the transformations individually, referring to the Learn this! box where necessary.
2 With a weaker class, you could give students the first word or two in each sentence. Remind them that the expressions with bound, likely and chances use the present tense, even though they refer to probability in the future.
2 The Government is bound to be defeated.
3 I rang Liam at home but there was no answer. He can’t be at home.
4 Do you think that Josh is likely to arrive soon?
5 Sam really shouldn’t fail his driving test.
6 Chances are Fran is lying.
7 It’s one o’clock. She’ll be having lunch.

Exercise 5
In pairs, students describe the photo. Encourage them to speculate, using a range of expressions from the Learn this! box.
Elicit sentences from several students.

Extension
With a stronger class, you could ask students to speculate about the past as well as the present and future. Remind them that to do this they can use modals with have + past participle (e.g. The government must have announced cuts in spending).

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer. I can use modals and other expressions to say that something is possible, probable or certain.

4C Culture

Religion and politics

Reading: an article about Northern Ireland
Vocabulary: compound nouns related to political protest
Listening: a conversation about Northern Ireland
Speaking: summarising a text
Topic: Knowledge of English-speaking countries, State and society

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief, do exercise 3 orally as a class and omit extensions.

LEAD-IN 3–4 MINUTES:
Ask: What four countries make up the United Kingdom? (England, Scotland, Wales, Northern Ireland) What about the southern part of Ireland? (It is an independent country, the Republic of Ireland, or Eire.)
Draw a rough map of the UK, including the whole of Ireland, on the board. Invite students to come and draw in the borders between the countries and to identify the capital cities of England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast) and the Republic of Ireland (Dublin).

Exercise 1
In pairs or small groups, students exchange information about the politics of Ireland.
Get feedback from the class. Use this discussion to introduce the words Catholic, Protestant and partition.

Culture note – Ireland
Opposition to British rule has a long history in Ireland. Especially in the seventeenth century, rebellions against English rule were brutally suppressed, and it was at this time that many Protestant colonists moved into Ireland, enjoying rights and access to power and wealth that were denied to the Catholic majority. In 1801, Ireland was merged with the United Kingdom, to be ruled directly from Westminster. Nationalist uprisings in the early twentieth century finally led to Irish independence and the Republic of Ireland today is a mainly Catholic country. However, the northern part of the island, with its Protestant majority, wished to remain part of the UK, and this led to partition. The resulting Troubles that flared up in the 1960s divided Northern Ireland in a violent struggle between mainly Protestant unionists (people who wish to remain part of the UK) and mainly Catholic republicans (people who wish to break from the UK and become merged with the Republic of Ireland). Some outbreaks of violence continue to this day.

Exercise 2
Go through the words together and check students’ comprehension. Practise the pronunciation of riot /ˈraɪət/, rioter /ˈraɪətər/, shield /ʃaɪld/ and weapon /ˈweɪpən/.
In pairs, students describe the photo. Encourage them to use some of the modals from lesson 48.

Exercise 3
1.32
Play the recording while students read the text.
Students find the information. Check answers as a class.
1 Ireland gained its independence.
2 There were demonstrations, violence and rioting in Northern Ireland.
3 The British Army was sent into Northern Ireland.
4 The Irish Republican Army (IRA) attempted to murder the British Prime Minister.
5 The IRA agreed to give up its armed struggle.

Extension
As you check answers, ask further comprehension questions:
1 Independence from which country? (the UK)
2 Were Catholics in the minority or in the majority in Northern Ireland? (in the minority)
3 Which side in the conflict was opposed to the presence of the British army, do you think? (the Catholics / the Republicans)
4 What does IRA stand for? (Irish Republican Army)
5 Were the victims of violence Catholic or Protestant? (both)

Exercise 4
Pre-teach aggrieved (discontented or angry because you feel you have been treated unfairly).
Students read the text again and answer the questions.
1 two-thirds
2 Because they were less well off than the Protestant community and were often excluded from public office.
3 To restore law and order after rioting had broken out.
4 To have a united Ireland, totally independent of the UK.
5 over 3,500 people

Exercise 5
Students complete the expressions and then check against the text.
Focus on the expressions in context and elicit translations to explain what they mean.

1 rights 2 civil 3 group 4 peace 5 struggle

Language note

- The word civil comes from a Latin word meaning 'citizen'. So civil rights (closely connected to civil liberties) are the rights that every citizen in a society has, e.g. the right to vote, to live free from discrimination, to follow their own religion, etc. Civil unrest is some form of disturbance by a group of people who are reacting or protesting against something they see as a social problem.

Exercise 6

- Write the speakers' names, William and Niamh, on the board. Explain that they both come from Northern Ireland.
- Pre-teach Union Jack (the name of the British flag). Also pre-teach faith (religious belief) and elicit the meaning of faith school (a school that identifies itself with a particular religion and may be run by officials belonging to that religion).
- Play the recording. Students listen for the general position of each speaker.
- Check the answer and ask: Which speaker wants this? (Niamh) Is she Catholic or Protestant? (Catholic)

Audiocript 1.33

William: I remember going on Protestant marches when I was a little kid, and watching the bands, and waving a Union Jack. It was a lot of fun. My granddad, who died a few years back, was a police officer and so was my uncle. But he was killed back in the 80s by Republican terrorists. That was a terrible time for my mum and dad. My parents think that Northern Ireland should remain part of the UK, and I'm of the same opinion. But you know, as I grew up I realised that the labels we give each other do a lot of harm. I can see now that dividing people into those who want Ireland to be united and those who want Northern Ireland to stay part of the UK isn't helpful. It divides the two communities and stops us from getting to know and understand each other. I've decided that I don't want to be part of religious intolerance any more. We need to break out of the mindset where we view people from the other community as the enemy. It isn't easy, though, and it'll take a long time.

Niamh: I'm glad that the IRA have given up their weapons because you get nowhere by shooting and bombing. But I come from a nationalist family, and I'd like to see a united Ireland. The island of Ireland should never have been divided into two parts. But I think we should try to achieve reunification by peaceful means. The other thing that really needs to change in Northern Ireland is the education system, because most Protestants and Catholics go to separate schools. They don't mix. About nine out of ten children in Northern Ireland go to faith schools. You can spend your entire childhood without having a conversation with someone from the other faith community. Until that changes, it'll be very difficult to heal the divisions in our society. I'm going to send my kids to an integrated school - one that both Protestants and Catholics go to, for sure.

Sentence b is correct.

Exercise 7 1.33

- Give students time to read the sentences. Ask them to pencil in T or F for any sentences that they feel fairly sure about.
- Play the recording again. Students complete the task.
- Check answers as a class and ask students to correct the false statements.
- Ask: Do William and Niamh agree about anything? (Yes, they both want to get rid of the division between the two communities so that people can get to know and understand each other)

1 T 2 F (Only one relative, his uncle, was killed) 3 F (He wants to break out of that mindset) 4 F (She is glad they did this) 5 T 6 F (She will send them to an integrated school)

Exercise 8

- Make sure students understand that the object of this exercise is not to reproduce large parts of the text word for word, but to select the essential information and summarise it in their own words.
- Students read the text again and select and memorise the most important information. With a weaker class, allow them to make brief notes of dates and other figures.
- In pairs, students take it in turns to summarise the text.
- Ask some students to present their summaries to the class.

Extra activity

In place of class feedback, ask students to write a one-paragraph summary of the text, without looking at their books. Working in new pairs, they exchange and read each other's work. Tell them to correct any factual or grammatical errors they see and to point out any important information that their partner left out.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about the history of Northern Ireland and its present political situation. I have learnt words related to political protest.

4D Reading

Freedom of speech

LESSON SUMMARY

Reading: opinions on free speech and freedom of the press
Vocabulary: words with the suffixes -ism and -ist
Listening: a song by John Lennon
Speaking: expressing and justifying opinions
Topic: State and society, People

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and do exercise 6 as a class discussion.

LEAD IN: 3-4 MINUTES

- Write the following quotations on the board:
  Freedom means you are unobstructed in living your life as you choose. Anything less is a form of slavery. (Wayne Dyer, American author)
  True individual freedom cannot exist without economic security and independence. (Franklin D. Roosevelt, US President)
  You have freedom when you’re easy in your harness. (Robert Frost, American poet)
  Freedom is just Chaos with better lighting. (Alan Dean Foster, American author)
- In small groups, students discuss what the quotations mean and whether or not they agree with them.
- Get feedback from one or two groups and encourage class discussion.

Exercise 1

- In pairs, students discuss the questions.
- Elicit a number of different views on this subject.
Exercise 2  2.02  
- Go through the task and the example together.
- Play the recording for students to listen to while they read the article.
- Students complete the task individually and then compare answers in pairs.

Jane Simmons: Governments have the right to censor information and restrict free speech ... for the prevention of disorder or crime.
Peter Greenwood ... we should limit people's rights to express racist, sexist, ageing or homophobic views. The lesson is: be intolerant of intolerance.
Annie Thatcher: The press must not invade people's privacy, ... without clear evidence that they are true.

Exercise 3  
- Focus on the photos and ask students what they show. Use the second photo to pre-teach censor (to remove the parts of a book, film/movie, etc. that are considered to be offensive, immoral or a political threat) and censorship.
- Go through the Exam tip together.
- Students read the text and complete the task.
1 d 2 d 3 a 4 a 5 b 6 d

Extra exercise
Ask students to find a word in the text for the following definitions.
(a) horrible, repulsive (abhorrent – paragraph 1)
(b) rude in a way that causes you to feel upset, insulted or annoyed (offensive – paragraph 2)
(c) to prevent something from being expressed (stifle – paragraph 3)
(d) unwillingness to accept views or ways of living that are different from your own (intolerance – paragraph 4)
(e) to publicise secret information (leak – paragraph 5)
(f) something that affects a situation or people's lives in a way that they do not want (intrusion – paragraph 6)

Exercise 4  
- Go through the Learn this box together.
- Students find the words in the text and add the suffixes.
- Make sure students understand that the words ending in -ist can be either a noun (a type of person) or an adjective (describing a person or their beliefs/behaviour). Explain that there is a noun form with -ism (a set of beliefs) for all of these words.
1 activist - 2 2 liberalism - 1 and 3 3 racist - 2 4 sexist - 2 5 ageist - 2 6 fascist - 2 7 journalist - 4 8 terrorism - 1
For further practice of Suffixes -ism and -ist, go to:

Vocabulary Builder 4.3  
1 2 vandal 3 atheist 4 extremist 5 pessimist 6 capitalist 7 socialist 8 patriot 9 nationalist
2 1 atheism 2 patriot 3 extremist 4 pessimism 5 feminism 6 vandal 7 nationalist 8 capitalism 9 socialism

Exercise 5  
- Give students time to think about and give a score to each of the statements. Tell them to make brief notes of reasons that justify their opinions. Do not ask them for their answers at this stage.

Exercise 6  
- In groups, students compare and discuss their opinions.
- For each statement, ask a group to give their most representative score and to report on areas of disagreement. Encourage other students to respond with their opinions.

Exercise 7  2.03  
- Write the name John Lennon on the board and ask students to say what they know about him.
- You may want to pre-teach heaven and hell before students listen.
- Give them a few moments to read through the song lyrics and tell them they need to listen for one word for each gap.
- Play the recording twice. Students write the missing words.
- Check answers as a class. Then play the recording again and encourage students to sing along if they want to.
1 heaven 2 sky 3 countries 4 die 5 peace 6 dreamer 7 world 8 possessions 9 hunger 10 sharing

Culture note – Imagine
John Lennon, formerly a member of The Beatles, wrote and recorded Imagine in 1971, shortly after the break-up of the band, and nine years before he was shot dead by a gunman in New York. It was the most commercially successful of all his post-Beatles recordings.

Exercise 8  
- In pairs, students discuss the questions.
- Ask some pairs to share their opinions with the class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand and react to a text presenting opinions on freedom of speech. I have learnt how to use words with the suffixes -ism and -ist.
**Grammar**

**Future continuous and future perfect**

**LESSON SUMMARY**

Grammar: future continuous and future perfect  
Listening: a conversation about the future consequences of a train journey  
Speaking: making predictions about specific times in the future

**SHORTCUT**

To do the lesson in 30 minutes, omit the lead-in and do exercises 2 and 3 together as a class. The Grammar Builder activities can be set for homework.

**LEAD-IN 3-4 MINUTES**

- To revise simple predictions with will, write the following topics on the board: In my home, At our school, In my country and Abroad. For each topic, ask students to make a prediction about something they think will happen during the next seven days.
- In pairs, students tell each other their predictions. Ask some students to tell the class what their partner has said.

**Exercise 1**

- Ask a student to read the text aloud.
- Discuss the questions with the class.

**Culture note - School councils**

Most schools in the UK have a school council — a group of students who are elected to represent the views of all students in the school. The council meets, usually with a teacher present, to discuss problems, plan events and make proposals about improving the school.

**Exercise 2**

- Revise the form of the future continuous (will be + -ing) and the future perfect (will have + past participle). Write an example sentence for each of these tenses on the board, e.g. This time next year I’ll be studying at university. This time next year I’ll have started my university course.
- Go through the first two rules in the Learn this! box together.
- Teach the form of the future perfect continuous (will have been + -ing) and add a further example to the ones on the board, e.g. This time next year they’ll have been living there for thirty years.
- Go through the third rule.
- Students underline the examples of the tenses in the text.  
  **Future continuous:** we’ll (all) be wearing  
  **Future perfect:** we’ll have made  
  **Future perfect continuous:** we’ll have been running

**Exercise 3**

- With a stronger class, students can work in pairs to discuss the differences and translate the sentences.
- With a weaker class, go through the sentences together. Focus on sentences 3 and 4 and ask concept questions, e.g. Is the film on now? (no) Is it on already? (no) Do you know when it will start? (3: no; 4: yes, at three o’clock) Will we be watching the film at four o’clock? (3: no; 4: yes) Do you know when the film will finish? (3: not exactly, but some time before four o’clock; 4: no)
- Fast finishers can be asked to write their own example sentence for each of the three tenses.

**Exercise 4**

- Students read the Learn this! box. Point out that this use of the future continuous goes with use 1a in the previous box.
- Students write the questions using the future continuous.
  1 What time will you be leaving school?
  2 What will you be doing this evening?
  3 Who will you be seeing at the weekend?
  4 Where will you be going for your next holiday?
  5 What will you be wearing to school tomorrow?

**Exercise 5**

- In pairs, students ask and answer the questions.

**Exercise 6**

- Tell students they are going to hear a phone conversation between a young man called Sam and his father.
- Play the recording. Students listen and answer the question.

**Audioscript**

**Exercise 7**

- Tell students to read and try and remember the missing words.
- Play the recording again, pausing where necessary to give students time to write. Check answers as a class.
1 be arriving  2 have been travelling  3 be wanting  4 have eaten  5 be sitting

Exercise 8  page 42
- Students complete the task individually. With a weaker class, you may want to elicit the verb needed for each sentence before students think about the tenses.
- Check the answers as a class.
1 will have found  2 will have spread  3 will be speaking  4 will be living  5 will have melted  6 will be going

Exercise 9  page 42
- In pairs, students give their opinions. Monitor to check that they are using future tenses correctly.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can use future tenses with will correctly. I can make predictions and talk about expectations.

4F Speaking

Role-play: agreeing and disagreeing

LESSON SUMMARY
Listening: a discussion about organising a protest
Vocabulary: expressions for persuading and responding to persuasion
Speaking: planning a campaign

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and the listening stage in exercise 7. The Grammar Builder activity can be set for homework.

LEAD-IN 2-3 MINUTES
- Ask the class for examples of demonstrations that have taken place recently, either in their country or abroad.
- Ask: What were people demonstrating about? Do you agree with them? Do demonstrations get results? Elicit students' opinions.

Exercise 1  page 43
- Explain any words in the list that students do not know. Pay attention to the pronunciation of placard /ˈplækərd/.
- In pairs, students describe the photo. Encourage them to speculate about the location, the demonstrators and the reason for their demonstration.

Exercise 2  page 43
- Read out the task. You might like to specify a particular town that students will be familiar with, so that they can visualise the setting and talk in specific detail about it.
- Give students two or three minutes to brainstorm ideas.
- Elicit their ideas and write them in note form on the board.

Exercise 3  page 41
- Play the recording. Students listen for four objections.
- Ask them which of the ideas on the board match those expressed in the recording.

Audio script  page 41
Emma  Have you seen this article in the paper, Ollie? They're going to build a massive car park in the town centre.
Ollie  Really?

Emma  Don't you think it's awful?
Ollie  Um, well ... Why?
Emma  The town centre is already congested enough. We don't want even more cars coming in.
Ollie  No, I suppose you're right.
Emma  And it'll just cause more pollution. They should be encouraging people to use public transport.
Ollie  Where are they going to build it?
Emma  Next to the school.
Ollie  That isn't very sensible, is it? It'll make the roads around the school even more dangerous.
Emma  It says here it's going to be four storeys high!
Ollie  Four storeys! That's massive! It'll look awful.
Emma  Yes, it'll be an eyesore. It says here they expect a lot of objections from residents. We should object.
Ollie  Yes, I agree.
Emma  The council meets in a month's time so we need to move quickly. Let's meet up this evening and work out a plan of action.
Ollie  I can't. I'm going out this evening.
Emma  What about tomorrow evening?
Ollie  Fine.
Emma  I'll ring Jane and get her involved.
Ollie  Good idea. She's great at this sort of thing.

Exercise 4  page 43
- Students read the sentences and write down what they expect the verb forms to be.
- Play the recording again. Students confirm or correct their answers.
- Check answers as a class.
1 re going to build  2 meets  3 am going  4 il ring

Exercise 5  page 43
- Give students one minute to complete the matching task.
- Check answers as a class.
1 c 2 b 3 a 4 d

Extension
Point out that there are several predictions with will in the conversation (I'll cause more pollution, I'll look awful, etc.). Ask students if they can remember another form for predictions, when the speaker is very sure of a future outcome on the basis of present evidence (going to). Elicit one or two example sentences.

For further practice of future forms, go to:

Grammar Builder 4.3  pages 122-123
1 a 2 b/c 3 b 4 a/c 5 c 6 a/c 7 a/b/c 8 b 9 b/c 10 b/c

Exercise 6  page 43
- Students read the list. Tell them that the first time they listen, they should focus on the actions and put a tick (agreement) or a cross (rejection) next to each one they hear.
- Play the recording. Students complete this part of the task with a weaker class, you may want to check the answers before students listen again. Note that number 7, put up posters, is not mentioned in the conversation.
- Play the recording again, pausing briefly where necessary to allow students time to write. Students focus only on the rejected actions and note down the reasons.
Sentence from the script:

Emma: OK, we need a plan of action. What do you suggest we do?
Jane: Well, first of all, I think we should write letters of protest.
Ollie: Who to?
Jane: To the town council. They are the ones who will give permission for the car park to go ahead. And to the local newspaper.
Emma: Yes, and we could always write to our Member of Parliament too.
Ollie: OK. Good plan. Shall we all write?
Jane: Yes, the more letters they get, the better.
Ollie: I know, why don’t we organise a march?
Jane: I’m not sure about that. It would be difficult to organise.
Ollie: The big advantage of a march is that it would involve hundreds of people and attract a lot of attention.
Jane: I see what you’re saying, but it would be a huge amount of work and it would involve the police.
Emma: Here’s an idea. What about a rally? That would be much easier to organise and we could hold it outside the school.
Ollie: OK, let’s agree on that. Emma, can you start thinking about that, then?
Emma: Sure. We’ll need to make placards for the rally, and also hand out leaflets.
Jane: OK, I’ll get started on those.
Ollie: What else can we do?
Jane: We could draw up a petition.
Emma: That’s not a bad idea, but I don’t think there’s time for that.
Ollie: Wouldn’t it be better to put a petition on the Internet? We could set up a website.
Emma: Maybe, but it still looks like there won’t be time.
Jane: And it’d be a lot of work.
Ollie: I guess you could be right.
Jane: The other thing we should do is contact the media.
Emma: Yes, absolutely. We need to fix a date and time for the rally and let the local paper and radio station know, so that they will send reporters and photographers along on the day.
Ollie: Shall I do that then?
Emma: Yes, please.
Ollie: Good. That’s decided then.

Things they decide to do: 2, 4, 6, 8, 9

Things they reject: 1 (not enough time), 3 (difficult to organise, a huge amount of work, police involvement), 5 (not enough time, a lot of work)

Exercise 7 2.06 page 41
- Working individually, students complete the phrases. Check understanding and answers as a class.
- Play the recording again. Students mark the phrases they hear in order to isolate the ones that are not used.

1 advantage 2 it 3 Don’t 4 Maybe 5 right 6 persuaded 7 agree 8 decided 3 and 6 are not used.

Exercise 8 page 4I
- Point out that in exercise 6, protest is used as a noun.
- Model and practise the pronunciation for both parts of speech. For the verb form, make sure students produce the /a/ sound in the unstressed first syllable.
Noun: protest; Verb: protest.
4G Writing task

Formal letter: letter of protest

LESSON SUMMARY

Reading: a news article about a new retail development
Writing: a letter of protest
Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD IN: 3 MINUTES

- To quickly revise the structure and layout of a formal letter, draw an empty page on the board. Then draw in rectangles to represent the elements of the letter: address, date, Dear..., first paragraph, second paragraph, third paragraph, last paragraph, closing line. Ask students to describe the photo. The others can add any details or comments they wish.

Exercises

Exercise 1
- Ask students to look at the photo and make sure they understand what a retail park is (an area containing a group of large shops/ stores, located outside a town).
- Ask individual students to describe the photo. The others can add any details or comments they wish.

Exercise 2
- Give students time to read the text. Elicit or explain the meaning of on the outskirts (the parts of a town or city that are furthest from the centre), greenfield site (an area of land that has not yet had buildings on it, but for which building development may be planned) and retailer (a business that sells goods to the public).
- Students complete the task individually and then compare answers in pairs.

Exercise 3
- Students complete the tasks individually and then compare answers in pairs.

Exercise 4
- Students write their first paragraph. Remind them that this should be a general statement of one or two sentences only.

Exercise 5
- In pairs, students discuss what to write in the next two paragraphs. Point out that this is the most important part of the letter – they will need to come up with clear objections supported by convincing reasons.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit the answer: I have learnt expressions for writing a formal letter of protest.
Exercise 6  page 45
- Working individually, students write the two paragraphs.

Exercise 7  page 45
- In pairs again, students discuss the possible content of this paragraph.

Exercise 8  page 45
- Students complete their letter. When they have finished, they check their work using the checklist. You could ask them to exchange letters with their partner to get comments and possible corrections, before they write their final version using the correct layout.

Extension
If your class has access to computers, ask students to key in their letter and print it out. Alternatively, they can do this as homework.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can plan and write a letter of protest.
Language Review / Skills Round-up

3–4 Language Review

Exercise 1  page 46
1 praising, for  2 boasting, to  3 warning, about
4 confiding, in, about  5 telling, for

Exercise 2  page 46
1 Who did Keira go to Spain with? / Who went to Spain with Keira?
2 How long did they stay in the hotel?
3 What were they unhappy about?
4 Who did they complain to?
5 What did he tell the maid off about?

Exercise 3  page 46
1 and harder  2 the most  3 near as  4 can  5 the less

Exercise 4  page 46
1 shall we  2 shouldn’t we  3 have you  4 did they  5 will you

Exercise 5  page 46
1 take part in  2 gauge  3 tackle  4 influence  5 launch

Exercise 6  page 46
1 must  2 Chances  3 might  4 bound  5 won’t

Exercise 7  page 45
1 a  2 b  3 b  4 b  5 a

Exercise 8  page 46
1 idea  2 sure  3 think  4 can  5 why

1–4 Skills Round-up

Exercise 1  page 47
Students’ own answers

Exercise 2  page 47
Audioscript  2.08 page 47
Crowd  Say no to Wesley’s! Stop the supermarket!
Daisy  I wonder if I could give you this leaflet.
Stefan  Yes, sure.
Daisy  It’s about the plans for a new supermarket on this site.
Stefan  OK. I’ll read it later. Thanks.
Daisy  Do you know about the plans?
Stefan  Er… no, I wasn’t aware of them. But I haven’t been living in this area for long.
Daisy  Really? Where have you moved here from?
Stefan  Lublin.
Daisy  Dublin?
Stefan  No. Lublin. It’s in Poland. I’m Polish.
Daisy  Your English is better than mine!
Stefan  Thanks. Where are you from, then?
Daisy  London. I’m English.
Stefan  Oh, sorry! I thought… well, you don’t look English. Your hair’s very dark, and your eyes… you could be Italian, or Spanish.
Daisy  My mum is Spanish. I guess I take after her quite a lot…
Spikey  Hello, it’s you. Our friendly banker…
Stefan  Well, I’m not exactly a banker…
Spikey  What was the name again?
Stefan  Stefan.

Spikey  That’s right, Stefan.
Daisy  You two know each other, then, do you?
Spikey  Kind of. We met once.
Stefan  Yes, outside the newsagent’s. You’re Spikey.
Spikey  So, did you find a place to rent?
Stefan  Yes, I did. It’s a two-bedroom flat on Western Avenue. By this time next week, I’ll have moved in.
Daisy  That’s just down the road from us!
Stefan  You’re one of the squashers, are you?
Daisy  Pardon?
Spikey  He means squatters.
Stefan  Oh, yes, sorry – I always get that wrong.
Daisy  Yes, I live in the same squat as Spikey. My name’s Daisy.
Stefan  Hi, Daisy. Pleased to…
Spikey  A two-bed flat in Western Avenue. Wow! How much does that cost you a month?
Stefan  Oh, quite a bit…
Spikey  Were you passing? Or going into the shop?
Stefan  Going in. I just want to buy some bananas.
Spikey  That’s the worst thing you can buy!
Stefan  No, it isn’t. I like bananas.
Daisy  I mean, you know why bananas are so cheap, don’t you?
Stefan  Not really…
Daisy  They’re cheap because the poor people who actually grow the bananas are paid almost nothing. Less than £1 a day.
Stefan  That’s wrong.
Daisy  No, he’s right. Look it up on the Internet.
Stefan  I mean, it’s wrong that people can work hard and earn less than £1 a day.
Daisy  Oh, I see.
Stefan  But, if I don’t buy bananas, how would that help them?
Daisy  Well, one person can’t make much difference. But what if everyone did the same? What if everyone stopped buying bananas?
Stefan  I don’t see how that would help them either.
Spikey  Forget it, Daisy. You’re talking to a banker. He’s bound to disagree with you.
Daisy  Oh, I don’t. I know I’ve won over harder cases than him before. My dad is a director of Wesley’s supermarket, remember?
Spikey  You didn’t exactly win him over though, did you? In fact, he kicked you out of his house. That’s why you’re living in the squat.
Daisy  True. But Stefan is more sympathetic to our cause, aren’t you? Just give me a bit more time!
Stefan  Well, I know where you live. Maybe I’ll drop round after all – just to say hello.
Daisy  Sure, whenever you like. Before you know it, you’ll be joining us on our demonstrations!
Stefan  Maybe. Anyway, I’d better go and buy those bananas now. See you around.
Daisy  Bye,
Spikey  Capitalist.
outside a shop

Exercise 3  page 47
1 b  2 a  3 c  4 b

Exercise 4  page 47
b

Exercise 5  page 47
1 F  2 T  3 T  4 F  5 T

Exercise 6  page 47
Students’ own answers

Exercise 7  page 47
Students’ own answers
Get Ready for your Exam 4

Reading

LEAD-IN 3–4 MINUTES

• Write science fiction on the board and elicit some examples of recent or famous science fiction films (e.g. Blade Runner, ET, Close Encounters of the Third Kind, Star Wars, Minority Report, Brazil).
• In pairs, students choose one science fiction film and discuss this question: How is the world in the film different from the world we live in today? You may want to write some prompts on the board, e.g. buildings / transport / machines / wars and weapons / government / non-human life forms / the condition of humans.
• Elicit answers about several different films.

Exercise 1  page 48

GET READY TO READ

• In pairs, students discuss the questions. They may need a dictionary for the word android (a robot that looks like a real human being).

Exercise 2  page 48

READING EXAM TASK - MATCHING SENTENCES TO TEXTS

• Focus on the task and ask: What do you have to write in the gaps? (the letters A–E) Will you use all the letters from A to E? (No, one sentence does not fit the text.)
• Remind students to read through the text and sentences for an overall understanding, before trying to fill the gaps. Tell them that if they cannot decide on an answer, they should move on and return to it later. When some sentences have been assigned, it will be easier to choose between the remaining options.
• Remind students to read again after deciding on the answers, to check that the text flows smoothly and makes logical sense.
• Check answers as a class. Ask students to say what thematic and grammatical links helped them to arrive at the answers.

1 B 2 A 3 E 4 C

Use of English

Exercise 3  page 48

USE OF ENGLISH EXAM TASK - WORD FORMATION

• Again, advise students to read the whole text before they focus on individual answers.
• Point out to students that the grammatical forms they will need to consider are nouns, verbs, adjectives and adverbs. Tell them to decide what kind of word is needed for each gap and then to think of the appropriate form of the word in brackets. Warn them that, depending on the context, they may have to use a negative form.
• Students complete the task.
• Ask them to compare answers in pairs and then check as a class.

1 latest 2 Unemployment 3 Jobless 4 severely
5 Inadequately 6 earnings 7 encouraging 8 Surprisingly
5A Vocabulary and listening

LESSON SUMMARY
Listening: conversations between people
Vocabulary: computing verbs and phrases
Speaking: explaining a technological process
Topic: Science and technology

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

LEAD IN 3-4 MINUTES
• In groups, students think of three nouns connected with computers and write definitions for them without including the word itself.
• Groups take it in turns to read out their definitions. The other groups guess the words and write them down.
• Groups score one point for a good definition (awarded by you) and one point for each word that they guessed correctly. The group with the highest score is the winner.

Exercise 1  page 69
• Focus on the photos. Ask the questions and elicit a range of answers from the class.

Exercise 2  page 69
• Students work individually to complete the chart. If they are not sure of some of the answers, tell them to guess. Then ask them to compare answers in pairs.
• Check answers as a class.
• In pairs, students translate the phrases.

1 update 2 log on 3 post 4 join 5 download 6 upload 7 stream

Extension
Ask further questions to test comprehension, e.g.,
1 Find: (a) two social networking sites (Facebook, MySpace) and (b) a site for sharing photos (Flickr).
2 What’s the word for: (a) an Internet discussion site? (forum) (b) the information you present about yourself on a social networking site? (profile) (c) options that let you choose how you want the computer to act? (preferences)
3 What’s the advantage of Wi-Fi? (It lets you connect devices or get on the Internet without wires or cables.)
4 What’s the difference between a downloaded film and a streamed film? (A downloaded film is transferred to your computer so you can watch it whenever you want to. You watch a streamed film while it is being transmitted; it is not stored permanently on your computer.)
5 What are your two favourite apps?

Exercise 3  page 69
• Tell students that the people in the conversations are all doing something on a computer.
• Play the recording, pausing after each conversation for students to find and write the appropriate phrase.
• Allow them to compare answers in pairs, and then play the recording again. Check answers as a class.

Audioscript 2.09 (page 49)

1 A Have you seen this video? It’s gone viral over the past couple of days. It’s hilarious.
B What’s it called?
A It’s just called Man and dog. Look, there have been over three million views.
B That’s great! What are you typing?
A Just a comment.
B “LOL — who says dogs are man’s best friends” Nice one! What have other people said? Let’s scroll down and see what they’ve written underneath the video.
A Read that one!
B That’s really uncivil! He isn’t that ugly. He just isn’t the sort of man ...

2 A Which is your coffee?
B That one — with chocolate on top.
A OK. So, what time does the museum open?
B I don’t know. You’ve got your phone — why don’t you look online?
A I haven’t got an Internet connection.
B You didn’t enter the correct password.
A What is the password?
B I’m not sure. Try the name of the café Luigi.
A No, that’s not right either.
B Oh, wait. There’s a sign over there. Connect me is the password, all one word.
A Thanks. Yeah, that works. Great, we’re online ... What were we going to search for? I’ve forgotten.

3 A It’s great — look. I just click on this button and I’ve ordered it. I don’t need to key in my card details or my home address. It should arrive tomorrow.
B And it’s got your new address and everything, hasn’t it?
A Oh no! We’ve just moved house! I forgot!
B What will happen? They’ll deliver it to the old address?
A Yes — I need to change it quickly!
B Click on that button.
A OK. Password ... I need my password. What is it? Oh yes ...
B Justin Bieber. That’s your password.
A Yes. Easy to remember! Now ... I just need to ... here. Name and address. I can change them ...

4 A Can we watch a video on your phone?
B Not right now. I’m in the middle of sharing some photos.
A Which ones?
B The ones I took at the end-of-term party. Look, this is a good one.
A What’s that boy doing in the background?
B Which boy?
A That one. Zoom in so we can see him more clearly.
B Hang on. Oh dear, I don’t think we want that photo on the website, do we? How do I stop it?
A Just swipes from left to right, then tap the red button with your finger.
B OK, it’s stopped. Phew, that was close! Thanks for spotting it!

5 A How long do we have to wait before we can watch it?
B You can find out. Use the cursor to highlight the name of the film and then press the return key.
A OK. Wait a moment ... here we are.
B Let’s see. Four hours and 53 minutes remaining. You’re joking!
A We can’t wait that long. How do we cancel the download?
B I’m not sure. Try pressing the delete key.
A That isn’t working.
B Click on the back button, then.
A That doesn’t work either.
B Fancy a game of cards?
A Yes, OK.

1 posting a comment 2 logging on 3 updating personal details 4 uploading photos 5 downloading a film

Exercise 4 (page 49)

• With a stronger class, ask students to read the list of verbs and use a dictionary to check any they do not know.
• With a weaker class, elicit translations of the verbs from the students where possible and translate the others for them.
• Students complete the task. Do not check answers yet.

Exercise 5 (2.09) (page 49)

• Play the recording again. Students listen for the sentences and check their answers.
• Point out that we press a key on a keyboard or an on/off button. We click on something on the screen when using a mouse, but tap it (with a finger) when using a touchscreen. Swiping and zooming in/out are also done with the fingers on a touchscreen device, like a smartphone or tablet.

1 scroll down 2 search 3 key 4 Click 5 Zoom in
6 swipe, tap 7 highlight, press 8 cancel

Exercise 6 (page 49)

• Ask a student to read out the example, Ask: Which topic is this? (1). Draw attention to the clear steps in the explanation (First ... Then ... Next ...).
• To avoid repetition, tell pairs to consult and choose different topics, either 2 or 3. Give them time to think about the process and consider the language they will need.
• In pairs, students take it in turns to speak. When they have both finished, encourage them to comment on their partner’s explanation. Was it clear and logical?

Vocabulary Builder 5.1 (page 138)

1 1 dial 2 aerial 3 lens 4 spring 5 switch 6 SIM card 7 bulb 8 cog
2 A circuit board, lens, microphone, microprocessor, SIM card, speaker, touchscreen
B (possible answers) aerial, antenna — a TV; blade — a knife; brake — a motorbike; bulb — a torch; cog — a car (gears); dial — a clock; fan — a computer; lead — a vacuum cleaner; motor — a car; plug — a dishwasher; pulley — a lift; spring — a bed; strap — a watch; switch — a washing machine; thermostat — a cooker
3 1 battery, blade, cog, motor, switch 2 fan, motor, plug, switch 3 battery, circuit board, lens, microphone, microprocessor, motor
4 blade, lead, motor, plug
5 axle, brake, bulb, cog, motor 6 dial, plug, switch, thermostat

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt verbs and phrases for actions using a computer. I can explain a process.
**Grammar**

**Passive: all forms**

**LEsson summary**

**Grammar:** the passive

**Reading:** an article about 'magic mirrors'

**Speaking:** discussing ideas for innovations

**Shortcut**

To do the lesson in 30 minutes, omit the lead-in, restrict exercise 1 to a brief class discussion and omit extensions. The Grammar Builder activities can be set for homework.

**Lead-in 3-4 minutes**

- Write these questions on the board: *How often do you go shopping for clothes? Where do you go? Do you enjoy it? Do you ever order clothes online? Why? Why not?*
- In pairs, students ask and answer.

**Exercise 1** page 50

- Give students a few moments to choose adjectives to complete the sentence.
- In pairs, students give their opinions.
- Ask students for a show of hands to find out if their answers were mainly positive or negative.

**Exercise 2** page 50

- Students work individually to complete the sentences.
  1. bought, returned
  2. tried
  3. introduced
  4. done, closed

**Exercise 3** page 50

- Give students a few moments to consider the form of the verbs and then elicit answers.
  1. present perfect
  2. present simple
  3. present continuous
  4. future with will, future perfect

For further practice of Passive: all forms, go to:

**Grammar builder 5.1** page 122

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>has been stolen 2 will have won 3 had been removed 4 were being fed 5 won't be completed 6 is being decorated 7 had been worn 8 was built</td>
</tr>
<tr>
<td>2</td>
<td>1. Paper was invented by the Chinese about 2,000 years ago. 2. The first computer program was written by Ada Lovelace. 3. Polonium and radium were discovered by Marie Sklodowska-Curie. 4. The world’s first aircraft was built by the Wright brothers. 5. The first CD player was manufactured by Sony. 6. The first successful home computer was designed by the computer giant IBM. 7. Twitter was created by Jack Dorsey in 2006. 8. YouTube was bought by Google for $1.65 million.</td>
</tr>
<tr>
<td>3</td>
<td>1. must be worn 2. must have been stolen 3. might be cancelled 4. should have been handed in 5. can be exchanged 6. could have been taken 7. can be used 8. can’t have been recharged</td>
</tr>
</tbody>
</table>

**Exercise 4** page 50

- Go through the *Learn this!* box together.
- With a *stronger class*, students rewrite the sentences on their own and then compare answers with a partner.

- With a *weaker class*, tell students to underline the active verbs. Emphasise that the passive form must keep the same tense, so the same auxiliaries and modals will be used again, sometimes with a change of singular or plural. Do the first sentence together as an example.
- Check answers as a class.

1. The earth might be destroyed by a giant asteroid.
2. Our theories about the universe are being tested at CERN.
3. Gunpowder may have been invented by the Chinese.
4. The Wi-fi network can be joined free of charge.
5. The new Metro lines will have been completed by the time they hold the Olympics.
6. (no passive form for the past perfect continuous)
7. If your complaint had been received, you would have been notified.

**Language note - Passive forms**

The present and past forms are the only passive forms for modals, there are no continuous forms. We do not say *A bridge will have being built* or *The roads must have been being repaired*.

**Exercise 5** page 50

- Go through the *Look out!* notes and examples together.
- Tell students to read through the whole text before they complete it. For verbs without modals, remind them to look carefully at the context, and especially for time markers, e.g. recently, a few seconds later, at the moment, to determine the tense they need to use.
- Students can work in pairs to complete the text. Check answers as a class.
  1. have been installed 3 can be tried on 4 is instantly scanned 5 is displayed 6 are automatically calculated 7 has been / is done 8 can be chosen 9 are superimposed 10 may be added 11 is often needed 12 can instantly be shared 13 will be / is posted 14 aren't often found 15 are quickly being introduced

**Language note - Position of adverbs**

The position of adverbs of manner can vary: they can also be placed after the past participle, e.g. *The results will be checked thoroughly.* Your measurements are calculated automatically. In this position, the adverb has greater prominence or emphasis.

**Extra exercise**

Students re-read paragraph 2 of the text and then close their books. In pairs, they help explain how a magic mirror works.

**Exercise 6** page 50

- In pairs, students discuss and agree on endings for the three sentences, preparing reasons to support their statements.
- Ask some pairs to read out their sentences and invite others to say if they agree or disagree.

**Lesson outcome**

Ask students: What have you learnt today? What can you do now? and elicit the answer: *I can use passive verbs in all tenses and with modals.*
5C Culture

Designer babies

LESSON SUMMARY

Listening: people expressing opinions about designer babies
Reading: an article on testing to prevent genetic disorders
Speaking: discussing the ethics of testing for genetic disorders
Topic: Science and technology, Health

SHORTCUT

To do the lesson in 30 minutes, do exercise 3 orally with the class and keep exercise 5 very brief.

LEAD-IN 2-3 MINUTES

• Ask students to say what they can see in the photo and use it to teach embryo /'embrəʊ/.
• Write in vitro fertilisation on the board and elicit a translation. Ask students to say what they know about this process (see the Culture note below).

Exercise 1

• Students complete the definition, using a dictionary where necessary.

1 fertilisation 2 genes 3 engineering 4 embryo 5 implanted

Culture note - IVF and designer babies

In vitro fertilisation (IVF) is a process by which an embryo is conceived outside a woman's body. Human eggs, taken from the woman, are fertilised and then implanted in the woman's uterus. IVF is now quite commonly used when natural means of reproduction have failed. It is already possible to screen IVF embryos for many genetic diseases and also to test for gender so that one sex or the other can be selected.

The term designer babies is an extension of designer clothes: It is usually a derogatory expression.

Exercise 2

• Revise or pre-teach the words listed in exercise 3. Practise the pronunciation, paying special attention to diagnosis /'daɪəɡ'naɪz/; laboratory /'laʊbrətri/ and technician /tɪk'nɪʃən/.
• Ask students which of these words they would expect to hear in comments on designer babies.
• Play the recording. Students listen and decide if each speaker is mainly for or mainly against designer babies. With a stronger class, you could also ask them to make brief notes on the points that the speakers make.
• Check answers as a class.

Audioscript

1 It can be dangerous if you allow parents to choose. I mean, a lot of societies don't really value girls as much as they value boys. So if you give parents a choice, they'll choose to have boys all the time - and then how will the human race survive? It's true of people everywhere, in all societies, that if you give them too many choices, they choose badly. Look at all the choices of food we have on offer, for example - and look how unhealthy our diet is! In the old days, we didn't have fast food and we were much healthier. We should keep it simple. I don't think a technological advance is the same as progress. Do you see what I mean?

2 It's all about money, isn't it? Clinics invent new techniques, then they patent them. And who can afford to take advantage? The rich - as usual. So we could end up with two types of human being. The rich will pay technicians to genetically improve their babies. And then there will be 'natural' humans, with all their physical problems and flaws. It will be a divided world. And that will cause all kinds of conflicts in the future. You can imagine huge wars taking place between the rich, genetically-advanced humans and the savage, violent underclass. I think I've seen a film about that, actually, so you know, it isn't just my opinion.

3 I reckon in a few years' time, women won't get pregnant at all - nobody will be born in a natural way. I think all babies will be created in a test tube one day. The parents will specify exactly what kind of baby they want: hair colour, skin colour, height, intelligence... it will be like ordering a new car - you can customise it! And pick it up when it's ready. I guess if that's where technology is heading, then what's the problem? We can't stop it so we might as well make the most of it.

4 I can see why parents want to make choices - say, they've got three sons already and they really want a daughter - but really, it's not natural, is it? I don't think scientists should interfere with nature. We don't understand it well enough, for a start. Scientists only found out about DNA in the 1950s. It's still new technology, so we should be careful. What if an experiment created a gene that damaged the human race? My friend's dad is a scientist and he says that could really happen. We shouldn't experiment with human embryos. What if it goes wrong? We could accidentally change human DNA forever.

5 I think people are a bit frightened of science, aren't they? There's the typical image of a mad scientist in his laboratory. You know, Frankenstein's monster - scientists desperate to create artificial life at all costs. But I think the reality is very different. It's just ordinary parents who want the best for their children. I think it's just a medical procedure, like any other. I really don't think we should be scared of it - we should welcome it as an advance.

Exercise 3

• Students use words from exercise 2 to complete the six sentences from the recording. Do not check answers yet.

Exercise 4

• Play the recording again for students to check their answers.
• Elicit some of the other reasons that the speakers give for supporting or opposing the idea of designer babies.

Exercise 5

• In pairs, students give their opinions on the statements. Keep the activity brief, as they will discuss this in exercise 8.

Exercise 6

• Give students one minute to read through the text, without worrying about the gaps. Ask them to say whether they think the writer is for or against some form of genetic engineering (for).
• Students focus on the gapped sentences and choose the correct words. If they are not sure of an answer, tell them to eliminate options that are definitely not correct and then make an intelligent guess. Remind them to re-read the whole sentence to see if it makes sense and flows well.
• Play the recording for students to check their answers.
• Ask students to decide between fact and opinion. Get them to pick out sections of the text that are factual (e.g. the first paragraph and the last part of the second paragraph).

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

It contains mostly opinion.
Exercise 7  page 31
• Students choose the correct summary.
• Ask them to say why the other two statements are not 
  accurate. (a) The text says that the idea of selecting traits is 
  not an issue, as the possibilities for doing this are very limited.
  (b) The text says that we should be using technology if either of 
  the parents has a serious genetic disorder.

Extra exercise
Write the following statements about the text on the board. 
Students decide if they are true (T) or false (F).
The writer ...
1. is making a case for altering human genes. (F)
2. believes parents should try not to pass on genetic diseases to 
  their children. (T)
3. says that IVF should be compulsory for all parents with genetic 
  disorders. (F)
4. supports parents’ rights to choose the features they want their 
  baby to have. (F)
5. believes that people’s objections to genetic engineering are 
  not based on reason. (T)

Exercise 8  page 31
• In pairs, students discuss the statements.
• Ask some students to share their opinions with the class and 
  encourage class discussion.

Lesson outcome
Ask students: What have you learnt today? What can you do now? 
and elicit answers: I can understand arguments for and against 
 genetic engineering. I can express my opinion on this issue.

5D Reading
Jailbreakers
LESSON SUMMARY
Reading: an article about teenage ‘jailbreakers’
Vocabulary: words connected with cybercrime
Speaking: presenting opinions about cybercrime
Topic: Science and technology

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and do 
exercises 6 and 7 as a class discussion without the pairwork stage. 
The Vocabulary Builder activities can be set for homework.

LEAD IN 3-4 MINUTES
• Write the word hacking on the board and ask students to 
  explain what it means (getting into someone’s computer 
  system without permission).
• Ask: What motivates people to go in for hacking? Tell students 
  to discuss this in pairs and then elicit their answers. Students 
  may know about ‘black hats’, whose motivation is personal 
  gain or a desire to cause disruption, and ‘white hats’, who may 
  be employed by companies to test their security.

Exercise 1  page 32
• Explain the meaning of poacher (a person who illegally 
  hunts birds, animals or fish on somebody else’s property) 
  and gamekeeper (a person whose job is to take care of 
  wild animals and birds on private land so that they can be 
  hunted). Explain, if necessary, that game in this context 
  means ‘wild animals that are hunted for food or sport.’
• In pairs, students discuss the questions.
The person has stopped illegal hacking and is using their knowledge to prevent it, e.g. by testing and improving computer 
security systems or by helping the police to identify hackers.

Exercise 2  page 52
• Students read the questions. Ask them to predict what is 
  meant by jailbreaker in a computing context. Check the 
  meaning of unauthorised (without official permission).
• Students skim-read the text and then scan to find the 
  information.
a. Jailbreakers … write code which removes the manufacturers’ 
  restrictions on everyday devices like smartphones and games 
  consoles.
b. DarkMall, chronic, lh8sn0w, Geohot, Comex 
c. Barrel, Muftiknow 
d. Apple, Sony, Facebook

Exercise 3  page 54
• Go through the Exam tip together.
• Give students a few minutes to read the text without paying 
  attention to the gaps, and then to read sentences A–H.
• Remind them to underline key words in sentences A–H, and 
  in the sentences before and after the gaps in the text.
• Students complete the task and compare answers in pairs.
• Play the recording for students to check their answers.
• Ask them to identify content and grammatical links that 
  helped them arrive at the correct answers.
 1 E 2 H 3 B 4 G 5 A 6 C

Exercise 4  page 51
• Students read the text and answer the questions.
 1. Because they do not commit criminal acts.
 2. His jailbreaking discovery drew interest from big names in the 
    hacking scene and this Internet exposure attracted people to 
    invest in his new software company.
 3. He wanted to write apps for his iPhone, but was too young to 
    sign up to Apple's official iPhone development program.
 4. Because most people who use his apps have pirated versions 
    that they haven’t had to pay for.
 5. Because he now knows more than most of his teachers.
 6. They have been recruited by big companies.

Extra exercise
Put students in pairs, A and B. Assign the first three paragraphs of the text to Student A and the rest to Student B. 
Students use a dictionary to check the meaning of unfamiliar words in their section of the text. Then they take it in turns to 
test each other by giving a definition in their own language and identifying the paragraph. Their partner has to find the 
English word.
Exercise 5 (page 53)
- Students complete the chart and then check their answers by looking at the text.
- Explain that the verb hack is used with into, e.g., to hack into a computer / a network / a phone, etc.

1 hack 2 hacker 3 jailbreaking 4 jailbreaker 5 piracy
For further practice of Crime, go to:

Vocabulary Builder 5.2 (page 138)
1 arsonist 2 blackmail 3 burglar 4 drug dealer
5 forge 6 fraud 7 hacker 8 hijack 9 kidnap
10 joyrider 11 mugging 12 murder 13 rape 14 rob
15 shoplifter 16 theft 17 trafficker 18 vandalism
19 convicted 20 sentenced 3 pleaded 4 jury
5 verdict 6 trial 7 acquitted 8 found 9 evidence
10 witnesses 11 alibi 12 question 13 offences
14 accused 15 issued 16 arrest

Exercise 6 (page 53)
- In pairs, students discuss the descriptions and rank them in order, giving reasons. Tell them to come to an agreement if possible. Remind them of language for compromising or agreeing on page 43 of the Student's Book.

Exercise 7 (page 53)
- Ask a pair to read out their list, and write it on the board. Go through it, asking if everyone agrees with the ranking. Have a class discussion and try to reach an agreement.
- If some points of disagreement remain, have a class vote to find out the majority opinion.

Exercise 8 (page 53)
- In pairs, students choose one of the topics and prepare a presentation. They should announce their general position on the topic clearly at the start and go on to present two or three arguments supported by examples. Tell them to make notes and to decide beforehand who will say what.

Exercise 9 (page 53)
- Pairs give their presentations to the class. Encourage them to use their notes as little as possible.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand an article about jailbreaking, I can talk about cybercrime.

5E Grammar
Use of the passive

LESSON SUMMARY
Grammar: the passive
Speaking: asking questions using the passive
SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES
- Revise passive forms by writing this chart on the board:

| Nicholas Allegra | was installed by 3.5 million people. |
| IVF embryos | have been developed by Charles Darwin. |
| The Theory of Evolution | is employed by some UK stores. |
| Magic mirrors | is being done by Apple now. |
| One of Aaron Ash's apps | might be used online. |
| In the future, most of our shopping | can be tested for genetic diseases. |

- Students work in pairs to make six correct sentences with Information from Unit 5. Check answers as a class.

Nicholas Allegra is employed by Apple now.
IVF embryos can be tested for genetic diseases.
The Theory of Evolution was developed by Charles Darwin.
Magic mirrors have been installed in some UK stores.
One of Aaron Ash's apps is being used by 3.5 million people.
In the future, most of our shopping might be done online.

Exercise 1 (page 54)
- Read out the question. In pairs, students exchange information and make brief notes.
- Get feedback from the class and build up profiles of the company and Steve Jobs on the board (see exercise 2 and the Culture note below for information). Ask students if they use any Apple products and what they think of them.

Exercise 2 (page 54)
- Elicit or explain CEO (chief executive officer, or managing director in UK English – the top position in a company).
- Working individually, students read down each column in the chart and answer questions 1 and 2. Tell them to underline the passive verbs to answer questions 3 and 4.

1 A 2 B 3 A 4 B

Extension
Ask fast finishers to combine the two columns of the chart so that the information is in chronological order.

Culture note – Steve Jobs and Apple
Steve Jobs (1955–2011) was twenty-one when he and his friend Steve Wozniak formed the Apple Computer company in the Jobs family garage. Jobs launched the first Macintosh computer in 1984, but resigned from the company a year later. In the 1990s, the company was close to bankruptcy and Steve Jobs returned in 1997. As CEO, he supervised the development of the iMac, iTunes, the iPad and the iPhone, turning Apple Inc into the most valuable company in the world. Steve Jobs died of cancer in 2011.

Exercise 3 (page 54)
- Go through the Learn this box. Elicit an explanation of the use of active and passive verbs in the chart in exercise 2.

The passive is used more in column A because the focus is on the company affected by the actions, not on who performed them. In some cases we do not know exactly who performed or will perform the action. In column B, the active is used more because the focus is on Steve Jobs and what he did.
**Grammar Builder 5.2**

1. A new kind of TV is going to be released by Panasonic next year.
2. A quantum computer is being built by scientists in Oxford.
3. This picture was painted by van Gogh in 1890 and given to a friend.
4. All the Harry Potter novels were written by J.K. Rowling between 1996 and 2007.
5. The next awards ceremony will be hosted by Jim Carrey, the Hollywood actor.
6. The Model T, one of the earliest motor cars, was designed by Henry Ford.

2. 1. My brother was awarded first prize for art by the school.
   2. We were shown our room by the hotel manager.
   3. I’ve been told that story many times by my grandfather.
   4. My friend was paid £20 to hand out leaflets.
   5. I was offered my money back, but I refused.
   6. The suspect was shown the CCTV footage by the police.
   7. My grandmother was taught piano by Arthur Rubinstein.

**Exercise 4** (2.13)

- With a **stronger class**, ask students to work in pairs to change the underlined clauses from active to passive. Remind them to use by + agent where necessary.
- With a **weaker class**, go through each of the clauses and ask students to say what the new subject will be when it is changed to the passive. You could also ask them to circle the verb to focus attention on the tense needed.
- Play the recording for students to check their answers.

1. Google is the world’s best-known search engine and is used by about 620 million people every day.
2. Google began as a research project, and was created by Larry Page and Sergey Brin in 1995.
3. The first Google storage unit was 4 GB — less than a modern phone — and was made from Lego bricks.
4. Today, Google’s information is stored on more than 450,000 servers around the world.
5. Google has been criticised for storing too much information about the public without their consent.
6. In a survey for Business Excellence magazine, Google was named by British adults as the company they would most like to work for.

**Exercise 5**

- Students work individually to write passive sentences.
- With a **weaker class**, first check that students have underlined the correct object in each sentence. Then elicit the subject that will begin the passive sentence.

2. her; She was left some money by her grandfather in his will.
3. we; We were taught to ski by my cousins.
4. me; I have been sent a really funny video clip.
5. my dad; My dad has been lent a laptop by the computer shop.
6. my neighbours; My neighbours had been told about the party.

**Language note – Direct and indirect objects**

When the direct object comes before the indirect object, we use a preposition before the indirect object. With some verbs, e.g. award, give, lend, offer, pay, sell, send and show, we use to. With other verbs, e.g. book, buy, cook, find, get and make, we use for. When we transform sentences from the active voice to the passive beginning with the direct object, we use for: They’ve booked us a table. A table has been booked for us.

**Exercise 6**

- Give students time to talk about the things in the list and prepare to talk about them. Tell them to make notes about each item and how it was sent / shown / given / lent to them.

**Exercise 7**

- Ask several students to read out the questions and elicit example answers.
- In pairs, students ask and answer.

**Lesson outcome**

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I understand the difference between active and passive sentences. I can use the passive correctly.*

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**5F Speaking**

**Stimulus description**

**LESSON SUMMARY**

**Listening:** a stimulus description

**Vocabulary:** expressions for speculating about a photo

**Speaking:** choosing between two photos and giving reasons

**Topic:** Work, Science and Technology

**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 1 together as a class and also do exercise 8 orally as a class activity.

**LEAD-IN 3-4 MINUTES**

- Ask students if they have ever had a holiday job, and to say what they did and what it was like.
- Write this question on the board for students to discuss in pairs: *What conditions would you like to have in your ideal holiday job?* You can write up prompts to give them some ideas, e.g. Outdoors or indoors? Pay? People? Physical work? Challenging / Stimulating work? Experience for a future career?
- Ask some students to tell the class about their own and their partner’s ideas.

**Exercise 1**

- In pairs, students match the words with the photos, using their dictionaries if necessary.
- Students will have ideas for other words to add to the lists, but possibilities might include chemicals, craftsmanship, dangerous, demanding, efficient, machinery, massive, noisy, patience, quiet, skill, slow, small-scale. Write suggestions on the board for later.

(Possible answers)

**Photo 1:** hi-tech, modern, precise, sterile; components, face-masks, factory, production line, protection

**Photo 2:** precise, traditional; components, factory, instruments, tools
Exercise 2
- Read out the task. Point out that students need to talk about a holiday job in one of these factories. Stress the importance of giving reasons for the choice they make. Students can use words from exercise 1 and those on the board if they like.
- Students discuss in pairs.
- Get feedback from several different pairs.

Exercise 3
- Play the recording. Students listen to identify the choice made by the speaker and the reasons he gives.
- Emphasise that there is no correct choice and no right or wrong reasons. The important thing is to be able to express a preference clearly and give the reason for it.

Audio script
There's something really appealing about the guitar factory. There seems to be an atmosphere of calm and concentration. And it's bright too. It looks to me as if there's some natural light, although I can't see the window. That makes it a nice place to work. Whereas in the other factory, there is just a lot of artificial light. The guitar factory is a fair nicer environment, from my point of view. So my choice would be the guitar factory. That's because it looks calm and relaxing. The reason I wouldn't go for the other factory is that I would find it stressful to work under those very bright, artificial lights all day.

Exercise 4
- Go through the Exam tip together and ask students to pick out the synonyms. Point out that it is good to use a variety of structures and to avoid repeating the same words.

Exercises 5
- Play the recording again. Students listen for the phrases in the Exam tip.

Audio script
The musical instrument factory looks like a pleasant place to work. But I wouldn't choose it. The reason I wouldn't go for the guitar factory is that I probably wouldn't earn very much there. It looks to me as though the work needs a lot of skill, and I haven't got that skill. I should imagine they've had a lot of training in order to do the job. I'd probably end up sweeping the floor. I think the other factory would be the better option because jobs in hi-tech factories are usually better paid. Judging by the protection they're wearing, I'd say it's a quite a dangerous environment. More likely than not there are toxic chemicals. All of that usually means more money! So my choice would definitely be the hi-tech factory.

She chooses the hi-tech factory. She rejects the guitar factory because she probably wouldn't earn much money there because she hasn't got the necessary skills to do any interesting work.

Exercise 7
- Point out that in this answer the student is speculating about work conditions for a temporary employee that are not immediately evident from the photo.

Exercise 8
- Students complete the phrases for speculating and compare answers in pairs. Check answers as a class. Note that the answer for 3 could be likely as well as possible.
- Play the recording again. Students listen for the phrases.

1) seems 2) though 3) possible 4) imagine 5) say 6) Chances 7) likely

It looks to me as if ...; There seems to be ...

Exercise 9
- Give students a few moments to read the task and think about the photos individually.
- In pairs, students agree on a choice and the reasons for it.

Exercise 10
- In pairs, students take it in turns to do the task and take the role of the examiner, using phrases from the Exam tip box and exercise 7, and speaking on the topic for about one minute.
- Circulate and monitor, making a note of any important errors to address at the end of the activity.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt expressions for choosing and rejecting options, I can make a choice between two photos and give reasons.

5G Writing analysis

Story
LESSON SUMMARY
Reading: a short story
Grammar: future in the past
Topic: Science and technology, Travelling and tourism

SHORTCUT
To do the lesson in 30 minutes, omit the writing task in exercise 6. The Grammar Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES
- Ask: What are some common problems that people have with modern technology? Elicit a few examples.
- Ask students to tell their partner about a problem they have had. Prompt them with questions: What happened and when? Was it a serious problem and, if so, why? How was it resolved?

Exercise 1
- Ask students if they know what satnav is short for (satellite navigation) and elicit the translation.
- In pairs, students discuss the questions.

Exercise 2
- Read out the task and give students time to read the story.
- Elicit the main event in the story. (The satnav gave the couple the wrong directions and they ended up in a river.)
Extra exercise
Pairs role-play a conversation between Mr. Martin and his wife when he gets home. Start them off:

Mrs Martin: Oh, there you are, Fred. So the new people have arrived. Is everything OK?
Mr Martin: Well, yes and no... ...

Exercise 3
- In pairs, students identify the stages in the story. Point out that this is a common structure for a short story.

1. Paragraphs 1 and 2
   - 'After 50 metres, turn left,' ordered the satnav. 'I knew the satnav was wrong,' exclaimed Zena.
2. Alex tried to start the car... There was no signal.
3. At that moment, there was a loud tap on the window. 'Most visitors from London follow their satnav into the river!'

Exercise 4
- Focus on the example in the Learn this box. Point out that this is part of a past narrative, but the narrator is referring to events that were, at that time, still in the future.
- To show how the tenses are used, elicit how to rewrite the example in the present: 'It's Monday. Dad is coming home tomorrow. We're sure he will be happy with the changes we're making... but are we going to finish them on time? Explain that the future forms move 'one step back' into the past.
- Students find examples of the verb forms in the text. They would soon arrive, was to meet. What were they going to do? The water would rush in.

Language note
Was/Were + to + infinitive expresses something that someone was expected or required to do. Am / is / Are + to + infinitive can also be used, e.g. Everyone is to be here at eight o'clock. What am I to do with this piece of equipment?

Exercise 5
- Go through the Exam tip together and elicit the answer to the question. Point out that the story goes on to set the scene and give some background after the dialogue.
- Give students time to write alternative openings. They can work on this in pairs.

Exercise 6
- With a weaker class, start by focusing on the future verbs in the dialogue and elicit the future in the past' forms (start → would start, is coming → was coming, etc.).
- Working individually, students rewrite the story opening.

Exercise 7
- Students exchange and discuss their work. Encourage them to make improvements as a result of this discussion.
- Ask some students to read out their paragraph to the class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can talk about the future from a point of view in the past. I have learnt different ways to begin a story.

5G Writing task

Story

LESSON SUMMARY
Vocabulary: speech verbs
Writing: a story about a problem caused by technology
Topic: Science and technology, Travelling and tourism

SHORTCUT
To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD IN 2-3 MINUTES
- With their books closed, students briefly re-tell the story from the previous lesson.
- Encourage them to speculate about how Zena and Alex eventually got out of the river.

Exercise 1
- Focus on the photos and ask students to identify the items.
- In pairs, they think of one possible problem that could be caused by each item.

Exercise 2
- In groups of four, students compare ideas and discuss the follow-up questions about the consequences of the problems and the reactions of the people.
- Ask students from several different groups to describe the most interesting situation they have discussed.

Exercise 3
- Students work individually to plan a basic outline for their story.

Exercise 4
- In pairs, students read each other's plans and write follow-up questions for their partner. Tell them to ask about important information that they, as readers, will want to know.
- Students add further details to their plan in response to their partner's questions.

Exercise 5
- Go through the Exam tip together. Refer students back to the story in the previous lesson to show them how dialogue can be included in a story. Point out that we normally start a new paragraph when someone starts to speak.
- Check that students understand the meaning of the speech verbs and encourage them to use alternatives to said.
- Go through the punctuation of direct speech together.

Four said, ordered, muttered, exclaimed.
Extension

To test understanding of the speech verbs, get different students to say the words Don't do that! in the manner of the verbs in the Exam tip (insist, joke, moan, etc.).

Exercise 6  (page 57)

• Students do the matching task in pairs, checking in a dictionary where necessary.

admit – acknowledge; announce – declare; bellow – scream; caution – warn; complain – grumble; emphasise – stress; promise – assure; mutter – mumble; remark – comment; wonder – ask yourself

Exercise 7  (page 57)

• Explain that each sentence contains direct speech. Students have to add a speech verb and punctuate the direct speech.
• Students compare their answers in pairs before you check as a class. Make sure that the punctuation is accurate.

(Possible answers)
1 ‘You must tell her,’ he warned, ‘before it’s too late.’
2 ‘What is he doing here?’ she muttered, spinning around.
3 ‘Look out, Gloria!’ he screamed, ‘It’s heading straight for us!’
4 ‘The worst thing,’ she grumbled, ‘is not knowing.’
5 ‘I hate this film,’ he declared, ‘It’s worse than you said it was.’

Exercise 8  (page 57)

• Students write the opening of their story. Remind them to use what they learnt in the previous lesson.

Exercise 9  (page 57)

• Students complete their story.
• When they have finished, they go through the checklist.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit the answer: I can write a well-structured story containing dialogue.
Get Ready for your Exam 5

Listening

Exercise 1  page 58

GET READY TO LISTEN

• Tell students that they are going to listen to an interview with a scientist who works in Antarctica.
• To introduce some of the key vocabulary, ask them to work in pairs and match the words to make compound nouns.
• Check answers as a class.

1 e scientific research  2 a sea creatures  3 g marine biology  4 c research station  5 f ice cap  6 b dog sledge
7 d climate change

Exercise 2  page 58

LISTENING EXAM TASK – MULTIPLE CHOICE

• Stress the importance of pre-listening preparation. Tell students to underline key words not only in the options A–D, but also in the stem of the sentence. Information given here will direct them to specific parts of the interview where they need to listen for the answer.
• Give students time to read the sentences.
• Play the recording twice. Students complete the task.
• Check answers as a class.

Audioscript 2.16  page 58

Presenter Welcome to Science Now. We talk today with Dr Elaine Glover, one of a new generation of scientists with a fascination for Antarctica. Remote, isolated and frozen all year, Antarctica is one of the most pristine places on the planet. It is therefore one of the world’s most important places to do scientific research. Only in the last 70 years have people started to really explore this vast unspoilt continent. So, Dr Glover, what drew you to science in general?

Scientist Well, as a girl I was always outside studying insects and observing our garden pond. When we went to the seaside I collected seaweed, sea creatures and all sorts, really. I was fascinated by nature – especially water – but not so interested in socialising! Rather than on kids around me, I focused on science at school, eventually specialising in marine biology at university.

Presenter And what drew you to Antarctica?

Scientist I realised how little we know about the Antarctic seas, but how vitally important they are to the survival of the rest of our planet. Britain has a big research station there, where I’ve been for four years now. We are trying to understand the dynamics of Antarctic ice and how climate change might affect the ice cap and sea levels. It’s a truly fascinating and beautiful place.

Presenter What’s life like on an Antarctic station?

Scientist It’s actually quite relaxing. There is plenty of time for research and few distractions! But you have to learn to ski and travel by dog sled. You also have to get on with other people because there are a lot of us in a rather confined area. And you have to be sure that you will manage living there as it’s not easy to come back again if you change your mind!

Presenter And what does the future hold?

Scientist We’ll be working closely with geologists and meteorologists to get a more complete picture of the region. Locked up in Antarctica’s four-kilometre-thick ice sheet is a record of our climate for the last 500,000 years. We share data and are mapping changes in the area. And when I come back, I want to write a book for children about the hidden world of Antarctica.

Presenter Sounds fascinating. Many thanks, Dr Glover.

1 B 2 D 3 A 4 D

Use of English

Exercise 3  page 58

USE OF ENGLISH EXAM TASK – OPEN CLOSE

• 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 and elicit the missing word (to). Remind students that they need to use logic and their language knowledge to find the missing words.
• Students complete the task individually, then compare answers in pairs. Check answers as a class.

1 to 2 kinds / sorts / types  3 Amongst  4 as  5 of 6 same  7 like  8 such  9 In  10 Two

Speaking

Exercise 4  page 58

GET READY TO SPEAK

• In pairs, students make a list of their ideas.
• Pairs tell their ideas to the class. Encourage them to support their choices with reasons and examples. Equally encourage the rest of the students to ask them follow-up questions.

Exercise 5  page 58

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. They should also make sure that they speak on each of the points in the question.
• While students are talking, monitor and help as necessary.
• Give feedback on any common errors and highlight any good expressions you heard.
A matter of taste

6A Vocabulary and listening

Describing food

LESSON SUMMARY
Vocabulary: adjectives describing food
Listening: people complaining in a restaurant
Speaking: talking about the taste and texture of food
Topic: Food

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

LEAD-IN 2–3 MINUTES

- Write Food on the board, followed by these letters: A, B, C, E, F, L, M, O, P, S, T. In pairs, students think of a food starting with each letter. The first pair to finish calls Stop! and scores a point. Ask them to read out their words and elicit alternatives from other pairs.
- Pairs score a point for each correct word and an extra point if it is a word that no one else thought of. The pair with the highest score is the winner.

Exercise 1  page 59
- In pairs, students tell each other about their ideal meal.
- For each course, ask one or two students to tell the class what they and their partner would choose.

Exercise 2  page 59
- In pairs, students decide which adjectives describe taste and which texture. Tell them to use a dictionary if they need to, but to guess the meanings as far as possible from words they already know.
- Check answers as a class. Note that some adjectives can describe either taste or texture.
- Check comprehension by giving translations and eliciting the English words. Drill words that may be difficult or tricky to pronounce, e.g. crumbly /krʌmblɪ/, smooth /smuːð/, sour /saʊə(r)/, tough /tʌf/.
  Taste: bitter, bland, creamy, disgusting, fresh, fruity, greasy, mild, mouth-watering, peppery, raw, ripe, rich, salty, smoky, sour, spicy, stale, strong, sugary, sweet, tasteless, tasty, unpleasant, unripe
  Texture: chewy, creamy, crispy, crunchy, crumbly, disgusting, dry, greasy, juicy, raw, ripe, runny, smooth, sticky, stodgy, tender, tough, unpleasant, unripe

Extension
Choose some of the new or less familiar adjectives and write them on the board. Ask students to think of an example of food that can be described by each adjective.

Exercise 3  page 55
- Students work individually to answer the first question.
- Check answers as a class. Note that some answers will depend on students' individual tastes.
• In pairs, students look for opposites. There are many possible combinations, so you may want to set a time limit of two minutes for this task.

(Possible answers)
Negative: bland, disgusting, greasy, stale, stodgy, tasteless, tough, unpleasant, unripe (+ students’ own answers)

Exercise 4

• Students complete the sentences individually.
• Check answers as a class and elicit translations.
1 juicy 2 crispy 3 bitter 4 salty 5 crumbly 6 tender 7 unripe, sour

Exercise 5

• Focus on the photos and ask students to suggest some of the ingredients in each dish (lamb curry: lamb; spices; salad: rocket, lettuce, tomatoes, onions; toast: cucumber / butter / cream).
• Tell students to make notes on the dishes. Encourage them to use different adjectives for different parts of each dish, e.g. (1) tender meat – smooth, spicy sauce; (2) crisp, fresh vegetables; (3) sweet, rich pudding – sticky, sugary sauce – creamy ice cream.
• Ask some students to give their description. Write key words for each dish on the board.

Exercise 6

• Tell students that they will hear seven customers who are not happy with their food. You may need to pre-teach rare for meat (cooked lightly so that it is still red inside).
• Play the recording, pausing after each conversation for students to write. Then play it again for students to check or complete their answers. Check answers as a class.

Audioscript
1 Customer Excuse me ... The fish is overdone. It’s actually quite tough and chewy.
Waiter Oh dear, I am sorry, I’ll change it for you.
2 Waiter Is everything all right?
Customer The chicken is OK, but the sauce is a bit bland. Could I have some salt?
Waiter Yes, I’ll get some for you.
3 Customer Could I change this bread, please? It’s a bit stale and dry.
Waiter I’m sorry about that, madam. I’ll get some fresh.
4 Customer 1 (coughing and spluttering)
Customer 2 What is it?
Customer 1 This soup is too peppery.
Customer 2 Ask the waiter to change it.
Customer 1 I can’t, I added the pepper myself.
5 Customer Excuse me ... This steak is undercooked. I asked for rare. But this is practically raw.
Waiter I’ll get the chef to cook it for a longer time.
6 Customer Excuse me. These chips are very greasy. And the bacon isn’t crispy. It says crispy bacon on the menu.
7 Waiter Is everything OK with your meal?
Customer No, not really. The rice is stodgy, and the wine isn’t chilled.
Waiter I’m sorry, madam. I’ll change them for you.
1 fish – overdone, tough, chewy 2 chicken – OK; sauce – bland 3 bread – stale, dry 4 soup – peppery 5 steak – undercooked, (practically) raw 6 chips – greasy; bacon – not crispy 7 rice – stodgy; wine – not chilled

Exercise 7

• Give students time to read the questions and underline key words.
• Play the recording, pausing after each speaker. With a weaker class, stop after Jenny’s speech and elicit the two questions before continuing with the rest of the recording.
• As you check the answers, ask students to name the foods that each speaker mentioned. Ask: Did he / she like or dislike this food in the past? What about now? With a stronger class, ask students to give more information.

Audioscript 2.18

1 Jenny I never used to like cheese. My parents regularly had cheese and biscuits at the end of a meal instead of dessert, and I found it terribly disappointing when they did that. They used to say ‘You don’t know what you’re missing. Just try a bit, it’s fantastic, but I really couldn’t stand the texture. In Britain, we have a hard cheese called Cheddar – and I found it crumbly and greasy at the same time. They also loved Stilton, which is a really strong cheese with blue mould through it. I found the smell of it unpleasant, never mind the taste. I thought I would never like cheese, until I went to France and tried Brie for the first time on crusty white bread. Brie is mild and creamy, and I’m good with it’s ripeness and rind. I was so surprised and I liked it that I slowly became more adventurous and started to try other cheeses. Although it’s not my favourite thing, I’ve got to like a few types of cheese now, even some hard cheeses, as long as they’re mild. It’s just as well because I’m now vegetarian. However, one can safely promise that I will never get to like Stilton.

2 Ed I used to have such trouble with vegetables when I was a child. So did my brother. I hated cauliflower – yuk! – and my brother absolutely detested Brussels sprouts. Our parents insisted that we put a little of each vegetable on our dinner plates. A bit of everything, they would say, so we couldn’t avoid eating them. But cauliflower to me looked like bits of brain, and seemed bland and tasteless with an unpleasant, watery texture. And my brother thought that sprouts just looked disgusting and tasted really bitter. He couldn’t even bear the smell of them. But we’d have to eat them on our plates. We used to try and hide them in our paper serviettes, or drop some on the floor when our parents weren’t looking. Or sometimes we’d swap vegetables because, if I had to, I’d rather eat sprouts than cauliflower, and my brother would rather have cauliflower any day than eat one single sprout. We’d much better with vegetables now – if they’re not overcooked. But, although it’s traditional to have Brussels sprouts for Christmas lunch, neither of us will eat them.

3 Rosie As a kid I used to have a passion for baked beans – you know, those ones in tomato sauce in a tin. I would rather eat them than almost anything else. I adored the smooth texture of the beans in the rich, creamy, sweet sauce. You could also get them with sausages in, I loved that variety almost as much, with salty, chewy mini sausages – mouth-wateringly delicious! My favourite meal was beans on toast, sometimes with grated cheese on top or extra tomato. My mum used to despair of getting me to eat ‘proper food’ as she called it. After a while, in an attempt to get me to experiment more with a wider range of meals, she refused to buy any more beans. So I just bought them with my pocket money. They weren’t expensive, and I was happy to eat them cold, straight out of the tin! When my mum found out, she didn’t know whether to laugh or cry. She used to say, ‘You’ll make yourself sick of them one of these days, and actually, she was right. I can’t look at a baked bean now!

1 R 2 J 3 E 4 E 5 S R 6 J

Exercise 8

• Ask students to read the sentences and see if they can remember what the missing words are.
• Play the recording again. Students listen for the sentences to check or correct their answers.
Exercise 9 (page 59)
- Give students some time to decide on several foods they can talk about and to think about ways to describe them.
- Students do the exercise in pairs.
  For further practice of informal food idioms, go to:

Vocabulary Builder 6.1 (page 139)
1 i j k l m n o p q r s t u v w x y z
2 a b c d e f g h i j k l m n o p q r s t u v w x y z
3 it’s in the sky
4 I’ve got a lot on my plate
5 butter him up
6 it’s in a nutshell
7 it’s in the air
8 it’s in the sky
9 it’s in the air
10 d

Exercise 3 (page 60)
- Complete the example with the class. With a weaker class, look at one or two more sentences together and elicit the words that begin the sentence.
- In pairs, students rewrite the sentences from exercise 1.

Exercise 4 (page 60)
- Ask students to complete the exercise individually.

Exercise 5 (page 60)
- Go through the second Learn this! box together.
- With a stronger class, students complete the sentences individually. With a weaker class, ask them to pick out the modal first. Then focus on the other verbs and establish whether they are followed by the infinitive or the -ing form.

Exercise 6 (page 60)
- In pairs, students complete the exercises on verb patterns. If they need to do more work on these, refer them back to Grammar Builder 1.3 on page 116.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can describe the taste and texture of food. I can say why I like and dislike some foods.
Exercise 7  page 63
- Explain the task and read out the example. If necessary, elicit one or two more examples from the class. With a weaker class, you can prompt students with some possible sentence openings, e.g. I … , My friend … , Nobody … , Celebrities … , The thieves … , Most politicians …
- Students complete the task in pairs.
For further practice of Passive: advanced structures, go to:

Grammar Builder 6.1  page 124-125
1 1 It is thought that the burglar climbed in through a window. The burglar is thought to have climbed in through a window.
2 It is said that she owns five houses. She is said to own five houses.
3 It was once believed that the world was flat. The earth was once believed to be flat.
4 It was reported that the ship sank very quickly. The ship was reported to have sunk very quickly.
5 It is expected that the Government will raise taxes. The Government is expected to raise taxes.
6 It is now known that the car was stolen. The car is now known to have been stolen.

Exercise 1  page 61
- Elicit the meaning of overweight (too heavy and fat) and introduce the words obese (very fat, in a way that is not healthy) and obesity (the condition of being obese).
- Students predict the kind of information that the article will include. Elicit ideas and note them on the board.

Exercise 2  page 61
- Give students time to read the text first, without trying to complete it.
- In pairs or individually, students complete the task. Remind them to consider what part of speech is needed for each gap and then find the form that makes sense in the context.
- Check answers as a class.
1 knowledge 2 dramatically 3 advertised 4 easily
5 communities 6 watching 7 national 8 awareness
9 achievement 10 alarming

Exercise 3  page 61
- Students scan the text to find and explain the figures. Ask them to identify any connections with the list on the board.
- If there is other information in the text that they predicted (e.g., about the consumption of junk food), elicit this too.
a the number of years during which obesity figures have risen
b the percentage of Americans who are overweight
c the percentage of Americans who are classified as obese
d the number of hours that the average young American child spends watching TV a week
e the number of dollars spent on medical care for obesity

Exercise 4  page 61
- Read through the questions with the class and elicit or explain the meaning of epidemic (a sudden rapid increase in how often something bad happens) and stabilize (to become steady, i.e., in this case, to stop rising).
- Students answer the questions.
- When checking the answer to question 5, ask students what the government initiatives might be. This will help to prepare them for the listening in exercise 5.
1 They don't use all the energy in the calories they have consumed so their body stores it in fat cells.
2 People consume more sugar, fat and salt because they eat snacks and fast food.
3 There are often no safe routes for walking or cycling. People are used to driving or sitting down at home.
4 Because the medical costs of obesity are enormous.
5 Government initiatives to combat obesity and greater public awareness.

Exercise 5  page 61
- Play the recording. Students listen and take brief notes on the opinions expressed by each speaker.
- Discuss the question as a class, eliciting a range of views.

Script 2.22  page 61
Anna To be honest, I don't think that the Government should really be involved at all in what health choices people make. I don't think it's any of the Government's business what people do with their lives, unless they're committing a crime or not paying taxes, or that sort of thing. People should be responsible for their own health. Everybody knows that it's not good to eat too much of the wrong things, and everybody knows that exercise is good for you. It's their choice. I don't think the Government telling people what to do has any effect anyway. People still do what they want to do. Look at the Prohibition era in America, when the Government there banned alcohol. People still
Exercise 8 page 61
- Students prepare their presentation, using the questions in exercise 7 to structure it. Tell them to make notes and to decide beforehand who will say what.
- Pairs or groups give their presentations to the class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about obesity in the USA. I can give an opinion on government health policy.

6D Reading
Drinking stories
LESSON SUMMARY
Reading: three texts on the history of beverages
Vocabulary: nouns formed from verbs
Speaking: talking about drinks
Topic: Food

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in, keep exercises 1 and 2 brief and omit extensions. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3-4 MINUTES
- Write the following adjectives on the board: comforting, energising, fizzy, fragrant, fruity, refreshing, sour, strong, sugary, unpleasant. Check comprehension and then ask students to think of a drink that fits with each one. They can use the same drink more than once.
- Students compare answers in pairs.
- Elicit several suggestions for each adjective.

Exercise 1 page 62
- In pairs, students note down any information they know about the three drinks. If they are not sure about their origin, ask them to guess. Do not check answers yet.

Exercise 2 page 62
- Play the recording for students to listen to as they read. Tell them to underline any parts of the texts that confirm information they thought of in exercise 1.
- Students report the information to the class, using their own words.

Exercise 3 page 62
- Students skim-read the text again to choose the correct statement.
- Check the answer. With a stronger class, ask students to explain in more detail why alcohol played a part in making the three drinks popular.
- Elicit the drinks described by the other two statements (statement 2: Coca-Cola; statement 3: tea).

Exercise 4 page 62
- Read through the sentences together. Check that students understand endorsed (publicly supported or recommended) and commodity (a product that is bought and sold, especially between countries).
• Go through the Exam tip together. Students follow this procedure to complete the task.
• Check answers as a class. Ask students to identify the parts of the texts that gave them the answers.

1 Coca-Cola 2 tea 3 coffee 4 tea 5 Coca-Cola 6 tea 7 coffee 8 coffee 9 Coca-Cola

**Extension**

Ask *fast finishers* to find these words in the text: *berries, trade, kettle, jolly, servant, smuggle*. From the context, they identify the part of speech and work out the meaning.

**Exercise 5**  
- **Objective:** Students complete the exercise individually.
- **Task:** Tell them to find the nouns in the texts to check the form and the spelling. They are given in the order in which they appear in the text.


**Extension**

Ask students to change the form of these words from the text: *legend: adjective (legendary); alcohol: adjective (alcoholic); religious: noun (religion); original: verb (originate); product: verb (produce); invention: adjective (inventive)*.

For further practice of Word formation, go to:

**Vocabulary Builder 6.3**  

**Exercise 6**  
- **Objective:** In pairs, students discuss the questions.
- **Objective:** Get feedback from the class.

**Culture note – Daily intake of water**

It is usually recommended that an adult should drink about two litres of water a day. However, this will vary depending on a person's body weight, the amount of exercise they do and the weather conditions on any given day.

**Lesson outcome**

Ask students: What have you learnt today? What can you do now? and elicit answers. I can understand a text about the history of drinks. I can describe drinks and drinking habits.

**6E Grammar**

**Articles and quantifiers**

**LESSON SUMMARY**

Grammar: *a, the* and no article; quantifiers

Speaking: talking about numbers and quantities

**SHORTCUT**

To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 very brief. The Grammar Builder activities can be set for homework.

**Lead-in 1-2 minutes**

- Ask students to think of examples of festivals that are associated with a particular country, or where certain foods are traditionally eaten. Start with their own country and then ask about festivals in other countries that they know something about. (Students may have heard of La Tomatina, the tomato fight that takes place every year in Spain.)

**Exercise 1**  
- In pairs, students describe the photo. Encourage them to speculate about where the place is and what is happening.

**Exercise 2**  
- Tell students to read the whole text first. Ask them what it is about (a grape harvest festival in Spain).
- Students complete the exercise individually. When they have finished, give them a few moments to read the completed text. Does it sound correct and flow naturally?
- Check answers as a class.

**Exercise 3**

- With a *stronger class*, ask students to work in pairs. Tell them to focus on each of the eight answers in the text in exercise 2 and decide which rule fits best. They can then complete the rule with the correct article or ‘no article’.
- With a *weaker class*, go through the task together.
- As you check answers, elicit other phrasal or sentences as examples for each rule.

**Exercise 4**

- Do this exercise together as a class. Start by looking at nouns that fit with the rules already covered in exercise 3, e.g. *grapes* (rule d – grapes in general), *the market square*, *the end of the grape harvest* (rule b – there is only one of these things in this context); *the town* (rule a – the town has been identified earlier).
- Now select these nouns to focus on: *festivals, Valencia, the inhabitants, summer day*. Elicit a rule for each of these.

**For further practice of Articles, go to:**

**Grammar Builder 6.2**  
1. a, the, a 2. a, the, a, the 3. the, the, the 4. the, The 5. a, the, the 6. a, the, the 7. a, the, the 8. a, the, the

**Exercise 4**

- Do this exercise together as a class. Start by looking at nouns that fit with the rules already covered in exercise 3, e.g. *grapes* (rule d – grapes in general), *the market square*, *the end of the grape harvest* (rule b – there is only one of these things in this context); *the town* (rule a – the town has been identified earlier).
- Now select these nouns to focus on: *festivals, Valencia, the inhabitants, summer day*. Elicit a rule for each of these.

**For further practice of Articles, go to:**

**Grammar Builder 6.2**  
1. a, the, a 2. a, the, a, the 3. the, the, the 4. the, The 5. a, the, the 6. a, the, the 7. a, the, the 8. a, the, the

**Exercise 4**

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- Now select these nouns to focus on: *festivals, Valencia, the inhabitants, summer day*. Elicit a rule for each of these.

**For further practice of Articles, go to:**

**Grammar Builder 6.2**  
1. a, the, a 2. a, the, a, the 3. the, the, the 4. the, The 5. a, the, the 6. a, the, the 7. a, the, the 8. a, the, the

**Exercise 4**

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- Now select these nouns to focus on: *festivals, Valencia, the inhabitants, summer day*. Elicit a rule for each of these.

**For further practice of Articles, go to:**

**Grammar Builder 6.2**  
1. a, the, a 2. a, the, a, the 3. the, the, the 4. the, The 5. a, the, the 6. a, the, the 7. a, the, the 8. a, the, the
Extra exercise
Give students more practice by choosing an extract from one of the sections of the text (e.g., the first paragraph about coffee on page 63). Write it on the board with gaps instead of the articles, which students fill in. Alternatively, students could choose a paragraph themselves and write it out with gaps for their partner to fill in. They can check by comparing their completed paragraph with the one in the book. If some answers are wrong, students should discuss these in pairs and consult you if they need to.

Exercise 5 page 64
- Go through the Learn this! box together. Make sure students understand that all the quantifiers except a lot can be followed by a noun (both hands, each morning, etc.). If they are used with of, we must use the (e.g., most of the peaches) or some other determiner (e.g., most of my / your / these / those peaches) before the noun.
- Remind students that (a) few is used with plural nouns and (a) little with uncountable nouns. Elicit translations for the two examples to show the difference in meaning.
- Students complete the exercise individually and then compare answers with a partner. Check answers as a class.
  1 most, a few  2 no, another  3 a little  4 both, neither  5 all, none

Language note
Although students should recognise how to use a little and little, neither of these is used often in normal conversation. We are more likely to say There's a (little) bit of ham and There isn't / There's not much ham. Similarly, while very few is commonly used, it would be more usual to say There aren't many eggs than There are few eggs.

For further practice of Quantifiers, go to:

Grammar Builder 6.3 pages 125–126

Exercise 6 page 64
- Explain the task and do the first item with the class as an example. Students complete the exercise individually.
  1 f 2 c 3 i 4 a 5 h 6 d 7 e 8 g 9 b

Extension
Ask students to list all the quantifiers in the Learn this! box and exercise 6 and decide whether the noun that follows them is singular (S), plural (P), or whether it can be singular or plural (S / P).

(a) few - P; a little - S; a lot - S / P; all - S / P; both - S; each - S; every - S; hardly any - S / P; many - P; most - S / P; no - S / P; several - P; some - S / P

Exercise 7 page 64
- Students ask and answer in pairs.

- With a weaker class, elicit the questions before they start. Pay special attention to the difference in structure between the subject questions (1, 2, 6, 7, e.g., How many of your friends live ... ?) and the object questions (3, 4, 5, e.g., How many classmates do you see ... ?).

Lesson outcome
Ask students: What have you learnt today? What can you do now? And elicit answers: I have learnt how to use articles. I can use quantifiers to talk about numbers and quantities.

6F Speaking

Stimulus description

LESSON SUMMARY
Listening: stimulus descriptions
Vocabulary: expressions for giving opinions
Speaking: choosing between photos and giving reasons; expressing opinions
Topic: Food

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and exercise 6.

LEAD-IN 3-4 MINUTES
- Focus on the photos. Give students two minutes, in pairs or small groups, to brainstorm words to describe them.
- Elicit suggestions and note them on the board in three lists.

Exercise 1 page 65
- In pairs, students ask and answer the questions. Encourage them to ask follow-up questions about the food outlets that their partner uses and what their preferences are.
- Ask some students to tell the class about their own and their partner's habits.

Exercise 2 page 65
- Tell students to read the task and give them a few moments to think about the choice they would make in this situation.
- Play the recording, pausing after each speaker. Students identify the correct photos and make brief notes on each speaker's reasons.
- Check the answers. Then ask students to say why each speaker rejected the other two options.
- Stress that there are no fixed right or wrong answers here - the two students give equally good answers.

Audioscript 2.25 page 65

Candidate 1 I'm going to choose the first option, the barbecue. The weather will be fine at the weekend so I'll be nice to be out in the fresh air. Not only that, but barbecued food is really tasty and I enjoy preparing it, marinating chicken and making kebabs, like in the photo. I wouldn't opt for the second option, a take-away pizza, because although my cousin loves pizza, I wouldn't order it for a guest. And the problem with going for a meal in a restaurant is that it would be quite expensive. So I wouldn't choose to do that.

Candidate 2 Let me see. I think I would go for the third option, that's eating out with my cousin. I'd choose that because it's a special occasion and it would mean we didn't have to go to the trouble of preparing a meal. Now, as to why I'd reject the other options… barbecues are only successful if the weather is fine, so they are best planned on the spur of the moment. If it rained, it would be a disaster. I wouldn't choose the other option either - the take-away meal, as my cousin isn't keen on pizza, and I'm not a big fan either. Um, that's all.
Candidate 1: option 1. Fine weather – nice to be in the fresh air; food is tasty; she enjoys preparing it

Candidate 2: option 3. Special occasion; avoids the trouble of preparing a meal

Exercise 3 page 65

- Briefly revise the phrases for choosing and rejecting options.
- Give students 30 seconds of preparation time.
- In pairs, they take it in turns to do the task. While listening, they should check the following: Does my partner’s answer fit with the situation described in the task? Does he/she identify a choice clearly? Does he/she give reasons for choosing this option, and for rejecting both other options? Encourage students to give each other feedback.
- You may want to ask one or two students to give their answer again for the class to hear.

Exercise 4 page 65

- Remind students of the other part of this exam task, where they have to give their opinions on two general questions. Explain that it is quite acceptable to express uncertainty or mixed feelings in answer to a question like this, so long as they are talking about some of the issues.
- In pairs, students complete the phrases. Check answers as a class.

1 mind 2 view 3 of 4 feel 5 clear 6 opinions 7 sure
8 argued 9 arguing 10 hand 11 then 12 Having
13 time

Exercise 5 page 65

- Students read the Exam tip.
- Play the recording and elicit the two questions asked by the examiner. Ask: Does the student have strong views about these subjects? (no)
- Play the recording again. Students listen for phrases from exercise 4. With a stronger class, you could ask them to listen for any other words or phrases that express a tentative opinion (I suppose ..., I guess ...).

Audioscript 2.26 page 65

Examiner: I will now ask you two questions. In your opinion, should all students be taught to cook at school?

Candidate: Um, let me think about that. I don't really have any strong feelings about it. I suppose that cookery should be an optional subject. Some people just aren't interested in food so in my view they shouldn't be forced to learn how to cook.

Examiner: Thank you. In what ways have people’s eating habits changed over the years?

Candidate: I'm not sure, really. I guess that there didn't use to be so many fast-food restaurants, and now there are lots. So it could be argued that our diets have become less healthy than they were. Having said that, I don’t think that we cook at home has changed much, Not in my house, anyway!

I don't really have any strong feelings about it; in my view; I'm not sure, really; it could be argued that; Having said that

Exercise 6 page 65

- Give students a few moments to think about what they want to say. Then ask several students to express their opinions.

Exercise 7 page 65

- Students read the questions. Give them 30 seconds to think about their answers.
- In pairs, they take it in turns to do the task, with their partner taking the role of the examiner.

Exercise 8 page 65

- Without any help from their notes, students take it in turns to do the exam task. They have one minute of preparation time.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers: I can make and justify a choice between photos. I have learnt phrases for expressing strong and tentative opinions. I can express opinions on general questions.

6G Writing analysis

Description of a place

LESSON SUMMARY

Reading: a description of a restaurant

Topic: Food

SHORTCUT

To do the lesson in 30 minutes, reduce the number of topics in the lead-in to one or two and omit the extension.

LEAD IN 3-4 MINUTES

- Write these notes on the board:

<table>
<thead>
<tr>
<th>Occasion</th>
<th>Number of people</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a couple’s first date</td>
<td>2</td>
<td>17 and 19</td>
</tr>
<tr>
<td>2 a 50th wedding anniversary</td>
<td>40</td>
<td>10-80</td>
</tr>
<tr>
<td>3 a child’s birthday celebration</td>
<td>12</td>
<td>8-9</td>
</tr>
</tbody>
</table>

- In groups, students discuss suitable venues for the three occasions and decide on the ones they would recommend.
- Write each group’s suggestions on the board and ask them to explain why they chose them. With the whole class, discuss the pros and cons and take a vote on the best idea for each occasion.

Exercise 1 page 66

- In pairs, students look at the photos and discuss the question. They should give their impressions of the decor and atmosphere and speculate about the style of food.
- Ask a few students to share their opinions with the class.

Exercise 2 page 66

- Students read the Exam tip. They then read the task and underline the verbs that tell them what to do.
- Point out that for this task it will be important not only to give information about the restaurant but to express positive opinions to convince the reader that it is a good place to go.

describe, recommend

Exercise 3 page 66

- Tell students to underline the key elements in the task.
- Ask them what they think value for money means in this context (generous amounts of good food at a price that teenagers can afford).

restaurant for teenagers: location, atmosphere, value for money

Exercise 4 page 66

- Tell students to skim-read the whole text first. They then read the text in more detail to find the topics and number them in order.
Exercise 1

Give students a few moments to read through the chart. Focus on any of the words that might need an explanation, e.g., off the beaten track (describing a place which is not where lots of people normally go), minimalist (referring to an artistic style where only a very few simple elements are used) and subdued (quiet, not bright or noisy).

In pairs, students complete the chart with the adjectives in the list.

1 central 2 conveniently located 3 pricey 4 reasonable 5 old-fashioned 6 trendy 7 lively 8 relaxing 9 attentive 10 welcoming 11 mouth-watering 12 varied

Extension – fast finishers

Ask fast finishers to think of at least one more adjective for each of the last four of the categories in the chart. Possibilities could include: decor – contemporary, elegant, simple, ornate; atmosphere – calm, friendly, sociable, laid-back; staff – helpful, efficient, courteous, chatty; food – plain, healthy, regional, exotic.

Extra exercise

Tell students to write down the six categories from the chart. Working individually or in pairs, they have two minutes to think of negative adjectives for restaurants that they would definitely not recommend. Possibilities could include: location: remote, unattractive, inconvenient; value for money: overpriced, unaffordable; decor – dull, ugly, unimaginative; atmosphere – cold, depressing; staff – slow, rude, indifferent; food – bland, overcooked, tasteless.

Exercise 2

Students find the words in the text.

Ask them to look for other adjectives and phrases in the text that give a positive impression of the place (conveniently situated, funky, stylish, appealing, upmarket, freshly made, to die for, wonderful, amazing).

reasonable, modern, bright, trendy, lively, friendly, welcoming, delicious, varied, mouth-watering

Exercise 3

Elicit descriptions from several different students. The words they choose from the chart will depend to some degree on their own judgement, so accept any adjectives that are not definitely inappropriate.

Exercise 4

Go through the exam tip together and stress the importance of using varied language, rather than repeating the same words.

In pairs, students decide on their own alternatives for the underlined words.

Ask some students to read out the whole paragraph with their alternative words.

(Possible answers)

lovely square: beautiful / charming / picturesque square

dining areas: attractive / appealing / pleasant views

great views: spectacular / magnificent / wonderful views

good atmosphere: lively / vibrant / relaxed atmosphere

staff are nice: staff are friendly / courteous / helpful
to the food is good: the food is delicious / excellent / superb
to have a great time: a wonderful / an enjoyable time
Exercise 5
- Go through the list of phrases together.
- Students find examples in the text.

I was immediately struck by the ...; The ... struck me as ...; What I found most appealing is ...

Exercise 6
- Students make sentences using the phrases. This can be done orally as a class if there is not enough time for them to write.

Exercise 7
- Students choose a plan to follow.

Exercise 8
- In pairs, students decide on a restaurant that they would both like to write about and note down ideas in the chart. **Stronger students** can work alone on this planning stage.

Exercise 9
- Students write their description. Encourage them to use some of the language from this lesson. Circulate and monitor, giving help where necessary.
- When students have finished writing, they check their work against the checklist.

**Lesson outcome**
Ask students: *What have you learnt today? What can you do now?* and elicit answers: I have learnt expressions for making a recommendation, I can write a description recommending a place.
Language Review / Skills Round-up

5–6 Language Review

Exercise 1 (page 68)
1 downloaded 2 logged 3 posted 4 streamed 5 uploaded

Exercise 2 (page 68)
1 were told off 2 will be built 3 has been stolen 4's being repaired 5 were / had been damaged

Exercise 3 (page 68)
1 We’ll be sent invitations to the wedding soon. 2 We weren’t taught Latin at school. 3 My credit card may have been stolen. 4 I had been warned about the dangers. 5 He can’t be offered the job because he’s too young.

Exercise 4 (page 68)
1 seem 2 say 3 though 4 imagine 5 likely

Exercise 5 (page 68)
1 unpleasant / disgusting 2 tough 3 dry 4 tasty / delicious 5 sour

Exercise 6 (page 68)
1 are known to sense 2 are believed to have evolved 3 were thought to be 4 are known to be 5 was believed to cure

Exercise 7 (page 68)
1 c 2 b 3 c 4 b 5 a

Exercise 8 (page 68)
1 mind 2 time 3 case 4 yet 5 opinion

1–6 Skills Round-up

Exercise 1 (page 69)
Students’ own answers

Exercise 2 (page 69)
Students’ own answers

Exercise 3 (page 69)
Students’ own answers

Exercise 4 (page 69)
1 B 2 A 3 C 4 F 5 E

Exercise 5 (page 69)

Audioscript (page 69)

Daisy: Cheer!
Stefan: Cheer!
Daisy: And thanks again for taking me out for dinner.
Stefan: That’s OK. I mean, I was hungry … and you didn’t seem to have much food at your place.
Daisy: No, we never do. That’s one of the disadvantages of living in the squat.
Stefan: Are there any advantages?
Daisy: Yes! For a start, it’s great being with people who really believe in the same things as I do. It makes you feel strong, like you really can make a difference. I’m taken seriously now. But when I was at home, I was seen as weird – or just childish and immature.
Stefan: You said before that you’d argued with your dad …
Daisy: Yes, we would argue all the time. In the end, he got sick of it.
Stefan: So, were you asked to leave?
Daisy: No, not really. I mean, my dad didn’t want me to go, but I decided it would be best for all of us. I already knew Spiky and some of the others because I’d been going to meetings for a while. So it made sense to go and live at the squat.
Stefan: How long ago was that?
Daisy: Four months ago. And I don’t regret it. Spiky … I really admire him. He isn’t the easiest person in the world to get on with …
Stefan: I’ve noticed that.
Daisy: But he really cares about these protests and campaigns. It’s his whole life, not just a hobby. He’s passionate about it all. That’s why he’s a bit suspicious of you … because of your job, you know.
Stefan: It’s just a job. I’m not really an evil capitalist. I’m interested in your campaigns.
Daisy: Spiky didn’t look too happy when we left.
Stefan: I did ask if he wanted to come …
Daisy: This isn’t really his kind of place. He’s a vegetarian. He’d hate being surrounded by all these people eating big chunks of meat.
Stefan: By the way, how were your ribs?
Daisy: Great! Delicious. I was so hungry!
Stefan: Good. This place had been recommended to me a few times, but I’d never been here.
Daisy: What was I saying? Oh yes, Spiky says I’m spending too much time with you.
Stefan: Really? But I’ve only been round to see you twice, before this evening. Maybe he’s jealous …
Daisy: Spiky? Jealous? No. He doesn’t think of me in that way … unfortunately.
Stefan: So … or … what’s being planned for the next protest against Wesley’s?
Daisy: I’m sorry, that can’t be revealed – top secret.
Stefan: Oh come on! I am buying you dinner …
Daisy: Oh, all right. But don’t tell Spiky that I told you.
Stefan: I won’t, I promise. He never talks to me anyway. But don’t worry, I won’t say a word to anyone.
Daisy: Well, it’s a big cyber-attack. We’re going to hack into the whole website … for the whole supermarket chain. And if anyone visits it, they’ll just see our leaflet and some other stuff … some other anti-capitalist stuff. It’ll be cool.
Stefan: And do you know how to do that kind of thing?
Daisy: I don’t, personally. But a couple of the guys are into that kind of thing … hacking.
Stefan: Interesting. Isn’t hacking illegal though?
Daisy: I’m not sure. Some kinds are. I think I’m not really involved, personally, so I’m not worried about that. And anyway, they’re hoping not to get caught!

They are at The Steakhouse. It serves ribs and big chunks of meat.

Exercise 6 (page 69)
1 T 2 F 3 T 4 T 5 F 6 T

Exercise 7 (page 69)
Students’ own answers
Get Ready for your Exam 6

Reading

Exercise 1

GET READY TO READ
• Write anorexia on the board. In pairs, students write a definition.
• Ask pairs to read out their definitions and write the best ones on the board.

READING EXAM TASK - COMPREHENSION
• Remind students that they need a general comprehension of the text before they can make connections between the text and the questions. Encourage them to read the text through first without referring to the questions.
• Tell students to read each question and underline key words and expressions, e.g. Question 1 difference between anorexia, orthorexia. They should then read the text again and underline the sections of the text that correspond to each question. Explain that this will help them to answer accurately. Point out that the questions will use synonyms and similar expressions but not identical ones to those used in the questions.
• Students answer the questions individually then compare their answers in pairs.
• Check answers with the class, eliciting the key words and phrases that helped students answer correctly.

1 Anorexia is not eating, or eating very little, to be thinner; orthorexia is not about feeling thin, but about about feeling pure and healthy and can lead to extreme dieting.
2 You begin to view other people as greedy and animalistic, eating with no regard for their health.
3 Orthorexia socially isolates you and you no longer take pleasure in what you eat.
4 He gave up caffeine and dairy products.
5 His friends don't invite him out now because he is so fussy about what he eats and drinks.

Speaking

Exercise 2

GET READY TO SPEAK
• Go through the list a–f and check students know what each one is.
• Students make their list.
• Ask students for their ideas and write the foods that contain the highest amounts of each thing on the board.
• Do a quick class survey to see who eats the things on the list more than twice a week.
Communication

Map of resources

7A Vocabulary and listening
Student’s Book page 71, Workbook page 57
Photocopiable Activity: 7A Headlines and news vocabulary (TRCD-ROM)

7B Grammar
Student’s Book page 72, Workbook page 58
Photocopiable Activity: 7B Reported speech (TRCD-ROM)

7C Culture
Student’s Book page 73, Workbook page 59
Photocopiable Activity: 7C Communication idioms (TRCD-ROM)

7D Reading
Student’s Book pages 74–75, Workbook pages 60–61
Photocopiable Activity: 7D Means of communication (TRCD-ROM)

7E Grammar
Student’s Book page 76, Workbook page 62
Photocopiable Activity: 7E Reporting verbs (TRCD-ROM)

7F Speaking
Student’s Book page 77, Workbook page 63
Photocopiable Activity: 7F Awkward situations (TRCD-ROM)

7G Writing
Student’s Book pages 78–79, Workbook page 64
Photocopiable Activity: 7G Book review (TRCD-ROM)

7 Review and Tests
Review 7–8 Student’s Book page 90
Review 7–8 Workbook page 101
Photocopiable Activity: 7 How much can you remember? (TRCD-ROM)
Student Self-Test Sheets 7, 1–3 (TRCD-ROM)
Unit 7 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam
Student’s Book page 80
Workbook page 96 Exam Challenge

iTools Unit 7

Teacher’s Resource Disk (TRCD-ROM)
Interactive exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

7A Vocabulary and listening

LESSON SUMMARY
Vocabulary: words related to the news
Listening: an interview with teenagers about their interest in the news
Speaking: talking about habits and preferences related to the news
Topic: Culture

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and use translations to keep exercise 3 brief. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES
• Ask: What stories have been in the news lately? Elicit five or six answers and write them up on the board in brief note form. Ask students to say a little about the events without going into great detail.
• Ask: Which story do you think is the most important? Which is the least important? Elicit answers from different students and ask them to give their reasons.

Exercise 1  page 71
• In pairs, students briefly describe what they can see in the photos and feed back to the class.
• Use the smaller photo to explain news correspondent (a person who reports news from a particular country or on a particular subject for a newspaper or a television or radio station) and live broadcast (a broadcast sent out while the event is actually happening, not recorded first and broadcast later).

Exercise 2  page 71
• Discuss the questions with the class. Use examples from a local context to help explain the difference between some of these words.

1 A news programme is a TV programme reporting on the news; a news story is the coverage of a particular event or topic within the programme; a news flash is a brief announcement of breaking news; rolling news is broadcast 24 hours a day.
2 A broadsheet has longer articles and more serious, in-depth analysis of important news topics. A tabloid generally has shorter articles, written in a more sensational style, and with a lot of photos. It focuses more on dramatic news events, shocking crimes and the lives of celebrities.
Culture note – Newspapers in the UK

There is a sharp division between broadsheet and tabloid newspapers in the UK, where tabloids are particularly popular. The phrase tabloid journalism has a negative meaning, describing a type of reporting that sensationalises events, makes rather simplistic judgements and is interested in gossip and scandal.

Broadsheets were traditionally printed on much larger pages than tabloids, but a number of serious newspapers have now adopted a more compact format, similar to that of tabloids.

Exercise 3 (page 71)

- Students do the exercise in pairs. With a stronger class, ask students to guess all the answers in the first text, before using a dictionary to check. With a weaker class, read out the first text, saying a nonsense word or something for each gap, and help students to deduce the answers. For the second text, pre-teach broadsheet and tabloid and go through the first sentence together. Students then work in pairs to complete the task.
- Ask three students to read out the completed texts and check the answers as a class.
- Check comprehension by giving the words in their language and eliciting the English translation.

TV news: 1 news programmes 2 news flashes 3 breaking news 4 Rolling news channels 5 correspondents 6 live broadcasts 7 satellite phone
Newspaper: 8 broadsheet 9 articles 10 tabloids 11 human-interest 12 editorials 13 columns 14 front-page 15 headlines
Online news: 16 online editions 17 citizen journalism 18 news blogs 19 eyewitness accounts 20 censorship 21 the press

For further practice of News, go to:

Vocabulary Builder 7.1 (page 140)

1 breaking news, citizen journalism, live broadcast, online edition, news programme, news flash, satellite phone, front page, eyewitness account, rolling news channel, news blog, news correspondent
2 a piece of writing about a particular subject 2 the title of a newspaper story, printed in large letters 3 a story about the experience of individuals 4 a section of a newspaper that appears regularly and is usually written by the same person 5 an article that expresses the opinion of the editor of the newspaper

Exercise 5 (page 71)

- Give students time to read the sentences. Ask them to pencil in T or F for any sentences they are fairly sure about.
- Play the recording again. Students complete the task.
- Check answers as a class and ask students to correct the false statements.

1 F (28 per cent pay no attention to the news.) 2 T 3 F 4 T 5 F (He isn’t into current affairs.) 6 T

Exercise 6 (page 71)

- In groups, students discuss the questions.
- Ask some students to report back on their group’s answers. Encourage others to say if their habits and opinions are similar or different.
Extra exercise
In groups, students write six survey questions to ask about people's awareness of the news and their use of news media. The questions should have alternatives to tick or number. Students can adapt some ideas from exercise 5 but should add others of their own.
If possible, arrange with the teacher of another English class for your students to come in for ten minutes and survey their students. If this is not possible, they can survey others in their own class. Ask them to collate their results and make a brief report to the class, using the quantities they learnt in Unit 6 (page 64).
For further practice of Headlines and news vocabulary, go to:

Vocabulary Builder 7.2 (page 149)

1. The mystery surrounding some jewels which were missing has now been solved.
2. Some doctors are trying to get smoking made illegal.
3. A couple in the royal family have asked for people to respect their privacy.
4. The manager (probably of a football team) has promised to resign at the end of the season.
5. A government minister has promised to limit any rise in inflation.
6. The Government is going to cut 5,000 jobs.

Exercise 2  (page 72)
- Students read the Learn this box and match the rules with two of the sentences in exercise 1.
1 sentence 2 sentence 4
For further practice of Reported speech, go to:

Grammar Builder 7.1 (pages 126–127)
1. I'll wear my new dress to the party.
2. I'm not going dancing with you this evening.
3. I'd like to study law at college.
4. I went to Italy last spring.
5. You've kept me waiting for two hours.
6. My team haven't won a single match before their victory last Sunday.
7. I don't want to go out because I haven't been feeling very well.

Exercise 3  (page 72)
- Students compare the reported sentence and answer the questions.
- Substitute other pronouns and possessive adjectives in some sentences and elicit the changed forms in the reported version, e.g. I work for a broth of (I = she); My brother works with your cousin (my = her; your = my / our); You'd better call me next week (you = I; me = you).
- Refer students to the Grammar Builder for other time expressions that may change in reported speech.
a. There is no relevant personal pronoun example; my changes to her (or his if the speaker is male)
b. tomorrow changes to the next day

Language note – Time expressions in reported speech
Time expressions like today, this afternoon, tomorrow, yesterday, etc. do not change if we are reporting something that the speaker said today. Similarly, next week, last month, last year, etc. only change if we are reporting the speaker’s words in a later week, month or year.

Exercise 4  (page 72)
- Go through the Look out box together to remind students of the difference between say and tell. Pay special attention to rule 2, giving one or two examples, e.g. Switch off the computer. He told me to switch off the computer. Go away! She told us to go away.
- Students write their own example sentences.

Language note
When looking at rule 2, remind students that tell is replaced by ask when we are reporting a request rather than an instruction or command, e.g. Please help me! He asked me to help him. There is more on verbs that use this structure in lesson 7E.

Exercise 5  (page 72)
- Students write the sentences. With a weaker class, do the first two together as examples.
1. Linda says (that) she hasn’t seen the news.
2. Kate told me (that) she would buy a tabloid the next / following day.
3 Jo said (that) she had never visited a news website before.
4 Ed told me (that) I had better look smart for my interview.
5 Naomi says (that) she is going to buy a broadsheet.
6 Marcus told me (that) that time the next / following day he would be flying to Paris.

Exercise 6  page 72
• Ask a student to read out the paragraph.
• Working individually or as a class, students match the direct questions with the reported ones.
1 He asked me when I wanted it back.
2 Then he asked me which one I had bought.
3 He asked me if he could borrow it.
4 Jake asked me whether I had bought a newspaper that day.

Exercise 7  page 72
• Students compare the direct and indirect speech in exercise 6 and answer the questions.
1 yes
2 yes: It is the word order of a statement.
3 if / whether
4 We use the auxiliary or modal from the reported question, in either the affirmative or negative form, and with a tense shift where possible or appropriate.

Exercise 8  page 72
• Go through the example together, drawing attention to the changes.
• With a weaker class, tell students to pick out all the yes / no questions in the conversation and remind them that they need to use if or whether for these. You may want to go through a few more sentences together with the class.
• With a stronger class, ask students to choose different reporting verbs rather than always using said and asked. Refer them back to the list on page 57. Note that there is more on reporting verbs in lesson 7E of this unit.
• In pairs, students complete the exercise.
She asked (him) why he was asking her. Ben asked (her) if / whether she had used it the previous day. Pat told him / said (that) she had, but she had put it back in his room. Ben said (that) it wasn’t there any more. Pat asked (him) if / whether he had looked properly. Ben told her / said (that) he had and asked (her) if / whether she would help him look for it. Pat told him / said (that) she couldn’t right then because she had to go out. Ben asked (her) where she was going. She asked (him) why he wanted to know. He told her / said (that) he was just curious and asked if / whether it was a secret. Pat told him / said (that) it wasn’t (a secret), but she would rather not tell him.

Exercise 9  page 73
• Students do the transformation exercise individually. They can compare answers in pairs before you check as a class.
2 Fred (that) she would phone him that night
3 whether Sue had ever been
4 if / whether he had had lunch
5 asked Ed what he

Extension
Write the following on the board and ask fast finishers to do the transformations:
1 a ‘Did your parents read my blog?’ Ben asked Amy, (if).
   b Ben asked Amy ______ his blog.
2 a ‘She said to us, ‘We won’t be seeing you next week’
   b She told us that ______ the following week. (us)
3 a ‘Alex, why are you blaming yourself?’ I asked. (he)
   b I asked Alex ______.
4 a ‘Don’t leave your bag there,’ he said to her. (not)
   b He ______ her bag there.
1 if her parents had read
2 they wouldn’t be seeing us
3 why he was blaming himself
4 told her not to leave
For further practice of Reported questions, go to:

Grammar Builder 7.2  page 127
1 1 Harry asked me why I hadn’t tidied my bedroom.
  2 Harry asked me when Kate was arriving.
  3 Harry asked me if I would like a cheese sandwich.
  4 Harry asked me why I was laughing.
  5 Harry asked me if he could use my rubber.
  6 Harry asked me what I thought I was doing.
  7 Harry asked me what I had been doing.
  8 Harry asked me if I would be needing a lift home that evening.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can report what people have said and asked.

7C Culture

Instant news

LESSON SUMMARY
Reading: an article about Twitter
Listening: an interview with a journalist about using Twitter
Speaking: talking about Twitter and other forms of networking
Topic: Culture

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and set exercise 9 for homework.

LEAD-IN 2-3 MINUTES
• Ask students: Do you often send text messages? Who do you send them to and for what purposes? Elicit answers.
• Ask: What are the advantages of such short messages? Are there any disadvantages? Elicit answers. You could elicit or explain the meaning of concise (giving only the information that is necessary and important; using few words); it will be useful for the listening task later.

Exercise 1  page 73
• In pairs, students exchange information about Twitter.
• Elicit ideas and note them on the board. If some information is uncertain or in dispute, put a question mark beside it but do not correct it at this stage.
Culture note – Twitter

Twitter was created by American web developer Jack Dorsey in 2006. By 2012, it had over 500 million active users making over 340 million tweets a day. Users can post tweets through the website interface, through apps for devices such as smartphones or on SMS.

Exercise 2 (2.29) page 73

- Students read the text first and then choose the correct words to complete the text.
- Play the recording for students to check their answers.
- Ask: What’s the word for a message posted on Twitter? (Tweet)
  What word is used for people who subscribe to your tweets? (Followers)
  What’s meant by ‘micro-blogging’? (Blogging on a very small scale)

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

Exercise 3 page 73

- Ask students to read out any parts of the text that confirm information on the board from exercise 1.

Exercise 4 page 73

- Read out the question. Ask students what they think some of the advantages and disadvantages of Twitter might be for a news journalist.
- Play the recording. Students listen for the general meaning.

Audioscript 2.30 page 73

Interviewer I’m speaking to Maggie Harwood, a TV journalist based in London. How do you use Twitter, Maggie?
Journalist When I wake up, the first thing I do is log on to my Twitter account and see what’s going on. If there’s any breaking news, like an accident, a disaster, or the death of a celebrity, the first place you’ll learn about it is on Twitter. I follow about 1,000 fellow journalists so there’s usually something interesting there.

Interviewer It sounds like an amazing way of communicating news.
Journalist Yes, it is, for sharing news, and sharing opinions. I see an interesting article about something, I post the link on Twitter and everyone can see it. And you can also ask for news, post a message like ‘Who knows about this or that’, and you’ll get lots of replies.

Interviewer What else do you like about it?
Journalist It teaches you to be really concise. You’ve only got 140 characters for each tweet, that’s maybe 25 to 30 words. It won’t let you over-run so you learn to lose unnecessary words and only include the most important information.

Interviewer It sounds like it’s a great tool for journalists, but…

Journalist Yes, it is.

Interviewer … are there any drawbacks to Twitter?
Journalist Yes, there are. The main issue is verification. How do you know what someone is tweeting is true?

Interviewer How do you do it?
Journalist Well, ultimately, you don’t. But you’ll usually find that if it’s an important news story, like an earthquake or a demonstration, lots of other people are tweeting the same kind of thing. You can also check who it is that’s tweeting by looking at their bio…

Interviewer What’s their bio?
Journalist Biographical information about them. Are they journalists themselves? You can also check their past tweets. Are they serious or messing around or – worse – spreading misinformation?

Interviewer People do that, do they, spread false information?
Journalist Yes, it happens. And also you can reply to the tweet and ask for more information. So there are ways of building up a picture of the person and getting a good idea if they’re reliable or not.

Interviewer Any other disadvantages?

Journalist Yes, the word limit of 140 characters means it’s difficult to analyse events properly or to give the context. Many events obviously can’t be summed up in twenty or so words. But that isn’t what Twitter is for.

Interviewer So you believe the pros far outweigh the cons?
Journalist Yes, I do. Twitter has had an enormous impact on journalism. It’s democratised the news.

Interviewer What do you mean by that?
Journalist With Twitter, you get lots of different voices and perspectives, instead of all the information coming from one or two big news agencies. And it isn’t edited or censored. So what you’ve got is lots of ordinary people reporting the news as they see it, and it’s free!

Yes, she does.

Exercise 5 (2.30) page 73

- Give students time to read the answer options carefully, underlining key words. Remind them to mark any answers that they think are correct and to eliminate any that they think are definitely wrong.
- Play the recording. Students choose the correct answers.

1 b 2 a 3 c 4 b 5 b

Exercise 6 page 73

- Students complete the collocations.
- Test comprehension by asking for translations or explanations.

1 picture 2 impact 3 context 4 news 5 misinformation 6 events

Exercise 7 page 73

- In pairs, students discuss and agree on the advantages and disadvantages and write two summaries.
- Ask some students to read out their summaries to the class.

Exercise 8 page 73

- Students ask and answer in pairs.

Extension

Ask students to try to compress the essential points from their answers about Twitter into a tweet of no more than 140 characters.

Exercise 9 page 73

- If students have access to computers, they may have time to start browsing through websites at the end of the lesson. Ask them to complete the project for homework.

Extra exercise

Read out the last part of the audioscript for exercise 4. Ask students if they agree that Twitter and other forms of modern communication have democratised the news and elicit specific examples if possible. Then ask: How could we contribute to citizen journalism? Students discuss the question in small groups and report back to the class.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand a text and an interview about the uses of Twitter. I can make a summary. I can talk about online networking.
The postal service

LESON SUMMARY
Reading: an article about the history of the UK postal service
Vocabulary: phrasal verbs with on, off, out and on
Speaking: talking about writing and receiving letters
Topic: Shopping and services

To do the lesson in 30 minutes, omit the lead-in. Exercise 6, the Grammar Builder activity and the Vocabulary Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES
- Write postal service on the board. Give students, in pairs, one minute to brainstorm all the words they can think of connected with the postal service. Tell them to list these as nouns, verbs and adjectives. Elicit their words and write them on the board.
- Ask: What sort of things come through the post in your household? and elicit a range of replies.

Exercise 1
- Students discuss the questions in pairs. Ask them to guess when the top picture was painted (probably around 1900).
- Get feedback from the class.

Culture note – The mail sorting process
When focusing on the second picture, point out that nowadays mail sorting is normally an automated process. It uses machines with optical scanners which can read addresses. It is only when addresses cannot be deciphered by the machine that items are sorted manually.

Exercise 2
- Tell students to read the four summaries. Check that they understand the meaning of revolutionise (to completely change the way something is done).
- Play the recording for students to listen to while they read.
- Elicit the answer and ask why the other options are not correct. Make sure students understand that although sentences a, c and d contain accurate information from the text, they only relate to particular parts of it – they do not give a summary of the text as a whole.

sentence b

Exercise 3
- Students read the text in detail to complete the task. Ask them to mark the parts of the text that give them the necessary information.
- Check answers as a class and ask students to explain how they arrived at their answers.

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

Extension
Ask comprehension questions, e.g. Imagine you lived in the south of England in the early 1800s. Why would you not want to get a long letter from Scotland? (Because you would have to pay for mail sent to you; the longer the letter and the greater the distance, the more it cost). Roland Hill was a Victorian – what does this mean? (He lived in the period when Victoria was Queen of England). What was the aim behind his idea of a single rate of postage? (to make the postal service cheaper and therefore accessible to everyone). Why were stamps needed? (to prove that a letter had been paid for). What's unusual about British stamps now? (They do not have the name of the country on them).

Exercise 4
- Working individually or in pairs, students look at the verbs in context and complete the matching task.

1 dragged on 2 set up 3 come up with 4 settled on 5 caught on 6 put up with

Exercise 5
- In pairs, students use dictionaries as necessary to explain what the phrases mean. With a stronger class, ask them to give these explanations in English. In a weaker class, they can explain in their own language.

(Possible answers)
1 People feared the arrival of the postman at their home (because they had to pay for mail they received).
2 He tried to force the Government to listen by repeatedly putting forward his ideas to them.
3 The post office fees were far too great for ordinary working people to afford.
4 It continued slowly and tediously for a very long time.
5 It seemed normal and unremarkable to everyone because they became used to it.
6 It had a huge effect on people’s lives.

Exercise 6
- Students scan the text to find the pronouns. To make this quicker, you can tell them which paragraphs to look in.
- Elicit other pronouns with some-, any- and no-. You could add pronouns with every- to this list. Choose some of these and ask students to use them in example sentences.

something (paragraphs 1 and 2); anyone (paragraph 5); no one (paragraph 6)
Exercise 3  page 76
- Go through the Learn this! box together. Focus on the examples and point out that the rules for reported speech apply. However, while we often leave out that after say and tell, these other verbs are nearly always followed by that.
- In pairs, students report the sentences. With a weaker class, focus on the verbs in brackets and elicit translations before students write.
  1 Matt reminded / warned Sue that the film started in ten minutes.
  2 Jessica pointed out / announced that she had already done her homework.
  3 Ross explained that he had been tired because he hadn’t slept well.
  4 Jim persuaded me / argued / explained that he wouldn’t have crashed if there hadn’t been ice on the road.
  5 Mandy complained / announced that Sally had lost her gloves.
  6 Beth claimed / insisted that Emma was wearing her scarf.

Exercise 4  page 76
- Give students time to read the sentences carefully.
- Play the recording. Students listen and match. Tell them to listen to the way the girl speaks as well as what she says.

Audioscript  page 76
  1 Please, please let me stay out late this evening.
  2 I don’t care what you say, I’m not coming home early.
  3 Look, I definitely won’t be home late this evening.
  4 No, you’re wrong. I didn’t get home late last night.
  5 OK, it’s true. I arrived home very late last night.
  6 As I said before, I’m going to be home late this evening.

Exercise 5  page 76
- With a stronger class, ask students to work individually or in pairs. Tell them to examine the structure that follows each of the reporting verbs in blue and then add the verb to the correct list in the Learn this! box.
- With a weaker class, go through the six structures in the box and make sure students are clear about the grammatical forms. Then look at the first two sentences, asking students to identify the structure that follows the reporting verb. Continue in the same way with the rest of the sentences if necessary.

  1 refuse 2 remind 3 deny 4 insist 5 congratulate sb on 6 suggest 7 insist

Exercise 7  page 75
- In pairs, students discuss the questions.
- As feedback, get them to ask and answer in open pairs across the class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand and react to a text about the history of the postal service. I can describe my own use of the postal service.

7E Grammar
Reporting verbs

LESSON SUMMARY
Grammar: reporting verbs and structures
Listening: an interview with a politician; short everyday conversations
Speaking: reporting things people say or said to you

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES
- Write the economy on the board and elicit a translation.
- Ask: What problems have there been lately in the world economy? Has our country been affected? Have the problems affected you or people you know? Discuss these questions with the class.

Exercise 1  page 76
- Read out the questions and encourage students to guess what the politician’s replies will be. Pre-teach public spending (money the Government pays for public services, e.g. relating to education, health care, defence, etc.).
- Play the recording. Students answer the questions.

Audioscript  page 76
Interviewer The economy is in a mess, isn’t it?
Minister Well, it’s true that the economy has not been performing well, but ...
Interviewer That’s because you have failed to make the necessary cuts in public spending, isn’t it?
Minister No, it isn’t our fault. We didn’t cause these problems. If you remember, the previous government left the national finances in a terrible mess, and we are doing our best to deal with it.
Interviewer So, you aren’t going to cut public spending?
Minister No, that would be very dangerous and deepen the crisis. We are going to cut taxes and create jobs. That will strengthen the economy and put us on the road to recovery.
She blames the previous Government. She promises to cut taxes and create jobs.

Exercise 2  page 76
- Students read the sentences and complete them with the reporting verbs. Check answers as a class.
  1 agreed 2 denied 3 reminded 4 warned 5 announced
7F Speaking

Photo description

LESSON SUMMARY

Listening: a response to a question
Vocabulary: phrases for handling difficulties when speaking
Speaking: describing a photo; giving opinions in answer to general questions
Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, combine the lead-in and exercise 1 as a brief class discussion, and omit exercise 7 if necessary.

LEAD-IN 2-3 MINUTES

• Write these questions on the board: Are there rules in your home about (a) how often you can go out? (b) where you can go? (c) how late you can stay out? If you have brothers or sisters, are the rules the same for them? What happens if you are late home? In pairs, students ask and answer the questions.
• Elicit responses from several students.

Exercise 1 page 77

• In pairs, students discuss the question. They should reach agreement on about five items and number them 1–5.
• Find out through a show of hands what the class considers to be the most common cause of arguments.

Exercise 2 page 77

• In pairs, students describe the photo. Remind them of the requirements of the oral exam: to define the place, the people and the actions performed by them.

Exercise 3 page 77

• You may want students to work with a different partner for this task. Students look at the photo and decide on the probability of the ten statements. Answers will vary, depending on students' interpretation of the photo.

Exercise 4 page 77

• Go through the Learn this! box together to remind students of the use of modals for speculating.
• Students write a sentence for each statement in exercise 3. Remind them that they must give reasons.
• Elicit one or two answers for each statement. Encourage students to answer directly rather than reading out what they have written.

Language note – Modals

If students are not confident about the forms that are used with modals, write the following sentences on the board and discuss the differences in meaning between them:
She might use her phone. (= Maybe she will do this in the future. / Maybe she does this regularly.)
She might be using her phone. (= Maybe she is doing this now.)
She might have used her phone. (= Maybe she did this. / Maybe she has done this.)
She might have been using her phone. (= Maybe she was doing this.)

Exercise 6 page 76

• Students complete the sentences. With a stronger class, ask them to do this without referring to exercise 5 or the Learn this! box. When they have finished, they should look back to check that they have used the correct forms.
1 to ground 2 not to copy 3 to stay out 4 on buying
5 show 6 to sit 7 going 8 for losing

Exercise 7 page 76

• In pairs, students talk about the topics. Encourage them to give details about the situations and the way they feel.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit the answer: I can report what people said in a variety of ways.

Grammar Builder 7.4 page 178-179

1 Andy offered to feed the cat.
2 Susannah apologised for being late.
3 Brenda accused Zoe of breaking her new smartphone.
4 Denise warned her son to stay away from the cliff edge.
5 The teacher requested that we should all put our pens down.
6 The doctor recommends that Sam takes more exercise.
7 The minister proposed that smoking be banned.

2 Audioscript 3.02 page 179

1 Mum Charlotte, did you do this? Look, this glass is broken.
   Daughter Yes, sorry Mum. I did it while I was washing up.
2 Sister Simon, please lend me your iPod.
   Brother I'm not sure. I might need it.
   Sister Oh, please, please. Just this once. I'll take great care
   of it.
3 Boy Did you see that? I played brilliantly today. I scored
   five goals!
   Girl Oh, listen to you. Anyone would think you were
   Lionel Messi.
4 Dad Well done, son. You played really well today.
   Son Thanks, Dad. It was a good match.
5 Brother Let's go to the cinema this afternoon.
   Sister Good idea. What's on?
   Brother There's that new comedy with Ashton Kutcher.
6 Woman Here, have a biscuit with your coffee.
   Man Thanks, but I won't. I need to watch my weight.
7 Boy Would you like to come to my party next Saturday?
   Girl I'd love to. Thank you very much.
8 Man Let me help you with that bag. I can carry it for you.
   Woman Thanks, but I can manage.
9 Man No really. Let me. It's no trouble.
2 She begged him to lend her his iPod.
3 He boasted of having scored five goals. / He boasted that
   he had scored five goals.
4 He congratulated his son on playing well. / He
   congratulated his son on having played well.
5 He suggested going to the cinema. / He suggested that
   they go to the cinema. / He suggested that they should
   go to the cinema.
6 He refused to have a biscuit with his coffee.
7 He invited her to come to his party the following Saturday.
8 He insisted on carrying her bag.
Exercise 5
- Point out to students that there are likely to be times when they are not sure what the examiner is saying or when they cannot immediately think of what to reply. Tell them not to freeze or panic. The phrases in this exercise will help them get around the difficulty.
- Students complete the phrases.
  1 mean 2 explain 3 say 4 know 5 words 6 What 7 something 8 kind 9 moment 10 thought 11 see 12 question

Exercise 6
- Play the recording. Students listen for the phrases.
- Play the recording again and ask students to pick out other phrases for giving a tentative answer (I don’t have any strong feelings about it, really. Having said that, … But then again …). Point out that although there is hesitation and uncertainty in this answer, it is still a good one.

Audioscript 3.03
Examiner Do you think young people should be allowed to stay out late? Candidate Um … I haven’t given that a great deal of thought before. I don’t have any strong feelings about it, really. … um … There’ll be times when it’s fine for teenagers to stay out late. Let me see, for example when they’ve been invited to a party at a friend’s house, and the parents know where he or she is, and they’re sure that they won’t … um, I’m not sure how to say it in English … that they won’t have problems or be in danger. Having said that, there are often times when it isn’t sensible or right for teenagers to be out late. To my mind it’d be silly to stay out very late when you have school the next day, but then again, I guess it’s OK once in a while.

I haven’t given that a great deal of thought before. Let me see, … I’m not sure how to say it in English.

Extension
Give students some practice with paraphrasing. Write these sentences on the board: I don’t trust politicians. She didn’t read the (warning) on the bottle. You need to use a (vacuum cleaner). I (downloaded) the video. To me, coffee tastes (bitter). Tell students to imagine that these are things they want to say, but they cannot think of the words in brackets. How could they express the idea to get their meaning across?

Exercise 7
- Students discuss the question in pairs, giving reasons.

Exercise 8
- Students take it in turns to do the exam task with their partner taking the role of the examiner.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt how to paraphrase and gain thinking time. I can speculate about a photo. I can give opinions in answer to a general question.

7G Writing analysis

Review
LESSON SUMMARY
Reading: a film review
Vocabulary: adjectives for describing a film
Topic: Culture
SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and in exercise 9 make a small selection of adjectives from the list.

LEAD-IN 3-4 MINUTES
- Ask students to think of a well-known film and to write a one-sentence summary describing it, without mentioning the title or naming any of the characters or actors in it.
- In groups, students take it in turns to read out their sentence. The others have to guess the name of the film.
- Groups decide which of the summaries was the best. Ask the person who wrote it to read it out for the class to guess.

Exercise 1
- Students ask and answer the questions in pairs. At the end, you could take a vote on the class’s most popular film.

Exercise 2
- Discuss the question with the class and make notes on the board.
- In addition to the basic elements given in the key below, students might suggest other information, e.g. about the film’s budget, the original source of inspiration for the story, the writer of the screenplay, the score (music), the special effects, any awards or nominations for awards, interesting facts about the director or actors, or the making of the film.

Most reviews will contain the following: title, type of film (genre), names of the director and main actors, the setting, an introduction to the main character(s), an indication of the story line, the reviewer’s opinions.

Exercise 3
- Students read the tip and identify the angle they would need to take in each of the exam tasks.
  A You were disappointed in a film that got rave reviews.
  B You enjoyed a film that you didn’t expect to like.
  C You really liked a film that your friends didn’t like.

Exercise 4
- Ask for a volunteer to read the first paragraph of the review.
- Elicit the answer to the question.

Exercise 5
- Students read the whole review, underlining the relevant sections.
  1 However, it received mixed reviews from the critics, and my friends weren’t impressed by it … My friends maintain that Carrey gives an unconvincing performance in the leading role, … Some critics were of the opinion that the story was far-fetched and silly, …
  2 … I was pleasantly surprised … I couldn’t disagree more; … I think they are missing the point.

Unit 7 89
Exercise 6  page 78
- Check that students understand the meaning of plot (the story line of a film, novel, etc).
- Students identify the paragraphs.
- Point out that when describing the plot, the writer just gives an idea of how the action is set in motion, without going into details that would spoil the story for the reader.

paragraph A  paragraph B  paragraph C

Exercise 7  page 78
- Ask students about the tense. When you have elicited the answer, remind them that the present simple is used in the same way when we are talking about a book, play or TV drama.

present simple

Exercise 8  page 78
- Students scan the text to find the adjectives. Elicit or explain what the adjectives mean.
- Ask students to go through the other words in the list, using dictionaries where necessary to find or check the meanings.
- Check comprehension of the less familiar words by giving translations and eliciting the English words.

entertaining, far-fetched, hilarious, light-hearted, serious, thought-provoking, unconvincing, well-rounded

Exercise 9  page 78
- Students think of examples for the adjectives. If time is short, make a selection of adjectives to consider, e.g. fast-moving, intricate, predictable, thought-provoking, clichéd, complex, two-dimensional, well-rounded.

Extra exercise
Ask students in pairs to think of two positive and two negative adjectives for these elements of a film: (a) the special effects, (b) the score, (c) the dialogue and (d) the ending.

Exercise 10  page 78
- In pairs, students choose a film and discuss the plot and characters, using language from the lesson.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I can understand and talk about a film review, I have learnt a variety of adjectives to describe the plot and characters in a film.

7G Writing task

Review

LESSON SUMMARY
Vocabulary: expressions for a film review
Writing: a film review
Topic: Culture

SHORTCUT
To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

LEAD-IN 2-3 MINUTES
- Write the heading Types of film on the board. Brainstorm words for film genres (e.g. romance, horror, science fiction) and write them on the board.
- Ask students to say which genre or genres they like best, and why.

Exercise 1  page 79
- Give students time to read the exam task carefully and to decide on a film that suits the angle they have to take.

Exercise 2  page 79
- Tell students to look at the chart and note down the facts that they know. If they have access to computers, they can do a bit of research on the Internet in class to add to their notes. If not, they can do this later at home.

Exercise 3  page 79
- Go through the list together. Take a particular film as an example and use it to elicit ways in which some of these sentences could continue. Make sure students understand what is meant by twist (an unexpected turn of events).
- Using several of these sentence openings, students make notes about the plot of the film they have chosen.

Exercise 4  page 79
- Ask students to divide the list into characters (action hero, anti-hero, hero / heroine, protagonist, side-kick, villain) and actors (comic actor, extra, star, leading role, romantic lead, star, supporting cast). Make sure students understand, for example, that the hero / heroine or protagonist of a film is the main character, while the star is the actor / actress who plays the main role. Similarly, the hero may have a side-kick in the film, who is played by a supporting actor.
- Elicit examples of characters and actors in particular films to demonstrate the meaning of the words.
- Students make notes about the characters in their film.

Exercise 5  page 79
- In pairs, students take it in turns to present their film to their partner, using their notes. Encourage them to comment on their partner's description of the plot and characters and to ask questions if anything was unclear.

Exercise 6  page 79
- Explain that in this context, reservations means slight doubts or criticisms that limit your support for something.
- Working individually or in pairs, students complete the sentences.
- Point out that only some of these sentences will be suitable for this particular task. Ask students to pick these out.
reservations praise pleasantly reviews made out expectations expected raved
Useful sentences for this task: 2, 4, 7, 8

Exercise 7  page 79
• Students plan their final paragraph.

Exercise 8  page 79
• Students write their review, using their notes and referring to the text on page 78 as a model.
• When they have finished writing, they check their work against the checklist.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt nouns and other expressions for writing about plot and character. I can contrast my opinions with those of other people. I can write a film review.
Get Ready for your Exam 7

Listening

Exercise 1  page 80
GET READY TO LISTEN
• In pairs, students discuss which shows they would like to see.
• Encourage them to give reasons for their choices and to ask their partner follow-up questions, e.g. Why don't you like musical shows? Don't you think piano recitals are boring?

Exercise 2  page 80
LISTENING EXAM TASK – SENTENCE MATCHING
• Students read the sentences. Ask them to underline key words and to write down any synonyms or related words that they can think of.
• Play the recording twice. After the first listening, students should assign the sentences they are sure of and cross them out on the list. They can then concentrate on the remaining options for the second listening.
• Check answers as a class.

Audioscript 3.03  page 80
1 See the latest in contemporary dance, inspired by visual art, being showcased at the Lyceum Theatre this weekend. The brilliant choreographer Michael Clark will present Who's Zoo - his exciting new production – and performances are free for those who apply in time. Admission is by ticket, which can be acquired online or in person at the theatre. So do take advantage of this rare opportunity to witness an amazing dance premiere at no cost.
2 When you hear the name Todd Barry, you know you are in for an evening of rare entertainment. This man has appeared on chat shows and stand-up shows too numerous to mention. Take the opportunity to see him live tomorrow for one night only at the Caroline Theatre on Broadway. His quick wit, smart one-liners and acute observations of everyday life will have you rolling in the aisles! Book tickets in advance at carolines.com. Tickets cost $27 for adults.
3 Add a little drama and amusement to your life this weekend. Cutting-edge director Daniel Fish highlights the work of the novelist David Foster Wallace in A Supposedly Fun Thing I'll Never Do Again. This highly entertaining dramatic piece gives the author's words to six actors in a different way every night. See it this weekend at the Chocolate Factory Theatre in Long Island at 8 p.m. Tickets cost an unbeatable $15. Book online or by telephone on 212-352-3101.
4 Sign up for a Broadway classic this Saturday. If you haven't seen it before, or even if you have, you will enjoy the devilish and delightful tale of murder, greed and corruption that is Chicago. Set in this notorious city during the Jazz-age Twenties, Chicago keeps the story moving with massive show-stopping song and dance numbers. The original choreography by the brilliant Bob Fosse and the now-classic score will hold you spellbound. Join the queue for a ticket – it's worth it!
5 Go off-Broadway for something totally different this weekend. This is not a traditional, story-driven production – there isn't even a stage for the performers or seats for the audience. Instead, Fuerzabruta is a full-on 360-degree experience – the action happens around, above and among you. The performance is completely non-verbal and uses music, dance, acrobatics and visual art to evoke a whole range of emotions, from humour to suspense to pure exhilarating joy. Book a ticket today from $75.

1 D 2 C 3 F 4 A 5 E

Use of English

Exercise 3  page 80
USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE
• Students complete the task.
• Check answers as a class. Ask students to explain why the other options are not correct.

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

Exercise 4  page 80
GET READY TO SPEAK
• Ask students which TV talent shows they watch. Do not ask any questions.
• Students discuss what they would do to audition for a talent show.
• Get feedback – it could be amusing and surprising.

Exercise 5  page 80
SPEAKING EXAM TASK – PICTURE DESCRIPTION
• Give students 15 seconds to look at the picture.
• Focus on the questions. Ask: Which question asks about the photo? (the first task and question 1) Which one asks you to express an opinion? (both 2 and 3).
• Give students 20 seconds of preparation time.
• In pairs, they talk it in turns to answer the questions. At the end, ask them to comment on their partner's answers.
Map of resources

8A Vocabulary and Listening
Student's Book page 81, Workbook page 65
Photocopiable Activity: 8A Eco-quiz (TRCD-ROM)

8B Grammar
Student's Book page 82, Workbook page 66
Photocopiable Activity: 8B Talking about ability (TRCD-ROM)

8C Culture
Student's Book page 83, Workbook page 67
Photocopiable Activity: 8C Meat free Mondays (TRCD-ROM)

8D Reading
Student's Book pages 84-85, Workbook pages 68-69
Photocopiable Activity: 8D Time to clean up the sky (TRCD-ROM)

8E Grammar
Student's Book page 86, Workbook page 70
Photocopiable Activity: 8E Relative clauses (TRCD-ROM)

8F Speaking
Student's Book page 87, Workbook page 71
Photocopiable Activity: 8F Charity choices (TRCD-ROM)

8G Writing
Student's Book pages 88-89, Workbook page 72
Photocopiable Activity: 8G Opinion essay (TRCD-ROM)

8 Review and Tests
Review 7-8 Student's Book page 90
Review 7-8 Workbook page 101
Photocopiable Activity: 8 Find out who ... (TRCD-ROM)
Student Self-Test Sheets 8, 1-3 (TRCD-ROM)
Unit 8 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam
Student's Book page 92
Workbook pages 73-74
Workbook page 96 Exam Challenge

iTools Unit 8

Teacher's Resource Disk (TRCD-ROM)
Interactive exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

8A Vocabulary and listening

Global warming

LESSON SUMMARY
Vocabulary: energy and the environment
Listening: teenagers talking about global warming
Speaking: describing photos and discussing different energy sources
Topic: Natural world

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 6. Vocabulary Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES

1. Write the word electricity on the board. Ask: Where does electricity come from? Give students a few minutes to think of as many sources as they can (e.g. coal, oil, natural gas power station, turf power station, nuclear power station, wind farm, solar power, hydroelectric power, tidal/wave power).
2. Alternatively, put students in teams. Write a list of fuel sources on the board, gapping some of the letters in the words, and ask students to complete the words as quickly as possible. Then ask students to say which are green or renewable forms of energy (wind, solar, hydroelectric, tidal).
3. Ask: How does your country compare with other countries in the EU for renewable energy? (The EU goal is to get 20 per cent of its energy from renewable sources by 2020. In 2010, the EU average was 12.4 per cent, and the UK figure was 3.2 per cent.)

Exercise 1 (page 81)
Students discuss the terms in pairs. Check answers as a class. With a weaker class, help students to work out the meaning of words by looking at the root of the words, e.g. globe – global, warm – warming, new – renewable.

1 global warming: the increase in temperature of the earth's atmosphere, caused by the increase of certain gases, especially carbon dioxide
2 renewable energy: a type of energy that can be replaced naturally, e.g. wind or solar
3 fossil fuels: fuel such as coal or oil that was formed over millions of years from the remains of animals or plants

Exercise 2 (page 81)
Students work individually or in pairs. With a stronger class, tell them to complete as much as possible before they use a dictionary.

1 solar / tidal / wave 2 solar / tidal / wave 3 solar / tidal / wave 4 coal / oil / biofuel 5 coal / oil / biofuel 6 coal / oil / biofuel 7 power 8 pylon 9 turbine 10 rig 11 mine 12 panel 13 footprint 14 change 15 CO₂ 16 greenhouse...
Language note – Carbon footprint

Your carbon footprint is a measure of the amount of carbon dioxide produced by your daily activities. It can also be used to describe the amount of carbon dioxide that a company produces. There are a lot of websites which will help you to calculate your carbon footprint. Try: footprint.wwf.org.uk.

Exercise 3

• Tell students to read the sentences a–i. Answer any vocabulary questions they may have.

• Play the recording, pausing after each speaker for students to find the answers. Play the recording a second time if necessary. Check answers as a class.

Audioscript 3.05

1 Henry I’ve absolutely no doubt that global warming is happening and that it’s causing the world’s climate to change. Just look at the number of irregular weather phenomena in recent years – hurricanes, storms, floods, drought, and so on. It’s beyond doubt – to my mind anyway – that it’s caused by human activity. It’s imperative that we act now to prevent it getting much worse. Governments should invest massively in renewable energy, set up wind farms, tidal barrages, and so on. And don’t fall into the trap of thinking that nuclear energy is the answer to our problems, because there’s the problem of disposing of the nuclear waste.

There are lots of ways to reduce your own carbon footprint too. But to make a real impact on global warming, we have to make radical changes to the way we live. For one, we should travel less. Don’t go abroad on holiday. And if you have to travel, avoid flying if you can use a train or coach instead. Second, become a vegetarian. Meat production causes global warming. How? When farm animals digest food, they release vast amounts of methane, which is a very potent greenhouse gas.

2 Millie I must say I’m a bit of a global warming sceptic. I know I’m in a minority, but I do think people exaggerate the problem. I agree that the earth is getting warmer but I’m not 100 per cent sure that human activity is entirely responsible for it. I think there are natural processes at work too. In the past, the earth has been much hotter – and much colder – than it is today, and that had nothing to do with us. And anyway, I don’t think there’s a great deal we can do about global warming. Governments waste huge amounts of money on inefficient renewable energy schemes, like installing wind turbines and solar panels. Of course we should try to conserve energy, and avoid polluting the atmosphere and oceans, but you can’t persuade people to change the way they live. Basically, I don’t think we should worry too much about climate change. We just have to learn to live with it.

3 Zak The vast majority of scientists have linked the increase in the earth’s temperature with CO₂ emissions, so I guess it must be true. The problem is what to do about it. It’s all very well for us in the developed world to say we must cut carbon emissions and rely less on fossil fuels. We’ve already benefited from centuries of economic growth based on high energy consumption. What about India and China? They are going through a kind of industrial revolution, as we did. What right have we to tell them what to do? Especially if we don’t practise what we preach. I think it’s down to each of us to do our bit: use public transport to get to school and work, insulate our homes, reuse and recycle. Every little bit helps. As for what the government should do, personally I think the answer is to build more nuclear power stations. We’ll have used up all the natural resources like coal, gas and oil by 2100, so I think we’ll have no choice anyway.

b, d, h 2 c, f, i 3 a, e, g

Extension

Have a class discussion on global warming. Write the following statement on the board. We do not need to worry about global warming and climate change as they are greatly exaggerated. Allow students to give their opinions on the topic. Take a vote by asking: Do you agree or disagree?

Exercise 4

• Students work in pairs to complete the collocations. Play the recording again for students to check their answers.

1 renewable energy 2 nuclear waste 3 your carbon footprint 4 energy 5 the atmosphere and oceans 6 wind turbines or solar panels 7 carbon emissions 8 fossil fuels 9 natural resources

Extension

• In small groups, students think of another phrase which collocates with each of the verbs in exercise 4.

• Check answers as a class.

(Possible answers)

Invest in a company, dispose of rubbish, reduce your speed, conserve water supplies, pollute rivers, install new software, cut spending, rely on a friend, use up all your money

Exercise 5

• Tell students to look at the photos. Ask: What can you see? (a power station that is emitting smoke and steam; a wind farm) In pairs, students discuss the questions.

• Ask a few students to repeat their descriptions to the class.

(Possible answers)

a Advantages of fossil fuels: fairly cheap, still readily available; disadvantages: polluting, damaging to the land when extracted

b Advantages of nuclear energy: clean, uses limited resources; disadvantages: expensive to install and decommission, danger of contamination

c Advantages of renewable energy: clean, endless supply; disadvantages: can be expensive to harness, supply is variable

Exercise 6

• Refer students to the examples. Tell them to look back at the statements in exercise 3 and discuss them with a partner.

• Ask a few pairs to give their opinions on different statements to the class.

Extra activity

Tell students to choose the sentences they disagree with in exercise 5. Ask them to rewrite the sentences so that they reflect their opinion, e.g. We can persuade people to live greener lives. Ask different students to read out some of their sentences to the class.

For further practice of Wildlife and endangered species, go to:

Vocabulary Builder 8.1

1 1 the wild 2 threats 3 habitat 4 poaching 5 conservation 6 reserves 7 breeding 8 captivity 9 extinction

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about global warming. I can talk about ways of preventing global warming.
8B Grammar

Talking about ability

LESSON SUMMARY
Grammar: talking about ability in the past, present and future
Reading: an article about an eco-protester
Speaking: talking about personal achievements and abilities

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercise 6 together as a class. The Grammar Builder activity can be set for homework.

LEAD-IN 1-4 MINUTES
- Write two headings on the board: Two years ago and Now. Write a sentence about yourself under each heading using could and can, e.g., I couldn't play the guitar. I can play the guitar.
- Ask students to make similar sentences about themselves.
- Change the first heading to When I was five years old and repeat the exercise.

Exercise 1
- Students work in pairs to underline the ability expressions.
  1. wasn't able to prevent
  2. could supply
  3. can generate
  4. managed to cut
  5. can't help
  6. couldn't find
  7. could smell
  8. isn't able to cut

Exercise 2
- Go through the Learn this box together.
- Read out the first sentence in exercise 1 and ask students to match it with one of the rules.
- Students complete the exercise individually. Check answers as a class.

Present ability: can - sentence 3; be able to - sentence 8
Ability in the past: could - sentence 2; managed to do / Succeeded in doing: sentence 4; couldn't - sentence 6; could with verbs of perception: sentence 7
Ability in the future: will be able to for ability in the future: sentence 1 can / will be able to for future arrangements: sentence 5

Exercise 3
- Students work individually to choose the best answers from the options given. Remind them that in some cases both answers are correct.
- Check answers as a class.
  1. couldn't hear
  2. Can you / Are you able to
  3. can't
  4. couldn't / wasn't able to
  5. Can you / Will you be able to
  6. managed to

Exercise 4
- Write the gapped sentence for the first item: I ___ when she left school. Write the key word (managed) next to it. Read out the full sentence (Jo was able to find a job when she left school) and ask a volunteer to come to the board and complete the sentence. Remind students that they must include the key word each time.
- Students work individually. They then compare answers in pairs. Check answers as a class.
  1. managed to find a job
  2. might be able to ring
  3. not being able to
  4. succeeded in getting a place
  5. couldn't go to school
  6. could see the house

For further practice of Talking about ability, go to:

Grammar Builder 8.1

Exercise 5
- Point to the picture and ask students what the person is doing, and why.
He's lying in a tunnel and holding a torch. He's an eco-protester protesting against a road-building project.

Culture note – Eco-protests
The eco-protest movement can be traced back to the 1960s and 1970s when groups such as CND (the Campaign for Nuclear Disarmament) and Greenpeace (who campaign on a variety of environmental issues, including whaling and global warming) were formed. Taking their inspiration from these early protest groups, environmental direct action groups began to form in the early 1990s. In the UK, groups such as Earth First! organised camps of protesters at the site of road-building projects in order to prevent the work from going ahead. Supporters built tunnels under the ground and chained themselves to trees or digging equipment. In some cases, they successfully prevented the building of major roads. In other cases, little was achieved, although projects were often severely delayed and many protesters were arrested.

Exercise 6
- Students work in pairs to complete the text. Check answers as a class.
  1. can
  2. managed to
  3. couldn't
  4. didn't succeed
  5. managed
  6. be able to
  7. manage to / be able to

Exercise 7
- Give students a few minutes to think about the things they are going to talk about. Go round the class and monitor the activity to check that students are using the target language correctly.
- Ask students to tell the class about their partner.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers. I have learnt about eco-protests. I can talk about ability in the past, present and future.

8C Culture

Feed the world

LESSON SUMMARY
Reading: an article about global food shortages
Listening: a talk about vertical farming
Vocabulary: prefixes: anti-, under-, multi-
Speaking: arguing for and against a topic
Topic: Natural world

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercises 1 and 2 together as a class.
LEAD-IN 2-3 MINUTES

- Write these numbers on the board: 500 million, 20 billion, 5 billion, 7 billion. Ask students which figure represents the current world population (7 billion). Take a vote for each figure.

- Ask a student to write the correct number in full on the board (7,000,000,000). If you have access to the Internet, you can look up the exact figure on this website: http://www.census.gov/main/www/popclock.html.

- Ask students to guess the predicted population for 2050 (9 billion).

Culture note – Feed the world

The title of the lesson Feed the world refers to a charity record by a group of celebrity musicians called Band Aid. It was released in 1984 and became a Christmas Number 1 hit. Two further versions were made in 1989 and 2004 with different musicians. All proceeds from the singles went to support anti-poverty efforts in Africa.

Exercise 1 (page 3) 0.6

- With a stronger class, ask students to read the heading of the first paragraph (Solving the food crisis) and predict what the text will be about. With a weaker class, check if they know the meaning of solve (to find a way of dealing with a problem or difficult situation) and crisis (a time of great danger, difficulty or confusion when problems must be solved or important decisions must be made).

- Students discuss the questions in pairs. Ask a few pairs for their answers. Students read the text. Check answers as a class.

1. weather, insects and natural disasters
2. health risks and damage to other plants that grow near GM crops
3. more meat

Exercise 2 (page 7)

- In pairs, students scan the text quickly to find the numbers. They should highlight the numbers in the text and then decide what they refer to.

- Check answers as a class.

1. the number of people who go to bed hungry
2. the date when the population will reach 9 billion
3. 1 hectare of indoor land = 5 hectares of outdoor farmland
4. seven kilos of corn is needed to make one kilo of beef
5. the amount of food wasted in the UK every year

Extra activity

Divide the class into four groups. Give each group one of the four solutions mentioned in the text (GM crops, Vertical farming, Eat less meat, Increase aid). Tell them they are going to take part in a debate and will attempt to convince the rest of the class that their solution is the best. Give them a few minutes to prepare arguments to support the solution they have been given. Each group chooses two speakers to present their arguments. When they are ready, each pair of speakers puts forward their arguments for two minutes.

At the end, take a class vote on the best solution.

Exercise 3 (page 8)

- Go through the Learn this! box together. Check the pronunciation of anti-/æntɪ/ and multi-/ˈmʌltɪ/. Tell students that there is an example of each prefix in the text. Students see who can find the examples first. The first student to do so should raise their hand.

- Point out that some words with these prefixes are hyphenated but others are not. There is no rule and students need to learn each word individually.

- In anti-GM protesters, undernourished, multi-storey

For further practice of Prefixes with particular meanings, go to:

Vocabulary Builder 8.2 (page 14)

1. I misunderstood what you said.
2. Last weekend we took part in an anti-war demonstration.
3. He's an ex-policeman.
4. You shouldn't overeat.
5. This meat is undercooked.
6. My dad was born in the post-war era.
7. The National Health Service is underfunded.
8. If you didn't understand it the first time, reread it...
9. The children are misbehaving.

Exercise 4 (page 13)

tell students to look again at the paragraph on vertical farming in the text and find two advantages (year-round crops, easily feed whole cities).

- Students listen to the recording to identify which countries are mentioned, and why. With a weaker class, play the recording once for students to identify the countries. Write the countries on the board.

- Play the recording again for students to identify the reasons.

Audioscript (page 15)

Dr Samuel Friedman Vertical farming isn’t actually a very new concept. The idea has existed since at least the 1950s. However, it is only recently that we have begun to seriously explore the idea, and put it forward as a solution to the world food crisis. So what has vertical farming got going for it? At present, over 80 per cent of the world’s land that is suitable for farming is already being used. In order to grow enough food to feed the nine billion people who will be living on our planet in the middle of the 21st century, we’ll need TEN million more square kilometers of land — that’s an area 20 per cent bigger than Brazil.

The buildings used for vertical farming won’t take up much space because they are tall — they’re skyscrapers. They can be built in the middle of cities, where all the people are. The food would be on people’s doorsteps, almost literally, so transport costs are minimal. That’s great for helping to combat global warming and climate change.

Another advantage is that all food could be grown organically. The crops would need less water than traditional ones because all the water is recycled. All the nutrients are recycled too. The only thing that actually leaves the building is the produce, the food.

Vertical farming would create jobs too. Imagine the small businesses that would spring up around these farms — for packaging, distribution, catering, and so on — they would employ thousands of people.

Where is it likely to happen? Who will benefit most from it? First and foremost, countries that don’t have agriculture: cold countries, like Greenland and Iceland, and hot desert countries, like Saudi Arabia. You would have sealed buildings in these places with an artificial climate — artificially warm in Iceland, artificially cool in a hot country.

The social benefits are amazing... everybody gets good, healthy food. People have reacted really well to this idea — I think the idea’s about to develop into reality.

Brazil — to compare it with the area of land needed to grow enough food for 9 billion people

Greenland and Iceland — as examples of cold countries without agriculture

Saudi Arabia — as an example of a hot country without agriculture
Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about world food shortages and some possible solutions to the problem. I can talk about the world food crisis.

8D Reading
The final dumping ground

LESSON SUMMARY
Reading: an article about rubbish in space
Vocabulary: words with a similar meaning; words related to space
Speaking: ranking a list in order of importance
Topic: Natural world

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief and do exercises 3 and 4 together as a class. The Vocabulary Builder activities can be set for homework.

LEAD IN 3-4 MINUTES
- In groups of four, students make a list of as many different things as they can think of that can be found in space. They should think about man-made objects as well as natural objects (e.g. planets, stars, asteroids, meteorites, rockets, satellites, the Hubble Space Telescope, pieces of rocket or satellite, small pieces of metal and plastic).
- Ask one student from each group to read out their list. Give one point for each correct answer. The group with the most points is the winner.

Exercise 1 (page 84)
- Tell students to look at the photos and ask them what they show (a space station, space debris, wreckage from a spacecraft). In small groups, students discuss the question. Ask groups to share their answers with the class.

Exercise 5 (page 83)
- With a weaker class, go through the questions with students and help them with vocabulary if necessary. With a stronger class, ask students to answer the questions before they listen again.
- Play the recording again. Check answers as a class.

Exercise 6 (page 83)
- Write the words on the board and brainstorm ideas with the class. Write brief notes (e.g. the cost of building skyscrapers for vertical farming would be very great, the variety of food grown there might have to be limited, many farmers would be forced out of business). Students work in pairs to develop the arguments.

Exercise 7 (page 83)
- Refer students to the examples. Students work in pairs to argue for and against the topic. Ask a few students to tell the class their main arguments. With a stronger class, ask Student A to describe Student B’s arguments and vice versa.

Exercise 2 (page 84)
- Tell students to read the text quickly and not try to understand every detail. Give them a time limit of three minutes. Check answers as a class.

Space junk refers to rubbish orbiting in space. It is made up of pieces of rockets and satellites, as well as tiny particles of paint and other material. It could damage a spacecraft or injure somebody on Earth if it re-enters the Earth’s atmosphere.

Exercise 3 (page 84)
- Complete the first gap together as a class. Tell students to read the first paragraph and predict what the missing sentence could be about (a dangerous situation for the six astronauts). Ask: Which sentence can fit into the gap? (sentence D). Tell students to look closely at the sentence before and after the gap. Ask them to identify the words which link sentence D with the surrounding text. (They – the six astronauts; escape capsules – the International Space Station.)
- Students work in pairs. Check answers as a class.

Exercise 4 (page 85)
- With a weaker class, go through the first question together, and remind students that the questions are in the same order as the task.
- Students work in pairs to answer the questions. Check answers as a class. Ask students to say why the false answers are incorrect.

1 F (They didn’t return to Earth.)
2 T
3 F (Not all space junk burns up, and the junk that does so burns up in the Earth's atmosphere, not the Sun's.)
4 F (She wasn't injured.)
5 F (Little bits of burning debris fell to Earth.)
6 F (It is feared that we might not be able to use low-Earth orbit in the future.)

Extra activity
Students work in pairs. Tell them to look back at the text and then write two statements about it. They show their statements to their partners, who must decide whether they are true or false.

Exercise 5 (page 85)
- Students work individually to find the words in the text. They may need to use their dictionaries.

Exercise 6 (page 85)
- Check that students understand the meaning of the words. You could give a translation where possible and ask students to tell you the English word.
- In small groups students rank the items in order of size. Check answers as a class.

Vocabulary Builder 8.3 (page 141)

1 1 damage 2 harm 3 hurt 4 injure 5 wound 6 wound
2 1 harming 2 damaged 3 hurt 4 wounded 5 injuring

For further practice of Words with similar meanings, go to:
meteorite, asteroid, moon, planet, star, constellation, solar system, galaxy, universe.

The three in the text are planet (paragraph 1), meteorites (paragraph 3), and Moon (paragraph 5).

Exercise 7  page 85
• Students remain in their groups. Point out that they need to weigh up both the likelihood of the event and the potential damage. Tell them there is no correct answer and encourage them to argue different opinions before coming to an agreement. Go round the class checking that all members of the group participate and that they reach an agreement.

Exercise 8  page 85
• Make sure that students give reasons for the order they have chosen. With a stronger class, encourage other students to ask about their decisions. Try to reach a consensus for the whole class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about space junk. I can express my views about extra-terrestrial events.

8E Grammar

Relative clauses

LESSON SUMMARY
Grammar: defining and non-defining relative clauses
Speaking: making sentences with relative clauses

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and keep exercise 1 brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES
• Write the following sentences on the board:
  There's the boy whose parents were on TV.
  This is the book I was telling you about.
  I've got a friend who lives in New York.
  I still live in the house I was born.
Underline the relative pronouns which, who, where and whose. Ask students to complete the sentences.
• Write sentence beginnings on the board, e.g.: This is the place..., I read the book..., He's the man..., Those are the people..., Ask different students to complete the sentences using a relative clause.

Exercise 1  page 86
• Ask different students to read out the quotes. Help them with vocabulary as necessary.
• Ask students to name some other charities. Write some on the board and ask them what type of work these charities do (e.g. Oxfam works to help reduce the effect of poverty around the world; the World Wide Fund for Nature campaigns for endangered species and conservation issues; Médecins Sans Frontières provide medical care in emergency situations such as famines or natural disasters).

Exercise 2  page 86
• Go through the Learn this! box together. Check students' understanding. Ask: What are the main differences between defining and non-defining relative clauses? (A sentence with a non-defining relative clause would make sense even without the non-defining clause. We use commas with non-defining relative clauses. A sentence with a defining relative clause does not make sense without the defining relative clause. We can omit which or who in defining relative clauses if which or who is the object of the defining relative clause, or we can replace them with that. We do not use commas with defining relative clauses.)

1 defining: I'm raising money for people whose homes were destroyed in last year's floods. The charity which I support raises money for children who are seriously ill.
non-defining: I support a charity called Anti-Bags, which encourages people to stop using plastic bags. I donate to charities dedicated to helping people in drought-affected areas, who are at risk from starvation and disease.
2 The charity which I support...
3 The charity which I support...

Exercise 3  page 86
• Students complete the exercise individually. Check answers as a class.
• The man who's wearing a tie is my uncle.
• Space junk is a problem which is getting worse.
• I've got a friend who lives in Japan.
• Solar energy is an idea whose time has come.
• Who did you dance with at the night club? With whom did you dance at the night club?

For further practice of Relative clauses, go to:

Grammar Builder 8.2  page 129

1 1 I know a lot of people who are opposed to wind farms.
2 Tom works in a factory where they make solar panels.
3 From here you can see the enormous wind turbine which we were protesting about.
4 I met some eco-protesters who the police were trying to evict.
5 I support a charity which campaigns against the use of fossil fuels for energy generation.
6 I found a piece of space junk which hadn't burnt up in the Earth's atmosphere.
7 That's the nuclear power station where my dad has been working for the past five years.

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

3 1 Fossil fuels, which are found deep underground, are not a renewable source of energy.
2 Shale gas, which is gas trapped in shale formations, is becoming an increasingly important source of natural gas.
3 There are many types of renewable energy, which governments are investing in.
4 People in industrialised countries, who have already benefited from years of economic growth, should be the first to reduce carbon emissions.
5 Farm animals release a lot of methane, which is a very potent greenhouse gas.
6 Nuclear power stations produce a lot of radioactive waste, which is difficult to dispose of.
7 The Intergovernmental Panel on Climate Change (IPCC) is an international organisation, whose aim is to assess the impact of climate change.
Exercise 4  
- Students complete the exercise individually. Check answers as a class.

  1. Here's the money (that) I owe you.
  2. I run three times a week, which keeps me healthy.
  3. I made Joe a sandwich, which he ate at once.
  4. I live in a village called South Milton, which has a population of 600.
  5. We look after stray dogs whose owners can't be traced.

Exercise 5  
- Go through the Learn this! box together. Ask students to say the sentences with the full relative clause. (e.g. The charity protects animals which are facing extinction. Global warming is mostly caused by CO2 which is emitted by power stations.) I support a charity called Anti-Bags, … I donate to charities dedicated to helping poor people …

Exercise 6  
- Students work in pairs. Check answers as a class.

  1. People working for private companies usually get paid more than those in the public sector.
  2. Is that your dog making a mess on the lawn?
  3. This self-portrait, painted by van Gogh in 1889, is one of his finest.
  4. I saw a young girl stealing a CD.
  5. We visited a castle built in the sixteenth century.
  6. I only eat food made with fresh ingredients.

For further practice of Shortened relative clauses, go to:

Grammar Builder 8.3  
2. The police have arrested the woman seen shoplifting on CCTV.
3. I've got a photo of my granddad driving an old Mercedes.
4. The main living next door was a climate change scientist.
5. I live in a farm house built in 1855.
6. I can't find the address book containing all my friends' contact details.
7. The insurance company have replaced the vase broken by the removal men.

Exercise 7  
- Go through the first prompt together as an example. Suggest an ending for the sentence, e.g. Last week I met someone who knows my cousin, and then ask students to suggest alternatives. Students work in pairs to complete the remaining sentences in different ways in one minute.
- Ask different students to say some of their sentences.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can recognise and use relative clauses in written and spoken English.

8F Speaking

Stimulus description

LESSON SUMMARY
Listening: expressing an opinion
Speaking: expressing and justifying opinions
Vocabulary: justifying opinions
Topic: Travel and tourism

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and omit exercises 6 to 8. The Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES
- Write the word recycling on the board. Ask students what it means.
- In groups, students make a list of items that can be recycled. Give them three minutes to write their list.
- When the time is up, ask one student from each group to read out their list.

(Possible answers)
glass, paper, cardboard, plastic containers, food cans, drink cans, clothes, electrical items

Exercise 1  
- Ask students to look at the three posters and compare their visual appeal.

Exercise 2  
- Ask a student to read out the task. Then read out the Exam tip. Students listen to the recording before answering the question.

Audioscript  

Candidate I think the best poster encouraging people to recycle would be the third one. The reason I'd go for that one is that it's quite serious. What's more, it gives a lot of information about what exactly can be recycled: different metals and so on. That's very useful information. I wouldn't choose the first poster because it doesn't give very much information. And I also think it looks rather boring. It wouldn't appeal to teenagers of my age. Moving on to poster two … I don't think poster two is a good choice because it isn't serious enough. Um, so, to sum up, I'd go for the third poster, because it would have a greater impact and be more effective.

Exercise 3  
- Explain that these are all useful phrases that can be used when justifying an opinion. Students work individually to complete the phrases. Check answers as a class.

   1. believe 2. main 3. thing 4. Another 5. reason 6. top

Exercise 4  
- Students work in pairs. Remind them that it is important for them to be able to justify their opinions. When they have finished speaking, ask one or two students to give their opinions to the class.

Exercise 5  
- Before they listen, tell students to read the questions. With a weaker class, play the recording twice. Students compare answers in pairs. Check answers as a class.

Audioscript  

Examiner What can be done to improve the environment where you live? Candidate Well, I live in a big city, and I do think they should ban cars from the centre. That would be a really good move. Why do I think that? Well, first of all, it would improve the air quality a lot. Let me give you an example. When I go to school in the morning, the exhaust fumes from all the cars are awful. You can hardly breathe! On top of that, banning cars would make the streets a lot safer. At the moment, I don't cycle to school because it's too dangerous. But if there were fewer cars on the streets, I would cycle. Another thing they could do is plant more trees. They could plant them in the main square, for example. The main reason is that they would make the city look nicer. But another reason is that we really do need more trees in the world because they absorb carbon dioxide and so help stop global warming.
1 Why do I think that? On top of that; another reason; The main reason is that; (But) another reason is that
2 The candidate thinks cars should be banned from the city centre. To support this argument he says: When the candidate goes to school in the morning the exhaust fumes from all the cars are awful and he can hardly breathe. Banning cars would make the streets a lot safer and he would cycle to school. His second argument is that they should plant trees in the city centre. Trees would make the city look nicer. They also absorb carbon dioxide.

Exercise 6 3.10 (page 87)
• Go through the Learn this! box together. Play the recording again while students listen for the two examples of do/did for emphasis.

I do think they should ban cars from the centre; we really do need more trees in the world

Exercise 7 (page 87)
• This is another opportunity for students to practise using the justifying language from exercise 3. Students work in pairs. Go round the class and monitor to make sure they are using the phrases correctly.

Exercise 8 3.11 (page 87)
• Play the recording twice so that students get the idea of emphasising the words do or did.
1 We've got bins for recycling paper but we do need to recycle glass too.
2 I'm all for cutting our carbon footprint but I do think the Government should come up with some better ideas.
3 We didn't install double glazing, but we did insulate the loft.
4 It isn't easy to save energy, but we do have to try.
5 The Government didn't cut carbon emissions, but it did promise to invest in renewable energy.
For more practice of do and did for emphasis, go to:

Grammar Builder 8.4  (page 130)
1 You didn't get much sleep last night. Do go to bed early tonight.
2 It's a very important meeting. Do be on time!
3 I don't much like him, but I do like his brother.
4 We did enjoy the play.
5 I do like your new top!
6 Do be quiet, will you?
7 I didn't cook the meal but I did do the washing-up.

Exercise 9 (page 87)
• Tell students to write notes, not a speech. One minute is quite a long time to speak, so they probably need five or six points to talk about.

Extra activity
Students work in pairs. Tell them to look back at the text and then write two statements about it. They show their statements to their partners, who must decide whether they are true or false.

Culture note – Plastic bags
Plastic bags are a major source of pollution on our planet as they take up to 500 years to biodegrade. Every year, Americans throw away 100 billion plastic bags (which is the equivalent of dumping 12 million barrels of oil). The following countries have banned plastic bags: Australia, Belgium, Bhutan, Botswana, China, Eritrea, Ethiopia, Germany, India, Italy, Japan, Kenya, Malta, Papua New Guinea, the Philippines, Samoa, Singapore, Somalia, South Africa, South Korea, Sweden, Turkey, Uganda and Zanzibar. Many other countries have a tax on the use of plastic bags instead.

Exercise 10 (page 87)
• Students do the exam task. Remind them that it is important to justify their opinions.

Extra activity
Ask students to design a poster for recycling in their town or school. Tell them to concentrate on the areas that they think are the greatest problems. Students work in groups to design and create the posters. You could display them on a classroom wall.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about recycling. I can discuss a topic and justify my opinions.

8G Writing analysis

Opinion essay

LESSON SUMMARY
Reading: an opinion essay on the topic of environmental impact
Writing: a concluding paragraph
 Topic: Natural world

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercise 2 together as a class.

LEAD-IN 2–3 MINUTES
• Write the word pollution on the board. Ask students: What are the main types of pollution? (air pollution, water pollution, soil pollution, noise pollution) and write them on the board.
• Ask: What causes the different types of pollution? (air pollution – vehicles, factories, fires, volcanic eruptions; water pollution – rubbish, chemicals, human waste; soil pollution – mining, farming, household dumping, chemical waste; noise pollution – traffic, airports, factories, construction, rock concerts).
• Students discuss the question in pairs.
• Ask different pairs to feedback to the class.

Exercise 1 (page 88)
• Ask different students to read the exam questions to the class. Tell them to scan the essay quickly to find the answer.

exam question c
Exercise 2  
- Ask students to read the first paragraph and find the section where the author gives their opinion (My view is that it is possible to care for our world and at the same time improve our standard of living). Students work in pairs to complete the task. Check answers as a class.

Paragraph 1: It's worth acknowledging ... improve our standard of living.
Paragraph 2: Firstly, it's important to recognise ... to dispose safely of most hazardous waste.
Paragraph 3: Secondly, we must bear in mind ... and can therefore act more wisely.
Paragraph 4: Some people argue ... we are able to recycle many non-renewable materials.
Paragraph 5: All things considered, ... to avoid the mistakes of the past.

Exercise 3  
- With a weaker class, make sure that students remember the meaning of the various expressions, and know how to use them.

Introducing additional points: We should also remember that, Moreover, ...
Introducing contrasting points: That said, ...

Exercise 4  
- Tell students that there are several different possible answers for most of these pairs of sentences. Encourage them to use a variety of the expressions. Students work individually to complete the task. Check answers as a class.

Students' own answers

Extension
Tell students to choose two of the expressions for introducing additional points and two for introducing contrasting points from exercise 3. Write the following sentence on the board: I believe we must solve our economic problems before we consider environmental issues. Ask students to write a follow-up sentence using each of their chosen phrases (eg. What is more, we will need economic stability and growth in order to be able to afford to tackle the wide-ranging environmental problems facing the modern world). When they have finished, ask individuals to read out some of their sentences.

Exercise 5  
- Read out the tip to the class. Then tell students to look at the final paragraph of the essay and find the items listed in the tip.

Concluding phrase: All things considered, ...  
State opinion: I really do think ...  
Concede opposing opinion: While a little damage may be inevitable, ...  
Repeat strongest argument: We now have the knowledge and technology to avoid the mistakes of the past.

Exercise 6  
- Make sure that students understand that they must give the opposite opinion to the essay writer. Tell them to choose a concluding phase and write their paragraph. With a weaker class, ask students to suggest ideas for the conclusion and write one or two on the board.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about paragraphing, introducing additional points and introducing contrasting points. I can write a concluding paragraph.

8G Writing task

Opinion essay

LESSON SUMMARY
Writing: an opinion essay
Topic: Natural world

SHORTCUT
To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

Exercise 1  
- In pairs, students take a minute or two to choose the essay title they want to answer.

Exercise 2  
- Go through the Exam tip together. Explain that referring to and countering opposite opinions can help to strengthen your own argument. Students work in pairs to note down ideas for and against the opinion.
- When they have finished, tell them to work with another pair who have chosen the same essay title. They should compare ideas and see if they can add anything to their lists.

Exercise 3  
- Point to the plan in exercise 2 on page 88, or copy it on the board. Tell students to write notes or ideas, not full sentences.

Exercise 4  
- Students work individually to complete the phrases. They compare answers with a partner. Check answers as a class.

1 arguing 2 to say 3 to recognise 4 acknowledging 5 to deny 6 to say 7 to point to 8 pointing out

Exercise 5  
- Students choose the most appropriate phrases from exercise 3 on page 88.

Exercise 6  
- Draw students' attention to the example phrases and refer them back to the opening paragraph of the essay on page 88.

Exercise 7  
- Students expand their notes from exercise 3 to write full paragraphs. As they are working, go round the class checking that they are using the target expressions and phrases correctly.

Exercise 8  
- Point to the Exam tip on page 88 and, if necessary, read it out again. Remind students to use a concluding phrase from exercise 6.
Exercise 9

- Students may need help with the process of cutting or expanding their essay. Be prepared to answer any questions they have and make suggestions for what action to take.

Exercise 10

- You could ask students to check their partner’s work. Make sure that they do this constructively. They can make pencil marks on their partner’s essay and then discuss the corrections that are needed.

Exercise 11

- Students write out a final draft of their essay, making sure that the word count is correct and that they have checked their grammar and spelling. This can be done for homework.

Lesson outcome

Ask students: What have you learnt today? What can you do now? and elicit the answer: I can write an opinion essay.
Language Review / Skills Round-up

7–8 Language Review

Exercise 1  page 90
1 c 2 a 3 e 4 b 5 d

Exercise 2  page 90
1 told me to put
2 said she had better
3 when his car would be
4 she is not going on
5 why I had got

Exercise 3  page 90
1 insisted 2 warned 3 offered 4 convinced 5 claimed

Exercise 4  page 90
1 must 2 can't 3 might 4 can't 5 must

Exercise 5  page 90
1 carbon 2 turbines 3 fossil 4 solar 5 hydroelectric

Exercise 6  page 90
1 couldn't 2 succeeded in 3 be able 4 managed to 5 could

Exercise 7  page 90
Students' own answers

Exercise 8  page 90
1 thing 2 top 3 thing/reason 4 Another 5 do.

1–8 Skills Round-up

Exercise 1  page 91
Students' own answers

Exercise 2  page 91
activist: a person who gains unauthorised access to a computer as a form of protest:

Exercise 3  page 91
1 E 2 B 3 D 4 A

Exercise 4  page 91

Audioscript 3.12 page 91

Stefan  Hi, Spikay. How are you?
Spilkey  What do you want?
Stefan  Is Daisy there?
Spilkey  No, she isn't.
Daisy  Who is it, Spikay?
Spilkey  It's Stefan. I'll have a word with him. She doesn't want to see you.
Stefan  Oh, Why not?
Spilkey  You know.
Stefan  No, I don't!
Spilkey  Why did you inform them about our plan?
Stefan  What do you mean? What plan?
Spilkey  The cyber-attack. On the supermarket website. They knew all about it. Somebody told them how we were going to do it, the exact time, everything! You must have warned them.
Stefan  Me? Why are you accusing me of doing it?
Spilkey  We hadn't mentioned it to anyone else. It must have been you!

Stefan  But I promised Daisy I wouldn't say anything, and I didn't. I didn't even...
Narrator  A week later, in Stefan's office...
Stefan  Stefan speaking.
Daisy  Hi, Stefan. It's Daisy.
Stefan  Daisy! Good to hear from you. How are you doing?
Daisy  I'm fine. And I just want to say, I believed you... when you said you hadn't told anyone about the cyber-attack.
Stefan  Thanks. Spikay didn't believe me though, did he?
Daisy  No, I'm afraid I've tried to convince him that you aren't like that; but... well, you aren't exactly his favourite person anyway.
Stefan  I know!
Daisy  Look, are you going to be at a charity event tonight? I think you mentioned that your company were supporters of Feed the Millions...
Stefan  Yes. The event at the Regal Hotel. I'll be there. Why?
Daisy  Well, I'm going to be there too.
Stefan  Really? Why? I mean... good. I'm glad. But why?
Daisy  I'll explain later. I just wanted to know there would be a friendly face...
See you later!
Stefan  Yes, see you later.

Daisy  Hi, Stefan.
Stefan  Daisy! Good to see you!
Daisy  Thanks. How's it going?
Stefan  Fine, I think. But you didn't tell me why you were coming.
Daisy  Oh, I'm meeting my dad here. His supermarket - Wesley's Supermarket - are big sponsors of Feed the Millions. That's why he's here.
Stefan  Your dad? But you said you didn't get on with him...
Daisy  We're still in touch. I like to see him sometimes, but he won't come to the squat - and I don't like going home too often.
Stefan  You still call it 'home' though...
Daisy  I guess.
Stefan  Does Spikay know you're here?
Daisy  No, he doesn't. I'm not sure he'd be too happy about it. He said I should stay away from you...
Stefan  It's a good cause though, isn't it? Feeding hungry children in Africa...
Daisy  Yes, but the charity is sponsored by Wesley's, and they're the big enemy.
Stefan  And I am too, I think.
Daisy  Well, he still blames you for the failed cyber-attack.
Stefan  That was nothing to do with me. I couldn't have passed on any details - I didn't know any details!
Daisy  Oh, I believe you. But just to be on the safe-side, I won't tell you about our next big protest, which is going to be even better!
Stefan  Really? Give me a clue.
Daisy  Actually, I can't... I don't know what it's going to be, exactly. They haven't told me the plan. I just know when and where it's going to happen.
Stefan  Oh, right.
Daisy  Actually, if you're interested, you can see it all with your own eyes on Saturday.
Stefan  How? You're being very mysterious.
Daisy  Meet me outside the squat next Saturday at midday. You won't regret it, I promise.
Stefan  OK, OK. I'll meet you outside the squat at midday.
Daisy  Next Saturday. See you then.
Stefan  Great. Now, I really should go and talk to some of the other guests... Sir Roger! Nice to see you. Have you come far...?

Daisy's house (the squat), Stefan's office, the Regal Hotel, a public place.

Exercise 5  page 91
1 b 2 a 3 c 4 c 5 a

Exercise 6  page 91
Students' own answers

Exercise 7  page 91
Students' own answers
Get Ready for your Exam 8

Reading

Exercise 1

GET READY TO READ
- Ask students to think of a particularly vivid memory of a happy time in their childhood. Ask them to close their eyes and visualise the moment. Say: Think about the place and the time. Were you inside or outside? Was it light or dark? What details can you remember? Think about shapes and colours and smells. Were you alone? What was happening around you? What was so special for you?
- Ask students to tell each other about the experience.
- Invite some students to share their memories with the class.

Exercise 2

READING EXAM TASK – MULTIPLE CHOICE COMPREHENSION
- Tell students that they are going to read an extract from a story. Elicit or explain the meaning of narrator (a person who tells a story).
- Tell students to read the task. Ask: What kind of reading task is this? (multiple choice) How many options are there for each question? (four) How many do you choose? (one) Are the questions in the same order as the information in the text? (yes)
- Students complete the reading task. Encourage them to mark the parts of the text that support their answers.
- Students compare answers in pairs. Check answers as a class.

1 B 2 D 3 A 4 C

Use of English

Exercise 3

USE OF ENGLISH EXAM TASK – OPEN CLOZE
- Ask students to read the text to get the general meaning. Ask: What is the text about? (an insect that was supposed to have become extinct 80 million years ago)
- Ask students to look at the two gaps in the first sentence and say what parts of speech are missing (first gap – comparative adjective; the word than tells us this; second gap – part of a superlative adjective; the word the and the adjective tell us this).
- Students complete the text individually or in pairs.
- Check answers as a class.

1 taller / higher 2 most 3 supposed 4 tall / high 5 which 6 despite 7 after 8 to 9 when
Mistakes

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9A Vocabulary and listening

**Behaviour**

**LESSON SUMMARY**

**Vocabulary:** describing behaviour

**Listening:** people describing different types of behaviour

**Speaking:** describing past behaviour

**Topic:** People

**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 5 and 6 together as a class. Vocabulary Builder activities can be set for homework.

**LEAD-IN 2-3 MINUTES**

- Write the following words on the board: sensible, unfriendly, dangerous, annoying, exciting. Point to the word dangerous. Describe a dangerous situation to the class, e.g., Yesterday I saw somebody driving a car. While they were driving, they were eating a sandwich and talking on the phone. It was a dangerous thing to do.
- Write: It was a ___ thing to do. In pairs, students describe a situation for each of the words on the board, ending with the sentence It was a ___ thing to do.
- Ask students to tell the class about some of the situations they described.

**Exercise 1**

- Tell students to look at the photos. Ask individual students to describe them. With a weaker class, you may need to prompt them with some vocabulary, e.g., fall, feed, crocodile, canal, bank, reverse.

**Exercise 2**

- With a stronger class, ask students to discuss the meaning of the words in small groups. With a weaker class, tell students to look up any words they do not know in a dictionary.

**(Possible answers)**

- Photo 1: careless / clumsy / foolish / reckless
- Photo 2: courageous / foolish / reckless / short-sighted / thoughtless
- Photo 3: careless / foolish / reckless / short-sighted

**Extra activity**

Divide the class into two teams and ask them to group the adjectives into positive and negative. Give them two minutes to complete the task. Note that cunning can be either positive or negative, depending on the context in which it is used.

**Positive:** altruistic, considerate, courageous, cunning, eager, heroic, hospitable, romantic

**Negative:** careless, clumsy, cowardly, cunning, cynical, deceitful, disloyal, foolish, forgetful, hysterical, over-sensitive, pushy, pretentious, reckless, ruthless, short-sighted, spiteful, thoughtless
Exercise 3
- Play the recording. Pause after each speaker and check comprehension. Ask:
  (Speaker 1) Who went to see Lady Gaga? (the speaker’s cousin, Claire)
  (Speaker 2) What does the speaker do? (She’s chief executive of a company. She manages a company)
  (Speaker 3) How big was the dog when the man bought it? (It was small / It was a puppy)
  (Speaker 4) What did the speaker do to the flowers? (She dug them up)
  (Speaker 5) What’s the speaker’s real name? (Edward)
  (Speaker 6) Why didn’t the speaker buy a present for her boyfriend? (She didn’t have any money)
- Play the recording again. In pairs, students decide which adjective describes each speaker.

Audioscript
1. So I had this ticket to go and see Lady Gaga performing live and I mentioned it to my cousin, Claire. It turns out she just loves Lady Gaga – she’s her favourite singer. She tried to book a ticket for herself but they were sold out. So I gave her my ticket. Well, I’d like Lady Gaga but I wouldn’t say I’m her biggest fan. And Claire was really grateful, so that was nice.

2. I’ve been chief executive of the company for three years now. When I arrived, there was a lot of work to do. Some of the employees just weren’t trying. So I called everyone into a meeting and told them that half of them were going to lose their jobs. And I was going to make that decision after four weeks so they better impress me! They did work harder after that. And four weeks later, the 50% were performing as well as the others lost their jobs.

3. I bought him as a puppy, when he was only a few weeks old. I really wanted a dog. I know I live in a small flat, but I love pets – dogs, especially. Well, what I didn’t think about was how big that puppy was going to grow! He’s huge! Look at him! Yes, we are talking about you, aren’t we? Anyway, he’s weeded the flat, of course. It’s not his fault – he’s just too big. I didn’t think about that when I got him.

4. I got so angry with my dad last week – I can’t remember why. I think he told me not to spend so much time on the computer. Anyway, I was cross. So do you know what I did? When he went to work, I went outside and dug up all the roses in his flower bed. He loves his roses. He loves them more than he loves his children, that’s what I think sometimes. So I dug them up! He went crazy when he found out.

5. My parents gave me the name Edward – which is OK. Lots of people my age are called Edward. But I don’t like being the same as lots of people. So I decided to change my name. I changed it to Eduardo. It’s similar to Edward but it’s got more style. It’s more exotic, more interesting, more exciting. I think it’s a better reflection of my personality. Eduardo sounds good, doesn’t it? I’ve started wearing sunglasses a lot more too.

6. I wanted to get something special for my boyfriend last Valentine’s Day but I didn’t have any money to buy a present. I thought about it for a while and then I decided to write a song for him. I’m quite musical. So anyway, I wrote it and then I recorded it on my computer – singing and playing the guitar. I gave it to him on a CD. He loved it! Well, he said he did ...

(Vocabulary Builder 9.1)
1. in a friendly way / fashion / manner 2. late / firmly / highly
3. deep / sober / loudly
4. wrong / wrongly / quietly
5. in a cowardly way / fashion / manner
6.weekly

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt how to describe somebody’s behaviour. I can form adverbs from adjectives.

9B Grammar
Criticising past actions

LESSON SUMMARY
Grammar: should / could / might / needn’t have; third conditional
Listening: an argument between two teenagers
Speaking: talking about hypothetical situations in the past

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES
- Tell students to think of an argument they had with a friend. Write prompts on the board: What was the argument about? What caused the argument? Could you have avoided it?
- Students describe the argument to their partner.
- Ask several students to tell the class about their partner’s argument.
Exercise 1  3.14  page 94
- Tell students to look at the photo. Ask them what they think the teenagers are arguing about. Play the recording and ask students to listen for the missing words. Check answers as a class. With a stronger class, ask students to guess the answers before they listen.
1 shouldn't  2 could  3 might  4 needn't  5 should

Exercise 2  page 94
- Go through the Learn this! box together.
- Ask students to close their books. Then write the example on the board, but gap the target language: She told me Sam's address. I already knew it. She ___ have told me Sam's address because I already knew it. Ask a student to come to the board and complete the sentence.
- Students complete the exercise individually. They then compare answers in pairs. Check answers as a class.
2 You should have gone to the doctor's because you were feeling ill.
3 She should have given her dad a card because it was his birthday.
4 Mark needn't have taken his camera to the match because he didn't take any photos.
5 We needn't have taken sun cream on holiday because it rained every day.
6 You shouldn't have spent all your money because you needed some for the bus.

Extra activity
Write the following jumbled sentences on the board:
1 black painted should? You bedroom have your
2 your kinder been sister you could have a
3 coat a worn I have needn't
4 brought He kit should football have his
Next to them, write these sentences:
   a) It didn't rain all day.
   b) He's playing a match later today.
   c) It's very dark in there now.
   d) She's upset about her exam results.
In small groups, students put the words of sentences 1–4 in the correct order and then match them with sentences a–d.

For further practice of should/could/might/needn't have + past participle, go to:

Grammar Builder 9.1  page 130
1 1 might  2 shouldn't  3 could  4 might  5 shouldn't  6 should
2 1 You shouldn't have given chocolate to your dog.
   2 She needn't have worn formal clothes.
   3 You could / should have invited your cousins to your party.
   4 You might / could have saved some chips for me!
   5 You shouldn't have left the front door unlocked.
   6 You needn't have bought me a present.
   7 You should have stayed at home.
   8 They could / might have given us a lift to the station!

Exercise 3  page 94
- Go through the Learn this! box together. Check understanding by writing the following sentence on the board: We were late for school so the teacher was cross. Write: If we hadn't ... and ask students to complete the sentence (if we hadn't been late for school, the teacher wouldn't have been cross).

Exercise 4  page 94
- Do the first sentence together as a class. With a weaker class, tell students that the first missing word is hadn't. Students work in pairs to complete the exercise. Check answers as a class.
1 hadn't run, wouldn't have
2 might have taken some
3 shouldn't have eaten
4 got lost if he hadn't
5 you hadn't helped,
6 needn't have bought me

Exercise 5  page 94
- Model the first situation with a student. Check that students understand that they need to use the past perfect. Also check that students know the past perfect form needed for situation 5 (hadn't been able to).
- When they have finished, ask different pairs to say what they would have done in the different situations.

Students' own answers

Exercise 6  page 94
- Students take it in turns to ask and answer questions about the situations in exercise 5.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt how to use the third conditional. I can talk about hypothetical situations in the past.

9C Culture

Facebook fears

LESSON SUMMARY
Reading: an article about the dangers of using Facebook
Listening: a journalist discussing recording artist Rebecca Black
Vocabulary: adjective suffixes and prefixes
Speaking: talking about mistakes on social networking sites
Topic: Culture, Science and technology

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercise 3 together as a class. The Vocabulary Builder activities can be set as homework.
LEAD IN 3-4 MINUTES

- Students work in small groups. Each student writes down their three favourite websites. They then interview each other to find out if they have any websites in common. Groups feed back to the class. Find out if there are any websites that are popular with students.
- Ask some students to tell the class what they like about their favourite websites.

Exercise 1

- Students ask and answer the questions in pairs. Ask different pairs to feed back to the class. Then follow up with a general discussion. Ask: Why is Facebook so popular? Do you think it will still be popular in ten years' time?

Culture note – Facebook

The social networking site Facebook was set up by Mark Zuckerberg and some fellow students at Harvard University in the USA. It was launched in 2004, originally as a service for university students. It was soon made available to anyone over the age of thirteen. Membership grew rapidly and by 2008 there were over 100 million users. When Facebook was launched on the stock exchange in May 2012, it was valued at 104 billion dollars. Facebook is now available in more than 70 different languages, and there are approximately one billion users of the site in the world.

Exercise 2

- Tell students to skim-read the text in order to answer the question. You could give them a time limit of two minutes.
- So that they can monitor their children's behaviour and what they post on the Internet.

Exercise 3

- Students read the text again. In pairs, they answer the questions. Check answers as a class.
  1. Because mistakes could be permanently recorded on the Internet and catch up with them later in life.
  2. Because they are immature and their decision-making abilities are still developing.
  3. Because there is a permanent record of them and they are seen by far more people.
  4. He wants them to make rules on the use of mobile phones and the Internet, and especially rules against sending images that may be used to bully others.

Exercise 4

- Encourage students to guess the meanings of words that they do not know. Tell them to look at the root of the word first (e.g. mature) and then decide how the suffix or prefix (un-) changes the meaning.

Prefixes: immature, inappropriate, unknown, unquestionable
Suffixes: retrievable, careless, lasting, hurtful, unquestionable
Both: unquestionable

For practice of Adjective suffixes, go to:

Vocabulary Builder 9.2

1  offensive, intentional  2  hazardous, disastrous  3  mountainous, reliable, rainy, global
6  enviable, supportive  7  preventable  8  tasteless, chewy, 9  accessible, meaningful
2  compatible  2  credible  3  suitable  4  indestructible  5  comparable  6  invisible  7  curable  8  breakable

Extension

Write the prefixes and suffixes in exercise 4 on the board (im-, in-, un-, -able, -less, -ing, -ful). Ask students to suggest another word using each of the affixes, e.g. impossible, inadequate, unattractive, believable, meaningless, living, wonderful.

Exercise 5

- Tell students to look at the photo. Ask: Have you heard of Rebecca Black? Have you seen her on YouTube? Why is she famous?
- Students listen to the recording and answer the questions as a class.

Audioscript 3.16

It was a classmate who first told Rebecca Black about a company called Ask Music Factory. For a fee of $4,000, you could all have a song recorded, complete with music video. The company even provided the music and lyrics. For Rebecca, who was a thirteen-year-old student with a passion for music and drama, it seemed like a fantastic opportunity. Her mother agreed to pay the $4,000 and Rebecca recorded a song called Friday.

As soon as the music video was ready, Rebecca uploaded it to YouTube. In the first month, a few hundred people watched it. But nothing could prepare her for what would happen next. Thanks to a few mentions on the social networking service Twitter, the video went viral. Within three months, more than 167 million people had viewed the video. And more than three million of those viewers clicked "dislike" – the most negative reaction a video on YouTube had ever received. The record was previously held by Justin Bieber’s song Baby. Rebecca Black’s single was suddenly famous all around the world – for being the worst song in the world ... ever. Black told The Daily Beast that the negative attention the song received shocked and hurt her. She appeared on The Tonight Show on American TV and reiterated the idea, saying she cried when she first read the negative comments on her video.

So was it a mistake to put it on YouTube, where it's so easy for people to make unfounded comments – sometimes just for fun? The song was removed in June, four months after first being posted, partly because of all the negative publicity it was creating. After all, Rebecca was still just a young teenager, about to turn fourteen. How could she cope with negative feedback from three million people?

But there's an old saying in show business - that there's no such thing as bad publicity. Suddenly, Rebecca Black was famous. And people at the top of the music business wanted to meet her. Simon Cowell, music boss and inventor of the X Factor and other talent shows, said: “Whatever she's done has worked. Whether you like her or not, she's the most talked-about artist in America right now.

She put the video of Friday back on YouTube and the song entered the music charts in six different countries. Since then she has formed her own record company, released an album, appeared in one of Katy Perry's music videos and travelled to Australia to promote a mobile phone network. Some people think it was a mistake for Rebecca to put Friday on YouTube, because it received such negative and hurtful comments – but in reality, that 'mistake' has given her a chance of success. Whether she makes the most of it or not is up to her.

No, because it gave her a chance of success.

Exercise 6

- Check that students understand the questions, especially the key verbs (charge, removed, posted, publicise). They listen to the recording again and answer the questions.
- Students compare answers in pairs. Check answers as a class.

1  F (They provide the music and lyrics.)
2  T
3  F (A few hundred people watched it.)
4  F (3 million out of 167 million clicked 'dislike'.)
5  F (She was shocked.)
6  T
7  F (She travelled to Australia to publicise a mobile phone network.)
Exercise 7 page 31
• Read the situations aloud to the class. Ask one or two students for their opinion about the first situation. Then give students time to think about the other situations.

Exercise 8 page 95
• Students discuss the situations in pairs. Remind them that they do not need to agree, but should give reasons for their opinions.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can talk about the risks of using social networking sites.

9D Reading

Mistaken identity

Lesson summary
Reading: an article about two children who were accidentally swapped at birth
Speaking: expressing the feelings of a character in a story
Listening: a song, Same Mistake
Topic: People, State and society

Shortcut
To do the lesson in 30 minutes, omit the lead-in and do exercises 4 and 5 together as a class.

Lead-in 3-4 minutes
• Tell students to imagine this situation: You have a cousin the same age as you who lives in Australia. You have never met them before, but they are coming to visit you next month. What sorts of things would you like to ask them when you finally meet?
• In pairs, students make a list of five questions to ask their cousin. Students share their ideas with the class.
• Write some of the best questions on the board and see if students can suggest answers to some of them.

Exercise 1 page 96
• Students discuss the ideas in pairs. Ask them to give reasons for their opinions. With a weaker class, you may want to specify what type of family, e.g. another family in the same town, or another family with a different culture in a different country. With a stronger class, you could extend the task by asking students to consider two different situations, one where the other family lives nearby and has the same culture, and one where the other family lives in a foreign country and has a very different culture.
• With a stronger class, students could discuss whether genes or the environment has the bigger influence on a child’s development.

Extension
In pairs, students think of five more things that might be different if they had been brought up in a different family, e.g. hobbies, music, clothes, relationship with brothers and sisters, attitude to living in a city or the countryside.

Exercise 2 page 96
• Ask students to read the text quickly. Give them three minutes to find the answer.

Exercise 3 page 96
• Go through the exam tip together. Then ask different students to suggest the names needed to complete the diagram.
Yulla brought up Irina.
Yulla is the biological mother of Anya.
Nalmit is the biological father of Irina.
Nalmit brought up Anya.

Exercise 4 page 97
• Tell students that the questions follow the order of the text. Tell them to mark the section of the text which each question refers to. Explain that they need to read this section very carefully because each answer option a-d, or aspects of each option, will be mentioned in the text, but the details will only be correct for one option.
• Go through the first question as an example. If necessary, tell students where they can find the information (paragraphs 1 to 4). Explain why each incorrect option is wrong. a: They are looking through family photos, but Yulla has already discovered that Irina isn’t her daughter. b: The text says Yulla has discovered that the baby she’d taken home is not her child, but the tenses used indicate that she has discovered this recently whereas the baby was brought home years ago. d: The text says this happened more than a decade ago. Explain why option c is correct. (The text says ... twelve years on, Yulla Belyayeva has discovered that the baby she’d taken home is not her child.)
• In pairs, students work through the remaining questions. Check answers as a class. Make sure students can explain why an answer is correct by referring to the correct information in the text.
1 c 2 a 3 a 4 c 5 a 6 d 7 d

Exercise 5 page 97
• Tell students to find the phrases in the text and use the context to help them explain their meaning. With a weaker class, allow students to use dictionaries if necessary.
(possible answers)
1 The two families were brought together because of the tragic mistake made at the hospital.
2 The man Yulla used to be married to refused to give her regular sums of money that would be used to support her daughter financially.
3 Yulla had a legal trial to prove her ex-husband was Irina’s father.
4 Everything in her life changed radically.
5 She looks exactly like her biological mother.
6 The parents admit they do not get on very well and they have different opinions and views.
7 It is a situation that is very difficult to deal with.
8 She is not used to being shown love and kindness.
9 Both families are making a claim against the hospital in a court of law because of the harm the hospital caused, and they are asking it to pay them $300,000.
10 The hospital cannot afford to pay the money it owes.

Exercise 6 page 97
• Students underline the phrasal verb in the text. Then they underline the noun formed from it.
mix up: mix-up

Exercise 7 page 97
• Students form nouns from the other five phrasal verbs in exercise 6.
• Ask a few students to read their sentences aloud.
  drop-out; get-away; hold-up; sellout; turnout
  Students own answers

Exercise 8  page 97
• Tell students to look at the photo. Ask: Who is this? What do you know about him? Check that students know the meaning of the adjectives. Play the song and let them discuss the best choice of adjectives in pairs.

Culture note – James Blunt
• James Blunt was born James Hillier Blunt in Wiltshire, England in 1974. He was an army officer before beginning a career in pop music in 2002. His first album, Back to Bedlam, released in 2004 was an international hit and became the best-selling album of the 2000s in the UK. The single, You’re Beautiful reached Number 1 in ten different countries. The single Same Mistake is taken from his second album, All the Lost Souls.

Exercise 9  page 97
• Play the recording again if necessary.
• Explain that song lyrics, like poems, may be interpreted in different ways, so there are no right and wrong answers. Encourage students to say what they think the underlined phrases mean.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can answer multiple-choice questions on a text.

9E Grammar

Mixed conditionals

LESSON SUMMARY
Grammar: mixed conditionals
Speaking: discussing hypothetical situations

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief. The Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES
• In groups, students brainstorm ideas and agree on a list of the top five inventions of the twentieth century. The items on the list do not need to be in a particular order, and students do not need to worry too much about exact dates.
• Ask one member of each group to read out their list to the class. Write down the inventions on the board. Take a vote on the most important inventions.

Culture note – Inventions
There are many different ideas about the best inventions of the twentieth century. The Guinness World Records came up with a list which included Tupperware and the Rubik’s cube! Here is one list (from toptenz.net, a website dedicated to top ten lists): radio, the Internet, television, antibiotics, the submarine, the rocket, the car, the aeroplane, the personal computer, nuclear power.

Exercise 1  page 98
• Tell students to look at the photo. Ask: What is it? Did you ever play with it when you were younger? Take a vote on which idea students think the inventor was trying to make.
  Play-Doh was originally manufactured as a cleaning product for wallpaper.

Exercise 2  page 98
• Students work individually to complete the text. They compare answers in pairs.
• Play the recording for students to check their answers.
  1 would, 2 hadn’t, 3 could, 4 wouldn’t, 5 didn’t, 6 were

Exercise 3  page 98
• Go through the Learn this box together. Check understanding by asking: Do mixed conditionals refer to real situations? (no, imaginary ones)
• Students work in pairs to find the sentences in the text.
  Check answers as a class.
  Many familiar items would not exist if their inventors hadn’t made lucky mistakes. A
  If he hadn’t had that candy bar, microwave ovens probably wouldn’t exist today! A
  If today’s doctors didn’t have penicillin and other antibiotics, many of the students in your class wouldn’t have survived childhood. B
  If scientists were always tidy and well organised, they wouldn’t have made some of the most important discoveries in history! B

Exercise 4  page 98
• Students work individually to match the sentence halves. Check answers as a class.
  2 a, B  3 d, B  4 b, A  5 f, A  6 c, B
  For further practice of Mixed conditionals, go to:

Grammar Builder 9.3  page 131
  1 1 If you weren’t my best friend, I wouldn’t have told you what I really think.
  2 2 If they hadn’t closed the bowling alley, we could go there tonight.
  3 3 She might have become a model if she was / were a few centimetres taller.
  4 4 You’d never have stood in a queue for three hours if you weren’t British.
  5 5 If there was a good restaurant in town, I wouldn’t have bought fish and chips.
  6 6 He wouldn’t have become a teacher if he didn’t like children.
  2 2 If he were / was fit, he would have finished the race.
  3 3 If my grandfather hadn’t owned a factory, we wouldn’t live in a big house.
  4 4 If she hadn’t worked hard last term, she wouldn’t be disappointed with her exam results.
  5 5 If I spoke Spanish, I would have applied for a job in South America.
  6 6 If it hadn’t rained all night, we could use the tennis courts.
  7 7 If you hadn’t been rude to Ellie, she would like you.
  8 8 If we weren’t on holiday, we would have gone to the barbecue.
Exercise 5  [page 98]
- Go through the Look at box together. Ask students the difference between using were and was. (There is no difference in meaning, but were is usually a little more formal.)
- Students work individually to write mixed conditional sentences. They then compare answers in pairs. Check answers as a class.

Extra activity
Write the following gapped sentences on the board, or dictate them to the class.
1. If you hadn’t used all the money, we ______ buy some food.
2. If you hadn’t studied French at school, you ______ be able to speak it now.
3. If she were taller, she ______ have reached the top shelf without a ladder.
4. 4. If you were sick, I ______ have called the doctor.

Exercise 6  [page 98]
- Give students three minutes to come up with ideas before they discuss them in pairs. Ask different pairs to feed back their ideas to the class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt how to use mixed conditionals. I can make hypothetical statements about the past and present using mixed conditionals.

9F Speaking

Role-play

LESSON SUMMARY
Listening: three students doing a role-play
Speaking: a conversation about a mistake
Topic: People, Family and social life

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercise 1 together as a class. The Grammar Builder activity can be set for homework.

LEAD-IN 2–3 MINUTES
- Tell students about a shopping trip you made (e.g. I went to the bookshop to buy a present for my sister. When I got there, I found a new book by her favourite author; I was really pleased. The book cost £9.99, but when I went to pay, I discovered I only had £5 in my purse. I went home to get some more money, but when I got back to the shop it was closed.)
- Students work in pairs to describe a shopping trip that went wrong.
Candidate 3: Nothing really, I don't want to go back to the shop, it's too embarrassing.
Examiner: Oh, OK.
Candidate 3: And it's only a second-hand T-shirt after all.
Examiner: Yes, I see what you mean.

**Exercise 3** (page 91)
- Go through the Exam tip together.
- Play the recording again and allow students a few minutes to complete the table.

<table>
<thead>
<tr>
<th>candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>what the item is</td>
<td>scarf</td>
<td>sweatshirt</td>
<td>T-shirt</td>
</tr>
<tr>
<td>the reason for the mistake</td>
<td>phone</td>
<td>ticket</td>
<td>jumper</td>
</tr>
<tr>
<td>how you feel about it</td>
<td>guilty</td>
<td>annoyed</td>
<td>relaxed</td>
</tr>
<tr>
<td>what you'll do next</td>
<td>take it back</td>
<td>send it back/post it</td>
<td>nothing</td>
</tr>
</tbody>
</table>

**Extra activity**
Students recreate the story of one of the candidates. Tell them to choose a story and look at their key words. If necessary, they can write notes. Then they recount the story to their partner. Ask one or two students to tell their story to the class.

**Exercise 4** (page 92)
- Go through the Learn this! box together. Tell students that there is no real difference in meaning between the phrases, but that I wish and If only are a little stronger than I'd rather. Ask different students to suggest a regret about one of the situations from exercises 2 and 3.

**Exercise 5** (page 92)
- Go through the first sentence together. Students work individually to rewrite the sentences. They compare answers in pairs. Check answers as a class.

1. I wish I'd put the T-shirt on the floor.
2. If only I hadn't answered the phone.
3. I'd rather the alarm had gone off.
4. I wish I'd looked in my bag earlier.
5. If only I hadn't gone into that shop.
6. I'd rather I'd done my shopping online.

For further practice of Wishes and regrets, go to:

**Grammar Builder 9.4** (page 131)

2. I'd (much) rather you hadn't told Jacqui my secret.
3. I'd (much) rather you'd worn smart clothes.
4. I (really) wish I'd asked for her phone number.
5. I (really) wish my favourite team had won.
6. I'd (much) rather we had stayed in a hotel.
7. I'd (much) rather you had given me money for my birthday.
8. I (really) wish I hadn't promised to help Louis with his homework.

**Exercise 6** (page 99)
- Tell students to imagine the situation and think about exactly what happened. They write down four key words.

- With a weaker class, give an example (e.g., same, messages, annoyed, contact). Write the words on the board and briefly explain the situation. (The phone you picked up was exactly the same as yours; you can find the owner by looking at the text messages they have sent and contacting a person they frequently contact; you feel annoyed with yourself for picking up the wrong phone; you are going to contact the owner and swap phones as soon as possible.)

**Exercise 7** (page 99)
- Point to the Learn this! box and tell students to use two different structures to express their regrets.

**Exercise 8** (page 99)
- The 'examiner' needs to be well prepared for the task, as they will be prompting the 'candidate'. Tell the examiners to refer to the four points in exercise 7 as prompts for the four issues. Ask the class how the 'examiner' could begin (e.g. So you picked up the wrong phone. What happened?)
- Go round the class monitoring. Do not correct incorrect language. When students have finished, you could briefly address language issues if they seem to be significant.

**Lesson outcome**
Ask students: What have you learned today? What can you do now? and elicit answers: I have learnt different structures for expressing regret. I can do a role-play task.

**9G Writing analysis**

**Story**

**LESSON SUMMARY**

**Reading:** a story about a burglary
**Vocabulary:** expressions and verbs to describe mistakes
**Topic:** People, Family and social life

**SHORTCUT**
To do the lesson in 30 minutes, omit the lead-in and do exercise 2 together as a class.

**LEAD-IN 3-4 MINUTES**
- In groups students think about stories in which some of the characters make mistakes. The stories could be in books or films. Give an example, e.g., Romeo and Juliet, in which Romeo mistakenly thinks that Juliet is dead and so kills himself to be with her. Each group makes a list of book or film titles.
- Students share their lists with the class. Write some of the titles on the board. Ask students to say whether any of the mistakes led to a good outcome.

**Exercise 1** (page 100)
- Tell students to read the story and discuss it in pairs. Ask a pair to explain it to the class.

He goes to visit his friend but arrives at the wrong house. When he rings the doorbell, he disturbs some burglars who rush out, dropping most of the things they were trying to steal.

**Exercise 2** (page 100)
- Ask students which of the events happened first. (The narrator arrived in Western Avenue.)
- Tell them to underline the events in the story and then put them in chronological order. Students compare answers in pairs. Check answers as a class.
Exercise 3  page 100
- Go through the Learn this! box together. To check understanding, ask students to make a sentence for each of the phrases describing the mistake in the story. (e.g. I made a mistake when I went to Nathan’s house. I went to number 37 by mistake. I got the number of the house wrong. I went to the wrong house. I mistakenly called at number 37.)
- Go through the first sentence together. Students complete the remaining sentences individually. Check answers as a class.
1 I mistyped the address on the envelope.
2 She mistakenly mentioned her party on Facebook.
3 They misspelt my name on the poster.
4 We got on the wrong train.
5 He misunderstood the instructions.

Exercise 4  page 100
- Go through the Exam tip together. Explain that story endings are very important; a good ending makes a strong impression on the reader. Students choose their favourite ending for the story.

Extension
Students work in pairs. Tell them to choose one of the endings and explain it to their partner. They can also add details about what happened before or what happened next. Ask different students to give their explanations to the class.

Exercise 5  page 100
- Give students two minutes to discuss the endings. Ask a few pairs to feed back to the class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt about story endings. I can talk about mistakes.

9G Writing task

Story
LESSON SUMMARY
Grammar: expressing purpose and result
Writing: a story

SHORTCUT
To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

Exercise 1  page 101
- Go through the Exam tip together. Tell students that when they are brainstorming, they should write things down quickly without thinking too hard and not reject any ideas. They can choose the best ideas later. Students work in pairs and brainstorm ideas for different types of mistakes.

Exercise 2  page 101
- Students now begin to narrow down their ideas.

Exercise 3  page 101
- Students work individually to match the sentences. They compare answers in pairs. Check answers as a class.
1 d 2 b 3 e 4 a 5 c

Exercise 4  page 101
- Tell students to look back at the story on page 100 and read the first paragraph again. Explain that this is a good example of setting the scene.
- Give them five minutes to make notes, and be prepared to respond to any questions they may have.

Exercise 5  page 101
- Go through the Learn this! box together. Check understanding by writing the following sentence beginning on the board: I stayed at home … Ask different students to complete the sentence with a different purpose or result clause (e.g. I stayed at home to do my homework. I stayed at home with the intention of tidying my room. I stayed at home so that I could help my mum with the cooking. I stayed at home so I didn’t see my friends).
- Then write the following gapped sentences on the board and ask students to complete them: It was __________ a big pizza I couldn’t finish it. (such, that) She was __________ late __________ she missed the party completely. (so, that)
- Tell students to scan the text and find the purpose or result clauses.
It was so dark now that I couldn’t see the numbers clearly … Nobody came to open the door so I rang again.
There were no lights on in the house so I couldn’t see much. They were in such a hurry to leave that they dropped … I picked one of them up so I could look at it more closely. One of them went into the house so that he could look for clues …
For further practice of Expressing purpose and result, go to:

Grammar Builder 9.5  page 132
1 c 2 e 3 c 4 c 5 a 6 c 7 b 8 b

Exercise 6  page 101
- Students work in pairs. Tell them that for some of the sentences they will need to change the order of the information.
- Check answers as a class.
1 We went into London in order to see Tia.
2 We weren’t enjoying the film so we left the cinema.
3 They put an unkind comment about me on Facebook with a view to making me angry.
4 He’s very self-centred so he hasn’t got any friends.
5 She was talking so quickly that I couldn’t understand her.

Exercise 7  page 101
- Tell students to write one paragraph of 50–60 words for each of the headings in exercise 4. Remind them to check their work thoroughly using the checklist in the Student’s Book.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt how to express purpose and result. I can write a story on a given topic.
Get Ready for your Exam 9

Listening

Exercise 1 page 102

GET READY TO LISTEN

- Briefly describe a holiday that went wrong to the class. (e.g. I went on holiday to Disneyland Paris with my family last year. First, our plane was delayed three hours because of fog at the airport so when we arrived in Paris we had missed the last train to Disneyland. We had to find a hotel but it was really difficult because the city was so busy. In the end, the hotel we found was horrible — very noisy and uncomfortable, so we hardly slept. When we finally got to Disneyland, it was very hot, the queues for all the rides were really long and I felt ill when I went on the rollercoaster. I spent the next day in bed and then we had to go home. It was a disaster!)"n
- Students can practise the brainstorming they learnt in the previous lesson. As before, they should think of ideas as quickly as they can.
- With a weaker class, give them an example or two (e.g. you miss your flight; your flight is delayed due to bad weather).
- Students work in pairs. Tell them to describe to each other a holiday they did not enjoy. What went wrong? What didn't they like about it?
- Ask one or two students to tell the class about their holiday or their partner's holiday.

Exercise 2 page 102

LISTENING TASK — MULTIPLE CHOICE

- Tell students to look at the first two questions and answer options in exercise 2. Ask them what they think the listening is about (a holiday that went wrong). Point out to students that it is helpful to predict the vocabulary and information that may feature in a listening task.
- With a weaker class read through the questions as a class and help students with any unfamiliar vocabulary. With a stronger class, students read through the questions on their own.
- Remind them that, as with all multiple-choice questions, they need to check each option carefully. Wrong options will usually contain information that appears in the recording, but in a different form.
- Play the recording straight through twice. Check answers as a class.

Audioscript 3.21 page 102

Last summer our family excitedly set off on holiday. My parents had never booked such an expensive holiday before and we had certainly NEVER set foot on a Caribbean island!

So it was with eager anticipation that we arrived at the airport with our five suitcases — only to be told that our Unity Airlines flight had been cancelled! We hung around the airport dejectedly until we were re-routed onto a Sky Eagle flight, but we still missed our connecting flight. So they put us onto another flight to JFK Airport, this time with Omega Airlines, and we had to dash like mad through the airport to catch the plane with minutes to spare. From JFK we boarded our flight, and it was with some relief that we arrived in St Maarten Island, ready to forget the stresses and strains of actually getting there. However, one vital thing hadn't kept up with us — our luggage.

The laid-back officials in St Maarten Airport didn't seem particularly worried about our missing bags. They phoned Omega Airlines, who blamed Sky Eagle, because they said that the first flight was responsible for the luggage. Sky Eagle blamed Omega, and they all blamed Unity Airlines for cancelling the original flight.

Meanwhile, through all the accusations, we only had the clothes we stood up in, so Mum took us on a quick shopping trip and bought toothbrushes, swimming stuff, shorts, flip-flops, and a couple of T-shirts each.

For two days we waited in St Maarten until we joined our five-day cruise. Dad went to the airport twice a day, but each time the baggage staff said nothing had arrived. So we had to go on the cruise without our luggage. My brother, sister and I weren't too bothered, but our parents were. Dad missed his diving equipment, and Mum was upset about not being able to wear her new summer wardrobe bought especially for our big holiday. The cruise was fantastic, anyway, even though we had to keep washing our few clothes.

When we got back to the airport to go home, there was a new set of baggage staff who didn't seem to know anything about anything. My dad was so frustrated by this time, he actually sneaked into the storage room and found four of our bags if he hadn't done that, they might still be sitting there. He just dragged them out without telling anybody, and we went home. When we arrived back in the States, we found our last bag. It hadn't even left the airport! My poor mum and dad are still trying to get some compensation from the airlines ... 1 C 2 B 3 D 4 A

Use of English

Exercise 3 page 102

USE OF ENGLISH EXAM TASK — WORD FORMATION

- Again, advise students to read the whole text before they focus on individual answers.
- Point out the students that the grammatical forms they will need to consider are nouns, verbs, adjectives and adverbs. Tell them to decide what kind of word is needed for each gap and then to think of the appropriate form of the word in brackets. Warn them that, depending on the context, they may have to use a negative form.
- Students complete the task.
- Ask them to compare answers in pairs, then check as a class.

1 inclusion 2 impressive 3 unprofessional 4 glamorous 5 repeatedly 6 unintentionally

Speaking

Exercise 4 page 102

- Students put the phrases into the two groups.
- When you check answers, ask students to read the phrases using the appropriate tone.
- Highlight the use of I'm afraid, I'm sorry to soften the complaints and make them seem less rude. Ask students if they use expressions like this in their language.

Complaint: a, e, f
Responding: b, c, d

Exercise 5 page 102

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 they might need to talk about the rooms and the number of nights. Students prepare for the dialogue by making notes. They then act out their dialogue, taking it in turns to be the guest and manager. Remind the students who is playing the part of the manager to reject some of the guest's argument and suggestions, and for the manager to reject some of the guest's points.
Map of resources

10A Vocabulary and listening
Student's Book page 103, Workbook page 83
Photocopiable Activity: 10A Sports vocabulary (TRCD-ROM)

10B Grammar
Student's Book page 104, Workbook page 84
Photocopiable Activity: 10B Emphasis and inversion (TRCD-ROM)

10C Culture
Student's Book page 105, Workbook page 85
Photocopiable Activity: 10C Hosting the Olympic games (TRCD-ROM)

10D Reading
Student's Book pages 106–107, Workbook pages 86–87
Photocopiable Activity: 10D Quiz (TRCD-ROM)

10E Grammar
Student's Book page 108, Workbook page 88
Photocopiable Activity: 10E Unreal past, had better and might as well (TRCD-ROM)

10F Speaking
Student's Book page 109, Workbook page 89
Photocopiable Activity: 10F Relating a past event (TRCD-ROM)

10G Writing
Student's Book pages 110–111, Workbook page 90
Photocopiable Activity: 10G An unforgettable event (TRCD-ROM)

10 Review and Tests
Review 9–10 Student's Book page 112
Review 9–10 Workbook page 102
Photocopiable Activity: 10 Find out who ... (TRCD-ROM)
Student Self-Test Sheets 10, 1–3 (TRCD-ROM)
Unit 10 Progress Tests & Short Tests (Test Bank CD)
Cumulative Test 6–10 (Test Bank CD)
Cumulative Test 1–10 (Test Bank CD)

Get Ready for your Exam
Student's Book page 114
Workbook pages 91–92
Workbook page 97 Exam Challenge

iTTools Unit 10
Teacher's Resource Disk (TRCD-ROM)
Interactive exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

10A Vocabulary and listening

Sports

LESSON SUMMARY
Vocabulary: sports venues and equipment
Listening: teenagers describing sporting events
Speaking: choosing equipment for a summer camp
Matura topic: Sport

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercises 2 and 3 together as a class. The Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES
- Write the following on the board: Sports which (a) use a ball, (b) involve water, (c) are played indoors. In small groups, students think of as many sports as they can for each category.
- Give students two minutes to write down the sports. When they have finished, elicit sports from each group. Note: a few sports belong to more than one category.

(Possible answers)
- American football, baseball, basketball, cricket, football, golf, handball, hockey, netball, pool, rugby, snooker, squash, table tennis, tennis, volleyball
- canoeing, diving, kayaking, kite surfing, rowing, sailing, scuba-diving, surfing, swimming, water polo, windsurfing
- badminton, basketball, darts, figure skating, gymnastics, handball, ice hockey, netball, pool, snooker, squash, table tennis, volleyball

Exercise 1
- Ask students: What are the three sports in the photos? (basketball, hockey, skiing)
- With a stronger class, ask students to work in pairs and describe a photo to a partner. Ask one or two students to describe a photo to the class.
- With a weaker class, write the following words on the board and ask students to match them to the correct photo: ball, gloves, goggles, hockey stick, hoop, pads, ski poles. Students then work in pairs and describe the photos to a partner.

Students' own answers

Exercise 2
- Elicit or explain the meaning of strip (the uniform that is worn by the members of a sports team when they are playing).
- In pairs, students underline the words they did not use. Check answers as a class. Practise the pronunciation of words that may pose difficulty, e.g. cue /kju:/ and shuttlecock /ˈʃətəlˌkɒk/.

(Possible answers)
- bat: baseball, cricket, table tennis
- board: skateboarding, surfing
- cap: cricket, baseball
- disk: golf
- flag: American football, football, hurling, rugby
- goal: American football, hockey, hurling, lacrosse, rugby
Exercise 3  
(page 163)
- In pairs, students complete the list of venues. Check answers as a class.
- Students then add the names for the people who do each sport. Point out that the answers for items 11, 17, and 19 have two words.

1. ring  
2. pool  
3. rink  
4. swimmer  
5. skater  
6. track  
7. athlete  
8. course  
9. golfer  
10. court  
11. tennis player  
12. pitch  
13. footballer  
14. slope  
15. skier  
16. table  
17. pool player  
18. circuit  
19. racing driver

Exercise 4  
(page 163)
- Students may need help with sports that take place in a ring. Tell them they involve fighting, and one is a famous Japanese sport.
- Give students a maximum of two minutes to think of the sports. Compare answers as a class and write them on the board.

(Possible answers)
- a. Sumo wrestling, wrestling
- b. badminton, basketball, handball, netball, squash, volleyball
- c. American football, baseball, cricket, hockey, hurling, lacrosse, rugby

Exercise 5  
(page 163)
- Tell students they need to listen carefully to the recording. The sports are not mentioned by name, but the equipment should help them work out the venues.
- With a stronger class, play the recording once. Check answers by playing the recording a second time, pausing at the relevant points if necessary. With a weaker class, play the recording twice for students.

Audioscript  
(page 163)
1. It was so funny. Every time the referee blew his whistle, this dog ran on. Nobody knew whose dog it was. And when one of the linesmen tried to catch it, he dropped his flag. The dog picked it up and ran! It took ages to catch it. One of the spectators got hold of it in the end. Somebody found a piece of rope and tied the dog to the back of the goal. It didn’t seem to mind. It had a great view of the match, I suppose! In fact, I think the goalie got quite fond of it and took it home at the end of the game. I suppose that’s the kind of thing that happens in amateur games. You don’t see it in the Champions’ League, do you?

2. It was on TV last night. Did you see it? This golfer was about to play his shot — he was holding the club, getting ready to swing. I think it was the final hole or something — really important, anyway. And there’s a small crowd of people near him, all silent, so he can concentrate. And just as he plays his shot, some guy sneezes really loudly. I mean really loudly, like an explosion. It completely put the player off and his ball shot off into the trees. He was so angry! But what can you do?

3. Did I tell you what happened last night at the sports centre? They were having a swimming gala, with competitors in all different age groups. There was one race that was very close. And something happened, just as the swimmers got to the end — I couldn’t see what it was. Maybe one of them kicked the other one under the water. Anyway, the swimmer who won the race — she can’t have been any older than fourteen — was furious with the girl in the next lane. She reached across, pulled her goggles away from her face and then let go. They snapped back and the girl screamed. It must have hurt — mind you, it looked like something you’d see in a comedy film. She was trying to pull the other girl’s swimming cap off when the officials came over and stopped it.

4. It was the third set, and they’d been playing for over two hours. When one of the players — he was Serbian, I think — played a really terrible shot, straight into the net. The player ran all the way to where the spectators were sitting and handed his racket to a young boy. ‘You play,’ he said. ‘I’m rubbish!’ The boy didn’t know what to do. At first, he stood up and looked as if he was going to play a few points. But then the player took his racket back and laughed, and the boy sat down. I wish the boy had actually played a few shots; it would have been even funnier.

5. It was quite near the end of the game and one team was winning six-two. There was an argument between two players at one end. The referee didn’t see it because the puck was right at the other end. But some of the other players saw and skated over. At first, I thought they were going to stop the argument, but instead they joined in. The whole thing became a massive fight! At least they didn’t use their sticks — just their hands. Actually, it was a bit more interesting to watch than the match itself, which was a bit boring.

Extra activity  
(page 101)
Play the last part of the recording again. Tell students to make notes about what happened. Students should then write the story in their own words, but change one detail. They then swap stories with a partner, who must say what detail has changed, and what the correct detail is.

Speaker 1: football pitch; whistle, flag, goal
Speaker 2: golf course; club, ball
Speaker 3: swimming pool / leisure centre; goggles, swimming cap
Speaker 4: tennis court; net, racket
Speaker 5: ice rink; puck, stick

Culture note — Ice hockey
The sport of Ice hockey has a long history of violent incidents. In the early 1900s, in particular, violence was a frequent part of the game, and four players were killed in such incidents in 1904. In 1927, Boston player Billy Coutu was banned for life after attacking the referee and starting a fight with opposing players. In 2000, a major report was commissioned by the Government of British Columbia, Canada, entitled Eliminating Violence in Hockey. Problems still continue, however, and two players were banned for ten games each after violent incidents in the 2011–2012 season.

Exercise 6  
(page 101)
- Go through the Exam tip together.
- Check that students understand the meaning of sneeze (to have air come suddenly and noisily out through your nose and mouth in a way that you cannot control). If necessary, play the first recording only and go through the first question as an example. Ask: Did the dog run on during the match? (Yes) Did the linesman catch the dog? (No, a spectator caught it.)
- Play the rest of the recording for students to answer the remaining questions. They then compare answers with a partner. Check answers as a class.

1. F: A dog ran on during the match, but the linesman didn’t catch it.
2. F: Somebody sneezed, but it wasn’t the golfer. This caused the golfer to play a bad shot.
3. T
4. F: The professional was angry with himself and handed the boy his racket, but the boy didn’t play tennis.
5. T

Extra activity
Play the last part of the recording again. Tell students to make notes about what happened. Students should then write the story in their own words, but change one detail. They then swap stories with a partner, who must say what detail has changed, and what the correct detail is.
Exercise 7 (page 103)
• Ask students what they think teenagers on a summer camp would enjoy doing, e.g. the same sports that they play at school? Team games or individual sports? Outdoor or indoor sports? Tell students to brainstorm a list of items and then narrow it down to six.

Students' own answers

Exercise 8 (page 103)
• As students compare their ideas, go round the class checking that they are explaining their choices appropriately. Make sure that everyone is taking an active part in the discussion and encourage them to question each other's choices.

For further practice of Sports disciplines, go to:

Vocabulary Builder 10.1 (page 142)
1 (Possible answers)
1. baseball, football, netball, volleyball
2. diving, figure skating, rowing, skateboarding, skating, skiing, swimming, wrestling
3. motor racing, motorbike racing
2. A cricket, hockey, ice hockey, water polo
B. judo, karate, snooker, squash, taekwondo
C. aerobics, rock-climbing, yoga
3. 1. ski jump 2. snowboarding 3. speed skating
4. figure skating 5. half-pipe 6. bobsleigh

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers. I have learnt how to answer True / False questions. I can discuss sports equipment and venues.

10B Grammar

Emphasis

LESSON SUMMARY
Grammar: emphasis and inversion
Reading: extracts from a snowboarding message board
Speaking: talking about sports stars

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in. The Grammar Builder activities can be set for homework.

LEAD-IN 3-4 MINUTES
• Write the word Snowboarding on the board. Add the following questions: What is it? What equipment do you need to do it? What other sports is it like? Where was it invented?
• In small groups, students discuss the questions and choose one member to write down their answers.
• Compare answers as a class.

Culture note – Snowboarding
Snowboarding is a winter sport that involves sliding down a snow-covered mountain slope while standing on a board. The snowboarder wears a special boot which is attached to the top of the board. Snowboarding was inspired by other sports like skateboarding, skiing and surfing. It was invented in the United States in the 1960s, and became a Winter Olympic Sport in 1998. Famous names in snowboarding include: Shaun White (USA), Mark McMorris (Canada), Paulina Ligocka (Poland) and Torah Bright (Australia).

Exercise 1 (page 104)
• Tell students that the text consists of a series of comments by snowboarding fans on a message board. They are all talking about an upcoming event.
• Students scan the text quickly to find the names of the snowboarders. Check answers as a class.

Torah Bright, Australia; Almee Fuller, Northern Ireland;
Cilka Sadar, Slovenia

Exercise 2 (page 104)
• Go through the Learn this! box together. Check understanding by writing the following sentences on the board:
It was Sonia who wrote the text.
The album I'm looking forward to is the new one by Kings of Leon.
Never had I watched such a boring match.
Ask students to rewrite the sentences without emphasis or inversion. Tell them to begin with the subject of the sentence, e.g. Sonia. (Sonia wrote the text. I'm looking forward to the new album by Kings of Leon. I had never watched such a boring match.)
• Students work in pairs to underline examples of emphatic structures in the text. Check answers as a class.

The person I'm looking forward to watching is Torah Bright. It's her technique that I really admire.
It's Almee Fuller who has shown the best form ...
All she needs is a bit of luck.
What's amazing is that she's from Northern Ireland ...
How she learnt to snowboard in the first place I really don't know!
What happened was that she went to live in the USA ...
That's where she learnt to snowboard.
No way will she win.
The person with the best chance ... is Cilka Sadar.
What gives her a big advantage is that she used to be a gymnast.

Exercise 3 (page 104)
• Remind students to look for the subject of the sentence to begin their sentences. Read out the second sentence (It's her technique that I really admire.) Ask: What is the subject of the sentence? (I).
• Students work individually to rewrite the sentences. Check answers as a class.

I'm looking forward to watching Torah Bright.
I really admire her technique.
Almee Fuller has shown the best form ...
She just needs a bit of luck.
She's from Northern Ireland ...
I really don't know how she learnt to snowboard in the first place.
She went to live in the USA ...
She learnt to snowboard there.
She won't win.
Cilka Sadar is the person with the best chance.
It's a big advantage that she used to be a gymnast.

Exercise 4  page 104
• Go through the Look out! box and the first sentence together.
• Students work individually to complete the exercise. Then they compare answers in pairs. Check answers as a class.
1 What happened was (that) they had to postpone the snowboarding final due to the weather.
2 All that happened was (that) they held the final the next morning.
3 What happened was a snowstorm.
4 What nobody could see was the snowboarders in action.
   / What they couldn't see were the snowboarders in action.
   / What happened was (that) they couldn't see the snowboarders in action.
5 All they did was (to) turn the floodlights on.
For further practice of Emphasis and inversion, go to:

Grammar Builder 10.1  pages 132–133
1 2 One thing (that) I really hate is tomato soup.
3 It was in Japan where my parents met.
4 What happened was (that) the referee awarded a penalty.
5 What Lisa did was (to) spend a year abroad after school.
6 All I did was (to) ask my dad for some money.
7 One person (who) I enjoy talking to is my grandfather.
8 It was my uncle who took me to my first sports event.
9 All we need is one more basketball player.
10 One place where you can't go on holiday is Antarctica.
2 1 have I seen such  2 no circumstances must you
3 our wedding have we been  4 can he speak
5 did she break her arm but she also
6 had we arrived than the party

Exercise 5  page 104
• Go through the first sentence together. Write The person … on the board and ask a student to complete the sentence.
• Students work individually to complete the sentences. Then they compare answers in pairs. Check answers as a class.
1 The person the spectators were most excited about seeing was the young Czech snowboarder.
2 It was the Czech girl who had the best chance of winning the event.
3 All she needed to do was (to) finish the course without falling.
4 What happened was (that) she lost her board within ten seconds of starting the course.
5 Rarely has a crowd looked so disappointed.

Exercise 6  page 104
• Check that students understand role model (a person that you admire and try to copy). In pairs, students ask and answer questions. Go round the class checking that they are using the emphatic structures correctly.
• Ask different pairs to ask and answer some of the questions in front of the class. When they have finished, correct any mistakes they may have made with the emphatic structures.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers. I have learnt how to use emphasis and inversion. I can emphasise important information when discussing a topic.

10C Culture

Sport and money

LESSON SUMMARY
Reading: an article about commercialism in sport
Listening: people discussing the role of money in sport
Vocabulary: noun suffixes
Speaking: talking about money in sport
Topic: Sport

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

LEAD-IN 3–4 MINUTES
• Write the following gapped words representing five sports on the board: f. . . a . . . . t. . . . . x . . . . b . . . . . . k . .

Tell students that these are the five sports with the highest paid stars in the world.
• Students work in pairs. Give them three minutes to work out the names of the sports and rank them in order from the highest (1) to the lowest (5) paid.

1 boxing 2 golf 3 basketball 4 tennis 5 football
In 2012, the highest paid sports stars were: boxing: Floyd Mayweather, $85 million; golf: Tiger Woods, $59 million; basketball: LeBron James, $33 million; tennis: Roger Federer, $52 million; football: David Beckham, $46 million.

Exercise 1  page 165
• Ask students roughly how much they think a top footballer earns. (In 2012, the highest paid player was Lionel Messi of Barcelona, on an annual salary of $33 million, or £50,000 per day.) Students work individually to make their lists.

(Possible answers)
1 a top footballer 2 a top triathlete
3 a TV sports commentator 4 a P.E. teacher
Students’ own answers

Culture note – Triathlon
Triathlon is a sport which involves swimming, cycling and running in immediate succession over set distances. Distances vary in different events, but in the Olympics triathletes swim 1.5 kilometres, cycle 40 kilometres and run ten kilometres. This combination of events was first held in the 1920s in France, although the first official triathlon race was in California, USA in 1974. The triathlon requires a very high level of fitness, and athletes train for many hours in each discipline in order to be able to compete at a high level. Most professional triathletes earn very little money from the sport, but the top five to ten percent are believed to earn around $500,000 per year.

Exercise 2  page 165
• In pairs, students discuss their lists. Encourage them to explain why one job should have a greater value than another. Compare answers as a class. Ask different students to briefly explain the reason for their ranking.
Exercise 3  page 105
- Tell students to scan the text and decide what part of speech is needed to complete each gap.
- Students work individually to complete the text. They compare answers in pairs. Check answers as a class.

Audio 3.23  page 105
1 in 2 as 3 of 4 from 5 had 6 with 7 much 8 their 9 to 10 since 11 at 12 how

Exercise 4  page 105
- Go through the Exam tip and the first question together. Ask: Does the text mention the figure of $30 million a year? (yes) Does it say that some sportspeople earn this amount of money? (yes) Does it say most top sportspeople earn this amount? (no) Does it say the figure is just for endorsements? (no)
- Students work individually to answer the remaining questions. Compare answers as a class.

Exercise 5  page 106
- With a stronger class, ask students to complete the nouns first and then check their answers against the text. With a weaker class, tell them to find the nouns in the text.
1 achievement 2 retirement 3 earnings 4 childhood 5 commercialism 6 sponsorship

Extra activity
Tell students to write a sentence for each of the nouns in exercise 5. Then tell them to rewrite them on a piece of paper, gapping the noun each time. Students exchange their sentences with a partner and complete the gaps in their partner’s sentences.

For further practice of noun suffixes, go to:

Vocabulary Builder 10.2  page 143
1 a Verbs: -ment, -ation, -ing, -ings
   b Adjectives: -hood
   c Nouns: -ism, -ship, -hood
2 1 savings 2 likelihood 3 recommendations
   4 priesthood 5 membership 6 censorship
   7 disagreement 8 requirement 9 sportsmanship
   10 misunderstanding 11 findings 12 commercialism

Exercise 6  page 105
- Tell students to listen carefully to the speakers. Sometimes (as for Speakers 1 and 4) people appear to say one thing and then say the opposite. Check answers as a class.

Audio 3.24  page 105
1 Some people say sports stars are overpaid, but how can you really say that? I mean, who decides what people deserve to earn? It’s all just a matter of opinion, isn’t it? The fact is, sport generates a lot of money – because of TV rights as well as ticket sales. So the best players are worth a lot to their clubs. And they can afford to pay them big salaries. So basically, why shouldn’t they? It doesn’t make economic sense to pay them any less! They’d just go to a different club. It’s called competition.
2 Personally, I think it’s ridiculous that you can earn millions just for kicking a ball around, throwing it through a hoop or hitting it with a stick! I mean, think of all the really worthwhile jobs that people do – doctors, nurses, teachers – and ask yourself why a golfer should earn twenty times more than they do. If you ask me, it’s completely crazy! People’s income should reflect how much they contribute to society, how many people they help, that kind of thing.
3 From all the fuss about it, you’d think footballers were the only people who earned a lot of money. What about bankers? Property developers? Chief executives? Some of these people earn even more! The way I look at it, sports stars deserve their money because they’ve got real talent. We’ve all tried to play tennis, or golf, or football – we know how difficult it is. These men and women are the best! To my way of thinking, they deserve their high salaries. And remember, they don’t have very long careers – sometimes they’re finished by the time they get into their early thirties.
4 I don’t mind them earning a decent amount of money. There’s no doubt about it, they do have to train hard. But millions? That’s completely unnecessary. There are people all over the world who don’t even have enough money for food, and yet the top footballers, for example, are paid thousands of pounds a day. It’s obscene, really. The way I see it, nobody should earn thousands a day when people around them are starving. That kind of inequality is just plain wrong.
5 I don’t understand why people moan about how much money sports stars earn. Why does it matter? They do a good job – they entertain us, don’t they? Let’s face it, it’s envy, isn’t it? That’s why people complain. Basically, they just want all those things the sports stars have got but they haven’t – the fast cars, the lifestyle. The bottom line is, these people are massive, global celebrities – so of course they’re going to earn big money, just like film stars and pop stars.

Speakers 2 and 4

Exercise 7  page 105
- Read out the rubric in order to remind students that they have to match five speakers with seven sentences, so two sentences are not used. With a weaker class, you may have to play the recording twice. Check answers as a class.

Exercise 8  page 106
- Students complete the phrases and then listen again to check their answers.
1 fact 2 ask 3 look 4 thinking 5 doubt 6 look 7 face

Exercise 9  page 106
- While students are speaking, go round the class checking that they are using the phrases from exercise 8 correctly.

Extension
Have a class debate about the subject of sports and money. Write two opposing views on the board: Sports stars’ earnings should be decided by the market and Sports stars’ income should be based on how much they contribute to society as a whole. Divide the class into four teams, two for each viewpoint. Each team elects two speakers to express its views. Each speaker has two minutes to give their speech. Give students up to five minutes to discuss their opinions and then make their speeches. Take a class vote on the issue.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer. I can talk about the relationship between sport and money.
10D  Reading

Getting ahead

LESSON SUMMARY
Reading: an article about things that sportspeople use to enhance their performance.
Vocabulary: anatomy
Speaking: discussing ways of improving physical performance.
Topic: Sport

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercises 4 and 5 together as a class.

LEAD-IN 3-4 MINUTES
- Conduct a class discussion on performance-enhancing methods used in sport.
- Ask students if they know of any sports stars who have used illegal means to improve their performance (e.g. Ben Johnson, who won an Olympic gold medal in the men's 100 metres but lost his title three days later when he was found to have taken steroids; Lance Armstrong, seven times winner of the Tour de France, who lost all his titles in 2012, when he was found to have used performance-enhancing drugs). Ask: Why did they do it? What risks did they take?
- Ask students to name any legal methods that athletes use to improve their performance (e.g. fitness training, skills training, a special diet, weight training, altitude training, special equipment, sports psychology, food supplements). Ask: Which do you think are the most effective?

Exercise 1  page 106
- Answers to these questions will vary, but you may want to point out that energy drinks are very high in caffeine and other stimulants, have little or no beneficial health effects and are widely considered to be harmful if consumed in quantity. The standard treatment for a muscular injury is ice, compression (e.g. a tight bandage) and elevation (supporting the limb in a raised position).

Students' own answers

Exercise 2  page 106
- Give students no more than two minutes to read the text. This will encourage them to scan the text quickly for the information they need.
  a wear 3, 4  b eat 1  c lie in 2, 5

Exercise 3  page 106
- Students read the text again in detail. With a weaker class, go through the first paragraph together. Ask: Which words in the summary can be matched with sections of the text? (recovery of your muscles – recovery process of muscles; nutrients – essential minerals).
- Students work individually to match the remaining summaries. Compare answers as a class.
  1 E  2 A  3 C  4 F  5 B

Exercise 4  page 107
- Check that students understand the meaning of tissue (a collection of cells in the body), moisture (very small drops of water in the air or on a surface) and organs (part of the body that has a particular purpose, e.g. the heart).
- Do the first item together. Tell students to underline the sentence containing the word circulation. (Once the body senses the drop in temperature, it sends more blood to the area which boosts circulation and speeds up healing . . .) Ask: Which definition does it match? (7)
- Students work in pairs to match the remaining definitions. Compare answers as a class.
- Practise the pronunciation of words that may pose difficulties, e.g. ligament /ˈlɪɡəmənt/, long-sightedness /ˌlɒŋˈsaɪtɪdəs/ and short-sightedness /ˈʃɔːrtˌsaɪtɪdəs/.
  1 swelling  2 fibres  3 sweat  4 ligament  5 long-sightedness  6 lungs  7 circulation  8 passages  9 short-sightedness

Exercise 5  page 107
- Copy the chart on the board. Ask students to call out their answers to exercise 4 until the chart is complete.
  A fibres, ligament, lungs, passages  
  B sweat, circulation  
  C swelling, long-sightedness, short-sightedness

Exercise 6  page 107
- Give students three minutes to come up with words. Students work in pairs. When the three minutes are up, ask different pairs to share their ideas with the class. Write words on the chart on the board.
- Ask the other students whether they are correct and in the correct part of the chart.

Exercise 7  page 107
- Give students two or three minutes to check their techniques and note down reasons.

Exercise 8  page 107
- Ask different students to read out the example phrases, substituting 'X' with a technique of their choice. They then discuss their ideas in pairs.
- Ask one or two students to explain their choices to the class.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt vocabulary for anatomy. I can understand a text about ways to boost performance. I can match summaries with paragraphs in a text.

10E  Grammar

Unreal past and had better

LESSON SUMMARY
Grammar: unreal past; had better / might as well
Speaking: giving advice or warnings

SHORTCUT
To do the lesson in 30 minutes, keep the lead-in brief. The Grammar Builder activities can be set for homework.

LEAD-IN 2-3 MINUTES
- Write the following questions on the board: Have you ever been to a gym? Did you like it? Why? / Why not? What equipment can you use in a gym? Students discuss the questions in pairs.
- Ask different pairs to report back to the class.
Exercise 1  
- Ask two students to read out the dialogue.
- Go through the questions together. Invite students to agree or disagree with the different reasons given.

Ava is less keen to go to the gym: Everyone's so image-conscious. I just don't feel relaxed. ... running on a treadmill is so boring. I'd sooner we left it until after our exams.

Exercise 2  
- Go through the Learn this! box together. To check understanding, write the following sentences on the board: I'd rather you don't borrow my laptop. It's high time we buy a new washing machine.
- Ask students whether the sentences are correct. Then ask individual students to correct them.
- Students work in pairs to underline the examples of the unreal past. Check answers as a class.

It's time I got fit. They act as if they were ... I'd rather they didn't have ... Suppose we went together. Imagine if we went to the gym ... I'd sooner we left it ...

Exercise 3  
- Go through the first sentence together. Make sure that students notice the change from him to he.
- Students work individually to complete the sentences. Check answers as a class.
1 I'd rather he met me at the arena.
2 It's high time we went swimming again.
3 She'd sooner I stayed at home this afternoon.
4 I'd rather you didn't tell anyone about this conversation.
5 I'd sooner you didn't pay for my ticket.
6 Suppose you tried sending her a text message.

For further practice of The unreal past, go to:

Grammar Builder 10.2  
1 I'd rather you didn't read my diary.
2 Suppose we invited the whole class.
3 Imagine you had a Ferrari.
4 It's time we returned these books to the library.
5 I'd sooner my parents weren't friends with me on Facebook.
6 It's high time the Government allowed online voting.

Exercise 4  
- Go through the Learn this! box together. Check understanding. Write the following sentence beginning on the board: You'd better not forget my birthday ... Ask students how they could continue the sentence using or + will (e.g. You'd better not forget my birthday or you will be sorry).
- Ask them how they would replace might as well with had better in the sentence We might as well give up. (We'd better give up.)
- Go through the example together. Tell students that they need to think up possible consequences and that several different answers are possible. Students complete the remaining sentences individually. Ask students to read out their versions of the answers to the class.

(Possible answers)
1 You'd better not tell him about it or it will spoil things.
2 You'd better go to the doctor or it will just get worse.

Exercise 5  
- Go through the first item together. Students complete the sentences individually. They then compare answers in pairs. Check answers as a class.
1 I'd sooner we travelled 2 I'd better say sorry 3 as though he owned 4 rather you came 5 time we bought a new car 6 might as well go

Extra activity
Write the following structures on the board: It's (high) time ..., I'd rather ..., I'd sooner ..., Imagine if ..., Suppose you ..., as if she were ..., He'd better ..., We'd better not ..., You might as well ...

Put students into two teams. The first student on Team A reads out one of the structures. The first student on Team B must respond with a sentence using that structure. Team B gets a point for a correct sentence. The second student on Team A then reads out a structure for the second student on Team A to respond with a sentence. Continue alternating until each student has had a turn to say a sentence.

Exercise 6  
- With a weaker class, you may need to give students some prompts, e.g. somebody has not done their homework for several days, somebody wants to swim in a dangerous river, somebody is thinking about having a party while their parents are away. Check that students have chosen suitable situations.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elict answers: I have learnt how to use the unreal past and had better / might as well. I can talk about the unreal past and give advice or warnings.

10F Speaking

Photo description

LESSON SUMMARY
Listening: Two students describing photos
Speaking: a photo description
Topic: Sport
Exercise 5  page 109
- Students listen and check their ideas. Ask: Would you like to try this kind of exercise class? Why? Why not?

Audioscript  3.27  page 109
Candidate 1 I think the people are using weights because they aren’t just trying to get fit – they also want to get stronger muscles. It can be quite boring doing weight-training by yourself in the gym, so this is a great way of getting stronger and having fun at the same time. You can see that it works because all the people in the photo have big muscles in their arms. Their biceps muscles look really strong.

Exercise 6  page 109
- Go through the Look out! box together. Play the recording.
- Make sure that students give reasons for their opinions about which answer is better. Ask students which opinion they agree with.

Audioscript  3.28  page 109
Candidate 1 I think it’s important to be quite fit; yes. First and foremost, being fit makes it more likely that you’ll live to an old age and won’t have problems with your heart. Secondly, if you’re fit, you can do more things without getting tired – for example, you can play sports. Even day-to-day things like running for a bus are easier if you’re fit. And thirdly, people look better when they’re fit. Slimmer and healthier – and this is good for confidence. I’d even say that fit people are happier than unfit people. So all in all, yes, it’s important to be fit.

Candidate 2 I don’t think it’s particularly important to be fit. For a start, there’s a difference between being fit and being healthy. Sure, good health is important. But unless you’re a professional sportsperson, I don’t think you need to be extra fit. Also, let’s not forget that fitness is a big industry. They want you to think that it’s essential to be super-fit, but basically, they’re just trying to sell you their kit, their sports drinks, their clothes, and so on. And most importantly, I think people should worry less about their body and more about their mind. Don’t go to an aerobics class, read a book – that would be my advice!

Exercise 7  3.28  page 109
- Play the recording again. With a stronger class, ask students to write their answers first and then listen again. Check answers as a class.
First and foremost, ..., 1; For a start, ..., 2; Secondly, ..., 1; And thirdly, ..., 1; Also, let’s not forget ..., 2; And most importantly, ..., 2

Exercise 8  page 109
- Play the recording. Students compare their answers in pairs. Check answers as a class. You may need to play the recording twice.

Audioscript  3.29  page 109
Candidate 2 I recently took part in a five-kilometre run for charity. It’s not the kind of thing I’d normally do, but I did it with a group of friends who really wanted me to take part. They were school friends. So I said yes, I’m not very fit, so the run itself was really hard work for me. In fact, I stopped half-way and sat down! I was feeling really miserable. But then, when I stood up, some of the spectators started cheering me – and that gave me the strength to finish the course. Looking back, I feel really proud of myself for finishing it. The run took place in a large park near the edge of town. It happened about ... oh, six months ago, I suppose. Yes, it was last summer.
f, c, d, e, a, b
(Possible answer)
A better order might be: a / b, a / b, f, d, c, e.

Exercise 9  page 109
- Remind students to follow the plan in the Exam tip when describing the photo.
• Allow students to read through the questions but do not give them any extra time to prepare, as they need to practise answering these kinds of questions without preparation for the exam.

• In pairs, students describe the photo and answer the questions. Go round the class checking that each student in a pair is taking an equal part in the conversation. You may need to prompt particularly quiet or shy students to speak more.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can describe a photo and answer questions about it.

10G Writing analysis

Description of an event

LESSON SUMMARY
Reading: a description of a basketball match
Vocabulary: compound nouns; extreme equivalents
Topic: Sport

SHORTCUT
To do the lesson in 30 minutes, omit the lead-in and do exercises 3 and 4 together as a class.

LEAD-IN 3-4 MINUTES
• Tell students that they are going to describe a live sporting event to their partner. If they have never experienced a live event, they can talk about some other event they have experienced, e.g. a concert.

• Write the following questions on the board: What was the atmosphere like? Was it an exciting event? Why? / Why not? What happened? Who won?

• In pairs, students discuss the event. Give them two minutes to do so before they report back to the class.

Exercise 1 page 110
• Students work in pairs to describe the photo. Remind them of the advice in the Exam tip on page 109.

• Ask a pair to share their description with the class.

It's a professional game. The players are wearing vests with their team's name on them. There are a lot of spectators.

Exercise 2 page 110
• Focus students' attention on the underlined words. Stress that it is very important to address all aspects of the task.

(Possible answer)
This is a very good answer. The text describes a sporting event (a basketball game); it is a professional game; the event is described vividly, with an emphasis on the atmosphere and the writer's feelings before, during and after the event.

Exercise 3 page 110
• Tell students that paragraphs usually contain at least three sentences. Read the text aloud to the class and ask students to put their hand up when they think you have reached a paragraph break. Pause when several students put their hands up and check with the class whether they agree.

Paragraph 2: We arrived at Madison Square Garden ...
Paragraph 3: When the match started, ...
Paragraph 4: Into the cold night air we went ...

Culture note – Madison Square Garden
Madison Square Garden (MSG) in Manhattan, New York, was built above Pennsylvania Station in 1968 at a cost of $1.1 billion. At that time it was an enormous sum of money. It is home to two professional sports teams: the New York Knicks (basketball) and the New York Rangers (ice hockey). Major boxing contests have also been held there, including the first Muhammad Ali–Joe Fraser fight. The venue holds approximately 20,000 spectators. MSG is also famous as a concert venue; Michael Jackson played his 30th Anniversary Special there in 2001, and John Lennon appeared live for the last time ever in 1974.

Exercise 4 page 110
• Go through the Exam tip together. Tell students they should be able to find each element in the relevant paragraph.

Exercise 5 page 110
• Students work individually to match the words and write sentences.

• Tell them to write their sentences on a piece of paper, gapping the compound nouns. They then swap sentences with a partner. Their partner guesses the missing words.

d e t e n 3 2 1 a 4 b 5 c 6 e

Exercise 6 page 110
• Tell students there are three expressions in the text. In pairs, they scan the text to find the expressions. Check answers as a class.

• Practise pronunciation of words students might find difficult, e.g. berserk /bɛrˈsɛrk/.

be desperate to do it (Connor ... was desperate to see the Knicks go wild (the crowd went wild)
be neck and neck (the Knicks were neck and neck with their opponents)

Exercise 7 page 110
• Tell students there is more than one way to rewrite some of the sentences.

1 When the substitute sprinted onto the pitch the crowd went wild / crazy / berserk.
2 I was desperate to play her at tennis because she'd thrashed me the last time.
3 The two teams were neck and neck, and both managers were screaming / yelling at their players to give it everything.
4 She was heartbroken when she lost the match because she had given it everything.

Extension
Tell students to choose three of the extreme expressions in Exercise 6. Students work individually to write three sentences using the expressions they have chosen. They then swap sentences with a partner, who rewrites the sentences using the less extreme equivalents.

Exercise 8 page 110
• Students may need some help with ideas. You could write these prompts on the board: comfort, cost, travel, excitement, crowds.
Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit answers: I have learnt how to make expressions more colourful using more extreme equivalents. I can divide a text into paragraphs.

10G Writing task

Description of an event

LESSON SUMMARY
Grammar: adverbial phrases
Writing: a description of a sporting event

SHORTCUT
To do the lesson in 30 minutes, start the writing task in class and get students to complete it for homework.

Exercise 1
Go through the Exam tip together. Ask students which they think is easier to write about, a real or an imagined event. (A description of a real event may be easier to write because the details just need to be remembered, and it may be more personal. An imagined one may be written to fit the task more closely. One good solution is to use elements from a true story and invent the necessary details.)

Exercise 2
Students work individually to write their plans. They then compare plans with a partner. Their partner should ask about the details of the plan, check if anything is missing and, where relevant, suggest additional details.

Exercise 3
Go round the class asking students for a beginning using each one of the phrases. Tell them that they are all suitable introductions for a story such as this.

Exercise 4
Go through the Exam tip together. Draw a table on the board with the questions from the tip and space for several sports along the top. Students feed back to the class. Complete the table for each sport that is mentioned.

Exercise 5
Go through the Learn this! box together. Check that students understand which are the different components of the sentence (In the middle of the room – adverbial phrase; stood – verb; a policeman – subject). Ask students to rewrite the sentences with the adverbial phrase at the end. (A policeman stood in the middle of the room. They drove away. There were three envelopes on the table.)

In the front row sat dozens of Knicks fans …
into the cold night air we went … (The subject is a pronoun.)

Extension
Write the following sentence beginnings and endings on the board:
1. At the end of the hall …
2. Into the station …
3. Under the stairs …
4. The door slammed and away …
5. Into the room …
6. On the table …
a. … walked my cousin Sam,
b. … was a delicious looking meal,
c. … she went for the last time,
d. … came the train,
e. … was a place to hang coats,
f. … were two more rooms.
In pairs, students match the sentences beginnings 1–6 with the sentence endings a–f.
(Possible answers)
1 2 f 3 d 4 e 5 c 6 a

Exercise 6
Go through the first sentence together. Students complete the remaining sentences in pairs. Check answers as a class.
1. On the chair was a tennis racket.
2. Towards the corner flag sprinted the striker.
3. In the centre of the court stood the umpire.
4. Onto the pitch ran a small dog.
5. Into the pool jumped all six swimmers.
6. In front of the goal were six defenders.

For further practice of Adverbial phrases, go to:

Grammar Builder 10.4
1. At one end of the sofa sat his aunt.
2. Asleep in the top floor bedroom is my sister.
3. On the grass lay an empty wine bottle.
4. In the town centre are three cinemas.
5. Out of the room she ran, screaming.
6. Behind the football pitch is a tennis court…

Exercise 7
Before they begin writing, tell students to reread the story on page 110. Tell them to notice in particular how the writer sets the scene and builds up the atmosphere of the event.

Lesson outcome
Ask students: What have you learnt today? What can you do now? and elicit the answer: I can write a description of an event.
Language Review / Skills Round-up

9–10 Language Review

Exercise 1 page 112
1 ruthless 2 heroic 3 romantic 4 considerate 5 over-sensitive

Exercise 2 page 112
1 needn’t / shouldn’t 2 wouldn’t 3 could 4 shouldn’t / needn’t 5 hadn’t

Exercise 3 page 112
1 be lost if you had remembered to bring the 2 like you if you hadn’t teased 3 weren’t / wasn’t afraid of spiders, he wouldn’t have 4 be tired if you haven’t woken me up at 5 weren’t on special offer, I wouldn’t have bought

Exercise 4 page 112
1 hadn’t 2 only 3 sooner 4 could 5 wish

Exercise 5 page 112
1 in, ring 2 on, pitch 3 on, slope 4 in, pool 5 on, course

Exercise 6 page 112
1 b 2 d 3 a 4 e 5 c

Exercise 7 page 112
1 time we bought our tickets 2 well take the bus 3 not carry your passport with you 4 you didn’t invite the neighbours 5 you left the car at home

Exercise 8 page 112
1 First 2 foremost 3 start 4 Also 5 importantly

1–10 Skills Round-up

Exercise 1 page 113
Super Bowl: Tour de France: Monaco Grand Prix: photo

Exercise 2 page 113
Students’ own answers

Exercise 3 page 113
1 D 2 A 3 E 4 B

Exercise 4 page 113
1 T 2 F 3 T 4 F 5 F 6 F 7 T

Exercise 5 page 113
Audio script page 113

Part 1
Daisy Great! You’re on time.
Stefan Of course. I can’t wait to find out what’s going on.
Daisy You’ll soon see. But first, we have to get the underground to Southfields Station. Come on!
Stefan Southfields? I’ve never heard of it. Hey! Hold on, wait for me …

Part 2
Daisy So, what do you think of Wimbledon?
Stefan It’s fantastic! I’ve always wanted to come here. But what is the protest going to be?
Daisy Shh! I’d rather you didn’t shout about it!

Stefan Sorry.
Daisy Anyway, if I knew the details, I would have told you by now. But I don’t know. My job is just to video whatever happens with my phone – and then post the clip on YouTube.
Stefan OK. So, it’s the centre court – wow! Great tickets!
Daisy My dad got them.
Stefan Really? But of course he doesn’t know …
Daisy No, of course not. If I’d told him why I need to be here …
Stefan … we wouldn’t be here.
Daisy Exactly. Now, let’s find our seats, if we’re late, I won’t be able …

Part 3
Daisy It should have happened by now. It’s nearly two o’clock. Somewhere’s gone wrong …
Stefan Well you can’t blame me this time. I can’t have told anyone – I still don’t know!
Daisy Shh, I’m not blaming you. I’m just worried.
Stefan Can’t you text them?
Daisy I’ve tried. Nobody’s replying. They must have turned their phones off.
Stefan Look over there. There are a lot of police officers …
Daisy It looks like they’re taking some people away.
Stefan Hey! There’s Spiky! He’s chatting to one of the police officers. He’s acting as if he were best friends with them …
Daisy That’s weird. He’s always said that he hates the police …

Part 4
Stefan Don’t you want to go home?
Daisy Back to the squat? Not until I know what’s happening.
Stefan Hey look! There’s something on the news about it.
TV news … have claimed that the protesters planned to run onto centre court and hold up a large banner protesting against Wesley’s Supermarket. They were arrested before they could carry out the protest after police were informed of their plans. In other news today, the …
Daisy Look, I’ve got a test at last! Not that’s terrible!
Stefan What? Tell me!
Daisy It was Spiky who gave all the details to the police. He was a police officer all along, just pretending to be one of us.
Stefan A kind of spy …
Daisy Yes, I never imagined it … He seemed so passionate about our campaigns.
Stefan Oh well. It just shows how easy it is to make mistakes about people …

Part 5
Daisy Oh hi, come in.
Stefan Hey! This is a bit better than your other place!
Daisy You mean the squat? Yes! I didn’t really want to stay there. None of us did, I mean, we felt so angry, Spiky was so disloyal and deceitful.
Stefan I know. So, you’re back home with your parents. How are you getting on with your dad?
Daisy Oh, OK. We still argue a bit – but it’s mostly good-humoured.
Stefan And I imagine the food is better than at the squat.
Daisy Yes, it is. Would you like to stay for dinner?
Stefan Well, I was going suggest going out.
Daisy Yeah, actually that’s a better idea. Where shall we go?
Stefan Do you like Chinese?
Daisy I love it.
Stefan There’s a new Chinese restaurant quite near here. I went there last week. It’s really good.
Daisy OK. Let’s go there. And you can tell me all about …

Because Spiky told the police what was going to happen.

Exercise 6 page 113
part 1 B part 2 A part 3 E part 4 F part 5 D

Exercise 7 page 113
Students’ own answers
Get Ready for your Exam 10

Reading

Exercise 1  \(\text{page 114}\)

GET READY TO READ

• Ask students if they do or have done yoga. Do / Did they like it? Why? / Why not?
• Ask students to explain briefly what yoga is.
• In pairs, students underline the adjectives they associate with yoga.
• Ask pairs to share their choices with the class, justifying them.

READING EXAM TASK – TRUE OR FALSE

Exercise 2  \(\text{page 114}\)

• 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, comprehension).
• Suggest that students skim-read the text first, then underline the key words in sentences 1–6. Then they should go back to the text and re-read it carefully, underlining the sections which relate to the sentences. Remind them that if the answer is not stated they should mark it \(N\).
• Check answers as a class and ask students to tell you which part of the text they underlined for each answer.

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

Speaking

Exercise 3  \(\text{page 114}\)

GET READY TO SPEAK

• Students put the adjectives into the two groups.
• When you check answers, ask students to read the adjectives using the appropriate tone.
• Write the best additional adjectives on the board.

1 elated, overjoyed, relieved, triumphant
2 dejected, despondent, devastated, dismayed, inconsolable

Exercise 4  \(\text{page 114}\)

SPEAKING EXAM TASK – PICTURE DESCRIPTION

• Draw attention to the first task, which asks students to describe the picture. Remind them to include as much detail as possible.
• Elicit that the questions require students to speculate, give personal opinions and information. Elicit some useful vocabulary for speculating, e.g. In my view, it seems to me that, He could be, They might be. Remind students that they will earn more marks if they can elaborate on their answers with examples.
• 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 the feedback session.
Workbook answer key

Unit 1

1A Vocabulary and listening

Describing personality

Exercise 1 [page 3]
2 assertive 3 stubborn 4 considerate 5 calm
6 creative 7 eccentric 8 immature 9 selfish 10 sociable
11 argumentative 12 conventional 13 unconventional
14 organised 15 serious 16 ambitious 17 responsible
18 outgoing

Exercise 2 [page 3]
(Possible answers)
stubborn, eccentric, argumentative, conventional,
unconventional, serious, ambitious

Exercise 3 [page 3]

Audioscript  Listening 2  [page 3]
1 Mum: George, please apologise to your brother.
   George: No, I won’t.
   Mum: You were very rude to him.
   George: I’m not going to apologise.
   Mum: George!
   George: No, I refuse to apologise.
2 Ella: Hi, Marcus. Can I have one of your chocolates?
   Marcus: Um, well … I haven’t got many left.
   Ella: Really?
   Marcus: Yes, look.
   Ella: You’ve nearly eaten the whole bag!
   Marcus: Well?
   Ella: Can I have just one please?
   Marcus: No sorry, I’m saving these for later.
3 Dad: Harriet, where’s your maths exam?
   Harriet: Next Monday.
   Dad: Hadn’t you better do some more revision?
   Harriet: It’s OK, Dad. I’ve got it all planned. I’m revising every night this week.
   Then I’m taking Friday evening off. Then Jenny and I are getting together to look at some past exam papers on Saturday, then it’s last minute revision on Sunday.
   Dad: Oh, OK. Very good.
4 Harry: Have you seen what Finn’s wearing today?
   Jess: No, what?
   Harry: An old jacket from the 1980s. He got it in a charity shop.
   Jess: What’s wrong with that?
   Harry: Nothing at all, but who wears jackets like that nowadays?
   Jess: I think it’s cool. Unusual, maybe, but cool.
   Images: I don’t know. She isn’t usually late.
   Luke: Well, the film starts in ten minutes. I think we should go in.
   Images: She won’t be able to find us, though, will she?
   Images: You go in, then, and get the tickets. I’ll wait a bit longer for her. I’m sure she’ll turn up in a minute.
6 Simon: What do you want to do when you leave school, Ceris? Are you going to get a job?
   Ceris: No, I want to study medicine.
   Simon: Really?

Ceris: I want to study at Oxford because it has one of the best medical schools in the country, and I want to get a really good job once I graduate.
Simon: Difficult to get into, then, I guess.
Ceris: Difficult, yes – it’s one of the best universities – but not impossible.
1 stubborn 2 selfish 3 organised 4 unconventional
5 considerate 6 ambitious

Exercise 4 [page 3]
1 vain 2 faithful 3 grumpy 4 unassuming 5 witty
6 amiable 7 timid 8 calm

Exercise 5 [page 3]
1 headed 2 meat 3 minded 4 cold 5 haired 6 sure
7 watering 8 space 9 hearted 10 densely

Challenge! [page 3]
Students’ own answers

1B Grammar

Present perfect simple and continuous

Exercise 1 [page 4]
Students’ own answers

Exercise 2 [page 4]
1 have you been waiting 2 recorded 3 been learning
4 been working 5 visited 6 have you spent

Exercise 3 [page 4]
1 Have (you) seen 2 ‘ve been ringing 3 ‘s been taking part
4 has forgotten 5 ‘ve selected 6 ‘s been playing

Exercise 4 [page 4]
2 ✓
3 Whether we go to the beach depends on the weather.
4 I’ve always disliked vegetables.
5 ✓
6 That man has been swimming in the sea for over an hour. He must be freezing.

Exercise 5 [page 4]
1 have (you) known 2 haven’t been
3 don’t care, think 4 ‘s been raining 5 like, prefer
6 ‘ve been reading / ‘m reading

Challenge! [page 4]
Students’ own answers

1C Culture

Great American writers

Exercise 1 [page 5]
1 Christianity 2 Christian 3 Christian 4 Judiasm
5 Jewish 6 Jew 7 Islam 8 Muslim / Islamic 9 Muslim
10 Buddhism 11 Buddhist 12 Buddhist 13 Sikhism
14 Sikh 15 Sikh 16 Hinduism 17 Hindu 18 Hindu
Exercise 2  page 5
1 F 2 T 3 T

Exercise 3  page 5
1 The lights ... were just beginning to be turned on ...
2 'What kind of job?' asked their Dad. 'Anything I could do, or just for girls?'
3 The question took her by surprise. She had just been thinking ... she had bought them the day before.
4 'Nobody ought to work until they're around sixteen, Mick should have two more years ... '
5 Bill put Ralph down from his lap ...
6 'Mick should have two more years ... at Vocational — if we can make it.' 'Even if we have to give up the house and move ... '

Exercise 4  page 5

Audioscript  Listening 3  page 5
She felt excited. They were all talking about her — and in a kindly way. She was ashamed for the first time in her life that she was now living in a house. She loved all of the family and a tightness came in her throat.
'About how much money is in it?' she asked.
'Ten dollars!'
'Ten dollars a week?'
'Sure,' Hazel said. 'Did you think it would be only ten a month?'
'Father don't make but about that much.'
'Oh, colored people,' — Hazel said.
Mick rubbed the top of her head with her fist. 'That's a whole lot of money. A good deal!'
'It's not to be grinned at,' Bill said. 'That's what I make.'
Mick's tongue was dry. She moved it around in her mouth to gather up spit enough to talk, 'Ten dollars a week would buy about fifteen fried chickens or five pairs of shoes or five dresses. Or installments on a radio.' She thought about a piano, but she did not mention that aloud.
'It would hide us over,' Mama said. 'But at the same time I rather keep Mick at home for a while. Now, when Etta ...
'Wait!' She felt hot and reckless. I want to take the job. I can hold it down, I know I can.'
Listen to little Mick, Bill said.
Their Dad picked his teeth with a matchstick and took his feet down from the banisters. Now, let's not rush into anything. I rather Mick take her time and think this one out. We can get along somehow without her working. I mean to increase my watch work by sixty per cent soon as —
'I forgot,' Hazel said. 'I think there's a Christmas bonus every year.'
Mick frowned. 'But I wouldn't be working then. I'd be in school. I just want to work during vacation and then go back to school.'
'Sure,' Hazel said quickly.
'But tomorrow I'll go down with you and take the job if I can get it.'
It was as though a great worry and tightness left the family. In the dark they began to laugh and talk. Their Dad did a little trick for George with a matchstick and a handkerchief. Then he gave the kid fifty cents to go down to the corner store for Coca-Cola to be drunk after supper.
1 ashamed of ... 2 a week 3 quite a lot of 4 the same as this 5 a piano 6 hardly thinks at all 7 a holiday job 8 happy with

1D Reading

High achievers

Exercise 1  page 6
1 towards 2 owing to 3 among 4 Aside from 5 alongside 6 Throughout 7 concerning 8 beyond 9 Bearing in mind 10 Prior to

Exercise 2  page 6
1 Throughout 2 alongside 3 Prior to 4 bearing in mind 5 beyond 6 towards

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

1E Grammar

Verb patterns

Exercise 1  page 7
1 to see, going, to go 2 to meet, to find 3 to go, to find, to go 4 watching, to choose, to watch

Exercise 2  page 7
1 sa standing 2 b to hand 2a posting 2b to post 3a to have 3b criticising 4a to tell 4b not revising 5a to become 5b eating 6a meeting 6b to buy 7a walking 7b ride, fall

Exercise 3  page 8
1 are considering going away 2 managed to solve 3 advised me to 4 had difficulty doing 5 reminded Harry to text me 6 agreed to help 7 enjoy doing 8 didn't let me go to 9 got my car repaired

Challenge!  Students' own answers

1F Speaking

Photo description

Exercise 1  page 8

Audioscript  Listening 4  page 9
The photo shows two teenage boys. I'd say they were about fifteen or sixteen years old. It's clear from the photo that they are in school, because they are standing in front of lockers and they are wearing school uniform. The uniform is black trousers, black shoes, white shirt and red and green stripes tie. Both boys have got short dark hair. They are obviously friends as they are chatting together, they look relaxed and they are smiling. I should think it's break time, or maybe after school.

clothes, hair, expressions

Exercise 2  page 9

Audioscript  Listening 4  page 9
I should think ... I'd say ...; It's clear from the photo that ...; Maybe; They (are) obviously ...

Exercise 3  Students' own answers

Exercise 4  page 9

Audioscript  Listening 5  page 9
Examiner: Do you think the boys in photo A mind wearing school uniform? Why do you think so?
Student: I think it's quite difficult to tell from the photo. They are dressed quite smartly and, as I said, they look relaxed. But they haven't done their ties up properly, so perhaps they don't like wearing them. On balance, I'd say they'd probably prefer not to be wearing a uniform.
Examiner: Do you think school uniform is a good idea? Why do you think so?
Student  I think a uniform is a good idea because it means that everyone wears the same thing and people don’t need to be self-conscious about their clothes. Students don’t spend ages in the morning deciding what to wear. Uniforms are also cheap so it’s better for their parents, especially if they aren’t particularly well off. I also believe that a uniform gives the students a sense of identity, of belonging to the school.

Students’ own answers

Exercise 5  page 11
Students’ own answers

Exercise 6  page 11
Students’ own answers

1G Writing

Description of a person

Exercise 1  page 10
1 C 2 D 3 B 4 A

Exercise 2  page 10
1 tends 2 tendency 3 habit 4 across 5 regard 6 consider 7 people 8 can

Exercise 3  page 10
1, 4, 5

Exercise 4  page 10
1 However, … 2 unlike some other teachers

Exercise 5  page 10
Students’ own answers

Exercise 6  page 10
Students’ own answers

Unit 2

2A Vocabulary and listening

Value and price

Exercise 1  page 11
1 save 2 afford 3 allowance 4 waste 5 income 6 budget 7 expenses 8 debt

Exercise 2  page 11
1 allowance, saves 2 debt 3 afford 4 wasted 5 expenses 6 income, budget

Exercise 3  page 11
broke – hard up; dear – pricey; extortionate – a rip-off; mean – stingy; well off – affluent
1 broke 2 a rip-off 3 hard up

Exercise 4  page 11
1 d 2 a/f 3 g 4 b 5 c 6 e

Exercise 5  page 11
1 cost an arm and a leg 2 tighten your belt 3 made a killing 4 came into some money 5 living from hand to mouth

Challenge!  Students’ own answers

2B Grammar

used to and would

Exercise 1  page 12
1 used to 2 Did (your family) use to 3 used to 4 Did (there) use to 5 didn’t use to

Exercise 2  page 12
1 My grandfather would never go out without a hat. 2 I would go to the sweet shop every afternoon. 3 We wouldn’t talk to our parents about school. 4 When Harriet was young, she would go dancing every night.

Exercise 3  page 12
1 a 2 b 3 c 4 a 5 c 6 b

Exercise 4  page 12
1 would insist 2 would have 3 would spend 4 would run 5 would leave

Challenge!  Students’ own answers

2C Culture

Squatters

Exercise 1  page 13
1 made, made 2 has been renting 3 taking 4 have become 5 pay, get 6 do

Exercise 2  page 13

Audio script  Listening 6  page 13
What could you buy for $16 in the USA? A quick lunch in a coffee bar, maybe, a few litres of petrol for your car, or perhaps a large house in a nice suburb near Dallas, Texas, complete with a pool? Impossible? That’s what most people would think. But then, most people have never heard of an obscure law called ‘adverse possession’.

The story of Kenneth Robinson and the sixteen-dollar house began in 2011, when he noticed that a large house in Flower Mound, near Dallas, had become empty. The house had been well maintained, and was in a good state, but unfortunately, the owner had not been able to pay the mortgage. After the mortgage company had evicted the owner, the company itself went out of business. So the house was not just empty, but it was also unclear what would happen to the property.

After doing some research into property law, Mr Robinson, a 51-year-old former soldier, filled out a form online, paid a fee of $16 to submit the form officially, and moved into the empty $300,000 house. Although he didn’t exactly buy the house for $16, he had discovered that a law called ‘adverse possession’ meant he could not be evicted unless the original owner paid off the mortgage — and even then, it would be a long and expensive legal process.

The story was widely reported in the media both in the USA and around the world. For some people, Mr Robinson was a hero who beat the system. Others tried to copy his actions, and suddenly local councils were having to deal with thousands of forms claiming ‘adverse possession’. But to most of Mr Robinson’s
neighbours in Flower Mound, he was just a squatter. They even called the police to arrest him, but the police said they could do nothing as no crime had been committed.

According to US property laws, if Mr Robinson stayed in the house for three years, he could claim legal ownership of the property. During that time, he would have to do all the basic maintenance – keeping the garden tidy, and so on – but he would not have to pay any mortgage or rent. However, eight months after he had moved into the house, he received a letter from a judge telling him he had to leave the property. Although he could have challenged the decision in court, Mr Robinson decided not to do that and moved out.

Looking back, Mr Robinson certainly has no regrets. He has written a book about his experiences and is often asked to give talks about them. And if you wanted to hire him to give a talk, you’d have to pay a lot more than $160!

Exercise 3  page 13

Audio script Listening 6  page 13

1 F 2 F 3 T 4 F 5 T

Exercise 4  page 13

1 floor 2 worth 3 used 4 little 5 couldn’t 6 heating 7 rather 8 paid 9 attention 10 Despite

Challenge!  page 13

Students' own answers

2E Reading

How the other half live

Exercise 1  page 14

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

Exercise 2  page 14

1 had, would give 2 wouldn’t make, sold 3 wouldn’t be, budgeted 4 paid, would happen 5 were, was, could

Exercise 3  page 14

3 and 4

Exercise 4  page 14

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

Exercise 5  page 14

Students' own answers

Challenge!  page 14

Students' own answers

2E Grammar

Past perfect simple and continuous

Exercise 1  page 16

1 a, had been writing 2 e, had been watching 3 b, had been playing 4 f, had been working 5 d, hadn’t been paying 6 c, hadn’t been feeling

Exercise 2  page 16

Students' own answers

Exercise 3  page 16

1 I arrived, I had had a shower 2 we had swapped numbers, he called 3 had tidied her room, she went out 4 had missed the class, she didn’t do the homework 5 had finished his dinner, he washed up his plate

Exercise 4  page 16

1 b 2 b 3 a and b 4 a and b 5 a

Exercise 5  page 16

1 had been enjoying 2 had spent 3 had been going 4 had won 5 had had 6 had been looking

Challenge!  page 16

Students' own answers

2F Speaking

Photo description

Exercise 1  page 17

(Possible answers) box, cross-legged, disappointed, gift, lid, ribbon, tissue paper

Exercise 2  page 17

Audio script Listening 7  page 17

There’s a young woman sitting cross-legged on the floor. Maybe she’s a teenager. She looks about seventeen or eighteen, I reckon. She’s holding a red box and lifting the lid so she can see what’s inside. It’s obviously a gift that somebody has given her. She doesn’t look very happy with the gift – in fact, she looks really disappointed. We can’t see what the gift is, because it’s covered with tissue paper.

box, cross-legged, disappointed, gift, lid, tissue paper

Exercise 3  page 17

1 dirty 2 big 3 crowded 4 angry 5 bad 6 ugly 7 bad 8 hungry 9 dear 10 big Exercise 4  page 17

Audio script Listening 8  page 17

I remember one Christmas … it was about ten years ago, when I was seven or eight years old. My uncle and aunt were staying with us. In those days, we used to have a Christmas tree every year. My parents used to put all our presents under the tree. We’d open them on Christmas Eve. I always used to feel the presents and try to guess what they were.

For months, I’d been asking my parents for a Hello Kitty lunchbox. I really wanted one because my best friend had one. So when I picked up a present from my uncle and aunt with my name on it, I felt it and realised it was a lunchbox. I was so excited. Apparently, my parents had told my uncle and aunt what to buy me.

But when I opened the present on Christmas Eve, I felt so disappointed. Yes, it was a lunchbox. Unfortunately, it wasn’t quite what I wanted. Instead of Hello Kitty, it had a picture of a different cartoon cat on it. Garfield, I think. My parents had told my uncle and aunt the wrong thing. Or maybe they hadn’t understood properly. I smiled and said thank-you – but inside, I wanted to cry.

Obviously, I didn’t say anything to my uncle and aunt. Luckily, they didn’t realise how disappointed I was. To be honest, I’ve never mentioned it since.

It wasn’t the particular kind of lunchbox that she wanted.
Exercise 5  page 17
Audioscript  Listening 8  page 17
1 smiled  2 said  3 wanted  4 were staying  5 had told
6 'd been asking  7 used to put  8 'd open

Exercise 6  page 17
Students' own answers

Exercise 7  page 17
Students' own answers

2G Writing

Story

Exercise 1  page 18
mean, negative, that character

Exercise 2  page 18
1 later  2 blue  3 moment  4 soon  5 same  6 Eventually
7 shortly

Exercise 3  page 18
2 Half an hour later  3 As soon as Kyle had gone
4 Eventually he arrived

Exercise 4  page 18
Students' own answers

Exercise 5  page 18
Students' own answers

Exercise 6  page 18
Students' own answers

1 Get Ready for your Exam 1

EXAM TASK – Reading  page 19
1 D 2 A 3 B 4 C

EXAM TASK – Listening  page 19

Audioscript  Listening 9  page 19
Speaker 1 I know exactly what I'm going to do now that I've finished school, as
I've been meticulously planning it for absolutely ages! I'm doing a full-time
stint in the restaurant down the road this summer - I've been working there
on and off for years part-time. I've got to save up £800 - enough money to
go travelling for the rest of the year. I've planned a route through Thailand,
Cambodia, Australia - where I've set up some more catering work - then
South America and the US before university next year.

Speaker 2 I can't make up my mind between work experience and travelling.
I'm hanging on to hear if I've got a temporary job at the local vet's. I get
that, I might as well go for it as I'm doing agriculture at university next year.
But I'm pretty keen on going out to stay with my uncle and aunt. They've
moved to a ranch in the States and want me to visit. How cool is that? But
that won't be till much later in the year, so I'll have to see what's possible.

Speaker 3 I'm desperate to get some work experience before I start my politics
degree in the autumn, so I'm hassling local MPs and government offices to
see if I can volunteer. If I'm lucky enough to get selected, I should get travel
and lunch expenses, but I won't actually earn any money. It's vital though
to have real-life experience for my degree course, as it's fiercely competitive.
My parents understand and are happy to continue supporting me. If I've
time, I'll take a break before the course starts.

Speaker 4 I've got absolutely masses to do before my course starts in
October and zero time for a holiday! I'm off to study English literature and
theatre management in Manchester, and need to do stacks of reading
before then as I've got a massive list of classic literature to study. But I've
also got a summer job in the theatre where I'm helping during the run of
Shakespeare's Hamlet. It's backstage work - clearing up, helping change
scenery and assisting the actors - but I'm so looking forward to it!

Speaker 5 I'm taking a gap year and putting off university till next year. I've got
an amazing job lined up - in South America! Well, it's sort of as it's not
paid work - I'm volunteering for an educational project in Guatemala. We'll
be building a school in a tiny jungle village for five months - staying with
the locals there - then I'll hit the road for a bit. Exciting! I'm studying Spanish
next year so it'll be perfect experience for me and I want native-speaker
fluency when I come back!

1 C 2 F 3 D 4 E 5 A

EXAM TASK – Use of English  page 20
1 B 2 A 3 C 4 C 5 A 6 B 7 B 8 A

Unit 3

3A Vocabulary and listening

Relating to people

Exercise 1  page 21
1 d 2 a 3 c 4 e 5 b 6 g 7 j 8 f 9 h 10 l 11 o
12 m 13 n 14 l 15 k

Exercise 2  page 21
Audioscript  Listening 10  page 21
1 You really are stupid sometimes.
2 You're so good at tennis! The best in the school for sure.
3 Woman You're always telling me off.
Man No, I'm not.
Woman Yes, you are.
Man I'm not. Anyway, at the moment you're telling me off.
4 You should have called to let us know where you were. That's what your
mobile is for. We were worried sick.
5 Don't leave your coat in the hall. And pick up those shoes. Have you tidied
your bedroom yet?
6 Hi, I'm Max. Has anyone ever told you you've got beautiful eyes?
2 flattering / praising  3 bickering  4 lecturing / telling off
5 nagging / telling off  6 flirting / flattering

Exercise 3  page 21
1 with  2 to, about  3 in, about  4 -  5 with  6 -
7 about  8 about  9 for  10 about  11 for  12 about

Exercise 4  page 21
(Possible answers)
a childhood: from three to twelve
b adulthood: from eighteen to death
c infancy: from birth to two
d adolescence: from thirteen to seventeen
e middle age: from forty to sixty
f old age: from sixty-one to death

Challenge!  page 21
Students' own answers
3B Grammar

Question forms

Exercise 1

(Possible answers)
1. I'd like to know what your name is.
2. Can I ask where you live?
3. Do you know where the ticket office is?
4. I wondered if you'd be willing to answer some questions.
5. Can you tell me if you'll be eating at home this evening?
6. Could you tell me what time you plan to arrive?
7. Would you mind telling me why you're laughing?

Exercise 2

Audiowrit

1. Do you know where my dictionary is?
2. Could you tell me where the train station is?
3. I wonder if you could help me.
4. Have you any idea what time it is?
5. I'd like to know what you would do in my situation.
6. Can you tell me how I should cook these potatoes?
7. Can I ask why you want to know?
8. Would you mind telling me how old you are?
9. Where is the train station?
10. Could you help me?
11. What is it?
12. What would you do in my situation?
13. How should I cook these potatoes?
14. Why do you want to know?
15. How old are you?

Exercise 3

2. Which sandwich did Ed eat?
3. Who made Eve cry?
4. Who died George meet at Sam's party?
5. Who was flirting with Sara?

Exercise 4

3. has Pete got in his bag
4. did Marcus give you to eat
5. is missing from the cupboard
6. did Jess see in the park
7. pizza would you like
8. phoned Sally last night

Challenge!

1. Who did Keira go to Spain with?
2. How long did they stay in a hotel
3. What were they unhappy about?
4. Who did they complain to?
5. What did he tell his son off for?

3C Culture

Youthful population

Exercise 1

1. life expectancy 2. state pension 3. elderly relative, nursing home 4. retirement age 5. life span 6. old age

Exercise 2

Audiowrit

1. Yes, there is much to celebrate. In the last 60 years, the average life expectancy has gone up from about 48 years - that's what it was in the early 1990s - to about 68 in the first decade of this century. Deaths of babies and young children dropped dramatically from about 133 in every 1,000 births in the 1950s to 46 per 1,000 births now. It's all the result of immunisation campaigns that have reduced deaths from childhood diseases, and general improvements in healthcare. It seems that this trend is set to continue in future years.

Presenter

Many people are worried about the effect that the increased population will have on global warming and climate change. We will burn more coal, oil, and gas, causing more pollution. And then, of course, these natural resources will run out. Another problem is simply feeding so many people, and providing jobs and education for them all. Because you see, most of the people in the world are very young...

Presenter

Yes, I heard that people under 25 actually make up 43 per cent of the world's population. Is that right?

Presenter

That's rather different from Europe and other developed countries.

Presenter

Countries like ours are facing the problem of ageing populations - where not many babies are being born - so they are looking for ways to increase their population. There are too few young people entering the job market, so it's becoming increasingly difficult for governments to pay the state pension to so many elderly people.

Presenter

Developing countries with young populations don't have this problem, then. They have lots of young people who can work and make the countries richer.

Presenter

Unfortunately, it isn't as simple as that. The problems that a young population bring are different. Poor countries are struggling to provide basic healthcare, education, and jobs for all these young people. Families are poor, children are malnourished, few of them complete secondary education - some do not have access to any education at all. And there are few secure, well-paid jobs. So it's difficult for young people to contribute to economic growth.

Presenter

And the world population is set to rise even further, so these problems may get worse.

Presenter

Yes, it's possible. The world population is expected to rise to 9.3 billion by the middle of this century and to more than 10 billion by the end of it. Much of the increase is expected to come from poor countries in Africa and Asia.

Presenter

So how can we stabilise the population, slow it down, stop it getting out of control?

Presenter

Above all, reducing poverty will help to slow population growth.

Presenter

How will it do that?

Presenter

The poorest countries, extreme poverty, high death rates among children, and high birth rates are all linked. If poverty is reduced and living conditions improve, parents can feel more confident that most of their children will survive. Many people then choose to have smaller families. The other way to slow population growth is to educate and empower women. When women have equal rights and opportunities in their societies and when girls are educated and healthy, they have fewer babies.

Presenter

That's very interesting, Professor Jenkins. Unfortunately, we're running out of time. Thank you very much for coming in today.
3D Reading

Teenagers in Britain

Exercise 1  page 24
1 unpredictable  2 responsible / responsive  3 confused / confusing  4 reasonable  5 argumentative  6 moody  7 combative

Exercise 2  page 24
1 ended up  2 turned it into  3 get on with  4 grew up  5 comes down to  6 stormed out of  7 answer back  8 brings out

Exercise 3  page 24

Exercise 4  page 24
1 G 2 C 3 H 4 A 5 E 6 D

Exercise 5  page 24
2 the number of teenagers who were consulted by researchers for the enquiry  
3 the percentage of teenagers who belong to a gang  
4 the percentage of teenagers who don’t know where to get help or information  
5 the annual cost of youth crime  
6 the amount spent by government on positive prevention and youth programmes  
7 the amount that it costs to put a young person in a detention centre for a year

Challenge!  page 24
Students’ own answers

3F Speaking

Role-play

Exercise 1  page 27
1 shall we  2 shouldn’t we  3 will you  4 aren’t they  5 have you  6 do they  7 aren’t they  8 do you

Exercise 2  page 27

Audio script  Listening 13  page 27
1 Your parents like French food.  
Your parents like French food, don’t they?  
Your parents like French food, don’t they?  
2 Jake’s coming to the cinema with us.  
Jake’s coming to the cinema with us, isn’t he?  
Jake’s coming to the cinema with us, isn’t he?  
3 We should leave now.  
We should leave now, shouldn’t we?  
We should leave now, shouldn’t we?  
4 She didn’t have a lot in common with Mike.  
She didn’t have a lot in common with Mike, did she?  
She didn’t have a lot in common with Mike, did she?  
5 There isn’t any milk in the fridge.  
There isn’t any milk in the fridge, is there?  
There isn’t any milk in the fridge, is there?  
6 He never gets up early.  
He never gets up early, does he?  
He never gets up early, does he?  
7 You won’t tell anyone what I said, will you?  
You won’t tell anyone what I said, will you?  
You won’t tell anyone what I said, will you?  
8 Everybody loves warm weather.  
Everybody loves warm weather, don’t they?  
Everybody loves warm weather, don’t they?

Exercise 3  page 27

Audio script  Listening 14  page 27
Examiner I’m really looking forward to your visit.
Student Me too.
Examiner You’re arriving on the 14th of July, aren’t you?
Student Yes, that’s right. We’re flying to London. What’s the best way to travel around, do you think?
Examiner Well, you could hire a car, couldn’t you?
Student I don’t think that’s a great idea. My parents don’t like driving abroad. I know, why don’t we use trains and buses?
Examiner Yes, you could do, but of course it’s less easy to get around.
Student I think it’ll be OK. Hotels are cheap in Britain, aren’t they?
Examiner No, not particularly. Camping is much cheaper, of course.
Student Hmm, that’s possible, but my parents might not like camping very much. Let’s put that idea to one side for a moment. What other accommodation is available?
Examiner Well, there are youth hostels and there are B and Bs.
Student What do you mean by B and Bs?
Examiner Bed and breakfasts. They’re reasonably cheap.
Student: OK. Good idea. Now, my parents love looking at paintings. Can you recommend a good art gallery?
Examiner: There isn't one in my town, but there are lots in London. What kind of art do they like?
Student: Old paintings. I don't think they're too keen on modern art.
Examiner: Well, there's the National Gallery or the Tate. They're very good.
Student: Fine. I'll take them there. When we come and see you, shall we meet at your house? We could get a bus maybe from the station.
Examiner: I'm not sure about that, it's quite difficult to find.
Student: OK. Here is an idea. I'll ring you when we reach your town and you could meet us at the station. How does that sound?
Examiner: Good plan.

1 b  2 f  3 d  4 a

**Exercise 4**  page 27

I know, why don't we ... ?
Here's an idea.
You could always ...
I'm not sure about that.
I don't think that's a great idea.
Let's put that idea aside for a moment.

**Exercise 5**  page 27

Students' own answers

**3G Writing**

**Essay: pros and cons**

**Exercise 1**  page 26

1 B  2 C  3 conclusion  4 better

**Exercise 2**  page 26

1 Firstly  2 For example  3 Secondly  4 Finally
5 On the other hand  6 Secondly  7 on balance

**Exercise 3**  page 26

Students' own answers

**Exercise 4**  page 26

Students' own answers

**Exercise 5**  page 26

Students' own answers

**Exercise 6**  page 26

Students' own answers

**Unit 4**

**4A Vocabulary and listening**

**Politics and protest**

**Exercise 1**  page 27

1 Minister, vote  2 electoral  3 left-wing, campaign  4 office
5 demonstration  6 party

**Exercise 2**  page 27

1 gauging/influencing  2 tackle  3 influence  4 call for
5 signed

**Exercise 3**  page 27

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

**Exercise 4**  page 25

1 Earth  2 Red, Red  3 Fund  4 International  5 Central
6 Union

**Challengel**  page 25

Students' own answers

**4B Grammar**

**Probability: present and future**

**Exercise 1**  page 29

1 P  2 P  3 F  4 P  5 F  6 F

**Exercise 2**  page 30

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

**Exercise 3**  page 30

1 Don't call Tara now - she'll be having dinner.
2 We probably won't get home until tomorrow. We might not get home until tomorrow.
3 The match will have finished by now. Let's see who won.
4 Don't touch the glass, you might / could hurt yourself.
5 If you invite him, he's bound to come.
6 I'm sure our team won't win the league.
7 Chances are nobody will notice our mistake.
8 Dad can't be angry about my exam results - I haven't told him yet!

**Exercise 4**  page 30

1 Chances are (that) it'll be cold next month.
2 If you work hard, you should do well in your exam.
3 The message can't be from John - he hasn't got a phone.
4 Kate is bound to get the job.
5 This must be the wrong key.
6 I don't think our school team will win the league.
7 Harry will have left the hotel by now.
8 The hackers might not live in the same country.
9 Chances are (that) my grandparents will emigrate when they retire.
10 Your teachers will be enjoying the holiday.

**Challengel**  page 30

Students' own answers

**4C Culture**

**Religion and politics**

**Exercise 1**  page 31

1 unrest  2 struggle  3 rights  4 groups  5 initiative

**Exercise 2**  page 31

India, Pakistan, Bangladesh

**Exercise 3**  page 31

1 Muslims and Hindus. The Hindus were the larger group.
2 Most of them were opposed to this idea.
3 To prevent a civil war between Hindus and Muslims.
They moved to Pakistan, because it was a new state created for Muslims.

Exercise 4  page 31

Audio script  Listening 15  page 31

Gandhi was born in India on the 2nd of October 1869. After university, he went to London to train as a barrister then went to work at an Indian law firm in South Africa. There, he noticed that the Indian immigrants who had come to the country to find jobs were treated very badly. He joined their campaign for civil rights while rejecting the idea of an armed struggle. In 1914, Gandhi and the Indian Immigrants won a major victory when the South African government agreed to many of their demands.

When Gandhi returned to India, he used many of the tactics he had learned in South Africa to protest against the British. His campaign soon attracted millions of followers. But the British were unhappy with Indian demands for independence and made it illegal for Indians to take part in demonstrations. When a big demonstration took place in Amritsar in 1919, the British army began shooting at the protestors, even though the crowds contained many women and children. About a thousand protestors were killed. News of this terrible event spread throughout India and caused widespread anger. But Gandhi still rejected the idea of using violence against the British rulers. In 1922, Gandhi was sentenced to six years' imprisonment, although he was released after two years.

In 1930, Gandhi started a new campaign of civil disobedience in protest against the British and their unfair taxes and laws. Again, his campaign attracted millions of followers. But in 1934, he resigned from his political party because he did not think that they truly shared his belief in non-violence.

In 1947, India finally gained independence from the British. However, Gandhi's dream of a free and united India did not come true. Two countries - India and Pakistan - were created to reflect the two main religions in the area: Islam and Hinduism. Pakistan was a Muslim state and India was Hindu. Gandhi - a Hindu - was opposed to partition, and was shocked by the violence that continued between the Muslims and Hindus for months after independence. He started one final campaign: to bring an end to the violence in both countries. But on 30 January 1948, he was assassinated by a Hindu fanatic.

1 T 2 F 3 F 4 T 5 F

Challenge!  page 31

Students' own answers

4E Grammar

Future continuous and future perfect

Exercise 1  page 34

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

Exercise 2  page 34

1 will have been 2 will have invented 3 will have been wearing 4 will have been waiting 5 will have been training 6 will have travelled 7 will have been sitting 8 will have been reading 9 will have hated 10 will have disappeared

Exercise 3  page 34

1 What will you be visiting next week? 2 How long will you be staying in Paris? 3 When will you be leaving the hotel? 4 Who will be paying the bill?

Exercise 4  page 34

1 we will have taken 2 will be doing 3 won't be serving 4 will have been having 5 will have learned 6 will have been working

Challenge!  page 34

Students' own answers

4F Speaking

Role-play: agreeing and disagreeing

Exercise 1  page 35

1 Don't still could 4 advantage 5 persuaded 6 decided

Exercise 2  page 35

2 Don't you think that ...? 3 Maybe, but I still think ... 4 But the big advantage of the rally is ... 5 I guess you could be right. 6 OK, you've persuaded me. 7 That's decided then.

Exercise 3  page 35

Audio script  Listening 16  page 35

Ella Are we going to take part in the Day of Action?
Mike I think we should, yes. But what shall we do?
Ella I think we should join the rally in the park.
Mike Really? Why?
Ella Because some of my friends from school are going to be there. It'll be fun.
Mike I'm not sure about that. Speeches are always rather boring, aren't they?
Ella So what do you suggest?
Mike Wouldn't it be better to join the march? We can make placards and take them along too.
Ella A march sounds a bit tiring. I've got basketball practice all morning. I don't want to spend the afternoon marching.
Mike I see what you're saying, but it isn't very far. Come on, you're fit!
Ella I suppose so. I'm sure I can manage basketball and a march ...
Mike OK. Let's agree on that, then. What time shall we meet?
Ella Well, basketball practice finishes at midday, so ...

1 She suggests joining the rally in the park.
2 Some of her school friends are going to be there.
3 Speeches are boring.
He suggests taking part in the march.
The march will be tiring.
They agree on Mike's.

Exercise 4  page 35

Audio transcript Listening 16  page 35

1 it better to  2 agree on that

Exercise 5  page 35

1 is meeting  2 is going to make  3 are starting  4 I'll join

Exercise 6  page 35

Students' own answers

4G Writing

Formal letter: letter of protest

Exercise 1  page 36

Students' own answers

Exercise 2  page 36

1 recognise The fact is that ...  2 reasons I urge you therefore to ...  3 register I am writing to express my concern about ...  4 concerned I am very worried about ...

Exercise 3  page 36

Students' own answers

Exercise 4  page 36

Students' own answers

Exercise 5  page 36

Students' own answers

2 Get Ready for your Exam 2

EXAM TASK – Reading  page 37

1 B  2 B  3 C  4 A  5 D  6 C  7 D

EXAM TASK – Listening  page 37

Audio transcript Listening 17  page 37

Interviewer Good morning ladies and gentlemen and welcome to the Politics Now show. We're looking at political activism among today's young people, and to help us analyse this we have a young American activist in the studio to give us her views on youth politics across the pond. We welcome Tanya Grey, a student in journalism and an occasional writer for the online activist magazine Urban Nine. Good afternoon Tanya and welcome to the studio.

Tanya Thank you.

Interviewer Tanya, you've been looking at some research into social activism in young adults in the US. Can you talk us through some of the findings?

Tanya Certainly. It seems that in America more young adults than even before are actively supporting the causes that they care about seven out of ten adults between the ages of 20 and 28 are taking real action in ways that make a difference. Such as fundraising, joining or organising group events, and taking part in boycotting companies or rallies. This is up dramatically from last year - almost double, at 73 per cent, up from 38 per cent.

Interviewer Wow. That's certainly a big increase. Why do you think that this has come about?

Tanya Well, I think that awareness of big issues has increased considerably due to the World Wide Web. We can all find out things in a second by going online.

And people can rally support for causes through media like Google, Facebook and Twitter. Twitter, for example, is used a lot to get like-minded people together and organise protests. And the website Change.org has had some incredible successes.

Interviewer Can you explain a bit more about Change.org for our listeners?

Tanya Of course. Change.org is a website that aims to promote social change through the use of online petitions. Anyone can start or join a campaign online. Great success was had by a young online activist called Molly Katchpole with a Change.org petition.

Interviewer What happened there?

Tanya Well, in 2011, Bank of America decided to charge a $5 fee when any of its customers used their debit card to withdraw money and pay for goods. At the time, Molly Katchpole was a 22-year-old student with the usual money worries, and she was outraged. She did three things: she moved her account to a smaller bank; she started a petition protesting against the unfair bank charge on the Change.org website; and then she cut up her Bank of America debit card on national TV. Her Change.org petition got more than 300,000 signatures in one month, so Bank of America was forced to withdraw its new fee. In fact, all the other major banks in the States announced that they wouldn't be charging this fee either.

Interviewer That's an impressive achievement.

Tanya Yes, and she didn't stop there. Telecommunications company Verizon also quickly changed its policy of charging customers $2 to make payments online, after her Change.org petition against their fee garnered more than 130,000 signatures in just 24 hours.

Interviewer Gosh, that's a lot of public support!

Tanya Yes, it shows that the support is out there. If you can get the information to enough people. It also shows that ordinary people have the power to change policy if they join together to make their voices heard. Young people today realise this better than anybody, and they also have the desire and the information to change things.

Interviewer I can see that. It's all very interesting. Thank you, Tanya, for coming in to speak to us today.

Tanya You're welcome.

1 D 2 C 3 D 4 B

EXAM TASK – Use of English  page 38

1 have liked  2 made Michelle listen  3 had been playing  4 never used to be  5 if the team eventually managed to win  6 is bound to be

Unit 5

5A Vocabulary and listening

Computing

Exercise 1  page 39

1 log on  2 to  3 join  4 post  5 on  6 update  7 download  8 from  9 stream  10 on  11 upload  12 to

Exercise 2  page 39

1 Scroll down, click on  2 Browse, double-click  3 Enter, zoom in  4 Swipe down / Scroll down, tap on / click on  5 Highlight, click on

Exercise 3  page 39

1 D 2 A 3 G 4 F 5 B

Exercise 4  page 39

1 pulley  2 battery  3 circuit board  4 lead  5 antenna  6 fan  7 plug  8 axle  9 strap
Challenged! Students' own answers

5B Grammar
Passive: all forms

Exercise 1 (page 46)
1 will be redecorated / will have been redecorated
2 was being laughed at
3 has (your car) been serviced
4 were arrested, were seen, had been broken
5 is being renovated / is repaired / has been repaired
6 are threatened / are being threatened

Exercise 2 (page 46)
1 Our contact details can easily be found on the website.
2 My house has recently been broken into (by thieves).
3 In German cities the streets are often cleaned at night.
4 That song was beautifully sung.
5 This vintage car has been very well looked after.
6 The student was spoken to by the teacher about his bad behaviour.

Exercise 3 (page 46)
1 have been stolen
2 be worn
3 have been lost
4 be done
5 have been made
6 have reported
7 be stored
8 be chosen

Exercise 4 (page 46)
1 I thought that I'd been / I thought that I was being followed.
2 This house will never be sold.
3 The menu bar can be found at the top of the screen.
4 The children were looked after by the babysitter.
5 That man has been staring at me.

Challenged! Students' own answers

5C Culture
Internet privacy

Exercise 1 (page 41)
1 side effect
2 diagnosis
3 injection
4 laboratory
5 patent
6 laser

Exercise 2 (page 41)
1 c 2 a 3 d 4 b 5 d 6 b

Exercise 3 (page 41)
1 T 2 T

Exercise 4 (page 41)

Audioscript (Listening 18) (page 41)
1 c 2 b 3 f 4 d 5 e 6 a

Challenged! Students' own answers

5D Reading
Cybercrime

Exercise 1 (page 42)
1 pirated
2 jailbroken
3 piracy
4 hacking
5 Jailbreakers
6 hackers

Exercise 2 (page 42)
1 two
2 none

Exercise 3 (page 42)
1 C 2 H 3 A 4 D 5 F 6 E

Exercise 4 (page 42)
1 They want to start a fight.
2 Because he had received hate mail on Facebook.
3 the suicide of several people after being targeted by trolls
4 Because they think they can remain anonymous and no one will discover who they are.
5 disclose the identity of the trolls who were attacking Nicola Brookes

Challenged! Students' own answers
5E Grammar

Use of the passive

Exercise 1  page 44
Facebook was created by Mark Zuckerberg in 2004 when he was a student at Harvard University. It was originally intended to be a game in which photos of students could be compared and rated according to who was the most attractive. The project was banned by the college within days, but it later became the basis for the social-networking site we know today. At first, membership was granted only to students, but later all people over the age of thirteen were allowed to join. Today, Facebook is actively used by over one billion people. In 2011, Zuckerberg was declared by Forbes Magazine to be the ninth most powerful person in the world.

Exercise 2  page 44
1. The lakes in our region have been polluted.
2. The house next door has been sold.
3. You will be told when to start the exam.
4. The kids should have been picked up before four o'clock.
5. I was not informed about the change of venue.
6. I hope I won’t be blamed for the accident.
7. Wi-fi will be installed in the school once a price has been agreed on.
8. The concert wouldn’t have been cancelled if more tickets had been sold.

Exercise 3  page 44
2. He hasn’t been taught good manners.
3. I’m being promised a big pay rise by my boss.
4. I was given ten minutes to make up my mind.
5. Martin won’t be offered the job.
6. The cleverest students were awarded prizes.
7. Harry is owed £100 by the bank.
8. The boy was thrown a lifeline.

Challenge!  page 44
Students’ own answers

5G Writing

Story

Exercise 1  page 46
2. She was to spend a week with us.
3. she would have to pay her university fees.
4. she was going to get a new smartphone for her birthday.
5. she would never forget my / our / his / her / their kindness.
6. the film was starting in five minutes.

Exercise 2  page 46
1. ‘Where’s the satnav?’ she asked.
2. ‘He’s so lazy!’ she muttered. ‘He never helps.’
3. ‘What you need!’ he commented, ‘is a holiday.’
4. ‘My favourite sport,’ he declared, ‘is rugby.’
5. ‘I hate you!’ she screamed. ‘Get out of here!’

Exercise 3  page 46
1 bellowed 2 grumbled 3 remarked 4 announced 5 acknowledged

Exercise 4  page 46
Students’ own answers

Exercise 5  page 46
Students’ own answers

Exercise 6  page 46
Students’ own answers

5F Speaking

Stimulus description

Exercise 1  page 45

Exercise 2  page 45
Students’ own answers

Exercise 3  page 45

Audioscript Listening 19  page 45
I think the hotel in the second photo would be the best option because I think it looks cosy and comfortable – much more so than the others. I should imagine that it’s a very friendly hotel as well, and not too big and impersonal. I wouldn’t choose the first hotel because it looks too modern. It doesn’t look very comfortable to me. Judging by the décor, I’d say that it’s the kind of hotel business people would use. I don’t think it’s very suitable for families. I think my mum would hate it. The reason I wouldn’t go for the third hotel is that it looks rather ordinary. If we’re going away for a fun weekend with my family, I’d like to stay somewhere a bit more special. So, my choice would be the second hotel.

Exercise 4  page 45

Audioscript Listening 19  page 45
1. second, option, cosy, comfortable
2. choose, first, it looks too modern
3. reason, third, it looks rather ordinary
4. choice

Exercise 5  page 45
Students’ own answers

5A Vocabulary and listening

Describing food

Exercise 1  page 47

Exercise 2  page 47
1. mild 2. sour 3. disgusting 4. juicy 5. stodgy 6. crumbly 7. salty
6B Grammar

Passive: advanced structures

Exercise 1
1 are known to have been early human settlements
2 is known that soldiers in the ancient Roman army received
3 was thought that salt was
4 is thought to have been one of the factors
5 is believed to have
6 believed to be health problems

Exercise 2
1 Two thousand years ago, the earth was known to be round.
2 The dinosaurs are believed to have died out because of a huge meteor impact.
3 There are known to have been jellyfish in the sea for more than 500 million years.
4 Today, the earth is known to be 4.5 billion years old.

Exercise 3
1 may / might have been told about the party
2 must be paid for in advance
3 should be watered once a week
4 may / might be eaten by rabbits
5 must have been stolen

Exercise 4
1 being given
2 being told
3 to be called
4 to be elected
5 to be interviewed
6 being seen
7 to be collected
8 to be treated

Exercise 5
a 2 b 1 c 3 d 1 e 2 f 3

6D Reading

Trade secrets

Exercise 1
1 consumption
2 knowledge
3 success
4 approval
5 operation
6 advertisement
7 argument
8 discovery
9 invention

Exercise 2
1 tiredness (n), tire (v)
2 shortness (n), shorten (v)
3 similarity (n), straightness (n), straighten (v)
4 unhappiness (n), generality / generalisation (n), generalise (v)

Sentences: Students’ own answers

Exercise 3
Lee & Perrins Worcestershire Sauce

Exercise 4
1 Kentucky Fried Chicken
2 Dr Pepper
3 Kentucky Fried Chicken
4 Lea & Perrins Worcestershire Sauce
5 Lea & Perrins Worcestershire Sauce
6 Kentucky Fried Chicken
7 Kentucky Fried Chicken
8 Lea & Perrins Worcestershire Sauce
9 Dr Pepper

Challenge
1 the year Lea & Perrins Worcestershire Sauce went on sale
2 the price Bill Waters paid for the old notebook
3 the original recipe was revealed after 170 years
4 notebook is expected to sell for between $50,000 and $75,000
5 the number of herbs and spices that coat the Original Recipe chicken
6E Grammar

Articles and quantifiers

Exercise 1  page 52.
1 the 2 a 3 a 4 an 5 The 6 the 7 a 8 an 9 a 10 a 11 a 12 a 13 the 14 - 15 the

Exercise 2  page 52.
1 a 2 c 3 a 4 c 5 b

Exercise 3  page 52.
1 a little 2 few 3 little 4 a few 5 a little 6 little 7 few 8 a few

Exercise 4  page 52.
1 - 2 of 3 - 4 of 5 - 6 of

Exercise 5  page 52.
1 saw no polar bears
2 were hardly any people
3 every child a copy
4 eat the whole cake
5 nearly all (of) his holiday / nearly the whole of his holiday

6F Speaking

Stimulus description

Exercise 1  page 53.

Audio script  Listening 21  page 53.
Well, I think I'd go for the third option, the pizzeria. Why? Well, firstly because it's the easiest to organise. You just need to agree when and where you're going. You don't need to go shopping or make complicated arrangements. And secondly, because it's indoors - so you can go in the evening, and you don't need good weather. I wouldn't choose the picnic because you need a really nice day for a picnic, and also, you probably need to prepare quite a lot - making sandwiches, stuff like that. And I wouldn't choose the barbecue because, like the picnic, you need good weather. And also, somebody has to do the cooking, so they can't really relax. The food is often burnt too at a barbecue - and raw on the inside!

Choice: b
Reason 1: It's the easiest to organise, so you don't need to go shopping or make complicated arrangements.
Reason 2: It's indoors, so you can go in the evening and you don't need good weather.

Exercise 2  page 53.
1 c 2 e 3 a 4 b 5 d 6 i 7 h 8 f 9 g 10 k 11 m 12 13 j

Exercise 3  page 53.
A 3 B 1 C 4

Exercise 4  page 53.
Students' own answers

6G Writing

Description of a place

Exercise 1  page 54.
1 D 2 E 3 B 4 A 5 C

Exercise 2  page 54.
Students' own answers

Exercise 3  page 54.
Students' own answers

Exercise 4  page 54.
Students' own answers

Exercise 5  page 54.
Students' own answers

3 Get Ready for your Exam 3

EXAM TASK - Reading  page 55.
1 C 2 D 3 G 4 H 5 B 6 I 7 A

EXAM TASK - Listening  page 55.

Audio script  Listening 22  page 55.
Speaker 1 They say that crash dieting only leads to putting the weight back on and then some. Well, I can attest to this, because I followed some stupid fruit diet last year and the weight fell off. I lost eight kilos in four weeks. I was thrilled and bought a whole new wardrobe. But as soon as I started eating normally again, the weight plumped back on. Now I'm counting calories so I can get back into my new clothes!

Speaker 2 Weight gain is a simple equation. If you consume more calories than the body expends in energy, then the excess will be stored as fat. I'm lucky in that I've always played a lot of sport, so weight has never really been an issue, except for once when I broke my hip and couldn't move for eight weeks. The numbers on the scales started creeping up and for the first time I had to watch what I was eating!

Speaker 3 I've been on a diet for as long as I can remember. Now I automatically calculate the calories of every single item of food I consume, and I know the calorie count of everything. I can't help it - I just do it. Calorie counting is the best way. I've tried every diet there is, including crash diets, but I'm always a couple of kilos overweight. I'd like to lose a bit more, then I could splash out on some new clothes!

Speaker 4 I've always been big like my dad. I'm strong but can easily put on weight. I used to be called 'fatty' at school until I started playing rugby. My dad used to play rugby when he was younger, but now a lot of his muscle has turned to fat. He really should do more exercise or it'll be bad for his heart when he gets older. The same will go for me, unless I work hard at staying fit.

Speaker 5 I've never had to worry about what I eat or dieting. In fact, people are always telling me that I'm looking a bit too thin, which is annoying! I'm a runner and train four or five days a week, so I find that I can eat what I want. But actually it's important to eat correctly for energy and to help your body recover, so I still think about what food I eat - I just don't need to count calories!

1 crash dieting
2 as many calories
3 by counting
4 gain / put on weight
5 (to) recover

EXAM TASK - Use of English  page 55.
1 B 2 D 3 A 4 B 5 C 6 D
Unit 7

7A Vocabulary and listening

News

Exercise 1  page 57.
1 flash  2 rolling news  3 breaking  4 broadsheet
5 editorial  6 tabloid  7 censorship  8 eyewitness
9 news blog  10 correspondent  11 column  12 front
13 citizen

Exercise 2  page 57.

Audioscript Listening 23 page 51.
Anchor We’re interrupting the programme for a news flash. Let’s go direct to our correspondent in Abaloum, Daniel Jenkins. Dan, what have you got for us?
Dan I have some important breaking news. There are reports that the government has been overthrown and the army has taken over the country. Eyewitness accounts speak of tanks on the streets and troops are reported to have surrounded the presidential palace and government buildings. You can probably hear the sound of gunfire behind me.
Anchor Yes, and we can see smoke rising in the distance. Any news of the president’s whereabouts?
Dan We’ve heard nothing from his press office but there’ve been unconfirmed sightings of government vehicles leaving the palace. The last we heard … seen travelling west … the mountains … another unconfirmed sighting …
Anchor We seem to be having technical problems with Dan’s satellite phone, I think. Apologies for that … it’s one of the hazards of live broadcasts. We’ll get back to Dan as soon as we can re-establish contact. Now, let’s have a look at the stories on tomorrow’s front pages. Here to discuss the first editions of tomorrow’s newspapers with me is Mervin Ball of The Times. Welcome, Mervin. Mervin Thank you.
Anchor So, shall we look at the tabloids first?
Mervin Yes, well, most of the tabloids lead with the story of England’s 5-0 defeat at the hands of Germany earlier this evening. So in one tabloid the headline is Don’t mention the score and we have England surrender to the Germans in another.
Anchor They always manage to refer to the war, don’t they?
Mervin Yes, typical tabloid headlines. The jokes are wearing a bit thin now, though, over 60 years on. And The Mirror leads with a human-interest story – an account of a lottery winner’s journey from riches to rags.
Anchor What about the broadsheets?
Mervin The Times leads with the government’s latest education reforms, and is very critical of them in an editorial on the inside pages. The Guardian leads with the same story, but welcomes the reforms in its editorial.
Anchor And The Independent has a front-page article on the latest banking scandal …
Mervin Yes, that’s right. Government to regulate banking. And finally, The Telegraph has an interesting article about leaked plans to introduce Internet censorship laws. They’re worried about the amount of racist material on the Internet.
Anchor OK, thank you, Mervin. Now I think we are able to rejoin Dan Jenkins in Abaloum … Dan, can you hear me?
1 T  2 F  3 F  4 F  5 T  6 F

Exercise 3  page 57.
1 plea  2 axe  3 bid, curb  4 quit  5 vow

Challenge! page 57.

Students’ own answers

7B Grammar

Reported speech

Exercise 1 page 58.
1 (that) I / we should read her newsblog
2 (that) she would be working at home the next / following day
3 (that) she hates watching the news on TV
4 (that) I / we hadn’t been working hard enough
5 that he hadn’t expected the broadcast to be live
6 (that) he would like to borrow my newspaper
7 (that) she doesn’t want to go to the theatre

Exercise 2 page 58.
1 told  2 said  3 said  4 told  5 says

Exercise 3 page 58.
1 he was doing
2 he was writing a letter to the newspaper
3 (him) what the letter was about
4 (that) it was about crime rates in our town
5 there should be more police
6 he should mention the recent bank robbery
7 he would
8 he could find the name of the bank
9 (him) if he had looked online
10 he couldn’t
11 someone had stolen his laptop

Exercise 4 page 58.

Audioscript Listening 24 page 51.
Woman I’m carrying out a survey about newspapers. Do you have a spare minute to answer some questions?
Man Sure, Fire away.
Woman Do you read newspapers?
Man Yes, I read the newspaper every day.
Woman How many papers have you bought in the last week?
Man I’ve bought a paper every day.
Woman Which is your favourite newspaper?
Man I like The Times.
Woman Why do you like it?
Man There’s a good mix of serious news and human-interest stories.
Woman How could it be made even better?
Man There should be more sport.
Woman Finally, do you trust newspaper journalists to tell the truth?
Man Yes, I do. Most of the time.
1 newspapers.
2 how many papers he had bought in the previous week.
3 which his favourite newspaper was.
4 why he liked it.
5 how it could be made even better.
6 if he trusted newspaper journalists to tell the truth.

Exercise 5 page 59.
a b c d e f

Exercise 6 page 59.
(The man told her he read) the newspaper every day (and that) he had bought a paper (every day that week). He said (that) he liked (The Times) and that he liked it because there was a good mix of serious news and human-interest stories. (However, he told her) (that) there should be more sport. (In answer to the final question, he said that) he trusted journalists to tell the truth most of the time.
7D Reading

Early communication

Exercise 1
1. catch on
2. dragged on
3. put up with
4. set up
5. settled on
6. come up with

Exercise 2
Photo 1 C  Photo 2 D  Photo 3 B

Exercise 3
2

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

Exercise 5
1. work out
2. turn into
3. stands for
4. pass on
5. made out
6. thought up

Challenge!
Students' own answers

7E Grammar

Reporting verbs

Exercise 1
1. (He complained that) he had too much homework
2. He explained that he had got up early because he had had a lot of work to do.
3. He announced that his sister was going to have a baby.
4. He promised that he wouldn’t tell anyone my secret.
5. He admitted that he had broken the vase in the living room.

Exercise 2
2. a 3 c 4 b 5 b 6 b

Exercise 3
1. to help
2. tell
3. stealing
4. of lying
5. on paying
6. to go
7. to give
8. to swim
9. on passing

Exercise 4
1. My dad ordered me to go to my room that instant.
2. Sarah reminded Clare to phone her that evening.
3. Owen denied eating all the biscuits. / Owen denied that he had eaten all the biscuits.
4. Amy refused to lend Sandra her pink jacket.
5. Mum demanded that Kate apologise to Andrew.
6. Dave suggested that we (should) go and see a film.
7. Robert apologised for losing his temper.

Challenge!
Students' own answers
7F Speaking

Photo description

Exercise 1 page 63

Audioscript Listening 26 page 63
1 You do this when you’re using a phone with a touch screen. It means ‘move
your finger across the screen’.
2 I’m not sure how to say it in English. It’s a person who works for a newspaper
or TV channel and they report the news from a particular place.
3 What’s it called in English? It’s when everyone in the country votes for a new
government.
4 The word I’m looking for, it’s another way of saying somebody is ‘mean’. It
has the same meaning, but it’s informal.
5 He’s always … how do you say it in English? He’s always talking about his
own achievements and saying how good he is …
6 She’s really … I mean, she always thinks of herself, always puts herself first. In
other words, she’s the opposite of considerate.
7 The bacon I ordered in the café was very … I’m not sure how to say it in
English. It means covered in oil or fat.
8 I had a … what’s it called? It’s something that you have when you are ill. The
doctor or nurse puts a needle into your arm. It usually stings a bit.

2 correspondent 3 election 4 stingy 5 boasting
6 selfish 7 greedy 8 injection

Exercise 2 page 65
Students’ own answers

Exercise 3 page 65
1 can’t have left 2 must have had 3 must be
4 must have been crying, might have been chopping
5 must have dropped
6 might have been working, might have gone

Exercise 4 page 65
Students’ own answers

Exercise 5 page 65
Students’ own answers

7G Writing

Review

Exercise 1 page 64
1 A, D, 2 C, 3 B

Exercise 2 page 64
1 The story is set 2 The plot revolves 3 the course 4 the end

Exercise 3 page 64
1 complex, convincing, cunning, manipulative, fascinating, faithul, hard-working, selfless
2 upsetting, gripping, thought-provoking

Exercise 4 page 64
Students’ own answers

Exercise 5 page 64
Students’ own answers

8A Vocabulary and listening

Global warming

Exercise 1 page 65
1 d 2 a 3 e 4 b 5 c 6 h 7 f 8 i 9 j 10 g 11 m
12 cl 13 n 14 o 15 k

Exercise 2 page 65
1 wind turbine 2 solar panels 3 oil rig 4 electricity pylon
5 power station 6 exhaust fumes

Exercise 3 page 65

Audioscript Listening 27 page 65
And now, the news headlines at one o’clock. North African leaders from several
nations have met in Egypt to discuss plans for the Trans-Saharan natural gas
pipeline. Although work has yet to begin on the pipeline, its route has been
agreed; it will run from the south of Nigeria, through Algeria to the coast of the
Mediterranean Sea. This latest meeting is to discuss the financing of the project.
In Rome, protesters are demonstrating outside a meeting of European energy
ministers. Although the meeting aims to agree new ways to cut greenhouse
gases, protesters point out that most of the ministers arrived for the meeting in
private jets, which have an unacceptably large carbon footprint, they claim.
Plans to build a new wind farm off the coast of Wales have met strong
opposition from local residents. They claim that the proposed facility would
harm tourism in the area, but the government argues that the wind farm is an
essential part of their Green Energy policy. Local activists are calling for a
referendum on the issue.

And finally, fire fighters in London have rescued a six-week-old kitten called
Sooty, who climbed ten metres up an electricity pylon before getting stuck.
Sooty’s owner called the fire service when the kitten failed to come home for
its usual evening meal. Fire fighters say Sooty was lucky she did not come into
contact with any of the high voltage cables, or she could have ended up being
‘Sooty’ in more ways than one …

1 b 2 c 3 a 4 a

Exercise 4 page 65
1 captivity, the wild 2 extinction 3 Poaching 4 breeding 5 threats, habitats 6 conserve, reserves

Challenge! page 65
Students’ own answers

8B Grammar

Talking about ability

Exercise 1 page 66
1 Were you able to 2 couldn’t 3 can’t / won’t be able to
4 Can you / Will you be able to 5 were able to
6 can’t / isn’t able to 7 could smell 8 managed to

Exercise 2 page 66
1 ✓
2 ✓
3 The cake was baked, but we were able to / managed to find
our car.
4 I’m worried that I won’t be able to drive when I’m older.
5 ✓
6 ✓
Exercise 3  [page 56]
1. Did you manage to visit your cousins?
2. I won't be able to play tennis next Friday, I'm afraid.
3. Can you help at the summer fair?
4. I succeeded in booking the last seat on the flight.
5. Could you swim when you were five?

Exercise 4  [page 56]
Student's own answers

Exercise 5  [page 56]
1. Were you able to / Did you manage to
2. couldn't / wasn't able to
3. Can you / Will you be able to
4. can / will be able to / will manage to
5. Can / 7 can / 8 can / 9 can / will be able to / 10 can't

Challenge!  [page 66]
Student's own answers

8C Culture

Feed the world

Exercise 1  [page 67]
1. semi-final
2. ex-president
3. misspelled
4. undervalued
5. multi-talented

Exercise 2  [page 67]

Exercise 3  [page 67]
a. Africa and Asia
b. the West

Exercise 4  [page 67]

Audiocript  [Listening 28]  [page 67]
Have I eaten bugs? Well, not insects exactly – but I've eaten worms. It was when I was on a trip around the world with a friend from school. We took a year out between school and university. Four months into the trip, we were in Samoa, in the South Pacific. It was in November, I think, and we heard that something special was happening that night on the beach. Everyone there was really excited about it, so when it was dark, we went down to the sea to check out what was happening. I'd never seen anything like it. The moon was bright and the sea looked as if it were boiling – but in fact, we were told it was the one night of the year when the palolo worms come to the surface in order to reproduce. The locals go into the sea with nets and catch thousands of them. It was amazing to watch. Some people were just picking them out of the sea and eating them raw. But most people were collecting them in buckets. We didn't eat any that night but the next day we tried them fried. They tasted OK – I mean, they weren't delicious, in my opinion, but I'm glad I tried them. It was an experience!


Challenge!  [page 67]
Student's own answers

8D Reading

Natural resources in space

Exercise 1  [page 68]
1. chunks
2. particles
3. lumps
4. specks
5. fragments
6. bits
7. flakes

Exercise 2  [page 68]
1. constellation
2. star
3. meteorite
4. universe
5. planet
6. moon
7. solar system
8. galaxy
9. Asteroids

Exercise 3  [page 68]
c

Exercise 4  [page 68]

Exercise 5  [page 68]

Challenge!  [page 68]
Student's own answers

8E Grammar

Relative clauses

Exercise 1  [page 70]
1. which
2. that
3. when
4. where
5. who
6. whose

Exercise 2  [page 70]
1. d: I think I've lost the book my best friend gave me for my birthday.
2. b: Covent Garden, which used to be a fruit and vegetable market, is a popular place for tourists to visit.
3. f: Harper Lee, whose first novel was *To Kill A Mockingbird*, did not like appearing in public.
4. a: Camp Nou stadium, where Barcelona play their home matches, can hold nearly 99,000 fans.
5. c: The hotel we stayed at in Paris last summer burned down last week.
6. e: I wish I hadn't lost the phone number of the girl I met at my cousin's wedding.

Exercise 3  [page 70]
1. who was arrested at the scene
2. which / that belonged to the victim
3. which / that was signed by the suspect
4. which / that had been denied by the police
5. which / that contained various weapons
6. which was built in the 17th century

Exercise 4  [page 70]
1. I've got a place on a course starting in October.
2. The university, located just outside Edinburgh, is only ten years old.
3. The course leads to a diploma recognised by all major employers.
4. The tuition fees, totalling £9,000 a year, would be unaffordable without a scholarship.
5. My scholarship, awarded by the university, is worth £7,000 a year.
8F Speaking

Stimulus description

Exercise 1  Students' own answers

Exercise 2  Students' own answers

Audioscript Listening 29  Students' own answers

I think the best poster for getting people to save energy is the third one. I'd go for that one because I think it's quite interesting – it makes you think a bit. The first poster, for example, isn't very interesting at all. We all know that turning off lights is a way to save energy, I just don't think anyone would look twice at that poster. The second poster is OK – I like the fact that it includes a funny cartoon. But it isn't very realistic, because lots of people simply can't choose to walk or cycle to school; they need to go by bus or tram. The third poster is interesting because it made me want to know more. Why does painting your walls white help to save energy? I'd like to know the answer – I'll probably look online later to find out.

She chooses poster 3 because it makes you think and want to know more.

Exercise 3  Students' own answers

Audioscript Listening 30  Students' own answers

I think it's very important for people to reduce their energy consumption. The main reason is that we really do need to reduce our carbon footprint. But personally, I think companies and manufacturers should do a lot more to help. Why do I think that? Well, for one thing, there are so many aspects which individuals can't control. For example, how much electricity your laptop uses. Only businesses can develop new technology to reduce energy consumption. Another thing is, they should reduce the amount of packaging they use – especially plastic packaging. On top of that, they should make sure the products themselves contain materials which can be recycled.

d

Exercise 4  Students' own answers

Audioscript Listening 30

1 main 2 that 3 thing 4 thing 5 top

Exercise 5  Students' own answers

2 f; it does cost a lot.
3 a; they do play tennis once a week.
4 e; I do like prawn cocktail.
5 d; it did contain a few interesting scenes.
6 b; he does get Sundays off.

8G Writing

Opinion essay

Exercise 1  Students' own answers

Exercise 2  Students' own answers

Tick: 1, 3, 5, 7

Exercise 3  Students' own answers

Exercise 4  Students' own answers

Exercise 5  Students' own answers

4 Get Ready for your Exam 4

EXAM TASK – Reading  Students' own answers

1 B 2 E 3 C 4 D

EXAM TASK – Listening  Students' own answers

Audioscript Listening 31  Students' own answers

I've been a vegetarian since I was eight and first travelled round Europe with a friend. It was the meat and fish markets on the Continent that brought me to the conclusion that I could no longer justify eating meat. I realised then that the supermarkets in Britain that I used to – with their plastic slices of meat in their plastic containers – had shielded me from the unenviable truth of where meat actually came from. In the meat markets of Italy, for example, the vendors were unashamed of the origins of their wares. Deer, pig, and lamb carcasses hung above their stalls in the sunshine, and live rabbits and chickens sat in boxes, waiting to be bought and killed for the dinner table. It occurred to me with sudden clarity that I would not be able to kill an animal for food, and if I couldn't do that, then I personally shouldn't eat meat at all. I ordered an omelette and salad that evening in a café, and when I went home I looked further into the production of meat for human consumption.

What I found out about factory farming horrified me. Those animals in the Italian market at least had had a decent life on a small farm in the country first. Factory farming in Britain – where animals are bred and slaughtered without even their basic living requirements met – was cruel and inhuman. At that time, pigs lived and gave birth chained in pens with no room even to move or lie down. Chickens were kept similarly in tiny boxes purely to produce as many eggs as possible. I thought that we as humans should behave far better than this to the animals we kept. And as a vegetarian, I needed to make sure that the eggs I ate were from free-range hens.

Animal welfare has been my passion for the last ten years and I am a highly active member of the organisation Compassion in World Farming. We frequently campaign for the better treatment of animals, and with some success. Those pig pens are no longer used, for example. Much higher standards of animal welfare now have to be met and farms are routinely inspected. We have campaigned to get rid of battery hens and finally a law is being passed in Britain to ban them. I'm now particularly involved in protesting against animal testing, a lot of which I think is wasteful and unnecessary torture. I think as humans we can only be judged by how well we treat the dumb animals in our care.

1 B 2 A 3 C 4 A

EXAM TASK – Use of English  Students' own answers

1 tracking 2 didn't think 3 is / was usually reserved
4 would be fully integrated 5 would be tracking 6 have caught 7 had vanished 8 not to disturb 9 had never experienced 10 hadn't / had not had
Unit 9

9A Vocabulary and listening

Behaviour

Exercise 1  page 75
1 careless  2 short-sighted  3 hysterical  4 pushy  5 foolish
6 pretentious  7 romantic  8 thoughtless  9 eager
10 ruthless  11 deceitful

Exercise 2  page 75

Audioscript  Listening 32  page 75
1 When I was a child I used to burst into tears at the slightest thing. Like if someone said something nasty or I thought one of my friends was ignoring me. Or worse still, if I lost a game of football or a board game, it seemed like the end of the world! I think my parents found it very difficult to cope with me!
2 I was late for work and I had an important meeting first thing. I drove well over the speed limit and I even jumped a red light. Well, it was probably still amber – just. But I didn't think about the other road users or pedestrians. It wasn't very sensible at all.
3 A few years ago I had to sack a number of people at work. Business wasn't going well and to be honest, they weren't particularly good at their jobs. What I should have done is called them into my office and explained the situation. But I just sent them emails on Friday afternoon so that I wouldn't have to tell them face-to-face.
4 At the supermarket the other day, there were really long queues at all the checkout counters and people were getting very irritable. I realised that they would have to bring more staff onto the tills, so instead of joining a queue and then getting stuck, I hung back and kept an eye out for shop assistants who looked like they were going to open a till. Then I quickly nipped in and was first in the queue!
5 The girl was clearly out of her depth and didn't have the strength to swim back to the shore. The current was carrying her towards the rocks, so I dived in and swam out to her, and helped her back in. I didn't stop to think. I reckoned anyone would have done the same in that situation.
6 I wanted to make her feel at home. She was an exchange student from France on her first trip abroad and probably feeling quite homesick, as you often do at that age. So I cooked a nice meal for her, and sat down with her after dinner and I asked her all about her family and her home town. And I made sure that the heating was on in her room and that she had everything she needed.
1 over-sensitive  2 reckless  3 cowardly  4 cunning
5 courageous / heroic  6 hospitable / thoughtful

Exercise 3  page 75
4 It was clumsy / careless of her to knock over an expensive vase.
3 It was cynical / ruthless of him to foul the centre forward when he was about to score.
4 It was disloyal of him to spread gossip about his best friend.
5 It was courageous / heroic of him to save a child from a burning building.
6 It's altruistic / generous of him to give fifteen per cent of his salary to charity.

Exercise 4  page 75
1 yearly  2 in a leisurely way / fashion / manner  3 daily
4 in a jolly way / fashion / manner  5 early

Exercise 5  page 75
1 hard  2 highly  3 lately  4 wrongly  5 close

Challenges page 75
Students' own answers

9B Grammar

Criticising past actions

Exercise 1  page 76
1 should have recharged  2 might have saved
3 needn't have worried  4 shouldn't have eaten

Exercise 2  page 76
1 should have turned  2 might / should have told
3 needn't / shouldn't have made  4 should / might have let
5 needn't / shouldn't have bought  6 needn't have got

Exercise 3  page 76
1 hadn't sent, wouldn't have known
2 would have left, hadn't been enjoying
3 hadn't taken, would have lasted
4 wouldn't have been, hadn't been
5 had stopped, would have heard

Exercise 4  page 6
2 If the sun had been shining, we'd have gone to the beach.
3 If Harry hadn't been driving recklessly, he wouldn't have been involved in a car crash.
4 If Sam hadn't been short of money, he'd have bought the jeans.
5 I wouldn't have eaten the sandwich if I hadn't been hungry.

Challenge! page 75
Students' own answers

9C Culture

Family histories

Exercise 1  page 77
1 careful / careless  2 hurtful / unhurt  3 immature
4 inappropriate  5 retrievable  6 unknown  7 questionable

Exercise 2  page 77
1 about  2 what  3 up  4 with  5 that  6 which  7 had
8 at  9 both  10 of

Exercise 3  page 77
1 ancestors  2 websites, professional researchers
3 celebrities / well-known personalities  4 wrong  5 father's

Exercise 4  page 77

Audioscript  Listening 33  page 77
When people find out that I have been researching my family history, they usually ask, 'Have you found anything interesting?' The answer is, of course, yes. But the most fascinating part of my hobby is solving historical puzzles. I first became interested in my family's history when I was a teenager and my grandmother Patricia died. She had saved everything. My mother spent weeks going through old papers, letters, photos, toys and all sorts. I helped her. We went through all the photos and identified people and started to draw up a family tree.

The first puzzle I needed to solve emerged fairly soon. There was no documentation about my mother's grandfather at all. He would be my great-grandfather. My mother remembers her mother — my grandmother Patricia
saying that no one ever talked about her father at all, but Patricia never knew why this was. Had he done something terrible? What if he'd been a criminal, a murderer or something? I had to find out.

First of all, I researched my great-grandmother's marriage. For all the papers that had been saved by the family, this marriage certificate was not among them. So I wrote to request a copy. My great-grandmother's name was Mildred and she married a young man called Warren Hill, my grandmother's father. They had married very young. Mildred was 18 and Warren was 22. Then I requested a copy of Warren Hill's death certificate. He had died very young, when my grandmother was only five years old. Warren had joined the army and fought in the First World War. It was no wonder that my grandmother didn't remember her father. But I couldn't find any more information about him. It was puzzling and really annoying.

I continued going through the papers, photos and letters, and eventually found a photo tucked away in an old envelope. It was of Mildred, Warren and baby Patricia. They looked happy. I was thrilled. I looked hard at Warren's face. He didn't seem like a murderer or anything — just an ordinary, pleasant-looking sort of man. I showed it to my mother. She was amazed. She had never seen a picture of her grandfather before.

Months later, I found a letter written by Mildred's much older sister, Eva. Eva had looked after Mildred ever since their mother had died. Eva was writing to her fiancé, Ross, and the date was three weeks after Mildred's wedding to Warren. Eva wrote about how worried she was. She thought that Mildred had made a big mistake, that she had married too quickly and was too young. Eva thought that Warren wouldn't make a good husband for Mildred, as he came from a much poorer family.

So that was Warren's crime. He wasn't considered good enough for Mildred! I tried to figure out what Mildred thought about this. Did she come to regret having married Warren? Eventually, after a great deal of reading and re-reading of old letters, I found a letter written to Mildred, and signed Mother. But of course, Mildred's own mother — her name was Nancy — had died when Mildred was only three. I looked at the letter again. It was kind and affectionate and asked about young Patricia. I researched the address on the envelope and found out that it was Warren's mother, Johanna Hill, who had written the letter. The date on the letter was two years after Warren's death. This meant that Mildred had kept in touch with her mother-in-law, but Patricia never knew she had a grandmother and never met her. Johanna died a year after the date of the letter.

This is what I think: I think that Mildred was devoted to Warren and was heartbroken when he died. However, she knew that her family didn't approve of him, and so she never talked about him after his death and she kept her continuing contact with his mother a secret. What I do know for sure is that after Warren's death Mildred never married again. I hope it was because she never found anybody that she loved as much as she had loved Warren.

1 Nancy 2 Johanna 3 Ross 4 Eva 5 Mildred 6 Warren 7 Patricia

**9D Reading**

**If only!**

**Exercise 1**

1 broken up 2 got together 3 got away 4 dropped out 5 mix up 6 turned out 7 sold out 8 held up

**Exercise 2**

1 break-up 2 mix-up 3 get-together 4 drop-outs 5 getaway 6 sellout 7 turn-out 8 hold-ups

**Exercise 3**

1 Wilf 2 Harriet 3 Wilf 4 Harriet

**9E Grammar**

**Mixed conditionals**

**Exercise 1**

1 d 2 a 3 b 4 e 5 c

**Exercise 2**

1 would have, hadn't wasted 2 were, would have applied 3 had paid, would speak 4 didn't like, wouldn't have ordered 5 wouldn't be, hadn't moved 6 hadn't been, wouldn't be wearing 7 liked, would have watched

**Exercise 3**

1 If I hadn't failed my piano exam last summer, I wouldn't be taking it again. 2 I would have gone to the theatre if I wasn't / weren't broke. 3 If Dave had said hello to Emily at the party, she wouldn't be upset. 4 If Ryan weren't / weren't learning Mandarin, he wouldn't have spent a week in Beijing. 5 Beth would have phoned you last night if she had a mobile. 6 If Ollie hadn't lost his iPad, he wouldn't be looking miserable. 7 If Carol was well, she would have gone out last night. 8 Poland wouldn't be playing in the European Cup if they hadn't beaten Belgium in the qualifying round. 9 Fran would be coming to the concert with us tomorrow if she could have got a ticket.

**Challenge!**

Students' own answers

**9F Speaking**

**Role-play**

**Exercise 1**

1 If only I had more time! 2 I wish you hadn't said that. 3 I really wish my pet rat hadn't died! 4 I wish I had been able to go to the Wimbledon final, but it wasn't possible.

**Exercise 2**

1 c 2 a 3 e 4 b 5 d
Exercise 4  page 81

Audioscript  Listening 34  page 81

Student A I'm really sorry that I forgot your birthday. My mum's been a bit ill this week and we've all been very busy looking after her.

Examiner That's OK.

Student A Actually, I saw something you'd like when I was shopping about a month ago. I was intending to go back to the shop and buy it, but it slipped my mind. I wish I bought it when I saw it.

Examiner Don't worry.

Student A Well, I'm going to get it for you this afternoon. But I'm not going to tell you what it is. It'll be a surprise.

Examiner That's sweet of you, but there's really no need.

Student A No, no. I want to. Anyway, how did the party go?

Examiner It was great, thanks.

Student A Were there a lot of people there?

Examiner About ten.

Student A If only I'd saved the date of the party in my phone! I wouldn't have forgotten then. What did you do? Listen to music? Watch a film?

Examiner We just had some food and drink and listened to music.

Student A Well, I'm sorry I missed it. Shall we go out together this Friday?

Examiner I'm afraid I can't make Friday, I've got something else on.

Student A How about Saturday night?

Examiner I'm going to see the new Anne Hathaway film with Jake. Why don't you come along?

Student A OK, that'd be great. What time does the film start?

Examiner At 8.00. We're meeting at the cinema at 7.45.

Student A OK, see you there.

Student B I've just realised it was your birthday on Saturday, I'm so sorry that I forgot it. I'd even bought a card for you and written it. It's still in my schoolbag. If only I'd remembered to give it to you!

Examiner Well, never mind. You don't usually forget birthdays!

Student B It's because I've been so busy recently. I had to catch up on lots of school work last week, and then I was away with my family over the weekend. But I wish I'd been at your party instead.

Examiner Yes, we missed you. It was great fun.

Student B Well, anyway, I'm going to get you a present to make up for forgetting your birthday. I'm going to get the latest Lady Gaga CD. It's just out.

Examiner Oh, you don't have to.

Student B Yes, I insist. You like Lady Gaga, don't you?

Examiner Yes, I do. I love her.

Student B Good. That's settled then. And we really ought to meet up.

Examiner Yes, good idea.

Student B What are you up to this weekend?

Examiner I'm going ice skating with Rob on Saturday morning, but I'm free in the afternoon.

Student B What do you fancy doing?

Examiner We could go for a coffee.

Examiner That would be great. Let's meet at 2.30 at the bus station.

Examiner OK, see you then.

A completes the task better because he talks about all four issues, whereas B doesn't talk about what happened at the party.

Exercise 5  page 81

Audioscript  Listening 34  page 81

A

1. He wishes he had bought the present a month ago.
2. He wishes he had saved the date of the party in his phone.

B

1. She wishes she had remembered to give her friend the card.
2. She wishes she had been at her friend's party.

Exercise 6  page 81

Students' own answers

10A Vocabulary and listening

Sports

Exercise 1  page 81

1. cap; badminton  2. club; ice hockey  3. pads; golf  4. goggles; field hockey

Exercise 2  page 81

1. wetsuit  2. bat  3. balls  4. cue  5. surfboard  6. gloves  Hobbies: surfing, table tennis, pool, boxing

Exercise 3  page 81

Audioscript  Listening 35  page 81

1. My dad was really keen on the sport—he still is—and when I was eight or nine years old, I used to go on the course with him and carry his clubs. I loved watching him. And he used to let me hit a few balls sometimes, just to get an idea of the game. He says I used to miss more than I hit. He's quite surprised I'm now a professional!

2. You never forget your first flight. Mine was in London, against a guy who was nearly two metres tall. I was so nervous, I couldn't get my gloves on. But when we got into the ring, I calmed down. And I won! The crowd were amazed. So was I!

3. I've always loved cars—especially fast cars! And I took part in my first races when I was still a teenager. I've only just moved into Formula 1. This is my second season. I reckon my favourite circuit is Monaco.

4. I was born in the UK, but my dad is Swedish. He grew up on the slopes. So soon as I could walk, he took me— and my brother and sister. Now that I'm seriously into the sport, in a professional way, I've had to move to Sweden because the snow isn't reliable enough in the UK.

5. I got my first rackets as a birthday present on my fifth birthday. There were some public courts near my house, and I used to beg my parents to take me there every day after school. They were really patient. I remember, I was only as tall as the net! Of course, when I was a bit older, I could go by myself. I spent half my pocket money on balls. I really was mad about the game!

6. At school, my best distance was 400 metres. As I got older, though, I began to prefer the longer distances—1,500 metres and then 5,000 metres. By the time I was fifteen, I was the best in the school at those events. I started
training seriously, going out early and doing ten kilometres before school. I liked it because it seemed such a natural sport — no equipment necessary. apart from a decent pair of trainers.

1 golfer 2 boxer 3 racing driver 4 skier 5 tennis player 6 runner

Exercise 4 page 83
1 pool 2 courts 3 courts 4 ring 5 pitch 6 track 7 slope 8 rink

Exercise 5 page 83
(Possible answers)
1 judo, table tennis 2 boxing, judo, karate 3 ice hockey, ski jump, snowboarding 4 kayaking, rowing, yoga 5 diving, sailing, water polo

Challenge! page 83
Students' own answers

10B Grammar

Emphasis

Exercise 1 page 84
1 It 2 place 3 All 4 What 5 person 6 thing 7 reason

Exercise 2 page 84
1 My mum suggested skiing.
2 We chose a resort in the Alps.
3 We needed to buy a permit.
4 The snow melted.
5 My dad complained most.
6 He was annoyed that we couldn't get a refund.
7 I didn't mind because I'm not keen on skiing.

Exercise 3 page 84
1 The reason I went home was that I felt ill.
2 The person who first got me interested in sailing was my cousin Matt.
3 All I ate was half a cheese sandwich.
4 What happened was that a few people in the crowd started singing.
5 It was the ancient Greeks who first brought boxing to Europe.
6 The place where I love going for walks is by the sea.
7 The thing that matters most in a relationship is honesty.

Exercise 4 page 84
1 No way am I going to lend you my bike.
2 Hardly had I arrived at school when the fire alarm rang.
3 Only the next day did I understand why she'd been so upset.
4 So noisy was the hotel that nobody could sleep.
5 No sooner had I found my phone than it rang.
6 Never again will I spend £400 on a camera.
7 Under no circumstances would I go to that hotel again.
8 Rarely has a film generated so much publicity.

Exercise 5 page 85
Students' own answers

Challenge! page 84
Students' own answers

10C Culture

Sport and money

Exercise 1 page 85
1 c / d achievement 2 f childhood 3 b sponsorship 4 a earnings 5 e commercialism

Exercise 2 page 85
a doubt b ask c fact d bottom e see f face

Exercise 3 page 85

Audio script Listening 36 page 85
1 I guess in an ideal world, we wouldn't need sponsorship. Everyone would do sport — and watch sport — just because they enjoyed it, and money wouldn't really be an issue. But the reality is, these sporting events cost a fortune to put on. And although they can sell tickets, they could never get enough money to pay for their costs. Sponsorship brings in the money that's needed — so it's here to stay, I guess.
2 I don't know why people always mean about sponsorship. In my view, it adds a bit of glamour. Imagine you suddenly got rid of it all — so all the shirts were plain, with no logos, and the advertising boards all disappeared from the stadiums. That's what sport looked like fifty years ago — and if you ask me, it was pretty dull. I prefer how it looks now.
3 I think it's a shame that sport seems to be all about money these days. In the past, sports people were really good role models — heroes, even, for the younger generation. But because of all the money that's poured into sport, big business, sports stars are rich — rich and spoilt. They don't care about the game any more, they just want to drive around in a Ferrari and go for holidays in the Caribbean. As a result, sport just isn't what it used to be.
4 It costs these companies millions to sponsor big sporting events, doesn't it? And I don't see why they do it. I mean, have you ever bought a particular drink, or used a particular airline, just because they sponsored a match you've watched on TV? Of course not! You know, an airline company paid to have the name of my local team's stadium changed — but I didn't even realise that the new name was an airline. It just didn't mean anything to me.
5 It's just a form of advertising, isn't it? I mean, instead of paying for a TV ad which says 'Buy my product', they put their logo on your favourite football team's strip. You see the name of the product every time you watch your team — and it gets into your mind. Of course it does. Subliminal advertising, they call it. Nobody likes to think that it works on them, but to be honest, why would these companies spend a fortune on sponsorship if it didn't get results?

1 d 2 b 3 a 4 c 5 f

Exercise 4 page 85
b

Exercise 5 page 85
1 F 2 T 3 T 4 F

Challenge! page 85
Students' own answers

10D Reading

Getting ahead

Exercise 1 page 86
1 short-sightedness 2 swelling 3 sweat 4 circulation 5 ligament 6 lungs 7 sprain 8 passages
Exercise 2  page 86

Exercise 3  page 86
1 C 2 F 3 A 4 B 5 E

Exercise 4  page 86
1 They were from mountain lions that he had hunted.
2 He had bought the shirt in a shop in Sweden.
3 She always ties her shoelaces in the same way.
4 He says that the grass there has the best flavour.
5 Taping his bat to the ceiling: his teammates
6 Students' own answers

Challenge!  page 86
Students' own answers

10E Grammar
Unreal past and had better

Exercise 1  page 86
1 paid 2 are 3 get 4 finish 5 went 6 had 7 went 8 can

Exercise 2  page 88
1 got 2 might as well / 'd better eat 3 'd better take
4 caught 5 turned 6 arrived 7 were 8 asked

Exercise 3  page 88
1 You'd better call the police.
2 You might as well download it.
3 You might as well go to bed.
4 You'd better not touch it.
5 You'd better remove it.

Exercise 4  page 88
1 I'd rather Dad didn't see my diary.
2 It's high time we started work.
3 You'd better not text her after midnight.
4 We might as well start again.
5 I'd sooner the guests didn't bring gifts.
6 Imagine if we had a Ferrari! / Imagine having a Ferrari!
7 Suppose everyone waited outside.

Challenge!  page 88
Students' own answers

10F Speaking
Photo description

Exercise 1  page 89

Audioscript  Listening 37  page 89
This photo shows an exercise class at a fitness club, or maybe a sports centre. It seems to be a class for women only. The main focus of the photo, I'd say, is the faces of the women doing the class. That's what we're looking at – not the instructor, who has her back to us and is almost out of shot. There are only two women we can see clearly, plus one in the background whose face is partly hidden. And I can make out a few extra feet, but we can't see who they belong to. The women we can see are all wearing trainers, shorts and vests or T-shirts. They're holding bars across their shoulders. The women all look quite serious. They aren't really smiling, but maybe that's because they're concentrating on following the instructor. They're all bending their knees slightly – I guess it's an exercise for strengthening the leg muscles. I'd say they're regulars at this class – they all look as if they know what they're doing!

1 fitness club or sports centre
2 faces of the women
3 trainers, shorts, vests, T-shirts, bars
4 serious, concentrating, bending knees, strengthening leg muscles

Exercise 2  page 89
1 focus 2 shot 3 hidden 4 make 5 blurred
Tick: out of shot  partly hidden  I can make out

Exercise 3  page 89
Students' own answers

Exercise 4  page 89
1 foremost 2 start 3 Thirdly  4 forget  5 importantly

Exercise 5  page 89
Students' own answers

Exercise 6  page 89

Audioscript  Listening 38  page 89
The last time I did some exercise as part of a group was last weekend. I was in the park with a couple of friends and we noticed some boys playing basketball. Well, they noticed us really. And then one of them came over and asked if we wanted to play. We agreed – and suggested a match, boys against girls. But that was unfair because there were five of them and only three of us. And they were pretty good too. So we mixed up the teams and played for about an hour. It was really good fun – I enjoyed it.

a, b, c, d

Exercise 7  page 89

Audioscript  Listening 38  page 89
Students' own answers

10G Writing
Description of an event

Exercise 1  page 90
1 e 2 c 3 a 4 b

Exercise 2  page 90
1 desperate to play 2 started going berserk
3 yelling at people 4 his team were thrashed

Exercise 3  page 90
1 In the bag was a baseball bat.
2 ✓
3 It was time to go home, so into the car we all climbed.
4 Away he stormed, yelling at his wife.
5 ✓

Exercise 4  page 90
Students' own answers

Exercise 5  page 90
Students' own answers
5 Get Ready for your Exam 5

EXAM TASK – Reading

1 D 2 B 3 A 4 C

EXAM TASK – Listening

Audioscript Listening 39

Runners of the Bristol Marathon – welcome! In order to get the race off to a flying start, please listen carefully to the following instructions. Please ensure that you are wearing your runner’s bib with your race number. Do not fold, tear or deface your bib in any way. It needs to be securely attached to the front of your vest, and your number must be visible to the marshals at all times. Please make sure that you have your emergency details completed on the back of your race bib, so that we can offer the correct aid should you need assistance during the race. We would also ask you to refrain from wearing earphones and playing music, so that you can hear the instructions from the marshals during the race. The marshals are there to ensure your safety at all times.

We will shortly be asking you to make your way to the race pens for the start of the race. Please ensure that you are in the correct zone as denoted by your bibs colour band, as these have been issued to match your estimated race time.

Please avoid starting in the wrong zone, as slower runners starting from a faster race pen can cause accident and injury. Should you wish to complete the race with another runner from a different zone, faster runners are allowed to start with slower runners further back. Please allow the marshals to check your bib for the correct colour band as you enter the pen.

Drinks stations are positioned every five kilometres and energy drinks, bars and fruit pieces will be available at drinks stations every ten kilometres. Please avail yourself liberally of these refreshments as it will be a hot day. Little and often is recommended. Now, please make your way to the start pens…

1 T 2 F 3 F 4 T 5 F

EXAM TASK – Use of English

1 disability 2 seriously 3 unfortunate 4 enthusiastically 5 achievements 6 competitor

EXAM CHALLENGE 1-2

Exercise 1

1 in 2 of 3 able 4 is 5 on 6 until 7 Since

Exercise 2

1 selfish 2 creative 3 sensible 4 humorous 5 unassuming 6 daring

Exercise 3

1 most 2 than 3 could / might / would 4 made 5 Although 6 are 7 in 8 enough/some

Exercise 4

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

Exercise 5

1 billionaire 2 appearance 3 globally 4 intention 5 originally 6 donations

EXAM CHALLENGE 3-4

Exercise 1

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

1 in 2 him 3 bit / little 4 well / long 5 for 6 as

Exercise 3

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

Exercise 4

1 awareness 2 homeless 3 invitations 4 unpaid 5 donations 6 comparatively 7 unemployment 8 councillors

Exercise 5

1 against 2 the 3 have 4 on 5 for 6 being 7 by 8 is

EXAM CHALLENGE 5-6

Exercise 1

1 dramatically 2 scientists 3 developing 4 rechargeable 5 storage 6 improvement 7 performance 8 revolutionise

Exercise 2

1 to 2 which 3 be 4 per 5 It 6 by 7 whose 8 being 9 time 10 with

Exercise 3

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

Exercise 4

1 one thing; instance / example 2 away / out 3 of the 4 have brought 5 can 6 up

EXAM CHALLENGE 7-8

Exercise 1

1 challenging 2 completely 3 essential 4 explanations 5 inspired 6 conversations 7 compiling 8 confusion

Exercise 2

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

Exercise 3

1 the 2 of 3 square 4 than 5 make / render 6 If 7 global 8 carbon 9 even 10 does

Exercise 4

1 global 2 gas(es) 3 in 4 few 5 turn 6 less

EXAM CHALLENGE 9-10

Exercise 1

1 mistakenly 2 read 3 excitement 4 millionaire 5 shocked 6 celebrations 7 winning 8 foolishly 9 jobless 10 physically

Exercise 2

1 attack 2 kept 3 committed 4 whose 5 back 6 sentenced

Exercise 3

1 competitively 2 disagreement(s) 3 obesity 4 wisdom 5 publication 6 preparation 7 adulthood 8 disastrous 9 findings
Exercise 4  page 97
1 A 2 D 3 A 4 C 5 D 6 B

Review 1–2

Exercise 1  page 96
1 any 2 for 3 the 4 one 5 other 6 can 7 before 8 been 9 there 10 yet

Exercise 2  page 96
1 entered 2 majored 3 graduation 4 career 5 dressing 6 stores 7 worldwide 8 social 9 retrospective 10 feature

Exercise 3  page 96
1 A 2 B 3 D 4 A 5 B 6 C 7 B 8 B 9 A 10 A

Review 3–4

Exercise 1  page 97
1 reconsider 2 demonstration 3 organiser / organizer 4 closure 5 inevitably 6 vandalism 7 steadily 8 maintenance 9 Hopefully 10 unemployed 11 protestors 12 entry 13 underprivileged 14 meaningless

Exercise 2  page 97
1 had 2 against 3 to 4 both 5 as 6 By 7 whose 8 had 9 take / develop 10 such

Exercise 3  page 97
1 B 2 A 3 B 4 C 5 B 6 C 7 B 8 B 9 B 10 A

Review 5–6

Exercise 1  page 100
1 C 2 C 3 D 4 A 5 D 6 D 7 A 8 B 9 A 10 B 11 B 12 D 13 C 14 A

Exercise 2  page 100
1 origins 2 views 3 evidence 4 travels 5 decorative 6 synthetic 7 principle 8 purposes 9 recreational 10 consumption

Review 7–8

Exercise 1  page 101
1 A 2 A 3 C 4 A 5 D 6 B 7 A 8 C 9 B 10 A

Exercise 2  page 101
1 driving 2 has been 3 were largely rebuilt 4 have been 5 has functioned 6 to punish 7 was named 8 takes 9 featured 10 has been making

Review 9–10

Exercise 1  page 102
1 was 2 to 3 had 4 final 5 before 6 what 7 have 8 ago 9 for 10 for 11 public 12 been 13 not 14 take

Exercise 2  page 102
1 survival 2 deprivation 3 detrimental 4 drowsiness 5 depression 6 growth 7 nervous 8 neurological 9 mortality 10 variation
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